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RELATIONSHIPS BETWEEN PARENTAL, TEACHER, AND  
LEARNING ACCOMPLISHMENT RATINGS OF PRESCHOOL  
CHILDREN'S LANGUAGE PRODUCTION AND  
COMPREHENSION ABILITIES

A Thesis

by

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August 1985

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A Thesis

by

DOYLENA HAMMOND

Submitted to the Graduate School  
Appalachian State University  
in partial fulfillment of the requirements for the degree of  
MASTER OF ARTS

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Major Department: Language, Reading and Exceptionalities

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ABSTRACT

RELATIONSHIPS BETWEEN PARENTAL, TEACHER, AND  
LEARNING ACCOMPLISHMENT RATINGS OF PRESCHOOL  
CHILDREN'S LANGUAGE PRODUCTION AND  
COMPREHENSION ABILITIES (August 1985)

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This study investigated how accurately parents and teachers perceived 30 preschool children's language comprehension and naming skills. The purposes of this study were to determine the relationship between parent and teacher perceptions of children's language skills.

The Language Subtest of the Learning Accomplishment Profile (LAP-D) (LeMay, Griffin, & Sanford, 1977) was utilized to determine parent and teacher predictive ratings and to assess children's

level of language performance. A "yes/no" questionnaire of language skills was derived from the LAP-D language subtests and completed by parents and teachers of the 30 children. The LAP-D language subtests were also administered to the children by the investigator to assess comprehension and naming skills.

A Pearson Correlation and t-tests were used to determine significant relationships and differences between parent and teachers ratings and the children's LAP-D language scores. Results from the Pearson Correlation revealed a significant correlation between teacher ratings for children's naming ability and the children's LAP-D naming scores. No other significant correlations were found.

The results of the individual t-tests revealed statistically significant differences between parent and teacher ratings for children's comprehension and naming skills. A significant difference was found between parent ratings for comprehension and naming and children's LAP-D comprehension and naming scores. Another significant difference was found between

teacher ratings for comprehension and naming and children's LAP-D comprehension and naming scores.

Although statistically significant differences were found between predictive ratings and actual scores, parents and teachers gave similar ratings. These results may be explained in terms of the low variability between the ratings and scores.

The results from this study indicated that half of the parents and teachers tended to score the children slightly different. Parents' ratings for children's naming skills were higher than teacher ratings. Both parent and teacher ratings for comprehension were lower than the children's LAP-D comprehension scores. Discrepancies in scores may be indicative of differential treatment of children by parents and teachers.

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Thirdly, I love and appreciate all my dear friends and fellow graduate students and thank them for their concern and words of encouragement.

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## CHAPTER 1

### INTRODUCTION

The preschool years are considered to be the most crucial years in setting the direction and rate of many aspects of a child's language development (Cazden, 1975). According to Wood (1981), children are not born with the language skills to perform effectively in communication encounters, but, they gain them by interacting with people. While the mother usually is viewed as the primary model from whom children learn language, other important figures such as father, teacher, and friends assist in the child's development of language. Parents provide the role models by which children acquire language in the home environment. Teachers provide the developmental language needs in academic settings.

According to Higginbotham (1972), most children can produce a near match for the adult grammatical model used in their particular language community when they enter kindergarten; however, there are children entering school who have inadequate language skills. Milisen (1971) found that 12 to 15 percent of children from kindergarten through fourth grade level had

serious communication problems and included language as one of those problems.

Most language authorities regard the preschool and elementary years as important years in which children's development of language is highly influenced by children's caretakers (Bloom, 1978; Higginbothan, 1972). Because teachers are caretakers too, Allen and Hart (1984) and Cazden (1975) believe that they should be cognizant of children's language skill levels and responsible for implementing facilitative strategies and curricula for children's language needs. Within the preschool setting, Cazden (1975) noted numerous roles which teachers play in extending children's language development:

First, the teachers must help children to learn the structure of their native language as well as standard English. Secondly, they must help children extend their repertoire of words and meanings for talking about objects, events, and ideas. Third, teachers should offer children rich opportunities to use language for private thought and social communication in ways satisfying to them and school success (p. 83).

Children's knowledge of the uses of language seems to affect not only language learning but school success as well. Authorities such as Bruner (1965), Masako (1970), Wells (1983), and Vygotsky (1962) are convinced that language capability and logical

thinking are directly related to academic success. Ausubel (1963) noted that "growth in logical thinking is in large measure tied to growth in language capability" (p. 111).

Since preschool children's caretakers (parents and teachers) appear to influence their development of language, it is the purpose of this study to determine whether parents and teachers are in agreement when rating their children's language skills.

According to Good and Brophy (1973), perceptions and expectations influence the way we behave in situations, and the way we behave affects how other people respond. Brophy and Good (1974) further acknowledged that teachers' perceptions of children's skill levels affect teachers' expectations of children's academic performance. If a teacher's expectancy for a child's academic performance is low, it is also likely that the child will behave to meet that low expectation.

#### Statement of the Problem

Few data are available which support the contention that parents and teachers evaluate in a similar manner non-delayed and non-handicapped children's language skills. Totta and Crase (1982) noted that there is a lack of research which include

fathers, mothers, and teachers in studying adult perceptions of children's language abilities.

This investigator is of the opinion that parents and teachers may overestimate or underestimate children's language abilities and possibly inhibit their full potential for language development. It is important for parents and teachers to maintain common educational goals for their children. Allen and Hart (1984) suggested that "only when mutual understanding exists between parents and teachers can an early childhood education setting provide children with a truly optimum learning environment" (p. 266).

Accurate assessment by preschool teachers of children's intellectual functioning can enhance the chances of early identification of those children with academic problems (Bondy, Norcross, and Constantino, 1982). Teacher assessments are particularly important to the speech-language pathologist, because the speech-language pathologist relies heavily upon teacher referrals as the initial step in the identification of language impairment (Knoff, 1979). "Inaccurate teacher estimations can lead to unwarranted professional assessment, misclassification, and more importantly, problems associated with negative labels for children" (Knoff, 1979).

Recognizing the need for research focused directly on comparisons between parent and teacher perceptions of nonhandicapped/non-language delayed preschool children, this study was designed to investigate discrepancies between parent and teacher ratings for preschool children's language skills.

#### Purpose of the Study

The major objectives of this study were to investigate how accurately parents and teachers perceived preschool children's language comprehension and production skills, and to determine if significant relationships existed between parent and teacher ratings of children's language skills. The Learning Accomplishment Profile - Diagnostic Edition (LAP-D) (LeMay, Griffin and Sanford, 1977) was used to determine parent and teacher ratings of children's language skills, as well as children's actual performance on the language subscales.

#### Hypotheses

The following hypotheses for this study were developed in the null form and tested at the .05 level of significance:

1. No significant relationship exists between parental ratings and teacher ratings of children's language comprehension on an adapted questionnaire from the LAP-D.



2. No significant relationship exists between parental ratings and teacher ratings of children's language naming on an adapted questionnaire.
3. No significant relationship exists between parental ratings of children's language comprehension scores and children's LAP-D language comprehension subtest scores.
4. No significant relationship exists between parental ratings of children's language naming scores and children's LAP-D language naming subtest scores.
5. No significant relationship exists between teacher ratings of children's language comprehension scores and children's LAP\_D language comprehension subtest scores.
6. No significant relationship exists between teacher ratings of children's language naming scores and children's LAP-D language naming subtest scores.

#### Definition of Terms

Learning Accomplishment Profile - Diagnostic Edition - A criterion referenced assessment which evaluates individual performances of normal and developmentally delayed children on five developmental

scales: Gross Motor, Fine Motor, Self-Help, Cognitive and Language (Griffin, Sanford, and Wilson, 1975).

Criterion - Referenced Test - A test on which an individual's performance is interpreted in terms of performance on a set of definite instructional objectives or competencies (Best, 1977).

Language Comprehension - The extent to which children analyze the linguistic units and the relations between linguistic units to arrive at understanding (Bloom and Lahey, 1978).

Language Production - The process whereby children use language in meaningful ways to share experiences, communicate ideas, express feelings, and alert others to their needs and desires (Masako, 1970).

#### Assumption of the Study

The study was confined to preschool children labelled as non-handicapped/non-delayed, yet no formal language assessments were conducted to verify this assumption.

CHAPTER 2  
REVIEW OF RELATED LITERATURE

Teacher Expectations

Studies which require teachers to render subjective ratings of children's performance have increased since the late sixties and early seventies. The work of Rosenthal and Jacobson (1968) and Brophy and Good (1970) have stimulated interest in teacher perceptions and expectations for children. Several studies suggest that teacher expectations of children influence the children's performance in the classroom (Kehle, 1974; Cooper, Baron, and Lowe, 1975; and Braun, 1976).

Rosenthal and Jacobson (1968) investigated the existence of teacher expectation in the classroom. Then manipulated teachers' expectations for students' achievement in the first six grades of school to determine if the expectations could be fulfilled. Teachers were told a test would identify "intellectual bloomers" in a group of randomly selected children. Results from the study revealed that the expectation the investigators created for the special children caused the teachers to treat them differently. Doyle,

Hancock, and Kifer (1971) concluded that "school achievement is not a matter of the child's native ability, but teachers are also involved" (p. 63). Good and Brophy (1973), as a result of extensive research, noted that teachers' expectations affect how they treat their students, and over time, teachers' treatment of students affect how much students learn.

Several other studies support the hypothesis that teachers' expectations produce teachers' differential treatment of children within the classroom. Clifford and Walster (1973) concluded that attractive children were perceived by teachers to possess a higher I.Q., greater educational potential, and more interested parents than physically less attractive children. Kehle (1974) found that below-average attractive children received significantly more negative verbal attention from teachers than above-average facially attractive children. Children's gender was found to affect teacher perceptions according to Adams and La Voie (1974). They reported that boys received lower ratings on attitudes and work habits than girls.

Other studies have shown that race and social class differences influence teachers stereotypes of children (Freedman, 1972). Results from a study by Cooper, Baron, and Lowe (1975) showed that middle-class students are expected to receive higher

grades than lower-class students. According to Braun (1976), pupil-teacher interaction is a function of how teachers perceive the individual child's status. It was attested by Brophy and Good (1970) that "high-achieving" first grade children received more praise than "low-achieving" children.

#### Teacher Perceptions

Documentations exist which support Good and Brophy's (1973) contention that teachers' expectations influence how teachers perceive and work with children in the classroom. Other research has been directed toward investigating the accuracy of teachers' evaluation of children's performance in the classroom. Thurman, and Richardson, (1982) noted that "student evaluation, in whatever form, is one of the most important teacher responsibilities" (p. 13) Smith (1969) stated it is of no help to a teacher to understand the importance of accepting a child and "building on what he/she is if the teacher does not know how to assess what the child brings and lacks the skills necessary to work with him" (p. 33).

Recent studies have requested teachers to give their subjective ratings of children's performance in many areas: personal/social abilities, classroom skills, learning performance, and academic areas such as Reading, Mathematics, and English. Investigation

of teacher ratings of children's skill abilities in these areas have reported mostly positive findings.

Wang (1973) found that teachers of nursery school children were accurate in their predictions of childrens' learning progress in the classroom. It was further noted that teachers' informal evaluation of students may prove as efficient as some standardized assessment tools for measuring student progress.

Other findings by Bondy and Norcross (1982) suggest that some teachers are not only effective predictors of children's learning performance, but can adequately estimate children's overall skill abilities. Bondy and Norcross reported that 18 preschool teachers provided accurate ratings of 58 children's verbal, perceptual and qualitative ability on the McCarthy Scales of Children's Abilities (McCarthy, 1972).

More positive findings were reported by Stevenson, Parker, Wilkinson, Hegion, and Fish (1976). Results from their longitudinal study revealed that over a 3-year period, 63 teachers provided accurate ratings of children's personal-social skills, classroom skills and characteristics for achievement in school for children in kindergarten through third grade. Consistent with these findings are those of Pedulla, Airasian, and Madaus (1980) who reported 170 teacher ratings of 2,617 fifth graders performance on

I.Q., mathematics, English, and 12 social and academic classroom behavior. Pedulla et al., concluded that teacher judgments of students' intelligence, mathematics and English attainment "tap a dimension similar to that tapped by standardized tests" (p. 307).

#### Parent and Teacher Perceptions

Whenever parent and teacher ratings of children's skill abilities are compared, mostly inconsistent findings are reported. According to some data, discrepancies between parent and teacher ratings appear to exist depending upon different variables. Mealor and Richmond (1980) reported that parents of moderately and severely handicapped children assigned higher ratings than teachers for their children on a adaptive behavior scale. Subsequent research has revealed differing results. Mother and teacher perceptions of maturity on the Vineland Social Maturity Scale (VSMS), (Doll, 1964) for mentally handicapped and normal preschool and adolescent children were investigated by Casse (1982). The results indicated that mothers' perceptions of their children differed significantly from teachers perceptions and that age did not affect the comparative differences.

Findings posited by Wall and Paradise (1981) suggested that regardless of the grade level, mothers tend to assign higher ratings for their children's skill ability. Wall and Paradise found a mild correlation (.38 to .64) between mother and teacher ratings for 24 second through fifth graders on two adaptive scales from the Adaptive Behavior Inventory.

