



# LEARNING GUIDEBOOK (FOR CAREGIVERS)

A guide for caregivers caring for  
seniors and persons with disabilities

An initiative by:



**SG ENABLE**  
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## Dear Caregivers,

No matter where you are in your caregiving journey, know that you're not on this path alone. We see you care, and we're here to support you. These caregiving resources and learning activities are here to make your journey easier. So, keep reading, and let's walk this caregiving road together.

From,  
**Agency for Integrated Care**  
**SG Enable**



Information in this guidebook is accurate as of October 2023.

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# Learning to Be a Better Caregiver

If you want to better care for your loved ones, it's like learning a new skill.

Imagine it as a journey. This guide is like your roadmap for this caregiving journey. It helps you figure out the different things you need to know and do to provide good care. We call these things "Caregiver Knowledge Domains." They're like the essential tools you need on this journey.

Sign up for caregiving training courses to learn the various Caregiver Knowledge Domains. With these skills, you can take care of your loved ones confidently at home.

This guidebook is split into two parts: the first part is about taking care of older family members, and the second part is about taking care of persons with disabilities. So, whether it's your grandparents or someone with special needs, we've got you covered. Your caregiving journey starts here, and we're here to make it easier for you.

## Caregiving Knowledge Domains for Caring for Seniors and Persons with Disabilities

### CARE MANAGEMENT AND CARE DELIVERY

#### 1 ONSET OF CAREGIVING

##### Identify and Understand Conditions

- Making informed decisions
- Communicating with healthcare professionals



#### 2 DURING CAREGIVING

##### Support Caregivers Through Key Transitions

- Preparing for transitions



##### Planning and Managing the Care

- Managing relationships and communication with family members
- Making the home safe and accessible
- Accessing available resources
- Learning about health conditions
- Understanding caregiver roles and tasks

##### Providing the Care

- Supporting home personal care and well-being
- Managing relationships and communication with family members
- Managing challenging behaviours
- Supporting learning of skills
- Adapting home environment for risk prevention
- Managing emergencies

##### Managing Your Caregiving Role

- Managing caregivers' health and psychosocial wellness
- Managing coordination and communication



### SELF-CARE AFTER CAREGIVING ENDS

#### 3 POST-CAREGIVING

- Seeking support from others for future planning
- Tapping on available resources to redefine identity
- Offering to help others walk the caregiving path

# Family Caregiving Roles

If you're taking care of a family member, you might be wondering what exactly your job is and what you're supposed to do. It can be a bit confusing at first, so let's simplify it.

This introduction will help you figure out your caregiving role(s) and what you're responsible for. We'll break it down so you can see exactly what you need to learn and do. It's all about making things clear and helping you understand your caregiving tasks better.

## CARE MANAGEMENT

**Key tasks:** Plan, organise, supervise, and coordinate care delivery



## CARE DELIVERY

**Key tasks:** Hands-on care delivery tasks, activities of daily living e.g. eating, bathing, dressing, going to the toilet, transferring

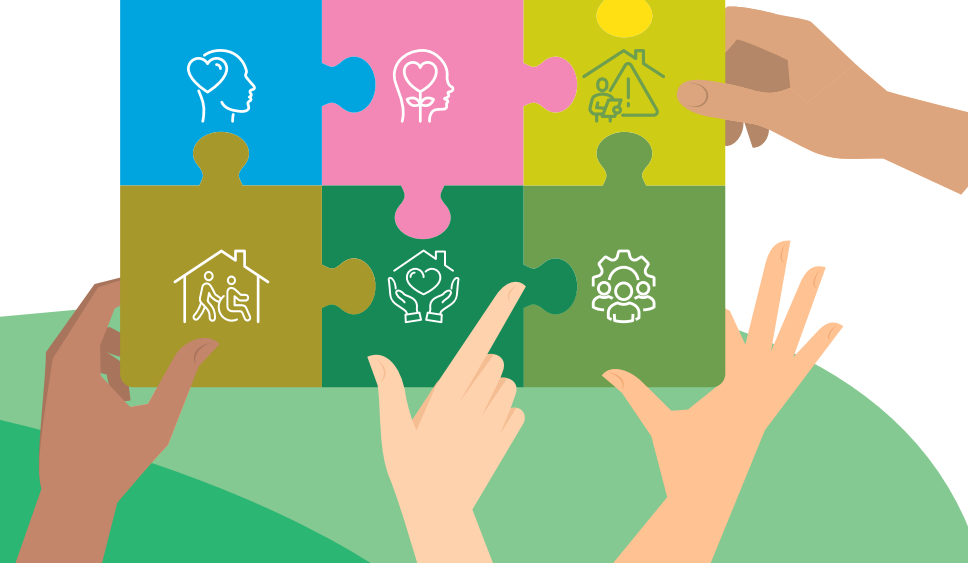


## Bringing Together Care Management and Care Delivery at Home

Let's talk about these nine skill categories. They're like different aspects of caregiving that cover what you need to know and how you should act. Think of them as pieces of a puzzle.

Even though we're talking about them one by one, remember that they all work together, like a team.

They're meant to help you coordinate and blend care when you're taking care of someone at home. It's like making sure everything fits and works smoothly in your caregiving journey.





## Bringing together care management and care delivery skills based on caregiver roles and responsibilities

### CARE MANAGEMENT

#### Key Tasks:

Plan, organise, supervise, coordinate care delivery management.



#### Making Informed Decisions and Communications with the Medical Team

Actively acquire relevant information to make shared decisions on medical management and care management.



#### Managing Relationships and Communication with Family Members and Migrant Domestic Worker

Communicate effectively with family members and migrant domestic worker to facilitate effective care management.



#### Acquiring Basic/ Specific Health Literacy

Understand health literacy and leveraging on available resources for the optimal care outcome and efficacy of care for caregivers.



#### Understanding Caregiver Roles and Tasks

Distinguish between different caregiving roles and responsibilities, managing expectations while appreciating the value of each role.



#### Practising Self-Care for Caregivers

Self-care awareness and tapping onto resources for support to sustain caregiving journey.

### CARE DELIVERY

#### Key Tasks:

Hands-on personal care tasks. Role usually taken on by Family Caregiver or Migrant Domestic Worker.



#### Adapting the Home Environment for Risk Prevention

Address home and environmental safety risks and emergencies.



#### Performing Home Nursing/Therapeutic Tasks

Carry out nursing tasks to meet your loved one's needs.



#### Supporting Home Personal Care

Safely perform hands-on home personal care e.g. bathing, dressing, feeding, mobility and transferring.



#### Managing Challenging Behaviours

Recognise basic human needs and manage your loved one's challenging behaviours.



## Caring for Seniors

Looking after older person starts with supporting them in their everyday activities, taking care of their health, keeping their minds sharp, making sure they're safe, and giving them love and support, just like family.



### Care Journey Map – Navigating the Care Path for Seniors

Imagine a map for taking care of seniors at home.

This map is like a tool to help you figure out what you need to learn at different points in your caregiving journey. It's also a tool that helps everyone involved in caregiving communicate better and understand each other more easily.

So, think of it as your friendly signposts that make caregiving clearer for everyone.



