



I'm not robot



Open

Supplier Evaluation Assessment Criteria	Points
Product Quality	15
- Material	3
- Age of Equipment	3
- ISO 9001 Quality Management System	3
- Prototype	3
- Reference Check & Customers Feedback	3
Pricing	15
Financial Stability	10
- Current Ratio	2
- Cash Ratio	2
- Inventory Turnover Ratio	2
- Debt Ratio	2
- Operating Cash Flow Ratio	2
Contract Terms	12
- Product Warranty	5
- Security Bond	5
- Currency	2
Product Capacity	10
Product Liability Insurance	3
Experience	8
- Years of Business	5
- Experience in Similar Project	3
Technical Compliance	10
Production Duration	8
Location	4
Total Points	100

Figure 1. The adapted SBAR tool

Adapted SBAR Tool

S
Describe SITUATION

My name is ____ and I work ____ (your service)
I need to talk to you about:
 an urgent safety issue regarding ____ (name of client)
 a quality of care issue regarding ____ (name of client)
 I need about ____ (minutes) to talk to you, if not now, when can we talk?
 I need you to know about:
 changes to a patient status
 changes to treatment plan, procedures or protocols
 environmental/organizational issues related to patient care

B
Provide BACKGROUND

Are you aware of ____ (specific problem)
 The patient is ____ (age) and has a diagnosis of ____ (diagnosis) as well as ____ (diagnosis)
 He/She was admitted on ____ (date) and is scheduled for discharge on ____ (date)
 His/Her treatment plans related to this issue to date include ____ (treatment)
 He/She is being monitored by ____ (specialist) and has appointments for ____ (appointments)
 This patient/family/staff is requesting that ____ (request)

A
Provide client ASSESSMENT

I think the key underlying problem/concern is ____ (describe)
 The key changes since the last assessment related to the specific concern are:
Person Level Changes
 Vital Signs/GI/
 Cardio-Respiratory
 Neurological
 Musculoskeletal/Skin
 Pain
 Medications
 Psychosocial/Spiritual
 Sleep
 Cognitive/Mental Status/
 Behavioural
 Nutrition/Hydration
Activity/Participation/Functional Changes
 ADL
 Transfers
 Home/Community Safety
Environmental Changes
 Organizational/Unit Protocols/
 Processes
 Discharge Destination
 Social/Family Supports

R
Make RECOMMENDATION

Based on this assessment, I request that:
 we discontinue/continue with ____
 we prepare for discharge OR extend discharge date
 you approve recommended changes to treatment plan/goals including ____
 you reassess the patient's ____
 the following tests/assessments be completed by ____
 the patient be transferred out to.../be moved to ____
 you inform other team members/family/patients about change in plans ____
 I recommend that we modify team protocols in the following ways ____
 To be clear, we have agreed to... Are you ok with this plan?
 I would like to hear back from you by ____
 I will be in contact with you about this issue by ____

Source: Toronto Rehabilitation Institute.

READING READINESS TEST FOR KINDERGARTEN CHILDREN

YEO KEE JIAR¹ & OTHMAN MD. JOHAN²

Abstract. Learning to read is an on-going developmental process and readiness is just a concept in the various stages of learning to read. Reading readiness is often referred as the earliest stage of informal reading skills that involve young children. It is the basic common traits which would help a child to begin his academic endeavour without much difficulties. To study the ability of cognitive aspect on reading, a reading readiness test in bahasa Melayu was developed. This test consists of six aspects, namely visual discrimination, phonological awareness, letter and letter-sound relationship, aural cloze with letter, sight words, and listening comprehension. This test was given to 130 kindergarten children randomly selected from six kindergartens to determine its psychometric stability. A test-retest analysis shows that the test has a fairly high reliability of more than 0.80, hence suggests its pragmatic utility. It is hoped that the test would enable kindergarten authority in identifying students who need special attention in their learning process, specifically in reading.

Keywords: Readiness; reading readiness; reading readiness test

Abstrak. Belajar membaca ialah suatu proses perkembangan yang berlaku secara berterusan dan kesediaan merupakan konsep yang wujud dalam pelbagai peringkat belajar membaca tersebut. Kesediaan membaca pula biasanya dikatakan sebagai peringkat paling awal dalam kemahiran membaca secara tidak formal yang membabitkan kanak-kanak. Kesediaan membaca melibatkan tret asas umum yang dapat membantu kanak-kanak memulakan alam akademiknya tanpa banyak menghadapi masalah. Sebagai usaha mengkaji kebolehan aspek kognitif dalam kemahiran membaca, ujian kesediaan membaca dalam bahasa Melayu telah dibangunkan. Ujian ini merangkumi enam aspek, iaitu diskriminasi visual, kesedaran fonologi, huruf dan hubungan huruf-bunyi, melengkapkan ayat berpandukan huruf, kata pandang-sebut, dan pemahaman lisan. Ujian ini telah diberikan kepada 130 orang kanak-kanak tadika yang dipilih secara rawak daripada enam buah tadika untuk menentukan kestabilan psikometrik ujian tersebut. Analisis uji-uji semula yang dijalankan menunjukkan bahawa ujian yang dibangunkan mempunyai kebolehpercayaan yang agak tinggi, iaitu lebih daripada 0.80, justeru menunjukkan kegunaan pragmatis ujian ini. Diharapkan ujian ini dapat membantu pihak tadika dalam mengenal pasti kanak-kanak yang memerlukan pemupuan khusus dalam proses pembelajaran mereka, terutamanya dalam aspek membaca.

Kata kunci: Kesediaan; kesediaan membaca; ujian kesediaan membaca

1.0 INTRODUCTION

The term 'readiness' for any kind of learning refers to the stage firstly, when the child can learn easily and without emotional strain, and secondly, when the child

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