the parent should place the ordered toys on a low shelf which the child can easily reach. The parent should point to the pictured toy and then point to the shelf and say, "Find toy." The child should go to the shelf and select the correct toy. Correct selection can be rewarded by letting the child play with the toy. The game should be repeated by selecting other pictures. A model of the desired performance should be given by a parent initially to make sure the child knows what he is required to do. (Since toys may be expensive, this same activity could be done with common foods and other household items that are pictured in commercial magazines.)

Objective: Give objects on command or point to an object.
Materials: bag, child's favorite toys and common house objects.
Activity: Magic Bag

Some of the child's favorite toys and common objects should be placed in a paper sack, cloth bag, or a pillow case. The child should be allowed to take objects out of the bag one by one. The parent should use much self and parallel talk to help the child learn the names and function of each object. Objects will be placed on the table after they have been drawn out of the bag. When all objects have been placed on the table the child will help put them back in the bag when asked "Give me _____" by the parent. The same key phrase should be used in asking for each object. The parent should review those objects not known the next day and add more objects gradually to increase the child's receptive vocabulary.

Objective: To point to 2 out of 5 body parts when asked.
Materials: mirror, doll
Activity: Body Part Identification

Body parts such as the nose, eyes, mouth, ears, arms, legs, head, hands and feet should be pointed out on a doll by the parent and discussed with the child. Next the child should be asked to point to the doll's head, nose, ears, eyes and mouth. When the child errors or doesn't know the body part position the parent should guide the child's hand to the correct part. Parts should be reviewed through other incidental activities on other dolls or animals also.

The child and parent should stand in front of a full length mirror. Body parts listed above should be reviewed by the parent naming and pointing to parts on herself and the child. Next the child will be asked to find a body part on the mother. If he is successful at this task, the child can then attempt to point to his own body parts in the mirror.

The parent may teach the child to point to body parts while she sings "my, head, my shoulders, my knees, my toes" to the tune of "Mulberry Bush" and points to parts. Later, the parent may sing the tune and see if the child can remember to point to the correct body parts on his own. Much review is needed before the child can be expected to spontaneously point to body parts.
19-24 Months

Objective: To retrieve, point or look at a person or object when asked, "Where's ______?"

Materials: Common Objects, Child's toys and a playhouse.

Activity: Locating Persons or Objects or Animals

The parent should hide edible reinforcers such as a peanut, raisin, or other small treat under, on, behind, or in front of cups, boxes, or bowls. Reinforcers should be hidden first while the child watches, then without watching but placing objects well within the child's visual range. Finally objects could be hidden in nonobservable places such as under a bowl or cup or in a box on the table. After hiding the object the parent should ask "Where's ______?", and help the child find the hidden reinforcer if needed. The child should be allowed to eat the reinforcer and given praise for finding the treat.

Also, family members can hide in the house and have the child find them. The family member should call out the child's name and with help from another member of the family, the child should locate the hidden person. When the person is found, he or she may reward the child with a hug, smile and praise. Hide and seek may also be played by hiding objects at the table under boxes, cups, etc. The parent should ask "Where's object" and praise the child when he finds it. Also, the child can take turns hiding objects and have the parent find them too.

The parent and child can take a walk and nature items, animals, and persons can be pointed out and discussed by the parent. The same walking route should be taken on the way home and the parent can ask the child "Where's ____" as they approach the items which were discussed on the walk previously. The child should be rewarded for pointing or looking toward the desired person, animal, or nature item.

Objective: To perform a physical activity correctly when given 2-4 different commands without the parent pointing or giving eye cues.

Materials: Toys, pennies, clothing items

Activity: Point to, Give me, Go get, and Take the.

The parent should first ask the child to manipulate various toys when given one command such as having the child give the give her a ball, toy car, spoon, comb, or plate. If the child is successful in 4/5 responses when given one command, the parent should introduce a new command. As success is reached in one command, the parent should review the past command taught and then present the commands simultaneously. The child should be given appropriate reinforcement after each correct response. Commands may be reinforced taught giving them in incidental activities such as helping with dinner and dressing.
25-30 Months

Objective: Place objects in, on, or under another item
Materials: Edible reinforcers, small objects such as money, small toys, rocks, crayons or spools of thread, boxes, cups, can, rope or hoola-hoop
Activity: Preposition Learning

The parent and child eat reinforcers putting them "in" their mouth and the parent emphasizes the word, "in" each time food is eaten, in the sentence, "Raisin in mouth." Next, the parent demonstrates putting various objects in a can, box, or cup, and employs much self talk and emphasis of prepositions. Next, the child is encouraged to put objects in the can, box, or cup and is rewarded for a correct response with food in the mouth. The preposition "in" can also be reinforced by having the child help put dishes in the sink after dinner and when the child is dressing by having them put foot in sock, shoe, leg in pants, arm in shirt sleeve etc. Each time the child puts something "in" the child's action and the word "in" should be emphasized by the parent using parallel talk. Also the preposition can be taught by having the child place child place various objects in a circle made from a rope or by having the child put items in a hoola-hoop.

To teach the preposition "on", the parent can demonstrate items on a chair or stacking blocks on top of each other. The parent should use much self talk, emphasizing the word "on." Next, the parent should encourage the child to put objects on a chair or stack blocks and reinforce his correct responses with verbal or token reinforcement.

Finally, the parent can have the session under the table to reinforce the concept of "under." The child should be asked to place various objects under the box, can, or cup after the parent has first modeled correct responses. Reinforcement is the same as in the above activities.

Objective: To place like objects together
Materials: Identical groups of two objects such as shoes, cups, forks, spoons, or pennies.
Activity: Same

Objects will be laid out on the table. The child will draw paired items out of a bag and with guidance from the parent place the object with another identical item. When objects are paired, the parent will say "Yes, these are the same." and point to the paired objects. The parent can also match pictures which look the same and have the child model her responses. Old playing cards are frequently available and inexpensive. Later the child can be asked to group objects which do not look exactly the same but are alike in function, color, shape or other dimensions. Also, the child and parent can play a game of follow the leader and have the child perform the same motor activity as the parent. For reinforcement the child gets to be the leader.
Objective: To remove different objects when present like and different groups of objects.

