



Psychosocial Caregiving

Student Module

Grade 11



FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION

Psychosocial Caregiving

Student Module

Grade 11

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Introduction to the Student Module

The psychosocial caregiving training module predominantly focuses on preparing students for work, life, further education as well as employment. It attempts to raise awareness of some fundamental issues related to psychosocial caregiving. These include an overview of these topics, the purposes of care, and support-giving work practices for the child, adolescent, elderly, and disability development, including physical, emotional, and social development.

The main objective of this training module is to provide the necessary knowledge, skills, and attitudes required by Psychosocial Caregivers to support or assist in performing the daily care needs of the society. So that, they could be able to run their work in psychosocial caregiving to be hired in different organizations or within a caregiving agency or further continue their career in higher education institutions.

This Psychosocial Caregiving training module is prepared for grade 11 Students. It contains 8 competencies and each competency is treated as a separate module each with the module title, description, learning outcomes, the unit objectives, key terms, contents and sub-contents, self-check questions, unit summary, unit review questions, project work or Case Work, and references.

Module I

**Provide Care and Support to Infants
and Toddler**

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Module Description

This module discusses the basic understanding of psychosocial wellbeing, care and support and how to provide care and support to infants, toddlers and children and foster their physical, intellectual, creative, and emotional development. Specifically, the module describes the required knowledge, skill and attitude on:

- Important concepts related to psycho social caregiving, well-being, care, and support
- How to Comfort infants and toddlers
- How to Bathe and dress infants and toddlers
- How to Feed infants and toddlers
- ways to Put infants and toddlers to sleep
- How to enhance social, physical, intellectual, creative and emotional activities of infants and toddlers
- ways to foster Physical, Intellectual, Creative and Emotional Development of Children

Unit 1

Psychosocial Well-Being, Care, and Support

Introduction

Psychosocial well-being, care, and support are integral components of holistic care that focus on the psychological, emotional, and social aspects of an individual's overall well-being. Psychosocial care strives to maintain and enhance optimal functioning and quality of life because it acknowledges the connection between mental and social variables and physical care and support.

Numerous factors are included in psychosocial well-being, such as, emotional stability, interpersonal connections, and general life satisfaction. It comprises the capacity to handle obstacles in life, uphold wholesome relationships, adjust to pressures, and have a feeling of fulfillment and purpose. The larger social and cultural context has an impact on psychosocial well-being in addition to individual considerations. This unit was developed to provide students with the necessary knowledge and skills, on psychosocial care and support, well-being, psychosocial and social need.

Learning outcomes:

By the end of this unit, students should be able to:

- Explain the terms well-being, psychosocial care, and support
- Understand psychosocial and social needs
- Define psychosocial well-being

Key terms:

- wellbeing
- psychosocial wellbeing
- psychosocial care

Brainstorming questions

- What is your understanding about well-being, psychosocial care, and support?
- What do you think are the helpful techniques to provide psychosocial care?

1.1. Definitions of Important Concepts

Well-being can be referred to as the state in which an individual is well in all or most of life's domains; namely, physical wellness (in our biological composition), social wellness (reflecting the quality of our relationships with respect to values, traditions, culture, people, and our environment), and cognitive wellness (experiencing healthy thinking, feelings, emotions, and spirituality).

Psychosocial well-being has been defined as the ability to make sense of one's world, and to have a degree of control over it and a sense of hope for the future (Antonovsky, 1979). Psychosocial well-being with regard to children concerns the connections between the child and the people in the community and society ("social") around him/her.

Psychosocial: The dynamic relationship between psychological and social processes and experiences, each continually influences the other.

1.2. Psychosocial Interactions

Psychosocial care and support is provided through interactions that occur in caring relationships in everyday life, at home, at school, and in the community. These include:

- The love and protection that children experience in family environments
- Support provided by the community that assists children and families in coping.

Care and support help children to have a sense of self-worth and belonging and are important for children to learn, develop life skills, participate in society, and have faith for the future. Care and support also help to strengthen children and their caregivers in dealing with the challenges they face and ensure their active participation in coping with the difficulties.



Figure 1.2 psychosocial Interaction

1.3. Psycho social Interventions

Psychosocial interventions are activities that focus on facilitating the provision of psychosocial care and support for needy persons. We need to pay extra attention to children. All children need psychosocial support for their psychological and emotional wellbeing, as well as their physical and mental development. Some children also need additional, specific psychosocial support if they have experienced extreme trauma or adversity or are not receiving necessary caregiver support.

Benefits of PSS for children's are:

- Psychosocial support helps strengthen protective factors for the child, including their ability to identify dangerous and risky situations.
- Psychosocial support can help promote holistic child and adolescent development, including physical, emotional and social development.
- Psychosocial support, for example through provision of life skills activities helps strengthen children's resilience and their ability to cope with difficult situations.
- Psychosocial support activities can help keep children safe and can be an avenue to identify risk factors in the child's life.
- Regular psychosocial support provision can help re-establish relationships between a child with other children, as well as between children and adults, and can contribute to a sense of normality and routine.

- Psychosocial support can support children, adolescents and caregivers in having a sense of control of their own life, a sense of belonging and can help children create relationships and bonds with family members, friends and community members.
- Psychosocial support can be offered at community level through community and family support activities, for example through promoting and providing everyday activities such as schooling, activating social networks and in age-friendly spaces.
- Through provision of community-based support, resilience of communities and their capacities to support one another can be strengthened.

1.4. Principles of psychosocial interventions

As psychosocial care providers, when you decide to take on the responsibility to help clients affected by distressing event, it is important to remember that you have to act in ways that not only ensure safety for yourself, but also respect the safety, dignity and rights of the people you are helping.

- These principles are applied to everyone regardless of age, gender, social status, ethnic background, etc. social workers should keep these fundamental principles in mind before taking any actions. Consider what these principles mean in the context of your locality.
- On top of these principles, participants should be aware of and follow their own organization's codes of conduct, policy, regulations and other relevant rules at all times.

The following guiding principles should underpin programming to address mental health and psychosocial support in humanitarian settings: These are:

- Do no harm
- Human rights
- Maximize participation
- Resiliency
- Normalized daily life
- Community based support

- Integrated support systems
- Multi-layered support

1.5. Models of psycho-social support

There are various helpful models to provide support to children. One of these is a wheel model. The model is discussed as follows:

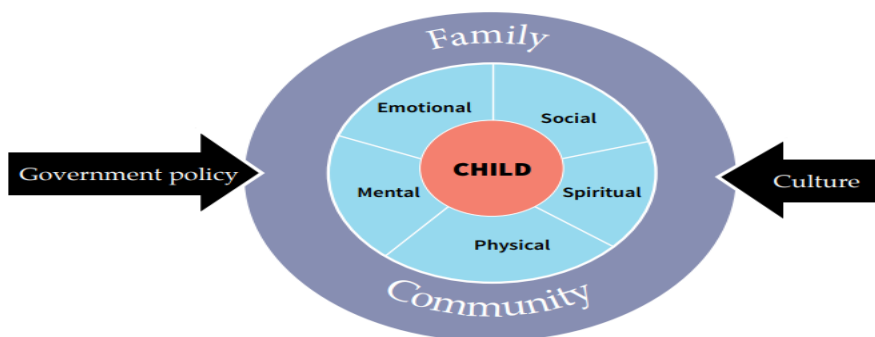


Figure 1.2 Models of psychosocial support

The Wheel Model draws on the analogy of a bicycle wheel. At the center is the axle, which represents an individual with a range of requirements for protection and participation. These requirements may be categorized as emotional, social, mental, spiritual, and physical. The aspects of life that are represented by the parts of the wheel will constantly change position in relation to their urgency for an individual and the impact that they have on his/her psychosocial well-being at different periods of his/her life.

The family and community are represented by the rim and tire. They provide the structure, support and context within which the individual's survival and development needs are met. They are the main custodians of care and support. The model implies that the bonds and interactions that link an individual (child) with a particular family and a community require an enabling political, socio-economic and cultural environment to ensure that they protect and nurture the development of the individual (child).

Self-check

1. What are psychosocial wellbeing, care and support?
2. What is psychosocial intervention?
3. What are the principles of psychosocial interventions?

Unit Summary

Support, care, and psychosocial well-being are essential for fostering people's mental, emotional, and social well-being. These elements cover a wide range of elements that affect an individual's general state of well-being, such as social networks, psychological toughness, promote holistic development, coping mechanisms, and availability of support networks. Sufficient treatment and support networks are critical for addressing and managing mental health issues, promoting personal development, and cultivating a sense of fulfillment and belonging. Through the identification and resolution of psychosocial needs, communities can establish a conducive atmosphere that fosters mental well-being and enables people to lead purposeful and happy lives.

Unit Review Questions

1. List some of the techniques used to comfort infants and toddlers during care providing.
2. Who are infants and toddlers according to their age?
3. What are some of infants and toddlers' safety and comfort issues?

Unit 2

Comfort Infants and Toddlers

Introduction

This unit covers the knowledge, skills and attitude requires identifying and recognizing how to approach infants and toddlers to provide the required care and support. The unit focuses on the following issues:

- Checking Infants and Toddlers' vital signs
- Distressed Infants and Toddlers
- Comfort Infants
- Comfort Toddlers

Learning Outcomes:

At the end of this unit, students will be able to:

- Understand who are infants and toddlers and how to comfort infants and toddlers
- Explore how to checking infants and toddlers vital signs
- Enable how to understand distressed infants and toddlers
- Empower how to comfort infants
- Comfort toddlers

Key Terms

Care and support

Comfort Infants

Comfort Toddlers

Distressed toddlers Physical development Distressed infants

Brainstorming questions

- When do you think a baby is considered as infant or toddler?
- What type of care and support infants and toddlers need?

2.1. Checking Infants and Toddlers' Vital Signs

According to WHO definition the infants and toddlers are:

Infants: Infants are babies from birth to 1 year old.

Toddlers: A baby is considered a toddler around 1 to 3-years-old.

In the early months, secure feelings for infants stem from being warm, cuddled closely and comfortable. It is very important to understand that the primary caregivers for infants and toddlers are families (biological, adoptive, and foster), friends and neighbors, child care institutions, schools, and community-based programs.

Comforting infants and toddlers involves providing them with a sense of security, reassurance, and physical comfort. Physical touch, such as gentle cuddling, hugging, or rocking, plays a crucial role in comforting young children. It provides them with a sense of security and helps to regulate their emotions and stress levels. It is also very important that caregivers use a calm and soothing tone of voice when interacting with infants and toddlers.

The caregivers should also check vital signs, including fever, heart rate, respiration (breathing rate), blood pressure, and temperature. Knowing the ranges for vital signs for child can help caregiver to notice problems early or relieve concerns you may have about how child is doing.

Fever: Use a digital thermometer: Place the thermometer under the child's tongue or in the armpit, following the manufacturer's instructions. Wait until it beeps to get an accurate reading.

Rate: checking method: Place your fingertips on the child's wrist, just below the base of the thumb, and count the number of beats you feel within a 60-second interval. Alternatively, you can place your fingertips on the side of the neck, just below the jawline, to feel the pulse.

Respiration (Breathing Rate): Observation method: Watch the child's chest rise and fall for one minute. Count the number of breaths the child takes in that time. Ensure the child is unaware of being observed to avoid altering the breathing pattern.

Blood Pressure: Although measuring blood pressure accurately typically requires equipment and training, there are some automatic blood pressure monitors available for home use.

Temperature: Non-contact infrared thermometer: These thermometers use infrared technology to measure temperature without physical contact. Aim the thermometer at the child's forehead or ear.

Age of the child	Vital signs	Measure in beats per minute (bpm), normal stage
0 to 12 months old	Heart rate	70–190 bpm
0 to 6 months	Respiration (breaths)	25–64 bpm
6 to 12 months	Respiration (breaths)	22–61 bpm
0 to 12 months	Temperature	37 C (98.6 F). The normal range is 36.5 C–37.5 C (97.8 F–99.5 F).
1 to 11 years	Heart rate	52–156 bpm
1 to 3 years	Respiration (breaths)	21–33 bpm
1 to 11 years	Blood pressure	37 C (98.6 F). The normal range is 36.5 C–37.5 C (97.8 F–99.5 F).

2.2. Distressed Infants and Toddlers

Infants and toddlers can experience distress although their ability to communicate their distress may be limited compared to older children or adults. It's important for caregivers to be attuned to the signs and cues that indicate distress in infants and toddlers. Here are some common signs of distress in infant and toddler children:

- **Crying:** Crying is a primary way infant and toddlers communicate their distress. They may cry loudly, with intensity, and for extended periods of time when they are feeling uncomfortable, hungry, tired, or in pain.

- **Facial expressions:** May display facial expressions that indicate distress, such as furrowed brows, a tense or quivering mouth, or a distressed or pained expression.
- **Body language:** May display restlessness, or exhibit tense body movements when they are distressed. They may also arch their backs, clench their fists, or exhibit other signs of discomfort.
- **Changes in sleep or eating patterns:** Distress can disrupt a child's sleep or eating routines. They may have difficulty falling asleep, wake frequently during the night, or experience changes in appetite when they are distressed.

How caregivers respond to infants' distress has implications for infants' development of self-regulation and social competence. Common reactions to stress in children: many of these reactions only last for a short time and are normal reactions to stressful events. If these reactions last for a prolonged period of time, the child may need specialist support.

2.3. Comfort Infants

Here are some common comforting actions for distressed infants:

- Change baby's diaper, when needed.
- Feed baby if caregiver think they might be hungry.
- Offer baby something to suck (pacifier).
- Burp baby once more.
- Determine if baby is sick. Check their temperature.
- Swaddle (wrap) baby in a soft diaper or blanket, making sure his nose and mouth are not blocked.
- Rock baby in your arms, a cradle, a baby swing or rocking chair.
- Give the baby a warm bath.
- Put on caregiver back

- Gently massage baby's arms and legs.



Figure 2.1. Comforting infants

2.4. Comforting Toddlers

The caregivers, families, and caretakers need to understand the following critical things to comfort infants and toddlers during care giving and support.

- Involve infants and toddlers in things that concern them.
- Do not provide distractions for children during caregiving routines
- Keep children involved in interactions.
- Use every day experiences for interaction



Figure 2.3. comforting children

2.4.1 Principles of care giving for Infants and Toddlers

The basic principles are Respect, Reflect and Respond (3R). The three-R could be applied in different context to comfort infants and toddlers.

1. When children face Minor Injuries

Respect: Respect toddler's feelings and acknowledge their pain or discomfort. Let them know you understand that they are hurt.

Reflect: Reflect their emotions by saying something like, "I can see you're feeling sad because you have kissed their injured part or massage it or hugging them to your chest or breast."

Respond: Respond with comfort by offering a gentle touch, a soothing voice, and reassurance that you're there to take care of them. Provide appropriate first aid, such as cleaning the wound or applying a bandage if necessary.

2. When they feel Anxiety, Crying and Separation

Respect: Respect toddler's attachment and the emotions they experience during separation. Acknowledge that it can be challenging for them.

Reflect: Reflect their feelings by saying something like, "your caregiver is with you, your sisters and brothers with you as them anything they will offer you their toys or doll, play with them, say I know it's hard for you when I leave, and you feel sad."

Respond: Respond with reassurance and consistency. Establish a goodbye routine that involves hugs, kisses, and a loving phrase like, "I'll be back soon." Provide them with a transitional object, such as a favorite toy or a family photo, to provide comfort in your absence.

3. When they get into bed/Bedtime Fears

Respect: Respect your toddler's fear and understand that it's a normal part of their development. Assure them that their feelings are valid.

Reflect: Reflect their fears by saying something like, "I understand you're scared of the dark. It can feel afraid sometimes."

Respond: Respond with comfort by creating a cozy and safe sleep environment. Use a nightlight if it is possible, read a story, or sing a child song they prefer to help them feel secure. Offer words of reassurance and remind them that you're nearby if they need you.



A figure 2.4. A sad looking child seeking comfort from an adult

2.4.2 Safety of Infants and Toddlers

Infants and toddlers safety is very important and caregivers should be keen about the following safety and comfort issues.

- Keep child safety at home
- Stop children from inserting foreign objects to their mouth, nose, eyes and ears.
- Prevent infants and toddlers from: burns, scalds & fire safety
- Safety around doors, cupboards, hinges etc.
- Prevent child injuries from dogs, cats or animal bits
- Falls prevention for babies

Therefore, it is very important to understand different safety needs including how to prevent, provide first aid for burns of children in the home.

- **Burns and scalds first aid:** first aid for burns and scalds starts with checking how bad the burn is. If you are not sure, get a medical help. Also treat the burn with cool running water only.



Figure 2.5. first aids for kids for burns

- **Burns prevention at home:** keeping children away from fires, heat and hot surface, hot liquids, food that can burn for example boiling water, hot drink, hot tap water, soaps and sauces inside and outside home.

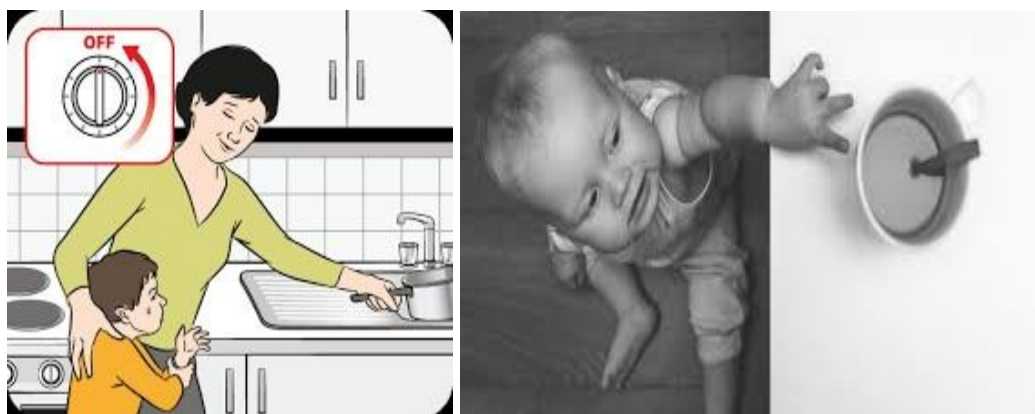


Figure 1.6. Burns prevention

- **Online safety:** don't allow children under age of 2 years to be exposed for media and video games on mobile, internet or television. For children 2-5 years the internet can entertain and educate children but it has own risks. Internet safety for young children includes a media plan, privacy settings, and parental controls.

Self-check Questions

1. What are the critical things to comfort infants and toddlers?
2. Who are infants and toddlers and which age is?

3. How caregiver could ensure infants and toddlers safety and comfort?

Unit Summary

Infants and toddlers require a comfortable environment to support their physical and emotional well-being. Providing comfort involves addressing their basic needs, such as ensuring they are well-fed, clean, and well-rested. Additionally, creating a nurturing and safe atmosphere with soothing sounds, soft textures, and appropriate temperatures can contribute to their overall comfort. Responsive caregiving, including gentle touch, affection, and consistent routines, also plays a crucial role in providing comfort to infants and toddlers, helping them feel secure and fostering their healthy development. Comfort is essential for infants and toddlers as it directly impacts their overall well-being and development.

Unit Review Question

1. What are the benefits of bathing and dressing infants and toddlers regularly?
2. What are some techniques of bathing infants and toddlers?
3. What precautions do you consider to dress infants and toddlers?
4. What are the safety precautions for bathing infants and toddlers?

Role Play

The purpose of this role play is to demonstrate how to comfort toddlers.

Please, support students to play the scenario as /toddler/infant and caregiver

Characters: caregiver/Parent/Guardian (P) and Toddler (T)

Activity: arrange the class as a living room with toys and comfortable seating.

Steps for Demonstrating Comforting Techniques:

- 1. Set the stage:** P and T are in the living room. T is visibly upset, crying, and seeking comfort.
- 2. Establish a calm and safe environment:** P ensures the living room is free from any immediate hazards, such as sharp objects or fragile items.
- 3. Physical touch and presence:** P gently approaches T and sits down at their eye level, demonstrating a calm and reassuring presence. P extends their arms, inviting T to come closer for a hug or physical contact.
- 4. Verbal reassurance:** P speaks in a soothing, gentle tone, using simple and comforting words like, "It's okay," "I'm here for you," or "You're safe." P acknowledges and validates T's feelings by saying, "I understand that you're upset/frustrated/scared."

•

5. Distraction and redirection: P offers a favorite toy to T, diverting their attention from the distressing situation. P engages T in a simple game or activity that they enjoy, such as singing a familiar song or playing peek-a-boo.

6. Calming techniques: P demonstrates techniques like rhythmic patting or gentle rocking to help soothe T. P uses soft and slow movements to create a sense of security and stability.

7. Visual cues and familiar objects: P ensures the environment includes familiar objects, such as a favorite blanket or a stuffed animal that the toddler associates with comfort. P may place these objects within reach of the toddler, allowing them to seek comfort independently.

8. Eye contact and facial expressions: P maintains eye contact with the toddler, conveying a sense of attentiveness and connection. P uses gentle and reassuring facial expressions, such as a soft smile or a concerned look, to convey empathy and understanding.

9. Consistency and routine: P establishes consistent comforting routines, allowing the toddler to anticipate and rely on familiar strategies during distressing situations. P may incorporate specific phrases, songs, or activities that the toddler associates with comfort, creating a sense of predictability.

10. Resolution and comfort: As T begins to calm down; P continues providing comfort until T feels secure and at ease. P may offer a warm beverage or a small snack to help T further relax, depending

Unit 3

Bathe and Dress of Infants and Toddlers

Introduction

Bathing and dressing infants and toddlers are essential caregiving tasks that contribute to their comfort and well-being. These activities involve not only meeting their basic needs for cleanliness and appropriate clothing but also providing nurturing experiences that promote bonding and a sense of security. By understanding the proper techniques, using gentle and soothing approaches, and ensuring a safe environment, caregivers can create a positive and enjoyable bathing and dressing routine for infants and toddlers.

Learning outcomes

At the end of this unit, students will be able to:

- Demonstrate bathing techniques of infants and toddlers
- Demonstrate dressing techniques of infants and toddlers

Key terms:

- Bathing
- Dressing

Brainstorming questions

- What do you think about bathing techniques of infants and toddlers?
- What do you think about dressing techniques of infants and toddlers?

3.1 Bathe Infants and Toddlers

Bathing infants and toddlers is a caregiving task. It contributes to the overall positive development, comfort and well-being of infants and toddlers which requires practical skills of caregiver and requires attention and preparedness to properly bath infants and toddlers.

3.1.1 Infants and Toddlers Bath & Water Safety

When caregiver bath infants and toddlers it is very important to keep the following:

- Always keep baby eyes and at least one hand on baby during the bath.
- Never leave baby alone or turn away (even for a second) during bath time.
- If it is a need to leave during a bath, wrap baby in a towel and take them with caregiver.
- Do not put older kids in charge of bathing or watching baby in the bath. Only a responsible adult should give a bath.



Figure, 3.1. Bathing infants and toddlers

3.1.2 Techniques of Bathing Infants and Toddlers

The essential techniques for bathing infants and toddlers are:

- **Preparing bathing materials:** before starting the bath, ensure that you have everything you need within arm's reach. This includes soap, washcloths, towels, clean clothes, diapers, and any other bathing essentials.
- **Maintain a safe bathing environment:** Fill the bathtub with just a few inches of warm water (around 37°C or 98.6°F) to prevent the risk of scalding or discomfort. Use a non-slip mat or a towel at the bottom of the tub to provide stability.

- **Support the baby's head and neck:** For infants who cannot sit up independently, use one hand to support their head and neck while bathing them with the other hand. This ensures their safety and prevents their head from going underwater.
- **Be gentle and use mild products:** Use gentle, fragrance-free baby soap or cleanser to clean the baby's skin. Avoid getting soap in their eyes and always be gentle when washing sensitive areas, such as the face, neck, and diaper area.
- **Pay attention to skin folds:** Babies have adorable skin folds that need special attention during bathing. Make sure to clean and dry these areas carefully, as moisture can lead to irritation or rashes.
- **Use a soft washcloth or sponge:** Instead of using your hands directly, use a soft washcloth or sponge to clean your baby's body. This helps in maintaining hygiene while being gentle on their delicate skin.
- **Rinse and dry thoroughly:** After bathing, rinse off all the soap from the baby's body with clean water. Pat them dry gently using a soft towel, paying extra attention to the skin folds and diaper area to prevent moisture buildup.
- **Dress the baby comfortably:** Choose loose-fitting, comfortable clothing for the baby after bathing. Avoid using clothes with irritating tags or tight elastic bands that may cause discomfort.
- **Never leave the baby unattended:** It is crucial to never leave an infant or toddler unattended during bath time. If you need to step away, wrap them in a towel and take them with you.



Figure 3.2. bathing infants and toddlers

3.2 Dressing Infants and Toddlers

Babies have sensitive skin, so soft, cotton clothing is best. Choose clothes for newborn that are close-fitting and have a low fire danger label. Don't choose clothes that are long and flowing, as they can catch fire more easily if these come into contact with a flame. Remove any loose ribbons or decorations on clothing as this can be a choking risk. During dressing children it is very important not pull baby's arms — this may cause them to pull back. Gently guide their arms through the sleeves.



Figure 3.3. Proper dressing for infants and toddler

3.2.1 Techniques of Dressing Infants and Toddlers

When dressing toddlers and infants, it's important to prioritize their comfort, safety, and ease of movement. The basic techniques for dressing infants and toddlers:

- **Choose appropriate clothing:** Opt for soft, breathable fabrics like cotton that are gentle on their delicate skin. Avoid clothes with rough seams, buttons, or tags that can irritate them.
- **Consider the weather:** Dress child according to the weather conditions. Layering is a good strategy as it allows you to add or remove clothing to maintain their comfort. In colder weather, use warm hats, mittens, and socks to keep them cozy.
- **Prioritize safety:** Avoid clothing with drawstrings, long ribbons, or loose buttons, as they can pose choking hazards. Opt for well-fitted garments that don't have any small parts that can be easily pulled off.

- **Choose easy-to-snap or zip closures:** When it comes to onsite, sleepers, and rompers, opt for snap buttons or zippers instead of complicated closures like buttons or hooks. This makes dressing and diaper changes much easier.
- **Dress in layers:** Layering allows you to adjust your child's clothing to accommodate changes in temperature. Start with a soft undershirt or onsite, add a long-sleeved shirt or sweater, and top it off with a jacket or coat when necessary.
- **Opt for stretchy and flexible clothing:** Toddlers and infants are constantly on the move, so choose clothing that allows for unrestricted movement. Elastic waistbands or pants with adjustable buttons are good options.
- **Dress for easy diaper changes:** If your child wears diapers, choose clothing with snaps or zippers along the crotch area for easy access during diaper changes. Avoid complicated outfits that require removing multiple layers.
- **Consider comfort while sleeping:** For infants, choose sleepers or pajamas made of soft, breathable fabric that will keep them comfortable throughout the night. Avoid loose bedding or pillows in the crib to reduce the risk of suffocation.

Caregivers should consider the Safety precautions in bathing and dressing like keep all bathing and dressing supplies within arm's reach to avoid leaving the infant or toddler unattended, test the water temperature before bathing to ensure it's not too hot or cold, use non-slip mats or pads in the bathtub to prevent slipping accidents, keep small objects, sharp items, and cords out of reach to avoid potential hazards.

Self-check Questions

1. What is bathing and dressing infants and toddlers?
2. Write the techniques of bathing infants and toddlers?
3. Write tips dress infants and toddlers?
4. What are safety precautions to bath infants and toddlers?

Unit Summary

Bathe and dressing infants and toddlers are essential to their daily care and hygiene routine. It involves ensuring their cleanliness, comfort, and safety. Dress infants and toddlers in comfortable, loose-fitting clothes that allow for movement and are easy to put on and take off. For infants, snap-crotch shirts, and pants with elastic waistbands for convenience during diaper changes. Be mindful of the weather and dress them appropriately. Always ensure that clothing is the right size, not too tight or too loose, to prevent discomfort or potential hazards.

Unit Review Questions

1. What are the techniques for feeding infants and toddlers?
2. How could caregivers properly feed infants and toddlers, and what are the practices?
3. What is choking and strangulation safety?
4. What do you do if choking happens to infants and toddlers?

Role Play**Scenario: Bathing and Dressing an Infants and toddlers**

Students can participate in role-playing activities where they act as caregivers and practice bathing and dressing infants and toddlers. These activities can be conducted with the help of dolls that resemble infants and toddlers. The teacher could support students to prepare themselves and come to class to demonstrate it. Once all students are ready the teacher can select students to act as care giver and prepare a doll to act as an infant. They can prepare themselves by read the role play and demonstrate to the class and each student is expected to demonstrate it.

Characters: caregiver and doll as infants and Toddlers

1. Role play in bathing and dressing infants and toddler**A. Bathing**

Characters: The caregiver and the toddler (doll)

Scene: a room with a changing table, bathtub, towels, baby clothes, diapers, and baby care products.

1. **Setting the Stage:** caregiver enters the room with the doll, and places the doll on the changing table. Caregiver gathers all the necessary items for bathing and dressing, such as a towel, baby wash, shampoo, clean clothes, and a diaper.
2. **Preparing for Bath Time:** caregiver gently undresses doll, making sure to maintain the doll modesty by covering doll with a towel. The caregiver fills the bathtub with warm water, ensuring it's neither too hot nor too cold, and checks the water temperature by dipping its hand into the water.
3. **Preparing the bath:** caregiver prepares the bathroom by filling the bathtub with warm water and placing all the required items within reach. Caregiver ensures the room is safe and free from any hazards.
4. **Entering the doll to bath:** caregiver invites doll, the student volunteer acting as the toddler, into the bathroom. Caregiver talks in to doll what they are going to do and asks doll to remove her shoes and socks. Caregiver helps doll undress, ensuring the child's comfort and privacy.
5. **Bathing the Toddler:** caregiver assists doll in getting into the bathtub, making sure to support her as she sits down. Caregiver uses a gentle, tear-free baby soap and shampoo to wash doll body and hair. Caregiver demonstrates how to wash the different body parts, emphasizing the importance of being gentle and careful around sensitive areas.
6. **Rinsing and Towel Drying:** caregiver helps doll out of the bathtub and wraps her in a warm towel, ensuring doll is covered and comfortable. Caregiver gently dries doll body, paying attention to the folds and creases. Caregiver explains the importance of drying thoroughly to prevent irritation or discomfort.

B. Dressing the Toddler

Caregiver guides doll to a nearby changing area or a safe spot on the bathroom floor. Caregiver helps doll put on a fresh diaper or underwear, depending on the child's stage of development. Caregiver then selects appropriate clothes for doll and assists her in getting dressed; making sure the clothing is comfortable and suitable for the weather. Caregiver reminds doll to put shoes and socks back on as they prepare to leave the bathroom.

Unit 4

Feed Infants and Toddlers

Introduction

Feeding toddlers and infants is a critical aspect of their growth and development, providing them with the necessary nutrients for optimal health. It involves introducing solid foods, ensuring balanced meals, and promoting healthy eating habits. This unit will help to develop the importance of feeding, the stages of feeding, and the key considerations when it comes to nourishing infants and toddlers.

Learning outcomes:

At the end of this unit, students will be able to:

- Understand the techniques of feeding infants and toddlers
- Practice of feeding of infants and toddler

Key terms:

- Feeding
- Feeding practice

Brainstorming

- What are the helpful practices for feeding infants?
- What are the helpful practices for feeding toddlers?

4.1. Feed Infants

Care givers should understand the techniques how to feed infants. It is very important to recognize that harmful feeding practices affect the overall development of infants and Toddlers. Therefore, improving their feeding practice is crucial for their development.

3.1.1. Proper Feeding Practice

Breastfeeding (0 to 6 months): Breastfeeding provides the ideal food for healthy growth and development of infants. Infants should be exclusively breastfed for the first six months of life to achieve optimal growth, development and health. Thereafter, to meet their evolving nutritional requirements, infants should receive adequate and safe complementary foods while breastfeeding continues up to two years of age and beyond. The following techniques are recommended for infants and toddlers based on their development:

- **Initiate breastfeeding immediately:** Breastfeeding should begin within one hour after birth.
- **Practice exclusive breastfeeding from 0-6 months:** Exclusive breastfeeding means that the child takes only breast milk and no additional food, water, or other liquids (with the exception of medicine and vitamins, if needed). Breast milk completely satisfies an infant's nutritional and fluid needs for the first six months. Nutrients such as vitamins A and C, iron, zinc and vitamin D are more easily absorbed from breast milk than from other milk. Breast milk contains essential fatty acids needed for the infant's growing brain, eyes, and blood vessels and these are not available in other milks. Infants do not need water or other liquids to maintain good hydration, even in hot climates. Breastfeed on demand, that is, as often as the infant wants, day and night. This will be at least 8 times in 24 hours. The more times a baby breastfeeds, the more milk will be produced as suckling stimulates milk production.

3.1.2. Complementary Feeding (6 -24) Months and Beyond

Appropriate complementary feeding promotes growth and prevents stunting among children between 6 and 24 months of age. Infants are particularly vulnerable to malnutrition and infection during the transition period when complementary feeding begins. The following are recommended in addition to complementary feeding.

- **Maintain breastfeeding up to two years of age:** Continue frequent, on-demand breastfeeding until 2 years of age or beyond. Continued breastfeeding along with complementary foods during this period results in a decreased risk of morbidity and mortality especially in populations with high risk of contamination.
- **Practice responsive feeding:** Caretakers should feed infants directly and assist older children when they feed themselves, being sensitive to their hunger and satiety cues.

- Feed slowly and patiently, and encourage children to eat, but do not force them.
- If children refuse some foods, experiment with other food combinations, tastes, textures and methods of encouragement.
- Minimize distractions during meals if the child loses interest easily.
- Feeding times should incorporate eye-to-eye contact and be loving moments for learning and bonding with children
- Complementary foods should be safely prepared and stored
- Good hygiene and proper food handling practices minimize contamination by diseases or parasites.
- Wash caregivers' and children's hands before food preparation and eating, Store foods safely and serve food immediately after preparation.
- Use clean utensils for preparation, serving and feeding children
- Avoid the use of bottles, which are difficult to keep clean.
- Amount of food should be adequate for child's age: Introduce small amounts of food at 6 months and increase the quantity, as the child gets older, while maintaining frequent breastfeeding.
- Ensure appropriate food consistency
- Gradually increase food consistency and variety as the infants gets older, adapting to the infant's requirements and abilities.
- Infants can eat pureed, mashed and semi-solid foods beginning at six months.
- By eight months, most infants can also eat "finger foods" - snacks that can be eaten by children alone.

- By 12 months, most children can eat the same types of foods as consumed by the rest of the family. Avoid foods that may cause choking.
- Continue feeding during illness and feed more after illness
- Increase fluid intake during illness, including more frequent breastfeeding and longer feeds both day and night.
- Encourage the sick child to eat soft, varied, appetizing, foods.
- The mother or caregiver should also offer the child's favorite foods for his/her age group and help and encourage the child to eat.
- Encourage the child to eat more food after illness to 'catch-up'.
- Ensure adequate nutrient content of complementary foods
- Feed a variety of foods to ensure that nutrient needs are met.
- Serve Vitamin A-rich foods with fats to increase absorption. Serve citrus fruits with iron- and protein-rich foods to increase absorption.
- Meat, poultry, fish or eggs should be eaten daily, or as often as possible.
- Avoid giving drinks with low nutrient value, such as tea, coffee and sugary drinks such as soda.



Figure 4.1. Complementary feeding

4.2. Feeding Toddlers

Feeding toddlers can sometimes be challenging, as they can be picky eaters and have varying appetites. However, it's important to ensure they receive a balanced diet for their growth and development. The proper feeding mechanisms include the following:

Establish a routine: Set regular meal and snack times to help toddlers develop a predictable eating schedule. This can help prevent them from getting too hungry or too full between meals.

Offer a variety of foods: Introduce a wide range of nutritious foods to expose toddler to different flavors and textures. Include fruits, vegetables, whole grains, lean proteins, and dairy products in their diet.

Be patient with picky eating: Toddlers often go through phases of food refusal or being selective about what they eat. Offer a variety of healthy options and encourage them to try new foods, but avoid pressuring or forcing them to eat. It may take several attempts before they accept a new food.

Serve appropriate portion sizes: Toddlers have small stomachs, so provide them with age-appropriate portion sizes. Offer smaller amounts initially and let them ask for more if they're still hungry.

Limit sugary and processed foods: While it's okay to offer occasional treats, it's important to limit the intake of sugary snacks, sodas, and processed foods. These items provide little nutritional value and can contribute to poor eating habits.

Make meals enjoyable: Create a positive eating environment by sitting down together as a family for meals. Minimize distractions such as TV or electronic devices, and encourage conversation and interaction during mealtime.

Stay hydrated: Offer water throughout the day to keep your toddler hydrated. Avoid sugary drinks and excessive juice consumption, as they can contribute to tooth decay and excessive calorie intake.

4.2.1. Choking Safety

When infants and toddlers are unable to swallow food or swallow something into their mouth and facing difficulty in breathing. Choking is very common in infants and toddlers and it is very

important to understand how to provide Choking first aid. The care giver could help children by lay baby down and start with back blows. If the blockage doesn't clear, give them water to drink.



Figure 4.2. support infant and toddler face choking

Self-check Questions

1. What are the helpful techniques for feeding infants and toddlers?
2. Define choking?
3. Explain the causes of choking and measure to be undertaken?

Unit Summary

Feeding infants and toddlers is a critical aspect of their growth and development. During the first year, infants rely on breast milk or formula as their primary source of nutrition, gradually introducing solid foods around six months of age. As they transition into toddlerhood, a balanced diet becomes increasingly important, incorporating a variety of nutrient-rich foods from all food groups. Caregivers should prioritize age-appropriate portion sizes, encourage self-feeding, and provide a supportive eating environment to foster healthy eating habits. Regular communication with healthcare professionals can help ensure that infants and toddlers receive adequate nutrition for their optimal growth and well-being.

Unit Review Questions

1. What are the determinants of successful rest times for infants and toddlers?
List at least three points.
2. What are the important things to do to put infants and toddlers to sleep well?
3. For how much time should infants sleep per day?

1

Role Play**Demonstrate Feeding infants and toddlers**

Please read the following scenario and assign students to practice and demonstrate Feeding infants and toddlers

Scenario: Feeding Infants and Toddlers

Setting: classroom or a convenient place for scenario demonstration

Characters:**Teacher act as teacher**

Caregiver - Played by a student volunteer

Infant - Doll representing a baby

Toddler - Doll representing a toddler

Activity 1: Introduction and Preparation

Teacher: Welcome, everyone! Today, we're going to talk about feeding infants and toddlers. Let's imagine we're at a daycare center. I need a volunteer to play the role of a parent. (Student volunteer raises their hand and joins the scene as the parent.)

Teacher: Great! Now, we have an infant and a toddler here with us. (Points to the infant and toddler dolls.) Before we begin, let's make sure we have everything we need to feed them.

Teacher: caregiver, could you please show us what items are necessary for feeding an infant and a toddler?

Parent: Sure! For the infant, we'll need a bottle, formula or breast milk, a burp cloth, and a bib. For the toddler, we'll need a high chair, a plate, a spoon, and some soft food example mashed bananas, porridge.

Teacher: Excellent! Now that we have all the necessary items, let's move on to the actual feeding process.

Activity 2: Feeding the Infant

Teacher: Caregiver, could you please demonstrate how to feed the infant?

Caregiver: Of course! First, I'll make sure my hands are clean. Then, I'll hold the baby in a comfortable position, supporting their head. I'll prepare the bottle by measuring and adding the correct amount of formula or breast milk. Next, I'll gently place the nipple in the baby's mouth and let them suckle. While feeding, I'll burp the baby occasionally to help release any trapped air.

Once the baby is full, I'll clean their face with a burp cloth and put on a bib to catch any spills.

Teacher: Well done! It's essential to remember that infants have different feeding needs and cues, so it's crucial to pay attention to their signals.

Activity 3: Feeding the Toddler

Teacher: Parent, now let's move on to feeding the toddler. Show us how it's done.

Caregiver: Absolutely! First, I'll make sure the high chair is clean and secure. Then, I'll place the toddler in the high chair and fasten the safety straps. I'll prepare their food, making sure it's the right consistency and temperature. Using a spoon, I'll offer small portions of the food to the toddler, encouraging them to feed themselves. I'll be patient and give them time to explore and learn to use the spoon. Throughout the process, I'll engage with the toddler, talk to them, and encourage them to eat.

Teacher: Excellent job! Feeding toddlers is an opportunity to promote their independence and develop their fine motor skills.

Activity 4: Recap and Discussion

Teacher: That was a fantastic demonstration! Feeding infants and toddlers requires attention, care, and understanding of their developmental needs. Can anyone share some key takeaways from what we've seen?

(Student responses may include: Washing hands before feeding, supporting the infant's head, paying attention to cues, burping the baby, encouraging self-feeding for toddlers, etc.)

Teacher: Absolutely, great points! Remember, each child is unique, and it's important to adapt to their individual needs and preferences when it comes to feeding.

By creating a scenario like this, students can visualize and understand the process of feeding infants and toddlers, along with the appropriate considerations for each age group. Please, advise students to demonstrate this with their friends and to discuss on it.

Unit 5

Put Infants and Toddlers to Sleep

Introduction

Putting infants and toddlers to sleep is an essential aspect of their overall well-being and development. As caregivers and parents, creating a safe and nurturing sleep environment is crucial for their growth. The key task in this unit is to understand how caregivers could put infants and toddlers to sleep. This will enable you to identify and understand basic techniques for comforting infants and toddlers.

Learning outcomes

At the end of this unit, you will be able to:

- Understand how to put infants and toddlers to sleep
- demonstrate skills of putting infants and toddlers to sleep
- Understand uncomfortable situations that disturb infants and toddler to sleep

Key terms:

- Sleep
- Sleeping time
- Comfort

Brainstorming questions

- Do you have experience of putting infants and Toddlers to sleep? Share your experiences with other students.
- What do you think are the helpful skills to put infants and toddlers to sleep

5.1. Put Infants to Sleep

Child care givers have a role in providing a sleep environment that is comfortable and safe for the children in their care. Ensuring children have enough sleep is as important as feeding them healthy

food and ensuring they receive plenty of fresh air and exercise. The basic factors that determine the success in sleeping process includes:

- Ensure the room temperature is comfortable and minimize noise.
- Develop a consistent routine before sleep, such as a warm bath, and gentle massage.
- Many newborns and Toddlers find comfort in being swaddled snugly in a lightweight blanket, as it mimics the feeling of being in the womb. However, ensure that the swaddle is done safely, allowing room for the hips to move freely and avoiding overheating.
- Always put infants and Toddlers to sleep on their backs to reduce the risk of sudden infant death syndrome (SIDS). Avoid placing pillows or excessive bedding in the crib, as these can pose suffocation hazards.
- Attend to the infant's and Toddlers needs promptly when they wake up, such as feeding, or comforting. Responding to their needs helps build trust and security, promoting better sleep over time.



Figure 4.1. Putting infants into sleep

5.2. Put Toddlers to Sleep

Toddlers need 11-14 hours' sleep every 24 hours. Usually this is a sleep of 10-12 hours a night and a nap of 1-2 hours during the day. Toddlers are developing fast and their relationship with sleep changes a lot at this age. You might see behavior that looks like sleep problems. This can include challenges like getting toddlers into bed, settling them for sleep or getting them to sleep through the

night. This is one way that toddlers test boundaries and practice being independent, which is a natural part of toddler development.

5.2.1 Sleeping time for infants and toddlers

It is more advisable that infants and toddlers to sleep as per the following schedules

Age	How much sleep	Specific time for sleep
Birth to two months	16 to 20 hours per a day	Child might wake up of 1 to 2 hour between a sleep time
Infants: 2 month to 12 month	13 to 15 hours a day	Sleep time includes night time, morning and afternoon naps
Toddlers: one year to two years	12 hours a day	Sleeping time includes afternoon naps Naps should be less than 3 hours

It is very important to consider the following basic issues before children goes to bed

- Feed baby right before bedtime so they are not hungry when you put them in their crib.
- Always put your baby in their back.
- Do this until they become 1 year old
- Have a regular sleep schedule and a nighttime routine.

5.2.2 Factors that discomfort and disrupt sleep of infants and toddlers

There are several factors that can cause discomfort and disrupt the sleep of infants and toddlers.

Here are some common ones:

- **Hunger:** Infants and toddlers have small stomachs and need frequent feedings. If they are hungry or not getting enough nutrition, it can interfere with their sleep.
- **Diaper discomfort:** Wet or soiled diapers can cause discomfort, leading to disrupted sleep. Ensuring that diapers are clean and dry before bedtime can help alleviate this issue.

- **Teething:** Teething can be a painful process for infants and toddlers. The discomfort from emerging teeth can make it difficult for them to fall asleep or stay asleep.
- **Illness or discomfort:** Infants and toddlers may experience discomfort due to illness, such as a cold, ear infection, or digestive issues. These physical discomforts can disrupt their sleep.
- **Temperature:** Babies and young children are sensitive to temperature changes. If they are too hot or too cold, it can make it difficult for them to sleep comfortably. Maintaining a suitable room temperature and using appropriate bedding can help address this.
- **Noise and light:** Loud noises, bright lights, or sudden changes in the environment can startle or disturb infants and toddlers, making it challenging for them to settle down and sleep.



Figure, 4.2.2. Shows Factors discomforting infants and toddlers.

Self-check Questions

1. What are the determinants for successful rest times of infant and toddlers, list at least three points?
2. What are the important things to put infants and toddlers into sleep?
3. What time commonly should infants and toddlers sleep?

Unit Summary

Putting infants and toddlers into sleep is a crucial aspect of their overall well-being and development. Establishing a safe and consistent sleep routine helps promote healthy growth, cognitive development, and emotional stability. By creating a comfortable sleep environment,

following recommended guidelines for sleep duration, and implementing soothing bedtime rituals, caregivers can support the optimal sleep patterns necessary for infants and toddlers to thrive.

