

Appendix A

Aspects in Early Intervention to be Covered in the Questionnaire:

Background and Sub-aims	Reference	Aspects to be Covered
Biographical information on application of current services and skills.	In a country such as South Africa where developed as well as developing areas exist, therapists must be equipped to work on different levels of intervention and in different settings.	Levels: Primary, secondary and tertiary health care. Programmes: Prevention, remediation, habilitation. Settings: Private practices, schools, hospitals, clinics
Sub-aim 1 To determine the training needs for a theoretical framework for early intervention	“Occupational therapists desiring a speciality area such as early intervention are encouraged to seek either continuing education or advanced academic degrees”. ⁸⁹	<ul style="list-style-type: none"> • Normal and abnormal development • Risk factors and conditions • Theoretical approaches: <ul style="list-style-type: none"> • Asset– based approach • Community development • Family approach • Human diversity • Teamwork • Management and Facilitation
Sub-aim 2 To determine the training needs for assessment of children with developmental delays	“Assessment models are required which reflect the child’s potential for resilience and adaptability, and which illuminate a profile of strengths as well as weaknesses”. ³	<ul style="list-style-type: none"> • Asset- based models • Screening procedures • Standardized tests and norms for SA population
Sub-aim 3 To determine the training needs for treatment of developmental delays	<p>"A fundamental premise of all early intervention work is that the disabling effects of impairments can be reduced, thereby enabling children to lead fuller lives".³</p> <p>“Occupational therapists, as part of early intervention teams, offer services that promote an infant’s performance of self-help skills; adaptive behaviour and play; and sensory, motor, and postural development”.⁸⁹</p>	<ul style="list-style-type: none"> • Treatment approaches and principles • Functional use of activities in play, self-help, and school readiness • Stimulation and home programmes • Adaptations and aids • Parent counseling • Case management {in a trans-disciplinary context}

Appendix B

Preliminary Questionnaire

Dear Colleague,

Research study to determine the training needs of occupational therapists for training in early childhood intervention.

The purpose of this research study is to contribute to the planning of a curriculum for a transdisciplinary Masters degree in Early Intervention to be presented by the University of Pretoria. For the purposes of this study, early intervention is defined as between 0 – 6 years.

The content of the enclosed questionnaire covers the contemporary trends indicated in national and international literature and research on early intervention. The results of the questionnaire will be applied in a scientific manner to compile a framework for a curriculum which will specifically address the training needs of the occupational therapist as part of the transdisciplinary team.

Participation in the study involves the completion of the questionnaire and return thereof in the self addressed franked envelope before 12 July 2000. Participation is voluntary and withdrawal from the study at any time is possible. **Receipt of a completed questionnaire will be regarded as consent of participation.** Non-participants are also requested to mail the uncompleted questionnaire to the researcher for statistical reasons.

In order to maintain confidentiality, personal identity or the name of the institution of employment are not requested in the questionnaire and, should it be known, will not be revealed at any time. **Anonymity will be strictly maintained throughout the study and publication of results.**

Your participation is of paramount importance for the success of the research study and will be greatly appreciated. It will contribute to the development of an advanced academic degree, based on scientific data, which will benefit the profession, therapists and the clients that we serve.

Kind regards

Ms MC Aronstam
Dept of Occupational Therapy

Respondent no. V1 1-3

Card no. V2 0 1 4-5

Encircle the appropriate code where applicable or else give your answer in writing in the space provided

1. Biographical information

1.1 Total experience in the field of paediatrics [write in]

Years	Months
<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>

1.2 Experience in age groups [Previously and currently]

	Yes	No
0 – 18 months [infants]	<input type="text"/> 1	<input type="text"/> 2
19 – 36 months [toddlers]	<input type="text"/> 1	<input type="text"/> 2
3 – 6 years [pre-schoolers]	<input type="text"/> 1	<input type="text"/> 2

1.3 Field of practice [Previously and currently]

	Yes	No
Mainstream school [grade o]	<input type="text"/> 1	<input type="text"/> 2
Specialized school [pre-schoolers]	<input type="text"/> 1	<input type="text"/> 2
Nursery school	<input type="text"/> 1	<input type="text"/> 2
Crèche/ day care	<input type="text"/> 1	<input type="text"/> 2
Private practice	<input type="text"/> 1	<input type="text"/> 2
Institutions for the severely disabled	<input type="text"/> 1	<input type="text"/> 2
Homes for children	<input type="text"/> 1	<input type="text"/> 2
Training of students	<input type="text"/> 1	<input type="text"/> 2
Primary health clinics	<input type="text"/> 1	<input type="text"/> 2

