DOCUMENT RESUME

ED 104 057 EC 071 722

AUTHOR Troutt, George , Jr.
TITLE Competency Base for Curriculum Development in Preschool Education: Volume 1; Central Document.
INSTITUTION Appalachia Educational Lab., Charleston, W. Va.
NOTE 128p.; For related information see ED 071 723-725

EDRS PRICE MF-$0.76 HC-$6.97 PLUS POSTAGE
DESCRIPTORS Behavioral Objectives; Child Development; Criterion Referenced Tests; Cultural Differences; *Curriculum Development; *Evaluation Methods; Exceptional Child Research; *General Education; Intervention; Parent Education; *Preschool Education; Rating Scales
IDENTIFIERS Competency Based Curriculum; *Home Oriented Preschool Education Program

ABSTRACT

Presented in the first of 4 related documents on the Home-Oriented Preschool Education (HOPE) Program is an overview of the procedures for developing a competency based curriculum for normal preschool Appalachian children up to 6-years-old. Discussed are the investigation's procedural components: rationale; philosophical framework (including assumptions and a learning theory matrix); a literature search on terminal behaviors; and evaluations by individuals from the National Panel of Child Development Scholars, the Appalachian Panel of Child Development Scholars, and 950 Appalachian parents of preschool children. Reported are the panels' general agreement on the competencies' empirical support. More than half of the document is comprised of a bibliography and seven appendixes, including lists of panel members, numbers by region of parent evaluators, the prime competency list, and the rating instrument. (CL)

A Competency Base for Curriculum Development in Preschool Education

Volume I
Central Document

Marketable Preschool Education Program

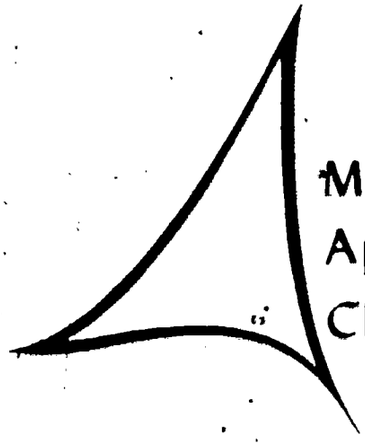
Appalachia Educational Laboratory, Inc.
Charleston, West Virginia 25325

A Competency Base For Curriculum Development In Preschool Education

Volume I

Central Document

George Troutt, Jr. Ph.D.
Principal Investigator



Marketable Preschool Education Program
Appalachia Educational Laboratory, Inc.
Charleston, West Virginia 25325

Table of Contents

Acknowledgements

During the conceptual phases of the investigation, Dr. Lilian G. Katz, Professor of Education, University of Illinois, and Dr. Benjamin Bloom, Professor of Education, University of Chicago, assisted the investigator. This assistance was timely and effective. The investigator is most appreciative.

An investigation of this scope demanded the intellectual input of many people. It is impossible to list all those persons. However, two colleagues of the investigator, Dr. Ermel Stepp, Design and Evaluation Specialist and Dr. Joe Shively, Research and Evaluation Specialist provided the investigator with invaluable professional assistance.

Certainly not enough gratitude can be extended to the National, Appalachian, and Parent Panels. Each of these panels provided the critical judging so essential to each phase of the investigation.

The investigator wishes to singularly recognize the professional loyalty and stenographic attributes of Sandra Barnhill. She provided that thread of coordination essential to any investigation involving several components.

Foreword

As the second generation of developmental work in the HOPE Process unfolds, it is planned that the curriculum base reflects an empirical foundation. This foundation, in its final form, will be known as a competency base. From this base, performance descriptives will be formulated for each of the four components in HOPE. This task is viewed as *critical* to future developmental work and presents a tedious challenge to the investigator. With these thoughts and intents in mind this project was undertaken.

George Troutt, Jr.

Preface

When one begins to develop programmatic efforts in the field of Early Childhood Education, one leading question emerges sooner or later. What can children, the ages for which programs are being developed, be expected to do, perform, or accomplish? When one attempts to answer this question, additional questions emerge.

- Do children grow and develop in a systematic way, providing specific stages of growth that can be specifically identified as age 1, 2, 3, 4, 5, etc.?
- Is learning to learn sequential? (Must certain skills be learned before other skills can be mastered?)
- Do we have general consensus among the scholars of child growth and development about the specifics of growing and developing?

The HOPE (Home-Oriented Preschool Education) Program is attempting to build an empirical base for its curriculum in the second generation of program development. These questions, just mentioned, become formidable obstacles to this curriculum development. Answers to the questions are nonexistent or are not readily available. Therefore, an investigation was conducted to answer, at least for the HOPE curriculum team, parts of these questions.

The investigation provided:

A master list of competencies for "normal" Appalachian and non-Appalachian children, terminal behavior 6 years 0 months. (See Appendix G.)

The central document: "A Competency Base for Curriculum Development in Preschool Education."

An appendage document: "Responses of a National Panel of Child Development Scholars to Competencies of Preschool Children."

An appendage document: "Responses of a National and an Appalachian Panel of Child Development Scholars to An Early Childhood Competency Rating Instrument."

A Technical Report on Data.

From those data collected during the investigation, domains of competencies were established. For each competency in these domains performance descriptives were created for television scripting; and production of parent, home visitor, and group experience materials. The performance descriptives are included in the final document: "A Preschool Curriculum Based Upon Child Competencies."

PROCEDURAL

COMPONENTS OF THE INVESTIGATION

Procedural Components of the Investigation

Section I: Rationale

Need:

Statements were created supporting the formation of a Competency Base from which performance descriptives evolved.

Population:

Statements defining the relationships of the specific age range of children to the competencies were established.

Section II: Philosophical Framework

Assumptions for Home Based Intervention:

A list of assumptions which support home intervention for preschool children, supported by philosophical tenets which support the home intervention processes for preschool children, created the theoretical support for the Competency Base.

Learning Theory Matrix:

A schematic representation was derived from four major schools of learning theory. An eclectic learning theory matrix was developed from this schematic representation to support the HOPE philosophy of how children learn.

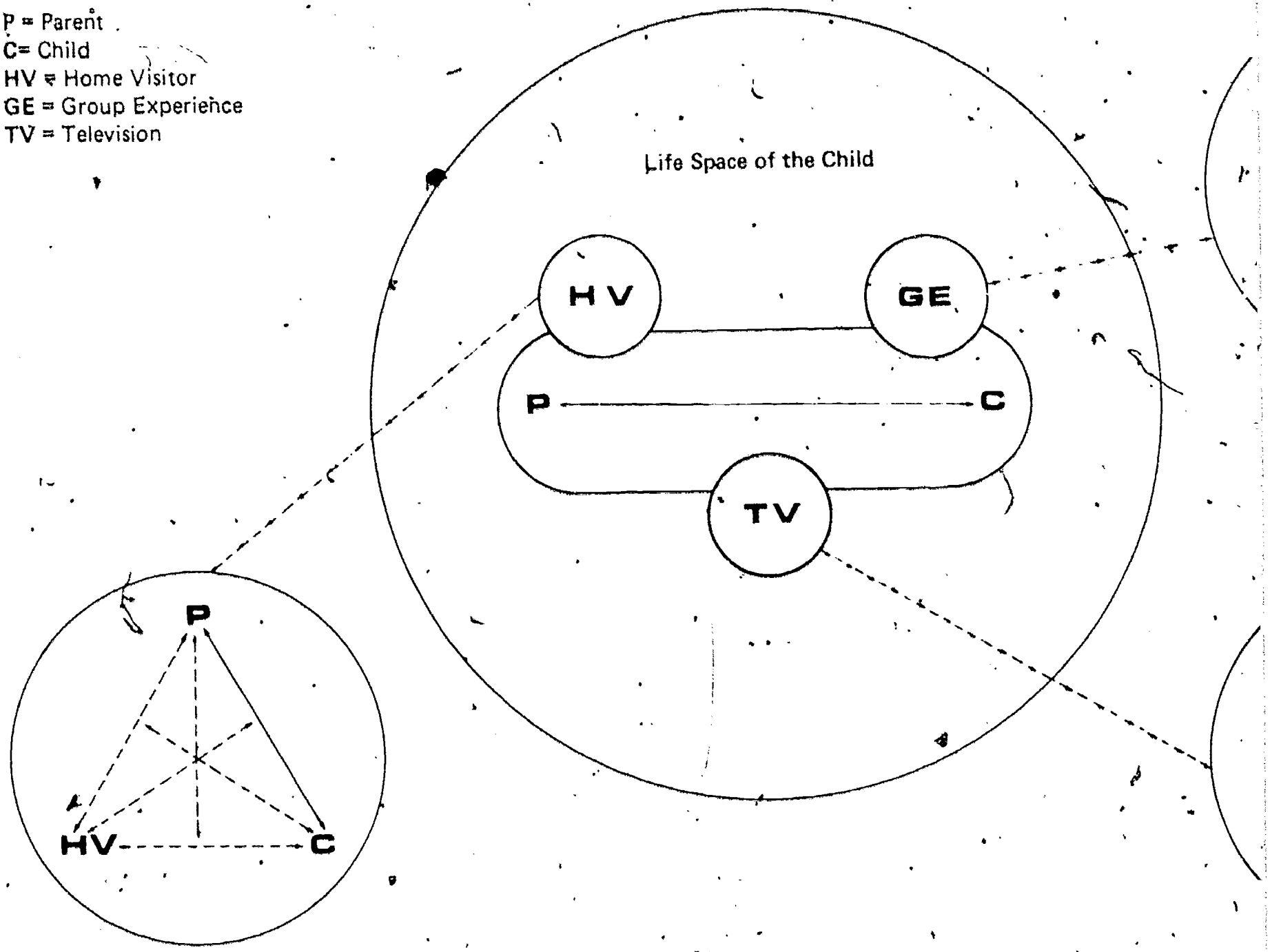
Section III: Procedures and Results

Methods of data collection and data analyses were presented along with findings to support the empirical formation of the Competency Base.

Section IV: Summary

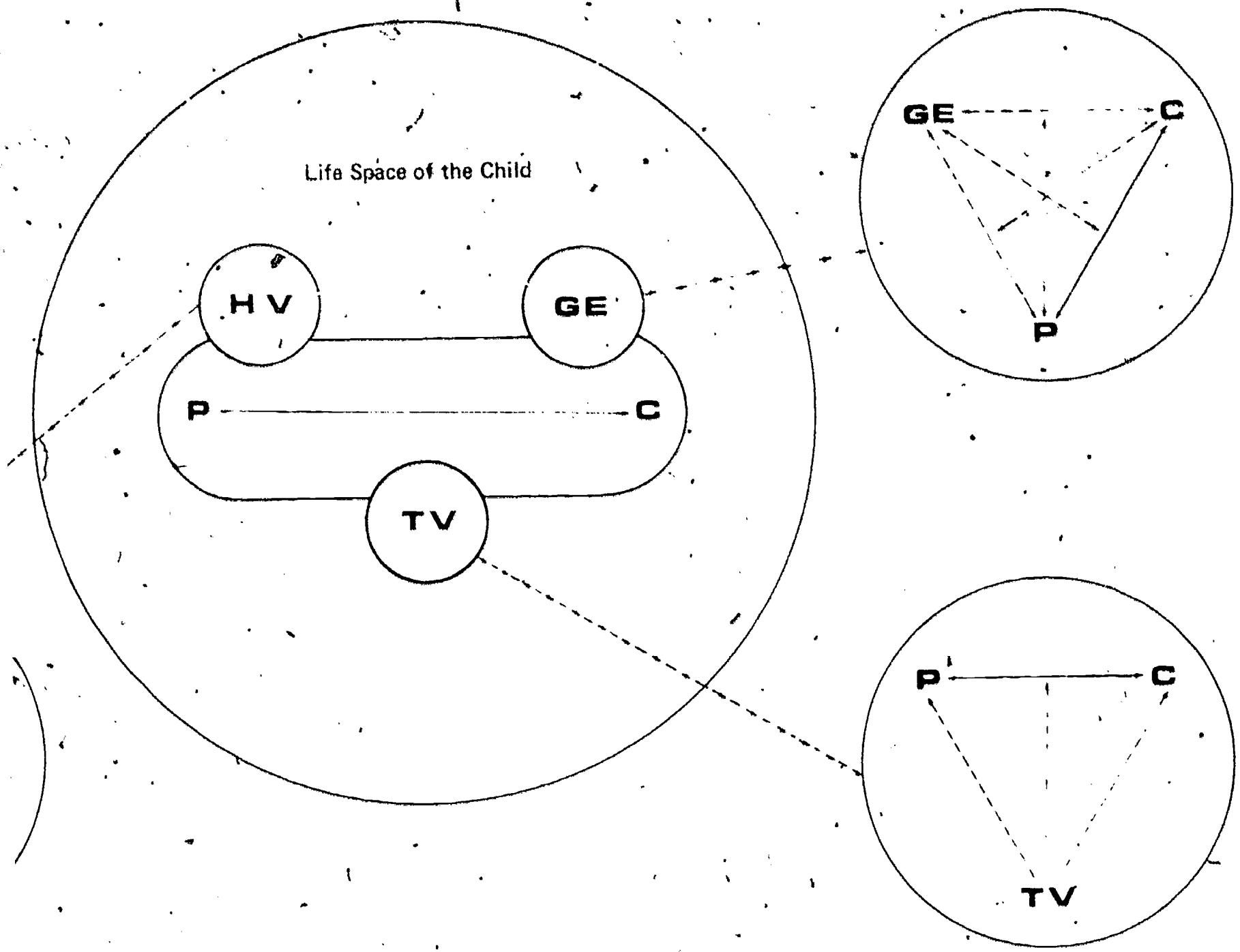
A narrative about findings and their implications for the Empirically Referenced Instructional Model and the HOPE Integration Model indicated the utilization of the competencies established via the investigation. (See Charts that follow.)

P = Parent
C= Child
HV = Home Visitor
GE = Group Experience
TV = Television



——— = Primary Emphasis
– – – – = Secondary Emphasis

Purpose of HOPE Model

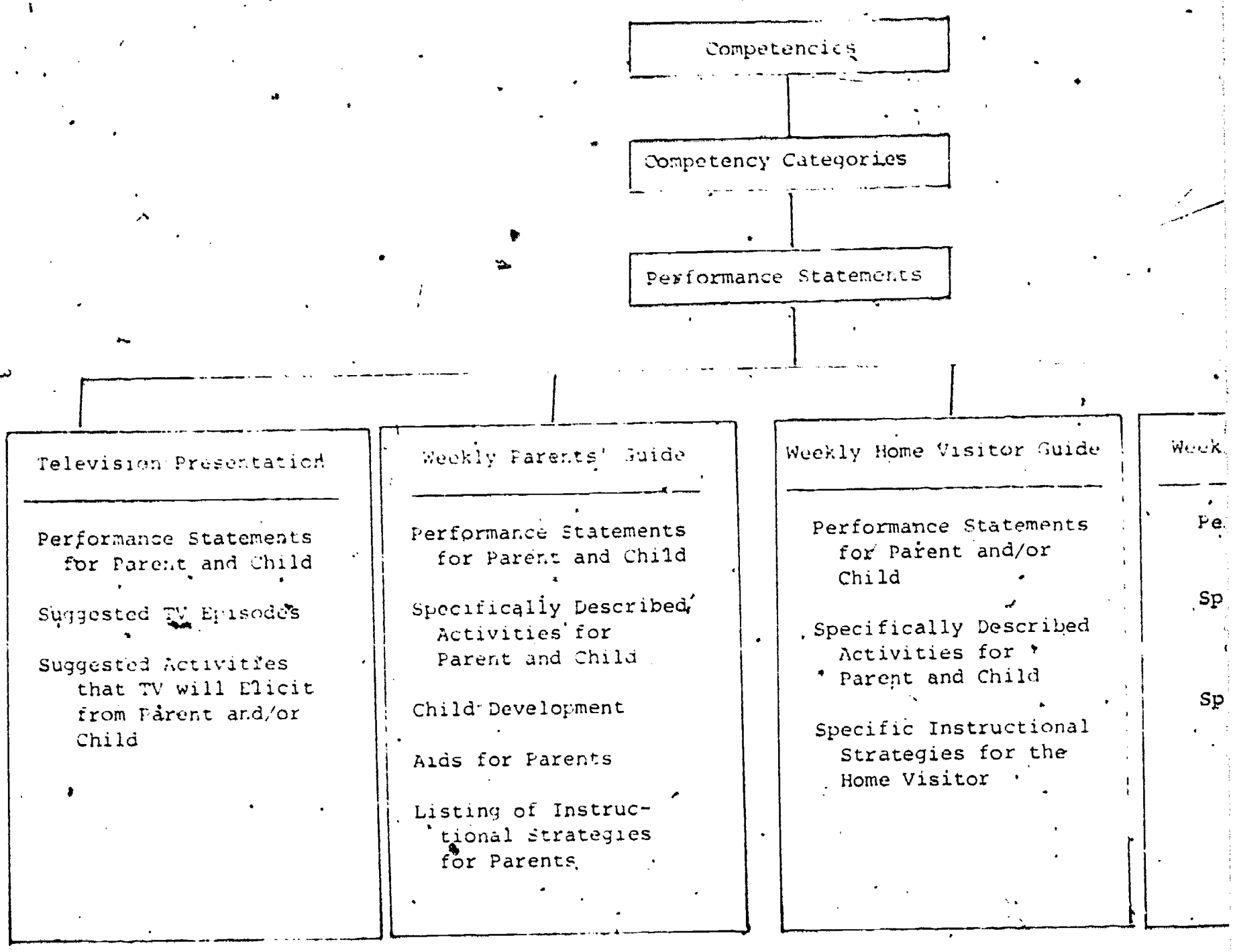


Purpose of HOPE Model

H O P E

(Home Oriented Preschool Education)

