

VALUE ORIENTATIONS OF LOWER SOCIOECONOMIC
MOTHERS TOWARD MOTHER-CHILD
INTERACTION PATTERNS

A THESIS
SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF SCIENCE
IN THE GRADUATE SCHOOL OF THE
TEXAS WOMAN'S UNIVERSITY

COLLEGE OF NURSING

BY
NORMA JEANE GATES

HOUSTON, TEXAS

May, 1974

Texas Woman's University

Denton, Texas

December 20 19 73

We hereby recommend that the thesis prepared under
our supervision by Norma Jeane Gates

entitled Value Orientations of Lower Socioeconomic
Mothers Toward Mother-Child Interaction Patterns

be accepted as fulfilling this part of the requirements for the Degree of
Master of Science.

Committee:

Pauline Lucas

Chairman

Marlene R. McClure

Patricia P. Smith

Accepted:

Mary Evelyn Huey
Dean of Graduate Studies

TABLE OF CONTENTS

Chapter

I. INTRODUCTION	1
Statement of Problem	
Purposes of the Study	
Definition of Terms	
Limitations	
Assumptions	
II. REVIEW OF LITERATURE	10
III. METHODOLOGY	24
Identification of Children with Developmental Lags	
Value Orientation Scale	
Method of Data Analysis	
IV. ANALYSIS AND INTERPRETATION OF FINDINGS . . .	34
Characteristics of Sample	
Value Orientations of the Mothers	
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . .	43
Conclusions	
Recommendations	
REFERENCES	48
APPENDIXES	53

LIST OF TABLES

Table

1.	Distribution of Composite Scores on the Value Orientation Scale for the Thirty Mothers	37
2.	Distribution of Value Orientation Scores by the Five Areas of Behavior	38
3.	Distribution of Scores in the Five Behavioral Areas According to Ethnic Identity	39
4.	Distribution of Scores in the Five Areas of Behavior for Employed and Unemployed Mothers .	41

CHAPTER I

INTRODUCTION

The growth and development of the preschool child can be enhanced by visual, auditory, tactile, and motor stimulation, exploration, and varied external activities provided by the family. In families of lower socioeconomic class, the materials for stimulation and the time it takes to provide this activity, or the planning for it, is more often than not lacking. Therefore, these preschool children do not receive this enrichment in their environments and subsequently often evidence developmental lags. The preschool child in the disadvantaged environment is usually lacking in intellectual and language skills, curious investigation and exploration, need-satisfying relationships, and a worthy self-concept.¹ The literature suggested that an enrichment opportunity program with emphasis on the types of stimulation necessary for the development of a preschool child and the ways to create and maintain effective

¹Charles A. Malone, "Observations on the Effects of Social Deprivation on the Development of Young Children from Disorganized Slum Families," International Psychiatry Clinic, VIII (1971), 24.

parent-child interaction could do much to prevent or minimize developmental lags in environmentally deprived preschool children.

Tizard stated that parents of the lower socioeconomic class do not provide their children with enough of the necessary experiences to stimulate curiosity nor do they provide them with interesting things to do. These parents do not contribute to the development of the comprehension and use of language and speech. In general, they do not offer their children an adequate emotional and social climate in which to grow and develop.²

Gray, in a study of deprived children, stated that "the noisy, active home of the culturally deprived child is so full of conflicting stimuli that the child is unable to attend to those stimuli most relevant in terms of increased intellectual development."³ Therefore, the mother spends her time "coping with rather than shaping the behavior of the child." In the home where coping is emphasized rather than shaping, there may be less reinforcement and the reinforcement given will be for those behaviors of the child

²Professor J. Tizard, "Cultural Deprivation and Mental Handicap," Nursing Mirror, April 25, 1969, p. 32.

³Susan W. Gray and Rupert A. Klaus, "An Experimental Preschool Program for Culturally Deprived Children," Child Development, XXXVI (1965), 888-89.

that make coping easier for the mother. In other words, the child is not rewarded for exploratory behavior. Curious investigation is not encouraged and it may "wither for lack of encouragement."⁴

Both language development and social and emotional development of the child have been found to reflect the quality of family interaction.⁵ The "emptiness and the monotony of the environment" in deprived homes is believed to prevent children from making comparisons, discovering ways in which situations are similar and different, and organizing their experiences in different ways.⁶

Often, punitive actions limit the preschool child's inquisitiveness and exploration of his environment. If the mother is involved in another activity, she limits the child's activities, either verbally or physically, in order to maintain control over him.⁷ In the deprived home, parents seldom discuss decisions that are made or the

⁴Ibid., p. 889.

⁵Lois Barclay Murphy, "Finding Ways to Stimulate Development: Issues in Research," Children, XVI (March-April, 1969), 49.

⁶Ibid., p. 50.

⁷Jerome Hellmuth, ed., Disadvantaged Child, Vol. I, (New York: Brunner/Mazel, Inc., 1967), p. 31.

various outcomes of these decisions.⁸ To mothers in the slums, the good child is the quiet one who does not bother her.⁹

Since it is within the nurse's realm to care for families and their health problems as part of a home visiting program, she is often the one who detects possible developmental lags in the lower socioeconomic class preschool children. It will also be the nurse or other health professional worker who will be involved with this family, especially the mother, to correct or minimize these developmental lags.

Any enrichment opportunity program should involve the most significant person in the child's life, which is usually the mother, if it is to be successful. Not only must enrichment opportunities for the child be provided but also opportunities for restructuring the mother-child interaction patterns.¹⁰

⁸J. McV. Hunt, "Parent and Child Centers: Their Basis in the Behavioral and Educational Sciences," American Journal of Orthopsychiatry, XLI (January, 1971), 22.

⁹Ibid., p. 24.

¹⁰Jerome Hellmuth, ed., Disadvantaged Child, Vol. II (New York: Brunner/Mazel, Inc., 1968), p. 441.

Statement of Problem

The literature suggested that adverse mother-child interaction patterns and developmental lags, especially in the area of language, in children of preschool age were fairly common phenomena in lower socioeconomic families. A recent search for children with language developmental lags in several clinics offering services to a segment of the population, somewhat similar to that described in the literature, revealed only a limited number of such children. In addition, observations of children and their mothers interacting in their home settings suggested the reverse of the patterns characterized in the literature. The conditions of their homes, however, were similar to those previously reported. This discrepancy between the reported and the observed state of affairs raised questions as to whether recent mothers of preschool children in this segment of the population view their children with perspectives more conducive to growth and development than the literature indicated.

Purposes of the Study

Initially, the purpose of this study was to provide an enrichment opportunity program to mothers and their preschool children with the aim of modifying their patterns of interaction to stimulate development in the language area

where a lag had been identified. On the basis of recent observations, the purpose was redefined to include two aspects: 1) to determine whether the values of mothers whose children have a language developmental lag differ in some significant way from the value orientations about mother-child interaction patterns of the lower socioeconomic population where no such lags can be identified; and 2) to determine whether the mothers from the lower socioeconomic level utilizing health care services in the local clinics subscribe to values about the needs of preschool children that differ from the characterizations provided by the literature.

Definition of Terms

As used in this study, certain specific terms were defined as follows:

Environmental deprivation referred to those aspects of an individual's environment that are lacking but are generally considered necessary for optimal growth and development.¹¹ In this study, the term was used to indicate a lack of varied stimulating experiences and positive patterns of mother-child interaction that are usually characteristic of lower socioeconomic families.

¹¹Malone, "Observations on the Effects of Social Deprivation," p. 22.

Development referred to the progressive emergence or expansion of the capacities of an individual to provide greater facility in functioning. The emergence or expansion of these capacities is made possible by a relationship between the individual and his environment.¹²

Developmental lag, in this study, was used to refer to deviations from normal growth and development that occur as a result of environmental deprivation. For the purposes of this study, the researcher focused on the language developmental lag which was measured by the Denver Developmental Screening Test.

Patterns of mother-child interaction referred to the relationships that exist between the mother and child as a result of the involvement of the mother in the child's activities. It involves both the degree of interaction as well as the quality of the interaction.

Values, as used in this study, referred to the conceptions of desirable qualities of an individual or family which reflect a family's social class as well as how the family views itself.¹³

¹²Marian Breckenridge and E. Lee Vincent, Child Development (Philadelphia: W. B. Saunders Company, 1965), p. 5.

¹³Evelyn Millis Duvall, Family Development (Philadelphia: J. B. Lippincott Company, 1971), p.77.

