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ABSTRACT

This report describes a survey of Appalachian parents conducted to determine what abilities they expect their children to develop before entrance into first grade. The survey was designed to help establish an empirical base for the curriculum of Appalachia Educational Laboratory's Home-Oriented Preschool Education Program (HOPE). HOPE is an integrated approach to education for preschool and kindergarten children using home, group and televised instruction. This survey involved a sample of 699 families with preschool children from Appalachian areas of seven states. Child development scholars helped to establish the child competencies (developmental abilities) about which parents were asked to respond. A competency rating instrument was developed which was used as the basis of the parent questionnaire. Results indicated that Appalachian parents generally had high expectations about their children's developmental behaviors. Possible sources of a positive bias in the results are discussed. A copy of the parent questionnaire is included with the report. (MS)

Appalachian Parents' Expectations of Child Competencies

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Technical Report No. 50

Research and Evaluation Division
Appalachia Educational Laboratory, Inc.
Charleston, West Virginia

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Introduction

The Home-Oriented Preschool Education (HOPE) process, being developed by the Marketable Preschool Education Program (MPEP) of the Appalachia Educational Laboratory (AEL), is an integrated approach to education for three-, four-, and five-year-old children. It includes the use of home instruction, group instruction, and televised instruction.

The first component involves a trained paraprofessional who goes to the home of each child in an assigned region once a week to deliver materials and supplies which are to be shared by the child and parent.

The second component involves group interaction. Once each week the child attends a two-hour session in a group setting with peers in a mobile classroom or convenient fixed location under the supervision of a trained professional. The group activities reinforce material presented in the televised lessons and complement the efforts at home of parents and visiting paraprofessionals.

The third component involves televised instruction. It is used to initiate basic skill instruction, encourage the desire for learning, and provide new experiences for young children. Each lesson is thirty minutes long and the lessons are broadcast into the children's homes five days a week.

In order to develop an empirical base for the curriculum of the HOPE program, a survey was planned to obtain parental input into the curriculum building process. The data collected can then be used in making program development decisions. The study was much broader in scope than just eliciting parental reactions. Child development scholars helped to establish the competencies about which parents would be asked to respond.

Methodology

The following section provides a description of the sample used in this field study, the techniques used in collecting the data, a description of the data-gathering instrument, and the data analysis procedure.

Description of Sample

Based on the requirements of the field studies plan,[1] it was decided that the sample should consist of families living in the states of Alabama, Kentucky, Ohio, Pennsylvania, Tennessee, Virginia, and West Virginia.

In order to locate possible sites within the area, a survey was made of existing programs utilizing regular home visits. Chief state school officers or their representatives were contacted to obtain a list of the home-based preschool programs in their area. The logistical constraints of time and available resources made it necessary to utilize parents whose children were being visited regularly by a paraprofessional. No other method of sample selection would have allowed both an accessible population and the necessary staff to conduct the survey within the contractual scope of work's time limits.

From these lists and from previous contacts with programs which utilize the HOPE process, a number of sites was selected for use in data collection within the seven states listed above. The sites varied in the nature of preschool program as well as sample characteristics including number of available families. Table 1 indicates the size, location, and type of program for each of the sites which were selected for inclusion in the field survey.

The original sample of 951 families selected for the study generally met most of the selection criteria listed in the field studies plan. Since the method of selection of sites and families was based on availability rather than completely random, it was necessary to determine the degree of correspondence between the sample and the MPEP target population on variables where data were already available. A preliminary comparison of data from the counties in which sites were located with corresponding data from the total adult

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[1] Joe E. Shively and Brainard W. Hines. Plan for Marketable Preschool Education Program 1974 Field Studies. Charleston, W. Va.: Appalachia Educational Laboratory, Inc., June, 1974.

