

DRAFT RESEARCH REPORT

Submitted to

PLAYRIGHT AND UNICEF

Playright UNICEF Inclusive Play Project

Parent/Guardian questionnaire



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26 August 2013

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Chapter One Introduction

Children with physical, mental, emotional and social disabilities have an equal right to play opportunities. Choice and diversity are considered as the key successful factors in providing the physical environment for children with disabilities (Moore, Goltsman, Iaofano, 1992). The purpose of this study is to determine what settings in a playground offer the greatest play value for the children with disabilities as well as able-bodies, hence supporting the Guidelines development and preparation.

The study is designed to assist in the provision of a quality play environment and play opportunities to children with disability, educate the public, children's service providers and parents about the vision and implementation of 'inclusive play', and work with policy makers, the government, playground developers and professionals to introduce better mechanisms and policies for a more inclusive society.

The Social Sciences Research Centre (HKUSSRC) of the University of Hong Kong was commissioned by the Playright and UNICEF to conduct this study using a self-administered questionnaire for the parents/guardians of children with disability about the quality play environment and play opportunities for children with disabilities.

Chapter Two Research Methodology

2.1 Study Design

The selected approach for collecting opinions from the target parents/guardians was self-administered questionnaire. This approach was intended to let parents provide information and opinions on their own, so a **fair, genuine and comprehensive** portrait of opinions and concerns could be obtained from the targeted parents/guardians.

2.2 Selection and Recruitment of Parents

Target parents/guardians of the Study was recruited by the Playright, an invitation and a copy of the questionnaire were sent to the parents/guardians via **10 schools and 9 centres** by Playright or HKUSSRC. The completed questionnaires were returned through their schools or centre.

2.3 Ethics

Ethical approval was obtained from the Human Research Ethics Committee for Non-Clinical Faculties of The University of Hong Kong prior to the commencement of the Study.

2.4 Assessment Tools

With reference to **“The Good Play Space Guide: “I Can Play Too”** published by the Department for Victorian Communities in February 2007 and **“Inclusive Play Design Guide”** published by Playworld Systems in May 2012, a structured bilingual (in Chinese and English) questionnaire was used for the Study:

2.5 Pilot Study

A pilot study comprising 5 questionnaires completed by parents was conducted by the representatives of Playright in two schools in June 2013 to assess the clarity and comprehensibility of the questionnaire and to test the logistics of the Study. The data collected from these pilot questionnaires were not counted as part of the survey report while the questionnaires were slightly modified after the pilot study.

2.6 Data Collection

Questionnaires of parents/guardians were sent to all participating schools/centres. Teachers distributed the parent/guardian questionnaires to consenting parents/guardians of children with disability for completion at home. Completed parent questionnaires were returned to the school via the students. Afterwards, representatives from Playright collected the parent/guardian questionnaires from all participating schools/centres or the schools/centres returned the completed questionnaires by mail to HKUSSRC. A total of 162 questionnaires were sent to schools / centers, 148 completed questionnaires were returned, including a blank questionnaire.

2.7 Fieldwork Period

The self-administered questionnaires were distributed to the 10 schools, 9 centres and others between 8th and 31th July 2013. Completed questionnaires of parents/guardians were returned and collected via the schools or by post from July to August 2013.

2.8 Quality Control

The following quality control (QC) measures were incorporated in the Study:

- The data collected were subjected to range checking and logical checking. Unclear and illogical answers were recoded as invalid.
- Questionnaires with more than half of the questions unanswered were regarded as incomplete questionnaire and excluded from analysis.
- Any missing answer in a corresponding question would be excluded from analysis.

2.9 Statistical Analysis and Presentation of Survey Results

The profiles of parents/guardians are based on analysis of demographic and socio-economic variables. Parents/guardians were asked to rate adequacy on an eleven-point scale (0-completely inadequate, 2, 3, 4, 5, 6, 7, 8, 9, 10-completely adequate). Levels of importance were measured on an eleven-point scale (0-completely not important, 2, 3, 4, 5, 6, 7, 8, 9, 10-very important/essential). Parents/guardians were asked to rate their agreement on an eleven-point scale (0-completely disagree, 2, 3, 4, 5, 6, 7, 8, 9, 10-strongly agree). The ratings above 5 are classified as adequate, important or agreed with the issues.

The statistical software, SPSS for Windows version 20.0 was used to perform all statistical analysis. All results are presented in percentage form unless otherwise stated. For tables presented in this report, figures may not add up to totals due to rounding. Comparison of data was performed using crosstabulations, one-way frequency tables, and the statistical tests were conducted at 0.05 significance level.

Chapter Three Findings of the Survey

3.1 Parents/Guardians Profile

The sample size for the survey was 147 parents/guardians.

Parents/guardians provided information such as age and relationship with their children with disability, which type of disabilities their children have, education level and monthly household income.

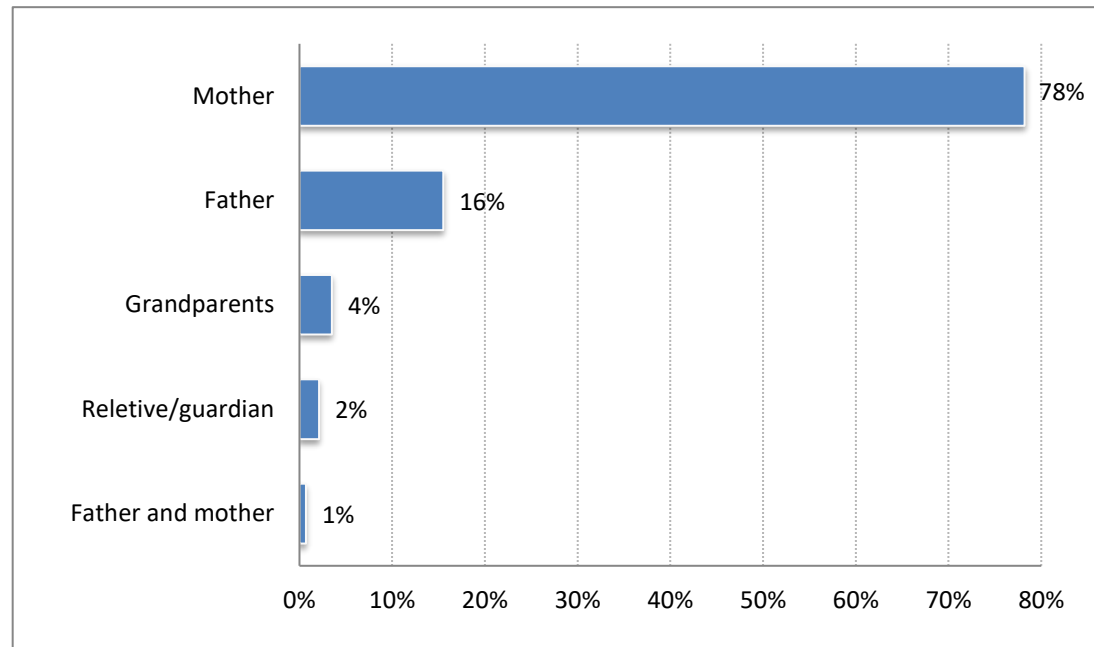
Table 3.1 indicates that the mean and median ages of the parents/guardians' first child with disability were 9.5 and 8 years respectively. The mean and median ages of the parents/guardians' second child were 7.4 and 6 years respectively.

Table 3.1: Age of children with disability

	Their first child with disability	Their second child with disability	Their third child with disability	Their fourth child with disability
Mean age	9.5	7.4	6.1	6.0
Median age	8	6	5	6
Minimum age	2	1.5	1	6
Maximum age	25	23	19	6
Returned questionnaires with answered	142	45	9	1
Missing data of returned questionnaires	5	102	138	146

Figure 3.1 indicates that over three quarters of the questionnaires were completed by the mothers alone (78%), followed by fathers alone (16%) and grandparents (4%). One questionnaire was completed by both mother and father.

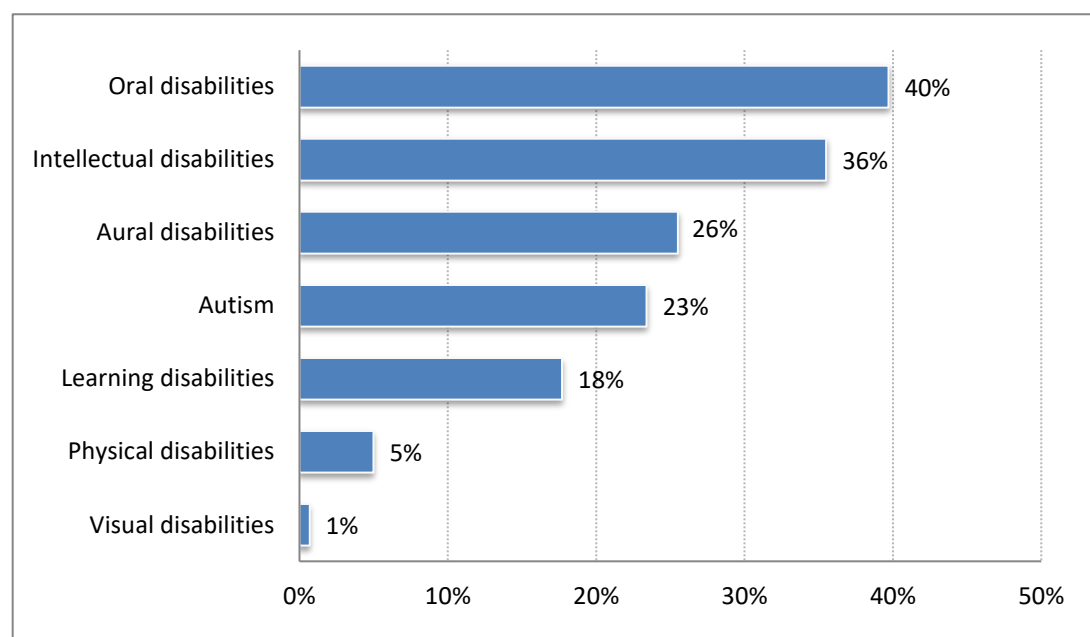
Figure 3.1: Relationship with children with disability



(Base: All questionnaires excluding missing data = 142)

Figure 3.2 indicates that two-fifths of the parents/guardians reported that their children had oral disabilities (40%), followed by intellectual disabilities (36%). Over one-fifth of them reported that their children had aural disabilities (26%) or autism (23%). Only 5% of them reported that their children had physical disabilities and 1% had visual disabilities.

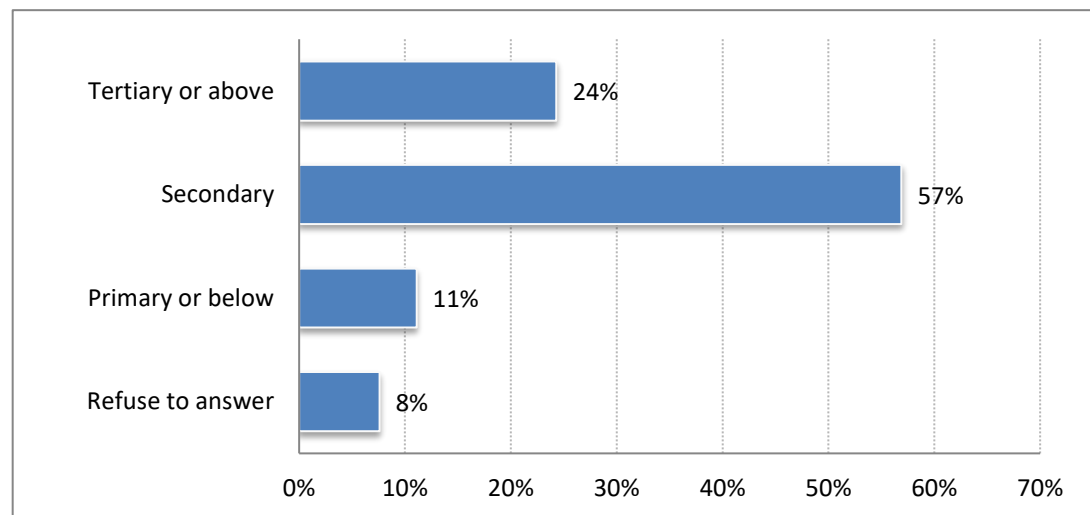
Figure 3.2: Children with disability have which type of **disabilities** (Multiple responses were allowed)



(Base: All questionnaires excluding refuse to answer and missing data = 141)

Figure 3.3 indicates that over half of parents/guardians (57%) had secondary education, while 24% had tertiary or above education.

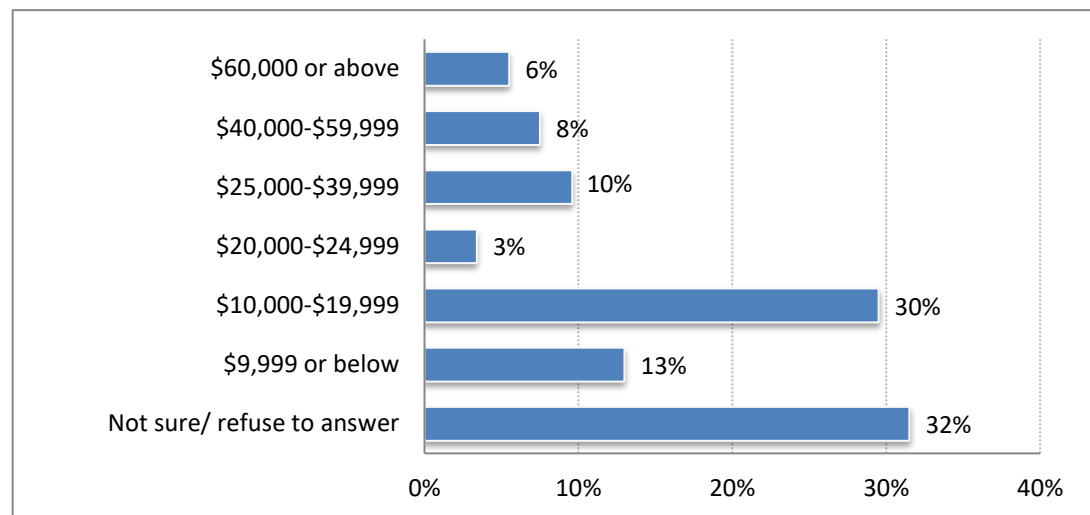
Figure 3.3: Education level of parents/guardians



(Base: All questionnaires excluding missing data = 144)

Figure 3.4 indicates that the median monthly household income of the parents/guardians was HK\$10,000 to HK\$19,000.

Figure 3.4: Household income of parents/guardians



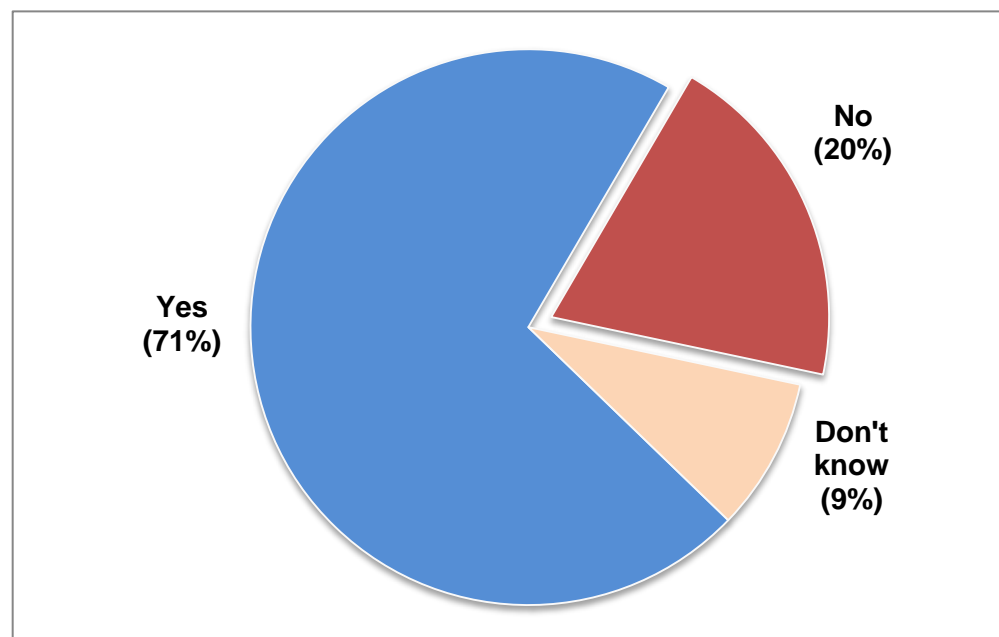
(Base: All questionnaires excluding missing data = 146)

3.2 Experience of Playing in a Playground

In this section, the parents/guardians were asked about the frequency that they bring their children with disability to play in a playground and to rate the adequacy of the playgrounds for their children with disability as well as the importance of their children with disability being able to carry out outdoor activities in a suitable playground.

Figure 3.5 shows that over **two thirds** of the parents/guardians (**71%**) reported that there was a **playground near where they lived**, which was suitable for their children with disability to play in, while **one-fifth** of them (**20%**) reported that there wasn't any. However, **9%** of them **didn't know** whether there was a suitable playground near where they lived.