Lower socioeconomic class referred to that segment of the population characterized by unemployment or infrequent employment, no economic security, lack of education, lack of motivation, overcrowded dwellings, and a general sense of fatalism.¹⁴ In this study, the term was used to refer to those people in the population attending a local clinic established to serve the lower socioeconomic class who manifested several or all of these characteristics.

Limitations

Because the time during which this study was conducted was limited, a sample representative of the total lower socioeconomic population could not be obtained and therefore broad generalizations could not be made. The reasons for differences in value orientations toward mother-child interaction patterns could not be determined in this study. Also, due to the size of the sample, it was recognized by the researcher that only a small number of the children would definitely have language developmental lags.

Assumptions

This study was based on several assumptions.

- 1) Growth and development is a continuous process, extending

¹⁴Elizabeth Herzog, "Some Assumptions About the Poor," Social Service Review, 37 (December, 1963), 392-93.

from birth to maturity, during which one stage carries over and influences subsequent stages.

2) Many experiences in an individual's early life have a great influence in that they help to determine both physiological and psychological functioning in later years.¹⁵

3) Although growth and development--physical, as well as mental, social, emotional, and spiritual--proceed at different rates, they are interrelated so that the result is a progressive development of the whole child.

4) The period of growth and development is a complex one which the nurse must understand if she is to work effectively with mothers of environmentally deprived children.

5) It is well-known that the effects of continued and repeated failure can be damaging. The child who continually experiences failure may withdraw from new learning situations. The implications of this fact are important when one is attempting to motivate an environmentally deprived child to attempt new tasks.¹⁶

¹⁵Breckenridge and Vincent, Child Development, p. 7.

¹⁶Alexander J. Tymchuk, "Personality and Socio-cultural Retardation," Exceptional Children, XXXVIII (May, 1972), 724.

- 6) Parents, who have assistance in the way of enrichment programs, can be trained to help their children overcome the deficits that result from past deprivation.¹⁷
- 7) Parents can be effective agents of intervention even when they are of low socioeconomic status and low verbal intelligence.¹⁸
- 8) "Parents of poverty," like all parents, love and are concerned about their children.¹⁹
- 9) Family values give direction to the goals of a family and create the types of behavior that characterize a family regardless of socioeconomic class.²⁰

¹⁷Merle B. Karnes, et al., "An Approach for Working with Mothers of Disadvantaged Preschool Children," Merrill-Palmer Quarterly, 14 (1968), p. 178.

¹⁸Phyllis Levenstein and Robert Sunley, "Stimulation of Verbal Interaction Between Disadvantaged Mothers and Children," American Journal of Orthopsychiatry, XXXVIII (January, 1968), 120.

¹⁹Hunt, "Parent and Child Centers," p. 13.

²⁰Duvall, Family Development, p. 78.

CHAPTER II

REVIEW OF LITERATURE

In order to learn, to survive, to grow, and to develop normally, a child must have meaningful stimulation in his environment. For the stimulation to be meaningful, it must be appropriate to the developmental level of the child and it must vary in both quantity and quality. An environment which is severely restricted or unchanging will almost certainly result in damage to the development of the child.²¹

Keller, in a study of disadvantaged children, pointed out that children of low-income families are handicapped both in their living conditions and in their opportunities for learning. Keller studied forty-six first- and fifth-grade children who were living and attending public school in the poorer sections of New York City. Both black and white children were included in the study but were not equally represented. The children were classified as to socioeconomic status as at the top of the lower-lower class or at the bottom of the upper-lower class. Information was

²¹Judith Morris, "The Senses and the Environment," ANA Clinical Sessions, 1969, p. 170.

gathered by means of observing the children in school, testing as to verbal, intellectual, and conceptual abilities, completing of questionnaires, and recording accounts of life and typical activities at home.²²

The data revealed that there was a definite lack of interaction between these children and the adults in their families. Keller found that a sizable proportion of the children she studied spent hours before the television set, thus having little contact with adults in the home. She pointed out that most of the children from low-income families rarely ate meals with their parents--it was usually with siblings or alone. This deprives children of one of the most stimulating experiences of childhood. Family members' personalities can be shaped and they can become more sensitive to each other's needs through interaction in this significant way. Verbal development can be enhanced and the vocabulary can be shaped by the type of conversation that occurs at mealtime.²³

Parental aspirations as related to possible future occupations and education for their children were found to

²²Suzanne Keller, "The Social World of the Urban Slum Child: Some Early Findings," American Journal of Orthopsychiatry, XXXIII (October, 1963), 824-25.

²³Ibid., pp. 826-27.

be extremely high. It was pointed out, however, that whether these desires were the results of concrete plans or unrealistic dreams could not be determined. Intelligence scores for this group of deprived children were found to be below normal, especially for the fifth-grade children, which she felt was due to the verbal inferiority in the deprived homes at a time when language development was most important.²⁴

Tulkin and Kagan, in an interesting study of middle-class and working-class Caucasian mothers, found that there was more "extraneous noise" in the lower-income class children's environments. Their findings supported those of Keller who found that deprived children lived in more crowded homes, had limited contact or interaction with adult family members, and spent much time watching television. Tulkin and Kagan also found that disadvantaged children "had less opportunity to explore and manipulate their environments." Disadvantaged children have fewer toys and fewer other objects with which to play.²⁵ Some of

²⁴Keller, "The Social World of the Urban Slum Child," pp. 828-29.

²⁵Steven R. Tulkin and Jerome Kagan, "Mother-Child Interaction in the First Year of Life," Child Development, 43 (March, 1972), 36.

the working-class mothers felt that their children were not able to express emotions or communicate with others. Therefore, they felt that it was useless to attempt to interact with their children. Another finding of this study was that these working-class mothers felt that they had little influence on the development of their children. Lower-income mothers, it was pointed out, tend to operate under a "general sense of fatalism" which is created when they as members of the lower class discover that they have very little power to produce changes.²⁶

Gray and Klaus in a study of eighty-seven black pre-school children attempted to take advantage of the motivational patterns of the children that had been established despite their parents inhibiting and restricting their activities. They were also interested in the parents' attitudes toward achievement. The families selected for the study were similar in regard to background variables such as education, housing conditions, and income. They studied the parent-child relationship in terms of the kinds of stimulating experiences provided and the reinforcement that was given to the child.²⁷

²⁶Tulkin and Kagan, "Mother-Child Interaction," p. 39.

²⁷Gray and Klaus, "An Experimental Preschool Program," pp. 888-89.

Sixty of the children were randomly assigned to three treatment groups which were exposed to various lengths of treatment, and there was a control group of twenty-seven children from a nearby town. One of the three groups served as a local control group. Each of the two experimental groups were involved in a training program with one group being involved one year longer than the other. The children were tested initially, periodically, and at the conclusion of the program with the Stanford-Binet, Peabody Picture Vocabulary Test, and the Illinois Test of Psycholinguistic Ability. Analysis of the data pointed out that differences between the experimental and control groups were significant at the .05 level and beyond in all three tests. No analysis was made, however, of the changes in the parents' attitudes toward achievement.²⁸

Murphy stated that both language development and social and emotional development have been found to reflect the quality of family interaction. The social and emotional interaction itself provides cognitive stimulation. Deprived children evidence a lack of curiosity, a drive to

²⁸Gray and Klaus, "An Experimental Preschool Program," pp. 891-96.

explore, and an ability for organization and creativity.²⁹ Tymchuk further stated that the child's early attempts at exploration or curiosity are restricted by punishment and negative reinforcement.³⁰

In a study of three groups of black children (lower-lower class, upper-lower class, and middle-class) conducted by John, it was found that lower-class children possessed more limited vocabularies. The findings of this study were drawn from a large on-going study of the verbal skills, intellectual performances, and motivational approaches of these 250 children. The acquisition of the more abstract and integrative aspects of language appeared to be adversely affected by the living conditions in the homes of the lower-class children. Opportunities to categorize and integrate in language are limited because corrective feedback is not offered to the child and he does not experiment with different strategies of language behavior. Therefore, the lower-class child relies less upon language as a means of effective communication and cognitive exploration. The child is surrounded by many different people but often his first

²⁹Murphy, "Finding Ways to Stimulate Development," pp. 49-50.