Discrepancies between parent and teacher ratings of children's performance are typical of other findings for children's performance on various other assessment scales. Kaplan and Alatishe (1976) noted discrepancies between parent and teacher ratings of 20 preschool children's social quotients on the VSMS. The discrepancies were so significant that the investigators emphasized the importance of taking into account what the relationship the informant is to the subject when using results from the VSMS.

There exists data which support the contention that parents and teachers evaluate their preschool children's language skills in a similar manner. High correlations were found by Naas, Watts, and Grissom, (1981) between parent and teacher ratings of their 15 preschool children's performance on the Verbal Language Development Scale (VLDS), an amplified version of the VSMS. Implications noted by Naas, et al., were that speech pathologists who administer the



VLDS to parents or teachers may expect them to have comparable perceptions for the children's language skills.

Totta and Crase (1982) noted that little research was available which included fathers as well as mothers and teachers in studying adults' perceptions of children. However, Frankenburg, Dodds, Fandal, Kazuk, and Cohrs (1975) found that mothers significantly overestimated their children's gross motor skills more than fathers. Teachers significantly underestimated children's fine motor skills more than fathers. The strongest correlations were found between mother and teacher estimations.

The divergence between parent and teacher reports of children's developmental skills on various assessment tools have been reported. Speculations have been made as to why parents and teachers rate their children's skills differently. Wall and Paradise (1981) noted mothers may have a positive bias in rating their children. They further noted that teachers, as well, may have a negative bias. A third speculation made by Paradise and Wall was that divergent ratings may reflect actual differences in children's behaviors in different settings. Mealor and Richmond (1981) suggested parents may rate their

children higher than teachers because parents have a greater "information base."

## CHAPTER 3

### METHODS

#### Participants

The participants in the study were 30 preschool children, ranging from 48 months to 59 months, their parents (n = 30), and their day-care teachers (n = 4). Twenty-one of the children were males and nine were females.

Each day-care teacher had been employed by the participating centers for at least one year prior to this study. The three day-care centers participating in this study included one private, one state-supported, and one church sponsored program.

#### Materials

The LAP-D is a developmentally based assessment instrument which is divided into five subscales: Fine Motor, Cognitive, Language Naming and Comprehension, Gross Motor, and Self-Help. The LAP-D Language subtest was selected for this study because it assesses children's mastery level skills in language naming and comprehension at the preschool level. The Comprehension subscale assesses receptive language ability by presenting a sequence of skills which

require the mastery of lower level items before mastery of higher level tasks.

The present form of the LAP-D has been documented as a highly reliable instrument (LeMay, Griffin, and Sanford, 1977). The interrater reliability of the total test is .98. On test-retest, scores of 35 children were "analyzed to determine the existence of fluctuations in total scores as a consequence of learning" (p. 28). The reliability of the Naming subscale was ( $r = .82, p < .001$ ) and the reliability of the comprehension subscale was ( $r = .91, p < .001$ ). The combined reliability coefficients for the naming and comprehension subscales was ( $r = .91, (p < .001)$ ).

In terms of criterion-related validity, all the skill items on the LAP-D were extracted from validated assessment instruments. Griffin, Sanford, and Wilson (1975) noted that until information on validity studies are available, the LAP-D may be useful in determining "a child's level of performance, in setting objectives appropriate for the child, and for measuring progress" (p. 12).

#### Procedures

Five day-care centers were randomly selected to participate in this study, but only three agreed to participate. Forty-three children, four years of age, were enrolled in these three day-care centers.

Notification letters regarding the study and parental consent forms were sent to the parents of the 43 children. (See Appendix A) Thirty-five parents agreed to participate and gave permission for their children to be tested. (See Appendix B) Teachers agreed to participate during the initial contact with the day care centers.

Following the reception of parental consent forms, each parent was mailed written instructions directing them to give their subjective ratings of their children's language skills on two "yes/no" questionnaires entitled, "Checklist 1" and "Checklist 2." (See Appendix C) Checklist 1 included the first 18 of the total 29 language naming skills extracted from the LAP-D naming subtest. It was necessary to eliminate items because only those language skills which were age appropriate for four-year-old children were to be assessed. Checklist 2 included the first 22 out of the total 27 language comprehension skills extracted from the LAP-D comprehension subtest. Comprehension skills one through 22 were also appropriate for children four years of age. The language skill items on the two Checklists were identical to the skill items on the LAP-D language subtest except that the investigator included examples

to explain more fully the skill to be performed for each item. (See Appendix A and B)

Items on both scales were arranged sequentially, from initial skills representing basic skills to final skills representing reading readiness. For this study, however, the sequential skills were randomly ordered to insure the validity of parent and teacher ratings.

Teachers were given Checklists 1 and 2 for each child and were requested to complete them during the same time as parents. (See Appendix D)

The investigator arranged to administer the LAP-D subtests to each child during the same time in which parents and teachers were completing the checklists. A total of 13 children were tested in one day-care center, 12 in another and 9 in the third center. Testing took approximately 15 minutes for each child and lasted one week and a half for each center.

Out of a total of 34 checklists sent to parents, 31 completed checklists were returned. One parent moved which made a total of 30 participants for the study. All four teachers returned their checklists within a 3-week period. One teacher rated 12 children, another rated 10, the third rated 9, and the fourth rated 1 child.

Thirty parental ratings and 30 teacher ratings were returned and scored by the investigator. The total number of "yes/no" ratings assigned by each parent and teacher were tallied individually and each child received a language comprehension and naming score. Each individual child's comprehension and naming performance was tallied and scored on separate score sheets. (See Appendix F)

### Comparisons

Comparisons were made to determine differences among perceptions of mothers and teachers ratings regarding children's language skill level and the actual performance on the LAP-D language subtest. The following comparisons were made:

1. Comparisons between parents' and teachers' perceptions of children's language naming ability on the LAP-D Naming subscale (PN-TN).
2. Comparisons between parents' and teachers' perceptions of children's language comprehension ability on the LAP-D Comprehension subscale (PCOM-TCOM).
3. Comparisons between parents' perceptions of children's language naming ability and the children's actual naming score (SN) on the LAP-D Naming subscale (PN-SN).

4. Comparisons between parents' perceptions of the children's language comprehension ability and children's actual comprehension score (SCOM) on the LAP-D Comprehension subscale (PCOM-SCOM).
5. Comparison between teachers' perceptions of children's naming ability and children's actual naming score on the LAP-D Naming subscale (TN-SN).
6. Comparisons between teachers' perceptions of children's comprehension ability and children's actual comprehension score on the LAP-D Comprehension subscale (TCOM-SCOM).

#### Statistical Analysis

To determine if significant relationships existed between parent and teacher ratings of children's language skills, and the children's actual performance on language subtests, a Pearson Correlation and six individual t-tests were performed. The .05 level of significance was employed for both the correlation and t-tests.

#### Summary

A total of 30 preschool children, 30 parents, and 4 teachers participated in this study. Participants were selected from day-care centers in Boone, North Carolina. A "yes/no" questionnaire of language skills



was derived from the LAP-D language subtest and completed by parents and teachers of the 30 children.

The children's language comprehension and production skills were assessed with the LAP-D language subtests by the investigator. Data were analyzed for significant relationships and differences between the three group's scores (parents, teachers, and the children's actual performance) using a Pearson Correlation and six individual t-tests.

CHAPTER 4  
RESULTS AND ANALYSIS

Results

The individual raw scores, ranges, means, and standard deviations for performance and predictive ratings on the language subtests of the Learning Accomplishment Profile (LAP-D), (LeMay, Griffin, and Sanford, 1977) are reported in Table 1.

As shown in Table 1, the individual raw scores on the naming subscale ranged from 12 to 18 with a mean of 17.2 and a standard deviation of 1.32. The individual raw scores for the comprehension subscale ranged from 19 to 22 with a mean of 21.37 and a standard deviation of .76. The parents' predictive rating scores for performance on the naming subscale ranged with 13 to 18 with a mean of 17.4 and a standard deviation of 1.38. Parents' subjective rating scores for performance on the comprehension subscale ranged from 17 to 22 with a mean of 20.73 and a standard deviation of 1.26. Teachers' subjective rating scores for performance on the naming subscale ranged from 13 to 18 with a mean of 16.43 and a standard deviation of 1.79; whereas, their subjective rating scores for performance on the

Table 1

Children's LAP-D Scores and Parent and Teacher's  
Predictive Rating Estimations of Children's Language  
Levels

Subject	<u>Actual Scores</u>			<u>Estimated Scores</u>		
	SN	SCOM	PN	PCOM	TN	TCOM
1	17	22	13	19	18	20
2	18	22	18	22	18	22
3	18	22	14	10	17	19
4	18	22	18	22	16	16
5	17	22	18	21	17	16
6	18	22	18	21	18	22
7	18	22	18	21	15	21
8	17	21	18	21	15	21
9	14	21	18	20	14	20
Range	12-18	19-22	13-18	17-22	13-18	13-22
Mean	17.2	21.37	17.4	20.73	16.43	19.93
S.D.	1.32	.76	1.38	1.26	1.79	2.21

Key

SN = Children Naming

SCOM = Children Comprehension

PN = Parent Naming

PCOM = Parent Comprehension

TN = Teacher Naming

TCOM = Teacher Comprehension

Table 1 (continued)

Children's LAP-D Scores and Parent and Teacher's  
Predictive Rating Estimations of Children's Language  
Levels

Subject	<u>Actual Scores</u>			<u>Estimated Scores</u>		
	SN	SCOM	PN	PCOM	TN	TCOM
10	18	22	18	21	15	21
11	17	22	18	22	16	22
12	18	21	14	17	17	22
13	18	21	18	21	18	21
14	18	20	18	20	15	18
15	18	22	18	21	18	22
16	16	21	16	21	13	13
18	17	21	16	18	13	18
19	18	22	18	22	18	22
Range	12-18	19-22	13-18	17-22	13-18	13-22
Mean	17.2	21.37	17.4	20.73	16.43	19.93
S.D.	1.32	.76	1.38	1.26	1.79	2.21

Key

SN = Children Naming

SCOM = Children Comprehension

PN = Parent Naming

PCOM = Parent Comprehension

TN = Teacher Naming

TCOM = Teacher Comprehension

Table 1 (continued)

Children's LAP-D Scores and Parent and Teacher's  
Predictive Rating Estimations of Children's Language  
Levels

Subject	<u>Actual Scores</u>			<u>Estimated Scores</u>		
	SN	SCOM	PN	PCOM	TN	TCOM
20	17	22	18	20	16	18
21	17	20	18	22	18	22
22	16	21	18	21	18	22
23	17	22	18	21	18	21
24	18	22	18	22	18	21
26	12	19	17	19	14	20
27	17	21	18	21	18	20
25	18	21	18	22	18	21
Range	12-18	19-22	13-18	17-22	13-18	13-22
Mean	17.2	21.37	17.4	20.73	16.43	19.93
S.D.	1.32	.76	1.38	1.26	1.79	2.21

Key

SN = Children Naming

SCOM = Children Comprehension

PN = Parent Naming

PCOM = Parent Comprehension

TN = Teacher Naming

TCOM = Teacher Comprehension

Table 1 (continued)

Children's LAP-D Scores and Parent and Teacher's  
Predictive Rating Estimations of Children's Language  
Levels

---

<u>Subject</u>	<u>Actual Scores</u>			<u>Estimated Scores</u>		
	SN	SCOM	PN	PCOM	TN	TCOM
28	17	21	18	22	18	22
29	18	22	18	20	15	19
30	18	21	18	20	18	22
Range	12-18	19-22	13-18	17-22	13-18	13-22
Mean	17.2	21.37	17.4	20.73	16.43	19.93
S.D.	1.32	.76	1.38	1.26	1.79	2.21

Key

SN = Children Naming

SCOM = Children Comprehension

PN = Parent Naming

PCOM = Parent Comprehension

TN = Teacher Naming

TCOM = Teacher Comprehension

comprehension subscale ranged from 13 to 22 with a mean of 19.93 and a standard deviation of 2.21.

#### Correlational Analysis

In order to test hypotheses 1 through 6, data were submitted to a Pearson Product Moment Correlation and the results are shown in Table 2. Only one of the six null hypotheses was rejected. There was a significant relationship between teacher estimated ratings of children's Naming scores and the children's actual LAP-D Naming scores ( $r = .37, p < .05$ ). On the basis of this analysis, hypothesis 6 was rejected.

A significant relationship was not found between parental ratings and teacher ratings on naming ( $r = .05, p < .05$ ) nor on comprehension ( $r = .02, p < .05$ ). A significant relationship was not found between parents' rating scores of children's naming and comprehension ability on the LAP-D Naming ( $r = .05, p < .05$ ) and Comprehension ( $r = .25, p < .05$ ).

#### Group Comparisons

Further analysis was necessary to determine if significant differences existed between parent and teacher estimated rating scores for language ability and LAP-D Naming and Comprehension scores. A t-test was performed to examine the differences between teacher's mean rating scores for children's naming ability and the children's mean LAP-D Naming scores.

Table 2

Pearson Moment Correlation Between Parents' and Teachers' Ratings and Children's Performance Scores (n = 38).

	PN	PCOM	TN	TCOM
SN	.05		.37*	
SCOM		.25		.18
PN			.05	
PCOM				.02

p < .05



Five additional  $t$ -tests were performed to establish significant differences between the other mean scores. The results are shown in Table 3.

