MOTHERS AND CHILDREN :

AN ANALYSIS OF CHANGE.

A.P. CRAIG

LIST OF APPENDICES.

MOTHERS' PRACTICAL REASONING : STAGE 1.

MOTHERS' PRACTICAL REASONING : STAGE 2.

MOTHERS' REGULATION OF CHILDREN.

DEPARTMENT OF PSYCHOLOGY
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INTERVIEW SCHEDULE

NAME OF INTERVIEWER

_____

DATE OF INTERVIEW

_____

PLACE WHERE INTERVIEW TOOK PLACE

_____

To the interviewer:

Only select mothers

1. Who are between 20 and 35 years of age

2. Who have more than one child

3. One of the youngest children is between 12 and 30 months and of sound health

. Please note down everything the mother says in response to your questions, even if it sounds unimportant.

. Please explain to the mothers that these questions are not tests; there are no right or wrong answers - we are interested in each mother's own opinion, experience and practices.

. Questions 42 - 52: The idea is to obtain the mother's ideas about how these skills develop from birth to the acquisition of these skills. Attempt therefore to get a developmental description.

A.   Information about the mother

1.   Name

_____

_____

2.   Address

_____

_____

_____

3.   Age (20 - 35)

_____

4.   Place of birth

_____

5.   Educational history

_____

_____

_____

_____

6.   Occupational history

_____

_____

_____

_____

7.   Marital status

_____

8.   Residential history

_____

_____

_____

_____

9. Present living circumstances

_____

_____

_____

_____

_____

_____

10. Names, ages and sexes of children

_____

_____

_____

_____

_____

In the case of married women:

11. Husband's occupation

_____

12. Husband's level of education

_____

13. Husband's income per month

_____

In the case of unmarried women:

14. Does mother live with father of child

_____

15. Father of child's occupation

_____

16. Father of child's level of education

_____

17. Father of child's income per month

_____

Information about the youngest child (12 - 30 months) (Exclude twins)

18. Name

_____

19. Age

_____

20. Place of birth

_____

B. **Questions to the mother**

21. _____ is _____ old now. Are there any special things in your house which belongs to him/her?

_____

_____

_____

_____

22. The special things you mentioned (21), why do you think he/she needs these?

_____

_____

_____

_____

_____

_____

23. What are all the things _____ does now?

_____

_____

_____

_____

_____

_____

24. Where does _____ spend most of his/her time?

_____

_____

25. With whom does he/she spend most of his/her time?

_____

26. Do you think children have different needs at different ages?

_____

27. If yes - what are the most important needs of babies and children at the following ages (apart from clothes and food):

New born:

_____

_____

_____

_____

_____

_____

_____

3 months old:

_____

_____

_____

_____

_____

_____

_____

6 months old:

_____

_____

_____

_____

_____

_____

9 months old:

_____

_____

_____

_____

_____

_____

12 months old:

_____

_____

_____

_____

_____

_____

_____

18 months old:

_____

_____

_____

_____

_____

_____

_____

24 months old:

_____

_____

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_____

30 months old:

_____

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_____

36 months old:

_____

_____

_____

_____

_____

_____

42 months old:

_____

_____

_____

_____

_____

_____

48 months old:

_____

_____

_____

_____

_____

_____

28. Do you think a mother has a special role to play in her child's development?

_____

29. If yes, what is her role? (Get examples and clarify meaning of examples given.)

_____

_____

_____

_____

30. Do you think children are different from adults?

_____

31. If yes, how are they different? (Get examples and clarify meaning of examples given)

_____

_____

_____

_____

32. What are the important things an adult knows which a child doesn't yet know?

_____

_____

_____

_____

33. How does a baby come to learn the things an adult knows?

_____

_____

_____

_____

_____

34. Can a mother teach her child these things adults know?

_____

35. How do you teach your child about these things? (Get examples and clarify meaning of examples given)

_____

_____

_____

_____

36. At what age do you think a child will know the important things an adult knows? (Check responses with those given in 32 above)

_____

_____

_____

_____

37. Who is responsible for teaching a child about his/her community?

_____

_____

_____

38. How do you think a child learns about his/her community? (Get full description and examples)

_____

_____

_____

39. Do you think it is important for _____ to go to school?

_____

40. If yes, why is it important?

_____

_____

_____

41. What do you think a child learns at School?

_____

_____

_____

42. What do you think a child learned who did not go to school?

_____

_____

_____

43. From <u>whom</u> did a child who did not go to school mostly learn from?

_____

_____

_____

44. How do you think a child learns to read? (Get full description and examples)

_____

_____

_____

45. How do you think a child learns to write? (Get full desciption and examples)

_____

_____

_____

46. How do you think a child learns to do arithmetic? (Get full description and examples)

_____

_____

_____

47. How do you think a child learns different languages? (Get full description and examples)

_____

_____

_____

48. How do you think a child learns obedience? (Get full
    description and examples)

    _____

    _____

    _____

49. How do you think a child learns respect? (Get full
    description and examples)

    _____

    _____

    _____

50. How do you think a child learns to mix with other children?
    (Get full description and examples)

    _____

    _____

    _____

51. How do you think a child learns about people? (Get full
    description and examples)

    _____

    _____

    _____

52. How do you think a child learns about nature? (Get full
    description and examples)

    _____

    _____

    _____

53. How do you think a child learns to differentiate the
    important from the unimportant? (Get full description and
    examples)

    _____

    _____

    _____

54. How do you think a child learns to develop his/her talents? (Get full description and examples)

_____

_____

_____

55. Do you think some children learn more easily than others?

_____

56. If yes, why do some children learn more easily than others?

_____

_____

_____

57. Do you think you can prepare _____ now, to learn better at school when he/she goes?

_____

58. If yes, how can you prepare him/her now for school?

_____

_____

_____

59. Does the way you bring up your children differ from the ways of the older people?

_____

60. If yes, how does it differ?

_____

_____

_____

61. Can you describe all the different stages a child goes through from birth until school age?

_____

_____

_____

_____

_____

_____

_____

_____

62. What are the games children play during these stages?

_____

_____

_____

_____

_____

_____

63. All parents want a "bright future" for their children. How would you like _____'s future to be?

_____

_____

_____

_____

64. Do you think the surroundings a child grows up in can effect that child?

_____

65. If yes, how will the surroundings effect the child's development?

_____

_____

_____

_____

_____

66. How would you describe the most important influences in a
    child's life?

    _____

    _____

    _____

    _____

67. How do you assess _____'s development?

    _____

    _____

    _____

    _____

    _____

    _____

68. What are your reasons for this (67) evaluation?

    _____

    _____

    _____

    _____

    _____

    _____

69. What are your feelings about all these questions?

    _____

    _____

    _____

70. Are there any other important things which you would like to
    say about your beliefs about child development and a mother's
    role in this?

    _____

    _____

    _____

    _____

    _____

    _____

DEMOGRAPHIC DATA.

SUBJECT	MOTHER'S AGE (YRS)	MOTHER'S YRS OF SCHOOL	MOTHER'S OCCUPATION	MARITAL STATUS	PLACE OF RESIDENCE	LIVING CIRCUMSTANCES	NUMBER OF CHILDREN	FATHER'S OCCUPATION	FATHER'S YRS OF SCHOOL	FATHER'S INCOME P.M.
1	23	8	Domestic worker	Single	E-section Kwa-Mashu	4-roomed house	3	Bayhead	10	R300,00
2	22	11	Saleslady	Single	E-section Kwa-Mashu	4-roomed house	2	Clerk	12	R300,00
3	23	4	Never worked	Married	F-section Kwa-Mashu	5-roomed house	2	Salesman	9	Unknown
4	27	10	Never worked	Married	F-section Kwa-Mashu	2-roomed house	2	Factory worker	8	R200,00
5	24	7	Factory worker	Single	E-section Kwa-mashu	4-roomed house	3	Truck driver	8	Unknown
6	28	No schooling	Never worked	Single	E-section Kwa-Mashu	4-roomed house	4	Labourer	Unknown	R250,00
7	20	10	Shop cleaner	Single	E-section Kwa-Mashu	4-roomed house	2	Unemployed	12	-
8	28	3	Never worked	Single	E-section Kwa-Mashu	4-roomed house	2	Unknown	9	Unknown
9	27	8	Unemployed	Married	E-section Kwa-Mashu	4-roomed house	3	Clerk	9	R400,00
10	22	7	Domestic worker	Single	E-section Kwa-Mashu	4-roomed house	3	Builder	8	Unknown
11	24	10	Sells own crochet work	Single	E-section Kwa-Mashu	4-roomed house	3	Factory worker	10	R300,00
12	23	10	Never worked	Single	E-section Kwa-Mashu	4-roomed house	2	Shop assistant	8	Unknown
13	25	9	Never worked	Single	E-section Kwa-Mashu	4-roomed house	2	Factory	10	Unknown
14	21	7	Never worked	Single	E-section Kwa-Mashu	4-roomed house	2	Clerk	12	R300,00
15	23	9	Never worked	Single	E-section Kwa-Mashu	4-roomed house	2	Quality controller	12	R400,00
16	27	10	Unemployed	Divorced	F-section Kwa-Mashu	1-room (not own house)	2	-	-	-
17	21	10	Domestic worker	Single	E-section Kwa-Mashu	4-roomed house	2	Unknown	12	Unknown
18	33	8	Unemployed	Married	F-section Kwa-Mashu	4-roomed house	4	Clerk	12	R700,00
19	25	8	Never worked	Married	E-section Kwa-Mashu	5-roomed house	3	Machinest	7	R220,00
20	30	7	Hawker	Married	E-section Kwa-Mashu	4-roomed house	3	Farm assistant	10	R700,00
21	30	6	Never worked	Single	E-section Kwa-Mashu	4-roomed house	5	Labourer	4	R200,00
22	27	11	Unemployed	Married	E-section Kwa-Mashu	4-roomed house	2	Factory worker	10	R250,00
23	30	7	Domestic worker	Single	E-section Kwa-Mashu	4-roomed house	2	Truck driver	8	Unknown
24	30	No schooling	Never worked	Married	E-section Kwa-Mashu	2-roomed house	4	Labourer	No schooling	Unknown
25	25	9	Never worked	Single	E-section Kwa-Mashu	1 room (not own house)	2	Labourer	8	Unknown
26	23	9	Unemployed	Single	E-section Kwa-Mashu	4-roomed house	2	-	-	-
27	32	11	Teaching assistant	Married	F-section Kwa-Mashu	4-roomed house	4	Teacher	12 plus	R1 000,00
28	24	5	Unemployed	Single	F-section Kwa-Mashu	6-roomed house	3	Factory worker	6	R360,00
29	20	5	Factory worker	Single	F-section Kwa-Mashu	4-roomed house	3	Farm worker	7	R200,00
30	24	8	Shop assistant	Married	F-section Kwa-Mashu	4-roomed house	2	Security officer	8	R250,00
31	35	3	Never worked	Married	F-section Kwa-Mashu	4-roomed house	4	Factory worker	5	Unknown
32	30	8	Factory worker	Married	F-section Kwa-Mashu	4-roomed house	5	Welder	8	R261,00
33	27	8	Typist	Married	F-section Kwa-Mashu	2-roomed house	2	Clerk	12	R445,00
34	27	9	Sells own sewing work	Widowed	F-section Kwa-mashu	3-roomed house	2	-	-	-
35	27	10	Unemployed	Married	F-section Kwa-Mashu	2-roomed house	2	Teaching assistant	10	R250,00
36	25	12	Never worked	Married	F-section Kwa-Mashu	4-roomed house	2	Clerk	10	Unknown
37	32	12 plus	Social worker	Married	E-section Kwa-Mashu	2-roomed house	2	Shop assistant	10	R600,00
38	27	6	Domestic worker	Single	E-section Kwa-Mashu	1 room (not own house)	2	Unemployed	No schooling	-
39	20	7	Never worked	Single	E-section Kwa-Mashu	2-roomed house	2	Garage worker	Unknown	Unknown
40	20	10	Unemployed	Single	E-section Kwa-Mashu	1 room (not own house)	2	Factory worker	10	Unknown

