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Pragmatics: the verbal expression of feelings

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The field of normal language development divides language into three

interrelated components: content, structure and function (Bloom and Lahey,

1978). Current research has begun to focus on the functional component of

language, also referred to as pragmatics. Pragmatics has been defined as the set

of rules governing the use of language in social interactions (Bates, 1976). As

research continues, it becomes apparent that effective communication is not

only based on the correct usage of content and structure but also the functional and social use of language (Allen and Brown, 1976).

Within the pragmatic use of language, researchers have studied communication functions. One such function is the expression of feelings, involving those communication acts for which the primary intention is to express an external state (Hopper and Naremore, 1978). Examples of communication acts for the expression of feeling are Praise and Apology (Wood, 1981). Expression of feelings is an important and necessary function for the development of both communication and human competence, and has been closely related to personality development and the development of close relationships (Halliday, 1973, and Wood, 1981). Although researchers have studied the development of other communication functions, little research has been concerned with how or when children learn to express feelings verbally.

The purpose of this investigation was to determine at which age levels, between four and eight years, children express Praise, Apology, Commiseration, Blame, Challenge, Endearment, and both a Positive and Negative State.

Subjects were thirty children, six from each age level between four and eight years, selected from an elementary and preschool within the Portland area. Sixteen picture cards and stories were designed to elicit the eight different feelings. Each subject responded to questions at the end of the story and was given two chances to express the appropriate feeling. Each response was judged as appropriate or inappropriate and scored accordingly.

The results reveal that these children's scores for the verbal expression of feelings increased with age, as well as the number of communication acts

expressed with mastery. This suggests the ability to express appropriate feelings verbally increases with age.

The results also suggest the ability to express feelings develops over time, although a developmental sequence was not determined due to the apparent reversal of scores between five and six year olds. Investigation of the influence on age, sex, and PPVT-R scaled scores on the total Feeling score did not appear to explain this reversal. It is suggested that individual differences in subjects could have been responsible. Despite this lack in determining an exact developmental sequence for the expression of these eight feelings, the results did suggest a trend with Apology, Endearment and expression of a Negative State appearing earlier than Praise, Commiseration, Challenge and Expression of a Positive State with Blame being the last to develop.

PRAGMATICS: THE VERBAL EXPRESSION OF FEELINGS

By

ANN P. ZIMMERMAN
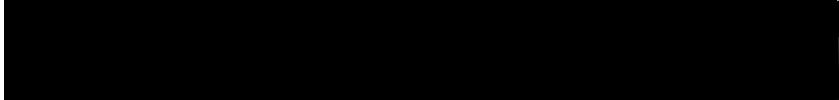
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TO THE OFFICE OF GRADUATE STUDIES AND RESEARCH:

The members of the Committee approve the thesis of Ann Paula Zimmerman presented June 1, 1982.

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After a year of investigating the verbal expression of feelings I have concluded that the task of expressing feelings within the confines of wr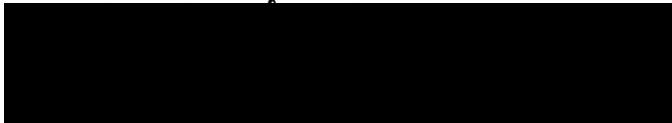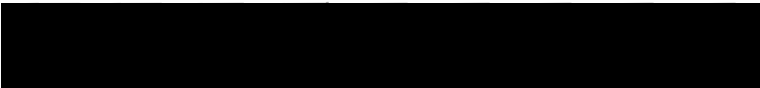itten language is often very difficult and inadequate. Nonetheless, I shall attempt to express my sincere gratitude to those individuals whose combined efforts have influenced the completion of this project. First of all my sincere thanks go to my committee members, Dr. Robert Casteel, Mary Gordon and Keith Larson whose support and encouragement are appreciated. I am also grateful to Joan McMahon, my thesis advisor, who diligently proofread and edited numerous drafts, offered suggestions, encouragement, and graciously put up with my random use of commas. To all of you I am extremely thankful.

Next I would like to acknowledge and thank the students and teachers at Crossroads Christian Elementary School and the Belmont Preschool for their part in this study. Both schools were extremely helpful and cooperative in spite of hectic scheduling. Again many thanks.

I would also like to thank my many friends and family who abundantly gave their support and encouragement; especially my mother, whose encouragement and prayers were felt all the way from California.

Very special appreciation and gratitude go to my dearest friend Kim Peil, who not only spent numerous hours at her easel creating the picture cards used in this study, but also served as a judge for establishing reliability.

In addition to her direct help in this project, her love and support have been endless. "Thank you" doesn't even come close to expressing my gratitude.

Mere words are again totally inadequate in expressing my deep appreciation and gratitude to Bill Krieger, Jr. whose endless hours of typing, judging responses for reliability and making tapes were crucial to the success of this study. Beyond his generous display of time and energy I am most thankful for Bill's friendship, encouragement and spiritual support during these last two years, which have definitely helped to carry me through.

And finally I must give acknowledgement to my Lord, Jesus Christ, who has abundantly given me the strength and endurance necessary to complete this project. It is through His power that I can say with assurance:

> "Those who trust in the Lord will renew their strength. They will
> soar on wings like eagles; they will run and not grow weary, they
> will walk and not be faint."

<div align="center">Isaiah 40:39</div>

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

The field of normal language development divides language into three interrelated components: content, structure, and function (pragmatics). These components were included by Bloom and Lahey (1978), when they defined language as a "code whereby ideas about the world are presented through a conventional system of arbitrary signals for communication." The descriptors assigned to these components vary, depending upon the author (Halliday, 1975; Bloom and Lahey, 1978; Hopper and Naremore, 1978; Daniloff, Schunckers and Feth, 1980). Various writers have referred to the first component, the ideas conveyed through language, as content, meaning or knowledge. The second component, structure of the language code, has also been referred to as form, or "language as a system." Finally, the third component, the communicative aspect of language, has been described as use, pragmatics, function or behavior.

Traditionally emphasis in research has focused on the first two components, content and structure, with much information written about the normal development of phonology, syntax, semantics, and cognition (Miller, 1978). As research continues, it becomes apparent that effective communication is not based entirely on correct usage of a sound system, sentence structure and vocabulary. These skills must be paired with the third component, the ability to use language functionally and within a social context (Allen and Brown, 1976;

Wood; 1981). Currently, attention is being given to the pragmatic component of language development.

Pragmatics can be defined as the manner in which speakers use the structure and words of a language to communicate successfully within social contexts (Koenigsknecht, 1981). Two major aspects of language use are related to pragmatics. The first considers the goals or functions behind the communication act, i.e., the reason why people speak (Bloom and Lahey, 1978). The second considers the influence of linguistic and non-linguistic contexts that determine how an individual understands and chooses among alternative forms of a language to achieve these goals.

Within the study of pragmatics much attention has been directed to the first aspect, the functional use of language. The goals, or functions behind the act of communication, are also referred to as intentions or speech acts (Halliday, 1973, 1975, 1978; Dore, 1974, 1975). The "dominant functions" of language are considered important to the development of basic skills in communication (Allen and Brown, 1976; Wood, 1981). The precise functions have been postulated and described by various researchers (Halliday, 1973, 1975; Dore, 1974, 1975; Bates 1976; Hopper and Naremore, 1978; Chapman, 1981; Wood, 1981). Although each author has developed his or her own distinct classification system, all agree these functions underlie all communication acts. As more information is obtained concerning the intentions behind children's communication, a need for further research becomes evident (Wood, 1981).

One of the more interesting communication functions is the verbal expression of feelings. This function is defined as those communication acts for which

the primary intention is to express an internal emotional state (Hopper and Naremore, 1978). Wood (1981) describes this function as involving communication acts or strategies such as praising, commiserating, ridiculing, approving, apologizing, rejecting, blaming and expressing endearment. The list does not end here but goes on ad infinitum.

Researchers postulate the ability to use language competently develops over time (Bates, 1976). If this is true, then the use of each function must also develop over time. Although recent research has studied the development of other functions, little research has been concerned with how or when children learn to express feelings verbally (Wood, 1981).

Statement of Purpose

The present investigation was designed to determine at which age levels between four years and eight years, children demonstrate specific communication acts for the verbal expression of feelings. Specific communication acts considered in this study include the ability to Praise, Apologize, Commiserate, Blame, Challenge, express Endearment, and express both a Positive and a Negative State or Attitude.

The investigation sought to answer the following questions:

1. At which age levels do children demonstrate verbal expression of feelings within specific communication acts?

2. How many of the various communication acts are verbally expressed at given age levels?

3. What is the developmental sequence for the expression of each communication act?

4. Is there a difference by age level in the flexibility of vocabulary within responses for the same communication act?

Definitions

Communication Acts: any form of communication which serves to express, according to pragmatic rules, the speaker's conceptual representation and intentions (Dore 1974, and Wood, 1981). Also referred to as communication strategies and speech acts.

Communication Acts within the Function of Expressing Feelings:

1. Apology: A statement expressing regret for a fault or offense (Davies, 1973).

2. Blame: To give responsibility for a fault or error (Davies, 1973).

3. Challenge: To call to engage in a contest, to encourage for improvement.

4. Commiserate: To express sorrow or pity, sympathize (Davies, 1973).

5. Endearment: An expression of affection to a person.

6. Expression of a negative state or attitude: Expression of an unpleasant situation or dissatisfaction.

7. Expression of a positive state or attitude: Expression of a pleasant situation or satisfaction.

8. Praise: An expression of warm approval or admiration, to exalt or extol (Davies, 1973).

Communication Competence: the speaker's ability to use language in ways that are appropriate to the situation (Hymes, 1971).

Communication Function: the specific intention behind all communication acts, the underlying aspect behind the communication act.

Criterion for Function Competence:

1. Mastery: Performance scores of three (75%) or better.

2. Emerging Skill: Performance scores between one and three (25%-75%).

3. No Skill: Performance scores lower than 25 per cent.

Expression of Feelings Function: the expression of an internal state or attitude through the form of a communication act.

Language Content: the underlying "non-verbal ideas" or cognitions of the message, the topic which is carried through the message (Daniloff et al., 1980).

Language Structure: the organization of utterances, the way in which the different elements of the utterance are combined so they represent the content of the message (Daniloff et al., 1980).

Language Use: the reasons behind communication (function) and the ways in which speakers choose among alternative forms (communication acts or strategies) of a message according to what they know about the listener and the context (Bloom and Lahey, 1978).

Pragmatics: the set of rules governing the use of language within a social context (Bates, 1976).

CHAPTER II

REVIEW OF THE LITERATURE

Language does not occur in a vacuum. It is a social phenomenon that involves interaction between people for the purpose of communication (Bloom and Lahey, 1978; Dale and Ingram, 1981). This implies that more than a knowledge of the sounds, words and grammatical rules of a language are necessary for effective communication. Awareness of and competence with the "usage" rules must also be in a child's repertoire of communicative skills. Knowledge and skill with all the rules will enable the child to use language as a tool, creatively and appropriately to accomplish things (Wood, 1981).

Pragmatics: Definition and Theory

Pragmatics has been defined as the set of rules governing the use of language in context (Bates, 1976; Dale and Ingram, 1981). Context refers to the social interaction in which communication takes place (Miller, 1978). Phonological, syntactical and semantic rules govern the form a message takes, whereas pragmatic rules govern how the message is to be used communicatively. Since all communicative language is used within all social contexts, Bates (1976) views all communicative language as pragmatic.

Communication Competence

Language development involves learning how to communicate appro-
priately. The competent communicator not only knows the rules of language
structure, but also knows how to use language as a tool in everyday situations
(Wood, 1981). The term communication competence goes one step further than
linguistic competence, which refers to a knowledge of linguistic structures.
Communication competence, covers the entire range and scope of communica-
tion refering to knowledge of how to use language appropriately in all kinds of
situations (Allen and Brown, 1976; Wood, 1977; Hopper and Naremore, 1978).

Communication competence involves four basic features: (1) developing a
repertoire of communication strategies (communication acts or alternate
forms); (2) learning selection criteria for making choices from the repertoire;
(3) implementing the communication strategies chosen; and, (4) evaluating the
effectiveness of the performance (Allen and Brown, 1976; Wood, 1977, 1981).

The heart of communication competence is a repertoire of strategies for
dealing with critical communication situations (Wood, 1981). To be effective
communicators, children must be flexible communicators. They must be able to
perform a range of communication acts required by the social content (Allen
and Brown, 1976; Wood, 1977). As children develop and grow in experience they
acquire a number of communication strategies.

Children learn to select from their repertoire of strategies the most appro-
priate based on the given situations. The criteria for this selection process are
the four parameters of the communication situation: the participants, the
setting, the topic of conversation, and the task (what is to be accomplished)

(Wood, 1981).

After carefully weighing the necessary factors of the communication situation and choosing what is perceived to be an appropriate communication strategy, the communicator must carry through with the strategy. The implementation of the strategies can be through both verbal and non-verbal behaviors, offering a means for learning different modes of communication (Wood, 1977).

Having performed the communication act, the child must be able to evaluate its appropriateness. The communication strategy must be appropriate to the context as well as the speaker and the listener(s). As communication competence develops and increases, the child is able to make more informed judgments as to the effectiveness of the message (Allen and Brown, 1978).

In an attempt to determine how communication competence develops, the study of child language has begun to consider the pragmatic aspect of language. "To date, there is no overall theory that unifies the several aspects of language use that has been labeled pragmatics" (Dale and Ingram, 1981). Despite the diversity of subjects discussed under the domain of pragmatics, much of the research has focused on the functional use of language, giving attention to the specific functions that are served by language.

Language Used Functionally

Language exists for the primary purpose of communicating ideas and information. It evolved to meet particular human needs (Halliday, 1975; Rees, 1978). This presupposition is the basis for current theory and research in

pragmatics of language (Rees, 1978). Language is considered a tool to be used to accomplish different goals and various functions of language are used to accomplish these goals.

The functional use of language is the most intensely studied aspect of pragmatics (Dale, 1980; Dale and Ingram, 1981) and many classification schemes have been proposed by different authors for describing these functions (Jacobson, 1960; Dore, 1974; Bruner, 1975; Gravey, 1975; Halliday, 1975; Bates, 1976; Touch, 1977; Hopper and Naremore, 1978; Wood, 1981). Chapman (1981) suggests several reasons for the vast diversity in classification systems. Each categorical scheme has been developed according to the particular author's purpose, data and philosphical point of view. Different approaches to classifying speech acts are observed in the different developmental levels of children studied, different degrees to which discourse and social content were considered, and the use of different dimensions to construct the systems. These differences must be kept in mind while considering each system. Although each author has developed his/her own classification system, for different age levels and different purposes, there are similarities among the various schemes. In an attempt to synthesize the vast array of literature concerning classification systems, Wood's (1981) five basic functions will be used as a framework.

First, the controlling function refers to communication acts in which the participant's dominant intention is to control behavior (Wood, 1981). Initially, language is used by others to control the child but the child quickly learns to "turn the tables" and use language to control others (Halliday, 1975). The ability to use language to manipulate or control the behaviors of others has been noted

by Halliday (1975) in the early stages of language development. Young children

often use both verbal and non-verbal language to express the "do as I tell you"

function. This particular function is also used in an attempt to change attitudes

as well as behaviors (Hopper and Naremore, 1978). The controlling function is

also referred to as the conative function (Jacobson, 1960) and the directive

function (Touch, 1977). Controlling has been specifically defined as:

Controlling: Involves attempts to direct or affect the behaviors of others, as well as responses to control (Wood, 1981).

Regulating: Serves the "do as I tell you" function of regulating or manipulating the behaviors of others (Halliday, 1977).

Conative: To persuade and influence others through commands and entreaties (Jacobson, 1960).

Directive: Includes the use of language to "self-direct" and "other-direct" in the organization and implementation of physical actions and operations (Touch, 1977).

Secondly, the informing function includes communication acts in which

language is used to seek and give information (Wood, 1981). This function

occurs when ideas and information are exchanged. This can occur when naming

or giving examples, as well as when responding to information given by others

as in questioning, answering or denying (Hopper and Naremore, 1978). These

abilities develop slower and later than the other functions. This delay in

development is due, in part, to the function's dependence on the internaliza-

tions of a whole complex set of linguistic concepts, which is outside the realm

of the young child's ability (Halliday, 1975). Jacobson (1960) refers to this

function as the referential function, which he views as closely associated to the

symbolizing and representational aspects of language. The different categories

are defined as:

Informing: Communication acts that serve to provide ideas and information to others (Wood, 1981).

Informative: Where language serves the "I've got something to tell you" function to communicate new information about something (Halliday, 1975).

Referential: To convey messages and information (Jacobson, 1960).

Third, Wood (1981) proposes the ritualizing function. This includes such communication acts as greetings, good-byes, verbal-games ("pat-a-cake") and reciting. The ability to perform these strategies develops during infancy due to the conscious teaching by parents (Wood, 1981). This skill is necessary since many of the everyday interactions require ritual language (Hopper and Naremore, 1978). Wood (1981) believes an important aspect of the function is its use in the maintenance of social relationships. Although Halliday (1975) does not directly discuss ritualistic language, his interactional function closely resembles this function. Halliday's interactional function refers to language used in the interaction between self and others, which appears to include such language as greetings, etc. Dore (1974) acknowledges a communication strategy within this function in his list of primary speech acts, the act of greeting. Specific functions are defined as:

Ritualizing: Language used to maintain social relationships and facilitate social interactions (Wood, 1981).

Interactional: Language used to serve the "me and you" function used in the interaction between the self and others (Halliday, 1975).

Fourth is the imagining function, in which language is used to cast the participants into an imaginary situation (Wood, 1981). Within this function,

language is not necessarily about anything at all, i.e., what the child refers to

with language does not have to be real, or even a make-believe copy of the world

(Halliday, 1978, and Wood, 1981). Initially this world is one of pure sound, such

as in babbling and chanting, and gradually becomes one of story and make-

believe. Halliday (1975) points out that ultimately this function takes its form

in the realm of poetry and imaginative writing. All forms of language used to

pretend are included in this function, such as story-telling, acting, make-believe,

and most other forms of play (Hopper and Naremore, 1978). Language used for

imagining is under the protective function in Touch's (1977) system. Here

imagining is referred to as renaming, commenting on imagined content, building

scenes through language, and language of role-playing. This function has been

specifically defined as:

Imagining: Involves dealing creatively with reality through language (Wood, 1981).

Imaginative: Language which serves the "let's pretend" function used to create the child's own environment (Halliday, 1975).

Projective: Language used to project and explore situations that are not occurring at the time nor may never take place (Touch, 1977).

Poetic: To indulge in language for its own sake (Jacobson, 1960).

Finally, Wood (1981) presents the sharing feelings function. This function

is used to express an internal state or attitude, through communication acts

such as praise, commiseration, and apology. Jacobson (1960) refers to this as

the emotive function. Both Jacobson's (1960) emotive function and Halliday's

(1975) personal function refer to the child's use of language to express his

individuality. In order for a child to express his own uniqueness, he must be

able to express personal feelings and attitudes. Thouless (1950) places the expression of feeling under the "affective" use of language, which differs from the "factual" use of language. Although Thouless (1950) separates "affective" and "factual" language, he acknowledges that both functions may be performed by the same speech element. This function has been specifically defined as:

Sharing feelings: Communication acts that share and express feelings (Wood, 1981).

Personal: Language which serves the "Here I come!" function used for the direct expression of feelings and attitudes and for the personal element in interaction (Halliday, 1975).

Affective: Language used as a means of arousing feelings directing or altering the intensity of behavior of others or influencing in their attitudes toward the topic of conversation (Thouless, 1950).

Emotive: Reveals the speaker's feelings (Jacobson, 1960).

These five functions certainly do not exhaust those presented both in the literature and those demonstrated by the use of language in children. Many other taxonomies are presented, including both verbal (Bruner, 1975; Greenfield and Smith, 1976) as well as non-verbal/pre-verbal (Dore, 1975; Bates, 1976) schemes.

Information concerning the acquisition and development of language functions is sparse. Most of the researchers have described and defined specific functions observed at specific age groups (Chapman, 1981) rather than observing children's use of language functions over time. Halliday (1973, 1975), presented some broad developmental patterns; however, these were based upon his study of only one child. During early language development, age 9-10 months, the first four functions appearing were instrumental, regulatory, inter-

actional, and personal (which includes the expression of feelings). Of all Halliday's functions the informative use of language was the last to emerge, appearing at 22 months. During this developmental phase, ages 9-22 months, the utterances of the child were functionally simple, i.e., each utterance served only one function. This is a fundamental difference from adult language, where utterances serve more than one function at the same time.

It is important, therefore, to recognize the various functions, controlling, informing, ritualizing, imagining, and sharing feelings, are not discrete. After approximately 22 months, most utterances will serve several functions simultaneously (Halliday, 1973; Hopper and Naremore, 1978). Another important factor concerning the functions of language is that these functions serve both the speaker and the listener, for initiating and responding purposes (Wood, 1981).

These five basic functions, presented above, exist in everyday communication, which represents a "fundamental truism" about human communication (Hopper and Naremore, 1978). All communication serves to control, inform, ritualize, imagine, and/or share feelings. Wood (1977, 1981) uses these functions for the basis of instruction in developing communication competence. Pragmatic language development is viewed as expanding the child's repertoire of communication strategies under each of the five categories, as well as developing "finely tuned" criteria for selecting among the range of alternative strategies.

<u>Feelings</u>

<u>Definition</u>

Historically the concept of feeling, housed within the affective or emotional aspect of the human personality, has not drawn much attention within the scientific realm of research (Harms, 1950). Although scholars have always been cognizant of this intricate "something" referred to as feelings and have considered them to be a very essential, and perhaps the most dominant aspect of mental life, they were always considered "intangible" to scientific research (Reymert, 1950). With the advent of experimental psychology, the scientific investigation of this essential aspect of man's life began.

Presently, the literature contains many theories of emotion and feeling, but these theories are confusing and contradictory (Ewert, 1970). One reason for this contradiction and confusion is the unconventional usage of the terms feeling and emotion. The task of defining feeling is a difficult one because of the variety of conceptions and uses associated with the term. Arieti (1970) reports that the connotations of the word feeling is vast within the English language, including simple sensations as well as high-level affects.

In its broadest sense, feeling refers to all experiences of inner status (Arieti, 1970). However, feeling involves more than simply an internal experi- ence. Evaluation is inherent in the process of feeling and is a judgment in which a situation, person, object, or moment is appreciated in terms of value (Jung, 1923). Buytendijk (1950) supports this expanded definition, viewing feeling as a mode to detect the significance of situations. It is this act of evaluation that is

considered the essense of the feeling.

Despite the vast range of conceptions concerning the theory of feeling, all theories and definitions appear to agree that feelings are internal states and attitudes that, when associated with experience, allow for judgments and reactions to the experience.

Forms of Expression

Feelings can be expressed in many different ways, through various human behaviors. According to Thouless (1950), feelings may be expressed through art, (including literary art), emotional oratory, and ordinary social interactions.

The primary function of art is considered to be the expression of feelings (Langfield, 1950). Often art and language are combined to express feeling in such literary art as creative writing (poetry and novels) and musical lyrics. One example of a situation where emotional oratory frequently is used is within the political arena. Emotional oratory deviates from normal oratory in that it serves to do more than convey information. Emotional oratory serves to elicit or change emotions, feelings, and attitudes.

In ordinary social interactions, feelings may be expressed through both verbal and non-verbal means. Behaviors such as smiles and grimaces, cries and groans, or various sorts of body language are indicative of emotive expression (Alexander, 1969). According to Wood (1981), non-verbal communication is very important to infants, for this is their only means for expressing feeling. Within social interactions, feeling can also be expressed through variations of intonation, gestures and choice of words and phrases with affective implications

(Thouless, 1950).

As previously indicated, the expression of feeling is just one of the many functions which are served by the use of language. This particular function has been postulated by many researchers (Thouless, 1950; Jacobson, 1960; Halliday, 1975; Allen and Brown, 1976; Hopper and Naremore, 1978; Wood, 1981). Following the functional model of language use, feeling is verbally expressed through the form of communication acts. Communicative behaviors such as exclaiming, taunting, tale-telling, blaming, challenging, approving or disapproving, expressing endearment, cajoling, praising, commiserating, apologizing, agreeing or disagreeing and expression of a state or attitude, are considered communication acts for expressing feeling (Allen and Brown, 1976; Hopper and Naremore, 1978; Wood, 1981).

The communicative function of expressing feeling is a very important and necessary function. As children begin to verbally express feelings they are also beginning to express their own individuality. Halliday (1973) proposes this function, which he refers to as the personal function, includes the expression of feelings as well as language which enables the child to express his own uniqueness or make public his individuality, which in turn reinforces and creates this individuality. It is then surmised that as children begin to express their feelings they become more aware of themselves and begin to see that language can be used to express their own personality. As a result, this language can be an essential ingredient in personality development.

The ability to use language competently to express feeling has also been related to the development of close relationships (Wood, 1981). Maintaining

close relationship requires the expression of how people feel about each other. The attitudes and feelings one has toward particular people contribute an important aspect of what that individual means to him/her (Alexander, 1969).

The importance of this function is also illustrated in the results of a study in "human competence" (White, 1975). From this study, White developed seven key communication talents required for human competence. Three of these seven talents, the expression of affection to peers and adults, the expression of hostility to peers and adults, and the demonstration of pride in one's own accomplishments, clearly demonstrate the ability to express feeling. Not only is the expression of feeling an important aspect of human competence, it is also important to communication competence.

Basic communication competencies within this function include the three listed above as well as such strategies for expressing dissatisfaction to adults and expressing and defending feelings in family discussions (Wood, 1981). While researchers postulate lists of such communication competencies for the function of sharing feelings, very little study has focused on the actual development of such competencies (Wood, 1981).

One study (Brenneis and Lein, 1977), dealing with the argumentative skills of third and fourth graders, has been located by this writer. This study was designed to document the structure of speech events and the inferred skills and abilities necessary for argumentation (argument discourse). The data were collected during various role-play activities. The content of seventy role play situations were examined and two groups of content categories used in dispute exchanges were identified. The first group of content categories included those

speech acts concerned with explicit statements about the opponent such as threats, bribes, insults, praise (often delivered ironically), commands, moral persuasion, negating or contradictory assertion and simple assertion. The second group represented statements about or reactions to previous statements such as, denial, affirmatives, supportive assertion, demand for evidence and non-verbal vocal signals. Results of the study concluded that there are specific contents appropriate for dispute dialogue, different styles of dispute, patterns by which content and style are organized and finally, rules that underlie these patterns and organize argumentative speech into socially meaningful episodes.

To date, this writer has found no studies concerned with the acquisition and development of the expression of feelings. Information concerning acquisition and development of this important skill is needed.

CHAPTER III

METHODS AND PROCEDURES

Methods

Subjects

Thirty children were selected from Belmont Pre-school and Crossroads

Christian Elementary School, on the basis of chronological age, age equivalence

for receptive vocabulary, speech and language development, and normal hear-

ing acuity. Six children at each of the five age groups, beginning at four years

and continuing at one year intervals up to and including eight years, were

included in this study.

Chronological ages were obtained from office records of the children's

birthdates. Children accepted for further consideration were those who were

within plus or minus ninty days of being four, five, six, seven and eight years of

age at the time of the testing.

Screening

The children who fell within the required age limits and returned parent

permission slips (Appendix A) were screened by this investigator. Screening

consisted of administration of Form L of the Peabody Picture Vocabulary Test-

Revised (PPVT-R), the Utah Test of Language Development (UTLD), a pure-tone

hearing screening administered at 25dB for the frequencies 500Hz, 1000Hz,

2000Hz, 3000Hz, and 4000Hz in one ear, and an informal intelligibility assess-
ment. Intelligibility was determined on the basis of whether the examiner could
understand the subject in casual conversation and during expressive items on
the UTLD. Only those subjects who scored within plus 2 or minus 1 standard
deviation for their age levels on the PPVT-R, scored at least at age level on the
UTLD, passed all frequencies in one ear on the hearing screening and had
speech which was considered intelligible were included in this study.

Materials

Picture stimulus cards, watercolored and laminated, (Appendix B) were
designed to be used along with a short story to elicit verbal expression of Praise,
Apology, Commiseration, Endearment, Challenge, Blame, and expression of both
a Negative and Positive State or Attitude. Two picture cards and corresponding
stories for each category were designed to evoke the desired expression of
feeling.

Procedures

Task Construction and Administration

Following the initial screening procedure, each child was presented with
all the task items individually, by the examiner (this investigator). Each session
began with casual conversation to put the child at ease. To introduce the task
situation, the examiner said, "I am going to tell you a story and ask you some
questions about the story." Two trial items were presented to insure that the
child understood the task.

Each story was then told, as the appropriate picture stimulus card was shown, followed by the appropriate question. A standard probe was used when the first response was judged to be inappropriate. Examples of individual stories and standard probes presented are as follows:

PRAISE

Jenny baked a cake. Jeffrey loves the cake. This is the best cake he has ever seen. What could Jeffrey tell Jenny? Probe: What could Jeffrey tell Jenny about the cake?

APOLOGY

Tommy is sad. Judy broke his favorite stick horse. What could Judy say? Probe: It was an accident, what else could Judy say?

All stories and standard probes are presented in Appendix C.

Classification and Scoring Responses

All responses were recorded on audio-tape. Each response was immediately judged as appropriate or inappropriate by the examiner. Appropriateness was determined following the guidelines presented in Appendix D. If the first response was judged appropriate, the next item was administered. If the first response was judged as inappropriate the probe was administered.

All appropriate first responses received a score of two. Appropriate responses following the probe received a score of one. A score of zero was given for all inappropriate responses.

Reliability

Intrajudge reliability. Intrajudge reliability was established prior to the administration of the task items to the test population. Responses from various

children, ages three, five and eight years of age who did not serve as subjects

for the study were recorded on a cassette tape. The examiner made judgments

of appropriateness from those taped responses to all sixteen test items. This

procedure was then repeated two weeks later and both sets of judgments were

compared. Criterion for 90 percent or greater reliability was met after two

weeks when 100 percent of the examiner's judgments corresponded.

Interjudge reliability. Three judges, consisting of this writer and two adult

volunteers, were used to establish inter-judge reliability prior to administration

of the study. Training consisted of teaching the judges (1) to recognize expres-

sions of the eight specific feelings used in this study, and (2) to judge responses

as appropriate or inappropriate, as well as practicing making these judgments

on over 100 responses. Responses to all test items from five children (15 total)

who did not serve as subjects in the study, from each of the following age groups:

three, five and eight years of age were recorded on audio-tape. From this record-

ing, another tape was made, by this examiner and the third judge. The tape

consisted of responses for all task items from children within each of the above

age groups. The former tape was then used to establish reliability while the

remaining responses were used for practice judging. While this reliability tape

was played, the judges were required to answer the following questions: (1) was

one of the eight specific feelings expressed, and (2) what feeling. The judges

recorded their responses on a form such as found in Appendix E. Reliability was

established when 93 percent of the responses were judged the same, among

the three judges. All three judges were also required to make judgments of

appropriateness following the same procedures as described under intrajudge

reliability. Reliability was established when 100 percent of the judgments from all three judges correlated.

Analysis of the Data

Group mean scores and percentages were determined by age levels for the total performance, as well as performance on individual communication acts to determine those age levels where children demonstrate the verbal expression of feelings. Since there were three possible scores achievable for each story, two, one and zero, the following criteria was established: a score of two indicated mastery of expression; one indicated an emerging skill; and, zero indicated no skill demonstrated.

The mean scores were determined by combining scores from both stories under each communication act category to yield one score for each feeling category. Table I presents the percentages of score correlation between story one and story two under each communication act. The following score combinations were considered correlations: 2,2; 2,1; 1,1; 1,0. All communication act categories, except two, yielded at least 80 per cent correlation. The exceptions, commiseration and positive state demonstrated a correlation of 76.6 and 73.3 per cent, respectively. Caution must be used when interpreting data related to these two communication acts.

After combining scores for both stories, under each category each child was then able to receive a total of four points for each communication act. Hence, a score of three (75%) or better was used as criterion for mastery. Scores between one and three (25%-75%) were indicative of an emerging skill,

with anything lower than 25 per cent indicating no skill demonstrated.

In order to determine the number of communication acts verbally expressed at each age level, the same criteria for mastery was utilized, and the communication acts yielding 75 per cent accuracy or better were counted for each age level. A percentage of communication acts which were performed with mastery was then computed.

Finally, nine one-factor analyses of variance, including t tests for contrasts of measures and a trend analysis were performed to determine if there was a developmental sequence for the expression of feelings. As part of this statistical procedure, two tests of homogeneity of variance were done on the total score and on the scores for each communication act. As seen in Table II, the variables Praise (PRA), Apology (APO), Commiseration, (COM), Challenge (CHA), Blame (BLA), Positive state (POS), and Negative state (NEG) pass the Barlett test for homogeneity of variance. The Total Score variable, sum of the eight communication acts, was marginal on the Barlett Test for homogeneity of variance, exceeding the .05 alpha level but not the .01 level of significance. The Endearment variable failed the test of homogeneity of variance with a probability of .01. Therefore, the reader should interpret the discussion of the results of the expression of Endearment with caution. Since the t test is remarkably robust with respect to moderate departures from homogeneity of variance, follow-up F and t tests were computed for the Total and Endearment variables that fit the homogeneity of variance characteristics of the analysis of variance (Winer, 1962).

TABLE I

CORRELATION OF SCORES BETWEEN STORY I AND STORY II
UNDER EACH COMMUNICATION ACT FROM ALL SUBJECTS

PRA	APO	COM	CHA	BLA	POS	NEG
80%	93.3%	76.6%	93.3%	80%	73.3%	86.6%

TABLE II

PROBABILITY SCORES FOR HOMOGENEITY OF VARIANCE
ON THE TOTAL SCORE AND SCORE FOR EACH COMMUNICATION ACT

Communication Act	Cochran C P=	Barlett P=
TOT	.021	.023
PRA	.383	.117
APO	.026	.324
COM	1.000	.838
END	.080	.010
CHA	.730	.732
BLA	1.000	.957
POS	.299	.249
NEG	.190	.586

CHAPTER IV

RESULTS AND DISCUSSION

Results

This study proposed to determine at which age levels children demonstrate specific communication acts for the verbal expression of feelings. Specific communication acts included in this study include the ability to Praise (PRA), Apologize (APO), Commiserate (COM), Blame (BLA), Challenge (CHA), express Endearment (END), and express both a Positive (POS) and a Negative (NEG) State or Attitude.

The first question asked in this investigation concerned the age levels at which children demonstrate verbal expression of feelings within specific communication acts. Referring to group mean scores found in Table III, five, seven and eight year olds, as a group demonstrated mastery on the test as a whole, yielding group mean scores of 24 (75%), 26.5 (82%) and 28.33 (89%), respectively. Eight year olds were the only group demonstrating mastery on all portions of the test (see figures 1 and 2). As seen in Table IV, 85 per cent of all responses given by eight year olds met criterion for mastery; 81 per cent of the responses given by seven year olds demonstrated mastery, while they performed with mastery as a group on all but one communication act, blaming. Six year olds performed at mastery level on 45 per cent of the responses they gave,

TABLE III

GROUP MEANS, CORRESPONDING PERCENTAGES, STANDARD DEVIATIONS,
AND NUMBER OF SUBJECTS ABOVE AND BELOW THE MEANS ON THE
TOTAL TEST AND EACH COMMUNICATION ACT

Communication Act Tested	4 yrs N − 6	5 yrs N − 6	6 yrs N − 6	7 yrs N − 6	8 yrs N − 6
Total Mean	13.5 (42%)	24 (75%)	18.6667 (58%)	26.5 (82%)	28.3333 (89%)
S. D.	7.4229	2.6833	5.2409	2.3520	2.1602
S. Above	4	3	3	4	3
S Below	2	2	3	2	3
PRA Mean	1.1667 (42%)	2.8333 (71%)	2.3330 (58%)	3.0000 (75%)	3.0000 (75%)
S. D.	1.3292	1.6021	1.3663	.6325	.5477
S. Above	3	4	3	1	3
S. Below	3	4	3	1	0
APO Mean	1.8333 (46%)	3.1667 (79%)	3.1667 (79%)	4.0000 (100%)	4.0000 (100%)
S. D.	2.0412	.9832	1.6021	0	0
S. Above	3	3	4	0	0
S. Below	3	3	2	0	0
COM Mean	1.5000 (38%)	3.1167 (79%)	1.8333 (46%)	3.0000 (75%)	3.0000 (75%)
S. D.	1.5166	.9832	1.6021	1.6733	1.5492
S. Above	3	3	4	4	3
S. Below	3	3	2	2	1
END Mean	2.1667 (54%)	3.8333 (96%)	2.3333 (58%)	3.6667 (92%)	4.0000 (100%)
S. D.	1.8348	.4082	1.9664	.8165	0
S. Above	3	5	3	5	0
S. Below	3	1	3	1	0
CHA Mean	2.0000 (50%)	2.3333 (58%)	2.8333 (71%)	3.1667 (79%)	3.3333 (83%)
S. D.	1.7889	1.6330	1.3292	.9832	1.211
S. Above	2	3	3	3	4
S. Below	2	3	3	3	2
BLA Mean	.8333 (<1%)	2.5000 (62%)	2.1667 (54%)	2.8333 (71%)	3.0000 (75%)
S. D.	1.3292	1.5766	1.1690	1.1690	1.0954
S. Above	2	3	3	4	3
S. Below	4	3	3	2	3
POS Mean	1.6667 (42%)	3.0000 (75%)	1.1667 (29%)	3.6667 (92%)	3.5000 (81%)
S. D.	1.5055	1.2649	.9832	.5164	.8367
S. Above	4	3	3	4	4
S. Below	2	3	3	2	2
NEG Mean	2.3333 (58%)	2.8333 (71%)	3.0000 (75%)	3.5000 (88%)	4.0000 (100%)
S. D.	1.9664	1.6021	1.0954	1.2247	0
S. Above	3	4	3	5	0
S. Below	3	2	3	1	0

AGE:	4	5	6	7	8

MASTERY — EMERGING SKILL — NO SKILL

Age 4:
- 58% NEG
- 54% END
- 50% CHA
- 46% APO
- 48% TOT, PRA, POS
- 38% COM
- <1% BLA

Age 5:
- 96% END
- 79% APO, COM
- 75% TOT, POS
- 71% PRA, NEG
- 82% BLA
- 58% CHA

Age 6:
- 79% APO
- 75% NEG
- 71% CHA
- 58% TOT, PRA, END
- 54% BLA
- 46% COM
- 29% POS

Age 7:
- 100% APO
- 92% END, POS
- 88% NEG
- 82% TOT
- 79% CHA
- 75% PRA
- 71% BLA

Age 8:
- 100% APO, END, NEG
- 89% TOT
- 88% POS
- 85% CHA
- 75% PRA, COM, BLA

Percentage scale (left axis): 100%, 90%, 80%, 70%, 80%, 50%, 40%, 30%, 20%, 10%, 0%

Figure 1. Accurate performance percentages by age groups on the total test and each communication acts

Figure 2. Age levels at which each communication act was performed with mastery

30

TABLE IV

NUMBER AND PERCENTAGE OF ALL RESPONSES GIVEN
WITHIN EACH AGE GROUP MEETING CRITERION FOR MASTERY

(Possible Responses − 48)

AGE	4	5	6	7	8
NUMBER	15	31	22	39	41
PERCENTAGE	31%	64%	45%	81%	85%

and demonstrated mastery as a group on only two communication acts, Apology and the expression of Negative State. Five year olds performed with mastery on four communication acts; Endearment, Apology, Commiseration and expression of a Positive State, while 64 per cent of their responses met criterion. Finally, only 31 per cent of all responses given by four year olds demonstrated mastery. As a group, they did not perform with mastery on any portion of the task. Their performance on all but one communication act, however, did meet criterion to be considered an emerging skill (see Figure 1).

Therefore, it appears that at eight years of age these children verbally expressed at least eight types of feelings. At age four, the expression of feelings with the exception of Blame, were at least emerging.

The second question in this study considered how many communication acts were verbally expressed at given age levels. According to a descriptive statistical analysis found in Table V and Figure 3 there was no demonstration of mastery at the four year old age level. Six year olds demonstrated mastery on two of the eight communication acts (25%), while five, seven and eight year olds performed at the mastery level on four (50%), six (75%) and eight (100%), respectively. The performance on those communication acts that did not meet criterion for mastery, appeared to be emerging for all these age groups, with the exception of four year olds. Four year olds, as a group, demonstrated less than one per cent accuracy for the expression of Blame. Even though the younger age groups did not demonstrate mastery on all communication acts tested, there does appear to be a general increase in the number of feelings expressed by age.

TABLE V

NUMBER AND PERCENTAGE OF COMMUNICATION ACTS PERFORMED
BY AGE WITH MASTERY AND EMERGING SKILL

AGE		4	5	6	7	8
MASTERY	NUMBER	0	4	2	7	8
	PERCENTAGE	0%	50%	25%	87.5%	100%
EMERGING	NUMBER	7	4	6	1	0
	PERCENTAGE	87.5%	50%	75%	12.5%	0%
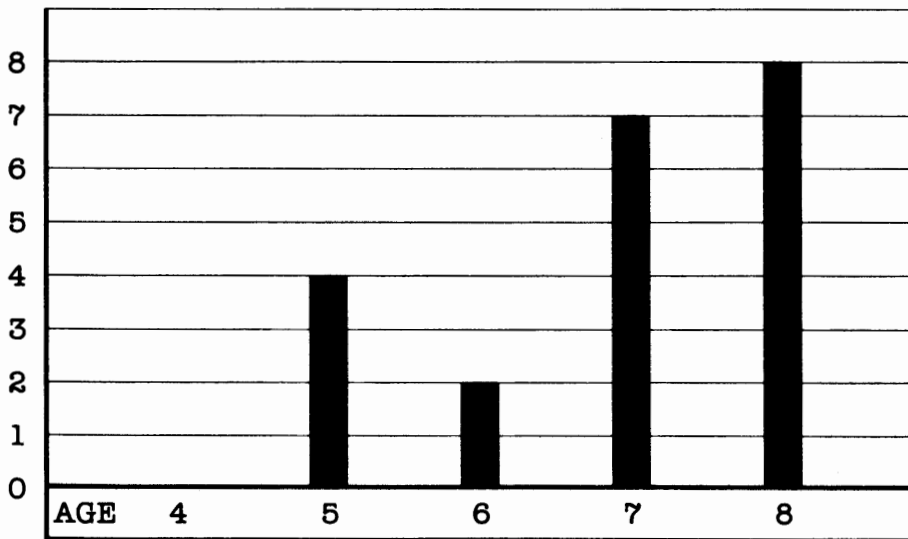
Figure 3. Number of Communication Acts Performed with Mastery by Age Level

The third question in this study investigated the developmental sequence for the verbal expression of each communication act. Based on the results previously reported in answering the first two questions, the ability to express verbal feeling increases by age (see Figures 1, 2, and 3). In support of this conclusion, a trend analysis (Table VI and Figure 4) reveals that performance on each communication act demonstrated a linear trend. The F probability scores for Commiseration and Challenge of .1521 and .0676, respectively, do not meet criterion for an alpha level of .05. Therefore, it could be concluded that on the test as a whole and for most parts of the test, the subjects performance increased upward in statistically similar increments as a result of age.

A priori group comparison $\underline{t}$ tests (Table VII) revealed significant differences in the total performance on all but three age comparisons. Significant differences in performance were not demonstrated by comparison between the age groups of 5/7, 5/8, and 7/8. Table VII also indicates that there was no significant differences in performance scores across all communication acts for the following age comparisons: 4/6, 5/7, 5/8, and 7/8. A probability score was not determined for Apology between seven and eight year olds since they had the same group mean score, 4.0000. This analysis also revealed no significant differences in performance scores between all age groups for the expression of Commiseration and Challenge. Excluding the total score, the expression of a Positive State revealed the largest number of age comparisons yielding differences in performance with significant probability scores on all but four age comparisons. In summary, the majority of the age groups compared demonstrated significant differences in scores, on the test as a whole and the expression of

TABLE VI

F-PROBABILITY FOR LINEAR, QUADRATIC AND CUBIC TRENDS
FOR PERFORMANCE ON THE TEST AS A WHOLE AND ON INDIVIDUAL PORTIONS

	TOT	PRA	APO	COM	END	CHA	BLA	POS	NEG
LINEAR	.0000	.0038	.0035	.1521	.0428	.0676	.0058	.0046	.0306
QUADRATIC	.5473	.5215	.3427	.7165	.9322	.8194	.3105	.4253	.8730
CUBIC	.1008	.1992	.7516	.3482	.1984	.8571	.3671	.7222	.8500
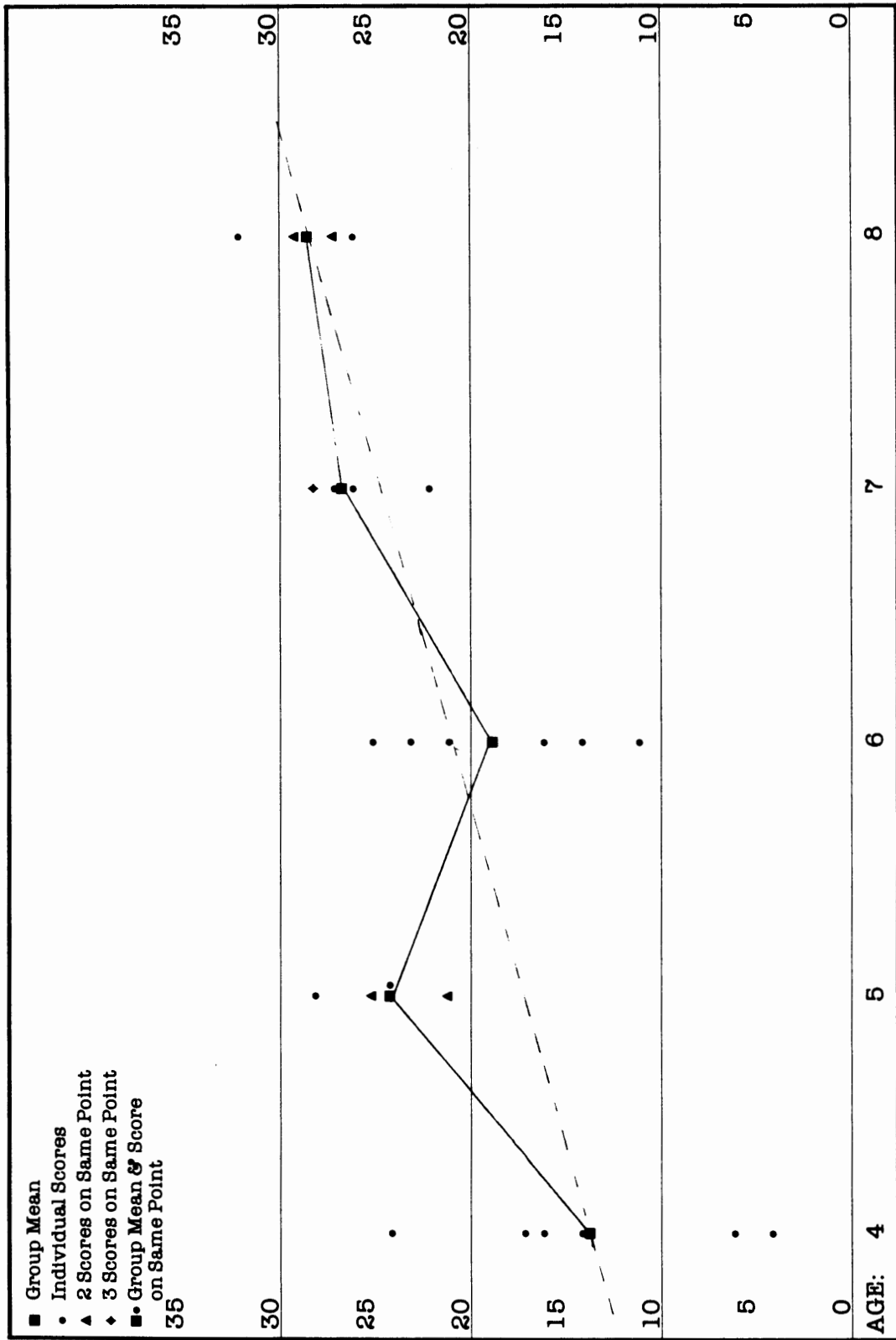
Figure 4. Mean scores on total performance by age group

TABLE VII

t PROBABILITIES FROM A PRIORI GROUP COMPARISONS OF PERFORMANCE BETWEEN AGE GROUPS

AGE CONTRASTS	TOT	PRA	APO	COM	END	CHA	BLA	POS	NEG
4/5	.000	.021	.075 (NS)	.063 (NS)	.032	.688 (NS)	.031	.042	.528 (NS)
4/6	.056	.098 (NS)	.075 (NS)	.701 (NS)	.822 (NS)	.319 (NS)	.080 (NS)	.429 (NS)	.401 (NS)
4/7	.000	.012	.006	.093 (NS)	.051	.167 (NS)	.011	.004	.147 (NS)
4/8	.000	.002	.006	.093 (NS)	.019	.116 (NS)	.007	.007	.043
5/6	.049	.468 (NS)	1.000 (NS)	.133 (NS)	.057	.547 (NS)	.652 (NS)	.007	.833 (NS)
5/7	.342 (NS)	.808 (NS)	.256 (NS)	.847 (NS)	.822 (NS)	.319 (NS)	.652 (NS)	.294 (NS)	.401 (NS)
5/8	.106 (NS)	.335 (NS)	.256 (NS)	.847 (NS)	.822 (NS)	.234 (NS)	.500 (NS)	.429 (NS)	.147 (NS)
6/7	.006	.335 (NS)	.256 (NS)	.186 (NS)	.081 (NS)	.688 (NS)	.370 (NS)	.000	.528 (NS)
6/8	.001	.098 (NS)	.256 (NS)	.186 (NS)	.032	.547 (NS)	.265 (NS)	.001	.212 (NS)
7/8	.484 (NS)	.468 (NS)	—	1.000 (NS)	.653 (NS)	.840 (NS)	.821 (NS)	.791 (NS)	.528 (NS)

Positive State. The two communication acts yielding no significant differences were Commiseration and Challenge.

The percentage of scores demonstrating mastery of the total number of responses given by each age group (Table VIII) were used to determine which communication acts demonstrated mastery the earliest. As shown in Table VIII, Apology, Endearment and expression of a Negative State show the most success at all ages with 50 per cent of the responses from the four year olds demonstrating mastery and increasing upward by age, to 100% at age eight years. Percentages for Commiseration and Challenge seem to drop slightly for all age levels, except the five year olds. Because of the high scores and percentages of the five year olds as a group, a specific developmental sequence for the acquisition of the communication acts can not be determined with the present data.

Finally, the fourth question considered differences, by age level, in the flexibility of vocabulary within responses for the same communication act and was not appropriate for statistical analysis. After reviewing the responses given by the subjects, it became obvious that some story groups (story I and story II under each communication act), as well as the communication acts themselves offered better opportunity for flexible vocabulary than others. For example, each story under challenge was designed to elicit a different type of challenge. One asked for a call to a contest and the other a call for encouragement. Hence, this communication act would not lead itself to analysis for flexibility of vocabulary. As a result of problems such as this, it was concluded that consideration of this question would not be appropriate.

TABLE VIII

PERCENTAGE OF SCORES DEMONSTRATING MASTERY
GIVEN WITHIN EACH AGE GROUP BY COMMUNICATION ACT

AGE LEVEL	PRA	APO	COM	END	CHA	BLA	POS	NEG
8	100.0%	100.0%	87.5%	100.0%	87.5%	50.0%	87.5%	100.0%
7	87.5%	100.0%	75.0%	87.5%	75.0%	75.0%	100.0%	87.5%
6	50.0%	87.5%	25.0%	50.0%	50.0%	50.0%	0.0%	50.0%
5	75.0%	75.0%	75.0%	87.5%	50.0%	50.0%	75.0%	75.0%
4	12.5%	50.0%	12.5%	50.0%	25.0%	12.5%	12.5%	50.0%

Discussion

By studying the elicited verbal expressions of feelings given by young children, this study sought to answer four major questions. These questions and the results are discussed below.

1. At which age levels do children demonstrate verbal expression of feelings within specific communication acts?

As was expected, the ability to express feelings verbally increased with age. The four year olds as a group did not demonstrate mastery on any portion of the test. This skill for the most part appeared to be emerging, as only one communication act (Blame), did not meet criterion for an emerging skill at the four year level. Although both five and six year olds demonstrated mastery on some communication acts, mastery on the majority of the eight communication acts did not appear until seven years, with 100 per cent of the communication acts being performed with mastery by the eight year olds (see Appendix F for individual scores). The results of this study indicate that at eight years of age these children verbally expressed at least eight types of feelings, Praise, Apology, Commiseration, Endearment, Challenge, Blame and expression of both a Positive and Negative state.

Although there are no previous studies of this nature reported in the literature, it is not surprising that the test scores increased with age. A pre-supposition for this study was that the ability to express feelings verbally improved with age. However, before the results of this study can be used unequivocally to support this premise, the influence of the task itself and the ability to do the task must be considered.

The consideration of the influence of the task itself, as a measurement of the verbal expression of feelings involves determining whether the stories and picture cards used were adequate devices to elicit the specific feeling sought. Pilot studies were conducted in order to shape and develop the stories. After two pilot runs, the stories were finalized and determined sufficient to elicit the designed expression of feeling when at least some of the responses from pilot subjects of all age groups were judged appropriate under each story.

After inspecting the actual subjects' responses (Appendix G) it appears that all stories, except for those designed to elicit Blame, did elicit, from all age groups, responses that indicated understanding of the story. The subjects' inappropriate responses for Blame, however, seem to indicate confusion among the subjects as to who was at fault in the story. Each story contained two characters of different sexes with one designated as the "guilty" person and the other as the one asked to respond (see Appendix C). Inappropriate responses included totally non-blaming remarks or responses placing blame on the second, non-guilty character. This suggests these stories might not have been clear to all subjects, thus affecting their ability to express Blame appropriately. This might account for the lower scores achieved for this communication act across all ages.

It was also determined during pilot studies that all age groups between four and eight years of age demonstrated the capability to listen and compre- hend the stories by responding with some degree of appropriateness. It was concluded, therefore, that all age groups would be able to do the task during the experimental study. Although the ability to do the task with at least some degree

of success at all age levels was established prior to the actual study, the increase in performance scores may have been influenced by an increase in the ability to understand short stories and respond to questions rather than the ability to express feelings verbally. Slobin (1971) suggests that the comprehension of meaning (deep structure) is related to the ability to store and retrieve information in long-term memory. Although all the subjects in this study performed at least at age level on the UTLD, there are no tasks in this instrument measuring long term memory. The few memory tasks included, repetition of digits or sentences, test ability to repeat surface structure which Slobin (1971) relates to short-term memory processes. Since control was not established for long-term auditory memory ability in this study, it is difficult to determine the influence of this skill on the ability to do the task.

Inspection of the individual responses given by the subjects also indicates that not only do the amount of appropriate responses increase with age but the inappropriate responses become more sophisticated with age. Many inappropriate responses given by younger subjects (four through six) included, "I don't know," no response, responses totally unrelated to the story or responses indicating a misunderstanding of the story. Again, many of the responses under Blame appeared to indicate confusion as to who was at fault. The younger subjects tended to respond as if the main character were at fault, rather than the minor character. Although seven and eight year olds did give inappropriate responses, they were related to the story and tended to be denials rather than statements placing blame. For example, "I didn't do it."

For all stories, when responding inappropriately, the older subjects (seven

and eight year olds) gave responses that were related to the story, but did not express a feeling or the correct feeling. For example, a common inappropriate response to the cake story, designed to elicit Praise was "can I have a piece?" This response is related in that it demonstrated comprehension of the story but is inappropriate because it does not express praise. Of the six inappropriate first responses given by four year olds, one included this response; whereas, three out of five seven year olds who gave inappropriate first responses responded with this answer. Therefore, it appears that the use of related responses (more sophisticated) increases with age.

There is a general increase in the test scores, both for the total test as well as in the individual communication acts which indicates the ability to express appropriate feelings improves with age. It does appear that for the most part, the task itself was designed to measure the elicited expression of feelings and that the ability to do the task was within the capability of all age groups tested. However, due to a lack of control for long-term memory, the effect of the ability to do the task more efficiently may have had a significant contribution to the subjects' performances.

2. How many of the various communication acts were verbally expressed at given age levels?

The number of communication acts expressed with mastery increased with age, supporting the conclusion that the ability to express feelings verbally increases with age. This increase would appear developmental, that is the percentage of the number of feelings expressed with mastery increases upward with age, except that there is a reversal in the mastery of performance between

the five year olds and the six year olds. The five year olds performed 50 per cent of the communication acts with mastery while the six year olds demonstrated mastery in only 25 per cent of the communication acts (refer to Table V).

In order to explain this apparent reversal in performance the scaled scores from the PPVT-R, chronological age and sex were compared to each subject's total Feeling score. Comparisons from Table IX indicate that age and sex did not influence the Feeling score. In other words, the older subjects within the six month age span for each age group did not score higher on the task than the younger subjects and males as a group did not score differently from females.

Group means for the PPVT-R scaled scores were determined. The spread of the mean scores was 6.5 points which does not seem to indicate one group functioning significantly higher than another. Five and seven year olds scored the highest with a mean of 108.66 while the eight year olds scored the lowest with a mean score of 102.66. Therefore, it does not appear as if receptive vocabulary is a contributing factor.

Since age, sex and receptive vocabulary do not seem to explain the reversal of performance by five and six year olds, this reversal may be the result of individual differences manifesting themselves through the small number of subjects used in each age group.

3. Is there a developmental sequence for the verbal expression of feelings?

The results of this study indicating an increase in the ability to perform the task with age suggests that the expression of verbal feelings develops over time. A specific developmental sequence for the mastery of communication acts was not determined due to the reversal of scores by five and six year olds.

45

TABLE IX

COMPARISONS OF PEABODY SCORES AND TOTAL FEELING SCORES AND SEX

AGE	SEX	PEABODY SCALED SCORE	FEELING SCORE
4 (4-6)	F	97	6
4 (4-3)	M	107	4
4 (4-2)	F	104	16
4 (3-11)	F	117	14
4 (4-1)	F	110	24
4 (3-11)	M	105 $\bar{x}$=106.66	17
5 (4-10)	F	98	25
5 (5-2)	M	113	28
5 (5-0)	F	86	21
5 (5-3)	F	106	24
5 (5-2)	M	128	25
5 (5-1)	M	121 $\bar{x}$=108.66	21
6 (6-1)	F	115	25
6 (5-9)	M	98	11
6 (6-3)	M	93	14
6 (5-9)	M	120	21
6 (5-9)	M	97	16
6 (6-1)	F	99 $\bar{x}$=103.66	23
7 (6-10)	M	116	27
7 (6-11)	M	119	28
7 (6-10)	M	119	22
7 (7-0)	M	103	28
7 (7-3)	M	87	28
7 (6-9)	M	108 $\bar{x}$=108.66	26
8 (8-0)	M	120	29
8 (7-10)	F	98	26
8 (8-0)	F	89	27
8 (8-0)	F	98	29
8 (7-11)	M	112	32
8 (7-11)	M	96 $\bar{x}$=102.16	27

However, it was determined that all age groups performed with a higher percentage of success on Apology, Endearment and a Negative State (see Table VIII). This suggests that the expression of these three feelings occurs earlier in development than the others. The appearance of Apology at an early age might be explained by the fact that children are expected early to apologize for their misdoings and are directly instructed in expressing this feeling.

The one communication act that appeared low across all age groups was Blame. The influence of the apparent misunderstanding of the stories used to elicit expression of this communication act has already been discussed. Another possible explanation for the lower scores could be related to the subjects desire to please an adult examiner rather than their inability to blame. Of those subjects who did indicate accurate comprehension of who was at fault, some expressed apology rather than blame. Perhaps the subjects felt that the more polite, expected response by an adult to these stories, where something "bad" happened, was an apology for the mishap rather than blaming the guilty party. In exchanges with peers these responses might have varied.

4. Is there a difference in the flexibility of vocabulary within responses for each communication act?

This question was asked with anticipation of the results indicating an increase in the flexibility of vocabulary for a single communication act. Flexibility of vocabulary refers to the subject's use of a variety of words to express the same feeling. However, since the individual communication acts tested, as well as the stories used to elicit responses did not lend themselves to analysis, the results of this study are not appropriate to be used as support for this hypothesis.

CHAPTER V

SUMMARY AND IMPLICATIONS

Summary

The field of normal language development divides language into three

interrelated components: content, structure and function (Bloom and Lahey,

1978). Current research has begun to focus on the functional component of

language, also referred to as pragmatics. Pragmatics has been defined as the set

of rules governing the use of language in social interactions (Bates, 1976). As

research continues, it becomes apparent that effective communication is not

only based on the correct usage of content and structure but also the functional

and social use of language (Allen and Brown, 1976).

Within the pragmatic use of language, researchers have studied communi-

cation functions. One such function is the expression of feelings, involving those

communication acts for which the primary intention is to express an external

state (Hopper and Naremore, 1978). Examples of communication acts for the

expression of feeling are Praise and Apology (Wood, 1981). Expression of feel-

ings is an important and necessary function for the development of both com-

munication and human competence, and has been closely related to personality

development and the development of close relationships (Halliday, 1973, and

Wood, 1981). Although researchers have studied the development of other

communication functions, little research has been concerned with how or when children learn to express feelings verbally.

The purpose of this investigation was to determine at which age levels, between four and eight years, children express Praise, Apology, Commiseration, Blame, Challenge, Endearment, and both a Positive and Negative State.

Subjects were thirty children, six from each age level between four and eight years, selected from an elementary and preschool within the Portland area. Sixteen picture cards and stories were designed to elicit the eight different feelings. Each subject responded to questions at the end of the story and was given two chances to express the appropriate feeling. Each response was judged as appropriate or inappropriate and scored accordingly.

The results reveal that these children's scores for the verbal expression of feelings increased with age, as well as the number of communication acts expressed with mastery. This suggests the ability to express appropriate feelings verbally increases with age.

The results also suggest the ability to express feelings develops over time, although a developmental sequence was not determined due to the apparent reversal of scores between five and six year olds. Investigation of the influence on age, sex, and PPVT-R scaled scores on the total Feeling score did not appear to explain this reversal. It is suggested that individual differences in subjects could have been responsible. Despite this lack in determining an exact developmental sequence for the expression of these eight feelings, the results did suggest a trend with Apology, Endearment and expression of a Negative State appearing earlier than Praise, Commiseration, Challenge and Expression of a

Positive State with Blame being the last to develop.

Clinical Implications

The results of this investigation indicates the ability to express Apology, Endearment and expression of Negative State appear early in development, implying these communication acts should be taught first. It may also be useful to use these three feelings, once they have been established in the child's repertoire, in teaching and/or facilitating the development of other feelings.

The results also suggest all age levels tested expressed feelings to some degree of appropriateness using the method designed by this investigator. Since all age levels demonstrated ability to express feeling when elicited in this manner, perhaps this procedure could be expanded into a useful program for teaching and fostering the acquisition and development of the expression of feelings in the clinical setting.

Research Implications

With respect to future research concerning the verbal expression of feelings, the following modifications are advisable in light of the present study.

First, an increase in the number of subjects within each age group would improve the reliability of group performance, perhaps eliminating the reversal of scores between five and six year olds and providing more reliable information on which to base generalizations.

Second, screening of subjects should include control of auditory memory, in order to rule out auditory memory ability as a variable for the increase in

performance score.

Third, the stories designed to elicit Blame, should be revised. They should be created to depict a clearer situation for which an expression of Blame is required.

Finally, in order to be able to consider the fourth question posed in this investigation concerning the possibility of a difference by age levels in the flexibility of vocabulary within responses for the same communication act, only those communication acts and stories appropriate for the use of flexible vocabulary should be used. The individual stories should also be revised so as to be more parallel in plot and structure. It would also be interesting to look at the flexibility of vocabulary in subjects who have achieved mastery, such as eight, ten and twelve year olds.

In addition to the above modifications, it may be of interest to administer the instrument used in this investigation to one group of subjects twice, with a six month interval and to another group with an interval of two weeks, in order to investigate the influence of time and practice on the ability to do the task. It would also be interesting to change the stories slightly, making them more general so that they were capable of eliciting several feelings rather than a specific feeling. The results could then be used to compare the types of feelings expressed by subjects at different age groups.

Another alteration would be to use the same stories (with necessary changes of the Blame stories) and basically the same procedures, except to present the stories via video-taped scenarios. The scenarios would include a role play of each story using puppets as characters, where the puppets acted out

the story up to the point where the feeling is to be expressed. The subject would

then be required to finish the story by expressing the desired feeling. The

results could then be compared to those from the present study.

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APPENDIX A

PARENT PERMISSION SLIP

Dear Parent or Guardian;

     I am a Portland State University graduate student doing a research project in the Speech and Hearing Sciences. The purpose of my project is to obtain information about the way in which children begin to express their feelings verbally. This information will not only help us know more about how children begin to express feelings verbally, but will also give us a basis for helping those children who need special attention in this area.

     I am requesting your permission for your child's involvement in my study. The project involves presenting pictures and short stories designed to elicit specific feelings. The child will be shown a picture, told a story and asked to answer simple questions. Should your child participate in this study, he/she will be given two tests designed to determine age levels in the development of speech and language as well as a hearing screening. The total time needed for each student is approximately thirty minutes, which will be divided into two fifteen minute sessions. No names will be used in the written results of the study.

     If you have any questions, please call me at:

PSU: 229-3533 or 229-3603
Home: 223-3892

Sincerely,

Ann P. Zimmerman

Please return to school by_____

I, _____ hereby permit _____
                                                                 name of child

to participate in Ann Zimmerman's study.

_____   _____
      Relationship to child   Date

APPENDIX B

PICTURE STIMULUS CARDS GROUPED
BY COMMUNICATION ACT AND STORY

1. PRAISE
   Cake
   Todd

2. APOLOGY
   Egg
   Horse

3. COMMISERATION
   Andy
   Joey

4. ENDEARMENT
   Friends
   Kiss

5. BLAME
   Snacks
   Dishes

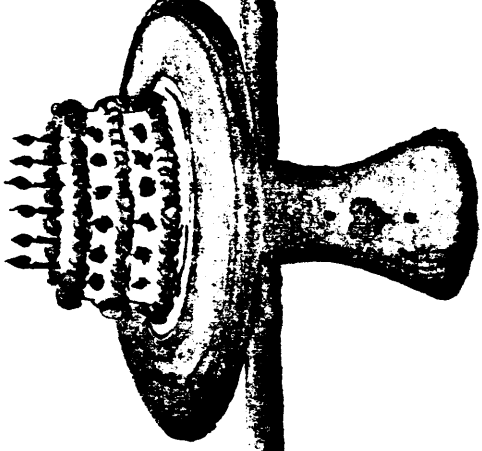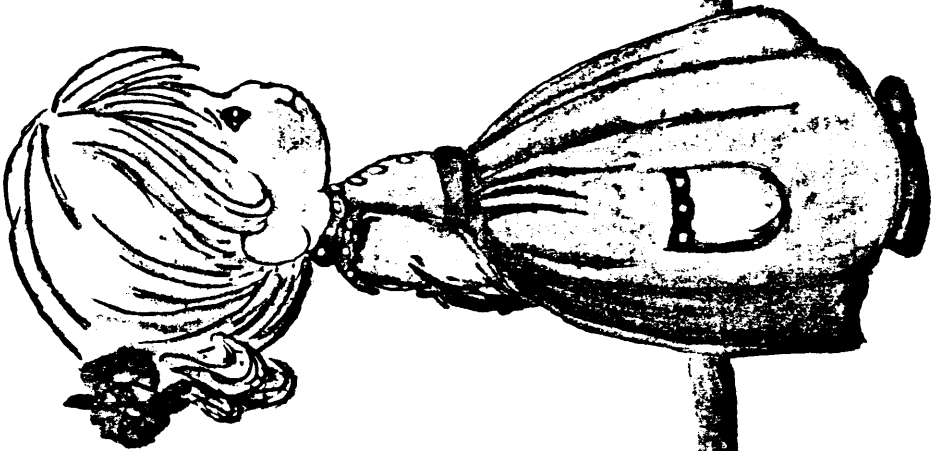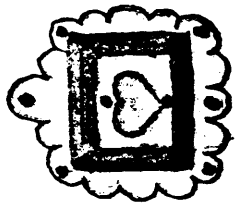6. CHALLENGE
   Ball
   School

7. POSITIVE STATE
   Music
   Zoo

8. NEGATIVE STATE
   Sick
   Peas
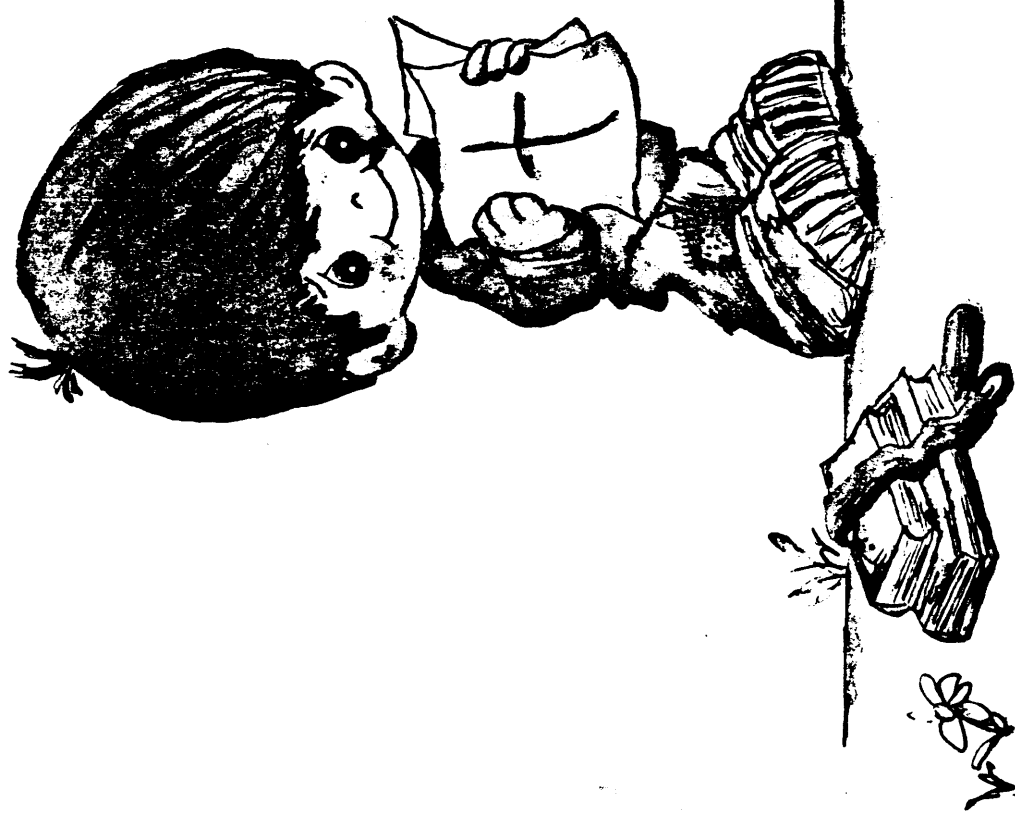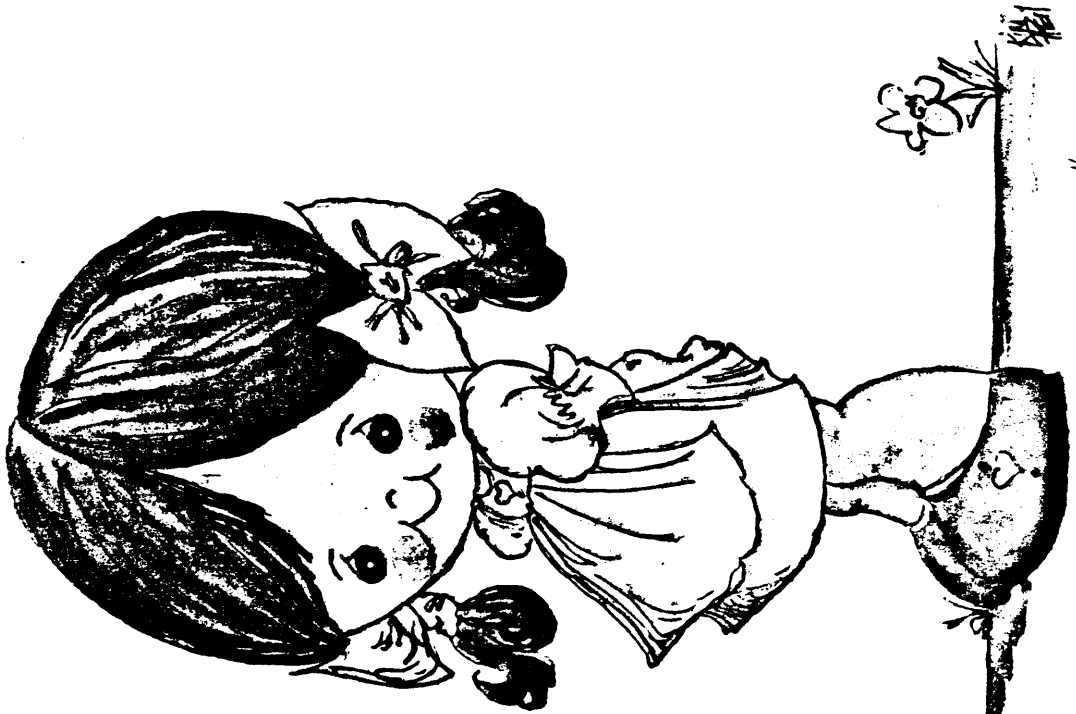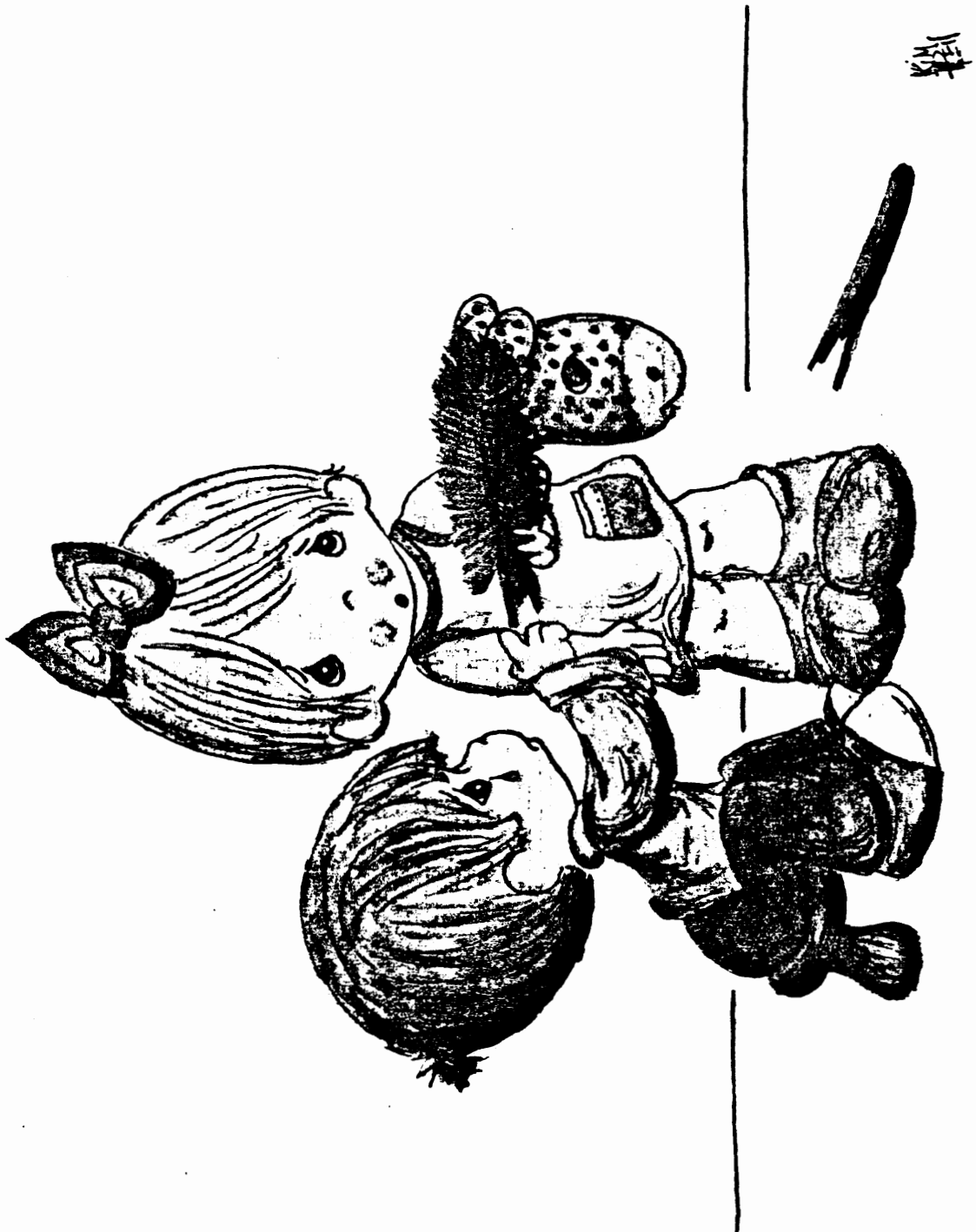