

ARBEIDSTERAPIE

Die arbeidsterapeut behandel die kind in sy totaliteit om optimale, funksionele deelname te verseker ten opsigte van motoriese, sensoriese, emosionele, sosiale en intellektuele funksionering in die leerder se skool- en alledaagse take. Dit is belangrik dat hierdie tegnieke, wat tydens terapie aangeleer word, prakties in die klaskamer en tuis toegepas sal word.

ARBEIDSTERAPIE IN ONS SKOOLOPSET ASSESSERING

'n Volledige assesering word gedoen t.o.v.

- Visuele persepsie
- Motoriese vermoëns
- Sensoriese integrasie
- Werksvermoëns
- Onafhanklikheid in die alledaaglikse lewe
- Moontlike hulpmiddels/"Assistive Technology"

ten einde 'n allesomvattende behandelingsprogram spesifiek vir die leerder saam te stel.

TERAPIE

Individueel sessies sowel as groepe word aangebied.

Visuele Persepsie:

As voorloper van skolastiese vaardighede moet die kind se visuele persepsie (bv. basiese konsepte, voorgrond-agtergrond, vormkonstantheid, ruimtelike verhoudings, en visueel-motoriese koördinasie) goed vasgelê wees.

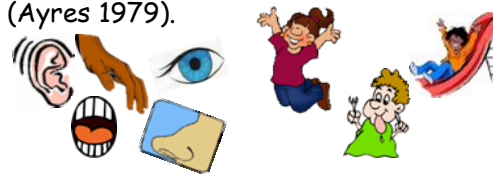


Neuro ontwikkelingstegnieke:

Behandeling van leerders met serebraal gestremdheid met spesifieke tegnieke, bv. die fassilitering van tipiese bewegingspatrone en postuurbelyning, ten einde hul klasdeelname en kwaliteit van lewe optimaal te verhoog.

Sensoriese integrasie:

"The organization of sensations for use" (Ayres 1979).



Sensoriese integrasie fokus op die behandeling en ondersteuning van leerders wat sensoriese uitdagings beleef ten einde

suksesvolle deelname te bevorder in hulle alledaagse take, soos bv. in die klas, by die huis, selfsorg take, op die speelgronde, en tydens sosiale interaksies.

Werksooriëntasie - Vaardigheidsklasse:

Vir leerders met fisiese gestremdheede en kognitiewe inperkings.

Middel Vaardigheid: 11-13 jaar; Klem op basiese vaardighede ter voorbereiding vir die Senior Vaardigheidsklas.

Senior Vaardigheid: 14-16 jaar; Klem op spesifieke werksvaardighede (o.a. handwerk, huishoudelik, winkel, administratief, restaurant), leerders word betrek in werke op skoolterrein en weeklikse uitplasinge na werke ten einde beroepsvaardighede aan te leer.

Martie du Plessis "Assistive Technology"

Program:

Hierdie program ondersteun leerders met ernstige struikelblokke t.o.v. leer, deur gebruik te maak van "Assistive Technology" as 'n hulpmiddel in die Onderwys. Ernstige leer-struikelblokke sluit in o.a. motoriese-, kommunikasie-, visuele-, en leer inperkings.





MARTIE DU PLESSIS SCHOOL

OCCUPATIONAL THERAPY

The occupational therapist's treatment plan focuses on the learner holistically to ensure optimal, functional participation with regards to motor, sensory, emotional, social and intellectual functioning in the learner's school tasks and with tasks of daily living. It is important that the techniques taught in therapy, must also be applied at home.

OCCUPATIONAL THERAPY IN OUR SCHOOL

ASSESSMENT

A thorough assessment takes place w.r.t.

- Visual perception
- Motor abilities
- Sensory integration
- Work abilities
- Independence w.r.t. tasks of daily living
- Possible aids / Assistive Technology

In order to compile a holistic treatment plan for each learner's specific needs.

THERAPY

Individual sessions as well as group sessions are presented.

Visual perception:

Visual perception (eg. basic concepts, figure-ground, form constancy, spatial relations, and visual-motor integration) are the underlying building blocks that needs to be firmly established to support the child's academic abilities sufficiently.



Neuro-developmental techniques:

The treatment of learners with cerebral palsy with specific techniques, eg. facilitating typical movement patterns and functional posture positions, in order to enhance class participation and optimal quality of living.

Sensory integration:

"The organization of sensations for use" (Ayres 1979).



This treatment method aims to treat and assist learners who experience sensory challenges in order to increase successful

participation w.r.t. activities of daily living eg. in the classroom, at home, self-care tasks, on the playground, and during social interactions with other learners, teachers and family members.

Work orientation - Skill Classes

For learners with physical- and cognitive disabilities.

Middle Skills Class:

11-13years; Focuses on basic skills training to equip them for the Senior Skills Class.

Senior Skills Class:

14-16years; Focuses on specific work skills training (handwork, home managing, store managing, administration, restaurant), learners are included with certain work tasks on the school grounds, and placed out to supervised employment outside of the school grounds on a weekly basis to equip them with vocational skills.

Martie du Plessis Assistive Technology

Program:

The program aims to support learners with severe barriers to learning, including severe motor-, communication-, visual-, and learning disabilities, through the use of Assistive Technology as a tool in Education.

