DOCUMENT RESUME

ED 295 361   EC 202 597

AUTHOR   Quin, Paul E.; And Others
TITLE   A Classroom-Home Language Intervention Program for
                Preschool Children "At Risk" for Language/Learning
                Disabilities.
INSTITUTION   Children's Language Inst., Ludlow, MA.
SPONS AGENCY   Special Education Programs (ED/OSERS), Washington,
                DC. Handicapped Children's Early Education
                Program.
PUB DATE   86
GRANT   G008401387
NOTE   512p.
PUB TYPE   Guides - Non-Classroom Use (055) -- Guides -
                Classroom Use - Guides (For Teachers) (052) --
                Reports - Descriptive (141)

EDRS PRICE   MF02 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS   Child Development; Classroom Environment;
                *Communication Disorders; *Educational Therapy; High
                Risk Persons; Home Instruction; Home Visits;
                Integrated Activities; *Intervention; *Language
                Skills; *Learning Disabilities; Lesson Plans; Models;
                Parent Participation; *Preschool Children; Preschool
                Education; Program Development; Remedial Instruction;
                Social Support Groups; Student Behavior
IDENTIFIERS   Behavior Management

ABSTRACT
        The Children's Language Institute Preschool Project
developed a successful classroom-home language intervention program
for mildly to mildly-to-moderately language-impaired preschool
children. An overview of the project, its rationale, and its results
in terms of positive change in families and children are described.
This volume is designed to assist others in replicating the project
in public settings, and contains the following chapters: "The
Pragmatics Revolution: The Theoretical Basis for Moving Therapy from
the Clinic Cubicle to the Classroom," (Judith Bergman); "Selecting
the Population," (Bergman); "Social and Emotional Development of the
Preschool Child," (Barbara Zellan); "Interacting with Preschool
Children in Groups: Guidelines for Understanding and Managing
Behaviors," (Mary Ann Gianni); "Preparing the Preschool Classroom:
The Use of Space, Furniture and the Arrangement of Learning
Materials," (Gianni); "Choreographing Language Therapy in the
Preschool Classroom," (Bergman); "Guidelines for Implementing the
Parent Home Visit and Support Programs," (Zellan and Bergman); and
"Results of the Project: Positive Change in Families and Children,"
(Quin, Bergman, Zellan). Approximately 200 sample lesson plans are
provided to illustrate specific examples of the integration of
language remediation targets into preschool activities. The lesson
plans focus on structured language lessons, arts and crafts, circle
time activities, cooking, music, science, story time, theme areas,
and theme days and weeks. (JDD)

EC

ED295361

EC 202597

A CLASSROOM-HOME LANGUAGE INTERVENTION PROGRAM

FOR PRESCHOOL CHILDREN "AT RISK" FOR

LANGUAGE/LEARNING DISABILITIES

AUTHORS:

Paul E. Quin, M.S., CCC/SLP - Program Coordinator

Judith L. Bergman, M.S., CCC/SLP - Speech Language Pathologist Teacher

Mary Ann Gianni, B.S.E. - Early Childhood Educator

Barbara Zellan, M.S.W., A.C.S.W. - Clinical Social Worker

1986

BEST COPY AVAILABLE   2

PUBLISHED BY:

CHILDREN'S LANGUAGE INSTITUTE
Box 211
Ludlow, Massachusetts 01056

1986

DEDICATION

This publication is dedicated to the memory
of William D. Mullins, co-founder of Children's
Language Institute. Through his work as a
parent of a language impaired child, an
educator, an officer of CLI's Board of Directors,
and a legislator in the Commonwealth of
Massachusetts, Bill always sought the highest
quality of education for all students. His
support of the staff and this project will be
remembered by his frequent reminder that
"No one said it was going to be easy."

i

A CLASSROOM-HOME LANGUAGE INTERVENTION PROGRAM FOR PRESCHOOL CHILDREN
"AT RISK" FOR LANGUAGE/LEARNING DISABILITIES

TABLE OF CONTENTS

TABLE OF CONTENTS (continued)

ACKNOWLEDGMENTS

The time, knowledge and guidance of the Advisory Committee of this grant have been invaluable to the completion of the grant activities. The following committee members are to be commended for their donation of time and talents, as well as the direction they provided to this project:

Albert Bail, Special Education Director, Ludlow Public Schools, Ludlow, Massachusetts

Dr. Arthur Bertrand, Grant Specialist, Professor of Psychology, American International College. Springfield, Massachusetts

Diane Gagnon, Parent

Dr. Patricia Mercaitis, Clinic Coordinator, Communication Disorders Program, University of Massachusetts, Amherst, Massachusetts

Linda Pollak, School Psychologist, Longmeadow, Massachusetts

Dr. Linda Rosen, Speech-Language Pathologist, Palo Alto Veterans' Administration Hospital, Palo Alto, California

Janis Santos, Executive Director, Holyoke/Chicopee Head Start, Holyoke, Massachusetts

Joy Staples, Early Childhood Specialist, Greater Springfield Regional Education Center, Massachusetts Department of Education, West Springfield, Massachusetts

Betsy Talbot, Parent

The format and design of this publication was conceptualized by Judith Bergman. Her ideas and outlines have provided a guide for the organization of this book.

The staff, administration and Board of Directors of the Children's Language Institute have provided knowledge for the development of this project,

as well as support for the continued activities required to meet the goals of the project. Their expertise in the areas of language remediation, specifically in a classroom setting, and grant management have greatly augmented the product provided herein, as well as the service delivery to the "at risk" children and their families.

Paul E. Quin, Program Coordinator

8

PREFACE

In 1984, the Children's Language Institute was awarded a three year demonstration grant to service mildly language impaired preschool children. The major goals of this Handicapped Children's Early Education Program grant were:

1. to identify a population of children whose language deficit can be described as mild or mild to moderately impaired as measured by a speech-language pathologist using standardized tests;

2. to standardize and norm the developed screening instrument;

3. to plan and implement a remedial program for such children;

4. to provide consultation to public school personnel and follow-up services for this population as they are mainstreamed into public schools; and

5. to develop and disseminate a model program that can easily be replicated in a public setting to substantiate the need and cost effectiveness of early intervention for language impaired children.

The Children's Language Institute Preschool Placement Test (CLIPPT) was developed and standardized to identify children appropriate for the classroom-home program described in this publication. Although the CLIPPT is briefly discussed in Chapter Three, the test and accompanying information are published separately.

The information presented in this text is designed to assist a speech-language pathologist, an early childhood educator, and a social worker to replicate a successful classroom-home language intervention program for mildly to mild-to-moderately language impaired preschool children. Elements of the program may be applicable to a variety of disorders or different degrees of severity, but this staff's success and results are based on the specified target population.

The main portion of the publication discusses the rationale and operation of the program, as well as the results. The sample lesson plans following the text provide specific examples of the integration of language remediation targets into preschool activities.

Throughout the text, the terms "at risk" and "high risk" are used interchangably to describe the target population for this program. As described in the text, these children are not medically "at risk" in the usual sense of the term, but have a high probability for developing more severe language/learning problems in the elementary school years. When reading the text, please be aware that "at risk" and "high risk" may be used synonymously and both terms refer to the target population of this project.

Information has already been disseminated through local, state and national presentations. It is hoped that the publication of this information will expand interest in and services to this previously underserved population.

Paul E. Quin, Program Coordinator

CHAPTER ONE: RATIONALE AND OVERVIEW OF THE PROJECT

Paul E. Quin, M.S., CCC/SLP

A. Meeting the needs of the mildly language impaired preschool child.

B. The need for early intervention

   1. Models of intervention in speech and language

C. Design of the Children's Language Institute Preschool Project for children "at risk" for language/learning disabilities.

   1. Use of the classroom model

   2. Staffing the project

   3. Use of peer models

   4. Parent training and support program

   5. Follow-up consultation when children are admitted to public school

MEETING THE NEEDS OF THE MILDLY LANGUAGE IMPAIRED PRESCHOOL CHILD

With the passage of Federal and state laws mandating services to the handicapped, children experiencing educational problems due to special needs are receiving increased services at all levels, in an effort to assist them to reach their educational potential. Statistics from the American Speech-Language-Hearing Association (Williams, 1983) indicate that 66.9% of all students receiving special education and related services during the 1982-83 school year demonstrated handicaps in speech and learning. Of the preschool population, this report stated that 79% of those receiving services were speech impaired or learning disabled. Each year, many of these children complete kindergarten or first grade with teachers reporting them as immature or making slow progress. By second grade, it becomes obvious that these same children are in need of intensive support and/or remedial services in order to progress. The problem is often exacerbated by failure and frustration, which may lead to emotional difficulties or poor self-esteem.

When children who demonstrated language/learning disabilities at the preschool level enter elementary school, they often meet difficulties. They must master language concepts for academic success. Without a firm language foundation, they often fail in many areas.

Therapy for children who are recognized and classified as having moderate to severe speech-language deficits is generally begun before the child enters regular public schools. The child with mild or mild to moderate deficits, however, is often undiagnosed and therefore untreated. These children frequently are not identified or not provided with services

they experience failure in the elementary grades

Parents, teachers and other professionals often refer to these mildly language impaired children as immature, inattentive or distractable. In fact, many of these children display some of the following problems:

1. Auditory Memory--Given a two or three step command, they may complete only one part because they can't remember all of what was said.

2. Word Finding--Given a question requiring a one or two word response, the child cannot respond appropriately even though he/she may know the answer.

3. Word Association -Give a question requiring the response "table," the child may say "chair."

4. Vocabulary--A language impaired child may have difficulty not only acquiring basic specific vocabulary, but also with multiple meaning words. This impacts on pre-reading and pre-math skill development.

5. Language Concepts--The language disordered child often has difficulty learning basic concepts such as size, shape and quantity in comparative relationships needed for pre-math development.

6. Abstractions--As basic language concepts are mastered, the child may have difficulty learning about concepts that are not concrete, that is, not tangible. This impacts on future reading and/or listening skills by hindering the child's ability to abstract meaning of passages read to or by him/her. It also impacts on the child's math computations when tangible objects are removed and mental computations are required.

7. Sequencing Abilities--Many language impaired students cannot properly order a sequence of events. This leads to confusion in their communication style, reading difficulties and math story problems.

8. Grammatical, Syntactical Errors--A child's use of limited sentence types, restricted verb forms, and lack of use of qualifiers in his/her expressive communication often leads to confusion or mis-interpretation by the listener.

When children with the above-mentioned problems enter a public school classroom, teachers are frequently at a loss to understand why they are not learning, since their articulation and some spontaneous language may be excellent. Added to these students are those children from cultur-ally or economically deprived environments who have lacked appropriate language stimulation.

During the past decade, Head Start centers and other early education programs have provided facilities which service many children from various backgrounds and economic levels, as well as children with identified handicaps. The programs generally provide good language stimulation and are excellent for children with language delays, who have lacked the appropriate stimulation and exposure for normal language development. For the child with specific language impairment (SLI), these programs are inappropriate. These children are not language deficient due to lack of stimulation, but have specific language deficits requiring structured and direct intervention.

Since 1971, Children's Language Institute has served moderately to severely language impaired children of Western Massachusetts in a day school setting. As cities and towns have become financially responsible

for providing services for such children, this school has seen an increase in referral age and an increase in the severity of the language impairment on diagnosis. In many instances, these children had developed behavioral and/or emotional problems. A review of family and educational history often presents a child who was mild to moderately impaired at 3, 4, and 5 years of age who, with the introduction of academics in the elementary grades, began to fail.

This project, funded by the Handicapped Children's Early Education Program of the U.S. Department of Education, has established a preschool class of children identified as mildly language impaired, or "at risk" for language/learning disabilities. The class is team taught with a speech-language pathologist to analyze the child's deficits and prescribe and provide therapeutic intervention, with the assistance of an early childhood educator to plan and carry out activities appropriate for this preschool population. The speech-language pathologist analyzes lesson plans and activities for language content, teaching methods and expectations. The speech-language pathologist and a social worker work with the parents and families to incorporate the child's environment into the intervention strategy and to train parents in home activities to further increase language skills. Specific programmatic design and approaches are discussed in later chapters.

THE NEED FOR EARLY INTERVENTION

During the past decade, many early intervention programs and therapeutic models have been established. While most professionals would agree that early intervention is essential, White and Casto (1985) raised questions regarding the long term effects of such programs in general.

They studied 162 early intervention efficacy studies and found little evidence to support the efficacy of parental involvement, age of intervention, setting, curriculum or long term effects. They state that in most cases, research design, not programmatic content, precluded definitive statements. They did find compe_ ng evidence that early intervention of "at-risk" children had an immediate, positive effect on abilities. Further, their study indicated substantial evidence that structured intervention programs were more effective than unstructured programs. Jordan, Hayden, Karnes and Wood (1977) found that programs providing early educational and therapeutic programming to meet the needs of young children and their families are reducing the number of children who need intensive or long-term help. Both of these studies address a variety of early childhood programs serving a variety of handicapping conditions and severities.

Most research and clinical judgment in the field of speech-language pathology agrees that early intervention of language disorders is essential (Lipson, 1981; Mecham and Willbrand, 1979; Goldman and Goldman, 1985; Carrow, Woolfolk and Lynch, 1982). All of these authors agree that a foundation in language skills is a prerequisite for academic success. When children have minimal problems, early remediation may avoid or reduce the development of more severe problems (Mecham and Willbrand, 1979). The importance of detecting difficulties in language learning in the preschools is recognized by most speech-language pathologists and many educators. In a study of over 700 language impaired students, Schery (1985) found that the younger the child began language treatment, the more rapid the progress seen over a two- to three-year period.

The language and language concepts associated with academics in the
elementary school years impact greatly on the language impaired student
(Butler, 1984). Aram and Nation (1980) followed 63 language disordered
preschoolers for four-five years after diagnosis. They found that 40%
continued to have speech and language problems and 40% presented other
learning problems. King, Jones and Lasky (1982) followed fifty children
initially diagnosed as communicatively impaired for a fifteen-year period.
They suggest that intact skills in language comprehension and production
appear critical to successful performance in school. They further noted
positive effects of early therapy. The correlation between language
competence and success in reading and math is supported by Childs and
Angst (1984).

MODELS OF INTERVENTION IN SPEECH AND LANGUAGE

The most traditional model of intervention for speech-language
impaired preschoolers has been individual or small group therapy in a
clinical setting. Many professionals are now recognizing that this is not
the most cost effective or most beneficial method of intervention. A range
of service delivery models for public schools is discussed in "From pre-
school to high school: A class act" (ASHA, 1986). A growing trend in
speech-language pathology is to utilize the speech-language pathologist
as a consultant to the classroom teacher (Frassinelli, Superior and
Myers, 1983; Fujiki and Brinton, 1984). Other programs utilize the
speech-language pathologist as the classroom teacher, as the program at
Children's Language Institute (CLI). Cole and Dale (1986) compared the
language growth of preschool children in a direct intervention model with
those in an interactive language instruction group. They found equal gains

in both settings, with no difference in test score improvement for either method. They suggest that a merging of the two models may prove more effective than the exclusive use of either. A concept or language structure could be presented initially using direct instruction for rapid acquisition and later be incorporated into interactive models for generalization purposes. The use of modeling as a therapeutic technique has been shown to be more effective than imitation (Courtright and Courtright, 1976, 1979; Prelock and Panagos, 1980). Experience at CLI has shown that this is more easily accomplished in a classroom setting.

DESIGN OF THE CHILDREN'S LANGUAGE INSTITUTE PRESCHOOL PROJECT FOR CHILDREN "AT RISK" FOR LANGUAGE/LEARNING DISABILITIES

USE OF THE CLASSROOM MODEL

The importance of language remediation in a classroom or social context has long been recognized by the staff at CLI. Experience has demonstrated that utilizing this structure leads to a greater chance of success in the public school setting. The classroom affords the opportunity for social interaction during language remediation, as well as providing the foundation for later academic routines, which may present problems to this population. Early compensations can be taught, as appropriate, in realistic contexts. This remediation model is supported by a variety of authors (Gold, 1985; Wilkinson, 1982; Creaghead, 1984). Schery (1985) found that children who prefer social activities demonstrate greater language gains. These social activities can best be incorporated into treatment in a social or classroom context. Creaghead (1984) states that school

> is the place where children spend large amounts of time. Opportunity for interaction with both adults and peers is provided. The teacher or clinician has the opportunity to observe both normal and deviant behavior within the same context. Finally,

school demands particular pragmatic skills for success in that setting. Teachers and clinicians need to be observant in learning what those skills are and design situations to model and encourage them (p. 250).

STAFFING THE PROJECT

In their study of the effects of early childhood training, White and Casto (1985) found that more highly trained intervenors were more effective than intervenors without such training. This has been the experience with more severely language impaired children at CLI. For this reason, a speech-language pathologist was hired as the head teacher, as this professional possesses the expertise most appropriate for the mildly language impaired population served. The use of the speech-language pathologist in the classroom is discussed by Abkarian (1981). Rather than being an outside resource, this professional should be actively engaged in planning activities in the classroom. Filer (1981) describes the teacher's role with language impaired children as including recognition of the child's language level and utilization of interventions including prompting, echoing, expansion, recasting sentences, and expatiation of modeling interactions. These can best be accomplished by a speech-language pathologist in a classroom setting. Allen (1980) contrasted the roles of incidental teaching with communication interaction as models for young language-impaired children. Results indicated that child initiation was a feature of incidental learning with the teacher as a facilitator. For the teacher to facilitate such interactions, he/she must be knowledgable about language remediation.

Since an important goal of the project is to provide language remediation in a social and pre-academic environment, an early childhood educator was employed. This professional is able to plan appropriate

activities for cognitive, social and pre-academic skills. The class management role and development of skill areas other than language are usually deficient in a speech-language pathologist. By using both professionals as planners and teachers, the children develop all skills appropriately and activities can accomplish multiple objectives.

To encourage interaction, provide more individualized attention, and to provide additional adult models, two instructional aides are included in the staff. Extensive training in language remediation is provided by the speech-language pathologist. All new language material is introduced by the speech-language pathologist through lesson plan development and training of other personnel. The speech-language pathologist's participation allows knowledge of children's language usage for future planning. Training for the paraprofessional personnel is discussed in a later chapter.

The transdisciplinary, or role-releasing model is employed by the adults working in this preschool classroom. The nature and methods inherent in this practice are discussed later, but this model is an important one to promote cooperation among staff, as well as benefitting the children served. Garnett (1986) says that "children's discourse-level difficulties are not the special province of the language clinician . . .This 'jargon armor' of specialty fields also stymies efforts to attain cooperation among (varied professionals) and parents--all of whom have potentially major contributions to make toward untangling learning disabled youngsters' discourse dilemmas." (pp. 45-46). Gaskins (1982) feels that discipline demarcations "tend to dictate and fragment service arrangements, with the result that youngsters are often parceled out for their language, reading, learning, counseling and mainstreaming needs" (p. 83).

To avoid this type of fragmentation in this program, all language, social and pre-academic services are met in the context of the classroom environment.

A social worker is also employed. The expertise in ch. d development and social-emotional issues is shared with the program staff. The social worker's role in parent training and support will be discussed later.

USE OF PEER MODELS

Since modeling has been shown to be an effective intervention technique, adult and child models are used in this classroom. The importance of using spontaneous conversational behavior in a language intervention program has been stressed by Spiegel and MacCallum (1984). Creaghead (1984) suggests that the ideal format for intervention may be to have children with good language skills intermixed with children whose skills are disordered, so that models can be provided. She states that using adult models exclusively may make development of pragmatic skills somewhat difficult, as adult pragmatics varies from children's pragmatic usage. The peers in the program have also provided the opportunity for the staff to observe normal behaviors, such as tantrums, in normal children, which they may have inadvertently attributed to the language disorder. Many behaviors unusual to the adults may be normal for the child's level of social-emotional development. Parents observing the program have commented that many behaviors they thought were due to lack of sufficient communication skills are also displayed by the peer models in the class. This has helped reduce some of the parental frustration.

PARENT TRAINING AND SUPPORT PROGRAM

Hodges and Sheenan (1978) discussed the problems of continued success

after a child leaves an early education program. They stress the importance
of home programming to ensure continued skill gain after formal training
has ended. Strategies for incorporating parents into intervention programs
are discussed and supported by many authors (Kemper, 1980; Newhoff and
Browning, 1983; Hastings and Hayes, 1981). Spiegel and MacCallum (1984)
found that replication of activities occurring frequently in the home
appears to facilitate spontaneity and expression of conversational inten-
tions within a language intervention program. The importance of parental
involvement in language programs for social skill development is discussed
by Gold (1985) who said that language exercises should not be performed
in isolation, but should represent realistic, practical skills for use in
routine social interactions.

To achieve parental involvement in the program objectives, this
program utilizes several methods. Parent workshops are presented by the
staff for informational purposes. These have addressed language and
social development, and language and behavioral enrichment activities. A
weekly newsletter is compiled and distributed to all parents by the speech-
language pathologist to inform parents of program activities and language
targets stressed during a particular week. An observation booth attached
to the classroom allows the parents to observe the class interactions
without the knowledge of the child. All parents have availed themselves
of these observations and have reported that such observations have been
beneficial.

In addition to the general methods of parental involvement discussed
above, two direct services are offered to the parents. The speech-language
pathologist provides home visits to observe interactions in the home and

make constructive suggestions for incorporating language targets into activities normally occurring in a specific child's home. These visits have helped alter parental language interaction with the children and have provided continuity between school and home activities. The social worker provides weekly discussion/support groups involving parents of the "at risk" and "peer model" children. A broad range of topics have been discussed in these groups, ranging from specific student difficulties to parents' frustrations in dealing with their children. Both of these methods of parental involvement will be discussed in a later chapter.

As a result of these activities, parents have reported a greater understanding of their child's needs. The staff has reported improved language and social interactions with the children, when observing parent-child interaction.

FOLLOWUP CONSULTATION WHEN CHILDREN ARE ADMITTED TO PUBLIC SCHOOL

In White and Casto's (1985) study of the effects of numerous early intervention programs, they suggested that long-term effects may be lacking due to insufficient follow-up activities after the child leaves a program. Hodges and Sheenan (1978) support this view when they say that immediate gains from structured programs are often eroded after the children leave a program. The need for follow-up services to new staff is apparent.

The speech-language pathologist/teacher from this program visits a former student's new educational placement two times during the first year after departure and once per year during the second year. When possible, this professional observes the class, meets with the teacher and any specialist serving the child, and makes oral and written suggestions. This activity has helped the receiving staff gain a better understanding

of the child as well as helping them modify their methods of presentation

for specific children. The ultimate success of any follow-up activities

depends on the cooperation and flexibility of the professionals involved

in the program. Based on experience from similar follow-up methods used

for more severely language impaired students of CLI, receiving staff

response to such activities has ranged from extreme resistance to "outsiders"

observing and commenting on classes to enthusiasm, questions and a desire

for further specific training. As discussed with role releasing, earlier

in this chapter and in later chapters, important professional attitudes

for success with the language/learning child are avoiding "professional

territorial turf battles," mutual sharing and cooperation among serv.

providers and transferring professional responsibilities for the benefit

of the student. Pickering and Kaelber (1978) incorporate these attitudes

into their program description of a team approach between classroom teachers

and speech-language pathologists.

CONCLUSION

The necessity for early remediation of mildly language impaired

children has been discussed and supported. A variety of program and inter-

vention models have been presented.

The Children's Language Institute's Preschool Project for children

"at risk" for language/learning disabilities provides a preschool classroom

setting for language remediation in a social context. To facilitate lang-

uage intervention, peer models are included in the classroom. A speech-

language pathologist provides language objectives for specific children

and incorporates them into preschool activities provided by an early child-

hood educator. By utilizing the expertise of these two professional areas,

the children develop a variety of appropriate skills to prepare them for

success in public kindergarten. The use of instructional classroom aides has enhanced the language growth of the children enrolled. Extensive service training of these aides has enabled them to alter their methods of presentation -f communication with specific children, as well as model various forms of language in the context of the classroom setting.

Parent training has been accomplished through observations, news letters, home visits and training by the speech-language pathologist, and support groups provided by the social worker. These activities have not only increased parents' awareness of their children's problems, but have helped change their social and language behavior and interactions with their children.

In order to minimize regression after the children enter public kindergarten, follow-up consultations and observations are provided by the speech-language pathologist from this project. Suggestions are made to the new staff to enable them to continue successful techniques with former students. This practice also allows a smoother transition for the child.

CHAPTER 1 - REFERENCES

Abkarian, G. 1981. Mainstreaming the speech-language clinician in the public schools. Journal of Childhood Communication Disorders 5 (1): 3-13.

Allen, K. 1980. The language impaired child in the preschool: The role of the teacher. Directive Teacher 2: 8-10.

American Speech-Language-Hearing Association (ASHA). 1986. From preschool to high school: A class act. Asha 28(5): 18-21.

Aram, D. and J.E. Nation. 1980. Preschool language disorders and subsequent language and academic difficulties. Journal of Communication Disorders 3: 159-170.

Butler, K.G. 1984. The language of the schools. Asha 26(5): 31-35.

Carrow-Woolfolk, E. and J.I. Lynch. 1982. An integrative approach to language disorders in children. New York: Grune and Stratton.

Childs, P.J. and D.M. Angst. 1984. Description of an ongoing special education preschool program. Language Speech and Hearing Services in Schools 15(4): 262-266.

Cole, K.N. and P.S. Dale. 1986. Direct language instruction and interactive language instruction with language delayed preschool children: A comparison study. JSHR 29(2): 206-217.

Courtright, J. and I. Courtright. 1976. Imitative modeling as a theoretical base for instructing language-disordered children. JSHR 19: 655-663.

Courtright, J. and I. Courtright. 1979. Imitative modeling as a language intervention strategy: The effects of two mediating variables. JSHR 22: 389-402.

Creaghead, N.A. 1984. Strategies for evaluating and targeting pragmatic behaviors in young children. Seminars in Speech and Language 5(3): 241-251.

Filer, P.S. 1981. Conversations with language delayed children: How to get them talking. Academic Therapy 17: 57-62.

Frassinelli, L., K. Superior and J. Myers. 1983. A consultation model for speech and language intervention. Asha 25(11): 5-30.

Fujiki, M. and B. Brinton. 1984. Supplementing language therapy: Working with the classroom teacher. Language Speech and Hearing Services in Schools 15: 98-109.

Garnett, K. 1986. Telling tales: Narratives and learning-disabled children. Topics in Language Disorders 16(2): 44-56.

Gaskins, I. 1982. Let's end the reading disabilities/learning disabilities debate. Journal of Learning Disabilities 15: 81-83.

Gold, J.P. Pragmatics-Teaching the social use of language in the classroom. Churchill Forum 7(4): 2.

Goldman, S.M. and R.S. Goldman. 1985. Detecting language learning problems in the preschool child. Churchill Forum 7(4): 1, continued 6-7.

Hastings, P. and B. Hayes. 1981. Encouraging language development. Cambridge, MA: Ware Press.

Hodges, W.L. and R. Sheenan. 1978. Follow through as ten years of experimentation: What have we learned? Young Children 34: 4-14.

Jordan, J., A. Hayden, M. Karnes and P. Wood. 1977. Early childhood education for exceptional children. Reston, VA: Council for Exceptional Children.

Kemper, R.L. 1980. A parent-assisted early childhood environmental language intervention program. Language Speech and Hearing Services in Schools 11: 229-235.

King, R.R., C. Jones and E. Lasky. 1982. In retrospect: A fifteen-year followup report of speech-language disordered children. Language Speech and Hearing Services in Schools 13: 24-33.

Lipson, A.M. 1981. Catching them early. Academic Therapy 16(4): 457-462.

Mecham, M.J. and M.L. Willbrand. 1979. Language disorders in children: A resource book for speech/language pathologists. Springfield, IL: Charles C. Thomas.

Newhoff, M. and J. Browning. 1983. Interactional variation: A view from the language-disordered child's world. Topics in Language Disorders 4(1): 49-60.

Pickering, M. and P. Kaelber. 1978. The speech-language pathologist and the classroom teacher: A team approach to language development. Language Speech and Hearing Services in Schools 9: 43-49.

Prelock, P. and J. Panagos. 1980. Mimicry versus imitative production in the speech of the retarded. Journal of Psycholinguistic Research 9: 565-578.

Schery, T.K. 1985. Correlates of language development in language-disordered children. JSHD 50: 73-83.

Spiegel, B.B. and R. MacCallum. 1984. The effect of setting on communication characteristics of language-delayed children. Paper presented at the Annual Convention of the American Speech-Language-Hearing Association, San Francisco.

White, K. and G. Casto. 1985. An integrative review of early inter-
vention efficacy studies with at-risk children: Implications for
the handicapped. Analysis and Intervention in Developmental Dis-
abilities 5: 7-31.

Wilkinson, L. (Ed.) 1982. Communicating in the classroom. New York:
Academic Press.

Williams, P.S. 1983 (Fall). Professional practices division update for
professionals in school settings. Rockville, MD: American Speech-
Language-Hearing Association.

therapeutic language intervention, consideration of the role of the clinician and specific language intervention strategies to use in the classroom. Research and some other classroom-based language intervention programs are also reviewed.

Also in this chapter, a discussion of pragmatics as a skill area is provided, including definitions for basic pragmatic skills, a taxonomy or classification system that may assist in planning assessment and intervention in this area, and a research overview in two areas: normal development of pragmatic skills and the relationship between linguistic disorders and pragmatic competence.

PRAGMATICS AS THE BASIS OF CLASSROOM LANGUAGE INTERVENTION

The overview of the research on the normal development of pragmatic skills as well as the research findings on the pragmatics skills of specifically language impaired children compared to normal language children will demonstrate the interdependence of pragmatic and linguistic skills.

First, although children with specific language impairment (SLI) may demonstrate a typical range of communicative intentions, normal awareness of how to keep a conversation going and appropriate judgments of listeners' prior knowledge and linguistic status, the SLI child tends to use compensatory nonverbal means or strategies typical of younger children to maintain conversational interactions or to express his intentions. Most of the research to be summarized shows that linguistic impairments or delays place very real constraints on the pragmatic or communicative competence of young children.

Second, the motivation to learn language skills comes from the need to USE them. "Communication functions are the principal motivation for

language growth." (Craig in Gallagher and Prutting, 1983. p. 102). The
research demonstrates that children may adapt successfully by using
alternative linguistic or nonlinguistic strategies OR may react to being
unsuccessful as communicators by withdrawing conversationally. Either
behavior will not tend to lead to improvements in linguistic skill areas
in functional communication situations without specific attention being
paid to remediating the linguistic deficits.

Hence, the classroom model of pragmatic language intervention will
be justified ONLY if it can be shown that systematic language intervention
can and will occur with measurable improvement shown in linguistic skills,
that is, in the use of morphemes, syntactic structures and sentence phrase
structures, etc. as well as in the area of semantics. The "pragmatic
curriculum" it will be seen, can be embedded in the schedule and activities
of the classroom. Furthermore, the group or classroom interactions with
peers, as well as with a variety of adults (speech-language pathologist,
teacher, aides, interns) are the best settings in which to obtain repre-
sentative language samples, the optimal reflections of true language/
communication functioning.

WHY THE CLASSROOM IS AN IDEAL SETTING FOR THERAPEUTIC LANGUAGE INTERVENTION

The classroom setting allows the integration of linguistic training
with the expression of varied intentions and conversational skills.

Wollner (1983) states the basic assumption behind the pragmatic
approach to language intervention:

> . . .the more holistic the approach, the more likely we are to
> capture the nature of communication development. Beyond this,
> the appeal of a pragmatic orientation for language clinicians
> is that it "sits well" with their intuitive feelings about the
> ultimate goal of treatment, which is to help the communicatively
> impaired individual, who may have as little language as a gesture
> or as much language as complex sentences, to function in a social
> world (Wollner, 1983, p. 13).

Carrow-Woolfolk and Lynch (1982) see the primary goal of all intervention as pragmatic. No matter what type of language problem exists, intervention should

> ultimately lead to impro.ed communication at home and at school, in speaking, listening, reading and writing. Intervention should assist the child in developing a desire to communicate and provide him with the means to do so (p. 275).

In discussing some key concerns in preschool language intervention, Friel-Patti and Lougeay-Mottinger (1985) note that ". . .language growth should be facilitated via experiences with functional communication. . .the natura.' consequences of the communicative exchanges serve to reinforce and shape appropriate communication. Structural and conversational rules are learned as interdependent aspects of communication" (p. 47).

Traditional therapy settings are viewed as promoting the learning of neither language forms or functions. Clinicians who use structured or semantic, rather than communicative, techniques in therapy with elicited imitation, reinforcement and drill are omitting the features which facilitate language development (Stone, 1984). The intervention is not demonstrating the functional benefit of communication to the child and evidence exists that "highly constrained therapy situations focusing on questions and commands tends to inhibit rather than encourage talking" (Hubbell, 1977, discussed in Carrow-Woolfolk and Lynch, 1982, p. 306). According to Steckol (1983, cited in Friel-Patti and Lougeay Mottinger, 1985) the traditional stimulus response format may contribute to per-sistent language-learning disabilities in later years. Language remedia-tion or intervention is redefined as

> systematic arrangements of circumstances designed to assist children with disordered language in learning to use their

native language for more effective and acceptable communication
(Cole, 1982, p. 7).

Clinicians are encouraged to move away from "stilted verbal routines" and
"follow the child's lead in finding situations into which language is to
be incorporated" (Cole, 1982, p. 104).

The classroom setting promotes the use of a wide range of language
functions. Staab (1983) discusses language functions elicited by meaning-
ful activities within the school setting as verified in her research study.
These functions are:

1) relating socially to others while stating personal needs

2) directing the actions of the self and others

3) giving information

4) reasoning, judging and predicting

5) imagining and projecting into nonclassroom situations (Staab,
   1983, p. 164).

In her mini-seminar on "Creating a communicative environment in the class-
room" (ASHA Convention, Washington, DC, November, 1985), Creaghead listed
communication skills needed at the elementary school level along with
activities to promote these skills. The functions she outlined are as
follows:

Getting information

    hypothesizing and predicting
    requesting information
    requesting clarification

Providing required information (being tested)

    describing
    explaining
    giving reasons
    answering

Getting along with peers

    negotiating
    planning
    maintaining conversations
    entertaining

Hart discusses the social uses of language specifically in a preschool setting and her list may be seen to be very similar to Creaghead's. Hart stated that preschool children need to learn how to use language in order to do the following:

1) to assert and defend

2) to make friends

3) to resolve conflicts

4) to explain

5) to persuade

6) to participate in play and pretending

7) to display knowledge

8) to question and inquire

9) to organize and express ideas and experiences.

(Hart in Allen and Goetz, 1982, p. 174)

Classroom settings may readily be arranged to cue talking. Viewing the classroom setting as a "treatment context," McLean and Snyder-McLean (1978, p. 211) define this setting as one which "provides a high probability of children's actions upon and within it." Cole (1982) describes an optimal setting which contains enough space for children to move around and a variety of interesting objects, as well as different people for the child to interact with and contrasts it with the confined cubicle with a small table and chairs. Hart asks, "Why do children talk?" and then proposes that children talk "because the setting cues talking. . .

there are a variety of interesting things to talk about, there is time for talking, there are interested and responsive listeners" (Hart in Allen and Goetz, 1982, p. 176). She then suggests that each setting be evaluated in terms of what it offers children as topics, how interesting and compelling to talk the classroom and activities are. Activity areas should promote face to face interaction with ample free play-time for children to choose topics and conversational partners. "The more often children talk, the more often they explore what language can do" (Hart in Allen and Goetz, 1982, p. 177).

McLean and Snyder-McLean write of their discoveries of the benefits of the preschool classroom as an "instrumental communication context" (McLean and Snyder-McLean, 1978, p. 211). They note that use of these play settings does not preclude a systematic approach to training. In the classrooms they describe, the staff

> set up conditions in which certain actions and communicative forms have high probability. For example, we have set up physical settings of toy kitchens and role-played meal preparation and eating. . .Specific pragmatic acts can be assured occurrence. . .Such physical settings and action routines are, in fact, very near to those in which much "natural" language learning occurs for the normally developing child. With some experience and concentration on the part of the language teacher, such environments can be developed so that the communicative functions and context can become highly controlled and predictable. In this way, training can become rather systematic in its targets and procedures (McLean and Snyder-McLean, 1978, p. 211).

In a classroom setting a variety of activities may be planned to cue and model use of targeted language forms and functions. Kaczmarek (1985) discusses the integration of language skills as target objectives of routine activities such as snack, free play, arrival and dismissal, transitions between activities and toileting. Kaczmarek reviews these and comments:

> Such routine activities are settings in which self-help skills
> or a variety of loosely specified objectives from different
> developmental domains are typically targeted. Unfortunately,
> language/communication skills are often neglected as objectives
> in these settings, even though such situations offer optimal
> and plentiful opportunities for targeted language/communication
> skills in natural contexts (Kaczmarek, 1985, p. 187).

It seems clear that a particular activity will greatly influence the

speaker's language choices. Fox and Zidonis (1975, cited in Staab, 1983)

observed nursery school children engaged in sand play and constructing

villages and found that language was used to plan, to discuss materials

and to ask for help. Miles (1978, cited in Staab, 1983) found that draw-

ing and painting elicit many ego-enhancing utterances from nursery school

children. Friel-Patti and Lougeay-Mottinger (1985) cite Constable (1983)

who proposes that intervention strategies use familiar social routines

such as birthday parties, food preparation, washing dishes for facilitating

progressively more specific language use with conversational support pro-

vided by clinicians. Constable refers to these as "scripts" (Friel-Patti

and Lougeay-Mottinger, 1985, p. 48).

Creaghead suggests that clinicians and teachers view art projects

and science experiments as naturally creating communicative demands, with

some deliberate "sabotage" by staff:

> . . .in art activities the teacher may tell children what to
> make but provide only some of the necessary supplies. . .allow
> children to work in groups and decide what to make and what they
> will need to make it. This strategy will encourage predicting
> and hypothesizing as well as many other behaviors required in
> conversations. It will probably also produce requests for infor-
> mation and will necessitate requests for objects (Creaghead, 1984,
> p. 249-250).

Bush (1978) describes creative drama and language experiences, showing how

they may be integrated with structured language intervention strategies

for elementary school-aged children. McCune-Nicolich and Carroll (1981)
also cite the more mature, sociodramatic play of older children which is
demanding of linguistic skill, may be utilized by the language therapist
as an intervention technique to promote both linguistic and social com-
petence, and is readily adaptable to specific language intervention goals.
They note the advantages of sessions involving groups of older children
rather than individual sessions.

The classroom setting offers intervention opportunities of extended
duration. Kaczmarek (1985) reviews literature which indicates that inter-
vention which occurs throughout the day, rather than during time specifi-
cally set aside for it, is more effective. For preschool language impaired
children, opportunities that occur throughout the school day to use new
skills in varied contexts are critical for mastery to occur.

The classroom setting promotes generalization of language skills.
Hart states that "Children generalize language skills by trying out how
language works in many different places with many different people" (Hart
in Allen and Goetz, 1982, p. 177). In a classroom setting, a child has
opportunities to talk about a variety of topics with different people,
all of whom, in a language-remediation classroom, have been trained to
model and otherwise cue correct use of targeted forms, functions and
conversational skills.

The classroom setting readily permits the use of normal language peer
models. Muma (1983, in Gallagher and Prutting) defines peer modeling as
"the use of the behavior of a peer as a model to induce positive change in
the behavior of a target child" (p. 208). Cole (1982) notes that children
may have certain interactions among themselves that do not tend to occur
with adults such as issuing demands, engaging in arguments, making

accommodations and inviting another child to participate in a joint activity. She notes that "at times other children can be used as models for the target language behavior" (Cole, 1982, p. 104). Staab (1983) suggests placing competent language users with children who are not as skilled in small group activitie' Corsaro (1981) proposes that peer interactions in nursery school and informal play groups provide experiences not available sometimes in family units by placing children directly into "same status alignments" and cites research challenging Piaget's view of young children's language as egocentric. This research has "stimulated interest in peer discourse and play as important aspects of preschool children's social and cognitive development" (Corsaro, 1981, pp. 79, 84). Creaghead makes an unusual point that socially appropriate models of behavior may not be the same for children as for adults--for example, making introductions--and that another child would, in fact, be a superior model for a language impaired child. She tested this out and found that children would not introduce themselves or each other until they needed to know someone's name and then would say, "What's your name?" or ask a friend, "What's his name?"

Howard Goldstein directs a preschool program in Pittsburgh which integrates language-handicapped preschoolers with severe behavioral and autistic-like disorders (with marked pragmatic, as well as linguistic, deficits) with normal peers and has developed peer intervention strategies to promote communicative interaction (Goldstein, 1985, handout from ASHA Convention Mini-seminar). Behaviors successfully taught to peers include:

1) Establish eye contact (say name, touch arm, tap shoulder)

2) Descriptive talking about one's own play

3) Descriptive talking about target child's play

4) Respond by repeating (direct repetition of what the target child just said)

5) Respond by expanding (restating what the target child just said in peer's own words)

6) Respond by requesting clarification ("What did you say?")

7) Suggest joint play ideas ("Let's play with this together.")

(Goldstein, 1985, handout, p. 6)

The use of peer models usually does not require specific training of peers so long as children with good to excellent language skills and typical or normal social-emotional development are initially selected.

THE ROLE OF THE SPEECH-LANGUAGE PATHOLOGIST IN A CLASSROOM LANGUAGE INTERVENTION PROGRAM

The speech-language pathologist's (SLP) role in pragmatic intervention is a complex one which requires planning, teamwork and skill. The SLP may be seen as a facilitator or "choreographer" of activities and experiences that increase the probability that targeted forms and functions will need to be used. In directing all aspects of the child's intervention experiences, the SLP would act in ways that the child would perceive as natural learning opportunities. "Clinician behavior would be directive, dynamic, but perceived as naturally interactive if planned in terms of conversational roles" (Craig in Gallagher and Prutting, 1983, p. 113).

The SLP expands the impact of this role by training all staff in the classroom, early childhood educator, aides, interns, to replicate it, as discussed in the section of "role releasing" in Chapter Seven. All staff function as "active, careful speaker(s) and. . .active, creative listener(s)" (Friel-Patti and Lougeay-Mottinger, 1985, p. 48). Staff cue, guide and prompt children in what to say, when and to whom so that the children can gain an experience of how language serves them in that parti-

cular activity or setting (Hart in Allen and Goetz, 1982, p. 177).' The

SLP works closely with all staff and is no longer the primary intervention

agent (Craig in Gallagher and Prutting, 1983).

The SIP and staff must see intervention in terms of process as well as

content. Cazden discusses the decision which staff must make as to what

extent conversational encounters should be preplanned and how much staff

can rely on responding to children or initiating spontaneously as staff

interact with them at "work" or play. She cautions that teachers tend to

talk more to the children who talk most to them (Cazden, 1981, p. 10), and

this tendency should be acknowledged and addressed by speech-language

pathologists who train other staff.

Another aspect of the SLP's role is to determine and advocate for

optimum group size for language intervention with a particular population.

Cazden (1981) cites research by Ruopp (1979) that showed, across all sites

studied, smaller groups were consistently associated with higher gains

on two developmental tests. Cazden and this writer have experienced that

overall group size, rather than teacher-child ratio, is the critical

factor. When a room is too noisy, little voices cannot be heard even in

1:1 conversations at close quarters and what conversations do get started

are often cut short by noise or interruptions. Therefore, three adults

for twelve children would promote more effective language intervention

than four adults for sixteen, even with the same teacher-child and normal

language peer to language impaired child ratio. The latter ratio might

be 1:3, three peers and nine SLI children. Small total class sizes might

be recommended for more severely language impaired children.

The importance of maintaining a low adult-to-child ratio to promote

verbal interactions with adults should not be minimized, in spite o₄ the
contribution of normal language peers. Research shows that verbal inter-
action with adults significantly influences the development of communica-
tive competence (McCartney, 1984, cited by Friel-Patti and Lougeay-Mottinger,
1985).

LANGUAGE INTERVENTION STRATEGIES TO USE IN THE CLASSROOM

The fundamental strategy for all staff to use in the classroom is
to promote the child's experience of language "paying off" when it is
used appropriately and works as intended (Muma in Gallagher and Prutting,
1983). Hart (1982, in Allen and Goetz) cautions staff not to continue
to respond to "old inappropriate uses of language in ways that make the
language continue to work for the child" (p. 180). This creates a fine
line to tread since direct correction has been found to slow the acquisi-
tion of language skills (Cardoso-Martins and Mervis, 1981; Grossfeld and
Heller, 1980, cited in Friel-Patti and Lougeay-Mottinger, 1985).

Group activities provide ideal settings that allow clinicians to
use a number of intervention techniques that do not reinforce incorrect
responses, honor the child's communicative intent and avoid direct correc-
tion. For example, in an arts and crafts activity, the clinician parti-
cipates and scissors are deliberately omitted from the array of necessary
tools.

Dialogue		Intervention Technique and Targets
Child #1:	Me no cut.	
Clinician:	I can't cut out my picture either. I can't cut it.	Models: I, negative "can't"
Child #2:	I can't cut out mine either. I need scissors.	Child repeats both forms modeled
Child #1:	Need scissor.	
Clinician:	I need scissorS too.	Models: I, plural noun

Dialogue	Intervention Technique and Targets

Child #2:   I can get scissors?
Clinician: CAN you get scissors?
             (pauses) Sure. CAN you   Models: yes/no question with
             find them?   inversion twice for Child #2
Child #1:   (interrupting) I get
             'um too.
Clinician: Wait just a second.
             (Child #2) Can you   Preserves turn-taking order.
             find them?
Child #2:   Yeah.
Child #1:   I get scissors too.   (Child #1 used "I' correctly twice)
Clinician: Sure, you can both get
             them.

In the above imaginary example, the usefulness of a heterogenous group and
of clinician hands-on participation in crafts activities is demonstrated.
The second child repeated the models, giving the first one additional
patterns and the communicative intent of the first child was realized, but
with a delay.

In addition to modeling in which a clinician increases the frequency
with which a rule is emphasized and finds real reasons for repeatedly
using the rule in his/her own language, the clinician and all staff should
expand utterances, or provide a corrected version of the child's incorrect
productions. Expansions introduce a slight delay in the child's experience
of "pay-off" or achievement of communicative intent without the negative
impact of being perceived as direct corrections.

Another way of introducing this slight delay is negotiation of meaning
(Snow, et.al., 1984) which may consist of a clarification question ("Huh,
you want the what?"), an expansion, attempts at rephrasing and simple
repetitions. The negotiation continues the same topic, preserving
semantic contingency which has been shown to facilitate language acquisi-
tion (Nelson, 1973; Cross, 1975, 1978, cited in Friel-Patti and Lougeay-

Mottinger, 1985) and encourages the child to make another attempt. If
the context permits the adult to guess at the content and intention of a
completely unintelligible child, a direct model or even acceptance of a
partially correct production that includes a nonverbal component by the
child would then be appropriate. Basically, the child is never directly
told to repeat, but the adult stalls "in confusion" which may be feigned
or real, inviting the child to revise using the forms modeled by the
adult, questioningly. Incorrect revisions are always accepted. The
staff know that the child will have many opportunities in the classroom to
practice the targeted skills.

Another language intervention strategy useful in the classroom is to
place the child in the role of conveyor of real information (Culatta, 1984).
He/she may be asked to tell latecomers how to proceed with a crafts pro-
ject. In the weekly "Home News" activity, children bring in notebooks
which staff send home with parents' notes of interesting experiences they
had the prior weekend. Using the notebooks, staff help each child share
his news with a small group, using appropriate prompting levels for each
child. After a snack, "cooked" by a small group, the children assemble in
the circle area to hear the "cooks" tell how they made it, using a picture
"recipe" poster to guide them.

RESEARCH OVERVIEW AND DESCRIPTIONS OF OTHER CLASSROOM LANGUAGE INTERVENTION
PROGRAMS

Research on the classroom interactive model

Cole and Dale (1986) compared direct language instruction and inter-
active language instruction of 44 preschool children language delayed
receptively and expressively with scores of 1.5 standard deviations below

the mean on receptive measures and a mean I.Q. one standard deviation below normal. The DISTAR (Engleman, 1976) program was used with one teacher to two-four children for the direct instruction. Interactive instruction took place during all classroom activities in conversational settings with objectives for each child posted in large signs around the rooms. After eight months the children in both settings improved significantly and substantially on syntactic and semantic measures. The general impact of the preschool classroom environment may, in fact, have been the common variable promoting language learning for both groups. Also, these rather severely impaired groups did not meet the usual criteria for specifically language impaired which includes I.Q. in the normal range and deviancy in language development, rather than global delays, indicated by scores in the near normal or normal range in at least one of the organizing language processes (Kemp, 1983).

In an earlier study by Friedman and Friedman (1980) quoted in Cole and Dale (1986) children with high I.Q.'s, relatively high syntax production and good visual-motor performance did significantly better with the interactive instruction with the converse true for children poor in all these parameters.

Snyder-McLean, et.al. (1984) collected test data (Sequenced Inventory of Communication Development--SICD) and MLU (Mean Length of Utterance) data on seven children 38 to 48 months in a preschool program averaging five months, four mornings a week in which a variety of "joint action routines" occurred including morning circle, snack planning, preparing, serving, eating and cleaning up and a thematic play activity such as "restaurant" or "circus." The average SICD score gain for this moderately to severely

language impaired group was 1.41 months for each month of intervention in receptive communication and 1.12 for each month of intervention per child for expressive communication. Average MLU increase was from 1.49 to 1.88 along with increases in total number of utterances and total number of intelligible morphemes in a ten-minute language sample and the authors term the results highly encouraging.

Culatta and Horn (1982) developed a four-step program for four children to achieve generalization of target grammatical rules to spontaneous discourse using naturalistic events such as setting up a store, going on a family outing or getting ready for school. Five evoking strategies were to:

1) require the child to convey information

2) request information by specifying the reason for the information ("I can't find the soap. I need the soap.")

3) create a situation which dictates the need to obtain an action or call attention to an event (Give child too large a can to return to shelf.)

4) create an unusual or novel event (Pretend-meat is green.)

5) provide inaccurate information.

The authors had the children encounter the need to use the targeted construction at decreasing rates from steps 2 through 4 with step 1 being the modeling of the target rule by the clinician. When errors in the child's production occurred at any step, the clinician responded to the message intent and expanded the incorrect utterance. Results showed the children's use of trained rules increased in frequency, while untrained rules did not. First rules were maintained at mastery level during therapy for the untrained rules.

Data from the Children's Language Institute Preschool Program 1985-1986 for twelve mild-to-moderately language impaired children shows that the children, as a group, gained 14.1 months of predicted MLU age in an average of 13.2 months between first and last language samples. The two greatest gains were made by a boy in the program 16 months who entered with an MLU of 2.70 and had an MLU in May 1986 of 5.95. The second was a girl who entered at age 2½, 15 months ago with one-word communication and an MLU of 1.06. Her current MLU at 46 months is 4.06. Upon entry 70% (7/10) of the children had Developmental Sentence Scores below the 10th percentile. In May 1986 only 45% (5/11) were below the 10th percentile. For five children tested with the Structured Photographic Expressive Language Test-Preschool (SPELT-P) in September and May, the average raw scores were 17.6 and 21.4. Six children were tested in September 1985 and in May 1986 with the Test for Examining Expressive Morphology (TEEM). Their average raw scores were 25.2 in September and 33.8 in May.

Research on Incidental Teaching

Warren, et.al. (1984) reviewed studies of the effects of "incidental teaching" in everyday environments. They cite a number of studies (Hart and Risley, 1968, 1975; Rogers-Warren and Warren, 1980) which show the positive outcomes of this approach. In the latter study, classroom teachers approached severely language-delayed preschool children and requested language by using mands (instructions to verbalize or non yes/no questions) and models (imitative prompts). The child still determined the topic and controlled the play decisions. Results showed (a) increased verbalization rates, (b) increased responsiveness in obligatory speech situations, and (c) increased generalization from one-to-one language training to the class-

room. The authors conclude that "incidental teaching approaches may eventually offer a relatively powerful alternative to traditional clinical therapy models with language delayed children" (Warren, et.al., 1984, p. 43). Warren, et.al. (1984) then duplicated this study with some refinements using a multiple baseline design during a classroom freeplay period. When the teachers' language was faded, the treatment effects were maintained. The authors also found that the subjects' MLUs increased during the intervention condition when the teacher began prompting a minimum of two-word utterances in response to a mand or model.

Kamhi (1982) conducted two studies to determine the effect of self-initiated vs. adult-initiated actions on children's conjunction use and clause ordering. A verbal model also accompanied the two child-initiated actions. In two studies the results indicated that child-initiated action contexts which included a verbal instruction are preferred over other-initiated action contexts in which a verbal model is not present.

Descriptions of other classroom language intervention programs

The Language Development Program of Western New York (300 Fries Road, Tonawanda, NY 14150; Director: Nancy Harris) serves primarily preschool children with moderate-severe to severe speech and language disorders who attend $2\frac{1}{2}$ hours per day, five days a week, in classes of seven to nine children with each classroom staffed by a speech-language pathologist, classroom teacher and an aide, a ratio of three children per adult. The school uses an experience-oriented approach to programming with a wide range of preschool experiences including music, cooking and field trips. Individual and small group speech and language therapy is provided, parent

involvement is maintained through weekly anecdotal letters, regularly
scheduled parent observations, educational planning conferences and parent
council meetings and workshops. There is a home-based program for infants
and very young children, as well as a range of support services (occupational
and physical therapists, social worker, school psychologist), satellite
programs in nearby counties, a summer program and a 5½ hour daily school
age program. This program, which began in 1977, occupied an entire ele-
mentary school and utilized an auditorium, cafeteria and gymnasium when
visited in June 1985. At that time there were approximately 27 classes.
The program also includes in-depth preadmission evaluations by a special
diagnostic team.

Howard Goldstein (1985 ASHA Convention Mini-seminar) described his
program affiliated with the University of Pittsburgh in which six severely
language impaired, behaviorally disturbed and autistic preschool children
are integrated in a preschool class with six normally developing children.
He outlined a process for individualizing instruction within group teaching
contexts and described incidental teaching procedures used in the natural-
istic classroom context, as well as procedures previously discussed to
promote communicative interactions among handicapped children and peer
models. Children are taught to enact roles in sociodramatic play (barber
shop, hamburger stand). During free play, improved interaction is main-
tained as adults use minimally intrusive prompting procedures. Step-by-
step training procedures are specified and rigorous data collection is
employed for key activities.

A number of classroom-based programs from preschool to high school
are described in ASHA (May, 1986, "A class act: From preschool to high
school"). Staff at the Early Childhood Center (ECC) serving the Chicago

North Shore suburbs say that the success of the speech and language program serving 90% of the students is due to the integration of these services with the classroom program. A pragmatic, experiential approach is used which includes structured play, field trips and activities involving manipulatives and relating to holidays and seasons.

The Allegheny County Intermediate Unit serves children in the Pittsburgh suburbs (ASHA, 1986) and the speech-language pathologist has used a classroom speech and language program for over nine years with children of a wide variety of ages, functioning levels and disabilities. Another program in Grand Rapids, Michigan consists of four classrooms for 38 Severe Speech or Language Impaired (SSLI) children aged four to thirteen staffed by speech-language pathologists dually certified in elementary education and speech-language pathology and assisted by four aides.

Conclusion

The material presented in this section demonstrates that the classroom in which the speech-language pathologist has a central role is an ideal setting for language intervention to occur. Linguistic training may be closely integrated with pragmatic skill training and children will be highly motivated to use forms that will enhance their ability to express intentions and interact conversationally.

PRAGMATIC SKILLS: DEFINITION, TAXONOMY AND RESEARCH OVERVIEW
BASIC DEFINITIONS

An operational definition of language learning (Kemp, 1983) includes five patterns of organization: phonology, morphology, syntax, semantics and pragmatics. Pragmatics, however, or "the use of language in context by real speakers and hearers in real situations" (Bates, 1974, p. 277, cited

by Cole, 1982, p. 18) may also be viewed as the "overall framework from which to study syntax and semantics" (Prutting, 1982, p. 125). Pragmatists assert that language form is determined by function.

> The basic principle in talking is contextual control; individuals must say the right thing in the right way at the right time and place in accordance with the norms of society. . .What is said must change with each change in the topic, material or activity talked about, with each change in hearer, and with each utterance and hearer response. Everything a person says changes the situation in some way--adds information, asks for an answer, directs to action--so that both hearer and speaker have to adjust subsequent talk in terms of that change (Hart in Allen and Goetz, 1982, p. 175, 176).

Language use is defined as "the reason individuals communicate through language and why context determines which forms are chosen among alternatives" (Schirmer, 1984, p. 81).

A child is considered to be normally acquiring language if he or she is uniformly acquiring age-appropriate skills across the five patterns of linguistic organization. A child is considered language delayed (and may also be developmentally delayed with respect to motor and social-emotional development) if his language skills are uniformly below his chronological age, usually twelve months or more. A child is language disordered, language deviant or specifically language impaired (SLI) if there is uneven development within the five patterns of organization with at least one of them at or close to age level and a relative absence of impairment in other areas of development (Kemp, 1983). A child is considered "high risk" and mild to moderately language impaired if he/she fits the description for specific language impairment or deviance but the most impaired area is not more than six to twelve months below chronological age.

A number of terms are frequently found in the research literature on pragmatic skill development and include the following:

4.9

Speech Acts are the functions that utterances are intended to serve (Leonard, 1983, p. 71). These "include such things as directing actions, commenting on objects and actions and expressing feelings" (Creaghead, 1984, p. 241). Speech acts are "characterized by intended interactive efforts between speaker and listener. . .they are communicative in nature, they occur in conversation, they perform acts as well as contain words and meanings (performatives) and they are intentional and goal-directed" (Reese and Wollner, in Wollner, 1983, p. 2).

Indirectives are usually polite forms of requests, that is, asking rather than telling ("Do you have the time?" "Will you please open the window?"). Indirectives may also be hints such as "My mommy always lets me have a cookie before lunch," or "It's hot in here."

Contingent Queries are a three-part sequence consisting of (1) an occasion message which is the preceding utterance, (2) the query and (3) the response. For example: (1) "I'm going outside." (2) "Where?" (3) "Outside." There are two types of co.tingent queries: solicited and unsolicited. Solicited queries are used .to gain attention in discourse, whereas unsolicited queries are used for requesting clarification and correcting misunderstandings (Garvey, 1977; Corsaro, 1981).

Conversational Postulates or Rules of Discourse relate to a higher level of organization than the speech act. This is dial , discourse or successive utterances joined by a common topic (Carrow-Woolfolk and Lynch, 1982, p. 188). Certain conventions or "unstated rules" called conversational postulates or rules of discourse concern the quality, relevance and quantity of information and shared assumptions. These rules are (1) tell the truth, (2) offer new and relevant information, and (3)

request only information you want. These also involve rules for taking turns and such conventions as presupposition, indirect speech acts and deixis.

> Grice (1968) has suggested that participants in a conversation enter into an agreement to exchange information that is truthful, relevant, informative and clear. Participants must determine what information they already share and what new information must be communicated. Intentional violation of rules by the speaker may convey additional information in the form of humor, irony, sarcasm. . . (Savich, 1983, p. 44).

A presupposition is "information that is not contained in an utterance but must be known if the sentence is to be understood" (Carrow-Woolfolk and Lynch, 1982, p. 188). Presuppositions represent knowledge that the speaker presumes the listener shares. They "include judgments that speakers and listeners must make about the spoken and unspoken context, about the other person and about prior shared experiences in order to comprehend messages and to produce comprehensible messages" (Creaghead, 1984, p. 241). Presuppositions take into account such things as the listener's age and linguistic competence, background, functioning level and other things such as context, emotional issues and the topic. The appropriateness of the utterance is determined by the correctness of the presuppositions (Savich, 1983). Presuppositions modify how and what the speaker says (Johnson, et.al., 1984).

Code Switching is the "regulation and modification of speech according to the situation and the listener" (Donahue, 1983, p. 17). In other words, code switching is one reflection of the speaker's presuppositions relating to the listener.

Revision Behaviors are the manner in which a speaker alters a preceding utterance to make it more comprehensible to the listener in order to keep the conversation going (Van Kleek, 1981, p. 250). Revision behaviors may also be called conversational repairs.

Requests for clarification are the signals that a cooperative

listener is expected to give a speaker when a remark is not comprehended.

Deixis is the term for linguistic devices that anchor the utterance

to the communicative setting in which it occurs (Rees, 1978, in Cole, 1982,

p. 46). These include deixis of person (personal pronouns), of place

("this," "here," "there," "come," "go," "bring," "take"), deixis of time

through tense markers and words such as "yesterday" and "later." To learn

deixis requires the ability to gain the perspective of another or to

exchange roles (Cole, 1982).

Metapragmatics refers to "explicit awareness of pragmatic knowledge

or talking about talking" (Bates, 1976, p. 135).

A PRAGMATIC SKILL TAXONOMY FOR ASSESSMENT AND INTERVENTION

There are a number of orderly classification systems or taxonomies,

of pragmatic skills in the literature (Prutting, 1979; Cole, 1982; Carrow-

Woolfolk and Lynch, 1982; Donahue, 1983; Creaghead, 1984; Johnson, et.al.,

1984; Roth and Spekman, 1984; Schirmer, 1984). None of these are identi-

cal, although all include the categories of communicative intentions and

of conversational postulates. Roth and Spekman view presuppositions as

a second level of interaction between expressing intentions and engaging

in conversation. Cole subsumes presuppositions under "language in con-

versation." Creaghead sees these three levels as separate and also adds

two additional: cooperative principle and social roles.

For the purposes of guiding an examination of the research litera-

ture and for suggesting assessment and curriculum areas, this simpler

classification system has been adapted:

I.   COMMUNICATIVE INTENTIONS OR SPEECH ACTS

A. Range of intentions (Dore, 1975; Dore, Gearheart and Newman, 1978)

B. Form of intentions (Roth and Spekman, 1984)

1. Gestural, paralinguistic or linguistic
2. Linguistic structures used to convey an intention
3. Degree of explicitness (use of indirectives and polite forms)

   (From Ervin-Tripp, 1977)
   a. Direct imperative   "Give me some ice cream."
   b. Embedded imperative   "Can you give me some ice cream?"
   c. Permission directive   "May I have some ice cream?"
   d. Personal need or desire   "I need/want some ice cream."
      statement
   e. Question directive   "Is there any more ice cream?"
   f. Hint   "Gee, that ice cream looks good."

II. CONVERSATIONAL SKILLS

A. Maintaining the flow of conversation or dialogue between and among
   partners (Cole, 1982).

1. Turn taking
2. Topic initiation and maintenance, coherency, sequential organi-
   zation
3. Repair of conversation: revision ʾhaviors and requests for
   clarification

   Repair strategies (Roth and Spekman, 1984, p. 9)
   a. Change in linguistic structure: phonologic, morphologic,
      lexical, syntàctic
   b. Change in linguistic content: repetition, confirmation,
      specification, elaboration
   c. Extralinguistic: changes in pitch, stress, volume or a
      gestural demonstration

4. Linguistic contingency
5. Pronominalization
6. Grammatical elipsis

B. Presuppositions and Code Switching

1. Old vs. new information
2. Social role and interpersonal relationship
3. Setting
4. Speaker's intentions
5. Cultural expectations
6. Listener's linguistic facility

C. Deixis of person and object, place and time; Indirect vs. Direct reference

   1. Personal pronouns
   2. Demonstrative pronouns
   3. Adverbs of location (here, there)
   4. Adverbs of time (before, after, then, now), tense markers and lexical items (tomorrow, later)
   5. Certain verbs (come, go, bring, take)

III. METAPRAGMATIC AWARENESS

A. Ability to judge the politeness of requests

B. Ability to judge the adequacy of information in a description

C. Ability to match request forms to speakers

D. Awareness of metalinguistic features (onational patterns, tone and quality of voice) and their appro teness

NORMAL DEVELOPMENT OF PRAGMATIC SKILLS: A RESEARCH OVERVIEW

COMMUNICATIVE INTENTIONS OR SPEECH ACTS

Although Roth and Spekman (1984) cautioned that formal pragmatic assessments are still experimental and a complete knowledge of normal developmental sequences has not been gained, there is considerable data on the normal developmental stages of expressing communicative intentions. Cole (1982) summarizes the research regarding early milestones and Carrow-Woolfolk and Lynch (1982) present a detailed discussion of the regulatory function of preverbal communication. Some early milestones are as follows:

Preverbal

Between two and ten months	
Regulates joint attention on an activity through eye contact and gaze exchange.	Carrow-Woolfolk and Lynch (1982)
Between ten and sixteen months	
Regulatory function consisting of	Pylyshyn (1975)
sound plus gesture in three	Bates, Camaioni, Volterra (1975)
stages:	Bruner (1975, 1978)
1) Attends to objects. Holds up	Bates (1976)
object and vocalizes (showing)	Carrow-Woolfolk and Lynch (1982)

2) Requests objects. Looks at
   object, points, vocalizes. (pointing)
3) Requests for transfer of object.
   Holds out and gives object and
   reaches for another object (giving)

Nonverbal turn taking in play.

Early Words

Performatives rather than symbols (Bye-bye, no-no)	Greenfield and Smith (1976)
Requesting may be 27% of all utter-ances. Requests for attention, objects, assistance.	Dore (1977)
Intents are to satisfy needs, control, interact, express self, explore, imagine	Halliday (1977)
Labels, answers, requests action or answers, calls, greets	Dore (1975)
Comments on obvious items, actions	Carrow-Woolfolk and Lynch (1982)

Eighteen to Twenty-four Months

Begins to ask for names of objects ("What's that?")	
Asks for functions, locations of objects	
Uses language to act on environment, learn about environment, provide others with new information	Halliday (1975, 1977)
Conveys content, regulates conver-sation, expresses attitudes	Dore, Gearheart, Newman (1978)

Age Two to Five

By 2½ begins to express feelings verbally	Carrow-Woolfolk and Lynch (1982)
Imaginative use of language with imaginative social play with peers ("Let's pretend. . .")	Garvey (1977)
Speech acts classified into reques-tives, assertives, performatives, responsives, regulatives and expressives.	Dore, Gearheart and Newman (1978)
Twenty four-year-olds' speech acts in conversation with peers were coded. Spent much time describing and requesting, responded to requests less often. Four conver-sational patterns identified: typical, organizer, requester, describer.	Schober and Johnson (1985)

Begins to develop ability to judge
   from context the different inten-
   tions that can underlie a single
   utterance. Two and three-year-
   olds judged correctly signifi-
   cantly more than incorrectly.   Reeder (1980)
   Three-year-olds better at judg-
   ing requests. Early conceptual
   skills permit inferences.

Study of pragmatic functions of 24
   normal children's spontaneously
   produced questions found major
   function of two to three-year-
   olds was information seeking;   James and Seebach (1982)
   four to five-year-olds evenly
   distributed among information
   seeking, conversational and dir-
   ective. Information seeking:
   "What's this for?" Conversational:
   "You know what?" Directive: "Can
   I do it now?" Five-year-olds used
   10 to 35% more directive questions
   than four-year-olds.

COMMUNICATIVE INTENTIONS: INDIRECTIVES

Age Two to Five

Under three years, children respond   Garvey (1975)
   to adult's indirect requests   Shatz and Gelman (1978)
   using nonverbal context, rather
   than recognizing linguistic
   structures.

Says "please" and "thank you" by   Carrow-Woolfolk and Lynch (1982)
   age 24 to 30 months but these are
   not understood as social forms.

Uses indirectives or hints to   Ervin-Tripp and Kernan-Mitchell
   request, age three and up. Cul-   (1977)
   ture influences this practice.

Demonstrates sensitivity to context   Bates (1976)
   by age 3½ to 4. Changes form to
   conform to social convention.

Five-year-olds use twice as many in-   Garvey (1975)
   direct request forms as three-year-
   olds but the two groups use same
   number of direct request forms.

CONVERSATIONAL SKILLS

Although early preverbal exchanges such as vocal play, eye-gaze coupling, and joint activities with caregivers form the developmental foundation for conversation, which is basically a social activity (Carrow-Woolfolk and Lynch, 1982; Cole, 1982), children are not considered "fairly adept at communication in a conversation" until age six (Savich, 1983, p. 44).

CONVERSATIONAL SKILLS: TURN TAKING

Single Word Stage

Takes turns speaking Uses verbal and nonverbal gestures, including calling person being addressed by name, to get his attention.	Bloom and Lahey (1978) in Cole (1982)
Pauses to wait for listener's response or acknowledgment by 24 months.	Keenan (1974) cited in Cole (1982)

Age Two to Five

Studied six four-year-old girls in two and three-party conversations and their use of nonverbal turn taking behaviors (gaze and proximity). Current speaker selected next speaker by gaze and proximity and listener self-selected next turn option by proximity. Data showed that by age 4, white middle-class children are able to manage three-party conversations as well as two-party.	Craig and Gallagher (1982)

CONVERSATIONAL SKILLS: TOPIC MAINTENANCE ACROSS TURNS

Age Two to Five

Preschool children do not engage exclusively in egocentric monologues but do contribute to conversations both with adults and peers.	Bates (1975) Camaioni (1977) Garvey (1975) Keenan (1974) Keenan and Schieffelin (1976) Mueller (1972) Sachs (1977) Shatz and Gelman (1973)

Number of turns over which young children can maintain a topic is extremely variable. Larger number of turns maintained (1) when conversing with an adult, (2) when child initiates topic and (3) when conversational focus is an object present in the environment. Children were two and three years old.	Bloom, Rocissano and Hood (1976) Keenan and Schieffelen (1976)
Discourse participation and topic performance studied in thirty mother-child dyads with children from 2:10 to 6:3. Although mothers facilitated the structure and cohesiveness of discourse, children exhibited greater topic maintenance, use of shading and a more sophisticated conversational strategy with increasing age.	Wanska and Bedrosian (1985)

Age Five to Adult

Studied manipulation of discourse topic in spontaneous conversation in six peer dyads age 5:0 to 5:11, 9:0 to 9:11 and adults. Looked at patterns of topic introduction, reintroduction, maintenance and shading. Five-year-olds typically discussed fifty topics in a 15-minute period. Topic shading occurred frequently among adults too. Authors advise great caution in identifying disordered patterns.	Brinton and Fujiki (1984)

CONVERSATIONAL SKILLS: PRESUPPOSITIONS AND CODE SWITCHING

Single Word Stage

Use of presupposition to decide what not to say and to select the most informative word. Rudimentary awareness of given vs. new information. Encodes changing or unusual element instead of constants in the non-verbal context. Examples: "cookie" instead of "want" ("want cookie") and "running" instead of "Daddy" ("Daddy running").	Halliday (1975) Greenfield and Smith (1976)

Age Three to Eight

Forty children aged three to six judged whether utterances produced by speakers in various social situations were contextually appropriate. Accuracy increased with age but as a function of speech act. Three-year-olds accurate on "thank," four- and five-year-olds accurately judged "thank" and "congratulate" and six-year-olds accurate for all speech acts except "argue." Judgments based on appropriateness of various linguistic and nonlinguistic context features. Findings indicate that between age four and six children have enough awareness about the relationship of context to utterance to be able to judge appropriateness and are aware to some extent of presupposed information shared by speaker and listener.	Leonard and Reid (1979) in Savich (1983)
By age three, children changed linguistic form according to their understanding of the social relationship.	Bloom and Lahey (1978) in Cole (1982)
Children three to four years old provided more detailed information to persons they considered to be blind than to those considered to have normal vision, assuming their listeners' access to topic related information.	Maratsos (1973) in Cole (1982)
When talking to "younger or less advanced children, preschool children have been shown to use a higher pitch, exaggerated intonation, syntactic simplification, a greater proportion of questions and directives, a greater degree of redundancy" (Roth and Spekman, 1984, p. 6).	Camaioni (1977) Gleason (1973) Guralnick and Paul-Brown (1977, (1980) Masur (1978)
Four-year-olds used direct, simpler less ambiguous content when talking to two-year-olds with fewer, shorter, less complex sentences.	Shatz and Gelman (1978) Sachs and Devlin (1976)

Stylistic adaptations noted in children aged four to eight who seemed to be responding to some type of feedback.	Gleason (1973)
By age four, have more awareness of listener's prior knowledge and encode new information more clearly than old. By age five can make even greater changes in content and form to respond to the abilities and needs of listeners.	de Villiers and de Villiers (1978) in Cole (1982)
Studied "egocentricism" vs. taking the listener's perspective in four to six-year-olds. Results showed that they are capable of changing their communicative behavior and taking the listener's perspective.	Haynes et.al. (1969)
Studied six-year-olds' revision of the experimenter's directives to three-year-old normal siblings and to a three-year-old language-delayed child. Had to relay 14 directives of two difficulty levels. Coded for revision types. Found statistically significant differences for directive levels and for revision types with specific techniques used to help the language-delayed child comprehend. Revision types were: (1) repetition, (2) length adjustments, (3) syntactic adjustments, (4) semantic clarification, (5) nonverbal clues, (6) performance of action, (7) monitoring of extraneous behavior, (8) commenting about performance abilities of younger child.	Tourdot and Rethford-Stickler (1985)

CONVERSATIONAL SKILLS: DEIXIS AND INDIRECT VS. DIRECT REFERENCE

Definitive developmental milestones cannot be given for all aspects of deixis and indirect/direct reference. Correct use of both improves over elementary school years. Even adults may use these terms incorrectly.	Roth and Spekman (1984)

53.

Preverbal

Basis for spatial, interpersonal
  deixis in infant-caregiver inter-
  actions in which infants learn to
  follow line of regard and play
  "give and take" games.
                    Bruner (1975, 1978) in Cole
                    (1982)

Age Two to Five

Deixis of person/object: use of pro-
  nouns begins to appear at MLU of
  2.0. By MLU of 2.5 children should
  be able to use both pronouns and
  nouns. Still use gestures for pro-
  nouns and have poor understanding of
  rules for their use.
                    Bloom and Lahey (1978)
                    Carrow-Woolfolk and Lynch (1982)

Order of acquisition of personal pro-
  nouns (I before you before he/she)
  reflects relative frequency of
  change of referents.
                    Clark and Sengul (1978) cited
                    in Cole (1982)

Deixis of place not always understood
  when "here, there, this, that" are
  used to select objects, indicate
  task completion, or name places.
  Not used as true deictic contrasts
  until late four. Deictic shift be-
  tween "here" and "there" observed
  when MLU approached 4.0. By age
  five children master the contrast
  fully.
                    Cole (1982)
                    Bloom and Lahey (1978)
                    Clark (1977)

(No true use of "come/go" and "bring/
  take" as deictic contrasts until
  after age 7.
                    Clark and Garnica (1974) cited
                    in Cole (1982)

Deixis of time through tense markers
  begins to appear around Stage III,
  third birthday. Also marked by words
  like "yesterday, tomorrow" and adjec-
  tives like "long/short, far/near"
  to describe space and time but there
  are more speculations than data
  available.
                    Brown (1973)

                    Carrow-Woolfolk and Lynch (1982)

Spontaneous narratives of three- to
  five-year-olds studied with respect
  to linguistic devices to orient
  events in time. All narratives of
  three-year-olds pertained to immed-
  iate events. Half of narratives of
  four- and five-year-olds pertained
  to prior events and linguistic devices
  to orient events in time were used.
                    Umiker-Sebeok (1970) cited in
                    Cole (1982)

METAPRAGMATIC AWARENESS

Studied 60 children between three and seven with respect to awareness of politeness: ability to request in an "even nicer way" and to make judgments of relative politeness increased with age. Conclusion: ability to reason actively about pragmatic choices develops separately and later than passive pragmatic competence.	Bates (1976)
"Preschool children cannot judge an utterance as grammatic or acceptable, but judge it if they did not feel it was true or if they disagreed with it" (Carrow-Woolfolk and Lynch, 1982, p. 185).	Brown and Bellugi (1964)

THE RELATIONSHIP BETWEEN LINGUISTIC DISORDERS AND PRAGMATIC COMPETENCE: A RESEARCH OVERVIEW AND IMPLICATIONS

There is a considerable body both of research and of speculative interpretation regarding the relationship between linguistic disorders and pragmatic skill development. Gallagher and Prutting (1983) examined studies of the pragmatic abilities of language disordered children and concluded that "these children follow the same developmental sequence and exhibit the same range of pragmatic strategies as do normal children in a comparable linguistic stage" (p. 57). This view implies that, to a great extent, the manifestation or expression of pragmatic skills is closely tied to linguistic skill levels, regardless of the child's level of social awareness. These same researchers (Gallagher and Prutting, 1983) and others (Fey and Leonard, 1984; Van Kleak, 1981) postulate a compensatory use of pragmatic "strengths" or awareness of communicative conventions. Much of the research summarized on the following pages indicates that children with specific language impairments may revise utterances, indicating an awareness of conversational rules, but do so using nonverbal or less

linguistically taxing means. Thus the language disordered child may achieve his or her communicative intent but with a "qualitative difference in the nature of his response strategies when compared to normally developing children" (Van Kleek and Frankel, 1981, p. 250).

A considerable amount of research with specifically language impaired (SLI) children from infancy to age eight or nine is summarized on the following pages on Chart 2-1 using our taxonomy with results displayed in a grid format. It will readily be seen that, depending upon what group of studies is reviewed, one easily may reach opposite conclusions regarding the relationship between linguistic disorders and pragmatic competence. When linguistic task difficulty is controlled by choosing subject groups at the one-word level, the age of the normal language (NL) group will be substantially below two years and their social awareness will be much more limited than that of the SLI group (aged two to four, usually) (Leonard, 1986). In two of these studies (Curtiss, Prutting and Lowell, 1979; Leonard, 1986), the SLI group demonstrated superior pragmatic skills, as would be expected.