Hospital:

	Yes	No
• in-patients	<input type="text"/> 1	<input type="text"/> 2
• out-patients	<input type="text"/> 1	<input type="text"/> 2
• neonatal intensive care unit	<input type="text"/> 1	<input type="text"/> 2

Other [please specify]

- _____
- _____
- _____
- _____

Office use

V3 6-9
V4

V5 10
V6 11
V7 12

V8 13
V9 14
V10 15
V11 16
V12 17
V13 18
V14 19
V15 20
V16 21

V17 22
V18 23
V19 24

V20 25
V21 26
V22 27
V23 28

1.4 Experience in Models of Teamwork

- Multi-disciplinary teamwork*
- Interdisciplinary teamwork**
- Transdisciplinary teamwork***

Yes	No
1	2
1	2
1	2

Office use

V24	<input type="checkbox"/>	29
V25	<input type="checkbox"/>	30
V26	<input type="checkbox"/>	31

- * Multidisciplinary teamwork entails independent intervention from other team members, yet acknowledging their role and referring clients when necessary.
- ** Interdisciplinary teamwork entails independent intervention from other team members, but with shared responsibility and regular collaboration to formulate goals and provide a co-ordinated programme for therapy.
- ***Transdisciplinary teamwork entails intervention across disciplinary boundaries [role and skill sharing] and in close collaboration with other team members [including parents] to provide a fully integrated programme.

2. Community* Involvement in Early Intervention

*Community is regarded as a group of people living and fulfilling their life tasks in a given area, regardless of economic status.

Rate your current **experience** in community related issues in early intervention in the appropriate spaces according to the following scale:

No experience	Little experience	Moderate experience	Well Experienced
1	2	3	4

2.1 Experience in Human Diversity

- Working with multi-cultural populations
- Working in disadvantaged environments
- Working in middle class and affluent environments

1	2	3	4
1	2	3	4
1	2	3	4

V27	<input type="checkbox"/>	32
V28	<input type="checkbox"/>	33
V29	<input type="checkbox"/>	34

2.2 Experience in Community Development

- Analyzing needs in a community
- Analyzing assets in a community
- Mobilizing resources in a community for support networks
- Sustaining community involvement over a period of time
- Educating the community with regard to disability
- Integrating the family and disabled child into the community

1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4

V30	<input type="checkbox"/>	35
V31	<input type="checkbox"/>	36
V32	<input type="checkbox"/>	37
V33	<input type="checkbox"/>	38
V34	<input type="checkbox"/>	39
V35	<input type="checkbox"/>	40

3. Theoretical Framework for Early Intervention

Office use

Rate your current **need** for training on the following theoretical content related to early intervention according to the following scale:

No need	Little need	Average need	Great need
1	2	3	4

3.1 Knowledge of Specific Theories

Developmental theories	1	2	3	4
Learning theories	1	2	3	4
Motivational theories	1	2	3	4
Cognitive – behavioural theories	1	2	3	4
Psychosocial theories	1	2	3	4
Model of Human Occupation	1	2	3	4
Family systems and dynamics	1	2	3	4
Other [Please specify and rate]				
• _____	1	2	3	4
• _____	1	2	3	4

V36	<input type="checkbox"/>	41		
V37	<input type="checkbox"/>	42		
V38	<input type="checkbox"/>	43		
V39	<input type="checkbox"/>	44		
V40	<input type="checkbox"/>	45		
V41	<input type="checkbox"/>	46		
V42	<input type="checkbox"/>	47		
V43	<input type="checkbox"/>	48	V45	<input type="checkbox"/> 50
V44	<input type="checkbox"/>	49	V46	<input type="checkbox"/> 51

3.2 Knowledge of Causes for Developmental Delay

Risk factors for developmental delay	1	2	3	4
Handicapping conditions	1	2	3	4

V47	<input type="checkbox"/>	52
V48	<input type="checkbox"/>	53

3.3 Knowledge of Early Development

	Normal				Delayed/ Abnormal			
• Sensory	1	2	3	4	1	2	3	4
• Motor	1	2	3	4	1	2	3	4
• Perception	1	2	3	4	1	2	3	4
• Cognition	1	2	3	4	1	2	3	4
• Speech and language	1	2	3	4	1	2	3	4
• Psycho-social	1	2	3	4	1	2	3	4
• Play	1	2	3	4	1	2	3	4
• Daily living skills [ADL]	1	2	3	4	1	2	3	4
• School activities	1	2	3	4	1	2	3	4