## Care Journey Map

Key skills required to better care for your loved ones as they age

YOUR LOVED ONE'S CARE JOURNEY/NEEDS	ACTIVE	BECOMES FRAIL OR DIAGNOSED WITH ILLNESS	CHANGE IN CONDITION/ DETERIORATED	PRE-END-OF LIFE PLANNING	REQUIRES PALLIATIVE CARE	END-OF-LIFE
CAREGIVING JOURNEY	GENERAL HEALTH AND CAREGIVING KNOWLEDGE	ONSET OF CAREGIVING		DURING CAREGIVING – INCREASING INTENSITY OF CARE		POST-CAREGIVING
<b>MAPPING OF CAREGIVER INFO/SKILL NEEDS ALIGNED TO YOUR LOVED ONE'S CARE NEEDS AND CAREGIVER LEARNING NEEDS</b>	<ul style="list-style-type: none"> <li>● Understand your loved one's health condition</li> </ul>	<ul style="list-style-type: none"> <li>● Learn about your loved one's health condition and their care needs</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Make informed decisions</b> on care arrangements</li> </ul>	<ul style="list-style-type: none"> <li>◆ Understand what stage of the caregiving journey your loved one is at</li> </ul>	<ul style="list-style-type: none"> <li>◆ Access resources on:                             <ol style="list-style-type: none"> <li>Grief and bereavement if necessary</li> <li>Return to work support if required</li> <li>Offer to help others walk the same path</li> </ol> </li> </ul>	
	<ul style="list-style-type: none"> <li>● <b>Understand</b> <ol style="list-style-type: none"> <li>Ageing and health issues</li> <li>Caregiving roles and responsibilities</li> <li>Your loved one's care preference</li> <li>Caregiving, health and eldercare resources available</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Draw up a care plan</b> with family members and/or migrant domestic worker</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Initiate pre-end-of-life discussions</b> with your loved one</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Monitor and review care plan</b></li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Keep updated on your loved one's condition and facilitate discussions</b> regarding care arrangements with your family</li> </ul>	
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		<ul style="list-style-type: none"> <li>● <b>Access resources</b> <ol style="list-style-type: none"> <li>Eldercare services for your loved one (i.e. home, centre-based and/ or palliative care services)</li> <li>Caregiver support services (i.e. emotional support and respite services)</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Communicates and mobilise family members*</b> to provide support in caring for your loved one</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Monitor and review care plan</b></li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Keep updated on your loved one's condition and facilitate discussions</b> regarding care arrangements with your family</li> </ul>	
		<ul style="list-style-type: none"> <li>▲ Provide personal care delivery</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Access resources</b> <ol style="list-style-type: none"> <li>Eldercare services for your loved one (i.e. home, centre-based and/ or palliative care services)</li> <li>Caregiver support services (i.e. emotional support and respite services)</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Monitor and review care plan</b></li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Keep updated on your loved one's condition and facilitate discussions</b> regarding care arrangements with your family</li> </ul>	
		<ul style="list-style-type: none"> <li>▲ Mitigate emergency situation</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Access resources</b> <ol style="list-style-type: none"> <li>Eldercare services for your loved one (i.e. home, centre-based and/ or palliative care services)</li> <li>Caregiver support services (i.e. emotional support and respite services)</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Monitor and review care plan</b></li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Keep updated on your loved one's condition and facilitate discussions</b> regarding care arrangements with your family</li> </ul>	
		<ul style="list-style-type: none"> <li>▲ Manage challenging behaviour</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Access resources</b> <ol style="list-style-type: none"> <li>Eldercare services for your loved one (i.e. home, centre-based and/ or palliative care services)</li> <li>Caregiver support services (i.e. emotional support and respite services)</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Monitor and review care plan</b></li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Keep updated on your loved one's condition and facilitate discussions</b> regarding care arrangements with your family</li> </ul>	
		<ul style="list-style-type: none"> <li>▲ Ensure home environment is safe to prevent fall</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Access resources</b> <ol style="list-style-type: none"> <li>Eldercare services for your loved one (i.e. home, centre-based and/ or palliative care services)</li> <li>Caregiver support services (i.e. emotional support and respite services)</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Monitor and review care plan</b></li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Keep updated on your loved one's condition and facilitate discussions</b> regarding care arrangements with your family</li> </ul>	
		<ul style="list-style-type: none"> <li>◆ Care for yourself to sustain yourself throughout the journey</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Access resources</b> <ol style="list-style-type: none"> <li>Eldercare services for your loved one (i.e. home, centre-based and/ or palliative care services)</li> <li>Caregiver support services (i.e. emotional support and respite services)</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Monitor and review care plan</b></li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Keep updated on your loved one's condition and facilitate discussions</b> regarding care arrangements with your family</li> </ul>	
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## Learning Through Others:

### Stories of Individuals Caring for Seniors and Persons with Mental Health Conditions

We have some stories from three caregivers to share with you. They are about how these caregivers took care of their elderly family members. In one of these stories, we'll also talk about a family caring for a loved one with mental health conditions.

Think of these stories as helpful guides. They give you a peek into how these caregivers learned and improved as they looked after their loved ones. You can use them to discover more about training and support available for caregivers like you. It's like getting tips and advice from people who've already been through it, which can be really useful.



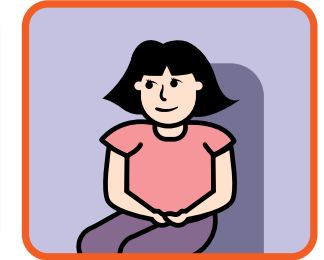
### Care Management – Stroke



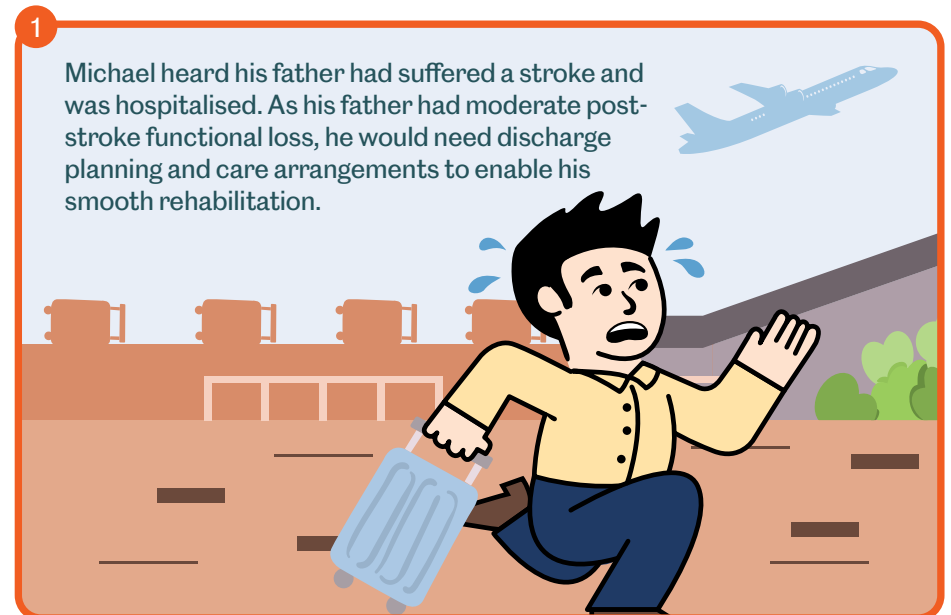
**Michael Lim**, 38, is a manager at an multinational corporation. Single, only child, resides with parents in their 70's with relatives living nearby.