Another source of difficulty in analyzing the relationship between linguistic and pragmatic skills is the use of MLU as the preferred measure of linguistic development. This assumes that SLI children with similar MLU levels will be a homogeneous group with respect to pragmatic skills measured on an output or expressive language level. Wollner (1983) suggests that cognitive and comprehension abilities may be the best way to measure or understand pragmatic development. The problem here is that research has shown that pragmatic skills measured on the basis of output may surpass levels of metapragmatic awareness in comprehension tasks.

The issue of the social and emotional impact of poor language skills, especially in terms of conversational interactions, has been discussed in other reviews of the research (Leonard, 1986; Donahue, 1983; Fey and Leonard, in Gallagher and Prutting, 1983). These discussions have noted the relationship between the ability to be an effective conversational partner and peer acceptance (Deutsch, 1974, in Donahue, 1983) and have characterized elementary school-aged SLI children as being, not socially impaired, but passive conversationally, or "markedly deficient as the initiators of social-conversational interaction" (Fey and Leonard in Gallagher and Pruting, 1983, p. 66). Donahue concludes

> adopting an unassertive style contributes to a cycle of social and linguistic delay in these children. Because opportunities to clarify messages, offer opinions, negotiate and engage in sustained dialogue with others are limited, the child is deprived of the very experiences necessary to enhance linguistic development and social acceptance. . .CONVERSATIONAL SKILLS SHOULD BE A HIGH PRIORITY FOR LANGUAGE INTERVENTION WITH MANY LD CHILDREN (Donahue, 1983, pp. 24-25) (emphasis added).

CONCLUSION

Two conclusions may be drawn from this chapter. First, children with specific language impairments need specific language interventions. "Language intervention programs must address the semantic and syntactic as well as the pragmatic aspects of language" (Cole, 1982, p. 146). This language intervention will be greatly empowered, especially in preschool, but also significantly with school-aged children, by the use of indirect teaching techniques such as modeling, expansion, use of "mands" and incidental teaching in a naturalistic, experiential setting which may include the use of peer models and other adult staff.

Secondly, pragmatic skills develop from early infancy and the expres-

sion of social and pragmatic awareness is closely linked to developing linguistic skill. Preschool children with specific language impairments attempt to compensate by using nonverbal or less linguistically demanding communicative strategies to achieve their intent and conduct conversations. However, this effort may decrease as they grow older and more aware of their language limitations and elementary school age, may have become conversationally withdrawn. They then choose to avoid situations which will create linguistic stress and may gradually become unassertive conversationally and relatively withdrawn socially. Both their social acceptance by peers and their classroom performance may suffer.

The speech-language pathologist as well as all professionals who work with language impaired children should therefore be aware of pragmatics both as an intervention model and as a foundation skill area for successful communication, social interaction and academic success.

CHART 2-1

PRAGMATIC SKILL AREA:	Pragmatic Skills Superior When Matched by MLU	Pragmatic Skills Equal to NL Children and/or Commensurate with Linguistic Skills	Pragmatic Skills Inferior
I. Speech Acts: Communicating Intentions	Curtiss, Prutting and Lowell (1979). 2,3,4 year old hearing impaired ability to express intentions as fully developed by age 2 as normal. (MLUs 1.80 to 1.85). Several categories not expressed verbally.	Leonard, Camarata, Rowan and Chapman (1982). SLI and NL children at 1-word stage, 25-75 word vocabulary. Lexical diversity and pragmatic skills approx. same. NL Ss named more; SLI Ss answered more. Range of functions similar. Rowan and Leonard (1981). SLI and NL Ss CA 2:8 - 4:2, 1-word stage compared use of imperative and declarative performatives, verbal productions. No differences found in the two groups. Rom and Bliss (1981). Matched SLI by both MLU (3.09) and CA (4.28 years) to NL groups. Compared speech acts in preschool dyads. SLI 1-yr delayed. SLI more similar to same MLU NL group than same CA in terms of frequency specific speech acts used. SLI's verbal pragmatic behaviors reflected their linguistic impairment. Shatz, Bernstein and Shulman (1980). Examined SLI Ss response to directives in varying contexts. Early response behaviors were like NL children and the course of development was similar. Had more difficulty "generating informing responses and in utilizing information from prior linguistic contexts. . ." (Kirchner and Skara-	Prinz and Ferrier (1983). 30 SLI children 3.5-9 years with language two years below CA examined for requesting abilities in (a) role play dyads, (b) production with puppets, (c) perception of puppets' requests. Used predominantly direct forms--even older group. ʰ yrs below CA in pragmaʰ c performance compared with group studied by Bates. Politeness discrimination appeared at age 5½-6½. Blank, Gessner and Esposito (1979). Case study of 3 year old with language "near normal in form and content but extremely delayed in terms of language use. . .had very limited preverbal skills" (Cole, 1982, p. 30). Snyder (1975, 1978). SLI and NL at 1-word stage, CA 20-30 mos. compared in use of imperative and declarative speech acts. SLI use fewer speech acts, more nonverbal performatives even with appropriate words in their lexicon. Prinz (1977). Compared NL 3-5 yrs to SLI Ss 5-7 yrs in ability to produce and comprehend direct vs. less direct requests in two settings:

CHART 2-1 (continued)

PRAGMATIC SKILL AREA:	Pragmatic Skills Superior When Matched by MLU	Pragmatic Skills Equal to NL Children and/or Commensurate with Linguistic Skills	Pragmatic Skills Inferior
I. Speech Acts: Communicating Intentions		kis-Doyle in Gallagher and Prutting, 1983, p. 245). Fey, Leonard, Fey and O'Connor (1978). SLI group matched by MLU and by age. MLUs from 3.0 to 4.8. SLI "deficient in production of speech acts compared to age matched normals. . .no differences . . .when compared to normal children at similar linguistic levels" (Wollner, 1983, p. 7).	naturalistic and experimental task with puppets. SLI Ss' requests less syntactically complete; used more requests for action than information. SLI group "did not use variety of linguistic devices to achieve politeness" (Prinz and Ferrier, 1983, p. 45). SLI Ss poor ability to judge politeness (indirect requests) before age six. Watson (1977). Found that SLI children do not always use the linguistic structures in their repertoires to serve certain communicative functions. Gellner and Wollner (1976). Found 1 of 3 SLI boys aged 3.11 to 5 with MLUs of 1.1 to 1.6 very deficient in terms of range of speech acts. Most were action requests. Four months later, form was more complex but range of intentions remained limited. Morehead and Ingram (1973). Found significantly less question use in SLI Ss 3:6-9:6, Stages I-V. Tasks involved adults and may have promoted more passive interactions.

PRAGMATIC SKILL AREA:	Pragmatic Skills Superior When Matched by MLU	Pragmatic Skills Equal to NL Children and/or Commensurate with Linguistic Skills	Pragmatic Skills Inferior
II. Conversational Skills: Maintaining the Flow of Conversation Topic Maintenance Turn taking: Conversational Participation Revision Behaviors Requests for Clarification	Leonard (1986). Compared replies to questions in SLI Ss age 2:10 - 3:6 and NL Ss age 1.5 - 1:11. SLI Ss produced greater number and variety of replies to both questions and statements (both groups were at the 1-word level). Suggests that when syntactic skill is not a factor, older SLI children matched for MLU use their "comprehension, word knowledge and/or experience with conversations" (p. 114). Weiner and Ostrowski (1979). Studied phonetic revisions made in response to listener feedback in 15 Ss aged 3:1 - 5:5 with phonetic simplifications. Significantly fewer errors were made in second trial for words experimenter pretended to mishear.	Van Kleek and Franke (1981). Studied use of focus and substitution as topic maintenance devices. Previous research with NL Ss showed predominant use of focus earlier and substitutions later in language development. (Focus repeats prior utterance; substitutions repeat AND alter prior utterance.) Three SLI Ss (MLUs 3.2, 2.2, 1.8) were observed in spontaneous conversation. No qualitative differences from NL Ss observed.	Seigel, Cunningham and van der Spuy (1979). Found lower levels of responsiveness and lack of assertiveness of SLI Ss (mean age 3:9, 10 months delayed in comprehension, 11 in expression) in a study of conversational participation. Gale, Liebergott and Griffin (1981). Compared ability to request clarification in SLI and NL Ss one group matched for MLU and one for CA. MLUs about 2.5, mean CAs 5.4. Requested actions during play activities had some nonsense words. No difference in proportion of requests for clarification vs. ignoring investigator. Younger group of SLI matched by MLU used more nonverbal and general requests. Linguistic matched NL Ss used general, specific and metalinguistic requests equally. Concluded that "NL children of similar MLUs use their linguistic systems differently than SLI children to accomplish certain speech acts" (p. 11, in Wollner, 1983). Donahue, Pearl and Bryan (1980). Compared LD and NL children grades 1-8 on clarification requests for more information. LDs made fewer

60.

PRAGMATIC SKILL AREA:	Pragmatic Skills Superior When Matched by MLU	Pragmatic Skills Equal to NL Children and/or Commensurate with Linguistic Skills	Pragmatic Skills Inferior
II. Conversational Skills (continued) Maintaining the Flow of Conversation Revision Behaviors			requests. May reflect more passive role in conversation rather than linguistic deficits. Rasmussen (1978). Studied revision strategies in SLI and NL Ss. Found "decreased abilities for making revisions when compared to normally developing children of a similar language level" (Van Kleek and Frankel, 1981, p. 250). Gallagher and Darnton (1978). Observed revisions in 12 SLI Ss in three groups by MLU stages I, II and III. Compared responses to those of normal Ss in 1977 study. NL Ss progressed from mostly phonetic revisions and constituent elaborations (Stage I) to contingent reductions and substitutions at Stage III. SLI Ss continued to use earlier revision forms with infrequent use of constituent substitution. Uniform profile of SLI Ss revision strategies unlike those of NL Ss at any stage. Suggests that SLI children are "deficient in their knowledge of alternate ways to express equivalent meanings" (Fay and Leonard in Gallagher and Pruttin, 1983, p. 70).

72

79.

73

PRAGMATIC SKILL AREA:	Pragmatic Skills Superior When Matched by MLU	Pragmatic Skills Equal to NL Children and/or Commensurate with Linguistic Skills	Pragmatic Skills Inferior
II. Conversational Skills: Presuppositions and Code Switching	Fey and Leonard (1984). Studied three groups--SLI 4½-6 year olds, same age NL Ss, younger NL Ss in three dyads: with adult female, with peer, with toddler. SLI children at times showed greater ability to adapt their responses to age-related characteristics of partner than younger NL Ss. Equal to same age NL Ss except: use of internal state questions MLU preverb length.	Rowan t.al. (1983). Studied 18 SLI and 18 NL Ss matched linguistically: at one-word level, 22-75 word vocabularies. SLI Ss aged 2:8-4:2, NL Ss 1:4-2:1. Both groups coded changing rather than unchanging elements, used similar types of performatives and no. of verbal intentions expressed.	
New vs. Old Information		Skarakis and Greenfield (1982) studied SLI Ss beyond one-word stage in terms of ability to verbally encode new and old information. SLI Ss marked new information just as do NL Ss, exhibit same developmental sequence of strategies for de-emphasizing the old information . . .Ss with MLU of 3 omit old information, with MLUs of 5 tend to pronominalize it" (Kirchner and Skarakis-Doyl, in Gallagher and Prutting, 1983, p. 246). Ss (SLI) ages were Group I--4:0-6:7 (MLUs 3.56 avg.); Group II--ages 5:0-6:2 (MLU 5.68 avg.). NL Ss Group I ages 1:11-2:5, MLU. 3.28; Group II ages 2:0-2:10, MLU 5:08.	Snyder (1978). (see also I) Studied verbal encoding of old vs. new information of 15 SLI Ss matched by MLU (1.0-1.12) and 15 NL Ss. For verbal encoding only differences were statistically significant. SLU Ss did not verbally code new information at a level greater than chance.

CHART 2-1 (continued)

PRAGMATIC SKILL AREA:	Pragmatic Skills Superior When Matched by MLU	Pragmatic Skills Equal to NL Children and/or Commensurate with Linguistic Skills	Pragmatic Skills Inferior
Code Switching		Fey (1981). Observed speech style modifications of 6 SLI Ss (4:7-6:2 yrs) and 6 NL Ss age matched and 6 NL Ss MLU matched interacting with unfamiliar adults, peers and infants. SLI Ss made same number of adjustments (statistically significant number of contingent queries, self-repetitions, imperatives, questions. Except for internal state questions, adjustments were of same magnitude. SLI Ss did NOT adapt their speech in terms of MLU and MPL although was highest (for them) when talking to adults and lowest to babies. Showed lack of flexibility in use of syntactic structures.	
		Fey, Leonard and Wilcox (1981). Compared speech style modifications in SLI and NL Ss matched by MLU and CA. Found SLI Ss made significant stylistic modifications based on age and linguistic status of listeners; did not have control group of NL also interacting with age varied listeners.	
		Messick and Ne hoff (1979). Observed SLI and NL Ss MLU matched. SLI ages were 4:6 to 7:10. Each child was asked to request a drink while playing in the role of a mother, a father, an adult female, a girl and a baby. No differences among groups in number of request variations across different roles.	

PRAGMATIC SKILL AREA:	Pragmatic Skills Superior When Matched by MLU	Pragmatic Skills Equal to NL Children and/or Commensurate with Linguistic Skills	Pragmatic Skills Inferior
III. Metapragmatic Awareness		Donahue, Pearl and Bryan (1980). (See II) Part II of study asked LD and NL Ss in grades 1-8 to make metapragmatic judgments about adequacy of informational descriptions. Most of group able to identify inadequate descriptions. Thus appeared to comprehend syntactic and semantic structures although in Part I of study were passive compared to NL Ss and made fewer clarification requests.	Prinz (1982a). Studied ability of NL Ss 3-5 years and SLI Ss 5-7 years to judge politeness of requests. SLI Ss' judgment were similar to those of younger normal Ss. Pragmatic concepts concerning politeness significantly delayed in comparison with normal Ss. Did not recognize interrogative as a more polite request even though they used it themselves. Prinz (1982b). Asked 30 SLI Ss to judge requests as more polite. Ss aged 3-9. Developmentally was slight increase in metapragmatic ability but overall, skills were delayed. SLI Ss could not correctly judge requests until 5½ to 6½. Also had difficulty choosing polite forms appropriate for various social situations. Messick and Newhoff (1979). (See II) Found SLI Ss aged 4:6-7:10 made random judgment matching request forms to adults vs. child vs. baby and NL Ss gave simple imperatives to baby and imperatives with explanations or politeness markers to adults more often.

CHAPTER 2 – REFERENCES

American Speech–Language–Hearing Association. 1986. A class act: From preschool to high school. Asha 28 (5): 17–21.

Bates, E. 1974. Acquisition of pragmatic competence. Journal of Child Language 3: 277–281.

Bates, E. 1976. Language and context: The acquisition of pragmatics. New York: Academic Press.

Bates, E., L. Camaioni, and V. Volterra. 1975. The acquisition of performatives prior to speech. Merrill–Palmer Quarterly 21: 205–226.

Blank, M., M. Gessner and A. Esposito. 1979. Language without communication: A case study. Journal of Child Language 6: 329–352.

Bloom, L., and M. Lahey. 1978. Language development and language disorders. New York: John Wiley.

Bloom, L., L. Rocissano and L. Hood. 1976. Adult-child discourse: Developmental interaction between information processing and linguistic knowledge. Cognitive Psychology 8: 521–552.

Brinton, B. and M. Fujiki. 1984. Development of topic manipulation skills in discourse. JSHR 27: 350–358.

Brown, R. 1973. A first language: The early stages. Cambridge, MA: Harvard University Press.

Brown, R. and U. Bellugi. 1964. Three processes in the child's acquisition of syntax. Harvard Educational Review 34: 133–151.

Bruner, J. 1975. The ontogenesis of speech acts. Journal of Child Language 2: 1–19.

Bruner, J. 1978. From communication to language: A psychological perspective. In The social context of language, by I. Markova (Ed.). New York: John Wiley, 17–48.

Bush, C.S. 1978. Creative drama and language experiences: Effective clinical techniques. Language, Speech and Hearing Services in Schools 9: 254–258.

Camaioni, L. 1977. Child-adult and child-child conversations: An interactional approach. In Developmental pragmatics, by E. Ochs and B.B. Schleffelin (Eds.). New York: Academic Press.

Cardoso-Martins, C. and C. Mervis. 1981 (March). Maternal speech to prelinguistic Down's syndrome children. Paper presented at the Gatling Conference for Research in Mental Retardation/Developmental Disabilities, Gatlingburg, TN.

Carrow-Woolfolk, E. and J.I. Lynch. 1982. An integrative approach to language disorders in children. New York: Grune and Stratton.

Cazden, C.B. 1981. Language development and the preschool environment. In Language in Early Childhood Education, by Cazden, C.B. (Ed.) Washington, DC: National Association for the Education of Young Children, pp. 3-16.

Clark, E. 1977. Strategies and the mapping problem in first language acquisition. In Language learning and thought, by J. Macnamara (Ed.). New York: Academic Press, 147-168.

Clark, E. and O. Garnica. 1974. Is he coming or going? On the acquisition of deictic verbs. Journal of Verbal Learning and Verbal Behavior 13: 559-572.

Clark, E.V. and C.J. Sengul. 1978. Strategies in the acquisition of deixis. Journal of Child Language 5: 457-475.

Cole, K.N. and P.S. Dale. 1986. Direct language instruction and inter-active language instruction with language delayed preschool children A comparison study. JSHD 29: 206-217.

Cole, P.R. 1982. Language disorders in preschool children. Englewood Cliffs, NJ: Prentice Hall.

Constable, C. 1983. Creating communicative context. In Treating language disorders, by H. Winitz (Ed.). altimore, MD: University Park Press.

Cosaro, W. 1981. The development of social cognition in preschool children: Implications for language learning. Topics in Language Disorders 1: 77-95.

Craig, H. 1983. Applications of pragmatic language models for intervention. In Pragmatic assessment and intervention issues in language. Edited by T.M. Gallagher and C.A. Prutting. San Diego, CA: College Hill Press.

Craig, H.K. and T.M. Gallagher. 1982. Gaze and proximity as turn regulators within three-party and two-party child conversations. JSHR 25: 65-75.

Creaghead, N.A. 1984. Strategies for evaluating and targeting pragmatic behaviors in young children. Seminars in Speech and Language 5: 241-251.

Creaghead, N.A. 1985. Creating a communicative environment in the class-room. Miniseminar, ASHA Convention, Washington, DC.

Curtiss, S., C. Prutting and E. Lowell. 1979. Pragmatic and semantic development in young children with impaired hearing. JSHR 22: 534-553.

Culatta, B. and D. Horn. 1982. A program for achieving genealization of grammatical rules to spontaneous discourse. JSHD 47: 174-180.

Culatta, B. 1984. A discourse-based approach to training grammatical rules. Seminars in Speech and Language 5: 253-262.

Cross, T. 1978. Mother's speech and its association with rate of linguistic development in young children. In The development of communication, by N. Waternson and C. Snow (Eds.). Chichester, England: Wiley.

Cross, T. 1975. Some relations between motherese and linguistic level in accelerated children. Papers and Reports on Child Language Development (No. 10).

Deutsch, F. 1974. Observational and sociometric measures of peer popularity and their relationship to egocentric communication in female preschoolers. Developmenta¹ Psychology 10: 745-747.

de Villiers, J. and P. de Villiers. 1978. Language Acquisition. Cambridge: MA: Harvard University Press.

Donahue, M. 1983. Learning-disabled children s conversational partners. Topics in Language Disorders 4(Dec. 198¿,: 15-27.

Donahue, M., R. Pearl and T. Bryan. 1980. Learning disabled children's conversational competence: Response to inadequate messages. Applied Psycholinguistics 1: 387-403.

Dore, J. 1975. Holophrases, speech acts and language universals. Journal of Child Language 2: 21-40.

Dore, J. 1977. Children's illocutionary acts. Discourse Production and Comprehension, Vol. I, by R. Freedle (Ed.). Norwood, NJ: Ablex Publishing Corporation, 227-244.

Dore, J., M. Gearhart and D. Newman. 1978. The structure of nursery school conversation. Children's Language (Vol. 1), by K. Nelson (Ed.). New York: Gardner Press, 337-398.

Duchan, J.F. 1983. Language processing and geodesic domes. In Pragmatic Assessment and Intervention Issues in Language, by T.M. Gallagher and C.A. Prutting. San Diego, CA: College Hill Press.

Englemann, S. and J. Osbor n. 1976. DISTAR Language I: An Instructional System. Chicago: Science Research Associates.

Ervin-Tripp, S. and C. Mitchell-Kernan (Eds.). 1977. Child discourse. New York: Academic Press.

Fey, M. 1981. Stylistic speech adjustments of language impaired and normal-language children. Unpublished doctoral dissertation. Purdue University, West Lafayette, IN.

Fey, M. and L. Leonard. 198.. Pragmatic skills of children with specific language impairment. In Pragmatic Assessment and Intervention Issues in Language, by T.M. Gallagher and C.A. Prutting. San Diego, CA: College Hill Press.

Fey, M.E. and L.B. Leonard. 1984. Partner age as a variable in the conversational performance of specifically language-impaired and normal-language children. JSHR 27: 413-423.

Fey, M., L. Leonard, S. Fey and K. O'Connor. 1978. The intent to communicate in language-impaired children. Paper presented at the Third Annual Boston University Conference on Language Development, Boston, MA.

Fey, M., L. Leonard and K. Wilcox. 1981. Speech style modifications of language-impaired children. JSHD 46: 91-97.

Fox, S.E. and T. Zidonis. 1975. Protocols of children's language. Theory into Practice 14: 312-317.

Friedman, P. and K. Friedman. 1980. Accounting for individual differences when comparing the effectiveness of remedial language teaching methods. Applied Psycholinguistics 1: 151-170.

Friel-Patti, S. and J. Lougeay-Mottinger. 1985. Preschool language intervention: Some key concerns. Topics in Language Disorders 5: 40-57.

Gale, D., J. Liebergott and S. Griffin. 1981. Getting it: Children's requests for clarification. Paper presented at the annual meeting of the American Speech-Language-Hearing Association, Los Angeles, CA.

Gallagher, T. and B. Darnton. 1978. Conversational aspects of the speech of language disordered children: Revision behaviors. JSHR 21: 118-135.

Gallagher T.M. and C.A. Prutting. 1983. Pragmatic Assessments and Intervention Issues in Language. San Diego, CA: College Hill Press.

Garvey, C. 1975. Contingent queries. Unpublished master's thesis. John Hopkins University.

Garvey, C. 1977. The contingent query: A dependent act in conversation. In Interaction Conversation, and the Development of Language, by M. Lewis and L. Rosenblum (Eds.). New York: Wiley.

Geller, E. and S.G. Wollner. 1976. A preliminary investigation of the communicative competence of three linguistically impaired children. Paper presented at the annual r :ting of the New York State Speech and Hearing Association, New York, NY.

Gleason, J.B. 1973. Code switching in children's language. In Cognitive Development and the Acquisition of Language, by T.E. Moore (Ed.). New York: Academic Press, 159-167.

Goldstein, H. 1985. Integrating language handicapped preschoolers: Intervention in the classroom. Paper presented at the Annual Convention of the American Speech-Language-Hearing Association, Washington, DC.

Greenfield, P. and J. Smith. 1976. The structure of communication in early language development. New York: Academic Press.

Grossfeld, C. and E. Heller. 1980. Follow the leader: Why a language impaired child can't be "it." Working Papers in Experimental Speech Pathology and Audiology, 9. New York: Department of Communication, Arts and Sciences, Queens College of the City of New York.

Guralnick, M.J. and D. Paul-Brown. 1977. The nature of verbal interactions among handicapped and non-handicapped preschool children. Child Development 48: 254-260.

Guralnick, M.J. and D. Paul-Brown. 1980. Functional and discourse analysis of non-handicapped children's speech to handicapped children. American Journal of Mental Deficiency 84: 444-454.

Halliday, M.A.K. 1975. Learning how to mean--Explorations in the development of language. London: Edward Arnold.

Halliday, M.A.K. 1977. Learning how to mean: Explorations in the development of language. New York: Elsevier North-Holland.

Hart, B. 1982. Language skills in young children and the management of common problems. In Early Childhood Education: Special Problems, Special Solutions. K. E. Allen and E. M. Goetz. Aspen Systems Corporation, 173-199.

Hart, B. and T.R. Risley. 1968. Establishing use of descriptive adjectives in the spontaneous speech of disadvantaged preschool children. Journal of Applied Behavioral Analysis 1: 109-120.

Hart, B. and T. Risley. 1975. Incidental teaching of language in the preschool. Journal of Applied Behavioral Analysis 8: 411-420.

Haynes, O., E. Purcell and M.D. Haynes. 1979. A pragmatic aspect of language sampling. Language, Speech and Hearing Services in Schools 10: 104-110.

Hubbell, R.D. 1977. On facilitating spontaneous talking in young children. JSHD 42: 216-231.

James, S. and M.A. Seebach. 1982. The pragmatic function of children's questions. JSHR 25: 2-11.

Johnson, A.R., E.B. Johnston, B.D. Weinrich. 1984. Assessing pragmatic skills in children. Language, Speech, and Hearing Services in Schools 15: 2-9.

Kaczmarek, L.S. 1985. Integrating language/communication objectives into the total preschool curriculum. Teaching Exceptional Children March: 183-189.

Kamhi, A.G. 1982. The effect of self-initiated and other initiated actions on linguistic performance. JSHR 25: 177-183.

Keenan, E. 1974. Conversational competence in children. Journal of Child Language 1: 163-183.

Keenan, E. and B. Schieffelin. 1976. Topic as a discourse notion; A study of topic in the conversation of children and adults. In Subject and Topic, by C. Li (Ed.). New York: Academic Press.

Kemp, J.C. 1983. The timing of language intervention for the pediatric population. In Contemporary Issues in Language Intervention by J. Miller, D.E. Yoder, and R. Schieffelbush (Eds.). Rockville, MD: American Speech-Language-Hearing Association.

Leonard, L.B. 1986. Conversational replies of children with specific language impairment. JSHR 29: 114-119.

Leonard, L., S. Camarata, L. Rowan and K. Chapman. 1982. The communicative functions of lexical usage by language impaired children. Applied Psycholinguistics 3: 109-127.

Leonard, L. and L. Reid. 1979. Children's judgments of utterance appropriateness. JSHR 22: 500-515.

Maratsos, M. 1973. Nonegocentric communicative abilities in preschool children. Child Development 44: 697-700.

McCartney, K. 1984. Effect of quality of day care environment on children's language development. Developmental Psychology 20: 244-260.

McCune-Nicolich, L. and S. Carroll. 1981. Development of symbolic play: Implications for the language specialist. Topics in Language Disorders 2: 1-15.

McLean, J.E. and L.K. Snyder-McLean. 1978. A Transactional Approach to Early Language Training. Columbus, OH: Charles E. Merrill.

Masur, E. 1978. Preschool boys' speech modifications: The effect of listeners' linguistic levels and conversational responsiveness. Child Development 49: 924-927.

Messick, C. and M. Newhoff. 1979. Request form: Does the language-impaired child consider the listener? Paper presented at the annual convention of the American Speech and Hearing Association, Atlanta, GA.

Miles, M.J. 1978. A comparison of children's language behavior during three art activities. Unpublished master's thesis. Arizona State University.

Morehead, D. and D. Ingram. 1973. The development of base syntax in normal and linguistically deviant children. JSHR 16: 330-352.

Mueller, E. 1972. The maintenance of verbal exchange between young children. Child Development 43: 930-938.

Muma, J. 1983. Speech-language pathology: Emerging clinical expertise in language. In Pragmatic Assessments and Intervention Issues in Language, by T.M. Gallagher and C.A. Prutting (Eds.). San Diego, CA: College Hill Press.

Nelson, K. 1973. Structure and strategy in learning to talk. Monographs of the Society for Research in Child Development 38 (149, Serial 1, 2).

Prinz, P.M. 1977. The comprehension and production of requests in normal and language-disordered children. Paper presented at the Second Annual Language Development Conference, Boston University.

Prinz, P. 1982a. An investigation of the comprehension and production of requests in normal and language disordered children. Journal of Communication Disorders 15: 75-93.

Prinz, P. 1982b. Requesting in normal and language disordered children. In Children's Language (Vol. 3), by K.E. Nelson (Ed.). Hillsdale, NJ: Erlbaum, 139-303.

Prinz, P.M. and L.J. Ferrier. 1983. Can you give me that one?: The comprehension, production and judgment of directives in language-impaired children. JSHD 48: 44-54.

Prutting, C.A. 1979. Process: The action of moving forward progressively from one point to another on the way to completion. JSHD 44: 3-30.

Prutting, C.A. 1982. Pragmatics as social competence. JSHD 47: 123-134.

Pylyshyn, Z. 1977. What does it take to bootstrap a language? In Language. Learning and Thought, by J. Macnamara (Ed.). New York: Academic Press, 37-45.

Rasmussen, R. 1978. Revision behaviors in the speech of normal and language disordered children. Unpublished master's thesis, The University of Texas at Austin.

Reeder, K. 1980. The emergence of illocutionary skills. Journal of Child Language 7: 13-28.

Rees, N. 1978. Pragmatics of language: Applications to normal and disordered language development. In Bases of Language Intervention, by E.F. Schiefelbusch (Ed.). Baltimore, MD: University Park Press.

Rees, N., and S.G. Wollner. 1983. Pragmatic abilities of normal and disordered language users. Englewood Cliffs, NJ: Prentice-Hall.

Rogers-Warren, A.K. and S.F. Warren. 1981. Form and function in language learning and generalization. Analogy of Intervention in Developmental Disorders 1: 3-4.

Rom, A. and L. Bliss. 1981. A comparison of verbal communicative skills of language impaired and normal speaking children. Journal of Communication Disorders 14: 133-140.

Roth, F.P. and N.J. Spekman. 1984. Assessing the pragmatic abilities of children: Part 1. Organizational framework and assessment parameters. JSHD 49: 2-11.

Roth, F.P. and N.J. Spekman. 1984. Assessing the pragmatic abilities of children: Part 2. Guidelines, considerations and specific evaluation procedures. JSHD 49: 12-17.

Rowan, L. and L. Leonard. 1981. Performative and presuppositional skills in language disordered and normal children. Paper presented at the annual meeting of the American-Speech-Language-Hearing Association, Los Angeles, CA.

Rowen, L.E., L.B. Leonard, K. Chapman and A.L. Weiss. 1983. Performative and presuppositional skills in language-disordered and normal children. JSHR 26: 97-106.

Ruopp, R. 1979. Children at the center: Final report of the National Day Care study. Washington, DC: U.S. Department of Health, Education and Welfare.

Sachs, J. 1977. Talking about there and that. Papers and Reports on Child Language Development, 3. Palo Alto, CA: Stanford University Press.

Sachs, J. and J. Devlin. 1976. Young children's use of age-appropriate speech styles in social interaction and role playing. Journal of Child Language 3: 81-98.

Schecterman, B., S.G. Wollner and F. Geller. 1978. The pragmatic development of an emotionally disturbed child: Are there any comments? Working papers in Experimental Speech Pathology and Audiology, Queens College, New York, Vol. 7, 38-56.

Savich, P.A. 1983. Improving communicative competence: The role of meta-pragmatic awareness. Topics in Language Disorders 4 (Dec.): 38-48.

Schirmer, L. 1984. Dynamic model of oral and/or signed language diagnosis. Language, Speech and Hearing Services in Schools 15: 76-82.

Schober, D.L. and C.J. Johnson. 1985. Speech act distribution in preschoolers' conversation. Paper presented at the annual meeting of the American Speech-Language-Hearing Association, Washington, DC.

Seigel, L., C. Cunningham and H. van der Spuy. 1979. Interaction of language delayed and normal preschool children and their mothers. Paper presented at meeting of the Society of Research in Child Development, San Francisco, CA.

Shatz, M., D.K. Bernstein and M.A. Schulman. 1980. The responses of language disordered children to indirect directives in varying contexts. Applied Psycholinguistics 1: 295-306.

Shatz, M. and R. Gelman. 1973. The development of communication skills: Modification in the speech of young children as a function of the listener. _Monographs of the Society for Research in Child Development_ 5: 1-37.

Shatz, M. and R. Gelman. 1978. Beyond syntax: The influence of conversational constraints on speech modification. In _Talking to Children. Language Impact and Acquisition,_ by C. Snow and C. Ferguson (Eds.). New York: Cambridge University Press, 189-198.

Skarakis, E. and P.M. Greenfield. 1982. The role of old and new information in the verbal expression of language-disordered children. _JSHR_ 25: 462-467.

Snyder-McLean, L.K., B. Solomson, J. McLean and S. Sack. 1984. Structuring joint action routines: A strategy for facilitating communication and language development in the classroom. _Seminars in Speech and Language_ 5: 213-228.

Snyder, L. 1975. Pragmatics in language disordered children: Their pre-linguistic and early verbal performatives and presuppositions. Unpub-lished doctoral dissertation, University of Colorado, Boulder.

Snyder, L. 1978. Communicative and cognitive abilities and disabilities in the sensorimotor period. _Merill-Palmer Quarterly_ 24: 161-180.

Staab, C.F. 1983. Language functions elicited by meaningful activities: A new dimension in language problems. _Language, Speech and Hearing Services in Schools_ 14: 164-170.

Steckol, K. 1983. Are we training young language delayed children for future academic failure? In _Treating Language Disorders,_ by H. Winitz (Ed.). Baltimore, MD: University Park Press.

Snow, C., S. Midkiff-Borunda, A. Small and A. Procter. 1984. Therapy as social interaction: Analyzing the contexts for language remediation. _Topics in Language Disorders_ 4: 72-85.

Tourdot, S. and K. Retherford-Stickler. 1985. Children's revisions of directives to younger siblings and a language delayed child. Paper presented at the annual convention of the American Speech-Language-Hearing Association, Washington, DC.

Umiker-Sebeok, D. 1979. Preschool children's intercon^ rsational narra-tives. _Journal of Child Language_ 6: 91-109.

Van Kleek, A. and T.L. Frankel. 1981. Discourse devices used by language disordered children: A preliminary investigation. _JSHD_ 46: 250-257.

Wanska, S.K. and J.L. Bedrosian. 1985. Conversational structure and topic performance in mother-child interaction. JSHR 28: 579-584.

Warren, S.F., R.J. McQuarter and A.K. Rogers-Warren. 1984. The effects of mands and models on the speech of unresponsive language-delayed preschool children. JSHD 49: 43-52.

Watson, L. 1977. Conversational participation by language deficient and normal children. Paper presented at the annual meeting of the American Speech-Language-Hearing Association, Chicago, IL.

Weiner, F. and A. Ostrowski. 1979. Effects of listener uncertainty on articulatory inconsistency. JSHD 44: 487-493.

Wollner, S.G. 1983. Communication intentions: How well do language-impaired children do? Topics in Language Disorders 4 (Dec.): 1-14.

CHAPTER THREE: SELECTING THE POPULATION

Judith L. Bergman, M.A., CCC/SLP

A. The CLIPPT (Children's Language Institute Preschool Placement Test)

B. Assessment profile of an "at risk" child

CHAPTER THREE: SELECTING THE POPULATION

THE CLIPPT (CHILDREN'S LANGUAGE INSTITUTE PRESCHOOL PLACEMENT TEST)

The CLIPPT was developed, revised and standardized as a placement test—more than a screen and less than a full assessment battery. Its purpose is to identify children between the ages of 2½ and 4 years who exhibit a deviant or disordered, rather than a delayed, pattern of language development that may lead to language-learning disabilities in their elementary school years. Thus, these children may be at or near chronological age in some language skill areas and six to twelve months below age in others. Clinically, they would be termed "mildly to moderately impaired" and typically most would pass a general preschool developmental screen such as those used in school systems. Most of these children do not present behavioral or marked attention problems and most have gross and fine motor skills within age expectations.

The CLIPPT Manual, published separately, contains a detailed discussion of the theoretical basis for the placement test and the impact of oral language deficits on language-learning in the school years.

The CLIPPT is designed to be administered by a speech-language pathologist and covers five linguistic patterns of organization: phonology, semantics, morphology, syntax and pragmatics, as well as general knowledge. In addition to the standardized Placement Test, this program used a non-standardized Motor Screen, developed by an occupational therapist (See Form 3-1), to be administered by the speech-language pathologist, and a non-standardized Behavioral Checklist, developed by a psychologist (See Form 3-2), to be completed by the parent. These are furnished as guides only and may indicate the need for referral to appropriate specialists before a final decision is made whether to accept a child into a language-based program, depend-

ing on admissions criteria. In the Children's Language Institute Demon-
stration Preschool Program, an attempt was made to screen out children
with serious behavioral or motor development problems and to refer them
to a more appropriate placement. The target population was to be as purely
"specifically language impaired" as possible, without other compounding
problems.

The CLIPPT has two sections, Phase I and Phase II, which take fifteen
minutes or less each to administer. Phase I should be given to all children
presented for language screening. It consists of the most challenging items
and is designed to separate the NORMALLY language developing children from
those who may be language IMPAIRED. Phase II should be given to all who
do not pass Phase I. This section is designed to separate children who are
globally language impaired or more severely language disordered (more than
one year below chronological age) from the targeted "high risk" population.
Children who score in the high risk range of Phase II are appropriate candi-
dates for the classroom-based language intervention program described in
this text. Children who fail Phase II should be referred for further
assessment to determine the need for clinical and educational intervention.
While the latter group may also benefit from group or classroom-based
intervention, this may need to be supplemented with more individualized
remediation.

A large school system using this language placement test could quickly
test all 2½ to 4-year-old children using Phase I and would then test a much
smaller number of children with Phase II. Three populations would then be
identified: those with normally developing language, those who are mild to

moderately language deviant or "high risk," and children who are moderately to severely language impaired.

The test itself utilizes toys, appealing objects, a pretend "tea party" and "picnic" and a small snack of juice and a cracker or cookie and readily captures the interest and attention of most little children.

ASSESSMENT PROFILE OF AN "AT RISK" CHILD

While extensive testing should not be necessary using formal tests, the Demonstration Preschool Program at Children's Language Institute did include frequent testing (upon admission, in January, in May and in September for returning children) for two reasons: 1) to verify the selection of the children as truly "high risk" or no more than six to twelve months language delayed/disordered based on the, then, non-standardized earlier version of the CLIPPT known as the CLI Preschool Screening Test and 2) to measure children's progress and hence impact of the classroom based, pragmatic model of language intervention. Any outside clinical speech or language therapy which any child had been receiving was discontinued as a condition of the child's entering the program.

Recommended Testing. For children selected on the basis of the revised and standardized CLIPPT, only the following are recommended as essential to supplement the CLIPPT information and to measure progress:

(1) An extensive naturalistic language sample taken at designated times during the regular classroom routines. This may be taped and/or transcribed by trained staff. Trained graduate students and aides, whose transcription accuracy is checked against tapes, are ideal as recorders, since the speech-language pathologist is often easily identified by the children as the "tester" and their behavior and language becomes less

spontaneous whenever the SLP presents him/herself with a clipboard, pen and/or tape recorder.

This language sample is taken once per child (and only one child is recorded per day with notations of dialogues, etc.) at the beginning of school, mid-year and at the end of the school year. Measures that may be derived are MLU, analysis of Brown's 14 grammatical morphemes, and analysis of structural complexity (Stage Level of Yes/No and WH questions, Negatives, and percentage of complex sentences) using guidelines in Miller (1981). Also, it may be useful to derive a Developmental Sentence Score or look at Developmental Sentence Types (Lee, 1974). A "Language Developmental Checklist by Brown's MLU Stages" (Khan and James, 1980) may be consulted to see what linguistic forms should be targeted, given the child's MLU. The language sample can also be analyzed (with notations of the situation or other dialogue content) for communicative intent. A checklist based on Dore's Speech Act Coding System (1978) was also developed.

(2) Regular data collection during ten-minute structured language games (see Chapter Seven).

(3) January and May criterion testing may be desirable to measure a child's progress on specific linguistic, semantic or pragmatic objectives. Criterion tests are given on a 1:1 basis in a small adjoining room (or may be administered in a sectioned off area of the classroom) and preserve the game-like or interactive and informal nature of interactions, although they are teacher/clinician directed. (Sample criterion test forms are in Chapter Seven.)

Additional and optional testing.

The SPELT (Structured Photographic Expressive Language Test-Preschool)
(Werner and Krescheck, 1983) is a high-interest and very brief measure of
syntactical and morphological skill which utilizes a set of colored photo-
graphs of appealing toys and children and the "cloze" sentence completion
technique in which the child supplies the targeted word. Cut-off scores
for normal development and means and standard deviations are provided.

If the school setting requires standardized testing in addition to
those measures provided by an analysis of the language sample, the SPELT
would be useful. If a more detailed analysis of oral expressive language
is desired, perhaps as a child is tested prior to entering kindergarten
or if data to prove the program's effectiveness is desired, a recommended
test is the TEEM (Test for Examining Expressive Morphology) (Shipley, Stone
and Sue, 1983) which also uses a cloze technique with less appealing black
and white line drawings and has an excellent table for analysis of results.

The tests mentioned abc relat_ to oral expressive language and
this area appears to be the one most disordered in the high risk child.
Useful receptive language instruments are readily available.

The Test of Pragmatic Skills (Shulman, 1986) is currently being used
on a trial basis and appears to be yielding useful information regarding the
expression of intentions in a structured play/conversational situation.

Articulation/Phonological Process Assessment and Remediation.
Children's needs in these areas are conservatively addressed and work is
conducted with groups of two or three and, occasionally individuals, in an
adjoining therapy room. As pragmatic an approach as possible in terms of
activities is used although these are adult-directed. Many useful intruments

and materials are available in this area and will not be detailed here.

ASSESSMENT PROFILE OF AN "AT RISK" CHILD

What follows is an assessment profile of a boy who was referred to the Children's Language Institute Demonstration Preschool Program from a day care center. This child, who shall be called Bob, has a language skill profile which is typical of the "high risk" preschool child.

Test results were as follows:

Assessment Instrument	CA	Results
Sequenced Inventory of Communication Development (Hedrick et.al., 1984) (Administered as part of CLIPPT standardization)	3:10 (46 mos)	Receptive Communication Age = 32 months with 60% correct at 36 mos. and 64% at 40 months (both profiles) Expressive Processing Communication Age=40mos. Expressive Behavioral Communication Age=36mos.
Test of Auditory Comprehension of Language-Rev. (Carrow-Woolfolk, 1985)	4:1 (49 mos)	Total Score Age Equivalent = 43-44 months I. Word Classes & Relations = 41-43 months II. Grammatical Morphemes = 39-40 months III. Elaborated Sentences = 50-53 months Appeared to have more difficulty decoding grammatical morphemes than understanding sentences with more contextual clues.
Structured Photographic Expressive Language Test- Preschool (SPELT-P) (Werner and Krescheck, 1983)	4:1 (49 mos)	18 of 25 correct, 11th %ile ages 4:0-4:5 Just below one SD (3.12) of mean of 21.86. Used HE for THEY, no past tense ED, no third person singular endings or "is not" negative.
Test for Examining Expressive Morphology (TEEM) (Shipley et.al., 1983)	4:1 (49 mos)	Raw score of 23 = 3:0 to 3:6 age level. Between -1 and -2SDs below mean of 29 for ages 4:0-4:6. Plurals 43% correct (/s/ and /z/ only) Possessives 57% Third person singular 28.5% Past tense 25% Adjectives 30%
Language Sample 208 utterances recorded during classroom interactive routines with peers and staff.	4:1 (49 mos)	MLU - 3.33 (Brown's Early Stage IV) predicted for 37.1 mos. with normal range (1 SD) of 30.3 to 43.9 months. Bob is about five months below end of normal range.

Assessment Instrument	CA	Results

Language Sample (cont.)

Developmental Sentence Score (Lee, 1974) of 5.56 = below 10th %ile 4:0-4:11.

Structural Analysis - Early Stage IV emerging for Yes/No questions (65% or 11/17), WH questions (66% or 12/18), negatives (11%, 3/27). He used 2% complex sentences (1-10% predicted for Early Stage IV).

14 Grammatical Morphemes - Mastery of all Stage II and III only.

Thus, specific and global measures of receptive and expressive language showed that Bob was about six months below predicted performance with scattered successes at higher levels both for receptive tasks (understanding elaborated sentences) and expressive ones (use of certain grammatical morphemes).

In conversation he appeared to have considerable word retrieval problems, often used verbal circumlocutions and sometimes gestured when he could not find the right words. Initially he was very quiet in the classroom, but eventually became more outgoing verbally. He appeared to have expected pragmatic skills for his age but a formal test was not available or administered until the following September. Also, Bob had a number of articulation substitutions which reflected flaccid facial and tongue musculature and nasal emission for some s-blends, as well as cluster reduction and substitutions for phonemes which may not normally appear developmentally until a later age.

CONCLUSION

The material in this chapter should readily demonstrate that the "high risk" child is not a theoretical construct. With appropriately sensitive assessment instruments administered by a clinicially experienced speech-language pathologist, this child can be identified at an early age, as young as 2½ to 4, so that appropriate remediation can commence.

The <u>CLIPPT</u> is a placement test designed to identify the "high risk" child as well as more sever ly impaired children who need further assessment. Appropriate use of the <u>CLIPPT</u> will identify children appropriate for a preschool language classroom described in this text without the need for extensive testing prior to admission.

FORM 3-1

PRESCHOOL BEHAVIORAL CHECKLIST

Child's Full Name_____Birthdate_____

The following are behaviors often seen in children. Indicate which you think applies best to your child at the <u>present time</u>.

1. a) Seems happy and pleased most of the time
   b) Sometimes has periods of sadness   _____
   c) Reflects a presence of sadness and unhappiness
                                                                          _____

2. a) Easy to get to bed and to sleep
   b) Some difficulties in settling at bedtime   _____
   c) Often takes a long time to settle at bedtime
                                                                          _____

3. a) Usually shows good appetite, not fussy about food
   b) Sometimes poor eater, picky about food   _____
   c) Mealtimes often difficult and child won't eat many different
      foods
                                                                          _____

4. a) Generally maintains consistent mood for the day
   b) Some up and down days, but not a regular occurrence   _____
   c) Shows mood changes frequently within the same day; depressed
      one moment, overactive the next
                                                                          _____

5. a) Socializes easily without apparent difficulties
   b) Sometimes has social difficulties, but manages with support   _____
   c) Has no friends and tends to remain isolated
                                                                          _____

6. a) Generally not a worrier
   b) Occasionally worries but can be reassured   _____
   c) Has many worries, and appears bothered by things in the world   _____

7. a) Generally confident about skills and abilities
   b) Lacks confidence and requires much reassurance about self   _____
   c) Child is hypercritical of self
                                                                          _____

8. a) Acts the same as most kids of similar age
   b) Sometimes acts younger when frightened, confused or insecure   _____
   c) Acts younger than chronological age in most situations
                                                                          _____

9. a) Usually succeeds at expected level with tasks attempted
   b) Must have approval for tasks attempted or completed   _____
   c) Gives up easily and often expects failure
                                                                          _____

10. a) No problems noted in verbal, social and motor skills for a
       child of this age
    b) Sometimes shows difficulties with verbal, social and motor   _____
       skills which others do not seem to have
    c) Shows marked limitations in verbal, social and motor skills   _____
       for someone of the child's age
                                                                          _____

PRESCHOOL BEHAVIORAL CHECKLIST (continued)

11. a) No problems with somatic complaints (aches or pains outside
       of actual illness)
    b) Child sometimes complains of aches or pains with no   _____
       apparent physical cause
    c) Child often complains of aches or pains (may be employed to   _____
       avoid responsibilities or to withdraw from unsatisfactory
       situations)
                                                                          _____

12. a) Easy to manage or control   _____
    b) Sometimes difficult to manage or control   _____
    c) Frequently very difficult to manage or control   _____

13. a) Child has never been observed displaying unusual motor
       behavior
    b) Child occasionally displays unusual behavior when under   _____
       stress
    c) Child displays unusual motor behaviors (spinning, hand   _____
       flapping, gesturing, etc.)
                                                                          _____

14. a) Child displays good judgment about things and situations
       for their age
    b) Child's judgment is generally good but steady monitoring   _____
       is required
    c) Child often displays poor judgment, needs much supervision   _____
                                                                          _____

15. a) Child gets on well with other children   _____
    b) Some difficulties playing with other children   _____
    c) Finds it difficult to play with other children   _____

16. a) Hardly ever wakes at night   _____
    b) Sometimes wakes at night   _____
    c) Frequently wakes at night and difficult to settle   _____

17. a) Activity level seems right for child's age and situation   _____
    b) Not active enough   _____
    c) Very active, won't sit for more than five minutes at a time   _____

18. a) Easy to manage or discipline   _____
    b) Sometimes difficult or out of control for short periods   _____
    c) Does not conform to limits on his own without control from   _____
       others
                                                                          _____

19. a) Appears attentive and interactive with surroundings   _____
    b) Sometimes stares blankly into space   _____
    c) Repeats one idea, thought or activity over and over   _____

20. a) Maintains a caring attitude about most objects in the
       environment
    b) Sometimes destroys objects when upset   _____
    c) Often destroys or takes apart objects   _____

FORM 3-1

PRESCHOOL BEHAVIORAL CHECKLIST (continued)

21. a) Independent, doesn't ask for a lot of attention _____
    b) Sometimes asks for a lot of attention _____
    c) Demands constant attention, follows mother around all day _____

22. a) Manages adversity with others in usual fashion for age _____
    b) Sometimes strikes back with angry behavior to teasing by
       other children
    c) Doesn't protest when others hurt, tea e or criticize him/her _____

23. a) Few or no fears _____
    b) Has some fears which require reassurance _____
    c) Expresses concern about something terrible or horrible
       happening to him/her _____

Behavior Score Interpretation: Locate total number score from summary page on
                                the graph below (regardless of age).

"a" response is scored as zero points.
"b" response is scored as one point.
"c" response is scored as two points.

Total score is attained by adding scores from all 23 items.

Score	Intervention
0-10	N behavior problems
11-23	demonstrates significant behavior problems*
24+	demonstrates major behavior problems

*High-Risk - probably needs some intervention.

Developed by: Frank Wilson, Ph.D.
               Children's Language
               Institute

101

Directions: Allow two trials for each item. For items #1-4; "E" - "look at me. Now you do it." For items #5 and 6; "E" - "See it? Now you make one like it."

"E" PRESENTS ITEMS IN APPROPRIATE AGE COLUMN FOR C.A.

	Ages 2-6 to 3-0	Ages 3-1 to 3-6	Ages 3-7 and above
1. Standing Balance: "C" stands on one foot without holding on. "C"'s foot may not touch the other leg. Stop if foot moves.	attempts one foot ____	1 foot - 1 second ____	1 foot - 3 seconds ____
2. Jumping: "C" must jump with feet together without falling. Use width/length of test form for the 9"/12" broad jump.	jumps in place ____	broad jump - 9" ____	broad jump - 12" ____
3. Catching: "C" must bounce/drop and catch ball with both hands. If "C" is to catch a bounced or thrown ball, it must be with arms and body from a distance of two meters.	drop and catch ____	catch bounced ____	catch thrown ____
4. Throwing: "C" stands at the designated distance from "E". Credit "C" with a pass if "E" can catch the ball without changing position.	throw 3 meters ____	throw 4 meters ____	throw 5 meters ____
5. Block Towers: "C" needs good opposition (pad to pad/pincer). "C" may be passed if switches hands (note this). "C" does not pass if must stabilize tower with helping hand (note this).	tower of 8 ____	tower of 9 ____	tower of 10 ____
6. Block Construction: Train - "E" demonstrates placing three blocks horizontally, adding fourth block on top of third. Bridge - "E" demonstrates placing three blocks resting on top edges of two separated blocks. Age level - 3.6-4.0, shield model while building, no demonstration permitted.	chimney to train ____	imitate bridge ____	bridge from model ____

Scoring Key:

+ correct

- incorrect

NR no response

Motor Score Interpretation: Locate total number of + responses on the graph below (regardless of age).

fail	high risk*	pass
4	5	6

*If child is accepted into the preschool program, he/she should be given a more thorough motor skills survey within six months by preschool teacher, O.T., psychologist or other staff members involved in the screening program.

Total Score:

+ ____

- ____

NR ____

Developed by: Anne Milkowski, OTR

87.

FORM 3-2 - MOTOR SKILLS

102   103

CHAPTER 3 - REFERENCES

Carrow-Woolfolk, E. 1985. Test for Auditory Comprehension of Language - Revised (TACL-R). Allen, TX: DLM Teaching Resources.

Children's Language Institute. 1986. Children's Language Institute Preschool Placement Test. Ludlow, MA: Children's Language Institute.

Dore, J., M. Gearhart and D. Newman. 1978. The structure of nursery school conversation. In Children's Language, Vol. 1, by K. Nelson (Ed.). New York: Gardner Press, 371-372.

Hedrick, D.L., E.M. Prather and A.R. Tobin. 1984. Sequenced Inventory of Communication Development: Revised Edition. Seattle, WA: University of Washington Press.

Khan, L. and S.L. James. 1980. A method for assessing use of grammatical structures in language disordered children. Language Speech and Hearing Services in Schools 11: 188-197.

Lee, L. 1974. Developmental Sentence Analysis. Evanston, IL: Northwestern University Press.

Miller, J.F. 1981. Assessing language production in children. Baltimore, MD: University Park Press.

Shipley, K., T. Stone and M.B. Sue. 1983. Test for Examining Expressive Morphology. Tucson, AZ: Communication Skill Builders.

Shulman, B.B. 1986. Test of Pragmatic Skills. Tucson, AZ: Communication Skill Builders.

Werner, E.G. and J.D. Kresheck. 1983. Structured Photographic Expressive Language Test: Preschool. Sandwich, IL: Janelle Publishers, Inc.

CHAPTER FOUR: SOCIAL AND EMOTIONAL DEVELOPMENT OF THE PRESCHOOL CHILD

Barbara Zellan, M.S.W., ACSW

A. Introduction

B. The Two-and-a-half-year-old

C. The Three-year-old

D. The Three-and-a-half-year-old

E. The Four-year-old

F. The Four-and-a-half-year-old

G. The Five-year-old

H. Integrating these ages

CHAPTER FOUR: SOCIAL AND EMOTIONAL DEVELOPMENT OF THE PRESCHOOL CHILD

INTRODUCTION

The purpose of this chapter is to acquaint the speech-language pathologist with expectable classroom behavior of the preschool child as well as the developmental reasons related to that behavior. Most speech-language pathologists have some knowledge of child development but few have managed a classroom of sixteen children, aged two-and- a -half to five. This is a far different experience than that of one to one therapy in a small room with the therapist in full control of all stimuli. A two-and-a-half-year-old is a far different child in all ways--physically, motorically, cognitively, socially, and of course language wise--than is the five-year-old in the same classroom. For the class to operate smoothly, it is imperative that the teacher be aware of major developmental differences in all areas mentioned. An overview will be provided in this chapter to provide practical understanding and guidelines. However, a fuller grasp of the concepts needed can be obtained from direct study of the references provided.

For purposes of delineation, development will be discussed at six-month stages--from two-and- a -half to five. Since all stages overlap, it is important to remember that each child operates on his or her own time-table based on many individual factors. In addition, the child with a mild to moderate speech-language delay may vary from the norms in some areas more significantly than in others.

> The magic years are the years of early childhood. By magic, I
> do not mean that the child lives in an enchanted world where
> all the deepest longings are satisfied. It is only in the minds
> of adults that childhood is a paradise, a time of innocence and
> serene joy. The memory of a Golden Age is a delusion for, ironi-
> cally, none of us remembers this time at all. At best we carry
> with us a few dusty memories, a handful of blurred and distorted
> pictures which often cannot even tell us why they should be

remembered. Th's first period of childhood, roughly the first
five years of life, is submerged like a buried city, and when
we come back to these times with our children we are strangers
and we cannot easily find our way.

These are "magic" years because the child in his early years
is a magician--in the psychological sense. His earliest con-
ception of the world is a magical one; he believes that his
actions and his thoughts can bring about events. (Fraiberg,
1959, p. ix).

As Fraiberg illustrates, the "magic" world is an unstable one, peopled by

dangers, leading to behavior adults find themselves at a loss to understand.

Since adults cannot remember this time of life, they are unaware that "Many

of the problems presented by a child in these early years are, quite simply,

disorders created by a primitive mental system that has not yet been subdued

and put into its place by rational thought processes" (Fraiberg, 1959, p. x).

She goes on to point out that "Magic belongs to the first system of thought,

the preverbal world. What we call rational thought processes can only come

about through the development of language and the second system of thought

is built on words and the manipulation of words" (p. 108).

For the primitive mental system to be replaced by orderly, logical

secondary thought processing there are formidable tasks to be accomplished--

particularly during those always emphasized first five years of life.

Ilg and Ames (1966) described ages and stages of behavior as cyclical

in nature, with the "same general kinds of things happening over and over

again" (p. 10). The cycle was observed to occur during the age spans of

two to five, five to ten, and ten to sixteen years of age. The authors

demonstrated the cycles in the following schematic tabular presentation:

2 years	5 years	10 years	Smooth, consolidated
2½	5½-6	11	Breaking up
3	6½	12	Rounded-balanced
3½	7	13	Inwardized
	8	14	Vigorous, expansive
	9	15	Inwardized-outwardized, troubled, neurotic
	10	16	Smooth, consolidated

107   (Ilg and Ames, 1966. p. 12)

In looking closely at the developmental tasks required in each
cycle, mental health specialists can see similar tasks required although
at different levels of sophistication.

THE TWO-AND-A-HALF-YEAR-OLD

Each stage of development presents a major task that the child must
master prior to moving on to the next stage. The major task for the two-
and-a-half-year-old is separation. According to Kestenbaum (1980, p. 112),
"The ability to trust that mother will indeed return when she leaves becomes
an important step in the mastery of the environment and is a necessary pre-
lude to entering nursery school." He goes on to state that most children
are not able to take this step comfortably until age three or three-and-a-
half. Therefore, the younger child, placed in a preschool setting, can
reasonably be expected to have some difficulty separating from his or her
primary caretaker. As part of this process, the two-and-a-half-year-old
develops behaviors that can be quite difficult to manage, if one loses sight
of the underlying internal struggle.

The struggle for autonomy, i.e. separation from mother, begins at
about eighteen months and continues to three to three-and-a-half years.
During this same time period, the toddler is struggling with control over
his own body and over his impulses. Reality and the requirements of
socialization are thrust more and more on the toddler. The child has
his/her first opportunity to control parents by not performing during
efforts at toilet training. With all of these internal and external struggles
ongoing simultaneously, it is no wonder that the two-and-a-half year old
is often very difficult to manage one on one, and can present quite a

challenge in a preschool class.   This child may be characterized by
rigidity, assertiveness, negativity and temper tantrums when thwarted.
The two-and-a-half-year-old is not ready to interact with peers.   This
child may look at other children and if encouraged, play momentarily, but
genuine interaction is lacking.   The ability to recognize the feelings of
others and the impact of their actions is still six months to one year away.
Clearly, this age child and the five-year-old will have very little in
common.   More individualized attention will be necessary as well as addi-
tional patience and understanding.   One does not offer choices since this
will cause more frustration because the child is unable to cope with
decision making.   Distraction and substitution are more useful and mutually
satisfactory methods for gaining cooperation.   Structuring and streamlining
routines and schedules helps to alleviate some of the internal anxiety and
enable the child to feel in better control.   Finally, the adults around
the two-and-a-half-year-old can look forward to obtaining relief when the
child becomes three.

THE THREE-YEAR-OLD

The three-year-old is quieter, more conforming and cooperative,
and wishes to please.   "Their desire and ability to imitate their elders
and to conform make three-year-olds quite obedient.   Due to their enlarged
usable vocabulary most Threes can be managed by reasoning and distraction"
(Caplan, 1983, p. 157).   People are very important, especially mother, and
the child wants to please and is willing to share.   This child may con-
tinue to have temper tantrums but he/she is more manageable and use of
language can help when the tantrum is over.   The three-year-old knows that
when mother is out of sight, she continues to exist and will be there when

needed. Therefore, he/she can better deal with separation than the two-
and-a-half-year-old and can more easily adjust to preschool. Imagination
is entering play situations, and there is increasing interest in playing
with other children. Improved motor abilities allow the three-year-old to
perform tasks that were previously difficult and frustrating. Excessive
ritualization is not needed and the child has, in general, a relaxed atti-
tude toward those around him and toward life in general. It is as though
the child is recuperating from the franticness of two-and-a-half, and per-
mitting adults a rest also.

THE THREE-AND-A-HALF-YEAR-OLD

In contrast to the contented three-year-old, the three-and-a-half-
year-old appears "anxious, unsure and self-willed. Her feelings of
insecurity can be seen in physical ways--stuttering, stumbling, even
trembling on occasion. . .They may appear excessively shy at one time and
unbearably aggressive the next" (Caplan, 1983, p. 177). The underlying
causes are related to the change in psychological orientation. Between
three-and-a-half and five the focus is on sexuality (Lieberman, 1979; Lidzt,
1968; Mahler, et.al., 1975). The child may be seen to "court" the parent
of the opposite sex. The child realizes he/she cannot win that parent and
fears losing the nurturing of the same sex parent. Simultaneously, the
child loves this parent and wants to please, to be good and to be loved.
To young children, loss of love and protection are the natural consequence
of "bad" thoughts. Reality and fantasy are not yet fully differentiated.
The child resolves the conflict by "forgetting" it for the time being.
The feelings are repressed. Repression is not a selective defense and
therefore all memories prior to the age of four are also erased. At this

stage the conscience or super ego is developing out of a desire to keep parents' love and avoid their anger. The conscience is becoming internalized, a part of the child's own personality. As the conflict is ultimately resolved the child chooses to identify with the parent of the same sex and thereby enjoy the relationship w. ' the parent of the other sex vicariously. This presents the first solution of the oedipal crisis. It appears again in adolescence for a final working through with resolution of sexual identity. This stage, three-and-a-half to five, presents major internal conflicts for the child reflected in changes in behavior. Once again, if one can identify the underlying causes of behavior, one can cope more intelligently with the child.

The emotional insecurities related to the psychological processes may appear in the three-and-a-half-year-old as difficulties with peers and parents, incessant and annoying whining, frequent complaints and questions, and emotional extremes. Adults need to realize that the instability of this age is a normal part of development and provide the patience and understanding necessary for the child to grow through this stage. At the same time, it is necessary to have rules to ensure the well being of the entire grovp. To that end it is useful to have the fewest rules necessary to maintain order and safety, but to enforce those with firmness, kindness and consistency. Providing individual attention during periods of weepiness, and obvious feelings of insecurity, will help the child to quickly recover and return to classroom activities.

THE FOUR-YEAR-OLD

The key words describing the four-year-old are "out of bounds." The four-year-old is out of bounds in just about everything. When angry or

frustrated he/she may kick, spit, throw things to the point where physical
restraint is necessary. Verbally, profanity is a favorite as is the use
of imaginative story telling and fabrication. The line between fact and
fiction remains a very thin one and the child may find his way of telling
a story much more interesting than reality. This child is on an emotional
roller coaster. Loud, silly laughter alternates with wild rage. He/she
enjoys other children but needs to be carefully monitored since at this
age, two children will often "gang up" on a third. They prefer to play
with others and are often distressed when a playmate is not available.
There is a determination to be self sufficient, self-reliant and domineer-
ing. Although the four-year-old loves to play with peers, fighting is fre-
quently accompanied by yelling and/or hitting. Perhaps due to the in-
creased imagination, fears of monsters, of the dark, of things unusual or
not easily understood is prevalent. This child loves and hates equally
strongly and can be alternately charming and totally obnoxious. The adults
managing this child must be pleasant, patient and firm. Boundaries must
be established for the child's sake as well as for the rest of the class.
But whenever possible, safety factors and other issues permitting, it is
helpful for this child to test out his abilities and to be permitted expanding
limits. If permitted some leeway, the four-year-old can be surprisingly
responsive to other requirements.

THE FOUR-AND-A-HALF-YEAR-OLD

By four-and-a-half, the youngster is beginning to demonstrate more
control. He/she is on the way to a more focused five when life becomes
more balanced and inner conflicts have settled down for the moment. The

four-and-a-half-year-old is working at sorting out reality from fantasy and sometimes can become confused by what is real, pretend, and what is happening on television. He/she is absorbing more and more from the environment and can accumulate a surprising amount of information. Self control and motor control are improving and a decided interest in drawing takes place. Attending skills are growing as demonstrated by the ability to maintain interest in activities for longer periods. Language and cognitive abilities usually enable the child to respond to reasoning in matters of behavior such as taking turns, sharing and complying with rules.

THE FIVE-YEAR-OLD

"Five years of age marks, in many children, a time of extreme and delightful equilibrium. . .Gone is the out-of-bounds exuberance of the four-year-old. Gone is the uncertainty and unpredictability of four-and-a-half. The five-year-old tends to be reliable, stable, well adjusted" (Ilg and Ames, 1966, p. 33). This youngster enjoys pleasing parents and teachers, and is learning the social skills necessary for successful inter-personal relationships. Language and learning capacities have grown con-siderably along with all motor skills. Inventiveness and creativity are apparent in play and he/she is fascinated by the world around. Because this child wants to please, he/she usually does. Others are pleased with the five-year-old and the child is thus pleased with him/herself and satis-fied with life in general.

INTEGRATING THESE AGES

The problem for the preschool teacher is how to successfully inte-grate the child described in the previous paragraph with the two-and-a-half-

year-old who may be in the "preverbal world" of "picture thinking" (Frai-
berg, 1959, p. 107). Some specific techniques for communicating with
children in an early childhood setting are provided elsewhere in this book.
For overall successful class interaction, however, special attention to
grouping within the preschool setting can provide some answers. Planning
group activities appropriate for each age level is an obvious technique.
One can intermix ages on occasion as well. The teacher can use the
abilities and desire in pleasing of the five-year-old to interest a recal-
citrant two-and-a-half-year-old in complying. The creative teacher, who
is aware of the differences in maturational levels, can develop many ways
of encouraging constructive interaction. Ideally the group would probably
function more smoothly with a smaller age range. But with some thought-
fulness and understanding, it is possible to accomplish a great deal of
growth even with the almost three-year range. "A method of child rearing
is not--or should not be--a whim, a fashion or a shibbolith. It should
derive from an understanding of the developing child, of his physical and
mental equipment at any given stage and, therefore, his readiness at any
given stage to adapt, to learn, to regulate his behavior according to. . .
expectations" (Fraiberg, 1959, p. 75).

The contrast in a classroom of sixteen, between the rigid, demanding
two-and-a-half-year-old and the flexible, adaptable five-year-old is
clearly enormous, presenting a considerable challenge to the teacher's
resources. The key to dealing with these polarities in behavior lies in
understanding that the children are doing what children are supposed to do
--grow, discover, learn, act, react, develop. The key to moving on
developmentally and the key to a positive self-image is task mastery.

Children observe, imitate and interpret the world. Sometimes these pro-
cesses are hard on both adult and child. If the adult understands that
difficult behaviors are a necessary part of growth at particular ages, he
or she can then help the child in positive, affectionate and understanding
ways.

CHAPTER 4 - REFERENCES

Caplan, F. and T. Caplan. 1983. The early childhood years. New York: Putnam Publishing Group.

Fraiberg, S. 1959. The magic years. New York: Charles Scribner's Sons.

Ilg, F. and L.B. Ames. 1966. Child behavior. New York: Harper and Row.

Kestenbaum, C. 1980. Early childhood: The toddler years. Child Development in Normality and Psychopathology, by Jules R. Bemporad. New York: Brunner/Mazel.

Lieberman, F. 1979. Social work with children. New York: Human Sciences Press.

Lidzc, T. 1968. The person. New York: Basic Books, Inc.

Mahler, M.S., F. Pine and A. Bergman. 1975. The psychological birth of the human infant. New York: Basic Books, Inc.

CHAPTER FIVE: INTERACTING WITH PRESCHOOL CHILDREN IN GROUPS:

GUIDELINES FOR UNDERSTANDING AND MANAGING BEHAVIOR

Mary Ann Gianni, B.S.E., Early Childhood Educator

A. Facilitating young children's total growth in a preschool setting

B. Techniques for guiding young children

C. Creating a healthy and positive social/emotional environment

D. Respecting the value of play

E. Assessing children's motor, social and emotional development

CHAPTER FIVE: INTERACTING WITH PRESCHOOL CHILDREN IN GROUPS:

GUIDELINES FOR UNDERSTANDING AND MANAGING BEHAVIOR

FACILITATING YOUNG CHILDREN'S TOTAL GROWTH IN A PRESCHOOL SETTING

The National Academy of Early Childhood Programs defines a high
quality early childhood program as one which meets the needs and promotes
the physical, social, emotional and cognitive development of the children
and adults--parents, staff and administration--who are involved in the pro-
gram. Each day of a child's life is viewed as leading toward the growth
and development of a healthy, intelligent and contributing member of society.

According to Hildebrand (1976) when attempting to plan a program for
the young child the following areas should be emphasized: (1) mental
development, (2) physical development, (3) emotional development, (4) social
development and (5) creativity. These areas are not independent for either
adults or children. They are all interrelated and a deficiency in one area
may create inadequacies in the others. Therefore, Hildebrand states that
in planning for the child to reach fullest potential, one must plan for the
totality of experience for the whole child.

Because these areas of young children's development are all inte-
grated, it is very important that preschool teachers be reminded of the
important ways they may provide opportunities for children to develop them.
Optimal development in all these areas derives from positive, supportive,
individualized relationships with adults.

Printed below are sections from Program Standards developed by the
National Association of Education of Young Children (1984) which might
be useful to review when planning any preschool program, especially a
program for mild to mildly moderate language impaired children.

The NAEYC (1984) stresses that interactions between children and staff provide opportunities for children to develop an understanding of self and others and are characterized by warmth, personal respect, individuality, positive support and responsiveness. It also states that staff facilitate interactions among children to provide opportunities for development of social skills and intellectual growth. Young children also develop both socially and intellectually through peer interaction.

Here are some ways in which teachers and aides may help to accomplish significant progress in creating optimal development in all areas of a young child's total growth (NAEYC, 1984).

Be responsive and warm.

Staff should interact with children frequently. They should express respect for and affection toward children by smiling, touching, holding and speaking to children at their eye level throughout the day, particularly on arrival and departure and also when diapering young children. Interaction with adults contributes to all areas of growth and development. Both verbal and nonverbal contact should be frequent.

Staff should be available and responsive to children, encourage them to share experiences, ideas and feelings, and listen to them with attention and respect. Responsiveness will vary depending on the age of the child. For example, the responsive adult quickly comforts an infant in distress, nods at a toddler in need of reassurance, replies to an older child's question, or complies with a verbal request. Waiting for a response is sometimes inevitable but such waiting should be minimized as much as possible, particularly for very young children who need to experience a responsive environment to develop a sense of trust and security.

Converse with children.

Staff should speak with children in a friendly, positive, courteous manner. They should converse frequently with children, asking open-ended questions and speaking individually to children most of the time. Children's communication skills develop from verbal interaction with adults. Open-ended questions prompt the child to talk rather than answer yes or no. Other questioning techniques which contribute to language development should also be used.

Staff should equally treat children of all races, religion and cultures with respect and consideration. Both sexes should be provided with equal opportunities to take part in all activities. Because cultural diversity is an American norm, recognition of and respect for a child's unique heritage is essential.

Encourage independence as developmentally appropriate.

Staff should encourage developmentally appropriate independence in children in routine activities such as picking up toys, wiping spills, personal grooming (toileting, hand washing), obtaining and caring for materials and other self-help skills. Because independent functioning is a very important part of a young child's growth, a teacher should give the child as many opportunities for successful practices as possible, even if it means that your schedule might not run as smoothly as you had planned. It is important that a teacher of preschool children remember that independent functioning in children will vary with the developmental level of the child. In a classroom setting where the age span might be more than two years it is extremely essential that the teacher and aides know the developmental level of each child in their classroom. The checklists mentioned later in this chapter will provide guidelines to determine these levels.

120

Use consistent positive guidelines.

Staff should use positive techniques of guidance, including redirection, anticipation of and elimination of potential problems, positive reinforcement and encouragement rather than competition, comparison or criticism. Staff should abstain from corporal punishment or other humiliating or frightening discipline techniques. It is extremely important that a classroom be run with consistent, clear rules and these rules be explained to children and understood by all adults in the classroom. Because many classrooms have three or more adults working together it is imperative that all adults use the same consistent techniques.

Guidance techniques should be non-punitive and accompanied by rational explanations of expectations. Limits should be set, but the environment should be arranged so that a minimal number of no s are necessary, particularly with very young children.

Maintain pleasant sound levels.

The sound of the preschool environment should be primarily marked by pleasant conversation, spontaneous laughter and exclamations of excitement rather than harsh, stressful noise or enforced quiet. Of course this does not mean that quiet times are not needed. When observing a classroom the sound of its environment is an indicator of the quality of the adult-child interaction. Since the children in any classroom, especially a language impaired one, are constantly developing language, conversation is to be encouraged and the adult voices should not predominate.

Help develop appropriate social behavior.

Staff should always assist children to be comfortable, relaxed, happy, and involved in play and other activities. Again the level of involvement

will vary, depending on age of children, time of day, kind of activity, and other factors. Many times children will demonstrate strong emotions such as anger, frustration and sadness and teachers must keep in mind that these emotions are desirable.

Staff should foster cooperation and other prosocial behavior among young children. One goal of a good quality early childhood education program is the development of prosocial behavior such as cooperating, helping, taking turns and talking to solve problems. This behavior can be fostered through modeling and encouragement rather than through punitive measures.

Staff should have expectations of children's social behavior that are developmentally appropriate. Most social skills develop through interaction with peers and adults and may vary greatly, depending on developmental age and experience. While development of socially appropriate behavior is an important curriculum goal, it is equally important that staff members recognize the developmental differences of young children and adjust their expectations accordingly.

Encourage creativity and cognitive growth.

Staff should help children develop individual creativity (Hildebrand, 1976)--the ability to see new relationships, push boundaries beyond present knowledge and organize ideas aesthetically.

All children should be encouraged to verbalize feelings and ideas as much as possible. The NAEYC (1984) emphasizes that children's verbalization of emotions and ideas is both a goal and an indicator of a good quality program. While preverbal children will naturally communicate physically, staff members should redirect their actions constructively and encourage verbal expression where at all possible.

TECHNIQUES FOR GUIDING YOUNG CHILDREN

1. Use a <u>positive suggestion</u> when dealing with young children. Tell the child what to do instead of what not to do. "We walk in the halls," instead of "Don't run." Speak with a pleasant and encouraging voice and always use "please" and "thank you." Bossy commands should be avoided in a pre-school classroom.

2. Use <u>alternative suggestions</u> rather than negative commands. Suggest an alternative activity, instead of "Don't do that" when a child is exhibiting negative behavior. If a toy is taken from another child suggest a way to share or choose another toy to play with. Children cannot stop doing, but they can do something different.

3. <u>Always praise and emphasize aspects of behavior that are desirable.</u> Let the child know you have confidence in his/her ability to use them. "Sarah knows about scissors," "Henry is remembering to keep water in the sink," "Michelle is very thoughtful to help Richie pick up the crayons." Try to comment on good aspects of a child's behavior, especially a child who often exhibits negative behavior.

4. <u>Always use "positive strokes."</u> This develops a sense of security, trust and self worth in a shy and withdrawn child, as well as a normal child. Give shy and withdrawn children an opportunity for success in social situations such as helping the teacher or another child, helping others notice their achievements, giving them praise and encouragement, noticing a new shirt or belt or a pretty color they are wearing.

5. <u>Try to use a calm, soft voice.</u> Speaking softly maintains calmness in the classroom. Firm but soft voices are more effective than harsh, loud voices.

6. <u>Anger should be avoided in the presence of children</u>. Adults and children alike have limits of endurance. Punishing and scolding are seldom effective when one is angry. Simply stating that you "feel angry today because. . ." lets the children know how you feel without losing control.

7. <u>Avoid public confrontations with children</u>. Difficult children should be handled individually outside the classroom, without calling attention to their negative behavior.

8. <u>Observe a child's behavior to better understand that child's behavior</u>. A push by a young child may indicate a desire for social contact; another child's push may indicate fatigue, illness, etc. Before attempting to change a behavior one must understand the reason behind that behavior.

9. <u>Avoid the use of "good girl" or "bad boy."</u> "What a good helper you are," or "That was a good job," should be used instead of "That's a good boy." The child applies good and bad to his actions rather than himself.

10. <u>Be consistent in your requests and restrictions</u>. Have rules and enforce them. Always let the child know what is expected of him.

11. <u>Explain the reasons behind the rules</u> whenever possible. "Put the toys in the box. If you throw them, they might break and we might get hurt." This helps the child learn cause/effect relationships.

12. <u>Do not back down on the rules you have made</u>. "If you throw the blocks, you will have to leave the block area." Follow up on this rule if it is broken. Make the child leave if he throws the blocks and he will soon learn that you mean what you say.

13. <u>Give children choices whenever possible</u>. This tends to give

children a feeling of freedom in determining their own plans and develops decision making ability. Make the choice simple, as not to confuse the child. "Would you like to color or play with Legos?"

14. <u>Avoid general statements.</u> Preschool children respond better to specific requests. "Put your clothes on" is a general request which makes the task seem complicated for a three- or four-year-old. "Put on your socks," "Now put on your sneakers," are specific requests that tell the child what you expect of him/her.

15. <u>Avoid asking a question unless you really want to give children a choice.</u> "It is time to read a story," instead of "Do you want to read a story?" With a classroom full of children one should avoid asking "Who would like to be the first to. . .";instead you should say, "Jane, you can be first to. . ."

16. <u>Avoid hurried commands.</u> Use unhurried statements such as, "You can do it quickly" instead of "Hurry up, hurry up." Hurrying a child often tends to slow him up and often produces dislike and confusion for a task.