V49	<input type="checkbox"/>	54	V58	<input type="checkbox"/>	63
V50	<input type="checkbox"/>	55	V59	<input type="checkbox"/>	64
V51	<input type="checkbox"/>	56	V60	<input type="checkbox"/>	65
V52	<input type="checkbox"/>	57	V61	<input type="checkbox"/>	66
V53	<input type="checkbox"/>	58	V62	<input type="checkbox"/>	67
V54	<input type="checkbox"/>	59	V63	<input type="checkbox"/>	68
V55	<input type="checkbox"/>	60	V64	<input type="checkbox"/>	69
V56	<input type="checkbox"/>	61	V65	<input type="checkbox"/>	70
V57	<input type="checkbox"/>	62	V66	<input type="checkbox"/>	71

3.4 Legislation for Intervention

The legal rights of the family	1	2	3	4
Ethics in the family-professional relationship	1	2	3	4

V67	<input type="checkbox"/>	72
V68	<input type="checkbox"/>	73

Respondent no. V69 1-3

Card no. V70 0 2 4-5

Office use

4. Assessment in Early Intervention

Rate your current skills on the following assessment procedures in early intervention according to the following scale:

No skills	Below average	Average	Good
1	2	3	4

4.1 Skills in Screening and Observation

Screening for developmental delays:

- bat risk infants [0-18 months]
- at risk toddlers [19-36 months]
- at risk pre-schoolers [3-6 years]

1	2	3	4
1	2	3	4
1	2	3	4

V71 6
V72 7
V73 8

Skills in the observation of:

- problems with regard to basic abilities
- the effect of family-child interaction on the child
- the needs of the family
- the strengths / assets of the family

1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4

V74 9
V75 10
V76 11
V77 12

4.2 Skills in Functional Assessment Procedures

Using tasks applicable to everyday events and situations

Assessing the child in the home environment

Assessing the child's functional skills in:

- daily living (ADL)
- play
- school readiness

1	2	3	4
1	2	3	4

V78 13
V79 14

1	2	3	4
1	2	3	4
1	2	3	4

V80 15
V81 16
V82 17

4.3 Skills in Interpretation and Documentation

Interpretation of formal test results

Identification of specific disorders

Evaluate the family's insight into the disability

Report writing

Verbal communication of results to team members

1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4

V83 18
V84 19
V85 20
V86 21
V87 22

4.4 Use of Specific Developmental Tests and Surveys

Please specify and rate the formal or standardized tests are currently being used to assess children between 0-6 years:

• _____	1	2	3	4
• _____	1	2	3	4
• _____	1	2	3	4
• _____	1	2	3	4
• _____	1	2	3	4

Office use

V88	<input type="checkbox"/>	23	V93	<input type="checkbox"/>	28
V89	<input type="checkbox"/>	24	V94	<input type="checkbox"/>	29
V90	<input type="checkbox"/>	25	V95	<input type="checkbox"/>	30
V91	<input type="checkbox"/>	26	V96	<input type="checkbox"/>	31
V92	<input type="checkbox"/>	27	V97	<input type="checkbox"/>	32

5. Treatment in Early Intervention

Rate your current **skills** on the following treatment procedures in early intervention according to the following scale:

No skills	Below average	Average	Good
1	2	3	4

5.1 Skills in the Application of Approaches and Techniques for Treatment

Sensory Integration [SI]	1	2	3	4
Neuro-developmental Therapy [NDT]	1	2	3	4
Learning techniques	1	2	3	4
Behavioural adaptation techniques	1	2	3	4
Bio-mechanical techniques	1	2	3	4
Play therapy	1	2	3	4
Group therapy	1	2	3	4
Other [Please specify and rate]	1	2	3	4
• _____	1	2	3	4
• _____	1	2	3	4

