Competency Based Learning Materials (CBLMs)

Caregiving for Persons with Special Needs

Level-3

Module: Provide Care and Support to People with Special Needs

Code: CBLM-IS-CPS-02-L3-EN-V1

National Skills Development Authority
Prime Minister's Office
Government of the People's Republic of Bangladesh

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The CBLM on "Provide care to and support to people with special needs" is developed based on NSDA approved Competency Standards and Competency Based Curriculum under caregiving for elderly persons Level-3 Occupation. It contains the information required to implement the caregiving for elderly persons Level-3 standard.

This document has been prepared by NSDA with the help of relevant experts, trainers/professionals.

All Government-Private-NGO training institutes in the country accredited by NSDA can use this CBLM to implement skill-based training of caregiving for elderly persons Level-3 course.

How to use this Competency Based Learning Materials (CBLMs)

The module, Maintaining and enhancing professional & technical competency contains training materials and activities for you to complete. These activities may be completed as part of structured classroom activities or you may be required you to work at your own pace. These activities will ask you to complete associated learning and practice activities in order to gain knowledge and skills you need to achieve the learning outcomes.

1. Review the **Learning Activity** page to understand the sequence of learning activities you will undergo. This page will serve as your road map towards the achievement of competence.

2. Read the **Information Sheets.** This will give you an understanding of the jobs or tasks you are going to learn how to do. Once you have finished reading the **Information Sheets** complete the questions in the **Self-Check.**

3. **Self-**Checks are found after each **Information Sheet**. **Self-Checks** are designed to help you know how you are progressing. If you are unable to answer the questions in the **Self-Check** you will need to re-read the relevant **Information Sheet**. Once you have completed all the questions check your answers by reading the relevant **Answer Keys** found at the end of this module.

4. Next move on to the **Job Sheets. Job Sheets** provide detailed information about *how to do the job* you are being trained in. Some **Job Sheets** will also have a series of **Activity Sheets**. These sheets have been designed to introduce you to the job step by step. This is where you will apply the new knowledge you gained by reading the Information Sheets. This is your opportunity to practise the job. You may need to practise the job or activity several times before you become competent.

5. Specification **sheets**, specifying the details of the job to be performed will be provided where appropriate.

6. A review of competency is provided on the last page to help remind if all the required assessment criteria have been met. This record is for your own information and guidance and is not an official record of competency

When working though this Module always be aware of your safety and the safety of others in the training room. Should you require assistance or clarification please consult your trainer or facilitator.

When you have satisfactorily completed all the Jobs and/or Activities outlined in this module, an assessment event will be scheduled to assess if you have achieved competency in the specified learning outcomes. You will then be ready to move onto the next Unit of Competency or Module

Approved in

----- Authority Meeting of NSDA

Held on 2023

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Module Content

Unit Title: Provide care and support to people with special needs
Unit Code: OU- IS-CPS-02-L3-V1
Module Title: Providing care and support to people with special needs

Module Descriptor: This unit covers the knowledge, skills and attitudes required to provide care care and support to people with special needs. This includes maintaining relationships with people with special needs, providing support to people with special needs, assisting in maintaining well-being of people with special needs, assist people with special needs and providing end of life special services.

Nominal Hours: 70 hours

Learning Outcomes:

Upon completion of this module the trainees must be able to:

1. Maintain relationship with people with special needs
2. Provide support to people with special needs
3. Assist in maintaining well-being of people with special needs
4. Assist people with special needs
5. Provide end of life special services.

Assessment Criteria:

1. Clients with special conditions that require specialized Caregiving services are identified.
2. Personal need of the person with special need are identified and provided services as required.
3. Confidentiality, privacy, individual choices and the right to decision making are considered for maintaining relationship.
4. Dealings with people with special needs are aimed at generating a trusting relationship.
5. Respect for individual differences is demonstrated in all dealings with people with special needs.
6. Support for the interests, rights and decision making of people with special needs is ensured in all dealings.
7. People with special needs are actively encouraged and supported to communicate ideas, feelings and preferences.

8. Support to people with special needs is provided in accordance with their needs, rights and self-determination.

9. Assistance is provided to people with disabilities according to the organizational guidelines.

10. Information required by people with special needs are identified and provided.

11. Reactions and limitations regarding differences are recognized.

12. Best suited of assistance is sought to ensure that the rights of people with special needs are upheld.

13. People with special needs are provided with support in maintaining a clean, safe and comfortable environment.

14. Situations of risk to health and safety are responded to in accordance with established and approved health and safety procedures.

15. People with special needs are actively encouraged to practice self-expression.

16. Rights and responsibilities of people with special needs are discussed with them professionally and in a non-threatening and non-critical ways.

17. Types, frequency and triggers of challenging behaviors of a person with special needs are identified and assessed.

18. Strategies for the prevention and management of challenging behavior/s are planned and implemented according to approved safety procedures.

19. People with special needs are encouraged and supported to express self.

20. Independent thinking by people with special needs are encouraged and supported.

21. Strategies that would promote independence of people with special needs are developed and implemented.

22. Client who needs end life special care is identified.

23. Attitudes such as are adhered to and demonstrated towards the clients based on established procedure.

24. Client's personal preference and psychological issues are identified in consultation with concern individual and care plan is designed based on established procedures.

25. Use appropriate tools and equipment to give required support.

26. Ensure quality care with empathy.

Learning Outcome: 1 Maintain relationship with people with special needs

Assessment Criteria	1. Clients with special conditions that require specialized Caregiving services are identified.
	2. Personal need of the person with special need are identified and provided services as required.
	3. Confidentiality, privacy, individual choices and the right to decision making are considered for maintaining relationship.
	4. Dealings with people with special needs are aimed at generating a trusting relationship.
	5. Respect for individual differences is demonstrated in all dealings with people with special needs.
	6. Support for the interests, rights and decision making of people with special needs is ensured in all dealings.
	7. People with special needs are actively encouraged and supported to communicate ideas, feelings and preferences.
Conditions and Resources	1. Real or simulated workplace
	2. CBLM
	3. Handouts
	4. Laptop
	5. Multimedia Projector
	6. Paper, Pen, Pencil, Eraser
	7. Internet facilities
	8. White board and marker
Contents	1 Clients with special conditions
	2 Personal need of the person with special need
	3 Confidentiality, privacy, individual choices.
	4 Dealings with people with special needs
	5 Respect for individual differences.
	6 Support for the interests, rights and decision making of people with special needs.
Training Methods	1. Discussion
	2. Presentation
	3. Demonstration
	4. Guided Practice
	5. Individual Practice
	6. Project Work
	7. Problem Solving
	8. Brainstorming
Assessment Methods	1. Written Test
	2. Demonstration
	3. Oral Questioning

Learning Experience-1: Maintain relationship with people with special needs

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about provide care and support to people with special needs.	1. Instructor will provide the learning materials maintain relationship with people with special needs.
2. Read the **Information sheet/s**	2. Information Sheet-1: Maintain relationship with people with special needs
3. Complete the **Self-Checks & Answer key sheets.**	3. Self-Check No. 1: Maintain relationship with people with special needs Answer key No. 1: Maintain relationship with people with special needs
4. Read the **Job/ Task sheet** and **Specification Sheet**	4. Job/ task sheet and specification sheet

Information Sheet 1: Maintain relationship with people with special needs

Learning Objective:

After completion of this information sheet, the learners will be able to explain, define and interpret the following contents:

1.1 Clients with special conditions
1.2 Personal need of the person with special need
1.3 Confidentiality, privacy, individual choices.
1.4 Dealings with people with special needs
1.5 Respect for individual differences.
1.6 Support for the interests, rights and decision making of people with special needs.
1.7 Actively encourage and support people with special needs to communicate ideas, feelings and preferences

1.1 Clients with special conditions

Clients with special conditions refer to individuals who have unique or specific needs or requirements due to a variety of factors. These factors could include physical, cognitive, emotional, developmental, or behavioral conditions that may affect their ability to function independently or participate fully in various aspects of life.

Autism:

Autism spectrum disorder (ASD) is a developmental disability caused by differences in the brain. People with ASD often have problems with social communication and interaction, and restricted or repetitive behaviors or interests. People with ASD may also have different ways of learning, moving, or paying attention.

Psychosocial:

Psychosocial characteristics is a term used to describe the influences of social factors on an individual's mental health and behavior.

A psychosocial approach to human behavior involves the relation between intrapersonal psychological and environmental aspects.

Psychosocial characteristics is commonly described as an individual's psychological development in relation to his/her social and cultural environment.

Psychosocial means "pertaining to the influence of social factors on an individual's mind or behaviour, and to the interrelation of behavioural and social factors"

Visual Impaired:

Visual impairment is a term experts use to describe any kind of vision loss, whether it's someone who cannot see at all or someone who has partial vision loss.

Some people are completely blind, but many others have what's called **legal blindness**.

Speech Disability:

A speech disorder is a condition in which a person has problems creating or forming the speech sounds needed to communicate with others. This can make the child's speech difficult to understand.

Common speech disorders are:
- Articulation disorders
- Phonological disorders
- Disfluency
- Voice disorders or resonance disorders

Intellectual Disability

Intellectual disability is a term used when there are limits to a person's ability to learn at an expected level and function in daily life. Levels of intellectual disability vary greatly in children. Children with intellectual disability might have a hard time letting others know their wants and needs, and taking care of themselves. Intellectual disability could cause a child to learn and develop more slowly than other children of the same age. It could take longer for a child with intellectual disability to learn to speak, walk, dress, or eat without help, and they could have trouble learning in school.

Hearing Disability:

Hearing loss can make it difficult to understand, follow or participate in conversations. You may struggle to track what people are saying on TV or the telephone, and you may miss out on the pleasant sounds of nature. Significant hearing loss can affect your ability to work and enjoy life.

Hearing loss that comes on little by little as you age, also known as presbycusis, is common. More than half the people in the United States older than age 75 have some age-related hearing loss.

Hearing-Visual Disability:

Deafblindness is a combined vision and hearing impairment of such severity that it is hard for the impaired senses to compensate for each other.

Unlike as is often thought, however, deafblind people are not necessarily completely deaf or completely blind. Most deafblind people can see or hear at least to some extent. Vision and hearing impaired may be divided into two main groups, based on when the impairment has occurred: congenitally deafblind, since birth or early childhood and acquired deafblind those that have become deafblind later on.

