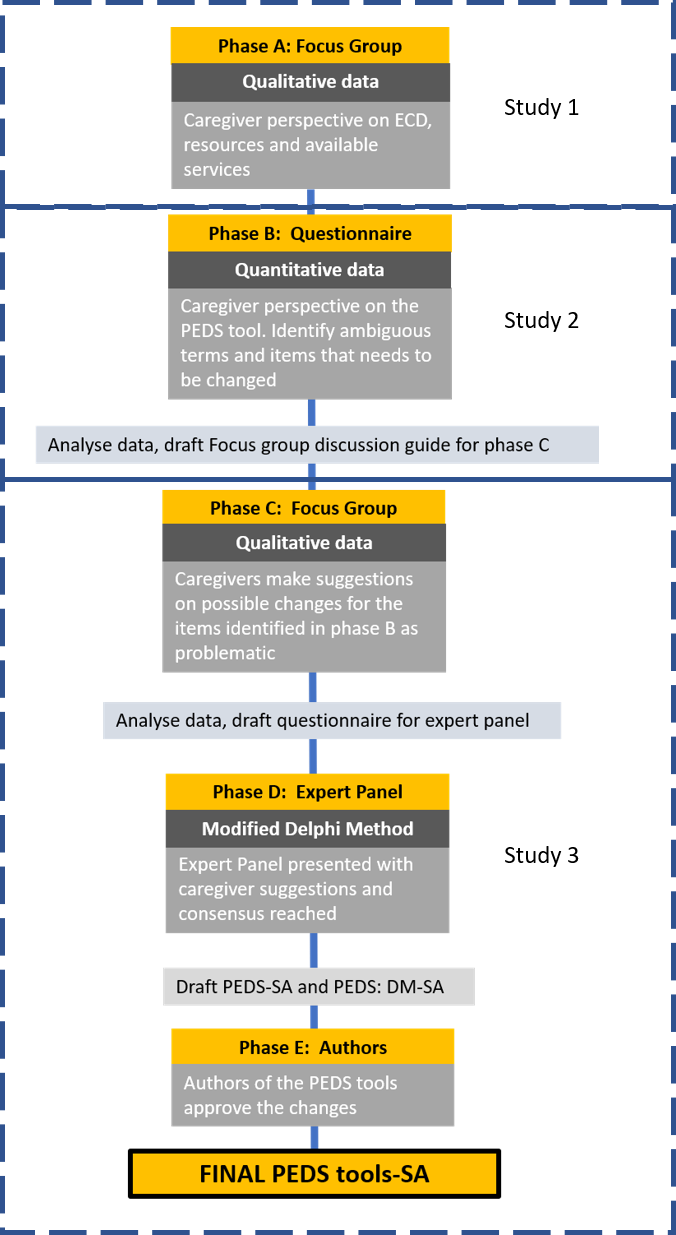
The cultural adaptation of the PEDS tools to created the PEDS tools-SA

Figure 1

Data collection phases

****

**Phase A**

Figure 2

Core and sub-themes in caregiver perceptions about ECD, services and resources

Knowledge of caregivers regarding ECD

**ECD**

**Services**

**Resources**

Role of the caregiver in ECD

Role of the service provider

Utilisation of resources

Mismatch between needs and services

School as an important resource in the community

Support for caregivers in the community

Caregiver knowledge about service providers

Caregiver recommendations to improve resources

**Phase B**

Figure 3

Visual representation of the PEDS tools and an example of the utility questionnaire