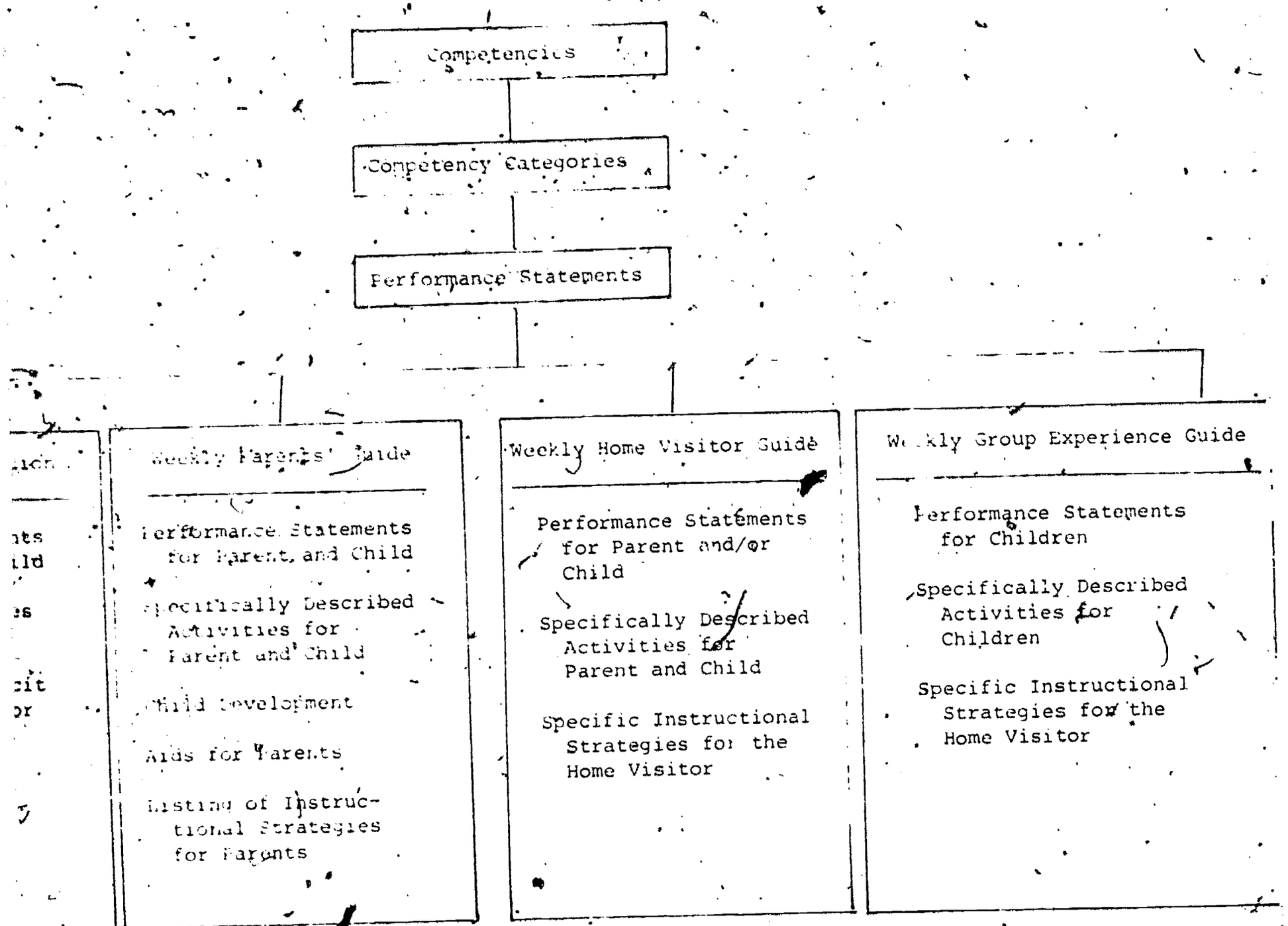
Integration Model



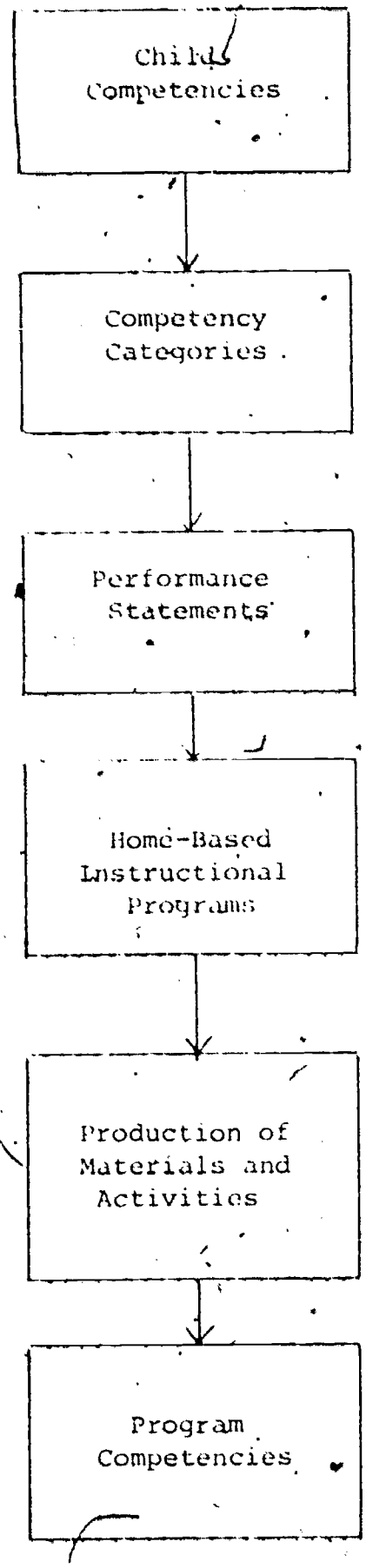
H O P E

(Home Oriented Preschool Education)

Integration Model



Empirically Referenced Instructional Model



(Expectancies) Ability To Do

(Outcomes) Can Do It

PROCEDUPAL TIME LINE

Procedural Time Line

August 1, 1973	Created components of the Competency Base investigation
September 1, 1973	Selected personnel for the investigation
	Selected a National Panel
September 14, 1973	Created content statements for each investigation component
	Created prime list of competencies for submission to the National Panel
October 1, 1973	Mailed to the National Panel first draft of investigation
	Mailed instructions to the National Panel for reactions to the prime competency list
November 2, 1973	Compiled and analyzed reactions of the National Panel
	Revised the first draft
	Selected Appalachian Panel
	Created "An Early Childhood Competency Rating Instrument"
December 1, 1973	Mailed "An Early Childhood Competency Rating Instrument" to the National Panel
December 15, 1973	Mailed second draft of the investigation to the National Panel
January 4, 1974	Mailed "An Early Childhood Competency Rating Instrument" to Appalachian Panel
	Mailed second draft of the investigation to the Appalachian Panel
	Selected Appalachian Parent Panel
February 8, 1974	Compiled and analyzed reactions of the Appalachian and National Panels to "An Early Childhood Competency Rating Instrument"
March 4, 1974	Presented "Parent Rating Scale of Child Competencies" to Appalachian Parents for their reactions

	Disseminated "Responses of a National Panel of Child Development Scholars to Competencies of Preschool Children"
March 22, 1974	Compiled and analyzed Appalachian Parent reactions
	Prepared final draft of investigation
	Disseminated "Responses of a National and Appalachian Panel of Child Development Scholars to An Early Childhood Competency Rating Instrument"
April 30, 1974	Disseminated "A Competency Base for Curriculum Development in Preschool Education"
May 30, 1974	Disseminated "A Preschool Curriculum Based Upon Child Competencies"
June 30, 1974	Disseminated "A Technical Report on Data"

SECTION I

RATIONALE

Need

In order to establish performance descriptions for early childhood programs, it seemed critical that an empirical base be established from which the descriptions might be created. A literature search provided bits and pieces of child growth and development theory based to some degree on empiricism. An exhaustive literature search by Butler *et al.* (1971a, 1971b, 1971c, 1971d) provided sample behavioral items which helped create the Prime Competency List (See Appendix D.). Anderson and Messick (1973) created a list of Social Competencies via a systematic procedure with empirical support. Burton White (1971a) specified social and non-social abilities and reported same through his reports of findings. There were others and they are reflected in the published references of the National and Appalachian Panels listed in the bibliography of this document. Thus, the bits and pieces were there but a comprehensive listing was missing. Therefore, the investigation was begun to establish a "master list."

It should be carefully noted that the investigator was concerned with terminal behavior. This behavior is innate and/or acquired. The investigator did not wish to debate innateness or acquisition but establish that the competencies created by this study will be those terminal behaviors, (6 years 0 months) of "normal" Appalachian and non-Appalachian children about which the scholars have a significant degree of consensus. The intent was to answer "can they do it," i.e., according to normal growth and development patterns and "do they do it" according to results of program evaluation. (See Empirically Based Instruction Chart, page 4).

If one establishes, empirically, a list of competencies for "normal" Appalachian and non-Appalachian preschool children, then a second filtering process must be undertaken so that the central focus of HOPE can be emphasized. The process, conducted with the National Panel of Scholars, was duplicated with an Appalachian Panel of Scholars (See Appendix B.) and approximately 965 Appalachian Parents (See Appendix C.).

The procedure guiding one to a competency list for "normal" preschool Appalachian children created a base from which performance descriptions were created for each component of HOPE. Since the process, HOPE, encompasses more than one major thrust, the investigation viewed a parent-child system instead of a singular linear development.

The parent-child system is a complex, interacting field of need potentials. The needs of preschool children must be seen in this complex interacting field and not merely as personal characteristics separate from the system. Larger social, economic, and cultural factors are interacting in the complex field. In expanding the management of child development to preschool children, who do not benefit from preschool education, attention must be given to the macro needs of the parent-child system as well as the more micro and personal needs of the child.

The complex interacting field of need potential which must be managed for child development has a home-locus of influence. There is a need for institutional intervention in the family. Transcending the boundaries of the more traditional educational institutions requires consideration of delivery vehicles beyond "classroom variety." The dispersion of the educational influence of the home can be achieved through mass communication vehicle

such as television broadcasting. Colmen and Sandoval (1971) concluded in their study for the President's Commission on School Finance that there was justification for the development and broadcast of television to supplement home-based programs to serve both children and *parents*. Speaking in the same vein about the complex interacting field of the parent-child system, the Educational Commission of the States (1971) expressed approval of combined group education of preschool children through the components of group experiences, home visitors, and television. With respect to the Home-Oriented Preschool Education (HOPE) Program of the Appalachia Educational Laboratory, which has a three-component system, the Educational Commission of the States said "Although the Appalachia program has been aimed to serve children in rural, sparsely populated areas, it could be used successfully in urban and suburban areas." In other words, the needs of preschool children can be managed through an integrated influence upon the parent-child system using the mass communications delivery vehicle of television.

Population

The targeted consumer group for the HOPE Process is preschool non-urban Appalachian children. This population resides in the thirteen Appalachian states (or parts thereof) designated by the Appalachian Regional Commission as the Appalachia Region. The age range of these children is 3 to 5 years and represents approximately 2 million youngsters. Non-urban is defined as those living in areas of 50,000 population or less.

A series of competencies and their respective performance statements plus sample activities was established to correlate with the aforementioned population.

SECTION II

PHILOSOPHICAL FRAMEWORK

Assumptions

A need may be defined as a gap between expectation and performance. Preschool needs are those gaps between expectations and performance of children in the age range of three, four, and five years old. Explicit identification of needs may generate a firm basis for the management of child development. Hunt (1961) has said:

> *"The problem for the management of child development is to find out how to govern the encounters that children have with their environments to foster both an optimally rapid rate of intellectual development and a satisfying life."*

A need-based management of child development is necessarily a broad spectrum perspective. The entire child must be considered. In a study of the needs of pre-primary education presented to the President's Commission on School Finance, Colmen and Sandoval (1971, pp. 5-1, 5-2) identified a broad range of ten concerns for the domain of needs of preschool children.

- Reducing school failure and offsetting the deficits of the disadvantaged.
- Healthy growth and development of individual abilities.
- Intellectual, social, emotional, and physical development.
- Coping with physical and/or emotional handicaps (10 to 15 percent of the children).
- Development of the ability to use perceptual pre-verbal abilities.
- Language development.
- Growth in intelligence.
- Development of motivation to learn.
- Increasing cognitive competence.
- Advancing self-concept, ego development, interpersonal style, emotional stability, social awareness, and sense of responsibility.

A set of preschool needs of children recognizing the social, educational and health domains was set down by the Educational Commission of the States (1971) to advance statewide publicly-supported efforts to minister to children before they enter public schools. The Educational Commission of the States (1971, p. 16) formulated a set of five minimum objectives relative to the social, educational, and health needs as follows:

- To develop ways to read the families of young children and to strengthen their capacity for parenting.

- To involve parents in the formal education of their children directly and through the decision-making process.

- To provide for the health, safety, and psychological needs of children.

- To start the educational process that will contribute to the development of individuals who will be able to solve a variety of problems and are willing to try to solve them.

- To lay a foundation for improvements that should take place in the early years of schooling to make it more responsive to the needs of children.

The management of child development must attend to the needs of children inside and outside of the home. There are needs respecting different subcultures, life styles, values, and the uniqueness of the individual. Whatever gaps may be manifested by preschool children must be taken into consideration on an individual basis, once the children arrive at the public school. A need-based management of child development, therefore, must help young children acquire skills for learning throughout their lifetime. On this basis alternative programs respecting preschool needs must include attention to domains serviced by parental involvement, group experiences, television programs, and home visitors.

Bronfenbrenner (1972, p. 70) has made several observations on effective intervention programs of need-based management of child development. "A home-based program is effective to the extent that the target of intervention is neither the child nor the parent, but the parent-child system." Bronfenbrenner argues, in effect, that effective intervention programs must be based upon needs for intensive family relationships and the accompanying complex enduring patterns of interaction. In his terms, any effective program for the management of child development should recognize needs for the formation, maintenance, and continuing development of the parent-child system, with evident esteem for the status of the parent.

Colmen and Sandoval (1971) continuing in the same vein with respect to parental involvement, argues for the primacy of the parental role in educating young children. The crucial group education experiences of the preschool child must not be fully discharged from parental responsibility. A complex need for home-based security in the education of young children seems to encompass parental interaction and relationships with older siblings. Child-rearing and educational practices may not be reducible to simple preschool needs of children.

Gaps between expectations and performance of six-year-olds entering the public schools may be indicative of needs of five-, four-, and three-year-old children. Gaps for six-year-olds in the public schools may be given for school success or academic achievement, ability to adjust to routine of the school, promotion, and success on readiness tests, gains in intelligence, and later drop-out potential. Colmen and Sandoval (1971) reported a substantial justification for a group administered pre-primary program for children of age three. An evident need exists for continuing growth

in independence and self-reliance, with more parental involvement for threes than for fours than for fives.

For it to be serviceable to the designers and understandable to the users, the statement of this program's educational philosophy must take into account three basic factors: how children develop, apart from the intervention of systematic educational training into their lives; what education should do for its recipients, both individually and collectively; and how children may be taught most effectively.

Although congenial elements of the environment and careful nurturing can accelerate and broaden development, genetic and metabolic factors contribute to the pace of development that is "natural" for each child. But, even allowing for differences in developmental rates, the program assumes that development proceeds in predictable stages and that educators can thus plan learning activities which will make the most of these stages.

This program is based on the belief that children grow up in facilitative and adversive environments. This being so, the chief aim of education should be to enable children to control the conditions in their environment. Generally, this means that children should know how to shape these conditions to their own advantage--for example, acquiring enough command of the language to assess what is being said and to know how to say things effectively. But control also means being able to adapt sensibly to conditions that cannot be changed.

Once the central goal of education is agreed upon and the nature of those to be educated has been determined, the consequent concern is how to bring about the right educational conditions. This requires observing and recognizing the stages of development: that children learn certain things at certain stages and not at others. And it demands acknowledgement that the child's immediate environment is the most abundant reservoir of learning elements.

To the HOPE program, of course, the home is the most significant and fertile part of the child's environment, particularly that of the preschool child. The envisioned program is to be based on the following assumptions:

- Optimal learning takes place when the child's day-to-day environment is used as a major source of curriculum.
- Optimal learning occurs when the child participates in education activities instead of just watching.
- Optimal learning transpires when the child is provided feedback and reinforcement.
- Optimal learning is facilitated by building and sustaining the child's self-esteem.
- Optimal learning is facilitated by developing coping skills in transacting with all facets of the environment.
- Optimal learning is facilitated by perpetuating the natural inquiry of a child.

Learning Theory

As one views the preceding statements of beliefs and assumptions, it becomes clear that certain schools of learning theory lend support. These major schools provide that support when one views certain components within their structures. Therefore, four major schools are shown by listing at least six basic elements in each.

The necessity to build a pool of program objectives for HOPE instigated the creation of an eclectic schema. It was not the intent to marry the specific elements in each school, but rather to identify those cells from the major schools that lend support to the philosophical framework of the HOPE project.

Since the focus of the HOPE model is on the life space of the child, with specific emphasis on the parent-child relationships, the eclectic schemata attempts to communicate the facilitation and maintenance of a humanistic base. This base implies that production endeavors within HOPE center about a human development structure and not just "a school readiness theme."

As one views the statements of beliefs and assumptions, it becomes rather clear that certain learning theory schemata might lend support. As one views the major schools of learning theory, it also becomes rather clear that not just one particular school provides basic support to the philosophical assumptions and beliefs of the HOPE Process. Therefore, a matrix recording the theoretical elements of four major schools of theory has been constructed. It was not the intent of this formation to marry the learning elements, but rather to identify those cells in the matrix that lends support to the philosophical framework.