Materials: Same as in the previous activity

Activity: Different

The child should be presented with two identical objects such as two shoes, pennies etc. and a third object which is clearly different. The parent should point to like objects and say same and then point to the different object and say different. The different object will then be removed by either the parent or the child. The activity will be repeated with the child removing the different object when the parent says "Take away different." If the child is successful in this task, the concepts of same and different may be paired and the child may be asked to point to the same or different objects.

31-36 Months

Objective: The child will point to the big/little body part or object.

Materials: Big/little shoes, socks, plates, cups, spoons, forks, clothing, straws, rocks, pencils, money (coins)

Activity: Size Identification

The parent will initially point to big and little objects having the child point to a big/little object immediately after she or he does. Next, the parent should present all big items and then all little items. Finally, big and little objects can be placed together and the child is asked to point to the big/little object without a model from the parent. Also, to reinforce this concept the parent and child can compare their body parts and clothing and the parent will ask the child to point to the big or little item. The parent might want to reward the child by giving him or her a big or little sticker or edible reinforcer.

Objectives: The child will point to the plural/singular object(s).

Materials: identical groups of 2-3 common house items such as cups, bowls, and socks.

Activity: Pointing to Singular/Plural Nouns

The parent should first present the singular object and name the object. Then the parent should add the other identical paired object and add the plural "s" marker to pluralize the noun (saying spoons). Next, the parent should separate the singular and plural noun and say a sentence such as "ball - balls" while pointing to the singular and plural groups. Finally, the child should be asked to point to the singular/plural group of objects. The child should be rewarded for his correct response with food, a handshake, token reinforcer, praise and/or a smile.
37-42 Months

Objective: To perform fast and slow physical activities
Materials: Spoon, pan (Drum) rattle, car and animal toys
Activity: Fast and Slow Rhythm Games

The parent should first bang a drum or pan and spoon and walk across the room with the child to the beat of the drum. The child should be rewarded for following the beat. Next, the parent and child should run to a fast beat. The same activity can be performed to a rattle rhythm. Also, the child may move a toy car or animal across the room on the floor or on the table slow or fast according to the beat of a musical instrument. Finally, the child should be asked to walk or move a toy fast or slow without any rhythm instrument accompaniment.

Objective: To point to the red or blue object.
Materials: Crayons, red and blue objects found in the house.
Activity: Two Color Identification

The child should be presented two crayons, of red and blue colors. The colors should be labeled and then pointed to by the parent for imitation by the child. For reinforcement of correct color identification, the child should be allowed to color with the crayons. The parent should give suggestions such as draw a red apple, or blue sky. Finally, the child should categorize objects found in the home that are red and blue by putting them in a red or blue bag or on a red or blue piece of paper.

43-48 Months

Objectives: To have the child group items manually according to size.
Materials: Straws, pieces of paper, money, shoes etc of three different sizes.
Activity: Teaching Big, Bigger, Biggest

The parent should help the child group objects according to size and then label the objects and have the child imitate them. Also, the parent can have the child draw circles, squares or other simple shapes in three sizes. The child should point to the "big, bigger, biggest" on command by the parent and be reinforced for his correct responses.

Objective: To correct complete a sequence of three physical tasks.
Materials: toy truck, small objects found in the home
Activity: Three Sequence Commands

The child will first be given 1-2 Commands such as "touch your nose, and tap on the table." Gradually commands will increase from 2-3 with successes. Also the child may be asked to point to three different pictures named by the parent or retrieve three different objects.
The parent can also pretend to be a truck driver and push a truck across the table to the child. The truck driver will call out three items to be picked up and the child will place the appropriate items in the truck. The child should also get to play teacher and witch roles with the parent. The parent may make errors in putting the right objects in the truck to see if the child will catch her.

**Objective:** To answer "wh" questions about an object/animal/person when given sentence clues.

**Materials:** ball, hammer, pencil, dog, cat, bird

**Activity:** Guessing Games

An object will be placed in a surprise box. The child will be given clues about the object such as "It's round, It is red, It bounces.". Clues can relate to color, function, shape, numerosity, or other descriptive clues. If the child cannot guess, he may be allowed to feel the object but not see it. This same activity can be done by giving the child three clues about where the family is going.

Also the parent and child can take a walk. Ideally, the parent and child could visit a zoo or farm with animals. The parent and child should discuss the behavior, visual characteristics, and sounds produced by animals. The child should later be asked "What animal says "moo" or "woof" or what animal has feathers?" If the child is successful in these type of questions the parent should ask the child, more difficult questions such as "Do dogs fly?" and have the child explain way or way not.
Expressive Language Activities

Expressive language is symbolic information conveyed by speech or manually through gestures or other body movement. The following list of expressive activities is by no means exhaustive, but perhaps it will stimulate the parent to create activities on their own to stimulate the child's speech and help the parent to understand the logical sequence of expressive language development.

0-3 Months

Objective: To vocalize vowels during vocal play
Materials: Squeak toys, musical hand instruments, rattle
Activity: Vocal Play

The parent should reinforce the child when he produces vowels in vocal play by imitating what the child says and visually attending the child. Squeak toys, musical instruments and a rattle may be helpful in stimulating the child to respond vocally. The parent should play instruments at first close to the child and gradually increase the distance between the child and the sound source. For reinforcement the child should be allowed to handle the instrument and produce the sound himself.

4-6 Months

Objective: To respond vocally to social stimulation
Materials: Rattle
Activity: Reinforcement of Sounds

The parent should play games with the child such as "Peek-a-boo" in which the parent produces sounds in various positions in the room out of the child's visual range such as behind his crib or from behind a curtain. When the child turns toward the stimulus and makes vowel-like noises the parent should immediately give the child verbal praise, come toward the child and even fondle the child for his attendance and verbal attempts.

7-9 Months

Objective: To imitate adult babbling and sounds such as a cough, clicking of the tongue and blowing through the lips.
Materials: Food reinforcement
Activity: Imitation Activities

The parent should repeat labial plosives such as "pa-pa-pa or ba-ba-ba" within close proximity of the child's face (7-10 inches).
When the child imitates the parent's production, the child should be reinforced immediately with food, verbal praise or hugging. Also the parent should encourage the child to imitate nonspeech vocal productions such as coughing, clicking of the tongue and blowing of the lips. If the child attempts to imitate a nonspeech sound or approximates imitation, he should be given some type of reinforcer.