17. <u>Isolate overactive children from the group whenever possible,</u> not as a punishment but to decrease the stimulation the child is receiving. Helping the child understand why he is being isolated is very important. He/she should be made to understand it is not a punishment, just a calming-down time.

18. <u>Avoid asking the child "What is it?"</u> when commenting on art work or any object the child might show you. Encourage the child to tell you about his picture or toy, or just simply comment on how pretty it is or what nice colors were used in a drawing or painting.

19. <u>Help children to understand and accept their feelings as normal</u>.
Children, as well as adults, have feelings of happiness, sadness, anger,
loneliness, etc. Children should never be made to feel guilt about how
they feel.

CREATING A HEALTHY AND POSITIVE SOCIAL/EMOTIONAL ENVIRONMENT

Adults in a preschool classroom should strive for the creation of an
atmosphere that is conducive to preventing behavioral and emotional problems.
A classroom that prevents these problems also helps resolve conflicts that
develop between young children and their environment. According to Cook
and Armbruster (1983), the following characteristics are considered essential
to optimum growth during the early childhood years: consistency, routines,
limits (rules must be definable, rules must be reasonable, rules must be
enforcible), constructive consequences, logical connections, variety,
avoidance of frustration, encouragement of desirable expression of feelings
and a promoting of appropriate behavior modeling.

Many principles should be kept in mind by all educators in a young
preschool classroom when one wants to facilitate the development of posi-
tive behavior. Cook and Armbruster (1983) feel that the following guide-
lines should be reviewed at the beginning of each school year.

<u>Group children for playful interaction</u> who are functioning at a simi-
lar developmental level. Children with higher skills should be included
if imitation is desired. Group children who are socially compatible.
If imitation is definitely a goal, group children by sex. Researchers be-
lieve the tendency to model is high with children of the same sex. Keep
the groups relatively small (two to four) when structured learning acti-
vities are involved.

Provide materials appropriate to the skills or interaction desired. Children must learn to use play materials before they can be expected to play with them in cooperative situations. For example, simple games like Lotto or Candyland with specific rules may be more conducive to cooperative play than more unstructured play materials such as sand. Teachers will need to observe carefully to determine which materials are most conducive to the behavior desired.

Make sufficient materials available to promote cooperation and imitation. When children outnumber materials available, cooperative play obviously is dependent upon children's willingness to share. If sharing is not a priority then more materials should be made available.

Plan definite activities. Remember some children must be taught how to imitate or to model the behavior of others.

Quickly reinforce specific desired behaviors. The role of positive reinforcement or reward in guiding and directing children's behavior is well documented. Teachers must be prepared to reinforce the behavior of those children modeling a desired behavior, whether it be spontaneous or programmed by the teacher. Merely being in the presence of a good model does not ensure imitation.

Teachers must act quickly when children exhibit desired behaviors by saying or doing something that makes the child feel better about himself/herself. This reward or reinforcement must be done as soon as possible and should include a verbal statement. Words should clearly state exactly the behavior the teacher wishes to see repeated. The statement, "Vicky, you may be the first to choose a free-play area because you cleaned up and then sat still and waited so nicely," is more exact and to the point than

"Vicky, you may be first to choose your free-play area because you were so helpful." Vicky and the other children may not be too sure what is considered helpful.

Identify potential reinforcers. Teachers must observe the children carefully to determine their interests, desires and dislikes. Most young children thoroughly enjoy physical reinforcement such as a hug or a pat on the shoulder, but some find this to be aversive. Children usually respond to smiles and words of praise.

The following list of examples show many effective reinforcers for young children, along with useful specific rewarding statements (Cook and Armbruster, 1983):

Social Activity	Concrete Activity
Verbal praise	Food or special treats
Physical praise--hug, pat, smile	Toys
	Stamping smiling face on hand
Showing and telling	Giving gold stars
Helping with task or errand	Playing with special puppet or game
Clapping by others	Giving special hat or cloak to wear
Going to head of line	Going on a special field trip
Displaying art work or photo	Giving parties
Choosing songs to sing or play	Sending happy note to parents
Phoning parents	Playing records
Inviting parents to class	

Rewarding Statements

"You are really trying hard, I like that."
"Thank you very much."
"Wow!"
"That's right. Good for you."
"You should be proud of your good work today."
"I appreciate your help."
"Give yourself a smiling face for being so helpful."
"Thank you for using an inside voice."
"I like the way Johnny is sitting."

When children enter a preschool classroom with behavior and attitude that

interfere with learning, it is very important that teachers help children overcome their overactivity or shyness, their lack of self-discipline or their over-dependency on adults. Positive reinforcement and appropriate modeling of behavior should always be used to help promote social and emotional development, but most importantly, enhancing young children's self esteem should be an ever-present goal.

RESPECTING THE VALUE OF PLAY

The value of play in the younger child is being publicized more and more. Newspapers and magazines are advising parents on how to select toys for their children according to their interests and level of development. According to Cook and Armbruster (1983), it is becoming easier for teachers to convince parents that although their child looks as if he or she is "just playing" he or she is actually "working." The idea that painting, coloring and pasting develop fine motor skills, puppet play and housekeeping activities as well as all learning center activities foster language skills, and that cooperation can be taught in the puzzles and games and block area is being more accepted. All learning areas set up in a classroom can and should help develop language skills if teachers and aides are aware of the children's individual language needs.

Cook and Armbruster (1983) emphasize that the importance of creating an environment that promotes spontaneous and appropriately directed play cannot be underestimated. They state that early childhood educators have long realized the need for play activities within all preschool curricula, but the issue of accountability has jeopardized the role of spontaneous play in some classrooms. Cook and Armbruster (1983) feel that the challenge now is to create a three-way balance among less structured creative

activities, freedom of choice, and directed tasks designed to remedy developmental deficits. This language program tries to meet these challenges in order to help our young children grow in their physical, cognitive and emotional development, as well as meet their optimal language needs.

Most of the following guidelines in setting the stage for productive free-play time were taken from Cook and Armbruster (1983).

In arranging play areas one should consider the following:

1) Provide adequate space indoors and out. Avoid crowding.

2) Arrange small play spaces, separate by shelves or other dividers.

3) Prepare larger spaces for cooperative play with blocks and other building material.

4) Maintain the same basic room arrangement over time, but vary the play materials available. Have a storage area where toys may "rest."

5) Include clay and easels but monitor their use.

6) Puppets, dolls and doll houses, and barns and animals should be regularly available. These imagination stimulators require set-up space, whether used alone or with a group.

7) Remove toys that appear to encourage an activity or noise level incompatible with the best interests of all the children. In a small area, larger cars and trucks usually generate too high an activity level for safety.

8) Plan to alternate indoor and outdoor play whenever possible. Outdoor areas should provide safe climbing and running spaces, as well as tricycles and structures for crawling in, over and under. We are fortunate to have a separate home for outdoor activities.

9) Be alert for special needs.

Establish rules and guidelines from the beginning:

1) Keep rules simple and limited in number.

2) Telling children rules is important but not very effective. They will need to learn guidelines by observation and experience, but the teacher should have the rules firmly in mind.

3) Rules should be designed to establish thoughtful, kind and courteous behavior. The following should be useful:

a) The child who chooses a toy fir.t may decide if he/she wants to play alone or with others. The child's decision should be respected.

b) Sharing is not required, especially if the item to be shared belongs to a particular child. Sharing is, however, encouraged. Duplicate items of very popular toys help solve this simple problem of sharing.

c) Children wanting to join an established group must be invited to join. The newcomers may ask to play, but should not move in without a welcome.

d) Good manners are modeled and expected. "May I," "Please," and "Thank you" are routinely used by all educators. Children absorb these courtesies quickly.

e) When a child or group is finished with an item, the item must be returned to its proper place before a different toy or game is chosen.

f) Sometimes children like to just watch for a while. This wish should be respected.

g) Just as child newcomers should not barge into an established group, so adult newcomers (teachers or parent) should ask permission and be accepted.

The following are some attitudes for teachers and aides to consider

during free play:

1) Respect the children's ability to choose an activity suited to their present learning needs. By providing a range of materials and possible activities, the self-knowledge of each child is allowed to function.

2) Trust each child to use good judgment. Interfere only if real danger or unkindness is imminent. Anticipate and prevent trouble rather than punish it after the fact.

3) Be aware of what is happening throughout the room. Even when attending to a particular child, the teacher must be alert. Evidence of this awareness from the beginning leads children to follow the rules consistently.

4) Avoid overprotecting the child who lacks assertiveness. By "making" more aggressive children share, the assertive child is rewarded for a lack of assertiveness. Rather, suggest to quiet ones that they

ask for a turn. If they fuss, remove the object in question for a time. Explain that they will have to resolve the problem themselves.

5) If an unacceptable behavior persists, reevaluate the whole situation. If things are being thrown in the wrong place, find a place where it is appropriate to throw, and move the throwers there.

6) Avoid making children self-conscious. Calling everyone's attention to a mistake or a mess is very unkind.

7) Avoid comparisons. Respect uniqueness consistently.

ASSESSING CHILDREN'S MOTOR, SOCIAL AND EMOTIONAL DEVELOPMENT

A preschool program whose main focus is language intervention should still address the needs of the whole child. It is very useful to keep an ongoing record of each child's development in areas other than language and speech. According to the NAEYC (1984) this ongoing and systematic evaluation is essential to improving and maintaining the quality of an early childhood program.

Sometimes it is difficult to obtain one compact book that covers all these areas of development, but Caplan and Caplan (1983) is an excellent source of detailed information about each stage of development for the two- to six-year-old population. To comprehend childhood development it is helpful to sort out and chart developmental landmarks which this excellent book does. Caplan and Caplan (1983) state, however, that young children are unpredictable individuals who might perform activities earlier or later than charts might indicate. This is a very important point for teachers and parents of young children to keep in mind.

In a quality program, individual checklists are a necessity for evaluating a child's growth progress as well as a quick reference to see where he/she might fit in when trying to establish small groups in the

classroom. The following checklist (Form 5-1) has been adapted and was taken from the Language Development Profile (revised September 1983) developed by the Language Development Program of Western New York, Inc., Tonawanda, New York. This checklist gives a teacher a quick, complete overview of a child's development in the areas of gross motor skills, fine motor skills, pre-academic skills, self-help skills and social/emotional development.

Another more detailed checklist (Form 5-2) deals strictly with fine motor skills. This checklist was adapted and the items used were taken from Brigance (1978). It is extremely important that a teacher of pre-school children of different ages in one classroom know the skills of each child. When planning activities dealing with cutting, pasting, painting and coloring, it is essential that the child does not feel frustrated; therefore, the teacher can use this easy to read checklist to determine what a child can or cannot do.

FORM 5-1

LANGUAGE DEVELOPMENT PROFILE

NAME_____DATE OF BIRTH_____FALL
                                                              UPDATE
                                                              FINAL

Gross Motor Skills

12-24   Runs stiffly
months   Walks alone
         Picks up object without falling
         Pushes, pulls toys
         Seats self in child's chair
         Able to get on/off riding toy
         Aimlessly throws ball
         Walks upstairs, downstairs with assistance, without assistance
         Walks backward

24-36   Walks with a heel-toe gait
months   Runs forward well
         Jumps in place two feet together
         Stands on one foot with aid
         Kicks stationary ball forward
         Rides/steers wheeled toys (i.e. toy train)
         Throws ball with direction to object/adult
         Moves body parts to music

36-48   Runs around obstacles
months   Kicks rolling ball
         Walks a line
         Balances on one foot
         Rides tricycle (steers and pedals)
         Uses slide without assistance
         Jumps over (15cm, 6") high object landing on both feet together
         Throws small ball overhand
         Catches ball bounced to him
         Integrates music with movement (i.e. claps hands, stop, go)

48-60   Walks backward-heel, toe
months   Jumps forward 10 times without falling
         Turns somersault

60-72   Runs lightly on toes
months   Walks a balance beam
         Can cover two-three yards hopping (separate feet)
         Skips
         Jumps rope
         Skates

References: Preschool Profile (University of Washington)
             Learning Accomplishment Profile (LAP)

Consultants: Language Development Program of Western New York, Inc.

FORM 5-1

LANGUAGE DEVELOPMENT PROFILE

NAME_____DATE OF BIRTH_____ FALL
                                                                       UPDATE
                                                                       FINAL

Fine Motor Perceptual

12-24   Pounds large pegs with hammer
months   Puts four rings on stick
         Places five pegs in pegboard, large, small wooden
         Turns pages two or three at a time
         Scribbles
         Paints with whole arm movement, shifts hands, scrubs, makes strokes
         Builds tower of three cubes

24-36   Strings four large beads
months   Turns pages singly
         Uses one hand consistently in most activities
         Initiates vertical, horizontal, circular strokes
         Holds crayons with thumb and fingers, not fist
         Snips with scissors
         Pastes in designated area
         Paints with some wrist action, makes dots, lines, circular strokes
         Rolls, pounds, squeezes, pulls clay material

36-48   Builds tower of nine cubes
months   Drives nails in wood
         Copies circle
         Imitates cross
         Imitates three-cube bridge
         Follows simple horizontal/vertical peg design
         Follows simple four-bead design

48-60   Cuts on a straight line continuously, holds scissors horizontally
months   Copies cross
         Copies square
         Imitates printing few capital letters
         Makes bridge with cubes from model
         Painting, makes and names recognizable pictures
         Traces along vertical, horizontal lines
         Draws a person with two-six parts

60-72   Cuts out simple shapes
months   Copies triangle
         Traces pattern (i.e. diamond) inside, outside
         Copies first name
         Prints numerals 1-5
         Colors within lines
         Has adult grasp of pencil
         Has handedness well established (left, right)
         Draws a person with head, trunk, legs, arms and features
         Pastes/glues appropriately
         Models objects with clay

FORM 5-1

LANGUAGE DEVELOPMENT PROFILE

NAME_____ DATE OF BIRTH_____ FALL
                                                               UPDATE
                                                               FINAL

Pre-Academic Skills

12-24
months
Follows one direction involving familiar actions and objects i.e.
  "give me toy," "show me" (body part), "get a. . ." (familiar toy)
Completes three-piece formboard
Matches similar objects
Loads, carries, dumps (blocks)

24-36
months
Matches shapes
Stacks five rings on peg in order
Builds with blocks in simple lines
Demonstrates number concepts to two (i.e. selects set of 1 or 2,
  can tell how many, 1 or 2)
Names four to five body parts
Chooses picture books, points to fine detail
Enjoys repetition
Attends to one-step teacher initiated task

36-48
months
Matches six colors
Makes tower of five blocks, graduated in size
Does seven-piece puzzle
Counts to five by rote
Demonstrates number concepts to three
Painting--names own picture not always recognizable, demands
  variety of color
Manipulates clay materials (i.e. rolls balls, snakes, cookies)
Draws face, with approximation of features, with one other body
  part
Knows phrases of songs
Listens to short simple stories
Completes one-step self-initiated task
Completes two-step self-initiated task
Attends to two-step teacher initiated task

48-60
months
Points to six basic colors
Names six basic colors
Points to three basic shapes
Names three basic shapes
Categorizes common objects (i.e. shoe, sock, foot)
Demonstrates number concept to four or five
Does six to ten-piece interlocking puzzle
Builds complex structures with blocks
Recognizes printed name--first, last, some peers
Sings entire songs
"Reads" from pictures (i.e. tells story, retells simple facts in
  sequential order)

FORM 5-1

LANGUAGE DEVELOPMENT PROFILE

NAME_____DATE OF BIRTH_____ FALL
                                                                     UPDATE
                                                                     FINAL

Pre-Academic Skills (continued)

60-72   Sorts objects by one dimension (i.e. by size or by color or by
months   shape)
         D-_s fifteen-piece interlocking puzzle
         Copies block design
         Names some letters
         Names some numerals
         Names penny, nickel, dime, quarter
         Counts to ten by rote
         Can tell what number comes next
         Uses materials (i.e. Legos, blocks) to construct familiar objects
         Recognizes rhyming words

References: Preschool Profile (University of Washington)
             Learning Accomplishment Profile (LAP)

Consultants: Language Development Program of Western New York, Inc.

FORM 5-1

LANGUAGE DEVELOPMENT PROFILE

NAME_____DATE OF BIRTH_____ FALL
                                                              UPDATE
                                                              FINAL

Self-Help Skills

12-24   Uses spoon, spilling little
months   Drinks from cup, one hand unassisted
         Chews food
         Removes garment
         Pulls large zipper up and down
         Indicates toilet needs
         Helps put things away with assistance
         Indicates need for assistance

24-36   Uses spoon, no spilling
months   Gets drink unassisted
         Uses straw
         Opens door by turning handle
         Puts on, takes off coat
         Washes/dries hands with assistance
         Assumes simple classroom responsibility

36-48   Pours well from pitcher
months   Spreads substance with knife
         Buttons, unbuttons large buttons
         Washes hands unassisted
         Attends to personal hygiene needs (i.e. blows nose)
         Uses toilet independently
         Assumes responsibility for belongings within classroom routine
         Follows classroom routine with minimum assistance

48-60   Cuts food with a knife (i.e. sandwich, celery)
months   Laces shoes
         Knows own city, street
         Follows instructions given to group
         Undresses with minimal supervision
         Dresses with minimal supervision

60-72   Dresses self completely
months   Learns to distinguish left from right
         Ties bow
         Brushes teeth unassisted
         Exhibits awareness of safety rules
         Relates clock time to daily schedule

References: Preschool Profile (University of Washington)
              Learning Accomplishment Profile (LAP)

Consultants: Language Development Program of Western New York, Inc.

FORM 5-1

LANGUAGE DEVELOPMENT PROFILE

NAME_____DATE OF BIRTH_____ FALL
                                                                    UPDATE
                                                                    FINAL

Social/Emotional

12-24   Recognizes self in mirror or picture
months Refers to self by name
        Plays by self, initiates own play activities
        Separates from toy/possession
        Imitates adult behavior in play
        Plays with water/sand
        Begins to show sense of humor, laughs at incongruities

24-36   Adjusts to classroom environment
months Plays near other children
        Watches other children, joins briefly in their play
        Defends own possessions
        Engages in domestic play
        Symbolically uses objects/self in play
        Participates in simple group activity (i.e. circle, rest, music)

36-48   Joins in play with other children, begins to interact
months Exhibits simple problem solving skills
        Shares toys, takes turns with assistance
        Begins dramatic play acting out whole scenes (i.e. traveling,
          playing house, pretending to be animals)
        Shows self control, in play, voice volume, in conflicts, can wait
          for needs to be met
        Exhibits positive self image
        Accepts consequences, alternatives, correction
        Able to express feelings comfortably, non-verbally, verbally,
          concern for others

48-60   Plays and interacts with other children
months Respects possession of others
        Dramatic play closer to reality, attention given to detail, time
          and space
        Learning to distinguish fact from fantasy

60-72   Chooses own friend(s)
months Plays simple table games
        Acts out stories
        Plays competitive games
        Engages in cooperative play with other children involving group
          decisions, role assignments, fair play

References: Preschool Profile (University of Washington)
             Learning Accomplishment Profile (LAP)

Consultants: Language Development Program of Western New York, Inc.

FORM 5-2

TAKEN FROM BRIGANCE DIAGNOSTIC INVENTORY OF EARLY DEVELOPMENT

0 - Not Met
E - Emerging but not met
+ - Met

GENERAL EYE/FINGER/HAND MANIPULATIVE SKILLS	DATE	DATE	DATE	
2-0 Nests or stacks objects graduated in size				
Turns knobs (radio, toys, etc.)				
2-6 Strings 1" beads (2 beads/1 minute)				
Unscrews and screws 3" lid				
3-0 Folds paper				
Strings 1/2" beads ·				
3-6 Winds up toys				
Unscrews and screws 1" lid				
Sorts dissimilar objects (three different objects) two minutes				
4-0 Puts paper clip on paper				
Creases paper with fingers				
5-0 Folds paper diagonally and creases it				
Opens lock with key				
6-0 Builds structure with blocks, tinker toys, Legos, etc.				
Uses pencil sharpener				
PRE-HANDWRITING				
2-0 Scribbles, seldom goes off page				
Holds pencil/crayon with fingers; not correctly, but not with fist				
3-0 Attempts to draw a ball or apple when demonstrated				

FORM 5-2

0 - Not Met
E - Emerging but not met
+ - Met

PRE-HANDWRITING (continued)

4-0 Traces along a vertical line (4")				
Traces along a horizontal line				
5-0 Grasps pencil correctly				
Colors apple, staying within the lines				
Traces letters Makes circles between writing lines Makes vertical lines between writing lines				
6-0 Copies first name legibly				
CUTTING WITH SCISSORS				
2-0 Places scissors on fingers and holds correctly Opens and closes scissors Snips or makes small cuts in paper				
3-0 Cuts 13cm (5")piece of paper in two Cuts 5" line within (1/2") 15 seconds				
4-0 Cuts triangle with 2" sides/35 sec. Moves paper, making cutting easier				
5-0 Cuts 5" circle within 1/2"/35 sec. Cuts 5" circle within 1/4"/35 sec. Cuts curving line with 1/4"/35 sec.				
6-0 Cuts cardboard, cereal box or cloth for project				
Cuts paper dolls or pictures of pets				

FORM 5-2

0 - Not Met
E - Emerging but not met
+ - Met

BUILDING BLOCKS				
2-0 Builds towers with the following number of blocks: 6				
7				
3-0 10				
4-0 11+				
PAINTING WITH BRUSH				
1-6 Makes whole arm strokes, may form arc or go off page				
2-0 Paints with some wrist action or scrubbing movement				
Regards process as more important than individual product				
3-0 Gives names to pictures which may not be readily understandable to others				
4-0 Makes objects and designs which are crude insufficient size but which are usually recognizable				
Concerned more with end product than with process				
5-0 Evaluates or criticizes own painting				
6-0 Selects colors with care				
DESIGNS (copies models printed)				
2-6				
3-6				
4-6				

FORM 5-2

0 - Not Met
E - Emerging but not met
+ - Met

<u>DESIGNS</u> (copies models printed) (continued)

5-6 △			
7-0 ▭			
<u>DESIGNS</u> (imitates models drawn)			
2-0			
3-0 ＋			
4-0 □			
5-0 △			
6-0 ▭			
<u>COLORS</u> <u>NAMING</u> <u>CHOOSING</u>			
Yellow			
Red			
Blue			
Orange			
Purple			
Black			
Green			
White			

CONCLUSION

In conclusion, children grow physically, socially, emotionally and cognitively when there is a warm and affectionate environment in which adults make children feel secure and liked, and where children can act and interact without feeling ridiculed. Adults in the classroom help to create optimum growth by being consistent, setting limits, providing variety, avoiding frustration and most of all, by providing an atmosphere where encouragement of desirable expressions can prevail and appropriate behaviors can be modeled.

A well developed language program should also have appropriate means to measure a child's growth in areas other than language development. Individual checklists are necessary for evaluating a child's growth in areas of fine motor, gross motor, self-help skills and social/emotional development. A teacher should know at what level a child is functioning in order to effectively plan for the next level of development. Children need encouragement and support at their own particular level of development in work, play and communication. Children should never be made to feel that what they are doing is not right. It's the adult who must help children feel good about what they are doing and, more importantly, feel good about themselves.

CHAPTER FIVE - REFERENCES

Brigance, A.H. 1978. Diagnostic inventory of early development. North Billerica, MA: Curriculum Association, Inc.

Caplan, T. and F. Caplan. 1983. The early childhood years. The two to six year old. New York, NY: The Putnam Publishing Group.

Cook, R.E. and V.B. Armbruster. 1983. Adapting early childhood curricula, suggestions for meeting special needs. St. Louis, MO: The M.V. Mosby Company.

Hildebrand, V. 1976. Introduction of early childhood education (second edition). New York, NY: MacMillan Publishing Company, Inc.

Language Development Program of Western New York, Inc. (some sections revised in 1983). Language development profile. Tonawanda, NY: unpublished.

National Association for Education of Young Children. 1984. Program standards written for criteria for high quality early childhood programs with interpretations. Washington, DC: NAEYC.

CHAPTER SIX: PREPARING THE PRESCHOOL CLASSROOM:

THE USE OF SPACE, FURNITURE AND THE ARRANGEMENT OF LEARNING MATERIALS

Mary Ann Gianni, B.S.E., Early Childhood Educator

A. Creating the optimal physical environment to promote positive behavior and performance: general guidelines

B. Checklist for arranging and equipping a classroom

C. Description of specific interest areas

1. Block area

2. Dramatic play area

3. Art area

4. Music area

5. Sand and water area

6. Concept and manipulation area

7. Classroom floor plan

CHAPTER SIX: PREPARING THE PRESCHOOL CLASSROOM:

THE USE OF SPACE, FURNITURE AND THE ARRANGEMENT OF LEARNING MATERIALS

CREATING THE OPTIMAL PHYSICAL ENVIRONMENT

The physical environment of the preschool classroom can have a profound effect on the behavior, learning ability and development of the children who work and play in it. The right physical environment should foster optimal growth and development through opportunities for exploration and learning (NAEYC, 1984) Good environments for learning exercise and challenge the developing potentials. Poor environments for learning do not permit newly developing skills to be used, or demand that these skills be employed at a level of competence too far beyond the learner's reach (Hohmann, Banet and Weikart, 1979).

It is important for teachers to be aware of the specific ways in which the environment affects children's behavior so that the learning environment they create is a valid statement of what they value and consider important for children (Language Development Program of Western New York, Inc., 1983).

Interaction with the physical environment is a very important part of learning for preschool children. They explore and discover most things with their bodies, experiencing the excitement of high places, the motion of tricycles, riding toys and swings, and the texture and shape of the objects in this environment. Their senses continuously work as a sponge gathering knowledge that is all around them. In creating their own world, they use what is in the environment to build and tear down and then to build all over again (Hess and Croft, 1981). All children need room to move freely. They need corners where they can be quiet and have a chance

to be alone. They also need areas to play, to eat, to clean up, to gr to
the bathroom and to rest.

How space is filled has a great deal to do with whether a preschool
meets the needs of the children it serves (Hess and Croft, 1981). To
invite exploration and minimize staff work, well planned, attractive class-
room arrangements are imperative. Careful planning of room arrangement,
storage spaces and equipment can facilitate the teacher's handling of the
children (Hildebrand, 1976). If the facilities are carefully arranged,
children will be able to function independently, learning favorable atti-
tudes toward helping, cooperation and care of materials and equipment.
For example, children can help clean up after an easel painting session if
sinks are near the art area and they are at the right height. Bathroom
lavatories or sinks adjacent to art areas should be about 22 inches high
(Hildebrand, 1976). Children feel more self-sufficient if the handles on
the sinks are easily manipulated and they can do a cleanup job without any
help from an adult. Along the same lines, everything in the room should
be planned with the ages of the children in mind. When a program has
$2\frac{1}{2}$, 3, 4, and 5 year olds in the same classroom a teacher must remember
both extremes. This means small chairs, low tables and shelving and
cubbies that extend to the floor. Most of the storage space should line
up with or be built into the walls, although it should be supplemented
with portable bookcases and cubbyhole shelving that can be used as dividers
between activity areas (Brophy, Good and Nedler, 1975). Preschools warrant
a good deal of thought (Lundstein and Tarrow, 1981) about where children
will place their outer clothing, where they will go when they enter the
room, how tables are grouped, how individual areas are to be created within

the room, and how traffic lanes can be kept clear to avoid bumping into furniture or each other. One should try to keep the room uncluttered and open.

In this classroom, a cloak room with individual hooks and an attached bench adjoins the room. Each child is given a plastic storage bin bought at a local department store. He or she is given a different-colored shape with his/her name at the beginning of each school year and this is used to identify all permanent spaces that belong to the child, as well as to reinforce name, shape and color recognition. These symbols are used throughout the day for helper activities as w   is for weather and calendar time. Inside the room upon entering, each child has a shoebox with his/her symbol (red square, green circle, blue triangle, etc.). This shoebox is called their mailbox where they are allowed to keep all personal possessions as well as special show and tell items. The outside cloak room is for coats and hats as well as a complete change of clothing and a painting shirt. Because preschoolers are very accident prone, especially when indulging in water play, painting or just having a snack, all children, even toilet-trained, must have a complete change of clothing.

The children's preschool classroom is the most important area of the building and because of this fact, much time should be taken in creating its environment. Decker and Decker (1980) find that there is marked increase of negative and idle behavior under high density and low resources or equipment. On the other hand, positive and constructive behavior was prevalent in programs with low density and high resources. If high density is unavoidable the quality and quantity of equipment should be at its maximum. Decker and Decker (1980) also state that arrangement is very important in low density programs.

According to Decker and Decker (1980) a rectangular room is less formal and easier to arrange. All rooms should have no hidden areas, for supervision is not possible. To create this ideal situation, dividers and storage cabinets should not be over four feet high. A. ideal room arrangement cuts down on discipline problems and reduces confusion in both adults and children. For example, if there are no wide open runways for children to run, little running will take place; therefore, the problem of running is virtually non-existent.

In addition to tables and chairs, the room should be designed with ample bulletin board space and display areas for children's work. All areas of display should be at eye level to encourage children to admire other children's work as well as their own. Hess and Croft (1981) state that space for structured group activities, story hour, films, snack, etc. should be provided that requires a minimum of arranging either before or after. All materials, and in the case of snacks, all food, should be prepared beforehand so that little waiting is involved. It is also very important to basically follow the same type of routine for most of your activities. Young children respond to structure very well; in fact, they thrive on repetition.

Because of the nature of this language remediation program, our interest centers are the basis for the room arrangements, as well as the curriculum. Such centers are a series of working areas that have a degree of privacy but are truly related to the whole classroom operation. According to Decker and Decker (1980) the distinctiveness and integrity of each interest center can be maintained by defining space, allowing sufficient space and providing acoustical seclusion. It is very important that each

interest center be well defined with clear boundaries and sufficient space. Space can be defined with many types of barriers--shelving, cubbies, boxes, desks and storage units used in conjunction with corners of the room as well as walls. Different colored walls or dividers may also be used if the center is to be permanent.

Decker and Decker (1980) state that before deciding how to define space for an interest center, one must decide whether or not the space is to be permanent. Most of the interest centers in this classroom are permanent except for the one area that is changed every three or four weeks. This temporary center is functionally designed to help the children learn more about the community around them while reinforcing all of the language needed to enjoy this interest center. Special centers we have successfully used are: hospital emergency room (doctors and nurses), fire station, post office, mini-market, beauty shop, fast food restaurant, mini-department store, movie theater and construction center.

There should always be sufficient space for the type of activity the interest center is intended to accommodate (Decker and Decker, 1980). More space is required where group play is encouraged, large items are to be spread out, or aggressive acts may take place.

Noise levels from one center should not interfere with any other activity center. Adequate acoustical material should be used on floors, walls or ceilings, headsets may be used with musical centers, and similar noise level centers should be located near each other. Any extremely noisy center should be located away from all other centers. Decker and Decker (1980) state that most literature suggests that noisy and quiet areas be separated. However, mixing noisy and quiet areas on occasion would

resemble more accurately a real-life situation and help prevent specific areas from appearing "for boys" or "for girls."

Many factors enter into the arrangement of interest centers and their equipment and materials. Those factors may be floor covering, electrical outlets, water source, light intensity, storage requirements, noise level, population requirement for each center and size and amount of equipment in each center.

CHECKLIST FOR ARRANGING AND EQUIPPING A CLASSROOM

Arranging and equipping a preschool classroom is a very challenging yet satisfying task when done in the proper manner. The following is one of a list of many taken from Hohmann, Banet and Weikart (1979) which can be used as an excellent reference for any teacher, new or experienced, to refer to at the beginning of each school year.

1. Room is divided into several distinct areas or interest centers (house, art, block, quiet, construction, sand, music, animal and plant).

    Boundaries are well defined by low shelves, stable screens, or walls with openings so that children and adults can see into areas.

    Each area has an adequate amount of space for children and their use of materials.

    The art area is near a sink.

    Work areas are not cluttered with unnecessary furniture or materials.

    The areas are in corners or on the edges of the room and open into a central planning or meeting area.

    The art area floor is tiled (if possible). The block area is carpeted.

    Traffic flow permits children to work without interruption.

    The house and block area are near each other for interrelated play.

    The noisier areas are not close to the quieter areas.

2. Materials are stored in the area where they are used.

   Shelves, drawers and containers are labeled with objects, pictures, photographs or outlines of the content.

   Identical and similar items are stored together.

   Sets of materials in different sizes are hung or stored so that size differences are apparent.

   Materials within each area are easily accessible to children.

   All materials within children's sight and reach can be used by children.

   Planning board for an area is easily reached and seen within that area. Objects or pictures representative of the area are on the planning board.

   Materials are stored so that some materials in each area are visible from where children plan.

3. There is an adequate amount and variety of materials in each area.

   There are unstructured materials in each area that can be used in many ways. For example, poker chips can be used for counting, stacking, matching, sorting, representing food, money.

   There are a variety of materials available to children to achieve their goals. Examples: papers can be put together with glue, paste, tape, stapler, paper clips, string, rubber bands; a house can be made with blocks, paper, wood at workbench, playdough, paint.

   There are materials which can be used for pretending or making representations in each area.

   There are enough materials in each area for children to work simultaneously.

   There are materials which can be manipulated and actively explored in each area.

   There are many real things (like plants, animals, real utensils, tools and instruments) which children can explore in each area.

4. Space is provided for displaying and storing children's work and belongings.

Display spaces are at child's eye level as much as possible.

Display space is provided for children's work in each area.

Individual storage (dishtubs, empty gallon containers, shoe boxes, baskets, vegetable bins) and coat space is provided for each child to store his/her personal belongings. These storage spaces are labeled and placed low enough so that children can use them independently.

5. Each adult familiarizes children with names and contents of areas.

6. Equipment is changed or added throughout the year.

   Children help decide where new materials should go.

   Children help make labels for new items.

   Adults talk with children about room arrangements.

7. The block area includes an ample supply of the following kinds of material:

   building materials
   take-apart put-together materials
   materials for filling and emptying
   materials for pretending

8. Riding toys, a workbench, a sand table, table and chairs are NOT included in the block area.

9. The housekeeping area includes an ample supply of the following kinds of materials:

   kitchen equipment for manipulating, sorting, filling, emptying
   materials for dramatic play
   materials for real cooking activities (used while adult supervises)

10. There is a workable clothes storage system in the house area.

11. A section of the house area is undefined, allowing for other kinds of role play.

12. The art area includes an ample supply of the following kinds of materials:

    paper of different sizes, texture and color
    materials for mixing and painting
    materials for holding things together and taking them apart
    materials for making two- and three-dimensional representations.

13. The art area also includes:

> a variety of work surfaces
> workable smock storage
> a place for drying pictures
> a place for storing projects in progress

14. Adults introduce art area materials gradually.

15. Adults keep the supply of expendable art materials constant.

16. The quiet area includes an ample supply of the following kinds of materials:

> materials to sort and build with
> materials to order and build with
> materials to fit together and take apart
> materials for decoding and pretending
> books

17. Books are stored in forward-facing racks and changed periodically.

18. The construction area includes the following:

> a sturdy work surface
> tool and wood storage
> tools
> wood, cardboard, styrofoam, etc.

19. The music area includes the following:

> space for movement
> labeled instruments
> a simple record player and/or tape recorder
> records and/or tapes
> instruments

20. The sand and water area includes the following:

> an appropriate sand/water vessel
> a cleanable floor surface
> materials for pretending, scooping, digging, filling, emptying
> additional sand-like materials for variety (beans, styrofoam bits, teddy bear counters, etc.)
> the water table is located near water

21. The outdoor area (or large room used exclusively for outdoor activities) includes an ample supply of the following kinds of materials:

> things to climb and balance on
> things to swing on

things to slide on
things to get into and under
things to jump on and over
things to push, pull and ride on
things to kick, throw and aim for

DESCRIPTIONS OF SPECIFIC INTEREST AREAS

There can be many different learning centers in a preschool classroom depending on the nature and needs of the children served. Lundsteen and Tarrow (1981) state that the only limit on the variety of learning centers in a classroom is the imagination of the teachers, aides and parents who create them. An exhaustive list is provided in Broman's (1978) The early years in childhood education. Examples of this list can be found in Lundsteen and Tarrow (1981).

Many of the following statements about several interest centers are a mixture of pertinent factors taken from Decker and Decker (1980) to consider in arranging interest centers.

BLOCK AREA: Because there is a tendency toward aggressive behavior and solitary retreat, the block center should accommodate a single child who wants to work alone, with another child or with a group of children.

Since block constructions are easily knocked over by fast-moving traffic, this center should be placed in areas of little or no traffic and should have protection with storage units or dividers which almost enclose the area completely. Hohmann, Banet and Weikart (1979) state that block area and homeplay (housekeeping center) should be located near each other to facilitate interaction of the two centers. Finally, the block center should be covered with low pile carpet if at all possible and block shelves could be carpeted to reduce noise. It is also helpful to have pictures of the shapes of blocks as well as the wooden toys that go on open

shelves. Children put things back in a more orderly fashion when they know where each item belongs; therefore, cleanup time is cut in h '.

Block area equipment includes things to build with, to put together and take apart, to fill and empty and to pretend with. Remember, block area needs space and because of this any riding toys, construction benches, tables, chairs or sand tables should not be included in this area.

DRAMATIC PLAY AREA: The most common type of dramatic center is the housekeeping center. Because children love to pretend to be in an adult world and they can work, play, express their ideas and feelings, and most importantly, use their language to communicate rules and respond to others' requests, this area is a most important area in any preschool.

The housekeeping area usually requires more space than other areas because of the size of the furniture (stoves, refrigerators, sink, chairs, table, doll beds). If a dress-up area is included, additional space is recommended. Carpeting is not needed for acoustical control in this area and is not recommended if children use water in their mini-kitchen.

The boundaries of the house area can be defined by low storage shelves, child-size furniture, storage boxes, a low, versatile block and board shelf or a free standing mirror.

Hohmann, Banet and Weikart (1979) emphasize that identical and similar materials need to be stored together in all work areas where children can see and reach them, and storage places for materials need to be clearly labeled with samples of the materials or with pictures, photographs or out-lines.

Children's background and experiences must be taken into account when one is attempting to equip a housekeeping area. In order for young

children to pretend to be adults, they must have the same or similar material that they've seen adults use.

All housekeeping areas should have a table and chair set. Hohmann, Banet and Weikard (1979) state that a regular round table should be used rather than a child-size tea table so that it can accommodate both real and pretend cooking episodes and "family meals" as well as small group activities.

ART AREA: The art center should have places for individual and group work. Work surfaces could include the wall (chalkboards and murals), tilted easels for painting and flat surfaces (table). Easels located side by side help to foster spontaneous conversation between children.

When thinking about where to locate an art area one must consider the convenience of a water supply and an easily cleanable floor surface. If part of the room near a sink is not tiled or is not covered with a washable surface, cover the area with plastic sheeting, an old rug or newspaper.

An art area should have space for hanging smocks, drying paintings, storing materials, storing projects in progress and hanging completed projects. Because of limited space in our classroom we covered a blackboard with burlap and attached bulldog clips for our wet paintings to hang. The door and outside walls of our classroom are used to display completed work.

The art center needs many storage shelves for art supplies. Poster and construction paper should be kept from the light and the supply of expendable materials should be kept constant.

According to Hohmann, Banet and Weikart (1979) not all three and four year olds will use art material in the same way. Some will be more

interested in exploring them, in learning how they work and what can be done with them. They state that the children's main interest is in the process of experimentation rather than in the results of their experimentation. This program tries extremely hard to emphasize process rather than product also. Allow the child to make his own objects in his own way.

Because much language can be pragmatically taught through the making of art products in this area, specific lesson plans have been prepared to help show the many language intervention targets to model, prompt and elicit during an art session. Keep in mind that no child should be forced to start or complete any projects that he/she does not want to participate in. Usually a child will see another child's completed project and then decide he wants one too.

MUSIC AREA: Children can listen to music in any of the quiet areas with the use of listening stations and headsets, where financially possible; however, the area for dancing and singing should be physically separate or acoustically treated to focus sound within. Carpeting the dance area does not permit as much movement as vinyl flooring does but minimizes dangers from falls.

SAND AND WATER AREA: A sand and water table area is a most enjoyable area for all three and four-year-olds. The table is usually centered around a large, wheeled table built of wood and lined with metal or plastic with a stoppered hole for drainage. Most tables have a wooden cover to permit the covered table to double as a sturdy working surface, display table or examining table (used in our hospital theme center). Sand tables should be located on carpeted surfaces while water tables should be located on tile and near a water supply.

CONCEPT AND MANIPULATION AREA: This area is designated as "puzzles and games." It is characterized by quietness and by children working alone or in a group with staff members' assistance. This area should include such things as beads for stringing, small interlocking blocks, insets (geometric shapes, numerals and letters), lacing boards, latch frames, pegs, pegboards, puzzles and Bristle Blocks.

Because this area is considered a quiet area it should be located as far as possible from noisy areas of the room. Hohmann, Banet and Weikart (1979) say most children don't mind noise, but almost all children need a quiet place to go when they choose. They state that low storage shelves can help define a quiet area, but some of the shelves should also face into the room or be placed so their contents can be seen easily by children from where they make their plans.

Hohmann, Banet and Weikart (1979) state that a quiet area needs space for children to spread out with their puzzles, beads and Lego blocks. They say that small tables and chairs could be used, but most children prefer to spread out on the floor. A rug or carpet squares make working on the floor especially inviting. As in other learning areas, material in the puzzles and games area should be stored in designated areas with pictures or labels as much as possible. Children should always be taught to put items back in their designated places.

Book nooks are made more inviting by including soft things like pillows or beanbag chairs. Books should be stored on racks which allow the books to face forward so the children will be allowed to readily see what's available. This classroom has two quiet areas--the book nook and

puzzles and games area. A circle area which we usually have at the begin-
ning and end of the day has been included. Weather, calendar and language
games are done in this area as well as choosing helpers for the day.

Figure 6-1 is a floor plan of a classroom which accommodates the
needs of sixteen preschool children with mild to moderately mild language
impairment.
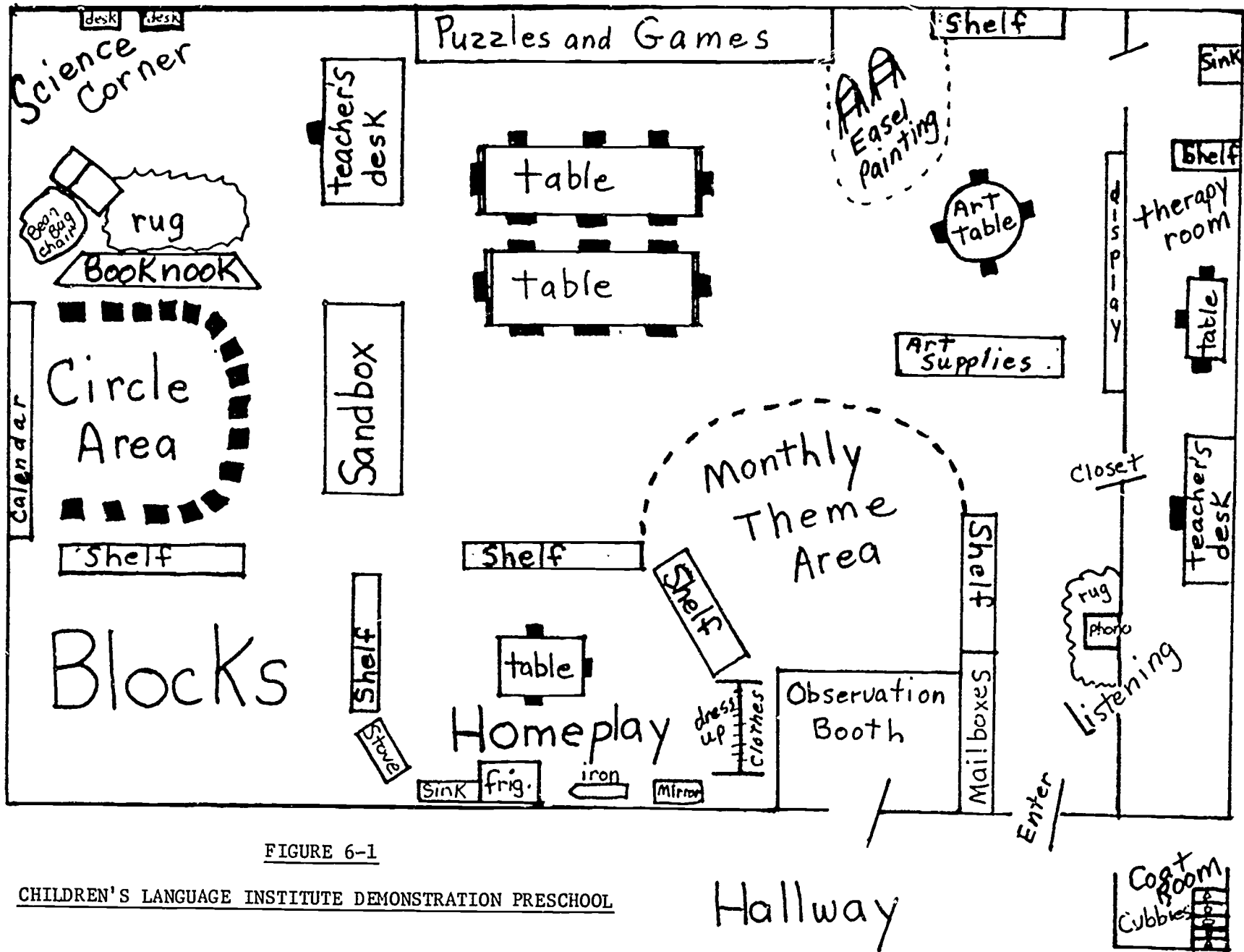
FIGURE 6-1

CHILDREN'S LANGUAGE INSTITUTE DEMONSTRATION PRESCHOOL

CONCLUSION

In conclusion, the physical arrangement of any classroom stimulates a
child's ability to make choices on his/her own, and then act upon these
choices. A classroom which is divided into well defined work and play
areas, with materials logically arranged and these materials clearly labeled
with matching pictures, enables children to have control over their environ-
ment, and lets children act as independently as possible. Well equipped
work areas also help children make choices independently. Each area should
provide a unique set of materials to be worked with or played with. In
this way, the child knows exactly what is available at all times, and
what can be done with this material. Decisive, thoughtful planning can be
made when an area is chosen by a child, rather than spur-of-the-moment
decisions in an unorganized environment.

Children need space. They need space to pretend, to create, to imagine,
to sort, to build, to meditate, to work by themselves, or to work alone.
They need space to learn through their actions as well as learn through
their peers' actions. They especially need space for their own personal
belongings. In this very big world of adults, they need to know there is
a special space for only them.

A well arranged classroom reflects the imagination and educational
philosophy of the teachers and aides responsible for that classroom. This
arrangement, in turn, reflects the success of the relationships between
the children and adults in the classroom, as well as the ways in which
children use materials in this ordered environment.

CHAPTER SIX - REFERENCES

Broghy, J.E., T.L. Good and S.E. Nedler. 1975. Teaching in the preschool. New York, NY: Harper and Row, Publishers.

Broman, B. 1978. The early years in childhood education. Chicago, IL: Rand McNally.

Decker, C., A. Decker and J.R. Decker. 1980. Planning and administering early childhood programs (second edition). Columbus, OH: Charles E. Merrill Publishing Company, a Bell and Howell Company.

Hess, R.D. and D.J. Croft. 1981. Teachers of young children. Boston, MA: Houghton Mifflin Company.

Hildebrand, V. 1976. Introduction to early childhood education (second edition). New York, NY: MacMillan Publishing Company, Inc.

Hohmann, M., B. Banet and D. Weikart. 1979. Young children in action. Ypsilanti, MI: The High Scope Press.

Language Development Program of Western New York, Inc. (revised in 1983). Teacher notebook. Tonawanda, NY: unpublished.

Lundsteen, S.W. and N.B. Tarrow. 1981. Guiding young children's learning. A comprehensive approach to early childhood education. New York, NY: McGraw-Hill Book Company.

National Association for Education of Young Children. 1984. Program standards written for criteria for high quality early childhood programs with interpretations. Washington, DC: NAEYC.

ANNOTATED EARLY CHILDHOOD BIBLIOGRAPHY

Breznau, C. 1981. Container crafts. Malvern, PA: Instructo/McGraw-Hill, Inc.

This paperback book contains twenty duplicated designs to be colored, cut and pasted on half-pint milk cartons. It has perfect easy-to-do projects that can be used for party snacks, crayon holders, desk organizers or just for fun. This author also has many other paperback books dealing with cutting, pasting and coloring.

Brigance, A.H. 1978. Diagnostic inventory of early development. North Billerica, MA: Curriculum Associates, Inc.

The title of this book speaks for itself. It is an excellent diagnostic test and is easily administered to young children.

Broghy, J.E., T.L. Good and S.E. Nedler. 1975. Teaching in the preschool. New York, NY; Harper and Row, Publishers, Inc.

This book is an excellent source of information for any teacher who is interested in setting up a classroom and managing it effectively. It also has chapters on all aspects of child development, assessment and diagnosis.

Broman, B. 1978. The early years in childhood education. Chicago, IL: Rand McNally.

This book discusses many aspects of early childhood education and is very useful to any preschool teacher.

Caplan, T. and F. Caplan. 1983. The early childhood years. The two to six year old. New York, NY: The Putnam Publishing Group.

This book is a mini course in child development which can be used as an excellent source for teachers, aides and parents. It contains highlights of the major theories of leading professionals on early childhood growth as well as extensive information on the landmarks in physical psychological and social development of the child between the ages of two and six years old.

Cook. R.E. and V.B. Armbruster. 1982. Adapting early childhood curricula, suggestions for meeting special needs. St. Louis, MO: The M.V. Mosby Company.

This book provides teachers, paraprofessionals and also parents with information and techniques needed to help develop curricula and instruction to meet unique needs of individual children within any preschool classroom. It also has extensive annotated references after each individual chapter.

Decker, C., A. Decker and J.R. Decker. 1980. Planning and administering early childhood programs (second edition). Columbus, OH: Charles E. Merrill Publishing Company, a Bell and Howell Company.

This second edition volume is an excellent book which with conviction states that thoughtful planning and administration are essential to the success of early childhood programs. It serves as a guide for initial planning of early childhood programs and also has helpful information.

Doan, R.L. 1979. Arts and crafts achievement activities, early childhood achievement units. West Nyack, NY: The Center for Applied Research in Education, Inc.

This book, together with five other units in the series, offers over 250 classroom-tested activities. Other units deal with body awareness, language development, number readiness, science discovery and social living. Activities are written in lesson plan form for easy adaptation.

Fleming, B. and D. Hamilton. 1977. Resources for creative teaching in early childhood education. New York, NY: Harcourt Brace Jovanovich, Publishers.

This perforated three-hole punched book provides a quick reference for basic information about many subjects in a practical, scannable format. This book uniquely integrates curriculum ideas and learning opportunities for a given subject into every part of a preschool day program.

Forte, I. 1982. The kids' stuff book of patterns, projects, and plans to perk up early learning programs. Nashville, TN: Incentive Publications, Inc.

This book contains over 175 reproducible patterns backed with teaching ideas, lesson plans, recipes, art, drama, math and music activities, as well as language activities.

Hess, R.D. and J. Croft. 1981. Teachers of young children. Boston, MA: Houghton Mifflin Company.

This third edition text is an excellent introductory t xt for anyone entering the field of preschool. It provides knowledge about characteristics of children in the preschool years, describes curriculum elements of a preschool program and gives suggestions for situations that might arise in a preschool setting.

Hildebrand, V. 1976. Introduction to early childhood education, (second edition.) New York, NY: MacMillan Publishing Company, Inc.

This textbook was written especially for teachers who are concerned with teaching the child ranging from three to six years old. This book is highly relevant for any person concerned with planning sound programs for fostering children's growth and development.

Hohmann, M., B. Banet and D.P. Weikart. 1979. Young children in action. Ypsilanti, MI: The High Scope Press.

This is a cognitively oriented preschool curriculum that can be used as a manual for preschool educators. The authors utilized research and developmental theory to identify the young child's changing characteristics, his emerging abilities, his developmental limitations and his psychological makeup.

Language Development Program of Western New York, Inc. Language development profile (revised in 1983). Tonawanda, NY: unpublished.

This is a notebook written by staff and administration to help incoming teachers, aides and visitors better understand the nature and needs of language impaired children. Many good ideas are presented to help staff better execute early childhood programs.

Lundsteen, S.W. and N.B. Tarrow. 1981. Guiding young children's learning: A comprehensive approach to early childhood education. New York, NY. McGraw-Hill Book Company.

This book covers early childhood education from infancy through the primary grades. It consists of four parts--background history in early childhood education, developmental stages of the child, curriculum designed to promote cognitive, effective and psycho-physical-motor abilities, and strategies teachers will need to create a special world for young children.

National Association for Education of Young Children. 1984. Program standards written for criteria for high quality early childhood programs with interpretations. Washington, DC: NAEYC.

The National Academy of Early Childhood Program's Criteria for High Quality Early Childhood Programs is a written paper representing the consensus of the early childhood profession regarding the definition of a good quality group program for young children. The criteria were developed over a three-year period by reviewing fifty documents and research literature of the effects on children of various components of an early childhood program. It is an excellent source for anyone planning an early childhood program.

Pratt-Butler, G.K. 1975. The three-, four, and five-year-old in a school setting. Columbus, OH: Charles E. Merrill Publishing Company, a Bell and Howell Company.

This book is an introduction to preschool education. It is designed to help teacher, parent or aide to better understand young children and how they learn in a group setting. Many suggestions are given for implementing optimum learning experiences.

Warren, J. 1983. <u>Crafts: Early learning activities</u>. Carthage, IL: Monday Morning Books.

This full-size paperback book gives excellent holiday and seasonal ideas for illustration for easy-to-do early learning projects for teachers as well as parents of preschool and primary age children. To order: Good Apple, Inc., Box 299, Carthage, IL 62321-0299.

Wasserman, F. and S. Medow. 1984. <u>Early childhood seasonal and holiday activities</u>. Compton, CA: Education Insights.

This book is an excellent resource for activities for all seasons and holidays. It comes in card-file form for easy reference.

Wilmes, L. and D. Wilmes. 1982. <u>The circle time book</u>. Dundee, IL: A Building Blocks Publication.

This book is a collection of special events which introduce young children to a variety of holiday, festivals and special occurrences. It gives excellent ideas for circle time activities.

Wilmes, L. and D. Wilmes. 1983. <u>Everyday circle times</u>. Dundee, IL: A Building Blocks Publication.

This book is a must in any preschool classroom. It is a collection of many units, each introduced by an opening activity, and then expanded through language and games, fingerplays, stories, recipes, books and more.

The following journals and magazines may be important resources for any topic in Early Childhood Education.

<u>Childhood Education</u>. Published by the Association for Childhood Education International, 3615 Wisconsin Avenue N.W., Washington, DC 20016.

<u>Children Today</u>. Published by the Children's Bureau, Department of Health, Education and Welfare, Washington, DC 20013.

<u>Educating Children</u>. Published by the Department of Elementary, Kindergarten, and Nursery Educators of the National Education Association, 1201 Sixteenth Street N.W., Washington, DC 20036.

<u>International Journal of Early Childhood</u>. Published by the Organization Mondiale pour l'Education Prescolaire (O.M.E.P.), The United States Committee, 81 Irving Place, New York, NY 10003.

<u>Offspring</u>. Published by Michigan Council of Cooperative Nurseries, Box 1734, East Lansing, MI 48823.

Pre-K Today. Published by Scholastic, Inc., 730 Broadway, New York, NY
     10003.

Young Children. Published by the National Association for Education of
     Young Children, 1834 Connecticut Avenue N.W., Washington, DC 20001.

Voice for Children. Published by the Day Care and Child Development Council
     of America, 1012 Fourteenth Street N.W., Wasⁱ ingtor, DC 20005.

    5) to measure how well children are learning targeted skills and
       at what prompting level.

These are all needs which imply CONTROL, PLANNING, MEASUREMENT AND ACCOUNTA-

BILITY.

The characteristics of children in their early years are described in

detail by Theresa and Frank Caplan in their book, The early childhood years:

The 2 to 6 year old. This is highly recommended reading for members of

our profession working with children this age.

> These early childhood years are critical years for venturing,
> exploring, playing and creating without fear of failing for test-
> ing ideas; for learning to learn, for problem solving, for widen-
> ing trust in adults; for building relationships with agemates. . .
> What makes two-to-six year olds different from other children?
> The obvious answer is that they are young and have their own style
> of operating. . .extremely active, always on the go; not good at
> keeping quiet or sitting still. . .The world about them is inviting,
> waiting to be discovered and mastered. . .The activi y that counts
> most to them is making noise. . .They are however also by nature
> very shy, with an uncomfortable sense of their own littleness. . .
> They love people best in small doses. . .need small nooks where
> they can be by themselves, with a book or puzzle or. . .a few
> agemates (Caplan and Caplan, 1983, pp. 34-35).

In another book, The power of play, the Caplans make these observations, sum-

marized in the text below:

> We believe in the power of play to be extraordinary and supremely
> serious. Playtime aids growth and learning. . .Play is investi-
> gation. . .Play is a voluntary activity. . .Play offers a child
> freedom of action. . .provides an imaginary world a child can
> master. . .provides a base for language building. . .has unique
> power for building interpersonal relations. . .offers opportunities
> for mastery of the physical self. . .is a way of learning adult
> roles. . .is vitalizing, enables children to learn and polish
> physical, mental, social and emotional skills (Caplan and Caplan,
> 1983, p. 57).

Children's needs imply SPONTANEITY, VARIETY, SELF-DIRECTION, EXPLORATION

and--most of all--DIRECT EXPERIENCE. What children want to do is to play.

These needs oan be reconciled in a pragmatic model of classroom-based

intervention. In this model, the uses of language motivate the learning of language and are the major means of determining which forms are to be learned. The speech-language pathologist must choreograph classroom events so that the children need to USE the language forms targeted for intervention. Natural conversational, communicative exchanges are preserved to the greatest extent possible and REAL information is exchanged. In this model, the inherently reinforcing quality of effective communicati·· becomes the motivating factor in children's learning, not any elaborate token reward system.

FOUR KEYS TO SUCCESSFUL PRAGMATIC INTERVENTION IN THE CLASSROOM

There are four keys to successful pragmatic intervention in the classroom and they will be discussed in the following pages. They are:

1) A transdisciplinary staffing model characterized by colleagual teaching and learning and by role release.,

2) A daily schedule which is consistent and in which a balance of structure and spontaneity permits the implementation of specific interventions and the necessary vital, spontaneous play young children need. Duchan (1986) spoke of an "agenda" which seems to characterize many communicative intents expressed verbally and nonverbally by children in clinics. This is the agenda of "getting out of here." The children in a language-remediation preschool classroom do not have this agenda because the schedule and intervention strategies honor their needs and respect their natural flow of activity, energy and noise.

3) Planning, planning and more planning. "The more informal the situation, the more formal and structured the planning should be to ensure

172

numerous opportunities for practice" (Carrow-Woolfolk and Lynch, 1982, p. 274).

4) <u>A reasonable data collectⁱn strategy</u> to track what staff are doing and how well children are doing.

THE TRANSDISCIPLINARY STAFFING MODEL

"Trans" means "across" and a transdisciplinary staffing model requires cross-disciplinary role sharing wherever appropriate. It promotes effective collaboration in an educational, as well as in other settings, through colleagual teaching and learning, exchanging "knowledge, skills and information across disciplinary boundaries" (Sears, 1981, p. 23). It is important to stress the concept of information being shared across and not downward in terms of the relative status of the various staff. Each staff member must be perceived as belonging to an <u>authoritative discipline:</u> the speech-language pathologist, early childhood educator, classroom aides, parents, social worker. Each has something important to contribute and each can role-release certain cf his or her functions with appropriate training and monitoring and also retain certain functions. Form 7-1, "The Transdisciplinary Model and Role Releasing," illustrates this process.

In role releasing, aides are trained to act as language intervention agents along with the early childhood educator and student interns. This is a traditional practice for which guidelines have been established. However, since role releasing works across and not just "downward," the speech-language pathologist may clean up after snacks, change a diaper, take children to the bathroom and perform other maintenance tasks necessary to run a program. Each person in the authoritative discipline continues to perform activities role released to others and this provides a model for

FORM 7-1

THE TRANSDISCIPLINARY MODEL AND ROLE RELEASING

Authoritative Disciplines	Retains	Role Releases

Speech Language Pathologist	Language Assessment
	Targeting Objectives
	Data Interpretation
	Periodic Reassessment
	Phonological/Articulation
	  Therapy (except to
	  student interns)
	Planning Language Content
	  of all Lessons
		Language Intervention
		Data Collection
		Gathering Language
		  Samples

Early Childhood Educator	Visual Perceptual Motor
	  Skills Assessment
	Planning Arts and Crafts
	  Projects and Gathering
	  Materials
	Makes Field Trip Plans
	Orders Consumables
		"Teaching" activities
		  (calendar, attend-
		  ance, arts and
		  crafts, etc.)
		Setting up Classroom
		Scheduling (shared
		  with SLP)

Social Worker	Diagnostic Assessment of
	  Family Interaction
	Parent Counseling
	Referrals related to
	  psychological issues
	Assessment of Appropriate
	  discipline measures
		Observation of Child
		  Interaction
		Observation of Parent/
		  Child, Sibling
		  Interaction

Classroom Aides	Door Greeting	Helping change wet
		  or soiled children
		Cleanup after sessions
		Accompanying children
		  to bathroom
		Other Maintenance
		  Tasks

Parents (We consider parents
an authoritative disci-
pline although not one
that functions in the
classroom.)
	Primary Care of Child	Hugging, Holding,
		  praising, comforting
		  as necessary and
		  desirable
		Guiding, protecting,
		  limiting

ROLE RELEASING IS ACCOMPLISHED THROUGH COLLEAGUAL TEACHING AND LEARNING.
EACH DISCIPLINE LEARNS FROM THE OTHER. "TRANS" MEANS ACROSS, NOT DOWNWARD.
EACH STAFF PERSON IS AN IMPORTANT PART OF THE TEAM AND NO TASK IS TOO MUNDANE
FOR ANYONE.

those learning to perform them.

Role releasing is a practice consistent with pragmatic theory in that a child develops communicative competence by speaking with a number of different listeners who are all potential "instruments of change in the child's intervention program" (Craig in Gallagher and Prutting, 1983, p. 111).

Critical to the success of role releasing is the development of staff training tools including handouts that can accompany demonstrations and feedback provided in the classroom. Form 7-2, "The Four Phases of Language Intervention," is a simple graphic paradigm developed to train staff in the use of appropriate levels of prompt and situational cues to develop (1) comprehension, (2) modeled use, (3) cued use, and (4) independent use of targeted language skills in context. The examples presented may be illustrated by role playing with staff during a training session when children are not present.

The Four Phases model enables naturalistic interventions to be conceptualized both behaviorally and functionally. The desired responses at each level meet the criteria of functionality of a behavior outlined by Guess, Sailor and Baer (1978, referenced in Kaczmarek, 1985). These are those responses which

> (a) produce immediate consequences for the child; (b) have consequences which are potentially reinforcing; (c) have consequences which are specific to the response; (d) are natural and appropriate to the child's interaction with his environment (Kaczmarek, 1985, p. 184).

McLean and Snyder-McLean (1978) also present a behavioral analysis of the communicative acts occurring in a naturalistic setting which support the Four Phases model. The antecedent event must provide contexts to "evoke

FOUR PHASES OF LANGUAGE INTERVENTION IN A NATURALISTIC SETTING
USING A PRAGMATIC MODEL OF SOCIAL INTERACTION

Phase	Antecedent	Behavior	Consequence	Data
I	Therapist* models target form in useful context which demonstrates its meaning (Ex., self-talk, parallel talk)	Child performs action, attends to object or another's action while target is modeled.	Child develops comprehension of target form and of its function in expressing a communicative intent.	Percent of behaviors demonstrating comprehension.
II	Therapist* models target form; asks child to repeat it at a crucial point in a communicative exchange (when it is most useful to child). Correct production is shaped through modeling and expansion, not by directly correcting the chil'.	Child repeats target form, alone, or in a phrase or sentence, as is functionally appropriate.	Child's production is rewarded by his or her realization of his/her communicative intent.	Percent correct production given a complete verbal model.
III	Therapist* elicits child's production of target through verbal prompts not containing any part of target form and/or other situational cues.	Child produces target form alone or in phrase or sentence as is functionally appropriate.	Child's production achieves his or her communicative intent.	Percent correct productions given a verbal prompt or situational cue.
IV	Therapist* or peers interact socially with child.	Child produces target form spontaneously, appropriately and in a generalized context.	Child's production achieves his or her communicative intent.	Percent correct use in obligatory contexts.

*A peer, parent or other person may model the target form or interact in other phases.
Special training is needed to implement Phases II and III.

FOUR PHASES OF LANGUAGE INTERVENTION IN A NATURALISTIC SETTING

USING A PRAGMATIC MODEL OF SOCIAL INTERACTION

Example: Child is 3-1. MLU of 2.90. Does not use "under." Target: UNDER. Setting: Preschool Classroom

Phase I   Therapist is playing a game with the child in the playroom using a large upturned box. Child hides under it. Therapist: "Oh, dear. . .Jimmy is lost. Where are you, Jimmy?" Therapist knocks on box. "Aha! You're UNDER this box." Game is repeated over and over. Desks and tables can also be used. Therapist also plays this game with other children while Jimmy watches.

Therapist is playing with Jimmy with small cars and blocks. They build a bridge. He pushes cars under it to her. She pushes them back to him. Therapist: "Here comes the car. It's going UNDER the bridge. Now it's UNDER. Here it is."

Puzzle piece falls to floor. Therapist to Jimmy: "There it is. Please get it. It's right there UNDER the table. (Measurement: Ask child to put something else under a different box, to put a napkin under a cookie at snack, to find something hidden under a cloth.)

Phase II   At snack time, teacher asks Jimmy, "Tell Matt (new student) where this goes (showing placement). Tell him, "Put it UNDER your mailbox (shoebox)." Jimmy: "Under your box." Teacher: "Thank you, Jimmy, for helping." Jimmy can be asked to tell other children to put things under things at appropriate times.

Phase III Therapist is playing a game with Jimmy. He has to hide something so another child who is IT can't find it. Teacher cues by pointing to spot under a small chair. "Where can we hide this, Jimmy?" Jimmy: "Right there." Teacher puts object on top of chair. Jimmy: "No, no, un. . .there." Teacher: "Oh, UNDER the chair? You want it UNDER?" Jimmy: "Yeah, under chair." (This is Phase III with backup to Phase II, complete model of target form.)

Phase IV   Jimmy to Teacher: "Help me. I can't get my ball." Teacher: "Where is it?" Jimmy: "It roll under that table." Situations such as hiding games or games with cars and blocks can be choreographed so that there is a high probability that Jimmy will need to use the target form.
           Measurement: Record a very large sample of spontaneous language in segments throughout his preschool morning, observing guidelines so that no verbal prompts or structured teaching occur and see the percentage of correct use in obligatory contexts. Ninety percent or better correct use in even a small number of contexts would be highly significant and indicate mastery of the target.

FORM 7-2 (continued)

the need" (p. 189) for communication, the <u>response event</u> "must offer

language targets" which represent various communicative functions in human

interaction and the <u>consequent event</u> must provide "reinforcement which

consists of in-kind human responses" to the communicative function or intent

expressed in the response (McLean and Snyder-McLean, 1978, p. 189). Culatta

and Horn (1982) describe a generalization technique in a classroom play set-

ting in which strategies for evoking target rules are developed by placing

the child in contexts that arouse the child' desire to communicate, that

is by using the child's intentions to evoke the target.

<u>Modeling</u> included in the Four Phases chart has been discussed in

depth in Chapter Two and is a critical function role released to all adults

to "restore rule usage and provide a mechanism for inducing correct pro-

duction in the natural setting without solicitation" (Culatta and Horn,

1982).

The guidelines on Lists 7-1 and 7-2 are also useful as staff training

tools. They can be demonstrated by role playing during training sessions

to give staff practice using specific techniques during interactive and

free play periods, in fact, during any interaction with a child.

SCHEDULING TO GUIDE ENERGY FLOW

A graphic display of the daily schedule on Figure 7-1 shows each

activity on a continuum between most to least teacher control and also

most to least structure. The day begins at 9:00 a.m. with parallel or

interactive play which is moderately structured in that a variety of

activities are teacher-selected and all the children at a table engage in

the same activity. This encourages topic maintenance in informal

<u>LIST 7-1</u>

<u>STAFF GUIDELINES FOR LANGUAGE INTERVENTION DURING</u>

<u>INTERACTIVE AND FREE PLAY PERIODS</u>

1. Let the child decide what to do (free play).

2. Respond to topics brought up by the child or comment on what the child is doing.

3. For children with MLU's of 3.0 and under, use simple, active, affirmative. declarative (SAAD) sentences most of the time.

4. Say one thought at a time. If your language includes such words as WHEN, IF, AND, SO, BUT, you are using sentence forms which are too complex for children with MLU's of 3.0 and under.

5. Think at' formulate phrases BEFORE you speak. You don't always have to speak in complete sentences if it is not conversationally natural.

6. Watch and listen; don't overload the child with verbiage.

7. If it is appropriate to express negation or to ask a question, check with the goals posted on the walls for each child. In general, questions starting with WHO, WHAT and WHERE are appropriate for all of the children.

8. Communication has not been rewarding for many of these children. When they talk, give them your full attention, comment on what they said and don't be afraid to ask them for clarification, if you can't understand them. At least, try to establish what they are talking about, even by asking them to show you.

LIST 7-2

PRESCHOOL PROGRAM LANGUAGE INTERVENTION PROCEDURES

FOR TEACHERS AND AIDES

General Goal for all Teachers and Aides: To cue, guide and prompt children
in what they say, when and to whom, so that children can experience how
language works, how it can be useful to them in social interactions in the
preschool setting.

1. Become a "positive cue" for the child. Give a lot of positive feedback.
   Catch the child doing the right things and frequently and openly approve.

2. Remember to:

   - establish eye contact
   - place self at child's level
   - speak naturally but slowly
   - use firm but gentle tone of voice
   - use simple short sentences unless otherwise instructed

3. If the child is talking (to self or others):

   a) Go to the child and listen. Model good listening.
   b) Stay on the child's topic of conversation when you take your
      "conversational turn." Model topic maintenance.
   c) Bring another child into the conversation and encourage children
      to talk to each other.
   d) Also see #4.

4. If the child is not talking:

   a) Talk about what the child is doing, just did, or will do next.
   b) Comment on the toys or materials the child is using.

5. If the child talks and his utterance is unclear, imprecise, incorrect
   or incomplete:

   a) Be aware of our current expectations for this child (see profile).
   b) If it is appropriate, try to elicit a more effective form without
      "correcting" the child, i.e. without implying he or she did some-
      thing wrong:

      1) Pause. Ask a clarification question. "Huh? You want the what?"
         If the child has the correct form in his repertoire, he will say
         it. If not, go to 2).

PRESCHOOL PROGRAM LANGUAGE INTERVENTION PROCEDURES

FOR TEACHERS AND AIDES

    2) Repeat what the child said using the correct form and pause so the child can repeat this if he/she chooses.
    3) You may also expand or rephrase what the child says.
    4) Then respond to the content of the child's utterance.

6. If the child is in a situation where language would be useful and he is not talking and is acting out instead:

Cue, model or prompt* the useful language:

    Example: Mary grabs Johnny's block. Johnny pushes Mary away and grabs it back.

    You say to Mary: "Mary, Johnny had the block. It was his turn. You need to say (pause), 'I want your block, please,' or 'Can I have your block?' Mary says this to Johnny.

    You say to Johnny: "Johnny, you can keep the block or you can let Mary have a turn. What will you say to her?" Give him a model if necessary.

*Cue: "Mary what do you need to say?"

 Model: "Mary, say 'Johnny, can I have your block?'"

 Prompt: "Mary, ask Johnny for the block."

AN ANALYSIS OF THE DAILY SCHEDULE IN TERMS OF STRUCTURE VS. SPONTANEITY

Most structure
teacher directed
"Quietest"

Ten-Minute
Lessons
9:40-9:50
M/W, T/Th
F/Circle
Activity

Snack   M: Show and Tell
11-11:15 →   T: Home News
               W: Music
               T: Stories
               F: Marching Band
                  11:15-11:30

Circle:
Good Morning
Song
Attendance
9:30-9:40

Circle:
Weather Wheel
Calendar
Helpers
9:50-10:00

Interactive
Play
9-9:20
(Playdough,   Bathroom
coloring,   → 9:20-9:25
puzzles,
simple
crafts-
teacher
selected)

Choice Board:
Free Play in
"Open" areas
10:00-10:30
↓
Clean-up/
Line-up   →

Playroom/
Field/Park
10:35-11:00

Least structure
child directed
noisiest, most
active

spontaneous conversations. After a transition activity the children participate in very teacher-directed circle activities during which they are divided into groups that disperse around the room for the ten-minute "formal" structured language lessons which are completely teacher-directed, although game- or play-like in content. After returning to the circle for weather, calendar and helper chart routines, the children pick places to play and from then until snack the activities are progressively more child-directed. Noise and activity levels rise to a crescendo during gross motor play in the playroom or outside in the field or at the newly constructed creative playground. By 11:00 a.m. the children are ready to quiet down for their snack and the quieter, more structured activities that follow. In this schedule, the most structured activities occur during the first hour i the classroom. The second hour is divided between free play in designated play areas (home play, book nook, arts and crafts, painting, theme area, etc.) and gross motor play. The last half hour is a quieter time. Children easily adapt to this routine and are able to tolerate the structured activities very well once they learn that "real fun" and "play" will follow in abundance.

Interactive play each morning is designed around one-to-three of the following activities, selected by teachers with materials available at three tables. Sometimes materials are left on an adjoining table or on the Arts and Crafts shelves so that children have to ask for them and may give latecomers directions about getting them. Examples of these activities are as follows:

        Bristle blocks
        Legos
        Finger painting
        Puzzles

> Picture lotto
> Playdough with plastic shapes and miniature rolling pins
> Beads (small and large sets) to string
> L minoes
> Cutting pictures out of magazines, pasting them on paper
> Drawing and coloring
> Water coloring
> Simple arts and crafts projects
> Pegs and pegboards
> Group collage
> Play with one-inch blocks

During the interactive play half hour, children may be seen in a small adjoining room individually or in groups of two for articulation/phonological process therapy with the speech-language pathologist and/or graduate student interns. This is also the time the brief criterion testing or other testing may occur in January and May for progress note data. Occasionally, at the end of the school year, children who will enter kindergarten are taken out for testing at other times.

Transitions are very important to plan, especially as class size increases, to reduce aimless wandering and confusion. In the transition between interactive play and circle time, children are encouraged to select a book from the Book Nook which adjoins the circle area, to s t on a mat (already arranged in a semi-circle in the circle area) and to "read" the book to themselves or to each other. They may also ask an aide or teacher to read to them.

Circle time activities are very structured in that all children listen to the teacher and may respond one at a time. Circle routines also provide opportunities for children to gain skills in turn-taking and turn-waiting (Snyder-McLean et.al., 1984). Circle activities include attendance ("Here I am" or "I'm here today"), weather report (child looks

out window and then turns pointer on picture wheel), calendar and helpers ("Can I ring the clean-up bell?"). Special circle activities or group stories address language targets which many children have in common.

Ten minute structured lessons occur after attendance in the circle area and before weather, calendar and helpers' activities (see examples in the Lesson Plans). Children leave the circle in groups, as they are announced, and then return when a timer set for ten minutes announces the end of the structured lesson.

Choosing places to play is the next activity which provides an orderly transition to free play time. The speech-language pathologist stations herself at a "choice board" which is a flannel board standing on the floor (at the children's eye level) on which laminated pictures from catalogues illustrate the various areas which will be open that day. Identical pictures, cut out from a second catalogue, are laminated and posted in each play area. A special item, either an object with a familiar logo, or a drawing, is on the choice board to indicate the current theme area (a Burger King placemat, a department store shopping bag, a drawing of a red cross for the Get Well Hospital, etc.). The staff member who has conducted the closing circle activities announces who may go to the choice board to pick a place to play. ("All children who are wearing red shoes . . .who have sneakers on. . .all boys who are. . .all children who are four years old. . ."). This is a daily listening game incorporating identification of gender, age, colors, clothing item and the processing of complex sentences. Children who need help doing this are freely prompted either by the teachers or by other children and they all enjoy this activity.

Free play is just that, with the children creating the agenda of activity and talk. Not all areas are open, to ensure that most children will be clustered in small groups. Those needing a quiet refuge may choose the Book Nook, Science Area or the Listening Center, a large decorated carton lined with a plush, folded drape, where they can listen to records while wearing earphones. Each choice picture has a number and stick figures drawn on it indicating the number of children allowed at one time. New or very young children are not expected to be able to understand or observe this refinement but nearly all children aged 3½ and older are able to count the number of peers in an area and compare it to the stick figures This also develops conceptual language: "Too many," "Room for one more," "too crowded." Staff members are assigned to areas on a rotating basis. Cazden (1981) studied nursery schools and day care programs in England and found that conversations among children and with staff were more extended and richer in content if there was a stationary adult in some areas. Spontaneous, role-played "joint action" routines (see discussion to follow) often arise in these free play areas and the teacher, speech-language pathologist, intern or aide participates on an "equal" basis in role playing with the children.

Cleanup time is announced by a helper who rings the cleanup bell when cued by a staff member. Children have to help clean up in the areas in which they played and then can line up at the door for the "parade," either upstairs to the playroom or outside to play. That is the reward for cleaning up--time for even more active, noisier play.

Setting-up for snack, a helper job, is accomplished in the empty classroom by two children and the speech-language pathologist or early

childhood educator. This activity offers many opportunities to model targeted language skills. These snack helpers then join the larger group at play.

