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| **TRAINING OCCUPATION : CHILDREN WITH AUTISM CENTRE OPERATION** | |
| **CU 8 : FAMILY AND OTHER PROFESSIONAL COLLABORATION** | **Duration : Hours** |
| **Work Activity 1 :** Record student’s communication book | **12** |
| **Learning Objectives**  At the end of the learning session, the apprentice will be able to:   1. List daily activity report in communication book/student’s file according to centre’s standard practice such as:    1. Date and time    2. Subjective       1. General condition       2. Body check report    3. Objective       1. Goal / activity    4. Assessment       1. Performance       2. Progress    5. Plan       1. Recommendation       2. Reminder / Memo    6. Etc. 2. List establishment of good working relationship according to centre’s code of ethics such as:    1. Rapport building    2. Listening skills    3. Understanding skills    4. Empathy    5. Etc. 3. List response to parents’ report in communication book/student’s file according to centre’s standard practice such as:    1. Identify parents’ issues    2. Comments    3. Recommendation    4. Etc. |  |

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| **Work Activity 2 :** Collaborate with parents | **9** |
| **Learning Objectives**    At the end of the learning session, the apprentice will be able to:   1. Describe student’s history according to centre’s requirements such as:    1. Developmental milestone       1. Motor Skills       2. Speech and language    2. Family       1. Developmental delay       2. Cultural practice    3. Medical       1. Birth history       2. Allergy       3. Medication    4. Language       1. Language used at home    5. Etc. 2. List Individual Educational Plan (IEP) domain according to centre’s standard practice such as:    1. Cognitive    2. Adaptive    3. Socioemotional    4. Motor skills    5. Behavior    6. Communication    7. Etc. 3. List center background according to family members’ and other professionals’ needs such as centre’s:    1. Facility    2. Program    3. Capacity    4. Safety    5. Standard operating procedures (SOP)    6. Etc. 4. Explain Individual Educational Plan (IEP) meeting procedures according to centre’s standard practice.    1. Set appointment    2. Invite parents    3. Confirm attendance    4. Hold meeting 5. Explain emergency procedures plan according to centre’s standard operating procedures.    1. Pre       1. Emergency phone number       2. Emergency layout       3. Consent from parents    2. During       1. Emergency first response       2. Call for professional help    3. Post       1. Incident written report |  |
| **Work Activity 3 :** Collaborate with professionals | **9** |
| **Learning Objectives**  At the end of the learning session, the apprentice will be able to:   1. Describe student’s level of support needed according to DSM-5 (Diagnostic and Statistical Manual).    1. Level 1- ‘Requiring support’    2. Level 2- ‘Requiring substantial support’    3. Level 3- ‘Requiring very substantial support’ 2. Describe student’s baseline performance based on professional assessment such as:    1. Cognitive       1. Comprehension of instruction    2. Communication       1. Method of communication    3. Behaviour       1. Sitting behavior       2. Attention    4. Adaptive skills       1. Using utensils    5. Motor       1. Gross motor       2. Fine motor    6. Socio-emotion       1. Self-management       2. Self-awareness       3. Social awareness       4. Relationship skills       5. Responsible decision making    7. Sensory       1. Auditory       2. Visual       3. Olfactory       4. Tactile       5. Proprioception       6. Vestibular       7. Gustatory 3. List student’s reinforcers according to his/her preference:    1. Social praise    2. Tangible rewards 4. Describe student’s history information according to:    1. Developmental milestone       1. Motor Skills       2. Speech and language    2. Family       1. Developmental delay       2. Cultural practice    3. Medical       1. Birth history       2. Allergy       3. Medication    4. Language       1. Language used at home 5. Describe student’s data collection according to his/her requirements.    1. IEP learning objectives    2. Cognitive    3. Adaptive    4. Socio-emotion    5. Motor skills    6. Behavior    7. Communication 6. Explain emergency procedures plan according to centre’s standard operating procedures.    1. Pre       1. Emergency phone number       2. Emergency layout       3. Consent from parents    2. During       1. Emergency first response       2. Call for professional help    3. Post       1. Incident written report 7. List types of professionals involved in collaboration according to student’s requirements such as:    1. Occupational therapist    2. Psychologist    3. Speech therapist    4. Medical Officer    5. Nurse    6. Dietition    7. Etc. |  |
| **TOTAL** | **30** |