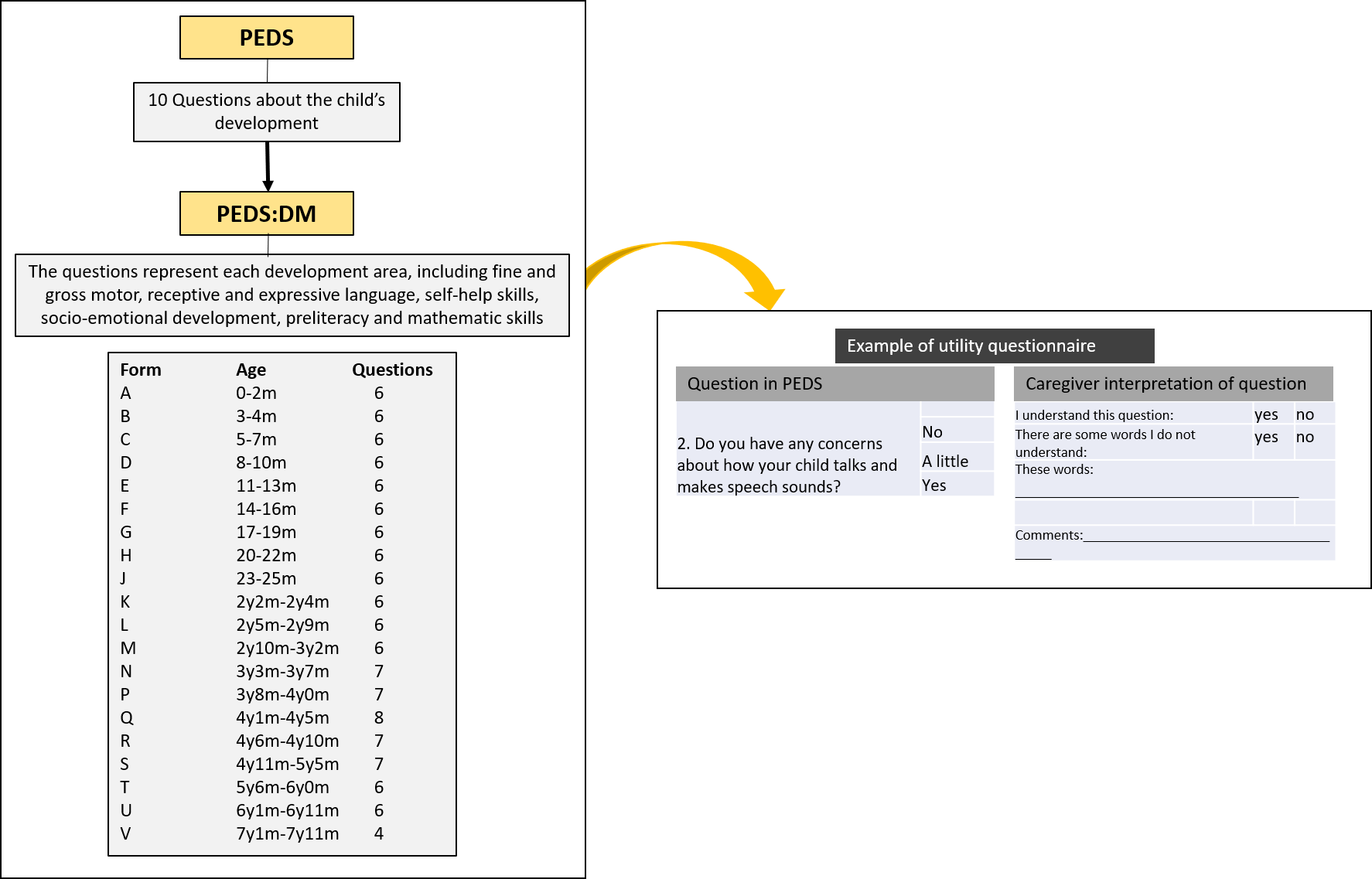


Table 1

Linguistic appropriateness of the word “concerns” in the questions of the PEDS (N=102)

|  |  |  |  |
| --- | --- | --- | --- |
| **Question 1-9:** | **Preferred option**  **n (%)** | **Not preferred option**  **n (%)** | **Total** |
| Do you have any concerns… | 27 (26.5%) | 75 (73.5%) | **102 (100%)** |
| Do you sometimes worry about… | 52 (51.0%) | 50 (49.0%) | **102 (100%)** |
| Do you have any problems with… | 23 (22.5%) | 79 (77.5%) | **102 (100%)** |
| **Question 10:** |  |  |  |
| Please list other concerns | 23 (22.5%) | 79 (77.5%) | **102 (100%)** |
| Please list other worries | 48 (47.1%) | 54 (52.9%) | **102 (100%)** |
| Please list other problems | 31 (30.4%) | 71 (69.6%) | **102 (100%)** |