Objective: To use voice projectively
Materials: Toy telephone
Activity: The telephone call

The parent should pretend to make a toy telephone ring, saying bbbrrrrrinnnnggg! Next, she should help the child answer and hold the phone. The child should be encouraged to speak into the phone even if his speech is unintelligible. The parent should praise the child for speaking on the phone and attempt to have a conversation with the child on the other end of the phone. Much self talk and parallel talk should be employed.

10-12 Months

Objective: To produce a single word designating a common object or person.
Materials: Parents
Activity: The Proud Parent

The child's first words are usually some approximation of "mama or papa" universally, since the labial /p/, /b/, or /m/ sounds are first acquired. However, it would seem that most parents debate this theory and state that the child learns to say their name first due to favoritism. In any case, when the child makes his first meaningful utterance, the parent should try to present the object or person that the child is referring to when he produces the word. Other first words such as ball should be associated to their concrete referents as much as possible. Also, meaningful gestures should accompany words such as waving bye and saying bye-bye at the same time.

13-18 Months

Objective: To imitate monosyllabic words produced by the parent or other nonvocal mouth movements
Materials: Dependent upon the activity.
Activity: Teaching Monosyllabic Words in Combination With Gestures

When the child is engaging in a disrupting activity such as banging his head, hitting other children, or running about the room when he should be attending the parent should firmly say no and provide a favorable alternative or distraction for the child to focus on. This may be eating a favorite food or looking in the toy box to find a toy. Once the child demonstrates task behavior, he should be rewarded with verbal praise or
other reinforcement. The child may also be taught to say "off" when he takes his clothes off, turns lights off or removes objects from the table. Much self talk and parallel talk should be employed by the parent so that language accompanies the child's and parents actions. The word "out" might also be taught by removing objects from a bag or box and saying "out" or by pointing outside the window and saying "out!"

Nonverbal activities such as blowing should be encouraged by having the child imitate the parent in blowing bubbles, blowing out matches, or blowing out candles. Lip control might further be aided by having the child pretend to kiss someone or a doll, imitate frowning or smiling and blow on toy wind instruments.

19-24 Months

Objective: To produce sound while pushing a toy.
Materials: Toy Airplane, car, telephone, train
Activity: Word Productions with Motor Behaviors

The child should be encouraged to make the sounds of the above toys as he plays with them by imitating the parents' productions of these sounds. For instance, the child may prolong the /m/ sound as he pretends to fly an airplane through the air. Trains may be pushed around the room saying choo-choo.

Objective: To name pictures
Materials: Old catalogs or family pictures, or coloring books
Activity: The scrapbook

The mother or father and the child should spend time discussing and naming pictures in an old catalog, coloring book or in a family album. The child should be given a model of words he is to say before he produces them. The parent should not be concerned if the child does not produce words exactly correct, instead, approximations of words should be reinforced. Words the child doesn't know should be written on a list by the parent and reviewed daily in structured and incidental activities.

Objects pictured should be familiar to the child and present in the home environment.

25-30 Months

Objective: To produce sentences in the following forms

possessive noun + noun (Mommy's shoe)
adjective + noun (big/little shoe)
noun + verb (eat cookie)

Materials: Dependent on the activity
Activity: Sentence Expansion

Family members and objects belonging to the family members should be grouped together. The child should either give, items to the family member or place them near that person's picture. Examples are Daddy's pipe, Mommy's purse, Sister's
shoes, etc.

The child should group common big/little objects found around the house such as cups, clothing items, coins or others. The parent should first provide a model of the desired phrase while pointing to the big/little object. Models and pointing should be faded as the child learns to spontaneously produce phrases on his own.

The child's actions should be verbalized by the parent in two word phrases such as "eat cookie," "drink milk," or "push toy." The child should be encouraged to imitate the parent in saying "want cookie," etc. and then be given the object for his own verbal efforts.

31-36 Months

Objective: The child will produce the phrases "I am verbing" and "you are verbing" when given an auditory model.

Materials: Plates, food, silverware
Activity: Tea Party

The parent and child will take turns acting out verbs. First, the parent will take a bite of food and ask the child "who is eating?" Then the parent should provide a verbal model of "you are eating," for imitation by the child. Next, it will be the child's turn to perform an activity and the parent will ask a question and provide a model of "I am eating," for imitation by the child. Models should be faded with success. This activity could be reinforced through incidental activities such as eating dinner, cleaning house, or making cookies.

37-48 Months

Objective: To answer the question "How many?" appropriately up to ten objects.

Materials: Pennies, rocks raisins, cereal, stars, checklist, and other family members for hand counting.
Activity: Counting to Ten

Counting involves rote learning so much practice will be required before the child can count to ten automatically. Incidental activities such as counting fingers and toes and singing "Ten little Indians" should be done frequently. To reinforce counting to ten during the structured lesson, the parent should employ a token economy system in which the child earns ten chips, stars, or check marks and then receives an ice cream cone, trip to the zoo, favorite toy, gets to stay up late to watch a television program or some other type of reinforcing activity. At intervals the child should be asked, "how many ___ have you earned today. A model of correct counting should be provided as needed. Reinforcements could be given for other speech activities or for making his bed, not fighting with children, eating his vegetables, cleaning his room or other desirable behaviors.