Figure 3.5: Whether there was a suitable **playground near** to where they lived

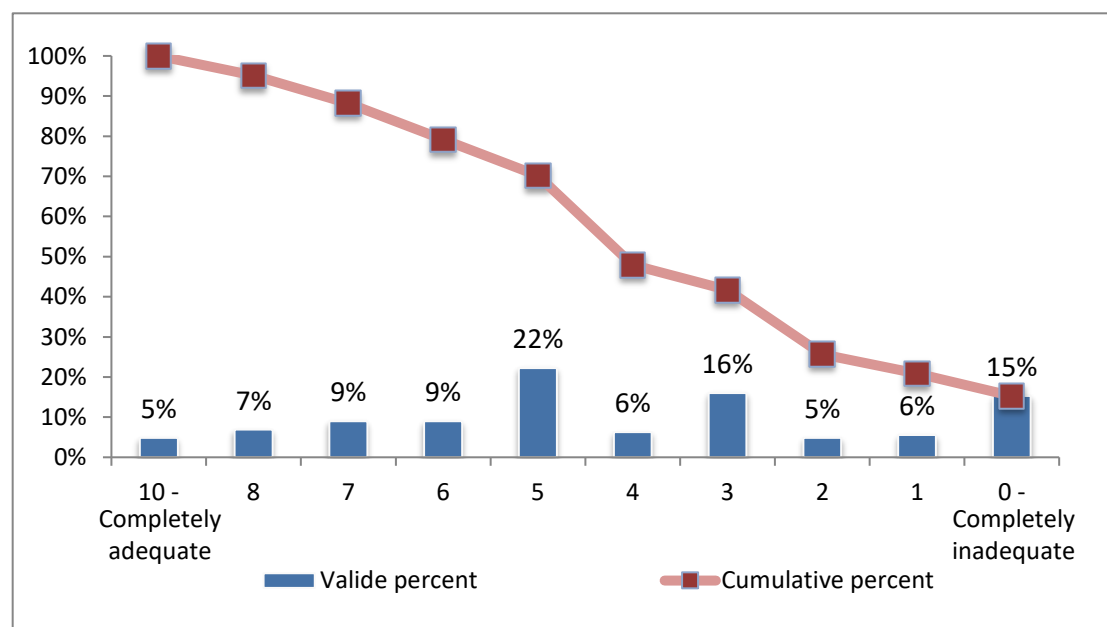


(Base: All questionnaires excluding missing data = 146)

Parents/guardians were asked to rate their views on the adequacy of the number of playground suitable for their children with disability to play in.

Figure 3.6 shows that 48% the parents/guardians rated the adequacy of playgrounds suitable for their children with disability to play in as 4 or below, so they believed that the number of playgrounds suitable for their children were inadequate. The mean adequacy rating of parents/guardians for the number of playgrounds suitable for their children with disability to play in was 4.2.

Figure 3.6: Adequacy rating of parents/guardians for the number of playgrounds suitable for their children with disability to play in

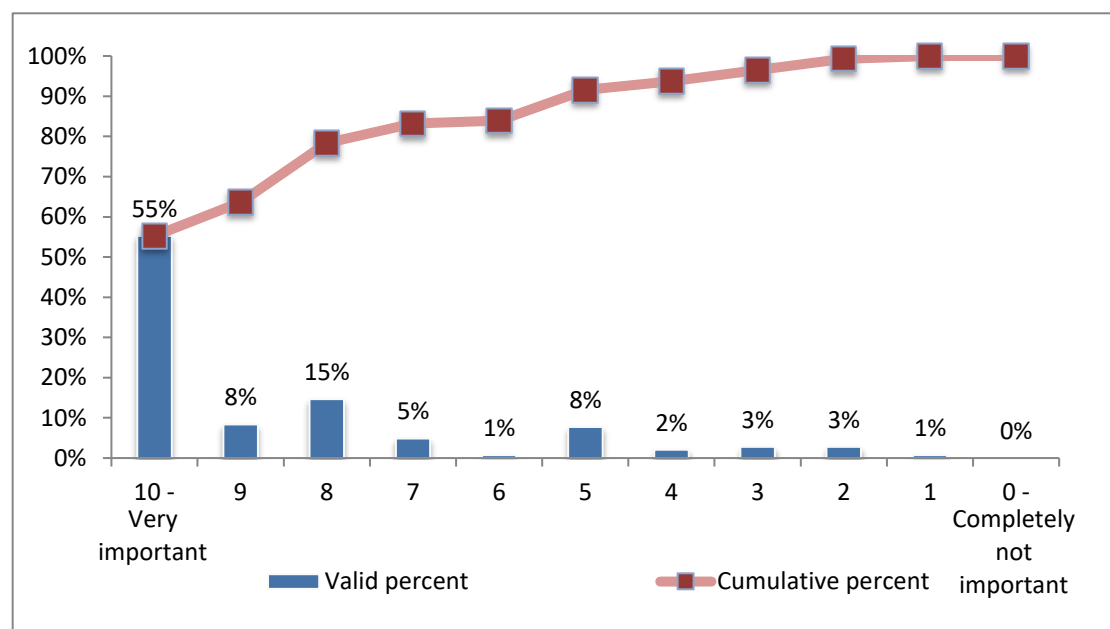


(Base: All questionnaires excluding “don’t know” = 143)

Parents/guardians were asked to rate the importance of their children with disability being able to carry out outdoor activities in a suitable playground.

Figure 3.7 shows that 84% the parents/guardians rated the importance of their children with disability being able to carry out outdoor activities in a suitable playground as 6 or above, so nearly all parents/guardians believed that it was important that their children with disability could carry out outdoor activities in a suitable playground. The mean importance rating by parents/guardians was 8.5.

Figure 3.7: Importance rating of parents/guardians with their children with disability can carry out outdoor activities in a suitable playground.



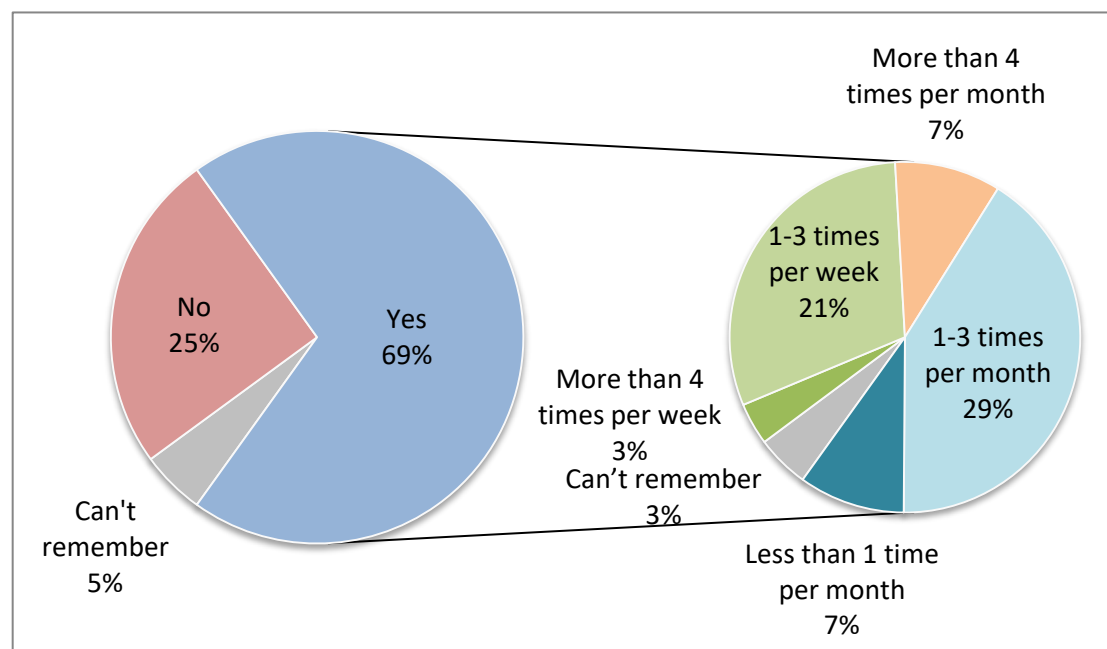
(Base: All questionnaires excluding “don’t know” = 143)

Parents/guardians were asked whether their children with disability played in a playground¹ excluding those playgrounds that were required before attending the inclusive playground visit in the past three months. Among those parents/guardians whose children with disability played in a playground were further asked about their frequency of playing and average time spent for playing in the playground in the past three months.

Figure 3.8 shows that over two thirds of the parents/guardians (69%) reported that their children with disability played in a playground in the past three months. Among them, about a quarter of them (24%) reported that their children with disability played in a playground at least once a week in the past three months, while 26% reported that at least once a month.

Those parents/guardians who reported that there was a playground near where they lived which was suitable for their children with disability to play in were more likely than their respective counterparts to report that their children with disability played in a playground in the past three months.

Figure 3.8: Whether the parents/guardians' children with disability played in a playground in the past three months and their frequency of playing in a playground

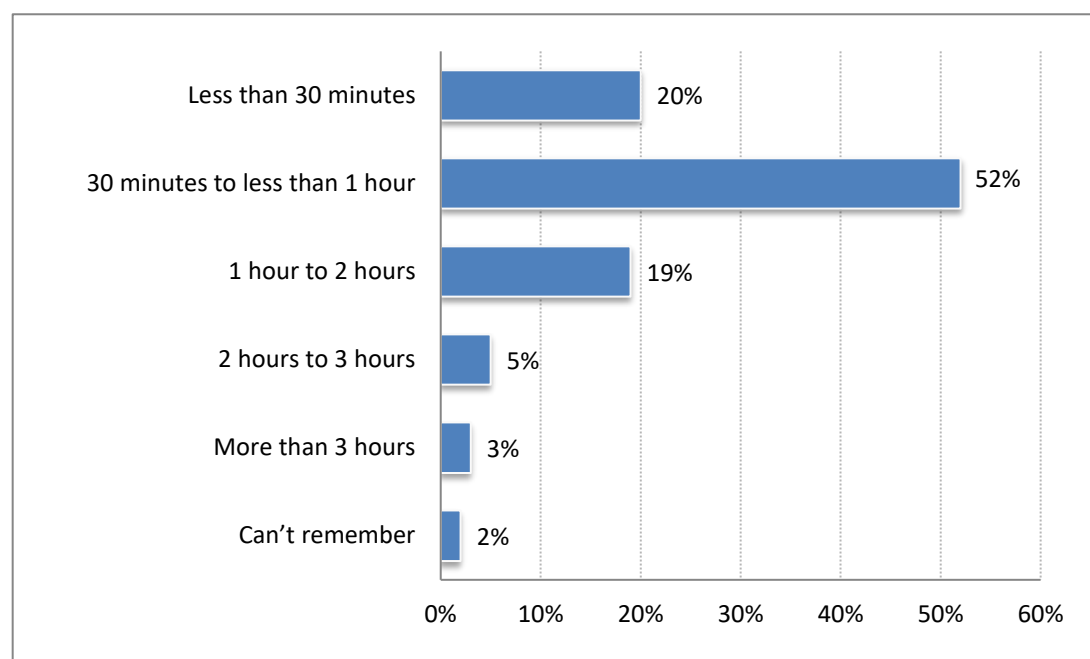


(Base: Those respondents whose children with disability played in a playground in the past three months = 102)

¹ Excluding those playgrounds that were required before attending the inclusive playground visit as part of the focus group discussion

Figure 3.9 shows that slightly over half of the parents/guardians (52%) reported that the average time their children with disability spent playing was 30 minutes to less than one hour for playing in the playground among those children with disability played in a playground in the past three months. Further, 20% of them reported that their children with disability on average played less than 30 minutes in the playground in the past months.

Figure 3.9: On average time spent in playing in the playground in the past three months.



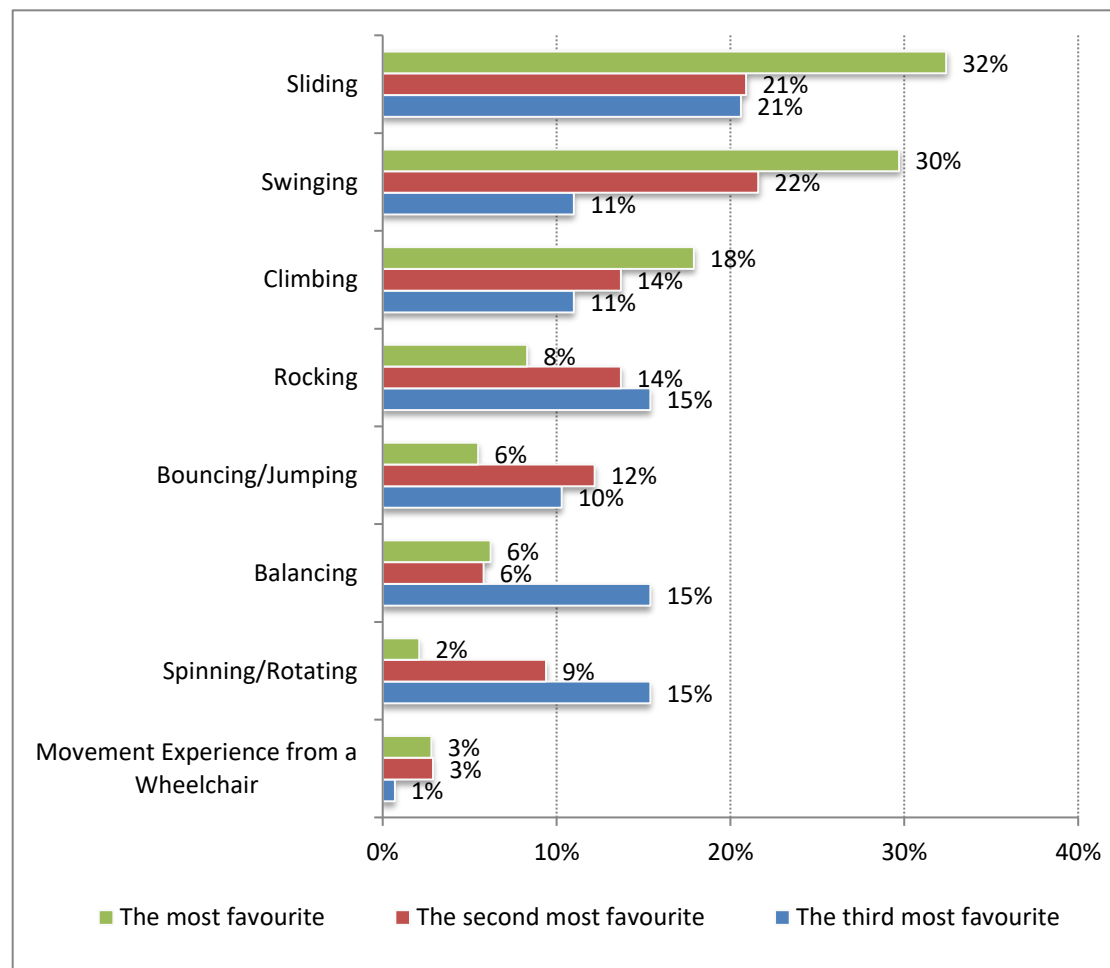
(Base: Those respondents whose children with disability played in a playground in the past three months = 102)

3.3 Physical Experiences in a Playground

All parents/guardians were asked to rank the three favourite experiences amongst eight presented physical experiences in a playground. Figure 3.10 shows that about a third of them ranked **sliding** as the most favourite physical experiences of their children with disability (32%), followed by **swinging** (30%) and **climbing** (18%).

Combing the three favourite experiences, the most popular physical experiences in a playground were also sliding (74%), followed by swinging (62%) and climbing (43%).

Figure 3.10: Ranking of **physical experiences** in a playground of their children with disability

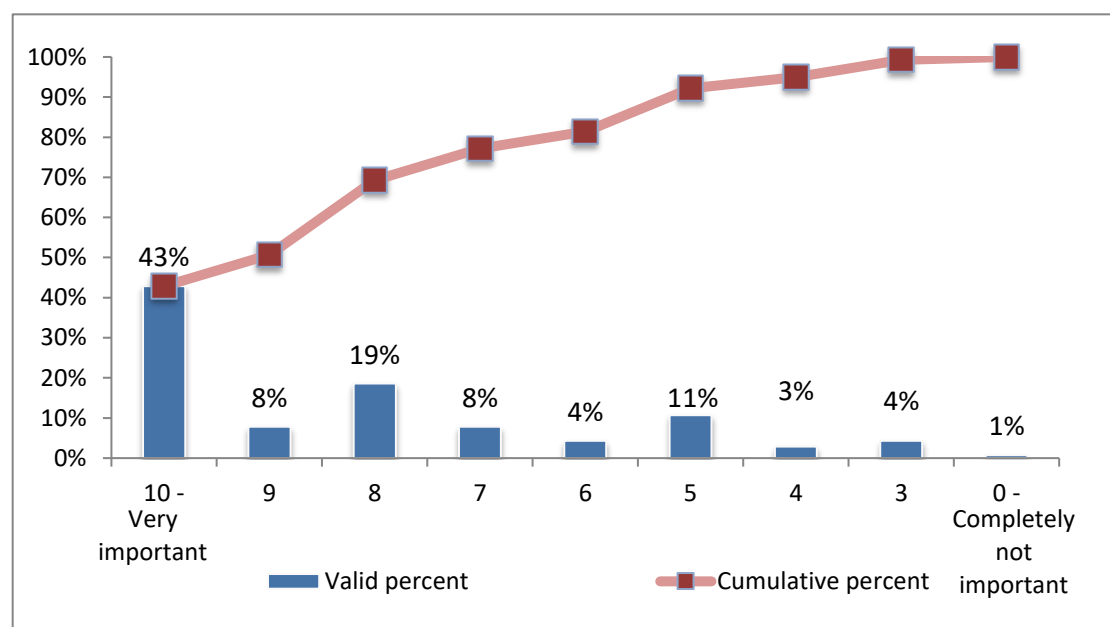


(Base: All questionnaires excluding missing data: the most favourite = 144, the second most favourite = 139 and the third most favourite = 136)

All parents/guardians were asked to rate the importance of having recreational equipment in a playground to meet the physical experience needs of their children with disability.

Figure 3.11 shows that **81%** the parents/guardians rated the importance of having the recreational equipment in a playground to meet the physical experience needs of children with disability as 6 or above, so they believed that the recreational equipment in a playground to meet the physical experience needs of children with disability was important. The mean importance rating of this aspect was 8.1.