Table 2

Distribution of questions identified as problematic on each form

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Form** | **No. of participants that completed the questionnaire** | **Age Range** | **% questions with difficulties on each form (n/total nr of questions on each form)** | **% of total no. questions with difficulties (n/58)** |
|  |  |  |  |  |
| A | 18 | 0-2 months | 33.3 (2/6) | 3.5 (2/58) |
| B | 3-4 months | 16.6 (1/6) | 1.7 (1/58) |
| C | 5-7 months | 16.6 (1/6) | 1.7 (1/58) |
| D | 8-10 months | 83.3 (5/6) | 8.6 (5/58) |
| E | 11-13 months | 33.3 (2/6) | 3.5 (2/58) |
| F | 17 | 14-16 months | 50.0 (3/6) | 5.2 (3/58) |
| G | 17-19 months | 50.0 (3/6) | 5.2 (3/58) |
| H | 20-22 months | 66.6 (4/6) | 6.9 (4/58) |
| J | 23-25 months | 33.3 (2/6) | 3.5 (2/58) |
| K | 18 | 2y2m-2y4m | 66.6 (4/6) | 6.8 (4/58) |
| L | 2y5m-2y9m | 33.3 (2/6) | 3.5 (2/58) |
| M | 2y10m-3y2m | 50.0 (3/6) | 5.2 (3/58) |
| N | 3y3m-3y7m | 28.6 (2/7) | 3.5 (2/58) |
| P | 3y8m-4y0m | 42.9 (3/7) | 5.2 (3/58) |
| Q | 50 | 4y1m-4y5m | 50.0 (4/8) | 6.8 (4/58) |
| R | 4y6m-4y10m | 57.1 (4/7) | 6.8 (4/58) |
| S | 4y11m-5y5m | 42.9 (3/7) | 5.2 (3/58) |
| T | 5y6m-6y0m | 100 (6/6) | 10.3 (6/58) |
| U | 6y1m-6y11m | 50.0 (3/6) | 5.2 (3/58) |
| V | 7y1m-7y11m | 25.0 (1/4) | 1.7 (1/58) |
| Total | 102 |  | (58/124) | 100 |

Table 3

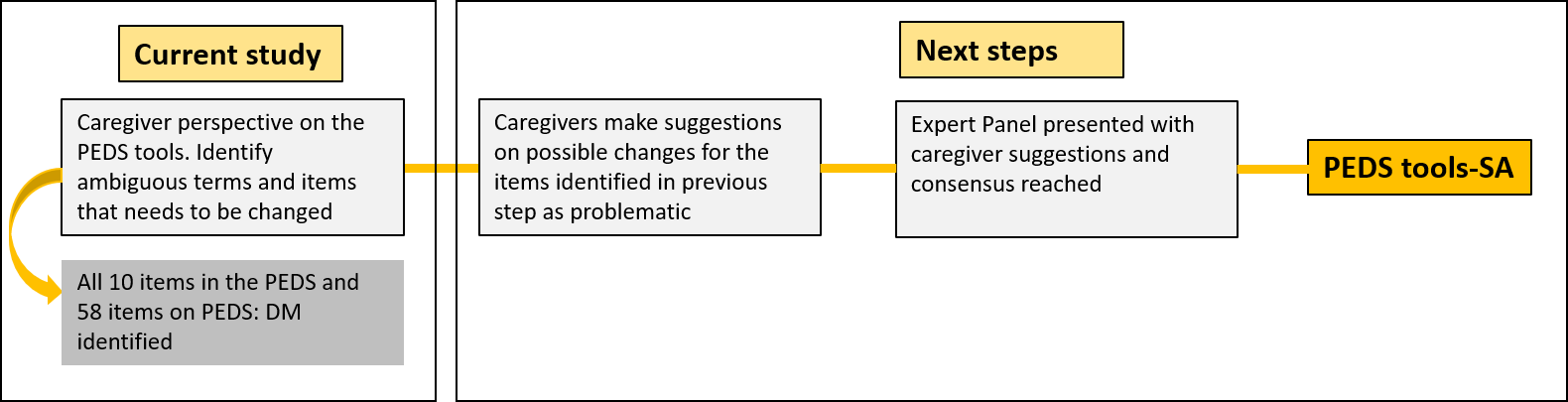
Distribution of questions identified as problematic across the developmental domains

