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An evaluation of the Sunshine Centre Toy Library : Does the Toy Library provide an appropriate toy lending and supportive service to parents of children who have special needs

Ashford, Bridget Joan

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AN EVALUATION OF THE SUNSHINE CENTRE TOY LIBRARY:

DOES THE TOY LIBRARY PROVIDE AN APPROPRIATE TOY LENDING AND SUPPORTIVE SERVICE TO PARENTS OF CHILDREN WHO HAVE SPECIAL NEEDS?

By: Bridget Joan Ashford

A research report submitted to the Faculty of Medicine, University of Witwatersrand (Johannesburg), in partial fulfillment of the requirements for the degree of Master of Science in Occupational Therapy.

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ABSTRACT

Toy Libraries exist to promote the principle that play DOES matter to the developing child. The Sunshine Centre Toy Library in Johannesburg functions as a supplementary early intervention service for parents who have children with special needs.

The aim of this study was to conduct a survey amongst those parents who used the service at the Sunshine Centre Toy Library in Johannesburg. The benefits of the actual toy lending service, as well as the emotional and practical support for parents who had children with special needs were investigated. Special attention was given to the role of the occupational therapist and the social worker in the toy library situation.

The research tool used was a parent questionnaire compiled by the writer. Since this was a descriptive study the data were expressed mainly in percentages depicted with the aid of graphs.

It was concluded the Sunshine Centre Toy Library does provide an appropriate service to parents of children with special needs. These special needs stem from biological and well as environmental disability, both of which highlight the importance of early intervention and stimulation through play, provided for at a toy library.

DECLARATION

I declare that this dissertation is my own unaided work. It is being submitted for the degree of Master of Occupational Therapy at the University of the Witwatersrand, Johannesburg.
It has not been submitted before for any degree or examination in any other University.

(Name of candidate)

--------- day of ----------, 1992.

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Special thanks to my husband Ash, without whose support, patience, encouragement and practical help there would have been no project.

DEDICATION:

This is dedicated to the late Joan Wilmot who contributed so much to forming my ambitions and who would have been so proud.

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CHAPTER 1

INTRODUCTION:

This research report describes a study done at the Sunshine Centre Toy Library in Johannesburg. The aim of the study was to evaluate the supplementary service the Sunshine Centre Toy Library offered to families of pre-school children with special needs. These special needs included a variety of biological as well as environmental disabilities.

Toy Libraries exist to promote the principle that play DOES matter to the developing child. Currently, toy libraries exist throughout the world. A review of the literature given in this study will reflect that toy libraries were run on similar principles throughout the world. Each one, however, had adapted to the particular needs of the community it served.

At the time of writing there were approximately 15 toy libraries in South Africa.

The second toy library to be established in this country was the Sunshine Centre Toy Library. Previously known as the South African Inherited Disorders Association (SAIDA) Toy Library it had been in existence since 1979. This toy library was housed in the Transvaal Memorial Institute (TMI) for Children, in Johannesburg. At the time of writing it was the largest and offered the broadest range of services available at a toy library in the country. Although the Sunshine Centre Toy Library extended it's services to widespread communities via mobile services it was the service offered to individual families at the toy library in TMI that was relevant to this report.

A description of the Sunshine Centre Toy Library (hereafter referred to as the S.C.Toy Library) was originally compiled by the founders of the service. A short overview of the service exists in a study done by Poller (1986). Her description was compiled from information gathered from those who provided the service i.e. the policy makers and staff at the S.C. toy library.

Informal gathering of information about the toy library service had occurred on an ongoing basis.

Verbal feedback from those using the service as well as its continued and steady membership seemed to indicate that the service was meeting the needs of the community it served. However no attempt had been made during the existence of the S.C. Toy Library to gather this information in a more comprehensive and systematic manner.

In addition, the way in which the service was perceived by those parents who were the consumers, had also never been evaluated. Since they were the reason for the continued existence of the S.C.Toy Library service their knowledge of and feelings about the service were considered to be very important.

Furthermore this type of service does not automatically provide hard facts and figures to prove it's value. In keeping with the trend in other early intervention services an evaluation procedure needed to be developed in order to determine the exact nature and effects of the service. However a detailed description and clear understanding of the nature of the service was necessary before such an evaluation could take place.

AIM OF THIS STUDY:

As stated before the aim of this study was to evaluate the service provided at the toy library. An attempt was therefore made in the project to gather information about the service from its consumers i.e. the parents of children with special needs.

It was necessary to find a means to gather this information from as many parents as possible who used the service and were therefore in a position to comment on how it was or was not meeting their needs. This information could be used by the providers of the service to determine any future course of action with regard to the toy library. Also it could highlight what was needed to provide parents with a service appropriate for their requirements.

Besides the actual mechanics of the toy lending service it was hoped that this study would provide a clearer description of who and what kind of parents were using the toy library.

In addition it was important to find out more about the population of children the service was catering for and particularly whether they were disabled or not.

The value of the staffing structure was another important point, particularly as the S.C. toy library had a make up of staff not common to many toy libraries - particularly those providing an integrated service for both disabled and non-disabled children. Furthermore it was hoped that the research method used would be effective enough to enable it's regular use in order to keep abreast with the changes in the population making use of the service.

The method used to gather this information was a questionnaire compiled by the writer and is further described in chapter 3. This was administered to a sample of toy library members. The analysis of this information is presented in chapter 4.

Chapter 2

LITERATURE REVIEW

A review of the literature revealed very few studies done on the subject of toy libraries. Since not much has been written on the subject of toy libraries the writer felt that it was also relevant to examine the literature on early intervention programmes as well as the phenomenon of play since both these are included in the philosophy of toy libraries.

2 (i) DEFINITION OF A TOY LIBRARY:

No standard international definition of the word "toy library" exists. However the British Association Play Matters used the following description (Head & Barton 1987:5).

"Toy libraries exist to promote the principle that play does matter to the developing child. They operate as a preventative service, filling the gaps in the existing provision for all families with babies and young children and for people with special needs. By offering a befriending, supportive service to parents and by making available and lending appropriate toys, they extend the opportunity for play into the home".

Other names used in the same or similar context as a toy library included lekotek (Sweden), ludotek (Belgium), speel -o - teken (Holland), brinquedo-teca (Brazil) and many more. According to a world survey done by Bjorck-Akesson et al (1990) the titles "toy library" and "lekotek" were the most common. Although sometimes used synonymously a distinction was usually made between the two words.

Poller (1986) wrote that the name toy library was appropriately linked to the "TOY" component of the service. However, as a conventional librarian she was disturbed that the "LIBRARY" component was not questioned or evaluated in terms of what the word stands for etymologically and semantically.

She also questioned the suitability of the name when the recreational aspect of the service was over - emphasised and when the services extended to adults. Poller's reservations echo Moseland's (1976; pg 72) description of how the British Toy Library Association was once challenged by an antiquarian bookseller for misuse of the English language. "Libraries" he said crisply, "pertain to books". Despite the name controversy Fudner (1980; pg 27) said toy libraries were good for the old library image. Rather than misrepresenting the traditional library they added to it their innovative format which combined elements such as community service, awareness of and sensitivity towards diverse learning styles without forgetting the fun element. "Not a soul says SH-h-h-hhh!" Fudner says.

Notwithstanding her abovementioned reservations about the word toy library, Poller (1986) wrote hat it is agreed that the word "library" has been accepted by the public in South Africa as expressive of the toy lending concept only.

In the literature the word TOY LIBRARY usually referred to a library for toys where the role of the toy librarian was to find toys and games beneficial for enhancing play and communication between children and parents. However the 4th International Conference of Toy Libraries highlighted the wider role many toy libraries have today.

Besides toy lending they offered such services such as family support, helping children at risk or simply integrating the play activities of handicapped and non handicapped children. This diversity has also brought into question whether the word toy library conveyed all it's functions. Despite this however, there didn't appear to be any suggestions from the international community for a change to and improvement upon the name toy library (Bjorck-Akesson et al 1990).

Children with handicaps were the focus of the service when the word LEKOTEK was used. The word Lekotek originated in Sweden and is a combination of "Lek" which means play and "Tek" the Latin word for collection.

This made up Swedish word has been used as a label for toy library services for handicapped children throughout the world.

Inherent in the Lekotek programmes were individual training of a parent\child dyad by a professional. The emphasis was on the very young child and the use of play and toys adapted to each child's special needs.

Schaller (1981) confirmed that "lekotek" was a label for toy library services aimed at handicapped children all over the world.

He also described them as a "compassionate attempt to meet human needs by making life better for some children and their families."

In terms of staff at toy libraries the trend was to have more professionally trained workers at lekoteks. These included occupational therapists, physiotherapists and speech therapists, social workers and remedially trained "educators". The norm in Canada, Australia and the U.S.A. was to use a combination of the abovementioned disciplines as staff at the toy library.

In the Scandinavian countries staff at lekoteks mostly comprised special educators. In Britain, for instance, the approach seemed more casual and staff often comprised any interested volunteers from the community (Bjorck-Akesson et al 1990). These "toybrarians" were often untrained or trained in unrelated fields. Many were volunteers who had ained their knowledge of toys, parenting and disability on the job or through first hand experience.

The toybrarians did however make extensive use of professionals in the community for specific expertise (Head & Barton 1987). The therapeutic role of an occupational therapist in a toy library was described by Van Vuuren (1984). She felt that they were particularly suitable as toy library professionals because of their knowledge of play, normal and abnormal development in children as well as their orientation to the "whole" child.

In the British survey of toy libraries Head and Barton (1987) said that the terms lekotek and toy library had come to describe a wide range of services and that each would have it's own individual atmosphere and style.

This was reiterated by the statement that just like the toys they lend "toybraries" come in many sizes and shapes (Green & Leopold 1984).

As recognised by Poller (1986) there was no question of exclusivity when it came to lekotek\toy libraries and they should be regarded as lying on a continuum. At one end there was the non-profit making specialist service aimed at handicapped children and at the other end a profit-making recreationally oriented service to the general public. It stood to reason therefore that the more specialized the service the more restricted it's target population.

The international survey by Bjorck-Akesson et al (1990) stated that three major types of toy libraries could be identified.

These were:

(i) Those that were community orientated and provided services for any child or family.

(ii) Lekoteks that catered almost exclusively for children with special needs.

(iii) Toy Libraries that had a cultural program, with the ambition of providing recreational facilities for children of all ages.

Type (iii) has no relevance to this study and will therefore not be described in any more detail. As was the case worldwide there was no standard application of these categories in South Africa and overlapping occurred in many instances. The toy library under discussion in this study provided services that were a combination of the first two options mentioned above.

Despite a lack of one standard definition it was clear that common to all toy libraries was the emphasis on play and its importance in the lives of all children. Also common was the belief that interested adults, other children and toys were important for the development of play.

2 (ii) THE HISTORY OF TOY LIBRARIES:

The idea of a toy library seems to have originated during the Great Depression.
The very first toy library was established by the Los Angeles Probation Department in an attempt to discourage children from stealing toys from stores (Green & Leopold 1984).

Although the idea was first put into practice in the U.S.A. the toy library concept spread far more quickly in Europe than in America. Traditionally it was Sweden who was the pioneering country in the development of the lekoteks in Europe, the first of which was established in Stockholm over 25 years ago by two parents of children who had special needs.

At about the same time that toy libraries were being established in the Scandinavian countries Britain was following suit (Head & Barton 1987). The toy library movement there was started by Jill Norris, a mother of two handicapped sons.

She called an informal meeting for friends at her home and put forward the idea of exchanging their toys.

As Jill developed the idea one quick witted friend realised the potential and promptly offered a dolls pram in return for Jill's small trampoline. Thus the first exchange took place and many more followed.

Moreland (1978) describes how a year later those members took stock of their scheme and agreed they had discovered something which had given them a great deal of support and practical help.

Thus the concept of toy libraries caught the imagination of parents, volunteers and professionals alike. Today there are toy libraries throughout the world. They are found in first as well as in third world countries. The progress in some countries is reflected in the establishment of National Federations and Associations of Toy Libraries.

In 1967 the first International Toy Library Conference was arranged in London.

A second, third and fourth followed with South Africa represented at the latter two. In 1990 the Fifth International Toy Libraries Conference was held in Turin (Italy).

The results of a world toy library survey done by Bjorck-Akesson et al (1990) were presented at this conference.

Thirty seven countries were included in this survey. The number of toy libraries in each country varied from a single one to 1100. Countries with more than 200 toy libraries were listed as Australia, Canada, Finland, Great Britain, Japan, Norway, Switzerland and the U.S.A. (Bjorck-Akesson et al 1990).

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2 (iii) WHERE COULD TOY LIBRARIES BE FOUND TODAY?

Toy libraries were found in a number of diverse venues ranging from traditional medical, para-medical and educational institutions and from inner city to rural communities. They were found practically anywhere someone had seen the need and had the motivation to establish such a service.

The Sunshine Centre Toy Library was housed at the Transvaal Memorial Institute for children in Johannesburg. The use of this building exclusively for children made it an appropriate venue.

Various medical and allied medical services were also situated in the same building. This facilitated inter-disciplinary co-operation between professionals when helping families with children who had special needs.

Many toy libraries were going mobile to extend their service to isolated families in both inner cities and outer rural communities. The Sunshine Centre Toy Library ran mobile services in a number of areas for children whose needs for stimulation were not provided for in any other way.

Fudner reported that future locations may include places like shopping centres, airports, railway stations and community centres. She remarked on an interesting item on view in a Montreal Mall saying "at the very heart of a shopping complex, in the space usually reserved for sculpture and fountains they have erected a giant brightly coloured, multi layered jungle jim.

It's a delightful symbol ... the era of the toy library may have arrived". (Fudner 1980:27).

2 (iv) FUNCTIONS OF A TOY LIBRARY:

The literature reported that the functions of toy libraries were very varied. The informati[illegible] from those who provided the services rather than those who used the services. Information was descriptive rather than proven.

The surveys provided information that was both specific to a particular toy library as well as information relevant and common to most toy libraries in existence. A general idea of the functions of a toy library was gleaned from the definitions and described more fully in this section. For the purposes of this study the titles toy library \ lekotek \ speel-o-teken etc., were collectively referred to as toy libraries.

Their functions were discussed in general and particular reference made to the Sunshine Centre Toy Library where appropriate. These functions were broadly listed as follows. They were also discussed under these headings.

2 (iv) i: Play and it's importance for all children.
2 (iv) ii: Toy Lending
2 (iv) iii: Parent Support
2 (iv) iv: Normalisation
2 (iv) v: Acting as a Community Resource Centre

2 (iv) i: Play and its importance for all children:

The toy library philosophy of play is discussed more fully in another section of this literature review. It suffices at this point to state that toy libraries presented the point that play needed to be seen in the context of a child's all round development and not as a detached part of his life (Turner 1975). Another important principle was the belief that as parents began to interact with their children in play they assumed a more active part in that child's development (Toy Libraries are Teamwork Pamphlet).

2 (iv) ii: Toy Lending:

Certainly the most obvious function of any toy library was the provision of toys for loan. This was agreed upon by the following authors; Poller 1986; Pryor 1977; Head & Barton 1978; Barton 1979; Duff et al 1978; Gagnon 1979 ; Hewitt 1981.

The methods and mechanics for toy lending were similar for most toy libraries. All operated some system of inventory of stock and the recording of toy loans. Most toy libraries did an annual stocktake. A problem for most toy libraries was breakage and lost toys. However this was not as big a problem as one would imagine. Most toy libraries used discretion when dealing with this problem and a variety of methods were applied. It was agreed that the attitude of the toy library staff was the most effective factor. Low key reactions were deemed important and often the lost pieces were subsequently found and returned by the respective parents. Reassurance that this happened to most people at some time and a non threatening manner on the part of the staff were considered important.

If appropriate a parent was asked to pay a fine or replace the toy in question (Head & Barton 1987). All the above points were pertinent to the Sunshine Centre Toy Library.

Turner (1975) listed the essential elements of any toy library as a list of clients and a stock of toys. Pryor (1977) stated that parents of disabled children faced a special problem when trying to help and encourage their children to play with and explore all the possibilities of a toy. They required the specialised input of someone who not only understood the disability and how it affected the development of their child, but had a sound knowledge of the toys and equipment available to overcome these difficulties. The challenge for the toy library worker was to choose toys appropriate for the child's developmental level. Trichardt (1986) stated that there was nowhere else that parents would receive better input on the therapeutic value of toys than at a toy library.

In toy lending sessions, parents were given a perspective on how play activity "makes sense" in terms of overall developmental goals (Pryor 1977).

Parents were also helped to set realistic goals for their child. It was felt that as parents began to interact with their children in play they became more directly involved in stimulating that child's development (Toy Libraries are Teamwork Pamphlet). At some toy libraries parents were left to choose toys on their own. At the other end of the spectrum was the toy library where the professional did the selection of toys.

How the selection was done seemed to be related to the staff available at the specific toy library. At the Sunshine Centre Toy Library the occupational therapists played a vital role in the selection of toys. However this nearly always occurred with the parent's active co-operation and input. In exceptional instances parents asked the therapist to do the selection on their own.

From a purely practical point of view a toy library could be of tremendous benefit to parents on a "try before you buy" basis (Moreland 1978). This could greatly relieve a trend in new parents of mentally handicapped children to buy (often beyond their means) too many toys.

This desperate attempt to compensate for their child's loss of intellectual potential and their own loss of the expected non-handicapped baby could be met at the toy library, at less personal cost.

It was also true that because of their inability to explore and experiment independently, handicapped children required more than the usual quantity and variety of playmaterials (Toy [illegible] are Teamwork Pamphlet).

The number of toys in toy libraries varied with the size of the toy library. At the Sunshine Centre Toy Library there were about 3000 toys to choose from. The variety catered for all types of play. This was the largest toy library stock in South African toy libraries and compared with the medium to large sized toy libraries worldwide.

However as Moreland (1978) stated there were very few toy libraries which remained purely as centres for lending toys and this was certainly supported in the literature. (Fudner 1980; Benne 1978; Foy 1981; Moreland 1978; Montaigne 1981; Reid 1975; Schaller 1981; Lambie 1975; Holtzhausen 1980).

Although toys were very important at a toy library Rosenau (1973:50) stated correctly that "toys are only half the name of the game."

A question that therefore needed to be asked was what the other aspects of service offered by toy libraries were?

2 (iv) iii: Parent Support:

Kelly (1981) stated that most parents wanted to learn more about childhood. Also that they wanted to learn more about how to facilitate their child's development. At the toy library the toys were often secondary to the really important outcome of a toy library session. This was the contact with other parents and with professional people toy libraries provided in an informal and happy setting. What was more, according to Moreland (1977), toy library people had time to listen.

Pioneers of the movement in Britain regarded the parents of handicapped children as having a need as great, if not greater than their children. This need was similarly identified by the professional staff at Swedish toy libraries.

It was found that parents often experienced guilt for not having provided their children with the basic necessities of a healthy body and mind. Helping parents come to terms with those feelings was an important function of the service (Lambie 1975).

In addition the self concept of both parent and child were important and at the toy library both were encouraged to experience success and develop confidence in their abilities to function as they would like.

As mentioned, provision was made for creating opportunities for parents to meet others in the same situation (Moreland 1977). This was primarily achieved by providing a venue for these meetings to occur spontaneously.

Pryor (1977) pointed out that as a meeting place, toy libraries were attractive and welcoming. He went on to say that exceptional parents operated without the usual sources of support when making decisions about toys for their children. The advice from family and friends was not always applicable in their situation.

Toy Libraries were seen as a place where information was shared and a parent supported and accepted rather than a place where their abilities as parents were challenged.

Spontaneous contact between parents also occurred at the Sunshine Centre Toy Library. This was often during toy exchanges, activity groups or talks and functions arranged at the library. Formalised support groups were run by the social worker.

She was also available for individual counselling of any toy library parents.

Piazza (1976) commented that toy libraries did much to involve parents in the many faceted development of their children. Moderate participation in their child's programme could itself act as a support for parents. Solarsh (1986) described how mothers could benefit from the knowledge that they are doing something for their handicapped child. The greatest impact of participation was on reducing feelings of guilt about the child. Associated with this were a greater enjoyment of the maternal role and feelings of support.

The importance of parent involvement was reflected in Davis's (1980) statement that for success in helping a child, the parents must be the child's first and best teacher. Duff et al (1978) pointed out that parents sincere involvement with their childs' interests and activities in the home setting had the greatest impact on the child's achievements. Parents were seen to be in a unique position to help their child play successfully. They could create an environment conducive to play and Pryor (1977) commented that there was no one better than parents to take a child's response and make something out of it.

Simple parenting inexperience was another difficulty parents faced. The "special needs" of children and parents were widened to include a variety of factors which resulted in the developmental needs of children not being met. Emotional and social factors as well as "environmental" deprivation were included under these. Toy libraries avoided the attitude of society in general, and the medical profession in particular, who continue to deny the existence of parents' expertise because of their so called lack of "professional training."

Parents were considered an essential part of their child's intervention process. They were often the most effective source of intervention and their child's greatest hope. When discussing the effectiveness of toys in a child's development Benne (1978) said that it was not usually the toys that were missing in a child's environment but the cultural environment where parents could learn of the child's need for stimulation. She stated that programmes which encouraged adult - child interaction promised to be more effective in achieving the benefits claimed by advocates of toys.

2:4 (iv) Normalisation:

Guralnick (1977) stated that evidence demonstrated that the more advanced pre-school child could assist in the growth and development of their disabled peers. Both disabled and non - handicapped children were included in most toy libraries. The toy library not only allowed them access to a large range of toys but matched toys and equipment to their needs (Pryor 1977).

Moreland (1978) said that the toy library philosophy in general was that it was better for handicapped children to play with the same toys as everyone else. Only where the degree of handicap was very severe or difficult, were adaptations desirable. The policy of the Swedish lekoteks was firstly, that a child was considered a child with all the usual needs. Thereafter attention was given to any special needs they may have had (Bjorck-Akesson et al 990).

The other "normal" children in the family were also often included at the toy library. Sometimes a disabled child leads quite a separate life, cut off in one way or another from his siblings. By lending toys to brothers and sisters the toy library could be a means of bringing the family together around the notion of play.

Because play encompassed ground that was common to all children the integration of "normal" and handicapped children occurred more naturally in toy libraries than in clinical settings.

Toy libraries facilitated the bridging of barriers of prejudice and fear that holds communities back from involvement with their disabled members (Pryor 1977). It was the opinion of Foy (1981) that toy libraries created an environment which stimulated children through play and aimed to initiate an experience of success which would spill over into other areas of living.

2 (iv) v: Community Resource Centre:

According to Montaigne (1981) it was a rich mixture of people who used toy libraries; made up of many kinds of children as well as adults. She mentioned handicapped children and their parents, childminders, foster parents, prisoners children, families in areas of need, professionals such as teachers, social workers, health visitors and therapists.

Some toy libraries also took on the role of providing information about facilities and events in their area. The Sunshine Centre Toy Library made a point of doing this and posting any information on a parent's notice board.

This board was situated next to the coffee vending machine and parents were encouraged to use it as they liked. Parent's were also given information verbally by toy library staff members.

