A Study of Verbal Output, Relating to Otsego Public School First Grade Students with Functional Articulatory Defects

John M. Bartholomy

Western Michigan University

Follow this and additional works at: https://scholarworks.wmich.edu/masters_theses

Part of the Speech Pathology and Audiology Commons

Recommended Citation
https://scholarworks.wmich.edu/masters_theses/3775
A STUDY OF VERBAL OUTPUT, RELATING TO OTSEGO PUBLIC SCHOOL FIRST GRADE STUDENTS WITH FUNCTIONAL ARTICULATORY DEFECTS

by

John M. Bartholomy

A thesis presented to the Faculty of the School of Graduate Studies in partial fulfillment of the Degree of Master of Arts

Western Michigan University Kalamazoo, Michigan July 1963
The writer wishes to express his appreciation and sincere thanks to Dr. Charles Van Riper who was helpful in the guiding of this research. Special thanks are also offered to Mr. Leon Stone and the first grade teachers of the Otsego Elementary School who permitted and assisted in the selection of subjects for this study. To my wife, Mary Jo, and our three children, I owe a debt of appreciation for the enduring patience which has contributed to the completion of this study.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGMENT</td>
<td>ii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>vi</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>vii</td>
</tr>
<tr>
<td><strong>CHAPTER</strong></td>
<td></td>
</tr>
<tr>
<td>I. THE PROBLEM AND ITS BACKGROUND</td>
<td>1</td>
</tr>
<tr>
<td>The Problem</td>
<td>1</td>
</tr>
<tr>
<td>Major Terms and Premises</td>
<td>1</td>
</tr>
<tr>
<td>Related Studies</td>
<td>2</td>
</tr>
<tr>
<td>Incidence of Articulation Disorders</td>
<td>4</td>
</tr>
<tr>
<td>Emotional Maladjustment as a Cause and Consequence of Speech Defects</td>
<td>5</td>
</tr>
<tr>
<td>Classroom Inadequacy of Speech Defective Children</td>
<td>9</td>
</tr>
<tr>
<td>Measures of Verbal Output</td>
<td>10</td>
</tr>
<tr>
<td>Justification of the Problem</td>
<td>13</td>
</tr>
<tr>
<td>Null Hypotheses</td>
<td>14</td>
</tr>
<tr>
<td>II. EXPERIMENTAL PROCEDURES</td>
<td>16</td>
</tr>
<tr>
<td>Subjects</td>
<td>16</td>
</tr>
<tr>
<td>Matching of Subjects</td>
<td>17</td>
</tr>
<tr>
<td>Criteria for Matching</td>
<td>17</td>
</tr>
<tr>
<td>The Experimental Room</td>
<td>18</td>
</tr>
<tr>
<td>Experimental Instructions</td>
<td>19</td>
</tr>
<tr>
<td>Observation of Interaction</td>
<td>20</td>
</tr>
<tr>
<td>Evaluation of Data</td>
<td>21</td>
</tr>
<tr>
<td>III. RESULTS AND ANALYSIS OF DATA</td>
<td>22</td>
</tr>
<tr>
<td>Verbal Output</td>
<td>24</td>
</tr>
<tr>
<td>CHAPTER</td>
<td>PAGE</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
</tr>
<tr>
<td>Individual utterances</td>
<td>27</td>
</tr>
<tr>
<td>Average number of words per utterance</td>
<td>28</td>
</tr>
<tr>
<td>The pronoun &quot;I&quot;</td>
<td>29</td>
</tr>
<tr>
<td>Intergroup Comparisons Between Group I and Groups II, III and IV</td>
<td>30</td>
</tr>
<tr>
<td>Verbal output</td>
<td>31</td>
</tr>
<tr>
<td>Individual utterances</td>
<td>33</td>
</tr>
<tr>
<td>Average number of words per utterance</td>
<td>34</td>
</tr>
<tr>
<td>The pronoun &quot;I&quot;</td>
<td>35</td>
</tr>
<tr>
<td>Intergroup Comparisons Between Group II and Groups III and IV</td>
<td>36</td>
</tr>
<tr>
<td>Verbal output</td>
<td>37</td>
</tr>
<tr>
<td>Individual utterances</td>
<td>38</td>
</tr>
<tr>
<td>Average number of words per utterance</td>
<td>39</td>
</tr>
<tr>
<td>The pronoun &quot;I&quot;</td>
<td>39</td>
</tr>
<tr>
<td>Summary</td>
<td>41</td>
</tr>
<tr>
<td>IV. CONCLUSIONS AND CRITICISMS</td>
<td>45</td>
</tr>
<tr>
<td>Conclusions</td>
<td>45</td>
</tr>
<tr>
<td>Criticisms of the Study</td>
<td>47</td>
</tr>
<tr>
<td>Suggestions for Further Research</td>
<td>48</td>
</tr>
<tr>
<td>V. SUMMARY</td>
<td>49</td>
</tr>
<tr>
<td>Problem</td>
<td>49</td>
</tr>
<tr>
<td>Procedure of the Study</td>
<td>49</td>
</tr>
<tr>
<td>Conclusions and Implications</td>
<td>50</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>52</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>PAGE</td>
</tr>
<tr>
<td>------------</td>
<td>------</td>
</tr>
<tr>
<td>APPENDIX A</td>
<td>57</td>
</tr>
<tr>
<td>APPENDIX B</td>
<td>59</td>
</tr>
<tr>
<td>APPENDIX C</td>
<td>171</td>
</tr>
</tbody>
</table>
### LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Means, Standard Deviations, T-Value and Level of Confidence for the Total Words Uttered in Fifteen Minutes Under Conditions I and II</td>
</tr>
<tr>
<td>II. Range of Total Verbal Output Between the Highest and Lowest Scores of Conditions I and II</td>
</tr>
<tr>
<td>III. Means, Standard Deviations, T-Value and Level of Confidence Between Conditions I and II for the Total Number of Utterances</td>
</tr>
<tr>
<td>IV. Means, Standard Deviations, T-Value and Level of Confidence for the Average Number of Words Per Speech Attempt in Conditions I and II</td>
</tr>
<tr>
<td>V. Means, Standard Deviations, T-Value and Level of Confidence for the Occurrence of the Pronoun &quot;I&quot; Under Conditions I and II</td>
</tr>
<tr>
<td>VI. Means, Standard Deviations, T-Values and Level of Confidence in a Comparison of Group I with Groups II, III, and IV Concerning the Total Words Uttered in Fifteen Minutes</td>
</tr>
<tr>
<td>VII. Means, Standard Deviations, T-Values and Level of Confidence in a Comparison of Group I with Groups II, III, and IV Concerning the Total Number of Utterances</td>
</tr>
<tr>
<td>VIII. Means, Standard Deviations, T-Values and Level of Confidence in a Comparison of Group I with Groups II, III, and IV Concerning the Average Number of Words Per Utterance</td>
</tr>
<tr>
<td>IX. Means, Standard Deviations, T-Values and Level of Confidence in a Comparison of Group I with Groups II, III, and IV Concerning the Occurrence of the Pronoun &quot;I&quot;</td>
</tr>
<tr>
<td>X. Means, Standard Deviations, T-Values and Level of Confidence in a Comparison of Group II with Groups III and IV Concerning the Total Words Uttered in Fifteen Minutes</td>
</tr>
<tr>
<td>XI. Means, Standard Deviations, T-Values and Level of Confidence in a Comparison of Group II with Groups III and IV Concerning the Total Number of Utterances</td>
</tr>
<tr>
<td>XII. Means, Standard Deviations, T-Values and Level of Confidence in a Comparison of Group II with Groups III and IV Concerning the Average Number of Words Per Utterance</td>
</tr>
<tr>
<td>XIII. Means, Standard Deviations, T-Values and Level of Confidence in a Comparison of Group II with Groups III and IV Concerning the Occurrence of the Pronoun &quot;I&quot;</td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>FIGURES</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Design of the Experimental Room</td>
<td>19</td>
</tr>
<tr>
<td>2. Total Words Uttered by Normal Speaking and Speech Defective Subjects</td>
<td>26</td>
</tr>
<tr>
<td>3. Total Words Uttered by the Normal Speaking Subjects</td>
<td>26</td>
</tr>
</tbody>
</table>
CHAPTER I

THE PROBLEM AND ITS BACKGROUND

The Problem

The purpose of this study is to determine whether or not the verbal output of first grade elementary school children is reduced when one of the participants in conversational communication has an articulation speech defect. A speech defect has long been thought to cause a reduction in the verbal output of the possessor of that speech defect. This present study seeks to determine whether or not an articulatory speech defect also reduces the verbal output of the normal speaking person with whom he is communicating.

Major Terms and Premises

Speech disorders are generally divided into four large categories: disorders of rhythm, articulation, phonation, and symbolization. A disorder of articulation describes a deviation in the normal production of individual speech sounds or phonemes. Van Riper\(^1\) has stated:

Under disorders of articulation we include all those disorders characterized by the substitution, omission, addition, and distortion of the speech sounds.

Functional articulatory defects differ from organic speech defects with the primary difference that the functional errors are without an organic etiology that maintains the disorder. While describing the

term functional, Powers\textsuperscript{1} points out:

The term originated in the field of medicine but has been widely adopted in speech pathology, where it has come to have a meaning practically synonymous with nonorganic.

Verbal output refers to the total speech attempt, including defective articulation as well as normal speech. Verbal output includes words, expressive exclamations, counting, spelling, and descriptive noises. Prototypes of criteria used for counting words are located in Appendix A.

**Related Studies**

Researchers and authors in the area of speech pathology fairly well agree that speech articulation consists of imitative and learned behavior starting in infancy and mastered usually at age eight.

Van Riper\textsuperscript{2} states:

Even in the crying and wailing of infants the short, sharp inhalation and prolonged exhalation so fundamental to true speech are being practiced. Lip, jaw, and tongue movements involved in the production of all the speech sounds in all human languages are repeatedly performed. The early awareness of these movements and their accompanying sounds provides the foundation for speech readiness.

The learning process in speech is explained by Berry and Eisenson\textsuperscript{3} as follows:

Speech-learning, from its very inception, is a process of in which associations are formed that are at first unintentional, random, and meaningless, but that later become selective, intentional, and meaningful.


\textsuperscript{2}Van Riper, op. cit., p. 94.

The learning concept is discussed and further expanded by Simon$^1$ who adds the factor of maturation:

Beginning with the birth cry, the earlier sounds appear to be reflexive, stimulated and maintained by varying physiological states. The process of sound production is not regenerative. Very shortly, however, the greater maturation of nerves and muscles seemingly provides for autostimulation, and babbling, as distinct from the purely reflexive sounds, is under way. Figuratively and descriptively speaking, the speech-producing circuit has become regenerative through kinesthetic and auditory feedback.

If for some reason the speech-producing circuit of a speech defective child has failed to perfect itself through kinesthetic and auditory feedback then some type of corrective measure is needed to correct the defective articulation. Johnson$^2$ indicates that:

The teacher who wants to encourage a child to improve his speech will do everything she can, therefore, to get him to talk as much as possible and to make the speaking he does thoroughly enjoyable for him.

Different sounds of varying complexity are learned as the infant develops. For several obscure reasons, research has not been able to locate and isolate any one single causative factor to explain why some children fail to acquire normal skills of articulation.

According to Van Riper$^3$:

It is even difficult to find material related to the teaching of talking. Anyone who has observed the average parent bombarding his baby with the wrong type of speech material at the wrong time and in the wrong way will not marvel that

---


3Van Riper, op. cit., p. 93.
there are so many speech defectives. Nor will he be surprised to learn that most of the speech disorders begin during the first years of life.

**Incidence of articulation disorders.** Regardless of how speech is developed, the lack of existing research and the need for further research, the public school speech correctionist spends a great deal of time with children displaying functional articulatory speech disorders. A review of the literature suggests a high incidence rate of articulatory handicaps in the public school. In reporting the incidence of functional articulatory defectives the White House Conference on Child Health and Protection (1931)\(^1\) stated that of 10,000 children with speech defects, aged 5-18, in 48 United States cities of over 10,000 population 57.7 per cent were found to have sound substitutions.

In another incidence study, The American Speech and Hearing Association Committee report of White House Conference (1951)\(^2\) revealed that of 2,000,000 (assumed) subjects, ages 5-21 with speech defects, 60 per cent were described as having functional articulatory disorders.

Another study by Black\(^3\) showed that of 26,416 elementary and high school students with speech defects 78.7 per cent had articulatory

---


\(^2\)American Speech and Hearing Association Committee on the Mid-century White House Conference. Speech disorders and speech correction. *Journal of Speech and Hearing Disorders,* XVII, 1932, pp. 129-137.

disorders.

Powers\(^1\) found an incidence rate of 80 per cent of the 8,391 elementary and high school age subjects. The 80 per cent of the subjects were described as having functional articulatory disorders.

In another study of 12,323 speech defective subjects of elementary and high school age Mac Learie\(^2\) reported that 10,028 or 81.3 per cent had articulatory disorders.

The results of these studies indicate that the average percentage for the five studies is 71.5 per cent. Despite this high incidence we are unable to present research to indicate with reasonable assurance the etiology of functional articulatory disorders. Relatively few studies have been conducted for the purpose of obtaining information concerning the basic cause of the disorder. This section on incidence can best be summarized by Powers\(^3\) who states:

Articulation errors have long been recognized as the most prevalent of all the disorders of speech. Because this is true and since only a small fraction of articulation cases are organically based, functional articulation problems constitute a highly significant group of disorders in the field of speech pathology. They merit serious study and much greater scientific investigation than they have yet received, not only because they are so common but also because they are by no means so simply explained and treated as many people have assumed.

**Emotional maladjustment as a cause and consequence of speech defects.**

Many statements have appeared in standard textbooks implying or stating

---


\(^2\)Mac Learie, E. C., The Ohio Plan for Children With Speech and Hearing Problems. State of Ohio Department of Public Instruction, Columbus, 1953.

\(^3\)Powers, op. cit., p. 707.
directly that articulatory disorders may result in maladjustments.

For example, Johnson\(^1\) says that:

> Once speech has come to be regarded, by the child or his listener, as "defective," the impaired social relationships arising from this evaluation serve to inhibit and distort speech increasingly by small degrees; and the more disturbed or inhibited speech becomes, the more do the child's social relationships become impaired. It is the sort of vicious circle by which the child is whirled farther and farther away from the center of his social group.

Therefore, the anxiety and frustration resulting from the presence of the defect operate to maintain the defect. Van Riper\(^2\) points out:

> Speech defects are so conspicuously different that they themselves can serve as the cause or the nucleus of personality problems.

The possibility that many children with functional articulatory errors manifest a basic maladjustment seems implied. If the speech defective child reacts to his speech error and interprets the error as different from his classmates he seemingly can react in three different ways: (1) by withdrawal behavior, (2) passive acceptance, or (3) aggressive behavior. When a child differs so obviously from his peers in most types of oral classroom activity he may retreat further from group activity, perhaps even to the extent of isolating himself and engaging in daydreaming and fantasy. The possibility that the articulatory defect may be an expression of the basic maladjustment of the speaker can at least be recognized.

Deming\(^3\) attempted to find the relationship between causal factors

---

\(^1\)Johnson, op. cit., p. 60.

\(^2\)Van Riper, op. cit., p. 42.

and maladjustment in twenty elementary school children with functional articulatory defects. The children were given the Bender Visual-Motor Gestalt Test. It was found that the speech defective experimental group subjects were less accurate in their reproduction of the test figures than were the normal control subjects. The author concluded that the subjects in the experimental group were more withdrawn and constricted in their social and outer world relations than were the subjects in the control group.

A study of fourth grade children was conducted by Kleffner\(^1\) in an attempt to demonstrate how fourth graders react to defective articulation. It was found that while listening to a recording of defective articulation in which many errors were present the subjects reacted more unfavorably than they did while listening to a recording in which there were fewer errors. It was also found that even a single, consistent error on a frequently occurring sound was sufficient to produce more negative listener responses than occurred when normal speech was heard.

In a study conducted by Perrin\(^2\) an attempt was made to determine the potential psychological effect of a speech defect upon the speaker. It was found that children with articulation defects were not readily accepted members by their classmates. It can be implied that maladjustment would be one of the possible consequences.


Freeman and Sonnega\(^1\) conducted a study to test the following three hypotheses:

1. If children who attend a speech correction class are regarded differently by their peers because of impaired speaking ability, they will be chosen less often to participate in a speech-oriented project when the criterion for selection is predominantly speaking ability.

2. If children who attend a speech correction class are evaluated by their peers as being in some way socially unacceptable, they will be chosen less often to participate in a speech-oriented project when the criterion for selection is predominantly friendship.

3. If children who attend a speech correction class are regarded by their peers as being socially unacceptable, their peer ratings in relation to certain traits of social acceptability should reveal discrimination.

The authors concluded that children who attend speech correction classes are chosen less often by their peers when the basis for selection is predominantly speaking ability, indicating that the speech defective children in the sample were recognized as having impaired speaking ability. The data did not suggest that the children who attend speech correction classes were chosen less often by their peers when the basis for selection was predominantly friendship.

Further, the speech defective children were not socially less acceptable as indicated by a comparison of "trait scores". This appears to indicate that speech defective children in the sample were essentially as well accepted by their peers as were the normal speaking children.

Woods and Carrow\(^2\) investigated the social position of the speech correcters in the sample.

---


defective child in the elementary public school. The authors, administered a questionnaire to each of 1524 elementary public school children in grades two-to-five. Included among this number were 96 speech defective children enrolled in the regular classes. The authors concluded:

The speech defectives were found to have choice-rejection scores significantly lower than the non-speech defective on the criteria of play and friendship, but not on that of work. Nor was there any significant difference between sex and severity of problem within the speech-defective group. Stutterers were found to be significantly better accepted than articulatory defectives.

The studies reviewed in this section appear to agree that speech handicapped school children tend to be treated differently by their normal speaking peers, and the result of this treatment could possibly lead to reduced and restricted communication.

**Classroom inadequacy of speech defective children.** Research studies have been made to determine the handicapping effect of functional articulatory disorders. Some of the above mentioned studies are reviewed here for the purpose of evaluating the possible handicap that the speech defective children in this study may possess.

In a study conducted by Moss\(^1\) using 36 matched groups consisting of a speech defective and a normal speaking child at the second grade level in the public schools of Alabama, it was concluded that:

Speech defects are a definite handicap in oral reading in the second grade, both in reading and in the number of errors made.

---

In a similar study, Yedinack\textsuperscript{1} also studied second grade speech defective children and found:

...children with functional articulation defects are significantly inferior in both oral and silent reading to children with normal speaking ability.

Gibbons\textsuperscript{2}, in a study of 20 speech defectives, reported an incidence of reading retardation of one year when compared with a matched control group on Gray's Standardized Oral Reading Paragraphs Test. Van Riper\textsuperscript{3} has stated that the average speech defective is retarded one year in school because of his handicap.

A study by Hall\textsuperscript{4} based on 21 speech defectives and 64 controls, found no significant relationship between speech and silent reading. The results of these studies though inconclusive seem to point out that generally the speech defective children are handicapped in classroom activities relating to oral recitation.

Measures of verbal output. Early studies of verbal output were conducted as a measure to determine the speech defective child's progress in speech. One of the first experimenters to use the above mentioned method was Nice\textsuperscript{5} who suggested:


\textsuperscript{3}Van Riper, op. cit., p. 11.


\textsuperscript{5}Nice, Margaret M., "Length of sentences as a criterion of a child’s progress in speech."  \textit{Journal of Educational Psychology}, XVI (1925), pp. 370-379.
...that average sentence length may well prove to be the most important single criterion for judging a child's progress in the attainment of language development.

In following years McCarthy\(^1\) used the mean length of response as a primary measure of children's linguistic achievement, called it MLR, and stated:

The simplest and most objective measure of the degree to which children combine words at various ages.

In the above mentioned studies, the authors considered a response a separate unit if it is marked off from the preceding and succeeding remarks by pauses.

In 1926 Smith\(^2\) modified Rice's procedure and used an analysis of hour-long samples of spontaneous speech recorded by hand in a group free-play situation, as a measure of the development of the sentence and the extent of vocabulary in young children.

Further development of mean length of response in later years led to the use of the "mean of five longest responses". Davis\(^3\) first suggested the mean of the five longest responses produced by the child might serve as a good indicator of what can be thought of as the child's maximum linguistic skill, the best he can do in a given situation. This measure was calculated by totaling the words in the five longest responses and dividing by five.

---

\(^1\)McCarthy, Dorothea, "The language development of the preschool child." Child Welfare Monographs, No. 4, Minneapolis: University of Minnesota Press, 1930.


\(^3\)Davis, Edith A., "The Development of Linguistic Skill in Twins,Singletons with Siblings and only Children from Age Five to Ten Years." Child Welfare Monographs, No. 14, Minneapolis: University of Minnesota Press, 1937.
In later years Templin\(^1\) used the percentage of one-word responses in a sampling of fifty consecutive responses produced by the child. She concluded that a decreasing percentage of one-word responses may be taken as a good indication of increasing language maturity in children.

The above mentioned studies have been concerned with the analysis of verbal output to determine the advances in the development of speech. However, Piaget\(^2\) originated an analysis of children's language according to the functions of their responses in relation to their environment. Piaget contended that language at times conveys information, sometimes it provokes action in others and sometimes it serves as an expression of emotion.

In a modification of Piaget's classification system, McCarthy\(^3\) altered the circumstances under which the observations were made to allow for a more detailed analysis. Davis\(^4\) modified the work of Piaget and McCarthy further making it essentially an analysis of verbal output using the following categories: (1) Egocentric speech where the audience is disregarded and the child is talking either to himself or about himself. (2) Socialized speech in which the child addresses the listener, considers his point of view, tries to influence him, or exchange ideas with him. The final division of Davis's research is


\(^4\)Davis, op. cit., p. 37.
concerned with interpretation and deals with the classification of each remark by the child tested. The total number of responses falling in each division and subdivision are determined. Both Davis and McCarthy established norms from their findings which appear more valid than Piaget's norms which were based on the observations of only two subjects.

The studies reviewed in the preceding section show the development of the measures of verbal output, the application of the technique and various methods of analysis dealing with measures of verbal output.

Justification Of The Problem

The literature reviewed in this section shows a limited amount of investigation concerning the verbal output of school children while communicating with their normal speaking peers. The studies made concerning verbal output have mainly served as a method for evaluating the speech defective child's progress in speech and language development.

Many classroom teachers often relate to the speech correctionist that in their own classrooms no one teases the speech defective children nor treats them differently than other normal speaking children. One frequently cited reason offered by the classroom teacher is that she has lectured the class on individual differences and that no one going to speech class should be teased or treated any differently. Conversely, the speech defective children often relate incidents to the speech correctionist concerning how other children don't want to play or talk with them. The question arises, do the normal speaking children treat the speech defective children differently and in what
ways? It is conceivable that one of the ways is by restricting the amount of talking they do with the speech defective child.

The questionnaire study by Freeman and Sonnega\(^1\) offered evidence of a general nature, relating to the social position of the speech defective child indicating certain types of discrimination. However, many elementary classroom teachers fail to recognize any type of discriminative behavior shown against the speech defective child by his normal speaking peers.

The present study is directed to furthering our understanding of this problem by examining the verbal output between normal speaking and speech defective first grade children. Specifically, we desired to ascertain whether or not normal speaking children with speech defects spoke less to the children with speech defects than when they spoke to their normal speaking classmates. Is communication inhibited or reduced by the presence of a speech defect? As stated, the problem requires that the research design employ an approach using experimental procedures. The results of this investigation should indicate the differences, if any, of the verbal outputs in the two experimental conditions.

**Null Hypotheses**

It is the purpose of this study to examine the following null hypotheses:

*Hypothesis One:* There is no significant difference in the total verbal output of normal speaking children while talking to children with functional articulatory errors as

---

\(^1\)Freeman and Sonnega, op. cit., pp. 179-182.
compared to normal speakers talking to other normal speaking children.

**Hypothesis Two:** There is no significant difference in the number of times speech is attempted by normal speaking children while talking to children with functional articulatory errors as compared to normal speakers talking to other normal speaking children.

**Hypothesis Three:** There is no significant difference in the average number of words uttered per speech attempt by normal speaking children while talking to children with functional articulatory errors as compared to normal speakers talking to other normal speaking children.

**Hypothesis Four:** There is no significant difference in the use of the pronoun "I" by normal speaking children while talking to children with functional articulatory errors as compared to normal speakers talking to other normal speaking children.
CHAPTER II

EXPERIMENTAL PROCEDURES

Subjects

The subjects selected for this investigation were first grade elementary students from the Otsego Public Schools, Otsego, Michigan, an area with a population of approximately 4500 persons. The age range of subjects was from five and half years to seven years of age. Sixty subjects were used in the investigation. Fifteen children with functional articulatory errors, representing the total first grade population of children with functional articulatory errors served as the experimental group, and forty-five children with normal speech served as subjects in the three control groups later to be described.

The subjects in the speech defective group (Group I) were selected by the experimenter according to their performance on the Bryngelson and Glaspey\(^1\) articulation test. This test consists of pictures which were shown to the subjects to evoke the spontaneous production of the various speech sounds. The experimental subjects were selected if, as tested they produced one or more consistent sound substitution, distortion or omission errors. Each child in Group I was receiving and had been receiving speech therapy for at least four months prior to the study.

The normal speaking subjects were selected according to the following criteria. The Bryngelson and Glaspey screening test was

\(^{1}\)Bryngelson, B., and Glaspey, E., *Speech Improvement Cards*, Chicago: Scott Foresman, 1941.
also administered to these subjects and no child was selected who showed a consistent error of sound substitution, distortion or omission. These children were also judged to be normal speakers as ascertained by personal interview with their classroom teachers.

Matching of subjects. Two experimental settings or conditions were employed. In Condition I each defective articulatory subject from Group I conversed with his normal speaking partner from Group II. In Condition II each of the normal speaking subjects from Group III spoke to another normal speaking partner from Group IV.

Criteria for matching. Each pair of subjects was also matched according to several other criteria. The purpose of this control was to obtain a measurement of verbal output of the first encounter of a normal speaking with a given speech defective child without contamination of previous encounters and to insure a relatively homogeneous population of subjects. (1) The first criterion was that the two subjects in each pair did not know each other. One country student who rode the school bus to school was matched with a city student who walked to school. The students were introduced in the hall by the experimenter and then asked if they knew each other. If the students responded negatively to the inquiry, they were then asked if they would like to help the experimenter with a job as follows:

Mr. John has a little job that I need some help with. Would you like to help me with the job? (And to the other student) Would you like to help me with the job?

If both students agreed they were led to the experimental room by the experimenter. (2) The subjects were selected from different sections of the first grade so each student came from a different room and had a different classroom teacher. (3) The subjects were also matched
according to the first grade Kuhlmann-Finch Intelligence Test results, scored and recorded by the classroom teachers. In no instance were pairings made if a range of more than twenty IQ points existed between the subjects. All subjects used in the experiment had Kuhlmann-Finch IQ scores ranging from 95 to 130. (4) In each of the Conditions I and II pairings there were five boy-boy pairs, five girl-girl pairs and five boy-girl pairs. (5) If a normal speaking subject came from a family where some member possessed a known speech defect, he was omitted from the study because it was thought that adaptation or familiarity might affect the results of the experiment.

The Experimental Room

Each pair of subjects was led into the experimental room by the experimenter. The room contained a hidden V-M Tape-O-Matic, model 720, 110 V. A.C. dual speed 60 cycle 100 W. tape recorder. The recorder was operated at the 3 3/4 speed. The hidden standard crystal microphone was placed near the table as illustrated in Figure 1. Two chairs were directly across the table from each other with one sheet of paper in front of each chair. One green crayon was placed on the table midway between the two sheets of paper. The single crayon and two sheets of paper were selected to develop the need to share the crayon and to facilitate communication.
Experimental Instructions

Absenteeism, conflicting classroom activities and unavailability of some Kuhlman-Finch test results prohibited gathering all of the Condition I or Condition II data in one time sequence. Rather, the data were collected randomly until all thirty pairs had interacted and been recorded.

The experimental sessions were conducted between one and two o'clock in the afternoon on school days, during the months of January through April 1963. After the two subjects were led into the room by the experimenter and were seated in the chairs the following experimental instructions were given for two reasons. (1) They created the
necessary motivation for unstructured communication. (2) The instructions offered the experimenter an opportunity to leave the room under the pretense of getting additional equipment.

The instructions were given as follows:

Mr. John has two pieces of paper, one for you and one for you, but gee, I've only got one crayon. I'm going to go into the office to order some more so wait here until I get back. All right? You can color; you can talk; you can do anything you want. Just wait here until I get back. OK?

The experimenter then left the room and started a stop watch. The subjects were left unsupervised but observed through the one-way window in the experimental room for fifteen minutes while the hidden tape recorder was recording. The subjects did not appear to display any awareness that they were being observed. After fifteen minutes the subjects were dismissed and returned to their respective classrooms. The recording tapes were then rewound, numbered and stored for later transcription and analysis. Transcriptions of the recordings are given in Appendix B.

Observation of interaction. Some qualitative observations were made of the subjects interactive behavior.

In Condition II most of the subjects at first sat quietly and looked around the room for a few seconds and then started conversation. During the pairings of Condition I the conversation was started in ten of the fifteen pairings by the normal speaking subject, three times by the speech defective subjects and in two pairings, no conversation was attempted. In most pairs the normal speaking subjects had the first turn with the crayon. In two pairings of Condition II one of the subjects broke the crayon so each subject could color at the same time. In most of the pairings some type of drawing or printing took place with the crayon. In two pairings where a speech defective subject was present, no coloring or printing took place.

One pairing was discarded when one of the subjects left the experimental room to go to the restroom.
Evaluation of the Data

The steps involved in organizing the data were as follows: (1) The raw data consisted of tape recordings made of the verbal output of the subjects during the fifteen minutes spent in the experimental room. (2) The individual utterances were then transcribed from the recordings. (3) The transcription of each pairing was then analyzed to reveal the following four factors: (a) the total words uttered by the subjects under experimental Conditions I and II, (b) the number of individual speech attempts, (c) the average number of words per speech attempt and, (d) the number of times the pronoun "I" was used by each subject. (4) The data were then tabulated and subjected to an analysis of variance (as described in the next chapter) to determine the significance of the mean differences in each of the four measures of verbal output in Condition I as compared with those of Condition II. (5) Intergroup differences in all four measures of verbal output were also subjected to an analysis of variance.
CHAPTER III

RESULTS AND ANALYSIS OF DATA

This chapter is concerned with the analysis of the results of the study to determine whether or not the subjects showed significant differences in amount and type of verbal output when normal speaking children were paired with speech defective children as compared with the performance of normal speaking children when speaking to other normal speaking children. The null hypothesis was employed in the evaluation of the comparisons made in the study.