Appendix 2/continued

41	22	10	Unemployed	Single	E-section Kwa-Mashu	4-roomed house	2	Casual labour	6	R150,00
42	23	9	Unemployed	Married	E-section Kwa-Mashu	4-roomed house	2	Factory worker	10	R280,00
43	27	7	Domestic worker	Single	E-section Kwa-Mashu	4-roomed house	4	Unemployed	8	Unknown
44	30	6	Domestic worker	Single	E-section Kwa-Mashu	1 room (not own house	4	Unemployed	Unknown	—
45	33	8	Machinest	Married	E-section Kwa-Mashu	4-roomed house	2	Labourer	5	R276,00
46	23	7	Never worked	Single	E-section Kwa-Mashu	1 room (not own house)	2	Clerk	8	Unknown
47	25	6	Domestic worker	Single	E-section Kwa-Mashu	2-roomed house	3	Truck driver	8	R248,00
48	23	10	Unemployed	Single	E-section Kwa-Mashu	4-roomed house	3	Clerk	10	R360,00
49	32	10	Shop Assistant	Married	E-section Kwa-Mashu	4-roomed house	3	Labourer	7	R200,00
50	27	10	Messenger	Single	E-section Kwa-Mashu	1 room (not own house)	2	Salesman	8	R275,00

RESPONSES TO QUESTIONS.

No	Question Topic	1		2		3		4	
21	Childs belongings	Utensils	47	Toys	26				
22	Reasons for belongings	Convenience	44	Training	20				
23	Focus points for mother in child's development	Self-sufficiency	33	Comm own needs	20	Gross motor skills	18	Responsibility	14
24	Centre of child's activities	Indoors	60	Outdoors	40				
25	Primary companions	Peers	31	Mother	21				
26	Different needs at diff. ages	Yes	92						
27	New born	Health care	50	Clothing	25				
	Three month old	Health care	45	Training to sit	23	Toys	13		
	Six months old	Training to walk	32	Health care	28	Clothing	11		
	Nine months old	Practice/training to walk	46	Health care	14	Training to talk	13		
	Twelve months old	Self-sufficiency	24	Training to talk	17	Responsibility/ training	14		
	Eighteen months old	Communicate own needs	30	Self-sufficiency	14	Social knowledge	12		
	Twenty-four months old	Creche	18	Food	15	Authority relations	11	Social knowledge	9
	Thirty months old	Responsibility/ training	18	Creche	18	Self-sufficiency	16	Talk well	14
28	Can the mother contribute to her child's develop.	Yes	98						
29	The mother's contribution	Teaching the child	52	Health care	19				
30	Do children differ from adults	Yes	96						
31	Differences between adults and children	Helpless	29	Don't know right from wrong	18	No sense of responsibility	17		
32	Important things children don't know about	Problems	19	Work	18	Sex	14	Health care	1:
33	How children learn what is known to adults	Parental teaching	43	Imitation/ observation	32				
34	Can the mother teach the child what is known to adults	Yes	98						
35	How does she teach	Example and demonstration	43	Telling child	35				
36	Important ages for learning	11-15 years	32	2-5 years	28	6-10 years	24		
37	Who must teach child about community	Parents	37	Comm. at large	37	Child self	25		
38	How children learn about community life	Parents tell	59	Observation/ imitation	34				
39	Is it important that a child goes to school	Yes	100						
40	Why is school important	For jobs	30	Learn 3 r's	18	Increase intellig.	17	Learn social knowl. :	
41	What a child learns at school	Three r's	24	Specific subjects	20	Authority relations	18	Social knowledge	
42	Before school what did children learn	House chores	12	Cattle herding	30				
43	Who did they get knowledge from	Extended family	62	Peers	23				
44	How a child learns to read	Play-play reading	48						
45	How a child learns to write	Play-play writing	64						
46	How a child learns arithmetic	Knowing how many	76						
47	How a child learns home language	Imitation/observation	69						
48	How a child learns to obey	Parents teaching	35	Punishment	25				
49	How a child learns respect	Parents teaching	46	Through example	26				

Appendix 3/continued

No	Question Topic	1		2		3		4	
50	How a child learns to socialize with children	Experience with other children	60						
51	How a child learns to get along with people in general	Adults teaching	57						
52	How a child learns about nature	Observation	35						
53	How a child learns to diff. important + unimportant	Adult training	47						
54	How a child learns to develop his talents	Encouragement	37	Special training	26				
55	Do some children learn easier	Yes	72						
56	What causes some to learn more easily	Child born clever	43	Taught at home	25				
57	Can a mother prepare her child for school	Yes	100						
58	How can a mother prepare the child for school	Teach school tasks at home	38	Save money	30	Send child to creche	12		
59	Have childrearing past to present changed	Yes	98						
60	Differences between past and present	Health standards	31	Authority relations	25	School	19		
61	Stages in development	Birth stage/laughing stage/teething stage/motor development/talking stage/ self-sufficiency and responsibility stage/creche stage/school attendance							
62	Games at different stages	No games/grabbing, pulling, rattling, biting/pushing games/ dolls, cars and other toys for solitary play/group games outside							
63	Wishes for child's future	Education	26	Specific career	21	Better than parents	19		
64	Does environment effect child	Yes	64						
65	How does environment effect child	Example of others	64	Never thought about question	12				
66	Important things children don't know about	Authority relations	24	Soc. knowledge	21	Parents' teaching	16	Health	13
67	Mothers assessment of childs progress	Good	92						
68	Reasons for evaluation of progress	Health	45	Milestone ach.	27	Child plays	23		
69	How did questions affect you	Neutral	22	Enjoyed it	20	Why questions	12		
70	Anything else important about child rearing	To teach child	32	To get love from mother	14				

RAW DATA (Stage 1)

REGROUPING OF QUESTIONS UNDER FIVE EMERGENT THEMES.

No	Question Topic	1		2		3		4	
	Mothers conceptions of childhood.								
21	Childs belongings	Utensils	47	Toys	26				
22	Reasons for belongings	Convenience	44	Training	20				
24	Centre of child's activities	Indoors	60	Outdoors	40				
25	Primary companions	Peers	31	Mother	21				
27	New born	Health care	50	Clothing	25				
	Three month old	Health care	45	Training to sit	23	Toys	13		
	Six months old	Training to walk	32	Health care	28	Clothing	11		
	Nine months old	Practice/training to walk	46	Health care	14	Training to talk	13		
	Twelve months old	Self-sufficiency	24	Training to talk	17	Responsibility/ training	14		
	Eighteen months old	Communicate own needs	30	Self-sufficiency	14	Social knowledge	12		
	Twenty-four months old	Creche	18	Food	15	Authority relations	11	Social knowledge	9
	Thirty months old	Responsibility/ training	18	Creche	18	Self-sufficiency	16	Talk well	14
31	Differences between adults and children	Helpless	29	Don't know right from wrong	18	No sense of responsibility	17		
32	Important things children don't know about	Problems	19	Work	18	Sex	14	Health care	11
56	What causes some to learn more easily	Child born clever	43	Taught at home	25				
67	Mothers assessment of childs progress	Good	92						
68	Reasons for evaluation of progress	Health	45	Milestone ails	27	Child plays	23		
	Important influences on child's development.								
40	Why is school important	For jobs	30	Learn 3 r's	18	Increase intellig.	17	Learn social knowl.	1(
41	What a child learns at school	Three r's	24	Specific subjects	20	Authority relations	18	Social knowledge	1(
42	Before school what did children learn	House chores	12	Cattle herding	30				
54	How a child learns to develop his talents	Encouragement	37	Special training	26				
60	Differences between past and present	Health standards	31	Authority relations	25	School	19		
63	Wishes for child's future	Education	26	Specific career	21	Better than parents	19		
65	How does environment effect child	Example of others	64	Never thought about question	12				
66	Important things children don't know about	Authority relations	24	Soc. knowledge	21	Parents teaching	16	Health	1
	Role of the mother in child development.								
23	Focus points for mother in child's development	Self-sufficiency	33	Comm own needs	20	Gross motor skills	18	Responsibility	1
29	The mother's contribution	Teaching the child	52	Health care	19				
35	How does she teach	Example and demonstration	43	Telling child	35				
58	How can a mother prepare the child for school	Teach school tasks at home	38	Save money	30	Send child to creche	12		
69	How did questions affect you	Neutral	22	Enjoyed it	20	Why questions	12		
70	Anything else important about child rearing	To teach child	32	To get love from mother	14				

Appendix 4/continued

No	Question Topic	1		2		3		4
	Other directed learning.							
33	How children learn what is known to adults	Parental teaching	43	Imitation/ observation	32			
37	Who must teach child about community	Parents	37	Comm. at large	37	Child self	25	
38	How children learn about community life	Parents tell	59	Observation/ imitation	34			
43	Who did they get knowledge from	Extended family	62	Peers	23			
48	How a child learns to obey	Parents teaching	35	Punishment	25			
49	How a child learns respect	Parents teaching	46	Through example	26			
51	How a child learns to get along with people in general	Adults teaching	57					
53	How a child learns to diff. important + unimportant	Adult training	47					
	Self initiated learning.							
44	How a child learns to read	Play-play reading	48					
45	How a child learns to write	Play-play writing	64					
46	How a child learns arithmetic	Knowing how many	76					
47	How a child learns home language	Imitation/observation	69					
50	How a child learns to socialize with children	Experience with other children	60					
52	How a child learns about nature	Observation	35					

INTERVIEW SCHEDULE

NAME OF INTERVIEWER: _____

DATE OF INTERVIEW: _____

PLACE WHERE INTERVIEW TOOK PLACE: _____

TO THE INTERVIEWER

Only select mothers

    1. Who are between 20 and 35 years of age

    2. Who have more than one child

    3. One of the youngest children is between 12 and 30 months and of sound health.

Please note down _everything_ the mother says in response to your questions, even if it sounds unimportant.

