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THE EFFECTIVENESS OF A FUNCTIONAL COMMUNICATION STIMULATION
PROGRAM FOR FOUR-YEAR OLD CHILDREN

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A Thesis
Presented to
the Faculty of the Graduate School
Appalachian State University

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Susan Carol Wheeler
August, 1980

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THE EFFECTIVENESS OF A FUNCTIONAL COMMUNICATION STIMULATION

PROGRAM FOR FOUR YEAR OLD CHILDREN

BY

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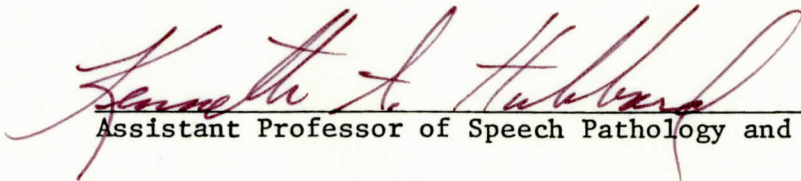
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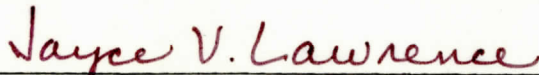
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The Effectiveness of a Functional Communication Stimulation Program
For Four-Year Old Children

Author: Susan Carol Wheeler

Chairman, Thesis Committee: Dr. Edward C. Hutchinson

A traditional, field experimental-control design was employed in this study. The focus of this study was: (1) to determine if a four-year old child's use and function of communication competence could be expanded in a period of three months, and (2) to determine if the Assessment of Communication in Everyday Situations (ACES) (Lieberman, 1979) was an effective measurement of a child's use and function of communication competence.

Both groups were administered ACES before the experimental group received a functional communication stimulation program based on Tough's (1976, 1977) and Wood's (1976, 1977) dimensions of functional communication. The control received no program during the three-month period. After the completion of the program, both groups were administered ACES.

The experimental group's overall functional communication competence scores on ACES were significantly higher than those of the control group. The results suggested the program was an effective method for enhancing a child's functional communication skills, and that ACES was a valid instrument to measure the program's overall success.

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CHAPTER I
INTRODUCTION

Although speech pathologists have been conscious of their obligation to provide diagnostic and remediation services for the preschool child, the demands to offer programs for the school-aged child have prohibited speech clinicians from developing extensive programs for the preschool child. In 1978, the Education Amendment Public Law 95-561 expanded the definition of basic academic skills for the child in public schools to include reading, arithmetic, and effective communication, both written and oral. This legislation played a significant role in stimulating speech pathologists to implement programs to enhance oral communication skills in all children (Dublinske, 1979).

However, the preschool child has not been neglected in the past decade by early educators. During that period, numerous preschool programs have been developed with language components. The majority of these programs have focused on two aspects of the preschool child: (1) intervention for the low socio-economic child or language handicapped child, and (2) overall language growth (Becker, 1968; Biber and Minuchin, 1968; Blank and Solomon, 1968; Byrne and Shervanian, 1977; Coleman et al., 1966; Dunn, Horton, and Smith, 1965; Englemann, S., Englemann, T., and Osborn, 1972; Evans, 1975; Graber and Gunier, 1971; Hewett, 1968; Jencks et al., 1972; Johnson and Myklebust, 1967; Karnes et al., 1968; Kluppell, 1972; Lavatelli, 1970; Lee, 1975; and Rayder et al., 1971).

Few preschool programs designed to enhance the child's language skills have focused on the regular or average child (Byrne, 1965;

Goldman and Lynch, 1971; and Resnick, 1967). Many preschool programs have focused on overall language growth, e.g., morphology, syntax, vocabulary, and verbal reasoning. Few preschool programs have been developed with a focus on communication skills, e.g., verbal reasoning (Wood, 1976, 1977). To date, little research has been done concerning functional communication.

Statement of the Problem

Previous research indicates that little research has been done concerning the application of functional communication which is an important factor in developing effective skills to become a good talker. After reviewing several preschool stimulation programs, the researcher decided to develop a preschool program based on a modification of Joan Tough's (1976, 1977) dimensions of functional communication consisting of: (1) uses of language, (2) dialogue strategies, and (3) communication situations, and Barbara Wood's (1976, 1977) format for role playing. These four ideas were combined to develop lesson plans for the program.

An evaluation tool was needed to assess the effectiveness of the program. Previous research studies have either used: (1) general intelligence quotient measures (Bereiter and Englemann, 1966; Blank and Solomon, 1968; Cullinan, Jaggar, and Strickland, 1974; Jones, 1970; Karnes, 1969; Karnes, Zehrbach, and Tesha, 1974; Klaus and Gray, 1968; Lavatelli, 1970; Mitchell, 1967; and Weikart, Deloria, and Lawson, 1974), or (2) overall child performance (Caldwell, 1967; Englemann, 1967; and Moss, 1970) to assess program success. However, it is questionable whether these standardized tests assessed individual preschool program success (Elliott and Kamii, 1971).

The Assessment of Communication in Everyday Situations (ACES) (Lieberman, 1979) was recently developed on Joan Tough's dimensions of functional communication. Since both this test and program were based on the same dimensions, it was decided to use ACES to determine if it was a valid instrument in measuring a child's progress in the program.

Purpose of the Study

This study was designed to investigate whether a four-year old child's functional communication skills could be significantly expanded in a period of three months and whether the Assessment of Communication in Everyday Situations (ACES) (Lieberman, 1979) could be a valid measurement of the effectiveness of the program.

Statement of the Hypotheses

Major Hypothesis

Preschool children participating in a functional communication stimulation program will score significantly higher on the total score of ACES than preschool children who did not participate in the program.

Sub-Hypotheses

1. Preschool children participating in a functional communication stimulation program will score significantly higher on the Self-Maintaining Use score of ACES than preschool children who did not participate in the program.

2. Preschool children participating in a functional communication stimulation program will score significantly higher on the Directing Use score of ACES than preschool children who did not participate in the program.

3. Preschool children participating in a functional communication stimulation program will score significantly higher on the Social Use Function score of ACES than children who did not participate in the program.

4. Preschool children participating in a functional communication stimulation program will score significantly higher on the Reporting Use score of ACES than preschool children who did not participate in the program.

5. Preschool children participating in a functional communication stimulation program will score significantly higher on the Logical Reasoning Use score of ACES than preschool children who did not participate in the program.

6. Preschool children participating in a functional communication stimulation program will score significantly higher on the Predicting Use score of ACES than preschool children who did not participate in the program.

7. Preschool children participating in a functional communication stimulation program will score significantly higher on the Projecting Use score of ACES than preschool children who did not participate in the program.

8. Preschool children participating in a functional communication stimulation program will score significantly higher on the Imagining Use score of ACES than preschool children who did not participate in the program.

9. Preschool children participating in a functional communication stimulation program will score significantly higher on the Representational

Function score of ACES than preschool children who did not participate in the program.

Assumptions of this Study

1. Joan Tough's (1976, 1977) framework system could provide a foundation for designing, developing, and implementing a functional communication stimulation program.
2. Barbara Wood's (1976, 1977) format for role playing could be interrelated with Joan Tough's (1976, 1977) framework system of communication.
3. Clinicians could be effectively trained to administer the program.
4. The lesson plans that were developed would enhance a child's overall functional communication skills.
5. ACES could be used as a valid measurement of the effectiveness of the program.

Limitations of this Study

1. This program was limited to a period of three months, which may not be sufficient time to facilitate a significant difference between the two groups.
2. This program was limited to looking at only one educator's dimension of functional communication stimulation for the preschool child.
3. The subject population was limited to children from preschool programs in Boone and Newland, North Carolina.
4. The attrition rate of this study was high due to the three-month time period between data collecting procedures.

5. The results and conclusions of this study are limited to populations similar to the one from which the subjects were drawn.

CHAPTER II

REVIEW OF THE LITERATURE

History of Preschool Program Development

Two types of preschool programs emerged in the late 1920's and early 1930's--nursery schools and day nurseries. The purpose of nursery schools was to provide a learning environment for the child's growth and development. The primary objective of day nurseries was to provide custodial and health care services. During the late 1930's, the Federal government provided the first funds to establish preschool programs. The Works Progress Administration (WPA) was established to provide working mothers with a place to keep their children while they worked. Shortly after the WPA, the Lanham Act Program was established which provided programs to train people working in preschool programs (King and Stevens, 1976).

In the 1940's and 1950's, preschool experience was primarily limited to the upper socio-economic class. Early childhood education was considered an advantage before entering the traditional public schools. Attitudes toward preschool programs changed dramatically in the 1960's, however, due to publicity and discussions concerning the importance of early learning (King and Stevens, 1976).

In 1965, the Federal government created and implemented the Head Start, an extensive early childhood program which was charged with providing low socio-economic children with educational experiences that could enhance the intellectual development of these children so they could maximally benefit (Evans, 1975).

Other patterns of research were being investigated in the mid 1960's. Many Federal projects were financed for children from low socio-economic groups. Evans (1975) stated "the name of the game in the 1960's was early intervention for educating four-year old children with an occasional interest in programs for young children" (p. 2).

Language in Preschool Programs

Language is probably the most important vehicle through which the child is educated and enculturated. Language is also a common vehicle through which teachers appraise the cognitive growth of the child. It would follow then that information gained from theory and research in language and development is vitally important for the early childhood educator. Therefore, it is not surprising that numerous programs in early childhood education with strong language components have been developed in the last decade. Many of these programs have been influenced by differing theories and research of language acquisition and development. As a result of the programs with research components, specific techniques have been found to facilitate specific language growth in some children; however, no one technique or program has been found to be superior to another (Barbour, 1976, p. 13).

Early Formal Preschool Programs

The beginning formal preschool programs were based on Piagetian and Montessori concepts, because they were the only theorists that offered guidance in developing a comprehensive education program for the preschooler (Parker, 1974). Later, other preschool programs were developed to enhance a child's overall language content and language function on various concepts.

Preschool Program Models

Spodeck (1973) defined program model as "an idealized form of a program that can be copied or emulated" (p. 29). The term model means "a representation and ideal construction, which identifies the essential

elements in the program, both practical and theoretical, and may identify relationships and interactions between those elements" (Spodeck, 1973, p. 29). Models cannot be evaluated empirically because they are ideal. However, models can be assessed internally, which helps identify significant components of different models, as well as, to compare various models (Spodeck, 1973).

Preschool programs have been developed based on various goal objectives and teaching methods. Bartlett (1975) defined two types of language program goals: (1) language content, which includes vocabulary and syntax; and (2) language function, which consists of verbal reasoning and interpersonal language use.

Bartlett (1975) also discussed three techniques used in language teaching: (1) pattern repetition, (2) instructional dialogue, and (3) impoverished interaction. Pattern repetition consisted of the teacher providing the model and the child repeating the model. Instructional dialogue consisted of the child conveying information from questions. Impoverished interaction consisted of role play, socio-dramatic play, and story dramatization. Table 1 summarizes the programs that were reviewed for this research study.

Global Preschool Programs

Global preschool programs consisted of programs that focused on both language content and language function.

Game-Oriented Activities for Learning Curriculum (GOAL) program, developed for "disadvantaged" children, was to prepare children for effective participation in public schools. The program was developed on the psycholinguistic model. The specific goals of this program were:

TABLE 1: Classification of Preschool Programs

Language Content Language Function Others

Program	Vocabulary	Syntax	Verbal Reasoning	Interpersonal Reasoning	Others
Association Method	X				
Bank Street College of Educational Development	X	X	X	X	
Bereiter and Englemann's Program	X		X	X	
CHILD Curriculum	X	X	X	X	
Child Speaks					X
Development of Functional Communication Competencies				X	
DISTAR	X	X			
Game Oriented Activities for Learning Curriculum	X	X	X	X	
Goldman-Lynch Sounds and Symbols Kit					X
Guide for Language Listening and Development	X		X		
Hewett's Program	X	X	X	X	
Interactive Language Teaching Method		X			
Johnson-Myklebust Program	X	X			
Language and Learning Disorders of the Preacademic Child	X		X	X	
Lavatelli's Curriculum	X	X	X		
Peabody Language Development Kit	X	X	X		
Primary Education Project			X	X	
Responsive Educational Program	X	X	X	X	
TALKABOUT	X		X	X	
Tutorial Approach			X		

(1) to enhance cognitive development, (2) to develop motivation conducive to learning, (3) to acquire effective information processing skills, (4) to develop a positive self-concept, (5) to enhance social and emotional development, (6) to assure motor skill development, (7) to assure parent participation, and (8) to enhance staff competencies. The authors assumed that if disadvantaged children were provided appropriate experience in a preschool setting, then the children would develop their optimal potential. The selection of language content consisted of: (1) syntax and (2) vocabulary. The selection of language function consisted of: (1) creative thinking and (2) directed play activities. Activities of the program were taught by instructional dialogues and impoverished interaction (Karnes et al., 1968).

The Child Curriculum based on Piaget's theory of intelligence development, was designed to provide intellectual stimulation for the low socio-economic child to enhance cognitive growth. The curriculum objectives consisted of: (1) language skills, (2) cognition skills, (3) music skills, (4) mathematical skills, (5) science concepts, (6) social studies concepts, (7) geography concepts, and (8) economic concepts. Language skills were taught by structured lesson plans using instructional dialogue teaching focusing on correct syntax usage, expanding vocabulary, improving cognitive tasks by verbal reasoning and encouraging the use of language in play activities (Coleman et al., 1966; and Jencks et al., 1972).

The Responsive Educational Program (REP) was based on O. K. Moore and A. R. Anderson's theory of social psychology and J. Piaget's theory of intellectual development (Arango, Cheever, and Nimnicht, 1977). The REP was developed to instruct low socio-economic minority preschoolers.

REP combined a structured learning environment with a child's independent exploration. The basic rationale of REP suggested that three- and four-year old children could improve academic skills if educators would teach children in the classroom at preschool ages. The objectives of the REP were the development of: (1) a healthy concept in relationship to the child's environment; (2) basic intellectual abilities concerning the child's senses, perceptions, language ability, and conception of formation ability; and (3) the concept of problem-solving concerning selection of content, organization of content, and application to the classroom. The objectives interrelated language content and language function by instructional dialogue teaching methods (Rayder et al., 1971).

The Bank Street model was designed for low socio-economic children and used the basic assumption that the two psychodynamic theories of perspective and cognition are integrated with learning and development theories. The specific objectives of the program were: (1) to give the child successful and challenging experiences within the environment; (2) to give the child opportunities for individual teaching; (3) to give the child opportunity to expand learning; and (4) to give the child freedom to explore the environment, which integrated both content and function of language. Teaching was focused on learning centered around problem-solving of alternate answers instead of one correct answer, which could be considered teaching through instructional dialogues (Biber and Minuchin, 1968).

The Lavatelli Early Childhood Curriculum's major goal was to assist language disadvantaged children in learning logical ways of thinking, stressing correct syntax usage and expanding the child's expressive vocabulary. The curriculum was organized in three components:

(1) classification, (2) number and space, and (3) measurement. Specific objectives for each lesson were given in terms of mental operations and language models through the use of repetition models and instructional dialogues (Lavatelli, 1970).

The Guide for Language and Listening Development was developed to instruct kindergarten and first grade children in public school special education classrooms. The program was based on the experimental approach to learning. The program stressed language uses for naming, conceptualization, and problem solving, and is divided into curriculum units, such as seasons, family, and transportation (Graber and Gunier, 1971).

The Bereiter and Englemann's Program was developed on the philosophy that "the major handicap of disadvantaged children was their poor performance in language skills and other cognitive skills" (Kluppell, 1972, p. 324). The major goal of this program was "to give the child sufficient language ability and the concomitant conceptual behaviors that he can succeed in academic endeavors" (Kluppell, 1972, p. 324). The program emphasized a structured method of teaching by using various ways of getting the child to participate in the program emphasizing both language content and language function. Also, this program required children to make a verbal response, regardless of his interest in the materials (Becker, 1968).

Hewett's Program was designed for severely disturbed children using the philosophy that children learn on the basis of a hierarchical developmental sequence consisting of: attention, response, order, exploration, mastery, and achievement. Hewett developed six rules for teaching language content and language function in the classroom:

- (1) to develop a task analysis, (2) to accept small steps, (3) to

gradually increase demands, (4) to stay within a child's level of performance, (5) to structure rewards, and (6) to be willing to modify tasks (Hewett, 1968).

The Peabody Language Development Kit (PLDK) was originally developed to "stimulate language use of educable retarded and culturally different children" (Evans, 1975, p. 160). The program is divided into four programs: (1) level P (for mental ages 3-5), (2) level 1 (for mental ages $4\frac{1}{2}$ - $6\frac{1}{2}$), (3) level 2 (for mental ages 6-8), and (4) level 3 (for mental ages $7\frac{1}{2}$ - $9\frac{1}{2}$). Each level attempted to stimulate the following: (1) receptive language (including auditory, visual, and tactual senses); (2) expressive language (including vocal motor skills); and (3) associative reasoning (including divergent thinking, convergent thinking, and associative thinking). The objectives interrelated language content and language function by presenting activities in a game-like atmosphere using instructional dialogue teaching methods (Dunn, Horton, and Smith, 1965).

The Language and Learning Disorders of the Pre-Academic Child was a curriculum guide to promote optimal learning before the child reaches public school. The guide could be used as either preventive lessons with regular pre-school classes or as interventive lessons with language delayed children. This program provides assessment techniques, evaluation forms, and an extensive curriculum guide. The curriculum is divided into developmental levels, beginning with levels from age three to the post-kindergarten level and implemented lessons by instructional dialogues (Bangs, 1968).

TALKABOUT's major objective was "to stimulate and build talk through the tools and activities of the school setting (Pasamanick, 1976, p. 5).

The program has been used with both average children and "language different" children. The activities were arranged in a cognitive language development sequence moving from simple to complex language activities of content and function. This program was developed on the concept that children learn by "doing" and implemented instructional dialogues and impoverished interaction as the methods of teaching (Pasamanick, 1976).

Summary of Global Preschool Programs

The preschool programs based on content and function of language were originally developed for the low socio-economic child or the handicapped child. The programs were developed on different theories, but the objectives of the programs were the same--to stimulate content and function of language. These programs focused on a global language stimulation program rather than a specific component of language.

Language Content Preschool Programs

Language content preschool programs' objectives focus on vocabulary expansion and correct syntax usage.

The Distar Instructional System Program (DSTAR) was designed for severely educationally handicapped children, especially in language content focusing on or increasing a child's expressive vocabulary and correct syntax production. The program was developed to direct sequenced learning tasks in language, math, and reading. The basic teaching strategy of DSTAR was highly structured pattern drills using principles of behavior modification (Engelmann, S., Engelmann, T., and Osborn, J., 1972).

The Johnson-Myklebust Program (1967) was developed for "children with delays in language learning (who) have auditory or expressive language deficiencies" (Byrne and Shervanian, 1977, p. 232). The materials and exercises were divided into three basic definitions of language disordered: (1) auditory learning, (2) verbal comprehension, or (3) expressive language taught by repetition models. Johnson and Myklebust "assume(d) that generalized auditory comprehension will precede expressive language" (Byrne and Shervanian, 1977, p. 232-233).

The Association Method was originally developed for the "aphasic" child by McGunnis (1963). The major objective of this program was to create a method of directing a child's attention, before teaching the child an expressive vocabulary. The program was developed on the assumption "that motivation and attention are inextricably tied together; if the child goes through the attention-getting exercises, he will be motivated to learn" (Kluppell, 1972, p. 322).

Lee (1975) developed the Interactive Language Development Teaching method "based on the child's grammatical status and as such is especially suited for his needs" (Byrne and Shervanian, 1977, p. 241). Included in this program was an evaluation instrument to assess a child's syntactical structure, which consisted of analyzing a spontaneous language sample. This gave the teacher a baseline to what syntactical structures should be emphasized. The stimulation lessons consisted of story-centered activities to teach target syntax structures. This program was centered around stories which could "utilize experiences and materials . . . familiar to children" (Byrne and Shervanian, 1977, p. 241).

Summary of Language Content Preschool Programs

Language content preschool programs have been developed for language handicapped children. These programs are highly structured and use repetition models as the method of teaching.

Language Function Preschool Programs

Language function preschool programs' objectives focus on verbal reasoning and interpersonal reasoning.

The Primary Education Project (PEP) was developed on the theory of cognitive competence. The PEP was developed to instruct the preschool child in the following ways: (1) learning pre-academic skills he needs to acquire before entering school, (2) learning skills in a hierarchical development sequence, and (3) learning basic skills well before moving to a higher level of the program. The curriculum objectives of the PEP program was to develop: (1) perceptual-motor skills; (2) conceptual linguistic skills; and (3) orienting and attending skills to enhance functional language, both verbal reasoning and interpersonal reasoning, by structured and unstructured activities (Resnick, 1967).

The Tutorial Approach to Language Program was based on the assumption that disadvantaged children need consistent guidance in verbal reasoning. Blank and Solomon (1968) developed a "total enrichment" program for language with disadvantaged children. Emphasis in the program was placed on language instructional dialogue strategies to promote questioning and to guide thinking.

Barbara Wood (1977) prepared the Development of Functional Communication Competencies: Grades Pre-K - 6 program for the regular classroom. This program was designed for role-playing activities focusing on

communication situations based on real life and unreal life situations using impoverished teaching instructions. The program was developed on the following goals: "(1) a total, articulated program of communication instruction; (2) a framework which teachers may use in designing appropriate instructional experiences; and (3) an experiential, participatory instructional environment" (Wood, 1977, p. 9).

Summary of Language Function Preschool Programs

Language function preschool programs have been developed for both the regular child and the handicapped child. These programs encouraged question asking and verbal reasoning.

Other Preschool Programs

Other preschool programs have been designed that do not promote language content or language function, but do promote the phonological aspect of language.

