



Video 4:

Occupational Therapy Support – A model for pre-schools

Rosemary Luger
Occupational Therapist
Chaeli Campaign

So before we start working in the school, the community worker would go in, speak to the principal, find out which dates are suitable for them, and then we have a letter that gets sent out to the parents, explaining that we're going to be helping their children, um, develop skills to get them ready for school.

Nozukile Jingisa
Principal
Ithemba ECD centre

Rose and Bukelwa they came to us and explained what Chaeli Campaign means. That they are dealing with the children...who are disabled and the others whom who you don't see that they are disabled. We decided to give them Friday and eh the right time that is 11:00

Rosemary Luger
Occupational Therapist
Chaeli Campaign

We go to each school once a year for 3 or 4 weeks um and just do hour sessions with them. So we go into the classroom with the teacher and um show them how, what kind of activities to do with the children to develop certain skills um that are going to then help them with maths and reading and writing afterwards. Then we would go in um for three 1-hour sessions and ja, start off with the gross motor activity. And then we normally on into a fine motor activity and a perceptual activity.

So it would be 3 Friday mornings in a row. In the 4th week is work a bit then work with a smaller group, with just the children that have been identified as having more problems um and again make sure the teacher's involved. We never work with the kids without the teacher being there. Um so then they would arrange for a volunteer or someone else to look after the majority of the class and then we would do some smaller group work with the teacher and give her ideas. Specific ideas how to help the children with displaying, um, more serious speech, or um co-ordination problems.

Annual visits

Rosemary Luger
Occupational Therapist
Chaeli Campaign

A 3 month project or a 6 month project; it doesn't seem to work very well. So what we've found it's better to go for shorter periods but then to go back each year. So we'll work with; we'll start off with a school um the one year and next year we go back and do slightly different things. By then the teachers had time to absorb some of the things we've told them. We would re-enforce maybe things that they haven't grasped or have queries about um and then we can kind of build a relationship.

Impact and success

Zoleka Magobozi
Teacher
Presbyterian Phumlani ECD
centre

Rosemary is the one who helped my children. They are creative now. They are working, they can (clicking of fingers) they can snap, they can clap (clapping of hands), they can do whatever you say to them. Then the children will clap and say "I can do it". And then you say "do it with one hand", and then he will can do – "and then your left hand", and then he can snap. So I can say Rosemary has got, she's a hard worker she has done a lot for me and my crèche.

Rosemary Luger
Occupational Therapist
Chaeli Campaign

I think just seeing um teachers feel more able to manage in their very demanding field. And just being able to help them, they're desperate to help the kids – that we can sort of help them do what they want to do for the best um interest of the child.

ENDS