V98	<input type="checkbox"/>	33	V107	<input type="checkbox"/>	42
V99	<input type="checkbox"/>	34	V108	<input type="checkbox"/>	43
V100	<input type="checkbox"/>	35			
V101	<input type="checkbox"/>	36			
V102	<input type="checkbox"/>	37			
V103	<input type="checkbox"/>	38			
V104	<input type="checkbox"/>	39			

5.2 Skills in Planning for Treatment

Planning aims of treatment	1	2	3	4
Evaluating the effectiveness of treatment in order to adapt	1	2	3	4
Analysis of tasks and activities to ascertain the requirements	1	2	3	4
Formulation of home programmes	1	2	3	4
Formulation of stimulation programmes for larger groups	1	2	3	4

V109	<input type="checkbox"/>	44
V110	<input type="checkbox"/>	45
V111	<input type="checkbox"/>	46
V112	<input type="checkbox"/>	47
V113	<input type="checkbox"/>	48

No skills	Below average	Average	Good
1	2	3	4

Office use

5.3 Skills in Treatment of Basic and Functional Abilities

Sensory	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	V114	<input type="checkbox"/>	49			
1	2	3	4								
Motor	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	V115	<input type="checkbox"/>	50			
1	2	3	4								
Oral-motor	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	V116	<input type="checkbox"/>	51			
1	2	3	4								
Perception	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	V117	<input type="checkbox"/>	52			
1	2	3	4								
Cognition	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	V118	<input type="checkbox"/>	53			
1	2	3	4								
Psycho-social	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	V119	<input type="checkbox"/>	54			
1	2	3	4								
Play	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	V120	<input type="checkbox"/>	55			
1	2	3	4								
Daily living skills [ADL]	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	V121	<input type="checkbox"/>	56			
1	2	3	4								
Other [Please specify and rate]											
• _____	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	V122	<input type="checkbox"/>	57	V124	<input type="checkbox"/>	59
1	2	3	4								
• _____	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	V123	<input type="checkbox"/>	58	V125	<input type="checkbox"/>	60
1	2	3	4								

5.4 Skills in Treatment of Specific Disorders

Sensory modulation disorders	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	V126	<input type="checkbox"/>	61			
1	2	3	4								
Developmental dyspraxia	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	V127	<input type="checkbox"/>	62			
1	2	3	4								
Attention deficit disorder and hyperactivity	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	V128	<input type="checkbox"/>	63			
1	2	3	4								
Visual impairment	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	V129	<input type="checkbox"/>	64			
1	2	3	4								
Learning disorder	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	V130	<input type="checkbox"/>	65			
1	2	3	4								
Behavioural and emotional disturbances	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	V131	<input type="checkbox"/>	66			
1	2	3	4								
Psychiatric disorders	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	V132	<input type="checkbox"/>	67			
1	2	3	4								
Neurological disorders and damage	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	V133	<input type="checkbox"/>	68			
1	2	3	4								
Progressive disorders	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	V134	<input type="checkbox"/>	69			
1	2	3	4								
Traumatized child	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	V135	<input type="checkbox"/>	70			
1	2	3	4								
Other [Please specify and rate]											
• _____	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	V136	<input type="checkbox"/>	71	V138	<input type="checkbox"/>	73
1	2	3	4								
• _____	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	V137	<input type="checkbox"/>	72	V139	<input type="checkbox"/>	74
1	2	3	4								

5.5 Skills in Application of Principles and Adaptations in Treatment

Principles and adaptations to optimize participation in treatment:								
• grading of treatment	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	V140	<input type="checkbox"/>	75
1	2	3	4					
• structuring of environment	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	V141	<input type="checkbox"/>	76
1	2	3	4					
• adaptations to activities	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	V142	<input type="checkbox"/>	77
1	2	3	4					
• positioning of child	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	V143	<input type="checkbox"/>	78
1	2	3	4					

Respondent no. V144 1-3

Card no. V145 0 3 4-5

No skills	Below average	Average	Good
1	2	3	4

Office use

5.6 Skills in Adaptation through Assistive Technology

Splinting

Equipment for ambulation

Equipment for positioning

Power switch devices

Appropriate paper technology [APT]

Computer technology

Assistive devices for ADL

Other [Please specify and rate]