Cerebral Palsy:

Cerebral palsy (CP) is a group of disorders that affect a person's ability to move and maintain balance and posture. CP is the most common motor disability in childhood. **Cerebral** means having to do with the brain. **Palsy** means weakness or problems with using the muscles. CP is caused by abnormal brain development or damage to the developing brain that affects a person's ability to control his or her muscles.

Down Syndrome:

Down syndrome is a genetic condition where a person is born with an extra copy of chromosome 21. This means that they have a total of 47 chromosomes instead of 46. This can affect how their brain and body develop. People diagnosed with Down syndrome have happy and healthy lives with supportive care. This changes the way their brain and body develop.
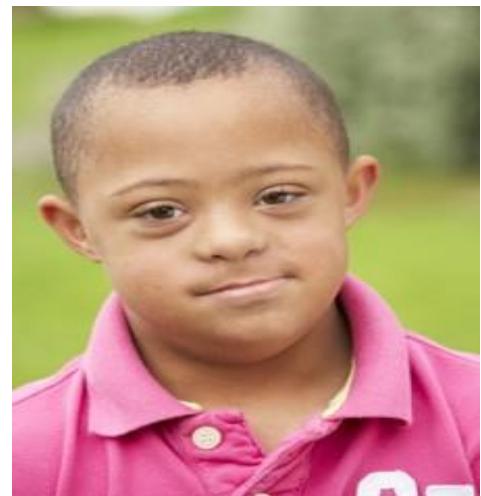
Multiple Disabilities:

When a child has several different disabilities we say, that he/she has multiple disabilities. For example, a child may have difficulties in learning, along with controlling her movements and/or with hearing and vision. The effect of multiple disability can be more than the combination of two individual disabilities.

1.2 Personal need of the person with special need

The personal needs of individuals with special needs can vary widely based on the type and severity of their condition. Some common personal needs for people with special needs may include:

- **Physical Needs**: These may include assistance with mobility, personal care tasks (e.g., bathing, dressing), managing medications, and accessing appropriate medical care and therapies.
- **Communication Needs**: Individuals with communication disorders may require specialized communication devices, communication boards, or speech therapy to help them express themselves effectively.
- **Educational Needs**: Access to inclusive education, specialized teaching methods, individualized education plans (IEPs), and accommodations in the classroom may be necessary to support learning.

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- **Emotional and Social Needs**: Emotional support, social skills training, and opportunities to participate in social activities can help individuals with special needs build relationships and improve their emotional well-being.
- **Independence and Life Skills**: Teaching and supporting life skills such as cooking, money management, using public transportation, and other daily living activities are essential for fostering independence.
- **Assistive Devices and Technology**: Depending on their condition, individuals may require assistive devices such as wheelchairs, hearing aids, adaptive tools, or computer software to enhance their abilities and participation.
- **Therapeutic Support**: Access to various therapies, such as occupational therapy, physical therapy, speech therapy, and behavioral therapy, can help individuals improve their functional abilities and quality of life.
- **Advocacy and Support**: People with special needs may need assistance from family members, caregivers, or support organizations to advocate for their rights, access services, and navigate complex systems.
- **Recreation and Leisure**: Opportunities for engaging in recreational activities that are adapted to their abilities and interests are essential for promoting overall well-being and enjoyment.
- **Safety and Security**: Ensuring a safe and supportive environment that addresses specific safety concerns related to the individual's condition is crucial.

1.3 Confidentiality, privacy, individual choices, and the right to decision making

Confidentiality, Privacy, and Individual Choices are fundamental principles that are essential in various contexts, such as healthcare, education, counseling, and other professional settings. These principles uphold the rights and autonomy of individuals and ensure that their personal information and choices are respected and protected. Let's explore each concept:

➢ **Confidentiality:**

- Confidentiality refers to the practice of keeping sensitive information shared by an individual in a professional setting secure and private.
- Professionals, such as doctors, therapists, teachers, and counselors, are legally and ethically bound to maintain confidentiality regarding personal information shared by their clients or patients.
- This principal foster trust and open communication between the individual and the professional, as the individual feels safe and assured that their information will not be disclosed without their consent.

➢ **Privacy:**

- Privacy refers to an individual's right to control access to their personal information, personal space, and personal life.

- It includes protecting personal data, keeping personal matters from being publicly exposed without consent, and respecting physical boundaries.
- In various settings, such as workplaces, schools, or public places, individuals have a reasonable expectation of privacy in their communications and activities.

➢ Individual Choices:

- Individual choices pertain to the right of every person to make decisions about their own lives, body, and future.
- This principle emphasizes that individuals should have autonomy over their decisions, as long as those choices do not harm others or infringe on their rights.
- In healthcare, respecting individual choices means involving patients in treatment decisions and considering their values and preferences.
- In educational settings, individual choices are valued in selecting courses, career paths, and extracurricular activities that align with the individual's interests and goals.

➢ The right to decision making:

- The right to decision-making is a fundamental concept in various contexts, including human rights, healthcare, personal autonomy, and more. It encompasses the idea that individuals have the authority and freedom to make choices and decisions that affect their own lives, bodies, and well-being.

1.4   Dealings with people with special needs

When dealing with people with special needs, it is essential to approach them with empathy, respect, and understanding. Here are some guidelines for interacting with individuals with special needs:

- **Use Person-First Language**: Use language that emphasizes the person first rather than their disability or condition. For example, say "person with a disability" rather than "disabled person."
- **Be Respectful and Patient**: Treat individuals with special needs with the same respect and patience you would show to anyone else. Avoid making assumptions about their abilities or limitations.
- **Ask Before Offering Help**: If you encounter someone with a disability who appears to need assistance, it is polite to ask if they would like help before offering it. Respect their decision if they decline.
- **Be Mindful of Physical Space**: Some individuals with mobility aids, such as wheelchairs or canes, may need extra space to navigate comfortably. Be aware of this and avoid blocking their path.

- **Effective Communication:** Speak clearly and at a pace that the person can understand. If the individual has a communication disorder, be patient and allow them enough time to respond.
- **Be Inclusive:** Include individuals with special needs in conversations and activities whenever possible. Avoid excluding them based on assumptions about what they can or cannot do.
- **Use Accessible Communication**: Use accessible formats, such as large print, Braille, or sign language, if required. Ensure that communication materials and spaces are accessible to all.
- **Respect Personal Space and Boundaries**: Always respect the personal space and boundaries of individuals with special needs. Do not touch them without permission.
- **Be Supportive**: Encourage and support the person in pursuing their interests and goals. Celebrate their achievements, both big and small.
- **Listen Actively**: Listen attentively and without judgment when individuals with special needs share their experiences, feelings, or concerns.
- **Educate Yourself**: Take the time to educate yourself about different disabilities and conditions to gain a better understanding of the challenges and strengths individuals may have.
- **Advocate for Inclusion**: Promote inclusion and advocate for the rights and needs of individuals with special needs in your community and workplace.

1.5   Respect for individual differences

Respect for individual differences is the recognition and appreciation of the unique qualities, characteristics, beliefs, perspectives, and needs that make each person distinct from others. It involves valuing and honoring the diversity and variety found among individuals, regardless of factors such as race, ethnicity, nationality, gender, sexual orientation, age, religion, physical or cognitive abilities, socio-economic status, or any other distinguishing trait.

Physical Difference:

One of the most important lessons parents can teach their children is to be accepting and compassionate to those who look different from them. But, it can also be one of the most challenging lessons to teach. Celia Heppner, Psy.D., plastic and craniofacial surgery psychologist at Children's Health℠ and assistant professor of psychiatry at UT Southwestern, explains that teaching your child about physical differences

begins at a young age and continues throughout childhood and the teenage years.

Mental Differences:

The Mental Difference (TMD) partners with you on your journey to gain greater personal insight and understanding of thoughts, feelings, and actions. By doing this, you can overcome limiting thoughts and emotions that hinder you from meeting your personal goals.

Difference in Intelligence

Difference in intelligence refers to variations or disparities in cognitive abilities and intellectual functioning observed among individuals. Intelligence is a multifaceted concept that encompasses various mental abilities, such as problem-solving, reasoning, memory, learning, abstract thinking, creativity, and linguistic skills.
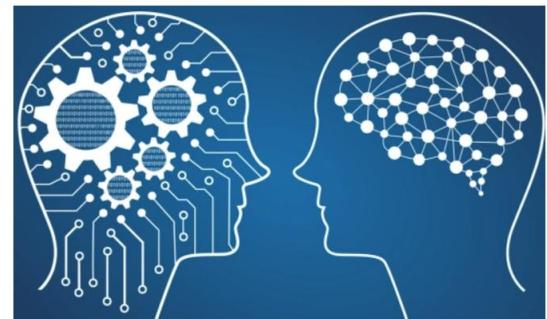
Difference in Interests

Difference in interests refers to the variety of preferences, inclinations, and hobbies that individuals have, which can vary significantly from one person to another. Interests are the activities, topics, or pursuits that people find enjoyable, engaging, and fulfilling. These interests can be broad or specific, and they often play a significant role in shaping an individual's personality, lifestyle, and leisure activities.

Difference in Attitudes

Difference in attitudes refers to the variations or contrasts in the way individuals think, feel, and respond to people, situations, or ideas. Attitudes are a combination of beliefs, feelings, and behavioral tendencies that influence how people approach and react to different aspects of life.

Difference in Aptitude

Difference in aptitude refers to the variations or disparities in natural talents, innate abilities, or potential for learning and excelling in specific areas or skills. Aptitude is an individual's capacity to acquire proficiency or excel in particular domains, often without extensive prior training or experience.
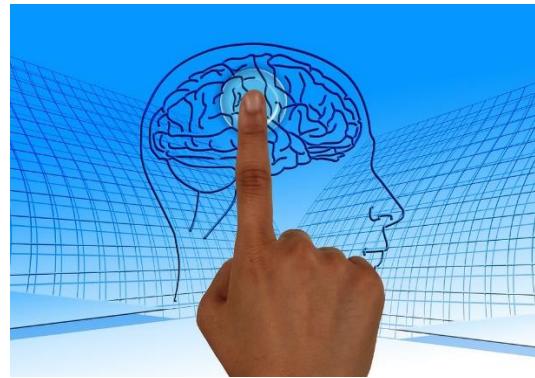
Difference in Achievement

Difference in achievement refers to the variations or discrepancies observed in the level of success or performance attained by individuals or groups in a particular task, skill, or academic endeavor. Achievement represents the actual outcomes or results accomplished by individuals based on their efforts, abilities, and opportunities.

