

Everyday Mother Talk to Toddlers

Early Intervention

Frances Fuchs Schachter

Barnard Toddler Center

Barnard College

Columbia University

New York, New York

with

RUTH E. MARQUIS

ELLEN SHORE

CAROLE L. BUNDY

JUNE H. McNAIR

Foreword by

HERBERT ZIMILES

Research Division

Bank Street College of Education

New York, New York



ACADEMIC PRESS *New York* *San Francisco* *London* 1979
A Subsidiary of Harcourt Brace Jovanovich, Publishers

Contents

Foreword by Herbert Zimiles	xi
Preface	xiii
Acknowledgments	xvii

Part I

Introduction

Chapter 1

<i>To Talk to Children in Productive Ways</i>	3
What Is the Speech Act and Why Study It?	3
Why Study the Verbal Environment?	9
Why Observe in the Home?	9
Why Study the Toddler?	10

Chapter 2

<i>Sample: Mothers, Toddlers, and the Home Setting</i>	13
Contacting the Sample	15
Characteristics of Mothers	16
Characteristics of Toddlers	18
Characteristics of the Home Setting	19

*Part II**A Scoring System for Everyday Caregiver Speech Acts**Chapter 3**Instrument Development, Units, and Recording Procedures* 23

Developing the FIS-C 23

Scoreable Units and Terminology 25

Procedures for Recording 28

*Chapter 4**Scoring Procedures* 31

Total-Talk Scores 32

Communication-Function Category Scores, Subcategories, and Subscores 33

Routine Scores 44

Appended Scores for Formal Discourse Features 45

Assigning and Calculating FIS-C Scores 47

*Chapter 5**Reliability Assessment and Methods of Data Analysis* 49

Reliability Assessment 49

Methods of Data Analysis 51

*Part III**Everyday Mother Speech Acts to Toddlers: Findings**Chapter 6**Total-Talk Scores* 59

Total Talk: Entire Sample of Mothers 60

Total Talk: Group Differences 61

*Chapter 7**Communication-Function Category Scores, Subcategories, and Subscores* 67

Entire Sample of Mothers 67

Group Differences 71

*Chapter 8**Routines and Appended Scores for Formal Discourse Features* 95

Routine Scores 95

Appended Scores for Formal Discourse Features 96

*Chapter 9**Effects of the Child's Communication Initiatives on Mother Speech* 109

Effects on Total-Talk Scores 110

Effects on Category and Routine Scores 113

Effects on Appended Scores for Formal Discourse Features 118

<i>Chapter 10</i>	
<i>Effect of Age and Sex of Child on Mother Speech</i>	121
Effect of Age of Child	121
Effect of Sex of Child	125
<i>Chapter 11</i>	
<i>Illustrative Case Material</i>	129
Rhonda's Protocol	130
Felicia's Protocol	135
Sarah's Protocol	139
Commentary	143
<i>Part IV</i>	
<i>Implications for Theory and Practice in Early Intervention</i>	
<i>Chapter 12</i>	
<i>A Cognitive–Affective Theory of the Caregiver Role in Early Intervention: Beyond the Difference-Deficit Controversy</i>	149
Cultural Deficit Theory: Didactic Early Intervention	152
Cultural Difference Theory: No Early Intervention	154
Cognitive–Affective Theory: A Whole-Child Piagetian Approach to Early Intervention	156
<i>Chapter 13</i>	
<i>A Whole-Child Piagetian Approach to Caregiver Communication: Talking with Young Children</i>	163
Application of TAWC in a Home-Based Program	164
Concluding Remarks on TAWC	176
<i>Appendix A</i>	
<i>Supplementary Scoring Manual for Caregiver Speech Acts</i>	179
FIS-C Categories of Inadequate Frequency	180
Supplementary Scoring Instructions	182
<i>Appendix B</i>	
<i>Supplementary Tables</i>	197
References	199
Index	207