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H E A D   S T A R T   C H I L D R E N

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BY  
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# T A B L E O F C O N T E N T S

<u>Chapter</u>		<u>Page</u>
	ACKNOWLEDGMENTS . . . . .	iii
	LIST OF TABLES . . . . .	vi
	LIST OF FIGURES . . . . .	vii
I	INTRODUCTION . . . . .	1
	Review of Literature . . . . .	2
	Role of Teacher of Disadvantaged Children . . . . .	9
	Statement of Problem . . . . .	11
	Purposes . . . . .	12
II	PROCEDURE . . . . .	13
III	DISCUSSION OF FINDINGS . . . . .	18
	Case Study I . . . . .	19
	Case Study II . . . . .	19
	Case Study III . . . . .	20
	Case Study IV . . . . .	20
	Case Study V . . . . .	21
	Case Study VI . . . . .	21
	Case Study VII . . . . .	22
	Case Study VIII . . . . .	23
	Case Study IX . . . . .	23
	Case Study X . . . . .	24
	Case Study XI . . . . .	24
	Case Study XII . . . . .	25
	Case Study XIII . . . . .	25
	Case Study XIV . . . . .	26
	Case Study XV . . . . .	26
	Case Study XVI . . . . .	27
	Case Study XVII . . . . .	27
	Case Study XVIII . . . . .	28
	Case Study XIX . . . . .	28
	Case Study XX . . . . .	29

T A B L E O F C O N T E N T S (Continued)

<u>Chapter</u>		<u>Page</u>
IV	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . . .	42
	BIBLIOGRAPHY . . . . .	46
	APPENDIX . . . . .	49



## L I S T   O F   T A B L E S

<u>Table</u>		<u>Page</u>
I	Caldwell Preschool Inventory: A Comparison of Pretest and Post- Test Scores for 20 Head Start Children . . . . .	31
II	Caldwell Preschool Inventory: A Comparison of Test Scores Between Sample Group and Norm Comparison Group . . . . .	35

## L I S T   O F   F I G U R E S

<u>Figures</u>		<u>Page</u>
1	A Comparison of Scores on the Personal Social Responsiveness Subtest . . . . .	36
2	A Comparison of Scores on <u>The Associate</u> <u>Vocabulary</u> Subtest . . . . .	37
3	A Comparison of Scores on <u>The Concept</u> <u>Activation Sensory</u> Subtest . . . . .	38
4	A Comparison of Scores on <u>The Concept</u> <u>Activation Numerical</u> Subtest . . . . .	39
5	A Comparison of Total Scores on <u>Caldwell</u> <u>Preschool Inventory Test</u> . . . . .	40

## CHAPTER I

### I N T R O D U C T I O N

A new era is approaching in which democracy in principle must prevail if freedom continues. If equality is to be the goal on a world-wide basis, equality of opportunity must be an objective in the United States. Each child regardless of his socioeconomic background needs the environmental stimulation and opportunity which make it possible for him to fulfill the complete range of his developmental capacities.

According to Chittenden (4) there is a relation between behavior and early experiences when lived fully and completely, which will prepare the individual for the next stage of development. Each phase of development must be met in order for the child to be ready for the stage that follows. Chittenden continued that disturbances in these developmental tasks affect the output of the individual from preschool to the end of life. The preschool years are the time to create the environment in which every child has the maximum opportunity and support in developing to the fullest potential. Driscoll (8) pointed out that disturbances in physical,

social, or emotional health, limits the ability to concentrate or reason logically or to respond to classroom stimulation. Development of the individual to be a contributing member of society demands that he be educated in all areas of growth.

Childhood is important in determining what a person is to be and a child has a right to expect those conditions in the environment which will contribute toward his becoming an effective member of the social group. These are the years the child needs opportunities to explore, to discover, to solve problems, to create the kind of experiences that will heighten his sensitivity, enhance his curiosity, lessen his confusions, promote the growth of his skills, and increase his range of interest.

#### REVIEW OF LITERATURE

Today's new programs for disadvantaged young children has existed in a different form for many years; however, in the past these programs served primarily children whose parents could afford the best supplementation of their own efforts. Wallin (29) stated that the first five years of life are probably twice as important as any later period of similar length in establishing the child's habit pattern, in molding attitudes, viewpoints, and in supplying the basic elements of control for a satisfactory emotional life. The

preschool centers for disadvantaged children are faced with the task of rebuilding the life of the child broken by earlier contacts with family and society. In studying the child's needs there are important factors to be considered. The child needs to be accepted, wanted, understood, encouraged, and assured with patience by those with whom he comes in contact.

The child needs a feeling of real security, according to Deutsch (7). The importance of such a need is understandable when the environment from which these children come are considered. Some contributing factors for lack of security are: constantly moving families and the need to know the influence of a stable life. A child who fears the future due to the death of a loved one needs to know the peace that comes from the assurance that others stand to provide love and security. A child who doubts the love of one or both parents because of a broken home needs to feel the constructive force of a secure relationship to other adults.

Bloom (1) stated that a child should be able to feel a sense of personal worth. A feeling of normal pride has been constantly suppressed by the destructive effects of unnecessary criticism from overruling, unstable parents. There is also a need for the child to associate with children other than those with whom he lives. The utilization of community

facilities, parks, libraries, and organizations that will be known in a free society brings adjustments in personal worth and a good self-concept.

According to Katz (16) the security a child may feel; the extent to which he becomes self-reliant, self-directed, and independent; and the ease and skills with which one may successfully assume personal and social responsibility depends to a large degree on home relationships. Harmonious family relations contribute to development or emotional control; satisfy need for attention, recognition, and security; in the developing of knowledges and skills necessary in good social adjustment. The home is the source of many obstacles and unfavorable forces children encounter in their attempt to satisfy their fundamental needs and to realize their ambitions.

Mandel (22) maintained that though individuals differ in their ways or attempts at attaining a sense of security, the particular path an individual might follow in gaining security depends upon early childhood problems, the nature of environmental conditions and the values developed. According to Piaget's theories (26), later problem solving and logical abilities are built on the earlier and orderly progression through a series of developmental stages involving the active interaction between the child and the

environment. Bloom (1) theorized that the ways in which parents spend time with the children at meals, play and at other times during the day have been found to be the central factors in developing skills which provide readiness experiences for school.

Young (17) stated:

Personality is more than the intense stimulus value of one individual for another. A careful analysis of one's dealing with others revealed that physique, walk, clothes, speech and gestures are important. Though the personality certainly involves how one individual influences another, to understand the personality one needs to discover the internal factors which are behind all actions.

Kagan and Moss (15) in a follow up study of children from preschool into adulthood found that those who were dependent as children were also dependent as adults. Those who strived for social recognition and achievement by competition with peers showed the same strong striving achievement as adults.

Studies by Deutsch (7), and Hunt (12), show that socio-economically disadvantaged children are not prepared during early experiences to handle the curriculum and style of thinking required for success in school. Many have lived in a culture as a part of group socioeconomically people with a different behavior pattern of language and living standards

from the middle class group. Hunt (12) further stated that if day care were arranged for culturally deprived children beginning at age three until time for school some of the worst effects might be substantially reduced; thus counter-acting cultural deprivation at this stage of development. This counter-action may best be accomplished by giving the child the opportunity to encounter a wide variety of objects, pictures, and appropriate behavioral models for social approval and appropriate behavior. Deutsch (7) listed a number of characteristics of the underprivileged: environment--including overcrowding, substandard housing, lack of sanitary facilities; restricted to immediate environment, scarcity of toys and creative materials; restricted verbal communication.

Gesell and Learned (9) advocated that overcrowding takes a terrible psychological toll. The new born infant is entitled to a bassinet; later a crib as the child grows older; a bed of one's own. Each child deserves a degree of privacy and possessions that can be called the child's very own; each child needs to develop a normal sense of individuality. Lacking such a normal sense will cause one to lack the respect for the individuality of others. The crippling influence of cramped apartments and tenements cannot be fully evaluated without further study. Better housing means better homes, but only when parents are guided and educated into proper methods of homemaking and child care.



