

## APPENDIX E

### DIFFERENCES IN TRANSLATIONS IN FOCUS GROUP OF CAREGIVERS OF TYPICALLY DEVELOPING CHILDREN

Translation 1	Translation 2
“...stays on my side...”	“...touches things that can fall on him, thus I keep him with me...” (safety issue)
“...helps me clean the house...”	“...when I clean the house and hold my broom like this, she holds hers the same...” (provides an example)
“...she fills her toys with sand...”	“... she brings her pots and cup toys and cooks porridge / pap...” (provides an example, child engages on higher level of play, namely imaginary play)
“... we watch TV...”	“... she comes to me and requests to watch her popular “ <i>Popeye</i> ” story...” (active activity with child initiating and requesting. Example provided)
Omitted fact	When child hears a sound he asks his mother what it is (child requesting information, example of a communication function)
“... I don’t enjoy pushing him around on his bicycle...”	“... because I have a small baby inside, and I don’t like him playing in the street...” (provided reason for action)
Omitted fact	“... he is one who doesn’t like food, but wants chips, fruits and biscuits...” (child shows preferences : pre-cursor to choice-making which is an important communication function)
“doesn’t like bathing...”	“... stands at the door and says, “ <i>Mama is killing me!</i> ” (example is provided. Shows intensity).
Omitted fact	“... if there are strangers in the house, he comes to ask who they are...” (child is inquisitive and initiates interaction).
“... playing with friends...”	“... playing “ <i>diketo</i> ” with friends (a game with stones thrown into holes and they add and subtract while throwing a bigger stone and pulling out the smaller stones and catching the bigger one before it falls)” (example provided giving rich contextual information).