Figure 3.11: Importance rating of the recreational equipment in a playground to meet the physical experience needs of their children with disability



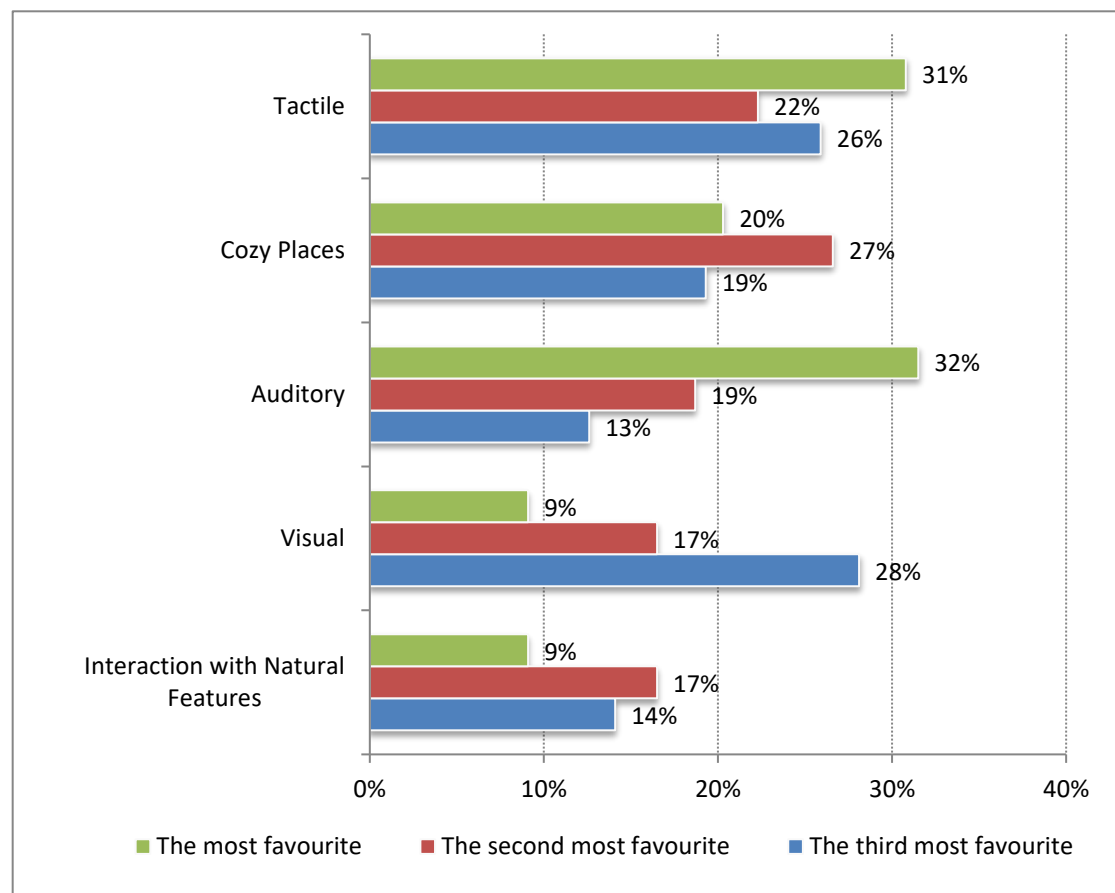
(Base: All questionnaires excluding “don’t know” and missing data = 140)

3.4 Sensory Experiences in a Playground

All parents/guardians were asked to rank the three favourite experiences amongst five sensory experiences in a playground. Figure 3.12 shows that about a third of them ranked **auditory** as the most favourite sensory experiences in a playground of their children with disability (32%), followed by **tactile** (31%) and **cozy places** (20%).

Combing the three favourite experiences, the most popular **sensory experiences in a playground** were **tactile** (79%), followed by **cozy places** (66%) and **auditory** (63%).

Figure 3.12: Ranking of sensory experiences in a playground of their children with disability

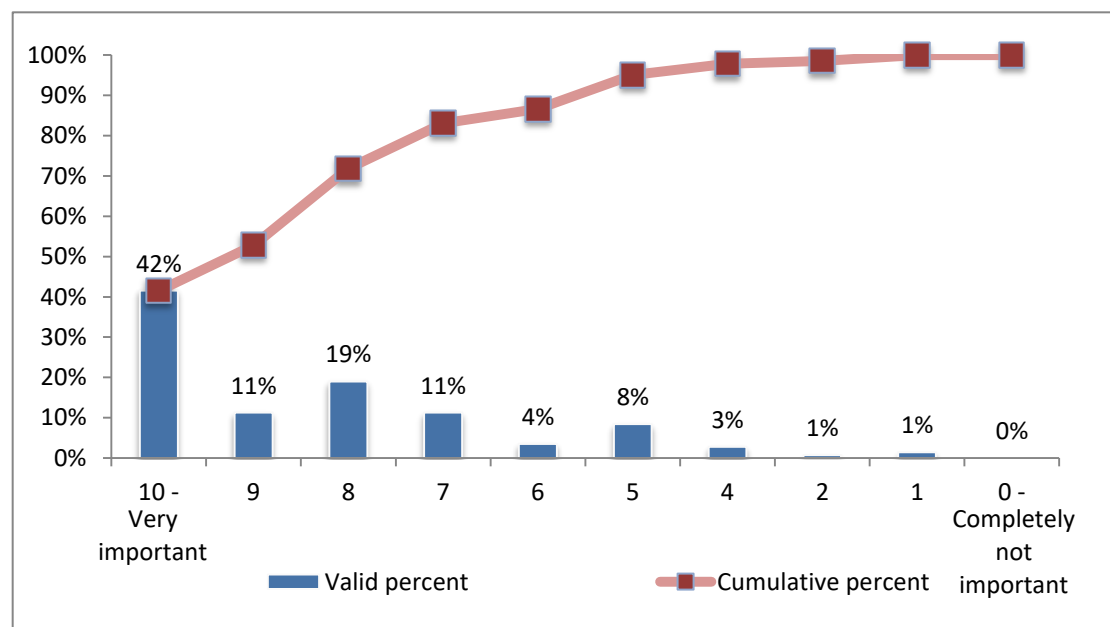


(Base: All questionnaires excluding missing data: the most favourite = 143, the second most favourite = 139 and the third most favourite = 135)

All parents/guardians were asked to rate the importance of having recreational equipment in a playground to meet the sensory experience needs of their children with disability.

Figure 3.13 shows that 87% the parents/guardians rated the importance of having the recreational equipment in a playground to meet the sensory experience needs of children with disability as 6 or above, so they believed that the recreational equipment in a playground to meet the sensory experience needs of children with disability was important. The mean importance rating of this aspect was 8.3.

Figure 3.13: Importance rating of the recreational equipment in a playground to meet the sensory experience needs of their children with disability



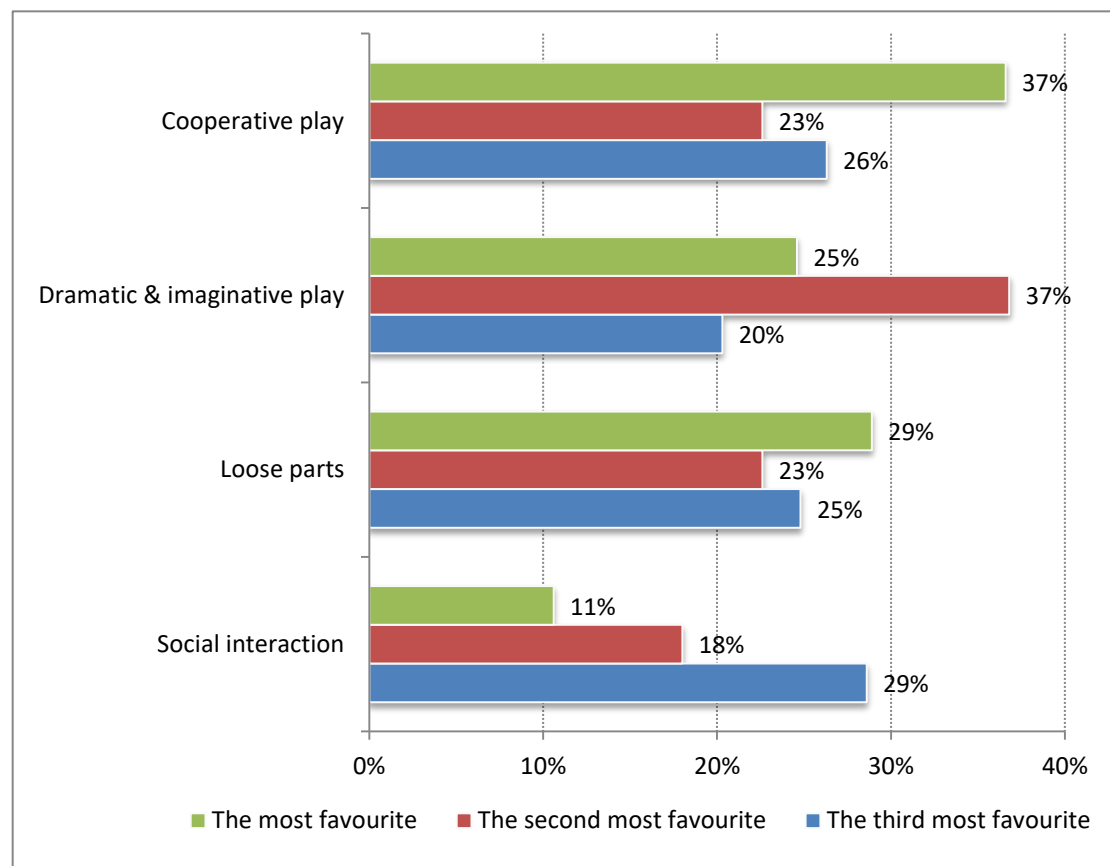
(Base: All questionnaires excluding “don’t know” and missing data = 142)

3.5 Social experiences in a playground

All parents/guardians were asked to rank the three favourite experiences amongst four social experiences in a playground. Figure 3.14 shows that about a third of them ranked **cooperative play** as the most favourite social experiences in a playground of their children with **disability** (37%), followed by **loose parts** (29%) and **dramatic & imaginative play** (25%).

Combing the three favourite experiences, the most popular sensory experiences in a playground were **cooperative play** (86%), followed by **dramatic & imaginative play** (82%) and **loose parts** (76%).

Figure 3.14: Ranking of social experiences in a playground of their children with disability

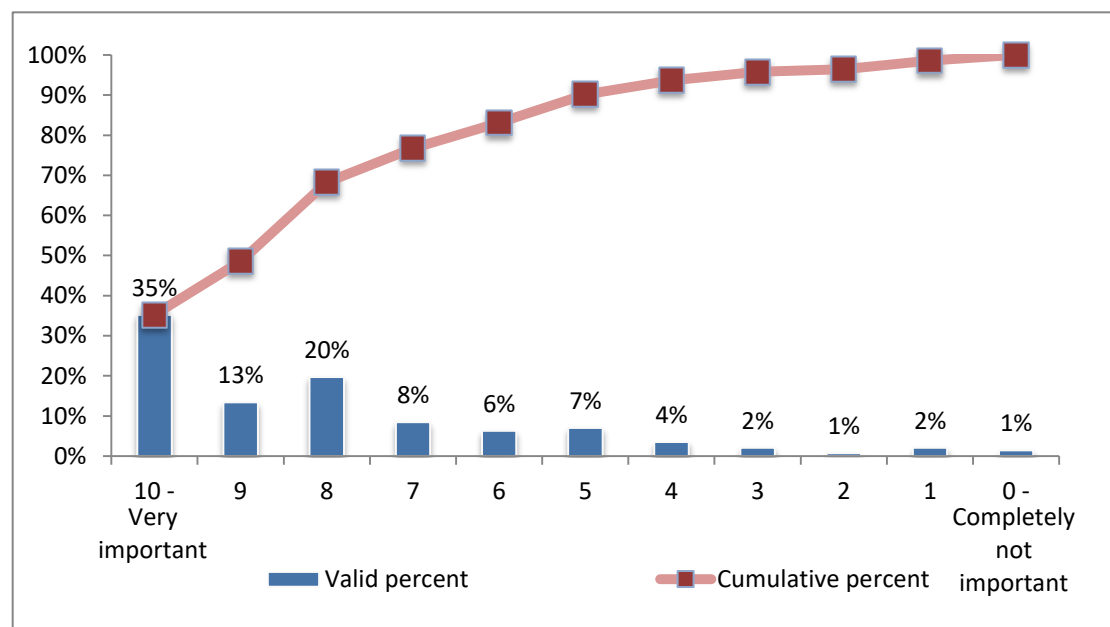


(Base: All questionnaires excluding missing data: the most favourite = 143, the second most favourite = 139 and the third most favourite = 135)

All parents/guardians were asked to rate the importance of having recreational equipment in a playground to meet the social experience needs of their children with disability.

Figure 3.15 shows that 83% the parents/guardians rated the importance of having the recreational equipment in a playground to meet the social experience needs of children with disability as 6 or above, so they believed that the recreational equipment in a playground to meet the social experience needs of children with disability was important. The mean importance rating of this aspect was 7.8.

Figure 3.15: Importance rating of the recreational equipment in a playground to meet the social experience needs of their children with disability



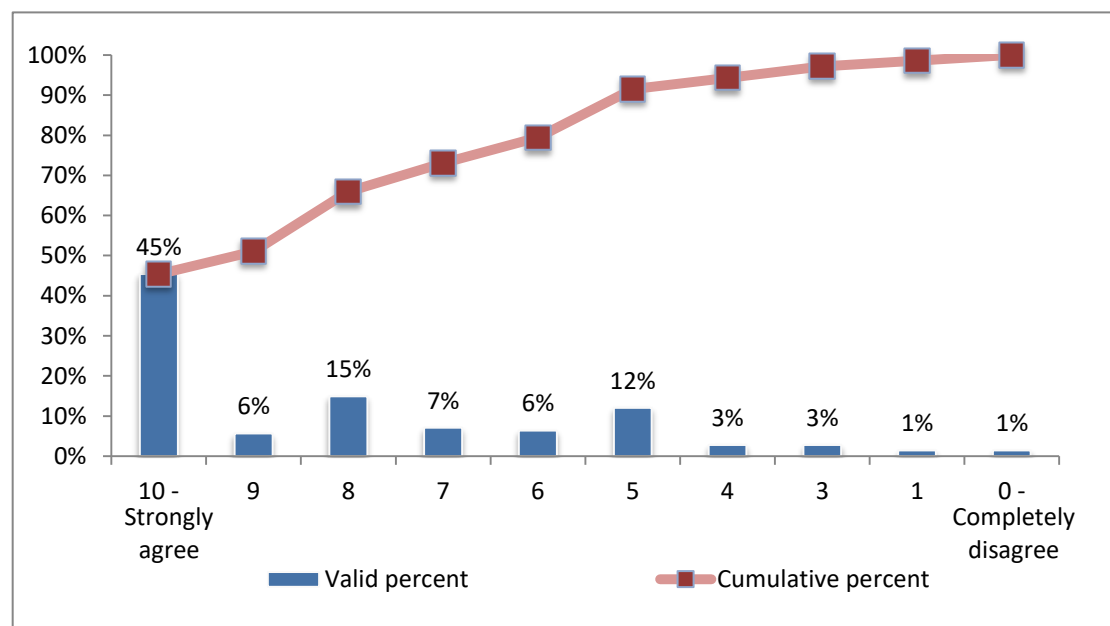
(Base: All questionnaires excluding “don’t know” and missing data = 142)

3.6 Overall Agreement with Physical Experiences, Sensory Experiences and Social Experiences in a playground

All parents/guardians were asked to rate their agreement level that the recreational equipment in a playground should cover all three of physical experiences, sensory experiences and social experiences for their children with disability.

Figure 3.16 shows that 79% the parents/guardians rated the agreement level as 6 or above, so they agreed the recreational equipment in a playground should cover all three types of experiences for their children with disability. The mean agreement rating of this aspect was 7.9.

Figure 3.16: Agreement that the recreational equipment in a playground should cover all three of physical experiences, sensory experiences and social experiences for their children with disability



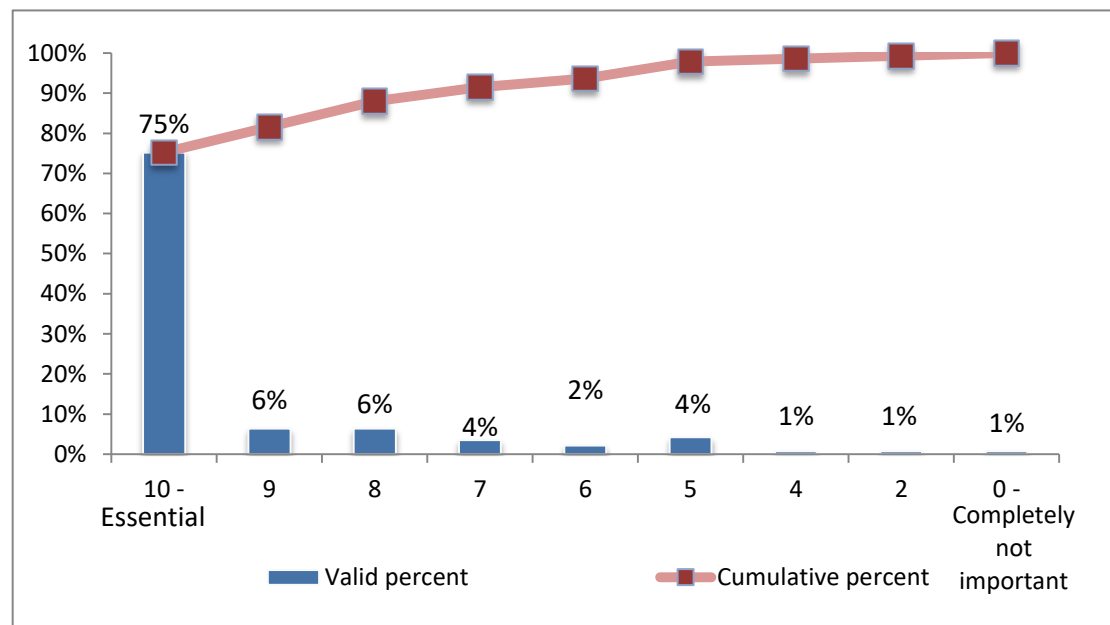
(Base: All questionnaires excluding “don’t know” and missing data = 141)

3.7 Importance of the Different Elements of the Design of the Play Space and Surrounding Environment in a Playground

All parents/guardians were asked to rate the importance of the seven elements of the design of the play space and surrounding environment in a playground for a child with disability.

Figure 3.17 shows that 94% the parents/guardians rated the importance of the protective surfacing materials that beneath and immediately adjacent to the play equipment should be safe for children to contact without any hazards as 6 or above, so they believed this element of the design was important. The mean important rating of this element was 9.2.

