## Appendix A

### Aspects in Early Intervention to be Covered in the Questionnaire:

<table>
<thead>
<tr>
<th>Background and Sub-aims</th>
<th>Reference</th>
<th>Aspects to be Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biographical information on application of current services and skills.</td>
<td>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.</td>
<td>Levels: Primary, secondary and tertiary health care. Programmes: Prevention, remediation, habilitation. Settings: Private practices, schools, hospitals, clinics</td>
</tr>
</tbody>
</table>

**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.”

- Normal and abnormal development  
- Risk factors and conditions  
- Theoretical approaches:  
  - 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”.

- 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  
"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."  
“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”.

- 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
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]

<table>
<thead>
<tr>
<th>Years</th>
<th>Months</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.2 Experience in age groups [Previously and currently]

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 18 months [infants]</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>19 – 36 months [toddlers]</td>
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<td>2</td>
</tr>
<tr>
<td>3 – 6 years [pre-schoolers]</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

1.3 Field of practice [Previously and currently]

<table>
<thead>
<tr>
<th>Field of Practice</th>
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<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mainstream school [grade 0]</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Specialized school [pre-schoolers]</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Nursery school</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Crèche/ day care</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Private practice</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Institutions for the severely disabled</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Homes for children</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Training of students</td>
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<td>2</td>
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<tr>
<td>Primary health clinics</td>
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<td>2</td>
</tr>
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</table>

Hospital:

<table>
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<th>Field</th>
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</thead>
<tbody>
<tr>
<td>in-patients</td>
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<td>2</td>
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<tr>
<td>out-patients</td>
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<td>2</td>
</tr>
<tr>
<td>neonatal intensive care unit</td>
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<td>2</td>
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</tbody>
</table>

Other [please specify]

- ________________________________________
- ________________________________________
- ________________________________________
- ________________________________________
1.4 Experience in Models of Teamwork

<table>
<thead>
<tr>
<th>Model</th>
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<th>No</th>
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</thead>
<tbody>
<tr>
<td>Multi-disciplinary teamwork*</td>
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<td>2</td>
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<tr>
<td>Interdisciplinary teamwork**</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Transdisciplinary teamwork***</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

* 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:

<table>
<thead>
<tr>
<th>No experience</th>
<th>Little experience</th>
<th>Moderate experience</th>
<th>Well Experienced</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</table>

2.1 Experience in Human Diversity

<table>
<thead>
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<th>Task</th>
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<th>3</th>
<th>4</th>
<th>V27</th>
<th>V28</th>
<th>V29</th>
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</thead>
<tbody>
<tr>
<td>Working with multi-cultural populations</td>
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<td></td>
</tr>
<tr>
<td>Working in disadvantaged environments</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Working in middle class and affluent environments</td>
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</table>

2.2 Experience in Community Development

<table>
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<th>3</th>
<th>4</th>
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<th>V31</th>
<th>V32</th>
<th>V33</th>
<th>V34</th>
<th>V35</th>
<th>V36</th>
<th>V37</th>
<th>V38</th>
<th>V39</th>
<th>V40</th>
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</thead>
<tbody>
<tr>
<td>Analyzing needs in a community</td>
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<tr>
<td>Analyzing assets in a community</td>
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</tr>
<tr>
<td>Mobilizing resources in a community for support networks</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Sustaining community involvement over a period of time</td>
<td></td>
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<tr>
<td>Educating the community with regard to disability</td>
<td></td>
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<tr>
<td>Integrating the family and disabled child into the community</td>
<td></td>
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</tr>
</tbody>
</table>
3. Theoretical Framework for Early Intervention

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

<table>
<thead>
<tr>
<th>No need</th>
<th>Little need</th>
<th>Average need</th>
<th>Great need</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

3.1 Knowledge of Specific Theories

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

3.2 Knowledge of Causes for Developmental Delay

- Risk factors for developmental delay
  - 1
- Handicapping conditions
  - 2

3.3 Knowledge of Early Development

<table>
<thead>
<tr>
<th>Sensory</th>
<th>Motor</th>
<th>Perception</th>
<th>Cognition</th>
<th>Speech and language</th>
<th>Psycho-social</th>
<th>Play</th>
<th>Daily living skills [ADL]</th>
<th>School activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