A.   Information about the mother

1.   Name

_____

_____

2.   Address

_____

_____

_____

3.   Age (20 - 35)

_____

4.   Place of birth

_____

5.   Educational history

_____

_____

_____

_____

6.   Occupational history

_____

_____

_____

_____

7.   Marital status

_____

8.   Residential history

_____

_____

_____

_____

9. Present living circumstances

    _____

    _____

    _____

    _____

    _____

    _____

10. Names, ages and sexes of children

    _____

    _____

    _____

    _____

    _____

    In the case of married women:

11. Husband's occupation

    _____

12. Husband's level of education

    _____

    In the case of unmarried women:

13. Does mother live with father of child

    _____

14. Father of child's occupation

    _____

15. Father of child's level of education

    _____

B. **Interview schedule**

16. What do you think most infants of .... months have learnt to
     do?

     _____

     _____

     _____

     _____

     _____

     _____

17. Tell me everything .... has learnt to do.

     _____

     _____

     _____

     _____

     _____

18. Do you think a mother should teach her infant anything?

     _____

19. If yes, what should a mother teach her infant?

     _____

     _____

     _____

     _____

     _____

20. Do you teach .... anything at this stage?

     _____

21. If yes, what do you teach him/her?

     _____

_____

_____

22. You said .... has learnt to ....

23. Please show me how he/she can ....

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24. Why did you .... when you showed me how ....

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25. You said .... has learnt to ....

26. Please show me how he/she can ....

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27. Why did you .... when you showed me how ....

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28. You said .... has learnt to ....

29. Please show me how he/she can ....

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30. Why did you .... when you showed me how ....

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31. You said .... has learnt to ....

32. Please show me how he/she can ....

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33. Why did you .... when you showed me how ....

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34. You said .... has learnt to ....

35. Please show me how he/she can ....

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36. Why did you .... when you showed me how ....

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37. You said .... has learnt to ....

38. Please show me how he/she can ....

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39. Why did you .... when you showed me how ....

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40. Are there any other things .... has learnt to do?

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41. You said .... has learnt to ....

42. Please show me how he/she can ....

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43. Why did you .... when you showed me how ....

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44. You said .... has learnt to ....

45. Please show me how he/she can ....

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46. Why did you .... when you showed me how ....

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47. You said .... has learnt to ....

48. Please show me how he/she can ....

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49. Why did you .... when you showed me how ....

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50. You said .... has learnt to ....

51. Please show me how he/she can ....

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52. Why did you .... when you showed me how ....

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53. You said .... has learnt to ....
54. Please show me how he/she can ....

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55. Why did you .... when you showed me how ....

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56. You said .... has learnt to ....
57. Please show me how he/she can ....

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58. Why did you .... when you showed me how ....

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59. You said you teach .... to ....

60. Please show me how you teach him/her to ....

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61. Why did you .... when you taught him/her to ....

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62. You said you teach .... to ....

63. Please show me how you teach him/her to ....

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64. Why did you .... when you taught him/her.........

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65. You said you teach .... to ....
66. Please show me how you teach him/her to ....

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67. Why did you .... when you taught him/her to ....

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68. You said you teach .... to ....
69. Please show me how you teach him/her to ....

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70. Why did you .... when you taught him/her to........

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71. You said you teach .... to ....
72. Please show me how you teach him/her to ....

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73. Why did you .... when you taught him/her to ....

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74. You said you teach .... to ....
75. Please show me how you teach him/her to ....

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76. Why did you .... when you taught him/her to..........

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77. Are there any other things you teach .... to do?

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78. You said you teach .... to ....
79. Please show me how you teach him/her to ....

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80. Why did you .... when you taught him/her to ....

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81. You said you teach .... to ....

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90. You said you teach .... to ....

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92. Why did you .... when you taught him/her to ....

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93. You said you teach .... to ....

94. Please show me how you teach him/her to ....

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96. Why did you .... when you taught him/her to ....

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DEMOGRAPHIC DATA.

SUBJECT	MOTHER'S YRS OF SCHOOL	MOTHER'S PRESENT OCCUPATION	MARITAL STATUS	PLACE OF RESIDENCE	LIVING CIRCUMSTANCES	FATHER'S INCOME PER MONTH	FATHER'S OCCUPATION	FATHER'S YRS OF SCHOOL
1	7	Dry-cleaner presser	M	E section	4 room house	R200,00	Labourer	5
2	4	Unemployed	M	F section	4 room house	R400,00	Railway shunter	8
3	9	Unemployed	M	F section	4 room house	R300,00	Manager	12
4	-	Unemployed	M	E section	4 room house	R200,00	Asst. Post Off.	3
5	12	Domestic	S	E section	4 room house	Unknown	Asst. Lever Bros	9
6	7	Unemployed	S	F section	4 room house	R300,00	Labourer Mobil Oil	12
7	10	Unemployed	S	E section	4 room house	Unknown	Salesman	10
8	5	Unemployed	S	E section	4 room house	R480,00	Labourer Power Stn.	10
9	10	Unemployed	S	F section	4 room house	Unknown	Interpreter	12
10	10	Unemployed	M	F section	4 room house	R400,00	Employed painter	9
11	7	Unemployed	S	E section	4 room house	Unknown	Messenger	9
12	9	Unemployed	S	E section	4 room house	R400,00	Factory worker	12
13	9	Unemployed	S	E section	4 room house	R360,00	Driver	Unknown
14	-	-	-	E section	-	-	-	-
15	6	Unemployed	S	E section	4 room house	-	Unemployed	6
16	10	Asst. School	S	F section	4 room house	Unknown	-	Unknown
17	8	Unemployed	M	F section	4 room house	R160,00	Herbalist	8
18	10	Unemployed	M	E section	2 room house	R260.00	Labourer Elec. dept.	Unknown
19	7	Cleaner	D	E section	4 room house	R260,00	Employed painter	Unknown
20	7	-	-	E section	4 room house	R320,00	Driver	11

KEY M - Married
     S - Single
     D - Divorced

RAW DATA (Stage 2)

TABLE 6 : ASSESSMENT CRITERIA

	LEARN						TEACH					
	Infant		Toddler		Total		Infant		Toddler		Total	
	Own	Other	Own	Other	Own	Other	Own	Other	Own	Other	Own	Other
Authority Relations	5,9	3,4	5,5	6,4	5,9	4,7	16,5	**23,3**	14,0	**23,5**	15,4	23,4
Obey instructions	5,9	3,4	4,3	2,1	5,1	2,8	9,2	15,0	8,9	19,6	9,0	17,1
Respect training	0	0	1,2	4,3	,8	1,9	7,3	8,3	5,1	3,9	6,4	6,3
Mental skills	12,8	1,7	11,8	6,3	12,3	3,7	**21,1**	1,7	15,2	7,8	18,7	4,5
Imitation	11,1	0	7,5	2,1	9,3	,9	17,4	0	10,1	0	14,4	0
Association	1,7	1,7	4,3	2,1	3,0	1,9	3,7	1,7	5,1	0	4,3	,9
Other	0	0	0	2,1	0	,9	0	0	0	7,8	0	3,6
Responsibility training	3,4	5,1	10,0	6,4	6,8	5,7	2,8	6,7	**20,3**	15,7	10,1	10,8
Self sufficiency	10,3	8,5	13,3	19,1	11,8	13,2	14,7	**20,0**	8,9	15,7	12,2	18,0
Language development	17,1	**22,1**	**20,0**	**23,4**	18,6	22,6	15,6	8,3	12,6	7,8	14,4	8,1
Knowledge	**22,2**	21,8	16,7	19,2	19,4	20,7	11,9	**25,0**	15,1	15,7	13,3	20,7
Social knowledge	15,4	20,1	11,7	14,9	13,5	17,9	7,3	21,7	12,6	9,8	9,6	16,2
Object knowledge	6,8	1,7	5,0	4,3	5,9	2,8	4,6	3,3	2,5	5,9	3,7	4,5
Motor activity	11,1	15,3	9,3	0	10,1	8,5	7,3	8,3	5,1	5,9	6,4	7,2
Gross	6,8	15,3	5,0	0	5,9	8,5	5,5	8,3	0	0	3,2	4,5
Fine	4,3	0	4,3	0	4,2	0	1,8	0	5,1	5,9	3,2	2,7
Emotional responses	7,7	3,4	0	0	3,8	2,0	4,6	1,7	1,3	0	3,2	,9
Play	9,4	18,6	13,3	19,1	11,4	18,9	5,5	5,0	7,6	7,8	6,4	6,3
Total number of responses	117	59	120	47	237	106	109	60	79	51	188	111
Percentage of total response	34,1	17,2	35,0	13,7			36,5	20,1	26,4	17,1		
	343						299					

The data are discussed in terms of four levels of response emphasis:

1. Major emphasis: Where at least 20% of responses fall in category.

2. Minor emphasis: Where less than 20% but more that 15% of responses fall in category.

3. No emphasis: Where no responses were given in a specific category.

4. Some mention: Where less than 15% but more than 0% of responses fall in category.

Major emphasis.

In terms of those criteria elicited through questions directed at what the mothers thought their own and other children have <u>learned</u>, language development and knowledge were emphasized. Language development emerged as a major emphasis for other infants and toddlers, and for own toddlers. Knowledge as a criterium was a major emphasis for own and other infants, and this involved mostly social knowledge. In terms of what children are being <u>taught</u>, authority relations, mental skills, responsibility training, self-sufficiency and knowledge, emerged as major emphasis. Authority relations was applied to other infants and

toddlers and was made-up primarily from the sub-category 'obey instructions'. Mental skills was emphasized for own infants and mainly involved imitation. Responsibility training applied to own toddlers, whereas self-sufficiency referred mainly to other infants, as a criterium for assessment. Knowledge, which was made-up primarily of social knowledge, was a criterium emphasized for other infants.

Minor emphasis.

In terms of those criteria elicited through questions directed at what the mothers thought their own and other children have learned, self-sufficiency, language development, knowledge, motor activity and play emerged as minor emphases. Self-sufficiency was a criterium applied to other toddlers whereas language development was a minor emphasis for own infants. Knowledge as a minor emphasis was a criterium used for both own and other toddlers and this criterium consisted mainly of social knowledge. Motor activity as a criterium with minor emphasis applied to other infants and consisted only of gross motor activity. Play

achieved minor emphasis in terms of other infants and toddlers. In terms of what children are being taught, authority relations, mental skills, responsibility training, self-sufficiency, language development, and knowledge, attained minor emphases as criteria for the assessment of developmental status. Authority relations was a criterium used with own children and made-up of both sub-categories (obey instructions and respect training). Mental skills as a minor emphasis applied to own toddlers and consisted mainly of imitation as a sub-category. Responsibility training and self-sufficiency both applied to other toddlers, whereas language development applied to own infants as assessment criteria. Knowledge as a minor emphasis was used as a criterium for both own and other toddlers, and consisted mainly of the sub-category, social knowledge.