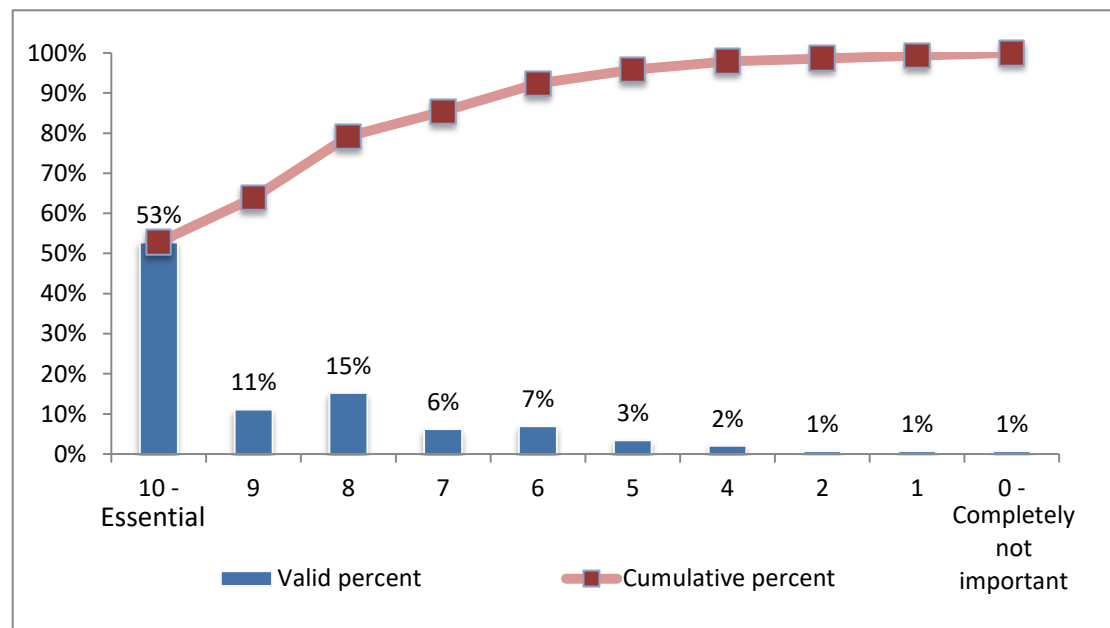
Figure 3.17: Importance rating of the protective surfacing materials that beneath and immediately adjacent to the play equipment should be safe for children to contact without any hazards



(Base: All questionnaires excluding “don’t know” and missing data = 141)

Figure 3.18 shows that 92% the parents/guardians rated the importance of being able to access, reach and touch the play components, landscaping features and art installations are critical to a child's engagement. as 6 or above, so they believed this element of the design was important. The mean important rating of this element was 8.6.

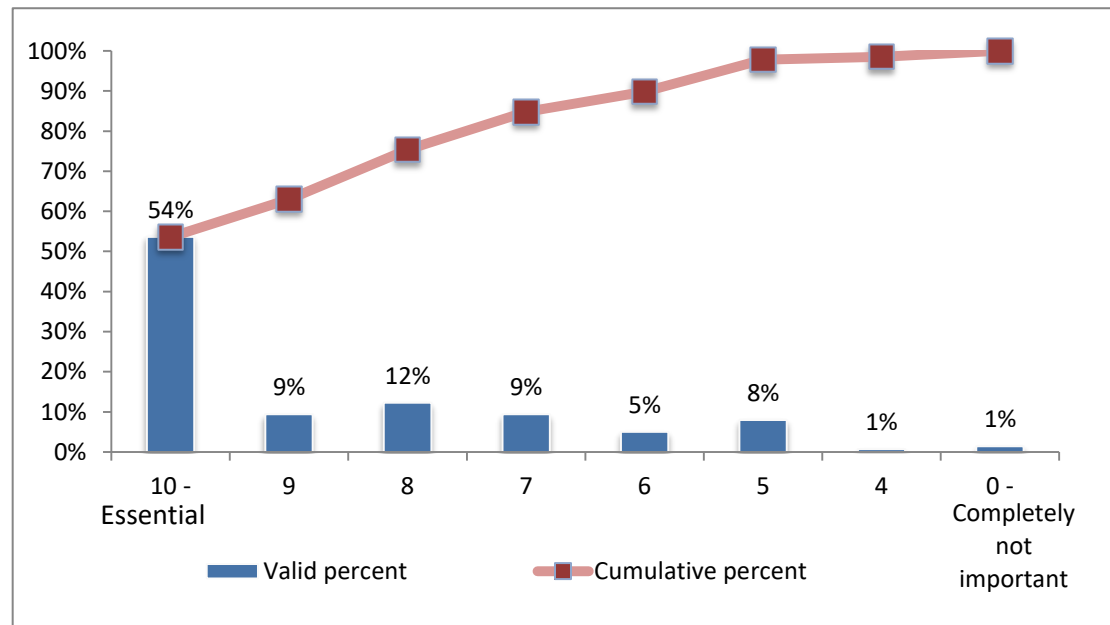
Figure 3.18: Importance rating of being able to access, reach and touch the play components, landscaping features and art installations are critical to a child's engagement



(Base: All questionnaires excluding "don't know" and missing data = 144)

Figure 3.19 shows that 90% the parents/guardians rated the importance of allowing a person who is using a mobility device to transfer into and out of that play equipment (e.g. transfer platform) independently as 6 or above, so they believed this element of the design was important. The mean important rating of this element was 8.6.

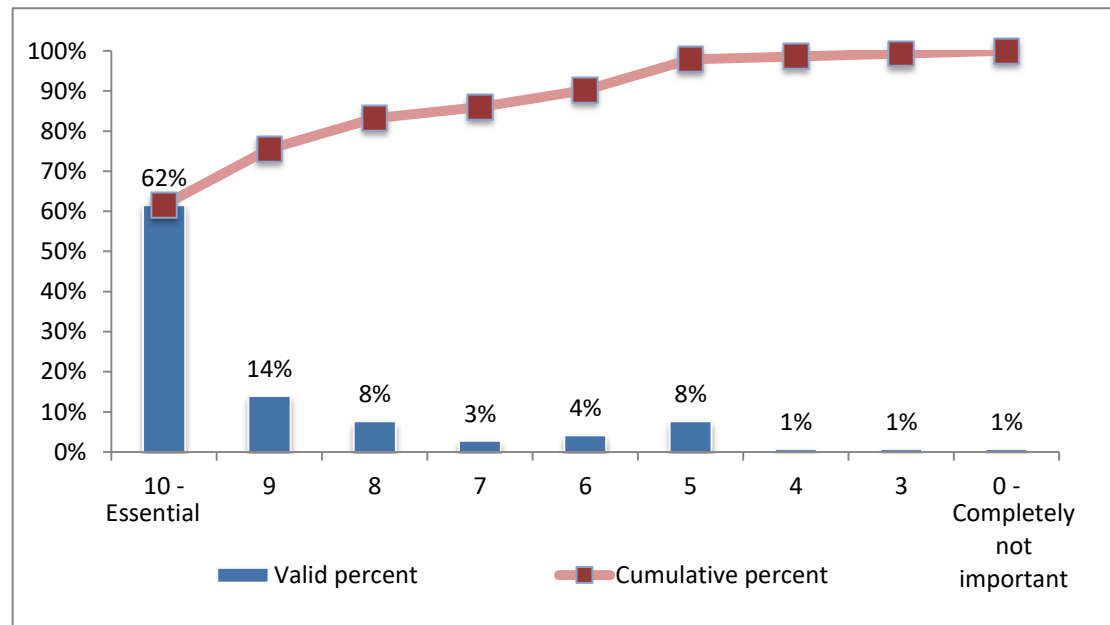
Figure 3.19: Importance rating of allowing a person who is using a mobility device to transfer into and out of that play equipment (e.g. transfer platform) independently



(Base: All questionnaires excluding “don’t know” and missing data = 138)

Figure 3.20 shows that 90% the parents/guardians rated the importance of building accessible routes throughout the play space as 6 or above, so they believed this element of the design was important. The mean important rating of this element was 8.9.

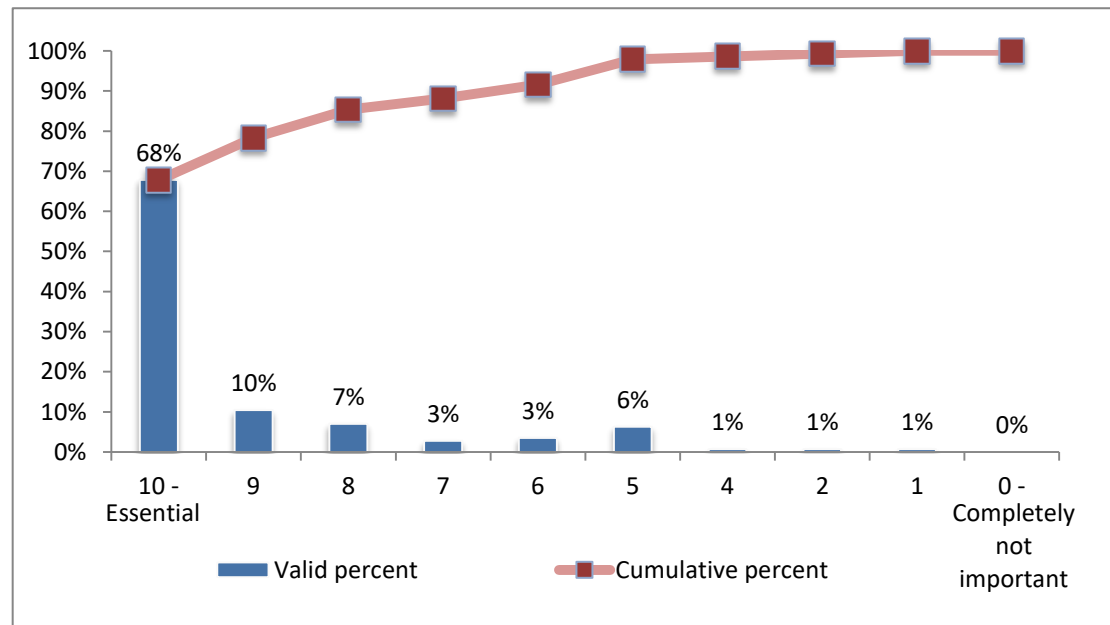
Figure 3.20: Importance rating of building accessible routes throughout the play space



(Base: All questionnaires excluding “don’t know” and missing data = 143)

Figure 3.21 shows that 92% the parents/guardians rated the importance of the surfaces shall be as level as possible to allow everyone to move throughout the play space with ease as 6 or above, so they believed this element of the design was important. The mean important rating of this element was 9.1.

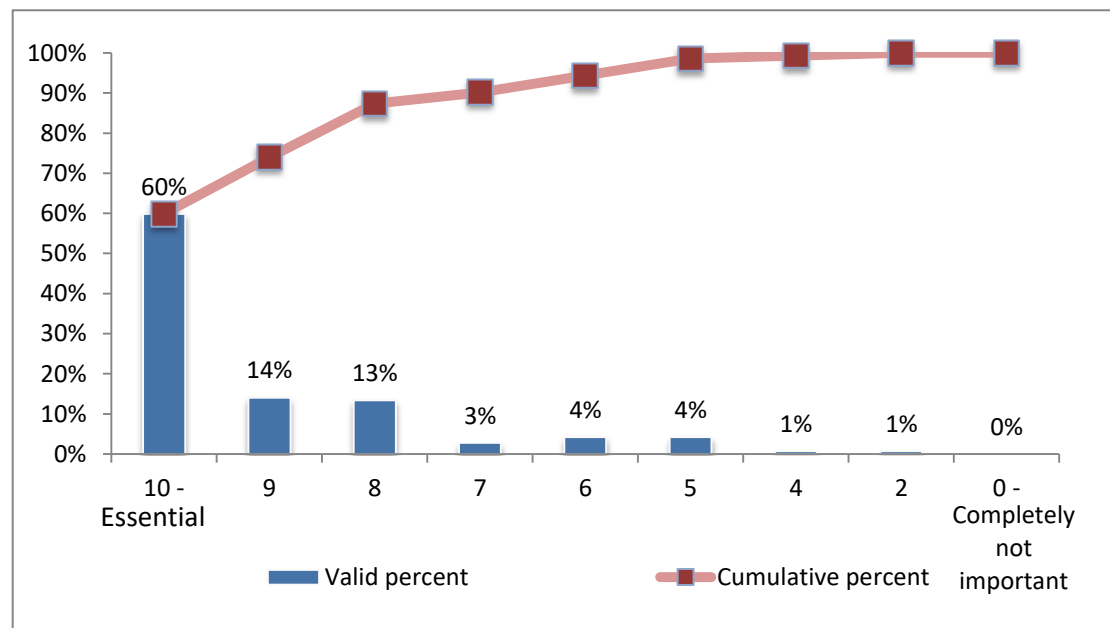
Figure 3.21: Importance rating of the surfaces shall be as level as possible to allow everyone to move throughout the play space with ease



(Base: All questionnaires excluding “don’t know” and missing data = 143)

Figure 3.22 shows that 94% the parents/guardians rated the importance of allowing people using mobility devices to move freely by providing flush transitions to all areas of the play space and surrounding area as 6 or above, so they believed this element of the design was important. The mean important rating of this element was 9.0.

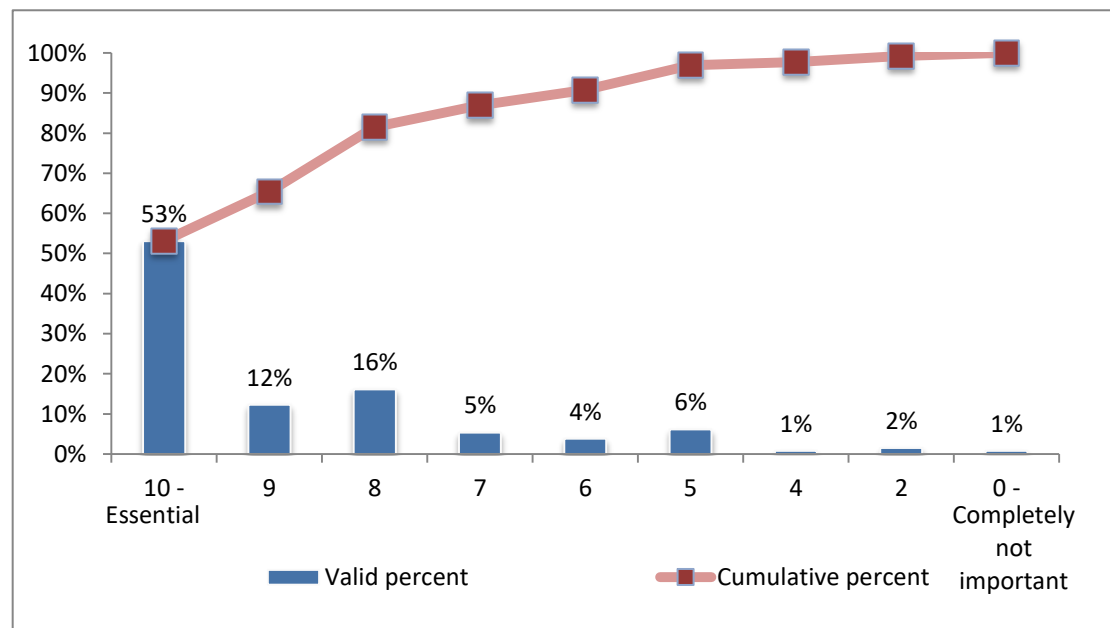
Figure 3.22: Importance rating of allowing people using mobility devices to move freely by providing flush transitions to all areas of the play space and surrounding area



(Base: All questionnaires excluding “don’t know” and missing data = 142)

Figure 3.23 shows that 91% the parents/guardians rated the importance of allowing people who do not have use of their legs to be able to move their bodies between the elevated play components and back into a mobility device on ground level as 6 or above, so they believed this element of the design was important. The mean important rating of this element was 8.7.

Figure 3.23: Importance rating of allowing people who do not have use of their legs to be able to move their bodies between the elevated play components and back into a mobility device on ground level



(Base: All questionnaires excluding “don’t know” and missing data = 130)

Table 3.2: Summary of the importance of the different elements of the design of the play space and surrounding environment in a playground

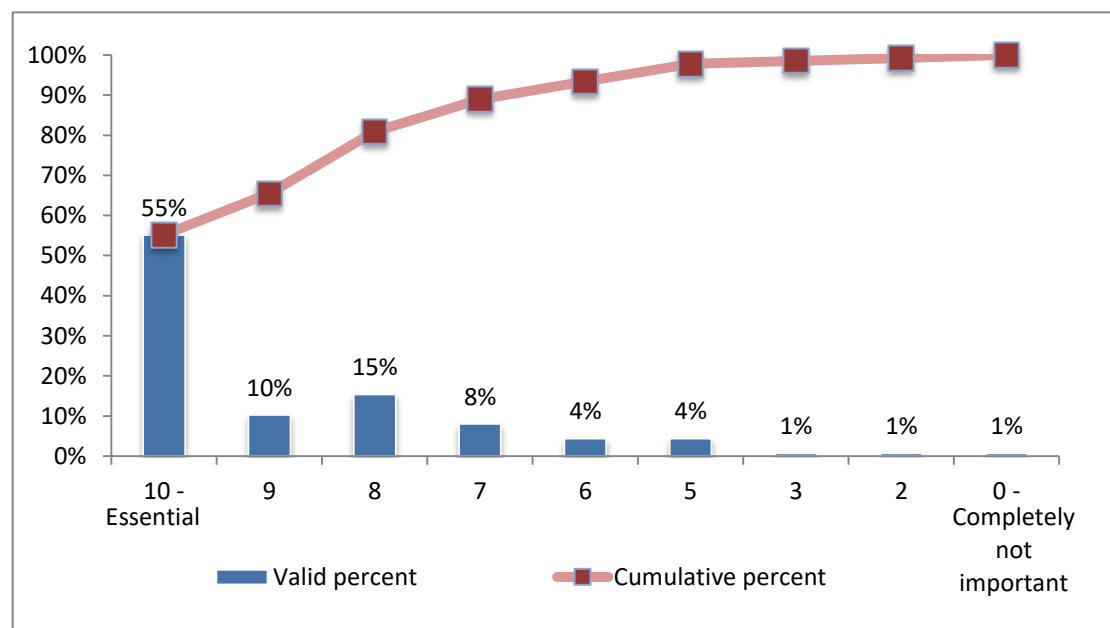
Support amenities	Sample size	Rating as 6 or above	Mean score
Protective surfacing materials that beneath and immediately adjacent to the play equipment should be safe for children to contact without any hazards	141	94%	9.2
Allow people using mobility devices to move freely by providing flush transitions to all areas of the play space and surrounding area.	142	94%	9.0
Surfaces shall be as level as possible to allow everyone to move throughout the play space with ease, without tiring, and avoiding the risk of tipping or being pulled accidentally into play equipment.	143	92%	9.1
Being able to access, reach and touch the play components, landscaping features and art installations are critical to a child's engagement	144	92%	8.6
Allow people who do not have use of their legs to be able to move their bodies between the elevated play components and back into a mobility device on ground level.	130	91%	8.7
Build accessible routes throughout the play space. On those routes allow wheelchair users, parent with strollers, grandparents, and caregivers, enough room to pass each other while using the play space.	143	90%	8.9
Allow a person who is using a mobility device to transfer into and out of that play equipment (e.g. transfer platform) independently.	138	90%	8.6

3.8 Importance of the Different Support Amenities in a Playground

All parents/guardians were asked to rate the importance of fourteen support amenities in a playground for a child with disability.