As shown in Table 3, the data revealed significant differences between parent and teacher estimated ratings on the comprehension ( $t = 4.11, p < .05$ ) scores. The mean difference between the scores on comprehension was 1.6 with a standard deviation of 2.09. The mean difference found between scores on naming was 1.07 with a standard deviation of 1.68.

Significant differences were found also between parent estimated ratings for children's comprehension ability and the children's comprehension scores ( $t = 4.88, p < .05$ ). The mean difference between these scores was .97 as well as a standard of 1.07. Likewise, a significant difference was found between parent ratings for children's naming ability and their actual scores ( $t = 3.75, p < .05$ ). A mean difference of 1.07 and a standard deviation of 1.53 was obtained.

Other significant differences were found between teacher scores for children's comprehension ability and the children's comprehension scores ( $t = 4.9, p < .05$ ). The mean difference between the two scores was 1.77 with a standard deviation of 1.94.

Finally significant difference was found between teacher ratings for children's actual naming ability

Table 3

Mean Differences, Standard Deviation of Differences  
and t scores for Differences Between Parent, Teacher  
and Child Scores

---

	Mean	S.D. of	
Variable	Difference	Difference	t Value*
P-T-COM	1.6	2.09	4.11
P-T-N	1.7	1.68	5.43
S-P-COM	.97	1.07	4.88
S-P-N	1.07	1.53	3.75
S-T-COM	1.77	1.94	4.9
S-T-N	1.37	1.38	5.35

---

\*t = 2.04, p = .05

and the children's naming scores ( $t = 5.35, p < .05$ ). A mean difference of 1.37 was obtained with a standard deviation of 1.38. On the basis of the six t-tests, null hypotheses 1 through 6 were rejected.

In Figures 1 through 6, differences in scores are shown between parents, teachers, and children in six separate frequency distributions. For example, in Figure 1, 15 parents and 15 children had zero points difference in their scores for naming. Nine parents and children had a difference of one point; one parent and child had a difference of two points; four parents and children differed by four points; and one parent and child differed by five points.

Displayed in Figures 7 and 8 are the scores for naming and comprehension for children, parents, and teachers. These figures display the pattern of scores as well as the number of points difference between each child, parent, and teacher.

#### Teacher Ratings

Shown in Figure 7 are differences between teachers and children's scores for naming ability. Ten teacher's scores were the same as the children's LAP-D scores, seven teacher's estimated ratings were higher than LAP-D scores and 13 teacher ratings were lower than the LAP-D naming scores. Teachers rated the children much lower than the children's LAP-D

comprehension scores (see Figure 8) and more teachers disagreed by a greater number of points for comprehension scores than for naming scores (see Figure 4).

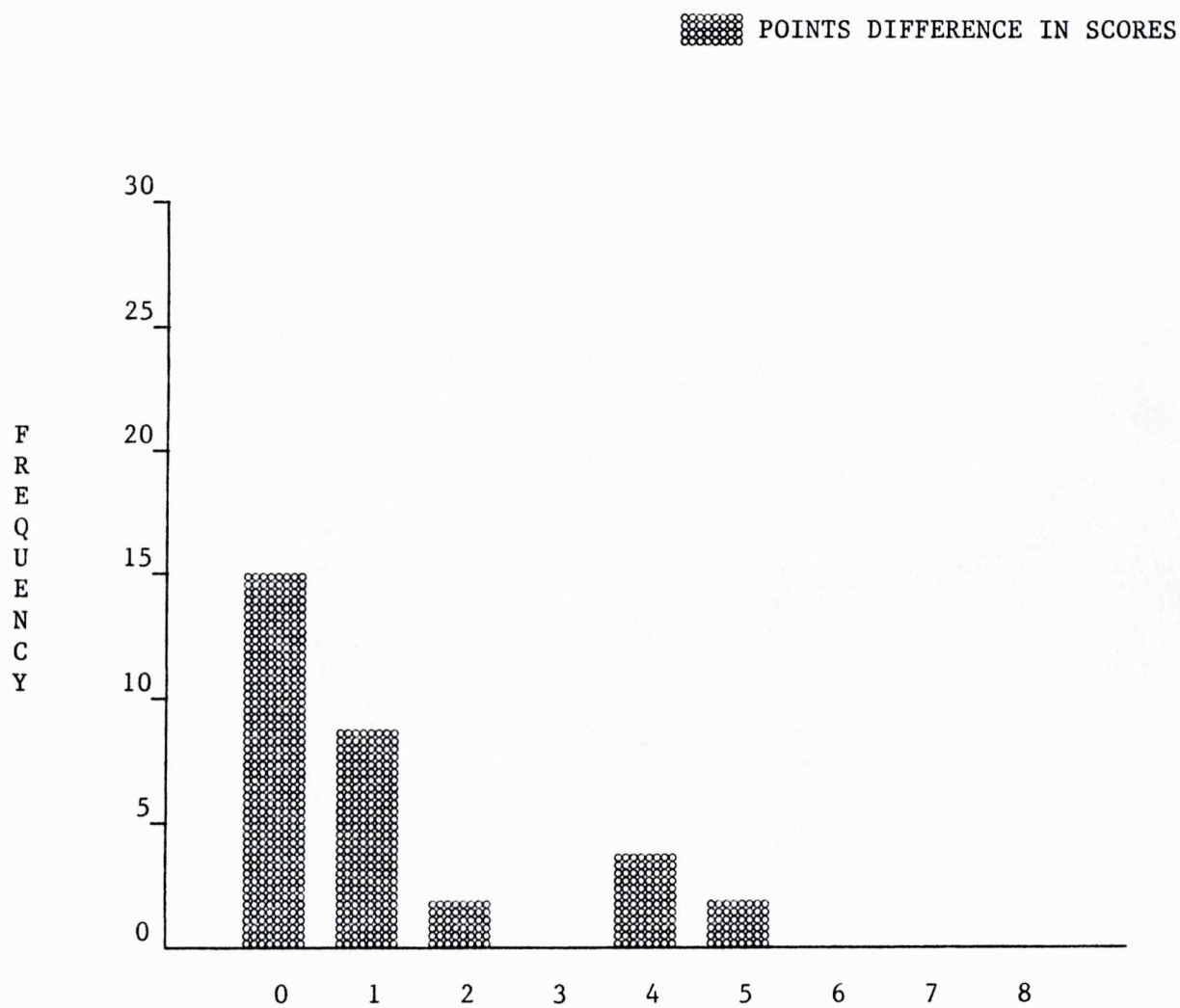


Figure 1. Differences between parent ratings and children's scores for naming ability.

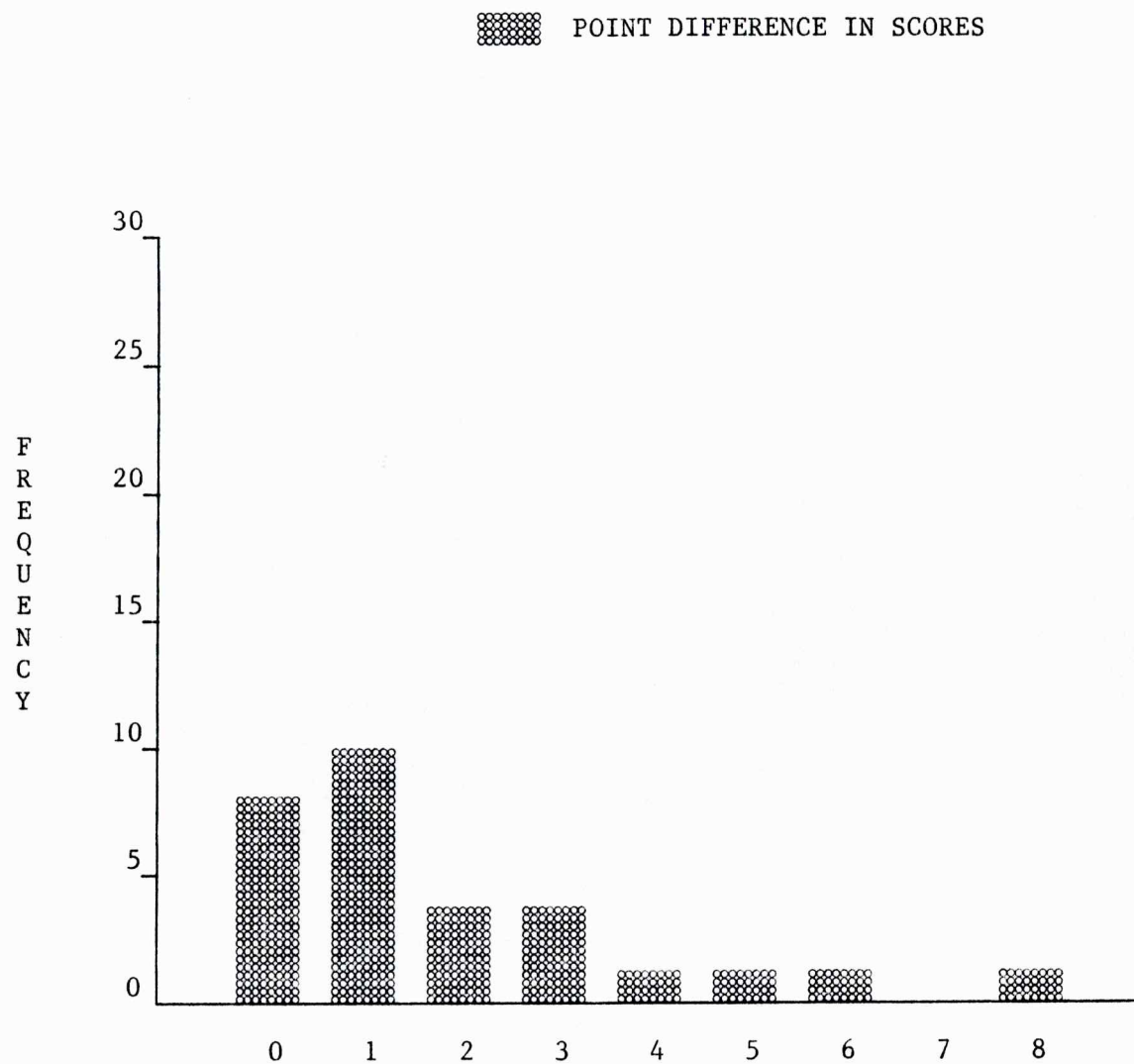


Figure 2. Differences between parent ratings and children's scores for comprehension ability.

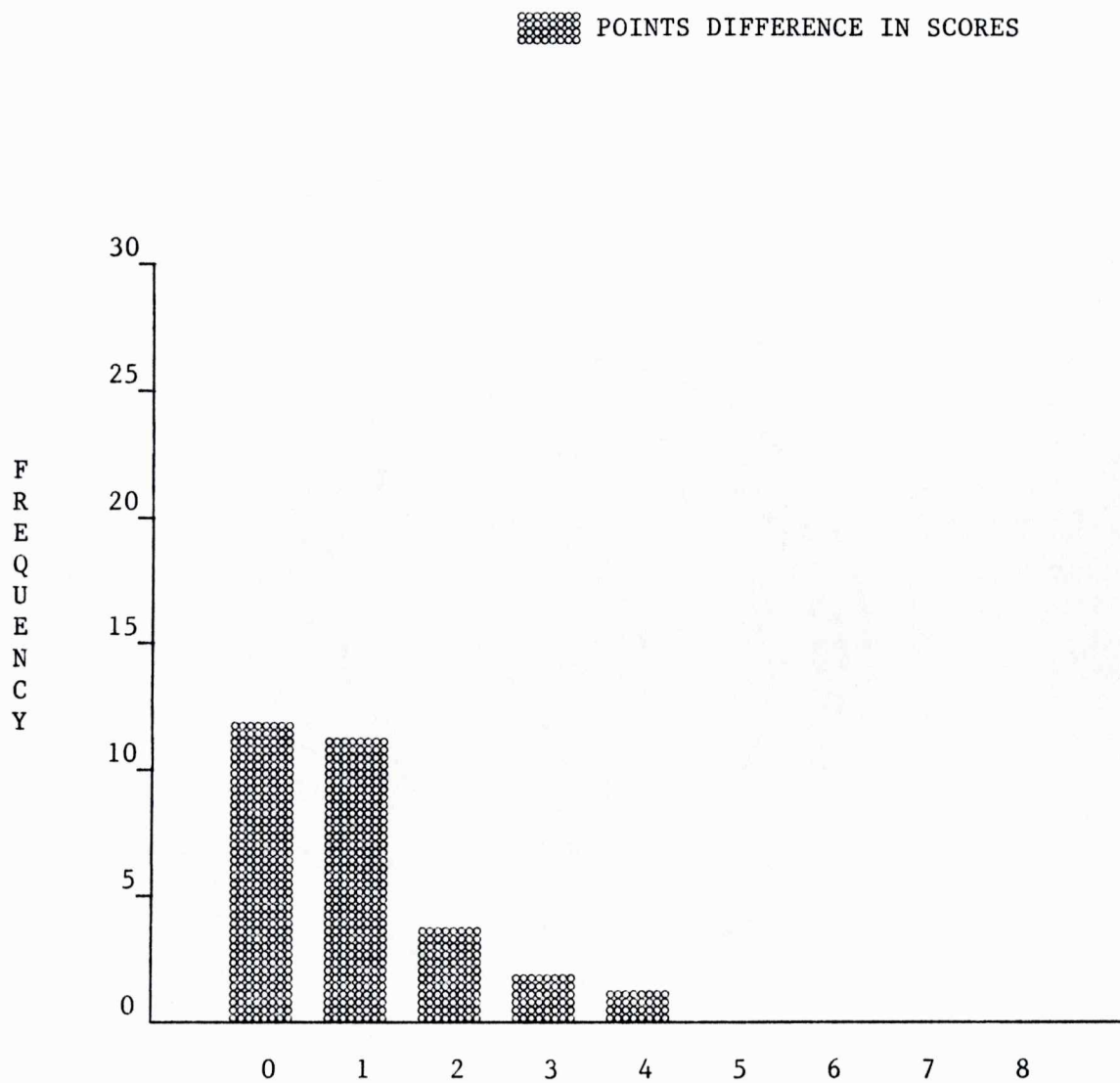


Figure 3. Differences between teacher ratings and children's scores for naming ability.

