

# **ABBREVIATIONS**

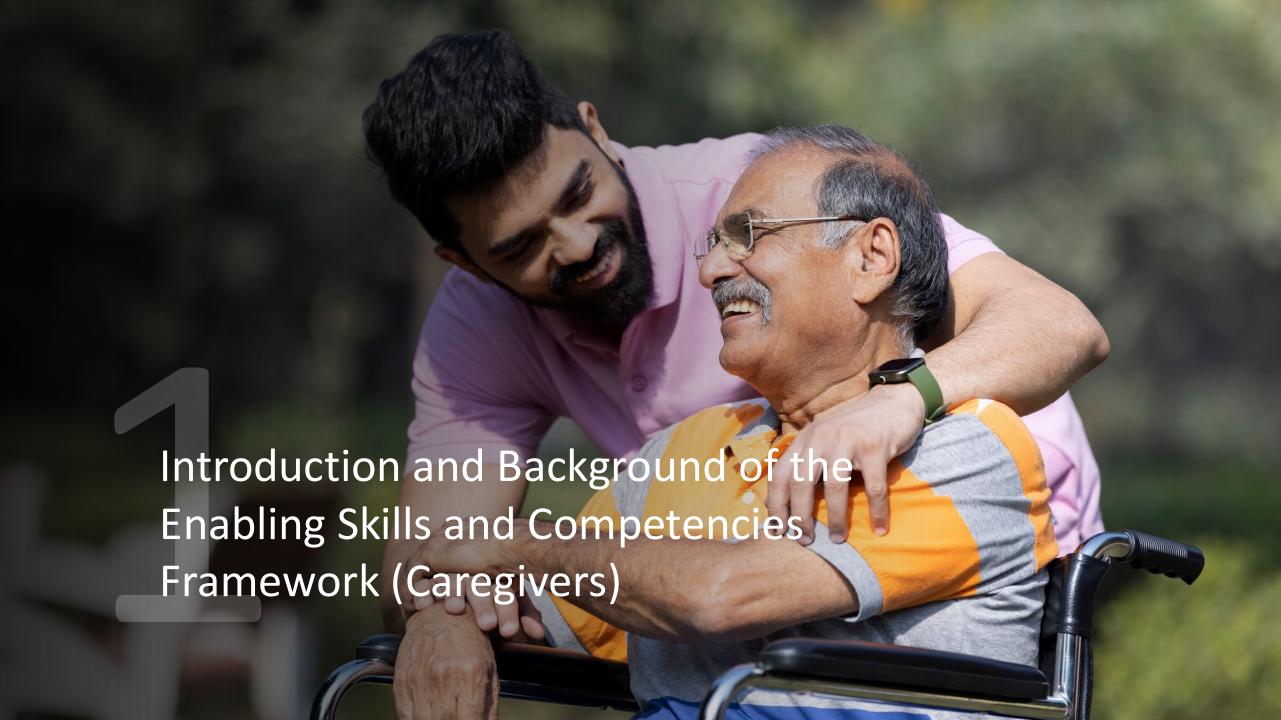
Abbreviation	Term
CF	Competency Framework
EMP	Enabling Masterplan
FGD	Focus Group Discussions
PWDs	Persons with Disabilities
SEN	Special Education Needs
SFw	Skills Framework
SP	Disability Sector Professionals
SSAs	Social Service Agencies
SSG	SkillsFuture Singapore
TSC	Technical Skills Competency
WHO	World Health Organisation





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#### 1.1 | Introduction and Background

Providing care for persons with disabilities can be <u>complex and</u> <u>challenging for caregivers</u>, who require extensive knowledge and skills to provide care for their loved one and look after their self-care to prevent burnout and maintain their well-being.

Navigating through the list of assistance and support can add to the difficulties of caregivers. Balancing the needs of a loved one with managing their own lives, caregivers **navigate a role filled** with complex emotions.

Often, caregivers prioritise their loved one's needs over their own, which can lead to burnout and long-term emotional strain.

The Enabling Masterplan (EMP) 2030 is a national roadmap that aims to fully integrate persons with disabilities into society. One of its proposed enablers of success is **providing support to persons with disabilities and their caregivers and families.** 

The EMP2030 recommends <u>enhancing respite options and caregiver support for individuals with disabilities in the community.</u> It emphasises supporting caregivers in future planning and providing a range of support services across different life stages.