Figure 3.24 shows that 93% the parents/guardians rated the importance of providing a variety of types of seats for caregivers and children of all abilities to rest in proximity to one another and to play space as 6 or above, so they believed this support amenity was important. The mean important rating of this support amenity was 8.8.

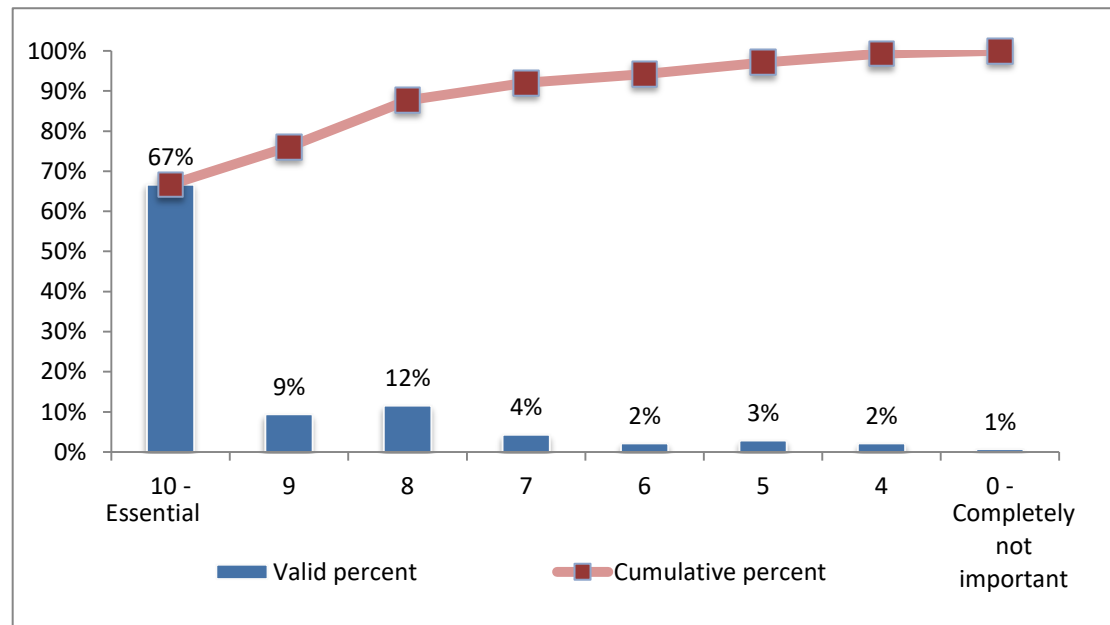
Figure 3.24: Importance rating of providing a variety of types of seats for caregivers and children of all abilities to rest in proximity to one another and to play space



(Base: All questionnaires excluding “don’t know” and missing data = 136)

Figure 3.25 shows that 94% the parents/guardians rated the importance of providing toilet facilities for all members of a family (e.g. family rest room) as 6 or above, so they believed this support amenity was important. The mean important rating of this support amenity was 9.1.

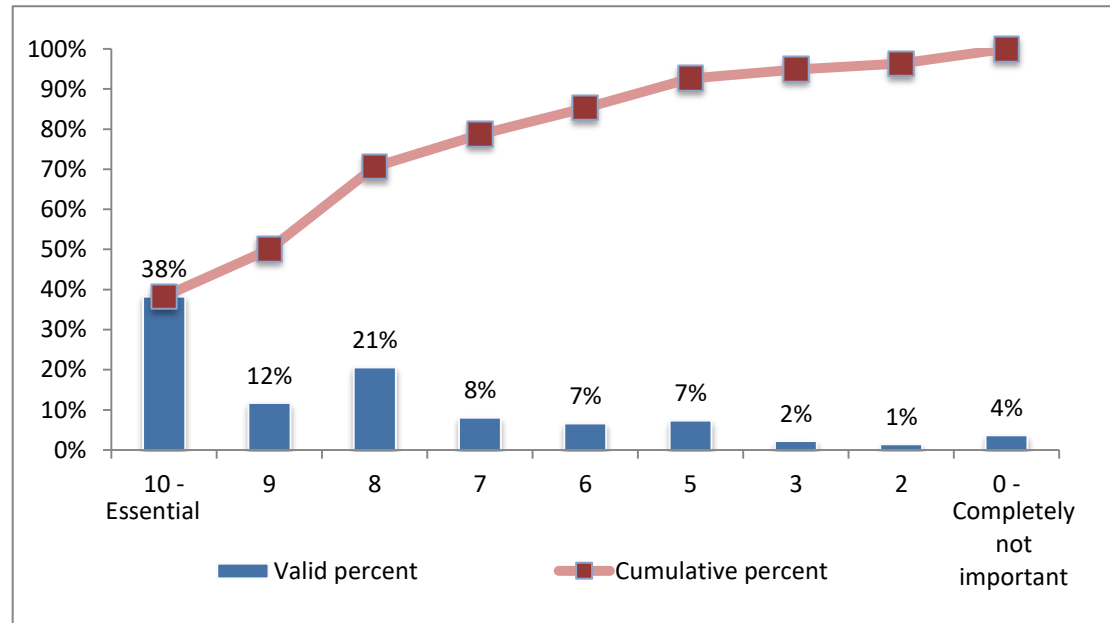
Figure 3.25: Importance rating of providing toilet facilities for all members of a family



(Base: All questionnaires excluding “don’t know” and missing data = 138)

Figure 3.26 shows that 85% the parents/guardians rated the importance of allowing everyone at the playground the ability to drink water while they are there (e.g. drinking machine with varied height) as 6 or above, so they believed this support amenity was important. The mean important rating of this support amenity was 8.0.

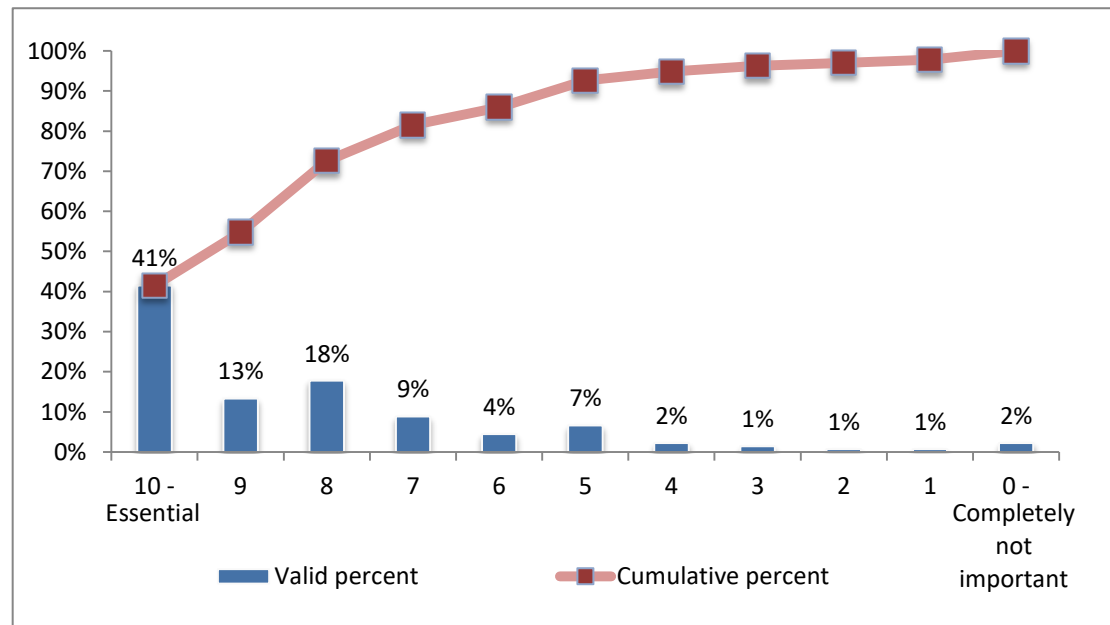
Figure 3.26: Importance rating of allowing everyone at the playground the ability to drink water while they are there



(Base: All questionnaires excluding “don’t know” and missing data = 136)

Figure 3.27 shows that 86% the parents/guardians rated the importance of allowing everyone to eat and feel included in the activities (e.g. picnic table accessible for wheelchair users) as 6 or above, so they believed this support amenity was important. The mean important rating of this support amenity was 8.2.

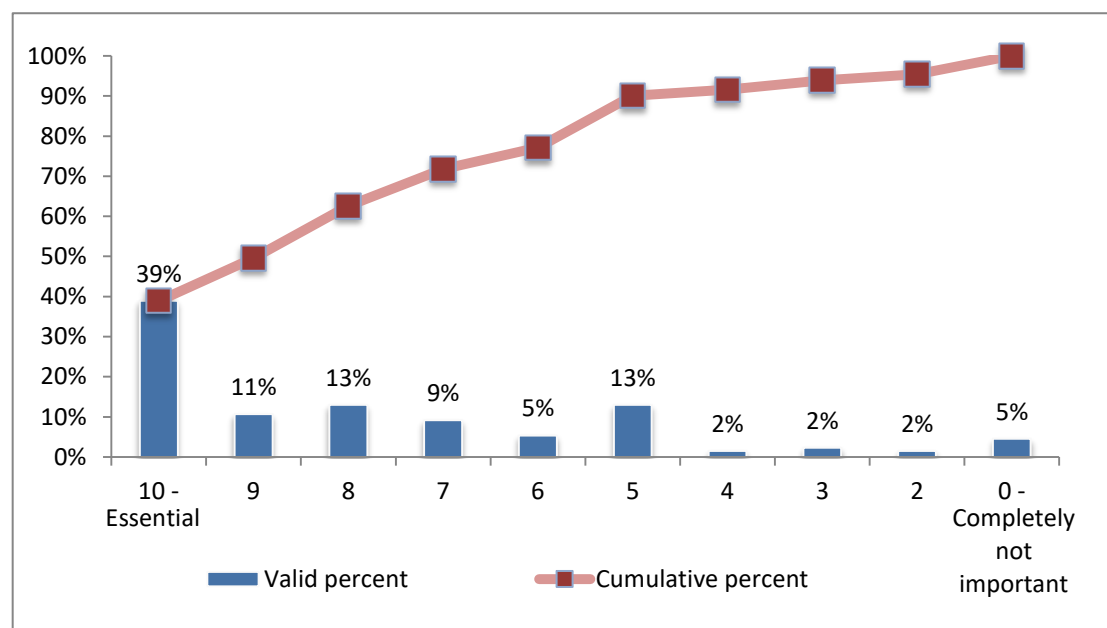
Figure 3.27: Importance rating of allowing everyone to eat and feel included in the activities (e.g. picnic table accessible for wheelchair users)



(Base: All questionnaires excluding “don’t know” and missing data = 135)

Figure 3.28 shows that 77% the parents/guardians rated the importance of ensuring that parking spaces are provided for people who need their vehicle to be close to the play areas as 6 or above, so they believed this support amenity was important. The mean important rating of this support amenity was 7.7.

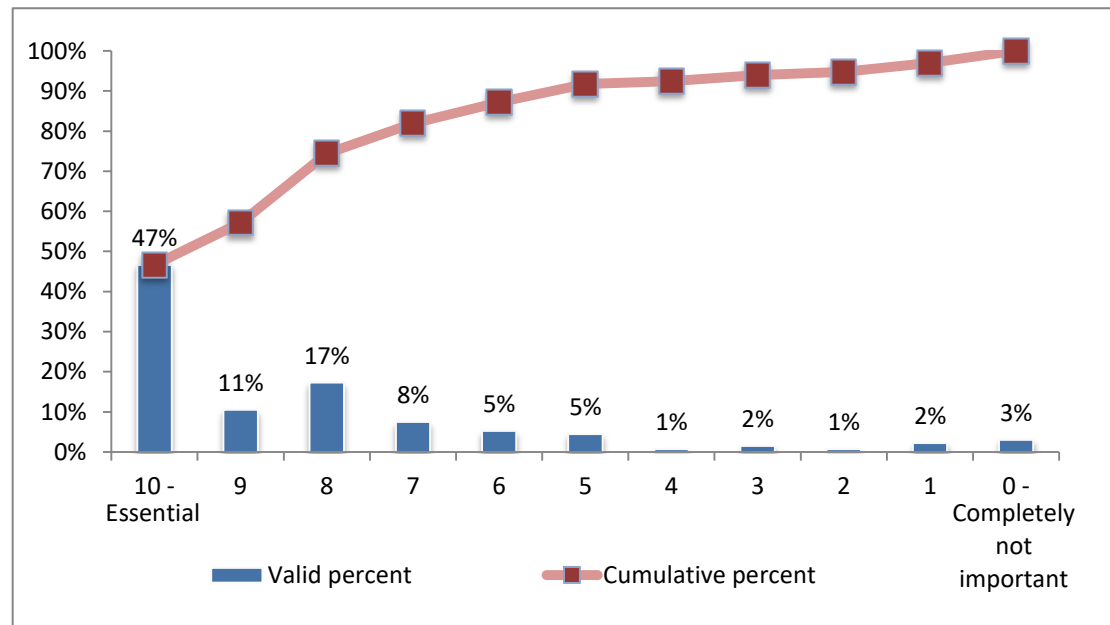
Figure 3.28: Importance rating of ensuring that parking spaces are provided for people who need their vehicle to be close to the play areas



(Base: All questionnaires excluding “don’t know” and missing data = 131)

Figure 3.29 shows that 87% the parents/guardians rated the importance of making waste receptacles convenient for use by everyone as 6 or above, so they believed this support amenity was important. The mean important rating of this support amenity was 8.2.

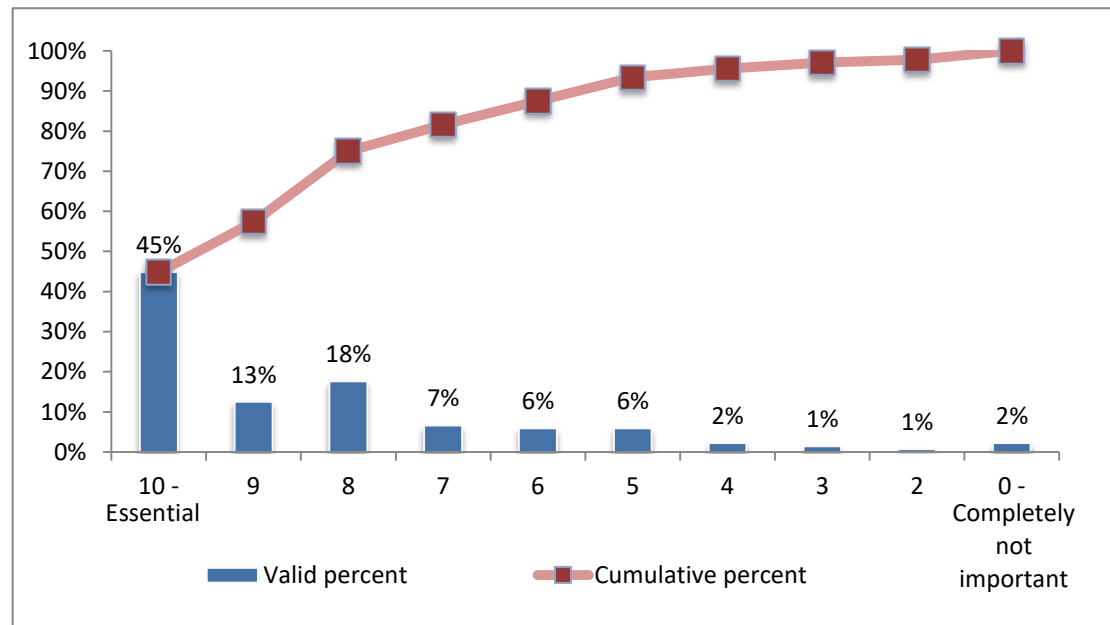
Figure 3.29: Importance rating of making waste receptacles convenient for use by everyone



(Base: All questionnaires excluding “don’t know” and missing data = 133)

Figure 3.30 shows that 88% the parents/guardians rated the importance of providing space within the play areas where a child and the people who needed are not in direct sunlight as 6 or above, so they believed this support amenity was important. The mean important rating of this support amenity was 8.3.

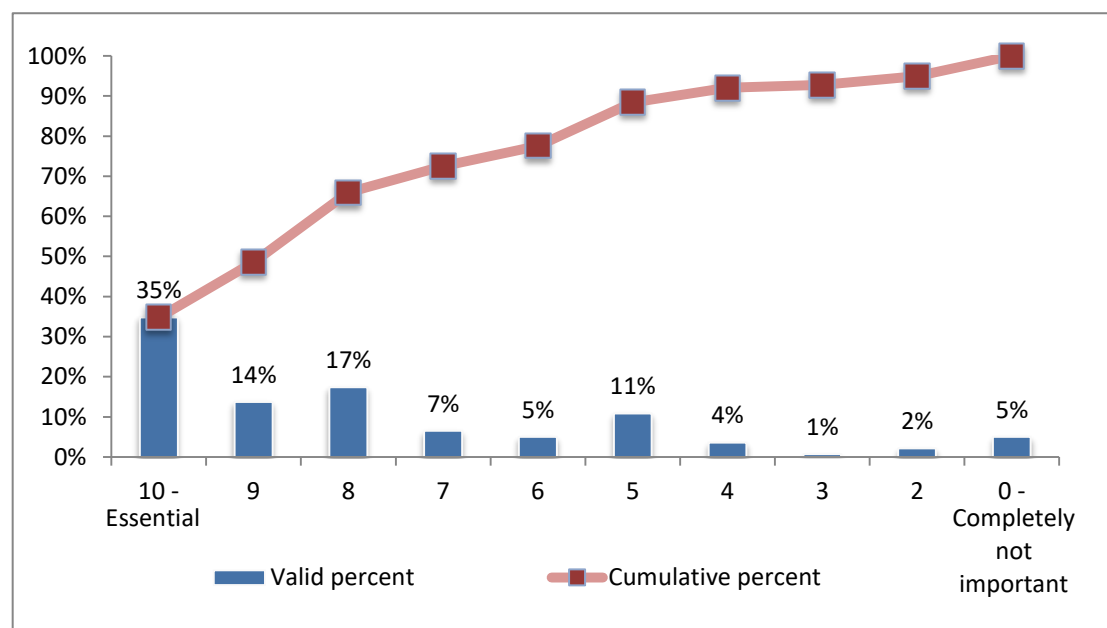
Figure 3.30: Importance rating of providing space within the play areas where a child and the people who needed are not in direct sunlight



(Base: All questionnaires excluding “don’t know” and missing data = 136)

Figure 3.31 shows that 78% the parents/guardians rated the importance of allowing children of all abilities to cool down e.g. water misters and fountains as 6 or above, so they believed this support amenity was important. The mean important rating of this support amenity was 7.6.

