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| JPK's logo  sldn's logo  **PRACTICAL CONTINUOUS ASSESSMENT**  **(PENILAIAN BERTERUSAN PRAKTIKAL)** | | | |
| NOSS  (CODE NOSS) | **CHILDREN WITH AUTISM CENTRE OPERATION**  **(CC-018-3:2016)** | | |
| Competency Unit Title  (CU CODE) | **MEAL TIME SESSION ORGANISING**  **(CC-018-3:2016 CU4)** | LEVEL | **3** |
| Competency Unit Descriptor | This competency unit describes a systematic approach used to teach specific skill in eating and meal time management.  A competent trainee is able to identify meal timeactivity requirements as well as plan, conduct and assess meal time activities.  The outcome of this competency is efficiency in training necessary skills during meal time activities. | | |
| Candidate Name |  | | |
| Candidate I/C  Number |  | | |
| Company’s Name |  | | |

**CU WORK ACTIVITY STATEMENT: Implement meal time session organising activities**

**DURATION: 126 Hours**

**SETTING GOAL**

You are required to implement meal time session organising activities based on performance criteria below:

* 1. Student’s level of support needed determined and confirmed according to student’s profile
  2. Student’s baseline performance determined and confirmed according to meal time activity checklist
  3. Student’s reinforcers determined and confirmed according to student’s profile and history
  4. Developmental milestone, family background, medical and language used determined and confirmed according to student’s history
  5. Types of meal timeactivity determined and confirmed according to centre’s standard practice.
  6. Types of facilities determined and confirmed according to centre’s standard practice.
  7. Meal timeactivity duration determined and confirmed according to student’s behavior and capabilities.
  8. Meal timeactivity safety and health requirements determined and confirmed according to centre’s standard operating procedure (SOP)
  9. Meal time activity analysis developed and produced according to Individual Education Plan (IEP)
  10. Student is assisted and guided on table manners during meal times.
  11. Student’s communication and language stimulated according to Individual Education Plan (IEP)
  12. Student’s behaviour and safety monitored according to Individual Education Plan (IEP) and centre’s standard operating procedure (SOP)
  13. Meal time session cleanliness ensured according to centre’s standard operating procedure (SOP)
  14. Meal time session procedures assessed according to table manner
  15. Feeding ethics and tolerance recorded in data collection form

**PLANNING**

You are required to plan activities to achieve listed setting goal of implementing meal time session organising activities by using resources listed below:

* 1. Identify utensils, equipment & materials used in meal time session organising activity.

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| **ITEMS** | **RATIO (TEM : Trainees)** |
| 1. Chair 2. Table (Depend on size) 3. Eating utensil | 1:1  1:6  1:1 |

* 1. Identify meal time session organising activity procedures, flow charts and sequences.
  2. Estimate duration/time of meal time session organising activity procedures.
  3. Estimate manpower in meal time session organising activity
  4. You may refer to references below as guidance to implement this activity.
     1. Hasnah, T., Westover, J., Khairul Farhah, K., & Nor Siti Hajar, M.R. (2015). Siri Pendidikan Autisme:Modul Urus Diri. Selangor:Fakulti Pendidikan UKM.
     2. Salmiah, B., Hasnah, T. & Suziyani, M. (2015). Siri Pendidikan Autisme:Kaedah Bercerita. Selangor:Fakulti Pendidikan UKM.
     3. Mark J. Palmieri & Kristen M. Powers (2013). Feeding Your Child with Autism : A Family-Centered Guide to Meeting the Challeges (Topics in Autism)
     4. Mahfuzah Z. (2014) Teknik Persediaan Sensori Dalam Pendidikan Khas

**DECISION MAKING**

You are required to get coach approval before implementing meal time session organising activities.

**EXECUTING & MONITORING**

You are required to implement meal time session organising activities according to steps below:

* 1. Obtain information from student’s file
     1. Determine student’s level of support needed from doctor’s or other professional’s report
     2. Determine student’s baseline performance
        1. Review student’s baseline performance from student’s current report.