Unit Review Questions

1. List basic factors that determine the success in sleeping process of infants and toddlers.
2. How much time should infants age from birth to two months sleep per day?
 - A. 12-14 hours per day
 - B. 16-18 hours per day
 - C. 16-20 hours per day
 - D. 14-16 hours per day
3. List and describe factors that can cause discomfort and disrupt the sleep of infants and toddlers?

Role Play

Please, select four students to act like a student and one volunteer student to simulate like a teacher and demonstrate the following scenario as per the guide. Students expected to prepare themselves based on the activity they demonstrate and bring materials that support their activity. Please, support students to prepare themselves based on their role.

Characters: a student like a teacher - Responsible for supervising and guiding the students. Then **Students** - A group of students interested in learning about enhancing the development of infants and toddlers (student1, student 2, student3 and student 4).

Required: Age-appropriate toys and materials helpful for Putting infants and toddler to sleep

Setting: prepare or think of the classroom like a home or daycare center

Activity: please select one student as a Teacher - Responsible for supervising and guiding the students And Students - A group of individuals interested in learning about putting infants and toddlers to sleep.

Required: Dolls representing infants and toddlers and Bedding and sleep-related items (e.g., blankets, pajamas, child bed, mattress, towel, sleep sacks).

Teacher: Good afternoon, everyone! Today, we're going to talk about putting infants and toddlers to sleep. Let's imagine we're in a day care center/room, and our goal is to help these little ones have a restful sleep. (Points to a group of dolls or stuffed animals representing the infants and toddlers.)

Student 1: How do we start, Teacher?

Teacher: Excellent question! Establishing a consistent bedtime routine is key. Let's begin with the infants. (Hands a doll representing an infant to Student 2.)

Student 2: (Holding the doll) what should I do?

Teacher: Well, infants need a calm and soothing environment to sleep. Begin by switch off the lights and speaking softly. Gently swaddle the baby in a blanket or place them in a sleep sack to provide a sense of security. (Demonstrates swaddling with a doll or placing the doll in a sleep sack or bed.)

Student 2: Like this?

Teacher: Yes, that's right! It's important to remember that infants should always be placed on their back to sleep to reduce the risk of breathing or comfortably for their body. (Places the doll on its back in a crib or bassinet.)

Student 3: What about toddlers, Teacher?

Teacher: Fantastic question! Toddlers also benefit from a consistent bedtime routine. (Hands a doll representing a toddler to Student 3.)

Student 3: What can we do to help them sleep?

Teacher: Toddlers may have more developed sleep patterns, but they still need a routine to wind down. You can start by engaging in quiet activities like reading a story or singing a child song. (Demonstrates reading a book or singing any child song to the doll.)

Student 4: Where do they sleep, Teacher?

Teacher: Toddlers can sleep in a crib or a toddler bed, depending on their age and developmental stage. Just like with infants, make sure to keep the sleep environment safe by removing any pillows, blankets, or toys that could pose a suffocation hazard, if it is possible put it on child bed, mattress. (Arranges the doll's sleeping area, ensuring it's free from hazards.)

Student 1: What else should we consider, Teacher?

Teacher: Great question! It's important to create a consistent sleep schedule, maintain a comfortable room is comfortable, and ensure the room is free from distractions and excessive noise. Additionally, promoting good sleep hygiene, like limiting screen time before bed, can also contribute to better sleep for infants and toddlers.

Student 2: I feel more prepared now to help infants and toddlers sleep!

Teacher: That's wonderful to hear! By following these techniques and considerations, you'll provide a conducive environment for infants and toddlers to have a restful and safe sleep.

Through this scenario, students can visually observe and understand the appropriate techniques for putting infants and toddlers to sleep, as well as the considerations that should be taken into account. Encourage open discussions and address any questions or concerns that arise during the demonstration.

Unit 6

Infants and Toddlers Development

Introduction

Enhancing social, physical, intellectual, creative, and emotional activities for infants and toddlers is crucial for their overall development and well-being. During these early years, their brains are rapidly developing, making it an opportune time to stimulate various aspects of their growth. By providing a nurturing and stimulating environment, caregivers can play a vital role in fostering the healthy advancement of infants and toddlers minds.

Learning outcomes

At the end of this unit, you will be able to

- Explain the social, physical, intellectual, creative and emotional needs of infants and toddlers.
- Apply how to enhance the social, physical, intellectual, creative and emotional development of infants and toddlers,

Key terms:

- Development
- Social, intellectual, creative and emotional activities

Brainstorming

- What do you think the helpful techniques to enhance the social, physical, intellectual, creative and emotional activities of infants and toddlers?
- Define the term social and physical development of infants and toddlers.

6.1. Social Development of Infants and Toddlers

Social development of infants and toddlers: Children begin socio-emotional development at birth. The early childhood years are a critical time for the formation of positive feelings toward oneself, others, and the larger world. On the contrary, children who are neglected, rejected, or abused are at

risk for social and mental health challenges. Supporting the social and emotional health of infants and toddlers is important because:

- Early relationships set the stage for healthy or unhealthy brain development
- Poor early social, emotional, and behavioral development predicts early school failure, which, in turn predicts later school failure
- Early intervention can reduce the need for later, higher cost interventions

Social development of the child includes:

Self-awareness: Self-awareness is the ability to accurately recognize one's emotions, thoughts, and their influence on behavior. This includes accurately possessing a well-grounded sense of confidence and optimism.

Self-management: Self-management is the ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating one, and setting and working toward achieving personal and academic goals. When an infant reaches for a caregiver when they are upset, this is an early sign of self-management.

Social awareness: Social awareness is the ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social norms for behavior, and to recognize family, school, and community resources and supports. When an infant looks concerned that another child is upset, or a toddler offers a comforting item to a friend who is sad, they are demonstrating the beginning of empathy and social awareness.

Relationship skill: This includes clear communication, active listening, and cooperation, avoiding social pressure, conflict resolution, and obtaining or providing help when needed. Infants and toddlers demonstrate their early relationship skills by showing they are interested in being with others.

6.2. Enhance Physical Activities of Infants and Toddlers

- Daily physical activity should be promoted from birth. Infants and toddlers learn through play, developing gross motor, socio-emotional, and cognitive skills.

- Participation in regular physical activity promotes gross motor development, improved fitness, cardiovascular health, healthy bone development, and improved sleep, maintenance of healthy weight, and improved mood and sense of well-being.
- Encourage and support physical activity and movement throughout each day.

Benefits of Regular Physical Activity for Infants

Daily physical activity promotes:

- Large muscle development.
- Healthy bone development.
- Gross motor skills.
- Sense of individuality.

Characteristics of infants

- Infants are fully dependent upon caregivers.
- They form attachments and need nurturing to be secure and to achieve optimal development in all domains. Nurturing includes attention to, communication about, and response to infant needs, including physical activity.
- Play activities allow infants to explore, stimulate their senses, and experience movement and action.

Typical Movement Development

During Infancy Birth-2 Months

- Exhibits a rooting reflex.
- Raises head briefly and moves head from side to side.
- Makes quick and jerking arm movements.
- Brings hands to face.

6.3. Enhance Intellectual Activities of Infants and Toddlers

Cognitive development means how infants and toddlers think, explore and figure things out. It is the development of knowledge, skills and dispositions, which help infants and children to think

about and understand the world around them. Fostering your child's cognitive development as soon as he/she is born provides the foundation for success in school and later in life. Here are ideas to encourage cognitive development through different activities.

1. 0-6 months

- Talk to baby while making sure he/she can see once face and eyes.
- Read books to bays using different voices and show him/her the pictures.
- Change activities when or before a baby becomes fussy (which is usually when he/she is bored).
- Place toys within sight but just out of reach of your baby.

2. 1 year old

- Begin naming colors and shapes, and asking your child to point at certain objects.
- Hide toys, and encourage your child to find them.
- Provide simple directions, such as “pick up your ball.”

3. 2 years old

- Play simple games of hide and seek within the same room.
- Ask child to name colors, shapes or animals when you point to them in a book.
- Give child simple two-step directions, such as “pick up your ball and put it in the basket.”

Children sometimes become fast in their language development and might be late and delay.

Language development: 3-12 months: At 3-12 months, there’s a lot happening with baby language development. Expect your baby to coo, laugh, and play with sounds, babble and gesture.

Language delay: If infants and toddlers miss language development milestones by a long way, they have language delay. Children should see a professional for early diagnosis and support.

Language development in infants and toddlers: Language development underpins cognitive, social and literacy development. A lot of talking, responding and reading with adults’ helps child learn language.

Speech (sound) disorders: Most infants and toddlers make mistakes with speech. Some mistakes can be signs of speech disorders or speech sound disorders.

6.4. Enhance Creative Activities of Infants and Toddlers

Toddlers develop through creative activities like drama, craft, music and dance. Encourage creativity by following child's lead and praising child. Nurturing the creative development of infants and toddlers is crucial for their overall growth and well-being. During these formative years, children's brains are rapidly developing, and engaging them in creative play can stimulate cognitive, social-emotional, and physical development. By providing a rich and diverse array of creative activities, caregivers can foster the natural curiosity and imagination of the youngest learners. Like, Offer large cardboard boxes, tubes, or blocks that can be used for building, hiding, or imaginative play. Provide scarves, ribbons, or streamers that can be waved, wrapped, or used for dancing. Give them access to safe, non-toxic art supplies like crayons, markers, or washable paint to create freely.

6.5. Enhance Emotional activities of Infants and Toddlers

Infants (birth to 24 months of age) can express a wide range of basic emotions including: discomfort, pleasure, anger, fear, sadness and excitement. Infants have strategies to comfort themselves (e.g. thumb sucking) which helps them recover from stressful situations. Infants are beginning to develop a sense of self as they become more aware of their ability to make things happen.

6.5.1 Infants and Toddlers emotions

At birth, infants exhibit two emotional responses: **attraction** and **withdrawal**. They show attraction to pleasant situations that bring comfort, stimulation, and pleasure, and they withdraw from unpleasant stimulation such as bitter flavors or physical discomfort. At around two months, infants exhibit social engagement in the form of social smiling as they respond with smiles to those who engage their positive attention.

Social smiling becomes more stable and organized as infants learn to use their smiles to engage their parents in interactions. Pleasure is expressed as laughter at 3 to 5 months of age, and displeasure becomes more specific as fear, sadness, or anger between ages 6 and 8 months. Anger is often the reaction to being prevented from obtaining a goal, such as a toy being removed.

Self-check Questions

1. What are the social developments of infants and toddlers?
2. List the ways to encourage cognitive development of infants and toddlers?
3. What are benefits of physical movement for infants and toddlers show at each age?

Unit Summary

Care and support for infants and toddlers involves providing nurturing environments, meeting their basic needs, promoting healthy development, and ensuring their safety and well-being. It encompasses various aspects such as physical care, emotional support, cognitive stimulation, and social interaction. Key elements of care and support for infants and toddlers include responsive caregiving, promoting healthy attachment, establishing routines, providing a safe and stimulating environment, and fostering positive relationships with caregivers and peers. Additionally, it is crucial to prioritize nutrition, sleep, hygiene, and regular medical check-ups to ensure optimal physical health. Overall, comprehensive care and support during the early years lay the foundation for healthy growth, development, and future well-being of infants and toddlers.

Unit Review Questions

1. What are some of the social developments of children (infants and toddlers)?
2. List the ways to encourage the cognitive development of infants and toddlers.

Role Play

The purpose of this role play exercise is to enhance the skill of students to have practical understanding on enhancing social, physical, intellectual, creative, and emotional activities of infants and toddlers by demonstrating different activity.

Please, select four students to act like a student and one volunteer student to simulate like a teacher and demonstrate the following scenario as per the guide. Students expected to prepare themselves based on the activity they demonstrate and bring materials that support their activity. Please, support students to prepare themselves based on their role.

Characters: a student like a teacher - Responsible for supervising and guiding the students. Then **Students** - A group of students interested in learning about enhancing the development of infants and toddlers (student1, student 2, student3 and student 4).

Required: Age-appropriate toys and materials helpful for social, physical, intellectual, creative, and emotional activities demonstration.

Activity: Teacher: Good morning, everyone! Today, we're going to explore how we can enhance the social, physical, intellectual, creative, and emotional development of infants and toddlers. Let's imagine we're in a daycare center, and our goal is to create engaging and enriching activities for these little ones. (Points to a group of dolls or stuffed animals representing the infants and toddlers.)

Student 1: Where should we start, Teacher?

Teacher: Excellent question! Let's begin with social activities. Infants and toddlers learn a lot through social interactions. (Hands a doll representing an infant to Student 2.)

Student 2: (Holding the doll) what can we do to enhance their social development?

Teacher: You can encourage social interactions by engaging in activities like Monday vs Tuesday, singing songs, Suzy, or playing simple turn-taking games. These activities help build trust, communication skills, and a sense of connection. (Demonstrates peek-a-boo or sings a song with the doll.)

Student 2: Like this?

Teacher: Yes, that's right! Now, let's move on to physical activities. (Hands a doll representing a toddler to Student 3.)

Student 3: What kind of physical activities can we incorporate?

Teacher: Toddlers are full of energy and benefit from activities that promote gross motor skills. You can set up an obstacle course with soft play equipment, encourage crawling or walking

games, or provide toys that promote physical movement and coordination. (Demonstrates crawling or walking games with the doll or sets up an obstacle course.)

Student 4: What about intellectual activities, Teacher?

Teacher: Wonderful question! Infants and toddlers are constantly learning and exploring the world around them. (Hands a doll representing an infant or toddler to Student 4.)

Student 4: How can we stimulate their intellectual development?

Teacher: You can engage them in activities that encourage problem-solving, sensory exploration, and cause-and-effect understanding. For example, you can provide age-appropriate puzzles, finger paints, sorting games, or toys, sorting dolls based on their colors that make sounds when manipulated. (Demonstrates a simple puzzle or sensory activity with the doll.)

Student 1: And what about creative activities, Teacher?

Teacher: Great question! Creative activities help foster imagination and self-expression. (Hands a doll representing a toddler to Student 1.)

Student 1: How can we encourage their creativity?

Teacher: You can provide art materials like crayons, finger paints, or playdough to allow them to engage in open-ended creative play. Encourage them to experiment with colors, shapes, and textures. (Demonstrates finger painting or playing with playdough with the doll.)

Student 3: What about emotional activities, Teacher?

Teacher: Emotional development is crucial for infants and toddlers. (Hands a doll representing an infant or toddler to Student 3.)

Student 3: How can we support their emotional development?

Teacher: You can create a nurturing and responsive environment by providing comfort, love, and positive interactions. Encourage them to express their feelings through gentle touch, cuddling, or engaging in activities that promote emotional bonding, such as reading books or singing soothing songs. (Demonstrates cuddling or singing a soothing song with the doll.)

Teacher: By incorporating these activities into their daily routines, we can promote holistic development in infants and toddlers, enhancing their social, physical, intellectual, creative, and emotional growth.

Through this scenario, students can observe and understand the different activities that promote the development of infants and toddlers in various domains. Encourage students to actively participate, ask questions, and discuss the importance of each activity in supporting the overall growth and well-being of young children.

Project Work

Organize students into different groups and assign them to conduct field work in a child day care if there has been a **child day care** if not you can assign them to conduct field work in development. Assign them to go to school for two times a week it depends on the period you have for this course. It is expected to spend at least 3 hours in field setting. After visiting and conduct assessment they are expected to prepare process record or field report and submit for the trainer. The school administrator should communicate and write formal letter to the relevant day care center coordinator or pre-school head about the purpose of field visits and the number of students to be assigned to work in the center. If the total number of student and the number of day care center/preschool are not enough to accommodate, you can assign students turn by turn to the field is very important to avoid disturbance or creating crowd in the field center.

The field report of students should be documented and put in proper places to take a lesson from what they have observed and reflected.

Basic issues to be considered during field practicum

1. Critical observation the entire environment of the day care center, location, name, establishment, purpose of the center, internal facility, playing area, feeding, sleeping, bathing area etc.
2. The administrative structure of the day care center/kindergarten, admission requirements of children into the center.
3. The number of workforce working in the day care/kindergarten
4. The educational qualification of workers in the area
5. The services provided in the day care center/kindergarten and number of children.
6. Assessing the overall services provided by caregiver in the center
7. How care giver provide service bathing, dressing, feeding, sleeping,
8. Observing and document the program/schedule of feeding, sleeping, dressing, bathing, diapering, playing...
9. Understand and integrate what they have learned in the class and the practical situation
10. Self-reflection of students about Challenges and opportunity in the area or weakness and strength

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Module II

Foster Physical, Intellectual, Creative and Emotional Development of Children

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Module Description

This module discuss about how to provide care and support to infants and toddlers and foster physical, intellectual, creative and emotional development of children. Specifically, the module discuss in detail about how to Foster Physical, Intellectual, Creative and Emotional Development of Children. This unit covers the knowledge, skills and attitudes required to foster the social, intellectual, creative and emotional development of children from 1-12 year sold. Therefore, the module describes the required understanding, skill and knowledge to:

- Provide physical activities for children to develop physical development
- Foster children's independence and autonomy
- Encourage children to express their feelings, ideas and needs
- Stimulate children's self-awareness and creativity
- Foster children's self-esteem and development of self-concept

Unit 1

Facilitate Physical Development of Children

Introduction

Physical activity is essential for the overall development of children, and it plays a significant role in enhancing their physical development. Engaging in various physical activities helps children build strength, improve coordination, develop motor skills, and maintain a healthy body weight. Moreover, physical activity promotes cardiovascular health, boosts cognitive function, and supports emotional well-being. The other aspect of children development is proper sleeping and in this unit the other focus area would be sleep, which is important for health, wellbeing, and growth and learning. How much babies, children and teenagers sleep and when they sleep changes as they get older. In this unit student will have good understanding about how to build physical development of children.

Learning outcomes

At the end of this unit you will be able to

- Understand physical development of children
- Recognize How to support physical development of children
- Understand sleeping pattern and practice of children

Brainstorming

- What do you think about physical development of children?
- What do you think about sleeping pattern and practice of children?

1.1 Physical Development of Children

Physical development is one domain of development that refers to the growth and refinements of motor skills, in other words, children's abilities to use and control their bodies. These advancements are evident in gross and fine motor skills, and they are essential to children's overall health and wellness. Examples of such skills include jumping, throwing, climbing, running, skipping, and

kicking. Fine motor skills involve the use of small muscles in the arms, hands, and fingers. Examples of such skills include stringing beads, scribbling, cutting, and drawing. Fine motor skills enable children to perform a variety of self-help tasks, such as using utensils and dressing themselves. Supporting children to move based on their age is important.

Encourage children to move: Birth to 1 year: moving on the floor from birth (including at least 30 minutes per day of 'tummy time' while awake, when you place your child in a safe place, such as a play mat on the floor.

2-3 years: least 3 hours of being physically active, spread throughout the day including running, jumping, dancing and/or skipping.

1.1.1 The health benefits of physical exercise for children

Physical Exercise can be anything that makes children's breathing faster and their heart beat quicker. Sitting less and exercising for 60 minutes a day (not necessarily at once) has many health benefits for children:

- They will develop healthy bones, muscles and joints.
- They will develop healthy heart and lungs.
- Their coordination, strength and muscle control will improve.
- They will maintain a healthy body weight.
- Their body will become more flexible.
- Their balance and posture will improve.
- Their brain will develop vital connections, leading to improved concentration and thinking skills.
- They are less likely to develop chronic diseases, such as heart disease.

1.1.2 Ways to encourage child to be physically active

- Choose activities child likes and that are fun.
- Make sure child tries a variety of activities, standing, sitting, crawling, dragging their toys, pushing and pulling their cloths.

- Build physical activity into child's day by walking and holding their hands, encourage them to move, stand and sit and running.
- Reward child with an activity like a move in the garden, throwing a ball, and dribbling a ball than with screen time.
- Praise and encourage child when they are being active.
- Be active yourself and involve the whole family.

1.2 Sleeping Patterns and Practices of Children

➤ Infant sleep: 2-12 months

Infant sleep changes from 2-12 months. Babies need less sleep and sleep more at night. But many babies still wake at night and need help to settle. Toddlers need 11-14 hours of sleep in 24 hours, usually 10-12 hours at night and 1-2 hours in the day. Bedtime routines can help with toddler sleep problems. Avoid too long screen time is very important and also advisable no to put electronics materials and television in their sleeping place away this from child sleeping room. It is very important to switch electronics materials and television one hour before children go to sleep. Children below 2 years should not be exposed for screen including mobile and tablets, laptops and so. For children 3- 5 years, 1 hour per day is enough for screen time with the assistant of their caregiver/family.

Self-check questions

1. What is physical development of children?
2. What is the health benefit of physical exercise?
3. How can caregiver encourage child to be physically active?

Unit Summary

Engaging children in physical activities is crucial for their physical development. Regular exercise and play contribute to the overall growth and well-being of children. By providing opportunities for physical activities such as running, jumping, crawling, and playing sports, caregivers and educators can help children develop their gross motor skills, strength, coordination, balance, and flexibility.

These activities also promote cardiovascular health, enhance bone density, and improve overall body control and spatial awareness. Moreover, physical activities encourage social interaction, teamwork, and the development of important life skills such as perseverance, discipline, and sportsmanship. By prioritizing physical activities, we can ensure that children have a solid foundation for a healthy and active lifestyle.

Unit Review Questions

1. What refers a physical development of children?
2. What is the health benefit of physical exercise for children?
3. How can caregiver encourage child to be physically active?

Group Work

Introduction: Begin the session by providing a brief overview of the importance of physical activities for infants and toddlers. Explain how these activities promote physical development, including gross and fine motor skills, coordination, balance, and strength.

Divide students into groups: Divide the students into smaller groups, ideally consisting of 4-6 members each. Assign a group leader or facilitator to guide the activity.

Scenario development: Ask each group to create a scenario that showcases different physical activities for infants and toddlers. The scenario should be age-appropriate and highlight the benefits of each activity. Encourage creativity and realistic scenarios that can be practically implemented. These can include Monday-Tuesday, crawling, rolling, reaching for objects, sorting simple objects, playing with balls, and more. Explain the benefits of each activity as you demonstrate them.

Planning and preparation: Give the groups some time to plan their scenarios. They should outline the activities, materials required, and the roles each group member will play. Make sure they consider safety precautions and adapt the activities to suit the age group.

Practice and implementation: Once the groups have planned their scenarios, provide them with the necessary materials and resources to practice their activities. This may include soft toys, play mats, balls, musical instruments, and any other suitable props. Allocate a specific time frame for the groups to practice and rehearse.

Presentation: Invite each group to present their scenario to the rest of the class. Encourage them to explain the purpose and benefits of each activity, emphasizing how it contributes to physical development. Allow for questions and discussions after each presentation.

Group reflection: After all the scenarios have been presented, facilitate a group reflection session. Encourage students to share their observations, insights, and lessons learned from the activity. Discuss the effectiveness of the demonstrated activities and how they can be adapted for different contexts or age groups.

Conclusion: Conclude the session by summarizing the key takeaways and reinforcing the importance of physical activities for infants and toddlers or for children at any stage. Provide additional resources or references for further exploration.

Unit 2

Foster Children's Independence and Autonomy

Introduction

Fostering children's independence and autonomy are essential aspects of their growth and development. As individuals who have experienced disruption in their lives, foster children often face unique challenges when it comes to establishing their independence and nurturing their sense of autonomy. Recognizing and supporting their journey towards self-reliance is crucial in empowering them to shape their own lives and build a strong foundation for their future. By providing children with the necessary tools, resources, and guidance, we can help them cultivate independence, develop life skills, and foster a sense of ownership over their own destinies.

Learning outcomes

At the end of this unit, students will be able to:

- understand how to ensure independence and autonomy in children
- Understand benefits of children's autonomy

Brain storming questions

- Define autonomy and Independence in child development?
- What do you think are the benefits of children's autonomy?

2.1. Children's Independence and Autonomy

Autonomous' means 'self-directed without pushing the child or it means that drive to act comes from inside them. Independent means 'not influenced by outside forces'. No-one tells them what to do without supervision of families or care givers. In most case the term autonomy and independence used interchangeably.

Autonomy in child development lets children know they have control over themselves and their decisions. Examples, of autonomy in children include toilet training, picking out their clothes, deciding what foods they like (or don't like), and choosing which toys to play with. There are many benefits to children's autonomy that help build their self-esteem and confidence. While A good

independence-building activity for preschoolers is teaching them to follow a routine. For example, coming home from school they can learn to take off their jacket and shoes, hang up their backpack, and wash their hands. Help them until they can do it alone.

2.1.1. Benefits of Children's Autonomy

Learning, understanding, and expressing autonomy are significant steps in early childhood education and development. Not only does it build independence, but it pushes children to understand that their choices and actions have outcomes.

The benefits of child autonomy include:

- Developed sense of self
- Improved confidence
- Command over their minds and bodies
- Critical thinking support
- Self-motivation
- Increased responsibility

2.1.2. Encouraging Autonomy in Children

A baby has little to no autonomy. Between 18 months and three years old, the surrounding adults should start building and encouraging autonomy in a child. A child might start incorporating words or phrases like “No!” and “I want that!” into their vocabulary. They might start experimenting with cause and effect, for example, seeing what happens if they knock over a cup of water.

Although hearing “no” from a child can be less than favorable, it’s a sign that they’re discovering and testing out their autonomy. There might be some growing pains during this process, but the final product is worth it. To encourage autonomy in children, it’s important to:

Offer choices: Toddlers have little control over their lives. Give them choices when you can. Deciding what to wear is a great method of self-expression. Simply asking a child if they want to wear a green or red shirt starts building autonomy in them. In the classroom, let them select what book to read for story time. While these might seem like trivial decisions to an adult, they can make a world of difference for young children and their development.

Create opportunities for autonomy: Creating opportunities for autonomy in children provides them with more independence than offering choices. Once they have finished their activity, ask for their help in putting them away. For snack time, allow your young toddlers to have free reign over what they choose. You can set parameters by limiting them to one snack; however, this opportunity to make their own decision is significant in building their autonomy and independence.

Give them tasks: There's a reason adults feel happy after they accomplish a task. There's a level of fulfillment you get when you place a checkmark into a square box. Young children can also experience these feelings and emotions. Giving a toddler a task can evoke feelings of independence and boost autonomy. Ask them if they can "help you" push a cart in the house store. Ask them to clean up their toys. Not only will these tasks help channel some of their energy, but it will give them a taste of being in control and freedom.

Respect their opinions: Young children have very little control over what they do. To build their autonomy, they need to know that not only do they have control over their thoughts and opinions but those they also matter. Listen to them. Allow them to act upon their opinions.

Label and validate their feelings: When a child is developing, their emotions can feel big. As they learn to be more autonomous, they might fail. Those feelings of failure can lead to challenging behavior. They might have difficulty identifying their feelings, so by labeling and validating them, you can help promote autonomy.

Let them work through challenges: Making mistakes is an experience that boosts autonomy. Allowing children to safely work through a challenge boosts independence and self-esteem—especially when they succeed. It also boosts their problem-solving skills. If you notice that they're becoming frustrated, offer assistance and gently guide them through completing it.

Autonomy building for parents: Early childhood development should be collaboration between educators and caregivers. Care givers should focus on creating spaces and providing opportunities for their children to be independent.

Self-check

1. Define autonomy and Independence in child development context?
2. Explain the benefits of autonomy and independence in children development?

3. Briefly elaborate the ways to encourage autonomy in children?

Unit Summary

Children's independence and autonomy are vital for their personal growth and development. Encouraging and fostering their independence allows children to explore their own capabilities, make choices, and take responsibility for their actions. It helps them develop self-confidence, problem-solving skills, and resilience, enabling them to navigate challenges and make informed decisions. By supporting children's autonomy, we empower them to become self-reliant individuals who can assert their own desires, express their thoughts and opinions, and ultimately shape their own lives.

In conclusion, fostering children's independence and autonomy is crucial for their overall development and well-being. Encouraging children to make choices, take responsibility, and solve problems on their own helps them develop essential life skills, self-confidence, and a sense of personal agency. By granting them age-appropriate freedoms and opportunities for decision-making, we empower children to become self-reliant individuals who can navigate the world with confidence and resilience. It is important for parents, caregivers, educators, and society as a whole to support and nurture children's independence, recognizing that it is a fundamental aspect of their growth and preparation for adulthood.

Unit Review Questions

1. What is autonomy and Independence in child development?
2. What are the benefits of autonomy and independence in children development?
3. How to encourage autonomy in children?

Unit 3

Encourage Children to Express Their Feelings, Ideas and Needs

Introduction

Encouraging children to express their feeling, ideas and needs are very important for their development. The caregiver's role to encourage, stimulate and supporting infants and toddlers is the primary issue. In this unit care givers expected to understand the feelings, ideas and needs of children in their development and this will enable them to take care of children effectively and benefit children all over development.

Learning outcomes

At the end of this unit you will be able to

- Understand Feeling, ideas and needs expression of children
- Identify the situation that affects feelings, ideas and needs expression of children

Brainstorming questions

- What do you think about the feelings, ideas and needs of children?
- How children express their feelings, ideas, and needs?
- How could caregivers support children to express their feelings, ideas and needs?

3.1 Feeling, Ideas and Needs Expression of Children

From birth or very early in life, a number of feelings seem to be present in children, including happiness, sadness, interest, disgust, fear, anger, excitement and surprise. These feelings can be triggered by a variety of situations, not always apparent to adults. The children's drawings (below) show situations that might cause children to feel happy, sad or interested.

Individual Self-reflection

Please select one student to read the following story about how to handle feeling, ideas and needs expression of children.

A baby child, three-year-old playing in a house, He selects a game called Korkey Dirdera which requires ordering and begins matching and placing the pieces in the holes. He has a difficult time to arrange and make an order of that game putting each Korkiy in holes. You asked the baby, “Let me help you turn it the right way.” The baby pushes your hand away and says in an agitated voice, “Let me do it.” He tries to order the korkeys and put in to the hole in again, but is unsuccessful. He screams and throws the Korkeys across the room and starts crying.

Ask students to reflect about the following questions based on their understanding

- What would you do if this happened in your home?
- Would you throw the korkiys and put him away and quit for the day, maybe try again tomorrow?
- Would you turn it around and helping the child understand and talk about his emotions?

Toddlers deal with many of the same emotions adults do. Children get angry, sad, frustrated, nervous, happy, or embarrassed, but they often do not have the words to talk about how they are feeling. Instead, they sometimes act out these emotions in very physical and inappropriate ways.

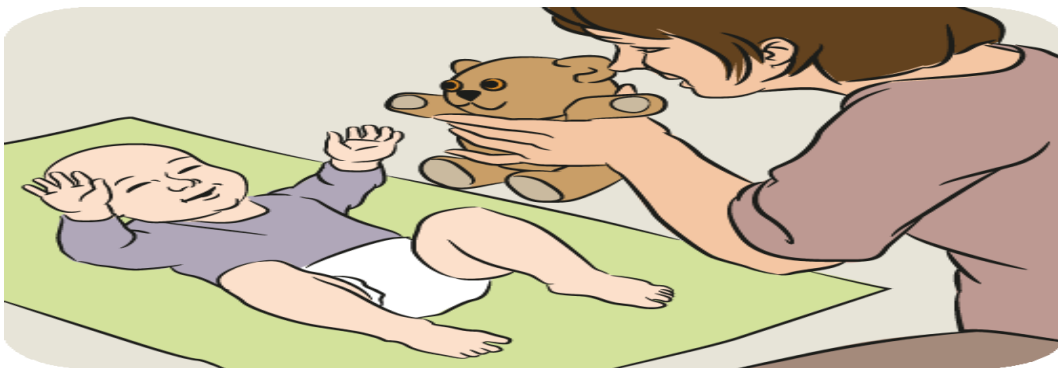
- **Support child feeling**



Eye contact is one way a baby tells you they want your attention.



Your baby might turn their head, look at you, reach out, coo, babble or squeal.



If a baby wants attention, it's a good time to smile, talk and play with them.



A baby might turn their head away if they need a break or a change of activity



A baby might arch their back or cry if they need a break.



If a baby needs a break, try putting them on the floor to play or into bed if it's sleep time.

Ways of displaying or expressing feelings often vary from child to child, and this could be culturally-based, family-based or simply individual expression. But some forms of expression are common to most children. The table below suggests some ways that feelings are expressed and some situations that may relate to these expressions.

Expression of Emotion/feeling	Emotion / Situation
Smile, laugh	Situations that create happiness, excitement or humour in children, such as birthdays or special events.
Sob, cry Sadness,	Disappointment and grief are usually associated with these forms of expression. However, they can also be ways of expressing fear, anger or anxiety.
Vocalize, scream	Young children may have limited vocabulary to express how they are feeling, so will use vocalizations or will scream. This often occurs as a result of fear or anger
Verbalize – tell someone or ask someone about the feeling	With increasing language skills, children become more able and willing to tell you how they are feeling. They will describe all emotions, particularly the strong ones.
Use body – gesture, movement, run, run away, jump, cower, hide	Young children may hide in corners or remove themselves from fearful situations. They may also cover their faces with their hands as a way of hiding from the fearful object or showing disgust. Happiness and excitement can elicit running and jumping; anger and surprise are expressed in gestures and movement; sadness with a ‘closing in’ of the body; interest can be shown by moving in closer to the object of interest
Facial expressions	Children express most emotions through their faces, but often adults don’t ‘read’ these expressions. The children’s drawings below show facial expressions related to various emotions.

Some of the helpful strategies to support children to express their ideas and needs include:

- Good communication is key to children’s relationships and development. It’s about listening and talking in ways that make children feel important and valued.

- Toddler talking is about learning and trying out words. Encourage communication by talking with child about everyday things during daily activities.

Support Children to Express Feeling

Helpful tips to help Toddlers to express Feeling

Caregivers/Parents can help their children understand and express their emotions. The following strategies are some of the ways you can help your child express his feelings:

- Help toddlers understand their emotions by first giving the feelings names and then encouraging them to talk about how they are feeling. For example, you might say to your child, “Daddy left on a trip, you are sad. You said you want your Daddy.” By giving your child a label for her emotions, you enable your child to develop a vocabulary for talking about feelings.
- Give children lots of opportunities to identify feelings in themselves and others. For example, you might say to your child, “Riding your bike is so much fun. I see you smiling. Are you happy?” Or you might point out a situation and ask your child to reflect on what someone else may be feeling
- Care giver/parent could teach child to identify and express their emotions in ways that family and friends find acceptable. For example, you might tell a child “Sometimes Grandfather is angry when things don’t go well at work. What does he do? He sits on the sit until he figures out what he wants to say about it.

Self-check

1. How to support children feeling?
2. Mention at least two strategies that help Childs express their feelings.

Unit Summary

Encouraging children to express their feelings, ideas, and needs is crucial for their emotional and cognitive development. By providing a supportive environment and employing effective strategies, parents and caregivers can help foster open communication and empower children to share their thoughts and emotions. This promotes self-awareness, empathy, and problem-solving skills, ultimately enhancing their overall well-being and building stronger relationships.

Unit Review Questions

1. How to support the children to express their feelings?
2. How to support children to express their ideas and needs?

A Role-Playing

Introduction: Begin the session by explaining the importance of encouraging children to express themselves. Discuss how it promotes their emotional well-being, builds their self-confidence, and fosters effective communication skills.

Setting: A preschool classroom/daycare/home during playtime

Role players: Caregiver and Preschool Child/child

Activity: the child is playing with sorting/arranging a kind of Lidkorkiys, attempting to build a tall tower. However, they are struggling to balance the sorting Lid and keep the tower from toppling over. A child feels a mix of frustration and disappointment because they want to succeed in building a tall tower like the other children.

Child: (Sighs and looks a bit dejected) Caregiver, I need help with building this tower. It keeps falling down, and I can't do it by myself

Caregiver: I see that you're having a tough time, child. I appreciate you coming to me for help. Building towers can be tricky, especially when they get taller. I'm here to assist you. Let's work together.

Caregiver sits down next to child and demonstrates how to balance the blocks to create a stable tower.

Caregiver: See, child? By placing the Lid/korkiys carefully and making sure they're aligned, we can create a sturdy tower. Would you like to give it another try with my guidance?

Child: Yes, please! I want to build a tall tower like the others.

Caregiver: Great! Let's start with the foundation. Place the first block down firmly and then add the next one on top, making sure it's centered.

Caregiver supports Child throughout the process, providing guidance and encouragement.

Child: (With excitement) Look, Caregiver! I did it! The tower is getting taller, and it's not falling!

Caregiver: That's fantastic, PC! I'm so proud of you for persevering and seeking help when you needed it. Remember, it's okay to ask for assistance when things feel challenging. I'm here to support you.

Child: Thank you, Caregiver! I feel happy and proud too.

Caregiver: You should feel proud, child. You demonstrated bravery by expressing your need for help, and together, we accomplished something great. Keep practicing, and soon you'll be able to build tall towers all by yourself.

Child: I'll keep practicing. And if I need help again, I'll ask you, Caregiver.

Caregiver: Absolutely, child. I'm here to help you anytime you need it. Remember, expressing your feelings, ideas, or needs is an essential part of learning and growing.

Throughout the scenario, the preschool child, child, recognizes their need for assistance in building a tower and expresses their feelings and needs to the caregiver, Caregiver. The caregiver responds with empathy and support, demonstrating the building techniques and encouraging the child to try again. By seeking help and receiving guidance, Child experiences a sense of accomplishment and learns the value of expressing their needs and seeking support from caregivers. The scenario highlights the importance of fostering an environment where children feel comfortable expressing their feelings, ideas, and needs, promoting their emotional well-being and growth.

Unit 4

Stimulate Children's Awareness and Creativity

Introduction

Stimulating children's awareness and creativity is essential for their holistic development and future success. By nurturing these qualities, we can help children to become critical thinkers, problem solvers, and imaginative individuals. In this discussion, we will explore effective strategies and activities that parents and caregivers can employ to encourage and enhance children's awareness and creativity. In this unit it will discuss about children's awareness and creativity, Children's imagination and creativity development.

Learning outcomes

At the end of this unit you will able to:

- Understand how to support Children's to enhance their awareness and creativity
- Recognize Children's imagination and creativity development
- Understand the important skills care giver needs to have enhance the awareness and creativity of infants and toddlers

Brainstorming

- How could support children to enhance their awareness and creativity?
- What do you think about important skills care giver needs to have enhance the awareness and creativity of infants and toddlers?

Key words

- Children awareness
- Children creativity activity

4.1. Children's Awareness and Creativity

There are some important techniques that are helpful to encourage awareness and creativity of children

Art and craft: creative activities for preprimary schools

Preschoolers love to express themselves and their ideas using, paints, clay, scissors, glue and paper. Child will begin making basic shapes and might enjoy experimenting with texture, space and colors. For example, preschoolers often draw houses with shining suns above the roof. This is because this kind of picture is made up of basic shapes like squares, triangles and circles. Here are ideas to get you started on art and craft activities with your toddler:

- Keep a 'play box' of new and recycled play materials like string, paper scraps, stickers and straws. Children can use these materials to make whatever they want.
- Give children an empty cardboard box to decorate. They might make a house, a robot, a truck, an animal – whatever they're available
- Use empty kitchen rolls, small plastic juice bottles or old gloves or socks to make puppets.
- Go on a nature walk to look for natural materials to make art. For example, your child can use these to draw, make a collage or nature doll or dip into paint.

➤ **Drama: creative activities for preschools**

Preschools often use songs and stories as the basis for dramatic activities. Preschoolers often get completely involved in stories too. For example, when reading story for children, you might notice them moving their arms, legs or face and miming what's happening in the story. Drama and storytelling also give children opportunities to build and practice vocabulary and learn about the structure of stories. And when the children acts out roles like a caring nurse, they see the world from someone else's point of view. This helps them build empathy. Here are some ideal activities to spark interest and imagination of the children:

- Act out things from daily life. It could be going to the shops, act like a wise student, strong farmer, a leader scarify himself for his country, a king and a queen stand for their country, driving a bus and so on.
- At story time, encourage children to act out roles from a story with movements or sounds. For example, children could pretend to be one of the actors, legendary actors, or consider them to be a good character of that story.
- It is very important to tell stories that show good character, model and that encourage children to be act like that, avoid acting as horror, victims, and terrifying, embarrassing act and so on.
- Give them a story based on your context and support them to demonstrate or act and perform the drama.

Music, sound, movement and dance: creative activities for preschoolers

Make up their own words to familiar songs, and words often come from the events and people around them. Child can usually recognize and name favorite songs and sing parts of them. Singing helps children understand the differences between fast and slow, long and short, high and low, and loud and soft. These ideas can get children singing, dancing and moving creatively. Some of the instruments those are helpful in teaching children

- Make some homemade instruments. For example, washint, Drum, Kirar, Masinko, or other traditional instrument to play.
- Point out sounds with steady beats, like a ticking clock or a dripping tap. Encourage your child to clap, tap, and March or bang to the beat.
- You can roar like animals and ask them to identify or imitate it. Ask them to guess what animal the music is representing and try to copy the sounds.
- Sing songs, chants and rhymes like ‘traditional child songs. If they can’t remember the words? Try to do with you and tell them what song or chant is this like national song, children song, religion hymen.

4.2. Children’s Imagination and Creativity Development

Creative activities like drama, music, dance, art and craft are great for learning and development in for preschoolers. They can help preschoolers to:

- develop imagination and creativity
- build confidence
- understand and express emotions
- learn about the world and their place in it
- communicate thoughts, experiences or ideas
- practice and improve social skills
- practice and improve fine motor skills, gross motor skills and hand-eye coordination
- build vocabulary and memory
- Practice decision-making, problem-solving and critical thinking.

Skills of caregivers

To enhance the awareness and creativity of infants and toddlers, caregivers should possess certain important skills. Here are some key skills caregivers can develop:

Observation skills: Caregivers should have the ability to observe and understand infants' and toddlers' cues, behaviors, and interests. By keenly observing and interpreting their responses, caregivers can better tailor activities and environments to stimulate their awareness and creativity.

Responsive communication: Effective caregivers engage in responsive and meaningful communication with infants and toddlers. They listen attentively, respond with warmth and enthusiasm, and provide language-rich interactions. This helps foster language development, cognitive skills, and creative expression.

Patience and flexibility: Infants and toddlers require time and space to explore and experiment. Caregivers should demonstrate patience and flexibility, allowing children to explore at their own pace, make choices, and engage in trial-and-error experiences. This supports their curiosity, problem-solving abilities, and creative thinking.

Creativity and adaptability: Caregivers should be creative in designing age-appropriate activities and environments that stimulate infants' and toddlers' senses and imagination. They should adapt and modify activities based on the child's interests, abilities, and developmental stage.

Playfulness and enthusiasm: Infants and toddlers respond positively to caregivers who bring a sense of playfulness and enthusiasm to interactions. Caregivers who engage in playful activities, use

animated facial expressions, and incorporate joyful tones in their voices create an environment that encourages infants and toddlers to explore and express their creativity.

Knowledge of child development: Caregivers should have a solid understanding of child development, including the typical milestones and capabilities of infants and toddlers.

Safety awareness: Caregivers must prioritize the safety of infants and toddlers during all activities. They should ensure that the environment is childproofed, select age-appropriate materials and toys, and closely supervise infants and toddlers during play and exploration.

Emotional attunement: Caregivers should be attuned to the emotional needs of infants and toddlers.

Self-check

1. What are the technics for encouraging children awareness and creativity stimulation?
2. What is the importance of Children's Imagination and Creativity Development?
3. What are the essential skills of caregiver Children's Imagination and Creativity Development?

Unit Summary

Stimulating children's awareness and creativity is crucial for their overall development. By fostering curiosity, providing outlets for creative expression, promoting problem-solving skills, encouraging collaboration, and creating a supportive environment, caregivers can play a vital role in enhancing these important skills in infants and toddlers. Through these efforts, we can help children become imaginative thinkers, problem solvers, and lifelong learners, setting them on a path to success and fulfillment.

Unit Review Questions

1. What are the techniques for encouraging children awareness and creativity stimulation?
2. What is the importance of Children's Imagination and Creativity Development?
3. What are the essential skills of caregiver for Children's Imagination and Creativity

Development?

Unit 5

Foster Children's Self-Esteem and Development of Self-Concept

Introduction

Fostering children's self-esteem and the development of their self-concept are crucial aspects of their overall well-being and growth. The way of parenting of children can often lead to a disrupted sense of identity and fragile self-esteem due to the challenges and transitions they face. However, through nurturing and supportive environments, it is possible to positively impact their self-perception and help them build a strong foundation for their future. By focusing on their unique strengths, providing consistent e, and promoting healthy relationships, we can empower children to develop a positive self-image, a sense of belonging, and the confidence to thrive in life. Recognizing the importance of fostering their self-esteem and self-concept is essential for creating a nurturing environment where foster children can heal, grow, and realize their full potential.

Learning outcomes

At the end of this unit, you will be able to:

- Understand the concept of children's self-esteem and the development of their self-concept.
- understand and demonstrate the ability to enhance self-esteem and self-concept of children

Brain-storming questions

- What is children's self-esteem?
- What is a child's self-concept?

5.1. Children's Self-Esteem and Development of Self-Concept

Early childhood is a time for forming an initial sense of self-concept and self-esteem. The emergence of cognitive skills in this age group results in improved perceptions of the self. If asked to describe yourself to others, you would likely provide some physical descriptors, group affiliations, personality traits, behavioral quirks, and important values and beliefs.

Skills of the caregiver to foster children's self-esteem and self-concept development

It is important to note that self-esteem development is a complex and ongoing process. Children may experience fluctuations in their self-esteem due to various factors, such as developmental stages, social interactions, and life experiences. Supporting and nurturing a child's self-esteem requires consistent effort, understanding, and providing a safe and loving environment for them to thrive.