Radke (27) in studying the effects of home authority and discipline upon preschool children has shown that the young child's concept of good and bad behavior is determined largely by the parents' approval or disapproval. Lefever, Turrel and Weitzel (18) stated one need not prove that each member of the human race must look to forces and beings outside of one's self for solving the most perplexing problems. There is ample evidence that people need some form of assistance. People need guidance to reach a successful goal.

Leran (19) defined guidance as the process of acquainting the individual with the various ways in which one may discover and use one's natural endowments, in addition to special training; so that one may live and take the best advantage for one's self. Guidance is a system of finding and interpreting all possible facts related to making a change which must be made. Whether guidance, at any given time, is successful depends on evidence showing understanding of the past experiences and anticipation of future experiences. Provide a wholesome environment for the child directed toward motivation. Encourage efforts and approval of behavior.

Bloom, Hess and Davis (1) studied the home environment as a means of understanding the factors which influence the development of the child. The home is the most important influence on the physical, intellectual, emotional and social development of the child, during the preschool years.

Duvall (8) contended that the home provides the earliest environment for the child's growth, the child lives and learns as a member of a group. The mother's attitude, the child's emotion and the reaction of other members of the family all enter into the situation.

Louttit (20) stressed the child's relation with any member of the family. Play is important in development of the child. Attitudes of the parents toward the children influences the life of a child.

Murphy (24) proclaimed the anxious, withdrawn child who does not play with others misses the stimulation of the conversation, ideas, plans and ways of organizing activity, as well as the opportunity to develop a wide range of social patterns. Learning to be responsible is another part of development, and an important foundation for preschool readiness as an aspect of socialization. Simple rules and limits to what a child may or may not do are part of this learning. Learning to use and find substitutes when one is frustrated, learning to compromise, learning to wait when necessary, learning to do many interesting things in order that a child is not dependent on only one satisfaction, learning to work with other children to accomplish an interesting or important task or to reach an important goal: all these take place in early childhood.

## ROLE OF THE TEACHER OF DISADVANTAGED CHILDREN

Cooper (5) listed the following assumptions related to the education of teachers of disadvantaged children.

- 1) It is the responsibility of the school, in a democracy, to develop the potential of every child in order to create a free and open society.
- 2) The teacher needs to view himself and his approach as the central point in the child's developing a base from which success in school, and eventually in the larger society, can be built.
- 3) The perceptions of the teacher of the disadvantaged child are crucial to the success of curriculum experiences. These include the teacher's perception of lower class culture, the child, the purposes of the school, as well as his own adequacy to meet the needs of the child. Significant qualities for teachers are: empathy with disadvantaged children, an understanding of their learning problems, a perception of teaching to include academic non-academic factors, and an understanding of the nature of individualized curriculum experiences.
- 4) Respect for the disadvantaged child and adult may be gained as teachers come in contact with positive, as well as negative, phases of the subculture.
- 5) Theoretical knowledge in social, psychological, and curriculum areas are supportive in attitudinal changes.
- 6) Continuing close, personal contacts with people of different ethnic groups may affect attitudes and values, and strong rapport, freedom to express ideas, needs, and anxieties is facilitated in small intimate groups.

Hawkes (11) indicated the initiative for effective interaction fall upon the teacher. The ability to interact effectively in social situations depends on many factors, and the child's self-image is a very important one. The preschool teacher must do everything in her power to help build an adequate self-image for the child. Image building is also a function of the people with whom the child interacts. Parents and family are usually very important people in this respect. With the growing absenteeism of father and mother more and more image-building falls upon the non-parents with whom the child associates. Preschool lays the ground work for a child's later learning.

Lynn (21) stressed having a poor model to imitate in the home also has serious effect on the child's social adjustment. When parents show acceptance attitudes and provides a home environment characterized by emotional warmth, children develop more wholesome personalities.

Through parent-teacher conferences DePencier (6) reported:

An opportunity is afforded to know the pupil better early in the year so that the teacher is able to work with the child more effectively. In addition the teacher has the opportunity to know the parents better and to establish a friendly relation with the home. In turn, parents come to know the homeroom teacher as someone who is actively interested in their boy or girl. Through the conference policies of the school make themselves

known--indirectly, but nonetheless surely--  
thus an excellent means of establishing good  
public relationship is provided.

In his book, Effective Home School Relations, Hymes (14), stated that no way of reporting is the "wonder way." The parent who really cares about his youngster wants all kinds of reports coming in all kinds of ways. But this face to face conference has many virtues. It makes possible the time needed to interpret the child's development in many areas of growth. It is best adapted to detailing the progress of each individual; it allows parents to participate in making a plan for the future.

In the conference method many values can be seen. Not only can the parent learn much about the child from the teacher but the teacher gains a better understanding of the home background of the child. Informal and friendly discussion about pertinent problems take place, and parents gain a feeling of common bond with the teacher and the school.

#### STATEMENT OF PROBLEM

The purpose of this study was to plan and evaluate a program of social adjustment of head start children, with emphasis on the understanding of the child's behavior, and etiological factors contributing to this behavior.

The purposes of this study were to:

- 1) Study the preschool child for emotional disturbances.
- 2) Show the value of home visiting by the teacher.
- 3) Elicit the result of parent-teacher interaction in solving the child's problem.

## CHAPTER II

### P R O C E D U R E S

The present study was concerned with the effect of the environment on Social Adjustment of Head Start Children at the South Waco Elementary School of Waco, Texas, which has a Head Start Program for disadvantaged children. The community served by the center consists largely of Negroes, Latin Americans, and Anglo American families. The sample was composed of 20 children in the Head Start Program and their parents. Incomplete data resulted in three students enrolled in these classes not being represented in the sample.

The subjects selected to participate in the study were 20 Head Start children who will enter school in the fall. In order to secure information needed for the study, daily observations were obtained from the children enrolled in the program from September, 1969 through May, 1970.

The definition of disadvantage in this study is the one used by Briggs (2). A disadvantaged child is a child who, because of a present and/or a former environmental and social condition peculiar to the social, ethnic, or national group

to which he belongs, does not meet the standard or positive needs of the society in one or more of the following areas: school achievement, behavior patterns, motivation and incentive, moral behavior, and attitudes toward authority. The subjects for this study are, by this definition, disadvantaged.

Background data for the study was obtained through the use of the "Family Information Sheet" Form I and from the child's confidential file in the center. A copy of the "Family Information Sheet" Form I follows.



F A M I L Y I N F O R M A T I O N S H E E T

## FORM I

Date of Application \_\_\_\_\_

Name of Child \_\_\_\_\_ Date of Birth \_\_\_\_\_

Home Address \_\_\_\_\_ Telephone \_\_\_\_\_

Father's Name \_\_\_\_\_ Age \_\_\_\_\_ Income \_\_\_\_\_

Occupation \_\_\_\_\_

Place of Business \_\_\_\_\_ Telephone \_\_\_\_\_

Mother's Name \_\_\_\_\_ Age \_\_\_\_\_ Income \_\_\_\_\_

Occupation \_\_\_\_\_

Place of Business \_\_\_\_\_ Telephone \_\_\_\_\_

If living with person other than parent, give relationship.

Step-mother \_\_\_\_\_ Step-father \_\_\_\_\_ Grand parents \_\_\_\_\_

Name \_\_\_\_\_ Age \_\_\_\_\_

Occupation \_\_\_\_\_ Hours Employed \_\_\_\_\_

Place of Business \_\_\_\_\_ Telephone \_\_\_\_\_

Are parents living together? \_\_\_\_\_ Separated? \_\_\_\_\_ Divorced? \_\_\_\_\_

Family Composition (Persons living in the home)

<u>Name</u>	<u>Age</u>	<u>Relationship</u>	<u>Location during the day</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Do you live in a house you are renting? \_\_\_\_\_

Do you live in a house you are buying? \_\_\_\_\_ or own? \_\_\_\_\_

Parent child interaction data were obtained through use of interviews, home visits and volunteer services provided in the center. Home visits permitted observation of all family members in a natural setting in which family interaction could be seen. Through volunteer services, mothers could join the children in the activity or play situation at the Head Start Center. The mother-child interaction was observed. Parents also learned why the classroom activities are planned and conducted in the manner scheduled.

One of the best ways to gain more profound knowledge of the pupil is through Case Study. In each Case Study attention was given to those phases of personality in which maladjustment was evidenced and observations were made as their possible causes.