HOPE Eclectic Learning Theory Schema
(Derived from Learning Theory Matrix)

B (1) and C (1)

1 Coding internal - external stimuli

A (2) C (2) D (2)

2 Communicating intuitive feelings caused by maladaptive responses not reinforced; producing a state of disequilibrium.

A (3) C (3) D (3)

3 Assimilating various responses through exploration and hypotheses testing:

A (4) B (4) C (4) D (4)

4 Retrieving, accommodating; experiencing reinforced adaptive responses.

B (5) C (5)

5 Generalizing from stimuli those responses producing a problem solving environment.

A (6) B (6) C (6)

6 Exhibiting adaptive behavior indicating tentative solution.

LEARNING THEORY MATRIX

(Derived from Four Major Schools of Thought)

	Piaget	Information Processing	Stimulus Response	Hum
	A	B	C	
1	novelty	coding	internal - external stimuli	
2	disequilibrium	prerequisites	maladaptive responses not reinforced	c intu
3	assimilation	superordinate concepts	response variation	ex hypo
4	accommodation	retrieval	adaptive response reinforced	ex
5	equilibrium	problem solving	stimulus and response generalization	be ha
6	adaptive behavior	solution	adaptive behavior	real hu

LEARNING THEORY MATRIX

(Derived from Four Major Schools of Thought)

	Information Processing	Stimulus Response	Human Potential
	B	C	D
	coding	internal - external stimuli	guesses, hunches
	prerequisites	maladaptive responses not reinforced	communicate intuitive feelings
	superordinate concepts	response variation	exploration and hypothesis testing
	retrieval	adaptive response reinforced	experiencing
	problem solving	stimulus and response generalization	believing what has been tried
	solution	adaptive behavior	realization of full human potential

As one views the statements of beliefs and assumptions, it becomes rather clear that certain learning theory schemata might lend support. As one views the major schools of learning theory, it also becomes rather clear that not just one particular school provides basic support to the philosophical assumptions and beliefs of the HOPE Process. Therefore, a matrix recording the theoretical elements of four major schools of theory has been constructed. It was not the intent of this formation to marry the learning elements, but rather to identify those cells in the matrix that lends support to the philosophical framework.

HOPE Eclectic Learning Theory Schema
(Derived from Learning Theory Matrix)

1	B (1) and C (1)	Coding internal - external stimuli
2	A (2) C (2) D (2)	Communicating intuitive feelings caused by maladaptive responses not reinforced; producing a state of disequilibrium.
3	A (3) C(3) D(3)	Assimilating various responses through exploration and hypotheses testing.
4	A (4) B (4) C (4) D (4)	Retrieving, accommodating; experiencing reinforced adaptive responses.
5	B (5) C (5)	Generalizing from stimuli those responses producing a problem solving environment.
6	A (6) B (6) C (6)	Exhibiting adaptive behavior indicating tentative solution

SECTION III

PROCEDURES AND RESULTS

This section of the report will present the procedures used to obtain the necessary data for establishing a curriculum base and the results of the analyses on the data.

Appalachian and National Panels

In order to develop an empirical base for the curriculum of the HOPE program, objective data had to be collected and analyzed. During the initial phase of the study a "Prime Competency List" was developed and submitted to a subset of the National Panel of Child Development Scholars. This subset of individuals reacted to the "Prime Competency List." (Reactions to the "Prime Competency List" are presented in the support document titled: Responses of a National Panel of Child Development Scholars to Competencies of Preschool Children.) Subsequent analysis of the reactions resulted in the development of "An Early Childhood Competency Rating Instrument." This measurement instrument was then submitted to all the constituents of the National Panel and to the entire membership of an Appalachian Panel of Child Development Scholars.

The members of both panels were instructed to rate the items on the instrument according to a 5-point scale:

5 - Strongly supportive empirical evidence as an expected competency

4 - Slightly supportive empirical evidence as an expected competency

3 - No empirical evidence as an expected competency

2 - Slightly nonsupportive empirical evidence as an expected competency

1 - Strongly nonsupportive empirical evidence as an expected competency

(Comments and concerns to each item were invited and are presented in the support document titled: Responses of a National Panel and an Appalachian Panel of Child Development Scholars to Competencies of Preschool Children.) Although the members of the panels were to rate the items on a 5-point scale, assumed by the investigator to be discrete, most of the members of the panels inferred that the scaling was continuous and responded accordingly. For example, instead of a panel member indicating that the empirical evidence for item X was strongly supportive (5) or slightly supportive (4), the panel member marked the item between 4 and 5. Consequently, a ten-unit interval was established between each of the 5 main scale points and hence item X was assigned the value 4.6.

The panel members reacted to 5 categories of competencies. Analyses of the data included frequency tabulations of responses, calculation of means and standard deviations, and statistical tests of differences between means of the National and Appalachian Panel for each of the categories and competencies. There were 11 National Panel Members and 12 Appalachian Panel members who responded to the instrument. Table 1 presents the data from these analyses.

Table 1

Response Frequencies, Descriptive Statistics, and t-tests for the Responses of the Appalachian(A) and National(N) Panels

		Response Frequencies					Descriptive Statistics	
		5*	4	3	2	1	$\bar{x}$**	s
I. Classification	A	4	7	0	1	0	4.1	0.8
	N	6	2	2	0	0	4.3	0.7
A. Ability to form concepts	A	8	3	0	0	1	4.3	1.0
	N	6	3	0	1	0	4.4	1.1
B. Ability to discriminate	A	7	4	0	1	0	4.4	0.8
	N	5	6	0	0	0	4.4	0.5
C. Ability to discriminate by sight	A	10	0	0	1	0	4.5	0.8
	N	9	2	0	0	0	4.8	0.3
D. Ability to discriminate by touch	A	7	3	1	0	0	4.5	0.6
	N	5	3	1	0	1	4.0	1.2
E. Ability to sort	A	8	3	0	0	1	4.3	1.1
	N	7	4	0	0	0	4.5	0.5
F. Ability to ordinate	A	4	6	0	0	1	4.0	1.0
	N	5	5	1	0	0	4.1	0.7
G. Ability to conserve	A	3	3	1	2	2	3.2	1.4
	N	2	3	1	3	0	3.3	1.2
H. Ability to measure	A	4	6	1	0	1	3.9	1.1
	N	0	5	1	2	0	3.3	0.8
I. Ability to denote spatial relationships	A	5	5	1	1	0	4.1	0.9
	N	1	7	0	1	0	3.9	0.8

Table 1 (Cont'd.)

		Response Frequencies					Descriptive Statistics	
		5	4	3	2	1	$\bar{x}$	s
II. Communication	A	8	3	0	0	1	4.4	1.1
	N	5	2	1	0	0	4.4	0.6
A. Ability to recognize the social functions of language	A	3	6	1	1	0	4.0	0.8
	N	1	4	1	3	0	3.3	1.1
B. Ability to label	A	5	6	0	0	1	4.1	1.0
	N	5	5	1	0	0	4.2	0.6
C. Ability to explain (essentially a functional concern)	A	3	6	0	1	1	3.7	1.2
	N	1	6	0	2	1	3.3	1.2
D. Ability to describe (essentially a pictorial concern)	A	6	4	0	2	0	4.1	1.0
	N	6	4	0	0	0	4.5	0.4
E. Ability to articulate	A	8	3	0	1	0	4.4	0.8
	N	4	5	1	0	0	4.3	0.5
F. Ability to express feelings	A	8	3	0	1	0	4.4	0.9
	N	1	7	1	0	0	4.0	0.4
G. Ability to use non-verbal cues	A	6	6	0	0	0	4.4	0.4
	N	2	5	2	0	0	3.9	0.6
III. Coordination	A	5	5	1	0	0	4.3	0.6
	N	2	7	0	0	0	4.2	0.3
A. Ability to construct	A	8	2	1	1	0	4.4	0.9
	N	3	7	0	0	0	4.2	0.3

Table 1 (Cont'd.)

		Response Frequencies					Descriptive Statistics	
		5	4	3	2	1	$\bar{x}$	s
III. Coordination (cont'd.)								
B. Ability to copy	A	7	3	1	1	0	4.3	0.9
	N	4	5	0	0	0	4.4	0.4
C. Ability to draw	A	6	4	1	1	0	4.1	0.9
	N	2	7	0	1	0	3.9	0.7
D. Ability to use body to express feelings	A	7	4	0	0	0	4.6	0.4
	N	3	3	3	0	0	4.0	0.6
E. Ability to control large muscles	A	8	3	0	0	0	4.6	0.4
	N	6	4	1	0	0	4.3	0.4
F. Ability to control small muscles	A	5	6	0	1	0	4.1	0.8
	N	4	6	0	0	0	4.3	0.4
IV. Habits and Attitudes	A	2	6	1	1	0	4.0	0.8
	N	1	5	2	0	0	3.8	0.4
A. Ability to initiate action	A	9	2	0	1	0	4.5	0.8
	N	6	4	0	0	0	4.5	0.4
B. Ability to plan action	A	4	4	1	2	0	3.8	1.0
	N	1	4	3	0	0	3.6	0.7
C. Ability to persist in actions	A	3	6	0	1	0	3.9	0.7
	N	3	6	1	0	0	4.1	0.6
D. Ability to be self-reliant	A	5	4	3	0	0	4.2	0.7
	N	2	7	0	0	0	4.2	0.4

Table 1 (Cont'd.)

		Response Frequencies					Descriptive Statistics	
IV. Habits and Attitudes (cont'd.)		5	4	3	2	1	$\bar{x}$	s
E. Ability to sustain health and safety	A	5	4	1	1	0	4.2	0.9
	N	1	6	1	1	0	3.7	0.7
V. Social Relationships	A	6	4	2	0	0	4.3	0.7
	N	4	3	2	0	0	4.2	0.7
A. Ability to assume appropriate social behaviors	A	6	4	0	2	0	4.2	1.0
	N	2	6	1	0	0	4.1	0.5
B. Ability to get attention	A	8	3	1	0	0	4.6	0.5
	N	4	6	0	0	0	4.3	0.4
C. Ability to maintain attention	A	5	4	1	1	0	4.1	0.9
	N	2	5	2	0	0	3.9	0.5
D. Ability to adopt the perspective of another	A	4	4	0	2	1	3.6	1.3
	N	1	6	0	2	0	3.7	1.0
E. Ability to respect the individuality of others	A	4	6	1	1	0	4.1	0.7
	N	2	2	5	1	0	3.4	0.9

*Since all panel members rated each competency on a continuous scale, values between the whole number representation was possible; e.g., 4.6. Therefore each whole number refers to the interval about that number; i.e. 5: 5.4-4.5, 4: 4.4-3.5, 3: 3.4-2.5, 2: 2.4-1.5, and 1: 1.4-0.5.

**Mean values are based on actual raw scores and not on the interval scores.

***t-test of differences between means was significant at the .05 level.

Inspection of the data in Table 1 indicated that, in general, there was agreement between the two sets of Panel members. Only two competencies were rated significantly differently by the two sets of Panel members. These were competency II G (Ability to use non-verbal cues) and competency III D (Ability to use body to express feelings). For both competencies the Appalachian Panel indicated that the empirical evidence was more strongly supportive than did the National Panel.

While both Panels tended to agree on most of the competencies, there was some disagreement. On competency I G (Ability to conserve) over one-half of each panel felt the evidence was supportive while one-third of each panel felt it was nonsupportive. On competency I H (Ability to measure), one-fourth of the Appalachian Panel felt that the evidence was nonsupportive whereas the majority felt it was supportive. On competency II A (Ability to recognize the social functions of language), one-fourth of the panel members responded in the nonsupportive direction whereas the majority responded in the supportive direction. For competencies II C (Ability to explain-essentially a functional concern) and V D (Ability to adopt the perspective of another), one-fourth of the panel members again responded in the nonsupportive direction while three-fourths responded in the supportive direction. For competency V E (Ability to respect the individuality of others), one-half of the National Panel felt that there was no evidence to support or refute the competency; yet, over 80 per cent of the Appalachian Panel indicated that there was supportive evidence.

Table 2 presents a breakdown of the means as a function of which panel had the highest mean for each category and competency.

Table 2
Highest Means for Categories and Competencies

Panel	Category	Competencies (by Category)				
		I	II	III	IV	V
Appalachian	III, IV, V	D, H, & I	A, C, E, F, & G	A, C, D, & E	B, E	A, B, C, & E
National	I	A, C, E, F, & G	B, D	B, F	C	D
Same Mean	II	B			A, D	

From Table 2 it appears that for 3 of the 5 categories the Appalachian Panel had higher mean ratings. Similarly, for 18 of the 32 competencies the Appalachian Panel again had the higher mean ratings; that is, the Appalachian Panel felt more so than the National Panel that the research evidence and literature was more strongly supportive of the categories and competencies which were presented.

Appalachian Parent Panel

Although two panels of child development scholars were formed to provide input about the researched aspects of child competencies, it was felt that the forming of an Appalachian Parent Panel could provide input about their personal expectations of child competencies.

Parents in nine sites in seven Appalachian states were asked to participate in the study. Approximately 950 parents were asked to participate and almost all were from non-urban areas. Parents were permitted to participate if they had at least one preschool child (age 3 to 5) living in their home, if they had the child enrolled in a home-based educational program (a home visitor making regular home visits), and if they were willing to respond to a child competencies' questionnaire.

While the National and Appalachian Panels of Child Development Scholars were asked to respond to a child competencies' questionnaire in terms of the directional supportiveness of the empirical evidence for the child competencies, it was obvious that parents could not be aware of the research or other forms of empirical evidence. Consequently, using the "Early Childhood Competency Rating Instrument" as a basis, a questionnaire titled "Parent Rating Scale of Child Competencies" was constructed for use by the parents. Instead of responding to the empirical evidence, parents were asked to respond in terms of their expectations for their child to be able to do the competencies by the time he/she entered the first grade.

Instead of having each parent respond to all the possible examples under all five categories, a parent only responded to items concerning one of the five categories. The particular category to which a parent responded was determined by random assignment of the parents to one of the five forms. The parents were instructed to rate the items on the instrument according to a 4-point scale.

1 - Yes (the child should be able to do the competency)

2 - No (the child should not be able to do the competency)

3 - I am not sure (the child should be able to do the competency)

4 - I don't understand (either the competency or the example)

Since it was felt that the language from the scholars' questionnaire was probably too complex or abstract, the items were rewritten for the parent questionnaire. Parents were not asked to respond to specific categories or competencies but to respond to examples of the competencies. Consequently, analyses involved collapsing examples together to get an estimate of a particular category or competency. Table 3 shows which items were grouped together to generate a particular competency.

Table 3

Items (within categories) Consolidated to Form Competencies

Competency	Category I	Category II	Category III	Category IV	Category V
A	1-2 (items)	1-2	1-4	1-5	1-4
B	3-5	3	5-6	6-8	5-6
C	6-8	4-7	7-8	9-11	7-8
D	9-11	8-9	9-13	12-14	9-11
E	12-14	10-13	14-17	15-18	12-15
F	15-17	14-16	18-22		
G	18-19	17-20			
H	20-21				
I	22-25				

Similarly all items within a category were grouped together to generate a response made for that particular category.

Tables 4 through 8 present the responses of parents to each competency with each of the 5 categories.

Table 4

Average Frequencies of Responses to Competencies in Category I (Regional, n=189)

Competency	Alternatives 1-Yes	2-No	3-I'm Not Sure	4-I Don't Understand	5-Omit
A	184.5	1.5	1.5	0.5	1.0
B	124.7	27.7	34.7	0.3	1.7
C	170.0	9.0	9.0	0.0	1.0
D	162.3	11.7	13.7	0.0	1.3
E	162.3	9.0	16.3	0.3	1.0
F	160.0	8.0	17.3	0.7	3.0
G	173.5	6.0	6.5	0.0	3.0
H	173.5	6.0	6.5	0.0	3.0
I	150.0	15.5	19.8	0.3	3.5
Category I	160.0	11.4	15.2	0.2	2.1

Table 5
Average Frequencies of Responses to Competencies in Category II (Regional, n=191)

Competency	Alternatives 1-Yes	2-No	3-I'm Not Sure	4-I Don't Understand	5-Omit
A	148.5	19.5	20.5	0.5	2.0
B	143.0	37.0	9.0	0.0	2.0
C	160.5	11.8	15.8	1.0	2.0
D	171.0	11.0	7.5	0.0	1.5
E	154.8	18.8	14.8	0.0	2.8
F	162.7	12.8	14.0	0.3	1.3
G	153.8	23.0	10.8	0.8	2.8
Category II	157.3	17.5	13.6	0.5	2.2

Table 6
Average Frequencies of Responses to Competencies in Category III (Regional, n=192)

Competency	Alternatives 1-Yes	2-No	3-I'm Not Sure	4-I Don't Understand	5-Omit
A	171.0	7.5	10.3	0.5	2.8
B	173.5	6.0	9.0	0.5	3.0
C	157.0	12.5	17.5	0.0	5.0
D	176.0	4.4	8.0	0.4	3.2
E	161.0	10.8	15.5	0.0	4.8
F	163.8	9.8	14.0	0.2	4.2
Category III	167.6	8.2	12.1	0.3	3.8

Table 7

Average Frequencies of Responses to Competencies in Category IV (Regional, n=194)

	Alternatives				
Competency	1-Yes	2-No	3-I'm Not Sure	4-I Don't Understand	5-Omit
A	171.2	9.6	11.0	0.8	1.4
B	154.0	17.0	22.0	0.0	1.0
C	114.7	47.3	30.0	1.0	1.0
D	156.0	14.0	23.0	0.0	1.0
E	140.5	35.5	16.3	0.0	1.8
Category IV	149.6	23.6	19.2	0.4	1.3

Table 8

Average Frequencies of Responses to Competencies in Category V (Regional, n=185)

	Alternatives				
Competency	1-Yes	2-No	3-I'm Not Sure	4-I Don't Understand	5-Omit
A	147.8	19.3	16.8	1.0	0.3
B	151.0	13.5	17.0	1.5	2.0
C	159.0	8.5	17.0	0.5	0.0
D	181.0	2.3	1.0	0.3	0.3
E	119.3	31.3	33.0	1.3	0.3
Category V	148.7	16.9	18.0	0.9	0.5

While all "Yes" responses indicate a positive set towards the item, "No" or "I'm Not Sure" responses indicate to some extent a negative set towards the item. Very few parents responded "I Don't Understand" or left items unanswered.

From Table 4 it appears that almost 85 per cent of the parents felt that their child should be able to possess the competencies within Category I (Classification). However, only two-thirds of the parents felt that their child should be able to attain Competency B (Ability to Discriminate).

From Table 5 it appears that over 82 per cent of the parents felt that their child should be able to possess the competencies within Category II (Communication) by the time he/she entered first grade. The percentage range across the seven competencies within Category II was from 75 per cent to 90 per cent of the parents showing a positive set towards the competencies.

From Table 6 it appears that over 87 per cent of the parents expressed a positive set towards the competencies in Category III (Coordination). The lowest percentage for any competency was 81.8 and the highest was 91.7 - an indication that coordination is a category either well-known by parents or well-regarded by them.

