

# Early Intervention for hearing loss in South Africa: A review of characteristics of paraprofessionals in a home-based early intervention programme

Dr Selvarani Moodley  
Professor Claudine Störbeck  
HI HOPES Early Intervention Programme  
Centre for Deaf Studies,  
University of the Witwatersrand

Coalition for Global Hearing Health (2018), Cape Town  
South Africa



# Current SA Practice – Community Healthcare Worker

- ▶ “Community caregiver programmes played an important role in supplementing and redressing the effects of apartheid and in supporting the process of reforming the health system in the period before the democratic election in 1994” (pg. 5)
  - ▶ In response to the HIV epidemic and overburdened public health system
- ▶ van Pletzen E and MacGregor H (2013). Multi country research on community caregivers: the backbone of accessible care and support – South Africa report. The Caregivers Action Network.



# Role of Community Healthcare Workers

- ▶ Tailored to meet the unique needs of the **communities** they serve.
- ▶ Promoting the **health** of pregnant women
- ▶ Improving nutrition
- ▶ Providing education around a specific **health** issue, such as diabetes or HIV/AIDS.

# Community Healthcare Worker (CHWC) Challenges

- ▶ “inadequate training,
- ▶ inadequate support and supervision of community caregivers;
- ▶ random distribution of services leading to uneven coverage;
- ▶ poor integration of CHWC programmes with services offered by formal health facilities;
- ▶ inadequate accountability of the NPO sector.”

van Pletzen E and MacGregor H (2013). Multi country research on community caregivers: the backbone of accessible care and support – South Africa report. The Caregivers Action Network.

Coalition for Global Hearing Health (2018), Cape Town  
South Africa



# WHY Home Intervention?

- ▶ Centre based services not accessible to all sectors of the population
- ▶ Reach families in rural areas
- ▶ Intervention in natural environment and daily routines
- ▶ Family-centred



# HI HOPES and CHCW

## Similarities

- ▶ Provides support for family members
- ▶ Home visits
- ▶ Matched culture and home language

## Differences

- ▶ HI HOPES is an empowerment initiative challenging the medical model and promoting informed choice and empowerment
- ▶ HI HOPES provides information, emotional support, skills development

# CHWC Challenges Addressed

## CHCW Challenges

- ▶ “inadequate training,
- ▶ inadequate support and supervision of community caregivers;
- ▶ random distribution of services leading to uneven coverage;
- ▶ poor integration of CHBC programmes with services offered by formal health facilities;
- ▶ inadequate accountability of the NPO sector.”

## HI HOPES

- ▶ Rigorous training programme
- ▶ Formal submission of paperwork relating to work; Mentoring programme for quality services
- ▶ Services are integrated at a provincial and national level
- ▶ Services are integrated with and supplement formal audiology services
- ▶ Accountability maintained through formalised report and research



# Interventionists Trained

- ▶ Training interventionists since 2006
- ▶ 484 Home Interventionists and 245 Deaf individuals trained
- ▶ Currently 99 interventionists and 43 Deaf Friends





# Profile of Home Interventionists and Deaf Friends

<b>Ethnicity</b>	<b>Hls</b>	<b>Deaf Friends</b>
Black	70	33
Coloured	1	5
Indian	12	5
White	16	

<b>Gender</b>	<b>Hls</b>	<b>Deaf Friends</b>
Female	91	31
Male	8	12

# Profile of Home Interventionists and Deaf Friends

Occupation	Home Interventionist	Deaf Friend
<b>Administration</b>	<b>14</b>	<b>3</b>
Assistant teacher	2	
Au pair	1	
Community worker	1	
<b>Educator</b>	<b>34</b>	<b>5</b>
<b>Audiologist</b>	<b>17</b>	
<b>Home Interventionist/Deaf Friend</b>	<b>5</b>	<b>4</b>
Nurse	1	
Occupational Therapist	2	
Psychologist	2	
Retired	1	
Self Employed	1	
Sign Language interpreter	4	
Social Worker	5	1
Speech therapist	1	
Student	3	3
Unemployed	5	10
<b>Assistant teacher</b>		<b>10</b>
Other		7



# Lessons Learned

- ▶ Training – has to be culturally relevant and linguistically appropriate for learning purposes (less academic and more practical)
- ▶ The selection process is important
- ▶ Documenting all training data and analysing information – important to develop “recipe”
- ▶ Outlay of funds for training necessary to ensure success in programme implementation.
- ▶ Quality assurance and mentoring
- ▶ Monitoring and evaluation

# Contact

- ▶ Dr Selvarani Moodley  
[Selvarani.moodley@wits.ac.za](mailto:Selvarani.moodley@wits.ac.za)
- ▶ Professor Claudine Störbeck  
[claudine.storbeck@gmail.com](mailto:claudine.storbeck@gmail.com)