The Child Speaks was designed as a speech improvement program that was implemented by the regular classroom teacher. This program emphasized the correct production of consonant sounds through the following steps: (1) identification, (2) listening, (3) discrimination, (4) production, and (5) carry-over. The teaching method involved repetition model, instructional dialogue and impoverished interaction (Byrne, 1965).

The Goldman-Lynch Sounds and Symbols Development Kit was developed for children ages $4\frac{1}{2}$ to 9 years old. The major objectives of this program were: "(1) to produce speech sounds accurately; (2) to recognize the visual symbols for these sounds; and (3) to understand and use the sounds of the language in their various relationships in words, sentences, and contextual speech" (Goldman and Lynch, 1971, p. vii-xxi).

The program was developed on the theory that "an awareness of speech sounds can be best developed in children with visual stimulation and auditory stimulation" (Goldman and Lynch, 1971, p. x). This program was originally developed for normal children between the ages of 3 years, 8 months and 5 years, 1 month (Goldman and Lynch, 1971).

Summary of Other Programs

Other language programs for the preschool child have been developed on other components of language besides language content and language function. Both The Child Speaks and the Goldman-Lynch Kit were concerned with correct phonological production. Both of these programs were originally developed for stimulation with the average child.

Overall Summary of the Preschool Programs

The majority of these programs were developed for the low socio-economic or language disadvantaged child, such as: (1) Game-Oriented Activities for Learning Curriculum, (2) CHILD Curriculum, (3) Responsive Educational Program, (4) Bank Street College of Educational Development, (5) Bereiter and Englemann's Program, (6) Tutorial Approach to Language Program, (7) Lavatelli's Early Childhood Curriculum, (8) Guide for Language and Listening Development, (9) Peabody Language Development Kit, (10) Distar Instructional System Program, (11) Johnson-Myklebust Program, (12) Association Method, and (13) Interactive Language Development Teaching. Other programs were originally designed for culturally language-different children and the average child, such as, (1) Language and Learning Disorders of the Pre-Academic Child and (2) TALKABOUT. A few of these programs were developed for the average child, such as: (1) Primary Education Project, (2) Development of Functional

Communication Competencies: Grades Pre-K - 6, (3) Child Speaks,
and (4) Goldman-Lynch Sounds and Symbols Development Kit. From the review of these preschool programs, it seems that educators have emphasized programs for the low socio-economic or language-disadvantaged child over the last ten years. Very little emphasis has been placed on stimulating the "average" child's language or communication skills. It appears more research studies need to develop programs that can enhance the average child's communication skills. After reviewing these preschool programs, it was decided that a preschool program would be developed to enhance the average child's functional communication skills by using Joan Tough's (1976, 1977) and Barbara Wood's (1976, 1977) dimensions of functional communication competence as the basis of the program.

Program Development

This program was developed on the following dimensions: (1) uses of language, (2) dialogue strategies, (3) communication situations, and (4) role-playing situations. These four dimensions were interrelated and combined to develop lesson plans for the program.

Uses of Functional Communication

Tough (1976) developed a framework system to describe six uses of functional communication competence: (1) self-maintaining, (2) directing, (3) reporting, (4) logical reasoning, (5) predicting, and (6) projecting. In 1979 Lieberman added the use of imagining to be included within this framework system. Lieberman (1979) also developed operational definitions for the seven functional uses of communication (Appendix A).

Dialogue Strategies

Joan Tough (1976, 1977) has studied communication skills of the preschool child. Her book, Talking and Learning (1977) was developed to provide educators with guidelines to facilitate communication skills of the preschool child through the use of dialogue strategies during communication situations.

Tough (1977) defined dialogue strategy as "referring to the different ways of commenting and questioning that the teacher can use" (p. 27). She has divided the dialogue strategies into five major components:

1. Orienting Dialogue Strategy - are utterances, questions, and comments that set the child's thinking towards a particular topic and use of language
2. Enabling Dialogue Strategy - are utterances that are used to enable the child to move towards an extended interpretation. . . .
3. Informing Dialogue Strategy - are the means by which the child is given information, explanations, and facts as he needs them. . . .
4. Sustaining Dialogue Strategy - are comments that support the child to assure him of the attention from his audience
5. Concluding Dialogue Strategy - are utterances to bring a particular topic to a close before reorienting the dialogue (1977, p. 27-28).

Orienting Dialogue Strategy. The basic function of the orienting dialogue strategy was to have the child focus on the activity that the teacher was presenting for the lesson. For example, if the lesson theme was "water play", the teacher may start the lesson by saying "today we are going to play in water. Let's be careful not to splash the water out of the container on each other." This strategy encouraged the child to think about a specific topic. It allowed the child to respond with knowledge of the topic, which gave the teacher information concerning

the child's awareness of the subject. Here, the teacher made a decision as to how to present the activity (Tough, 1977).

Enabling Dialogue Strategy. The enabling dialogue strategy encouraged the child to express ideas and knowledge of the activity that was presented in the lesson. The enabling dialogue strategy was divided into three subdivisions: (1) follow-through, (2) focusing, and (3) checking. The follow-through strategy allowed the child to give details, explanations, and justifications. The focusing dialogue strategy directed the child's attention to a specific activity. If the child appeared not to be paying attention, the teacher focused the child's attention by verbally directing attention, e.g., "What am I doing?" The checking strategy helped give the child a chance to supply information omitted or incorrectly said with the first reply. The teacher may ask questions such as, "Did you really mean . . .?" or "What else?" (Tough, 1977).

Informing Dialogue Strategy. This strategy was used when the child needed an extension of the idea that was expressed. The informing strategy helped provide the child with information the child seemed ready to receive. Here, the teacher was actively teaching. For example, if the teacher said, "Name some things that are liquids besides water," and the child responded, "ice", the teacher may explain that liquids can be things we drink, like milk, orange juice, or tea (Tough, 1977).

Sustaining Dialogue Strategy. This strategy assured the child the teacher was listening to the response. The teacher made encouraging comments to the child, so the child felt free to continue the response. Also, the teacher used positive reinforcement statements such as, "That was really good," "Please go on," "that was interesting," or "please tell

me more." Non-verbal positive reinforcers were used, such as, a smile, a nod of the head, or intonation of the voice (Tough, 1977).

Concluding Dialogue Strategy. This strategy was used to bring a specific activity to a close. It was also used to conclude sections of the activities within the lesson plan, to conclude a topic and to indicate a topic change. For example, the teacher may say, "I did not know water could be so much fun. Now, we need to clean up before we go back to class" (Tough, 1977).

Summary of Dialogue Strategies

Dialogue strategies were implemented at a spontaneous level. Clinicians were trained prior to the program concerning the use of dialogue strategies. Each lesson plan gave the clinician suggestions for the orienting and concluding dialogue strategies.

Communication Situations

Tough has also developed a framework to provide teachers with an approach to stimulate a preschooler's way of thinking and using language during communication situations. She has divided these into five types of situations:

1. Management Situations - help a child to think about the reasons for rules; they ask children to reflect on their own behaviour and to respect the needs and rights of others. . . .
2. Play Situations - refer to any activity that the child pursues for the pleasure of the activity itself, rather than for any specific outcome from it. . . .
3. Representation Situations - the child's attempts to mould or carve figures of scenes in various materials, his attempts to make models of various objects, using wood, paper construction kits, or "waste" materials are, in the same way, efforts to represent some object or situation which has taken his interest. . . .

4. Investigation Situations - the child and the teacher together are inquiring into the world around them, exploring it, and learning more about properties of matter, and the ways in which things work. . . .
5. Listening and Interpreting Situations - (the child) must interpret the language as he listens, projecting into the characters of the story and following any sequence of action (Tough, 1977, p. 142-143).

Management Situations

Management situations were situations in which the clinician explained why certain rules were necessary. For example, sharing materials or turn taking during a situation. This type of situation was implemented by the clinician on a spontaneous level (Tough, 1977).

Play Situations

The objective of the play situation was concerned with "the quality of the experience that children enjoy and not the production of any permanent object or learning of particular skills or facts" (Tough, 1977, p. 142). The play situation was considered a free-choice situation that the child decided what the outcome of the activity was and not the teacher. The teacher's primary concern was to have materials available for the child to stimulate the activity. Play situations were not implemented during the lesson plan, because it seemed children would best benefit from structured situations. Role-playing situations based on Wood's (1977) format were implemented.

Barbara Wood (1977) developed a format for a child's participation in communication situations by the use of role playing. Wood (1976) defined role playing as "an active form of instruction . . . (which) children enjoy" (p. 302). According to Wood (1976), communication situations can be either real or unreal events. Wood (1976) suggested

the following for selecting a communication event: (1) participants, (2) setting, (3) topic, and (4) task. The participants were concerned with who are the people in the drama play and who was going to be who. The setting was concerned with where and when the event was going to take place. The topic was concerned with what subject was going to be discussed. The task was concerned with the role of each person participating in the play.

Representation Situations

The representation situation was defined as "by the outcome; that is, it is a representation in some form" (Tough, 1977, p. 142). The child attempted to represent some object or situation by the use of objects, paper, crayons, picture drawing, play-dough, or "waste" materials. In this activity, the child was constructing something. Discussions consisted of explanations of the construction, reasoning of how the object was constructed, why the object was constructed, and prediction of events to take place during the representational activity (Tough, 1977).

Investigation Situations

The investigation situation was concerned with "exploring and learning about the way things work and the properties of matter" (Tough, 1977, p. 143). This activity was centered around properties of similarities and differences, such as, fruit, vegetables, and clothing (Tough, 1977).

Listening and Interpretation Situations

This activity enabled the child to make interpretations of stories by verbal responses or role playing. This activity allowed the child to project into the feelings and reactions of himself and others (Tough, 1977).

Summary of Communication Situations

These situations consisted of activities which teachers could use to enhance a preschooler's verbal communication skills.

Lesson Plan Format

Two basic lesson plans were developed: (1) lesson plans for communication situations, (a) representation, (b) interpretation, and (c) investigation; and (2) lesson plans for role playing.

Lesson Plan Format One

The lesson plans for communication situations consisted of (a) representation, (b) interpretation, and (c) investigation and were designed with the following components: (1) theme, (2) activity, (3) action, (4) instruction, (5) bridge, and (6) target.

The theme was concerned with the total activity and described the subject that was discussed. The activity was concerned with the type of communication situation that was presented during the lesson plan. The action described to the teacher what materials were needed during the activity. The instruction gave the teacher guidelines as to what type of questions to use in the activity. The clinicians were encouraged to ask other questions and could vary the lesson depending on the group needs. The bridge gave the teacher guidelines as to what response was expected of the child. If the children within the group could not supply response similar to the bridge, the teacher would use the informing dialogue strategy to explain and teach the correct response. The target was the functional communication use response that was expected. For example, Figure 1 shows the target response for Question 2 is LR-a. The clinician could refer to the guideline of the uses of functional

communication and know the target response was logical reasoning-- explaining a process (Figure 1).

Lesson Plan Two was designed for role-playing situations based on the use of imagining. The format consisted of: (1) theme, (2) activity, (3) scene, (4) topic, (5) task, (6) setting, (7) participants, (8) orienting audience, (9) characters, and (10) facilitators. The theme consisted of the subject that was discussed. The activity explained the communication situation presented. The scene described where and when the event took place. The topic focused on a specific theme of the lesson. The topic was similar to the orienting strategy because it oriented the group to the topic of discussion. The task was a short story to explain the role-playing episode. The setting explained where the activity took place. The participants were the children who role played the activity. The characters consisted of the people in the story. The orienting audience consisted of question asking after the story was read. The characters were the people in the story. The facilitators were comments that the characters might have said. The facilitators were used only if the participant could not think of what to say (Figure 2). After the role-playing communication situation, a listening and interpretating activity was implemented by Lesson Plan Format One (Figure 3).

Summary of Lesson Plan Format

The lesson plans interrelated four dimensions concerning functional communication competence: (1) uses of language, (2) dialogue strategies, (3) communication situations, and (4) role-playing situations. These four activities were combined for twenty, thirty-minute lesson plans for the program (Appendix D).

Figure 1: Lesson Format One

THEME: Noisy Things

ACTIVITY: Investigation

LESSON: Ten (Page 1)

<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	<u>TARGET</u>
1.	Today we are going to talk about something else that makes noise. We are going to talk about radios.		OR
2. Present a clock radio.	Tell me how we turn this radio on.	You turn this control switch up.	LR-a
3.	Name something else that we can listen to music with, but not a radio.	You can listen to music on a record player.	RP-f
4.	How are record players and radios different from television?	Television has a picture to watch and is bigger than a radio.	RP-e
5. Present a portable radio.	How are these radios different?	This radio operates by batteries and this one has a clock.	RP-e
6.	What types of programs are on the radio in Boone?	There are music programs, the stork report, and the birthday club.	RP-a
7.	When music is on the radio what might we do?	We can sing and dance.	PD-b
8.	What are other reasons we listen to the radio?	We can listen to the news and the weather report.	RP-a

Figure 1, continued

THEME: Noisy Things	ACTIVITY: Investigation	LESSON: Ten (Page 2)	
<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	<u>TARGET</u>
9.	What commercials do we hear on the radio?	The Hardee's song...Wendy's song.	RP-a
10.	How do some clock radios help us wake up?	They have an alarm.	LR-c
11.	Why must we be careful with radios?	They can shock us.	LR-b
12.	Radios are fun to listen to and they tell us many things.		CR

Figure 2: Lesson Format Two

THEME: Noisy Things

ACTIVITY: Role Playing

LESSON: Ten (Page 3)

SCENE: Waking up the baby during nap time.

TOPIC: Playing a radio too loudly.

TASK: Mom tells Lynn and Tracy/Tracie to play quietly since the baby is trying to sleep. Lynn and Tracy/Tracie have taken their naps but their baby brother/sister Jack/Jackie has just fallen asleep. Lynn wants to play with the radio. He/she likes to dance to loud music. Tracy/Tracie tells him/her not to turn it up too loudly. Mom is coming in the den.

SETTING: At home in the den.

PARTICIPANTS: Lynn (the bad brother/sister), Tracy/Tracie (the other brother/sister), Jack/Jackie (the baby brother/sister that is crying) and Mom.

ORIENTING AUDIENCE: 1. What are the children going to play with?
2. Who is taking a nap?

CHARACTERS	FACILITATORS
Mom	Play quietly.
Lynn	I want to play the radio. Let's dance to loud music.
Tracy/Tracie	Don't turn it up so loudly.
Mom	Why is the baby crying?

Figure 3: Lesson Format One

THEME: Noisy Things	ACTIVITY: Listening and Interpreting	LESSON: Ten (Page 4)
<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>
<u>TARGET</u>		
1.	Now let's talk about the play and what happened.	OR
2.	Why did mom tell them to play quietly?	She did not want the noise to wake up the baby. LR-b
3.	Tell me what you would have said to Lynn.	If you play with the radio I will tell mom. LR-e
4.	If you were the mom what would you do to Lynn?	I would send him/her to his/her room. PJ-c
5.	Would Tracy/Tracie be punished?	No, he did not want to play the radio. LR-e
6.	How does Lynn feel about being punished?	He/she is very sad. PJ-e
7.	What toy would you have picked to play with? Why?	I would have played with my army men/dolls. I wouldn't be noisy. LR-d
8.	Will baby Jack/Jackie be able to go to sleep? Why? Why not?	Yes, mom will rock him/her back to sleep. PJ-a
9.	What would happen to you if you woke Dad and Mom up early Sunday morning by playing the radio too loudly?	They would not let me play the radio again. PD-a

Figure 3, continued

THEME: Noisy Things	ACTIVITY: Listening and Interpreting	LESSON: Ten (Page 5)	
<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	<u>TARGET</u>
10.	When people are sleeping we need to play quietly.		CR

After reviewing several preschool programs, it became apparent that many of these programs were also involved in research studies. The next section will discuss evaluations in regard to preschool programs.

Evaluations

"The general purpose of (an) evaluation is to determine whether or not what is expected to happen has happened or is happening" (Patterson, 1971, p. 809). Therefore, evaluations are used to assess the student's success or failure of the program objectives. An objective can be defined as "an intended outcome for learner as a result of certain experiences" (Tuckman, 1975, p. 13). Scriven (1967) has subdivided the term evaluation into two components: (1) formative evaluations and (2) summative evaluations. Scriven (1967) described a formative evaluation as taking place during the curriculum. According to Scriven (1967), deficiencies of the curriculum can be identified during the process of the curriculum and adjustments can be made. Scriven (1967) described a summative evaluation as an over-all evaluation in order that general conclusions can be made regarding the over-all program. A program can be involved in either a summative or formative evaluation, or both.

Scriven (1967) further suggested that curriculum evaluations, whether formative or summative, must include: (1) interrelationship between the program objectives and content of instruction, (2) interrelationship between the content of instruction and evaluation instrument, and (3) interrelationship between the program objectives and the evaluation instrument. According to Scriven (1967), the most difficult criterion for program evaluations to follow is the third one. One reason is because programs tend to have a mixture of specific objectives.

For example, Table 1 demonstrates that 70 percent of the preschool programs reviewed for this research study focused on more than one language goal objective. As shown, many preschool programs have had broad goal objectives, which has made it difficult to effectively evaluate the child's learning in a program.

The Stanford-Binet Intelligence Scale (Terman and Merrill, 1960) and the Illinois Test of Psycholinguistic Abilities (McCarthy and Kirk, 1963) were originally developed for diagnostic purposes to evaluate a child's intelligence quotient. However, both have been used to assess various preschool programs (Bereiter and Englemann, 1966; Blank and Solomon, 1968; Cullinan, Jaggard, and Strickland, 1974; Jones, 1970; Karnes et al., 1968; Karnes, Zehrbach, and Tesha, 1974; Klaus and Gray, 1968; Lavatelli, 1970; Mitchell, 1967; and Weikart, Deloria, and Lawson, 1974). Results of these preschool evaluations indicated that subjects participating in preschool programs increased their intelligence quotients. But did these tests assess the program objectives?

In the 1960's, three tests were designed and standardized to evaluate preschool program success: (1) Basic Concept Inventory (Englemann, 1967), (2) Preschool Inventory (Caldwell, 1967), and (3) Test of Basic Experience (Moss, 1970). According to Kamii and Elliott (1971), these tests were designed with common goals; but it is questionable whether tests could really evaluate different preschool programs developed on various objectives. Often, standardized tests do not assess the curriculum goals.

Stake (1967) suggested that standardized tests often do not encompass the scope of the curriculum goals within the program. "The evaluator needs a battery of standard operating procedures. Procedures

depend on criteria. Criteria depend on rationales. Rationales depend on theories" (Stake, 1967, p. 7).

Scriven (1967) stated "the most difficult problem in tests and measurement theory is the problem of construct validity" (p. 59), which is concerned with whether the test measures what the program teaches.

After reviewing several research studies and literature concerning evaluation tools, it was decided to use the Assessment of Communication in Everyday Situations (ACES) (Lieberman, 1979) to assess the success of the functional communication stimulation program.

ACES (Lieberman, 1979) was designed to elicit spontaneous language from a child and was based on Joan Tough's (1976, 1977) framework system of uses and strategies of communication. Past studies have evaluated programs in regard to intelligence quotients instead of the program objectives. Since both the program and ACES were developed on the same dimensions of functional communication competence, it was decided to evaluate the program participants and non-participants on ACES.

Even though ACES is a new instrument, the validity and reliability studies have confirmed that ACES is a valid and reliable instrument (Peebles, 1980; and Hill, 1980).

The construct and concurrent validity studies were done and did demonstrate ACES to be a valid instrument (Peebles, 1980). However, criterion validity, i.e., "indicates the extent to which students who have had training on the objectives being measured score higher on a test of those objectives than students who have not had training" (Tuckman, 1975, p. 240). Since the traditional, experimental-control group study fits into the mold of criterion validity, this study attempted to look at the criterion issue of ACES.

CHAPTER III

PROCEDURES

Introduction

The participants of the study are identified; the research design is discussed; the program, instrument, and data-collecting techniques used in the study are described; and the statistical procedures employed to treat the data are explained in the following sections.

Participants in the Study

Criteria for subject selection were: (1) must be 4 years, 0 months, to 4 years, 11 months old, and (2) must be enrolled in a five-day-a week preschool program. Sixteen children comprised an experimental group. A control group of 18 children was also assembled.

Experimental Group

All children enrolled in Preschool Centers A, B, and C were eligible to be selected for the experimental group, providing they met criterion selection. Preschool Center A was located in a university campus setting. Nineteen children were enrolled in this program, and four subjects were randomly selected to serve as part of the experimental group. Preschool Center B was located in a church setting. Twenty-three children were enrolled in this program, and five subjects were randomly selected to serve as part of the experimental group. Preschool Center C was located in a building that was specifically designed for the center. Thirty-five children were enrolled in this program, and seven children were randomly selected to serve as part of the experimental group.

Control Group

All children in Preschool Centers D and E were eligible to be selected for the control group, providing they met criterion selection. Preschool Center D was located in a house that was turned into a pre-school program. Twenty children were enrolled in this program, and six subjects were randomly selected as part of the control group. Preschool Center E was located in a church. Thirty children were enrolled in this program, and 12 subjects were randomly selected as part of the control group.

Research Design

A traditional, field experimental-control design was employed in this study. Both groups were administered the Assessment of Communication in Everyday Situations (ACES) (Lieberman, 1979) before the independent variable (the program) was manipulated. After testing, the experimental group received a functional communication stimulation program for three months. The control group received no functional communication stimulation program. At the completion of the program, both groups were administered ACES. The same form was used for both the before and after test, i.e., a child who received Form I for the before test received Form I for the after test and not Form II or III. The effect of the program was determined by comparing scores of communication competence on ACES between the two groups.

The Program

Twenty, 30-minute lesson plans were developed on Tough's (1976, 1977) framework system of uses of language, dialogue strategies, communication situations and Barbara Wood's (1976, 1977) framework system of role playing.