Caregivers play a crucial role in fostering children's self-esteem and the development of their self-concept. Some skills and qualities caregivers can cultivate to support children's self-esteem are:

1. **Active Listening:** Caregivers should practice active listening, which involves giving their full attention, understanding, and empathizing with what children are saying. This helps children feel valued, heard, and supported, contributing to their self-esteem.
2. **Empathy and Understanding:** Cultivating empathy allows caregivers to understand and validate children's feelings and experiences. Empathetic responses help children develop a sense of self-worth and foster a trusting relationship.
3. **Positive Reinforcement:** Caregivers should provide regular and genuine praise, encouragement, and recognition for children's efforts, achievements, and positive qualities. This helps children develop confidence, self-belief, and a positive self-image.
4. **Setting realistic expectations:** caregivers should set realistic expectations that are appropriate for the child's age, abilities, and individual characteristics. Unrealistic expectations can lead to feelings of inadequacy and negatively impact self-esteem.
5. **Effective Communication:** Caregivers should use clear and respectful communication with children. This includes using age-appropriate language, actively listening to their thoughts

and feelings, and providing constructive feedback. Open and honest communication builds trust and self-confidence.

5.2. Self-Esteem Development of Children's

Self-esteem development in children refers to the process through which children develop a positive or negative sense of self-worth. It plays a crucial role in their overall psychological well-being and can have a significant impact on their social, emotional, and academic functioning. Key factors that contribute to the development of self-esteem in children:

1. **Positive Relationships:** Nurturing and supportive relationships with caregivers, teachers, and peers play a vital role in shaping a child's self-esteem. When children feel loved, valued, and respected by others, they are more likely to develop a positive self-image.
2. **Encouragement and Praise:** Providing children with genuine praise and encouragement for their efforts, achievements, and personal qualities helps them develop a sense of competence and confidence. It is important to focus on their strengths and progress rather than solely on outcomes or comparisons with others.
3. **Autonomy and Decision-Making:** Allowing children to make choices and decisions appropriate to their age and abilities help develop a sense of autonomy and self-efficacy. Encouraging them to express their opinions, solve problems, and take responsibility for their actions promotes a positive self-image.
4. **Positive Self-Identity:** Helping children develop a positive self-identity by appreciating their uniqueness, strengths, and talents is crucial. Emphasizing their personal qualities, interests, and values can contribute to a strong sense of self-esteem.
5. **Emotional Support:** Acknowledging and validating children's emotions helps them develop emotional resilience and self-acceptance. Teaching them healthy ways to cope with stress, manage emotions, and solve problems can contribute to their overall self-esteem.

Self-check

1. What are the key factors that contribute to the development of self-esteem in children?

2. What are the skills a caregiver needs to foster children's self-esteem and self-concept development?

Unit Summary

Fostering the self-esteem and development of self-concept in foster children is crucial for their overall well-being and success. To support foster children in these areas, it is important to establish a safe and supportive environment, build positive relationships, encourage autonomy and agency, provide opportunities for success, address trauma and promote resilience, cultivate a positive self-image, celebrate diversity and cultural identity, encourage self-reflection and self-expression, and provide ongoing support. By focusing on these key areas, we can create an environment that promotes foster children's self-esteem and the development of a positive self-concept, helping them thrive and reach their full potential.

Unit Review Questions

1. What are key factors that contribute to the development of self-esteem in children?
2. What are the skills of care giver to foster children self-esteem and self-concept development?

Role plays about Foster Children's Self-Esteem and Development of Self-Concept

Activity: Imagine you are a caregiver responsible for fostering children's self-esteem and development of self-concept in a daycare or home environment. The goal is to create a supportive and empowering atmosphere where children feel valued, develop self-esteem and self-concept, and confident in their abilities. Ask students how they could support children to Foster Children's Self-Esteem and Development of Self-Concept they can see the following activity and they can develop similar role-play and demonstrate for class.

A caring caregiver named Lily and a child named Alex. Lily had recently joined child Alex and was feeling a bit unsure of them.

Lily noticed that Alex seemed hesitant to try new things and often doubted their abilities. Lily wanted to help Alex foster a strong sense of self-esteem and develop a positive self-concept.

One sunny afternoon, Lily and Alex sat down together in the backyard, surrounded by colorful flowers and chirping birds.

Lily: "Alex, I have a special activity planned for us today. We're going to plant some seeds and watch them grow into beautiful flowers!"

Alex: "But what if I do it wrong, Lily? I'm not good at taking care of plants."

Lily: smiled warmly and gently placed her hand on Alex's shoulder.

Lily: "Alex, taking care of plants is a learning process. We all make mistakes, but it's through those mistakes that we grow. I believe in you."

Lily handed Alex a small pot with soil and a packet of flower seeds.

Lily: "Let's start by planting these seeds. We'll follow the instructions on the packet together, step by step."

As they began planting the seeds, Lily encouraged Alex to ask questions and offered guidance whenever needed.

Lily: "Remember, Alex, taking care of plants requires patience and nurturing. Just like you, these seeds need love and care to grow into beautiful flowers."

Alex: "What if I forget to water them or give them too much water?"

Lily: "Mistakes happen, and that's okay. We'll learn from them and adjust our approach. It's all part of the journey."

Days turned into weeks, and Lily and Alex diligently watered and cared for the seeds. Slowly but surely, tiny sprouts emerged from the soil, reaching towards the sun.

Alex's eyes lit up with joy and amazement.

Alex: "Lily, look! The seeds are growing! I didn't think I could do it, but I did!"

Lily beamed with pride and hugged Alex tightly.

Lily: "See, Alex? You have the ability to nurture and make wonderful things happen. This is just the beginning."

As the flowers bloomed, Alex's self-esteem blossomed too. They began to believe in their capabilities and grew more confident in trying new activities.

Lily and Alex continued to painting, reading, and even cooking together, Alex learned that their unique qualities and efforts were valued and appreciated.

With each accomplishment, big or small, Lily celebrated Alex's achievements, reinforcing their self-esteem and fostering a positive self-concept.

As the days went by, Alex's self-assurance grew, and they embraced their own worth. They knew they were capable of great things and had a supportive caregiver by their side.

In this simple story, the caregiver, Lily, takes the initiative to engage Alex, in activities that promote self-esteem and a positive self-concept. By nurturing plants together, Lily teaches Alex the value of patience, learning from mistakes, and celebrating accomplishments. Through encouragement, support, and a safe environment, Alex gains confidence and realizes their own abilities, laying the foundation for a strong sense of self-esteem and self-concept.

Project work

Assign a group of students in a day care, kindergarten, and child care institution and ask them to write what they have been observed, assessed and understood. They should practice what they have learned in class. After the students make a presentation to class, the teacher expected to give feedbacks to students and guide them what skills and knowledge to develop

Guiding questions

1. The students expected to write what the organization or center is working?
2. What types of service are providing and what are the beneficiaries?
3. What re the role of caregiver, case worker role in the center they are working?
4. What was there role during their field work?
5. What lesson they leaned and what skills caregiver need to have to work on that area?

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Module III

Provide Care and Support to Children

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Module Description

This module will cover the knowledge skills and attitudes required to understand of psychosocial care needs of children to provide them with everyday care and support. The module will examine the essential aspects of providing everyday care and support to children. It focuses on personal hygiene practices such as bathing, dressing, and feeding, which form integral parts of a child's daily routine. By understanding and implementing effective techniques in these areas, caregivers can promote the overall well-being and development of children.

Unit One

Personal Hygiene Practices for Children

Introduction

The word hygiene is defined as a degree to which people keep themselves or their environment clean, especially to prevent disease. It is the practice or principle of keeping yourself and your environment clean to maintain health and prevent disease. Everyone entails hygiene including children. Good hygiene is critical for preventing the spread of infectious diseases and helping children lead long and healthy lives. It also prevents them from missing school, resulting in better learning outcomes. This unit focuses on personal hygiene and practices for children. Students will be able to enhance theoretical and practical knowledge, skills, and attitudes on how to develop personal hygiene practices for children.

The unit was developed to provide students with the necessary practical understanding regarding the following content and topics:

- Understand the meaning of personal hygiene
- Understand types of personal hygiene for children
- Apply Techniques of personal hygiene of children

Key terms

- Hygiene practices
- Bathe and dress
- Child feeding

Brainstorming questions:

- What is your understanding of personal hygiene for children?
- What are the techniques to develop hygiene practices for children?

1.1 Hygiene Practices for Children

Hygiene plays a crucial role in protecting us from infectious diseases. Maintaining cleanliness is the foremost thing that strengthens our immune system. However, a child's immune system is not fully developed to fight against viruses, bacteria, and other foreign bodies. And children are nonetheless unconscious of their surroundings.

Children are always reaching out to grab everything they see in front of them. So, they come into contact with dirt and dust that may carry infectious microorganisms. They are not careful enough to avoid unhygienic things. As a result, the risk of illness and diseases spreading through viruses and bacteria becomes high. Whether they go to school, a park, or any other place, children come into contact with dirt and dust that carry infection-causing microorganisms. There are germs everywhere in the environment. Children tend to put their hands and toys in their mouths. These could get transferred to their hands and find their way into the child's body, causing various diseases and infections. We can prevent this by teaching personal hygiene habits.



Fig. 1 The picture illustrates a few examples of personal hygiene

Source; www.oneeducation.org.uk

1.2 Types of personal hygiene for Children

Children should maintain their cleanliness habits at all times whether they are at home eating, playing, sleeping, and helping their family in the kitchen or outside the home in school or playgrounds. Because personal hygiene is all about keeping oneself and your surroundings clean. Here are some essential personal hygiene types for children to ensure their healthy lifestyles:

1. Food hygiene

According to the World Health Organization, almost 1 in 10 people in the world fall sick after eating unhygienic foods. Stomach ache, vomiting, diarrhea, cholera, and typhoid are some common diseases that unhygienic foods can cause. Even some food-borne diseases can lead to blood infections, paralysis, or even kidney failure. Therefore, you have to make sure that everyone in the family members maintains food hygiene while preparing, serving, and eating food to prevent the spread of germs including children.

2. Body hygiene

One of the most important aspects of personal hygiene is taking care of our bodies. Body hygiene means to keep every part of the body clean to stay healthy. Healthy body hygiene habits include taking care of the following and make sure that children are kept safe in this way:

A. Hand hygiene

A simple act like washing hands can prevent children from getting sick. It's the most crucial and easy-to-achieve hygiene habit. However children may not remember to wash their hands. Therefore, it's your job to remind them to wash their hands whenever necessary.



Fig. 2 Children should learn to wash their hands whenever necessary.

Source: <https://thumbs.dreamstime.com/b/hygiene-children>

B. Skin

The skin is the largest organ in our body that protects us from all sorts of microbes and elements. It's also vulnerable to bacteria and other germs in case the skin is scratched or wounded. Unnecessary accumulation of bacteria on the skin can cause body odor and skin diseases like infections leading to tender lumps and boils.

C. Hair

Hair hygiene requires as much importance as skin hygiene. Messy hair and improper care can lead to problems like head lice, dandruff, and other scalp infections.



Fig . Hair washing is one of body hygiene for children

<https://Fwww.pngwing.com.>

D. Feet

You've heard the phrase —smelly feet but do you know why does it happen? It occurs due to the accumulation of bacteria on the feet, especially when the bacteria come in contact with sweat. If children wear shoes without socks all day, more dirt tends to gather on their feet.

E. Oral hygiene

Oral hygiene is another vital hygiene activity that if not appropriately cared for, can develop bad breath, cavities, and other oral diseases. But all these can be avoided if children develop the habit of maintaining good oral hygiene.

3. Health Hygiene

Most of the children have common colds many times a year before the age of 6. Therefore, it's imperative to ensure their health hygiene to prevent germs and other bacterial infections from spreading.

1.3 Techniques of Personal Hygiene Practices for Children

Health experts believe that by maintaining personal hygiene, children can prevent several contagious ailments and diseases. Moreover, it empowers children to independently perform various day-to-day activities. Personal upkeep shapes a positive personality, making children presentable, confident, and happy about themselves.

Children like to learn, explore, and imitate everything they see. In this sense, parents are the primary role models. For children to grow up healthy and strong, good hygiene habits should be promoted to be healthy, both physically and emotionally. Parents should encourage and support their children to follow the following good hygiene habits and techniques:

A. Hands Wash

Hands are the primary medium for bacteria to enter our body. That's why, when children touch their mouths with dirty hands, they fall sick fast owing to bacterial contamination. Therefore, when you begin teaching personal hygiene to children, start with hand washing.

Do you know why *Global Hand Washing Day* is commemorated every year? What is the role of families in this case?

October 15 is Global Hand Washing Day, a global advocacy day dedicated to increasing awareness and understanding about the importance of hand washing with soap as an effective and affordable way to prevent diseases and save lives.

Hand washing is a fundamental hygiene practice. Regular hand washing can reduce the chances of spreading diseases, for instance-diarrhea. The easiest way to practice this technique is by showing children how to wash their hands thoroughly. As a caregiver teach them a step-by-step process on how to wash their hands. Also, ensure they get all the steps correct. Children should be taught how to wash their hands thoroughly to prevent the spread of diseases. Follow these steps and requirements:

- Use clean water.
- Wet both hands.
- Apply soap or hand wash liquid.
- Rub your hands to create a soapy lather.
- Pay attention to cleaning between fingers and under nails.
- Scrub hands for at least 30 seconds.
- Rinse thoroughly with clean water.
- Finally, dry hands.



Fig 2. Standard hand-washing steps

Source: <https://www.dreamstime.com/>

Additionally, teach children when to wash their hands, such as after using the toilet, playing outdoors, touching pets, visiting sick individuals, cleaning the house, sneezing, coughing, before eating with their hands, after eating, and upon returning home from outside. Regular hand washing is crucial for reducing the spread of diseases.

More than 50% of people in many African countries are without access to a basic water supply, which is a barrier to hand-washing. In particular, people living in rural settings, densely populated urban areas, and informal settlements such as refugee camps may be more heavily impacted by the lack of access to running water and hand washing stations.

B. Oral Hygiene

Babies are born without any teeth. But within a year, they grow a couple of teeth. So, you should take care of their teeth from the very beginning. Also, parents and caregivers should teach children to maintain oral hygiene by themselves by the time they turn 3-4 years of age.

Without proper maintenance of both teeth and gums, children can develop cavities, smelly breath, and other oral problems. So, remember to teach them to take care of their gums. Besides, keeping teeth clean is a very important aspect of personal hygiene for children. Then oral hygiene includes the following activities.

Brushing Teeth

Teeth brushing is the act of scrubbing teeth with a toothbrush equipped with toothpaste. Consider the following requirements and techniques for brushing teeth.

1. Once the first tooth appears, use a rice-sized amount of fluoride toothpaste, and once over 3 years old, can add a pea-sized amount of fluoride toothpaste.
2. Brush teeth at least twice a day.
3. Use a child-sized toothbrush with soft bristles.
4. Gently clean the child's gums with a clean cloth during the first 12 months.
5. Use a soft toothbrush and water to clean when the first tooth appears.
6. Introduce toothpaste when the child is around three years old.
7. Teach the children to brush by themselves.
8. Emphasize the importance of removing food particles to prevent cavities.



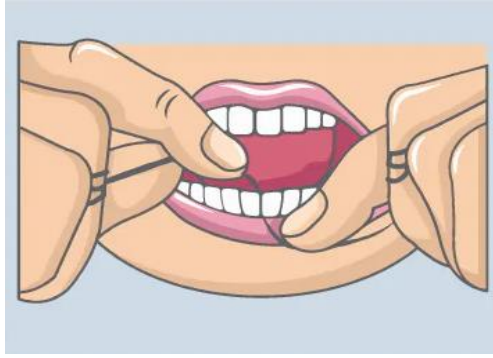
Fig.3 Children should develop brushing teeth early

Source: www.pinterest.com

a. Flossing Teeth

What are flossing teeth?

The following picture shows teeth flossing.



Ig 4. Flossing

Source: <https://www.twinkledental.com.sg/flossing/>

Flossing is an important oral hygiene habit. It cleans and dislodges food stuck between your teeth, which reduces the number of bacteria and plaque in your mouth. Plaque is a sticky film that builds up on teeth and contributes to cavities and gum disease. Of course, it isn't enough to simply floss. It's important to floss correctly. Improper flossing can potentially damage children's teeth and gums. Here's a step-by-step guide on the best way to floss.

Steps to flossing teeth:

- Break off about 18 to 24 inches of dental floss. To hold the floss correctly, wind most of the floss around both of your middle fingers. Leave only about 1 to 2 inches of floss for your teeth.
- Next hold the floss taut with your thumbs and index fingers.
- Place the dental floss in between two teeth. Gently glide the floss up and down, rubbing it against both sides of each tooth. Don't glide the floss into your gums. This can scratch or bruise your gums.
- As the floss reaches your gums, curve the floss at the base of the tooth to form a C shape. This allows the floss to enter the space between your gums and your tooth.
- Repeat the steps as you move from tooth to tooth. With each tooth, use a new, clean section of floss.

b. Using Mouth wash

Mouth wash helps to kill all the germs in your mouth. It can prevent gingivitis and other gum diseases by killing the germs. Also, mouthwash can block bad breath.

However, handing over mouth wash to children under the age six can also come at substantial risk. It is likely for children to get confused and swallow the mouthwash instead of rinsing it out. So waiting till the child reaches the right age is crucial for adding Mouth wash to their dental care habits.

C. Encourage Drinking Water:

Drinking an adequate amount of water is essential for hydration and overall health. Ensure your child drinks an appropriate amount of water based on their age.



Fig.5 Encourage children to drink average water in everyday

Source: <https://thumbs.dreamstime.com/b/cartoon-kids-drinking-water>

C. Toilet Hygiene

Naturally, the toilet is one of the places in your house that contains the highest amount of germs. Viruses, bacteria and other microorganisms' grow easily on your toilet surface. Children may often fall sick because of these germs. That's the reason to keep the bathroom clean. Also, teach children the correct way of maintaining toilet hygiene. By doing so, they can avoid diseases.



Fig. 6 Proper toilet hygiene for children

Source: <https://www.freepik.com>

Teach your children proper toilet hygiene to prevent the spread of germs. This includes:

- A. Wiping and washing after using the toilet.
- B. Teaching them how to flush the toilet.
- C. Stressing the importance of hand washing after using the bathroom.

It's helpful to supervise the child during the early stages to ensure they follow these practices correctly.

And don't forget to-

- a. Teach the child to wipe and wash after toilet.
- b. Teach the child how to flush the commode on their own.
- c. Explain that washing hands is mandatory after they use the bathroom every time.
- d. The best way to help them learn is by staying with them while using the toilet in the early stages. Similarly, guide them through the whole process.
- e. Teach them not to make toilet seats dirty.

D. Cleaning Body Parts Correctly

The fundamental way to keep children clean and healthy every day is to encourage them to bathe regularly. Thus, it is one of the most important aspects of personal hygiene for children. Besides bathing, ask them to clean from head to toe thoroughly during shower time. Teach them how to take care of every part of their body.

Washing the body regularly falls under personal hygiene for children. Some shower hygiene habits include the following:

- a. Firstly, encourage children to bathe twice a day. It will keep them healthy and germ-free. The best time for them will be before they go to school and after they come back.
- b. Secondly, ask them to gently scrub the whole body, especially- armpits, legs, and feet.
- c. Thirdly, teach them to clean private parts of their body.

- d. Next, ensure that they are using mild soap every time they take a sound bath.
- e. Finally, take extra care to check if they take extra care when cleaning their face because facial skin is more tender and delicate.

E. Washing Feet

When germs along with sweat cover those adorable feet of children by, they can create odour. This is more of a problem when the child wears footwear all day long. The reason is that tons of dirt and bacteria accumulate on their tiny feet.



Fig.7 Children feet simply exposed to dirt

To teach children how to keep their feet start with these basic lessons for personal hygiene;

- Make sure that children wash their feet every time while taking a shower.
- Teach them to scrub their feet properly with soap. After wards, rinse them with clean water thoroughly.
- Ask them to wear clean socks and change them as they get dirty.
- Teach children to keep their shoes clean to avoid contracting germs.
- Explain how to use a good moisturizer to keep their feet soft all day long.

F. Hair Care

Dirty hair can cause problems. Poor hair hygiene will promote dandruff, lice, and scalp infection. Children may develop these while playing with their friends or other children. To remain safe, your child should learn to take care of both their hair and scalp.

Here are a few things that you can do:

- Wash their hair at least twice week to keep the hair free from dirt and oil.
- When children grow old enough to wash their hair, help them in applying the soap. Then, rinse with water properly.
- Tell them to dry their hair in the open air after patting their hair dry with a towel.
- If children have lice in their heads, ensure immediate treatment.
- If children have long hair, encourage them to keep their hair tied up mostly to avoid dirt, sweat, and pollution.
- Teach the child to avoid sharing personal stuff, for example, comb, pillow, shower towel, etc. with anyone else.

G. Nail Trimming

Our nails grow every day. And, when it comes to child' nails, they accumulate more dirt and germs as they often play outside in the sand, dirty grounds, or mud. That's why every week you should follow to trim their nails.

More specifically, you can fix a specific day of the week to do the task. It will help them to remember to take care of their nails on a particular day.

Moreover, help the children wash their fingers and nails, especially when they touch or play with animal. Teach children to scrub, rub, and rinse their nails with water nicely to ensure cleanliness.



Fig 8. Nail Trimming

Source: <https://encrypted-tbn0.gstatic.com>

Furthermore, children have a habit of biting their nails. Discourage them from doing so as they can spread the germs from hands to mouth and become sick. Additionally, pay attention to children toe nails and trim them when they grow longer.

You should trim them in the beginning when they are little. Otherwise, children may cut their fingers and bleed. Later on, teach them how to trim nails slowly. Most importantly, advise them to use a clean and rust-free nail cutter and ask them to throw the waste nails into the dustbin.

H. Food Washing Techniques

Washing food and vegetables are vital before you consume them. Consuming unwashed vegetables comes with a risk of getting food poisoning. Because microbes are likely to lace the surfaces of unwashed food. So, you should teach your children to wash fruits and vegetables. Also, you should teach them which fruits to wash and which not to wash.

I. Wearing Clean Clothes

Unclean clothes are one of the reasons for body odor. Moreover, it can be the reason for skin infection. Furthermore, dirty clothes can create a bad impression of a person to others. Therefore, give children lessons on how to wear clean clothes every day. Teach them the importance of wearing tidy and clean clothes. Also, you may instruct them on how to wash clothes properly.

Additionally, if children love wearing a specific outfit, advise them to wear it only when it is clean. Finally, teach them how to dry clothes in the sun.

Naturally, children don't like to sit. They run here and there all day. That's another reason

why their clothes often get sweaty. Sweat, along with germs, creates a foul odor. Tell them to change clothes when it is sweaty or smelly.

Moreover, don't forget to teach them how frequently they should change their clothes. Most importantly, they should never wear the same clothes after taking a shower. Explaining the importance of clothing hygiene is a crucial part of teaching personal hygiene to children. Moreover, it is also important to teach them socially acceptable norms.

J. Sleeping Hygiene

Sleeping and resting are essential for humans, as the body utilizes this period to regenerate new cells and record memories. This time is key for children, as their bodies are in a development phase in this stage of life. Children need at least 8 hours of sound sleep. And, they must sleep in a healthy environment for better health.



Fig 9. Children need a healthy environment to sleep

Source: <https://www.Fin.pinterest.com>

A healthy environment for sleep includes everything that helps children to have a great sleep every night. It allows them to wake up feeling very active during the day and rest peacefully during the night.

Here are some ways that will help you teach them good sleeping habits:

- Make sure they are sleeping on a clean bedsheet and pillow covers.
- Avoid letting children fall asleep at odd hours of the day. Instead, teach them not to sleep during the day so that they can sleep well at night. However, many children take

a power nap in the afternoons. It helps them avoid dozing in the evening.

- Ensure they are using their bed only for sleeping and not for watching TV or other activities.
- Create a good sleeping environment. For example, use dim lights in the children's room that let them rest properly.
- Keep gadgets, for instance, phones, away from children at night.
- Let your child go to bed every day at the same time of the day.
- Tell your children to wear clean and loose clothes before bedtime.
- Instruct them not to sleep on an empty stomach. Avoid heavy meals just before going to bed.
- Teach them that going to the toilet once before sleeping every night is good for sound sleeping.

K. Sneezing Hygiene

No matter how much you try, children may fall sick at times. Sometimes children can get infected with a common cough, seasonal sickness, or a cold. They may start sneezing or coughing.



Fig 10. Sneezing covering mouth and nose

Source: <https://encrypted-tbn0.gstatic.com>

Here's a list to help them heal faster and prevent them from spreading germs to others-

- Firstly, prevent children from spreading germs by teaching them how to sneeze or cough with proper etiquette. For example, they should sneeze while covering their mouth and nose.
- Secondly, encourage children to use a handkerchief or tissue paper instead of using their hands. Tell them, if a cloth is not available at that moment, teach them how to use their sleeve or elbow instead. This act will surely prevent them from spreading the infection through their hands.
- Lastly, you can encourage them to wear a mask whenever they go outside. It will safeguard them from any types of infection, germs, and dirt particles.

L. Keeping House Clean

Home is the first school for every child, and parents are undoubtedly their best teachers. This is precisely why teaching them the importance of keeping the house clean early on is so important.

Besides all kinds of hygiene habits mentioned above, your children should learn to take responsibility for their home. Therefore, some personal hygiene for children should be built up at home, such as:

- Instruct children to pick up their plates after eating. Dump the leftovers into a dustbin. Then, put the dishes in the sink and wash them with dishwashing soap. Also, tell them to wash their hands once they are done.
- Teach them how to keep the room neat and clean.
- Make sure they clean their reading table every day.
- If your children mistakenly spill something in the house, teach them to clean it. If your children are very young, help them to clean it.
- Instruct them to organize their books, bookshelves, and wardrobe while growing up.



Fig 11. Children develop keeping house early

Source: <https://www.vectorstock.com>

1.4 Things to Consider While Teaching Personal Hygiene to children

Here is a list of things you must avoid when teaching children about any type of hygiene.

These tips will help you to know what will be harmful to children.

- Don't scold them.
- Don't Compare with Others.
- Don't punish them.

Punishment in general is not likely to contribute much to teaching personal hygiene to children. So adopting other methods is almost always ideal.

Self-check Questions

1. List and discuss types of personal hygiene with your classmates.
2. What is flossing? What are the techniques of it?
3. Write a few words about the importance of sleeping hygiene.

Unit Summary

The word hygiene literally defined as a degree to which people keep themselves or their environment clean, especially to prevent disease. Good hygiene is critical for preventing the spread of infectious diseases and helping children lead long and healthy lives. Children are always reaching out to grab everything they see in front of them. So, they come into contact with dirt and dust that carry infection-causing microorganisms. Whether they go to school, a

park, or any other place, children come into contact with dirt and dust that carry infection-causing microorganisms. In fact, there are germs everywhere in the environment. Hand hygiene is the most crucial and easy-to-achieve hygiene habit. There are basic personal hygiene practices of children and this cannot be fully achieved without the support of parents.

Unit Review questions

1. Explain the importance of drinking water as part of hygiene.
2. List the basic standard steps in hand washing hygiene.
3. List and explain what things you must avoid while teaching personal hygiene to children.
4. Which one of the following is false regarding the sleeping hygiene of children?
 - A. Help to have a great sleep every night.
 - B. to wake up feeling very active during the day
 - C. Rest peacefully during the night.
 - D. Providing a phone to sleep without disturbing others.
5. Which one of the following is false for children to develop positive habits?
 - A. Punishing on the spot
 - B. Scolding on the spot
 - C. Compare with other children
 - D. All of the above

Unit 2

Bathing and Dressing of Children

The development of a child proceeds via distinct phases. There is a consistent pattern of child development skills. Some children may go through a developmental stage more quickly than others. There are checkpoints at each stage of development. This is why many professionals refer to them as “growth milestones.” Let’s take a look at the areas of child development.

Preschool children categorized between 3-5 ages. After three years’ children can understand more complex ideas. As they observe the world around them, children start to analyze and sort the things they see. This categorization type is usually called the development of cognitive schemas. Children also begin to wonder how things work, and why. Their cognitive skills allow most of them to demonstrate understanding in regard to past and future events, as well as actively seek answers to their questions.

Children once passing their 4-year-old milestones progressively learn more every day—they become better at using words, imitating adult actions, counting objects, and other important activities for further language development and school preparedness. Around this age, most children can rhyme words, identify many colors, draw pictures of people, and explain where they live. These milestones also include the skill of children including bathe and dressing and still there are difference between the same ages. In this unit you will achieve the knowledge and skill of preschool children (3-5) to bathe and dress themselves.

At the end of these learning unit students will able to:

- Understand Children’s vital signs before bathing.
- Identify behaviors of children in bathing.
- Recognize dressing up of children.

Brainstorming questions:

- At what age children able bathe independently? Can you remember to share your experience?
- Why children face difficulty the right and left orientation may be incorrect when they put on shoes?
- How children develop dressing habits?

2.1. Preparing Bathing Children

Assessing vital signs before bathing helps ensure the child's overall well-being and can identify any underlying health concerns that may require attention. Before bathing check the following issues: -

- Check the child's temperature using a thermometer to ensure they are not running a fever.
- Check respiratory rate observe the child's breathing pattern and count the number of breath per minute. Normal respiratory rates for children also vary with age. Any significant changes or difficulties in breathing should be noted.
- Check if the child has a known medical condition or is displaying symptoms that warrant further investigation.

Caregiver should manage this and support children to like bathing and adapt it positively. Some techniques to help manage difficult behavior include:

- **Establish a routine:** Children thrive on routines, so create a consistent bath time routine that they can anticipate. This can include specific steps like undressing, getting into the tub, washing, and drying off.
- **Make it fun:** Incorporate toys, games, or songs into bath time to make it more enjoyable for the child.
- **Praise and reward the child for good behavior during bath time.** This can be in the

form of verbal encouragement and small treats. Positive reinforcement helps motivate children to cooperate.

- **Avoid fears or concerns:** If the child is exhibiting difficult behavior due to fear or discomfort, try to address their concerns. Talk to them about any specific fears they have and find ways to alleviate them, such as using a non-slip mat or adjusting the water temperature to their liking. Avoid getting frustrated or raising the voice, as this can escalate the situation. Stay composed and provides reassurance to the child.

Note: Keep in mind that excessive water can be overwhelming for young children, so it's best to start with a smaller amount and gradually increase it as they get used to bathing.

2.2 Avoiding Risk during Bathing

There are a number of bathroom hazards, including risk of fall, risk of drowning, risk of scalds electrical appliances and potential poisons, Children in rural area may face recurring risk when they try to bathe or to swim in to ponds and rivers. These hazards may happen in the absence of parents and caregiver. Before, during and after bathing consider the following tips: -

- Advise the children not try any bathe out of home.
- Make sure that you are always there and paying attention.
- Get everything ready in advance (e.g. towels, clean clothes).
- Empty the bath immediately after use.
- Consider keeping the bathroom door shut when not in use.
- Never leave a child alone in the bath and never leave older siblings to supervise.

2.3 Child Dressing

In the journey of childhood development, empowering independence is a key milestone that enables children to become confident and capable individuals. Among the various aspects of daily life where independence can be nurtured, dressing is an important and tangible way to encourage self-sufficiency.

Allowing children to take charge of their clothing choices not only cultivates their decision-making skills but also instills a sense of ownership over their appearance. When parents and caregivers offer support and guidance in this area, they play a vital role in the process of creating a space where children can express their originality through clothing.

2.3.1 Types of clothing for children

The types of clothes children wearing differ across cultures, events and ceremonies. In Ethiopia there are different types of wearing throughout the country. It is also legitimate to wear school uniform for school age children.

Children's skin is smooth and delicate, unlike adult skin. So when choosing their clothing, special consideration should be made. They may feel uncomfortable wearing poor-quality clothing.

There are some common types of clothes. The following are the most common types of children's clothing.

1. *T-shirts*

The most adaptable item of clothing for children is a t-shirt. They are fashionable and offered all year round. They are convenient for children of all ages. Both boys and girls can wear them without any hesitation.

2. *Skirts*

The go-to option for clothing in the girl's clothing category is skirts. Due to their

idespread acceptance at various events, skirts are typically children first choice.

Trousers

Children are thought to be very comfortable wearing cotton trousers, which are also a part of the casual clothing category of children's clothing.

3. Shorts

Children should wear shorts whenever they are inside and occasionally outside as well. Because they don't restrict their movements, shorts are preferred by children. Children are very flexible, so wearing shorts doesn't restrict their range of motion.

4. Jackets

To feel warm in the cold season jackets and overcoats are the most widely used clothing type. However, children mostly undress jackets to feel comfortable and to play freely. During such a situation develop their understanding of how this will have a consequence for their health.



Fig 9. Children needs support to adapt wearing skill

Source: <https://www.shutterstock.com/>

2.3.2 Age development for dressing

The following table shows the age developmental dressing skills or millstones of children. It helps you to understand what level of skill the child may achieve at specific age and you will support accordingly.

Age	Age Developmental Dressing Skills/ Milestones
Three	<ul style="list-style-type: none"> • Able to put on a T-shirt with a little help. • Able to put on shoes, although the right and left orientation may be incorrect. • Able to put on socks with a little help for the correct orientation of the heel. • Able to pull down simple clothing (i.e. pants with elastic waist band) independently. • Can button large front buttons. • Able to zip and unzip a jacket if the shank is already connected.
Three and half years	<ul style="list-style-type: none"> • Able to unzip a jacket and separate the shank. • Is able to button three or four buttons. • Can unbuckle a belt with practice. • Able to find the front side of clothing and dress themselves with supervision
Four	<ul style="list-style-type: none"> • Able to insert the shank together to zip up a jacket with practice. • Lace shoes. • Able to place socks on with appropriate orientation.
Five	<ul style="list-style-type: none"> • Able to dress independently.

Table 1. Some millstones preschooler achieves following their age

Self-Check Questions

1. What are the risks that need to be avoided during bathing of children?
2. List precautions before the child's bathing.

Unit Summary

There is a consistent pattern of Child Development Skills. Some children may go through a developmental stage more quickly than others. Preschool children are categorized between 3-5 ages. After three years' children can understand more complex ideas. There's no magic number for when children can begin unsupervised baths. Bath time is an essential part of caring for a child and is often part of the daily routine. Allowing children to take charge of their clothing choices not only cultivates their decision-making skills but also instills a sense of ownership over their appearance. Children's skin is smooth and delicate, unlike adult skin. So when choosing their clothing, special consideration should be made. They may feel uncomfortable wearing poor-quality clothing.

Unit Review questions

1. What are the safety precautions for bathing children?
2. List Challenges when dressing children for parents and caregivers.
3. Children fully dress independently at the age of five. True/False

Unit 3

Child Feeding

Introduction

Independent eating is an important activity of daily living that is encouraged in any cultures. It allows children to develop self-worth, pride, motor skills and social and emotional growth. There are also safety concerns that can be lessened when children are able to feed themselves. With self-feeding, a child can make different food selections and set the pace and quantity of eating. Additionally, choosing the right cup or utensil for children can help promote safe, efficient, and independent eating and drinking when going back to school, as well as across settings. As such it is very important to follow culturally and scientifically accepted feeding discipline. In this unit you will develop knowledge and skill that help to provide for parents and to support children in independent eating habit.

Learning out comes:

At the end of these unit students will able to:

- Understand the nutritional requirements of children.
- Explain menu appetizing of food and drink for children
- Apply techniques of independent feeding of children.

Brainstorming questions:

- What is your understanding on child nutrition?
How children develop feeding habits?
- Discuss how do you teach and support children
to eat independently.

3.1 Nutritional Requirements of Children

Children have specific nutritional requirements to support their growth, development, and overall health. Therefore, caregivers should take into consideration providing a variety of nutrition content foods.

Children need an adequate amount of energy to fuel their growth and daily activities. Starchy foods, such as potatoes, bread, rice, and pasta are a good source of energy, which is particularly important for children as they are very active. They also contain fiber and essential vitamins and minerals, which are needed for growth and development. Providing for children from each variety like carbohydrates, fats, proteins, calcium, iron, and vitamins is very important.

3.2 Menu appetizing food and drink

The kind of foods children eat will influence their eating habits for the rest of their lives. Hence, caregivers/moms keep coming up with creative food ideas and healthy meal plans for children. Creative menu planning that involves children in food-related activities can give children positive experiences to associate with foods and may help influence their meal habits too.

➤ *Creative food ideas: Mix and match*

Introducing new food ideas for your children can prove to be a daunting task. Here are a few ways you can achieve this:

- a) If you're introducing eggs for the first time, make it with interesting shapes and doll it up into faces to make the appearance more exciting for the child. Eggs are an important addition to a healthy menu for children.
- b) Mash your veggies and add it to familiar foods like rice, enjera, pasta, scrambled eggs, sandwiches, or other local snacks.
- c) For breakfast ideas for children's, you can cut fruits into small pieces or give them in the form of fresh home pressed juice (use the edible portion of the whole fruit to prepare the

juice without addition of water, sugar etc). Other options are fruit milkshake, fruit salad or fruit custard.

d) Offer new foods when your child is in a playful, happy mood – if he's cranky he's more likely to reject it.

e) Be understanding if the child does not like a particular food. Try serving it in a different way few days later.

f) Sit together as a family and enjoy your meals.

g) Keep it innovative! For dinner ideas for children, you could cut up veggies in different shapes every day and put together veggies of different colors.

h) While planning a meal plan for children, make sure the child has enough time to eat in every meal. They cannot eat as quickly as adults. It is also important to let your child eat as independently as possible, even if they make a mess.

3.3 Feeding children

3.3.1 Procedures children to eat independently

Teaching above 3-year-old children the right ways of feeding saves parents and caregivers time and leads children to independence. Once children start taking food, adopt these self-feeding tips for preschoolers.

Given here are simple yet effective tips that teach children how to eat independently and happily. Do keep your little one's plate, spoon, fork, mess rug, eating chair, table, napkins, and some teaching time at hand.

1. Getting Seated

Getting them seated comfortably and confidently and this is the first step in the procedure. Invest in a high chair or a set of baby chairs and table for inculcating healthier eating habits and fun in your efforts. Remember to keep a mess rug under the chair. However hard you may try, you'll have to deal with spills and droppings.

- The child should be sitting in the 90-90-90 position. This means he should have a 90-degree angle at his hips, a 90-degree angle at his knees, and a 90-degree angle at his ankles.
- The child should be forward enough so that his knees are over the edge of the seat. The table or tray should be in between the child's belly button and breast level.

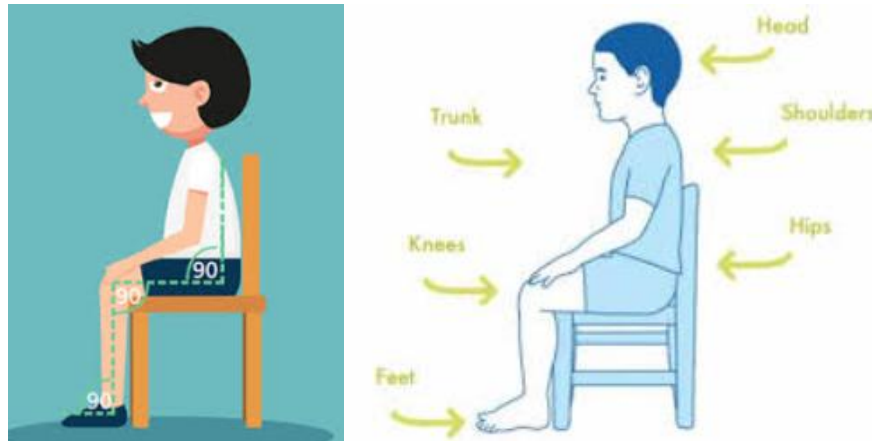


Fig 1. During meal time the child should sit in the right 90-90-90 position.

Source: <https://encryptedb0.gstatic.com/images>

2. Give Choices- At Least a Few

Respect as much as possible opinions and food preferences. Take mutual decisions regarding what to feed, the time spent on feeding, who does the feeding, and so on. Apart from giving children a sense of independence and control, you can also help them learn how to sample different foods, textures, and tastes in these settings.

3. Keep Favorite Cutlery Ready

While learning to self-feed, children love to have their favorite eating aids at hand. Buy spoons with deep bowls and blunt forks that keep food from falling off.



Fig .1 Safe Cutlery for Children

Source: <https://thecraftylorisan.com.au/shop-thecraftylorisan/travel-cutlery-set>

4. Teaching the Use of a Fork and other tools

Across different cultures, there are different types of feeding aid tools including the popular forks and spoons. Caregivers and parents need to consider the skill to manage those tools. When children use forks to feed themselves they might be exposed for inappropriate use and might bite their teeth or tongue and become bleeding. So caregivers should take care of and support children on how to utilize it to feed properly to avoid any harm.



Fig.2 Such types of forks may harm children

5. Allow Space for Imitation

While helping the child practice self-feeding with easy-to-eat finger foods, try taking small bites alongside. Ensure bites are not too big or too small so that your child doesn't fatigue due to a bite-size that's too small and/or choke due to bite sizes that are too big.

***NB:** There is no single answer to the common query that goes "At what age does a child start eating independently?" The best thing is support with regular practice.*

Self-check Questions

1. List major procedures to help children to eat independently.

Unit Summary

If you automatically feed the children, they will not be inclined to express their needs and develop their autonomy. By the time children start going to school, they must be able to feed themselves independently. Independent eating is an important activity of daily living that is encouraged in many cultures. It allows children to develop self-worth, pride, motor skills, and social and emotional growth.

Unit Review Questions

1. Why it is difficult to limit the specific age to children that they may start eating independently?
2. List procedures that help to develop children to eat independently.
3. What is the 90,90,90 position during meal time for children? Give a brief explanation.

Project Work

Organize students into appropriate groups according to the number of students. And plan a field visit schedule to a nearby pre-primary school. After visiting according to the scheduled program, Students should submit a report based on the following observation checklist.

1. School Profile: Collect the following basic information

- 1.1 School name.
- 1.2 Total number of students and teachers.
- 1.3 School location (Administrative location).
- 1.4 Student class ratio.
- 1.5 Date of observation.

2. *Hygiene practice for children in the school.*

- 2.1 Does the school have sufficient toilets?
- 2.2 Does the school have a hand washing facility?
- 2.3 Does the school have sufficient meal room?
- 2.4 Does the school have internal regulations for hygiene purposes?

3. *Hygiene practice for classrooms:*

- 3.1 Does the desks, chairs, and all visible surfaces are clean?
- 3.2 Does floors, blackboards, cabinets, windows, whiteboards, and walls are clean?
- 3.3 Does the school have thrown books and stationeries in the store?
- 3.4 What looks shelves or desks arrangement for sanitation case?
- 3.5 Does the trash bins are empty?

4. General Observation

4.1 What looks the overall hygiene practice in the school?

4.2 What is basic limitation you observed?

4.3 What are your feedbacks to the school and to other relevant stakeholders?

After the observation present your report in the presence of all groups, and discuss based on the results acquired. At the end of the discussion, according to the checklist, the issues that need to be fixed by the schools, relevant stakeholders and containing their roles give feedback to the school.

NB: The report needs to be communicated to the school and other relevant stakeholders should be through modern communication facilities.

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Module IV

Develop the Ability to Recognize Ageing Process

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Module Description

This module will cover the knowledge, skills, and attitudes required in understanding of psychosocial care needs, seeing the resident as a whole person and an individual, interventions for effective psychosocial care, strategies and tips for successful activity programs, and making life meaningful for your residents.

UNIT 1

Interpreting the Knowledge of Ageing Process

Introduction

Aging in humans represents the accumulation of changes in a human being over time and can encompass physical, psychological, and social changes. Reaction time, for example, may slow with age, while memories and general knowledge typically increase. It starts at what is commonly called age, when operations of the human body begin to be more vulnerable to daily life challenges, and there is a general decline in physical, and possibly mental, functioning. Hence, **Elderly**- aged are individuals over 60 years old who may have functional impairments though sometimes used to describe any adult over the stated years old.

Unit Learning Outcomes

After the training, students will be able to:

- Identify the Aging process and Stereotypes.
- Identify Erikson's Eight Stages of Psychosocial Development.
- Identify Older Adulthood (60 and Above) Issues, Impact and Consequences.
- Ascertain Basic Concepts of Psychosocial Needs of the elderly.
- Identify Maslow's Hierarchy of Needs.
- Identify Psychological and Sociological Aspects of Ageing.

Brain Storming Questions

1. What is aging?
2. What are some of the stereotypes that the elderly face?
3. What are the needs elderly?
4. How can we address the needs of the elderly at home/in the institute?

1.1. Ageing process and stereotypes of older persons

Ageing is a continuous process from birth to death which encompasses physical, social, psychological, and spiritual changes in human beings. Some of the changes are anticipated with pleasant expectations like a baby's first teeth or first steps. Other changes have been viewed with a less positive response like the pulling of the first gray hairs.

Although Aging is an ongoing process, societal attitudes differ at different points of the process. Youth is valued while signs of aging are to be masked with facelifts, wrinkle creams, and hair dyes to create a younger looking. The process of physical maturation that is so eagerly anticipated in the first stages of life is viewed very negatively when the youthful attractiveness begins to change.

The prevailing attitudes lead to a denial of the signs of aging. Some individuals quit acknowledging birthdays after a certain age. Therefore, the stereotype of aging as being a period of deterioration and decline is perpetuated and the positive aspects of aging are ignored. There are some positive aspects of aging after sixty years of living, individuals tend to have a clear sense of their values and priorities. Older persons can make definite choices about participation in activities, about how to invest their energy and time. Their priorities may be very different from what caregivers, family, or friends want them to be. Older persons have learned ways to adapt to changes, they've managed to survive. Advanced age can bring the freedom to speak one's opinion. Due to retirement, many older individuals have greater freedom to pursue interests, to use time to think, and to reflect. As we age, we become more ourselves in memorizing past deeds.

Aging is a continual process, and the advanced stages of aging can be viewed as a normal, natural part of physical maturation. Instead of placing such a high value on youthfulness, it may be more productive to accept the changes throughout life without fear or denial. In talking about aging, senior citizens, or the aged, it is helpful to define terms. Who are the aged? At what age does a person become old? When a sixty-four-year-old goes to bed and wakes up the next morning as a sixty-five-year-old, has that person changed? Chronological age does not always correspond to a person's feelings (Development, 2009).