Personality Difference

Personality differences refer to the variations in individual traits, characteristics, and behaviors that distinguish one person from another. These differences are shaped by a combination of genetic, environmental, and experiential factors and contribute to the uniqueness of each individual. Personality psychology is a field that studies these differences and seeks to understand and categorize them.

Emotional Differences

Emotional differences refer to variations in the way individuals experience, express, and manage their emotions. These differences can be influenced by a combination of factors, including genetics, upbringing, culture, life experiences, and individual personality traits.
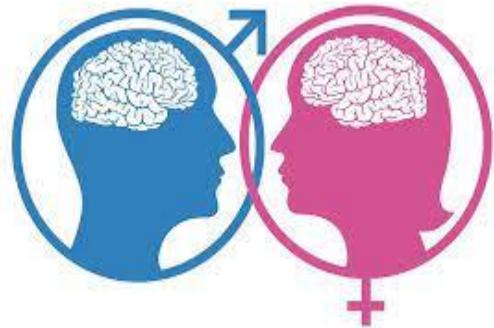
Social Differences

Social differences refer to the variations and disparities that exist among individuals or groups in society in terms of their social characteristics, experiences, and circumstances. These differences are shaped by a wide range of factors, including but not limited to culture, ethnicity, race, gender, socioeconomic status, religion, sexual orientation, age, disability, and geographic location.
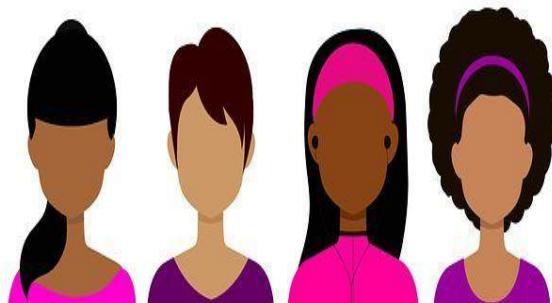
Religious and Cultural Differences

Religious and cultural differences refer to the variations in beliefs, practices, values, customs, and traditions that exist among different religious and cultural groups. These differences are an integral part of human diversity and contribute to the richness of societies around the world.

1.6 Support for the interests, rights and decision making of people with special needs

Support for the interests, rights, and decision-making of people with special needs is crucial to ensure their inclusion, empowerment, and autonomy. Here are some ways to provide effective support:

- **Promote Self-Advocacy**: Encourage and empower individuals with special needs to express their preferences, interests, and opinions. Support them in advocating for their rights and needs in various settings.
- **Respect Autonomy**: Respect the right of individuals with special needs to make decisions about their lives, as long as they can do so safely and with informed consent. Avoid making decisions on their behalf without their input.
- **Inclusive Education**: Support inclusive educational settings that provide appropriate accommodations and support for students with special needs to access quality education alongside their peers.
- **Accessible Communication**: Ensure that communication is accessible to individuals with different communication needs, such as using visual aids, sign language interpreters, or alternative communication methods.
- **Person-Centered Planning**: Involve individuals with special needs in the planning and decision-making process concerning their care, services, and goals.
- **Advocate for Rights**: Be an advocate for the rights of people with special needs in various settings, such as education, healthcare, employment, and community activities.
- **Training and Education**: Provide training and education to families, caregivers, professionals, and the community to raise awareness and promote understanding of the needs and rights of individuals with special needs.
- **Accessible Environment**: Create environments that are physically and socially accessible to individuals with special needs, ensuring that barriers to participation are minimized.
- **Promote Inclusion**: Foster inclusive attitudes and behaviors among peers and the community to create a welcoming and accepting environment for individuals with special needs.

- **Ensure Legal Protections**: Support and advocate for legal protections and policies that safeguard the rights and interests of people with special needs, such as disability rights legislation.
- **Provide Emotional Support**: Offer emotional support to individuals with special needs and their families, recognizing the unique challenges they may face and validating their experiences.
- **Promote Skill Development**: Provide opportunities and resources to develop skills and interests that align with the strengths and abilities of individuals with special needs.

1.7 Actively encourage and support people with special needs to communicate ideas, feelings and preferences

It is of paramount importance to actively encourage and support individuals with special needs in expressing their ideas, emotions, and preferences. By providing a welcoming and inclusive environment that embraces their unique communication styles and needs, we empower them to have a voice in their lives. This not only fosters a sense of agency and self-esteem but also enables us to better understand and cater to their specific requirements, ultimately enhancing their overall well-being and quality of life.

Self-Check Sheet - 1: Maintain relationship with people with special needs

Questionnaire:

1. How can you maintain a positive and supportive relationship with a person with special needs?

   Answer:

2. What are some practical ways to include individuals with special needs in social activities and gatherings?

   Answer:

3. How can you communicate effectively with someone who has difficulty expressing themselves due to a communication disorder?

   Answer:

4. What steps can you take to support the interests and hobbies of someone with special needs?
   Answer:

5. How can you address challenges and conflicts in a relationship with a person with special needs?

   Answer:

6. What role does active listening play in maintaining meaningful relationships with individuals with special need?

   Answer:

7. How can you be a supportive advocate for the rights and needs of individuals with special needs in various settings?

   Answer:

Answer Key - 1: Maintain relationship with people with special needs

1. How can you maintain a positive and supportive relationship with a person with special needs?
    Answer: Building a positive relationship with a person with special needs involves active listening, showing empathy, respecting their autonomy, and being patient and understanding.

2. What are some practical ways to include individuals with special needs in social activities and gatherings?
    Answer: Providing accessible venues, offering accommodations, and promoting inclusive activities are some ways to ensure individuals with special needs feel welcomed and included in social gatherings.

3. How can you communicate effectively with someone who has difficulty expressing themselves due to a communication disorder?
    Answer: Using simple and clear language, giving them enough time to respond, and using alternative communication methods, such as gestures or visual aids, can facilitate effective communication.

4. What steps can you take to support the interests and hobbies of someone with special needs?

    Answer: Encourage and facilitate their engagement in activities they enjoy, provide appropriate resources or accommodations, and celebrate their achievements in their interests.

5. How can you address challenges and conflicts in a relationship with a person with special needs?
    Answer: Address challenges with open communication, seeking input from all parties involved, and finding mutually beneficial solutions to resolve conflicts.

6. What role does active listening play in maintaining meaningful relationships with individuals with special need?
    Answer: Active listening demonstrates respect and empathy, helps understand their needs and perspectives, and fosters a stronger bond in the relationship.

7. How can you be a supportive advocate for the rights and needs of individuals with special needs in various settings?
    Answer: Advocate for accessibility, inclusion, and fair treatment, raise awareness of disability rights, and support individuals in expressing their own needs and preferences.

Task Sheet – 1.1: Practice Inclusive Communication

Objectives: Learn effective communication strategies when interacting with individuals who have special needs.

Procedure:

1. Divide participants into pairs or small groups.
2. Assign each group a specific disability (e.g., visual impairment, autism, deafness).
3. Ask each group to develop a short role-play scenario where they practice inclusive communication.
4. After the role-plays, have each group share their experiences and learnings with the whole group.
5. Summarize the key takeaways from the session.
6. Reiterate the importance of maintaining relationships with people with special needs.
7. Encourage participants to apply what they've learned in their daily lives and to be advocates for inclusivity and empathy.

Learning Outcome: 2 Provide Support to People with Special Needs

Assessment Criteria	1. Support to people with special needs is provided in accordance with their needs, rights and self-determination. 2. Assistance is provided to people with disabilities according to the organizational guidelines. 3. Information required by people with special needs are identified and provided. 4. Reactions and limitations regarding differences are recognized. 5. Best suited of assistance is sought to ensure that the rights of people with special needs are upheld.
Conditions and Resources	1. Real or simulated workplace 2. CBLM 3. Handouts 4. Laptop 5. Multimedia Projector 6. Paper, Pen, Pencil, Eraser 7. Internet facilities 8. White board and marker
Contents	1. Support to people with special needs with their needs, rights and self-determination. 2. People with disabilities according to the organizational guidelines. 3. Information required by people with special needs 4. Reactions and limitations regarding differences 5. Rights of people with special needs.
Training Methods	1. Discussion 2. Presentation 3. Demonstration 4. Guided Practice 5. Individual Practice 6. Project Work 7. Problem Solving 8. Brainstorming
Assessment Methods	1. Written Test 2. Demonstration 3. Oral Questioning

Learning Experience-2: Provide Support to People with Special Needs

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about provide care and support to people with special needs.	1. Instructor will provide the learning materials provide support to people with special needs.
2. Read the **Information sheet/s**	2. Information Sheet-2: provide support to people with special needs
3. Complete the **Self-Checks & Answer key sheets.**	3. Self-Check No. 2: provide support to people with special needs Answer key No. 2: provide support to people with special needs
4. Read the **Job/ Task sheet** and **Specification Sheet**	4. Job/ task sheet and specification sheet Task Sheet No:2-1: Supporting people with special needs

Information Sheet 2: Provide Support to People with Special Needs

Learning Objective:

After completion of this information sheet, the learners will be able to explain, define and interpret the following contents:

2.1 Support to people with special needs with their needs, rights and self-determination.
2.2 Assisting people with disabilities according to the organizational guidelines.
2.3 Information required by people with special needs
2.4 Reactions and limitations regarding differences
2.5 Rights of people with special needs.

2.1 Support to people with special needs with their needs, rights and self-determination

Supporting people with special needs involves recognizing their unique requirements, advocating for their rights, and promoting self-determination. Here are some key principles and practices that contribute to providing effective support:

- **Individualized Approach**: Understand that each person with special needs is unique, with their own strengths, challenges, and preferences. Tailor support to meet their specific needs and goals, rather than adopting a one-size-fits-all approach.

- **Person-Centered Planning**: Involve the individual, their family, and relevant stakeholders in the planning process. Empower them to actively participate in decision-making regarding their care, education, and life choices.