- _____
- _____

1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4

V146 6
V147 7
V148 8
V149 9
V150 10
V151 11
V152 12

V153 13 V155 15
V154 14 V156 16

5.7 Skills in establishing Therapeutic Relationships

- Therapist – child interaction
- Therapist – family interaction

1	2	3	4
1	2	3	4

V157 17
V158 18

5.8 Skills in Management

- Administration
- Organization
- Consultation

1	2	3	4
1	2	3	4
1	2	3	4

V159 19
V160 20
V161 21

5.9 Building Resilience in the Family through facilitation of:

- child – parent interaction
- parent – directed problem solving
- parental ownership and responsibility for the child

1	2	3	4
1	2	3	4
1	2	3	4

V162 22
V163 23
V164 24

5.10 Facilitating the handling of Sensitive Issues/Situations:

- bereavement in the family
- maternal depression
- detachment/rejection of the child
- trauma in the family
- neonatal intensive care unit [NICU]
- hospitalization of the child

1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4

V165 25
V166 26
V167 27
V168 28
V169 29
V170 30

Your time and co-operation in completing this questionnaire is greatly appreciated.

Thank you for your contribution. It is greatly appreciated.

Appendix C

Report-back Form on Questionnaire for the Pilot Study

Dear Colleague,

Thank you for your participation in the pilot study. Please complete the questionnaire in full and write a critical evaluation under the headings provided in the form below. You may also make additional remarks directly on the questionnaire as well.

1 Clarity and Completeness of the Cover letter

2 The Exposition, Clarity and Completeness of the Questionnaire

- Profile of Experiences of Participants
- Training Needs for a Theoretical Framework for Early Intervention
- Skills in Assessment in Early Intervention
- Skills in Treatment in Early Intervention

3 The Usefulness of the Scales in the Questionnaire

4 The Content of the Questionnaire

5 The Time Taken to Complete the Questionnaire

6 Other comments

Thank you for your contribution. It is greatly appreciated.

Appendix D Final Questionnaire

The Need for Occupational Therapists for training in Early Intervention in Childhood Disability

Research study for Master's Degree in Occupational Therapy

Dear colleague,

The purpose of this research study is to contribute to the planning of a curriculum for a transdisciplinary Master's Degree in Early Intervention to be presented by the University of Pretoria. The results of the questionnaire will be used to compile a specialised module for occupational therapists as part of the transdisciplinary team.

For the purposes of this study, early intervention in children is regarded as being between the ages of 0 – 6 years.

The content of the enclosed questionnaire covers the contemporary trends indicated in national and international literature and research on early intervention. The following aspects are covered in the questionnaire:

- Profile of Experience of Participants
- Training Needs for a Theoretical Framework for Early Intervention
- Skills in Assessment in Early Intervention
- Skills in Treatment in Early Intervention

In order to maintain confidentiality, personal identity or the name of the institution of employment is not requested in the questionnaire. **Anonymity will be strictly maintained throughout the study and the subsequent publication of results.**

Participation in the study involves the completion of the questionnaire and return thereof in the self addressed, franked envelope before 31 October 2000. **Participation is voluntary and receipt of a completed questionnaire will be regarded as consent of participation.**

Your name has been drawn from the OTASA address list. Your participation is of paramount importance for the success of the research study and will be greatly appreciated. It will contribute to the development of an advanced academic degree, based on scientific data, which will benefit the profession and the clients that we serve.

Please contact me for any enquiry at the following numbers:

(012) 803-3219 (home)

(012) 354-6040 (work)

(012) 329-3255 (fax)

Please return the questionnaire before 31 October 2000

Kind regards

Marlie Aronstam
Department of Occupational Therapy
University of Pretoria

Respondent no. V1 1-3

Card no. V2 0 1 4-5

Encircle the appropriate code where applicable or else give your answer in writing in the space provided.

Office use

1. Profile of experience

1.1 Total experience in the field of paediatrics [write in]

Years	Months
<input type="text"/>	<input type="text"/>

V3 6-9
V4

1.2 Experience in age groups [Previously and currently]

	Yes	No
0 – 18 months [infants]	<input type="text"/> 1	<input type="text"/> 2
19 – 36 months [toddlers]	<input type="text"/> 1	<input type="text"/> 2
3 – 6 years [pre-schoolers]	<input type="text"/> 1	<input type="text"/> 2