Although a person may be eighty years old, the person may feel like he/she is forty. The age a

person feels may vary with the time of day, the day of the week, and activities or stresses that are present in that person's life. A person may be very energetic on a Saturday and very tired and slow-moving on Monday morning. Knowing a person's chronological age (the number of years lived by a person) does not give an accurate picture of that individual's feelings or abilities.



Figure 1. The aging process shows stages of female



Figure 2. The aging process shows stages of male

There are some common generalizations that are thought to be truths about older persons. They are mainly stereotyped based on age. The myths stereotypes and negative attitudes that are commonly held greatly influence interactions with older persons. Expectations about the later years of life are formed very early and are reinforced throughout life. There is much diversity in personalities among older adults individually. Problems arise when there is a difference between the way an older individual is and the assumptions other people make about them. Shown when the facts are known, attitudes toward older persons can be changed in a positive direction. Family members may unconsciously "watch" their aged relatives to see when the relatives begin

to exhibit these characteristics. Some major myths and stereotypes are listed below:

- I. **Older Persons are disengaged:** lose interest in life; become more introspective and withdrawn; don't want to associate with other people. Although older persons prefer to stay involved in life as much as possible, other people may have disassociated with them. Physical handicaps, lack of transportation, lack of alternatives, and the death of a spouse or close friends may cause an older person to appear disengaged.
- II. **Older Persons are sick:** disease and disabilities are automatic with advancing age. The elderly did not suddenly become sick when they became aged. Sometimes the elderly use the myth to get out of activities or commitments. The older person may need or want some encouragement to participate in the activity.
- III. **Once a man, twice a child:** they become childish, return to a second childhood and must be treated like children. A person expected to exhibit adult behavior will likely function on an adult level.
- IV. **Older Persons are dependent and need someone to take care of them.** Older persons may gradually come to rely upon others for unnecessary.
- V. **Older persons are unproductive:** they have already made their contribution to society. Although incapacity can be directly traced to losses, diseases, etc. ageing, and productivity may have to be redefined including reminiscences or knowledge as well as producing tangible products or results.
- VI. **Grandparents are always eager to be with their grandchildren.** Grandparents do enjoy time with their grandchildren but within limits. Grandparents may get trapped into keeping grandchildren, then feel guilty if they must say "No". Although much diversity is available among grandparents, they may still be employed in their remaining time.
- VII. **Older persons become senile.** Eventually, all Older persons become forgetful, confused, and have reduced attention spans. The expectation of senility puts many elderly on guard against actions that may be viewed as indicative of mental loss.
- VIII. **All Older persons end up in-home care.** If individuals live long enough they will be institutionalized. The majority live in community settings where nursing home care

is not inevitable, particularly as alternative services are developed.

1.2. Erikson's stages of psychosocial development

Erikson's psychosocial development contains eight stages from infancy up to old adulthood. Erikson believed that development continues throughout the lifespan based on how the individual deals with conflicts or crises. Erikson's eight psychosocial conflicts encounters across the lifespan. Resolutions of these crises or conflicts are NOT an outcome, but rather they tend to be positive or negative. These conflicts continue to occur throughout the lifespan but have a greater impact at different ages (Philo-notes, 2020).

Stages	Age	Major Psychosocial Crises	Successful Resolution of Crises
Infants	0-2	Trust versus Mistrust	Children learn that the world is safe and that people are loving and reliable.
Toddler	2-3	Autonomy versus Shame and Doubt	Encouraged to explore the environment, children gain feelings of independence and positive self-esteem.
Preschool	4-6	Initiative versus Guilt	Children develop a sense of purpose by taking on responsibilities, but they also develop the capacity to feel guilty for misdeeds.
Childhood	7-12	Industry versus Inferiority	By working successfully with others and assessing how others view them, children learn to feel competent.
Adolescence	13-19	Identity versus Role Confusion	By exploring different social roles, adolescents develop a sense of identity.
Young adulthood	20s	Intimacy versus Isolation	Young adults gain the ability to commit to long-term relationships
Middle adulthood	30s to 50s	Generativity versus Stagnation	Adults gain a sense that they are leaving behind a positive legacy and caring for future generations.
Old age	≥ 60s	Integrity versus Despair	Older adults feel a sense of satisfaction that they have lived a good life and developed wisdom

Table 1. Erikson's eight stages of psychosocial development

If there are more positive experiences than negative experiences, one has a positive "leaning" at that stage. Many books use the word resolution, which suggests a fixed outcome. Here, more specifically, the focus is on the age of (60 and beyond - late adulthood) (Ego) Integrity versus Despair which is the answer to the question below:

Was my life meaningful?

(Is the big question paused during this time?)

Ego integrity: In reviewing his or her life, the older adult experiences a strong sense of self-acceptance and meaningfulness in his or her accomplishments. Psychosocially people are those who have adapted and accepted the successes (triumphs) and disappointments in their lives. They can look back at their lives and conclude that they were special and had meaning. They also accept the inevitability of death as a necessary part of the life cycle and do not fear it.

Despair: In looking back on his or her life, the older adult experiences regret, dissatisfaction, and disappointment about his or her life and accomplishments. Individuals who have not been able to accept some of the inevitable failures in their lives and who have led selfish, uncaring lives experience despair because they realize life is short and no time to start a new life or try to our new paths to integrity. *For Example* An eighth-year-old man reflects on his life. He considers an opportunity he had forty years ago to change careers and move across the country. He refused the job opportunity and now thinks that was a good decision and that he has experienced a satisfying life. If he viewed his past choice as a lost opportunity, a bad decision, he would most likely be consigned to despair (Philo-notes, 2020).

1. 3 Older adulthoods (60 and above) issues, impact and consequences

Older adulthoods (60 and above years)			
FACTORS	ISSUES	IMPACT	CONSEQUENCES
COMING OUT	<ul style="list-style-type: none"> - Lack of social services and government assistance - Rejection Loss of a family member or partner - Systemic bias of societal attitude and institutional policy changes - Difficulty in acquiring a residential care facility 	<ul style="list-style-type: none"> - Fear of transmitted diseases - Isolation and loneliness - Difficulty in developing new relationships - Rejection and loss of assistance 	<ul style="list-style-type: none"> - Depression, anxiety, stress, and social isolation/ loneliness. - Marginalized grief that is unacknowledged by social norms - Low resilience and self-sufficiency distress

Older adulthoods (60 and above years)			
FACTORS	ISSUES	IMPACT	CONSEQUENCES
RELATIONSHIP	<ul style="list-style-type: none"> - Rejection - Loss of a family member or partner - Stigma and discrimination - Systemic bias 	<ul style="list-style-type: none"> - Isolation and loneliness - Difficulty in developing new relationships 	<ul style="list-style-type: none"> - Low resilience and self-sufficiency - Psychological distress and loneliness.
SOCIAL	<ul style="list-style-type: none"> - Violence, harassment, and prejudice - Oppressive environment - Community discrimination towards vulnerable groups of alcohol and substance dependence - Imposed societal norms and pressures - Stigmatization, rejections, and victimization - Difficulty in interacting with care providers 	<ul style="list-style-type: none"> - Safety concerns - Financial constraints - Fired from jobs - Discrimination and marginalization - Low self-esteem and self-hatred 	<ul style="list-style-type: none"> - Poor mental health - Experiences minority stress due to body image concerns
RELIGION AND SPIRITUALITY	<ul style="list-style-type: none"> - Rejection from the religious community and ethnic community - Religious abuse 	<ul style="list-style-type: none"> - Psychological distress - Low self-esteem - Guilt Shame - Internal conflict 	<ul style="list-style-type: none"> - Loss of spirituality - Negative coping of substance use - Suicidal ideation

Table 2. The Various Issues, Impacts, and Consequences Faced by Elderly

Project Work

Case Scenario:

An elderly person with unpleasant past feelings of regret (despairs) faces long-term conflict with his family and is forced to leave home and join an older people's care and support center. In the residential care center, he becomes bedridden. His guilt turned into anger, and he reacted by cooperating with the staff in the residential care center. He always scolds care providers if he doesn't find them around. He continued to make big issues out of minor faults.

1. How would you help him to adjust this behavior personally and with others in the surroundings?

1.4 Basic psychosocial needs of the elderly

It's important to pay as much attention to the psychological needs of an elderly as you do to his or her physical needs. Psychological problems in seniors have the potential to affect behavior, sleep habits, concentration, cognitive functions, and many other aspects of daily life. In the next sections, you'll find some of the basic concepts about the needs of the elderly that you apply when you provide care and support.

There are several basic concepts to understand when addressing the psychosocial needs of the elderly. While physical well-being is important, we also need to be concerned about care for the resident's (elderly persons in the center) psychosocial well-being.



Figure: 3. Basic Concepts of Psychosocial Needs

Important basic concepts include:

- Treat residents as individuals and plan care accordingly.
- The resident's psychosocial needs should be evaluated at the time of admission as well as on an ongoing basis.
- Understanding the resident's history will help us understand who the resident is today and provide outstanding care.

1.5 Maslow's Hierarchy of Needs

There are five levels in Maslow's pyramid. From the bottom of the hierarchy upwards, the needs are physiological (food and clothing), safety (job/income security), love and belonging needs (friendship), esteem, and self-actualization.

We can use Maslow's Hierarchy of Needs as a structure to consider a resident's psychosocial needs and understand our role in providing care.

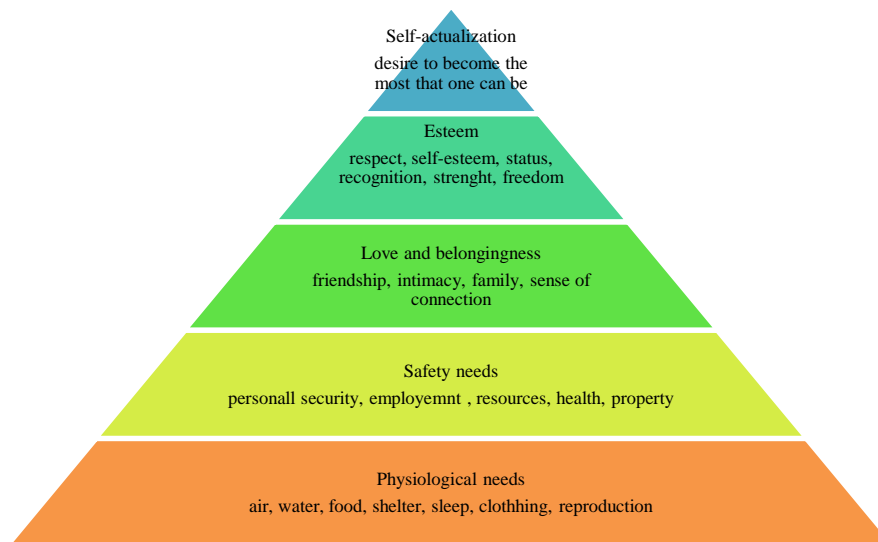


Figure 4. Maslow's Hierarchy of Needs

Maslow's hierarchy of needs is a human motivation-based psychological theory that describes that humans are motivated to fulfill their needs in a hierarchical order. This order begins with the most basic needs before moving on to more advanced needs. The ultimate goal, according to this theory, is to reach the fifth level of the hierarchy: self-actualization which means achieving one's full potential (Sivakumar, 2020). So, consider the following needs in the residential care of elderly people:

Physical Needs

Make sure the fundamental needs are met, including if the resident has enough food, is warm enough, is clean, and is well groomed. Make sure the resident is medically managed for any illness or pain.

Safety/Security

Monitor the resident. Follow safety protocol. Build security by keeping your work. Be honest and never trick a resident. Make sure the resident feels safe by introducing new caregivers to the resident, so he/she does not feel surrounded by strangers. Keep wandering residents out of other resident rooms.

Belonging

Encourage a resident to make friends in the Community. Introduce him/her to other residents and point out common interests. Help the resident learn the Community routine so he/she feels "part of the group."

Make a resident's family feel at home. Frequent pleasant family visits will help the resident to continue to feel like an important part of his/her family.

Esteem

Allow the resident to do as much for him/her as possible. Focus on what the resident can do, rather than his limitations. Recognize achievements. Remind the resident of past accomplishments.

Self-actualization

Personal growth and fulfillment are different for everyone. Your activity programming and other opportunities within the elderly community can help provide opportunities for self-actualization, but it is not something you simply "give" to someone.

Case Scenario:

A 65-year-old widow spent her entire life bringing up and educating her 4 sons. At present all her sons are married and well-settled, but none of them are ready to take care of their mother for a longer period. So, they decided to take care of their mother in turn. Due to this monthly shifting to different homes neither she received enough care from any of her children nor were her needs fulfilled. At last, she decided to join the elderly people care center to avoid frequent changes of residence and there would be some people, who can help her to fulfill her needs.

Recalling the above story in your mind go to the nearest elderly people residential care center in your locality. Similarly, prepare any profile by selecting and interviewing one older person. Then answer the following questions and include the response in your report:

1. What are the needs of the elderly you interviewed shown based on Maslow's Hierarchy of Needs?
2. How do you address the needs of the elderly as a caregiver? Give your response comparing the needs you already identified during your discussion.

1.6 Psychological Aspects of Ageing

When older people advance in age various psychological aspects which are also caused by physical change become noticeable which is different from the adulthood stage. Some of them are explained below including the helping mechanism accordingly:

A. Memory

Short-term memory begins to decrease. It becomes more difficult to remember events in the immediate past, like what a person ate for breakfast who came to visit yesterday, or the date and time of an appointment. There are ways to compensate for any decreases in short-term memory function. A person may write notes which serve as reminders if they are kept in a specific place. Freedom from distractions or too much stimulation may also help with remembering immediate events or information. Long-term memory seems to improve with increasing age. Events that occurred forty or fifty years ago may become easier to remember. As events are remembered and retold, they become more vivid and detailed.

B. Adaptation to Change

Changes are experienced by everyone throughout their lives. When a person acquires elderly status, he/she has experienced numerous changes. Individuals who have witnessed those changes have established patterns of adjusting to change. They know better what they can and can't tolerate and what is important to them. Reactions to change vary from person to person. Sometimes Older persons are seen as resistant to change, or "set in their ways." It may be that their refusal to accept change is their way of maintaining control. To say, "No", is to keep one area of their lives stable. At other times change may be refused because it

may not be understood.

More information may be needed or different words, to clarify the explanation of the change, even if it is about a service being offered. Older persons may need more time to consider the proposed change, to think it through, and to decide. To have the assurance that the change can be tried temporarily and then reevaluated may encourage someone to accept the change. If an older person is offered a service or activity, the person may need reassurance about the terms of the service, other people who have utilized the service, and that the service can be easily terminated before he/she accepts the service. There may be a very good reason for saying, "No." They need to be listened to to understand their needs. Sometimes it's tough to find a balance between trusting their priorities and understanding the enabling support that they need. Change, whether positive or negative, is stressful. All individuals need time to adjust.

C. Reminiscence

One method of coping with change is through reminiscence. There are several positive benefits of engaging in reminiscence. The present may be depressing or very unsatisfactory. By recalling a happier time, an older person may derive some contentment or the ability to endure the present. The strength to adjust to change may be derived from remembering previous successful adjustments.

D. Identity

Through story-telling, an older person can reveal personal achievements and characteristics. Indirectly, the older person may be saying, "This is how I was before I became old." It serves as an introduction to that person before any limitations on energy or functioning. Personal characteristics are often revealed; a new acquaintance can begin to understand what the older person has been throughout his/her life by listening to reminiscences.

E. Self-Assessment

In recalling the past, an older person may engage in self-assessment, deciding what kind of life one has lived. A review of the totality of one's life imparts a sense of integration of self. Self-esteem can be reinforced by allowing an older person to give advice, wisdom, or history to others through reminiscence. It may reinforce a person's feeling that his/her life

has been worthwhile.

F. Grieving

Reminiscence can be a productive method of dealing with loss and grief. In verbally sharing the loss an individual may come to accept it. In grief, there is a need to remember, to relive past experiences. Reminiscence provides that opportunity. There may be conflicts in the past which are unresolved or which need to be reevaluated. By remembering past events a person may decide to make amends with someone, to be forgiving, or to seek forgiveness. Losses that were suppressed may surface. Grieving may need to be completed.

An emotional outlet is supplied through reminiscing. Everyone reminisces. When something good happens, most people share the event with two or three friends. When friends meet, they sometimes recall previous shared experiences and relive them at that moment. Some Older persons may not have several different people with whom to share an experience. If only one or two people are around that older person, those individuals may hear the same story several times.

G. Intelligence

Intelligence does not decline with normal aging. When tested, older persons respond less well on timed tests than younger people. On tests with no time limits Older persons perform better than younger individuals.

H. Senility

Senility has often been used as a "catch-all" word which covers a range of symptoms with various underlying causes. All Older persons do not become senile. In common usage, the word generally refers to forgetfulness, confusion, and disoriented behavior. There are numerous, treatable causes for the symptoms frequently labeled senility. Many problems can be classified as either organic disorders (psychological issues caused by damage to the brain) or functional disorders.

Self-Check Questions

1. Why do think an older person may write notes in a specific place?
2. Why did older persons resist change more than other age categories?

3. What is the solution you give to an elderly who is resistant to changes?

1.7 Sociological Aspects of Ageing

A. Familial Relationships

As with individuals of any age, familial relationships are important to older persons. In later life family composition often undergoes some changes. Among today's elderly population, a significant number of the elderly population is divorced. The divorce percentage number is increasing rapidly as younger generations with higher divorce rates are becoming older persons. The percentage is increasing rapidly as younger generations with higher divorce rates are becoming senior citizens.

Despite the myth that families have neglected their aged relatives, there is a geographic proximity. Of course, geographic proximity does not guarantee quality relationships filled with emotional support and other forms of assistance.

As familial composition changes with age, so do familial relationships. Relationship patterns that were established in earlier years prevail. If a parent and child have always had personality clashes they will continue to unless they learn new ways of dealing with each other. The parent who listened primarily to one child or turned to a child for advice will continue that pattern unless something intervenes between them.

B. Role Reversal

While it is true that an elderly person may become more dependent and exhibit child-like behaviors, that person is still an adult. Dependencies in one area do not mean a person is dependent in all areas. An individual may need transportation and assistance in completing forms. That does not mean that a person needs someone to make financial decisions for him/her. An older person individual may require temporary assistance in managing personal affairs until that person recovers from an illness or stress and can assume total responsibility. Sometimes families decide an elderly person is incapable of independence because the person makes a decision that disregards their advice.

Older persons need to be encouraged to do as much for themselves as possible. Caregivers need to patiently allow sufficient time for persons to respond to questions or to accomplish tasks. The emphasis should not be on perfection but on personal accomplishment. Reinforce the decision-

making ability of the elderly person and expect adult behavior in as many areas as possible.

C. Crisis

In families, it can be productive to anticipate potential crises. Before a stressful situation develops, consider the possibility that it may occur and explore the alternatives. Areas of possible exploration include living arrangements, finances, wills, and funeral arrangements. It may be helpful to mention the subject and then discuss it more fully at a later date. Prior discussion helps prepare mental strategies for resolving crises. It is easier to make decisions when everyone's wishes are known.

D. Limitations

There are limitations to familial support. Financial support may be limited as well as emotional energy. It is not uncommon for a middle-aged couple to have dependent children in the home and increasing responsibility for aged parents. A retired couple trying to adjust to less financial flexibility may be caring for aged parents. Resources are limited; families may be pulled in more than one direction. Time to spend with aged relatives and to provide assistance also may be restricted. Priorities must be established, limitations acknowledged, and expectations discussed.

E. Guilt

Family relationships may involve some guilt. The guilt may be unjustified, it may be due to unreasonable expectations, and a personal re-assessment with realistic goals may be needed. If an aged relative makes excessive demands, a family conference or a one-on-one discussion may be in order. Problems, limitations, expectations, and responsibilities must be discussed. The aged relative should be involved in the discussion and problem-solving. A workable solution must be found.

F. Losses

Throughout our lives, losses are experienced though some losses are more difficult to overcome than others. Losses may be loss of friends, relatives, objects, physical abilities, roles and responsibilities, and opportunities that may have special relationships that may be particularly important to an older person.

Physical abilities may be lost: the use of an arm or leg, eyesight may diminish, and manual

dexterity may decrease. Those losses are usually accompanied by losses in roles and activities. Retirement or physical impairments may force a loss of roles or responsibilities. The activities or functions which once gave meaning to one's life have been dramatically altered. Opportunities to make new friends, acquire new skills, or accomplish lifelong goals may be gone or greatly restricted. Recovery from losses may not be as rapid in late life as it is in younger years. There are two primary reactions to loss: anger and grief. Both are natural and may be expressed in various ways depending on the individual. Talking about the loss is a therapeutic way to come to terms with it, to grieve and accept the loss.

G. Death

Although death and dying may trigger strong feelings and negative thoughts, it is a natural part of the life cycle. There are five major reactions to death or dying: denial, anger, bargaining, depression, and acceptance. People do not always experience every stage nor do they always experience the stages in the sequence indicated. Stages may be repeated or skipped. Families or friends may experience these reactions just as individuals who are dying experience them. The reactions of families or friends may not be parallel to those of the older person. They may be in different stages at the same time. A description of the stages follows along with indications of appropriate responses.

Self-Check Questions

1. In sociological aspects of aging before stressful situations develop what do you suggest to decrease the impact of crisis?
2. Despite the myth that families have neglected their aged relatives, there is a geographic proximity, what are the alternatives you suggest to minimize the impact caused by geographic proximity?

Unit Summary

Aging in humans represents the accumulation of changes in a human being over time and can encompass physical, psychological, and social changes. It is a continuous process from birth to death which encompasses physical, social, psychological, and spiritual changes in human beings.

There is much diversity in personalities among older adults individually. Problems arise when there is a difference between the way an older individual is and the assumptions other people make about them. Psychological problems in seniors have the potential to affect behavior, sleep habits, concentration, cognitive functions, and many other aspects of daily life. When older people advance in age various psychological aspects which are also caused by physical change become noticeable which is different from the adulthood stage.

Unit Review Questions

1. Explain what aging means?
2. List and discuss some of the stereotypes mentioned regarding older persons.
3. What does despair mean in old-age behavior?
4. What is the importance of knowing Maslow's hierarchy of needs to provide care?
5. List some of Maslow's hierarchy of needs to provide care and support to the elderly in the residential setting.
6. List some of the psychological aspects of older persons.

UNIT 2

Applying Principles of Care Giving Practice

Introduction

There are 18 principles that can be grouped under five themes to provide different services to elderly people which are: independence, self-fulfillment, participation, care, and dignity. These United Nations Principles for Older Persons were adopted by the UN General Assembly (Resolution 46/91) on 16 December 1991. Governments were encouraged to incorporate them into their national programs whenever possible. However, considering the cultural differences and caregiving practices that are prevalent in the Ethiopian scenario, we discuss a few important principles related to caregiving. Among the five themes in this chapter, we focus on the theme of 'care' and it has the following general principles that older person should;

- Benefit from family and community care and protection by each society's system of cultural values.
- Have access to health care to help them maintain or regain the optimum level of physical, mental, and emotional well-being and to prevent or delay the onset of illness.
- Have access to social and legal services to enhance their autonomy, protection, and care.
- Able to utilize appropriate levels of institutional care providing protection, rehabilitation, and social and mental stimulation in a humane and secure environment.
- Be able to enjoy human rights and fundamental freedoms when residing in any shelter, care, or treatment facility, including full respect for their dignity, beliefs, needs, and privacy and for the right to make decisions about their care and the quality of their lives.

Following the above general care principles depending on the social situation of the care we provide in the context of Ethiopia we shall discuss some principles in this unit in the actual care providing services to the older persons.

Unit Learning Outcomes

After the training, students will be able to:

- Identify the important principles for elderly caregiving
- Develop skills and techniques for elderly caregiving

2.1. General principles for caregiving

In providing care and support to needy people different types of general principles are followed. The common one includes the following.

A. Acceptance

The principle of acceptance implies that a caregiver must perceive, acknowledge, receive, and establish a relationship with the resident in the institution as he/she is not as we wish them to be.

B. Patience

It is important to have the patience to help the residents with complex behavior and those who need longer periods to cope with their situations. This empowers caregivers to understand the resident's situation and avoid hasty decision-making and frustration that can lead to costly errors and poor outcomes.

C. Respect

Respect is the recognition of a person as an autonomous, unique, and free individual. It also means that we recognize that each person has the right and capacity to make their own decisions. Respecting a person ensures that dignity is valued.

D. Unconditional support

Unconditional support means, caring for the resident as a separate person, with permission to have his feelings and own experiences but not in a way to satisfy the caregiver's own needs.

E. Dignity and worth of an individual

Caregivers should treat people in a caring and respectful manner, mindful of individual differences, and cultural and ethnic diversity. It promotes social responsibility and self-determination and also enhances resident's capacity and opportunity to change and address their own needs.

Game and Role-Play

The activity aims to make the participants understand the basic principles of care in an institution. The trainer explains the principles of acceptance, patience, respect dignity, and worth of an individual, and unconditional support before starting the activities. Then the trainer starts the session with an activity of "unwrapping a gift" to explain what patience is and how it performs in elderly settings.

Write the word "PATIENCE" on a small piece of paper. Then, cover it with several layers of paper and sheets like a gift voucher. Then give it to trainees. Ask them to remove each layer one by one, one trainee should uncover one layer and then pass the box to the next trainee to do the same. After removing the last layer, trainees reach for the paper piece named "PATIENCE." This activity shows what are patience and the importance of it when handling people especially the elderly.

Then choose four members from trainees for two role plays to introduce the other principles such as; acceptance, respect, dignity, and worth of individual and unconditional support in elderly institutions. In the first pair, one person should act as a careless care provider, and the other one act as an elderly resident in the institution. Then facilitator asks other trainees' observations on the act and asks them to give opinions on how could it be improved. Then facilitator asks the other pair to act avoiding all the mistakes that happened in the last role play and act using the above-mentioned principles. Then ask the participants to observe the act and give a comparison of the previous act and the current act. Materials used for the activity are papers for making the gift, papers, and pens for writing their thoughts regarding the role plays if needed.

Instructions:

- *Each participant should participate in the gift unwrapping activity.*
- *The gift should be manageable for all trainees by its weight and size.*
- *The seating arrangement should be in a "U" shape for better participation.*
- *Each participant should observe the role play and give their opinion.*
- *Time given for role play is 20 minutes.*

2.2. Skills and techniques of care

A. Empathy:

Empathy is the ability to accurately "put yourself in someone else's shoes" to understand the other's situation, perceptions, and feelings from their point of view. Here, the caregiver should try to view the perspective of the elderly and try to look at the problem from their world to know their views. The implication, the caregiver must recognize the environmental factors in which the elderly lives and must also be able to return to /her role after being in the role of the elderly and must not resemble the care recipient, must not be identified with them, must not sympathize and justify them (Sivakumar, 2020).

B. Observation skills

By meaning, observation skills refer to the ability to use all five of our senses to recognize, analyze, and recall the surroundings. When dealing with the elderly, it's not just enough to talk with or even listen to them. Sometimes, they may not be able to articulate what's going on with their psychosocial due to the lack of knowledge and awareness, or they may even try to actively hide something like any deterioration in their conditions such as psychosocial out of fear.

C. Communication skill

The ability to communicate information accurately, clearly, and as intended, is a vital life skill. Communication skills can be considered the cornerstone in elderly caregiving because elderly are the people with many physiological and psychological deteriorations and issues which often result in limited communication or feedback ability and behavioral issues. Hence, dealing with them is not an easy task. Building trust, and maintaining a professional relationship depends on the pattern or mode of communication between the caregiver and the elderly.

D. Listening skill

Listening is a key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. In elderly caregiving, listening skills are not meant by just hearing them, it involves active listening. As mentioned previously, the elderly need more attention and care due to their deteriorating conditions. In such situations, they need or they will

expect someone to respect them, understand their emotions, and someone who they can trust. The skill of active listening will help the caregiver in there. Active listening mainly includes many techniques such as rephrasing, reflecting, summarizing, and redirecting which will help the caregiver to make the elderly feel like, the caregiver is listening, understanding, and processing the information they have passed.

E. Non-judgmental attitude

The non-judgmental attitude is the ability to interpret things based on the situation and not based on the individuals involved. The role of a caregiver is to inquire and understand ‘what or why’ the elderly are, but it is very important to not be a critic of their actions. There is simply no room for judgment where the elderly are concerned.

A positive attitude from the elderly requires the maintenance of a non-judgmental attitude. Sometimes in work life, caregivers often face many difficulties. The nature of their work requires developed skills as mentioned earlier. Any professionals or let’s take caregivers themselves, build their skills care caregiving by passing or progressing through these stages.

Caregivers who have no idea about the skill requirement are unconsciously incompetent. The people, who find the use of these skills difficult or inappropriate are likely to be in the consciously incompetent stage. Caregivers who are using the skills effectively but still feel or putting in their maximum effort are likely to be consciously competent. The caregivers who learned the skills and are no longer aware that they are using the skills and don’t feel difficult are unconsciously competent. It can be reassuring to know that you will progress through the skill-development matrix.

Self-Check Questions

1. What does it mean to "put yourself in someone else's shoes" from the elderly care-providing perspective?
2. Why does a caregiver need to communicate accurately with the elderly?
3. What is the meaning of the non-judgmental attitude required from the caregiver towards the elderly?

Unit Summary

There are different types of principles that can be grouped under five themes to provide different services to elderly people which are: independence, self-fulfillment, participation, care, and dignity. In providing care and support to needy people different types of general principles are followed. The common one includes the following acceptance, patience, respect, unconditional support, dignity, and worth of an individual. Skills and techniques of care include empathy, observation, communication, listening, and non-judgmental attitude.

Unit Review Questions

1. List important older persons' Caregiving Principles.
2. Explain the 'unconditional support' principle in providing care for older persons.
3. Communication skills are among the Skills and Techniques of Care for the elderly. Explain why it is important?

UNIT 3

Apply Hygiene and Sanitation Principles

Introduction

Caregivers do have *Roles and Responsibilities* to apply hygiene and sanitation principles. In this sense we should be clear on two terminologies those are caregiver and care plan. **CAREGIVER** – a lay individual who assumes responsibility for the physical and emotional needs of another who is incapable of self-care. This is a person who provides direct care (for children, elderly people, or the chronically ill). **CARE PLAN** - A care plan is a written statement of your individual assessed needs identified during a Community Care Assessment. It sets out what support you should get, why, when, and details of who is meant to provide it. You are entitled to be given a copy of your care plan and should not sign the care plan until you are happy with it.

Unit Learning Outcomes

After the training, students will be able to:

- Identify the Caregiver's Personal care Role and Responsibilities
- Apply Infection Control, Safety and Sanitation Practice

3.1. Personal Care, Role and Responsibilities of Caregiver's

A Caregiver assists people who are unable to complete basic tasks, such as the elderly, the mentally ill, or those with disabilities. Personal Care includes hands-on care or assistance with eating, bathing, dressing, personal hygiene or grooming, and activities of daily living including meal preparation.

The Personal care Role and Responsibilities of Caregiver's may include:

- Personal Care may include:
 - Personal Hygiene may be:
 - ✓ Oral Hygiene
 - ✓ Shaving

- ✓ Shampooing/ Hair Care (wash or clean hair)
- ✓ Elderly Bath



Figure 1. Elderly Bathing by Caregiver

- ✓ Back Rub/Prevention of Bed Sores
- ✓ Hand and Foot Nail Care
- Assists in:
 - Toileting



Figure 2. The Caregiver assists with toileting

Source: <https://www.shutterstock.com>

➤ Undressing and Dressing



Figure 3. The Caregiver assists with dressing and undressing

Source: <https://www.Fen.ac-illust.com>

- Fluid and Meals Preparation
- Medication Administration per doctor's order

3.2. Infection Control, Safety and Sanitation Practices

The caregiver's infection control, safety, and sanitation practices role and responsibilities may include:

- Principles of Infection Control may be:
 - frequent hand washing: World Health Organization (WHO) Guidelines recommend 15-20 seconds of hand washing using the following steps:
 - ✓ Wet hands with water
 - ✓ Apply enough soap to cover all hand surfaces
 - ✓ Rub hands palm to palm

- ✓ Rub the back of each hand with the palm of each other
- ✓ Rub palm to palm with fingers interlaced
- ✓ Rub each thumb clasped in the opposite hand using rotational movements
- ✓ Rub the tips of fingers in the opposite palm in a circular motion
- ✓ Rub each wrist with the opposite hand
- ✓ Rinse hands with water
- ✓ Dry thoroughly
- ✓ Close the faucet with a used towel or paper towel



Figure 4. WHO Guideline for Hand Rub and Wash

Unit Summary

In humans, aging represents the accumulation of changes in a human being over time and can encompass physical, psychological, and social changes. Aging is the time-related deterioration of the physiological functions necessary for survival and reproduction. The cumulative effect of these changes is minimal in everyday functioning. These changes occur gradually, which allows

individuals to adapt to the changes. Normal, daily functioning continues. The impact of these changes is more apparent when an older person is in an unfamiliar environment or when an older person is subjected to physical or psychological stress. Exercise and diet significantly impact the rate of these changes by slowing down the processes. Despite the normal, age-related changes, older persons' function well enough to maintain daily functioning.

More critically, assessment requires evidence that the candidate is developing the ability to recognize the aging process through:

- Explained principles of caregiving
- Explained the legal and ethical principles of caregiving
- Demonstrated safety, sanitation, and hygiene at the workplace
- Demonstrated caregiver's care plan based on team leader's order

Unit Review Questions

1. What are the categories of personal care?
2. What is care plan?

Project Work

Case details presentation and Group discussion

Purpose of the project: to enable the participants of the project to be aware of various psychosocial problems among the elderly and their management.

Instruction: - Divide the participants into different groups. Then trainer presents a case study of an elderly situation after visiting the nearby elderly care center or home-based visit. After the presentation, ask the group to conduct a discussion on psychosocial issues seen in their locality in care centers or at home. Also, ask the group members to list out their points within the groups and a representative from each group has to present those. The materials used in the activity are printed case details, paper, and a pen for listing out the points.

Instructions:

1. What psychosocial issue does the group identify?

2. Are psychosocial issues among the elderly are interrelated?
3. What kind of care are you going to deliver by the nature of the psycho-social issue/problem encountered?
4. How to manage psycho-social issues which is a complex process; professional expertise is needed to handle it more effectively.

MODULE V

Provide Care and Services to the Elderly

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Module Description

This module will cover knowledge, skill and attitude required in understanding of how to Provide Care and Services to Elderly. The Module covers how to establish and maintain an appropriate relationship with elderly, the way to provide appropriate support to elderly and how to provide assistance with elderly on personal care needs. By understanding and implementing effective techniques in these areas, you will be able contribute to Provide Care and Services to Elderly people.

Unit 1

Establish and Maintain Relationship with Elderly

Introduction

In Ethiopia, the initial ages for elderly begin at 60. The term elderly does not have a universally uniform meaning. Based on different context, countries bound it from their own social, economic and cultural point of view. In some countries elderly age limit may begin at 65.

There are a lot of changes happen in the body as people age. Physical, emotional and mental changes become more evident and acquiring ailment has become a visible part of growing old. These conditions may hinder family members and caregivers from maintaining a good relationship with elderly. It is important for us to know how we can manage and build better relationship with them despite these changes. In this unit we will discuss on how to establish and maintain effective relationship with elderly.

Learning outcomes:

At the end of these learning unit students expected to:

- Understand how to create relationship with elderly.
- Explore the individual difference of elderly.
- Recognize the elderly cultural, educational, religious, social and spiritual differences.

Brainstorming questions:

- What is the implication of a relationship when it comes to people?
- What is the difference you observe in the relationship you establish with the elderly compared to others?
- What are some challenges essential to avoid in creating relationships with the elderly?
- What are some challenges essential to avoid in creating relationship with elderly?

1.1. Forming relationships with elderly

As individuals are living longer, it is important to encourage our ageing community to maintain their sense of self by engaging in activities that encourage them to keep doing what fits their personality and life style. Example can include maintain interest such as reading, gardening, volunteering and exercising, which can help to provide a sense purpose.

Elderly people are vulnerable to feel socially isolated, then it is important to find ways to engage with them. Here are a few suggestions.

- Facilitate them to teach you recipes and the stories /memories surrounding them.
- Ask about their personal and professional milestones.
- Celebrate the relationship you share with them.
- Offer to help your older person neighbors.

There are different strategies used by people to build effective relationship at home and workplace including the relationship with elderly people. The types of skills you need to build relationship depends on the individuals' personal behavior and the existing situation. In the following section you will finds those knowledge and strategies for your role in providing care and support for elderly.

1.2 General strategies to build relationship with people

Understanding the importance of building relationships in the workplace and at home can help advance your career and make work more effective. Regardless of the field you work in, having relationships with your peers and clients can have a direct impact on your professional success. Knowing how to build relationships is a valuable skill.

Consider the following techniques for improving your positive and long-lasting professional relationships with your coworkers and clients:

Schedule time to build relationships

Building positive work relationships takes time, and your daily tasks may be able to make it more challenging. You can avoid this issue by consciously making time to build relationships with your clients and colleagues before the start of a meeting or other similar circumstances.

Showing positivity and welcoming

Another major aspect of building relationships is being genuinely curious about various aspects of your client's feelings and actively listening when they tell you about them. Showing an interest in another person and giving them the opportunity to share information about themselves with you can help build strong relationships.



Figure 1. As a caregiver showing welcome is a strong tool to build relationships.

Source: <https://www.Fdepositphotos.com>

Request and offer help

People who enjoy good relationships with each other are typically happy to help one another whenever necessary. If you notice a colleague is overwhelmed with work or is having difficulties with a certain task, offering to help may strengthen your relationship; likewise, you shouldn't hesitate to ask for help when you genuinely need it.

Build Trust and Keep your promises

Trust is usually crucial for any type of interpersonal relationship. You're more likely to bond with your clients if they perceive you as trustworthy, and the most effective way of doing that is by keeping your commitments and delivering on your promises.

Appreciate your clients

You're more likely to build strong relationships with the people you appreciate and who appreciate you. Make sure your coworkers know that you're grateful for working with them and for their role within the team.

1.3 Individual differences among elderly

We all recognize the differences we observe between ourselves and others. We might notice different degrees of personality in our friends or family members. We also notice different behaviors and ways of thinking with others.

Individual differences are the unique characteristics and traits, which distinguish us from others. Social psychologists see our differences as products of the different groups we belong to. We are socialized by our family, friends, culture, and social groups. This means that these groups influence the way we think and behave.

Individual difference among elderly also shaped by the family, culture and social group where they come from. Knowing this difference help you to provide the care services accordingly.

Psychologists use a variety of methods to measure, assess, and study individual differences. Certain measurement methods might be more advantageous depending on the trait or behavior that is being studied. Three important ways of measuring individual differences are through observations, controlled lab experiments, and surveys or questionnaires.

1.4 Common behavioral changes of elders

Behavior frequently changes as a natural part of getting older. Nevertheless, it's normal to be worried if you start to observe unusual or concerning behavioral changes in your elderly parent. Here, we discuss some of the most common types of behavioral changes in ageing adults and how Psychosocial caregivers and other can address them.

Memory Issues

Minor instances of memory loss and infrequent episodes of forgetfulness are normal for older adults. However, if it becomes more serious or occurs with increasing frequency, speak with a physician to find out if specific tests may be required to rule out conditions that lead to cognitive decline, such as Alzheimer's or another form of dementia.

Dementia is not a specific disease but is rather a general term for the impaired ability to remember, think, or make decisions that interfere with doing everyday activities. Alzheimer's disease is the most common type of dementia. Though dementia mostly affects older adults, it is not a part of normal aging.

Depression

Although depression is common among older adults, it isn't an inevitable consequence of aging. Many people with depression, including older adults, benefit a great deal from medical treatment and various forms of therapy.



Figure 2. Depressed elderly require continues therapy

Source: <https://www.vecteezy.com/>

Lack of interest

Ageing adults may begin to seem apathetic or unenthusiastic about life in general. After ruling out any underlying physical or mental health conditions, speak honestly with your parent or client to find out to come up with solutions together.

Aggressive Behavior

Aggression in ageing adults is often associated with dementia, but it can also simply indicate a senior is frustrated or anxious. In many cases, aggressive behavior can be prevented by being empathetic, communicating clearly, and simply asking your parent what's upsetting him or her.

Increased Irritability

This milder form of aggression often has a more passive quality, and it's typically caused by an underlying health or lifestyle issue, such as:

- Insufficient sleep
- Lack of mental and social stimulation
- Chronic discomfort or pain

Thriftiness

Some Ageing adults become increasingly worried about finances as they get older and start to limit their all expense and increase saving. Seniors may buy inexpensive processed foods that are unhealthy or fail to get prescriptions filled to save money. Behavior changes related to these worries are often based on valid concerns, especially for seniors who live on fixed incomes. If the elderly is stressed about money, he or she may gain peace of mind by getting help from professional advisors and care givers.



Figure 3. The elderly face stress about money for unsecured income

Source: <https://media.istockphoto.com/>

1.5 Techniques to Establish and maintain an effective relationship with the elderly

Some elderly has difficulty carrying out their activities and need help and support from others. The following common ways help to build better relationship with elderly.

NB: all elderly people may not be dependent in any case.

1. One of the physical changes that we usually encounter on elderly is hearing loss which primarily affects the communication process. It is both frustrating to the care staff and the resident if there is a difficulty explaining things or giving simple directions to accomplish the task. It is often hard to make sure how to get the message across which could sometimes lead to more confusion. The following measures are proven effective in communication with the elderly:
 - Adjust your voice and have it well-modulated; raising the tone to the point of almost shouting is never advisable as this tends to make them feel frightened.
 - Taught to position yourself in front of the elders so they could see who they are talking to and that they can lip read as this also helps in a full comprehension of

the message.

- Speak in a moderate tone pronouncing the words correctly and slowly.
2. Another factor to consider is the emotional state of your elderly client. They tend to be very sensitive at times. This can be attributed to their health conditions, family dynamics, and personal issues. By considering these factors, you will learn that;
- They need you to pay more attention to what they say and sometimes active listening is the only way to accomplish this.
 - They will tell you stories from long ago and so learning how to sincerely listen can make a lot of difference to them.
 - Ask questions and show concern or kind word. This will also help you understand where they are coming from and provide you details on how you can better look after them.
3. Elders have the tendency to be very forgetful, and so this means that despite the fact that you keep on repeating your name or instruction notice that they cannot still remember. They are sometimes unable to speak of their wants and needs and so a good attention to their non-verbal cues are needed to make sure that they are provided with much needed care and attention.
- Keep in mind that they are not doing it intentionally and that this is expected given their health status.
 - Be patient and empathize; it will mean a lot to them. And as the saying goes, they will not remember what you did to them but they will surely remember how you make them feel.

In achieving a better relationship with the elderly, these points will aid you in providing the best quality service to elderly. Proper time management and organizational skills will be very helpful in achieving this collaborative goal of care.

1.6 Promote the active participation of elderly in society and development

Elderly people often play crucial roles in families and in the community. They make many valuable contributions that are not measured in economic terms: care for family members, productive subsistence work, household maintenance, and voluntary activities in the community. Moreover, these roles contribute to the preparation of the future labour force. All these contributions, including those made through unpaid work in all sectors by persons of all ages, particularly women, should be recognized. Participation in social, economic, cultural, sporting, recreational, and volunteer activities also contributes to the growth and maintenance of personal well-being. The following recommendations are internationally recognized to promote the participation of elderly people in social and economic activities.

1. Active participation in society and development

- Recognition of the social, cultural, economic, and political contribution of older persons.
- Acknowledge, encourage, and support the contribution of older persons to families, communities and the economy;
- Take account of the needs of older persons and respect the right to live in dignity at all stages of life;
- Provide information and access to facilitate the participation of older persons in mutual self-help, intergenerational community groups and opportunities for realizing their full potential.

2. Work and the ageing labour force.

- Older persons should be enabled to continue with income-generating work for as long as they want and for as long as they are able to do so productively.
- Make special efforts to raise the participation rate of women and disadvantaged groups, such as the long-term unemployed and persons with disabilities, thereby reducing the risk of their exclusion or dependency in later life;

3. Rural development, migration and urbanization

- In many developing countries and countries with economies in transition, the ageing population is marked in rural areas, owing to the exodus of young adults. Older persons may be left behind without traditional family support and even without adequate financial resources.
- Promote ongoing adult education, training and retraining in rural and remote areas;
- Ensure that the rights of older women in rural and remote areas are taken into account with regard to their equal access to and control of economic resources;
- Ensure equal access to basic social services for older persons in urban and rural and remote areas.

4. Access to knowledge, education and training.

At the present time, developing countries have a large number of persons reaching old age with minimal literacy and numeracy, which limits their capacity to earn a livelihood and may thus influence their enjoyment of health and well-being. In all countries lifelong education and training is also a prerequisite for the participation of older persons in employment.

- Encourage and promote literacy, numeracy and technological skills training for older persons and the ageing workforce, including specialized literacy and computer training for older persons with disabilities;
- Ensure that the benefits of new technologies, especially information and communication technologies, are available to all, taking into account the needs of older women;
- Encourage older volunteers to offer their skills in all fields of activities, in particular information technologies;
- Enable older persons to act as mentors, mediators, and advisers;

5. Intergenerational solidarity

Solidarity between generations at all levels — in families, communities, and nations — is fundamental for the achievement of a society of all ages. Solidarity is also a major prerequisite for social cohesion and a foundation of formal public welfare and informal care systems.