Each session centered around a specific theme, such as eggs, water, or pets. Sessions were developed on the situations consisting of representation, investigation, listening and interpreting, and role playing, based on real or unreal situations. Each lesson plan contained either one, 20-questioning activity, or two, 10-questioning activities. Lesson plans were developed to give teachers guidelines for the lesson. However, teachers were encouraged to change the lesson to meet the needs of the children within the group. The lesson plans were developed for groups of five to seven children, ranging from 4 years, 0 months, to 4 years, 11 months (Appendix D).

Implementation of Program

This program was implemented in three preschool programs in Watauga County. Lesson plans were carried out in group sessions twice a week for 30-minute sessions. The program was designed for small groups of four-year old children.

Staff

Pre-service Training

A pre-service training workshop was employed to discuss the development of the program and the assignment of responsibilities to staff members.

Staff Members

The staff members consisted of a coordinator, an assistant coordinator, and nine speech pathologists. The coordinator and assistant coordinator were responsible for: development of lesson plans for the program, pre-service workshops, in-service workshops, consulting with the staff members from the preschool centers, and consulting with the speech pathologists. The assistant coordinator, also served as a speech

pathologist. Nine speech pathologists participated in the implementation of this program, six graduate students and three under-graduate students. The nine speech pathologists were randomly assigned to a center twice a week. At least one clinician was assigned to a center twice a week. At least one clinician was assigned to a center once a week.

In-service Training

An in-service training program was employed on a weekly basis during the implementation of the program. This allowed for review of the lesson plan that had been carried out for that week, as well as, to discuss the lesson plan that would be carried out for the next week. Also, this allowed time to discuss problems within the program with the entire staff.

Test Instrument

This study used an overall evaluation tool to measure the effectiveness of the program. This program was developed on Joan Tough's (1976, 1977) dimensions of functional communication competence; and, since there are no widely accepted standardized tests to measure functional communication competence, it was decided to use a new test. The Assessment of Communication in Everyday Situations (ACES) (Lieberman, 1979) was recently developed to evaluate a child's functional communication skills, based on Joan Tough's (1976, 1977) framework system. Even though ACES is not a widely standardized test, the validity and reliability studies have demonstrated that it is an effective tool to use with a small sample population (Peebles, 1980; Hill, 1980). The Assessment of Communication in Everyday Situations (Lieberman, 1979) can be found in Appendix B.

Due to the newness of the test, clinicians involved in the ACES project were required to attend pre-service training workshops which consisted of: (1) discussion of Tough's framework system, (2) discussion of the development of ACES, (3) several trial administrations of ACES, and (4) written testing to insure all clinicians were 90 percent accurate in administering ACES (all clinicians met criterion).

Clinicians were randomly assigned to administer the test in different preschool centers for both the before and after test.

A Wollensak, portable, audio, tape recorder was used to record the subjects' responses on ACES. Before clinicians scored tapes, they had to reach a 95 percent criterion level before scoring occurred. All clinicians met the level of criterion. Clinicians were randomly assigned to score the tests. Each response was recorded on the Assessment of Communication in Everyday Situations (Lieberman, 1979) score sheet (Appendix C).

Statistical Procedure

For the purpose of treating and analyzing the data obtained from the study, the analysis of co-variance and t-test were employed. The 0.05 level of significance was used as criterion for determining significance of the data.

CHAPTER IV

RESULTS AND ANALYSIS

A total of 34 subjects (16 subjects in the experimental group and 18 subjects in the control group) received ACES before and after the manipulation of the independent variable (the program). ACES scores were recorded for: (1) the seven uses of functional communication competence (Self-Maintaining, Directing, Reporting, Logical Reasoning, Predicting, Projecting, and Imagining); (2) the two functions of functional communication competence (Social Use and Representational); and (3) the overall scores of functional communication competence. The results appear in Appendix E, and are summarized in Table 2. The gain scores (Appendix F) were computed by the number of correct responses on the after test minus the number of correct responses on the before test. On all functions and uses, the mean performance of the experimental group exceeded that of the control group.

The two function scores (Social Use and Representational) and the overall scores were analyzed by an analysis of co-variance technique (Best, 1977). The 0.05 level of significance was used as criterion for determining the significant level of the data. The analysis of co-variance was employed because, although randomly assigned, the control and experimental groups were apparently not equal. The results of the analysis of co-variance is reported in Table 3. The Social Use and overall score proved significant; Representational was not.

The seven use scores: (1) Self-Maintaining, (2) Directing, (3) Reporting, (4) Logical Reasoning, (5) Predicting, (6) Projecting, and (7) Imagining were analyzed by the t-test technique using gain scores.

TABLE 2

Summary of Test Results: Gain Scores

	Range	\bar{X}	S.D.
SM			
Experimental	+1 - +7	4	1.78
Control	-3 - +8	1.72	2.98
DR			
Experimental	-1 - +7	2.18	2.16
Control	-5 - +7	1.72	3.89
SU			
Experimental	+1 - +12	6.18	3.35
Control	-6 - +13	3.44	5.84
RP			
Experimental	-1 - +11	3.62	3.38
Control	-1 - +8	2.94	2.81
LR			
Experimental	+0 - +7	3.56	1.78
Control	-3 - +6	1.72	2.73
PD			
Experimental	-2 - +7	2.37	2.27
Control	-5 - +8	0.077	3.40
PJ			
Experimental	+0 - +6	1.93	1.98
Control	-7 - +5	0.83	3.32
IM			
Experimental	+2 - +4	0.87	1.45
Control	-1 - +3	0.16	1.33
REP			
Experimental	+4 - +27	12.37	5.74
Control	-13 - +17	6.16	7.72
TOTAL			
Experimental	+8 - +37	18.56	7.00
Control	-19 - +26	9.61	12.10

TABLE 3

Analysis of Co-variance

Social Use				
Source	SS	DF	F	SF
Covariates	339.754	1	20.815	0.000
Main Effects	96.427	1	5.908	0.021

Representational				
Source	SS	DF	F	SF
Covariates	2,557.675	1	33.907	0.000
Main Effects	279.526	1	3.706	0.064

Total				
Source	SS	DF	F	SF
Covariates	4,878.953	1	33.721	0.000
Main Effects	643.769	1	4.449	0.043

The 0.05 level of significance was accepted. Results of the t-test are reported in Table 4. The uses of Self-Maintaining and Logical Reasoning were significant.

Hypotheses

Major Hypothesis

There is no significant difference between overall ACES scores of the two groups.

According to the data in Table 3, the hypothesis was rejected.

Sub-Hypotheses

1. There is no significant difference between Self-Maintaining Use scores of the two groups.

According to the data in Table 4, this sub-hypothesis was rejected.

2. There is no significant difference between Directing Use scores of the two groups.

According to the data in Table 4, this sub-hypothesis was not rejected.

3. There is no significant difference between Reporting Use scores of the two groups.

According to the data in Table 3, this sub-hypothesis was not rejected.

4. There is no significant difference between Reporting Use scores of the two groups.

According to the data in Table 4, this sub-hypothesis not rejected.

5. There is no significant difference between Logical Reasoning Use scores of the two groups.

TABLE 4
t-test Analysis

	t-value	Level of Significance
SM	2.65	0.05
DR	0.422	NS
RP	0.639	NS
LR	2.28	0.05
PD	1.586	NS
PJ	0.000	NS
IM	1.47	NS

According to the data in Table 4, this sub-hypothesis was rejected.

6. There is no significant difference between Predicting Use scores of the two groups.

According to the data in Table 4, this sub-hypothesis was not rejected.

7. There is no significant difference between Projecting Use scores of the two groups.

According to the data in Table 4, this sub-hypothesis was not rejected.

8. There is no significant difference between Imagining Use scores of the two groups.

According to the data in Table 4, this sub-hypothesis was not rejected.

9. There is no significant difference between Representational Function scores of the two groups.

According to the data in Table 3, this sub-hypothesis was not rejected.

CHAPTER V

SUMMARY, CONCLUSIONS, SPECULATIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine whether a functional communication stimulation program could significantly expand a four-year old child's communication skills and whether the Assessment of Communication in Everyday Situations (ACES) could be a valid measurement of program effectiveness.

A field, experimental-control design was employed in the study. Both groups were administered ACES before the independent variable (the program) was manipulated. The experimental group received the program for three months. The control group received no program. At the end of the program, ACES was administered to both groups.

Conclusions

The results of the program did enhance a four-year old child's overall functional communication competence skills, and specifically, the function, Social Use, and the uses, Self-Maintaining and Logical Reasoning. Also, the results indicated that ACES was a valid measurement for the overall effectiveness of the program.

The information from this study, concerning stimulating a four-year old child's functional communication competence skills, serves as valuable information for both speech pathologists and preschool teachers. Both speech pathologists and preschool teachers can integrate a functional communication stimulation program in the child's regular curriculum. A program of this type could be used as either preventive lessons with regular preschool children or as interventive lessons with communication disordered children.

Speculations

1. The theoretical framework for ACES was not identical to the program. If the program had been identical to the test, the results might have shown a more significant difference within the uses and functions of ACES.
2. The program was implemented twice a week for a period of 30 minutes, which may not have been sufficient time to facilitate a significant difference in the uses.
3. ACES was administered to the experimental subjects when clinicians were becoming familiar with ACES; while ACES was administered to the control subjects at a later date, when clinicians were more familiar with the test. This may explain the difference in the groups on the before test.
4. The majority of tests was scored at the completion of the study. This prolonged interval between administration of the test and scoring of the test might have had an effect on the study.
5. The same clinicians who administered ACES did not always score the test they administered.
6. Had data been collected weekly, instead of at the end of the study, clinicians may have seen a difference in the various uses of functional communication, thereby allowing clinicians to modify lesson plans.

Recommendations

Further research in this area should include:

1. Duplication of the present study with a larger sample population.

2. Analysis of the communication situations that can best enhance the four-year old child's functional communication skills.
3. Analysis of the dialogue strategies that can best enhance the four-year old child's functional communication skills.
4. Developmental study on the functions and uses of communication competence.
5. Development of data collection procedures within the lesson plans.
6. Development and implementation of a daily program of functional communication for four-year old children.
7. Development and implementation of a structured training program for functional communication stimulation for clinicians.

APPENDIX A
TOUGH'S FRAMEWORK FOR THE CLASSIFICATION
OF LANGUAGE USE

TOUGH'S FRAMEWORK FOR THE CLASSIFICATION OF LANGUAGE USE

1. SELF-MAINTAINING

Strategies

- a. Referring to needs
- b. Protecting the self and self-interests
- c. Justifying behavior and claims
- d. Criticizing others
- e. Threatening others

2. DIRECTING

Strategies

- a. Monitoring own actions
- b. Directing the actions of the self
- c. Directing actions of others
- d. Collaborating in action with others

3. REPORTING

Strategies

- a. Labelling
- b. Referring to detail
- c. Referring to incidents
- d. Referring to the sequence of events
- e. Making comparisons
- f. Recognizing related aspects
- g. Extracting or recognizing the central meaning
- h. Reflecting on the meaning of experiences

4. TOWARDS LOGICAL REASONING

Strategies

- a. Explaining a process
- b. Recognizing casual and dependent relationships
- c. Recognizing problems and solutions
- d. Justifying judgements and actions
- e. Reflecting on events and drawing conclusions
- f. Recognizing principles

5. PREDICTING

Strategies

- a. Anticipating/forecasting
- b. Anticipating the detail of event
- c. Anticipating a sequence of events
- d. Anticipating problems and possible solutions
- e. Anticipating and recognizing alternative courses of action
- f. Predicting the consequences of actions or events

6. PROJECTING

Strategies

- a. Projecting into the experiences of others
- b. Projecting into the feelings of others
- c. Projecting into the reactions of others
- d. Projecting into situations never experienced

7. IMAGINING

Strategies

- a. Developing an imaginary situation based on real life
- b. Developing an imaginary situation based on fantasy
- c. Developing an original story

A FRAMEWORK FOR THE CLASSIFICATION OF LANGUAGE USE

OPERATIONAL DEFINITIONS

1. SELF-MAINTAINING - the use of language to create an awareness of the speaker's identity and to promote his position in relation to others.
 - a. Referring to physical and psychological needs - includes utterances which seek to satisfy desires.
 - b. Protecting the self and self interests - includes utterances spoken in defense of oneself and one's rights and property.
 - c. Justifying behavior or claims - includes utterances which give a psychological (appealing to internal states or motivations) or social (appealing to rules, conventions, what is expected, or simply fiat) reason for actions or demands.
 - d. Criticizing others - includes utterances which find fault with the listener often by belittling his status or abusing him by name-calling.
 - e. Threatening others - includes utterances which promise to bring about a state considered to be unpleasant to the listener. A threat is usually accompanied by a statement of the external conditions under which the event will take place.
2. DIRECTING - the use of language to control or regulate the physical actions and operations performed by oneself and others.
 - a. Monitoring own actions - includes the running commentary or monologue which accompanies and reflects upon the speaker's own ongoing activity.
 - b. Directing the actions of the self - includes the running commentary or monologue which guides and controls the speaker's own ongoing activity. It implies a measure of high concentration on precise, sustained or intricate activity which commonly occurs in the face of some difficulty or obstacle.
 - c. Directing the actions of others - includes utterances which are designed to guide a listener through an immediate action or series of actions.
 - d. Collaborating in action with others - includes utterances made in a context of cooperation which propose or plan a course of action for the speaker and one or more listeners.
3. REPORTING - the use of language to provide information about past and present experiences.

- a. Labelling - includes utterances which serve the simple purpose of identifying observed phenomena.
 - b. Referring to detail - includes utterances which serve to describe the criterial attributes of objects, actions and/or events.
 - c. Referring to incidents - includes utterances which describe the occurrence of an action or event.
 - d. Referring to the sequence of events - includes utterances which accurately reflect the serial nature of several, related actions or incidents.
 - e. Making comparisons - includes utterances which link objects, actions, or experiences through examination of similarities and differences.
 - f. Recognizing related aspects - includes utterances which posit an association between two or more actions or events.
 - g. Extracting or recognizing central meaning - includes utterances which impose a primary structure or coherence upon a situation or event and serve to unify the contributing parts into a composite whole.
 - h. Reflecting on the meaning of experiences - includes utterances which express the speaker's attitudes or feelings about a situation.
4. TOWARDS LOGICAL REASONING - the use of language which employs rational thought and argument to interpret experiences.
- a. Explaining a process - includes utterances which describe a particular method of doing something, generally involving several steps or operations.
 - b. Recognizing casual and dependent relationships - includes utterances which acknowledge a logical and relevant connection between two situations and which express this most commonly in terms of "how" and "why."
 - c. Recognizing problems and their solutions - includes utterances which acknowledge obstacles to a course of action and suggest ways to surmount them.
 - d. Justifying judgements and actions - includes utterances which offer a reason or explanation for decisions and behavior which apply only to a particular situation.
 - e. Reflecting on events and drawing conclusions - includes utterances which evaluate the implications of an action or event and result in judgements.

- f. Recognizing principles - includes utterances which provide an elemental rule or rules to explain observed phenomena.
5. PREDICTING - the use of language to extend communication beyond immediate present or past experiences to events that have not yet occurred and which may never take place.
- a. Anticipating/forecasting - includes utterances which contemplate future happenings or remote concerns.
 - b. Anticipating the detail of actions and events - includes utterances which delineate or describe future happenings or remote concerns.
 - c. Anticipating a sequence of events - includes utterances which propose an ordered series of related actions or events.
 - d. Anticipating problems and possible solutions - includes utterances which acknowledge possible obstacles to a planned course of action and suggest ways to surmount them.
 - e. Anticipating and recognizing alternative courses of action - includes utterances which offer several different interpretations or explanations of a situation.
 - f. Predicting consequences of actions or events - includes utterances which suggest a possible outcome of some immediate or future action or event.
6. PROJECTING - the use of language within an unfamiliar or external context.
- a. Projecting into the experiences of others - includes utterances which contemplate everyday occurrences from another's perspective.
 - b. Projecting into feelings of others - includes utterances which reflect what it feels like to be another individual. Emotions and attitudes which are representative of another's point of view are expressed.
 - c. Projecting into reactions of others - includes utterances which consider how another individual would respond to a particular situation or experience.
 - d. Projecting into situation never experienced - included utterances in which the speaker conjectures about his own feelings and reactions to unfamiliar activities or events.
7. IMAGINING - the use of language to create a context of make-believe
- a. Developing an imaginary situation based on real life - includes

utterances used to assume a make-believe role in a situation which is possible in everyday life.

- b. Developing an imaginary situation based on fantasy - includes utterances used to assume a make-believe role in a situation which has never happened or could never happen.
- c. Developing an original story - includes a fictional account of incidents or events, generally consisting of an introduction development, and a conclusion.

APPENDIX B
ASSESSMENT OF COMMUNICATION
IN EVERYDAY SITUATIONS

INSTRUCTIONS

We're going to talk to some puppets and play with some toys today. While we're playing, I'll be asking both of you many questions. Some of the questions will be hard to answer and some of them will be easy, but I want you to answer all of them as completely and as well as you can.

Sometimes, I'll be talking to _____ a little
subject's name

bit more than _____ but I want _____
friend's name friend's name

to listen very carefully so he/she can be the helper. Are you ready? Let's meet my puppet friends, now.

ITEM	ACTION	INSTRUCTION
		<p>Will you talk to Mrs. Winkler and Gene/Jean <u>subject's name</u>?</p> <p>How about you <u>friend's name</u>?</p>
4.	<p>Hold up Gene/Jean Puppet</p>	<p>Today's my birthday. I'm going to have a party. Do you like parties <u>subject's name</u>?</p> <p>How about you, <u>friend's name</u>?</p> <p>-----</p> <p>I want you to come to my party. Will you come <u>subject's name</u>?</p> <p><u>friend's name</u>?</p>
5.	<p>Hold up Gene/Jean Puppet</p>	<p>I'm having ice cream at my party. <u>subject's name</u>, do you like strawberry or vanilla ice cream? <u>friend's name</u>?</p> <p>-----</p> <p>I like strawberry ice cream. I'm having some cake, too. Do you like chocolate or yellow cake <u>subject's name</u>?</p> <p><u>friend's name</u>?</p>

ITEM	ACTION	INSTRUCTION
6.	Hold up Bobby Puppet	<p>We're going to play games at the picnic, too. What kind of games do you like to play _____?</p> <p>How about you, _____ friend's name _____?</p> <p>I like to play hide 'n' go seek. What other games do you like to play _____ subject's name _____?</p> <p>_____ Friend's name _____?</p>
7.	Hold up Bobby Puppet	<p>Tell me how you play _____ use _____</p> <p>Game child mentioned _____</p> <p>subject's name _____, how do _____</p> <p>Friend's name _____</p> <p>you play _____ use game child _____ mentioned _____</p> <p>When we play hide 'n' go seek one person closes his eyes and counts to ten while everybody else finds a place to hide. Tell _____ friend's name _____ how to play _____ use game child mentioned _____</p>