No emphasis.

In terms of what mothers believed about what children have learned, the sub-category respect training elicited no responses for own and other infants, as did imitation for other infants. Other mental skills elicited no responses for

own and other infants, and own toddlers. The category motor activity also obtained no emphasis for other toddlers, and this applied to both gross and fine motor activity. The sub-category fine motor activity was absent for other infants. ·Emotional responses was not used as a criterium for own and other toddlers. As far as what mothers said they teach their children goes, imitation was not mentioned for other infants and toddlers, association not for other toddlers and other mental skills not for own and other infants, and own toddlers. Gross motor activity as a sub-category elicited no responses for own and other toddlers, nor for other infants. Emotional responses was not used as a criterium for other toddlers.

Some mention.

The percentage of responses in each category and sub-category varied between 1,2% of total responses to just below the minor emphssis category, 14,9%. As far as criteria elicited through the question about what children have learned go, authority relations, mental skills, responsibility training, and emotional responses fall under the heading of some mention.

Questions about what children were being <u>taught</u>, suggested motor activity, emotional responses and play as categories which attained only some mention.

LIST OF MATERIALS PROVIDED.

Ball
Blocks
Blanket/sheet
Bottle
Broom
Car
Cardboard Containers
Cotton Reels
Cup/Saucer
Doll
Hat
Necklace
Newspaper
Pencil/Pen/Crayon and Paper
Pictures
Pillow
Plastic animals/Dolls/Toy cars
Rattle
Rope
Empty cotton reel
Spoon/Fork/Knife/Plate
Stick
String
Stuffed animals
Tins (empty)
Wheel
Wooden blocks

CODING CATEGORIES FOR ASSESSMENT CRITERIA.

1. **Authority relations.**

   Obey instructions: Infant/toddler understands and obeys mother's requests, commands and instructions.

   Respect training: Receives objects from adults with cupped hands, elbows bent and head lowered; addresses people with appropriate terms and titles; leaves room when adults are present; and averts eyes when talking to adults.

2. **Mental skills.**

   Imitation: Infant/toddler copies mother or other's actions.

   Association: Infant/toddler picks up a plate when given a spoon or makes appropriate noises when given a toy train or car.

   Other: Infant/toddler remembers where she placed objects; and learns rhymes and songs easily.

3. **Responsibility training.**

   Assists with siblings; assists with house chores; and runs errands.

4. Self-sufficiency.

Sits on a bucket to urinate or in a special place in the garden without assistance; eats off a plate with a spoon and drinks from a cup; hits back at those peers who hit him/her; puts on own clothes and shoes; cleans own nose, hands and face; smears vaseline on him/herself; fetches own toys; and visits neighbours independently.

5. Language development.

Any babbling, vocalisations or naming; appropriate kinship terms; rhymes, songs and counting; makes requests and answers requests.

6. Knowledge.

Social knowledge: Uses and understands family role titles; follows social rules of conduct; and interacts appropriately with others.

Object knowledge: Understands uses of objects; differentiates own from other's possessions; and plays with objects.

7. Motor activity.

Gross motor: Sits; stands; walks; runs; jumps; climbs; dances and engages in ball play involving kicking.

Fine motor: Opens taps; switches radio on/off; dials telephone numbers; holds pencil between fingers and thumbs and scribbles/draws with pencil/crayon.

8. Emotional responses.

Cries for attention; shows anger when reprimanded; and kisses and cuddles mother or doll.

9. Play.

Plays with peers or siblings; plays independently with objects and engages in singing and hand clapping routines with mother or granny.

CODING CATEGORIES FOR MICRO-ANALYSIS.

10   TASK EXECUTION

10+   Execution with comment

10   Execution with another shadowing the activity

10-   Removal of a piece

10M   Taking piece from model

11   Trial and error

12   Motor manipulation

13   Execution using force

14   Correction

14+   Self correction

16   Asynchronous activity

17   Preparation for executions - Mother glances at
                                   model without refer-
                                   ring child to model

19   Inspection

20   DIRECTIVES

20   Verbal directive

2F   Directive to force execution

2D   Directive to be precise

2A   Non-verbal directive

2L   Non-verbal levering of childs hand

20V   Verbal directive plus levering of childs hand

20-   Instruction to "leave it" after failed attempt
       to execute

21   Restraint

26   Child instructed to wait to afford mother
       thinking time

2C   Colour directive

2N   Naming of piece

2P   Position directive

2S   Shape directive

2Z   Size directive

30   QUESTIONS .

30   Verbal question

31   Verbal checking question

30A   Non-verbal question

31A   Non-verbal checking questions

3C   Question regarding colour

3N   Question regarding piece name

3P   Question regarding position

3S   Question regarding shape

3Z   Question regarding size

40   DEMONSTRATIONS

41   Demonstration

41   Short-cut manoevres

50   MEDIATIONS

50   Referring to the model

51   Model comparison

52   Organization according to model

53   Questioning with regards to model

54   Out of context reference

55   Task explanation in context

CONFIRMATION/NEGATION

22   Confirmation

22-   Negation

OTHER

15	Aimless activity
18	Awaiting instructions
18+	Engages in task
23	Remark re conduct
24	Attention getting
25+	Positive reinforcement
25-	Negative reinforcement
42	Comment
43	Asynchronous comment
44	Chatter

EVALUATION AND QUANTIFICATION ANALYSIS   APPENDIX 11.

AGE ANALYSIS : PROPORTIONS AND FREQUENCIES OF
CODED BEHAVIOUR YIELDED BY MOTHERS AND CHILDREN

TASK NO.	AGE	MOTHERS 2	3	4	T	CHILDREN 2	3	4	T
1	Exec	14.9 (109)	13.9 (97)	19.6 (123)	16.1 (329)	63.1 (239)	47.4 (226)	55.9 (251)	44.0 (716)
	Dir	58.4 (425)	47.9 (333)	50.6 (317)	52.5 (1075)	0.2 (1)	0 (0)	0.4 (2)	0.2 (3)
	Ques	0.9 (7)	0.7 (5)	1.2 (8)	1.0 (20)	12.1 (46)	24.1 (115)	21.6 (97)	15.8 (258)
	Demo	0.8 (6)	0.7 (5)	0.9 (6)	0.8 (17)	0 (0)	0.4 (2)	0.2 (1)	0.2 (3)
	Med	6.2 (45)	20.7 (144)	12.3 (77)	13.0 (266)	10.6 (40)	26.4 (126)	13.8 (62)	14.0 (228)
	C/N	13.1 (95)	12.5 (87)	12.1 (76)	12.6 (258)				
	Other	5.5 (40)	3.4 (24)	3.2 (20)	4.1 (84)	13.9 853)	1.4 (7)	8.0 (361)	29.8 (421)
	Sub-Total	727	695	627	2049	379	476	774	1629
2	Exec	39.5 (64)	24.2 (173)	28.0 (310)	27.6 (547)	46.2 (49)	53.2 (272)	51.1 (361)	51.3 (672)
	Dir	41.9 (68)	37.0 (265)	33.4 (370)	35.4 (703)	1.9 (2)	0 (0)	0.9 (6)	0.6 (9)
	Ques	3.7 (6)	1.6 (12)	1.7 (19)	1.9 (37)	22.6 (24)	16.5 (81)	18.4 (130)	17.9 (235)
	Demo	0 (0)	1.2 (9)	1.7 (19)	1.4 (28)	0 (0)	0 (0)	0.4 (3)	0.3 (4)
	Med	4.9 (8)	21.6 (155)	18.2 (201)	18.3 (364)	7.6 (8)	22.2 (109)	23.2 (164)	21.5 (281)
	C/N	2.4 (4)	11.4 (82)	12.5 (138)	11.3 (224)				
	Other	7.4 (12)	2.7 (20)	4.4 (49)	4.1 (81)	20.8 (22)	7.9 (39)	6.9 -(49)	8.4 (110)
	Sub-Total	162	716	1106	1984	105	492	713	1310
3	Exec	35.9 (298)	23.4 (222)	29.6 (220)	29.4 (740)	60.8 (202)	58.9 (371)	69.6 (289)	62.6 (862)
	Dir	45.9 (380)	45.2 (429)	44.3 (329)	45.2 (1138)	0 (0)	9 (0)	9 (1)	0.07 (1)
	Ques	2.5 (21)	1.0 (14)	1.7 (13)	1.9 (48)	18.1 (60)	21.5 (135)	14.2 (59)	18.5 (254)
	Demo	0.9 (8)	0 (3)	0 (6)	0.8 (17)	0 (0)	0 (0)	0 (0)	0 (0)
	Med	1.1 (9)	10.2 (97)	9.2 (68)	7.0 (174)	0.9 (3)	11.5 (72)	9.3 (39)	8.3 (114)
	C/N	7.5 (62)	14.8 (141)	11.3 (84)	11.4 (287)				
	Other	6.0 (50)	4.6 (44)	3.0 (22)	4.6 (116)	20.2 (67)	8.1 (51)	6.5 (27)	10.5 (145)
	Sub-Total	828	950	742	2520	332	629	415	1376
	TOTAL	1717	2361	2475	6553	816	1597	1902	4315

Exec =   Execution
Dir   =   Directive
Ques =   Questions
Demo =   Demonstration
Med   =   Mediation
C/N   =   Confirmation/Negation

DATA BASE:

TRANSCRIPTT OF COMPILED TAPE.

Introduction.

Transcript divided into four sections.

First section consists of three dyads who are, in relation to the mothers included in this study, examples of good mediators. They provide the kind of instruction suited to preparing children for school related tasks.

Second section consists of two dyads. These dyads illustrate the typical instructional styles found in our sample. There is occasional reference to the model but mothers use primarily direct instructions which are both verbal and non-verbal.

Third section consists of six dyads. These are shorter extracts that illustrate specific interesting aspects of the instructional process.

Fourth section consists of three dyads who are examples of mothers that themselves seem to experience difficulty with the task. Their instructions range from ineffective directives to actually conveying a sense of confusion to the child.

SECTION 1.

Subject 1/23.
Task 1.