- **Empowerment and Self-Advocacy**: Encourage and support individuals with special needs to express their opinions, make choices, and advocate for their rights. Promote self-determination by providing necessary tools and resources for independent decision-making.

- **Inclusive Education**: Ensure that people with special needs have access to quality education in inclusive settings. This involves accommodating their learning styles and needs, as well as promoting understanding and acceptance among peers.

- **Accessibility and Accommodations**: Create environments that are accessible and inclusive for people with disabilities. This may involve providing physical accommodations, assistive technology, or alternative communication methods.

- **Family Support**: Acknowledge the crucial role of families in the lives of individuals with special needs. Offer support services and resources to families to help them cope with the challenges and be effective advocates for their loved ones.

- **Continuous Learning and Training**: Provide ongoing training to caregivers, educators, and professionals working with individuals with special needs. This ensures that they have the necessary skills and knowledge to provide the best possible support.

- **Respect and Dignity**: Treat individuals with special needs with respect, dignity, and empathy. Avoid stigmatization or marginalization and recognize their inherent value as individuals.

- **Employment Opportunities**: Work towards creating opportunities for individuals with special needs to gain meaningful employment and contribute to the workforce.

- **Legal and Policy Support**: Advocate for and support the implementation of laws and policies that protect the rights of people with special needs and ensure their access to essential services.

By adhering to these principles and practices, we can help individuals with special needs live fulfilling lives, exercise their rights, and achieve their goals with dignity and autonomy.

2.2 Assisting People with disabilities according to the organizational guidelines

Assisting people with disabilities, in accordance with organizational guidelines, is a vital commitment to inclusivity and equal access. Our organization prioritizes the provision of tailored support and accommodations to ensure that individuals with disabilities can fully participate in all aspects of life. This includes creating accessible physical environments, offering assistive technologies, and providing training to staff on disability awareness and communication. By adhering to these guidelines, we strive to foster an inclusive and diverse community, where everyone's unique abilities are recognized and respected, thus promoting a more equitable and harmonious society.

POLICY
Why it's necessary

STANDARDS
What is required?

PROCEDURES
How it's implemented?

GUIDELINES
What are best practices?

- **Equal Employment Opportunity**: Clearly state the organization's commitment to providing equal employment opportunities to individuals with disabilities. Ensure that the hiring process is non-discriminatory and inclusive.

- **Reasonable Accommodations**: Define the process for requesting and providing reasonable accommodations to employees with disabilities. These accommodations should be tailored to meet individual needs and enable equal participation in all aspects of work.

- **Accessibility:** Ensure that the workplace is accessible to employees with disabilities. This includes physical accessibility, such as ramps and elevators, as well as digital

accessibility, ensuring that all technology and communication methods are usable by everyone.

- **Inclusive Policies and Practices**: Review and modify existing policies and practices to ensure they do not create barriers for individuals with disabilities. For example, flexible work hours and remote work options may benefit employees with certain disabilities.

- **Training and Awareness**: Provide training to all employees to raise awareness about disability-related issues and promote a culture of inclusivity and respect.

- **Confidentiality and Disclosure**: Address the confidentiality of disability-related information and emphasize that employees are not required to disclose their disabilities unless they choose to do so.

- **Career Development and Advancement**: Promote opportunities for career development and advancement for employees with disabilities, ensuring that they have equal access to training and promotional opportunities.

- **Health and Well-being Support**: Offer support programs and resources to promote the health and well-being of employees with disabilities.

- **Emergency Preparedness**: Develop and communicate emergency evacuation plans that consider the needs of employees with disabilities.

- **Communication and Feedback Mechanisms**: Ensure that there are clear channels for employees to provide feedback on accessibility and inclusivity issues within the organization.

- **Engagement with Disability Organizations**: Engage with disability organizations and experts to stay informed about best practices and continuously improve the organization's approach to disability inclusion.

- **Performance Evaluation**: Develop fair and equitable performance evaluation processes that consider the unique circumstances of employees with disabilities.

- **Mentorship and Support Networks**: Encourage mentorship and establish support networks to help employees with disabilities succeed in the workplace.

- **Promote a Supportive Culture**: Foster a culture of respect, empathy, and understanding, where employees with disabilities feel comfortable seeking support and accommodations.

- **Compliance with Legal Requirements**: Ensure that the organizational guidelines align with relevant laws and regulations related to disability rights and accessibility.

2.3 Information required by people with special needs

People with special needs may require specific information and support to help them navigate various aspects of life effectively. The type of information needed can vary based on the individual's disability, age, and specific circumstances. Here are some key areas where people with special needs may require information:

- **Rights and Advocacy**: Information about their rights as individuals with disabilities, including legal protections, anti-discrimination laws, and avenues for filing complaints if their rights are violated.

- **Healthcare and Support Services**: Information about healthcare providers who specialize in their specific condition, available support services, and assistive devices that can improve their quality of life.

- **Educational Resources**: Information about inclusive educational institutions, special education programs, and resources for students with disabilities.

- **Accessibility**: Information about accessible public places, transportation options, and accommodations available for people with disabilities.

- **Financial Assistance and Benefits**: Information about disability benefits, financial aid, and other support programs that can help with their financial well-being.

- **Employment Opportunities**: Information about inclusive employers, workplace accommodations, and job training programs.

- **Housing and Independent Living**: Information about accessible housing options and support services for those seeking to live independently.

- **Communication Tools and Technologies**: Information about communication aids, adaptive technologies, and other tools that can aid in daily activities.

- **Legal and Financial Planning**: Information about legal guardianship, estate planning, and other legal considerations for individuals with disabilities.

- **Mental Health Support**: Information about mental health services and resources for coping with emotional challenges.

- **Transportation**: Information on accessible transportation options and resources for travel.

- **Social Services and Support Groups**: Information about local support groups, community services, and resources for emotional and social support.

2.4   Reactions and limitations regarding differences

Reactions and limitations regarding differences are common aspects of human behavior and societal dynamics. These reactions can stem from various factors, including cultural norms, personal beliefs, lack of understanding, fear of the unknown, and historical biases. It is essential to recognize and address these reactions and limitations to foster a more inclusive and empathetic society. Here are some common reactions and limitations regarding differences and ways to address them:

- **Fear and Avoidance**: People may fear or avoid those who are different from them due to stereotypes or misconceptions. To address this, encourage education and exposure to diverse experiences, cultures, and perspectives.

- **Prejudice and Discrimination**: Prejudice can lead to discrimination and exclusion based on characteristics such as race, ethnicity, gender, disability, etc. Promote anti-discrimination policies and awareness campaigns to challenge prejudiced attitudes.

- **Lack of Empathy**: People may struggle to empathize with those who have different life experiences. Encourage open conversations, active listening, and empathy-building exercises to develop a deeper understanding of others' perspectives.

- **Stereotyping and Generalization**: People may resort to stereotyping or generalizing about individuals or groups based on superficial traits. Challenge stereotypes through education and exposure to diverse stories and experiences.

- **Social Isolation:** Individuals who are different from the majority may face social isolation or exclusion. Foster inclusive environments and encourage social interaction among diverse groups to promote a sense of belonging.

- **Communication Barriers**: Differences in language or communication styles can create challenges in understanding and connecting with others. Promote effective communication strategies and provide language support as needed.

- **Inaccessibility and Discrimination in Services**: Lack of accommodation for individuals with disabilities or other differences can limit access to essential services. Advocate for accessibility in all areas of life to promote equal opportunities.

- **Marginalization and Exclusion**: People who are different may be marginalized and excluded from decision-making processes or societal institutions. Encourage diverse representation and inclusion in all levels of society.

- **Ignorance and Misunderstanding**: Lack of knowledge or understanding about different cultures or identities can lead to misinterpretations and conflicts. Promote education and awareness programs that celebrate diversity.

- **Resistance to Change**: Some individuals may resist embracing differences due to a fear of change or unfamiliarity. Engage in open dialogues and demonstrate the benefits of embracing diversity and inclusion.

- **Double Standards**: Individuals may face different expectations or judgments based on their differences. Promote fairness and equity by challenging double standards.

- **Unconscious Bias:** Unconscious biases can influence decisions and actions without individuals realizing it. Offer training on unconscious bias to raise awareness and encourage more impartial behavior.

2.5 Rights of people with special needs

People with special needs, like all individuals, are entitled to certain rights to ensure their well-being, dignity, and equal opportunities. These rights are recognized internationally and protected by various laws and conventions. Some of the key rights of people with special needs include:

All Human beings are born free & equal.

- **Right to Equality and Non-Discrimination**: People with special needs have the right to be treated with respect and dignity and should not face discrimination based on their disability.

- **Right to Education**: Every individual has the right to education, and people with special needs have the right to inclusive and quality education that caters to their specific needs and abilities.

- **Right to Health Care and Rehabilitation**: People with special needs have the right to access healthcare services and rehabilitation facilities that meet their unique requirements.

- **Right to Accessibility**: Everyone has the right to access public facilities, transportation, and information without facing barriers due to their disability.

- **Right to Participation and Inclusion**: People with special needs have the right to participate in all aspects of society, including social, cultural, political, and economic activities, on an equal basis with others.

- **Right to Work and Employment**: People with special needs have the right to work and should not face discrimination in the workplace. Employers are encouraged to provide reasonable accommodations to enable them to perform their job duties effectively.

- **Right to Independent Living**: People with special needs have the right to live independently and be included in the community with appropriate support as needed.

- **Right to Personal Autonomy and Decision-Making**: People with special needs have the right to make their own choices and decisions about their lives, with appropriate support as necessary.

- **Right to Accessible Information and Communication**: Access to information and communication technologies and services should be ensured for people with special needs.

- **Right to Legal Capacity**: People with special needs should have their legal capacity recognized and not face discrimination based on their disability in legal matters.

- **Right to Freedom from Abuse and Exploitation**: People with special needs have the right to be protected from all forms of abuse, neglect, and exploitation.

- **Right to Social Protection and Support**: Governments and societies should provide social protection programs and support services to help meet the specific needs of people with disabilities.

These rights are enshrined in various international conventions, including the United Nations Convention on the Rights of Persons with Disabilities (CRPD).