3.4 Legislation for Intervention

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

Office use

|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
4. Assessment in Early Intervention

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

<table>
<thead>
<tr>
<th>No skills</th>
<th>Below average</th>
<th>Average</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

4.1 Skills in Screening and Observation

Screening for developmental delays:
- bat risk infants [0-18 months]  
  - 1 2 3 4  
  V71 6
- at risk toddlers [19-36 months]  
  - 1 2 3 4  
  V72 7
- at risk pre-schoolers [3-6 years]  
  - 1 2 3 4  
  V73 8

Skills in the observation of:
- problems with regard to basic abilities  
  - 1 2 3 4  
  V74 9
- the effect of family-child interaction on the child  
  - 1 2 3 4  
  V75 10
- the needs of the family  
  - 1 2 3 4  
  V76 11
- the strengths / assets of the family  
  - 1 2 3 4
  V77 12

4.2 Skills in Functional Assessment Procedures

Using tasks applicable to everyday events and situations  
- 1 2 3 4  
  V78 13
Assessing the child in the home environment  
- 1 2 3 4  
  V79 14

Assessing the child’s functional skills in:
- daily living (ADL)  
  - 1 2 3 4  
  V80 15
- play  
  - 1 2 3 4  
  V81 16
- school readiness  
  - 1 2 3 4  
  V82 17

4.3 Skills in Interpretation and Documentation

Interpretation of formal test results  
- 1 2 3 4  
  V83 18
Identification of specific disorders  
- 1 2 3 4  
  V84 19
Evaluate the family’s insight into the disability  
- 1 2 3 4  
  V85 20
Report writing  
- 1 2 3 4  
  V86 21
Verbal communication of results to team members  
- 1 2 3 4  
  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:

- 
- 
- 
- 
- 

5. Treatment in Early Intervention

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

<table>
<thead>
<tr>
<th>No skills</th>
<th>Below average</th>
<th>Average</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

5.1 Skills in the Application of Approaches and Techniques for Treatment

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

5.2 Skills in Planning for Treatment

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

Office use

V88 23  V93 28
V89 24  V94 29
V90 25  V95 30
V91 26  V96 31
V92 27  V97 32

V98 33  V99 34  V100 35  V101 36  V102 37  V103 38  V104 39  V105 40  V106 41  V107 42  V108 43  V109 44  V110 45  V111 46  V112 47  V113 48
### 5.3 Skills in Treatment of Basic and Functional Abilities

<table>
<thead>
<tr>
<th>No skills</th>
<th>Below average</th>
<th>Average</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
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</tbody>
</table>

**Office use**

- V114 49
- V115 50
- V116 51
- V117 52
- V118 53
- V119 54
- V120 55
- V121 56
- V122 57
- V123 58
- V124 59
- V125 60

### 5.4 Skills in Treatment of Specific Disorders

<table>
<thead>
<tr>
<th>Sensory modulation disorders</th>
<th>Developmental dyspraxia</th>
<th>Attention deficit disorder and hyperactivity</th>
<th>Visual impairment</th>
<th>Learning disorder</th>
<th>Behavioural and emotional disturbances</th>
<th>Psychiatric disorders</th>
<th>Neurological disorders and damage</th>
<th>Progressive disorders</th>
<th>Traumatized child</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>1</td>
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<td>4</td>
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<td>2</td>
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**Office use**

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- V127 62
- V128 63
- V129 64
- V130 65
- V131 66
- V132 67
- V133 68
- V134 69
- V135 70
- V136 71
- V137 72
- V138 73
- V139 74

### 5.5 Skills in Application of Principles and Adaptations in Treatment

#### Principles and adaptations to optimize participation in treatment:
- grading of treatment
- structuring of environment
- adaptations to activities
- positioning of child

**Office use**

- V140 75
- V141 76
- V142 77
- V143 78
### 5.6 Skills in Adaptation through Assistive Technology

<table>
<thead>
<tr>
<th>No skills</th>
<th>Below average</th>
<th>Average</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

- 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

### 5.7 Skills in Establishing Therapeutic Relationships

- Therapist – child interaction
- Therapist – family interaction

### 5.8 Skills in Management

- Administration
- Organization
- Consultation

### 5.9 Building Resilience in the Family through Facilitation of:

- Child – parent interaction
- Parent – directed problem solving
- Parental ownership and responsibility for the child

### 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

Your time and co-operation in completing this questionnaire 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

- Profiling 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

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

4 The Content of the Questionnaire

Your contribution is of particular importance for the success of research project 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.