**Karen**, 72, has chronic medical conditions and back pain due to a previous injury and is beginning to show signs of age-related frailty.



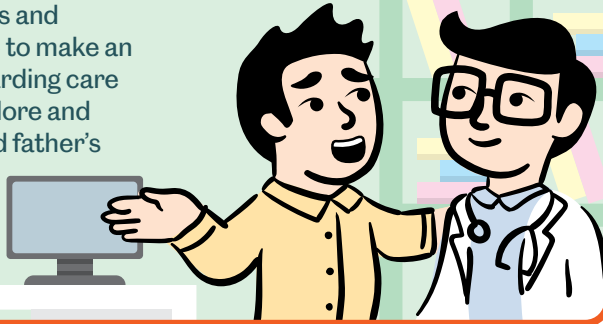
**Ana**, 35, a migrant domestic worker from Indonesia with no prior experience caring for the seniors.



1 Michael heard his father had suffered a stroke and was hospitalised. As his father had moderate post-stroke functional loss, he would need discharge planning and care arrangements to enable his smooth rehabilitation.

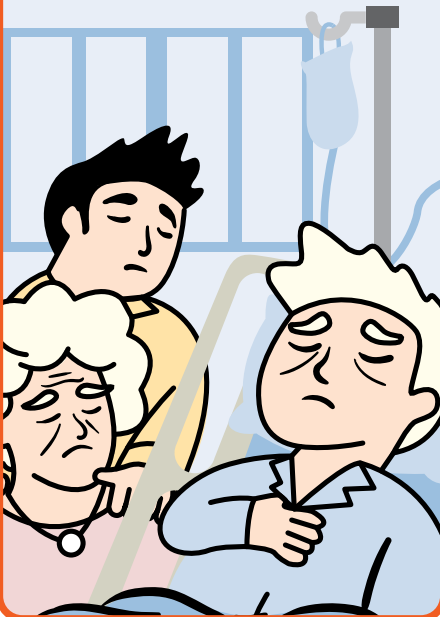
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With advice from doctors and nurses, Michael was able to make an **informed decision** regarding care planning, as well as explore and evaluate his mother's and father's **care arrangements**.



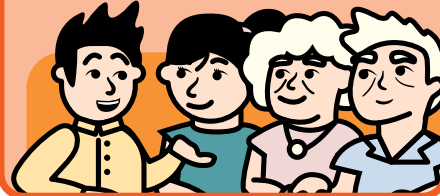
3

As happy as Michael was with his father's prognosis, he needed advice from professionals on **how to manage his parents' care**. He was unprepared for the scope of tasks ahead and how to juggle his new responsibilities.



4

Michael **discussed care arrangements** with his mother Karen and cousin June and **with his father's consent**, the family agreed to caring for him at home.



5

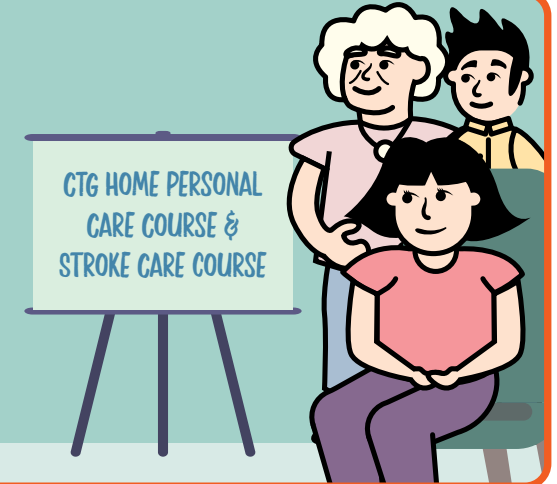
Michael will **plan and manage the care**. They will hire a migrant domestic worker, Ana, and train her to **deliver the day-to-day physical care** and assist Karen. Cousin June agreed to be his back-up to pitch in to help.



6

Michael signed himself, Karen and Ana up for the **CTG Home Personal Care Course** and a **Stroke Care Course** under AIC.

Michael feels he needs basic caregiving and stroke care literacy to **understand the roles and tasks of the person** delivering care, in order to better manage the care.



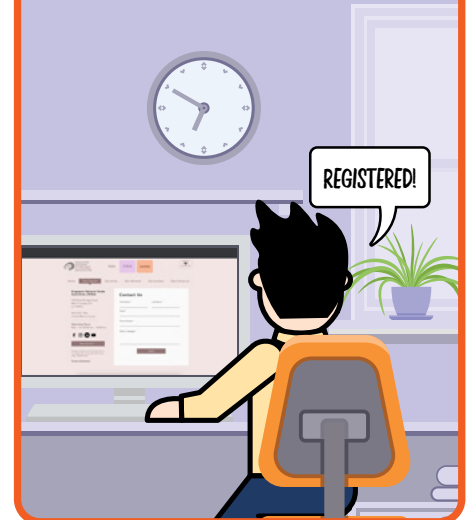
7

As he is frequently not around, Michael solicits the **help of relatives and church friends** as he feels that his mother **needs the company and support**.



8

For his father, Michael registered him with the **Singapore National Stroke Association (SNSA)**, a national support group for stroke survivors and caregivers.



## Skills and Resources that Michael Benefitted from:

### Making Informed Decisions and Communications with the Medical Team



#### Learning Objective:

To conduct effective communication with the clinical team and healthcare professionals, so as to make informed decisions about the health and care management of his loved one.

### Supporting Home Personal Care



#### Learning Objective:

To perform basic home personal care such as eating, bathing, grooming, going to the toilet, transferring and mobility of his loved one.

### Managing Relationships and Communication with Family Members and Migrant Domestic Worker



#### Learning Objective:

To communicate effectively with family members, care workers and Migrant Domestic Workers to facilitate care arrangements and care delivery to manage expectations.

### Practising Self-Care for Caregivers



#### Learning Objective:

To engage in activities that support his own mental, emotional and physical well-being.

## Resources for you

Singapore National Stroke Association  
Stroke Support Station (S3)

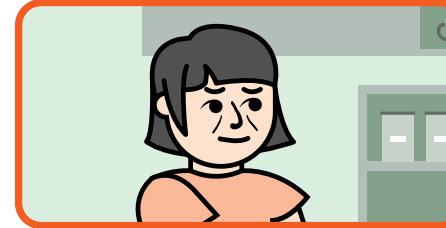


[snsasg.org](http://snsasg.org)

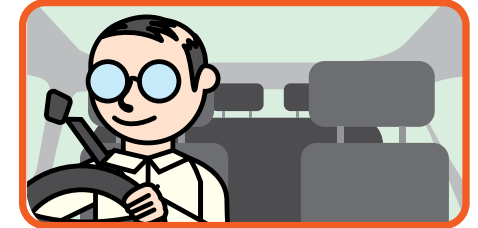


[s3.org.sg](http://s3.org.sg)

## Care Management and Delivery – Dementia



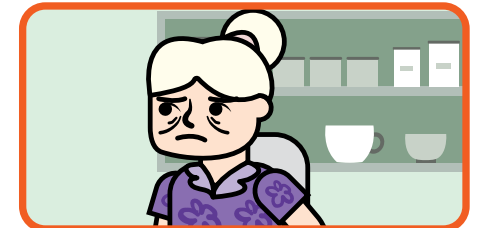
**Ai Choo**, 40, used to work as a part-time cashier but had to quit her job to look after her mother-in-law when her dementia deteriorated and needed 24/7 care.