Self-Check Sheet - 2: Provide Support to People with Special Needs

Questionnaire:

1. What does it mean to provide support to people with special needs?
   Answer:

2. How can you promote self-determination in individuals with special needs?
   Answer:

3. What is the significance of individualized support for people with special needs?
   Answer:

4. How can you foster inclusion and acceptance in the community for individuals with special needs?
   Answer:

5. What role does family support play in the well-being of individuals with special needs?
   Answer:

6. How can accessible education positively impact individuals with special needs?
   Answer:

7. What are some ways to advocate for the rights of individuals with special needs?
   Answer:

8. How can assistive technology improve the independence of individuals with special needs?
   Answer:

Answer Key - 2: Provide Support to People with Special Needs

1. What does it mean to provide support to people with special needs?

   Answer: Providing support to people with special needs involves offering assistance, understanding, and resources to help them overcome challenges and achieve their goals.

2. How can you promote self-determination in individuals with special needs?

   Answer: You can promote self-determination by empowering individuals to make their own choices, encouraging their participation in decision-making, and respecting their autonomy.

3. What is the significance of individualized support for people with special needs?

   Answer: Individualized support recognizes the unique strengths and challenges of each person, tailoring assistance to their specific needs and preferences for more effective outcomes.

4. How can you foster inclusion and acceptance in the community for individuals with special needs?

   Answer: Foster inclusion by promoting awareness and understanding, providing accessible environments, and encouraging social engagement among all community members.

5. What role does family support play in the well-being of individuals with special needs?

   Answer: Family support is crucial for individuals with special needs as it provides a strong foundation of care, understanding, and advocacy.

6. How can accessible education positively impact individuals with special needs?

   Answer: Accessible education can empower individuals with special needs to acquire knowledge, skills, and confidence, promoting their personal growth and opportunities.

7. What are some ways to advocate for the rights of individuals with special needs?

   Answer: You can advocate for their rights by raising awareness, supporting disability-friendly policies, and collaborating with organizations that promote inclusion.

8. How can assistive technology improve the independence of individuals with special needs?

   Answer: Assistive technology can enhance independence by providing tools and devices that compensate for specific challenges, enabling greater autonomy in daily activities.

Task Sheet-2.1: Supporting People with Special Needs

Task Name: Supporting people with special needs.

Objectives: The objective of this task is to provide comprehensive support for people with special needs, ensuring they receive the necessary assistance and care to lead fulfilling lives. The focus is on understanding their unique requirements, promoting inclusivity, and empowering them to achieve their full potential.

Working Procedure:

1. Identify the specific needs of each person with special needs.
2. Identify and implement necessary adaptations to physical spaces, technologies, and materials to make them accessible to people with different disabilities
3. Create a supportive and nurturing environment that promotes emotional well-being
4. Establish a monitoring system to track the progress of each individual and the effectiveness of the support provided.
5. Collaborate with local communities to raise awareness and promote inclusivity for people with special needs
6. Conduct regular evaluations of the support programs and identify areas for improvement.

Learning Outcome: 3 Assist in Maintaining Well-Being of People with Special Needs

Assessment Criteria	1. People with special needs are provided with support in maintaining a clean, safe and comfortable environment. 2. Situations of risk to health and safety are responded to in accordance with established and approved health and safety procedures. 3. People with special needs are actively encouraged to practice self-expression. 4. Rights and responsibilities of people with special needs are discussed with them professionally and in a non-threatening and non-critical ways.
Conditions and Resources	1. Real or simulated workplace 2. CBLM 3. Handouts 4. Laptop 5. Multimedia Projector 6. Paper, Pen, Pencil, Eraser 7. Internet facilities 8. White board and marker
Contents	1 People with special needs with support in maintaining a clean, safe and comfortable environment. 2 Situations of risk to health and safety. 3 People with special needs encouraged to practice self-expression. 4 Non-threatening and non-critical ways.
Training Methods	1. Discussion 2. Presentation 3. Demonstration 4. Guided Practice 5. Individual Practice 6. Project Work 7. Problem Solving 8. Brainstorming
Assessment Methods	1. Written Test 2. Demonstration 3. Oral Questioning

Learning Experience-3: Assist in Maintaining Well-Being of People with Special Needs

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about provide care and support to people with special needs.	1. Instructor will provide the learning materials assist in maintaining well-being of people with special needs
2. Read the **Information sheet/s**	2. Information Sheet-3: Assist in maintaining well-being of people with special needs
3. Complete the **Self-Checks & Answer key sheets.**	3. Self-Check No. 3: Assist in maintaining well-being of people with special needs Answer key No. 3: Assist in maintaining well-being of people with special needs
4. Read the **Job/ Task sheet** and **Specification Sheet**	4. Job/ task sheet and specification sheet Task Sheet No:3-1: Promote the Well-Being of People with Special Needs

Information Sheet 3: Assist in Maintaining Well-Being of People with Special Needs

Learning Objective:

After completion of this information sheet, the learners will be able to explain, define and interpret the following contents:

3.1 People with special needs with support in maintaining a clean, safe and comfortable environment.
3.2 Situations of risk to health and safety.
3.3 People with special needs encouraged to practice self-expression.
3.4 Non-threatening and non-critical ways for discussing rights and responsibilities of people with special needs.

3.1 People with special needs with support in maintaining a clean, safe and comfortable environment

Supporting people with special needs in maintaining a clean, safe, and comfortable environment involves understanding their unique requirements and providing appropriate assistance to ensure their well-being and independence. Here are some ways to achieve this:

- **Accessibility**: Ensure that the living space is accessible for individuals with mobility impairments. Install ramps, grab bars, and other assistive devices as needed.

- **Personalized Cleaning Schedule**: Develop a cleaning schedule tailored to the individual's abilities and preferences. Consider their physical capabilities and incorporate tasks they can comfortably manage.

- **Assistive Technology**: Utilize assistive technology or adaptive cleaning tools to enable individuals with disabilities to clean effectively.

- **Clear and Simple Instructions**: Provide clear and simple instructions for cleaning tasks, using visual aids or written cues when necessary.

- **Safety Measures**: Implement safety measures, such as securing sharp objects and hazardous materials, to prevent accidents.

- **Encouragement and Support**: Provide positive reinforcement and encouragement to boost confidence and motivation in maintaining a clean environment.

- **Collaboration and Teamwork**: If applicable, involve family members, caregivers, or housemates in cleaning tasks to promote a sense of responsibility and shared ownership.

- **Inclusive Cleaning Supplies**: Use cleaning supplies that are easy to handle and suitable for individuals with special needs.

- **Adaptable Cleaning Stations**: Set up cleaning stations at an appropriate height for wheelchair users or individuals with limited mobility.

- **Storage Solutions**: Organize cleaning tools and supplies in an accessible and organized manner for easy use.

- **Regular Maintenance**: Regularly inspect and maintain the living space to address any safety hazards or cleaning needs promptly.

- **Emergency Preparedness**: Ensure that emergency plans and evacuation procedures consider the needs of individuals with special needs.

- **Respect and Autonomy**: Respect the individual's choices and autonomy in maintaining their living space, allowing them to have a sense of control over their environment.

- **Continuous Support**: Provide ongoing support and adapt the cleaning approach as the individual's needs change over time.

3.2 Situations of risk to health and safety

Situations of risk to health and safety can vary based on the individual's abilities, environment, and specific circumstances. For people with special needs, certain situations may pose higher risks due to their unique challenges and vulnerabilities. Some common situations of risk to health and safety for individuals with special needs include:

- **Physical Hazards**: Tripping hazards, uneven surfaces, or poorly maintained infrastructure can pose risks to individuals with mobility impairments or visual impairments.

- **Communication Barriers**: Lack of accessible communication methods can hinder individuals with communication disabilities from conveying their needs or seeking help in emergencies.

- **Medical Emergencies**: Individuals with certain medical conditions or disabilities may face higher risks during medical emergencies, requiring specialized attention and support.

- **Safety During Transportation**: Lack of accessible transportation options and inadequate restraints can endanger individuals with special needs during travel.

- **Fire Safety**: Evacuating during a fire or other emergencies can be challenging for individuals with mobility or sensory disabilities.

- **Personal Care and Hygiene**: Difficulties in managing personal care and hygiene can lead to health risks for individuals with certain disabilities.

- **Medication Management**: Mishandling or misunderstanding medications can pose health risks to individuals with cognitive or memory impairments.

- **Physical Overexertion**: Individuals with certain physical disabilities may be at risk of overexertion during physical activities or daily tasks.

- **Environmental Sensitivities**: Individuals with sensory sensitivities may be at risk in environments with strong odors, bright lights, or loud noises.

- **Social Isolation**: Isolation and lack of social support can lead to mental health issues and negatively impact overall well-being.

- **Bullying and Abuse**: Individuals with intellectual or developmental disabilities may face a higher risk of bullying or abuse in social settings.

- **Food and Allergy Management**: Proper food management is crucial for individuals with allergies or dietary restrictions.

- **Environmental Disasters**: Natural disasters and emergency situations can be particularly challenging for individuals with special needs, requiring extra planning and support.

- **Personal Security**: Individuals with cognitive disabilities may be more susceptible to exploitation or safety risks in certain settings.

- **Mental Health Challenges**: The impact of stress, anxiety, and other mental health challenges on individuals with special needs should be carefully monitored and addressed.

To mitigate these risks and ensure the safety and well-being of individuals with special needs, it is essential to provide tailored support, accessibility, and preparedness in various settings and situations. Careful planning, education, and collaboration with caregivers, family members, and support networks are crucial in addressing potential risks effectively.

3.3   People with special needs encouraged to practice self-expression

Encouraging people with special needs to practice self-expression is essential for their personal growth, well-being, and sense of identity. Self-expression allows individuals to communicate their thoughts, emotions, and creativity, contributing to their overall development and empowerment. Here are some ways to support and encourage self-expression in individuals with special needs:

3.4   Non-threatening and non-critical ways for discussing rights and responsibilities of people with special needs

Engaging in discussions about the rights and responsibilities of people with special needs should always be approached with sensitivity and respect. It's important to create a safe and inclusive environment where individuals with special needs feel heard and valued. Instead of criticizing or pointing out limitations, focus on promoting understanding and empathy. Encourage open conversations that highlight the unique strengths and contributions of individuals with special needs. Emphasize the importance of equal opportunities, access to education, employment, and healthcare, while acknowledging that we all share a collective responsibility in ensuring these rights are upheld. By fostering a non-threatening and non-critical dialogue, we can work together to build a more inclusive and equitable society that respects and supports the rights of every individual.

