

APPENDICES

All information which is relevant to this study, but which could not be included in the chapters, has been inserted in the appendices section. Appendices include a cover letter, questionnaires, transcriptions of the all the focus group discussions and an entry in the research diary.

APPENDIX A: Cover Letter: Phase One

COMMUNICATION DEVELOPMENT AND STIMULATION IN INFANTS

You are being requested to participate in a doctoral study that aims to develop a tool for parents on communication development and stimulation in infants. There is believed to be a need for a comprehensive guide for parents on the development and stimulation of communication skills in infants. The information gathered through this questionnaire will be used to determine if such a need exists and, if so, to develop a tool for parents. Your input will have a direct influence on the information that is to be included in the tool as well as the medium in which it will be presented. Your opinions and input as a parent and/or professional are very important to us! The data that is gathered through this survey will be published in an academic journal and presented at a seminar.

The survey which you are being asked to complete should take approximately 10 minutes of your time. You will be assigned a number and your identity and answers to the questions will be kept confidential. Completion of this survey will indicate that you have consented to participate in this project. If, at any stage, you do not wish to continue you are free to withdraw. All participants will be entitled to a copy of the tool at duplication cost price.

If you have any questions about the research project, or if you would like to obtain a copy of the tool at cost price, you are welcome to contact the researcher at the following telephone number: 072 2475 363 or at the address listed below.

Thank you for your willingness to participate in this important research project.

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0002
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APPENDIX B: Questionnaire One: Phase One

**The development of a tool for parents for
the stimulation of communication skills in infants**
by Elsa Popich

QUESTIONNAIRE ONE:
Parent Questionnaire

Aim: To identify the needs of parents in terms of informational content and format of a tool for the stimulation of communication in infants

Terminology used: Some terminology that is used in the questionnaire may be unfamiliar. Here is a brief explanation of the meaning of some terms.

- **Communication:** Communication It involves the formulation of language and can be either verbal (via speech) or non-verbal (the use of gestures for example).
- **Speech:** A process of producing speech sounds for communication. For example the sounds “b”-“a”-“l” make up the word ball.
- **Language:** A socially shared code for representing concepts through the use of symbols. For example the word “ball” represents the round thing we throw.
- **Neurological basis:** The brain and nervous system responsible for language.
- **Sensorimotor development:** The stage of development in which a child acquires knowledge through sensory (via senses such as touch and smell) and motor (via physical manipulation) input.

Instructions:

Please answer the following questions by indicating your choice or choices with an X, or by giving a description in the space provided.

For example

True	1 X
False	2

Questionnaire number

For office use only
V1 1-3

SECTION A: Biographical information

For office use only

1. What is your age?

_____ years

V2 4-5

2. Please indicate which of the following categories describes you?

Father	1
Mother	2
Stepfather	3
Stepmother	4
Other, specify	

V3 6

3. Which of the following categories most closely describes your household composition?

Both biological parents	1
One biological parent and one step parent	2
One biological parent and a companion	3
A single parent	4
Other, specify	

V4 7

4. Are you currently expecting a child?

Yes	1
No	2

V5 8

5. If you are not currently expecting, what is the age of your youngest child?

_____ months

V6 9-10

6. How many children do you have (including any you are currently expecting)?

One	1
Two	2
Three	3
Four or more	4

V7 11

7. What is your highest educational qualification?

For office use only
V8 12

Up to and including grade eleven	1
Grade twelve	2
Diploma	3
Bachelor's degree	4
Master's degree	5
Doctorate	6

8. What is your average annual family income?

V9 13

Below R38 000	1
R38 001 – R55 000	2
R55 001 – R80 000	3
R80 001 – R100 000	4
R100 001 – R215 000	5
Above R215 000	6

SECTION B: The need for a tool on the stimulation of communication skills in infants

Please answer the following questions by placing an X on a scale of 1-5.

9. In your opinion are parents sufficiently informed in order to help prevent the development of communication problems in infants?

V10 14

1 definitely	2 probably	3 unsure	4 probably not	5 definitely not
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10. Do you think information on infant communication development should be readily available to parents?

V11 15

1 definitely	2 probably	3 unsure	4 probably not	5 definitely not
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11. Would you like to have been provided with written or audiovisual material on the stimulation of communication development in infants during your pregnancy or shortly after the birth of your child?

V12 16

1 definitely	2 probably	3 unsure	4 probably not	5 definitely not
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12. Would you consider buying written or audiovisual material on infant communication development?

V13 17

1 definitely	2 probably	3 unsure	4 probably not	5 definitely not
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SECTION C: Preferred format

For office use only

13. In which format/s would you prefer information on communication development in infants to be presented to you if you were to receive the information free of charge? Please mark ALL of the options you prefer.

Audio tape	1
Book	2
Cd Rom	3
Dvd	4
Pamphlet	5
Video	6
Other, specify	

V14	<input type="checkbox"/>	18
V15	<input type="checkbox"/>	19
V16	<input type="checkbox"/>	20
V17	<input type="checkbox"/>	21
V18	<input type="checkbox"/>	22
V19	<input type="checkbox"/>	23
V20	<input type="checkbox"/>	24-25

14. In which format/s would you be most likely to obtain information if you had to purchase it at your own expense? Please mark ALL of the options you would prefer.

Audio tape	1
Book	2
Cd Rom	3
Dvd	4
Pamphlet	5
Video	6
Other, specify	

V21	<input type="checkbox"/>	26
V22	<input type="checkbox"/>	27
V23	<input type="checkbox"/>	28
V24	<input type="checkbox"/>	29
V25	<input type="checkbox"/>	30
V26	<input type="checkbox"/>	31
V27	<input type="checkbox"/>	32-33

15. Should a tool for parents on the stimulation of communication skills in infants include practical demonstrations of stimulation techniques?

Yes	1
No	2

V28	<input type="checkbox"/>	34
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SECTION D: Desired content

For office use only

16. Should a tool for parents on the stimulation of communication skills in infants include information on the following? Please answer by placing an X on a scale of 1-5.

- 1 = definitely**
- 2 = probably**
- 3 = unsure**
- 4 = probably not**
- 5 = definitely not**

A description of normal speech development	1	2	3	4	5	V29	<input type="checkbox"/>	35
A description of normal language development	1	2	3	4	5	V30	<input type="checkbox"/>	36
The relationship between sucking, swallowing, breathing and speaking (in the above)	1	2	3	4	5	V31	<input type="checkbox"/>	37
Reasons why early stimulation is important	1	2	3	4	5	V32	<input type="checkbox"/>	38
Guidelines on stimulating speech development	1	2	3	4	5	V33	<input type="checkbox"/>	39
Guidelines on stimulating language development	1	2	3	4	5	V34	<input type="checkbox"/>	40
Warning signs that indicate that your child's communication is not developing properly	1	2	3	4	5	V35	<input type="checkbox"/>	41
Where to locate a professional if you are concerned about your child's communication development	1	2	3	4	5	V36	<input type="checkbox"/>	42

17. Which other topics that are not mentioned above do you feel should be included in a tool for parents on the stimulation of communication in infants? Please list.

<input type="text"/>	V37	<input type="checkbox"/>	<input type="checkbox"/>	43-44
<input type="text"/>	V38	<input type="checkbox"/>	<input type="checkbox"/>	45-46
<input type="text"/>	V39	<input type="checkbox"/>	<input type="checkbox"/>	47-48
<input type="text"/>	V40	<input type="checkbox"/>	<input type="checkbox"/>	49-50

18. Which of the following questions interest you? Please go through all the questions and indicate "yes" if the question interests you and "no" if it does not.

	1	2			
Which words do babies usually use first?	yes	no	V41	<input type="checkbox"/>	51
When do babies typically start using different sounds?	yes	no	V42	<input type="checkbox"/>	52
How do you help your child learn to say new sounds?	yes	no	V43	<input type="checkbox"/>	53
How much time should one spend talking to one's child?	yes	no	V44	<input type="checkbox"/>	54
What can you do to help your child develop good language skills?	yes	no	V45	<input type="checkbox"/>	55
Do feeding problems and speech problems go together?	yes	no	V46	<input type="checkbox"/>	56
How do you know if your child has a problem?	yes	no	V47	<input type="checkbox"/>	57

19. Taking into account that a tool for PARENTS can not cover every aspect of INFANT communication development, please indicate which of the following topics you think should be included. Please go through all the topics and indicate “yes” if the topic should be included and “no” if it should not.