(cognitive, behavior, adaptive skill, motor, sensory, communication, etc)

* + 1. Determine student’s reinforcers
    2. Determine student’s history
  1. Determine types of meal time activity
     1. Identify types of meal time activity
     2. Communicate with parents on food preparation in communication book.
  2. Determine table manners
     1. What are the appropriate table manners?
     2. Prepare materials to be used to teach table manners
  3. Determine task analysis for meal time activity
     1. Break tasks into a sequence of smaller steps or actions according to student’s requirement.
     2. Prepare materials to be used during meal time activity
  4. Determine meal time activity duration
     1. Check student meal time duration according to centre’s standard practice.
  5. Observe meal time safety and health guidelines
     1. Ensure that the facilities, utensils and equipment used during meal time activity are suitable, safe, and well-maintained
  6. Arrange meal time activity facilities.
     1. What are the utensils and equipment needed during meal time activity?
  7. Assist student in carrying out meal time activity when necessary
     1. Apply prompting method when necessary.
     2. Record student’s performance in student’s file
  8. Stimulate student’s language & communication
     1. Check student’s language abilities and method of communication in student’s file
     2. Enhance student’s language & communication according to Individual Education Plan (IEP)
  9. Monitor student’s behavior
     1. Ensure student is able to demonstrate target behaviour during meal time
  10. Ensure student’s safety
      1. Monitor students when carrying out meal time activities
      2. Conduct first emergency response when necessary
  11. Ensure meal time activity area cleanliness
      1. Ensure student’s, trainee’s and environmental cleanliness during meal time activity.
      2. Guide student to clean area and utensils after meal time when necessary.
  12. Check meal time activity based on task analysis
      1. What are the student’s capabilities based on task analysis?
  13. Check student’s feeding tolerance and ethics
      1. What is the student’s culture and practices with regards to feeding ethics?
      2. What are the centre’s requirements and practices with regards to feeding ethics?
      3. Identify student’s tolerance with regards to food and feeding procedures?
  14. Comply with attitude, safety and environment listed below when implementing this activity.

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| **Attitude** | **Safety** | **Environmental** |
| Meticulous in determining student level of support needed | Observant with changes of student’s behaviour and health status | Clean meal time activity facilities |
| Thorough and accurate in identifying student’s meal time activity skills | Well-maintained facilities | Good ventilation and lighting |
| Resourceful in gathering information | Ergonomic facilities | Disabled friendly access |
| Systematic and well-organized in planning meal time activities | Non toxic and hazardous tools |  |
| Well-organized in implementing meal time activities | Adhere to health, safety, & security and environmental regulation & requirement |  |
| Committed in implementing the activities | Food freshness |  |
| Detailed in evaluating meal time activity skills assessment |  |  |
| Clear and precise in interpreting data collection |  |  |

* 1. Apply core activities listed below when implementing this activity.

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| **Social Skills** | **Core Abilities** |
| Communication skills | 01.01 Identify and gather information.  02.03 Communicate clearly.  02.06 Write memos and letters.  03.06 Respond appropriately to people and situations. |
| Conceptual skills | 01.11 Apply thinking skills and creativity.  02.01 Interpret and follow manuals, instructions and SOP's.  02.05 Read/Interpret flowcharts and pictorial information.  03.16 Identify and assess client/customer needs.  04.04 Apply problem solving strategies. |
| Interpersonal skills | 03.01 Apply cultural requirement to the workplace.  03.02 Demonstrate integrity and apply practical practices.  03.07 Resolve interpersonal conflicts. |
| Learning skills | 06.04 Adapt competencies to new situations / systems. |
| Leadership skills | 03.12 Provide coaching / on-the-job training.  03.17 Identify staff training needs and facilitate access to training.  05.02 Inspect and monitor work done and/or in progress. |
| Multitasking and prioritising | 01.03 Utilize basic IT applications.  01.05 Utilize the Internet to locate and gather information.  02.04 Prepare brief reports and checklist using standard forms.  04.02 Set and revise own objectives and goals.  06.03 Identify and highlight problems. |
| Self-discipline | 01.02 Document information procedures or processes.  02.09 Prepare flowcharts.  02.10 Prepare reports and instructions.  03.03 Accept responsibility for own work and work area.  03.05 Demonstrate safety skills.  04.01 Organize own work activities.  04.03 Organize and maintain own workplace.  05.01 Implement project / work plans. |
| Teamwork | 03.08 Develop and maintain a cooperation within work group.  03.13 Develop and maintain team harmony and resolve conflicts.  03.14 Facilitate and coordinate teams and ideas. |

**EVALUATING**

You are required to evaluate meal time session organising using checklist below.