Gross motor play involves climbing, swinging, sliding, running, jumping, catching and throwing balls and sometimes voluntarily joining a dodge ball, beanbag toss or other game organized by a staff person. If things get too noisy or hectic, there are nooks under a large desk or corners of the playground where children can retire alone or with a buddy. The end of this play period is announced by the two snack helpers, who announce, "Snack is ready." The children line up for the walk back into the classroom. Before they start, they may play a guessing game using a teacher's clues to guess the snack food. "It's crunchy and yellow and shaped like a bent-over triangle. What is it?" They guess, "Is it. . . corn chips?"

Snack time is preorganized by the teacher having grouped children using their placemats marked with their name and "sign" (colored shape). Children enter and find their own mats. A group of three may sit at a small table without a teacher. Peers are interspersed. The rest of the children are divided among two or three other tables with three to six at a table. Staff sit with the children and participate in conversations which may range over a wide variety of topics. Staff, by not looking at a speaker, may help him or her to direct remarks at other children so that all children are not talking to the teacher, as in a more formal "school" activity. Helpers pass the food basket, and later, the waste basket. Children may need to ask for a straw or napkin. Their needs are never anticipated; they have to ask and are helped as necessary.

After-snack activities begin with the children returning to the circle. On Monday the group has Show and Tell. Tuesdays is Home News, in which children bring in a notebook previously sent home, where a parent has written notes about recent activities and home events. Teachers use the notebooks to prompt and model for children who then tell everyone about their "news." Music, songs or movement activities and dances is scheduled for Wednesdays, stories on Thursday and Fridays has traditionally become the time for the Mickey Mouse Parade with children marching to the record and playing rhythm band instruments. The children are divided into small groups for all but music and marching and these disperse to various corners of the main classroom with one usually in the adjoining smaller room. These after-snack activities seldom last more than ten minutes, given time for cleanup and transition. Children are then brought outside to the hall in small groups where their parents await them. One dismissal transition game is to have children crawl through a "tunnel" (under a teacher's desk) one at a time and tell the speech-language pathologist where they played or what they played that day, before going out to their parent. After the nourishing, usually sugar-free, snack and the quieter activities that follow, children leave the class refreshed and calm and not hyperactive or overstimulated.

PLANNING SPECIFIC ACTIVITIES

Planning involves joint efforts of the speech-language pathologist and the early childhood educator with input from the rest of the staff. The importance of planning and the time that effective planning requires should not be minimized. Kaczmarek (1985) points out that

> programming language/communication skills across the preschool
> day is not an easy task; it takes careful planning of objectives,
> analysis of existing curriculum, coordination of classroom staff
> and an effective data collection system (p. 183).

Prior to the four components of the planning process to be discussed below,

individualized objectives for each child have been determined through

analysis of classroom language samples and data from initial or progress

testing. These objectives are posted on large charts, one poster per

child, high up on one classroom wall, for reference by all staff during

all classroom interactions and activities.

The components of the planning process include (1) the daily schedule;

(2) lesson plans for arts and crafts, music, cooking, stories and circle

activities and for special theme days and weeks; (3) lesson plans for the

ten-minute structured lessons; and (4) planning for theme areas which in-

cludes assembling materials, creating posters to list roles and possible

dialogue sequences, and planning related field trips.

The daily schedule involves selecting the activity or activities for

interactive play, deciding which classroom areas will be open during free

play and rotating staff among them. Open areas are rotated with certain

places such as Home Play or Building, theme area, Arts and Crafts usually

open. The early childhood educator prints the day's schedule on a black-

board by the entrance and usually makes the decisions involved in this

component of planning.

Lesson plans are written by the speech-language pathologist, the

early childhood educator and the graduate student speech-language pathology

intern. Staff may choose subject areas of interest (music, cooking, science,

arts and crafts, etc.) or these may be rotated. Staff other than the

speech-language pathologist write all but the "language target" section of the lesson plan (see Lesson Plan Section) and the intern may draft an entire plan under the supervision of the speech-language pathologist. The preparation and planning for arts and crafts proj~cts is extensive and in this program has been the responsibility of the early childhood educator. A "generic" list of language targets which apply to a wide variety of arts and crafts activities has also been developed (see Lesson Plans). This list may be used for planned projects or just cutting, coloring, painting and pasting and may be attached as an addition to a specific plan or used in place of one.

Ten-minute structured language therapy is the title given to the structured language intervention activity because, as stated previously, this activity is timed and stopped promptly before the children start to fidget. These plans are all written by the speech-language pathologist working from the language targets back to the activity, as opposed to the other lesson plans in which the speech-language pathologist selects targets needed by many of the children which are appropriate for and intrinsic to the particular activity. A sampling of these lessons may be found in the Lesson Plans Section. These are actually fun for the children and designing them is an enjoyable and creative process which utilizes class-room materials and the interests of the children. The master plans are now laminated and kept in a three-ringed notebook for reuse, while weekly attendance forms and data sheets are distribu⁻ᵈ separately.

There are, of course, a variety of ways to structure a preschool group for participation in these lessons. The children are divided into groups based, in general, on language abilities and age or social/emotional

status with one peer and two or three high-risk children per group. Each

group has the same lesson on Monday and Wednesday and another one on

Tuesday and Thursday with Friday left open for special group circle acti-

vities. The teacher assigned to a lesson stays with the lesson. An

example of how this may be scheduled is as follows:

	Monday/Wednesday	Tuesday/Thursday
Group A Richie* Samantha Alyson Emily Ann	Mixed-up Shoes Possessive nouns (Norma)	Animal Capers I('M) + verb + ing (Pat)
Group B Beth* Alyssa Henry Brett	Animals Capers (Pat)	Mixed-up Shoes (Norma)
Group C Sarah Danielle* Joey	What's Wrong Here? Negatives, contracted copula (Mary Ann)	What Happened In Between? Regular and irregular past tense (Judith)
Group D Melissa* Michelle Jessica Ryan	What Happened In Between? (Judith)	What's Wrong Here? (Mary Ann)

*Peer model

Data is taken on the second day of each lesson. Lessons are varied, but

popular ones may be repeated at three or four week intervals. Targets may

remain the same week after week, but the lessons change, encouraging

generalization and keeping interest high. On the two days a week the

graduate student intern is present he/she may conduct a lesson, freeing

the speech-language pathologist to observe.

The speech-language pathologist has designed a data sheet (Form 7-8)

DATA SHEET FOR (week) AREA: _____

FORMS	Child	Child	Child	Child	Child	Child	Child	Child	Child	Child	Child
Noun Plurals + Possessives											
Pronouns											
Verb Form Irregular Past											
Verb Form ED											
Verb Form IS MAIN *											
Verb Form Can Will											
Verb Form Contraction**											
Verb Form Other ***											
A The											
Preposition											
Yes/No Question											
WH Question											
Negatives											
Comparative Adjectives											

*Is, are, was, were   **I'm, he's, we're   ***could, would, does, has

which requires a minimum of writing and which is individualized for each lesson and lesson group prior to being used. Data is then transferred onto summary forms for each child by language target, so that progress may easily be seen.

Theme areas are a vital element in the classroom. A theme area is a special setting, usually one which duplicates a place of real interest to little children, like a fire department, hospital, Burger King, and one in which joint action routines (Snyder-McLean, et.al., 1984) offer rich opportunities for pragmatic language intervention. Theme areas are typically in place for at least one month and are often coordinated with field trips.

Snyder-McLean, et.al. (1984) point out the eight critical elements of joint action routines which successfully promoted measurable gains in language in a more severely language handicapped group of preschool children in their demonstration program. These elements include the following:

1. An obvious unifying theme or purpose. Theme areas include:

   Burger King
   Railroad Station/
   Train Ride
   Mini-department Store (or other local store using their logos, shopping bags, etc.)
   Get Well Hospital
   Post Office (in February, to coincide with Valentine delivery)
   Fire Department/"Burning" (paper flames, house, rescue)
   Little Big Y Supermarket (or other local store)

2. Joint focus and interaction must occur, not just parallel activity.

3. Limited number of clearly delineated roles (defined by the speech-language pathologist who writes the plans or "script guides"). These roles may be predicted from the specific setting and there are between two and five roles.

4. <u>These roles are exchangeable</u> and the teacher or therapist may assume any in order to model the associated communication or other behaviors.

5. The theme suggests a <u>logical, non-arbitrary "script" sequence</u> or "scenario" which provides the "scaffold for the language impaired child to practice targeted communication responses in a naturally sequenced discourse context" (Snyder-McLean, <u>et</u>.<u>al</u>., 1984, p. 217).

6. <u>Turn-taking</u> is structured.

7. <u>Planned repetition</u> occurs by keeping the theme area open every day during free play for at least one month, allowing small groups of children to select it as a "place to play." We often have to keep lists to give everyone equal access since these areas are so popular with the children.

8. <u>Controlled variation</u> in the activity is planned. (The doctor may make house calls, the milk purchased in the supermarket is sour, the post office person is told someone has moved.)

Lesson plans for these areas are included in the Lesson Plans Section. The <u>Mini-Department Store</u> incorporates the scenarios of trying on shoes and hats with the large posters cueing the teachers by listing roles, scenarios and language targets on the walls. Departments include the shoe department, men's shirts and ladies' blouses, men's and ladies' hats, jewelry, ties and pocketbooks with selection of ties grouped into striped and dotted ties one day and plain and patterned ties the next.

Our <u>Get Well Hospital</u> theme area was coordinated with a field trip to the pediatric unit of a large hospital in the area. The hospital had four scenarios: taking the personal history ("What is your name? How old are you?" etc.); taking the illness history ("What is the matter? Are you

sick? Do you have a fever?"); the examination ("I have to take your temperature. Don't be scared."); and the treatment which children usually wanted to begin with shots. The nurse had a blank pad and pencil and staff cued him/her to ask the history questions. Props include an adult-sized hospital gown for our adult patients, baby scale, two doctor kits, child-sized uniforms and several real stethoscopes.

Our Post Office in February utilized our puppet stage for the counter, parent-donated envelopes and boxes, and real uniforms and props from the post office across the street, which we also visited. Roles for the Post Office included the counter clerk, the mail delivery person, the clerk who sorted and weighed packages and letters and the customers.

March is Fire Station month. The children were impressed with the hugeness of actual firefighting equipment seen during the field trip, so this was recaptured by having them paint very large cartons red. The staff added "fire engine" props including a paper plate steering wheel and tires, cardboard accelerator, heavy cardboard hatchets and ladders (not for climbing but for helping down the dolls trapped in the "burning building"), a bell on a string, a "flashing light" made out of a red plastic cup set upside down on an overturned yellow gelatin mold bowl. A windshield was cut out of the cardboard flap and headlights were painted on. A corner of a large cardboard playhouse, including a window and door, was used as the burning building with red and orange construction-paper flames stapled on and white-paper smoke coming up from the roof. The children brought in their own boots and slickers and firefight hats, as the real props were too heavy and bulky even for the staff!

Children are very receptive to any language structures or discourse

routines modeled for them while they are role playing. It is as easy as
feeding actors their lines, which in fact is what may occur.

Other joint action routines which often occur spontaneously during
free play include giving a baby doll a bath in home play, baking a cake
or making dinner for a "family" group in home play, building an airport
and making planes land in the building area and making muffins for "company"
in the sandbox.

Theme days and weeks are planned in which several different types of
lessons, for example, arts and crafts, music and a story along with a
"theme" snack and theme-related ten-minute lessons, are coordinated.
These are illustrated in the Lesson Plans for Theme Days (Red, White and
Blue Day in February, Green Day in March, Groundhog Day and Teddy Bear Week).

DATA COLLECTION GUIDELINES

The speech-language pathologist, in this model, cannot collect data on
each child daily but the data collection must be organized so that all
children's performance is noted often enough to accurately gauge their
progress. A variety of charting and tallying techniques are presented by
Friel-Patti and Lougeay-Mottinger (1985) who also cite a recording system
used by Strong (1983) in which only one linguistic form or function per
activity is charted. Snyder-McLean et.al. (1984) also discuss accounta-
bility issues. Data-gathering techniques used in the classroom they studied
included probes, teach and test and isolated one-to-one testing.

Data collection in this model program for children "at risk" and
mild-to-moderately language impaired consisted of the following:

1. Wall charts in each play area, was illustrated on Form 7-3. On

these, staff note targets modeled for various children. This permits the speech-language pathologist to track which children play in which areas during free play and what language intervention occurs for them at these times. The need to address specific language targets for which intervention during free play is not occurring, will then become apparent and this can then occur during more planned and structured times such as interactive play and formal lessons.

2. <u>Criterion testing conducted on a one-to-one basis</u> just prior to the February and May progress notes is done using checked parts of inclusive criterion tests designed to cover all possible targets and using materials available in the classroom, including some more formal picture card teaching materials. Samples of criterion test forms for nouns, pronouns, verbs, question forms and negatives are found on Forms 7-4 through 7-7. Children are only tested on items corresponding to the specific targets on their educational plan.

3. <u>Ten-minute structured lesson data</u> is taken weekly as described previously (see sample completed data form on Form 7-8), and data for each child is summarized weekly by language target. Each child has data taken for two different structured lessons weekly, one on Wednesdays and one on Thursdays.

4. <u>Extensive language sampling</u> three times a year (September, January and May) is done by an intern or aide during selected portions of regular classroom activities in which spontaneous conversation is most likely to occur. Staff are trained by the speech-language pathologist and audio-taping occurs concurrently for children with MLU's over 3.5. (See more extensive discussion on sampling in Chapter Three.)

FORM 7-4

CLI PRESCHOOL PROGRAM CRITERION TEST FOR NOUN FORMS

Check ones to be given to_____   M = produced with
(name of child)   model
                                                        I = produced
                                                              independently
Date tested_____ By_____

POSSESSIVE NOUNS_____

    Materials: Pictures of the children or their placemats

    Whose picture/placemat is this? _____ M I _____ M I _____ M I

PLURAL NOUNS_____

    Materials: Doubles of common objects or pictures of common objects.

/z/	airplane	_____ M I		/s/	bat	_____ M I
	apple	_____ M I			boat	_____ M I
	car	_____ M I			cake	_____ M I
	_____	_____ M I			_____ _____ M I
	_____	_____ M I			_____ _____ M I

/ z/ blouse _____ M I   OTHER

    bus   _____ M I

    box   _____ M I

FORM 7-5

<u>CLI PRESCHOOL PROGRAM CRITERION TESTS FOR PRONOUN FORMS</u>

Check ones to be given to_____   M = produced with
                     (name of child)   model
                                            I = produced
Date tested_____By_____   independently

_____ "I"

  1. Tell about something you are wearing. Model "I". Child takes turn.
      _____M I   _____M I   _____M I

_____ WE tell about something we are both wearing. WE _____M I

_____ HE/SHE   WE _____M I

         Photographs depicting occupations

  2. You tell about what one person does. "HE delivers the mail." Child guesses who it is: HE is the. . . Child has turn.

    HE   SHE

    _____M I   _____M I

    _____M I   _____M I

  3. HIM/HER   Materials: BOY and GIRL dolls. Cloth to "hide" them.
    THEM

    Game: I CAN SEE HIM/HER. Partially hide one of the dolls. Model: "Can you see him? Say, "I can't see him," or "Yes, I can see him."

    HIM   HER   THEM*

    _____M I   _____M I   _____M I

    _____M I   _____M I   _____M I

    *Repeat game with both together for THEM.

  4. YOU   Child tells you what to do. "YOU have to. . ."

    _____M I   _____M I

FORM 7-5 (continued)

5. THEY vs. HE or SHE.   Two people puppets, one animal puppet.

"Here are two people and one dog. I will make the people do something
and the dog do something. Guess what the people are doing and the dog is
doing?"

THEY   HE/SHE

_____M   I   _____M   I

_____M   I   _____M   I

OTHER:

FORM 7-6

CLI PRESCHOOL PROGRAM SAMPLE CRITERION TESTS FOR VERB FORMS

Check ones to be given to_____   M = produced
                                                            with model
Date tested_____By_____   I = produced
                                                            independently

_____ IS as main verb (Photographs or pictures of common objects)

_____ Y/N Q - IS IT A. . .?   Child gradually uncovers a picture of his
                                 choosing. Teacher guesses, "Is it a. . .?"

        IT IS _____M   I   IT ISN'T _____M   I

        Teacher takes a turn; child guesses.

        IS IT A _____M   I   (can count also for Y/N question)

_____ CAN   (also use for CAN'T and YES/NO Question)

_____ CAN'T, DON'T

_____ YES/NO Question with Interrogative Reversals

Materials: Small flannel board sets and board, category cards, nonsense
            pictures.

Teacher shows item and asks, "Can you wear a banana? Can a chair talk?" etc.
to elicit, "No, you CAN'T wear a banana," or "Yes, you CAN wear a hat." Then
child has a turn to be "teacher" and asks the question to the teacher to elicit
the Yes/No question.

    CAN _____M   I   CAN'T _____M   I

    DON'T _____M   I   CAN YOU VERB A. . .? _____M   I

_____ I'M VERB + ING   Play guessing game taking turn. Teacher acts out
                             activity such as brushing teeth. She asks, "What
_____ WHAT AM I DOING?   am I doing?" She can also model the correct
                             answer, "I'M brushing my teeth." Child has a turn.
                             (Score Q form.) Teacher pretends not to know.
                             Elicit, "I'M. . . from child.

    I'M verb + ing _____M   I

    WHAT AM I DOING? _____M   I

<u>FORM 7-6</u> (continued)

_____ THIRD PERSON SINGULAR ENDINGS   Materials: dolls or puppets.

"You can pick some cards to see what these children do every day." (Cue:
"Every day he. . ."). Or "Guess what this doll/puppet does every day."
(Write word.)

/z/ _____ _____ M I   /s/ _____ _____ _____ M I

_____ _____ M I   _____ _____ _____ M I

_____ _____ M I   _____ _____ _____ M I

_____ _____ M I   / z/ _____ _____ _____ M I

_____ _____ M I   _____ _____ _____ M I

- -

_____ IT'S . . .contractible copular verb

Materials: Touch box or bag. Child has to tell what he thinks item is.
            Take turns with teacher. "I think IT'S a. . ."

    IT'S _____ M I   _____ M I   _____ M I

- -

_____ COULD AND WOULD. . .modal verbs

Materials: Boy or girl and "adult" rubber family figures. Pantomime and
            model parent asking child to do helpful chores then switch roles
            so child can manipulate the adult and ask:

    COULD you pick up your toys?   _____ M I

    WOULD you turn off the TV?   _____ M I

    COULD _____ M I   _____ M I

    WOULD _____ M I   _____ M I

- -

_____ DOES, THIRD PERSON SINGULAR IRREGULAR   _____ YES/NO QUESTIONS

_____ DOESN'T, NEGATIVE FORM

Materials: Nonsense pictures. Teacher helps child find items and asks,
            "Does a boat fly? Does a man ride a cat? etc." Child answers,
            "YES, it/he DOES," or "NO, it/he DOESN'T."

FORM 7-C (continued)

DOES _____M   I   DOES _____M   I

DOESN'T _____M   I   DOESN'T _____M   I

DOES A? _____M   I   DOES ˆ _____M   I

WH QUESTIONS: _____WHAT   _____WHO   _____WHERE

Pictures of people depicting occupations, pictures of places (beach, movies,
etc.), pictures of common objects. Teacher guesses after child asks. . .

WHAT _____M   I   WHAT _____M   I

WHO _____M   I   WHO _____M   I

WHERE_____M   I   WHERE_____M   I

FORM 7-7

CLI PRESCHOOL PROGRAM CRITERION TESTS FOR NEGATIVE FORMS

Check ones to be given to_____   M = produced
                        (name of child)   with model
                                                      I = produced
Date tested_____By_____   independently

Materials: Puppets (see also Verb Forms).
            Nonsense pictures from children's magazines.

Puppet scenario of bad girl and mommy. Tester is bad puppet and child is
mommy always denying permission.

_____ 1. Can I go out?   Elicits: CAN'T _____M   I

_____ 2. Do I get cookies?   DON'T _____M   I

_____ 3. Will we go to the movies   WON'T _____M   I
          soon?

_____ 4. Did you buy me a treat?   DIDN'T _____M   I

_____ 5. Does the TV show start   DOESN'T _____M   I
          soon?

_____ 6. Were my toys neat?   WEREN'T _____M   I

etc.

Or Nonsense pictures or game:

_____ 1. Are socks for your hands?   AREN'T _____M   I

_____ 2. Does a car fly?   DOESN'T _____M   I

FORM 7-8

DATA COLLECTION FORM FOR STRUCTURED LANGUAGE THERAPY

Teacher J. B.   Date 10-1

Check one: Monday/Wednesday (data on Wednesday) _____
             Tuesday/Thursday (data on Thursday) ____✓____

Key: + and circle M (model) = child repeats target correctly after you.
      0 and circle M   = child does not repeat correctly after you.
      + and circle I (independently) = child correctly uses target form
                                with NO direct model from you, although you
                                may cue by showing a picture, asking a
                                question, etc.
      NR and circle M   = child refuses to attempt to repeat your model
                                (no response)

Instructions for eliciting responses: Question or cue to give the child a
chance to respond independently unless you are sure a model is needed. If
child is incorrect in an independent attempt, do NOT mark "0" but instead
give a model and mark the child's attempt to repeat the model.

LANGUAGE TARGET FORMS OR BEHAVIORS

Children	Possessive proper nouns (Henry's)	It's. . .	Two-step directions	Comprehends "BEHIND"
Samantha	+ Ⓜ I	0 Ⓜ I	+ M Ⓘ	+ M Ⓘ
	+ Ⓜ I	0 Ⓜ I	+ M Ⓘ	___ M I
	+ M Ⓘ	+ Ⓜ I	___ M I	___ M I
	+ M Ⓘ	___ M I	___ M I	___ M I
	+ M Ⓘ	___ M I	___ M I	___ M I
Alyson	+ M Ⓘ	0 Ⓜ I	+ M Ⓘ	+ M Ⓘ
	+ M Ⓘ	0 Ⓜ I	+ M Ⓘ	___ M I
	___ M I	0 Ⓜ I	___ M I	___ M I
	___ M I	___ M I	___ M I	___ M I
	___ M I	___ M I	___ M I	___ M I
Emily Ann	+ Ⓜ I	0 Ⓜ I	+ M Ⓘ	+ M Ⓘ
	+ M Ⓘ	0 Ⓜ I	___ M I	___ M I
	+ M Ⓘ	+ Ⓜ I	___ M I	___ M I
	___ M I	___ M I	___ M I	___ M I
	___ M I	___ M I	___ M I	___ M I

Notes:

Language samples are analyzed to derive MLU, percentage of correct use of fourteen grammatic morphemes or other targeted linguistic structures in obligatory contexts, Brown's Stage of WH and Yes/No questions and negative constructions and percentage of complex sentences using guidelines from Miller (1981), as well as Developmental Sentence Score. For very young children in the program with MLU's below 2, an analysis of semantic categories, noun and verb phrases and developmental sentence type is also done. In addition, an assessment of types of communicative intentions comprehended and expressed, based on the Speech Act Coding System of Dore, et.al. (1978) is made from the language sample (See Form 7-9). Further investigation of other tests and observational procedures for assessing pragmatic skills is ongoing.

5. <u>Additional standardized testing</u> has been conducted pre-admission since the CLIPPT (Children's Language Institute Preschool Placement Test) described in Chapter Three had not been standardized during the first two years of this model program. This testing has been repeated at regular intervals and before children left the program to enter kindergarten in order to measure the effectiveness of this intervention approach. Unless research is being conducted, such extensive testing is not deemed necessary and perhaps one battery of tests conducted prior to admission and one prior to entering kindergarten would be the maximum needed to satisfy special education or third-party payment requirements. The data collection described in the first four sections above is adequate to derive baseline performance levels, to define specific intervention targets and to measure progress with the exception of phonological skills which are assessed and remediated using traditional approaches.

CHILDREN'S LANGUAGE INSTITUTE PRESCHOOL PROGRAM

Assessment of Pragmatic Abilities: Communicative Intentions

Name:

Dates of Language Samples:

Total Number of Utterances Obtained:

Types of Communicative Intentions Comprehended and Expressed

T = Teacher C = Child P = Playmate INTENTION*	Compre-hension	Expres-sion	Actual Utterance and/or Non-Verbal Component
	C H E C K O N E		
REQUESTS that solicit information 1. Direct requests for action, for items or for factual information			1a. 1b. 1c. 1d.
2. Indirect requests for action, items, factual information			2a. 2b. 2c. 2d.
3. Requests permission			3a 3b.
4. Requests clarification ("What did you say?", etc.)			4a. 4b.
5. Other requests (specify)			5a. 5b.

*See Speech Act Coding System from Cole, M., J. Dore, W.S. Hall and G. Dowley. Situation and Task in Young Children's Talk, Discourse Processes. 1978, I, pp. 119-176.

(continued)

ASSESSMENT OF PRAGMATIC ABILITIES: COMMUNICATIVE INTENTIONS

T = Teacher C = Child P = Playmate INTENTION	Compre-hension	Expres-sion	Actual Utterance and/or Non-Verbal Component
	C H E C K	O N E	
RESPONSES that provide information directly complem. prior requests 6. Yes/No answers			 6a. 6b.
7. Answers to WH questions			7a. 7b.
8. Other answers (specify).			8a. 8b.
9. DESCRIPTIONS Describes activities			 9a. 9b. 9c.
10. Identifications that label objects, events, properties or locations of objects			10a. 10b. 10c. 10d.
STATEMENTS express facts, rules, attitudes. 11. States "rules," gives orders			 11a. 11b.
12. Evaluations of self or others			12a. 12b.

FORM 7-9 (continued)

ASSESSMENT OF PRAGMATIC ABILITIES: COMMUNICATIVE INTENTIONS

T = Teacher C = Child P = Playmate INTENTION	Compre- hension	Expres- sion	Actual Utterance and/or Non-Verbal Component
	C H E C K	O N E	
13. Internal reports expressing emotions, sensations			13a. 13b.
14. Explanations and predictions			14a. 14b.
ACKNOWLEDGMENTS			
15. Recognize and evaluate responses Approvals, disapprovals			15a. 15b.
16. "Returns" acknowledging rhetorical questions, etc. ("What, really?")			16a. 16b.
17. OTHER statements or Acknowledgments (specify)			17a. 17b. 17c. 17d.
ORGANIZATIONAL DEVICES regulating contact and conversation			
18. Boundary markers indicating openings, closings, changes in topic. "Hi," "Bye," "By the way"			18a. 18b. 18c. 18d.
19. Solicit attention "Hey," "John," "Look"			19a. 19b.

FORM 7-9 (continued)

ASSESSMENT OF PRAGMATIC ABILITIES: COMMUNICATIVE INTENTIONS

T = Teacher C = Child P = Playmate INTENTION	Compre- hension	Expres- sion	Actual Utterance and/or Non-Verbal Component
	C H E C K	O N E	
20. Speaker selections			20a. 20b.
21. Politeness markers "Thanks," "Sorry"			21a. 21b.
PERFORMATIVES accomplish facts by being said 22.			22a. 22b.
23. Jokes display non-belief			23a. 23b.
24. Claims to establish rights "That's mine," "I'm fast"			24a. 24b.
25. Warnings "Watch out"			25a. 25b.
26. Teases			26.

OTHER:

CONCLUSIONS

In conclusion, even with the Lesson Plans included with this text, it must be apparent that much time and work is involved in "choreographing" this "free style" and apparently "loosely" structured intervention approach. Language therapy in the preschool classroom makes considerable demands of the speech-language pathologist and early childhood educator.

Any clinician who has struggled to keep the interest, attention and motivation of a squirming preschool child in a sterile therapy cubicle, and has wondered how performance in therapy can be generalized to other contexts, will appreciate the experience of seeing a group of little children bounding into a language intervention classroom just as bright-eyed and eager for adventure in June as they were in September--and demonstrating significant gains on such measures as MLU and on standardized tests.

It is also true that a speech-language pathologist attempting to choreograph language intervention in a classroom setting will have moments in the midst of the bustle of free play, on the playground, cleaning up a spill during snack, when he/she will think, "Is anything really happening here?" and "What am I doing here?" Very little in our traditional graduate and post-graduate training has prepared us for experientially-based therapy with groups of children in which we are not totally in control at all times.

What is most reassuring is the data, especially that derived from the extended classroom language samples. Language training does generalize to natural discourse contexts, especially when it occurs in these contexts or in settings choreographed to resemble them. Our young clients do stop having agendas of "I want to get out of here." The task of the speech-language pathologist working with a preschool teacher and aides, when

possible, is to make <u>intentional</u> teaching of preschool children, inter-

vention on preselected targets, look like or incorporate the features of

<u>incidental teaching</u> and not sacrifice the data base on which accountability

must rest.

CHAPTER SEVEN - REFERENCES

Caplan, T. and F. Caplan. 1983. The early childhood years: The two to six year old. New York, NY: The Putnam Publishing Group.

Caplan, T. and F. Caplan. 1977. The power of play. Garden City, NY: Doubleday.

Carrow-Woolfolk, E. and J. Lynch. 1982. An integrative approach to language disorders in children. New York, NY: Grune and Stratton.

Cazden, C.B. 1981. Language development and the preschool environment. In Language in early childhood education, by C.B. Cazden (Ed.). Washington, DC: National Association for the Education of Young Children, pp. 3-16.

Craig, H. 1983. Applications of pragmatic language models for intervention. In Pragmatic assessments and intervention issues in language, by T.M. Gallagher and C.A. Prutting (Eds.). San Diego, CA: College Hill Press.

Culatta, B. and D. Horn. 1982. A program for achieving generalization of grammatical rules to spontaneous discourse. JSHD 47, 174-180.

Dore, J., M. Gearhart and D. Newman. 1978. The structure of nursery school conversation. In Children's language, Vol. 1, by K. Nelson (Ed.). New York: Gardner Press, 371-372.

Friel-Patti, S. and J. Lougeay-Mottinger. 1985. Preschool language intervention: Some key concerns. Topics in language disorders 5: 40-57.

Guess, D., W. Sailor and D. Baer. 1978. Children with limited language. In Language intervention strategies, by R. Schiefelbusch (Ed.). Baltimore: University Park Press.

Kaczmarek, L. 1985. Integrating language communication objectives into the total preschool curriculum. Teaching exceptional children 17: 183-189.

McLean, J.E. and L.F. Snyder-McLean. 1978. A transactional approach to early language training. Columbus: Charles E. Merrill.

Miller, J.F. 1981. Assessing language production in children. Baltimore, MD: University Park Press.

Snyder-McLean, L.K., B. Solomson, J. McLean and S. Sack. 1984. Structuring joint action routines: A strategy for facilitating communication and language development in the classroom. Seminars in speech and language 5: 213-228.

Strong, J. 1983. Language facilitation. Baltimore, MD: University Park Press.

CHAPTER EIGHT: GUIDELINES FOR IMPLEMENTING

THE PARENT HOME VISIT AND SUPPORT PROGRAMS

Barbara Zellan, M.S.W., ACSW
Judith L. Bergman, M.A., CCC/SLP

A. Parent involvement--a crucial ingredient for success

   1. The role of the social worker

   2. Parent discussion groups

B. Guidelines for successful home visits by the speech-language pathologist

   1. Purpose of the home visits

   2. Justification for the home visit program

   3. Preparing for the home visit

   4. Conducting the home visit

   5. Documenting the home visit

C. School-home communication: "Preschool Postings"

D. Parent workshops

   1. Suggested topics

   2. Sample feedback/evaluation forms

CHAPTER EIGHT: GUIDELINES FOR IMPLEMENTING

THE PARENT HOME VISIT AND SUPPORT PROGRAMS

PARENT INVOLVEMENT--A CRUCIAL INGREDIENT FOR SUCCESS

For parent involvement to be a successful component of any program,
there must be, at the start, mutual respect, trust and understanding be-
tween parent and professional. Too often, in the past, parents were viewed
as, at best, well-meaning but ill-informed or, at worst, ill-intentioned and
uncaring, when it came to involvement in their child's educa ion. Hetz-
necker, Arnold and Phillips (1978) provide six general principles to be
developed by school personnel to achieve the most "productive attitude":

1. Assume that the parent is the expert on his or her child.
   The parent has been responsible and will be responsible
   for the child long after the teacher (or principal, counselor)
   has completed his term of responsibility.

2. Assume that the parent is as well intentioned as you are.

3. Assume that parents are as consistent in applying their
   principles as you are.

4. Assume that the parent has a great emotional investment
   in the child and that the child's success or failure
   academically or behaviorally affects the parent's self-
   esteem as a parent. A corollary is that the parent has
   more to "lose" emotionally and socially by a child's acad-
   emic or behavioral difficulties than an educator does.

5. Assume that the purpose of the parents' and school per-
   sonnel's working together is to help the child have the
   space he needs to be what he is and can be.

6. Assume that you and the parent can find a way to establish
   a working alliance.
                                                    (p. 365)

Parents are involved in all aspects of the project at Children's

Language Institute. The process begins at screening and goes on to include

class observation, weekly newsletter, five annual home visits from the classroom speech-language pathologist/teacher, workshops, home visits by the social worker and weekly discussion/support groups conducted by the social worker.

Positive parent involvement is critical for the future well being of the communication disordered child in particular. Studies have clearly demonstrated that this child is at'significantly higher risk for development of psychiatric and behavior disorders than other children (Mattison, Cantwell and Baker, 1980; Cantwell and Baker, 1980). ". . .We considered possible mechanisms through which speech and language disorders could produce or intensify behavioral disorders. These included impaired peer relationships, reading retardation, or stressful parent-child interaction. Therefore, a child may need one or more of these areas focused on in addition to the speech and language therapy" (Mattison, Cantwell and Baker, p. 25C). When professionals maintain good rapport with parents, monitoring the child's adaptations is facilitated and appropriate referrals may be provided for early intervention in all areas of development.

THE ROLE OF THE SOCIAL WORKER

The demonstration project at CLI provides for a social worker six hours per week. The first meeting between social worker and parent takes place after the child has been screened and the decision made to place the child in the program. At that point, the parent is asked to complete a questionnaire and meet with the social worker to review the information. Both parents are invited to this meeting, but most often it is the mother who attends. At that time, the role of the social worker is explained and the parent is invited to join the discussion group which meets weekly.

At least one parent from each family attends at some point in the academic year and there is a group of five to six parents who attend every week. Attendance is not mandatory, but it is encouraged. Parents of peer models and "at risk" children are included in the discussion groups. The purpose of the group varies, as determined by the needs of the parents from one week to the next. The distinction between parent support group and parent therapy group is not always clear and there tends to be a good deal of overlap. The initial focus is on parents' relationships with their children but as the group members become more comfortable with one another, issues with spouses, parents, in-laws and others are introduced and discussed as needed. When appropriate, individual counseling sessions are utilized. At least one home visit is included shortly after the child is enrolled. The purpose is to assess the home environment in a number of areas. While more frequent home visits were attempted initially, time limitations made this impractical on a regular basis. After the initial assessment, home visits are utilized on an as-needed basis. Workshops have also been provided for dissemination of information by the classroom teacher, director and social worker.

PARENT DISCUSSION GROUPS

Since the discussion group provides the basis of social worker-parent contact, it is worth while to elaborate on the core elements of the group. Probably the most important factor for group members is the support received from other parents. Parents suffer serious damage to their self-esteem when their child is less than "perfect." They benefit from empathy,

reassurance that they are not alone, alleviation of guilt and a feeling of caring. Secondly, parents are given a forum where they can freely discuss their feelings about their child, both negative and positive. They can learn from other parents, with the group leader's intervention, different techniques for modifying their own methods with their children. Often parents can feel better taking advice from another parent rather than from a professional. Parents'benefit from the closeness that develops in the group and cc e to depend and rely on one another in a positive way. By helping another parent, one feels better about oneself and self-esteem is improved. "At times, it is appropriate for the professional to educate the parents in the group about such things as 1) the children's problems, . . .2) normal child development. . .3) principles of human behavior, 4) defense mechanisms, 5) dealing with feelings, and 6) alternative methods of management, such as behavior modification" (Arnold, Rowe and Tolbert, p. 123).

The role of the professional can clearly be seen to require modification from one week to the next. At times the social worker is a facilitator, at others an educator and at others a psychotherapist. The professional needs to be flexible in his or her role.

In addition to meeting with parents, it is important to maintain communication with the classroom staff and to ob~rve and be a part of the class as well. Parents need to know that the person leading the group is familiar with their child.

One problem that presents a major challenge is involving the fathers in the parent counseling process. Part of the difficulty is based on the reality of the meetings being held in the morning when most fathers are

at work. An offer to meet only with fathers in the evening was met with little enthusiasm and part of the reason for that may well be that the professional is female. Perhaps a male therapist would generate a more positive response.

Professionals need to recognize that parents are experts also. They have information on their child's behaviors, needs, fears, motivations that can be very useful in understanding, managing and helping the child. Cooperative efforts can increase the rate of improvement and enable the child to be mainstreamed sooner. If we think of parents as part of the team and contributing members. the ways in which to involve that member become clear.

GUIDELINES FOR SUCCESSFUL HOME VISITS BY THE SPEECH-LANGUAGE PATHOLOGIST

Parent involvement and participation.is essential to language intervention. Even a preschool-based language program which takes place five mornings weekly involves a child during a relatively small portion of his total waking hours. The typical clinic schedule of thirty to forty-five minutes twice weekly has even less impact on the child's total waking experiences urless parents are trained and supported in extending intervention to the home. Parent involvement requires them to be observed, to observe, to be made aware of targeted objectives and to receive feedback regarding their efforts (Muma, 1983).

PURPOSES OF THE HOME VISITS

The purpose of the home visit program by the speech-language pathologist is three-fold. First, the parents and other family members are

observed as they typically interact with the child during activities and routines and with toys and other objects specific to the child's home environment. Second, the speech-language pathologist demonstrates appropriate techniques to promote skill development for the child's targeted language objectives in this home setting and does this in as natural and spontaneous a manner as possible. Third, the parents are engaged in the activities with the child by the speech-language pathologist so that they can try out these techniques and receive constructive feedback.

JUSTIFICATION FOR THE HOME VISIT PROGRAM

Analysis of parent-child language interactions is recommended.

Except for data gathering for research purposes and in infant-toddler intervention programs, speech-language pathologists seldom observe and interact with their young clients and clients' families in the home setting. Yet it is widely acknowledged that the interaction of the parent and child constitutes a major proportion of the child's language learning environment in the preschool years (Newhoff and Browning, 1983), and that during or soon after the diagnostic evaluation, the speech-language pathologist should analyze the interaction of the primary caretaker with the child to "identify those caretaker language behaviors that should assume priority in the total intervention program" (Newhoff and Browning, 1983, p. 49). These observations have traditionally occurred in the clinic and almost never in the typical school or preschool environment or in the child's home on an extended and intensive basis.

Parent-child interactions are more natural and typical in a home setting. Tizard (1981) found that frequent and extended conversations occurred in the homes of both working and middle class children. These

children showed "a greater readiness to communicate at home" (Tizard, 1981, p. 25) and had more practice with dialogue with their mothers than was observed to occur in a typical British nursery and day care setting in which teachers moved from child to child. Also, both parents and children may be initially quieter, even somewhat intimidated in a clinic or school setting in which they perceive that the performance of the child in interaction with a "specialist" is the main objective.

Parents spontaneously modify their input to language-normal children and are responsive language models. Parents are ideal as well as inevitable language models for language-normal children and hence have the potential to respond to special training to meet the needs of their language-impaired children. Newhoff and Browning (1983) reviewed studies of parent input to children. They found that mothers tended to use "ideal teaching language" which was syntactically simple. . .highly repetitive and fluent . . .contains a large proportion of interrogatives and imperatives. . . delivered in a higher pitch with exaggerated intonation contours" (Newhoff and Browning, 1983, pp. 50-51). This type of language tended to help the limited and inattentive child-listener to maintain dialogue and keep focused conversationally.

Parents of language-impaired children need specific assistance and training ideally in the setting and with the activities during which most language occurs. First, it is important to acknowledge research evidence (Cross, 1978, 1984) that parents should never automatically be blamed for producing the child's language disability just because their language interactions with the child are noted to be quite different from those of parents

whose children are normal language users. In many cases, Cross feels, these differences are the effect of the child's impairment on the parent. Newhoff and Browning (1983) comment that it is important to "view the language-disordered child as an equally contributing member of the interchange" (Newhoff and Browning, 1983, p. 57).

Without specific training and in a natural effort to involve a communicatively impaired child, these parents tend to be more directive and controlling of the child's verbal and nonverbal behaviors by using more imperatives, fewer questions, more corrections. Nelson (1973) found that the use of directives by mothers of two-year-olds seemed to delay language progression.

Cross (1984) concluded that parents of language-impaired children need to learn how to reinforce each small step their child made to use language more adequately. The semantic contingency or relevance of a parent's response to the child's prior verbalization or object of attention needs to be increased. Parents need to respond more and direct less. Also they need to learn to recast the child's utterances into yes/no questions to facilitate development of verb-phrase rules and to use more comments (declaratives) in conversation with the child. Correcting a child's inadequate production was found by many researchers cited in Friel-Patti and Lougeay-Mottinger (1985) to slow down language learning.

Generalization or "carry-over" of new language skills is measurably increased with parent training. Culatta (1984) discusses a parent-training program in which parents were asked to simplify their input, model a target and elaborate the child's language. The procedures were demonstrated with simple explanations and the parents were told to find real reasons to

/

model any targeted language form and to repeat it, not to use relative or embedded clauses and to keep their sentences about the same length as their children's. Results showed that the training procedures were easy for the parents to assimilate, did not change their usual routines and had a great impact on the child's acquisition of target rules. Culatta concluded that the parents "can increase opportunities for facilitative discourse to occur" and "can extend the training process to all natural and interactive contexts" (Culatta, 1984, p. 260).

Newhoff and Browning (1983) cite several studies (Nelson, Carskaddon and Bonvillian, 1973; Nelson, 1973; Newport, Gleitman and Gleitman, 1977) in which results showed that the specific techniques of expansion of the child's utterances, semantic contingency and purposeful repetitions accelerated syntactic and vocabulary development in the children studied. Some specific training packages have been developed. Seitz and Koekenga (1974) trained parents to use supportive play techniques which included "expansions, reflections and interpretations of the children's utterances" (Seitz and Koekenga, 1974, in Newhoff and Browning, 1983, p. 58). Another successful program, the Facilitative Language Modeling Program by Blodgett, Miller and Nantau (1979) modified both clinicians' and parents' interactions with language impaired children. Fey, Newhoff and Cole (1978) have empirical documentation that their caretaker intervention program changed caretaker behavior positively when caretakers were interacting with children other than their own.

Thus there exists documentation that parents may respond to the impaired communication skills of their children in ways that do not promote language development, that specific techniques that caretakers find easy to

use DO enhance the development of specific syntactic and vocabulary skills
and that parent training programs have (1) changed parents' language be-
haviors positively and (2) resulted in documented generalization of targeted
language skills in their children.

PREPARING FOR THE HOME VISIT

First, the parents should have a general understanding of purpose and
mechanics of the home visit program. This can be explained to them in an
initial meeting when they are given health forms and other permission
slips to sign when their child first enters a program or in a preliminary
letter and/or parent meeting prior to beginning home visits in an ongoing
program.

Scheduling home visits.

Form 8-1 is a preliminary information form on which parents indicate
preferred days and times among the choices given and also give driving
directions to their homes. This is distributed once to each child's
parents at the beginning of each year. About two to three weeks prior to
each series of home visits (two to five per child during each school year
are recommended depending on individual needs and program design), the
speech-language pathologist sends home an appointment form (Form 8-2)
with a confirmation section to be returned. The top half is filled out
by the speech-language pathologist after scheduling the entire group and
attempting to respond to the parents' preferred visit times.

Developing documentation.

Forms 8-3, 8-4 and 8-5 are examples of documentation forms which may
be conveniently completed after each home visit. These will be discussed
in the following sections. In general, documentation should note the date

FORM 8-1

PRESCHOOL PROGRAM HOME VISIT INFORMATION

To the parents of _____ Date_____

I would appreciate your completing this form so that I can schedule home visits at our mutual convenience. I am looking forward to observing your child and home this year and making suggestions regarding language stimulation and enrichment activities.

Thanks.

_____
                (signed)

Address _____ Phone_____

_____

Please check preferred afternoon(s):

   Tue_____   Wed_____   Thu_____   Fri_____

Please check preferred appointment time:

   1:00-2:00 p.m._____   1:30-2:30 p.m._____   2:00-3:00 p.m._____

   Other (specify): _____

For parents of children new to the program ONLY: Please write driving directions to your home from CLI. Thank you.

FORM 8-2

<u>HOME VISIT APPOINTMENT</u>

To the parents of _____ Date_____

From _____

I have scheduled a home visit on _____, _____,
                                          (day)   (date)
at _____.
        (time)

Please return the bottom half of this form to reschedule, if the date
and time are not convenient OR to confirm the appointment.

<u>PRESCHOOL PROGRAM HOME VISIT CONFIRMATION</u>

From the parents of _____

The home visit scheduled for _____, _____,
                                    (day)   (date)
at _____
        (time)

_____ IS CONVENIENT

_____ NEEDS TO BE RESCHEDULED; SUGGESTED DATE/TIME

TO RESCHEDULE: _____, _____, _____.
                    (day)   (date)   (time)

Please return this to the office and the secretary will see that I receive it.
Thanks.

FORM 8-3

PARENT EVALUATION OF CONFERENCE/HOME VISIT

Date of visit_____ Date of this report_____.

Home visit_____ School conference_____ Staff_____

Parent completing this form_____

We appreciate your completing this form. It will help us to plan visits and meetings that will be of the most value to you and your child. Please leave the completed form in the Office. Thank you very much.

----

1. The purpose of this meeting or visit was explained to me (check one):

   _____clearly   _____fairly well   _____poorly

2. After this meeting or visit, I had a better understanding of (check all that apply):

   _____ My child's current language and speech skill level

   _____ How language develops in young children and what to expect

   _____ How speech develops in young children and what to expect

   _____ T e Preschool Instructional Plans for my child

   _____ What my family and I can do at home to help my child's language or speech to develop

   _____ What my family and I should AVOID doing and why.

3. I feel I need more information about:

4. Which of the following helped the most (check all that apply):

   _____ Having my questions answered

   _____ Looking at tests and reports with the speech-language pathologist

   _____ Talking about my child's language and speech

   _____ Talking about language and speech development

   _____ Watching the speech-language pathologist demonstrate what to do at home

   _____ Reading handouts such as charts and "how to" guides given to us

   _____ Other (specify).

Additional Comments (optional):

FORM 8-4

HOME VISIT CONTACT RECORD

Child's name_____ Date_____

Staff_____ Type of Contact:

Home visit_____

Person(s) involved in Contact:

School conference_____

(father)_____

Other (specify)_____

(mother)_____

(sibling)_____

(other)_____

Objectives of Contact

_____ To explain initial assessments of the child and his/her current status in language and speech

_____ To review, plan and discuss current instructional objectives

_____ To explain the classroom language intervention activities

_____ To foster awareness and understanding of speech development

_____ To foster awareness and understanding of language development

_____ To observe family interactions and styles of communication with the child

_____ To recommend language enrichment activities and/or stimulation techniques for the family to use

_____ Other (specify).

NOTES:

RESULTS: 1. Was the objective(s) met?   ____yes ____no ____partially

Comments:

2. Recommendations:

FORM 8-5

SUGGESTIONS FOR LANGUAGE ENRICHMENT ACTIVITIES

For the parents of _____

From: _____, SLP

Suggestions following my visit of _____

of the visit, family members or others present, which purposes were addressed and include general comments. The parent "Suggestion" form, written for parents, also serves as a record for the speech-language pathologist of what particular activities transpired and what was recommended. Documentation should also include a parent feedback form.

What to bring to a home visit.

The following is a convenient checklist of documents which are useful to have when embarking on a home visit:

_____ Driving directions with parents' phone number and address (Form 8-1).

_____ List of child's current language objectives.

_____ Parent Evaluation Form (Form 8-3).

_____ Home Visit Contact Record (Form 8-4).

_____ Prior completed "Suggestions for Language Enrichment" forms for this child, if this is not the first home visit and a blank "Suggestions" form (Form 8-5).

_____ Notebook or paper and clipboard, Pen.

Upon entering the child's house, give the parent the evaluation form so that it will not be forgotten (See further discussion below). Have the list of the child's current objectives under a blank sheet of paper for ready reference. The paper is for jotting down notes as to what transpired, specific games that occurred or toys brought out, specific techniques demonstrated and targets addressed. These notations will help later in documenting the visit and completing a new "Suggestions" form for the parents' reference.

Psychological dimensions of the home visit.

A far more important aspect of the speech-language pathologist's preparation for the home visit, however, is to be aware of certain psychological

issues and to consider thoughtfully how to deal with them.

Consider the feelings of the parents. As a new adult and "specialist" coming into their home, the speech-language pathologist may be observing and "judging" both them and their home. They have a child with a "handicap" or "problem." They will naturally want to demonstrate in many ways, often including a spotless house with not a toy out of place, that it really wasn't their "fault" (although they may feel guilty) and that they are really very good parents (which they probably are). They may or may not be aware of these feelings but will watch the speech-language pathologist carefully for any verbal or nonverbal signs of approval or disapproval. They may bring out new games (and even computer games) that they have purchased for the occasion. Be sensitive in reacting to these situations.

The following has proved very helpful in relaxing parents and creating a natural and spontaneous atmosphere conducive to a productive home visit. First, after greeting everyone, give the parent the Parent Evaluation Form (Form 8-3). Mention the importance of receiving their feedback and evaluation of this visit. Ask them to complete it after the visit and to bring it to school the next day with their child. This immediately puts THEM in the position of evaluating the speech-language pathologist and his/her helpfulness, which in fact is desired.

Secondly, remember that everyone does his or her best in dealing with life's problems and challenges based on his or her current belief systems and state of knowledge. Acknowledge, even nonverbally, that these parents are doing their best. The purpose of the visit is to observe and perhaps demonstrate even better ways that they can help their child develop more adequate communication skills. Remember that to "observe" means to

"make note of" without necessarily being critical or judgmental.

Third, reiterate the purpose of the visit which is to observe the family together in the child's favorite activities and also to demonstrate ways to talk and play with the child that will best stimulate language development. The speech-language pathologist will be happy to explain what he/she is doing and answer parents' questions, but extended discussions about speech and language development and about the child should occur in a parent conference without the child being present.

Finally, don't make evaluative comments during the visit except, perhaps, to comment positively on the suitability of a game, toy, technique or activity. (Don't comment on the immaculate house or the mother may exhaust herself getting ready for each succeeding visit and even cancel if she doesn't have time to clean up beforehand.) Do not take on the role of classroom teacher, therapist or disciplinarian. The observer is there as a special guest in a helping, but not directing, role.

CONDUCTING THE HOME VISIT

At first, let the child take the lead.

If this is the first visit, the child will be very excited to see the familiar staff member "out of context" and will probably want to immediately show his or her room. After giving the mother or father the Parent Evaluation Form, follow the child willingly, inviting the parent to come. Remember, the speech-language pathologist is "on" from the moment of arrival and will be modeling the best communication style for this child. Be spontaneous but mindful of also modeling for the parent. A tour of the entire house and yard may also be given!

Invite the child to pick his or her favorite toy or game and to bring
it out to the playroom, living room or kitchen, unless the mother seems to
indicate that the child is to stay in his or her bedroom and play with it.
A parent may have an arts and crafts project or cooking project in mind
and may suggest this. Don't take sides if the child is not interested,
but indicate that it doesn't really matter what the agenda is and that every-
thing will provide opportunities for language stimulation. A suggestion
to the child might be that he or she also pick out a favorite book.

On a warm, sunny day, the plan may be to be outside in the back yard.
In May the home visit may be "poolside" while the speech-language pathologist
and the mother sit by a small plastic pool and the child swims. Be flexible,
be observant and be creative, referring frequently and unobtrusively to
the list of the child's objectives to see what could be naturally modeled
and expanded for any activity that occurs.

Model and expand the child's utterances, being contingent semantically.
Use parallel talk if appropriate, commenting on ongoing activities.

While interacting with the child briefly, as an aside, comment directly
or "glance" at the parent to see that he or she is aware of what language
technique is being used. Be direct in noting to the parent that correcting
is NOT recommended and that research has shown this slows down learning.
Act understanding when a parent admits he or she has been doing this,
thinking it was the right thing to do, but demonstrate other techniques that
may work better.

Do not directly correct the parent's way of responding to the child.

Model "not correcting the child" by not directly correcting the parent.
Just respond to the child in a better way and point it out as a good technique.

Don't expect the parents to remember what was demonstrated to them or to learn to use any technique with ease after one visit.

The purpose of the "Suggestions" form (Form 8-6) is to give the parents concrete reminders cf what transpired and to reinforce your demonstrations. Fill out this form as soon as possible after the visit, keeping a copy for reference and making a copy for the parents and, if necessary, one for the school records. Expect to have to repeat instructions from one visit to the next and from one Suggestion form to the next. (See an actual form filled out for two consecutive visits, Forms 8-6 and 8-7, for a girl aged 3.1 at the time of the first visit.)

When the child is finished with a chosen activity, feel free to suggest others.

When the toys and materials available in the house and types of activities favored by a child are known (for example, some prefer gross motor games outdoors, some like tabletop games, some like to cook and others might like to cut and paste), go ahead and suggest a specific activity that will permit modeling of a specific language target form or skill.

Encourage fathers and siblings to join in but do not insist.

In one family, the father may be home specifically to take out a toddler-aged sibling so that the mother can give the speech-language pathologist and the language-impaired child her full attention. In another, an older brother and sister may come home from school in the middle of the visit and compete for attention unless readily included. A grandparent may want to sit and watch but not participate. Be non-directive and flexible, but remember that this is the child's time and the speech-language pathologist is his or her special visitor.

FORM 8-6

SUGGESTIONS FOR LANGUAGE ENRICHMENT ACTIVITIES

For the parents of_____

From: Judith L. Bergman, M.A., CCC/SLP
      Speech-Language Pathologist/Preschool Teacher

Suggestions following my visit of April 2, 1986

As I demonstrated, a very powerful language enrichment technique is called
MODELING. There are several ways to do this and none of them involve
directly correcting:

1. Talking about what you are doing or what ongoing activity is happening with
   the children or people you are watching. You can do this any time. When
   you describe ongoing action use the ING form of the verb. REMEMBER TO REFER
   TO YOURSELF AS "I" AND EMILY ANN AS YOU to help her stabilize her use of
   pronouns. Examples: "I'm drawing. . .You're bowling. . .Sliding down. . .
   Whee. Rolling the ball. . .

2. Repeat what she has said but expand it to add the correct or more advanced
   form. Examples: Emily Ann: "I roll ball." You: "You're rolling the ball.
   Here it comes. Rolling." Emily Ann: "Blocks fall down." You: "Right!
   Blocks fell down. Fell down right here. Look, the blocks fell down."

If you can, repeat the word in the correct form several times in context and
in a natural way.

ACTIVITIES AND MODELING IDEAS (not an exclusive list, just examples):

Bowling: Verb+ing, bowling. Rolling the ball.
           Irregular past tense: They FELL down. I FOUND the pin.
           Counting the pins: one to six.

Chalkboard: DrawING, DREW a picture, naming parts of body while she draws them
            and then having her name them while you draw them. ErasING, ERASER.

Reading stories: Simplify the texts. Slow dramatic rate and style.

Songs: Open shut them, open shut them, give a little clap.
         Open shut them, open shut them, put them in your lap.
         Creep them, crawl them, creep them, crawl them,
         Right up to your chin.
         Open wide your little mouth. . .BUT DO NOT PUT THEM IN!

OTHER HINTS: Try to slow down your rate of speech around Emily Ann so that
she will slow down hers and be more intelligible. Don't assume she can recall
vocabulary just because she understands it. She often points or says "that."
Play a game when you wash her in her bath, saying all the parts you are washing:
Washing your elbow, neck, arms, wrists, hands, fingers, thumbs, tummy, back,
elbow, etc.

<u>FORM 8-7</u>

<u>SUGGESTIONS FOR LANGUAGE ENRICHMENT ACTIVITIES</u>

For the parents of_____

From: Judith L. Bergman, M.A., CCC/SLP
      Speech-Language Pathologist/Preschool Teacher

Suggestions following my visit of <u>May 9, 1986</u>

1. Review my suggestions from April 2nd, especially when I described how to
   MODEL. As you have watched me demonstrate, modeling is like commenting
   and emphasizing target language forms (listed under OBJECTIVES on her ED
   Plan). Modeling is NOT teaching artificially. Modeling is NOT asking
   Emily to repeat things or quizzing her. Modeling is <u>highlighting</u> in your
   own comments on what she has just said OR in your own commentary on what
   you or she or someone else is doing, the <u>target forms</u> so she will notice
   them and begin to use them herself spontaneously.

More examples:

POSSESSIVE PROPER NOUNS: When you are sorting laundry or setting the table
YOU say, while you perform the action: "Here's Tony'S shirt. Daddy'S sock.
Mommy'S blouse." etc. You don't ask her to say it. If she repeats it or
says it herself and leaves off the 'S ending, you don't correct her, but
you repeat it correctly, as if to tell her you heard her. Emily: "Tony
sock." You: "Yes, Tony'S sock."

NEGATIVES: Emily: "I not want it." You: "Oh, you DON'T want it. Well,
try a little. . ." etc

In all cases you don't ask her to repeat anything but respond to the content
of what she said whether or not it was correct.

2. Stories are very good when she is just waking up from a nap or settling
   down to go to sleep. You can talk about the pictures or simplify the
   text greatly, as I did. You can stop and let her talk about the pictures.
   When describing activities use ING as: "Snow White is cookING. She IS
   dancING." Include the IS which Emily tends to leave out.

<u>Remind the parent that their presence is needed if they absent them-</u><u>selves for long periods.</u>

If father comes home from work mid-visit, the mother may leave the playroom or child's bedroom to greet him, but if she disappears into the kitchen to make his lunch or have a cigarette with him, the speech-language pathologist and the child should join them after five minutes or so.

<u>Do not spend long periods of time chatting with the parents and</u> <u>excluding the child from the interaction.</u>

This is not parent conference time and long detailed discussions, especially those which concern the child, should be conducted in school unless a specific time period has been delineated as "conference time" in the home and arrangements can be made not to have the child present and not to feel excluded. This will be impossible on the initial visits (when the parents will have the most questions) since the speech-language patho-logist is the <u>child's</u> special guest and he or she will not want to leave. It is advisable to schedule a preliminary parent conference at school before the first home visit.

DOCUMENTING THE HOME VISIT

As stated above, give the parents their evaluation form and allow time as soon after the visit as possible, to complete the Home Visit Contact Form (Form 8-4), making candid notes about what occurred, and the Sugges-tions Form (Form 8-5). In completing the Suggestions Form, remember that it is to be written for the parents to use. Suggest that they post it on the inside of a kitchen cabinet where it will be unobtrusive but available for ready reference. Some families like to post the latest Suggestions right on the refrigerator. Also, ask parents to save Suggestions, as future Suggestions

may refer them back to a prior one if work with a specific technique or target is still indicated. This will occur frequently.

At the end of a school year, three documentation files will exist: one of the parents' evaluations of the visits; one documenting the speech-language pathologist's contact and including candid notes; and one of all the Suggestions made for work at home with each child.

If advisable, share all or some of these with the social worker, if one is working with the program. This is very helpful in instances where stressful interactions are observed during a home visit.

SCHOOL-HOME COMMUNICATION: "PRESCHOOL POSTINGS"

A school-home newsletter is a common feature in many classrooms and a response to the parent-child dialogue, "What did you do in school today?" "I don't know." One used in the CLI Model Preschool Program is entitled "Preschool Postings" and sent home each Friday of the school year. It is written to be read to the children and language forms commonly targeted are capitalized. This technique alerts the parents to the frequent and common occurrences of, for example, plurals or subject pronouns, during conversations about activities of high interest to the child.

Whenever possible, children's first names are featured in the stories and children are directly quoted. Details ι recipes, stories, special visitors, new activities, holiday and other a-ts and crafts, even disasters, such as when the carved jack-0-lantern collapsed over a weekend, are included (See Samples 3-1 through 8-4.)

SAMPLE 8-1

PRE-SCHOOL POSTINGS

A Weekly Newsletter from the Children's Language Institute
Preschool Program

October 11, 1985   Vol. II, No. 2

WE WALKED TO THE PARK

This week we all walkED to the
park. We lookED for leaves, pine
cones, pine needles and acorns. It
is the FALL and the weather is get-
ting COOLER. The leavES ARE turn-
ing yellow and orange and brown.
SOME leavES are still green. Some
leavES are still ON the treeS BUT
some leavES are fallING TO the
ground.

We FOUND lots of nice things. We
FOUND orange, yellow and brown
leavES. We FOUND green leavES too.
We FOUND pine needles and pine cones.
The colorED leavES WERE smooth and
dry. The pine needles were sharp
and prickly.

Pine needles are on EVERGREEN trees.
EVERGREEN trees stay green all year
long. The pine needles DON'T turn
colors.

WE put our things in big bags AND
our teacherS BROUGHT THEM back to
our classroom.

WE MADE A COLLAGE

We gluED our leaves, pine cones,
walnuts, twigs and pine needles
onto a picture of a tree. Some
leaves were ON the tree. Some
were ON the ground. We colorED the
ground brown and green.

WE LEARNED A NEW SONG

Donna TAUGHT us all a new song all
about our HANDS. We open and shut
our hands. We give them a clap. We
creep and crawl them up to our chin.
We open wide our mouth, BUT we do
NOT put them IN. We make our hands
go BEHIND our back VERY fast. We
love this song. Here are the words:

    Open, shut them. Open, shut them.
    Give a little clap.
    Open, shut them. Open, shut them.
    Put them in your lap.
    Creep them, crawl them,
    Creep them, crawl them,
    Right up to your chin.
    Open wide your little mouth,
    But do not put them in.

COLUMBUS WAS A SAILOR

We WILL not have school next Monday.
Monday WILL be Columbus Day. Judith
TOLD us all about Columbus in our
Circle on Friday.

Columbus was a sailor. He sailED
with lots of other sailors on three
ships ON the ocean. He wantED to
find land far across the ocean.
Everyone said, there's NO land. You'll
just come to the end and fall off!
But Columbus was right. He FOUND
land. We playED Columbus. We had
pretend BINOCULARS and we LOOKED for
land. We sang (to Row Row Your Boat):
    Sail, sail, sail your ship.
    Sail it night and day.
    Look for land, Look for land,
    All along the way.

SAMPLE 8-2

PRE-SCHOOL POSTINGS

A Weekly Newsletter from the Children's Language Institute
Preschool Program

November 8, 1985   Vol. II, No. 6

WHAT HAPPENED?

On Monday morning we walkED into
our classroom. We lookED at our
two Jack-O-lantern pumpkins. They
WERE on our Puzzles and Games
shelf. One lookED the SAME. But
WHAT HAPPENED to the other one?

Mary Ann asked us. Danielle said,
"It died or someone squashED it."
Jessica and Alyson said, "It got
crushED." Sarah said, "It fell
down." Melissa said, "Someone
squashED it."

This is what REALLY happenED. The
pumpkin shell got soft and
rottEN BECAUSE our room was too
warm. A pumpkin is a vegetable
and vegetables spoil if they stay
out in a warm place. They stay
fresh longer WHEN you put them in
a refrigerator. The top and stem
were heavy. When the sides got
soft and rottEN the heavy top part
squashED them down and the pumpkin
COLLAPSED. So we were all right
when we guessED what happened.

SHOW AND TELL

Every Monday we bring in our
favorite things to show our friends
and we tell about them. This week
Sarah BROUGHT in her My Little Pony
Puzzle. Henry BROUGHT in his
finger puppet lion. Richie BROUGHT
in a gun and his pound doggie.
Alyson BROUG"T in a Smurf and a
stuffed cow with horns. Michelle
BROUGHT her Cabbage Patch doll
with extra clothes. Danielle
BROUGHT in her talking Strawberry

Shortcake telephone and Melissa
BROUGHT in her Cape Cod wallet.
Jessica showED us her shirt which
had a teapot on it that was pouring
hearts and matchED her slacks.
Beth showED us her fuzzy, gray ele-
phant.

LITTLE SHOWCASE CINEMA

This month we have a Little Showcase
Cinema in our room. We go to the
ticket counter. One of us sells
tickets. The ticket seller says,
"Do you want a ticket?" We say,
"Yes, can I have two tickets?" (If
we are going to the movie with a
friend). Then we buy popcorn and
so   (make believe). We say, "Can
I ...ve a large popcorn and a small
soda?" The refreshment counter per-
son SELLS us the refreshments. Then
we give our tickets TO the usher.
The usher says, "Can I have your
tickets? I will show you where to
sit." Then we sit down on mats and
we watch a film strip show on a real
movie screen WITH a record or tape.
Our teachers show us the "movie."

One of our shows this week was, "It
Looked Like Spilt Milk." All of
these shows come with story books SO
we can read the stories AFTER.

SEEDS

We are saving SEEDS from our snack
foods. We have pumpkin seeds, canta-
loupe seeds, orange seeds, pear seeds
and apple seeds. Mary Ann put them
in plastic bags and they are on the
wall in our Science Center. We can
look at them and touch them. They
all look DIFFERENT. Apple seeds and
pumpkin seeds do NOT look the same.

SAMPLE 8-3

PRE- SCHOOL POSTINGS

A Weekly Newsletter from the Children's Language Institute
Preschool Program

March 14, 1986   Vol. II, No. 21

FIREFIGHTERS TO THE RESCUE!

We are having a lot of fun playing
"Firefighters to the Rescue!"
Four children can play. First one
child answerS the toy telephone.
"There's a fire on Main Street,"
he says. All the firefighters
rush AND put on their hats and
slickers. Then we climb into
the big, make-believe fire truck.
There is one seat FOR the driver,
BUT the rest of us can stand.

Our fire truck has a lot of good
EQUIPMENT to fight fires. It has
a ladder on the back, two make-
believe cardboard hatchets, a
hose, a first aid kit. It has a
bell to ring so that the other cars
will get out of the way. The
driver turns a steering wheel and
presses down the gas pedal.

Then we get to the fire. We have
a play house with make-believe
flames and smoke coming out. There
are dolls trapped in the house. We
all work hard TO rescue them and to
put out the fire. We have to
"hook" up our hose to a fire hy-
drant to get water. Then we give
first aid to the dolls. They
need to breathe fresh air from our
oxygen mask.

Then we all go back to the fire
house in our fire truck and wait
for the next call.

OUR FIRST WALK IN 1986

On Wednesday we took our first walk
since LAST FALL. This was our first
walk in 1986. We lookED for signs
of Spring. Judith showED us the
bumps on the branches of all the
trees. They are BUDS and pretty
soon they will open up and turn into
green leaveS on all the trees. We
made our hands into fists like buds
and we made them open up like new
leaves.

The sky was very blue and the sun
was bright. Henry said, "I see my
shadow." We all lookED and SAW our
shadows. It was still cold and there
was some ice on the ground.

We walkED to the park and we had
fun running up and down and around
the bandstand. Danielle made-
believe it was a merry-go-round.

BULLETIN BOARD

We TOOK turns coloring a picture on
our March bulletin board. It was
about St. Patrick's Day. We
colorED some shamrocks green. We
colorED a rainbow, a funny Irish elf
callED a leprechaun and a pot of
gold at the end of the rainbow.

GREEN DAY

Next Monday we will have GREEN DAY.
We will all try to find something
green to wear, even just a pin or
ribbon. We will have fun with green
snacks and games for St. Patrick's
Day.

SAMPLE 8-4

PRE- SCHOOL POSTINGS

A Weekly Newsletter from the Children's Language Institute
Preschool Program

April 18, 1986   Vol. II, No. 26

TEDDY BEAR WEEK

This week WAS Teddy Bear Week.
We all BROUGHT in our own teddy
bearS OR other stuffED animals.
We had BIG teddy bears, FAT
teddy bears, tiny little teddy
bears, sleepy teddy bears and
talking teddy bears. We had Care
Bear teddy bears, a ceramic teddy
bear, a Winnie-the-Pooh teddy
bear, a TALL teddy bear wearing a
Calvin Klein shirt, a teddy bear
FROM Hawaii, a pink teddy bear, a
purple, yellow and green teddy
bear AND a soft blue teddy bear.

Our teddy bears stayED in a Teddy
Bear "House" where our fire station
used to be. THEY had a cradle to
sleep in. THEY had a high chair
to sit in and eat honey from a
make-believe honey pot. OUR teddy
bears HAD a lot of seats to sit in.

SOME of our teddy bears did not
want to stay in our classroom over
night. They WOULD miss us too
much, so we TOOK them home after
school and we BROUGHT them back
every morning. They WERE commut-
ING teddy bears.

WE PLAYED GAMES WITH OUR TEDDY
BEARS

At play time we TOOK turns playing
with our teddy bears in the Teddy
Bear House. We WENT camping WITH
them. We MADE a tent WITH a table-
cloth OVER a table. We put our
teddy bears UNDER the tent AND WE
WENT under too. WHEN we WOKE up
we cookED a camp breakfast and made
believe we ATE it.

WE had a tea party WITH our teddy
bears in the Teddy Bear House. We
had FOUR cups of tea. We pourED the
tea. We had a lot of fun.

HOME NEWS ABOUT OUR TEDDY BEARS

Melissa got her teddy bear for her
birthday. Alyson has one teddy bear
that talks back when you talk to it.
Her other teddy bear'S name is
Cutie Bear. Emily Ann got her Care
Bear FOR Christmas. Sarah got her
white bear for Christmas from her
Uncle Ronnie and namED it "Mary
Ann." Jessica got her Hawaiian bear
all the way from--you guessed it--
Hawaii. Henry said Richie GAVE him
his Care Bear Bank for his fourth
birthday. Michelle had two panda
bears and a little ceramic bear.

AND THE WINNER IS. . . . .

On Thursday we had a Teddy Bear
Contest. Paul and Kay CAME into
our room to give the prizes. Every
child WON a first prize blue ribbon
FOR HIS or HER teddy bear. Here are
the winners:

Jessica's	–	traveled the farthest
Henry's	–	the richest
Richie's	–	the chubbiest
Ryan's	–	the tallest
Michelle's	–	the hardest
Danielle's	–	the funniest outfit
Sarah's	–	the biggest heart
Melissa's	–	the friendliest
Emily Ann's	–	the most lovable
Alyssa's	–	the cutest Care Bear
Alyson's	–	talks back the most
Beth's	–	the softest
Joey's	–	the roundest
Samantha's	–	the smallest
Brett's	–	the longest

PARENT WORKSHOPS

Parent workshops should be carefully planned and only a few should be scheduled, as parents of preschool children have to make babysitting arrangements and may also be juggling evening jobs. Workshops are often the first chance to meet fathers and their first chance to meet the program staff and see the classroom. Three very popular topics for workshops, which may be repeated yearly, are:

Everything you wanted to know about language development but were afraid to ask

Language enrichment techniques and activities for the home and for vacations

Parents' "show and tell" of language facilitating toys and games

In addition, it is helpful to schedule a thirty-minute "show and tell" in the classroom during the school "open house" evening. Parents may be invited to walk around the classroom, as staff explain how various areas and materials are used for language facilitation and sample lesson plans and schedules may be displayed.

Non-threatening, non-"academic" feedback forms are very important and should be completed by parents at the conclusion of each workshop. An example of one is on Form 8-8.

As a workshop presenter, strive to be as informal and responsive to the audience's needs and questions as possible. Parents enjoy receiving handouts which may be reviewed with them during the workshop and which reiterate the material presented. One hour or one-and-a-half hours goes by very quickly and should be the maximum time for a workshop. It is better to cover a few carefully chosen points well, with ample concrete demonstrations and time for discussion, than to cover a lot of material

superficially. One cannot cover the material in "Speech-Language Pathology I" in a parent workshop.

In conclusion, any language-intervention preschool program will not succeed in generalizing improved language usage and form in participating children without parent involvement. The depth of the parent involvement and number of opportunities for parents to give feedback and participate in information exchanges with staff will be reflected in the children's rate of progress. Parent discussion groups led by the social worker and home visits by both the social worker and speech-language pathologist greatly intensify the depth to which parents experience support and involvement. The school newsletter and workshops alone represent only a minimal effort to involve parents.

It is highly recommended that speech-language pathologists developing classroom-based language intervention make arrangements to conduct a minimum of two home visits and as many as five per year and see these as a very effective extension of the pragmatic remediation approach used in the classroom.

FORM 8-8

CHILDREN'S LANGUAGE INSTITUTE PRESCHOOL PROGRAM PARENT WORKSHOP

PARENT WORKSHOP EVALUATION FORM

Please check the one that best answers each question or completes each
statement:

1. In this workshop I received answers to my questions about language
   development in young children:

   Agree_____   Partially agree_____   Disagree_____

2. As a result of this workshop, I have a better understanding of articu-
   lation (pronunciation) skills and how they develop in young children.

   Agree_____   Partially agree_____   Disagree_____

3. As a result of this workshop, I have a better understanding of language
   enrichment techniques that I can use with my child at home.

   Agree_____   Partially agree_____   Disagree_____

   I have been present during home visits: Yes_____   No_____

4. The handouts and practical demonstrations given at this workshop were
   helpful.

   Agree_____   Partially agree_____   Disagree_____

5. Please check all below that apply. The most useful aspect(s) of this
   workshop was/were:

   _____Hearing my questions discussed

   _____Hearing the concerns of the other parents also

   _____Watching the practical demonstrations

   _____Reviewing the handouts

   _____Other (please specify)_____

   _____

   _____

Thank you.

CHAPTER EIGHT - REFERENCES

Arnold, L.E., M. Rowe and H.A. Tolbert. 1978. Parents' groups. In Helping parents help their children, by Eugene Arnold. New York: Brunner/ Mazel.

Blodgett, E., V. Miller and J. Nantau. 1979. Facilitative language modeling. Paper presented at the annual meeting of the American Speech-Language-Hearing Association, Atlanta, GA.

Cantwell, D.P. and L. Baker. 1980. Psychiatric and behavioral characteristics of children with communication disorders. Journal of pediatric psychology 5(2): 161-178.

Cross, T. 1984. Habilitating the language-impaired child: Ideas from studies of parent-child interaction. Topics in language disorder 4: 1-14.

Cross, T. 1978. Mother's speech and its association with rate of linguistic development in young children. The development of communication, by N. Waternson and C. Snow (Eds.). Chichester, England: Wiley.

Culatta, B. 1984. A discourse-based approach to training grammatical rules. Seminars in speech and language 5: 253-262.

Fey, M., M. Newhoff and B. Cole. 1978. Language intervention: Effecting changes in mother-child interactions. Paper presented at the meeting of the American Speech-Language-Hearing Association, San Francisco, CA.

Friel-Patti, S. and J. Lougeay-Mottinger. 1985. Preschool language intervention: Some key concerns. Topics in language disorders 5: 40-57.

Hetznecker, W., L.E. Arnold and A. Phillips. 1978. Teachers, principals, and parents: Guidance by educators. In Helping parents help their children. SEE Arnold, 1978.

Mattison, R.E., D.P. Cantwell and L. Baker. 1980. Behavior problems in children with speech and language retardation. Child psychiatry and human development. 10(4): 246-257.

Muma, J. 1983. Speech-language pathology: Emerging clinical expertise in language. In Pragmatic assessments and intervention issues in language, by T.M. Gallagher and C.A. Prutting (Eds.). San Diego, CA: College Hill Press.

Nelson, K. 1973. Structure and strategy in learning to talk. Monographs of the Society for Research in Child Development 38 (149, Serial 1,2).

Nelson, K., G. Carskaddon and J. Bonvillian. 1983. Syntax acquisition: Impact of experimental variation in adult verbal interaction with the child. Child development 44: 497-504.

Newhoff, M. and J. Browning. 1983. Interactional variation: A view from the language-disordered child's world. Topics in language disorders 4: 49-60.

Newport, E., H. Gleitman and L. Gleitman. 1977. "Mother, I'd rather do it myself": Some effects and non-effects of maternal speech style. In Talking to children, by C.E. Snow and C.A. Ferguson (Eds.). Cambridge, England: Cambridge University Press.

Seitz, S. and R. Hoekenga. 1974. Modeling as a training tool for retarded children and their parents. Mental retardation 12: 28-31.

Tizard, B. 1981. Language at home and at school. In Language in early childhood education, by B. Cazden (Ed.). Washington, DC: National Association for the Education of Young Children, p. 17-27.

251

CHAPTER NINE: ·RESULTS OF THE PROJECT--

POSITIVE CHANGE IN FAMILIES AND CHILDREN

Paul E. Quin, M.S., CCC/SLP
Judith L. Bergman, M.A., CCC/SLP
Barbara Zellan, M.S.W., A.C.S.W.

A. Parent Change

B. Parent's Perception of Child's Change

C. Documented Improvement in Language Skills

    1. Population

    2. Testing Schedule

    3. Language Test Results

        a. Results of Comprehensive Language Tests

        b. Measurement of Receptive Language Skills

        c. Measurement of Expressive Language Skills

D. Conclusion

PARENT CHANGE

The parent-project activities were discussed in Chapter Eight. The results of these activities will be discussed in this section.

Weekly discussion group-support group meetings were held during the course of the program year. The group was open, with parents able to come as was convenient for them. Attendance at these meetings ranged from nine to one parent, with an average of five. With very few exceptions, the parent in attendance was the mother. A variety of topics have been discussed at these meetings, including sibling rivalry, stages of development, discipline, school phobia, and bedtime difficulties. When a parent had a particular issue that he/she wanted to discuss, the topic of the day was postponed.

The social worker reports that increases have been demonstrated in parents' understanding of appropriate behaviors, speech and language abilities, and family interactions. Parents of "at risk" children and those of peer models attended the same group. This often aided in providing realistic models for the parents, especially in the area of behavior. One parent of an "at risk" child commented that many behaviors that she had attributed to her child's language problems were behaviors typical of his age. She learned this through the group discussions with other parents.