In line with the above objectives, the Enabling Skills and Competencies Framework (Caregivers) equips loved one and caregivers with necessary competencies and resources for high-quality care. Our Enabling Skills and Competencies Framework (Caregivers) was developed through extensive research and consultation with experts in the field of disability care, the competencies highlighted in this framework cover communication, navigating transition stages, personal care, and social support and more.

We hope this framework serves as a valuable resource, supporting family members and caregivers in their crucial role of caring for their loved one with disabilities.

## 1.2 | Aims and Audience

The following provides a summary of the intended audience for our Enabling Skills and Competencies Framework (Caregivers) and how individuals can utilise it.



#### Caregivers include, but are not limited to:

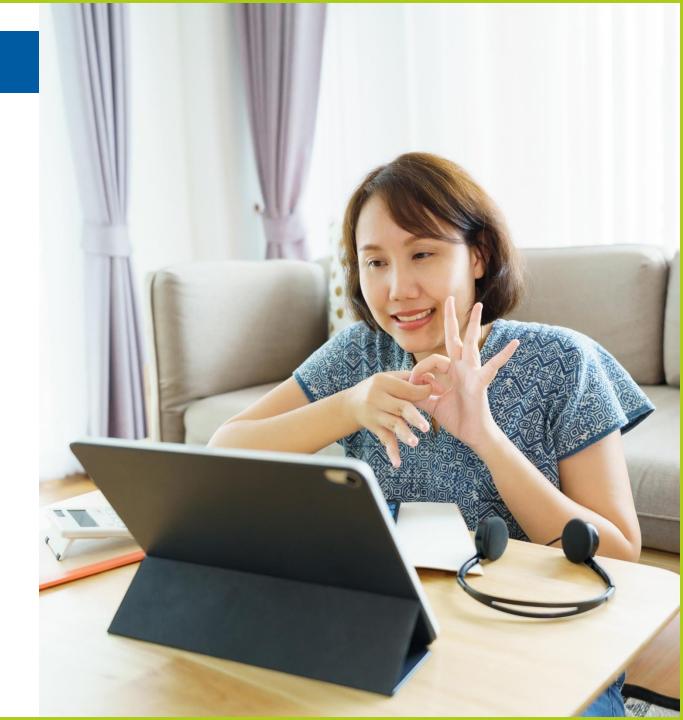
- Families
- Friends

- Helpers
- To <u>identify and enhance their skill sets and capabilities</u> to deliver better care and support to persons with disabilities in a holistic manner
- To Improve the quality of care provided to their loved one by addressing areas where caregivers might <u>need additional</u> <u>training or support</u>



#### **Training Partners**

To provide guidance for the <u>design and development of</u>
 <u>curriculum</u> for disability training programmes to suit the needs of
 caregivers when providing care and support to their loved one





#### 2.1 | Development of the Framework

The Enabling Skills and Competencies Framework (Caregivers) comprises **24 competency areas** organised under **5 distinct domains**. These domains represent various categories and encompass a range of skills necessary for caregivers to be aware of the skills required to provide better care and support to their loved one.

As a reference, we considered the SG Enable Caregivers Learning Roadmap and Enabling Skills and Competencies Framework (Persons with Disabilities) when developing competencies for caregivers. Additionally, desktop research was conducted to ensure comprehensive coverage of caregivers competencies.

#### Stakeholders consulted: Disability Institutes of Social **Training** Persons with Sector **Ministries** Service **Employers** Higher **Caregivers Providers Disabilities Professional** Agencies Learning

We involved 450 stakeholders from government agencies, social service agencies, SPED schools, institutes of higher learning, persons with disabilities, caregivers, employers and disability sector professionals to develop the framework.

The engagement process involved the conduct of Focus Group Discussions (FGDs) and 1-to-1 interviews, these took place either via an in-person or virtual setting.

We hope that through this framework, caregivers can be supported and be part of a more inclusive, skilled, and resilient community, ultimately contributing to a more equitable society in Singapore.

### 2.2 | Structure of the SG Enable Caregivers Learning Roadmap (1/4)

				AP		
Domain	Competency	Upon Diagnosis	Young Children (0-6 Years)	Children & Teens (7-18 Years)	Adults (18 Years and above)	For All Stages
Identifying and Understanding Disability	Identifying Developmental Delay or Disability	V				
Identify Unders Disa	2. Understanding Disability	√				
Managing Your Caregiving Role	3. Accepting & Understanding the Role of a Caregiver	$\checkmark$				
Managing Your Saregiving Role	4. Prioritising Self-Care					$\checkmark$
≥ ເວ	5. Strengthening Family Relationships					$\checkmark$