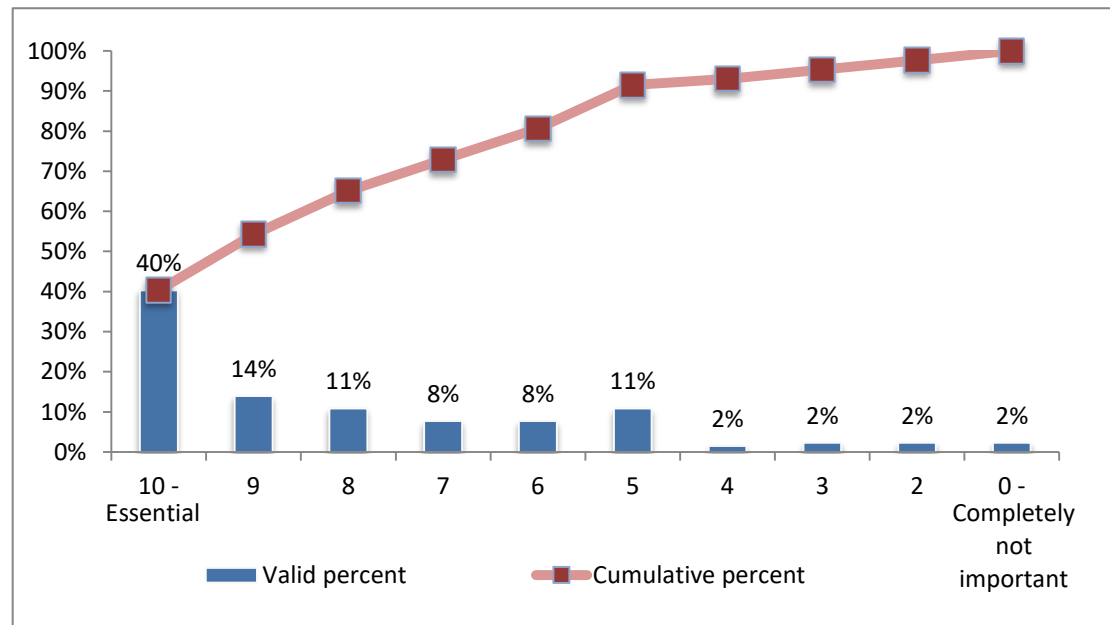
Figure 3.31: Importance rating of allowing children of all abilities to cool down e.g. water misters and fountains



(Base: All questionnaires excluding “don’t know” and missing data = 138)

Figure 3.32 shows that 81% the parents/guardians rated the importance of allowing children and adults who depend on a service animal to enter and use the play areas as 6 or above, so they believed this support amenity was important. The mean important rating of this support amenity was 7.9.

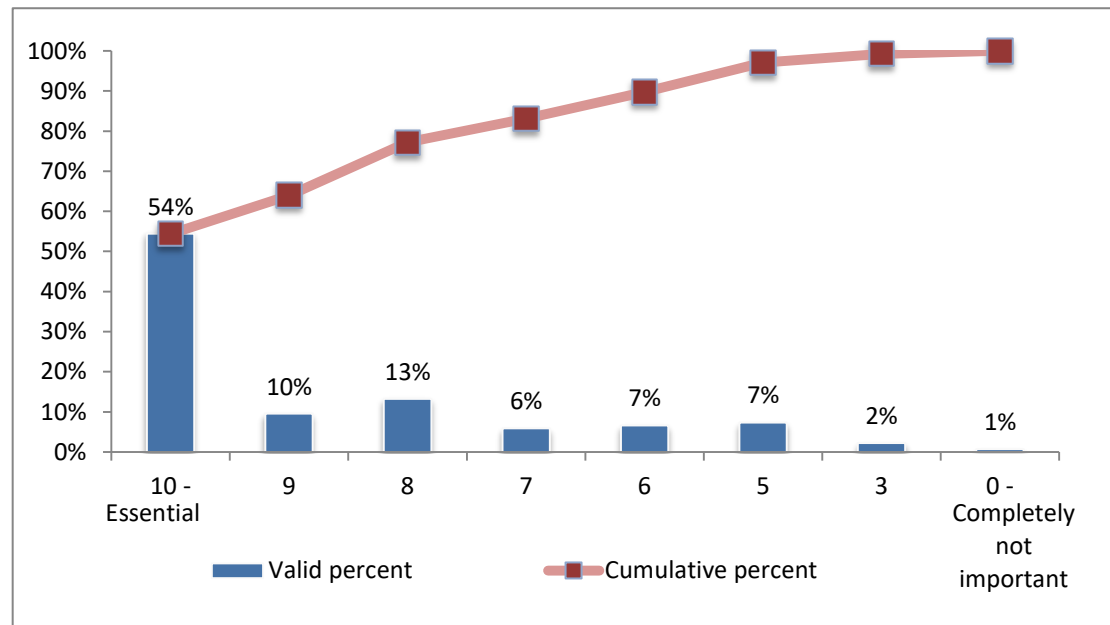
Figure 3.32: Importance rating of allowing children and adults who depend on a service animal to enter and use the play areas



(Base: All questionnaires excluding “don’t know” and missing data = 129)

Figure 3.33 shows that 90% the parents/guardians rated the importance of enabling the people who needed at the play areas to reach emergency services as 6 or above, so they believed this support amenity was important. The mean important rating of this support amenity was 8.6.

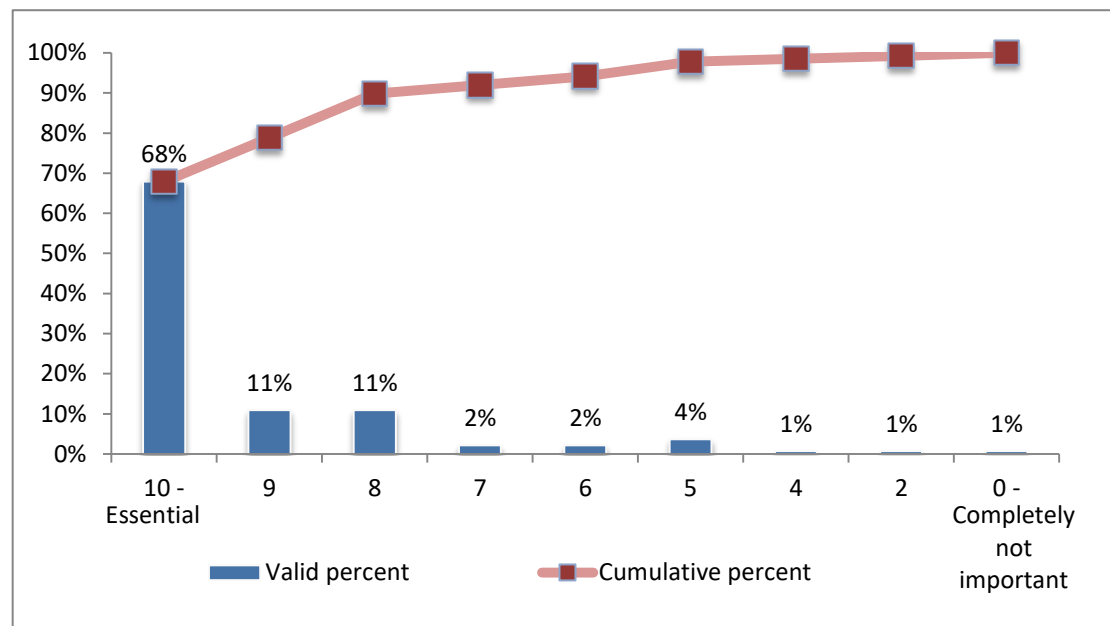
Figure 3.33: Importance rating of enabling the people who needed at the play areas to reach emergency services



(Base: All questionnaires excluding “don’t know” and missing data = 136)

Figure 3.34 shows that 94% the parents/guardians rated the importance of the convenient transportation that allow people who cannot drive or do not have a car to approach and use the play areas as 6 or above, so they believed this support amenity was important. The mean important rating of this support amenity was 9.2.

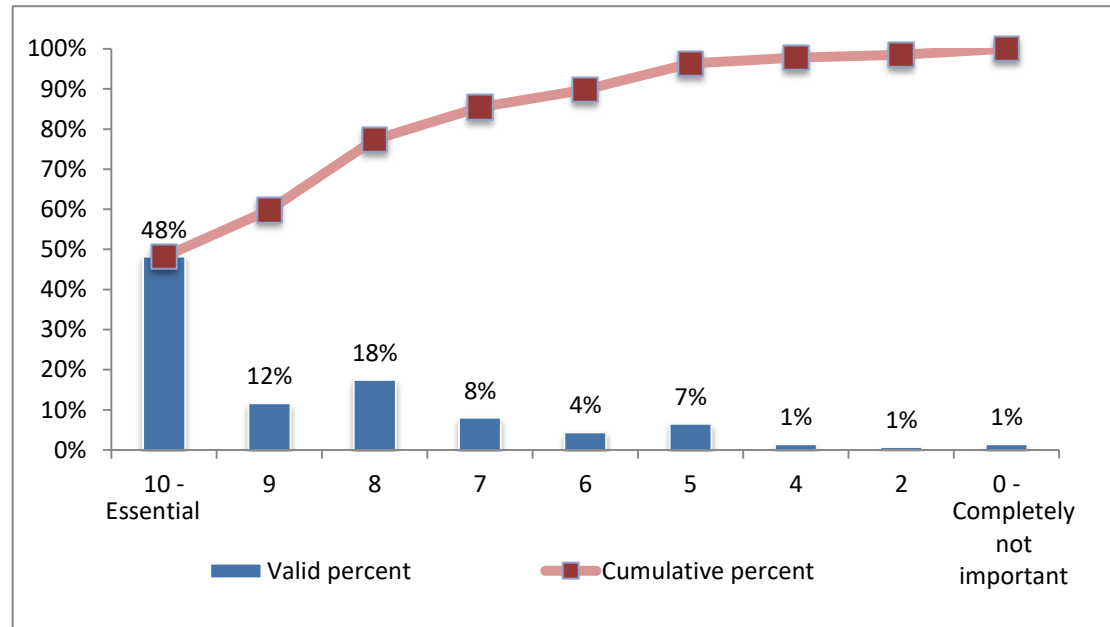
Figure 3.34: Importance rating of the convenient transportation



(Base: All questionnaires excluding “don’t know” and missing data = 137)

Figure 3.35 shows that 90% the parents/guardians rated the importance of allowing signage to be legible to all readers as 6 or above, so they believed this support amenity was important. The mean important rating of this support amenity was 8.5.

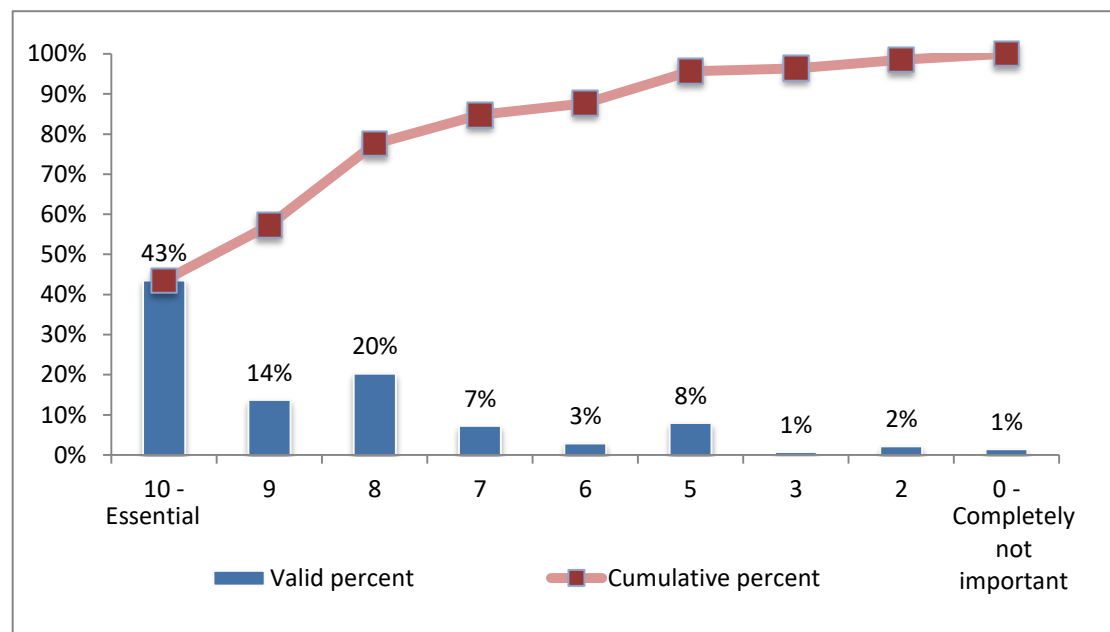
Figure 3.35: Importance rating of allowing signage to be legible to all readers



(Base: All questionnaires excluding “don’t know” and missing data = 137)

Figure 3.36 shows that 88% the parents/guardians rated the importance of the introduction to the play areas as 6 or above, so they believed this support amenity was important. The mean important rating of this support amenity was 8.4.

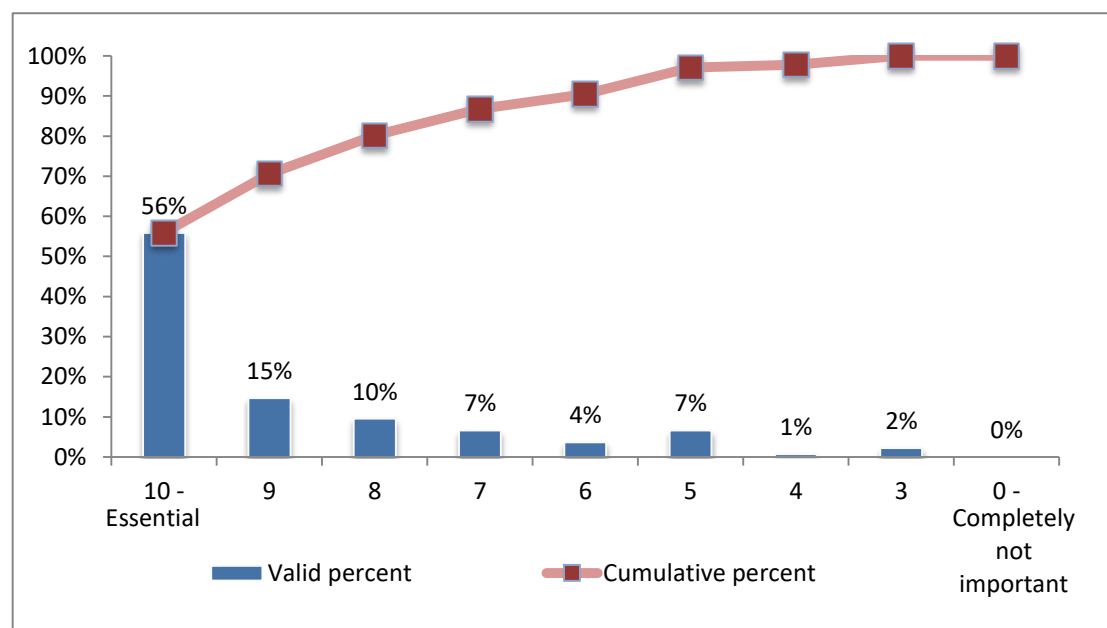
Figure 3.36: Importance rating of the introduction to the play areas



(Base: All questionnaires excluding “don’t know” and missing data = 138)

Figure 3.37 shows that 90% the parents/guardians rated the importance of the public statement of inclusive play that educate the public about the characters of Inclusive Playground and Universal Design at a local levels as 6 or above, so they believed this support amenity was important. The mean important rating of this support amenity was 8.8.