Hypothesis One: There is no significant difference in the total verbal output of normal speaking children while talking to children with functional articulatory errors as compared to normal speakers talking to other normal speaking children.

Hypothesis Two: There is no significant difference in the number of times speech is attempted by normal speaking children while talking to children with functional articulatory errors as compared to normal speakers talking to other normal speaking children.

Hypothesis Three: There is no significant difference in the average number of words uttered per speech attempt by normal speaking children while talking to children with functional articulatory errors as compared to normal speakers talking to other normal speaking children.

Hypothesis Four: There is no significant difference in the use of the pronoun "I" by normal speaking children while talking to children with functional articulatory errors as compared to normal speakers talking to other normal speaking children.

A null hypothesis is accepted or rejected on the basis of the probability that a repeat study would yield similar results. In this study the 5 per cent level of confidence was employed as the measure of significance. If the findings are significant at the 5 per cent level of confidence or better, the hypothesis must be rejected.

22
The level of confidence depends upon the number of subjects used in the study. When a small number of subjects are used, the t-values need to be higher to obtain a significant level of confidence than if a larger number of cases were used. The t-value involves the use of "degrees of freedom", which means the number of subjects used in the study minus one. In this study each of the two experimental conditions had 30 subjects. Therefore, the degrees of freedom may be stated as df = (N 30-1) or 29 degrees of freedom. In the intergroup comparisons, fifteen subjects comprised each of the four groups. Therefore, the degrees of freedom may be stated as df = (N 15-1). According to Dixon and Massey\(^1\), with 29 degrees of freedom the t-value must exceed 1.699 to be statistically significant at the 5 per cent level of confidence and 2.462 to be significant at the 1 per cent level of confidence. With 14 degrees of freedom the t-value must exceed 1.761 to be statistically significant at the 5 per cent level of confidence and 2.624 to be significant at the 1 per cent level of confidence.

The following formula\(^2\) was used to compute the data:

\[
T = \frac{(\bar{X}_1 - \bar{X}_2)\sqrt{\frac{N_1 N_2}{N_1 + N_2}}}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}
\]

\[
S_1^2 = \frac{N_1 (\Sigma X_1^2 - (\Sigma X_1)^2)}{N_1 (N_1 - 1)}
\]

\[
S_2^2 = \frac{N_2 (\Sigma X_2^2 - (\Sigma X_2)^2)}{N_2 (N_2 - 1)}
\]

procured in each of the two experimental conditions. The analysis of the data was processed at the Computer Center of Western Michigan University, Kalamazoo, Michigan using the formula given above.

---


\(^2\)Dixon and Massey, loc. cit., p. 19 and 119.
Verbal output. The analysis of the collected data showed the following general findings concerning the verbal output of the experimental and control groups in both conditions.

Table I shows the average number of words uttered by the pairs of subjects in experimental Condition I and Condition II. The standard deviations, t-value, and level of confidence are also given regarding the total words uttered in the fifteen minute experimental period by each group of the experimental conditions.

**TABLE I**

MEANS, STANDARD DEVIATIONS, T-VALUE AND LEVEL OF CONFIDENCE FOR THE TOTAL WORDS UTTERED IN FIFTEEN MINUTES UNDER CONDITIONS I AND II

<table>
<thead>
<tr>
<th>Pairings</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>T-VALUE</th>
<th>LEVEL OF CONFIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Condition I.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group I</td>
<td>30</td>
<td>335.5</td>
<td>336.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental Condition II.</td>
<td></td>
<td></td>
<td></td>
<td>5.06</td>
<td>.01</td>
</tr>
<tr>
<td>Group III</td>
<td>30</td>
<td>695.4</td>
<td>195.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group IV</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The mean, or the arithmetic average of the total number of words given by each group in experimental Conditions I and II, indicate that the pairings of Groups III and IV more than doubled the verbal output of the pairings in Groups I and II. The difference between the means
$(M_1 - M_2)$ was 359.9. The table also indicates that the speech defective and normal speaking subjects in **Condition I** uttered fewer words when conversing together than did the normal speaking subjects of experimental **Condition II** when speaking to other normal speaking subjects. The findings point out that the mean differences between **Conditions I** and **II** were found to be significant at the 1 per cent level of confidence. The 1 per cent level of confidence is sufficient to enable us to reject null hypothesis I which states:

**Hypothesis One:** There is no significant difference in the total verbal output of normal speaking children while talking to children with functional articulatory error as compared to normal speakers talking to other normal speaking children.

Figures 2 and 3 in graphic form, illustrate the total number of words uttered by the subjects under the two conditions. The subjects of both **Groups III** and **IV** more than doubled the verbal output or total words uttered by the speech defective subjects in **Group I**. It can also be noted that the normal speaking subjects in control **Group II** when paired with the speech defective subjects of **Group I** apparently talked less than did the normal speakers of **Group III** and **Group IV**.

**Table II** shows the range or the difference between the highest and the lowest scores produced by subjects in each group. As indicated, the range of total verbal output of the subjects in **Condition I** is quite extensive when compared to the subjects of **Condition II**.
FIGURE 2
TOTAL WORDS UTTERED BY NORMAL SPEAKING AND SPEECH DEFECTIVE CHILDREN

FIGURE 3
TOTAL WORDS UTTERED BY THE NORMAL SPEAKING CHILDREN
TABLE II
RANGE OF TOTAL VERBAL OUTPUT BETWEEN THE HIGHEST
AND LOWEST SCORES OF CONDITIONS I AND II

<table>
<thead>
<tr>
<th>Pairings</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Condition I.</td>
<td></td>
</tr>
<tr>
<td>Group I</td>
<td>0-976</td>
</tr>
<tr>
<td>Group II</td>
<td>0-1228</td>
</tr>
<tr>
<td>Experimental Condition II.</td>
<td></td>
</tr>
<tr>
<td>Group III</td>
<td>440-1164</td>
</tr>
<tr>
<td>Group IV</td>
<td>428-1056</td>
</tr>
</tbody>
</table>

Individual utterances. The total number of individual utterances
or "speech attempts" were counted to determine whether or not any
difference existed between the subjects of Group I and Group II in
Condition I and the subjects in Group III and Group IV in Condition II.
It was found that Group I and Group II in Condition I made fewer speech
attempts than the normal speaking groups of Condition II as noted in
Table III.

As shown in Table III, the mean differences of Condition I and
Condition II indicate that the normal speaking subjects of Group III
and Group IV more than doubled the number of utterances of Group I and
Group II. The difference between the means ($M_1 - M_2$) was 41.3. The
results indicate that these findings were significant at the 1 per cent
level of confidence. Therefore, the null hypothesis as stated below
can be rejected.

Hypothesis Two: There is no significant difference in
the number of times speech is attempted by normal speaking
children while talking to children with functional articulatory
errors as compared to normal speakers talking to other
normal speaking children.
TABLE III
MEANS, STANDARD DEVIATIONS, T-VALUE AND LEVEL OF CONFIDENCE BETWEEN CONDITIONS I AND II FOR THE TOTAL NUMBER OF UTTERANCES

<table>
<thead>
<tr>
<th>Pairings</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>T-VALUE</th>
<th>LEVEL OF CONFIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Condition I.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group I</td>
<td>30</td>
<td>41</td>
<td>35.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental Condition II.</td>
<td></td>
<td></td>
<td></td>
<td>5.37</td>
<td>.01</td>
</tr>
<tr>
<td>Group III</td>
<td>30</td>
<td>82.3</td>
<td>21.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group IV</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[
\text{Level of confidence: } N_1 - N_2 \\
(.01 > 2.462) \\
(.05 > 1.699)
\]

Average number of words per utterance. The average number of words per speech attempt was computed to discern whether normal speaking children say more words per speech attempt while speaking to normal speaking children than they do while speaking to a speech defective child. Table IV shows the means, standard deviations, t-value and level of confidence regarding the average number of words per speech attempt by the groups of the experimental conditions. The difference between the means (\(N_1\) and \(N_2\)) was 2.25.

The results tend to indicate that when the speech defective and normal speaking subjects of Condition I attempted to speak to each other, they said fewer words per utterance than did the normal speaking subjects when speaking to the other normal speaking subjects of Condition II.
TABLE IV

MEANS, STANDARD DEVIATIONS, T-VALUE AND LEVEL OF CONFIDENCE FOR THE AVERAGE NUMBER OF WORDS PER SPEECH ATTEMPT IN CONDITIONS I AND II

<table>
<thead>
<tr>
<th>Pairings</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>T-VALUE</th>
<th>LEVEL OF CONFIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Experimental Condition I.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group I</td>
<td>30</td>
<td>6.88</td>
<td>5.09</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Experimental Condition II.</strong></td>
<td></td>
<td></td>
<td></td>
<td>1.87</td>
<td>.05</td>
</tr>
<tr>
<td>Group III</td>
<td>30</td>
<td>9.13</td>
<td>4.13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group IV</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[ M_1 - M_2 \]

(\(.01 > 2.462\))

(\(.05 > 1.699\))

This finding was found to be significant at the 5 per cent level of confidence. Therefore, the following null hypothesis may be rejected.

**Hypothesis Three:** There is no significant difference in the average number of words uttered per speech attempt by normal speaking children while talking to children with functional articulatory errors as compared to normal speakers talking to other normal speaking children.

**The pronoun "I".** Table V illustrates the means, standard deviations, t-value and level of confidence in the analysis of the use of the pronoun "I". The difference between the means \( M_1 - M_2 \) was 2.25. The results indicate that the normal speaking subjects in Condition II uttered the pronoun "I" more times than did the speech defective and normal speaking subjects in Condition I.
TABLE V
MEANS, STANDARD DEVIATIONS, T-VALUE AND LEVEL
OF CONFIDENCE FOR THE OCCURRENCE OF THE PRONOUN
"I" UNDER CONDITIONS I AND II

<table>
<thead>
<tr>
<th>Pairings</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>T-VALUE</th>
<th>LEVEL OF CONFIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Condition I.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group I</td>
<td>30</td>
<td>17.1</td>
<td>18.79</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental Condition II.</td>
<td></td>
<td></td>
<td></td>
<td>4.53</td>
<td>.01</td>
</tr>
<tr>
<td>Group III</td>
<td>30</td>
<td>36.1</td>
<td>13.05</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group IV</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[ N_1 - N_2 \]

\[ (.01 > 2.462) \]

\[ (.05 > 1.699) \]

As shown by the level of confidence in Table V, the results demonstrate differences which possess statistical significance at the 1 per cent level of confidence. Therefore, the following null hypothesis may also be rejected.

**Hypothesis Four:** There is no significant difference in the use of the pronoun "I" by normal speaking children while talking to children with functional articulatory errors as compared to normal speakers talking to other normal speaking children.

**Intergroup Comparisons Between Group I and Groups II, III and IV**

This section deals with the intergroup comparisons of the speech defective subjects of Group I with the normal speaking subjects of
control Groups II, III and IV.

Although statistically significant differences were found between Conditions I and II in the four measures of this study, an attempt was also made to determine whether intergroup differences existed. We may state this subordinate part of the investigation in terms of four null hypotheses concerning the comparison of the speech defective subjects of Group I and the normal speaking subjects of Groups II, III and IV.

**Hypothesis Five:** There is no significant difference in the total verbal output between the speech defective subjects of Group I and the normal speaking subjects of Groups II, III and IV.

**Hypothesis Six:** There is no significant difference in the number of times speech is attempted between the speech defective subjects of Group I and the normal speaking subjects of Groups II, III, and IV.

**Hypothesis Seven:** There is no significant difference in the average number of words uttered per speech attempt between the speech defective subjects of Group I and the normal speaking subjects of Groups II, III, and IV.

**Hypothesis Eight:** There is no significant difference in the use of the pronoun "I" between the speech defective subjects of Group I and the normal speaking subjects of Groups II, III, and IV.

**Verbal output.** Table VI shows the intergroup comparisons between the speech defective subjects of Group I and the normal speaking subjects from each of the control Groups II, III and IV.
TABLE VI
MEANS, STANDARD DEVIATIONS, T-VALUES AND LEVEL
OF CONFIDENCE IN A COMPARISON OF GROUP I WITH
GROUPS II, III AND IV CONCERNING THE TOTAL
WORDS UTTERED IN FIFTEEN MINUTES

<table>
<thead>
<tr>
<th>Pairings</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>T-VALUE</th>
<th>LEVEL OF CONFIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group I</td>
<td>15</td>
<td>271.5</td>
<td>338.7</td>
<td>1.04</td>
<td>.20*</td>
</tr>
<tr>
<td>Group II</td>
<td>15</td>
<td>339.4</td>
<td>332.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group I</td>
<td>15</td>
<td>271.5</td>
<td>338.7</td>
<td>4.04</td>
<td>.01</td>
</tr>
<tr>
<td>Group III</td>
<td>15</td>
<td>716.2</td>
<td>211.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group I</td>
<td>15</td>
<td>271.5</td>
<td>338.7</td>
<td>4.09</td>
<td>.01</td>
</tr>
<tr>
<td>Group IV</td>
<td>15</td>
<td>674.5</td>
<td>183.9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*not significant

\[ M_1 - M_2 \]
\[ (.01 > 2.624) \]
\[ (.05 > 1.761) \]

The findings indicate that statistical significance was not obtained when the speech defective subjects of Group I were compared to the normal speaking subjects of Group II in regard to total verbal output of the groups. The difference between the means \( (M_1 - M_2) \) between Groups I and II was only 67.9, 444.7 between Groups I and III and 403.0 between Groups I and IV. The comparison between Group I and Groups III and IV demonstrate differences which possess statistical significance at the 1 per cent level of confidence. Therefore, the null hypothesis may be accepted for the intergroup differences between Groups I and II, but it may be rejected for the intergroup differences between Groups I and III and Groups I and IV.
Hypothesis Five: There is no significant difference in the total verbal output between the speech defective subjects of Group I and the normal speaking subjects of Groups II, III and IV.

Individual utterances. Table VII shows the intergroup comparisons between Group I and each of the control Groups II, III and IV. The findings indicate that statistical significance was not obtained when the speech defective subjects of Group I were compared to the normal

TABLE VII

MEANS, STANDARD DEVIATIONS, T-VALUES AND LEVEL OF CONFIDENCE IN A COMPARISON OF GROUP I WITH GROUPS II, III AND IV CONCERNING THE TOTAL NUMBER OF UTTERANCES

<table>
<thead>
<tr>
<th>Pairings</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>T-VALUE</th>
<th>LEVEL OF CONFIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group I</td>
<td>15</td>
<td>37.2</td>
<td>35.1</td>
<td>.67</td>
<td>.30*</td>
</tr>
<tr>
<td>Group II</td>
<td>15</td>
<td>46.4</td>
<td>36.4</td>
<td>.67</td>
<td>.30*</td>
</tr>
<tr>
<td>Group III</td>
<td>15</td>
<td>83.6</td>
<td>22.0</td>
<td>4.33</td>
<td>.01</td>
</tr>
<tr>
<td>Group I</td>
<td>15</td>
<td>37.2</td>
<td>35.1</td>
<td>4.09</td>
<td>.01</td>
</tr>
<tr>
<td>Group IV</td>
<td>15</td>
<td>81.1</td>
<td>22.1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*not significant

\[ M_1 - M_2 \]

\[ (.01 > 2.624) \]

\[ (.05 > 1.761) \]

speaking subjects of Group II in regard to the number of utterances of the groups. The difference between the means \( (M_1 - M_2) \) of Groups I and II was only .8 which represented the comparison that failed to reach statistical significance. The difference between the means between Groups I and II was 46.4 and 43.9 between Groups I and IV. The comparison between Group I and Groups III and IV demonstrate
differences which possess statistical significance at the 1 per cent level of confidence. Therefore, we must accept the null hypothesis for the intergroup differences between Groups I and II, but it may be rejected for the intergroup differences between Groups I and III and Groups I and IV.

**Hypothesis Six:** There is no significant difference in the number of times speech is attempted between the speech defective subjects of Group I and the normal speaking subjects of Groups II, III and IV.

**Average number of words per utterance.** Table VIII shows the intergroup comparisons between Group I and each of the control Groups II, III and IV. The difference between the means ($M_1$ and $M_2$) between Groups I and II was 3.61, 4.13 between groups I and III and 3.96 between Groups I and IV. The findings indicate that statistical significance of the mean differences at the 5 per cent level of confidence was obtained when the speech defective subjects of Group I were compared to the normal speaking subjects of Group II in regard to the average number of words per speech attempt. However, the comparison between Group I and Groups III and IV demonstrate differences which possess statistical significance at the 1 per cent level of confidence. Therefore, the null hypothesis is rejected.

**Hypothesis Seven:** There is no significant difference in the average number of words uttered per speech attempt between the speech defective subjects of Group I and the normal speaking subjects of Groups II, III and IV.
TABLE VIII
MEANS, STANDARD DEVIATIONS, T-VALUES AND LEVEL OF CONFIDENCE IN A COMPARISON OF GROUP I WITH GROUPS II, III AND IV CONCERNING THE AVERAGE NUMBER OF WORDS PER UTTERANCE

<table>
<thead>
<tr>
<th>Pairings</th>
<th>N</th>
<th>M1</th>
<th>M2</th>
<th>SD</th>
<th>T-VALUE</th>
<th>LEVEL OF CONFIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group I</td>
<td>15</td>
<td>5.08</td>
<td></td>
<td>3.41</td>
<td>2.04</td>
<td>.05</td>
</tr>
<tr>
<td>Group II</td>
<td>15</td>
<td>8.69</td>
<td></td>
<td>5.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group III</td>
<td>15</td>
<td>5.08</td>
<td></td>
<td>3.41</td>
<td>2.93</td>
<td>.01</td>
</tr>
<tr>
<td>Group IV</td>
<td>15</td>
<td>9.04</td>
<td></td>
<td>4.2</td>
<td>2.02</td>
<td>.01</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The pronoun "I". Table IX shows the intergroup comparisons between Group I and each of the control Groups II, III and IV. The difference between means ($M_1 - M_2$) between Groups I and II was 4.5, 21.9 between Groups I and III and 20.5 between Groups I and IV. The findings indicate that statistical significance was not obtained when the speech defective subjects of Group I were compared to the normal speaking subjects of Group II in regard to the occurrence of the pronoun "I". However, the comparison between Group I and Groups III and IV of Condition II demonstrate differences which possess statistical significance at the 1 per cent level of confidence. Therefore, we must accept the null hypothesis for the intergroup differences between Groups I and II, but it may be rejected for the intergroup differences between Groups I and III and Groups I and IV.
### Table IX

**Means, Standard Deviations, T-Values and Level of Confidence in a Comparison of Group I with Groups II, III and IV Concerning the Occurrence of the Pronoun "I"**

<table>
<thead>
<tr>
<th>Pairings</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>T-Value</th>
<th>Level of Confidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group I</td>
<td>15</td>
<td>14.9</td>
<td>15.4</td>
<td>.64</td>
<td>.30*</td>
</tr>
<tr>
<td>Group II</td>
<td>15</td>
<td>19.4</td>
<td>21.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group III</td>
<td>15</td>
<td>14.9</td>
<td>15.4</td>
<td>4.74</td>
<td>.01</td>
</tr>
<tr>
<td>Group III</td>
<td>15</td>
<td>36.8</td>
<td>8.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group IV</td>
<td>15</td>
<td>14.9</td>
<td>15.4</td>
<td>3.49</td>
<td>.01</td>
</tr>
<tr>
<td>Group IV</td>
<td>15</td>
<td>35.4</td>
<td>16.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*not significant

\[ M_1 - M_2 \]

\[ (.01 > 2.624) \]

\[ (.05 > 1.761) \]

---

The speech defective children used the "egocentric" pronoun "I" less frequently than did the normal speakers of Groups III and IV, but this did not hold true when their performance was compared with that of their normal speaking partners in Group II.

**Hypothesis Eight:** There is no significant difference in the use of the pronoun "I" between the speech defective subjects of Group I and the normal speaking subjects of Groups II, III and IV.

### Intergroup Comparisons Between Group II and Groups III and IV

This section deals with intergroup comparisons of the normal speaking subjects of control Group II with the normal speaking subjects of Groups III and IV.
The results of this portion of the investigation reveal that on all measures of speech output the speech defective children in general spoke less than did the normal speakers. These differences were significant in all comparisons of Group I and Groups III and IV. It did not, however, hold true for the comparison of Group I and II. It appears that the normal speakers of Group II also showed a comparatively reduced verbal output when paired with the speech defectives. In the next section we shall seek to determine whether or not the normal speakers in Group II differed in verbal output from those in Groups III and IV.

This investigation may be stated in terms of four other hypotheses.

**Hypothesis Nine:** There is no significant difference in the total verbal output between the normal speaking subjects of Group II and the normal speaking subjects of Groups III and IV.

**Hypothesis Ten:** There is no significant difference in the total number of utterances between the normal speaking subjects of Group II and the normal speaking subjects of Groups III and IV.

**Hypothesis Eleven:** There is no significant difference in the average number of words per speech attempt between the normal speaking subjects of Group II and the normal speaking subjects of Groups III and IV.

**Hypothesis Twelve:** There is no significant difference in the occurrence of the pronoun "I" between the normal speaking subjects of Group II and the normal speaking subjects of Groups III and IV.

**Verbal output.** Table IX shows the intergroup comparison between Group II and each of control Groups III and IV. The difference between the means \((M_1 - M_2)\) between Groups II and III is 376.8 and the difference between Groups II and IV is 335.1.
TABLE X

MEANS, STANDARD DEVIATIONS, T-VALUES AND LEVEL
OF CONFIDENCE IN A COMPARISON OF GROUP II WITH
GROUPS III AND IV CONCERNING THE TOTAL WORDS
UTTERED IN FIFTEEN MINUTES

<table>
<thead>
<tr>
<th>Pairings</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>T-VALUE</th>
<th>LEVEL OF CONFIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group II</td>
<td>15</td>
<td>339.4</td>
<td>332.8</td>
<td>3.11</td>
<td>.01</td>
</tr>
<tr>
<td>Group III</td>
<td>15</td>
<td>716.2</td>
<td>211.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group II</td>
<td>15</td>
<td>339.4</td>
<td>332.8</td>
<td>2.80</td>
<td>.01</td>
</tr>
<tr>
<td>Group IV</td>
<td>15</td>
<td>674.5</td>
<td>183.9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The comparison between Group II and Groups III and IV of Condition II demonstrate differences which possess statistical significance at the 1 per cent level of confidence. Therefore, the null hypothesis as stated below can be rejected.

**Hypothesis Nine:** There is no significant difference in the total verbal output between the normal speaking subjects of Group II and the normal speaking subjects of Groups III and IV.

**Individual utterances.** Table X shows the intergroup comparisons between the normal speakers of Group II and the normal speakers of control Groups III and IV. The difference between the means ($M_1 - M_2$) is 37.6 and the difference between Groups II and IV is 35. The comparison between Group II and Groups III and IV of Condition II demonstrate differences which possess statistical significance at the 1 per cent level of confidence. Therefore, the null hypothesis as stated below can be rejected.
TABLE XI
MEANS, STANDARD DEVIATIONS, T-VALUES AND LEVEL
OF CONFIDENCE IN A COMPARISON OF GROUP II WITH
GROUPS III AND IV CONCERNING THE TOTAL NUMBER
OF UTTERANCES

<table>
<thead>
<tr>
<th>Pairings</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>T-VALUE</th>
<th>LEVEL OF CONFIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group II</td>
<td>15</td>
<td>46.0</td>
<td>36.4</td>
<td>3.42</td>
<td>.01</td>
</tr>
<tr>
<td>Group III</td>
<td>15</td>
<td>83.6</td>
<td>22.0</td>
<td>3.19</td>
<td>.01</td>
</tr>
</tbody>
</table>

\[
M_1 - M_2
\]

\[
(.01 > 2.624)
\]

\[
(.05 > 1.761)
\]

Hypothesis Ten: There is no significant difference in the total number of utterances between the normal speaking subjects of Group II and the normal speaking subjects of Groups III and IV.

Average number of words per utterance. Table XI shows the intergroup comparison of the normal speaking subjects of control Group II with the normal speakers of Groups III and IV. The difference between the means \((M_1 - M_2)\) between Groups II and III is .52 and the difference between Groups II and IV is .35. The findings indicate that statistical significance was not obtained when the normal speaking subjects of Group II and Groups III and IV were compared. Therefore, the null hypothesis must be accepted which states:

Hypothesis Eleven: There is no significant difference in the average number of words per speech attempt between the normal speaking subjects of Group II and the normal speaking subjects of Groups III and IV.

The pronoun "I". Table XII shows the intergroup comparisons between Group II and Groups III and IV. The difference between the
TABLE XII

MEANS, STANDARD DEVIATIONS, T-VALUES AND LEVEL OF CONFIDENCE IN A COMPARISON OF GROUP II WITH GROUPS III AND IV CONCERNING THE AVERAGE NUMBER OF WORDS PER UTTERANCE

<table>
<thead>
<tr>
<th>Pairings</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>T-VALUE</th>
<th>LEVEL OF CONFIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group II</td>
<td>15</td>
<td>8.69</td>
<td>3.8</td>
<td>.277</td>
<td>.40*</td>
</tr>
<tr>
<td>Group III</td>
<td>15</td>
<td>9.21</td>
<td>4.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group II</td>
<td>15</td>
<td>8.69</td>
<td>3.8</td>
<td>.189</td>
<td>.40*</td>
</tr>
<tr>
<td>Group IV</td>
<td>15</td>
<td>9.04</td>
<td>4.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The difference in means ($M_2 - M_2$) between Groups II and III is 17.4 and the difference between Groups II and IV is 16. The findings indicate that statistical significance was demonstrated at the 5 per cent level of confidence or

TABLE XIII

MEANS, STANDARD DEVIATIONS, T-VALUES AND LEVEL OF CONFIDENCE IN A COMPARISON OF GROUP II WITH GROUPS III AND IV CONCERNING THE OCCURRENCE OF THE PRONOUN "I"

<table>
<thead>
<tr>
<th>Pairings</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>T-VALUE</th>
<th>LEVEL OF CONFIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group II</td>
<td>15</td>
<td>19.4</td>
<td>21.9</td>
<td>2.84</td>
<td>.01</td>
</tr>
<tr>
<td>Group III</td>
<td>15</td>
<td>36.6</td>
<td>6.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group II</td>
<td>15</td>
<td>19.4</td>
<td>21.9</td>
<td>2.25</td>
<td>.05</td>
</tr>
<tr>
<td>Group IV</td>
<td>15</td>
<td>35.4</td>
<td>16.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$M_1 - M_2$

$(.01 > 2.624)$

$(.05 > 1.761)$
better. Therefore, the null hypothesis as stated can be rejected.

**Hypothesis Twelve:** There is no significant difference in the occurrence of the pronoun "I" between the normal speaking subjects of Group II and the normal speaking subjects of Groups III and IV.

The findings of this section indicate that there was a real difference in the way the normal speaking subjects behaved communicatively when paired with the speech defective subjects as compared with the way the normal speaking subjects behaved communicatively when paired with another normal speaking subject. Under the former condition, speech output was significantly decreased.

**Summary.** In the previous paragraphs of this section, an analysis was made of the verbal output obtained from the pairings of subjects in Conditions I and II. Tables were presented stating the means, standard deviations, t-values and levels of confidence for each of the following measures: total words uttered in fifteen minutes, the number of utterances, number of words per speech attempt and the frequency of the pronoun "I". Intergroup comparisons were presented to show the differences between the normal speaking and speech defective children.

The comparisons between Conditions I and II demonstrated differences which showed statistical significance at the 5 per cent level of confidence or better. All four of the following null hypotheses could thereby be rejected.

**Hypothesis One:** There is no significant difference in the total verbal output of normal speaking children while talking to children with functional articulatory errors as compared to normal speakers talking to other normal speaking children.

**Hypothesis Two:** There is no significant difference in the number of times speech is attempted by normal speaking children while talking to children with functional articulatory errors as compared to normal speakers talking to other normal speaking children.
Hypothesis Three: There is no significant difference in the average number of words uttered per speech attempt by normal speaking children while talking to children with functional articulatory errors as compared to normal speakers talking to other normal speaking children.

Hypothesis Four: There is no significant difference in the use of the pronoun "I" by normal speaking children while talking to children with functional articulatory errors as compared to normal speakers talking to other normal speaking children.

The findings appear to indicate that significant differences in verbal output occur between the subjects under Conditions I and II. First grade elementary school children who are normal speakers show a restricted verbal output when paired with articulatory speech defective children as compared with the output shown when normal speaking children converse with other normal speaking children.

Intergroup comparisons between the speech defective subjects of Group I and the normal speaking subjects from Groups II, III and IV were made. The comparisons of verbal output between the speech defective subjects of Group I and the normal speaking subjects of Groups III and IV demonstrated statistically significant differences, permitting rejection of the following null hypotheses with the exceptions as noted.

Hypothesis Five: There is no significant difference in the total verbal output between the speech defective subjects of Group I and the normal speaking subjects of Groups II, III and IV.

The speech defective subjects of Group I did not differ significantly from the normal speaking subjects of Group II in total verbal output. This finding indicates that the normal speaking subjects of Group II restricted their verbal output while communicating with the speech defective subjects of Group I.
Hypothesis Six: There is no significant difference in the number of times speech is attempted between the speech defective subjects of Group I and the normal speaking subjects of Groups II, III and IV.

The speech defective subjects of Group I did not differ significantly from the normal speaking subjects of Group II concerning the total number of utterances. This finding further indicates that the normal speaking subjects of Group II restricted their verbal output while communicating with the speech defective subjects of Group I.

Hypothesis Seven: There is no significant difference in the average number of words uttered per speech attempt between the speech defective subjects of Group I and the normal speaking subjects of Groups II, III and IV.

Hypothesis Eight: There is no significant difference in the use of the pronoun "I" between the speech defective subjects of Group I and the normal speaking subjects of Groups II, III and IV.

The speech defective subjects of Group I did not differ significantly from the normal speaking subjects of Group II in the use of the pronoun "I". This finding indicates that the normal speaking subjects of Group II restricted their verbal output and therefore used the pronoun "I" at the same rate of occurrence as did the speech defective subjects of Group I.

Intergroup comparisons between the normal speaking subjects of Group II and the other normal speaking subjects of Groups III and IV were also made. The comparisons of the normal speaking subjects of Group II with the normal speaking subjects of Groups III and IV demonstrated statistically significant findings for three of the measures of verbal output. These normal speakers, when speaking to the speech defective children in general, spoke less than did the normal speakers who conversed with other normal speakers. We were able to reject the null hypotheses.
Hypothesis Nine: There is no significant difference in the total verbal output between the normal speaking subjects of Group II and the normal speaking subjects of Groups III and IV.

Hypothesis Ten: There is no significant difference in the total number of utterances between the normal speaking subjects of Group II and the normal speaking subjects of Groups III and IV.