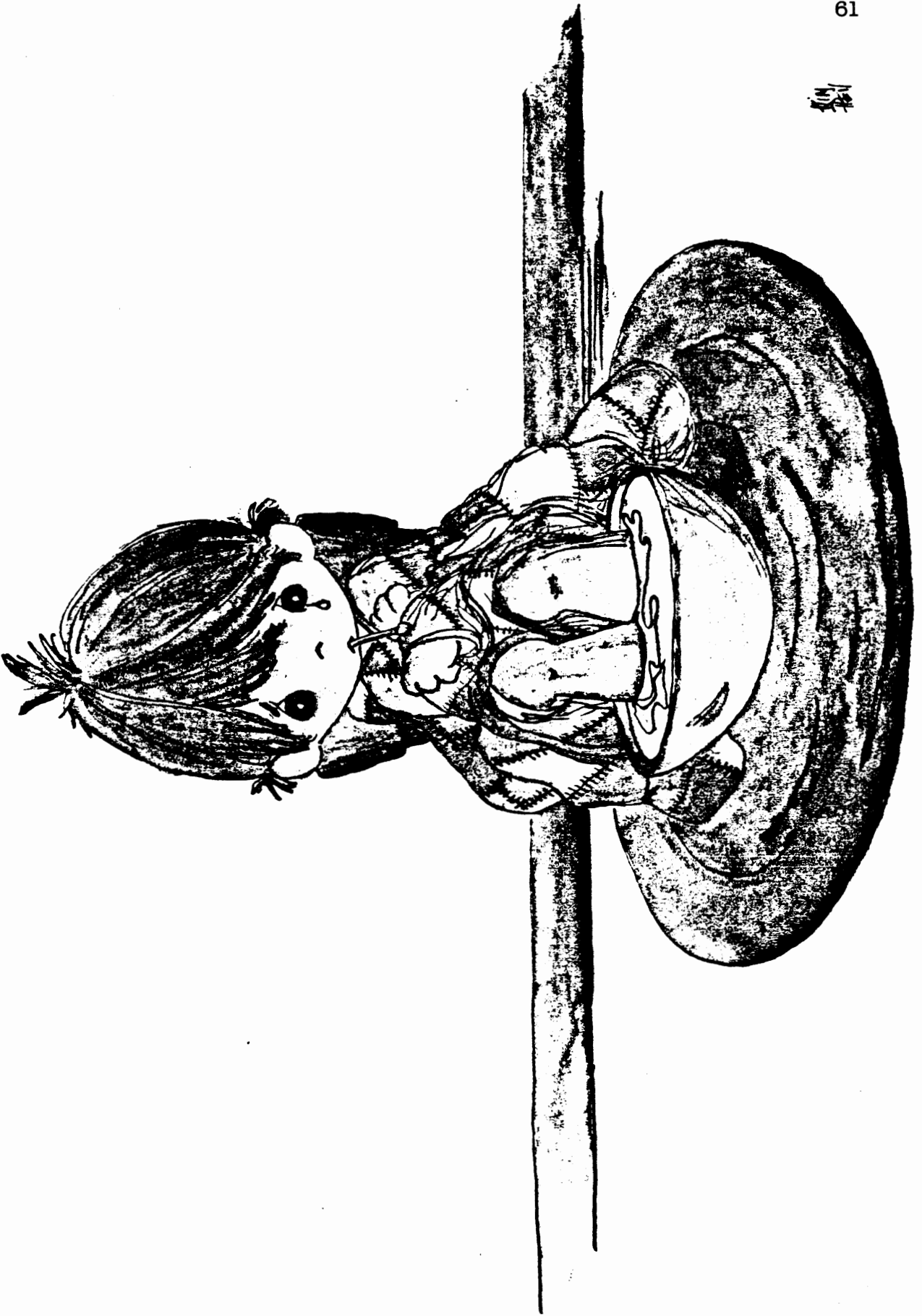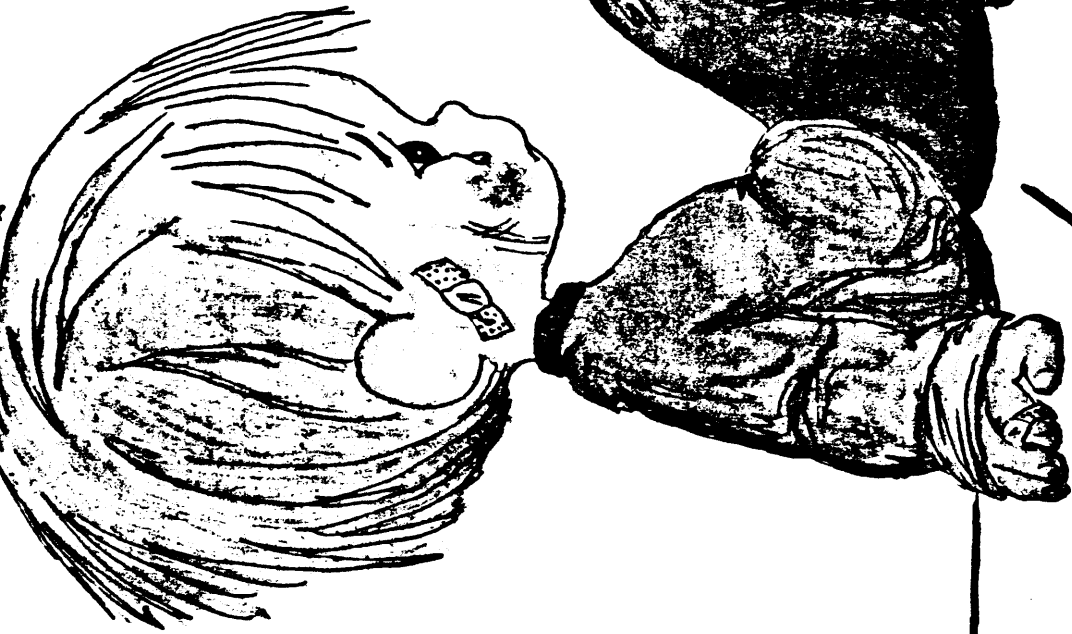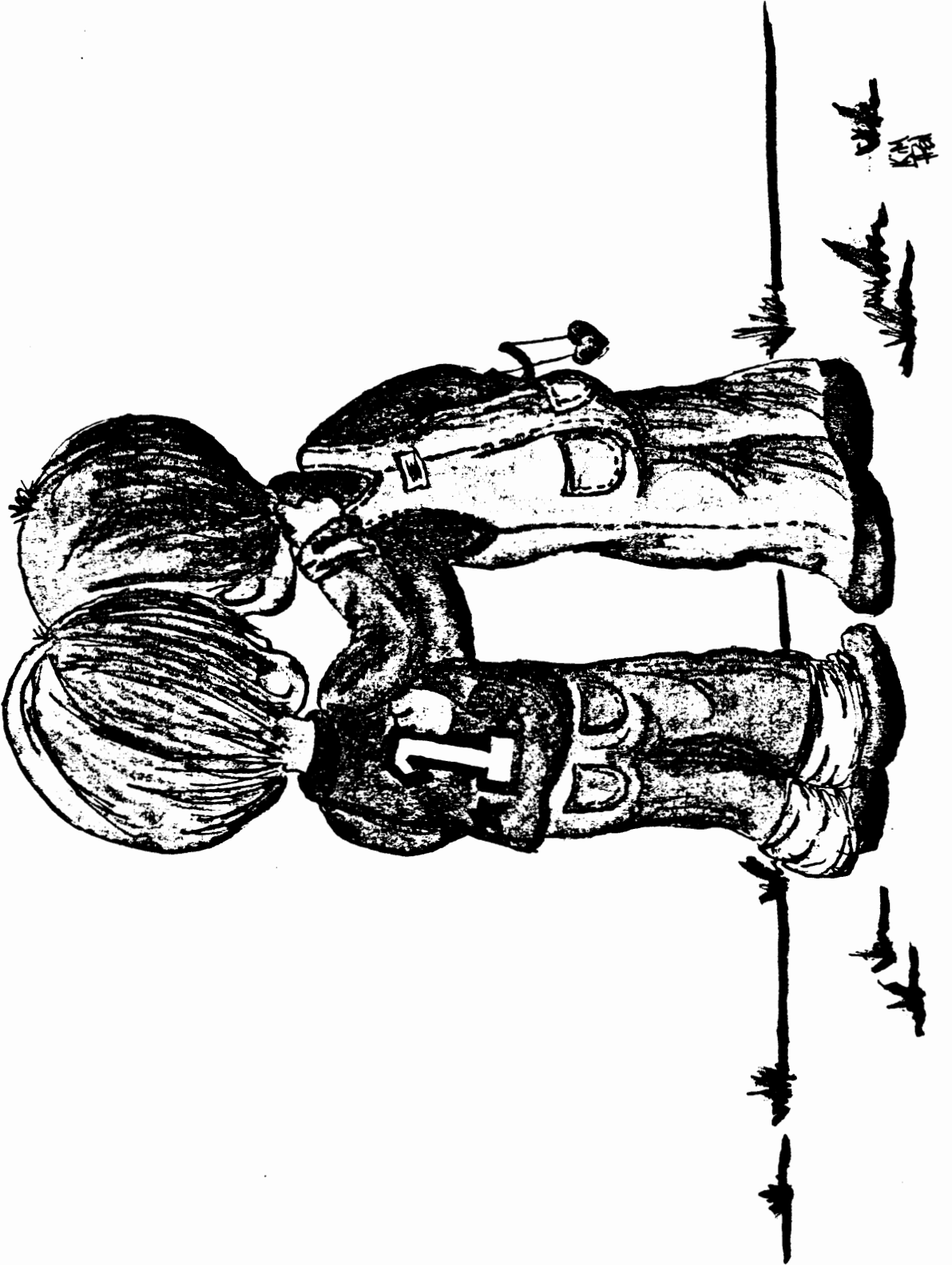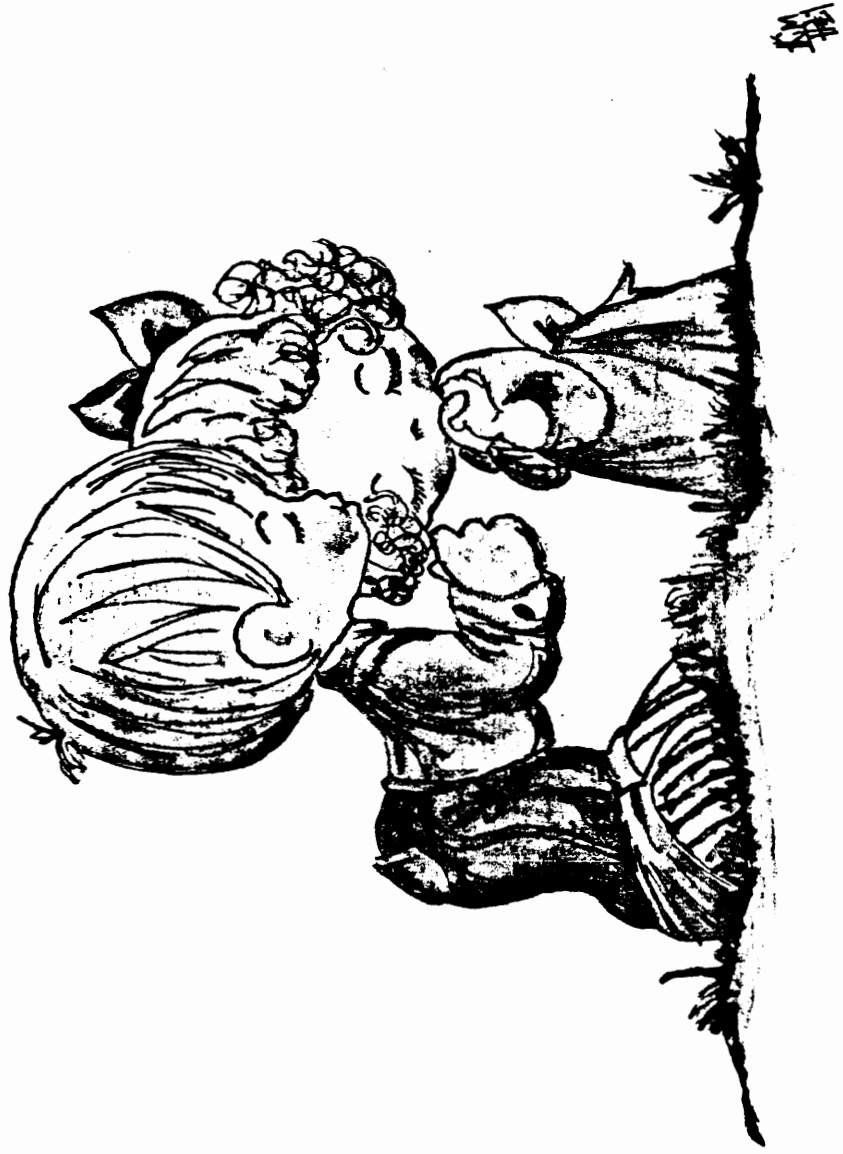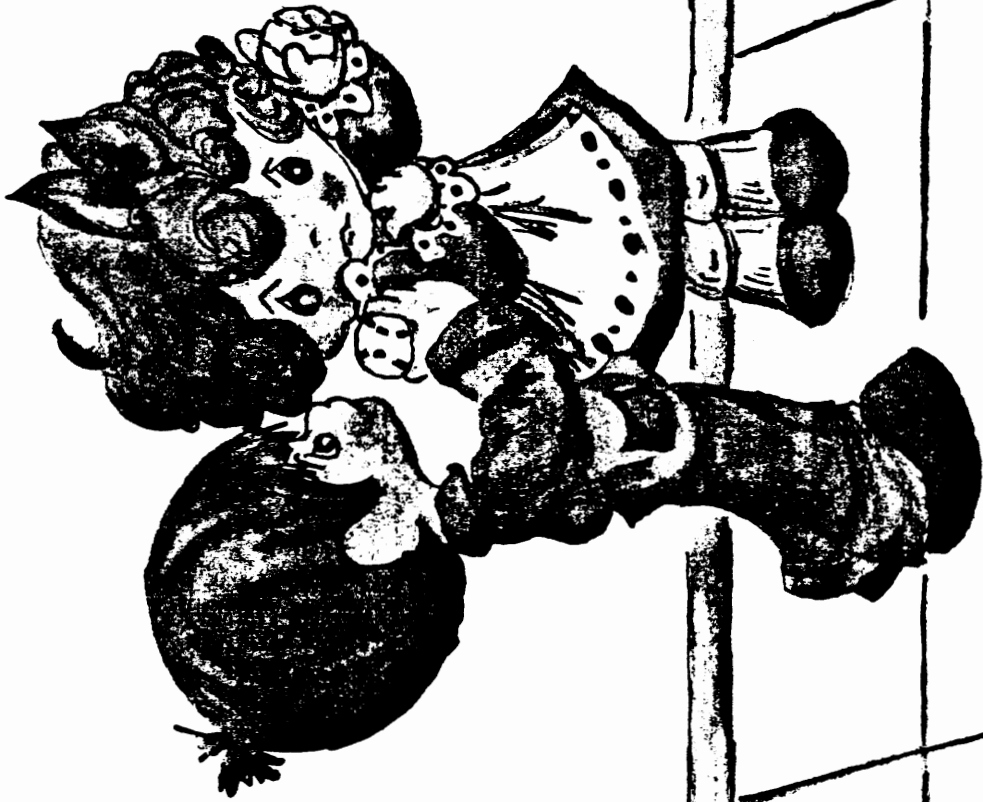