According to the end of the year survey (see Form 9-1), completed by all parents with children in the program, all of the parents of children "at risk" attending these group meetings found them "somewhat useful" or "very useful." Comments from and continued attendance by some peer model's parents indicates that they also benefitted from these groups.

All parents of "at risk" children received home visits from the speech-language pathologist/teacher, as described in Chapter Eight. All parents

FORM 9-1

PRESCHOOL PARENT QUESTIONNAIRE
End-of-the-Year Survey

Dear Parents,

This questionnaire is designed to gain information about the quality of the services provided for you and your child. Please contribute any comments that you wish. We are looking for your thoughts and ideas on how to best meet your needs and those of your child.

Sincerely,

Barbara Zellan

PART I

For each item, check the appropriate response.

1. Were you satisfied with the activities provided for your child in the classroom this year?

                . Yes_____   No_____

    If not, why? _____

    _____

    _____

2. Do you feel that your child's needs in the areas of speech/language therapy and socialization were met?

                   Yes_____   No_____

    What did your child need that was not provided? _____

    _____

3. How much progress do you feel your child has made in the following areas while in the program <u>this</u> year? Please indicate by number the appropriate degree.

         1 = very outstanding progress
         2 = good progress
         3 = adequate progress
         4 = very limited progress
         5 = no progress

Area	Rating
Speech and Language	_____
Social (playing with other children, helping, sharing, etc.)	_____

FORM 9-1 (continued)

Area   Rating

    Self-help (toileting, feeding, dressing, etc.)   _____

    Fine motor (drawing, working puzzles, cutting,
            etc.)   _____

    Gross motor (walking, running, balancing,
            climbing, etc.)   _____

4. What has your child learned this year that has been most helpful to him/her?

   _____

   _____

5. What do you wish your child had learned this year that he/she has not?

   _____

   _____

PART II

1. Below is a list of activities offered to parents during the year.

   a. Please indicate the activities in which you took part.

   b. Describe by number your feelings about each of them as follows:

   > 1 = very useful
   > 2 = somewhat useful
   > 3 = waste of time

Activity	Attended	Rating
Workshop #1 - Staff - Open House	_____	_____
Workshop #2 - Paul E. Quin - Advocacy - 766 Process	_____	_____
Workshop #3 - Judith Bergman - Language Activity	_____	_____
Observing Child in class •	_____	_____
Parent-Teacher Conferences at home	_____	_____
Parent-Teacher Conferences at school	_____	_____
Receiving a Weekly Newsletter	_____	_____

FORM 9-1 (continued)

Activity	Attended	Rating
Parent-Social Worker Conference in school	_____	_____
Parent-Social Worker Conference at home	_____	_____
Parent Group Discussion meetings	_____	_____
Other (specify) _____	_____	_____

2. Would other activities have been more useful for you?

Yes_____   No_____

If yes, please name these activities. _____

_____

3. Of the activities you attended, how effective were they in the following areas? Please indicate by number as follows:

1 = very effective
2 = fairly effective
3 = somewhat effective
4 = hardly effective
5 = not at all effective

Area	Rating
Helping you understand the preschool program	_____
Helping you understand your child's speech/language problem	_____
Changing the way you deal with your child's speech/language problem	_____
Increasing your ability to work with your child	_____
Helping to understand child behavior and development	_____
Giving you support as a parent	_____

FORM 9-1 (continued)

PART III

Read each statement and then indicate by number your feelings regarding your own ability in this area. Rate as follows:

1 = I am strong in this area.
2 = My ability is average.
3 = This is a weaker area for me.

Indicate in the last column (Y = Yes; N = No) if the program has been useful in improving the skill mentioned in the statement.

Statement	Rating	Has Program Helped?
1. I know and can recognize normal developmental progress.	_____	_____
2. I can use everyday activities as learning opportunities for my child.	_____	_____
3. I can set realistic goals for my child.	_____	_____
4. I can give the child a stable home life.	_____	_____
5. I can set rules and limits for my child's behavior and consistently enforce them.	_____	_____
6. I can build my child's self-esteem.	_____	_____
7. I can accept my child as a unique and valuable individual.	_____	_____
8. I can understand my child's speech and language needs.	_____	_____
9. I can get other family members involved in my child's care and education.	_____	_____
10. I can teach my child skills in daily living such as dressing, eating, toilet training, etc.	_____	_____
11. I am aware of my own feelings regarding my child and his/her speech and language problems.	_____	_____

1. Have both parents been active in the program? Yes_____ No_____

   If no, please state reason. _____

   _____   _____   _____

FORM 9-1 (continued)

2. Do you have suggestions for enabling or encouraging the inactive parent to be more involved? _____

_____

3. The morning parents discussion group has been praised by those who attend. If you have not attended, please state why and under what circumstances you would attend. _____

_____

4. What do you see as the <u>major strengths</u> of the program?

5. What do you see as the <u>major weaknesses</u> of the program?

6. What changes would you recommend in the program and why?

7. If the program has changed the manner in which you parent in any way not previously mentioned please explain briefly.

8. When did your child enroll?

9. If your child will be attending kindergarten in September 1986, please state your general expectations, feelings, etc. for him/her as related to or effected by the program.

_____
Parent Signature

Some questions are adapted from: SPEECH PARENT QUESTIONNAIRE, Champaign, IL: Preschool Parent Questionnaire, Yorktown Heights, NY; KIDS-Dallas, TX.

Revised 5/13/86

reported that these visits had been useful to them. Demonstrated improvements in parents' ability to utilize home activities for language enrichment activities have been seen by the speech-language pathologist/teacher on subsequent visits.

In addition to the parent support groups and the home visits, parents were also involved in the program through weekly newsletters, observations of the program, and workshops. When asked to rate the overall effectiveness of all parent-oriented activities in helping them to increase their ability to work with their children, the parents of the "at risk" children responded as follows: 64% indicated that activities were very effective, 18% felt they were fairly effective, and 18% rated them as somewhat effective. In reviewing specific responses, it appears that the longer a parent and child are in the program, the more effective the parents view the activities.

Part III of the questionnaire had parents rate their skills in a number of specific areas. Improvement in several areas is reduced by the fact that many parents felt that their skills in those areas were strong upon their child's entrance into the program. Most of these areas were not specifically addressed in the project, although most were discussed or implemented in parts of the project. These areas included providing a stable home life, viewing their child as a unique and valuable individual, teaching their child skills in daily living, and being aware of their own feelings regarding their child and his/her speech and language problems. It should be noted that in all cases, more than half of the parents felt that the program activities had been helpful in these areas.

Very significant correlation between program activities and growth reported by the parents was seen in the majority of areas in Part III. Over

80% of the parents felt that they had improved in the following skill areas as a result of the program activities: recognizing normal developmental progress, using everyday activities as learning opportunities for their child, setting realistic goals for their child, setting rules and limits for their child's behavior and consistently enforcing them, building their child's self esteem, understanding their child's speech and language needs, and getting other family members involved in the care and education of their child.

Although hard data is difficult to obtain regarding parent change, reports from the speech-language pathologist/teacher, the social worker and the parents themselves consistently indicate that the parent activities of the project have produced positive change in parent and family attitudes and skills. The success of these activities in producing change would indicate to program planners that the home-school interactions in such a program are essential.

PARENT'S PERCEPTION OF CHILD'S CHANGE

The End of the Year Survey was also used to determine the parent's perception of their child's change during enrollment in this demonstration program. All of the parents of "at risk" children felt that their child had made good or outstanding progress. More than 50% felt that improvements had been made in areas such as social skills, self help skills, and motor skills. For most of the children, these skills were age appropriate upon admission to the program. Parents were asked what their child had learned this year that had been most helpful to him or her. Some of the answers included the child's ability to express him/herself, increased maturity, improved self esteem, and feeling of security. Clarity of speech and improved communication abilities were noted by all parents as emphasized by one parent's comment that the

child's speech had improved so that all family members could now understand her. Improvements were also noted in toileting, pre-academic skills, and fine and gross motor skills. Behavioral and interactional skill improvement was also mentioned by several parents.

Parents of the "peer model" children were also asked to rate improvement of their children. All of these parents felt that their child had made good or outstanding progress in speech and language, even though these skills were within normal range for the children when they entered the program. They also noted improvement in social skills, self help skills, and fine motor skills.

Results of the parent survey clearly indicate that improvements were significant in speech and language skill development for both the "at risk" group and the "peer group," as reported by parents. Both groups of parents also noted improvements in other areas of their children's skill development.

DOCUMENTED IMPROVEMENT IN LANGUAGE SKILLS

POPULATION

The results reported in this section are for children who were enrolled in the program as of May 1986. The composition of the population may be seen in Table 9-1. Data reported was gathered from the time of each child's admission until May 1986. The majority of the discussion pertains to the "at risk" group of children. Where the "peer" group is discussed, they will be specifically identified.

TABLE 9-1
POPULATION

Group	N	Girls	Boys	Age Range in Months	
				Entry	May '86
Peer Group	4	3	1	31-51 mos.	38-64 mos.
"At Risk" Group	11	7	4	32-56 mos.	49-64 mos.

TESTING SCHEDULE

A variety of tests was used to gather pre- and post-program data. The results of these tests will be discussed in this section. It should be noted that the schedule of tests administered is not completely consistent. This can be attributed to several factors. As different tests became available to the speech-language pathologist, she selected those that she felt were more sensitive to this population. Secondly, as the children increased in chronological age, they became too old for t'₋ normative data for some specific tests. Conversely, upon entry, some students were too young for some tests. Third, since children enter the program throughout the school year, not all have pre- and post-program data, as there must be sufficient time between administrations for comparison and valid results. Table 9-2 outlines the normal testing schedule and tests that may be administered to the "at risk" group. Most testing is initially close to entry, and in September and May of each program year. Language samples are analyzed three times a year: entry or September, mid-year (January or February), and May.

TABLE 9-2

TESTING SCHEDULE

Test	Peers		When Administered			
	Y	N	Pre-Admission	Sept. or First Month in Program	Late Jan. Early Feb.	May
CLIPPT (non-stand.)	X		X			X
Hearing Screen	X		X			X
PPVT-R[1] (under 3-0)		X	X			X
or TACL-R (over 3-0)		X	or X			X and for kindergarten entry
Language Sample Analysis[2]				X	X	X
SPELT-P[1]		X	X	or X		for kindergarten entry
TEEM[1]		X			X	for kindergarten entry
SICD-R[1] (under 4-0)			if under 2-11	X		
TOLD-P[1] (over 4-0)				X		for kindergarten entry

TABLE 9-2 (continued)

TESTING SCHEDULE

Test	Peers		When Administered			
	Y	N	Pre-Admission	Sept. or First Month in Program	Late Jan./ Early Feb.	May
Test of Pragmatic Skills[3]	X		X			
Coldman-Fristae Test of Articulation			if			for kinder-garten entry if indicated
Khan-Lewis Phonolo-gical Analysis			CLIPPT results			
Oral-Motor Exam			indicate			

[1] See index of Tests, Table 9-3.
[2] See list of measures derived: Table 9-4.
[3] Began using this in 9/86.

TABLE 9-3

INDEX OF TESTS

Children's Language Institute Preschool Placement Test (CLIPPT).
 Nonstandardized (Ferris and Sibley, 1984).
 Standardized (Quin, Bergman, Ferris, and Sibley, 1986).

Goldman Fristoe Test of Articulation (Goldman and Fristoe, 1972).

Khan-Lewis Phonological Analysis (Khan and Lewis, 1986).

Peabody Picture Vocabulary Test-Revised (PPVT-R) (Dunn and Dunn, 1981).

Sequenced Inventory of Communication Development-Revised (SICD-R). (Hedrick, Prather, and Tobin, 1984).

Structured Photographic Expressive Language Test (SPELT). (Werner and Kresheck, 1983).

Test of Auditory Comprehension (TACL). Unrevised (Carrow, 1973). Revised (Carrow-Woolfolk, 1985).

Test of Examining Expressive Morphology (TEEM). (Shipley, Stone, and Sue, 1983).

Test of Language Development-Primary (TOLD-P). (Newcomer and Hammill, 1982).

Test of Pragmatic Skills (Shulman, 1986).

TABLE 9-4

MEASURES DERIVED FROM LANGUAGE SAMPLE ANALYSIS

1. Mean Length of Utterance, Predicted Age and Age Range (Miller, 1981, p.26).

2. Structural Stage Analysis (Miller, 1981).

   a. Yes/No Questions (p.64).

   b. WH Questions (p.65).

   c. Negation (p.62-63).

   d. Percentage of Complex Sentences (p.67-71).

3. Analysis of % Correct Use in Obligatory Contexts of Brown's 14 Grammatical Morphemes (Miller, 1981, p.33).

4. Development Sentence Score or Type (Lee, 1974, p.132-175).

5. Semantic Intentions (MLU below 2) (Miller, 1981, p.44).

6. Communicative Intentions (Dore, Gearhart, and Newman, 1978).

LANGUAGE TEST RESULTS

Results of Comprehensive Language Tests

The Children's Language Institute Preschool Placement Test (non-standard-ized and unrevised version) (Ferris and Sibley, 1984) test-retest scores are summarized in Table 9-5. All of the children including the "peers" showed significant improvement with 9-38 points of gain for the "at risk" group and 3 to 33 points gain for the "peer" group, with one child's 3 point gain of 67 to 70 points being close to the maximum score of 73 points. Five "at risk" children had 18 calendar months elapse between their first and third test administrations and they showed between 18 and 38 points' improvement. Three children had 15 or 16 months lapse between first and last test adminis-tration and they showed gains of 18 to 35 points. One child who had been in the program for six months showed a gain of 9 points. The two who entered in March 1986 were not retested.

246.

For the peer group, gains of between 3 and 33 points were made in 8 to
18 months of lapsed time. The younger children made the most gains in this
group, since the older children had high pre-test scores.

The rate of gain for both groups was close. The "at risk" group showed
an average gain of 25.4 points in an average of 15.8 months between test
administrations. For the "peers," the gain over 11.5 months average elapsed
time was an average point gain of 17. This indicates growth on the part
of "peers" as well as those children "at risk."

<div align="center">

TABLE 9-5
CLIPPT (unrevised, non-standardized version)
TEST-RETEST RESULTS

</div>

	Range of Point Gain	Average Total Gain	Range Time Elapsed	Average Time Elapsed	Average Point Gain Per Month
Peers (N=4)	3-33 points	17 points	8-18 mos.	11.5 mos.	1.42 points
At Risk (N=9)*	9-38 points	25.4 points	6-18 mos.	15.8 mos.	1.60 points

*Two had been in program 2 months and were not retested in May.

Sequenced Inventory of Communication Development (Hedrick, et.al., 1984)
and Test of Language Development (Newcomer and Hammill, 1982) test-retest scores
also showed gains. Results of these comparisons are found in Tables 9-6a and
9-6b. One child was tested with the SICD-R six months apart. This child
gained eight months in Receptive Communication Age and two months in Expressive
Communication Age. It should be noted that four of the six months of elapsed
time was during non-program vacation time.

Seven children were tested twice on the TOLD-P with an average elapsed
time of 7.4 months. The scores compared were computed from standard scores
(1-20 points) and spoken language quotients (55-150 points). Seven children's
spoken language quotients increased from three to thirty-five points, with an

average increase of 16.4 points. The average standard score gain was 1.78,
with a range of 0 to 4.6. Average quotient gain was 12.4 points, with a range
of 1 to 22.4 points.

COMPARISON OF GLOBAL TEST RESULTS

TABLE 9-6a

SEQUENCED INVENTORY OF COMMUNICATION DEVELOPMENT

Child	Test 1			Test 2			Gains		
	CA mos.	RCA	ECA	CA mos.	RCA	ECA	CA mos.	RCA	ECA
8	36m	28m	30m	42m	36m	32m	+6m	+8m	+2m

TABLE 9-6b

TEST OF LANGUAGE DEVELOPMENT: PRIMARY

Child	Test 1				Test 2				Gains			
	CA	SLQ[1]	Avg. Standard Score	Avg. Quotient	CA	SLQ	Avg. Standard Score	Avg. Quotient	CA (mos.)	SLQ (pts.)	Avg. Stand. Score	Avg. Quotient
1	4-1	86	8.2	89.4	4-9	89	8.6	90.4	+8	+3	+ .4	+ 1
2	4-6	79	6.86	82.2	5.2	97	8.71	98.2	+8	+22	+1.85	+16
3	4-3	97	9	98.2	4-9	109	11.2	107.6	+6	+12	+2.2	+ 9.4
4	4-4	97	9	97.8	5-0	105	9.57	104.4	+8	+8	+ .57	+ 6.6
5	4-2	89	8.6	90.6	4-10	124	13.2	113	+8	+35	+4.6	+22.4
6	5-0	74	5.86	78.2	5-7	94	9	97.2	+7	+20	+2.89	+19
7	4-7	103	10.4	104	5-2	118	10.4	116.4	+7	+15	0	+12.4
					Average Gains				7.4 mos.	16.4 pts.	1.78 pts.	12.4 pts.
					Range of Gains				6-8	3-35	0-4.6	1-22.4

1
  SLQ = Spoken Language Quotient

Measurement of Receptive Language Measures

Although most of the "at risk" group had _receptive language_ scores approach-
ing age level upon entry, receptive language skills also showed significant
gains. Tables 9-7a, 9-7b, and 9-7c summarize this data. The children were
given the _PPVT-L_ (Dunn and Dunn, 1981),or the _TACL_ (Carrow, 1972), or _TACL-R_
(Carrow-Woolfolk, 1985). The three children receiving the _PPVT-L_ more than

once averaged a gain of 12 months' age score and 18 percentile points in an average of 8.6 months of elapsed time. On the unrevised TACL, four of five children tested above age level both times. All five children made greater age level gains than elapsed time, with an average level gain of 19.4 months in an average of 5.6 months of time between tests. One child received the TACL-R twice. This child gained 12 months total score in three calendar months. With few specific receptive language targets in the students' objectives for the program (but with vocabulary and concepts targeted in various lesson plans), the program promoted significant gains in receptive language.

RECEPTIVE TEST DATA

TABLE 9-7a

PEABODY PICTURE VOCABULARY TEST

Child	Test 1		Test 2		Test 3		Gains	
	CA	Age Score	CA	Age Score	CA	Age Score	CA Gain	Age Score Gain
10	2-7	2-3	2-10	2-8	3-10	3-11	1 yr. 3 mos.	1 yr. 8 mos.
9	2-11	2-2	3-5	3-2			6 mos.	12 mos.
1	3-3	3-7	3-8	3-11			5 mos.	4 mos.*

Average Gains (10 & 9)   10.5 mos.   16 mos.
*1's age scores were +4 and +3 mos. above CA.

TABLE 9-7b

TEST OF AUDITORY COMPREHENSION OF LANGUAGE (TACL)*

Child	Test 1		Test 2		Gains	
	CA	Age Score	CA	Age Score	CA	Age Score
1	3-3	4-0	3-9	5-2	6	14 mos.
4	3-8	3-9	4-0	5-4	4	19 mos.
5	3-4	4-0	3-10	5-6	6	18 mos.
6	4-1	3-7	4-7	5-6	6	21 mos.
7	3-8	5-7	4-2	6-1	6	6 mos.

*Used through 5/85 and replaced by Revised Form (TACL-R) in 9/86.

RECEPTIVE TEST DATA (continued)

TABLE 9-7c

TEST OF AUDITORY COMPREHENSION OF LANGUAGE: REVISED

Child	Test 1		Test 2		Gains	
	CA mos.	Age Score Range	CA mos.	Age Score Range	CA	Scores
11	49 mos.	43-44 mos.	52 mos.	53-55 mos.	+3 mos.	+10 to +11 mos.

Measurement of Expressive Language Skills

An <u>Analysis of an extended Spontaneous Language Sample</u> (usually 100+ utterances) recorded unobtrusively during regular classroom routines by a trained intern or aide has proven to be the most reliable measure of true learning of both expressive and, to some extent, receptive language skills. Samples have been gathered upon entry, in January and May for the progress reports, and in September for returning students. Five children have six data entries, three have five, and three have two entries. Discussion in this section is only for the group "at risk."

<u>Mean Length of Utterance (MLU), MLU Predicted Age, and Chronological Age</u> are summarized in Table 9-8. The children, as a group, gained 4.1 months of MLU predicted age in an average of 13.2 months in the program, with an average gain in MLU of 1.86 morphemes. The two greatest gains were made by a boy in the program 16 months who entered with an MLU of 2.7 and had an MLU of 5.95 in May 1986 and a girl who entered at age 2½ years with one-word communication, was in the program for 15 months, and had an MLU of 1.06 upon entry. In May 1986, her MLU was 4.06 and she was 46 months of age. For the children whose MLU places them in the normal range, further structural analysis of their language, including an analysis of the stage of their complex sentence develop-

ment and use of negative and question forms, invariably shows them to be at a lower stage of language development, using Brown's stages (Miller, 1981, p. 26) than their MLU would indicate. For example, a child whose MLU places him/her at post stage V (V++) might still use predominantly early stage IV q' estion and negative forms and fewer complex sentences.

TABLE 9-8

LANGUAGE SAMPLE DATA

MLU Gain (points)		Months		Predicted Age Gain	
Average	Range	Elapsed Average	Time Range	Average	Range
N=11 1.86	.73-3.25	13.2m	2-18m.	14.1	5.5-25.5

Developmental Sentence Score (Lee, 1974, p. 132-175) data is summarized in Tables 9-9a and 9-9b. Upon entry, 70 percent (7/10) of the children had Developmental Sentence Scores below the 10th percentile for their age using whole year age ranges. In May 1986, only 45 percent (5/11) were below the 10th percentile. The youngest child who had one word utterances did not have DSS scores derived until May 1985 (3 months after entry). Table 9-9b shows a linear progression of average DSS gain in relation to the amount of time in the program, with an average gain of 2.5 DSS score points for five children in the program 18 months, 2.42 points for two children in the program, 15-16 months, a .96 gain for the girl whose DSS was first obtained 12 months ago. and a .91 gain for three children in the program 2-6 months.

TABLE 9-9a

DEVELOPMENTAL SENTENCE SCORE DATA

1. Percentage of Children Below 10th %ile at entry = 70% (7/10)[1]

2. Percentage of Children Below 10th %ile in May '86 = 45% (5/11)

    [1]one not appropriate for DSS analysis

3. Average CA gain = 12.9 mos.   Range 2 to 18 mos.

4. Average DSS point gain = 1.91   Range .7 to 4.49 points

5. DSS Score gains compared to months between first and last scoring (Table 9-9b).

TABLE 9-9b

DSS SCORE GAINS COMPARED TO MONTHS BETWEEN FIRST AND LAST SCORING

Gains in children with 18 months lapsed between scorings:

$$2.87$$
$$1.51$$
$$2.39$$
$$4.49$$
$$\underline{1.22}$$

2.50 = Average Gain

Gains in children with 16 months lapsed between scorings:

$$3.29$$
$$\underline{1.55}$$

2.42 = Average Gain

Gain in child with 12 months lapsed between scorings:

.96

Gains in children with 2-6 months lapsed between scorings:

$$.7$$
$$1.54$$
$$\underline{.48}$$

.91 = Average Gain

The Structured Photographic Expressive Language Test-Preschool (Werner and Kresheck, 1983) was administered to 10 children and readministered to five of these children. Table 9-10 and Figure 9-1 summarize this data. The average raw score for all ten children on the first administration was 13.8 with the average raw score on the second administration (five children) of 21.4. The raw score average on the first administration for the five children receiving both administrations was 17.6 (with the second administration average being 21.4, as reported above). For the five children receiving both administrations, 80% of the children scored below the 20th percentile and 20% above the 20th percentile on the first administration. On the second administration, 20% of these same children scored below the 20th percentile, while 80% scored above the 20th percentile.

TABLE 9-10

STRUCTURED PHOTOGRAPHIC EXPRESSIVE LANGUAGE TEST - PRESCHOOL (SPELT-P)

Average Raw Score		Average Gain	Average %ile Gain
Test 1	Test 2 (8 mos. later)		
13.8(10)			
17.6(5)	21.4(5)	3.8	22.8

Percentile Results

Test 1	Test 2
0-5th %ile - 50% of children	Below 20th - 20%
5th-10th %ile - 20% of children	Above 20th - 80%

FIGURE 9-1

SPELT-P
TEST-RETEST RESULTS
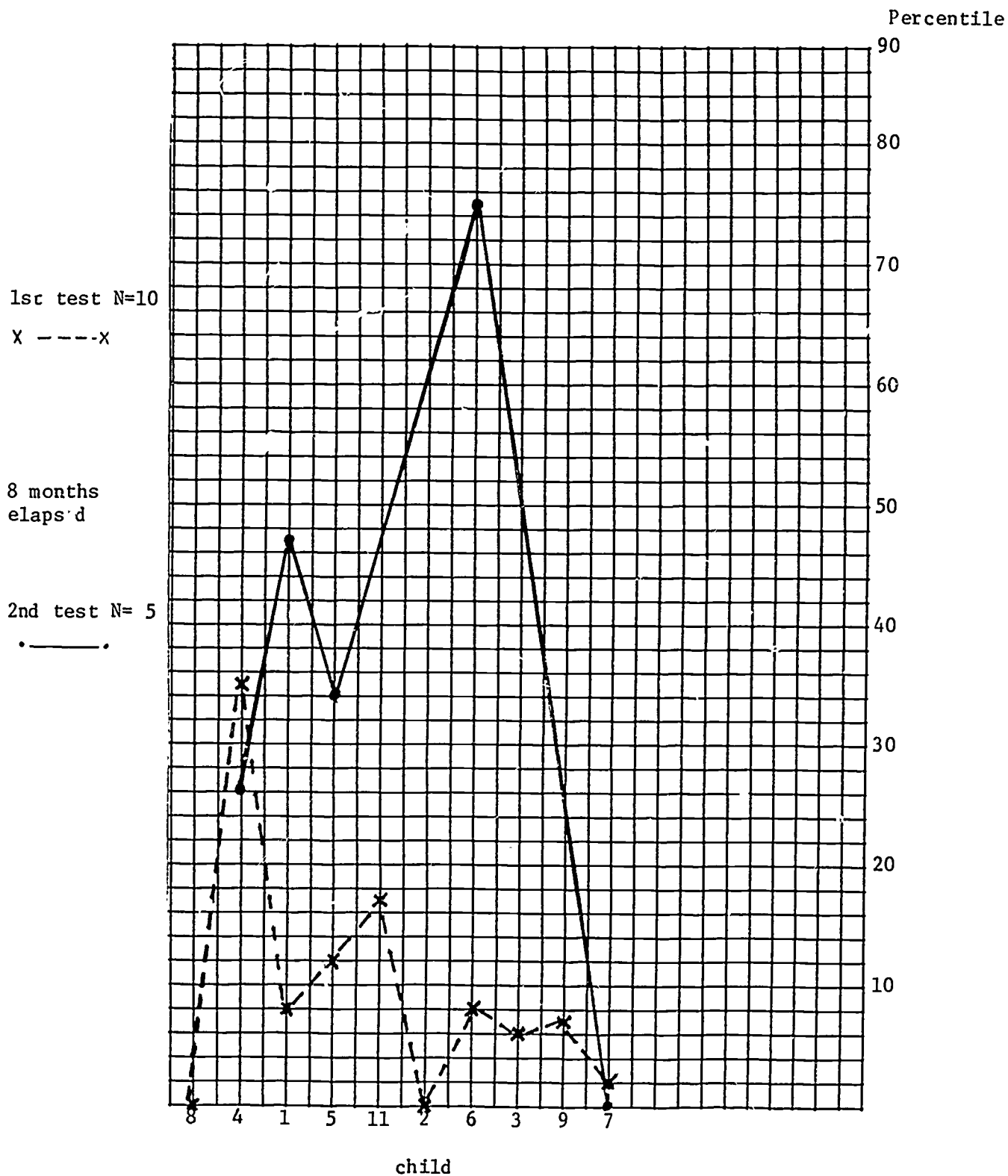
The Test for Examining Expressive Morphology (Shipley, et.al., 1983) was administered to six children in September 1985 and May 1986. Their average raw score was 25.2 in September 1985 and 33.8 in May 1986, with an average gain of 3.67 points. These results are summarized in Table 9-11 and Figure 9-2. Eighty percent of the children showed gains in standard deviation toward the norm for their age levels.

TABLE 9-11

TEST FOR EXAMINING EXPRESSIVE MORPHOLOGY

Average Raw Score		Average Raw Score Gain
Test 1	Test 2	
25 (8)	33.8 (6)	8.07 (6)

CONCLUSION

In summary, accelerated growth in language skills was seen by parents and documented by program staff. Parent change in behavior toward their child was reported by the Social Worker, the speech-language pathologist, and the parents themselves.

While the staff realizes that consistent test-retest schedules would have provided easier comparisons, the reasons for the use of a variety of tests were discussed. Data for all tests used indicated marked growth in receptive and expressive language areas, approaching, equaling, and sometimes exceeding the elapsed chronological time.

For this population of preschool children "at risk" for future language/ learning problems, the pragmatic preschool setting for language remediation has been successful. The home component of the program has enhanced the

FIGURE 9-2

TEEM
TEST-RETEST RESULTS

1st test

2nd test

Raw
Score
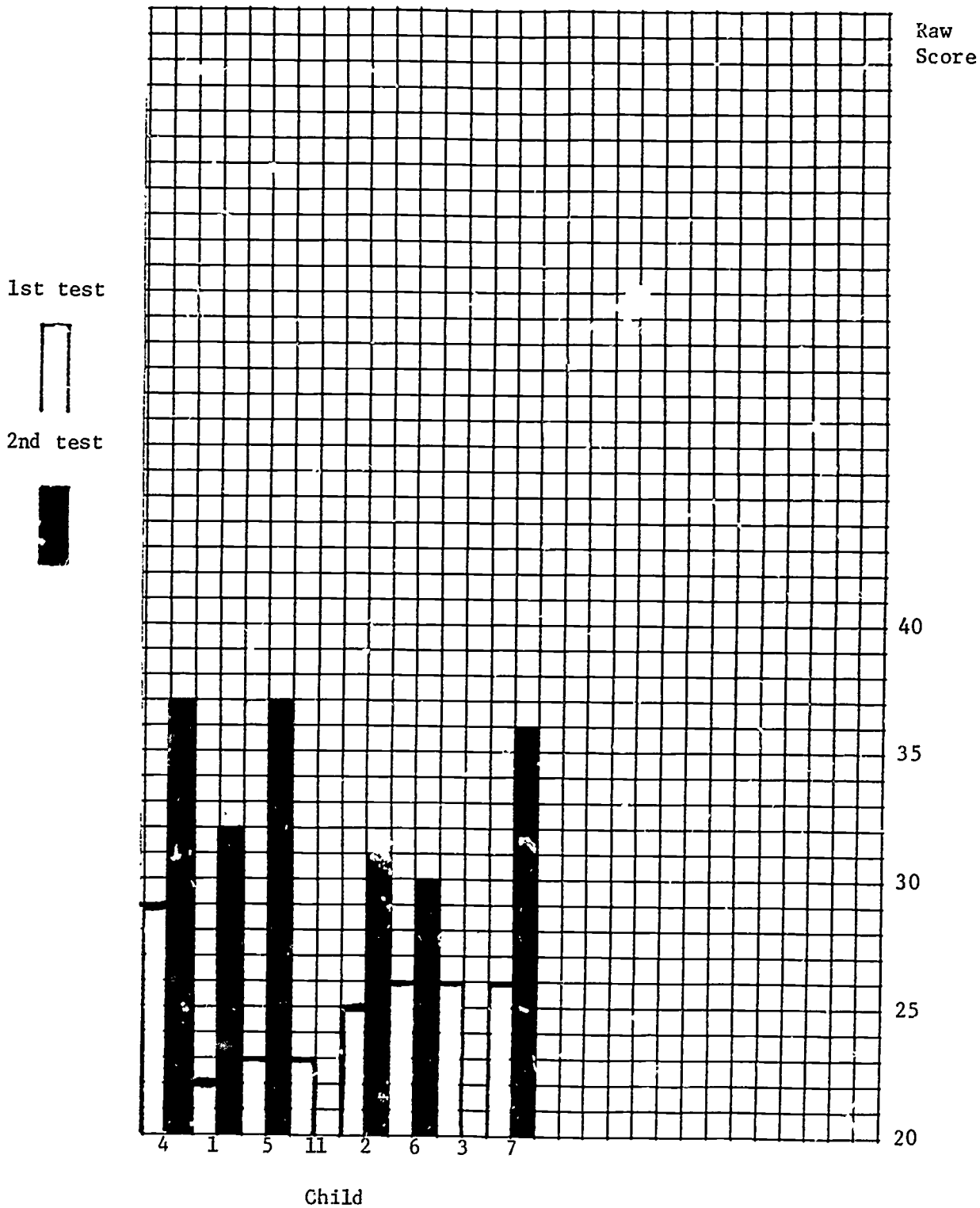
Child

children's overall communication environment and has, no doubt, aided in the language growth of the children.

Future study is needed to gather longitudinal data regarding the long term effectiveness of the language gains noted. It is hoped that data can be compared for the children who received the services of this program and children identified as appropriate who did not attend. The hypothesis that those attending will require less or no special services at the end of second grad: remains to be proven.

CHAPTER 9 - REFERENCES

Carrow, E. 1973. Test for auditory comprehension of language. Austin, TX: Learning Concepts.

Carrow-Woolfolk, E. 1985. Test for auditory comprehension of language-Revised. Allen, TX: DLM/Teaching Resources.

Dore, J., M. Gearhart, and D. Newman. 1978. The structure of nursery school conversation. In Children's language-Volume 1 by K. Nelson (Ed.). New York; Gardner Press, pp. 371-372.

Dunn, L.M. and L.M. Dunn. 1981. Peabody picture vocabulary test-Revised. Circle Pines, MN: American Guidance Service.

Ferris, H. and W. Sibley. 1984. Children's Language Institute preschool placement test (non-standardized and unrevised). Unpublished.

Goldman, R. and M. Fristoe. 1972. Goldman-Fristoe test of articulation. Circle Pines, MN: American Guidance Service.

Hedrick, D.L., E.M. Prather, and A.R. Tobin. 1984. Sequenced inventory of communication development-Revised. Seattle, WA. University of Washington Press.

Khan, L.M. and N.P. Lewis. 1986. Khan-Lewis phonological analyses. Circle Pines, MN: American Guidance Service.

Lee, L. 1974. Developmental sentence analysis. Evanston, IL: Northwestern University Press.

Miller, J.F. 1981. Assessing language production in children. Baltimore: University Park Press.

Newcomer, P.L. and D.D. Hammill. 1932 Test of language development-Primary. Austin, T*: PRO-ED.

Quin, P., J. Bergman, H. Ferris and W. Sibley. 1986. Children's Language Institute preschool placement test. Ludlow, MA: Children's Language Institute.

Shipley, K.G., T.A. Stone, and M.B. Sue. 1983. Test for examining expressive morphology. Tucson, AZ: Communication Skill Builders.

Shulman, B.B. 1986. Test of pragmatic skills. Tucson, AZ: Communication Skill Builders.

Werner, E.O. and J.D. Kresheck. 1983. Structured photographic expressive language test. Sandwich, IL: Janelle Publications.

SAMPLE LESSON PLANS

FOR

"AT RISK" LANGUAGE PRES HOOL

277

TEN MINUTE STRUCTURED LANGUAGE LESSONS

Index of Language Targets

Targets	Lesson Numbers
I. General	
Color or shape matching	1
Color or shape naming	1
Concepts of same/not same	1
Concepts of summer/winter	26
Following two-step directions	1, 3, 4
Describing functions or use	8
Sentence repetition, auditory memory	19
Logical and analytical thinking skills	27, 28
II. Vocabulary	
Nouns	3, 5, 7, 14, 22, 25
Verbs	5, 7, 33
III. Noun Forms	
Plural nouns	6, 7, 8, 16, 25
Possessive nouns	3, 4
Noun expansions (articles "a" and "the")	5, 7, 8, 9, 10, 11, 12, 13, 14
IV. Verb Forms	
Progressive "ing"	5, 6, 7, 9, 13, 14, 33
Irregular past tense	6, 19, 24, 25, 26, 27
Regular past tense	6, 8, 19, 20, 21, 24, 25, 26, 27
Uncontractible copula (IS, ARE, WAS as main verb)	10, 17, 19, 24, 26
Modal verb CAN	
Modal verb WILL, 'll	6, 28
Uncontractible and contractible auxiliary verbs (IS he going? He's going home, I'M)	4, 6, 7, 9, 10, 11, 12, 13, 14, 17, 33
Third person singular regular	17
Third person singular irregular	8 (does)
Other - had	26
V. Prepositions	
In, on, under	2, 5, 15
With, of, for, to	2, 7
Around, behind, beside, between, through	2, 3, 4
Prepositional phrases	2, 15
In front of, in back of, near to, near	5, 15

Index of Language Targets (continued)

Targets	Lesson Numbers
VI. Pronoun Forms	
Demonstratives THIS and THAT	8
I, you, me	5, 7, 9, 10, 19
He, she	5, 6, 7, 17, 24, 27, 28
Him, her	26
My, mine, hers, his	6
Their, theirs	26
We, they, them	15, 16, 28
VII. Interrogative Forms	
Yes/No questions with inversions	8, 10, 16, 22
WH questions - Comprehension	5, 7, 14
- Expression	15, 16, 19, 21
VIII. Negative Forms	17, 18, 19, 25
IX. Adjectives	
Comparative ER, EST	2
X. Pragmatic	
Turn taking	Most lessons
Topic maintenance	Most lessons
Narrative sequences	23, 24, 25

LESSON 1

PRESCHOOL STRUCTURED LANGUAGE THERAPY MASTER PLAN

THEME: Musical Colors/Musical Shapes

LANGUAGE TARGET(S): Following two-step directions, color or shape matching
    and naming; concepts same/not same

MATERIALS: 8" squares of RED, BLUE, GREEN, YELLOW paper, record player and
    record, enough small chairs for each child (musical colors), 2 squares
    each or all black paper cutouts, two of each of the following shapes:
    circle, square, rectangle, half-circle or triangle (musical shapes).

WHAT YOU WILL SAY AND DO (Substitute shape names)	DESIRED RESPONSE OF CHILD	LANGUAGE TARGET
1. Today we will play musical chairs. Every chair has a colored paper on it and I have matching papers.		
2. See (matching paper in your hand to the one on each chair): red--red, blue--blue, green--green, yellow--yellow.		
3. Now I will give each one of you one colored paper. When the music plays you march around. What will I do?	Give each a paper. Play music, we march.	Two-steps retell.
4. When the music stops, QUICK find the chair with a paper the SAME as your color and SIT DOWN.		
What will we do?	Retells last two steps: Music plays, march. Music stops, find same color and sit down.	Retells two steps.
(Try one trial.)		
After each trial: Wow! You all sat down fast. Let's see if you sat down in the right chair? Are your colors the same?	Yes/No	Concept: same/not same
WHAT COLOR DO YOU HAVE?	Names primary colors/shapes.	Color/shape naming

LESSON 2

PRESCHOOL STRUCTURED LANGUAGE THERAPY MASTER PLAN

THEME: Cube Game

LANGUAGE TARGET(S): Prepositions--in, out, through, behind, in front of,
        around. Comparative adjective--shortest.

MATERIALS: Large plastic interlocking cube (about 3' square) from playroom.
        Enough straws for everyone with one short straw

WHAT YOU WILL SAY AND DO	DESIRED RESPONSE OF CHILD	LANGUAGE TARGET
1. This is a fun game. First everyone pick a straw. Who has the shortest straw?	Children compare lengths (and teacher too) o find SHORTEST.	Comprehension: SHORTEST
2. You're (I'm) IT.		
3. We can each tell. . .what to do with this cube. (If necessary whisper the direction to the children until they learn the prepositions).		
GO IN THE CUBE.	"IT" follows the direction.	Comprehension: IN
Did he follow the direction? Did he do what you said? Yes! (etc.)		and other prepositions
COME OUT OF THE CUBE. RUN AROUND THE CUBE. STAND BEHIND THE CUBE. JUMP IN FRONT OF THE CUBE. CRAWL THROUGH THE CUBE.		
4. FINAL STEP IS FOR THE CHILDREN GIVING DIRECTIONS TO THINK OF THE PREPOSITION ALL BY THEMSELVES AND TO GIVE "IT" CORRECT FEEDBACK AS TO WHETHER DIRECTIONS WERE FOLLOWED.	Other children independently use directional terms (prepositions).	Expression of action locative prepositions in a command.

LESSON 3

PRESCHOOL STRUCTURED LANGUAGE THERAPY MASTER PLAN

THEME: Mixed Up Clothes (A Winter Game)

LANGUAGE TARGET(S): Possessive nouns, following two-step directions, naming
    outerwear, comprehend preposition BEHIND.

MATERIALS: Large cardboard box. Children will go to their cubbies together
    and get their outerwear: hats, mittens, botts, jackets, scarves, etc.

WHAT YOU WILL SAY AND DO	DESIRED RESPONSE OF CHILD	LANGUAGE TARGET
1. Today we will play a fun game called "Mixed Up Clothes"		
2. LISTEN CAREFULLY. Everyone go (out) to your cubbies. WAIT AND LISTEN SOME MORE. When you get to your cubby put your boots, hat, mittens, scarf and coat in this big box. I will carry out this big box.	Children follow the direction.	Following two-step direction.
3. (Tell them to return to their classroom space.)		
Now let's sit around this box. (Sit on the floor in a circle around the box.) I will close my eyes and pick out one thing from this box. (OR hold box behind child and have him reach in back without peeking. Otherwise each child will pick his own item.)		
WHAT IS IT?	Child names item.	Names common item.
WHOSE...IS IT?	Henry's. (If own) Mine.	Possessive noun 'S.
Okay, put it BEHIND (owner).	Puts item behind owner.	Comprehends BEHIND.
Continue with children taking turns responding.		

LESSON 4

PRESCHOOL STRUCTURED LANGUAGE THERAPY MASTER PLAN

THEME: Mixed Up Shoes

LANGUAGE TARGET(S): Possessive proper nouns, following two-step directions, comprehension of BEHIND, It'S-contracted auxiliary and copula.

MATERIALS: Box or bag. Children will use their own shoes and jackets, if time.

WHAT YOU WILL SAY AND DO	DESIRED RESPONSE OF CHILD	LANGUAGE TARGET
1. Today we will play a fun game called "Mixed Up Shoes." Look at everyone's shoes.		
2. LISTEN CAREFULLY. Take off your shoes and put them in this bag. (Teacher also takes off her shoes.)		
3. Now let's sit in a circle around this bag. I will close my eyes and pick out one thing from this box. (Name child, you can guess first.) WHOSE SHOE IS IT?	Children follow the direction. Child names owner: Henry's shoe/Henry'S/It'S Henry'S shoe.	Following two-step direction. Possessive noun 'S Copula contracted: It'S
Good. Put it BEHIND (owner).		Comprehends BEHIND.
(If child's own shoe):	It'S my shoe.	
Continue with children taking turns and responding. Model "It'S, noun'S" if necessary.		

LESSON 5

PRESCHOOL STRUCTURED LANGUAGE THERAPY MASTER PLAN

THEME: In the Park – 1

LANGUAGE TARGET(S): Noun and Verb Vocabulary, He/She verb + ing or IS verb
        + ing, prepositions: IN, ON, UNDER, IN FRONT OF, IN BACK OF;
        WHat and WHere question comprehension.

MATERIALS: Folding picture and Name and know books from Bank Street College
        of Education. 1968. In the park (Early Childhood Discovery
        Materials). New York: MacMillan Company.

WHAT YOU WILL SAY AND DO	DESIRED RESPONSE OF CHILD	LANGUAGE TARGET
(Have children sit in front of the large folding picture from In The Park.)		
This is a big picture. What is this picture about? or Where are the children in this picture?	IN THE PARK	IN, comprehension of WH questions.
(There are many ways to use this. You can begin by telling what you see.)		
LET'S TAKE TURNS TELLING WHAT WE SEE. I SEE A GIRL. (point) SHE IS SWINGING.		
WHAT DO YOU SEE? WHO DO YOU SEE?	I see a. . .	Noun vocabulary.
WHAT IS SHE/HE DOING?	He/She is. . . .verbing or He/She verb + ing.	Pronouns HE/SHE ING, is + ing.
WHERE IS THE. . .?	IN, ON the. . .	IN, ON
Can you find the . . .IN FRONT OF THE. . .Can you find the. . .IN BACK OF THE. . .	points points	Comprehends IN FRONT OF, IN BACK OF
IF TIME OR DURING THE SECOND EXPOSURE TO THIS LESSON, SHOW THE NAME & KNOW BOOKS, and REPEAT THE ABOVE WITH THE BOOKS. Take data with whichever the children prefer: folding picture or Name and Know Books.		

284

LESSON 6

PRESCHOOL STRUCTURED LANGUAGE THERAPY MASTER PLAN

THEME: IN THE PARK - 2

LANGUAGE TARGET(S): A- he/she/noun is verbing; Comprehension WHat, WHere,
    WHo questions. B- Past tense ED and irreg., contractable 'LL;
    pronouns HE, HIS.

MATERIALS: (A) Turn the page book and (B) Look and listen book from Bank
    Street College of Education. 1968. In the park (Early Childhood
    Discovery Materials). New York: MacMillan Company.

WHAT YOU WILL SAY AND DO	DESIRED RESPONSE OF CHILD	LANGUAGE TARGET
A. SHOW ALL THE CHILDREN THE SAME BOOK AT ONE TIME. TWO CAN TELL THE STORY IN "GIVE ME MY PAIL" (include peer) and THEN TWO CAN TELL THE STORY IN "THE CAT IN THE TREE."*		
Note "Procedure" page in back of the little books.		
1. Children can tell the story cued by your questions or modeled responses. One child can tell one page and then a second can tell the next or one can tell a complete story. Start with the peer.	(optional) The boys (were/are) fighting. He say(s) I want my pail/Give me my pail.	Noun (are) v+ing. HE, ME, MY
LET'S LOOK AT THIS STORY. (Don't tell it, just turn the pages.) WHO WANTS TO HELP ME TELL THIS STORY?	Mommy (is) running. She say(s) "Stop fighting."	Noun (IS) v+ing. SHE
	Mommy pick(s) up, take(s) the pails and shovels. This boy (is) still yelling, jumping.	Plural nouns
B. LOOK AND LISTEN BOOK. Children "read" i.e. "repeat" along with teacher.	Mommy gives this boy one pail and she give(s) this boy other pail. Now the boy(s) (are) playing. No more fighting.	

*See next page for "THE CAT IN THE TREE."

Example of text from THE CAT IN THE TREE. Same targets as first story unless indicated.

The cat is up in the tree. The girl say(s) "Look. See the cat up in the tree."

The boy see(s) the cat up in the tree.   (PREPOSITION "UP")

The boy run(s) (to) man sweeping up the streets. He say(s), "Look. A cat (is) up in the tree. Over there."

The man (has) a big ladder. He go(es) to the tree (with the boy).

The man climb(s) up the ladder. He get(s) the cat.

The man bring(s) the cat down. The boy (is) wearing the man's hat. The girl say(s) "Yeah." (They) (are) all smiling.

The boy and the girl (are) happy/jumping/saying "Yeah."

The girl (is) holding/cuddling the cat. The boy say(s) "Thanks." The man say(s) "bye."

LESSON 7

PRESCHOOL STRUCTURED LANGUAGE THERAPY MASTER PLAN

THEME: AT THE SUPERMARKET - Part I

LANGUAGE TARGET(S):   Noun and Verb vocabulary, food categories, HE and SHE
    is verb + ing; prepositions TO, WITH, FOR; Comprehension: WHERE, WHAT
    questions.

MATERIALS: Folding Picture, Puzzles and Sequence Puzzles from Bank Street
    College of Education. 1968. At the supermarket (Early Childhood
    Discovery Materials). New York: Macmillan Company.

WHAT YOU WILL SAY AND DO	DESIRED RESPONSE OF CHILD	LANGUAGE TARGET
Have children sit in front of the large folding picture.		
This is a big picture. Where are the people in this picture? What are they doing?	At the supermarket. Shopping/buying food.	Comprehension WHERE, WHAT questions.
Let's take turns telling what we see. I see a girl (point). She is buying. . .		
WHAT DO YOU SEE? WHO DO YOU SEE? WHAT IS SHE/HE DOING?	I see a. . . He/She (is). . .verbing.	Vocabulary. Pronouns: HE, SHE IS + verb+ing.
WHO IS WITH. . .	he baby is WITH the Mommy.	Prepositions: TO, WITH, FOR.
WHAT IS . . . FOR? WHAT IS SHE DOING? (someone handing food TO a cashier, etc. to elicit TO)	. . .is FOR. . . . . .giving it TO the. . .	

If time during second
exposure to the lesson,
allow the children to pick
a puzzle or a sequence puzzle
(two of each in set) and talk
about the pieces or the
sequence to elicit the same
targets.

287

LESSON 8

PRESCHOOL STRUCTURED LANGUAGE THERAPY MASTER PLAN

THEME: AT THE SUPERMARKET, Part II

LANGUAGE TARGET(S):   Describing functions or use contexts of items (Look and
Listen Books; Name and Know Books). Past tense ED, Yes/No questions
with DO and DOES.

MATERIALS: Name and Know and Look and Listen books from Bank Street College
of Education. 1968. At the supermarket (Early Childhood Discovery
Materials). New York: MacMillan Company.

WHAT YOU WILL SAY AND DO	DESIRED RESPONSE OF CHILD	LANGUAGE TARGET
I have some special story books for you to read. Some are picture stories. You can look at the pictures and tell the stories. (Have children each pick a Name and Know book. Two will have the same one.) LET'S LOOK AT THIS STORY. What is this? ‘Tell about this picture. What is this FOR? What is he/she doing WITH this? (Cue descriptions of items on second page.)	This is a . . . Examples: The man is pick-ing the apples. Then people will eat them. The shopping cart is FOR shopping in a supermarket. You put your food in it. Then you take the food to the cashier and you pay for it.	Names items. Extended narratives to describe functions and contexts of objects.
-------- If time on second exposure, you can add the Look and Listen Book. Children listen to story and, when possible, finish sentences for you using targets:		ED past tense. Y/N questions with DO/DOES.

283

LESSON 9

PRESCHOOL STRUCTURED LANGUAGE THERAPY MASTER PLAN

THEME: TOUCH BOX TEASERS

LANGUAGE TARGET(S): I'M touching a. . .(contractible auxiliary).

MATERIALS: Touch Box from Science Area filled with common objects: small tea
     cup, ball, comb, crayon, pencil, belt, hat, sock, penny, children's
     scissors, etc.

WHAT YOU WILL SAY AND DO	DESIRED RESPONSE OF CHILD	LANGUAGE TARGET
Today we will play another Touch Box game. Today I WON'T show you what is in here.		
We will take turns. (Pick a child to start.)		
Put your hands in the holes. Don't look. Don't take it out. Tell us what you're touching.		
(Model) I'Mmmmm touching a. . .	I'M touching a (names object)	I'M
Okay, now take it out. You're right. (To others: He/She's right!		
Variation: Child who is right gets to keep the object for the duration of the game. Keep playing until the box is empty, then refill it with the same or different objects.		
Hint: Have the peer go first to model I'M.		

LESSON 10

PRESCHOOL STRUCTURED LANGUAGE THERAPY MASTER PLAN

THEME: TOUCH BOX: WHAT DO YOU THINK IT IS?

LANGUAGE TARGET(S): WH Questions; IS as main verb or Contracted Copula: IT'S.

MATERIALS: Touch box: tray or bag of familiar objects: ball, comb, crayon,
    pencil, belt, hat, sock, penny, raw carrot, small tea cup, etc.

WHAT YOU WILL SAY AND DO	DESIRED RESPONSE OF CHILD	LANGUAGE TARGET
I will put all these things in this bag/touch box. (Show items.)		
Let's take turns. Touch one. DON'T take it out. FEEL it. Tell us: WHAT DO YOU THINK IT IS?		
Say, "I THINK IT IS A. . . or "I THINK IT'S A. . .	Child follows instructions. Repeats or says independently: I think it is/it's a. . .	Following two-step directions. IS main verb or Contracted copula: It'S.
		Complex sentence: I think (that) it is a. . .

LESSON 11

PRESCHOOL STRUCTURED LANGUAGE THERAPY MASTER PLAN

THEME: PLAYDOUGH SURPRISES

LANGUAGE TARGET(S): Auxiliary and copula forms contracted: I'M, He'S,
She'S, They'RE, It'S a. . .

MATERIALS: Playdough, plastic knives, molds or cookie cutters.

WHAT YOU WILL SAY AND DO	DESIRED RESPONSE OF CHILD	LANGUAGE TARGET
Today we are going to make playdough surprises. Let's all make something. Let's see. . .		
I'M making a. . .		
(name child) Tell us what you'RE making. . .	I'M making a. . .	auxiliary and copula forms con- tracted (see above).
ALTERNATE: Let's guess. What IS it?	IT'S a. . .	
Who knows? I think he'S making a. . . (guess before object is completed).	He'S making a. . .	

291

LESSON 12

PRESCHOOL STRUCTURED LANGUAGE THERAPY MASTER PLAN

THEME: WATERCOLORING SPRING CREATIONS

LANGUAGE TARGET(S): I'M, She'S, He'S.

MATERIALS: Yellow or pink construction paper, 8½ x 11" approximately,
     watercolor sets, one per child, water in paper cups. Also the teacher
     should have a set of her own materials and paint with the children.

WHAT YOU WILL SAY AND DO	DESIRED RESPONSE OF CHILD	LANGUAGE TARGET
Today we will paint some Spring pictures. We will use watercolors and we can tell what we are painting.		
(Talk about Spring things-- sunshine, grass, flowers, birds)		
I'M painting too.		
(Comment on what you are painting using I'M. . . Comment on the others using He'S and She'S.) After about five minutes everyone can stop and talk about what they are doing. . .OR you can ask them while they are in motion which is more conducive to the target form.)	I'M painting a. . . He'S. . .She'S.	I'M, She'S, He'S. Contracted auxiliaries.

LESSON 13

PRESCHOOL STRUCTURED LANGUAGE THERAPY MASTER PLAN

THEME: LET'S DRESS UP

LANGUAGE TARGET(S): 'M auxiliary and copula: I'M a noun. I'M verb + ing.

MATERIALS: Assortment of pocketbooks, hats, blouses, belts, jewelry, shoes,
      ties for "men" and "women" dress-up. Standing "mirror" of reflecting
      safe material.

WHAT YOU WILL SAY AND DO	DESIRED RESPONSE OF CHILD	LANGUAGE TARGET
1. This game is "Let's dress up. Let's all find some things to put on. Then we will take turns showing them.	Everyone selects and puts on items of clothing and accessories.	
2. (To first child): You can walk up and down. You can look in the mirror.		
Tell us who you are. Say, "I'M a (lady, big man, movie star, princess, etc.)	I'M a noun.	I'M, contractible copula.
3. Now tell us what you're wearing. Say, "I'M wearing a. . ."	I'M wearing a. . .(names each item in a separate sentence).	I'M, contractible auxiliary.

PRESCHOOL STRUCTURED LANGUAGE THERAPY MASTER PLAN

THEME: ANIMAL CAPERS

LANGUAGE TARGET(S): I'M a (animal name) (contracted copula); I'M verb +
ing (contracted auxiliary). Basic level: I + verb + ing.
Vocabulary. WHO/WHAT questions comprehension.

MATERIALS: Large plastic animals: jungle set and farm set; pictures of
animals. Plastic bag (optional).

WHAT YOU WILL SAY AND DO	DESIRED RESPONSE OF CHILD	LANGUAGE TARGET
1. Today we will play an animal game. We will pick an animal. We will make believe WE are the animal.		
(Teacher or peer model goes first.)		
2. I will show you our animals. What is this? What can he do?	Names animals. Names typical noise made or action associated with the animal: Lion-roars Fish-swims Horse-gallops, neighs Giraffe-runs, eats Monkey-swings from trees, eats bananas.	Vocabulary.
3. Now. . .pick an animal. Make believe YOU ARE the animal. Who are you?	I'M a lion.	Contracted copula.
4. What are you doing?	I'M roaring.	Contracted auxiliary. Comprehends WHO/ WHAT.

LESSON 15

PRESCHOOL STRUCTURED LANGUAGE THERAPY MASTER PLAN

THEME: WHERE ARE WE? BLINDFOLDED TRAVEL QUIZ

LANGUAGE TARGET(S): WH questions, Yes/No questions, ARE we in. . .
   Prepositions: next to, in, near; Copula: are; Pronoun: We.

MATERIALS: Scarf for a blindfold.

WHAT YOU WILL SAY AND DO	DESIRED RESPONSE OF CHILD	LANGUAGE TARGET

(You will be blindfolding one child and taking her by the hand, while the others come along too, to a pre-selected spot in the class-room or hallway. The child who is blindfolded may touch and listen to guess where you are.
Suggested locations:
  1) painting easel
  2) hallway water fountain
  3) outside cubbies
  4) mailboxes
  5) sandbox
  6) record play
  7) teacher's desk		

We are going to play "WHERE ARE WE?" I will blindfold one child. I will hold your hand so don't be scared. We will turn you around two times then we all will help you walk someplace. When we get there, we will all TAKE TURNS asking you: "WHERE ARE WE?" You have to guess where we are. Then we will take off your blindfold and go back to our classroom doorway and pick someone else.		
Pick IT. Blindfold. Lead to target. Pick individual child to ask: IT asks:	WHERE ARE WE? ARE WE AT the water fountain? (or any other place using appropriate preposition)	WH Questions correct word order. YES/NO Questions with ARE WE.

LESSON 16

PRESCHOOL STRUCTURED LANGUAGE THERAPY MASTER PLAN

THEME: WHAT ANIMAL ARE WE?

LANGUAGE TARGET(S): Pronouns: WE, THEY; WH question; Yes/No question.

MATERIALS: Animal photographs.

WHAT YOU WILL SAY AND DO	DESIRED RESPONSE OF CHILD	LANGUAGE TARGET
This is a special guessing game called "What animal are we?"		
We will have two teams. (Divide with teacher and one child on one team and peer and one high risk child on the second.)		
One person on my team will pick an animal picture. DON'T show it to the other team. Just show it to me. The other team CAN'T see it.	Follows directions.	
Now we WON'T say it. We will pretend to be the animal. (Pretend.)	Acts out animal behavior, noises, etc. (fish swim, birds fly, horses say "neigh," etc.)	
Let's ask the other team: "WHAT ANIMAL ARE WE?"	Asks, "What animal are we?"	WH question.
Now the other team has to talk about it and decide. Ask each other: ARE THEY LIONS? ARE THEY FISH? Then ask us.	ARE THEY FISH? (To each other). ARE YOU FISH?	Yes/No question. Pronoun "they".
Let's tell them: Yes WE are. No WE aren't.	Yes WE are/no WE aren't.	Pronoun "we."
Suggestion: Use easily mimicked animals like: snake, lion, cat, dog, bird, etc.		

296

LESSON 17

PRESCHOOL STRUCTURED LANGUAGE THERAPY MASTER PLAN

THEME: WHAT'S WRONG

LANGUAGE TARGET(S): Negatives, he'S, she'S, 3rd person singular verbs.

MATERIALS: Pictures of scenes with absurdities, such as "What's Wrong" found
   in issues of "Highlights for Children."

WHAT YOU WILL SAY AND DO	DESIRED RESPONSE OF CHILD	LANGUAGE TARGET
(Options): Each child can have his or her own picture and tell what's wrong with it. OR one picture can be passed from child to child until everything wrong has been found.	She's wearing two different shoes. Her shoes DON'T match.	SHE'S DON'T
	He'S not wearing pants, shoes or socks on one side. He ISN'T wearing. . .	HE'S or ISN'T
Here is another What's Wrong game. What's wrong here?	They didn't paint the face right. His face is upside down.	DIDN'T
It is helpful to discuss the general context and content of the pictures: i.e. Decorating pumpkins for Halloween; Fall on the farm; painting a picture.	Grass can't grow inside.	CAN'T
	Trees don't grow upside down. Water doesn't come up so high outside your house.	DON'T DOESN'T
	He'S wearing a baseball mitt. She'S wearing one flipper.	HE'S SHE'S
	She'S making a valentine for Halloween.	
	He'S holding the brush upside down. He's painting/he paintS with a candy cane instead of a paint brush.	
	We don't put up the Christmas tree for Halloween.	

2?7

LESSON 18

PRESCHOOL STRUCTURED LANGUAGE THERAPY MASTER PLAN

THEME: WHAT'S WRONG MEMORY GAME FOR WINTERTIME

LANGUAGE TARGET(S): wasn't, weren't, didn't, don't, can't.

MATERIALS: "Let's go skating," copied for each child. D'Amato, J.P. 1986.
Highlights for children. Columbus, OH (Feb.).

WHAT YOU WILL SAY AND DO	DESIRED RESPONSE OF CHILD	LANGUAGE TARGET
1. This is a What's Wrong Memory Game.		
2. Everyone gets a picture called "Let's go skating." Let's look at it. This girl is going skating. She is carrying her ice skates. It is winter. She calls to this boy, "Let's go skating." He says, "As soon as I finish making this snowman."	1. Her mittens WEREN'T the same.	WEREN'T
	2. Her other boot WASN'T on./ She DIDN'T have two boots on.	WASN'T DIDN'T
	3. Flowers DON'T grow on ice.	DON'T
	4. Butterflies DON'T fly in winter (or bugs).	
	5. The bird WASN'T flying right.	WASN'T
3. There are lots of things wrong with this picture. Don't say them yet. Who will go first?	6. He DIDN'T have snow pants on one leg.	DIDN'T
	7. Flowers DON'T grow on trees in winter.	DON'T
Okay. You look at your picture till I say stop. (Allow 30 seconds.) Now you turn over your picture. Can you remember ONE thing that WAS wrong?	8. The pine tree WASN'T right side up.	WASN'T
	9. Fish CAN'T/DON'T swim on the snow. The stream CAN'T run in the snow.	CAN'T
	10. Her skates WEREN'T right/ both the same.	WEREN'T
(Memory technique is to elicit past tense.)	11. The chimney WASN'T attached to the roof of the house.	WASN'T

LESSON 19

PRESCHOOL STRUCTURED LANGUAGE THERAPY MASTER PLAN

THEME: ANIMAL STORY: "YOU DON'T LOOK LIKE YOUR MOTHER."

LANGUAGE TARGET(S): Negative: don't; past tense verbs irregular and ED;
    WH questions; copula IS, ARE; sentence reptitir and auditory memory.
    Vocabulary.

MATERIALS: Book: Fisher, A. 1973. You don't look like your mother, said
    the robin to the fawn. Glendale, CA. Bowmar Publishing Company.

WHAT YOU WILL S" AND DO	DESIRED RESPONSE OF CHILD	LANGUAGE TARGET
I will read this animal story WITH you. First I will read a page and then you can take turns saying what I said.		
(Children may remark on the rhymes.)		
(One child can repeat per page.)	Repeats after you.	See above.
Do not correct any repetition but stress the ED endings, IS, ARE, etc.		
(Hint: Some pages are very long. Child can repeat sentence by sentence or even phrase by phrase.)		
Example of text:		
"Whose child are you down there?" she said. "With spots of white on brownish red?"		
Everyone can repeat: YOU DON'T LOOK LIKE YOUR MOTHER!		
Vocabulary items you may have to explain/discuss: perched, aspens, ferns, fawn, dapples, aslant, milkweed, brink, knothole, ambled, squat, darting, silt, gauzy, occurred.		
. how baby animals like their mothers grow up.		

PRESCHOOL STRUCTURED LANGUAGE THERAPY MASTER PLAN

THEME: MEMORY GAME: WHAT HAPPENED YESTFRDAY?

LANGUAGE TARGET(S):   Past tense: ED/d/t.

MATERIALS: Source: Shipley, K.G. & C.J. Banis. 1981.   Teaching morphology
developmentally (past tense/d/cards). Tucson, AZ: Communication Skills
Builders.

WHAT YOU WILL SAY AND DO	DESIRED RESPONSE OF CHILD	LANGUAGE TARGET
This is a Memory Game. This is "What happened yesterday?" I am putting down four cards. (Put them picture up.) Let's all look at them and say them so we can remember them.		
(Say all four)		
Yesterday he/she/they. . . verbED.	Repeats.	
Now I am turning them over.		
(Child's name). . .pick one. Don't turn it over. What happened yesterday in this picture? Can you remember?	He/she/they verbED the. . .	Past tense ED verbs with final /d/ or /t/.

LESSON 21

PRESCHOOL STRUCTURED LANGUAGE THERAPY MASTER PLAN

THEME: MR. MAILMAN

LANGUAGE TARGET(S): Past tense ED; WH questions in complex sentence structure.

MATERIALS: Picture Cue Cards for Oral Language Practice: Familiar Locations
(Optional) Mailman's hat, envelopes, mailman's bag, long table.
Source: Kerr, J.Y.K. 1979. Picture cue cards for oral language practice.
London, England: Evans Bros. Ltd.

WHAT YOU WILL SAY AND DO	DESIRED RESPONSE OF CHILD	LANGUAGE TARGET
1. Today we will play "Mr. Mailman." Mr. Mailman will deliver letters to four places. Here are pictures of four places (show pictures). I will put them at each corner of this table. Mr. Mailman (select child) you deliver this mail to these places.	Child delivers letters to each pictured corner of table.	
2. Now I will turn over the cards so you can't see them.		
3. Let's ask Mr. Mailman: TELL US WHERE YOU DELIVERED MAIL TODAY.	Children who did NOT deliver mail, repeat the question.	WH question in complex sentence structure.
4. Mr. Mailman, you tell us, "Today I deliverED mail to . . .(Names four locations).	Today I deliverED mail to . . .	Past tense ED: deliverED
Suggestion: Pick the peer to go first, to model the ED form.		
Pick new cards for each new mailman.		
For data collection, select individual children to ask the WH question.		

3 ɔ1

LESSON 22

PRESCHOOL STRUCTURED LANGUAGE THERAPY MASTER PLAN

THEME: TWENTY QUESTIONS

LANGUAGE TARGET(S): Yes/No Questions; Vocabulary.

MATERIALS: Picture Cue Cards for Oral Language Practice: Household Objects--
    Bell or Cymbals, Paper money (optional), Puppet (optional), Block for
    a "mike," Paper to record number of questions.
    Source: Kerr, J.Y.K. 1979. Picture Cue Cards for Oral language practice.
    London, England. Evan Bros. Ltd.

WHAT YOU WILL SAY AND DO	DESIRED RESPONSE OF CHILD	LANGUAGE TARGET
1. Today we are playing a "TV Quiz Show" game called "Twenty Questions."		
2. You are the contestants. I am the Master of Ceremonies.		
3. Hello, Ladies and Gentlemen. Our friendly puppet here will pick a picture. Here are our contestants· (name children in the group).		
4. Our puppet has picked a picture of something in your house, (etc., give a clue). You have twenty questions to find out what it is. Let's see who wins the first prize: 1,000 dollars and a trip to Hawaii. . .	Is it a. . .	Yes/No questions.
(Help children ask questions.)		
Ask the puppet, what do you do with it? Do you eat with it? Do you play. . .	Do you. . .with it?	
		Vocabulary.
	Is it big/small/attributes.	

3 J2

LESSON 23

PRESCHOOL STRUCTURED LANGUAGE THERAPY MASTER PLAN

THEME: MIXED UP STORIES

LANGUAGE TARGET(S): Past tense verbs, regular and irregular; picture
     sequencing; telling a narrative.

MATERIALS: Four or six-card sequentia   icture stories, slotted board to
     display the cards in sequence.

WHAT YOU WILL SAY AND DO	DESIRED RESPONSE OF CHILD	LANGUAGE TARGET
Mix up a sequence of a common activity (building a snowman, going shopping, getting up and ready for school, etc.)		
1. THIS STORY IS ALL MIXED UP. LET'S FIX IT. LET'S TELL WHAT HAPPENED.		
(All the children can work on the same story, or each can do one with the others allowed to "help."		
2. WHICH ONE GOES FIRST?	Selects first one.	
3. WHAT HAPPENED FIRST? THAT'S RIGHT, "THE BOY/GIRL verbED THE. . ."	Child either repeats or independently describes the action in the first card using past tense.	Past tense ED or irregular verbs.
Continue until the story is finished. If time at the end, encourage volunteers to tell their stories again.		

LESSON 24

PRESCHOOL STRUCTURED LANGUAGE THERAPY MASTER PLAN

THEME: LITTLE RED RIDING HOOD: Flannel Board Story

LANGUAGE TARGET(S): Past tense forms; SHE/HE; auxiliary WAS; narrative
    sequencing.

MATERIALS: Flannel Board Story: Little Red Riding Hood.

Little children enjoy sitting on the floor with the flannel board propped up
against a wall right in front of them.

WHAT YOU WILL SAY AND DO

Arrange flannel board pieces
following left to right
sequence. After the first
session you may leave some
pieces on the floor or table
for individual children to
place on the board if they
take roles or take turns tell-
ing the narrative.

You may tell the story as
suggested, pausing to give
the children a chance to ask
questions, repeat or tell what
happened next. On the second
retelling, pause and let
children fill in.

Later, children may assume
the roles and dramatize the
story using the pieces.

ONCE UPON A TIME A LITTLE GIRL
LIVED WITH HER MOTHER. SHE
LIVED IN A COTTAGE NEAR THE
FOREST. (Ask children to tell
you what a forest is.) SHE HAD
A LOVELY RED CAPE AND HOOD THAT
HER MOTHER MADE FOR HER. SHE
LOVED IT AND SHE WORE IT ALL
THE TIME, SO EVERYONE CALLED
HER "LITTLE RED RIDING HOOD."

(story continued)

(basket placed on her arm)
ONE DAY RED RIDING HOOD'S
MOTHER SAID TO HER, "PLEASE
TAKE THIS BASKET OF GOODIES
TO YOUR GRANDMA. SHE IS
SICK." SO RED RIDING HOOD
STARTED OUT WITH THE BASKET
OF GOODIES. SHE WAS GOING
TO HER GRANDMOTHER'S HOUSE
IN THE WOODS.

(Grandma's cottage and woods
background scene to right of
RRH. Move her to beginning
of path.)

AS SHE WAS WALKING ALONG,
SUDDENLY A BIG WOLF APPEARED.

(Figure of wolf to left of
Red Riding Hood). Etc.

Emphasize SHE and past tense
models and simplify most com-
plex sentence constructions

LANGUAGE TARGET

Past tense:

ED: livED, callED,
appearED, askED,
jumpED, hurriED,
tuckED, walkED,
screamED, killED,
hoppED.

Irregular past:
made, had, wore,
said, told, heard,
came, bent.

Pronouns: SHE, HE

Auxiliary WAS:

was going
was walking
was taking

LESSON 25

PRESCHOOL STRUCTURED LANGUAGE THERAPY MASTER PLAN

THEME: THREE PIGS STORY, Flannel Board

LANGUAGE TARGET(S): ED and irregular past tense; negatives; telling a narrative
       sequence; vocabulary: straw, twigs, bricks, wagon, sheepskin covering,
       fireplace, chimney, boiling pot.

MATERIALS: The Three Little Pigs (Flannel Board Story), Flannel Board.

WHAT YOU WILL SAY AND DO		LANGUAGE TARGET
Arrange flannel board pieces (follows left-right sequence).	(story continued)	Past Tense:
You may tell the story as follows, pausing to give the children a chance to ask questions or tell the next step. Encourage the children --on the second retelling-- to fill in when you pause (verbs) or to tell what happened next.	THE FIRST PIG SAW THE BIG BAD WOLF AND HE RAN INTO HIS HOUSE. (Remove pigs and place heads only in door of house.)	saw, pulled, built, ran, hid, came, knockED, said, blew, slid.
	THE WOLF SAID, "LET ME IN, LET ME IN." "NO, NO," SAID THE PIG, "NOT BY THE HAIR OF MY CHINNY CHIN CHIN. I WON'T LET YOU IN." "I'LL HUFF AND I'LL PUFF AND I'LL BLOW YOUR HOUSE DOWN." ETC.	NEGATIVES: WON'T, WASN'T (very strong), COULDN'T (blow it down)
Optional: You can have the children assume the roles and dramatize the story.	(Each pig runs to the next house.)	VOCABULARY: See list above.
ONCE UPON A TIME THERE WERE THREE PIGS. THE FIRST PIG WAS PLAYING, BUT HE NEEDED TO BUILD A HOUSE. HE MET A MAN WITH A WAGON. HE SAID, "CAN I BUY SOME STRAW FOR MY HOUSE?" THE MAN SAID OKAY. THE STRAW HOUSE WAS EASY TO BUILD BUT IT WASN'T VERY STRONG. THE FIRST PIG PLAYED NEAR HIS HOUSE.	"THE TWIG HOUSE WAS STRONGER. . ."	
	". . .BUT THE BRICK HOUSE WAS THE STRONGEST. . .THE WOLF COULDN'T BLOW IT DOWN."	
THE SECOND PIG SAID, "I NEED TO BUILD A HOUSE." THE MAN LOADED TWIGS ON HIS WAGON AND HE CAME ALONG. ETC. FOR BRICKS ALSO.	(He said, I'LL COME DOWN THE CHIMNEY, ETC.)	
THEN THE BIG BAD WOLF CAME ALONG.		

LESSON 26

PRESCHOOL STRUCTURED LANGUAGE THERAPY MASTER PLAN

THEME: Book--The Fourteen Bears Summer and Winter

LANGUAGE TARGET(S): Concepts of summer vs. winter activities; past tense ED
and irregular past tense; copula or irregular past WAS, HAD.

MATERIALS: Scott, E. 1973. The fourteen bears summer and winter. New York:
Golden Press.

WHAT YOU WILL SAY AND DO	DESIRED RESPONSE OF CHILD	LANGUAGE TARGET
Today we will read stories about the fourteen bears in summer and winter.		
(Read stories and talk about the pictures. Through the text, using the cloze technique in which children can complete a sentence you start once they have learned what to expect through repetition, and also through informal questioning, elicit the target forms.	Example of cloze technique: You: "This one had a modern couch. This one had a braided rug. This one. . . Child: HAD a. . .(p. 13).	See above.
Talk about winter activities and summer activities: what you do and why. What you wear. . .etc.		

LESSON 27

PRESCHOOL STRUCTURED LANGUAGE THERAPY MASTER PLAN

THEME: WHAT HAPPENED IN-BETWEEN?

LANGUAGE TARGET(S): Past tense ED and irregular, HE/SHE, logical and
analytical thinking skills (advanced levels).

MATERIALS: Game with pieces or turns (bristle blocks, candyland, etc.)
optional. Source: Zachman, L., C. Jorgensen, M. Barrett, R. Huisingh
and M.K. Snedden. 1982. Manual of exercises for expressive reasoning
(Interpolative thinking). Moline, IL: LinguiSystems.

WHAT YOU WILL SAY AND DO	DESIRED RESPONSE OF CHILD	LANGUAGE TARGET
1. This game is "What happened in-between?" I (or peer) will go first.		
Pick a card.		
(Child looks at picture and teacher reads material on back of card.)		
Example: #98 You see your friend in the morning and he looks fine. You see him after school and he has a cast on his arm.	He broke his arm. He went to the doctor/hospital and	
What has happened in between?	they put a cast on it.	See above.
Optional: You may liven this up by using Candy Land or bristle blocks, parquetry blocks, etc. and giving a child one piece of the game or a turn in the game after he/she talks about his card. OR you may have child draw a card from a pile face down on the table, or otherwise imitate a card game.		

PRESCHOOL STRUCTURED LANGUAGE THERAPY MASTER PLAN

THEME: WHAT WILL HAPPEN IF. . .

LANGUAGE TARGET(S): WILL; comprehension of complex sentences beginning
with IF, WHEN, AFTER, with picture cues; ability to predict possible
outcomes; PRONOUNS: he, she, they.

MATERIALS: MEER CARDS: Predicting Possible Outcomes.
Source: Zachman, L., C. Jorgensen, M. Barrett, R. Huisingh, and M.K.
Snedden. 1982. Manual of exercises for expressive reasoning (Predicting
possible outcomes). Moline, IL: LinguiSystems.

WHAT YOU WILL SAY AND DO	DESIRED RESPONSE OF CHILD	LANGUAGE TARGET
I am going to show you some pictures. You have to guess what will happen next.		
Look and listen. (Show the picture and read material on back of each card. If possible, select those which will cue use of WILL, even if you have to alter the wording, i.e.		Comprehension of complex sentences.
"After she eats breakfast, what WILL she do?"	SHE/HE WILL. . .	Predicting possible outcomes.
. . .what will THEY do?	THEY WILL. . .	MODAL Verb WILL to express future.
		Pronouns: HE, SHE, THEY.

PRESCHOOL STRUCTURED LANGUAGE THERAPY MASTER PLAN

THEME: FIND THE HONEYPOT (Teddy Bear Week)

LANGUAGE TARGET(S): Prepositions: in, on, under, in front of, behind, next to.

MATERIALS: Four yellow paper honeypots. Can play this in theme area, or in larger playroom. Each child may bring one of his teddy bears to play.

WHAT YOU WILL SAY AND DO	DESIRED RESPONSE OF CHILD	LANGUAGE TARGET
GAME VERSION I: Teddy Bears like to eat honey in honey pots in some stories. There are four honey pots hidden right around here.		
You and your Teddy Bears can look around and find the honey pots when I say "GO."	Children find honey pots.	
Now let's tell where we FOUND the honey pots.	Prepositional phrase describing where honey pot was found.	In, the. . . On the. . . Behind the. . . Under the . . . In front of the. . . Next to the. . .
You can cue: Was it ON the. . ."		

VERSION II

One child goes out. You all decide where to hide one honey pot. Child comes in. You tell him where it is. (Different children take turns telling where it is.) He fir s it!	Same as Version I.	