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Developmental domain** | | | **% of questions with difficulties (n/total nr of questions per domain)** | **% of total nr of questions with difficulties (n/58)** | **Significance of domain difficulties associated with age**  **p-value\*** |
| Fine motor | |  | 55.0 (11/20) | 19.0 (11/58) | 0.394 |
| Self-help |  |  | 47.4 (9/19) | 15.5 (9/58) | 0.056 |
| Receptive language | |  | 20.0 (4/20) | 6.9 (4/58) | 0.186 |
| Expressive language | |  | 63.2 (12/19) | 20.7 (12/58) | 0.694 |
| Gross motor | |  | 46.7 (7/15) | 12.1 (7/58) | 0.213 |
| Socio-emotional | |  | 29.4 (5/17) | 8.6 (5/58) | 0.660 |
| Early math skills | |  | 57.1 (4/7) | 6.9 (4/58) | 0.747 |
| Preliteracy skills | |  | 85.7 (6/7) | 10.3 (6/58) | 0.877 |
| Total |  |  |  | 100 (58/58) |  |

\*Significance was set as p<0.05

Figure 4

Steps in the adaptation of the PEDS tools for a South African low-income community



**Phase C**

Figure 5

Phases in the study design

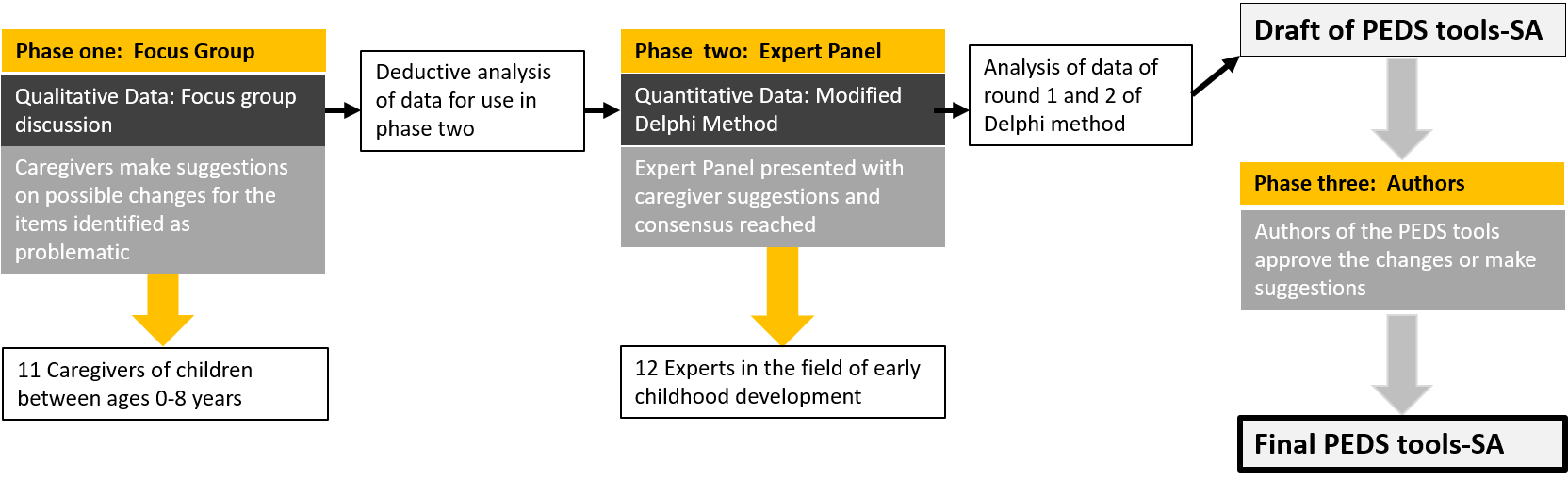


Table 4

Demographic information of focus group participants (n=11).