Hypothesis Twelve: There is no significant difference in the occurrence of the pronoun "I" between the normal speaking subjects of Group II and the normal speaking subjects of Groups III and IV.

One measure of difference in verbal output failed to demonstrate statistical significance. The normal speaking subjects of Group II did not differ from the normal speaking subjects of Groups III and IV in the average number of words per utterance. Therefore, we must accept the following null hypothesis.

Hypothesis Eleven: There is no significant difference in the average number of words per speech attempt between the normal speaking subjects of Group II and the normal speaking subjects of Groups III and IV.

This seems to mean that once the normal speakers of Group II did talk to the speech defectives, they spoke in a fairly normal rather than in an abbreviated fashion. They simply did not speak as often.
CHAPTER IV

CONCLUSIONS AND CRITICISMS

Conclusions

The main general conclusion from the study is that communication appears to be restricted when one of the communicators has a functional articulatory speech defect. This holds true for both the speech defective and for the normal speaker when conversing with each other. All four measures of communicative output showed statistically significant differences between the two conditions for each of the measures employed: total verbal output, total number of utterances, the average number of words per utterance and the occurrence of the pronoun "I".

The reason for these differences in verbal output is open to discussion. There are at least two possible explanations for these apparent differences. It is conceivable that (1) The normal speaking subjects reduced their verbal output when matched with a speech defective subject because communication was felt to be unpleasant, embarrassing or frustrating or (2) The normal speaking first grade child may need a fairly verbal companion to keep up his own rate of verbal output.

Intergroup comparisons were made of the speech defective subjects of Group I and the normal speaking subjects of Groups II, III and IV. It was found that when the speech defective subjects of Group I were compared to the normal speaking subjects of Group II statistical significance was not demonstrated in any of the four measures except in the average number of words per speech attempt. However, all four measures in the study demonstrated statistical significance when
comparing the speech defective subjects of Group I with the normal speaking subjects of Groups III and IV. The possession of a speech defect evidently did not curtail the amount of speaking at least as compared to the normal speaking partners. These findings indicate that the speech defective subjects of Group I differed significantly from the normal speaking subjects of Groups III and IV in each of the following measures: (1) The total verbal output; (2) The number of times speech was attempted; (3) The average number of words per speech attempt; (4) The use of the pronoun "I". It appears that the speech defective children spoke less than did the normal speakers when talking to each other.

Intergroup comparisons were made between the normal speaking subjects of Group II with the normal speaking subjects of Groups III and IV. The findings of this comparison were statistically significant in three measures of verbal output. It was found that the normal speaking subjects of Group II differed from the normal speaking subjects of Groups III and IV in each of the four previously described measures. These findings indicate that when the normal speaking subjects of Group II communicated with the speech defective subjects, then verbal output was significantly diminished. However, the normal speaking subjects of Group II did not differ significantly in the average number of words per utterance from the normal speaking subjects of Group III and IV. They spoke less often but they said as many words as per utterance as did the other normal speakers.

What effect this restricted verbal output has on the speech defective child we cannot state. It would seem conceivable that with restricted communication the speech defective child might feel rejected
as a result of the reduction of verbal output. Finally, there would tend to be less opportunity for social interaction with the normal speakers. These factors might contribute to the problems of the child with an articulatory speech defect.

Criticism of the Study

In assessing the results of this study, certain weaknesses have appeared and must be taken into consideration. The major weakness is the size of the speech defective group. However, the total school population of first grade children with functional articulatory errors was used in the experiment and only fifteen subjects were available who could meet the stringent criteria for selection.

Another weakness is that the speech defective subjects used in Condition I were receiving speech therapy while the data were being collected. Ideally, the speech defective subjects should not have received any speech therapy before the experiment. It is thought that even the limited speech therapy the Group I subjects received permitted them to be less sensitive to their disorder and perhaps the therapy permitted them to be more outgoing than they were at the onset of therapy. The results of a study conducted with children who had never received speech therapy and possess functional articulatory errors might show differing results. Nevertheless, it should be pointed out that such a factor should tend to decrease the significance of the differences between the experimental conditions rather than to increase them.

Criticism might also be directed toward the experimental room since it was also used as the speech therapy room for the subjects of
Group I. Whether this factor served to inhibit the speech defective subjects of Group I or whether it offered security is open to conjecture.

Suggestions For Further Research

Even though certain of the differences found in this study reached statistical significance, there are a number of unanswered questions which tend to indicate the need for further research. (1) Why did the subjects of Group II respond to the speech defective subjects of Group I by saying fewer words than did Group III and Group IV when speaking to each other? (2) What differences would have existed if the speech defective subjects of Group I had not been receiving speech therapy? (3) Can these findings be translated into additional therapy techniques? For example, should not normal speaking children be brought into the classes in public school speech correction to reduce the apparently reduced interchanges in communication? (4) The criteria for selection and matching of subjects did not permit the IQ scores to range more than 20 points between subjects, nor could the subjects be matched if they knew each other. This question therefore arises: what results would occur if the difference in IQ points were increased to 30 or 40 points? (5) If the children were friends, or from the same classroom, would the differences in verbal output still exist? (6) Would this difference of verbal output be increased if normal speaking children were paired with those possessing other more severe types of speech disorders, such as the cleft palate child, the stutterer or the hard of hearing child?
CHAPTER V

SUMMARY

Problem. The purpose of this study was to determine the possible
differences in verbal output when normal speaking children were paired
with speech defective children in an unstructured communicative
situation as compared with the performance of normal speaking children
when speaking to other normal speaking children in the same situation.

Procedure of the study. The subjects of this study were 60 first
grade children in the Otsego Elementary Public School, Otsego, Michigan.
Fifteen of the children possessed functional articulatory errors. The
other forty-five children were normal speakers and were divided into
three groups of fifteen each. The subjects were matched according to
age, grade, sex and IQ.

Two experimental conditions were devised. Condition I consisted
of pairings of a child from each of two groups of subjects, from Group I,
the speech defective subjects, and from Group II, the normal speakers.
None of the paired subjects knew each other. One subject from Group I
was therefore placed with one subject from Group II in the experimental
room for an unstructured conversational period of fifteen minutes while
a hidden tape recorder recorded all utterances. Thus fifteen pairings
of normal and speech defective speakers comprised Condition I.

In Condition II each of the normal speaking subjects from Group
III was paired with his opposite but also normal speaking partner from
Group IV in the same experimental setting described above.

Results and analysis of data. The analysis of the data revealed
four main findings. (1) Both the speech defective and normal speaking
subjects in Condition I produced fewer words in the fifteen minute period than did the normal speaking subjects in Condition II. (2) The normal speaking subjects of both control groups in Condition II attempted speech more frequently than did the speech defective and normal speaking subjects in Condition I. (3) When the speech defective subjects in Condition I attempted speech, they produced fewer words per utterance than did the normal speaking subjects of Condition II. (4) The normal speaking subjects in Condition II uttered the pronoun "I" more frequently than did either the normal speaking or speech defective subjects in Condition I.

Conclusions and Implications. The main conclusion from the study is that the communicative output of both the speech defective and his normal speaking conversational partner seems to be reduced when one of the communicators possesses an articulatory speech defect. The known weaknesses of the study and suggestions for further research were presented. Perhaps the study has contributed to the better understanding of the first grade students who comprise so large a percentage of the public school speech correctionist's caseload.
BIBLIOGRAPHY
BIBLIOGRAPHY


APPENDIX A

PROTOTYPES OF CRITERIA FOR COUNTING WORDS
APPENDIX A

PROTOTYPES OF CRITERIA FOR COUNTING WORDS

1. All contractions, whether negative or affirmative, are to be considered two words (or more). Thus, contractions in expressions such as I'm, can't, won't, he's, John's talking now, etc., count as two words.

2. Expressions of affirmation (yes, yeah, un huh), of interrogation (what, huh), or of exclamation (opps, hey, wow) count as one word.

3. Hyphenated words and compound nouns which seem to function as single words are counted as one word each. For example:
   - Betty Lou  one word
   - Betty Lou Smith  two words
   - high school  one word
   - 2-south-3  one word

4. Exclamations which tend to occur as a unit are counted as one word. For example: darn it; dog gone it; oh boy; gee whiz - one word each.

5. Where the child is counting or is spelling, each unit (number or letter) counts as a separate word.

6. Descriptive noises such as meow-meow, grr, or bow-wow are counted as single words.
APPENDIX B

TRANSCRIPTIONS OF THE Recorder VERBAL OUTPUT
APPENDIX B

TRANSCRIPTION 1

1 - Speech Defective Boy
2 - Normal Speaking Boy

1 - I'm tying my shoes.
2 - I saw it.
   (whispering)
   (whistling)
1 - I can't whistle too good because I have two teeth out.
2 - I can whistle.
1 - How? How?
2 - I don't want to whistle.
1 - When I didn't have any teeth out I had to, I had to do (I word
   unintelligible) that to whistle.
2 - How?
1 - When I got my two teeth out I could whistle by not, by putting
   water on my lips.
2 - You got it wet?
1 - I'll guess I'll write on this paper here.
   (whispering)
2 - I'll turn it over.
1 - Why? (coloring)
2 - Red, white and blue.
1 - Have you got it on your shirt?
2 - Yep, I first got it, we had one and he's got it, black.
1 - Green, white, green and black.
1 - White, green and black?
2 - Yay, and I got, I got red.
2 - White!
1 - Green.
2 - No, that's blue.
2 - Why did you scribble all over your paper?
1 - I think he left this here.
2 - Huh?
1 - And these two pieces of paper and so we can color while he is gone
   for awhile.
2 - Better leave it lay there.
1 - (Spelling) G O A L L O, no right there D the rest of them are down
   there.
2 - Green starts with the G - G R E E N.
2 - S P E E N C R
   (whispering)
1 - Got two G's in my name.
2 - G? This isn't a G it's an A.
1 - This is (I word unintelligible) and here's a G and a D.
2 - A
2 - He put my sister's name on the board. S U S A N, that's my sister's
   name - Susan.
1 - Is that your sister's name?
2 - Susan, uh huh, Susan Rose ______.
1 - Spell your name on the neck.
2 - Face.
1 - On the neck.
2 - I'll spell my name on there, I'll spell it on there, I'll spell it on there.
1 - What is first of your name?
2 - G.
1 - G.
2 - L, E.
1 - That E too.
2 - Yeah, make a big E because that's a big E.
2 - E N N.
1 - E N N.
2 - Here I'll make an N for you.
   Up here.
2 - OK that's the big E.
2 - G L E N N.
1 - That's how you spell it.
1 - My name starts with a D.
2 - I know yah.
1 - My last name starts with a G too.
2 - Gill, Gill ______.
1 - Gale D.
2 - Duh Duh.
1 - Gale Jofus ______.
2 - Oh, is that your middle name - Jofus - I know how to spell my middle name.
1 - How?
2 - It's a long middle name and I don't know how.
1 - Spell it.
2 - Middle name? I don't know how to spell my middle name, but I'll spell my last name ______.
1 - R? ______.
2 - ______.
1 - ______.
2 - I don't know how. Hey! Look over here a minute. What's in here?
1 - Mr. John said for us to do anything us wanted to do, and I did what I wanted to do.
2 - Except scribble on your paper.
2 - You did too scribble on it - see.
1 - I know.
2 - I didn't scribble on either side of mine.
1 - I think he left this paper here so us could color on it.
2 - Look'it.
2 - How long do we stay here?
1 - I don't know.
1 - I wish I had one of my toys or a whole set of it. I got a record
   player except I ruined the wires, I can't play with it anymore.
2 - I've got an electric train.
1 - Did the wires wreck it?
2 - Huh, I just got it last Christmas.
1 - I got it, I got mine last Christmas too.
2 - I got mine last Christmas and it still works.
   1 - Yeah, you saved it.
   2 - What did you do with yours?
   1 - I was playing with it, and I took it apart and I got shot and then, and then I played with it some more, and
   2 - (Interrupting) You didn't get a shot, shot, you got a shock.
   1 - And and.
   2 - (Laughing) And.
1 - Speech Defective Boy
2 - Normal Speaking Boy

2 - It's one o'clock already isn't it?
1 - Yah.
2 - Hey! You know, do you come here sometime, when do you come here?
1 - I don't know?
2 - I don't remember what time I didn't I didn't see he has one one crayon but he has to get some more crayons I know.
2 - You know it's almost recess too, isn't it? It's all gone late long isn't it? He'll be back in time.
1 - Normal Speaking Girl
2 - Normal Speaking Girl

1 - What do you want to do?
   (Whispering)
1 - Will you Karen?
2 - Do we have to make it all green?
1 - Huh?
2 - I wish we could use a whole box of crayons instead of just one little crayon.
   (Whispering)
2 - You know what I get to do after to school tonight? I get to go out to my cousins and ride the horse.
   (Whispering and laughing)
2 - For one penny - we have to have a nickel.
1 - Huh?
1 - You have to have a nickel to ride 'em.
1 - I don't think the other people do, mommy or daddy or mommy and Sharon or (I word unintelligible) or a dog, or Uncle Harry or Aunt Betty or Uncle Dale, other people do.
2 - Why?
1 - 'Cause.
2 - Even if they don't know 'em?
2 - Could you tell them my name and reckon I still could ride it without any money?
1 - Uh huh.
2 - I can't come down to you house anyway - I don't know where you live.
   (Laughs)
1 - You don't? I don't live very far from school.
2 - I only live on Jefferson Road.
1 - You live on Farmers Street.
2 - Huh?
1 - You live on Farmers Street.
2 - Farmers Street?
1 - What color house?
2 - White.
1 - I live in a white house too.
2 - If whenever you see a Nash, a boat, or a black car with a white top and all that color if you see a Nash, if it's not gone or still gone, and, if you just see a black car and you'll know it's still gone but it's it's only on Jefferson Road.
1 - I saw one on Jefferson Road.
2 - A black car? You mean just about down the hill but only you turn, you know where the mailboxes across the road from us.
1 - Uh huh.
2 - Well, then you just go straight across and there's my house.
1 - Well.
2 - Well.
1 - You know what? We have to go that down that way on the way to my
cousins farm. We go to Jefferson Road, then we turn and then we
assst.
2 - What's her name?
2 - Does she have, does he have a sister?
1 - No.
1 - He lives on -- that corner and Jefferson Road and then you gotta
turn that way and then you gotta turn that way and then you go
down there and then you go down there.
1 - Have you got a big sister named Barbara?
2 - Huh?
1 - Have you got a big sister named Barbara?
2 - Huh un. Why?
1 - 'Cause, I just wondered.
1 - That was her I saw at Martha's. Do you have any horses?
2 - Don't know nobody no farm. (laughs) We don't have any pigs, no
cows, no horses no nothing.
1 - We've got a dog.
2 - We have too.
2 - Has she got a little puppy?
1 - Huh un.
2 - Ours has, and I can, I can take care of it so 'cause so if anybody
comes in the yard she'll jump up on you. She'll even bite cha.
1 - She.
2 - Even if.
1 - Our dog will kill somebody. Get your knee and tries to get ya.
2 - Huh?
1 - Somebody tries to get some, me me he'll just kill them good -
kill 'em!
2 - Kill who?
1 - The people who tries.
2 - What's your dog's name?
1 - Kick.
2 - My dog's name is Tippy.
2 - Let's think of something to read.
1 - Want to look at a book?
2 - Huh?
1 - Want to look at a book?
   (Goes over to book stack)
1 - Would you bring me one?
1 - I don't care which one you bring me.
   __________ (Unintelligible)
1 - OK will pick one of those.
2 - We can't read it.
1 - I think I can.
2 - Yes, I could.
2 - Let me see if you could read whatever.
1 - No, we can't either.
   __________ (Unintelligible)
1 - I think __________ (Unintelligible) huh uh.
2 - Can you read this?
1 - Huh uh up here.
1 - Let's see.
   (Whispers)
2 - Some day I'm going to know how to read.
1 - I'm going to get (1 word unintelligible) closer. Here's the book, no it ain't either.
2 - Is this hard to read? (4 words unintelligible) Can you read these, this one?
1 - Let's see where.
2 - Where this (laughs) (whispers) "Your crazy" (Laughs again)
1 - Why don't you just play that.
1 - Why?
1 - Here Dawn.
2 - I'm going to color!
1 - Are you?
2 - Of course.
1 - Huh?
1 - Why don't you decorate a tree?
2 - Huh?
1 - Why don't you make a great big tree or something?
2 - What are you going to make?
1 - I don't know.
2 - You know what I'm going to make?
1 - Huh?
1 - Tree.
2 - What color are you going to color the trunk?
1 - I'm not going to color the trunk.
2 - Let me see that crayon.
1 - Huh?
2 - Let me see that crayon.
1 - OK.
1 - I'm not using it.
2 - OK.
2 - Uh. I wish he would have a whole box of crayons.
1 - You know what color I'm making (5 words unintelligible)?
2 - He does have some, so we'll get a teacher to give him some.
1 - Huh?
2 - I feel like getting the teacher some.
   (Whispering)
2 - What was it?
1 - It's a speaker.
1 - Come on.
1 - Come on.
1 - Wanna place go?
1 - Teacher, I'm teacher.
2 - No, I wanna be because I don't get to be the teacher in my school.
1 - Huh?
1 - I never have been the teacher when I play school.
2 - (Whispering) Your turn to be teacher - Mr. John.
1 - Now, see today we're going to be a train. Now listen, watch me, see how smoothly we do, let's see if we can do nice and smoothly.
   Keep going.
2 - Huh?
2 - I can color.
Then after Marilyn, Carolyn.  

Karen, I forgot.

Marilyn, Theria.

Marilyn, what's your name?

My real name?

Your real name.

(4 words unintelligible)

What's your real name?

Judy Marie, Judy Marie.

Really?

Un huh.

I told mostly my real name.

Is it really?

Un huh.

That's ok with me.

You tell me it's Janice.

No, it isn't, 'cause I, I wasn't lying. I wasn't lying.

Why didn't you tell it to me? Your real name?

I told you my name Janice.

Well, Janice you are a (1 unintelligible word).

(Laughs)

Look Marilyn, I don't like like like to, you know what, you know what she did she pulled me right down on that cement sidewalk.

Who?

Your sister Marilyn.

She's not my sister.

Isn't she?

She's my cousin.

Oh!

(Whispering) What book?

I forgot my book, and I didn't forget it on purpose and you know what? Mrs. May did? She said you forgot your book - now, you forgot your book alot of times and Marilyn was the one that forgot her book alot of the time. She bawled me out for it. And she and I had my book yesterday, not today and I had mine yesterday and all them other days and Marilyn missed about I think four days of it and she forgot for four days I think or five days so today Miss May bawled me, bawled me out because I didn't bring my book.

Really?

Today Miss May bawled me out because I didn't bring my book, she - I'm just telling you that Marilyn, Marilyn uses your book.

I didn't know if you've got it today or if she's going to bawl 'cause I keep forgetting it. I don't keep forgetting it.

Why don't you tell her that Marilyn uses it?

I don't know.

Huh?

I don't know.

(The girls start coloring and rocking the table, making speech difficult to transcribe.)

Draw and color and brown like this and brown like this and brown like this.
1 - Where can you put your stand like I done mine?
1 - Do you know what's wrong with it?
2 - It won't take an hour it will just take a minute.
1 - I showed the rest of the kids how ah nobody else can do it in the afternoon 'cause the bus kids have to bring crayons.
2 - Do they?
1 - Bus kids have to bring crayons. (10 words unintelligible)
     (50 words unintelligible)
1 - I'm going to be the teacher and you're my little girl too.
2 - All right.
1 - Oh, I know.
2 - Mr. John is at the door.
2 - Teacher.
APPENDIX B

TRANSCRIPTION IV

1 - Normal Speaking Boy
2 - Normal Speaking Girl

1 - If you want to say something you have to do this if you want to
say something what are you going to do?
1 - Turn you head.
1 - That's funny, look at that foot. (Drawing of a foot on the board.)
1 - Somebody's making coo-coo.
    (Laughs)
2 - You laugh something like Mike, you know.
2 - You know Mr. John has a ah.
1 - Has a nice room doesn't he?
2 - Un huh.
1 - Look at that thing, (BoBo the clown). I'm going to punch him right
in the nose.
2 - Yeah.
    (Laughs)
2 - We can do anything we want to.
2 - I know it - Hey that's the kind of books we got in our room.
1 - Yeah.
2 - It's still playing - let's go out and gang-um.
2 - We're suppose to watch it too.
    (Picks up the clown.)
2 - Da da da da da dum - you think your funny.
1 - You said your (1 word unintelligible).
2 - Hey, 1 and 1 is 2, 2 and 2 is 4, that's all I know.
2 - 2 and 2 is 4, 4 and 4 is ah ah ah 5.
2 - 3 and 3 is 6.
1 - I just smacked him. (BoBo)
1 - Well smack me in the nose.
1 - Nose too, no to.
2 - I'm going to count to 4 - want to be first.
1 - Let's hear it.
1 - Make anything, make that foot follow that foot outline.
2 - I can't.
1 - I'll make one and you copy after.
1 - Give it to me.
1 - I'll tell you - I will, now here is this part of his foot.
2 - Let's try and go in.
    (Laughter)
1 - Now watch that crub go apart, see how far he is? Now watch.
    (Laughs)
1 - He gave us a broken crayon. Now you stay buddy.
2 - Ouch.
    (One sentence unintelligible)
2 - Now right to there. (Laughs)
    (Walking around the room)
2 - Now there's part of the foot, you see. Now make his collar, clear
over to here, see. Now all you do is make his sock and his shoe
and I'll be all done. Alright?
2 - And I'll make that first alright?
2 - See.
2 - (Singing) Ding ding ding ding ding ding.
2 - There he go.
1 - Now I'm going to copy the words first.
1 - I'll put w.
2 - That's m!
1 - I mean m. I put m right there the same word as that see? I made
the foot and I copied that word and that word and that word and
all that words until I get on by. When you get down to the bottom
I'm goin going to, all these done and uh I'm going to make a
picture - I'll let you try to do it.
1 - Now that thing looks like a high heel doesn't it?
2 - Big rope.
1 - Oh, it's suppose to be ah.
1 - Wasn't suppose to bend it.
1 - Now look what we suppose to do. I'll find out, oh yeah.
1 - I'm going to shoot, now how could we make two legs in a man?
1 - Let me see now, two-two here's a man that (____) sent.
   (Unintelligible singing)
1 - It's not very bended as mine is, see that one is bended right down
to the floor - so you see how good mine is.
1 - I'll start all over.
1 - I wish we had pencils - it would be better.
1 - Hey, here's some more crayons.
2 - Yeah, leave them alone.
2 - Hey, come here.
   (Whispering, unintelligible)
2 - What could be in that door?
1 - I don't know.
2 - Get out of there before he gets mad.
2 - Now I'll make bin pot alright?
1 - Ha ha bin pot - you said bin pa (laughs)
   (Unintelligible sentence)
2 - Ouch.
1 - A pot cage?
2 - A pot-
2 - Hmmmm your making me hungry.
2 - Now watch now - if I can do it.
   (I word unintelligible)
2 - A what?
1 - It's snow. (laughs)
2 - Tell 'em that they that the band's going to come in.
1 - Huh?
1 - Where did you get this paper?
2 - Right here's where you got it at - listen to them.
   (One sentence unintelligible)
2 - Hey he's coming.
1 - Your lie-laugh.
2 - Now, sit down this is the highest part and I don't know how to
make a shoe.
1 - Hey, that's it. I'll just make a sock for his shoe. What are you making?
1 - Are you going to tell uh, you could do a picture on the, I'm going to use your paper - you know what.
1 - Come in kind sir.
2 - That's a shoe.
2 - Look over this side it looks like a shoe. (Laughs)
1 - Does he have a toe? Ha a toe.
1 - Come here, du du dah dah. (Like Morse code)
2 - Look at his toe (laughter) look at toe, look at his big toe.
1 - My toe isn't that big and that's another toe, another pointed toe.
2 - My toe isn't that big - I got a good idea, hand me the paper - you know what I'm going to do? I'm going to copy my shoe, alright? I get to draw the other side, alright? Give me.
2 - We need a pencil to do that huh?
1 - The highest point is up there.
1 - What are you doing?
2 - Don't hit me on the hind end.
2 - On the hind end. (Laughs)
1 - No.
   (Hits BoBo and laughs.)
1 - You try it.
2 - Did you see him?
2 - He was out there, I saw him. I closed my eyes and saw him out there.
2 - He's cute alright, isn't he?
1 - Who cares? Hup two three four, hup two three four, hup two three four.
   (Punching BoBo)
2 - Hay a funny thing happened, look.
1 - Oh no.
1 - We wish we could smack him.
2 - He saw me, he doesn't care.
1 - You try it now, hit him hard, hit him right down.
2 - Good boy, I didn't hit him very hard that's the wrong point (punch)
   I did it.
   (Two sentences unintelligible)
1 - Now watch this one, hey let's get it out.
2 - Huh uh.
2 - Let's tell Mr. John (punches the BoBo).
2 - What happened?
1 - Nothing.
2 - Now you count to A B C will ya.
2 - He's a cute little fellow.
1 - He's blowed up - you know it?
2 - Now watch this - he's heavy.
1 - He is blowed up - look.
2 - Now leave it alone.
   (Punching)
2 - Ha, watch this one.
1 - OK boo-boo.
1 - He tips over and if you do it (punches).
1 - Knock him flat, knock him flat.
2 - There
2 - You're getting all the (1 word unintelligible) now watch this one.
   (Punching)
2 - You know how to do it - guess I as point as you did. I got as lot
   of points as you did.
2 - That's enough.
1 - I'll kill 'em. (Laughter)
1 - Won't he jump this far when we punched him?
1 - Hey boy.
1 - Now we got to put him back over.
2 - Let me try it little, way over there.
1 - You're taking a chance.
2 - Now I got the highest point.
1 - Oh your getting ahead of me kids.
   (2 sentences unintelligible)
1 - He's bothering me.
1 - Let me.
1 - You stay out of it.
2 - He's got water in him nose.
1 - He does not he's got too much air - now watch this one. (Punching)
1 - I'm going to try to get ahead of you. (Punching)
   (1 sentence unintelligible)
1 - I'll probably get all eight.
2 - Hey - tuck your shirt in Joe.
1 - Aw come on.
1 - Just one more and you will be ahead of me.
2 - Well here, let me try again.
   (Laughter)
1 - Come on kid. Come up here.
2 - How can his nose air.
2 - Let's put his nose like that.
1 - He he right in the nose.
1 - Let me hit his nose real hard (6 words unintelligible) get way back.
1 - Oh dear, oh dear, oh dear, oh dear, oh what's the matter?
2 - Sh.
1 - Hey let's do this.
2 - Can we?
   (Punching, Laughter)
2 - You do it the other way.
2 - No, you do it this way.
1 - OK.
2 - Now you get right over there, I'll put (punch).
1 - Punch him down.
   (Laughter and punching)
1 - There (unintelligible).
2 - Hit it.
2 - Hit him straight, don't hit him to the side.
1 - I'm not.
2 - Not in the bathroom.
2 - Keep hitting him while I'm doing this hitting.
1 - Wow.
1 - Come on - lay.
1 - Steam-bo.
(Laughter)
1 - How don't bump it, ah let's get away from that basket.
2 - OK come on - looks alright.
   (Punching and laughter)
1 - Ten punches,
1 - Cause he (punching) while talking.
1 - Speech Defective Boy
2 - Normal Speaking Boy

2 - Can I use it?
   (Coloring)
2 - You got a new brother? How old is he?
1 - (Whispers) I don't know. Eleven.
2 - My brother is only five.
1 - I got another broder too in da kindergarden, he's five.
   (Laughs)
1 - I wish I had a red. (crayon)
2 - Huh?
1 - And two blue ones.
2 - (Vocal fry) Ahhhh "I smell the blood of an Indian" (in a loud
   voices).
   (Coloring noise makes speech unintelligible)
1 - (Makes Indian noises).
1 - Dat my sister I don't (1 word unintelligible) I I got some gloves.
1 - I I can go out and play recess. But I can't go our morning recess.
2 - Yah?
1 - What are you making a house? (Referring to coloring) You know
   what you know what you know what I'm going to (1 word unintelligible).
1 - You wanna see your wanna see a clown?
2 - What?
1 - You wanna see a clown?
2 - Yes.
1 - There (points to BoBo).
2 - I know I saw it!
1 - You saw it, you didn't get to sock it.
2 - I know.
2 - Guess when Christmas is.
1 - Two more days.
2 - Thirteen.
1 - Not long, two more days.
2 - Huh?
1 - Two more days.
2 - Thirteen.
1 - Your turn (1 word unintelligible).
1 - (Laughs)
2 - Why do you go back and forth? (Coloring)
1 - Cause I got all the others done. (Laughs) There you did it.
   (Laughs)
2 - Where is he in there?
1 - Yah (laughs) I just happened to see him.
2 - Hay, which is (unintelligible).
1 - I'm going to make cow, I'm going to make a kill.
1 - (Making animal noises.)
1 - You have to do a cow.
1 - Speech Defective Boy
2 - Normal Speaking Girl

2 - I'm scared.
2 - Is it yours?
2 - Christmas - I think I'll color. I live by Mr. John. I live down right next door to him. They got a little boy named Matt and a girl named Lea. And she walks to school with us except Matt. Next year Lea will be in the third, first grade. And Matt will be in the Kindergarten if she doesn't flunk (unintelligible).
2 - I'm catching a cold so I'm not going outside, my sister went out without a coat. She goes out right after she takes her mittens off and eats snow and she loses her mittens and gets them covered with snow. Our other neighbors are brats. Today, as they were coming home from school and a lot of my sister's girl friends sat right in the (unintelligible) and got her arm all water.
2 - She started and they started throwing snow balls. Bobby (unintelligible) he runs up to a door, takes his coat off he throws his shoes off, he doesn't wear no socks and walks right into a house. He was right in there and he don't know the people. And he lives right by us - we were going to school when Mr. John scolded them. Then the next day they are after us again, and he has to scold them again then they quit, then the next day it's the same thing again.
(Clears throat)
2 - My sister says she's got a mosquito bite and it just, it's sore.
(Coloring)
2 - Do you know Mr. John? (5 words unintelligible)
2 - David do you have to go to speech?
2 - I don't.
2 - Look at that dog. It's spooky.
2 - We get to go to Mr. John's house on Thursday and Matt does.
2 - How long did they say you are going to have a very long Christmas party?
1 - Huh?
2 - How many days are you going to have your Christmas party?
1 - I don't know.
2 - We're going to have ours in three more days.
(4 words unintelligible)
2 - Does your dad work?
2 - Our's works for the Consumer Power Power Company but he's sick so he can't go. He was on (1 word unintelligible) that's why he gets sicker. Today he started to get a sore throat and he must be very careful or it will get worse. (20 words unintelligible)
(Coloring)
2 - What's that that you that it's about, what (4 words unintelligible)
that we was going across a across it with another little we didn't know the teachers all spread those and they went all over and they just fell fell in the river.