Table 1

Demographic Survey Site Characteristics

Type of Program	State	Site	Counties	Total Available	Original Sample	Revised Sample
HOPE Model	Alabama	TARCOG	Madison, Limestone, Jackson, Dekalb, Marshall	82	82	48
Head Start	Kentucky	State Head Start	Letcher, Pike, Knott	122	122	91
HOPE Model	Ohio	Project Appalachia HOPE	Gallia	143	143	116
Head Start	Pennsylvania	Armstrong Co. Com. Act. Agency	Armstrong	55	36	23
Head Start	Pennsylvania	Washington-Greene CAP	Washington, Greene	100	50	30
HOPE Model	Tennessee	Clinch-Powell Ed. Coop.	Campbell, Claiborne, Hancock, Union	600	200	176
Special Ed.	Virginia	DILENOWISCO Ed. Coop.	Lee, Wise, Scott, Norton (ind. city)	250	197	108
HOPE Model	West Virginia	Pendleton Co. ECE Demonstration	Pendleton	65	65	58
Head Start	West Virginia	Raleigh County Schools	Raleigh	56	56	49
					851	699

population in the Appalachian Region revealed that the counties in which the sites were located as a whole had a lower level of income ($5,746) than the figure for the overall region ($6,873). In addition, these counties had a slightly lower percentage of families with television sets (90%) than did the region (92%).

Additional data obtained from the U. S. Census Bureau provided evidence of the relationship between the survey sample and the specific MPEP target population. A comparison of the survey data from the original survey of homes with the U. S. Census Bureau preschool family data on education, occupational, and other demographic variables indicated some non-similarity between the distributions. Consequently, a matrix sampling technique based on educational and occupational variables was employed to sample from the survey data such that the resulting survey distribution and the U. S. Census Bureau distribution would be comparable. (cf. Bertram, Shively, and Gotts. Procedures Used in Adjusting the Field Studies Sample. AEL: April, 1975) Use of the matrix sampling technique resulted in a revised survey sample (n=699) whose distribution was comparable to the distribution of the U. S. Census Bureau data for the specific MPEP target population, thus establishing the validity and credibility of the data collected in the set of field surveys.

Data Collection Techniques

Because it was not practical for AEL to train all of the paraprofessionals to administer the instrument used in the field survey, it was decided to train the supervisory staff of the nine sites who in turn would train their staff to go into the homes and collect the data.

The supervisory staffs were brought to AEL during early March of 1974, and were acquainted with the purposes and structure of the field study. They were trained in the administration of the instrument and were aided in the

selection of parents who were to receive the survey instruments. During the training sessions, definitions of terms were standardized, allotted time for administration was discussed, and procedures for handling any refusals by parents to respond to specific items or whole questionnaires were established.

After returning to their sites, the supervisors were responsible for both training and coordinating activities of the paraprofessionals. Approximately fifty home visitors were trained in all of the sites, allowing for about twenty families to be surveyed by each home visitor.

The survey was carried out during the period of March 15 to March 29 with most home visitors gathering data after regular working hours. This schedule helped to prevent an interference with normal program operation within the sites.

During the time the survey data were being collected, AEL staff visited with each site or contacted them by telephone to ascertain that schedules were being met and that proper data collection procedures were being followed. After the data were collected, they were returned to AEL for compilation. Each supervisor was contacted--either by telephone or through a return trip to AEL--and was debriefed. Any difficulties or successes related to either the training procedures or data collection techniques were discussed and recorded. Interpretations of the debriefing information could then be used to help explain or clarify unusual data analysis outcomes.

Description of the Instrument

During the initial phase of the study a primary competency list was developed and submitted to a group of child development scholars. Subsequent analysis of the reactions resulted in the development of a competency rating instrument. This instrument was then resubmitted to a National Panel and an Appalachian Panel of Child Development Scholars. (See Appendix A.)

The members of both panels were instructed to rate the items on the instrument according to whether the empirical evidence about the child competencies was strongly supportive, slightly supportive, slightly nonsupportive, or strongly nonsupportive. They were also to indicate if there was no empirical evidence about the competencies.[2]

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 formal empirical evidence. Consequently, the competency rating instrument was used as a basis for a questionnaire titled "Parent Rating Scale of Child Competencies" to be used 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.

The questionnaire used originally by the child development scholars was organized into five major categories of competencies. Since an extensive amount of time would have been required for each parent to respond to the 100 possible examples under all five categories, each parent responded to items concerning only 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 four-category response mode:

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

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

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[2]George Troutt. A Competency Base for Curriculum Development in Preschool Education. 4 vols. Charleston, W. Va.: Appalachia Educational Laboratory, Inc., 1974.