The Caldwell (3) Preschool Inventory was used. The test consisted of four parts. Caldwell discussed the benefit of inventory testing in the following way: The test is a brief assessment procedure designed for children in the 3 to 6 years age range. It was used to give a measure of achievement in areas regarded as necessary for success in school. Factors A through C were used for this study.

## CHAPTER III

### D I S C U S S I O N   O F   F I N D I N G S   W I T H P R E S E N T A T I O N   O F   D A T A

Data were analyzed to determine the effect of the environment on the social adjustment of Head Start children. The specific purposes of the study were to:

- 1) Study the preschool child for emotional disturbances.
- 2) Show the value of home visiting by the teacher.
- 3) Elicit the result of parent-teacher interaction in solving the child's problems.

Two instruments, "Family Information Sheet" Form I, and The Preschool Inventory were used to obtain data. Case studies of 20 Head Start children enrolled in the South Waco Center were assessed. These case studies are stated as recorded in the child's confidential file at the Head Start Center; these reports have not been edited by the investigator.



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CASE STUDY I

Number of Children in Family - 3

Case I was a very immature child in social development, failed to adjust in any way to the needs of the group as a whole. The child was very dependent on the mother, had very poor muscular coordination, and was a very nervous child.

The child had very bad teeth and very poor eating habits. He was taken to the dentist and given proper treatment. After conference with the mother, it was agreed that this child would not develop independence, self reliance, and social consciousness unless he was permitted to do more things alone. Some improvements were made when the child started making decisions.

This home was visited, very cluttered and overcrowded conditions existed. There were more beds than any other furniture in the house. The mother had just remarried and the child missed the real father.

CASE STUDY II

Number of Children in Family - 5

Case II was a fearful child who only felt relaxed and at ease when other members of the family were around. We arranged the room where the child could feel free to go to any activity. We were able to establish a home-school relationship in the child's mind and the child began to adjust socially.

Older brothers and sisters were present in the home. The child had been told things about school and could not erase these feelings until he explored the situation.

The home was visited. Mother was very shy. The child was observed in this setting. The older brothers and sister ordered the child around. After visiting the home three times, the mother seemed very happy and was very cooperative with the teacher.

CASE STUDY III

Number of Children in Family - 7

Case III, a child with defective speech, was pleasant, and friendly. Through deliberate concentration we finally could understand. The children would giggle when he tried to talk. He felt self-conscious and desirous of withdrawing from the group.

Case III had a very frightening experience at the age of four. This child was held under water and whipped. As a result braces were worn for a period of time. We were able to show the greatest respect for the child. When the child spoke, the writer listened attentively ignoring his audibility and complimenting him on the fluency.

The children remarked, "she understands every word he says." Children are keenly aware of the teacher's responses. Soon all the children began to ignore this defect in speech and accepted him. He was referred to the speech therapist.

The home was visited, the mother lived with mother and sisters. The house was very crowded but very clean.

CASE STUDY IV

Number of Children in Family - 9

Case IV had suffered a great deal of illness in the past years. This child had been in the program previously and was real proud of the attendance record this year.

This child is from a broken home. The mother has nine children and one granddaughter living in the home. The home visit revealed a very untidy, clustered situation. The child was very quiet and shy. Through play, some of the child interests were discovered.

This child was given too little attention at home. The child felt that no one wanted her around and would play alone. The home was visited and the mother was very shy and had very little to say. We invited the mother into the center to observe our program and the child. This worked real well for both the mother and the child. The mother talked with the other children and her child more. This helped the mother and the child to overcome the shyness.

CASE STUDY V

Number of Children in Family - 4

Case V, a child had developed an undesirable habit of fighting on the play ground and on the way home from school.

The author was determined to solve the child's problem and to help the child arrive at a satisfactory mode of behavior. He was the youngest child in his family but did not appear to be spoiled. It seemed he had not been taught how to get along with other children, but spent most of his time with adults who petted, teased, and bullied him.

He actually wanted to be with the group and he secretly wanted the other children to like him. He just did not know what to do about it.

The author arranged quiet working groups that included him, so that he could discover it was possible for children to be together without friction. Sometimes he was the leader, more often he was the follower. Through quiet secure routine, a pleasant classroom atmosphere, interesting work activities, he learned that social cooperation was possible and belligerency entirely unnecessary.

CASE STUDY VI

Number of Children in Family - 3

Case VI a highly sensitive child and easily embarrassed. The teacher had to be careful in making a suggestion to her for fear of hurting her feelings. She did not have many friends for the children tended to avoid her since she took offense so easily. Naturally, the child was a very unhappy little girl.

In studying the child, the teacher traced her extremely sensitive nature to feelings of inferiority. Evidently conditions in the early environment had given feelings of not being very much. Case VI constantly felt that others were critical of her and noticed her defects. A broken home was given part responsibility in contributing to a feeling of neglect and rejection. There was a new baby in her family.

She needed badly to become a member of a social group. The teacher became determined to be alert to help her to overcome her sensitive feelings; so that the children would accept her in a social way. When she began to feel she was an accepted member of her group she experienced a knowledge of success and therefore, gained triumph over the feeling of inferiority.

Home visit showed that Case VI had been the center of attraction in the home, after the arrival of the baby, the same amount of attention was not given. The mother readily agreed to help in every way possible to solve the problem.

### CASE STUDY VII

#### Number of Children in Family - 7

Case VII was the youngest child in his family, very timid and depended on friends to do everything for him, was a very happy child but wasn't given a chance to do anything on his own.

To help him gain a feeling of independence, we let him put away his cot, put away toys he finished playing with and help with activities in the room.

He was real proud to know that he could tie his own shoes and do things for himself. In observing the child in the home the same pattern was followed. The mother was told about the situation. As a worker in the Head Start Center, she was able to see methods of treatments used and the child was able to develop a feeling of independence.

The mother also discovered that the child wanted to do things at home for himself. The child seemed so pleased when someone noticed that he had learned to solve some of his own problems. Conferences with mother solved this problem. It was agreed that the child could only develop independence, self reliance, and social consciousness by being put on his own resources considerably more.



CASE STUDY VIII

Number of Children in Family - 4

Case VIII usually came to school very irregular and late, had previous training in the child development center. Case VIII very quiet but participated in many activities. He worked and played well with the group. He had been left alone quite a lot and had a very good technique in solving his own problems.

The home was visited and the mother seemed real interested in her child although she made no comment as to the reasons for the child's irregular attendance and tardiness. The home was very clean and the children spent most of their time outside. The child did most everything on his own and was very good about showing other peers, the way of solving problems.

CASE STUDY IX

Number of Children in Family - 7

Case IX did everything to get attention. She was one of seven children of a divorcee. She did things to annoy the group and also to make them laugh. She wanted to be the center of attention. She always wanted to be the leader in all activities and in the line.

Knowing the child's home situation the case worker was aware that she had become a bully and a show off through misguided attention of her mother.

We decided to ignore the annoying little things that were done. We only gave attention to her when she really warranted it, but did not constantly correct or suppress her, since attention at any cost was her motive in the first place.

Home was visited and many etiological factors were observed. The child learned new acceptable ways of getting attention.

CASE STUDY X

Number of Children in Family - 7

Case X was a fearful child who showed withdrawing tendencies. When asked a question the child would not answer. She had no self confidence.

Fear decreased her activities to a large extent. The few things the child chose to do were done alone. Case X was able to overcome fear by her own efforts, and was allowed to continue activities alone for awhile; then was put in a small group who was sympathetic toward the child and had similar interest. The group activities consisted of things she could receive pleasure in achieving. She began to lose her fears and to find security.

The child was never given praise for her achievement but instead was told of all her faults. The mother cooperated with us in solving this problem.

CASE STUDY XI

Number of Children in Family - 5

Case XI annoyed the children at school. This child was brought to the center by her grandmother without application. Grandmother told us the mother brought the child and left. This child felt that all children did offending things toward her. The child had other sisters who had been given to other relatives. She missed a mother's individual love and attention. The only way she had been able to gain constant attention was to be complaining and telling about incidents happening in the room.

The child was longing for praise, attention and affection. The problem was helped by trying at all times to give the praise and attention before she sought it. She discovered that she could get attention without making others in the group uncomfortable.