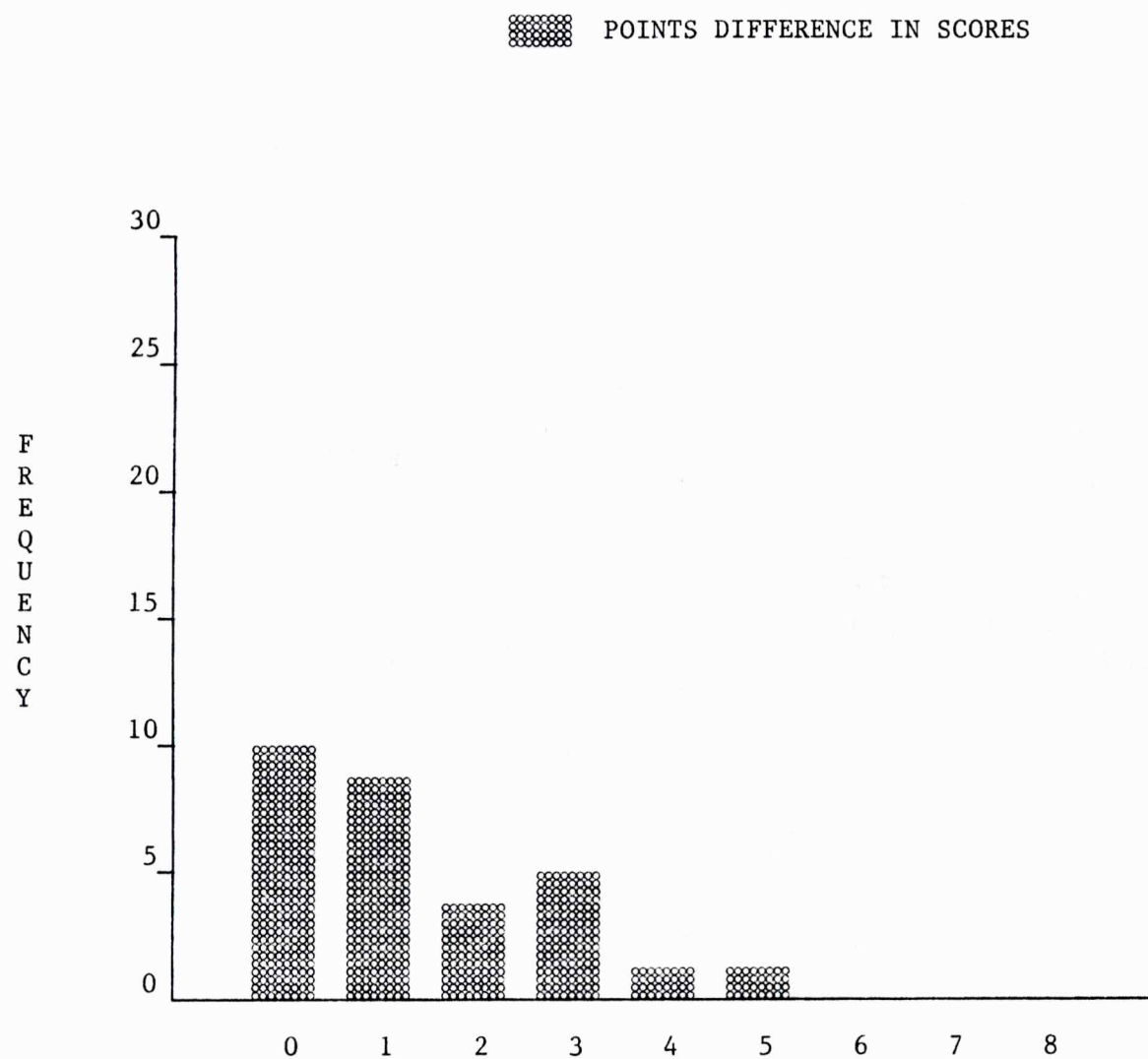


Figure 4. Differences between teacher ratings and children's scores for comprehension ability.



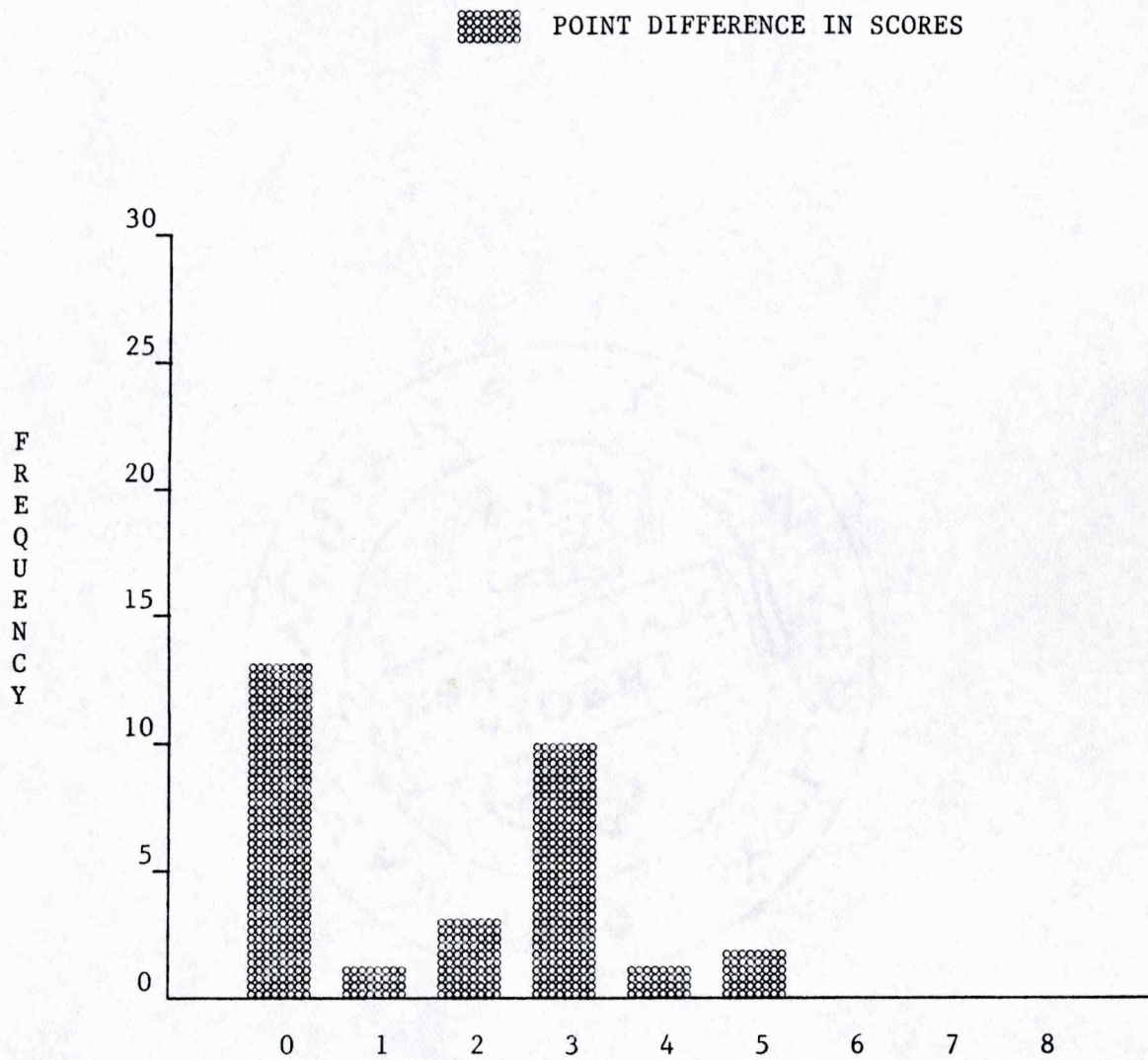


Figure 5. Differences between parent and teacher ratings for children's naming ability.