## 2.2 | Structure of the SG Enable Caregivers Learning Roadmap (2/4)

				a o		
Domain	Competency	Upon Diagnosis	Young Children (0-6 Years)	Children & Teens (7-18 Years)	Adults (18 Years and above)	For All Stages
	6. Adapting Home Environment					V
Care	7. Setting Goals with your Loved One					V
y for C	8. Developing a Care Plan	V				
Planning for	9. Understanding the Legal Provisions for Persons with disabilities					<b>V</b>
₫	10. Developing a Future Care Plan				V	
	11. Partnering Allied Health Professionals in the Therapy Journey					V

### 2.2 | Structure of the SG Enable Caregivers Learning Roadmap (3/4)

Domain	Competency	Upon Diagnosis	Young Children (0-6 Years)	Children & Teens (7-18 Years)	Adults (18 Years and above)	For All Stages
	12. Supporting Your Loved One's Mental Wellbeing					$\checkmark$
	13. Understanding Tips on Parenting		$\sqrt{}$	$\sqrt{}$	√	$\sqrt{}$
are	14. Interacting with Persons with disabilities					$\checkmark$
D D	15. Promoting Positive Behaviour					$\sqrt{}$
Providing Care	16. Building Functional Skills		$\sqrt{}$	$\sqrt{}$	$\checkmark$	
Pro	17. Assisting with Activities of Daily Living					V
	18. Building Social Skills		$\sqrt{}$	$\sqrt{}$	$\checkmark$	
	19. Building Relationships and Sexuality Education			$\checkmark$	V	

### 2.2 | Structure of the SG Enable Caregivers Learning Roadmap (4/4)

				a o		
Domain	Competency	Upon Diagnosis	Young Children (0-6 Years)	Children & Teens (7-18 Years)	Adults (18 Years and above)	For All Stages
roviding Care	20. Applying Basic Nursing Care					$\sqrt{}$
Providir Care	21. Enhancing Health and Wellbeing					<b>V</b>
your ne n	22. Navigating the Educational Landscape		$\checkmark$	<b>√</b>		
orting /ed O rougl	23. Navigating Post-School Pathways			$\checkmark$	$\checkmark$	
Suppor Lov th Tra	24. Preparing Loved One for National Service			$\checkmark$	V	

#### 2.3 | How to Read the Enabling Skills and Competencies Framework (Caregivers)

The subsequent caregivers' domains and competencies provide a concise and easily accessible overview, detailing the elaboration of each sub-competency for quick reference and comprehension. When combined with <u>Section 2.2 "Structure of the SG Enable Caregiver Learning Roadmap"</u>, it creates a comprehensive mapping of relevant competencies corresponding to various transition life stages, thus offering a holistic understanding of caregivers' roles and responsibilities.

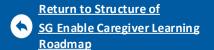
Domain	Competency	Sub-Competency
		Developmental milestones in children  a. Understand developmental milestones at different ages to identify potential areas of concern  b. Monitor, record and share on your child's development (e.g. attend developmental screenings)
Disability	1. Identifying Developmental Delay or Disability	Sustaining through difficult periods  a. Seek emotional support from support groups, experienced caregivers, family and friends  b. Learn about the support your loved one needs
dentifying and Understanding Disability		Importance of early identification and early intervention  a. Understand the importance of early detection of developmental delay or disability and benefits of early intervention  b. Engage professionals and find out about resources to better support your loved one's development
/ing and Un	2. Understanding Disability	Overview of disability profiles  a. Understand the characteristics of the disability and the impact on your loved one  b. Know how to communicate with the doctor to understand the disability and your next steps
Identify		Interventions for loved ones  a. Identify intervention programmes and/or assistive technology that can help your loved one  b. Evaluate and select suitable intervention(s) for your loved one (e.g. treatment options, costs, side effects and implications)
		Providing care to loved ones  a. Learn tips on how to provide care specific to the disability type of your loved one  b. Know the social service agencies that can provide support to your loved one

#### **Competencies Descriptions**

It's important to note that usage and adoption may differ depending on the unique circumstances of individuals with disabilities in each setting.