Many toy libraries offered training services through which interested persons could learn to select and use toys effectively (Poe 1975). In addition they functioned as resource and training centres for any parties interested in the importance and use of play in the developing child. This had also happened informally at the Sunshine Centre Toy Library. Regular visitors to the toy libarary inlcuded community health sisters, teachers, medical and allied medical students. Expansion to the present information sessions was planned to include more formalised workshops for bigger groups of people e.g. educare workers and recreational centre staff.

An extension of the resource training programme was the help and training given to anyone interested in starting up a toy library. The toy library had written information on this topic and time was set aside by the toy librarian to discuss procedures with interested parties.

Toy testing and co-operation with toy manufacturers was another function of some toy libraries (Head & Barton 1987). In Britain a "Good Toy Guide" is published on the basis of toy testing annually with benefit to manufactures and consumers alike.

Although this was a wonderful system it had not been feasible in South Africa since the toy manufacturing industry was very small and many of the toys "tested" at the toy libraries were bought overseas.

It was found that an increasing number of public libraries were carrying a stock of toys. These toys served as increased attraction for the existing membership as well as encouraging those who felt lost in a book-based environment (Packer 1982).

The users of games such as puzzles and board games included those adults who were retired (Gillard 1987). Rather than see these as a separate entity one could consider them to be toy libraries at the other end of Poller's continuum described earlier.

Poller (1986) pointed out that the objectives of any toy library would depend on the particular place it occupied on this continuum.

In addition these objectives would be influenced by the type of community (with it's individual assets and deficiencies) in which a toy library was established. This would be particularly true of the service structures that existed for children in the community.

A distinct feature of toy libraries seemed to be their variability in the service they offered to the community in which they were found. As a positive feature their diversity showed that they could be adapted to succeed in almost any setting, either independently or in conjunction with an existing service (Head and Barton 1987).

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2 (v) i: TOY LIBRARY PHILOSOPHY OF PLAY:

Since the method of intervention for children who visited the toy libraries was described primarily as play it was necessary to look at this phenomena more closely.

Play was described as a feature of childhood as well as of adult life. In contrast to adult play practically everything a child does when he has not been asked to do something else, is play (Einon 1989). Play is an end in itself. The value of play lies in the process of doing it.
For those concerned with children the joyous and pleasurable aspects of play should not be lightly dismissed (Australian Guide to Good Toys 1986; Landry & Chapieski 1989).

Crowe (1983) said that it was ironic that when so many people were beginning to recognise the play element in self chosen adult work, others were trying to introduce the work element into children's play out of a desire to hasten intellectual development. She also said that real play springs from within us and one of it's many properties at any age, was to deal with stress. If one broke in uninvited to try and use play for "educational purposes" we would defeat both nature's ends and our own. That magic word "play" was becoming associated with toys or play situations structured to encourage development- physical, intellectual and linguistic.

Crowe (1983:8) also said, "my heart goes out to the child who backed away from a wide choice of toys and activities saying - I don't want to do any of those things - couldn't I just play?" Herron (1972) stated that the greatest mistake adults could make regarding play was to think that children would see it their way.

Did the above bode ill for the use of "play" as a means of early intervention with children who have special needs? Firstly it seemed wise to recognise that the play Crowe talks about is the optimal interaction between a normal child and it's environment. Those working in child orientated settings were aware of the pleasurable aspects of play and aimed at providing a wide range of play experiences and playthings designed to enhance a child's learning.

One school of thought was that play should remain free, spontaneous and that the educator's role was to provide a range of opportunities from which the child would choose according to inclination and developmental level.

The other viewpoint argued for the introduction of a not too obtrusive element of structure into the child's play so that their learning would be less haphazard and hopefully more efficient (Australian Guide to Good Toys 1986).

It was necessary to remember that each child was an individual and his\her play would therefore be unique. There could therefore be a great many differences between children who play because they were all individuals and born to different families with different life styles and different cultural priorities.

Besides the usual differences there were other factors which contributed to different ways of playing. Jeffree et al (1978) stated that although many children did play spontaneously without our help this was not always true of a handicapped child. The well known paediatrician Sheridan (1977) talked of a difference in playtime engagements of "normal" as opposed to handicapped children. It appeared that she was describing the mentally retarded child when she referred to a lack in drive, concentration and being a slow learner.

It doesn't take much imagination to realise how a physically disabled child's play would be restricted. Crowe's (1983) magic word "play" was therefore not necessarily made different only by adults' interference with the aim of being "educational". On the contrary, in the case of disabled children it may be only as a result of adult intervention that play was possible at all.

According to the Australian Good Toy Guide (1986) the role of adults in children's play was by being themselves models of playfullness, by participating at the child's play level and by expanding the scope of play through the provision of a suitable environment and appropriate toys and playthings.

There was however, a fine balance between enabling a child to play and achieving therapeutic aims and "education". One needed to consider that for the first two years of a child's life it's parents are it's playmates. A child's first and best toy is it's mother. Paediatricians and psychologists have produced detailed information about the ages and stages in children's development.

They have identified specific abilities (physical, mental and behavioural) that are expected at each stage in a child's life. However, children's abilities do not develop in a vacuum. The abovementioned abilities as well as the environment and caregivers all interact to produce an overall result. The question is what happens when there is a malfunction or breakdown of one of these essential elements?

The implications of a disability on both the child and the parent were far reaching. According to Seligman (1982) adjustment to childhood disability was the family's major focus during the infancy period. With the onset of childhood they maintained that this focus changed to the achievement of a normalized lifestyle. The normal reactions parents undergo with the birth of a disabled child were described by Solarsh (1986) who also highlighted their implications.

The parents' own feelings of loss and failure as well as the child's disabilities take a heavy toll on the parent\child interaction and relationship.

A comment from a parent attending a support group at the Sunshine Centre Toy Library illuminated this. "People act as if she's not there. Her own father sometimes didn't say hello when walking in from work - all because she couldn't look at him or talk back."

A research project highlighted the differences in parent\child interaction when the child is handicapped. Barrera & Vella (1987) investigated social interactions between infants and mothers. The comparisons were between dyads with physically disabled infants and dyads with nondisabled infants. Results showed how the infant and mother effected one another reciprocally.

Mother's behaviour patterns could interfere with the development of communication and independence in handicapped young children. Mothers of disabled children were significantly more commanding than were comparison mothers. They tended to respond to interactive play with commands and verbalisations whereas other mothers responded to interactive play with interactive play.

Landry and Chapieski (1989) looked at the effects of Down's Syndrome as opposed to Prematurity. Under consideration were the effectiveness of some maternal attention - directing techniques in modifying infant responses to toys. Results indicated that mothers of the two groups used different attention directing strategies. These strategies were related to the attentional capacities of the children. The Down Syndrome infants were less able to shift their attention to notice a new toy. They showed less manipulation of the toy than the preterm group and were more likely to fail to respond at all. The practical value of this study lies in helping parents of Down Syndrome children to use the object to which the infant's attention is already directed.

Doty (1990) examined the teaching of parents to imitate their handicapped child during play interactions. This interaction (a natural behaviour by parents) had a favourable result and indicated a higher level of object interaction skills for the children. It was implied by many researchers that adequate support services for parents in the early phase of adjustment could determine the adaptational path that family would follow.

A relatively new category of "handicapped" children were those that were considered socially and or environmentally deprived. As mentioned under the heading "early intervention" play has been used most successfully in stimulating and helping these children overcome their developmental delay (Slaughter 1989).

The importance of play was documented as a fact - and considered vital for healthy growth and development of a child, being an integral part of the developing parent\child relationship. It was even used as a measure of cognitive development in a study by Blasco (1989).

2 (v) ii: TOYS:

How did toys fit into the play process? It seemed unanimous by many authors (Montaigne 1981; Pryor 1977; Zimmerman 1971; Lear 1990; Packer 1982; Piazza 1976) that toys were not considered essential to play but acted as valuable catalysts.

They provided the tools of many forms of play and learning experiences.

Foy (1981) stated that toys could never replace human contact, but correctly adjusted toy materials could promote development.

When considering physically disabled children Moreland (1977) said that because they could not move about easily to find their own fun, these children depended heavily on toys for enjoyment and development.

Moreland went on to say that because of their inability to explore and experiment independently they required more than the usual quantity and variety of play materials.

An important value of toys was that they made ideas concrete. Toys caused the concepts of child development to become real, specific and practical for the parent. People tended not to associate toys with clinical concerns and worries. While a parent hesitated to debate the nature of a medical script or therapeutic intervention, play was considered different. Advice was more easily discussed because here was an area where everybody has some measure of expertise.

2 (vi) EARLY INTERVENTION:

2 (vi) i: Definition of Early Intervention:

"Early intervention" referred to services for biologically or environmentally vulnerable children from birth through the preschool years. The major goal of early intervention was to build on the competence of the child in all developmental areas and to assist the family in it's ability to manage the challenges of daily living (Morroni and Hickman 1986; Dunn et al 1989; Hanft 1988; Denhoff 1981). Browder (1981) says early intervention programmes attempt to enhance the developmental progress of disabled children by supplementing the deficient areas of their development.

The above definitions are broad and gave rise to a number of different types of early intervention programmes. According to Browder (1981) and Reader (1984) these programmes usually cater for one of two population groups.

These two groups were the so called;

(i) biologically impaired; and the

(ii) environmentally\socially impaired.

In some ways their needs were considered to be quite different although they also had much in common.

2 (vi) ii: The Environmentally Deprived Child:

Browder (1981) stated that the environmentally deprived were felt by many to constitute the majority of borderline and mildly retarded children evident in many school systems today. There was enough data in the literature to provide good reason for early intervention in the environmentally deprived group of children. Success was long term and included an advantage of the experimental children over controls in school, less need for specialised academic facilities and less need for a repeat year (Reader 1984; and Denhoff 1981).

Studies supported the concept that the mental growth of deprived children is favourably influenced by infant stimulation programmes. This seemed particularly true if provision was made for improving parenting skills and parent-child attachment.

A striking example of how the toy library concept fitted with an early intervention strategy for the environmentally deprived child was the Parent-Child Toy Library Programme. This programme was the brainchild of Nimnicht, an educational psychologist and put together by the Far West Laboratory for Educational Research and Development in California (Nimnicht and Brown, 1972).

The Parent-Child programme was started in 1969 and by the mid 1970's had spread to many states and towns in both North and South America. The programme trained parents to use basic educational toys to help their pre-school children learn basic concepts (e.g. colour and form recognition, sequencing) as well as problem solving skills (Rosenau 1973).

Herron (1972) reported that the programme functioned on the premise that learning activities could be self-rewarding and the child participated because he enjoyed the process.
Apparently this programme made use of that innate enjoyment and motivation which Crowe (1983) identified as innately characteristic of true play.

A Parent-Child Toy Library Programme similar to the one described by Nimnicht and Brown (1972) was implemented in Venezuela and is described by De Dearden (1979). At the time of De Dearden's article only a small percentage of children in Venezuela had access to pre-school education. The toy library's main objective was therefore to use educational toys as a means of teaching children basic academic and problem solving skills.

It was reported that children on the programme did as well in problem solving and learning academic skills through use of the toys at home as did a group of similar children attending formal pre - school.

Another instance in which play was used an intervention method was seen in a study done by Bell et al (1989). Immediate success was reported with the use of developmental play therapy for the prevention of the effects of multiple deprivation on inner-city infant children.
These environmentally deprived children lived in the city of Newcastle upon Tyne in Britain. Although parental participation was not part of this study the authors did recommend that programmes for parents shoulde be encouraged in addition to the intervention with the children. A study done by Slaughter (1983) was another example of how intervention with the environmentally deprived child (and parent) succeeds.

Her study, like the Parent\Child Toy Library Programme, was also focussed on parenting and the intellectual development of children. In Slaughter's study the development of control children and their mothers was contrasted with that of children and mothers involved in two different parent-education programmes. One of these programs focussed on the use of toys as a catalyst for verbal interaction between parent and child.

The importance of the child's play and the role of the adult in stimulation and facilitating this play was emphasised. The second type of parent education programme was a mother discussion group facilitated by a trained group leader.

Intervention was weekly for the greater part of two years and aimed mainly at encouraging verbal interaction between mothers and their children. In the final evaluation, mothers who nad participated in these programmes interacted more with their children and were more likely to expand on the children's ongoing play.

Higher IQ scores (on the Mcarthy scale) were shown in the "programme" children as opposed to children in the control group. They were also able to verbalise more often during play. The value of this type of intervention for children appeared to be very positive and seems relevant to the many children who are en ironmentally deprived children in South Africa at the present time.

2 (vi) iii: The Biologically Impaired Child:

Browder (1981) considered the "biologically impaired" to be a very heterogeneous group. Conditions included under this heading were children with physical impairments, sensory deficits and brain damage. The different types of early intervention strategies for children with these disabilities were varied.
It was stated the each programme needed to be individualised according to the child's specific needs.

Since these individual programmes were usually different for each child it must suffice for this study to use Denhoff's (1981) broad outline of early intervention strategies for this group. He said that the impaired child should be managed as a total person with equal emphasis on mental, physical and socio-emotional aspects of development.

He went on to say that because of the heterogeneous nature of the biologically impaired group, intervention programmes were so much more difficult to evaluate.

An additional problem in evaluation was the lack of control groups as it was unethical to withhold treatment for the purposes of research.

These difficulties were reflected in the dearth of literature on early intervention studies in comparison to what has been published on the environmentally deprived child. However, despite the lack of research in this area certain successes have been reported.
Bricker et al (1981) made it clear that there was enough evidence to continue providing educational services to handicapped infants and their parents.

2 (vi) iv: Evaluation Methods of Early Intervention Programmes

Much has been written on the evaluation of early intervention programmes. A critical problem currently facing the field of early intervention is the evaluation of the effectiveness of these programmes (Bickman and Weatherford 1986). The following authors (Burden 1978; Reader 1984; Bickman & Weatherford 1986; Denhoff 1981) agreed that the attempts at evaluation that had been documented to date were largely unsuccessful.

The few researchers that had undertaken evaluation studies were hampered by a dearth of available research tools, poor research design and methodology.

Even the basic description of the kind of service which was evaluated lacked specific information about exactly what was being evaluated.

The question of criteria for success in evaluating early intervention strategies seemed pertinent to many studies. Gorga (1989) mentioned a number of early intervention studies in which few or no gains were shown in the experimental group (in this instance in motor performance of children.) Gorga asked whether it is sufficient to consider improved scores on a developmental test as the only positive outcome of early intervention?

She felt that the emphasis should shift from answering the global question "is early intervention effective?" to more specific questions which have practical value. For instance, what type of early intervention, with what type of child, in what kind of family?

In her opinion it was only by considering individual differences among children and their families, that one could begin to document effectiveness.

It was interesting to note the criteria which were used in the evaluation of the Parent-Child Toy Library Programmes as reported by Herron (1972). A dropout rate from the programme of below 10% of the total group was one criteria of success.

Another was the spontaneous "objective reactions of the children involved in the programme. An increased amount of parent\child interaction was also used as a measure of success. The most satisfying result of this programme was documented as the way in which the whole family interacted around the toys that were used.

Humphrey (1989) questioned the criteria used along the same vein and stated that changes in a child's developmental milestones should be seen as only one outcome of early intervention services. Humphrey felt that the effects of the parent child relationship were one aspect of early intervention that warranted further investigation.

Browder (1981) stated that improving parenting skills is one of the most important and effective goals of stimulation programmes.

Despite these difficulties with research into the effectiveness of early intervention programmes Denhoff (1981) stated that the benefits of early intervention outweigh the limitations.

2 (vi) v: Effective Early Intervention Programmes:

Much emphasis was placed on the type and amount of parent involvement in a child's early intervention programmes. No longer are parents seen as passive recipients of their childs' programme. According to Bazyk (1989) the health professional can no longer be seen as the expert - the only person able to treat, make decisions and bring about change in the child.

It appeared that parental involvement was one vital factor for the success of any project.

A training programme undertaken by Trujillo (1989) for the parents of preschool handicapped children emphasised the importance of increased parental involvement in their children's early intervention programmes. DeDearden (1979) quotes a parent " I used to play with the children before, but not like I do now, with the toys ... We mothers have an important job to do, teaching them with toys."

Another important aspect of early intervention programmes according to Dunn (1989) was the location of delivery.

Also that, when appropriate, early intervention services should be provided in settings in which infants and toddlers without handicaps would participate. Denhoff (1981) stated that home-based programs were considered to be more effective than day care services, but according to Browder (1981) the family lifestyle would weigh heavily when the locale was selected.

It also seemed that biological impairments, in particular, responded more favourably to home based services.

Browders' (1981) criteria for a good early intervention programme included the following:

- The approach should be multi disciplinary
- The programme should instruct and support parents in carrying out a therapeutic regimen at home
- Parents should be helped to cope with everyday practical problems in the management of their child.

A poor program would be one that concentrated on a single issue with an unimportant impact overall e.g. a concentrated effort to establish gait, at the expense of the development of a good infant mother relationship.

Chapter 3

RESEARCH DESIGN AND METHODOLOGY

3 (i) AIM OF STUDY:

This study was aimed at providing a broad description of the services offered by the S.C.Toy Library. Central to this description was the knowledge and use of, as well as the attitudes to, the toy library service provided for those parents who have children with special needs.

The existing toy library policy statement was used as a baseline for formulating the research question. Broadly described, these services fell into one of two categories. A distinction was therefore made between the service to individual families at the toy library in TMI as opposed to the mobile toy lending service offered within specific communities. It is the former that was of relevance to this study.

The services offered to individual families at the toy library could broadly be described as the toy - lending and parent support services.

Toy lending included the following:

1. The mechanics and practical details concerning the loan of toys from the Toy Library.
2. The information and recommendations made by the occupational therapists on the use of toys for the specific needs of the parent and child concerned.

Parent support included:

1. Formal support groups run by the social worker with an occupational therapist as co-worker.
2. Involvement of parent and child in activity groups to stimulate interaction and play between them.
3. Informal support received from staff and fellow parents.

The research question asked "DOES THE TOY LIBRARY PROVIDE AN APPROPRIATE TOY LENDING AND SUPPORTIVE SERVICE TO PARENTS WITH CHILDREN WHO HAVE SPECIAL NEEDS?"

According to the Oxford English Dictionary an "appropriate" service implied one that is suitable, fitting and adequate. This was be examined in terms of the parents as well as the children's needs and how they were or were not met by the service.

A "supportive" service would be one that enabled those receiving the support to be strengthened in order to survive and develop coping skills.

Once this was achieved parents could start learning how to function as they would have liked to in terms of their relationship with their child.

3 (ii) THE POPULATION:

The population pertinent to this study comprised ALL Toy Library clients i.e. those individual families who had made use of the service since it's inception in 1980 and were using the service up to mid 1990.

POPULATION
all parents who had made use of the service at the S.C. toy library
n = approximately 1500

Two groups emerged from this population based on currency of membership.

PRESENT MEMBERS :

Those who at the time of the study were actively making use of the service.

PAST MEMBERS :

Those who had made use of the service but were not doing so at the time of the study.

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3 (iii) THE SAMPLE:

From the population a sample of clients was selected using the following criteria.

* All those who were able to read and write at a std. 6 level in either English or Afrikaans.

* All those who were willing to participate in the project and complete a questionnaire.

* All those who had used the service at the Toy Library for a minimum of 6 months.

* All those who had made use of the toy library service from January 1987 (3 years prior to commencement of the study) and could be contacted at the same address or telephone number as appeared in the Toy Library ex-members' records.

SAMPLE
ALL those from the population that met the above criteria were included in the sample. The final sample consisted of 94 Toy Library members.

3 (iv) THE QUESTIONNAIRE:

The research tool used in this study was a questionnaire (see appendices 1a and 1b) on pages 156 and 165 respectively. An interview schedule was considered initially. However, since the time and budget allocated for the project did not allow for the training of neutral interviewers, the researcher (also a member of staff and provider of the service) would have been the only interviewer.

Besides an extremely time consuming method of obtaining a response this was considered cause for bias and the interview schedule was abandoned.

The questionnaire was considered a suitable tool in that it was cost and time effective. It also therefore allowed for the selection of a larger sample.

Greater anonymity for the participants was possible and it was felt that parents would consider participation to be less threatening. It was also a more practical method of including ex-members who lived a long distance from the Toy Library.
Since no suitable questionnaire was found in the literature to use in this study, the questionnaire was constructed by the writer in both English and Afrikaans. Both were then checked for grammar and spelling by an English and Afrikaans speaking person respectively. When designing the questionnaire consultation with a statistician took place to ensure a correct format for analysis. This meant that each possible response had to be numbered on the questionnaire itself. Care needed to be taken that this did not clutter the questionnaire.

In addition the number of open ended questions was limited as they are difficult to analyse. An attempt was made to keep the questions short (no longer than 20 words). The length of the questionnaire in total was limited to a general information section plus 31 questions. The average time taken to complete the questionnaire was 20 minutes.

The questions were structured in 3 main categories.

1. Those questions dealing with the practical aspects of the service e.g. distances travelled, suitability of toys, loan period etc.

2. Those questions dealing with the occupational therapy services related to child development and play.

3. Those questions dealing with parent support and the social workers' role with regard to this.

A small number of questions existed which contained components of all the abovementioned aspects.

Completion of the questionnaire:

Instructions on how to fill in the answers were typed on the cover of the questionnaire (see appendices 1a and 1b) on pages 156 and 165 respectively.

Since the opinions and attitudes of members were an important part of the study it was necessary to devise a system whereby these could be recorded accurately. Because words have different meaning for different people opinions expressed in words are often difficult to interpret.

A VISUAL ANALOGUE was therefore constructed in conjunction with the statistician and used to measure the opinions given by parents.

e.g. Do the toys at the toy library meet your childs' needs?

ALWAYS |----------| NEVER

The two poles represented the two extremes of opinion. Participants were asked to make a mark on the analogue according to their opinion.

The line of the analogue was exactly 10 centimeters long and allowed for the measurement of the opinion to be expressed as a percentage. Therefore, if the indicated opinion fell halfway between the 2 poles (at the 5 cm mark) the opinion would 50%. This was more accurate that trying to interpret words such as "sometimes" , often" or "almost always".

The two other means of answering questions were:

- ticking the appropriate box e.g. YES [ ] No [ ]

- writing in the space provided e.g. ----------

The following method was used to evaluate and analyse the information provided by the visual analogues.

The opinions and attitudes expressed on the visual analogue were expressed as follows.
100% = most positive statement or opinion.
0 % = most negative statement or opinion.

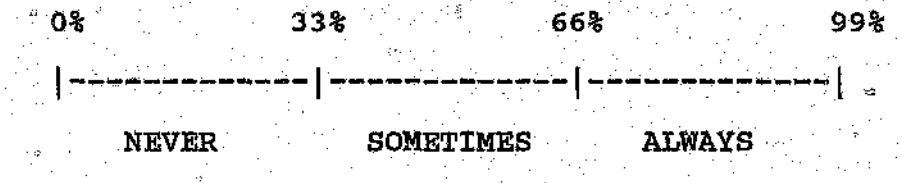
Therefore the higher the percentage the more positive the result. In general the answers indicated on the visual analogue were interpreted as follows.