From Table 7 it appears that there seems to be some discrepancies about the competencies listed under Category IV (Habits and Attitudes). Over 77 per cent of the 194 parents surveyed felt that their child should possess the competencies listed in this category. Yet, Competency C (Ability to Persist in Actions) was viewed in a positive way by only 59 per cent of the parents.

From Table 8 it appears that over 80 per cent of the parents felt that their child should be able to possess the competencies within Category V (Social Relationships). For four of the competencies (A through D) 80 per cent or more of the parents expressed a positive set. Yet for Competency E (Ability to respect the individuality of others) less than 65 per cent of the parents expressed a positive set.

SECTION IV

SUMMARY

Reviewing the Definitions

When the investigation was conceptualized, the term empirical became the foundation for the search. There seemed to be a lack of consensus in defining the term. Therefore, a dictionary definition was used. This definition required that the judges' responses would be based on a systematic observational schedule or verification by research findings. With this definitive parameter the investigator feels that the findings are empirical indicators of what we presently know about child development and what areas of knowledge about development are somewhat vacuous.

The investigation defined as its target group "non-urban Appalachian children." The program, HOPE, which housed this investigation needed to establish competencies for this group. The findings of the investigation indicate minute differences in competencies for "normal urban, non-urban children" and "non-urban Appalachian children." Therefore, the master list of competencies (See Appendix G) represents both of these groups of children. These findings imply children are children no matter how we define them or where we find them. This is apparent, according to the findings, unless certain handicaps are evident.

Relating the Findings

The investigator established six basic assumptions (page 9) during the conceptual phase of the investigation. A review of each assumption at the end of this phase of the investigation seems appropriate.

"child's day to day environment as major source of curriculum"

This assumption is verified by the activities recorded in Volume IV of the investigation. The majority of the competencies can be addressed in the child's immediate environment.

"child participates instead of watching"

The activities that were created to fulfill each competency, in most instances, states the child will exhibit active behavior instead of passive behavior.

"child is provided feedback and reinforcement"

The investigation did not verify this assumption in a direct manner. In an indirect way the activities in Volume IV indicate participation of the parent-adult-child relating via verbal communication and/or simultaneous experience of a given activity.

"building and sustaining the child's self-esteem"

The thirty-two competencies reflect a high probability of success in this area if the delivery modes and the materials created install an individualized rate of acquisition. If the TV, Home Visitation, and Group Experience as delivery components emphasize individual age differentiation, stages of growth, and interest the self-esteem of each child will be enhanced. The second phase of this study; creating parent (adult) competencies which match child competencies, will probably be more influential in this area than the first phase; establishing the competencies.

"developing coping skills in transacting with all facets of the environment"

Each of the competencies implies that acquisition thereof will assist the child in coping with his environment. More specifically, the acquisition of competencies in Categories II, IV, and V relate directly to this behavioral area. Each child, as an individual, and living in somewhat of an individualized immediate environment, represents an individualized relationship to these competencies. The materials and modes of delivery will have to be individualized before coping skills can be acquired.

"perpetuating the natural inquiry of a child"

The activities that were created to match competencies have been oriented toward exploration, natural curiosity and discovery modes of learning. A review of Volume IV should provide the reader with evidence of this intention. Competencies IV. A, B, C, and D relate directly to this assumption.

The Models

The instructional model, integration model, purpose of HOPE model, (pages 2, 3, 4) representing structure in the investigation, did not have any substantial changes.

Instructional:

The major change in this model occurred in the second box "competency categories." It was perceived to have cognition, social-affective, psychomotor, etc. as domains. However, several panel members suggested that the competency categories represent domains. The reasoning for this change was the inability to classify an item as cognitive only, psychomotor only, etc. Therefore, the investigator made the decision to use the categories as domains. The other major change was the third box, "performance descriptives." The original design included "behavioral objectives" but panel members suggested the change to "performance descriptives." Volume IV reflects the change made in that component of the model.

HOPE Integration Model:

There were only two changes in this model. Competency categories were "domains" originally and performance descriptives were originally behavioral objectives.

Purpose of HOPE Model:

This model was not presented in Draft No. 1 or Draft No. 2. It was added in final draft due to many questions regarding the relationship of curriculum, delivery modes, and the central focus of HOPE. This process model, hopefully, depicts the marriage of the components in the Philosophical Framework, models presented for this investigation, and the proposed utilization of the competencies.

Philosophical Positions

The philosophical tennants advocated in the philosophical framework (pages 9, 10 & 11) and reflected in the Learning Theory Matrix (pages 13 & 14) passed the test of most judges. However, the investigator found himself in the middle of polarized positions, philosophically, with some of the National Panel members. That particular panel seemed to view the investigation from two particular philosophical camps. Position A, one cannot be too specific in describing behaviors of children and position B, one should not specify a myriad of behaviors but rather assist the natural evolvement of the child to some level of maturation or development. Several National Panel members regarded the study as useless until specific activities (as in Volume IV) were matched with specific competencies.

The investigator can state with some degree of certainty that the assignment, internal and external, for HOPE, meshes with the original position represented by the Learning Theory Matrix. It is the *eclectic approach* that will satisfy most of the desired and prescribed needs of the HOPE Preschool Model.

Comments About the Scales

Parent Rating Scale:

Several serious weaknesses were discovered in the parent scale. 1) The items created appeared to be biased toward a "Yes" response. Given the home situation from which the data were collected, i.e., a home visitor working with each family in an on-going preschool program, parents probably expect more for and of their children. 2) There were no items included in this scale that represented an obvious "No" response. The sample items included a sample of terminal behavior beyond anyone's expectation of a 72 month old child. Items like this should have been included so some degree of internal reliability could have been established. 3) It was extremely difficult to translate in parent language the competencies that were submitted to the panel members. Therefore, the statements are not value free and there is not a one-to-one match with the panel's scale and the parent's scale.

Rating Scale for Panel Members:

Several weaknesses were discovered in this scale. 1) The examples provided seemed to be more confusing to the panel members than helpful. Many comments (as viewed in Volume II and III of the investigation) were centered about debate, revision, omission, addition about and of the examples and not the competency. 2) The scale should have asked for priority ranking of categories and competencies. 3) The scale should have included clarifying activities instead of clarifying examples.

Competencies

It became apparent from the first response document (Volume I) up to and including Volume IV that the competency study will not be complete until parent competencies are established. When one can view a parent competency matched with a child competency the investigation will be meaningful as far as relevancy to the question is concerned. The present list of competencies (Appendix G) is a start on an empirically supported list of child competencies, terminal behavior age 72 months. It is evident to the investigator that two very important competencies were omitted and did not evolve through the judging processes. 1) Concept of space, 2) comprehension of language (others may surface as the search continues). The investigator feels it is a start of a master list that can be expanded or deleted through future investigations. All the competencies were maintained due to the consistency of agreement among the three judging groups. On Items II. G and III. D the National and Appalachian Panel indicated empirical evidence supporting the competencies. The investigator decided to retain these competencies since our consumer group is Appalachian families.

Implications from the Investigation

1) Parent competencies that match child competencies need to be established.

2) Since the investigation sought competencies for terminal behavior 72 months, the established list needs to be differentiated for ages 3, 4, and 5.

3) Those competencies that can be best initiated for acquisition through a specific delivery mode; television, home visitation, or group experience, should be delineated.

4) Activities that assist competency acquisition should be established. This activity pool should be categorized by competency, age level, and mode of delivery.

5) The finalized master list of competencies should be categorized:

    Preschool children (normal)
    Preschool children (handicapped)

Considering the weaknesses of the investigation it appears to the investigator that it has not been an exercise of futility. The generation of competencies, creating activities that assist acquisition, and the start of Phase II of the investigation has certainly provided impetus for a continued search. More questions have arisen than have been answered but clarification of the questions that arose perpetuates that never ending cycle "the search for truth."

SELECTED REFERENCES

for

THE INVESTIGATION

Abt Associates, Inc. *A Study in Child Care 1970-1971*. Cambridge, Massachusetts: Abt Associates, 1971.

Almy, M. "Beyond the verbal facade." *Childhood Education*. 1961, 38, 61-65.

*Anderson, S.B. "Verbal Development in Young Children: Strategies for Research and Measurement." Paper presented at the XXth International Congress of Psychology, Tokyo, Japan, 1972.

*Anderson, S. & Messick, S. *Social Competency in Young Children*. Princeton, N.J.: Educational Testing Service, March, 1973. (Report under OCD Grant Number H-2993 A/H/O.)

*Anderson, S.B. & Messick, S. "Social Competency in Young Children." *Developmental Psychology*. 1974, 9, in press.

*Anderson, S.B. and others. "Measurement of 'Academic' Objectives of Early Education Programs." In *Disadvantaged Children and Their First School Experience: Theoretical Considerations and Measurement Strategies*. Princeton, N.J.: Educational Testing Service, 1968 (PR-68-4).

Atkin, C.K., Murray, J.P. & Mayman, O.B. (Eds.) *Television and Social Behavior: An Annotated Bibliography of Research Focusing on Television's Impact on Children*. Rockville, Maryland: National Institute of Mental Health, 1972.

Bailyn, L. "Mass Media and Children: A Study of Exposure Habits and Cognitive Effects." *Psychological Monographs*. 1959, 73, 1-48.

Ball, S. and others. *The First Year of Sesame Street: An Evaluation*. Princeton, N.J.: Educational Testing Service, 1970.

Ball, S. & Bogaty, G.A. *Research on Sesame Street: Some Implications for Compensatory Education*. Proceedings of the Second Annual Hyman Blumberg Symposium on Research in Early Childhood Education. Baltimore: John Hopkins Press, 1972.

Bandura, A. & Walters, R.H. *Social Learning and Personality Development*. New York: Holt, Rinehart, and Winston, 1963.

Barcus, F.E. "Parental Influence on Children's Television Viewing." *Television Quarterly*. 1969, 8, 63-73.

Bell, T.H. *Your Child's Intellect*. Salt Lake City: Olympus Publishing Co., 1972.

*Bereiter, C. *Arithmetic and Mathematics*. San Rafael, California: Dimensions Publishing Co., 1968.

*Bereiter, C. "Designing Programs for Classroom Use." In F. Korten (Ed.). *Psychology and the Problems of Society*. Washington: American Psychological Association, 1970.

*Bereiter, C. & Engelman, S. *Teaching Disadvantaged Children in the Preschool*. Englewood Cliffs, N.J.: Prentice-Hall, 1966.

Bishop, D.W. & Chace, C.A. *Parental Conceptual Systems, Home Play, Environment and Potential Creativity in Children.* Urbana, Ill.: Children's Research Center, Illinois University, 1969. ED 043 386

Bloom, B.S. *Stability and Change in Human Characteristics.* New York: John Wiley, 1964.

Bloom, B.S., Davis, A., & Hess, R. *Compensatory Education for Cultural Deprivation.* New York: Holt, Rinehart, and Winston, 1965.

Bloom, B.S. and others. *Taxonomy of Educational Objectives.* New York: Longmans Green, 1956.

Bogaty, G.A. & Ball, S. *The Second Year of Sesame Street: A Continuing Evaluation.* Princeton, N.J.: Educational Testing Service, 1971.

Braun, S.J. & Edwards, E.P. *History and Theory of Early Childhood Education.* Belmont, California: Wadsworth Publishing Co., 1972.

Brazelton, T.B. *Infants and Mothers.* New York: Dell Publishing Co., 1969.

Bronfenbrenner, U. *Is Early Intervention Effective?* Ithaca, N.Y.: Cornell University, 1972.

Bruner, J.S. "The Growth of Mind." *American Psychologist.* 1965, 20, 1007-1017.

Bruner, J.S. *Learning About Learning.* Washington: U.S. Office of Education, 1966. (a)

Bruner, J.S. *Toward a Theory of Instruction.* Cambridge, Massachusetts: Harvard University Press, 1966. (b)

Bruner, J.S. and others. *Studies in Cognitive Growth.* New York: John Wiley, 1966.

Burgess, E. *Values in Early Childhood Education.* Washington: Department of Elementary-Kindergarten-Nursery Education, 1965.

*Butler, A.L. and others. "An Evaluation Scale for Four- and Five-Year-Old Children." *Bulletin of the School of Education.* Indiana University, Bureau of Educational Studies and Testing, March, 1965, 41(2).

*Butler, A.L. and others. *Current Research in Early Childhood Education: A Compilation and Analysis for Program Planners.* Washington: American Association of Elementary-Kindergarten-Nursery Educators, 1970. ED 058 927

*Butler, A.L. and others. *Literature Search and Development of an Evaluation System in Early Childhood Education: Current Research Limitations Upon an Empirically Based Taxonomy of Educational Objectives for Three- Through Five-Year-Old Children.* Bloomington: Indiana University, 1971. ED 059 782 (a)

*Butler, A.L. and others. *Literature Search and Development of an Evaluation System in Early Childhood Education: Part A--Behavioral Objectives. Part B--Evaluation Instruments.* Bloomington: Indiana University, 1971. ED 059 783 (b)

*Butler, A.L. and others. *Literature Search and Development of an Evaluation System in Early Childhood Education: Part C--Matching Objectives and Recommendations for Development of Measures. Part D--Titles I and III Program Evaluation Survey Instruments: Scope and Design. Part E--Sampling Recommendations or Guidelines.* Bloomington: Indiana University, 1971. ED 059 784 (c)

*Butler, A.L. and others. *Literature Search and Development of an Evaluation System in Early Childhood Education: Research Characteristics of Preschool Children.* Bloomington: Indiana University, 1971. ED 059 780 (d)

Chilman, C. & Grotberg, E.H. *Designs and Proposal for Early Childhood Research: A New Look: A Multiple Systems-Service Approach to Programs and Research for Helping Poor Children.* Washington: Office of Planning, Research and Evaluation, Office of Economic Opportunity, 1971. ED 053 806

Chu, G.C. & Schramm, W. *Learning from Television: What the Research Says.* Washington: National Association of Educational Broadcasters, 1967.

Coleman, J. and others. *Equality of Educational Opportunity.* Washington: U.S. Government Printing Office, 1966.

Colmen, J.G. & Sandoval, C. *Pre-Primary Education: Needs Alternatives and Costs, 1971-1980.* Washington: Education and Public Affairs, 1971. ED 058 495

Comstock, G.A. "New Research on Media Content and Control: An Overview." In G.A. Comstock & E.A. Rubinstein (Eds.). *Television and Social Behavior.* Vol. 1. *Content and Control.* Washington: Government Printing Office, 1972.

Costanzo, P.R. & Shaw, M.E. "Conformity as a Function of Age Level." *Child Development.* 1966, 37, 967-975.

*Cowles, Milly. "One Front in the War on Poverty: Early Childhood Education." *American Association of University Women Journal.* Vol. 59, No. 1 October 1965.

*Cowles, M. & Daniel, K.B. "Visual Perceptual and Physical Development Training for Disadvantaged Kindergarten Pupils," *Urban Education.* Vol. 2, No. 2, September 1966.

*Cowles, Milly. (Member of Writing Committee) *Early Childhood Education: A Case for the Kindergarten.* Atlanta: Southern Association of Colleges and Schools, 1969.

*Cowles, Milly. "Language Development," *Proceedings of Southern Association on Children Under Six.* 1968.

*Cowles, M., Daniel, K.B. & Harper, M. "Developmental Program Planning in Early Childhood Education for a Rural County." *National Elementary School Principal's Journal.* Vol. LI, No. 1, September 1971.

*Cowles, Milly. "Early Childhood Education: Some Reflections,". *School of the Future Now.* Washington, D.C.: Association for Supervision and Curriculum Development, 1973.

*Cowles, M. & Daniel, K.B. "Psycholinguistic Abilities of Rural Children: A Longitudinal Study," *Proceedings of the American Psychological Association's Annual Meeting.* 1973.

*Deal, T.N. "Child Development Research Review on Evaluation Devices." Paper presented at 19th Teacher Education Conference, Athens, Georgia, 1966.

*Deal, T.N. *Effects of a Structured Program of Preschool Mathematics on Cognitive Behavior.* Research and Development Center in Educational Stimulation, Center No. 0-0250, Contract No. OE 6-10, 1967. (a)

*Deal, T.N. *Effects of a Structured Program of Preschool Mathematics on Cognitive Behavior.* New York: Society for Research in Child Development, 1967. (b)

*Deal, T.N. "Children Reasoning and Interpersonal Relations." *Childhood Education.* January 1969, 45, 291-293.

*Deal, T.N. & Dickerson, E. *A Measure of Logical Expression in Young Children.* Chicago: National Council on Measurement in Education, 1968.

*Deal, T.N. & Lucas, C. "The Games Children Play." *Childhood Education.* March 1971, 47, 335-338.

*Deal, T.N. & Maass, P. "An Experience in Field Training for Parent Education." *Journal of Home Economics.* December 1971, 63(9), 664-668.

*Deal, T.N. & Mahar, C. *Reasoning About Interpersonal Relations in the Preoperational Child.* Minneapolis: Society for Research in Child Development, 1971.

*Deal, T.N. & Montgomery, L. *Techniques Fathers Use in Teaching Their Young Sons.* Minneapolis: Society for Research in Child Development, 1971.

*Deal, T.N. & Wood, P. "Testing the Early Educational and Psychological Development of Children--Ages 3-6." *Review of Educational Research,* February, 1968, XXXVIII(1), 12-18.

*Deal, T.N. & Yeatts, P. "Georgia Educational Models, Specifications for the Preparation of Elementary Teachers, Final Report, Project No. 8-9024, Contract No. OEC-0-8-089024-3311 (010)." *GEMS Bulletin, The Nature of the Child.* June 1968, 68(4), 1-39.

Education Commission of the States. *Early Childhood Development: Alternatives for Program Implementation in the States.* Denver: Education Commission of the States, 1971. ED 051 436

Elliot, P. & Chaney, D. "A Sociological Framework for the Study of Television Production." *Sociological Review.* 1969, 17, 355-376.

Flanders, J.P. "A Review of Imitative Behavior." *Psychological Bulletin.* 1968, 69, 316-337.

Flavell, J.H. *The Developmental Psychology of Jean Piaget.* New York: Van Nostrand, 1963.

Flavell, J.H. "Concept Development." In P.H. Mussen (Ed.). *Manual of Child Psychology.* (3rd ed.). New York: John Wiley, 1970, 983-1060.