- Active listening
- Empathy and nderstanding
- Use positive reinforcement
- Encouraging words
- Non-verbal cues
- Respect personal space
- Avoid rushing
- Focus on strengths

Self-Check Sheet - 3: Assist in Maintaining Well-Being of People with Special Needs

Questionnaire:

1. What is the role of caregivers in maintaining the well-being of people with special needs?
   Answer:

2. How can you create a safe and accessible environment for people with special needs?
   Answer:

3. Why is it essential to involve individuals with special needs in decision-making about their well-being?
   Answer:

4. What are some strategies to promote mental well-being in people with special needs?
   Answer:

5. How can assistive technology enhance the well-being of individuals with special needs?
   Answer:

6. What role does inclusive education play in supporting the well-being of people with special needs?
   Answer:

7. How can you address physical well-being in people with special needs?
   Answer:

8. Why is it important to tailor support plans to the specific needs of individuals with special needs?
   Answer:

Answer Key - 3: Assist in Maintaining Well-Being of People with Special Needs

1. What is the role of caregivers in maintaining the well-being of people with special needs?
   Answer: Caregivers play a crucial role in providing support, assistance, and care to ensure the well-being of individuals with special needs.

2. How can you create a safe and accessible environment for people with special needs?
   Answer: Creating a safe and accessible environment involves removing physical barriers, providing assistive devices, and implementing safety measures to accommodate their unique needs.

3. Why is it essential to involve individuals with special needs in decision-making about their well-being?
   Answer: Involving individuals in decision-making empowers them, promotes self-determination, and ensures that their preferences and needs are considered.

4. What are some strategies to promote mental well-being in people with special needs?
   Answer: Strategies include providing emotional support, encouraging participation in activities they enjoy, and creating opportunities for social interaction and inclusion.

5. How can assistive technology enhance the well-being of individuals with special needs?
   Answer: Assistive technology can increase independence, communication, and participation in daily activities, positively impacting their overall well-being.

6. What role does inclusive education play in supporting the well-being of people with special needs?
   Answer: Inclusive education fosters a sense of belonging, provides social opportunities, and promotes skill development, contributing to their overall well-being.

7. How can you address physical well-being in people with special needs?
   Answer: Addressing physical well-being involves providing appropriate healthcare, ensuring proper nutrition, and promoting physical activity suitable for their abilities.

8. Why is it important to tailor support plans to the specific needs of individuals with special needs?
   Answer: Tailored support plans consider their unique strengths, challenges, and preferences, maximizing the effectiveness of the assistance provided.

Task Sheet-3.1: Promote the Well-Being of People with Special Needs

Task Name: Promote the Well-Being of People with Special Needs

Objectives: The objective of this task is to enhance the overall well-being and quality of life of individuals with special needs through targeted support and interventions.

Working Procedure:

1. Research and Understand the Needs
2. Develop Empathy and Sensitivity
3. Collaborate with Professionals
4. Advocate for Inclusivity and Accessibility
5. Raise Awareness
6. Provide Support Services
7. Develop Recreational and Social Programs
8. Collaborate with Families and Caregivers
9. Evaluate and Improve Programs
10. Engage in Continuous Learning
11. Foster a Culture of Inclusion
12. Collaborate with Government and NGOs

Learning Outcome: 4 Assist People with special needs

Assessment Criteria	1. Types, frequency and triggers of challenging behaviors of a person with special needs are identified and assessed. 2. Strategies for the prevention and management of challenging behavior/s are planned and implemented according to approved safety procedures. 3. People with special needs are encouraged and supported to express self. 4. Independent thinking by people with special needs are encouraged and supported. 5. Strategies that would promote independence of people with special needs are developed and implemented.
Conditions and Resources	1. Real or simulated workplace 2. CBLM 3. Handouts 4. Laptop 5. Multimedia Projector 6. Paper, Pen, Pencil, Eraser 7. Internet facilities 8. White board and marker

Contents	1 Types, frequency and triggers of challenging behaviors of a person with special needs.
	2 Strategies for the prevention and management of challenging behavior/s.
	  ▪ Recognizing triggers and deflecting them
	  ▪ Using active listening and observation skills
	  ▪ Ensuring effective communication
	  ▪ Seeking expert assistance
	3 People with special needs expressing self.
	4 Independent thinking by people with special needs
	5 Strategies that would promote independence of people with special needs.

Training Methods	1. Discussion 2. Presentation 3. Demonstration 4. Guided Practice 5. Problem Solving 6. Brainstorming
Assessment Methods	1. Written Test 2. Demonstration 3. Oral Questioning

Learning Experience-4: Assist People with special needs

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about provide care and support to people with special needs.	1. Instructor will provide the learning materials assist people with special needs.
2. Read the **Information sheet/s**	2. Information Sheet-4: Assist people with special needs.
3. Complete the **Self-Checks & Answer key sheets.**	3. Self-Check No. 4: Assist people with special needs. Answer key No. 4: Assist people with special needs
4. Read the **Job/ Task sheet** and **Specification Sheet**	4. Job/ task sheet and specification sheet

# Information Sheet 4: Assist People with special needs

Learning Objective:

After completion of this information sheet, the learners will be able to explain, define and interpret the following contents:

4.1   Types, frequency and triggers of challenging behaviors of a person with special needs.
4.2   Strategies for the prevention and management of challenging behavior/s.
   ▪ Recognizing triggers and deflecting them
   ▪ Using active listening and observation skills
   ▪ Ensuring effective communication
   ▪ Seeking expert assistance
4.3   People with special needs expressing self.
4.4   Independent thinking by people with special needs
4.5   Strategies that would promote independence of people with special needs.

4.1   Types, frequency and triggers of challenging behaviors of a person with special needs

Challenging behaviors can be exhibited by individuals with special needs for various reasons. It is important to note that each person is unique, and the specific types, frequency, and triggers of challenging behaviors can vary greatly from one individual to another. However, some common types, frequency, and triggers of challenging behaviors in people with special needs may include:
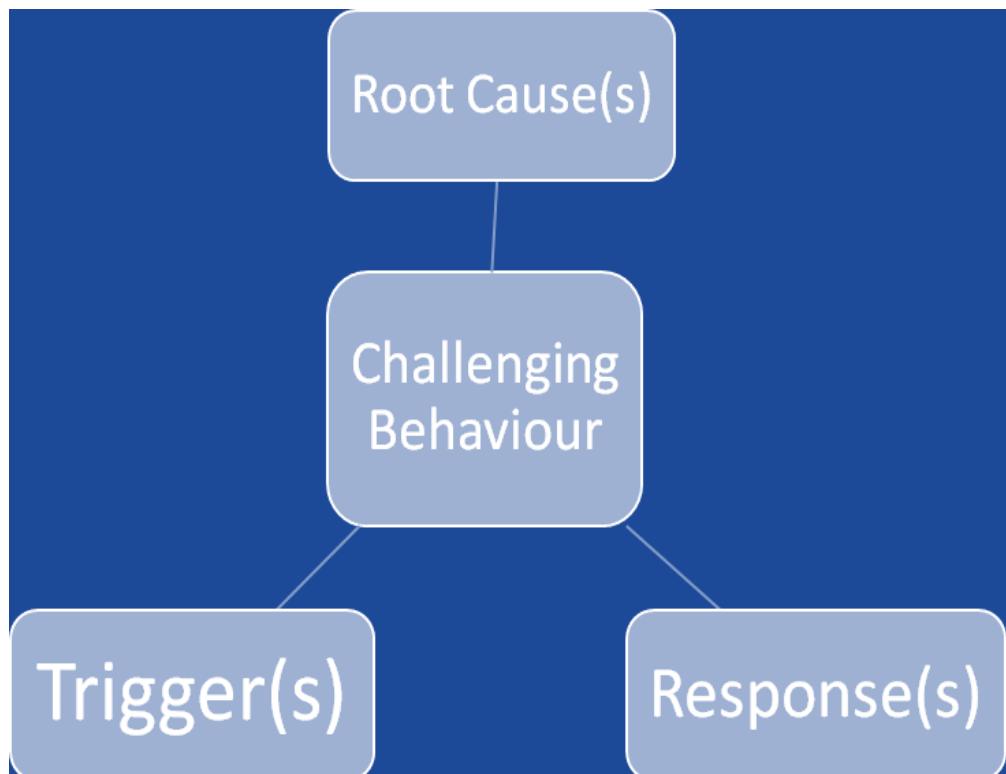
- **Types of Challenging Behaviors:**

➢ Aggression: Physical actions like hitting, kicking, biting, or throwing objects.
➢ Self-Injurious Behavior: Harming oneself, such as head-banging, scratching, or biting oneself.
➢ Tantrums/Meltdowns: Emotional outbursts due to frustration, sensory overload, or communication difficulties.
➢ Non-Compliance: Refusing to follow instructions or engage in specific activities.
➢ Disruption: Interrupting or disturbing others during activities or routines.
➢ Property Destruction: Damaging objects or property intentionally.
➢ Elopement: Attempting to run away or escape from a safe environment.
➢ Stereotypy: Repetitive movements or vocalizations, such as hand-flapping or echolalia.

- **Frequency of Challenging Behaviors:**

The frequency of challenging behaviors can vary widely from occasional occurrences to very frequent episodes. Some individuals may experience daily or even hourly challenges, while others may exhibit these behaviors less frequently.

- **Triggers of Challenging Behaviors:**

Challenging behaviors can be triggered by a variety of factors, including but not limited to:

➢ Communication Difficulties: Frustration from not being able to express needs or wants effectively.
➢ Sensory Overload: Overstimulation from sensory experiences like loud noises, bright lights, or crowded environments.
➢ Changes in Routine: Difficulty adjusting to changes in daily activities or environments.
➢ Transitions: Struggles with moving from one activity or setting to another.
➢ Lack of Control: Feeling a lack of control over situations or not being understood.
➢ Social Interactions: Challenges in social interactions, leading to feelings of isolation or rejection.
➢ Physical Discomfort: Pain, illness, or discomfort may lead to challenging behaviors as a way to communicate distress.
➢ Unmet Needs: When essential needs like hunger, thirst, or tiredness are not addressed.
➢ Task Demands: Overwhelm due to tasks that are too difficult or not adapted to their abilities.