³⁰Tymchuk, "Personality and Sociocultural Retardation," pp. 722-23.

attempts at talking may go unrecognized even though he hears words and sees objects.³¹

Many educators today may be altogether too ready to assume that all low-income families lack the capacity to develop the effective parent-child interaction patterns that are essential for the preschool child's learning. Levenstein stated that almost all of the enrichment programs that have been established so far have occurred in nursery schools--away from the child's home--although the child's parents may participate.³² Levenstein studied fifty-four children, aged twenty to forty-three months, and their mothers (approximately ninety per cent black). The groups were found to be similar on several background variables such as children's ages, parents' ages, parents' education, rate of fathers' unemployment, number of mothers employed full-time, and amount of cognitive stimulation in the home. Both children and mothers were tested for their verbal cognitive status. The mothers and children in the experimental group were visited in the home by a research social

³¹Vera P. John, "The Intellectual Development of Slum Children: Some Preliminary Findings," American Journal of Orthopsychiatry, XXXIII (October, 1963), 815-21.

³²Phyllis Levenstein, "Cognitive Growth in Preschoolers Through Verbal Interaction with Mothers," American Journal of Orthopsychiatry, XL (April, 1970), 426-27.

case worker who was called a Toy Demonstrator. These workers used toys to focus on different kinds of verbal-stimulation techniques. One of the major findings of this study was that the mothers were better able to give information and positive reinforcement, utilize books, elicit responses from their children, and increase verbal interaction as well as social interaction. The children of the experimental group evidenced a significant increase in cognitive status which points out that such learning can take place in the home with involvement of the mother even when she is limited cognitively herself and has a low income.³³

Along this same line, Levenstein and Sunley recommended the home as the most natural setting for increasing mother-child interaction. They felt that the preschool child's mother can be an effective agent of intervention even though the mother is of low socioeconomic class and low verbal intelligence.³⁴

By the mere fact that different social classes experience different conditions of life, they come to view the world differently. Members of different social classes

³³Levenstein, "Cognitive Growth in Preschoolers," pp. 427-31.

³⁴Levenstein and Sunley, "Stimulation of Verbal Interaction," pp. 117-20.

develop different aspirations, fears, conceptions of reality, and conceptions of the desirable. From a person's conceptions of the desirable, especially those characteristics desirable in children, one can determine their child-rearing orientations.³⁵

An important study by Kohn--even though it was conducted on fifth-grade children--revealed some interesting facts about social class and parental values. The study involved four hundred families, half of which were of the working-class status and the other half of the middle-class status. The social class position of each family was determined by the Hollingshead Index of Social Position. In all of the four hundred families, interviews were conducted with the mothers. In every fourth family, interviews were conducted with the father and child also. The parents were asked to choose among several desirable characteristics those they considered most important for their age child. The result of the study pointed out the fact that middle- and working-class mothers share a common set of values but these values are, by no means, identical. Mothers of both classes generally agreed that happiness,

³⁵Melvin L. Kohn, "Social Class and Parent-Child Relationships: An Interpretation," American Journal of Sociology, LXVIII (January, 1963), 471.

honesty, obedience, dependability, and self-control are extremely desirable for both boys and girls. Working-class mothers valued obedience more in that they desire their children to be more responsive to parental authority. Middle-class mothers highly valued curiosity while the working-class mother valued to a lesser degree the curious and exploring child.³⁶ In essence, it was believed by the author that both middle- and working-class parents assign more importance to those values that appear to be "problematic" in that they are difficult to achieve and those that are "important" in that failure to achieve them adversely affects their child's future.³⁷

The home environment should possess several qualities that will enhance the preschool child's development. These qualities include: 1) love and security; 2) acceptance of the child--praise for effort and not only for achievement; 3) firm, loving discipline with a minimum of punishment; 4) encouragement to explore and to be curious; 5) tolerance and understanding of the developing mind of the child; 6) ambition for the child but not overambition; 7) provision

³⁶Melvin L. Kohn, "Social Class and Parental Values," The American Journal of Sociology, LXIV (January, 1959), 337-40

³⁷Ibid., p. 350.

for suitable play materials; 8) allowing the child to learn from mistakes; 9) teaching the child to argue, to ask for the reason why, and to ask questions; 10) giving him opportunities to enlarge his vocabulary; 11) reading to the child; and 12) providing experiences outside the home.³⁸

The mothers of disadvantaged preschool children should be encouraged to take advantage of the stimulus properties of materials for interaction. Principles of positive reinforcement should be used to develop feelings of competence in both mother and child.³⁹ The mother should be treated as an important member of the team who is working in behalf of the child. The mother should be encouraged to read and play with her child.⁴⁰

Several principles of teaching mothers to minimize developmental lags in environmentally deprived preschool children include the following: 1) establish a good working relationship with the child so as to become an effective

³⁸R. S. Illingworth, The Development of the Infant and Young Child (Edinburgh: E. and S. Livingstone, 1970), pp. 76-77.

³⁹Levenstein and Sunley, "Stimulation of Verbal Interaction," p. 118.

⁴⁰Levenstein, "Cognitive Growth in Preschoolers," p. 429.

teacher; 2) be positive in the approach used; 3) acknowledge the child's success in each new competence; and 4) avoid scolding the child. A good mother-child relationship is based on mutual respect.⁴¹

Socioeconomic-related variables such as occupation, income, and educational level are definitely linked to cultural disadvantage and in a way these variables predict it. These socioeconomic variables, however, do not identify the interrelationship between home environment variables and cognitive development in preschool children.⁴² Numerous studies on the amount and variety of stimulation in the home as well as on patterns of reinforcement serve to identify these variables as factors that may affect cognitive development in children.⁴³

Houston believes that even though deprived children are taught language in a way that is different from the

⁴¹Merle B. Karnes, et al., "Educational Intervention at Home by Mothers of Disadvantaged Infants," Child Development, 41 (December, 1970), 929.

⁴²Jere Edward Brophy, "Mothers as Teachers of Their Own Preschool Children: The Influence of Socioeconomic Status and Task Structure on Teaching Specificity," Child Development, 41 (March, 1970), 80.

⁴³These studies include Levenstein and Sunley, 1968; Karnes, et al., 1968; Tulkin and Kagan, 1972; and Gray and Klaus, 1965.

nondeprived, it will not prevent them from learning the language of their environment.⁴⁴

According to Riessman, the assumption that the deprived child has experienced a lack of stimulation over a long period of time--similar to institutionalized or isolated children--can be challenged specifically in three ways:

- 1) First, the environment of the deprived child is definitely not lacking in stimulation--there are the crowded homes, noise, parties, television, sports, and games.
- 2) Second, the family life also includes a number of practices that provide stimulation such as sibling interaction, physical punishment, toilet training, and numerous responsibilities.
- 3) Third, much of the behavior of the deprived child outside of the academic realm indicates the presence of creativity and spontaneity.⁴⁵

⁴⁴Susan H. Houston, "A Reexamination of Some Assumptions About the Language of the Disadvantaged Child," Child Development, 41 (December, 1970), 949.

⁴⁵Frank Riessman, The Culturally Deprived Child (New York: Harper and Row, 1962), pp. 57-58.

CHAPTER III

METHODOLOGY

It was the impression of the researcher that the lag in language development had been emphasized in the literature as being most characteristic of deprived pre-school children. The literature described other areas of development that may be adversely affected by environmental deprivation and all of these areas appeared to be inter-related. However, it was in the area of language development that most studies had been conducted and more tools developed to measure the acquisition of language. It was in the area of language developmental lags then that the researcher's attention was focused in this study.

The purpose of this study, as previously stated, was twofold: 1) to determine whether the values of mothers whose children have a language developmental lag differ in some significant way from the value orientations about mother-child interaction patterns of the lower socioeconomic population where no such lags can be identified; and 2) to determine whether the mothers from the lower socioeconomic level utilizing health care services in the local clinics subscribe to values about the needs of preschool children

that differ from the characterizations provided by the literature.

A descriptive survey of a segment of the lower socioeconomic class was utilized to describe the value orientations of these mothers about mother-child interaction patterns.

The target population was defined as: lower socioeconomic class preschool children ages three to five and their mothers residing in the Houston area and attending a neighborhood health clinic.

A sample of thirty parent-child dyads were selected by the convenience method from a neighborhood health clinic. The sample was selected according to the following criteria:

- 1) the children were to be between the ages of three and five;
- 2) they were to reside in the Houston area;
- 3) they were to be of lower socioeconomic status; and
- 4) they were to be attending well-child clinic at the neighborhood health clinic.