For office use only

	1	2		
A discussion on the difference between speech, language and communication	yes	no	V48	58
A description of communication development in the first year of life	yes	no	V49	59
The neurological basis for language development	yes	no	V50	60
The relationship between sensorimotor development and language development	yes	no	V51	61
The role of the caregiver in encouraging infant participation	yes	no	V52	62
How to prepare for, elicit and encourage face to face communication	yes	no	V53	63

APPENDIX C: Questionnaire Two: Phase One

The development of a tool for parents for the stimulation of communication skills in infants

by Elsa Popich

QUESTIONNAIRE TWO
Questionnaire for Professionals

Aim: To determine the need for a stimulation tool as well as what information professionals in the field judge to be relevant to be included in such a stimulation tool

Terminology used: Some terminology that is used in the questionnaire may be unfamiliar to certain professionals. Here is a brief explanation of the meaning of some terms.

- **Communication:** Communication is the process used to exchange information and ideas, needs and desires. It involves the formulation of language and can be either verbal (via speech) or non-verbal (the use of gestures for example).
- **Speech:** A process of producing speech sounds for communication. For example the sounds “b”-“a”-“ll” make up the word ball.
- **Language:** A socially shared code for representing concepts through the use of symbols. For example the word “ball” represents the round thing we throw.
- **Prevention:** A measure of precaution in order to prevent a problem from developing.
- **Neurological basis:** The brain and nervous system responsible for language.
- **Sensorimotor development:** The stage of development in which a child acquires knowledge through sensory (via senses such as touch and smell) and motor (via physical manipulation) input.

Instructions:

Please answer the following questions by indicating your choice or choices with an X, or by giving a description in the place provided.

For example

True	1 X
False	2

Questionnaire number

For office use only
V1 1-3

SECTION A: Biographical information

For office use only

1 What is your age?

Years _____

V2

--	--

 4-5

1 Gender

Male	1
Female	2

V3

--

 6

1 What is your highest qualification?

Grade 12	1
Diploma	2
Bachelor's degree	3
Master's degree	4
Doctorate	5

V4

--

 7

4. What is your profession?

An educational psychologist	1
A nurse doing pre-natal education	2
A parent-infant workshop leader	3
A social worker	4
A speech-language therapist	5

V5

--

 8

5. Please indicate your years of experience in your profession.

Years _____

V6

--	--

 9-10

**6. Which of the following population groups do you come into contact with, on a regular basis, in your work?
Please indicate ALL of the relevant groups.**

Expectant parents	1
Parents of infants aged 0 to 18 months	2
Parents of pre-school children younger than 5 years	3
Infants aged 0 to 18 months	4
Pre-school children younger than 5 years	5
Families in which there are infants (0 to 18 months)	6
Families with pre-school children younger than 5	7

V7

--

 11
V8

--

 12
V9

--

 13
V10

--

 14
V11

--

 15
V12

--

 16
V13

--

 17

7. How long have you been working with expectant parents and/or parents of pre-school children?

Years _____

V14

--	--

 18-19

SECTION B: The need for a tool on the stimulation of communication skills in infants

For office use only

Please answer the following questions by placing an X on a scale of 1-5.

8. In your opinion are parents sufficiently informed in order to help prevent the development of communication problems in infants?

1 definitely	2 probably	3 unsure	4 probably not	5 definitely not
-----------------	---------------	-------------	----------------------	------------------------

V15 20

9. Do you think information on infant communication development should be readily available to parents?

1 definitely	2 probably	3 unsure	4 probably not	5 definitely not
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V16 21

10. How often do you provide parents with information on infant communication development?

1 every week	2 every month	3 every few months	4 once a year	5 never
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V17 22

11. How often do parents request information on communication development?

1 every week	2 every month	3 every few months	4 once a year	5 never
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V18 23

12. Have you ever been called upon to provide parents with information on the prevention of communication problems?

Yes	1
No	2

V19 24

SECTION C: Desired content

For office use only

13. Should a tool for parents on the stimulation of communication skills in infants include information on the following? Please answer by placing an X on a scale of 1-5.

- 1 = definitely**
- 2 = probably**
- 3 = unsure**
- 4 = probably not**
- 5 = definitely not**

A description of normal speech development	1	2	3	4	5	V20	<input type="checkbox"/>	25
A description of normal language development	1	2	3	4	5	V21	<input type="checkbox"/>	26
The relationship between sucking, swallowing, breathing and speaking (in the above)	1	2	3	4	5	V22	<input type="checkbox"/>	27
Reasons why early stimulation is important	1	2	3	4	5	V23	<input type="checkbox"/>	28
Guidelines on stimulating speech development	1	2	3	4	5	V24	<input type="checkbox"/>	29
Guidelines on stimulating language development	1	2	3	4	5	V25	<input type="checkbox"/>	30
Warning signs that indicate that a child's communication is not developing properly	1	2	3	4	5	V26	<input type="checkbox"/>	31
Where to locate a professional if parents are concerned about their child's communication development	1	2	3	4	5	V27	<input type="checkbox"/>	32

14. Which other topics that are not mentioned above do you feel should be included in a tool for parents on the stimulation of communication in infants? Please list.

<input type="text"/>	V28	<input type="checkbox"/>	<input type="checkbox"/>	33-34
<input type="text"/>	V29	<input type="checkbox"/>	<input type="checkbox"/>	35-36
<input type="text"/>	V30	<input type="checkbox"/>	<input type="checkbox"/>	37-38
<input type="text"/>	V31	<input type="checkbox"/>	<input type="checkbox"/>	39-40
<input type="text"/>				

15. In your experience which of the following questions have parents asked you? Please go through all the questions and indicate "yes" if parents have asked this and "no" if they have not not.

	1	2			
Which words do babies usually use first?	Yes	no	V32	<input type="checkbox"/>	41
When do babies typically start using different sounds?	Yes	no	V33	<input type="checkbox"/>	42
How do you help your child learn to say new sounds?	Yes	no	V34	<input type="checkbox"/>	43
How much time should one spend talking to one's child?	Yes	no	V35	<input type="checkbox"/>	44
What can you do to help your child develop good language skills?	Yes	no	V36	<input type="checkbox"/>	45
Do feeding problems and speech problems go together?	Yes	no	V37	<input type="checkbox"/>	46
How do you know if your child has a problem?	Yes	no	V38	<input type="checkbox"/>	47

16. Taking into account that a tool for PARENTS can not cover every aspect of INFANT communication development, please indicate which of the following topics you think should be included. Please go through all the topics and indicate “yes” if the topic should be included and “no” if it should not.

For office use only

	1	2		
A discussion on the difference between speech, language and communication	yes	no	V39	48
A description of communication development in the first year of life	yes	no	V40	49
The neurological basis for language development	yes	no	V41	50
The relationship between sensorimotor development and language development	yes	no	V42	51
The role of the caregiver in encouraging infant participation	yes	no	V43	52
How to prepare for, elicit and encourage face to face communication	yes	no	V44	53

APPENDIX D: Transcription of the First Focus Group during Phase One

The Group Leader:

Yes, you answered the questionnaire now, and you saw that in the first questionnaire we asked you a whole lot of questions about: Do you think that there is a need for a tool in speech and language development? So how do you guys feel about that?

Participant A:

Nodding her head

The Group Leader:

I see you are nodding your head?

Participant A:

I should think so. Ja, I think so. I know of a friend of mine that's child was deaf and she did not realize until about three, that there was definitely a problem. And then it still took two years for anybody to diagnose that this child was deaf. And he was a second child, so you would have thought that with the first child, you know, with being the second child she would have had a couple of parameters despite the fact that she knew that something was wrong, she wasn't able to get the help as quickly as she should have.

The Group Leader:

So you feel that a tool like this would have helped her?

Participant A:

I think, but I think a lot of it is, is these little groups, mommies talking to one another. One mommy will say, "but you wait a minute" And you know, perhaps fire upon an anxiety that perhaps isn't real but, then in some cases, yes, then the anxiety can be

The Group Leader:

Do you think if you give guidelines to parents on, on what is normal and what isn't normal that, that will empower them, rather than stretch it out?

Participant A:

Yes. Education is always empowering.

Whole group in agreement

The Group Leader:

I saw that you were also nodding your head as well.

Participant B:

Yes, I do definitely agree. It can only help us, then we would know exactly what to look and listen for.

The Group Leader:

Okay, and you, do you have any feelings about that?

Participant C:

I think that it would be good to have warning signs in case that you do have a problem.

The Group Leader:

So you would focus more on what could be wrong?

Participant C:

Yes

The Group Leader:

Participant D what do you feel about this?