2 - Did you do that?
2 - How did you do that?
2 - Do you think that story we had about the movie was good?
2 - We did too.
   (Coughs)
2 - Look at this one.
   (Pause)
   (Coughs)
1 - Speech Defective Boy
2 - Normal Speaking Boy

2 - Let's (3 or 4 words unintelligible) he's a funny (unintelligible)
Don't say he isn't because he is.
2 - I'm going to make a picture of Mr. John. There now (laughs).
1 - Look at my head - got hair so my ears get cold.
2 - Here's Mr. John.
1 - Where the car?
2 - Huh?
1 - Where the car?
2 - Where's his what?
1 - Where car?
2 - Car?
1 - Yeah.
2 - He doesn't need a car.
1 - Hmmm.
2 - Do you have to come here often?
2 - Does he make you talk a little bit better?
2 - He's trying to.
1 - Yep.
2 - I know you've been talking a little bit better so far haven't you?
1 - Huh?
2 - You've been talking a little bit better so far haven't you?
2 - Yes.
2 - (Sigh) Now there's Mr. John. Haha.
1 - Ha.
2 - It's Mr. John.
2 - Do you know what?
1 - Huh?
2 - Let's see now, let's see, he sleeps on that doesn't he?
1 - Know him got cover or not.
2 - Huh?
1 - Know what him what him covers?
2 - Well, he's probably some someplace.
   (Coloring)
1 - What?
   (Coloring)
2 - You.
   (Laughing)
2 - Jervis who?
1 - Jervis ________.
2 - Who Jerry ________.
1 - Jervis ________.
2 - ________, Jerv ________.
1 - Jervis.
2 - Huh?
1 - Jervis, like - ah.
2 - What.
1 - I know (1 word unintelligible).
2 - Whispers.
1 - Huh?
1 - Probably (2 or 3 words unintelligible).
2 - Huh?
1 - Probably (2 or 3 words unintelligible).
   (Laughter)
2 - Look for some tea.
1 - Huh?
2 - Go look for some tea.
2 - Give it to me.
2 - Here let's play keepers.
1 - Alright.
1 - I had the color.
2 - Say say you say done that say you done that.
1 - Huh?
2 - Say you done that picture of Mr. John. Say it, I'm going to make
   another picture of Mr. John.
1 - I'm saying it.
1 - I'm going to turn it on its back.
2 - Hey.
   (Laughter and animal sounds)
   (Whistled)
2 - What you whistled?
1 - Whistles.
2 - Say, do that again.
1 - Huh?
2 - Do that again.
2 - How do you do that?
1 - I stick my tongue up.
2 - How's that?
1 - Like that.
2 - I can't.
1 - Huh?
2 - I can't do it.
2 - Do it again.
1 - Let me see do it - try it.
2 - Laughs.
1 - Try it one more.
   (Whistling)
2 - I can't do it - I got to (3 words unintelligible) for Mr. John.
1 - Hey, Hey.
2 - What?
1 - Nothing.
2 - (Singing) You have to go see Mr. John. Ha Ha.
1 - My favorite chair huh?
2 - Here's another picture of Mr. John. I'm going to make a picture
   of Mr. John. Here's his eye, here's his other eye, here's his nose.
   (Pounding noise on the table).
   (Laughing)
2 - Well, Mr. John's taking a long time.
1 - Huh?
2 - There, there's a picture of Mr. John, long hairs you know.
1 - John, John Mr. John get John get (1 word unintelligible) hair, my
  favorite chair. Hey, where's my crayon?
2 - Here's your crayon.
1 - Here's an eye, here's an eye, here's his nose.
2 - That's not a very good picture.
1 - I'm making mine backwards. Say.
2 - Now make another picture up here like this.
2 - His ear, his other ear. Now make eye, make his other eye, make his
  nose, make his mouth (1 word unintelligible).
2 - Now put the crayon down and we'll say we didn't do nothing Mr. John
  and we'll hide our papers like this.
1 - Alright.
2 - Say we didn't do nothing Mr. John. You say that when he comes
  back.
1 - But put your hand up there.
2 - Why?
1 - He think we didn't do nothing.
2 - Sit down.
  (Laughter)
1 - (Boy) (Whispering).
2 - Good.
1 - Huh?
2 - Sh. (Be quiet).
1 - Ah ah.
  (Pounding the table)
2 - You tell me now.
1 - Here comes.
2 - There it is.
2 - Sh.
2 - Where's your paper?
2 - (2 words unintelligible).
2 - Be quiet Jervis.
2 - (4 words unintelligible).
1 - I know.
2 - You should (4 words unintelligible).
1 - Here he comes.
2 - Don't say we didn't do nothing Mr. John.
2 - Don't say that we didn't do nothing, just say we made a picture of
  you.
1 - Huh?
2 - Say well, just say we just made a picture of you Mr. John.
1 - Here's the crayon.
2 - Put the crayon in the middle.
1 - I forgot.
1 - What your name?
2 - Huh?
1 - What your name?
2 - Write my name, do you want me to write it or print it - write it?
1 - Write it.
1 - Want me to write my name?
2 - Yes.
2 - Come on write.
1 - (Spelling to self) Here's my name.
1 - Speech Defective Boy
2 - Normal Speaking Girl

(Whispering)
1 - Make a bird's nest.
2 - I'm making a refrigerator now.
   (Laughter)
1 - You make (1 word intelligible).
2 - Do you like to color?
   (Whispering, unintelligible).
1 - My house is clean that's my house, that Mr. John's.
2 - Want me to go over and punch that clown? (BoBo)
1 - I'll go punch it too.
   (Punching and Laughter)
   (Whispering, unintelligible)
2 - (3 words unintelligible).
2 - Huh?
1 - I put that (1 word unintelligible) sight out the window. Oh boy,
   I'm going to get it too.
2 - (Whispering) Hit it!
   (Punching)
2 - (Singing) La dee la dee (giggles).
1 - Who done that?
2 - I don't know. I don't know. How old are you? Are you a first
   grader or a second grader?
2 - No? Are you a first grader?
2 - Oh!
1 - Hey, that book look like it's (1 word unintelligible) that way.
2 - Are you a first grader?
1 - Huh un - I don't know.
2 - You don't know?
1 - But I didn't make that high group.
2 - But you're a first grader?
1 - Un huh.
2 - You don't know what grade you're in do you?
1 - Huh un, (negative)
2 - What books are you in? These books or those books?
1 - That.
2 - The blue ones or the yellow ones?
1 - Yellow ones.
2 - We're in the blue ones.
1 - You want that one? Up.
2 - Can I try this?
1 - You know what this what's over here?
2 - Those are the second graders.
   (3 words unintelligible).
1 - What?
2 - I got one of them. I got (2 words unintelligible).
1 - What one you got? You got.
2 - I got all those books except ah, I got all those books (interrupted) all those books there in that shelf. Those ones up there.
1 - That one and that one and that one and that yellow one, and one of those yeah and one of those yellow ones.
2 - You know what one I am?
1 - You have all those except those blue ones.
2 - I have all those except those blue ones.
(Yawning)
1 - I got one (9 words unintelligible) I'm working out of those yellow books taking 'em home.
2 - You know what?
1 - What?
2 - These are the sixth graders.
1 - Oh!
2 - And these are the fifth grader's, and these these are the fourth and those are the third.
1 - Third.
2 - These are the second and those are the first graders - they go all the way up to the sixth grade.
1 - Sixth grade.
2 - And then they start backwards.
2 - Six, four, fifth, sixth, fourth, fifth, sixth and then they go into college.
1 - All the way through college.
1 - Hear that noise?
2 - Huh?
1 - Hear that noise?
2 - Yeah.
1 - I don't know who it is.
2 - I don't know.
2 - I bet it's (5 words unintelligible).
1 - Probably they have a little baby.
2 - He hasn't got a baby.
2 - Maybe that would be a kindergartner or a first grader.
2 - He got a spanking.
1 - I do that all the time.
2 - So do I.
1 - You better watch out (12 or 13 words unintelligible).
APPENDIX B

TRANSCRIPTION IX

1 - Normal Speaking Girl
2 - Normal Speaking Girl

1 - Color.
2 - I'm just going to wait for him.
1 - Why not?
2 - Because, I'll just wait for him.
1 - Color.
2 - Huh?
1 - Color.
2 - I'm trying to figure out what, what should I put down.
1 - Why aren't you going to color?
2 - Oh, because I just don't want to. I'm very used to coloring except at school.
1 - Those are (unintelligible).
1 - I like to color and stuff.
1 - Doesn't (4 words unintelligible).
2 - I might do it (3 words unintelligible) but not now.
2 - I like him to do it.
1 - Whoops.
2 - Maybe we are suppose to draw something, I don't know.
2 - I'm going to get done, just in case noise moves.
2 - You don't have to color everything do you?
2 - I've never been down here except one time.
2 - Oh, I do but it's so he didn't take me cause I don't.
1 - Huh?
2 - But it's fun.
1 - I know but what do Jervis, Carol and Robin do here?
1 - I want to know the same thing.
2 - What do they do down here?
1 - I don't know I've never been here, just once.
1 - Just two times, this is my second time.
2 - I don't either, I don't know what they did, the first time I went down here he said for us to say the same thing that he did. So this is the second time I went down.
2 - But there is others kids that come down.
1 - How many times have you been down here?
2 - This is my second time.
1 - This is my second time because the other time we asked him (points to BoBo the clown) before we came in.
2 - Yes, I know.
1 - What is this for?
2 - I don't know.
1 - What is that?
(2 words unintelligible)
2 - He's got a chalkboard.
2 - Song, he was writing song and something else.
2 - He's got a littler chalkboard then we do.
1 - We got a bigger one then that.
2 - So have we.
1 - We got one all the way across the room.
2 - Across the room.
1 - We've got one all the way to there you have now like there you have one all the way across one one side that's the only - when you all done tell me and I'll start.
1 - I'm not going to color everything green. I'm might make a little, I'm not even going to color the I'm just going to make a line across, I'm going to make my house littler.
1 - Oh, do wish he didn't pick me. (She raised her hand to come.)
2 - We just raised our hands to go.
1 - She just choosed us.
2 - What are you in the bees or the bears or the bunnies? (Reading groups)
1 - Bees and the bears and the bunnies?
2 - Are you a bee or a bear or a bunny? That's the way see when she calls the Bee, I'm a bee, and we're we're way through the yellow books the bears and the bunnies aren't. See what I mean?
1 - Do you do like that or do they just call your name.
1 - I'm in group two.
2 - Huh?
1 - I'm in group two.
2 - Well, I know, are you a bee or a bear or a bunny?
1 - I don't know what you mean.
2 - Well, see now like if you were a bee now what would you be? Then
1 - Then you would be a bee.
2 - Now are you a bee or a bear or a bunny? Just what she calls you by name.
1 - I still don't get it.
2 - Now what now.
1 - I'm in the yellow book one.
2 - Yah, now does she call your names or do you all come together?
1 - Just group two comes.
2 - That's all the groups? Come, every one of you?
1 - No.
2 - Or just group two?
1 - Just group two I don't know what you mean.
2 - Group two is a group of (1 word unintelligible).
2 - That's what I mean, are you a bee or a bear or a bunny?
1 - Well just forget it.
1 - I don't color as good as the other kids do.
1 - I color horrible.
2 - Oh thank you.
2 - What you making - a snowman?
1 - A house with snow on it.
1 - You make gooder rounder circles than me.
2 - Huh?
1 - Does that look like him?
2 - No, kind of looks like a snow ball with a stick holding it up.
1 - No.
2 - How does it look like one?
1 - No.
1 - Now let's see what kind of a house can I draw. Oh, I'm going to make a different house.
2 - Is that the only way you learned how to make a house?
1 - Usually I just make them like.
2 - That?
1 - Just like that without this on it, just like that.
2 - Oh.
1 - See with the chimney on top and that's a but Carol makes them like that so I do.
2 - You mean she makes a little house and then she does a big house?
1 - No, no never mind anyway.
(Telephone rings in the next room)
2 - That's his (2 words unintelligible).
2 - That must be someone practicing.
1 - Well answer the phone, I wonder if it's in this room?
2 - Oh, oh here he comes.
1 - That's not him running.
1 - Oh, I hope he hurries so I can get back to my room.
2 - Look how it's light here and it's dark there.
2 - Sure it's nice so it's right there.
1 - See what else I could put there?
2 - Put another snow man.
1 - I could make a tree.
       (4 words unintelligible).
2 - Hey, can I see the crayon a minute?
1 - OK, just a minute.
2 - There.
1 - I need it for a minute too.
1 - After we get done, I'll make a dash right beside it too.
2 - There I got to make a chimney.
1 - Put
2 - There's smoke coming out of it, a lot of smoke.
2 - You shouldn't make a chimney.
1 - Can you make a chimney? With a lot of smoke coming out?
2 - I got one right here.
1 - But you should make smoke coming out of it. See make it seem like it's real cold in their house.
2 - I don't think that's very nice.
1 - Hey, I want to make the (1 word unintelligible) no.
2 - Try to make something else.
1 - Look around in here and that will give you an idea.
2 - Nope, it doesn't give me an idea at all.
2 - Outside.
2 - Oh lookit, they must set here and (2 words unintelligible) the four of them.
2 - Oh look at that big chair, that's where Mr. John sets.
2 - See, I see there's are about four that goes to Mr. Stone, I mean Mr. Stone to Mr. John so that's (2 words unintelligible).
1 - Only three of our people come, Jervis to work with him.
2 - Just Jervis?
1 - Ruh?
2 - Just Jervis, Robin and Carol.
1 - Don't you go?
1 - I'm glad I don't. I'd get so use to it I'd be here about every-
time. I mean I'd be visiting him.
2 - Here, oh no, why am I coloring these?
1 - Then you'll have to finish the ground.
2 - Well anyway.
1 - Well you have to color the ground.
2 - Oh no, the snow man.
1 - What?
2 - Look at the snow man.
2 - What?
1 - They must, that must they must that must why don't you call it a
rubber one outside.
2 - Huh?
1 - Why don't you call it a rubber one you know just like that that's
a clown, pretend it's a snow man it was.
1 - Well anyway, I got it done whether I done it wrong or not.
2 - I wonder where I wonder Mr. John, I wonder if he's at oh.
1 - Huh?
2 - Why don't we do it over (4 words unintelligible).
1 - Maybe, let's see can I end (1 word unintelligible) see where you
put it ah why don't you put you name here.
1 - Are you going to put it there?
2 - Why don't you just put some clouds I know how to make them.
2 - Then it will look like a dragon does. Does it rain and snow?
2 - Well you letting the rain come out.
1 - Well there's clouds without rain.
1 - Oh dear, I can put a star up here that shows you it's night.
2 - I don't know how to make star.
1 - I'll make a star for you.
2 - If you want to make it night do you?
1 - Uh huh.
2 - I can I can make a better one then that.
1 - Oh, I made a little, there that's gooder than mine.
2 - I used to know how to make them real real good. I'll make another
one to see if I can do it.
1 - No,
2 - Here's how I make them.
1 - Can I see it a minute. I'll make it a little bit shorter that
looks more better like a snowflake to me.
2 - I change my mind every minute.
2 - If you want to color (4 words unintelligible).
1 - Oh, I hope it's not recess.
2 - Oh, I hope it is cause I don't like to go out in class with my
work books and see I've got something wrong so I hope I don't go
even if I'm afraid.
2 - I'm not really.
1 - They might just check your book.
2 - Yeah, I hope they do, I hope they do. I hope they do. I don't
like to see one wrong either.
(Laughter)
1 - I don't either, in my old workbook, my green one.
2 - We're all through that.
1 - Ah, so are we.
2 - Ah, but my test is in the green one.
APPENDIX B

TRANSCRIPTION X

1 - Speech Defective Boy
2 - Normal Speaking Girl

1 - I think I know who you. Terry and I were throwing stones back there at you.
2 - Terry who?
   (2 words unintelligible)
2 - Don't you know him?
2 - Sometimes I call him Terry.
2 - Other kids have been up here twice but ah I've only been here once.
2 - Mr. John has been cutting those out. Can you find your.
2 - (2 words unintelligible) is up there, so we're down here.
2 - I know what I am going to draw. I'm going to sit down and make a horse.
2 - You can't make horses like I can draw some. Want me to draw one?
1 - Can you?
2 - Can you make a horse very often?
2 - I colored one and I made one, but I don't know how to make a
   (1 word unintelligible) one.
2 - I know what I'm going to make (1 word unintelligible) a valentine.
   If I only had red.
1 - I know what I'm going to make - a valentine.
2 - I'm going to make a valentine for, but I don't have red.
1 - Un ah (negative).
1 - I'm going to make a book.
2 - I wish we only had just black and red and green. I have seven and he said I got, you wanna see? I'll show you how I sit down (15 words unintelligible) see and Connie's chair.
1 - If we only had a black.
2 - Black, black, black, I hate blacks. I don't like them. I just don't know (4 words unintelligible). Of all (6 words unintelligible).
2 - Where is that?
2 - I'm making signs. I make signs on hearts and all (sings) I love you, I leave my love (1 word unintelligible), I love you.
2 - I wish I elephant, horse, zebra.
   (Laughter)
2 - I made them on both sides, one of this side and one on that side, oh!
2 - What did you do with the crayon? (Laughs)
2 - Come on, let's go out there. It's about, oh about eleven o'clock
   I think, I can see (2 words unintelligible) very good.
1 - I wish he had that you know that thing what you hit.
2 - Mr. John took it out.
1 - Un un (negative).
2 - Is it (unintelligible, steam pipes near hidden microphone start pounding).
2 - Pretends it's that way (3 words unintelligible).
    (20-25 words unintelligible).
2 - Hey, look at it, look at this chalkboard.
2 - And here's a chair.
1 - Un huh.
1 - I can't remember all these.
2 - Here, stand up get on here and (2 words unintelligible).
2 - You gotta come down to Mr. John's.
1 - Un huh, I do.
2 - It's the first time I've ever been down here anway.
1 - You mean now? (2 words unintelligible).
2 - Un un (negative).
1 - You mean up here?
2 - Up here.
2 - Here I'll show you ah see that chalk, I mean that eraser, what's
does that mean? Here I'll show you how to spell my name.
1 - I know.
2 - That ain't my name.
    (4 words unintelligible).
2 - I know give me the chalk.
1 - You've got to play with it longer.
2 - OK.
1 - Look (6 words unintelligible).
    (10 words unintelligible).
1 - Here's another thing (1 word unintelligible).
2 - Un huh, 'cause, dee I can't do it, oh now sorry.
1 - Why?
2 - No.
2 - Here give me the chalk an I'll do it.
2 - Way over there.
2 - There (4 words unintelligible) I can write it and I can print it.
    I can, here's me that's how spell it.
2 - Here's how I spell it ah sometimes at home.
2 - Do you know what that says?
1 - Icky.
2 - That says icky. (Laughs)
2 - I can write all the, make a ah J, I mean another J, you can write
two J's and so.
    (2 words unintelligible).
2 - Yah, sometimes I know.
1 - Oh, (she interrupts) make an N.
2 - I want to finish my heart, I I did get lots of it done.
1 - Do you come up to speech?
2 - Huh?
1 - Do you come up here?
2 - Huh un, I never did, just this time. Just once I did.
1 - Yeah, and we had a.
2 - Sometimes I never do come up here, sometimes I never like to,
sometimes I do. (Laughs)
1 - Oh, oh you're not suppose to erase that.
2 - Huh?
1 - Don't erase (interrupted).
2 - Don't erase that.
1 - That's my words I gotta do.
2 - I got'ta do a lot of them.
2 - I know (3 words unintelligible) give me the chalk.
1 - No, find your own piece.
2 - Give me it (yells).
1 - I
2 - I can scare you when you are doing something writing. I can go behind there and scare you half to death I can.
1 - Un un (negative).
2 - Un huh.
1 - Try it.
2 - OK I'll get behind there so you won't know it.
   (5 words unintelligible).
2 - I got to hurry. You didn't make nothing. I'm going to make you something.
2 - I'll make you something, animals, a heart.
   (Yelling)
1 - I'll make you something.
2 - There, there's what we make in school.
1 - We make animals like that.
1 - What is it?
2 - Tiger.
1 - Will you please make a giraffe.
2 - Alright.
1 - Yeah, you (2 words unintelligible).
2 - I can make a heart, let's make a heart altogether. I just made a heart and there's his body and I'm going to.
2 - Now I'm going to make three now I'm still keep it. I want my paper.
1 - Your not go.
2 - Guess what that is?
1 - Guess what that is?
2 - You're not going to keep it.
   (4 words unintelligible)
1 - Hey, what is this?
   (Yelling)
2 - It's a pig that's what it is.
1 - It isn't nothing.
   (Laughter)
2 - Look at that is my love, love hearts. (Laughter)
2 - Love what?
1 - Do you see my pink cow?
2 - You've got a girl friend so there.
1 - I'll cut this out.
2 - Hey, I'll cut this out with a crayon. (Laughs)
2 - Here I go.
1 - Give me this.
2 - Oh oh, here comes Mr. John see. (Laughs)
1 - Now?
2 - Have you ever done it? Oh there's a telephone. Let's call your mother up. There's not a telephone thing.
   (2 words unintelligible)
2 - Turn those lights on.
1 - No.
2 - On, what ones?
1 - These are broken.
2 - Then you're going to get it. (Giggles)
2 - Oh, oh you've got a boy friend. (Laughs)
2 - My brother Bobby, my brother he he's big and he says "I got a boy
friend named Timmy".
2 - No you don't.
1 - I'm making a (I word unintelligible).
2 - I know, I know it go ahead I don't care.
1 - I'll do it if I want to.
2 - I'll tell ya, I want my own, give me my paper.
1 - Oh (Laughs).
2 - Give me my paper back.
1 - No.
2 - Here (paper being torn).
2 - You let go of mine.
2 - You tore my paper that I was coloring.
1 - This is your boy friend right there.
APPENDIX B

TRANSCRIPTION XI

1 - Speech Defective Boy
2 - Normal Speaking Girl

(In this project, neither of the students said a single word. Some coloring took place by the experimental child, the control student did not mark her paper. Experimental methods of this project remained constant with the previous projects.)
APPENDIX B

TRANSCRIPTION XII

1 - Speech Defective Boy
2 - Normal Speaking Girl

2 - We can do anything we want but we can’t play with that telephone.
   (About 15 words unintelligible)
2 - Library telephone (6 words unintelligible).
   (3 or 4 interruptions of each other).
1 - (About 6 words unintelligible) telephone, telephone ah ah you take
   that telephone, he can he can pick it up and call you.
2 - Yeah, there’s no ah no thing you just pick it up and it rings by
   itself and you say hello. What’s this letter? What is it?
2 - What’s that?
2 - What’s that?
2 - Why don’t you get that chair (10 words unintelligible).
2 - Pull that chair back.
2 - You tell me the letters and you write them down you write the
   letters down.
1 - What letter a D?
2 - No, yeah make D and C.
1 - Two D’s.
2 - No, one D. Oeps there.
2 - Is that how you make a E?
1 - Yeah.
2 - I make them like this. D E because I’ve got a E in my last first
   name.
2 - Last?
1 - Yeah.
1 - C O.
2 - No don’t make C O, no that’s alright do it on the next line, if
   you can but don’t that word again, I’m not ready, what’s that mean?
   (2 words unintelligible).
1 - K?
2 - No that’s C that’s suppose to be a C but C has has the letter
   K O T E T S.
2 - Say it all together K O T E T S (Laughs).
2 - What time is it yet?
1 - Ten o’clock.
2 - Oh goodness, two minutes we got we have until that big hand gets
   on two.
1 - I know, I’m going to do that again.
2 - OK, D.
1 - No, I’m (6 words unintelligible).
2 - Oh, I’m going to make some words and you ah.
2 - What’s that word there S?
1 - You missed me.
2 - (Laughter) You got it worse.
2 - What's this what letter's that? That's not a letter it's a six.
1 - I don't know.
2 - Ninety-one, you're not very smart.
1 - Twenty-three.
1 - Two.
(Laughter)
1 - Three.
2 - What's that?
2 - Mr. John's in there I think.
2 - What's that?
1 - Don't ask me.
2 - What's that?
1 - I don't know, B (4 words unintelligible).
2 - What's this W (6 words unintelligible).
2 - What's this, stand still now Stanley, stay there, stay there, what's that?
1 - I don't know.
2 - Two ears.
1 - I didn't know what they were.
2 - Oh well, (2 words unintelligible) what's that?
(4 words unintelligible)
2 - No, I'm not finished.
2 - Do you like this?
2 - This is the first time I've ever come up here.
1 - I'm Jr. John's speech people.
2 - Peach people?
1 - S_S_S_Speech.
2 - You sound like it, you don't talk right.
1 - You know why?
2 - Why?
1 - Because we are English. I supposed to talk English.
2 - But you don't.
1 - You know how come?
2 - How?
1 - I was from English.
2 - Huh?
1 - I was from English.
2 - You were what?
1 - From Eng English.
2 - Oh your mom's English.
1 - Yeah.
1 - You know what (6 words unintelligible).
1 - I got I got some more English.
(Laughter)
1 - You're not suppose to write on there because this is ah this is speech the speech room.
2 - Oh, I know I didn't (6 words unintelligible).
1 - You know what we're going to get out?
2 - What?
1 - A (2 words unintelligible).
2 - A what?
1 - A (2 words unintelligible).
1 - (8 words unintelligible).
2 - I think Mr. John's in there. I can see his white shirt. I can't see (7 words unintelligible).
1 - I can see.
2 - No, I'm still drawing.
   (Movement and hammering)
1 - You know what? I used to have freckles.
2 - You still do.
1 - I use to have freckles on my neck and I still do.
2 - You still do.
1 - (3 words unintelligible) and they're gone.
1 - You know what - only Englishmen got freckles.
2 - Are you an Englishman? I'm English and I don't have any freckles.
1 - You know why?
2 - I know someone's that not English and she they've got freckles.
1 - You said not English.
2 - What's that little thing (2 words unintelligible).
1 - I'm going to draw a picture of you and (4 words unintelligible).
2 - There's me.
   (4 words unintelligible).
1 - Want me to put that back up?
2 - No, not (6 words unintelligible).
   (Laughter and pounding)
2 - You sure that's me?
1 - Yep.
2 - Oh boy.
   (Laughter)
   (10 words unintelligible, subjects moved away from the microphone.)
2 - Why don't you look at my mouth?
2 - What is that?
   (Laughter)
2 - Oh come on, I don't look that ugly.
   (4 words unintelligible, laughter)
1 - Yup, that's you alright. (Laughs)
2 - Oh stop.
1 - (Starts singing).
1 - Yes, that's you, you eating with your teeth and mouth like that.
2 - You mean my brace.
1 - Yes (4 words unintelligible, laughing, and barking like a dog.)
2 - (6 words unintelligible) you can draw them.
1 - I'll tell you what I'm going to draw.
   (6 words unintelligible)
2 - Hey, are we having fun now?
1 - Huh?
2 - Are we having fun now?
1 - Yeah.
2 - What are you doing?
1 - Drawing a house.
2 - Oh, what a house.
   (Hammering)
1 - Ouch.
2 - You must be drawing a (1 word unintelligible).
2 - Mr. John's in there.
2 - Hey, Mr. John's in there (laughs) he is, he really is. He's in
there.
(Moving, pounding, mumbling, all unintelligible 30 or 40 words).
2 - What a flower, what a flower, that is a flower?
1 - No that a tree.
2 - (Mimicking) That a tree.
(6 words unintelligible)
2 - Your house (3 words unintelligible).
(Singing and humming)
2 - (3 words unintelligible). I'm going to go through the all the
A B C's but I'm going to write letters.
1 - No, let me let me.
2 - No.
1 - Let me finish my big house.
2 - No, let me. OK not that big. Let me make a house.
1 - Me.
(Slap)
2 - Let me make a house. I didn't get a chance to use it yet, to make
a house like that.
2 - Let me make it, you do that.
1 - Hey.
2 - No, do what I want.
1 - I'll, I'll draw that flower (4 words unintelligible).
2 - You better make one or I'm going to tell my mom.
1 - You can't keep though.
2 - Why?
1 - Because (5 words unintelligible).
(6 words unintelligible)
2 - What's this letter?
1 - Z.
2 - Alright, what's this.
1 - V.
2 - V?
2 - What's that?
1 - E.
2 - You didn't follow that, what's that?
1 - Normal Speaking Girl
2 - Normal Speaking Girl