The neighborhood health clinic is a comprehensive health center and provides services for all ethnic groups but these services are utilized predominantly by the lower socioeconomic black population. The well-child clinic focuses on the growth and development of the child as well

as physical or emotional problems. The children are routinely tested with the Denver Developmental Screening Test to identify developmental lags.

Identification of Children
with Developmental Lags

Preschool children between the ages of three and five attending the neighborhood health clinic were tested with the Denver Developmental Screening Test. This tool was devised to provide a simple method of screening for evidence of slow development in infants and preschool children, from birth to six years. The test is made up of 105 tasks or items and covers four functions: 1) gross motor--that is, the child's ability to sit, walk, and jump; 2) language--the child's ability to hear, carry out commands and to speak; 3) fine motor-adaptive--that is, the child's ability to see and to use his hands to pick up objects and to draw; and 4) personal-social--those tasks which indicate the child's ability to get along with people and to take care of himself.⁴⁶ (See Appendix A.)

A preliminary study indicates that the Denver Developmental Screening Test correlates highly with the

⁴⁶William K. Frankenburg and Josiah B. Dodds, "The Denver Developmental Screening Test," Journal of Pediatrics, 71 (August, 1967), 181.

Revised Yale Developmental Schedule. The Yale Developmental Examination consists of the Gesell Examination with selected items from the Merrill-Palmer, Stanford-Binet, and Hetzer-Wolf tests.⁴⁷

The Denver Developmental Screening Test has been standardized on a large cross-section of the Denver child population. The test is easily administered and the evaluation is easily scored on the same test sheet. The test relies on observations of what the child can do and on report by a parent who knows the child. The test requires active participation by the child.⁴⁸

Moriarty commends the authors of the tool's advice that the Denver Developmental Screening Test should not be utilized as a diagnostic tool. She states that the Denver Developmental Screening Test is a useful device for screening, especially for persons who are not trained to administer tests.⁴⁹

⁴⁷Ibid., p. 189.

⁴⁸Waldo E. Nelson, ed., Textbook of Pediatrics (Philadelphia: W. B. Saunders Company, 1969), p. 1551.

⁴⁹Alice E. Moriarty, "Review of the Denver Developmental Screening Test," in The Seventh Mental Measurements Yearbook, ed. by O. K. Buros (New Jersey: Gryphon Press, 1972), pp. 733-34.

However, Werner states that information yielded from the Denver Developmental Screening Test appears to be little more reliable than an interview with the mother "with the inherent distortion of developmental facts by recall."⁵⁰

The use of the Denver Developmental Screening Test on infants under thirty months of age should not be encouraged since it misses a sizable proportion of children that could be identified by more reliable tests. It over-selects normal children around three years of age. The validity of the Denver Developmental Screening Test is higher at four to four-and-one-half years of age and appears to be satisfactory as a screening tool.⁵¹

It was the researcher's impression then that the Denver Developmental Screening Test was a safe tool to use since it was not being utilized as a diagnostic tool where significant abnormalities may be missed or as a tool where inappropriate diagnoses may be applied to lower socioeconomic children.

⁵⁰Emmy E. Werner, "Review of the Denver Developmental Screening Test," in The Seventh Mental Measurements Yearbook, ed. by O. K. Buros (New Jersey: Gryphon Press, 1972), p. 735.

⁵¹Werner, "Review of the Denver Developmental Screening Test," p. 736.

Value Orientation Scale

Following the testing of the child, the mother was asked to mark a scale concerning her value orientations toward mother-child interaction patterns. In order to determine the values of the mothers, a scale of twenty-five statements was newly developed. There were five major areas that could be identified from the literature as being most significant in the value orientations of lower socioeconomic class mothers. These five areas included:

- 1) adult contact; 2) discipline; 3) verbal interaction;
- 4) experiences; and 5) play.

The value orientations of lower socioeconomic class mothers toward the patterns of mother-child interaction within each of these areas are significant in that they will ultimately affect their child's growth and development.

The scale used was of the Likert type and ranged from strongly disagree to strongly agree with numerical values of one to five. The five areas and the statements of each were as follows:

- 1) Adult contact, as discussed in the literature, is frequently lacking in the lower socioeconomic home. Deprived children either play or eat with other children or by themselves and seldom with adults. This lack of adult contact deprives the preschool child of one of the most

stimulating experiences of childhood.

- a. Children need to have contact with adults.
- b. Children should be allowed to eat their meals with the adult members of the family even though they are noisy and messy.
- c. Children learn just as much by being alone as by being with adults.
- d. As long as children have television to watch, they do not need to be around adults.
- e. Much learning can occur when a parent and child become involved in an activity together.

2) Discipline within the lower socioeconomic class family is mainly harsh and physical in nature. The lower socioeconomic class mother does not praise her child often and she offers little positive reinforcement. The values then that a lower socioeconomic class mother places on rewards and punishment are indicative of the amount of curiosity and exploration that a preschool child is encouraged to have and develop.

- a. Children should be praised for their accomplishments.
- b. Children should be scolded frequently.
- c. It is important for a child to learn to obey his parents well and at an early age.
- d. The good child is the quiet one who does not bother his mother.
- e. It is necessary to punish a child harshly and physically for him to learn to "mind" better.

3) The amount of verbal interaction and subsequent language development are reflections of the quality of the mother-child interaction. As stated earlier, the amount of verbal interaction in the deprived home is limited. Therefore, the value that mothers place on verbal interaction reveals to what extent they regard this interaction as being conducive to the growth and development of their children.

- a. Children need to be read to by their parents.
- b. Children should be seen and not heard.
- c. It is useless for parents to talk with their children because they cannot understand what is being said.
- d. Children will learn how to speak without assistance from their parents.
- e. Children should be allowed to argue and ask questions.

4) Experiences for the deprived preschool child are limited so that the child is not exposed to new and different ideas. Because of this lack of varied stimulating experiences, the growth and development of the child is affected. If a lower socioeconomic class mother highly values the importance of varied experiences, she is more alert to the needs of her child and is therefore more concerned with his growth and development.

- a. Exposing children to different experiences within the home helps them to be curious and exploring.
- b. There is little a mother can do to provide her children with new and different experiences.

- c. Providing the preschool child with experiences outside the home such as going to the zoo is not necessary.
 - d. It is important for children to be curious and to explore so as to improve their developing minds.
 - e. Most children are eager to learn.
- 5) The involvement of the child in play activity, whether it be with parents, siblings, or peers, in addition to the kinds of play materials available, are significant in a child's development. The value orientation of lower socioeconomic class mothers toward mother-child interaction patterns in play indicate their belief in its importance for their children's development.
- a. Play is an important activity in a child's life just as work is in the adult's life.
 - b. It is not necessary for a mother to become involved in her child's play activities.
 - c. A child needs a variety of things with which to play.
 - d. It is important that a preschool child learn how to play with other children.
 - e. Play activities in which the entire family can become involved are important.

Method of Data Analysis

The twenty-five statements were randomly arranged on the questionnaire given to the mothers. The numerical values assigned to the scale ranged from one to five with the lowest value--one--being on the negative end of the

scale and the highest value--five--being on the positive end of the scale. (See Appendix B.)

Some of the items on the questionnaire were stated negatively while others were positive. Therefore, it was necessary to convert the score values on these negative statements. For example, on a negative statement, a "strongly disagree" position would be a positive response of five and a "strongly agree" position would be a low positive response of one.

Descriptive statistics were utilized to analyze the data obtained from the scale statements--that is, the value orientations of lower socioeconomic class mothers toward mother-child interaction patterns.

Percentages were utilized to determine the frequency of occurrence of scores. Frequency distributions were used to show the frequency of a particular scale value and to compare the differences in values.⁵²

⁵²John T. Roscoe, Fundamental Research Statistics for the Behavioral Sciences (New York: Holt, Rinehart and Winston, Inc., 1969), pp. 9-21.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF FINDINGS

The purposes of this study were twofold: 1) to determine whether the values of mothers whose children have a language developmental lag differ in some significant way from the value orientations about mother-child interaction patterns of the lower socioeconomic population where no such lags can be identified; and 2) to determine whether the mothers from the lower socioeconomic level utilizing health care services in the local clinics subscribe to values about the needs of preschool children that differ from the characterizations provided by the literature.

Characteristics of the Sample

Of the thirty parent-child dyads included in the study, twenty-six were black, three were Caucasian, and one was Mexican-American.

The children tested for language developmental lags with the Denver Developmental Screening Test were between the ages of three and five with a mean age of three-and-eight-tenths years. Of the thirty children tested, none had a developmental lag in any area, including language.