Objective: To answer logical questions about an animal/object or place, in 5-6 word sentences.
(See page 51. Same objective as the last receptive language activity.
Footnotes

1 Eisenson, John and Maridel Csilvie. *Speech Correction in the Schools*  

2 Hess, Robert D. and Dorreen Croft *Teachers of Young Children*  

3 Sitnick, Valerie and et. al. *Parent-Infant Communication* Portland, Oregon: Infant hearing Resources Good Samaritan  
   Hospital and Medical Center, 1977 p. 17

4 Allodi, Patricia R. *Building Blocks For Speech* Evanston, Illinois  
   Northwestern University Speech Clinic, 1964. p. 4
OTHER RESOURCES

PRESCHOOL ORGANIZATIONS

Enrolling a culturally deprived preschooler in an early education program before he or she reaches the first grade can have definite benefits for both the parent and the child. A compensatory education program can potentially enhance a child's social, emotional, creative, educational, and physical development. Preschool programs also may aid the working parent and allow the nonworking mother time to seek her individual interests. Parents may enhance their own education as well as their child's through teaching in an educational program, sharing their needs and fears about a child with a qualified teacher and learning from other parents in a program cooperative.¹ Most important, a delayed language child may receive the linguistic experiences he needs to increase receptive and expressive language skills. According to Nancy Wood:

Children develop speech more easily and perhaps more quickly in group orientated programs. For this reason, they are often referred to nursery schools, kindergarten, or regular classrooms where natural stimulation procedures frequently result in equal, if not greater gains in speech and language development than professionally planned programs.²

Distinguishions should be made among the various types of preschool programs that are offered.

A day care center usually has a less structured program than a nursery school. Day care centers usually have a less structured program than a nursery school. Day care centers may accept children under age three and last from 7:00 a.m. to 5:00 p.m.... Therefore, the preschool program may include 2-3 meals, routine, and a flexible schedule of planned activities with plenty of playtime. Day care centers in large metropolises may be poorly equipped, supervised by nonprofessionals and/or overcrowded. These potential dangers can
be avoided by parent observation of a typical day in the day care center before enrollment of their child. Hardy criticizes day care centers for their laxness in helping children with deficient language. He says that often these children "are permitted to continue their patterns of poor speech and frequently become the object of ridicule." 4

Jean Curtis describes three types of nursery school programs: the structured, unstructured and cooperative nursery school. 5 The structured nursery school has a traditional grouping of children by chronological ages and a specific time schedule. The children follow a regular daily routine which may include early morning playtime, storytelling, art projects, snack time, bathroom breaks, free play, naptime etc.

The unstructured program allows children of various ages to work together in activities. Less uniform behavior is required than in the structured program. Activities are done on an individual or small group basis at unspecific times. The child can be given a snack or bathroom privileges at his own discretion. Since the unstructured program is more child directed than teacher directed, a teacher must be able to channel the child's interests and energies toward constructive efforts so that boredom is avoided.

The cooperative nursery school may follow structured or unstructured teaching approaches or a combination of the two. Its main difference from the other two types of nursery schools is that the cooperative nursery school is owned and run by parents. Parents assume the responsibility for obtaining a class teacher and teaching facilities. All parents in the program should spend approximately 3-4 hours each month in teaching or in aiding.
activities. This is usually done 3-12 times per year. A main advantage of the cooperative nursery school is that it may reduce administrative costs and provide a good transition between the home and school. A close relationship between parents and teacher is also fostered. Parents may be more sympathetic of administrative responsibilities when they experience classroom teaching.  

Public school kindergartners usually contain and require more structure than a nursery school. "Most public kindergartners are training stations for the system of rules and regimented learning that characterizes our public school system."  

Children learn acceptable, desired behaviors such as sitting in their seats, staying in line and being quiet while the teacher talks. In addition, children are given little personal freedom to decide activities. A preestablished curriculum of alphabet, numbers, colors, body parts or basic concepts will prepare them for the first grade. Although kindergarten attendance is not mandatory in Indiana, children may expected to demonstrate school manners and rules and know rudimentary school academics before entering first grade in many public schools. In the case of culturally deprived preschooler, the experientially deprived child is at a disadvantage before he enters school.  

A number of previous studies have revealed the significance of early linguistic experiences upon intelligence and later school success. According to Gort, "more than half of adult intelligence is acquired before a child enters kindergarten."  

Preschool education has become a national concern. In 1985, Project Head Start began a nationwide community action programs organized
under the auspices of the Office of Economic Opportunity. Over 55,000 four and five year old children at in eight week sessions to "overcome deficiencies imposed on them by poverty and enter schools with a better chance of success."

The following section will present the educational, health, nutritional and social aspects of the Head Start program. Parent involvement and staff selection will also be discussed. Results of an opinion poll on the educational philosophy and parent interaction in Head Start given to 11 teachers and aides involved in the program will next be shown. Finally a description of a typical day of activities at a model Head Start program will be depicted.

All information about Head Start Program performance standards is derived from the Office of Child Development (OCD) Head Start Fellow Manual published by the Office of Human and Child Development in the U.S. Department of Health, Education, and Welfare. The purpose of the Head Start Program is to increase social competence in children of low income families. The interaction of cognitive, intellectual, physical, mental health, and nutritional variables is incorporated into developing social competence. The goals and performance standards include:

1) The improvement of the child's health and physical abilities, including appropriate steps to correct present physical and mental problems and to enhance every child's access to an adequate diet. The improvement of the family's attitude toward future health care and physical abilities.

2) The encouragement of self-confidence, self-esteem, curiosity, and self-discipline which will assist in the development of the child's social and emotional health.

3) The enhancement of the child's mental processes and skills with particular attention to conceptual and communications
4) The establishment of patterns and expectations of success for the child, which will create a climate of confidence for present and future learning efforts and overall development.

5) An increase in the ability of the child and the family to relate to each other and to others.

6) The enhancement of the sense of dignity and self-worth within the child and his family.

The Head Start education program is aimed at helping children develop socially, intellectually, physically and emotionally. Parents are involved in educational activities which enhance their role as the child's principle educator. Teachers are to help parents increase their knowledge and experience in teaching developmental skills. Also, Head Start hopes to "identify and reinforce experiences which occur in the home that parents can utilize as educational activities for their children." The Head Start program appears to have combined educational and social benefits like those found in the structured, nonstructured and cooperative nursery schools and added extra unique advantages not found in most preschool programs.

The curriculum, teaching methods and class activities are determined by the teaching staff members with help from parents, other Head Start staff members, policy counsel and other professional consultants when needed. The educational staff has the responsibility of writing the education plan. The curriculum is designed to be flexible in meeting children's individual needs as indicated through assessment procedures. The Head Start Program located at Anthony Elementary School in Muncie, Indiana follows a curriculum planned by the teaching staff in collaboration with professionals from the Ball State University Special Education
Department. Objectives for specific age levels (shown in months) in the areas of expressive and receptive language, verbal reasoning quantitative reasoning or pre-math skills, and perceptual motor skills including fine motor coordination training may be seen in Appendix 1.