1 - You know one time, ah, guess what?
2 - What?
1 - She ah she ah had this bear and we had to color in a chair reading a book you know, she really scribbled.
1 - She probably ah Mrs. Russel said everybody every girl in the room scribbled like that. I made a little mark on those papers. And and every girl and Mrs. Russel said that every kid in her room had to ah had to scribble what was that?
2 - Guess what ones of those books are ours?
1 - The yellow ones,
2 - Yeah.
1 - So are we, we're in some other books.
2 - We're not in our blue books either.
1 - Either are we, we are in some other books but some of the kids are slow.
2 - We're reading the final story.
2 - About the Gingerbread Boy and Billy Goat Gruff, the North Wind and Little Red Riding Hood and.
1 - We're reading the same and many surprises.
2 - Ah, we're all through with that book.
1 - You're ahead of us, you know it?
2 - Well, anyway we're ahead of the bears and the ba-bears no, no we're we're ahead of the robins and the blue jays, we're cardinals.
1 - Oh, I'm in the first group, see you go first, second and third. The same one and our yellow workbooks we're working together see and the third group goes up with pencils and does it there. They're lucky.
2 - Here I just started skating and here my brother's been skating a long time and here I stand up on my skates and he can't stand up on them.
2 - Here Mike fell down the stairs two times. He's my baby brother and Steve fell down the the stairs once. He's my big brother.
1 - Did you fall down the stairs once?
2 - Just once, once but that wasn't when we had the gate. Mike fell down when we had the gate it was open and he leaned across the stairs and he fell down two times.
1 - Well ah, last year ah guess what? We had to pick pictures and ah that's one of them, my sister and me and guess what?
2 - What?
1 - Ah and us came downstairs and we didn't have anything on, just our underpants we came downstairs and we pull those down and took a picture of us, now we have now we have of us.
2 - That was sly.
1 - Karen and Gale and Jody ah go to speech class and June does go to
speech class and.
2 - And I don't either. (Laughs)
1 - What kids from your room go to speech?
2 - Charles and Sharon.
1 - Yeah, I know she does I know I know Sharon-Sharon does. Sharon.
2 - Gregory and Charles do too. Gregory isn't here today.
1 - Flu's going around a lot isn't it?
2 - Yeah, I got a sore throat and I was coughing all night in bed, I got
my sore throat and I still got it too.
2 - I heard them talking.
1 - I got a loose tooth.
2 - I got one out.
1 - I got two out.
2 - I got two out too. These two were out and I ah took this one out
and this one is still loose.
(Interrupted each other, approximately 10 words unintelligible).
1 - The dentist said - the dentist said these two would be loose and
they're out already. I have to go to the dentist the fourteenth
then I'll be done there.
2 - You know what I would like to make, I was going to make a house
with some grass and sprinkler.
1 - Want to?
2 - Huh un. I got work, here's some flowers and a house. I can't do
it all in green.
1 - Huh?
2 - I can't do it all with green.
1 - (Laughs)(4 words unintelligible) Here ah I'll going (6 words
unintelligible) the cats and dogs are green everything is green in
there.
2 - Cathy you know something?
1 - What?
2 - When I watched the ah Wizzard-Wizard of Oz, doesn't it make you
feel like crying?
1 - Yeah,
2 - It does me, that wicked old witch trying to hurt Dorothy. It
makes me cry.
1 - Me too.
1 - And that ever since the Wizzard of Oz you know what? A
2 - What?
1 - Ah-ah-ah everytime we talk about witches we dream about them. I
haven't but my sister dreams about them, she says, "let's not talk
about witches." And I don't dream about them and I'm not going to
worry about them.
2 - There are an eraser and a blackboard.
1 - Where?
2 - Right there's the blackboard and there's the eraser.
1 - Where's the chalk? (Laughs)
2 - Right there.
1 - Where?
2 - Oh, down, right there.
1 - Hey ah, do you have your own work books?
1 - Do you have your own work books?
2 - Yup.
1 - Where where we got ah four more pages to go in the yellow ones.
2 - We have (6 words unintelligible) we're just starting these and do you want to know something, Brenda - Brenda _________ is just started in her books and she thinks she is the boss of us.
1 - Yeah, Pat thinks his brother is ah I mean the playground -
2 - I'm missing reading class.
1 - Huh?
2 - Oh no.
1 - Huh?
2 - I'm missing reading class.
1 - That don't matter.
(Whispers)
1 - What's your (1 word unintelligible) is the last (1 word unintelligible)
or the first or the second?
2 - We're in the goodest three (4 words unintelligible).
1 - Is it the second after the ones?
2 - We don't do that.
1 - No, I mean,
2 - We started our yellow book first and we started our blue book first and we started our blue work book and we started yellow workbook and we started - I know started in - started - I can't remember.
1 - What did you get on your report card?
1 - The first time.
2 - A's and B's and C's and credit.
1 - The ah-the ah-the first time ah we get-get in school, what did you get on your report card?
2 - I didn't get any report cards in kindergarten.
1 - No, I mean - I - in first grade - first grade and -
2 - A's and B's and C's and credit. Same thing I got today, I mean another time.
1 - I - ah - every since I got - I got - ah - a big white report card like we're getting now the first report card we got, guess what I got on it? All A's no B's or C's or anything, I just at A's, A's, four A's.
2 - And credit?
1 - All - all the writing art and everything I got A's on (laughs) and I (whispers).
2 - Ah.
1 - So some of the kids in my room get D's on their report card. The girls are getting a better report card today (15 words unintelligible) He was just foolin' on his papers.
1 - We go one kid he doesn't Denny _________ and that's Billy _________ and -
2 - Yeah, that's the one that hurt Brenda's feelings today. One of them in your room. (9 words unintelligible).
2 - It was one of your Billys.
1 - We've only got one Billy in our room.
2 - It must have been that Billy.
(12 words unintelligible).
1 - Hey, ah did he have oh a green coat on?
2 - He didn't have a coat on when I saw him, but that was one of the boys in your room that hurt my feelings once. I hit him on the neck. I had jumpers on and he said, "Boy what, how fat you are!"
1 - Who? You?
2 - He said it to me.
1 - Ah when you come back I'll show you.
   (Interrupted each other, 15 or 20 words unintelligible)
2 - Yeah, we got our work we used -
1 - We don't, boy he sure takes a long time.
2 - Yeah,
1 - You know what I -
2 - I might do something with the chalk.
1 - I might just scribble. (Laughs)
1 - Mr. John said we could do anything.
1 - Except (3 words unintelligible) ah what is this? Do you know?
2 - Huh un.
2 - The last time I was here he had this table away up there now it's here.
1 - Oh, he changes it.
1 - He didn't even have these in here when I was here.
2 - Me either when I was here.
1 - The clown was sitting right there and we punched it. I didn't punch him very hard. (Laughs) I slapped him right in the nose. Yeah, like-like-
1 - Last time I was here we had to say "run rabbit run". Did you do that?
2 - Huh?
1 - Did you say "run rabbit run"?
2 - Huh?
1 - Did you say "run rabbit run"?
2 - Run rabbit run.
1 - Now say it real fast. Run rabbit run.
2 - Run rabbit run.
1 - Say it faster.
2 - Run rabbit run.
1 - Faster.
2 - Run rabbit run.
1 - Faster.
2 - Run rabbit run, run rabbit run and I can't say it doesn't come out when I say it too fast.
2 - Run rabbit run.
1 - My hair is getting long. Mamma wants us to-
2 - Mamma wants mine to be cut, but I don't; I want to have pig tails.
1 - Mamma wants mine to be cut because it's getting too long. See how far it's growing? We got a girl in our room and her hair is about that long. This long.
2 - Yeah, my sister is about that long.
1 - So a girl-a girl in Sunday School doesn't want to cut her hair her hair is about that long.
2 - Oh.
1 - It wa, it really was guess how far?
2 - A girl that I know had her hair about that long.
1 - Clear down to her B U T?
2 - T, two T's on that.
1 - Butt, butt (laughs).
   (5 words unintelligible)
2 - I don't like getting shots on my butt, but I like them on my -
1 - Yeah, that's where I like them. Dr. Topp when - when my my little
   brother was a baby he use to give him you know,
2 - Boy everytime when I when he says you know something, I say no he
   goes by me and stop (3 words unintelligible).
2 - Got we got a whole log of-I mean there's two Mr. John's got big
   chairs and little chairs hasn't he? Doesn't he?
2 - Mr. John used to set here.
1 - What's my name?
2 - Stephennie (Laughter)
2 - L A U R N
1 - O
2 - A says uh, U says
1 - The the U and A doesn't the A doesn't say A A.
2 - Huh un.
1 - It says all sorts of sounds A ah.
2 - Ah er A.
1 - Guess how far we are in that ABC book?
2 - We're all through with it. (Laughter)
2 - Where are you?
1 - We're up clear up to O we're on the B words.
1 - Ah we're hunting for P O pictures guess what I got?
1 - Huh?
2 - Apples (Laughs) (4 words unintelligible)
1 - I like Mr. John.
1 - You got you some freckles?
2 - Have I? Have I?
1 - You have too.
2 - I got them right across here, you got them right across there.
1 - You know what my daddy says, you know what? If we have ah.
2 - Ah you know something once when Mike came running out and I come
   running out Pete Daddy had his legs crossed on the stool and I
   fell over first Mike fell over and went back where he was and
   then I fell over and went back where I was. (Laugh)
1 - You know what, my daddy came in when we had breakfast and you
   know what he says?
2 - No.
1 - You know what he says?
APPENDIX B

TRANSCRIPTION XIV

1 - Normal Speaking Boy
2 - Normal Speaking Boy

1 - You know what I'm going to do?
2 - What?
1 - Drop my gum.
2 - He said we could do anything we wanted.
1 - (Whispering) There's Mr. John. (Laughter)
1 - (Whispering) Her he comes.
2 - I don't care.
2 - This is where the speech kids come.
2 - Do you do you go up to speech?
1 - No, I used to, but now now un. (He came up for screening.)
2 - Do you want to go?
1 - Yeah (4 words unintelligible)
1 - Goes he's got a old telephone. Isn't it old?
2 - Yes it is,
   (10 words unintelligible, laughing)
1 - (Animal noises) I'm going to do over again (laughter).
2 - I got some more paper.
1 - Huh?
2 - Not there, there.
1 - Hey how about that, we're almost as high as the flag.
2 - Hey we could take one of those chairs and put it up here and then we could see good.
1 - Yeah (Laughs).
1 - Guess what.
2 - What?
1 - Ah we have speech people.
2 - So do we.
1 - Goes right up here.
2 - So do we.
1 - Do you? (Laughter)
2 - I don't go up here, I use to.
2 - Here you are.
1 - Well you're done, I'm not.
2 - Oh I-eight-memorize eight nine ten. I can make my numbers up to one hundred and two.
1 - Oh good EEE.
2 - You meant two hundred?
1 - Yeah, un hum we can make part of two hundred but we can't make it up to three hundred.
2 - Two hundred though.
1 - I know we can too. I can make a hundred.
2 - How?
1 - Are you seven?
1 - Are
2 - Yup.
1 - You are.
2 - I'm only six.
1 - Oh are you.
2 - Six (laughter).
1 - Oh I'm six years old too.
2 - I'm six and a half. (Laughs)
1 - I think I'm six and a half.
2 - When the birthday?
1 - Ah three more weeks and I'll have my birthday.
2 - You know what? I'm six.
1 - Either three more weeks or two more weeks.
2 - When when I -
1 - Even (5 words unintelligible).
2 - You know you know what?
1 - You study.
2 - When the first time you say and if you're six you're six and a half.
   (Laughs)
1 - I'm six and a whole. (Laughs)
2 - I'm six and a half.
1 - You see I'm six and a whole so you can tell. (Laughs)
   (2 words unintelligible)
1 - Good thing mommy don't go up to speech.
2 - What?
1 - Good thing mommy don't go up to speech.
2 - Why?
1 - Because she chews gum everytime she gets a stick she sticks it on
   the bottom of the table.
1 - Not in school kiddo but (moaning noise) in the other rooms oh oh.
2 - See what.
1 - Put it in your own (1 word unintelligible). (Funny noises)
2 - She is in high school. I'm a (1 word unintelligible). She is in
   the fourth grade, she goes to the eight grade. You know what?
1 - What?
2 - She'll-she'll be having papers and things like these like these.
1 - You know something? You know something she's dumber (4 words
   unintelligible).
1 - Ah she's dumber than I.
2 - Yeah, but you know what?
1 - What?
2 - My brother never does that stuff my brother is ten years old and
   he does (yelling) and he does a lot of funny stuff.
2 - Greg when you be six I'll be six an (laughter) and I'll be seven
   when you will be seven.
1 - Yeah,
2 - And I'll be Joe and you'll be (1 word unintelligible). (Laughter)
2 - And I'm going to be dead first and I'm going to be dead first.
   (Laughs)
1 - I was told to be good or I'd die first.
2 - Maybe.
1 - Yeah.
2 - If I was about seven.
1 - I could I could die right this minute.
   (14 words unintelligible, laughing)

1 - I dreamed of it before but ow.

1 - I dreamed of my own self (1 word unintelligible) right over.
   (Laughs)

2 - You know what I dreamed about this and when (50 words unintelligible, 
   yelling).

2 - Shh you know what that says?

1 - Can you.

2 - Find.

1 - Find your.

2 - Oh this is (1 word unintelligible) can you find your-can you find 
   your (1 word unintelligible) can you find your-can you find your-
   (8 words unintelligible)

1 - Soap (laughs).

2 - Yeah, can you find your soap?

1 - I know where soap (2 words unintelligible) already.

2 - Where?

1 - Yeah. (Laughter)

1 - I be soap (5 words unintelligible)

2 - I can't say the name that it is (4 words unintelligible).
   (8 words unintelligible)

1 - Mr. John I'm yeah-

2 - Hurry up and that done.

1 - I'm already colored, ha ha. Boy that something.

2 - (12 words unintelligible). I wish I had my ah you was taller than
   and higher than that light.

1 - You know what I wish I was?

1 - I wish I was higher than this school.

2 - I wish I was a Jack. I wish I was a Jack the Giant Killer.

1 - Oh, I'm sure glad you're not though.

2 - I'm a giant (mumbling 8 words) giant killer.

2 - Jack, Jack was a giant. (7 words unintelligible).

1 - Who?

2 - Who, we're up in the air.

1 - Hope (laughter).

2 - Hey look his eyes are closed. Hey look, I said you ought to look.
   (Laughter)

2 - Get up there and fall.

2 - Oh dear, oh jeer. (Laughter)

1 - I'll bet I'm stronger than you are I'll bet.

2 - You look like ah-

1 - I'll get on this table look.

1 - (Humming) Look what I just drew (9 words unintelligible).

2 - Goodie.
   (Climbing on the table)
   (10 words unintelligible)

2 - What if Mr. John comes in here.

1 - Oh (laughs).

2 - Hey, there's Mr. John.

1 - OK you make seven more things and one more and one like that. I'm
   done. You can make eighteen more.

1 - I have to go to the bath room.
2 - Me too. (Laughs) Sitting here going (2 words unintelligible).
   (3 words unintelligible)
1 - I heard something go ow.
   (Making animal noises)
2 - What did I do?
1 - Ha ha you did something.
1 - Oh boy.
1 - (Talking and laughing 12 words unintelligible). I grabbed it
   first, first I though we we're going to (2 words unintelligible)
   we we're going to go so hard that we would break it (laughter).
   I won't I just (3 words unintelligible) boy I won't it has blown
   so high I can go right through this room.
2 - Well, ah you why I wish I was in dead.
1 - Why?
2 - 'Cause you know because I'd like to be an angel.
1 - What?
2 - Fly around and see you and what you're doing (laughter).
1 - Fly around and see what you are doing?
2 - I'll I'll be glad ah (4 words unintelligible).
   (Whispering and animal noises - 20 seconds)
1 - You're a silly drip.
1 - Knock knock.
2 - Who's there?
1 - Yeah.
2 - Who?
1 - Yeah.
2 - Who who?
2 - Who's there?
1 - You say yup.
2 - And who?
1 - Ya hoo (laughter).
1 - And you say ya hoo.
2 - No, you say it.
1 - No, you say it, you go like that.
2 - Say it again.
1 - No, OK, Knock, knock.
2 - Who's there?
1 - Air.
2 - Who?
1 - I got pepsi.
2 - Muh?
1 - Pepsi who.
2 - Pepsi who?
1 - Pepsi who? Pepsi Cola what else (laughs).
1 - Come in, come in.
2 - Pepsi what?
1 - You want to try again, Pepsi Cola see now you walk right in, walk
   right in ya.
2 - You say walk right in.
1 - Walk right in.
2 - Step right up (laughter).
1 - Let me walk over here and you gotta walk, come over here I want to.
2 - I gotta (4 words unintelligible) (Laughter).
1 - Well, that's what that thing is.
2 - Oh oh.
1 - What? (Laughter)
1 - Paper (Talking and laughing 20 words unintelligible).
1 - I - I don't see what (3 words unintelligible).
2 - She's not up there.
1 - She is, I can't see out the window. (Laughs)
1 - Maybe it came from number two. (Laughter)
2 - Maybe it came from number one. (Laughs)
1 - This is (2 words unintelligible).
2 - I wish I could.
1 - You're coloring on the wrong end.
2 - How do you know?
1 - Because, because you're coloring on the back of it.
2 - Give.
1 - The crayon.
2 - What's my (3 words unintelligible).
2 - It's two thirty.
1 - No, it's two minutes past one.
2 - Two minutes past one, how do you know?
1 - Because I can tell time.
2 - Can you?
1 - Yup.
2 - All I can tell are the thirties and the clocks.
APPENDIX B

TRANSCRIPTION XV

1 - Normal Speaking Boy
2 - Normal Speaking Girl

2 - Ah we can talk we could story telling.
1 - I don't want to color do you? Do you?
2 - I just going to sit here and play.
2 - Me too, and color your own.
1 - I'm talking about blocks.
2 - Yes, 'cept these chairs are too little.
1 - Yeah, they too big.
2 - Too big? (Laughter)
1 - There's some fourth grade books over there.
2 - There's some science books.
1 - Fifth grade books.
2 - Not bad.
1 - Now where are some sixth grade books?
1 - First grade books, where's some more?
2 - (2 words unintelligible) right here (6 words unintelligible).
1 - What you making?
2 - The grass.
1 - You know what those P's.
2 - This little?
1 - (Laughs) Yes this little.
2 - Look how little the house is. Think I going to put the grass clear up to here.
1 - You could at least put it higher. (Laughter) Get it up there.
1 - You should make the house of you aren't you?
1 - You're making the house the size of you.
1 - I wish Mr. John would hurry up, I'm scared.
2 - Scared? What are you scared about?
1 - Mr. Stone.
1 - Are you all done?
2 - Um hum.
1 - Why didn't you color the house? Color, only a little.
1 - I don't want to color, but let's go look at all the books.
   (10 words unintelligible.)
1 - Are you reading in those blue books up there?
2 - Yup.
1 - We're not, we're reading in those yellow books.
2 - This is where you get the books, our mothers do. You get the red books the blue books and the science books and the - you know.
1 - Those blue "Think and Do's"?
2 - The ones?
1 - What ones?
2 - You know just look in there (4 words unintelligible).
1 - What?
2 - Can you play (1 word unintelligible) ball?
1 - Yeah.
2 - So can I.
1 - Yeah, I can. We had about ten people in our room come here once. We had a test.
2 - We had all of them down here.
1 - Let's go home.
2 - Un un lots of work.
1 - Why?
2 - Mr. Stone come here and see me and put me back (2 words unintelligible).
1 - Mr. Stone will come here and what?
1 - He'll give us the dickens?
2 - And I like the dickens?
2 - (Whispering) He'll be back he'll be mad at the chickens (laughs).
1 - Because that's what he is. (3 words unintelligible) Let's go.
I'm scared, there's a door there I'm going to get out. (Laughs) Please go to sleep.
2 - He's got it up.
1 - He said you could anything.
1 - And I like the dickens?
2 - (Whispering) He'll be back, he'll be mad at the chickens (laughs).
1 - Because that's what he is. (3 words unintelligible) Let's go.
I'm scared there's a door there I'm going to get out (laughs). Please go to sleep.
2 - He's got it up.
1 - He said you could anything you want to so let's play with the checkerboard (laughs).
1 - No, let's read a book.
2 - What to?
2 - What book?
1 - Those books.
2 - Yeah, you couldn't reach them books.
1 - Un huh, I could climb up the shelves, Mr. Stone would give me back the dickens. Suppose I fall. I'll be careful with them.
2 - Careful with them, yeah, but but one of them bad.
1 - Start jumping on down down down down down.
2 - No, it nice down there.
1 - No he doesn't he lives there.
1 - He must be down there.
2 - Yeah, he talks.
1 - No, he doesn't he (1 word unintelligible).
2 - Huh?
1 - What's taking him so long?
2 - Taking him long so long we've only been here five minutes.
1 - How do you know?
2 - 'Cause.
1 - You can't.
2 - I can tell time.
1 - What?
2 - Can you tell time?
1 - Oh, I know what it is.
2 - It's two thirty right now.
1 - It's two thirty it's time to go home.
1 - Huh un.
2 - What time do we go home then?
1 - We go home three thirty but it's only two thirty now.
2 - How do you know?
1 - 'Cause, I told you, I could tell time.
2 - Two thirty.
1 - Three thirty, four thirty, five thirty, eight hundred thirty one.

(laughs)

2 - Goll, that heavy, sure is heavy.
1 - Yeah, but the paper's mine.
2 - Yeah, but the paper's mine.
2 - Yeah, but look.
1 - That
2 - The paper pushes it.
1 - It will too.
1 - Here comes what I do.
2 - You drew two shotguns.
1 - Shotgun gun.
2 - Try to a hundred shotguns on it.
1 - Six hundred shotguns, I'm scared.
2 - One hundred and twenty shotguns.
1 - Two billion shotguns.
2 - Two million shotguns.
1 - Twelve thousand shotguns.
2 - Do do that any more.
1 - Because I want to.
1 - Let's wreck this whole place up ha. I have to go to the bathroom
    real badly. I'll lay down here on the floor. I'll make her pick
    it up too when we come in. Probably make me pick it up if he saw
    it. (4 words unintelligible).
1 - Come on hurry up Mr. John.
1 - I'll try to make it. I'll make me a trail, I'm going to make me
    a house where nobody will. It's about time you got done this
    crayon. Mr. John is just coming.
1 - I'm making a house and (4 words unintelligible).
2 - Wait 'til Mr. John sees that. (Laughs)
1 - He and my button about the half the size of the house and here's
    the smoke. I'll make a big one. I'll make me a little one. It's
    getting (4 words unintelligible) I've got to make my (2 words
    unintelligible).
   (Laughter)
1 - Why are you laughing?
1 - Aren't you a laughly, your your not happy are you?
2 - No, I'm just not laughing.
1 - Who's is your mom?
2 - Elaine.
2 - Elaine who?
2 - Elaine __________.
1 - __________ oh you butt people, ha. You've got a naughty word ______.
   (4 words unintelligible)
2 - See you got a button there you're smutton.
1 - It's recess time.
2 - Yeah, I heard it.
- You want to eat up, you want a tomato?
1 - Hey (1 word unintelligible) what's you dad's name?
2 - Jack.
1 - Jack?
2 - I got a step dad.
1 - What's Jack?
2 - Huh?
1 - You got a step mother too?
2 - Oh.
1 - Step mothers are ugly like yours.
2 - Like mine? You haven't even seen her.
   (Laughter)
2 - What's your name?
1 - Peter.
2 - What's your last name?
1 - ________
2 - I saw your mother before then.
1 - Where?
2 - Where?
1 - Where, do you have a crayon mark up here.
2 - Huh un.
2 - Do you ever try to and get in the chair and stand on that chair
   and look in the mirror?
1 - What you kidding? If Mr. Stone looked in and saw me doing that,
   boy he would give me heck like crazy.
2 - He said, do anything we want.
1 - Huh, boy only.
2 - We take all of the books and pile them over there.
1 - Boy, I'm with you. You don't dare.
1 - You don't either.
2 - I know it. I could open the back of it.
1 - Don't tell on me now little girl.
2 - Don't tell on me little devil. (Laughter)
1 - Why, where did you learn to do?
1 - Don't tell on me little devil, devil, devil.
2 - Don't tell on me little mousey.
1 - Don't tell on me little ratty, ratty.
2 - Ratty, batty.
1 - Tatty, ratty.
2 - I'm ratty, you're batty.
1 - I'm Moe, you're Larry and you got long hair and tickle you in the
   Shari. Shame.
2 - Did you say Larry? (4 words unintelligible) My name is Larry.
1 - Then you're a sheb.
1 - I'm Moe.
2 - Are you really?
1 - No.
1 - Hello Moe.
2 - Here he come.
1 - Mr. Stone slips (3 words unintelligible). Hey, Mrs. Stone walks
   in I'd say hey, Mrs. Stone whatcha doing, he'd say, "what did you
say"? I'd say Mr. Stone. We'd be telling a lie then wouldn't we? Wouldn't I? It would be telling a joke. I'd say I'm just telling jokes Mrs. Stone, Mr. Stone.

2 - Stick your leg-leg in the windows and then he'll think you're really crazy. Because here's how you make one.

1 - Oh, what do you think of that?

2 - You may just lying there when I showed you it you were.

1 - Quite dandy huh?

1 - Devil, here's your horns devil. (Shorts) Oww right in the ear.

Big horns, Mr. John, hide the crayon.

2 - Hurry (laughter).

2 - Put the crayon in there.

1 - No rollery, no roll, no roll, what do you mean no roll?

2 - It it doesn't roll around like this.

1 - It doesn't roll around like this.

2 - Yeah it just stays it stays right there where you put it down.

It don't just like (throws crayon).

1 - It rolled, nuts.
2 - Normal Speaking Girl
1 - Normal Speaking Boy

1 - Hey, we have those too.  
   (Giggling)
1 - They have all different kinds of books here.  
2 - What do you want to do?  
1 - Color or what?  
2 - I think I want to go back to my room.  
1 - I don't (laughing and giggling).  
1 - I don't.  
   (10 words unintelligible)
1 - You want to go in the box?  
2 - Huh?  
1 - You want to go in the box?  
2 - Oh I know, I'm going to color.  
1 - I want to talk.  
2 - I really do think I'd better go back to the room.  
1 - Huh, I don't care.  
2 - Well, you can't color I can color.  
1 - I can write with a pencil.  
2 - I know when gets back I'll ask, I was down here before.  
1 - Before?  
2 - I was down here before.  
1 - Who did he bring along?  
2 - Huh?  
1 - Who did he bring along?  
2 - Nothing?  
2 - He didn't bring nothing just kids.  
1 - Who did he bring?  
2 - Um Leslie un the about not some of the kids but everybody went down here.  
1 - How do you like that picture?  (Laughs)  
1 - You had that picture of me, you can color better than I can.  
2 - I know what we can do do till Mr. John.  
   (Breaks crayon)  
   (6 words unintelligible)
2 - I think I had better go back to the room.  
1 - I do too.  
   (Laughter)  
1 - Want to go to the bathroom?  
2 - Mr. John will give us - you know all these books in the room well those those books that are in here those are for the kids that are in there like that.  
1 - Our room up there.
2 - The third grade and second grade and third grade and fourth grade
   and fifth.
2 - I think I had better go back to the room I don't like it here.
1 - I think I will too.
2 - Come on let's go.
1 - I don't think we should. If you won't (3 words unintelligible).
2 - I want to go back to the room.
2 - What did you write?
1 - Count 'um.
2 - What did you say?
1 - Put that thing down.
1 - Tom ________.
2 - I don't write very sloppy.
1 - May I have them?
1 - Well, I don't know what to do, when I looked at you in the mirror
   I thought you were Susie.
2 - My last name is ________, Marilyn ________ some sometimes
   sometimes.
1 - I put my - Tom ________ I'll put my middle name down (2 words
   unintelligible).
2 - I mean Marilyn, this is ab ________ and ________ see this this
   part here is Marilyn ________ right here Marilyn ________.
1 - Yeah, you put your name down, you put your middle name down.
2 - I don't know my middle name.
1 - Here.
2 - I want I want to write (2 words unintelligible).
1 - Huh?
2 - I
1 - Huh?
2 - I'm going to write June.
1 - June?
1 - Why why don'tcha write March?
2 - How do you spell June?
2 - J U
1 - I want to go back to the room.
   (5 words unintelligible).
1 - I want to go back to the room.
   (5 words unintelligible)
1 - I want to go back to the room.
2 - You tore your paper.
1 - It tore.
2 - Did you rip it?
1 - No.
2 - Let's draw a picture.
2 - Give me a (2 words unintelligible).
   (10 words unintelligible)
2 - Bobby.
1 - Huh?
2 - Bobby.
1 - Bobby bobby.
2 - Bobby.
1 - BoBo.
2 - Bobby.
1 - BoBo.
1 - Bobo.
1 - Bobo.
2 - Let me have that now.
1 - I want to still write something.
1 - How do you spell Janet?
2 - Janet J I know how to write J in (3 words unintelligible).
1 - Hey, where's some writing I want to copy it.
2 - What for?
1 - Bobo (3 words unintelligible).
1 - (Whispering) I want to go, I want to go home. I want to go home, I want to go home, I want to go home, I want to go home, I want to go home.
2 - (4 words unintelligible) I'm not done Tommy.
1 - I know, I put my name down.
2 - Tommy you're going to get told on.
1 - Watch.
2 - I'm going to turn this over so Mr. John doesn't know, let's just set here.
2 - What does that say?
2 - What does that say?
1 - When?
2 - Huh?
1 - When?
2 - That is a hard one (4 words unintelligible).
2 - Wh, what's this?
1 - This is an L.
2 - Oh, I know.
1 - Huh?
2 - I'm going to write an L on it.
1 - Let's turn it over and then we can do (2 words unintelligible).
2 - I want to go to my room.
1 - (1 word unintelligible) was that Marilyn?
2 - Yup.
1 - I guess I ought to write Tom.
2 - Here here is what your L starts with, I'll cross it out.
1 - That's an L and this is an L.
2 - No, it isn't.
1 - That's an L too.
2 - That's a J.
1 - J? L - it's an L too.
2 - How give me that one and you take that one.
   (6 words unintelligible, laughing and giggling)
2 - Didn't you wish you could get a (3 words unintelligible).
1 - Yeah.
2 - Here, watch this.
1 - Here he comes, here he comes, here he comes.
1 - Maybe he doesn't see us.
1 - Bobby.
2 - I don't know Bobby.
2 - Look at that.
1 - Huh?
1 - I'm going to make a rainbow.
2 - Rainbow, (3 words unintelligible).
2 - I'm missing work.
1 - Huh?
2 - I'm missing work. Aren't you?
1 - Yeah.
   (Two interruptions of each other)
1 - Look what I did.
2 - Let's let's just sit here and visit.
1 - OK let's just sit here and talk.
2 - I want to go back to the room.
1 - So do I.
2 - Tickle, tickle.
1 - Books two, just like we did.
2 - I'm going to go to the bathroom in here. I wish there was a
bathroom in here. I'm going to go see.
1 - Go out in the open.
2 - Huh?
1 - What here? There's no bathroom.
2 - Go ahead.
1 - What um.
2 - Well you can get out and walk around.
   (3 words unintelligible)
1 - Here he comes.
2 - You better put this together again.
1 - I will, I'll put this together again there.
2 - I want to go back to the room.
1 - So do I (3 words unintelligible).
2 - You said holy pant.
1 - Huh?
2 - You said I want to go back in the room holiday pants.
1 - Let's go take a nap.
2 - You-you just said I want.
1 - Maybe.
   (2 words unintelligible)
1 - Huh?
2 - You just said I want to go back to the room holiday pants.
   (Laughter)
2 - I want to go back to the room, I'm afraid.
1 - I do too.
1 - Here he comes, let's get out, let's go to sleep and pretend.
   (Whispering)
2 - When he comes we could pick up a book and look at it right quick.
1 - Huh un do you.
2 - No, no, no look at that they have yellow primers.
1 - Huh?
2 - They have yellow primers, blue primers and pink primers and red
primers and green primers, yellow primers, blue primers. You
know what primers are?
1 - Grey primers, sure.
2 - What?
1 - Elephants.
2 - They are not, they they're books you read out of your primer
primer.
1 - Let's go to sleep. Pretend we are going to sleep.
2 - I don't want to.
   (4 words unintelligible)
1 - I've got to go to the bathroom.
1 - So do I.
1 - Where can we go?
2 - What a silly question you asked.
1 - Huh?
2 - What a silly question you asked. I said I gotta go to the
   bathroom and I said I I do too, but where can you go?
2 - Well do you want to sneak out and go back to the room?
1 - If you do, then we might never get to come back here.
2 - That's a funny way just to get down here.
1 - Let's talk, let's only talk alright?
2 - Um huh, I wish I had a big chair.
1 - Do you want to sneak out of here?
2 - No, we can't.
1 - I hope (26 whispered words, unintelligible)
2 - We could hide under there but.
1 - He would find us, we could hide in there in that white part.
2 - Yup, ah we (2 words unintelligible).
1 - We could hide in there, in two, that's a house.
2 - We could put on an (1 word unintelligible) in both of them.
1 - In both of them?
2 - Huh un.
1 - Those aren't the ax, you know what those are?
2 - What?
1 - They're something for PTA.
2 - Yeah they aren't going to have it, I forgot to tell my mother.
1 - It was last night though.
2 - How do you know?
1 - Normal Speaking Girl
2 - Normal Speaking Girl

1 - I got a cousin who got one of them I got we got one like that but they put sand in it and when you punch him he stays he stays down instead of coming up and I say alright clown stay up.
2 - Oh-oh-oh last night when I rode the bus ah-oh-ah-three kids started riding because they moved in. So we have another one riding our bus, but I don't know their name but their brother's name, one of the kids names is-ah-this is the new people who moved in and their into the house that not the house next to us but the other house and I know him he's is going to try to find my mitten, I lost it.
1 - I had (3 words unintelligible, interrupted).
1 - You know whose mittens?
2 - I know, I'll make a picture and then I'll let you use it ok? It won't take me long because I know what I'm going to make. There but I don't think you've ever heard of a green tree have you?
1 - Huh un but that's alright because that's
2 - Well I'll color it when I'll color the tree when I get home.
2 - What I do is make some grass and an apple tree.
1 - Whose room are you in?
2 - Mrs. Angelletti's.
2 - Now this is some kind of a tree I'll just color it a green tree. When I get home I can take my ah my crayon because this red crayon ah it will it will go over any color except one color - black. If I put it over black then I'll wreck my red. I made my red look black.
2 - And I can't use it over orange because it will make because because then it won't show up but then I can use it on any other color, except black or orange.
1 - He's got a nice room here.
2 - Yeah, we've only been down here once to punch his clown.
1 - Yeah, we had to say words real fast and if we said them all right we wouldn't have to go to speech class.
2 - We all had to say them real I said them real fast and I don't have to go to speech because I said it. He ask me all the names and I told him.
1 - Yeah, and then he said some other words and he
2 - He said, say run rabbit run real fast and I said run rabbit run. Only I said it real fast and he goll.
1 - At the first year
   (Interrupts, 2 words unintelligible).
1 - He took row by row.
2 - Yeah, that's what he did and our row was all girls. It had me Dawnie, Barbara, and some other girl. This Barbara and this
Janet ran the first couple of times to school, even the fourth day of school but oh when they got in there they said OK what time, time to start school and and then then you get them like that and they kept on crying and goll.
1 - Once we had a cold and the girls and the boys and and I can remember. Oh our voices was falling and we kept on loosing it we had a cold and my mom took my temperature that morning and it was a hundred and two.
2 - Holy.
1 - My brother's was a hundred and four.
2 - Boy that's even worse.
1 - And
2 - A hundred and ten wow that's are terrible.
1 - And then my sister got my mom-my mom said golly we were very careful to go upstairs and get the ah temperature.
2 - You mean the thermometer.
1 - Yes, thermometer and we did.
2 - Gee.
1 - Yeah, that's my brother his name is (3 words unintelligible).
2 - Why don't cha do it like that and then I'll color stuff there and not make so much noise.
1 - And ah he ah
2 - Hey Dan, are you out of those blue books up there and those yellow ones up there?
1 - These?
   (Interrupt each other, 15 words unintelligible)
2 - I mean I mean more fun with our friends and fun with our friends that the ones on the top row there with our arithmetic books and our, our other books.
1 - Oh them blue books with white on top and the pink them yellow books were out but the blue books we started today.
2 - We're out of we're way out of 'em those.
1 - We're starting we're starting the blue ones.
2 - We're way out, we're in ah oh I don't the book the books that we're in aren't in here.
1 - Well anyway, my my mom told Audry to go upstairs and get the
2 - Thermometer.
1 - Thermometer.
2 - What's that?
1 - You you take your temperature with that and he did, well he dropped it and it broke just the end, you see, and Audry said, "It fell out of the case it was out of the case." My mom said, "Well, it's tight and no one can open it but the mother." It was in the case 'cause 'cause it we ah my dad made it tight so only my mom and dad can work the thing. Well Elsie, El lied, he dropped the whole case and it and it broke the case and after that.
1 - That case, our case, no break because our case is ah is cardboard we have we have one but we have the box and we have a little thing that we put the thermometer in and just in case that you drop it, it won't break.
1 - Well ours is just in a glass case.
1 - And it's glass a thermometer and it's just a little one about that big,
2 - Well.
1 - And then my brother dropped it and he broke it, mom said, "Eldie Henry, now I can't take your temperature." I don't she's awful hot. Her face was kind of red and (whispers) my piece of flower. And he ah said said, well it fell out of the case. My mom said, 'That hard case?' Evidently it it was in the case and he had opened it and dropped it. He tried to take it out of the case so mammy wouldn't have to take it out when she got up there she could just put it in.