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| **A** | **ASSESSMENT CRITERIA**  **(60%)** | **MARKS GIVEN BY APPRENTICE** | | | | | **MARKS GIVEN BY**  **COACH** | | | | |
| 0 | 1-2 | 3-4 | 5-6 | 7 | 0 | 1-2 | 3-4 | 5-6 | 7 |
| 1 | Types of meal time activity listed out verbally |  |  |  |  |  |  |  |  |  |  |
| 2 | Types of meal time facilities listed out verbally |  |  |  |  |  |  |  |  |  |  |
| 3 | Meal time duration explained |  |  |  |  |  |  |  |  |  |  |
| 4 | Meal time safety and health guidelines observed |  |  |  |  |  |  |  |  |  |  |
| 5 | Meal time activity plan prepared and explained |  |  |  |  |  |  |  |  |  |  |
| 6 | Implement meal time activity |  |  |  |  |  |  |  |  |  |  |
| 7 | Monitor student’s behavior and safety |  |  |  |  |  |  |  |  |  |  |
| 8 | Ensure meal time activity area cleanliness |  |  |  |  |  |  |  |  |  |  |
| 9 | Record performance in data collection form |  |  |  |  |  |  |  |  |  |  |
|  | **SUBTOTAL** | **A1** | | | | | **A2** | | | | |
|  | **FULL MARKS** | **63** | | | | | **63** | | | | |

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| **B13** | **ATTITUDE/ SAFETY/ ENVIRONMENT**  **(20%)** | **MARKS GIVEN BY APPRENTICE** | | | | | **MARKS GIVEN BY**  **COACH** | | | | |
| 0 | 1-2 | 3-4 | 5-6 | 7 | 0 | 1-2 | 3-4 | 5-6 | 7 |
| 1 | Attitude. |  |  |  |  |  |  |  |  |  |  |
| 2 | Safety. |  |  |  |  |  |  |  |  |  |  |
| 3 | Environment. |  |  |  |  |  |  |  |  |  |  |
|  | **SUBTOTAL** | **B1** | | | | | **B2** | | | | |
|  | **FULL MARKS** | **21** | | | | | **21** | | | | |
| **C** | **EMPLOYABILITY SKILLS**  **(SOCIAL SKILLS)**  **(20%)** | **MARKS GIVEN BY APPRENTICE** | | | | | **MARKS GIVEN BY**  **COACH** | | | | |
| 0 | 1-2 | 3-4 | 5-6 | 7 | 0 | 1-2 | 3-4 | 5-6 | 7 |
| 1 | Communication skills |  |  |  |  |  |  |  |  |  |  |
| 2 | Conceptual skills |  |  |  |  |  |  |  |  |  |  |
| 3 | Interpersonal skills |  |  |  |  |  |  |  |  |  |  |
| 4 | Learning skills |  |  |  |  |  |  |  |  |  |  |
| 5 | Leadership skills |  |  |  |  |  |  |  |  |  |  |
| 6 | Multitasking and prioritising |  |  |  |  |  |  |  |  |  |  |
| 7 | Self-discipline |  |  |  |  |  |  |  |  |  |  |
| 8 | Teamwork |  |  |  |  |  |  |  |  |  |  |
|  | **SUBTOTAL** | **C1** | | | | | **C2** | | | | |
|  | **FULL MARKS** | **56** | | | | | **56** | | | | |

**CALCULATION TABLE**

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|  | MARKS GIVEN BY APPRENTICE | MARKS GIVEN BY COACH | WEIGHTED MARKS GIVEN BY  APPRENTICE | WEIGHTED MARKS GIVEN BY COACH |
| **ASSESMENT CRITERIA** | A1 | A2 | A1 / 63 x 60 | A2 / 63X 60 |
| **ATTITUDE/SAFETY/ENVIRONMENT** | B1 | B2 | B1 / 21X 20 | B2 / 35X 20 |
| **EMPLOYABILITY SKILLS (SOCIAL SKILLS)** | C1 | C2 | C1 / 56X 20 | C2 / 35X 20 |
| Total | | | X | Y |
| Ratio of Percentage (Apprentice: Coach) | | | P% | Q% |
| Grand Total | | | (P/100 x X) + (Q/100 x Y) | |

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| COMMENTS/ RECOMMENDATIONS BY COACH |

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COACH: APPRENTICE:

DATE: DATE: