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AN ABSTRACT OF THE THESIS OF Richard Warren Trullinger for
the Master of Science in Speech: Emphasis in Speech
Pathology/Audiology presented May 28, 1974.

Title: Differential Measurement of a Language Concept
Presented Via Video Tape Playback to First Grade
Students.

APPROVED BY MEMBERS OF THE THESIS COMMITTEE:

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Robert Walker

Educational television began in 1932 at the State
University of Iowa. Until 1952, the potential of its con-
tributions to education were not fully recognized. In 1952,
however, the Federal Communication Commission created non-
commercial television stations. From that point in time,

educational television has mushroomed.

Even though much has been done in the field of educational television, reported studies with validated results were found to be few. The Sesame Street evaluations appeared to be an exception. A large amount of literature describing the results of presenting a skill to the general population was found. Nothing, however, was found relating to the teaching of a specific language concept to a designated specific group other than those studies which presented programs to the "masses."

This study tested the hypothesis: At least 80 percent of a given first grade population will respond accurately to the post-testing of a language concept, after the concept has been presented to them via a video tape playback using puppetry as the teaching method. In essence, the study was designed to determine whether or not an individualized concept could be presented to a specific population using the above methods and procedures. The study was also designed to determine whether a male-female difference existed in learning language concepts and whether there existed differences among socioeconomic levels.

The subjects for this study consisted of a sample of students from six first grade classes within Portland School District Number One, Portland, Oregon. The examiner consisted of one speech pathology graduate student at the master's level. The investigator administered a language

concept test for determining pre- and post-test results.

From the language concepts pre-test, two concepts, "dwelling" and "assistance" (both from the Peabody Picture Vocabulary Test, Form B), were chosen to be the presented concepts. Each of three different five-minute video tape playback presentations were then shown to the subjects on three consecutive days. A post-test, following the three days of language intervention, was administered after a one day period of non-intervention.

The results indicated a very high success rate for learning the language concepts, i.e., 53.04 percent increase for "assistance" and 97.17 percent increase for "dwelling." It was also found that no great variations existed in increase of correct responses for males and females. Socio-economic differences were not found to be significant which may have been due to investigator error in choosing the school to represent each socioeconomic level. It was concluded that a specific language concept can be taught to a predetermined first grade population via video tape playback using puppetry as the teaching method.

The highly significant results may not have occurred if the study had used different methods and procedures while employing a video tape playback system. The results which were obtained in this study, indicated that by using the prescribed methods of puppetry, the concepts were learned in a short period of time with results which were quantifiable and valid.

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June 4, 1974

DIFFERENTIAL MEASUREMENT OF A LANGUAGE CONCEPT

PRESENTED VIA VIDEO TAPE PLAYBACK

TO FIRST GRADE STUDENTS

by

RICHARD WARREN TRULLINGER

A thesis submitted in partial fulfillment of the
requirements for the degree of

MASTER OF SCIENCE
in

SPEECH: EMPHASIS IN SPEECH PATHOLOGY/AUDIOLOGY

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1974

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Rose Grubb	Puppet's voices
Participating teachers of Portland School District Number One, Area II	

An additional appreciation is extended to Robert Walker and his television staff. They so graciously video taped the concept lessons, provided the equipment needed for monitoring while in the schools, and placed the final product on file in their library for future viewing.

I wish to dedicate this thesis to my wife Laural as

she not only has given me help, understanding, and reinforcement but has been and still is my best friend.

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CHAPTER 1

INTRODUCTION

At present, educational television is receiving much publicity. National children's programs such as Sesame Street and the Electric Company are supplementing classroom instructional material throughout the Western Hemisphere. Estimations have indicated that no form of technology has so expeditiously and completely been arrogated, explored, researched, and employed by instructional personnel as has the medium of television. Yet very little has been done to quantitatively validate what influence these programs have on learning of language concepts, especially in the area of individualized concepts for a specific population.

When television has been employed within the classroom as an aid, one wonders if the equipment has been employed to no avail other than possibly as a "baby-sitting" device, or if measurable learning has occurred. Weeliver (1972), in an attempt to answer such questions, has stated little research exists which can provide a foundation for "confident future development and decision-making."

Children are culturally trained from infancy to view visual reproductions (Selden, 1971), as is evidenced by the fact that television reaches 97 percent of all United

States households and that "children are exposed to upwards of thirty hours of television for each week" (Palmer, 1973). It was pertinent to ask, in view of the large amount of time devoted to this activity, whether video tape playback actually could be used in a constructive manner, i.e., to teach with quantifiable results.

Statement of Purpose

The intent of this study was to examine the effectiveness of teaching a language concept transmitted by video tape playback when presented to a population of first grade students using puppetry as the teaching method. In essence, the study was concerned with whether or not an individualized concept could be presented to a specific population using the above methods and procedures.

It was hypothesized that 80 percent or more of the subjects would learn the language concept upon post-testing for that concept. The essential question, therefore, was: What percentage of a given first grade population will learn a language concept when that concept has been presented to them through the medium of video tape playback using puppets as the teaching method? Secondary questions were:

- 1) Do male-female differences exist in choosing correct responses?
- 2) Does socioeconomic status affect response behavior?

CHAPTER II

REVIEW OF THE LITERATURE

History

The history of educational television is dated back as far as 1932. In that year, the State University of Iowa produced the first formal educational television program for instructional purposes. Hull (1962), has stated that approximately 400 programs were transmitted from Iowa between 1932 and 1939. Course content included the areas of art, shorthand, engineering, botany, drama, and some cultural entertainment.

By the early 1950's, there were 40 commercial stations and 600,000 receivers. In spite of technical imperfections and the high cost of receivers, commercial television had captured the public's interest as no other form of media had done.

Educational television, however, had not shared this national enthusiasm. In spite of the Iowa experiment of 1932, educators had not seen the potential and had ignored the implications of educational television nearly completely. By 1948, only five educational institutions in the United States were involved in television and television planning. Syracuse University offered the first

formal graduate program for professional training of television students in 1950.

In 1952, a major breakthrough for educational television occurred. As a result of the Federal Communications Commission allocation hearings, the non-commercial educational television station was initiated. At that time, 242 channels in the broadcast band were allocated for exclusive use by educational establishments. Since then, many more channels have been approved and instituted (Hull, 1962).

Impact

The impact television has had on children has been demonstrated in Meyer's (1973) study entitled "Children's Perceptions of Favorite Television Characters As Behavioral Models." He reiterated the known fact that children see a combination of slices of reality and fiction presented during the day through the medium of television. He also stated that the children watch many of the same television shows that their parents do. Meyer reported:

. . . more than 5 million under the age of 12 are still watching at 11:00 P.M. By age 18, the typical American child will have watched more than 20,000 hours of television. . . . Despite the pervasiveness of television in reaching children and occupying their time, relatively little attention has been focused until recently on the effects of television on children.

In researching effects of commercial television, Gross (1974) reported that for certain individuals, their

television heroes were providing undesirable models of behavior. He further stated that television just does not reflect the "real" world. In conjunction with this, Meyer (1973) has commented: "They [the children] see the violent means of conflict resolution being applied by their favorite television characters as admirable behavior worthy of imitation." Depending upon the way the medium has been used, according to the recent Surgeon General's report, television can have a beneficial or harmful impact (Meyer, 1973).

Reported Findings

Within the framework of non-commercialized television, the types of programs which have been available have been unlimited in variation and scope.

The teaching of computer language to adults was the basis of televised lessons afforded to the employees of the Fortran Company (Hartman and Behr, 1971). The mean of the pre-test percent scores averaged thirty-five, with a score of twenty-five being possible by chance alone. The mean of the post-test percent scores averaged eighty-nine. The Ford Motor Company found by using television in instructing adult individuals how to operate, maintain and repair gas turbine engines, 90 percent of the trainees achieved 95 percent of the objectives.

Results, such as those reported above, generally have not been readily accessible within the literature. The reporting of results appeared to be more general and less

quantitative. Halligan and Pline's study (1971) appeared to typify results of most studies:

The net result has been that one teacher, one paraprofessional, and an instructional technology system have provided 60 students the opportunity for five hours of learning under professional supervision

Extensive usage of television as an instructional tool has been exemplified in the literature. The following studies reflect the implications of research which has appeared in the literature with regard to the use of instructional television.

Effects Upon Adults. Brophy (1971) has consolidated the findings of many studies into one report. The results of televised typing, as found at Michigan State University, characterized all the studies Brophy reported. Michigan State University's report stated:

Teachers can be relieved of much of the routine and monotonous duties of lesson planning if video tapes are used. They would be left to explore new drills and problem-solving techniques and to correct student problems much more quickly.

Gross (1972) studied the effectiveness of presenting the same material through two different media, i.e., television versus conventional classroom instruction. He found that there were ". . . no significant differences between on-campus students and students taking the televised courses" These results may or may not be quantitatively validated; the literature provided no substantiating data.

In the study of "Videolingua," Goldfaden (1972) reported his findings by stating ". . . because the material is visual, they can understand and get the message." Again, quantitative data was not reported.

Effects Upon Children. Belt (1972) and Barrera (1973) conducted studies involving school children. Belt's project involved teaching art via television. He implied positive findings concerning effectiveness, but his major contribution was that he found classroom attention to the program to be in the 95 through 98 percent range.

"Carrascalendas - KLRN's Bilingual Series" was the topic for Barrera's (1973) study. The televised series was used by 800 classrooms, teaching a total of 17,000 Mexican-American bilingual students. An evaluation of Barrera's results showed that ". . . children who viewed the programs improved in their knowledge of multiculture social environment, English language skills, physical environment, and cognitive development."

The studies with children and television appeared to be less represented in the literature. The Sesame Street evaluations (Ball and Bogatz, 1970), however, have provided an exception to this manner of reporting. Their study, concerning major findings with respect to television and children, provided an extensive amount of quantitative data, i.e., measurable results. Their summarization in relation to Sesame Street and the resulting data was:

(1) the more viewing the child did, the more he tended to learn the projected concept; (2) those programs best learned by the children were the programs which received the most emphasis and skills in the area of television technology when being produced; and (3) formal supervision of learners was not essential. Their second-year findings (Bogatz and Ball, 1971) supported above conclusions with an extensive amount of measurable data.

Validation

Fredrick Breintfeld (Weeliver, 1972) has found television not to be a popular teaching medium in the schools. He also stated that television has become an insignificant item in the school budget mainly because it varies from long established curricula and administrative systems. "Solid attempts to use the medium effectively for instructional purposes are few," he has stated.

Perhaps validation of learning results could be a means for television instruction to achieve its identity as part of the educational process. Validation, in this sense, denotes the ". . . process in which the measure of success is the effectiveness with which a lesson accomplishes predetermined changes in student's behavior" (MacCullough, 1969).

There has been, to date, a lack of validated data in the area of language concept learning in conjunction with video tape playback. There have been studies such as the

Sesame Street studies where the "masses" have been presented language concepts. Little, if any data, however, has been reported on teaching language concepts to a specific population using individualized concepts.

CHAPTER III

METHODS AND PROCEDURES

Subjects

The subjects for this study consisted of 151 students enrolled in six first grade classrooms in three schools within Portland School District Number One, Portland, Oregon.

These first grade classes were composed of children with achievement levels and abilities which would likely be found in a "normal" classroom. The study included all those children that a classroom teacher instructs within her self-contained classroom.

The schools, A, B, and C, served student populations of slightly different socioeconomic levels. These levels had been determined by considering mean family income, percentage annual income under four thousand dollars, and percentage of children in welfare families. When considering these three parameters as illustrated in Table I, it was determined that the order of socioeconomic level for the schools sampled was school A (lowest), school B (middle), and school C (highest of the three schools).

TABLE I
INDICATORS OF SOCIOECONOMIC LEVELS FOR
PARTICIPATING SCHOOLS

Socioeconomic Indicators	Schools		
	A	B	C
Mean Family Income	\$8,275	\$11,327	\$11,375
Percent Annual Income Under \$4,000	18.7	6.3	8.7
Percent of Children in Welfare Families	11.2	1.9	3.9

Examiner

One speech pathology graduate student at the master's level constituted the examiner. The examiner administered a pre- and post-language concept test.

Instrumentation

Production

The puppet shows were video taped using two Sarkes Tarzan one-inch Vidicon cameras. One camera was equipped with a five-to-one zoom lens, while the other camera was outfitted with rack-mounted lenses. This rack-mounted lens assembly consisted of four separate lenses: a 25 mm, a 50 mm, a 75 mm, and a 135 mm. A VSS-8A Sarkes Tarzan switcher was also used to facilitate smooth transitions between

camera shots. The video tape used was half-inch Sony magnetic tape.

The audio portion of the puppet shows were pre-recorded by three individuals and the investigator. This was completed over a five hour period prior to the actual video taping. The audio was taped on a quarter-inch reel-to-reel Roberts 770X tape recorder using Ampex 600 professional series audio tape.

The production personnel who video taped the puppet lessons consisted of two cameramen, one floor director, one engineer, and one person who acted as an overall director, switcher, and audio controller. The investigator and one other individual manipulated the puppets. The final product of the productions were six five-minute video taped puppet lessons. These lessons involved the two concepts of "dwelling" and "assistance."

Playback

The presentation of the puppet lessons to the subjects was done using a Sony half-inch Tape Videocorder, model AV-3650. The AV-3650 was a portable EIAJ type-one, video tape recorder. The monitor used was a Sony CVM-192U, eighteen-inch, black and white portable monitor TV receiver. The AV-3650 and the monitor were mounted on a movable cart. Figure 1 illustrates the mounting arrangement for the recorder and monitor.

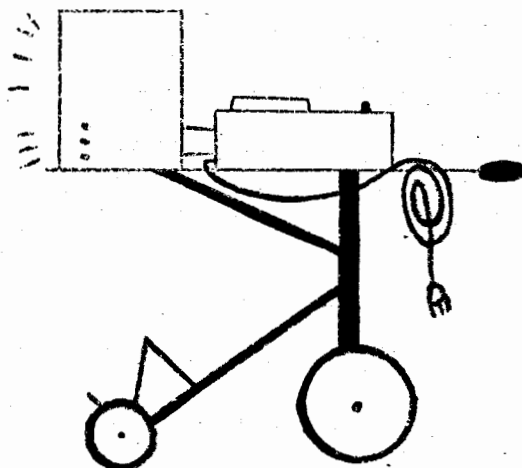


Figure 1. AV-3650 Sony video tape recorder with Sony CVM-192U monitor mounted on portable viewing cart.

The video taped lessons were shown in the classrooms with the subjects seated at their desks. For every presentation of the video tapes, the monitor was not placed away from the window. All lights in the room were turned off except those at the opposite end of the room from where the monitor was located. These precautions were taken to eliminate possible monitor or window glare.

Procedures

The participating classroom teachers received instructions from the investigator not to discuss the concepts with the subjects until after post-testing was completed. The teachers agreed to this request. This was done in an attempt to eliminate extraneous variables which might in-

fluence the study's results.

The investigator explained his initial presence in the classroom by telling the subjects:

I am going to ask you to do some things with this booklet [pre-test]. When we have finished making X's on the pictures I will collect them from you. In about a week I will be back to see you with a surprise [video taped puppet lessons].

Three concepts which were found by Dunn (1959) to be above fourth grade level were purposely chosen to result in a low pre-test score. The booklet pre-test, therefore, consisted of three picture plates ("dwelling," "assistance," and "edifice") from the Peabody Picture Vocabulary Test, Form B (Dunn, 1959). The pre-test was administered to the subjects as a group, each receiving a separate test booklet. The results of this concept test provided baseline data as to which concepts were not known. From the unknown concepts, two concepts, "dwelling" and "assistance," were chosen which the majority of the children within the classrooms did not possess.

Randomly the two concepts were divided equally among the six classrooms, i.e., three classrooms were assigned the concept of "dwelling" and the remaining three classrooms were assigned the other concept of "assistance." The third concept "edifice," was eliminated from the study due to a high success rate on the pre-test for that concept. It was the investigator's belief that the high success rate was due to the fact that the picture corresponding to the word "edi-

fice" was different from the alternate choices, i.e., the "edifice" picture was a complete building; whereas, the other three choices consisted of fractions of architectural structures.

The concepts selected by the above procedure were presented to the subjects by means of video tape playback. The video taped lessons were recorded prior to being presented in the classroom. Each presentation consisted of three separate, but related, video taped programs based on a single concept (see Appendix A and B). The three programs were presented to each classroom on three successive days, i.e., each concept was presented in a three-part lesson, one part per day for three days. Each lesson employed a puppet show using puppets from the Peabody Language Kit (Dunn and Smith, 1966) and homemade puppets borrowed from Dr. Robert W. Vogelsang, Chairman, Department of Speech Communication, Portland State University.

A post-test, following three days of language intervention, was administered after a one day period of non-intervention. The post-test consisted of the original three plates, "dwelling," "assistance," "edifice," and four additional plates. The four additional plates illustrated the specific concept presented to each classroom. Hence, two individual post-test booklets were constructed. The post-test was a paper and pencil test as was the pre-test. It was administered to each classroom as a group by the examiner.

Data Analysis

The results of the pre-test were scored as either right or wrong for each plate tested. Criterion for considering a concept as being learned was at least four of five correct responses on the post-test of five plates containing items for the concept taught. Results were reported in percentages.

Absences were not taken into account when analyzing the data. Since the lessons were presented to groups of subjects and not individuals, absenteeisms were not considered significant for this study. The data was not significantly affected due to this procedure except in the computation of the concept "assistance" for the female population.

CHAPTER IV

RESULTS AND DISCUSSION

Results

Overall Findings

The post-test results for both concepts "dwelling" and "assistance" indicated 94.46 percent of the subjects responded accurately for at least four of the five plates. This compared to 19.33 percent responding accurately to the pre-test. Hence, there was a 75.13 percent increase in accurate response to the concepts from pre-test to post-test (see Figure 2).

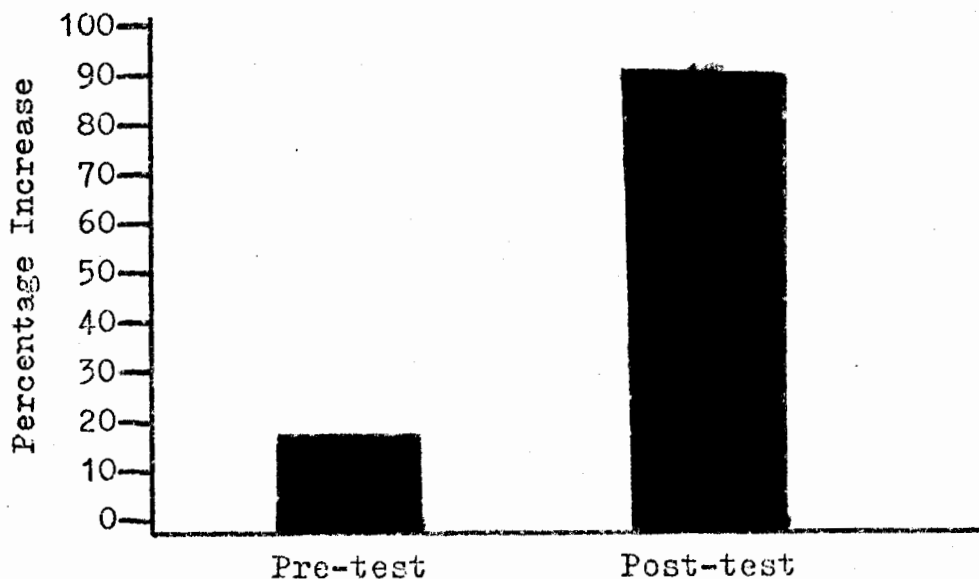


Figure 2. Overall increase in correct response to the concepts based upon pre-test and post-test scores.

Dwelling

The post-test findings for the concept "dwelling" indicated 98.59 percent of the subjects present responded accurately for at least four of the five plates as compared to 1.31 percent responding accurately to the pre-test. There was, therefore, a 97.28 percent increase in the number of students responding correctly to the concept after the video taped presentations. Table II also illustrates results for the individual schools.

TABLE II
SUCCESS RATIO FOR ALL SCHOOLS FROM PRE-
TEST TO POST-TEST FOR THE CONCEPT
"DWELLING" (N=71)

Schools	No. of Subjects Responding Correctly		No. of Subjects Responding Incorrectly		Success Ratio For Presented Concept	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
A	0	20	21	0	0%	100%
B	0	21	23	1	0%	95.45%
C	1	29	27	0	3.93%	100%
A, B, C	1	70	71	1	1.31%	98.59%

Assistance

For the concept of "assistance," post-test scores indicated 90.43 percent of the subjects present responded

accurately for at least four of the five plates, 5.48 percent responded accurately on three of the five plates, and 1.37 percent responded appropriately on two of the five plates. There was, therefore, a 53.04 percent increase in the number of subjects responding correctly to the concept after the video tape presentation. Table III further illustrates these findings.

TABLE III
SUCCESS RATIO FOR ALL SCHOOLS FROM PRE-
TEST TO POST-TEST FOR THE CONCEPT
"ASSISTANCE" (N=73)

Schools	No. of Subjects Responding Correctly		No. of Subjects Responding Incorrectly		Success Ratio For Presented Concept	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
A	4	18	18	2	18.18%	90.00%
B	17	23	10	2	62.96%	92.00%
C	9	25	20	3	31.03%	89.29%
A,B,C	30	63	48	7	34.06%	90.43%

Concept Not Presented

In each classroom knowledge of both concepts ("dwelling" and "assistance") was tested prior to and following the video taped presentation. Of the subjects who viewed the tapes on "dwelling" only 8.93 percent more, responded

correctly to the plate testing the concept of "assistance" (see Figure 3).

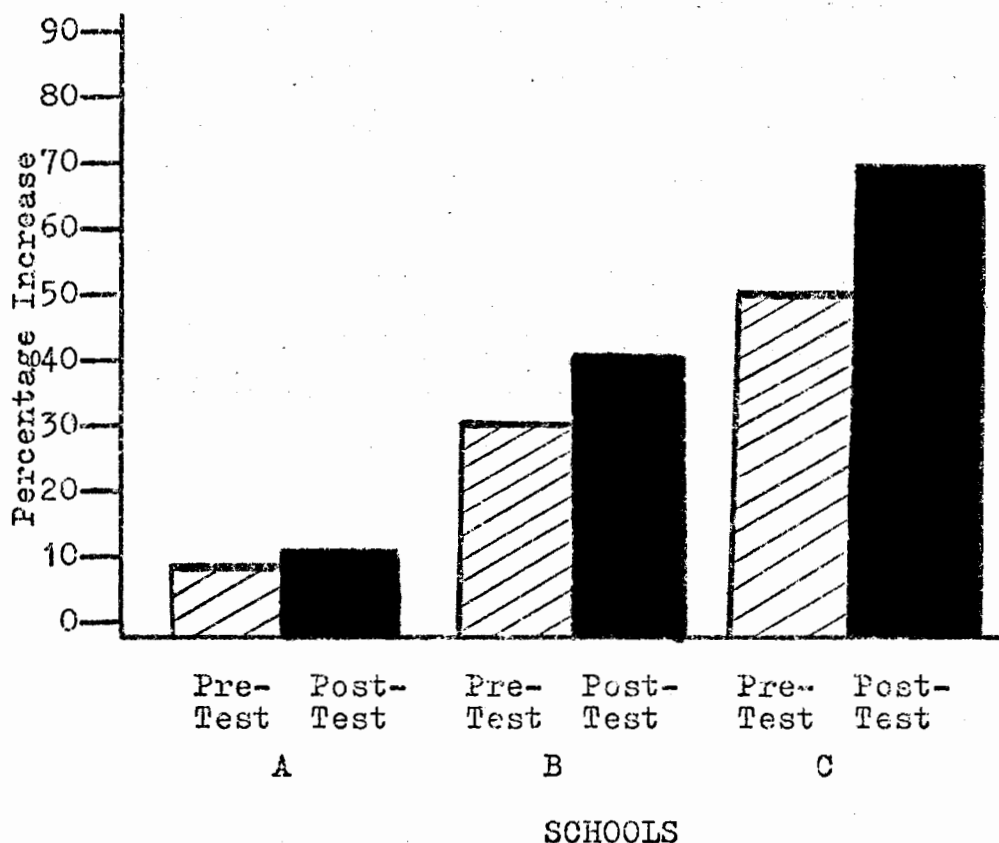


Figure 3. Success ratio for concept not presented, i.e., "assistance."

Similarly, of the subjects who viewed the presentations on "assistance," only 1.98 percent more responded correctly to the plate testing the concept of "dwelling." For both concepts not presented, there was an overall increase of 5.46 percent of the subjects who demonstrated "knowledge" of the concept (see Figure 4).

Ratios According to Sexes

Male. The post-test results for both concepts,

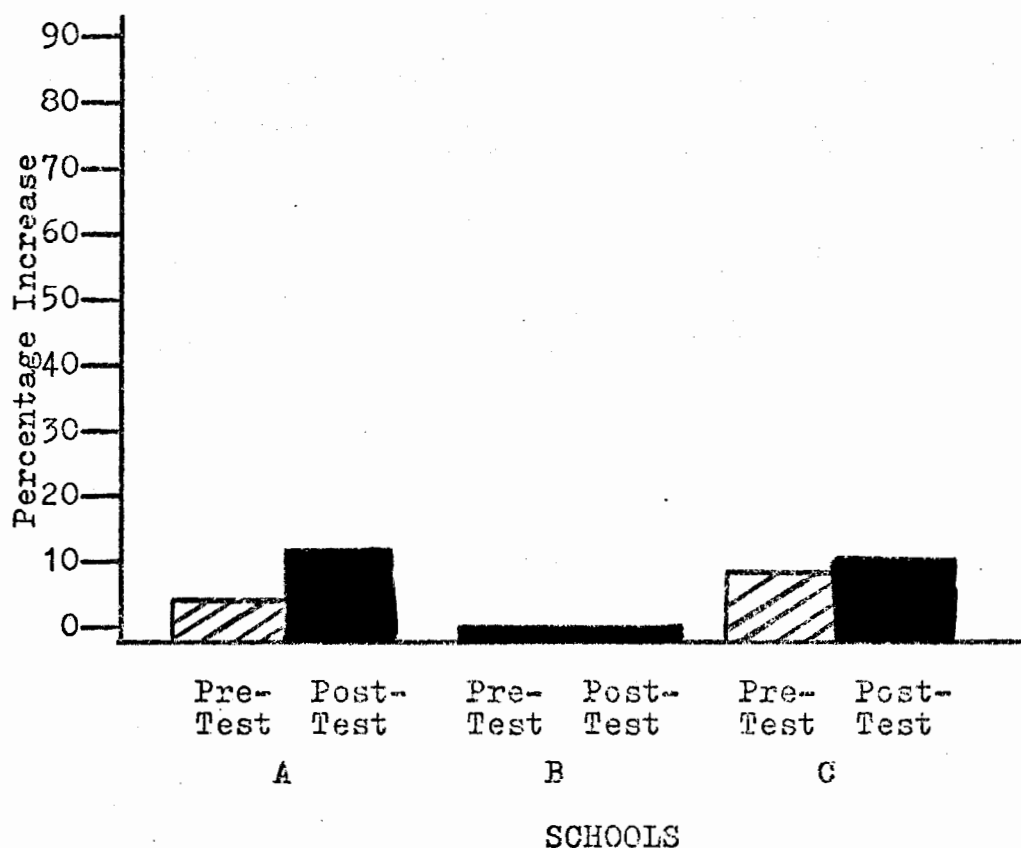


Figure 4. Success ratio for concept not presented, i.e., "dwelling."

"dwelling" and "assistance," indicated 96.67 percent of the subjects responded correctly for at least four of the five plates. In comparison, the pre-test scores indicated only 15.84 percent responded correctly. An 80.83 percent increase from pre-test to post-test, therefore, was achieved (see Figure 5).

Pre-test scores for the concept "dwelling" indicated zero percent of the male subjects responded correctly (Table IV). Upon post-test, 100 percent of the subjects present demonstrated correct responses for at least four

of the five plates. This was a 100 percent increase of correct response over pre-test scores.

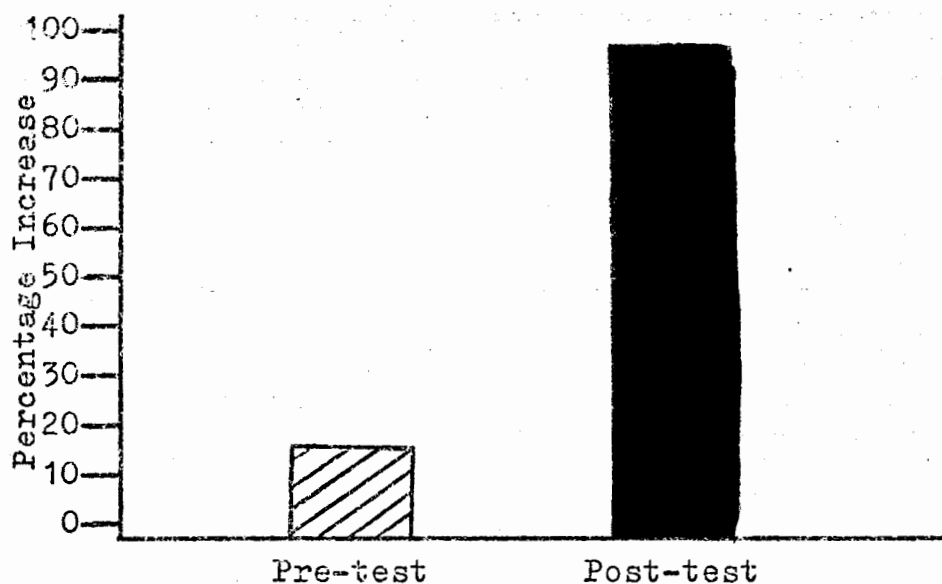


Figure 5. Overall correct responses indicated by male subjects for both concepts.

TABLE IV

MALE SUCCESS RATIO FOR ALL SCHOOLS FROM
PRE-TEST TO POST-TEST FOR THE CON-
CEPT "DWELLING" (N=42)

Schools	Correct Responses		Incorrect Responses		Success Ratio For Presented Concept	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
A	0	15	16	0	0%	100%
B	0	13	13	0	0%	100%
C	0	14	14	0	0%	100%
A,B,C	0	42	43	0	0%	100%

The pre-test score for the concept "assistance" indicated 30.02 percent of the male subjects responded correctly (Table V). Upon post-testing, 93.33 percent of the subjects present demonstrated correct responses for at least four of the five plates. This was a 63.28 percent increase of correct response over pre-test scores.

TABLE V

MALE SUCCESS RATIO FOR ALL SCHOOLS FROM
PRE-TEST TO POST-TEST FOR THE CON-
CEPT "ASSISTANCE" (N=42)

Schools	Correct Responses		Incorrect Responses		Success Ratio For Presented Concept	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
A	1	12	12	0	7.69%	100%
B	7	15	8	0	46.67%	100%
C	5	12	9	3	35.71%	80%
A,B,C	13	39	29	3	30.02%	99.33%

Female. The post-test results for both concepts "dwelling" and "assistance" indicated 90.65 percent of the female subjects responded correctly to the concepts for at least four of the five plates (see Figure 6). The pre-test scores, in contrast, indicated only 25.16 percent of the subjects responded correctly. From pre-test to post-test, a 65.49 percent increase, therefore, was noted.

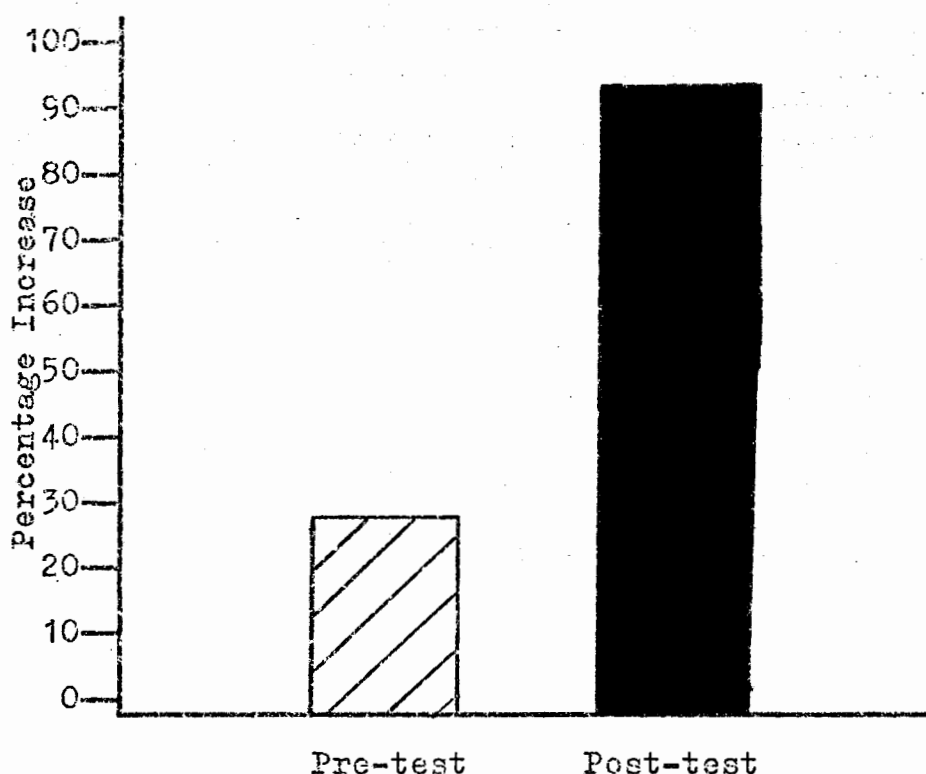


Figure 6. Overall correct responses indicated by female subjects for both concepts.

A pre-test score of 2.38 was achieved by the female subjects for the concept "dwelling." Post-test scores for the same concept indicated 96.30 percent of the female subjects present demonstrated correct responses on at least four of the five plates, resulting in an increase of 93.92 percent (see Table VI).

The pre-test score for the concept "assistance" indicated 47.78 percent of the female subjects responded correctly (see Table VII). Upon post-testing, 85 percent of the subjects present demonstrated correct responses for at least four of the five plates. This was a 37.22 percent increase of correct responses over pre-test scores.