The educational services support emotional and social growth through "encouraging self awareness through the use of full-length mirrors, photos, drawings of the child and family, tape recordings, of voices and other activities. Also, children are taught to show self respect to each child and share responsibilities with others. A positive self concept is promoted through praise of each child's accomplishments. 12

Intellectual growth is encouraged by classroom activities which progress from simple concrete concepts to complex, abstract concepts. Materials and tasks in the areas of science, dramatic play, art, music, math, and language are provided. Equal time is allowed for child and teacher directed learning. Gross and fine motor skills may be developed working with materials such as wheel toys, ladders, scissors, clay, puzzles, and blocks. Physical growth is also promoted in body awareness, rhythm and movement tasks such as dancing and other indoor/outdoor games. 13

Health and nutritional education is also built into the child's everyday program. Before children undergo medical, dental or other health examinations they may be prepared for this experience by being shown books about health professionals and role playing. Nutritional learning can occur when children assist in meal preparation and planning. Presentations on nutritional needs and food sources are also a regular part of the educational program. 14
All children enrolled in the Head Start program have a medical, dental and developmental history obtained and recorded. Medical and dental examination as well as related health screenings are done after parent or guardian permission is obtained. Related health screenings include:

1) growth assessment (head circumference up to two years old) height, weight, and age.
2) vision testing
3) hearing testing
4) hemoglobin testing for anemia or nutritional deficiencies
5) tuberculin testing where indicated
6) special selected screenings related to community health problems such as lead poisoning, intestinal parasites, or sickle cell anemia.
7) urinalysis
8) current immunization status regarding diphtheria, pertussis, tetanus, measles, polio, German measles, and mumps.
9) speech and language screening
10) identification of the special needs of handicapped children.

In addition a mental health professional which may be a child psychiatrist, licensed psychologist, psychiatric nurse or psychiatric social worker is made available at least for consultation for program and child needs.

Results of health findings and health education in the program must be explained by health professionals or teachers to parents. Parents are asked to participate in appropriate health care for their child and accompany them in health exams and screenings. These measures are taken to promote health education of the child and his parents.
In addition to nutrition education, the Head Start program assists in providing daily nutritional needs of the children. A specific quantity of food in provided meals and snacks is designed to furnish one third of a child's daily nutritional needs in a part day program and from one half to two thirds of their daily nutritional needs in a full day program. Information on nutrition in menus is conveyed to parents. Specific times for meal serving, the manner in which meals are served and food combinations which allow for nutrition fulfillment are outlined in the program policy manual.

The social service performance standards include the following five objectives:

1) to establish and maintain an outreach and recruitment process which systematically insures enrollment of eligible children.

2) to provide enrollment of eligible children regardless of race, sex, creed, color, national origin, or handicapping condition.

3) to achieve parent participation in the center, home program and related activities.

4) to assist the family in its own efforts to improve the condition and quality of family life.

5) to make parents aware of community services and resources and facilitate in their use.

Procedures for implementing these objectives involves working closely with parents and other community agencies. More detailed information can be found in the program policy manual.

The Head Start program recognizes the parent as the "prime educator" of the child. Therefore, parents are included in planning the education program and are urged to participate in classroom and home activities. Orientation and training sessions, staff-parent
conferences and no less than two home visits by members of the education staff provide for parent education in child development. Parents can participate in classroom activities as "paid employees, volunteers, or observers." 19

Each Head Start program must submit a staff and volunteer recruitment plan and a training plan which includes the provisions for inservice training and accurate descriptions of the training staff and consultants to the local directors of the Head Start Agency. Of six teachers polled in the Muncie Head Start Program, three teachers had completed a baccalaureate degree, including one teacher who had eight hours left to finish a Master's degree, one teacher who had an associate plus degree and three teachers who had completed high school educations. All of the five teacher's assistants polled had completed high school educations.

The mean age of teacher's and assistants was 35.3 years and the median age of respondents was 33. The number of years experience in teaching children varied from three years to 12 years and the average was 9 years, 1 month. The average number of years teachers and assistants had been working with Head Start was 8 years, 9 months. The number of students enrolled in the six Head Start centers varied from 15 to 20 with the average enrollment of children being 18.

The following cover letter and opinion pole was presented at the Muncie Head Start faculty meeting on April 20, 1979. Instructions for completing the survey were read and no time limitations were established for completing the survey. Eleven out of 12 teachers and assistants responded to the survey. The resulting number of responses appears in brackets after the answer.
April 20, 1979

Dear Head Start Teacher:

Head Start Programs play a significant role in educating America's preschool children and parents. Research has shown the importance of early education in a child's total physical, intellectual, psychological and social development. I am a Ball State undergraduate student studying language deficits in culturally deprived preschoolers. I would appreciate your taking a few minutes to complete the attached questionnaire. All questions can answered by circling one of the given choices. All responses will be kept confidential. Information obtained will be included in a research paper for the Ball State honor's Program. Your cooperation will be greatly appreciated. Thank-you for your assistance in completing this survey.

Kathryn J. Miller

| Age:     | ________ | No. of Years Teaching: | ________ |
| Sex:     | ________ | No. of Years Teaching at Head Start: | ________ |
| Formal Education Completed: | (check one) | No. of Students Enrolled in Your Program: | ________ |
| high School | ________ | | |
| Baccalaureate | ________ | | |
| Masters | ________ | | |
| Doctoral | ________ | | |
Educational Philosophy

1. Children who attend preschool have an advantage over those who do not.
   a. agree (9)
   b. disagree
   c. mixed feelings (2)
   d. no opinion

2. A child who has attended school before age five is more likely to be successful in later schooling.
   a. agree (6)
   b. disagree
   c. mixed feelings (5)
   d. no opinion

3. The Head Start Program prepares children socially, academically, and emotionally for formal schooling.
   a. agree (9)
   b. disagree
   c. mixed feelings (2)
   d. no opinion

4. The main value of other nursery school programs is that they help parents who both work.
   a. agree (4)
   b. disagree (3)
   c. mixed feelings (4)
   d. no opinion

5. All parents who wish to send their children to nursery schools between the ages of three and five should be able to do so.
   a. agree (7)
   b. disagree (1)
   c. mixed feelings (3)
   d. no opinion

6. Parents have the primary responsibility for educating children below the age of five.
   a. agree (8)
   b. disagree (1)
   c. mixed feelings (2)
   d. no opinion

7. Economic restrictions for enrollment in the Head Start Program may be hampering children who need preschool education from wealthier middle class homes.
   a. agree (5)
   b. disagree (4)
   c. mixed feelings (1)
   d. no opinion
Parent-Child Information

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Most of the children in the program have parents who both work.</td>
<td>T (11)  F</td>
</tr>
<tr>
<td>2. A large number of children at Head Start live with single parents either from divorce, separation, or death.</td>
<td>T (11)  F</td>
</tr>
<tr>
<td>3. Most parents are cooperative in providing carry-over of class activities into the home.</td>
<td>T (5)  F (5)</td>
</tr>
<tr>
<td>4. Parent participation in the Head Start Program is average to above average.</td>
<td>T (6)  F (4)</td>
</tr>
<tr>
<td>5. Parent understanding of the curriculum of the Head Start Program is average or above average.</td>
<td>T (7)  F (2)</td>
</tr>
<tr>
<td>6. Most children who attend Head Start come from &quot;language deprived&quot; homes.</td>
<td>T (4)  F (7)</td>
</tr>
<tr>
<td>7. Experientially deprived preschoolers do not always come from lower socio-economic groups.</td>
<td>T (10)  F (1, no response)</td>
</tr>
</tbody>
</table>

Comments:
Results of the survey indicated that a majority of 9 teachers and assistants felt that children who attend preschool have an advantage over those who do not and that Head Start prepares children socially, academically, and emotionally for formal schooling. Six respondents agreed that preschool training can aid later school success and five respondents had mixed feelings toward this statement. When asked whether the main value of other nursery school programs is that they help parents who both work, four staff members agreed, three disagreed, and four had mixed feelings. A majority of 7 Head Start staff felt that all parents should be able to send their children to nursery school between the ages of 3 to 5 if they so desired, while one respondent disagreed and three had mixed feelings toward this statement. The Head Start philosophy claims that parents should be the child's primary educator. When asked if parents should have the primary responsibility for educating children under age 5, eight staff members agreed, one disagreed and two had mixed feelings.

Much of this thesis has suggested the possibility that experientially deprived preschoolers do not always come from lower class homes and that middle class "culturally deprived" preschoolers can also be in need of intensive linguistic training. When staff members were asked if economic restrictions for enrollment in the Head Start Program were hampering to children who need preschool education from wealthier middle class homes, 5 staff members agreed, 4 disagreed and one had mixed feelings toward this statement. However ten respondents agreed that experientially deprived preschoolers do not always come from lower socio-economic groups and one person did not respond to the question. Only four member of the education staff marked true to the statement that most children
who attend Head Start come from "culturally deprived" homes. Seven respondents marked false on this statement. It would appear that they did not consider their low income students as "culturally deprived."

All staff members who were polled agreed that a large number of children at Head Start live with single parents either from divorce, separation, or death and that most children have either one or both parents who do not work. Varied opinions were given on the amount of parent participation in class home activities. Five teachers agreed and five disagreed that most parents were cooperative in providing carry-over of class activities into the home. One staff member was ambivalent toward this statement. A majority of six staff members felt it was true that parent participation was average or above average. Four staff members marked false and one person marked in-between the extremes. Finally, a majority of seven staff members agreed that parent understanding of the curriculum of Head Start was average or above average. Two respondents were ambivalent and two disagreed with this statement. No final conclusions about the successfulness of the Muncie Head Start Centers in providing preschool education will be made from this limited opinion pole. However, it is noted that in a majority of eleven questions, staff members were in agreement on questions concerning preschool educational philosophy and parent-child information.

A number of studies have shown an increase in language skills as a result of preschoolers attending the Head Start program. In a study of 1,000 preschoolers involved in the Head Start program it was found after eight weeks of summer classes, the "children's
vocabulary increased five months, articulation ability increased seven months and grammar increased almost twelve months. Both standardized and self-established developmental scales were used to gauge success.

On Thursday, April 26, 1979, the Anthony Elementary School Head Start center in Muncie, Indiana was visited by the author of this paper. The classroom was staffed by one teacher and two classroom aids. A description of some of the programs daily activities follows.

The 10 out of 20 children who attended the Head Start program on the day of the observation arrived at the building by bus or parent provided transportation at approximately 9:00 a.m. Initially, the children were given a breakfast of graham crackers, juice and 1/2 cup of fruit cocktail without syrup. Children were given more food or drink upon request. The children helped in serving food and in cleaning up after the morning meal.

Following breakfast, the children found their toothbrushes by printed name identification on their brush and took turns at the sink brushing their teeth. The nourishing meal and teeth brushing seemed to reinforce good nutrition and health habits. Next, children were allowed to release extra energy in a free play period. Individual and groups of children played with balls, large wooden toys, puzzles, and a play house equipped with domestic items. A modern type of language master seemed to be a favorite attraction of the youngsters. The language master provided grammatically correct oral sentence recordings in conjunction with related visual pictures. The language master seemed to promote receptive and expressive language growth through auditory and visual stimulation.
The Head Start classroom was decorated with colorful pictures and posters on colors, numbers, food groups, and other primary concepts. A large calendar not only gave information on the date and weekdays but also had pictures to describe the daily weather. A science table located in the corner of the room displayed home grown vegetables. A child's self concept could be elevated by exhibits of his personal artwork about the room. Pictures of classroom trips could also be seen on display.

After a period of unstructured play, children were asked to sit down in a circle on the floor. The teacher led the group in singing and manually demonstrating short finger plays. Some of the finger plays taught number concepts and reviewed the logical sequence of daily activities such as waking up, eating breakfast, etc. Next, attendance was taken by the teacher calling out each child's full name. Children were given stickers for attendance. Time was allowed for general discussions of home activities.

