A CURRICULUM FOR TRAINING OF OCCUPATIONAL THERAPISTS IN EARLY CHILDHOOD INTERVENTION

MC ARONSTAM

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Department of Occupational Therapy
Faculty of Health Sciences
University of Pretoria
Pretoria

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Another major of concern is the intervention of social workers and social workers in the society. They are being raised. Poverty, a high crime rate, and social unrest are amongst the main factors that contribute to the development of the intervention strategy. The concepts of interaction and development in the ecological context were explored in this study.

One way for professionals to prepare for the intervention and development of the social workers of social workers in the society is through further education. An idea that could be taken into account is the inclusion of a Degree in Early Childhood Intervention has been developed. This programme should include the development of the intervention strategy. This includes a comprehensive curricular that is based on the concept of development in the ecological context.
Summary

KEYWORDS:
Early Childhood Intervention, curriculum development, occupational therapy process, postgraduate education, teamwork, family-centred intervention, South African ecological context.

The high incidence of children with developmental delays places a great demand on society to provide intervention services to those in need. This high incidence of children with developmental delays is caused, to a large extent, by the advanced medical procedures which results in a positive survival rate of at-risk infants. Health services in particular are being challenged to develop co-ordinated and effective strategies to prevent and minimise disabilities. It would appear that professionals experience difficulty in collaborating with one another and with families, and that multiskilling is not yet common practice in order to economise on services.

Another matter of concern is the undesirable ecological context in which a large number of children are being raised. Poverty, a high crime rate, debilitating conditions such as AIDS, and child abuse are amongst the many factors that place further strain on families and their ability to provide for their children.

A review of the literature revealed that the answer to effective early childhood intervention is considered to be the development of transdisciplinary teamwork, which includes the family as an integral part of the team. Of further importance is that the ecological context of the community for which the service is intended be kept in mind, for any measure of success in the intervention strategy. The concepts of teamwork, family-centred intervention and ecological context were explored in the study.

One way for professionals to prepare for the momentous task of providing effective early childhood intervention is through further education. At the University of Pretoria a Master’s Degree in Early Childhood Intervention has been developed to specifically address the need for transdisciplinary training and specialisation in this field. Through a policy of a research-based curriculum for this degree, the need for the current study emerged. One of the modules
for the degree focuses on specific specialisation areas. The current study was undertaken to establish the training needs for specialisation in occupational therapy related to early childhood intervention.

A research survey was conducted and a questionnaire developed to ascertain the needs and skills of occupational therapists who are currently providing a service in the field of early childhood intervention. A response rate of 87% was obtained from the sample of therapists, drawn from Gauteng, North West and Northern Province. The results that were obtained indicated that therapists on the whole experienced more confidence in their clinical abilities than in their theoretical knowledge. A theoretical foundation, as well as certain aspects regarding clinical skills, was noted for further training. Aspects pertaining to family-centred intervention were also indicated as a need for training.

The research data was interpreted and discussed in relation to the preceding literature review. The current research was evaluated and suggestions for improvements to the questionnaire included the avoidance of double bound questions and a different use of rating scales. The positive aspects of the study were also indicated.

In conclusion, a framework for the occupational therapy module was formulated. Suggestions regarding mini-practicals to be included in the course and the content of the paper cases were given. The suggested educational methods and content were based on the research data that was obtained from the research. Indications for future research, including suggestions of research projects to be conducted during the course, were given. The latter pertained largely to the use of internationally standardised tests in a South African context.
Samevatting

SLEUTELWOORDE:
Vroeëkinderjare-intervensie, kurrikulumontwikkeling, arbeidsterapieproses, nagraadse opvoeding, spanwerk, gesinsgesentreerde intervensie, Suid-Afrikaanse ekologiese konteks.

Die hoë voorkoms van kinders met ontwikkelingsagterstande plaas 'n groot druk op 'n gemeenskap om intervensiedienste aan diegene wat dit nodig het, te verskaf. Hierdie hoë voorkoms van kinders met ontwikkelingsagterstande word in 'n groot mate veroorsaak deur gevorderde mediese prosedures wat 'n positiewe oorlewingskoers van hoërisiko-kinders tot gevolg het. Gesondheidsdienste in besonder word uitgedaag om gekoördineerde en effektiwe strategieë te ontwikkels om gestremdhede te verhoed en minimaliseer. Dit blyk dat professionele persone probleme ondervind om met mekaar en die familie saam te werk en die aanwending van multivaardighede word ook nie algemeen toegepas ten einde op dienste te bespaar nie.