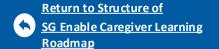


## 3.1 | Domain 1:Identifying And Understanding Disability



Domai n	Competency	Sub-Competency (Click on the link in the competency column for more details and resources on these sub-competencies)
		Developmental milestones in children  a. Understand developmental milestones at different ages to identify potential areas of concern  b. Monitor, record and share on your child's development (e.g. attend developmental screenings)
Disability	1. Identifying Developmental Delay or Disability	Sustaining through difficult periods  a. Seek emotional support from support groups, experienced caregivers, family and friends b. Learn about the support your loved one's needs
Understanding		Importance of early identification and early intervention  a. Understand the importance of early detection of developmental delay or disability and benefits of early intervention  b. Engage professionals and find out about resources to better support your loved one's development
dentifying and Und	2. Understanding Disability	Overview of disability profiles  a. Understand the characteristics of the disability and the impact on your loved one b. Know how to communicate with the doctor to understand the disability and your next steps
Identify		Interventions for loved one  a. Identify intervention programmes and/or assistive technology that can help your loved one b. Evaluate and select suitable intervention(s) for your loved one (e.g. treatment options, costs, side effects and implications)
		Providing care to loved one  a. Learn tips on how to provide care specific to the disability type of your loved one b. Know the social service agencies that can provide support to your loved one

## 3.2 | Domain 2: Managing Your Caregiving Role (1/2)

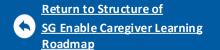


Domain	Competency	Sub-Competency
		Understand the stages of grief upon the diagnosis  a. Understand the stages of grief (e.g. 5 stages of grief)  b. Acknowledge and address the negative emotions
Role	3. Accepting & Understanding the Role of a Caregiver	<ul> <li>Seeking professional help</li> <li>a. Identify the signs and symptoms of depression (e.g. feelings of sadness, frustration, changes in sleeping patterns and/or appetites)</li> <li>b. Understand when to seek professional help</li> </ul>
y Your Caregiving Role		Preparing to be a caregiver  a. Learn the different ways you can equip yourself as a caregiver and relevant resources available  b. Start future care planning early (e.g. writing a will, opening a trust)
		Becoming a part of a support network  a. Understand the importance of having a support network  b. Consider finding a suitable support network or forming your own network of support
Managing		Prioritising self-care a. Understand the importance of self-care b. Understand the signs of burnout and chronic stress (e.g. physical, mental and/or emotional exhaustion, empathic distress)
	4. Priortising Self-Care	Practising self-care  a. Arrange for alternative care (e.g. professional home-care services, community-based facilities)  b. Practise and apply self-care strategies (e.g. be kind to yourself)
		Avenues to seek help  a. Consider the resource and support available and when to reach out for help

## 3.2 | Domain 2: Managing Your Caregiving Role (2/2)

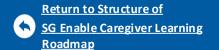
Domai n	Competency	Sub-Competency
ging Your Caregiving Role	5. Strengthening Family Relationships	Benefits of building strong family bonds a. Understand the importance and benefits of having strong family bonds  Strengthen family relationships a. Engage in building strong family relationships (including sibling and spousal relationships) b. Share caregiving responsibilities with one's spouse (e.g. physical and mental loads)  Managing difficult conversations with family members a. Know how to approach difficult topics with family members and manage these conversations with sensitivity
Manaç		Avenues to seek help  a. Understand the resource and support services available to reach out for help (e.g. social service agencies, family service centres)

## 3.3 | Domain 3: Planning For Care (1/2)



Domai n	Competency	Sub-Competency Sub-Competency
	6. Adapting Home Environment	Adapting the home environment  a. Improve the accessibility and safety of your home for your loved one and facilitate your caregiving
	7. Setting Goals with your Loved One	<ul> <li>Understanding goal setting</li> <li>a. Empower your loved one to co-develop goals or set their own goals where possible</li> <li>b. Use frameworks to set goals (e.g. SMART goals)</li> <li>c. Support your loved one to attain (e.g. identifying potential barriers or challenges to attaining the goal, and ways to overcome these challenges), monitor and review goals</li> </ul>
for Care		Setting the right goals  a. Determine appropriate goals for your loved one (e.g. based on your loved one's developmental stage)
Planning		Care planning  a. Understand the benefits of care planning  b. Learn about the possible components of a care plan for daily and short-term needs
	8. Developing a Care Plan	<ul> <li>Financial and legal planning</li> <li>a. Develop a financial plan considering the future financial needs of your loved one (e.g. medical needs, interventions and services)</li> <li>b. Understand legal provisions to safeguard your loved one's legal rights (e.g. Mental Capacity Act)</li> </ul>
	9. Understanding the Legal Provisions for Persons with disabilities	<ul> <li>Support for your loved one within the legal system</li> <li>a. Understand legal provisions to safeguard your loved one's legal rights (e.g. Children &amp; Young Persons Act (CYPA), Vulnerable Adults Act (VAA), Mental Capacity Act etc.)</li> <li>b. Learn about the legal aid and Appropriate Adult services available which you can refer to for access to legal assistance, when necessary</li> </ul>