0% - 33% was taken to indicate the most negative statement i.e. NEVER

34% - 66% was taken to indicate a fairly neutral opinion. If the extremes were ALWAYS and NEVER, then this percentage range meant SOMETIMES.

67% - 99% was taken to indicate the most positive statement i.e. ALWAYS.

for example;



3 (v) THE STUDY METHOD:

The questionnaire was administered to 6 members of the sample (4 English ad 2 Afrikaans) as a test of the instrument. No changes were made as the questions were found to be satisfactory.

The abovementioned data were therefore included during statistical evaluation.

Present members were informed personally of the project and what their participation could be. Ex-members were contacted telephonically and given the same information. (See appendix 2a and 2b on pages 174 and 175 respectively). Each member of the sample was then asked to complete a questionnaire - either by post or during a routine visit to the Toy Library. A posting box was provided for depositing the questionnaire at the toy library after completion. For return of the postal questionnaires a self addressed, stamped envelope was provided for this purpose.

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3 (vi) STATISTICAL PROCEDURES:

Despite a fairly large sample size the data gathered in this research report were not normally distributed. This could probably be explained by the nature of the population from which the sample was drawn. All the participants in this project were people who voluntarily made use of the toy library service.

They had also been members for a minimum of 6 months. A marked skewness with the tail to the left (negatively skewed) was consistently found in the data. This skewed distribution of data therefore made it necessary to use non-parametric methods of statistical analysis in order to interpret the data. The use of non-parametric methods was also appropriate since many of the variables in this project were not able to be counted but needed to be measured.

More specifically the statistical procedures used in the project were as follows:

A. Descriptive Statistics.

A description of the general characteristics of the data was drawn up by means of frequency and percentage tables, box-plots and stem-leaf diagrams. For displaying the data in the text, of chapter 4 of this report, pie graphs were used. They were chosen for their clear overview of the relationship between the variables displayed on the graph. In these pie graphs all the numerals used denote a percentage figure as opposed to the actual number of items.

Data obtained from questions 27 and 28 were ranked. In these questions parents were asked to list their priorities on the different aspects of the toy library services listed. These priorities were then collated and ranked according to a numerical value from highest to lowest.

B. Comparative Statistics.

The statistical analysis also included comparing the difference between the observed and the actual frequencies of events using the Chi-Squared Test. The data investigated in this way included:

B: 1 The frequency of toy library visits (ques.d) in relation to the use of community services such as play school, nursery school, special school and therapy.

B. 2 A comparison was made between the severity of a child's problem (ques.c) and how difficult parents found it to keep toys in good order (ques.11).

B: 3 The relationship between parents attending weekly activity groups and the support they received from toy library staff as opposed to support received from fellow-parents (ques.26).

The Mann Whitney Test was used to compare;

B: 4 The difference between the severity of a child's problem (ques.c) and the benefit parent's received from attending groups run by the social worker (ques.24). The mean scores were used for the purpose of comparison.

B: 5 The average length of membership at the toy library (ques.b) was compared with;

- the average distance parents had to travel to make use of the service (ques.i)
- how often the toys met the child's needs (ques.8)
- the value of the assistance and recommendations received when selecting toys (ques.9)
- the overall effect of the toy library on the family as a whole (ques.29).

B: 6 The amount of advice that groups of parents had received on the use of equipment (ques.13) was analysed to see;
- how useful this information was (ques.14)
- how valuable this information was (ques.18)

B: 7 The value of the toy library social worker (ques.21) was anaylsed to determine whether there had been a different response from parents;
- who met her on request as opposed
- to meeting her by chance

---

3 (vii) LIMITATIONS OF DESIGN & METHODOLOGY:

Although the questionnaire has many limitations it was found to be a useful tool, particularly as it was the first type of formal research to be done at the toy library. An unavoidable difficulty in using this research tool was in finding the happy medium between overburdening the participant with so many questions that the information became unreliable and yet gathering enough information to make the project worthwhile.

Despite careful wording and phrasing in written questions one can never be sure that the exact meaning of the questions was interpreted by the participant. Less literate and sophisticated toy library members were excluded from the sample. Again this could possibly have been avoided had an interview schedule been used and also translated into a black language. However for reasons already given this was not practical.

Questionnaire format. The first section of the questionnaire (see appendix 1a on page 157), dealing with the general information on toy library members , was intended to take up only the first page. However this section continued onto the second page of the questionnaire. So, after answering a number of questions, the reader was suddenly confronted with question 1 as if the initial information asked for were not questions. Limitations of the computer software were largely responsible for this.

Chapter 4

RESULTS OF THE QUESTIONNAIRE

Introduction:

It seemed appropriate to point out at the beginning of this chapter that the statistical results need to be interpreted with great caution. For instance the cell counts in may cases of statistical analysis, were below 5 which meant that the Chi-Squared Test could have been invalidated. When considering statistically significant differences it was pointed out by Allen (1982) that it was more accurate to assume that there is probably a significant difference between frequencies as opposed to saying there is a significant difference. Hereby one is encouraged to consider trends in the occurence of events as opposed to assuming absolute certainties regarding variables in the study.

However, despite the statistics, one needed to bear in mind that even if no probable differences were found this did not necessarily mean the methods used and services provided at the toy library had no benefit to the parents using the service. Abstract qualities of human behaviour and feelings were not easily measured. Since it was largely the opinions of individual parents that were the subject of this project it must be recognised that these were difficult to measure in concrete terms.

The results of the study are discussed under the following headings:

4 (i)	The Toy Library Parents
4 (ii)	The Toy Library Children
4 (iii)	The Toy Lending System
4 (iv)	The Occupational Therapy Service - play and child development.
4 (v)	The Social Work Service and Parent Support
4 (vi)	Overview of the service in general

In this chapter reference was made to specific questions from the questionnaire.

An example of this questionnaire can be found in Appendix 1(a) on page 156. Appendix 1(b) on page 166 refers to the same questionnaire translated into Afrikaans. References are also made in the text to tables of descriptive statistics which are listed in Appendix 3 which starts on page 176 and ends on page 189.

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4 (i): THE TOY LIBRARY PARENTS:

(Ques; b,d,f,g,h,i,k,3)

In an effort to describe the typical toy library parent, participants in this study were asked a number of questions such as why they made use of the service, where they lived, what their occupation was and how they had come to hear about the toy library. These and other similar questions were asked in an attempt to provide a description of who and what a typical toy library parent was.

Reasons given for joining the toy library: (Ques.3)

When asked why they had joined the toy library parents provided a great variety of reasons for having done so.

These reasons were divided into:

1. benefit for themselves and
2. benefit for their child \ children.

The theme of play, stimulation and child development were mentioned often and seemed central to their membership at the toy library.

The learning of specific skills was mentioned e.g. "to improve my child's co-ordination" and "to improve my child's speech development". A general statement was also made of wanting to improve their child's understanding and learning process through play.

Another important aspect of why parents joined the toy library was for the opportunity for their children to socialise with other children. Phrases such as "socialisation" and "company for my child" were used on the questionnaire.

The "assessment" facilities were another reason why parents came to the toy library. In one instance the occupational therapy service was specifically mentioned.

Along with the knowledge of how their child was functioning came the advice, recommendations and help parents received on how to stimulate their child through play. "Assistance with a home programme" and "new ideas" were also part of what parents came to the toy library for. Knowledge of child development seemed to be something all parents had an interest in and felt they could gain from the toy library experience.

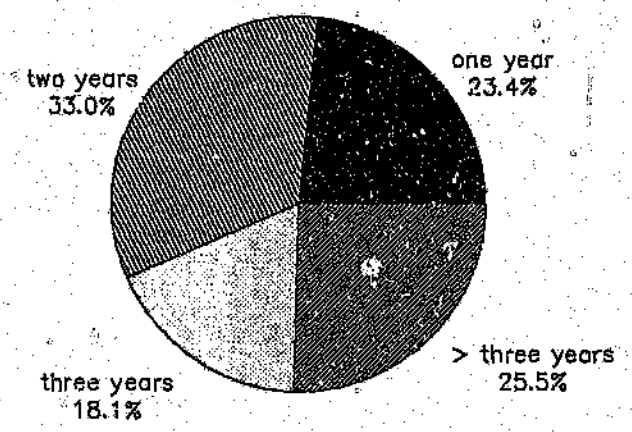
Parent support was another expressed reason for using the service. "To get over the feeling you are alone and not accepted" was how one parent stated this need. "Contact and sharing with other mothers" was how another expressed herself.

Last but not least was the matter of expense. There was appreciation for the benefit of borrowing toys without having to buy them. This also included access to and use of a greater variety of toys than would usually have been possible.

Length of membership: (Ques.b)

The length of membership at the toy library ranged between one and four years.

Figure 4:1
LENGTH OF MEMBERSHIP



EXPRESSED AS PERCENTAGES

This can be seen on Figure 4:1. The mean years of membership was 2.4 years. Mean scores were used in comparing the average length of membership at the toy library with the average distance parents had to travel to make use of the service. No significant difference ($p=0.9043$) was found in this comparison. There was also no significant difference ($p=0.4162$) found between how long parents remained members and how often the toy library toys met their child's needs.

It was assumed therefore that there were a variety of other factors which were important in influencing the length of time parents remained members at the toy library. Among these could have been the level of satisfaction with the toys for loan or the play and socialising opportunities for their child at routine toy exchange visits as well as activity groups. It was also possible that parents had their own needs met by parts or all of the service. The support from staff and fellow parents as well as information on what toys were apporpriate and how these toys could be used with their children, could also have contributed to continued toy library membership.

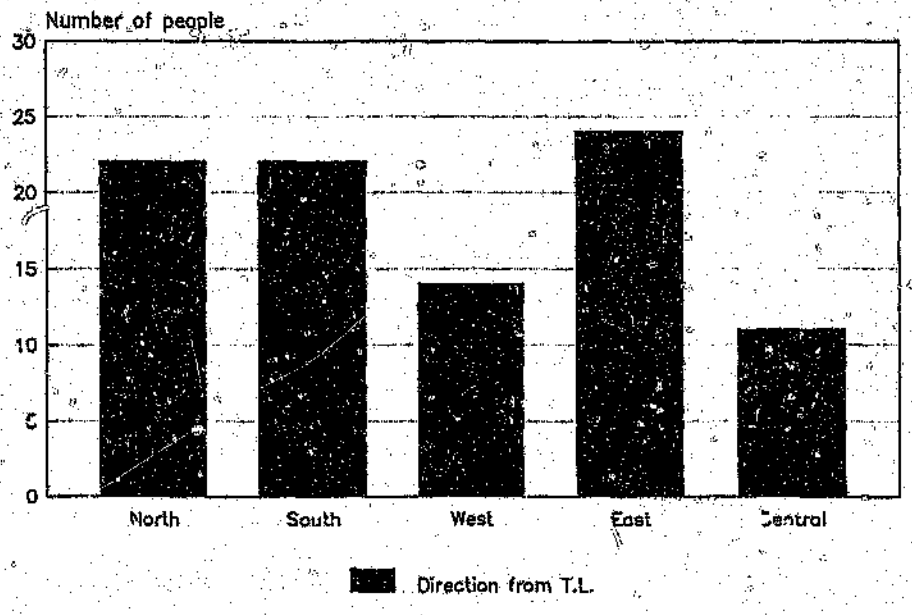
The occupation of both parents could also have had an influence on length of membership, particularly if both parents were working. Relocation would certainly have been a factor particularly when parents moved away from areas accessible to the toy library area.

The greatest percentage of parents were toy library members for two years followed by three years or more as indicated in Table 2 on page 176 (Appendix 3). This however, was no indication of how many children from one family were members at the toy library for that time period. From toy library records there appeared to be a difference in the length of membership between families with disabled children as opposed to those with "normal" children.

Over a four year period, parents with "normal" children often continued the membership after two years in the name of and for the benefit of a younger sibling. However for the child with a disability the purpose of membership continued to be for that child specifically.

Figure 4:2

DIRECTION FROM WHICH MEMBERS TRAVEL



When considering the category of a one year membership it was possible that parents remained members for one year only. However it was also likely that many of those parents were present members at the time of this study and who would possibly have continued their membership for the most common 2 year period.

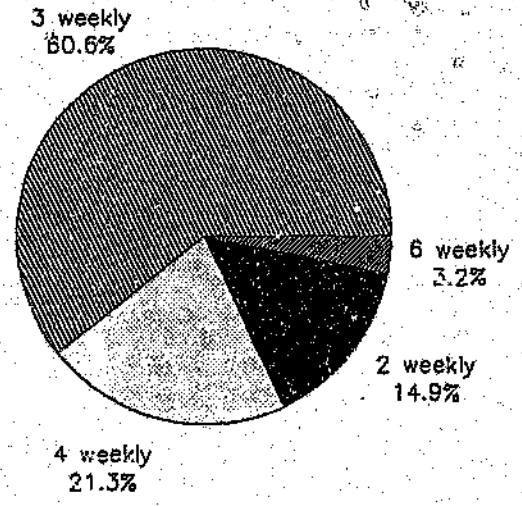
Distances travelled by parents to the toy library: (Ques.i)

Toy library parents travelled from all directions of the Witwatersrand for their visits to the toy library. As can be seen on Figure 4:2 an almost equal number in the sample lived to the North (n = 22), South (n = 22) and East (n = 24) of the toy library. There were considerably fewer parents from the West Rand (n = 14) and from the Central Johannesburg area (n = 11). The Central area was defined as within a 5 km radius of the toy library and incorporated mainly the areas of Braamfontein and Hillbrow. The latter was surprising considering one of the reasons the toy library had remained housed at the Transvaal Memorial Institute was because of it's close proximity to the inner city area.

48% of the sample members travelled up to 15km from home to the toy library (one way). Except for 5% of members (one of whom travelled 100km) no one travelled more than 50 km to the toy library from home. Although for some the 15km distance may not be a great distance to travel it could have been a limiting factor in terms of membership at the toy library particurlarly with a disabled child and even more so if relying on public transport. A 100km distance could cerainly have excluded many potential toy library members. With only a small number of parents being drawn from the Johannesburg central area it could be said that for individual families transport was necessary for toy library membership.

It could also be argued that the further from the toy library a family lived the shorter would be the length of membership since the time taken to cover the distance may have become inconvenient. However as mentioned previously no significant difference ($p=0,9043$) was found between the average length of membership and the distance parents travelled to the toy library.

Figure 4:3
LENGTH OF LOAN PERIOD



EXPRESSED AS PERCENTAGES

Length of loan period: (Ques.d)

Parents were asked to comment on how long they were allowed to keep the toys at home. The results of this question are founrd in Table 4 on page 177 (Appendix 3). As seen on Figure 4:3 the greatest number (61%) of toy library members visited the toy library every three weeks. The reason for this could have been that three weeks was enough time for both parent and child to benefit from the borrowed toys.

Another reason that 61% of people seemed satisfied with this time period could have been that this was what parents were told was the "usual" time period that parents kept the toys. Most people therefore fitted into the given system. Thirdly, there were no limitations on extending or decreasing the loan period. Therefore the number of members who did express a wish for a shorter or longer loan period were accommodated.

The system as well as the toy library staff were flexible in terms of the loan period. An example of this was the families who attended the Downs Syndrome Association meetings at TMI once a month.

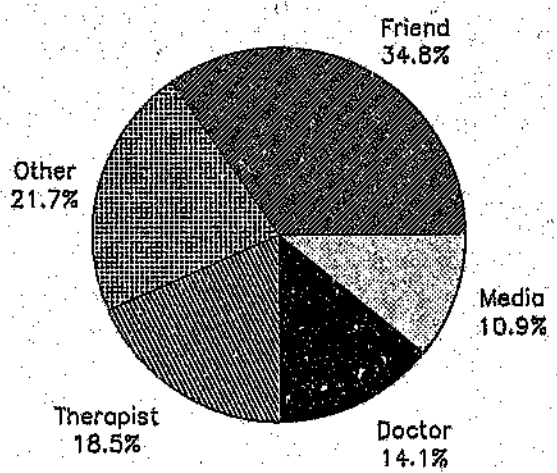
Their toy library visits were arranged for the same day and toys were therefore on loan for 4 weeks. The only instance in which a longer loan period was questioned was when the length of time was so extended it became difficult to imagine how either parent or child could continue benefitting from the same toys.

Despite the flexibility of the system the 21% of parents wanting a 4 week loan period seemed to suggest that "once a month" was more convenient for their schedule. This would be true particularly if they had set aside the same date for toy library visits each month and established a routine for themselves.

Referral to the toy library: (Ques.k)

Parent's were referred to the toy library from a number of different ources.
These sources are indicated in Table 9 on page 179 (Appendix 3). The word referral in this instance indicated how parent's had come to hear of the toy library. These sources are illustrated on Figure 4:4.

Figure 4:4
REFERRAL SOURCE TO TOY LIBRARY



Expressed as percentages

They included medical practitioners, therapists, friends and the media (the toy library sign and pamphlets, printed articles, radio broadcasts and television coverage). Besides the permanent toy library sign on the street outside the building, media coverage on the toy library was done sporadically. It was felt by the staff to be an important part of publicising the service.

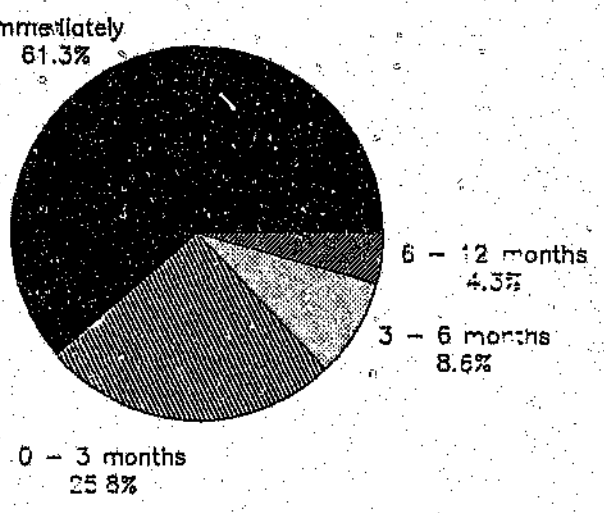
The largest source of publicity and recommendation of the toy library service was the category of friends. 35% of toy library members had been referred this way. Personal experience and word of mouth were therefore the largest contributor to toy library membership. As seen on figure 4:4 an option of "other" was included on the questionnaire. Unfortunately this was without a space to explain what the "other" was. It was therefore difficult to interpret the second largest category of referral source. It was surmised from toy library records that this source largely comprised community health workers although one cannot know this for sure.

Therapists were a greater referral source than doctors. This may have been because therapists were usually in contact with the child who was not acutely ill and had a chronic condition which affected everyday activity and function in comparison to the medical practioner who saw many acute conditons.

The lowest number (1 [illegible] errals came from the media. This may have been on account of the sporadic publicity. It would have been more accurate to determine the success of each media project at the time it was done. It was probable that the media coverage was more important for greater public awareness of the service (which in turn was important for fundraising) than for recruitment of membership.

A separate system of "referral" existed at the toy library with a different function to merely informing parents of and attracting them to use the service. As a requirement for membership, all toy library children needed a directive from a medical practitioner recommending the use of occupational therapy as a treatment medium.

Figure 4:5
TIME BETWEEN REFERRAL & JOINING



EXPRESSED AS PERCENTAGES

Often the children were referred to the toy library by the medical practitioners at the TMI Assessment Clinic which included the directive for occupational therapy. In instances where parents approached the toy library directly on recommendation from friends, therapists, the media or any other person, they were asked to obtain a referral from their doctor.

Parents were asked in question 1 how long after hearing about the toy library they had become members. The ~~statistics~~ frequency tables are found in Table 10 on page 179 (Appendix 3). The majority (61%) of parents had joined the toy library immediately on referral as can be seen on Figure 4:5. There had been a 3 month delay for 24% of parents. Reasons given for a delay between referral and joining were varied. Firstly there were those parents who were "busy" or "lazy" and just didn't get round to it. These all fell into the category of a 0-3 month delay. There were also some who felt that their children were too young to benefit from the service at the time of referral. For 3% of members it was a case of referral at the end of a year just before a long holiday and the toy library stock take when no toys were loaned out.

Generally however most parents joined the toy library with minimal delay.

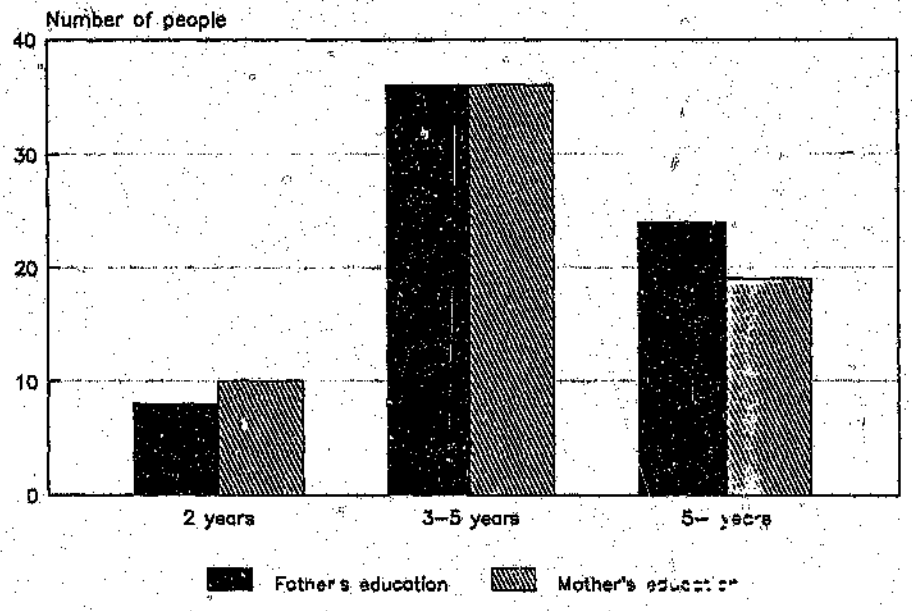
Parents level of education: (Ques.f and g)

The educational and literacy criteria for this study excluded a number of toy library members. The information supplied in response to question (f) is found in Table 6 on page 178 (Appendix 3) and shows that a high percentage (94%) of parents supplied information regarding their schooling. The level of schooling ranged from std.6 to std.10. More than 80% of parents in the sample had completed standard 10. Since there were as many as 80% of parents who had complete schooling it seemed that although the toy library service was appropriate for parents with little or no formal schooling, many of the toy library members were in fact educated.

For 27% of fathers and 29% of mothers, no information was supplied regarding the tertiary level of education as can be seen in Table 7 on page 178 (Appendix 3).

Figure 4:6

PARENT'S LEVEL OF TERTIARY EDUCATION



Since no provision was made for the category "none" it was not known whether this was indicative of no tertiary education or whether it indicated an unwillingness to provide the information. However of those who supplied information about their tertiary education (Figure 4:6), 36 mothers and 36 fathers had completed between 3 and 5 years of tertiary education. It was evident therefore that no differences existed between the educational levels of mothers as opposed to fathers on a tertiary level.