Nog 'n kwelling is die ongewenste ekologiese konteks waarin 'n groot aantal kinders grootgemaak word. Armoede, 'n hoë misdaadvoorkoms, verswakkende toestande soos MIV/VIGS, asook kindermishandeling, is onder die vele faktore wat verdere druk op gesinne plaas en hulle vermoë om vir hulle kinders te voorsien, belemmer.

'N Literatuuroorsig dui aan dat die antwoord tot effektiwe vroeëkinderjare-intervensie in die ontwikkeling van transdisiplinêre spanwerk lê, wat die gesin as 'n integrale deel van die span insluit. Van verdere belang is dat die ekologiese konteks van die gemeenskap vir wie die diens bedoel is, in gedagte gehou word vir enige mate van sukses in die intervensiestrategie. Die konsep van spanwerk, gesinsgesentreerde intervensie en ekologiese konteks is in hierdie studie ondersoek.

Een manier vir professionele persone om voor te berei vir die geweldige taak om effektiwe vroeëkinderjare-intervensie te verskaf, is deur verdere opleiding. Aan die Universiteit van Pretoria is 'n meestersgraad in vroeëkinderjare-intervensie ontwikkeld met die spesifieke doel om die behoefte aan transdisiplinêre opleiding en spesialisasie op die gebied aan te spreek. Deur die beleid van 'n navorsingsgebaseerde kurrikulum vir hierdie graad, het die behoefte
aan hierdie studie na vore gekom. Een van die modules vir dié graad fokus op spesifieke spesialiseringareas. Die huidige studie is onderneem om die opleidingsbehoeftes vir spesialisering in arbeidsterapie ten opsigte van vroeëkinderjare-intervensie vas te stel.

‘n Navorsingsonderzoek is aangepak en ‘n vraelys ontwikkel om die behoeftes en vaardighede van arbeidsterapeute vas te stel wat tans ‘n diens op die gebied van vroeëkinderjare-intervensie verskaf. ‘n Responskoers van 87% is verkry uit die steekproef van terapeute in Gauteng, Noordwes en Noordelike Provincie. Die resultate wat verkry is, het aangedi of terapeute oor die algemeen meer selfvertroue in hul kliniese vermoëns as in hulle teoretiese kennis ondervind het. ‘n Teoretiese grondslag asook sekere aspekte in verband met kliniese vaardighede is vir verdere opleiding aangeteken. Aspekte ten opsigte van gesinsgesentreerde intervensie is ook as ‘n opleidingsbehoeftes aangedui.

Die navorsingsdata is met betrekking tot die voorafgaande literatuuroorsig geïnterpreteer en bespreek. Die huidige navorsing is geëvalueer en voorstelle vir verbetering tot die vraelys het die vermyding van dubbelinnige vrae en die gebruik van verskillende beoordelingskale ingesluit. Die sterk punte van die studie is ook aangedui.

Ten slotte is ‘n raamwerk vir die arbeidsterapie-module geformuleer. Voorstelle in verband met praktiese mini-sessies wat in die kursus ingesluit moet word en die inhoud van die gevalleres studies is gegee. Die voorgestelde opvoedkundige metodes en die inhoud van die kurrikulum is gebaseer op die navorsingsdata wat van die navorsing verkry is. Aanduidings is gegee vir toekomstige navorsing, insluitend voorstelle vir navorsingsprojekte om gedurende die kursus te doen. Laasgenoemde verwys grootliks na die gebruik van internasionaal-gestandardiseerde toets in ‘n Suid-Afrikaanse konteks.
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1.1 Perspectives on Early Childhood Intervention

Early childhood development is considered the most critical stage of a child's life, as it lays the foundation for future academic, social, and emotional success. Children who do not receive adequate support and opportunities during this stage may face challenges in school, work, and life. These challenges can lead to a lack of motivation and potential failure. The success in early childhood development is crucial as it plays a significant role in determining success in later life. In essence, it is the period where a child's intelligence, social skills, and overall development are formed. Consequently, it is imperative to provide a conducive environment for young children's development. However, many children in the world are not receiving the necessary support and care needed to thrive. As a result, there is a gap in the implementation of effective strategies to address the challenges faced by young children. The occurrence of developmental delays among young children is a discouraging trend, and it is essential to understand the causes and develop effective strategies to tackle this issue.

Another problem that has been identified is the increasing incidence of disabilities due to modern medical advancements and new treatments. Accidents due to accidents...