## 3.3 | Domain 3: Planning For Care (2/2)



Domai n	Competency	Sub-Competency
		Future care planning  a. Understand the domains of future care planning: daily living, legal, financial and healthcare, living and care arrangements
	10. Developing a Future Care Plan	Legal considerations  a. Understand the applicable laws (e.g. Children & Young Person Act, Vulnerable Adults Act and Mental Capacity Act) and ways to protect the interests of your loved one and plan for their future (e.g. appoint a Testamentary Guardian, apply deputyship, will etc.)
Sare		Financial considerations  a. Understand the relevant financial considerations in planning for and ensuring financial security (e.g. set up trust funds, special needs saving scheme)
ng for (		Other considerations a. Learn about Advanced Care Planning and the Advance Medical Directive
Planning for Care		Plan for transition of care and living arrangements  a. Prepare your loved one for the eventual change in care arrangements (e.g. changes in flat ownership or the planning for alternative living arrangements such as adult disability homes)  b. Leam how to address difficult topics such as on mortality
	11. Partnering Allied Health Professionals in	Intervention and therapy  a. Learn the importance of appropriate therapy and intervention services and how working with allied health professionals can help your loved one
	the Therapy Journey	Journey with your loved one through therapy  a. Understand how to work collaboratively with professionals to customise and implement a care plan and intervention programme for your loved one (e.g. reinforce therapy techniques at home, monitor therapy progress)

## 3.4 | Domain 4: Providing Care (1/6)

Domai n	Competency	Sub-Competency
Providing Care	12. Supporting your Loved One's Mental Well-Being	Awareness of your attitude towards the disability  a. Build self-awareness of your attitude towards the disability to better support your loved one's psychological and emotional needs  b. Leam about the social model of disability  Helping your loved one build self-esteem and a sense of belonging  a. Support your loved one in building self-esteem and a sense of belonging  b. Leam to help your loved one cultivate a growth mindset  Helping your loved one build resilience  a. Understand how to support your loved one in building resilience to improve their ability to cope with challenges in their life  Identifying signs of mental health conditions in your loved one
		a. Identify the signs of mental health conditions such as depression and anxiety disorder  b. Understand when and where your loved one can seek support for their mental health concerns

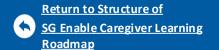
## 3.4 | Domain 4: Providing Care (2/6)

Domain	Competency	Sub-Competency
	13. Understanding Tips on Parenting	Engaging your loved one in play  a. Adapt play activities for loved one according to their abilities (e.g. inclusive play)
		Involving your loved one in everyday activities and chores  a. Equip your loved one with daily living skills (e.g. wearing shoes) to help them to become more independent b. Provide opportunities to carry out tasks and foster decision-making with minimal assistance
ig Care		Overcoming bullying and discrimination  a. Educate loved one on bullying and discrimination  b. Teach loved one strategies to stay safe (e.g. avoid isolated areas, walk away from bullies) and how to seek help  c. Identify potential signs of your loved one being bullied and understand how you can respond
Providing Care		Cyber wellness  a. Educate your loved one on key issues such as addiction, scams and cyberbullying  b. Adopt measures to keep your loved one safe on the internet, encourage loved one to share about their online activities
		Supporting your loved one through adolescence  a. Understand loved one's needs in adolescence  b. Learn tips to support them in their needs and goals (e.g. practise active listening and open communication; provide more handholding or provide greater autonomy where required)
		Plan for transition  a. Explore post-school pathways for your loved one including suitable career options, sheltered workshops or Day Activity Centres

## 3.4 | Domain 4: Providing Care (3/6)

Domai n	Competency	Sub-Competency
	14. Interacting with Persons with disabilities	Interacting with persons with disabilities  a. Understand how to support loved one in social interactions b. Empower and encourage your loved one to express their own views, preferences and choices
		Disability awareness     a. Communicate and educate others about your loved one's disability and be open to address misconceptions and different perspectives     b. Support your loved one in requesting needed services and accommodations
ng Care	15. Promoting Positive Behaviour	Understanding the behaviour  a. Understand the reasons and identify triggers for your loved one's challenging behaviours
Providing		<ul> <li>Promoting positive behaviour</li> <li>a. Learn to support your loved one in managing behaviour (e.g. pre-empt triggers, work with professionals and learn to support your loved one in managing their behaviours, apply and implement calming strategies)</li> <li>b. Understand the resources and support services available for your family</li> </ul>
	16. Building Functional Skills	<ul> <li>Ways to build functional skills</li> <li>a. Learn how to support your loved one in acquiring skills (e.g. getting around independently, using assistive technology, handling money and managing work remuneration)</li> <li>b. Work with allied professionals to support the development of customised strategies for your loved one to acquire functional skills and help them progress</li> <li>c. Use frameworks (e.g., Early Childhood Holistic outcomes (ECHO), Routine-based Model) to build your loved one's functional</li> </ul>
		skills through everyday activities d. Create an environment that promotes independence and natural learning opportunities