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. Copies of the five forms may be found in Appendix B.

Data Analysis

The survey was conducted to provide information necessary to accurately describe the parental expectations of the target population. All data collected were treated via tabulations and descriptive statistics. Because the parents responded to examples of the competencies and not to the competencies themselves, part of the analyses involved combining data from individual items to get an estimate of a particular category or competency. Table 2 is a key to the grouping of items to generate a particular competency (See Appendix B for the items). Similarly all items within a category were grouped together to generate a response made for that particular category.

Table 2

Combinations of Items to Form Categories and Competencies

Competency	Category				
	I Classification	II Communication	III Coordination	IV Habits & Attitudes	V Social Relationships
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				

Results

Of the 699 parents in the sample, 148 parents responded to items related to Category I, 142 responded to items in Category II, 141 to Category III, 144 to Category IV, and 124 to Category V. Although the original sample of 951 parents had comparable numbers responding to each survey form, the matrix sampling technique which was utilized to obtain equivalence between the population and sample distributions on demographic variables caused unequal frequencies of completed survey forms. Tables 3 through 7 (pp. 11-25) indicate the percentage of parents who responded to the examples for each of the five survey forms. The percentages for each competency are mean percentages for the examples within the competency, whereas the percentages for each category are mean percentages for all the examples within the category.

While all "Yes" responses indicated a positive set towards the item, "No" or "I Am Not Sure" responses indicated to some extent a negative set towards the item. Very few parents responded "I Don't Understand" or left items unanswered. For those items (or competencies) in which the parents responded with less than a 75% positive response rate, the data are presented in italics.

According to Table 3, over 86% 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).

As can be seen in Table 4, almost 85% of the parents felt that their child should be able to possess the competencies within Category II (Communication). The percentage range across the seven competencies within Category II was from 76.8% to 92.6%.

The data in Table 5 indicate that over 88% of the parents expressed a positive set towards the competencies in Category III (Coordination). The lowest

percentage for any competency was 83.2 and the highest was 94.0--an indication that coordination was a category either well-known by parents or well-regarded by them.

According to Table 6, there were some discrepancies about the competencies listed under Category IV (Habits and Attitudes). Over 79% of the 144 parents surveyed felt that their child should possess the competencies listed in this category. Yet, the competency "ability to persist in actions" was viewed in a positive way by only 62.0% of the parents and the competency "ability to sustain health and safety" was viewed in a positive way by only 74.5% of the parents.

As reported in Table 7, over 80% of the parents felt that their child should be able to possess the competencies within Category V (Social Relationships). For the first four competencies, 80% or more of the parents expressed a positive set. Yet for the last competency (ability to respect the individuality of others) less than 65% of the parents expressed a positive set.

Summary

From the results of this survey it appeared that Appalachian parents generally had high expectations about their children's developmental behaviors. However, it should be pointed out that certain characteristics of the instrument and the sampling procedures may have resulted in a biasing of the results.

The overall bias of the results was twoards the positive end of the continuum. The parents may have responded in the positive direction because they do expect certain behavioral performances from their children, but the items were poor examples of the associated competency or category. The parent forms were presented to a panel of 9 child development experts and this panel also indicated the non-equivalence between the items and the associated competencies. The instrument would be satisfactory if one was interested in determining parental expectations but it would be unsatisfactory for purposes

of establishing a relationship between the items and competencies or categories. The use of a binary scale also allowed for no differentiation by parents on any given item. Hence, if there was any "emotional" involvement by the parent in raising her child, she tended to respond toward the positive side of the binary scale.

Parents may have also positively biased their responses due to acquiescence; i.e., if "experts" indicated the acceptability of item content, then who are they to disagree. Parents were already involved in an intervention program. This participation probably generated optimism which led to a positive bias to responses. Finally, since the administrator of the instrument was a person who visited the home on a regular basis (a home visitor), parents may have positively biased their responses in an effort to not look worse than other parents with whom the home visitor interacted.