Participant D:

I am just wondering what platform you would use to give the advice.

The Group Leader:

What do you mean by that?

Participant D:

Should you have it available at maternity hospitals or should you have it at groups like this or should you have it on a shelf at the CNA.

The Group Leader:

What is your feeling on that?

Participant D:

Not at the maternity hospital, because there are so many things there. They want to check the baby for this and this. And I personally just wanted to get out of there as soon as possible, get home.

Participant B:

Nodding head with the whole group in agreement.

The Group Leader:

Yes, I saw you nodding your head? Do you feel the same way?

Participant B:

Yes.

The Group Leader:

So would you have wanted it before you got to the maternity, while you were pregnant or would you have only wanted it after the birth?

Participant E:

After the birth and may be even a little bit later.

Whole group in agreement

Participant A:

I think it is, ... sorry I am interrupting!

The Group Leader:

No, go on.

Participant A:

I think it is a whole postnatal thing. The postnatal depressions could be brought on by the anxiety of things you don't really, you can't really identify. There is a lot of need for postnatal support.

The Group Leader:

That is a very interesting point, okay.

Participant A:

On all fronts, I am a physiotherapist and there are a lot of mothers who worry at the age of nine months, is my child developing normally. And on a physical front they don't know who to ask, they have been sitting at home closeted up in postnatal depression and nobody goes out and finds out.

Participant D:

That is a good angle, yes, to start with.

The Group Leader:

So you feel that there is that anxiety and if one gives something to parents that it would help them to allay this anxiety rather than make them more anxious. Is that your feeling?

Participant A:

There are a few of us that are over anxious, you know.

The Group Leader:

Laughter

Participant A:

And over eager to stimulate our children more and more and more and actually place unreal demands on our children.

Participant D:

That's true, but I think that the material that will be there, will be able to help us. If it is set out in such a way that you don't get over anxious, with clear guidelines, tells you what is normal and also perhaps in so many words tell you not to worry to much.

Whole group in agreement

Participant A:

Yes, because we do tend to, absolutely.

The Group Leader:

Absolutely, so do you feel that a focus on normal development and telling you that everything is fine, if it is like that it is okay and don't stress too much, is a good thing, okay.

Let us go on to the section about ... the next section you answered, on what format you thought would be relevant and there are different options here. I don't want to look at your individual questionnaires here; I would like to get a feeling for what is the group consensus. How do you feel about the type of format that you would want?

Participant C:
The information?

The Group Leader:
Yes

Participant C:
I prefer a video format, because you can stop when the baby gets difficult or when you need to and it is visual as well as audio. So I think that this would be the best for me.

Whole group in agreement.

The Group Leader:
Yes, yes. I see that you are all nodding.

Participant B:
Yes, visual is important.

Participant D:
There is a little thing where I think you asked about the demonstration, visual, I would like to see.

The Group Leader:
Yes, yes. You want to see the practical.

Whole group in agreement.

Participant A:
I don't think it should be instead of actually seeing somebody work with your child and you could not, you can't ... substitute it at all.

The Group Leader:
There are people out there that couldn't necessarily afford to go to groups like this, so that might be, Yes?

Participant E:
Or they are far away from the centres, I think this is where a web site, something like internet.

The Group Leader:
Yes?

Participant E:

Like you say we are closeted up for the first nine months or something, you are not going out and you are anxious, so just go surfing and the information is readily available where you could have a site where you can maybe order a video because you are sitting in don't know where In the Karoo or somewhere and you could see what is available.

The Group Leader:

So you think we should do that?

Participant E:

Yes, you can just click on a button and order the video and you have all the information there.

The Group Leader:

You would also say a video? I hear you say video, video, video.

Participant E:

Yes a video ... I, I would prefer a book as well, a book too.

The Group Leader:

Would you use the book together, in conjunction with the video?

Participant E:

Ja, and I was also thinking of people that doesn't have electricity, which is a real thing in this country. So there is a

The Group Leader:

Yes, I want, I want, a personal perspective of you personally, in your life.

Participant E:

I would like a book, in conjunction with a video.

Participant D:

I personally would prefer the visual to the book, you only have that much time to read.

Group in agreement.

Participant E:

Yes I'm just thinking for myself personally I have got so many child, you know I, I'm a book person. I go out and buy the book, so I have a lot of child care books.

The Group Leader:

Yes?

Participant B:

I'm also interested in the video; it works the easiest, yes.

Group in agreement.

The Group Leader:

Okay great! All right, let us go on to the last section, where we looked at the typical things to maybe include in such a tool, in what ever form it takes, um And there where something, lets write them down here. I am going to write each one down on a card and I want you to think, if you personally had to read through a thing, you know, you, don't want necessarily information on every single topic under the sun, because there is a limit to how much information you can absorb and how many information is really necessary to you. And I want us to try and discuss which of those we have put in the middle here which are important, which we put outside in the circle, you know, we've got this nice big circle here. Decide which are more essential to the issue and which are more peripheral. Okay. So let's have a look here we've got, start with; "normal speech development", development, okay and we've got "normal language development" and we've got "sucking, swallowing, and breathing" breathing, okay we've got "why early stimulation?" and we've got, um "warning signs", "where to find a professional", "the neurological basis for language development" and we've got "the role of caregiver", and "how to prepare for, for face to face communication?" Okay let's have a look at those.

Participant B:

What do you want to know? Which are the most important, in the middle?

The Group Leader:

Yes, yes, I think we need to discuss together if you feel all are important, they all go in the middle. Let's get a feeling of which of them you guys feel are essential to the issue and which are more peripheral, which you would like a lot of information on, which briefly mentioned, and maybe there are some you would like to chuck out of the circle altogether, you know that you don't feel, are relevant, to the discussion. Participant C I am going to start with you. Which of those do you think should go right in the middle of the circle? "Normal speech development, normal language development, warning signs, role of the care giver, sucking swallowing and breathing, where to find a professional, why early stimulation?"

Participant C:

I choose the "neurological."

The Group Leader:

You want to know more about the neurological basis of speech and language development.

Participant C:

Yes.

The Group Leader:

Okay. How do the rest of you feel about that, you don't have to agree, you can feel free to do what you want with that.

Participant D:

I felt that, that was not what I needed to know right now. The information rather needs to be on my level, on the level where parents are.

The Group Leader:

Not relevant, okay. Participant A you felt the same?

Participant A:

For a lay person I don't think that the neurological thing was that important. I am thinking about people that don't have standard Uh Grade 11, they might not even know the word, understand the terminology.

The Group Leader:

Yes, how did you feel about that participant B?

Participant B:

Um, neurological also not in the middle.

Participant C:

I've changed my mind, I, um not neurological cause it's not going to make me want to go and get a tool while the other stuff would.

The Group Leader:

Laughter.

Of these issues, which of these are essential to you, which are peripheral? Or do you feel that they are all equal?

Participant E:

I think normal speech development and normal language development.

The Group Leader:

Yes. Okay, so, how do you feel about the suggestion for "normal speech development and normal language development"?

Group in agreement.

Participant B:

Yes "Normal speech development".

The Group Leader:

Okay, so let's put them in the middle for now. How did you feel about that?

Participant A:

"Warning signs" definitely.

The Group Leader:

Okay, "warning signs", all in the middle.

Group in agreement.

The Group Leader:

Okay, “sucking, swallowing, and breathing” and “speech and language development”.
Participant D, I can see you frowning? Do you feel that is peripheral?

Participant D:
Yes!

The Group Leader:
Do you also feel that it is peripheral?

Participant B:
Yes!

Group in agreement.

The Group Leader:
Okay, so the consensus is that’s more peripheral, let’s put them in the outer circle.
Okay, “the role of the care giver in speech and language development” how did we feel about that?

Participant B:
That is also important

Group in agreement.

The Group Leader:
Okay, right, so we have consensus about that, so those are

Participant D:
I think what should go with those is the “where to find a professional?”

Group in agreement.

Participant D:
Because once, once you have discussed these warning signs you get anxious about the warning signs.

The Group Leader:
Okay, I hear you, so you would like those two together. You would like them to be kind of linked in the discussion.

Participant D & B:
Yes definitely.

The Group Leader:
Okay, that’s wonderful, okay and “why early stimulation?” Should one discuss that even or should

Is it also peripheral?

Participant A:
I think it is peripheral, because you want early stimulation if there is a problem, first of all you want to be able to identify if there is a problem.

Group in agreement.

The Group Leader:

Okay, so you think that, that is a peripheral issue. Okay right. And how to prepare for face-to-face communication with your child. Do you think that is an issue? Peripheral?