**Chee Beng**, 46, is Ai Choo's husband and Ah Ma's eldest son. He was retrenched and now drives a taxi as the breadwinner in the family.



**Ai Choo's daughters**, 12 and 10, who see their grandmother as erratic due to her behaviour and are upset with the disturbance at home.



**Ah Ma**, 75, is a widow who was diagnosed with Alzheimer's Disease. She has two sons, and moved in with the eldest son, Chee Beng, after her husband passed away. Her younger son lives overseas.

1

Ai Choo looks after her mother-in-law full-time. But Ah Ma's recent change in behaviour has Ai Choo constantly worried about "what's next".





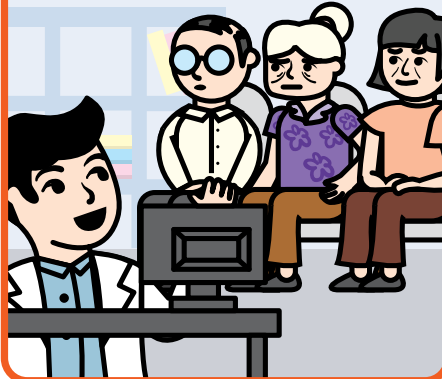
2

Ai Choo is responsible for caring for her mother-in-law as well as her two young daughters. She is often at a loss on how to balance her attention.



3

Ah Ma's increased confusion, restlessness, agitation and aggression resulted in Ai Choo risking getting burnt out. Hence, Ah Ma's geriatrician refers Ai Choo to **professional help for dementia care** and **available resources for services** to support her.



4

Ai Choo and Chee Beng were **referred to support services** to learn how to care for Ah Ma and support Ai Choo in **respite care**.



5

Chee Beng urgently **communicates with his sibling** on their mother's condition and the situation at home.



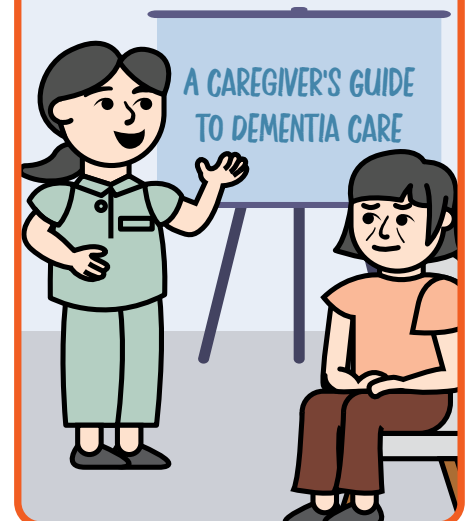
6

Aware of the **burden of care** on his brother's family, he is supportive of **care options** that suit his mother, e.g. **Dementia Day Care** and/or **hiring a migrant domestic worker**.



7

Realising she needs to know how to better take care for Ah Ma, Ai Choo signed up for '**Dementia Care including Managing Challenging Behaviour**', to learn how to manage dementia symptoms and her own **psychosocial well-being**.





## Skills and Resources that Ai Choo Benefitted from:

### Making Informed Decisions and Communications with the Medical Team



#### Learning Objective:

To conduct effective communication with the clinical team and healthcare professionals, so as to make informed decisions about the health and care management of her loved one.

### Supporting Home Personal Care



#### Learning Objective:

To communicate effectively with family members, care workers and Migrant Domestic Workers to facilitate care arrangements and care delivery to manage expectations.

### Managing Relationships and Communication with Family Members and Migrant Domestic Worker



#### Learning Objective:

To recognise basic human needs and manage challenging behaviours, resulting from unmet needs.

### Practising Self-Care for Caregivers



#### Learning Objective:

To engage in activities that support her own mental, emotional and physical well-being.

## Resources for you

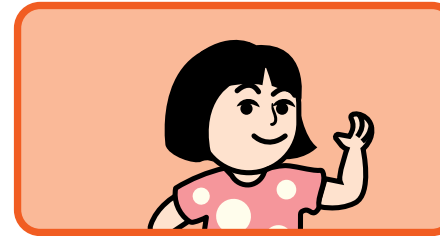
### DementiaHub.SG

DementiaHub.SG is a one-stop resource portal on dementia. You can find most relevant, comprehensive and up-to-date information on dementia specially curated for persons living with dementia and caregivers.



[Dementiahub.sg](https://dementiahub.sg)

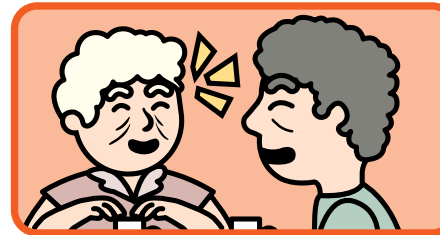
## Care Management – Seniors Living Alone



**Anne**, 36, lives near her elderly single aunt, who is frail and vulnerable.



**Aunt Mary**, 72, was never married, worked till she retired from her secretarial job and has been living alone after both her parents passed on.



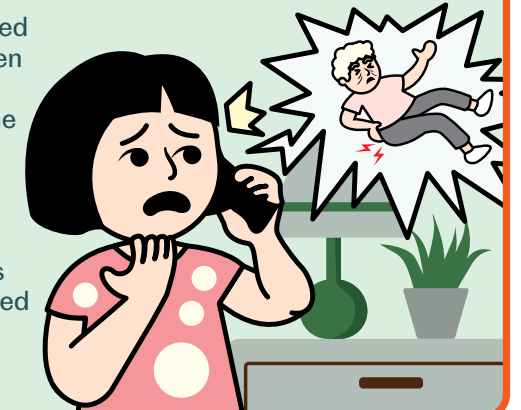
**Aunt Mary's Neighbours**, retirees themselves, who are her peers and hang out with her socially.



**Aunt Mary's Home Help Services** help Aunt Mary with basic elder-minding services.

1

One day, Mary's neighbours called Anne and told her Mary had fallen during their morning exercise, her second known episode. Anne suspects that Aunt Mary may have had a **history of falls** but failed to report them. During a **geriatric assessment**, the doctor confirmed that Mary has become **frail** due to her advanced age, and advised Anne to **plan care for her ageing aunt**.