V5 10
V6 11
V7 12

1.3 Field of practice [Previously and currently]

	Yes	No
Mainstream school [grade 0]	<input type="text"/> 1	<input type="text"/> 2
Specialized school [pre-schoolers]	<input type="text"/> 1	<input type="text"/> 2
Nursery school	<input type="text"/> 1	<input type="text"/> 2
Crèche/ day care	<input type="text"/> 1	<input type="text"/> 2
Private practice	<input type="text"/> 1	<input type="text"/> 2
Institutions for the severely disabled	<input type="text"/> 1	<input type="text"/> 2
Homes for children	<input type="text"/> 1	<input type="text"/> 2
Training of students	<input type="text"/> 1	<input type="text"/> 2
Primary health clinics	<input type="text"/> 1	<input type="text"/> 2

V8 13
V9 14
V10 15
V11 16
V12 17
V13 18
V14 19
V15 20
V16 21

Hospital:

	Yes	No
• in-patients	<input type="text"/> 1	<input type="text"/> 2
• out-patients	<input type="text"/> 1	<input type="text"/> 2
• neonatal intensive care unit	<input type="text"/> 1	<input type="text"/> 2

V17 22
V18 23
V19 24

Other [please specify]

- _____
- _____
- _____
- _____

V20 25
V21 26
V22 27
V23 28

1.4 Experience in Models of Teamwork

Office use

	Yes	No
Multi-disciplinary teamwork*	1	2

V24 29

* Multidisciplinary teamwork entails independent intervention from other team members, yet acknowledging their role and referring clients when necessary.

	Yes	No
Interdisciplinary teamwork**	1	2

V25 30

** Interdisciplinary teamwork entails independent intervention from other team members, but with shared responsibility and regular collaboration to formulate goals and provide a co-ordinated programme for therapy.

	Yes	No
Transdisciplinary teamwork***	1	2

V26 31

***Transdisciplinary teamwork entails intervention across disciplinary boundaries [role and skill sharing] and in close collaboration with other team members [including parents] to provide a fully integrated programme.

1.5 Community* Involvement in Early Intervention

*Community is regarded as a group of people living and fulfilling their life tasks in a given area, regardless of economic status.

	Yes	No
Working with multi-cultural populations	1	2

V27 32

	Yes	No
Working with disadvantaged clients	1	2

V28 33

	Yes	No
Working with middle class and affluent clients	1	2

V29 34

	Yes	No
Working with large groups of clients	1	2

V30 35

	Yes	No
Educating individuals and groups in the community with regard to disability	1	2

V31 36

	Yes	No
Referring the family to resources in the community	1	2

V32 37

2. Theoretical Framework for Early Intervention

Indicate whether you **need** training on the following theoretical content related to early intervention.

2.1 Training needed on Specific Theories

	Yes	No
Neuro-Developmental theories	1	2

V33 38

	Yes	No
Learning theories	1	2

V34 39

	Yes	No
Motivational theories	1	2

V35 40

	Yes	No
Cognitive-Behavioural theories	1	2

V36 41

	Yes	No
Psychosocial theories	1	2

V37 42

	Yes	No
Model of Human Occupation	1	2

V38 43

	Yes	No
Family systems and dynamics	1	2

V39 44

	Yes	No
Other [Please specify]	1	2

V40 45 V42 47

	Yes	No
• _____	1	2

V41 46 V43 48

	Yes	No
• _____	1	2

Office use

2.2 Training needed on Causes of Developmental Delay

	Yes	No
Risk factors for developmental delay	1	2
Handicapping conditions	1	2

V44 49
V45 50

2.3 Training needed on Early Development

	Yes	No
Sensory	1	2
Motor	1	2
Perception	1	2
Cognition	1	2
Speech and language	1	2
Psycho-social	1	2
Play	1	2
Daily living skills [ADL]	1	2
School activities	1	2

V46 51
V47 52
V48 53
V49 54
V50 55
V51 56
V52 57
V53 58
V54 59

2.4 Training needed on Legislation for Intervention

	Yes	No
The legal rights of the family	1	2
Ethics in the family-professional relationship	1	2

V55 60
V56 61

3. Assessment in Early Intervention

Please use the following scale to rate your **skills** on assessment procedures in early intervention:

No skills	Below average	Average	Good
1	2	3	4

3.1 Skills in Screening and Observation

Screening for developmental delays:

• at risk infants [0-18 months]	1	2	3	4
• at risk toddlers [19-36 months]	1	2	3	4
• at risk pre-schoolers [3-6 years]	1	2	3	4

V57 62
V58 63
V59 64

Skills in the observation of:

• problems with regard to basic abilities	1	2	3	4
• the effect of family-child interaction on the child	1	2	3	4
• the needs of the family	1	2	3	4
• the strengths / assets of the family	1	2	3	4

V60 65
V61 66
V62 67
V63 68

Respondent no. V64 1-3 Card no. V65 0 2 4-5

No skills	Below average	Average	Good
1	2	3	4

Office use

3.2 Skills in Functional Assessment Procedures

Using everyday tasks, events and situations for assessment

1	2	3	4
---	---	---	---

V66 6

Assessing the child in the home environment

1	2	3	4
---	---	---	---

V67 7

Assessing the child's functional skills in:

- daily living (ADL)
- play
- school readiness

1	2	3	4
---	---	---	---

V68 8

1	2	3	4
---	---	---	---

V69 9

1	2	3	4
---	---	---	---

V70 10

3.3 Skills in Interpretation and Documentation

Interpretation of formal test results

1	2	3	4
---	---	---	---

V71 11

Identification of specific disorders

1	2	3	4
---	---	---	---

V72 12

Evaluate the family's insight into the disability

1	2	3	4
---	---	---	---

V73 13

Report writing

1	2	3	4
---	---	---	---

V74 14

Verbal communication of results to team members

1	2	3	4
---	---	---	---

V75 15

3.4 Use of Specific Developmental Tests and Surveys

Please specify the norm based or standardized tests currently being used to assess children between 0-6 years:

- _____
- _____
- _____
- _____
- _____
- _____
- _____

V76 16

V83 23

V77 17

V84 24

V78 18

V85 25

V79 19

V86 26

V80 20

V87 27

V81 21

V88 28

V82 22

V89 29

4. Treatment in Early Intervention

Please use the following scale to rate your **skills** on treatment procedures in early intervention:

No skills	Below average	Average	Good
1	2	3	4

4.1 Skills in Treatment of Basic and Functional Abilities

Sensory	1	2	3	4
Motor	1	2	3	4
Oral-motor	1	2	3	4
Perception	1	2	3	4
Cognition	1	2	3	4
Psycho-social	1	2	3	4
Play	1	2	3	4
Daily living skills [ADL]	1	2	3	4
Other [Please specify and rate]				
• _____	1	2	3	4
• _____	1	2	3	4

V90	<input type="checkbox"/>	30
V91	<input type="checkbox"/>	31
V92	<input type="checkbox"/>	32
V93	<input type="checkbox"/>	33
V94	<input type="checkbox"/>	34
V95	<input type="checkbox"/>	35
V96	<input type="checkbox"/>	36
V97	<input type="checkbox"/>	37

V98	<input type="checkbox"/>	38	V100	<input type="checkbox"/>	40
V99	<input type="checkbox"/>	39	V101	<input type="checkbox"/>	41

4.2 Skills in the Application of Approaches and Techniques for Treatment

Sensory Integration [SI]	1	2	3	4
Neuro-developmental Therapy [NDT]	1	2	3	4
Learning techniques	1	2	3	4
Behavioural adaptation techniques	1	2	3	4
Bio-mechanical techniques	1	2	3	4
Play therapy	1	2	3	4
Group therapy	1	2	3	4
Baby therapy	1	2	3	4
Other [Please specify and rate]				
• _____	1	2	3	4
• _____	1	2	3	4

V102	<input type="checkbox"/>	42
V103	<input type="checkbox"/>	43
V104	<input type="checkbox"/>	44
V105	<input type="checkbox"/>	45
V106	<input type="checkbox"/>	46
V107	<input type="checkbox"/>	47
V108	<input type="checkbox"/>	48
V109	<input type="checkbox"/>	49

V110	<input type="checkbox"/>	50	V112	<input type="checkbox"/>	52
V111	<input type="checkbox"/>	51	V113	<input type="checkbox"/>	53

4.3 Skills in Treatment of Specific Disorders

Sensory modulation disorders	1	2	3	4
Developmental dyspraxia	1	2	3	4
Attention deficit disorder and hyperactivity	1	2	3	4
Visual impairment	1	2	3	4
Learning disorder	1	2	3	4
Behavioural and emotional disturbances	1	2	3	4
Psychiatric disorders	1	2	3	4
Neurological disorders and damage	1	2	3	4
Progressive disorders	1	2	3	4
Traumatized child	1	2	3	4
Other [Please specify and rate]				
• _____	1	2	3	4
• _____	1	2	3	4