Flavell, J.H., Beach, D.R. & Chinsky, J.M. "Spontaneous Verbal Rehearsal in a Memory Task as a Function of Age." *Child Development.* 1966, 37(2), 283-300. (BF 721 .A1 C43 v. 37)

Flavell, J.H., Botkin, P.T., Fry, C.L., Wright, J.W., & Jarvis, P.E. *The Development of Role-Taking and Communication Skills in Children.* New York: John Wiley, 1968.

Furth, H. "On language and knowing in Piaget's developmental theory." *Human Development.* 1970, 13, 214-257.

Furth, H.G. *Piaget and Knowledge.* Englewood Cliffs, N.J.: Prentice-Hall, 1970.

*Gagne, R.M. *Psychological Principles in System Development.* New York: Holt, Rinehart, and Winston, 1962.

*Gagne, R.M. *The Conditions of Learning.* New York: Holt, Rinehart, and Winston, 1965.

*Gagne, R.M. *Learning and Individual Differences: A Symposium of the Learning Research and Development Center, University of Pittsburgh.* Columbus: C.E. Merrill, 1967.

Garber, M. & Tocco, T. *The Measurement of Environmental Process Characteristics in Six Follow Through Communities.* Gainesville, Florida: Institute for Development of Human Resources, 1969.

Garry, R. "Television's Impact on the Child." *Children and TV: Television's Impact on the Child.* Bulletin 21-A. Washington: Association for Childhood Education, 1967, 7-13.

Garvey, C. & Hogan, R. "Social Speech and Social Interaction: Egocentrism Revisited." *Child Development.* 1973, 44, 562-568.

Gibbon, S., Jr. & Palmer, E. *Pre-Reading on Sesame Street.* New York: Children's Television Workshop, 1970.

Gibson, E.J. *Principles of Perceptual Learning and Development.* New York: Appleton-Century-Crofts, 1969.

Glucksberg, S., Krauss, R.M. & Weisburg, R. "Referential communication in nursery school children; method and some preliminary findings." *Journal of Experimental Child Psychology.* 1966, 3, 333-342.

Goldberg, M.H. & Maccoby, E.E. "Children's Acquisition of Skill in Performing a Group Task Under Two Conditions of Group Formation." *Journal of Personality and Social Psychology.* 1965, 2, 898-902.

Goolsby, T.J., Jr. & Darby, B.M. *A Bibliography of Instrumentation Methodology and Procedures for Measurement in Early Childhood Learning.* Athens, Georgia: University of Georgia, 1969. ED 046 978

Gordon, E.W. "Introduction." *Review of Educational Research.* 1970, 40, 102.

Gordon, I.J. (Ed.). *Criteria for Theories of Instruction.* Washington: Association for Supervision and Curriculum Development, 1968.

Gordon, I.J. "Developing Parent Power." In E. Grotberg (Ed.). *Critical Issues in Research Related to Disadvantaged Children.* Princeton, N.J.: Educational Testing Service, 1969.

Gordon, I.J. *The Florida Parent Education Program.* Gainesville, Florida: Institute for Development of Human Resources, University of Florida, 1972. (a)

Gordon, I.J. *A Home Learning Center Approach to Early Stimulation.* Gainesville, Florida: Institute for Development of Human Resources, University of Florida, 1972. (b)

Gordon, I.J. "An Instructional Theory Approach to the Analysis of Selected Early Childhood Programs." *Early Childhood Education: The Seventy-First Yearbook of the National Society for the Study of Education. Part II.* Chicago: The National Society for the Study of Education, 1972. (c)

*Gotts, E. "Head Start Research, Development, and Evaluation." In J. Frost (Ed.). *Revisiting Early Childhood Education.* New York: Holt, Rinehart, and Winston, 1973, 409-420. (a)

*Gotts, E. "A Test of Accountability and An Account of Testing." *Childhood Education.* 1973, 49, 338-342. (b)

Gray, S. and others. *Before First Grade: The Early Training Project for Culturally Disadvantaged Children.* New York: Teachers College Press, Columbia University, 1966.

*Hartup, W.W. "Dependency and Independence." In H.W. Stevenson (Ed.). *Child Psychology, 62nd Yearbook of the National Society for the Study of Education.* Chicago: University of Chicago Press, 1963, 333-363.

*Hartup, W.W. *The Young Child.* Washington: National Association for the Education of Young Children, 1967.

*Hartup, W.W. "Early Pressures in Child Development." *Young Children*. 1965, 20, 271-283. Reprinted in H.E. Fitzgerald & J.P. McKinney (Eds.). *Developmental Psychology*. Homewood, Illinois: Dorsey, 1970, 381-394. Reprinted in S. Coopersmith & R. Feldman (Eds.). *The Formative Process: Early Childhood Education*.

*Hartup, W.W. "Early Childhood Education and Research: Significance and Needs." *Journal of Teacher Education*. 1970, 21, 23-33. (a)

*Hartup, W.W. "Peer Interaction and Social Organization." In P.H. Mussen (Eds.). *Carmichael's Manual of Child Psychology*. New York: John Wiley, 1970, 361-456. (b)

*Hartup, W.W. "Imitation: Arguments for a Developmental Approach." In R. D. Parke (Eds.). *Recent Trends in Social Learning Theory*. New York: Academic Press, 1972, 63-75.

*Hartup, W.W. "The Needs of Children and the Needs of Research: Psychosocial Development Revisited." *Theory Into Practice*. 1973, 12, 129-135.

*Hartup, W.W. (Ed.). *The Young Child: Reviews of Research*. Vol. 2. Washington: National Association for the Education of Young Children.

*Hartup, W.W. & Coates, B. "The Role of Imitation in Childhood Socialization." In R.A. Hoppe, E.C. Simmel, & G.A. Milton (Eds.). *Early Experiences and the Processes of Socialization*. New York: Academic Press, 1970, 109-142.

*Hartup, W.W. & Smothergill, N.L. (Eds.). *The Young Child: Reviews of Research*. Washington: National Association for the Education of Young Children, 1967.

*Hess, R.D. *Techniques for Assessing Cognitive and Social Abilities of Children and Parents in Project Head Start*. Chicago: University of Chicago, 1966. ED 015 772

*Hess, R.D. "Parental Behavior and Children's School Achievement Implications for Head Start." In E. Grotberg (Ed.). *Critical Issues in Research Related to Disadvantaged Children*. Princeton, N.J.: Educational Testing Service, 1969.

Houston, S.H. "A re-examination of some assumptions about the language of the disadvantaged child." *Child Development*. 1970, 41, 947-963.

*Hunt, J.M. *Intelligence and Experience*. New York: The Ronald Press Company, 1961.

Ikenberry, S. and others. *Quality Education for Appalachia: A Prospectus Proposing the Establishment of a Regional Educational Laboratory*. University Park, Pennsylvania: The Pennsylvania State University, 1965.

Inhelder, B. & Piaget, J. *The Growth of Logical Thinking from Childhood to Adolescence*. New York: Basic Books, 1958.

Inhelder, B. & Piaget, J. *The Early Growth of Logic in the Child: Classification and Seriation.* New York: Harper & Row, 1964.

*Jester, R.E. *Instructional Strategies in Infant Stimulation, JSAS.* Catalog of Selected Documents in Psychology, 2, 122. Washington: Journal Supplemental Abstract Service, American Psychological Association, 1972.

*Jester, R.E. *Intellectual Stimulation of the Preschooler or Reading Readiness Begins at Birth.* Gainesville, Florida: Institute for Development of Human Resources, University of Florida.

*Kagan, J. "The Child's Sex Role Classification of School Objects." *Child Development.* 1964, 35, 1051-1056.

*Kagan, J. "Individual Differences in the Resolution of Response Uncertainty." *Journal of Personality and Social Psychology.* 1965, 2, 154-160. (a)

*Kagan, J. "Reflection-Impulsivity and Reading Ability in Primary Grade Children." *Child Development.* 1965, 36, 609-628. (b)

*Kagan, J. "Body Build and Conceptual Impulsivity in Children." *Journal of Personality.* 1966, 34, 118-128. (a)

*Kagan, J. "Developmental Studies in Reflection and Analysis." In A.H. Kidd & J.L. Rivoire (Eds.). *Perceptual Development in Children.* New York: International University Press, 1966, 487-522. (b)

*Kagan, J. "Learning, Attention, and the Issue of Discovery." In L.S. Shulman and E.R. Keislar (Eds.). *Learning by Discovery.* Chicago: Rand McNally, 1966, 151-161. (c)

*Kagan, J. "Reflection-Impulsivity: The Generality and Dynamics of Conceptual Tempo." *Journal of Abnormal Psychology.* 1966, 71, 17-24. (d)

*Kagan, J. *Creativity and Learning.* Boston: Houghton Mifflin, 1967.

*Kagan, J. "His Struggle for Identity." *Saturday Review.* December 7, 1968, 80-8f. (a)

*Kagan, J. "On Cultural Deprivation." In D.C. Glass (Ed.). *Biology and Behavior: Environmental Influences.* New York: Rockefeller University Press, 1968, 211-250. (b)

*Kagan, J. *Understanding Children.* New York: Harcourt Brace Jovanovich, 1971.

*Kagan, J. "The Concept of Intelligence." *The Humanist.* January/February 1972, 32(1), 7-8.

*Kagan, J. "What is Intelligence?" *Social Policy.* July/August 1973, 4(1), 88-95.

*Kagan, J. "Acquisition and Significance of Sex Typing and Sex Role Identity." In M.L. & L.W. Hoffman (Eds.). *Review of Child Development Research.* Vol. 1. New York: Russell Sage Foundation, 1964, 137-168.

*Kagan, J. & Klein, R.E. "Cross Cultural Perspectives on Human Development." Submitted to *American Psychologist*.

*Kagan, J. & Kogan, N. "Individuality and Cognitive Performance." In P.H. Mussen (Eds.). *Manual of Child Psychology*. New York: John Wiley, 1970, 1, 1273-1365.

*Kagan, J. & Kogan, N. "Individual Variation in Cognitive Processes." In P.H. Mussen (Eds.). *Manual of Child Psychology*. (3rd. ed.). New York: John Wiley, 1970, 1, 1273-1365.

*Kagan, J. & Moss, H.A. *Birth to Maturity: A Study in Psychological Development*. New York: John Wiley, 1962.

*Kagan, J., Pearson, L., & Welch, L. "Conceptual Impulsivity and Inductive Reasoning." *Child Development*. 1966, 37, 583-594. (a)

*Kagan, J., Pearson, L., & Welch, L. "The Modifiability of an Impulsive Tempo." *Journal of Educational Psychology*. 1966, 57, 359-365. (b)

*Kagan, J. & Rosman, B.L. "Cardiac and Respiratory Correlates of Attention and an Analytic Attitude." *Journal of Experimental Child Psychology*. 1964, 1, 50-53.

*Kagan, J. and others. "Information Processing in the Child: Significance of Analytic and Reflective Attitudes." *Psychological Monographs*. 1964, 78(1, Whole No. 578).

Katz, P.A. "Stimulus Predifferentiation and Modification of Children's Racial Attitudes." *Child Development*. 1973, 44, 232-237.

Keasey, C.B. "Social Participation as a Factor in the Moral Development of Preadolescents." *Developmental Psychology*. 1971, 5, 216-220.

LaCrosse, E.R. and others. "The First Six Years of Life: A Report on Current Research and Educational Practice." *General Psychological Monographs*. 1970, 82, 161-266.

Langer, J. "Werner's Theory of Development." In P.H. Mussen (Ed.). *Manual of Child Psychology*. Vol. 1. New York: John Wiley, 1970, 733-772.

Lavatelli, C.B. *Critical Overview of Early Childhood Education Programs*. Urbana, Illinois: Illinois University, 1968.

Lay, M. & Dopyera, J. *Analysis of Early Childhood Programs: A Search for Comparative Dimensions*. Syracuse: Syracuse University, 1970. ED 051 877

Lesser, G. *Children and Television: Lessons from Sesame Street*. Cambridge, Massachusetts: Harvard University, 1972.

Lesser, G.A., Feiffer, G. & Clark, D.H. "The Mental Abilities of Children from Different Social Class and Cultural Groups." *Monograph of Society for Research in Child Development*. 1965, 30(4, Whole No. 102).

Levenstein, P. "Cognitive Growth in Preschoolers Through Verbal Interaction with Mothers." *American Journal of Ortho-Psychiatry*. 1971, 48(3), 130-134.

Levitt, E. "Views of Cognition in Children: 'Process' versus 'Product' Approach." *Young Children*. 1968, 23, 225-232.

Lindvall, C. and others. *Defining Educational Objectives*. Pittsburgh: University of Pittsburgh Press, 1964.

*Looff, David H. *Appalachia's Children: The Challenge of Mental Health*. Lexington, Kentucky: University of Kentucky Press, 1971.

Lyle, J. & Hoffman, H.R. "Children's Use of Television and Other Media." In E.A. Rubinstein, G.A. Comstock, & J.P. Murray (Eds.). *Television and Social Behavior*. Vol. 4. *Television in Day-to-Day Life: Patterns of Use*. Washington: Government Printing Office, 1972.

Maccoby, E. "Television: Its Impact on School Children." *Public Opinion Quarterly*. 1951, 15, 421-444.

Maccoby, E.E. & Feldman, S.S. "Mother-Attachment and Stranger-Reactions in the Third Year of Life." *Monographs of the Society for Research in Child Development*. 1972, 37(1), 21-57.

*McCandless, B.R. *Children and Adolescents: Behavior and Development*. New York: Holt, Rinehart, and Winston, 1961.

*McCandless, B.R. *Children: Behavior and Development*. (2nd. ed.). New York: Holt, Rinehart, and Winston, 1967.

McLure, W.P. & Pence, A.M. *Early Childhood and Basic Elementary and Secondary Education: Needs, Programs, Demands, Costs*. Urbana, Illinois: Bureau of Educational Research, Illinois University, 1970.

Messick, S. & Barrows, T.S. "Strategies for Research and Evaluation in Early Childhood Education." In I.J. Gordon (Ed.). *Early Childhood Education: The Seventy-First Yearbook of the National Society for the Study of Evaluation*. Chicago: National Society for the Study of Education, 1972.

Miller, G.W. *Educational Opportunity and the Home*. London: Longman, 1971.

*Monks, F.J., Hartup, W.W., & DeWit, J. (Eds.). *Determinants of Behavioral Development*. New York: Academic Press.

Murray, J.P. and others. "Television and the Child: A Comprehensive Bibliography." *Journal of Broadcasting*. W 71-72, 16(1), 3-20.

*Mussen, P.H., Conger, J.J., & Kagan, J. *Readings in Child Development and Personality*. New York: Harper & Row, 1965.

*Mussen, P.H., Conger, J.J., & Kagan, J. *Child Development and Personality*. (3rd. ed.). New York: Harper & Row, 1969.

Palmer, J. *Home Environment and Achievement*. Toronto: The Board of Education for the City of Toronto, 1967.

Parker, R.K. and others. *Overview of Cognitive and Language Programs for 3, 4, and 5 Year Old Children*. New York: Center for Advanced Study in Education, undated.

Piaget, J. *The Child's Conception of Number*. New York: Humanities Press, 1952. (a)

Piaget, J. *The Origins of Intelligence in Children*. New York: International Universities Press, 1952. (b)

Piaget, J. *The Construction of Reality in the Child*. New York: Basic Books, 1954.

Piaget, J. *The Language and Thought of the Child*. Translated by M. Gabain. New York: Meridian Books, 1955.

Piaget, J. *Judgment and Reasoning in the Child*. Patterson, N.J.: Littlefield Adams, 1959.

Piaget, J. *The Child's Conception of the World*. Patterson, N.J.: Littlefield Adams, 1960.

Piaget, J. and Inhelder, B. *The Psychology of the Child*. New York: Basic Books, 1969.

Piaget, J. "Piaget's Theory." In P.H. Mussen (Eds.). *Manual of Child Psychology*. Vol. I. New York: John Wiley, 1970, 703-732.

Piaget, J. *Logic and Psychology*.

Piaget, J. Chapters 1, 2, 5, 6. D. Elkind (Eds.). *Six Psychological Studies*.

Piaget, J. & Inhelder, B. *The Child's Conception of Space*. New York: Humanities Press, 1956.

Piaget, J., Inhelder, B., & Szeminska, A. *The Child's Conception of Geometry*. New York: W.W. Norton, 1964.

Pierce-Jones, J. In Joe Frost (Eds.). *Early Childhood Education Rediscovered*. New York: Holt, Rinehart, and Winston, 1968, 305-314.

Prescott, E. "Children in Group Day Care: The Effect of a Dual Child-Rearing Environment." Los Angeles: Research Department, Welfare Planning Council, Los Angeles Region, 1964. (Mimeographed)

Prescott, E. & Jones, E. *Group Day Care as a Child Rearing Environment*. Pasadena, California: Pacific Oaks College, 1967.

Radke Yarrow, M., Scott, P.M., & Waxler, C.Z. "Learning Concern for Others." *Developmental Psychology*. 1973, 8, 240-260.

Raph, J.B. "Language Development in Socially Disadvantaged Children." *Review of Educational Research*. 1965, 35, 389-400.

Rosenhan, D. "Prosocial Behavior of Children." In W.W. Hartup (Eds.). *The Young Child*. 1972, 340-359.

Searcy, E. & Chapman, J. *The Status of Research in Children's Television*. Washington: Interagency Panel on Early Childhood Research and Development, 1972.

Shure, M.B. "Psychological Ecology of a Nursery School." *Child Development*. 1963, 34, 979-992.

Siegel, A.E. "Current Issues in Research on Early Development." Paper presented at the Raymond G. Kuhlen Memorial Symposium, Stanford University, Stanford, California, August 31, 1968. ED 028 813

Siegel, B.L. *The Parent Educator as Home Visitor*. Gainesville, Florida: Institute for Development of Human Resources, 1969.

Sigel, I.E. "Developmental Theory and Preschool Education: Issues, Problems and Implications." In I.J. Gordon (Ed.). *Early Childhood Education*. Chicago: National Society for the Study of Education, 1972.

Sinclair-de-Zwart, H. "Developmental Psycholinguistics." In D. Elkind and J.H. Flavell (Eds.). *Studies in Cognitive Development*. New York: Oxford Press, 1969, pp. 315-366.