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
1.	Hold up Mother Puppet	Your friend Gene/Jean is going to have a birthday party. He/she wants you to come to the party and you really want to go. But you need to ask your mother first if it will be alright. What will you say to your mother? ----- <i>Ask your mother to let you go to the party.</i>	May I go to Gene/Jean's birthday party, mom?	SM-f 1.6		
2.	Hold up Mother Puppet	Your mother is not sure if she should let you go to the party. She says, "Yesterday, you forgot to clean up your room and today, you left your toys all over the house." What would you say to your mother to get her to change her mind. ----- <i>Tell your mother why you should go to the party.</i>	Please let me go to the party. I promise to clean up my room and pick up my toys.	SM-c 1.3		
3.	Gives Phone to subject	Finally, she decides to let you go to the party. You are very happy. You race to the phone to call your friend _____, You want to know if he's/she's going to the party also. What would you say to friend's name ----- <i>Ask friend's name if he/she is going to the party.</i>	Are you going to Gene/Jean's party?	PD-s 5.7		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
4.	Point to friend	<p>friend's name says he/she hasn't been invited. Find out how he/she feels about not being invited.</p> <p>Ask friend's name how he/she feels about not being invited to the party.</p>	Are you sad cause you weren't invited to the party?	Pj-a 6.5		
*5.	Give play money to subject and friend Hold up Toy Store window	<p>As you are about to hang up the phone, Mom tells him/her that his/her invitation just arrived in the mail. You are both very happy. Your Mom gives you a dollar to buy Gene/Jean a present and takes you to the toy store to pick something out. In the window, you see many nice toys. Tell which toys you friend's name like best.</p> <p>Name the toys you like the best.</p>	I like the ball and the drum.	Rp-a 3.1		
*6-7		<p>As you are looking at the toys in the window, you see an older boy leaving the store very quickly. What do you think might be happening? Anything else? Anything else?</p> <p>Tell me what the older boy might be doing? Anything else? Anything else?</p>	He might be running to catch the bus. Or he might have stolen a toy.	Pd-a 5.1 Pd-a 5.5		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
8.		Suppose the boy stole a toy from the store and that's why he's leaving in such a hurry. What do you think might happen to him? ----- Repeat	The police might catch him and put him in jail.	Pd-f 5.7		
9.		Suppose they send the boy to jail. What do you think might happen to the boy while he's in jail? ----- Suppose they send the boy to jail. What might the boy do while he's in jail?	He'll have to sleep on a hard bed.	Pj-a 6.1		
*10.		Pretend you had to go to jail for stealing a toy. Tell me about it. ----- What might happen to you in jail?	I'd be locked up in a cell and I wouldn't get much to eat.	Pj-d 6.4		
11.	Show strange toy Hold up Saleslady Puppet	You decide to go in the store to look at the toys more closely. On the shelf, you see a strange-looking toy. You don't know what it is. What do you say to the saleslady? ----- You see a strange-looking toy on the shelf. Find out what it is.	What's that?	Rp-i 3.6		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
12.	Show three balls	You decide to buy Gene/Jean a ball, but there are many to choose from. Describe to the saleslady which ball you want. ----- Describe to the saleslady the ball you want to buy.	I want the orange one with the stars.	Rp-b 3.2		
*13.	Saleslady Puppet	Make up your own story about the ball. ----- Tell me a story about the ball.	One day Joey found an old dirty ball in the street. He took it home and washed it off and it was as good as new.	Im-c 7.3		
14.	Three balls Saleslady Puppet	The saleslady seems pleased that you want the ball. She asks if you have a ball at home. Tell her about your ball. How is your ball different from these balls? ----- How are these balls different from one another?	My ball is bigger than this one.	Rp-e 3.5		
15.	Saleslady Puppet	While you are picking out your ball, your friend friend's name is running around the store. The saleslady says, "please don't run! Find out why she said that." ----- Ask the saleslady why running is not allowed in the store.	Why can't friend's name run in the store?	LR-g 4.7		
*16.	Place assorted toys in front of children	friend's name wants to buy a present, too. Talk it over. Help him/her decide what to buy. ----- REPEAT	I'll look at the cards and you look at the jumprope.	Dr-d 2.4		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
17.	Saleslady Puppet shows stuffed dog to friend	The saleslady thinks that you are having a hard time decid- ing what to buy. She suggests, "Why don't you buy a stuffed dog?" What do you say to her? ----- Why? Do you want to buy the stuffed dog? Why do/don't you want to buy it?	I don't want to buy the dog. The eye is missing.	LR-d 4.4		
*18.	Mom puppet hands small box to sub- ject	You pay for your presents and take them home to be wrapped. You are very happy about your purchases. Your mother gives you a box to wrap the ball in. What do you say to her? ----- REPEAT	That box is too small. I need a bigger one.	LR-c 4.3		
19.	Place other box and wrapping materials on table	Now _____, it's time to wrap your present. Tell us how you will do it? What will you do next? ----- How will you wrap your present? What will you do next?	First, I'll put the paper on and then I'll put a bow on top.	Pd-c 5.3		
20.	Mom puppet hands empty tape dis- penser to subject Full tape dispenser, glue & paste are on table	Mom says, "Here's some tape to hold the wrapping paper together." ----- "Here's some tape." (IF SUBJECT DOESN'T NOTICE THAT THE ROLL OF TAPE IS EMPTYSAY..... "I'm sorry, we're out of tape. What could you use instead?")	This tape is all gone. I need another roll.	LR-c 4.3		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
21.		Oh, I'm sorry. I didn't notice that we were out of tape. Now go ahead and wrap it. ----- Wrap your present.	I'll put some tape on here and here.	Dr-a 2.1		
22.	Mom puppet hands red bow to friend	As you continue to wrap your present, Mom gives the red bow to friend's name. You don't want him/her to have it; you want to use it yourself. What would you say to him/her? ----- Mom gives the red bow to friend's name as you continue to wrap your present. You don't want him/her to have it. You want to use it yourself. What would you say to him/her?	That's my bow.	SM-b 1.2		
23.	Wrapping materials	Now, it's friend's name turn to wrap his/her present. Tell him/her how he/she should do it so that it looks just like yours. And then, what should he/she do? ----- How should friend's name wrap his/her present to make it look just like yours? And then, what should he/she do?	Put the paper on. Now tape it shut and put a bow on top.	Dr-c 2.3		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
24.	Hang up Pin-the-Tail on the Donkey key	You've wrapped your presents and now you are off to the party. When you arrive, you see that the other children are playing Pin-the-Tail on the Donkey. You don't remember how to play the game. What would you say to Gene's/Jean's mother? ----- <i>You don't remember how to play Pin-the-Tail on the Donkey. Ask Gene's/Jean's mother how to play.</i>	How do you play Pin-the-Tail on the Donkey?	Dr-e 2.5		
25.	Gene's/Jean's Mom Puppet	Gene's/Jean's mother tells you how to play. <u>friend's name</u> wasn't listening. Tell <u>friend's name</u> how to play the game. ----- REPEAT	You put on a blind fold and get turned around. Then you pin-the-tail on the donkey.	LR-a 4.1		
*26.-27	Paddle ball	After you finish playing Pin-the-Tail on the Donkey, you decide to play with the paddle ball. <u>friend's name</u> wants to play with it, too, so he/she grabs it away from you. You don't like what he/she has done. You are not finished playing with the paddle ball. Pretend you are arguing with <u>friend's name</u> . What do you say to each other? ----- <i>Now, you decide to play with the paddle ball. <u>friend's name</u> wants to play with it, too.</i>	Give it back, you dummy or I'll tell Gene/Jean's Mom.	SM-d 1.4 SM-a 1.5		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
*26.-27. (cont.)		He grabs it away from you. You get into an argument with <u>friend's name</u> about the paddle ball. Pretend you are arguing with <u>friend's name</u> . What would you say to each other?				
*28.-29.	Wild West Model Gene/Jean Puppet	Now it's time to open the presents. Everyone gathers round to see what Gene/Jean got. He/she opens the first present. It's a wonderful Wild West Model. Gene/Jean passes it around for every- one to look at. Take a look and make up a story about what is happening. ----- Make up a story about what is happening in the Wild West Model.	The cowboy is driving the stagecoach and it's going very fast. All of a sudden, a robber jumps out and steals all the money.	Rp-f Rp-g 3.6 3.7		
30.	Wild West Model	What are each of the people in the model doing? ----- What is the cowboy/bandit/ horse in the model doing?	The cowboy is driving the stagecoach.	Rp-c 3.3		
31.		How do you think Gene/Jean feels about getting the model for a present? ----- REPEAT	Happy	PJ-b 6.2		
32	Gene's/Jean's Mom Puppet	It's been a wonderful party, but you are getting hungry. What could you ask Gene's/ Jean's mother? ----- You are getting hungry. You would like to eat. Ask Gene's/ Jean's mother when you're gonna eat?	When are we gonna eat?	SM-f 1.6		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
*33.	<p>Shopping Center (Examiner assumes role of shopper to encourage initiation of play. Then examiner allows children to play, unassisted, for two minutes) (move shopper toward bank) (move shopper toward restaurant) (move waiter toward table)</p>	<p>Gene's/Jean's mother says, "I'm going to get the refreshments now. While I'm gone, you may play with Gene's/Jean's new toys. And here are some others you may play with, too." You and _____ decide to play _____ friend's name with the shopping center first. I'll be Mrs. Cox and you be the banker and you be the waiter/waitress. I need to get some money at the bank. I think I'll have a cup of coffee before I do my shopping. ----- May I take your order please. I'll have a cup of coffee.</p>	<p>Good morning Mrs. Cox. Do you need some money today? Good morning, may I take your order.</p>	<p>Im-a 7.1</p>		
*34.	<p>Spiderman-Incredible Hulk Colorforms (Examiner assumes role of Dr. Octopus to encourage initiation of play. Then examiner allows children to</p>	<p>Next you and _____ friend's name decide to play with the Spiderman and Incredible Hulk Colorforms. I'll be Dr. Octopus and you be Spiderman and you be the Incredible Hulk.</p>	<p>It looks like Dr. Octopus is robbing the bank. We better stop him.</p>			

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
34. (cont.)	play un- assisted, for two minutes. (move Dr. Octopus toward bank) (move Dr. Octopus in- side bank) (move Dr. Octopus toward tellers' windows) (move Kraven toward Dr. Octopus)	Spiderman won't catch me this time. I'm gonna rob the bank. ----- <i>Alright everybody, put your hands up, this is a stick up.</i> <i>Kraven, give me a hand with this money.</i>		Im-b 7.2		
35.	Cake Gene's/ Jean's Mom Puppet Gene/Jean Puppet	Now, it's finally time to eat. Gene's/Jean's mother brings out the cake and places it on the table so that Gene/ Jean can blow out the candles. He/she makes a wish and blows them all out on the first try. What would you wish for if it were your birthday? ----- <i>Pretend it's your birthday. Blow out the candles. Make a wish.</i>	I want a new bicycle.	SM-a 1.1		
36.	Cake Gene's/ Jean's Mom Puppet	Gene's/Jean's mother cuts the cake into three pieces. There are five children at the party. What is wrong? What should Gene's/Jean's mother do? -----	There won't be enough cake. She'll have to cut more pieces.	Pd-d 5.4		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
36. (cont.)		REPEAT				
37.	Pretend to spill juice	While you are eating, you spill your juice on Gene's/Jean's mother's brand new carpet. What do you think his/her mother will say? ----- REPEAT	That's alright subject's name I'll clean it up.	Pj-c 6.3		
38.		Gene/Jean is eating very quickly. He/She has already eaten two pieces of cake. He/She wants another. What might happen if Gene/Jean eats three pieces of cake? Why? ----- What might happen if Gene/Jean eats three pieces of cake? Why?	He/She gets a tummyache cause he/she eats too much cake.	LR-b 4.2		
39.	Give candy in child-proof container to subject	Gene's/Jean's mother has placed some candy on the table for each guest. Open up your candy and have some. ----- Open up your candy and have some.	This is hard to open. I'm twisting it and twisting it.	Dr-b 2.2		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
40.-41.	Candy Gene/Jean Puppet	As you are opening your candy, Gene/Jean grabs it away from you. What do you think about that? Suppose Gene's/Jean's baby brother grabbed your candy away from you. Would it be worse for a baby to take your candy than it is for a big boy/girl? Why is/isn't it worse? ----- REPEAT	It's not nice to take someone else's candy. It's worse for a big boy/girl cause they should know better.	LR-e 4.5 LR-f 4.6		
*42.	Hold up Mom Puppet	Now it's time to go home. You say good-bye to all and walk down the street to your house. Mother greets you at the door. She says, "I want to hear all about the party." Tell her all about the party from the time you got there till the time you left. Anything else? ----- Tell mother all about the party from the time you got there till the time you left. Anything else?	First we played pin-the-tail on the donkey and then Gene/ Jean opened his/her presents.	Rp-d 3.4		
43.	Mom Puppet	Tell mother what you thought of the party. ----- Did you like the party? Why/Why not?	I liked the party. It was fun.	Rp-h 3.8		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
44.		When is your birthday? ----- REPEAT	My birthday is in the summer.	Pd-a 5.1		
45.		What kind of party would you like to have on your birthday? ----- REPEAT		Pd-b 5.2		

INSTRUCTIONS

We're going to talk to some puppets and play with some toys today. While we're playing, I'll be asking both of you many questions. Some of the questions will be hard to answer and some of them will be easy, but I want you to answer all of them as completely and as well as you can.

Sometimes, I'll be talking to _____ a little
subject's name

bit more than _____ but I want _____
friend's name friend's name

to listen very carefully so he/she can be the helper. Are you ready? Let's meet my puppet friends, now.

INTRODUCTION - THE FIRST DAY OF SCHOOL

ITEM	ACTION	INSTRUCTION
1.	Hold up Danny Puppet	<p>subject's name _____ and friend's name _____, I have some friend's I'd like you to meet. This is Danny, a new boy in your class this year. Hi _____ and subject's name _____</p> <p>friend's name _____</p> <p>subject's name _____, say hello to Danny.</p> <p>friend's name _____, say hello to Danny.</p>
2.	Hold up Mrs. Greene Puppet	<p>This is your new teacher, Mrs. Greene. Hi _____, subject's name _____, friend's name _____.</p> <p>subject's name _____, say hello to Mrs. Greene.</p> <p>friend's name _____, say hello to Mrs. Greene.</p>
3.	Hold up Danny Puppet	<p>Mrs. Green and Danny would like to get to know you better. They want to talk with you for a few minutes. Will you talk to Mrs. Greene and Danny, _____, subject's name _____? Will you _____, friend's name _____?</p>

ITEM	ACTION	INSTRUCTION
4.	<p>Hold up Mom Puppet</p> <p>Hold up Bobby Puppet</p>	<p>Today's Saturday. We're going on a picnic. Do you like picnics _____? How about subject's name _____ you _____ friend's name _____ and _____ subject's name _____ I want you to _____ friend's name _____ come with me on the picnic. Will you come _____ subject's name _____? Will you _____ friend's name _____?</p>
5.	<p>Hold up Bobby Puppet</p>	<p>I'm bringing peanutbutter and jelly sandwiches on the picnic. _____ subject's name _____ do you like strawberry or grape jelly? _____ friend's name _____</p> <p>I like Strawberry jelly on my sandwiches. I'm bringing some juice, too. Do you like orange juice or grape juice _____? _____ subject's name _____ friend's name _____?</p>

ITEM	ACTION	INSTRUCTION
6.	<p>Hold up Bobby Puppet</p>	<p>We're going to play games at the picnic, too. What kind of games do you like to play <u>subject's name</u>?</p> <p>How about you, <u>friend's name</u>?</p> <p><i>I like to play hide 'n' go seek. What other games do you like to play <u>subject's name</u>?</i></p> <p><i><u>friend's name</u></i></p>
7.	<p>Hold up Bobby Puppet</p>	<p>Tell me how you play <u>use</u></p> <p>game child mentioned</p> <p>subject's name <u>how do</u></p> <p>friend's name <u>use game child</u></p> <p>mentioned</p> <p><i>When we play hide 'n' go seek one person closes his eyes and counts to ten while everybody else finds a place to hide. Tell <u>friend's name</u> how to play <u>use game child mentioned</u></i></p>

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT.	TARGET	RESPONSE	SCORE
1.	clock	Brrring! It's seven o'clock and time to get up and get ready for the first day of school. You want to roll over and go back to sleep. What might happen if you sleep longer? ----- <i>What might happen if you go back to sleep?</i>	If I sleep longer, I'll be late for school.	Pd-f 5.6		
#2.	Hold up Mother Puppet	Mom comes to your bed and says, "Time to get up!" She wants to make sure that you have plenty of time to get ready. Tell her <u>every-</u> thing you need to do to get ready for school from the time you get up till the time you leave. ----- <i>From the time you get up till the time you leave what do you need to do to get ready for school?</i>	First I get dressed and then I eat breakfast.	Pd-c 5.3		
3.		You don't know what to wear this morning. What would you say to your mom? ----- <i>Ask your mom what you should wear to school?</i>	What should I wear, Mom?	Dr-e 2.5		
4.	Show red shirt and white shirt	Mom wants you to look very nice on your first day of school. She takes out two shirts/blouses, a red one and a white one. She says "wear the red one." ----- <i>What would you say to her?</i>		LR-c 4.3		

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ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
4.		<p><u>friend's name</u> is very happy that you asked him/her to go along. He/She needs to tell his/her mother when he/she will be going on the picnic. What should she tell her mother?</p> <p>Tell <u>friend's name</u> when you <u>friend's name</u> will be going on the picnic.</p>	<p>We're going on Saturday.</p>	<p>PJ-a 5.1</p>		
*5.		<p><u>friend's name</u> mom says that he/she may go on the picnic. But she warns him/her to be very careful. He/She has just gotten the cast off his/her arm. He/She broke it at school while playing on the jungle gym. Why must <u>friend's name</u> be careful?</p> <p><u>friend's name</u> mom warns <u>friend's name</u> to be very careful on the picnic. He/She has just gotten the cast off his/her arm. He/She broke it at school while playing on the jungle gym. Why must <u>friend's name</u> be careful?</p>	<p>She's gotta be careful so she won't break her arm again.</p>	<p>LR-e 4.5</p>		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
6.		What do you think it was like for _____ when his/her friend's name _____ arm was broken? ----- Repeat	She couldn't tie her shoes.	Pj-a 6.1		
7.		Suppose you broke your arm and had to go to the hospital. What do you think would happen to you at the hospital? ----- Repeat	The doctor would fix my arm.	Pj-d 6.4		
*8.	Hold up Mom Puppet	Before you make too many plans for Saturday, mom says, "You better listen to the local weather report." Why does mom want you to listen to the weather report? ----- Repeat	If it rains, we can't go on our picnic.	LR-b 4.2		
9.	Hold up Weatherman Puppet Set out Weather Chart	Suppose the Weatherman says, "Today will be sunny and clear and warm. Saturday's temperatures will be lower with a 50% chance of rain." What would you do? Why? ----- What would you do if the weatherman says that it may rain on Saturday? Why?	If it rains, we'll go to the movies.	Pd-d 5.4		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
10.		What else could you and friend's name do? REPEAT	We could stay home and watch cartoons.	Pd-e 5.5		
*11.	Set out Paper plates, cups, napkins, plastic forks, knives, spoons, Potato chips Juice	It's Saturday morning. Mom says, "It's time for you and friend's name to pack the picnic lunch. "She places all the things that you will take on the table. What will you pack for lunch? Name the things you will pack in your picnic lunch.	Plates and Cups	Rp-a 3.1		
12.	Set out Peanutbutter and jelly bread knife	Mom decides that you should make some peanutbutter and jelly sandwiches to take along. How do you make peanutbutter and jelly sand- wiches? Repeat	You put the peanutbutter on a piece of bread and the jelly on another piece and then you put them together.	LR-a 4.1		
13.	Peanutbutter and jelly bread knife	Make your peanutbutter and jelly sandwich. Repeat	I'm putting the peanutbutter on this and the jelly on this.	Dr-a 2.1		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
14.	Hand Crumpled foil to child	Now wrap up your sandwich. (If child says "I can't do it," ask him to try) ----- REPEAT	I'm pulling it.... pulling it. It tore.	Dr-b 2.2		
*15.	Show Two paper bags-one with a hole	Mom Gives you two bags to put all the picnic Goodies in. What would you say to Mom? ----- Repeat	This bag's got a hole in it. Let's use the other one.	LR-c 4.3		
16.	Pour water in jar, stir, touching sides of jar, drop spoon on floor, say "oh no"	Now I want you to close your eyes and listen. While you are packing the bags, you hear mom making some noises in the kitchen. What do you think is happening? ----- REPEAT	Mom was making some juice. She dropped her spoon on the floor and got upset.	Rp-g 3.7		
* 17.	Hang up The Park Poster	Everything is finally packed and ready. You all hop into the car and in no time you're at the park. _____ friend's name has never been to the park before. What are the children doing here? ----- _____ has never been _____ friend's name to the park before. Tell him/her what you can do here.	She's jumping rope and he's riding a bike.	Rp-c 3.3		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
18.		<p>First, you decide to play ball. While you are playing, the ball hits <u>friend's name</u> on the head. Find out if <u>friend's name</u> is alright.</p> <p>Ask <u>friend's name</u> how he/she feels.</p>	<p>Are you hurt <u>friend's name</u>?</p>	Pj-s 6.5		
19.	Hold up Mom Puppet	<p><u>friend's name</u> is fine. The ball didn't hurt him/her. You begin to play again but now you would like mom to watch. What would you say to her?</p> <p><i>You begin to play ball again but now you want mom to watch. Ask mom to watch you.</i></p>	Will you watch me, Mom?	SM-f 1.6		
*20.		<p>Some little children start to watch you, too. They keep pestering you to let them play. What would you say to them?</p> <p><i>Some little children beg you to let them play ball too. You don't want them to play. What would you say to them?</i></p>	<p>You can't play. You're too little.</p>	SN-c 1.3		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
21.	Set out Wooden Air- plane	<p>Soon you decide to do some- thing else. Mom has bought you a brand new wooden air- plane. <u>friend's name</u> wants to put it together so you can fly it. Tell how to make <u>friend's name</u> the airplane.</p> <p>Tell <u>friend's name</u> <u>how to</u> <u>make the airplane.</u></p>	Put the wings in here and the tail right here.	Dr-c 2.3		
22.	Hold up Mom Puppet Complete construction of Wooden airplane	<p>The plane is ready to fly. You begin to wonder how airplanes fly. Find out from mom.</p> <p>Ask mom <u>how airplanes fly.</u></p>	How do airplanes fly, Mom?	Ir-g 4.7		
*23.	Wooden Airplane	<p>You and <u>friend's name</u> are having fun flying your airplane. While you are playing an older boy tries to grab your airplane away from you. What would you say to him?</p> <p><u>What should you say to the older boy when he tries to grab your airplane away from you?</u></p>	Don't take it, it's mine.	SM-b 1.2		

<p>24.</p>	<p>Set out tree.</p>	<p>It's a good day for flying a plane. But all of a sudden the wind stops and your plane crashes into a very large tree. Tell mom what happened.</p> <p><i>As you are flying your plane, the wind stops and your plane crashes into a large tree. It's stuck and you can't get it down. Tell mom what happened.</i></p>	<p>My plane's stuck in the tree and I can't get it down</p>	<p>Rp-f 3.6</p>		
<p>425.</p>	<p>Hold up Mom Puppet</p>	<p>Tell mom how you feel about what happened to the new plane.</p> <p><i>How do you feel about what happened to your new plane?</i></p>	<p>I'm sad.</p>	<p>Rp-h 3.8</p>		
<p>26.</p>		<p>The plane is stuck in the tree and even mom can't get it down. So you decide to climb the tree and you want friend's name to climb it too.</p> <p>Remember friend's name has just gotten the cast off his/her arm. What do you think friend's name will say?</p> <p>Remember, friend's name has just gotten the cast off his/her arm. What do you think friend's name will say when you suggest that you climb the tree.</p>	<p>I don't want to climb the tree.</p>	<p>Pj-c 6.3</p>		