2 - But first she had to clean it.
1 - And then - I don't like that stuff that you clean it with. Hey a green tree?
2 - Gee.
1 - He didn't wear his boots outdoors when he was supposed to. I didn't have to because my mom said I couldn't.

2 - I didn't have to either.
1 - And, there clean (1 word unintelligible) clean socks, clean well it's the same shirt out see same out shirt outside shirt and clean underclothes. Well he came home last night muddy, muddy, muddy, muddy and everything else was muddy my mom said you just sat in the chair until you mom gets home until and he said, "Ha, how come Eldi?" And I was folding clothes and I said, "Well, I'm not going to get in this trouble and so ah so ah my dad said, "You get up-stairs, get your pajamas on, wash first then get your pajamas on, get in bed and don't get anything to play with." He was mad, and made him go to bed.

2 - You mean no supper?
1 - No, he had some supper. But if he comes home again muddy like he did he won't go he won't have no supper. We (1 word unintelligible).

2 - You watch.
1 - We washed four boxes of Tide this week just because of his socks and clothes.

2 - You know what?
1 - What?
2 - Dawn is my (2 words unintelligible) Dawnie never goes to school takes her socks off and goes and wanders around ah with white socks on that are brand new and rather clean, she said, "Dawnie won't even be able to go outside and play", she said, "Dawnie is just going to have to sit right there right is going to have, no supper, nothing at all just, she's just going to have to sit, sit, sit in sit, sit in bed and she can't have anything to play with, she can't get up to talk to her she can't have enough to in the morning if they still remember it Dawnie can't have any breakfast and she said she'll lick Dawn with the same thing and go to school the next morning.

1 - Oh I hate to think of Dawn.
2 - Yeah, and she gets a spanking even if she gets her socks dirty even if she goes out and gets herself wet. She gets a spanking for anything she does. If she goes outside.
1 - I heard. See Jean was saying to Polly well that was alright today.
2 - Dawnie, Dawnie.
   (Interrupt each other)
2 - You know what? Dawnie was out there in that sand and then she can
   that but huh un not no more she's going to probably get a spanking
   and then she can't come over to my house tonight. Because she had
   a dress on like mine with no sleeves on only her's was a light
   blue just light blue and then she had white socks on.
1 - Ow
2 - And that dress she can't even tell tell and that the back of that
   dress is just as black as can be. Well ah it's as dark as that
   thing there.
1 - Yeah, it's pretty dark. Ah well ah today Jeanie played follow the
   leader well ah.
2 - I know I went with her.
1 - Well we got over there, clear over there in the other playground.
   This boy, then two boys was playing ball. It wasn't alright, I
   didn't like it myself and you know what happened?
2 - We made 'em because that one boy he went right between me and
   Dawnie and Dawnie and I and I almost tumble and fell right down in
   those prickers.
1 - Well that's not as bad as getting his in the leg with a ball.
   Because that's what they did. They hit me in the leg.
2 - Ow.
1 - And they weren't even sorry, they said ha ha ha ha I was so mad I
   could have hit them right in the nose.
2 - Well there was this one boy and we were playing follow the leader
   only this was Mr. Stone he was doing this and ah this boy said,
   "Oh boy I can run through this lines and knock the people down."
   And he ran right through there and he knock me down and mad did
   that hurt and later on he said, "What's the matter Chris? Did
   that boy, are you hurt?" I said, "Yes", and those prickers and
   man.
1 - Yeah, I know they do hurt.
2 - They were, they were they were right they were right in there.
1 - Oh we have a great big wood we got two acres of woods woods and we
   didn't know there was poison ivy in one.
2 - Ow.
1 - And we went in there and we s.
2 - He's a morning flower, here's some more flowers Pat.
1 - Then one Saturday morning we woke up and we had these spots all
   over us and I said, "Oh no, what have we got now, measles?" My
   mom said, "No that looks like poison ivy." And I said, "What is
   that?"
2 - Hey are you right handed or left handed?
1 - Left.
2 - I'm right.
1 - And my mom said, "That's poison ivy," and I said, "Oh if that is the
   poison ivy I think it is then I won't like it." Sure enough it was
   poison ivy just poison ivy that's what I thought. Well I didn't
   like it and it's it was as it was on Elie badder than it was on me.
   I just had a little on my arm and a little on my leg little little little
   here a little there a little on my knee and I just had some up here
on my arm and on here and then I had some on the back of me and
my ears.
2 - You should have wore you should have wore something real long and
mittens and real things legs and have a hat on and stuff and then
you wouldn't get it so bad and get it all over.
1 - No.
2 - Golly Ann.
1 - All over he was just plastered with it.
1 - Well we made made our little house that's that's that's all over.
   Well we made our house, boy it's taking him a long time boy when we
   made our house Eddy saw this white stuff, and it didn't have a
   cover on it and he thought there was a cover on it, it looked like
   there was 'cause it was just plaster was plaster.
2 - Where did you get it?
2 - Let's show each other's pictures, here's mine.
1 - Guess what he did?
2 - He stepped right down in that plaster.
1 - Oh.
2 - One end to the other, just then, just then my mom came home. Oh oh.
1 - Normal Speaking Boy
2 - Normal Speaking Girl

1 - I don't know what to do.
1 - What's the matter, did the cat take your tongue?
2 - What?
1 - Cat take your tongue?
2 - I'm looking for one book I like.
1 - Me too.
2 - Hey there's the books we got up there other's up there.
1 - Yeah.
2 - We're we're out of all of them but we're still in our science books we're in them blue books and we're prit'near in the yellow ones. We're in the red ones and the blue ones we're we're not in the we're we're not in the elephants or in that little reading book. We're just in the red science book and we're in that red book in
2 - Hey that I think that's the second graders book.
1 - He said you could do anything want so I'm going to share the crayon. Here, you want it?
2 - Hey lookit, them are new books right there that the new ones. It looks (4 words unintelligible).
1 - Hey you know what? My daddy works down here.
2 - Yeah?
1 - Where down they the they have the - what are you doing (3 words unintelligible)?
2 - I see see a whole bunch of first, second grade books, lookit there are the books we read out of first up there.
1 - There
12 words unintelligible)
2 - Oh you can't leave that.
1 - There it looks (3 words unintelligible).
2 - Can you?
2 - You can't read it can you?
1 - Look at that
2 - Picture (Laughs).
2 - That looks like our little green workbooks down there.
2 - Un huh.
2 - Are them, did you have them?
1 - Un hum, did you?
2 - Huh un, we had them up there, way up there on the top shelf.
1 - Yeah.
1 - He said to do anything you want.
2 - I don't know what do do. Hey look at that big thing over there.
(4 words unintelligible) over there.
2 - You can't read this.
1 - I want to do.
2 - I see (5 words unintelligible) I see in through the door.
2 - (Whispering) He's peeking. I think Mr. John's coming back.
1 - I see (5 words unintelligible) I see in through the door.
1 - I saw him through the door. I know he is.
2 - What is that?
1 - I don't know what it is this speaker for?
2 - One thing I don't understand is what is this speaker for?
1 - I know what everything is for in this room so they
2 - Something probably for when then change um (blowing into the
   hidden microphone).
1 - Because my dad came in to the other room and I know what everything
   is for.
2 - Then what is that for?
1 - I don't know he never told me out that that wasn't here.
2 - I see.
1 - I have to find my diamond.
2 - You got a diamond?
1 - Etc. etc. etc. (laughs)
2 - Mr. Punching bab? (BoBo)
1 - Yeah, I came in here once.
2 - Did you hear that? (Punching the clown)
1 - I did I punched right in the nose.
2 - And I did and
2 - What book are you in up there? Guess what book we are in.
1 - What?
2 - We're in none of them books.
1 - What are you?
2 - We're in that blue book and that red book and we're in our science
   book. What book are you in?
1 - Blue book.
2 - What blue book? What ah what page?
2 - Let me see what these are, where (2 words unintelligible) I'll
   show you a book that's a second grade book if I can find them.
   Here's the first grades too. The teacher's books are up there.
   Your your teacher has one of them books up there.
1 - I got ya! (Hitting the clown) You're still happy though, you're
   still that shape.
1 - Oh.
2 - Did he bite your thumb?
1 - (Whispering) He's peeking. I think Mr. John's coming back.
1 - Yeah.
2 - No, let's just
1 - He stands right up though. See he (3 words unintelligible).
2 - Yeah but what does it mean?
1 - I don't know.
2 - Pop it, pop, pop, pop.
1 - Ha ha now he really went down.
1 - I'll stand him up here.
1 - Oh does your nose hurt? I'll make it hurt worsener. His nose is so
   red, it must hurt bad.
2 - It's just rubber.
1 - Ow.
1 - Now, that time he really went down.
2 - It just probably has stones in it.
1 - Huh un, that has sand in it down at the bottom. Right in there, sand. I had a Popeye once, all of a sudden I just whammo real hard and it popped.
2 - Did it? Why don't you do that to that one?
1 - I don't want to, I don't want to pop this one.
1 - How you stand up.
1 - I just go wham.
2 - Why don't you ever hit the other side of it?
1 - I can see a doggie with the clown.
2 - You punch the dog in the nose.
2 - Mr. John left his clipboard.
1 - Huh?
2 - Mr. John left his clipboard.
2 - But where is the chalk? That's no good, where's the chalk?
1 - The more you turn the more you'll get.
2 - Hey I see something I'll bet you never read.
2 - Can you read this? A sixth grade arithmetic book.
1 - No I can't.
2 - A sixth grade book a fifth grade book.
1 - I just broke one of the (1 word unintelligible) and I didn't know there was a broke gone in it. Hey I didn't know there was a thread in there and I goes pop right on top of the head, I just go.
2 - I heard that ever so often well it scared me man. Why don't we go back and sit down.
1 - Huh?
1 - Please tell me what to do.
1 - Mr. Stone when are we coming back and we can watch Mr. Stone OK?
2 - Hey that's our front yard Mr. Stone's out there, look at him.
1 - I think Mr. John's going to come back, Mr. John.
2 - You can see my house from here.
1 - Huh?
2 - You can see my house from here.
1 - Where?
2 - Right right there. My birthday's this Saturday. See that big white house way back there? Way back there is my house.
2 - Why don't you sit down?
1 - I think Mr. John's going to come in.
1 - Normal Speaking Girl
2 - Normal Speaking Girl

1 - There are two books like ours. Science book and blue book and our yellow book.
2 - Yeah, and nothing we do.

(Whispered) Hurry up.
(Whispered) We've waited an hour.
1 - There's a girl in Mrs. Angeletti's room ain't cha?
2 - Un huh.
1 - Oh dear an.
2 - You know what I was going to do? Put my name on this. I forgot. I wasn't in Mrs. Angeletti's room.
2 - But I don't need books.
2 - There are sixth grader's books. That's what my brother had last year, these books down here the sixth sixth grader.
1 - Now he's in the class.
2 - What are all those books?
1 - Huh?
2 - It was something like those book and we're out out out of them.
1 - These?
2 - Un huh. They're almost out of them.
1 - Un huh.
2 - They're almost like that.
1 - We are they are they orange?
1 - What the name of them?
2 - Oh I can't remember.
1 - If they're days of fun I got to read them yet, you know why?
2 - Huh?
1 - If they're days of fun because we didn't read 'em yet, I didn't read 'em 'cause the bees had a great big bunch of grass and we we had to break it up. We broke it up then we had to do everything out the red books but another class is reading it now.
2 - We're almost out out of our books pretty soon we.
1 - Pretty soon.
2 - We won't be reading any and then.
1 - Won't that be fun?
2 - Yeah, wouldn't that be fun? I'd be in second grade by then.
2 - Boy I say when I was in Kindergarten pepsi, picksy and then when I forgot how to play picksy and now I wanted to say pepsi I said I said popsi. That's what I started wanted to say popsicle too.
2 - Every time, you know what, once I wanted some beer and pop and daddy said some of that and I said a little bit of it and I drunk that right down and spitted it out.
1 - It was hot.
2 - No, it stung - my tongue.
1 - I it does that when I do it but I still drink it. I drink
2 - Huh?
1 - Once when I first tried ah some beer I I took all I started I was
starting to drink it fast but then oh brother it stung.
2 - It gets hot too.
1 - Yeah.
2 - Right here.
1 - Then then and then on I just took a little bit at a time.
2 - And then when I done that I got some water.
1 - So did I.
2 - I
1 - Now I now I always have a glass of water here and the beer here,
(Laughter)
2 - I don't have to drink it any more you know what? Chuck and Joe,
they're in kindergarten one of them isn't the other one is at
(1 word unintelligible) kindergarten and she drinks the whole she
just gobs it down before does and he's not even in in school he's
that little to me (laughs) he gobs the beer right down. John's
got it he's he's littler he's almost as little as Cathy and ah you
know what? I can't see how he can drink so fast he drinks a
bottle of beer in one day. He drinks uh about eight or nine
bottles of beer. I love it so.
2 - Huh un - what do I smell? Oh, oh! There's not suppose to be
papers blowing around in the school ground and there is,
2 - Wait till someone sees that uh and that and that mother that
stands right out in front there and you know what I I was just
was getting off from the grass back there and she said get off that
grass - he did. When I was going home. Do you know what that is?
I don't.
1 - Oh, I know, they were voting last night at school. Some of them
voted at school, some of them voted in the the country, my dad
went wasn't at here, they went went to another one that had
curtains those curtains like there they shut right off the noise.
2 - I'11 bet I know what that black board's for. If, if real real
little kids they don't know words, he he shows them.
1 - They're not blackboards.
2 - I think so because I see chalk. There will be a lot of kids that
don't because that chalk's that little (laughter). That's how
little my chalk gets.
1 - I got.
2 - Right now it's that long.
1 - Once when mom bought I was a little kid about that size, my mom
for Christmas I had a chalk board but I didn't have any chalk so
my mom went to town and bought me a chalk one just about that big
and now it's almost that big.
2 - My chalk's almost gone because it's only a little chalk like that.
1 - I got a lot.
2 - I got three of them.
1 - I had a lot of old a whole bunch of them and now some of them
are that small, some of them are that small, some of them are that
small.
2 - Mine's mine's little sized and mine's middle sized and mine's big
size and all kinds of sizes. (Laughs)
Then another then a couple weeks before that uh they
Our fifteen minutes are about up only fifteen.
And after three months my brother when he went to town he found a
great big chalk like that.
Wow.
Almost as long as that.
You mean like that?
About that.
That big, and then it was that wide.
No about that wide at the bottom it was that wide and then up
here it got smaller and smaller and smaller and smaller.
And smaller and smaller.
And it was suppose to get bigger and bigger and bigger and bigger.
And then it got pointed like this?
Nope, you see it's it was about that big and it was that fat at
the end and it came up smaller and smaller and then it came up
fatter and it came to a real point.
You know what I really like to do?
What?
Dress up like clowns. I got two clown suits that's what I was on
Halloween. Oh you should've seen me, two black eye brows like that,
and ah a black and white nose there and some red. (Laughs) And
ah I had the funniest mouth, it was all black around here.
Did you have a sad one or a happy one?
Like this.
Oh.
And then like this - and then my cheeks were like this, way down
like that and then I had a mustache like this. (Laughter) I
looked silly and mother put some paper in to make my hat stick up.
And then I had my clothes on underneath it so I could take it
off. Boy, boy, boy.
Once when when it was Saturday and my brother and I wanted to be
twenty-eight years old, I got my sis we had a box of old stuff
and I found my old sister's skirt and so I got that out and I and
I found out -
1 - Normal Speaking Boy
2 - Normal Speaking Boy

1 - I know what I'm going to do.
2 - What?
1 - I'm going to draw a tree and make some grass.
2 - The whole thing? How can you do it with only one crayon?
    (4 words unintelligible)
2 - Come to here.
1 - Hey I got a good good idea, what do you want to make?
2 - A tree and grass put on a table.
1 - Yeah, but wait, I got a good idea.
2 - What?
1 - Give me your paper.
2 - You don't have to do that Doug.
1 - Yeah I do.
2 - That's your paper.
2 - That's yours.
2 - That's your paper Doug.
1 - I know it.
2 - How do you spell bears (laughter)?
2 - What you making?
2 - Come on hurry up.
1 - Hey.
2 - What?
1 - He didn't say we couldn't read. Look at all these books.
2 - You mean you think, that's what I thought you think.
1 - Hey there's we had those blue books there we had those yellow books we had that red leather book.
2 - Yellow.
1 - And that blue.
2 - Yeah, we went through that one a long time ago.
1 - I know. Think and Do.
2 - Right over there, we still have them. Hurry up Doug, I want to use it.
2 - I hope he don't think it's lost, ha, ha, ha, ha.
1 - Up with the gas.
2 - Gas (laughs) up with the gas not the grass.
1 - Does he got any tape around here?
2 - No.
2 - Hey Doug, you get back here. I wonder if we could sock that clown if we could find it. Take that you clown pow, pow, pow conk.
1 - No that'll be all.
2 - OK.
1 - I forgot on the other side and do it.
2 - Opps.
1 - I forgot something else, I didn’t get done.
2 - Opps.
1 - I forgot something else, I didn’t get done.
2 - Opps.
1 - That paper falls good doesn’t it?
2 - Yeah - it makes good grass.
1 - Hey (I word unintelligible) you know how how the way to do it?
   Do it yourself.
2 - What?
1 - Hey, we could split the crayon.
2 - What?
1 - We could split the crayon in half and it would be good.
1 - Hey there’s Mr. John.
2 - Did you?
1 - Yeah look. In the other room.
1 - That’s where I got my ripe Jim coloring so fast.
2 - I like to color green.
1 - And bottom white.
2 - OK (laughs).
2 - I, H I.
1 - Can’t you hurry up?
2 - No, you didn’t hurry up I can’t.
2 - Gee, I wish there was more than one kid at a time don’t you Doug?
1 - Look at this stringy.
2 - What?
2 - Oh, oh you’d better get back in your seat.
1 - Yeah, I’d better get back in my seat.
2 - You sure awful tree chalk (2 words unintelligible).
1 - Goll, look at that big chair.
2 - That’s for Mr. John.
1 - Yeah.
2 - He must have (1 word unintelligible).
1 - No, that’s for Mr. John.
2 - Yeah, but when he’s over at this table of he’s high (6 words
   unintelligible).
1 - I’m just going to draw a picture.
2 - You mean, not color it?
1 - We ah you see now it says "more days and dees".
2 - More days and dees (2 words unintelligible) ah fifty-two, fifty-two,
   fifty-two cents heh heh heh forty-two, forty-two, forty-two cents
   heh heh heh.
1 - I’m going to make a little spot there (1 word unintelligible).
2 - Oh my too.
1 - Goll, I wish we had something to color on.
2 - Well we do.
1 - Book or something.
2 - A book why?
1 - Because it would go smoother (2 words unintelligible).
2 - Yeah, and that’s the way it goes from the start.
1 - I wonder what we have to do after we get this done?
2 - Go back to the room, ha, ha, ha.
1 - Wait until Mr. John gets back here.
2 - Yeah.
1 - You said I could not get a drink.
2 - We both can.
1 - It's too high for me.
2 - It's not for me.
1 - Yeah, you're tall (4 words unintelligible).
2 - You better get out of there Doug.
1 - Hup, shouldn't I?
2 - Hurry up slow.
2 - Hey, you're using the wrong end.
2 - You're using the wrong end.
2 - Your're using the wrong end Doug.
1 - Opps.
2 - Doug.
1 - Pretty good. (Laughter)
2 - We didn't know what we are coming to the ups or downs.
2 - Hey give me that.
1 - Hey he didn't say we couldn't not wrestle.
1 - Hey where did my crayon go?
2 - I got it. (Laughs)
1 - Give me your crayon.
2 - Doug you better get. Doug you'd better get back there.
1 - Here crayonie where are you crayonie?
2 - Right here.
1 - Oh, there crayonie.
1 - It don't sound as noisy on this stuff.
2 - Oh you are.
2 - Get back there Doug, you are using (4 words unintelligible) you are, you're using the wrong end Doug.
1 - Yeah, I are.
2 - You are, you are, you are, you are, you are, you are,
   (laughs) you are, you are Doug, you get back here.
1 - Please don't say it.
2 - What?
1 - Please don't say that I'm not using the wrong end.
2 - Why?
1 - Because.
2 - We better get busy Doug.
1 - Well, get busy yourself.
2 - Oh, I'm going to do something. I said I'm going to do something.
   That's outside. Hurry up you slowpoke.
1 - On this one (4 words unintelligible).
2 - What did you say?
   (8 words unintelligible)
2 - You're a slowpoke. Give me back that.
   (Laughter)
   (8 words unintelligible)
1 - Hey.
2 - What?
1 - He didn't say we could rip the paper up.
2 - Why do you come up with so opps.
1 - Hey, he didn't say we could use an invention.
2 - Where's the invention?
1 - Over there.
2 - What invention?
1 - He didn’t say we could use an hey he didn’t say we could not go to sleep.
1 - That's what Mr. John (1 word unintelligible).
1 - Man, when you coming down I thought you were a fourth grader.
2 - Oh Doug.
1 - Am I using the right end?
2 - Yes. No, no you aren't.
1 - Am I using the right end?
2 - Yeah.
1 - Am I now?
2 - No.
2 - No, you use the right end Doug. Use the, Dougie.
1 - What?
2 - Should I say it?
1 - I don't know what 'cha going to say?
2 - No.
1 - You're using at the wrong end?
2 - You said it not me (laughter).
1 - Here doggie, doggie where are you doggie, doggie?
1 - That doggie with socks on and shoes on and pants on even.
2 - You kook.
1 - Hey Shirley, your speedometers open you're going fifty miles per hour through town. Don't you know what your speedometer is?
2 - No.
1 - Well, it's this thing right down here, it's open.
2 - Dougie you are so quick. You used to know.
1 - Am I.
2 - Now good, now I could color the head.
2 - Dougie (laughs) you get back here.
2 - Doug get over here on your chair.
1 - Come here.
2 - Get over on your chair.
1 - Know who's on my chair?
2 - Gee (4 words unintelligible).
1 - I don't have anything to do except stand around and be taller than you.
2 - What?
1 - Stand around and be taller than you in the chair.
2 - Oh, come over here and (2 words unintelligible).
2 - You're getting told on by Mr. John.
1 - Come on Jimmy don't tell on me please.
2 - Well then stand.
1 - You've got a green hand.
2 - I know it.
1 - Please don't tell on me.
2 - OK I won't oh, oh.
1 - I think I hear Mr. John.
1 - Why don't 'cha hurry up Jimmy?
2 - OK now you use it.
1 - OK now I'll use it.
2 - But then give it back.
2 - Hurry up Doug.
1 - Your time.
1 - Cha cha cha cha cha cha cha we could get if we got a long ladder, look it what we could get.
2 - What?
1 - Look at all the books up there that we could get and read.
2 - There's some more book.
1 - Yeah, that's what I was thinking about.
1 - You know what?
2 - I don't care, right now I'm busy I can't tell which side is which.
1 - Hey, did Mr. John say we could read?
2 - Nope, and I don't think we had better.
1 - Hey, have you got a bat and ball?
2 - At home.
1 - I wish you would bring it.
2 - Why?
1 - 'Cause, he didn't say we could play play baseball.
2 - Oh Doug.
1 - Hey.
2 - What?
1 - Should I jump out the window? One's open two of 'em are.
2 - I don't care, you'll fit, not me.
1 - Land in the soft grass.
2 - Those are bushes if you happen to know.
1 - Let me see.
1 - Oh no, not right out of my window. Not right out of your window.
2 - Oh oh you'd better get here Doug, I heard Mr. John.
1 - Hey, it's my turn.
2 - I finished my painting.
   (9 words unintelligible)
2 - Hey, where's the brown and where's the white brown the white brown I need to color my - I can't either.
2 - Oh oh Mr. John, hurry up Doug.
2 - It would be easier to let him in Doug.
1 - Well I made another egg out of it, that's what I did.
   (5 words unintelligible)
   (Singing)
APPENDIX B