MOTHER	CHILD
Begin Gugu	[Looks at mother]
Take this one, like this one, and put it in the car [Points at model and at child's template]	[Looks at model]
One like this one, this one, take it and put it in the car. Put it in. Position it like this one in the car. [Points at piece, child's template and model]	[Follows mother's pointing and places piece incorrectly, facing the wrong direction]
Yes like that	[Places piece (incorrectly) facing the wrong direction]
Fit it	[Watches mother's actions and looks at template]
Put it in nicely and make it lean against here. Fit it and make it lean against here. Fit it on like in the car. [Taps the model]	[Watches the mother's actions and looks at template]
Do you see where the head-lights are? [Points at headlights on model]	[Glances at model, nods, looks at template and adjusts piece]
Fit in the torch like this side [Points at model]	[Looks back and forth between model and template]
It should look that way. No turn it, turn it. Turn it that way, make it face that way, it must stand like this one. Turn it and make it face that way, turn it again like that [Motions with her hand]	[Looks at template and adjusts piece, reverses the position of the piece]

MOTHER	CHILD
Just like that	[Corectly places the piece]
Let's now put on a load. Here's the load [Indicates load on model]	[Looks at mother's actions]
Do you see it? [Indicates load]	[Looks at the model]
Take now, take the colours, take these colours and make up the load [Indicates load]	[Looks at the model]
No begin with this one [Points to model]	This one? [Pointing to piece on the model]
Yes	[Child reaches for model piece]
Do not remove it from there [Points at the model] Take from here [Points at the child's piece]	[Follows mother's action]
One like this [Points at the model]	[Reaches for appropriate piece]
Put it on a load, put it on at the beginning like here, as it's been put here at the beginning here. Look at this car. You see this car? Put in the load like it's done in this car [Points at the model]	[Holds the piece looks back and forth between the model and template, places the pieces, and checks with mother]
When it's standing, refer here, do you see it standing, lean it against here, in your car lean it, put it in properly, fit it in properly, make it lean [Points at the model]	[Looks back and forth between the model and template and adjusts the piece to the correct position.]

Task 3

MOTHER	CHILD
Now take the stick, a stick that is sharp like this one [Pointin at appropriate stick on the model]	[Observing mother's actions]
Choose a stick that is sharp like this one. Do you see how sharp it is? [Showing sticks, in hand, to child]	[Watching]
Put it in here [Pointing to appropriate space in model]	[Watching where mother points and chooses a stick]
There you are	[Holding stick and watching mother]
Now put it in a hole that's sharp like this one. Look at the holes. Do you see the holes here? Now we are going to put it at the beginning in a hole that's sharp like this one [Pointing at model]	[Looks at template and back at mother's actions]
Now you start over there in your thing. Yaa. [Watching child's actions)	[Child places stick in template and looks back at model].
Do you see the second one? [Points at model]	[Watches mother's actions and nods]
This is the stick, this one, this stick do you see it's four cornered, then choose it from here amongst these sticks. Yaa. [Points at model stick, and shows sticks in hand to child]	[Child looks at sticks and chooses a stick, looks at mother]
Then put it there at the beginning, yaa [Indicates appropriate position in model]	[Child looks at mother tentatively places stick and looks back at mother]
We are now going to choose this one. Do you see how this one is shaped? [Points to model, looks at child]	[Watching mother's actions and nods]

MOTHER	CHILD
This one is like this. It has a longer side [Points to rectangular stick on model] Now choose it from amongst these sticks [Points bundle of sticks at child] yaa [Checking child's action]	[Looks at mother's actions and nods]

[Chooses stick and looks at mother] |
| Do you see the sharp hole? [Points at top of stick and looks at child] You should now find a red block with a sharp hole [Indicates model and pieces on table] | [Looks and nods] |
| Lets fit it here. Do you see the hole I'm pointing at? We will put it in there. Put it in there, put it in [Points at appropriate position on model] Here in this hole, this one. Do you see the hole I'm pointing at? Now put it in there [Points at same position in template] | [Tentatively places stick in wrong hole]

[Child removes piece and looks at model, nods and then places piece in correct hole] |
[Looks at model, takes all extra sticks out of reach of child]	[Child watches mother's actions]
Now we are going to fit in these things, do you see? We are going to choose [Points at model and looks at child]	[Looks at mother and nods]
[Sorts pieces on table turning blocks so that holes face upwards]	[Watches mother's actions]

MOTHER	CHILD
We'll start this side. Do you see this one it's black, we'll start with the black one [Points at appropriate side of model and points to black block and looks at child] You must choose a black one but which has a hole like this [Points at black block and then at the stick to point out their internal shapes, then organizes blocks on table] Do you see here all these things, then choose a black one one with a hole like this, with a sharp hole [Turning over blocks and moving them closer to child]	[Watches mother's actions] [Looks] [Picks up a piece and holds it]
Put it in here in this hole here [Taps appropriate stick]	[Watches mother's actions] [Looks at mirror image]
In this hole here [Taps stick again]	[Looks in right direction]
Do you see, do you see the hole I'm pointing at, you look at your own [Points at stick again and watches child's actions]	[Goes to place stick on wrong stick]
Also put it in, put it so it gets in	[Places block correctly and adjusts]
We are now fitting in the second one, a red one [Pointing at red block on model]	[Looks]
Do you see the sharp hole? [Points at top of stick and looks at child] You should find a red one with a sharp hole. [Indicates model and pieces on table]	[Looks and nods]

MOTHER	CHILD
Look here, look here at these things [Indicates pieces on table]	[Looks and nods]
Look for one that's sharp like this one, with a hole, with a sharp hole [Points at stick on model, indicates pieces on table and looks at child]	[Looks]
Do you see one with a hole that's sharp, like this one, a red one [Gestures at pieces on table and looks at child]	[Looks at actions, nods and picks up a piece and looks at the external dimension]
Now fit it in here, do you see which one I am pointing at? [Points at appropriate stick on model] Yaa Yaa. [Checks child's placement]	[Watches mother and nods] [Places piece]
We are now going to choose a white one, with a sharp hole again. [Indicates white block and appropriate stick on model] Then choose a round one. Do you see the round one? A round one from here [Indicates roundness of white block and points at pieces on table] With a sharp hole, yaa	[Watches] [Picks up correct piece]
Fit it right here it's yours, fit it on so it gets in well and measure the hole [Watches the child's actions with hand resting on appropriate stick] Let me see [Watches child's action] Do not take the stick out, fit it in the hole well	[Adjusts block on stick in own template] [Removes block from stick and shows mother the piece]

MOTHER	CHILD
[Still points at appropriate stick on model. Inspects piece in child's hand]	
Fit it on well so it gets into the hole, measure it so it gets into the hole, align it properly	[Adjusts the block on stick]
[Watches child's activity]	[Places piece correctly]
Yes, just like that, fit it on	
Align it properly	[Adjusts block]
[Watches child's actions]	
Yes	Like this?
	[Still adjusts block]
[Watches child's actions]	[Continues to adjust]
It fits	[Places piece]
[Watches]	
Yaa	
Now fit in a white one, fit in a white one	[Watches]
[Indicates white block on model]	
Do you see, now find one with a hole like this, now look for it a white sharp one with a hole like this	[Watches and nods]
[Points to top of stick and organizes pieces on table]	
Look for it here, a white sharp one with a hole like this	[Watches]
[Organizes pieces on table, points to block and stick on model.]	
Yes	[Picks up a piece]
Fit it in, this side also	[Holds piece, alternately looks to left and right side of own template]
[Indicates right side of model and watches child's activities]	

MOTHER	CHILD
Do you see which side your hand is then fit there also [Watches child's actions] Note that we are doing this one. Now make it correspond [Watches child's actions and indicates again, the correct stick on the model]	[Looks at own right hand, nods and places piece correctly] [Child looks up, watches mother's actions and continues to adjust the piece]
[Watches child's actions] Make it correspond properly, it fits, align the hole [Watches]	Like this? [Continues to adjust block]
Uh huh	Like this? [Places piece]
We are now going to fit the black one, [Indicates the right stick on model] We are not doing these any more. Do you see that we have finished this? [Indicates the opposite stick, the mirror image] We are now doing this one [Points to correct stick again]	[Watches mother's activities] [Watches and nods] [Watches and nods]
We are looking for a black one with a hole like this [Indicates correct piece] A black one shaped like this. Do you see, shaped like this? [Mother indicates stick on model] But a black one with a hole like this [Mother indicates pieces on table and points to internal shape] [Looks at child after each instruction]	[Looks back and forth from model to pieces on table] [Looks at mother's actions]
Mm mm one shaped like this, do you see how it is shaped? Like this one amongst these. [Points at model]	[Child goes to pick up a piece] This one?

MOTHER	CHILD
Yaa [Looks at child's activities]	[Points to appropriate piece] [Picks up black piece]
Do fit it in [Watches] You are now doing this one, you've finished with that one [Taps correct side of model]	[Goes to wrong stick (mirror image)] [Goes to correct stick to place black piece]
Fit in carefully, so that the hole matches so that it corresponds well [Looks at actions] Match the hole and put it in properly	[Adjusts piece] Like this? [Still tries to fit the piece in the stick]
It will fit if you've aligned it, it will get in. Do you see that yours is crooked? [Looks from underneath to inspect internal dimension of child's block] Align it properly [Points to stick on model]	[Also inspects internal dimension visually and continues to adjust piece. adjust piece]

Subject 2/3.
Task 1.

MOTHER	CHILD
This one now, do you see here like this one? [Points at appropriate piece on model] No no, one like that one, one like that one [Points to appropriate piece in model]	[Looks at own template. Picks up piece from table and shows to mother]
[Watches child's actions] Yaa.	[Picks up piece] There it is, there it is [Goes to own template] Where should I fit it in? [Fits piece in own template] Here, do you fit it in there? [Turns piece around]
Yaa Yes	Like this?

MOTHER	CHILD
Where is one like this one? [Points to model] Where do you fit this one? [Points to model again] No no, the small one, the small one. Where do you fit it in? [Watches child's actions]	[Watches mother's actions] [Picks up incorrect piece and shows to mother] Is it this one? [Picks up correct piece and goes to own template] Here? [Adjusts piece, then sits back]
Yes, uh huh	Do you fit it there?
Get it close to you [Moves child's template close to child on table] [Checks model] Uh uh this one is not supposed to be fitted there [Looks at model] It's fitted in there [Points at model]	[Picks up a piece from the table and fits it in his own template] [Removes piece] [Looks at own template
Look there, look look look at this car. Isn't this car the same as that one? [Points at model, then moves model across and positions it directly above child's template] [Gestures to child's template, the model and then the pieces on the table] Then put it in the way it's been put in here. Put in and look here and see if it looks alike. Do you see? [Watches child's activities] Yes, turn it round again [Watches] Yes, there it is.	[Looks at model and reaches towards model] [Picks up piece and places in the window space of own template] [Adjusting piece] [Correctly places piece]
You see that this car is loaded and look at this one. See where it is put and put exactly as it has been put here, so that it's the same as this one [Indicates the "load" on the model] Uh huh. Uh huh.	[Watches mother's actions and then picks up a piece and shows to mother] [Holds piece in mid air] Should I put it in?

Subject 3/8.
Task 2.