Figure 3.37: Importance rating of the public statement of inclusive play



(Base: All questionnaires excluding “don’t know” and missing data = 136)

Table 3.3: Summary of the importance of the different support amenities in a playground

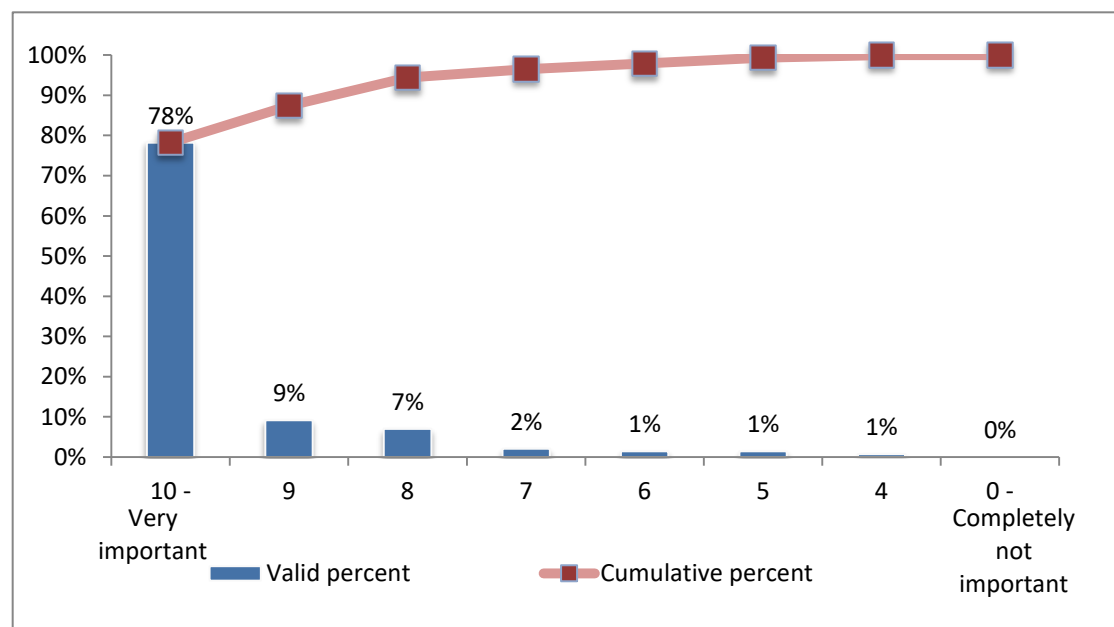
Support amenities	Sample size	Rating as 6 or above	Mean score
Provide toilet facilities for all members of a family	138	94%	9.1
Convenient transportation - allow people who cannot drive or do not have a car to approach and use the play areas	137	94%	9.2
Provide a variety of types of seats for caregivers and children of all abilities to rest in proximity to one another and to play space	136	93%	8.8
Public statement of inclusive play - educate the public about the characters of Inclusive Playground and Universal Design at a local levels	136	90%	8.8
Enable the people who needed at the play areas to reach emergency services	136	90%	8.6
Allow signage to be legible to all readers	137	90%	8.5
Introduction to the play areas	138	88%	8.4
Provide space within the play areas where a child and the people who needed are not in direct sunlight	136	88%	8.3
Make waste receptacles convenient for use by everyone	133	87%	8.2
Allow everyone to eat and feel included in the activities	135	86%	8.2
Allow everyone at the playground the ability to drink water while they are there	136	85%	8.0
Allow children and adults who depend on a service animal to enter and use the play areas	129	81%	7.9
Allow children of all abilities to cool down e.g. water misters and fountains	138	78%	7.6
Ensure that parking spaces are provided for people who need their vehicle to be close to the play areas	131	77%	7.7

3.9 Importance of a Clean Playground

All parents/guardians were asked to rate the importance of their children with disability to play in a clean playground.

Figure 3.38 shows that 78% the parents/guardians rated the importance of a clean playground 10 (98% rated 6 or above), so the majority of them believed their children with disability to play in a clean playground was very important. The mean importance rating of this support amenity was 9.5.

Figure 3.38: Importance rating of a clean playground



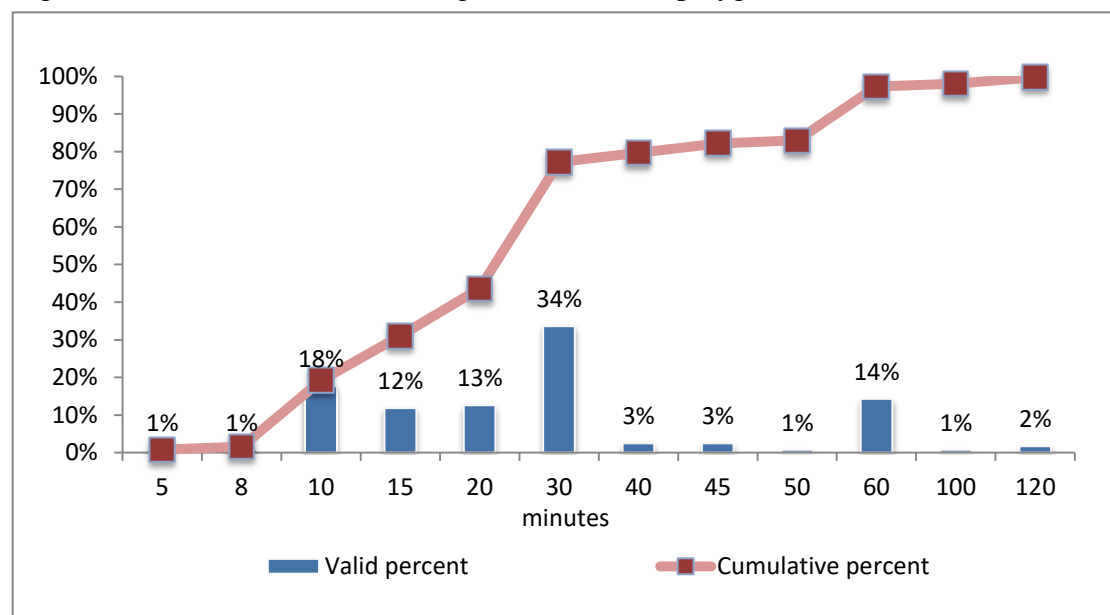
(Base: All questionnaires excluding missing data = 142)

3.10 Maximum Acceptable Traveling Time to Reach a Playground

All parents/guardians were asked about the maximum acceptable traveling time including by vehicles and walking (from their home to the playground) for their children with disability to reach a playground which was suitable.

Figure 3.39 shows that 67% the parents/guardians reported that their maximum acceptable traveling time was within 30 minutes for traveling to a playground which was suitable for their children with disability to play, while 12% reported that they accepted an hour. The mean and median maximum traveling times were 30.2 minutes and 30 minutes respectively.

Figure 3.39: Maximum traveling time to reach a playground



(Base: All questionnaires excluding “don’t know” and missing data = 119)

Chapter Four Conclusion and recommendations

This survey has collected opinions from 147 parents/guardians who had children with disability and focused on their experience of bringing their children with disability to play in a playground, importance rating of physical experience, sensory experience and social experience for their children with disability, importance of seven elements of the design of play space and surrounding environment in the playground, importance of fourteen support amenities in a playground, importance of a clean playground and the maximum acceptable travelling time to reach a playground. It is worthwhile to note that only seven parents/guardians reported their children had physical disabilities and one parent/guardian reported her child had visual disabilities. Therefore, most parents/guardians in this study reported that their children had non-physical disabilities, including 40% of them who reported that their children had oral disabilities, 36% had intellectual disabilities, 26% had aural disabilities, 23% had autism and 18% had learning disabilities.

4.1 Experience of playing in a playground

71% of parents/guardians reported that there was a playground near where they lived, while 20% of them reported that there wasn't any and 9% didn't know. 48% of the parents/guardians rated the adequacy of playgrounds suitable for their children with disability to play in as 4 or below and the majority of parents/guardians believed that it was important that their children with disability could carry out outdoor activities in a suitable playground (84% rated as 6 or above).

69% of the parents/guardians reported that their children with disability played in a playground in the past three months, while 25% didn't play. Among those parents/guardians whose children with disability played in a playground in the past three months, 24% of them reported that their children with disability played in a playground at least once a week in the past three months, while 26% reported a frequency of at least once a month. Further among those children with disability played in a playground in the past three months, 52% of parents/guardians reported that the average time that their children spent playing was 30 minutes to less than one hour, while 20% was less than 30 minutes.

4.2 Physical Experiences, Sensory Experiences and Social Experience in a Playground

Combining the three favourite experiences, the most popular physical experiences in a playground were sliding followed by swinging and climbing. Further, the most popular sensory experiences in a playground were tactile, followed by cozy places and auditory. Lastly, the most popular sensory experiences in a playground were cooperative play, followed by dramatic & imaginative play and loose parts.

79% the parents/guardians rated the agreement level as 6 or above that the recreational equipment in a playground should cover all three types of experience for their children with disability.

The majority of the parents/guardians rated the importance of having the recreational equipment in a playground to meet the physical experience, sensory experience and social experience needs of children with disability as 6 or above (81%, 87% and 83% respectively)

4.3 Importance of the Different Elements of the Design of Play Space and Surrounding Environment in a Playground

For the design of the play space and surrounding environment in a playground for a child with disability, a total of seven elements received mean importance ratings above 8 (ranged from 8.6 to 9.1). The seven elements had a similar rating and at least 90% of the parents/guardians rated them as 6 or above, so they believed that the following elements were all important:

- ✓ Protective surfacing materials that beneath and immediately adjacent to the play equipment should be safe for children to contact without any hazards (94%);
- ✓ Allow people using mobility devices to move freely by providing flush transitions to all areas of the play space and surrounding area (94%);
- ✓ Surfaces shall be as level as possible to allow everyone to move throughout the play space with ease, without tiring, and avoiding the risk of tipping or being pulled accidentally into play equipment (92%);
- ✓ Being able to access, reach and touch the play components, landscaping features and art installations are critical to a child's engagement (92%);
- ✓ Allow people who do not have use of their legs to be able to move their bodies between the elevated play components and back into a mobility device on ground

- level (91%);
- ✓ Build accessible routes throughout the play space. On those routes allow wheelchair users, parent with strollers, grandparents, and caregivers, enough room to pass each other while using the play space (90%); and
- ✓ Allow a person who is using a mobility device to transfer into and out of that play equipment (e.g. transfer platform) independently (90%).

4.4 Importance of the Different Support Amenities in a Playground

For the support amenities in a playground for a child with disability, a total of fourteen elements received mean importance ratings above 7 (ranged from 7.6 to 9.2). The fourteen support amenities had at least 77% of the parents/guardians rated them as 6 or above, so they believed that the following support amenities were all important:

- ✓ Provide toilet facilities for all members of a family (94%);
- ✓ Convenient transportation - allow people who cannot drive or do not have a car to approach and use the play areas (94%);
- ✓ Provide a variety of types of seats for caregivers and children of all abilities to rest in proximity to one another and to play space (93%);
- ✓ Public statement of inclusive play - educate the public about the characters of Inclusive Playground and Universal Design at a local levels (90%);
- ✓ Enable the people who needed at the play areas to reach emergency services (90%);
- ✓ Allow signage to be legible to all readers (90%);
- ✓ Introduction to the play areas (88%);
- ✓ Provide space within the play areas where a child and the people who needed are not in direct sunlight (88%);
- ✓ Make waste receptacles convenient for use by everyone (87%);
- ✓ Allow everyone to eat and feel included in the activities (86%);
- ✓ Allow everyone at the playground the ability to drink water while they are there (85%);
- ✓ Allow children and adults who depend on a service animal to enter and use the play areas (81%);
- ✓ Allow children of all abilities to cool down e.g. water misters and fountains (78%); and
- ✓ Ensure that parking spaces are provided for people who need their vehicle to be close to the play areas (77%).

4.5 Importance of a Clean Playground

Almost all parents/guardians rated the importance of a clean playground as 6 or above (78% rated as 10) and the mean importance rating was 9.5.

4.6 Maximum Acceptable Traveling Time to Reach a Playground

The mean and median maximum acceptable traveling times including by vehicles and walking (from their home to the playground) for their children with disability to reach a playground which was suitable were 30.2 minutes and 30 minutes respectively.

4.7 Recommendations

Playright UNICEF Inclusive Play Project

Parent/Guardian Questionnaire

Thank you for supporting this survey. The Social Sciences Research Centre of the University of Hong Kong (“HKUSSRC”) has been commissioned by the Playright Children’s Play Association (“Playright”) and Hong Kong Committee of UNICEF (“HKCU”) to conduct a survey about the quality play environment and play opportunities for children with disabilities. This questionnaire should take you about 10 minutes to complete. The data will be held in strict confidence, and all completed questionnaires will be destroyed six months after the completion of the survey. Participation is entirely voluntary. If you don’t want to participate in this survey, please return the blank questionnaire to the teacher of your child.

All the questions in this questionnaire are about the playground environment and play opportunities of your child(ren) with disability. The Project is designed to provide quality play environment and play opportunities to children with disability. Please make sure that appropriate answers are completely blacked out ($\circ \rightarrow \bullet$). To correct a wrong answer, please do not use correction fluid or correction tape but put a cross on the wrong answer and fill out the correct answer ($\times \circ \bullet$). Leave the circles blank if the question is not applicable. **Unless otherwise specified, please choose only one answer for each question.**

If you have any queries about the contents of the survey, please call Ms. Cho of the HKUSSRC at 3917-1600. If you have questions about your rights as a research participant, please call the Ethics Committee of HKU at 2241-5267. Please complete the questionnaire and return it to the teacher of your child. Thank you!

1. Is there any playground that is suitable for your child(ren) with disability to play in near where you live? (less than 30 minutes traveling time away)
☐ Yes ☐ No ☐ Don’t know
2. Please use a scale of 0-10 to rate how sufficient is the number of playgrounds suitable for your child(ren) with disability to play in? (0 represents completely inadequate, while 10 represents completely adequate) (Circle the correct answer)

0 1 2 3 4 5 6 7 8 9 10 Don’t know

3. Please use a scale of 0-10 to indicate how important it is that your child(ren) with disability can carry out outdoor activities in a suitable playground? (0 represents completely not important, while 10 represents very important) (Circle the correct answer)

0 1 2 3 4 5 6 7 8 9 10 Don't
know

4. In the past three months, did your child(ren) with disability ever play in a playground excluding those playgrounds that were required before attending the inclusive playground visit?

☐ Yes ☐ No ☐ Can't remember

5. On average, how often did your child(ren) with disability play in a playground in the past three months?

☐ More than 4 times per week ☐ 1-3 times per week
☐ More than 4 times per month ☐ 1-3 times per month
☐ Less than 1 time per month ☐ Can't remember









6. On average every time, how long did your child(ren) with disability play in a playground in the past three months?

☐ More than 3 hours
☐ More than 2 hours to 3 hours
☐ More than 1 hour to 2 hours
☐ More than 30 minutes to less than 1 hour
☐ Less than 30 minutes
☐ Can't remember

註：「遊樂場」泛指康樂及文化事務署（簡稱康文署）負責管理的公園或香港房屋委員會（房委會）各屋邨公園範圍內之公眾兒童遊樂場。但不包括各私人屋苑、私人會所、酒店、公司、學校、幼稚園及機構提供的兒童遊樂場。

Note: "Playground" means the outdoor children's play area in the public parks that is managed by Leisure & Cultural Services Department (LCSD) or the outdoor children's play area in the open space of public housing estates that is managed by Hong Kong Housing Authority (HA). The outdoor children's play areas provided by private residential, clubhouses, hotels, shopping malls, schools, kindergartens and organizations are excluded for this survey.

7. Please rank the favourite **physical experiences** of your child(ren) with disability:


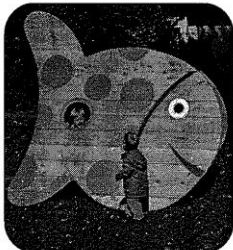
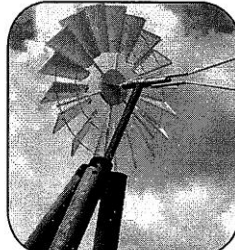

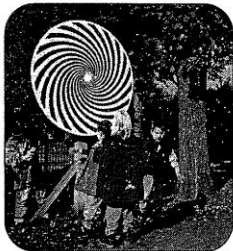
Balancing (e.g. : Balance Beam) 	Climbing (e.g. : Climber) 	Bouncing/Jumping (Bouncing Equipment) 	Rocking (e.g. : Spring Rocker) 
Sliding (e.g. : Slide) 	Spinning/Rotating (e.g. :Merry-go-round) 	Swinging (e.g. : Swing) 	Movement Experience from a Wheelchair 

	Balancing	Climbing	Bouncing /Jumping	Rocking	Sliding	Spinning /Rotating	Swinging	Movement Experience from a Wheelchair
The most favorite (Choose only one activity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The second most favorite (Choose only one activity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The third most favorite (Choose only one activity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Please use a scale of 0-10 to indicate how important do you think that the recreational equipment in a playground should meet the **physical experience** needs of your child(ren) with disability? (0 represents completely not important, while 10 represents very important) (Circle the correct answer)

0 1 2 3 4 5 6 7 8 9 10 Don't know

9. Please rank the favourite **sensory experiences** in a playground of your child(ren) with disability:


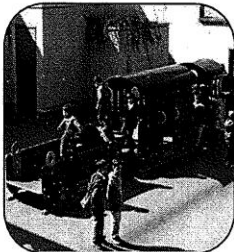
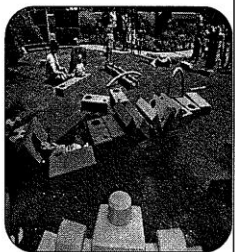

<p>Auditory (e.g. : Sound Tube)</p> 	<p>Cozy Places (e.g. : Play House)</p> 	<p>Interaction with Natural Features (e.g. : Windmill Installation)</p> 
<p>Tactile (e.g. : Interactive Water Play Equipment)</p> 	<p>Visual (e.g. : Kaleidoscope Installation)</p> 	

	Auditory	Cozy Places	Interaction with Natural Features	Tactile	Visual
The most favorite (Choose only <u>one</u> activity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The second most favorite (Choose only <u>one</u> activity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The third most favorite (Choose only <u>one</u> activity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Please use a scale of 0-10 to indicate how important do you think that the recreational equipment in a playground should meet the **sensory experience** needs of your child(ren) with disability? (0 represents completely not important, while 10 represents very important)

0 1 2 3 4 5 6 7 8 9 10 Don't know

11. Please rank the favourite **social experiences** in a playground of your child(ren) with disability:

Cooperative play (e.g. : Seesaw)	Dramatic & imaginative play (e.g. : Steering Wheel)	Loose parts (e.g. : Sand Pool)	Social interaction (e.g. : Hopscotch)
			

	Cooperative play	Dramatic & imaginative play	Loose parts	Social interaction
The most favorite (Choose only one activity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The second most favorite (Choose only one activity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The third most favorite (Choose only one activity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Please use a scale of 0-10 to indicate how important do you think that the recreational equipment in a playground should meet the **social experience** needs of your child(ren) with disability? (0 represents completely not important, while 10 represents very important) (Circle the correct answer)

0 1 2 3 4 5 6 7 8 9 10 Don't know

13. Please use a scale of 0-10 to indicate how much do you agree that the recreational equipment in a playground should cover all three of physical experience, sensory experience and social experience for your child(ren) with disability to play in? (0 represents completely disagree, while 10 represents strongly agree) (Circle the correct answer)

0 1 2 3 4 5 6 7 8 9 10 Don't know

14. Please use a scale of 0-10 to indicate how important do you think are the following elements of the design of the play space and surrounding environment in a playground for a child with disability? (0 represents completely not important, while 10 represents essential) (Circle the correct answer)

(a) Protective surfacing materials that beneath and immediately adjacent to the play equipment should be safe for children to contact without any hazards.