Although there was an overall positive bias indicated in the results and reasons have been presented for why this biasing may have occurred, there are two considerations which must be kept in mind. First, the respondents to the questionnaires were parents of preschool children and these parents did have a knowledge of the characteristics and abilities of preschoolers. Secondly, the responding parents may have tempered their judgments realistically because they did interact with the home visitor (instrument administrator) on a weekly basis. Thus, while there are certain limitations associated with this study, the high expectations of Appalachian parents about their children's developmental behaviors are clearly evident.

Table 3

Percent Parent Responses to Examples of Child Competencies: Classification
(n=148)

	Yes	No	I Am Not Sure	I Don't Understand	Omit
Category: Classification	86.1	6.2	7.0	0.1	0.7
Competency: Ability to form concepts	99.3	0.7	-	-	-
1. Label objects that are the same EXAMPLE: Cups that are alike	99.3	0.7	-	-	-
2. Label objects that are different EXAMPLE: A fork and a spoon	99.3	0.7	-	-	-
Competency: Ability to discriminate by sound	67.6	15.1	17.3	-	-
3. Beat out a simple rhythm. EXAMPLE: Beat out a simple rhythm by clapping his hands to the sound of "Jingle Bells"	77.7	9.5	12.8	-	-
4. Tell you when one note is High or one note is low when he hears someone singing	34.5	33.8	31.8	-	-
5. Tell you from what object a sound is coming EXAMPLE: A teakettle	90.6	2.0	7.4	-	-
Competency: Ability to discriminate by sight	92.3	3.8	3.8	-	-
6. Tell you the shape of an object (whether it is round or square)	93.9	2.7	3.4	-	-
7. Tell you the color of an object (whether it is red, blue, yellow)	98.0	0.7	1.4	-	-
8. Read some or all the letters in the alphabet	85.1	8.1	6.8	-	-

Table 3 (Continued)

	Yes	No	I Am Not Sure	I Don't Understand	Omit
Competency: Ability to discriminate by touch	88.3	6.5	5.0	-	0.2
9. Close his eyes and tell you what he touches - ice is cold, cotton is soft, a ball is round, a block is square	93.9	2.0	3.4	-	0.7
10. Close his eyes and tell you, by touching, that the hard cold, smooth object is an ice cube	90.5	5.4	4.1	-	-
11. Close his eyes and tell you, by touching, that the soft, fluffy object is cotton	80.4	12.2	7.4	-	-
Competency: Ability to sort	87.8	4.7	7.2	0.2	-
12. Pick out objects that are the same EXAMPLE: In a pile of toys he picks out the red cars	97.8	0.7	1.4	-	-
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	86.5	4.7	8.8	-	-
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.	79.1	8.8	11.5	0.7	-
Competency: Ability to ordinate	84.7	5.4	8.1	0.5	1.4
15. Stack objects according to size EXAMPLE: The big car goes on the bottom of the stack, the medium car in the middle, and the little car on top	88.5	4.7	5.4	-	1.4

Table 3 (Continued)

	Yes	No	I Am Not Sure	I Don't Understand	Omit
16. Identify positional relationships EXAMPLE: Point out the first person in line, the second person, and the last	71.6	8.8	16.9	1.4	1.4
17. Match one object with another EXAMPLE: For each cereal bowl on the table there needs to be a spoon.	93.9	2.7	2.0	-	1.4
Competency: Ability to conserve	93.6	3.4	1.7	-	1.4
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	89.9	5.4	3.4	-	1.4
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	97.3	1.4	-	-	1.4
Competency: Ability to measure	91.6	3.4	3.7	-	1.4
20. Tell you when one thing is longer or shorter than another	94.6	2.0	2.0	-	1.4
21. Tell you when one thing is heavier or lighter than another	88.5	4.7	5.4	-	1.4
Competency: Ability to denote spatial relationships	80.1	8.1	10.0	0.2	1.7
22. Tell you if something is coming toward him or going away from him	93.2	1.4	2.7	-	2.7
23. Tell you if one thing is a part of another EXAMPLE: A wheel is part of a car	87.8	4.1	6.1	0.7	1.4

Table 3 (Continued)

	Yes	No	I Am Not Sure	I Don't Understand	Omit
24. Tell you when one thing causes another to happen EXAMPLE: The icy road caused the car to skid	58.1	18.2	22.3	-	1.4
25. Tell you his left hand from his right hand	81.1	8.8	8.8	-	1.4