TRANSCRIPTION XXI

1 - Normal Speaking Boy
2 - Normal Speaking Boy

1 - (Whispering) He said we could do anything we want, but not read books.
2 - Yup.
1 - Hey Mike, don't take very long, let's just underline or the crayon.
2 - What's that John?
2 - An Easter egg.
1 - No.
2 - What? Is it going to be something?
1 - You're going to find out.
2 - What's that - that's (1 word unintelligible).
2 - Mr. John has big kids.
1 - He said we could talk out loud.
1 - Mr. John, Mr. John has big kids in here too.
2 - No he don't (4 words unintelligible) hey what's that thing between the
1 - That's what I thinking trying to figure out.
2 - What's that thing?
1 - Ask Mr. John when he comes in.
2 - Yeah.
1 - Oh a face right? You can make a mouse right?
2 - Ruh?
1 - Where?
2 - You know what? Didn't you know I was going to make a mouse?
1 - What?
2 - You thought, you know what I'm making, I'm going to make a funny clown.
1 - (Whispering) You know how I make a clown? I make his face upside down (laughs).
1 - Why don't you? You can.
2 - Just turn it over.
2 - When Mr. John comes back in, show him, hey I got ah I got a upside down clown.
1 - Yeah.
2 - See it's just going to be a little clown, wait I'll make his.
1 - Why didn't you make him, why didn't you make him have a little body?
2 - That's what I'm going to do. I'm just going to make him have a little body and I'm going to make him have little feet.
1 - Going to have a big head?
2 - Yeah see.
2 - What are you making? Mr. John is going to say "What the goodest picture we can make". What what are you going to make?
1 - An Easter bunny and a Easter rabbit. I'm going to make a great tree right here.
1 - What (3 words unintelligible).
2 - I'm going to make 'em after you're and then I'm going to make some little balls.
1 - What is he going juggle, yeah, then why don't you make some of them on his hat?
2 - Yeah, I'm going to make some on his hat.
1 - I saw Mr. John, he looked through the window.
1 - We're going to dye some Easter eggs tomorrow.
2 - We're going to dye, we might dye if we dye them.
1 - Huh?
2 - We probably, probably, he's looking through there, watch him, probably, what's that?
1 - That's a tree.
2 - Tree? You watch over there and make sure he don't peek. Here, I'll make three balls.
1 - If it was Christmas I'd make a Santa Claus.
1 - I heard him, didn't you? Did you hear him? I did.
1 - Hurry up.
2 - And you now you watch.
2 - I hope Mr. John gets some more crayons don't you?
1 - Yeah.
2 - I think this is the second time I've been down here.
1 - This is the first, I mean the second time you know why?
2 - Because I've been down here to punch that clown.
1 - So have I, I've been down because I was in here.
2 - (2 words unintelligible) One hit his head, one hit the clown's head.
1 - I hit his nose and just about knock him.
2 - There, see he's a juggling.
1 - How don't we've got to take our time again until he gets some more crayons.
2 - What?
1 - We can make any more until we get some more crayons.
1 - You can color - there.
2 - I'm going to make some I'm going to take some and make some great great big old balls.
1 - You can color.
2 - I can make I can make a Easter bunny, wait and be quiet.
1 - Here.
2 - We stay down here fifteen minutes.
1 - How do you know?
2 - Because he told them you know he told us.
1 - I know he said he go in there to long.
2 - This is going to be a Easter egg.
2 - Heck why don't you make ah ah ah orange ah orange Easter egg and play like they dyed it ah orange orange dyed it orange orange.
2 - Huh?
1 - I see some crayons.
2 - Do you see pink?
1 - Pink? Pink?
2 - He might be looking through that window.
1 - Don't write it.
2 - Buh?
1 - Don't write it.
2 - It probably has a great big nose.
1 - Why don't you make one, why don't you go like this? Find his heart.
2 - Find his what?
1 - To find the (1 word unintelligible) no like this.
2 - Hub un, he's she's got to have great big old eyes.
1 - Make
2 - Don
1 - What are you making?
2 - I wonder when he's going to come?
2 - I'm going to make ah, that's what I say.
2 - He said we could talk out loud. You ya hoo. (3 words unintelligible)
2 - Wow look at that big ya hoo, see that big faucet? He washes his hands over there. (laughs)
2 - Ah what's that for?
1 - Tea tea set.
2 - Hey let's go write on it.
1 - Tea set know what?
2 - He said we could do anything we wanted.
1 - Hey, where's the clown? I'll punch him.
2 - Yeah, punch.
1 - Hey where's the puppet? You know hang on (1 word unintelligible).
2 - Is that it? Is that it there?
2 - Look it, there was Mr. John. Mr. John he's peeking.
1 - Where?
2 - I said how are you?
2 - Hey look.
1 - What?
2 - Is that all you're making, that's him.
2 - Yeah I could see him.
1 - I can see his, I could see his shadow.
2 - Yeah, I saw his shadow.
2 - When Mr. John comes back him ask him if we can write on his chalkboard.
1 - Buh?
2 - Ask him if we can write on his chalkboard when he comes back in.
1 - I already did that once.
2 - Ask him again.
2 - Or ask him to if we come (laughter).
2 - Didn't he tell us that we could do anything?
1 - I'm going to have tell him that.
2 - Buh?
1 - I'm going to tell him that.
2 - What?
1 - What you do there and didn't even know (4 words unintelligible).
   (Laughter)
2 - I saw it once.
1 - Hey look the mirror is way over there.
1 - Hey the mirrors even in there.
1 - Hey, hey, the mirrors even in there right down in the see it.
2 - I don't see no mirror.
1 - Well get down here. See?
2 - Un huh (laughter).
2 - I don't see that mirror.
1 - How can the mirror be on the roof?
2 - There's another one.
1 - Where?
2 - Out there by the clock.
1 - Where? Hey look.
   (6 words unintelligible)
2 - Jump up.
1 - I went like that I jumped to the top.
2 - Let's ask Mr. John if he's got any puppets.
1 - Pink, pink.
2 - How did the neck hurt, hurry up, I want that.
2 - Come over here (laughter).
1 - You got a hic-up like a monkey.
1 - What's that thing?
2 - What?
1 - Huh?
2 - Go find out what?
2 - Go find my bike.
1 - Go find my bike.
2 - Go find my bike. (3 words unintelligible)
1 - What's that?
2 - It's a ball.
1 - There he is.
2 - Mr. John are you out there?
2 - We're still coloring.
1 - You mean you are.
2 - I won't get done.
APPENDIX B
TRANSCRIPTION XXII

1 - Normal Speaking Boy
2 - Normal Speaking Boy

1 - I beat you to it.
1 - You go over to the chalkboard and you can color on it and then
and then the crayon you see (6 words unintelligible) and then the
crayon and then it starts poppin' up and down and then pop. And
then it goes (4 words unintelligible) and then it goes (4 words
unintelligible) and then it goes (5 words unintelligible) oh
this is a trick. Here let me write something.
1 - My my name is Greg and then I'll write my name on that and then he
says and then it starts talking and then it says "Don't color me."
2 - Does that hand go up and down?
1 - I don't believe it, two pieces of paper.
1 - Yeah two pieces of paper and I got one.
1 - And now there's something.
2 - You may (1 word unintelligible) my (1 word unintelligible). Go
ahead you (laughs) what are you going to write? What's your name?
1 - Russell.
2 - How do you spell your name?
1 - R U S S E L L.
2 - What (3 words unintelligible) you?
1 - U S S.
2 - S.
1 - L.
2 - No this C yeah (laughter).
2 - K? L E.
1 - E? Don't you know how to make a E?
1 - Russell er ah uh.
2 - L L I don't even know to make a S.
1 - Make a (1 word unintelligible) right.
2 - That's a little R, make a big R.
1 - Yeah sure.
2 - I mean, take ah oh oh.
2 - Oh oh what do you mean?
1 - R U a big S.
2 - You make yourself you make make make a little R. Oh,
1 - What should I make?
2 - You make ah make make a dog.
1 - A dream boat I dare you to go. I dare you to go, I'll bet you a
hundred bucks you don't go in there and hold it.
2 - A hundred bucks? Wow.
1 - You bum.
2 - The office is is under then it talks with the telephone there. The
speaker's down there.
(6 words unintelligible and laughter)
2 - I'm writing on your paper.
1 - You're suppose to make something on your paper.
2 - Was the paper for (laughter).
1 - Over on the board.
2 - Huh?
1 - Over on the board, is one (laughter).
1 - Oh boy, you said you can't make one.
2 - I can't make a hand.
1 - A potato chip hand.
2 - A tomato? (Laughter)
1 - You make something.
2 - OK.
1 - Dark, huh, you make one dark.
2 - Dark (laughter).
1 - Hurry up before he comes, I can hear him moving around.
2 - Say Tony.
1 - I may get underneath it (laughter).
2 - I help.
2 - You ought to have a comb.
2 - I know but this is my first tooth out that's my first, that's my only tooth out.
1 - Be quiet (2 words unintelligible). I'm drinking a (4 words unintelligible). Want to see a fire cracker? Do you want to see a real one?
1 - It will blow me up. It goes it go then it goes ah then it then it goes it like that and then it bounces, it goes stuff down error then it goes errrrrr.
2 - Aren't you going to make anything?
   (3 words unintelligible)
2 - I don't know.
1 - Fifteen minutes is up. What takes him so long? What's what time is it, really?
1 - What else can we I do? I've been up here before but I don't what he's doing. He don't know what was to stick a phone in these uh when that rings then if you ah (laughter).
   (Laughter)
2 - Oh be a good mama (laughter) oh what 'cha going to make?
1 - I know you I can really do that.
2 - He said go ahead, what are you going to do?
1 - Go ahead, what 'cha going to do?
2 - Go to the bath room.
1 - You'd better make a picture go.
2 - That one and another one and then and then for sure, pretty sure and then (3 words unintelligible) then I'm going to have some, let me see and then then go sh sh sh.
1 - Oh you make too much noise.
2 - Here he comes.
2 - Hurry up.
1 - You quit.
2 - You missed me out.
1 - I won't, don't worry. I'm pretty good. Now what am I going to make? I think I'll make ah Mr. John. I can't our whole class wanted to (4 words unintelligible) with green. (Laughter)
1 - Hey listen that what, I can see that I can see too.
2 - Yeah, the crayon crayon goes (3 words unintelligible) and then it
goes, (4 words unintelligible) and it goes so fast that (6 words
unintelligible) tries to shoot and he goes, and he puts on his
parachute, and I'll land on the ground and get the crayon. And
then then (4 words unintelligible) and this is a rocket that goes.
And it lands right here and then it goes it goes then it goes up
(laughter) and it goes there. Did you get it?
1 - What?
2 - Did you get it?
1 - Did I what?
2 - Did you ever see - no - say no.
1 - No.
2 - OK (6 words unintelligible).
1 - Well I won't know.
2 - Look, say it mean something. Say it means say Paul (9 words
unintelligible) wow the big old oh the big old kindergarten oh the
big old (13 words unintelligible). (Laughter)
1 - Well I had it anyway.
2 - Well I'm going to go in and see what happens.
1 - Mr. John will get real mad (laughter).
2 - I know, I know something, he goes, he runs in there and say peep.
1 - Where's that crayon, there (laughter). (9 words unintelligible)
2 - Guess where the crayon is?
1 - I think, in you hand.
2 - Where, what hand?
1 - In your (1 word unintelligible).
1 - In your hand?
2 - No nope.
1 - Hey, come on I want to make something OK then you (3 words unin-
telligible).
1 - Hey what can we use if we move (3 words unintelligible) would it
be worse?
2 - Yeah.
1 - Worse if you fall all over the place, I hope you fall.
2 - Here's Mr. John.
1 - OK then what?
1 - I'll stand up on this chair.
(3 words unintelligible)
1 - And ah (7 words unintelligible).
2 - Oh oh.
1 - You'd better get (2 words unintelligible).
2 - Don't peek.
2 - Quit your peeking (laughter).
1 - You'd better do it.
2 - I'm not peeking OK then I can see your eyes, hey an don't you peek
won't 'cha.
1 - I won't (laughter).
2 - Not yet.
(6 words unintelligible)
1 - Oh oh close your eyes.
2 - Ruh un huh un.
(3 words unintelligible)
1 - He isn't here (moving away from microphone).
1 - Did you?
2 - Nope, I don't care.
2 - Wanna go?
1 - Do you?
2 - No, I (6 words unintelligible).
APPENDIX B

TRANSCRIPTION XXXIII

1 - Normal Speaking Boy
2 - Normal Speaking Boy

1 - But why has he only got one crayon?
2 - I don't know.
1 - Well he said we could color.
2 - Yeah but (laughs).
1 - Yeah it's not going to be easy for both of us to color at the same time. Let's see, look at that what, what is it?
2 - Oh I know.
1 - What?
1 - School voting and stuff. I wonder what the job is going to be?
1 - Don't ask me, I've never been here before except once, he asked me to come in and punch his clown.
2 - Yeah, that time he tested, he had all the (1 word unintelligible) kids come down to see who needed - you know.
1 - Yeah to to come everyday, we have three or four people in our room that have to come. One of them got off duty and doesn't have to come until next fall.
2 - Hey you've never saw a green trunk on trees but ah.
1 - You have to be somebody.
2 - Huh?
1 - You have to be someone.
2 - Well it could be, I've heard of green bark before.
1 - Yeah.
2 - People painting the bark.
1 - Yeah that's usually, green bark is usually.
2 - But brown, but a green tree trunk I didn't quite
1 - Understand.
2 - How what is he?
1 - I wonder what I wonder job's going to be.
2 - So do I.
1 - This is the second time I've ever been here, I thought he'd never want me.
2 - Don't ask me question one because I
1 - He he tried to jump me stick to stickler he tried a lot of sticklers on me, he never got me once.
2 - What was what'd what'd he try on you?
1 - Ah, he tried sticklers because ah I was well I've been here before but
2 - Well, I've been here before too.
1 - Oh oh.
2 - What?
1 - Get mad.
2 - He will.
2 - No.
1 - He said to do anything we want to.
2 - Well come on.
1 - I'm not.
2 - Did you hear that?
1 - You'd better be careful.
2 - I've never heard of a green street before.
1 - I'm glad it's ah a color (coughing).
2 - That's silly.
1 - Putting out one crayon two people.
2 - You know it.
1 - He probably used our room and then your and your room.
2 - I've never been down here before so I don't know what it's like.
1 - Well neither do I, I've only been down here once before.
2 - Well that's when you - you know.
1 - Un huh.
2 - Have to see if you have to come.
1 - Yeah, see when ah your voice, if your voice needed correcting.
2 - I don't, I don't need that.
1 - Neither do I, I had that already. I had already but I don't need to do ah well I needed it once.
2 - We've had a girl that's like this (using a falsetto voice he says) "Hey, I want you to do this for me, you see I don't do anything about it". And that's how she talks. Hey there's our books.
1 - Yup.
2 - Our yellow and our blue and our science books our.
1 - Blue, yellow.
2 - And our work books.
1 - Science.
2 - And ah
1 - There's our blue work books there's our green work books.
2 - There's a great big picture ah of our
1 - Yeah science books.
2 - Jimmy - this is where we get all of our books.
1 - They store them here for Mr. Stone, he stores them in here probably.
2 - Yeah, we've had some of these books before. A lot of these books though are second grade books. Like ah those are third grade arithmetic books.
1 - I wonder what he's doing in there?
2 - I do too. There's probably do nuts that's what.
1 - What?
2 - I say he's probably doing something nuts.
1 - He's probably peeling a nut (laughs).
2 - I doubt it but.
1 - What could he be doing?
2 - Peeling, eating an orange.
1 - What are you making? Car, truck?
2 - You'll find out.
1 - That Mr. John really puzles me.
2 - Why?
1 - He's been gone over fifteen minutes.
2 - Doggonit you dummy.
1 - Oh it's about, just about, just about one o'clock.
2 - Hey, there's the teacher's Think and Do.
1 - Get down.
2 - Think and Do books, green ones.
1 - Those are probably for second grade, second or third grade.
2 - I know it.
2 - Why do they store all of the blue science books?
1 - That's not our's, no sir we've got pink ones haven't we?
2 - Yeah, yellow science books, grey science books. Those blue science books is more like some of them.
1 - That's probably third or.
2 - They're look more like ours, right there, they're not so big.
1 - I know, but those pink ones are our's, up there are the pink ones those are our's.
2 - Yeah, those are our's and these are about the same size but ab third and second graders ah science books are bigger. So ab.
1 - That's probably in case ah they don't have enough science books for every room, all of one color.
2 - Ah maybe ah
1 - All I think all of these books are second or third.
2 - We got, there are some of our books in here.
1 - Yeah, like the blue and the green and the yellow and the pink our books the top ones are all our books I guess.
2 - Why has he got cots in here?
1 - Why?
1 - In case somebody gets sick.
2 - Sick?
1 - I don't because one day when this one afternoon down here there was a girl that in and laid down.
2 - When they're sick.
1 - Yeah, I saw her too, I thought they laid her there for punishment.
2 - Huh um.
1 - Sometimes they do, here's an orange, oh.
2 - What is that tube.
1 - Think and Do book.
2 - Oh speaker, speaker.
1 - Shh don't don't don't touch it.
2 - Oh.
2 - I wonder where that goes?
1 - I hope it don't do to the one in rooms.
2 - Ah hey ah we'd really be in trouble.
2 - Yeah, they might not know who did it.
1 - I hope not.
2 - They could come down to the office and find out.
1 - Why? The office wouldn't know.
2 - And Mr. John would know he this was in here and he would come in here and he would say were one of you two boys touching that? We'd have to tell the truth you know.
1 - Mr. Stone, I wonder which room that went to?
1 - I wonder which room that went to if it goes to a room I hope not fourth graders.
2 - Huh? Did you hear that noise?
1 - Yeah.
What was it?
Probably just some time thing.
If that speaker does go to a room I wonder which room it goes to?
You'd be in trouble.
I hope it goes to Mrs. LaHuis's.
Why?
That's my room.
I hope it don't go to Angeletti's.
Why?
That's my room.
You'll probably get it even if you didn't do it.
Huh?
You'll probably get it even if you didn't do it.
I would not. I'd tell them that you had did it, you did it. Yeah and you'd tell I did it we'd probably both get a spanking.
Yeah, because they wouldn't know if we were telling the truth or lies so ah if you said you didn't then we'd and maybe you did they both they'd get us both a spanking.
I know we sure are because the one that.
He's talking and I don't know what about.
Maybe if we'd get closer to the door we might be able to hear.
Yeah, he'll come in hey, what are you doing here, ha.
Who will come in?
Can I use your green?
No, not yet.
I didn't make anything on my paper.
Did too.
Where?
On the other side.
I wonder what papers we were suppose to draw on.
These, he told us to draw or do anything we wanted to.
If we wanted, if he said we could do anything we wanted to let's read a book (laughs).
He said we could do anything we wanted to.
Are you nuts?
What?
I know better.
Why?
Well probably get in trouble.
He said we could do anything we wanted.
Yeah, that means drawing anything and stuff.
Anything we want to, let's wreck the whole place.
Oh you could reach it.
Well I know what I could do, bust the window, bust the mirror, tear all the pages out of the books and.
You'd be in for it.
Yeah, you're not kidding.
We would.
Yeah, we, if we both did it that is.
If you did it and Mr. John found you doing it and me sitting here reading, coloring he would blame it on you.
Hey, could I use the green?
Not yet.
We're we're only coloring let's look at something else, I see somebody's feet.
2 - Where?
1 - I did see somebody walking in there.
2 - It might be Mr. John, did you draw on the other side?
1 - I shouldn't even said that should I?
2 - Huh?
1 - I shouldn't even said that.
2 - No, I'm just about through.
1 - Can I use the green?
2 - Just a minute.
1 - I got it, you didn't use it you stopped using it and went and
got a drink so I got it.
2 - Well ah, why haven't you got your sleeves rolled up?
1 - Because I like 'em.
2 - I hope he doesn't give us a shot.
1 - Of what?
2 - With a needle.
1 - I hate shots.
2 - So do I they hurt, except when when I'm real sick, when I was in
the hospital once, when I had my toe smashed in the garage door
I had to have a shot right it hurt the most.
1 - Where in the butt?
2 - Huh un.
1 - Right in my big toe, oh that smarts.
2 - But you didn't care did you?
1 - It hurt but I didn't care so much.
2 - I was sick with the ammonia I wanted a shot, because I was sick
and I knew I had to get back to school, I was out of school a
whole month.
1 - Well you think that's something, I was out of school a whole
month before. And one boy he came in this one day and I got ah
my aunt well my Aunt Thelma, ah she teaches school and and and
he's in fifth or sixth grade I don't know which, I think fifth
and my Aunt Thelma teaches his grade and he said and my mother
asked (2 words unintelligible), Mrs. Boyd? And he said yes.
So that was my Aunt Thelma. So I was in the hospital he was in
the hospital, in the same room so she could come and see us and
we could both be together and then he was out three weeks or
more and that's a lot of school he missed too.
APPENDIX B

TRANSCRIPTION XXIV

1 = Normal Speaking Boy
2 = Normal Speaking Girl

2 = Let’s try that again. Let’s erase that OK?
1 = OK.
2 = Otsego you got it.
1 = Otsego, no I got some.
2 = I got to make to my name, I gotta make a (1 word unintelligible) he said make anything you want to.
1 = Yeah.
2 = I can’t I can’t make a tree.
1 = One crayon crayon.
2 = You know what? (4 words unintelligible) hope he gets you out of it.
1 = Why Jan?
2 = I thought you said that window.
1 = Why didn’t you say this window?
2 = I got the crayon that you did.
1 = This is the first time I got to come down here.
2 = So it’s the first time I got to come down here.
1 = He said, "Would you like to help me?" And I said yes, but I was still doing my work.
2 = I wasn’t I was all done with my work.
2 = Oh, I I forgot to do one page so I had to go back and do it. Boy was that a hard page.
1 = Every almost every page in my workbook is easy.
2 = Goll guess what?
1 = What?
2 = We had a second grader in our room and I beat him done with my work.
2 = That was kind of funny wasn’t it? Having a second grader in our room. You know why he was in our room?
1 = Why?
2 = Just, I’ll tell tell the real thing. He doesn’t get his work done.
1 = What’s that? The grass?
2 = Yeah, it’s got (4 words unintelligible).
   (14 words unintelligible)
1 = Green house? (Laughs)
2 = No.
1 = Yeah.
1 = OK I’ll make whatever you make.
2 = Make you can make something else if you want to, because I’m just making a green house and some grass.
1 = I know what I want to make.
2 = Gee those are a bunch of jets that’s what jets sound like.
1 - I think that's a mistake.
2 - Mistake and was time for war.
1 - You mean now?
2 - Yeah (laughs).
1 - Once we went out in.
2 - All we got is a green house.
1 - Guess what? Once we went out in the lake and ah on we were practicing in case any bad guys came or I still don't know how to swim do you?
2 - Yeah.
1 - I don't know how to swim.
2 - I do.
1 - Just like that though but I can't get, can you go like this and keep your eyes open?
2 - No, I don't.
1 - Can you go under water keep your eyes open and shut your mouth and shut your nose?
2 - I don't lug it - my nose.
1 - I do, I don't go with my eyes open. I go down with my eyes open.
   Because my nose.
2 - Me too. I just jump in head first. I didn't jump in, I dropped in but I fell in head first.
1 - Yeah, but all I could do was in the bath tub I had to stuff my head down with my eyes open.
2 - I do too.
1 - With my eyes open but my nose plugged.
2 - Not me.
1 - What about your ears?
2 - I don't I like to get my ears clean, don't you?
1 - Un huh. But I don't do it.
2 - All I go is like that. Sometimes you open my eyes. Hic.
1 - I get it everytime I chance or make something.
2 - I know you do but I'm not done.
1 - Huh?
2 - I know you do, but I'm not done.
1 - Here he comes.
2 - I've got to make a window.
2 - Goll, he's got a flat crayon now. It was quite sharp sharp but now it's flat. Kind of sharp though.
1 - Hey, I can't make I can't this is where we got our books (laughs).
2 - And our science books.
1 - Yeah, all those books are ours, give us our books there there's not our books.
2 - No.
1 - Those are old ones those those right there are new ones. I think some of them are new and some of them are old. And I the
2 - Green
1 - Days and
2 - Lookit green rain.
1 - Books he said look at anything you wanted.
2 - Green rain too.
1 - Listen to this. This here's the books ah these here's our books and these are the new days and deeds,
2 - Lookit lookit he's got new books.
1 - Those aren't ours.
2 - Hey lookit is he getting near these books are (1 word unintelligible).
1 - Look at the books. Hey our books again.
1 - Science books.
2 - Hey how about these (laughter).
2 - Go on hurry up.
1 - I think someone's coming.
2 - I know it's a word. Haven't got no crayon though oh oh no but I hate to do it.
1 - What is it?
2 - A tree. He said make anything you want to.
2 - Well you said you are going to make the thing I make.
1 - Huh?
2 - You said you said you are going to make what I make.
1 - I know.
2 - Well I have a green tree.
1 - So have I, this is, this here.
2 - Oh I forgot to do something.
1 - What?
2 - All red I'll make this dark.
1 - Yeah better like the tree out there.
2 - Yeah green trees. Here's one with green tree and green rain.
1 - And green tunnels and green grass. Hey we forgot to make our name on it.
2 - Well maybe Mr. John doesn't want our name on it.
1 - Yeah, yeah, yeah let's ask him OK?
2 - No, alright, this is to Mr. Stone, what are we going to do when he gets done doing things. There, when he gets done, when when we get done, let's look around.
1 - Here goes the hills.
2 - Oh not my hat.
1 - There's how I make them.
1 - Is it?
2 - Un huh, I want to drink.
1 - Drink?
2 - Yeah.
1 - Oh there's water, I'm going to get a drink too.
2 - Push.
1 - OK.
2 - Hey push me.
1 - OK that's enough of it, let me get a drink.
2 - You're going to turn the (1 word unintelligible) on.
2 - Hi Mr. John, hey Mr. John is in there (laughter).
2 - Gonna make the grass don't I? And fast.
1 - Hey lookit, let's pretend that that's a house, lookit.
2 - That ain't no house.
1 - Look inside of there. There's (1 word unintelligible) one, look at it.
2 - Huh?
1 - Here's some books you want to look at.
2 - Hey we never read those books.
1 - Those are fourth graders.
2 - No, those are our books. That's ah that's our book. Up there's our science books right?
1 - Right, I see John.
1 - Let's see, could read, he said we could we could talk loud yeah.
2 - OK let's talk loud ah.
   (Screaming)
1 - Hey, I see feet over there.
2 - Huh?
1 - See feet down there.
2 - I do too. Hey, my nose is kind of wiggly that's why they (I word un intelligible).
1 - I got to look around 'cause there's nothing else I can do.
2 - Oh, oh I bumped both of my sore knees, because I was walking from the (I word unintelligible) and they went skid they went and ran and I went and skid on the one the sidewalk. I hurt both of my knees.
2 - OK.
1 - You'd better get done with that crayon before I (I word unintelligible) you.
2 - Man, what's in there?
1 - I don't yet but this is the (I word unintelligible).
2 - Go through the windows.
1 - I can't.
2 - No curtains.
1 - I can't.
1 - Sit by the same boy.
1 - Let's scribble on this sheet of paper.
2 - Mr. John.
1 - Scribbling on it, he's only a baby.
2 - What are you doing?
1 - Coloring (laughs).
2 - You forgot to do that.
1 - I know (laughs).
1 - I shouldn't do it so fast huh? Here it makes it kind of blurry.
2 - A tornado is coming up.
2 - A tornado's coming off the grass.
2 - OK, OK.
1 - I'm not done.
2 - OK, are you going to draw something else?
1 - No.
2 - Hey, Mr. John.
   (8 words unintelligible)
1 - Oh, oh lookit lookit at the giant up there.
2 - What giant?
1 - I mean a plant, plant see that little thing that little hole?
2 - Yeah.
1 - Looks like a plant in there don't it?
2 - Boy this is kind of a high table ain't it?
1 - Lookit, I'm sick, I sick I'll have to lay down (laughter).
2 - No, you aren't, Mr. John was out there and Mr. Stone.
   (Whispering 10 words)
2 - Mr. Johnnie is out there, Mr. John oh, oh dirty table (4 words unintelligible) I'd better read the book.
1 - You can't.
2 - Let see which book do I know how to read? Second graders, I read the second graders, oh I can't read the second graders.
1. That we tell book.
2. More friends and neighbors. What if you had more friends than neighbors?
   (Laughter, 10 words unintelligible)
1. Lookit, lookit, lookit this goes with these workbooks right?
2. Right. Think and Do book.
1. Lookit if that goes with this.
2. Think and Do book.
1. Goes with this.
2. Think and Do book.
1. I want to, this goes with no book. There's your science books right?
2. Wrong, they're ours.
1. Lookit that's their's and that's their science books.
2. More - I don't know those words.
1. Here here's something in their thing.
2. Can to, the furnace. Now I'll shake my head zzz.
2. I got to hurry up - don't I?
2. Mr. John I'm getting sick I better tell him I gotta go to the toilet and I don't know where the toilet is.
   (5 words unintelligible)
2. He does to, probably a door over by that door. I saw Paul, I saw him go by that door.
1. Did you?
2. Yup (3 words unintelligible) he said to go through that door. But he's not there.
1. How did you twist the table?
2. I go just like this, I guess I go (laughs).
1. Why did you do that?
2. I don't know why, I don't like him, I don't like him, I don't like it, ow. It looks me though.
2. Gee, I almost lost my voice.
2. You said smear your face, so I smeared it up. Now I smeared all faces. I can see you. She smeared I can see you.
2. Let's see.
1. You wrote on me really, you run a green mark there.
2. Wash it off.
1. Did too (3 words unintelligible.)
2. Did it?
1. Yeah.
2. Piggy.
1. Piggy yourself.
2. Oh, oh.
1. You tore my piece of paper.
2. Tell Mr. John (laughs).
1. I'm going to tell Mr. John.
   (8 words unintelligible)
1. Huh?
2. He's got a typewriter.
1. Why are you walking around?
2. Oh, oh lookit, Mr. John's a naughty boy.
1. Why?
2. Look what he did (laughs).
1. What?
2 - See on that mirror.
1 - You got there.
2 - He did a ticket a ticket I lost my little paper. You
APPENDIX B

TRANSCRIPTION XXV

1 - Speech Defective Girl
2 - Normal Speaking Girl

(In this project, neither subject said a single word. Some coloring took place but no conversation or verbal output.)
1 - Speech Defective Boy
2 - Normal Speaking Boy