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

1. Profile of experience

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

<table>
<thead>
<tr>
<th>Years</th>
<th>Months</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.2 **Experience in age groups** [Previously and currently]

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 18 months [infants]</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>19 – 36 months [toddlers]</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3 – 6 years [pre-schoolers]</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

1.3 **Field of practice** [Previously and currently]

<table>
<thead>
<tr>
<th>Field of Practice</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mainstream school [grade 0]</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Specialized school [pre-schoolers]</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Nursery school</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Crèche/day care</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Private practice</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Institutions for the severely disabled</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Homes for children</td>
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</tr>
<tr>
<td>Training of students</td>
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<td>Primary health clinics</td>
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<td>2</td>
</tr>
<tr>
<td>Hospital:</td>
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<td></td>
</tr>
<tr>
<td>in-patients</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>out-patients</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>neonatal intensive care unit</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Other [please specify]:

- 
- 
- 
- 

176
1.4 Experience in Models of Teamwork

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

- **Interdisciplinary teamwork**
  *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***
  *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.

- Working with multi-cultural populations
- Working with disadvantaged clients
- Working with middle class and affluent clients
- Working with large groups of clients
- Educating individuals and groups in the community with regard to disability
- Referring the family to resources in the community

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

- Neuro-Developmental theories
- Learning theories
- Motivational theories
- Cognitive–Behavioural theories
- Psychosocial theories
- Model of Human Occupation
- Family systems and dynamics
- Other [Please specify]
### 2.2 Training needed on Causes of Developmental Delay

<table>
<thead>
<tr>
<th>Risk factors for developmental delay</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handicapping conditions</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

### 2.3 Training needed on Early Development

<table>
<thead>
<tr>
<th>Sensory</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motor</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Perception</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Cognition</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Speech and language</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Psycho-social</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Play</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Daily living skills [ADL]</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>School activities</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

### 2.4 Training needed on Legislation for Intervention

<table>
<thead>
<tr>
<th>The legal rights of the family</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethics in the family-professional relationship</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

### 3. Assessment in Early Intervention

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

<table>
<thead>
<tr>
<th>No skills</th>
<th>Below average</th>
<th>Average</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

### 3.1 Skills in Screening and Observation

**Screening for developmental delays:**
- at risk infants [0-18 months]  
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>V57 62</td>
</tr>
</tbody>
</table>
- at risk toddlers [19-36 months]  
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>V58 63</td>
</tr>
</tbody>
</table>
- at risk pre-schoolers [3-6 years]  
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>V59 64</td>
</tr>
</tbody>
</table>

**Skills in the observation of:**
- problems with regard to basic abilities  
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>V60 65</td>
</tr>
</tbody>
</table>
- the effect of family-child interaction on the child  
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>V61 66</td>
</tr>
</tbody>
</table>
- the needs of the family  
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>V62 67</td>
</tr>
</tbody>
</table>
- the strengths / assets of the family  
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>V63 68</td>
</tr>
</tbody>
</table>
3.2 **Skills in Functional Assessment Procedures**

<table>
<thead>
<tr>
<th>No skills</th>
<th>Below average</th>
<th>Average</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

- Using everyday tasks, events and situations for assessment
- Assessing the child in the home environment
- Assessing the child's functional skills in:
  - daily living (ADL)
  - play
  - school readiness

3.3 **Skills in Interpretation and Documentation**

<table>
<thead>
<tr>
<th>Interpretation of formal test results</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of specific disorders</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Evaluate the family's insight into the disability</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Report writing</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Verbal communication of results to team members</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

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:

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- 
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- 
- 