Finally, the children were assessed daily according to their progress on a developmental screening scale. Children broke into groups of 2-5 children with an aid or teacher and followed the behavioral curriculum concerning various academic activities. The first group of children worked on pointing to same and different pictures. A second group of three children glued straws on paper in triangle and square shapes. The third group of children took turns counting 7 or 8 blocks and then tried to verbally identify pictures only partially seen. Individual educational needs appeared to be met through grouping the children in small groups according to ability level. The structured teaching session lasted only
20-30 minutes and all children seemed to attend fairly well in their groups. The daily program schedule observed was found to incorporate emotional, intellectual, physical, and social growth through classroom activities. The next section will list literature currently available to parents on child development and linguistic training.
Literature

The following list of books may assist the teacher and/or parent in understanding the logical sequence of language acquisition in children and provide practical suggestions for activities which promote linguistic skills from birth to age five. The first eight books were listed in the Headstart Book of Learning and Listening and were prepared in coordination with the Child Study Association of America for parents as an aid in guidance of their preschool child in language development. Subsequent books are recommended by the author of this paper. The list of readings is by no means exhaustive. It is hoped that the list of books given might stimulate their readers to design their own activities for linguistic training and broaden their knowledge through further reading.

1. The Headstart Book of Learning and Listening
   Stories which help develop visual and auditory perception through concentration on the primary skills of listening, visually attending and following directions.

2. Backyard Games and Activities
   by Sylvia Cassell, Harper and Row.
   Specific suggestions for outdoor fun.

3. The Children's Bookshelf
   Bantam Books. A guide to 2,000 books for and about children prepared by the Child Study Association of America.

4. Fun with the Kids
   by Shari Lewis, McFadden-Bartell.
   Practical play activities for indoors and out, for different seasons, and changes in weather.

5. Parent's Guide to Play and Recreation
   by Alvin Schwartz, Collier Books.

6. Tested Ways to Help Your Child Learn
   by Virginia Burgess Warren, Prentice Hall
   Suggestions, games, activities to stimulate learning in a variety of subjects.
7. **Two to six: Suggestions for Parents and Teachers of Young Children** by Rose H. Alschuler and Associates Morrow.  
A handbook on child care, with advice on toys, books, music, play materials etc.

8. **Your Child Steps Out**  
by Edgar S. Bley, Sterling.  
Preparing the child for various first experiences.

9. **Speech and Language Level I**  
Ways for parents to help the nonlanguage child with expressive and receptive language.

10. **Parents are Teachers**  
A Child Management Program based on behavior modification

11. **Families**  
Applications of social learning to family life.

12. **Home Teaching with Mothers and Infants**  
An experimental program for the development of linguistic and cognitive skills in infants.

13. **A Child Learns to Speak**  
An overview of language development in children birth to age three and the importance of parent interaction.

14. **Parents and Children Learn Together**  
Suggestions for learning developmental skills through parent and child interaction.

15. **Language in the Crib**  
by Ruth Hirsh Weir, Hague, Mouton (1962)  
Explanation of beginning language and the parent's role in language stimulation of the infant.
FOOTNOTES


3 Curtis, p. 22

4 Hardy, William G. Communication and the Disadvantaged Child (Williams and Wilkins Co, Baltimore, 1970) p. 50

5 Curtis, p. p. 16-23

6 Ibid, p. 33

7 Short, Edmund. Birth to Five (New York: Barnes and Noble, 1974) p. 53


10 Ibid, p. 4

11 Ibid., p. 4

12 Ibid., p. p. 6-7

13 Ibid., p. p. 7-8

14 Ibid., p. 10

15 Ibid., p. p. 15-26
16  Ibid., p. 32

17  Ibid., p. 40

18  Ibid., p. 55

19  Ibid., p. 12, 58


### CURRICULUM OBJECTIVES

FOR THE

MUNCIE HEAD START PROGRAM

#### Receptive Language Objectives

<table>
<thead>
<tr>
<th>Months</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>1. Given orally the name of any body part, the child will point to his own body part.</td>
</tr>
<tr>
<td>36-38</td>
<td>2. Given any object, the child will place the object in the named position. (in, on, under, in front of, beside, or between)</td>
</tr>
<tr>
<td>26-48</td>
<td>3. Given any action picture and any three choices, the child will point to the picture of the action named using the &quot;ing&quot; verb form.</td>
</tr>
<tr>
<td>36-48</td>
<td>4. Given any pictured object and four choices, the child will point to the object whose function has been given in the form &quot;Show me the one that (function).&quot;</td>
</tr>
<tr>
<td>36-48</td>
<td>5. Given 5 animal pictures and asked &quot;Show me the animal that makes this sound.&quot; (provide sound), the child can point to the animal.</td>
</tr>
</tbody>
</table>

#### Auditory Memory

<table>
<thead>
<tr>
<th>Months</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>48-60</td>
<td>6. Given any 3 commands in order, the child will carry out the commands in the proper sequence.</td>
</tr>
<tr>
<td>48-</td>
<td>7. Given three environmental sounds, the child will repeat them in order.</td>
</tr>
<tr>
<td>60+</td>
<td>3. Given five pictures of objects and labels for three, the child will pick up the three pictures in the order given.</td>
</tr>
</tbody>
</table>

#### Auditory Discrimination

<table>
<thead>
<tr>
<th>Months</th>
<th>Objective</th>
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</thead>
<tbody>
<tr>
<td>36-48</td>
<td>9. Given 5 pictures of objects commonly seen in the community and the sound associated with the object, the child can point to the picture whose sound is given.</td>
</tr>
</tbody>
</table>
10. Given two environmental sounds and asked "Do these sound the same?" the child will answer yes or no. Criterion: 5/5xs.

11. Given two words with the same initial sound the child can tell if they are the same or different. Criterion: 100%

12. Given two words and asked "Do these words rhyme (or sound alike)?", the child will answer yes or no. Criterion: 100%

**Expressive Language Objectives**

1. Given the request, "Tell me your name," the child will state his complete name. Repeat procedure for age and address. Criterion: 100% accuracy.