Table 4

Percent Parent Responses to Examples of Child Competencies: Communication (n=142)

	Yes	No	I Am Not Sure	I Don't Understand	Omit
Category: Communication	84.6	7.4	6.6	0.1	1.3
Competency: Ability to recognize the social functions of language	78.5	9.5	11.3	-	0.7
1. Talk to people other than members of his family	99.3	-	-	-	0.7
2. Recognize the importance of labels (terms) EXAMPLE: The word "kid" means a small child or it can mean a small goat	57.7	19.0	22.5	-	0.7
Competency: Ability to label	76.8	17.6	4.2	-	1.4
3. Be able to give a group of things a name EXAMPLE: All brands of automobiles whether Ford, Dodge, Chevrolet, are all called cars	76.8	17.6	4.2	-	1.4
Competency: Ability to explain (essentially a functional concern)	85.0	4.8	8.5	0.4	1.4
4. Tell how something works	71.1	10.6	16.9	-	1.4
5. Know when he is being understood	89.4	0.7	6.3	1.4	2.1
6. Tell about things that fall, break, fly, etc.	93.0	2.8	2.8	-	1.4
7. Ask questions that have a purpose or reason	86.6	4.9	7.7	-	0.7
Competency: Ability to describe (essentially a pictorial concern)	92.6	3.5	2.8	-	1.1

Table 4 (Continued)

	Yes	No	I Am Not Sure	I Don't Understand	Omit
8. Remember certain objects or events EXAMPLE: He used to have a stuffed bear and he remembers it	97.2	0.7	0.7	-	1.4
9. Describe something by telling you its color, shape, texture, and size	88.0	6.3	4.9	-	0.7
Competency: Ability to articulate	82.6	8.6	7.0	-	1.8
10. Speak so you can hear him	96.5	-	1.4	-	2.1
11. Speak when appropriate EXAMPLE: Should he/she know not to butt in when his parents are talking	65.5	18.3	13.4	-	2.8
12. Pronounce words correctly	73.9	13.4	11.3	-	1.4
13. Express moods by tone of voice EXAMPLE: Anger, sadness, pleasure	94.4	2.8	2.1	-	0.7
Competency: Ability to express feelings	87.8	5.2	6.3	-	0.7
14. Know common emotional expressions of others EXAMPLE: I love you. I hate you.	94.4	2.1	2.8	-	0.7
15. React to others positively EXAMPLE: Comfort a crying sister or brother or avoid a pestering brother or sister	86.6	5.6	7.0	-	0.7
16. Pretend through role play that he/she is angry when he/she is not	82.4	7.7	9.2	-	0.7
Competency: Ability to use nonverbal cues	84.9	9.0	4.8	0.3	1.1

Table 4 (Continued)

		Yes	No	I Am Not Sure	I Don't Understand	Omit
17.	Act out feelings without speaking EXAMPLE: Nodding head, shrugging shoulders, frowning	90.1	4.2	4.2	0.7	0.7
18.	Describe something by drawing it	71.8	17.6	9.9	-	0.7
19.	Use arms and hands to say something	85.9	9.2	4.2	-	0.7
20.	Use facial gestures to say something EXAMPLE: By smiling, winking, sticking out his tongue	91.5	4.2	1.4	0.7	2.1

Table 5

Percent Parent Responses to Examples of Child Competencies: Coordination (n=141)

	Yes	No	I Am Not Sure	I Don't Understand	Omit
Category: Coordination	88.8	3.7	5.5	0.1	1.8
Competency: Ability to construct	91.3	3.2	4.1	0.2	1.2
1. Put parts together to make a whole EXAMPLE: A puzzle	96.5	1.4	1.4	-	0.7
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	91.5	2.8	4.3	-	1.4
3. Use pencils, crayons, scissors, and paste	98.6	-	-	-	1.4
4. Make things from various materials EXAMPLE: Make puppets by using scissors, paste, popsicle sticks, and paper circles	78.7	8.5	10.6	0.7	1.4
Competency: Ability to copy	92.9	2.4	3.2	-	1.4
5. Use eye and hand coordination EXAMPLE: Trace a picture, copy shapes and designs on piece of paper	89.4	3.5	5.7	-	1.4
6. Imitate things he sees or hears EXAMPLE: The sound of a fire engine siren or the way a bird flies	96.5	1.4	0.7	-	1.4
Competency: Ability to draw	86.2	4.3	7.4	-	2.1
7. Draw squares, triangles, circles	87.2	6.4	5.0	-	1.4