CASE STUDY XII

Number of Children in Family - 5

Case XII, a well adjusted child, was happy, emotionally stable and spontaneous in his reactions to both children and adults. The child was developing attitudes that would prepare him for a happy successful living. He felt that the family loved him, consequently, that made him feel secure at home. Because of this security the child was unafraid, had self confidence in his social relations at the center. He was not bossy nor boastful, instead was reassuring and compromising.

The author found very pleasant results in the study of the child's background. Father and mother were young, happy in their relationship to each other and proud of their five children. Although the home was a bit crowded, it adequately met the child's physical needs. This child was confident that both parents loved him.

CASE STUDY XIII

Number of Children in Family - 7

Case XIII was very dependent on the sister. Case XIII was nine months younger than this sister and expected her sister to take off her coat and hat and put them away. This child was very sensitive and cried easily.

A chart was made and each child was given a special duty. This child's duty was to help clean up the doll corner and put away the dress-up clothes. She soon started putting away her own things.

She enjoyed doing things on her own. Home visits showed Case XIII never was able to do things on her own. The other sisters and brothers would do all the chores. The mother helped us in getting the child to establish independence.

CASE STUDY XIV

Number of Children in Family - 3

Case XIV was a very neat child with very bad teeth. She enjoyed playing in the center. This child could not eat properly due to the lack of good teeth.

The child was taken to the dentist and dental work was done. The child did not complain of toothache anymore. Each morning this child would come to school with candy.

The home was visited and the mother stopped giving the child money for candy before coming to the center. The mother was also referred to a nutrition program in a center and proper ways of feeding children were suggested to her. The mother was very proud to know new ways of providing proper care for the family.

CASE STUDY XV

Number of Children in Family - 2

Case XV a child with only one parent (father) in the home. This child was very aggressive, always wanted to be the leader. The father of Case XV was ill and unemployed. The income was very limited. This child was very fond of his father, but missed having a mother around the house. He often talked about his father taking him to eat at the cafe around the corner.

The home was visited, furniture was sparse. The father was very cooperative in working with the child. The child was teased by the sister. The father was very proud of the son's progress. At school the child was given a great deal of attention, affection and security. The teacher played the role of the absent mother at school and will place records in the cumulative folder so the next teacher can deal with this problem properly.

CASE STUDY XVI

Number of Children in Family - 8

Case XVI was a very quiet child, yet very alert. He seemed to be a little shy. The child's real interest in the center was all the games. He enjoyed playing games with the other children, but didn't talk very much.

Reading readiness games were introduced and the children would tell the story. He was praised for the story he told. Soon he started to talk and communicate with his peers.

The home was visited and the parents did not accept the visit too well. Later a better parent-teacher relationship was established. The parents felt that we had helped their child to communicate well with others.

CASE STUDY XVII

Number of Children in Family - 4

Case XVII was very untidy, usually came to school with hair uncombed, face unwashed; but he had a very sweet smile and pleasant manner.

Case XVII enjoyed coming to the center, and usually spent most of the time in the doll corner. The mother was a college graduate, but did not have a professional job. After entering our program, the mother started to school and to work. Mother came to the center and told us about her first pay check and how she had given her children money to buy things they had wanted.

This mother was willing to do her share for the family but was not physically able. The house was very crowded but was very neatly kept. To help the child develop a better self-image, the child's hair was combed daily and clothing was provided. The mother seemed very pleased with what we had done for her and had started taking better care of her child.

CASE STUDY XVIII

Number of Children in Family - 5

Case XVIII is a timid boy who showed unusual timidity on the playground. He seemed afraid to enter into the game and was so awkward when he played no one chose him on their side. He was developing an extreme case of fearfulness and inferiority. He shrank from ridicule.

He is the youngest child in his family and has older sisters. This child would always clean the room but did not like to participate in activities in the center. The teacher did not force him into games. Forcing a child into games when the child is afraid produces more emotional disturbance. The teacher included him in the game and let him set up the game. When the group had relay races, he acted as judge or took the ball out. He was connected with the game and had a part that allowed satisfaction and easiness. He finally was able to play in the game without being pushed or hurried.

CASE STUDY XIX

Number of Children in Family - 7

Case XIX is a shy child who would not associate with other children. Home conditions were studied. Parents were very domineering. They ordered and controlled the child's complete life and never allowed the child to be herself. The things the child did at home and at the center were criticized by the parents.

The child had a very negative, anti-social tendency in her behavior. The home was visited and good rapport was established between the parents and the teacher. Through the cooperation of the home with the center, the child was able to make adjustment.

### CASE STUDY XX

#### Number of Children in Family - 2

Case XX had a speech impediment. Case XX was unable to speak clearly. This child always played an adult role. He liked to keep everything in order, and would not paint at the easel. His interests were very few.

The home was visited; the mother kept telling the child to put that away when you finish playing with it, adding: "I won't have time to clean up."

The mother was invited to the center as a volunteer to set up the easel for painting and to read stories to the children. This was an exciting time for the child because he wanted to use the easel and brush but had to ask the mother's permission. The mother warned the child not to get paint on himself. We explained to the mother that we used aprons to protect the clothes. The mother had told the child not to use paint, but after observing the child she accepted the idea and Case XX was allowed to enjoy the easel. This child was referred for speech therapy.

A review of the 20 Head Start children's background revealed the following family composition.

<u>Children Living With</u>	<u>Number</u>	<u>Per cent</u>
Both parents	11	55.0
One parent	8	40.0
Other	1	5.0
Total	20	100.0

The majority of the participants were living with both parents. Eight of these children lived with mothers only, and

one child lived with a relative. A census of the number of children visited indicated there were 2 to 9 children in each family. The total number of children in these families were 101.

The families in this study who rented their homes lived in housing projects with two or three bedrooms. The participants that owned their homes had homes of very limited space. Two of these families were buying homes. Fifteen of these families were living in housing projects, and three were home owners. Most homes were crowded and had very little furniture.

<u>Home Ownership</u>	<u>Number</u>
Buying home	2
Own home	3
Rent home	15

Table I gives a summary comparison between mean scores on the pretest and post-test for each of the five scoring categories. In each category there is evidence of improved performance. The mean score for each category increased while its associated standard deviation decreased. In all but the Concept Activation-Numerical scale the lowest score was raised between pretest and post-test. For all but the same sub-test the highest score was raised between tests.



TABLE I

## CALDWELL PRESCHOOL INVENTORY: A COMPARISON OF PRETEST AND POST-TEST

## SCORES FOR 20 HEAD START CHILDREN

Subtest	Pretest			Post-Test				
	$\bar{X}$ Score Pretest	Standard Deviation	Range	$\bar{X}$ Score Post-Test	Standard Deviation	Range	Value of $t$	$r$
Personal-Social Responsiveness	19.4	3.6	13/25	21.4	3.1	16/26	3.20**	.71
Associative Vocabulary	13.1	3.4	7/17	15.5	3.1	11/21	4.58***	.76
Concept Activation Numerical	14.1	4.0	6/19	15.4	3.8	4/19	3.56**	.89
Concept Numerical Sensory	11.2	3.0	7/18	14.0	2.8	9/19	5.69***	.75
Total	57.8	12.1	33/77	66.3	11.0	42/82	8.58***	.94

d/f = 6

\*\*P=&lt;.005

\*\*\*P=&lt;.001

One-tail Test

In order to compare the difference statistically, a t-test for testing the difference between correlated samples was used. For the Personal Social Responsiveness sub-test, a t-value of 3.20 was achieved which is significant at the .005 level.

The Concept Activation Numerical sub-test also yielded a t-value which was significant at the .005 level. The Associate Vocabulary sub-test, the Concept Activation Sensory sub-test, and the total score had t-values between pretest and post-test means of 4.58, 5.64 and 8.58 respectively.

Table I gives a summary comparison between mean scores on the pretest and post-test for each of the five categories. The five categories were:

Factor A: Personal-Social Responsiveness. This factor involves knowledge about the child's own personal world (name, address, parts of body, friends) and his ability to establish rapport with and respond to the communication of another person (carrying out simple and complicated verbal instructions given by an adult). Perhaps more than any other factor, it represents the type of eminently practical ability which the inventory was originally designed to assess.