2. Given any common object and asked "What is this," the child will name the object. Criterion: 5/5xs.

3. Given any pictured common object and asked "What is this", the child will name the pictured object. Criterion: 5/5xs.

4. Given any three pictures of objects and one function, the child will name the object having the function stated. Criterion: 5/5xs.

5. Given any body part and asked "What body part is this?" the child will name the body part. Criterion: 3/3xs for each part.

6. Given any questions asking "Who" the child will use a complete sentence with a child's name or appropriate pronoun to answer the question. Criterion: 5/5xs.

7. Given any pictures of plural objects (regular plural form) and asked "What are these?" the child will name the objects using the plural noun form. Criterion: 5/5xs.

8. Given any positioned object and asked where it is, the child will use a sentence containing the preposition to describe the object's position. Criterion: 3/3xs for each position.

9. Given a picture of an object in a category and asked "What do we do with (noun), the child will state the function of the item. Criterion: 5/5xs for each item.
10. Given any question asking "What do you do when...?" (You are hungry, it rains, you are sleepy), the child will state the function of the item. Criterion: 5/5xs for each item.

11. Given any picture showing one action and asked "What is the person doing?", the child will use a sentence to state the action using the "ing" verb form. Criterion: 5/5xs.

12. Given any story picture and asked to tell about the picture, the child will state 3 details about the picture. Criterion: 100% accuracy

13. Given any object and asked, "Tell me about the object," the child will use 3 descriptive words to describe the object. (color, shape, texture). Criterion: 3/3xs.

Verbal Reasoning - Expressive Level

1. Given the colors red, blue, yellow, green, orange, black, brown, or purple, and asked "What color is this?" the child will name the color. Criterion: 5/5xs for each color.

2. Given 4 objects or pictures and oral descriptions of one using at least three adjectives. The child will name the object desired. Criterion: 5/5xs.

3. Given an object in the environment which has the basic shape of a circle, square, triangle, or rectangle and asked to name the shape the object has, the child will state the object's shape.

4. Given any two objects having comparative attributes and asked to use a descriptive word to tell about the object having the comparative attribute, the child will use a complete sentence containing a comparative adjective to describe the object. Criterion: 5/5xs.

5. Given pictures from three categories (food, clothing, animals) and asked to name the group to which each picture belongs, the child will give the appropriate category name for each picture. Criterion: 5/8 category names for each category.

6. Given any orally presented analogy in the form "Brother is a boy, sister is a (girl)," the child will complete the analogy saving the proper word. Criterion: 5/5xs.
7. Given any object or picture of an object and asked to tell 3 things about the object, the child will describe the object using complete sentences which contain at least one adjective, the object name, and one function. Criterion: 5/5xs.

Quantitative Reasoning - Pre-Math Skills

1. Given several blocks and asked to "Give me just one." the child will put one block in a designated place. Criterion: 5/5xs.

2. Given shapes (triangle, rectangle, circle, square) and asked "What is the name of this shape?" the child will name the shape. Criterion: 10/10 times for each shape.

3. Given the oral stimulus "Let's count," the child will count to ten. Criterion: 5/5xs.

4. Given an array of 10 objects and asked to count the objects, the child will place his finger on each one as he counts to 10. Criterion: 5/5xs.

5. Given ten blocks and asked to "Show four blocks," the child will put four blocks in a designated place. Criterion: 10/10 times.

6. Given pictures showing daytime and nighttime activities, and asked to describe each picture, the child will use a sentence containing the words "morning" and "night" to tell about the picture. Criterion: 5/5xs for both day and night.

7. Given two objects differing in weight and asked to show the heavy or light one, the child can identify the described object. Criterion: 5/5xs.

8. Given a sequence of three objects and asked to "Show me the first one," the child will put his finger on the target object. Criterion: 5/5xs (also for last and middle) Criterion for last: 5/5xs - pointing to the object on the right. Criterion for middle: 5/5xs - pointing to the object between the first and last object.

9. Given like objects of increasing size and asked to "Put the objects in order from smallest to largest," the child will place the objects in the proper order (size, weight, length) Criterion: 5/5xs.
10. Given a bead-stringing pattern of four beads and asked to make one just like the model, the child can string the four beads in the correct order to match the pattern.
Criterion: 3/3xs.

11. Shown written numerals 1-10, the child can count out the appropriate number of items to go with each numeral.
Criterion: 5/5xs.

Fine Motor - Building and Manipulation Skills - Perceptual-Motor

24-36 1. Given a form board with no more than 4 basic shapes, the child can take the pieces out and then correctly replace each of the shapes.
Criterion: Replacement of forms with 100% in each of the four possible presentation positions. (3 90° rotations from the original)

36-48 2. Given three blocks and a demonstration of putting the blocks in a simple design such as a bridge or train, the child can copy the model.
Criterion: 2 successful designs out of three trials of one design.

36-48 3. Given eight blocks and asked to build a tower, the child will stack the eight blocks so that they do not fall.
Criterion: Child completes with 100%

36-48 4. Given a piece of paper with an 8 inch black line, the child will cut the paper into two pieces.
Criterion: 100% within 1/2" of line.

48-60 5. Given building toys such as tinker toys, bristle blocks, or clay and asked to make something, the child can create an object having at least three parts and can give a name to his creation.
Criterion: 2/3 requests.

48-60 6. Given a six inch square of paper and demonstration of folding the paper into a triangle, the child will be able to fold the paper to form a triangle.
Criterion: Child must demonstrate folding paper on the diagonal 3 out of 5 times.

48-60 7. Given two triangles and a demonstration of cutting the two triangles together to form a rectangle, the child will put the pieces together to form a rectangle.
Criterion: 5/5xs.

48-60 8. Given a piece of paper with circle with diameter of a 4 inch traced in black ink, the child will cut the curved figure.
Criterion: Child can approximate the circle by cutting on the black line and turning the circle as needed to follow the curve.

48-60 9. Given a complete seven piece puzzle, the child will take the puzzle apart and put the puzzle together. Criterion: Child can put the pieces together with a minimum of trial and error and no assistance.

Drawing skills - Pre-writing skills

24-36 1. Given a pencil and paper and a demonstration, the child can imitate drawing a vertical line. Criterion: 3/3 times within a 45° of the vertical position.
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