Participant D:

That goes with the stimulation.

Participant A:

There is no distinction. Laughter.

The Group Leader:

Okay so you want it, want it, with the, with the “why? Early stimulation” and “how you prepare” sort of discuss as a, as a starting of maybe, discussion, to all of this, briefly.

Participant A:

Yes.

Participant D:

Yes, briefly.

The Group Leader:

Okay, so we have put, we’ve put the “warning signs: and “where to find a professional” in the middle “normal speech development”, “normal language development” and “role of the care giver” these are central issues to this and then at the, at the end we put “sucking swallowing and breathing”, “neurological issues” um.. “Why early stimulation” and “ How to prepare” all peripheral issue, maybe briefly mentioned in the discussion.

Participant D:

I would like to grade these in the middle as well.

The Group Leader:

Okay.

Participant D:

Can you, we start with what is ...normal?

The Group Leader:

Okay.

Participant E:

Yes, I also wouldn’t put “warning signs” first.

The Group Leader:

Okay, great, wonderful, okay we've got the "normal issues" first. Okay, so you want to know what is normal and what do you do. What is your role?

Group in agreement

The Group Leader:

And then come back to the "warning signs" and "how to find a professional"

Group in agreement.

The Group Leader:

Thank you.

APPENDIX E: Transcription of the Second Focus Group during Phase One

The Group Leader:

In the first section of the questionnaire you had to say, whether you felt there was a need for a tool on speech and language development. So in your own perspective with your own child did you ever feel that you would have liked to know more about I see you are nodding your head participant A.

Participant A:

Yes, definitely, because we speak two languages in the house and you know, you don't know what you should do, what you should talk to him, and things like that. With mine it's been ...

The Group Leader:

So you have found the need....

Participant A:

Ja, with my two year old especially I mean, everybody talks in 17 present paragraphs and mine does not even say mama, you know.

The Group Leader:

Yes, so you would have really liked more information on normal speech and language development?

Group in agreement.

Participant A:

Ja.

The Group Leader:

Okay, so how did the others feel?

Participant B:

And also I think, just the, also what the norms are. What's normal.

Group in agreement.

The Group Leader:

Yes.

Participant B:

It is difficult, often you know you are doing the best for your child but you don't know if your best is acceptable or whether it is average or above average or ...

The Group Leader:

So, you wanted to know more about normal development, you felt like, you would have liked to hear more about it.

Participant B:

Ah....

The Group Leader:

Participant C you are also nodding, do you also agree?

Participant C:

Yes, agree! And what stage to do. What to do when?

The Group Leader:

You would like to know what to do when? Okay. You are actually addressing the next issue for me, wonderful (Laughter). I was going to ask you what information is important to you, but it's coming out now. Great, so you all feel, you are all in agreement that you would want such a tool?

Whole group in agreement

The Group Leader:

You haven't said anything participant D, how do you feel about it?

Participant D:

Yes, what particularly interests me is when to introduce a second language because....

Group in agreement.

Participant D:

Okay, but English is your business language, so

The Group Leader:

Yes, so you would ...

Participant D:

Want to know when, on a second language

The Group Leader:

So you wanted more especially on a second language, on the bilingual issue, the issue of bilingualism, okay. Did you fill that in on your questionnaire, out of interest?

Participant D:

Uh-uh!

The Group Leader:

You didn't? I am going to give your questionnaire back to you (laughter).

Participant D:

Oh-no! Laughter.

Participant C:

I filled it in on mine!

The Group Leader:

Okay, so that seems to be quite a general topic. You all said you want to know what is normal development and what to do when and you know is there a problem, you know, if your two year old is not speaking.

Participant A:

Ja.

The Group Leader:

And you have all agreed on, you want more on, on the issue of second languages and bilingualism.

Whole group in agreement

The Group Leader:

Were there any other topics that interested you?

No response.

The Group Leader:

Okay, I am actually going to jump to the exercise I had planned for later, because you guys are so on the ball, you have actually addressed some of the topics that I would have addressed later. We, I have written a whole lot of topics on cards, for us to look at, for what to include. So I'm going to put them on the floor, because you have brought out some ideas already. I want us to look at what issues are really important to you, what issues are central, that we are going to put in the middle of the circle and what issues are not that important, what issues do you want as more peripheral things, or if you think it is completely irrelevant, you know, you wouldn't have wanted to know that at all. You are going to take it out of the circle completely. Okay we've got the; "the neurological basis for language development", "how to prepare for, for face to face interaction?" "the role of caregiver", The caregiver is just another name for mom, dad, granny, whoever is taking care, of your child. "Where to find a professional", "warning signs" – of what may be wrong. "Why early stimulation is important". Relationship of "sucking, swallowing, and breathing" to speech and language. "Normal speech development" the norms that you were talking about earlier and "normal language development" those norms. Let me start with you participant B, which, which, issues would you have put in the middle of the circle.

Participant B:

Middle I would go for the norms, the norms of both language and speech development.

The Group Leader:

Language and speech development, okay right what else?

Participant B:

Um....

The Group Leader:

How do the rest of you feel about that? The list. I see you are all nodding, you all, all think that's important?

Group in agreement.

The Group Leader:

Okay, participant B what else would you?

Participant B:

Then I would, I would like to know “warning signs” and ... what makes a child not get problems.

The Group Leader:

“Warning signs and resilience factors”. Okay?

Group in agreement.

Participant B:

And um. I think I would be set over with those ones.

The Group Leader:

These are essential issues to you?

Participant B:

Yes, and “the role of the caregiver” also perhaps, they go hand in hand.

The Group Leader:

Ja, they probably would, probably go hand in hand with “stimulation” um, you know “early stimulation” a bit. Okay, so you would want, want us to start with “normal development”, what are the things that happened and then what are the things to look out for and then go on to the “role of the caregiver”. How do the rest of you feel? What other issues would you like to bring in? Participant D which of these issues do you feel, would also be central, if any?

Participant D:

No, I wouldn't

The Group Leader:

You would go with these?

Participant D:

Ja.

Participant E:

I'm wondering “how to prepare” what, what exactly What is that?

The Group Leader:

What does it entail? You are wondering what I mean? Okay “how to prepare” would be, would be very much um.... Things to do, to get your child to speak.

Participant E:

Okay.

The Group Leader:

You know things to do to stimulate speech and language development. Norms are what happens when, “how to prepare” is how to get the ball rolling. Okay, so you feel after we’ve done this, maybe together with “role of the caregiver”

Participant B:

Ja, those go hand in hand.

The Group Leader:

Okay, so those, I see the rest of you nodding

Group in agreement.

The Group Leader:

You feel these two go together, so the rest of them, you would put more on the outside. Participant E?

Participant E:

I would definitely.

Participant B:

If you know, yes if you know there is a problem.

Group in agreement.

The Group Leader:

Okay, maybe then after you have discussed “the warning signs”, you can mention where to find a professional briefly.

Participant B:

Ja, if you know the “warning signs”, if you see that there is a problem, you will not find any parent that will know that there is a problem but won’t do anything about it.

The Group Leader:

Yes, so you’d think you would maybe want to know “where to find a professional” or do you think, maybe just mention where to get contact numbers, or where.

Group in agreement.

The Group Leader:

Mention briefly?

Participant B:

Ja, not the whole speal, just briefly, ja.

The Group Leader:

Okay, right, and other issues to you “the neurological basis” and “sucking, swallowing, and breathing” is more peripheral?

Group in agreement.

The Group Leader:

Thanks for answering that. I want to ask you one more thing. If you had to, that second section that you had to do, after you had to say whether you felt it was important. I asked you what format you wanted to have the information in. If you had to get something, you know if you were looking for something on “normal speech and language development”. Those issues that were essential to you. In what format would you choose it?

Participant E:

I, would definitely go for something visual, um.

The Group Leader:

A visual input. I see you all nodding.

Group in agreement

How do you feel participant D?

Participant D:

I prefer a book also. I just prefer reading.

The Group Leader:

Okay, alright, and, and you (addressing the rest of the group) prefer visual?

Group in agreement.

Participant A:

Ja, it's like you say if it's for free I think a pamphlet would be fine because you want to look at it. If I have to buy it, I would buy a video.

The Group Leader:

You would buy a video?

Participant A:

Yes, I would.

Group in agreement.

The Group Leader:

Okay, and participant F?

Participant F:

Yes, because you can stop it when, when you do have a crisis with the baby and you can go on at your leisure.

The Group Leader:

Yes

Group in agreement.