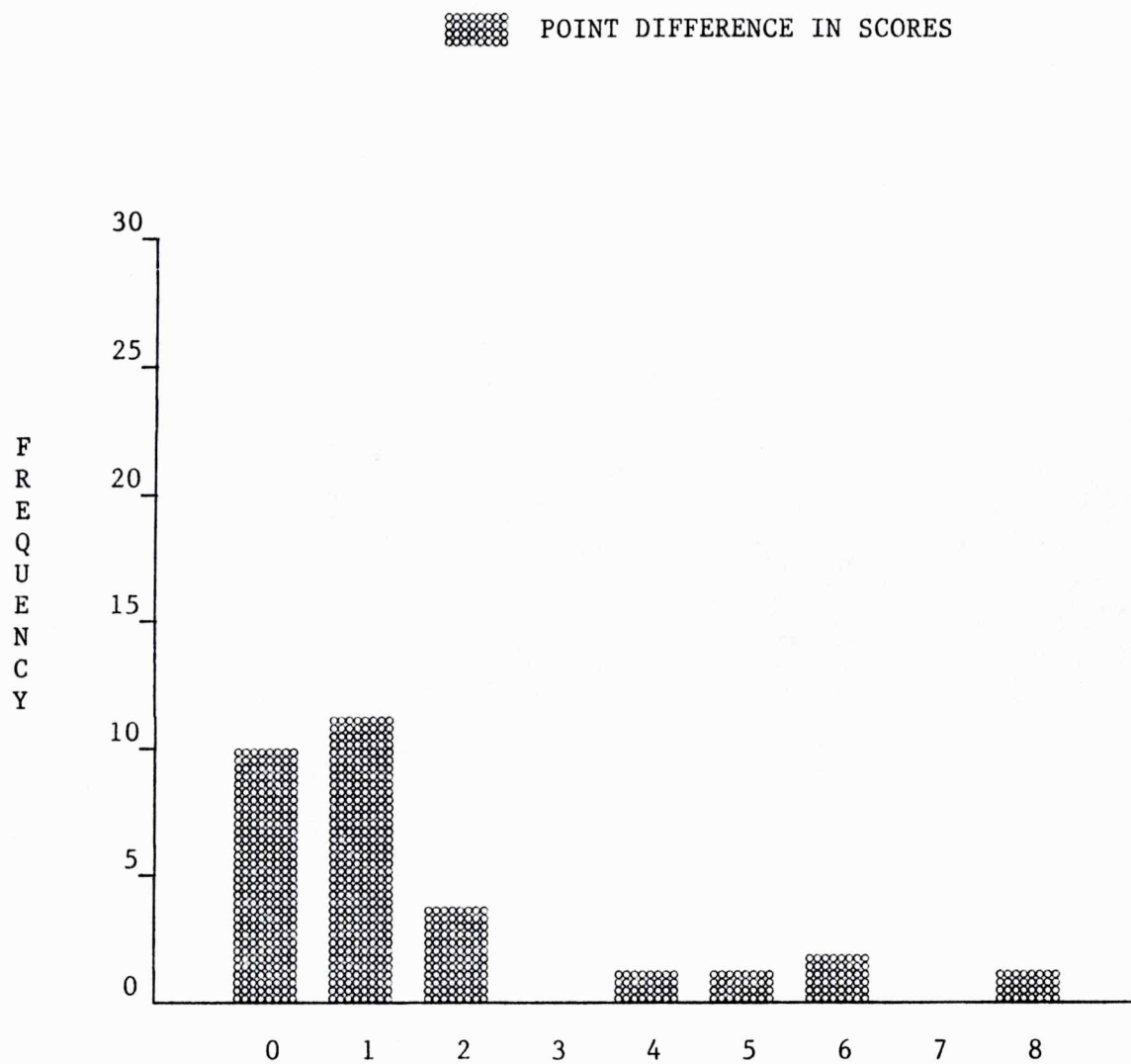
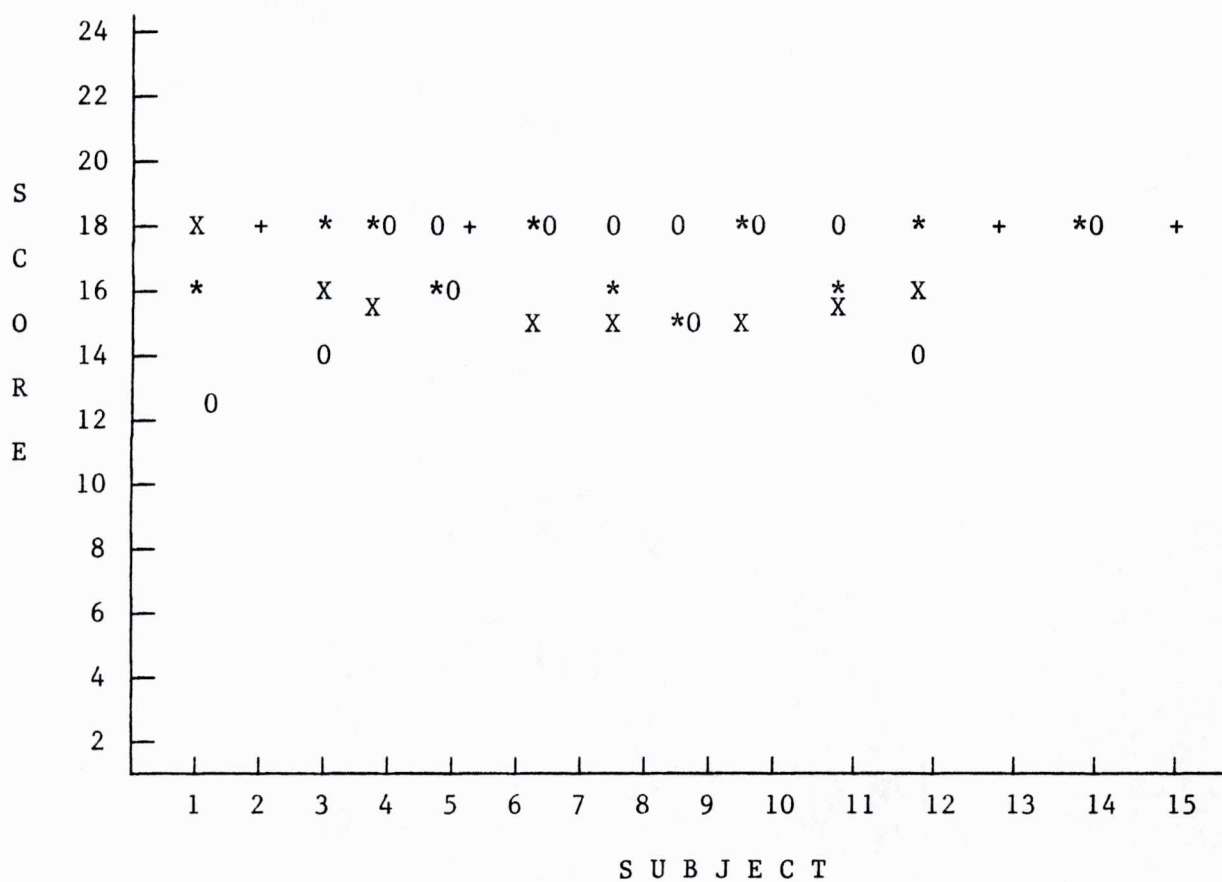
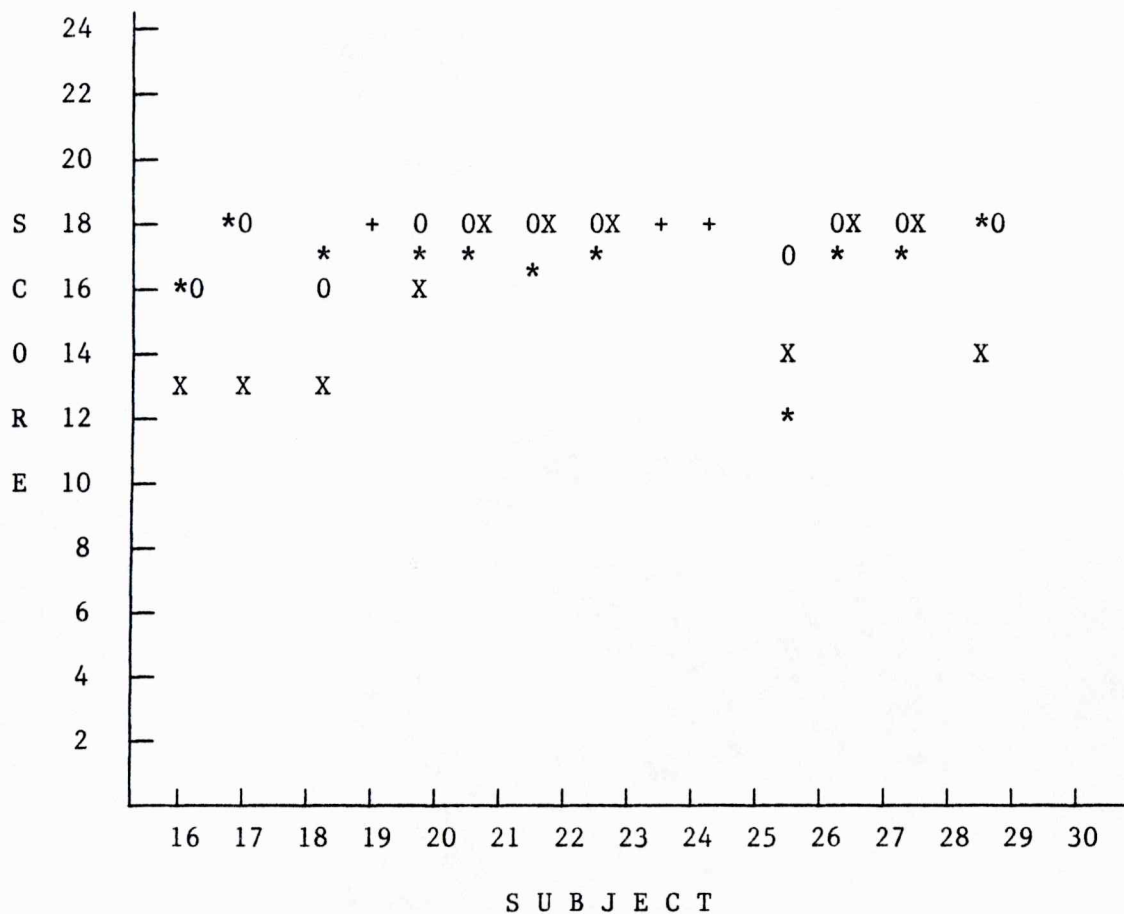


Figure 6. Difference between parent and teacher ratings for children's comprehension ability.



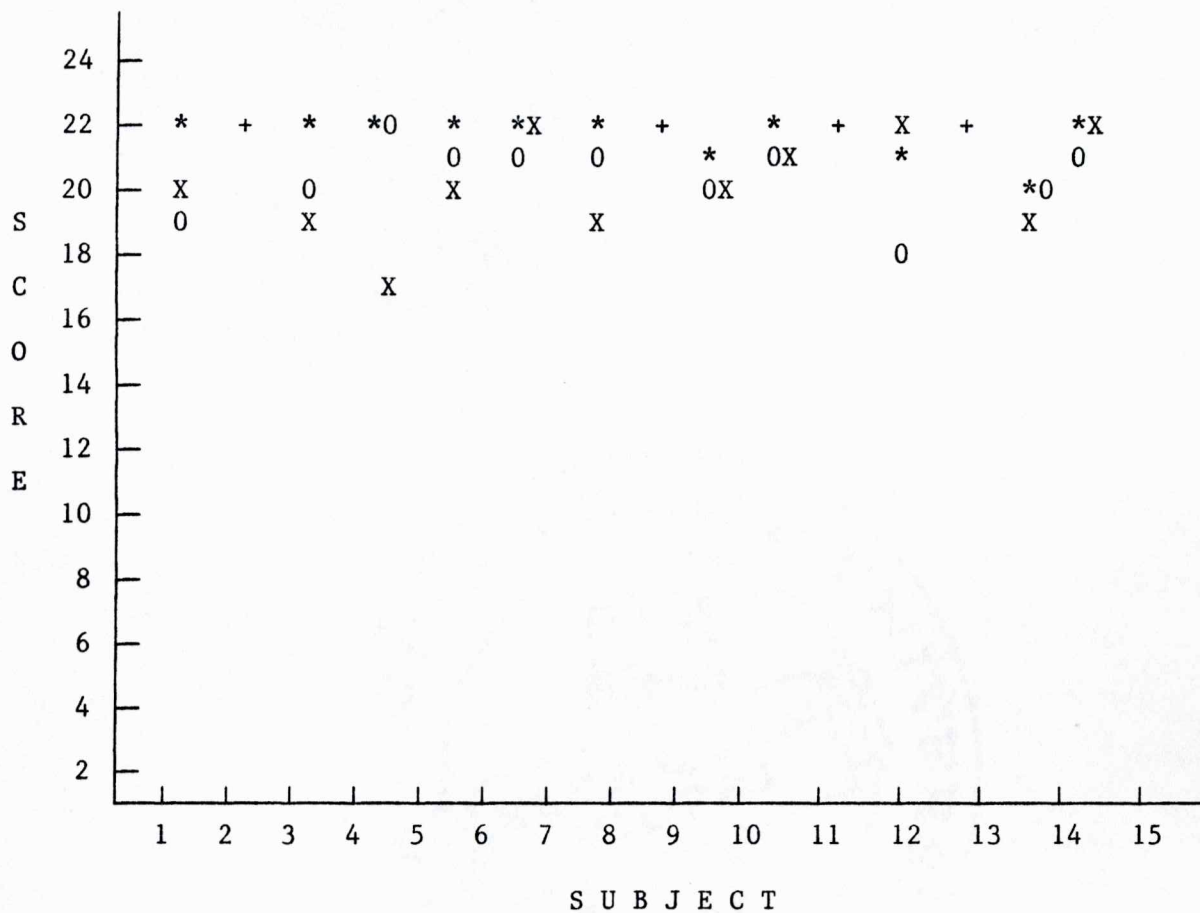
\* = STUDENT SCORE 0 = PARENT SCORE X = TEACHER SCORE + = ALL 3 SCORES

Figure 7. Differences in naming scores for children, parents, and teachers.



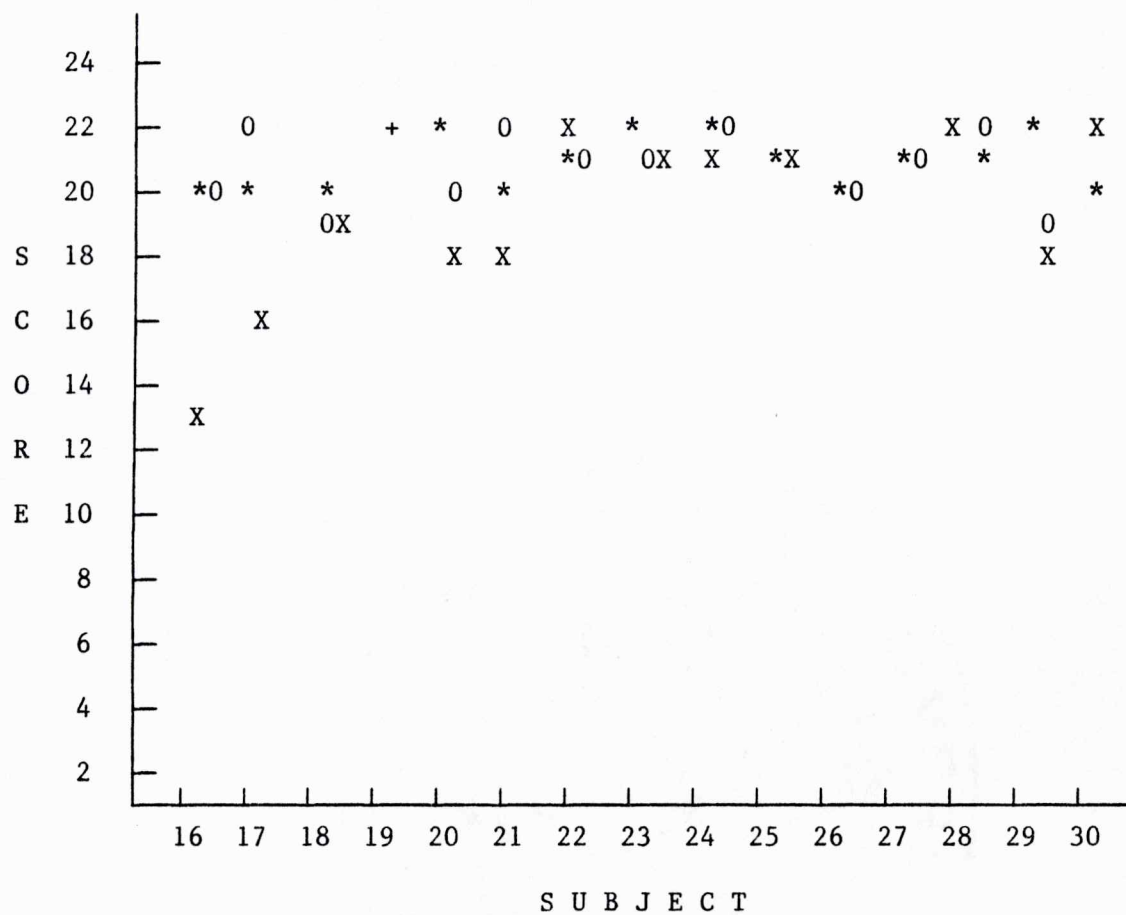
\* = STUDENT SCORE    0 = PARENT SCORE    X = TEACHER SCORE    + = ALL 3 SCORES

Figure 7. (Continued) Differences in naming scores for children, parents, and teachers.