Factor B: Association Vocabulary. This factor requires the ability to demonstrate awareness of the connotation of a

word by carrying out some action or by association of certain intrinsic qualities of the underlying verbal concept. Item units having high loadings include simple labeling of geometric figures, supplying verbal or gestural labels for certain functions, actions, events, and time sequences, and being able to describe verbally the essential characteristics of certain social roles. Many of the specific deficits frequently attributed to culturally deprived children clusters in this factor.

Factor C: Concept Activation. This is the factor that accounted for the greatest amount of common-variance. The concepts involved seem to represent two major categories: ordinal or numerical relations, and sensory attributes such as form, color, size, shape, and motion. The activation involves either being able to call on established concepts to describe or compare attributes (relating shapes to objects, color names to objects or events) or to execute motorically some kind of spatial concept (reproduction of geometric designs or drawing the human figure).

Some caution should be noted in interpreting this data. The sample under study was essentially an intact class group. Members of the sample group cannot be considered to be randomly sampled and in all likelihood are not normally distributed. Keeping these reservations in mind the investigator

may cautiously state there was a significant increase in performance between the pretest and the post-test for the group sampled.

In order to have a rough distinction between the effects due to normal maturation of the children in the sample group and the effects due to the instructional program further comparisons were needed. Table II and Figures 1 through 5 show the comparison of the 20 Head Start Children, sample group, with a comparable norm group.

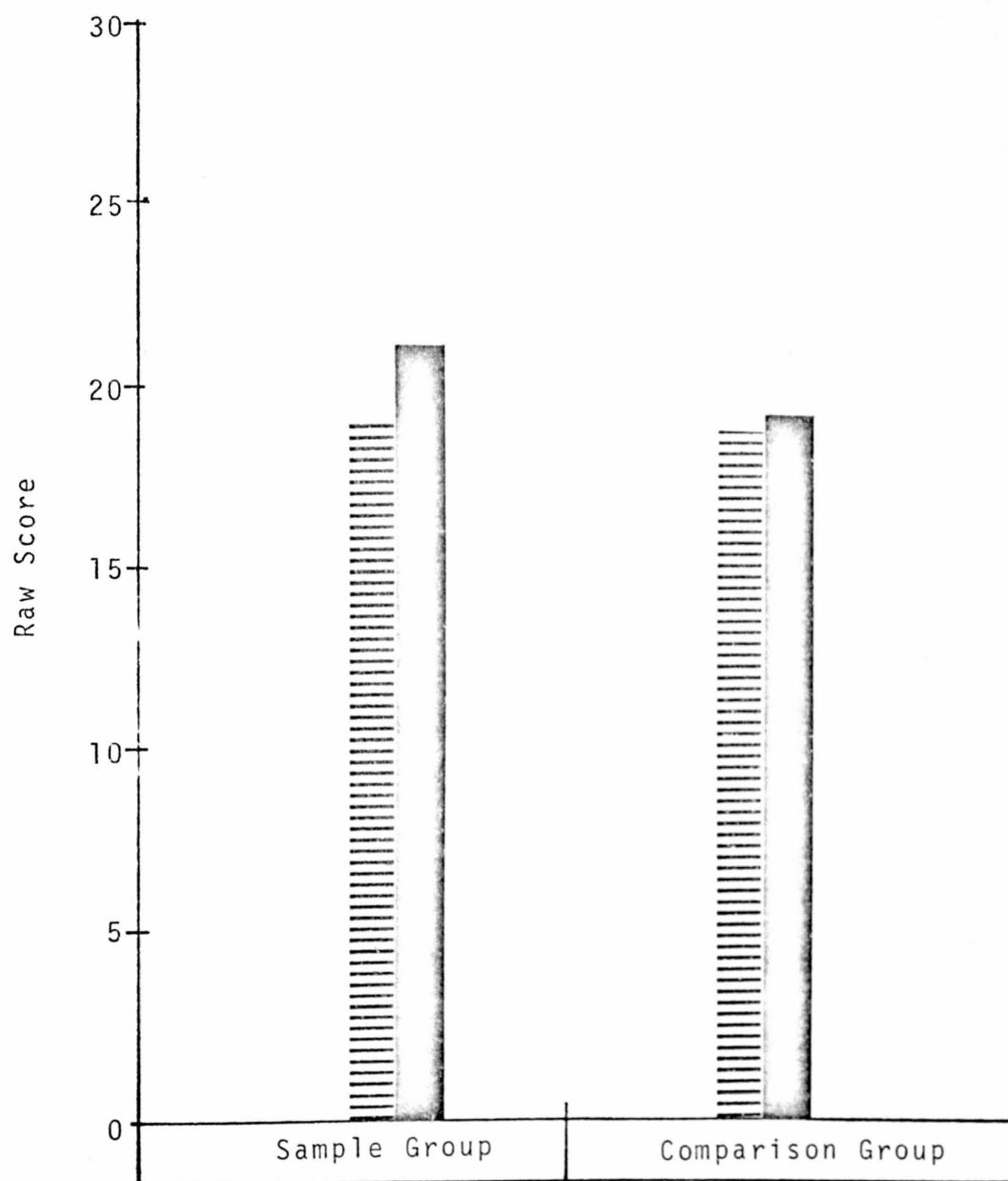
The norm scale was derived in the following manner. The mean age of the sample group was calculated for both pretest and post-test using these age values the 50 percentile score for the appropriate age range was looked up in the table of normative scores for lower class subjects. These are the values used for comparison.

It can be readily noted that the percentage increase in scores shown in Table II is greater for the sample group than for the comparison, with one exception. There was a larger increase for the comparison on the numerical concept activation sub-test. For the other four sub scores the percentage increase was two to four times larger than the increase in scores for the comparison group.

TABLE II

CALDWELL PRESCHOOL INVENTORY: A COMPARISON OF TEST SCORES BETWEEN 20 HEAD  
START CHILDREN SAMPLE GROUP AND NORM COMPARISON GROUP

Subtest	Sample Group			Per cent Increase	Norm Comparison Group			
	$\bar{x}$ Score Pretest	$\bar{x}$ Score Post-Test	Differ-ential		$\bar{x}$ Score Pretest	$\bar{x}$ Score Post-Test	Differ-ential	Per cent Increase
Personal-Social Responsiveness	19.4	21.4	2.0	10.3	19.0	19.0	0.3	2.6
Associative Vocabulary	13.1	15.5	2.4	18.3	11.5	12.0	0.5	4.3
Concept Activation Numerical	14.1	15.4	1.3	9.2	10.0	11.5	1.5	15.0
Concept Activation Sensory	11.2	14.0	2.8	25.0	15.0	16.3	1.3	8.7
Total	57.8	66.3	8.5	14.7	56.0	61.0	5.0	8.9
Mean Age	5 Yrs. 6.8 Mo.	6 Yrs. 0.0 Mo.	Age Group		5Yr, 6Mo 6Yr, 0Mo	6Yr, 0Mo 6Yr, 6Mo		