MOTHER	CHILD
Put in a black one, do you see that one, the black one? [Looks at piece shown by child] No, the four cornered one	[Looks at model and picks up black piece and holds up towards mother] [Picks up different black piece and holds up for approval]
[Points to correct piece on table] There it is, the four cornered one like this one	[Picks up indicated piece]
[Looks at model] Fit it right at the top, there, uh huh.	Where should I put it? [Fits it in his own template]
Take another one again [Points to model] Can you recognize one that is in there? Take one like this one. Uh huh. [Points to model and to pieces]	[Leans over and peers attentively at model] [Touches model] [Picks up piece and places it]
Align it properly Align it properly [Watches child's actions] Uh huh	[Adjusts piece] [Fits piece correctly]
Take another one that looks like this one [Points at model]	[Looks at model] [Leans towards model and touches appropriate piece, then picks up incorrect piece from table] This one?
Uh huh No, that on is not shaped like this one [Repositions model and child's template] One shaped like this one, one shaped like this one, like this [Points to appropriate piece on model] Uh huh one shaped like this one Not that one, not that one you've fitted that one. Take another one shaped like this one. Do you see which one it is? Don't push that thing just leave it there.	[Puts down incorrect piece] [Leans over to touch piece in model] This one? [Reaches for incorrect piece on table] [Picks up correct piece and placed it] [Adjusts piece in template]

MOTHER	CHILD
Take another one like this [Points to appropriate piece on model]	This one? [Picks up piece]
Put it in like this one, do you see where this one is facing? Put it in like that, turn it around and make it face that way. [Points at model and watches child's activities]	[Places piece in own template] [Adjusts piece]

Task 3 (3 sticks already placed).

MOTHER	CHILD
Look here now. Do you see how these things have been done? [Points at model] Now take the drum [Points at piece on model]	[Looks at model] [Picks up piece and measures it against the stick and puts it down]
Start. Look, look here, look here, we are starting with this one, we are starting with this one. Now look which one fits in here. [Watches actions of the child]	[Looks at model, picks up piece from table]
Yes Start with this one. [Taps appropriate stick on model and watches child's actions]	Is it this one? [Fits piece to indicated stick]
Take another one belonging there. A black one that fits.	[Touches pieces on table] [Picks up piece and goes to place on stick]
[Looks at child's actions] Uh huh.	One like this? [Adjusts piece] [Places piece]
Then take another one again, one that fits here [Points at appropriate block on model]	[Leans across to pick up piece] Where is it?

MOTHER	CHILD
One like this, one the same colour as this one	[Picks up a piece and tries to fit it into the incorrect, already completed, stick. In the process of removing the block, the stick moves]
[Points at model]	
Don't touch it or else it will move [Watches actions] Does that one fit? Do not force it if it does not fit [Watches actions of child]	[Continues to adjust block onto incorrect stick] Does it fit? [Still adjusts block]
Find another one, find another one Lets finish this one [Indicates correct stick on model] No no lets finish this one first [Points at correct stick on model] Lets finish this one [Points at model again]	[Looks at other stick on own template] [Goes to place same block on another stick] [Continues to adjust block on incorrect stick] [Removes piece and puts back on table] [Watches mother's actions]
Find another one, a sharp one like this one [Points at appropriate stick on child's template, model, and piece on table] A sharp red one, this one doesn't fit, find another one [Watches child's activities] Now fit it there	[Watches mother's actions] [Points to piece on table and looks at model] [Picks up piece, inspects it and fits it on the stick]

SECTION 2.

Subject 4/6.
Task 1.

MOTHER	CHILD

[Model placed directly above child's template]

MOTHER	CHILD
Take a black one	[Child picks up piece]
[Looks at model]	[Places piece]
There's a black one above	[Adjusts piece and looks at
there, up there, place it	mother]
properly. Push it up, don't	Pardon, like this?
put it flat, don't put it flat,	[Adjusts piece]
lean it, lean it, make it	
stand, put it in properly	
[Watches child's activities]	
	[Looks at piece on table]
[Looks at model]	
Take the orange one now,	[Picks up piece and shows to
take the orange one, there	mother and places it]
it is	
[Watches child's actions]	
Now move it backwards	[Adjusts and places correctly]
[Watches child's actions]	
Not there, not there, move it	[Withdraws hands from template
backwards	and looks at template]
[Looks intently at model]	
	Ma?
Take the yellow one, now	[Picks up correct piece]
take the yellow piece like this	
[Indicates with head movement	
towards yellow piece]	
Uh huh	One yellow like this one?
[Looks at piece child has	
picked up]	
Uh huh	Put it here?
Put it in there, put it like	[Places piece in template]
that	
[Watches child's actions]	
[Looks at pieces on table]	[Looks at piece on table]
Take the green one now, take	
the green one	[Picks up a piece]
[Watches child's actions]	[Picks up another piece
No, no.	and shows it to mother]
Take a green one, not that one.	[Reaches for another piece]
There it is.	
[Indicates correct piece	Where is it?
with head movement]	

MOTHER	CHILD
[Points with finger to correct piece on table] This one, not that one [Points to child's template and model]	[Picks up the indicated piece and holds in hand while looking at own template and model]
Now put it in below [Watches child's actions] No put it at the top. Yaa. (Language is misleading – "put it at the top" is an instruction to re-align the piece in a vertical position) Do you see how it fits do you see how it fits? Put it like that, like that, like that. You see, do you see how it stands?	[Places piece incorrectly] [Adjusts piece] [Fidgits, sits back and looks at template]

Task 3.

MOTHER	CHILD
Fit it there, do you see how it is shaped? [Looks at model, but does not point] [Looks at model again] No it doesn't belong there.	[Child has stick in hand, glances at model and goes to place stick in incorrect hole] [Stops activity and inspects model] [Places stick correctly] Here?
[Checks model, inspects already completed stick on child's template, glances at model again] Put it in [Glances at model and watches child's actions] Put it in [Glances at model] Don't push, don't force it in [Takes piece from child and inspects internal dimension] How have you positioned your stick?	[Picks up a block and tries to fit it on the recently placed stick] [Adjusts incorrect piece on stick] It doesn't fit [Looks at block from below and adjusts piece] [Watches mother's actions]

MOTHER	CHILD
[Attempts to place block on stick]	[Removes stick and replaces it immediately]
[Removes piece and returns to table]	I've positioned it properly
[Looks at pieces on table]	[Takes piece and places it]
Aye, it's not true	Mm.
[Hands piece from table to child]	
[Looks at model, chooses a piece from table, hands to child]	[Takes piece and adjusts on stick, looks at internal dimension, turns piece around]
Here's another one	I'm going to try and fit this one
[Watches child's actions]	[Continues to adjust piece]
No don't press put it in properly	
[Looks at internal dimension of block]	It won't fit Ma, it doesn't fit
It does fit, it does fit	[Hands piece back to mother]
[Hands piece back to child]	It doesn't fit
[Takes piece from child]	[Take piece back]
Hold it like this	
[Places piece]	[Watches mother place piece]
Hmm.	Haauw.
Then find another one, here it is	
[Glances at model, hands a piece to the child]	[Takes the piece]
	One like this?
[Watches child's actions]	[Adjusts piece on stick and hands back to mother]
[Does not accept piece]	
Fit it in it does fit	It won't fit
	It won't fit
[Watches child's actions]	[Inspects internal dimension of block]
Position it correctly, look at how the stick is shaped and how the hole is shaped	

Subject 5/10.
Task 2.

MOTHER	CHILD
Wait	[Looks for a piece on the table]
[Watches child's activity, looks at pieces on table]	Fit the white one Ma?
The white one?	
[Watches child's actions]	[Picks up piece]
No, take the small black one, the small black one, no the black one like this one	This one?
[Watches child's activities but fails to indicate the piece referred to]	[Picks up a different piece]
Uh huh	
Put it in there at the beginning at the top, up there near the car	[Places piece on own template]
Aye simply put it in there, make it face upwards	[Adjusts, then picks up the piece and inspects it]
Make it stand upright like this car, do you see how it is positioned?	
[Points to model]	[Looks at model]
Do you see how this one is positioned?	How?
[Points to model again]	[Looks at model again]
Then position it like this, like this	Uh Huh
[Leans over and adjusts piece in child's template]	[Looks at model]
[Looks at model]	How, like this?
No make it stand like this, do you see how it is standing?	
[Looks at model and watches child's actions]	[Looks at model, picks up piece, points to position in own template]
	This should be put in and it begins here
	[Places piece]
Take another one again, this one	[Reaches for indicated piece on table]
[Points at piece on table]	
Not that one, this one	
[Points again]	This one?
	[Picks up the piece]

MOTHER	CHILD
Take that one out [Refers to previously incorrectly placed piece] Put this one next to the one there, put it close to that one [Watches actions] Yaa.	[Takes piece to place in template] [Removes the piece] [Adjusts the piece]
Take the yellow one now [Looks at pieces on table] That one [Indicates piece with head movement] The yellow one like this one. The yellow one [Watches actions] No not that one, not that one	[Reaches for a piece and picks up incorrect piece] [Watches mother's actions] [Goes to place piece in template] [Places piece back on table] Which one?
This one, the yellow one. [Points with finger to appro- priate piece] [Glances at model, takes piece from child] No put it in like this. Do you see? [Places piece]	[Picks up the indicated piece and goes to place piece in template] Do I put it in like this? [Watches mother's actions] Oh.
Take that green one. [Indicates piece on table with head movement] No take that green one. [Pointts to appropriate piece] [Nods at model] No take that green one. That black one [Points to piece on table] Take out that green one. Make it sharp at the corner. [Watches child's actions] Put that one correctly then make that one sharp, not like that. [Watches child's actions]	[Picks up green piece and places it in template] [Removes green piece and picks up indicated black piece and places it] [Looks at model] [Adjusts piece in template] Where? [Picks up black piece in template and shows to mother] [Adjusts black piece in template whilst holding the green piece in free hand] [Continues adjusting piece] But how then?

MOTHER	CHILD
Put it in like this [Demonstrates an oblique line with right hand on table] Yes like this car [Points at model] You want to know how to put it uh huh, put it in then and make it look like in this car [Goes to adjust piece in child's template] This should be in the corner. It should be in the corner like this. Do you see?	[Watches mother's actions] [Points at model and looks at model] Here? [Looks at model] How is it? [Watches mother's actions]

Task 3.

MOTHER	CHILD
Take another one again [Indicates piece with head movement] The red one, see?	[Reaches for piece on table] This one? [Looks at pieces on table] I don't see it [Picks up a piece] This one?
Here it is the red one, the big one [Looks at child's piece] No the red big one. That's the red big one [Looks at child's piece] Here is the red big one [Points at piece]	[Replaces piece on table] [Picks up piece indicated and goes to place it on incorrect stick] [Places on correct stick]
Oh yaa fit it over there, Do you see? [Watches child's actions]	
Take another one again.	[Looks at pieces on table] Where, where is it? [Looks at mother and touches piece]
That's a good girl. [Watches child] No, a red big one, a red big one [Looking at table] One like this one [Points to piece on table and then to correct stick on child's template]	A black one? [Searches table for piece] I can't see the big one [Looks at pieces on table]

MOTHER	CHILD
[Looks at model] You can't see it? You don't be absurd! [Points at correct piece on table] Yes, that's the one.	I can't see it. I can't see it. [Picks up piece]

Subject 6/25.
Task 1.