PRESCHOOL STRUCTURED LANGUAGE THERAPY MASTER PLAN

THEME: TEDDY BEAR FOLLOWING DIRECTIONS GAME.

LANGUAGE TARGET(S): Variety of verbs, prepositions, body parts such as:
    Turn around, Move your legs, etc. Following one-step directions.

MATERIALS: Look 'n' do: Following directions activity cards. 1975. Trend
    Enterprises.

WHAT YOU WILL SAY AND DO	DESIRED RESPONSE OF CHILD	LANGUAGE TARGET
Game #1: Today we will play Teddy Bear Look, Listen and Do. I will pick someone to be first. (Pick a child.)		
You and your Teddy Bear will pick one card. I will help you tell the other childre. what to do. You will tell them and show them the picture. (Start with Peer.)	Follows pictured directions with verbal commands.	Bend down. Shake hands. Move over. Close your eyes. Run. Lie down. Walk backward. Hold your hands. Stand up. Raise your hand. Sit still. Jump forward. Walk forward. Turn around. March.
Game #2: I will show your Teddy Bears a picture and tell them what to do. You help them to do it.	Same.	Open your eyes.

LESSON 31

PRESCHOOL STRUCTURED LANGUAGE THERAPY MASTER PLAN

THEME: Teddy Bear Stories

LANGUAGE TARGET(S): Past tense ED and irregular; yes/no and WH questions,
    negatives.

MATERIALS: Freeman, D. 1978. A pocket for corduroy. New York: Viking Press
    for Scholastic Book Services.
        Disney, W. 1979. Winnie the pooh and the honey tree. Buena Vista,
    CA: Walt Disney Productions, Inc.
        Asch, F. 1978. Sand cake. New York: Parents Magazine Press.

WHAT YOU WILL SAY AND DO	DESIRED RESPONSE OF CHILD	LANGUAGE TARGET
Read the stories and show the pictures. On the second reading use the "cloze" technique where you start a sentence and children try to finish it. OR ask children to help you tell the story and cue them by modeling phrases and sentences containing target forms.	Complete sentences using correct target forms. Repeats phrases and sentences modeled.	Examples only: Corduroy: took the �winndry carried a⸗⸗ng said waited...perked was saying slid came, saw, climbed looked ISN'T here insisted, left, discovered, tossed unbuttoned, watched, gathered, called, turned, surprised, wanted, etc. Winnie the Pooh: (7) You can't fool the bees. . . . . .isn't that a clever disguise. WHAT are you. . . (9) bees weren't fooled. . . (14) He didn't make. . . (22) pullED, pushED, strainED, tuggED.

311

LESSON 32

PRESCHOOL STRUCTURED LANGUAGE THERAPY MASTER PLAN

THEME: TEDDY BEAR TALL TALES

LANGUAGE TARGET(S):   Don't, can't, won't.

MATERIALS: Teddy Bears, bells or clackers.

WHAT YOU WILL SAY AND DO	DESIRED RESPONSE OF CHILD	LANGUAGE TARGET
Today I am going to tell you and your Teddy Bears a Tall Tale. A Tall Tale is a story that has some BIG mistakes in : .		
When you and your Teddy Bear hear a mistake, ring/ shake your clacker/bell.		
ONCE UPON A TIME there lived a Teddy Bear family. There was a mommy and a daddy and one hundred children. . .CLACKERS.		
What's wrong (ask one child)?	You CAN'T have 100 children.	Can't
Every morning they woke up, brushed their noses . . .CLACKERS. What's wrong?	You DON'T brush your noses!	
Then they got dressed. Daddy Bear put on his dress. . .CLACKERS.	Daddies DON'T wear dresses.	Don't
Mommy Bear put on her diapers. . .CLACKERS.	Mommies DON'T wear diapers.	
The children, Tommy and Sally put on their bath-ing suits to get ready for school. . .CLACKERS.	You DON'T wear bathing suits to school.	
Etc. to elicit targets.		
"If we hurry, we will be late."	They WON'T be late. . .	Won't

312

PRESCHOOL STRUCTURED LANGUAGE THERAPY MASTER PLAN

THEME: GUESS WHAT I'M DOING

LANGUAGE TARGET(S): I'M verb + ing; you'RE verb + ing. Verb vocabulary.

MATERIALS: Everyday Action Cards: pick verbs that are easy to act out.
      Source: Courtman-Davies, M. 1980. Everyday actions (cards). Wisbech,
      England: Bemrose UK, Ltd.

WHAT YOU WILL SAY AND DO	DESIRED RESPONSE OF CHILD	LANGUAGE TARGET
This is a card game and a let's pretend game and a guessing game!		
I will show you three cards. Look at them. Now I will pretend to do ONE of the things on one card. Guess what I'M doing. (Pick one child.)	You'RE verb + ing.	You'RE
Right, I'M verb + ing.		Verb vocabulary
Now who wants to be the teacher?		
(Child puts out three other cards. Acts out one of them.) Says, "Guess what I'M doing."	Guess what I'M doing?	I'M verb + ing.
Teacher can guess too to model YOU'RE or can prompt others by whispering in their ear.		

LESSON PLANS: ARTS AND CRAFTS

LESSON PLANS: ARTS AND CRAFTS

Index

Generic List of Language Targets to Model, Prompt and Elicit During Arts and Crafts.

September

Making a face (sectioned paper plates)
Painting your mailbox (shoeboxes)
Cutting family pictures

October

Fall leaf prints
Matching shapes of leaves
Fall collage
Leaf Person or Leaf Creepy Crawler
Tissue Ghosts
Playdough Pumpkins
Stand-up Halloween Cat
Sponge Pumpkins

November

Finger painting
Coloring turkey body
Making PlayDoh
Turkey hand prints
Indian headdress
Turkey feathers
Quick and easy Indian (hand tracing)

December

Making Christmas stockings
Foil Q-Tip painting
Santa Claus Face (sectioned paper plates)
Yarn Christmas bells
Tissue wreaths
Lollipop Christmas ornaments (to take home as presents)
Christmas cards (to give to mom and dad)
Making Christmas wrapping paper (to wrap lollipop ornaments)
Paper bag Rudolph the Red-nosed Reindeer

LANGUAGE TARGETS TO MODEL, PROMPT AND ELICIT DURING ARTS AND CRAFTS

Basic Level

1. Nouns

crayon
paper
paint
pencil
paint brush
smock
easel
scissors (sing.)
shape
circle (etc.)
sponge

2. Noun Plurals

crayons
pencils
lines
pieces
circles
shapes

3. Noun Possessives

John's (child's name)...

4. Verb + ing

cutting
glueing
standing
painting
picking
counting
holding
pressing

5. I'm verbing the object
(Prompt: "What are you doing?")

I'm cutting the paper.
I'm drawing a. . .

Variation: "Tell. . .what
you are doing."

* *

Advanced Level

7. Irregular Past Tense Verbs

made   chose
drew   held
cut   did
found

8. Regular Past Tense Verbs

paintED   tracED
crayonED   gluED
pastED   pickED
colorED   countED
pressED

9. Prepositions

in, on, under
to, for, with
beside, between, around

10. Pronouns

he, she, it
you, yours, his, hers, him, her, etc.

11. "I verbED the object."
(Prompt: "What did you do?" or
"Tell. . .what you did.")

(also irregular past tense)

I crayoned the picture.
I cut the pattern.
I made a snowman.
I painted a picture.
I made a snowstorm.

317

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: MAKING A FACE

Materials: paper plates (three sectioned are preferred), glue, scissors, markers or crayons, colored construction paper, mirror.

Preparation (setup): pre-cut shapes for ears, eyes (colors for all children), nose, hair (two different white shapes, one boy, one girl), put all materials on table.

Instructions for Teacher/Aide/Therapist: With mirrors help children decide on color of eyes and hair (color the white shape appropriately), then glue onto plate (putting black dot for pupil). Discuss and make eyebrows, glue eyes and nose and then have child make happy smile with marker.
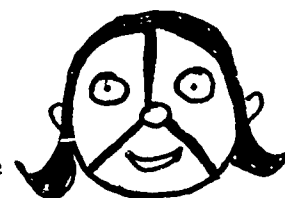
Specific Language Targets:

1. Lower level model: I want. . .(part).
                      Eyes go here.
                      Mouth go here.
                      Etc.

   Also model: put ON face, TWO eyeS, gluING, pressING.

   Higher level children: <u>Irregular past tense</u> - describe what they just finished doing - You FOUND a nose, you DREW the smile, you MADE. . .

2. <u>Regular past tense</u> - describe what they just finished doing for them, then can ask them to tell another child. . .You gluED on the . . .You colorED the. . .

3. <u>COLORS</u>

4. <u>PREPOSITIONS</u>: UNDER, in the MIDDLE.

5. <u>LOCATION WORDS</u>: On the SIDE, ABOVE, BELOW.

6. Also, you can model the yes/no question and WH question forms: IS the girl/boy smiling? IS she sad? WhERE are the girl's/boy's (note possessive forms to model) eyebrows? WHERE is the nose?

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: PAINTING A MAILBOX

Materials: Shoebox with cover, paints, brushes.

Instructions for Teacher/Aide/Therapist: Have children paint shoebox color
    or colors of their choice. Remember, top-bottom-sides-inside-outside.

Specific Language Targets:

1. Colors

2. Following one and two-step directions.

3. Concepts: top, bottom, sides, inside, outside
            wet, dry

4. Possessive nouns: (commenting on another's mailbox) Jessica's.

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: CUTTING FAMILY PICTURES

Materials: Magazines, scissors, glue, white construction paper.

Instructions for Teacher/Aide/Therapist: Have children find pictures of
whole families and of individual family members in magazines, cut
them out and paste on white paper. Encourage discussions about
their families and the families in the pictures.

WHO is this? WHAT IS this family doing? WHO is in your family?
WHAT DO YOU DO WITH YOUR. . .? Etc.

Specific Language Targets:

1. Modeling of WH questions. (Also, some children can ask them to
   each other.)

2. Conversational turn taking and topic maintenance.

3. Responding to WH questions.

4. Presuppositions: learning to identify family members named, i.e.
   my brother, sibling's name.

5. Correct use of verb tenses to describe family activities.

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: FALL--LEAF PRINTS

Materials: Leaves of different shapes gathered on walk; red, yellow and
    orange paint, brushes, newspaper, crepe paper or tissue paper,
    rolling pins.

    (Set up in small groups at several different tables.)

Preparation (setup): Cut crepe paper to desired size, put newspaper in
    front of each child.

Instructions for Teacher/Aide/Therapist: Have children arrange leaves
    on newspaper. Have them paint one of each color. Next have them
    CAREFULLY lay a piece of tissue paper over painted leaves. Have them
    press down with their hands or use a rolling pin to make a beautiful
    print of their leaves.

Specific Language Targets:

    1. Following one-, two- and three-step directions.

    2. Color identification.

    3. Verb tenses: a) WILL--Tell children what they WILL do.

                     b) IS + VERB + ING - Comment on or ask them to
                        tell what they are doing.

                     c) Ask child to tell another what he DID.*

    4. Vocabulary: TISSUE PAPER, PRINT.

*Past tense verbs: painted, pressed, made, rolled.

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: MATCHING SHAPES OF LEAVES

Materials: Crayon, ditto of leaves outlines with two matching pairs and one different.

Preparation (setup): Photocopy or ditto leaves sheet.

Instructions for Teacher/Aide/Therapist: Have children draw a line to connect the two leaves that are the same. Circle the one that doesn't match.

Specific Language Targets:

1. Following a complex one-step direction.

2. Concepts of same, doesn't match.

3. Vocabulary: CONNECT.

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: FALL COLLAGE

Materials: Items found on fall walk: leaves, acorns, branches, chest-
nuts (shells), pine cones, etc.   Large white construction paper, glue,
crayons.

Preparation (setup):   White construction paper on which tree branches and
trunks of trees have been drawn; collection of materials gathered all
in the middle of the table (or have the items found in front of the
teacher so that children have to ask for them).   Three or four
children to each table.,

Instructions for Teacher/Aide/Therapist:

1. Guide children as to where to glue the leaves: some (green ones)
   and some colored ones can go ON the branches OF the tree.   Some
   leaves are falling THROUGH the air and some leaves FELL ON the
   ground.

2. Also ask children: "Do you want to color brown dirt or green
   grass on the ground?"

3. Show the objects to the children, naming them.   Ask them: "Do
   you want a leaf OR a pine cone?   Or what do you want?   Or what
   color leaf do you want?   etc.

Specific Language Targets:

1. Vocabulary and Plural Nouns: leaves, acorns, chestnuts, pine
   cones, pine needles, branches, tree trunk, sky, ground, grass,
   dirt.

2. Prepositions: on, through.

3. Concepts: Colors--orange, green, brown, yellow
              Textures--smooth, pointy (pine needles)
              Shapes--same/different (compare leaves).

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: LEAF (PERSON OR CREEPY CRAWLER)

Materials: Oak leaves, ash leaves, paper plates, glue, markers or crayons.

Preparation (setup): Gather leaves.

Instructions for Teacher/Aide/Therapist: Have children
    glue leaf to paper plate. T...s will be the body for
    their person or creepy crawler. Have children then
    make face, arms and legs with markers if person is
    desired, or head and legs if a creepy crawler is
    desired.
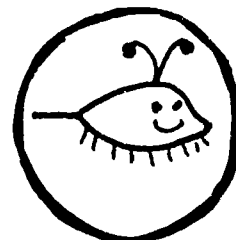
Specific Language Targets:

    1. Following directions.

    2. Body Parts: body, head, arms, legs.

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: TISSUE GHOSTS

Materials: White facial tissue, cotton balls, white thread or yarn.

Source: Warren, J. 1983. Crafts: Early learning activities.
Palo Alto, CA: Monday Morning Books.

Preparation (setup): Teacher should keep all materials
while explaining the activity. Then pass them out
as children request them.

(Summary of activity) Child lays out tissue and
places three cotton balls in the middle. Child
brings sides of tissue up and ties yarn around
tissue covering cotton ball. Leave enough yarn
to hang up later. Have child draw eyes and/or
mouth with marking pen.

Instructions for Teacher/Aide/Therapist:

THIS IS WHAT WE WILL DO. WE WILL MAKE GHOSTS. WHAT WILL WE MAKE THEM
WITH? (Child names materials. Teacher can cue or tell them if
necessary.)

(Teacher describes step, then repeats this one step at a time as
children follow the directions.)

FIRST WE WILL OPEN UP THE TISSUE. THEN WE WILL PUT THREE COTTON BALLS
RIGHT IN THE MIDDLE. ETC.

Specific Language Targets:

1. Verbs: future tense WILL.

2. Vocabulary: names of the materials--tissue, cotton balls, yarn,
marking pen, face, head, body.

3. Concepts: open up, in the middle, three, white, same color (yarn,
cotton, tissue).

4. Requesting help: in tying yarn, if necessary.

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: PLAYDOUGH PUMPKINS

Materials: Orange playdough, popcorn seeds, round plastic lids
     (3" or 4" diameter, one for each child).

     Source: Warren, J. 1983. Crafts: Early learning activities.
         Palo Alto, CA: Monday Morning Books.
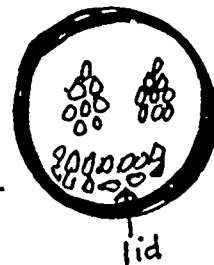
Preparation (setup): Teacher should keep all materials while explaining
     the activity.

Instructions for Teacher/Aide/Therapist:

     Summary of Activity: Have children press orange playdough in lids.
     Next have them press in popcorn seeds for Jack-O-Lantern face.
     Let playdough dry. Children may leave face in lid or take it out.

Specific Language Targets:

     1. Today we WILL make playdough pumpkins. WHAT WILL WE NEED?
        (Hold up the materials and see if children can name them
        and guess what the popcorn seed (kernel) is for.)

        THIS IS WHAT WE WILL NEED: Lids, orange playdough, popcorn
        seeds.

     2. Vocabulary and basic concepts to discuss while working:

        a) A pumpkin with a face is called "Jack-O-Lantern."

        b) The popcorn seed is NOT popped. CAN'T eat it.

        c) What is a face? (See if children can define a "face.")

        d) Now, playdough is soft. What WILL happen when it dries?
           IT WILL GET HARD.

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: STAND-UP HALLOWEEN CAT

Materials: Black paper, 12" x 18.
            Orange paper scraps.
            Scissors, paste or glue.

   Source: Doan, R.L. 1979. Arts and crafts achievement
      activities. West Nyack, NY: The Center for Applied
      Research in Education, Inc.
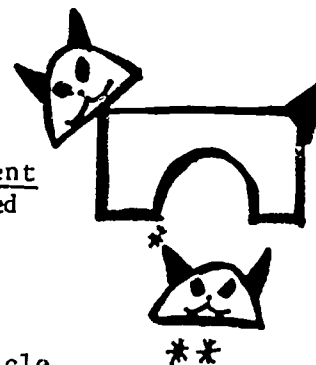
Preparation (setup):

   * 1. Prepare each black paper with a six-inch semi-circle
        (to form cat's body) with chalk.

   ** 2. On orange paper scraps draw two eyes, nose, mouth,
         two ears and tail for children to cut out.

Instructions for Teacher/Aide/Therapist:

   1. Give children black paper. Ask them to fold it lengthwise (demon-
      strate if necessary) and then show them where to cut out semi-
      circle for the cat's body.

   2. Instruct children to cut out eyes, ears, etc. and glue them on the
      sem' circle for the cat's head. Help the children who need help in
      cutting.

   3. Glue on completed head and tail to complete the cat and fold out
      "paws" to help it stand up.

Specific Language Targets:

   1. Following one- and two-step directions.

   2. Vocabulary comprehension: half-circle, fold lengthwise
                                  eyes, ears, tail, nose, mouth,
                                  whiskers, paws

   3. Colors: black, orange.

   4. Possessive noun: CAT'S body, head, tail, etc.

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: SPONCE PUMPKINS

Materials: Small sponge pieces, clothes pins (optional), orange and
    black paint, paper plates.

Source: Warren, J. 1983. Crafts: Early learning activities.
    Palo Alto, CA: Monday Morning Books.

Preparation (setup): Attach a clothes pin to each small sponge for
    easier handling.

Instructions for Teacher/Aide/Therapist:

Have children dip sponge in orange paint and sponge paint the front of
a paper plate. Wash sponge out and dip into black paint to make
eyes, nose and mouth on orange face.

Tell children what we WILL do before passing out materials. See
if they can name the materials and the colors.

If the activity is done in small groups, you may ask a child who
has just finished to explain to another child what to do (optional).

Specific Language Targets:

1. Verbs: future tense WILL.

2. Vocabulary: sponge, dip, paint, orange, black, clothes pin.

3. Optional ideas for conversation: Talk about pumpkins. Pumpkins
   are food. You can cut them up and cook them. You can boil them
   in water. You can bake them. You can make pumpkin bread or
   pumpkin pie. Pumpkins grow from a seed. You plant it in the
   ground. Etc.

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: FINGER PAINTING (MAKING A PICTURE
WITH SHAPES)

Materials: Finger paints (selected colors) and finger paint paper.
    Wet sponges, newspaper, painting smocks, small cups.

Preparation (setup): Cover three tables with newspaper and have children
    put on their painting smocks.

Instructions for Teacher/Aide/Therapist:

1. WE WILL FINGER PAINT TODAY. YOU WILL NEED YOUR PAINTING SMOCK.

2. Ask children: WHAT COLOR DO YOU WANT? Put small amount in cup.

3. (Optional): CAN YOU MAKE A PICTURE WITH DIFFERENT SHAPES?

    Man: circle for head, triangle for body.
    House: square for building, triangle for roof.
    Horse: rectangle for body, triangle at one end for head.

4. Other options: free style--loops, zigzag, circles, lines across
    and down.

Specific Language Targets:

1. WH and YES/NO questions (teacher models): WHAT COLOR DO YOU WANT?
    WHAT DID YOU MAKE? DO YOU WANT. . .?

    Child: Can I have. . .?

2. Concepts: shapes--circle, square, triangle, rectangle.

3. Prepositions: for, with

4. Verbs irregular and ED past tense: I made a, I drew a, I painted a. . .

5. Vocabulary: zigzags, circles, lines across and down, loops.

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: COLORING TURKEY BODY

Materials: one turkey body (body, head, wattle, feet); five red crayons; five brown crayons; five yellow crayons; five orange crayons.

Preparation (setup): Prepare turkey body.

Instructions for Teacher/Aide/Therapist: Children will color (on table) all parts of turkey body together. Talk about parts. Tell them we will put our turkey and his feathers on the door for everyone to see.

Specific Language Targets:

1. Vocabulary: parts of turkey--head, body, wattle, feet.

2. Concept of Thanksgiving turkey:

   a) A turkey is a bird.

   b) Gobbles.

   c) Lives on a farm.

   d) Has big feathers.

3. Concepts: colors--red, brown, yellow, orange.

4. Following directions AND relaying them to others (late comers).

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: MAKING PLAYDOUGH

Materials: Large pot, large spoon, measuring cup, tablespoon, waxed paper,
teaspoon.
Recipe: 2 c. flour
         1 c. salt
         4 T. oil
         4 t. cream of tartar
         2 c. water
         Food coloring

Preparation (setup): Set out ingredients, large pot and cup and spoon.
Write recipe on large paper so kids can help "read" it.

Instructions for Teacher/Aide/Therapist:
Mix ingredients in order given. We will make playdough. First we
need two cups of flour (fill cup twice). Then we will add one cup
salt. Then oil, cream of tartar. Add food coloring to water.

Cook on low-medium heat, stir constantly, until consistency of
mashed potatoes. It will "ball up" off the bottom.

Turn onto waxed paper. Add flour if it is too sticky.

Knead and enjoy.

Specific Language Targets:

1. Future tense: We WILL make. . .
                  We WILL add. . .

2. Copula: It IS hot, sticky, soft, lumpy, etc.

3. Auxiliary: Henry IS stirring. . .

4. Vocabulary: Flour, salt, oil, water, cream of tartar.

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: TURKEY PRINTS

Materials: Paints (red, brown, orange, blue, green, yellow)
             Brushes
             Paper (single sheets or long roll)
             Wet paper towels.

Preparation (setup): Small groups. Set up three tables
    with paint brushes and paper (paper towels for
    children to wipe hands).

Instructions for Teacher/Aide/Therapist:

    Have children paint thumbs RED, palms BROWN, and fingers
    assorted colors for feathers. Have children spread
    fingers and make prints of painted hands on paper.
    Children add legs to each print. Children may also press
    them on a large collage.
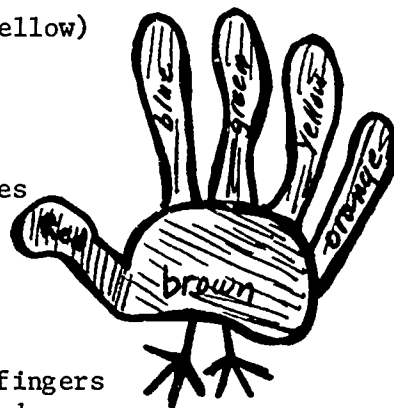
Specific Language Targets:

    1. Colors—recognition of red, brown, orange, blue, green, yellow.

    2. Following directions.

    3. Parts of hand and parts of turkey:

           thumb – head
           palm – body
           finger– feathers (legs and feet)

    4. Vocabulary: print.

332

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: INDIAN HEADDRESS

Materials: Black 1½" strips of construction paper.
Small strips of colored construction paper.
One pattern for feather for each child.
Glue, scissors, stapler, pencil.

Preparation (setup):

1. Cut large 1½" strips of black paper for band.

2. Cut out patterns for feathers.

Instructions for Teacher/Aide/Therapist: Talk a little about Indians.

1. Give each child a head band.

2. Have child pick five pieces of colored paper and one feather pattern.

3. Have children trace five feathers and cut out. (All children may not want to do five.)

4. Have them glue on appropriate place on headdress.

5. Staple in back for right size.

Specific Language Targets:

1. Plural nouns: featherS, pieceS of paper.

2. Colors.

3. Vocabulary: headdress.

4. Concept: Indians were the first Americans or Native Americans. They already lived here when the Pilgrims came.

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: TURKEY FEATHERS

Materials: Feather shapes to trace.
             Pencils
             White paper
             Crayons
             Scissors

Preparation (setup):

   Precut several turkey feathers.

   Have turkey body completed.

Instructions for Teacher/Aide/Therapist:

   Children will trace and cut out one feather. They will choose
   color of their choice and then color it. Then they will tape
   their picture to the feather and complete our turkey on the
   door. (See COLORING TURKEY BODY.)

Specific Language Targets:

   1. Concept of Thanksgiving Turkey:

      A tur¹ey is a bird.

      Gobbles.

      Lives on a farm.

      Has big feathers.

   2. Colors.

   3. Following directions: Will trace, cut out one feather. Will
      choose favorite color and color feather. Will tape picture
      to feather and put feather on turkey on door.

   4. Verbs future and past tense: Will trace, tracED
                                      Will cut, cut
                                      Will choose, chose
                                      Will color, colored
                                      Will tape, taped

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: QUICK AND EASY INDIAN

Materials: Light colored paper
             Crayons and markers
             Flannel board

Preparation (setup):

Have flannel board available for teacher to demonstrate how to make
Indian.   Trace (recessive) hand on paper with crayon, but not thumb.
Show outline to children.   Draw face, feathers, and war paint.

Instructions for Teacher/Aide/Therapist:

Ask children to trace their hand in the same manner.   Use markers
and crayons to draw and color feathers, face and war paint (head-
dress).

Specific Language Targets:

1. Following directions and demonstration.

2. Vocabulary: face, palm, feathers, fingers.
                 Indians – first people to live in this country,
                 (Native Americans).
                 Explain Thanksgiving, Indians already here.
                 People came in boats to live here from far away.
                 Met the Indians.

3. Past Tense: TracED, colorED, drew.

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: MAKING CHRISTMAS STOCKINGS

Materials: Pre-cut stockings (white).
             Crayons and markers
             Glue
             Cotton balls.

Preparation (setup):

             Pre-cut stockings.

Instructions for Teacher/Aide/Therapist:

1. Have children color stocking and decorate.

2. Have children leave cuff white so they can glue on cotton
   balls for a white cuff.

3. Have children glue on cotton balls to make a full cuff.

Specific Language Targets:

1. Vocabulary: stocking, cuff, cotton balls.

2. Verbs past tense: Irregular--cut, made
                      ED--colorED, decoratED, gluED.

3. Discourse: telling latecomers what we WILL make, ARE makING or
   MADE. Explaining the sequential steps in completing the project.

4. Concepts: colors
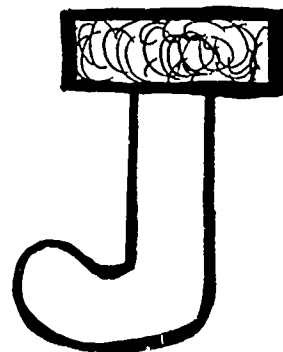
SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: FOIL Q-TIP PAINTING

Materials: Tin foil
            Q-tips
            Paints (green, red, white)
            Paint cups
            Construction paper (12 x 18) in red, green, white to
                back and frame the foil.

Preparation (setup):
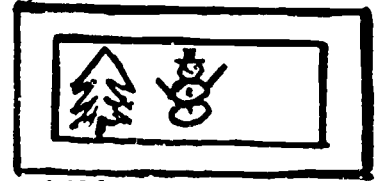
1. Cut foil into 15" pieces.

2. Put foil on colored back. You may also let the child
   decide which color he wants and staple back at each
   table.

3. Pre-pour paint so each table has two children sharing
   paint.

4. Children will dip Q-tip into paint and make a design
   or Christmas picture. Encourage mixing of colors.

Instructions for Teacher/Aide/Therapist:

1. Today we WILL make shiny, pretty pictures (show finished example).

2. This is what we need TO MAKE the pictures (show materials; have
   children name them and tell late arrivals about them).

3. I WILL pick a helper to pass out the colored paper (pick helper).
   You can tell him/her WHAT COLOR you want (children tell helper
   what color to give them).

4. Next we WILL staple this tinfoil TO the colored paper.

5. Now you can DIP your Q-tip into this paint and make a design or
   Christmas picture.

Specific Language Targets: Have children explain the activity to late-
   comers and show their finished products to others.

1. Future tense: Will.
   Past tense: PastED, paintED, staplED, passED
   Past irregular: made

2. WH question: What color do you want?

3. Vocabulary and Concepts: tinfoil, Q-tips, paper, stapler, shiny.
                Colors: red, green, white

4. Sequential narratives describing the project to latecomers.

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: SANTA CLAUS FACE

Materials: Paper plates (sectioned)
             Red and black paper
             Glue
             Cotton balls

Preparation (setup):

Cut out the following: black eyes, red nose, red mouth, triangular
                        hat.

Instructions for Teacher/Aide/Therapist:

Ask the children to identify the materials needed and
guess what they will be.

Have children glue on eyes, nose and mouth.

Then glue on hat.

Glue cotton balls above mouth for mustache.

Glue one cotton ball on tip of hat.

Finally, glue cotton balls around paper plate for
sideburns and beard.
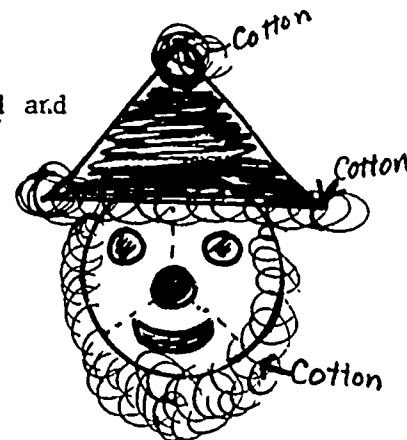
Specific Language Targets:

1. Verbs: WILL (Guess what we WILL make today? How WILL we make it?)
           ED: gluED
           Irregular: made

2. Vocabulary: Santa Claus, mustache, beard, hat, eyes, nose.

3. Prepositions: ABOVE the mouth, beard is BELOW the mouth.

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: YARN CHRISTMAS BELLS

Materials: Small paper cups, medium paper cups
              Glue in cups
              Green and red yarn
              Paper bows
              Stapler

Preparation (setup):

Punch holes in bottom of enough cups so that each
child has two small and one medium cup. Pre-cut
paper bows. Children will wind yarn around each cup
to completely cover it. They may use different
colors on the cups. Have children cover outside of
cup with glue and wind the yarn. Help children put
yarn through each hole of cup and attach all three
together. Staple or glue yarn to paper bow.
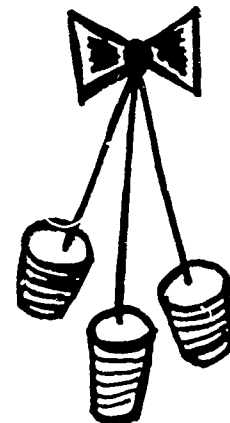
Keep all materials on tray in front of the teacher.

Instructions for Teacher/Aide/Therapist:

1. Today we WILL make paper bells. Look at mine. Who can guess HOW
   I made this one? (See if children can reconstruct the process, then
   explain the process, showing model cup and the materials. Have
   someone, maybe a peer, explain the process to any latecomers.)

2. You can pick out two small and one bigger cup. (Children will
   select.)

3. We have to put glue all around the cup. Why?

4. Now we will wind the yarn all around. Can you wind the yarn with
   the rows RIGHT NEXT to each other.

5. Can you push the yarn THROUGH the hole? (Encourage them to ask for help).

6. Let's ATTACH all three yarns together and staple/glue them to a bow.

Specific Language Targets:

Interactive Language: 1) Children try to guess HOW the project was
                          constructed.
                       2) Children name materials and explain process
                          to latecomers.
                       3) Children ask for help, can you help me?
                          (Y/N questions)
                       4) Size Concepts: small, bigger
                          Number Concepts: two, three
                       5) Locatives: around, through, next to
                       6) Vocabulary: yarn
(Also, a child who finishes early can help a latecomer.)

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: TISSUE WREATHS

Materials: Large, green, pre-cut paper wreaths
             Pre-made bows
             Glitter
             Glue
             Tissue paper
             Pre-cut red circles for berries
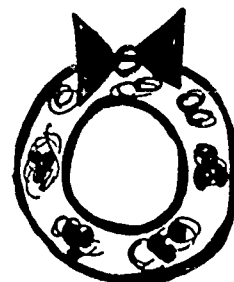
(It would be nice to have a real wreath for comparison.)

Preparation (setup):

1. Cut out green wreaths.
2. Have enough bows for each child.
3. Cut out red circles.

Children will rip tissue in small pieces and crunch together and then glue them around the wreath. Dip glue around wreath and glue on red circles. Children may also wish to sprinkle glitter on.

Instructions for Teacher/Aide/Therapist:

1. Today we WILL decorate paper wreaths (show finished model).

2. Here is what we need to MAKE them (have children name materials).

3. First I will do this (demonstrate ripping and crunching up tissue). Who can tell (latecomer) what I did? (Elicit ripped or tore and crunched and crinkled.) Now you can do it.

4. Now we'll glue our tissue onto the wreath.

5. Now we'll dot the glue all around the wreath and glue on these paper berries.

6. Do you want to sprinkle on the glitter? Do you want a bow?

Specific Language Targets:

IDEAS FOR INTERACTIVE LANGUAGE: Put a child in charge of tissue paper or berries or glitter if he/she finishes first. This child can then help latecomers. Have children explain the project to latecomers. Children have to ask for the materials they need, either of you or other children in charge of them.

1. Y/N Questions: CAN I HAVE. . .please? or DO YOU WANT. . .?

2. Vocabulary: names of materials.

3. Verb tenses: WILL - Past tense ED: gluED, pastED, sprinklED
                                       crunchED, rippED, dottED
                 Irregular Past Tense: tore, cut

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: LOLLIPOP CHRISTMAS ORNAMENTS
(Present to take home)

Materials (2-3 children at one time):

Glue, round styrofoam balls (small or medium), sticks, Christmas
material cut in rectangles 4" x 6", plastic wrap cut in rectangles
4" x 6", pinking shears, needle and thick thread, colored yarn.

Preparation (setup):

1. Christmas material can be pre-cut or done by students.

2. Plastic wrap should be pre-cut.

Instructions for Teacher/Aide/Therapist:

1. Children should push stick in ball, then `l out, put glue in
hole and stick back in.
a) Glue on stick
b) Cut material
2. Have children cover ball with material and plastic wrap and help
them tie yarn around material to hold it.
3. Help children put thread in top of ornament with need to make a
thread hanger.
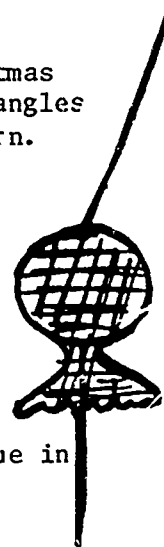
Specific Language Targets:

1. Verbs: We WILL.

Past Tense: threadED, pushED, gluED, tiED, wrappED
Irregular: held, cut

2. Concepts: straight line, "pinked" line from pinking shears.

3. Vocabulary. styrofoam, ornaments

4. Question forms: CAN YOU HELP ME?

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: CHRISTMAS CARDS

Materials: Colored Christmas Pictures
            Colored Construction Paper 12" x 18"
            Markers
            Glue
            Scissors

Preparation (setup):

A completed colored Christmas picture for each child.

Instructions for Teacher/Aide/Therapist:

1. Have children pick colored paper.

2. Fold it in half.

3. Have children glue picture on front or inside page (they may choose).

4. Tell them this WILL be for Mom and/or Dad and have them think of something appropriate for teacher to write inside (YOU ARE THE BEST MOM AND DAD. MERRY CHRISTMAS. I LOVE YOU VERY MUCH. ETC.).

5. Have children write their name or help child to trace name.

6. May take scissors and cut around edges to make designs.

Specific Language Targets:

1. WH questions: WHAT color paper DO YOU WANT?
                 WHERE DO YOU WANT to glue your picture?

   (Teacher may pick a helper to ask other children the above questions, especially latecomers.)

2. Verbs: gluED, wrote, pickED, foldED. Tell them what we WILL do.
           made.

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: MAKING CHRISTMAS WRAPPING PAPER

Materials: Christmas cookie cutters
Long roll of white paper
Paints (red, blue, green, orange)
Sectioned paper plates
Newsprint to cover the work area

Preparation (setup):

Put colored paints in sectioned paper plates.

Instructions for Teacher/Aide/Therapist:

Have children dip cutters in paint and make prints to decorate white paper.

Explain that this paper will be used to wrap presents for parents AFTER the paint dries.

Specific Language Targets:

1. Vocabulary: wrapping paper, prints, names of cookie shapes or designs.

2. Verbs: WILL dip, dippED, WILL dry, driED, WILL wrap.

3. Names of colors.

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: PAPER BAG RUDOLPH THE RED-NOSED REINDEER

Materials: Pre-cut white antlers (white construction paper)
            Paper sandwich bags (round off opening)
            Red circles on individual red paper for nose (not cut out)
            Two black circles on individual black paper for eyes (not
              cut out)
            Scissors
            Glue

Preparation (setup):

1. Prepare circles (one red and two black on paper
   to allow children to cut them out individually).

2. Prepare white antlers (one piece).

3. Prepare white triangular breast.

Instructions for Teacher/Aide/Therapist:

1. Show children how to fold top of bag to make face hang.
2. Have them cut red nose and black eyes.
3. Give them antlers and breast piece.
4. Have them glue pieces in appropriate place, allowing them to see
   a finished product for a guide.

Specific Language Targets:

1. Verb Tenses: WILL - in telling children what we WILL do.
                  Have children tell latecomers what they WILL do.
                  ED - gluED
                  Irregular: cut

2. Noun Vocabulary: reindeer, head, antlers, eyes, nose, breast.

3. Colors/Shapes: red, black, white, brown
                   round

See also general Arts and Crafts targets.

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: SNOWFLAKES

Materials: Thin white paper (9" x 9")
             Scissors
             Pencils

Preparation (setup):

    Cut paper in squares.

Instructions for Teacher/Aide/Therapist:

    1. Have children fold (triangular) paper two or three times.

    2. Have them cut shapes around the paper, being careful not
       to cut on fold excessively.

    3. Help children make lines to cut on their shape.

Specific Language Targets:

    1. Future tense: WILL, in giving instructions.

    2. Vocabulary: snowflakes, designs, lacy, everyone is different,
                fold and unfold.

    3. Verbs: Past tense and irregular: cut, foldED, made, drew lines.

    4. Optional: Talk about what real snowflakes are like. Using a
       magnifying glass to make something biggER, explain how snow-
       flakes look like lace and everyone is different under a magnifying
       glass or microscope. Snowflakes are cold and wet. They pile up
       and make snow. They melt into water.

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: POPCORN SNOWMAN

Materials: blue construction paper, 9" x 12", for each child
            Two cups of popped corn for each child (put on paper plate).
            Paper plates or some container.
            Glue
            Black powdered tempera paint
            Paper bag

Source: Doan, R.L. 1979. Arts and crafts achievement activities.
    West Nyack, NY: The Center for Applied Research in Education,
    Inc.

Preparation (setup):

1. Make enough popcorn so that each child will have
   two cups.

2. Shake several cups of popped corn in a bag with
   black tempera powdered paint to make black pop-
   corn.

3. Pre-draw two circled snowman on blue paper.
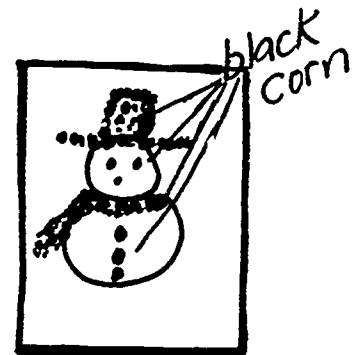
Instructions for Teacher/Aide/Therapist:

1. Instruct children to glue white popped corn to make snowman on blue
   paper. They are NOT to eat the popcorn (can have fresh popcorn to
   eat at snack time).

2. Distribute 1/2 to 3/4 cup black popped corn.

3. Instruct children to glue scarf, a black hat, buttons and face
   with this black popped corn.

Specific Language Targets:

1. Vocabulary: white, black, blue
                scarf, head, body, black hat, buttons, face

2. Negative: DON'T eat, NOT for eating.

3. Past Tense: telling latecomers what they did. GluED, didN'T eat,
                made.

4. Future Tense: WILL, as teacher explains what they WILL do.

5. Pronouns: SHE/HE. . .telling someone what another child did:
              SHE made. . . HE made.

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: PAINTING WITH WHITE

Materials: White paint
            Black construction paper
            Brushes
            Small sponges
            Magic markers (optional)

Instructions for Teacher/Aide/Therapist:

   Assist children in painting a scene of snow using brushes and/or
   sponges. Suggest snowmen, falling snow, snow on houses, fences,
   ground, etc. When dried, children may draw other pictures with
   markers.

Specific Language Targets:

   1. Vocabulary: white/black
                   sponge

   2. Noun Plurals: fences, houses.

   3. Verbs: Irregular past--snow FELL on.

See Arts and Crafts Targets.

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: MACARONI JEWELRY

Materials: Small stringable macaroni (different shapes)
             Rubbing alcohol
             Food coloring
             Pint jar
             Strainer
             Paper towels
             Yarn
             Tape
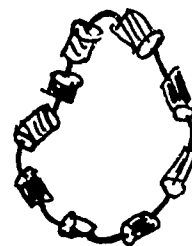
   Source: Warren, J. 1983. Crafts: Early learning activities.
       Palo Alto, CA: Monday Morning Books.

Preparation (setup):

   Prepare yarn by wrapping tape around one end.

   Dye macaroni using 1/4 cup alcohol and lots of coloring in jar.

   Add macaroni and shake.

   Strain macaroni and put macaroni on paper towels.

Instructions for Teacher/Aide/Therapist:

   Have children string colorea macaroni to make necklaces and bracelets.

   1. Today we WILL make necklaceS and braceletS.

   2. What do we need to make these?   (Children name materials displayed:
      yarn, macaroni)

   3. Discuss shapes and colors of the macaroni pieces.

Specific Language Targets:

   1. Verb Tenses: WILL, future - will pick, will string
                     Irregular Past - MADE

   2. Vocabulary and Noun Plurals: necklaceS, braceletS, macaroni,
      colors and shapes names.

   3. Question Yes/No: WILL YOU PLEASE TIE MY NECKLACE? etc.

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: HEART COLLAGE

Materials: White construction paper
Red construction paper
Material of different texture, color, pattern
Glue

Preparation (setup):

Cut out lots of different hearts for the children (small, big, solid colored, with centers cut out, etc.). Leave some for older children to cut out themselves and have everyone cut out one big one.

Instructions for Teacher/Aide/Therapist:

Give children large piece of white construction paper.

Let them glue on whichever hearts they prefer to make a collage.

Encourage experimenting with overlapping.

Optional: With a small group, the teacher can keep a display of the hearts on a tray in front of her and the children can ASK for them with help, describing which one they want.

Alternatively, have them talk about their hearts on their collages.

Specific Language Targets:

1. Vocabulary and Descriptive Terms: big, small, plain, with a design, colors, with center cut out, etc.

2. Yes/No Questions: CAN I HAVE THE HEART THAT IS. . .?

3. Concept: Overlap.

4. Verbs: overlappED, pastED, gluED, pickED, chose, made, designED.

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: SHAPE RUBBINGS OR OBJECT RUBBINGS

Materials: Cardboard shapes
             Objects for rubbing (keys, clips, coins, etc.)
             Paper
             Peeled crayons

Preparation (setup):

Cut various shape cutouts or collect objects suitable for rubbings.

Instructions for Teacher/Aide/Therapist:

Have child arrange shapes or objects to his liking, then lay paper
over them.

Hold crayon sideways and rub firmly across the paper several times.

Impressions will then appear.

Specific Language Targets:

1. Vocabulary and Concepts: names of shapes and objects.
                              sideways, firmly, across, rubbings

2. Following two- and three-step directions.

3. Ask children to tell latecomers what they DID.   Verbs: Past tense ED
   and Irregular: placED. . .on paper, laid paper over, held crayon
   sideways, rubbED. . .crayons are peelED.

4. WH questions: WHAT IS IT?   WHY did we peel the crayon?
   Y/N questions: Can you guess what is under this?

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: COLORING AND CUTTING HEARTS

Materials: Dittos of hearts
             Red crayons
             Scissors

Preparation (setup):

Make heart dittos.

Instructions for Teacher/Aide/Therapist:

Talk about hearts and Valentine's Day. Valentine's Day is a day for
love and friendship.

Specific Language Targets:

1. Vocabulary and Concepts: heart, valentine, shape, color.

   Can children tell what they think a friend is. Tell them a simple
   definition of friendship. Friendship is when you like a friend
   and you have fun together and even help each other. Have children
   talk about their friends.

   Can children tell what love means. (Copy down some good definitions
   they give for our newsletter.)

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: VALENTINE'S DAY CARDS AND ENVELOPES

Materials: Small paper plates (6")
             Red and white paper
             Glue
             Markers
             18" x 12" white construction paper for envelopes

Preparation (setup):

1. Cut three different sized heart shapes (one set per child) and the largest big enough for plate to be glued onto.

2. For envelopes make line across top about 1" down. Children will fold paper down to this line. (This leaves a flap for envelope.)
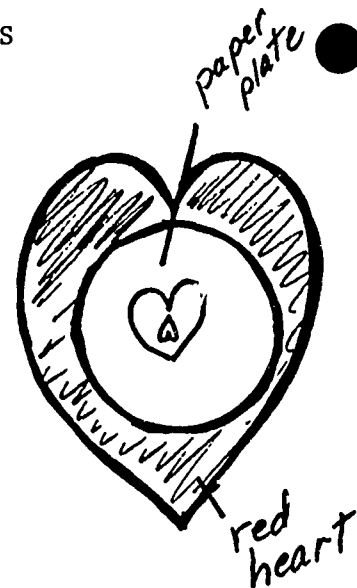
Instructions for Teacher/Aide/Therapist:

Tell children:

1. Find the biggest heart. Glue the plate ONTO the biggest heart.

2. Then glue the two other hearts ON the plate.

3. You may decorate your card with markers.

4. I will write a MESSAGE on your card. Do you want "I love you"? or "Happy Valentine's Day?" or another message?

5. While your card is drying, fold the large white paper to the line and glue both sides to make your envelope.

Specific Language Targets:

1. Verb Forms: I'M verb + ING - Teachers can make a card AT THE SAME TIME as the children, telling what they are doing and then asking children.

   Past tense regular: foldED, gluED, colorED, decoratED
   Past tense irregular: drew, wrote, made

2. Vocabulary and Concepts: biggest, message

3. Possessive nouns: Jessica's, Henry's, etc.

4. Proposition: for. This is FOR my mother/father/sister, etc.

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: PAPER COLLAGE

Materials: Magazines for each child
            Large white construction paper
            Glue
            Scissors

Preparation (setup):

    Gather enough magazines for each child to have one.

Instructions for Teacher/Aide/Therapist:

    1. Have children cut out pictures of their favorite things (food,
       toys, people, etc.)

    2. Then they can glue them on their white paper.

Specific Language Targets:

    1. Make an effort to model at least two forms for each child you work
       with.

    2. WH question: WHAT ARE YOUR FAVORITE TOYS? etc.

    3. Irregular plural nouns: people, food.

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: MARCH BULLETIN BOARD

Materials: Bulletin board (white)
            Crayons and markers
            Cotton for leprechaun's bear (optional)
            Gold tin foil for coins

   Source: Wasserman, F. and S. Medow. 1984. Early childhood seasonal
       and holiday activities. Compton, CA: Educational Insights.

Preparation (setup):

   Draw rainbow, leprechaun, pot of gold and shamrocks on bulletin board
   for children to color.

Instructions for Teacher/Aide/Therapist:

   1. Talk about St. Patrick's Day, rainbows, pot of gold, leprechauns.

   2. We will color this mural.

Specific Language Targets:

   1. Plural and possessive nouns: St. Patrick's Day, coinS in the
      pot of gold.

   2. Vocabulary and Concepts: Leprechauns are make believe elves.
      Ireland is a country like the United States. People who live in
      Ireland or whose families used to live in Ireland are called
      Irish people.

      Green is the color of Ireland. St. Patrick was a special person
      who lived in Ireland.

      A story in Ireland is that if you see a rainbow and go to the end
      of it you will find a pot of gold. WHAT IS A RAINBOW?

      A rainbow is an arch of colors made when the sun is shining through
      clouds or water in the air.

      CAN OLDER CHILDREN THEN DEFINE: Ra⁺   Leprechaun, St. Patrick's
      Day, Irish?

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: PAINTING A FIRE ENGINE

Materials: One or two very large boxes
             Red and black paint
             Brushes
             Scissors or knife for teacher to cut cardboard
             Picture of fire engine

Preparation (setup):

1. Obtain large boxes.

2. Find adequate space to paint.

3. Have children wear old clothes.

Instructions for Teacher/Aide/Therapist:

1. Today we will paint these boxes red and make a fire engine. We
   also have black paint to paint some things that go on a fire engine.

2. Look at picture. Tell me about what a fire engine looks like (big,
   red). Tell me the different things on a fire engine (wheels,
   steering wheel, bell, axes, hoses, ladder, headlights, seats). WHY
   does a fire engine have a bell or a siren? WHAT is the hatchet for?
   WHAT are the hoses for? WHAT is the ladder for?

3. Assign areas for painting: front, right side, left side, back,
   hood, etc.

Specific Language Targets:

   Basic and more advanced concepts and vocabulary:

1. Colors: red and black.

2. Names and functions of parts: hose--pours water on fire; fire
   engine in the right direction; axes--chops down doors and windows
   to save people from the fire; ladder--helps firemen to climb up
   high to rescue people upstairs in a burning building, etc.

3. Parts/directional terms: front, back, right, left sides, etc.

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: TRACING SHAPES WITH STENCILS

Materials: Shape stencils
              Pencils
              White construction paper
              Crayons and/or markers

Instructions for Teacher/Aide/Therapist:

1. Have children talk about the different shapes.

2. We will trace shapes on the inside of the stencil and/or around
   the shape.

3. Children may fill a paper with all the same shape or put all
   different shapes on one paper.

Specific Language Targets:

1. Plural nouns: shapeS, stencilS.

2. Verbs: trace, will trace, tracED, I'M tracING.

3. Locatives: inside, outside.

4. Adjectives: same/different.

5. Shape names: circle, square, triangle, rectangle, half circle.

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: PAPER PLATE BUNNIES FOR SPRING BULLETIN BOARD

Materials: 9" and 6" paper plates
Pink or "Spring"-colored paper (yellow, green, purple)
White cotton for tail
White and black paper
Tape
Pencil
Glue
Stapler

Source: Hazell, B.G. 1982. Paper plate animals (cut and paste
patterns). Malvern, PA: Instructo/McGraw, Inc.

Preparation (setup):

1. Cut out two ears of colored paper, two white inner
   ears, two eyes, feet, black eyebrows, one nose,
   one white tail and four black whiskers. (Forms for
   cut-outs are on page 20 of source.)

Instructions for Teacher/Aide/Therapist:

1. Glue white inner ears on large colored ear.
2. Glue ears under top side of 6" plate.
3. Glue 6" plate almost completely to 9" plate. Staple.
4. Glue colored eyes on 6" plate. Glue eyeballs on eyes.
5. Glue nose on face.
6. Glue two whiskers on each side.
7. Glue feet under bottom of 9" plate.
8. Glue tail under 9" plate. Glue cotton on tail.
9. Draw a mouth on face and fold one ear forward.

Specific Language Targets:

1. Vocabulary and Concepts: larger and smaller (plate, ear)
                              inside and outside (ear),
                              each side
                              colors
                              eyeballs, whiskers, soft, puffy tail

2. Prepositions: on, under, over, next to.

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: MAKING KITES

Materials: Kite shapes to trace
Construction paper, white or colored
Stapler
Glue
Scissors
Crayons
Crepe Paper for streamers
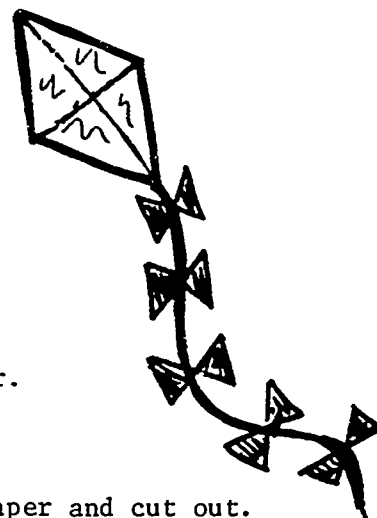
Preparation (setup):

Precut enough bows to attach five to each streamer.

Instructions for Teacher/Aide/Therapist:

1. Children will trace kits on colored or white paper and cut out.

2. Color on a design.

3. Staple streamer to kite and have children glue bows.

4. Children may color bows also.

Specific Language Targets:

1. Vocabulary and Concepts: Kite is a DIAMOND SHAPE. Corners, lines.
   Names of all materials--streamers, crepe paper, colors.

2. Narrative Sequence: have the children who come early start right
   away. Then ask them to tell and show latecomers how to make the
   kites.

3. Verb tenses: WILL, ED and irregular verbs.

4. Auxiliary: I'M coloring, stapling, etc.

5. WH question: WHAT color paper do you want?

   Y/N question: Do you want red? etc.

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: EASTER CHICKS

Materials: Cotton balls (yellow if possible)
            Yellow powdered tempera paint and baby powder
             (if yellow cotton balls aren't available)
            Egg cartons
            Orange and black construction paper
            Hole punch
            Glue
            Lunch bags

   Source: Warren, J. 1983. Crafts: Early learning activities.
           Palo Alto, CA: Monday Morning Books.

Preparation (setup):

   1. Cut out individual cups from egg cartons.

   2. Punch black eyes.

   3. Cut out orange beaks.

   4. If yellow cotton balls aren't available, put two teaspoons of
      tempera paint powder and some baby powder into lunch bag.

Instructions for Teacher/Aide/Therapist:

   1. If no yellow cotton balls are available, have children shake white
      cotton balls in bag. Then glue three or four balls inside egg cup,
      glueing on top and separating cotton balls in the process.

   2. Have children glue on eyes and beak.

Specific Language Targets:

   1. Verbs: I'M shaking/glueing/making. . .She'S, he'S. . .
              gluED, shook, made.

   2. Vocabulary and Concepts: Chicks are LITTLE and SOFT.
                                Chicks are baby hens/roosters.
                                Yellow, orange beak, black eyes.
                                Are in their NESTS.

   3. Narrative Sequence: Have early arrivals explain the project and
      the steps to late arrivals.

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: EASTER (BAG) BASKET

Materials: Brown or white lunch bag
              Crayons or markers
              Scissors
              Artificial grass
              Cotton balls
              Stapler
              Glue
              White paper

Preparation (setup):

1. Cut out two white ovals for each bunny's eyes. Black whiskers
   may also be cut if desired.

2. Cut both sides of each bag halfway down (see illustration).

3. Draw outline of ears for children to cut.

Instructions for Teacher/Aide/Therapist:

1. Tell and show the children what to do. Early arrivals can tell
   latecomers. Younger children may need assistance in cutting ears.
   Can give instructions two steps at a time except to youngest
   children. Give them one at a time.

   2. Cut ears.

   3. Flatten bag on table and children glue on white eyeballs.

   4. Children draw eyes, nose, mouth, whiskers (older ones may cut out
      and glue on whiskers).

   5. Color middle of ear pink or red.

   6. Glue cotton ball to back for tail.

   7. Put "grass" inside.

   8. Staple ears together at top.

Specific Language Targets:

1. Vocabulary and Concepts: Naming materials and guessing what they are
   FOR. Cotton is FOR the bunny's tail, white is FOR eyeballs, grass is
   FOR inside for Easter eggs. (Also, preposition FOR, plural and posses-
   sive nouns.)
2. Following one- or two-step directions.
3. Verbs: Future tense in telling what they WILL do to latecomers.
           Auxiliary I'M/he'S, she'S in telling what they're going and
           what their friends are doing to someone just arriving or
           teacher coming over to table.
           Past ED and irregular in telling what they DID. Can bring in
           an outside person so a few can tell what they DID. Can tell
           their parents later.

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: PUSSY WILLOWS

Materials: Blue construction paper
             White cotton balls
             Brown crayon
             Real pussy willows (optional)

Preparation (setup):

1. Draw branches on blue paper.

Instructions for Teacher/Aide/Therapist:

1. Have children glue small pieces of cotton on each side of the
   branch to resemble a pussy willow.

Specific Language Targets:

1. Concepts: Changes that tell us Spring is coming. Pussy willows
   grow. Other changes: Warmer weather, birds come back, buds on
   tree branches.

2. Can they talk about the real pussy willow? Branches are hard.
   Gray buds are SOFT like a pussy cat.

3. Naming items needed: paper, blue, brown paper, cotton.

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: BUTTERFLY, BUTTERFLY, FLY AWAY

Materials: Shape of half a butterfly to trace
Yellow construction paper
Large (12" x 18") blue construction paper
Pencils
Markers
Glue
Black paper
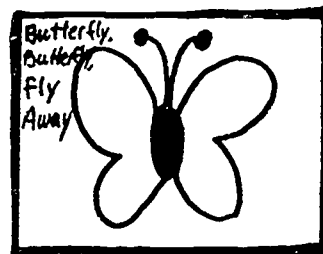
Preparation (setup):

1. Pre-cut enough butterfly halves for children out of yellow paper.

2. Teacher writes in left corner of blue paper, "Butterfly, Butterfly, Fly Away."

3. Pre-cut strips of black paper for body.

Instructions for Teacher/Aide/Therapist:

1. Using future tense, tell children what they WILL make and let them "guess" or look at and name the materials they WILL need. (WHAT WILL YOU NEED TO MAKE YOUR BUTTERFLY?)

2. Have children glue the two halves together on the blue paper.

3. They may decorate both sides with a marker. Glue "body" in middle.

4. Draw an antenna on each side.

5. Older children may want to draw grass, sun, flowers, etc. on the blue ·paper.

Specific Language Targets:

1. Vocabulary and Concepts: half/halves vs. whole (whole thing)
   each side - middle
   antenna, antennae

2. Comprehension of WH questions.

3. Verb Forms: ING -- decorating, coloring, drawing, making
   Irregular - drew, made
   ED - colorED, finishED, markED, gluED.

4. Sequential narrative: have early arrivals explain to late arrivals what to do in correct order.

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: LADY BUGS

Materials: Large white construction paper
             Red construction paper
             Glue
             Markers
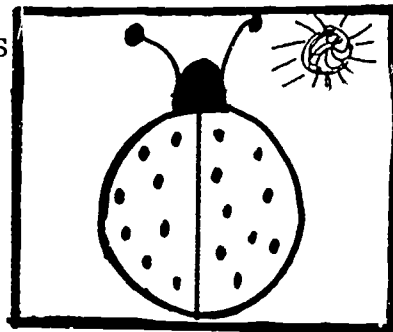
Preparation (setup):

1. Cut 7" red circle in half (or have children
   cut them).

Instructions for Teacher/Aide/Therapist:

1. Have children glue two halves side by side.

2. Draw head and color in black.

3. Draw two antennae coming out of head.

4. Put black dots on ladybug's back.

Specific Language Targets:

1. Vocabulary and Concepts: ladybug
                              red, black dots
                              circle--half/whole
                              head, antenna.

2. Possessive noun - ladybug's back

   Plural noun - dots.

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: DAFFODILS

Materials: Daffodil tracers
            Egg carton cups
            Stem and leaf tracer
            Glue
            Paint (water)
            9" x 12" blue construction paper
            Green construction paper for stems and leaves (pre-cut)
            Orange paper for daffodil (pre-cut)

Preparation (setup):

1. Cut out daffodils and stem and leaves.

2. Separate egg cups from cartons.

Instructions for Teacher/Aide/Therapist:

1. Ask children to guess what they will make today. See if they
   can guess HOW they will make it.

2. Have children glue on stem and leaves to blue paper.

3. Have children glue on daffodil petals.

4. Have children glue on cup in center (middle of flower).

5. They may then paint the center cup if desired.

Specific Language Targets:

1. Narratives: Have early arrivals guess WHAT and HOW they will be made.
                Have early arrivals TELL late arrivals (can use buddy
                system) WHAT to do.

2. Vocabulary and Concepts: Parts of flower--stem, leaves, petals.
   Colors being used. Daffodils grow in the spring. Middle/center.

3. Verb Forms: I'M painting, I'M glueing.
                I paintED, I gluED, we WILL glue, WILL paint.

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: CUPCAKE FLOWER VASE

Materials: Colored paper
            Scissors
            Glue
            Cupcake papers (colored, for flowers)
            Markers
            Large sheets of construction paper

Preparation (setup):

1. Pre-draw vases and leaves.

Instructions for Teacher/Aide/Therapist:

1. Have children cut out vases and leaves.

2. Glue them on the large paper.

3. Glue on the paper cups (flowers).

4. Children may wish to draw stems.

Specific Language Targets:

1. Vocabulary and Concepts: blossoms/flowers, stems, leaves, vase

   Present for Mother's Day.
   Why do we have a day called Mother's Day?
   Why do we make presents for our Moms?

2. Noun plurals: flowerS, stemS, leaveS (irregular).

3. Verb tenses: We WILL cut out, glue, draw (in telling late arrivals).
                 ED and irregular past: I cut, gluED, drew, made (in
                   telling someone who wasn't there)
                 I'M + verb + ing: I'M cutting, glueing, drawing.

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: CATERPILLARS

Materials: Cardboard egg cartons (long and narrow)
             Watercolor paint
             Pipe cleaners
             Picture of a caterpillar turning into a butterfly
                (optional)

Source: Warren, J. 1983.   Crafts: Early learning activities.
        Palo Alto, CA: Monday Morning Books.

Preparation (setup):

1. Cut cartons in half lengthwise.   Sections turned over
   should resemble caterpillars.

Instructions for Teacher/Aide/Therapist:

1. Have children paint caterpillars.

2. When dried, have them stick pipe cleaner IN and OUT of the front cup
   to make an antenna.

3. Have children glue or paint on two eyes and a mouth.

Specific Language Targets:

1. Vocabulary and Concepts: What is a caterpillar? An ANIMAL.   It
   spins a cocoon and INSIDE the cocoon it GROWS into a butterfly with
   wings. Does a caterpillar have wings? How does it move? It crawls.

   What is an ANTENNA for? To see? Feel? So it can get around.
   When do e see caterpillars? In the SPRING.

   Are caterpillars LONG or SHORT? BIG or LITTLE?

   Names of all the arts and crafts materials. We made the caterpillar
   FROM an EGG CARTON.   The ANTENNA is a PIPE CLEANER.

2. Verbs: We WILL paint, I'M painting, I paintED, etc.

          Also for GLUE.

SUBJECT: ARTS AND CRAFTS

ACTIVITY TITLE: PAPER PLATE FISH

Materials: Paper plates
             Marking pen
             Stapler
             Scissors

   Source: Warren, J. 1983. <u>Crafts: Early learning activities.</u>
    Palo Alto, CA: Monday Morning Books.

Preparation (setup):

   1. Mark with dotted lines a triangular section on the paper
      plate, along the outer circumference (see picture).
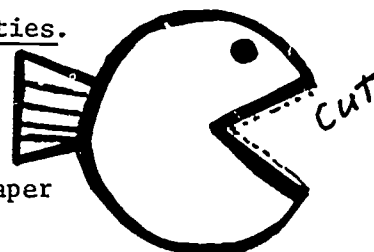
Instructions for Teacher/Aide/Therapist:

   1. Have each child cut out the triangle on the dotted lines.
      This area is the mouth.

   2. Show child how to staple t' ͡ cut-out triangle section onto the
      back of the plate. This is the tail.

   3. Have child draw an eye and color.

Specific Language Targets:

   1. Vocabulary, word retrieval: Mouth, triangle shape, tail, names of
      all materials.

   2. Third person singular verb agreement: a fish swimS, eatS seaweed,
      sea animals, steerS with his tail, liveS in the ocean or in a
      river or lake.

   3. Third person singular irregular verbs: Has - This fish HAS a mouth,
      HAS a tail, HAS eyes.

LESSON PLANS: CIRCLE TIME

LESSON PLANS: CIRCLE TIME

index

SUBJECT: CIRCLE TIME

ACTIVITY TITLE: POEMS AND FINGER PLAYS
ABOUT THE FALL

Materials: Cards, 12 and 13, from Seasonal and Holiday Activities:

POEMS:
Crackling Leaves
Crisp fall leaves make a crackling sound
When I stomp them on the ground.
Squirrels and birds soon hurry away
I'm making so much noise today!

Fall Is Here!
There's a brand new crispness in the air.
I feel it more each day!
It tells me that fall is finally here.
And winter's on the way!

Fall Chore
Red, yellow, orange, and brown,
Those pretty colors make me frown.
I rake them up and pile them high,
Why couldn't it be some other guy?

FINGERPLAYS:
Fall Leaves
The leaves are falling from the trees.
  (arms raised, fingers wiggling, lower arms to ground)
They make a pillow for my knees.
  (fluff up imaginary pile of leaves on ground)
I jump and land on the pillow there.
  (jump and land gently on "pillow" of leaves)
And send leaves flying in the air.
  (move arms quickly out and up away from the body)

In Fall
Leaves with fingers waving by
  (wiggle fingers and move arms from left to right)
Paint their colors in the sky.
  (move arms and fingers like brush, get larger with
   each stroke)
Pumpkins in their patches lie,
  (make an oval shape with arms and lower to floor)
And Halloween witches come out to fly.
  (bring hands together as if holding a broomstick
   and stand up--ready to fly)

Source: Wasserman, F. and S. Medow. 1984. Early childhood seasonal
and holiday activities. Compton, CA: Educational Insights.

SUBJECT: CIRCLE TIME

ACTIVITY TITLE: POEMS AND FINGERPLAYS ABOUT
                   THE FALL

CONTINUED

Instructions for Teacher/Aide/Therapist:

1. Do the fingerplays for FALL LEAVES.

2. Read poems for CRACKLING LEAVES/FALL IS HERE. Different
   teachers can read them.

   BEFORE IT WAS SUMMER. NOW IT IS FALL. IT WILL GET COLDER AND
   COLDER AND THEN IT WILL BE WINTER.

Specific Language Targets:

1. Listening skills.

2. Acting out verbal images.

3. Vocabulary related to fall.

4. Concepts of seasons; winter following fall.

SUBJECT: CIRCLE TIME

ACTIVITY TITLE: COLUMBUS DAY

Materials: Three ships on felt board
             Water
             "Land"
             Binoculars made of two toilet paper rollers glued together
             Plastic Sled (optional) for a ship
             Sailor hats (optional)

Source: Wilmes, L. and D. Wilmes. 1982. The circle time book.
          Dundee, Il: Building Blocks Publishers.

Preparation (setup):

1. Set up ships, water, land on felt board.

2. Have binoculars for the sailors.

Instructions for Teacher/Aide/Therapist:

1. Tell the story of Christopher Columbus.

2. Sing (to the tune of ROW ROW ROW YOUR BOAT):

   Sail, Sail, Sail your ship
   Sail it night and day
   Look for land, look for land
   All along the way.

3. Act it out (Teacher or child is Columbus and gives the orders):

   Row the boat!
   Pull those ropes!
   Wash the deck!
   Look for land!
   Raise the sail!
   Quiet please!

Specific Language Targets:

1. Following one-step directions.

2. Sequential narratives—comprehension of Columbus story.

3. Prepositions: for

4. Irregular past tense: found, saw.
   Past tense: lookED

5. Questions form: yes/no. DO YOU SEE LAND?

SUBJECT: CIRCLE TIME

ACTIVITY TITLE: FINGER PLAYS (FIVE LITTLE PUMPKINS)
(MY PUMPKIN)
POEM (HALLOWEEN TIME)

Materials: Pictures of witches, goblins, ghosts, black cats, jack-0-lanterns,
etc. to point to during poem.

FINGERPLAYS: Five Little Pumpkins
Five little pumpkins sitting on a gate
  (hold up five fingers)
This one said, "My, it's getting late!"
  (take hold of thumb)
This one said, "There are witches in the air!"
  (take hold of second finger)
This one said, "There is mischief everywhere"!
  (take hold of third finger)
This one said, "Oo-oo, let's run!"
  (take hold of fourth finger)
This one said, "It's only Halloween fun!"
  (take hold of fifth finger)
Ooo-ooo went the wind, out went the lights.
  (claps hands)
Away went the jack-o-lanterns on Halloween night.
  (hands behind back)

                    My Pumpkin
See my pumpkin round and fat.
  (make circle with hands, fingers spread wide,
   touching)
See my pumpkin yellow.
  (make smaller circle)
Watch him grin on Halloween.
  (point to mouth which is grinning wide)
He's a very funny fellow.

POEM: Halloween Time
Witches, ghosts and goblins and black cats in a row,
When they come around each year, it's Halloween time
  I know.
But I'm not really scared of them, they never
  frighten me.
They're children dressed in costumes, for Halloween
  time you see.

Source: Wasserman, F. and S. Medow. 1984. Early childhood seasonal
and holiday activities. Compton, CA: Educational Insights.

Instructions for Teacher/Aide/Therapist:

Children repeat and imitate finger play of teacher.

SUBJECT: CIRCLE TIME

ACTIVITY TITLE: FINGERPLAY AND POEMS

CONTINUED

Specific Language Targets:

1. Auditory memory training.

2. Motor imitation with verbal/visual cues.

3. Verb tenses: Irregular past: said, went.
                 is/are copula and noun/verb agreement.

4. Plural nouns: witchES, ghostS, goblinS, black catS, costumeS.
                 Irregular: children

374

SUBJECT: CIRCLE TIME

ACTIVITY TITLE: GOBBLE GOBBLE

Materials: Large picture of turkey, two or three little turkeys (optional).

Source: Wilmes, L. and D. Wilmes. 1982. The circle time book.
Dundee, IL: Building Blocks Publishers (p. 41).

Instructions for Teacher/Aide/Therapist:

We are going to play a new game. Our game is called Gobble Gobble.
I will pick a mommy turkey or a daddy turkey to go into our little
room. Then I will pick two baby turkeys. Everyone will hide your
mouths. ONLY the two baby turkeys will say gobble gobble. The mommy
or daddy turkey will come out and try to find the baby turkeys.

WHERE ARE THE BABY TURKEYS? YOU HEARD THEM!

Specific Language Targets:

1. Auditory discrimination skills.

2. Where question.

3. ARE as main verb.

4. Irregular past tense: heard.

SUBJECT: CIRCLE TIME

ACTIVITY TITLE: WHAT IS THANKSGIVING?

Materials: Material for a teacher to note children's responses.

Instructions for Teacher/Aide/Therapist:

1. Ask each (or several children) child: What do you do on Thanksgiving?
                                           Why do we have Thanksgiving?

2. Record, write down the answers so they can be included in Preschool
   Postings for the following week.

3. Explain: the Pilgrims were people who came to the United States a
   long long time ago BEFORE it had roads and cars and towns. It was
   just woods. They came on a boat across the ocean. There were no
   supermarkets. They were so hungry. They needed some food. The
   Indians already lived here. They helped the Pilgrims find food
   for the first Thanksgiving.

Specific Language Targets:

1. Maintaining conversational topic and turn-taking skills.

2. Auditory focus and discrimination.

3. WHAT and WHAT. . .for questions.

SUBJECT: CIRCLE TIME

ACTIVITY TITLE: WHAT I AM THANKFUL FOR

Materials: (for tv groups)

> Outlines of turkeys, one per child.
> Felt boards
> Tacks

> Source   Wilmes, L. and D. Wilmes. The circle time bo_'_ Dundee,
>   IL: Building Blocks Publishers (p.37).

Preparation (setup):

Each child will say what he is thankful for.

Teacher will write it with colored markers on the turkey picture
with the child's name on it.

Instructions for Teacher/Aide/Therapist:

Thanksgiving is a time for saying thank you. We say thank you
because we are thankFUL or FULL of thanks for good things that
make us happy. For our nice families who take good care of us,
our toys, our friends. Let's take turns telling something we
are thankful for and I will write it on your turkey.

(Teacher may pick an aide to go first to demonstrate.)

Specific Language Targets:

1. Pronoun: I

2. Main verb: AM - I am thankful for. . .

3. Preposition: for

4. Concept: thankful.

377

SUBJECT: CIRCLE TIME

ACTIVITY TITLE: THANKSGIVING DINNER (TWO GROUPS)

Materials: Paper plates with food pasted on them prepared that
morning during interactive play.

Instructions for Teacher/Aide/Therapist:

On Thanksgiving Day we will have a special dinner with our families.
Let's pretend we are having our dinner. Show us your plate and tell
us what you would like to eat for Thanksgiving Dinner. Say, I WOULD
LIKE TO EAT. . . .FOR THANKSGIVING DINNER.

Specific Language Targets:

1. Complex sentence with prepositional phrase "for. . ."

2. Modal WOULD.

3. Infinitive TO EAT.

4. Vocabulary: naming pictured food items.

SUBJECT: CIRCLE TIME

ACTIVITY TITLE: CHANUKAH

Materials: Menorah
             Candles, Dreidle
             Paper candles 8
             Shamas

    Source: Wood, L. 1971. <u>December holidays</u> (Book and Record).
      Glendale, CA: Bowmar Publishing Company.

Instructions for Teacher/Aide/Therapist:

1. Explain Chanukah and light Menorah. THESE EIGHT CANDLES ARE TO REMEMBER A MIRACLE A LONG TIME AGO WHEN A LITTLE BIT OF OIL BURNED FOR EIGHT DAYS IN A JEWISH SYNAGOGUE, WHICH IS LIKE A CHURCH.

2. (Optional): Play record: <u>Chanukah is Here</u>, while each child puts a paper flame on a paper Menorah with candles on flannel board.

3. This is a Chanukah toy--a Dreidle. It spins. Show and demonstrate. Play: <u>Dreidles of Chanukah.</u> Children spread out and spin and fall down.

4. (Optional): Finish with a Chanukah March with instruments: MY DREIDLE.

Specific Language Targets:

1. Vocabulary and Concepts: Dreidle, Menorah, Chanukah, Synagogue.
                                       Candles are LIT and UNLIT
                                       Dreidle SPINS

2. Talk about what we did: Past tense verbs: We marchED, we listenED to music.
                                  Irregular: We SANG, we SPUN around, Judith LIT real candles, we LIT paper candles.

SUBJECT: CIRCLE TIME

ACTIVITY TITLE: MARTIN LUTHER KING, JR.

Materials: Rubber family-black, Fisher Price house
             or other props to act out.

Source: Boone-Jones, M. 1968. Martin Luther King, Jr.: A picture
   story. Chicago, IL: Children's Press.

Instructions for Teacher/Aide/Therapist:

   With younger children it might be preferable to read the story to
   very small groups of two to four. You can abbreviate the text and
   allow conversation about the pictures of the ideas.

Specific Language Targets:

   1. Verbs: Past tense ED and Irregular verbs.

   2. Pronouns: HE

   3. Copula: WAS, WERE

SUBJECT: CIRCLE TIME

ACTIVITY TITLE: ME AND MY FAMILY

Materials: Pictures of Families
             Children bring in pictures from home of their families
             (optional) and their house.
             Flannel board
             Push pins

   Source: Wilmes, L. and D. Wilmes. 1983.   Everyday circle time.
       Dundee, IL: Building Blocks Publishers (pp. 37-38).

Preparation (setup):

   Pictures may be displayed on the flannel board and/or passed around
   the group.

Instructions for Teacher/Aide/Therapist:

   TODAY I WILL TELL YOU A POEM CALLED HOW MANY:

       HOW MANY PEOPLE LIVE AT YOUR HOUSE?
       HOW MANY PEOPLE LIVE AT YOUR HOME?
       ONE, MY MOTHER.
       TWO, MY FATHER.
       THREE, MY SISTER.
       FOUR, MY BROTHER.
       THERE'S ONE MORE, NOW LET ME SEE.
       OH YES, OF COURSE.   IT MUST BE ME.

Specific Language Targets:

   1. Concepts: family, mother, father, brother, sister, chores.

   2. Quantity Concepts, serial counting.

   3. Describing action pictures: The. . .IS verb+ing (present progressive).
                                     The boy cleans (3rd person singular endings).
                                     Pronouns: HE, SHE, THEY IS/ARE.

   4. Describing/repeating sentences about their own activities in their
      families.

   5. Identifying voices on the tape recording; auditory discrimination.

SUBJECT: CIRCLE TIME

ACTIVITY TITLE: SPECIAL NAME SONG

Preparation (setup):

Children are sitting on their mats in the circle area.

Instructions for Teacher/Aide/Therapist:

Teachers go first.

Melody: Frere Jacques.

GROUP SINGS: Where is ____?   Where is ____?

CHILD/TEACHER: Here I am.   Here I am.

GROUP: How are you today?

CHILD/TEACHER: I'm fine thank you.

GROUP: Welcome back.   Please sit down.

Specific Language Targets:

1. WH question with inversion.   WHERE IS. . .?

2. Pronoun: I

3. Uncontractible copula: HERE I AM.

4. Contractible copula: I'M fine.

5. Social discourse and conversational turn taking.

SUBJECT: CIRCLE TIME

ACTIVITY TITLE: OUR PLACES TO PLAY: FIND THE
RIGHT PLACE FOR THIS

Materials: Large plastic or paper bag with one item in it from each play
area
Laminated pictures of places to play mounted on flannel board.

Preparation (setup):

See materials.

Instructions for Teacher/Aide/Therapist:

1. Say: HERE ARE PICTURES OF PLACES TO PLAY. SOME OF OUR PLACES
TO PLAY WERE MOVED. WHAT PLACE IS THIS? Show building area
picture. BUILDING IS IN A NEW PLACE. Point it out.

2. Repeat for Book Nook and Circle.

3. Show Arts and Craft picture. WHAT DO WE DO IN ARTS AND CRAFTS?
OUR ARTS AND CRAFTS TABLE IS BEHIND OUR NEW SHELF. Point it out.