TABLE VI

FEMALE SUCCESS RATIO FOR ALL SCHOOLS FROM
PRE-TEST TO POST-TEST FOR THE CONCEPT
"DWELLING" (N=29)

Schools	Correct Responses		Incorrect Responses		Success Ratio For Presented Concept	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
A	0	5	5	0	0%	100%
B	0	8	10	1	0%	88.89%
C	1	15	13	0	7.14%	100%
A,B,C	1	28	28	1	2.38%	96.30%

TABLE VII

FEMALE SUCCESS RATIO FOR ALL SCHOOLS FROM
PRE-TEST TO POST-TEST FOR THE CONCEPT
"ASSISTANCE" (N=30)

Schools	Correct Responses		Incorrect Responses		Success Ratio For Presented Concept	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
A	3	6	6	2	33.34%	75%
B	10	8	2	2	83.34%	80%
C	4	13	11	0	26.67%	100%
A,B,C	17	27	19	4	47.78%	85%

Ratio According to Socioeconomic Levels

School A. Post-test scores indicated that 95 percent of the subjects in school A, the lowest socioeconomic level represented, responded correctly to the concept they had been presented via video tape playback. This was an 85.91 percent increase in correct responses over pre-test score (Figure 7).

School B. Upon post-testing school B, which was the middle socioeconomic level represented, 94.64 percent of the subjects responded correctly to the concept they had monitored for the three days. This was a 77.16 percent increase in correct responses over the pre-test score (Figure 7).

School C. Results from post-testing indicated 93.72 percent of the subjects in school C, the highest socioeconomic level represented, responded correctly to the concept presented to them. This was a 62.28 percent increase over the pre-test score (Figure 7).

Discussion

The results of this study have indicated the resulting data to be quantifiable and significant. The overall post-test scores revealed that more than 90 percent of the subjects responded accurately to the test items for both concepts. As a comparison to the noted substantial increase between pre-test and post-test, an increase for those concepts presented of 75.13 percent was obtained; whereas a

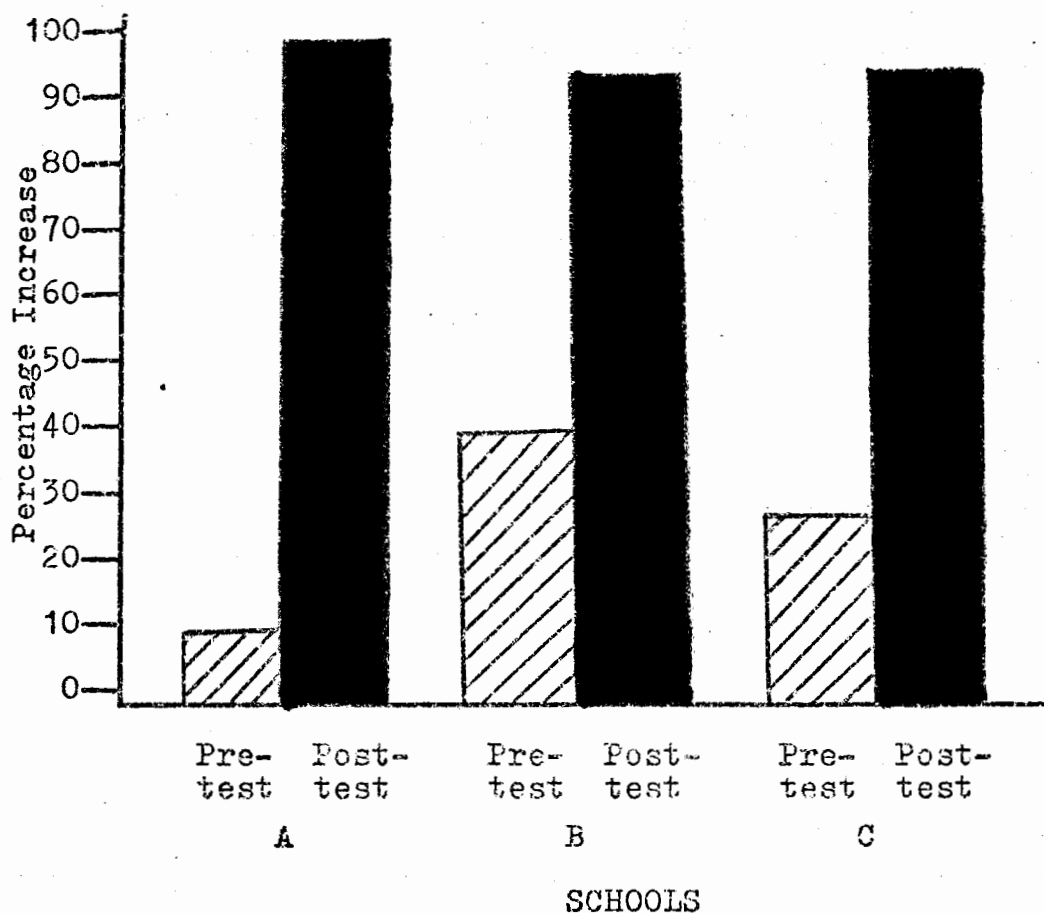


Figure 7. Percentage of students within a given school indicating "knowledge" of the concept presented to them via video tape playback.

very minimal increase, 5.46 percent, occurred for the concept of "edifice" which was not presented.

Individually, the number of students correctly responding to the concepts "dwelling" and "assistance" increased 97.17 percent and 53.04 percent respectively over the pre-test scores. An explanation for this large discrepancy lies in the fact that a larger percentage of the subjects identified "assistance" than "dwelling" on the pre-test. Even though the percentages of increase differ

by 44.13 percent, the percent of subjects responding correctly to the concept as indicated by post-test scores, was similar; 98.59 percent and 90.41 percent respectively.

The grammatical difference noted between the two words, "dwelling" being a noun and "assistance" being a noun derived from a verb, may or may not have affected pre-test scores and consequently influenced overall increases in correct response for individual concepts. Upon pre-testing, the concept of "assistance" was correctly identified by 37.39 percent of the subjects while the concept "dwelling" was correctly identified by only 3.93 percent of the subjects. The increase in percentage of subjects correctly identifying "assistance" (53.04 percent) was less than the percentage of the subjects correctly identifying the concept "dwelling" (97.17 percent). Final percentage responding correctly to the concept, however, was similar (Figure 8).

For the concepts not presented, but tested for pre- and post-test results, only 8.93 percent increase, in comparison to the 75.13 percent increase for the concepts presented, was not considered a significant increase by the investigator and was probably due to "chance" factors.

There appeared to be no significant difference between the percentage of male and female correct responses for either concept. For both concepts "dwelling" and "assistance" the percent of males and females correctly respond-

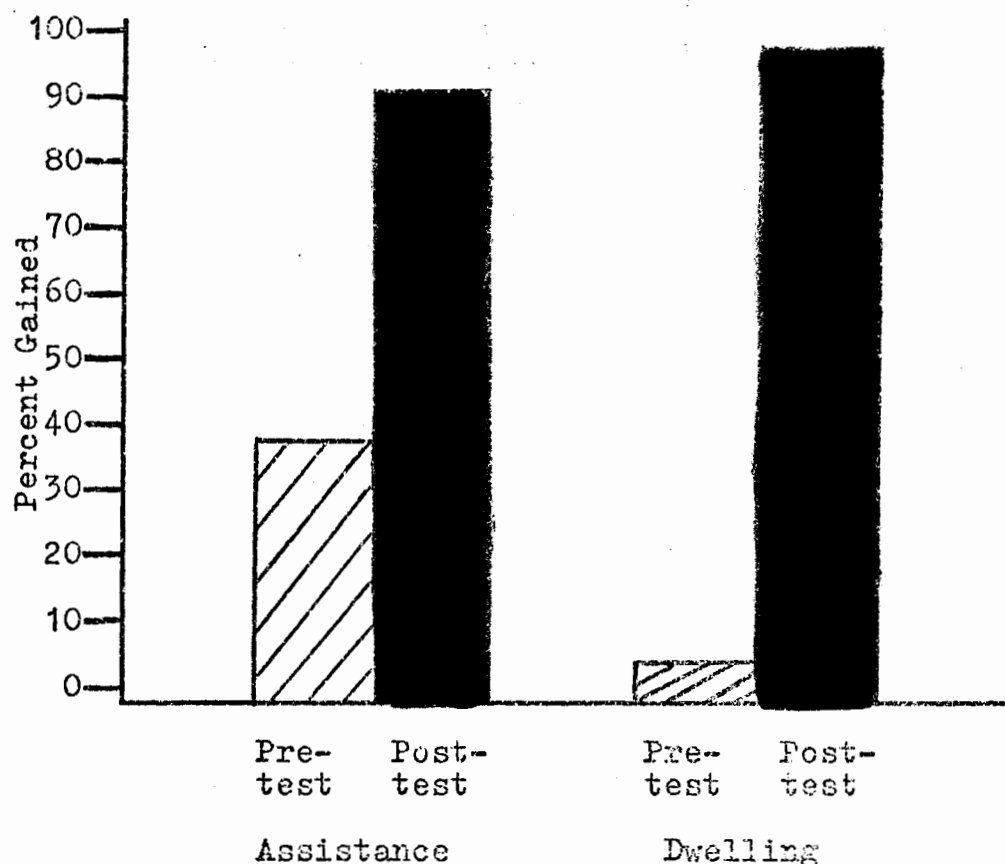


Figure 8. Percentage of subjects demonstrating "knowledge" of concept on pre- and post-test.

ing, for at least four of the five plates, was 96.67 percent and 90.65 percent respectively.