Post-Test 


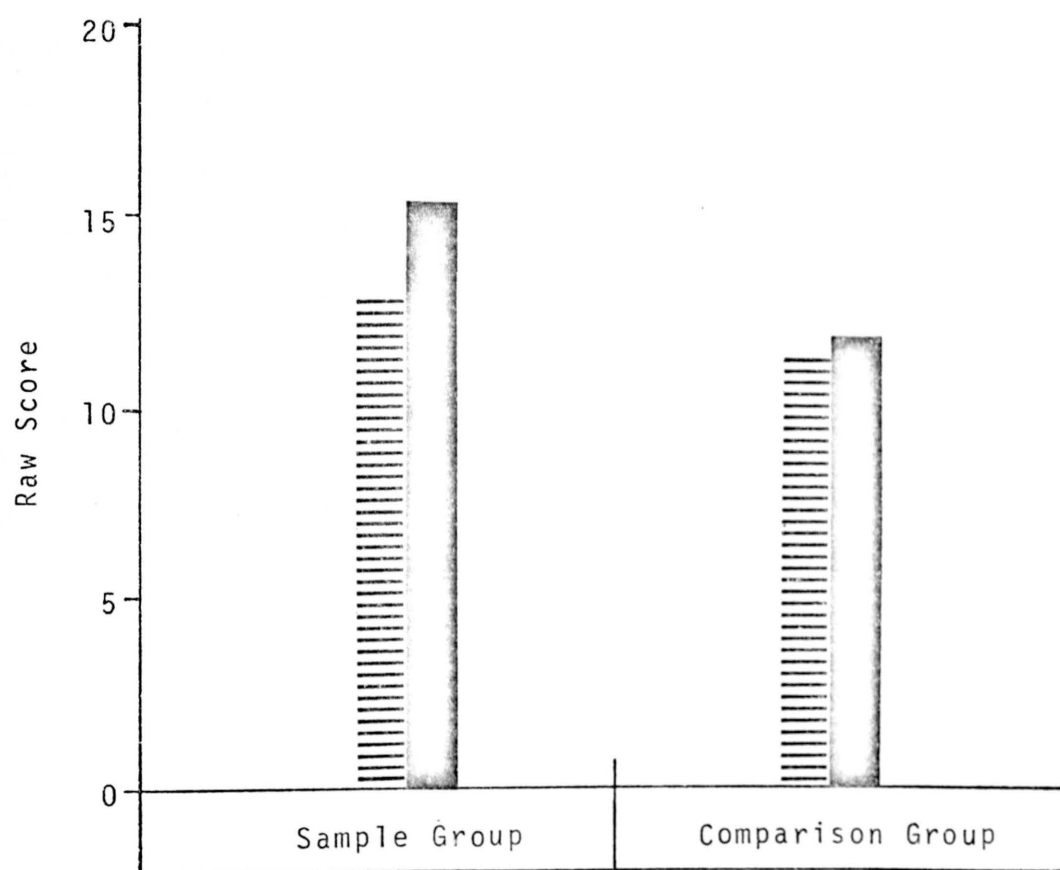

Pretest 

Figure 1

A Comparison of Scores on the Personal-Social Responsiveness Sub-Test. The Comparison Group Represents 50 Percentile Norm Scores Using the Mean Age of the Sample Group at Time of Testing



Post-Test 


Pretest 

Figure 2

A Comparison of Scores on the Associative Vocabulary Sub-Test. The Comparison Group Represents 50 Percentile Norm Scores Using the Mean Age of the Sample Group at Time of Testing

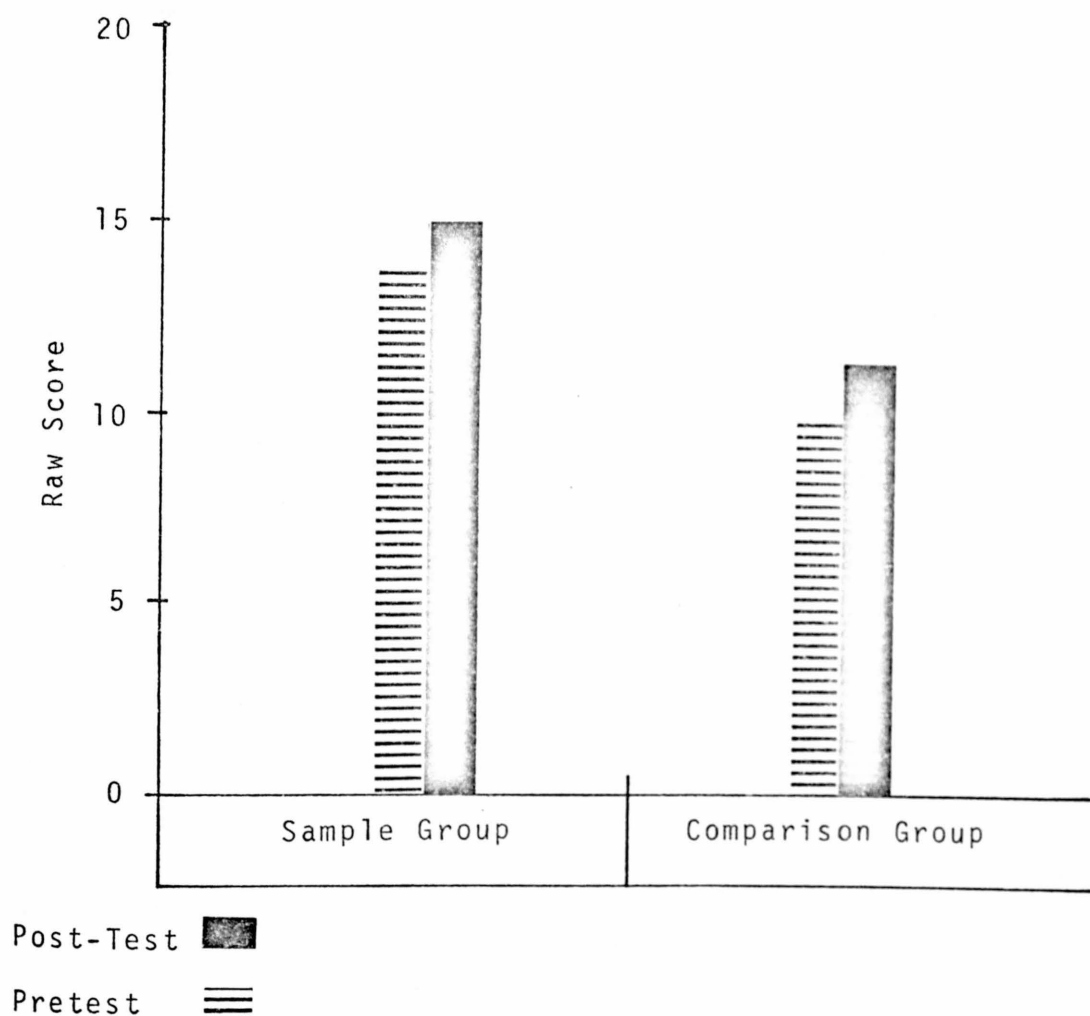


Figure 3

A Comparison of Scores on the Concept Activation-Numerical Sub-Test. The Comparison Group Represents the 50 Percentile Norm Scores Using the Mean Age of the Sample Group at Time of Testing