4.2   Strategies for the prevention and management of challenging behavior/s

- **Recognizing triggers and deflecting them**

  Identifying the specific triggers that lead to challenging behaviors is crucial. These triggers can be internal (e.g., pain, hunger, sensory overload) or external (e.g., changes in routine, environmental factors). Once triggers are recognized, efforts should be made to minimize or deflect them. This might involve providing a calm and predictable environment, offering sensory breaks, or using visual schedules to prepare for transitions.

- **Using active listening and observation skills**

  Active listening and careful observation help in understanding the individual's needs, emotions, and communication patterns better. It allows caregivers and support personnel to pick up on early signs of distress or frustration, enabling them to intervene before challenging behaviors escalate.

- **Ensuring effective communication**

  Communication difficulties can often lead to frustration and challenging behaviors. Encouraging and supporting effective communication methods, such as using visual aids, picture exchange communication systems (PECS), or augmentative and alternative communication (AAC) devices, can greatly reduce frustration and enhance understanding between the individual and their caregivers.

- **Seeking expert assistance**

  When faced with complex or persistent challenging behaviors, seeking assistance from professionals such as psychologists, behavior analysts, or therapists who specialize in working with individuals with special needs can be vital. They can provide comprehensive assessments and develop tailored intervention plans.

It's important to remember that each individual's needs are unique, and what works for one person may not work for another. A person-centered approach, patience, and flexibility are key elements in supporting individuals with special needs and managing challenging behaviors effectively.

4.3   People with special needs expressing self

Absolutely, people with special needs can express themselves in various ways, just like anyone else. Communication is a fundamental aspect of human expression, and individuals with special needs often find unique ways to convey their thoughts, feelings, and needs. Here are some common ways people with special needs express themselves:

- Verbal Communication
- Non-Verbal Communication
- Augmentative and Alternative Communication (AAC)
- Art and Creativity:
- Behavior and Actions:
- Sensory Responses:
- Social Interactions:

It is essential to approach communication with individuals with special needs with patience, empathy, and a willingness to understand their unique ways of expression. Supportive environments that encourage open communication and accommodate different communication styles can greatly enhance their ability to express themselves and lead fulfilling lives.

4.4   Independent thinking by people with special needs

Independent thinking is not limited to people without special needs; individuals with special needs are also capable of independent thinking. Independent thinking refers to the ability to form one's own thoughts, opinions, and judgments, as well as to make decisions based on individual beliefs and experiences.

The extent of independent thinking can vary depending on the individual's cognitive abilities, communication skills, and level of support they receive. Here are some important points to consider:

- Cognitive Abilities
- Decision-Making
- Problem-Solving
- Self-Advocacy
- Creative Expression
- Growth and Development
- Support and Inclusion

It is essential to recognize that independent thinking can manifest differently in each individual, and judgments about a person's capabilities should not be based solely on their diagnosis or condition.

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4.5   Strategies that would promote independence of people with special needs

Promoting independence in people with special needs is a crucial aspect of their overall development and well-being. It enhances their self-confidence, self-esteem, and quality of life. Here are some strategies that can be used to promote independence in individuals with special needs:

Activity: **Creating inclusive support plan**

Objective: To collaboratively develop support strategies for individuals with special needs, emphasizing inclusivity and individualization.

Instructios:

- Begin by explaining the purpose of the activity: to develop strategies for supporting individuals with special needs in an inclusive and person-centered manner.
- Provide a brief overview of the specific special needs you'll be discussing.
- Divide participants into small groups, ensuring that each group has a mix of backgrounds and experiences related to special needs.
- Participants should write each strategy on a sticky note.
- Each group takes turns presenting their strategies to the larger group. They can place their sticky notes on the whiteboard or flipchart for all to see.
- Encourage open discussion and feedback from the entire group. Focus on the inclusivity and individualization of the strategies.
- As a collective group, discuss and refine the strategies presented. Encourage participants to identify common themes or best practices that can be applied to various special needs.
- Summarize key takeaways from the activity, emphasizing the importance of person-centered planning and inclusivity in supporting individuals with special needs.
- Provide additional resources for participants to explore further strategies and support options.

This activity encourages collaboration, creativity, and a deeper understanding of the unique needs of individuals with special needs. It also promotes the development of person-centered and inclusive support plans that can benefit both the individuals and their caregivers or support networks.

- Assessment of Abilities
- Setting Realistic Goals
- Skill-Building
- Structured Learning
- Visual Supports
- Choice and Autonomy
- Encouraging Self-Advocacy
- Supportive Environment
- Adaptive Technology
- Social Skills Training
- Community Involvement
- Independent Living Skills Training

Remember that promoting independence is a process that requires patience, persistence, and individualized approaches. Celebrate small successes, and continue to support the individual's growth and development throughout their life journey.

Self-Check Sheet - 4: Assist People with special needs

Questionnaire:

1. What does the phrase "Assist people with special needs" mean?
   Answer:

2. How can we assist people with special needs in their daily activities?
   Answer:

3. Why is it important to be patient and empathetic when assisting people with special needs?
   Answer:

4. How can communities promote inclusivity and support for people with special needs?
   Answer:

5. What are some examples of assistive technologies that can aid people with special needs?
   Answer:

6. How can we encourage self-advocacy in people with special needs?
   Answer:

7. What are the benefits of providing assistance and support to people with special needs?
   Answer:

Answer Key - 4: Assist People with special needs

1. What does the phrase "Assist people with special needs" mean?

   Answer: The phrase refers to providing support and help to individuals who have unique challenges due to disabilities or special requirements.

2. How can we assist people with special needs in their daily activities?

   Answer: We can assist them by offering appropriate accommodations, providing necessary aids or devices, and teaching them essential skills for independent living.

3. Why is it important to be patient and empathetic when assisting people with special needs?

   Answer: Patience and empathy are vital because individuals with special needs may require more time and understanding to communicate their needs and preferences effectively.

4. How can communities promote inclusivity and support for people with special needs?

   Answer: Communities can promote inclusivity by creating accessible environments, fostering understanding and acceptance, and offering opportunities for social engagement and participation.

5. What are some examples of assistive technologies that can aid people with special needs?

   Answer: Examples include communication devices, hearing aids, mobility aids (wheelchairs, walkers), and adaptive computer software.

6. How can we encourage self-advocacy in people with special needs?

   Answer: We can encourage self-advocacy by teaching them communication skills, validating their opinions and choices, and supporting their efforts to express their needs and preferences independently.

7. What are the benefits of providing assistance and support to people with special needs?

   Answer: Providing assistance and support can lead to increased independence, enhanced self-esteem, and a better quality of life for individuals with special needs.

Learning Outcome: 5 Provide End of Life Special Support

Assessment Criteria	1. Client who needs end life special care is identified. 2. Attitudes such as are adhered to and demonstrated towards the clients based on established procedure. 3. Client's personal preference and psychological issues are identified in consultation with concern individual and care plan is designed based on established procedures. 4. Use appropriate tools and equipment to give required support. 5. Ensure quality care with empathy.
Conditions and Resources	1. Real or simulated workplace 2. CBLM 3. Handouts 4. Laptop 5. Multimedia Projector 6. Paper, Pen, Pencil, Eraser 7. Internet facilities 8. White board and marker

Contents	1. Client who needs end life special care.
	   • Palliative care
	   • Hospice care
	 2. Client's personal preference and psychological issues and care plan.
	 3. Ensure quality care with empathy.

Training Methods	1. Discussion 2. Presentation 3. Demonstration 4. Guided Practice 5. Individual Practice 6. Project Work 7. Problem Solving 8. Brainstorming
Assessment Methods	1. Written Test 2. Demonstration 3. Oral Questioning

Learning Experience-5: Provide End of Life Special Support

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about provide care and support to people with special needs.	1. Instructor will provide the learning materials provide end of life special support.
2. Read the **Information sheet/s**	2. Information Sheet-5: Provide end of life special support
3. Complete the **Self-Checks & Answer key sheets.**	Self-Check No. 5: Provide end of life special support Answer key No. 5: Provide end of life special support
4. Read the **Job/ Task sheet** and **Specification Sheet**	3. Job/ task sheet and specification sheet Task Sheet No:5-1: Providing end-of-life special support

# Information Sheet 5: Provide End of Life Special Support

Learning Objective:

After completion of this information sheet, the learners will be able to explain, define and interpret the following contents:

5.1   Client who needs end life special care.
- Palliative care
- Hospice care
5.2   Client's personal preference and psychological issues and care plan.
5.3   Ensure quality care with empathy.

5.1   Client who needs end life special care

For clients who are facing the end of life, specialized care is essential to ensure their comfort, dignity, and emotional well-being. Two common approaches to providing end-of-life care are palliative care and hospice care.
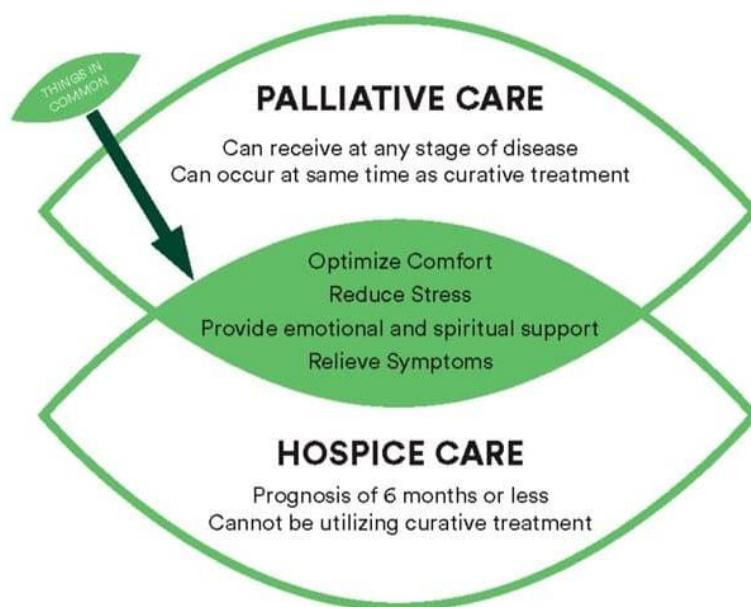
- **Palliative care**

Palliative care is a comprehensive approach to managing the symptoms and improving the quality of life for individuals with serious illnesses, including those nearing the end of life. This care can be provided alongside curative treatments and at any stage of a life-limiting condition. The main focus of palliative care is to address physical pain, manage other distressing symptoms, and provide emotional and spiritual support to the individual and their family.