(Example of self regulation)

MOTHER	CHILD
[Glances at model] Take this one and fit it there [Points to piece on table and points to position in template where piece is to be placed] Mm aye how are you fitting it? [Checks model and struggles to adjust window piece in child's template. Returns to model and touches it. Continues adjust- ing piece in template] Glances at model again. Swaps piece in template, one from table and adjusts] [Tries to force it in space in template. Glances at model again] [Continues to adjust piece in template and glances again at model] [Continues trying to force piece into template] [Removes window piece and inspects it and replaces it. Again tries to place piece in child's template] [Leaves piece although still incorrectly positioned] Now take this thing and put it in here	[Watches mother's actions] [Picks up piece] This one? [Watches mother's actions] [Watches] [Touches template] It's a car, it's a car. [Gets restless and looks away] [Watchees] [Picks up piece, places and looks at mother] [Watches] [Child picks up piece]

MOTHER	CHILD
[Glances at model, points to piece on table] And put it in here [Points to position in child's template]	[Child places piece]
Here take this and put it there	[Picks up piece and holds it]
[Points to piece on table and to position in child's template]	[Watches mother's actions]
There, do you see? [Points again at position in template] [Moves model to position directly above child's template] Look look there take this one. Yaa, take this one [points at model and position in the template]	[Picks up piece and places]

SECTION 3.

Subject 6/25.
Task 3.

MOTHER	CHILD
Now fit in the stick [Fits the stick into child's template]	[Watches]
And then search here and then look for one like this [Looks for piece on the table, checks model and returns to search table]	[Watches]
And put it in here [Goes to place piece on stick]	
Wait, wait, wait [Looks at model and retrieves piece from child]	[Attempts to take piece out of mother's hand]
Yaa, wait no wait [Takes block from child again and goes to place on stick] Yaa.	[Takes piece and attempts to place on stick]
	[Attempts to engage]
Wait, now wait [Restrains child's actions] We put it in here, which should fit in here. Do you see this one, do you see, put it in there [Points to appropriate block, to model and to child's stick] [Inspects placed piece glances at model] Then fit it in like this [Watches] Yaa.	[Reaches for piece on table] May I put it in? [Picks up piece and places it] [Independently picks up new piece] [Looks at model] [Places piece]
[Picks up remaining sticks and checks their shape, chooses a stick] [Takes stick from child, glances at model and places it] [Looks at model and takes piece away from child] Do you see? Look for one like this one.	[Tries to grab stick from mother] [Looks at pieces on table and picks one up] [Watches]

MOTHER	CHILD
[Picks up piece and places it] Wait, wait, wait, wait, you don't know what you are doing [Restrains child and tries to force incorrect block onto stick] [Removes block and stick and searches through sticks on table again, inspecting their internal dimension] [Replaces the stick] [Hands a block to child]	[Tries to take piece from mother] [Goes to take piece again] [Watches mother's actions]
Now fit this one, fit this one do you see? [Points to piece on table] [Watches child]	[Watches mother's actions] [Takes block, inspects internal dimensions and attempts to place it]
[Takes over adjusting] [Tries to **force** incorrect piece onto stick] [Removes block]	[Adjusts piece] [Watches with hand in mid air]
It means that this one is not for there [Stands up, matches stick against stick in model. Searches through sticks on table comparing each with the one in hand] [Turns stick around in hand and replaces it in child's template] There it is	[Watches]

Subject 7/1.
Task 3.

MOTHER	CHILD
Take this one and put it in here and put it in [Points to pile of sticks and blocks on table and gestures towards the template] This stick, this stick [Points to correct stick and looks at model] Take this stick and put it in here	[Looks at pieces on table, picks up a stick] [Puts down 1st stick and picks up indicated stick]

MOTHER	CHILD
[Points at model and watches child's actions] Yaa	[Places stick]
No, wait, wait a bit. Take this stick and put it in there	[Picks up a block]
[Checks model, points to stick on table and indicates position in child's template] [Watches]	[Takes stick and goes to place it incorrectly]
Put in here	Here? [Removes stick]
[Points to correct hole]	[Places stick correctly]
[Looks back and forth from model to pieces on table] Again take this one and put it in there	[Looks at pieces on table]
[Points to stick on table] nd put it in there	[Picks up stick]
[Points to appropriate hole on template] Here put it in here	[Places incorrectly]
[Points again to correct hole]	[Replaces stick correctly]
[Restrains hand] Wait	[Reaches for piece on table]
[Looks at model, then at child's template] Take this and put it in there	[Looks at pieces on table] [Watches]
[Points to piece on table, glances at model, points to appropriate position in template]	[Watches]
[Restrains hand and looks at model] Yaa	[Picks up piece and attempts to place it] This one? [Places piece]
Take it, take it, the white one	[Goes to take a piece from table]
[Points to white block] and put it in over there	[Picks up piece and goes to place on incorrect stick]
[Points to stick on template] Get this one over there, get this one closer.	
[Moves template closer to child]	[Corrects herself and places on correct stick]

Subject 8/18
Task 2

MOTHER	CHILD
Take this one and put it here [Adjusts piece already in template] Put it in like this, do it yourself now, put it in the corner here like this Yaa [Levers child's hand]	[Watches]

[Picks up piece] |
| [Looks at model] Take this one, this one. [Indicates piece on table] And put it in there, like this [Levers child's hand into correct position] | [Picks up piece, watches] |
| Take this one [Indicates piece in model] No, no, no, take this one, this one, this one. [Points again at piece on table] [Looks at model] No there Don't be so daft, put it in like this. [Corrects position of the piece] | [Looks at model]

[Reaches for piece on table]

[Picks up piece and goes to place it] [Places piece incorrectly] |
| Take that and then take this one and put it there [Points to piece] [Levers hand into position in template] Like this [Adjusts piece, glances at model. Removes piece] Aye no. | [Picks up piece, watches] |

Subject 9/21
Task 1

MOTHER	CHILD
	[Child reaching for piece on table]
No, no take a white one now. [Indicates piece on table with hand movement and pointed stare]	[Points to another piece on table and looks at mother]
No, take that one, that white one look over there [Looks at piece]	[Picks up piece and goes to place in template]
	Here?
Yaa [Watches child's actions]	[Tries to force piece in template]
	[Bashes piece with hand]
	[Continues bashing piece]
Take this one, take this one [Looks at piece on table]	[Reaches for piece on table]
No take this small one, there it is [Looks pointedly at piece on table]	[Picks up piece and holds up to mother]
Put it in there, put it in there, there. No, no there, there, yes [Looks at template]	[Places piece in template but in incorrect position] [Places correctly] [Adjusts piece]
Leave it now, leave it now.	
Take this one now, this one one like this one [Looks at table but does not indicate any one specifically]	[Reaches for piece on table]
Look for it, look for it, scatter it and look for it [Watches]	[Picks up piece and goes to place on top of already placed white piece in template]
Over there, over there, right there.	[Places correctly]
Take another one again [Reaches to pieces on table]	[Reaches for piece on table] Fiddles with pieces on table]

MOTHER	CHILD
Look for this one, one like this [Looks at piece on table] Not that one, not that one. Look at Ma look at Ma. That one, that one, that one. Put it in there at the end over there.	[Places a piece in template] [Watches]
	[Picks up piece and places it]
Right there thats a good girl	
Take this one now, take this one [Pointedly looks at piece on table] No, no, no not that one. Take this one [Looks smiles] Put it over there	[Touches pieces on table, then reaches across to model] [Picks up piece and shows to mother] Which one, where? [Picks up piece and shows to mother]
[Motions with head towards template]	[Looks at mother] Where does it belong? [Places piece and removes piece and returns it to table]
Over there, yaa, leave it now [Checks model, looks at child's template] Uh uh no no that one is not for there, take it out Remove it it's for here [Looks towards template] Its here, take this one [Looks at pieces on table] Take this one, take the yellow one [Looks at pieces on table] [Mother restrains child and looks at table] Yes, yes [Restrains again] Yes Put it in there [Motions towards template]	Where does it belong? Where does it belong? [Picks up another piece and places it] [Removes placed piece] [Picks up piece] [Tries to place it] [Tries to place it] [Places piece]

Subject 10/31.
Task 1.

MOTHER	CHILD
[Mother glances at model]	[Picks up piece and shows to mother]
[Points to appropriate place in template]	And this one where should I put it in?
[Inspects placement in template, puts hand to head and glances at pieces on table]	[Places piece]
No, no take another, no no put it in there	[Picks up another piece]
[Hand held in mid-air]	
No, no	[Tries to place piece]
[Indicates with hand to the piece]	
[Pushes child's hand aside, checks template, glances at model]	[Places piece]
No no, see, remove that one. Take it out.	[Watches]
[Removes piece]	Put it where?
[Looks at model]	
[Restrains actions]	[Goes to pick up piece]
Wait	
[Points to piece on table]	[Picks up indicated piece]
[Takes a piece, places it and looks at model]	Put it where?
	[Places piece]
	[Removes piece, replaces it]
	I'll put it here like this
[Looks at model]	[Independently picks up another piece and holds up towards mother]
[Points to piece on table]	Exchanges it for piece mother indicated]
[Glances at model]	Eh Mah?
[shakes head]	[Picks up another piece and shows to mother]
No	[Replaces piece, picks up another and replaces it]
No, no	[Picks up another piece and replaces it]
	[Picks up another piece]

MOTHER	CHILD
[Nods] [Adjusts placed piece and looks at model]	[Places piece and looks at mother for approval]
	[Picks up another piece, shows to mother] And this one? Which one?
[Points to position in template] [Points in air] No, no [Points to piece]	This one? [Looks at mother and places piece]
[Looks at model] [Nods] [Points to another piece on table] [Nods]	[Picks up another piece] This one? [Puts it down] [Picks up another piece] This one? [Places it]

Task 3 (3 sticks placed)

MOTHER	CHILD
Begin with that one [Looks at model and points at a stick in child's template] Just wait let me see [Looks at model] No no [Shakes head and looks at model] Take this one [Points to a block on table] no no, that one [Points with finger to the block initially indicated] No no no.	[Looks at where mother gazes] Which one? [Picks up piece and shows to mother] [Picks up another piece and holds up to mother] [Picks up 3rd piece for approval] [Picks up 4th piece for approval] [Picks up a piece but not the one indicated] [Picks up piece and goes to place it on incorrect stick]
[Shakes head]	That one?
Find another one [Points to another piece on table] This one [Points again] Uh huh	[Watches] [Picks up block indicated] [Places piece]

Subject 11/12.
Task 1.

MOTHER   **CHILD**

[The car is not yet placed,   [Looks at camera]
begins with cargo piece]

Take this one Madoda put it in
here
[Looks at model and fits a   [Shadows mother's movement]
piece]
And again take this one and   [Watches]
this one and put it in there
[Takes piece from table and
placed it in child's template]   [Shadows mother's movement]
And then take this brown one   [Watches]
and put it in here. Yaa
[Places piece in child's
template]

Like this boy   [Looks at pieces on
[Pats pieces on table and   table]
looks at model]
And then take this one and put   And put it here?
it here
[Places car piece in wrong   [Shadows mother's movement]
direction]
[Looks at model and turns   [Watches mother's activity]
piece around]

[Places piece correctly and
checks model]

SECTION 4.