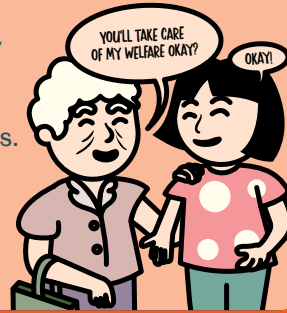
2

Anne urgently **communicated with her sibling** about their aunt's condition and the **risk factors** of her living alone at home. The nephews and nieces decided to plan for their aunt's care.



3

Though Mary had verbally appointed Anne **"to take care of her welfare"**, Anne was not aware that she needed to be appointed as her aunt's Lasting Power of Attorney (**LPA donee**). This would enable her to make decisions on her aunt's behalf should Aunt Mary lose the capacity to make her own decisions.



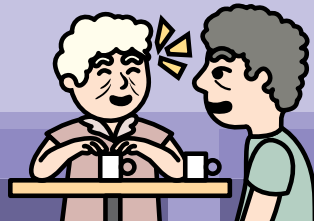
4

Anne immediately read up on the **ageing process, learned about frailty** and looked out for interventions to prevent further decline. She also searched for more information on basic caregiving **literacy**, so as to make an **informed decision** regarding the **care plan, including information about acting legally** on Aunt Mary's behalf should she lose her mental capacity.



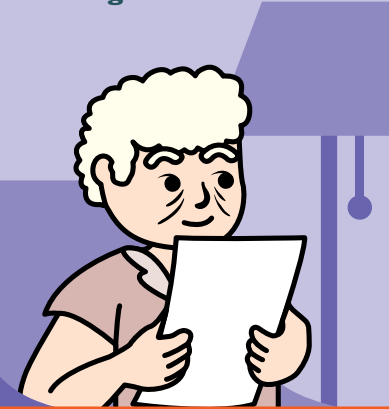
5

Meanwhile, Aunt Mary's neighbours, retirees themselves, realise that Mary is getting on in age and may need extra help with her **activities of daily living, e.g. eating, bathing, going to the toilet**. They encourage Mary to start planning and legally appoint one or two persons to take care of her personal welfare.



6

After the fall, Aunt Mary realised that it would be unwise of her to put off planning for her own care. She proceeded with the **LPA, Advanced Care Planning (ACP) and Will Planning**.



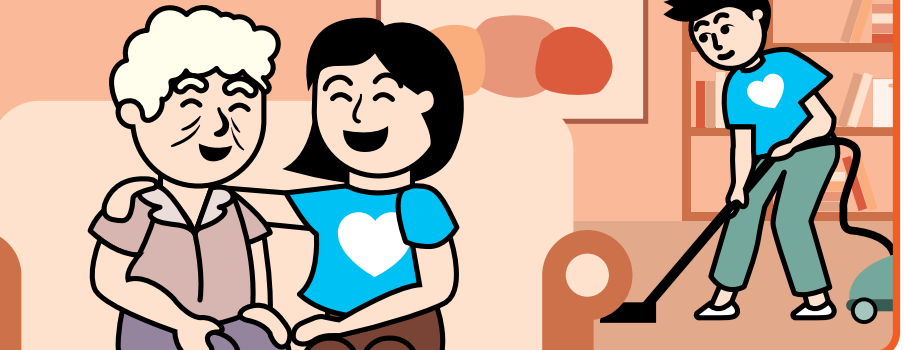
7

As Mary is still of sound mind, Anne and her siblings explained to Aunt Mary about **LPA, ACP and making a will** in matters like care preference and end-of-life decisions.



8

Anne realised that she needed to call in **home help services** to help Aunt Mary with basic elder-minding services, e.g. helping with her meals, doing the laundry, light house-keeping and generally keeping her company. Anne drops by on a daily basis to check-in, help her with grocery shopping or take her for her medical appointments.



### Skills and Resources that Anne Benefitted from:

#### Making Informed Decisions and Communications with the Medical Team



##### Learning Objective:

To conduct effective communication with healthcare professionals, so as to make informed decisions about the health and care management of her loved one.

#### Adapting the Home Environment for Risk Prevention



##### Learning Objective:

To identify and address home and environmental safety risks and cultivate emergency preparedness.

#### Managing Relationships and Communication with Family Members and Migrant Domestic Worker



##### Learning Objective:

To communicate effectively with family members, care workers and Migrant Domestic Workers to facilitate care arrangements and care delivery to manage expectations.

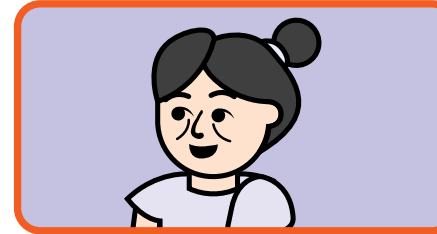
### Resources for you

The Gift of Certainty - Guide to LPA and ACP

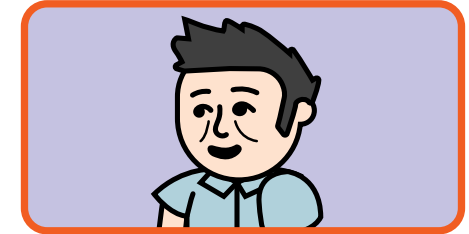


[giftofcertainty.gov.sg](http://giftofcertainty.gov.sg)

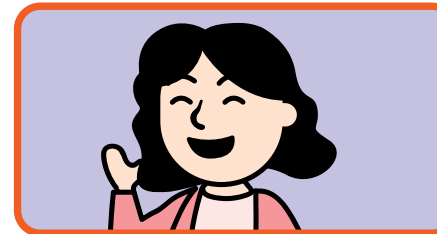
### Care Management and Delivery – Mental Health Conditions



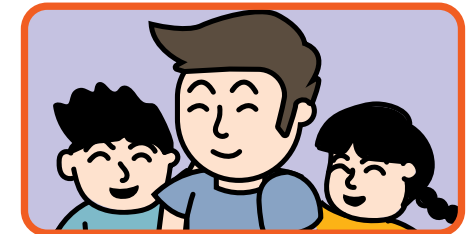
**Dorothy**, 53, a homemaker who lives with her husband.



**David**, 54, husband of Dorothy, father of Kimberly and an engineer



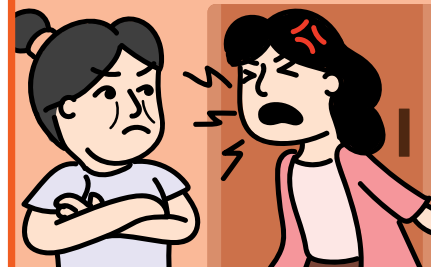
**Kimberly**, 25, an events executive popular with her colleagues. Currently single.



**John**, Dorothy's eldest son who is married and lives with his young family nearby.

1

Dorothy noticed that Kimberly gets very moody, is easily irritable, and locks herself in her bedroom for days.



2

One day, she quits her job suddenly and goes on shopping sprees and partys every night. At one party, she made sexual advances on a stranger who rejected her. Kimberly went on to harm herself and was admitted to hospital.



3

Kimberly was diagnosed with bipolar disorder, and advised to undergo treatment. The doctors informed Kimberly's parents that with a combination of continued medical treatment and therapy supported by family, friends and community, her symptoms can be managed. This was **communicated to Kimberly's family** and the whole family decided to make **informed decisions** to support Kimberly.