The overall percentage of subjects, who demonstrated correct response to the concepts upon post-testing, varied within 1.28 percent for all schools which were of three different socioeconomic levels. The investigator did not consider this to be a large enough variance to be classified as significant, especially since 93.72 percent or more of the subjects in all schools responded correctly to the concept upon post-testing. The small variance among socioeconomic levels may have existed because this study may not

in fact have differentiated "real" socioeconomic levels.

These data strongly support the hypothesis that individualized language concepts can be taught through video tape playback using the methods and procedures previously described. It was felt by the investigator that the results obtained were a direct result of the subjects prior television watching behaviors, the "fantasy" of puppets, and the standardization of presentation employed by the investigator. This study did not compare these methods and procedures to those of human instructors or any other mechanical audio-visual aide. Had this been the format for the study, comparable results may or may not have occurred.

If, however, professional pre-recorded video tapes had been used one might have expected to obtain even higher and more significant results. As previously stated, Ball and Bogatz (1970) found that those programs best learned by the children were the programs which received the most emphasis and skills in the area of television technology when being produced. It is the opinion of the investigator that speech clinicians preparing video tapes for their clients would probably not have the facilities, skill, or time to produce an elaborate video tape playback. It has been postulated by the investigator that a simple three- to five-minute presentation produced by one or two persons might yield results nearly as high as professionally produced pre-recorded tapes. The "locally produced" non-professional

tape might also have the added advantage of being more readily accepted by the "local" school.

This "local" acceptance may have been one of the reasons for the initial acceptance of the study by the participating teachers. The acceptance was so favorable that the news of the study traveled quickly among classrooms, so rapidly that a number of non-participating teachers wanted to know if their classroom could be involved in the study. The school speech clinician at school B viewed the final presentation with the subjects and later reflected that the possibilities were great as to the many uses the video tape presentations could provide for her treatment sessions.

It was the investigator's opinion, based upon teacher's comments and questions, that the teachers were sincerely interested in the theory and methodology of presenting a lesson via video tape to their classroom.

CHAPTER V

SUMMARY AND IMPLICATIONS

Summary

Educational television began in 1932 at the State University of Iowa. Until 1952, the potential of its contributions to education were not fully recognized. In 1952, however, the Federal Communication Commission created non-commercial television stations. From that point in time, educational television has mushroomed.

Even though much has been done in the field of educational television, reported studies with validated results were found to be few. The Sesame Street evaluations appeared to be an exception. A large amount of literature describing the results of presenting a skill to the general population was found. Nothing, however, was found relating to the teaching of a specific language concept to a designated specific group other than those studies presented to the "masses."

This study tested the hypothesis: At least 80 percent of a given first grade population will respond accurately to the post-testing of a language concept, after the concept has been presented to them via a video tape playback using puppetry as the teaching method. In essence,

the study was designed to determine whether or not an individualized concept could be presented to a specific population using the above methods and procedures. The study was also designed to determine whether a male-female difference existed in learning language concepts and whether or not there existed differences among socioeconomic levels.

The subjects for this study consisted of a sample of students from six first grade classes within Portland School District Number One, Portland, Oregon. The examiner consisted of one speech pathology graduate student at the master's level. The investigator administered a language concept test for determining pre- and post- results.

From the language concepts pre-test, two concepts, "dwelling" and "assistance" (both from the Peabody Picture Vocabulary Test, Form B), were chosen to be the presented concepts. Each of three different five-minute video tape playback presentations were then shown to the subjects on three consecutive days. A post-test, following the three days of language intervention, was administered after a one day period of non-intervention.

The results indicated a very high success rate for learning the language concepts, i.e., 53.04 percent increase for "assistance" and 97.17 percent increase for "dwelling." It was also found that no great variations existed in increase of correct responses for males and females. Socioeconomic differences were not found to be significant

which may have been due to investigator error in choosing the school to represent each socioeconomic level. It was concluded that a specific language concept can be taught to a predetermined first grade population via video tape playback using puppetry as the teaching method.

The highly significant results may not have occurred if the study had used different methods and procedures while employing a video tape playback system. The results which were obtained in this study, indicated that by using the prescribed methods of puppetry, the concepts were learned in a short period of time with results which were quantifiable and valid.

Implications

Clinical

The findings of this study may provide the speech clinician with an efficient, effective, and time-saving method for teaching basic concepts to first grade students. It would not be unrealistic to imagine a viewing room within the school so that all the children who had been identified as lacking a specific concept could view the monitor at a specified time for that specific concept, thus allowing personalized learning for those who had a language concept deficit. The video tape of a specific concept could be shown several times; hence, the students who just moved into the school and the students who did not grasp the

concept, could be re-programmed through the lessons.

Due to the simplicity of showing a video tape, an older student or teacher's aide could manage the playback sessions, thereby releasing valuable treatment time for the speech clinician. This redistributed treatment time, which would have been spent teaching basic concepts, could possibly be spent with students who had a more severe speech and/or language impairment.

Research

It is suggested that further research be done using teaching methods other than puppets. While using different methods, i.e., live presentations video taped, professionally produced video tapes, or purchased "canned" tapes, a wider range of concepts should be employed.

To determine if the present results were representative of first grade classes in general, a larger population sample needs to be considered. Valuable information pertaining to this study may also be obtained by sampling other grade levels.

In a future study, it is also recommended that a discussion time be included immediately following the playback presentation. This study was not designed for such a procedure. Such discussions, however, may significantly alter the time needed to teach a concept.

The hypothesis of this study was based upon the premise that a given population could learn a specific

language concept presented via video tape playback using puppets as the teaching method. The results substantiated the hypothesis; subjects can learn a language concept when presented to them using the above methods and procedures in a relatively short period of time. Future research is needed to explore and expand the results and implications this study has provided.

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APPENDIX A

VIDEO TAPED LESSON PRESENTING THE CONCEPT OF "DWELLING"

First Day's Presentation

Mr. Book Worm: Hi boys and girls, my name is Mr. Book Worm. I'm called Mr. Book Worm because I like to read. I read everything. Today I'm going to read you a story. (LOOKS AROUND FOR BOOK) Oh my, where is my book? I just had it right here. (LOOKS AROUND - SPOTS IT BACK STAGE) There it is!! It must have fallen down there when I wasn't looking. I'll need some help to get the book. Who can I get to help me? (LOOKS AROUND) Is there no one here to help? (LOOKS AROUND AGAIN; BEGINS TO CRY) I wanted so very much to read you a story today, but I can't pick anything up as big as a book, for I have no hands. (CRIES AGAIN)

Miss Elephant: (ENTERS) Hi Mr. Book Worm!

Mr. Book Worm: Oh gee Miss Elephant, would you give me some help in getting my book?

Miss Elephant: (LOOKS OVER EDGE TO WHERE THE BOOK IS LYING) I would help a friend anyday - and you are surely a good friend. (AT THIS THEY BOTH GO DOWN AND PICK UP THE BOOK

AND PLACE IT IN FRONT OF MR. BOOK WORM) Well, I have to go now. (LOOKS OUT AT THE BOYS AND GIRLS) Good bye boys and girls. (WITH THIS MISS ELEPHANT EXITS)

Mr. Book Worm: Oh no!!! I can't read you a story yet; I don't have my glasses on. Come to think about it, where are my glasses? Do one of you children have my glasses? (LOOKS AROUND AT CAMERA - PAUSE) No, I guess you couldn't.

Mrs. Raccoon: Hi Mr. Book Worm! What are you doing today?

Mr. Book Worm: I am going to read the children a story. Miss Elephant came by and helped me in getting my book - for the book had fallen way down there.

Mrs. Raccoon: Way down there? (LOOKS IN DISMAY) My goodness, it's a good thing Miss Elephant came along and gave you some help. Now you can read the story to the boys and girls.

Mr. Book Worm: I wish I could but I've misplaced my glasses - and I can't read without them.