ITEM	ACTION	INSTRUCTION	COMMUNICATION	TARGET	RESPONSE	SCORE
27.		Why do you think _____ friend's name does/does not want to climb the tree? ----- Repeat	If she climbs the tree, she might fall and break her arm again.	Lr-d 4.4		
28.	Hold up Mom Puppet	It's time to eat. Mom says, "Please set the table." Find out how mom would like the table set. ----- Ask mom how she wants the table set.	How should we set the table, mom?	Dr-e 2.5		
29.		_____ wasn't listening. friend's name how you Tell friend's name will set the table. ----- Tell friend's name how you will set the table.	. Put down a plate for each of us. Put the cups above the plates and the Silverware on each side of the plates.	Pd-b 5.2		
*30.	Set out paper plates, cups, napkins and plastic utensils	_____ would like to help you. Talk it over. Decide what each of you will do and do it. ----- Repeat	You put the plates and the cups out and I'll do the napkins and the silverware.	Dr-d 2.4		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
31.	Show cups	Mom has brought along several of your favorite cups. Describe to _____ the one you usually use. ----- Describe to _____ <i>friend's name</i> which cup you usually use.	I use the one with the little bug eating the strawberry ice cream.	Rp-b 3.2		
32.	Cups	Find out which cup _____ wants to use. _____ Ask _____ which cup he/she would like to use.	Which cup do you want to use?	Rp-i 3.9		
33.	Cups	Make up your own story about the cups. Tell me a story about the cups.	One day I found a shiny silver cup in a drawer. I showed it to my mom. Mom said it was my baby cup. So I polished it up and put it on my shelf.	Im-c 7.3		
*34.- 35.		You don't like the way _____ is setting the table. You don't think he/she is following mom's instructions. Pretend you are having an argument about setting the table. What would you say to each other? ----- Repeat	You're not setting the table right. I'm gonna tell my mom.	SM-d 1.4 SM-e 1.5		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
36.	Pretend to spill juice	As <u>friend's name</u> is putting the juice on the table, he/she trips and spills it all over the ground. How do you think <u>friend's name</u> feels? ----- How do you think <u>friend's name</u> feels about spilling the juice.	He/She feels bad.	PJ-b 6.2		
37.		What will mom do about the spilled juice? ----- Repeat	She'll have to clean it up.	Pd-f 5.6		
38.		The juice is gone. What else could you drink instead of the juice? Anything else? ----- <u>friend's name</u> spilled the juice. What else could you drink with lunch? Anything else?	We could have some lemonade or some iced tea.	Pd-e 5.5		
*39.	Hold up Mom Puppet	Lunch is finally ready. Mom says, "Come and get it." Your hands are dirty. What would you say to mom? ----- Repeat	I need to wash my hands.	SM-a 1.1		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
40.	Hold up Mom Puppet	You've finished your lunch and mom says, "It's time to go now." You would like to stay and play for a little while longer. What would you say to mom? ----- <i>What would you say to mom to get her to let you stay at the park for a few more minutes?</i>	Please let us stay a bit longer. I'll pick up all the garbage.	SM-c 1.3		
#41.	Western Rodeo (Examiner assumes the role of one of the spectators to encourage initiation of play. Then examiner allows children to play, unassisted for two minutes.) (move lady toward ticket booth) (move lady through gate) (move lady toward grandstand) (move bronco to center of ring)	Mom decides to let you stay and play for a few more minutes. While she cleans up. You and <u>friend's name</u> head straight for the sandbox. You decide to play with the western rodeo, first. I'll be Mrs. Trivette. You, be a cowboy/cowgirl and you, be a cowboy/cowgirl. I better hurry up and buy my ticket. The show's about to begin. Look! The judges are already seated. ----- <i>There sure is a large crowd today.</i> <i>That bronco looks mean.</i>	I'm gonna ride the bucking bronco now. You better watch out. He sure looks mean.	Im-a 7.1		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
*42.	Dinosaurs and Cavemen (Examiner assumes role of one of the cavemen to encourage initiation of play. Then examiner allows children to play, unsupervised for two minutes.) (move Brontosaurus toward tree) (move Tyranosaurus forward caveman) (Move caveman toward tree) (Caveman pretends to eat.)	Next you decide to play with the dinosaurs and cavemen. I'll be a caveman. You be a dinosaur and you be a dinosaur. Look! That Brontosaurus eat tree for lunch. Hm, Better run... Here come mean Tyranosaurus, ----- <i>Me hungry. Need food.</i> Mmm. This banana good.	Me hungry. Argh. Me look for food. Argh. Me gonna eat that caveman.	Im-b 7.2		
43.	Show sliding board	Finally, mom puts the last picnic fork away. Just enough time for a quick turn on the sliding board. It's been a very hot day and as _____ climbs to the friend's name top, he decides not to go down. Why? -----	The sun has been shining on the slide all day, and it's very hot.	IR-f 4.6		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
43. (cont.)		Before leaving, you decide to take a quick turn on the slide. It's been a very hot day and as <u>friend's name</u> climbs to the top he decides not to go down. Why?				
44.		What a day! You've had so much fun. Have you ever been on a picnic before? How was your picnic like the one we went on today? ----- Have you ever been on a picnic before? How was your picnic like the one we went on today?	On my picnic we didn't eat peanutbutter and jelly sandwiches. We ate hotdogs.	Rp-e 3.5		
45.	Hold up Dad Puppet	When you arrive home, Dad wants to hear all about your day. Talk him about the picnic from the time you got there till the time you left. ----- Tell Dad all about your picnic from the time you got there till the time you left.	First, we played ball and then we flew an airplane.	Rp-d 3.6		

INSTRUCTIONS

We're going to talk to some puppets and play with some toys today. While we're playing, I'll be asking both of you many questions. Some of the questions will be hard to answer and some of them will be easy, but I want you to answer all of them as completely and as well as you can.

Sometimes, I'll be talking to _____ a little
subject's name

bit more than _____ but I want _____
friend's name friend's name

to listen very carefully so he/she can be the helper. Are you ready? Let's meet my puppet friends, now.

INTRODUCTION - GOING ON A PICNIC

ITEM	ACTION	INSTRUCTION
1.	Hold up Mom Puppet	<p>and subject's name I have friend's name some friends I'd like you to meet. This is Mom. Hi and subject's name friend's name subject's name say hello to Mom. friend's name say hello to Mom.</p>
2.	Hold up Bobby Puppet	<p>This is Bobby. Hi Hi subject's name friend's name subject's name say hello to Bobby. friend's name say hello to Bobby.</p>
3.		<p>Mom and Bobby would like to get to know you better. Will you talk to Mom and Bobby, subject's name? Will you friend's name? Will you talk to Mom and Bobby, subject's name? Will you subject's name friend's name?</p>

ITEM	ACTION	INSTRUCTION
3.		<p>Will you talk to Mom and Bobby, <u>subject's name</u>?</p> <p>Will you <u>friend's name</u>?</p>
4.	<p>Hold up Danny Puppet</p>	<p>Today's my first day of school. I'm going to be in Mrs. Greene's class. Do you like school <u>subject's name</u>?</p> <p>How about you <u>friend's name</u>?</p> <p>----- and <u>subject's name</u>, I want you to <u>friend's name</u> come with me to school. Will you come to school with me <u>subject's name</u>? How about you <u>friend's name</u>?</p>
5.	<p>Hold up Danny Puppet</p>	<p>My mom packed some pudding in my lunchbox for school. <u>subject's name</u>, do you like chocolate or vanilla pudding?</p> <p><u>friend's name</u></p> <p>----- I like chocolate pudding. Mom also packed some juice. <u>subject's name</u>, do you like apple or orange juice?</p> <p><u>friend's name</u></p>

ITEM	ACTION	INSTRUCTION
6.	Hold up Danny Puppet	<p>We're going to play outside during recess, too. What kinds of things do you like to do during recess _____? How about subject's name _____ you friend's name _____</p> <p><i>I like to swing and climb on the monkey bars. What other kinds of things do you like to do _____? subject's name _____ friend's name _____</i></p>
7.	Hold up Danny Puppet	<p>Tell me how you play _____ use activity child mentioned _____</p> <p>subject's name _____ friend's name _____ how do you play _____ use activity _____ child mentioned. _____</p> <p><i>When I play on the monkey bars, I like to climb way up to the top and hang upside down from my knees. how to tell _____ friend's name _____ play. use activity child mentioned _____</i></p>

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
1.	Hold up Mom Puppet	It's Wednesday afternoon and mom has been promising all week that she would take you on a picnic. Find out from mom when she will take you. ----- Ask mom when she will take you on a picnic.	When are we going on our picnic?	Pd-g 5.7		
2.	Hold up Mom Puppet	Mom says, "I promise to take you on Saturday." You are very excited. You would like to ask your best friend to go along, too. What would you say to your mother? ----- Ask your mother if <u>friend's name</u> can go on the picnic with you.	Can <u>friend's name</u> go with us on the picnic?	SM-f 1.6		
3.	Hold up Mom Puppet	Mom says, "You may take <u>friend's name</u> on the picnic with you." <u>friend's name</u> has never been on a picnic before. Tell <u>friend's name</u> all about the things you might do on the picnic from the time you get there til the time you leave. ----- Tell <u>friend's name</u> all about the things you might do on the picnic from the time you get there til the time you leave.	We'll play in the park and then we'll eat.	Pd-c 5.3		

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ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
4. (cont.)		<i>Do you want to wear the red shirt/blouse? Why do/don't you want to wear it?</i>				
5.	Hold up Two pencil boxes Hold up Mom Puppet	Finally you get dressed, eat your breakfast and are ready to go. Mom bought two pencil boxes, one for you and one for your big brother. Tell mom which pencil box you want. ----- <i>Which pencil box do you want?</i>	I want the blue one with the blackboard on it.	SM-a 1.1		
* 6.	Give Pencil Box to child	You are very excited about your new pencil box. Mom put several things inside that you will need for school. Open up your pencil box and tell me what you find inside. ----- <i>Name the things in your pencil box.</i>	pencils, scissors, and an eraser	Rp-a 3.1		
7.	Hold up Mother Puppet and give broken pencil to child	Mom doesn't want you to lose your pencil box. She says, "Here's a pencil. Write your name on your box." ----- <i>"Here's a pencil. Write your name on your box."</i>	I can't write with this pencil cause it doesn't have a point.	LR-b 4.2		
8.	Mother Puppet	"Oh, I'm sorry. I didn't notice that the pencil was broken and I don't have another one," says mom. "What else could you use to put your name on your box?" "Anything else?"	I could use a pen or a crayon.	Pd-a 5.5		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
8. (cont.)		<i>Besides a pencil, what else could you use to put your name on your box? Anything else?</i>				
*9.	Sister Puppet	As you are putting your name on your pencil box with the crayon/pen etc., your little sister comes by. She wants the crayon/pencil/etc. so she walks up & grabs it. What would you say to her? ----- <i>What would you say to your little sister if she grabbed your crayon/pen/etc. any from you while you were using it?</i>	Give it back. I'm using it.	SM-b 1.2		
10.	Give note- book and paper to child. Point to notebook clip.	Mom also bought you a note- book and some paper. Put the paper in the notebook. ----- <i>Put the paper in your note- book.</i>	I have to slide this off and put the thing through the paper.	DR-b 2.2		
*11.	Mother Puppet- Hand lunch- box to child	You gather up all of your new school supplies and are about ready to leave. Mom hands you your lunchbox and says, "Have a nice day!" Do you have a lunchbox at home? Tell me about your lunchbox. How is it different from this one? ----- <i>Tell me about these lunch- boxes. How are they different from each other?</i>	My lunchbox has Snoopy on it and this one has Star Trek on it.	Rp-e 3.5		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
12.	Sister Puppet Mother Puppet	As you are walking out the door, your two-year old sister says, "I want to go to school, too." Mom says she will have to wait a couple of years. Why? ----- <i>Why can't your little sister go to school with you?</i>	She can't go to school cause she's too little.	LR-b 4.2		
13.	Set up school blackboard and flag	When you get to school, you find out that one of your best friends won't be in your classroom this year. He/she has to go to another room. How do you feel? ----- <i>How do you feel then you find out that your best friend will not be in the same class with you?</i>	I feel sad.	Rp-h 3.8		
14.		How do you think your best friend feels about being moved to another room? ----- Repeat	He/She's sad, too.	FJ-b 6.2		
*15.		What do you think will happen to your friend in his/her new classroom? ----- <i>What will your friend do in his/her new classroom?</i>	He/She will make new friends.	FJ-a 6.1		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
16.	Boy Puppet	After you sit down, you notice that there is a new boy seated next to you. Find out his name. Ask the new boy what his name is.	What's your name?	Rp-1 3.9		
17.	Boy, Puppet	You like the new boy. You want him to sit with you and _____ at lunch. What would you say to him? Ask the new boy to sit with you at lunch.	Will you sit with us at lunch?	Sm-f 1.6		
18.	Set out toys	Now, it's time for school to begin. The teacher says, "pick out a toy and describe it to the rest of the class." Describe a toy to the rest of the class.	The nurse's kit has some teeny weeny band-aids in it and a thing to take your blood pressure.	Rp-b 3.2		
19.		Now make up your own story about the toy. Tell me a story about the toy.	One day a little doggie got sick. Nurse Nellie gave him some medicine and made him all better.	Im-c 7.3		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
20.	Set out paper shapes	<p>After show and tell, your teacher gives you and your friend <u> </u> some freetime to do whatever you would like. You and <u> </u> decide to <u> </u> friend's name play with the shapes. You decide to make a house with the shapes. Go ahead and make it.</p> <p>----- <i>Make the house.</i></p>	<p>I'll put the door here and the windows here.</p>	DR-a 2.1		
21.	Shapes	<p>Now it's <u> </u> friend's name turn to make something with the shapes. He/she decides to make a house, too. Tell him/her what to do.</p> <p>----- <i>Tell <u> </u> how to <u> </u> friend's name make his house.</i></p>	<p>Pick out a square. Put the door in the middle and the chimney on top.</p>	DR-c 2.3		
*22.-23.		<p>As <u> </u> friend's name finishes his house, you both get into an argument about whose house is the best. What do you say to each other?</p> <p>----- <i>Have an argument with <u> </u> friend's name about whose house is the best.</i></p>	<p>I'm gonna mess your house all up cause it's yukky. I don't like your house.</p>	SM-c/d 1.3 1.4		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
20.	Set out paper-shapes	After show and tell, your teacher gives you and your friend <u>friend's name</u> some freetime to do whatever you would like. You and <u>friend's name</u> decide to play with the shapes. You decide to make a house with the shapes. Go ahead and make it. ----- <i>Make the house.</i>	I'll put the door here and the windows here.	DR-a 2.1		
21.	Shapes	Now it's <u>friend's name</u> turn to make something with the shapes. He/she decides to make a house, too. Tell him/her what to do. ----- Tell <u>friend's name</u> how to make his house.	Pick out a square. Put the door in the middle and the chimney on top.	DR-c 2.3		
*22.-23.		As <u>friend's name</u> finishes his house, you both get into an argument about whose house is the best. What do you say to each other? ----- <i>Have an argument with <u>friend's name</u> about whose house is the best.</i>	I'm gonna mess your house all up cause it's yukky. I don't like your house.	SM-c/d 1.3 1.4		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
*24.	Shapes	You are about ready to clean up when you and <u>friend's name</u> decide to make a car together. Talk it over and decide how you will do it. ----- <i>Repeat</i>	I'll put the wheels on and you put the windows on.	DR-d 2.4		
25.		You have been working hard and are ready to go out to play. What will you do on the playground? ----- <i>What will you do on the playground?</i>	I'm gonna play on the swing.	Pd-a 5.1		
26.		Find out from your teacher when you will be going out to play. ----- <i>Ask your teacher when you will be going out to play.</i>	When are we going out to play?	Pd-E 5.7		
*27.	Teacher Puppet	Your teacher says, "We'll be going out to play in a few minutes. But first, I have to take something down to the principal's office." When your teacher returns, the class is very noisy. What do you think your teacher will say? ----- <i>Repeat</i>	Alright quiet down or we're not going outside.	PJ-c 6.3		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
28.	Boy Puppet	<p>Your teacher was very angry because the class was making so much noise. One of your classmates, the new boy even started to cry. What would you say to the new boy to find out why he was crying?</p> <p>----- <i>Ask the new boy why he is crying.</i></p>	<p>Why are you crying?</p>	PJ-e 6.5		
29.	<p>Teacher Puppet Playground Sat</p>	<p>It's almost time to play. Your teacher says, "Please stay a few minutes and clean the blackboard before you go outside." friend's name wants to be the first on the playground. He/She asks you to go to the front of the line with him/her. What would you say to friend's name ----- <i>friend's name wants you to go out on the playground with him/her but your teacher has asked you to stay and clean the blackboards. What would you say to your friend?</i></p>	<p>I can't go with you, now. I have to clean the blackboards first.</p>	LR-d 4.4		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
30.		<p>You finally finish cleaning the blackboards and join the other children on the playground. Everyone is playing duck, duck goose. You don't remember how to play. What would you say to the teacher?</p> <p>----- <i>Ask your teacher how to play Duck, Duck Goose.</i></p>	<p>How do you play duck, duck, goose?</p>	LR-g 4.7		
31.		<p>_____ would like to play also, but he doesn't know the rules. Tell _____ how to play the _____ game. (If child does not know how to play Duck, Duck Goose, find out what games he/she does know how to play and have him/her tell friend how to play.)</p> <p>----- <i>Repeat</i></p>	<p>Everybody gets in a circle and one person is it. He walks around the circle and taps everyone on the head. When he says goose, that person tries to catch him.</p>	LR-a 4.1		
*32.		<p>After you've finished playing Duck, Duck Goose, you decide to swing on the monkey bars. What will happen if you're not careful?</p> <p>----- <i>What will happen if you're not careful while playing on the monkey bars?</i></p>	<p>If I'm not careful, I might fall down and hurt myself.</p>	Pd-f 5.6		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
33.	Teacher Puppet	friend's name was not very careful. He was walking on top of the monkey bars in his new shoes and he slipped and fell. Tell the teacher what happened. ----- While walking on top of the monkey bars, friend's name slipped and fell. Tell the teacher what happened.	friend's name was walking on the monkey bars and he slipped and fell.	Rp-f 3.6		
34.	Boy Puppet	Now you decide to take a turn. on the swing. The new boy has been swinging for a long time. You would like to swing now. What would you say to the new boy? ----- Ask the new boy if you can take a turn on the swing.	May I swing now?	SM-f 1.6		
35.	Boy Puppet	The new boy says "no". You ask him again but he still won't give you a turn. You have tried to ask him nicely. Now, what would you say to him? ----- The new boy doesn't want to let you take a turn on the swing. You have asked him nicely to let you swing several times --now what would you say to him?	You better let me swing or I'll tell the teacher.	SM-e 1.5		
36.		Do you think it's right for the new boy to refuse to let	No, it's not right cause we should take turns.			

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
36. (cont.)		<p>you have a turn on the swing? Why?</p> <p>----- Repeat</p>		LR-f 4.6		
*37.	<p>Story-The Dog and His Reflection</p>	<p>Play time is over. You and _____ go back into the classroom for storytime. Today your teacher will read the story of The Dog and His Reflection. Listen very carefully because when the teacher has finished the story, she will ask you to tell it in your own words.</p> <p>THE DOG AND HIS REFLECTION</p> <p>One day a dog stole a pork chop from his master's table.</p> <p>He rushed out of the house with it before anyone could stop him, and never stopped running until he reached the woods.</p> <p>As he carried the chop over a bridge, the dog looked down into the stream. There he saw his own reflection in the clear water. But he thought he was looking at another dog with another, bigger looking pork chop. Being greedy, he wanted to have that, too.</p> <p>The dog let out a loud <i>grp!</i> and opened his mouth</p>	<p>The dog stole a pork chop and ran away. Then he dropped it in the stream.</p>			

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
37. (cont.)		<p>to grab the other dog's chop. Alas! As soon as he opened his mouth, his own chop dropped into the water and sank out of sight. Instead of having two chops, the greedy dog had nothing at all.</p> <p>Now _____ you subject's name tell the story in your own words.</p> <p>Now <u>subject's name</u>, you tell the story in your own words.</p>		Rp-d 3.4		
38.		<p>"That was very good." "What do you think this story was really about?"</p> <p>Repeat</p>	<p>The story was about a dog who stole a pork chop. But he wasn't happy with just one pork chop and he tried to get another one and ended up losing them both.</p>	Rp-g 3.7		
39.		<p>What do you think we could learn from this story?</p> <p>What does this story teach us?</p>	<p>It's not nice to be greedy.</p>	LR-e 4.5		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
#40.	Farm (Examiner assumes role of farmer's wife to encourage initiation of play. Examiner then allows children to play, unassisted, for approximately two minutes.) (pretend to feed lambs) (Move car up to house)	Now, it's almost time for lunch. Your teacher gives you and <u>friend's name</u> some free time to play in the "Lets Pretend" corner. You decide to play with the farm set, first. "I'll be the farmer's wife and you be a hired hand and you be a hired hand."	I'm gonna go feed the horses. Here's some hay and water.	I'm-a 7.1		
#41.	Star Patrol (Examiner assumes role of Star Commander to	Next you and <u>friend's name</u> decide to play with the Star Patrol.	I'm gonna radio the base ship. There's a falling star in our path.			