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  | N (%) |
| **Age of participants** | | |  |
| 30 years or younger | |  | 7 (63.6) |
| 31 years or older | |  | 4 (36.4) |
| **Home language** | |  |  |
| Sepedi |  |  | 7 (63.6) |
| isiZulu |  |  | 2 (18.2) |
| Other |  |  | 2 (18.2) |
| **Caregiver employment** | | |  |
| Employed | |  | 3 (27.3) |
| Unemployed | |  | 8 (72.7) |
| **Education level** | |  |  |
| Grade 10-11 | |  | 2 (18.2) |
| Grade 12 |  |  | 9 (81.8) |
| **Household** |  |  |  |
| Single parent |  |  | 7 (63.6) |
| Married |  |  | 2 (18.2) |
| Living with partner |  |  | 2 (18.2) |
| **Dwelling** |  |  |  |
| Brick house |  |  | 6 (54.5%) |
| Informal dwelling (shack) |  |  | 1 (9.1%) |
| Room in a house |  |  | 1 (9.1%) |
| Flat |  |  | 3 (27.3%) |

Table 5

Participant quotes/suggestions and themes that emerged from the focus group.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Original question presented by moderator** | **Participant** | **Quotes/Suggestion** | **Consensus from community participants** | **Theme** |
| Does your baby like to play peek-a-boo? | 32-year-old female  27-year-old female | You must just say what it means. Just say - when you put the blanket on your face, and pull down… then the baby she laughs. The person must just show what it is.  Or can you tickle the baby and then they laugh? | Yes  No | Describe an item  Change the item |
| Can your baby stack blocks? | 45-year-old female  39-year-old female | Is that like to build something with blocks? You then say - Can your baby build something with blocks.  Or can they play with rocks? To say play with rocks? | Yes  No | Change the item  Change the item |
| Does your child try to jump, even if both feet don’t leave the ground? | 37-year-old female | What is that? Must the baby just jump? Why you make it difficult? Just say – Can your baby jump? | Yes | Leave out confusing part |
| Can your baby poke at things with just his or her first finger? | 32-year-old female  27-year-old female | Is it like this? (gestures poking with finger). You must show them; they will not know. You must put a picture or something.  Like push to push the finger. You say push the finger. | Yes  Yes | Add a picture  Change a word |

Figure 6

Themes identified in the focus group discussion to change questions on the PEDS tools (number of questions identified in each theme)

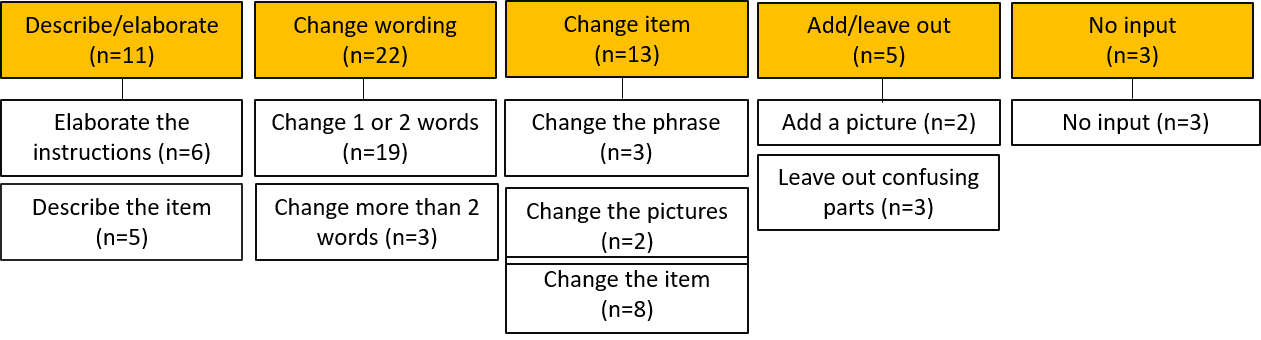


Table 6

Examples of community participants’ suggested changes in each identified theme.