Occupations of parents: (Question h)

The section of the questionnaire for "occupation" contained a blank space in which parents could write their occupation. A variety of responses were given by parents and classified into a number of categories. The categories used were those used by a marketing company named PRIMDATA. The table below gives an indication of which occupations were practised by toy library parents.

Mothers	Fathers	Occupation
n = 34	n = 0	Full time housewife
n = 22	n = 54	Professional\senior manager in business
n = 13	n = 1	Secretarial\clerical
n = 3	n = 5	Adverstising\sales
n = 3	n = 19	Service\trade
n = 0	n = 2	Labourer\worker
n = 15	n = 4	Academic\teaching
n = 1	n = 0	Student \Scholar
n = 0	n = 1	Retired\pensioner
n = 3	n = 7	Self employed
n = 0	n = 0	Farming\Agriculture
n = 0	n = 1	Other (specify)
	n = 1	Unempolyed

No information was provided under the heading "father" on one of the questionnaires.

The most common occupation for mothers who made use of the toy library service was that of housewife. This was followed by the category of professional or senior management and thereafter an academic or teaching career.

Secretarial was the next most common followed by a small number of other occupations including sales, trade, student and self employment.

The most common profession for toy library fathers (n=54) was that of a professional or senior management position, followed by the service industry or trade (n=19). Other occupations for fathers included self employment, sales and an academic career. It was interesting to note that one father had already retired. There were therefore quite a variety of occupations practised by toy library parents, the most common were occupations fitting into a middly income level.

In view of the writer's original intention of describing a typical toy library parent the following charateristics were included in this description. Since membership at the toy library implied that there was [illegible]rstanding and acceptance of the importance of pla[illegible] appeared that toy library parents had in common that they had adopted, or were in the process of adopting, this attitude.

More specifically it seemed that the majority of mothers who made use of the service were those who had both the time (housewives), or were able to structure their own working time (teachers or senior management positions) in order to visit the toy library by fitting into the existing opening times of the toy library. The next largest group of mothers were those occupying secretarial or clerical positions. From the writer's experience these were the members who made use of the early morning, lunch hour or late afternoon appointments. Most toy library fathers were in professional or senior management positions which allowed their family to make use of a service such as the toy library. This implied the parents from this socio-economic level would have had the awareness of the value of such a service, as well as the means (time, transport, membership fee) to take advantage of what the service offered. Since the greatest number of referrals were by word of mouth it seemed that the population described above would be perpetuated by members recommending the service to acqaintances and friends.

61% of toy library families were able to visit the toy library every 3 weeks for a toy exchange.

From the distances travelled it was assumed that toy library families generally had access to transport whether public or private. For 61% of families there was no delay between referral and joining the toy library. And lastly, most parents (77%) made use of the service for between 2-4 years, probably since they were able to afford the time, fees and valued the service suffiently to do so.

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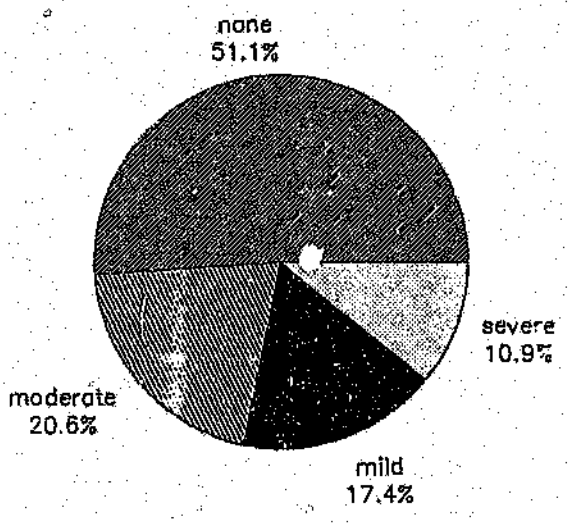
4 (ii): THE TOY LIBRARY CHILDREN:

(Ques. a,c,e)

Number of children per family at the toy library:

There existed almost double the number of families (n = 62) with one child at the toy library as opposed to families with two children (n = 32) as members. Table 1 on page 17. (Appendix 3) indicates the statistics.

Figure 4:7
SEVERITY OF CHILD'S PROBLEM



EXPRESSED AS PERCENTAGES

Already mentioned is the fact that it was clear from the toy library records that parents very often joined their first child and continued their membership for their second child once the older sibling grew out of the toy library. Therefore it was seldom the case that a family joined the toy library for one child only but rather an instance of only one child at a time.

For those who had more than one child as members of the toy library simultaneously it was often for reasons of sibling rivalry or feelings of neglect by the "normal" child. In instances where the handicapped child was largely the focus of attention in a family, parents were encouraged to take toys home for both children.

Types of disabilities found in toy library children: (Ques.c)

In their parents opinion almost an equal number of the toy library children (48%) had some kind of problem (mild, moderate or severe) as opposed to no problem (51%). This is indicated on Figure 4:7.

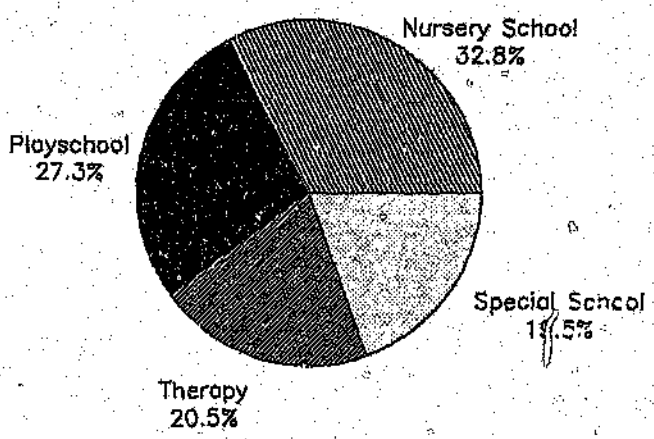
Disabilities amongst the children included a wide range of problems. Amongst those mentioned were congenital defects (e.g. microcephaly), blindness, deafness, developmental delay (perceptual, motor and communication), neurological problems (tremor, poor co-ordination), metabolic disorders, seizures, mental retardation, genetic disorders (e.g. Downs Syndrome, Marfan Syndrome), autism, learning disability and emotional and behavioural problems.

To allow for the normalisation of the environment and services for the disabled child and the integration of normal and disabled children, the toy library catered for families where the child had no specific problem. This may have been seen to indicate a family with no problem. However it was clear from parents' reasons for joining the toy library, that it was often primarily to meet their own parenting needs that they became members. Toy library membership was therefore as much for the parents as for the children. It seemed therefore that the child's abilities or lack of abilities was not the only deciding factor when parents considered membership at the toy library.

Parents responses of the degree of disability in their child (ques.d) are found in Table 3 on page 176 (Appendix 3). Of the parents who stated that their child had a problem, 20% described the problem as moderate. 17% mentioned a mild problem and 10% a severe problem. 51% of parents maintained their child had no problem. There were therefore an almost equal number of able-bodied children as there were disabled children at the toy library.

Although able to describe their child's problem in terms of severity many parents were unable to name a specific diagnosis for their child's problem. Although this may have been the result of not actually knowing the diagnosis it could also have been that some of the children in the study had multiple problems and it was therefore difficult to condense them down to one diagnosis. Another possible factor could have been that parents preferred to avoid labelling their children. Although a recognised diagnosis may have been useful to a professional it was often meaningless for the parents.

Figure 4:8
OTHER SERVICES USED BY T.L. CHILDREN



4 children used more than one service.

EXPRESSED AS PERCENTAGES

Other community services used by toy library children. (Ques.e)

Table 5 on page 177 (Appendix 3) indicates the frequency and percentage of responses to this question. Most of the children in the sample were making use of other community services such as playschool, nursery school, a special school or therapy. The use of these services is illustrated on Figure 4:8. Since the total on this graph was greater than the total number in the sample there were children who made use of more than one of the services mentioned. Only 5 toy library children were not using any of the other services mentioned on the questionnaire.

The toy library therefore acted as a supplementary service rather than one which was used exclusively. It was thought that parents whose children were involved with other community services would possibly visit the toy library less often that the parent whose child only made use of the toy library.

However in a comparison of frequency of occurrence using the Chi-Squared test it was shown that there was no significant difference between the frequency of visits to the toy library and the use of the abovementioned services. (Playschool p = 0.289; Nursery School p = 0,387; Therapy p = 0,691; Special School p = 0.754)

4 (iii) TOY LENDING: (Ques. 4,5,6,7,8,10,11,12)

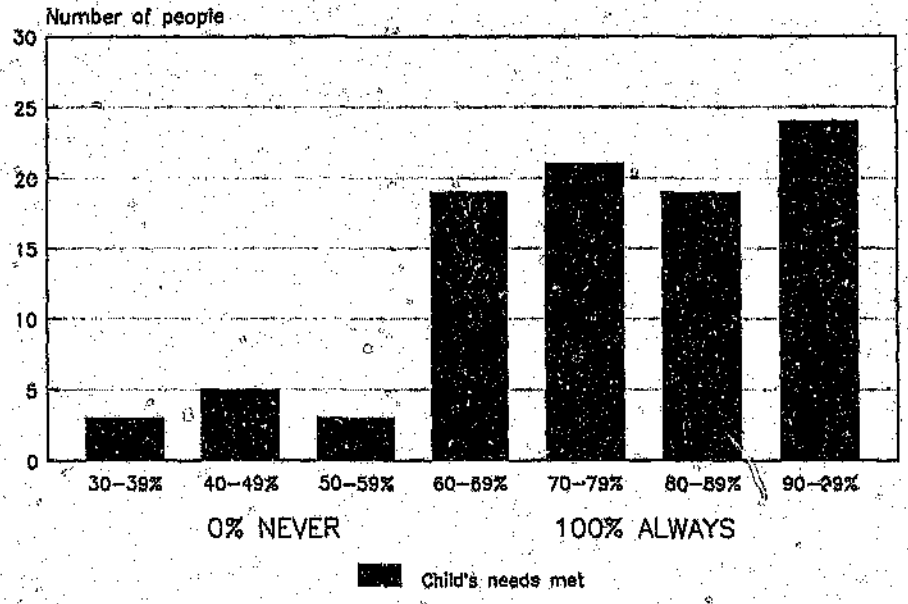
Number of toys in toy library: (Ques. 5)

Table 14 on page 180 (Appendix 3) shows how parents responded to the question whether they felt there were enough toys in the toy library. 70% of toy library parents answered yes to this question. 30% of parents did not agree with this (answered no) and would therefore have liked to have more toys at their disposal.

The question regarding how often the child's needs were met by the borrowed toys produced a widespread response (Table 17 on page 181 of appendix 3). The majority of responses (n = 69) fell into the positive range of the visual analogue.

Figure 4:9

CHILD'S NEEDS MET BY TOYS

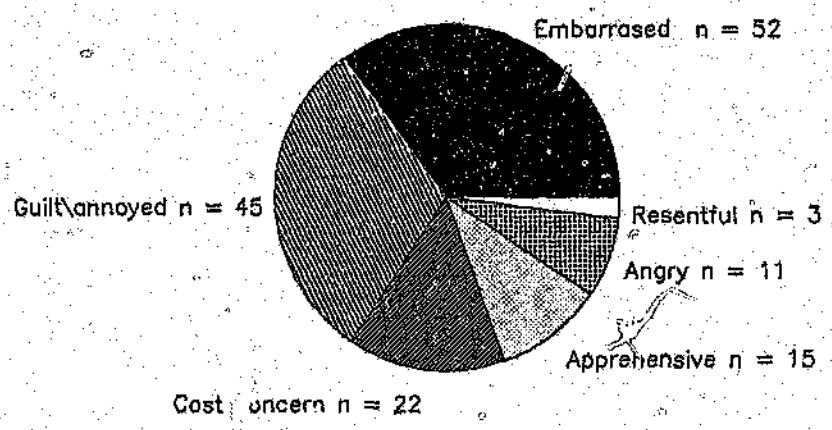


This indicated that most children's needs were met (Figure 4:9). However some lower ratings did indicate that the type of toys at the library were not always suitable. Very severe disability as well as the dearth of specially adapted toys available was most likely to be the cause for these ratings.

The condition and quality of toys: (Ques.7)

An opinion on the condition and quality of toys indicated a mean of 69% as seen on Table 16 on page 180 (Appendix 3). Although not an outright negative statement this was taken as an indicator that the upkeep and replacement of toys at the toy library was not as good as it could have been. This process of updating and mending the toys was an ongoing and very important aspect of the toy library. Also important in the maintainance of the toys were the measures taken to ensure that the toys were looked after by the family to the best of their ability. In the case of damage, parents were requested to either pay a fine or replace any missing or damaged toys.

Figure 4:10
FEELINGS WHEN REPORTING BROKEN\LOST TOY



Parents allowed more than one response

EXPRESSED AS ACTUAL NUMBER

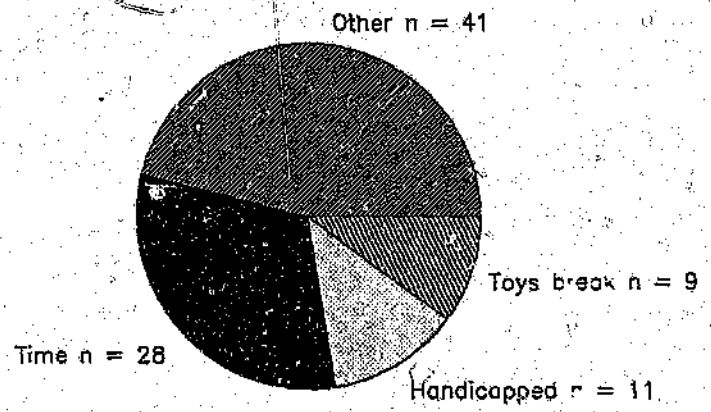
Table 19 on page 181 (Appendix 3) shows that 97% of the sample considered this system used at the toy library, fair.

Difficulty looking after toys: (Ques.11,12)

Although the system was considered fair by 97% of the sample it was recognised that the return of damaged toys could be difficult for the parent. This was confirmed when parents were asked what and how they felt when returning toys that were broken or not complete. These feeling are indicated on Figure 4:10.

As can be seen the most common response reported was a feeling of embarrassment (n = 52) followed by feelings of guilt and annoyance (n = 45). 22 parents were concerned about the cost of replacement. This concern was seen to be founded since some of the more sophisticated toys in the toy library were valued at R100 each. 11 parents expressed feelings of anger towards their child when the toys were lost or broken. 3 felt resentful at being held responsible for the damage or loss.

Figure 4:11
KEEPING TOYS IN GOOD ORDER



Parents allowed more than one response

EEXPRESSED AS ACTUAL NUMBER

However, judging by these responses it seemed that ever with the best intentions parents could not always prevent loss and breakage. The toy library responsibility in this matter was firstly, to provide good quality and durable toys. In some instances a recommendation against certain toys for certain children may have been advisable. It was also fair to inform parents of the replacement cost of the more expensive toys if they were taking these home. Also vital was the practise of empathy and tact when dealing with parents where toys were lost or damaged.

The reasons for parents difficulty in looking after toys are depicted in Figure 4:11. It was clearly easier for some parents than for others to take care of the toys. A significant difference in damage done to toys was found when comparing children who had a disability and those who did not ($p = 0.002$). It seemed therefore that parents experienced greater difficulty taking care of toys when their child was handicapped. Their opinion seemed to indicate that often a handicapped child does not have the co-ordination, know-how or sense of responsibility to be careful with toys.

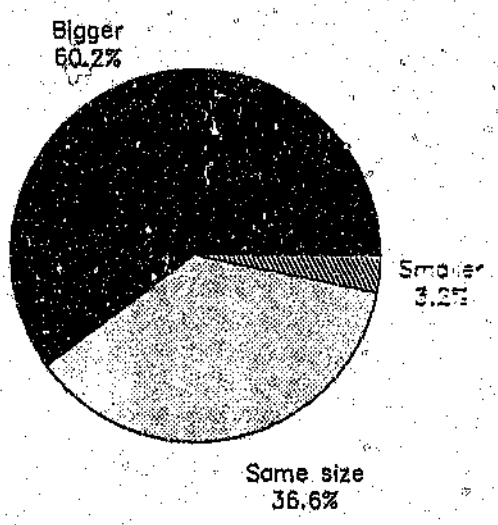
It may also have been difficult for some children to understand that toys were on loan as opposed to being owned and that there would be consequences for their parents if they were damaged or lost.

Table 20 on page 182 (Appendix 3) tabulates the reasons given by parents why looking after the toys was difficult. Besides the possible reasons listed on the questionnaire an alternative option of "other" was indicated by 41 parents. In the space left for parents to qualify this statement, 25 indicated that they had not found looking after the toys difficult. The following reasons were given for their not finding this difficult. They had used the taking care of the toys as an exercise in discipline for their children. Picking up and putting away all the pieces at the end of the game, only using the toy at home and not allowing visitors access to these toys were mentioned as aspects of the discipline exercise.

However for those who did find it difficult the most common reason (n = 28) was a lack of time to supervise the use of the toys.

Figure 4:12

OPINION ON THE SIZE OF THE TOY LIBRARY



EXPRESSED AS PERCENTAGES

Supervision of play was a difficult issue since the toy library philosophy was not to "keep children busy" but rather to encourage parent-child interaction through the use of toys. On the other hand the parent of a handicapped child was often extremely pressurised and in need of "time out". A healthy balance between the two was advocated taking into consideration the needs of both parent and child.

Size of toy library: (Ques.6)

In terms of the physical size and area of the toy library 60% of parents indicated that they would like it to be bigger (see Figure 4:12). Slightly fewer (34%) were satisfied with its size and for it to remain as it was. A surprising 3% of members stated that they would like the toy library to be smaller. It is supposed that this request is for a more intimate and personalised service and possibly longer and more individual time between professional and parent. It seemed unlikely that a smaller stock of toys and less space for the play area was what was meant.

4 (iii) THE OCCUPATIONAL THERAPY SERVICE:

(Ques.3,9,13,14,15,16,17,)

Play:

Question 3 of the questionnaire asked parent's why they had joined the toy library. In their reasons play was mentioned but it appeared that parent's definition of play was varied.

Among these definitions were the important aspects of relaxation and pleasure. A different emphasis of play was identified by parent's concern for "educational" play. Although the toy library encouraged the development of true play as defined by Crowe (1983) as that which arises from within children and serves to help them deal with stress, other forms of play were also used at the toy library. By this was meant that certain games, activities and playthings were used to elicit and reinforce certain developmental skills. If in the process one was able to tap the child's innate drive to engage in the activity for it's own sake, so much the better.

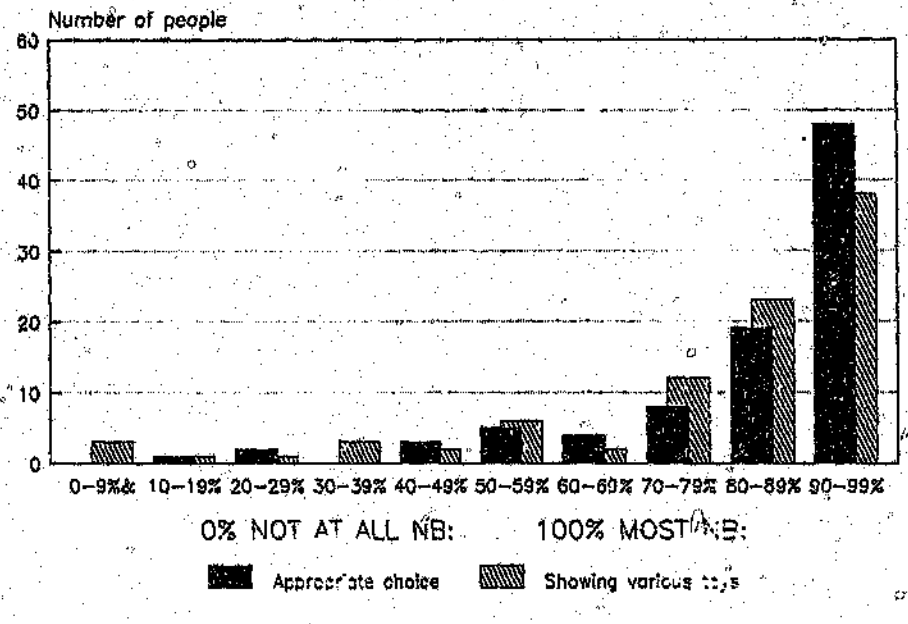
The occupational therapy service:

Question 16 asked how important parents considered the services of an occupational therapist at the toy library service. The results are in Table 25 on page 184 (Appendix 3). 77% responded that this was an important aspect of the toy library service.

Question 15 gave parent's the opportunity to comment of the different aspects on the occupational therapy service at the toy library. Their opinions are shown in Table 24 (Appendix 3). The following opionions were highlighted. 85% of parents felt that the aspects of toy lending such as helping parents to choose appropriate toys were important. In addition 80% felt that the advic offered on the use of specific toys was also important. An option of only showing toys to parents was included in the questionnaire. This implied that anyone (not necessarily an occupational therapist) familiar with the toys could show the toys to the parents. In contrast the option of choosing appropriate toys for different developmental levels was considered by the writer to be more specialised knowledge and the role of the toy library occupational therapists.

Figure 4:13

TOYS: SHOWING and CHOOSING



It was therefore mentioned as a separate category. It seems however that parents answered this question according to the general practice at the toy library where it was always the occupational therapist who showed parents the toys as well as helping them make the selection appropriate for their child.

There was therefore little discrimination between the showing of toys as opposed to the choosing of appropriate toys in the parents responses (Figure 4:13).

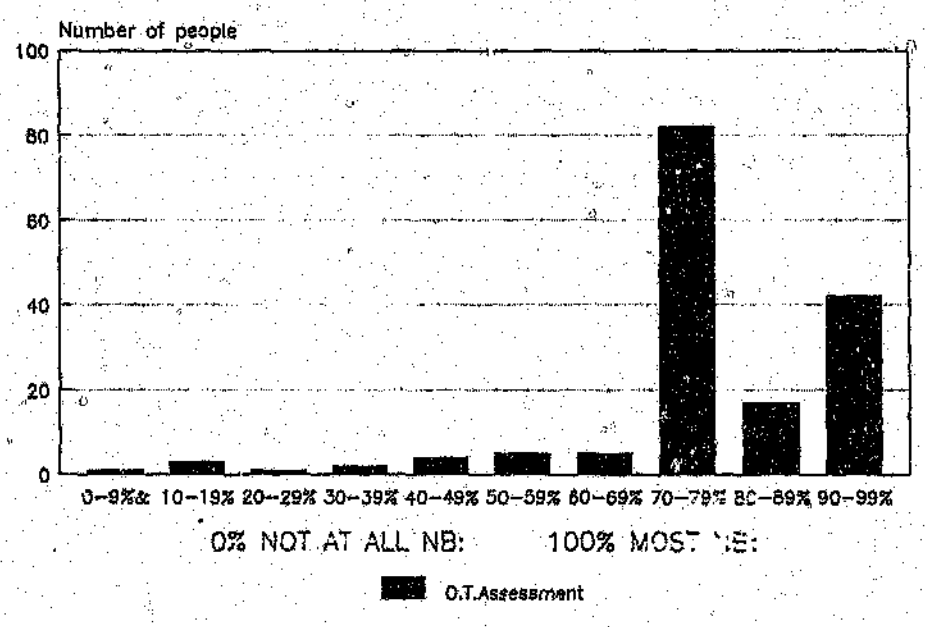
65% of parents felt that the advice from the occupational therapists on <u>how</u> to play with their child was important. When asked how important it was for the occupational therapist to assist the social worker run support groups only 45% of parents considered this an important function for the occupational therapist. Although from the parent's point of view the involvement of the occupational therapist in the running of support groups appeared relatively unimportant, this was not the opinion of the staff according to toy library policy.