Subject 12/24.
Task 1.

MOTHER	CHILD
[Car piece on child's template but upside down]	
[Looks at model] No don't	[Picks up and places a piece] [Removes it and places another] Hawh, I'm going to fit in this one
Now fit in like this Now fit in like this [Fiddles with car piece, turns it all the way round (360 deg) so that it is still upside down] [Removes most pieces, turns car again, and looks at model] [Turns piece again - right way up but facing wrong direction]	[Watches] Mmm [Points to piece on table and looks at mother] Is it this one, is this mine? Hawh Pela [Points to own template and looks at mother]
[Watches] Yaa [Watches] [Watches]	[Picks up piece] Where should I put this one? [Places piece in template] Please show me. Here? [Picks up piece] Don't you take it, do you understand? [Places it and looks at mother] Now I am going to put this one in here [Picks up another piece] Yaa where am I going to put this one in [Places on template (along edges)] In here?

MOTHER	CHILD
[Watches]	You please count now [Picks up piece] Where do I put this now?
[Picks up entire template to inspect underneath] [Holds template in hand] [Turns template around in mid air] [Empties out template] [Places empty template in front of child again and places truck piece upside down again]	Hawh Pela don't do it like that What are you doing now? [Sighs loudly] [Picks up a piece] This one Hawh Pela, how are you doing it now Hawh Pela what are you doing? [Watches mothers actions]
[Turns piece around again but still places it incorrectly] [Laughs and attempts once again to correct the truck piece in the template]	Oh no what are you doing? [Watches and then looks away] Do you see what she's doing? [Picks up and places a piece although truck piece still incorrect] This car is going to sit here
[Watches] [Looks at model] Hmm Hmm [Watches]	[Picks up another piece from table] Where is this one going to sit? [Places piece and looks at mother] Sit here? This one sit here? [Picks up piece just placed] Where should I put this one? [Places it on template again] I'll put this car here
[Watches] [Looks at model and picks up entire template again] [Watches]	[Picks up a piece] Where are the wheels? [Places it] No [Watches, touches template] Put it in like this

MOTHER	CHILD
[Removes all pieces again, and replaces truck piece correctly this time but entire template is now upside down]	[Watches]
Put it in like this [Removes child's hand]	[Tries to engage]
Yaa, leave it now [Turns template around to face right way]	[Attempts to place a piece]
[Restrains child, then points to piece on table]	
Now take this one and put it in here.	[Picks up another piece and places it]

Subject 13/30.
Task 1.

MOTHER	CHILD
Put it in, put it up there [Looks at model]	[Fiddles with piece in template]
Uh huh, good	[Picks up and places two more pieces]
Take another one now [Looks back and forth from model to template]	[Picks up another piece and holds in mid air]
Yaa	This one?
[Watches child's actions]	[Places piece on template]
Now fit that one in the hole fit in the hole, that one Muntu	[Pushes line of cargo pieces across template]
There, no no not there in the hole. Fit in the hole, yaa.	[Goes to take piece from model]
[Watches]	
Push it now, push it so it gets into the hole push that one	[Pushes entire template]
Push the one like this, push the one like this. Do you see, push it [Points to model]	
[Restrains child and indicates template with head movement]	[Hammers pieces in model with flat hand]

MOTHER	CHILD
Push in your own car, in your own car, push in your own car so that it gets into the hole. This one	[Tries to touch model]
[Restrains child's movements] This one, push it	
[Points to model] No no	[Tries to touch model]
[Adjusts template to position in front of child]	[Watches]
Don't push this one, push that one	[Reaches for model]
[Points at piece in model] Push	
[Points at piece in model]	[Tries to touch model]
[Restrains hand]	
Put the one like this. Do you see?	[Watches]
[Moves child's hand over to template, in order to touch appropriate piece. Then lets go of his hand and she fits the piece]	
Ma puts it in here, now you take it out	
[Hands placed piece to child]	[Child takes piece and places it]
[Removes piece and replaces it again]	
Take the one up there, take the one no no	[Goes to pick up piece from table]
[Restrains child's actions and picks up the piece herself]	
Here's the one that's Ma's taking	[Watches]
[Lifts piece into air again, replaces it]	
Ma puts it in here, now take it and put it in	[Takes piece and places it]
[Hands placed piece to child] [Claps and smiles]	

MOTHER	CHILD
Now remove, remove the ones that you've put in [Looks at model] Now push that one upwards. Put that one up there, push. [Looks at model] Take then another, take one like this one, take one like this [Points to model] Yaa put that one next to you	[Picks up piece from the template] [Places removed piece next to template, to the left] [Removes another piece from template and places it next to the other one at table to the left]
[Points to piece in model] [Restrains] Take this one No no Mapi no no take one like this [Points to piece in model] Take one like this so that we can go and watch T.V.	[Goes to take piece from model] [Takes piece from table] [Places piece on table, to the left of the template, building "a train" of blocks]
[Points to piece on model] Now take one like this from the table [Points to piece on model] Yaa from the table [Claps hands and smiles]	[Watches mother's actions] [Picks up piece from table] Like this? [Places it] [Places it]

Task 3.

MOTHER	CHILD
(One block is already placed on template) [Looks very puzzled – looks at model, pieces on table and child's template] Muntu take it, take that white one and put it there, put it on that stick [Points at white one] On the table, put that one away put that one, put that one on the table there	[Trying to fit a stick into a block] [Picks up white block and tries to push a stick into the hole – in mid air] [Places stick on the table but holds block in hand]

MOTHER	CHILD
[Watches]	[Places block on top of another free standing block on template]
On the stick that is on the table, on the stick that is on the table	[Removes top block and places over another hole on template]
No no put it in the stick	[Picks up loose block]
[Removes original free standing block and stick. Holds stick, looks at model in puzzled fashion].	Where am I going to put it Ma?
[Puts block on stick and positions it over a hole on template and looks back at model]	[Looks at pieces on table while holding a block in one hand]
[Watches child's actions]	[Reaches for recently placed stick with one hand]
[Looks back and forth to model and removes stick and block from template]	
[Tries to fit stick and block in on hole on template and then places correctly]	[Watches]
Yaa	
[Pushes sticks aside slightly and scratches head.]	[Still holds block in one hand]
Now fit that white one	[Looks at pieces on table. Holds a block in one hand]
Put it on the table that one now take that Muntu that one that side there down there	[Pulls stick and block towards himself and tries to place white block on stick — fails in this attempt]
[Indicates blocks next to template with head movement]	Where am I going to put it Ma?
Take take, put it on the table put on the stick, the stick, there's the stick, do you see it, here it is	[Watches]
[Points to stick on template]	[Places block on template]
No no, that, this one, take this one and put it in there	[Touches stick in template]
	[Pulls hand away]
[Picks up piece and places it and looks back to model]	[Disinterested and reaches for blocks on template]

Subject 14/28.
Task 1.

MOTHER	CHILD
[Places truck piece] Let me see	[Watches]
[Points at piece on table and then points at appropriate space in model] Take this one and put it in there [Looks at model and points at piece on table, indicates appropriate space in template, picks up piece and places it] Take this and put it in there.	[Picks up piece] [Watches]
Take, take this and put it in there [Points to piece on table]	[Watches] [Picks up piece and places it]
[Looks at model] What? Here it is, put it in there [Points at model and at template] Do you see	[Looks at pieces on table]
What are you going to take one and put it there [Picks up piece and places it] [Adjusts window piece several times but still places incorrectly] [Looks at model] Now take, take this one [Points to piece on model] [Turns a few pieces on table] [Points again to piece on model to place in template] Take this one and put it in there [Restrains child's movement and points to piece in model again] You take this one like this one and put it in there	[Looks at mother] [Looks at mother] [Reaches for model] That one? [Picks up piece and places it]

MOTHER	CHILD
[Adjusts piece just placed by child] Do you see?	
[Points to piece in model, to piece on table, to place in template] There's another one take this one and put it in there [Restrains and points at correct piece] [Adjusts piece just placed by child]	[Reaches for a piece] [Picks up piece and attempts to place it] [Places correctly]
[Looks at model, points at piece on table and indicates place in template] Take this one and put it in there [Returns to window piece and adjusts] [Repeatedly turns piece around and around but cannot place correctly] [Looks at model and then adjusts again] Fit in this one [Places the other wheel centre] Wait [Looks at model]	[Looks at model] [Picks up piece and places it] [Watches] [Looks away] [Watches] [Reaches for a piece]
[Points to piece in model, and then to piece on table] Take this one [Points back at model] Always refer here	[Watches]

Task 3.

MOTHER	CHILD
No fit in there [Indicates in direction of template with hand] There in the corner, in the corner [Watches] Turn it down turn it downwards.	[Holds stick in hand] [Looks at model] [Attempts to fit stick in many different holes without success but settles on corner hole – does not fit]

MOTHER	CHILD
[Looks at model]	[Turns stick around and tries to fit other end into same hole]
	[Still not successful – picks up stick, looks at it and then looks at mother]
[Watches]	[Tries another hole]
Put in there	[Places correctly]
[Looks in appropriate direction]	[Picks up a stick and tries to place in several holes again]
Alright take this one, this one, take this one	
[Points to hole in middle of template]	
Uh huh	[Tries to force stick into hole, looks at mother]
Fit there, no Sisi, stop that fit over there	
[Looks in appropriate direction]	[Watches]
[Indicates correct position with eyes]	[Takes a stick]
Wait	[Places incorrectly and looks at mother]
[Places stick for child]	
Come here Sisi, take this one and fit in here	[Watches mother]
[Points and then picks up stick and hands to child]	
And fit it in there	[Places incorrectly]
[Points to correct hole]	
No no	
Fit there, fit there	[Watches]
[Points with eyes]	
Do you see that it is not the same	
[Looks at model]	
[Corrects position of stick]	
Do you see, how would it be like if you take this one out.	
Take this one, take this colour. The colour that's red	[Picks up piece and looks at mother]
[Only looks at blocks on table]	[Picks up piece and looks at mother, goes to one stick, and then to another stick]
The red one, here it is	
[Looks at piece on table]	
Put it here, put it there	[Places block correctly and looks at mother]
Uh huh	

MOTHER	CHILD
Take a black one [Looks at pieces on table] No Fit it [Watches]	[Picks up black piece and goes to place in stick] [Looks at mother] [Picks up another black piece and tries to place block on stick but cannot as it has an incorrect internal shape. Puts block down] [Reaches of a piece on table] [Picks up another piece and tries to fit it]
[Watches] Take another, take another take one like this [Looks at pieces on table] Leave it, leave it. Fit this one, fit there.	[Reaches for a piece on table] [Picks up another piece and tries to fit it] [Replaces piece and picks up another one]