Table 5 (Continued)

	Yes	No	I Am Not Sure	I Don't Understand	Omit
8. Understand and label designs EXAMPLE: Be able to tell whether wallpaper is polka dotted, striped, or flowered	85.1	2.1	9.9	-	2.8
Competency: Ability to use body to express feelings	94.0	1.3	3.1	-	1.6
9. Understand the intent of gestures from others EXAMPLE: A nod of the head means yes	98.6	-	-	-	1.4
10. Tell about something by using his body EXAMPLE: Hopping like a rabbit	95.0	0.7	2.8	-	1.4
11. Use physical gestures to express his feelings EXAMPLE: Blowing a kiss	92.9	-	5.7	-	1.4
12. Imitate the way an object works EXAMPLE: Play like he is a coffee pot	88.7	4.3	5.7	-	1.4
13. Move to the sound of music	95.0	1.4	1.4	-	2.1
Competency: Ability to control large muscles	83.2	5.9	8.7	-	2.3
14. Balance himself, while walking up a hill, or jumping a rope	85.1	4.3	7.8	-	2.8
15. Move in the direction he wants to	96.5	-	1.4	-	2.1
16. Avoid being clumsy	*61.0*	*17.0*	*19.9*	-	*2.1*
17. Move body parts when directed EXAMPLE: If he is asked to raise his right hand, can he do it?	90.1	2.1	5.7	-	2.1

Table 5 (Continued)

	Yes	No	I Am Not Sure	I Don't Understand	Omit
Competency: Ability to control small muscles	85.7	5.1	6.8	0.1	2.3
18. Coordinate many parts of his body EXAMPLE: Raise his right arm and right leg at the same time	83.7	3.5	10.6	-	2.1
19. To manipulate small objects with hands and fingers EXAMPLE: To dress a small doll or put a model plane together	83.0	7.1		-	2.1
20. Use a hammer, screwdriver, or a wrench	79.4	9.2	7.8	0.7	2.8
21. Respond to spoken directions EXAMPLE: "John, pick up your clothes."	92.9	1.4	3.5	-	2.1
22. Move parts of objects in and out of their place EXAMPLE: Remove a battery from a flashlight and put it back again	89.4	4.3	4.3	-	2.1

Table 6

Percent Parent Responses to Examples of Child Competencies: Habits and Attitudes (n=144)

	Yes	No	I Am Not Sure	I Don't Understand	Omit
Category: Habits and Attitudes	79.3	11.0	9.5	0.1	0.1
Competency: Ability to initiate action	89.9	4.3	5.4	0.1	0.3
1. Recognize the means that are necessary to reach an end EXAMPLE: Winding a watch keeps it running	*70.8*	*13.9*	*14.6*	*0.7*	-
2. Initiate action when conditions are not satisfying EXAMPLE: I'm cold, I'm thirsty. My feet are wet.	97.2	0.7	2.1	-	-
3. Demonstrate curiosity EXAMPLE: Ask questions about things that are new to him	96.5	-	2.8	-	0.7
4. Wants to explore his environment EXAMPLE: Wants to know about the things around him--what makes trees grow, what causes wind	91.7	2.8	4.9	-	0.7
5. Responds in order to several spoken directions EXAMPLE: Brush your teeth, comb your hair, and wash your face	93.1	4.2	2.8	-	-
Competency: Ability to plan action	80.8	8.3	10.9	-	-
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	94.4	1.4	4.2	-	-

Table 6 (Continued)

	Yes	No	I Am Not Sure	I Don't Understand	Omit
7. Determine what is needed to make something EXAMPLE: To make chocolate milk, he/she knows that milk, chocolate, and a glass are needed	93.8	3.5	2.8	-	-
8. Know results of his actions EXAMPLE: If he/she builds something of wood, it will last longer than something built of paper	54.2	20.1	25.7	-	-
Competency: Ability to persist in actions	62.0	22.7	14.8	0.5	-
9. Control his attention span EXAMPLE: He listens to spoken directions from beginning to end	61.1	16.0	22.2	0.7	-
10. Knows that in order to achieve certain results time must be spent EXAMPLE: Know that it takes time to fry chicken in order to eat it	75.7	13.9	9.7	0.7	-
11. Persists in tasks when distractions are present EXAMPLE: Completes a puzzle even though his brother is pestering him	49.3	38.2	12.5	-	-
Competency: Ability to be self-reliant	83.8	5.1	11.1	-	-
12. Know where to get help if needed	86.8	5.6	7.6	-	-
13. Know when to get help if needed	81.3	6.3	12.5	-	-
14. Know how to get help if needed	83.3	3.5	13.2	-	-
Competency: Ability to sustain health and safety	74.5	17.2	8.2	-	0.2

Table 6 (Continued)

		Yes	No	I Am Not Sure	I Dont Understand	Omit
15.	Know it is important to prevent illness EXAMPLE: Knows to wear a coat during the winter	79.2	13.9	6.9	-	-
16.	Know common symptoms of illness, infection, fever	59.7	29.9	10.4	-	-
17.	Follow safety practices EXAMPLE: Look both ways before crossing the street	78.5	10.4	10.4	-	0.7
18.	Have sensible eating, sleeping, and dressing habits	80.6	14.6	4.9	-	-

Table 7

Percent Parent Responses to Examples of Child Competencies: Social Relationships
(n=124)

	Yes	No	I Am Not Sure	I Don't Understand	Omit
Category: Social Relationships	80.4	9.5	9.5	0.4	0.1
Competency: Ability to assume appropriate social behaviors	80.4	9.9	9.1	0.6	-
1. Work with someone toward a common goal EXAMPLE: Work with a brother or sister to get something done	93.5	3.2	2.4	0.8	-
2. Follow directions given by a brother or sister	85.5	7.3	6.5	0.8	-
3. Get along with most of his friends	96.8	0.8	2.4	-	-
4. Regulate the anti-social behavior in himself EXAMPLE: Controls his temper when he is angry	46.0	28.2	25.0	0.8	-
Competency: Ability to get attention	83.9	5.6	9.3	0.8	0.4
5. Know how to gain others' attention	91.1	0.8	8.1	-	-
6. Seek information from others, outside the family	76.6	10.5	10.5	1.6	0.8
Competency: Ability to maintain attention	85.1	5.2	9.3	0.4	-
7. Hold the attention of others when he is talking to them	83.1	7.3	9.7	-	-
8. Get across what he is trying to say	87.1	3.2	8.9	0.8	-

Table 7 (Continued)

	Yes	No	I Am Not Sure	I Don't Understand	Omit
Competency: Ability to adopt the perspective of others	99.2	0.5	0.3	-	-
9. Play with others	99.2	-	0.8	-	-
10. Talk with others	99.2	0.8	-	-	-
11. Talk about something he has seen or done	99.2	0.8	-	-	-
Competency: Ability to respect the individuality of others	62.3	20.0	17.1	0.4	0.2
12. Put himself in another person's place	44.4	34.7	21.0	-	-
13. Express admiration for others	75.0	11.3	12.9	0.8	-
14. Overlook physical handicaps of others EXAMPLE: A child with one arm	56.5	16.9	25.8	-	0.8
15. Recognize racial or social differences EXAMPLE: Indian, Chinese, Black, White, poor people, rich people	73.4	16.9	8.9	0.8	-

Appendix A

National and Appalachian Panel
of
Child Development Scholars

National Panel

Anderson, Scarvia
Educational Testing Service
Atlanta, Georgia

Bereiter, Carl
Center for Advanced Study in the Behavioral Sciences

Butler, Annie
Professor of Education
Indiana University
Bloomington, Indiana

Gagne, Robert
Professor of Educational Research
Tallahassee, Florida

Gotts, Edward
Professor of Education
Indiana University
Bloomington, Indiana

Hartup, Willard
Institute of Child Development
University of Minnesota
Minneapolis, Minnesota

Hunt, J. McVicker
Professor of Psychology and Elementary Education
University of Illinois
Champaign-Urbana, Illinois

