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## SELF-ASSESSMENT GUIDE

Full Qualification	CAREGIVING (Grade schooler to Adolescent ) NC II		
Units of Competency Covered	<ul style="list-style-type: none"> <li>• Provide assistance and care to personal needs of grade schooler</li> <li>• Foster physiological needs and cognitive development of grade schooler</li> <li>• Foster physical growth and development of grade schooler</li> <li>• Respond to emergency for grade schooler</li> <li>• Foster physical growth and development of adolescent</li> <li>• Promote development tasks for adolescent</li> <li>• Respond to emergency for adolescent</li> </ul>		
<b>Instruction:</b> Read each question and check the appropriate column to indicate your answer.			
<b>Can I?</b>	<b>YES</b>	<b>NO</b>	
<b>PROVIDE ASSISTANCE AND CARE TO PERSONAL NEEDS OF GRADESCHOOLER</b>			
• Instill importance and demonstrates personal hygiene practices to grade schooler*			
• Prepare and monitor completeness of personal hygiene kit			
• Check bathing paraphernalia, water quantity and vital signs of grade schooler*			
• Assist grade schooler in bathing and dressing up			
• Prepare meal of grade schooler according to prescribed procedure, including correct quantity, frequency, nutritional and cultural requirements*			
• Feed grade schooler following healthy procedures *			
<b>FOSTER PHYSIOLOGICAL NEEDS AND COGNITIVE DEVELOPMENT OF GRADE SCHOOLER</b>			
• Create opportunities that will help develop self-help skills and independence in grade schoolers *			
• Create opportunities that will help develop decision making and acceptance of individual differences in grade schoolers *			
• Create opportunities that will help grade schooler accept responsibility and accountability or consequences of his/her own actions *			
• Create opportunities that will help grade schoolers express their feelings, ideas, needs, imagination and creativity based on social norm and developmental needs *			
• Create activities/experiences that will help grade schoolers respect other's individual needs, abilities and interest based on social and cultural forms *			

<b>FOSTER PHYSICAL GROWTH AND DEVELOPMENT OF GRADESCHOOLER</b>		
• Provide tools, equipment, exercises and/or activities that will enhance physical growth and development*		
• Create opportunities that will help develop physically and physical skills based on development needs *		
• Create opportunities/experiences that will help enhance physical fitness skills based on stage of growth and development *		
• Create opportunities/experiences that will help grade schooler to develop habit forming physical activities and healthy sleeping patterns and practices based on physical needs *		
• Create activities/experiences that will support awareness of the range of movements of their own body, based on developmental needs *		
• Relay the need for grade schooler to participate in physical fitness		
<b>RESPOND TO EMERGENCY FOR GRADESCHOOLER</b>		
• Practice infection control, hygiene and health principles based on established guidelines *		
• Report signs of potential illness of grade schooler and seeks medical assistance *		
• Inform grade schooler parents or relatives of related policies and procedures		
• Perform first aid, basic life support or appropriate emergency procedures to ensure safety of grade schooler, based on established standards and procedures *		
• Calm, reassure and comfort grade schooler		
• Give information on emergency situation according to established policies		
• Remove grade schooler from threat or danger, or vice versa *		
• Assess danger level and reports to appropriate person		
<b>FOSTER PHYSICAL GROWTH AND DEVELOPMENT OF ADOLESCENT</b>		
• Explain details of care plan with adolescent, family members or authorized persons		
• Prepare support activities for adolescent according to care plan *		
• Cultivate independence, rights and making informed decisions among adolescents *		
• Interpret and clarify caregiver's own roles and responsibilities in adolescent's care according to approved individual care plan *		
• Explain features that appear during puberty (secondary sex characteristics) to adolescent, including hormonal changes *		
• Create opportunities/exercises/activities that will help develop physically and physical skills based on development needs *		
• Stimulate • critical thinking and cognitive maturity (developing realistic goals, sense of self-identity, etc) *		

<b>PROMOTE DEVELOPMENT TASKS FOR ADOLESCENT</b>		
• Help clients to identify social peers and unhealthy/healthy relationships		
• Create activities to nurtures mature and healthy social relationships with friends, family, relatives through use of communication strategies *		
• Make clients aware of sexual/gender identity/orientation and teaches independence		
• Make clients aware of body changes based on growth and development		
• Recognize and prepare activities to manage anxiety and depression *		
<b>RESPOND TO EMERGENCY FOR ADOLESCENT</b>		
• Practice infection control, hygiene and health principles based on established guidelines *		
• Report signs of potential illness of adolescent and seeks medical assistance *		
• Inform adolescent, parents and relatives of related policies and procedures		
• Perform first aid, basic life support or appropriate emergency procedures to ensure safety of adolescent, based on established standards and procedures *		
• Calm, reassure and comfort adolescents		
• Give information on emergency situation according to established policies		
• Remove adolescents from threat or danger, or vice versa *		
• Assess danger level and reports to appropriate person		
I agree to undertake assessment with the knowledge that information gathered will only be used for professional development purposes and can only be accessed by concerned assessment personnel and my manager/supervisor.		
<b>Candidate's Name and Signature</b>		<b>Date</b>

**NOTE: \*Critical aspects of competency**