- Promote understanding of aging through public education and awareness as an issue of concern to the entire society.
- Develop initiatives aimed at promoting mutual, productive exchange between the generations, focusing on older persons as a societal resource.
- Include older persons in policies and programs to reach the poverty reduction target;
- Promote equal access for older persons to employment and income-generation opportunities, credit, markets, and assets;
- Ensure that the particular needs of older women, the oldest old, older persons with disabilities, and those living alone are specifically addressed in poverty eradication strategies and implementation programmes;



Figure 4. Solidarity between generation brings social cohesion and caregiving

Source: <https://thumbs.dreamstime.com>

6. Religion:

Older adults' level of religious participation is greater than that in any other age group. For older people, the religious community is the largest source of social

support outside of the family, and involvement in religious organizations is the most common type of voluntary social activity more common than all other forms of voluntary social activity combined.

Religion may provide the following psychological benefits for elders:

- A positive and hopeful attitude about life and illness, which predicts improved health outcomes and lower mortality rates.
- A sense of meaning and purpose in life, which affects health behaviors and social and family relationships.
- A greater ability to cope with illness and disability.

Self-Check Questions?

1. What are the factors that limit the specific age of elderly in any country?
2. How do you create intergenerational solidarity among generation to promote the role of elderly contribution?

Unit Summary

The term elderly does not have a universally uniform meaning. In the context of Ethiopia elderly age start at age 60 and above. There are a lot of changes happened in the body as people age. Physical, emotional and mental changes become more evident and acquiring ailment has become a visible part of growing old. Behavior frequently changes as a natural part of getting older. This condition makes the elderly feel abandoned, they cannot communicate regularly. As a care giver you should aware different ways that effectively help to build better relationship with elderly and to maintain it last. Different techniques help to modify your relationship. Following the appropriate techniques to establish and maintain effective relationship with elderly will help you to promote active participation of elderly in society and development.

Unit Review Questions

1. List behavioral changes that are common among elders?
2. What are common techniques to establish and maintain effective relationship with elderly?
3. List the recommendations that support to promote the participation of elderly people in social and economic activities?
4. Mention at least three individual differences measuring tools?
5. Write at least four crucial roles elderly people play in families and in the community?

Unit 2

Provide Appropriate Support to Elderly

Introduction

Whatever the circumstances of elderly, all are entitled to live in an environment that enhances their capabilities. While some elders need a high level of physical support and care, the majority are willing and capable of continuing to be active and productive, including through voluntary activities. Policies are required that empower elderly and support their contribution to society. This includes access to basic services such as clean water and adequate food. It also requires policies that simultaneously strengthen both lifelong development and independence and that support social institutions based on principles of reciprocity and inter dependence. Governments must play a central role in formulating and implementing policies that foster such an enabling environment, by engaging concerned stakeholders and older persons themselves.

Learning outcomes

At the end of these unit students will be able to:

- Understand elderly personal and developmental care needs assistance.
- Enhance elderly self-esteem and confidence.

Brainstorming questions:

- What you understand about the term elderly support service?
- What are the requirements to provide care and support to elderly?

2.1 Elderly personal and developmental care needs assistance

Elderly personal and developmental care needs assistance refers to the support and assistance provided to older adults in meeting their personal care needs and promoting their overall development and well-being. It involves addressing various aspects of their physical, emotional, cognitive, and social needs. Elderly personal and developmental care needs assistance including assisting with activities such as bathing, grooming, dressing, and toileting. Consider the following personal care activities;

- Providing support with walking, using mobility aids, and ensuring a safe environment to prevent falls and accidents, helping with medication reminders, organizing pillboxes,
- Ensuring proper adherence to prescribed medications, assisting with memory exercises, cognitive stimulation activities,
- Providing companionship to help maintain mental sharpness, these includes, offering emotional reassurance, active listening, and companionship to address feelings of loneliness, anxiety, or depression.

2.2. Enhancing Elderly Self-Esteem and Confidence

A strong sense of self-esteem manifests as confidence and having a positive outlook on life. Elders with healthy self-esteem are able to say no when they choose. Older adults are able to see their weaknesses and strengths and accept them. Elders express their needs and avoid dwelling on the negative. Understand and use the following guiding principles to improve self-esteem and confidence of elders.

Develop Social Connections

Improving an elderly quality of life requires helping them achieve greater self-esteem. Social connectedness helps seniors feel that they are a valued part of a group or social circle. Seniors with strong family connections and friendships report higher self-esteem and happiness.

Promote Independence

Elders who develop age-related physical or cognitive problems are likely to experience lower self-esteem, simply because they are no longer able to perform tasks independently. Being unable to do some tasks or live alone, for example, seniors experience a perceived loss of control, capability, and identity.

Modifying the home so that it is senior-friendly is one way to combat the low self-esteem associated with declining capabilities. Homes are installed with features that are convenient for elderly people and make it safer and easier to live and function independently at home.

Families may also help the elders focus on doing the tasks they are still able to do, rather than dwelling on what they can no longer perform. Professional caregivers, too, assist seniors by allowing them to independently accomplish tasks and supporting them whenever help is needed.

Encourage Relationships

As it is during any age, like-minded peers are invaluable to a person's sense of self-worth. Outside of families and friends, senior groups provide older people with a chance to socially connect. Groups that focus on a particular activity or hobby are especially helpful in improving self-esteem.

A senior who joins a bridge group, book club or knitting circle will be surrounded by people who can share similar experiences. Social circles filled with people with whom they can relate are important. Swapping stories and sharing experiences does wonders for uplifting a senior's self-esteem.

Joining senior support groups is also beneficial for improving a senior's self-esteem. Helpful groups in which seniors can both vent and learn include grief support groups, dementia-related support groups, addiction recovery support groups, chronic illness support groups and lifestyle changes support groups.

Older people are an asset to their families, communities and society. Their contribution – as carers, advisers, mediators, mentors and breadwinners – is invaluable, but frequently unrecognized.

Pursue Hobbies

Seniors may have once enjoyed engaging in a hobby but have since stopped due to a health condition. Families and caregivers who encourage the senior to pick up the hobby again will promote a renewed sense of self-esteem and confidence in the elderly individual.

Companion caregivers are important in helping seniors restart old hobbies. Seniors who found joy in arts and crafts will once again feel delight when a caregiver joins them in scrapbooking.

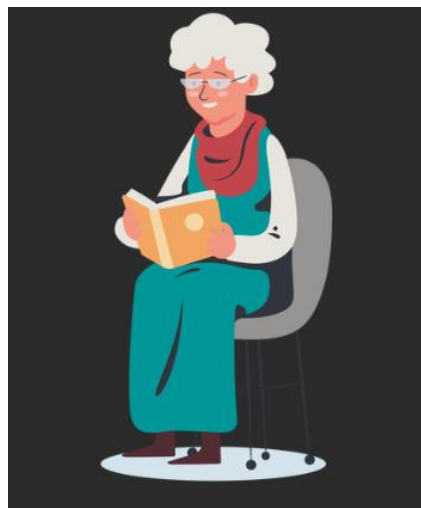


Figure 1. Elderly people enjoy reading books

Source: <https://th.bing.com>

Self-check Questions

1. List and discuss the guiding principles to improve self-esteem and confidence of elders.
2. What is the role of family members in promoting independence for elderly?

Unit Summary

Whatever the circumstances of elderly, all are entitled to live in an environment that enhances their capabilities. Rapid demographic ageing is taking place in a context of continuing urbanization and a growing number of persons who are ageing in urban areas lack affordable housing and services. Policies are required that empower elderly

and support their contribution to society.

Unit Review Questions

1. List a guiding principles to improve self-esteem and confidence of elders?
2. What are the major reasons that contribute elderly roles left unrecognized in the community?
3. Discuss what benefits have social connectedness to the elderly self-esteem?

Unit 3

Provide Assistance with Elderly Personal Care Needs

Introduction

Elderly people need assistance to fulfill their personal care needs. Most of the time elderly could not able to fulfill their personal care needs due to loss of their family and unable to get support due to absence of any support around them. As we age, many people need help with the daily tasks of maintaining personal hygiene. Personal care includes daily tasks of bathing, continence care (toileting), skin routines and getting dressed. Good personal hygiene is important for health and well-being. In this unit care givers will able to develop their skill, knowledge and important ethical considerations how to support and fulfill personal care needs of elders.

Learning outcomes:

At the end of this unit student will be able to:

- Understand the importance of empathy to elderly feelings of grief and loss
- Recognize giving time for elders to speak and to be listened for a set of services.

Brainstorming questions:

- What is elderly assistance and care?
- Do you have any experience in providing care for elderly at home? Or in a recognized care center? Explain your experience.
- What should a care giver fulfill to provide better care services for elderly?

3.1 Supporting empathetically elderly in feeling of grief and loss

Empathy involves attempting to understand the other person's perspective and feelings and communicate that understanding back to them. Empathic communication can help older people feel that they are being listened to and valued as partners in caregiving relationships.

3.1.1 Grief and loss:

Grief is usually described in relation to the death of a loved one. Grief is the natural emotional response to the loss of someone close, such as a family member or friend. Grief can also occur after a serious illness, a divorce or other significant losses. Any loss can cause grief and grief is a reaction to a loss. People may feel grief over:

- the death of a loved one — grief can be particularly severe following the death of an infant or child, or a suicide, divorce or separation.
- work changes — for example, unemployment, retirement.
- the diagnosis of a terminal illness.
- the loss of good health because of an illness, accident or disability, miscarriage or infertility.
- having a child with a disability, a terminal illness, a mental illness or a substance abuse problem
- moving away or separation from family or friends.
- Having an 'empty nest' when children leave home everybody reacts to grief differently. Common feelings include: sadness, shock, denial, numbness, a sense of unreality, anger, guilt, blame etc.

People may need to seek help if they:

- feel like grief makes it very difficult to do anything
- have difficulty socializing
- have difficulty sleeping
- change the way they eat (lose their appetite or overeat)

- experience intense and ongoing emotions such as anger, sadness, numbness, anxiety, depression, despair, emptiness and/or guilt
- have thoughts of harming themselves



Figure Elderly when face grief experience intense and ongoing emotions

Source: <https://griefhaven.org>

3.1.2. Supporting elderly in feeling of grief and loss

Here are some techniques you can help an older adult who is grieving.

Spend time with the person

An older adult who often seems to be alone can benefit from your company. Invite them to go for a walk or have a cup of coffee. Feelings of loneliness may last for a long time when an older adult has lost something or someone special, especially a spouse.

Give the person time

Sometimes older adults need more time to become aware of their feelings and express them. Sometimes they need more time to complete other activities as well. Giving an older person extra time shows that you are concerned and respectful of the person's needs.

Point out signs of sadness or changes in behavior

This may help the person become aware of their feelings and may help the person feel more comfortable talking with you.

Talk about the loss

Ask the person to talk about their loss. Older people are often helped by sharing memories of a variety of losses. Older adults often have more than one loss to deal with at a time. Talking about each separate loss may help identify the person's feelings. Separating losses from one another may also help the person feel less overwhelmed and abler to cope with emotional distress.

Watch for signs of depression

If you have concerns that an older adult is showing signs of depression, talk with a health professional.

3.2.Benefits of spending time with elderly

Older people also need a listener; they too have the desire to share their stories, emotions, and feelings. After all, they are only humans. They need to be heard as well in a way that is deep and active; not merely superficial.

Please reflect your experience on the following questions:

- *How often do you sit with the elderly in your home, and explain your experiences?*
- *Have you made them feel that there is someone for them too, someone who would listen to their worries?*

Listening is a simple yet arduous task. Listening to someone is giving them their space to share what they are feeling, what concerns them, understanding what it is like for them or what emotions are involved, what they are thinking. And we know that we have listened to them by the response that they give us, with the look of relief on their faces or, a smile for instance.

The benefits of spending time with elders include;

- **Decreases Risk for Depression and Anxiety:** Spending time outdoors reduces negative feelings, such as anger, fear, depression, and anxiety. There's just something about being outside that instantly boosts your mood.
- **Improves Memory:** Spending a little time in nature can improve memory.
- **Lengthens Lifespan:** Spending time in nature could expand your life expectancy.
- **Reduces Stress:** spending time outdoors lowers stress. Nature has a calming effect that instantly lowers blood pressure, heart rate, and the production of stress hormones.

3.3 Ethical principles of caregivers in working with elders

Care givers should act in a way that treats people with dignity and respect and values their diversity by respecting elder's social, cultural, religious and ethnic background. Working in a way that helps elders feels comfortable and safe. It is very important to encourage elders to speak up about their likes and dislikes. Here, are the most important ethical principles for caregivers:

Maintain Confidentiality

A caregiver spends the majority of their day with their client. Eventually, they will have confidential information about the patient or their family from spending so much time together. By respecting clients' privacy and being respectful, caregivers can establish a honest and dependable relationship that will be beneficial to both parties.

Specialty Training

Many clients have medical requirements that caregivers need to take into account. Despite most in-home caregivers working in a non-medical capacity, a great caregiver puts the

condition of their patients in front of everything else and educates themselves on how to navigate their client's unique needs best.

Have Excellent Communication Skills

A good caregiver should effectively communicate in clear and straightforward terms with their patient and families and maintain open lines of communication. Without understanding what their client needs at the moment, caregivers cannot provide a higher level of care.

Have Physical Strength

Many clients might have a physical disability that calls for specific personal care support. For example, an elderly patient in a wheelchair may need help moving around or require adjustments to help them feel comfortable once they're in bed.

Empathy

Caregivers should show compassion and empathy towards the person they're taking care of. Requiring in-home care can make the client feel dependent, so as the caregiver you need to provide them with the dignity, companionship, and respect they deserve.



Figure 1. Empathic communication can help older people feel they are valued

Source: <https://i.pinimg.com>

Honest, Compassionate, and Supportive

There are many skilled caregivers out there, but families should also look for qualitative characteristics besides just competency. Given the nature of their job, truly great caregivers are naturally dependable, compassionate, and trustworthy.

Self-Check Questions

1. What is the difference between grief and loss?
2. What are the ethical principles of caregivers in working with elders?
3. Why maintaining confidentiality is the core principles in providing care for elderly?

Unit Summary

Elderly care is an umbrella term for specialized services intended to help older people live as comfortably and independently as possible. Residential care is optional and affordable for Older Persons. One of the most in-demand services for elderly is personal care. Personal care involves assistance with daily activities ranging from light-touch support to intensive daily care. Caregivers are people who provide assistance or support to people that need help taking care of themselves. Care giver acting to improve the quality of life for those who receive the care. But a great professional caregiver will go above and beyond to ensure the well-being of elderly under their watch.

Unit Review Questions

1. What are major types of care for elderly?
2. Enumerate factors that affect qualities of caregiver?
3. What are the benefits of spending time with elders help them?
4. How you define empathy when it comes to elderly care?
5. Write down some common reasons that expose elderly people to feel grief?

Project work

Prepare a report based on the following Information.

Elders often play crucial roles in families and in the community. They make many valuable contributions that are not measured in economic terms: care for family members, productive subsistence work, household maintenance and voluntary activities in the community. They are respected sources of knowledge in their communities, providing information on their experiences.

Based on the above information prepare short report following the instruction and questions presented below.

Instruction: Find elderly person in your locality and communicate in person. Then make an interview with the elderly on any topic you wish to hear from. Then prepare a short report which answers the following questions.

1. What are the differences you observe when you establish communication with the elderly make the interview and the discussion from other persons?
2. What are the behaviors you observed on the elderly person during your interview?
3. What types of techniques you followed to meet and discuss with the elderly?

N: B Explain in your report all the process you go through to make the interview.

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Module VI

Provide Care and Support to Persons with Special Needs

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Module Description

This module unit covers the knowledge, skills and attitudes required in providing support and assistance to maintain quality care for Persons with Special Needs to be able to enhance their abilities to communicate and be independent; responding to the physical, medical, psychosocial and safety, personal care and home maintenance requirements of persons with special needs.

UNIT 1

Identifying the Needs of Persons with Special Needs

Introduction

The term "special needs" can be found in various contexts and have different connotations. Special needs are areas where individuals may require accommodations or specialized services to participate in everyday activities. The special needs definition encompasses physical, emotional, intellectual, and sensory impairments.

When someone refers to people with special needs, they may be thinking of someone who has a sensory impairment (such as vision or hearing), someone with a mobility impairment, or someone who requires support to succeed in an educational environment. The special needs meaning can also include impairments in communication, behavior, self-care (sometimes referred to as activities of daily living), social interaction, and cognition. In this unit you will find the knowledge that help you to identify the needs of persons with special needs.

Unit Learning Outcomes

After the training, students will be able to:

- Identify who are persons with special needs.
- Identify the need of Persons with Special Needs
- Assist Persons with Special Needs to meet their needs

Brain Storming Questions

1. What is your understanding about Persons with Special Needs mean?
2. What kind of needs do persons with special needs have?
3. How can we provide care for persons with special needs?

1.1 The difference between persons with disability and special needs.

Depending on different context many scholars and competent authorities suggest their technical definition about persons with disability and persons with special needs. The United Nation convention on the rights of persons with disability (UNCRPD) define persons with disability as follows;

Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.



Figure 1. The motto on the above picture deliver a message that it is not the inability of the person with disability to effectively participate in the socioeconomic activities rather the barriers in the community hinder their full and effective participation.

It is very important to focus on what children or adults with disabilities can do, rather than on what they cannot do. It is also important to remember that children are first and foremost children, whether they have a disability or not. Everyone can be prone to disability. If we do not have a disability today, we may have one tomorrow for various reasons such as illnesses and accidents. All communities include people with impairments and that is common and normal in our lives. But it is not normal for a person to be discriminated against and excluded because he/she has some kind of impairment (Disaster & Training, 2023)

The words people use to describe disability can affect the psychological wellbeing of the person with a disability. For example, people may refer to a child who has difficulty in hearing and speech as “deaf and dumb,” or a child who has small physical stature as a “midget” or a “dwarf.” These kinds of remarks damage the self-concept of children with disabilities. People also use the words “disability,” “handicap,” and “impairment” interchangeably when they address disability, but these words have different meanings.

Understanding the meaning of impairment, disability, and handicap can help us to address children with disabilities with a positive and respectful regard (Tadesse, 2016).

Persons with Special Needs are children and adults with certain disabilities that prevent or restrict them to function effectively in their daily living. Disability here means a physical or mental impairment that substantially limits the psychological, physiological, or anatomical function of an individual or the activities of such an individual. Persons with Special Needs are also referred to as a person with disabilities. These are persons suffering from restrictions of different abilities as a result of mental, physical, or sensory impairment can perform an activity in the manner or within the range considered normal for a human being. All this suffer then happen only because the environment is not conducive and the community is not inclusive.



Figure 2. A picture illustrating how disability is not naturally associated incapability

The term child with a disability refers to a child with mental retardations, hearing impairment, speech or language impairment, visual impairments (the deaf, mute, and blind), serious emotional disturbance, and orthopedic impairment (amputated legs/arms, spinal disorder, paralysis).

Persons with special needs are people who need special help or care, for example because they have a disability.



Figure 3. Engaging persons with disability in regular daily activities equally

1.2 Assisting Persons with Special Needs to Identify and Meet their Needs

There are some specific disabilities and their characteristics presented as follow. Although the types of major disabilities are categorized in to four as hearing impairment, visual impairment, physical impairment and developmental or cognitive impairment, specific disabilities are also viable to ensure the severity of the impairments.

The term person with a disability may refers to a person with mental retardations, hearing impairment, speech or language impairment, visual impairments (the deaf, mute, and blind), serious emotional disturbance, and orthopedic impairment (amputated legs/arms, spinal disorder, paralysis).



Figure 3. Identifying and Meeting the Needs of Persons with Special Needs

Here are some specific disabilities and their characteristics:

1. **Autism** – is a developmental disability affecting verbal and non-verbal communication and social interaction, generally evident before age 3 that adversely affects a child's educational performance.



Figure 4. Voice output devices for persons with Autism to communication skill

Source: <https://www.autismconnect.com/images/parts.JPG>

2. Hearing Impairment

There are two kinds of hearing impairment:

- 1) Deafness, and
- 2) Hard of hearing.

Hearing impairment is often identified when the child reaches school age. This is because all babies use body language and voices to communicate with the caregiver. Deafness means a hearing impairment so severe that the child is impaired in processing linguistic information through hearing with or without amplification that adversely affects a child's educational performance. Deafness occurs when children have a complete loss of hearing. Hard of hearing occurs when children hear only partially. To identify hearing loss early, caregivers and teachers need to talk with children verbally (e.g., use of words) and non-verbally (e.g., make body gestures using fingers and hands, moving the body in different directions such as nodding or making facial expressions).

Inclusive care services can be delivered at different places, including homes, schools, care centers, faith-based programs, early intervention centers, rehabilitation centers, etc.

In an inclusive environment, a caregiver will recognize that each person is unique and treats everyone with equal respect and empathy and raises awareness about person with special needs through book reading, puppets, and playing, and speaks out against misconceptions and myths depending on the age of that person.

There are models for children focusing the right behavior on how to respectfully interact and talk with disabilities at the level of the children's understanding. For example, be honest and use direct and simple explanations and encourage with and without disabilities to play together with guidance. Ensures that all environment receive equal treatment and services appropriate to each child's context (e.g., abilities, personality, culture, language, religion). Reaches out to marginalized in the surrounding community and facilitates inclusion.

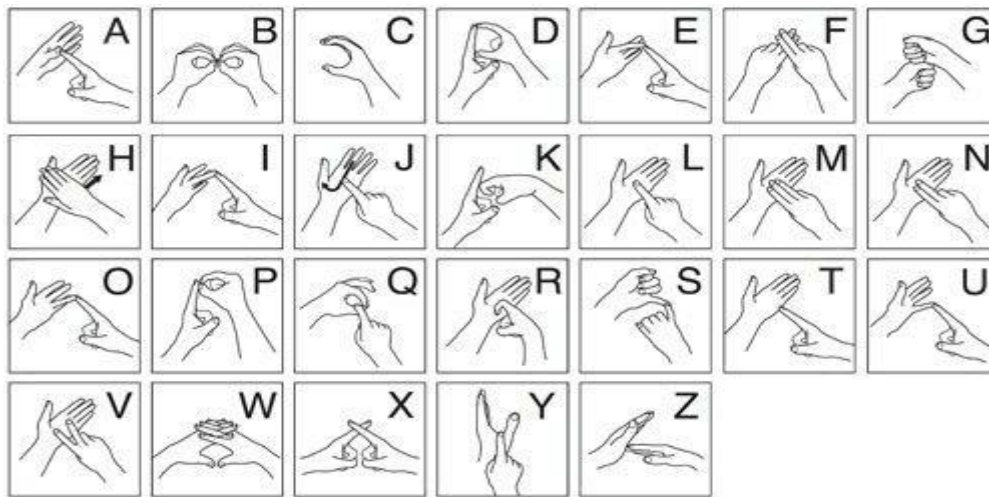


Figure 5. Sign language English alphabets

Source: <https://www.pinterest.nz/pin/415034921895255379/>

EXAMPLES OF SIGN LANGUAGE USAGE:

I Love You!



3. Deaf-blindness – means concomitant hearing and visual impairments, the combination of which causes severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children who are both blind and deaf.

4. Hearing impairment – means impairment in hearing whether permanent or fluctuating that adversely affects a child's educational performance.



Figure 6. Hearing Aids

Source: <https://why.org/>

5. Intellectual or Cognitive Impairment- Mental retardation means significantly sub-average, general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance. In other words, a cognitive impairment can be present at birth or acquired early in life. It delays the ability to learn and to cope within society. A may be a slow learner, or may forget things easily. The cognitive impairment can be mild or moderate. This means that can learn most of the things that other children learn. However, two categories need extra time and help to learn independent daily living skills, including social skills. A third category is profound cognitive delay. A profound cognitive delay will be able to learn some things, but will always be dependent on another person for many activities of daily life. Developmental impairment can be caused by problems during pregnancy, birth, premature birth, iodine deficiency and malnutrition, psychosocial and environmental problems including whooping cough, measles, meningitis, and exposure to lead and mercury poison. Other causes include social problems such as physical, mental, or sexual abuse, deprivation of love and affection, uncaring institutionalization, or genetic conditions such as Down Syndrome.

These psychosocial conditions can be avoided by good prenatal and antenatal care which includes maternal psychosocial and nutrition during pregnancy, childhood immunizations, child's psychosocial and nutrition, and decreasing the exposure of young children to diseases such as malaria and trachoma and childhood injury. Early medical assessment, stimulation, and education campaigns are important interventions.

7. Multiple disabilities – are concomitant impairments (such as mental retardation blindness or mental retardation-orthopedic impairment), the combination of which causes such severe

educational needs that they cannot be accommodated in special education program solely for one impairment.

8. Physical Impairment. Physical disability hinders motor ability, which is the skill to control muscle flexibility and movement. Physical impairment can be permanent or temporary. Two types of impairments hinder flexibility of muscle and movement: orthopedic impairment and psychosocial impairment. Orthopedic impairment may have club foot, be missing some part/s of the body (e.g., arm, leg), have limp legs caused by polio, or amputations and disfigurement due to accidents or burns.



Figure 7. Physical mobility aids.

Source: <https://img.freepik.com/premium-vector/isometric-set-mobility-aids>

10. Speech or language impairment – is a disorder in communication including stuttering, impaired articulation, language/voice impairment, affecting adversely the child’s educational performance.

11. Traumatic brain injury – is an acquired injury to the brain caused by an external physical force such as open or closed head injuries resulting in the impairments in one or more areas of the brain such as cognition, language, memory, attention, reasoning, abstract, problem solving, sensory, perceptual/motor abilities, speech, psychosocial behavior, and physical functions.

12. Visual impairment including blindness – means an impairment of vision including partial sight and blindness adversely affecting a child’s educational performance. Visual impairment includes low vision and blindness. A person who is blind cannot see while a

person with low vision can see partially. It is not possible to correct low vision using ordinary eye glasses.



Figure 8. We walk, an innovative smart cane with a touch pad and speaker.

Source: <https://lighthouseguild.org/>



Figure 9. Text reader eyeglass for blind

Source: <https://irisvision.com/>



Figure 10. white cane

Source: <https://www.wikihow.com%2FUse-a-White-Cane&psig>

Self-Check Questions

1. What are the types of hearing impairment?
2. Why do we need sign language in caregiving?
3. What do multiple disabilities mean?
4. The person who is disabled is also unable to win his/her daily livings.
(True/False) and discuss why you chose either of the two options.

Unit Summary

The United Nation convention on the rights of persons with disability (UNCRC) define persons with disability as, Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. The words people use to describe disability can affect the psychological wellbeing of the person with a disability. Persons with Special Needs are children and adults with certain disabilities that prevent or restrict them to function effectively in their daily living.

Although the types of major disabilities are categorized in to four as hearing impairment, visual impairment, physical impairment and developmental or cognitive impairment, specific disabilities are also viable to ensure the severity of the impairments.

Unit Review Questions

1. List some specific types of disabilities?
2. For which types of disability you suppose to use sign language for communication?
3. Which type of the following impairment effectively supported assistive devices?
 - A. Hearing Impairment
 - B. Deaf-blindness
 - C. Multiple disabilities
 - D. All

UNIT 2

Identifying the Rights of Persons with Special Needs

Introduction

Persons with special needs has different types of rights. This right will facilitate their full participation and inclusion in the community and socio-economic development of any nation. The foremost thing to use these rights is the knowledge and accessibility of the information to the persons with special needs and the immediate family members. As a caregiver you supposed to have the clear understanding on the rights of persons with special needs.

Unit Learning Outcomes

After the training, students will be able to:

- Identify specific needs of Persons with Special Needs

2.1. The recognition of the Rights of Persons with Special Needs

Do you know about UNCRPD? What it is all about?

A UNCRPD- is the United Nations Convention on The Rights of Persons with Disability. It is the Convention on the Rights of Persons with Disabilities (the Convention or CRPD for short) is an international agreement that reaffirms that people with disabilities have the same human rights as everyone else. The Convention aims to ensure that people with disability enjoy the same human rights as everyone else and that they can participate fully in society by receiving the same opportunities as others.

The Convention promotes and protects the human rights of persons with a disability in economic, social, political, legal, and cultural life. This includes rights to accessibility, personal mobility, health, education, employment, habilitation and rehabilitation, participation in political life, equality and non-discrimination. This international convention was ratified by the government of Ethiopia and it becomes an integral part of the laws of the country.

For detail information you can access the convention searching by online.

2.2 Major Rights of Persons with Special needs

The following major rights identified as the major rights of persons with special needs: -

1. **The right to choose for oneself.** – A person with special needs can choose for himself/herself on what to pursue as a career, a livelihood, or an activity following his/her ability, interest, and other capabilities.
2. **The right to have meaningful work.** – It is important that what he/she does is an exercise to the fullest of his/her ability and interest.

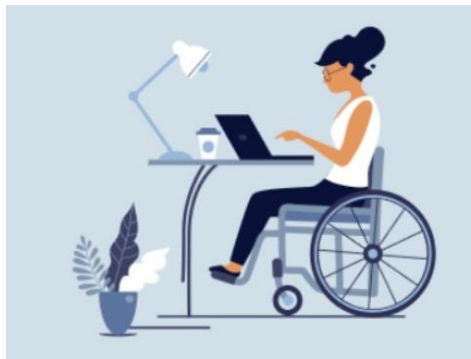


Figure 1. Inclusive environment eradicates potential barriers

Source: <https://www.cgi.org.uk/jobs/images/5494/default/>

3. **The right to pursue advocacy.** – Advocacy is seeking support for something which can be an idea, a need, or a right.



Figure 2. Awareness Campaigns help to combat stigmatization and discrimination.

Source: <https://www.narayanseva.org>

4. The right to privacy. – Every person with special needs has the right to do his/her individual personal needs away from the public eye.

5. The right to dignity. – A person with special needs should and must enjoy the same rights and privileges accorded to any person, be a citizen of a country, a member of his/her family.

6. The right to confidentiality

Any information that may put his/her psychosocial, his/her reputation and his/her good name shall be protected and kept in confidentiality.

7. The right to enter into a relationship

As a social being, persons with special needs can develop his/her social skills and eventually learn how to get along with others.

8. The right to be treated as a valued individual

A valued individual is one who believes in himself/herself and therefore has self-confidence.

9. The right to fair treatment

Treat him fairly and /her equally at home and in the community as a member of his/her family and the community.

10. The right to self-determination

A person with special needs should be given the opportunities to decide what, when, and how to carry out his/her daily activities for which he/she is capable and responsible.

11. The right to skills development

Every person with special needs differs from other persons with special needs in terms of what type and level of skills can be developed by him/her.

13. The right to appropriate support

It is the responsibility of the government and family, community, and non-governmental organizations with advocacy in rehabilitating persons with disabilities to provide appropriate support for them.

14. Economic rights

These are rights avail of goods and services for his/her daily living.

Self-Check Questions

1. What strategies do you implement to promote the right to pursue advocacy for persons with special needs?
2. Find the UNCRPD documents from the internet and discuss with your classmates why the convention was designed.

Unit Summary

Knowing the rights of persons with special needs facilitates their full participation and inclusion in the community and socio-economic development of any nation. As a caregiver, you are supposed to have a clear understanding of the rights of persons with special needs.

Unit Review Questions

1. List some rights of persons with special needs should exercise?
2. The opportunities to decide what, when, and how to carry out activities for a person with special needs is a type of _____rights.
 - A. Economic Right
 - B. Self-determination right
 - C. Democratic right
 - D. The right to confidentiality
3. Which one of the following statements is incorrect?
 - A. Persons with special needs deserve equal rights
 - B. The right to fair treatment is the business of the person with special needs
 - C. Advocacy plays a pivotal role in mainstreaming the rights of persons with special needs.
 - D. B is incorrect.
4. What is UNCRPD?

Project Work 1

Based on the purpose of the following project and the instruction given prepare a report within a page.

Purpose of the project: - Assessing the inclusion of the person with disability.

Instruction: - Meet any person with disability or his/her family in your locality and write and present a report for your classmate based on the information you collected. Use the following questionnaire as input.

1. What is the types of disability the person you meet have?
2. What are the rights he/she received till now?
3. What are the big challenges he/she faces in a daily basis?
4. Ask your client what should the stakeholder need to fulfill to exercise his/her right?
5. Conclude the report including your own thoughts on any topics based on your interview and observation and finalize how much the inclusion is addressed?

UNIT 3

Identifying the Duties and Responsibilities of Caregiver

Introduction

The basic caregiver duties and responsibilities could include bathing and grooming, laundry and helping with dressing, food shopping and preparation, light housekeeping, managing medications, transportation, mobility assistance and companionship and emotional support.

Unit Learning Outcomes

After the training, students will be able to:

- Assist with personal care of persons with disability
- Assist the mobility of persons with disability
- Support emotion management of persons with disability

3.1 Duties and Responsibilities of Caregiver

The generic duties and responsibilities of caregiver to persons with disability may include:

- **Assisting with personal care:** bathing and grooming, dressing, toileting, and exercise.
- **Basic food preparation:** preparing meals, shopping, housekeeping, laundry, and other errands.
- **General psychosocial care:** overseeing medication and prescriptions usage, appointment reminders, and administering medicine.
- **Mobility assistance:** help with getting in and out of a wheelchair, car, or shower. And personal supervision: providing constant companionship and general supervision.
- **Transportation:** driving to and from activities, running errands, and help to get in and out of the wheelchair-in accessible vehicle.



Figure 1. Caregiver supporting person with disability in public transportation

- **Emotional support:** being a stable companion and supporter in all matters personal, psychosocial-related and emotional support.
- **Care for the elderly:** orienting someone with Alzheimer’s disease or dementia, relaying information from a doctor to family members.
- **Back-up care (or respite) services:** providing other caregivers a break.
- **Home organization:** help with organizing, packing or cleaning for a trip, or general house care and cleaning.
- **Attentiveness.** It is important when providing home care that the caregiver is attentive to the needs and changes that are taking place. By being attentive, the caregiver will notice when there are emotional or physical changes in the person he or she is caring for.
- **Dependability.** Those who need home care don’t usually just need it sporadically. Rather it is regularly, so a caregiver must be dependable and show up to provide the care that the person needs and is counting on.
- **Trustworthiness.** Caregivers are often in a position that will allow them to have access to the belongings of the person they are caring for. The caregiver must be someone who is trustworthy and will not breach that trust by taking advantage of the person he or she is caring for.

Self-check Questions

1. Mention at least four duties and responsibilities of care giver when it comes in disability?
2. Based on your understanding categories the duties and responsibilities of Care giver in to two parts as indoor and outdoor obligations?

Unit Summary

When we think of disabilities we usually think of a permanent condition that impairs someone's ability to function independently. If you are taking care of someone with a disability, you can understand the 24-hour nature of caregiving duties.

Some people are born with a disability and others acquire a disability later in life. The individual differences in disabilities guide the caregiver and the duties they must perform to keep someone safe and cared for.

Caregivers assist individuals who have difficulty performing basic day-to-day activities, for example, the elderly, disabled persons, or people suffering from chronic or mental disorders. A caregiver's duties include assisting with personal care, administering medication, and providing companionship. They work in their clients' homes or in special care facilities.

Unit Review Questions

1. List out the generic duties and responsibilities of caregiver to persons with special needs?
2. What is back up care?
3. What are the activities the caregiver should do in the duties of attentiveness?
4. What is the difference between mobility assistance and transportation when providing care for persons with disability?

UNIT 4

Providing Appropriate Support to Persons with Special Needs

The importance to support Persons with Special Needs is giving equal opportunities and the corresponding respect; we grow a sense of confidence in the persons with disabilities and cultivate a sense of belonging. This makes for positive growth attitudes, and despite any disability, a person will pursue and work on their goals, thus contributing positively to society.

Unit Learning Outcomes

After the training, students will be able to:

- Carry out his/her routine or daily activities in care providing.
- Communicate with persons with disabilities appropriately.

4.1. Appropriate Support to Persons with Special Needs

What is ADL?

*The **ADL** (Activity of Daily Living)*— Is a term used in psychosocial care to refer to daily self-care activities within an individual's place of residence, outside the home, or both. The ability of a person with disability to carry out his/her routine or daily activities is a measure of his/her functioning as a person and as an individual. The ADLs are the tasks we normally do which consist of self-care activities such as the following:

1. ***Maintaining Personal Safety:*** Make sure to know the area where you live. Keep all emergency numbers, as well as family contacts, encoded in a cell phone.
2. ***Communicating with family members and others***
 - Use a normal tone of voice—do not raise your voice unless asked to.
 - Be polite and patient—do not rush the conversation.
 - Speak directly to the person rather than the person with them.

- Ask the person what will help with communication—there are different ways to communicate.

3. *Meals and Drinks:*

- Use of adaptive equipment
- Have aids, drink and food within reach.
- Use their stronger hand.
- Use a non-slippery surface to keep bowls and plates from moving.
- Sit in a supported chair with feet on a firm surface.
- Have elbows on a firm surface.

4. *Eliminating or toilet hygiene.* The following things can make it easier to use the toilet:

- Allow plenty of time so the person doesn't feel rushed.
- Place a chair halfway if it's a long walk to the toilet so they can have a rest.
- Keep the floor free from clutter so they don't trip.
- Keep a light on to help them safely reach the toilet during the night.

5. *Breathing:* Demonstrates some simple breathing exercises for people to try at home. These simple processes can be used together or independently to teach deep breathing to people with intellectual disabilities. All you need is:

- a hand (yours or the hand of the person you're coaching)
- a small, lightweight, flat object (plates and small hardcover books are perfect for this).

6. *Mobilizing and transferring:* activity while 'moving and handling' emphasize the caregiver's involvement. Important things to remember when working with persons with disabilities:

- Use first-person language.
- Make eye contact with the person, regardless of the disability.
- Ask before you help the person will and request assistance when needed.

- Focus on abilities instead of disabilities.
 - Allow them to do what they can do.
7. **Attending to personal hygiene:** It is essential for one to use the appropriate personal care products in order to keep personal hygiene tips for persons with disabilities in check. Individuals who have impairments should shop for items that cater to their particular needs, such as modified toothbrushes, razors, and bath accessories.
8. **Dressing and Undressing:** Place the sleeve of the shirt as high as possible on the person's shoulder of the affected arm to facilitate dressing or undressing. Make use of simple dressing aids such as dressing stick, long handled shoe horn and easier reached if available. Clothes should be comfortable and loose-fitting.

4.2 Supporting Persons with Disabilities and their Families



Figure 1. Supporting Person with Disability with Positive Attitude

Source: <https://pngtree.com/>

Family's play a vital role in providing care for persons with disabilities. It is the primary institution to influence positively or negatively. As a caregiver you supposed to provide the necessary knowledge and information to the families and this will have a benefit to all the parties in care providing and care receiving. So in a family setting follow strictly the following activities and steps: -

i. Start a support group of parents and caregivers of children with disabilities working together.

Working together provides an opportunity to share feelings and information, exchange ideas about activities to help the children and the best ways to adapt activities for a particular child, and make the community become friendlier, safe, and more supportive for children with disabilities. To start a support group: -

Find two or more parents or caregivers who want to start a group. If you do not know other parents/caregivers whose children have a disability, you may want to include adults with disabilities, friends, community workers, and others. A psychosocial worker may know of parents in nearby communities.

Plan when and where to meet. It helps to find a quiet place, like a school, psychosocial post, cooperative, or place of worship.

At the first meeting, discuss why you are meeting and what you hope to do. Probably one person will be the leader of the first few meetings. But it is important that no one person makes decisions for the group. Everyone should have a chance to talk, but try to keep the discussion focused on the main reasons for the meeting. After the first few meetings, take turns leading the group. Having more than one person lead each meeting will help to share responsibilities among the groups.

Provide in-home support and referrals for children with disabilities and their caregivers. A volunteer social worker can provide support through home visits:

Provide supportive counseling, positive stimulation, and emotional comfort to the child and his/her parent or caregiver.

Share information with families that all children are special and that it is important for families and other adults to appreciate the uniqueness of each child and their special needs, while at the same time appreciating the abilities of the whole child. This information will help families focus on what the child can do instead of what he/she cannot do.

Share information with families about disability, its causes, and the importance of early intervention. Families of children with disabilities may lack knowledge about the causes of disability and think it is caused by a curse from God. Families may have been also using traditional medicine, which may have adverse effect on the child's psychosocial.

Communication and information-sharing helps families to realize which practices are harmful and which are not, and consequently change behaviors.

Provide contact information on appropriate and locally available support and resources for children with disabilities and show families the ways and means to access these resources, or how to use referral systems to get special support from psychosocial care services, counselors, rehabilitation centers (e.g., for adaptive and prosthetic devices or sign language training), inclusive early educational centers, etc.



Figure 2. Engaging child with disabilities with their age group equally

- Spend time in the home with the child, or arrange for others to do the same, so that the parent/ caregiver can take some time off, go to the market, and/or attend to other needs. Help the child join with other children in the neighborhood as much as possible; for example, for play, in the church or mosque, or at community events.
- Work with local providers—most importantly the local school—to make sure that the child has access to educational opportunities to the extent possible for that child. Inclusion for education may mean some accommodation by the school; for example, to move the child’s classroom to the ground floor, or assign other children to help the child with the disability get to and from the school, etc.

ii. Plan and facilitate a community care network for supporting children and adults with disabilities in the community.

- Step 1: Ask a group of interested community members to join the group for the training and reflect on the idea of establishing a small sub-committee for helping children with multiple disabilities. The objective of this sub-committee is to provide a network of information and specialized resources, and to facilitate support and the coordination of care for local children with disabilities and their families.

- Step 2: Invite a professional from the offices of Social Affairs, or a person from the Organization of Persons with Disabilities (OPD) to help the sub-committee to plan and start the process of mobilizing the community to achieve their objective.
- Step 3: Give these individuals a piece of paper and ask them to write down what they can personally contribute by way of time, knowledge, skills, or other resources, that could help children with disabilities and their families. This information is important to have, even if all the members do not end up serving in the sub-committee.
- Step 4: Capture the promises on a flipchart, without repeating the points.
- Step 5: Establish a sub-committee of three to five persons that can create and coordinate the process of establishing a care system in their community. Sub-committee members should come together and decide a meeting date and venue to start their work.
- Step 6: Decide on an action plan: What does the sub-committee want to do first, then second, then third? Who should take the lead and what is the time-line?
- Step 7: Conclude by thanking everyone for their participation and commitment to contribute to their community's development.

Self-Check Question

1. What does it mean 'focus on abilities instead of disabilities.'?
2. In the ADL activities during meals and drinks what are the precautions?

Unit Summary

The ADL (Activity of Daily Living)— Is a term used in psychosocial care to refer to daily self-care activities within an individual's place of residence, outside the home, or both. Family's play a vital role in providing care for persons with disabilities. It is the primary institution to influence positively or negatively. As a caregiver you supposed to provide the necessary knowledge and information to the families and this will have a benefit to all the parties in care providing and care receiving. Working together with family and the community also provides an opportunity to share feelings and information to mainstream disability issues.

Unit Review Questions

1. What is the ADL in care providing setting? Give a clear explanation?
2. Enumerate a facilitation steps in a community care network to plan for supporting children and adults with disabilities in the community.

Project Work

1. Form a group of 3 members.
2. Go to your locality and identify one person with disability/ persons with disabilities (faced with similar impairment/impairments)
3. Identify their type/s of disability.
4. Identify their need/needs
5. Write an essay describing regarding the type of the disability/multiple disabilities, its characteristics and rights to be entertained
6. What kind of duties and responsibilities do you have as a caregiver?
7. What partner government and private organization you need to consult for your project assignment?
8. What type of appropriate supports will you provide as a caregiver?

N.B. Your project report has to address all the numbered points either in the form of narrations of essay with in the maximum page limit of 3.

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Module VII

Professional Ethics

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Module Description

This pathway helps students to develop an understanding of a range of theoretical and practical techniques used in Professional Ethics in the provision of psycho-social care giving. By instilling ethical values, students are equipped to navigate ethical dilemmas in their personal and professional lives. Ethics also plays a role in shaping students' character and moral development, fostering qualities like empathy, compassion, and social responsibility. Professional ethics provide rules on how a person should act towards other people and institutions in such an environment. And it can eventually promote rational thinking and unbiased judgment among students.

How is this student module organized?

Developing Professional Ethics student modules consists of two units, which contain the following components:

- Developing Professions and Professionalism
- Ethical decision making

Unit 1

Developing Professions and Professionalism

Introduction

This unit focuses on two main conceptual issues. The *first* is the basic concepts of professions, followed by professionalism, which will help you get a better understanding of workplace ethics. In general, Professionalism in caregiving refers to the standards of conduct, behavior, and ethics that care givers are expected to uphold in their practice.

Membership in the community of professional helpers includes considerable status, power, and prestige. Society entrusts Psycho social care givers in particular with authority and responsibility associated with service to vulnerable people. In this chapter you will explore the following characteristics of professionalism: (1) integrity, (2) professional knowledge and self-efficacy, (3) critical thinking and lifelong learning, (4) self-understanding and self-control, (5) cultural competence and acceptance of others, and (6) social support.

Learning outcomes

Following completion of this chapter, learners should be able to

- Describe the characteristics of professionalism
- Discuss the significance of professionalism for effective care givers practice
- Understand how integrity serves as a foundation for professionalism
- Discuss the importance of professional knowledge and self-efficacy, critical thinking and lifelong learning, self-understanding and self-control, cultural competence and acceptance of others, and social support for effective care givers practice

Key Terms

Profession, professionalism, Ethics

Brainstorming questions.

1. What is professionalism?
2. Reflect on the value of professional ethics in our daily lives.

1.1. Professionalism and Basic characteristics of professionals

Professionalism in caregiving is critical for upholding the integrity of the profession, maintaining public trust, and ensuring the best possible outcomes for clients and communities. It requires both individual responsibility and collective commitment to the field's standards and values.