Participant F:

It's not like a book, that you have to retrack a couple of pages.

Participant A:

Sit, for five days and read actually.

The Group Leader:

Yes, it is, the video you get a lot of information in compact form, um....

Participant C:

I prefer a book also.

The Group Leader:

It is, you would like reading matter as well?

Participant C:

Ja, a book and a video as well, but I would probably use it together.

The Group Leader:

You would like to combine it?

Participant C:

Yes.

The Group Leader:

Okay, so you want, you would want, if you had a video to know where to go and to get books if you, if you wanted a book as well.

Participant C:

I would like a book as well.

The Group Leader:

Okay, so you would want both, as well. So, you two are in agreement about that. So there are, there is a need for visual, but also for reading matter as well.

Okay, thank you so much.

APPENDIX F: Transcription of the First Focus Group during Phase Two

Group Leader:

Thank you so much all of you for coming today. It is just wonderful for me that you are prepared to spend so much time with me. I hope you benefit just as much as I will. You're actually forming part of an important research project. So this discussion group is going to be, to be a two way discussion but it is also forming the basis of a research project or one phase of it. And I really value each of your opinions so I look forward to hearing what you've got to say and hearing your input.

During phase one of this research that we are busy with I did an extensive survey. We got a hundred and eighty four parents, it's a large group, to give us their opinion on whether they thought a tool for communication development was important and what format they wanted it in and what information they wanted included in it. We also got eighty-three professionals to give their input in terms of what types of information they felt parents should have. And it gave a lot of really interesting results, um but it also gave the problem that most parents tended to think everything was incredibly interesting *and everything is incredibly interesting* but it is unfortunately impossible to include everything in one tool.

So what we're going to do today is we're going to discuss different issues of communication development and then you're going to help me decide what are issues that you personally, not the greater South Africa, but you personally, our community sitting here would like in a tool. The tool I am developing is specifically for you... for this community. So I look forward to hearing which topics you think might be important. So it is going to be a good two-way discussion. Okay?

Group in agreement.

Um, the main aim that was identified, um, was to develop a tool for the stimulation of communication skills in infants. So it is about stimulating communication in infants. And the topics that were identified by parents fell into different categories. The first category was on normal development. Some of the issues identified there were "definitions of speech, language and communication", "Communication development" how does it develop and "other areas of development that may influence communication". The second area that was identified was "different techniques for stimulating communication development". The third, third one was other important considerations that parents felt were important, namely: "reading and selecting books" and "second language learning". And then the forth area, the forth group of areas is "overcoming risk factors" and this is quite an interesting one because some things cause problems, other thing can actually help prevent your child from developing problems and then "where to locate a professional" does also fit into that group.

So which of these speaks to you in terms of reaching the goal?

Participant C:

I'd like to know how to stimulate a child to, to communicate.

Group Leader:

Okay, so you feel ah, point two is important. How do the rest of you feel?

Whole group in agreement.

Participant C:

Yes, and, and from infants, from birth you can stimulate their communication.

Whole group in agreement.

Group Leader:

So you all feel, okay, so the whole group feels that number two is important. Okay, so lets include two that's "different techniques to stimulate communication".

What would you want to include with that? What other things do you want on this tool that you feel should go with this?

Participant B:

The risk factors.

Whole group in agreement.

Group Leader:

You want the risk factors? Do you want to focus on the risk factors, or focus on the resilience factors? How do you personally feel?

laughter

How do the rest of you feel?

Participant G:

I think both.

Group Leader:

You want to know both.

Participant F:

Yes

Group Leader:

Okay, so you want to know what factors cause problems and what factors increase resilience?

Participant F:

Yes

Group Leader:

So, so actually this whole um, this whole fourth section you'd include as well. Okay?

Whole group in agreement.

Group Leader:

So section two and four you want to include as, as they are?

Whole group in agreement.
laughter

Group Leader:
What can we, what can we through out? What do you feel is not that essential?

Participant B:
I think the normal development can, can wait. Because there are lots of other books and things on this.

The rest of the group disagrees.

Group Leader:
How do you feel?

Participant E:
I think for the sake of completion you have to give an of what is, what is normal.

Whole group in agreement except for participant B.

Participant A: Because I am in a position now, I have got four children.

Group Leader: mmm?

Participant A:
My young child is not speaking as much as he should, or as much as I am expecting him to. Compared to his two sisters who are older.

Group Leader:
So you really want to know what is normal?

Whole group in agreement including participant B who disagreed previously.

Group Leader:
Ok. I hear what you are saying, that you feel it is important to you.

Group Leader:
Lets look at the specific topics. On the survey, it identified these three areas: the definitions that look at the “what is communication development”, “what happens at different ages” and then “other area’s of development”. Can you say then, there is one of those areas that would be important to you?

participant C:
What happens at different ages.

Whole group in agreement.

Group Leader:
So you want to know what is normal at different ages?

Whole group in agreement.

Group Leader:

So the definitions and the other areas of development are not that important to you?

Whole group in agreement.

Group Leader:

Do you all feel like that?

Whole group in agreement.

Group Leader:

Okay, so that's good. alright so we've looked at that. How do you feel about the other important considerations that parents felt were important, namely: "reading and selecting books" and "second language learning"?

Participant B:

Leave it out.

Participant A:

Yes.

Group Leader:

Leave it out?

Whole group in agreement.

Group Leader:

Okay, so then we are looking at a tool that looks at firstly, at "what is communication development" normal development. Then looking at the different "techniques to stimulate that development", and then looking at "risk factors" and "resilient factors". How do you feel about that then?

Participant B:

Will the, will the bulk of the tool be made up, out of number two of the stimulation?

Group Leader:

Is that what you want?

Participant B: I think so.

Participant F:

Yes.

Group Leader:

The bulk of the tool to be made up of stimulation techniques.

Whole group in agreement.

Group Leader:

And would you want to include, we haven't really touched the issue of "how to find a professional". Would you like to include that or not?

Participants C and G:

Yes.

Participant B:

To say where is the organizations that you can contact closest to you or where ever, something like that, I think.

Group Leader:

So it doesn't have to be a long issue, just a brief point?

Whole group in agreement.

Group Leader:

Okay, are we all happy with these topics?

Whole group in agreement.

Group Leader:

Okay great that's, that was lovely. Thank you.

APPENDIX G: Transcription of the Second Focus Group during Phase Two

Group Leader:

Okay for our second discussion, um ... this is going to be so exciting. We are going to look at how to present the information. So I am actually going to show you some clips now, that I think we will all enjoy watching. And then we can discuss a little bit on how they were presented, because in the survey what really came out clearly was that parents like videos, they find it very easy to use and one can really be practical there and give parents real demonstrations which is wonderful. So we are going to do that. But it is not just a question of a video or not. It is actually how do you do that video. Do you want long clips of video clips or do you want stills or do you want slides with points or do you want a bit of both, or do you want little arrows pointing at "look at that, look at that!". So there is a whole range of things, even cartoon strips, that one can include to bring a point across. So we are going to look at some video clips, I hope you will find them interesting as well, for your stimulation and then we can discuss how they were presented and how maybe you would do it differently and which ones you like most or, or whatever.

Participant F:

Okay.

Whole group in agreement.

Group Leader:

Okay here we go.

Video Clip

Group Leader:

In that clip we saw the use of we had a video running video, and then we had a cartoon strip and then back to video. How did you feel about the use of video switching to the use of cartoons, to get the point across?

Participant B:

I preferred the video.

Group Leader:

You preferred the video to the use of the cartoons.

Participant A:

Yes!

Participant E:

But you can't have a 16-year-old acting like a baby of three.

Group Leader:

Yes, it would be inappropriate.

Participant E:

Ja, so there are certain points where you could use a cartoon if you have to.

Participant F:

I think the cartoon didn't quite portray what you wanted to portray, but I think it might be a good idea in theory.

Whole group in agreement.

Participant C:

I didn't get the message from the cartoon, I preferred the video.

Group Leader:

So the clip, the cartoon was not clear enough for you?

Participant C:

No

Group Leader:

So there are some mixed feelings about the use of cartoon strips?

Whole group in agreement.

Participant D:

It might work.

Whole group in agreement.

Group Leader: Okay here you are going to use, see the use of video, different slides and then video again, so here we are going to look at some slides, use some slides and then switching from video to slide back to video. Unfortunately one has to switch sometimes a bit, because you've got a point you want people to see and then you want to use slides. But if you have got some different idea's I will be happy to hear them.

Video Clip

Group Leader:

So here you see a slide to make a point, then you see the visual to, you know, where you get the demonstration, back to the slide again.