The occupational therapist was considered to have the knowledge of disability (physical and mental) as well as an understanding of the normal developmental process in children. This enabled her to make a specific contribution to groups when parents become child orientated in their discussion. It seemed possible however, that the occupational therapists' input to support groups should be at specific times for specific reasons rather than a routine presence at every group.

The organising and running of activity groups was traditionally part of the occupational therapist's role at the toy library. 50% of parents considered this an important function for the occupational therapist.

The writer considered this a fairly low percentage. However, at the time of this study the toy library records indicatd that approximately 60% of children at the activity groups were "normal" in the sense that they had no particular biological or environmental handicap. It was likely that they were toy library members because their parents had recognised in themselves a need for the kind of service the toy library offered.

Figure 4:14
IMPORTANCE OF O.T. ASSESSMENTS

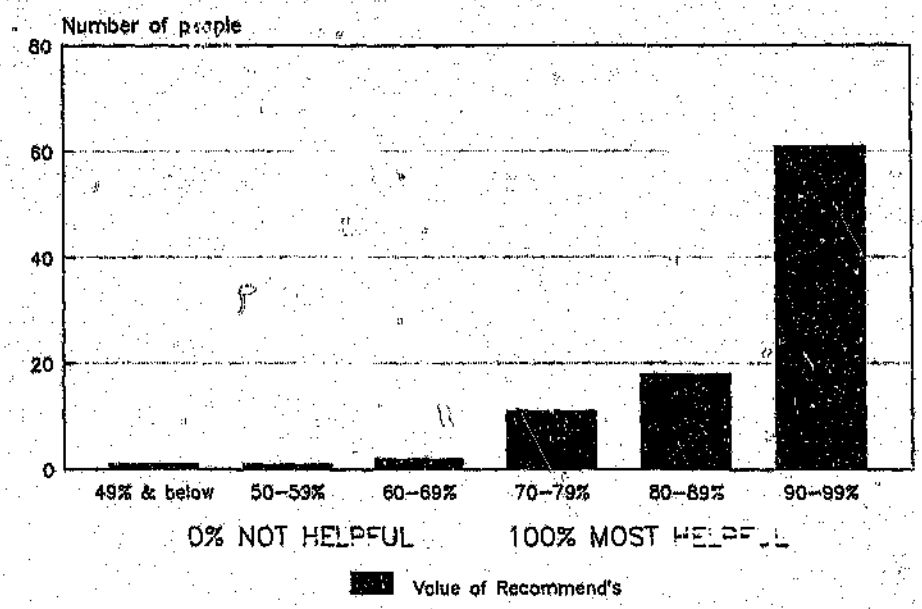


They therefore did not necessarily need the specialised input of an occupational therapist for their child. The writer feels that the contribution of the occupational therapist at activity groups would certainly have been more important had there been more disabled children attending these groups.

Occupational therapy assessment of a child's developmental and functional level was rated as important by 73% of parents (see Figure 4:14). In question 17, parents were also asked to comment on how often they would like their child assessed. 44% of parents wanted this to be done twice a year followed by 36% who wanted an assessment done once a year. A small group of parents (only 19%) wanted an assessment to be done only once while they were members at the toy library. It was not possible to know if parents regarded these assessments as a formal testing situation or whether an informal evaluation was what they had in mind. It was often the case that parents were stressed by the thought of a formal test yet did want to know on what developmental level their child was functioning.

Figure 4:15

O.T.ASSISTANCE & RECOMMENDATIONS



An informal ongoing evaluation was at times considered a good method of assessment by the occupational therapist at the toy library particularly when parents were stressed by a more formal evaluation.

During toy exchanges at the toy library it was usual for the occupational therapists to help parents choose appropriate toys and therapeutic aids for their child. Simultaneously they would make recommendations to the parents on the use of the selected toys and equipment. Question 14 asked parents to rate the usefullness of the help recieved. The ratings are found in Table 23 on page (Appendix 3). 79% of the parents who answered this question had always found these recommendations useful (Figure 4:15). Although this may seem a good percentage only 68 of the 94 sample members answered this question.

It was not possible to know why the rest of the sample did not indicate their opinion but it is assumed that these members had not received the instruction referrred to in question 13.

However it seemed that when this information was provided, it was found to be helpful and the occupational therapists should therefore make a point of making recommendations for each parent.

In another question parents were asked to rate the practical advice they had received at the toy library on the management of their child (Table 27, on page 185; Appendix 3). 62% of those who answered found this advice very useful. In this case 80 of the 94 sample members answered this question.

A significant difference ($p=0.02$) was found when comparing the means of the groups of parents who had received advice on the use and adaptation of equipment for their child and the value of advice received at the toy library on the practical handling of their child. It seemed that the "practical management" of a child in the toy library context implied ways in which parents could help their child learn through play. This involved the use of toys and sometimes therapeutic equipment (e.g. wedges and other positioning aids) in order to promote play.

These toys and aids in conjunction with the recommendations made by the occupational therapists were therefore considered by parents to be of practical value.

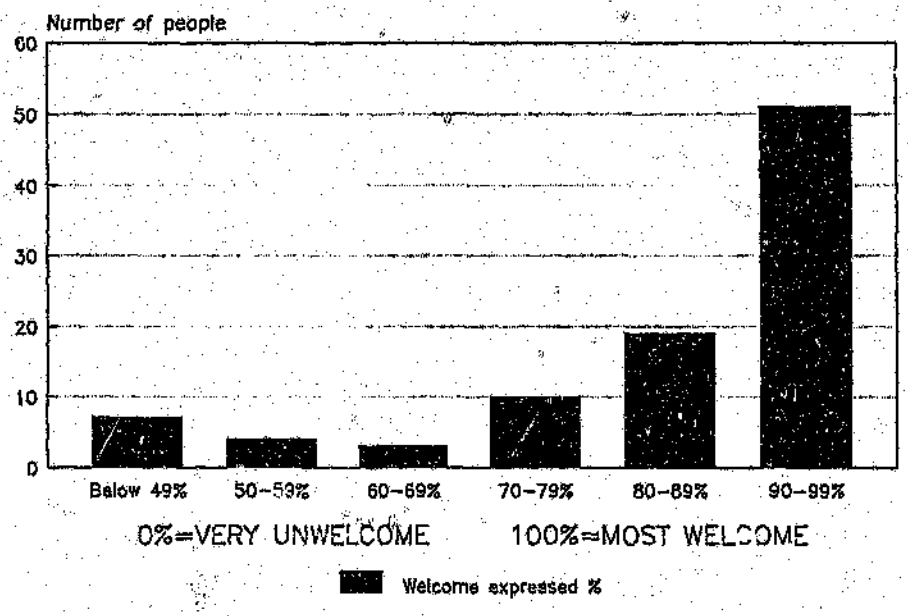
It appeared in general that the occupational therapy service offered at the time of the study was appropriate for the toy library parent and childs' needs. The exception to this was the running of activity groups. The activity group population as it was at the time of this study could probably have been successfully run by any person with a knowledge of child development and creative activities. In the light of the overall population at the toy library it seemed appropriate however to start an activity group specifically for the handicapped child which would be run by an occupational therapist.

4(iv) THE SOCIAL WORK SERVICE AND PARENT SUPPORT:

(Ques. 2, 19, 20, 21, 22, 23, 24, 25)

Figure 4:16

Degree of welcome experienced



Welcome experienced on first visit to the toy library:

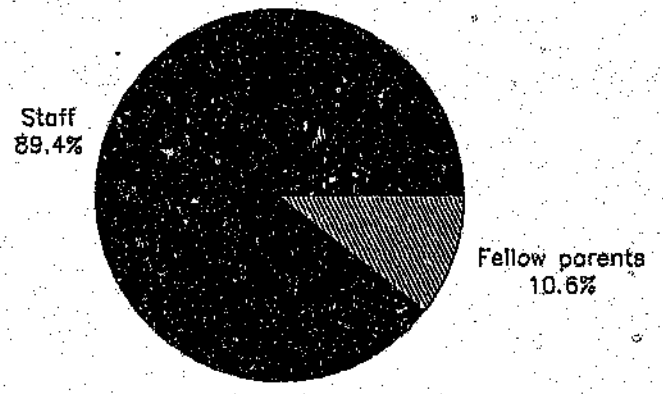
Parent support was considered an important aspect of the toy library service by the staff. Methods of giving support varied, One of these was by the welcome members were given at the toy library. When asked in question 2 to consider how they experienced their first reception at the toy library the responses from parents were varied. These responses are listed in Table 11 page 179 (Appendix 3).

Figure 4:16 indicated that 87% of parents in the sample experienced a warm welcome. Although this was encouraging anything below this indicated a lack in the toy library service.

7% of parents experienced a mediocre welcome and what was worse was that 5% of parents felt unwelcome. A parents' first visit to the toy library would often be a difficult one. The toy library staff need to take note of those who indicated that they did not feel welcome. They need to ensure that they are constantly welcoming verbally as well as non verbally.

Figure 4:17.

FROM WHOM DO PARENTS'S RECEIVE SUPPORT?



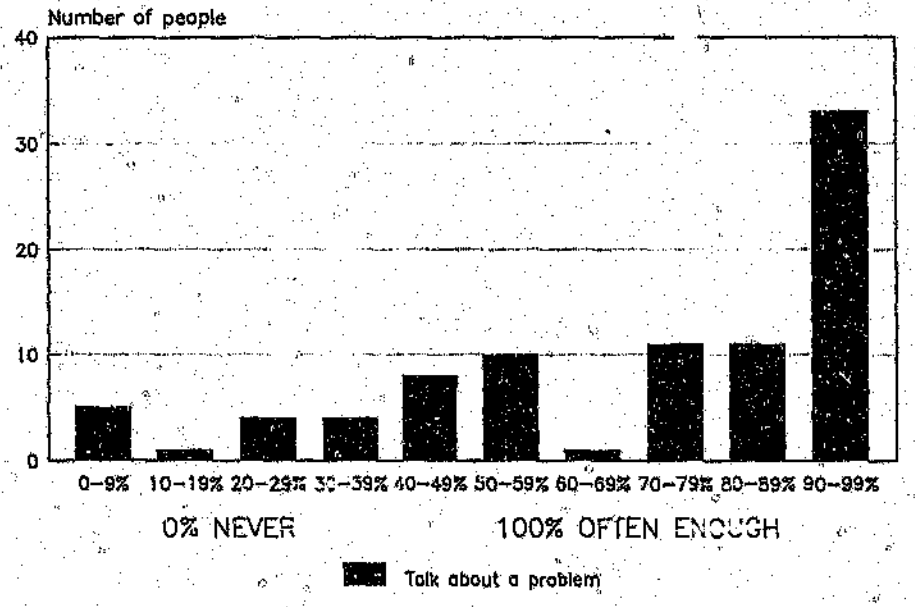
EXPRESSED AS A PERCENTAGE

Parent support from staff or fellow parents:

The first welcome often set the tone for subsequent visits to the toy library and the relationship between parent and professional. It was also the beginning of informal support through continued contact at the toy library. When asked in question 25 about support at the toy library 89% of parents agreed that this came from staff members as opposed to fellow parents (Figure 4:17). Although the word "support" was unqualified on the questionnaire it was taken at the toy library to mean a listening and empathetic attitude, encouragement as well as providing practical information. Because parents were often at the toy library individually it was proposed that those who attended weekly activity groups would be more likely to be familiar with and experience support from fellow parents at the groups. However a significant difference was noted ($p = 0.02$) between the group of parents attending activity groups weekly and the support they received from toy library staff as opposed to support received from fellow - parents. It would appear therefore that support from staff outweighed that which was received from fellow parents.

Figure 4:18

TALK ABOUT A PROBLEM.

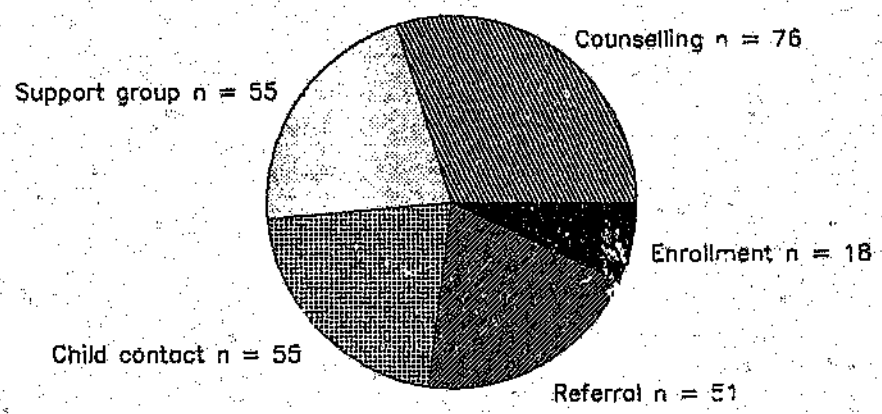


This was encouraging and fitting with the perceived role of the toy library staff. However there seemed to be room for facilitating more interaction between parents (as occurred at the activity groups) as this was known to be of great benefit particularly to those who were experiencing common difficulties.

Part of a support function was to allow parents the opportunity to talk about problems. At the toy library these problems would usually pertain to their child's problems as well as parenting difficulties.

When asked in question 19 how often how they were able to do this 64% of parents (figure 4:18) indicated that the number of times they were able to do this was enough for them.
Although this was fairly positive there was still the remaining 36% not able to do this. Awareness and sensitivity on the part of the staff and availability to offer the support and time to listen should be aimed for at the toy library.

Figure 4:19
SOCIAL WORKER'S FUNCTION.



EXPRESSED AS ACTUAL NUMBER

Role of the social worker:

Although the Social Workers' primary role at the toy library was one of support to parents, her role also included a number of other functions. These were listed in question 20 and parent's opinions on the different functions are found in table 29 on page 185 (Appendix 3). Figure 4:19 indicates how parents perceived the role of the social worker. Individual parent counselling was recognised as the most important function of the social worker by 83% of the parents.

This high percentage was surprising because of the relatively small number of individual counselling sessions actually held at the toy library. It seemed therefore that the high rating for individual counselling was the result of parents' traditional view of the social workers role rather than their actual experience.

The enrollment of new members was considered by the parents as the least important function of the social worker.

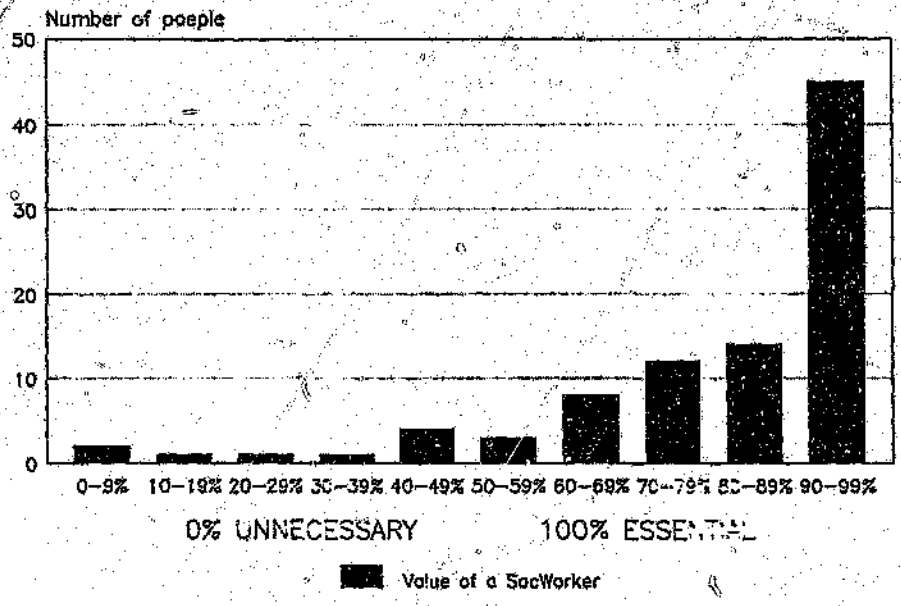
In contrast, according to toy library policy, this enrollment was considered very important by the staff as part of the initial assessment of a family. Rated almost equally in value by parents, were the running of support groups (60%) and the general statement of "being involved with your child" (58%). This last mentioned opinion was sought to confirm or negate the view that the social worker was available only for parent counselling. Referral to other professionals (55%) received the fourth highest rating.

In the opinion of the staff the most important function of the social worker at the toy library was the running of support groups. The number of parents who rated this as important (n = 55) seemed small in contrast.

However the support groups were usually fairly specific (e.g for those parents with a child who was severely and multiply handicapped), thereby probably involving only those parents whose child had a severe problem.

Figure 4:20

RATE VALUE OF SOCIAL WORKER



According to the figures gained from question (c), parents who had severely disabled children comprised only 11% of toy library members overall. Of the 94 sample members, 38 considered the question of support groups and provided information. Many of these (65%) were of the opinion that attending a support group to be of great benefit. No signigicant difference ($p = 0.6$) was found between those parents who had a severely handicapped child and the average benefit received from attending a support group.

Parent's were given the opportunity to rate the value of the role of the social worker in question 21. Responses are given in Table 30 on page 186 (Appendix 3). Overall the role of the social worker was highly rated as can be seen on Figure 4:20. Those parents not in agreement with this were those whose children were "normal" and who also expressed the wish for the toy library to be run as a municipal book library with no professional services.

Although 82% of parents rated the services of a social worker to be essential at the toy library only 64% of the sample indicated that they had ever met the social worker. This discrepancy can probably be explained by assuming that parents were expressing their opinion on having a social worker at the toy library rather than their actual experience. The toy library social worker was employed on a part time basis and it was possible that these members visited on a day the social worker was not at the toy library.

However this was seen as a deficiency in the service since there were so many parents who had never met the social worker. Table 31 on page 186 (Appendix 3) indicates how parents had met the social worker and shows how 18% of the members had met the social worker purely by chance. This was also not satisfactory from a toy library policy point of view. It seemed therefore that parents were content to know a social worker was available should they require her services.

A significant difference ($p = 0.00$) was found in the ratings of the value of the social worker between the group of members who had met the social worker on request as opposed to those who had met her by chance.

When asked in question 23 when they would have liked the social worker to be accessible (table 32, page 187 Appendix 3) 56 parents indicated they would prefer to meet her on by arranged appointment. 21 parents indicated that her presence at activity groups would be welcome. Thereafter spontaneous contact was mentioned ($n = 14$) and lastly, at every visit ($n = 9$).

The system of social service, as it was at the time of the study, appeared to be satisfactory from the members point of view. However from a staff point of view it was considered important that every member see the social worker at least once as part of the initial assessment of needs and therefore the system was not seen as satisfactory.

4(vi) TOY LIBRARY SERVICE IN GENERAL:

(Ques. 26,27,28,29,30,31)

Parents were given seven aspects of the toy library service and asked in question 28 to rank these in order of importance for themselves. These aspects are given below. Number one was considered to be the most important and number seven the least important aspect of the service.

1. Toy Lending
2. Formal parent support groups
3. Information on general child development
4. Activity groups
5. Fellow parent contact
6. Socialisation opportunity for their child
7. Participation in toy library functions (such as fundraising efforts, meetings etc.)

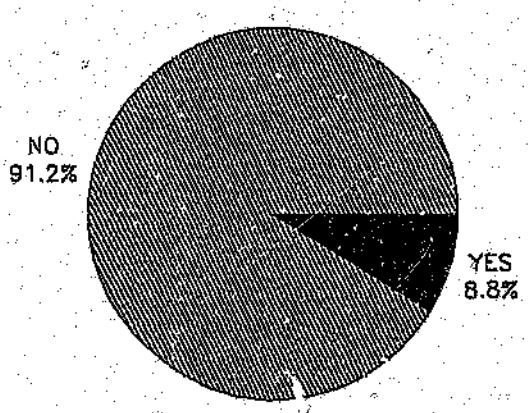
Willingness on the part of parents to participate in toy library functions would be determined by many factors. As indicated this was ranked the least important.

This was probably linked to the fact that the toy library service, for many families, was supplementary to other community services such as play, nursery and special schools, as well as therapy for their child. Parents were therefore not available exclusively to the toy library for activities such as voluntary work or fundraising. Because of other commitments for the benefit of their child (e.g. specific therapy or a special school, numerous doctors appointments etc.) one could not expect already overburdened parents to provide unlimited time and means (fund raising) to make such a service viable. It may however, be reasonable to expect most parents to make some sort of contribution to fund raising efforts or the day to day running of the service.

Parents were also asked to comment in question 30 on whether the toy library service would meet their needs if it were to be run along the lines of a municipal book library. This would mean no professional services and be purely a toy lending "self service" facility. There was a 91% response that this kind of service would NOT meet their needs and that the parents were not in favour of a

Figure 4:21

TOY LIBRARY WITH NO PROFESSIONAL SERVICE



EXPRESSED AS A PERCENTAGE

change in the existing service.
This is indicated on Figure 4:21. It is important to note that the 9% of parents who indicated that they would be happy with a pure toy lending service were parents of normal children. For them the value of the toy library seemed to lie in the practical question of a variety of toys for their child at very little cost. It seems logical that such a service would be of great value to most communities, however the parents in the sample of this study indicated that for them the Sunshine Centre toy library service needed to be broader than only the loan of toys.

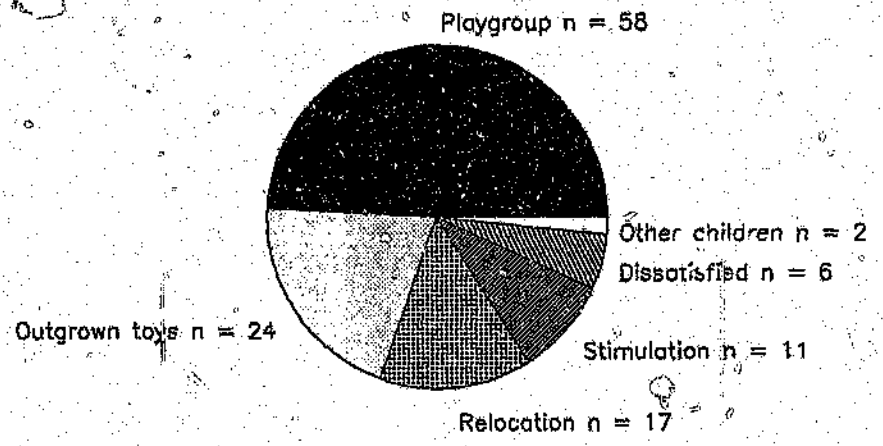
Reasons for leaving the toy library: (Ques.31)

When questioned on their reasons for leaving the toy library parents were given six categories and a choice of "other". The responses are indicated in Table 40 on page 189 (Appendix 3).