|  |  |  |
| --- | --- | --- |
| **Theme** | **Original question examples** | **Examples of community participant’s suggestions** |
| *Elaborate the instructions* | If you hold out your hand and ask your child to give you something, does he or she give you something even if it is not the right thing | If you hold out your hand and ask your child to give you something like a toy, does he or she give you something in your hand even if it is not the toy?” |
| *Describe the item* | Does your baby like to play peek-a-boo? | When you put a blanket on your face and pull it off, does your baby laugh? |
| *Change 1 or 2 words* | Does your baby try to keep his or her head steady? | Does your baby try to keep his or her head still? |
| *Change more than 2 words* | Can your child scribble with a crayon or marker without going off the page much? | Can your child draw with a pen without going off the pages much? |
| *Change the phrase* | Does your baby try to get to toys that are out of reach? | Does your baby try to get to toys that are too far to reach? |
| *Change the picture* | Point to the word, “Exit” and say, “What does this say?” then point to “Danger”, “caution”, and “Poison” and ask your child to read them. How many can he or she read? | Point to the word, “Exit” and say to your child, “What does this say?” then point to “Danger” and say to your child, “What does this say?”, Point to “Stop”, and say to your child, “What does this say?” and point to “Poison” and ask “What does this say?”. How many can he or she read? |
| *Change the item* | Can your child stack blocks? | Can your child build a tower with blocks? |
| *Add a picture* | Can your child walk three steps putting one foot in front of the other with heel touching toe? | Can your child walk three steps putting one foot in front of the other with heel touching toe? |
| *Leave out the confusing part* | Does your child try to jump, even if both feet don’t leave the ground? | Does your child try to jump? |
| *No input* | When your child tries to run, does each foot leave the ground a little, even if he or she falls often? |  |

**Phase D**

Table 7

Details of expert panel participants

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Profession** | **age** | **Years of experience** | **Race** | **Highest qualification** | **Field of Expertise** |
| 1 | Speech Therapist | 25-35y | 5-10 years | White | PhD | Knowledge of specific community and PEDS tool |
| 2 | Speech Therapist | 25-35y | > 10 years | White | PhD | Expert in early childhood development and knowledge of PEDS tools |
| 3 | Occupational Therapist | 56-65y | > 10 years | Black | Bachelors | Expert in early childhood development |
| 4 | Occupational Therapist | 56-65y | > 10 years | White | PhD | Special interest in low-income communities and expert in early childhood development |
| 5 | Psychologist | 36-45y | > 10 years | White | PhD | Expert in early childhood development |
| 6 | Psychologist | 36-45y | 5-10 years | Black | Bachelors | Expert in early childhood development |
| 7 | Paediatrician | 36-45y | 5-10 years | White | Specialist Medical Degree | Expert in early childhood development |
| 8 | Paediatric neurologist | 46-55y | > 10 years | White | Specialist Medical Degree | Expert in early childhood development |
| 9 | Physiotherapist | 46-55y | > 10 years | White | PhD | Special interest in low-income communities and paediatric HIV |
| 10 | Healthcare worker | 46-55y | > 10 years | Black | Grade 12 | Knowledge of specific community, expert in early childhood development |
| 11 | Remedial Therapist | 46-55y | > 10 years | White | PhD | Special interest in low-income communities and expert in early childhood development |
| 12 | Nurse | 56-65y | > 10 years | Black | Nursing Diploma | Knowledge of specific community and expert in early childhood development |

Figure 7

Steps in the Delphi method for consensus on the PEDS tools.