## 3.4 | Domain 4: Providing Care (4/6)



Domai n	Competency	Sub-Competency
Providing Care	17. Assisting with Activities of Daily Living	Activities of daily living  a. Understand what Activities of Daily Living (ADLs) are (e.g. washing or bathing, dressing, feeding, toileting, transferring and mobility) and how to support your loved one
		<ul> <li>Assisting with ADLs</li> <li>a. Understand and apply proper techniques when assisting with Activities of Daily Living (ADLs)</li> <li>b. Learn how to promote independence in ADLs (e.g. break down ADLs to smaller tasks that your loved one can do on their own, where possible)</li> <li>c. Utilise assistive technology to support you and your loved one in their ADLs</li> </ul>
	18. Building Social Skills	Importance of social skills  a. Understand the importance of social skills and self-advocacy for your loved one (e.g. conflict resolution skills, effective communication techniques, recognition of social cues)
		Supporting your loved one's development of social skills  a. Understand your loved one's potential challenges in social interactions and how you can support them (e.g. using assistive technology, using social stories, creating opportunities for social interactions)

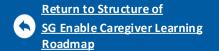
## 3.4 | Domain 4: Providing Care (5/6)

Domai n	Competency	Sub-Competency
Providing Care	19. Building Relationships and Sexuality Education	Sexuality and relationship education for your loved one  a. Engage loved one on topics related to sexuality and relationships early on, considering their physical and/or mental age (e.g. early childhood: human body parts, functions and gender differences, appropriate and inappropriate touch; adolescents: puberty, neurological/hormonal and physical changes to the body, sexual desires)
		<ul> <li>Helping your loved one build healthy interpersonal relationships</li> <li>a. Educate your loved one on what a healthy relationship looks like (e.g. building trust and establishing mutual respect, setting and respecting personal boundaries of self and others, resolving conflicts and differences)</li> <li>b. Help your loved one understand what it means to be in an intimate relationship</li> </ul>
	20. Applying Basic Nursing Care	<ul> <li>Basic nursing assistance</li> <li>a. Support your loved one's nursing needs such as in medication management, first aid, tube feeding, use of medical devices and equipment (e.g. pulse oximeters, monitors, pumps, catheters)</li> <li>b. Recognise signs of pressure sores and infection and learn how to manage them</li> <li>c. Know and recognise a medical emergency situation (e.g. sudden severe pain, difficulty breathing, uncontrolled bleeding) and administer first aid while waiting for help (where necessary)</li> </ul>

## 3.4 | Domain 4: Providing Care (6/6)

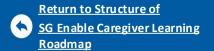
Domai n	Competency	Sub-Competency
Care	21. Enhancing Health and Well-being	<ul> <li>Maintaining a healthy diet</li> <li>a. Understand the importance of a well-balanced and healthy diet, what it consists of and how your loved one's disability may affect their food preferences</li> <li>b. Work with professionals (e.g. dietician) to shape special dietary plans as well as learn about alternative food and strategies for your loved one</li> <li>Leading an active lifestyle</li> <li>a. Understand the benefits of an active lifestyle and the different inclusive sports and recreational activities suitable for your loved one</li> <li>b. Facilitate participation of your loved one in sports and recreation activities to promote your loved one's physical, mental and</li> </ul>
Providing		Having a healthy sleep schedule  a. Understand the importance of sleep and implement a healthy sleep regime for your loved one  b. Understand sleep challenges that individuals with disabilities may experience and possible tips to address them
		Attending health check-ups and medical appointments  a. Empower your loved one to take the lead in their own health while providing support when required (e.g. scheduling and articulating concerns at appointments)  b. Understand the importance of regular health screening and when to seek medical attention (e.g. if they feel unwell, changes in weight, appetite, behaviour, sleep)