Office use

- V66: 6
- V67: 7
- V68: 8
- V69: 9
- V70: 10
- V71: 11
- V72: 12
- V73: 13
- V74: 14
- V75: 15
- V76: 16
- V77: 17
- V78: 18
- V79: 19
- V80: 20
- V81: 21
- V82: 22
- V83: 23
- V84: 24
- V85: 25
- V86: 26
- V87: 27
- V88: 28
- V89: 29
4. **Treatment in Early Intervention**

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

<table>
<thead>
<tr>
<th>No skills</th>
<th>Below average</th>
<th>Average</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

4.1 **Skills in Treatment of Basic and Functional Abilities**

- Sensory
- Motor
- Oral-motor
- Perception
- Cognition
- Psycho-social
- Play
- Daily living skills [ADL]
- Other [Please specify and rate]

<table>
<thead>
<tr>
<th>V90</th>
<th>V91</th>
<th>V92</th>
<th>V93</th>
<th>V94</th>
<th>V95</th>
<th>V96</th>
<th>V97</th>
<th>V98</th>
<th>V99</th>
<th>V100</th>
<th>V101</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>31</td>
<td>32</td>
<td>33</td>
<td>34</td>
<td>35</td>
<td>36</td>
<td>37</td>
<td>38</td>
<td>39</td>
<td>40</td>
<td>41</td>
</tr>
</tbody>
</table>

4.2 **Skills in the Application of Approaches and Techniques for Treatment**

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

<table>
<thead>
<tr>
<th>V102</th>
<th>V103</th>
<th>V104</th>
<th>V105</th>
<th>V106</th>
<th>V107</th>
<th>V108</th>
<th>V109</th>
<th>V110</th>
<th>V111</th>
<th>V112</th>
<th>V113</th>
</tr>
</thead>
<tbody>
<tr>
<td>42</td>
<td>43</td>
<td>44</td>
<td>45</td>
<td>46</td>
<td>47</td>
<td>48</td>
<td>49</td>
<td>50</td>
<td>51</td>
<td>52</td>
<td>53</td>
</tr>
</tbody>
</table>

4.3 **Skills in Treatment of Specific Disorders**

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

| V114 | V115 | V116 | V117 | V118 | V119 | V120 | V121 | V122 | V123 | V124 | V125 | V126 | V127 |
|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| 54   | 55   | 56   | 57   | 58   | 59   | 60   | 61   | 62   | 63   | 64   | 65   | 66   | 67   |
4.4 Skills in Planning for Treatment

<table>
<thead>
<tr>
<th>Planning aims of treatment</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluating the effectiveness of treatment in order to adapt</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Analysis of tasks and activities to ascertain the requirements</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Formulation of home programmes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Formulation of stimulation programmes for larger groups</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Office use

4.5 Skills in Application of Principles and Adaptations in Treatment

<table>
<thead>
<tr>
<th>Grading of treatment</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structuring of environment</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Adaptations to activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Positioning of child</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

4.6 Skills in Adaptation through Assistive Technology

<table>
<thead>
<tr>
<th>Splinting</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment for ambulation (e.g. wheelchair, walking frame)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Equipment for positioning</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Power switch devices</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Appropriate paper technology [APT]</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Computer technology</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Assistive devices for ADL</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Other [Please specify and rate]</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>-</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>-</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

4.7 Skills in Establishing Therapeutic Relationships

| Therapist – child interaction | 1 | 2 | 3 | 4 |
| Therapist – family interaction | 1 | 2 | 3 | 4 |

4.8 Skills in Management

<p>| Administration | 1 | 2 | 3 | 4 |
| Organization | 1 | 2 | 3 | 4 |
| Consultation | 1 | 2 | 3 | 4 |</p>
<table>
<thead>
<tr>
<th>No skills</th>
<th>Below average</th>
<th>Average</th>
<th>Good</th>
<th>Office use</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>V155 31</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>V156 32</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>V157 33</td>
</tr>
</tbody>
</table>

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

- Child – parent interaction
- Parent – directed problem solving
- Parental ownership and responsibility for the child

4.10 **Skills in Counselling 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

V158 34  
V159 35  
V160 36  
V161 37  
V162 38  
V163 39

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