Mrs. Raccoon: (LOOKS AROUND FOR THE GLASSES) There they are. They must have fallen when your book fell. (PROCEEDS TO RETRIEVE GLASSES)

Mr. Book Worm: Oh thank you for your help. Can you stay and listen to the story?

Mrs. Raccoon: I wish I could, but I'm looking for a new dwelling.

Mr. Book Worm: A dwelling? What is a dwelling?

Mrs. Raccoon: A dwelling is a place where one lives. I'm looking for a new home.

Mr. Book Worm: I understand. A dwelling is a home and a home is a dwelling. I bet each one of these boys and girls lives in a dwelling.

Mrs. Raccoon: Sure they do! The house they live in is their dwelling.

Mr. Book Worm: Our story today just happens to be about Chippy who is looking for a new place to live.

Mrs. Raccoon: You mean Chippy is looking for a new dwelling just like I am?

Mr. Book Worm: Yes, and if you stay and listen to the story, maybe you'll find a new dwelling too.

Mrs. Raccoon: Could you wait to read the story until tomorrow? I promised to help Mr. Squirrel look for acorns to eat and I must be going.

Mr. Book Worm: OK Mrs. Raccoon, I'll wait to read the story to you and the boys and girls until tomorrow. Sorry boys and girls, but we have to help Mrs. Raccoon find a new

dwelling - we have to help her find a new house to live in.
I'll be back tomorrow to read you this story. See you then.
Good bye boys and girls.

Second Day's Presentation

Mr. Book Worm: Hi boys and girls, I'm back with your story.
If you recall, Mrs. Raccoon is looking for a new place to
live - a new dwelling.

Mrs. Raccoon: Yes, I think I need a change. I need a new
dwelling to live in.

Mr. Book Worm: Lucky for you Mrs. Raccoon, our story today
is about a dog who is looking for a new dwelling also. Are
you ready boys and girls for our story? Oh kay! (OK) Our
story begins like this...

Chippy (dog) lived in an old run down dog house. His
dwelling was so old Chippy was afraid to sleep in it for
fear it would fall upon his head. One day Chippy said:

Chippy: I have lived in this run down dwelling for a long
time. I am going to move today. I am going to find a new
house to live in. It's time I had a new dwelling. (CHIPPY
PUTS HIS ONLY POSSESSION IN HIS MOUTH, A BONE, AND STARTS
WALKING) I want to have a new dwelling on a farm. I will
find a farm and I will live there. (PICKS UP BONE AND
PROCEEDS TO SEARCH FOR A NEW HOME. MEETS MR. BIRD)

Bird: Hello Chippy. Where are you going?

Chippy: (DROPS BONE) I am looking for a new home. A new dwelling on a farm. Yes, I want to live on a farm. (PUTS BONE BACK IN MOUTH; PROCEEDS TO SEARCH)

Bird: Good luck, I hope you find a nice home. (EXITS OFF STAGE)

Chippy: (STILL LOOKING - RUNS INTO CATERPILLAR)

Caterpillar: Where are you going?

Chippy: (LAYS DOWN BONE) I am looking for a new home to live in. I want my new dwelling to be on a farm.

Caterpillar: My dwelling isn't on a farm but you sure are welcome to live with me. I live in that big house over there. (LOOKS IN DIRECTION OF HOUSE - SIDE OF STAGE)

Chippy: Thank you, but I want to live in a dog house on a farm. (PUTS BONE BACK IN MOUTH AND STARTS DOWN THE ROAD AGAIN. MEETS MR. FROG)

Frog: Hi Chippy! Where are you going? Ribbit, Ribbit

Chippy: (PUTS DOWN BONE) I am looking for a new dwelling, Mr. Frog; a big dog house on a farm.

Frog: Chippy, you could make your new dwelling here with me in the pond.

Chippy: Thank you, Mr. Frog, but dogs don't live in ponds.
(PICKS UP BONE AND PROCEEDS TO SEARCH)

Mr. Book Worm: Gee boys and girls, will Chippy ever find a new home? Will his new dwelling be on a farm? We will have to continue our story tomorrow. Good bye boys and girls.

Third Day's Presentation

Mr. Book Worm: Hi! My name is Mr. Book Worm and I'm back to finish our story about Chippy the dog. Chippy, you remember, is looking for a new dog house to live in. His old dwelling was so run down he was afraid to live in it any more. Do you still remember what dwelling means? (PAUSE) Right - a place to live - a house - for you boys and girls your dwelling is your home - for Chippy his dwelling will be a new dog house. Now back to our story.

Chippy: (WITH BONE IN MOUTH HE WALKS ACROSS STAGE. PUTS BONE DOWN AND SAYS) I have been looking for a new home to live in. I want a dwelling on a farm with lots of animals to play with, but I have not been able to find a new dwelling. Miss Caterpillar said I could live with her but her dwelling was too small and Mr. Frog said I could live with him but his dwelling is in a pond of water and dogs don't live in water. Will I never find a new house on a farm?
(PICKS UP BONE - CONTINUES TO LOOK FOR A DWELLING. STOPS

AND PUTS DOWN BONE) Oh look! Could that be? Oh yes it is. A farm. Oh boy, a farm! This is where I will live. There is a new dog house waiting for me to move into it. What a dwelling this will be. (WALKS UP TO DOG HOUSE; LOOKS IN)

Rover: Hey! What are you doing?

Chippy: Gulp! Hi Rover. I just spotted this nice new empty dog house. It will make a fine new dwelling for me.

Rover: Wait a minute Chippy. This is my dwelling. I live here.

Chippy: This is your house?

Rover: Yes it sure is my home.

Chippy: (LOOKS OUT AT CAMERA) I thought I had found a new dwelling, but this dwelling is Rover's home. Oh what can I do? I have no place to live. (STARTS CRYING)

Rover: Please don't cry. I'll make a deal with you. If you help me with the chores here on the farm I will let you move in with me. Is that a deal?

Chippy: Oh, yes. I will help you. I will help you with all of your work. (LOOKS OUT AT CAMERA) Oh, boys and girls, I have a new place to live; a dwelling on a farm.

Mr. Book Worm: Well, boys and girls that is our story. Aren't you glad Chippy found a new dwelling? I sure am -

and boys and girls we learned a new word today - dwelling.

Remember, a dwelling is a place to live - like a house.

I remember what "dwelling" means by singing a little tune.

(SING TO THE TUNE OF "THE FARMER IN THE DELL")

A place to live is a dwelling,
a place to live is a dwelling,
hi ho the dairy oh, a place to live is a dwelling.

Everybody now!

A place to live is a dwelling,
a place to live is a dwelling,
hi ho the dairy oh, a place to live is a dwelling.

Very good boys and girls. You know what a dwelling is now.

Well I have to go now. Be good. Bye bye.

APPENDIX B

VIDEO TAPED LESSON PRESENTING THE CONCEPT OF "ASSISTANCE"

First Day's Presentation

Mr. Book Worm: Hi boys and girls. My name is Mr. Book Worm. I'm called Mr. Book Worm because I like to read. I read everything. Today I'm going to read you a story.
(LOOKS AROUND FOR BOOK) Oh my, where is my book? I just had it right here. (LOOKS AROUND - SPOTS IT BACK STAGE)
There it is!! It must have fallen down there when I wasn't looking. I'll need some assistance to get the book. Who can I get to help me? Is there no one here to help?
(LOOKS AROUND - CAN'T FIND ANYONE TO HELP - STARTS TO CRY)
I wanted so very much to read you a story today but I can't pick anything up as big as a book, for I have no hands.
(CRIES MORE)

Mr. Elephant: Hi, Mr. Book Worm!

Mr. Book Worm: Oh gee Mr. Elephant, would you give me some assistance in getting my book?

Mr. Elephant: Sure I will! I will give you some - I will give you some - Now, what was that word?

Mr. Book Worm: Assistance! Assistance means help. To help someone is to give assistance. Like when you need help doing the dishes - that's needing assistance.

Mr. Elephant: But - but, I don't do dishes!!! - that's people's work.

Mr. Book Worm: Well then, when you planted your garden last year you had help from your family to plant the seeds, that's assistance.

Mr. Elephant: Oh! Assistance, then, means to help do something. Right?

Mr. Book Worm: Right!! Now will you give me some assistance and pick up my book for me so I can read a story to these wonderful boys and girls?

Mr. Elephant: You bet I'll help you!! (AT THIS THE BOOK IS PLACED IN FRONT OF MR. BOOK WORM) Well, I have to go now. . Good bye boys and girls. (MR. ELEPHANT EXITS)

Mr. Book Worm: Oh no!! I can't read you a story yet, I don't have my glasses on. Come to think about it, where are my glasses? Do one of you children have my glasses? (LOOKS AROUND AT CAMERA) No, I guess you couldn't.