Participant B:

I like this a lot.

Participant G:

Yes!

Group Leader:

You prefer that to the first one, judging from your enthusiasm?

Whole group in agreement.

Group Leader:
Okay then.

Participant E:
It falls in logical sort of consequence, you deal with this and you know your mind stays with this one on this point, but the rest of the points will be addressed, I liked it. It sort of categorizes your mind.

Group Leader:
Okay. And you?

Participant D:
It's effective.

Whole group in agreement.

Group Leader:
Okay. So you liked it?

Participant D:
Yes.

Group Leader:
Okay, good.

Video Clip

Group Leader:
What I want you to look at there was, that there was a video running, but also a voice over playing. How is that for you, how do you feel about that?

Participant D:
That's fine, I like that.

Participant E:
I liked the commentary.

Group Leader:
You liked the commentary. Would you have liked after the commentary has finished a piece where you could just watch it and just focus on what the mommy was doing?

Participant C:
Yes.

Whole group in agreement.

Participant D:

I felt the sound in the background was perhaps a tad bit too loud but to have a total silent picture, some people think, what happened to the sound? You know, why is there no sound, after the commentary stops and the sound comes back up, it should be okay, but you don't want it to be distracted by the commentary saying, because you are worried about what happened to the sound in the background. Because there is no sound there, it should be a natural thing, like I am talking now with the little girl making a noise, and outside the birds are going, and we are aware of all this kind of thing. But you must decide what you're going to focus on, initially, and, because the commentator's voice is more prominent, um, one would automatically focus on that, but you do, you are aware of the other sounds, so

Group leader:

So you want to have the voice over commentary but also the sound from the video playing in the background?

Participant D:

Yes.

Group Leader:

Okay, great!

Participant D:

It's on the technical side.

Group Leader:

Okay.

Group Leader:

Okay, I'd love to know, um, in, in summary again, a summary of your feelings about which spoke to you the most. You said it clearly earlier that felt that the slides to orientate you of what is coming and then going to a video clip and then back to the slide, that really gelled with you.

Whole group in agreement.

Participant G:

I would like to know, in this last clip you showed us, um, when we see the slide do you see all of the points at once?

Group Leader:

No, they come up one by one.

Participant G:

Do they come up one by one? Alright. That, that would be better.

Group Leader:

Is that what works for you?

Participant G:

Yes.

Group Leader:

Okay, and the rest of you feel the same?

Whole group in agreement.

Group Leader:

Having the slide come up with too many points all at once is a bit much, hey? So what them one by one. Okay, great. Um, okay so, so in summary what would you want besides slides, video slides, video. Are there other things you would use as well?

Participant B:

I wonder if one could add video, um with a, with a infant communicating just, just for ..., just for fun, sort off.

Group Leader:

Do you want to, you want to see lots of videos of children?

Participant B:

Yes I want to see the child acting normally, according to norms.

Group Leader:

Ja, that we could bring in nicely at that discussion you want on normal communication development. A shot of normal children, developing age appropriately so that one can get a clear feeling. How do the rest of you feel about that?

Whole group in agreement.

Participant B:

So that you can see, my child does that.

Group Leader:

Yes, that you can identified with that.

Participant E:

And perhaps if, if, if you, if you put in clips like that you could put in print on the, on the screen in certain, appropriate places.

Group Leader:

Okay! So the use of subtitles as well.

Participant F:

Ja.

Group Leader:

Okay, so we've got the use of video, the use of slides and the use of subtitles at appropriate moments.

Whole group in agreement.

I want to first judge how you feel about, how you would feel about this um, tool as we've discussed it so far. In the discussions we've had so far we've looked at which areas to include and how to present it, but how, if you had been pregnant or your baby was still very young and someone had given you a tool like this, how would that have made you feel? Try and give me one word to describe how that would make you feel. Um, just try and say if someone had supplied you with this information we discussed now, how would it have made you feel?

Participant B:

The word I thought of was empowered.

Group Leader:

Empowered?

Participant B:

Definitely.

Group Leader:

Okay, so that would make you feel empowered.

Participant A:

I would say um, equipped.

Group Leader:

Equipped?

Participant A: Yes.

Group Leader:

Okay, that's very positive. So you would have liked to have received this information?

Participant A:

Yes.

Participant C:

Informed.

Group Leader:

Informed, informed? Okay.

Participant G:

I think informed as well.

Group Leader:

Informed as well. Okay informed

Participant E:

And empowered.

Group Leader:
Okay, and you?

Participant F:
Empowered.

Group Leader:
Empowered?

Participant F:
Ja.

Group Leader:
Okay, and, and...

Participant C:
Informed.

Group Leader:
Informed, ja.

Participant C:
I like to know what, what to expect.

Group Leader:
Okay, great, and you?

Participant D:
Empowered and then also self confident.

Group Leader:
Self confident?

Participant D
Yes.

Participant D:
Confidence when the baby comes along,

Group Leader:
So you would feel more self-confident?

Participant D:
Definitely so!

Group Leader:
If you had this information

Participant D:

If people tell me something else about it, if my mother in law told me this, and my mother told me this, and I grew up, but the speech therapist says it should be done like this.

Participant E:
It is scientific.

Group Leader:
Yes.

Participant D:
And you come to think yes, you are in line.

Group Leader:
Okay, wonderful.

APPENDIX H: Transcription of the Third Focus Group during Phase Two

Group Leader:

Let's have a look at information specifically we would include. We're going to just choose one, a video on stimulation techniques, and let's take a look at what you can include in that.

Video Clip

Participant B:

It was very clear and understandable, um, I'm sure one won't remember everything but then you can go back to the video and watch it again.

Group Leader:

Did you, did it come across clearly?

Whole group in agreement

Group Leader:

Did you enjoy the information that was given? And you thought "okay I can do that"?

Whole group in agreement

Participant F:

It draws your attention.

Group Leader:

Yes it does.

Whole group in agreement

Group Leader:

Okay, what else would you include under, under this topic of, of stimulation techniques? Can you think of anything else that you personally would have wanted to hear? What else would you include?

Participant D:

Um, stimulation techniques.

Group Leader:

Would you just have stuck with that one technique?

Participant D:

No. I'd include more.

Group Leader:

What other information would you include?

Participant B:

Well we haven't seen everything. I'm interested in encouraging different aspects of communication development.

Group Leader:

Ok. So you would have wanted information on that?

Participant A:

Ja, ja.

Whole group in agreement.

Group Leader:

Do you want the different techniques discussed each one individually?

Participant A:

Yes and demonstrated.

Whole group in agreement.

Participant F:

With the focus on using Adult language, not using inappropriate language.

Participant B: I think if one focuses just on communicating with your baby.

Whole group in agreement.

Participant B:

Don't put her down and say, all right now we are going to have a stimulating session.

Laughter

Group Leader:

So instead of a session you would want more techniques on how to do it naturally.

Whole group in agreement.

Participant B:

How to do it naturally, when you walk in the supermarket, or when you drive in the car or when you...routines.

Whole group in agreement.

Group Leader:

Ok, so what type of routines would you guys use?

Participant C:

Dressing

Group Leader:

Dressing, what else would you use on a daily basis?

Participant B:

And also nature, when she wakes up I always show her through the window, I say “look at the trees and”

Participant D:

Almost like you would when you wake up you know what you take, What you are aware of, how you are from their perspective.

Group Leader:

So, you are following their lead.

Participant D:

Yes, also you have to put yourself in their position physically, to realize what they are seeing.

Group Leader:

Great. Yes, so you are looking at the world from their eyes.

Participant D:

Ja.

Whole group in agreement.

Group Leader:

What other routines do you think are natural, that one could use to stimulate language in a natural way?

Participant C:

Dinner time and bath time.

Group leader:

Yes, great.

Whole Group in agreement.

Group Leader:

Yes, one can use natural situations to just put yourself in their eyes, their, you know and what you are obviously saying and thinking, what they are experiencing and just talk naturally about that.

Participant B:

But I think what I would like to see on the video is not only, baby on the bed while dressing or sitting and reading a book, but also bath time and dinner time.

Group Leader:

So you want to see the natural routines and you want to feel ok, this is something I can do, in my everyday situation.

Whole group in agreement.

Participant B:

So, I don't need to make time to put the baby on the bed and sit there and say...Communicate

Group Leader:

Yes!

Whole group in agreement.

Participant B:

Yes

Group Leader:

Lovely, thank you.