#### 3.5 | Domain 5: Supporting Your Loved One Through Transitions (1/3)



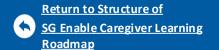
Domai n	Competency	Sub-Competency Sub-Competency
Supporting your Loved One through Transitions	22. Navigating the Educational Landscape	Preschool  a. Assess the suitability of preschools for your loved one and get help if needed (e.g. from Early Childhood Development Agency (ECDA))  b. Understand the financial support and subsidies available for preschool fees  Compulsory education  a. Learn about the Compulsory Education Act
		<ul> <li>Mainstream education</li> <li>a. Understand the available mainstream educational options (e.g. mainstream schools that support students with special needs with accessible services and facilities)</li> <li>b. Assess the suitability of your loved one for mainstream education based on their accessibility needs, cognitive and adaptive skills</li> <li>c. Engage the school to obtain greater personalisation of support or additional arrangements (e.g., co-developing a Learning Support Plan)</li> <li>d. Understand MOE's approval process to enrol your loved one into Foreign System Schools</li> </ul>
		<ul> <li>Special education</li> <li>a. Understand the differences between SPED (Special Education) schools in catering to different disabilities and in the different curricula offered</li> <li>b. Learn about what you can consider in selecting a SPED school</li> <li>c. Learn what to discuss with the school to understand how your loved one can be supported and obtain greater personalisation of support or additional arrangements</li> </ul>
าร		<ul> <li>Vocational education</li> <li>a. Explore vocational training opportunities in school which can help increase the employability of your loved one after completing their studies</li> <li>b. Explore other vocational training initiatives to help your loved one prepare for work (e.g. internships, mentorships, and vocational training provided by SSAs)</li> </ul>

#### 3.5 | Domain 5: Supporting Your Loved One Through Transitions (2/3)



Domai n	Competency	Sub-Competency
One through	22. Navigating the Educational Landscape	<ul> <li>Institute of higher learning</li> <li>a. Understand the support available in Institutes of Higher Learning to your loved one (e.g. Special Education Needs (SEN) support office or the SEN Fund)</li> </ul>
Loved One the sitions		Financial assistance for education  a. Understand the financial assistance for education that is available for lower-income families
Supporting your Loved Transitions	23. Navigating Post-School Pathways	Planning for open employment or supported employment  a. Introduce the concept of work and provide opportunities for your loved one to explore their interests and strengths from a young age  b. Learn how you can support loved one in the job search process (e.g. helping with what your loved one needs to prepare for work, finding a suitable job and getting the support they need for the job)
		Other options beyond open or supported employment  a. Understand alternative options to engage your loved one meaningfully (e.g. sheltered workshops, day activity centres, activity-based programmes, volunteering) and how you can support them

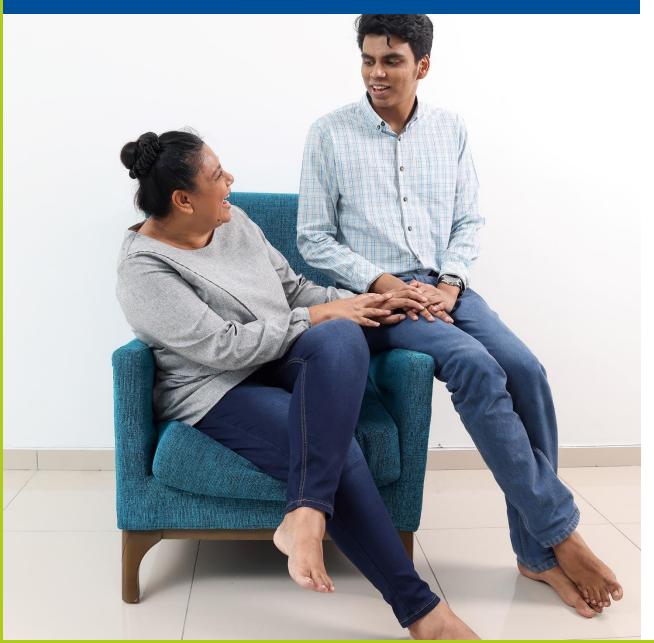
#### 3.5 | Domain 5: Supporting Your Loved One Through Transitions (3/3)



Domai n	Competency	Sub-Competency
our Loved Fransitions	24. Preparing Loved One for National Service	<ul> <li>Eligibility for national service</li> <li>a. Understand the various eligibility outcomes for national service and options available for those who are unable to serve national service</li> <li>b. Understand the support available for national service exemptions (e.g. by Special Education (SPED) schools)</li> </ul>
Supporting yo One through T		Preparing for your loved one's medical screening  a. Learn about how you can support your loved one to prepare for the medical screening process (e.g. prepare and bring the required documents or request approval to accompany your loved one to the screening)
		Support available in national service  a. Understand the support available during National Service (e.g. counselling services)