Miss Raccoon: Hi Mr. Book Worm. What are you doing today?

Mr. Book Worm: I am going to read the children a story.

Mr. Elephant came by and gave me assistance in getting my book, for the book had fallen way down there. (POINTS TO WHERE THE BOOK WAS)

Miss Raccoon: Way down there? (LOOKS IN DISMAY) My goodness, it's a good thing Mr. Elephant came along and gave you some help. Now you can read the story to the boys and girls.

Mr. Book Worm: I wish I could but I've misplaced my glasses and I can't read without them.

Miss Raccoon: I will help you find them. I always like to give assistance to my friends. (THEY BOTH BEGIN TO LOOK)

Mr. Rabbit once needed my assistance to build a new home for him and his family, so I was more than glad to help. I bet you boys and girls give assistance to your family by helping dry the dishes, or helping to clean your room, or maybe even by helping to take out the garbage. Am I right boys and girls? (PAUSE) I sure hope so. (CONTINUES TO LOOK FOR GLASSES)

Mr. Book Worm: I found my glasses. Miss Raccoon will you give me some assistance?

Miss Raccoon: (THEY BOTH PUSH GLASSES UP NEAR BOOK; AND BOOK WORM, WITH HELP, PUTS THEM ON) There you are Mr. Book Worm. Now you can read the story to the boys and girls. (EXITS OFF STAGE)

Mr. Book Worm: Thank you Miss Raccoon for your assistance in helping me find my glasses. That Miss Raccoon sure is a good friend. Let's see now, where were we? Oh yes, the story. (TIMER RINGS) Oh no, I have to go now. I promised my mother I would give her some assistance in helping her to babysit my little brother. Don't be sad for I will be back tomorrow to read you this wonderful story. Good bye boys and girls.

Second Day's Presentation

Mr. Book Worm: Hi boys and girls. I'm back with that story I promised you. Are you ready? (PAUSES FOR REPLY) Alright! The story is about a dog named Chippy. (LOOKS AT BOOK AND BEGINS TO READ) Chippy had the hiccups. He wanted to eat but could not. The hiccups got in his way.

Mrs. Caterpillar: You sound funny. (BEGINS TO LAUGH)

Chippy: Hiccups are not funny. How can I make them go away? Can you give me some assistance by telling me how to make them go away?

Mrs. Caterpillar: Mother had hiccups. She ran around and around and laughed.

Chippy: (AT THIS CHIPPY RUNS AROUND AND AROUND AND LAUGHS AND LAUGHS - STOPS - HICCUPS) That wasn't much assistance. I still have the hiccups!!

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Mrs. Caterpillar: Well, let me think - - - Oh yes, Daddy had hiccups. He stood on his head. If you can do that it may help.

Chippy: (STANDS ON HEAD - STANDS UPRIGHT - HICCUPS) I still have the hiccups. This is bad! (WALKS OFF ACROSS STAGE. WHEN HE COMES BACK HE MEETS GREEN DRAGON)

Green Dragon: I hear you have the hiccups. Hiccups are very very bad if you do not do something for them.

Chippy: Mr. Dragon, I did what Mrs. Caterpillar wanted me to do. I ran around and around and I laughed and laughed. I stood on my head, too, but my hiccups did not go away. Mrs. Caterpillar didn't give me much assistance at all!!!

Green Dragon: You stood on your head? (BEGINS TO LAUGH) Tricks like that are no good. Do you know what I do if I have the hiccups?

Chippy: No, Mr. Dragon. What do you do for hiccups?

Green Dragon: I breathe fire!! When I breathe fire I can get rid of my hiccups every time.

Chippy: You're no assistance either!! You know a dog can't breathe fire, only dragons can!!

Green Dragon: It's too bad you're not a dragon; breathing fire gets rid of hiccups everytime. Sorry I wasn't much assistance.

Chippy: (AS GREEN DRAGON WALKS AWAY) Thanks for your suggestion anyway, Mr. Dragon. (HICCUPS)

ZIGGLE COMES ON STAGE

Ziggle: Hiccups? You could do something for them if you wanted to.

Chippy: I did, Ziggle. Mrs. Caterpillar and Mr. Dragon tried to give me assistance. I laughed and I ran around, I stood on my head, Mr. Dragon even wanted me to breathe fire. The hiccups never did go away. (HICCUPS)

Ziggle: Not very much assistance at all!! Count to three and then put your head into the sand. My hiccups go away when I do that.

Chippy: One, two, three. (PUTS HEAD INTO SAND - THEN HE STANDS UP TO SEE IF HE STILL HAS THE HICCUPS) Hiccup!!!!
Ziggle, sand will never make my hiccups go away. This will never help. (WALKS AWAY)

AS CHIPPY WALKS ACROSS THE STAGE HE MEETS MISS RABBIT

Chippy: Miss Rabbit, I need some help. What do you do for hiccups? I laughed and I ran around. I stood on my head. Mr. Dragon even wanted me to breathe fire. I put my head in sand. Ziggle does that for hiccups. When I stood up I still had them. No one has been of assistance in helping my hiccups go away.

Rabbit: Hiccups? When I have hiccups, Mother puts me on her back and jumps around.

Chippy: My mother can't jump like your mother.

Rabbit: Hop on my back and I will jump until your hiccups are gone. (WITH THIS CHIPPY JUMPS ON RABBIT'S BACK AND RABBIT JUMPS VIGOROUSLY)

Chippy: Whoa, Whoa!!!! What a ride. Hiccup! Oh Miss Rabbit, I still have the hiccups. Miss Rabbit, this will never do. (CHIPPY GOES ON HIS WAY. RABBIT EXITS)

Chippy: Can't anyone give me some assistance in getting rid of my hiccups? I ran around and laughed. I stood on my head. I put my head in the sand. Miss Rabbit jumped with me on her back and I still have the hiccups. No one has been able to help me. This will never, never do!!!!!! (SITS DOWN AND BEGINS TO CRY)

Mr. Book Worm: Will Chippy ever get rid of the hiccups, boys and girls? Tomorrow we will find out the answer. Between now and tomorrow maybe you could give your mother assistance drying the dishes. I'm sure she would like that. Bye-bye.

Third Day's Presentation

Mr. Book Worm: As you can recall, Chippy has the hiccups and can't seem to get rid of them. He has asked help from

Mrs. Caterpillar, Mr. Green Dragon, Ziggle, and Miss Rabbit, but no one has given him any valuable assistance in getting rid of his hiccups.

Chippy: (CRYING, UP COMES ROVER)

Rover: Chippy, I have the hiccups. (HICCUP!) Do you know what to do for them?

Chippy: I know what not to do. Do not run around and around and laugh. Do not stand on your head. Do not stick your head in the sand and do not ride around on Miss Rabbit's back. No one has given me any assistance in getting rid of my hiccups. (SITS DOWN AND BEGINS TO CRY)

Rover: What can we do?

Chippy: Ask those pigs over there in the water. (PIGS ARE OFF STAGE. ROVER LOOKS IN THE DIRECTION OF PIGS)

Rover: Chippy and I have the hiccups. What do you do for hiccups?

Pigs: We never have hiccups, but Mother had them one day.

Rover: What did she do?

Pigs: She sat on ice.

Rover: Ice!! Ice!! Where can we find ice on a hot day like this?

Pigs: We do not know.

Rover: (CRYING) Your suggestion has not been much assistance for my hiccups. (LOOKS BACK AT CHIPPY)

Chippy: What do the pigs do? Hiccup!

Rover: They said that Mrs. Pig sat on ice for her hiccups. The pigs were no help.

Chippy: (CRYING) That will never do! No one could find ice on a hot day. I will get a drink of water and then I will go to sleep.

Rover: I will go home.

Mr. Book Worm: Chippy went to sleep and had a very good sleep. When he awoke he got up and stood very still. He wanted to see if the hiccups had gone away. He could not hear a sound. He jumped around and around. Then he stood very still. The hiccups were gone!!!!!! (PAUSE) But Chippy never did find out what makes hiccups go away. The end. That was a real good story wasn't it boys and girls? We learned a new word from our story; assistance. Class, do you remember what assistance means? Yes, assistance means to help.

Zab: I remember what assistance means by singing a little tune.

(SING TO TUNE OF THE FARMER IN THE DELL)

Assistance means to help someone,
assistance means to help someone,
hi ho the dairy oh, assistance means to help someone.

Now let's sing the song together. Ready go.

Assistance means to help someone,
assistance means to help someone,
hi ho the dairy oh, assistance means to help someone.

Very good. Thank you for the assistance you gave me in
singing this song.

Mr. Book Worm: Thank you Zab, and thank you boys and girls
for being such a good audience. Bye-bye.