

## APPENDIX F

### SUMMARY OF THEMES DELINEATED AFTER FOCUS GROUPS WITH CAREGIVERS OF TYPICALLY DEVELOPING CHILDREN

---

#### THEME 1      ACTIVITIES TYPICALLY DEVELOPING CHILDREN ENGAGE IN

- Mealtime
  - done individually – mother with child
  - allowed to choose food, e.g. oats, maltabella, tea, mealie porridge, bread, vegetables
  - social activity, all sit together and eat
- Bathtime
  - activity done frequently (sometimes only wash face and hands)
  - like playing with water
  - usually done when household chores are finished and while other children are still at school
- Music and dancing
- Literacy exposure
  - like drawing and colouring pictures
  - like tearing pictures from magazines
  - magazines, e.g. Bona
  - some have no exposure to books
- Toys
  - bicycle (other children push)
  - toy cars
  - sand play
- Playing with friends
  - interactive games with siblings, neighbours, etc.
- Helping with domestic tasks
  - sweeping the floor and dusting

**THEME II            COMMUNICATION FUNCTIONS USED BY TYPICALLY  
DEVELOPING CHILDREN**

- Greeting                    -     all mothers indicated that greeting is important. This is one of the indicators for being a “*good child*”.
- Commenting                -     make comments about what happened during the day, what they did, etc.
- Requesting                 -     want to go and play with friends, ask people who come to visit what their names are, etc.
- Providing information     -     have to inform primary caregivers where they are going
- Choice-making             -     make choices in terms of what they want to eat, wear and do
  - persistent after choice has been made
  - usually occurs during feeding and dressing activities
  - strong preferences, e.g. jeans, macarena dance, takkies, etc.
- Protesting                 -     walk away, cry, talk
- Indicating pleasure      -     show that they like/enjoy something indicate appreciation
- Signalling presence      -     request attention without interfering in adult communication and being rude  
Children should be seen, not heard!

**THEME III            GENERAL COMMENTS MADE BY CAREGIVERS**

- Mothers enjoy “*teaching*” their children, e.g. difference between good and bad, politeness and rudeness, animal sounds, etc.
- Household safety issues receive a lot of attention (e.g. fire, medicine, etc)
- Good manners, e.g. respect for elders, are a high priority.
- Mothers usually have all the responsibility for their children and have to take their children with them wherever they go. This has serious implications for children with disabilities (e.g. transport and mobility)