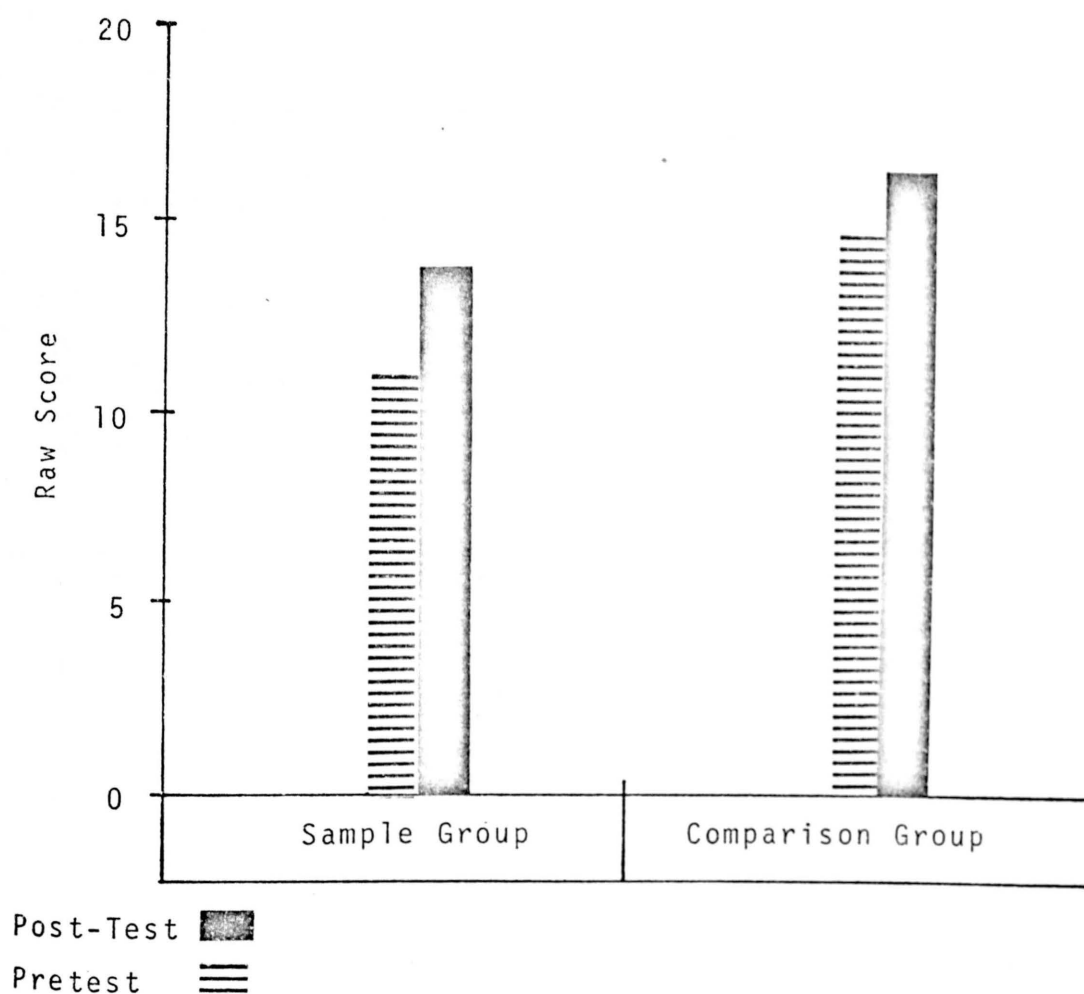


Figure 4

A Comparison of Scores on the Concept Activation-Sensory Sub-Test. The Comparison Group Represents the 50 Percentile Norm Scores Using the Mean Age of the Sample Group at Time of Testing

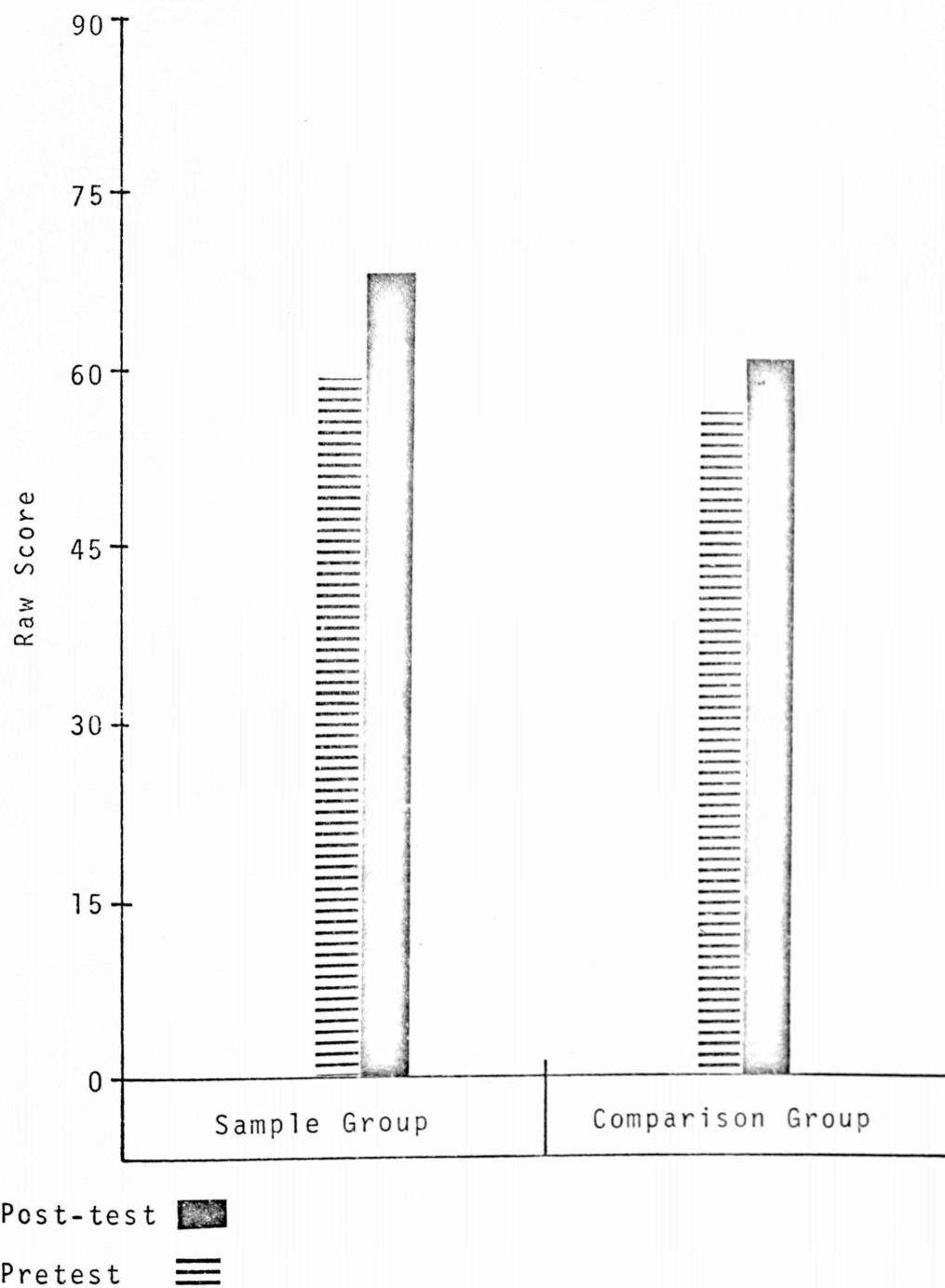


Figure 5

A Comparison of Total Scores on the Caldwell Preschool Inventory. The Comparison Group Represents 50 Percentile Norm Scores Using the Mean Age of the Sample Group at Time of Testing

The computation of the t-test for the correlated sample was based on the following equation.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{(S\bar{x}_1)^2 + (S\bar{x}_2)^2 - 2(r_{x_1x_2}) (S\bar{x}_1) (S\bar{x}_2)}}$$

d.f. = Degrees of Freedom

$$= n-1$$

$$= 17-1 = (16)$$

Where

$\bar{x}_1$  = Mean score for pretest

$\bar{x}_2$  = Mean score for post-test

$S\bar{x}_1$  = Standard error of estimate for  $\bar{x}_1$

$S\bar{x}_2$  = Standard error of estimate for  $\bar{x}_2$

$r_{x_1x_2}$  = Correlation between pretest and post-test

## CHAPTER IV

### S U M M A R Y , C O N C L U S I O N , A N D R E C O M M E N D A T I O N S

The purpose of this study was to determine the effect of the environment of Head Start children and to investigate the extent of cooperation and encouragement in the homes of these children enrolled in South Waco Elementary School from September, 1969 through May, 1970. The specific purposes of the study were to:

- 1) Study the preschool child for emotional disturbances.
- 2) Show the value of home visiting by the teacher.
- 3) Elicit the result of parent-teacher interaction in solving the child's problem.

Two instruments, "Family Information Sheet," Form I and the Preschool Inventory, were used to obtain data. Family backgrounds of children showed these children have undesirable

home conditions, homes are usually crowded, income very low, and the number of children very large. Most of these families lived in housing projects.

To learn about the social status the homes of 20 Head Start children included in the study were visited. Case studies were developed for each individual. This information revealed that it is necessary to provide an environment by which each child can learn to live with others and yet retain his personal identity. The ability to feel comfortable and satisfied about himself, his home, to get along with others and to contribute in a spirit of cooperation and goodwill to the necessary activities of the center are the significant measures of his adjustment.

Casual play encounters can give the teacher new insights into the child's problems, worries, and aspirations. The more sympathetic the relationship established between teacher and pupil the more likely the teacher is to understand the basic reasons for a child's external behavior.

A child's behavior constantly reveals his needs and problems, observations of children informally--on the playground, in the room or in all constructive play--will reveal characteristic behavior trends. Clues to behavior can be gained from children's conversations, dramatic play, stories they tell and

pictures they draw. The child's deep seated interest, the things that truly reflect his desired needs, are often discovered in unguarded moments when the children are not conscious of pleasing teacher or anyone else.

The teachers of today play a highly significant role in the kind and quality of social learnings which girls and boys experience in the centers.

The Caldwell Preschool Inventory Test was used, it may be cautiously stated that it appears that the learning program had a positive influence on testing performance over and above that of purely maturational factors. Some qualifications must be considered with this statement. The comparison group is not necessarily an accurate control group due to differences in ethnic composition and geographical location. It will be noted that the sample group scored higher initially on all but the Sensory Concept Activation sub-test. This may be due to the technique used in using scores of children having relatively nonhomogeneous ages; the difference in socio-economic status between sample and comparison groups and the fact that some children in the sample were of an age greater than the one used in standardization, considering these objections, this program still seems to have a positive effect on these children, though we cannot statistically generalize to other groups.