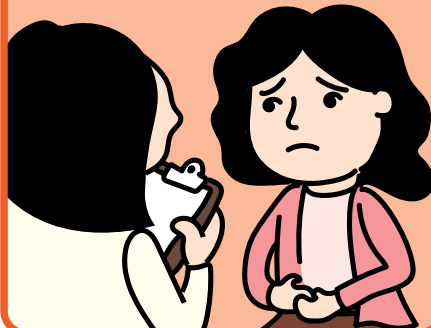
4

Kimberly suffers from bipolar disorder, characterised by chronic disruptive mood swings from mania to depression. She may require long term care management with continual re-evaluation and treatment modification. Her family prepares for the trajectory of her illness and treatment management and manages their expectations of Kimberly's prognosis.



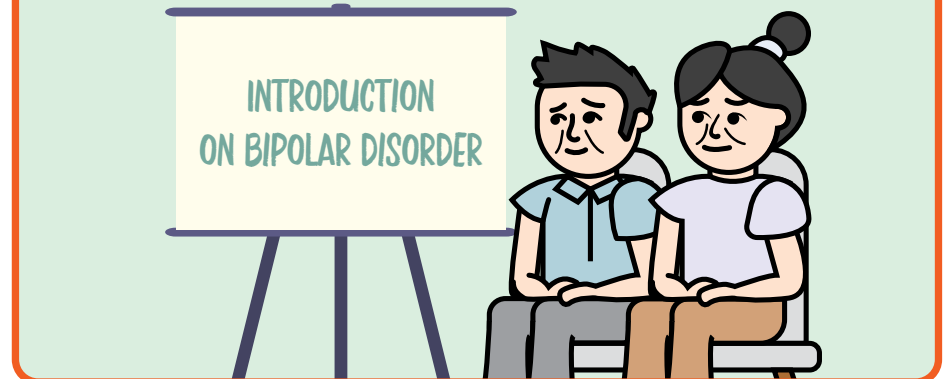
5

Kimberly is encouraged to keep up with treatment and therapy plans and be aware of her symptoms, mood triggers and episodes.



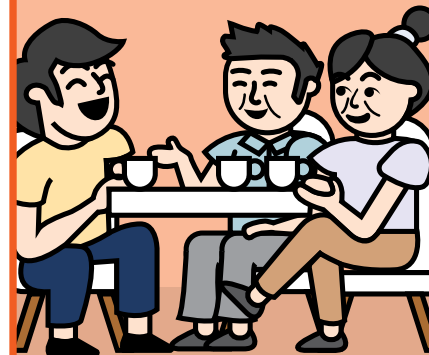
6

The family receives **education** on bipolar disorder so as to remain calm and manage Kimberly's **challenging behaviours**.



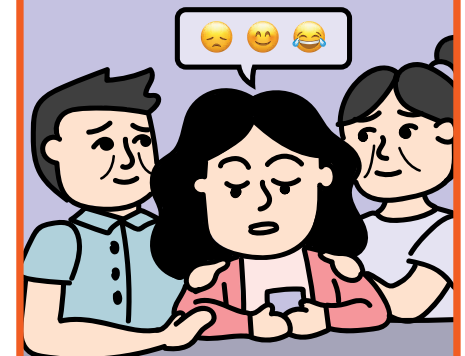
7

David and Dorothy tap on **available resources** to support her care, seek **peer caregiver support for self-care** and learn how to establish healthy family boundaries.



8

David and Dorothy recognise that the **family environment** plays an important role in continued treatment. Through receiving family counselling they learn how to **communicate their feelings** of anger and manage their anxieties, frustrations and encourage her to lead a healthy lifestyle.



## Skills and Resources that David and Dorothy Benefitted from:

### Making Informed Decisions and Communications with the Medical Team



#### Learning Objective:

To conduct effective communication with the clinical team and healthcare professionals so as to make informed decisions about the health and care management of her loved one.

### Practising Self-Care for Caregivers



#### Learning Objective:

To engage in activities that support her own mental, emotional and physical well-being.

### Acquiring Basic/Specific Health Literacy

#### Learning Objective:

To communicate effectively with family members, care workers and Migrant Domestic Workers to facilitate care arrangements and care delivery to manage expectations.



## Resources for you

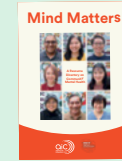


### Bite-sized Helpsheets for Caregivers

An enhanced version of Mental Health Helpsheets for caregivers touches on essential information such as understanding loved one's mental health treatments, medications, and preventing a relapse for the loved one.



[for.sg/mh-caregiverhelpsheet-en](https://for.sg/mh-caregiverhelpsheet-en)



### Mind Matters Directory and Listing

Mind Matters Directory and Listing is a resource directory with listing on community mental health support, which provides an overview of the common mental health conditions, commonly-asked questions and services. Together with the booklet, it comes together with a list of available service providers.



[for.sg/mh-mindmattersdir](https://for.sg/mh-mindmattersdir)

### Caregiver Alliance Ltd (Singapore) - Caregiver Emotional and Peer Support



[cal.org.sg](https://cal.org.sg)

## More Caregiving Resources

### Top 5 Caregiving Resources

#### A Caregiver's Guide to Avoid Burnout



#### Care Services Recommender



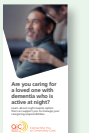
#### ABCs of Caregiving Course



#### Financial Schemes



#### Night Respite



## Caring for Persons with Disabilities

Caring for a loved one with disability requires a different set of competencies when compared to caring for seniors. The focus of caregiving for persons with disabilities is based on identifying and understanding the condition or disability, managing your caregiving role, providing the care, supporting them through key transitions and planning for their care.



### Caregiver Learning Roadmap – Companion Guide for Caregivers of Persons with Disabilities

The [Caregiver Learning Roadmap](#) is a companion guide for caregivers of persons with disabilities to help you identify the knowledge and skills you need at different stages of your caregiving journey.

Available on the Enabling Guide website, it enables caregivers to personalise their learning journey based on the disability profile of their loved ones, specific caregiving areas, or the particular stage of their caregiving experience. It also has curated information and resources they need to care for themselves and their loved ones.