The basic Characteristics of professionals in the workplace

There are different characteristics of professionalism expected from workers in all areas including from care givers. some of the key characteristics include :

- A. Integrity:** Fundamental to the facilitative qualities of authenticity and respect, integrity is also an essential aspect of professionalism. Within the context of care givers service, integrity suggests honesty, truthfulness, and sincerity. In its Code of Ethics, the National Association of Psycho social care givers (NASW) states, "Psycho social care givers should not participate in, condone, or be associated with dishonesty, fraud, or deception". Keeping promises and following through on commitments are additional aspects of integrity. As a Psycho social care giver you demonstrate integrity when you share information that is supported by valid and reliable evidence. You reflect integrity when you acknowledge publicly the contributions of others and credit sources of information used to support your own statements and positions. You demonstrate integrity when you openly state that you are sharing a personal opinion rather than a professional recommendation. You display integrity when you willingly acknowledge mistakes and errors in your own thoughts, words, and deeds. You exemplify integrity when you resist temptations to cheat, lie, or misrepresent facts. You manifest integrity when you report a friend and colleague who defrauded or exploited a client, cheated on an exam, or plagiarized a report. In sum, you demonstrate integrity as a care givers when you behave in an honourable manner and hold yourself accountable to high professional standards.

B. Critical Thinking and Lifelong Learning

The intellectual challenges and the breadth and depth of knowledge you will need in care givers career are daunting (discouraging). To process the massive amount of emerging information and to provide service to people facing difficult challenges, you need highly developed critical thinking skills.

C. Self-Understanding and Self-Control

In addition to integrity, knowledge and self-efficacy, and critical thinking and continuous lifelong learning, professionalism also involves a sophisticated level of self-understanding and self-control. Because care givers practice involves the conscious and deliberate use of self, *you* become the medium through which knowledge, attitudes, and skill are conveyed. You need a truly extraordinary depth of self-awareness and a refined ability to selectively access various aspects of yourself in your efforts to serve others. Without these qualities and abilities, you could - indeed most likely would - act out your unresolved personal issues with clients or colleagues.

Self-understanding and self-control are not products or outcomes that can be completed and then set aside. Rather, they reflect ongoing processes through which you continuously grow personally and professionally. Self-understanding and self-control tend to reduce the risk of harm to others that can occur if you are unaware of or unable to manage your own habits, patterns, and issues. To be effective, you need to know how you present yourself, how you appear to others, and what mannerisms you commonly exhibit. You need to know which issues cause you anxiety or uneasiness, which topics trigger emotional responses, what kinds of people or events elicit fear or anger, and which patterns of personal interaction you tend to prefer. Of course, such a level of self-understanding does not occur through a single set of exercises, a course, or even a complete program of university study.

1.2. Values and Ethics for professional psycho social care giving

Effective caregiving practice is guided by knowledge, skills, and values. Ethical standards can also be used to hold caregivers accountable for poor decisions, through malpractice suits, regulatory board sanctions, and other adjudication mechanisms. Regardless of their setting or role, care givers must be cognizant of professional and personal values and ethical standards. Further, they must be able to engage in problem solving to effectively resolve dilemmas when they arise.

Understanding Values: Values are core beliefs about what is right, good, or preferable. The values held by each individual guide their choices and actions on a daily basis. Some values are broad or general, such as honesty, freedom, productivity, or accountability. Other values may be articulated more specifically, “I value human life, and therefore I am against the death penalty, abortion, and assisted suicide,” or “I believe in protecting the environment, so I follow principles of sustainable development.” In these explicit examples, personal beliefs are translated into the individual’s actions and choices. For any given individual, some values are embraced more fully than others. For example, consider the person who believes in the humane treatment of animals but is comfortable eating beef and wearing leather shoes.

Professional values refer to the core beliefs of a profession, to ideals reflecting the origins of the field and the hallmarks of contemporary practice. When professions express their values, they define themselves for the public and help those who might join the profession decide if the field is right for them. Professional values also form the basis for standards to guide the conduct of people within the profession. Six core values have been identified for care giving : service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence.

Service: The value of service refers to the expectation that Psycho social care givers will “elevate service to others above self-interest”, bringing their skills and expertise to bear for all people, including those who cannot afford to pay for care. In embracing “helping others” as their primary goal, community service workers explicitly make other goals (such as generating wealth or gaining fame) secondary.

Social Justice: In valuing social justice, community service workers give a high priority to serving those who are particularly disadvantaged and marginalized, working on intractable systemic problems like poverty and unemployment and striving to change social systems that perpetuate oppression and disadvantage. The value of social justice also refers to an empowerment perspective, where all who are troubled by injustice work together to mutually bring about desired change.

Dignity and worth of the individual: The value placed on the dignity and worth of the individual is multifaceted. It refers to the importance of embracing all people, regardless of difference, and treating others respectfully. It upholds the rights of people to make autonomous life decisions and charges Psycho social care givers with advocating for such empowerment. It acknowledges the prospect of cases where individuals' interests may clash with those of society, but commends Psycho social care givers to address those cases in an ethical fashion.

Human relationships: In valuing human relationships, psycho social care providers identify relationships as the medium for personal and social change. The profession values relationships between practitioners and clients and fosters relationships among individuals to “promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities”.

1.3. Ethics

Ethics are values in action. For the individual, personal values result in an individual code of conduct, which then translates into choices and behaviors. For the person as a professional, the values of the field are reflected in a code of ethics, which is translated into standards to guide practice. Psycho social care givers may subscribe to several codes of ethics.

A. Self-Determination: The right to make the decisions that guide your life, and indeed “the right to be let alone” (Brandeis & Warren, 1890, p. 193) are the essence of self-determination. American society places a high value on the right of those most affected by a decision to be the decision makers (Lowenberg, Dolgoff, & Harrington, 2004) and restricts paternalistic interventions that impinge on that right. In care givers, the standard

balancing those tensions states, “Psycho social care givers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Psycho social care givers may limit clients’ right to self-determination when, in the Psycho social care givers’ professional judgment, clients’ actions, or potential actions pose a serious, foreseeable, and imminent risk to themselves or others”.

B. Informed Consent: The doctrine of informed consent requires that helping professionals disclose the nature of the services to be provided and the accompanying risks, benefits, and alternatives. Equipped with an understanding of their options, clients then have the right to consent to treatment or to refuse it. Similarly, researchers are expected to secure informed consent from study subjects. Whether for research or social services, informed consent should also address the consequences, if any, of the client’s or subject’s refusal to consent. Today, informed consent generally encompasses three standards or preconditions: competence, understanding, and the freedom from coercion (or “voluntariness”) (Reamer, 1995) and several “elements of disclosure,” or the areas of information to be shared.

C. Professional Competence: Ethical standards addressing professional competence are intended to assure that practitioners have the requisite knowledge and skills to carry out their professional responsibilities. The standards for competence apply to the capacity for cross-cultural practice, for providing education and supervision, and for responding to emerging bodies of knowledge. For example, “Psycho social care givers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession” (NASW, 2008, 3.02a). Further, “Psycho social care givers should strive to become and remain proficient in professional practice and the performance of professional functions. Psycho social care givers should critically examine and keep current with emerging knowledge relevant to care givers.

D. Conflicts of Interest: Psycho social care givers are expected to give preeminence to clients’ interests, but a variety of situations can challenge this ideal. Conflicts of interest arise when the worker’s own interests (personal, financial, occupational, sexual, and/or

spiritual) interfere with attention to the client's needs or interests. Psycho social care givers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Psycho social care givers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

E. Privacy and Confidentiality: The protection of clients' personal information is the foundation on which helping relationships are created. This admonition is reinforced in significant legal protections for patient privacy and privileged communications (Dickson, 1998) and in the Code, which urges restraint in soliciting patient information and caution in sharing it, even when the client is not expressly identified. Although case information can be shared for compelling professional reasons such as supervision, client safety, or mandated reporting, clients should be informed in advance of these possibilities. Clients should also provide informed consent for the sharing of private information under other circumstances, such as for the submission of insurance claims, sharing case records, referrals, and so on. When sharing information, Psycho social care givers should disclose as little information as necessary to achieve the intent of the disclosure. And, when feasible, clients should be notified before the actual disclosure is made.

Confidentiality transcends the helping relationship and the death of the care giver or the client. Therefore, Psycho social care givers should consult state laws and organizational policies about the proper timing and disposal of client records. Private practitioners should take steps to assure the security and succession of case files in the event that the worker retires, dies, or is incapacitated (Zuckerman, 2008). And, requests for case information post termination require the same vigilance and discretion as requests made during the course of treatment. Everyone needs private time to think and deal with problems, losses, or simply to enjoy a quiet moment.

- Respect a client's need to get away. Be sensitive to a client's emotional need for privacy or quiet solitude.
- Make sure the client has privacy when visiting or talking on the phone with family and friends or reading his/her mail.

- F. **Nondiscrimination:** A number of ethical standards specifically reflect the profession's commitment to fair and unbiased practices in relationships with clients, colleagues, employees and trainees. "Psycho social care givers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability".
- G. **Duty of Care:** As a professional Psycho social care giver you are legally obligated to provide a reasonable standard of care in delivering care givers services. Clients have a right to expect that you will be competent in discharging your professional responsibilities. There is an implied contract to that effect. Services provided should meet at least an adequate standard of care - as determined in part by the care givers profession and in part by common expectations of helping professionals. Psycho social care givers provide services to a diverse clientele in a wide range of settings. As a result, Psycho social care givers must not only be competent in the fundamentals of care givers practice but must also reflect competence in helping clients address specific problems and goals. For example, Psycho social care givers who work with familieimes addressing child abuse and neglect issues must be competent in both care givers and child welfare practice. Those who serve diverse population groups must reflect cultural competence as well.
- H. **Maintain Professional boundaries:** One of the more difficult ethical dilemmas with which you may be confronted relates to boundary violations in working relationships. This occurs when a professional worker or employee forgets that they are in a professional relationship and not a friendship. Once this professional relationship has been lost, there is then potential for the worker to become over-involved with the client or families of the client and potentially violate the expectation. Professional boundaries need to be observed to ensure that professional standards are maintained. Professional boundaries do not mean the avoidance of another person and their problems. Setting clear boundaries as a caregiver helps you:
- Manage your relationship with a client and other care team members;

- Keep a healthy physical and emotional distance between you and a client;
- Keep your identity as a caregiver clear;
- Know what, how, and when to allow others into your personal space.

Many caregivers find it hard to keep the boundaries of a professional relationship with a client. This can happen because caregivers:

- are people who like helping others and find it difficult to say “no”;
- Enter into very private aspects of a client’s life;
- Work in a home or other home-like residential setting;
- Can become emotionally attached to a client as “family-like” bonds develop

Some of the warning signs that professional boundaries may be in question include:

- Frequently thinking about the client away from work
- Spending your free time with a client;
- Sharing personal information or work concerns with a client;
- Giving special attention to one client over another
- Keeping secrets with a client;
- Taking gifts or money from a client;
- Giving a client your home telephone number.

The best way to maintain a healthy, professional boundary between you and a client is to view caregiving as your job. Viewing caregiving as a job helps you create a needed balance between your work and home life. Having a variety of interests and relationships outside of work is also important.

I. Professional Appearance

Take pride in your appearance and use the following guidelines when getting ready for work:

- **Hair:** Your hair should be clean, neat, and pulled back out of your face.
- **Jewelry:** Make sure your jewelry will not get in the way when you are providing care tasks.
- **Shoes:** Wear shoes that you can work in (e.g. no high heels, loose shoelaces).
- **Clothing:** Wear clean, comfortable clothing that you can move in.
- **Perfume:** Many people have allergies or are sensitive to odors. Be thoughtful and aware. Avoid odors. Be thoughtful and aware

- **Fingernails:** Fingernails should be clean, filed smoothly, and short enough not to injure yourself or others (e.g. scratching, cutting, pinching).
- **Hygiene:** Remember the importance of daily oral and body hygiene.

J. Responding to Situations and Emergencies

There are four ways you will provide for a client's safety and well-being:

- Follow up on any concerns or problems you observe.
- Practice good safety habits that help prevent accidents.
- Be aware of environmental hazards and take precautions where you work.
- Be prepared to recognize and handle emergencies

K. Support a client's independence

Anything that helps a client maintains mobility, social connections, and feelings of self-worth, can be physically and emotionally therapeutic. Find ways to support the client's independence as much as possible, including:

- allowing the client a chance to do things him/herself as much as possible
- Being patient. Do not rush or let getting your "work done" take priority over supporting a client's independence
- Encouraging the client to make little steps so he/she doesn't get discouraged.
- providing plenty of encouragement and positive feedback
- Encouraging the use of any assistive device(s).

L. Honoring Differences

Each person is a unique and worthwhile individual. This uniqueness comes from a lifetime of experiences influenced by such things as his/her:

- Cultural background;
- Religious upbringing and beliefs;
- Gender;
- Sexual orientation and/or marital status;
- Economic status;
- Social groups;

- Physical, mental, and/or sensory disability

All of these factors combine and influence:

- How a person sees the world;
- What he/she believes in and values;
- What he/she considers acceptable ways to look and act;
- What he/she considers “normal”.

M. Avoid bias

Your reactions and feelings towards others - especially those different from what you consider “normal” - happen automatically based on beliefs and values learned from your own upbringing (culture). Hidden biases can influence how you talk, look at, and do things for a client. It is important to be aware of and question how your beliefs and values impact your dealings with others. Differences are neither good nor bad. It is how you react to them that are the key.

Stay alert for signs that unquestioned biases are impacting your actions with a client, including:

- negative judgments about a client’s choices, life-style, etc.;
- Viewing a client’s cultural preferences as unimportant;
- Being impatient or not open-minded about a client’s needs;
- Making jokes or fun of a client.

Just as you may have hidden biases, clients may as well. These biases may influence how he/she talks, looks at, and responds to you as a caregiver.

N. Respectful

- Be polite
- Listen
- Honor and place value in a person
- Call a client by name
- Keep things private
- Provide choice and privacy
- Use appropriate language

Reliable

- Show up to work on-time – all the time
- Do what you say you are going to do
- Set realistic expectations of what you can do
- Organize your time to complete all necessary tasks

Unit 2

Ethical Decision Making

The purpose of this chapter is to contribute to the exploration of ethical decision making by helping students understand the knowledge, appreciate the values, and implement the skills necessary for ethical decision making within the context of psycho social care giving practice.

Learning outcomes

Following completion of this chapter, students should be able to

- Identify and discuss the legal duties of professional helpers
- Access the laws that regulate the practice of care giving ers in their locale
- Identify and discuss the fundamental values of the care givers profession
- Understand the ethical principles and standards that guide care givers practice

2.1 Introduction

Ethical decision making involves consideration of several dimensions and, of course, a great deal of careful thought. First, you need to understand those legal duties that apply to all *professional* helpers. Second, you should thoroughly comprehend the core care givers values and be extremely familiar with the care givers code of ethics. Third, you must be able to identify those ethical principles and legal duties that pertain to specific care givers practice situations. Fourth, when several competing obligations apply, *you* need to be able to decide which take precedence. This repre-sents the greatest challenge and involves the most advanced critical thinking skills. When there is no conflict among the ethical and legal responsibilities relevant to a particular situation, making a decision and taking appropriate action is fairly straightforward. You merely conform to the appropriate legal and ethical obligations. Sometimes, however, the applicable principles and duties conflict with one another so that adherence to one obligation effectively means violating another. Deciding which obligation takes precedence is the most complex and challenging aspect of ethical decision making.

2.2 Ethical Dilemmas

Sometimes your personal values and principles do not match the values and principles of the organisation/agency you are working for. To complicate matters, ethical dilemmas rarely arise in the form of stark choices between absolute right and absolute wrong. They are usually not 'black' or 'white' as the saying goes.

These situations are called ethical dilemmas; they can cause a great deal of inner conflict and concern. Common ethical dilemmas encountered within caregiving work include issues relating to gift-giving and sexual behavior. Caregivers should be particularly aware of issues relating to professional boundaries. It is important that you acknowledge such situations and discuss the matter with your supervisor or employer, to make a decision about how you can best deal with the situation.

2.3 Framework for Ethical Decision Making

Ethical decision-making is a crucial aspect of caregiving, as caregivers often encounter complex situations where they must navigate ethical dilemmas. Here is a general framework for ethical decision-making in caregiving:

Identify the Ethical Dilemma: Recognize and define the ethical dilemma at hand. Clearly identify the conflicting values, principles, or interests involved in the situation.

Gather Information: Collect all relevant information related to the ethical dilemma. This includes understanding the perspectives and needs of the individuals involved, considering any legal or regulatory requirements, and exploring available resources or guidelines.

Identify Stakeholders: Determine who is affected by the decision and who should be involved in the decision-making process. Consider the perspectives of the individuals receiving care, their families, colleagues, other healthcare professionals, and any relevant authorities.

Evaluate Options: Generate and evaluate potential courses of action that could address the ethical dilemma. Consider the potential benefits, harms, and consequences of each

option. Reflect on how each option aligns with ethical principles and professional guidelines.

Apply Ethical Principles: Analyze the ethical principles and values relevant to the situation. Consider principles such as autonomy, beneficence, non-maleficence, justice, and confidentiality. Assess how each option respects or conflicts with these principles.

Seek Consultation and Collaboration: If needed, seek input from colleagues, supervisors, or ethics committees to gain different perspectives and insights. Collaboration can provide valuable guidance and support in navigating ethical dilemmas.

Make a Decision: Based on the evaluation of options, ethical principles, and consultation, make an informed decision that is ethically justifiable. Choose the option that best balances the interests, rights, and well-being of the individuals involved.

Remember, ethical decision-making is a thoughtful and iterative process that requires careful consideration of the specific context and the values and principles relevant to caregiving. In level it is important to consult professional guidelines to ensure that your decisions align with the highest ethical standards

Unit Summary

The values, ethics, and legal obligations that guide **Psycho social care givers** pertain to every aspect of professional practice. Indeed, you should consider ethical principles more important than theoretical knowledge, research findings, agency policies, and, of course, your own personal views.

To make sound ethical decisions in care givers practice, you should be familiar with the fundamental human rights of all people and the basic moral values involved in ethical decision making. You also need to know and understand the values of the profession, the code of ethics, and the legal obligations affecting care givers practice. In addition, you need to identify the ethical principles, standards, and legal duties that may apply to particular situations. Finally, when several obligations conflict, you must determine which take precedence.

The skill of ethical decision making is fundamental to care givers practice. Without such skill, you cannot legitimately claim professional status. Indeed, attempting to provide care givers services without regard for the ethical principles would be, literally, unconscionable.

Self-check questions

1. what are some among the values/principles that underpin ethical thinking and decision-making
2. discuss indicators of conflict of interest
3. Mention the five models for ethical decision making

Activity 5. Features of professionalism in the workplace

Hidden in the block below are seven features of professionalism. After reviewing that part, see if you can find and shade them.

C	O	M	M	U	N	I	C	A	T	I	O	N	U	Z	X	I	D	L	M
O	K	A	Z	P	O	F	F	D	R	O	N	Y	C	W	G	U	K	R	X
Q	R	Z	Y	Q	G	Z	V	N	I	E	L	S	X	N	U	H	W	P	O
C	B	X	L	P	V	H	O	N	E	S	T	Y	U	G	G	H	O	B	R
F	U	E	C	Z	S	N	T	M	K	N	O	W	L	E	D	G	E	A	P
C	C	I	N	T	E	G	R	I	T	Y	P	S	W	P	Y	N	E	W	W
Q	T	U	W	I	Z	H	W	O	X	O	L	X	U	Q	N	R	H	F	Y
C	F	D	P	X	S	X	C	O	U	R	T	E	S	Y	Y	E	G	R	J
F	Z	N	R	E	S	P	E	C	T	Q	W	D	C	L	A	H	L	C	P
Q	A	C	L	U	A	C	C	O	U	N	T	A	B	I	L	I	T	Y	S

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Module VIII

Basic Kaizen



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Acronyms

5W1H	What and Why and When and How and Where and Who
CAD	Computer Aided Drawing
FIFO	First In First Out
ID	Identification
JIT	Just-In- Time
KPT	Kaizen promotion team
MRO	Maintenance, Repair, and Operations
PVC	Polyvinyl Chloride
QA	Quality Assurance
QC	Quality Control

Module Description

The foundation of any successful Kaizen, or continuous improvement, initiative lies in the effective implementation of the 5S methodology. The 5S principles - Sort, Set in Order, Shine, Standardize, and Sustain - provide a structured approach to organizing, cleaning, and maintaining workspaces, enabling teams to eliminate waste, enhance productivity, and foster a culture of excellence.

When 5S is fully embraced and ingrained within the organizational fabric, it lays the groundwork for more advanced Kaizen techniques to thrive. A well-organized, visually-appealing, and meticulously maintained workspace not only boosts employee morale and engagement but also facilitates the identification of problems, the implementation of innovative solutions, and the sustenance of continuous improvement efforts.

This module covers the units:

- Overview of 5S
- Sort Items
- Set in Order
- Shine Work Area
- Standardize 5s
- Sustain 5s

Learning Objective of the Module

- Overviewing 5S
- Identify Sort items
- Set all items in order
- Perform shine activities.
- Implements of Standardize 5S
- Determine Sustain 5S

Module Instruction

For effective use these modules trainees are expected to follow the following module instruction:

1. Read the information written in each unit.
2. Accomplish the Self-checks at the end of each unit.
3. Perform Operation Sheets which were provided at the end of units.
4. Do the “LAP test” given at the end of each unit and
5. Read the identified reference book for Examples and exercise.

Unit 1

Overview of 5's

This unit is developed to provide you the necessary information regarding the following content coverage and topics:

- Basis of 5s
- Benefits of 5s
- Pillars of 5s
- 5s Tools
- 5S Implementation Plan

This unit will also assist you to attain the learning outcomes stated in the cover page. Specifically, upon completion of this learning guide, you will be able to:

- Anchoring 5s concepts
- Understand the 5s benefits
- Contemplating 5s pillars
- Utilize 5s Tools
- Demonstrate 5S Implementation Plan

1.1 Basis of 5's

5S is defined as a methodology that results in a workplace that is clean, uncluttered, safe, and well organized to help reduce waste and optimize productivity. It's designed to help build a quality work environment, both physically and mentally. The 5S philosophy applies in any work area suited for visual control and lean production. The 5S condition of a work area is critical to employees and is the basis of customers' first impressions.



Figure Error! No text of specified style in document.-1 Five S's

The 5S quality tool is derived from five Japanese terms beginning with the letter "S" used to create a workplace suited for visual control and lean production. The pillars of 5S are simple to learn and important to implement:

- **Seiri:** To separate needed tools, parts, and instructions from unneeded materials and to remove the unneeded ones.
- **Seiton:** To neatly arrange and identify parts and tools for ease of use.
- **Seiso:** To conduct a cleanup campaign.
- **Seiketsu:** To conduct seiri, seiton, and seiso daily to maintain a workplace in perfect condition.
- **Shitsuke:** To form the habit of always following the first four S's.

1.2 Benefits of 5's

A lot has been said regarding lean warehousing and the 5S practices, but the following are the key benefits of implementing the lean warehousing 5S practices.

A. Enhanced Level of Efficiency

One of the key principles of 5S is to get rid of items that are not used. This makes it easier to find items that are necessary. To implement this strategy, you will get rid of clutter, unwanted items, scrap materials and unused supplies.

B. Increased Safety

One of the primary benefits of the lean warehousing 5S practices is increased workplace safety. The cleanliness of the practices ensures that potential hazards are cleaned up immediately and that potential hazards are detected early, preventing any disastrous situations.

C. Reduced Costs

A good amount of space can be freed up by eliminating unused materials and clutter. There is also always a cost associated with the space that those materials were taking up. Not only the cost of renting the space but the cost of heating/cooling, cleaning and maintaining it.

D. Improved Maintenance and Less Downtime

By maintaining tools and equipment clean and free of clutter, it can be easier to spot out small defects, failures and problems like oil leaks. This early recognition of a defect allows you to take preventive measures before it becomes a more serious problem.

E. Improved Morale of Employees

If an employee recognizes that their company cares, employee morale will be boosted, and employees will care more about their job. By implementing lean warehousing 5S practices not only are you creating a safer, cleaner and more efficient workplace but you're showing your employees that you care about them, their area of work and their safety.

1.3 Pillars of 5's

5S is sometimes called the five pillars because just like the physical pillars that hold up a structure, 5S has five elements that support the effectiveness of the system. And just like the pillars of a building, if one was to weaken or fail, the entire structure would fall.

1. Sort

Sort is the process of removing all the items not needed for current production from the workspace. 5S begins with the Sort step. Sort is the cornerstone of 5S and will help get rid of problems

2. Set in Order

Set in Order is the process of putting everything in a place that is easy to get to. All items should be clearly marked so anyone can easily find its proper workplace.

The goal of Set in Order is to create a standardized and consistent way to store and retrieve tools and materials. The key here is standardization.

3. Shine

When implement this step, two things will happen. First, your employees will like coming to work in a clean environment. Second, because you are keeping the equipment and your surroundings in great shape, you will have fewer injuries and fewer equipment breakdowns. That means greater productivity and fewer costs.

4. Standardize

The Standardize pillar utilizes a set of schedules and checklists that can be easily followed so each step of 5S is performed exactly the same way every day.

5. Sustain

The final step to any successful organization methodology is the sustaining step. A successful Lean warehouse will have implemented an efficient process, taken ownership of the Lean warehouse practice and have a transparent and visible way to record and measure every 5S activity.

1.4 5's Tools

1.1.1 Red Tags

The Red Tag Strategy in 5s is implemented in the first phase, or sorting phase, of any implementation. Its effects are seen immediately throughout any facility with little or no cost, helping to improve reduce inventory, clerical efficiency, and increase productivity throughout.

One reason this strategy is so important is that workers tend to "personalize" or get attached to tools and equipment. They often have a hard time determining what is necessary for the production cycle of the product and what is not. There is a natural tendency to want to keep tools and other equipment around "just in case".

The Target places in the factory for this aspect of sorting include inventory, machinery and equipment, and space in general such as floors and shelving. Establish a criterion prior to the implementation of the process, and then fill out the tag properly for inventory purposes, or the item is simply thrown away.



Figure Error! No text of specified style in document.-2 Sample Red Tag

A. Colour

Coding

The easiest form of visual controls to apply is colour coding, where we use colours to communicate status. Once implemented, it allows employees to easily identify what action to take next. Having color-coding standards in your workplace organization will help ensure a uniform style across the business.

YELLOW	Aisle ways and traffic lanes: paths of progress work cells
WHITE	Production or racks, machines, carts, benches, and all other equipments that does not fall under any other colour guidelines
RED	Defects/scrap area ; red tag area
ORANGE	Materials or production inspection or energized equipment
GREEN	Raw materials or first aid related locations
BLUE	Work In progress
BLACK	Finished goods
BLACK-YELLOW	Area which presents physical or health risks to employees. Indicates that extra caution is to be exercised
BLACK-WHITE	Areas to be kept clear for operational purpose (nonsafety related)
RED-WHITE	Areas to be kept clear for safety reasons (around emergency access points)

Figure Error! No text of specified style in document.-3 Color Coding

Colour coding can be applied to all departments, including colour-coding shadow boards for tools, colour coding floor markings, even office documents. Another tool that can be used is a color-coded visual board. These boards are updated on a regular basis provide instructions on everyone's tasks in the workplace. Implementing a color-coded visual board can help employees keep track of their work tasks.

B. Andon

Andon refers to a system that provides notification to management, maintenance, and operators of a quality or process problem. It works when an issue is found at a process, the team member has the ability to immediately notify support staff so that the problem can be managed.

In manufacturing, it allows a worker to stop the production process when a problem is found and immediately call for assistance. This can be extended to an office process, where raising an Andon flag means that the process does not go on to the next step until the issue is resolved.

The Andon can be triggered manually by using push button, pull cord or even flags. The common reasons for activating the Andon can be part shortages, defect created or found, tool/machine malfunction, or the existence of a safety problem.

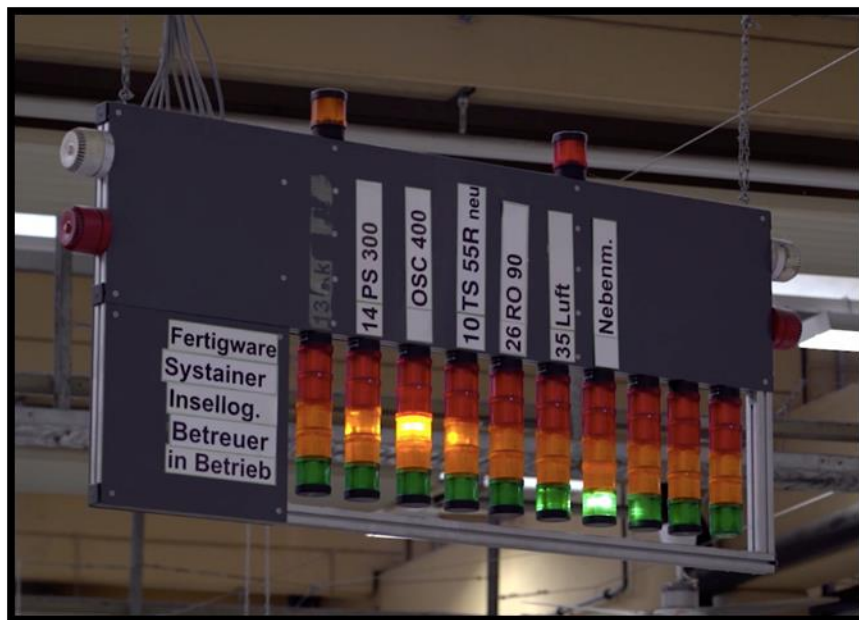


Figure Error! No text of specified style in document.-4
Andon

C. Standard Work

Often there are always several ways to do a task but only one of these ways is the most efficient use of resources based on current knowledge. Over time, the skills needed to perform a task can become lost and the process of relearning is repeated. Standard Work provides employees of all levels with structure and predictability to their working week to enable them to maximise their efficiency and impact.

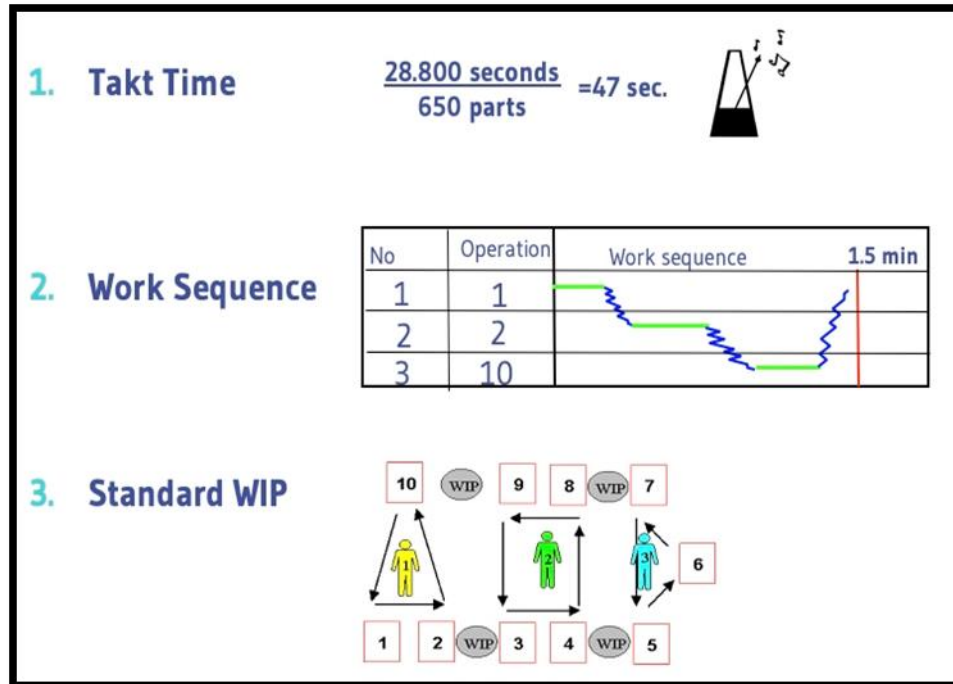


Figure Error! No text of specified style in document.-5
Standard Work

In the Standard

Work there are

four aspects to standardisation:

- **Content** – this is agreeing with the steps that are involved in the task. Sometimes there is debate as to whether particular steps are necessary. To develop standardised work the team must agree on what the necessary steps are.
- **Sequence** – the steps must be completed in the same sequence every time. This is essential to ensure a consistent outcome
- **Timing** – there should be a standard time that it takes for a trained person of average competency to do the task. Knowing this standard time enables us to balance that task with other tasks to create level production.
- **Outcome** – The outcome of the task needs to be clearly defined in terms of quality, safety, and output.

The Standard Work approach is established so that it is practical and useful to everyone and free of difficulty. Standard Work is not perfect and is considered a living document that develops over time. But remember, standard work will die very quickly if it is ignored.

1.1.2 Cleaning Checklists

These are used to ensure that the workspace is clean and tidy. The checklist helps in maintaining the shine aspect of 5S.

Organization and cleanliness are two key ingredients of workplace safety and productivity. And they're most effective when taught from the very beginning of the on boarding process. Aside from training, though, workers need to have the tools and equipment to keep their workspaces clean. This includes things like:

- Cleaning supplies
- Storage locations
- Access to easy equipment repair/replacement
- Standards of cleanliness

Use the 5S cleaning checklist to methodically audit or transform a workspace. This checklist takes you through the 5S's.

C S (S (S (Shine (Cleanliness)	Cleaning and looking for ways to keep it clean and organized						
		Floors, walls, stairs and surfaces are not free of dirt, oil, and grease						
		Equipment is not kept clean and free of dirt, oil, and grease						
		Cleaning materials are not easily accessible						
		Lines, labels, signs, and so on are not clean and unbroken						
		Other cleaning problems of any kind are present						
	Standardize (Adherence)	Maintain and monitor the first three categories						
		Necessary information is not visible						
		All standards are not known and visible						
		Checklists don't exist for cleaning and maintenance jobs						
		All quantities and limits are not easily recognizable						
		How many items can't be located in 30 seconds?						
	Sustain (Self-discipline)	Stick to the rules						
		How many workers have not had 5S training?						
		How many times, last week, was daily 5S not performed?						
		Number of times that personal belongings are not neatly stored						
		Number of times job aids are not available or up-to-date						
		Number of times, last week, daily 5S inspections not performed						
TOTAL								
Height and quantity limits are not observed								

Figure Error! No text of specified style in document.-6 Sample 5S Cleaning Inspection Form

1.1.3 Standardized Work Procedures

Standard work becomes significant when setting a standard time. At this stage, the standard work that was previously validated, is being thoroughly measured. Several sets of measures can be carried out to capture natural variance, for example, the difference in pace between employees. It becomes important to only measure items defined in standard work and exclude any wastes that could interfere with time study. This part of standardization can sometimes be seen as intimidating and controlling because of working times being formalized. However, it is important to keep in mind that the objective of measuring working times is to define the capability of a workstation.

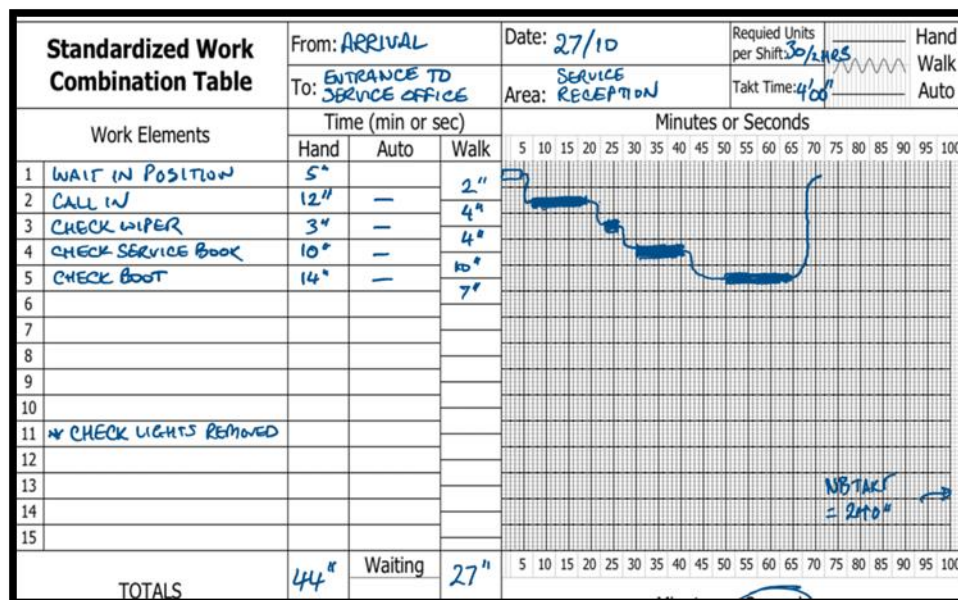


Figure Error! No text of specified style in document.-7 Standard Work Combination Table

1.1.4 Floor Marking Tape

Floor marking tapes are adhesive tapes used to mark hazards, divide spaces, create aisles, or provide directions. They are commonly used in industrial and manufacturing facilities for floor marking. They are made of multiple different materials, including PVC and vinyl, and vary in thickness from 5-mils to 55-mils for a wide range of durability options for manufacturing facility floor marking.



Figure **Error! No text of specified style in document.**-8 Different Floor Marking Tape

Floor marking tapes can also be useful for helping workers put materials and equipment back in the right place, making it a key 5S, Lean manufacturing implementation tools. Creating distinctions between finished goods, raw goods, to-be-repaired goods, and equipment ensures mistakes are minimized and productivity and safety are both at the highest levels.



Figure **Error! No text of specified style in document.**-9 Floor Marking Tape in Warehouse

Color	Line type and width	Meaning
Red	Solid line 100 mm (3.9 in)	Fire Protection equipment and apparatus
Yellow	Broken line 100 mm (3.9 in)	Exit and entry lines
Yellow	Broken line 100 mm (3.9 in)	Door swing lines
Yellow	Arrow	Designate traffic direction flow
White	Solid line 50 mm (2.0 in)	Place markers for in-process inventory
White	Corner line 50 mm (2.0 in)	Place markers for operations
White	Broken line 30 mm (1.2 in)	Place marker for non-production and inventory items (Ashtrays, clipboards, etc.)
Red	Solid line 30 mm (1.2 in)	Storage area for defective goods
Black Yellow	Striped Line 30 mm (1.2 in)	Marking hazards

Figure **Error! No text of specified style in document.**-10 Floor Marking Tape Color Code

1.1.5 Kanban Systems

The Kanban system can be thought of as a signal and response system. When an item is running low at an operational station, there will be a visual cue specifying how much to order from the supply. The person using the parts makes the order for the quantity indicated by the Kanban and the supplier provides the exact amount requested.

For example, if a worker is bagging product on a conveyor belt, a Kanban may be placed in the stack above the last 10 bags. When the worker gets to the card, he gives the floor runner the card to bring more bags. A station further from the supply room might have the Kanban placed at 15 bags and a closer one at five. The flow of bags and the placement of cards are adjusted to make sure no station is left bag-less while the belt is running.

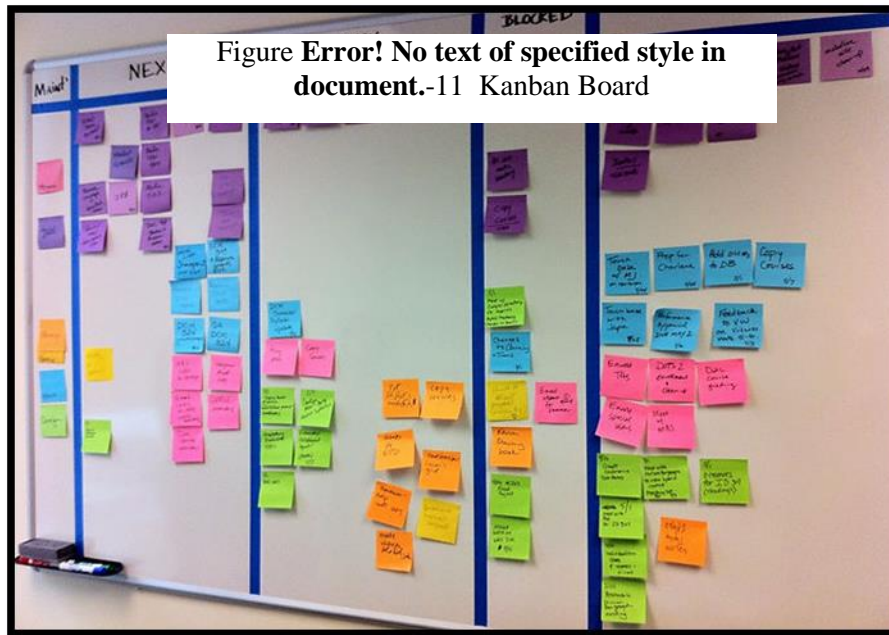


Figure Error! No text of specified style in document.-11 Kanban Board

The Kanban system can be used easily within a factory, but it can also be applied to purchasing inventory from external suppliers. The Kanban system creates extraordinary visibility to both suppliers and buyers.

One of its main goals is to limit the build-up of excess inventory at any point on the production line. Limits on the number of items waiting at supply points are established and then reduced as inefficiencies are identified and removed. Whenever a limit of inventory is exceeded, it points to an inefficiency that needs to be addressed.

1.1.6 Visual Management Boards

Visual management boards are displays of key performance indicators, and other comments or findings, that provide important information (hopefully in real-time) to everyone in the facility, especially the workers.

By doing so, the workers understand how their performance is making a difference to the company's overall performance and shows them how and where they can improve.

A visual management board typically shows both positive and negative information related to its area (department, workshop, team) of the facility. Furthermore, the information shown should also be linked to the company policy, operational standards, and area objectives so that it's possible to measure improvement over time.



Figure Error! No text of specified style in document.-12 Visual Management Boards

1.1.7 Kaizen Board

A Kaizen board is a representation of this process of continuous improvement which begins with identifying problems within your production system. Using a Kaizen board as a visual tool to represent teamwork is an efficient way for teams and organizations to make continuous improvements. Kaizen Boards are different than normal Kanban or Scrum boards. Kaizen boards help teams by providing visual improvements that teach them qualities of Kaizen like expanding on small successes and identifying any ongoing problems.

Newly introduced Kaizen board might be exactly what you need. Inspired people want to make changes but can't seem to keep up the fast-pace. The more meetings are held, the more excited everyone feels - leading to no true change. The success of projects stagnates. Kaizen boards capture improvement suggestions into visuals that lead you through implementing them systematically making change simpler and less complicated. Kaizen boards turn good ideas into actionable cards and can help you to turn your good ideas into a reality if the board is prioritized by the team collaboratively at the same time as any other work.

KAIZEN IMPROVEMENT PROJECT		
Time spent: _____		Results
Description of Problem	Description of Improvement	
Before Kaizen Pics or Description	Before Kaizen Pics or Description	
		Identify Waste Eliminated Measurable Transportation Inventory Motion Waiting Overproduction Overprocessing Defects Measurable Results

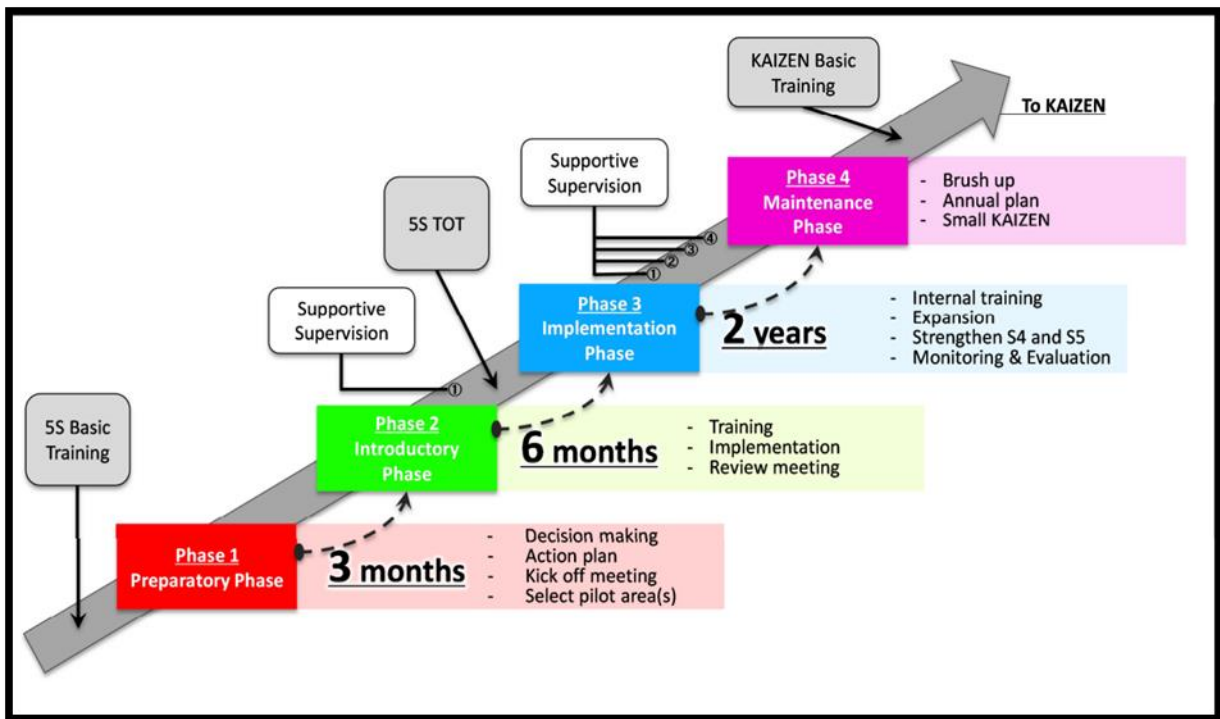
Figure Error! No text of specified style in document.-13 Kaizen Board

1.5 5'S Implementation Plan

5S is usually implemented gradually, often over one or two years period of time toward Sustain. 5S implementation procedures can be categorized into the following four phases.

- (1) Preparatory Phase
- (2) Introductory Phase
- (3) Implementation Phase
- (4) Maintenance Phase

The duration of each phase are recommended for effective and efficient implementation of 5S-KAIZEN activities. The details are shown in the diagram below.