### 5 | Acknowledgements



 We would like to thank the following individuals and organisations for their support and contributions to the development of the Enabling Skills and Competencies Framework:

#### Individuals

Alan Pek Kian Aik Louise Lau Alexandra Chan Cheleng Rae Mok

Alister Ong Samson Tan and Melissa Tan

Carolyn Toh Seah Guan Yi

Chan Suit Fong Siew Jiang Yi, Brian

Chia Hong Sen Sim Kah Yong and Tang Lai Mui

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## Social Service Agencies and SPED Schools

Abilities Beyond Limitations And Expectations Autism Association (Singapore)

Limited (ABLE)

Autism Resource Centre (Singapore)

APSN Learning Hub

AWWA Ltd

APSN Centre for Adults

AWWA School @ Napiri

APSN Chaoyang School Bishan Home for the Intellectually Disabled

APSN Delta Senior School Bizlink Centre Singapore Ltd

APSN Katong School

APSN Tanglin School

Canossian School

CaringSG Limited

ARTDIS (Singapore) Ltd

## **5** | Acknowledgements



 We would like to thank the following individuals and organisations for their support and contributions to the development of the Enabling Skills and Competencies Framework:

### Social Service Agencies and SPED Schools

Cerebral Palsy Alliance Singapore

Cerebral Palsy Alliance Singapore School (East)

Cerebral Palsy Alliance Singapore School (West)

Down Syndrome Association (Singapore)

Eden School

Extraordinary People Limited

Grace Orchard School

Guide Dogs Singapore Ltd

HWA (Formerly Handicaps Welfare

Association)

iC2 PrepHouse Limited

Lighthouse School

Metta Welfare Association

Metta School

MINDS

MINDS Fernvale Gardens School

MINDS Lee Kong Chian Gardens School

MINDS Towner Gardens School

MINDS Woodlands Gardens School

Muscular Dystrophy Association (Singapore)

Pathlight School

Presbyterian Community Services

Rainbow Centre, Singapore

Red Cross Day Activity Centre for the

Disabled

Singapore Anglican Community Services

Singapore Association of the Visually

Handicapped

Singapore Red Cross Society

SPD

St. Andrew's Mission School

St. Andrew's Autism School

Stroke Support Station (S3)

SUN-DAC

The Singapore Association for the Deaf

Thye Hua Kwan Moral Charities

**TOUCH Community Services** 

### 5 | Acknowledgements



 We would like to thank the following individuals and organisations for their support and contributions to the development of the Enabling Skills and Competencies Framework:

#### **Other Organisations**

Accenture Singapore

Amgen Singapore Manufacturing

Boeing Singapore Pte Ltd

C&W Services (S) Pte Ltd

Changi Airport Group (Singapore) Pte Ltd

Conrad Centennial Singapore

Conrad Singapore Orchard

Cummins Asia Pacific Pte Ltd

Edible Garden City Pte Ltd

EDP Renewables APAC

Foreword Coffee Pte Ltd

GIC Pte Ltd

**HCSA Community Services** 

Institute of Technical Education

KPMG in Singapore

Kwong Wai Shiu Hospital

Marina Bay Sands

Mediacorp Pte Ltd

National Institute of Education, Nanyang

Technological University

National Parks Board

NCS Pte Ltd

Ngee Ann Polytechnic

Novotel Singapore on Stevens | Mercure

Singapore on Stevens

NTT DATA, Inc. APAC

**OCBC** 

One Heart Cleaning Pte Ltd

Pan Pacific Hotels Group

Procter & Gamble

Republic Polytechnic

Shatec Institutes Pte Ltd

Silver Spring Pathfinder Pte Ltd

Singapore Institute of Technology

Singapore University of Social Sciences

Singtel

Social Service Institute

Temasek Polytechnic

The Salvation Army, Peacehaven

Tictag

Trampolene Limited

Tropic Planners & Landscape Pte Ltd

UEMS Solutions Pte Ltd

Unilever Singapore

We sincerely apologise that we are unable to acknowledge every individual and organisation which we worked with but would like to thank everyone involved in the development of the Enabling Skills and Competencies Framework.



## 5 | References (1/2)

The Enabling Skills and Competencies Framework (Caregivers) was created with references to the following sources:

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The Enabling Skills and Competencies Framework (Caregivers) was created with references to the following sources:

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