\* = STUDENT SCORE 0 = PARENT SCORE X = TEACHER SCORE + = ALL 3 SCORES

Figure 8. Differences in comprehension scores for children, parents, and teachers.



\* = STUDENT SCORE 0 = PARENT SCORE X = TEACHER SCORE + = ALL 3 SCORES

Figure 8. (Continued) Differences in comprehension scores for children, parents, and teachers.

### Parent and Teacher Ratings

Discrepancies between parent and teacher ratings are shown in Figure 5. Less than half of the 30 parents and teachers agreed on ratings for children's naming ability; ten parents and teachers had a three point difference and three disagreed by as many as five points.

Greater discrepancies were noted between parent and teacher scores for children's comprehension ability. As shown in Figure 6, out of a total of 30, ten parents and ten teachers agreed on their ratings, 11 disagreed by one point; 8 disagreed by four points, and 1 by eight points.

Figure 8 shows that less than half of the parents and teachers agreed with the LAP-D comprehension scores; yet, more than half rated the children lower than their children's LAP-D scores. Four to five parents and teachers rated the children higher than LAP-D comprehension scores. For both naming and comprehension ratings, 11 parents and teachers had no discrepancies between their ratings. The remaining 19 disagreed by one to eight points.

### Parent Ratings

Unlike comparisons between teacher ratings and children's scores on naming, no relationship was found between parent and children naming scores. As shown

in Figure 1, 15 parents gave the same scores as the children's LAP-D ratings, yet 15 other parents (see Figure 7) predicted either lower or higher scores. In Figure 7, four parents' ratings were four points below the children's scores; whereas, eleven other parent ratings ranged from one to five points above the children's LAP-D scores.

Like comparisons between teacher and children's comprehension scores, parents also rated children lower than their actual LAP-D comprehension scores. As shown in Figure 8, 11 parents estimated lower scores. Only three parents had ratings higher than their children's scores. In Figure 2 shows the point difference between scores. Eleven parents and children had a one point difference between their scores while eight others had point differences ranging from two to eight.

#### Summary

Hypothesis 1 through 6 were analyzed with Pearson Product Moment Correlations. A significant relationship was found between teacher ratings for children's naming scores and the children's LAP-D Naming scores thus rejecting hypotheses 1 through 5.

Further analysis was performed to determine if significant differences existed between parent and teacher scores for language and the LAP-D Naming and



Comprehension scores. Six t-tests were performed. The results revealed the significant differences between ratings for parent and teachers, parents and LAP-D scores and teachers and LAP-D scores for both naming and comprehension.

CHAPTER 5  
SUMMARY, DISCUSSION, AND RECOMMENDATIONS  
FOR FURTHER RESEARCH

Summary

The primary purposes of the present study were: 1) to investigate how accurately parents and teachers perceive preschool children's language naming and comprehension skills; and 2) to determine if a significant differences exists between parent and teacher ratings of the children's language skills and the children's actual language performance as measured by the Language Subtest of the Learning Accomplishment Profile (LeMay, Griffin and Sanford, 1977).

The participants of the study were 30 preschool children, ranging from 48 months to 59 months, their parents (n = 30), and their day-care teachers (n = 4). A "yes/no" questionnaire of language skills was derived from the LAP-D language subtests and completed by parents and teachers of the 30 children. Then investigator assessed the children's language skills with the LAP-D language subtests to determine their level of performance on naming and comprehension.

A significant Pearson Product Moment Correlation was found between teacher ratings of the children's naming ability and the children's actual naming score on the LAP-D language subtest. No other significant correlations were observed. Results of individual t-tests revealed significant differences between parental ratings and teacher ratings of children's language comprehension and naming on the LAP-D language subtest.

Significant differences were observed between parental ratings of children's language comprehension and naming scores and the children's LAP-D language subtest scores, and between teacher ratings of children's language comprehension and naming scores and the children's LAP-D language subtest scores.

#### Discussion

It is important to note that although statistically significant differences were found among parent and teacher ratings and children's scores, the actual difference in raw score units was exceedingly small. The practical and clinical implications of these results indicate that there was little variability between the predictive ratings and actual scores and that the range of scores was narrow and near the top end of possible scores.

Data from previous research has indicated that teachers are generally accurate estimators of

children's developmental skill abilities, regardless, if they estimate personal-social or language skills. One result from this study concerning teacher estimations concur with previous findings. Bondy, Norcross, and Constantino, (1982) suggested that teachers are usually effective predictors of children's learning performance as well as adequate estimators of verbal, perceptual and quantitative abilities. In this study a relationship was found between teacher and children's LAP-D scores for naming. Teachers tended to rate the children in accordance with the children's naming scores (see Figures 3 and 7).

Results from this study concerning comparisons between parent and teacher ratings concur with recent research which indicate that no discrepancies exist between parent and teacher perceptions of children's skill abilities.

Parents, however, tended to assign higher ratings when rating children's naming skill ability. This coincides with findings by Wall and Paradise (1981). They noted that parents, especially mothers, tend to assign higher ratings for children's skill performance regardless of the children's grade level. Both parents and teachers were less accurate rating comprehension skills. They rated the children lower than their actual scores.

### Conclusion

Why parents and teachers estimated lower performances for their children on comprehension is an issue of concern. One speculation may be that unlike naming skills, comprehension skills are not as easy to observe, especially in preschool children. It is also possible that the adapted comprehension questionnaire was more difficult to understand than the naming questionnaire.

Of equal concern is why teachers tended to consistently score the children lower than their LAP-D scores. Even though a relationship was found between teacher and children's naming scores, teachers still assigned lower scores. These results are typical of those noted by Frankeburg, Dodds, Fandal, Kazuk, and Cohrs (1975). They contended that teachers tend to underestimate children's abilities.

Another interesting finding was that a relationship was not found between parent and children's scores for naming, yet one existed between teachers and children. It is possible teachers may be more accustomed than parents to evaluating children's skill abilities. The focus of many preschool teacher's instructional curricula concentrate on enhancing children's productive (naming) language skills. Masako (1970) noted that children's

acquisition of productive skills is more difficult than comprehension skills, and as a result, children usually have larger listening vocabularies. Masako further noted that teachers should encourage development of children's naming skills. Parents, however, may be as aware of their children's naming abilities, yet not as accustomed as teachers in evaluating them.

#### Implications

The scope of this study was to investigate if discrepancies exist between parent and teacher perceptions of children's language skills. Significant differences were found and various factors exist which may have affected the obtained results. An aspect of this study that may have produced different results deals with teacher subjectivity. The length of time which teachers were acquainted with the children was not investigated. This study was conducted at the beginning of the school year and teachers may not have been thoroughly acquainted with the children. It is also possible for some teachers to maintain more biased opinions of specific children depending upon the length of time acquainted with the child. A fewer number of teachers each rated approximately nine children each and one teacher rated one child.

It is also possible that the sample used was too small. This aspect may have also influenced the skewing of the scores.

Another concern involved the possibility that parent respondents (mother or father) might have influenced parent scores. It was not specified who was to complete the questionnaires, mothers or fathers. The literature has suggested that mothers and fathers tend to hold different perceptions regard their children.

#### Recommendations for Further Research

The following suggestions are made for future research as a result of the present study:

1. This study should be replicated on a larger sample of subjects; including a larger sample of teacher respondents as well. By using a larger population sample (subjects and teacher respondents) there is a greater likelihood of obtaining more equally distributed scores.
2. Variables for teacher subjects such as gender, education, experience in teaching young children and length of time caring for children should be investigated. These variables would enable the investigator to determine if male or female teachers differ in their perceptions; and if education level

and the number or years spent teaching preschool children influences the tendency to rate children similarly or differently from parents.

3. Variables of parent status such as gender, age, education, and marital status should be investigated. Data on parent's gender would enable the investigator to compare perceptions between mothers, fathers, and teachers. Collecting data on age might help to determine if younger or older parents have lesser or comparable ratings in comparison to teachers. Knowledge of marital status could help to determine if single parents rate differently than married couples in comparison to teachers. Finally, parents' education level might also influence their ratings. It might be possible to determine if less educated parents rate higher or lower than well educated parents. Similar research has been collected on these variables, yet little has been collected on perceptions of children's specific abilities.
4. This study should be replicated using another language instrument in conjunction



with the instrument used in the present study for comparisons. Also, a larger number of test items should be used in both tests.

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APPENDIX A

Notification to Parents

October 11, 1984

Dear Parent:

The Day Care center that your child is attending is participating in a study conducted through the Speech Pathology and Audiology Department at Appalachian State University. The study seeks to investigate Parental Perceptions of Children's Language Abilities. With your permission, the researcher would like for you and your child, \_\_\_\_\_ to participate in this study.

This study will take approximately 10 minutes of your time. You will be given two checklists and asked to rate your child's language ability.

Your child will be given a language test by a graduate student in Speech Pathology from Appalachian State University. The data from this study will be used as research material in a Master's of Arts Thesis. However, your right to privacy will be respected and no names will be released or published in any type of research material.

Please indicate your approval for you and your child to participate in this study by completing the attached form and returning it in the enclosed envelope to the Day Care Center where your child is enrolled by Monday, October 15, 1984.

Thank you for your cooperation.

Sincerely,

Doylena Hammond  
Speech Pathology Graduate Student  
Appalachian State University

APPENDIX B

Parental Permission for Participation

To: Doylena Hammond  
Speech Pathology Graduate Student  
Appalachian State University

You have my permission to include my child \_\_\_\_\_, and myself in the study regarding Parental Perceptions of Children's Language Abilities. I understand that I can contact the Appalachian State graduate researcher at (704) 264-7983 for additional information and that I can receive results of the testing and study by making a written request.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

APPENDIX C

Instructional Packet to Parents



October 24, 1984

Dear

Thank you for participating in this study entitled, Parental Perceptions of Children's Language Abilities. Included in this packet are two checklists to be completed by placing a check mark under the appropriate "yes" - "no" column.

Once you have completed the checklists, place them in the enclosed self-addressed envelope and mail by Wednesday, November 7, 1984. If you have any questions concerning this project, feel free to contact me at the telephone number provided below.

Doylena Hammond: Telephone Number 264-7983

Please call any time after 5:00 p.m., any day of the week.

Sincerely,

Doylena Hammond

Checklist 1LANGUAGE / COGNITIVE : Naming

The checklist below contains numbered items which describe a child's ability to use speech and language to communicate feelings, wants, and thoughts.

Directions

Read the items below. Based upon your knowledge of the child's ability to express himself/herself, place a check mark under the appropriate "yes" or "no" column if you feel the child exhibits these behaviors the number of times specified for each item. It is not necessary that you ask the child to do the tasks below. Only answer "yes" or "no" if you feel the child can perform the tasks. An example (i.e.) is given for most of the items to describe more fully how the child might perform the behavior. It is important that you answer each item. Please do not leave any item number blank.

<u>Item No.</u>	<u>Behavior</u>	<u>"Yes"</u>	<u>"No"</u>
1.	Imitates 3 simple names on request (i.e., The child might repeat "bird," "house," and "cat" after you say these names.)	_____	_____
2.	Names 3 common objects on request (i.e., The child, when shown a hat and asked, "What is this?" the child says "hat.")	_____	_____
3.	Names 3 body parts on request (i.e., When the child's nose is pointed to and he/she is asked, "What is it?" the child will say "nose.")	_____	_____

<u>Item No.</u>	<u>Behavior</u>	<u>"Yes"</u>	<u>"No"</u>
4.	Names 3 pictures of common objects when asked (i.e., The child, when shown a picture of a book and asked "What is this?" the child says "book.")	_____	_____
5.	Names 6 body parts upon request	_____	_____
6.	Names use of 3 common objects when asked (i.e., When the child is asked what to do with a cup placed before him/her, the child will demonstrate by placing the cup in his/her mouth.)	_____	_____
7.	Names 3 common objects by use (i.e., The child may say we "ride in a car," "sleep in a bed," and "cook on a stove" when asked what we "ride in," "sleep in," and "cook on.")	_____	_____
8.	Names 3 actions in pictures NOTE: Actions are words which indicate movement or doing of some sort, such as: running, swimming, eating, etc. (i.e., When the child is shown a picture of a boy swimming, and asked "What is he doing," the child will say "swimming.")	_____	_____
9.	Names 10 pictures of common objects upon request	_____	_____
10.	Names the 3 missing parts of 4 different pictures (i.e., When the child is shown a picture of a chair missing one leg, asked "What is missing," the child will say the "leg.")	_____	_____
11.	Names 8 actions in pictures	_____	_____
12.	Names 18 pictures of common objects	_____	_____
13.	The child names 3 activities he/she recently performed (i.e., The child might say that yesterday he/she rode a horse.)	_____	_____
14.	Names the cause of 3 events (i.e., Your child might name what makes daylight come.)	_____	_____

<u>Item No.</u>	<u>Behavior</u>	<u>"Yes"</u>	<u>"No"</u>
15.	Names the consequence of a given action (i.e., Your child might tell what would happen if water were put in a freezer.)	_____	_____
16.	The child names 2 activities he/she might do in the future (i.e., Your child might say tomorrow he/she will take a nap.)	_____	_____
17.	Names the missing parts among 4 different pictures (i.e., Your child might state that a door is missing when shown a picture of a house with a door missing.)	_____	_____
18.	Names 3 animal pictures which are removed from a group of 4 pictures (i.e., Having shown the child pictures of a dog, horse, lion, or elephant, your child might say the picture of the dog is missing after you remove the picture of the dog from the group.)	_____	_____

Checklist 2LANGUAGE / COGNITIVE : Comprehension

This checklist contains items which describe a child's ability to receive and identify information as in tasks requiring pointing to pictures or objects or carry out directions.