4. Show pictures. WE HAVE TWO NEW PLACES TO PLAY: BURGER KING AND
SCIENCE.

Specific Language Targets:

1. Following one- and two-step directions.

2. Requesting help.

3. Concepts: new, moved.

4. Prepositions: behind, for

5. Comprehension of WH questions: WHAT IS IT? WHERE DOES IT GO?

6. Irregular past tense of find: found.

SUBJECT: CIRCLE TIME

ACTIVITY TITLE: ADDRESSES--WHERE DO YOU LIVE?

Materials: On 9 x 12 sheets of construction paper, print each
child's address

Preparation (setup):

Children are sitting in the circle during regularly scheduled time.

Instructions for Teacher/Aide/Therapist:

1. Teacher reads out an address and says: WHO LIVES AT THIS
ADDRESS?

GOAL: Child will recognize his address.

2. Teacher reads address and child repeats after her.   WHAT IS YOUR
ADDRESS?   Child repeats.   Children may play pass the ball to ask
this question.

3. Child can say his own address with minimal prompting.

Specific Language Targets:

1. Recognition of street and town.   Recognition of address.

2. Can repeat address, one line at a time.

3. Can repeat entire address.

4. Can give own address without prompts.

5. WH questions: WHO LIVES AT THIS ADDRESS?
WHERE DO YOU LIVE?

6. Comprehension and expression.

SUBJECT: CIRCLE TIME

ACTIVITY TITLE: TALKING ABOUT BURGER KING VISIT

Materials: Large white paper tacked to a flannel board
Marker pen

(Two flannel boards; two each of paper and marker pen)

Preparation (setup):

Children will divide into two groups with one teacher leading each group.

Instructions for Teacher/Aide/Therapist:

1. Tell me where we went yesterday? WE WENT TO BURGER KING.

2. Let's take turns talking about Burger King and I will write down what you say.

3. Call different children. Ask them the same question until each have answered and write their responses, correcting the grammar.

   SEE BELOW.

Specific Language Targets:

1. Tell me what you saw? I SAW _____.
   You write: MARY SAW _____ AND _____ AND _____.

2. Tell me what you ate? I ATE _____.
   You write: MARY ATE _____.

3. Tell me what you drank? I DRANK _____.
   You write: MARY DRANK _____.

4. Tell me what you played on? I PLAYED ON _____.
   You write: MARY PLAYED ON _____.

5. Etc. if time.

6. Past tense forms: SAW, ATE, DRANK, ED - playED.

7. Vocabulary: food names, people names (cashier, etc.), playroom items.

You can head up your story with: YESTERDAY WE WENT TO BURGER KING.
WE RODE ON A YELLOW BUS. OUR TEACHERS WENT WITH US.

Then each group returns to main circle and (optional) teachers can "read" the stories to the whole group or we can invite someone else in and read the story to him/her.

SUBJECT: CIRCLE TIME

ACTIVITY TITLE: TELL ME WHAT YOU HEARD

Materials: Auditory training tapes
Picture cards should be in order of sounds.

Source: Auditory training familiar sounds. Chicago, IL: Developmental Learning Materials.

Instructions for Teacher/Aide/Therapist:

Play tape one sound at a time.

Ask one child at a time: TELL ME WHAT YOU HEARD?

Then show card to see if child was right.

Specific Language Targets:

1. Irregular past tense: HEARD.

2. Pronoun: I

3. Identification and naming of common sound producing objects WITHOUT a picture cue.

SUBJECT: CIRCLE TIME

ACTIVITY TITLE: FOLLOWING DIRECTIONS

Materials: Following Directions Activity Cards
Large sheet of paper or
Masking Tape
Large X for "teacher" to stand on.

Source: 1975. Look 'n' do: Following directions activity cards.
Trend Enterprises.

Preparation (setup):

One or two groups.

Instructions for Teacher/Aide/Therapist:

1. Each child picks a card. Doesn't show it.

2. Asks group: CAN YOU . . .?

3. Group follows directions.

4. Child shows picture.

5. Teacher asks: WERE THEY RIGHT?

Specific Language Targets:

1. Vocabulary: bend down, shake hands, move over
close your eyes, run, lie down
walk backward, walk forward, etc.
stand up, raise your hand, sit still
jump forward, jump backward, turn around
march, open your eyes.

2. Yes/No Questions: CAN YOU. . .?

Teacher models: WERE THEY RIGHT?

SUBJECT: CIRCLE TIME

ACTIVITY TITLE: WHAT PART IS COVERED? AND
FEELINGS SONG (Optional, if time)

Materials: Large and small sheets of paper.

Source: Wilmes, L. and D. Wilmes. 1983. Everyday circle time.
Dundee, IL: Building Blocks Publishers (p. 14).

Instructions for Teacher/Aide/Therapist:

1. Get a large sheet of paper. Have a child come to the front of
the circle and the others CLOSE THEIR EYES. COVER UP one of the
child's legs. Have the others OPEN THEIR EYES and quietly call
out what part is covered up. Do this several more times with
large body parts on different children. Say: WHAT PART DID I
COVER?

2. Get a small piece of paper. Have another child come up. Cover
up an ear. Let the children guess what part is covered up.
Continue with other smaller body parts.

Specific Language Targets:

1. Comprehension of WH question with inversion: WHAT PART DID I
COVER?

2. Contractible copula: I'M (advanced level).

   Verb + ing: I pointing (basic level).

3. Naming large and small body parts.

4. Complex sentences.

5. Body parts.

6. Following directions.

SUBJECT: CIRCLE TIME

ACTIVITY TITLE: MY FEELINGS

Materials: Paper plates with faces clearly depicting a variety of
feelings.
Glue sticks to make "puppets."

Five sets of two each: happy, sad, angry, sleepy, surprised.

Instructions for Teacher/Aide/Therapist:

1. Show children puppets.

2. Have them guess how the puppet is feeling.

3. Make up a short anecdote, if necessary, either to give clues or
to confirm their answers. Tell why puppet feels this way.

EX: This puppet just made a big block house. He was so proud.
Then his baby brother crawled in and knocked it over.
The puppet was very. . .

4. Have children pick puppets, cover faces and say, I FEEL. . .

5. Sing, IF YOU'RE HAPPY. . .

Specific Language Targets:

1. Vocabulary and Concepts: happy, sad, angry, sleepy, surprised

2. Pronoun: I
Auxiliary: AM or
Verb: FEEL/FELT

3. Complex sentences: I FEEL. . . .BECAUSE. . .
WHEN I FEEL. . .I . . .

LESSON PLANS: COOKING

LESSON PLANS: COOKING

Index

Source: Warren, J. 1982. Super snacks: Seasonal sugarless snacks for young children. Alderwood Manor, WA: Warren Publishing House.

Fruit Salad

Apple Sauce

Dip for Raw Veggies

Pumpkin Bread

Pumpkin Cookies

Banana Wheat Germ Snack

Apple Muffins

Chocolate/Vanilla Pudding

Egg Salad

Cinnamon Toast

Macaroni and Cheese

Baked Potatoes

Peanut Butter/Jelly Sandwiches

Apple-Cinnamon Muffins

Open-Faced Heart Sandwiches

Heart-Shaped Knox Blox Jello

Ziti with Butter and Seasoning

NOTE: A good time for cooking is the first half hour of class. Take
       three or four "cooks" to a kitchen or other suitable area. If
       dish has to be prepared just before eating, the cooks can prepare
       it then. Some things may be prepared by the whole group right at
       snack time.

SUBJECT: COOKING

ACTIVITY TITLE: FRUIT SALAD

Materials: Variety of fresh fruit--seedless grapes, naval oranges,
apples, pears, bananas
Kitchen knives--plastic or dull, one per child
Cutting boards or plates
Bowl
Large wooden or plastic spoon
Apple corer/slicer
Sharp knives (for teacher)

Preparation (setup):

1. Prepare picture activity chart illustrating steps.

2. Have children name all the fruit.

3. Have all the fruit on a plate in center of work place.

4. Each child has cutting board or plate and dull knife.

5. Children should wash their hands first. Make sure all soap is
rinsed off thoroughly.

Instructions for Teacher/Aide/Therapist:

1. TODAY WE WILL MAKE A FRUIT SALAD. WHAT KIND OF FRUIT WILL WE HAVE?
2. WHAT DO WE HAVE TO DO TO FIX THE FRUIT SALAD? Cut, slice, take core
out of apples, peel the oranges and bananas, take grapes off stems.
3. Have children choose an orange or banana to peel. Help them get
started.
4. Teacher can core and slice apples and have children cut slices.
5. Add the grapes last.
6. Mix up fruit with wooden spoon.
7. Optional: can stir in tablespoon of honey.

Specific Language Targets:

1. Vocabulary: stems, peels, core of apple, skin, meat, names of all
utensils and names of all fruit.

2. Sequencing Skills: Children will tell rest of the class how they
made the salad.

3. Verb past tense: ED--peelED, corED, slicED, mixED.
   Irregular: cut, took off, chose fruit.

SUBJECT: COOKING

ACTIVITY TITLE: MAKING APPLESAUCE

Materials: Apples - 12 or more large (prefer Macs)
   Large cooking pot with cover
   Smaller bowls
   Table knives (11)
   Paper plates (11)
   Paring knives for teachers (2)
   Strainer
   Cinnamon

Preparation (setup):

1. Set out knives and plates.

2. Cut apples in half first.

Instructions for Teacher/Aide/Therapist:

1. WE WILL MAKE APPLESAUCE. WE NEED THESE THINGS. Point to utensils.
WHAT IS THIS? Ask children to name items or point to them when you
name them. WE WILL CUT THE APPLES INTO LITTLE PIECES. THEN WE WILL
COOK THEM. LATER WE WILL MASH THEM UP INTO APPLESAUCE.

2. Give children plates, knives and half an apple. Let them cut and
throw everything into large cooking pot. Cook until soft (time
varies). Mash through strainer to remove seeds and skin. Add
cinnamon.

Specific Language Targets:

1. Vocabulary: names of utensils. Parts of apple--skin, peel, stem,
     seeds, core.

2. Verbs: a) Future tense: Tell early arrivals what we will do.
            Ask them to repeat this for late arrivals.
    b) AM/IS verb+ing: Ask children to tell each other what they
            are doing--cutting, chopping, mixing.
    c) Past tense: At snack time have children tell what we
            did.

3. Concepts: Smell, taste, texture, consistency, especially for one
      or two who assist in putting cooked apples through
      strainer in kitchen and later the whole group can compare
      a raw apple to the cooked applesauce during snack:
      HOW ARE THE APPLES DIFFERENT? hard - soft, mushy
                   cold - warm
                   can smell applesauce - cinnamon
                   white - brown

SUBJECT: COOKING

ACTIVITY TITLE: MAKING DIP FOR RAW VEGGIES

Materials: Large bowls (2)
             Forks (2)
             Spoons (2)
             Extra bowls for ingredients (4)
             Soft Tofu (1 package)
             Cottage Cheese (1 small)
             Yogurt (1 pint plain)
             Onion Soup Mix (1 envelope; NOT Cup-a-Soup)
             Raw Vegetables--celery, carrots, cucumbers, zucchini, green peppers

Preparation (setup):

1. Divide all of the above ingredients in half (half to each table).

2. Set out bowl, fork and large spoon at each table.

3. Wash and cut up vegetables ahead of time.

Instructions for Teacher/Aide/Therapist:

1. WE WILL MAKE A SPECIAL DIP TO EAT WITH OUR VEGETABLES AT SNACK.
   WE WILL DIP OUR VEGETABLES IN THE DIP.

2. Help children name ingredients (tofu, cottage cheese, yogurt, soup mix).

3. First mash the tofu, then add cottage cheese, then yogurt. Lastly,
   stir in the soup mix.

4. Refrigerate. Serve veggies.

5. Have children give name and color of vegetables at snack time.

Specific Language Targets:

1. Vocabulary: tofu, cottage cheese, yogurt, soup mix.

2. Verbs: ED and WILL. We mashED the tofu, then addED the cottage
           cheese and yogurt. Lastly, we stirrED in the soup mix.
           Later we WILL dip our veggies.

3. Prepositions: Pass the bowl TO Sarah. The fork is FOR mashing.
                  The spoon is FOR stirring. We eat vegetables WITH dip.

4. Possessive and Contracted copula: Now IT'S Henry'S turn.

5. Describing ingredients--copula IS: Tofu IS soft and white.
                                        Cottage cheese IS lumpy.
                                        Yogurt IS smooth.
                                        The soup mix smellS good.

6. Following one- and two-step directions.

SUBJECT: COOKING

ACTIVITY TITLE: MAKING PUMPKIN BREAD

Materials: Pumpkin Bread ingredients: Preheat oven to 350°.

        Break into mixing bowl--   4 eggs
        Beat them with an egg
          beater till fluffy.
        Then beat in--   1/2 c. water
                    1 c. vegetable oil
                    1 c. cooked pumpkin
                    1½ c. molasses
                    1 c. brown sugar
        Sift in--   3 c. whole wheat flour
                    1½ t. salt
                    2 t. baking soda
                    2 t. cinnamon
                    1 t. nutmeg
                    1/2 t. cloves

Stir everything together till batter is smooth. Butter two
loaf pans and pour batter into them. (They should be about
2/3's full.) Bake bread for 45-60 min. Let cool in pans
for at least 15 min. before taking out.

Cups/Containers for all but spices.
Utensils (two sets each):   Large Bowl
                           Smaller bowl
                           Large spoon
                           bread pans
                           teaspoons

Preparation (setup):

1. Measure out ingredients and divide into two halves (one set per table).
   For this activity we will NOT measure with children (except for salt
   and spices), but give them the experience of following instructions
   and the process.

Instructions for Teacher/Aide/Therapist:

1. WE WILL MAKE PUMPKIN BREAD FOR SNACK. WE NEED LOTS OF INGREDIENTS TO
   PUT IN OUR BREAD. Name and discuss. WE NEED SPECIAL UTENSILS TOO.
   Name them. FIRST WE BREAK THE EGGS. THEN WE ADD OIL, PUMPKIN,
   MOLASSES AND SUGAR. LAST WE STIR IN FLOUR, SALT, SODA AND SPICES.
   THEN WE WILL POUR IT IN A PAN AND BAKE IT.

2. Let children take turns adding ingredients and stirring (all wet
   ingredients first). Then add dry ingredients. Since the ingredients
   should be pre-measured, each child can add that amount. Only spices
   and baking soda need to be "spooned out" of can. Errors in amounts
   matter.

     ll need to grease bread pans first.

SUBJECT: COOKING

ACTIVITY TITLE: MAKING PUMPKIN BREAD

CONTINUED

Specific Language Targets:

1. Vocabulary: pumpkin
                 spices--nutmeg, cinnamon, cloves
                 oil
                 eggs
                 molasses
                 brown sugar
                 flour

2. Following instructions: FIRST we will. . .
                             THEN we will. . .
                             NEXT we will. . .

3. Possessive: It's Sarah'S turn. . .

4. Copula: Eggs ARE yellow.
            The flour IS dry.

5. Present tense: The spices SMELL good.
                   It LOOKS gooey.

6. Future tense: We WILL add. . .
                   We WILL bake. . .

SUBJECT: COOKING

ACTIVITY TITLE: PUMPKIN COOKIES

Materials: Pumpkin Cookies Ingredients: Preheat oven to 350°.
                                            Grease cookie sheet.

              Cream together--   1/2 c. butter
                                              3/4 c. honey
              Beat in--   1 egg
                                              1 t. vanilla
                                              1 c. cooked/canned pumpkin

              Sift together, then add
                to above mixture--   2½ c. flour
                                              1 t. baking powder
                                              1 t. baking soda
                                              1 t. nutmeg
                                              1 t. cinnamon

              Drop by teaspoon onto greased cookie sheet. Bake 15 minutes.
              When cookies come out of oven, make faces on them with raisins.

Preparation (setup):

   1. Gather all utensils and ingredients in kitchen area with a selected
      small group of children.

Instructions for Teacher/Aide/Therapist:

   1. TODAY WE WILL MAKE PUMPKIN COOKIES.

   2. See if children can name all utensils and ingredients.

   3. Describe steps, using WE WILL. . .preheat the oven (WHY?).
                                    . . .grease the cookie sheet.
                                    . . .beat in. . .
                                    . . .sift together. . .
                                    . . .add to. . .
                                    . . .drop by teaspoon full. . .

Specific Language Targets:

   1. Vocabulary: names of all utensils and ingredients.
                    Cooking verbs: preheat, grease, cream, beat in, sift
                                     together, drop, bake.

   2. Verbs: future tense - WILL
               past tense - reviewing the activity, telling the other children:
                            we preheatED, beat (irregular), siftED, addED,
                            droppED, bakED.

397

SUBJECT: COOKING

ACTIVITY TITLE: BANANA WHEAT GERM SNACKS

Materials: Bananas
             Toasted wheat germ
             Milk
             Honey
             Shallow bowl or tray for liquid
             Plastic bag
             Two trays
             Large measuring cup.

    Source: Croft, D.J. and R.D. Hess. 1975. An activities handbook for
        teachers of young children. 2nd edition. Boston: Houghton Mifflin.

Preparation (setup):

    1. Set up ingredients and utensils on table for children to see.

Instructions for Teacher/Aide/Therapist:

    1. Let children peel and cut bananas into bite sized pieces.

    2. Dip each piece into a mixture of half milk and half honey.

    3. Drop pieces of banana into a plastic bag filled with wheat germ and
       shake until well coated. Serve on a tray with colored toothpicks or
       have children use small plastic forks to serve themselves.

    4. Refrigerate until ready to serve.

Specific Language Targets:

    1. Future tense: We WILL make banana snacks.

    2. Concepts: HALF milk and HALF honey. Milk is THIN liquid, honey is
                  THICK.

    3. Vocabulary: naming all ingredients. Smelling milk and honey with
       eyes closed and guessing which is which.

    4. Plurals: piecES of bananaS.

    5. Verb past tense: talk about what you DID in the circle to tell the
                         others. We CUT, SHOOK. . .PUT the pieces on a
                         tray.

SUBJECT: COOKING

ACTIVITY TITLE: APPLE MUFFINS

Materials: Apple Muffin Ingredients:
1½ c. flour
1-3/4 t. baking powder
1/2 t. cinnamon
1/3 c. sugar
1/3 ^. shortening
1 egg beaten
1/3 c. milk
2 grated raw apples
Cinnamon and sugar (for topping)

Large Bowl
Sifter
Muffin tins
Grater

Preparation (setup):

Premeasure ingredients into suitable size bowls or small paper cups.

Instructions for Teacher/Aide/Therapist:

1. Tell children what they will do.

2. Have them identify, smell, etc. the ingredients and utensils.

3. Grease muffin tins.

4. Sift items (first four ingredients).

5. Cut in shortening.

6. Mix together egg, milk and grated apple (have children grate the apple).

7. Add to dry ingredients and mix.

8. Fill greased muffin tins 2/3 full. Bake 350° for 20 minutes.

9. Sprinkle with cinnamon and sugar.

Specific Language Targets:

1. Following directions.

2. Vocabulary: names of ingredients and utensils.
   Verbs: sift, grate.

3. Verbs--future and past tense: will sift, siftED; will grate, gratED, will mix mixED, will pour, pourED.

4. Narrative Sequence: Children explain the steps to the others.

SUBJECT: COOKING

ACTIVITY TITLE: CHOCOLATE/VANILLA PUDDING

Materials: 16 cups for pudding
              Chocolate pudding mixes (2)
              Vanilla pudding mixes (1)
              6 cups milk
              1 bag of colored marshmallows
              Large bowl (2)
              Electric Mixer (1)

Instructions for Teacher/Aide/Therapist:

   1. Talk about ingredients and utensils.

   2. Children will open packages, pour mix and milk.

   3. Children will take turns beating mix for required time.

   4. They will also pour into cups and top each one with marshmallows.

Specific Language Targets:

   1. Vocabulary: Ingredients, and names of ingredients. WHAT ARE
                   INGREDIENTS?
                   Utensils--electric mixer, bowls, spoons.

   2. Verbs, Future and Past Tense: will open package, openED
                                     will pour/pourED
                                     will mix/mixED.

   3. Yes/No Questions: PLEASE CAN I. . .?

SUBJECT: COOKING

ACTIVITY TITLE: EGG SALAD

Materials: 2 dozen hard boiled eggs
Large bowl, plate
Bowl for shells
Chopper
Spoon
Mayonnaise
Paring knife

Preparation (setup):

1. Boil eggs a day ahead of time.   Refrigerate.

2. Set out eggs, plate, bowls, spoon, mayonnaise.

Instructions for Teacher/Aide/Therapist:

1. WE WILL MAKE EGG SALAD FOR SNACK TODAY.   FIRST WE WILL PEEL THE
   SHELLS OFF THE EGGS.   THEN WE WILL CHOP THE EGGS AND STIR IN
   MAYONNAISE.   WE WILL EAT THE EGG SALAD FOR SNACK.   Put shells
   together in one bowl; eggs in another.

2. Make egg salad from 12 eggs.   Save the other twelve to eat as
   plain hard boiled eggs.

Specific Language Targets:

1. Future Tense: We WILL make. . .
                   We WILL stir. . .

2. Copula: The eggs ARE cooked.

3. Past Tense: We peelED
                 We choppED
                 We stirrED
                 We addED.

4. Vocabulary: shells, yolks, whites (yellow-white).

SUBJECT: COOKING

ACTIVITY TITLE: CINNAMON TOAST

Materials: 6-12 slices of whole wheat cinnamon toast.
Butter
Cinnamon and sugar in a shaker
3 toasters (six slices at a time)
Trays
Regular snack time setup.

(This activity will occur at the beginning of snack time. An extra
few minutes should be allotted for snack.)

Preparation (setup):

1. Set up toasters at the available room outlets.

2. Butter should be in individual cups with individual plastic knives
   at each place.

3. Cinnamon/sugar shakers at the tables.

Instructions for Teacher/Aide/Therapist:

1. TODAY WE WILL MAKE TOAST. Group children in pairs, each pair will
   toast ONE slice.
2. WHAT DO WE HAVE TO DO FIRST? Children: PUT THE SLICE OF BREAD IN
   THE TOASTER.
3. THIS IS BREAD. IS IT TOAST YET? Children: NO, IT ISN'T.
4. WHAT DO WE HAVE TO DO TO MAKE IT TOAST? Children: PUSH DOWN THE HANDLE.
5. NOW IT'S TOAST (after it pops up). NOW IT'S WARMER AND CRUNCHIER.
6. I WILL CUT IT IN HALF. DO YOU WANT ME TO CUT IT INTO RECTANGLES OR
   TRIANGES?
7. NOW YOU CAN TAKE IT BACK TO YOUR PLACE AND SPREAD BUTTER ON IT.
   THEN YOU CAN SHAKE CINNAMON AND SUGAR ON IT.

Specific Language Targets:

1. Vocabulary and Concepts: bread, toast. Soft and cold, warm and
                             crunchy. HALVES, SHAPES--triangle,
                             rectangle. First bread was square.

2. YES/NO QUESTIONS: IS IT TOAST YET? DO YOU WANT ME. . .?

3. Following two- and three-step directions.

4. Past Tense--ED and Irregular: talking about it afterwards--We
                                  pushED down the toaster handle.
                                  The bread toastED. It poppED up.
                                  We TOOK it back to our place.
                                  We SPREAD butter on it. We SHOOK
                                  cinnamon and sugar on it.

SUBJECT: COOKING

ACTIVITY TITLE: MACARONI & CHEESE

Materials: Package of Macaroni and Cheese
             Water
             Salt
             1/4 c. butter or margarine
             1/4 c. milk
             Pan
             Measuring cup
             Strainer

Preparation (setup):

If time you can prepare an activity chart which has little sketches
of the ingredients and the activity steps numbered, and refer to
this as you proceed.

Children can then show this to group and tell what they did during
playroom or snack time.

Instructions for Teacher/Aide/Therapist:

1. Children measure/count six cups of water, pouring it into pan or
   pot.

2. Teacher operates stove. Bring water to boil.

3. Macaroni is added to boiling water and cooked for 7-10 minutes.
   (Children can open package).

4. Cooked macaroni is drained in strainer.

5. Children may assist in returning macaroni to pan and adding 1/4
   cup margarine and 1/4 c. milk and cheese in envelope. Mix well.
   Makes three cups.

Specific Language Targets:

1. Vocabulary and Concepts: Names of ingredients and utensils.
                              Function of strainer--to drain.
                              Idea of measuring--telling how much.
                              Counting to six.
                              Concepts of taste or flavor--salty/cheesy.
                              Compare uncooked and cooked macaroni--
                                 uncooked is hard, brittle, breaks and is
                                 cool; children can touch it. Cooked is
                                 warm/not, wet, slippery, soft.

2. Verbs: Tell what you WILL do, what you ARE doing, what you DID.
   Past tense ED: openED, pourED, measurED, cookED, drainED, addED,
                   mixED.

SUBJECT: COOKING

ACTIVITY TITLE: BAKED POTATOES

Materials: Small baking potatoes (one for each child)
            Three small brushes or sponges to wash potatoes
            Three bowls
            Tin foil
            Three forks (can have extra fork and bowl for teacher)
            Large baking dish for serving potatoes
            Pot holders
            Activity chart to illustrate the steps

Preparation (setup):

1. Preheat oven to 350°.

2. All potatoes should be in one bag.

Instructions for Teacher/Aide/Therapist:

1. TODAY WE WILL MAKE BAKED POTATOES FOR OUR SNACK.

2. WHERE ARE THE POTATOES?   In the bag.   LET'S PICK UP THE BAG.   IS
   IT LIGHT OR HEAVY?   Heavy.

3. WHAT DO WE NEED TO BAKE THESE?   Name all utensils.

4. Refer to chart.   FIRST WE HAVE TO WASH THE POTATOES IN THESE
   BOWLS.   EACH ONE CAN TAKE A BOWL.   WHAT DO WE NEED?   Water.

5. WE WILL SCRUB THE POTATOES WITH THESE BRUSHES.   Comment on clean
   vs. dirty water.

6. NOW WE WILL WRAP EACH POTATO IN TIN FOIL.   WE WILLPOKE HOLES WITH
   A FORK.

7. NOW WE WILL PUT THEM IN THE OVER FOR ONF HOUR.   Comment on the hot
   oven.

Specific Language Targets:

1. Verb tenses: Past tense ED--bakED, washED, scrubbED, wrappED, pokED.
                  Future tense--WILL bake, WILL scrub, WILL poke, etc.

2. Vocabulary and Concepts: light vs. heavy, hot oven to bake, names
                              of utensils.

3. Prepositions: with, to.

4. Questions forms: WH questions--WHere are, WHat do we need. . .
                      Yes/No questions--IS it light or heavy?

SUBJECT: COOKING

ACTIVITY TITLE: PEANUT BUTTER AND JELLY SANDWICHES

Materials: Loaf of whole grain bread
             Peanut butter
             Jelly or fruit conserve
             Plate or cutting boards
             Plastic knives
             Tin foil to cover tray of sandwiches

Preparation (setup):

1. Three children will make one or two sandwiches each so set up the
    plates and/or cutting boards accordingly.

2. Children can share the containers of peanut butter and jelly, thus
    having to ask each other for it.

Instructions for Teacher/Aide/Therapist:

1. TODAY WE WILL MAKE PEANUT BUTTER AND JELLY SANDWICHES FOR OUR
    SNACK. WE WILL MAKE BIG SANDWICHES AND THEN WE WILL CUT THEM INTO
    FOUR QUARTERS.

2. Have children spread the peanut butter and jelly on. Put on the
    top slice of bread and show them how to cut the slice into
    quarters.

3. Arrange the sandwiches on two plates or tray and cover with tin
    foil.

Specific Language Targets:

1. Verbs: Future tense--WILL.
            Irregular past tense--spread, cut, made.
            Past tense--sharED, finishED, coverED.

2. Vocabulary and Concepts: quarter, slice of bread, loaf of bread.

3. Noun Plurals: KnivES, slicES, loavES.

4. Activity Board (optional): With drawings of the sequence.

5. Narrative sequence: Telling others about their cooking project
    at the circle after snack.

SUBJECT: COOKING

ACTIVITY TITLE: APPLE CINNAMON MUFFINS

Materials: Baking cups
             Muffin mix
             Egg (1)
             1/4 c. milk
             Muffin pan

Preparation (setup):

1. Preheat oven to 400°.

Instructions for Teacher/Aide/Therapist:

1. Tell children about preheating oven to 400°.

2. Have children follow directions on back of mix. Mix, blend in bowl.

3. Spoon mix in cups.

Specific Language Targets:

1. Telling a sequential narrative using the picture activity chart.

2. Verbs: Past tense ED--mixED, stirrED, blendED, bakED, pourED.
           Future tense: telling latecomers what we WILL do.

3. Names of all ingredients and utensils. Children should be able to name them all without a model, after one initial introduction.

SUBJECT: COOKING

ACTIVITY TITLE: OPEN-FACED HEART SANDWICHES

Materials: Whole Grain Bread (1 loaf)
              Whipped Cream cheese
              Red food coloring
              Plastic knives
              Cookie cutters (heart-shaped)
              Tray and wooden cutting board
              Bowl
              Plastic or wooden spoon
              Tin foil

Preparation (setup):

1. Set out ingredients and utensils. Three children are ideal-sized group. Set out one plastic knife per child.

2. Make an activity chart to illustrate the steps.

Instructions for Teacher/Aide/Therapist:

1. NEXT WEEK IT WILL BE VALENTINE'S DAY. TODAY WE WILL MAKE HEART-SHAPED SANDWICHES.

2. EVERYONE CAN CUT OUT HEARTS ON A SLICE OF BREAD. Work out most economical arrangement of heart shapes on the slice. Press down and then shake out the bread.

3. Shake one or two drops of food coloring into cream cheese after spooning it into a larger bowl. Mix it up with plastic or wooden spoon.

4. Carefully spread the pinkish-red cream cheese onto the heart-shaped bread slices. Leave the slices open-faced. Arrange on trays.

5. Cover with tin foil until snack time.

Specific Language Targets:

1. Vocabulary: Names of utensils and ingredients.
               Valentine, heart-shaped, press, shake, spread, open-faced.

2. Telling a narrative sequence using the activity chart.

3. Past tense verbs: PressED, stirrED.
     Irregular: spread, put, shook.

SUBJECT: COOKING

ACTIVITY TITLE: KNOX BLOX JELLO (HEA.T SHAPED)

Materials: 4 envelopes Knox unflavored gelatin
3 pkg, flavored gelatin
4 c. boiling water
Large bowl
13" x 19" baking pan
Heart-shaped cookie cutters

Preparation (setup):

1. For a morning pre-school, this will have to be prepared the day before it will be eaten to permit the jello to harden sufficiently. The morning it will be eaten, the heart-shaped molds should be pressed out.

2. Assemble ingredients.

Instructions for Teacher/Aide/Therapist:

1. Tell the children what you will do using an activity picture chart. Describe what you and they are doing using "I'm verb+ing" and ask them to do the same.

2. In large bowl, mix Knox unflavored gelatin with flavored gelatin.

3. Add four cups boiling water and stir until gelatin is dissolved.

4. Pour into baking pan and chill until firm.

5. The next day, press out heart-shaped jello molds.

Specific Language Targets:

1. Vocabulary and Concepts: gelatin, liquid, boiling water, powdery grains, dissolve, chill, firm, mold.

   What is the difference between the jello now and when we will eat it? (HardER, firmER when we eat it, etc. Can't pour it.)

2. Verbs: Future tense in describing the activity--WILL.
   Past tense in reviewing it with the entire class after the snack is eaten (using activity chart): openED, pourED, boilED water, stirrED, dissolvED, chillED, pressED, MADE a mold, heart-shapED.

3. WH questions children can ask each other: WHY IS THIS A VALENTINE SNACK? Because it is shapED like a heart and because it IS red.

SUBJECT: COOKING

ACTIVITY TITLE: COOKED ZITI WITH BUTTER AND SEASONING

Materials: One package of ziti (16 oz.)
One or two cup measuring cups or pitcher with quart marked
Large pot
Spoons to stir
Butter
Salt
Pepper
Colander

Preparation (setup):

1. Assemble all ingredients.

2. Measure four quarts (4 cups = 1 quart) water into pot (with children).

Instructions for Teacher/Aide/Therapist:

1. Measure four quarts water into pot (or 16 cups) and bring to boil.

2. Open and pour in ziti. Stir until water boils again (30 seconds).

3. Cook 12 to 16 minutes.

4. Drain, add butter, toss, add salt, pepper and serve.

5. DO NOT OVERCOOK.

Specific Language Targets:

1. Vocabulary: Names of ingredients and utensils.

2. Concepts: Hard ziti is uncooked. Cooked is softer. Boiling water
is very hot.

3. Verbs: stirrING/ED, measurING/ED, pourING/ED, cookING/ED,
boilING/ED.

LESSON PLANS: MUSIC

LESSON PLANS: MUSIC

Index

Three Favorite Songs:

Put Your Fingers in the Air
Where of Where Is. . .(name of child)?
Eensy Weensy Spider

Rope Dance (with Hap Palmer Record)

Singing With a Guitar:

Open Shut Them

Moving to Music: Hap Palmer Record--"Learning Basic Skills
Through Music" (Vol. 1)

Halloween Movement Songs and Dances:

Black Cat, Black Cat
This is the Way the Witches Dance

Hokey Pokey (Song and Dance)

Thanksgiving Songs:

Smells Like Dinner (Frere Jacques)
Ten Little Indians

Christmas Songs

Rudolph the Red-Nosed Reindeer
Jingle Bells (and looking at bells and playing them)

Chanukah (also Circle and Story Plan) (Bomar Records: December Holidays)

Chanukah Is Here (Record)
Dreidles of Chanukah (Record for a movement game)
Chanukah March (Record)

Songs About Winter (Bomar Records: Rhythms to Reading Picture Songbook,
Lucille Wood)

Snow: The Snow Came Down; On a Winter Day
Ice Skating: Ice Skating
Snowman: Five Little Snowmen

Singing With a Guitar:

Take Me for a Ride (from Woody Guthrie)

Eight Easter Eggs

411

ACTIVITY TITLE: SINGING/RECORD--
THREE FAVORITE SONGS

Materials: Large Cards with children's names

Record: Palmer, H. 1972. Getting to know myself. Freeport, NY:
Educational Activities, Inc.

Preparation (setup):

Children sit in circle.

Instructions for Teacher/Aide/Therapist:

1. Introduce three children's songs:

a) PUT YOUR FINGER IN THE AIR (tune--IF YOU'RE HAPPY AND YOU KNOW IT).
Other body parts: FINGER ON KNEE,
FINGER ON HEAD,
FINGER ON CHIN, ETC.

b) WHERE OH WHERE IS. . .(child's name)?
Use large cards to help children recognize names.
Last line of song: SITTING NEXT TO . . .(child's name).

c) EENSY WEENSY SPIDER.

Specific Language Targets:

1. Body parts. In/On.

2. Where IS. . .? Names, next to.

3. Past tense ED: crawlED, washED, driED.
Irregular: came.

412

SUBJECT: MUSIC

ACTIVITY TITLE: SINGING/RECORDS – ROPE DANCE

Materials: Record Player
Hap Palmer Record, ROPE DANCE.

Record: Palmer, H. 1972. _Getting to know myself_. Freeport, NY:
Educational Activities, Inc.

Preparation (setup):

1. Listen to and act out ROPE DANCE – Circle game.

Instructions for Teacher/Aide/Therapist:

1. Words to OPEN SHUT THEM: Open, shut them; Open shut them
Give a little clap.
Open, shut them; Open shut them
Put them in your lap.
Creep them, crawl them,
Creep them, crawl them,
Right up to your chin.
Open wide your little mouth,
But do not put them in.

Specific Language Targets:

1. Vocabulary: opposites--open, shut.
actions--clap, put, creep, crawl, slowly

2. Prepositions: in, around
inside, outside

3. Following directions.

4. Pronouns: your and them.

5. Body Parts: chin, mouth, lap.

6. Plurals: foot/feet.

SUBJECT: MUSIC

ACTIVITY TITLE: SINGING WITH GUITAR

Materials: Guitar
            Teacher who can play it!

Instructions for Teacher/Aide/Ther-pist:

1. Review an old song or songs: OPEN SHUT THEM and PUT YOUR FINGER
   IN THE AIR.

2. Talk about a guitar: A GUITAR IS A MUSICAL INSTRUMENT. IT MAKES
   A PRETTY SOUND. I WILL PLUCK THE STRINGS. WE WILL SING A SONG.

3. New song: CLOTHING SONG (Keys--D, A):

       Sarah wore a pink shirt, a pink shirt, a pink shirt
       Sarah wore a pink shirt, all day long.

   Change name and clothing item for each child.

Specific Language Targets:

1. Vocabulary: clothing items, guitar strings, wood, case, musical
                instrument.

2. Plural Nouns: shoes, socks, etc.

3. WH question: WHat did you wear today?

4. Verb Tenses: Irregular past tense: wore, made.
                 Future tense: will pluck, will sing.
                 Copula IS: A guitar IS a musical instrument.

See also Music Lessons for PUT YOUR FINGER IN THE AIR and OPEN, SHUT THEM.

SUBJECT: MUSIC

ACTIVITY TITLE: SONG: OPEN SHUT THEM

Preparation (setup):

1. Children sit clustered or in a circle.

2. Teacher leads, children follow.

Instructions for Teacher/Aide/Therapist:

1. Words (with hand gestures):

>Open, shut them, open shut them
>Give a little clap
>Open, shut them, open shut them
>Put them in your lap.
>
>Creep them, crawl them
>   (crawl hands up c' est to under the chin)
>Creep them, crawl them
>Right up to your chin.
>Open wide your little mouth. . .
>   (dramatic pause)
>But do not put them in.
>   (hands go in back)

Specific Language Targets:

1. Pronouns: them, your.

2. Prepositions: up to, in.

3. Negatives: do not.

SUBJECT: MUSIC

ACTIVITY TITLE: MOVING TO MUSIC
                 (HAP PALMER RECORD)

Materials:

    Record: Palmer, H. 1969. Learning basic skills through music
      (Vol. I). Freeport, NY: Educational Activities, Inc.

Preparation (setup):

    1. Push snack tables aside so there is room for all to sit and move.

Instructions for Teacher/Aide/Therapist:

    1. WE WILL LISTEN TO THE RECORDS AND DO WHAT IT TELLS US. Review
      actions.

    2. PUT YOUR HANDS UP IN THE AIR, ON YOUR NOSE, ON YOUR HIPS, IN YOUR LAP.

    3. TURN AROUND, JUMP UP AND DOWN, WALK QUIETLY.

    4. RIGHT, LEFT HAND, BOTH HANDS, BOW HEAD.

Specific Language Targets:

    1. Vocabulary: Body parts--hands, nose, hips, lap, head, toes.

    2. Prepositions: in, on, around, up and down, to.

    3. Right/Left.

    4. Plurals: handS, hipS, toeS, both handS.

    5. Verbs: put, turn, jump, walk, bow.

SUBJECT: MUSIC

ACTIVITY TITLE: HALLOWEEN PARTY DANCES

Materials: Children may be in their Halloween costumes.

Source: Warren, J. 1984. <u>Movement time.</u> Palo Alto, CA: Monday
Morning Books (pp. 12, 17).

THIS IS THE WAY THE WITCHES DANCE

(sing to the tune of HERE WE GO ROUND THE MULBERRY BUSH)

This is the way the witches dance,
Witches dance, witches dance
This is the way the witches dance
On Halloween night.

Other verses: This is the way they kick their heels. . .
This is the way they hook their arms. . .
This is the way they turn around. . .
Repeat first verse.

BLACK CAT

Black cat, black cat, turn around.
Black cat, black cat, touch the ground.

Black cat, black cat, jump up high.
Black cat, black cat, touch the sky.

Black cat, black cat, reach down low.
Black cat, black cat, touch your toe.

Teacher and children can change the "black cat" to any other
Halloween character, for example: "white ghost," "pumpkin,"
"Ms. Witch," "scarecrow," "Mr. Owl," or "Spider."

Preparation (setup):

1. You may feature children in witches or cat costumes or show pictures.
   A good activity to channel energy after the costume parade and before
   the party snack.

Instructions for Teacher/Aide/Therapist:

1. Using props (witch's hat, cat's whiskers), the teacher demonstrates
   and children imitate the songs and dances, step by step. They may
   stand in a circle.

Specific Language Targets:

1. Black Cat: following directions
   Prepositions, locatives, concepts--turn around, high/low.

2. Witches: body parts, pronoun--they, IS as main verb.

SUBJECT: MUSIC

ACTIVITY TITLE: HOKEY POKEY

Materials: Small pieces of paper and masking tape.

Preparation (setup):

1. Tape a small piece of paper to each child's right hand and right foot.

Instructions for Teacher/Aide/Therapist:

1. Have children stand in circle.

2. Start song: Put your right foot in,
                Put your right foot out,
                Put your right foot in,
                And shake it all about.
                Do the Hokey Pokey and
                Turn yourself around.
                That's what it's all about.

3. Repeat with all parts: arms, head, body.

Specific Language Targets:

1. Body Parts: hand, foot, head.

2. Vocabulary and Concepts: whole self
                              right hand/foot
                              left hand/foot.

SUBJECT: MUSIC

ACTIVITY TITLE: SMELLS LIKE DINNER

Materials: Cardboard food pictures

Source: 1977. Food. . .your choice: A nutrition learning system,
Level 2. Rosemont, IL: National Dairy Council.

SMELLS LIKE DINNER

Smells like dinner
Smells like dinner
Mmmm, Mmmm good!
Mmmm, Mmmm good!
I can smell the _____
I can smell the _____
Mmmm, Mmmm good!
Mmmm, Mmmm good!

(sung to FRERE JACQUES.)

The children fill in their favorite dinner smells. Then repeat the
song for breakfast, lunch and holiday feasts, such as Thanksgiving,
Christmas or Passover.

Instructions for Teacher/Aide/Therapist:

1. Children take turns reaching in box and pulling out food picture.
   Teacher can cue the food names.

Specific Language Targets:

1. Modal: can.

2. Third person singular: smellS.

3. Food names.

SUBJECT: MUSIC

ACTIVITY TITLE: TEN LITTLE INDIANS

Materials: Record--Romper Room Songs
            Indian Feathers (made by children)
            Tape: with "Pow Wow" Movement Music

> Record: <u>Sing the happy romper room songs</u>. Newark, NJ: Peter Pan
>   Records.

Instructions for Teacher/Aide/Therapist:

1. WE WILL SING A SONG ABOUT INDIANS. WE WILL COUNT THEM. Practice
   singing TEN LITTLE INDIANS. Sing song again, and have a child
   stand up with each number as teacher points.

2. Then try it with the record.

3. Marching and Movement to Indian music--POW WOW.

Specific Language Targets:

1. Concepts: counting to ten, counting backwards 10-1
              one-to-one correspondence (stand up when teacher points).

2. Future tense: We WILL sing
                  We WILL move
                  We WILL march. . .

SUBJECT: MUSIC

ACTIVITY TITLE: CHRISTMAS SONGS

Materials: Christmas Music

Instructions for Teacher/Aide/Therapist:

1. WE ARE GOING TO LEARN SOME NEW SONGS FOR CHRISTMAS.

2. WE WILL LEARN A SONG ABOUT RUDOLPH, THE RED-NOSED REINDEER AND JINGLE BELLS.

Specific Language Targets:

1. Past Tense: lovED, shoutED, usED

2. Adjectives: red-nosed, shiny, foggy, one-horse open.

3. Memorization.

SUBJECT: MUSIC

ACTIVITY TITLE: CHRISTMAS SONGS--JINGLE BELLS

Materials: Bells of different sizes/varieties
              Record: Jingle Bells

Preparation (setup):

1. Collect bells of different kinds.

2. Set up record player (or tape).

Instructions for Teacher/Aide/Therapist:

1. Introduce JINGLE BELLS song: WE WILL SING JINGLE BELLS, THEN WE WILL PLAY THE BELLS AND SING.

2. Show children the bells. Talk about them, allow children to choose one.

3. Play and sing JINGLE BELLS.

4. If time, play and sing with record.

Specific Language Targets:

1. Plurals: BellS, triangleS, stickS.

2. Copula: This bell IS. . .
           These bells ARE. . .

3. Concept: same, different.

4. Vocabulary: bell, triangle.
                 ring, shake, tap (hit), jingle.

5. Adjectives: large, small
                 large, larger, largest
                 small, smaller, smallest.

SUBJECT: MUSIC

ACTIVITY TITLE: CHANUKAH

Materials: Record--December Holidays
Menorah
Candles
Dreidle
Paper candles (8)
Shamas
Flannel Board

Record: Wood, L. 1971. December holidays (book and record).
Glendale, CA: Bowmar Publishing Company.

Instructions for Teacher/Aide/Therapist:

1. Explain Chanukah and light Menorah. THESE EIGHT CANDLES ARE TO
REMEMBER A MIRACLE A LONG TIME AGO WHEN A LITTLE BIT OF OIL BURNED
FOR EIGHT DAYS IN A JEWISH SYNAGOGUE, WHICH IS LIKE A CHURCH.

2. (Optional): Play record CHANUKAH IS HERE while each child puts a
paper flame on a paper menorah with candles on flannel board.

3. THIS IS A CHANUKAH TOY, A DREIDLE. IT SPINS. Show and demonstrate.
Play: DREIDLES OF CHANUKAH. Children spread out and spin and fall
down.

4. (Optional): Finish with a Chanukah March with instruments: MY
DREIDLE.

Specific Language Targets:

1. Vocabulary and Concepts: Dreidle, Menorah, Chanukah, Synagogue.
Candles are LIT and UNLIT.
Dreidle SPINS.

2. Talk about what we did:

Past Tense verbs: We marchED, we listenED to music.
   Irregular: We SANG, We SPUN around. Judith LIT real
candles
We LIT paper candles.

423

SUBJECT: MUSIC

ACTIVITY TITLE: SONGS ABOUT WINTER

Materials: Piano

> Record: Wood, L. 1971. <u>Rhythms to reading picture songbook.</u>
>   Glendale, CA: Bowmar Publishing Company.

Preparation (setup):

1. Children should each have a chair or mat to sit on while learning
   the songs, before they will dance or move to them.

Instructions for Teacher/Aide/Therapist:

SONGS ABOUT SNOW: <u>THE SNOW CAME DOWN</u>

> The snow came down and covered the town,
> The snow came down last night.
> The snow came down and covered the town,
> And left it sparkling white.

<u>ON A WINTER DAY</u>

> This is the way the snow comes down,
> Snow comes down, snow comes down.
> This is the way the snow comes down,
> On a winter day.

> (This is the way it covers the town
>   . . . we shovel the snow
>   . . . we roll the snow
>   . . . we throw the snow)

SONGS ABOUT   <u>ICE SKATING</u>
ICE SKATING:

> On ice and snow, skating we go.
> Skates sing a dance song as we glide along.
> Turning and turning around like a top.
> Turning and turning then quickly we stop.
> Running we fly like a bird in the sky
> We go sailing by.

SONGS ABOUT   <u>FIVE LITTLE SNOWMEN</u>
SNOWMEN:

> Five little snowmen fat.
> Each with a funny hat
> Out came the sun and melted one.
> What a sad thing was that
> Down down down.

> (Four little snowmen fat
> Three. . .
> Two. . .
> One. . .)

424

SUBJECT: MUSIC

ACTIVITY TITLE: SONGS ABOUT WINTER

CONTINUED

Specific Language Targets:

1. THE SNOW CAME DOWN: Irregular Past Tense Verbs: came, left
   ED Past Tense: coverED
   Past Tense Time Concepts: last night
   Color/Adjectives: sparkling white.

2. ON A WINTER DAY: Third person singular verb: comeS, coverS
   Pronouns: We
   IS as main verb: This IS the way
   Verb vocabulary: comes, covers, shovel, throw, roll.
   Children act out the song.

3. ICE SKATING: Complex Sentences: . . . .and. . .
   Prepositional Phrases: As we. . . .like a. . .

4. FIVE LITTLE SNOWMEN: Past Tense Verbs: meltED
   Irregular Past Tense: came
   Number Concepts: 1 - 5
   Irregular Plural Noun: SnowMEN

SUBJECT: MUSIC

ACTIVITY TITLE: NEW SONG--TAKE ME A RIDE
(Woody Guthrie)

Materials: Guitar (optional)

Instructions for Teacher/Aide/Therapist:

1. Words: <u>TAKE ME A RIDE</u>

    Take me for a ride in your car, car;
    Take me for a ride in your car, car;
    Take me for a ride in your car, car;
    Take me for a ride in your car, car.

2. Continue with different verses, different vehicles.

3. Add motions if desired. Vary speed and loudness of song to
   correspond to various vehicles.

4. If children have difficulty spontaneously thinking of vehicles,
   have a few pictures to choose from or cue by function.

Specific Language Targets:

1. Vocabulary: limited only by your imagination--
                snowplow
                snowmobile
                motor boat
                horse
                racing car
                motorcycle
                airplane
                helicopter etc.

2. Prepositions: for, in, on.

3. Verbs: show how a snowplow pushes.
           . . . a horse bounces.
           . . . an airplane flies.

   Past tense: We RODE in a. . .

SUBJECT: MUSIC

ACTIVITY TITLE: EIGHT EASTER EGGS
(adapted from FIVE EASTER EGGS)

Materials: Song
Large Construction paper Easter Eggs (from 9" x 12" paper
at least)
Mats
Piano and Pianist (optional)

Song: Wood, L. 1971. Rhythms to reading picture songbook.
Glendale, CA: Bowmar Publishing Company, p. 105.

Preparation (setup):

1. Pick eight children to be Easter Eggs. Other half will have the
next turn.

Instructions for Teacher/Aide/Therapist:

1. Play and sing song: FIVE PRETTY EASTER EGGS HIDING IN THE GRASS
(two times). FIVE PRETTY EASTER EGGS HIDING IN THE GRASS. I FOUND
A BLUE ONE.

2. Start with eight, go down to one. Each time name the correct color.

3. When an egg is found, child leaves the middle and child returns to
his/her chair.

Specific Language Targets:

1. Irregular Past Tense: found.

2. Number Concepts: 1 - 8.

3. Prepositional Phrase: in the grass

4. Plural Noun: eggS.

LESSON PLANS: SCIENCE

LESSON PLANS: SCIENCE

Index

Introducing a Pet Turtle

Walk to the Park to Find Fall Leaves

Making a Seed Collection

Walk to the Field to Find Fall Leaves/Putting Leaves on Bulletin Board

Carving Pumpkins

Touch Center
  Textures
  Size and Shape Discrimination
  Thickness Discrimination
  Common Objects--Arts and Crafts Tools

Filmstrip: FALL
            WINTER

Bird Feeder Construction

Shadow Walk and Shadow Tag (for Groundhog Day)

Science Experiment: Fire - Cup and Candle
    To be presented with Book: Fire Wonder Starters

Coloring Picture of a Bird with a Worm (also Arts and Crafts Lesson)

Filmstrip: SPRING

Coloring Easter Eggs

Mr. Grass (planting grass seed in a decorated paper cup)

Carrot Top Garden .

Egg Carton Nursery (planting seeds in egg cartons or starter pots)

Farm and Zoo Animals: Bulletin Board

Coloring Pictures of Farm and Zoo Animals

Farm and Zoo Animal Books

SUBJECT: SCIENCE

ACTIVITY TITLE: INTRODUCING A PET TURTLE

Materials: Box turtle
            Book of turtles by John F. Waters (especially pp. 23, 28)
            Plastic or Glass Aquarium
            Large rock
            Rug for bottom of aquarium
            Dish for water
            Desk or table to set on
            Food (fruit, vegetables, worms, etc.)

Source: Waters, J.F. 1971. Turtles. Chicago, IL: Follett Publishing.

Preparation (setup):

1. Place turtle in a fairly sunny area of the room so children can
   see and enjoy.

2. Have instructions for care posted nearby (feeding and cleaning).

Instructions for Teacher/Aide/Therapist:

1. Discuss all aspects of a turtle (feeding habits, habitat, body
   parts, shape, size, texture, etc.).

2. Let children feel and observe their new pet.

3. Discuss turtle book.

4. See Cue Cards on wall of Science Section for specific things to say.

Specific Language Targets:

1. Concepts: Reptiles, protects, live on land, live under water.
              Different kinds of turtles--hard vs. soft, fast vs. slow.

2. Vocabulary: jaw, beak, shell, carapace.

3. Basic sentences describing turtle's appearance and actions.

4. Comprehension of WH questions and YES/NO questions: WHERE DO TURTLES
   LIVE? WHAT DO TURTLES EAT? WHAT IS THE TURTLE DOING?

5. Possessive Nouns: Turtle'S head, eyes, etc.

6. Third Person Singular Verbs: The turtle crawlS, eatS, drinkS,
                                 liveS, etc.

SUBJECT: SCIENCE

ACTIVITY TITLE: WALK TO PARK TO FIND LEAVES,
PINE NEEDLES, PINE CONES,
SEEDS, TWIGS

Materials: Shopping Bags

Instructions for Teacher/Aide/Therapist:

1. Talk about the fall. It comes after summer. It gets cooler.

2. Cooler weather makes leaves turn colors. They were green and now
   some are starting to turn brown, yellow, orange. Ask children to
   identify colors of leaves they find. Trees have different shaped
   leaves.

3. Some trees do not lose their leaves. They stay green. They are
   called Evergreens. Evergreens don't have leaves. They have needles.

4. Trees have seeds. Evergreen trees make pine cones. The seeds are
   in the cones.

Specific Language Targets:

1. Negative construction: Leaves didN'T fall down yet.
                           Some didN'T turn color yet.
                           Evergreens won'T turn colors.

2. Verb Past Tense: ED - turnED yellow/brown, stayED green.
       Irregular: found a. . .fell down. . .

3. Concepts: same, different (leaves, seeds).
              colors--green, red, yellow, orange, brown.
              damp, dry (leaves)
              hard, bumpy (pine cones)
              sharp (pine needles)
              round, pointy (leaves)

SUBJECT: SCIENCE

ACTIVITY TITLE: SEED COLLECTION

Materials: Any fruits or vegetables that we have for snacks.
Pumpkin
Pictures of Item
Small plastic bags to be stapled.

Instructions for Teacher/Aide/Therapist:

1. Have children wash and dry different seeds during the course of a few weeks.

2. After dried, have children put seeds in bag and label what the seed is from or what it could be if planted.

3. Collection may be displayed on bulletin board or flannel board for children to view.

Specific Language Targets:

1. Vocabulary and Concepts: Fruits and vegetables grow from seeds.
A pumpkin grows from a pumpkin seed.
How seeds grow, takes time.
Plant them in the ground.
Need warm sunshine and water.
Plant seeds in spring.
Some plants take a long time to grow from a seed.
Some take shorter time.

SUBJECT: SCIENCE

ACTIVITY TITLE: OUTDOOR WALK TO FIELD TO FIND COLORED LEAVES
PUTTING COLORED LEAVES ON THE BOARD

Materials: Bags for leaves in field
Masking tape
Bulletin board decorated with bare tree in Science Area

Instructions for Teacher/Aide/Therapist:

Walk to field to find leaves:

1. SUMMER IS OVER. IT IS A NEW SEASON. IT IS FALL. THE WEATHER
IS COOLER. THE COOL WEATHER MAKES SOME LEAVES TURN COLORS AND
THEY FALL TO THE GROUND. LET'S LOOK AT OUR TREE IN THE FIELD.
WHAT COLOR ARE THE LEAVES? WHAT COLOR WERE THE LEAVES LAST
SUMMER? WHO CAN FIND SOME OF THE LEAVES ON THE GROUND? SEE,
THEY FELL TO THE GROUND.

Decorating tree in Science Area:

2. Pick children to glue or tape colored leaves to tree in Science
Area. Call them by name. Cue them to ask for a leaf by color:
CAN I HAVE AN ORANGE/A BROWN/A YELLOW LEAF? You can model the
question: ASK ME, CAN I HAVE. . .? putting the words in the
right order. They can also ask for tape, glue or for help.
They can tell which branch they will tape the leaf to, i.e.
a high branch or a low branch, or on the ground or falling
through the air.

Specific Language Targets:

1. Concepts   Fall, cooler weather, colors, high/low, same/different
colors.

2. Prepositions: In, on, through, with (tape).

3. Questio forms: Can I. . . .please. . .

4. Vocabulary: Fall, branch.

5. Plural nouns: Leaf/leavES, branch/branchES.

SUBJECT: SCIENCE

ACTIVITY TITLE: CARVING PUMPKINS

Materials: Three Pumpkins
             Big pot for pumpkin insides

Preparation (setup):

   Newspaper on tables.

   One pumpkin on each of three tables.

Instructions for Teacher/Aide/Therapist:

   1. WHAT IS THIS? A pumpkin. WE WILL CARVE THIS. WE WILL CUT OFF THE
      TOP. WE WILL SCOOP OUT THE INSIDES AND MAKE A FACE. A PUMPKIN
      WITH A FACE IS CALLED . . .? A Jack-o-lantern.

   2. WHAT IS INSIDE THE PUMPKIN? Seeds. WE CAN BAKE THE SEEDS IN A
      HOT OVEN. THEY WILL GET CRISP. WE CAN EAT THEM. WE CAN COOK THE
      PUMPKIN AND MASH IT UP AND MAKE BREAD AND PUMPKIN PIE WITH IT.

   3. WHERE DOES A PUMPKIN COME FROM? Can show the pumpkin story.

Specific Language Targets:

   1. Future tense: Will.

   2. Modal: Can.

   3. Parts of pumpkin: Outside, inside, seeds.

   4. Concepts: Pumpkin as food. How it grows.

   5. Vocabulary: Bake, cook, mash. Crisp, mushy, sharp.
                   Carve.

SUBJECT: SCIENCE

ACTIVITY TITLE: TOUCH CENTER (TEXTURES)

Materials: One covered box with holes in the sides
Five pairs of objects or materials with matching textures:
     cotton cloth, corduroy, velvet, silk, paper towels, etc.
Others may be used for shape discrimination or discrimination
     of size, letters, numerals on different weeks.

Source: Doan, R.L. 1979. <u>Science discovery achievement activities.</u>
West Nyack, NY: The Center for Applied Research in Education, Inc.

Preparation (setup):

1. Cut holes 4" or 5" on each side of box.

2. Decorate box.

3. Place five sets of materials into "touchy box" and shake well.

4. Suggestions: Begin with only two pairs and work up to five.
Begin with all items outside of box for naming and
discussion.

Instructions for Teacher/Aide/Therapist:

1. HERE IS A TOUCHY BOX. WE WILL PUT OUR HANDS INSIDE AND FEEL THESE
CLOTHS. Show clothes which are outside of box. BEFORE I PUT THE
CLOTHS IN, LET'S FEEL THEM. Feel and name and textures. Ask the
children to find the texture you name when pieces are outside the
box.

2. Put the two sets inside the box. REACH INTO THE BOX AT EACH END
AND TRY TO FIND TWO THAT FEEL THE SAME. FEEL THEM. THEN YOU CAN
PULL THEM OUT AND SEE IF THEY ARE THE SAME.

3. Children may want to see one and then try to feel the other in the
box without looking.

Specific Language Targets:

1. Vocabulary and Concepts: Texture labels--bumpy, smooth, silky.
                              Texture names--corduroy, silk, terry
                                 cloth, etc.

   Concepts of: Feeling, touching, the same and not the same.

2. WH questions: Which ones feel the same?
   Yes/No questions: Is that the same? Are these the same?

SUBJECT: SCIENCE

ACTIVITY TITLE: TOUCH CENTER (SIZE AND SHAPE
DISCRIMINATION)

Materials: One pair each--Large spheres
Large cubes
Small sphere
Medium cubes
Small inch cube

Touch Box

Source: Doan, R.L. 1979. Science discovery achievement activities.
West Nyack, NY: The Center for Applied Research in Education, Inc.

Instructions for Teacher/Aide/Therapist:

1. WE HAVE SOME NEW THINGS IN OUR TOUCH BOX. Show shapes outside of
box. BEFORE WE PUT THEM INSIDE LET'S TOUCH AND LOOK AT THEM.
Name shapes, round and square, etc.

Specific Language Targets:

1. Vocabulary and Concepts: Round--circle/ball; Square--block/box.

2. Adjective Comparisons: Big, bigger, biggest
Small, smaller, smallest.

3. Order of Adjectives (when they are looki ' at them):

a big, red square
a big, red block
the small yellow circle/ball.

Order of Adjectives (when they are not looking at them):

I feel/felt a big block.

Name shape (two-dimension) = Name object (three-dimension)
round/circle   ball
square   block/box/cube

SUBJECT: SCIENCE

ACTIVITY TITLE: TOUCH CENTER (THICKNESS)

Materials: Six pairs of circles with all different thicknesses
             Touch Box

Source: Doan, R.L. 1979.   Science discovery achievement activities.
     West Nyack, NY: The Center for Applied Research in Education, In:.

Instructions for Teacher/Aide/Therapist:

1. Show children the circles and have them feel the difference in
   thickness.

Specific Language Targets:

1. Concepts: same/different
               thick vs. thin
               thick, thicker, thickest

SUBJECT: SCIENCE

ACTIVITY TITLE: TOUCH CENTER (COMMON OBJECTS)

Materials: One pair each--Primary pencils
                           Pre-primary pencils
                           Regular pencils with eraser
                           Scissors
                           Erasers
                           Magic Markers
              Touch Box

Source: Doan, R.L. 1979. Science discovery achievement activities.
       West Nyack, NY: The Center for Applied Research in Education, Inc.

Instructions for Teacher/Aide/Therapist:

1. WE HAVE SOMETHING NEW IN OUR TOUCH BOX. Show them objects, have
   them feel the difference in shape, size of pencils. Then put
   the objects inside the box.

Specific Language Targets:

1. Vocabulary and Word Retrieval Skills: Naming all items and
   saying what you do with them. Describing differences among
   pencils, i.e. thicker, bigger, with holder, etc.

2. Past Tense Verbs: I FELT it, I touchED it.

3. Yes/No Questions: IS IT THE SAME? IS IT DIFFERENT? IS IT A. . .?

4. WH Questions: WHAT IS IT?

SUBJECT: SCIENCE

ACTIVITY TITLE: FILMSTRIP OF "FALL"

Materials: Filmstrip Projector
            Screen

  Source: <u>Fall</u> (filmstrip): Captioned Version. 1981. Washington, DC:
    National Geographic Society.

Preparation (setup):

  1. Prepare and load filmstrip projector.

Instructions for Teacher/Aide/Therapist:

  1. Tell children about what they will see.

  2. Discuss briefly what things happen in the fall.

  3. Read captions that appear below each picture.

  4. Do NOT read ITALICIZED captions. Only regular print.

Specific Language Targets:

  1. Vocabulary: Explain meaning of underlined words in captions.

            Fall, autumn, frost, harvest, gathers, thick coat
            (of fox), valley, drift.

  2. Concepts: of how weather and plant life change in fall and of
     how animals get ready for winter.

SUBJECT: SCIENCE

ACTIVITY TITLE: FILMSTRIP OF "WINTER"

Materials: Filmstrip Projector
            Screen

Source: <u>Winter</u> (filmstrip): Captioned Version. 1981. Washington,
   DC: National Geographic Society.

Preparation (setup):

1. Prepare and load filmstrip projector.

Instructions for Teacher/Aide/Therapist:

1. Tell children about what they will see.

2. Discuss briefly what things happen in winter.

3. Read captions below pictures and discuss.

Specific Language Targets:

1. Basic Vocabulary and Concepts: Winter brings cold weather and
                                    snow to many parts of the country.
                                   Winter activities include sledding,
                                    skiing and ice fishing.
                                   Many birds fly south in winter.
                                   Some birds stay.
                                   They and other animals have to search
                                    hard for food in winter.
                                   Some animals sleep all winter.
                                   Evergreen trees stay green all winter.
                                   Other trees are bare.

SUBJECT: SCIENCE

ACTIVITY TITLE: BIRD FEEDER CONSTRUCTION
TWO TABLES

Materials: Plastic bleach bottle or milk container
Aluminum pie pan
Strong cord
Knife
Bird Seed
Glue

Source: Doan, R.L. 1979. Science discovery achievement
activities. West Nyack, NY: The Center for Applied
Research in Education, Inc.

Preparation (setup):

1. Teacher makes this in front of the children with help from the
children, discussing each step.

Instructions for Teacher/Aide/Therapist:

1. Discuss project and materials. Discuss winter and why we need
bird feeders.

2. Children watch while teacher cuts six small holes in the side of
plastic bottle near the base.

3. Children help glue bottle to pie pan.

4. Children help tie cord on neck of bottle.

5. Children can fill the bottle with bird seed.

6. While making feeder, talk about the importance of assisting birds
in the winter.

7. Put feeder on outside sill for children to watch birds eat food
or hang outside for children to watch.

Specific Language Targets:

1. Concepts: Winter, cold weather, food hard to find for birds.
We help the birds by making a bird feeder. Snow will
cover seeds that are on the ground so we put them up
in a bird feeder so birds can get to them.

2. Vocabulary and Metaphors: Neck of the bottle, pie tin, cord, bird seed.

3. Verb Tenses: Past Tense ED and Irregular--gluED, cut, hung, fillED.

4. WH Questions: WHY DO BIRDS NEED BIRD FEEDERS IN WINTER?
YES/NO Questions: DO BIRDS NEED FEEDERS IN THE SUMMER? WHY NOT?

SUBJECT: SCIENCE

ACTIVITY TITLE: SHADOW WALK AND SHADOW TAG
GROUNDHOG DAY – SHADOWS

Materials: Flashlight for optional indoor demonstration
Walk should happen on a sunny day.

Preparation (setup):

1. Leave notice for parents posted, asking them to be sure children
   are dressed warmly and wear boots for a walk the next day,
   weather permitting.

Instructions for Teacher/Aide/Therapist:

1. Shadow Walk:

   a) Children will go for a shadow walk. What is a shadow? It is a
      dark shape on the ground, the floor or the wall. YOU MAKE THE
      SHADOW WHEN YOU GET IN BETWEEN THE SUNSHINE AND THE GROUND OR
      THE FLOOR OR THE WALL. EVERYTHING MAKES SHADOWS. THINGS MAKE
      SHADOWS.

   b) LET'S FIND SHADOWS. FIND SHADOWS OF TREES, CARS, THE CHILDREN,

   c) MOVE YOUR LEG OR YOUR ARM AND WATCH THE SHADOW MOVE.

2. Shadow Tag:

   a) TRY TO STEP ON SOMEONE ELSE'S SHADOW. Pick one person to be it.

   b) REMEMBER, YOUR SHADOW FOLLOWS YOU, SO IF YOU MOVE AWAY IT WILL
      MOVE WITH YOU.

Specific Language Targets:

1. Vocabulary and Concepts: Shadow, shapes, same shape.
                              Shadows are caused by sunlight and some-
                                 thing getting in between.

2. Prepositions: in between, behind, in front of.

3. WH Questions: WHERE IS YOUR SHADOW? WHOSE SHADOW IS THAT? WHAT
   IS THAT A SHADOW OF?

4. YES/NO Questions: CAN YOU STEP ON HIS/HER SHADOW?

5. Pronouns: THEY have shadows, HE/SHE has shadows, THEIR, HIS, HER
              shadows.

SUBJECT: SCIENCE

ACTIVITY TITLE: FIRE STORY

(This was read to the group in the Morning Circle. It could also be used with small groups during Story Time. It coordinates with our next theme area: Fire Engine and Putting Out a Fire.)

Materials: For experiment, Candle or small birthday cake candles in
Holder (or playdough holder)
Glass Jar that fits over.

Source: <u>Fire: Wonder starters</u>. 1971. New York, NY: Wonder Books, A Division of Grosset & Dunlap, Inc.

Preparation (setup):

1. Can be incorporated into Circle, Stories or Science. Can do Experiment on p. 22.

Instructions for Teacher/Aide/Therapist:

1. Read story.

2. Discuss ideas.

3. Show pictures.

4. Do experiment.

Specific Language Targets:

1. Vocabulary: Note Starter Fire Words Picture Dictionary with page references, p. 23. Can be used to review vocabulary with individual children.

2. Verb Forms:

a) Third person singular: Daddy makeS (p.1), lightS (p.2), fire/wind needS (p.3), fire burnS (p.3), makeS, keepS, cookS (p.6), coolS, putS (p.11), meltS, cutS (p.21).

b) Copula IS (4, 13, 15), ARE (12), IS (18, 19).

c) Past Tense Irregular: Made, sent (7).

d) Past Tense ED: rubbED (9), burnED (14).

e) Future Tense: WILL (12, 32).

443

SUBJECT: SCIENCE

ACTIVITY TITLE: COLORING BIRD WITH WORM

Materials: Ditto of Bird with Worm
             Crayons
             Scissors
             Glue
             Colored Construction Paper 8" x 12"
             Pictures of Robins (optional)
             Nest.

   Source: Charters, C.F.   1984.   Stencil art. Minneapolis, MN: Judy/
             Instructo.

Preparation (setup):

   1. Have enough dittos for each child to have two.

   2. After the discussion (see below) the children will color their
      bird(s) and cut them out to glue on a colored sheet of construction
      paper.   Title can be "First Robin" or "First Robins."

Instructions for Teacher/Aide/Therapist

   1. Talk about Spring briefly.   IT IS THE SEASON AFTER WINTER WHEN THE
      DAYS START TO GET A LITTLE WARMER.   THE FIRST BIRDS TO FLY BACK
      MIGHT BE ROBINS.

   2. WHERE WERE THE ROBINS WHEN IT WAS VERY COLD OUT.   They flew south
      just before winter.   WHERE IS THE SOUTH?   Talk about children's
      trips to South Carolina, Florida, Hawaii, where they went to the
      beach in the winter.   IN THE SOUTH THE WEATHER IS WARMER WHEN WE
      ARE HAVING ICE AND SNOW IN MASSACHUSETTS.

   3. THE ROBINS ARE HUNGRY.   THEY LOOK FOR WORMS TO EAT.   You may copy
      a short "story" about each picture on the bottom as dictated by the
      child.

Specific Language Targets:

   1. Concepts: Winter/Spring.   Weather in the south, first, lays eggs
                  in nest.

   2. Pronouns: It, they.

   3. Verbs: Third person singular agreement--He/It flies/comes, looks
                                        for worms/eats.
               Past Tense ED and Irregular--He/They FLEW/CAME back.
                                        He/They lookED for worms to eat.

   4. (Advanced Levels Only):   See if the children can say what these words
                                mean (i.e. can define them in their own words):
                                FIRST, HUNGRY.

SUBJECT: SCIENCE

ACTIVITY TITLE: SPRING FILMSTRIP

Materials: Projector
             Screen

   Source: <u>Spring</u> (filmstrip): Captioned Version. 1981. Washington,
       DC: National Geographic Society.

Specific Language Targets:

   (quoted material from the "guide"):

   1. SPRING IS A TIME OF GROWTH AND CHANGE FOR MANY LIVING THINGS.
      IN SPRING, FLOWERS BLOOM, TREES SPROUT NEW LEAVES AND THE WEATHER
          BECOMES WARMER.
      MANY INSECTS LAY THEIR EGGS IN SPRING.
      COWS, SHEEP AND OTHER ANIMALS HAVE THEIR BABIES.

      BUDS, BLOOM, GATHER, INSECTS, TADPOLES, TROUT, HATCH.

   2. Verb Forms: WILL

                    Third Person Singular Agreement--robin sitS
                                              farmer plantS seeds
                                              boy fishES
                                              water strider walkS
                                              cow feedS
                                              baby lamb drinkS
                                              boy workS in his garden

                    Plural Nouns--flowerS, thingS, cowS, plantS,
                                  leaveS, budS, nestS, eggS, insectS

   3. Prepositions: On, in, for, beside, under, to, through
                      (from supplementary text)

OPTIONAL: After reading the caption, children can take turns telling
            what they see in the picture or talking about the picture.

SUBJECT: SCIENCE

ACTIVITY TITLE: COLORING EASTER EGGS

Materials: Hard boiled eggs·(two ner child)
             Vinegar
             Plastic cups
             Boiling water
             Food coloring
             Light crayon
             Measuring spoon (teaspoon)

Preparation (setup):

1. Add 20 drops of desired coloring to 1/2 cup water and 1 teaspoon
   vinegar.

2. Early arrivals can watch the preparation, help you count the
   drops, etc.

Instructions for Teacher/Aide/Therapist:

1. Have children guess what they will do and name all the utensils
   and ingredients.

2. Describe the preparation using past tense.

3. WE WILL COLOR TWO EGGS EACH.

4. Write child's name on egg before dipping into water.

Specific Language Targets:

1. Future Tense and Past Tense: Have the children guess what they
                                  will do. Describe to them what you
                                  already did to get ready.
                                  WE WILL CHOOSE A COLOR. I WILL WRITE
                                  YOUR NAME ON YOUR EGG WITH CRAYON. YOU
                                  WILL DIP THE EGG INTO THE COLORED WATER
                                  AND THE EGG WILL TURN COLOR.

   Ask the children who came early to tell others what you did to get
   the colored water ready: You addED 20 drops of color. You pourED
   in one teaspoon vinegar. First you boilED the water. You measurED
   the vinegar.

2. Pronouns: I, he, she, in describing own and others' actions.

3. Vocabulary: Name all the ingredients and utensils.

4. Auxiliaries: I'M—ask children to tell others what they are doing.
                 Model I'M during your preparation in telling what you're
                 doing.

5. Special Vocabulary: dyeing, dipping, coloring, choosing.

SUBJECT: SCIENCE

ACTIVITY TITLE: MR. GRASS

Materials: White Styrofoam cups
             Markers
             Potting soil mixture (with peat moss,
                                    vermiculite)
             Grass Seed

Instructions for Teacher/Aide/Therapist:

1. Have children decorate a cup to resemble a face
   with the markers.

2. Fill cup with potting soil mixture.

3. Sprinkle grass seed on top.

4. Water it.

5. Put them on shelf where sun shines and watch the person's "hair"
   grow.

6. Water when dry.

Specific Language Targets:

1. Sequential Memory: Tell the sequence to the children. See if the
   older ones can retell it to the others.

2. Vocabulary: Names of all the materials.

3. Concepts: Seeds grow in soil, need sunlight and water.
              "Looks like"--grass looks like hair on this.
              What else looks like something else (apple looks like a
                 ball, paper plate looks like a steering wheel, etc.)?

4. Past Tense Verbs: decoratED the cup, plantED the seed, waterED the
                      dirt, pourED the water.

SUBJECT: SCIENCE

ACTIVITY TITLE: CARROT TOP GARDEN

Materials: Carrots (three or four)
Shallow Dish
Water daily
Container for watering (watering can)
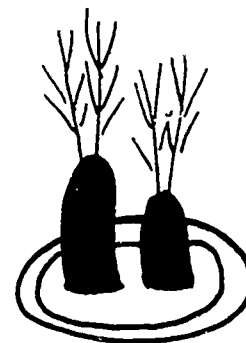
Preparation (setup):

1. Cut out tops of carrots and place them in shallow dish or pan.

Instructions for Teacher/Aide/Therapist:

1. Have children water them daily, keeping water at 1/4 inch at all times. (You can mark the container at 1/4 inch.)

2. Children can then watch greens sprout in days to come.

Specific Language Targets:

1. Vocabulary: Shallow dish vs. deep dish.
Parts of carrot—tops, part we eat.
Watering can.

2. Questions: CAN I WATER THE SPROUTS? ARE THEY GROWING?

   YES/NO Questions: DO THEY NEED WATER? IS THAT ENOUGH WATER?

   WHERE IS THE WATERING CAN? HOW DO THE CARROTS LOOK?

3. Quantity Terms: Enough water, too much, not enough.
More, less.

SUBJECT: SCIENCE

ACTIVITY TITLE: EGG CARTON NURSERY

Materials: Paper Egg Cartons with top
             Mixture of Potting soil, vermiculite,
                peat moss or other seed starting medium
             Marigold seeds
             Teaspoon
             Container of water
             Tray to set cartons on.
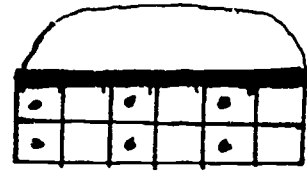
Instructions for Teacher/Aide/Therapist:

1. Have each child put soil in two sections and carefully plant two
   marigold seeds in each section. Water each section with a teaspoon
   of water.

2. Seeds will sprout quicker if top is down. Seeds stay warmer that way.

3. They should be checked daily to see that soil stays very moist.

4. When seeds sprout, children may take them home and plant in larger
   containers. When weather is warm enough (early to mid-June) they
   may be planted outside. Sections may be cut with scissors or knife.

Specific Language Targets:

1. Vocabulary: Names of all materials and parts--soil, sections of the
                 egg carton, seeds, teaspoon, measuring, tray.

2. Concepts: How plants grow. Can use a flannel board set at another
               time to explain this also. Seed has to stay moist--not
               too wet, not too dry, needs to be warm. After a seedling
               appears, it needs light.

3. Verb Forms: Basic level--I'm putting in potting soil/seeds.
                             I'm measuring water.
                             I'm covering the seed.

               Next Level-- Past tense--put/measurED, coverED.

SUBJECT: SCIENCE

ACTIVITY TITLE: BULLETIN BOARD: FARM AND ZOO

Materials: Barn cut out of construction paper
            Zoo cage cut out of construction paper

Preparation (setup):

1. Put barn and zoo cage on bulletin board.

Instructions for Teacher/Aide/Therapist:

1. This activity is to be coordinated with Coloring Animals (Science
   and Arts and Crafts) project. The language targets below may be
   implemented when the children are deciding where their individually
   prepared animals should go.

Specific Language Targets:

1. Concepts and Vocabulary:

        Barns and cages are places to live.

        Which animals live in barns? Why?

        Which animals live in cages? Why?

        If the wild, dangerous animals were not in cages, where
        would they live?   In Jungles.