The combined percentages of present and ex members is given in Figure 4:22. For the ex-members this was a question of what actually had happened. For the present members they needed to project why they would no longer use the toy library service some

Figure 4:22

REASON FOR LEAVING TOY LIBRARY.



Combined graph for present & ex-members

EXPRESSED AS ACTUAL NUMBER

day.

There were a number of parents past and present who gave more than one reason for leaving the toy library.

The following table gives a breakdown in the number of parents who had left the toy library as opposed to those who were projecting why they would cease using the service.

Reason for leaving	Ex members	Members
Child started playgroup\school	28	30
Dissatisfaction with service	5	1
Toys no longer appropriate	7	17
Sifficient stimulation at home	10	1
Unhappy to integrate different kinds of children.	1	1
Other	1	0

The above table indicates the number of members. Some members provided more than one reason for leaving the toy library hence the total number above exceeded the number of the total sample.

Ex Members:

A child starting to attend a playgroup or special school was given as the most common reason by both groups. It was interesting to note how similar the projected reasons were compared with the actual reasons given by ex members.

For ex-members the next most common reason was sufficient stimulation at home. It was the writers impression in retrospect, that this was a very similar reason to the first since it was because of the extra stimulation at the playgroup or school that the need for stimulation at home diminished. The third reason for no longer using the toy library service was that toys were no longer appropriate. It was most likely that this was because the child had outgrown the pre-school age limit of the toy library toys.

Five members indicated that they had left because of dissatisfaction with the service. Unfortunately this dissatisfaction was not specified. A small number of families had left because of relocation and therefore too great a distance to travel.

The parent who indicated she was unhappy to integrate different kinds of children qualified her statement to mean rude, undisciplined children.

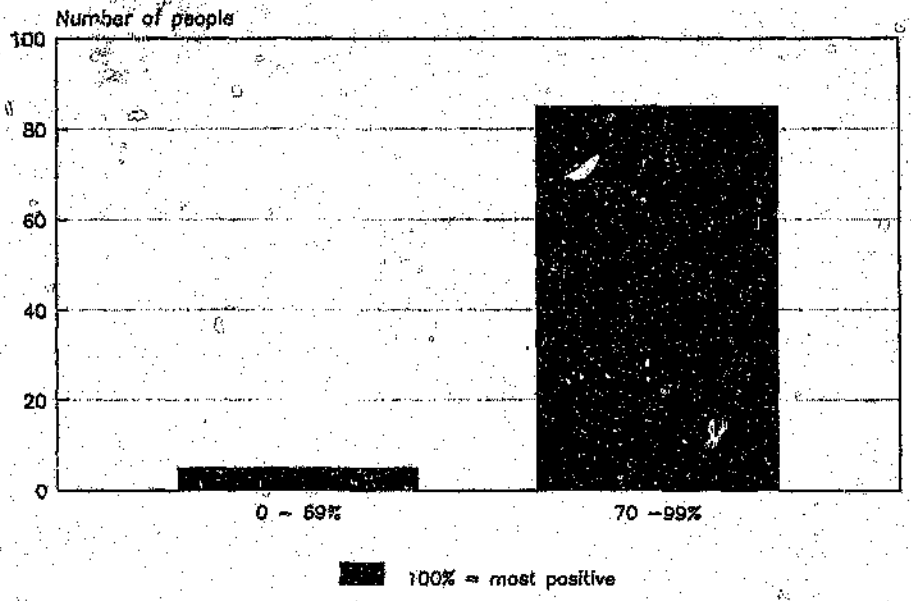
Present Members

As already mentioned the most commonly projected reason given for leaving the toy library was a child starting to attend a playgroup or school. Relocation was also mentioned as a projected reason for leaving. Thereafter it would be that the toys would no longer be appropriate. Fourthly the distance to travel between home and toy library would be too far. Single cases then mentioned dissatisfaction with the service and not wanting to integrate different kinds of children.

Interestingly no present member projected that sufficient stimulation at home would be a reason for discontinuing the use of the toy library services despite this being the second most common reason for ex members having discontinued the use of the service.

Figure 4:23

EFFECT OF TOY LIBRARY ON FAMILY



Overall effect of toy library on child and family: (Ques.29)

Finally the parents were asked to rate the overall effect the toy library service had had on their family. These opinions are reflected on Figure 4:23 and as can be seen the majority have indicated that this was positive. No doubt the reasons for this effect would vary from family to family. However it was likely that for many it would have been the extra resource of toys and equipment, being provided with a means of engaging in play with their child (whether they were disabled or not), the support the mothers experienced for themselves at the toy library, the feeling that they were contributing positively to their child's development and seeing the actual physical, intellectual, social and emotional growth.

Chapter 5

DISCUSSION & RECOMMENDATIONS

5 (i): TOY LIBRARY PARENTS:

The typical parent at the Sunshine Centre toy library seemed to be in contrast to the parents described by De Dearden (1979) and Slaughter (1983) when describing the populations of their studies on early intervention and the toy library concept involving play as a means of intervention. The families in the abovementioned studies were largely uneducated and from low socio-economic strata and their children fell into the category of environmental disability.

Although there was a cross section of the population amongst parents using the S.C. toy library, a trend was for those using the service to be from a middle socio-economic group in terms of educational and occupational levels.

It seemed true therefore to say that the aspect of the toy library service described in this study was catering largely for a group of so called privileged parents. However this fact did not negate the legitimacy of the needs of these parents. What it did imply was that the toy library service was not being utilised to a large extent, for families who were environmentally disabled.

Biological impairment does not always adhere to socio-economic boundaries and will probably continue to affect families regardless of their situation in life. It appeared that many toy library parents from this study, who were from the average socio-economic level, had children who fell into the biologically handicapped group. One had to be careful when considering which type of families needs were the greatest in the face of a biologically handicapped child. The temptation was to assume that the better the socio-economic level the better the family could cope with their disabled child. The impact of such a child on a family remains devastating regardless of the family's socio-economic level, and it seemed unfair to discrimminate on the basis of economics only, which family would be the more needy.

The recognition by many parents, at the toy library of their own needs, led them towards using a service which could help them in their striving to be the best parents they could be. This in itself created a very different service to that which would be offered in order to educate parents and care-givers of the importance of early stimulation for their children and the important role they had to play in order to achieve this. It would appear that those parents aware of this make up a large part of the toy library population and that the many parents and care-givers (for instance from the inner city areas) would need much more drawing in, enticement and motivation to make use of such a service. In order to address the needs of families in the face of environmental as well as biological disability, it was recommended that the existing referral system be modified at the toy library in order to include a different population of parents to make use of the toy library service.

Since toy library parents came from all parts of the Witwatersrand and from different directions it seemed that location was not a determining factor in terms of the toy library population.

However the relatively small number of parents from inner city areas seemed indicative that the service was not utilised by those geographically close to the toy library. This will be more fully discussed under the heading "location" of the toy library further on in this chapter. It was inferred from the distances travelled that many members needed their own transport or access to reliable public transport in order to make use of the toy library service.

A positive factor of the service at the toy library was that a large section of the parents who, at the time of this study were, satisfied with the service and content for it to continue as it was. The providers of the service could therefore be satisfied that what the toy library was offering was appropriate for the majority of parents already using the service. However they also needed to realise that the population they were serving was relatively privileged in terms of the general population in South Africa. Again, this did not negate the needs of those parents who were benefitting from the service, but it was seen as deficient in not reaching the many families experiencing environmental disability.

It may have been true to say the reason that many environmentally handicapped families did not use the toy library, was they did not recognise the importance of adult\child interaction which stimulated learning through play. However if this had been so it would have served to increase rather than decrease their neediness. It seemed therefore that the toy library should address the fact that the service was not being fully utilised by families for which it was very appropriate.

5 (ii): TOY LIBRARY CHILDREN:

In the world survey of toy libraries done by Bjorck-Akesson et al (1990) reference was made to children who had special needs (physical or mental) as well as to economically disadvantaged children. These two groups of children were described elsewhere in the literature on early intervention as biologically or environmentally impaired children (Browder 1981; Denhoff 1981; Slaughter 1983; De Dearden 1979; Bjorck-Akesson et al 1990). The biologically impaired group were relatively easily identified in comparison to the environmentally disabled.

This was also indicated in this survey by the fact that most parents were able to identify the biological problems of their child. In contrast however, it seemed difficult for parents to recognise or to describe an environmental handicap.

As referred to by De Dearden (1972) the term environmental handicap included those children with no access to early stimulation [illegible]ts or the environment or more formalised [illegible] scho[illegible] education. It was implied that environmental handicap referred to a low socio-economic section of the population. Slaughter (1983) referred to a group of inner city children as "deprived" and since her intervention programmes were focussed on intellectual stimulation it was assumed these children were deprived of cognitive stimulation and learning opportunities in their environment. A lack of adult input was implied in addition to few material resources which would normally have contributed to the general stimulation of children. Taken the overall early stimulation and educational facilities in South Africa, environmental disability was seen as an area of handicap common in South Africa.

The children described in this survey as those with developmental delays in communication, perceptual and motor abilities could be placed into this category and it was noted that there were considerably fewer of these than the biologically impaired children. The S.[illegible] toy library was suited to and catered for a large variety of children which included both the abovementioned categories. A third group was also catered for and referred to as "normal" or those who were able-bodied. This implied that the parents of these children considered them to have no problems in terms of development and learning. Statistics showed that just more than half the number of toy library children fell into this category.

Therefore a positive aspect of the service was that the type of child catered for at the toy library ranged from those with biological impairments and environmental deprivation through to those who were privileged enough to be learning from their care-givers and who had the benefit of a stimulating environment. Although different kinds of children were catered for at the toy library it seemed that the population was slightly imbalanced, and the majority of children were in the "normal" category.

Separating the number of biologically impaired from the environmentally handicapped was more difficult since the questionnaire did not clearly allow for this distinction. However it seemed that the smallest group of children catered for at the toy library were the envrionmentally disabled group. It was reccomemded therefore that this imbalance be addressed, particularly if the providers of the service aimed at meeting the needs of the overall population of children with problems in the Johannesburg area. Continued membership for the "normal" children was considered desirable in terms of teaching children to understand and be tolerant of disability as well as allowing disabled children to mix with able-bodied children.

Consideration was given by the writer to whether the S.C. toy library service might be more appropriate to only one section of the population e.g. only the environmentally deprived or just the biologically impaired child. According to Bjorck-Akesson et al (1990) countries with only a few toy libraries (e.g. Jordan, Korea and Zimbabwe) catered almost exclusively for the biologically impaired child.

However there was a worldwide trend towards generalising toy library services and integrating the more specialized service with the generic. This mixture of children with different abilities and needs was a reflection of the many toy libraries in the world which catered for different types of children from the same facility (Bjorck-Akesson et al 1990). Despite differences such as physical or mental abilities, there was an element common to all children at the toy library, in their need for play. This universal play element unites children making toy libraries appropriate to a very broad spectrum of needs. The same facility was used for all children whether they had a disability or not. A positive reflection of the toy library service was that it adhered to this principle of integration. The advantages of an integrated service included the normalisation of the environment and therefore the services offered were for the use of both disabled as well as normal children (Guralnick 1977, Pryor 1977).

The normalisation reflected at the toy library was not only inkeeping with world trends but seemed generally acceptable to those using the service.

The only objection made to integrating different kinds of children was one comment in the survey voicing an objection to rude, undisciplined children. This statement was perceived by the writer to have been applicable regardless of children's abilities or disabilities.

Not only did this process of integration at the toy library allow for all kinds of children to adapt to one another but it also allowed a more economical use of resources. This was particularly pertinent when one considered that the S.C. toy library serviced the whole of the Johannesburg area and that it was funded as a charitable organisation by public donations. Since funding would always be an important aspect of the existence of the toy library, economical use of its resources was advisable. The process of normalisation also made sense in terms of expanding the concept of toy libraries in South Africa and to establish them in venues accessible to all children. In Poller's study (1986), she referred to toy libraries which were an extension of municipal libraries.

Since the toy library concept was so suited to so many children the expansion of the number of toy libraries e.g. into municipal library venues was considered very important by the writer.
A concluding comment on the toy library children was that the continued "mix" of children should be aimed for. However an improvement on the situation would be a greater balance between the different groups with increased numbers of disabled childre, particularly environmentally disabled, as opposed to normal children.

5 (iii): LOCATION OF THE TOY LIBRARY:

Since the toy library was supposedly accessible to the inner city area it was expected that a far greater number of members at the toy library would have been families from these areas. A possible reason for the fact that this was not so was that the main source of referral to the toy library was through friends by word of mouth. Toy library members therefore continued to be drawn from the same strata of the population as those who were members at the time of this study.

This needed to be addressed if the toy library wanted to be an aporopriate service for those families on its doorstep.

Head and Barton claimed (1987) that was important to make a toy library service as accessible as possible and that there was value in running a toy library from a venue where groups and families already met for some other purpose. The venue which housed the S.C. toy library was the Transvaal Memorial Institute (TMI). It was a large building which had previously been a childrens hospital and at the time of the study housed a number of day clinics all related to the health and wellbeing of children. Also included were medical and paramedical facilities, nursery schools and a family mental health unit. On the surface therefore it seemed to be an ideal place to have a toy library. However this may only be true for the biologically impaired child. Since the nature of the services provided at the TMI were largely geared towards the biologically disabled child. The hospital appearance and atmosphere was still evident in the building.

It was also possible that the general population not connected with TMI in any way, had maintained the attitude that it was for "sick" children only. This probably had far reaching implications for drawing in the environmentally disabled children. From this point of view it could have been argued that the toy library venue should change. However other factors needed to be considered before recommending such a move.

TRANSPORT: For many in the city areas the toy library was within walking distance yet they were not making use of its services. Although within walking distance of the average adult, it was probably not within walking distance for anyone having to transport a disabled child. Although the toy library was on a bus route it was common knowledge that the public transport system in Johannesburg was not very efficient or reliable. In terms of transport the trend for toy library members was to have the use of their own transport. This was in contrast to toy libraries in countries such as Britain which have excellent public transport, or even Australia where toy libraries were often taken to the people in outlying areas by means of air transport.

However this was not likely to happen in south Africa and the transport issues would probably be applicable regardless of the toy libraries' location. A possible solution was that the toy library use the kombi at it's disposal to set up a ferry system between town and its venue.

Among other reasons for the lack of environmentally deprived children using the service could have been the fact that children were left with care-givers who had the responsibility of caring for a large group of children without the necessary motivation, time or education to realise the importance of early stimulation. These care givers would also have had no way of knowing that the facility existed unless actually in or around the building in which the toy library was housed. The other factor was how they would have known that the service was accessible to the general public and not just for sick children. This linked with how the toy library service was publicised and how one would have had to build up an alternative referral system.

Once inside the building which housed the toy library most parents in the survey seemed happy with the actual physical premises of the toy library. The size was generally considered adequate for its purposes in the parents' opinion.

All the abovementioned factors were taken into consideration when determining whether the present situation of the S.C. toy library was the most ideal.

As with most charitable organisations the matter of finance weighed heavily in favour of the situation as it was, since along with it's other advantages, the housing facility at TMI was rent free for the toy library. It seemed therefore that with some modifications to its publicity campaigns which would serve to alert and inform more local parents and care-givers that the service was available to them, the location of the toy library could continue to be used appropriately. In addition, since the toy library had it's own kombi, a system of transport to and from the city centre could have been investigated.

It was concluded therefore that the toy library could continue to be appropriate to many by remaining in it's location.

5 (iv); TOY LENDING SYSTEM:

OPENING HOURS: From a practical point of view it seemed that opening times outside normal working hours would have made the service accessible to a larger section of the population. However, Head and Barton (1987) reported that there was no link between the times that toy libraries were open and the degree of success in attracting and maintaining their members. There was no comment found in the literature on the relationship between opening hours and appeal to different sections of the population e.g. those families where both parents were working. Therefore it was assumed that the opening hours at the toy library could remain as they were.

The length of loan time was acceptable to many parents at the 3 week period. However it could probably have been successfully extended to a monthly toy exchange.

Regardless of the set loan period it remained important for the toy library to remaine flexible in terms of toy exchanges.

TOY LENDING: The S.C. toy library survey identified many aspects of the service which were in common with other toy libraries around the world. A positive aspect was that most parents using the S.C. toy library were satisfied with the practical running and organisation of the toy library and did not suggest or request change. Obviously a good stock of toys was considered an essential part of any toy library as mentioned throughout the literature on toy libraries.

Generally parents at the S.C. toy library felt that there were enough toys to make their membership at the library worthwhile. It seemed therefore that the toy library could continue serving it's population with the stock of toys it had providing every effort continued to be made to update and replace toys on a regular basis in order to maintain a fair standard for its members. The stock of toys was central to the service and should therefore a priority when budgeting.

Since there was a greater loss and breakage of toys among disabled children it was recommended that specailly adapted toys for these children be acquired and added to the toy stock.

The question was considered whether there could ever be enough toys in any toy library? Factors to be considered in the South African situation when examining the issue of toys would be firstly; the availability of good toys, and secondly; the cost of such toys. Sanctions, as well as the prohibitive exchange rates were causing a large gap in the market for good, durable toys. Although toys were recognised purely as a means to an end (Rosenau 1973) and not the end in themselves they were vital to any toy library and needed to be given priority when budgeting. South Africa also did not have the advantage of having large toy manufacturing companies who could donate new ranges of toys to toy libraries as part of their market research. The financial factor which limited the growth and development of toy libraries was obviously a universal problem and was mentioned in the world survey of toy libraries done by Bjorck-Akesson et al (1990).

It seemed therefore, that under the circumstances the toy library seemed to be providing as good a stock of toys as could be expected.

The condition and maintenance of toys was another issue mentioned in the literature on the procedure and mechanics of toy lending. The system of dealing with loss and breakages described by Head & Barton (1987) was practised at the S.C.toy library and considered fair by the parents concerned. However parents did express what seemed to be a universal problem of wanting single piece toys without a number of parts which would get lost (Head & Barton 1987). Although not entirely realistic this should always be kept in mind when purchasing toys for the toy library.

It was also recommended that toy library staff maintained an attitude of empathy for parents reporting toy loss and breakages since it was an issue many parents found difficult to deal with.

5 (v): PROFESSIONAL STAFF SERVICES:

The importance of supporting parents with a handicapped child is a well documented concept.

In the literature this parent support included helping parents to facilitate their child's development (Kelly 1981). This practical guidance and support in terms of child development was provided at the toy library by the occupational therapists. Their assistance and recommendations on activities and the use of equipment was highly rated by those toy library parents who had received such help, and was a good example of how this type of support was provided and should continue to be provided at the S.C. toy library. These recommendations were seen to be a unique contribution of the toy library and one that should be consistently provided with particularly attention to each parent and their individual child.

Contact with the professionals, in an informal and happy setting, who had the time to listen (Moreland 1977) was another aspect of parent support entrenched in the general running of the toy library. Parents expressed their appreciation of having the support of the staff and many made use of these opportunities to discuss problems related to their children.

It was recommended that parent support continue to be an important aspect of the toy library service and it followed therefore that a social worker always be accessible to parents on request. The importance of a pleasant and happy atmosphere at the toy library could not be over estimated. It should always be a place where children could play with the freedom to learn and explore, while their parents gained insight into their development and how best to contribute to this. It was strongly recommended that the attitude and professionalism of the staff continued to be conducive to allowing this to happen.

The S.C. toy library staffing seemed to be fairly unique. According to the literature most toy libraries had either professional staff and catered for handicapped children, or volunteers willing to learn to be "toybrarians". Particular value was seen in the S.C. staffing structure which was a combination of the two. This was especially true if the integration of different children was to continue and a normalisation of the service was aimed for.

An important indicator of how parents valued the professional services was their overall negative response to the option of a toy lending service without professional services. It was seen therefore that the professionals provided an enriched toy library service and should continue to be included in the staffing structure of the toy library.

5 (vi): TOY LIBRARY SERVICE IN GENERAL:

Lastly, the S.C. toy library met a number of Denhoff's (1981) criteria for successful early intervention services. Firstly ample provision was made the involvement of parents in the intervention procedures i.e. stimulation of their children through play. Secondly parents were supported in their efforts to come to terms with, and effect positive change in their child's disability. Professional staff members were available to assist parents in the management of their child. A multi-disciplinary approach was maintained and every medical, para-medical and community resource available used to that end.

The practical value of a toy library was obvious in terms of toys lending. The importance of play was not only one to which parents could relate and understand and was even in some cases the "expert". The whole child within the family unit was taken into account and intervention was at the pace of the parent. The services at the toy library were offered in a welcoming, attractive and non threatening environment which were appropriate for both the handicapped and non handicapped children. Overall the toy library was seen as a successful method of intervention. Ideally it co-existed and was supplementary to existing medical and educational provision for children.

In instances where there were no medical and educational services the toy library could have been the first step towards meeting the communities needs.

Chapter 6

CONCLUSION

In conclusion it was necessary to once more consider the question asked at the beginning of this study namely;

DOES THE SUNSHINE CENTRE TOY LIBRARY PROVIDE AND APPROPRIATE TOY LENDING AND SUPPORTIVE SERVICE TO PARENTS WITH CHILDREN WHO HAVE SPECIAL NEEDS?

The writer concluded from this study that the answer to the above question was yes. The overall positive response from parents on most aspects of the toy library service was indicative that their needs were being met. Therefore, what the toy library as it existed was offering, could be considered appropriate for parents of children with special needs. The special needs in this case referred to biological as well as environmental disabilities.

Toy library population:

The disabling conditions of the toy library children were diverse, indicating the wide appeal and application of the service. The fact that the service also catered for a group of "normal" children was seen to be a positive factor in terms of the whole service. However a better balance between the number of disabled and able-bodied children would probably indicate a better utilisation of the service in terms of the Johannesburg children. It would certainly have made sense for the toy library to continue working towards drawing families from the Johannesburg city area, particularly with the influx of families into "flatland" and the dearth of pre-school facilities in the area. The toy library was fairly accessible to the area and with its availability made more widely known could service the families on its doorstep.

The integration of different children allowed for a process of normalisation for disabled children. The service was provided in a setting which was appropriate for and utilised by all kinds of children.

For these children the toy library was playing an important role in their development through the promotion of the importance of play as well as in the provision of suitable playthings. A final comment on the toy library population, was that the many different parents and children who made use of the toy library service indicated how relevant the toy library was for all children, regardless of whether they were disabled or not.

Professional services:

A gratifying aspect of the toy library service which emerged from this study was the amount of support parents received from staff members. For many this was in the form of practical support which occurred as a result of the occupational therapist's guidance and recommendations during toy exchanges. It seemed important to parents that the selection of toys was made by someone with knowledge of child development, disabling conditions and their implication, as well as the importance and value of play. For others it was the emotional support derived from toy library visits.