All of the children appeared to have language abilities appropriate for their ages. They were able to construct simple sentences, identify objects, and make analogies.

The ages of the mothers ranged from eighteen to thirty-nine years with a mean age of twenty-four years. Twenty-one of the mothers were unemployed while nine were employed. Of the nine mothers who were employed, most were skilled workers. Four of the mothers were not married and one was a widow. (See Appendix C.)

The majority of the spouses were skilled workers also. One of the spouses was unable to work while three were unemployed. (See Appendix C.)

Value Orientations of the Mothers

The literature suggested that lower socioeconomic mothers place low values on the stimulating experience of adult contact, praise for their children's accomplishments, verbal interaction, varied experiences both within the home and outside the home, and a variety of play materials and activities. The literature further suggested that the relative importance attached to these behaviors may be associated with developmental lags, especially in the area of language.

In the sample under study, there were no observations of children with developmental lags. As a result, no

comparison could be made between the value orientations of mothers whose children have a language developmental lag and the value orientations of mothers whose children have no such lag.

The second purpose of this study was to determine whether lower socioeconomic mothers utilizing health services differed in value orientations from those described in the literature. The five areas of behavior for which value orientations were most closely related to language developmental lags included: 1) adult contact; 2) discipline; 3) verbal interaction; 4) experiences; and 5) play activities.

The item scores on the value orientation scale were summed on each of the five areas of behavior and a composite score was computed across all items for each mother. The scores on the negative items were converted prior to summing the scores. The highest possible score on the overall value orientation scale was 125 and the lowest possible score was twenty-five.

The range of scores on the value orientation scale for the thirty mothers was sixty-one with the highest score being 120 and the lowest score being fifty-nine. The median composite score was 99.91. Table I shows the distribution of the composite scores on the value orientation scale for the thirty mothers.

TABLE I

DISTRIBUTION OF COMPOSITE SCORES ON THE VALUE
ORIENTATION SCALE FOR THE THIRTY MOTHERS

Grouped Score	Frequency	Percentage
111-120	3	10
101-110	12	40
91-100	8	27
81-90	6	20
71-80	0	0
61-70	0	0
51-60	$\frac{1}{N=30}$	$\frac{3}{100\%}$

The data reveal that a large majority of the mothers scored high on the value orientation scale with seventy-seven percent scoring above ninety. None of the scores were extremely low which pointed out the fact that this sample of lower socioeconomic mothers did not subscribe to those values attributed in the literature to this segment of the population.

In each of the five major areas of behavior, the highest possible score was twenty-five and the lowest possible score was five. Table II shows the distribution of scores on the value orientation scale for the thirty mothers in each of the five areas of behavior.

TABLE 2

DISTRIBUTION OF VALUE ORIENTATION SCORES BY
THE FIVE AREAS OF BEHAVIOR

Grouped Score	Adult Contact	Discipline	Verbal Interaction	Experiences	Play Activities
	f	f	f	f	f
21-25	14	13	9	14	16
16-20	13	15	20	14	13
11-15	2	2	1	2	0
5-10	$\frac{1}{N=30}$	$\frac{0}{N=30}$	$\frac{0}{N=30}$	$\frac{0}{N=30}$	$\frac{1}{N=30}$

The data summarized in Table 2 indicate that the scores in each area followed a pattern similar to that of the composite scores. Only a small number of scores were below fifteen and a large proportion of them were at the upper end of the scale. It is noted that while the frequency of scores above twenty is not appreciably different in any of the five areas of behavior, the frequency in the area of verbal interaction was slightly lower.

As indicated previously, the sample included mothers who were black, Caucasian, and Mexican-American. The distribution of scores in the five areas of behavior in regard to ethnic identity was also studied and is summarized in Table 3.

TABLE 3. DISTRIBUTION OF SCORES IN THE FIVE BEHAVIORAL
AREAS ACCORDING TO ETHNIC IDENTITY

Grouped Score	Black (N=26)				Caucasian (N=3)				Mexican-American (N=1)			
	5-10	11-15	16-20	21-25	5-10	11-15	16-20	21-25	5-10	11-15	16-20	21-25
Frequency	f	f	f	f	f	f	f	f	f	f	f	f
Adult Contact	1	2	12	11	0	0	2	1	0	0	0	1
Discipline	0	2	12	12	0	0	2	1	0	0	1	0
Verbal Interaction	0	1	18	7	0	0	1	2	0	0	1	0
Experiences	0	2	12	12	0	0	1	2	0	0	1	0
Play Activities	1	0	13	12	0	0	0	3	0	0	0	1

Inspection of Table 3 reveals that within the group of black mothers, a large proportion scored higher than fifteen. This is consistent with the previous findings and further supports the fact that the value orientations of these lower socioeconomic mothers differed from the characterizations provided in the literature. Because of the extremely small number of Caucasian and Mexican-American mothers, no comment was warranted as to the findings for these two groups.

The distribution of scores on the value orientation scale for the employed and unemployed groups of mothers was studied to determine whether there were differences in value orientations between the two groups. The data are illustrated in the following table.

TABLE 4

DISTRIBUTION OF SCORES IN THE FIVE AREAS OF BEHAVIOR
FOR EMPLOYED AND UNEMPLOYED MOTHERS

Grouped Score	Employed Mothers (N=9)				Unemployed Mothers (N=21)			
	5-10	11-15	16-20	21-25	5-10	11-15	16-20	21-25
Frequency	f	f	f	f	f	f	f	f
Adult Contact	0	0	4	5	1	2	9	9
Discipline	0	0	5	4	0	2	10	9
Verbal Interaction	0	0	7	2	0	1	13	7
Experiences	0	0	4	5	0	2	10	9
Play Activities	0	0	4	5	1	0	9	11

Although the number of mothers in each group was not equal, the distribution of scores followed a pattern similar to the composite scores, the scores in each of the five areas of behavior, and the scores according to ethnic identity. A large proportion of the scores in both groups of mothers was above fifteen which indicates that they had high value orientations about mother-child interaction patterns. No comparison was offered because of the small number of mothers in the employed group.

A distribution of the scores for each item on the value orientation scale was also computed. No conversion was made of the scores for the negative items. Therefore, the scores listed represent the actual scores made on each item of the value orientation scale prior to conversion. (See Appendix D.)

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Initially, the purpose of this study was to provide an enrichment opportunity program for mothers and their preschool children with the aim of modifying their patterns of interaction to stimulate development in the language area where a lag had been identified. A search for children with language developmental lags in the lower socioeconomic class, however, revealed a limited number of such children which raised questions as to whether these particular mothers viewed their preschool children with perspectives more conducive to growth and development than the literature indicated.

The purpose of the study was therefore redefined to include two aspects: 1) to determine whether the values of mothers whose children have a language developmental lag differ in some significant way from the value orientations about mother-child interaction patterns of the lower socioeconomic population where no such lags can be identified; and 2) to determine whether the mothers from the lower socioeconomic level utilizing health care services in the local clinics subscribe to values about the needs of

preschool children that differ from the characterizations provided by the literature.

A descriptive survey of thirty parent-child dyads obtained by the convenience method at a neighborhood health clinic serving the lower socioeconomic class was utilized to describe the value orientations of mothers about mother-child interaction patterns. The preschool-age children were tested with the Denver Developmental Screening Test to identify language developmental lags and the mothers were asked to respond to a twenty-five item questionnaire concerning their value orientations.

An analysis of the data revealed that, in the group under study, there were no children with language developmental lags. Therefore, the value orientations of the mothers whose children have a language developmental lag could not be compared to those value orientations of mothers whose children do not have a lag.

It was apparent from the data gathered that although the mothers under study were of the lower socioeconomic class, their value orientations differed from the characterizations attributed in the literature to this segment of the population. The thirty mothers in the study generally subscribed to those values that presumably promote growth and development in their preschool children; that is, they

attached importance to those behaviors that were closely related to language development. A large percentage of the mothers scored at the upper end of the scale on the composite score while none of the scores were extremely low.

The data were analyzed in regard to the five areas of behavior which were: 1) adult contact; 2) discipline; 3) verbal interaction; 4) experiences; and 5) play activities. The analysis of the data according to these five areas of behavior revealed similar information. Only a small number of the scores were low in any of the five areas but there were fewer mothers scoring at the upper end of the scale in the area of verbal interaction.