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
<p>#41. (cont.)</p>	<p>encourage initiation of play. Then examiner allows children to play, unassisted for two minutes.) (move star ship through air) (move crew members to star ship) (move enemy ship towards star ship) (move star patrol members)</p>	<p>I'll be the Star Commander and you be a crew member. The star ship is in space drive. Beam the crew members aboard. ----- <i>Enemy ship approaching, secure battle stations.</i> <i>Activate your prisons.</i></p>		<p>Im-b 7.2</p>		
<p>42.</p>		<p>After lunch, time passes quickly and soon you're ready to go home. What kind of snack would you like when you get home from school? ----- <i>What kind of snack would you like?</i></p>	<p>I'd like some sugar cookies and some chocolate milk.</p>	<p>Pd-b 5.2</p>		

ITEM	ACTION	INSTRUCTION	COMMUNICATION ACT	TARGET	RESPONSE	SCORE
43.		<p>Suppose your mother is not at home when you get there and the door is locked. What would you do?</p> <p>----- <i>What would you do if you got home from school and found your mother gone and the door locked?</i></p>	<p>If the door was locked, I'd go over to <u>friend's name's</u> house and wait til mom got home.</p>	Pd-d 5.4		
44.	Mother Puppel	<p>Fortunately, your mom is waiting for you when you get home from school. She wants to hear all about your first day of school. What would you tell her?</p> <p>----- <i>Tell your mom some of the things you did at school today.</i></p>	<p>We played duck, duck, goose and Mrs. Greens read us a story.</p>	Ep-c 3.3		
45.		<p>Suppose you were the principal (director) of the school, for a day. What do you think it would be like?</p> <p>----- <i>What would you do if you were the principal (director) of school for a day?</i></p>	<p>I'd let everybody go home at noon.</p>	Fj-d 6.4		

APPENDIX C
SCORING SHEET FOR ASSESSMENT OF
COMMUNICATION IN EVERYDAY SITUATIONS

AGE months	Race	Sex	Loc.	Stim.	Dis.	No.	Month	Day	Year	Name

1. I.D.

2. Birthdate

	1			2			3			3					
	T	0	X	T	0	X	T	0	X	T	0	X			
3. Aces Form	1														
4. Order															
5. Date															
6. Examiner															
7. Time (Min.)															
8. Scorer															
Scores	T	0	1	2	X	T	0	1	2	X	T	0	1	2	X
9. Item 1	SM	f				PD	f				PD	f			
10. 2	SM	c				PD	c				SM	f			
11. 3	PD	f				DR	c				PD	c			
12. 4.	Pj	e				LR	c				PD	a			
13. 5.	Rp	a				SM	a				LR	e			
14. 6	PD	a				RP	a				PJ	a			
15. 7	PD	e				LR	b				PJ	d			
16. 8	PD	f				PD	e				LR	b			

AGE month	Race	Sex	Loc.	Stim.	Dis.	No.	Month	Day	Year	Name

Aces Form	1			1			2			2			3			3		
	T	O	X	T	O	X	T	O	X	T	O	X	T	O	X	T	O	X
Scores	DR	c		DR	c		SM	d		DR	d		SM	d		SM	b	
31. Item	DR	c		DR	e		DR	d		DR	d		RP	f		RP	f	
32.	LR	e		LR	e		PD	a		PD	a		RP	f		RP	f	
33.	LR	a		LR	a		PD	a		PD	a		RP	f		RP	f	
34.	SM	d		SM	d		PD	a		PD	a		RP	f		RP	f	
35.	SM	e		SM	e		RP	c		RP	c		RP	f		RP	f	
36.	RP	f		RP	f		RP	c		RP	c		RP	f		RP	f	
37.	RP	f		RP	f		RP	e		RP	e		RP	f		RP	f	
38.	RP	c		RP	c		LR	d		LR	d		LR	d		DR	e	
39.	PJ	b		PJ	b		LR	e		LR	e		LR	d		DR	e	
40.	SM	f		SM	f		LR	e		LR	e		RP	b		DR	e	
41.	IM	a		IM	a		LR	e		LR	e		RP	b		DR	e	
42.	IM	b		IM	b		LR	e		LR	e		RP	b		DR	e	
43.	SM	a		SM	a		LR	e		LR	e		RP	b		DR	e	
44.	PD	d		PD	d		LR	e		LR	e		RP	b		DR	e	
45.	PJ	c		PJ	c		LR	e		LR	e		RP	b		DR	e	

APPENDIX D
LESSON PLANS

THEME: Eggs

ACTIVITY: Investigation

LESSON: One (Page 1)

<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	<u>TARGET</u>
---------------	--------------------	---------------	---------------

- | | | | |
|-----|--|---|------------|
| 1. | We are going to talk about different ways to fix eggs. When do we eat eggs? | We eat eggs for breakfast. | OR
RP-a |
| 2. | Hold up a raw egg.
Here is something we eat for breakfast. | That's an egg. | RP-a |
| 3. | This is a raw egg. What does that mean? | It hasn't been cooked yet. | RP-b |
| 4. | Set out a pan.
There are many different ways to cook eggs. Tell me what they are. | You can fry them, or scramble them, or boil them. | RP-e |
| 5. | Hold up another raw egg.
How do we know if this egg is cooked? | You have to crack it. | LR-c |
| 6. | Set out a bowl.
Tell me how to crack the egg. | You hit the egg on the bowl. | LR-a |
| 7. | Crack the egg.
Do we have to wash the egg before we cook it? Why? | Eggs don't get dirty because they are in a shell. | LR-b |
| 8. | Use a spoon to beat the egg.
What is happening to the egg? | It's getting all mixed up. | RP-b |
| 9. | Show the beaten egg.
Have I beaten the egg enough? Why? | It's all the color yellow. | LR-b |
| 10. | How would we make this egg ready to eat? | You cook it, put it on a plate and then eat it. | PD-e |
| 11. | What do we call this kind of egg? | It's a scrambled egg. | LR-b |

THEME: Eggs

ACTIVITY: Investigation

LESSON: One (Page 2)

<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	<u>TARGET</u>
12.	What part of the egg don't we eat? Why?	You don't eat the shell. They are sharp and will hurt you.	LR-c
13.	Are eggs good for you? Why?	They have minerals and vitamins which make us grow.	LR-e
14.	Peel a boiled egg.	This egg is solid. That egg is watery.	RP-e
15.	Tell me all that has to be done to cook a boiled egg.	You put the egg in a pan of water. Boil the water.	RP-d
16.	Cut boiled egg in half.	That is the egg white. That is the egg yolk.	RP-b
17.	Take the egg apart.	The yolk is yellow and the other is white, and is bigger.	RP-e
18.	What other types of foods are cooked with eggs?	Things you bake like cakes and pies.	RP-f
19.	I want you to tell me what this word means - what's an egg?	It is something you eat.	RP-h
20.	There sure are a lot of ways to fix eggs. Can someone tell me one way to fix an egg?	You can fry them or scramble or boil them.	CR

LESSON: Two (Page 1)

INSTRUCTIONS: Read the story. Ask the children the questions on Pages 2 - 3 of the lesson plan.

ORIENTING REMARK: Today I am going to read a story about Humpty Dumpty and when I am finished I will ask you some questions about the story. So let's put on our listening ears.

SCENE: Humpty Dumpty Playing

TOPIC: Eggs

ACTIVITY: Listening and Interpreting
(Page 1)

TASK: Humpty Dumpty asks his father the king if he may go outside and play. The king gives his son, Humpty Dumpty permission. The king tells Humpty Dumpty to be very careful while outside. He reminds him that he can get hurt very easily since he is an egg.

Humpty Dumpty lives in a castle with his family. He decides to play in the court-yard. This play area has high walls all around it.

Humpty Dumpty decides to climb the stairs to the top of the wall. He sits down there to wait for some other children to come and play.

A friend of Humpty Dumpty's comes up the stairs to the wall to play. They decide to play tag.

THEME: Eggs

ACTIVITY: Listening and Interpreting

LESSON: Two (Page 2)

<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	<u>TARGET</u>
1. Re-enact the story line with puppets.	Who is this?	Humpty Dumpty.	RP-a
2.	Tell me all about what Humpty Dumpty and his friends are going to do?	I think they are going to chase each other	PD-a
3.	Why must the boys be careful?	They may slip and fall.	LR-b
4.	Where should the boys play tag?	They should do that on the playground.	LR-c
5.	What might happen if Humpty Dumpty slips and falls while chasing his friend?	He will hurt himself.	PD-f
6.	What would you do if you were with Humpty Dumpty on the high wall and he began to play tag with you?	I would tell him to stop running.	PD-d
7.	What would happen if you were to fall off the high wall?	I might break a bone.	PJ-d
8.	What would you tell the boys to get them to stop playing on the wall?	You are being bad, so stop it.	SM-d
9.	How do you think Humpty Dumpty feels about falling off the wall?	He wishes he hadn't played tag.	PJ-b
10.	What do you think the king will say about Humpty Dumpty falling off the wall?	He will say "you bad boy."	PJ-c

THEME: Eggs

Listening and Interpreting

LESSON: Two (Page 3)

ACTION

INSTRUCTION

BRIDGE

TARGET

- | | | | |
|-----|---|--|------|
| 11. | Now how is Humpty Dumpty different from his friend? | He is all broken and the friend is not broken. | RP-e |
| 12. | Tell me how the king's men will put Humpty Dumpty together again? | They will need to glue the pieces together. | LR-a |
| 13. | What does this story teach us? | You have to be careful when you play. | LR-e |
| 14. | Today we talked about who? | Humpty Dumpty. | CR |

THEME: Eggs

ACTIVITY: Representation

LESSON: Two (Page 4)

ACTION

INSTRUCTION

BRIDGE

TARGET

1. Provide the children with art supplies.

Now we are going to make some Humpty Dumpty.

CR

2. What is your Humpty Dumpty going to look like?

I am going to make a red and blue one.

PD-b

3. What part are your going to draw next?

He needs some hair.

RP-b

4. What do your mothers and fathers use pencils for?

They write letters with with them.

LR-a

5. Tell me how your Humpty Dumpty is different from this one.

This one is a boy and that one is a girl.

RP-e

6. Name something else that is this (color, size, shape).

This looks like the shape of a balloon.

RP-e

7. Why did you make Humpty Dumpty look like this?

I wanted a happy Humpty Dumpty.

LR-d

8. If your Humpty Dumpty were a real person what would he be like?

He would be a little boy, who would play with me.

PJ-a

9. Make up a story about Humpty Dumpty.

One day Humpty Dumpty was playing in a tree. He fell, so the teacher took him to the doctor.

IM-c

10. We need to clean up, so you can take your Humpty Dumpty back to class.

CR

THEME: Clothes

ACTIVITY: Investigation

LESSON: Three (Page 1)

<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	<u>TARGET</u>
1.	We are going to talk about clothes we wear when it is cold.		OR
2.	Some people here are wearing boots, sweaters, and pants. What are these things called?	They are called clothes.	RP-a
3.	Grab bag of winter clothing.	In this bag are some things we wear when it's cold outside. What kind of clothes do you think might be in the bag?	There might be a sweater in the bag. PD-a
4.	<u>reach in the bag</u> and pull out something we wear when it is cold.	Now <u>ask the group</u> if they know what it is.	What is this? RP-i
5.		Do we wear these things when it is hot outside? Why/Why not?	No, because you would be too hot. LR-f
6.	Collage of winter clothes.	What else do we wear when it's cold outside?	Coats and pants. RP-a
7.	Adult size boots, scarf, gloves, hat.	Let's see how the boots look on <u> </u> . Does it fit him/her?	No, it's too big. LR-f
8.	Doll clothes or fabric out of different kinds of material.	Clothes are made out of many kinds of fabric. <u> </u> touch these two garments. How are they different?	This one is soft and blue. That one is scratchy and red. RP-e
9.	Piece of sand paper.	How would you feel if your mom bought you a shirt out of sand paper?	I would feel sad. PJ-d

THEME: Clothes	ACTIVITY: Investigation	LESSON: Three (Page 2)
<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u> <u>TARGET</u>
10. Assorted buttons.	What are these?	Those are buttons. RP-a
11.	Who is wearing something with buttons?	Bill and Mary. RP-a
12.	Why do clothes have buttons on them?	To keep the sides together. LR-b
13.	What kind of clothes do you want the Easter Bunny to bring you?	I want him to bring me a blue shirt. PD-b
14.	What did we talk about today?	Winter clothes. CR

THEME: Clothes

ACTIVITY: Role Playing

LESSON: Three (Page 3)

SCENE: Dressing for school (imagining -- based on real life)

TOPIC: What to wear to school.

TASK: Jamie tries to make his/her mom and dad understand that he/she must be allowed to wear his/her new shorts to school. His/her mom and dad think that Jamie should wear long pants because it has been snowing and it is very cold outside.

SETTING: In the home before breakfast

PARTICIPANTS: Mom, Dad, and Jamie

ORIENTING AUDIENCE:

1. Name the people in the story.
2. What does Jamie want to wear to school?
3. What do mom and dad want Jamie to wear to school? Why?
4. What is the weather like in the story?

CHARACTERS

FACILITATORS

Jamie	I want to wear my new shorts to school today. My shorts are so pretty, that is why I want to wear them. I do not like those ugly pants. Why can't I wear my shorts?
Mom and Dad	It is too cold to wear shorts to school. If you wear shorts your legs will get cold and you might get sick. Do you want to be cold all day at school? These pants will keep you warm. You can wear your shorts when it's hot.

THEME: Clothes

ACTIVITY: Listening and Interpreting

LESSON: Three (Page 4)

<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	<u>TARGET</u>
1.	Now let's talk about the play and what happened?		OR
2.	Why did Jamie want to wear his/her shorts to school?	He/she thought they were pretty.	LR-b
3.	Why did Jamie's mom and dad want him/her to wear long pants?	So Jamie could keep warm.	LR-b
4.	How did Jamie feel when his/her parents did not want him/her to wear pants.	He/she might have been sad.	PJ-b
5.	What could Jamie have said to convince her parents to let him/her wear shorts?	If you let me, I will be real good.	LR-b
6.	Why wouldn't you wear shorts in the winter time?	My legs might get real cold.	PJ-d
7.	What would happen to you if you didn't wear what your parents told you to wear?	My mom and dad would get mad at me and spank me.	PJ-d
8.	What would you wear to school if it was snowing outside?	I'd wear some long pants, a sweater, some boots, a hat, and a coat.	PD-a
9.	What have we talked about?	Dressing warmly when it is cold.	CR

THEME: Clothes

ACTIVITY: Investigation

LESSON: Four (Page 1)

<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	<u>TARGET</u>
1. We are going to talk about putting our clothes on and about things that may happen after we put our clothes on.			OR
2. Child's clothes or doll clothes (shirt, pants, coat, underwear).	<u> </u> tell us what you would put on <u>first</u> .	First I'd put on my under wear, then I'd put on my shirt and pants and then my coat.	RP-d
3. What would happen if you put on your coat first, then your shirt and pants and your underpants last?		I would look silly and every-one would laugh at me.	PD-f
4. Child's clothes or doll clothes (with missing buttons).	What would you do if your mom said <u> </u> put this shirt on and all the buttons were missing?	I can't wear this shirt, all the buttons are missing. I'll have to wear another shirt.	LR-c
5. Child's clothes or doll clothes (pants with paint on them).	How would you feel if your friend spilled paint on your pants?	I would feel sad.	PJ-d
6. Collage of shirts.	Which shirt do you like the best? Why?	I like the red one because it is my favorite color.	SM-c
7. Child's clothes or doll clothes (torn).	How would you feel if you tore your new shirt?	I would feel very sad.	PJ-d
8. Paper dolls (one in summer clothes, one in winter clothes).	Which would you wear if it were cold outside?	I would wear warm clothes like the boy.	LR-b

THEME: Clothes	ACTIVITY: Investigation	LESSON: Four (Page 2)	
<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	<u>TARGET</u>
9.	tell what clothes you put on first this morning. What did you put on next?	First I put on my under-clothes, then my shirt, then my pants, then my shoes, and then my coat.	RP-d
10.	Describe to us the clothes _____ is wearing.	He is wearing a red shirt, blue jeans and brown shoes.	RP-b
11.	Who can tell us what we have been talking about?	Clothes.	CR

THEME: Clothes

ACTIVITY: Role Playing

LESSON: Four (Page 3)

SCENE: Dressing for Outer Space (imagining based on fantasy)

TOPIC: What hat to wear in outer space.

TASK: "Squirt" is a little boy that lives in outer space. One day "Squirt" went to visit earth and went to a birthday party. At the birthday party he got a birthday hat. "Squirt" likes his birthday hat very much. "Squirt" wants to wear his birthday hat, but his mother warns him good boys only wear their outer space hats in outer space.

SETTING: In the home before breakfast.

PARTICIPANTS: Mom and "Squirt"

ORIENTING
AUDIENCE:

1. Name the people in the story.
2. What does "Squirt" want to wear in outer space?
3. What does mom want "Squirt" to wear in outer space?

CHARACTERS	FACILITATORS
"Squirt"	<p>I want to wear my birthday hat, today. My birthday hat is special, because I got it from earth. I think my space hat is silly looking. I like the colors of my birthday hat. Why can't I wear my birthday hat?</p>
Mom	<p>Good space boys wear their space hats. Everyone in outer space wears space hats. Bad space boys wear their birthday hats. You can wear your birthday hat when you go to an earth birthday party. You better be a good space boy and wear your space hat.</p>

THEME: Clothes

ACTIVITY: Listening and Interpreting

LESSON: Four (Page 4)

<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	<u>TARGET</u>
1.	Let's talk about what happened in the play?		OR
2.	Why did "Squirt" want to wear his birthday hat?	He thought it was special.	LR-b
3.	Why did mom want "Squirt" to wear his space hat?	Because good boys wear their space hats.	LR-b
4.	How do you think "Squirt" felt when his mom didn't want him to wear the birthday hat?	He might have felt sad.	PJ-b
5.	What could "Squirt" have said to convince his mom to let him wear his birthday hat?	I'll pick up my space toys if you let me wear my birthday hat.	PJ-c
6.	What would your mom do if you didn't wear the hat she told you to wear?	She would not let me play with my toys for a whole week.	PJ-c
7.	Why wouldn't you wear your birthday hat in outer space?	Because I am a good boy/girl and only bad boys wear their birthday hats in outer space.	PJ-d
8.	Today we talked about a little boy that lived in outer/space.		CR

THEME: Cold Things

ACTIVITY: Investigation

LESSON: Five (Page 1)

<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	<u>TARGET</u>
1.	We are going to discuss cold things. Name something cold.	Ice.	OR RP-b
2.	Present each child with a cup with an ice cube in it.	How does the ice cube feel?	It feels very cold. RP-b
3.	Name something else that is cold.	Snow is also cold.	RP-e
4.	What do we eat that is icy?	Ice cream is icy and cold.	RP-f
5.	What do we drink that has ice in it? Why?	We drink coke. The ice makes it cold.	LR-b
6.	Why is the ice cube getting watery?	It is melting because the room is warm.	LR-b
7.	What would happen if we put water in the freezer?	It would get hard and cold when it freezes.	LR-b
8.	Collage of winter scenes.	You can ice skate.	RP-c
9.	What time of the year is it icy out- side?	It's cold and icy in the winter.	LR-b
10.	Tell me how to walk on an icy side- walk.	You need to wear boots.	LR-a
11.	If it is cold and icy outside what is probably covering the ground?	It might be snow all over the ground.	LR-b

LESSON: Five (Page 2)

ACTIVITY: Investigation

THEME: Cold Things

<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	<u>TARGET</u>
12.	How do you find out if it is going to snow tomorrow?	I'd listen to the radio.	LR-c
13.	What would you do if you were playing in the snow?	I would have a snowball fight.	PD-a
14.	We have talked about cold things like ice and snow.		CR

THEME: Cold Things

ACTIVITY: Role Playing

LESSON: Five (Page 3)

SCENE: The Snowball Fight (imagining - based on real life)

TOPIC: Hurting another child

TASK: Jody/Jodie and Chris are playing in the snow. They decide to make snowballs. Pat comes over to play. He/she is a very little boy/girl. Jody/Jodie doesn't want to play with Pat. He throws a snowball at him/her. Pat is hit in the face and runs home crying.

SETTING: At home in the front yard.

PARTICIPANTS: Jody/Jodie (the bad boy/girl), Chris (the friend), Pat (the little hurt boy/girl)

ORIENTING AUDIENCE:

1. What are the children doing outside?
2. Who is the bad boy/girl?
3. What is going to happen to Pat, the little boy/girl?

CHARACTERS	FACILITATORS
Jody/Jodie	Let's make snowballs.
Pat	I want to play.
Jody/Jodie	You go away.
Chris	Don't throw it at him/her.
Jody/Jodie	I think mom saw me.