Smilansky, S. *The Effects of Sociodramatic Play on Disadvantaged Pre-School Children*. New York: John Wiley, 1968.

Steen, C. and others. *Developing the Role of Parent as Teacher with Head Start Populations*. Research Report. Westwood, California: UCLA, 1968.

Stern, C. and others. *Increasing the Effectiveness of Parents-as-Teachers*. Los Angeles: University of California, 1970.

Stevenson, H.W. *Children's Learning*. New York: Appleton-Century-Crofts, 1972. (a)

Stevenson, H.W. "Television and the Behavior of Preschool Children." In J.P. Murray, E.A. Rubinstein, and G.A. Comstock (Eds.). *Television and Social Behavior*. Vol. 2. *Television and Social Learning*. Washington: Government Printing Office, 1972. (b)

Surgeon General's Scientific Advisory Committee on Television and Social Behavior. *Television and Growing up: The Impact of Televised Violence Report to the Surgeon General, U.S. Public Health Service*. Washington: Government Printing Office, 1972.

*Tyler, R.W., Gagne, R. & Scriven, M. *Perspectives of Curriculum Evaluation*. Chicago: Rand McNally, 1967.

Ugurel-Semin, R. "Moral Behavior and Moral Judgment of Children." *Journal of Abnormal and Social Psychology*. 1952, 47, 463-474.

Wahler, R.G. "Child-Child Interactions in Free Field Settings: Some Experimental Analyses." *Journal of Experimental Child Psychology*. 1967, 5, 278-293.

*Ware, W.B. & Garber, M. "The Home Environment as a Prediction of School Achievement." *Theory Into Practice*. June, 1972, 11(3), 190-195.

*Ware, W.B., Newell, J.M. & Jester, R.E. "The Role of Behavioral Objectives: A Response to A.W. Combs." *Educational Leadership*. April, 1973, 30(7), 667-671.

*White, B.L. "Second Order Problems in Studies of Perceptual Development." In the proceedings of a conference sponsored by the Institute for Juvenile Research, Illinois State Department of Mental Health and National Institute of Child Health and Human Development - National Institutes of Health, 1966, 5-23.

*White, B.L. "An Experimental Approach to the Effects of Experience on Early Human Behavior." In J.P. Hill (Eds.). *Minnesota Symposium on Child Psychology*. Minneapolis: University of Minnesota Press, 1967, 1, 201-225. (a)

*White, B.L. "Informal Education During the First Months of Life." In R.D. Hess & R.M. Bear (Eds.). *The Challenge of Early Education: Reports of Theory, Research, and Action*. Chicago: Aldine Press, 1967. (b)

*White, B.L. "Pre-School Education - A Plea for Common Sense." Paper presented at the annual meeting of the National Association of Independent Schools, New York, March 4, 1967. (c)

*White, B.L. "The Role of Experience in the Behavioral Development of Human Infants: Current Status and Recommendation." 1967 (Unpublished). (d)

*White, B.L. "Child Development Research: An Edifice Without a Foundation." In I. Sigel (Ed.). *Merrill-Palmer Quarterly*. Detroit: The Merrill-Palmer Institute, 1969, 15, 47-78. (a)

*White, B.L. "The Initial Coordination of Sensorimotor Schemas in Human Infants - Piaget's Ideas and the Role of Experience." In J.H. Flavell and D. Elkind (Eds.). *Studies in Cognitive Development: Essays in Honor of Jean Piaget*. New York: Oxford University Press, 1969, 237-256. (b)

*White, B.L. *An Analysis of Excellent Early Educational Practices: Preliminary Report*. Cambridge, Massachusetts: Center for Research and Development in Educational Differences, 1971. ED 050 805 (a)

*White, B.L. "An Analysis of Excellent Early Educational Practices: Preliminary Report." In A. Effrat (Ed.). *INTERCHANGE*. Toronto: The Ontario Institute for Studies in Education, 1971, 2(2). (b)

*White, B.L. "Experience and the Development of Motor Mechanisms in Infancy." In K. Connoly (Ed.). *Mechanisms of Motor Skills Development*. London: Academic Press, 1971, 91-136. (c)

*White, B.L. *Human Infants: Experience and Psychological Development.* Englewood Cliffs, N.J.: Prentice-Hall, 1971. (d)

*White, B.L. "Fundamental Early Environmental Influences on the Development of Competence." In M.E. Meyer (Eds.). *Third Symposium on Learning: Cognitive Learning.* Bellingham, Washington: Western Washington State College, 1972, 79-105. (a)

*White, B.L. "High Payoff Likely on Money Invested in Early Childhood Education." *When Should Schooling Begin?* (Editorial) *Phi Delta Kappan.* June, 1972, LII(10), 610-614. (b)

*White, B.L. "Early Detection of Educational Handicaps." In F.E. de la Cruz, B.H. Fox, and R.H. Roberts. *Minimal Brain Dysfunction.* Annals of the New York Academy of Science. New York: New York Academy of Science, 1973, ANYAA9(205), 109-123. (a)

*White, B.L. "Play Activities and the Development of Competence During the First Years of Life." Paper presented at the Georgia Symposium on Play and Exploratory Behavior held at the Georgia State University, Atlanta, Georgia, on January 25, 1973. (b)

*White, B.L. "Preschool: Has It Worked?" In J. Chaffee (Ed.). *COMPACT Magazine.* Denver: Education Commission of the States, July/August, 1973. (c)

*White B.L. & Castle, P. "Visual-Exploratory Behavior Following Postnatal Handling of Human Infants." *Perceptual and Motor Skills.* 1964, 18, 497-502.

*White, B.L., Castle, P., & Held, R. "Observations on the Development of Visually-Directed Reading." *Child Development.* 1964, 35, 349-364.

*White, B.L. & Clark, K.R. "An Apparatus for Eliciting and Recording the Eyeblink." In C.H. Ammons (Ed.). *Psychological Reports - Perceptual and Motor Skills.* 1968, 27, 959-964.

*White, B.L. & Held, R. "Plasticity of Sensorimotor Development in the Human Infant." In J.F. Rosenblith and W. Allinsmith (Eds.). *Causes of Behavior: Readings in Child Development and Educational Psychology.* (2nd. ed.). Boston: Allyn & Bacon, 1966, 60-71.

*White, B.L. and others. "The Harvard Pre-School Project: An Ethoecological Study of the Development of Competence." Symposium presented at the Society for Research in Child Development, Santa Monica, California, March 26-29, 1969.

*White, B.L. and others. *Child-Rearing Practices and the Development of Competence, The Harvard Pre-School Project Final Report.* Grant No. CD-9909, Office of Economic Opportunity - Head Start Division and the Carnegie Corporation of New York, September, 1972.

*White, B.L. and others. *Experience and Environment: Major Influences on the Development of the Young Child.* Vol. 1. Englewood Cliffs, N.J.: Prentice-Hall, 1973.

*White, S. "The Learning Theory Approach." In P.H. Mussen (Ed.). *Manual of Child Psychology*. Vol. I. New York: John Wiley, 1970, 657-702.

Williams, C.R. *A Comparison of Contrasting Programs in Early Childhood Education*. Los Angeles: University of California, 1970. ED 046 509

Wolf, R.M. "The Identification and Measurement of Environment Process Variables Related to Intelligence." Unpublished doctoral dissertation, University of Chicago, 1964.

*Wolff, P.H. & White, B.L. "Visual Pursuit and Attention in Young Infants." *Journal of Child Psychiatry*. 1965, 4(3).

Woolman, Myron & Grotberg, E.H. *Educational Designs and Proposal for Early Childhood Research: A New Look: A Systems Approach to Pre-School Education*. Washington: Office of Planning, Research, and Evaluation, Office of Economic Opportunity, 1971. ED 053 809

*Yando, R.M. & Kagan, J. "The Effect of Teacher Tempo on the Child." *Child Development*. 1968, 39, 27-34.

Yin, Robert K. *The Workshop and the World: Toward an Assessment of the Children's TV Workshop*. Washington: The Rand Corporation, October, 1973.

*These are the publications of the panel members that they felt supported the Competency Base investigation.

APPENDICES

National Panel Members

Abramovitz, Robert, M.D.
Assistant Professor
Yale Child Study Center
Yale University
333 Cedar Street
New Haven, Connecticut 06519

** Anderson, Scarvia
Southern Regional Division
Educational Testing Service
17 Executive Park Drive, N.E.
Atlanta, Georgia 30329

** Bereiter, Carl
Center for Advanced Study in the Behavioral Sciences
202 Junipero Serra Boulevard
Stanford, California 94305

* Brudenel, Gerald
Assistant Professor
Early Childhood Education Program
College of Education
Division of Professional and Clinical Programs
The Florida State University
Tallahassee, Florida 32306

** Butler, Annie
Professor of Education
Education #326
School of Education
Indiana University
Bloomington, Indiana 47401

** Gagne, Robert
Professor of Educational Research
Center for Education Technology
The Florida State University
415 N. Monroe Street
Tallahassee, Florida 32301

** Gotts, Edward
Professor of Education
School of Education
Indiana University
Bloomington, Indiana 47401

** Hartup, Willard
Director
Institute of Child Development
University of Minnesota
Minneapolis, Minnesota 55455

* Hess, Robert
Professor of Education
School of Education
Stanford University
Palo Alto, California 94305

** Hunt, J. McVicker
Professor of Psychology and Elementary Education
Room 617, Psychology Building
University of Illinois
Champaign-Urbana, Illinois 61801

** Jester, Emile
Associate Professor of Education
Acting Director, Institute of Human Resources
College of Education 513 Weil Hall
University of Florida
Gainesville, Florida 32601

** Kagan, Jerome
Professor of Developmental Psychology
Room 510
William James Hall
Harvard University
Cambridge, Massachusetts 02138

Katz, Lilian
Professor of Education
Director, ERIC, Early Childhood Education
805 W. Pennsylvania Avenue
University of Illinois
Champaign-Urbana, Illinois 61801

** McCandless, Boyd
Professor of Psychology
Director of Developmental Psychology
Emory University
2469 Greenglade Road, N.E.
Atlanta, Georgia 30345

** Schoggen, Maxine
Research Associate
John F. Kennedy Center
Research in Education and Human Development
Peabody College
Nashville, Tennessee 37203

Shipman, Virginia
Educational Testing Service
Princeton, New Jersey 08540

** White, Burton
Lecturer and Senior Research Associate
Graduate School of Education
Harvard University
Cambridge, Massachusetts 02138

White, Sheldon
Professor of Psychology
Department of Psychology and Social Relations
Harvard University
Cambridge, Massachusetts 02138

* Respondents to the mailing of the "Prime Competencies" (those with single asterix and all double ones responded).

** Respondents to "An Early Childhood Competency Rating Instrument"

Appalachian Panel Members

* Aderhold, Elizabeth
Assistant Professor of Early Childhood Education
427 F College of Education
University of Georgia
Athens, Georgia 30602

* Berry, Mary
Professor of Education
Box 296
School of Education
Middle Tennessee State University
Murphreesboro, Tennessee 37130

* Brunk, Jason
Director
The Early Childhood Institute
College of Education
Ohio University
Athens, Ohio 45701

* Cagle, Lynn
Assistant Professor of Early Childhood Education
Department of Curriculum and Instruction
Claxton Education Building
University of Tennessee
Knoxville, Tennessee 37916

* Cowles, Milly
Professor of Early Childhood Education
School of Education
University of Alabama
Birmingham, Alabama 35294

* Day, Barbara
Coordinator of Early Childhood Programs
Assistant Professor of Education
School of Education
302 Peabody Hall
University of North Carolina
Chapel Hill, North Carolina 27514

* Deal. Therry
Chairman
Department of Home Economics
Georgia College
Milledgeville, Georgia 31061

* Harper, Mary
Director
Early Childhood Education Continuous Progress Program
Williamsburg County
417 School Street
Kingston, South Carolina 29556

* Hart, Lillian
Assistant Professor of Early Childhood Education
Department of Elementary Education
Memphis State University
Memphis, Tennessee 38152

* Kamara, Barbara
Director
Learning Institute of North Carolina
Child Development Training Center
800 Silver Avenue
Greensboro, North Carolina 27403

Looff, David, M.D.
Associate Clinical Professor of Child Psychiatry
University of Kentucky
1308 Fincastle Road
Lexington, Kentucky 40502

* Stapleton, Pat
Training Specialist
Center for Leadership Development for Child Care
University of North Carolina
Greensboro, North Carolina 27412

* Wear, Pat
Chairman
Department of Education
Box 2288
Berea College
Berea, Kentucky 40403

* Respondents to "An Early Childhood Competency Rating Instruments"

Appalachian Parent Panel

The purpose of forming an Appalachian Parent Panel was to provide the HOPE Program efforts with a "grass roots" reflection on the competencies. Since one of the goals of the HOPE Process is to serve non-urban Appalachian families with preschool children, it became imperative to finalize the competency list with central focus on this population.

So that a representative sample of parent reaction could be obtained, sites in seven Appalachian states were chosen: Alabama, Kentucky, Ohio, Pennsylvania, Tennessee, Virginia, and West Virginia. The sites selected in these states were those in which HOPE was directly or indirectly involved. Where there was no involvement, State Departments of Education were asked to assist in selection. The general makeup of this parent population was non-urban except fifteen families located within the city limits of Huntsville, Alabama.

Criteria for selecting families: (1) there was at least one preschool child (age 3 to 5) residing in the family; (2) there was a home visitor active with the family; (3) there was a willingness to participate.

The logistics of the parent population

State: Alabama
Site: TARCOG -
Top of Alabama Regional
Council of Governments
Counties served:
DeKalb
Jackson
Limestone
Madison
Marshall
Number of families: 85

State: Kentucky
Site: Counties served -
Knott
Letcher
Pike
Number of families: 125

State: Ohio
Site: Gallipolis
Counties served:
Gallia
Number of families: 150

State: Pennsylvania
Site: Counties served -
Kittany
Armstrong
Green
Washington
Number of families: 85

State: Tennessee
Site: Clinch-Powell Educational
Cooperative
Counties served:
Campbell
Claiborne
Hancock
Union
Number of families: 200

State: Virginia
Site: DILENOWISCO Educational
Cooperative
Counties served:
Dixon
Lee
Scott
Wise
City of Norton
Number of families. 200

State: West Virginia
Sites: Counties served -
Raleigh
Pendleton
Number of families: 120

Total families: 965

Prime Competency List

The original list sent to the
National Panel for reactions

Category: Classification

Competency: Ability to form concepts

Example: To recognize repetition of patterns
To establish and label categories
To generalize from one situation to another

Comments: _____

_____

Competency: Ability to discriminate by sound

Example: To distinguish between sounds
To distinguish rhythm
To identify sources of sounds

Comments: _____

_____

Competency: Ability to discriminate by sight

Example: To distinguish shapes
To distinguish sizes
To distinguish colors

Comments: _____

_____

Competency: Ability to discriminate by touch

Example To distinguish texture
To distinguish temperature
To distinguish shapes

Comments: _____

_____

Competency: Ability to sort

Example: To recognize similar qualities in different objects

Comments: _____

_____

Category: Classification

Competency: Ability to ordinate

Example: To arrange in sequence
To construct one-to-one correspondence

Comments: _____

_____

Competency: Ability to conserve

Example: To match on a one-to-one basis
To distinguish quantity
To correlate shape with quantity

Comments: _____

_____

Competency: Ability to measure

Example: To distinguish time
To distinguish weight
To distinguish distance

Comments: _____

_____

Competency: Ability to denote spatial relationships

Example: To distinguish relative locations

Comments: _____

_____

Competency: Ability to express feelings

Example: By statement
By demeanor
By avoidance

Comments: _____

_____

Category: Communication

Competency: Ability to articulate

Example: To be precise in speech
To be sensitive to vocal inflections
To be sensitive to audience

Comments: _____

_____

Competency: Ability to describe (essentially a pictorial concern)

Example: To recognize the salient characters of the things to be described
To use words with precision
To use comparisons

Comments: _____

_____

Competency: Ability to explain (essentially a functional concern)

Example: To recognize the dynamics of the operation to be explained
To detail relationships of function
To be aware of audience's familiarity with thing being explained

Comments: _____

_____

Competency: Ability to label

Example: To realize the importance of labels as a convenience in communicating with others
To realize the connection of function to labelling
To realize that all feelings, conducts, and materials can be labelled

Comments: _____

_____

Category: Communication

Competency: Ability to recognize the social functions of language

Example: To realize that language is neither "right" nor "wrong," but rather "appropriate" or "inappropriate" to a given situation
To realize that language has a function other than communication of information, that function being class/character typing

Comments: _____

_____

Competency: Ability to use non-verbal cues

Example: To recognize that communication can proceed without the written or spoken word
To become acquainted with common gestures.

Comments: _____

_____

Category: Coordination

Competency: Ability to construct

Example: To be aware of the relationships of parts to the whole
To assess materials
To use materials

Comments: _____

_____

Competency: Ability to copy

Example: To develop eye-hand coordination
To comprehend design

Comments: _____

_____

Competency: Ability to draw

Example: To conceive and hold mental pictures
To develop eye-hand coordination
To comprehend design

Comments: _____

_____

Competency: Ability to use body to express feelings

Example: To recognize effect of physical gestures on others
To dance
To accept body movements as a respectable form of expression

Comments: _____

_____

Competency: Ability to control large muscles

Example: To balance
To move in the ways one wants to

Comments: _____

_____

Category: Coordination

Competency: Ability to control small muscles

Example: To manipulate small objects with hands and fingers
To develop eye-hand coordination
To use many parts of the body simultaneously

Comments: _____

_____

Category: Habits and Attitudes

Competency: Ability to initiate action

Example: To realize when an action would improve existing conditions
To know the range and probable results of actions

Comments: _____

_____

Competency: Ability to plan action

Example: To make choices based on the dynamics of a given situation
To assess resources
To anticipate end results

Comments: _____

_____

Competency: Ability to persist in actions

Example: To increase attention span
To recognize correlation between time spent and results achieved
To recognize interim successes

Comments: _____

_____

Competency: Ability to be self-reliant

Example: To know one's own abilities
To accurately assess one's work
To realize that others cannot always be counted on for help

Comments: _____

_____

Competency: Ability to sustain health and safety

Example: To recognize what is beneficial and detrimental to health
To see the connection of good physical health to effective mental health
To realize that prevention of illness is primary to being healthy
To recognize appropriate social behaviors

Comments: _____

_____

Category: Social Relationships

Competency: Ability to assume appropriate social behaviors

Example: To listen and follow directions
To work with others for a common goal
To converse well

Comments: _____

_____

Competency: Ability to get attention

Example: To role play
To ask questions
To manifest a sense of urgency

Comments: _____

_____

Competency: Ability to maintain attention

Example: To be direct
To be sincere
To maintain eye contact

Comments: _____

_____

Competency: Ability to adopt the perspective of another

Example: To role play
To put oneself in the conditions of others
To play with and talk to others

Comments: _____

_____

Competency: Ability to respect the individuality of others

Example: To tolerate visible differences in others
To express admiration for the differences of others
To express concern over the differences of others

Comments: _____

_____

Appendix E

Instructions and Material Sent to National and Appalachian Judges

APPALACHIA EDUCATIONAL LABORATORY, INC.
P. O. BOX 1348
CHARLESTON, WEST VIRGINIA 25325
304/344-8371

November 29, 1973

Dear Panel Member:

Thank you for your receptivity to this investigation. Most of you have been very prompt in your replies and most generous with your individual comments.