- **Hospice care**

Hospice care is a specialized form of palliative care provided to individuals who have a terminal illness and a life expectancy of six months or less, as certified by a physician. The goal of hospice care is to provide comfort and dignity in the final stages of life rather than trying to cure the underlying condition. Hospice care is typically provided in the client's home, hospice facilities, or nursing homes.

Both palliative care and hospice care aim to improve the quality of life for individuals with life-limiting conditions. The choice between the two depends on the client's prognosis, goals, and preferences, and it may change over time as the client's condition evolves.

5.2 Client's personal preference and psychological issues and care plan

Client's personal preferences and psychological issues play a significant role in developing an effective care plan. Taking into account these factors ensures that the care plan is tailored to meet the individual's unique needs and promotes their well-being. Here's how these elements are considered in the care planning process:
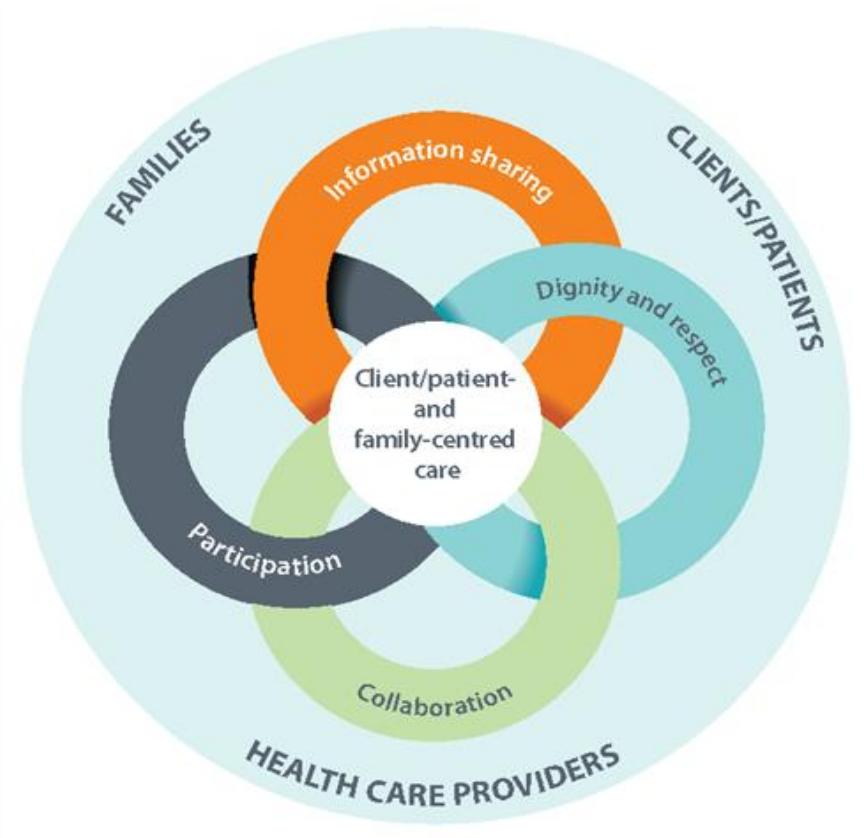
- **Personal Preferences:**

Respecting and honoring the client's personal preferences is crucial for providing person-centered care. This involves actively involving the client in decision-making and understanding their choices related to daily routines, activities, and social interactions. The care plan should be flexible to accommodate the client's preferences and goals whenever possible. Whether it's the type of food they like, the time they prefer to wake up, or the leisure activities they enjoy, considering these preferences enhances the client's sense of autonomy and contributes to their overall satisfaction with the care they receive.

- **Psychological Issues:**

Understanding and addressing the client's psychological needs is essential for their emotional well-being. This may involve identifying any underlying mental health conditions, past traumas, or emotional challenges they are facing. The care plan should include strategies for providing emotional support and addressing psychological issues, such as anxiety, depression, or feelings of isolation. Collaborating with mental health professionals and incorporating appropriate therapeutic interventions can be beneficial.

- **Care Plan Development:**

The care plan is a comprehensive document that outlines the client's goals, needs, and the support they require. It is developed based on a thorough assessment of the client's physical, emotional, social, and cognitive status. Involving the client, their family members, and relevant healthcare professionals in the care planning process ensures that all perspectives are considered.

5.3 Ensure quality care with empathy

Ensuring quality care with empathy is essential for providing compassionate and effective support to individuals, especially those with special needs. Empathy is the ability to understand and share the feelings and emotions of another person, and it plays a significant role in establishing meaningful connections and promoting well-being.
Here are some key principles to ensure quality care with empathy:

- Active Listening
- Respect and Dignity
- Person-Centered Care
- Understanding Emotional Needs
- Cultural Sensitivity
- Effective Communication

Self-Check Sheet - 5: Provide End of Life Special Support

Questionnaire:

1. What does "end of life special support" refer to?
    Answer:

2. How is end of life special support different from regular care?
    Answer:

3. What are the main goals of end of life special support?
    Answer:

4. What are some components of end of life special support?
    Answer:

5. Who is involved in providing end of life special support?
    Answer:

6. How can families be involved in end of life special support?
    Answer:

7. Is end of life special support only provided in hospice facilities?
    Answer:

8. How does end of life special support ensure a person's dignity?
    Answer:

Answer Key - 5: Provide End of Life Special Support

1. What does "end of life special support" refer to?
   Answer: "End of life special support" refers to specialized care and assistance provided to individuals who are nearing the end of their life due to a terminal illness or life-limiting condition.

2. How is end of life special support different from regular care?
   Answer: End of life special support is tailored to meet the unique physical, emotional, and spiritual needs of individuals who are facing the final stages of life, focusing on comfort, dignity, and quality of life.

3. What are the main goals of end of life special support?
   Answer: The main goals are to alleviate pain and symptoms, provide emotional and psychological support, respect the individual's choices and preferences, and enhance their overall well-being during their end-of-life journey.

4. What are some components of end of life special support?
   Answer: Components may include pain management, emotional counseling, spiritual guidance, family support, and creating a peaceful and comfortable environment.

5. Who is involved in providing end of life special support?
   Answer: A multidisciplinary team, including doctors, nurses, social workers, counselors, and spiritual advisors, work together to provide comprehensive care and support.

6. How can families be involved in end of life special support?
   Answer: Families play a crucial role in the care and decision-making process. They are encouraged to provide comfort, spend quality time with their loved one, and be part of care planning discussions.

7. Is end of life special support only provided in hospice facilities?
   Answer: No, end of life special support can be provided in various settings, including hospice facilities, hospitals, nursing homes, or the individual's own home, based on their preferences and needs.

8. How does end of life special support ensure a person's dignity?
   Answer: End of life special support focuses on preserving the person's dignity by respecting their autonomy, providing pain management, addressing emotional needs, and enabling them to make choices about their care and final wishes.

Task Sheet-5.1: Providing End-of Life Special Support

Task Name: Providing end-of-life special support.

Working Procedure:

1. Engage with the individual and their loved ones to build trust and rapport.
2. Evaluate the physical, emotional, and spiritual needs of the individual.
3. Collaborate with healthcare professionals to create a comprehensive care plan.
4. Provide compassionate listening and emotional counseling to the individual and their family.
5. Organize family meetings to discuss care preferences and address concerns.
6. Coordinate pain and symptom management to ensure the individual's comfort.
7. Arrange spiritual support according to the individual's beliefs and preferences.
8. Help with legal matters and end-of-life planning, if necessary.
9. Arrange for hospice care if appropriate for the individual's situation.
10. Extend support to family and loved ones after the individual's passing.
11. Take care of yourself to maintain emotional well-being while providing support.

Review of Competency

Below is yourself assessment rating for module **Provide Care and Support to People with Special Needs.**

Assessment of performance Criteria	Yes	No
Clients with special conditions that require specialized Caregiving services are identified.		
Personal need of the person with special need are identified and provided services as required.		
Confidentiality, privacy, individual choices and the right to decision making are considered for maintaining relationship.		
Dealings with people with special needs are aimed at generating a trusting relationship.		
Respect for individual differences is demonstrated in all dealings with people with special needs.		
Support for the interests, rights and decision making of people with special needs is ensured in all dealings.		
People with special needs are actively encouraged and supported to communicate ideas, feelings and preferences.		
Support to people with special needs is provided in accordance with their needs, rights and self-determination.		
Assistance is provided to people with disabilities according to the organizational guidelines.		
Information required by people with special needs are identified and provided.		
Reactions and limitations regarding differences are recognized.		
Best suited of assistance is sought to ensure that the rights of people with special needs are upheld.		
People with special needs are provided with support in maintaining a clean, safe and comfortable environment.		
Situations of risk to health and safety are responded to in accordance with established and approved health and safety procedures.		
People with special needs are actively encouraged to practice self-expression.		
Rights and responsibilities of people with special needs are discussed with them professionally and in a non-threatening and non-critical ways.		
Types, frequency and triggers of challenging behaviors of a person with special needs are identified and assessed.		
Strategies for the prevention and management of challenging behavior/s are planned and implemented according to approved safety procedures.		
People with special needs are encouraged and supported to express self.		
Independent thinking by people with special needs are encouraged and supported.		
Strategies that would promote independence of people with special needs are developed and implemented.		

Client who needs end life special care is identified.		
Attitudes such as are adhered to and demonstrated towards the clients based on established procedure.		
Client's personal preference and psychological issues are identified in consultation with concern individual and care plan is designed based on established procedures.		
Use appropriate tools and equipment to give required support.		
Ensure quality care with empathy.		

I now feel ready to undertake my formal competency assessment.

Signed:

Date:

Development of CBLM:

The Competency Based Learning Material (CBLM) of '**Provide Care Support to People with Special Needs'** (Occupation: Caregiving for Persons with Special Needs, Level-3) for National Skills Certificate is developed by NSDA with the assistance of SIMEC System, ECF consultancy & SIMEC Institute JV (Joint Venture Firm) in the month of June 2023 under the contract number of package SD-9A dated 07th May 2023.

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