The sample included an unequal representation of black, Caucasian, and Mexican-American groups of mothers in the study. Since the Caucasian and Mexican-American groups of mothers were extremely small in size, no definite comparison as to these findings was warranted. Inspection, however, of the scores of the group of black mothers in each of the five areas of behavior, revealed a pattern similar to that of the scores of the group as a whole in each of the five behavioral areas. The group of black mothers scored at the upper end of the scale in all areas.

The number of employed and unemployed mothers was also unequally represented with a larger number being unemployed. There were no appreciable differences, however, between the value orientations of the two groups and the value orientations of the groups as a whole. The scores were high in all of the five areas of behavior for both groups of mothers.

Conclusions

Several conclusions can be made as a result of this study. 1) The results of the study indicated that the mothers who utilized the services in this specific neighborhood health clinic had value orientations about mother-child interaction patterns that differed from those characterizations provided in the literature. 2) These lower socioeconomic mothers generally placed higher values on those areas of behavior that were related to language development which possibly suggests why their preschool children evidenced fewer language developmental lags than was anticipated. 3) It cannot be concluded from this study whether the value orientations of mothers whose children do not have language developmental lags differ from the value orientations of mothers whose children do have language developmental lags due to the fact that none of the children in the study had such a lag.

Recommendations

Several recommendations for further research evolved from this study.

- 1) It is recommended that the study be replicated with a larger sample size and in other local clinics.
- 2) It is proposed that a study be designed to determine whether value orientations of mothers change as a result of utilizing health care services; and furthermore, to determine whether the value orientations of lower socioeconomic mothers are higher as a result of being exposed to or participating in various stimulation programs.
- 3) It is suggested that, in relation to the previous recommendation, a comparison be made of the value orientations of mothers who utilize health services with those who do not.
- 4) It is further suggested that the study include a larger Mexican-American and Caucasian sample to determine whether there are significant differences in value orientations due to ethnic identity.
- 5) It is recommended that the study include a larger number of employed and unemployed mothers so that comparisons of value orientations between the two groups could be made.
- 6) Another recommendation would be to further refine the tool utilized to measure the value orientations of the mothers so as to improve the sensitivity of the tool.

REFERENCES

REFERENCES

Books

- Beck, John M. and Saxe, Richard W., eds. Teaching the Culturally Disadvantaged Pupil. Springfield, Illinois: Charles C. Thomas, 1965.
- Bloom, Benjamin S.; Davis, Allison; and Hess, Robert. Compensatory Education for Cultural Deprivation. New York: Holt, Rinehart and Winston, Inc., 1965.
- Breckenridge, Marian E. and Vincent, E. Lee. Child Development. Philadelphia: W. B. Saunders Company, 1965.
- Duvall, Evelyn Millis. Family Development. Philadelphia: J. B. Lippincott Company, 1971.
- Fox, David J. Fundamentals of Research in Nursing. New York: Meredith Corporation, 1970.
- Hellmuth, Jerome, ed. Disadvantaged Child, Vol. I. New York: Brunner/Mazel, Inc., 1967.
- Hellmuth, Jerome, ed. Disadvantaged Child, Vol. II. New York: Brunner/Mazel, Inc., 1968.
- Illingworth, R. S. The Development of the Infant and Young Child. Edinburgh: E. and S. Livingstone, 1970.
- Moriarty, Alice E. "Review of the Denver Developmental Screening Test." The Seventh Mental Measurements Yearbook. Edited by O. K. Buros. New Jersey: Gryphon Press, 1972.
- Nelson, Waldo E., ed. Textbook of Pediatrics. Philadelphia: W. B. Saunders Company, 1969.
- Passow, A. Harry, ed. Education in Depressed Areas. New York: Teachers College Press, 1963.

- Riessman, Frank. The Culturally Deprived Child. New York: Harper and Row, 1962.
- Roscoe, John T. Fundamental Research Statistics for the Behavioral Sciences. New York: Holt, Rinehart and Winston, Inc., 1969.
- Spence, Janet T.; Underwood, Benton J.; Duncan, Carl P.; and Cotton, John W. Elementary Statistics. New York: Appleton-Century-Crofts, 1968.
- Werner, Emmy E. "Review of the Denver Developmental Screening Test." The Seventh Mental Measurements Yearbook. Edited by O. K. Buros. New Jersey: Gryphon Press, 1972.

Periodicals

- Brody, Grace F. "Socioeconomic Differences in Stated Maternal-Child-Rearing Practices and in Observed Maternal Behavior," Journal of Marriage and the Family, 30 (November, 1968), 656-60.
- Brooks, Marion R. "A Stimulation Program for Young Children Performed by A Public Health Nurse As Part of Well Baby Care," ANA Clinical Sessions, 1970, pp. 128-39.
- Brophy, Jere Edward. "Mothers As Teachers of Their Own Preschool Children: The Influence of Socioeconomic Status and Task Structure on Teaching Specificity," Child Development, 41 (March, 1970), 79-94.
- Caldwell, Bettye M. "What Is the Optimal Learning Environment for the Young Child?" American Journal of Orthopsychiatry, XXXVII (January, 1967), 8-21.
- Frankenburg, William K. and Dodds, Josiah E. "The Denver Developmental Screening Test," Journal of Pediatrics, 71 (August, 1967), 181-91.
- Gordon, Ira J. "Stimulation Via Parent Education," Children, 16 (March-April, 1969), 57-9.

- Gray, Susan W. and Klaus, Rupert A. "An Experimental Preschool Program for Culturally Deprived Children," Child Development, XXXVI (1965), 887-98.
- Herzog, Elizabeth. "Some Assumptions About the Poor," Social Service Review, 37 (December, 1963), 389-402.
- Houston, Susan H. "A Reexamination of Some Assumptions About the Language of the Disadvantaged Child," Child Development, 41 (December, 1970), 947-63.
- Hunt, J. McV. "Parent and Child Centers: Their Basis in the Behavioral and Educational Sciences," American Journal of Orthopsychiatry, XLI (January, 1971), 13-38.
- John, Vera P. "The Intellectual Development of Slum Children: Some Preliminary Findings," American Journal of Orthopsychiatry, XXXIII (October, 1963), 813-22.
- Karnes, Merle B.; Studley, William M.; Wright, Willis R.; and Hodgins, Audrey S. "An Approach for Working with Mothers of Disadvantaged Preschool Children," Merrill-Palmer Quarterly, 14 (June, 1968), 174-84.
- Karnes, Merle B.; Teska, James A.; Hodgins, Audrey S.; and Badgr, Earladeen D. "Educational Intervention at Home by Mothers of Disadvantaged Infants," Child Development, XLI (December, 1970), 925-35.
- Keller, Suzanne. "The Social World of the Urban Slum Child: Some Early Findings," American Journal of Orthopsychiatry, XXXIII (October, 1963), 823-31.
- Kohn, Melvin L. "Social Class and Parental Values," The American Journal of Sociology, LXIV (January, 1959), 337-51.
- Kohn, Melvin L. "Social Class and Parent-Child Relationships: An Interpretation," The American Journal of Sociology, LXVIII (January, 1963), 471-80.

- Levenstein, Phyllis. "Cognitive Growth in Preschoolers Through Verbal Interaction with Mothers," American Journal of Orthopsychiatry, XL (April, 1970), 426-32.
- Levenstein, Phyllis and Sunley, Robert. "Stimulation of Verbal Interaction Between Disadvantaged Mothers and Children," American Journal of Orthopsychiatry, XXXVIII (January, 1968), 116-21.
- Malone, Charles A. "Observations on the Effects of Social Deprivation on the Development of Young Children from Disorganized Slum Families," International Psychiatry Clinic, VIII, 1971, pp. 21-42.
- Morris, Judith. "The Senses and the Environment," ANA Clinical Sessions, 1969, pp. 170-73.
- Murphy, Lois Barclay. "Findings Ways to Stimulate Development--Issues in Research," Children, 16 (March-April, 1969), 46-57.
- Schaefer, Earl S. "A Home Tutoring Program," Children, 16 (March-April, 1969), 59-61.
- Scheinfeld, Daniel R.; Bowles, Dorcas; Tuck, Samuel, Jr.; and Gold, Reuven. "Parents' Values, Family Networks, and Family Development: Working with Disadvantaged Families," American Journal of Orthopsychiatry, XL (April, 1970), 413-25.
- Tizard, Professor J. "Cultural Deprivation and Mental Handicap," Nursing Mirror, April 25, 1969, pp. 32-3.
- Tulkin, Steven R. and Kagan, Jerome. "Mother-Child Interaction in the First Year of Life," Child Development, 43 (March, 1972), 31-41.
- Tymchuk, Alexander J. "Personality and Sociocultural Retardation," Exceptional Children, 38 (May, 1972), 721-28.