THEME: Cold Things

ACTIVITY: Listening and Interpreting

LESSON: Five (Page 4)

<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	<u>TARGET</u>
1.	Now let's talk about the play.		OR
2.	Should you throw a snowball at a very little boy/girl? Why?	It could hurt him.	LR-e
3.	What would you say to someone if they threw a snowball at a little boy or girl?	Don't do that!	SM-d/e
4.	What would your mom or dad say if they saw you throw a snowball at a little boy or girl?	You are a bad boy/girl.	PJ-c
5.	How would you feel about being punished for being bad.	I would feel like I was wrong to do that.	PJ-d
6.	How does mom or dad feel about punishing you?	My mom is disappointed I would do that.	PJ-b
7.	What would you do if you were the little boy/girl after being hit?	I would go and tell the big boy/girl's mom.	PJ-d
8.	If the little boy/girl came over to your house what would you say to him/her, if you had thrown the snowball?	I am sorry and I should not have done that.	LR-e
9.	Make up a new ending for the story.	The big boy/girl decides to let the little boy/girl play.	RP-h
10.	Today we have talked about cold things like ice and snowballs.		CR

THEME: Cold Things

ACTIVITY: Listening and Interpreting

LESSON: Six (Page 1)

<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	<u>TARGET</u>
1. <u>The Snowman</u> by Raymond Briggs.	We are going to look at a story book about a boy and a snowman.		OR
2.	The boy in the story is Mark. Who is the boy?	His name is Mark.	RP-a
3. Page 1.	Why is Mark so happy?	He wants to play in the snow.	PJ-b
4. Page 1.	Why do you suppose he is dressing in this type of clothing?	He needs to stay warm so he can play out in the snow.	LR-b
5. Page 2 - 3.	How do you make a snowman?	You pack the snow in balls, and put the balls of snow on top of each other. You make his arms and give him a face.	RP-d
6. Page 2.	Why did Mark go back in his house?	He went in the house to warm up and make something hot to drink.	RP-g
7. Page 2.	Is Mark having problems making the snowman? Why?	The snowman is too tall without the chair.	LR-c
8. Page 3.	What else does Mark need to do to the snowman?	He needs to make a face and some clothes for the snowman.	RP-f
9. Page 4.	What is Mark thinking about?	He wishes that the snowman would come alive and play with him.	PJ-b/d

<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	<u>TARGET</u>
10. Page 4 - 5.	Why do you think Mark can't sleep?	He wants to know if his wish has come true.	LR-e
11. Page 5.	What do you suppose Mark and the snowman are saying to each other?	They are saying hello to each other and how are you.	RP-c
12. Page 6.	Do you think the snowman is friendly? Why?	He is friendly because he greeted Mark nicely and is polite.	LR-e
13. Page 6 - 7.	Why can't the snowman be close to hot things?	Warm things melt snow.	LR-b
14. Page 7.	How does the snowman feel about this?	He is sad, he may have to go back outside and leave Mark.	PJ-b
15. Page 7.	What do you think Mark and the snowman are going to do?	They are going to look for a place that is cool to play in.	LR-c
16. Page 8 - 9.	Why do you suppose the snowman is being so silly?	He doesn't know how to behave in the house.	LR-b
17. Page 9.	Why are they eating ice cubes?	The snowman needs to get colder to stay in the house.	LR-c
18. Page 9.	How does the snowman feel about Mark giving him ice cubes?	He thinks that Mark is being a big help.	PJ-b
19. Page 10.	Why must they be quiet?	They have to be quiet so they will not wake up Mark's parents.	PD-a

THEME: Cold Things

ACTIVITY: Listening and Interpreting

LESSON: Six (Page 3)

<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	<u>TARGET</u>
20. Page 10 - 11	What would happen if Mark's mom and dad woke up?	They would be very surprised to see a snowman.	PJ-c
21. Page 10 - 11.	Tell me about the clothes the snowman is putting on.	He is putting on a tie like Daddy does.	RP-b/c
22. Page 11.	Should the snowman be doing that?	No. They are not his clothes to wear.	LR-d
23. Page 12 = 13.	Tell me about what is happening to the snowman?	He doesn't know how to play with those toys and gets hurt.	RP-g
24. Page 13.	Why did Mark and the snowman shine the flashlight this way?	So they could see the pretty colors of the balloons.	LR-b
25. Page 14 - 15.	Should they be playing in the car? Why not?	No. Only adults know how to drive cars.	LR-e
26. Page 15.	Does the snowman like being in here? Why?	Yes, he likes being cold so he won't melt.	PJ-b/ LR-b
27. Page 16 - 17.	Describe to me what Mark and the snowman are eating.	They are eating meat and potatoes.	RP-a
28. Page 18 - 25	Pretend you are flying with the snowman. Tell me where you would visit. What would you and the snowman do?	I would go to the North Pole.	PJ-d
29. Page 25.	Why is the snowman telling Mark they have to get home?	It's going to be morning soon and the sun is going to come out.	LR-b

THEME: Cold Things

ACTIVITY: Listening and Interpreting

LESSON: Six (Page 4)

<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	<u>TARGET</u>
30. Page 26 - 27.	How do Mark and the snowman feel about each other?	They are best friends.	PJ-b
31. Page 27.	What do you think Mark is hoping for?	He hopes the snowman is all right.	PD-a
32. Page 28 - 29.	What do you think happened to the snowman while Mark was asleep?	If it stayed cold the snowman will be O.K.	PD-b
33. Page 30.	How does Mark feel now?	He is sad his best friend melted.	PJ-b
34. Page 30.	What are your feelings about the snowman melting?	I feel very sad.	RP-h
35. Page 30.	Make up a new ending for his story.	The boy makes the snowman again and they play with each other.	PD-e
36.	Today we have talked about a boy named Mark and his friend the snowman.		CR

THEME: Pets

ACTIVITY: Investigation

LESSON: Seven (Page 1)

<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	<u>TARGET</u>
			OR
1.	We are going to talk about some special animals - called pets.		
2. Pet Collage	What do we call dogs, cats, and other animals we own?	We call them pets.	RP-a
3.	How does a dog's fur feel?	It feels soft.	RP-b
4.	Name something else that is soft.	Feathers are soft.	RP-e
5. Grab bag with pet pictures.	Tell me about the picture you chose.	I picked a brown dog that says bow-wow.	RP-b
6.	How are dogs and cats alike?	They have fur, eyes, and tails.	RP-e
7.	What kind of pet would you like to own? Why?	A dog, so I could play with it and take care of it.	RP-a/ PD-f
8.	How can we find out if someone has a dog for sale?	We could look in the news-paper.	LR-c
9.	How would you feel if your mom said you could buy a dog?	I would be very happy.	PJ-d
10.	Why do we have to feed and water our pets?	If we don't do this they might die.	LR-b
11.	Tell me how you would give your dog a bath.	Get the water and soap, and then put the dog in the tub, and wash him, and then take a towel and dry him.	LR-c

THEME: Pets ACTIVITY: Investigation LESSON: Seven (Page 2)

	<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	<u>TARGET</u>
12.		Suppose your new puppy was lost. How would you find him?	I would put an ad in the paper or I would just ask people.	LR-c
13.		We have been talking about different kinds of pets.		CR

THEME: Pets

ACTIVITY: Representation

LESSON: Seven (Page 3)

	<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	<u>TARGET</u>
1.		Now we are going to draw the kind of pet we would like to own.		OR
2.		What are you going to name your pet?	I am going to name mine Spot.	RP-a
3.		How are your pets alike and how are they different?	Our dogs both have brown eyes. My dog is brown and his dog is black. My dog is big and his is little.	RP-e
4.		Do you think mom would let you bring a lost kitten home?	My mom would say if you take care of it you may keep it.	PJ-c
5.		What would mom say if you brought a skunk home?	She would say take that skunk back where you found him.	PJ-c
6.		Why do dogs make good pets?	Because you can play with them.	LR-b
7.		Why do cats meow?	If they are hungry or hurt they will meow.	RP-f
8.		What helps a bird fly?	Wings.	RP-a
9.		Tell the group about the pet you made.	I made a brown and black dog with four legs and a big tail.	RP-b
10.		Tell the group how you made your pet.	First I got some paper and then I drew it and then I colored it.	LR-a
11.		Now let's clean up and take our drawings back to class.		CR

THEME: Pets

ACTIVITY: Listening and Interpreting

LESSON: Eight (Page 1)

<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	<u>TARGET</u>
1. Pictures from <u>Listening to Children Talking</u> , by Joan Tough.	Today we are going to look at some pictures about a kitten that gets lost.		OR
2. Picture 1.	What are the kittens doing?	One kitten is playing with the yarn, one is jumping on the chair, and one is going out the door.	RP-c
3.	Do you think the lady is mad? Why?	The lady is mad because the kittens are messing up the house.	LR-b
4.	If you were the lady what would you do?	I would put the kittens out-side.	PJ-d
5.	If you were the mother cat what would you be thinking?	She would think the kittens were being mean, and would punish them.	PJ-a
6. Picture 2.	What do you think the black kitten is doing now? Why?	He is running out the door because he doesn't want to be punished.	RP-g
7.	What is happening to the black kitten now?	A dog is chasing him.	RP-c
8.	What kind of road are the dog and black kitten coming to?	A busy road.	RP-b

THEME: Pets

ACTIVITY: Listening and Interpreting

LESSON: Eight (Page 2)

<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	<u>TARGET</u>
9.	What kind of things might happen when there's a lot of traffic on the road?	You might get hit if you try to cross the street.	LR-b
10.	How do you think the little black kitten feels? Why?	He feels sad because he is lost.	PJ-b
11.	What do you think the dog is thinking?	How much he would like to catch the kitten.	PJ-b
12.	If you were the little black kitten what would you do?	I would try to get some place where it was safe.	LR-c
13. Picture 2.	What's going to happen to the little black kitten now?	He might get hit by a car.	PD-f
14. Picture 3.	What will happen if the kitten keeps running?	He will get hit.	RP-d
15.	What do you think the boy in the bus is thinking?	How much he would like to have the lost kitten.	PJ-b
16.	What should you do when you come to a busy road?	Stop - look both ways to make sure no traffic is coming.	LR-c
17.	What's the best way to cross a busy road?	Look both ways if no traffic is coming, then you can cross.	LR-a
18.	Tell me about a trip you took in a car or a bus.	My mom drove us to the store. On the way we saw a dog and we picked it up and took it home.	RP-c

THEME: Pets ACTIVITY: Listening and Interpreting LESSON: Eight (Page 3)

<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	<u>TARGET</u>
19. Picture 4.	What is the man going to do?	Take the kitten home.	PJ-a
20.	Is it a good thing the man stopped? Why?	It is because the little kitten might get hurt.	LR-d
21.	What might happen if nobody picked the kitten up?	He would stay lost and might die if he doesn't get food.	PD-f
22.	What do you think the man is saying to the kitten?	I'll take care of you and you can come home with me.	PJ-a
23.	Where will the man take the kitten now?	He will take him home.	LR-e
24. Picture 5.	How do the children feel?	They feel happy.	PJ-b
25.	How will the children care for the kitten?	They will feed the kitten milk.	PD-a
26. Picture 6.	Tell me about the lady coming down the path.	The lady is looking for her her lost kitten.	LR-b
27.	What will the lady say to the family?	Can I please have my kitten back?	PJ-a
28.	What do you think the kitten will want to do?	He will want to stay with the children.	PD-d
29.	How would you take care of the kitten, if it was yours?	I would give him food and water.	DR-a

THEME: Pets

ACTIVITY: Listening and Interpreting

LESSON: Eight (Page 4)

ACTION

INSTRUCTION

BRIDGE

TARGET

30.

How do you think the story ends?

The little kitten will stay with the children because the lady wants them to have the kitten.

RP-d

31.

Today we have talked about how we should take care of our pets.

CR

THEME: Noisy Things ACTIVITY: Investigation LESSON: Nine (Page 1)

<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	<u>TARGET</u>
1. <u>Crash, Bang, Boom!</u> <u>By Raymond Spier.</u>	We are going to look at a story book about noisy things.		OR
2. Page 1.	How does Daddy feel about breaking the dish?	He feels badly since he will have to buy another one.	PJ-b
3. Page 2.	What would Mommy do if she cut her finger?	She may put a bandaide on it.	PJ-c
4. Page 2.	Who can tell me how to wash dishes?	Fill the sink with soap and water, then wipe them and then dry them.	RP-d
5. Page 3.	Why shouldn't children play with matches?	They are dangerous and can burn you.	LR-f
6. Page 4.	Tell me what happend to Grandpa?	He slipped and fell down the stairs.	RP-c
7. Page 6.	Tell me everything that has happened to this boy.	He hit the ball. It broke the window. His dad spanked him.	RP-d
8. Page 6.	Tell me what these boys are pretending to do.	They are cowboys having a gun fight.	RP-g
9. Page 7.	What would happen if Mommy left the iron on this shirt.	It would leave a burn mark.	PD-a
10. Page 8.	Why do you mop a floor?	If the floor is dirty you need to clean it.	LR-b

THEME: Noisy Things

ACTIVITY: Investigation

LESSON: Nine (Page 2)

<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	<u>TARGET</u>
11. Page 9.	Why is the teacher saying shhh to the children?	They are being noisy.	LR-d
12. Page 10.	Tell me how to use a pencil sharper.	Put the pencil in the sharpener and turn the handle.	RP-d
13. Page 11.	What would you tell this boy about climbing trees?	Don't climb in dangerous places.	LR-f
14. Page 12.	Tell me the different ways these men are working.	This man is using a chain saw. That one is mowing the lawn.	RP-e
15. Page 13 - 14.	What could you make with these tools?	A table, a bookcase, or a chair.	RP-f
16. Page 13 - 14.	Where would you put or keep these tools in your house?	They can be stored in the basement.	RP-a
17. Page 15.	Tell me what everyone in this family is doing to get ready for school and work.	They are washing and grooming themselves.	LR-f
18. Page 16.	Will this boy be able to go to school? Why?	He can't go to school because he is sick.	LR-g
19. Page 17.	Why do you suppose these cars crashed?	They couldn't stop on the icy road.	LR-e
20. Page 18.	What do you think the policeman is going to do?	He is going to stop a car that is going too fast.	PJ-a

THEME: Noisy Things

ACTIVITY: Investigation

LESSON: Nine (Page 3)

<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	<u>TARGET</u>
21. Page 19 - 20.	What instruments are these men playing?	He is playing a drum. He is playing a trumpet.	RP-a
22. Page 21 - 22.	What is this machine doing? What about this one?	That one is unloading a rock. This one is moving a tree stump.	RP-c
23. Page 23 - 24.	What should you do if you are outside in bad weather?	You should find some shelter.	LR-c
24. Page 25.	Where do you suppose these men work?	They all are doing things on a farm.	RP-g
25. Page 26.	Why is this boy mad?	He didn't want to get his hair cut short.	PJ-b
26. Page 27.	Tell me where and who you would visit if you were flying on a jet.	I would go to Disney World and see Mickey Mouse.	IM-a
27. Page 28.	Tell me where and who you would visit if you were in this space ship.	I would go and see the man in the moon.	IM-b
28. Page 29.	Tell me how this story starts, what these men do and how the story ends.	The men are mad at each other. They both fell off these horses while fighting. They fight until one wins.	IM-c
29. Page 30.	Which of these clocks is a coo-coo clock? Why?	It has a bird that sings.	RP-e

THEME: Noisy Things

ACTIVITY: Investigation

LESSON: Nine (Page 4)

<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	<u>TARGET</u>
30. Page 31 - 32.	What games or sports are these people playing?	They are playing football and she is playing tennis.	LR-c
31. Page 33 - 34.	What do you call big boats?	They are called ships.	RP-b
32. Page 39 - 40.	What time of the year do you suppose it is? How about here?	It's Christmas time. That's July the fourth.	RP-c
33.	We certainly know a lot about noisy things. Can anyone tell me what noisy thing you might hear when you walk back to class?		CR

THEME: Noisy Things

ACTIVITY: Investigation

LESSON: Ten (Page 1)

ACTION

INSTRUCTION

BRIDGE

TARGET

- | | | | |
|----|--|---|--|
| 1. | Today we are going to talk about something else that makes noise. We are going to talk about radios. | | OR |
| 2. | Present a clock radio. | Tell me how we turn this radio on. | You turn this control switch up.
LR-a |
| 3. | | Name something else that we can listen to music with but not a radio. | You can listen to music on a record player.
RP-f |
| 4. | | How are record players and radios different from television? | Television has a picture to watch and is bigger than a radio.
RP-e |
| 5. | Present a portable radio. | How are these radios different? | This radio operates by batteries and this one has a clock.
RP-e |
| 6. | | What types of programs are on the radio in Boone? | There are music programs, the stork report, and the birthday club.
RP-a |
| 7. | | When music is on the radio what might we do? | We can sing and dance.
PD-b |
| 8. | | What are other reasons we listen to the radio? | We can listen to the news and the weather report.
RP-a |
| 9. | | What commercials do we hear on the radio? | The Hardee's song...Wendy's song.
RP-a |

THEME: Noisy Things

ACTIVITY: Investigation

LESSON: Ten (Page 2)

<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	<u>TARGET</u>
10.	How do some clock radios help us wake up?	They have an alarm.	LR-c
11.	Why must we be careful with radios?	They can shock us.	LR-b
12.	Radios are fun to listen to and they tell us many things.		CR

THEME: Noisy Things

ACTIVITY: Role Playing

LESSON: Ten (Page 3)

SCENE: Waking up the baby during nap time.

TOPIC: Playing a radio too loudly.

TASK: Mom tells Lynn and Tracy/Tracie to play quietly since the baby is trying to sleep. Lynn and Tracy/Tracie have taken their naps but their baby brother/sister Jack/Jackie has just fallen asleep. Lynn wants to play with the radio. He/she likes to dance to loud music. Tracy/Tracie tells him/her not to turn it up too loudly. Mom is coming in the den.

SETTING: At home in the den.

PARTICIPANTS: Lynn (the bad brother/sister), Tracy/Tracie (the other brother/sister), Jack/Jackie (the baby brother/sister that is crying) and Mom.

ORIENTING AUDIENCE: 1. What are the children going to play with?
2. Who is taking a nap?

CHARACTERS	FACILITATORS
Mom	Play quietly.
Lynn	I want to play the radio. Let's dance to loud music.
Tracy/Tracie	Don't turn it up so loudly.
Mom	Why is the baby crying?

THEME: Noisy Things

ACTIVITY: Listening and Interpreting

LESSON: Ten (Page 4)

<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	<u>TARGET</u>
1.	Now let's talk about the play and what happened.		OR
2.	Why did mom tell them to play quietly?	She did not want the noise to wake up the baby.	LR-b
3.	Tell me what you would have said to Lynn.	If you play with the radio I will tell mom.	LR-e
4.	If you were the mom what would you do to Lynn?	I would send him/her to his/her room.	PJ-c
5.	Should Tracy/Tracie be punished?	No, he did not want to play the radio.	LR-e
6.	How does Lynn feel about being punished?	He/she is very sad.	PJ-e
7.	What toy would you have picked to play with? Why?	I would have played with my army men/dolls. I wouldn't be noisy.	LR-d
8.	Will baby Jack/Jackie be able to go to sleep? Why? Why not?	Yes, mom will rock him/her back to sleep.	PJ-a
9.	What would happen to you if you woke Dad and Mom up early Sunday morning by playing the radio too loudly?	They would not let me play the radio again.	PD-a
10.	When people are sleeping we need to play quietly.		CR

THEME: Fruits

ACTIVITY: Investigation

LESSON: Eleven (Page 1)

<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	<u>TARGET</u>
1. Use properties of fruit (next page) to help describe fruit.	Today we are going to eat something that tastes good and makes us healthy. Does anybody know what we call this food?	Fruit.	OR
2. Present tray of fruit - whole pieces and snack size portions.	How does it look?	It is round and red. It's an apple.	RP-b
3.	What does it look like?	This apple looks like a ball.	RP-b
4.	How does it smell?	This apple smells sweet.	RP-b
5.	How does it feel?	This apple's skin feels soft.	RP-b
6.	What does it taste like?	It tastes like a very sweet and juicy apple.	RP-b
7. Repeat 1 - 5 with other kinds of fruit.			
8.	We have talked about how fruits look, smell, feel, and taste.		CR

LESSON: Eleven (Page 2)

PROPERTIES OF FRUIT

VOCABULARY

Cherries - small, red, round, shiny, smooth, glossy.

Strawberries - small, red, pointy, prickly, juicy, sticky.

Raspberries - tiny, red, round, dull, fuzzy, hairy.

Lemons - medium-sized, yellow, roundish.

Limes - medium-sized, green, round, hard, juicy.

Pineapples - large, brown (outside), yellow (inside), prickly, spiny, sharp (for outside texture), juicy.

Melons - large, tan (outside), orange (inside), round, rough (outside), smooth (inside), slippery, wet, juicy.

Oranges - medium-sized, orange, round, smooth but bumpy, very juicy.

Bananas - long, thin, brown and yellow spotted (outside), white (inside), smooth, tough peel, creamy, soft, sometimes mushy (inside).

Apples - medium-sized, red (outside), white (inside), round, smooth, shiny, polished (peels), crisp, dull (inside).

Mangoes and coconuts are important examples of tropical fruits with which Latin-American children are likely to be familiar and pleased to talk about.

Mangoes - red, yellow, and green (outside), yellow (inside), soft, slippery, creamy, sweet.

Coconuts - brown (outside), white (inside), rough, hairy, scratchy (outside), smooth (inside), hard.

From: TALKABOUT 2, by Judith Pasmanick, p. 177.

THEME: Fruits

ACTIVITY: Investigation II

LESSON: Eleven (Page 3)

ACTION

INSTRUCTION

BRIDGE

TARGET

- | | | | |
|-----|---|---|------|
| 1. | Now let's talk about the names of these fruits. | | OR |
| 2. | Present tray of fruit - whole pieces. | What is the name of this piece of fruit? | RP-a |
| 3. | | Name a piece of fruit that is _____. | RP-b |
| 4. | | What do we call a piece of fruit that is _____ and _____. | RP-b |
| 5. | | How are these pieces of fruit different? | RP-e |
| 6. | | How are these pieces of fruit the same? | RP-e |
| 7. | | What else is _____? | RP-e |
| 8. | | Name a piece of fruit that is not _____. | RP-e |
| 9. | | Name a piece of fruit that is _____ but not _____. | RP-e |
| 10. | | How can we tell this is an apple? | RP-e |

11. We have discussed different things about fruits today.

CR

THEME: Orange Juice	ACTIVITY: Investigation	LESSON: Twelve (Page 1)	
<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	
		<u>TARGET</u>	
1.	We are going to make orange juice.	OR	
2.	Hold up an orange. Here is something we eat. What is it?	That's an orange.	RP-a
3.	What kind of drink can we make out of it?	Orange juice.	RP-a
4.	Hold up an orange. Could we eat the orange like this? Why not?	No, you don't eat the outside of the orange, because it doesn't taste good.	LR-b
5.	Set out knife (Demonstrate). There are several ways to open this orange. Tell me what they are.	You can peel it or you can cut it.	RP-c
6.	Do we need to wash the inside of the orange? Why/Why not?	No, the inside of the orange doesn't get dirty because the orange skin protects the inside.	LR-b
7.	Orange pulp. What part of the orange is this?	It is the pulp.	RP-a
8.	Orange seeds. What part of the orange is this?	They are the seeds.	RP-a
9.	Do we eat the seeds? What do you do with them?	No, you can throw them away or you can plant them.	PD-d/e
10.	If you planted the seeds, what do you think these seeds will become?	They will become oranges.	PD-a
11.	Orange halves and orange squeezer. How can we get the juice out of the orange?	You have to squeeze it out.	LR-a

THEME: Orange Juice

ACTIVITY: Investigation

LESSON: Twelve (Page 2)

<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	<u>TARGET</u>
12. Juice of orange and orange peeling.	How is the juice different from the peeling?	The peeling is soft like leather and the juice is sticky.	RP-e
13. Orange pulp.	How is the pulp different from the seeds?	The seeds are soft and slick. The pulp is wet and sticky.	RP-e
14.	Do you think orange juice is good for us? Why/Why not?	Yes, it has vitamins in it that make you strong and healthy.	LR-e
15.	What do you think it will taste like?	I think it will be sweet tasting.	PD-a
16.	What meal do we drink orange juice?	At breakfast time.	RP-h
17.	How does the orange pulp taste?	It is sweet and juicy.	RP-b
18.	Who can tell me how to make orange juice?	You get some oranges and cut them and then you squeeze the juice and pour it in a cup and drink it.	RP-d
19. Materials to make juice.	Let's make our orange juice.		
20.	We need to clean up before we go back to class.		CR

THEME: Vegetables

ACTIVITY: Investigation I

LESSON: Thirteen (Page 1)

<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	<u>TARGET</u>
1.	Here are some other foods we eat. What are these called?	Vegetables.	OR
2. Present a tray of raw vegetables.	What are different ways of eating these vegetables?	They can be eaten raw or or cooked.	RP-b
3.	What do these vegetables have on them that the fruits we ate the other day had?	They both have peelings or skin.	RP-b
4.	<u>tell</u> what you will need to peel the vegetables. How do you do it?	You need a knife or a peeler and a container. You push the peeler.	RP-a
5.	How does this vegetable look?	The carrot is long and orange.	RP-b
6.	What does it look like?	The carrot looks like an orange piece of celery.	RP-b
7.	How does it feel?	The carrot feels hard.	RP-b
8.	What does it taste like?	The carrot is sweet tasting.	RP-b
9.	Repeat items 4 - 7 with other vegetables.		
10.	<u>tell</u> how to help clean up our mess.	We need to throw away the trash and scraps and then we need to wash the table.	DR-e
11.	Talk it over. Decide what each of you will do to clean up the mess.	I will throw away the trash and you wipe the table.	DR-d
12.	Let's clean up and then we will talk some more about vegetables.		CR

THEME: Vegetables

ACTIVITY: Investigation II

LESSON: Thirteen (Page 2)

ACTION

INSTRUCTION

BRIDGE

TARGET

- 1.
2. Present a tray of vegetables - whole pieces.