This packet contains:

- Instructions for judging competencies.
- A rating instrument for judging.
- Three service agreements (one is to be retained for your files and two are to be returned to me).
- A vendors invoice (to be returned).
- A self addressed stamped envelope.

When the judging task is completed, please return the returnable items in the self-addressed envelope. I hope to hear from you soon regarding these matters.

Sincerely,

George Troutt

George Troutt, Ph.D.
Early Childhood Specialist
MARKETABLE PRESCHOOL EDUCATION PROGRAM

GT/ljk

Enclosures

Instructions to Judges

Would you please rate the following items with relationship to the criticalness of each item as a child competency (expected behavior at age 6 years, 0 months). These competencies are to be those that the "normal" American child (age 6 years, 0 months) could be expected to possess on the basis of existent empirical knowledge.

Each item is scaled five to one:

5 Strongly supportive empirical evidence as an expected competency

4 Slightly supportive empirical evidence as an expected competency

3 No empirical evidence as expected competency

2 Slightly nonsupportive empirical evidence as an expected competency

1 Strongly nonsupportive empirical evidence as an expected competency

NOTE: Empirical evidence: Originating in, or based on observation or experience; capable of being verified or disproved by observation or experiment. (Webster's Seventh New Collegiate Dictionary; second and third definitions).

Procedures for Rating

1. Rate each example by placing an X anywhere on the line where your reaction is best suited.

2. When the examples have been rated, place an X anywhere on the line where you feel your reaction to the competency is best suited.

3. When the competencies have been rated, place an X anywhere on the line where you feel your reaction to the category is best suited.

4. If you have any comments about an example, a competency, or a category, space is provided.

Please note that your task is to provide your best scholarly judgment, within the above established framework, about child competencies that will become a set from which behavioral descriptions will be developed. The behavioral descriptions will flow into a developmental design pictorially represented by the attached charts.

An Early Childhood
Competency
Rating Instrument

I Category: Classification

I A. Competency: Ability to form concepts

Examples:	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
1. To recognize similarities or differences of objects and/or events	5	4	3	2	1
2. To understand the nature of the similarities and differences of objects and/or events	5	4	3	2	1
3. To establish and label conceptual groups	5	4	3	2	1
4. To verbalize principles underlying categories	5	4	3	2	1
5. To generalize from one situation to another	5	4	3	2	1
A. Competency: Ability to form concepts	5	4	3	2	1

Comments: _____

_____

I B. Competency: Ability to discriminate by sound

Examples:

1. To distinguish characteristics of sound	5	4	3	2	1

I B. Competency: Ability to discriminate by sound (Continued)

	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
2. To identify sources of sound by name and/or distinction	5	4	3	2	1
3. Reproduces simple rhythmical patterns	5	4	3	2	1
4. To analyze oral forms into constituent parts	5	4	3	2	1
5. To identify and distinguish tones	5	4	3	2	1
B. Competency: Ability to discriminate by sound	5	4	3	2	1

Comments: _____

_____

I C. Competency: Ability to discriminate by sight

Examples:

1. To distinguish size using recognition, matching, and labeling	5	4	3	2	1
2. To distinguish shapes using recognition, matching, and labeling	5	4	3	2	1
3. To distinguish color using recogntiion, matching, and labeling	5	4	3	2	1
4. To distinguish letters and some simple words	5	4	3	2	1
5. To perceive organized form distinct from its background	5	4	3	2	1

	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive

I C. Competency: Ability to discriminate by sight — 5 4 3 2 1

Comments: _____

_____

I D. Competency: Ability to discriminate by touch

Examples:

1. To distinguish temperature — 5 4 3 2 1
2. To distinguish shapes — 5 4 3 2 1
3. To distinguish functional objects — 5 4 3 2 1
4. To identify texture of material as smooth, slippery, etc. — 5 4 3 2 1
5. To distinguish hotter and cooler temperatures of surfaces, liquids — 5 4 3 2 1

D. Competency: Ability to discriminate by touch — 5 4 3 2 1

Comments: _____

_____

I E. Competency: Ability to sort

Examples:

1. To recognize similar qualities in different objects — 5 4 3 2 1
2. To recognize similar functions and relationships in different objects — 5 4 3 2 1

I E. Competency: Ability to sort
(Continued)

	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
3. To provide descriptions while sorting	5	4	3	2	1
4. To label the group of objects	5	4	3	2	1
E. Competency: Ability to sort	5	4	3	2	1

Comments: _____

_____

I F. Competency: Ability to ordinate

Examples:

1. Arrange objects in sequence according to size, numerousness, and time	5	4	3	2	1
2. To establish one-to-one correspondence with recognition, matching and labeling	5	4	3	2	1
3. To identify positional relationships	5	4	3	2	1
4. To have elementary notions of inclusion and exclusion	5	4	3	2	1
5. To establish set-numeral relationships	5	4	3	2	1
F. Competency: Ability to ordinate	5	4	3	2	1

Comments: _____

_____

I G. Competency: Ability to conserve

	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
Examples:					
1. Separates objects in groups to achieve one-to-one matches	5	4	3	2	1
2. To distinguish quantity under various transformations	5	4	3	2	1
3. To identify larger and smaller pairs of objects	5	4	3	2	1
4. To conserve number	5	4	3	2	1
G. Competency: Ability to conserve	5	4	3	2	1

Comments: _____

_____

I H. Competency: Ability to measure

Examples:

1. To distinguish time (longer and shorter intervals)	5	4	3	2	1
2. To distinguish weight (heavier and lighter)	5	4	3	2	1
3. To distinguish distance (longer and shorter)	5	4	3	2	1
4. To distinguish measurement (units and instrument's functions)	5	4	3	2	1

I H. Competency: Ability to measure (Continued)

	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
5. To distinguish value (Money)	5	4	3	2	1
I H. Competency: Ability to measure	5	4	3	2	1

Comments: _____

_____

I I. Competency: Ability to denote spatial relationships

Examples:

1. To distinguish the relative orientation of an object in space	5	4	3	2	1
2. To identify directions of motion of objects--going away, coming towards, ascending, descending, etc.	5	4	3	2	1
3. To establish part/whole relationships	5	4	3	2	1
4. To recognize cross-modal transfer	5	4	3	2	1
5. To recognize physical causality	5	4	3	2	1
6. To establish left/right orientation	5	4	3	2	1
I. Competency: Ability to denote spatial relationships	5	4	3	2	1

Comments: _____

_____

I Category: Classification 92 5 4 3 2 1

II. Category: Communication

II A. Competency: Ability to recognize the social functions of language

	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
Examples:					
1. To realize that language is neither "right" nor "wrong", but rather "appropriate" or "inappropriate" to a given situation	5	4	3	2	1
2. To realize that language has a function other than communication of information, that function being class/character typing	5	4	3	2	1
3. To use language in the service of personal interactions	5	4	3	2	1
A. Competency: Ability to recognize the social functions of language	5	4	3	2	1

Comments: _____

_____

II B. Competency: Ability to label

Examples:

1. To realize the importance of labels as a convenience in communicating with others	5	4	3	2	1
2. To realize that most feelings, conducts, and materials can be labeled	5	4	3	2	1

II B. Competency: Ability to label (Continued)

	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
3. Identifies common objects by name, or by an assigned or agreed upon name	5	4	3	2	1
4. To produce labels isomorphic with reality	5	4	3	2	1
B. Competency: Ability to label	5	4	3	2	1

Comments: _____

_____

II C. Competency: Ability to explain (essentially a functional concern)

Examples:

1. To recognize the dynamics of the operation to be explained	5	4	3	2	1
2. To detail relationships of functions	5	4	3	2	1
3. To suit the explanation to the audience and situation involved	5	4	3	2	1
4. Gives simple explanations of physical phenomena such as falling, breaking, pushing, etc.	5	4	3	2	1
5. To be able to ask appropriate questions	5	4	3	2	1
C. Competency: Ability to explain (essentially a functional concern)	5	4	3	2	1

II C. Competency: Ability to explain (essentially a functional concern) (Continued)

Comments: _____

II D. Competency: Ability to describe (essentially a pictorial concern)

	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
Examples.					
1. To make the description meaningful to another	5	4	3	2	1
2. To remember objects and events	5	4	3	2	1
3. Uses words to communicate descriptions of common objects in terms of their attributes - color, shape, size, texture, etc.	5	4	3	2	1
4. Uses words correctly to compare object features, in terms of color, size, etc.	5	4	3	2	1

D. Competency: Ability to describe (essentially a pictorial concern) 5 4 3 2 1

Comments: _____

II E. Competency: Ability to articulate

Examples:

1. To speak audibly 5 4 3 2 1

II E. Competency: Ability to articulate (Continued)

	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
2. To speak comprehensively	5	4	3	2	1
3. To be willing to speak when appropriate	5	4	3	2	1
4. To monitor unnecessary or inappropriate speech	5	4	3	2	1
5. Pronounce words in oral vocabulary correctly (communicably)	5	4	3	2	1
6. Expresses "mood" by vocal inflections (sadness, anger, secrecy, etc.)	5	4	3	2	1
E. Competency: Ability to articulate	5	4	3	2	1

Comments: _____

II F. Competency: Ability to express feelings

Examples:

1. Identifies common emotional expressions in other persons, e.g., anger, sadness, joy, etc.	5	4	3	2	1
2. Uses common coping reactions to expressions of emotions in others, (comforting, distracting, avoidance, approach, etc.)	5	4	3	2	1
3. By statement in lieu of action	5	4	3	2	1
4. To describe alternative feelings through role play or verbalizations	5	4	3	2	1

II. E. Competency: Ability to express feelings (Continued)

	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
F. Competency: Ability to express feelings	5	4	3	2	1

Comments: _____

_____

II. G. Competency: Ability to use non-verbal cues

Examples:

1. To communicate through pantomime	5	4	3	2	1
2. To describe through graphic means	5	4	3	2	1
3. To recognize posture as a means of communication	5	4	3	2	1
4. To make use of common hand and arm gestures	5	4	3	2	1
5. To recognize and use facial gestures as a mode of communication	5	4	3	2	1
G. Competency: Ability to use non-verbal cues	5	4	3	2	1

Comments: _____

_____

II Category: Communication	5	4	3	2	1

III Category: Coordination

III A. Competency: Ability to construct

	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
Examples:					
1. To construct so that relationships between parts and whole are clear	5	4	3	2	1
2. To assess appropriateness of materials for various constructions	5	4	3	2	1
3. To use materials such as pencils, crayons, scissors, paste, mosaics, clay	5	4	3	2	1
4. Constructs structures with materials	5	4	3	2	1
5. Constructs simple geometrical shapes by placing parts together	5	4	3	2	1
A. Competency: Ability to construct	5	4	3	2	1

Comments: _____

_____

III B. Competency: Ability to copy

Examples:					
1. To develop eye-hand coordination	5	4	3	2	1
2. Copies geometrical shapes and designs	5	4	3	2	1
3. To mimic sounds	5	4	3	2	1

III B. Competency: Ability to copy
(Continued)

	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
4. To imitate gestures and movements	5	4	3	2	1
5. To comprehend a given design	5	4	3	2	1
B. Competency: Ability to copy	5	4	3	2	1

Comments: _____

III C. Competency: Ability to draw

Examples:

1. To conceive and hold mental pictures -	5	4	3	2	1
2. To produce recognizable pictures	5	4	3	2	1
3. Draws common geometrical shapes (square, triangle, circle ellipse etc.)	5	4	3	2	1
4. To comprehend design	5	4	3	2	1
5. To demonstrate basic principles of design	5	4	3	2	1
C. Competency: Ability to draw	5	4	3	2	1

Comments: _____

III D. Competency: Ability to use body to express feelings

III. D. Competency: Ability to use body to express feelings (Continued)

	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
Examples:					
1. To recognize the effect of physical gestures from others	5	4	3	2	1
2. To communicate various intentions with the body	5	4	3	2	1
3. To demonstrate common physical gestures (threatening, pleading, rejecting, etc.)	5	4	3	2	1
4. Executes simple rhythmical dances	5	4	3	2	1
5. To take the roles of various objects	5	4	3	2	1
D. Competency: Ability to use body to express feelings	5	4	3	2	1

Comments: _____

_____

III E. Competency: Ability to control large muscles

Examples:					
1. To balance one's self in situations with special constraints (balance beam, walking an incline, using the trampoline)	5	4	3	-2	1
2. To move in the ways one wants to	5	4	3	2	1
3. To avoid excessive clumsiness	5	4	3	2	1

III E. Competency: Ability to control large muscles (Continued)

	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
4. Makes movements of whole body or of limbs in response to oral directions	5	4	3	2	1
5. To acquire cognitive control of movement	5	4	3	2	1

E. Competency: Ability to control large muscles 5 4 3 2 1

Comments: _____

_____

III F. Competency: Ability to control small musoles

Examples:

1. To use many parts of the body simultaneously in coordinate action	5	4	3	2	1
2. To manipulate small objects with hands and fingers	5	4	3	2	1
3. To use simple hand tools such as hammer, screwdriver, wrench, etc.	5	4	3	2	1
4. To understand that one's movements have specific effects which often furnish feedback for further movement	5	4	3	2	1
5. Respond to verbal directions, manipulate small objects and parts by reversing, inserting, opening, etc.	5	4	3	2	1

III F. Competency: Ability to control small muscles

	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
Competency: Ability to control small muscles	5	4	3	2	1

Comments: _____

III Category: Cordination

5	4	3	2	1

IV Category: Habits and Attitudes

IV A. Competency: Ability to initiate action

	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
Examples:					
1. To develop knowledge about means-ends relations	5	4	3	2	1
2. To accept and initiate affective feedback when conditions are not satisfying	5	4	3	2	1
3. To be curious and want to explore the environment	5	4	3	2	1
4. Responds to oral directions, carrying out simple actions of two or three steps	5	4	3	2	1
A. Competency: Ability to initiate action	5	4	3	2	1

Comments: _____

_____

IV B. Competency: Ability to plan action

Examples:

1. To make choices based on the dynamics of a given situation	5	4	3	2	1
2. To assess resources	5	4	3	2	1
3. Forecasts end results of action	5	4	3	2	1

IV B. Competency: Ability to plan action

	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
4. Plans a set of actions involving 2 or 3 separate steps to accomplish a stated goal	5	4	3	2	1
B. Competency: Ability to plan action	5	4	3	2	1

Comments: _____

IV C. Competency: Ability to persist in actions

Examples:

1. To control attention span in terms of task requirements	5	4	3	2	1
2. To recognize correlation between time spent and results achieved	5	4	3	2	1
3. To identify interim accomplishments	5	4	3	2	1
4. To persist in tasks in presence of distractions	5	4	3	2	1
5. To be willing to abandon an unproductive activity	5	4	3	2	1
6. To adapt his cognitive styles to the demands of the situation (e.g., know when risk-taking is a better strategy than caution)	5	4	3	2	1
C. Competency: Ability to persist in actions	5	4	3	2	1

IV C. Competency: Ability to persist in actions (Continued)

Comments: _____

_____

IV D. Competency: Ability to be self-reliant

Examples:	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
1. To make reasonably accurate estimates of one's abilities in motor and cognitive tasks	5	4	3	2	1
2. To identify discrepancies between one's work and given goals	5	4	3	2	1
3. To know appropriate sources of help (e.g., adults, other children, community services)	5	4	3	2	1
4. To recognize when it is important to seek help	5	4	3	2	1
5. To know how to summon help	5	4	3	2	1

D. Competency: Ability to be self-reliant

Comments: _____

_____

IV E. Competency: Ability to sustain health and safety

Examples:

1. To realize that it is important to try to prevent illness	5	4	3	2	1

IV E. Competency: Ability to sustain health and safety (Continued)

	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
2. To meet common standards for peer group	5	4	3	2	1
3. To identify common symptions of illness; ihfection, raised temperature, swelling, inflamation, etc.	5	4	3	2	1
4. To follow safety practices in day-to-day activities	5	4	3	2	1
5. To develop sensible eating, sleeping and dressing habits	5	4	3	2	1

E. Competency: Ability to sustain health and safety (Continued)

Comments: _____

_____

IV Category: Habits and Attitudes 5 4 3 2 1

V Category: Social Relationships

V. A. Competency: Ability to assume appropriate social behaviors

	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
Examples:					
1. Works cooperatively toward a common goal by division of labor	5	4	3	2	1
2. Follows directions given by another peer in pursuit of an accepted goal	5	4	3	2	1
3. Makes positive overtures to others	5	4	3	2	1
4. Regulates antisocial behavior in himself through moderation, redirection (not repression)	5	4	3	2	1
5. Recognition of the various roles that adults and children are called upon to play	5	4	3	2	1
A. Competency: Ability to assume appropriate social behaviors	5	4	3	2	1

Comments: _____

V. B. Competency: Ability to get attention

Examples:					
1. Stimulates co-workers by manifesting a sense of urgency	5	4	3	2	1
2. Obtains information from others by asking questions	5	4	3	2	1

V B. Competency: Ability to get attention :

	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
3. Evokes interest in others by playing a role (teacher, physician, etc.)	5	4	3	2	1
4. To get attention when appropriate	5	4	3	2	1
B. Competency: Ability to get attention	5	4	3	2	1

Comments: _____

V C. Competency: Ability to maintain attention

Examples:

1. Holds attention of others by effective communication techniques, avoiding threats	5	4	3	2	1
2. To sustain on a task or an event	5	4	3	2	1
3. To convey the intended message	5	4	3	2	1
4. To be direct	5	4	3	2	1
5. To be sincere	5	4	3	2	1
C. Competency: Ability to maintain attention	5	4	3	2	1

Comments: _____

V D. Competency: Ability to adopt the perspective of another

	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
Examples:					
1. To role play	5	4	3	2	1
2. To play with and talk to others	5	4	3	2	1
3. To verbalize about another situation	5	4	3	2	1
4. To put oneself in the condition of another	5	4	3	2	1
D. Competency: Ability to adopt the perspective of another	5	4	3	2	1

Comments: _____

_____

V E. Competency: Ability to respect the individuality of others

Examples:					
1. To discriminate without having to judge	5	4	3	2	1
2. To express admiration for others when admiration is appropriate	5	4	3	2	1
3. To choose personal actions toward others independently of physical differences	5	4	3	2	1
4. To reject clearly antisocial behavior in others	5	4	3	2	1
5. To recognize differences within broad racial or social categories	5	4	3	2	1

V E. Competency: Ability to respect the individuality of others (Continued)

E. Competency: Ability to respect the individuality of others 5 4 3 2 1

Comments: _____

_____

V Category: Social Relationships 5 4 3 2 1

Appendix F

PARENT RATING SCALE

of

CHILD COMPETENCIES

Site _____ ID # _____ (1-9)

County _____

Home Visitor _____

Parent Rating Scale of Child Competencies

Category 1 (10)

Directions: After you read each statement, please circle the appropriate number. Number 1 means yes, number 2 means no, number 3 means I am not sure, and number 4 means I don't understand. You are to read the question BY THE TIME YOUR CHILD ENTERS THE FIRST GRADE SHOULD HE/SHE BE ABLE TO before each statement.