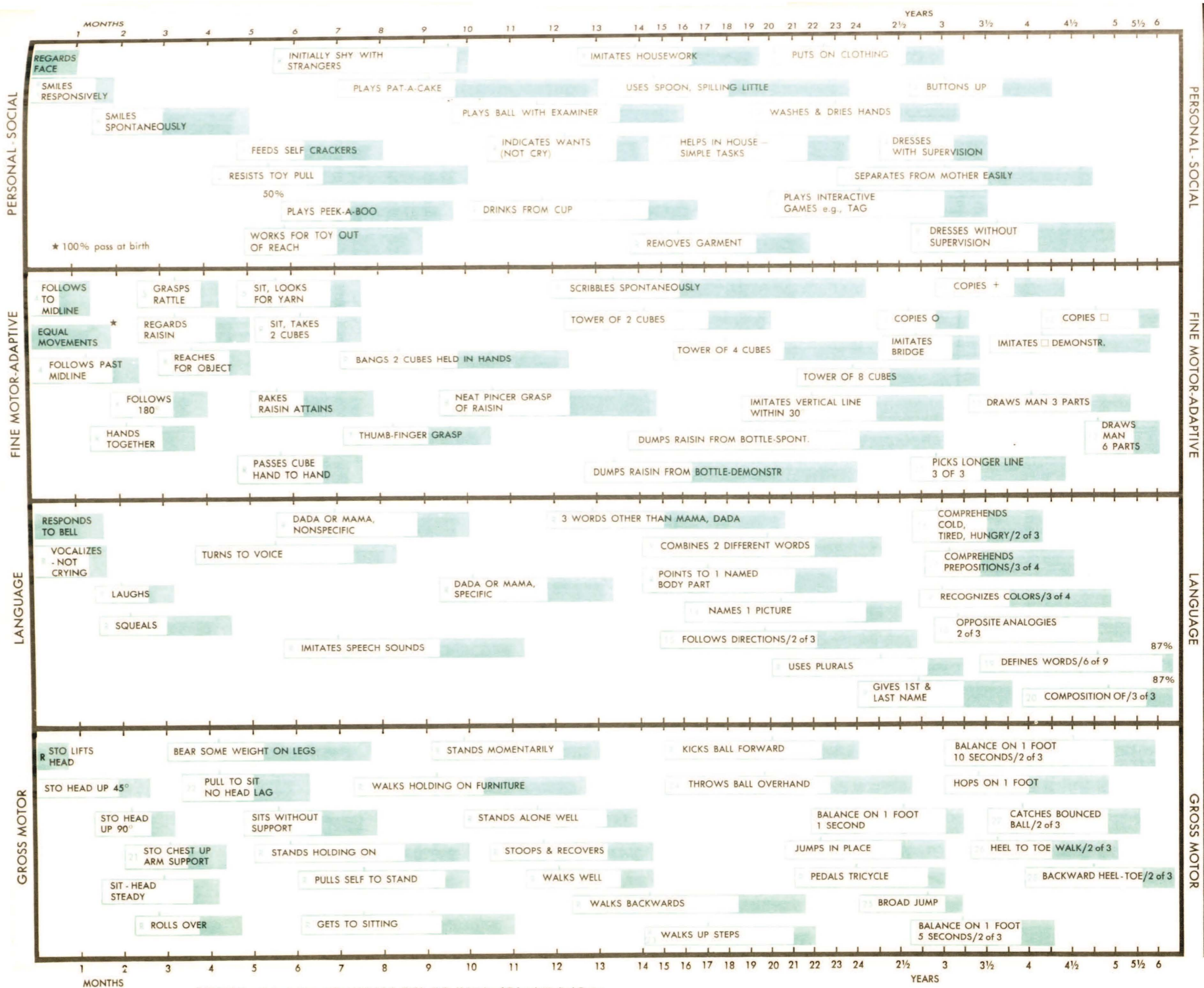
APPENDIXES

DENVER DEVELOPMENTAL SCREENING TEST

TO = STOMACH
IT = SITTING
Footnote No. - see back of form
Percent of Children Passing
25 50 75 90
May pass by report - Test Item

Name
Date
Birthdate
Hosp. No.

Appendix A. Screening Tool



DATE

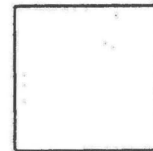
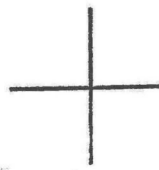
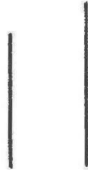
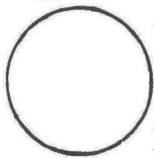
NAME

DIRECTIONS

BIRTHDATE

HOSP. NO.

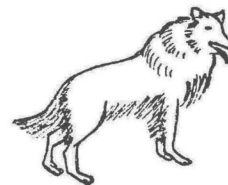
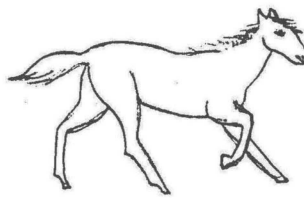
1. Try to get child to smile by smiling, talking or waving to him. Do not touch him.
2. When child is playing with toy, pull it away from him. Pass if he resists.
3. Child does not have to be able to tie shoes or button in the back.
4. Move yarn slowly in an arc from one side to the other, about 6" above child's face. Pass if eyes follow 90° to midline. (Past midline; 180°)
5. Pass if child grasps rattle when it is touched to the backs or tips of fingers.
6. Pass if child continues to look where yarn disappeared or tries to see where it went. Yarn should be dropped quickly from sight from tester's hand without arm movement.
7. Pass if child picks up raisin with any part of thumb and a finger.
8. Pass if child picks up raisin with the ends of thumb and index finger using an over hand approach.

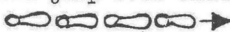



9. Pass any enclosed form. Fail continuous round motions.
10. Which line is longer? (Not bigger.) Turn paper upside down and repeat. (3/3 or 5/6)
11. Pass any crossing lines.
12. Have child copy first. If failed, demonstrate

When giving items 9, 11 and 12, do not name the forms. Do not demonstrate 9 and 11.

13. When scoring, each pair (2 arms, 2 legs, etc.) counts as one part.
14. Point to picture and have child name it. (No credit is given for sounds only.)



15. Tell child to: Give block to Mommie; put block on table; put block on floor. Pass 2 of 3. (Do not help child by pointing, moving head or eyes.)
16. Ask child: What do you do when you are cold? ..hungry? ..tired? Pass 2 of 3.
17. Tell child to: Put block on table; under table; in front of chair, behind chair. Pass 3 of 4. (Do not help child by pointing, moving head or eyes.)
18. Ask child: If fire is hot, ice is ?; Mother is a woman, Dad is a ?; a horse is big, a mouse is ?. Pass 2 of 3.
19. Ask child: What is a ball? ..lake? ..desk? ..house? ..banana? ..curtain? ..ceiling? ..hedge? ..pavement? Pass if defined in terms of use, shape, what it is made of or general category (such as banana is fruit, not just yellow). Pass 6 of 9.
20. Ask child: What is a spoon made of? ..a shoe made of? ..a door made of? (No other objects may be substituted.) Pass 3 of 3.
21. When placed on stomach, child lifts chest off table with support of forearms and/or hands.
22. When child is on back, grasp his hands and pull him to sitting. Pass if head does not hang back.
23. Child may use wall or rail only, not person. May not crawl.
24. Child must throw ball overhand 3 feet to within arm's reach of tester.
25. Child must perform standing broad jump over width of test sheet. (8-1/2 inches)
26. Tell child to walk forward,  heel within 1 inch of toe. Tester may demonstrate. Child must walk 4 consecutive steps, 2 out of 3 trials.
27. Bounce ball to child who should stand 3 feet away from tester. Child must catch ball with hands, not arms, 2 out of 3 trials.
28. Tell child to walk backward,  toe within 1 inch of heel. Tester may demonstrate. Child must walk 4 consecutive steps, 2 out of 3 trials.

DATE AND BEHAVIORAL OBSERVATIONS (how child feels at time of test, relation to tester, attention span, verbal behavior, self-confidence, etc.):

Appendix B. Value Orientation Scale

Some statements concerning growth and development of preschool-age children are listed below. Based on your own feelings, place an "X" over the number on the scale that most closely describes your agreement or disagreement with each statement. Please disregard the column at the right of the page.