Now let's talk about the name of the vegetables.

OR

- 3.

Name a vegetable that is _____.

RP-b

- 4.

What do we call a vegetable that is _____ and _____?

RP-e

- 5.

How are these vegetables different?

RP-e

- 6.

How are these vegetables the same? What else is _____?

RP-b

- 7.

Name a vegetable that is not _____.

RP-b

- 8.

Name a vegetable that is _____, but not _____.

RP-b

- 9.

How can we tell this is a(n) _____?

RP-b

- 10.

We have talked about different kinds of vegetables.

It is long and skinny and orange like a carrot.

RP-b

CR

	<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	<u>TARGET</u>
1.	Let children play for 15 - 20 minutes, with potato person for each child.	Let's think of a really funny way to have an Easter egg hunt with your potatoe person. Let's pretend these jelly beans are Easter eggs. Here are your baskets. Have fun on your hunt for the eggs. I am the mother potatoe person. Now let's go find the surprises.		OR
2.	Following the play activity ask the questions:	Who were the people in this story?		RP--a
3.		What were (name of participants) doing?		RP--c
4.		When did this story happen?		RP--f
5.		Where did the story happen?		RP--f
6.		What was your potatoe person trying to do?		RP--c
7.		Tell me everything that happened in the story.		RP--d
8.		How do you feel about what happened?		PJ--d
9.		We sure did have a funny Easter egg hunt. Let's take our surprises to class.		CR

THEME: Foil Sculptures

ACTIVITY: Representation

LESSON: Fifteen (Page 1)

TARGET

BRIDGE

INSTRUCTION

OR

We are going to make some things called sculptures. A sculpture is a kind of picture.

That is a piece of aluminum foil. RP-a

It's silver and shiny. RP-b

It can be used to cover food. RP-b

You need to press and roll the foil. LR-a

DR-d

This is an ornament for a Christmas tree. RP-b

This one is big and that one is little. These are both round. RP-e

They would say it was very pretty. PJ-c

RP-a

1. Present a roll of aluminum foil.

What do we call this?
Tell me what this piece of aluminum foil looks like.

What do we use aluminum foil for?

What are some of the things we need to do to make sculptures like this?

Make something together with the foil that is silly. Talk it over and decide how you both will make it.

What are these silly things for?

How are these silly things different/same?

What would your mom and dad say about this silly thing.

What animals have you created?

This is a bear.

LESSON: Fifteen (Page 2)

ACTIVITY: Representation

THEME: Foil Sculptures

TARGET

BRIDGE

INSTRUCTION

ACTION

Tell me about the animal you made. DR-c

My tiger would be mean. PJ-d

You can go to the zoo or the circus. RP-a

Ask _____ to tell you about his animal.

If your animal were real what would it be like?

Where can you see wild animals?

Let's walk all the animals over to the circus.

It's time to take our foil sculptures back to class.

- 11.
- 12.
- 13.
- 14. 2 - 5 minutes of play.
- 15.

CR

THEME: Flowers	ACTIVITY: Investigation	LESSON: Sixteen (Page 1)	
<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	<u>TARGET</u>
1.	Today we are going to talk about flowers.		OR
2. Flower bulbs/seeds.	What are these called? And these?	There are flower bulbs and those are flower seeds.	RP-a
3.	How do you plant flower bulbs or seeds?	You dig a hole first, then you put the bulb in the hole and cover it.	LR-a
4.	What do flower bulbs or flower seeds need to grow?	They need rain and sunshine.	RP-c
5.	Where do flowers get their food from?	They get their food from the soil that has minerals in it.	LR-f
6. Grab bag with pictures of different flowers.	Tell me about the flower you picked.	My flower has white petals and the center is yellow and it has green petals and a green stem.	RP-b
7.	How is your flower different from _____.	His flower is all red and my flower is yellow and white.	RP-e
8.	Tell _____ where you can find flowers.	In my yard, in a flower shop.	RP-h
9.	How would it make you feel if someone gave you a flower? Why?	It would make me happy, because I could make someone else feel happy.	PJ-d

THEME: Flowers

ACTIVITY: Investigation

LESSON: Sixteen (Page 2)

ACTION

10.

Do flowers grow in the winter time?
Why/why not?

INSTRUCTION

No, it is too cold for
them to grow.

BRIDGE

TARGET

LR-f

THEME: Flowers

ACTIVITY: Investigation

LESSON: Sixteen (Page 3)

ACTION

INSTRUCTION

BRIDGE

TARGET

1.

We are going to make a flower collage. A collage is a big picture made from little pictures.

OR

2.

What do we need to make our flower collage?

Pictures of flowers, paper, glue, and some tape. PD-a

3.

Materials for a collage (scissors, tape, glue, wrapping paper and poster paper.

How would you feel if _____ grabbed the glue from you? Why?

Bad. It is not nice to grab, he should ask. PJ-d

4.

Why are you using glue/tape?

So it will stick to the paper. LR-d

5.

What are we making? What's that mean?

A collage. It's one big picture from lots of little ones. RP-a

6.

If you were this flower where would grow?

I'd grow at the Land of Oz, so I could visit Dorothy. PJ-a

7.

How do you think your mom would feel if you gave her this flower?

Happy. Because flowers smell sweet and are pretty. PJ-b

8.

How can we make a collage into small pictures so everyone can take their pictures home?

Cut it up. LR-c

9.

What can we use to cut the collage? Anything else?

Scissors or a knife or we could tear it. LR-c

THEME: Flowers

ACTIVITY: Investigation

LESSON: Sixteen (Page 4)

<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	<u>TARGET</u>
10.	Who are you going to give your flow- ers to? Why?	I think I will give it to <u>because</u> we had a <u>fuss</u> and I want to make-up.	PD-d
11.	We need to clean up and go back to class.		CR

THEME: Flowers ACTIVITY: Investigation LESSON: Seventeen (Page 1)

<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	<u>TARGET</u>
1.	Today we are going to talk about artificial flowers.		OR
2.	Present artificial flowers. What kind of flowers are these? What does that mean?	Artificial. They are not living.	RP-b
3.	Distribute flowers. Tell _____ how your flower is different from his/hers.	My flower is pink and yours is blue. Mine is little and yours is big.	RP-e
4.	Describe your flower to the group.	My flower is pink. The petals are made from silk.	RP-b
5.	Make up a story about your flower.	One day I was walking in the park and I saw a flower, so I picked it and gave it to mom when I got home.	IM-c
6.	Repeat items 2 - 4 with each child in the group.		
7.	Play for 2 - 5 minutes. Now let's all pretend we are flowers. I will be mother flower.		
8.	Now let's talk about what happened.		
9.	Let's put our flowers back in the bag. We are going to do something else with flowers.		CR

THEME: Flowers

ACTIVITY: Investigation

LESSON: Seventeen (Page 2)

<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	<u>TARGET</u>
1.	We are going to make flowers from play dough.		OR
2.	Play dough.	How are you going to make your flower?	First you roll it up in a ball RP-d and then you squeeze it out.
3.	Tell _____ how to make his flower just like yours.		You get a little blue and flat- DR-c ten it out and make a design.
4.	What kind of flower are you making?		An artificial play dough daisy. RP-a
5.	What would you say to _____ if he messed your flower all up?		I would say that is not nice. PJ-d
6.	How does the play dough feel?		It is soft and kind of cool. RP-b
7.	Is your flower alive? Why/Why not?		No, because it is made out of RP-f play dough.
8.	What would your flower say if it came to life?		My name is Miss Blue flower. PJ-c Will you give me a home?
9.	Do you like flowers? Why/why not?		Yes, they are pretty. SM-c
10.	How should we clean up our mess?		We need to put the play dough RP-d in the jar and wife off the table.
11.	We made artificial flowers from play-dough.		CR

THEME: Water Play I

ACTIVITY: Investigation

LESSON: Eighteen (Page 1)

<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	<u>TARGET</u>
1.	Today we are going to play in water.		OR
2. Present containers in water	How does the water feel by touch?	My hands feel wet and cold.	RP-b
3. Let children engage in 15 minutes of free play.	What does water taste like?	Water has no taste.	RP-b
4.	What odor does water have?	Water usually has no odor.	RP-b
5.	What color is water?	Water is clear. It is blue in lakes.	RP-b
6.	Tell me all you can about water.	It splashes, it is wet and cold.	RP-b
7.	Which containers do you think will hold the most water?	This one is the biggest.	RP-e
8.	Name some other things that are liquids.	Milk and coke are liquids to drink.	RP-e
9.	What do we hear as we play in the water?	I hear splashing sounds.	RP-b
10.	How are these containers different?	This container is clear and that one is yellow.	RP-e
11.	Why don't these containers break?	The containers are plastic.	LR-b

THEME: Water Play I

ACTIVITY: Investigation

LESSON: Eighteen (Page 2)

ACTION

12.

What does the word float mean? How about the word sink?

INSTRUCTION

Float means the container stays on the top of the water. Sink means it goes to the bottom.

BRIDGE

TARGET

RP-g

13.

I did not know playing in water could be so much fun.

CR

THEME: Water Play II

ACTIVITY: Investigation

LESSON: Nineteen (Page 1)

ACTION

INSTRUCTION

BRIDGE

TARGET

- | | | | |
|-----|---|---|--|
| 1. | We are going to play with water today but in a different way. | OR | |
| 2. | Present several dolls that are dirty. | Why does this doll need to be washed? | The doll is dirty. LR-c |
| 3. | | What would your mom do if you came home this dirty? | She would tell me to take a bath. PD-a |
| 4. | | Why is it important to keep clean? | Your body should be free from dirt to stay healthy. LR-b |
| 5. | | How does water help to get things clean? | Water removes dirt from your body. LR-b |
| 6. | | Tell me all about your bathtime. | I get undressed, run the bath water, get in the tub and wash. RP-f |
| 7. | Present water, tubs, soap, etc. | What things do you need to take your bath? | I need a wash cloth, towel, soap, and water. RP-a |
| 8. | Let children play for about 15 minutes. | Talk it over. Decide what each of you will do to bathe this doll. | I will hold the doll. You soap up the doll. DR-d |
| 9. | | Tell _____ how to wash the doll's hair. | You wet the hair. Put shampoo on it and then rinse the hair. DR-c LR-a |
| 10. | | What would happen if you got soap in the doll's eye? | The soap would make the doll cry. PD-a |

THEME: Water Play II

ACTIVITY: Investigation

LESSON: Nineteen (Page 2)

	<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	<u>TARGET</u>
11.		Why do you need to be careful while you are taking a bath?	You need to be careful since you could slip and hurt yourself.	LR-c
12.		What would you do if you slipped and fell in the tub?	If I slipped I would get back up right away.	LR-c
13.		Let's make believe the dolls are real. What do you suppose they are going to do?	They would put on the PJ's and go to bed.	PD-a
14.		Tell me about helping your mom and dad wash something like the car or your pet.	I put water in a bucket. I used a sponge to wash the car.	RP-c
15.		What are some of the things you have seen your mom and dad wash in the house.	They wash the dishes, clothes, the floor....	RP-a
16.		Tell me about the experiences you have had with water outside.	We went to the beach and played in the ocean.	RP-c
17.		Today we talked about taking and giving baths.		CR

THEME: Materials That Dissolve
In Water

ACTIVITY: Investigation

LESSON: Twenty (Page 1)

<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	<u>TARGET</u>
	Today we are going to talk about things that dissolve in water.		OR
1.			
2.	Present materials, cups of water, spoons, food items, etc.	Let's see what materials we have for the experiments. What do we call these?	Those are plastic cups. RP-a
3.		What will we do with this?	The spoons are for stirring. RP-b
4.		What is this? (Repeat for each material.)	That is sugar. RP-a
5.		What will happen when the food is mixed with water?	Sometimes it dissolves and then disappears. LR-b
6.		What will happen when you add _____ to the water?	The sugar will dissolve and disappear in the water. LR-b
7.		Why will that happen?	Sugar breaks up in liquid. PD-b
8.		What happened when you stirred the _____ in the water?	It melted and faded away. RP-b
9.		How does the water taste now?	The water is sweet. RP-b
10.		Describe how the water looks.	The water is cloudy. RP-b
11.		What are some other things you can mix with water to make something to drink?	You can make Koolaide. RP-a

THEME: Materials That Dissolve In Water	ACTIVITY: Investigation	LESSON: Twenty (Page 2)	
<u>ACTION</u>	<u>INSTRUCTION</u>	<u>BRIDGE</u>	<u>TARGET</u>
12.	Tell me how to make Koolaide.	You put some water in a cup and then put the mix in and stir it up.	LR-a
13.	Let children make Koolaide.		
14.	What will you have to drink at dinner this evening?	I will drink milk or maybe tea.	PD-a
15.	What desserts do we eat that need to be prepared by mixing foods?	Cakes need to be mixed before baking.	RP-a
16.	We did experiments today to see what materials dissolve in water. We also made Koolaide.		CR

APPENDIX E

PERFORMANCE OF SUBJECTS ON THE

ASSESSMENT OF COMMUNICATION IN EVERYDAY SITUATIONS

Performance of Experimental Subjects on the Uses of ACES

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
SELF-MAINTAINING Before After	0 5	5 6	0 4	6 10	4 11	6 10	8 12	3 4	1 6	6 8	3 5	3 7	7 12	2 9	2 7	5 9
DIRECTING Before After	4 9	8 8	0 5	5 6	5 6	6 9	8 10	0 1	0 7	6 6	0 1	6 9	6 7	4 8	4 6	6 5
REPORTING Before After	3 14	6 12	2 5	11 17	8 11	8 16	11 16	3 2	8 7	15 14	5 8	8 10	6 13	11 13	11 13	9 12
LOGICAL REASONING Before After	2 6	0 2	1 5	8 10	3 8	3 10	5 11	1 2	5 5	10 13	0 5	7 11	10 14	2 6	4 7	4 7
PREDICTING Before After	2 6	7 10	7 10	13 14	8 9	8 10	9 10	0 6	2 9	12 14	9 9	4 2	9 14	10 11	8 10	4 6
PROJECTING Before After	0 6	2 4	2 2	8 9	5 8	4 6	4 7	0 3	2 5	9 10	6 7	4 4	8 8	4 4	8 8	4 10
IMAGINING Before After	2 4	4 5	1 4	4 6	3 4	6 6	6 6	4 4	4 2	5 6	4 4	4 4	4 6	4 4	0 4	4 4

Performance of Control Subjects on the Uses of ACES

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
SELF-MAINTAINING																		
Before	6	6	2	4	9	5	5	2	4	6	5	5	5	4	4	0	7	2
After	8	7	3	10	7	9	5	4	1	9	8	4	10	8	7	2	7	10
DIRECTING																		
Before	8	2	3	7	5	5	6	0	4	1	6	8	2	0	5	0	10	2
After	5	9	3	10	10	9	8	0	2	3	6	3	8	7	3	6	6	7
REPORTING																		
Before	3	9	3	9	4	7	7	10	4	6	11	11	8	4	6	3	12	12
After	11	9	9	17	10	9	8	8	5	10	11	11	13	7	10	4	13	11
LOGICAL REASONING																		
Before	6	2	4	2	3	2	0	2	0	3	6	5	8	2	2	1	6	8
After	3	4	1	7	4	3	6	2	0	8	7	3	10	8	5	4	8	10
PREDICTING																		
Before	10	3	3	12	7	8	8	5	4	6	12	13	6	5	6	0	12	11
After	9	11	8	13	8	9	7	5	2	9	9	8	10	7	8	4	10	7
PROJECTING																		
Before	3	1	6	4	4	0	8	2	2	7	7	10	6	0	2	3	6	6
After	8	4	4	5	4	5	1	4	5	8	9	3	6	3	2	5	8	7
IMAGINING																		
Before	3	4	1	4	6	5	4	4	2	3	6	3	4	4	4	4	5	4
After	4	5	4	6	4	4	4	5	0	4	6	4	4	6	4	4	4	4

Performance of Experimental Subjects on the Functions of ACES

		Experimental Subjects																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
SOCIAL USE	Before	4	13	0	11	9	12	16	3	1	12	3	9	13	6	6	11		
	After	14	14	9	16	17	19	22	5	13	14	6	16	19	17	13	14		
REPRESENTATIONAL	Before	9	19	13	44	27	29	35	8	21	51	24	27	37	31	31	25		
	After	36	33	26	56	40	48	50	17	28	57	33	31	54	38	42	39		

Control Subjects

SOCIAL USE	Before	14	8	5	11	14	10	11	2	8	7	11	13	7	5	9	0	17	4
	After	13	16	6	20	17	18	13	4	3	12	14	7	18	15	10	8	13	17
REPRESENTATIONAL	Before	25	19	17	31	24	22	27	23	12	25	42	42	32	15	18	11	41	41
	After	35	33	26	48	30	30	26	24	12	39	42	29	43	31	29	21	43	39

Performance of Subjects on the Total Score of ACES

Experimental Subjects

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
TOTAL SCORE ON																			
<u>ACES</u>																			
Before	13	32	13	55	36	41	51	11	22	63	27	36	50	37	37	36			
After	50	47	35	72	57	67	72	22	41	71	39	47	74	55	55	53			

Control Subjects

TOTAL SCORE ON																			
<u>ACES</u>																			
Before	39	27	22	42	38	32	38	25	20	32	53	55	39	20	29	11	58	45	
After	48	49	32	68	47	48	39	28	15	51	56	36	61	46	39	29	56	56	

APPENDIX F
GAIN SCORES ON THE ASSESSMENT OF
COMMUNICATION IN EVERYDAY SITUATIONS

Gain Scores on ACES

Experimental
Subjects

	SM	DR	SU	RP	LR	PD	PJ	IM	REP	TOTAL
1	+5	+5	+10	+11	+4	+4	+6	+4	+27	+37
2	+1	+0	+1	+6	+2	+3	+2	+5	+14	+15
3	+4	+5	+9	+3	+4	+3	+0	+4	+13	+22
4	+4	+1	+5	+6	+2	+1	+1	+6	+12	+17
5	+7	+1	+8	+3	+5	+1	+3	+4	+13	+21
6	+4	+3	+7	+8	+7	+2	+2	+6	+19	+26
7	+4	+2	+6	+5	+6	+1	+3	+6	+15	+21
8	+1	+1	+2	-1	+1	+6	+3	+4	+9	+11
9	+5	+7	+12	-1	+0	+7	+3	+2	+7	+19
10	+2	+0	+2	-1	+3	+2	+1	+6	+6	+8
11	+2	+1	+3	+3	+5	+0	+1	+4	+9	+12
12	+4	+3	+7	+2	+4	-2	+1	+4	+4	+11
13	+5	+1	+6	+7	+4	+5	+0	+6	+18	+24
14	+7	+4	+11	+2	+4	+1	+0	+4	+7	+18
15	+5	+2	+7	+2	+3	+2	+0	+4	+11	+18
16	+4	-1	+3	+3	+3	+2	+6	+4	+14	+17

Gain Scores on ACESControl
Subjects

	SM	DR	SU	RP	LR	PD	PJ	IM	REP	TOTAL
1	+2	-3	-1	+8	-3	-1	+5	+1	+10	+9
2	+1	+7	+8	+0	+2	+8	+3	+1	+14	+22
3	+1	+0	+1	+6	-3	+5	-2	+3	+9	+10
4	+6	+3	+9	+8	+5	+1	+1	+2	+17	+26
5	-2	+5	+3	+6	+1	+1	+0	-2	+6	+9
6	+4	+4	+8	+2	+1	+1	+5	-1	+8	+16
7	+0	+2	+2	+1	+6	+1	-7	+0	-1	+1
8	+2	+0	+2	+4	+0	+0	+2	+1	+1	+3
9	-3	-2	-5	+1	+0	-2	+3	-2	+0	-5
10	+3	+2	+5	+4	+5	+3	+2	+0	+14	+19
11	-3	+0	-3	+0	+1	-4	+2	+0	+0	-3
12	-1	-5	-6	+0	-2	-5	-7	-1	-13	-19
13	+5	+6	+11	+5	+2	+4	+0	+0	+11	+22
14	+3	+7	+10	+3	+6	+2	+3	+2	+16	+26
15	+3	-2	+1	+4	+3	+2	+0	+0	+9	+10

Control
Subjects

	SM	DR	SU	RP	LR	PD	PJ	IM	REP	TOTAL
16	+ 2	+ 6	+ 8	+ 1	+ 3	+ 4	+ 2	+ 0	+ 10	+ 18
17	+ 0	- 4	- 4	+ 1	+ 2	- 2	+ 2	- 1	+ 2	- 2
18	+ 8	+ 5	+ 13	- 1	+ 2	- 4	+ 1	+ 0	- 2	+ 11

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