The areas of knowledge and skills that might be helpful for you are listed below, according to [five caregiving areas](#):

## 1 IDENTIFYING AND UNDERSTANDING CONDITIONS

### MAKING INFORMED DECISIONS

- Identifying Developmental Delay and Disability
- Understanding Disability



## 2 MANAGING YOUR CAREGIVING ROLE

### MANAGING COORDINATION AND COMMUNICATION BETWEEN ALL PARTIES

- Strengthening Family Relationships

### MANAGING CAREGIVERS' HEALTH AND PSYCHOSOCIAL WELLNESS

- Accepting and Understanding the Role of a Caregiver
- Self-Care for Caregivers

## 3 PROVIDING CARE

### MANAGING CHALLENGING BEHAVIOURS

- Promoting Positive Behaviour

### SUPPORTING HOME PERSONAL CARE AND WELL-BEING

- Assisting with Activities of Daily Living
- Basic Nursing Care
- Enhancing Health and Well-being
- Supporting Your Loved One's Mental Wellbeing
- Relationships and Sexuality Education

### SUPPORTING LEARNING OF SKILLS

- Building Social Skills
- Parenting Tips
- Interacting with Persons with Disabilities
- Building Functional Skills





## 4

## SUPPORTING YOUR LOVED ONE THROUGH KEY TRANSITIONS

### PREPARING FOR TRANSITIONS

- Preparing for National Service
- Navigating the Educational Landscape
- Post-School Pathways



## 5

## PLANNING FOR AND MANAGING CARE

### UNDERSTANDING CAREGIVER ROLES AND TASKS

- Goal Setting
- Developing a Care Plan
- Partnering Allied Health Professionals in the Therapy Journey
- Understanding the Legal Provisions for Persons with Disabilities
- Future Care Planning

### MAKING THE HOME SAFE AND ACCESSIBLE

- Adapting the Home Environment



# Learning Through Others:

## Stories of Individuals Caring for Persons with Disabilities

In this chapter, you can learn through the stories of two individuals caring for their loved ones with disabilities.

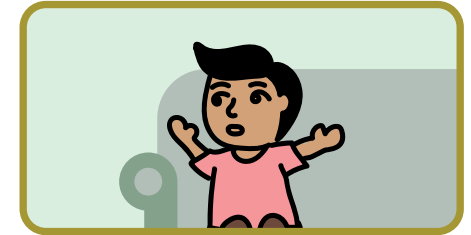


As you read about how these two caregivers navigate transitions and milestones, we hope that you can relate to their challenges and learn more about the resources and support available for you.

### Caring for a Young Child with Autism



**Farah**, 38, a mother of three who stopped work temporarily to take care of her youngest boy, Zahid.



**Zahid**, 2, Farah's youngest son, shows signs of autism.

1

Farah noticed that Zahid, who is two years old, does not seem to respond to his name when called. He also rarely makes eye contact with others. When she taught him to play with his toy car, he preferred to spin its wheels instead of moving the car on the ground like he was taught.



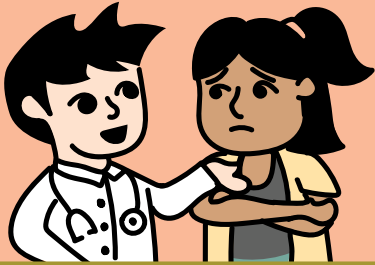
2

While he can make noises, he is unable to articulate comprehensible words. He also has occasional meltdowns, leaving Farah lost and unsure of how to engage him.



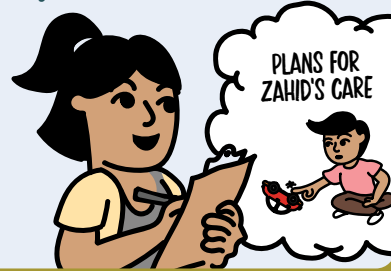
3

Farah brought these observations up during Zahid's 24-month developmental screening at the polyclinic to see if the doctor could help in **identifying any developmental delays**. She was referred to a paediatrician, who, after further assessment, diagnosed Zahid with autism.



4

He pointed Farah to resources to help her **understand the disability** better, and suggested Zahid attend the Early Intervention Programme for Infants and Children (EIPIIC). After hearing from an SG Enable case officer about the options available, Farah decided to enrol Zahid in an early intervention centre.



5

During the waiting period for enrolment into EIPIIC, she participated in an **online course** where she learnt strategies to engage with Zahid at home and joined a caregiver support group. To learn how to care for Zahid better, Farah read up to **understand her role as a caregiver**.



6

Along the way, she also learned some parenting tips and how to **promote positive behaviours** in children with special needs.



### Services and Resources that Farah Benefitted from:

#### Early Intervention Programme for Infants and Children:



[www.enablingguide.sg/im-looking-for-disability-support/therapy-intervention#EarlyInterventionProgramme](http://www.enablingguide.sg/im-looking-for-disability-support/therapy-intervention#EarlyInterventionProgramme)

#### Step One Programme:



[www.enablingguide.sg/caring-for-caregivers/new-to-caregiver/#SeekingSupportFromAnotherPerson](http://www.enablingguide.sg/caring-for-caregivers/new-to-caregiver/#SeekingSupportFromAnotherPerson)

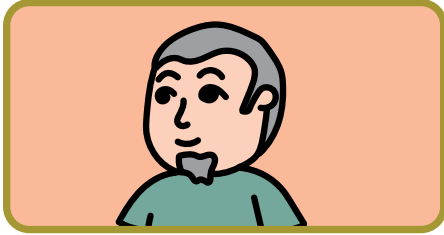
#### CaringSG:



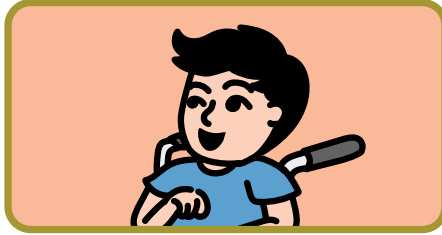
[caring.sg/](http://caring.sg/)



## Caring for a Young Man with Cerebral Palsy



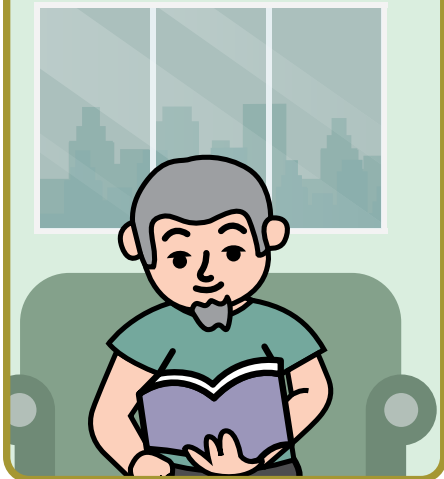
**John**, 52, the single father of 18-year-old Xavier and his primary caregiver.



**Xavier**, 18, John's son who has been diagnosed with cerebral palsy and intellectual disability.

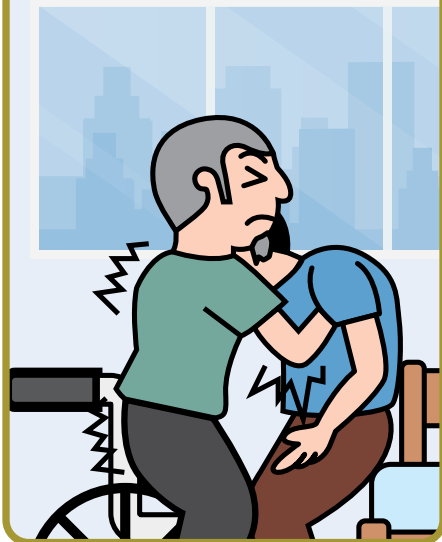
1

With Xavier graduating from his Special Education School in a few years, John started to research on **available post-school options**, and how to support **his son through this transition**.