- 1) It is important for children to be curious and to explore so as to improve their developing minds.

Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
----------------------	----------	------------------------------	-------	-------------------

1	2	3	4	5
---	---	---	---	---

1
2
3
4
5

- 2) Children should be scolded frequently.

Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
----------------------	----------	------------------------------	-------	-------------------

1	2	3	4	5
---	---	---	---	---

1
2
3
4
5

- 3) There is little a mother can do to provide her children with new and different experiences.

Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
----------------------	----------	------------------------------	-------	-------------------

1	2	3	4	5
---	---	---	---	---

1
2
3
4
5

Appendix B. Continued

- 4) It is important that a preschool child learn how to play with other children.

Strongly Disagree Disagree Neither Agree or Disagree Agree Strongly Agree

1 2 3 4 5

1
2
3
4
5

- 5) As long as children have television to watch, they do not need to be around adults.

Strongly Disagree Disagree Neither Agree or Disagree Agree Strongly Agree

1 2 3 4 5

1
2
3
4
5

- 6) A child needs a variety of things with which to play.

Strongly Disagree Disagree Neither Agree or Disagree Agree Strongly Agree

1 2 3 4 5

1
2
3
4
5

Appendix B. Continued

- 7) Children should be seen and not heard.

Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1	2	3	4	5

1
2
3
4
5

- 8) Children need to be read to by their parents.

Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1	2	3	4	5

1
2
3
4
5

- 9) The good child is the quiet one who does not bother his mother.

Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1	2	3	4	5

1
2
3
4
5

- 10) Exposing children to different experiences within the home helps them to be curious and exploring.

Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1	2	3	4	5

1
2
3
4
5

Appendix B. Continued

- 11) Much learning can occur when a parent and child become involved in an activity together.

Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1	2	3	4	5

1
2
3
4
5

- 12) Most children are eager to learn.

Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1	2	3	4	5

1
2
3
4
5

- 13) Children will learn how to speak without assistance from their parents.

Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1	2	3	4	5

1
2
3
4
5

Appendix B. Continued

- 14) Children learn just as much by being alone as by being with adults.

Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1	2	3	4	5

1
2
3
4
5

- 15) Children should be allowed to argue and ask questions.

Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1	2	3	4	5

1
2
3
4
5

- 16) Providing the preschool child with experiences outside the home such as going to the zoo is not necessary.

Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1	2	3	4	5

1
2
3
4
5

- 17) Children need to have contact with adults.

Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1	2	3	4	5

1
2
3
4
5

Appendix B. Continued

- 18) It is necessary to punish a child harshly and physically for him to learn to "mind" better.

Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1	2	3	4	5

1
2
3
4
5

- 19) Children should be allowed to eat their meals with the adult members of the family even though they are noisy and messy.

Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1	2	3	4	5

1
2
3
4
5

09

- 20) It is useless for parents to talk with their children because they cannot understand what is being said.

Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1	2	3	4	5

1
2
3
4
5

Appendix B. Continued

- 21) Play activities in which the entire family can become involved are important.

Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree	1 2 3 4 5
1	2	3	4	5	

- 22) Children should be praised for their accomplishments.

Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree	1 2 3 4 5
1	2	3	4	5	

- 23) It is not necessary for a mother to become involved in her child's play activities.

Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree	1 2 3 4 5
1	2	3	4	5	

Appendix B. Continued

- 24) It is important for a child to learn to obey his parents well and at an early age.

Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> 1 2 3 4 5 </div>
<div style="text-align: center;"> 1 2 3 4 5 </div>					

- 25) Play is an important activity in a child's life just as work is in the adult's life.

Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> 1 2 3 4 5 </div>
<div style="text-align: center;"> 1 2 3 4 5 </div>					

Appendix C.
Sample Characteristics

Mother*	Age of Mother	Age of Child	Ethnic Identity	Occupation of Mother/Spouse
1	35	4	Black	Works in private home/Unable to work
2	21	5	Black	Unemployed/---
3	39	3	Black	Unemployed/---
4	21	5	Black	Unemployed/---
5	23	4	Black	Unemployed/Unemployed
6	23	4	Black	Waitress/Machinist
7	21	3	Caucasian	Unemployed/Salesman
8	21	4	Black	Unemployed/Construction worker
9	25	5	Black	Unemployed/Unemployed
10	24	3	Black	Unemployed/---

*Mothers 2, 4, 10, and 25 were not married.
Mother 3 was a widow.

Appendix C. Continued

Mother	Age of Mother	Age of Child	Ethnic Identity	Occupation of Mother/Spouse
11	22	4	Caucasian	Unemployed/Truck driver
12	24	4½	Black	Unemployed/Construction worker
13	24	4	Black	Salesclerk/Factory worker
14	23	4	Black	Works in private home/Student
15	24	3½	Black	Unemployed/Factory worker
16	24	3	Black	Unemployed/Filling Station Attendant
17	22	4	Black	Unemployed/Construction worker
18	20	5	Black	Unemployed/Janitorial work
19	23	4	Black	Unemployed/Plumber
20	24	3	Mexican-American	Unemployed/Truck driver

Appendix C. Continued

Mother	Age of Mother	Age of Child	Ethnic Identity	Occupation of Mother/Spouse
21	27	3½	Black	Unemployed/Mechanic
22	25	3	Black	Machine operator/Carpenter
23	23	4	Black	Packing house/Pharmacy student
24	24	3	Black	Works in private home/Tree surgeon
25	18	3	Black	Unemployed/---
26	31	3	Black	Unemployed/Truck driver
27	23	3½	Caucasian	Salesclerk/Construction worker
28	21	3	Black	Unemployed/Machinist
29	22	4	Black	Salesclerk in jewelry store/Postman
30	24	5	Black	Unemployed/Unemployed

Appendix D.

Distribution of Actual Scores for Each Item
on the Value Orientation Scale

Score	Strongly Disagree				Strongly Agree	
	1	2	3	4	5	
Frequency	f	f	f	f	f	
I. Adult Contact						
a. Children need to have contact with adults.	2	1	1	19	7	
b. Children should be allowed to eat their meals with the adult members of the family even though they are noisy and messy.	1	3	2	21	3	
c. Children learn just as much by being alone as by being with adults.	7	18	3	2	0	
d. As long as children have television to watch, they do not need to be around adults.	9	14	1	4	2	
e. Much learning can occur when a parent and child become involved in an activity together.	1	0	0	17	12	
II. Discipline						
a. Children should be praised for their accomplishments.	0	2	2	10	16	
b. Children should be scolded frequently.	2	13	5	9	1	

Appendix D. Continued

	Score	Strongly Disagree				Strongly Agree
		1	2	3	4	5
	Frequency	f	f	f	f	f
c. It is important for a child to learn to obey his parents well and at an early age.		2	0	0	13	15
d. The good child is the quiet one who does not bother his mother.		8	20	1	1	0
e. It is necessary to punish a child harshly and physically for him to learn to "mind" better.		8	15	3	4	0
III. Verbal Interaction						
a. Children need to be read to by their parents.		4	1	0	15	10
b. Children should be seen and not heard.		10	14	3	1	2
c. It is useless for parents to talk with their children because they cannot understand what is being said.		11	14	2	3	0
d. Children will learn how to speak without assistance from their parents.		6	15	3	6	0
e. Children should be allowed to argue and ask questions.		1	4	5	19	1
IV. Experiences						
a. Exposing children to different experiences within the home helps them to be curious and exploring.		0	3	2	23	2

Appendix D. Continued

	Score	Strongly Disagree		3	4	Strongly Agree
		1	2			
	Frequency	f	f	f	f	f
b. There is little a mother can do to provide her children with new and different experiences.		7	16	0	5	2
c. Providing the preschool child with experiences outside the home such as going to the zoo is not necessary.		11	17	0	2	0
d. It is important for children to be curious and to explore so as to improve their developing minds.		2	0	1	15	12
e. Most children are eager to learn.		0	4	4	15	7
V. Play Activities						
a. Play is an important activity in a child's life just as work is in the adult's life.		1	1	0	12	16
b. It is not necessary for a mother to become involved in her child's play activities.		7	16	1	3	3
c. A child needs a variety of things with which to play.		1	4	0	16	9
d. It is important that a pre-school child learn how to play with other children.		2	1	0	11	16
e. Play activities in which the entire family can become involved are important.		1	1	0	19	9