2 - You know this is the first time I've been here.
1 - Not me.
2 - Yeah, you've probably been here a lot of times. Because there's
four kids in my room that has been here a lot of times.
1 - Everybody in my class hasn't been here all all of the time (sighs).
(7 words unintelligible)
1 - Say it up there.
2 - I wonder what that that is over there with them curtains on it.
1 - It must be (2 words unintelligible).
2 - No, I have puppet pictures.
1 - It looks like one and there's another one and it don't have
curtains on it.
2 - Huh um - that this doesn't have cover black cover on it that's a
real dark black.
1 - And that's black isn't it?
2 - Yes, but that there good that's kind of a light black there.
1 - I don't care if they both look like almost - alike.
2 - Yeah, but this one over here is the light black and this is the
dark black over here.
2 - I've been only in here once. Mr. John wanted me to come and help him.
1 - Oh the first time I came he wanted me to help him.
2 - I I came here with four kids and had a clown sitting right there
ha.
1 - Ha he's gone.
2 - Yeah, and we took a punch at him and I knocked him down. So he
laid down.
1 - Yeah, but Pam you know what she done?
2 - What?
1 - She socked him right in the nose.
2 - That's what I did, I had I had one of them things.
2 - That's what I did, I had I had one of them things and I I knocked him
down. So he lays down. You know what? There was a great
cake of sand in it about like this 'cause when I hit the bottom of it,
man that kind of hurt my fist.
1 - Yeah, that thing might be hard and I never hit him in the nose
(1 word unintelligible).
2 - It isn't isn't easy to hit him. Boy all I have to do a thing baloo.
1 - Yeah, just hit him just hit him in the stomach. Yah, hit him in
the stomach and he falls down on the floor.
2 - No, he won't if you'll make a noise boom like that (laughter).
2 - Well, there's three poems in ones in the nose, one's in the tummy
and one's on his tie in the tie of him.
1 - If the time is almost one o'clock.
2 - Five minutes to one.
1 - Un huh, that's what time it is, I know my time anyhow.
2 - How can you tell without it's not even, how do you tell the time?
2 - Well you see um.
1 - It's not at a five, if it was on five.
2 - If, if, if, was on a five it would be, it would be thirty minutes to one, a half an hour to one.
2 - You know what? I think he's listening here.
1 - 'Cause, did you hear him talking?
1 - I didn't hear them, I did hear them laugh.
2 - They said, "Hey, you know what?" They said, "Hey, you know what?"  
1 - If they talk real loud, we hear them. Mr. John comes (9 words unintelligible) oh (sighs).
2 - You know what we're we're in the first books there the pink ones there.
1 - Yeah, we are too.
2 - The pink ones are right down on the bottom and the white words.
1 - Did you see that yellow one, gee look at that blue one. Look at that yellow one.
2 - Un huh there's blue ones.
1 - Look at that green one.
2 - Ah that green one up there, that great big green book. You won't see it in these small yellow books and pink books and blue.
1 - I can see.
2 - The grey books and.
1 - There's a whole lot of them red books and blue green ones.
2 - There's a lot of books. We went past the we we went past our yellow ones.
1 - We have too. What what book you in?
2 - Blue.
1 - Blue.
2 - We're just about finished with it we got to go through through it one more time though.
1 - We do too, but we aren't even done with ours we're only up to ah oh I don't know how.
2 - Well, are you in the nineties or eighties or one hundreds?
1 - One hundreds?
2 - We're in the I'm in the first group and I'm in the one hundreds. I'm one hundred and eighty-eight.
2 - I've only got three three more chapters of it ah three more stories.
1 - Wow.
2 - Stories of it. Then we'll have to go through it again.
1 - Then then if you.
2 - Then then the last time we go through it, it only takes a a week, and man and you know how fast a week flies.
1 - Yeah.
2 - In the summers it goes long.
1 - Yeah, but ah.
2 - But the winter.
2 - An in in the winter boy days really fly then time don't, we we could get out at four o'clock if we didn't know the time.
1 - Yeah, my dad went.
2 - The buses won't even know time to go.
1 - You know what? My day you know what my dad done? He was sleeping
and guess what? My brother woke him up.
2 - Yeah.
1 - At five o'clock.
2 - I have to wake my mother up at six when I get up.
1 - Ah I
2 - My brother has to come
1 - I have to wait, my brother wakes me up I always wake up then he
comes upstairs and makes me get out of bed and I have to go down-
stairs and get warm.
2 - Yeah, I sit I always sit on the (2 words unintelligible) after I
get out of our bed.
1 - I do too, I.
2 - Well, I'm always the first one up.
1 - When Sunday comes my brother was the first one up and when Sunday
came my brother woke me up again he went and sat on the furnace.
2 - You know what? I always slept 'till seven on Saturdays and Sundays.
1 - My dad
2 - And if I don't get up at six or if I get up at eight o'clock man
I'm going to miss some cartoons.
1 - Yeah, we miss 'em we miss 'em when everytime everytime we have to
eat breakfast at my my mother dad don't let us watch TV.
2 - Oh, I, gee, you're not lucky. I I'm the luck guy.
1 - Why?
2 - Because I get to sit there and watch 'em.
1 - Sometimes we we wake up my dad wakes up at nine o'clock we wake
him up at nine o'clock then.
2 - You said you said ah he wakes up and then we have to wake him up.
1 - Yeah, sometimes he wakes up.
2 - Wait, I wonder what that is there.
1 - Yeah, white books.
2 - I mean.
1 - You know my brother is already in it.
2 - One of those white books.
1 - Wow. Look pretty bird black pretty bird purple bird.
2 - Gee, we're in our blue books way up there, see 'em.
1 - We are too.
2 - If you stand up you can see 'em better. Can you see 'em now?
1 - Un huh, do you see those yellow ones up there?
2 - Yeah, we've passed 'em.
1 - Hey, see them blue ones three.
2 - Twelve to one.
1 - Not twelve to one, it's one o'clock.
2 - One minute to one. One minute to one.
1 - Oh know that? Green.
2 - Give me that green.
2 - Was that the way your paper was? Well that was the way my paper was.
1 - I'd better put it back like it was (laughs).
2 - Well here comes Mr. John.
1 - Yeah, what's taking him so long?
2 - Well, maybe Mr. Stone is having a hard time finding them. Because
he's got a lot of stuff there. He's even got a paddling stick.
1 - Yeah yi yi yi yi yi.
2 - He's even got paddles that thin so if he puts them on you they'll break right in half.
1 - Yeah, one time on that my dad he wanted to spank me and guess what? He spanked me and the paddle broke.
2 - You know what? I know a little boy and he don't even cry when he gets spanked. He just does it and ah his mother once his mother ah ah got it him with a matter fly matter on the butt and you know what it did? And it broke (4 words unintelligible).
1 - You know what? My brother you know my brother he hit me right over the head and I cried. (laughs) (4 words unintelligible)
2 - I hear something. I just found it out you know the paper we're using?
1 - Yeah, but look at them purple books.
2 - Purple books?
1 - Purple never books and white.
2 - You mean those green ones?
1 - Huh um.
2 - Oh, I see them now, purple ones with yell yellow stripes you mean, oh, we'll read them.
1 - When will we
2 - We'll read them while we're in the second grade I know that 'cause that's next ah both of these books are next to first.
1 - All them books are ah for.
2 - Ah are for second grade and third, second and third.
1 - And that blue them blue ones aren't.
2 - Oh, them there are for second.
1 - If they green ones?
2 - No, they aren't there for fifth, those blue books there.
1 - Anybody could read them.
2 - Yeah.
1 - My brother he can read second grader book.
2 - What is he in, first?
1 - Gregory, he can read. He can read a whole book in somebody's in second grade he can read it.
2 - Oh, can I can read a third grade book.
1 - Well, I can't even read a fourth I can only read a first.
2 - I could read my brother's, he's in fifth.
1 - Oh hub, I didn't know he was a second grader.
2 - My brother don't want to do it so I read it to him (laughs) and I can do all the problems. That's kind of hard for me to do. Of course when when you get started it looks it looks kind of easy but when you get just about in the middle it's kind of easy like and that's the part I like.
1 - The Friday really comes real fast.
2 - You're not kidding. Then then
1 - Sunday (1 word unintelligible) Sunday, last Easter you know what? The first day of April fools guess what my brother brother my sister and brother did?
2 - What?
1 - Put dirt in my dad's coffee and my dad didn't drink the coffee.
2 - Oh baby.
1 - He went outside.
2 - You know if he if he did.
1 - He couldn't even sleep, he was sleeping then my sister and brother went downstairs and got the dirt and I was sleeping but I was awake and I couldn't have seen them I (I word unintelligible) the furnace. Had to get warm before I went out in the mud. My sister and brother they know.
2 - Sometimes if it's warm in our house I don't care about the furnace because my book gets warm.
1 - You know what? One time I put some you know that candy from Easter? Well I put it on the furnace, guess what?
2 - What?
1 - It melted.
2 - Well it was probably chocolate covered eggs.
1 - Yeah, my dad, you know what my sister done again? She done another thing. She she and my brother done she my dad my dad had sugar in the sugar bowl and they put salt in it and they and the chip dip in the salt bowl they put sugar in it and they and they put it in my dad's thing and he drank it.
2 - Wow.
1 - He he had a lick of it, it was salt and they had to daddy had to change it back around.
2 - You know what? I was gonna pull a joke on my dad but my mother wouldn't let me do it, pour out some, pour out one of the beer bottles so it's all gone down the drain and then I'm going to put water in it and put put the cap back on. Boy would he'd he'd spit that out and say say "What kind of beer is this" and I'd say April fool that's just water. Then I'd drink a beer and get out. But my mom wouldn't let me pull it.
1 - Yeah.
2 - He pulled a joke on me.
1 - Yeah, I can run fast fast with these shoes on.
2 - Think you can run fast.
2 - Why are them P.F. Flyers?
1 - P.F. Flyers don't.
APPENDIX B

TRANSCRIPTION XXVII

1 - Speech Defective Girl
2 - Normal Speaking Girl

1 - You don't know me.
2 - Doesn't he doesn't know me either.
1 - Mr. John doesn't know you?
   (4 words unintelligible)
2 - He knows me last last year.
1 - Did he?
2 - Yup, he forgot me.
1 - Guess what? I was in I I all the time when it was time to go we
   had to go down, all of us kids had to go down here.
2 - You know what these books are? These are this this bottom row is
   the sixth sixth something and it says the fifth and it says the
   fourth I don't what this one is but I think it's the second.
1 - My sister is third.
2 - Did he say we could color? No, I think I wish I'm going to wait
   for him.
1 - I'm going to color.
2 - It's strange in here isn't it?
1 - I'm going I know what we could play.
2 - Huh?
1 - I know what we're going to do. Why is those chairs right there?
2 - Chairs there?
1 - Yeah.
2 - It must be speech people's chairs.
1 - Last time (4 words unintelligible) these are new books right here.
2 - Un huh.
1 - My sister is mad because I was wet because she was.
2 - Your sister.
1 - Yeah, (4 words unintelligible).
2 - I got some I got some shoes like that but I got some buckles on
   right there ah faster and thinner and ah they're not shiny but
   they're black.
2 - Un huh, just like yours but mine (1 word unintelligible).
   (10 words unintelligible).
1 - I just don't want to any mom won't let me buckle 'em because she
   (2 words unintelligible).
2 - This is a brand new crayon.
1 - Yeah, it's pretty. What if the bell ring what if the ring and we
   had to go outside and we have to stay in?
2 - This this would be our recess. (Laughter)
1 - Hey, I wish we could stay down here for half an hour.
2 - Me too.
1 - I like to work.
2 - I like.
1 - You do?
2 - I do.
1 - I do too. I what happen I sneaked and I got one (4 words unintelligible) I got some work done then I forgot to write write my name write my name and I told the teacher, "Teacher I didn't do that". (Laughter)
2 - He'll probably close every there every hour probably.
1 - Yup wowie, hey, if we go outside and we meet, my name is Pam.
2 - Oh Pam, my name is Rebecca _____. I'm Beckie _____.
1 - Oh, I know, I know what you mean in that room and I don't like it (4 words unintelligible) I'll play with you outside.
2 - OK.
1 - I can't get this on, oh brother, doctor, doctor (1 word unintelligible) pushed that (1 word unintelligible) up here I'll show you. Watch.
2 - Better press this back.
1 - You know you know my sister?
2 - Huh un.
1 - Debbi, Shari, Shari's eleven.
2 - Shari?
1 - Debbi's last, she's nine.
2 - I'll say my sister's name Debbi and she's nine.
1 - I think your sister's and my sisters maybe not.
2 - I hope not, I know that, my head will fly off.
2 - Probably Paul's (1 word unintelligible) I mean push pushing this table on me because ah the think we're moving things around.
1 - Hey, you know you like games and stuff.
2 - Un huh marbles especially.
1 - You like to play marbles? You know my middle name?
2 - Huh un.
1 - Jean, not Gene Autry, just Jean. (Laughs) My sister says Pam _____. Jean Gene Autry hello Gene Autry, I'm not Autry I told her. That's the (1 word unintelligible). He's mean.
1 - Who?
2 - Mr. Stone.
1 - Sometimes he is nice.
2 - Yeah.
1 - Especially (7 words unintelligible).
2 - This is a small room isn't it?
1 - Yeah, I wish we could play you know we play we have a picture taken.
2 - I do too. I have to have my picture taken too.
1 - Where?
2 - In the gym.
1 - Mr. John knows it (2 words unintelligible) I wasn't in there because because I wasn't there because I had to go to the dentist (3 words unintelligible) the dentist down and I walked around.
2 - I walked, once I went to the doctor, I mean the dentist and I had five fillings.
1 - I have two this side and this side.
2 - One there, one there, one there, one there (laughs).
1 - I had one there, one there, one there, one there ain't that four? Because one, two three, four.
2 - Oh yeah, I did one. These are bullet proof.
1 - Yeah.
2 - Hey ah (makes machine gun noise).
1 - Yeah, bang.
(12 words unintelligible)
1 - Guess what? My mom cut my hair last last night and my hair was long.
2 - Was it long to the floor?
1 - Yeah, but it was long ah it was long come over here (15 words unintelligible) over here.
2 - You'll have to measure it and go.
1 - Where's my hair? (Laughs)
1 - You said you don't have no hair you shave it off.
(15 words unintelligible)
1 - Guess what? You know how you do A B C D E F G H I J K L M N O
   P Q R S T T
2 - U
1 - U
2 - S W X Y Z
1 - W X Y Z
1 - I can say A B C D E F G H I J K L M N O P Q R S T U V W X Y Z.
2 - Do it again.
1 - Now you say it after me A.
2 - A.
1 - B
2 - B
1 - C
2 - C
1 - D
2 - D
1 - E
2 - E
1 - F
2 - F
1 - G
2 - G
1 - H
2 - H
1 - I
2 - I
1 - J
2 - J
1 - K
2 - K
1 - L
2 - L
1 - M
2 - M
1 - N
2 - N
1 - O
2 - O
1 - P
2 - P
1 - Q
2 - Q
1 - R
2 - R
1 - S
2 - S
1 - T
2 - T
1 - U
2 - U
1 - V
2 - V
1 - W
2 - W
1 - X
2 - X
1 - Y
2 - Y
1 - Z
2 - Z
2 - See that's all there is to it.
1 - Yup.
2 - G
1 - G
2 - T G T
1 - G G T
2 - I see some new books down there, OK we'll look at them, down there see?
1 - I got them books.
2 - Are you in first grade?
1 - Yup.
2 - I am too, you can tell because I'm big.
1 - Hey, I wish you was in my room.
2 - Huh?
1 - I wish you was in my room.
2 - Maybe I'll be in, maybe I'll be in next year or maybe.
1 - Next year?
1 - Oh, I'm going to be in Brownies when I'm seven.
2 - I'm six. But this summer I'm going to be seven.
1 - (5 words unintelligible) Brownies.
2 - I'm going to go to Brownies pretty soon.
1 - Well where where where are you going?
2 - To the Baptist Church Church, my sister is going to be a girl scout and I'm a Brownie.
1 - Hey you mean the brown old one. That's what I'm going to be (5 words unintelligible). My sister is there she's a Brownie and she gets candy. (Singing) My sister said that old school is that your church?
2 - Old one?
1 - Yeah, brown old one.
2 - No.
1 - Yeah, yeah that brown old one and you know we have ah we have pic the ah the picture of it the Brown and when when when the build it was nice and pretty (5 words unintelligible).
2 - Was Jesus on the first window?
1 - Yeah, that's the one I go to. (Laughs) And all those windows where ah and you go by the school there and the church.
1 - We have to go there everyday but summer this summer you know what we gotta do? Got to go back to church, I mean school. Got buy those books I got to find that other Bible books.
(10 words unintelligible)
1 - I just had my hair like this.
2 - Did you? Mine's going to be like this here.
(4 words unintelligible)
1 - With a pony tail?
2 - I'm going to have a pony tail (3 words unintelligible) pony tail, mommy thinks it will stay if I brush it back like this one little end will take take.
1 - Alright close your eyes and open up. What do you see?
2 - A ring.
1 - What color?
2 - Green.
1 - Where where is it on my nose?
2 - No, it's on your nose.
1 - Well, it does a little on my.
2 - Huh?
1 - It does a little on my finger.
2 - Nose on your finger? (Laughs) No.
1 - Have you saw a skunk?
2 - A dead skunk. Well?
1 - Here is a skunk, right on here.
1 - I see how long my hair is.
2 - A spring.
1 - My sister, got to do this - how to do that see you go twist around and around again here I go again what's my name? P A M Pam. Now spell it.
2 - P A M Pam.
1 - A P ap.
1 - Mary Jane.
2 - Where do you live? Down the lane (laughs).
1 - Right. Pretend that your name is (1 word unintelligible) no it's Cheryl. What's your name?
2 - Cheryl.
1 - Where do you live?
2 - Down the (2 words unintelligible).
1 - My name is Jan, my name is Pam and I live on Jefferson Road and this this this and my phone number is _____.
2 - If you tomorrow I've got an old telephone book and you can write it down.
1 - You bring it outside and I and you bring a pencil and I'll write it down and you can call me.
2 - What I could call you whenever I wanted I want to.
1 - Yeah, but remember don't lose your phone number don't lost the ah just keep it up on your refrigerator.
2 - Huh?
1 - Up on the refrigerator.
2 - Oh.
1 - Your mother, your mother oh your mother ah mix you ah ah um (7 words unintelligible).
2 - Can you see him?
1 - Now I can.
APPENDIX B

TRANSCRIPTION XXVIII

1 - Speech Defective Girl
2 - Normal Speaking Girl

2 - Color, I want that paper.
2 - My feet hurt.
2 - Did you see her?
2 - How old are you? Eight? Seven? Nine?
1 - Seven.
2 - Six, seven, eight.
1 - I know my name, my name is June. And this picture.
1 - Have the crayon.
2 - When he, when he (6 words unintelligible).
1 - Are you going to color?
2 - Are you?
2 - (Singing) There were four there were five little Indians seven
there were seven little nine little eight little a little eight.
There were one there were two little Indians there were three
little Indians. There were one, there were two, little Injuns
there were four there five little Indian there were six there
were seven little Injuns there were seven there were eight there
were nine little Indians. There were one there were two little
Injuns there were one there were two little there were one there
two little there were one there two there were one there one there
two there were one there were two. There were three little Injuns
there were four little five there were six little Indians there
were seven there eight there were nine little Injuns. There (5
words unintelligible) there was ten, seven there was six. One
and two and.
2 - This is more like playing than working.
2 - Why this is a bunch of grass I think this one is better.
2 - Whose teacher do you have?
1 - Huh?
2 - Whose teacher do you have?
1 - I gotta think, Mrs. Ash.
2 - Do you like her? I do too.
1 - What's your teacher?
2 - Mrs. May.
   (2 words unintelligible)
1 - I hope so.
2 - If you write left handed, you write left handed.
2 - Look at all that (1 word unintelligible) and all of this.
   (Singing - unintelligible)
2 - What's this?
2 - Like confetti.
1 - Speech defective Girl
2 - Normal speaking Girl

2 - You know what (15 words unintelligible) my little brother Jeff is five years old doesn't go to school and does that (makes quacking noise) and that makes who ever heard of that?
2 - It's too quiet, he's a cry baby, he cries (pounding the table and talking unintelligible 15-20 words) opps - oh that's ducky.
2 - I'm going to let this go this time.
2 - Don't you make these, dear dear. Oh good. You made a tree that time, I want to make a big big (3 words unintelligible) I can make them that little.
2 - Now what can (2 words unintelligible) be?
2 - Now look at it.
2 - Made this.
2 - How come you never say anything. You're awfully silent. Every year it's the same thing, you're awfully silent. You know what Sally (2 words unintelligible) some peaches and pears, that's what we is pears and (2 words unintelligible) but we buy the peaches.
1 - From who?
2 - From Mr. Stridall, he's got a mean police dog.
2 - We have a grey haired one. Oh
2 - Let's see what you look like.
2 - What a funny tree, well how do I look? There.
2 - (4 words unintelligible) I'll show you how I make 'em - ha ha ha - I go.
2 - It doesn't matter how you done it, I'll show you how we (1 word unintelligible).
2 - You know to make love chains? I do, I don't know how to start them though.
2 - Give me all the gum wrappers you got.
1 - I haven't got none.
2 - Well if you find any bring them to me, you can find me around on the playground. Give them to me if you find them OK? Just not bubble gum wrappers, just plain gum the kind that (laughs) you know why I said (4 words unintelligible) let's see what I'm doing here.
2 - What in the world the (3 words unintelligible).
2 - What's you name?
1 - Karen.
2 - Huh?
1 - Karen.
2 - What does that say?
1 - Karen _____ that's my last name, that's my first name.
1 - That's my first name and that's my last name.
1 - I got two names.
2 - You got.
2 - You know how you sounded before?
1 - Yeah.
2 - You sounded like a horse.
1 - I am not.
2 - Un huh, I think (makes animal noises) he'll think I'm screaming.
   (Animal noises) does this sound like a horse? Right now (animal
   noises) now I'll whistle, I used to ride on the bus but I don't.
2 - You don't (3 words unintelligible) come on say something.
1 - I don't that's mine.
2 - I want that piece of paper.
1 - No.
2 - I'll take the crayon and keep it. It doesn't matter 'cause Mr.
   John will (6 words unintelligible) and (2 words unintelligible)
   was here she would talk like President Kennedy.
2 - I am John F. Kennedy, I can't sound like him. I heard that sound.
1 - That almost fell off.
2 - Huh?
2 - That almost (2 words unintelligible).
1 - Huh?
   (Mimicing the speech defective - unintelligible)
1 - Speech Defective Girl
2 - Normal Speaking Girl

2 - I wonder what that thing is?
1 - So do I.
1 - I've been here most of the time.
2 - My brother has got that kind of book.
1 - My brother got that kind of science book.
2 - We've got that kind of pink book up there, science book.
1 - Remember that has one of them kind of books that has that string on them.
2 - And those my brothers. Blue and black, but I don't have (1 word unintelligible). Probably my brother was in the third grade too.
2 - What a big thing - it goes (makes noises).
1 - It's a (2 words unintelligible).
2 - Boy my (1 word unintelligible) goes.
1 - Probably lets you alone.
2 - I wonder what that thing is? It's ah.
1 - I don't know.
1 - My brother has that kind of a book there. It's blue and red at the bottom and that yellow up there in the (1 word unintelligible).
2 - We have that yellow one up there that little yellow one, that's for first graders.
1 - I see our other science book.
2 - So do I that pink one up there by those yellow ones and.
1 - Green on the bottom.
2 - Yeah.
1 - In there that blue ones are what we are in.
2 - And we are in those blue ones too, but not we're all finished with that yellow one.
1 - Yeah, so are we.
1 - You want me, it will be a couple days for, before we are finished finished with our number books.
2 - Your blue Think and Do book?
2 - Oh no, those red ones.
2 - Yeah, a long time until we finish it.
1 - We work in the every day.
2 - We don't.
1 - No, we don't work in it everyday.
2 - Neither do we.
1 - We don't work in it, today we don't.
2 - Today we don't either.
1 - Today we did and I got mine all done. Cathy was the first one that gets done all the time.
2 - Naesssa was the first one to get done in our room.
2 - Want it, let's make some grass, bumpy grass. (Pounding on the table).
1 - It's a smooth table.
2 - Oh no, I hear Mr. John.
1 - I got two (2 words unintelligible).
2 - Look in the mirror and see that clock.
1 - It's over there, the clock.
2 - Yeah, look at the top part it's twelve a one and a two and it's a two and a one.
1 - I don't know what time it is.
2 - A one and a two and it looks like a two and a one.
1 - Yeah, two o'clock.
2 - I can tell time.
1 - Just a few minutes it was two thirty.
2 - Yeah.
2 - Now I wonder what time it is.
1 - Two o'clock, it isn't.
2 - Huh un.
1 - I got two o'clock instead of two thirty - I forgot it.
2 - Come on let's go write on there.
1 - Huh un, Mr. John will kill us.
2 - Huh un, not kill us, spank us.
1 - I don't know, probably.
2 - He'll say you get in your seats right now.
1 - Probably, probably will probably will.
2 - He has to write them this was.
1 - Can even do them this way.
2 - You mean.
1 - Try to make a big picture of you you this way, if you want to make a little picture use this way. And there and there will be a (4 words unintelligible) and try to make a big picture and you do it that way (4 words unintelligible) and put some people up here right besides this (2 words unintelligible) one I like (3 words unintelligible).
2 - I want to make a great big ah people and you will have to um do it this way and there great big words will be clear over there to the green crayon.
1 - What did you have the heads was way over to this side the people.
2 - Them people go the peoples heads about as round as this table. Yeah, and all and here's one peoples head.
1 - Yeah, I
2 - It takes 'em for writing on their head more paper hanging on their heads, this will make (3 words unintelligible) Mr. John sit here take take a half (1 word unintelligible).
1 - Who was they were they was when he comes when he comes back in here let's act like we are just sleeping OK? He won't do nothing.
2 - Somebody has been having a show in here.
1 - Yeah.
2 - What page are you on in those blue books up there?
1 - Oh well we were
2 - We're past one hundred.
1 - Know what?
2 - What?
1 - We are half, we are we're going to start on a new unit.
2 - What?
1 - We going start on a new unit. Right when we come back to the blue book and we read it again.
2 - Lookit how long my fingernail is.
1 - Sa hub.
1 - This Sunday, Cindy cut my fingernails this this short and I still could scratch scratch and they haven't grown out yet and I still can scratch. I'm not going to, oh look what I did to here, see, I still can scratch.
2 - So can I, see?
1 - And that.
2 - Look at that mirror over there.
1 - Look what's in know what's in know what's in those cupboards? Those things are what Mr. John let us use. This table is suppose to be here.
2 - Table?
1 - Is suppose to be out in the middle (15 words unintelligible).
2 - So you're one of Mr. John's speech people.
1 - One, two, three, four, five, six, seven, eight people come here. Ten, eleven, eleven people, ain't that many chairs.
2 - There's some over there.
2 - We ah talk and talked and then we just around and Mr. John came to get me and then I had to put my book on my desk. If you peek in our room I was reading my blue book like that one up there.
1 - I'm in
2 - Hey, what group are you in, in reading? First second or third?
1 - Group two.
2 - You're in the second group aren't you?
1 - What group are you in?
2 - The first group.
1 - Hey, when when Mr. John comes back in here let's act were asleep. Ah I sleep I sleep a lot when for when he comes in, he's coming let's act we're asleep.
2 - My hair is a mess.
1 - Your hair is a mess (4 words unintelligible).
2 - Ouch. (Laughter)
1 - Ouch who (4 words unintelligible).
2 - Oh me.
1 - What's the big idea?
1 - Oh hey.
2 - Ow.
1 - Hey, I hit myself and now I'm going to hit you and I'll say, what (10 words unintelligible) should I call the doc? (Laughter)
1 - School bus.
2 - Give me that. (Laughter)
2 - I'll trade you chairs.
2 - No, let's go over there and lay down hey doc, let's go over there and lay down.
1 - No.
2 - Hey, doc I'm sick. (Laughter)
2 - The doctor told me.
   (8 words unintelligible)
2 - Well it's a paper like this.
1 - Alright let's look at the books.
2 - That number fifteen.
2 - Blow the cooties off first.
2 - Huh?
1 - That that book number fifteen, I see it, see? The green book number fifteen. Forty-two.
2 - Fifth, fifth grade.
1 - And right here.
2 - I can read that.
1 - Right there, fourth, fourth grade and there third grade, my brother had, hey my brother had that kind of book. He's in third and that book is for third.
2 - So is my brother in third grade and my brother is in fourth grade too.
1 - Then my brother will be in fourth grade and he'll he'll have to have this kind of book.
2 - Maybe this kind of book too. Think and Do book huh?
1 - Yeah, we'll have to have this kind of book.
2 - We've got that kind of book blue.
1 - You know what?
2 - What?
1 - In in when my
2 - I give you don't I?
1 - And then
2 - I want to know you very good.
1 - And I know you very good.
1 - Hey, when my brother gets in fifth grade he will have this kind and that kind.
2 - Six and sixth.
1 - Lookit.
2 - I'm going to sit down and go to sleep. Let's go to sleep now.
1 - Yeah.
1 - Wake up Jack, daddy shot a bear right in the, right in the.
2 - I think that somebody wiggled the door handle.
1 - I'm going to watch that door handle. Let's watch the door handle,
   If it wiggles.
2 - Give me the crayon (laughs).
2 - Here's the key back.
1 - What would you do if we really did lock it?
2 - Go out that door.
1 - Huh un, he would come out that door and Mr. Stone, and you would go in the office. That one when you come down there and then, and you have to get something from the office she puts something on you (20 words unintelligible).
2 - Buster Brown, please don't let me down.
1 - Wake up Jake, hey act like you was asleep.
2 - Huh?
1 - Act like you was asleep, I want to say something wake up Jacob daddy shot a bear right in the apple and never touched a hair. You know why never touched a hair? Because, because, because my came back up and bits him. He's a scared to talk. Every night when he would shoot he was a scared to talk. (Laughs) I keep on looking at that door. (20 words unintelligible)
2 - I see somebody peaking.
1 - So do I, it is Mr. John I bet.
2 - His head might be little. (Laughter)
1 - We are crazy, both of us are crazy ain't we?
APPENDIX C

SCORING SHEET FOR THE RAW DATA
<table>
<thead>
<tr>
<th>EXPERIMENTAL GROUPS</th>
<th>TOTAL WORDS</th>
<th>EXPERIMENTAL GROUP INDIVIDUAL SPEECH ATTEMPTS</th>
<th>CONTROL GROUP INDIVIDUAL SPEECH ATTEMPTS</th>
<th>EXP. GP.</th>
<th>EXP. GP.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boy Boy</td>
<td>635</td>
<td>313</td>
<td>320</td>
<td>42</td>
<td>48</td>
</tr>
<tr>
<td>Boy Boy</td>
<td>208</td>
<td>150</td>
<td>58</td>
<td>19</td>
<td>17</td>
</tr>
<tr>
<td>Boy Boy</td>
<td>630</td>
<td>182</td>
<td>448</td>
<td>59</td>
<td>71</td>
</tr>
<tr>
<td>Boy Boy</td>
<td>79</td>
<td>5</td>
<td>74</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Boy Boy</td>
<td>2089</td>
<td>861</td>
<td>1228</td>
<td>80</td>
<td>89</td>
</tr>
<tr>
<td>Boy Girl</td>
<td>415</td>
<td>164</td>
<td>251</td>
<td>31</td>
<td>35</td>
</tr>
<tr>
<td>Boy Girl</td>
<td>988</td>
<td>213</td>
<td>775</td>
<td>50</td>
<td>85</td>
</tr>
<tr>
<td>Boy Girl</td>
<td>445</td>
<td>5</td>
<td>440</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>Boy Girl</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Boy Girl</td>
<td>882</td>
<td>271</td>
<td>611</td>
<td>65</td>
<td>88</td>
</tr>
<tr>
<td>Girl Girl</td>
<td>265</td>
<td>34</td>
<td>231</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>Girl Girl</td>
<td>431</td>
<td>52</td>
<td>379</td>
<td>13</td>
<td>31</td>
</tr>
<tr>
<td>Girl Girl</td>
<td>1483</td>
<td>845</td>
<td>638</td>
<td>76</td>
<td>81</td>
</tr>
<tr>
<td>Girl Girl</td>
<td>1515</td>
<td>976</td>
<td>539</td>
<td>111</td>
<td>101</td>
</tr>
<tr>
<td>Girl Girl</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONTROL-CONTROL GROUPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boy Boy</td>
</tr>
<tr>
<td>Boy Boy</td>
</tr>
<tr>
<td>Boy Boy</td>
</tr>
<tr>
<td>Boy Boy</td>
</tr>
<tr>
<td>Boy Boy</td>
</tr>
<tr>
<td>Girl Girl</td>
</tr>
<tr>
<td>Girl Girl</td>
</tr>
<tr>
<td>Girl Girl</td>
</tr>
<tr>
<td>Girl Girl</td>
</tr>
<tr>
<td>Girl Girl</td>
</tr>
<tr>
<td>Boy Girl</td>
</tr>
<tr>
<td>Boy Girl</td>
</tr>
<tr>
<td>Boy Girl</td>
</tr>
<tr>
<td>Boy Girl</td>
</tr>
<tr>
<td>Boy Girl</td>
</tr>
</tbody>
</table>