Jester, Emile
Associate Professor of Education
University of Florida
Gainesville, Florida

Kagan, Jerome
Professor of Developmental Psychology
Harvard University
Cambridge, Massachusetts

McCandless, Boyd
Professor of Psychology
Emory University
Atlanta, Georgia

Schoggen, Maxine
Research Associate
John F. Kennedy Center
Peabody College
Nashville, Tennessee

White, Burton
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Harvard University
Cambridge, Massachusetts

Appalachian Panel

Aderhold, Elizabeth
Assistant Professor of Early Childhood Education
University of Georgia
Athens, Georgia

Berry, Mary
Professor of Education
Middle Tennessee State University
Murphreesboro, Tennessee

Brunk, Jason
The Early Childhood Institute
Ohio University
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Cagle, Lynn
Assistant Professor of Early Childhood Education
University of Tennessee
Knoxville, Tennessee

Cowles, Milly
Professor of Early Childhood Education
University of Alabama
Birmingham, Alabama

Day, Barbara
Assistant Professor of Education
University of North Carolina
Chapel Hill, North Carolina

Deal, Therry
Department of Home Economics
Georgia College
Milledgeville, Georgia

Harper, Mary
Early Childhood Education Continuous Progress Program
Williamsburg County
Kingston, South Carolina

Hart, Lillian
Assistant Professor of Early Childhood Education
Memphis State University
Memphis, Tennessee

Kamara, Barbara
Learning Institute of North Carolina
Greensboro, North Carolina

Appalachian Panel
(Cont'd)

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Center for Leadership Development for Child Care
University of North Carolina
Greensboro, North Carolina

Wear, Pat
Department of Education
Berea College
Berea, Kentucky

Appendix B

Parent Rating Scale of Child Competencies Forms

Site _____ ID # _____ (1-9)

County _____

Home Visitor _____

Parent Rating Scale of Child Competencies

Category I (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 EXAMPLE: Cups that are alike.	1	2	3	4	(11)
2. Label objects that are different. EXAMPLE: A fork and a spoon.	1	2	3	4	(12)
3. Beat out a simple rhythm. EXAMPLE: Beat out a simple rhythm by clapping his hands to the sound of "Jingle Bells."	1	2	3	4	(13)

	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 pencil, 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.	1	2	3	4	(27)
EXAMPLE: If he is asked to raise his right hand, can he do it?					
18. Coordinate many parts of his body.	1	2	3	4	(28)
EXAMPLE: Raise his right arm and right leg at the same time.					
19. To manipulate small objects with hands and fingers.	1	2	3	4	(29)
EXAMPLE: To dress a small doll or put a model plane together.					
20. Use a hammer, screwdriver, or a wrench.	1	2	3	4	(30)
21. Respond to spoken directions.	1	2	3	4	(31)
EXAMPLE: "John, pick up your clothes."					
22. Move parts of objects in and out of their place.	1	2	3	4	(32)
EXAMPLE: Remove a battery from a flashlight and put it back again.					

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. EXAMPLE: Winding a watch keeps it running.	1	2	3	4	(11)
2. Initiate action when conditions are not satisfying. EXAMPLE: I'm cold, I'm thirsty. My feet are wet.	1	2	3	4	(12)

	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	(14)
5.	Know how to gain others attention.	1	2	3	4	(15)
6.	Seek information from others outside the family.	1	2	3	4	(16)
7.	Hold the attention of others when he is talking to them.	1	2	3	4	(17)
8.	Get across what he is trying to say.	1	2	3	4	(18)
9.	Play with others.	1	2	3	4	(19)
10.	Talk with others.	1	2	3	4	(20)
11.	Talk about something he has seen or done.	1	2	3	4	(21)
12.	Put himself in another person's place. EXAMPLE: He understands how it feels to be teased.	1	2	3	4	(22)
13.	Express admiration for others.	1	2	3	4	(23)
14.	Overlook physical handicaps of others. EXAMPLE: A child with one arm.	1	2	3	4	(24)
15.	Recognize racial or social differences. EXAMPLE: Indian, Chinese, Black, White, poor people, rich people.	1	2	3	4	(25)

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