        Where are jungles? Are jungles near cities?

        Where are zoos? Zoos are near cities where people live.

        Why are wild animals put in zoos?

2. Plural Nouns: barnS, cageS, townS, jungleS, animalS.

SUBJECT: SCIENCE

ACTIVITY TITLE: COLORING ANIMALS

Materials: Animals to color and cut--zoo animals (xeroxed)
                                   farm animals (xeroxed)
           Crayons
           Scissors
           Markers

   Source: Forte, I. 1982. <u>The kid's stuff book of patterns, projects</u>
      <u>and plans</u>. Nashville, TN: Incentive Publishing, Inc.

Preparation (setup):

   1. Photocopy one of each animal to be used.

   2. Farm and Zoo bulletin boards with fields, barns, cages, etc. as
      appropriate.

Instructions for Teacher/Aide/Therapist:

   1. Have children select one zoo animal and one farm animal.

   2. Color and cut out animal.

   3. Have children select a place to attach to either a farm or zoo
      bulletin board in proper housing.

Specific Language Targets:

   1. Concepts and Vocabulary: Talk about the difference between farm and
                                zoo animals. Zoo animals might be wild
                                and dangerous. What does that mean? You
                                should not pet wild animals. They might
                                bite, etc.

   2. Third Person Verb Agreement: Describe each animal as it is colored,
                                    HAS or DOES.

      Cut out or attach to bulletin board. He eatS hay. He liveS in a
      zoo. He biteS. He HAS stripes. He DOESN'T bite. Etc.

SUBJECT: SCIENCE

ACTIVITY TITLE: FARM AND ZOO ANIMAL BOOKS

Materials: Set of zoo animals (xeroxed)
Set of farm animals (xeroxed)
12" x 18" construction paper
Paper fasteners
Crayons
Markers

Source: Forte, I. 1982. The kid's book of patterns, projects and plans. Nashville, TN: Incentive Publications, Inc.

Preparation (setup):

1. Assemble books and attach with paper fasteners.

Instructions for Teacher/Aide/Therapist:

1. Talk about farm animals and zoo animals.

2. Have children color animals in book one week at a time.

Specific Language Targets:

1. Concepts and Vocabulary: Names of animals.
Describe their color, size, sounds they make, any other special features: Horses gallop, pigs squeal and are fat, cows give milk and say moo, etc.

2. Third Person Singular Verb Agreement: LiveS on a. . .
A horse liveS on a farm.
A zebra liveS in a zoo OR a jungle.

LESSON PLANS: STORY TIME

LESSON PLANS: STORY TIME

Index

General Instructions

454

SUBJECT: STORY TIME

General Instructions

Stories featured during Story Time may also be displayed prominently in
the Book Nook. Times in the schedule during which children can select books
might include: transition between interactive play or bathroom and the
circle, when children can select a book from the adjoining Book Nook and sit
on a mat in the circle to look at it; as a selected "place to play" during
"Free Play" a limited number (1-3) children might select Book Nook; if parents
should be delayed in picking up a child, he or she might want to select a
book to "read."

During the formal Story Time the children should be divided in small,
cozy groups, preferably no larger than four per adult if staffing permits.
Children like to sit in nooks and corners on the floor and cuddle up close
to each other and the adult reading to them. For stories being read to the
entire class at Circle Time, have the adult sitting on a small chair a little
higher than the children and make sure all the children can see each page
of pictures as it is slowly displayed.

In the small groups, when reading or telling the story, stop for
comments and conversation. Talk about the pictures. Encourage conversational
digression and remind children entering an on-going conversation of what
the topic was.

Help children direct their remarks to each other, not all of them to
you, by looking away from the children talking and looking towards the child
he or she should be responding to.

SUBJECT: STORY TIME

ACTIVITY TITLE: ALL ABOUT ME

Materials: Months: September
                                                                  October

    Sources: Behrens, J. 1968. Who am I? Elk Grove Press, Inc.
           Clure, B. and H. Runsey. 1968. Me. Glendale, CA: Bowmar
             Publishing Company.
           Geisel, T. 1973. The shape of me and other stuff. New York,
             NY: Random House, Inc.
           Tymms, J. 1974. My head-to-toe book. New York: A Golden Book.
           Walley, D. 1970. The magic of growing up. Kansas City, MO:
             Hallmark Cards, Inc.

Preparation (setup):

1. Have the pre-selected group of books for October in the Book Nook
   with those for this theme prominently displayed.

Instructions for Teacher/Aide/Therapist:

1. Staff should be assigned to small (up to 4) groups of children
   roughly grouped by language level. Staff can tell or read the
   exact words of a story, depending on the language comprehension
   abilities of the children and the complexity of the story.
   Simplify the text for children when necessary.

2. Children love repetition, so staff can ask children to tell a
   familiar story using pictures as the cue or can display pictures
   and ask questions about the story.

3. Children like to cuddle up to the teacher and each other in small
   cozy groups on the floor.

Specific Language Targets:

1. Who am I?: Pronoun I, copula AM, talking about the pictures.

2. The shape of me and other stuff: AND, plural nouns. Ask children
                                     to identify the silhouettes

3. The magic of growing up: Complex sentences, reasoning skills,
                               good discussion.

4. My head-to-toe book: Body parts, verb vocabulary, verb+ing, FOR.
                      Excellent pictures and simple text for the
                      youngest children.

5. Me: Body parts, preposition FOR, pronoun I, verb+ing. Large,
       simple manipulative pictures, simple text. The youngest
       children will love this.

SUBJECT: STORY TIME

ACTIVITY TITLE: ME AND MY SCHOOL

Materials: Months: September
                                                                October

Sources: Binzen, B. 1972. First day in school. Garden City, NY:
            Doubleday & Co., Inc.
          Blance, E. and A. Cook. 1973. Monster goes to school.
            Glendale, CA: Bowmar Publishing Co.
          Elliot, D. 1982. Grover goes to school. New York: Random
            House/Children's Television Workshop.
          McKee, C. & M. Helland. 1981. The teacher who could not
            count. New York: School Book Fairs, Inc.
          Relf, P. 1980. Show and tell. Racine, WI: Western Publishing
            Co., A Sesame Street/Golden Press Book.

Preparation (setup):

1. The first week of school, these books might be prominently displayed
   in the Book Nook section.

Instructions for Teacher/Aide/Therapist:

1. See Story Time: All About Me. Encourage children to relate the
   stories to their own experiences.

2. Talk about what we do in school. Older children can talk about
   what is the same and what is different about their own school and
   the schools in the stories.

Specific Language Targets:

1. Monster goes to school: Talk about "make believe." Are there really
                            monsters? Do they go to school? Why did
                            the monster in the story want to go to school
                            with the boy? Talk about being lonely and
                            missing people. Past tense verbs, regular
                            and irregular. Negatives pp. 18, 19. Complex
                            sentences with BECAUSE, IF. Copula past tense
                            WAS, WERE.

2. Grover goes to school: Excellent pictures and straightforward but not
                            simple text. Can talk about pictures with
                            younger children. ED past tense, was+verb+ing,
                            complex sentences with SO, IF, reflexive pronoun
                            HIMSELF. Irregular past tense, THOUGHT, SHOOK,
                            FORGOT. Copula WAS, WERE.

3. The teacher who could not count: Number recognition and counting. Have
                            the children BE the numbers. Negatives
                            WEREN'T, DIDN'T. Regular and irregular
                            past tense verbs. Modal verb CAN.

Continued

SUBJECT: STORY TIME

ACTIVITY TITLE: ME AND MY SCHOOL

CONTINUED

4. <u>Show and tell</u>:   Familiar Sesame Street characters but fairly complex
text.   Conditional verbs WOULDn T, complex sentences
with AFTER, WHEN.   Compound sentences, past tense
regular and irregular.   Good pictures the younger
children can discuss.

5. <u>First day in school</u>:   Real photos of racial mixture of pre-school
children.   Simple text.   Verb copula IS.
Third person singular noun-verb agreement.

SUBJECT: STORY TIME

ACTIVITY TITLE: ME AND MY FAMILY

Materials: Months: September
                                                                                                     October

Sources: Endersby, F. 1985. Waiting for baby. Holland: Child's Play
                  International.
                  Kingsley, E. 1984. A baby sister for herry. Racine, WI:
                  Western Publishing Co., A Sesame Street/Golden Press Book.
                  Meeks, E.K. & E. Bagwell. 1969. Families live together.
                  Chicago, New York: Follett Publishing Co.
                  Moss, J. 1983. People in my family. Racine, WI: Western
                  Publishing Co., A Sesame Street/Golden Press Book.
                  Penn, R. 1962. Mommies are for loving. New York, NY: G.P.
                  Putnam's Sons.
                  Seuling, B. 1985. What kind of family is this? A book
                  about stepfamilies. Racine, WI: Western Publishing Co.
                  A Golden Learn About Living Book.

Preparation (setup):

1. Have pre-selected books prominently displayed in Book Nook.

2. Children could bring in pictures of themselves and their families
   for Show and Tell. These pictures could also be displayed on paper
   cutouts shaped like houses, one per child with the child's name,
   symbol and address on the bottom for a bulletin board or front door
   display.

Instructions for Teacher/Aide/Therapist:

1. See instructions for All About Me activity. Also, encourage children
   to digress freely and relate story elements to their own families
   and experiences.

Specific Language Targets:

1. Waiting for baby: No text! Wonderful pictures of young child curious
                                 about mother's tummy, grandmother coming to care
                                 for child, parents leaving for hospital, talking to
                                 mother on telephone, visiting hospital to see mother
                                 and new baby. Excellent for discussions when a new
                                 baby is expected in a child's family.

2. A baby sister for herry: Emphasis on the new "herry" baby at home and
                                            all the extra attention it gets and special
                                            responsibilities of older siblings. Past tense
                                            ED and irregular, pronouns.

3. People in my family: "Monster" Muppet family. Vocabulary, counting to
                                     five, adjectives: FURRY, SCARY, FUZZY, HAIRY.
                                     Good lead-in for children to discuss own families.

SUBJECT: STORY TIME

ACTIVITY TITLE: ME AND MY FAMILY

CONTINUED

4. <u>Mommies are for loving</u>: Proposition FOR, verb vocabulary. Talk about feelings among family members.

5. <u>What kind of family is this? A book about stepfamilies</u>: Rather complex text. Good even to simplify if you have children whose parents have divorced and remarried. Conflicts among children could trigger discussion about getting along with brothers or sisters. Complex and compound sentences, question and negative forms.

6. <u>Families live together</u>: Excellent photographs of different families that will trigger much discussion. Very simple text. Animal families, human families, new baby, anger in families, family outings, children in families. Third person singular noun verb agreement. Book is written in present tense.

SUBJECT: STORY TIME

ACTIVITY TITLE: ME AND MY FEELINGS, ME AND MY FRIENDS

Materials: Months: September
                                                                  October

Sources: Clure, B. and H. Runsey. 1968. Monster looks for a friend.
             Glendale, CA: Bowmar Publishing Co.
           Cohen, M. 1979. Best friends. New York, NY: The Macmillan Co.
           Cohen, M. 1967. Will I have a friend? New York, NY: The
             Macmillan Co.
           Delton, J. 1974. Two good friends. New York, NY: Crown
             Publishers, Inc.
           Dunn, P. 1971. Friends. Mankato, MN: Creative Educational
             Society, Inc.
           Hayward, L. 1985. I had a bad dream: a book about nightmares.
             Racine, WI: Western Publishing Co., A Golden Learn About
             Living Book.
           Hazen, B. Why are people different? A book about prejudice.
             Racine, WI: Western Publishing Co., A Golden Learn About
             Living Book.
           Roberts, S. 1982. Nobody cares about me. New York: Random
             House, Inc.
           Wagner, K. 1969. Tony and his friends. Racine, WI: Western
             Publishing Co.
           Watson, J., R.E. Switzer, M.D. and J.C. Hirshbery, M.D. 1971.
             Sometimes I get angry. Racine, WI: Western Publishing Co.

Preparation (setup):

1. Display these books prominently in the Book Nook to encourage the
   children to look at them at times other than Story Time.

Instructions for Teacher/Aide/Therapist:

1. See Story Time: All About Me. Encourage children to talk about their
   feelings. See if children can "interpret" feelings of people pictured
   in the stories. Older children can talk about why characters felt a
   certain way.

2. For stories about friends, ask younger children concrete questions
   based on the pictures in the stories. Encourage all to talk about
   "what is a friend" and "what we can do with our friends." Role pla.
   "polite" forms.

Specific Language Targets:

1. Monster looks for a friend: A book for older pre-school children.
                                 Complex sentences with BUT, BECAUSE, AND
                                 and infinitives. Third person singular
                                 noun-verb agreement--goES, comeS, thinkS,
                                 playS, etc.

SUBJECT: STORY TIME

ACTIVITY TITLE: ME AND MY FEELINGS, ME AND MY FRIENDS

CONTINUED

2. <u>Best friends</u>:   Talk about the pictures.   WAS + verb+ing, past tense regular ED and irregular.

3. <u>Will I have a friend</u>?   Question forms.   Regular and irregular past tense of verbs.   Concept of "making a new friend."   How do we make a new friend?   How do we feel if we are a new child in a school?

4. <u>Two good friends</u>:   Verb+ing, past tense regular and irregular verbs, talk about what we do with our good friends.   How did the good friends in the story help each other?   How can we be helpful and kind?

5. <u>Friends</u>:   Wonderful photographs to discuss.   Concepts--names of f mily members, brothers and sisters, boys and girls toge her.

6. <u>I had a bad dream: a book about nightmares</u>:   Guide to parents' page explains how waking fears can be translated into bad dreams.   The pictures and simple text explain this to the children.   Question forms, regular and irregular past tense, vocabulary to describe feelings and qualities, telling reality from dreams.

7. <u>Why are people different?   A book about prejudice</u>:   Being different from the perspective of a black boy and his grandmother.   One child in the story stutters.   Complex sentence structures and reasoning suitable for older preschool children. Excellent for discussion of differences and feelings.

8. <u>Nobody cares about me</u>:   This story has some complex language but can be told to children on lower language levels, using the pictures.   Regular and irregular past tense verbs.

9. <u>Tony and his friends</u>:   Plural nouns.   Agent-action-object sentences, regular and irregular past tense verbs, modal verb CAN.

10. <u>Sometimes I get angry</u>:   Past tense verbs, pronouns.   Talk about times when the children might get angry at home and in school.

SUBJECT: STORY TIME

ACTIVITY TITLE: HALLOWEEN STORIES

Materials: Months: October

Sources: Miller, E. 1964. Mousekin's golden house. Englewood Cliffs,
          NJ: Prentice-Pall, Inc.
        Prelutsky, J. 1977. It's Halloween. New York, NY: Scholastic
          Book Services.
        Thayer, J. 1972. Gus and the baby ghost. New York: William
          Morrow & Co.
        Thayer, J. 1961, 1962. Gus was a friendly ghost. New York:
          William Morrow & Co.

Preparation (setup):

1. Display in Book Nook prominently.

2. Invite children to bring in their own books about Halloween themes.
   Add them to the story curricula.

Instructions for Teacher/Aide/Therapist:

1. See instructions for ALL ABOUT ME Story Time activity.

2. Little children may become fearful around Halloween time. Talk about
   "pretend" and make-believe. Have them try on costumes and urge parents
   to send in makeup and hats rather than masks.

Specific Language Targets:

1. Mousekin's golden house: Nature themes. Complex sentences.

2. It's Halloween: Introduces main vocabulary for the Halloween season
                    with several short story sequences.

3. Gus stories: Long and interesting narratives with lots of past tense
               regular and irregular verbs, contracted auxiliary
               verbs form, pronouns.

SUBJECT: STORY TIME

ACTIVITY TITLE: CHRISTMAS STORIES

Materials: Month: December

Sources: Bemelmans, L. 1985. <u>Madeline's Christmas</u>. New York: Viking
Press.
Berenstain, S. and J. Berenstain. 1970. <u>The bear's Christmas</u>.
New York: Random House Beginner Books.
Daly, K.N. 1964. <u>Jingle bells</u>. Racine, WI: Western Publishing
Co., A Little Golden Book.
Long, R. 1969. <u>Tiny bear and his sled</u>. Racine, WI: Golden
Press.
Mille., E. 1965. <u>Mousekin's Christmas</u>. Englewood Cliffs, NJ:
Prentice-Hall, Inc.

Preparation (setup):

1. Display prominently in Book Nook so that children may look at these
   books at play time or before Circle Time and request a staff person
   to read to them individually.

Instructions for Teacher/Aide/Therapist:

1. See Story Time: ALL ABOUT ME, and general instructions.

Specific Language Targets:

1. <u>Madeline's Christmas</u>:   A straightforward narrative with many
                                  pictures. Good for general vocabulary and
                                  verb tenses. All children.

2. <u>The bear's Christmas</u>:   Simple language. Plurals, irregular past
                                  tense verbs, rhymes. Encourage children to
                                  imitate and "read" along with you.

3. <u>Jingle bells</u>:   Simple narrative. Good for all children.
                                  Third person singular noun verb agreement,
                                  ED past tense.

4. <u>Tiny bear and his sled</u>:   Simpler yet. Encourage children to repeat
                                  "read" after you. You can ask one to be the
                                  "teacher" and "read" this to the others
                                  (repeating after you). Yes/No questions,
                                  irregular past tense verbs.

5. <u>Mousekin's Christmas</u>:   Complex sentences in this narrative. Good
                                  for the oldest or most language-advanced in
                                  the high-risk group. Condense and simplify
                                  for the others. Past tense ED.

SUBJECT: STORY TIME

ACTIVITY TITLE: WINTER STORIES

Materials: Month: January

Sources: Bedford, A.N. (retold by). 1979. Frosty the snowman.
          Racine, WI: Golden Press.
        Fox, P. 1962. When winter comes. Chicago: Reilly & Lee.
        Hader, B. and E. 1948. The big snow. New York: Macmillan.
        Keats, E.J. 1962. The snowy day. New York: Viking Press.
        Long, R. 1969. Tiny bear and his new sled. Racine, WI:
          Golden Press.
        Wood, L. 1971. Winter days. Glendale, CA: Bowmar Publishing
          Co. (coordinated with a record)

Preparation (setup):

1. Books may be prominently displayed in the Book Nook prior to being
   used for Story Time.

2. Wait for a winter snow before presenting these stories. This Story
   Time could be coordinated with a walk in the snow, Arts and Crafts
   activities such as making a cotton puff snowman, a science experiment
   involving bringing in snow in a plastic bucket to see "what happens"
   or playing with snow brought in in a big tub (and wearing mittens).

Instructions for Teacher/Aide/Therapist:

1. See General Instructions and instructions for ALL ABOUT ME story
   activity.

2. All of the stories listed above have a simple text. Winter days
   has an alternate and more complex text on the left hand page and is
   coordinated with a Bowmar Record in the same set. The most complex
   story is The big snow.

Specific Language Targets:

1. All of the books listed above incorporate the following:

   a) Simple and complex sentence structures.

   b) ED and irregular past tense verbs.

   c) Vocabulary and concepts related to winter.

   d) Question forms: WH questions and Yes/No questions.

SUBJECT: STORY TIME

ACTIVITY TITLE: GROUND HOG DAY STORIES AND GAMES

Materials: Month: February

Sources: Devendorf, A. 1986. Shadows. Turtle Magazine. Indianapolis,
    IN: Children's Better Health Institute (February).
    Wilmes, D. and L. Wilmes. 1982. The circle time book.
    Dundee, IL: Building Blocks Publishers, Inc., p.65.

Shadows

It was Groundhog Day. Three little groundhogs--Chuck, Chuckie and
    Chuckles--popped out of their holes.
"Oops," said Chuck. "I see my shadow. That means six more weeks of
    winter."
"And I see mine," said Chuckles.
"I don't want six more weeks of winter," said Chuck.
"I don't want one more week of winter," Chuckie said.
"I don't want one more day of winter," said Chuckles.
"Quick," said Chuck. "Let's cover our shadows. Then maybe spring
    will come faster."
"Yes," said Chuckie. "Let's bury our shadows under snow."
The three little groundhogs began heaping snow on their shadows.
"My shadow stays on top of the snow," Chuck said.
"Yes," said Chuckie, "My shadow refuses to be buried."
"No matter how much snow I use," said Chuckles, "My shadow doesn't
    disappear at all."
"I'm going to try to roll my shadow like a window shade," Chuck
    said.
"I'm going to fold my shadow like a sheet," said Chuckie.
"And I," said Chuckles, "am going to wad my shadow into a ball and
    throw it away!"
"I can't roll my shadow," said Chuck, as he bent over his shadow.
    "It doesn't roll at all. It only copies me."
"I can't fold my shadow," said Chuckie with a sign. "It makes fun
    of me. It does what I do."
"I can't wad my shadow into a ball," said Chuckles. "It stays as
    flat as a pancake."
"There must be something good about a shadow," said Chuck.
"What?" asked Chuckie.
"I know what's good about a shadow," answered Chuckles. "Shadow
    tag is!" He jumped on Chuckie's shadow. "You're IT!" he said
"What do I do?" asked Chuckie.
"You try to catch my shadow and step on it or you try to catch
    Chuck's shadow and step on it," said Chuckles. "Whoever's
    shadow you step on is IT!"
The three little groundhogs ran and jumped. They ducked and
    dodged. They rolled and tumbled. They got so tired that they
    crept back to their holes and snored through the six more weeks
    of winter!

SUBJECT: STORY TIME

ACTIVITY TITLE: GROUND HOG DAY STORIES AND GAMES

CONTINUED

The Ground Hog

A shy little ground hog left his bed.
He wiggled his nose and shook his head.

He looked to the left, he looked to the right.
The day was clear and the sun was bright.
He saw his shadow and ran in fright.

Then back to his burrow, he crept, he crept.
And six more weeks he slept, he slept.

(variation of poem by Marguerite Gode)

All About Ground Hogs
(a suggested narrative)

Ground hogs are little furry animals.
They are black or brownish red.
(Show picture if you have one.)
In the Fall they eat a lot of plants and vegetables.
They eat so much so they won't get hungry all winter.
They don't eat in the winter.
They sleep in a hole in the ground.
Their hole is called a burrow.
Sometime around Ground Hog Day on February 2nd
     they wake up and they come out of their hole to
     look around.
If they see their shadow on the ground from the
     winter sun, they run back into their hole and
     sleep for six more weeks. Then everyone thinks
     that there will be six more weeks of snowy,
     cold winter weather.

Preparation (setup):

1. Find pictures of ground hogs or copy or enlarge attached drawings
   of snoring and waking ground hogs.

2. You might plan several coordinated activities:

   a) Ground hog snack: raw veggies (carrots, celery, green peppers)
      becaus ground hogs like to eat these and they are good for you.

   b) Shadow tag (see Science Lesson). Or Shadow walk.

   c) Circle Time reading of "The Ground Hog" combined with children
      taking turns being the ground hog (box for burrow). coming out, etc.

continued

SUBJECT: STORY TIME

ACTIVITY TITLE: GROUND HOG DAY STORIES AND GAMES

CONTINUED

Instructions for Teacher/Aide/Therapist:

1. Before the Story Time or at Circle tell the children all about
   ground hogs, using pictures if possible.

2. You may read The Ground Hog and have children take turns acting it
   out with props.

3. Before Story Time, during gross motor play, plan to have a Shadow
   Walk or play Shadow Tag. When you read the Jround Hog story,
   encourage discussion about their shadows. Were they scared of their
   shadows?

Specific Language Targets:

1. Telling all about ground hogs and "Shadows" story:

   Vocabulary and Concepts: burrow, colors, furry, fall, winter,
                              sunshine, shadows.

   Pronouns: THEY, WE (Talking about their walk and about the ground
               hogs).

   Verbs: Regular past tense--rollED, jumpED, duckED, dodgED, tumblED,
            snorED.
            Irregular past tense--RAN, CREPT.
            Third person singular--it copiES, it makES, it stayS.

   Negative forms: DON'T, CAN'T, DOESN'T.

2. The Ground Hog:

   Verbs: Irregular past tense--LEFT, SHOOK, RAN, CREPT, SLEPT, SAW.
            Regular past tense--wigglED, lookED.
            Past tense of copula--WAS.

   Compound Sentence with conjunction AND.

   Vocabulary and Concepts: SHY, FRIGHT, LEFT, RIGHT, SHADOW, BURRO'.

468

SUBJECT: STORY TIME

ACTIVITY TITLE: SPRING STORIES

Materials: Month: March

    Sources: Kessler, E. and L. 1973. Splish splash. New York:
              Parents Magazine Press.
            Wood, L. 1971. A springtime walk. Glendale, CA: Bowmar
              Publishing Co. (coordinated with record)

Preparation (setup):

1. This can be coordinated with a Springtime walk identifying signs
   of Spring and with a filmstrip about Spring (see Science Lesson).

2. Splish splash can be saved for a rainy day.

3. Encourage children to bring in pussy willows or other Spring
   harbingers such as crocuses,

Instructions for Teacher/Aide/Therapist:

1. See General Instructions.

2. As an alternative to small group stories, either story can be pre-
   sented to the entire group at Circle Time or coordinated with the
   music during Music Time.

Specific Language Targets:

1. Splish splash:

   a) Verbs--Copula IS and contracted copula IT'S, future tense WILL.

   b) Vocabulary--Excellent science vocabulary: skunk cabbages, catkins,
                                      crocus, shadbus trees.

   c) Rhyming Verses--Children might like to repeat some.

2. A springtime walk:

   a) See notes for the records to which this book is keyed,

SUBJECT: STORY TIME

ACTIVITY TITLE: A STORY ABOUT THE WIND

Materials: Month: March

    Source: Hutchins, P. 1974. <u>The wind blew.</u> New York: MacMillan Publishing
        Co.

Preparation (setup):

1. Save this story for a blustery March day.

2. The children might go out for a walk in the wind or they could take
   turns standing on a stool and looking out the window to see the trees
   blowing in the wind.

Instructions for Teacher/Aide/Therapist:

1. See General Instructions. This is a good story to tell to a larger
   group of children sitting in one or two semi-circles. It has big
   pictures and a short, rhyming text on each page.

2. Talk about Spring and the windy weather. For older children, explain
   the meaning of MARCH COMES IN LIKE A LION AND GOES OUT LIKE A LAMB.
   Have the children blow puffs of cotton or pinwheels to make "wind."

Specific Language Targets:

<u>The wind blew:</u>

1. Verbs: Irregular past tense--BLEW, TOOK, SWEPT, KEPT, STOLE, SENT,
                                  FOUND, THREW.
           ED Past tense--turnED, snatchED, satisfiED, whippED, grabbED,
                          tossED, pluckED, liftED, whirlED, pullED,
                          mixED.

2. Prepositions: FROM, INSIDE OUT, UP, WITH, UPWARD.

3. Vocabulary: Ask WHAT DOES THIS MEAN? Show pictures for a clue.
                Content, satisfied, plucked, fluttering.

470

SUBJECT: STORY TIME

ACTIVITY TITLE: EASTER STORIES

Materials: Month: March
                                                               April

Sources: Brown, M.W. 1947, 1962. The golden egg book. New York:
           Golden Books.
           Brown, M.W. 1942. The runaway bunny. New York: Harper & Row.
           Burrows, P. 1956. The enchanted egg. New York: Rand-McNally.
           Potter, B. 1958, 1970. Peter rabbit. New York: Golden Books.
           Wood, L. 1971. The Easter lady. Glendale, CA: Bowmar Publishing
           Co.

Preparation (setup):

1. Display these stories prominently in the Book Nook and encourage
   the children to look at the pictures during Circle Time or Play Time.

Instructions for Teacher/Aide/Therapist:

1. See General Instructions. These books vary greatly in difficulty and
   comprehension demands. For high-risk language impaired children, six
   to 12 months delayed or deviant in development, the stories should be
   presented to the following age groupings:

   a) 2½ to 3½ year level - Easter lady (right hand page text), Enchanted
      egg, Golden egg book.

   b) 3½ to 4½ year level - Peter rabbit, Golden egg book, Easter lady
      (left hand text).

   c) Over 4½ year level - The runaway bunny.

Specific Language Targets:

1. Easter lady (right hand text): Three-element sentences with irregular
   past tense verbs--MADE, GREW, BECAME. Three-element
   sentences with uninflected present tense verbs--GO, FIND,
   LISTEN. Prepositions and prepositional phrases (comprehen-
   sion and use)--FROM, FOR, IN, WITH. Question comprehension:
   DO YOU KNOW. . .? WHERE?

   Concepts: Easter comes in the spring. In spring a bulb
   grows into an Easter lily. Sun and rain make flowers grow.
   We hide Easter eggs and find them. New baby animals
   (ducklings) are born in the spring.

2. Enchanted egg: Talk about the pictures. Simplify the text. Concept
   of "make believe." Do robins wear aprons and dust?

SUBJECT: STORY TIME

ACTIVITY TITLE: EASTER STORIES

CONTINUED

3. Peter rabbit: Following a retelling of narrative sequence.   Ask
   the children questions abcut what you've just read.   Have them look
   at the pictures and predict what is going to happen next.

4. The golden egg book: Verbs--ED past tense, pushED, jumpED, climbED,
                          rollED, yawnED.
                                Irregular past tense, SHOOK, THREW,
                          THOUGHT.

                          WH questions: WHERE IS MY EGG?   WHERE DID YOU
                          COME FROM?   WHAT WAS IT?

5. The Easter lady (left page text):   Narrative sequences with same
   concepts as basic level but more advanced language structures--
   complex and compound sentences, conditional verbs.

6. The runaway bunny: Conditional sentences--IF. . .THEN.   Ask the
   children to retell these as an answer.   You ask, WHAT WILL THE MOMMY
   DO IF SHE. . .?   Children answer, IF SHE. . .THEN. . .

SUBJECT: STORY TIME

ACTIVITY TITLE: STORIES ABOUT ANIMALS--
PETS, FARM, ZOO, JUNGLE ANIMALS

Materials: Month: May

Sources:

(Very simple texts; large pictures or photographs)

  Bonforte, L. 1981. Farm animals. New York: Random House (Cardboard).
  Golden Press. 1980. Pet friends. Racine, WI: Golden Press, A Golden
      Book (photo).
  O'Callahan, K. 1983. Look with us at animals: a first guide to
      animals. England: Newmarket-Brimax Books.
  Rojankovsky, F. (illus.). 1951. The great big wild animal book.
      Racine, WI: Golden Press.

(Moderately difficult language and text)

  Bonaforte, L. 1981. Who lives in the zoo: Racine, WI: Western
      Publishing Co.
  February 1986. Your big backyard. Vienna, VA: National Wildlife
      Federation (Magazine with stories about turtles, koala bear,
      ground hog, newborn zebra, red fox, etc.).

(More challenging language and concepts; more complex texts)

  Davis, A.V. 1940. Timothy turtle. New York: Harcourt, Brace & World,
      Inc.
  Dunn, P. Animal friends. Mankato, MN: Creative Educational Society,
      Inc.
  Waters, J.F. 1971. Turtles. Chicago: Follett Publishing Co. (A
      Follett Beginning Science Book).
  Whitley, B. Safari adventure: a Hallmark pop-up book. Missouri:
      Hallmark Cards, Inc.

Preparation (setup):

1. Coordinate animal stories with field trips to farms and zoos.
   Encourage children who go to the circus to bring in pictures of
   wild animals and talk about them.

2. Coordinate with Arts and crafts animal projects. Introduce models
   of animals, especially when presenting the stories to younger
   children.

3. Encourage pet hamsters, turtles, frogs, etc. to visit the classroom.

Instructions for Teacher/Aide/Therapist:

1. See General Instructions. Introduce stories about just one category
   of animals at a time.

2. Another special grouping would be stories about baby animals and
   their mothers.

<center>473</center>

SUBJECT: STORY TIME

ACTIVITY TITLE: STORIES ABOUT ANIMALS--
PETS, FARM, ZOO, JUNGLE ANIMALS

CONTINUED

Specific Language Targets:

For all texts:

1. Vocabulary: Concepts of pets, indoor vs. outdoor animals, animals
that live on farms vs. those that live in jungle. Com-
pare and contrast these groups.

2. Verb forms: Action verbs describing movements of animals.

3. Prepositions: Regarding locations of animals.

4. Adjectives: Describing animals--ferocicus, wild, tame, scary, soft,
furry.

5. Pronouns and Possessive Noun Forms: in talking about animals,
activities, appearance.

474

SUBJECT: STORY TIME

ACTIVITY TITLE: MOTHERS AND BABY ANIMALS

Materials·

Source: Eastman, P.D.   Are you my mother?   New York: Random House
Beginner Books.

Preparation (setup):

1. Good story to present to the entire group at Circle Time as well.

2. Flannel board sets or models of mother and baby children to show
to younger children.

Instructions for Teacher/Aide/Therapist:

1. See General Instructions.

2. Talk about mothers and babies   They look the same sometimes,
sometimes not.   How the same?   How different?   (For older children)

Specific Language Targets:

1. Verbs: Future--he WILL look
ED past tense--jumpED, lookED, shoutED, walkED
Irregular past tense--CAME, RAN, FOUND.
Copula--ARE you my mother?   No, I AM not.   I AM a dog.

2. Pronouns: I.

3. Yes/No Questions: ARE you. . .?   Will he find. . .?

4. Negative Forms: I am NOT your mother.   You are NOT a cow.

SUBJECT: STORY TIME

ACTIVITY TITLE: TEDDY BEAR STORIES

Materials: Variety of books about bears
             See attached list

Preparation (setup):

1. Remove the books in the Book Nook and replace with Teddy Bear
   stories if you have enough. If not, put Teddy Bear stories on
   the top shelf.

Instructions for Teacher/Aide/Therapist:

1. Stories are available for Book Nook, for transition time at the
   Circle before Good Morning routines, for Ten Minute Lessons as
   per instructions or regularly scheduled time for small groups to
   read stories.

2. Encourage children to tell what happened by using the "cloze"
   technique, i.e. not finishing the sentence so children will finish
   it.

Specific Language Targets:

1. Vocabulary: based on the plots of the stories.

2. Verb forms: especially ING, copula IS, past tense ED and Irregular.

3. Pronouns: especially subject pronouns HE, SHE, I, THEY.

4. Negative forms: especially CAN'T, WON'T, DON'T.

Teddy Bear Books for Teddy Bear Week

Asch, F. 1978. Sand cake: a Frank Asch bear story. New York: Parents
        Magazine Press.

Berenstain, S. and J. The Berenstain bears. . . New York: Random House.

        1973. Almanac.
        1984. Christmas tree.
        1982. Go to camp.
        1981. Go to the doctor.
        1982. How to get along at school.
        1984. And mama's new job.
        1983. And the messy room.
        1984. Meet Santa bear.
        1981. Moving day.
        1975. Nature guide.
        1974. New baby.
        1977. Science fair.
        1984. Shoot the rapids.
        1978. And the spooky old tree.
        1984. And too much tv.
        1983. To the rescue.
        1981. Visit the dentist.
        1983. And the wild wild honey.

    also Bright and Early Books:

        1971. Bears in the night.
        1969. Bears on wheels.
        1964. The bike lesson.

Duplaix, G. 1947. The big brown bear. New York: Golden Press, Western
        Publishing Co.

Elias, J. 1972. Yogi bear and the colorado river. 1972. Yogi bear and the
        pie bomb. 1974. Yogi bear teaches booboo some ecology. New York:
        Modern Promotions.

Fr eman, D. 1968. Corduroy. New York: Viking Press.

Gross, R. 1980. A book about pandas. New York: Scholastic, Inc.

Hoffman, G. 1978. Who wants an old teddy bear? New York: Random House.

Hubert, A. 1983. Sweet dreams for sally: a tale from the care bears.
        U.S.: Parker Brothers.

Kahn, P. 1983. The care bears: "try try again." New York: Random House.

Kay, S. 1986. Care bears comic book. New York: Marvel Comics Group.

Kuskin, K. 1961. The bear who saw the spring. New York: Harper & Row.

Teddy Bear Books for Teddy Bear Week

CONTINUED

Ludlow, M. 1983. The trouble with timothy: a tale from the care bears.
    U.S.: Parker Brothers.

Milne, A.A. Walt Disney Presents. Winnie-the-Pooh and. . .   Racine, WI:
    Golden Press.

    1974. Eeyore's birthday.
    1979. A honey pot book, jokes and riddles.
    1965. The honey tree.
    1973. Tigger.

Minarik, E. 1968. A kiss for little bear. 1957. Little bear. 1960. Little
    bear's friend. New York: Harper and Row.

Reich, A. 1983. The care bears and the terrible twos. New York: Random House.

Scott, E. 1973. The fourteen bears summer and winter. Racine, WI: Golden
    Press.

Watts, M. 1971. Never pat a bear: a book about signs. Racine, WI: Golden
    Press.

Werner, J. 1973. Smokey the bear. Racine, WI: Golden Press.

LESSON PLANS: THEME AREAS

LESSON PLANS: THEME AREAS

Index

Burger King

Little Folks Hair and Beauty Gallery

Mini-Mars More Value Department Store

Get Well Hospital

United States Post Office

Fire Station and Burning House

Little Big Y Supermarket

SUBJECT: THEME AREA

ACTIVITY TITLE: BURGER KING

Materials: Visit a local Burger King, if possible, and ask to borrow the
   following: uniform jackets and hats, placemats, trays, straws, salt,
   ketchup, honey, empty hot and cold drink containers, empty containers
   for the various sandwiches, a few children's HAPPY MEAL containers,
   french fries packets. Ordering counter, cash register, play money.

Preparation (setup):

1. Cut out of colored construction paper and laminate the following:
   hot dogs, hamburgers, carrot sticks, tomatoes, lettuce, cheese,
   french fries.

2. Post a "menu" on the front of the ordering counter, a table or puppet
   stage by cutting out pictures of menu items from magazines or by
   using cardboard cutouts from a nutrition set. A small desk and
   chairs can serve as an "eat-in" section.

3. On small shelves behind the counter arrange the containers. Put
   laminated food item in small trays made out of the top of shoe
   boxes. Arrange paper cups. Arrange a tray with straws, napkins and
   condiments and leave on top of shelf out of customer's reach. Serving
   counter may be a puppet stage or small table. Menu can be posted
   on the front of the serving counter. Put a toy cash register on the
   counter.

4. Teacher should help children choose roles and get the necessary
   props. Explain the poster menu and show food servers the cartons
   for food, etc. Teacher may then take a role.

Instructions for Teacher/Aide/Therapist:

1. Roles: one or two servers. One might take the order and ring it
   up and the other might select the food items and put them on the
   tray. Servers wear Burger King smocks.

   Up to three customers. Children could dress up in Home Play and
   come as a mom and dad, bringing their baby (doll).

2. Scripts: ordering food for take out or eat in.
           complaining about unsatisfactory items served.

   a) Ordering Food: If a family is ordering together, have one family
      member ask the others what they want and order for them.

      SERVER: May I help you? / What do you want today?
      CUSTOMER: What's good today? I'll have. . .sodas, hotdogs.
      SERVER: Do you want ketchup/sugar with your. . .or. . .
      CUSTOMER: Can I have ketchup with my hamburger/cheese on
                   my/tomatoes in my/sugar with my coffee?

SUBJECT: THEME AREA

ACTIVITY TITLE: BURGER KING

CONTINUED

> SERVER #1 may tell SERVER #2 what to get and put it on a tray.
> CUSTOMER: How much is it?
> SERVER: That will be. . .dollars, please.

b) Complaining

> CUSTOMER: This coffee is cold.
>   This hamburger doesn't taste right, etc.
> SERVER: I'm sorry. Do you want another one?

Specific Language Targets:

1. Yes/No and WH questions.

2. Plural nouns.

3. Future tense marker: WILL.

4. Negatives.

5. Copula IS/ARE as main verb.

SUBJECT: THEME AREA

ACTIVITY TITLE: LITTLE FOLKS HAIR AND BEAUTY GALLERY

Materials: Each child will bring in his/her own good grooming kit from home.
These and all items possible in them will be labeled with the
child's name and symbol.   The suggested contents are as follows:
Girl's beauty kits--real or play makeup, comb, brush, emery board,
nail polish, polish remover, face cloth, cold
cream, hand lotion
Boy's good grooming kits--razorless shaver, shaving cream, after
shave lotion, comb, brush

Small chairs, large tilted mirrors set on low tables or counters
(boxes), smocks or plastic covers borrowed from a hair salon.
White or pastel beautician/barber smocks.   Plastic basins for
water, towels.   Table for appointment desk with cash register.

Optional: Large doll(s) with wigs made of yarn for supervised
hair cuts.   Scissors should be kept in possession of
adult staff at all times to avoid real haircuts.
A poster with pictures illustrating the various
services: shaves, comb-outs, makeup, manicures,
special doll haircuts.

Instructions for Teacher/Aide/Therapist:

1. It is very important, so that this theme area doesn' · result in
disastrous amateur hair-chopping of the children's hair, that adult
supervision and involvement be constant and that the children be very
clear on the list of services offered: i.e. hair comb-outs, not hair
cuts, except for the practice dolls, shaves, manicures, makeup, and
that each child has to use his or her own good grooming kit.

2. Roles: Barber, beautician, receptionist.   The latter is a good role
for the teacher who may double as a beautician or barber to model
responses and provide constant supervision of all activities.   Male
and female customers.

3. Scripts:

a) Greeting receptionist:

RECEPTIONIST: Do you have an appointment? (if no) Let me see if
we have time.   What would you like today? (showing
pictures)   Do you want a hair comb-out?   Do you
want a facial and makeup?   Do you want a manicure?
CUSTOMER: Today I want a. . .Today I would like a . . .
RECEPTIONIST: (calls over barber or beautician and introduces
them to customer) This is Mary, our beautician.
Mary, this is Mrs. . , (to beautician) Mrs. . .
would like a. . .

SUBJECT: THEME AREA

ACTIVITY TITLE: LITTLE FOLKS HAIR AND BEAUTY GALLERY

CONTINUED

    b) Receiving beauty or   grooming services:

       Customer converses with barber and beautician who gets their
       beauty kit from the shelf and performs the service. They can
       talk about the ongoing service or make conversation about the
       weather, etc. as cued by the adult receptionist who might walk
       over to check on them and ask the customer if everything is all
       right.

    c) Bringing in one's "child" (grooming doll with yarn hair) for
       a haircut:

       A customer brings in her little child who needs a haircut.
       Same scripts as a) and b) above, except receptionist provides
       scissors. "Parent" helps to prop up the child and tells the
       child to sit still. Beautician can actually cut off a little of
       the yarn hair.

    d) Paying for the service and tipping the barber or beautician:

       RECEPTIONIST: That will be. . .
       CUSTOMER: Here. May I have some change for a tip?
                   (Customer goes to barber or beautician) Here is
                   a tip. Thank you very much.

Specific Language Targets:

    1. Vocabulary and Concepts: grooming, manicure, names of items in
                                beauty kit, beautician, receptionist, tip.

    2. WH and YES/NO Questions.

    3. Topic maintenance and conversational turn-taking skills.

    4. Polite forms/indirectives.

    5. Would, future tense marker: WILL.

SUBJECT: THEME AREA

ACTIVITY TITLE: MINI MARS MORE VALUE DEPARTMENT STORE

Materials: Low desks, shelves, table, toy cash register, rack for ties, small chairs for shoe department. Merchandise: shoes and slippers in shoe boxes, shoe sizer or ruler, ties, belts, men's shirts, ladies' blouses, men's or boy's hats, ladies' hats, pocketbooks, small stand-up mirror, jewelry (necklaces, bracelets, earrings, rings). Hangers, rack or other arrangements to hang shirts and blouses. Department "signs" with pictures illustrating: SHOES, TIES AND BELTS, MEN'S SHIRTS, LADIES' BLOUSES, JEWELRY, POCKETBOOKS, HATS.

Preparation (setup):

1. Arrange departments. Display appropriate sign in each department. Shoe department should be near shelf for shoes with two small chairs and measuring device. Ties should be on shelf along with pocketbooks. Use a small easel or other tie rack. Jewelry can be on a small desk in little boxes. Hang men's and ladies' clothing separately and near hat display with a mirror in proximity.

Instructions for Teacher/Aide/Therapist:

1. Participate in various roles. At first children may want to be customers and the cashier so you may have to be the salesperson. Assist salesperson and customers. See cue cards.

2. Roles: salesperson(s), customer(s), cashier.

3. There are four scenarios:

    a) trying on and selecting shoes.
    b) selecting ties or pocketbooks or jewelry
    c) trying on clothes or hats
    d) paying the cashier for the merchandise.

TRYING ON AND SELECTING SHOES:

SALESPERSON:	Can I help you?
CUSTOMER:	I'm looking for shoes/slippers.
	Do you have. . .?
SALESPERSON:	What size shoe do you wear?
	Can I measure your foot? You are size. . .
	Do you like this pair of. . .?
CUSTOMER:	Can I try them on?
	They fit! They don't fit!
SALESPERSON:	Please pay the cashier.

SUBJECT: THEME AREA

ACTIVITY TITLE: MINI MARS MORE VALUE DEPARTMENT STORE

CONTINUED

SELECTING TIES AND BELTS:

CUSTOMER:	I want to buy a tie for myself/my brother/father/husband, etc.
SALESPERSON:	This week we have striped ties and polka-dotted ties, plain/solid color ties and patterned ties.
CUSTOMER:	I'll buy this/these tie(s).

SELECTING JEWELRY:

CUSTOMER:	I'm looking for some new jewelry.
SALESPERSON:	Do you want to try on this/these rings, bracelets, necklaces, earrings? There's a mirror. You can look at yourself. Please pay the cashier.

SHOPPING FOR CLOTHES OR HATS: Men's shirts, ladies' blouses, hats.

SALESPERSON:	Can I help you?
CUSTOMER:	I am looking for a lady's/man's shirt/blouse/hat.
SALESPERSON:	Here they are. Here's a mirror. What size/color do you want?
CUSTOMER:	Can you help me try this on?
SALESPERSON:	Yes. That looks nice, etc.

Specific Language Targets:

1. Vocabulary.

2. YES/NO and WH Questions: Correct word order.

3. FOR in a phrase.

4. Pronoun: THEY.

5. Negative: DON'T.

6. Social language and conversational interaction.

7. Possessive nouns: 'S

8. Concepts: striped, spotted, plain, patterned.

SUBJECT: THEME AREA

ACTIVITY TITLE: GET WELL HOSPITAL

Materials: Doctor kits or Hospital kits
              Child size doctor's and nurse's uniforms or homemade ones made
                from white blouses or shirts.
              Real stethoscope
              Baby scale
              Fold out mattress covered with sheet
              Low table covered with sheet or white paper

(Kits should include toy thermometers, blood pressure cuffs, pill bottles,
eye charts, reflex hammer, etc.)

              Hospital gown and/or pajamas. At least one should fit the
                adult as children love teachers to be the patients.

Home play props can be integrated (i.e. doll, dress-up clothes, pocket-
books for children playing adults).

Preparation (setup):

1. Arrange an "examination table" for the infant. Adult will be examined
   on the mattress which should be large enough for either an adult or
   a pre-school child.

2. Another low desk covered with white paper or a sheet can have the
   various instruments on display. Post the list of roles and the
   scripts on large poster paper at adult eye level.

Instructions for Teacher/Aide/Therapist:

1. LET'S PLAY HOSPITAL. Allow children to pick the roles. Most will be
   reluctant to be the patient. The teacher or a doll can be the patient.

2. Adult can put on a sterile gown and be the doctor's helper (medical
   assistant) in order to coach the children through various scripts and
   give the names of the instruments, etc.

SCRIPT:

   a) HISTORY--What is your name? How old are you? Where do you live?

   b) ILLNESS HISTORY--What is the matter? Are you sick? Do you/does
      your baby need a checkup? What hurts you? Do you have a cold/
      fever/tummy ache? Are you dizzy? Patient or patient's "parent"
      answers.

   c) EXAMINATION--I have to take your temperature. I'm going to. . .
      (armpit). Don't be scared. It won't hurt. Your temperature is
      high/low. . .degrees.

SUBJECT: THEME AREA

ACTIVITY TITLE: GET WELL HOSPITAL

CONTINUED

> Take blood pressure. . .blood pressure cuff, gauge.
> Weigh baby. . .scale. . .pounds.
> Listen to your heart. . .stethoscope, sounds fast, slow, okay.
> Check your reflexes/baby's reflexes (knee). . .doctor's hammer.
> Eye test. . .eye chart.

   d) TREATMENT--Shot. . .pills. . .hospital bedrest. . .operation.

Specific Language Targets:

   1. WH and YES/NO Questions.

   2. Negative forms: don't, won't, can't.

   3. Vocabulary and Concepts: thermometer, stethoscope, blood pressure
                                  cuff/gauge, heart, lungs, reflexes,
                                  doctor's hammer, eye chart, vision, all
                                  body parts, fever, hot/cold, fast/slow.

SUBJECT: THEME AREA

ACTIVITY TITLE: UNITED STATES POST OFFICE

Materials: Puppet stage/store counter or large box or desk for service
counter. In the back of the theme area have several large
boxes, some upturned for storing larger packages and envelopes.
Various colored stamps, cash register, box with mail slot,
small scale, larger scale for packages, items borrowed from an
actual post office: mail carrier uniform, sack, signs, American
flag. Optional suitable props for customers: pocketbooks, hats,
play money, coins. Large supply of used envelopes of various
sizes.

Preparation (setup):

1. Try to duplicate main features of actual post office, i.e. service
counter in the front, rear area for sorting mail, and appropriate
props such as cash register, mail slot, scales.

2. Roles: Postal clerk who works at counter.
Postal worker who sorts the mail.
Mail person who delivers mail.
Customers who come into post office to buy stamps, get
mail, etc.
(Adults can take any role.)

Instructions for Teacher/Aide/Therapist:

SCRIPTS:

1. BUYING STAMPS AND MAILING LETTERS:

Customers come in, request stamps, clerk tells them how much money
they cost, customer puts stamps on their envelopes and mails them
or gives to clerk to mail.

CLERK: Can I help you?
How many stamps do you want?
What kind of stamps do you want (show selection)?
CUSTOMER: I need to buy. . .stamps.
I want the red/blue/etc. ones/big ones, etc.
How much money is that?
CLERK: That's. . .dollars, cents.
CUSTOMER.   Where do I mail this/these letter(s)?
CLERK: You can put them in the mail slot next to/behind etc.
this counter.

2. SORTING MAIL:

Postal worker(s) sort large boxes and different sized envelopes,
put them in mail sack and mail carrier goes around classroom
"delivering" them.

SUBJECT: THEME AREA

ACTIVITY TITLE: UNITED STATES POST OFFICE

CONTINUED

3. WEIGHING MAIL:

Customer comes in with large package or heavy envelope. Postal worker weighs it.

POSTAL WORKER:	I have to weigh your package/envelope.
CUSTOMER:	How much does it weigh?
	Does it weigh a lot?
POSTAL WORKER:	No, it doesn't/Yes it does. It weighs. . .pounds.

4. DELIVERING MAIL:

Valentines and packages, etc.

Mailman "checks' addresses (good role for teacher prompting).

Specific Language Targets:

1. Basic concepts through role playing, related storybooks and discussion:

Our country is the United States of America.
This is a United States Post Office.
We mail letters. Letters and packages are called mail.
Postal workers are the people who work in the post office.
They sort mail. They deliver mail.

We can mail letters in the post office. We can buy stamps.
We can ask the postal clerk to weigh our packages.
Heavy packages and letters cost more money (need more stamps) to mail.
Sorting by size/weight, etc.　Big, bigger. biggest
　　　　　　　　　　　　　　　Small, smaller, smallest
　　　　　　　　　　　　　　　Heavy vs. light.

2. YES/NO Questions, WH Questions:

Can I buy a stamp?
How many stamps do you want?
What kind of stamp do you want?
How much money is that?
Will you please weigh my package?
How much does my package weigh? Does it weigh a lot?
Is it heavy? Is it light?

SUBJECT: THEME AREA

ACTIVITY TITLE: UNITED STATES POST OFFICE

CONTINUED

3. Third person singular (mail) verb agreement and irregular forms:

   It weighS. . .It does/doesn't. . .Does it. . .
   He/she deliverS the mail, sortS mail, sellS stamps.

4. Address: street number, street, town.

SUBJECT: THEME AREA

ACTIVITY TITLE: FIRE STATION

Materials: Large refrigerator-sized box or boxes pained red by the
children the week before. Decorated with wheels, steering
wheel (paper plates)
Light
Bell to ring
Ladder
Chair inside
Corner of large cardboard house with paper flames
Hose
Telephone
Children will bring in their own slickers and boots.
Dolls
Paper fire hydrant

Preparation (setup):

1. Set up a corner for the phone and dispatch pad. Fire engine should
be in the middle of the theme area with accessories on it. Slickers,
boots to the side by the dispatch area and in one corner a "burning
house" with dolls hanging from the windows.

Instructions for Teacher/Aide/Therapist:

SCRIPTS:

1. Dispatcher gets report of fire.
2. Firefighters ride on engine to fire.
3. Firefighters put out the fire.

Roles: Firefighters, dispatcher, driver, fire chief.

a) DISPATCH SCRIPT:

Where's the fire? Announces: There's a fire on Main Street.
Hurry, we need. . .firefighters. Take the hose, ladder and
hatchets.

b) RIDE TO THE FIRE:

Negotiate roles. I'm the driver. I'm standing up in the engine.
I'm ringing the bell.

c) PUTTING OUT THE FIRE:

Hook the hose to the fire hydrant. Put the water on the fire.
The people are trapped. The fire is too hot to go in. Set
up the ladder. Let's rescue the people. Break the window with
the hatchet. I'm giving first aid to these people.

Encourage the dispatcher and fire chief to give orders. Let fire-
fighters engage in dialogue among themselves to sequence events and
organize their activities.

492

SUBJECT: THEME AREA

ACTIVITY TITLE: FIRE STATION

CONTINUED

Specific Language Targets:

1. WH questions: WHere's the fire?

2. Verb Forms: Contracted copula--There'S a fire. I'M the driver.
                Contracted auxiliary--J'm verb+ing.

3. Plural Nouns: hatchetS, firefighterS, wheelS.

4. Prepositions: WITH, IN, ON, FOR.

5. Firefighting Vocabulary and Concepts.

6. Topic maintenance, conversational turn-taking to plan rescue
   activities.

SUBJECT: THEME AREA

ACTIVITY TITLE: LITTLE BIG Y SUPERMARKET

Materials: Variety of plastic play fruit and vegetables, canned goods, boxes (empty) of crackers, cereal, etc., empty egg cartons, milk and orange juice cartons, empty cleaning supplies, tooth paste boxes, etc. Uniforms borrowed from local store, meat clerk hats, scale for weighing produce, paper bags, cash register, variety of shelves and boxes on which to display food, partitions to create aisles, refrigerator from home play area can be relocated to theme area to hold foods which must be kept cold or frozen (play boxes of frozen chicken legs, waffles, etc.).

Also, child size shopping carts and a shopping basket.
Sale posters, newspaper ads with pictures of food items, etc.

Preparation (setup):

1. Set up food on display on shelves and aisles by "departments" with the scale near the produce section. Create aisles. Line up carts at the "entrance" and have the cashier stationed at a small TV or other small table at the "exit."

2. Roles: Shoppers, supermarket manager, supermarket clerk, cashier.

   Teachers may be clerks and managers at first if children all want the other roles.

Instructions for Teacher/Aide/Therapist:

1. SHOPPING FOR FOOD: Children have option of going in family groups, i.e. mother and baby, husband and wife, so they can discuss what to purchase.

2. ASKING MANAGER OR CLERK WHERE ITEMS ARE LOCATED:

   I can't find the. . .
   Where is the. . .?

3. COMPLAINING TO MANAGER:

   This . . .is spoiled. It isn't fresh. Can I have a fresh one?
   This. . . is defrosted. It isn't frozen. Can I have a frozen one?

   Manager: I'm sorry. Of course. I'll get you a fresh/frozen one.

4. CHECKING OUT WITH CASHIER:

   Cashier: Please, can you put your purchases on the counter?
            What did you buy today? Tell me what you bought today.
   Shopper: I bought. . . .or this is a. . . .

494

SUBJECT: THEME AREA

ACTIVITY TITLE: LITTLE BIG Y SUPERMARKET

CONTINUED

Specific Language Targets:

1. YES/NO Questions: CAN I. . ..

   WH Questions: Where is the. . .?   What did you buy today?

2. IS as main verb: This IS. . .

3. Negatives: IsN'T--It isn't fresh.   I CAN'T find the. . .

4. Vocabulary and Concepts: Names of items and item categories.
                             Produce, fruit, vegetables,
                             refrigerator section, frozen, fresh,
                             defrosted.

LESSON PLANS: THEME DAYS AND WEEKS

LESSON PLANS: THEME DAYS AND WEEKS

Index

SUBJECT: THEME DAYS AND WEEKS

TO: The Parents of _____

FROM: The Staff of the Preschool Program

RE: RED, WHITE AND BLUE DAY

Wednesday, February 12th, Lincoln's Birthday, will be our RED, WHITE AND BLUE DAY. We will all wear clothes that are red, white and blue. We will have the following activities coordinated around this theme:

COOKING: A small cooking group will meet in the kitchen downstairs with a teacher to prepare a red, white and blue snack--frozen blueberries, cherries or strawberries with shredded coconut on top, in our little snack cups. Then the snack will thaw out between 9:15 when it is prepared and 11:00 when we will eat it. We will also have red juice to drink with our snack.

ARTS AND CRAFTS: During the first half hour of interactive play and also during free play at 10:00 for those who fixed the snack, we will have a chance to color pictures of George Washington, Abraham Lincoln and the American flag.

CIRCLE TIME: Instead of our ten minute lessons, we will talk about our country, the United States of America, and our flag, which is red, white and blue. We will tell about the red, white and blue clothes we are wearing. We will sing HAPPY BIRTHDAY to George Washington, our first president, and to Abraham Lincoln, another famous president, whose birthday is today.

SNACK TIME: We will eat our red, white and blue snack. The cooks will tell us how they fixed it.

STORY TIME· We will bring our pictures to our story groups with four teachers. They will tell us about the two presidents who have birthdays in February--George Washington and Abraham Lincoln.

REMINDER: Wednesday, February 12th, is RED, WHITE AND BLUE DAY.
           Wear clothes that are RED, WHITE AND BLUE.

498

SUBJECT: THEME DAYS AND WEEKS--COOKING

ACTIVITY TITLE: RED, WHITE AND BLUE SNACK--
FRUIT AND WHIPPED CREAM

Materials: Fresh or frozen blueberries
Frozen cherries or strawberries
Whipped cream
Small paper snack cups
Three bowls for main ingredients
Three spoons

Preparation (setup):

1. Set out all ingredients but do not open packages.

2. Arrange materials so that three children can share them around a
table in the kitchen. Set out snack cups and a tray.

Instructions for Teacher/Aide/Therapist:

1. TODAY WE WILL FIX A RED, WHITE AND BLUE SNACK.

2. WHERE IS THE RED FOOD? WHAT IS IT? IS IT FRESH OR FROZEN?
Repeat for blue and white food.

3. WHAT DO WE HAVE TO DO FIRST? Have to open packages and dump fruit
into a bowl.

4. THE FRUIT IS ICY AND FROZEN. Have to separate it in the bowl.

5. Have children spoon in half cherries, half blueberries and put
whipped cream on top. Make one per child.

Specific Language Targets:

1. Vocabulary and Concepts: Fresh vs. frozen foods. Frozen food is
good to eat. Freezing it keeps it fresh.
You have to eat fresh food right away.
You can keep fresh food in the refrigerator
for a few days but then it spoils. Frozen
food does not spoil.

Colors, mixing, thawing

Names of utensils.

2. Verbs: Future tense--to describe what we WILL do.

Past tense--We openED, pourED, stirrED, mixED, sprinklED.

SUBJECT: THEME DAYS AND WEEKS--CIRCLE TIME

ACTIVITY TITLE: RED, WHITE AND BLUE--THE COLORS OF OUR FLAG

Materials: Large flag or banner with colors of the flag
Children will wear red, white and blue clothes
Optional--Pictures of George Washington and Abraham Lincoln

Instructions for Teacher/Aide/Therapist:

1. TODAY WE ALL WORE RED, WHITE AND BLUE CLOTHES. Have children
tell about the clothes they wore that are these colors.

2. WHAT COUNTRY DO WE LIVE IN? The United States of America. Or the
U.S.A.

3. THE U.S.A. HAS A FLAG. THIS IS OUR FLAG. IT IS RED, WHITE AND BLUE.

4. THE U.S.A. HAS A SPECIAL LEADER CALLED A PRESIDENT. OUR FIRST
PRESIDENT WAS GEORGE WASHINGTON. HIS BIRTHDAY IS ON FEBRUARY ___.
Show on calendar. ANOTHER SPECIAL PRESIDENT WAS ABRAHAM LINCOLN.
HIS BIRTHDAY IS TODAY. LET'S SING HAPPY BIRTHDAY TO THESE
PRESIDENTS.

Specific Language Targets:

1. Verb Form: I'M wearing. . .

2. Colors and Vocabulary: Names of clothing items--red, white, blue,
stripes, checks, ruffles, etc.

3. Past Tense Irregular Verb: WORE.

4. Concepts: Our country, our flag, our presidents.

5. Preposition: TO--Happy Birthday TO You. . .

SUBJECT: THEME DAYS AND WEEKS--MUSIC

ACTIVITY TITLE: MARCHING TO AMERICAN MARCHES

Materials:

Source: Wood, L. 1971. February holidays: Rhythms to reading.
Glendale, CA: Bowmar Publishing Company (book and record set).

Side I: Three Cheers for the Red, White and Blue

Yankee Doodle

Stars and Stripes Forever

Jimmy Cracked Corn and I Don't Care

Preparation (setup):

1. Have record ready to play.

2. Have book to show pictures.

Instructions for Teacher/Aide/Therapist:

1. TODAY WE WILL MARCH AND WAVE OUR AMERICAN FLAGS.

2. See Arts and Crafts Lesson for Red, White and Blue Day.

Specific Language Targets:

1. Three Cheers: Prepositions FOR, OF.

2. Yankee Doodle: Irregular past tense--CAME, STUCK
Past tense--callED
Preposition TO

3. Stars and Stripes: We WILL march, we marchED.

4. Jimmy Cracked Corn: Negative--DON'T
Conjunction AND
Irregular past tense--GONE
Concepts--LEFT, RIGHT, BOTH hands, motor
imitation.

SUBJECT: THEME DAYS AND WEEKS--ARTS AND CRAFTS

ACTIVITY TITLE: COLORING PICTURES OF THE AMERICAN FLAG,
GEORGE WASHINGTON AND ABRAHAM LINCOLN

Materials: Outline pictures of flag and presidents
Crayons
Magic Markers
White chalk
Real flag (optional)

Instructions for Teacher/Aide/Therapist:

1. Talk about the pictures. THE FLAG IS RED, WHITE AND BLUE.
HAS WHITE STARS ON A BLUE BACKGROUND, HAS RED AND WHITE STRIPES.
GEORGE WASHINGTON LIVED TO BE AN OLD MAN WITH WHITE HAIR. WAS
A GOOD SOLDIER. LED THE ARMY. RODE ON A HORSE. WAS THE FIRST
PRESIDENT.
ABRAHAM LINCOLN WAS ANOTHER PRESIDENT, WAS VERY TALL. HELPED TO
FREE THE BLACK PEOPLE SO THEY DIDN'T HAVE TO WORK WITH NO MONEY.
THEY WERE SLAVES, THEN THEY COULD BE REGULAR WORKERS. HAD A BEARD.

Specific Language Targets:

1. Vocabulary and Concepts: soldier, slaves, freed, beard, white
hair. Red, blue, white, stars, stripes.

2. Verbs: Irregular past tense--WAS, WERE, HAD, RODE.
ED past tense--livED.

3. WH Questions: WHo is this? WHat color is this? WHat is this?

SUBJECT: THEME DAYS AND WEEKS--ARTS AND CRAFTS

ACTIVITY TITLE: MAKING THE AMERICAN FLAG

Materials: Ditto of flag with stripes (red stripes marked)
Blue construction paper (5" square)
Gummed stars
Glue
Red crayons or markers

Preparation (setup):

1. Make ditto of flag (white paper).

2. Mark seven stripes to be colored red.

3. Cut 5" x 5" pieces of blue paper.
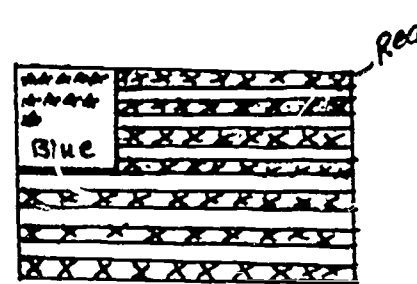
Instructions for Teacher/Aide/Therapist:

1. Tell the children: TODAY WE WILL MAKE AN AMERICAN FLAG. TH   IS
   THE FLAG FOR OUR COUNTRY, THE UNITED STATES OF AMERICA. Sho
   completed or a real flag. WHAT COLORS ARE IN THE AMERICAN rLn'?

2. FIRST WE WILL COLOR ALL THESE MARKED STRIPES RED AND LEAVE THE
   OTHERS WHITE. Seven red, six white. Have children count the
   red and white stripes. WHICH ONE IS MORE?

3. THEN WE WILL GLUE THE BLUE SQUARE IN THIS (upper left hand)
   CORNER. A REAL AMERICAN FLAG HAS 50 STARS BUT YOU CAN PUT ON AS
   MANY AS YOU WANT TO ON THE BLUE PAPER.

Specific Language Targets:

1. Vocabulary and Concepts: United States of America, our country.
                              Which is more--six or seven.
                              Stripes, stars, red, blue, white.

2. See also Arts and Crafts general language targets.

SUBJECT: THEME DAYS AND WEEKS

ACTIVITY TITLE: ARTS AND CRAFTS--LANGUAGE TARGETS TO MODEL, PROMPT AND ELICIT DURING ARTS AND CRAFTS.

Basic Level:

1. <u>Nouns</u>

crayon
paper
paint
pencil
paintbrush
smock
easel
scisso: (sing.)
shape
circle (etc.)

2. <u>Noun Plurals</u>

crayons
pencils
lines
pieces
circles
shapes

3. <u>Noun Possessives</u>

John's (child's name). . .

4. <u>Verb + ing</u>

cutting
glueing
standing
painting
picking
counting
holding

5. <u>I'm verb+ing the object</u>
(Prompt: "What are you doing?")

I'm cutting the paper.
I'm drawing a . . .

Variation:
"Tell. . .what you are doing."

Advanced Level:

6. <u>Irregular Past Tense Verbs</u>

made	chose
drew	held
cut	did
found	

7. <u>Regular Past Tense Verbs</u>

paintED	tracED
crayonED	gluED
pastED	pickED
colorED	countED

8. <u>Prepositions</u>

in, on, under
to, for, with
beside, between, around

9. <u>Pronouns</u>

he, she, it
you, yours, his, hers, him, her
etc.

10. <u>"I verbED the object."</u>
(Prompt: "What did you do?"
or: "Tell . . .what you did.')
(Also Irregular Past Tense)

I crayonED the picture.
I CUT the pattern.
I MADE a snowman.

SUBJECT: THEME DAYS AND WEEKS

ACTIVITY TITLE: MAKING GREEN PLAYDOUGH--SCIENCE

Materials: 4 cups flour
2 cups salt
1/3 cup oil
2 cups water
Green powdered paint

Preparation (setup):

1. Have ingredients and utensils on a tray.

2. Draw a picture, recipe chart to illustrate each step.

Instructions for Teacher/Aide/Therapist:

1. Mix all ingredients together, having children take turns measuring and mixing.

Specific Language Targets:

1. Question Forms and Negative Forms:

   WH questions: What are we going to make today?
                   It ISN'T something to eat. It is something to play with.
   Y/N questions: IS it. . .? Do we eat playdough?
                   WHy not? It isn't food.

2. Vocabulary: Can you tell me what the ingredients are? Ingredients are what we use to make the playdough. Children name ingredients.

   What does MEASURE mean?

3. Narrative/instructional sequences: Have children who arrived earlier explain to latecomers what the group is doing and how to do it.

4. Refer to standard Arts and Crafts targets:

   Verbs: I'M mixing/measuring. . .
            I measurED/mixED/MADE. . .

SUBJECT: THEME DAYS AND WEEKS

ACTIVITY TITLE: EXPERIMENT WITH GREEN WATER--SCIENCE
(FOR ST. PATRICK'S DAY)

Materials: Clear plastic or glass cups
Water
Green food coloring
Droppers

Preparation (setup):

1. This activity will be done at the snack tables after cleanup.

2. Prepare three trays with three cups of water.

Instructions for Teacher/Aide/Therapist:

1. TODAY WE WILL SHOW YOU HOW WE CAN MAKE WATER TURN GREEN. WE WILL
   MAKE LIGHT GREEN WATER, REGULAR OR MEDIUM GREEN WATER, AND DARK
   GREEN WATER. WE WILL USE THIS GREEN FOOD COLORING.

   Either teacher or child: WE WILL PUT ONE DROP OF GREEN FOOD COLOR-
   ING INTO THIS CUP OF WATER. WE WILL PUT TWO DROPS OF FOOD COLORING INTO
   THIS CUP AND THREE DROPS OF FOOD COLORING INTO THIS CUP. Before you
   do this: NOW WHICH CUP WILL BE A DARKER GREEN COLOR? WHICH WILL BE
   THE DARKEST GREEN? WHY?

Specific Language Targets:

1. Comparative Adjectives: Green, greener, greenest.
                            Dark, darker, darkest green.
                            More drops, the most drops.

2. Future tense: WILL

3. WH Questions: WHich one will be a darker shade of green?
                  WHy?

NOTE: THE WATER CAN BE EMPTIED AND THE EXPERIMENT REPEATED SEVERAL TIMES
       IF TIME PERMITS.   IF SOMEONE CAN COME IN TO BE AN AUDIENCE, ONE OF
       THE CHILDREN CAN CONDUCT THE WHOLE EXPERIMENT AND DO ALL THE
       TALKING.

SUBJECT: THEME DAYS AND WEEKS

ACTIVITY TITLE: TEDDY BEAR WEEK

TO: Parents of Preschool Children

The first four days of next week (Monday through Thursday) will be
TEDDY BEAR WEEK. Your children are invited to bring in their favorite
Teddy Bear(s), up to three. We will send home tags so you can label
them. Other stuffed animals are acceptable if your child doesn't have
a Teddy Bear.

We will have a Teddy Bear House set up in our theme area with
plenty of spaces for Teddy Bears to spend the night if your children
will leave them. If not, they can commute. Children will introduce
their Teddy Bears formally during Show and Tell on Monday.

We will have Teddy Bear Songs, Arts and Crafts experiences with
soft, squishy materials, Teddy Bear favorites for snacks. Children
may take their Teddy Bears to various play areas to play with them.

The week will culminate on Thursday after snack with a Teddy Bear
Contest in which we will (of course) award 15 blue ribbons, one to
each child for 15 of the "best," "most," "est," Teddys (cutest, biggest,
smallest, etc.).

Loans of any pictures, posters or books about Bears (toy bears,
grizzly bears, polar bears, panda bears, koala bears, three bears, etc.)
would be welcomed.

SUBJECT: THEME DAYS AND WEEKS

ACTIVITY TITLE: TEDDY BEARS--ARTS AND CRAFTS

Materials: Large white construction paper tracer of teddy bear
Colored cotton or fuzzy material
Glue
Black Marker or Black buttons
Brown crayons
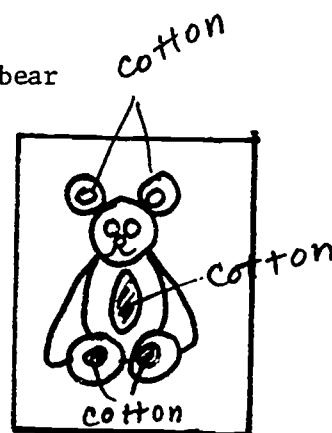
Preparation (setup):

1. Trace large bear on white paper.

Instructions for Teacher/Aide/Therapist:

1. Have children color bear brown. Color eyes and nose
black or glue on buttons.

2. Glue on cotton balls: inside ears, inside feet and on tummy.

Specific Language Targets:

1. Sequential Instructions: Comprehension and retention of three
steps: 1) color bear brown; 2) color eyes and nose black or glue
on buttons; 3) glue on cotton. Ability to retell these to late-
comers.

2. Vocabulary and Concepts: inside, on, parts of body--ears, feet,
tummy. Color brown. Soft, furry,
cotton, fur, name of materials. Hard,
smooth, buttons.

3. Verb Forms: Use contracted copulas and auxiliaries to model them:
She'S making, glueing. Have children tell someone
else what they are doing: I'M coloring, glueing.

Future tense for those telling latecomers what to
do: We WILL. . .

ED and Irregular past tense: You may ask early
finishers to describe what they did to a teacher
or outside person who didn't watch them--I gluED, I
colorED, I MADE. . .

SUBJECT: THEME DAYS AND WEEKS

ACTIVITY TITLE: THE BEAR WENT OVER THE MOUNTAIN SONG--MUSIC

Materials:

Source: Warren, J. 1984.   Story time: Early learning activities.
Palo Alto, CA: Monday Morning Books, p. 27.

The Bear Went Over the Mountain

The bear went over the mountain,
The bear went over the mountain,
The bear went over the mountain,
And what do you think he saw?

He saw a _____ _____
He saw a _____ _____
He saw a _____ _____
And what do you think he did?

The bear went over the mountain,
The bear went over the mountain,
The bear went over the mountain,
And what do you think he saw?

Etc.

Instructions for Teacher/Aide/Therapist:

1. Sing THE BEAR WENT OVER THE MOUNTAIN with your children. Let
   them take turns filling in whatever they want the bear to see.
   Examples: purple dragon, flying saucer, big circus, candy store.

Specific Language Targets:

1. Irregular past tense verbs: WENT, SAW.

2. WH Question/Complex Sentence: WHAT DO YOU THINK HE SAW?

3. Creative Word Finding...

SUBJECT: THEME DAYS AND WEEKS

ACTIVITY TITLE: TEDDY BEAR CONTEST

Materials: All the children's teddy bears arranged in groups by child.
Blue ribbons: (pre-made) blue ribbon, gold shiny paper for
center, place to write on the "quality" that
the prize and child's name.

Firsts: biggest/smallest/cutest eyes/cutest nose/chubbiest/
funniest/biggest ears/cutest tail/happiest/darkest
color/lightest color/best dressed/softest/most cuddly/
sweetest.

Preparation (setup):

1. Children sit in front of theme area where their bears are arranged
   in groups. "Judges" have already selected first prize winners,
   one for each child.

Instructions for Teacher/Aide/Therapist:

1. TODAY WE WILL HAVE A CONTEST. WHAT IS A CONTEST?

2. FIRST PRIZES ARE BLUE RIBBONS. THAT MEANS THE BEST.

3. THE JUDGES WILL BE. . .

Specific Language Targets:

1. Comparative Adjectives: Superlative form EST.

2. Vocabulary: contest, judge, prize

   Older children--try to define these.

SUBJECT: THEME DAYS AND WEEKS

TEDDY BEAR BOOKS FOR TEDDY BEAR WEEK

Asch, F. 1978.   Sand cake: A Frank Asch bear story.   New York: Parents
    Magazine Press.

Berenstain, S. and J.   The Berenstain bears. . .   New York: Random House:

                1973. Almanac.
                1984. Christmas tree.
                1982. Go to camp.
                1981. Go to the doctor.
                1982. How to get along at school.
                1984. And mama's new job.
                1983. And the messy room.
                1984. Meet santa bear.
                1981. Moving day.
                1975. Nature guide.
                197⌐. New baby.
                1977. Science fair.
                1984. Shoot the rapids.
                1978. And the spooky old tree.
                1984. And too much tv.
                1983. To the rescue.
                1981. Visit the dentist.
                1983. And the wild, wild honey.

    also Bright and Early Books:

                1971. Bears in the night.
                1969. Bears on wheels.
                1964. The bike lesson.

Duplaix, G. 1947.   The big brown bear.   New York: Golden Press, Western
    Publishing Company.

Elias, J. 1972. Yogi bear and the Colorado River.   1972. Yogi bear and
    the pie bomb.   1974. Yogi bear teaches Booboo some ecology.   New York:
    Modern Promotions.

Freeman, D. 1968.   Corduroy.   New York: Viking Press.

Gross, R.B. 1980.   A book about pandas.   New York: Scholastic, Inc.

Hoffman, G. 1978.   Who wants an old teddy bear?   New York: Random House.

Hubert, A. 1983.   Sweet dreams for Sally: A tale from the care bears.
    U.S.: Parker Brothers.

Kahn, P. 1983.   The care bears: "Try try again."   New York: Random House.

Kay, S. 1986.   Care bears comic book.   New York: Marvel Comics Group.

SUBJECT: THEME DAYS AND WEEKS

TEDDY BEAR BOOKS FOR TEDDY BEAR WEEK

CONTINUED

Kuskin, K. 1961. The bear who saw the spring. New York: Harper and Row.

Ludlow, M. 1983. The trouble with Timothy: a tale from the care bears.
    U.S.: Parker Brothers.

Milne, A.A. Walt Disney Presents. . .Winnie-the-pooh and. . . Racine, WI:
    Golden Press:

            1974. Eeyore's birthday.
            1979. A honey pot book, jokes and riddles.
            1965. The money tree.
            1973. Tigger.

Minarik, E. 1968. A kiss for little bear. 1957. Little bear. 1960.
    Little bear's friend. New York: Harper and Row.

Reich, A. 1983. The care bears and the terrible twos. New York: Random
    House.

Scott, E. 1973. The fourteen bears summer and winter. Racine, WI: Golden
    Press.

Watts, M. 1971. Never pat a bear: A book about signs. Racine, WI: Golden
    Press.

Werner, J. 1973. Smokey the bear. Racine, WI: Golden Press.