V114	<input type="checkbox"/>	54
V115	<input type="checkbox"/>	55
V116	<input type="checkbox"/>	56
V117	<input type="checkbox"/>	57
V118	<input type="checkbox"/>	58
V119	<input type="checkbox"/>	59
V120	<input type="checkbox"/>	60
V121	<input type="checkbox"/>	61
V122	<input type="checkbox"/>	62
V123	<input type="checkbox"/>	63

V124	<input type="checkbox"/>	64	V126	<input type="checkbox"/>	66
V125	<input type="checkbox"/>	65	V127	<input type="checkbox"/>	67

Office use

Respondent no. V128 1-3 Card no. V129 0 3 4-5

Office use

No skills	Below average	Average	Good
1	2	3	4

4.4 Skills in Planning for Treatment

Planning aims of treatment	<input type="text"/> 1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4	V130 <input type="text"/>	6
Evaluating the effectiveness of treatment in order to adapt	<input type="text"/> 1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4	V131 <input type="text"/>	7
Analysis of tasks and activities to ascertain the requirements	<input type="text"/> 1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4	V132 <input type="text"/>	8
Formulation of home programmes	<input type="text"/> 1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4	V133 <input type="text"/>	9
Formulation of stimulation programmes for larger groups	<input type="text"/> 1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4	V134 <input type="text"/>	10

4.5 Skills in Application of Principles and Adaptations in Treatment

Grading of treatment	<input type="text"/> 1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4	V135 <input type="text"/>	11
Structuring of environment	<input type="text"/> 1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4	V136 <input type="text"/>	12
Adaptations to activities	<input type="text"/> 1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4	V137 <input type="text"/>	13
Positioning of child	<input type="text"/> 1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4	V138 <input type="text"/>	14

4.6 Skills in Adaptation through Assistive Technology

Splinting	<input type="text"/> 1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4	V139 <input type="text"/>	15
Equipment for ambulation (e.g. wheelchair, walking frame)	<input type="text"/> 1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4	V140 <input type="text"/>	16
Equipment for positioning	<input type="text"/> 1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4	V141 <input type="text"/>	17
Power switch devices	<input type="text"/> 1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4	V142 <input type="text"/>	18
Appropriate paper technology [APT]	<input type="text"/> 1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4	V143 <input type="text"/>	19
Computer technology	<input type="text"/> 1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4	V144 <input type="text"/>	20
Assistive devices for ADL	<input type="text"/> 1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4	V145 <input type="text"/>	21
Other [Please specify and rate]			
• _____	<input type="text"/> 1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4	V146 <input type="text"/>	22
• _____	<input type="text"/> 1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4	V147 <input type="text"/>	23
		V148 <input type="text"/>	24
		V149 <input type="text"/>	25

4.7 Skills in Establishing Therapeutic Relationships

Therapist – child interaction	<input type="text"/> 1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4	V150 <input type="text"/>	26
Therapist – family interaction	<input type="text"/> 1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4	V151 <input type="text"/>	27

4.8 Skills in Management

Administration	<input type="text"/> 1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4	V152 <input type="text"/>	28
Organization	<input type="text"/> 1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4	V153 <input type="text"/>	29
Consultation	<input type="text"/> 1 <input type="text"/> 2 <input type="text"/> 3 <input type="text"/> 4	V154 <input type="text"/>	30

No skills	Below average	Average	Good
1	2	3	4

Office use

4.9 Skills in Building Resilience in the Family through Facilitation of:

Child – parent interaction

1	2	3	4
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V155 31

Parent – directed problem solving

1	2	3	4
---	---	---	---

V156 32

Parental ownership and responsibility for the child

1	2	3	4
---	---	---	---

V157 33

4.10 Skills in Counselling of Sensitive Issues/Situations:

Bereavement in the family

1	2	3	4
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V158 34

Maternal depression

1	2	3	4
---	---	---	---

V159 35

Detachment/rejection of the child

1	2	3	4
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V160 36

Trauma in the family

1	2	3	4
---	---	---	---

V161 37

Neonatal intensive care unit [NICU]

1	2	3	4
---	---	---	---

V162 38

Hospitalization of the child

1	2	3	4
---	---	---	---

V163 39

Your time and co-operation in completing this questionnaire is greatly appreciated.