Scores as a whole suggest success in attaining security and favorable recognition.

Findings warranted the following conclusions:

- 1) Parents and teachers must work together to see that social adjustments are met.
- 2) Children need to belong to groups in which they can be a part in the social process.

Recommendations:

- 1) The data presented and discussed in this study appear to justify certain recommendations by the writer applicable to the education of culturally deprived children.
- 2) Provide preschool education to help compensate for the limitations of some homes.
- 3) Concentrate on a curriculum that will meet the needs of each child.
- 4) In-service training and workshops for parents to discuss problems relating to these children.
- 5) Explain to parents the necessity and significance of preschool programs for their child and show how the parents can learn appropriate communication patterns to enable them to help their children.
- 6) Help the community play a decisive role in setting up activities for the children in the community.

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A P P E N D I X

# PRESCHOOL INVENTORY

(Standardization edition)

Bettye M. Caldwell

## INSTRUCTIONS

1. SPECIFIC DIRECTIONS FOR ADMINISTERING WILL BE FOUND IN THE PRESCHOOL INVENTORY MANUAL.
2. THIS ANSWER SHEET IS NOT MACHINE SCORABLE.

### TEST I

<p>1. WHAT IS YOUR FIRST NAME?      .   .</p> <p>2. WHAT IS YOUR LAST NAME?      .   .</p> <p>3. HOW OLD ARE YOU?      .   .</p> <p>4. WHEN IS YOUR BIRTHDAY?      .   .</p>	<p>13. RAISE YOUR HAND      .   .</p> <p>14. WIGGLE      .   .</p> <p>15. HELLO VERY LOUDLY      .   .</p> <p>16. HELLO VERY SOFTLY      .   .</p> <p>17. FACE DOOR      .   .</p> <p>18. JUMP      .   .</p>
<p>5. SHOW ME YOUR EYE      .   .</p> <p>6. SHOW ME YOUR NECK      .   .</p> <p>7. SHOW ME YOUR SHOULDER      .   .</p> <p>8. SHOW ME YOUR HEEL      .   .</p>	<p>19. RED CAR ON BLACK BOX      .   .</p> <p>20. BLUE CAR UNDER GREEN BOX      .   .</p> <p>21. YELLOW CAR ON LITTLE BOX      .   .</p> <p>22. ONE CAR IN MIDDLE-SIZE BOX      .   .</p> <p>23. ALL CARS ONE SIDE, ALL BOXES OTHER SIDE      .   .</p> <p>24. 3 CARS IN BIG BOX      .   .</p> <p>25. 2 CARS BEHIND BOX IN MIDDLE      .   .</p> <p>26. GIVE EVERYTHING TO ME      .   .</p>
<p>9. WHAT CALL (EAR)      .   .</p> <p>10. WHAT CALL (FINGER)      .   .</p> <p>11. WHAT CALL (KNEE)      .   .</p> <p>12. WHAT CALL (ELBOW)      .   .</p>	

### TEST II

<p>27. (CHECKERS) CAR THAT PULLS TRAIN      .   .</p> <p>28. (CHECKERS) LAST CAR ON TRAIN      .   .</p>	<p>35. TIME OF YEAR HOTTEST?      .   .</p> <p>36. TIME OF YEAR COLDEST?      .   .</p> <p>37. TIME OF YEAR NOW?      .   .</p> <p>38. WHERE FIND LION?      .   .</p> <p>39. WHERE BUY GAS?      .   .</p> <p>40. WHO GO TO IF SICK?      .   .</p> <p>41. WHERE FIND BOAT?      .   .</p> <p>42. WHAT DO TO READ SOMETHING?      .   .</p>
<p>29. WHICH WAY DOES SAW GO?      .   .</p> <p>30. WHICH WAY ELEVATOR?      .   .</p> <p>31. WHICH WAY FERRIS WHEEL?      .   .</p> <p>32. WHICH WAY PHONOGRAPH RECORD?      .   .</p> <p>33. WHICH WAY WATER FALL?      .   .</p> <p>34. WHEN BREAKFAST?      .   .</p>	
<p>43. WHAT DOES DENTIST DO?      .   .</p> <p>44. WHAT DOES POLICEMAN DO?      .   .</p> <p>45. WHAT DOES TEACHER DO?      .   .</p> <p>46. WHAT DOES FATHER DO?      .   .</p> <p>47. WHAT DOES MOTHER DO?      .   .</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

# PRESCHOOL INVENTORY

Name \_\_\_\_\_ Last \_\_\_\_\_ First \_\_\_\_\_ Boy ☐ Girl ☐

Year \_\_\_\_\_ Month \_\_\_\_\_ Day \_\_\_\_\_

Date of test \_\_\_\_\_ Time finished \_\_\_\_\_

Birthdate \_\_\_\_\_ Time started \_\_\_\_\_

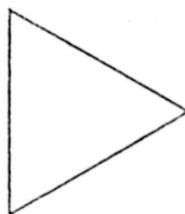
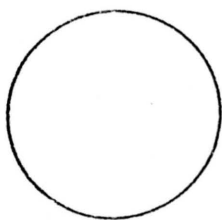
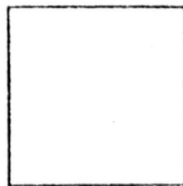
Age \_\_\_\_\_ Total time \_\_\_\_\_

School attended \_\_\_\_\_ How long? \_\_\_\_\_

Name of teacher \_\_\_\_\_ Name of examiner \_\_\_\_\_

Child's major language \_\_\_\_\_ Language in which given \_\_\_\_\_

Item Nos.	Factor	Subtest	Raw Score	Percentile	
1-26	A	Personal-Social Responsiveness			
27-47	B	Associative Vocabulary			
48-66	C <sub>1</sub>	Concept Activation—Numerical			
67-85	C <sub>2</sub>	Concept Activation—Sensory			
1-85		Total			



## TEST III

48. HOW MANY EYES?	•	•	57. COUNT (TO 5)	•	•
49. HOW MANY NOSES?	•	•	58. HOW MANY CORNERS, PAPER	•	•
50. HOW MANY HANDS?	•	•	59. 2 & 8 CHECKERS, WHICH MORE	•	•
51. HOW MANY TOES?	•	•	60. 6 & 6 CHECKERS, WHICH MORE	•	•
52. HOW MANY WHEELS-CAR?	•	•	61. 2 & 8 CHECKERS, WHICH FEWER	•	•
53. HOW MANY WHEELS-BICYCLE?	•	•	62. POINT TO MIDDLE ONE	•	•
54. HOW MANY WHEELS-TRICYCLE?	•	•	63. POINT TO FIRST ONE	•	•
55. HOW MANY WHEELS-WHEELBARROW?	•	•	64. POINT TO LAST ONE	•	•
56. HOW MANY WHEELS-ROW BOAT?	•	•	65. POINT TO SECOND ONE	•	•
			66. POINT TO NEXT-TO-LAST	•	•

## TEST IV

67. DRAW A LINE	•	•	79. WHAT COLOR IS: (RED CRAYON)	•	•
68. DRAW A CIRCLE	•	•	80. WHAT COLOR IS: (BLACK CRAYON)	•	•
69. DRAW A SQUARE	•	•	81. SAME COLOR AS THE SKY	•	•
70. DRAW A TRIANGLE	•	•	82. SAME COLOR AS THE NIGHT	•	•
71. WHICH MOST LIKE WHEEL	•	•	83. COLOR CIRCLE YELLOW	•	•
72. WHICH MOST LIKE TENT	•	•	84. COLOR SQUARE PURPLE	•	•
73. WHICH MOST LIKE STICK	•	•	85. COLOR TRIANGLE ORANGE	•	•
74. BIGGER, BALL OR BICYCLE	•	•			
75. BIGGER, TREE OR FLOWER	•	•			
76. SLOWER, CAR OR BICYCLE	•	•			
77. HEAVIER, BRICK OR SHOE	•	•			
78. HEAVIER, FEATHER OR FORK	•	•			