APPENDIX I: Transcription of the First Focus Group during Phase Three

Group leader:

Wow it's wonderful to see you all here. Thank you all for coming this morning. You have had a chance to look at the video, I would like you, to let me know how you felt about this video.

Participant 2:

I liked seeing all the different babies of different ages and the levels they were at in communicating.

Group leader:

Okay, so you liked all the different babies.

Group in agreement

Participant 5:

Yes, it makes one believe it could have been your own baby doing these things.

Group leader:

And what did the rest of you think of the video? You don't have to agree, I'd like your real opinion.

Participant 1:

Oh but I do agree! I liked this video very much, because it didn't feel like I needed to be in a clinical setting to stimulate my baby, it was something I could do in my home, while playing lovingly with my baby.

Group leader:

Wonderful, I am glad you liked it.

Participant 1:

Yes, I really do.

Group leader:

How did you feel about the format and the way it was presented? I would like to know how you feel about the use of video clips, slides and the voice-overs, also the use of real life situations in this video.

Participant 3:

I liked the combination of video clips and slides alternating.

Participant 5:

Yes, me too! The slides direct you and the video clips are fun!

Group leader:

Okay, and you?

Participant 4:

I liked the way the voice over guided me through the video.

Participant 1:

Yes, I also liked that, and also the fact that I could relate to the real life situations used in the video for example dressing baby.

Group leader:

Okay, so you liked the real life situations. Do you have anything to add participant 2?

Participant 2:

Yes, I liked the way the babies ages were broken up clearly so I could see for example babies at different ages and how communication differ in these age groups.

Participant 1:

Yes, I felt like the video was talking to me as an educated mom and not as an idiot.

Group in agreement

Group leader:

Okay, great, so you could relate to this video?

Participant 1:

Yes, I really enjoyed it and I think a first time mom or dad would find something like this very useful.

Group in agreement

Group leader:

Wonderful. Now I would like to ask you about the topic's covered in the video, shown. I would like to know how you guys feel about these topics, "information on normal development" and "stimulation techniques" and information on "risk and resilience factors" also "where to find a professional". How do you feel?

Participant 1:

I liked seeing the different techniques, the different examples shown, gave me some new ideas to do at home with my baby.

Group in agreement

Participant 2:

I liked the fact that we were shown what is normal for each age group, so you know what you can expect from your baby, I will be more at ease now. I definitely feel less stressed. And I would also definitely want to know what the risk factors are.

Group in agreement

Group leader:

You liked it? Okay, great. I see you are nodding your head?

Participant 4:
Yes, it was very interesting.

Group leader:
And how did you feel?

Participant 5:
Yes, I really loved it. I wish I had seen something like that sooner.

Group in agreement

Participant 3:
Yes, I also found it to be very interesting and informative.

Group leader:
Wonderful, now I would like to know if you would have liked a copy of the video as is or would you want anything changed or enhanced first? Is there anything that could make it better?

Participant 4:
No, I felt that all the essential topics were covered; I think the video was very complete in it's purpose.

Group in agreement

Participant 2:
I would not add anything. I like it as is.

Group leader:
As is?

Participant 3:
Yes, as is

Group in agreement

Participant 1:
I felt it was lovely.

Group leader:
Okay.

Participant 2:
I wouldn't change anything but maybe just like add some of the slide-headings highlighted on the video cover for easy reference.

Group leader:
Okay. How do the rest of you feel about that suggestion?

Participant 5:

No it's not important to me, but that's just me!

Participant 1:

I felt it was lovely as it is.

Participant 3:

I think that it is so nice to know what to work on and how to do it.

Participant 1:

Yes, it is good to feel that I now, know what to look out for.

Group leader:

Okay, great! How would you have felt about it, if you had received this information, this very video, before or after you had your first baby?

Participant 4:

Oh, yes, I would have loved to have had this before my children, even between the children, because one forgets so much and one learns again with every child.

Group in agreement

Participant 2:

I would really have been able to benefit from such a video.

Group in agreement

Group leader:

Great. If you had to choose one word to describe what you felt about this video, what word would it be?

Participant 3:

I felt encouraged

Participant 2:

I felt empowered

Participant 5:

I feel less stressed about my babies development and encouraged to go and try some of the stimulation ideas. The video made it look so simple.

Group leader:

Participant one what was your feeling?

Participant 1:

I thought it was very informative and practical.

Group in agreement.

Participant 4:

Yes, I also felt more empowered now that I have watched the video. I think that parents feel very empowered when they have information, which tells them what to expect as well as what to work on. This can alleviate a lot of worry and headache later on because the baby won't develop problems.

Group leader: So you all feel empowered and more informed and less stressed?

Participant 4: Yes.

Group leader:

Wonderful. Thank you all for your input, and I am glad you all reacted so positively to this video.

APPENDIX J: Transcription of the Second Focus Group during Phase Three

Group leader:

Thank you all for being here, thank you so much for coming. You have had a chance now to look at the video. How did you feel about this video?

Participant 1:

I think it's a very well rounded video, that gives you a lot, a lot of feedback, especially if you are a first time mom and you don't really have a clue how to start opening your child's communication skills, then this is ideal.

Participant 5:

It's nice to see how one actually start and to even reinforce what one is already doing, you know, just to know that you are actually doing the right thing, it's reassuring.

Group in agreement

Group leader:

Yes it is also good to know that what one is doing, is right.

Participant 1:

Yes and also to develop other communication skills, which we aren't doing.

Group in agreement

Group leader:

Yes, absolutely. I see you are nodding you head. How did you feel?

Participant 2:

Yes, the same, I also feel positive. I've previously seen development videos for babies and toddlers; witch weren't as nice and specified for babies as this one. This video shows the babies reactions eg. When the baby was on the ball bouncing. I liked it very much.

Group leader:

Okay, so you liked to see the baby's reaction.

Participants 4 & 2:

Yes, yes.

Group leader:

What I wanted to ask you was, the format that the video was presented in the way we used the video clips, with slides and real life situations, that you are talking about. How did you feel about the way it was presented?

Participant 3:

I thought it was excellent, because I liked to see the video clip examples – to see it helps make sense.

Group leader:

Yes absolutely.

Participant 3:

I think it's a very nice balance between the verbal and seeing the words on screen. That's how you remember it, because for me I would always use a piece of paper and jot it down, then I know it sticks in my mind, but the pictures and slides really helped make it make sense.

Group leader:

Yes, make it make sense.

Participant 5:

And you remember. That's the things I did as well as you know, you just remember things better when you see it.

Group leader:

Absolutely, yes. Okay so you liked the balance between the video's and the use of slides. And the voice over in the background that guides you, how did you feel about that?

Participant 4:

Yes, I think it was really good. I would say one could listen to it repeatedly over time. I think it was really good, there was so much information.

Group leader:

Yes.

Participant 6:

The voice was very clear and very practical and the message came out very clear.

Group leader:

What did you think of the sequence the information was presented in?

Participant 3:

Yes, it was fine.

Group in agreement

Participant 4:

I think it helps, obviously if you've got the video and if it is your video, it has great guidelines in the video and you could pause the tape there.

Participant 2:

Yes, that is ideal.

Group leader:

I see you are nodding your head, do you like the idea.

Participant 6:

Yes I agree. And, I think, like participant 1 said, the first time mom can start right from the beginning with the correct communication skills. That was quite nice.

Group leader:

Yes, absolutely. So you liked the guidelines on pausing the tape.

Group in agreement.

Group leader:

And then sometimes, at the bottom of the screen, we had a little caption freeze to guide your attention. How did you feel about that?

Participant 1:

Yes, definitely, I think that brings you back and focuses your attention on it. Like where the mommy is putting the baby in the car seat the caption tells you what to look at.

Group leader:

So, you liked it?

Participant 1:

Yes, it is a good thing.

Group in agreement.

Participant 2:

The summaries are also a good thing. I can't remember is there a summary at the end of each section?

Group leader:

Yes definitely.

Participant 5:

Great, that's wonderful.

Group leader:

I am glad you are so positive about the presentation.

The topic's that were covered in the video, we saw information on "normal development" and then "stimulation techniques" and then information on "risk factors" and "resilience" and then it goes on to say "where to find a professional?" How did you guys feel about the topics that were covered in the video?

Participant 6:

It was very nice. I specifically liked the stimulation techniques part.

Group in agreement.

Group leader:

You liked it? Okay. The other areas, would you still want them there?

Participant 5:
Yes definitely.

Group in agreement.

Group leader:
But you liked the “stimulation techniques” the most.

Participant 1:
Yes I think the beginning part was interesting and a lot of new things for me, that’s what made it stick out for me.