0 1 2 3 4 5 6 7 8 9 10 Don't know

(b) Being able to access, reach and touch the play components, landscaping features and art installations are critical to a child's engagement.

0 1 2 3 4 5 6 7 8 9 10 Don't know

(c) Allow a person who is using a mobility device to transfer into and out of that play equipment (e.g. transfer platform) independently.

0 1 2 3 4 5 6 7 8 9 10 Don't know

(d) Build accessible routes throughout the play space. On those routes allow wheelchair users, parent with strollers, grandparents, and caregivers, enough room to pass each other while using the play space.

0 1 2 3 4 5 6 7 8 9 10 Don't know

(e) Surfaces shall be as level as possible to allow everyone to move throughout the play space with ease, without tiring, and avoiding the risk of tipping or being pulled accidentally into play equipment.

0 1 2 3 4 5 6 7 8 9 10 Don't know

(f) Allow people using mobility devices to move freely by providing flush transitions to all areas of the play space and surrounding area.

0 1 2 3 4 5 6 7 8 9 10 Don't know

(g) Allow people who do not have use of their legs to be able to move their bodies between the elevated play components and back into a mobility device on ground level.

0 1 2 3 4 5 6 7 8 9 10 Don't know

15. Please use a scale of 0-10 to indicate how important do you think are the following the support amenities in a playground for a child with disability? (0 represents completely not important, while 10 represents essential) (Circle the correct answer)

(a) Provide a variety of types of seats for caregivers and children of all abilities to rest in proximity to one another and to play space (include enough parking space for wheelchairs).

0 1 2 3 4 5 6 7 8 9 10 Don't know

(b) Provide toilet facilities for all members of a family (e.g. family rest room).

0 1 2 3 4 5 6 7 8 9 10 Don't know

(c) Allow everyone at the playground the ability to drink water while they are there (e.g. drinking machine with varied height).

0 1 2 3 4 5 6 7 8 9 10 Don't know

(d) Allow everyone to eat and feel included in the activities (e.g. picnic table accessible for wheelchair users).

0 1 2 3 4 5 6 7 8 9 10 Don't know

(e) Ensure that parking spaces are provided for people who need their vehicle to be close to the play areas.

0 1 2 3 4 5 6 7 8 9 10 Don't know

(f) Make waste receptacles convenient for use by everyone (e.g. the height of the trash, the location can meet the needs of wheelchair users, etc.).

0 1 2 3 4 5 6 7 8 9 10 Don't know

(g) Provide space within the play areas where a child and the people who needed are not in direct sunlight.

0	1	2	3	4	5	6	7	8	9	10	Don't know
---	---	---	---	---	---	---	---	---	---	----	------------

(h) Allow children of all abilities to cool down e.g. water misters and fountains.

0	1	2	3	4	5	6	7	8	9	10	Don't know
---	---	---	---	---	---	---	---	---	---	----	------------

(i) Allow children and adults who depend on a service animal to enter and use the play areas.

0	1	2	3	4	5	6	7	8	9	10	Don't know
---	---	---	---	---	---	---	---	---	---	----	------------

(j) Enable the people who needed at the play areas to reach emergency services.

0	1	2	3	4	5	6	7	8	9	10	Don't know
---	---	---	---	---	---	---	---	---	---	----	------------

(k) Convenient transportation - allow people who cannot drive or do not have a car to approach and use the play areas.

0	1	2	3	4	5	6	7	8	9	10	Don't know
---	---	---	---	---	---	---	---	---	---	----	------------

(l) Allow signage to be legible to all readers.

0	1	2	3	4	5	6	7	8	9	10	Don't know
---	---	---	---	---	---	---	---	---	---	----	------------

(m) Introduction to the play areas (e.g. website for introducing play equipment and facilities).

0	1	2	3	4	5	6	7	8	9	10	Don't know
---	---	---	---	---	---	---	---	---	---	----	------------

(n) Public statement of inclusive play - educate the public about the characters of Inclusive Playground and Universal Design at a local levels (Universal Design is the design of products and environments to be usable by all people, to the greatest extent possible, without adaptation or specialized design).

Note: Inclusive play means "enabling each child to play and express themselves in their own way and supporting children to play together when they wish to."

0	1	2	3	4	5	6	7	8	9	10	Don't know
---	---	---	---	---	---	---	---	---	---	----	------------

16. Please use a scale of 0-10 to indicate the important for your child(ren) with disability to play in a clean playground? (0 represents completely not important, while 10 represents very important)
(Circle the correct answer)

0 1 2 3 4 5 6 7 8 9 10 Don't know

17. What is the maximum traveling time including by vehicles and walking (from your home to the playground) that you and your child(ren) with disability consider acceptable to reach a playground which is suitable for your child to play?

_____ minutes

☐ Don't know

Profile of the parent/guardian

Please tell us more about yourself in order to facilitate our analysis. All information collected will be treated in strictest confidence.

How old is (are) your child(ren) with disability :

The first child: _____ years

The second child: _____ years

The third child: _____ years

The fourth child: _____ years

Relationship with child(ren) with disability

☐ Father

☐ Mother

☐ Grandparent

☐ Other, please specify : _____

What type of disabilities do(es) your child(ren) with disability have? (you can choose more than one option)

☐ Physical disabilities

☐ Visual disabilities

☐ Oral disabilities

☐ Aural disabilities

☐ Learning disabilities

☐ Intellectual disabilities

☐ Other, please specify : _____

☐ Refuse to answer

Your education level:

☐ Primary or below

☐ Secondary

☐ Tertiary or above

☐ Refuse to answer

Your monthly household income :

☐ \$9,999 or below

☐ \$10,000-\$19,999

☐ \$20,000-\$24,999

☐ \$25,000-\$39,999

☐ \$40,000-\$59,999

☐ \$60,000 or above

☐ Not sure/ refuse to answer

End of questionnaire, thank you!

Please complete the questionnaire and return it to the teacher of your child.



智樂兒童遊樂協會及聯合國兒童基金香港委員會遊樂共融計劃

家長問卷

多謝閣下支持本評估研究。香港大學社會科學研究中心受智樂兒童遊樂協會及聯合國兒童基金香港委員會委託進行有關優質的遊樂環境及給予殘障兒童遊戲機會的調查。希望閣下能抽出約十分鐘來填寫此問卷。問卷內所有個人資料將絕對保密及已完成的問卷會於完成調查後六個月銷毀。研究的參與完全屬於自願性質。如閣下不願意參與是次研究，請把空白的問卷交回 貴子弟的班主任，謝謝！

此問卷的所有問題是有關遊樂場的環境及給予閣下殘障子女的遊戲機會。該計劃旨在為殘障兒童提供優質的遊樂環境和遊戲的機會。請把適當答案的圓圈或方格完全塗黑(○ → ●)，如閣下想更改答案，請勿使用塗改液或改錯帶來塗改答案，而是把錯誤塗黑的答案加上交叉，並塗黑正確答案(● ○ ●)。如問題不適用，請留下空白圓圈。除特別註明外，**每題只可選出一個答案。**

如對此問卷調查有任何查詢，歡迎致電3917-1600與香港大學社會科學研究中心曹女士聯絡。如欲了解更多有關參與研究人士的權益，請致電2241-5267聯絡香港大學非臨床研究操守委員會。請把填妥的問卷交回 貴子弟的班主任，謝謝！

- 就閣下殘障的子女而言，在你居住的地方附近有沒有適合他們玩耍的遊樂場？（少於三十分鐘的交通時間的距離）
☐ 有 ☐ 沒有 ☐ 不知道
- 就適合你的殘障子女玩耍的遊樂場數目之足夠度而言，請以0-10分評分，0分代表非常不足夠，而10分代表非常足夠。

0	1	2	3	4	5	6	7	8	9	10	不知道
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- 就一個適合你的殘障子女能進行戶外活動的遊樂場之重要性而言，請以0-10分評分，0代表完全不重要，而10分代表非常重要。

0	1	2	3	4	5	6	7	8	9	10	不知道
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- 在過去三個月中，除了出席「遊樂場難忘之旅」到訪的遊樂場外，你的殘障子女曾否在其他遊樂場玩耍？
☐ 有 ☐ 沒有 ☐ 不記得
- 平均而言，在過去三個月中，你的殘障子女有幾經常在遊樂場玩耍？

<input type="radio"/> 每週多於四次	<input type="radio"/> 每週一至三次	<input type="radio"/> 每月多於四次
<input type="radio"/> 每月一至三次	<input type="radio"/> 每月少於一次	<input type="radio"/> 不記得
- 平均而言，在過去三個月中，你的殘障孩子每次在遊樂場玩耍多久？

<input type="radio"/> 多於三小時	<input type="radio"/> 多於二至三小時	<input type="radio"/> 多於一至二小時
<input type="radio"/> 多於三十分鐘至一小時	<input type="radio"/> 少於三十分鐘	<input type="radio"/> 不記得

註：「遊樂場」泛指康樂及文化事務署（簡稱康文署）負責管理的公園或香港房屋委員會（房委會）各屋村公園範圍內之公眾兒童遊樂場。但不包括各私人屋苑、私人會所、酒店、公司、學校、幼稚園及機構提供的兒童遊樂場。



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7. 就你的殘障子女在遊樂場之**體能體驗**而言，請按他們的喜歡程度作出排列：

平行(例如:平行木)	攀爬(例如:攀爬架)	跳躍(例如:跳躍設施)	搖擺(例如:搖搖馬)
滑動(例如:滑梯)	旋轉(例如:旋轉椅)	搖蕩(例如:鞦韆)	輪椅人士搖擺體驗

	平行	攀爬	跳躍	搖擺	滑動	旋轉	搖蕩	輪椅人士搖擺體驗
最喜歡 (只可選一個活動)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
第二喜歡 (只可選一個活動)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
第三喜歡 (只可選一個活動)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. 就遊樂場中的康樂設施應符合你的殘障子女之**體能體驗**的需要而言，請以0-10分評價這方面的重要性，0代表完全不重要，而10分代表非常重要。

0 1 2 3 4 5 6 7 8 9 10 不知道

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐



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9. 就你的殘障子女在遊樂場之**感官體驗**而言，請按他們的喜歡程度作出排列：

<p>聽覺(例如:聲音管)</p> 	<p>舒適的場所(例如:遊戲屋)</p> 	<p>大自然特徵互動(例如:風車裝置)</p> 
<p>觸覺(例如:水互動設施)</p> 	<p>視覺(例如:萬花筒裝置)</p> 	





	聽覺	舒適的場所	大自然特徵互動	觸覺	視覺
最喜歡 (只可選一個活動)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
第二喜歡 (只可選一個活動)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
第三喜歡 (只可選一個活動)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. 就遊樂場中的康樂設施應符合你的殘障子女之**感官體驗**的需要而言，請以0-10分評價這方面的重要性，0代表完全不重要，而10分代表非常重要。

0 1 2 3 4 5 6 7 8 9 10 不知道

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

11. 就你的殘障子女在遊樂場之**社交體驗**而言，請按他們的喜歡程度作出排列：

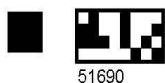
	合作遊戲 (例如: 蹺蹺板)	裝扮及想像遊戲 (例如: 駕駛輪子)	散件(例如: 沙池)	社交互動(例如: 跳飛機場地遊戲)
				
最喜歡 (只可選一個活動)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
第二喜歡 (只可選一個活動)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
第三喜歡 (只可選一個活動)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. 就遊樂場中的康樂設施應符合你的殘障子女之**社交體驗**的需要而言，請以0-10分評價這方面的重要性，0代表完全不重要，而10分代表非常重要。

0 1 2 3 4 5 6 7 8 9 10 不知道
☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

13. 就遊樂場上讓你的殘障子女玩耍的康樂設施而言，你有幾同意遊樂場上的康樂設施應涵蓋體能、感官和社交這方面體驗？請以0-10分評分，0代表完全不同意，而10分代表非常同意。

0 1 2 3 4 5 6 7 8 9 10 不知道
☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐



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14. 就一個適合殘障兒童的遊樂場而言，請你評價以下無障礙遊樂空間設計和周圍環境的配套之重要性，請以0-10分評分，0分代表完全不重要，而10分代表必需。

	完全 不重要										必需	
	0	1	2	3	4	5	6	7	8	9	10	不知道
(a) 用作圍繞遊樂設施的地面鋪設必需是安全的(如:物料不易脫落或損毀以避免兒童把物料放進口中、移動設備(如輪椅)能在這些物料上操作自如等)。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(b) 能夠讓兒童達到(如合適高度)及觸摸到的園林景觀特徵(包括水池、沙池、藝術品等)，對兒童的參與起了關鍵的作用。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(c) 有一些設施(如:轉移平台)令行動不便的兒童(包括其家庭成員)可以自行移動他們的身體從遊樂設施至移動設備上，而無須他人協助。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(d) 在整個遊樂場地建立無障礙通道，這些通道能讓輪椅使用者、推嬰兒車的父母，祖父母及照顧者能夠有足夠的空間通過這些通道，而不會對其他使用者造成影響。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(e) 場地的地面應盡量保持平坦，讓任何人士能在遊樂場地內從容地走動，不感到吃力，並且減少失去平衡而跌倒或意外被拉進遊樂設施的風險。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(f) 為使用移動設備的人士提供流暢的通道，使他們在往返遊樂場地及公園周邊範圍時不會感到困難。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(g) 讓有需要的人士在不用使用雙腳的情況下，能透過遊樂設施的轉移平台及梯級自行移動他們的身體至移動設備上，而這些轉移平台及梯級的高度應保持較少的高度變化。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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15. 就一個適合殘障兒童的遊樂場而言，請你評價以下遊樂場內的配套設施之重要性，請以0-10分評分，0分代表完全不重要，而10分代表必需。

	完全 不重要										必需														
	0	1	2	3	4	5	6	7	8	9	10	不知道		0	1	2	3	4	5	6	7	8	9	10	不知道
(a) 提供不同類型的座椅給照顧者，讓照顧者能座在兒童旁邊，以及讓照顧者在兒童玩耍期間可座著觀察兒童遊玩時的情況(包括座椅旁邊有足夠的空間擺放輪椅)。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(b) 提供廁所設施予不同需要的家庭成員使用(如:可供家庭使用的洗手間，這一類的洗手間有更衣桌可供有需要的人士更衣)。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(c) 有不同高度的飲水機供不同需要的人士喝水。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(d) 有可供任何人士用作進食和社交活動的設施(如餐桌高度可適合於使用輪椅的人士)。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(e) 提供停車位予有需要人士，而這些停車位是靠近遊樂場地。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(f) 方便所有人士使用的垃圾桶(如垃圾桶的高度、位置能切合使用輪椅人士的需要等)。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(g) 遊樂場地內有一些陽光未能直接照射的地方給兒童和有需要人士。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(h) 有一些能讓兒童身體降溫的設施(如水霧裝置、噴水裝置)。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(i) 讓依賴服務性動物(如導盲犬)的人士(包括成人及兒童)進入及使用遊樂場地。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(j) 在遊樂場地提供緊急呼救服務給有需要人士(如緊急呼救對講機或電話，而這些裝置的高度會顧及到使用輪椅人士的需要)。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(k) 交通方便:讓沒有駕車或沒有車輛的人士都能到達及使用遊樂場地。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	完全 不重要											必需
(l) 適合不同人士使用的指示牌(如字體較大、可提供聽覺或觸覺指示)。	0	1	2	3	4	5	6	7	8	9	10	不知道
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(m) 提供有關遊樂場地的介紹(如有相關網站介紹場內設施)。	0	1	2	3	4	5	6	7	8	9	10	不知道
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(n) 向公眾說明何為共融遊戲(即向他們解釋此遊樂場的性質),並教育公眾(包括不同階層的人士)有關通用設計的價值和好處(通用設計是指在產品及環境的設計能在最大的程度上適合每個人使用)。	0	1	2	3	4	5	6	7	8	9	10	不知道
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
註:「共融遊戲」泛指讓每一位兒童以獨有的方式參與遊戲與表達自己,及當孩子們希望一起遊戲時,可給予配合和支持。												
16. 就你殘障的子女在一個清潔的遊樂場玩耍的重要性而言,請以0-10分評分,0代表完全不重要,而10分代表非常重要。												
0	1	2	3	4	5	6	7	8	9	10	不知道	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
17. 如果你要帶你殘障的子女到一個適合他們玩耍的遊樂場,你認為可以接受最長的交通時間(包括乘坐交通工具及步行)為多久(指由家中至遊樂場的時間)?												
<div><div></div><div></div><div></div></div>			分鐘		<input type="radio"/> 不知道							

家長 / 監護人的個人資料

為了研究的用途,我們希望你能提供以下你的個人資料。你提供的所有資料會絕對保密。

18. 請問你的子女今年幾多歲(只包括有殘障的子女)?

第一位孩子	<div><div></div><div></div></div>	歲	第二位孩子	<div><div></div><div></div></div>	歲
第三位孩子	<div><div></div><div></div></div>	歲	第四位孩子	<div><div></div><div></div></div>	歲

19. 你與子女的關係

<input type="radio"/> 父親	<input type="radio"/> 母親
<input type="radio"/> 祖父母	<input type="radio"/> 其他,請註明: _____



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20. 你的子女有甚麼類型的殘障? (可選多項)

- | | | |
|--------------------------------------|----------------------------|----------------------------|
| <input type="radio"/> 肢體殘障 | <input type="radio"/> 視覺殘障 | <input type="radio"/> 語言殘障 |
| <input type="radio"/> 聽覺殘障 | <input type="radio"/> 學習障礙 | <input type="radio"/> 智障 |
| <input type="radio"/> 其他, 請註明: _____ | | <input type="radio"/> 不願作答 |

21. 你的教育程度:

- | | | |
|-----------------------------|--------------------------|-----------------------------|
| <input type="radio"/> 小學或以下 | <input type="radio"/> 中學 | <input type="radio"/> 大專或以上 |
| <input type="radio"/> 不願作答 | | |

22. 每月家庭總收入:

- | | | |
|---|---|---|
| <input type="radio"/> \$9,999或以下 | <input type="radio"/> \$10,000-\$19,999 | <input type="radio"/> \$20,000-\$24,999 |
| <input type="radio"/> \$25,000-\$39,999 | <input type="radio"/> \$40,000-\$59,999 | <input type="radio"/> \$60,000或以上 |
| <input type="radio"/> 不肯定/不願作答 | | |

- 問卷完, 謝謝! -

敬請把填妥的問卷交回貴子弟的班主任。