Sample Questions:

BY THE TIME YOUR CHILD ENTERS THE FIRST GRADE SHOULD HE/SHE BE ABLE TO:

	Yes	No	I Am Not Sure	I Don't Understand
Sample 1: Walk	(1)	2	3	4
Sample 2: Fly an airplane	1	(2)	3	4

BY THE TIME YOUR CHILD ENTERS THE FIRST GRADE SHOULD HE/SHE BE ABLE TO:

	Yes	No	I Am Not Sure	I Don't Understand	
1. Label objects that are the same	1	2	3	4	(11)
EXAMPLE: Cups that are alike.					
2. Label objects that are different:	1	2	3	4	(12)
EXAMPLE: A fork and a spoon.					
3. Beat out a simple rhythm.	1	2	3	4	(13)
EXAMPLE: Beat out a simple rhythm by clapping his hands to the sound of "Jingle Bells."					

	Yes	No	I Am Not Sure	I Don't Understand	
4. Tell you when one note is high or one note is low when he hears someone singing.	1	2	3	4	(14)
5. Tell you from what object a sound is coming. EXAMPLE: A teakettle	1	2	3	4	(15)
6. Tell you the shape of an object (whether it is round, square).	1	2	3	4	(16)
7. Tell you the color of an object (whether it is red, blue, yellow).	1	2	3	4	(17)
8. Read some or all the letters in the alphabet.	1	2	3	4	(18)
9. Close his eyes and tell you what he touches - ice is cold, cotton is soft, a ball is round, a block is square.	1	2	3	4	(19)
10. Close his eyes and tell you, by touching, that the hard, cold, smooth object is an ice cube.	1	2	3	4	(20)
11. Close his eyes and tell you, by touching, that the soft, fluffy object is cotton.	1	2	3	4	(21)
12. Pick out objects that are the same. EXAMPLE: In a pile of toys he picks out the red cars.	1	2	3	4	(22)
13. Tell you why he picks out certain objects to go in certain piles. EXAMPLE: Why he put all the red cars in a pile.	1	2	3	4	(23)
14. Put a label (name) on each pile of objects. EXAMPLE: All the dolls in this pile are old. All the dolls in this pile are new.	1	2	3	4	(24)

	Yes	No	I Am Not Sure	I Don't Understand	
15. Stack objects according to their size. EXAMPLE: The big car goes on the bottom of the stack, the medium size car in the middle, and the little car on top.	1	2	3	4	(25)
16. Identify positional relationships. EXAMPLE: Point out the first person in line, the second person, and the last.	1	2	3	4	(26)
17. Match one object with another. EXAMPLE: For each cereal bowl on the table there needs to be a spoon.	1	2	3	4	(27)
18. Separate objects into groups. EXAMPLE: From a pile of knives, forks, and spoons, put one fork, one knife, and one spoon at the table setting.	1	2	3	4	(28)
19. Tell you if one pair of things is larger or smaller than another pair. EXAMPLE: A pair of daddy's shoes is larger than a pair of baby's shoes.	1	2	3	4	(29)
20. Tell you when one thing is longer or shorter than another.	1	2	3	4	(30)
21. Tell you when one thing is heavier or lighter than another.	1	2	3	4	(31)
22. Tell you if something is coming toward him or going away from him.	1	2	3	4	(32)
23. Tell you if one thing is a part of another. EXAMPLE: A wheel is a part of a car.	1	2	3	4	(33)
24. Tell you when one things causes another to happen. EXAMPLE: The icy road caused the car to skid.	1	2	3	4	(34)
25. Tell you his left hand from his right hand.	1	2	3	4	(35)

Site _____ ID # _____ (1-9)

County _____

Home Visitor _____

Parent Rating Scale of Child Competencies

Category 2 (10)

Directions: After you read each statement, please circle the appropriate number. Number 1 means yes, number 2 means no, number 3 means I am not sure, and number 4 means I don't understand. You are to read the question BY THE TIME YOUR CHILD ENTERS THE FIRST GRADE SHOULD HE/SHE BE ABLE TO before each statement.

Sample Questions:

BY THE TIME YOUR CHILD ENTERS THE FIRST GRADE SHOULD HE/SHE BE ABLE TO:

	Yes	No	I Am Not Sure	I Don't Understand
Sample 1: Walk	(1)	2	3	4
Sample 2: Fly an airplane	1	(2)	3	4

BY THE TIME YOUR CHILD ENTERS THE FIRST GRADE SHOULD HE/SHE BE ABLE TO:

	Yes	No	I Am Not Sure	I Don't Understand	
1. Talk to people other than members of his family.	1	2	3	4	(11)
2. Recognize the importance of labels (terms).	1	2	3	4	(12)

EXAMPLE: The word "kid" means a small child or it can mean a small goat.

	Yes	No	I Am Not Sure	I Don't Understand	
3. Be able to give a group of things a name. EXAMPLE: All brands of automobiles whether Ford, Dodge, Chevrolet, are all called cars.	1	2	3	4	(13)
4. Tell how something works.	1	2	3	4	(14)
5. Know when he is being understood.	1	2	3	4	(15)
6. Tell about things that fall, break, fly, etc.	1	2	3	4	(16)
7. Ask questions that have a purpose or reason.	1	2	3	4	(17)
8. Remember certain objects or events. EXAMPLE: He used to have a stuffed bear and he remembers it.	1	2	3	4	(18)
9. Describe something by telling you its color, shape, texture, and size.	1	2	3	4	(19)
10. Speak so you can hear him.	1	2	3	4	(20)
11. Speak when appropriate. EXAMPLE: Should he/she know not to butt-in when his parents are talking.	1	2	3	4	(21)
12. Pronounce words correctly.	1	2	3	4	(22)
13. Express moods by tone of voice. EXAMPLE: Anger, sadness, pleasure	1	2	3	4	(23)
14. Know common emotional expressions of others. EXAMPLE: I love you. I hate you.	1	2	3	4	(24)
15. React to others, positively. EXAMPLE: Comfort a crying sister or brother or avoid a pestering brother or sister.	1	2	3	4	(25)

	Yes	No	I Am Not Sure	I Don't Understand	
16. Pretend through role play that he/she is angry when he/she is not.	1	2	3	4	(26)
17. Act out feelings without speaking.	1	2	3	4	(27)
EXAMPLE: Nodding head, shrugging shoulders, frowning					
18. Describe something by drawing it.	1	2	3	4	(28)
19. Use arms and hands to say something.	1	2	3	4	(29)
20. Use facial gestures to say something.	1	2	3	4	(30)
EXAMPLE: By smiling, winking, sticking out his tongue.					

Site _____ ID # _____ (1-9)

County _____

Home Visitor _____

Parent Rating Scale of Child Competencies

Category 3 (10)

Directions: After you read each statement, please circle the appropriate number. Number 1 means yes, number 2 means no, number 3 means I am not sure, and number 4 means I don't understand. You are to read the question BY THE TIME YOUR CHILD ENTERS THE FIRST GRADE SHOULD HE/SHE BE ABLE TO before each statement.

Sample Questions:

BY THE TIME YOUR CHILD ENTERS THE FIRST GRADE SHOULD HE/SHE BE ABLE TO:

	Yes	No	I Am Not Sure	I Don't Understand
Sample 1: Walk	(1)	2	3	4
Sample 2: Fly an airplane	1	(2)	3	4

BY THE TIME YOUR CHILD ENTERS THE FIRST GRADE SHOULD HE/SHE BE ABLE TO:

		Yes	No	I Am Not Sure	I Don't Understand	
1.	Put parts together to make a whole. EXAMPLE: A puzzle	1	2	3	4	(11)
2.	Decide what materials are needed to construct or make an object. EXAMPLE: He might need a spoon, dirt, and water to make a mud pie.	1	2	3	4	(12)

	Yes	No	I Am Not Sure	I Don't Understand	
3. Use pencils, crayons, scissors, and paste.	1	2	3	4	(13)
4. Make things from various materials.	1	2	3	4	(14)
EXAMPLE: Make puppets by using scissors, paste, popsicle sticks, and paper circles.					
5. Use eye and hand coordination.	1	2	3	4	(15)
EXAMPLE: Trace a picture, copy shapes, and designs on piece of paper.					
6. Imitate things he sees or hears.	1	2	3	4	(16)
EXAMPLE: The sound of a fire engine siren or the way a bird flies.					
7. Draw squares, triangles, circles.	1	2	3	4	(17)
8. Understand and label designs.	1	2	3	4	(18)
EXAMPLE: Be able to tell whether wallpaper is polka dotted, striped, or flowered.					
9. Understand the intent of gestures from others.	1	2	3	4	(19)
EXAMPLE: A nod of the head means yes.					
10. Tell about something by using his body.	1	2	3	4	(20)
EXAMPLE: Hopping like a rabbit.					
11. Use physical gestures to express his feelings.	1	2	3	4	(21)
EXAMPLE: Blowing a kiss.					
12. Imitate the way an object works.	1	2	3	4	(22)
EXAMPLE: Play like he is a coffee pot.					

	Yes	No	I Am Not Sure	I Don't Understand	
13. Move to the sound of music.	1	2	3	4	(23)
14. Balance himself, while walking up a hill, or jumping a rope.	1	2	3	4	(24)
15. Move in the direction he wants to.	1	2	3	4	(25)
16. Avoid being clumsy.	1	2	3	4	(26)
17. Move body parts when directed. EXAMPLE: If he is asked to raise his right hand, can he do it?	1	2	3	4	(27)
18. Coordinate many parts of his body. EXAMPLE: Raise his right arm and right leg at the same time.	1	2	3	4	(28)
19. To manipulate small objects with hands and fingers. EXAMPLE: To dress a small doll or put a model plane together.	1	2	3	4	(29)
20. Use a hammer, screwdriver, or a wrench.	1	2	3	4	(30)
21. Respond to spoken directions. EXAMPLE: "John, pick up your clothes."	1	2	3	4	(31)
22. Move parts of objects in and out of their place. EXAMPLE: Remove a battery from a flashlight and put it back again.	1	2	3	4	(32)

Site _____ ID # _____ (1-9)

County _____

Home Visitor _____

Parent Rating Scale of Child Competencies

Category 4 (10)

Directions: After you read each statement, please circle the appropriate number. Number 1 means yes, number 2 means no, number 3 means I am not sure, and number 4 means I don't understand. You are to read the question BY THE TIME YOUR CHILD ENTERS THE FIRST GRADE SHOULD HE/SHE BE ABLE TO before each statement.

Sample Questions:

BY THE TIME YOUR CHILD ENTERS THE FIRST GRADE SHOULD HE/SHE BE ABLE TO:

	Yes	No	I Am Not Sure	I Don't Understand
Sample 1: Walk	(1)	2	3	4
Sample 2: Fly an airplane	1	(2)	3	4

BY THE TIME YOUR CHILD ENTERS THE FIRST GRADE SHOULD HE/SHE BE ABLE TO:

	Yes	No	I Am Not Sure	I Don't Understand	
1. Recognize the means that are necessary to reach an end.	1	2	3	4	(11)
EXAMPLE: Winding a watch keeps it running.					
2. Initiate action when conditions are not satisfying.	1	2	3	4	(12)
EXAMPLE: I'm cold, I'm thirsty. My feet are wet.					

	Yes	No	I Am Not Sure	I Don't Understand	
3. Demonstrate curiosity. EXAMPLE: Ask questions about things that are new to him.	1	2	3	4	(13)
4. Wants to explore his environment. EXAMPLE: Wants to know about the things around him--what makes trees grow, what causes wind.	1	2	3	4	(14)
5. Responds in order to several spoken directions. EXAMPLE: Brush your teeth, comb your hair, and wash your face.	1	2	3	4	(15)
6. Make choices and tell why the choice was made. EXAMPLE: Chooses a peanut butter sandwich instead of cheese because he does not like cheese.	1	2	3	4	(16)
7. Determine what is needed to make something. EXAMPLE: To make chocolate milk he/she knows that milk, chocolate, and a glass are needed.	1	2	3	4	(17)
8. Know results of his actions. EXAMPLE: If he/she builds something of wood it will last longer than something built of paper.	1	2	3	4	(18)
9. Control his attention span. EXAMPLE: He listens to spoken directions from beginning to end.	1	2	3	4	(19)
10. Knows that in order to achieve certain results time must be spent. EXAMPLE: Knows that it takes time to fry chicken in order to eat it.	1	2	3	4	(20)

		Yes	No	I Am Not Sure	I Don't Understand	
11.	Persists in tasks when distractions are present. EXAMPLE: Completes a puzzle even though his brother is pestering him.	1	2	3	4	(21)
12.	Know where to get help if needed.	1	2	3	4	(22)
13.	Know when to get help if needed.	1	2	3	4	(23)
14.	Know how to get help if needed.	1	2	3	4	(24)
15.	Know it is important to prevent illness. EXAMPLE: Knows to wear a coat during the winter.	1	2	3	4	(25)
16.	Know common symptoms of illness, infection, fever.	1	2	3	4	(26)
17.	Follow safety practices. EXAMPLE: Look both ways before crossing the street.	1	2	3	4	(27)
18.	Have sensible eating, sleeping, and dressing habits.	1	2	3	4	(28)

Site _____ ID # _____ (1-9)

County _____

Home Visitor _____

Parent Rating Scale of Child Competencies

Category 5 (10)

Directions: After you read each statement, please circle the appropriate number. Number 1 means yes, number 2 means no, number 3 means I am not sure, and number 4 means I don't understand. You are to read the question BY THE TIME YOUR CHILD ENTERS THE FIRST GRADE SHOULD HE/SHE BE ABLE TO before each statement.

Sample Questions:

BY THE TIME YOUR CHILD ENTERS THE FIRST GRADE SHOULD HE/SHE BE ABLE TO:

	Yes	No	I Am Not Sure	I Don't Understand
Sample 1: Walk	(1)	2	3	4
Sample 2: Fly an airplane	1	(2)	3	4

BY THE TIME YOUR CHILD ENTERS THE FIRST GRADE SHOULD HE/SHE BE ABLE TO:

	Yes	No	I Am Not Sure	I Don't Understand	
1. Work with someone toward a common goal. EXAMPLE: Work with a brother or sister to get something done.	1	2	3	4	(11)
2. Follow directions given by a brother or sister.	1	2	3	4	(12)
3. Get along with most of his friends.	1	2	3	4	(13)

	Yes	No	I am Not Sure	I don't Understand
4. Regulate the anti-social behavior in himself. EXAMPLE: Controls his temper when he is angry	1	2	3	4
5. Know how to gain others attention.	1	2	3	4
6. Seek information from others outside the family.	1	2	3	4
7. Hold the attention of others when he is talking to them.	1	2	3	4
8. Get across what he is trying to say.	1	2	3	4
9. Play withothers.	1	2	3	4
10. Talk with others.	1	2	3	4
11. Talk about something he has seen or done.	1	2	3	4
12. Put himself in another person's place.	1	2	3	4
13. Express admiration for others.	1	2	3	4
14. Overlook physical handicaps of others. EXAMPLE: A child with one arm.	1	2	3	4
15. Recognize racial or social differences. EXAMPLE: Indian, Chinese, Black, White, poor people, rich people.	1	2	3	4

Master List of Competencies

I. Classification

A. Ability to form concepts

B. Ability to discriminate by sound

C. Ability to discriminate by sight

D. Ability to discriminate by touch

E. Ability to sort

F. Ability to ordinate

G. Ability to conserve

H. Ability to measure

I. Ability to denote spatial relationships

II. Communication

A. Ability to recognize the social functions of language

B. Ability to label

C. Ability to explain (essentially a functional concern)

D. Ability to describe (essentially a pictorial concern)

E. Ability to articulate

F. Ability to express feelings

G. Ability to use non-verbal cues

III. Coordination

A. Ability to construct

B. Ability to copy

G. Ability to draw

D. Ability to use body to express feelings

E. Ability to control large muscles

F. Ability to control small muscles

IV. Habits and Attitudes

A. Ability to initiate action

B. Ability to plan action

C. Ability to persist in actions

D. Ability to be self-reliant

E. Ability to sustain health and safety

V. Social Relationships

A. Ability to assume appropriate social behaviors

B. Ability to get attention

C. Ability to maintain attention

D. Ability to adopt the perspective of another

E. Ability to respect the individuality of others