Phase 0: 5S Basic Training

When a management team of a health facility considers installing 5S activities, top management and a focal person for QA in the facility shall attend “5S Basic Training”. The top management and the focal person should understand 5S principles and implementation procedures.

Phase 1: Preparatory Phase

Recommended duration for preparatory phase is approximately three months. The top management shall decide the installation of 5S officially. It is declared during “kick off meeting”. Pilot areas to install 5S are selected after “Situation Analysis” which is one of components of the kick off meeting.

Figure Error! No text of specified style in document.-14 Phases of 5S Implementation

In preparatory phase, it is important to convince management team to install 5S based on the

deep understanding the concept of 5S and strong commitment. The participants of 5S Basic Training are responsible to convince the management team.

Phase 2: Introductory Phase

Recommended duration for introductory phase is six months. In this phase, Sort, Set and Shine activities are carried out in selected pilot areas supported by the focal person.

After the 5S Basic Training, the company will conduct “Supportive Supervision” at participant’s facilities of 5S basic training, observe progress of 5S installation and providing technical advices. Based on the achievement in the pilot areas and results of supportive supervision, the management shall decide how to expand 5S to all departments.

Phase 3: Implementation Phase

Recommended duration for implementation phase is approximately two years. Beginning of implementation phase, internal training of 5S shall be also conducted to all staff. Standardize and Sustain activities are practiced in all the pilot areas. New departments to install 5S activities will introduce Sort, Set and Shine activities based on the standardized procedures.

Phase 4: Maintenance Phase

This phase is an on-going phase hence has no time limit. However, it is expected that within three years of entering this phase, all the necessary structures and accountability systems shall be in place. All workers will be shaped to follow workplace rules and habits. Sort, Set, Shine and Standardize activities will be the culture of all staff of the facility.

Self-check 1.1

Directions: Answer all the questions listed below.

Part-I: Filling the table according to the color designation.

YELLOW	
WHITE	
RED	
ORANGE	
GREEN	
BLUE	
BLACK	
BLACK-YELLOW	
BLACK-WHITE	
RED-WHITE	

Part-II: Fill in the blank space.

- _____ standardize decision making based on facts
- _____ refers to a system that provides notification to management, maintenance, and operator
- _____ becomes significant when setting a standard time
- _____ can be thought of as a signal and response system.
- _____ typically shows both positive and negative information related to its area
- _____ a representation of this process of continuous improvement which begins with identifying problems

Part III: Answer the following question accordingly

- Discuss Briefly the Implementation Plan phases?
- Elaborate about Kaizen Board corners?

Describe the Cleaning checklist?

- What are the types of Shadow Board
- Benefits of 5's

Unit 2

Sort Items

This unit is developed to provide you the necessary information regarding the following content coverage and topics:

- Techniques of identifying Items
- Sorting Activities
- Managing unnecessary items

This guide will also assist you to attain the learning outcomes stated in the cover page. Specifically, upon completion of this learning guide, you will be able to:

- Identify Items
- Perform Sorting Activities
- Manage unnecessary Items

2.1 Techniques of Identifying Items

Practice of Sort is starting from identification of unnecessary items in the work place. It has to be initiated by disposing all that are no longer needed after identification of unnecessary items through putting Red Tag and color coding. Through Sort activity, we can create spaces and categorize all items in departments/sections clearly.

A simple way of Sorting is to categorize all equipment, machines and furniture into three (3) categories by using colors. These categories are;

1. Unnecessary (Not need it)

Unnecessary items should be discarded if the item is not repairable. If the item is repairable, repair it and store as it may be needed by other departments/sections or other hospitals. Since the unnecessary items are property of the government, it might be difficult to discard immediately.

Official audit procedures are necessary before disposal. Some valuable items might be sold to recycle agents. The items should be segregated for necessary disposal.

2. Uncertain items (May be necessary/May not be necessary)

May/May Not Necessary items mean that the items are not used often (probably only once a month) or it is functioning but not used in current workflow. This kind of items should be stored in sub-store of departments /sections so that it can take out quickly when it is needed.

3. Necessary (Need it)

Necessary items should be organized properly based upon current workflow. This will be explained in “setting” activities

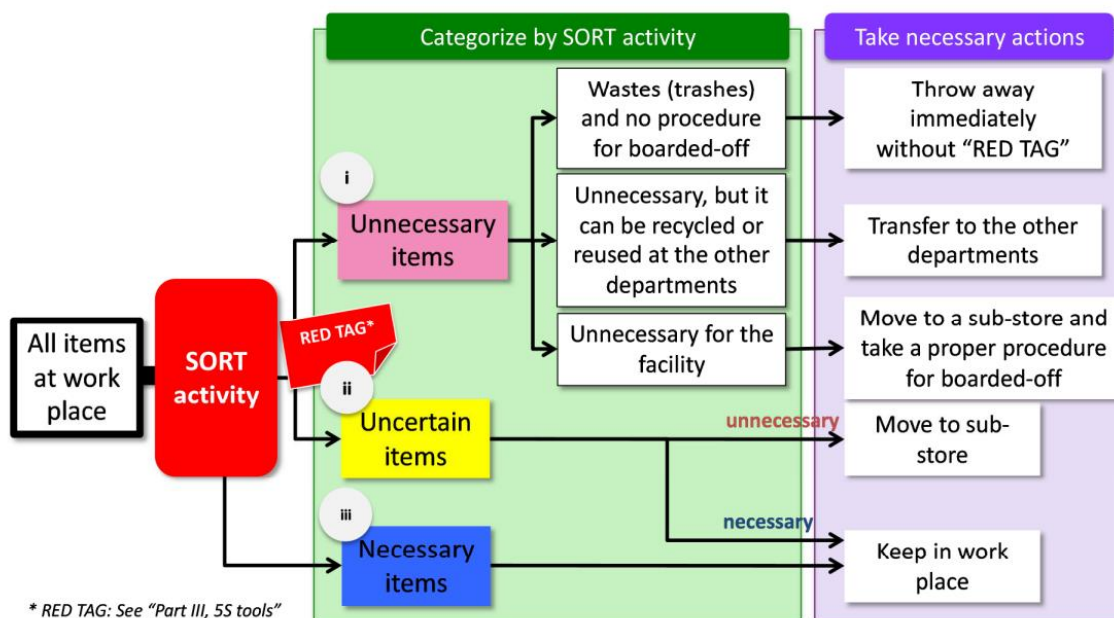


Figure Error! No text of specified style in document.-15 Sorting Activity Diagram

2.2 Sorting Activities

1. Look around the workplace along with staff to discover and identify items which are not needed and not necessary to complete work.
2. Develop criteria for disposal for not-needed items.
3. Take “before” photographs wherever it is required.
4. An effective method for recording progress is to tag the items not needed. This visual control of the not-needed items is often called red tagging.
5. While red tagging, ask these questions:
 - Is this item needed?

- If it is needed, is it needed in this quantity?
 - If it is needed, how frequently is it used?
 - If it is needed, should it be located here?
 - Who is ultimately responsible for the item?
 - Are there any other not-needed items cluttering the workplace?
 - Are there tools or material left on the floor?
6. Find a holding area to put red tagged items.
 7. If it is difficult to decide whether an item is necessary or not, put a different tag and segregate it in the holding area.
 8. Classify the items by frequency of use.
 9. Items or equipment used hour by hour or day by day should be kept within arm's reach of the point of use.
 10. Items or equipment used once a week or once a month should be kept within the work area.
 11. Items or equipment used less frequently should be stored in a more distant location.
 12. Unneeded or unnecessary items should be stored in the holding area.
 13. Individual departments should each have a holding area.
 14. A holding area should be clearly visible and clearly marked to assure visual control of items.
 15. Display pictures of items and place it on a public board visible to all.
 16. Responsibility for the holding area should be assigned to some at the beginning of sorting activity.
 17. The items in holding area should be kept for three or four months. If the items are not needed for work, then the items can be disposed. It is always necessary to verify plans to dispose of items with anyone who had been using these items in the past or are presently using the same or similar type of items.
 18. Items should be moved to a company-level holding area before final disposal of the items.
 19. The facility manager or an authorized person has to evaluate the items.
 20. Disposal should be done in either of the following ways.
 - Move to other department/section where the items are required.

- Sell to someone outside the company.
- Discard and haul away.

21. Dispose all items which are broken or have no value.

22. Take “after” photographs wherever it is required

2.3 Managing Unnecessary Items

When unnecessary items are collected from various departments/sections, the followings must be recorded and filed for smooth discarding procedures: -

- Name of items
- Inventory number
- Where it was
- Where it will be stored

Unnecessary item store should be established and all unnecessary items properly stored until discarding process is completed. If sizes of unnecessary items are large and not repairable, space for unnecessary items should be created within the compound with safe storing measures. Rules for regular disposal have to be established.

Some of unnecessary items are:

- Defective or excess quantities of small parts and inventory
- Old rags and other cleaning supplies
- Electrical equipment with broken cords
- Out dated posters, signs, notices and memos
- Some locations where unneeded items tend to accumulate
- In rooms or areas not designated for any particular purpose
- In corners next to entrances or exists
- Along interior and exterior walls
- Next to partitions and behind pillars
- Under the eaves of warehouses
- Under desks and shelves and in desk and cabinet drawers
- Near the bottom of tall stacks of items
- On unused management and production schedule boards
- In tools boxes that are not clearly sorted

Self-check 2.1

Directions: Answer all the questions listed below.

Part-I: Say True or False according to the statement

2. Develop criteria for disposal for needed items is required?
3. Take “before” photographs wherever it is required
4. A holding area used to put red tagged items.
5. Frequency of use is not a way of classify the items?
6. The facility manager has the right to discard the items.

Part II: Fill in the blank space

1. _____ used less frequently should be stored in a more distant location.
2. _____ items should be stored in the holding area.
3. _____ should be clearly visible and clearly marked to assure visual control of items
4. _____ of items and place it on a public board visible to all.
5. Responsibility for the holding area should be assigned to some at the _____

Part-III: Answer the following question accordingly.

1. What the ways of disposing
2. While red tagging, what question we raised
3. Discuss workplace unnecessary items
4. What are the procedures must be recorded and filed for discarding

Operation Sheet 2.1**Operation Title: Sorting Items****Instruction:**

- Keep safe your working area
- Properly operated manual handling equipment

Purpose: To uncluttered workplace.

Resource:

- Red Tags
- Red Tag Record Forms
- Camera for “before” and “after” pictures

Precautions:

- Wearing appropriate cloth
- Make working area hazard free.

Quality criteria: Eliminate nonessential items from the workplace.

Procedures:

1. Identify a 5S-project area and take "before" pictures
2. Review sorting criteria
3. Create a local red tag area
4. Tag, record, and move red tagged items
5. Take "after" pictures
6. After target time, move unclaimed items to the central red tag area

Unit 3

Set in Order

This learning guide is developed to provide you the necessary information regarding the following content coverage and topics:

- Practicing of Set in Order
- Set in order activities
- Evaluating assigned location
- Set in order strategies

This guide will also assist you to attain the learning outcomes stated in the cover page. Specifically, upon completion of this learning guide, you will be able to:

- Keen Set in Order
- Perform Set in order activities
- Evaluate assigned location
- Identify Set in order strategies

3.1 Practicing of Set in Order

The second S reflects a very popular saying: “A place for everything and everything in its place”. It emphasizes safety, efficiency and effective storage and consequently improves the appearance of the workplace.

Once the first S has been successfully implemented, what is left should be arranged so that there is ease of use and storage as illustrated in the below figure.

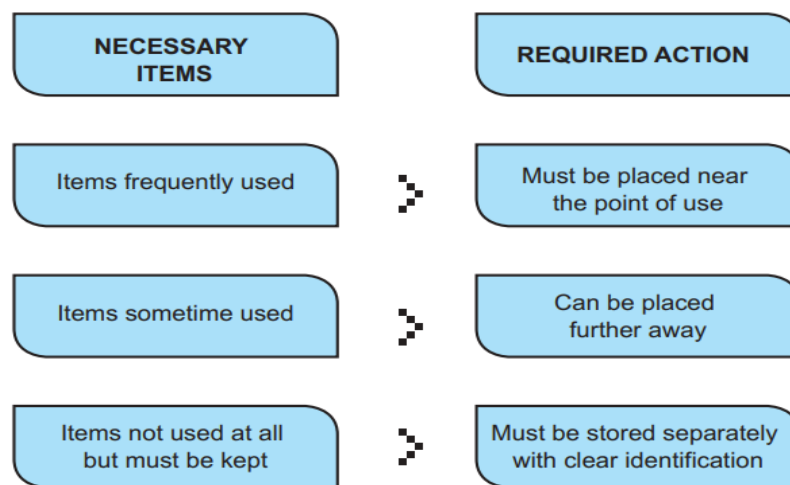


Figure Error! No text of specified style in document.-16 Set in Order Process

The process shown in *Figure 3.1*, eliminates waste in production or in clerical activities and ensures all materials, tools and equipment have designated locations which are easy to find. Mark reference materials with an oblique line to detect disorder from a distance. Put names and numbers on all equipment and tools. Store tools beside the machine with which they will be used according to sequence of work operations.

3.2 Set in Order Activities

The Set in order activities includes the following activities such as:

1. Organize files and store using color code to make it easy to identify materials at a glance.
2. Store similar items together.
3. Store different items in separate rows.
4. Do not stack items together, use rack or shelf.
5. Use small bins to organize small items.

6. Use color for quick identification of items.
7. Label clearly each item and its storage area (Visual Control)
8. Use see-through cover for better visibility.
9. Use specially designed carts to organize tools, and measuring devices that are needed for each particular machine.
10. Create tool boards

The key word in this description is anyone. Labelling is specifically for other people who need what is in the area, when the area owner is away. The benefit is searching time reduced. When orderliness is established, there is no human energy waste or excess inventory.

3.3 Evaluating Assigned Location

The 5S Map is a tool that can be used to evaluate current locations of parts, jigs, tools, dies, equipment, and machinery, and to decide best locations. 5S Map involves creating two maps before map and after map.

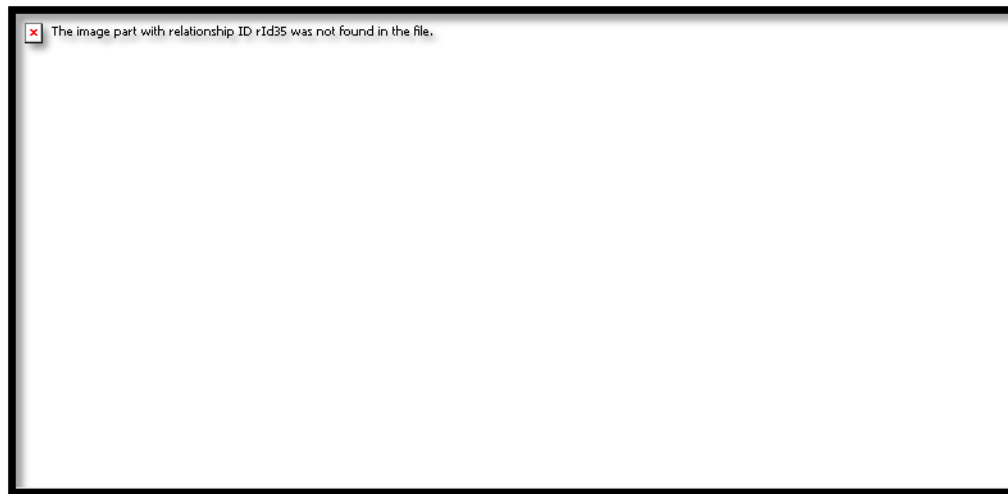


Figure **Error! No text of specified style in document.**-17 Example of 5s Map

The before map shows the layout of the workplace before implementing set in order. The after map shows the workplace after implementing set in order. The 5S Map can be used to evaluate the locations in a workplaces.

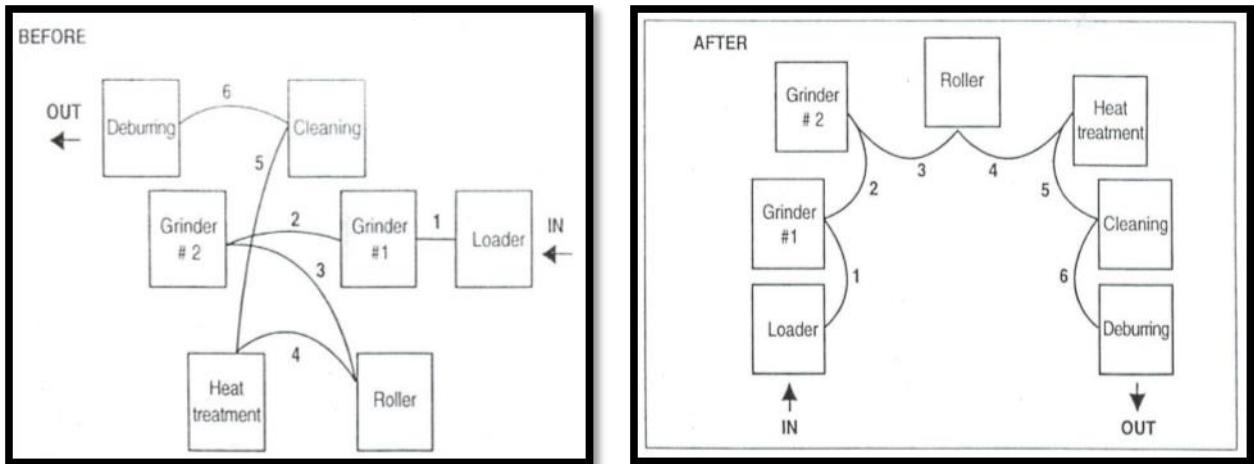


Figure Error! No text of specified style in document.-18 Maps before Map and after

3.4 Set in Order Strategies

Once best locations have been decided, it is necessary to mark these locations so that everyone knows what goes where, and how many of each item belongs in each location. There are several strategies for marking or showing what, where and how many. There are two strategies correspond to set-in-order.

3.4.1 Visual Control Strategies

A visual control is any communication device used in the work environment that tells us at a glance how work should be done. There are several strategies for setting in order items so that to easily identify what, where and how many (visual control). These visual control strategies are:

3.4.2 Signboard Strategy

The signboard strategy uses signboards to identify what, where, and how many. The three main types of signboards are:

- A. Location indicators that show where items go.
- B. Item indicators that show what specific items go in those places.
- C. Amount indicators that show how many of these items belong there.

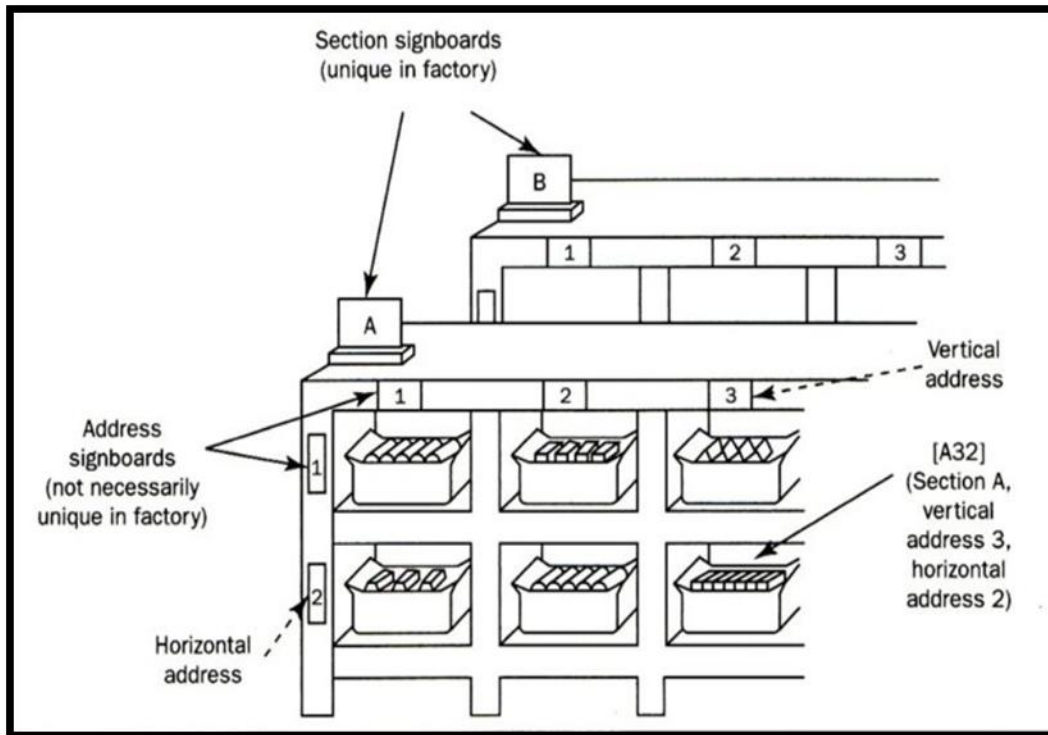


Figure Error! No text of specified style in document.-19 Signboard in Warehouse

A. Painting Strategy

The painting strategy is a method for identifying locations on floors and walkways. It is called the Painting strategy because paint is the material generally used. The painting strategy is used to divide the factories or workshop's walking areas (walkways) from the working areas (operation areas). When putting lines to divide walkways from operation areas, the following factors should be considered:

- U-shaped cell designs are generally efficient that straight production lines.
- In-process inventory should be positioned carefully for best production flow.
- Floors should be levelled or repaired before we put lines.
- Walkways should be wide enough to avoid twists and turns and for safety and a smooth flow of goods.
- The dividing lines should be between 2 and 4 inches in width. Paint colors should be standardized. For example

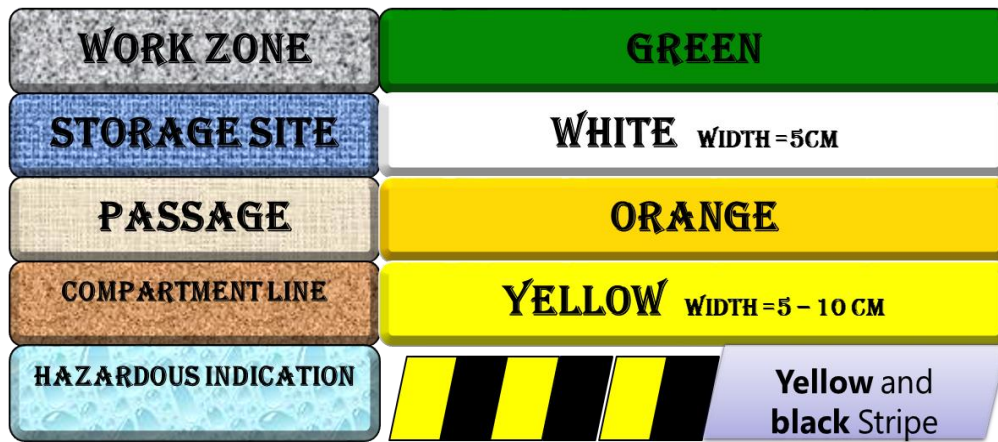


Figure Error! No text of specified style in document.-20 Standard Colors

B. Color Coding Strategy

- **Facilities/equipment/tools:** Focus is on organizing and labeling facilities and equipment
 - ❖ Make sure utility pipes, conduits, compressed air hoses, gas cylinders and electrical systems are clearly named and labeled to simplify line tracing.
 - ❖ Operator tools should be kept near the point of use, organized and labeled.
 - ❖ Gauges and indicators should be marked so abnormalities can be detected at a glance.
- **Safety:** Focus is on alerting people to potentially hazardous situations and controlling actions to prevent an unsafe condition.
 - ❖ Provide hazard warnings and safe work instructions at the point of need.
 - ❖ Make sure that locations for lockout/tag out devices, eye wash stations, first aid stations, and safety showers, etc., are clearly marked.
 - ❖ Ensure that the proper personal protection equipment is easy to access and ready for use.
- **Procedures:** Focus is on employee's ability to execute job responsibilities within a given workplace.
 - ❖ Make certain that the latest version of work instructions and job aids are posted.
 - ❖ Employ visual or auditory signals that alert operators to abnormal conditions.
 - ❖ Use mistake-proofing devices to prevent human and machine errors.
- **Quality:** Focus is on graphically or physically representing quality standards.
 - ❖ Quality standards should be visually designed and properly displayed.

- ❖ Post examples of acceptable and unacceptable outputs in a common area.
- ❖ Visually display quality performance trends.
- **Inventory/Material Handling:** Focus is on effective identification of production and MRO (maintenance, repair, and operations) materials, storeroom organization, and material movement. Clearly mark:
 - ❖ Line side inventories (inventory type, max/min quantity, location, etc.).
 - ❖ Storerooms (shelf, rack and bin labels, restocking indicators, barcoding, etc.).
 - ❖ Inventory delivery routes and replenishment procedures.

C. Outlining strategy

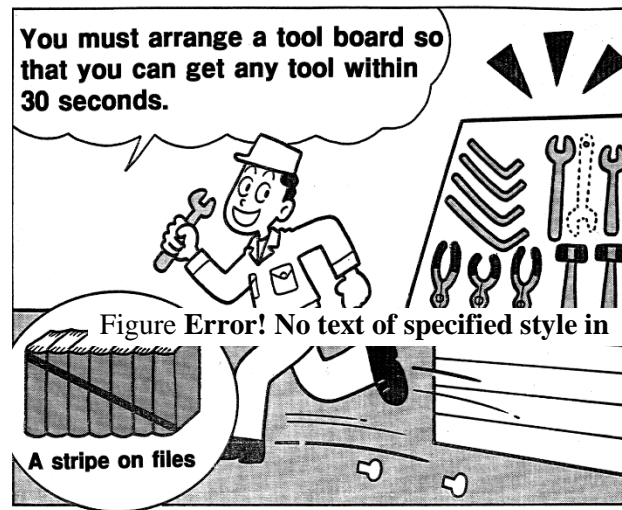
Outlining is used to show which jigs and tools are stored where. Outlining simply means drawing outlines of tools and equipment in their proper storage positions. When you want to return a tool, the outline provides an additional indication of where it belongs.



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3.4.3 Motion Economy Strategies

The process of removing motion waste involves eliminating unnecessary motion from existing operation. By locating items in the best location possible, we can minimize motion waste. Even more important than removing motion waste is asking “why it occurs in the first place”.

Example: 30 Second Rule

There are three principles of Motion Economy

A. Use of Human Body

- The two hands should begin and complete their motion at the same time.
- `Arm movements should be symmetrical, simultaneous and in opposite directions.
- Hand and body motions should be confined to lowest classification to perform the work satisfactorily.
- The two hands should not be idle at the same time (except during rest).
- Momentum should assist the worker (otherwise reduce to minimum).
- Smooth continuous and curved movements preferable over straight-line movement with sharp changes in direction.
- Ballistic movements are (easy fast and accurate) preferred over controlled movements.
- Arrange work to provide natural rhythm where possible.
- Eye fixations should be as few and as close together as possible.

B. Arrangement of Workplace

- Make definite and fixed place for all tools and materials. In other words there should be a place for everything and everything at its place.
- Locate tools materials and controls as close to the place, of use as possible.
- Gravity feed the material to the point of use (though bins and containers).
- Locate materials and pools to permit best sequence of operations.
- Good illumination for satisfactory visual perception

- Use drop delivery where possible.
- Arrange work place height to permit alternate sitting and standing at work.
- Provide chair of suitable type and height to permit good posture.

C. Design of tools and equipment

- Relieve hands if the work can be economically done by jig, fixture or pedal.
- Combine two or more tools where possible.
- Pre-position tools/materials where possible.
- When fingers are loaded divide work with according to the capabilities of the fingers.
- Locate levers and handler to permit work with least change in body posture and greatest mechanical advantage.

Self-check 3.1

Directions: Answer all the questions listed below.

Part-I: Say True or False

1. The visual control is a tool that can be used to evaluate current locations of tools
2. A 5S Map is any communication device used in the work environment
3. The Outlining uses signboards to identify what, where, and how many.
4. The painting strategy is a method for identifying locations on floors and walkways.
5. Signboard strategy is used to show which jigs and tools are stored where.

Part-II: Fill in the blank Space

1. _____ is on alerting people to potentially hazardous situations and controlling actions to prevent an unsafe condition.
2. _____ is on employee's ability to execute job responsibilities within a given workplace.
3. _____ is on graphically or physically representing quality standards.
4. _____ is on effective identification of production and MRO
5. _____ focus is on organizing and labeling facilities and equipment

Part III: Answer the following question accordingly

1. What are the principles of Motion Economy
2. What are the types of signboards
3. When putting lines to divide walkways from operation areas, what factors should be considered?
4. What are the Set in order activities?

Operation Sheet 3.1

Operation Title: Set in Order - Planning Phase

Instruction:

- Keep safe your working area
- Properly operated manual handling equipment

Purpose: To Create a well-ordered, visually instructive workplace.

Resources:

- Flip charts for creating current and future state diagrams
- CAD system (optional) to draw workplace to scale
- Camera
- Stakeholders (i.e. production, maintenance, safety) to consider proposed changes

Precautions:

- Wearing appropriate cloth
- Make working area hazard free.

Quality criteria: - A workplace that is visually instructive and is the source of minimal waste and human errors.

Procedures:

The steps in the process are noted below. It may be useful to evaluate this procedure after every count, to see if the procedure should be altered to compensate for any counting issues experienced.

1. Create a current state workplace diagram.
2. Team shares insights gained during S1 & S2
3. Evaluate current workplace
4. Create a future state workplace diagram
5. Get approval for change from stakeholders

Operation Sheet 3.2

Operation Title: Set in Order - Implementation Phase

Instruction:

- Keep safe your working area
- Properly operated manual handling equipment

Purpose: To Create a well-ordered, visually instructive workplace.

Resources:

- Existing plant standards for labeling, marking, and color-coding
- Labeling supplies
- Tape for creating borders on work surfaces and floors
- Paint and painting supplies

Precautions:

- Wearing appropriate cloth
- Make working area hazard free.

Quality criteria: - A workplace that is visually instructive and is the source of minimal waste and human errors.

Procedures:

The steps in the process are noted below. It may be useful to evaluate this procedure after every count, to see if the procedure should be altered to compensate for any counting issues experienced.

1. "Before" pictures taken
2. Plant Marking standards determined (see facility, maintenance, or operations manager)
3. 5S team clear on plan (e.g., goals/tasks/assignments on a flipchart)

4. Reorganization tasks completed (e.g., equipment moved, inventory relocated)
5. Set In Order/Plant Marking and Identification supplies collected
6. Marking and Identification tasks completed, for example:
 - Floor borders for walkways, workways, and storage locations
 - Work surface borders
 - Equipment and tools labeled
 - Inventory and finished goods locations marked and/or color coded
 - Tool, pipes, equipment, motors, electrical panels labeled or tagged
7. "After" pictures taken

Unit 4

Shine Work Area

This unit is developed to provide you the necessary information regarding the following content coverage and topics:

- Necessity of Shine
- Shinning Steps
- Tools Equipment
- Shining activity

This unit will also assist you to attain the learning outcomes stated in the cover page. Specifically, upon completion of this learning guide, you will be able to:

- Understand the necessity of Shine
- Identify Shinning Steps
- Identify shining work area tools equipment
- Perform Shining activity

4.1 Necessity of Shine

The third step of 5S is Shine, or “seiso,” which means “cleanliness.” While the first and second steps cleared up space and arranged the area for efficiency, this step attacks the dirt and grime that inevitably builds up underneath the clutter, and works to keep it from coming back. One of the most important benefits of Shine is catching problems early and preventing unexpected breakdowns.



Figure Error! No text of specified style in document.-23 Shining Activity

One of the more obvious purposes of shine is to turn the workplace into a clean, bright place where everyone will enjoy working. Another key purpose is to keep everything in top condition so that when someone needs to use something, it is ready to be used. Companies or organizations should avoid the tradition of annual at the end of the year or on spring cleanings. Instead, cleaning should become a deeply ingrained part of daily work habits, so that tools, equipment, and work areas will be ready for use all the time.

The Shine is not meant to be a job for the maintenance or janitorial staff. Each worker should clean their own work area, and the equipment they use.

4.2 Shining Steps

Step 1: Determine shine target areas

Shine target areas are grouped in to three categories: **Warehouse items** include raw materials, procured subcontracted parts, parts made in-house, and assembly components, semi-finished and finished products. **Equipment includes machines**, welding tools, conveyance tools, and general tools, wheels and casters, worktables, cabinets, desks, chairs and spare equipment. **Space** refers to floors, work areas, walkways, walls, pillars, ceilings, windows, shelves, rooms and lights.

Step 2: Determine Shine Assignments

Workplace cleanliness is the responsibility of everyone who works there. Each employee should be assigned specific area to clean. To do these two methods can be used:

- **A 5S Assignment Map** – shows all the target areas for shine activity and who is responsible for cleaning them. By marking on 5S Map, the shine assignments can be shown.
- **A 5S Schedule** – shows in detail that is responsible for cleaning which areas on which days and times of the day. Then this schedule should be posted in the work area.

Step 3: Determine Shine Methods

Shine activities should be a natural part of the daily work. Shine activities and inspection should be done before a shift starts, during work time and at the end of the shift. The Determining is shine methods include:

- **Choosing targets and tools.** Define what will be cleaned in each area and what supplies and equipment will be used.
- **Performing the five-minute shine.** Cleaning should be practiced daily and should not require a lot of time.
- **Creating standards for shine procedures.** People need to know what procedures to follow in order to use their time efficiently. Otherwise, they are likely to spend most of their time getting ready to clean.

Step 4: Prepare cleaning tools. Cleaning tools should be placed properly or set in order where they are easy to find, use and return.

Step 5: Start to shine

4.3 Tools and Equipment

The beauty of having these must-have home cleaning tools is that they will enable you to manage, organize, and stay on track daily, weekly, monthly and annual cleaning assignments. Thus, you will never regret having these cleaning tools. In this article, we will be sharing 5 essential cleaning tools that will make your home have a sparkling look.

The tools and materials used to implement the third pillar of 5S-Shine.

- | | | |
|-------------------|-----------------|-----------------------|
| ● Sponges | ● Waste Baskets | ● Containers |
| ● Brooms | ● Dust Bins | ● Oils |
| ● Brushes | ● Gloves | ● Boots Shoes Etc.... |
| ● Spades | ● Dust Masks | |
| ● Vacuum Cleaners | ● Detergents | |



Figure Error! No text of specified style in document.-24 Shining Activity tools and equipment

4.4 Shining Activity

4.4.1 Cleaning

There are three important and successive levels for the application of shining at work:

A. General Cleaning at Work

This activity aims to clean absolutely never thing found in the workplace, from buildings, furniture, installations, equipment, tools, etc. Even protective equipment must be cleaned / washed so that the workplace is not subsequently soiled. Some organizations, especially those in the field of services, may require their employees to take care of their personal appearance because the organizational culture of that entity requires it. Although it seems hard to believe, these aspects have a positive and mobilizing role on the morale of those who work in that space or make temporary contact with those who work there in service relationships. Cleaning begins with a distribution / division of the entire workspace to all so that everyone must be responsible for a well-defined area in which they must perform / maintain cleanliness.

For larger organizations, the responsibilities will be delimited by teams, structures, compartments and subsequently the person in charge of cleaning in the respective area will clearly delimit and specify the individual responsibilities. This will lead to an understanding of the need for employees to help each other in common areas or in more complex situations in certain situations.

B. Maintaining Workplace Appearance

The most appropriate phrase for this task is "the best cleaning is when you don't have to clean", in the sense that it is so clean that it is not justified to clean it than it is at the moment. Achieving this goal is very much related to the level of responsibility of each employee because this permanent task involves:

- Arranging office parts / tools on the desk /workbench;
- Cleaning tools;
- Wiping dusty furniture;
- Sweeping / washing floors;
- Emptying rubbish bins;
- Deleting computer screens and keyboards;
- Updating the information on the visual management panels;
- Supplementing paper in commonly used printers and copiers;
- Emptying perforators, filling staplers and boxes with office clips;
- Checking the functioning of the lighting system;
- Wiping / disinfecting aseptic areas;
- Periodic ventilation of the work space.

C. Use of Preventive Measures

The opinion of most specialists in the application of 5S is that this daily task is the most difficult to implement because it requires responsibility and high maturity from employees. The cleanliness and visual inspection of existing objects at each workplace must be perceived, understood and assumed individually and freely consented to by all employees as a planned,

mandatory daily activity, with observations noted in the worksheet to improve the appearance of the workplace. The time allotted for this daily task should be around 5-10 minutes.

Maintenance of machines, equipment and the work environment is important for health and safety, as well as for reducing waste. Minimizing the loss of time caused by production slowdowns and avoidable shutdowns will allow for a focus on high quality production.

The work plan for the implementation of this stage includes the following activities:

- Establishment of individual and common areas: warehouses, equipment, work or access areas to avoid duplication of tasks or lack of a manager;
- Identification of the daily cleaning activities and preventive maintenance tasks to be performed for each category of workplace;
- The choice of methods for cleaning: necessary tools and materials, rules to follow;
- Establishing in writing the program and allocating roles / responsibilities;
- Preparation of work tools: cloths, brooms, brushes, detergents / paint, gloves, garbage bags, as well as periodic progress check sheets;
- Checking the effectiveness and identifying / solving chronic problems that can cause dirt;
- Establishing corrective measures;
- Monitoring the cleanliness at the workplace and the use of visual means to present the stage reached.

4.4.2 Inspection

As discussed earlier, it is natural to do a certain amount of inspection while implementing shine activities. Once daily cleaning and periodic major cleanups become a habit, we can start incorporating systematic inspection procedures in to the shine procedures. Even when equipment in the workplace appears to function normally, it may be developing many problems. Always when machines or other equipment begin to show sign of minor, sporadic malfunctions, the

operators not the maintenance people notice it first. Therefore, it is important to consider the operators information about the equipment.

The inspection and shine procedures are parallel. But the steps of inspection give greater emphasis on the maintenance of machines and equipment. These steps are:

Step 1: Determine Inspection Targets

The targets for inspection are similar to the targets of shine activities. These include machines, equipment's, jigs, and dies, cutting tools and measuring instruments.

Step 2: Assign Inspection Activities

In principle, the people who carry out inspection on a particular machine should be the same people who operate the machine. But most often one person can operate several machines at a time (as in multi-process handling). In this case, it is good to involve line supervisors and group leaders in the inspection duties.

Step 3: Determine Inspection Methods

First all of the items to be inspected should be listed then an inspection checklist should be prepared based on the listed inspection items. The following shows an example of an inspection checklist.

Step 4: Implement inspection

When implementing inspection, use all your senses to detect abnormalities. Inspection is not simply a visual activity. There are some ways to detect abnormalities. These are:

- Look closely at how the machine works and watch for slight defects (e.g. oil leakage, debris scattering, deformation, wear, warping, mild, missing items, lopsidedness, inclinations, color changes).
- Listen closely for changes in the sounds the machine makes while operating (e.g. sporadic sounds, odd sounds).
- Use your nose to detect burning smells or other unusual odors (e.g. burning rubber)

- Touch the machine where it is safe during operation and during downtime to detect deviations from normal conditions (e.g. strange vibrations, wobbling, looseness, excessive heat, shifting).



Figure Error! No text of specified style in document.-25 Types of Sense organism

Step 5: Correct Equipment Problems

All equipment abnormalities or slight defects should be fixed or improved. There are two approaches to do these. (*We will look on the next section*)

4.4.3 Maintenance

Maintenance serves to extend the service life of machinery and equipment and to minimize downtime and costs. To this end, maintenance includes the administrative and technical measures of inspection, maintenance, repair and improvement. In order for this phase to be successful, you will need to maintain workplace equipment. As employees are doing their daily cleaning routine, they should be inspecting tools and machinery for damage as well. Include this in the daily checklist to make sure it gets done.

There are two approaches to do these:

A. Instant Maintenance

Instant Maintenance whenever possible, an operator should immediately fix or improve a problem he or she discovers during inspection. But the operators should know what level of maintenance work they can handle by themselves and immediately.



Figure Error! No text of specified style in document.-26 Instant Maintenance in workshop

B. Requests of Maintenance



Figure Error! No text of specified style in document.-27
Requests to Maintenance team

In some cases, a defect or problem may be difficult for the operator to handle alone and immediately in this situation, the operator should attach a maintenance card to the site of the problem in order to make it visible. A person can also issue Maintenance Company to request help from the maintenance department. It is also good to log requested maintenance on to a checklist of needed maintenance activities. Once a requested maintenance is taken care of and its result confirmed, the activity should be checked off in the 'confirmation' column of the checklist. The maintenance card should then be retrieved from the machine where it is attached.

Self-check 4.1

Directions: Answer all the questions listed below.

Part-I: Say True or False

7. One of the more obvious purposes of shine is to turn the workplace in to clean and bright.
8. The Shine is a job for the maintenance or janitorial staff.
9. Define what will be cleaned in each area and what supplies and equipment will be used.
10. Instant Maintenance whenever possible, an operator should immediately fix
11. Maintenance serves to extend the service life of machinery

Part-II: Fill in the blank Space

1. _____ include raw materials, procured subcontracted parts,
2. _____ refers to floors, work areas, walkways, walls and pillars
3. _____ shows all the target areas for shine activity and who is responsible
4. _____ shows in detail that is responsible for cleaning
5. _____ should be placed properly where they are easy to find, use and return

Part III: Answer the following question accordingly

1. The target areas are Shine activities
2. The tools and materials used to implement 5S-Shine.
3. What is the difference between instant and requested maintenance?
4. Discuss briefly the inspection procedures

Operation Sheet 4.1

Operation Title: Shine Work Area

Instruction:

- Safe working area
- Properly operated tools and equipment
- Appropriate working clothes fit the body.

Purpose: To clean workplace - one that shines, and that minimizes sources of contamination

Resource:

- Cleaning supplies such as brooms, dust pans, rags, degreasers, and floor cleaner.
- Personal protective equipment such as gloves and eye protection. Do not wear jewelry that can get caught in the equipment.

Precautions:

- Wearing appropriate cloth
- Make working area hazard free.

Quality criteria: - The shining procedure must meets the organization standards.

Procedures:

Perform all activities to check the condition of in accordance with the given procedures.

1. Team has established their definition for "clean" in the target workplace
2. Cleaning supplies collected
3. Housekeeping staff consulted about cleaning agents
4. Personal Protective Equipment (e.g., gloves, safety glasses) distributed
5. Equipment shutdown or locked out to prevent safety risks
6. Potential safety risks (e.g., metal shavings, sharp edges) identified before cleaning

7. "Before" pictures taken (remember camera angles so that pictures are consistent)
8. Cleaning tasks completed
9. "After" pictures taken
10. Observations shared among team members about inspection activity

Operation Sheet 4.2

Operation Title: Cleaning Schedule

Instruction:

- Safe working area
- Properly operated tools and equipment
- Appropriate working clothes fit the body.

Purpose: To clean workplace - one that shines, and that minimizes sources of contamination

Required material:

- Sponge oil
- Broom detergent s
- Brush spade
- Vacuum cleaner bolts
- Garbage containers floor scrubber cleaning Pads

Precautions:

- Wearing appropriate cloth
- Make working area hazard free.

Quality criteria: The shining procedure must meets the organization standards.

Procedures: Perform all activities to check the condition of in accordance with the given procedures.

General Cleaning Assignment Sheet

Date of cleaning: Year Month

Activity area	Target place/ object	Group	Leader	Tools	Required number of workers
Zone A	Machining-- Group A area	Manufacturing	A	Detergent	25
	Lathe			Waste cloth	
	Press machine			Scraper	
	Floor			Broom	
	Resting--place			mop	
Zone A	Group B area	Manufacturing	A		25
Zone A	Machining-- Group C area	Manufacturing	A		25
Zone B	Purchasing area				
	Material area				
Zone C	Painting area				
	Processed products discharge area				

Regular Cleaning Assignment Sheet												
Worksite			Group						5S promoter			
No.	Day	Target place/object	Person in charge						Frequency	Time	Start	Tool
			A	B	C	D	E	F				
1	Mon											
2												
3												
4	Tue											
5												
6												
7	Wed											
8												
9												
10	Thu											
11												
12												
13	Fri											
14												
15												

Unit 5

Standardize 5S

This unit is developed to provide you the necessary information regarding the following content coverage and topics:

- Purpose of Standardize
- Implementation of standardization
- Concept of prevention

This guide will also assist you to attain the learning outcomes stated in the cover page. Specifically, upon completion of this learning guide, you will be able to:

- Understand the 4th S
- Implement of standardization
- Apprehend prevention concept

5.1 Purpose of Standardize 5s

Standardize is an essential bridge between Shine and the last step of 5S is to standardize. By systematizing the method to 5S through standardization, it can be confirmed that organizational efforts are continued in due course through a sustainable approach. If an organization fails to standardize work processes then it can cause disordered and inefficient work over time. It is helpful to give employees opportunities to play a dynamic role in the standards development. An outstanding technique to accomplish this is to plan and print out 5S sheets of audit that can be used by anyone who is examining an area on a particular day.