It was the writers' opinion that the input from the social worker was very important in the overall service to toy library members. Formal support groups run by the social worker provided parents at the toy library with much needed emotional support. This remained an important part of the toy library service notwithstanding the fact that a relatively small number of parents were able to attend these formal support groups. Generally a greater number of parents seemed to receive more informal emotional support from the staff than from fellow parents who were also toy library members. More interaction between parents needed to be encouraged in order to build up a network of additional support which could be gained from toy library membership. The importance of the supportive role played by toy library staff implied that in addition to the more obvious skills, staff should be carefully selected for emotional openess and an ability to be supportive to parents in need.

There was an overwhelming response to the question whether the toy library should be run as a municipal book library i.e. the loan of toys only with no additional professional services.

This indicated how important the professional services were to the parents who used the service. As was seen in the literature review there were toy libraries that were run without professional services. However without the professional services parents' needs for support, practical as well as emotional, would have remained largely unmet at the toy library. It was therefore considered important by the writer that the toy library continued to offer specialised services to parents of children with special needs. Since it was an early intervention service appropriate for children from the age of three months the toy library was often parents' first introduction to special services for disabled children. A professional, informed and sensitive approach was needed in this transition period of coming to terms with their child's disability and all that it implied for the family.

The use of volunteer staff with experience of related fields such as nursery school teaching, could be included in the running of toy library activity groups. The success of this would however depend of the levels of disability of children attending the groups.

The more disabled the child the greater the need for input from an occupational therapist.

Toy Lending service:

The toy lending aspect of the service was rated as the most valuable and important to parents. It was easy to imagine how a diverse supply of toys to take home on loan would be of practical use to any parent. The toy library however, went one step further in providing assistance from occupational therapists with the selection of toys and recommendations on their use. The practical aspects of the toy lending system were acceptable to parents with some practices being viewed more positively than others. An good, ongoing supply of toys remained essential to such a service. It's premises were deemed appropriate taking into account the recommendations made in chapter 5. Generally speaking however, parents expressed satisfaction at the way the toy library system worked.

In the light of the abovementioned conclusions it would make sense for the toy library service to continue as it was with some minor improvements as discussed in chapter four. This study has confirmed that the toy library concept as perceived by those providing the service was very similar to how it was perceived by those parents who used the toy library. It played a meaningful role in assisting parents to adapt to their child's disability and the effect a disabled child had on the whole family.

One of the noteworthy strengths of the toy library concept was that it could easily be adapted to individual and community needs. It seemed important therefore, that within its stated framework and aims, the toy library continued to expand it's services to meet the needs of as many parents with handicapped children as possible. In addition the toy library needed to continue propagating how important the concept of play was for pre-schoolers, whether they were normal, biologically or environmentally disabled.

For the growth of the toy library concept in general it would have been prudent for the S.C. Toy Library, as the largest in South Africa, to initiate a federation of toy library's in this country. This had proved to be of great benefit to the expansion of the toy library movement in other countries and would surely do the same in South Africa.

The pre-school years are vital and formative years in which stimulation through play make a difference to all children.

APPENDIX 1a

(QUESTIONNAIRE)

Dear Member

Your participation in this survey is greatly appreciated.

The aim of this questionnaire is to establish what kind of a service we are providing at the Toy Library. Your opinions will help to establish which aspects of the service are
- used most
- are most beneficial.
- need changing in any way.

Please answer ALL the questions asked.

There are 3 types of answers.

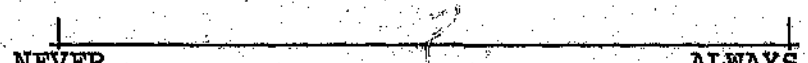
(i) TICK THE APPROPRIATE BOX e.g.

NO	YES

(ii) WRITE IN THE SPACE PROVIDED:

(iii) INDICATE ON THE SCALE BELOW:

e.g. Does the sun shine in summer?



Present members : When you have completed this questionnaire please either put it in the sealed box at the toy library.

Ex members: Return it in the envelope provided as soon as possible.

Thank you.

TOY LIBRARY QUESTIONNAIRE

FOR OFFICE USE
[01][02][03]
card no [ ]04

Please tick the appropriate box.

Q(a): How many of your children are toy library members?

1	2	3	4

[05]

Q(b): How long have you been members of the Toy Library?

1 year	2 years	3 years	+3 years

[06]

Q(c) Which of these describes the severity of your child's problem?

mild	moderate	severe	none

[07]

Diagnosis (if known) is? _____

[08]

Q(d): How often do you visit the Toy Library? Every

2 weeks	3 weeks	4 weeks	6 weeks

[09]

Q(e): Which of the following does your child attend?
(can tick more than one)

Play school:	[ ]	[ ] 10
Nursery School	[ ]	[ ] 11
Special School:	[ ]	[ ] 12
Therapy:	[ ]	[ ] 13

Q(f): How many years of SECONDARY education completed:

	std.6	std.7	std.8	std.9	std.10	
Father						[14]
Mother						[15]

Q(g): How many years of TERTIARY education completed?

Father	2 years	3-5 years	5+ years	[16]
Mother	2 years	3-5 years	5+ years	[17]

Q(h): OCCUPATION: Father: [_____] [18]

Mother: [_____] [19]

Q(i): How far do you travel to the Toy Library (one direction from home ? [ ][ ][20 21

---------km

Q(j): In which suburb do you live?_____ [23]

Q(k): Who referred you to the Toy Library?

doctor	therapist	media	friend	other

[24]

Q1. How long after hearing about the Toy Library did you become a member? (tick the appropriate box)

immediately	0-3 months	3-6 months	6-12 months

[25]

If there was a delay in joining please state reason:

[26]

Q2. Please indicate on the scale below the reception you experienced on your first visit to the Toy Library:

VERY UNWELCOME MOST WELCOME

[ ][ ] 2

Q3. Why did you join the Toy Library?

_____ [29]

Q4. Is having the toys at home for approximately 3 weeks long enough for your child?

YES	NO

[30]

How long would be ideal? ___ ___ weeks. [31]

Q5. Are there enough toys in the Toy Library?

YES	NO

[32]

Q6. Think of the size of the Toy Library area. Would you like it?

BIGGER	SMALLER	SAME SIZE

[33]

Q7. The condition and quality of the toys varies. Indicate on the scale below if these are:

ALWAYS POOR |_____| ALWAYS GOOD [ ][ ]34 35

Q8. How often do the kind of toys at the Toy Library meet your child's needs?

NEVER |_____| ALWAYS [ ][ ]36 37

Q9. Please rate on the scale below the assistance and recommendations you receive when selecting toys.

NOT HELPFUL |_____| MOST HELPFUL [ ][ ]38 39

Q10. Is the system of replacing a broken\lost toy or paying a fine fair?

YES	NO

[ ]40

Q11. Keeping the toys and equipment in good order is difficult for me because: (can tick more than one)

I DO NOT HAVE TIME TO SUPERVISE THEIR USE	[ ]	[ ] 41
TOYS USUALLY BREAK EASILY	[ ]	[ ] 42
A HANDICAPPED CHILD IS ROUGH WITH TOYS	[ ]	[ ] 43
OTHER: (specify)		[ ] 44

Q12. When you return a toy broken or with pieces missing which of the following best describes your feelings -(can tick more than one)

EMBARRASSED	[ ]	[ ] 45
GUILTY and ANNOYED WITH SELF	[ ]	[ ] 46
APPREHENSIVE OF STAFF'S REACTION	[ ]	[ ] 47
CONCERNED ABOUT COST OF REPLACEMENT	[ ]	[ ] 48
ANGRY AT YOUR CHILD	[ ]	[ ] 49
RESENTFUL THAT YOU ARE BEING HELD RESPONSIBLE	[ ]	[ ] 50

Q13. Have you received any instruction on how to use and adapt toys and equipment for your child's special needs?

YES	NO

[ ]51

Q14. Was the information useful? Mark on scale below.

NEVER |——————————————————| ALWAYS [ ][ ]52 53

Q15. Please rate on the scale below the importance (for yourself) of the availbale OCCUPATIONAL THERAPY functions.
0 = Not at all important
100 = Most important

SHOWING YOU VARIOUS TOYS:

0 |——————————————————————| 100 [ ][ ]54 55

ASSESSING YOU CHILD'S LEVEL OF FUNCTION:

0 |——————————————————————| 100 [ ][ ]56 57

HELPING YOU CHOOSE APPROPRIATE TOYS:

0 |——————————————————————| 100 [ ][ ]58 59

OFFERING ADVICE ON THE USE OF TOYS:

0 |——————————————————————| 100 [ ][ ]60 61

RUNNING ACTIVITY GROUPS:

0 |——————————————————————| 100 [ ][ ]62 63

ADVISING ON HOW TO PLAY WITH YOUR CHILD:

0 |——————————————————————| 100 [ ][ ]64 65

HELPING SOCIAL WORKER RUN SUPPORT GROUPS:

0 |——————————————————————| 100 [ ][ ]66 67

Q16. How important is it for you to have the services of an occupational therapist at the Toy Library?

NOT AT ALL IMPORTANT MOST IMPORTANT

|——————————————————————|

[ ][ ]68 69

Q17. How regularly would you like your child to be formally assessed by an Occupational Therapist?

Once Only	Every 6 months	Every Year

[70]

Q18. Please rate the practical advice you have received on the management of your child.

TOTALLY USELESS |_____| VERY USEFUL

[ ][ ]71 72

[01][02][03]
card no [ ] 0

Q19. Some people find a problem easier to cope with if they are able to talk about it. How often (at the Toy Library) are you able to talk about what is worrying you?

NEVER |_____| OFTEN ENOUGH

[ ][ ]05 06

Q20. Which of the following do you see as the Social Worker's function at the toy library? (Tick more than one if you like)

ENROLLING NEW MEMBERS	[ ]	[ ]07
INDIVIDUAL PARENT COUNSELLING	[ ]	[ ]08
RUNNING SUPPORT GROUPS	[ ]	[ ]09
REFERRAL OF MEMBERS TO OTHER PROFESSIONALS	[ ]	[ ]10
BEING INVOLVED WITH YOUR CHILD	[ ]	[ ]11

(Please also put a * next to the one most important for you).

Q21. Please rate on the scale below the value of having a Social Worker at the Toy Library.

UNNECESSARY |_____| ESSENTIAL

[ ][ ]12 13

Q22. When did you meet the Social Worker at the Toy Library? (Please tick)

Visit 1	Visit 2	By chance	On request	Never

[14]

Q23. Please think about the accessibility of the Social Worker. Would you like to have her available (tick the appropriate box)

ROUTINELY AT EVERY VISIT	[ ]	[ ] 15
BY ARRANGED APPOINTMENT	[ ]	[ ] 16
SPONTANEOUS CONTACT	[ ]	[ ] 17

AT ACTIVITY GROUPS [ ] [ ] 18

Q24. If you have attended support groups what benefit have you had from attending support group meetings run by the Social Worker and Occupational Therapist?

NO BENEFIT — GREAT BENEFIT

[ ][ ] 19 20

Q25. From whom have you experienced more support and sharing of problems at the Toy Library in general?

STAFF	FELLOW PARENTS

[21]

Q26. How often have you attended an activity group with your child?

Weekly	Monthly	Quarterly	Never

[22]

Q27. If you attend the activity groups please rank the following aspects of the groups in order of importance for yourself.

A) INTERACTION BETWEEN YOU AND YOUR CHILD [ ] 23
B) YOUR CHILD'S SOCIAL INTERACTION WITH PEERS [ ] 24
C) CREATIVE PARTICIPATION IN THE ACTIVITY [ ] 25
D) YOUR INTERACTION WITH OTHER PARENTS AT THE GROUP [ ] 26

	1st	2nd	3rd	4th	
most important					least important

Q28. Please rate the following in order of importance for you.

A) TOY LENDING [ ] 27
B) ATTENDING FORMAL SUPPORT GROUPS [ ] 28
C) INFORMATION ON GENERAL CHILD DEVELOPMENT [ ] 29
D) PARTICIPATING IN ACTIVITY GROUPS [ ] 30
E) FELLOW PARENT CONTACT [ ] 31
F) SOCIALISING OPPORTUNITY FOR YOUR CHILD [ ] 32
G) PARTICIPATION IN TOY LIBRARY FUNCTIONS [ ] 33

1st	2nd	3rd	4th	5th	6th	7th

Q29. Please rate the effect the toy library service has had on your child and family.

NEGATIVE POSITIVE

[ ][ ]34 35

Q30. Would you prefer the Toy Library to be run as a book library i.e. without any professional services.

YES	NO

[36]

Q31. What was/would be your reason for leaving the toy library? (tick one or more)

CHILD STARTED PLAYGROUP/SCHOOL	[ ]	[ ]37
DISSATISFACTION WITH SERVICE	[ ]	[ ]38
TOYS NO LONGER APPROPRIATE	[ ]	[ ]39
SUFFICIENT STIMULATION AT HOME	[ ]	[ ]40
RELOCATION	[ ]	[ ]41
UNHAPPY TO INTEGRATE DIFFERENT KINDS OF CHILDREN	[ ]	[ ]42
OTHERS (please specify)		
----------		[ ]43

APPENDIX 1b

(VRAELYS)

Geagte Lid

U deelname in die opname word uiters waardeer. Die doel van hierdie vraelys is om vas te stel watter soort diens ons by die speelgoedbiblioteek lewer.

U mening sal help om te bepaal watter aspekte van die diens
- die meeste gebruik word
- die mees nuttig en hulpvaardig is
- benodig enige verandering.

Antwoord asseblief ALLE vrae.

Daar is 3 soorte antwoorde nl.amlik;

(i) MERK DIE TOEPASLIKE BLOKKIE:

NEE	JA

(ii) SKRYF IN DIE GEGEWE SPASIE:

_____

_____

(iii) DUI OP DIE ONDESRSTAANDE SKAAL AAN:

Skyn die son in die somer?

ALTYD |_____| NOOIT

Lede: Nadat u die vraelys voltooi het plaas dit asseblief in die geseelde doos wat voorsien is.

Oud Lede: Nadat u die vraelys voltooi het, plaas dit asseblief in die gegewe koevert en pos dit so spoedig moontlik.

Baie dankie.

SPEELGOEDBIBLIOTEEK VRAELYS:

VIR KANTOOR GEB
[01][02][03]
kaart no [ ]0

Merk die toepaslike blokkie:

V(a): Hoeveel van u kinders is lede by die Speelgoed-biblioteek?

1	2	3	4

[05]

V(b): oe lank is u al lede van die Speelgoedbiblioteek?

6 maande	1 jaar	2 jaar	3 jaar	+3 jaar

[06]

V(c): Watter van die volgende beskryf die graad van u kind se probleem?

liggeraak	matig	erg	geen

[07]

Diagnose (indien bekend)?_____

_____ [08]

V(d): Hoe dikwels besoek u die speelgoedbiblioteek? Elke

2 weke	3 weke	4 weke	6 weke

[09]

V(e) Watter van die volgende woon u kind by? (Kan meer as een tik)

Speelgroepie:	[ ]	[ ]10
Kleuterskool:	[ ]	[ ]11
Spesiale skool:	[ ]	[ ]12
Terapie:	[ ]	[ ]13

V(f): Hoeveel jaar SEKONDERE onderrig het u voltooi?

	st.6	st.7	st.8	st.9	st.10	
Vader						[14]
Moeder						[15]

V(g): Hoeveel jare TERSIERE onderrig het u voltooi?

Vader	2 jaar	3-5 jaar	5+ jaar	[16]
Moeder	2 jaar	3-5 jaar	5+ jaar	[17]

V(h): BEROEP: Vader :[_____] [18]

Moeder:[_____] [19]

V(i): Hoe ver ry u (in een rigting) na die Speelgoedbiblioteek?

_____km [20][21][22]

V(j): In watter woonbuurt woon u? _____ [23]

V(k): Wie het u na die Speelgoedbiblioteek verwys?

dokter	terapeut	vriend	media	ander	[24]

V1. Hoe lank nadat u van die Speelgoedbiblioteek gehoor het, het u aangesluit as lid?

Dadelik	3 maande	6 maande	12 maande	[25]

Indien daar 'n vertraging was gee die rede hiervoor:

_____ [26]

_____

V2. Dink asseblief aan die aanvanklike welkom wat u by die Speelgoedblioteek ervaar het. Dui op die onderstaande skaal aan hoe welkom u gevoel het.

UITERS ONWELKOM UITERS WELKOM

|_____| [ ][ ][27 28]

V3. Hoekoem het u by die Speelgoedbiblioteek aangesluit?

_____ [29]

_____

V4. Is drie weke lank genoeg vir u kind om die speelgoed by die huis te he? | JA | NEE | [30]

Hoe lank sou ideaal wees? _____ weke? [31]

V5. Is daar genoeg speelgoed in die Speelgoedbiblioteek?

| JA | NEE | [32]

V6. Dink aan die grootte van die Speelgoedbiblioteek? Verkies u 'n area ...

| GROTER | KLEINER | DIESELFDE GROOTTE | [33]

V7. Die toestand en gehalte van die speelgoed wissel. Dui aseblief op die onderstaande skaal aan hoe u dit ervaar het.

ALTYD SWAK |_____| ALTYD GOED [ ][ ]34 35

V8. Dui op die skaal aan hoe dikwels die soort speelgoed by die speelgoedbiblioteek aan u kind se behoeftes voldoen.

NOOIT |_____| ALTYD [ ][ ]36 37

V9. Beoordeel asseblief op die onderstaande skaal die hulp en aanbevelings wat u ontvang tydens die uitkies van speelgoed.

TOTAAL ONBEHULPSAAM UITERS BEHULPSAAM

|_____| [ ][ ]38 39

V10. By die Speelgoedbiblioteek word 'n stukkende speelding of vervang of 'n boete word betaal. Is die stelsel regverdig?

JA	NEE

[40]

V11. Om die speelgoed in 'n goeie toestand te hou is moeilik vir my omdat ... (kan meer as een tik)

EK NIE DIE TYD HET OM DAAROOR TOESIG TE HOU NIE	[ ]	[ ]41
SPEELGOED BREEK GEWOONLIK MAKLIK	[ ]	[ ]42
GESTREMDE KINDERS IS HARDHANDIG MET SPEELGOED	[ ]	[ ]43
ANDER(spesifiseer)_____		[ ]44

V12. Gestel u handig speelgoed terug wat stukkend is of waarvan stukkies weg is. Watter van die volgende beskryf hoe u voel? (Kan meer as een tik).

VERBOUEREERD	[ ]	[ ]45
SKULDIG EN VIES VIR USELF	[ ]	[ ]46
BEVREES VIR DIE PERSONEEL SE REAKSIE	[ ]	[ ]47
BEKOMMERD OOR DIE KOSTE VAN VERVANGING	[ ]	[ ]48
KWAAD VIR U KIND	[ ]	[ ]49
GEGRIEF DAT U VERANTWOORDELIK GEHOU WORD	[ ]	[ ]50

V13. Het u enige voorligting by die speelgoedbiblioteek ontvang hoe om speelgoed en toerusting aan te pas vir u kind se spesiale behoeftes?

JA	NEE

[51]

V14. Was die inligting nuttig? (Dui aan op die skaal)

NOOIT |_____| ALTYD [ ][ ]52 53

V15. Dui op die onderstaande skaal aan hoe belangrik die beskikbare ARBEIDSTERAPIE funksies is vir u.

0 = Van Geen Belang
100 = Uiters Belangrik

OM U 'N VERSKEIDENHEID SPEELGOED TE WYS:

0 |——————————————————| 100 [ ][ ]54 55

U KIND SE VLAK VAN ONTWIKKELING TE BEPAAL:

0 |——————————————————| 100 [ ][ ]56 57

HELP U OM TOEPASLIKE SPEELGOED UIT TE KIES:

0 |——————————————————| 100 [ ][ ]58 59

RAADGEWING OOR DIE GEBRUIK VAN DIE SPEELGOED:

0 |——————————————————| 100 [ ][ ]60 61

OM AKTIWITEITSGROEPE TE BEHARTIG:

0 |——————————————————| 100 [ ][ ]62 63

RAADGEWING OOR HOE OM MET U KIND TE SPEEL:

0 |——————————————————| 100 [ ][ ]64 65

HELP DIE MAATSKAPLIKE WERKSTER OM ONDERSTEUNINGS-GROEPE TE BEHARTIG:

0 |——————————————————| 100 [ ][ ]66 67

V16. Hoe belangrik is dit vir u dat die dienste van 'n ARBEIDSTERAPEUT by die speelgoedbiblioteek beskikbaar is?

VAN GEEN BELANG UITERS BELANGRIK

|——————————————————| [ ][ ]68 69

V17. Hoe gereeld sou u verkies dat u kind formeel deur 'n Arbeidsterapeut bepaal word?

Net eenmaal	6 maandeliks	Jaarliks

[70]

V18. Dui op die onderstaande skaal aan hoe waardevol was die raad wat u ontvang het oor die praktiese hantering van u kind.

TOTAAL NUTTELOOS | _____ | UITERS WAARDEVOL

[ ][ ] 71 72

V19. Sommige mense vind 'n probleem makliker om te hanteer indien hulle daaroor kan praat. Hoe dikwels kan u by die speelgoedbiblioteek praat oor dinge wat u hinder?

[01][02][03]
kaart nr.[04]

NOOIT | _____ | DIKWELS GENOEG

[ ][ ] 05 06

V20. Watter van die volgende is volgens u die MAATSKAPLIKE WERKSTER se funksie by die speelgoedbiblioteek? (Tik meer as een as u wil)

AANSLUITING VAN NUWE LEDE	[ ]	[ ] 07
INDIVIDUELE OUER RAADGEWING	[ ]	[ ] 08
ONDERSTEUNINGS-GROEPE LEI	[ ]	[ ] 09
VERWYSING VAN LEDE NA ANDER PROFESSIONELE	[ ]	[ ] 10
BETROKKE WEES BY U KIND	[ ]	[ ] 11

(Merk ook asseblief 'n * by die een wat belangrikste is vir u).

V21. Skat op die onderstaande skaal die waarde van 'n Maatskaplike Werkster by die Speelgoedbiblioteek.

ONNODIG | _____ | NOODSAAKLIK

[ ][ ] 12 13

V22. Wanneer het u die Maatskaplike Werkster ontmoet by die Speelgoedbiblioteek?

Besoek 1	Besoek 2	Op versoek	Toevallig	Nooit

[14]

V23. Dink asseblief aan die bekombaarheid van die Maatskaplike Werkster. Sou u verkies dat sy beskikbaar is ... (merk die toepaslike blokkie)

TYDENS ELKE BESOEK	[ ]	[ ] 15
PER AFSPRAAK	[ ]	[ ] 16
DEUR SPONTANE KONTAK	[ ]	[ ] 17
BY DIE AKTITEITSGROEPE	[ ]	[ ] 18

V24. Watter voordeel het u getrek deur die ondersteuningsgroepbyeenkomste by te woon wat deur die Maatskaplie Werkster behartig is?

GEEN VOORDEEL ——— BAIE VOORDEEL

[ ][ ] 19 20

V25. Van wie, by die speelgoedbiblioteek, het u die meeste ondersteuning en deel van probleme ontvang?