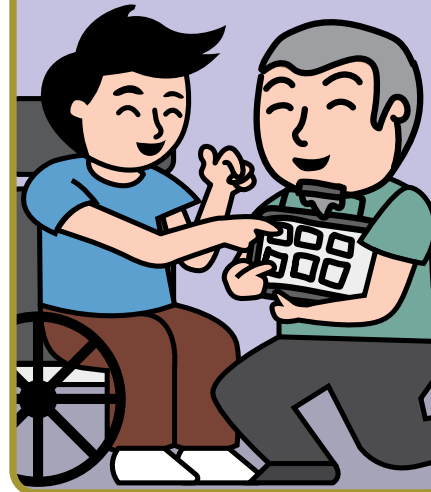
2

In recent years, John has been having difficulty assisting his son with Xavier's **activities of daily living**, such as transferring him from the wheelchair to the bed.



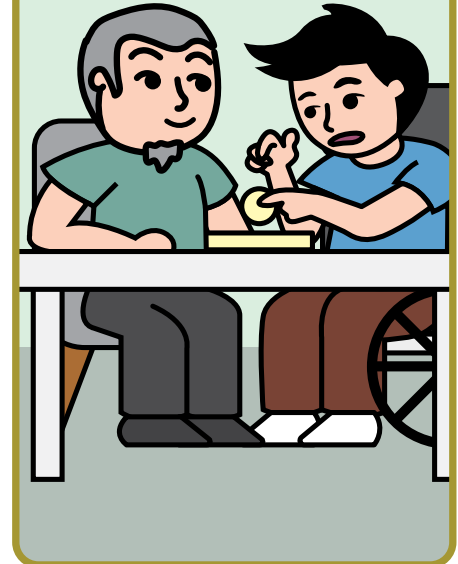
3

Tapping on the Caregivers Training Grant, he attended a training course to learn how to transfer Xavier safely and effectively. He also tapped on the Assistive Technology Fund when he purchased an augmentative and alternative communication (AAC) device for Xavier to help with communication.



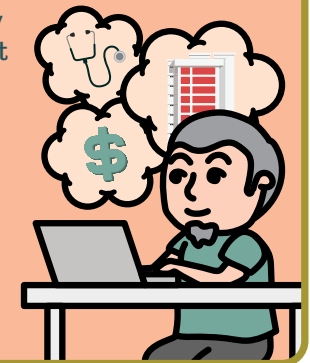
4

With the view that Xavier should learn to live as independently as possible, John has been practising and reinforcing independent and community living skills with Xavier at home.



5

A fellow caregiver also recommended John apply for deputyship for Xavier and start thinking about **future care planning**. This includes learning more about Xavier's future aspirations, planning for his daily living needs, accommodation and healthcare, and even looking for an alternate caregiver, if necessary. Additionally, it involves putting in place necessary the legal and financial structures (e.g. setting up a trust fund) for Xavier's future well-being and planning ahead for himself.



### Services and Resources that John Benefitted from:

#### Caregiver Training Grant:



[www.aic.sg/financial-assistance/caregivers-training-grant](http://www.aic.sg/financial-assistance/caregivers-training-grant)

#### Assistive Technology:



[www.enablingguide.sg/im-looking-for-disability-support/assistive-technology](http://www.enablingguide.sg/im-looking-for-disability-support/assistive-technology)

#### Special Needs Trust Company:



[www.sntc.org.sg/](http://www.sntc.org.sg/)

#### FutureReady by the Movement for Intellectual Disability Singapore (MINDS):



[futureready.minds.org.sg/en/groups/futureready](http://futureready.minds.org.sg/en/groups/futureready)

(current site is undergoing enhancement; the enhanced site will be ready by Apr 2024)

# Caregiver Learning Roadmap:

## Knowledge and Skills for Caregivers of Persons with Disabilities

The [Caregiver Learning Roadmap](#) equips caregivers like you with the knowledge and resources to care for yourself and your loved one with a disability.

We've listed areas of knowledge and skills you'll find helpful below, categorised into five caregiving areas:

### IDENTIFYING AND UNDERSTANDING CONDITIONS

#### Making Informed Decisions

[Identifying Developmental Delay or Disability](#)

[Understanding Physical Disability](#)

[Understanding Visual Impairment](#)

[Understanding Deafness](#)

[Understanding Intellectual Disability](#)

[Understanding Autism](#)

### PLANNING FOR AND MANAGING CARE

#### Understanding Caregiver Roles and Tasks

#### Making the Home Safe and Accessible

[Goal Setting](#)

[Developing a Care Plan](#)

[Adapting the Home Environment](#)

[Partnering Allied Health Professionals in the Therapy Journey](#)

[Understanding the Legal Provisions for Persons with Disabilities](#)

[Future Care Planning](#)

## MANAGING YOUR CAREGIVING ROLE

Managing Coordination and Communication	Managing Caregivers' Health and Psychosocial Wellness	
<a href="#">Strengthening Family Relationships</a>	<a href="#">Accepting and Understanding the Role of a Caregiver</a>	<a href="#">Self-Care for Caregivers</a>

## SUPPORTING YOUR LOVED ONE THROUGH KEY TRANSITIONS

### Preparing for Transitions

<a href="#">Preparing for National Service</a>	<a href="#">Navigating the Educational Landscape</a>	<a href="#">Post-School Pathways</a>
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## PROVIDING CARE

Managing Challenging Behaviours	Supporting Home Personal Care and Well-being		Supporting Learning of Skills
<a href="#">Promoting Positive Behaviour</a>	<a href="#">Assisting with Activities of Daily Living</a>	<a href="#">Basic Nursing Care</a>	<a href="#">Building Social Skills</a>
	<a href="#">Enhancing Health and Well-being</a>	<a href="#">Supporting Your Loved One's Mental Wellbeing</a>	<a href="#">Parenting Tips</a>
	<a href="#">Interacting with Persons with Disabilities</a>	<a href="#">Relationships and Sexuality Education</a>	<a href="#">Building Functional Skills</a>

Further your learning with the [Caregiver Learning Roadmap](#)

# Taking Care of Yourself

As a caregiver, your loved one's health and well-being are probably at the top of your list. But here's the thing, your own health and well-being are just as important, if not more so.

While you give your time and energy to look after your loved one, caregiving can be really tough. It's demanding, and it can sometimes leave you feeling overwhelmed, helpless, and lost. It's crucial to remember that your mental well-being and your ability to handle things are important too.

Don't hesitate to seek help when it comes to your own well-being. You can consider talking to a counselor, making new friends, or joining support groups with other caregivers who understand what you're going through.

## MORE CAREGIVING RESOURCES

Tap on the [Caregivers Training Grant](#) to help defray the cost of training.



[www.aic.sg/financial-assistance/caregivers-training-grant](http://www.aic.sg/financial-assistance/caregivers-training-grant)

With the support of SkillsFuture Singapore (SSG), a specially collated caregiving training catalogue is available for caregivers. Eligible courses from this catalogue enjoy both Caregivers Training Grant and SkillsFuture Credit. Scan here to be linked to caregiving courses:



**AIC:**  
[for.sg/cg-training-course](http://for.sg/cg-training-course)



**SSG:**  
<https://go.gov.sg/caregivers-training-catalogue>



**LEARNING  
GUIDEBOOK  
(FOR CAREGIVERS)**