Directions

Read the items below. Based upon your knowledge of the child's ability to understand requests and follow directions, place a check mark under the appropriate "yes" or "no" column if you feel the child exhibits these behaviors the number of times specified for each item. Again, it is not necessary that you require the child to do the tasks. Only answer "yes" or "no" if you feel the child can perform the tasks. Also, please answer each item and do not leave any item blank.

<u>Item No.</u>	<u>Behavior</u>	<u>"Yes"</u>	<u>"No"</u>
1.	Responds to his/her name with a head turn and eye contact	_____	_____
2.	Looks toward 2 different named objects upon request	_____	_____
3.	Looks toward indicated area when told "Look"	_____	_____
4.	Points to 3 pictures of common objects on request (i.e., The child, when shown pictures of common objects and asked to point to "shoe," the child points to shoe only.)	_____	_____
5.	Points to 3 body parts upon request (i.e., The child might point to his eyes, feet, and leg when commanded to do so.)	_____	_____

<u>Item No.</u>	<u>Behavior</u>	<u>"Yes"</u>	<u>"No"</u>
6.	Follows 3 simple commands (i.e., When the child is asked to go get a ball, pick up a comb, and then open a book, the child would respond in the order commanded.)	_____	_____
7.	The child points to 3 pictures of common objects out of a group of 5 pictures (i.e., The child will point to a picture of a girl after he/she has been asked to do so.)	_____	_____
8.	Points to 6 body parts on request (i.e., The child may point to his/her "nose," "mouth," or "ear" when commanded to do so.)	_____	_____
9.	Follows 8 simple commands upon request	_____	_____
10.	Responds appropriately to 2 prepositions NOTE: Prepositions are location words. They tell where to find, put, or look for objects. (i.e., For the preposition "on," the child might put a spoon on the table when asked "Put the spoon on the table.")	_____	_____
11.	Follows two different 2-step commands in order (i.e., When asked to pick up a book and close the door, the child would respond in the order commanded.)	_____	_____
12.	Shows use of 3 common objects (i.e., The child might show use of a ball by bouncing it, show use of a hat by placing it on his/her head or show use of scissors by cutting paper when each of these objects are shown to the child.)	_____	_____
13.	Points to 3 pictured objects when asked for them by use (i.e., The child might point to a picture of a bed out of a group of 3 other pictures when asked "What do we sleep on?")	_____	_____

<u>Item No.</u>	<u>Behavior</u>	<u>"Yes"</u>	<u>"No"</u>
14.	Points to 5 pictures of common actions out of a group of 10 pictures upon request (i.e., The child can select from a group of 10 pictures a "boy eating," "dog running," "baby sleeping," when asked to do so.)	_____	_____
15.	Points to <u>10 pictures</u> of common objects upon request	_____	_____
16.	Points to <u>15 pictures</u> of common objects out of a group of 18 pictures upon request	_____	_____
17.	Points to <u>10 pictures</u> of common actions upon request	_____	_____
18.	Responds appropriately to 3 prepositions upon request (See item #10 above. Prepositions may be "under," "on top," "behind," etc.)	_____	_____
19.	Selects pictured items that are related to a sentence read (i.e., The child might point to a picture of a "girl playing ball" instead of to a picture of a "girl swimming" when the sentence "The little girl liked to play ball" is read to him/her.)	_____	_____
20.	Points to numerals 1-10 upon request (i.e., The child might point to the number "7" when shown the number printed on paper.)	_____	_____
21.	Selects 7 different items which match verbal descriptions (i.e., When the child is asked to look at several pictures and point to the one "catching the stick," the child would point to the appropriate picture...the dog catching the stick.)	_____	_____
22.	Selects pictured items (i.e., eggs, boy, lamp, house that belong to different categories such as "people, clothes, food, animal, and furniture.") NOTE: Check "yes" if the child can point to 2 items which belong to 4 different categories such as the categories listed above.	_____	_____

APPENDIX D

Instructional Packet to Teachers



October 23, 1984

Dear Teacher,

Thank you for participating in this study entitled, Teacher Perceptions of Children's Language Abilities. Included in this packet are two checklists to be completed by placing a check mark under the appropriate "yes" - "no" column.

Once you have completed the checklists, place them in the enclosed envelope and return the envelope to the director of your day care center by Wednesday, November 7, 1984.

If you have any questions concerning this project, please contact the researcher at the telephone number provided below.

Doylena Hammond: Telephone Number 264-7984

Please call any time after 5:00 p.m., any day of the week.

Sincerely,

Doylena Hammond

Checklist 1LANGUAGE / COGNITIVE : Naming

The checklist below contains numbered items which describe a child's ability to use speech and language to communicate feelings, wants, and thoughts.

Directions

Read the items below. Based upon your knowledge of the child's ability to express himself/herself, place a check mark under the appropriate "yes" or "no" column if you feel the child exhibits these behaviors the number of times specified for each item. It is not necessary that you ask the child to do the tasks below. Only answer "yes" or "no" if you feel the child can perform the tasks. An example (i.e.) is given for most of the items to describe more fully how the child might perform the behavior. It is important that you answer each item. Please do not leave any item number blank.

<u>Item No.</u>	<u>Behavior</u>	<u>"Yes"</u>	<u>"No"</u>
1.	Imitates 3 simple names on request (i.e., The child might repeat "bird," "house," and "cat" after you say these names.)	_____	_____
2.	Names 3 common objects on request (i.e., The child, when shown a hat and asked "What is this?" the child says hat.)	_____	_____
3.	Names 3 body parts on request (i.e., When the child's nose is pointed to and he/she is asked "What is it?" the child will say "nose.")	_____	_____

<u>Item No.</u>	<u>Behavior</u>	<u>"Yes"</u>	<u>"No"</u>
4.	Names 3 pictures of common objects when asked (i.e., The child, when shown a picture of a book and asked "What is this?" the child says "book.")	_____	_____
5.	Names 6 body parts upon request	_____	_____
6.	Names use of 3 common objects when asked (i.e., When the child is asked what to do with a cup placed before him/her, the child will demonstrate by placing the cup in his/her mouth.)	_____	_____
7.	Names 3 common objects by use (i.e., The child may say we "ride in a car," "sleep in a bed," and "cook on a stove" when asked what we "ride in," "sleep in," and cook on.")	_____	_____
8.	Names 3 actions in pictures NOTE: Actions are words which indicate movement or doing of some sort, such as: running, swimming, eating, etc. (i.e., When the child is shown a picture of a boy swimming, and asked "What is he doing," the child will say "swimming.")	_____	_____
9.	Names 10 pictures of common objects upon request	_____	_____
10.	Names the 3 missing parts of 4 different pictures on request (i.e., When the child is shown a picture of a chair missing one leg, asked "What is missing," the child will say the "leg.")	_____	_____
11.	Names 8 actions in pictures	_____	_____
12.	Names 18 pictures of common objects	_____	_____
13.	The child names 3 activities he/she recently performed (i.e., The child might say that yesterday he/she rode a horse.)	_____	_____
14.	Names the cause of 3 events (i.e., Your child might name what makes daylight come.)	_____	_____

<u>Item No.</u>	<u>Behavior</u>	<u>"Yes"</u>	<u>"No"</u>
15.	Names the consequence of a given action (i.e., Your child might tell what would happen if water were put in a freezer.)	_____	_____
16.	The child names 2 activities he/she might do in the future (i.e., Your child might say tomorrow he/she will take a nap.)	_____	_____
17.	Names the missing parts among 4 different pictures (i.e., Your child might state that a door is missing when shown a picture of a house with a door missing.)	_____	_____
18.	Names 3 animal pictures which are removed from a group of 4 pictures (i.e., Having shown the child pictures of a dog, horse, lion, or elephant, your child might say the picture of the dog is missing after you remove the picture of the dog from the group.)	_____	_____

Checklist 2LANGUAGE / COGNITIVE : Comprehension

This checklist contains items which describe a child's ability to receive and identify information as in tasks requiring pointing to pictures or objects or carry out directions.

Directions

Read the items below. Based upon your knowledge of the child's ability to understand requests and follow directions, place a check mark under the appropriate "yes" or "no" column if you feel the child exhibits these behaviors the number of time specified for each item. Again, it is not necessary that you require the child to do the tasks. Only answer "yes" or "no" if you feel the child can perform the tasks. Also, please answer each item and do not leave any item blank.

<u>Item No.</u>	<u>Behavior</u>	<u>"Yes"</u>	<u>"No"</u>
1.	Responds to his/her name with a head turn and eye contact	_____	_____
2.	Looks toward 2 different name objects upon request	_____	_____
3.	Looks toward indicated area when told "Look"	_____	_____
4.	Points to 3 pictures of common objects on request (i.e., The child, when shown pictures of common objects and asked to point to "shoe," the child points to shoe only.)	_____	_____
5.	Points to 3 body parts upon request (i.e., The child might point to his eyes, feet, and leg when commanded to do so.)	_____	_____

<u>Item No.</u>	<u>Behavior</u>	<u>"Yes"</u>	<u>"No"</u>
6.	Follows 3 simple commands (i.e., When the child is asked to go get a ball, pick up a comb, and then open a book, the child would respond in the order commanded.)	_____	_____
7.	The child points to 3 pictures of common objects out of a group of 5 pictures (i.e., The child will point to a picture of a girl after he/she has been asked to do so.)	_____	_____
8.	Points to 6 body parts on request (i.e., The child may point to his/her "nose," "mouth," or "ear" when commanded to do so.)	_____	_____
9.	Follows 8 simple commands upon request	_____	_____
10.	Responds appropriately to 2 prepositions NOTE: Prepositions are location words. They tell where to find, put, or look for objects. (i.e., For the preposition "on," the child might put a spoon on the table when asked "Put the spoon on the table.")	_____	_____
11.	Follows two different 2-step commands in order (i.e., When asked to pick up a book and close the door, the child would respond in the order commanded.)	_____	_____
12.	Shows use of 3 common objects (i.e., The child might show use of a ball by bouncing it, show use of a hat by placing it on his/her head or show use of a pair of scissors by cutting paper when each of these objects are shown to the child.)	_____	_____
13.	Points to 3 pictured objects when asked for them by use (i.e., The child might point to a picture of a bed out of a group of 3 other pictures when asked "What do we sleep on?")	_____	_____

<u>Item No.</u>	<u>Behavior</u>	<u>"Yes"</u>	<u>"No"</u>
14.	Points to 5 pictures of common actions out of a group of 10 pictures upon request (i.e., The child can select from a group of 10 pictures a "boy eating," "dog running," "baby sleeping," etc., when asked to do so.)	_____	_____
15.	Points to <u>10 pictures</u> of common objects upon request	_____	_____
16.	Points to <u>15 pictures</u> of common objects out of a group of 18 pictures upon request	_____	_____
17.	Points to <u>10 pictures</u> of common actions upon request	_____	_____
18.	Responds appropriate to 3 prepositions upon request (See item #10 above. Prepositions may be "under," "on top," "behind," etc.)	_____	_____
19.	Selects pictured items that are related to a sentence read (i.e., The child might point to a picture of a "girl playing ball" instead of to a picture of a "girl swimming" when the sentence "The little girl liked to play ball" is read to him/her.)	_____	_____
20.	Points to numerals 1-10 upon request (i.e., The child might point to the number "7" when shown the number printed on paper.)	_____	_____
21.	Selects 7 different items which match verbal descriptions (i.e., When the child is asked to look at several pictures and points to the one "catching the stick," the child would point to the appropriate picture...the dog catching the stick.)	_____	_____
22.	Selects picture items (i.e., eggs, boy, lamp, house, that belongs to different categories such as "people, clothes, food, animal, and furniture.") NOTE: Check "yes" if the child can point to 2 items which belong to 4 different categories such as the categories listed above.	_____	_____

APPENDIX E

LAP Language Naming and Comprehension  
Subtest



LANGUAGE / COGNITIVE : Naming

- LN 1 Imitates simple names on request  
Present pictures, 1 at a time, of a bird, cat, coat, shoe, house. Point to each and tell child, "Say \_\_\_\_\_". Repeat once.  
Credit if child repeats 3 names after you.
- LN 2 Names 3 common objects on request  
Put out a ball, spoon, book, shoe, chair. Point to each item and ask, "What is this?"  
Credit if child names 3 objects.
- LN 3 Names 3 body parts on request  
Point to the child's eyes, nose, mouth, foot, hand, hair, stomach, and ask, "What is this?"  
Credit if child names 3.
- LN 4 Names 3 pictures of common objects  
Show child 5 pictures, 1 at a time (hammer, ball, girl, book, house). Point to picture and ask, "What is this?"  
Credit if child says the name of 3 of 5 pictures.
- LN 5 Names 6 body parts  
Point to child's head (hair, eyes, nose, mouth, stomach, foot, hand) and ask, "What is this?"  
Credit if child names 6.
- LN 6 Names use of 3 common objects  
Use spoon, paper cup, ball, scissors, pencil, book. Point to item and ask, "What do we do with this?" Demonstrate correct response for spoon and do not count it. Child must tell some use of object. Accept any reasonable response, "eat" or "dinner" or "ice cream" for spoon.  
Credit if child gets 3 correct.
- LN 7 Names 3 common objects by use  
Ask, "What do we sit on?" (ride in? sleep in? cook on? wear on our head?)  
Credit if child names 3 correctly.