PERSONEEL	MEDE-OUERS

[21]

V26. Hoe dikwels het u 'n aktiwiteitsgroep bygewoon met u kind?

WEEKLIKS	MAANDELIKS	KWARTAALIKS	NOOIT

[22]

V27. Rangskik die belangrikheid van die volgende aspekte van die aktiwiteitsgroep vir u:

A) INTERAKSIE TUSSEN U EN U KIND [ ] 23
B) U KIND SE SOSIALE INTERAKSIE MET SY PORTUURGROEP [ ] 24
C) SKEPPENDE DEELNAME IN DIE AKTIWITEIT [ ] 25
D) U INTERAKSIE MET MEDE OUERS BY DIE GROEP [ ] 26

	1ste	2de	3de	4de	
mees belangrik					minste belangrik

V28. Rangskik die volgende in orde van belangrikheid vir u:

A) UITLEEN VAN SPEELGOED [ ] 27
B) FORMELE ONDERSTEUNINGSGROEPE [ ] 28
C) INFORMASIE OOR ALGEMENE KINDERONTWIKKELING [ ] 29
D) DEELNAME IN AKTIWITEITSGROEPE [ ] 30
E) MEDE-OUER KONTAK [ ] 31
F) SOSIALISERINGS-GELEENTHEDE VIR U KIND [ ] 32
G) DEELNAME IN SPEELGOED BIBLIOTEEK FUNKSIES [ ] 33

1ste	2de	3de	4de	5de	6de	7de

V29. Dui asseblief die effek van die speelgoedbiblioteek se diens op u kind en u familie aan:

NEGATIEF — POSITIEF

[ ][ ] 34 35

V30. Sou u verkies dat die speelgoedbiblioteek soos 'n gewone biblioteek sonder enige professionele dienste wees?

JA	NEE

[ ] 36

V31. Wat was/sou u rede wees om die speelgoedbiblioteek te verlaat? (kan meer as een tik)

KIND BEGIN SPEELGROEP\KLEUTERSKOOL	[ ]	[ ] 37
ONTEVREDENHEID MET DIE DIENS	[ ]	[ ] 38
SPEELGOED NIE MEER TOEPASLIK VIR U KIND NIE	[ ]	[ ] 39
GENOEGSAME STIMULASIE TUIS	[ ]	[ ] 40
VERHUISING	[ ]	[ ] 41
ONTEVREDE OM VERSKILLENDE TIPE KINDERS TE INTEGREER	[ ]	[ ] 42
ANDER (spesifiseer asb.)	[ ]	[ ] 43

APPENDIX 2a

Information given when informing prospective sample members of the toy library research project.

1. A survey is to be undertaken at the toy library.

2. The aim of the project is to gain information from those people who use the service and make changes to the service on the basis of this information.

3. A number of members, past and present, are being asked to complete the questionnaire.

4. The questionnaire will take approximately 25 minutes to complete.

5. The information will be treated confidentially and no one will be required to put their name on the questionnaire.

6. Questionnaires can be completed while at the toy library or will be posted with an addressed and stamped envelope to be used for it's return.

7. Participation is completely voluntary.

8. Will you complete a questionnaire?

APPENDIX 2b

Informasie verskaf aan ouers van n moontlike monster om hulle in te lig oor die projek by die speelgoedbiblioteek.

1. n Opname gaan uitgevoer word by die speelgoedbiblioteek.

2. Die doel van die projek is om inligting in te samel van die persone wat gebruik maak van die diens en om die diens te verander volgens die inligting wat verkry is.

3. Lede wat die diens tans gebruik en voorheen gebruik het, word gevra om n vraelys in te vul.

4. Die vraelys sal omtrent 25 minute neem om in te vul.

5. Alle inligting sal as vertroulik beskou word en niemand sal verwag word om hulle name op die vraelys in te vul nie.

6. Die vraelyste kan by die speelgoedbiblioteek voltooi word of sal aan u gepos word met n geadreseerde koevert ingesluit sodat u dit kan terugstuur.

7. Deelname is heeltemal vrywillig.

8. Is u bereid om so n vraelys in te vul?

APPENDIX 3

TABLES OF ALL DESCRIPTIVE STATISTICS

TABLE 1:

Question (a): THE NUMBER OF CHILDREN AT THE TOY LIBRARY:

Response	Frequency	Percent	Cum.Frequency
yes	62	66.0	62
no	32	34.0	94

TABLE 2:

Question (b): THE LENGTH OF MEMBERSHIP:

No. of years	Frequency	Percent	Cum.Frequency
1	22	23.4	22
2	31	33.0	53
3	17	18.1	70
4	24	25.5	94

TABLE 3:

Question (c): SEVERITY OF CHILDS' PROBLEM:

Response	Frequency	Percent	Cum.Frequency
mild	16	17.4	16
moderate	19	20.6	35
severe	10	10.9	45
none	47	51.1	92

No response: n = 2

TABLE 4:

Question (d): FREQUENCY OF VISITS TO TOY LIBRARY:

Weeks	Frequency	Percent	Cum.Frequency
2	14	14.9	14
3	57	60.6	71
4	20	21.3	91
6	3	3.2	94

TABLE 5:

Question (e): OTHER SERVICES USED BY TOY LIBRARY CHILDREN:

	Response	Frequency	Percent	Cum.Frequency
Playschool	yes	27	30.3	27
	no	62	69.7	89
	No response: n = 5			
Nursery School	yes	32	36.4	32
	no	56	63.6	88
	No response: n = 6			
Special School	yes	19	21.6	19
	no	69	78.4	88
	No response: n = 6			
Therapy	yes	20	22.7	19
	no	68	77.3	88
	No response: n = 6			

TABLE 6:

Question (f): SECONDARY EDUCATIONAL LEVELS OF PARENTS:

	Standard	Frequency	Percent	Cum.Frequency
Father:	6	0	0	0
	7	3	3.4	3
	8	4	4.5	7
	9	5	5.6	12
	10	77	86.5	89
	No response: n = 5			
Mother:	6	1	1.1	1
	7	1	1.1	2
	8	4	4.4	6
	9	5	5.6	11
	10	77	87.8	90
	No response: n = 4			

TABLE 7:

Question (g): TERTIARY EDUCATIONAL LEVELS OF PARENTS:

	No.of years	Frequency	Percent	Cum.Frequency
Father:	2	8	11.8	8
	3 - 5	36	52.9	44
	>5	24	35.3	68
	No response: n = 26			
Mother:	2	10	15.4	10
	3 - 5	36	55.4	46
	>5	19	29.2	65
	No response: n = 29			

TABLE 8:

Question (j): DIRECTION FORM WHICH PARENTS TRAVELLED:

Suburb direction	Frequency	Percent	Cum.Frequency
North	22	23.7	22
South	22	23.7	44
West	14	15.1	58
East	24	25.8	82
Central	11	11.8	93

No response: n = 1

TABLE 6:

Question (f): SECONDARY EDUCATIONAL LEVELS OF PARENTS:

	Standard	Frequency	Percent	Cum.Frequency
Father:	6	0	0	0
	7	3	3.4	3
	8	4	4.5	7
	9	5	5.6	12
	10	77	86.5	89
	No response: n = 5			
Mother:	6	1	1.1	1
	7	1	1.1	2
	8	4	4.4	6
	9	5	5.6	11
	10	77	87.8	90
	No response: n = 4			

TABLE 7:

Question (g): TERTIARY EDUCATIONAL LEVELS OF PARENTS:

	No.of years	Frequency	Percent	Cum.Frequency
Father:	2	8	11.8	8
	3 - 5	36	52.9	44
	>5	24	35.3	68
	No response: n = 26			
Mother:	2	10	15.4	10
	3 - 5	36	55.4	46
	>5	19	29.2	65
	No response: n = 29			

TABLE 8:

Question (j): DIRECTION FORM WHICH PARENTS TRAVELLED:

Suburb direction	Frequency	Percent	Cum.Frequency
North	22	23.7	22
South	22	23.7	44
West	14	15.1	58
East	24	25.8	82
Central	11	11.8	93
No response. n = 1			

TABLE 9:

Question (k): REFERRAL SOURCE:

Referral Source	Frequency	Percent	Cum.Frequency
Doctor	13	14.1	13
Therapist	17	18.5	20
Media	10	10.9	40
Friend	32	34.8	72
Other	20	21.7	92

No respone: n = 2

TABLE 10:

(Question 1) TIME BETWEEN REFFERAL AND JOINING:

Delay in Joining	Frequency	Percent	Cum.Frequency
no delay	57	61.3	57
0 - 3 months	24	25.8	81
3 - 6 months	8	8.6	89
6 - 12 months	4	4.3	93

No response: n = 1

TABLE 11:

(Question 2) RESPONSE TO WELCOME RECEIVED ON JOINING:

Percentages	No.of responses
0 - 33%	5
34 - 66%	7
67 - 99%	82

N = 94
Mean = 83.2
S.D. = 21.7

TABLE 12:

(Question 4a) RESPONSE TO LOAN PERIOD:

Response	Frequency	Percent	Cum.Frequency
Yes	16	81.7	76
No	17	18.3	93

No response. n = 1

TABLE 13:

(Question 4b) PARENT'S IDEAL LOAN PERIOD:

No.of Weeks	Frequency	Percent	Cum.Frequency
2	3	16.7	3
4	9	50.2	12
6	4	22.2	16
8	2	11.1	18

No response: n = 76

TABLE 14:

(Question 5) NUMBER OF TOYS IN LIBRARY:

Response	Frequency	Percent	Cum.Frequency
yes	66	70.2	66
no	28	29.8	94

TABLE 15:

(Question 6) SIZE OF TOY LIBRARY:

Size of T.L.	Frequency	Percent	Cum. Frequency
Bigger	56	60.2	66
Smaller	3	3.2	94
Same	34	36.6	

No response: n = 1

TABLE 16

(Question 7) OPINION ON QUALITY AND CONDITION OF TOYS:

Percentages	No.of responses
0 - 33%	2
34 - 66%	35
67 - 99%	54

N = 91
Mean = 69.8
S.D. = 17.4

TABLE 17:

(Question 8) CHILD'S NEEDS MET BY TOYS?

Percentages	No.of responses
0 - 33%	2
34 - 66%	23
67 - 99%	69

N = 94
Mean = 76.6
S.D. = 16.6

TABLE 18:

(Question 9) RATING OF ASSISTANCE RECIEVED:

Percentages	No.of responses
0 - 33%	1
34 - 66%	1
67 - 99%	92

N = 94
Mean = 89.6
S.D. = 12.3

TABLE 19:

(Question 10) RESPONSE TO FINE SYSTEM:

Response	Frequency	Percent	Cum.Frequency
yes	91	96.8	91
no	3	3.2	94

TABLE 20:

(Question 11) RESPONSES TO MAINTAINING TOYS IN ORDER:

	Response	Frequency	Percent	Cum.Frequency
Time to supervise	yes	28	34.1	28
	no	54	65.9	82
	No response: n = 12			
Toys break easily	yes	9	11.0	9
	no	73	89.0	82
	No response: n = 12			
Handicapped child is rough	yes	11	13.4	11
	no	71	86.6	82
	No response: n = 12			

Other responses	Frequency	Percent	Cum.Frequency
2	1	2.4	1
3	25	61.0	26
4	15	36.6	41

No response: n = 53

TABLE 21:

(Question 12) REACTIONS TO TOYS LOST\BROKEN:

	Response	Frequency	Percent	Cum.Frequency
Embarassed	yes	52	56.5	52
	no	40	43.5	92
	No response: n = 2			
Guilty & annoyed with self	yes	45	48.9	45
	no	47	51.2	92
	No response: n = 2			
Apprehensive of staff's reaction	yes	15	16.3	15
	no	77	83.7	92
	No response: n = 2			

Table 21 continued...

Concerned about re - placement cost	yes	22	23.9	22
	no	70	76.1	92
	No response: n = 2			
Angry at your child	yes	11	12.0	11
	no	81	88.0	92
	No response: n = 2			
Resentful at being held responsible	yes	3	3.3	3
	no	83	96.7	91

TABLE 22:

(Question 13) INSTRUCTION RECEIVED BY PARENTS:

Response	Frequency	Percent	Cum.Frequency
yes	68	78.2	68
no	19	21.8	87

No response : n = 7

TABLE 23:

(Question 14) VALUE OF INSTRUCTION RECIEVED:

Percentages	No.of responses
0 - 33%	2
34 - 66%	9
67 - 99%	54

N = 68
Mean = 79.8
S.D. = 19.7

TABLE 24:

(Question 15) RATING OF O.T.FUNCTIONS:

	Percentages	No.of responses	
Showing various toys	0 - 33%	5	N = 89
	34 - 66%	10	Mean = 81.0
	67 - 99%	74	S.D. = 20.6
Assessment of child's level of function	0 - 33%	7	N = 90
	34 - 66%	14	Mean = 75.8
	67 - 99%	69	S.D. = 25.7
Helping choose appropriate toys	0 - 33%	3	N = 90
	34 - 66%	10	Mean = 83.7
	67 - 99%	77	S.D. = 18.6
Offering advice on use of toys	0 - 33%	6	N = 90
	34 - 66%	13	Mean = 79.9
	67 - 99%	71	S.D. = 23.3
Running activity groups	0 - 33%	16	N = 81
	34 - 66%	18	Mean = 64.9
	67 - 99%	47	S.D. = 32.7
Advising on how to play with child	0 - 33%	17	N = 90
	34 - 66%	15	Mean = 68.4
	67 - 99%	58	S.D. = 32.1
Helping social worker run support groups	0 - 33%	23	N = 80
	34 - 66%	21	Mean = 56.1
	67 - 99%	36	S.D. = 36.3

TABLE 25:

(Question 16) IMPORTANCE OF O.T.SERVICE AT TOY LIBRARY:

Percentages	No.of responses	
0 - 33%	10	N = 93
33 - 66%	10	Mean = 77.8
66 - 99%	73	S.D. = 26.3

TABLE 26:

(Question 17) FREQUENCY OF O.T. ASSESSMENTS:

Response	Frequency	Percent	Cum.Frequency
once only	17	19.3	17
every 6 months	39	44.3	56
every year	32	36.4	88

No response: n = 6

TABLE 27:

(Question 18) ADVICE ON PRACTICAL MANAGEMENT OF CHILD:

Percentages	No.of responses
0 - 33%	6
34 - 66%	24
67 - 99%	50

N = 80
Mean = 72.5
S.D. = 23.7

TABLE 28:

(Question 19) OPPORTUNITIES FOR PARENTS TO TALK:

Percentages	No.of responses
0 - 33%	12
34 - 66%	20
67 - 99%	56

N = 88
Mean = 70.3
S.D. = 29.1

TABLE 29:

(Question 20) OPINIONS OF SOCIAL WORKER'S FUNCTIONS:

	Response	Frequency	Percent	Cum.Frequency
Enrolling new members	yes	18	19.6	18
	no	74	80.4	92
	No response: n = 2			
Individual parent counselling	yes	76	82.6	76
	no	16	17.4	92
	No response: n = 2			

Table 29 continued...

	Response	Frequency	Percent	Cum.Frequency
Running support groups	yes	55	59.8	55
	no	37	40.2	92
	No response: n = 2			
Refer parents to other professionals	yes	51	55.4	51
	no	41	44.6	92
	No response: n = 2			
Involvement with the children	yes	55	59.8	55
	no	37	40.2	92
	No response: n = 2			

TABLE 30:

(Question 21): VALUE OF SOCIAL WORK SERVICE:

Percentages	No.of responses
0 - 33%	4
34 - 66%	13
67 - 99%	74

N = 91
Mean = 80.8
S.D. = 21.2

TABLE 31:

(Question 22): WHEN PARENTS MET SOCIAL WORKER:

Response	Frequency	Percent	Cum.Frequency
Visit 1	21	23.6	21
Visit 2	11	12.4	32
By chance	16	18.0	48
On request	9	10.1	57
Never	32	36.0	89

TABLE 32:

(Question 23) OPINIONS ON ACCESSIBILITY OF SOCIAL WORKER:

	Response	Frequency	Percent	Cum.Frequency
Avaliable at every visit	yes	9	10.0	9
	no	80	89.9	89
	No response: n = 5			
By arranged appointment	yes	56	63.6	56
	no	32	36.4	88
	No response: n = 6			
Spontaneous contact	yes	14	15.9	14
	no	74	84.1	88
	No response: n = 6			
At activity groups	yes	21	23.9	21
	no	67	76.1	88
	No response: n = 6			

TABLE 33:

(Question 24) BENEFIT FROM ATTENDING SUPPORT GROUPS:

Percentages	No.of responses
0 - 33%	3
34 - 66%	8
67 - 99%	27

N = 38
Mean = 74.8
S.D. = 27.3

TABLE 34:

(Question 25) SUPPORT AT TOY LIBRARY:

	Response	Frequency	Precent	Cum.Frequency
Support from;	Staff	76	89.4	76
	Fellow parents	9	10.6	85
	No response: n = 9			

TABLE 35:

(Question 26) ATTENDANCE AT ACTIVITY GROUPS:

	Response	Frequency	Percent	Cum.Freq.
Attendance at activity groups	weekly	19	20.2	19
	monthly	12	12.8	31
	quarterly	16	17.0	47
	never	47	50.0	94

TABLE 36:

(Question 27) RANKED ORDER OF IMPORTANCE OF THE DIFFERENT ASPECTS OF ACTIVITY GROUPS:

Most important ranked no.1
Least important ranked no.4

no.1 - Creative participation in the activity
no.2 - Interaction between parent and child
no.3 - Childrens's social interaction with their peers
no.4 - Interaction between different parents at the group.

TABLE 37

(Question 28) RANKED ORDER OF THE DIFFERENT ASPECTS OF THE SERVICE OFFERED AT THE TOY LBRARY:

Most important ranked no.1.
Least important ranked no.2

no.1 - Toy Lending
no.2 - Attending formal support groups
no.3 - Information on general child development
no.4 - Participating in activity groups
no.5 - Fellow parent contact
no.6 - Socialising opportunity for your child
no.7 - Participation in Toy Library functions

TABLE 38

(Question 29) EFFECT OF TOY LIBRARY OF FAMILY:

Percentages	No.of responses
0 - 33%	0
34 - 66%	4
67 - 99%	86

N = 90
Mean = 88.1
S.D. = 10.8

TABLE 39:

(Question 30) TOY LIBRARY WITHOUT PROFESSIONAL SERVICES:

Response	Frequency	Percent	Cum.Frequency
yes	8	8.8	8
no	83	91.2	91

No response: n = 3

TABLE 40:

(Question 31) REASONS FOR LEAVING TOY LIBRARY:

	Response	Frequency	Percent	Cum.Frequency
Child started school or playgroup	yes	58	64.4	58
	no	32	35.6	90
	No response: n = 4			
Dissatisfaction with the service	yes	6	67.3	6
	no	84	93.3	90
	No response: n = 4			
Toys no longer appropriate	yes	24	26.7	24
	no	66	73.3	90
	No response: n = 4			
Sufficient stimulation at home	yes	11	12.2	11
	no	79	87.8	90
	No response: n = 4			
Relocation	yes	17	18.9	17
	no	73	81.9	90
	No response: n = 4			
Unhappy to integrate different kinds of children	yes	2	2.3	2
	no	84	97.7	86
	No response: n = 8			
Other	yes	1	100.0	1
	no	0		
	No response: n = 93			

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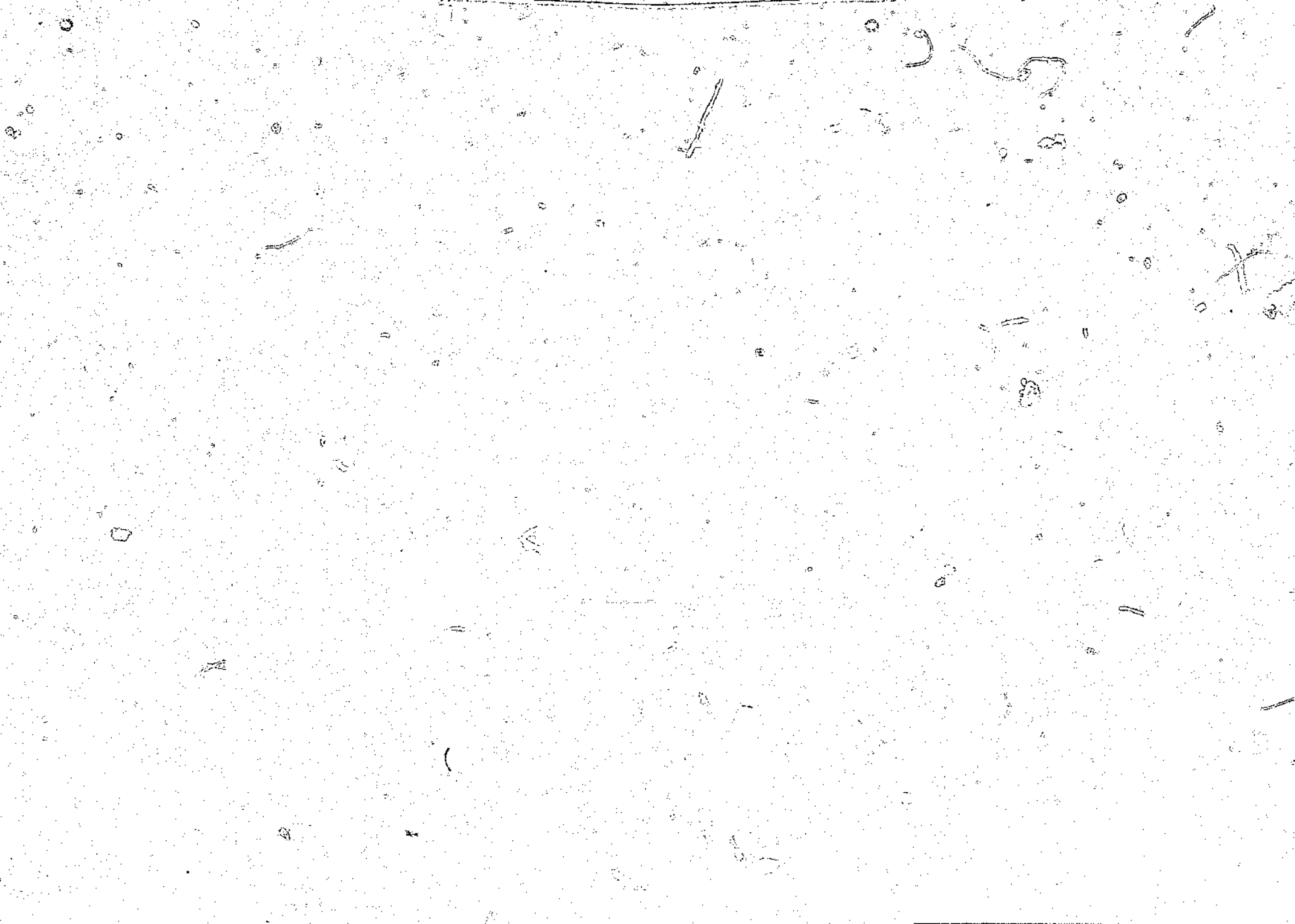

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