Group in agreement.

Group leader:
Okay so the other things were interesting, but the “stimulation techniques” were just that which gelled most with you.

Participant 3:
Yes I think, that was the natural part, and the other was the learning part for me.

Group leader:
Yes. Participant 4, how did you feel about the topics that were covered in the videotape?

Participant 4:
They were very informative and I felt better equipped now, to stimulate my baby.

Group leader:
Okay, great.

Participant 2:
I feel the same.

Group leader:
You found it informative?

Participant 2:
Yes. And it equipped me

Group leader:
Now I would like to know if you would like a copy of the video as is or would you, do you think there is something I should change first or something that can be enhanced?

Participant 4:
I like it as is.

Participant 1:

As is.

Group in agreement.

Participant 6:

I would like to say as is, you feel very pleasant...

Group leader:

How would you have felt about it, if someone had given you this information before or even after you had your baby had been born, a video tape like this?

Participant 1:

Wonderful!

Group in agreement.

Participant 6:

Most useful, because you do as a new mom, especially I mean, you find it floundering, what should I do with this baby.

Group leader:

Yes.

Participant 6:

So this video would have helped me.

Participant 2:

Maybe they should include it in the hospital package or something...

Group in agreement.

Participant 1:

Yes that would be a good idea.

Participant 3:

I must comment from an O.T perspective.

Group leader:

Yes absolutely. You are an occupational therapist?

Participant 3:

Yes, I think for me, when I think of a baby I tend to look at the crawling, sitting and walking, and it was so nice, although, I noticed and for me I loved communicating with my baby, I was very conscious about that, but it was so nice to see a video on the communication of the baby, because I seem to always look at the gross motor / fine motor development, that it was so nice to look at the communication. It was excellent, I mean all that first info, from a personal perspective as a mom, but also from a professional, who works with babies, perspective it is very informative.

Group leader:

Great.

Participant 3:

I think it has a great balance of meeting such a broad spectrum, you know, professionally and certainly when I work with other moms and babies I would love to recommend this to them or to refer them to you or something.

Group leader:

Wonderful.

And if you had to chose a word to describe your feelings on it, considering everything about it: how would you describe your feelings on it?

Participant 3:

Informative and very user friendly.

Group leader:

User friendly and informative, that's great. Do you have a word that describes how you feel?

Participant 6:

Yes informative, and it made me less worried.

Participant 2:

Educating.

Group leader:

Educating, great. And you?

Participant 1:

The same as they have all said, with being a mom, but also going on from being user friendly, it's not something that's above the normal person, you know it's at the mom's level, were she would be able to use it as participant 3 said, it's user friendly. It's meeting the educational side of things, but also at the level of the moms, to make their own.

Group leader:

Okay.

Participant 4:

I would say "practical" and you feel empowered, like you can do something on your own, and not always needing a professional to help you with your very small baby.

Participant 5:

Definitely empowered!

Group leader:

Empowered. Great, brilliant, you were all so positive.

APPENDIX K: Transcription of the Third Focus Group during Phase Three

Group leader:

Good morning everyone Thank you all for being here, thank you so much for coming. You have had a chance now to look at the video. How did you feel about this video?

Participant 1:

I think it's a great video. It was so interesting. Where was this when Jessica was just born? I was so worried about these exact things. But it was great to see it now, thanks.

Group leader:

Okay

Participant 2:

It's really wonderful. I also would have wanted it sooner. Communication development is important to everyone.

Group in agreement

Group leader:

Yes.

Participant 5:

Yes, it's interesting.

Group leader:

How did you all feel about the format that the video was presented in? How did you people feel about the way we used the video clips, with slides and real life situations, that you are talking about. How did you feel about the way it was presented?

Participant 3:

I really liked the use of video clips, I could identify with those moms.

Group leader:

Yes absolutely.

Participant 4:

I don't think it would be as good with just video clips though. You need the written pieces, the slides, there too.

Participant 3:

Oh I agree!

Participant 2:

Yes the video uses both together really well.

Group in agreement

Group leader:

Yes, it is nice to have both videos and slides.

Participant 5:

I liked the guy talking in the background. He is easy to listen to. He sounds so professional.

Group leader:

Yes, he is a professional.

Participant 4:

Yes, I think that is good. It affects the quality. You can't have just anyone talking.

Participant 3:

Yes, that's true.

Participant 1:

The information came across well. It's easy to listen to and understand. And it was the perfect length. It gave a lot, really lots, of information without being too exhausting

Group in agreement

Group leader:

Did you all like the sequence it was presented in?

Participant 2:

Yes, it made sense like that.

Group in agreement

Participant 2:

I liked the way it was divided into chunks. It had different sections and you could pause the tape at the end of them.

Participant 1:

Yes, I like that too.

Group in agreement

Participant 5:

I liked the little subtitles at the bottom of the screen at a couple of places that told you what to look for

Group in agreement

Group leader:

I see you are nodding your head.

Participant 3:

Yes I liked that too. I also liked the music at the start and end of the video. It sounded great.

Participant 5:

Yes, I thought so too.

Group leader:

Yes. So you all liked the way it was presented?

Group in agreement.

Group leader:

I am glad you are so positive about the way the information is presented.

The following topics are covered in the video: “normal development” and “stimulation techniques” and information on “risk factors and resilience” and also “where to find a professional?” How did you all feel about the topics that were covered in the video?

Participant 2:

The topics were very interesting. I liked them all.

Group in agreement.

Participant 4:

Yes, I agree, they were well thought out.

Participant 1:

The ideas on stimulation were very nice.

Group in agreement.

Group leader:

Did you like it more than the others?

Participant 5:

No, one wants the others too. The stimulation techniques make more sense, you know where they are coming from when you’ve heard the piece on normal development. And then then you want to know about problems and what stops children from getting problems and also where to get help if you want. So all of the topics have to be there.

Participant 3:

Yes definitely.

Group in agreement.

Group leader:

So you all liked the topics that are covered in the video?

Group in agreement

Group leader:

Now I would like to know if you would like a copy of the video as is or would you do you think there is something I should change first or something that needs to be enhanced?

Participant 4:

I think keep it as it is.

Participant 3:

Yes, as is.

Participant 1:

I would buy it today just as it is!

Group in agreement.

Group leader:

How would you all have felt if you had been given this video before or shortly after your baby was born?

Participant 5:

I really would have liked that.

Group in agreement.

Participant 5:

I think all parents, and specially new moms and dads would love it. The fact that there is a dad in the video makes it great for dads too.

Group in agreement.

Group leader:

Great.

Group leader:

Wonderful. If you had to chose a word to describe your feelings on the video. What word would best describe how you feel about it?

Participant 1:

Excited! Can I choose two words?

Group leader:

By all means!

Participant 1:

Excited and encouraged.

Participant 2:

More in control like like I now know what to do and I don't have to worry that something is wrong. I will also know where to look for more information and where to find help! So in a word or two in control and less worried.

Participant 4:

Informed and also encouraged.

Group leader:

Encouraged? Great. And you?

Participant 3:

I agree with all of them. I also feel like I have been given the ability to do the right things now.

Group leader:

Do you feel empowered?

Participant 3:

Yes! That's exactly what I was trying to get at like. I definitely feel empowered.

Group in agreement.

Participant 5:

I feel educated and that I'm like glad it's very down to earth and practical.

Group leader:

Great, thank you all!

APPENDIX L: An Entry in the Research Diary

23 April 2002

Phase One: Focus Group One

I did the first focus group discussion today. It was harder and easier than I imagined but it turned out being incredibly enjoyable! The hard part was that it took me much longer to get the tape recorder and video camera set up than I had anticipated. It was also quite a challenge to get the camera angle just right (making it unobtrusive but still effective). Fortunately I had put all the eats and drinks out earlier, and I had a few minutes left after getting everything ready to focus my thoughts.

The discussion was what turned out to be easier than I'd thought it would be. I think that everyone enjoyed it – I know I did! The moms were all really friendly and actually quite excited about taking part. This made me realise again that this was about so much more than me and my goals. The tea time could have lasted all morning because everyone was chatting away. I was glad that I decided to serve tea first rather than afterwards as it certainly seemed to get them talking!

After worrying beforehand that I would struggle to get the moms to take part in the discussion I soon realised that my fears had, thankfully, not been necessary. By the time the discussion started there was no stopping them! All the moms took part discussing every issue and the discussions were really very lively. They seemed really relaxed and comfortable. It's going to be quite a job to transcribe all they had to say!

Today was so rewarding.