- LN 8 Names 3 actions in pictures
- Present--one at a time--  
simple pictures that show the  
actions of swimming, running,  
writing, eating, riding,  
jumping, sleeping, playing  
ball, climbing, reading. Ask  
"What is \_\_\_\_\_ doing?" Ac-  
cept any reasonable action  
verb.  
Credit for 3 responses.
- LN 9 Names 10 pictures of  
common objects
- Present--one at a time--  
simple pictures of dog, ball,  
car, house, snake, wagon,  
fish, bed, shoe, lamp,  
flowers, fire, tree, banana,  
airplane, candy, turtle,  
rabbit.  
Credit if child names 10.
- LN 10 Names the missing part of  
a picture
- Present 4 pictures--one at a  
time--a face missing one eye,  
a ladder missing one rung, a  
chair missing one leg, a dog  
missing one ear. Ask child  
what is missing in each pic-  
ture.  
Credit if child names 3 of 4  
missing parts.
- LN 11 Names 8 actions in  
pictures
- Present--one at a time--  
simple pictures that show the  
actions of verbs listed in  
LN 8.  
Credit if child names 8  
actions.
- LN 12 Names 18 pictures of  
common objects
- Present--one at a time--  
simple pictures of dog, car,  
house, snake, wagon, fish,  
bed, shoe, lamp, flowers,  
fire, tree, banana, airplane,  
candy, turtle, rabbit.  
Credit if child names 18.

- LN 13 Names 3 activities he has recently performed
- Ask child to tell you what he just did (preceding items). Demonstrate by saying, "You looked at some pictures, didn't you? What else did you do?"  
Credit if child tells 3 separate things he had done in the past few minutes.
- LN 14 Names the cause of a given event
- Say to child, "What makes daylight come?" Tell him the sun comes up (or world turns to sun) and then ask what makes the following: water boil, glass break, people fat, cars move.  
Credit if child tells the cause of 3 events.
- LN 15 Names the consequence of a given action
- Say to child, "What happens when you strike a match?" Tell him it burns and then ask what happens in the following cases: drop an egg, put water in a freezer, sun shines on snow or ice, stick a pin in a balloon.  
Credit if child tells what happens in 3 cases.
- LN 16 Names 2 activities he might soon perform
- Ask child what he will do when he goes back to his room. Mention that he might listen to a story or go to lunch (snack), and ask him what else he might do. If he/she does not name 2 activities at school, ask him what he will do when he goes home.  
Credit if child names 2 activities other than those you mention.

LN 17 Names the missing part of a picture

Present sets of 3 pictures, 2 of them alike, and one different--houses, one missing a door; birds, one missing a tail; faces, one missing a nose; cars, one missing a wheel; flowers, one missing leaves; coats, one missing buttons. Demonstrate response wanted with houses--saying, "This house is not like the other, it doesn't have a door." For the rest of the pictures, ask child what is missing.  
Credit if child names the part missing in 4 sets.

LN 18 Names the animal picture removed from group of 4

Lay out 4 pictures of animals --dog, lion, horse, elephant. Ask child to name each one and use name child uses for each. Remove the pictures and replace only 3 of them. Ask child to look at the pictures again and tell you which animal is gone. Repeat procedure 3 more times, removing different animals.  
Credit if child names the missing animal 3 of the 4 trials.

LANGUAGE / COGNITIVE : Comprehension

- LC 1 Responds to name with head turn and eye contact
- Give child a toy to play with and move away about 3 feet from him on his right side. Wait until he is not looking toward you, then call his name. If he looks at you, smile and speak to him, then turn away and move to his left side. Call his name 2 more times (from left side) when child is not already looking at you. Space trials about 1 minute apart. Credit if child turns his head to face you and looks at your face and eyes 2 out of 3 times.
- LC 2 Looks toward named object
- Put a ball and a car out of reach and at opposite sides of child. Say to child, "Ball, where is the ball?" Continue with "car" and your shoe. Credit if child looks at the object named for 2 of the cases.
- LC 3 Looks toward indicated area when told, "Look"
- Place a puzzle on the floor behind the child. Place a toy car about 4 feet from child on right and a ball 4 feet on left. Say to child, "Look at that." and point to the car. Repeat for puzzle and ball. Credit if child turns his head and eyes toward the object you have pointed to 2 out of 3 times.
- LC 4 Points to 3 common objects on request
- Put out a ball, car, spoon, book, shoe, chair. Tell child, "Show me the \_\_\_\_\_ or point to the \_\_\_\_\_." Demonstrate with ball. Credit if child correctly points to 3 objects.

- LC 5 Points to 3 body parts  
Ask child to point to or show you his mouth, nose, eyes, hand, foot, head, tummy (stomach).  
Credit if he correctly points to 3 parts.
- LC 6 Follows 3 simple commands  
Put out a car and ball. When child picks up one of the objects, say "Show me the \_\_\_\_." Then say, "Give me the \_\_\_\_." Give it to me." Roll the car or ball about 3 feet from the child and say, "Go get the \_\_\_\_, go get it." Place a paper cup near child and when he reaches for it (if he does not reach for it, try some other object), say quickly and firmly (but not loudly), "NO!" Walk a few steps away and tell child to "Wave bye-bye." Repeat all commands twice if needed.  
Credit if child responds correctly to 3 of 5 commands.
- LC 7 Points to 6 body parts on request  
Put out 5 pictures (dog, ball, girl, car, house). Ask child to point to or show you the \_\_\_\_.  
Credit if child points to 3 named objects.
- LC 8 Points to 6 body parts on request  
Ask child to point to or show you his mouth, nose, eyes, hand, foot, head, tummy (stomach).  
Credit if child points to 3 correctly named objects.
- LC 9 Follows 8 simple commands  
Give child following commands, "Sit down, stand up, look at me, open your mouth, pick up the ball, throw it to me, throw it at the wall, go to the door, turn off the light, look out the window."  
Credit if child performs 8 out of 10 commands.

- LC 10 Responds appropriately to 2 prepositions  
Give child a block and tell him to put it on the chair, behind the chair, in front of the chair.  
Credit if he/she responds to 2 prepositions.
- LC 11 Follows a 2-step command in order  
Put out a paper cup, a block, and a book. Tell child you want him first to put the block in the cup, then open the book. Repeat once. Child must follow directions in order stated. Then tell him to put the book on the chair (next to him) and then take the block out of the cup.  
Credit if child performs both 2-step commands in order.
- LC 12 Shows use of 3 common objects  
Use spoon, paper cup, ball, scissors, mitten, book. Point to item and say, "Show me what we do with this." Demonstrate correct response with spoon and do not count it. Accept any reasonable response--for example, use of ball could be shown by motions of bouncing, throwing, catching, rolling.  
Credit if 3 out of 5 are correct.
- LC 13 Points to 3 pictures objects when asked for them by use  
Have the appropriate pictured objects nearby so child can point to them. Ask, "What do we eat with? Ride in? Cook on? Wear? Sleep in?"  
Credit if child points to 3 correct pictures.
- LC 14 Points to 5 pictures of common actions  
Put out 10 pictures that show actions of eating, running, writing, sleeping, riding, jumping, playing ball, climbing, reading, swimming. Ask child to point to, or show you the boy(girl) \_\_\_\_\_.  
Credit if child points to correct picture for 5 named actions.

- LC 15 Points to 10 pictures of common objects
- Put out 18 pictures (snake, dog, ball, car, wagon, flowers, house, fish, shoe, candy, fire, bed, turtle, lamp, airplane, banana, tree, rabbit). Ask child to point to or show you the \_\_\_\_\_.  
Credit if child names 10 named objects.
- LC 16 Points to 15 pictures of common objects
- Put out 18 pictures (dog, ball, bed, car, house, snake, wagon, fish, shoe, lamp, flowers, turtle, fire, tree, candy, banana, airplane, rabbit). Ask child to point to or show you the \_\_\_\_\_.  
Credit if child points to correct picture for 15 named objects.
- LC 17 Points to 10 pictures of common actions
- See LC 14. Give credit if child named 10 actions in LC 14.
- LC 18 Responds appropriately to 3 prepositions
- Give child a block and tell him to put it in the cup, under the cup, over the cup, beside the cup.  
Credit if child responds correctly to 3 of the 4.
- LC 19 Selects pictured items that are related to a sentence read
- Read the following sentences one at a time. Do not repeat. After reading each sentence, show child 2 pictures and ask him to point to the one that shows something you read about.
1. The little boy liked to play ball.  
(boy playing ball, boy swimming)
  2. We have eggs for breakfast.  
(eggs, bread)
  3. The duck was swimming in the pond.  
(duck on pond, duck on land)
  4. Candy was Bobby's favorite food.  
(candy, sandwich)
  5. In the springtime flowers are in bloom.  
(flowers, tree)



- LC 20 Points to printed numerals 1-10
- Spread out 5 cards (10, 7, 9, 4, 5). Ask child to show you the 10. Continue with rest of numerals.  
Credit if child points to correct numeral each time.  
(Sequence of requests should not be the same as sequence of the cards.)
- LC 21 Selects pictured items that match a verbal description
- Present sets of pictures and questions listed--repeat each 1 time.
- "Show me the one catching the stick."  
 "Show me summertime."  
 "Show me nighttime."  
 "Show me the chicken in the box."  
 "Show me the heavy one."  
 "Show me the one that is not asleep."  
 "Which door is open?"  
 "Show me the one that has many chicks."  
 "Which one is going under the fence?"
- Credit if child gets 7 of 9 correct.
- LC 22 Selects pictured items that belong to a named category
- Put picture cards of shoe, coat, sock, horse, snake, elephant, sandwich, eggs, girl, boy, baby, candy, block, wagon, lamp, table, bed, ball, on the table in front of child. Then ask child to find the toys. Return these to table and ask child to find the people, clothes, food, animals, furniture.  
Credit if child selects 2 objects in each of 4 categories and does not include any that do not belong.

APPENDIX F

LAP Language Naming and Comprehension  
Score Sheet

## LN Score Sheet

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Checklist 1LANGUAGE / COGNITIVE : Naming

Item	Behavior	Yes	No
LN 1	Imitates names		
LN 2	Names 3 objects		
LN 3	Names 3 body parts		
LN 4	Names 3 pictures		
LN 5	Names 6 body parts		
LN 6	Names use of objects		
LN 7	Names objects by use		
LN 8	Names 3 actions		
LN 9	Names 10 objects		
LN 10	Names missing part		
LN 11	Names 8 actions		
LN 12	Names 15 objects		
LN 13	Names activities recently performed		
LN 14	Names cause of event		
LN 15	Names consequence of action		
LN 16	Names activities he/she might soon perform		
LN 17	Names differences among pictures		
LN 18	Names picture removed from group		

## LC Score Sheet

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Checklist 2LANGUAGE / COGNITIVE : Comprehension

Item	Behavior	Yes	No
LC 1	Responds to name		
LC 2	Looks toward object		
LC 3	Responds to "look"		
LC 4	Points to objects		
LC 5	Points to 3 body parts		
LC 6	Follows 3 commands		
LC 7	Hands objects to examiner		
LC 8	Points to 6 body parts		
LC 9	Follows 8 commands		
LC 10	Responds to 2 prepositions		
LC 11	Follows 2-step command		
LC 12	Shows use of objects		
LC 13	Points to objects by use		
LC 14	Points to 5 actions		
LC 15	Points to 10 objects		
LC 16	Points to 15 objects		
LC 17	Points to 9 actions		
LC 18	Responds to 4 prepositions		

Checklist 2LANGUAGE / COGNITIVE : Comprehension

Item	Behavior	Yes	No
LC 19	Relates pictures to story		
LC 20	Points to numerals 1-10		
LC 21	Matches picture and verbal description		
LC 22	Selects items in category		

## VITA

Doylena Hammond was born in Fort Bragg, North Carolina on September 25, 1959. She attended Allenton Elementary School in Lumberton, North Carolina and graduated from Littlefield Junior-Senior High School in 1977. She received an Associate of Arts Degree from Wingate College in 1979 and a Bachelor of Arts degree in Sociology from Pembroke State University in 1981. In August, 1983 she began work on a Master's degree in Speech/Language Pathology at Appalachian State University. Requirements for a Master of Arts degree in Speech/Language Pathology were completed in August, 1985.

Miss Hammond presently resides in Boone, North Carolina.

Her parents are Mr. and Mrs. Ernest Hammond of Lumberton, North Carolina.