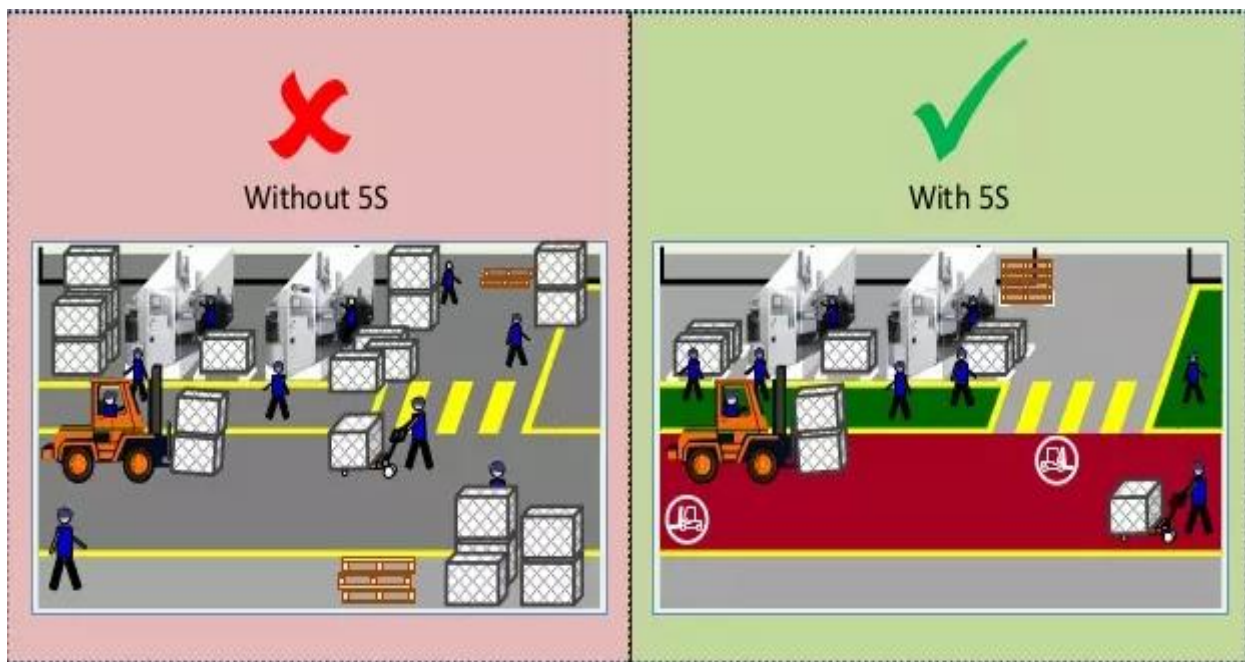


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Benefits from Standardize

Lead to workplace standardization

- Prevent setbacks in the first three pillars
- Make implementing them a daily habit
- Ensure that all the three pillars are maintained in their fully implemented state.

Lead to work standardization

- Muda elimination
- Quality improvements
- Cost improvements

- Delivery time improvements
- Process improvements

Problems that result when we do not implement Standardization well:

- Conditions go back to their previous and undesirable levels even after a companywide 5S implementation campaign.
- At the end of the day, piles of unneeded items are left from the day's production and lie scattered around the production equipment.
- Tool storage sites become disorganized and must be put back in order at the end of the day.
- Cutting shavings constantly fall on the floor and must be swept up.
- Even after implementing Sort and Set in order, it does not take long for office workers to start accumulating more stationery supplies than they need.

These problems and others reveal backsliding in gains made from implementing Sort Set in Order, and Shine Activities. The basic purpose of the Standardize pillar is to prevent setbacks in the first three pillars, to make implementing them a daily habit, and to make sure that all three pillars are maintained in their fully implemented state.

5.2 Implementation of Standardize

In this section some of the tools for implementing standardize of the Sort, Set in Order, and Shine activities. This is because in order to standardize we must use these same tools in a more systematic way to make sure that the first three pillars are maintained.

5.2.1 Assigning Responsibility

When it comes to maintaining three pillar conditions, everyone must know exactly what they are responsible for doing and exactly when, where and how to do it. If people are not given clear 3S job assignments based on their own workplaces, the Sort, Set in Order, and Shine activities will not have much meaning. Similarly, clear 3S instructions must be given to the people who deliver goods from outside suppliers. The delivery sites should be clearly marked and a 5S Map posted to show where each supplier's goods are to be unloaded. At each unloading site, signboards should make it clear whose things go where and in what amount. There are some Tools for assigning 3S responsibilities include:

- 5S Maps

- 5S schedules
- 5S job cycle charts,

For example, 5S job cycle charts identify each task to be performed in a work area, and decide on a schedule or frequency for each of those tasks. Then, assign responsibility to a particular worker.

In the example shown in the figure below, 5S duties are sorted out according to the first three pillars and the scheduling cycle. In the figure, code letters are used for the various cycle periods: A is for 'continuously,' B for 'daily (mornings),' C for 'daily (evenings),' D for 'weekly,' E for 'monthly' and F for 'occasionally.' Each 5S job assignee can then use these charts as 5S Checklists. This particular example shows clearly who is responsible for each job, which area, what to do, and when to do it.

		Div./Dept./Section		Prod. Div.								
5S Job Cycle Chart		Entered by:		Date:			JOB CYCLE					
No.	5 S Job	Sort	Set in order	Shine	Standardize	Sustain	A	B	C	D	E	F
1	Red-tag strategy (occasional, companywide)	0									0	
2	Red-tag strategy (repeated)	0					0					
3	Place indicators (check or make)		0						0			
4	Item indicators (check or make)		0						0			
5	Amount indicators (check or make)		0						0			
6	Sweep around line			0			0					
7	Sweep within line			0			0					
8	Sweep around worktable			0			0					
9	Sweep on and under worktable			0			0					
10	Sweep work areas and walkways			0					0			
Job Cycle Code												
A Continuously												
B Daily (mornings)												
C Daily (evenings)												
D Weekly												
E Monthly												
F Occasionally												

Figure Error! No text of specified style in document.-29 Job Cycle Chart

5.2.2 Integrate 3S Duties into Regular Work Duties

If people carry out three pillar maintenance duties only when they see three pillar conditions slipping, then the five pillar implementation has not yet taken root. Maintenance must become a natural part of everyone's regular work duties. In other words, the five pillars -centered on maintaining 3S conditions-must be part of the normal work flow. We sometimes refer to this as "5S line integration" or establishing a five pillars flow. *Visual 5S and Five-Minute 5S* are two approaches that help make maintenance work part of the everyday work routine.

A. Visual 5S

The Visual 5S approach makes the level of five pillar conditions obvious at a glance. This is particularly helpful in factories that handle a great variety and number of materials. The main point of Visual 5S is that anyone should be able to distinguish between abnormal and normal conditions at a glance.

As a factory example, consider a drill-press process where Set in order has been applied so that the position and amount of each finished work piece is clearly indicated. As an additional visual aid, the place where the last batch item goes can be marked with a thick red line to indicate that it is time to stop and send the batch to the next process.

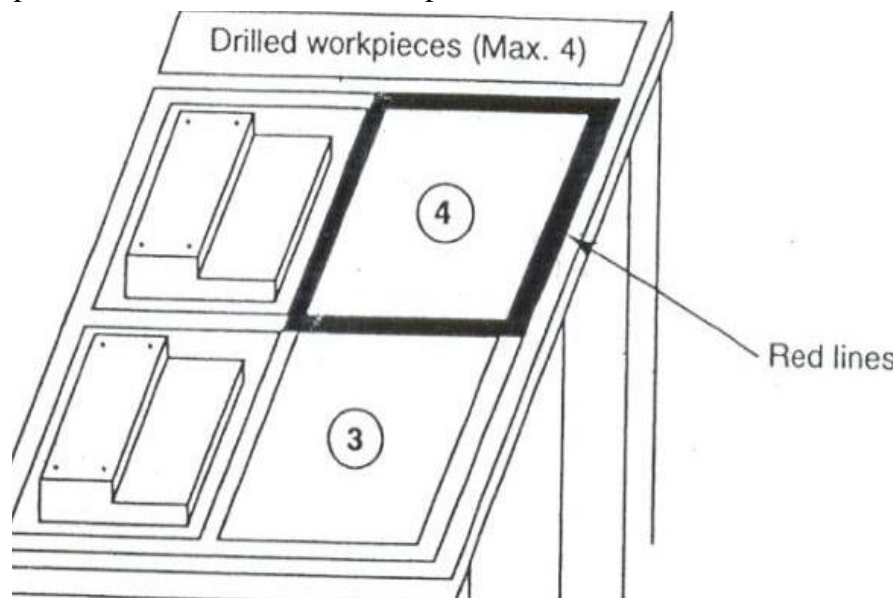
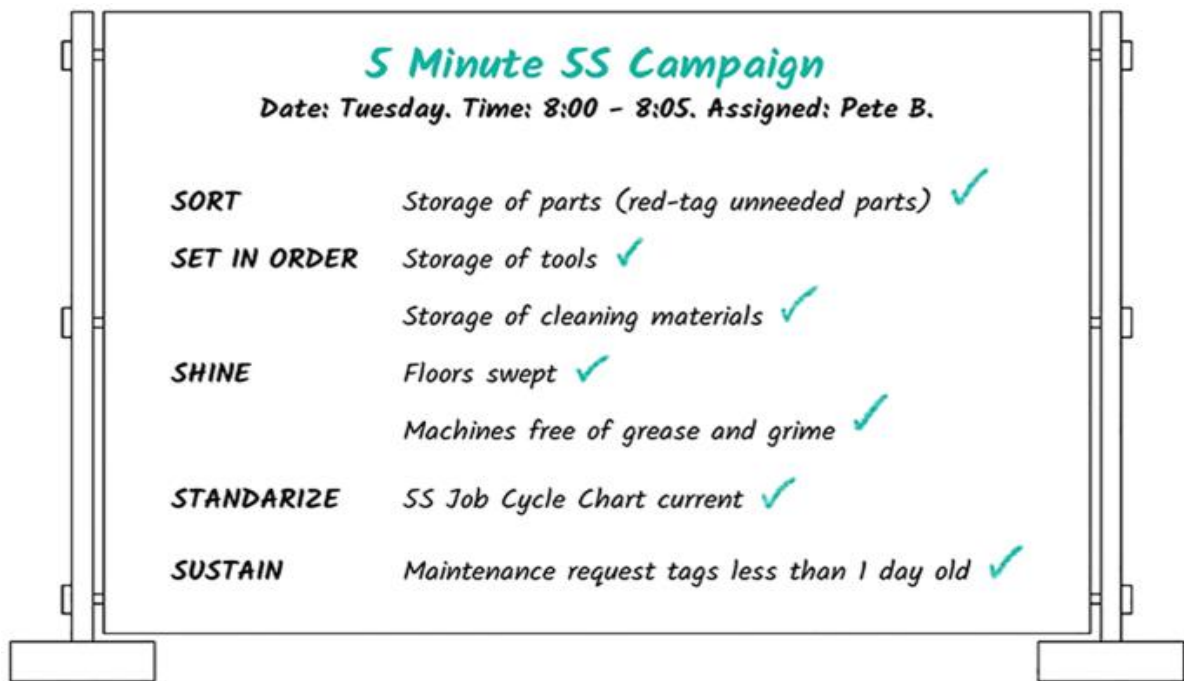


Figure Error! No text of specified style in document.-30 Visual 5s
Method for Indicating Maximum Batch Size

B. Five-Minute 5S

When using the Visual 5S approach, instant visibility can act as a trigger for taking immediate three pillar action(Sort, Set in Order, and Shine activities) against the discovered abnormalities

(i.e., overproduction, disorder, and contamination). We must also deal with the question of how skillfully and efficiently these actions are carried out. Instead of following two hours for removing all of the cutting shavings from the floor, we can set up a half-hour or a one-hour Shine procedure that accomplishes the same task. The term "Five-Minute 5S" is a loose one-the actual time can be three minutes, six minutes, or whatever is appropriate. The point is to make the five pillar work brief, efficient, and habitual. In figure below shows a signboard that was made as part of a Five-Minute 5S campaign.



5.2.3 Check on 3S Maintenance Level

After we have assigned the three pillar jobs and have incorporated the three pillar maintenance into the everyday work routine, we need to evaluate how well the three pillars are being maintained. For this, we can use a Standardization-level Checklist as shown in the figure below.

Standardization-Level Checklist		Dept.: Assembly Dept. 1	Feb. 15, 1994		
		Assigned area	Entered by: McCarthy		Page
No.	Process and checkpoint	Sort	Set in Order	Shine	Total
1.	Work at Line A, Process 1	1 2 3 (4) 5	1 (2) 3 4 5	1 (2) 3 4 5	8
2.	"	1 (2) 3 4 5	1 2 (3) 4 5	1 2 (3) 4 5	8
3.	"	1 (2) 3 4 5	1 (2) 3 4 5	1 (2) 3 4 5	6
4.	"	1 (2) 3 4 5	1 2 (3) 4 5	1 (2) 3 4 5	7
5.	"	1 2 (3) 4 5	1 2 (3) 4 5	1 2 3 (4) 5	10
6.	"	1 2 3 (4) 5	1 2 3 (4) 5	1 2 3 (4) 5	12
7.	Average and total for Line A	1 (2.6) 3 4 5	1 2 (2.8) 3 4 5	1 2 (2.8) 3 4 5	(50)

Figure Error! No text of specified style in document.-31 Standardization Level Checklist

5.3 The Concept of Prevention

When we find that tools have not been put back correctly, we immediately take care of them. When we find an oil puddle on the floor, we immediately mop it up. Making these actions habit is the foundation of Standardize. However, when the same problems keep on happening over and over again, it is time to take the concept of Standardize to the next level: prevention.

To take this pillar to a higher level, we must ask "why?" Why do unneeded items accumulate (despite Sort procedures)? Why do tools get put back incorrectly (despite Set in order procedure)? Why do floors get dirty (despite Shine procedures)? When we ask "why" repeatedly, we eventually find the source of the problem and can address that source with a fundamental improvement. Such improvements can help us develop Unbreakable standardization, which means:

- Unbreakable sorting
- Unbreakable setting in order
- Unbreakable setting shining

5.3.1 Preventive Sort Procedures

The Red-Tag Strategy described sorting out unneeded items. This strategy is a visual control method that enables anyone to see at a glance which items are no longer needed. However, we should note that the Red-Tag Strategy is an after-the-fact approach that deals with unneeded items that have accumulated. No matter how often we implement this strategy, unneeded items will accumulate in the interim.

Nowadays, smart companies are shifting from this type of "alter the-fact" sorting to preventive sorting. Preventive sorting means that instead of waiting until unneeded items accumulate; we find ways to prevent their accumulation. We could also call this approach "unbreakable" sorting because once sort procedures have been implemented, having only needed items in the workplace becomes an "unbreakable" condition.

To achieve unbreakable sorting we must prevent unneeded items from even entering the workplace. These words- «only what is needed" -have a familiar ring to anyone acquainted with the just-in- time (JIT) philosophy and program. To prevent the accumulation of unneeded inventory, we must find a way to procure and produce only those materials that are needed, only when they are needed, and only in the amount needed.

5.3.2 Preventive Set in Order Procedures

Preventive setting in order means keeping set in order procedure from breaking down. To achieve preventive setting in order, we must somehow prevent the inefficiency that results from the lack of orderly control of any specific item. There are two ways to do this: (1) make it difficult to put things in the wrong place and (2) make it impossible to put things in the wrong place.

The first method relies heavily on discipline and visual controls. Clearly marked storage sites show at a glance what goes where and in what amount. When it is obvious what goes where and in what amount. When it is also obvious that things are not put back properly. As people practice returning things, such visual setting in order becomes habitual. This condition supports setting in order that is difficult to break. However, there is still a big difference between setting in order that is difficult to break and setting in order that is unbreakable. "Why settle for the first when the second is possible? But how we achieve unbreakable setting in order?"

The 5 Whys and 1How (5W1H) Approach

We begin by asking "why?" until we identify the underlying causes- for every answer we get we must ask "why" again. Usually we ask "why" at least five times to get to the root of the problem.

When we do find the underlying cause, we ask "how" we can fix it. Accordingly, this method is called the "5W1H" approach.

When we ask "why" setting in order is breakable, we find that one answer is because people make mistakes putting things back. At this point, we need to identify what types of items are not being returned correctly. Once we identify this, the question is how to achieve unbreakable setting in order by making it impossible to return them to the wrong place. If we can somehow eliminate the need to return items at all, we can achieve unbreakable setting in order. Three techniques for doing this are:

- A. Suspension:** - In the Suspension technique, tools are literally suspended from above, just within reach of the user.

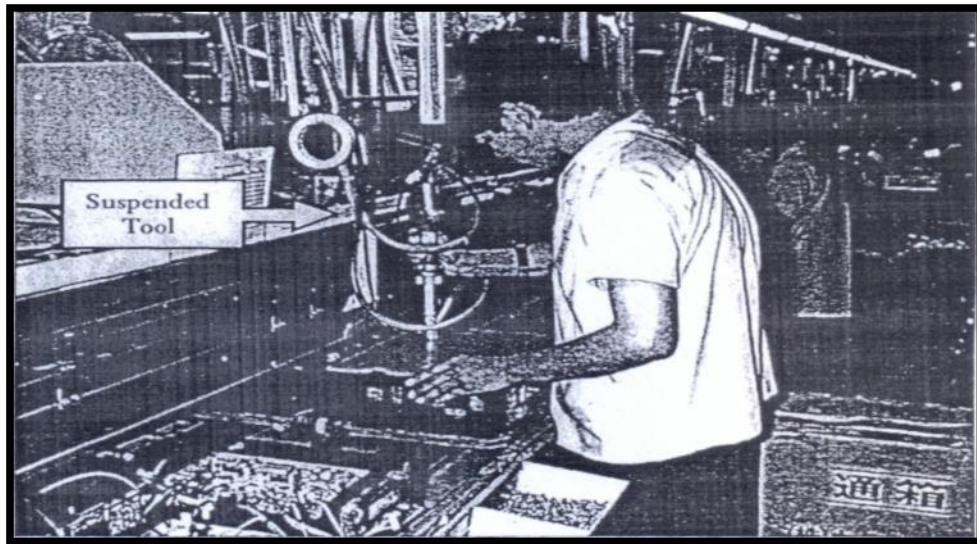
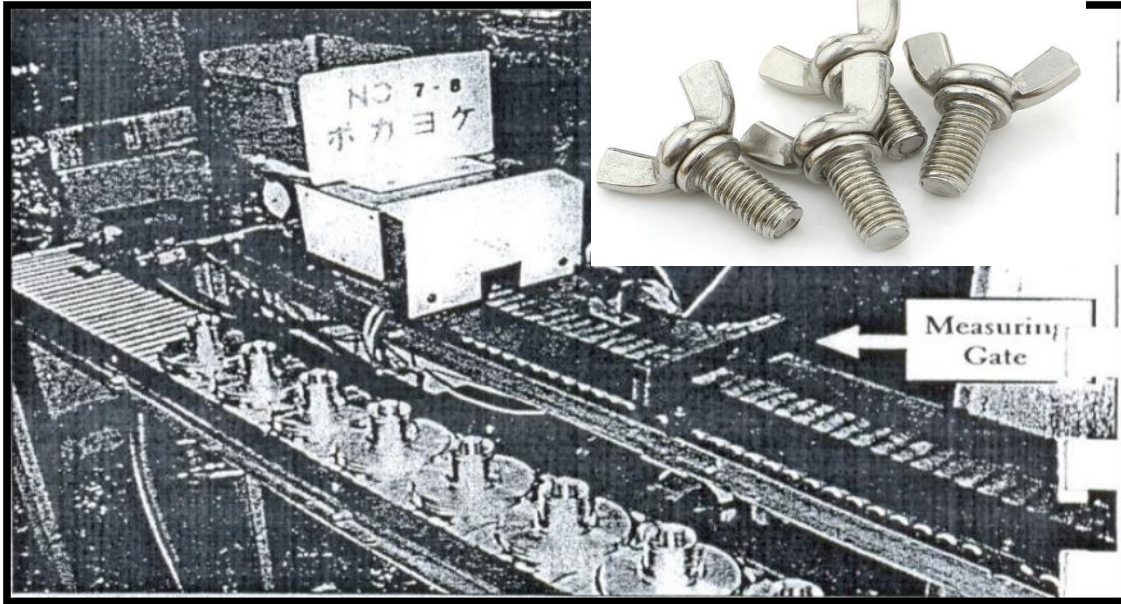


Figure Error! No text of specified style in document.-32 Use of Suspended tools

- B. Incorporation:** Incorporation means creating a flow of goods or operations in a factory process in which tools, and measuring instruments are smoothly integrated into the process and such devices are stored where they are used and therefore do not have to be returned after use.



C. Use Elimination

A set-in order approach that eliminates the use of a particular tool or measuring instrument is in fact unbreakable setting in order. There are three techniques for eliminating the use of certain tools:

a) Tool Unification

Tool unification means combining the functions of two or more tools into a single tool. It is an approach that usually reaches back to the design stage. For example, we can reduce the variety of die designs to unify dies or make all fasteners that require a screw-driver conform to the same kind of screw-driver, flat-tip or Phillips.

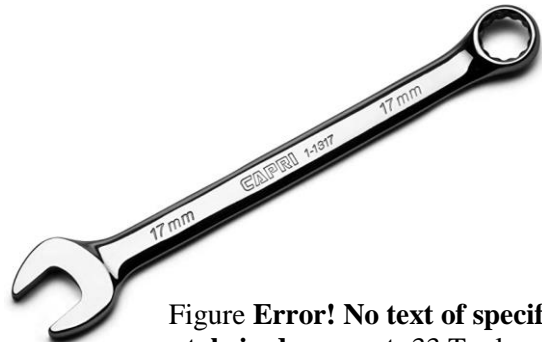


Figure Error! No text of specified style in document.-33 Tools used tools unification

b) Tool substitution

Tool substitution means using something other than a tool to serve the tool's function, thereby eliminating the tool.



Figure Error! No text of specified style in document.-34 Tool Substitution Method

c) Method substitution

If we substitute ordinary wrench-turned bolts with hand-turned butterfly-grip bolts, we have eliminated the wrench, but we have not eliminated the method (bolt fastening).

5.3.3 Preventive Shine Procedures

Figure Error! No text of specified style in document.-35 Method of Substitution example

Preventive shine Procedures will prevent things from getting dirty to begin with. Anyone who has participated in 5S implementation can tell you that the initial cleanup is very hard work. To minimize the drudgery of cleaning up, the key is to treat contamination problems at their source. The 5Why approach can be applied to figure out why dirt is being generated, and how this problem can be fixed.

For example, instead of mopping up oil puddles, figure out where the oil is leaking from and repair the leak.

1. **Question:** Why mop the floor every day?
 Answer: Because oil collects on the floor.
2. **Question:** Does oil collect on the floor every day?
 Answer: Because there's a leak from the drill press machine
3. **Question:** Why is there a leak from the drill press machine?
 Answer: Because oil is leaking from a valve.
4. **Question:** Why is oil leaking from a valve?
 Answer: Because it's broken.
5. **Question:** Why hasn't the valve been replaced?
 Answer: because we didn't notice it was broken
6. **Question:** How can we coordinate getting the valve fixed?
 Answer: The maintenance team will order the part and the operator will replace it.

Self-check 5.1

Directions: Answer all the questions listed below.

Part-I: Answer from the given alternatives.

1. Standardize is an essential bridge between Shine and the last step of 5S
2. The purpose of Shine is to prevent setbacks in the first three pillars
3. Visual 5S approach identify each task to be performed in a work area
4. The 5S job cycle charts makes the level of five pillar conditions
5. A visual control method that enables anyone to see at a glance

Part-II: Fill in the blank Space

1. _____ tools are literally suspended from above within reach of the user.
2. _____ creating a flow of goods or operations in a factory process
3. _____ eliminates the use of a particular tool or measuring instrument
4. combining the functions of two or more tools into a single tool
5. _____ means using something other than a tool

Part III: Answer the following question accordingly

1. What are the benefits from Standardize
2. Mention the Implementation phase of Standardize
3. Discuss the following tools
 - 1) Visual 5S
 - 2) Five-Minute 5S
 - 3) 5S schedules
 - 4) 5S Maps

Operation Sheet 5.1**Operation Title: Sequence of Standardize****Instruction:**

- Keep safe your working area
- Properly operated manual handling equipment

Purpose: To follow the appropriate Sequence of Standardization

Precautions:

- Wearing appropriate cloth
- Make working area hazard free.

Quality criteria: - Standardizing according to the work standard

Procedures:

12. Planning for Standardization
13. Assign 3S Responsibilities for everyone in the work place by using the tools by using the tools such as 5S Maps, 5S schedules, 5S job cycle charts
14. Integrate 3S Duties into Regular Work Duties by using the two approaches: visual 5S and five- minute 5S
15. Check on 3S Maintenance Level by using Standardization-level Checklist and 5S checklist and make maintenance/correction on back sliding the 3S.
16. Prevention of back sliding of the first three pillars by using 5W1H approach, suspension, incorporation and use elimination.

Unit 6

Sustain 5S Activities

This learning guide is developed to provide you the necessary information regarding the following content coverage and topics:

- Essentiality of Sustain
- Implement Sustain
- Tool and techniques of sustain
- Establishing 5s promotional office

This guide will also assist you to attain the learning outcomes stated in the cover page. Specifically, upon completion of this learning guide, you will be able to:

- Essentiality of Sustain
- Implement Sustain
- Identify Tool and techniques of sustain
- Establish 5s promotional office

6.1 Essentiality of Sustain

In the context of the five pillars, to sustain means to make a habit of properly maintaining correct procedures. In your life in general, what do you mean when you talk about sustaining something? Usually, you think of it as drawing on something from inside yourself in order to maintain a course of action-even when forces in your life challenge in this effort.

Here are some of the things that happen in a company when Commitment to the five pillars is not sustained.

- Unneeded items begin piling up as soon as sorting is completed
- No matter how well Set in Order is planned and implemented, tools and equipment do not get returned to their designated place after use.
- No matter how dirty equipment becomes, little or nothing is done to clean it.
- Terms are left protruding into walkways, causing people to trip and get injured.
- Dirty machines start to malfunction and produce defective goods.
- Dark, dirty, disorganized workplaces lower workers' morale.

These 5S related problems and others are likely to occur in any factory or office that lacks a commitment to sustain the five pillar gains over time. Without the commitment to sustain the benefits of the 5S activities, implementation of the first four pillars quickly falls apart however, if the rewards of implementing the first four pillars are greater for you than the rewards of not implementing them, sustaining them through the fifth pillar should be something you take too naturally.

The implementation of the first four pillars should make your workplace more pleasant to work in, your job more satisfying and communication with your coworkers easier. It should also make your work more efficient and of better quality, which will hopefully lead to reward of your efforts by your company. It's true that the five pillars take time to implement, but this investment of time will bring a great return, for both you and your company.

6.2 Implement Sustain

6.2.1 Creating Conditions to Sustain Plans

The implementation of the sustain pillar is different from that of the sort, set in order, shine, or standardize pillars in that the results are not visible and cannot be measured. Commitment to it

exists in people's hearts and minds and only that have shown its presence. Because of this it cannot exactly be “implemented” like a technique, However, we can create conditions that encourage the implementation of the sustain pillar. The types of conditions that are most useful for this are:

- **Awareness.** Coworkers need to understand what the five pillars are and how important it is to sustain them.
- **Time.** Need to have or make enough time in your work schedule to perform 5S implementation.
- **Structure.** Need to have a structure for how and when 5S activities will be implemented.
- **Support.** Need to have support for your efforts from management in terms of acknowledgement, leadership, and resource
- **Rewards and Recognition.** Efforts need to be rewarded.
- **Satisfaction and Excitement.** The implementation of the five pillars needs to be fun and satisfying for you and the company. This excitement and satisfaction gets communicated from person to person, allowing 5S implementation to build as it involves more people.

6.2.2 Roles in Implementation

In order to sustain 5S implementation in the company, both you and the company management have important roles to play. Part of this role involves creating the conditions that sustain 5S activities. The other part involves demonstrating a commitment to 5S yourself.

A. The Role of Management

The supervisors and managers in your company have a major role to play in ensuring the success of the five pillars by creating conditions that help sustain 5S activities. This role includes:

- Educating you and your coworkers about 5S concepts, tools, and techniques;
- Creating team for implementation
- Allowing time for implementation and creating schedules for this work
- Providing resources for 5S implementation. such as supplies-s
- Acknowledging and supporting 5S efforts
- Encouraging creative involvement by all workers, listening to their ideas, and acting on them.
- Creating both tangible and intangible rewards for 5S efforts
- Promoting ongoing 5S efforts

The supervisors and managers also have an important role to play in implementing the fifth pillar in their own work. When they sustain the first four pillars, they perform three very important functions.

- Improving the quality and efficiency of their own work
- Teaching by example
- Demonstrating the company's commitment to 5S implementation

B. Subordinate Role

Similarly, you have an important role to play in creating the conditions that Sustain 5S activities. This role includes:

- Continuing to learn more about 5S implementation
- Helping to educate your coworkers about the 5S
- Being enthusiastic about 5S implementation
- Helping to promote 5S implementation efforts

You also have an important role to play in order to sustain 5S activities in your own work. This role includes:

- Taking the initiative to figure out ways to implement the five pillars in your work on a daily basis
- Asking your supervisor or manager for the support or resources you need to implement the five pillars
- Participating fully in company 5S implementation efforts
- Bringing to your supervisor or manager your creative ideas for promoting or implementing the five pillars
- Participating fully in company 5S promotion efforts

6.3 Tools and techniques to sustain 5s

There are many tools and techniques your company can use to help sustain commitment to 5S implementation. We offer these below so you will be aware of them. At some point in your 5S implementation work, you may be called upon to use or even coordinate the use of these techniques. These are:

- 5S slogans
- 5S posters

- 5S photo exhibits & storyboards
- 5S newsletter
- 5S maps
- 5S pocket manuals
- 5S department/benchmarking tours
- 5S months
- 5S audit
- Awarding system
- Big cleaning day
- Patrolling system
 - ❖ Top management Patrol
 - ❖ 5S Committee members and Promotion office Patrol
 - ❖ Mutual patrol
 - ❖ Self-patrol
 - ❖ Checklist patrol
 - ❖ Camera patrol

A. 5S Slogans

5S Slogans communicate the themes of the five pillar campaign in your company. They are most effective when they are suggested by you and your coworkers. They can be displayed on buttons, stickers, flags, or posters. It encourages all the participants.

Samples of slogan

“Refresh yourself and workplaces by 5S activity.”

“Let's maintain current 5S activity and KAIZEN for tomorrow”

“We polish “Our Minds” as well as our factories”

B. 5S Posters

Posters displaying 5S Slogans or descriptions of 5S activities can be posted throughout the workplace. They can serve to remind everyone of the importance of the five pillars, or to communicate the results or status of 5S activities.

A. 5S Photo Exhibits and Storyboards

When it comes to communication about 5S implementation, the old saying that a "picture is worth a thousand words" is definitely true. Photo Exhibits and Story boards showing the before and after of 5S implementation activities are powerful tools for promoting the five pillars. Photos and Storyboards can also communicate the status of five pillar activities.

B. 5S Newsletters

5S Newsletters are in-house news bulletins centered on five pillar topics. They carry factory reports on 5S conditions and activities. 5S Newsletters are most effective when issued on a regular basis, perhaps once or twice a month and at staff meetings.

C. 5S Maps

5S Maps can also be used to get employees involved in five pillar improvement on an ongoing basis. 5S improvement Maps should be hung in a central location with suggestion cards attached so anyone can suggest improvements.

D. A 5S Pocket Manual

A 5S Pocket Manual can be created that contains five pillar definitions and descriptions, and is small enough to fit into the pocket of work clothes. Shop floor workers, supervisors, and managers can all use 5S Pocket Manuals for easy reference to the 5S essentials.

E. 5S Department Tours

When one department in a company has implemented the five pillars successfully, it can serve as a model area for other departments to come visit. Since "seeing is believing," this technique is extremely effective for promoting 5S implementation throughout a company.

**F. 5S Months**

Companies should designate two, three, or four months every year as "5S Months." During these months, various activities such as 5S seminars, field trips, and contests can be carried out to further promote 5S implementation in the company.

G. Awarding System

Promotion results must be shared by all the members, and awarding for 5S promotion results according to evaluation is recommended.

H. Big Cleaning Day

It is a cleaning that carried out from two to four hours by the organization. Example: Before national holidays.

I. Patrolling System

- **Top management Patrol**

- Check Up the activities Comprehensively
- Give emphasis on sustaining of the activity
- consider committees feedback

- **5S Committee members and Promotion office Patrol**

- Evaluate “5S Check List”
- Record problems on “5S check findings”
- Tack picture of 5S problems

- **Mutual patrol**

- Check mutually among KPT

- **Self-patrol**

- 5S leader and members check the results of activity by themselves.

- **Checklist patrol**

- Point out the problems by themselves at site as well as evaluate the results and encourage members to urge KAIZEN.

- **Camera patrol**

- Visibly highlight the problems and progress of the activity using photographs.

J. 5S Audit

The purpose of this audit is to outline an approach making 5S a success in industrial as well as our working areas. Enable 5S teams to design and establish a simple, effective and visual workplace organization, which creates a professional workplace and culture that is effective, organized and disciplined. Continual Improvement internal audit program enhance excellent service delivery Audit findings can be used to identify trends and the key issues.

The Performing Audit contains:

a) Preparation

1. All 5S auditors gather at the meeting room ½ hour before audit
2. Briefing by 5S audit chairman :-
 - Activities of the day
 - Highlight any new criteria to be checked

- Action date on sticker (2 weeks from audit date)
 - Time to report back
3. Wearing 5S auditor tag
 4. Every auditor is only allowed to use up to 3 stickers at each audit to each 5S zone. It is purposely not put burden to 5S team to make improvement in very drastic manner.
 5. Previous audit summary report will be distributed to the auditors' team as a reference in order to avoid in consistency auditing.

b) During Audit

1. Bring all audit materials e.g. checklist, stickers, file holder & audit summary report
2. Get the KPT leader or facilitator to accompany auditor
3. Good public Relation
4. Check outstanding matter from the previous audit summary report
5. Proper issue of stickers & justified
6. Propose idea for improvement and justified.
7. Close matter when action has been taken. Remove sticker
8. Issue new sticker when action is not fully satisfied (old sticker still remain) and also for new matter noted
9. Take photo as an example in case of the 5S team has shown very creative idea to make the 5S initiative significantly effective, safe work place, cost saving
10. Only use maximum 3 stickers of each type for each working area / zone
11. Listen to the feedback given by workers
12. Provide positive suggestion for improvement if stickers is not appropriate
13. Prepare audit report of each working area on the Audit summary
14. Document must be signed by auditor & team leader
15. Audit to the next area
16. You may take 10 – 15 minutes for one zone.

c) Focal Points 5S Auditors Should Examine

- Do the Top and Middle managers support 5S program?
- Are people proud of their workplaces?
- Are workplaces clean and organized?

- Are workplaces safe for people to work in?
- Are machines and equipment clean and well maintained?
- Are items easy to retrieve?
- Are machines and tools conveniently located?
- Are inventories stored for FIFO retrieval?
- Are products free from dust?
- Do people clean daily without prompting?
- Are the uniforms worn by people clean and tidy?
- Is a good image of the enterprise reflected in its people?

6.4 Establishing 5S Promotion office

KPT enhances people's problem-solving skills as a leading management policy in all types of organization. QC Circles are small groups consisting of front-line employees who continually and collectively find a problem and discuss on alternative remedies to control and improve the quality of their work, products and services. 5S Promotion office carryout the following duties

- Prepare over all 5S implementation plan at company level.
- Follow up standardize 5S activities at the company.
- Perform any other 5S related activities.
- Organize Training

6.4.1 5'S Promotion office Activities

A. 5S organization structure

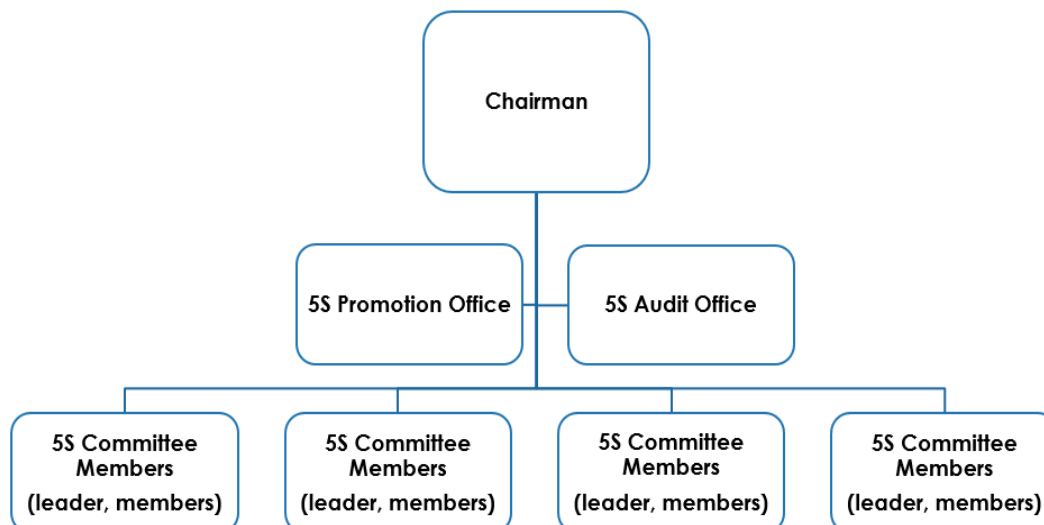


Figure Error! No text of specified style in document.-36 Promotion Office

B. Recognition of current condition

- a) By using 5S Checklist
- b) Photography

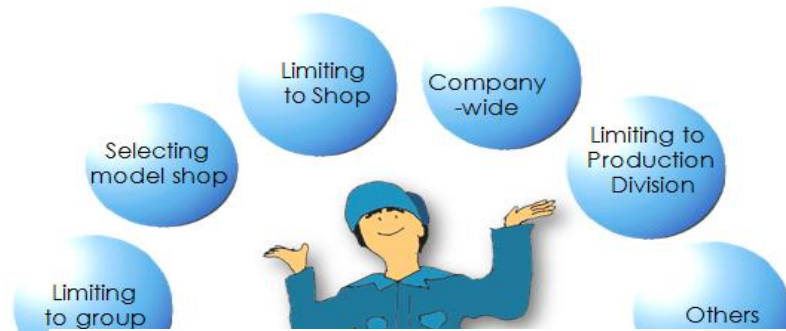
C. Deciding activity range

Figure Error! No text of specified style in document.-37 Variety of activity range

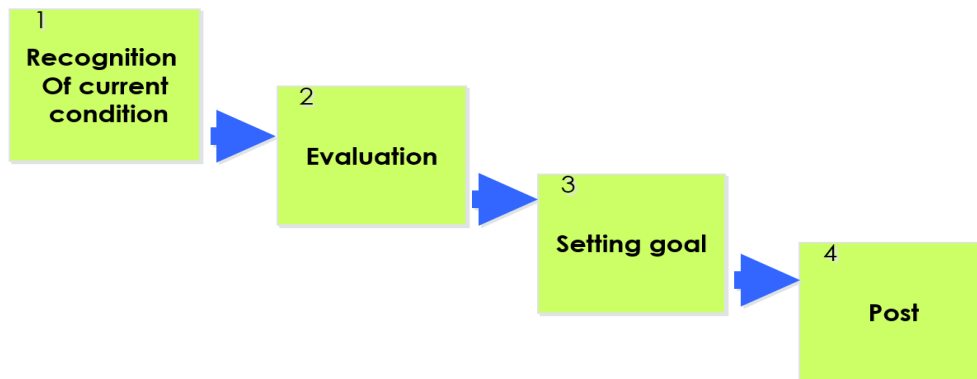
D. Goal setting

Figure Error! No text of specified style in document.-38 Goal setting Process

E. Planning stage**a) Overall Promotion Plan**

Date of issue: Issued by 5S Promotion Office																													
Overall Plan for 5S Promotion																													
Timing		Month 1				Month 2				Month 3				Month 4				Month 5				Month 6							
Items		1w	2w	3w	4w	1w	2w	3w	4w	1w	2w	3w	4w	1w	2w	3w	4w	1w	2w	3w	4w	1w	2w	3w	4w				
Basic plan (stage)		Preparation								Seiri								Seiton								Seiso			
																		Seiketsu											
		Shitsui																											
Preparation of 5S Tools		Prepare standard tools in advance regardless of stage.																											
Preparation of textbook for 5S introductory training		Prepare standard tools in advance regardless of stage.																											
5S introductory training		Provide overall 5S training in introductory period.																											
5S training		Provide 5S training prior to the start of each stage of 5S.																											
Photography		Take photographs before/after each stage.																											
		Photographs on later stages can be the evaluation objects for 5S awarding.																											

Figure Error! No text of specified style in document.-39 Sample Overall Promotion Plan

[illegible][illegible]

Basic Plan		Seisou Activity																														
		5th month																														
Activity		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Preparing necessary tools	Plan																															
	Result																															
Determining activity area	Plan																															
	Result																															
Designing procedures for the Seisou Activity	Plan																															
	Result																															
General cleaning	Plan																															
	Result																															
Working out the problems revealed through the general cleaning	Plan																															
	Result																															

MINISTRY OF EDUCATION

c) Training



Figure Error! No text of specified style in document.-41 5s Training for Staff

F. Budgeting

It is necessary to prepare a budget for 5S activity because it costs money.



Figure Error! No text of specified style in document.-42 All 5s activities needs budget

G. Kick-off

Inform All
Employees
Of Kick-off

Explain
The Activity



Assemble All
Employees

Declare
The Policy

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Self-check 6.1

Directions: Answer all the questions listed below.

Part-I: Match the following columns

1. Awareness.	A. coworkers need to understand what the five pillars
2. Time.	B. implementation of the five pillars needs to be fun
3. Structure	C. need to have or make enough time
4. Support.	D. need to have a structure for how and when 5S
5. Rewards and Recognition	E. in terms of acknowledgement, leadership
6. Satisfaction and Excitement	F. need to have support for your efforts from management

Part-II: Fill in the blank Space

1. _____ tools are literally suspended from above within reach of the user.
2. _____ creating a flow of goods or operations in a factory process
3. _____ eliminates the use of a particular tool or measuring instrument
4. _____ combining the functions of two or more tools into a single tool
5. _____ means using something other than a tool

Part III: Answer the following question accordingly

1. What are Conditions to Sustain Plans?
2. Mention the roles of management in Implementation
3. Mention the roles of subordinate in Implementation
4. If the company not commitment to the five pillar, what will be happened?
5. Can you mention some samples of slogan?

Operation Sheet 6.1

Operation Title: 5s Audit

Instruction:

- Keep safe your working area
- Properly operated manual handling equipment

Purpose: To check the status of 5s implementation

Resource:

- Management audit forms
- Resources for communication and recognizing successes (newsletters, displays, awards)
- Presentation tools for sharing best practices with other work areas
- Management commitment and focus on maintaining the new standards

Precautions:

- Wearing appropriate cloth
- Make working area hazard free.

Quality criteria: - Check the level of

Procedures:

The steps in the process are noted below.

1. 5S Audit Checklist
2. Audit Summary Report
3. Criteria for 5s Audit Rating

5S Audit Checklist

Work Area:

Date:

5S Leader:

5S Auditor:

S1 - Sort ☐ / ☒ x

1. No unnecessary items are left or stored in the workplace.	
2. All machines and pieces of equipment are in regular use.	
3. All tools, fixtures and fittings are in regular use.	
4. Storage area is defined to store broken, unusable or occasionally used items.	
5. Standards for eliminating unnecessary items exist and are being followed.	

S2 - Set in order

6. Locations of tools and equipment are clear and well organized.	
7. Locations of materials and products are clear and well organized.	
8. Labels exist to indicate locations, containers, boxes, shelves and stored items.	
9. Evidence of inventory control exists (i.e. Kanban cards, FIFO, minimum/maximum, etc.).	
10. Dividing lines are clearly identified and clean as per standard.	
11. Safety equipment and supplies are clear and in good condition.	

S3 - Shining

12. Floors, walls, ceilings and pipework are in good condition and free from dirt and dust.	
13. Racks, cabinets and shelves are kept clean.	
14. Machines, equipment and tools are kept clean.	
15. Stored items, materials and products are kept clean.	
16. Lighting is enough and all lighting is free from dust.	
17. Good movement of air exists through the room (to limit the spread of viruses).	
18. Pest control exists and effective.	
19. Cleaning tools and materials are easily accessible.	
20. Cleaning assignments are defined and are being followed.	

S4 - Standardize

21. Information displays, signs, color coding and other markings are established.	
22. Procedures for maintaining the first three S's are being displayed.	
23. 5S checklists, schedules and routines are defined and being used.	
24. Everyone knows his responsibilities, when and how.	
25. Regular audits are carried out using checklists and measures.	

S5 – Sustain

26. 5S seems to be the way of life rather than just a routine.	
27. Success stories are being displayed (i.e. before and after pictures).	
28. Rewards and recognition is part of the 5S system.	

Audit Summary Report

No.	Areas of Audit	Improvement Needed			Contoh Cemerlang	Situation During Audit	Proposed Enhancement
		Sort	Set In Order	Shine			

Auditor: a)

Signature:

b)

Signature:

Criteria for 5s Audit Rating

Evaluation Scale	5S Practice	5S Theory	Data/Fact
1 (0 - 30 %)	<ul style="list-style-type: none"> Nothing at all and no sense of commitment. Not doing 5S at all. 	<ul style="list-style-type: none"> No knowledge and cannot explain. 	<ul style="list-style-type: none"> No data. No improvement effort.
2 (31 - 50 %)	<ul style="list-style-type: none"> Doing some but not sufficient. Doing before auditors arrival. 	<ul style="list-style-type: none"> There is a knowledge but people do not know how to practice. 	<ul style="list-style-type: none"> There is data but superficial.
3 (51 - 70 %)	<ul style="list-style-type: none"> Doing what is supposed to do but need to put more effort. 	<ul style="list-style-type: none"> Understand and have overall knowledge. 	<ul style="list-style-type: none"> Sufficient data but not in order.
4 (71 - 90 %)	<ul style="list-style-type: none"> Almost ok, but not fully completed yet or insufficient. 	<ul style="list-style-type: none"> Almost ok, but in some are need further improve. 	<ul style="list-style-type: none"> Sufficient data and in order. Able to explain.
5 (91 - 100 %)	<ul style="list-style-type: none"> There is a proper evidence of 5S. 5S culture can be seen. 	<ul style="list-style-type: none"> Completely YES 	<ul style="list-style-type: none"> Orderly stratified data. Can show and answer immediately Visual Control is functional.

LAP Test

Practical Demonstration

Instruction I: Perform the following tasks.

Task 1: Perform Sorting Activities

Task 2: Perform Set in Order

Task 3: Perform Shine Work Area

Task 4: Perform Standardize 5S

Task 5: Perform Sustain 5S Activities

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