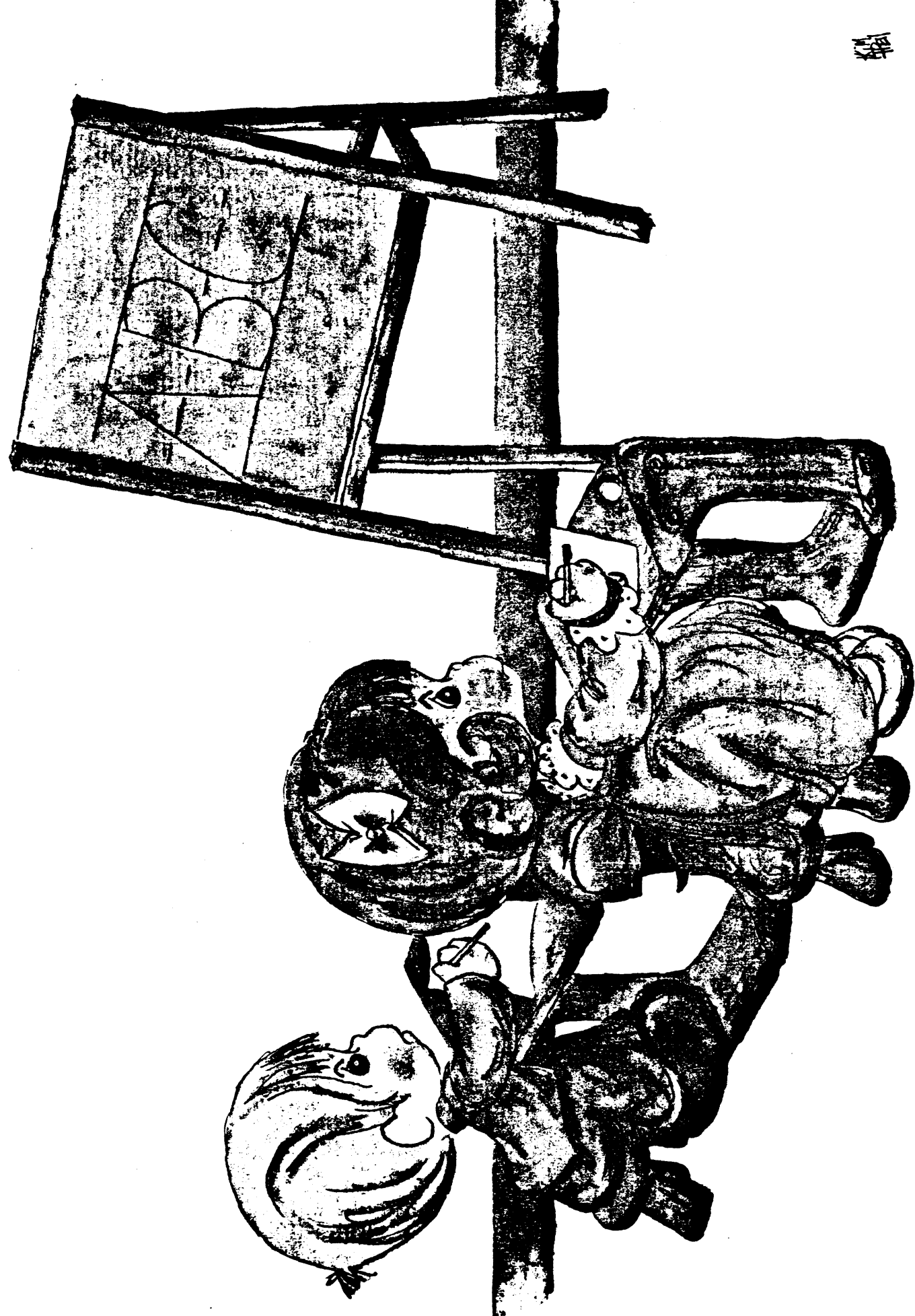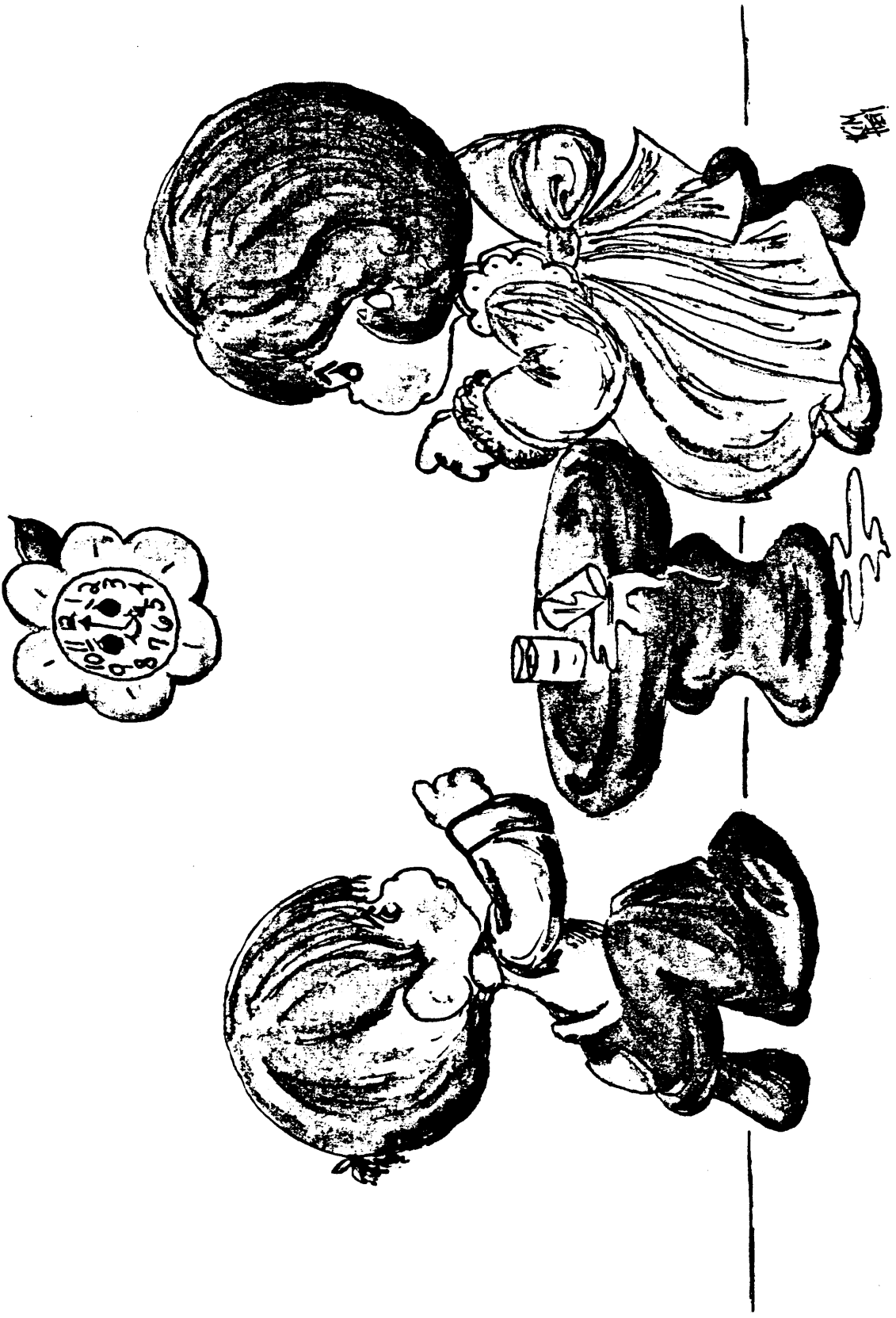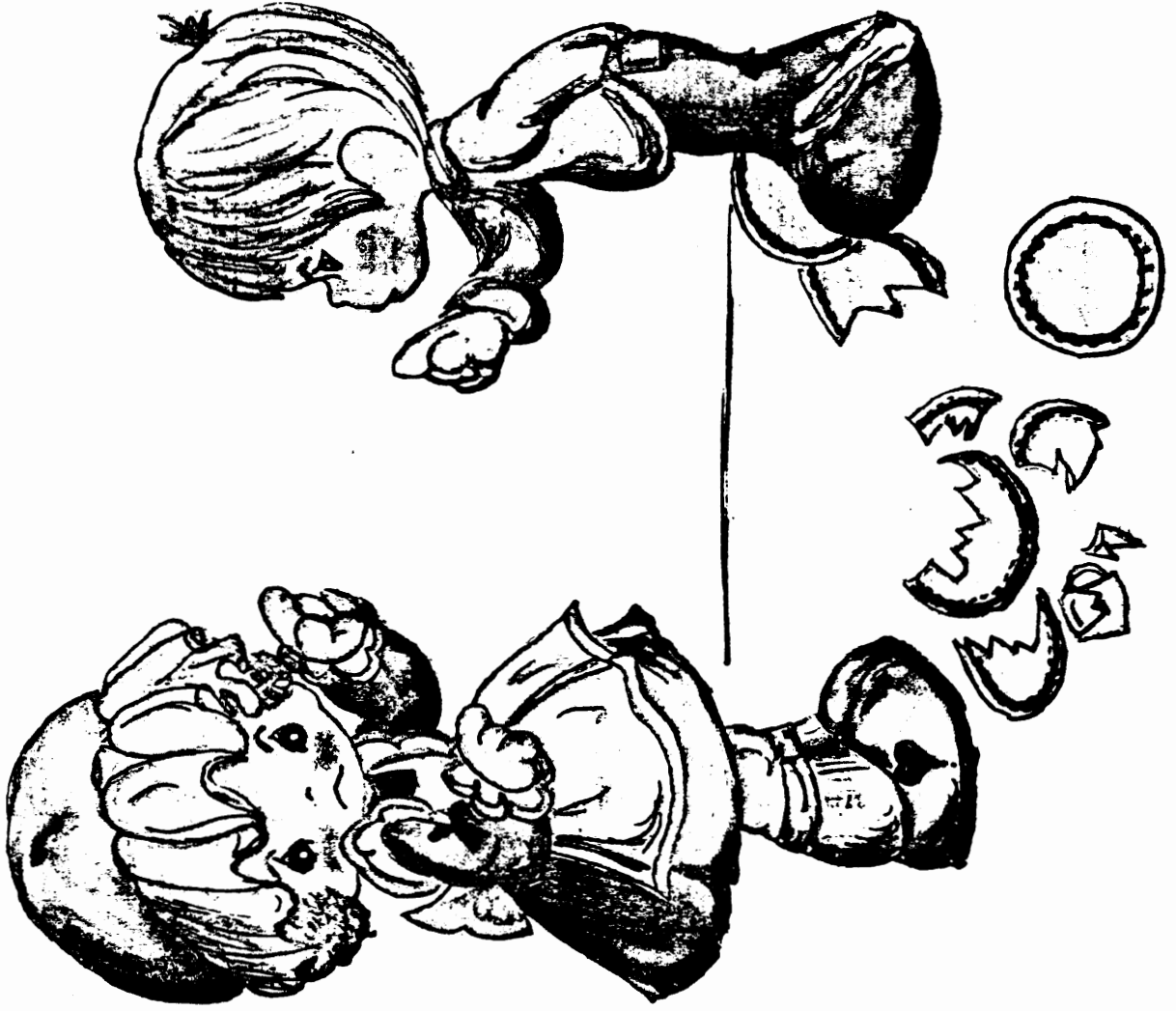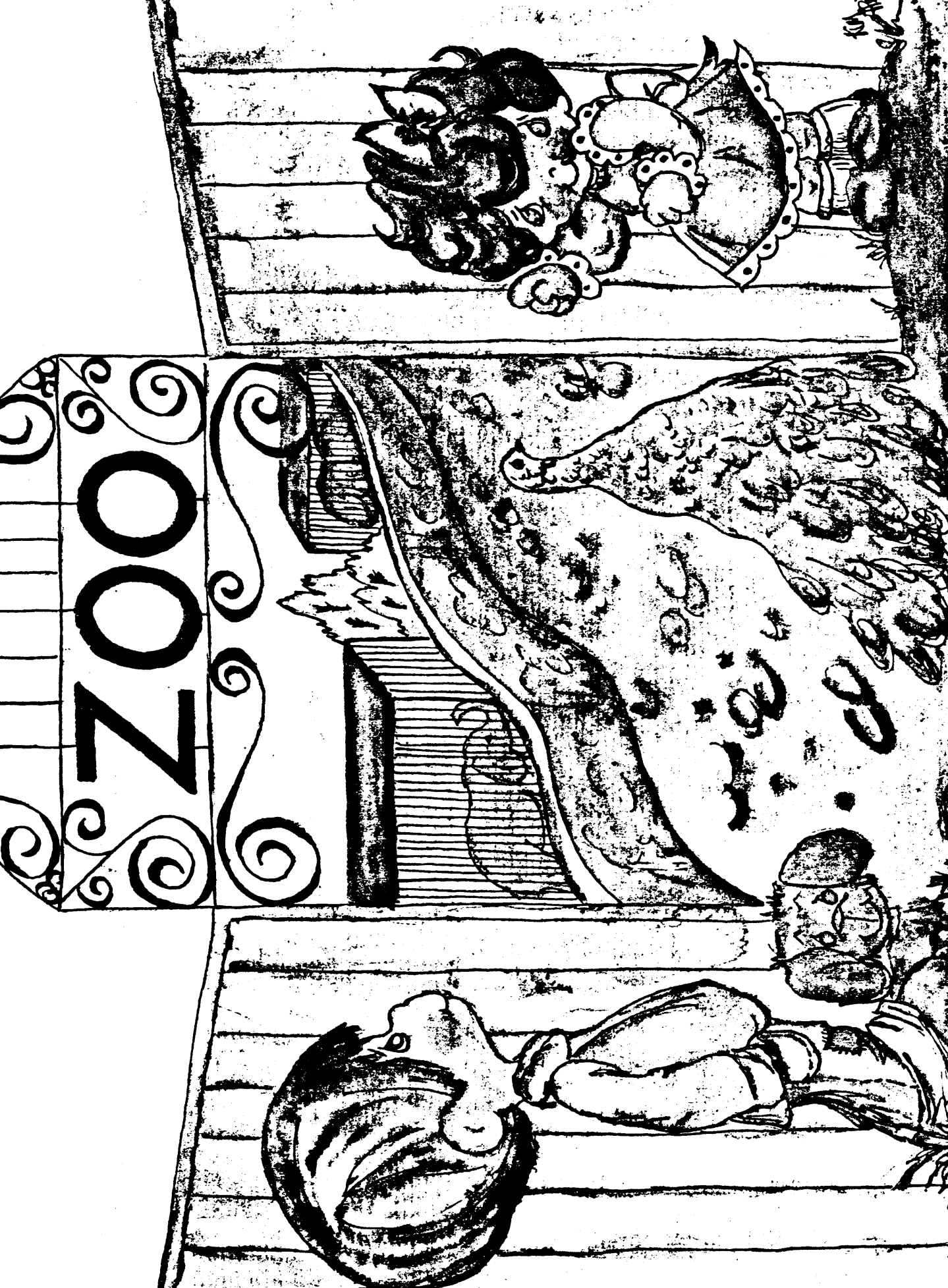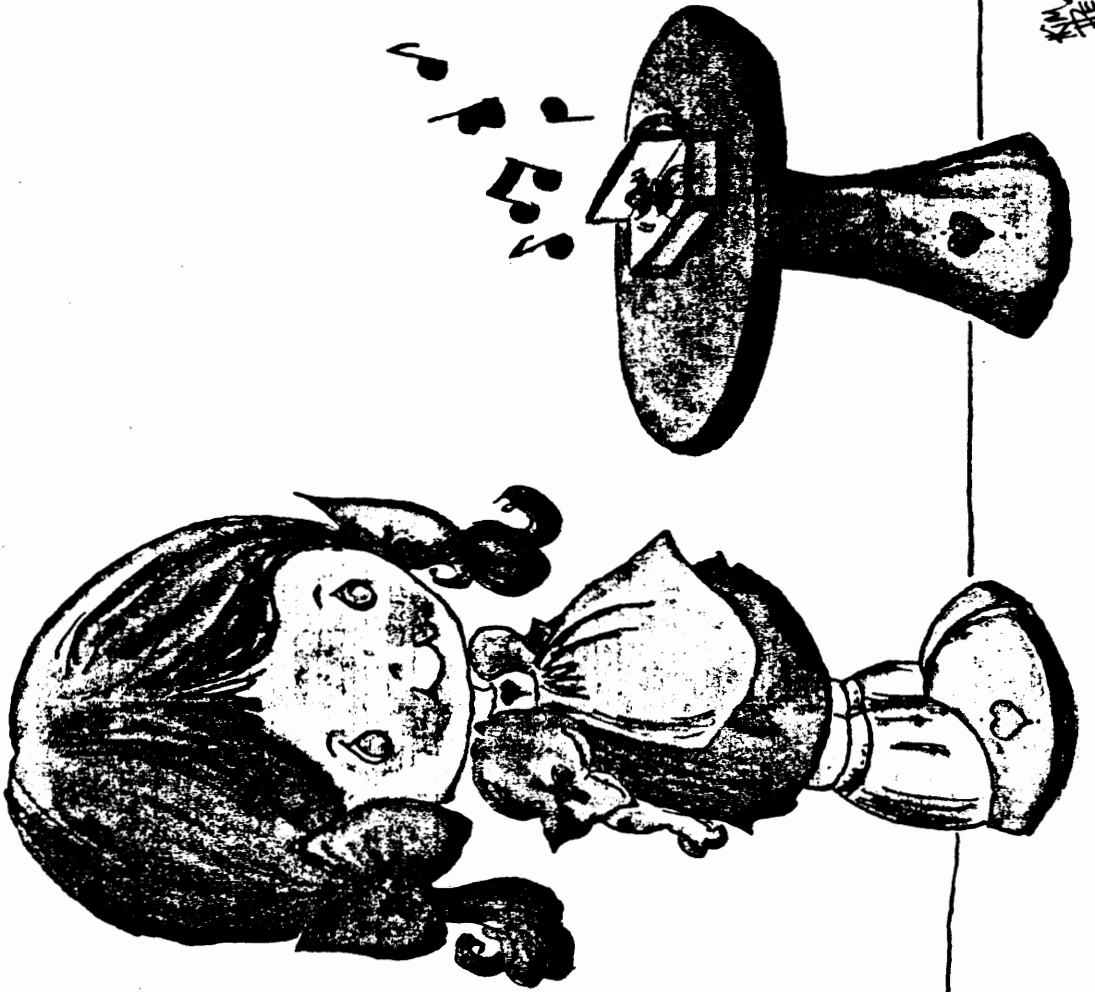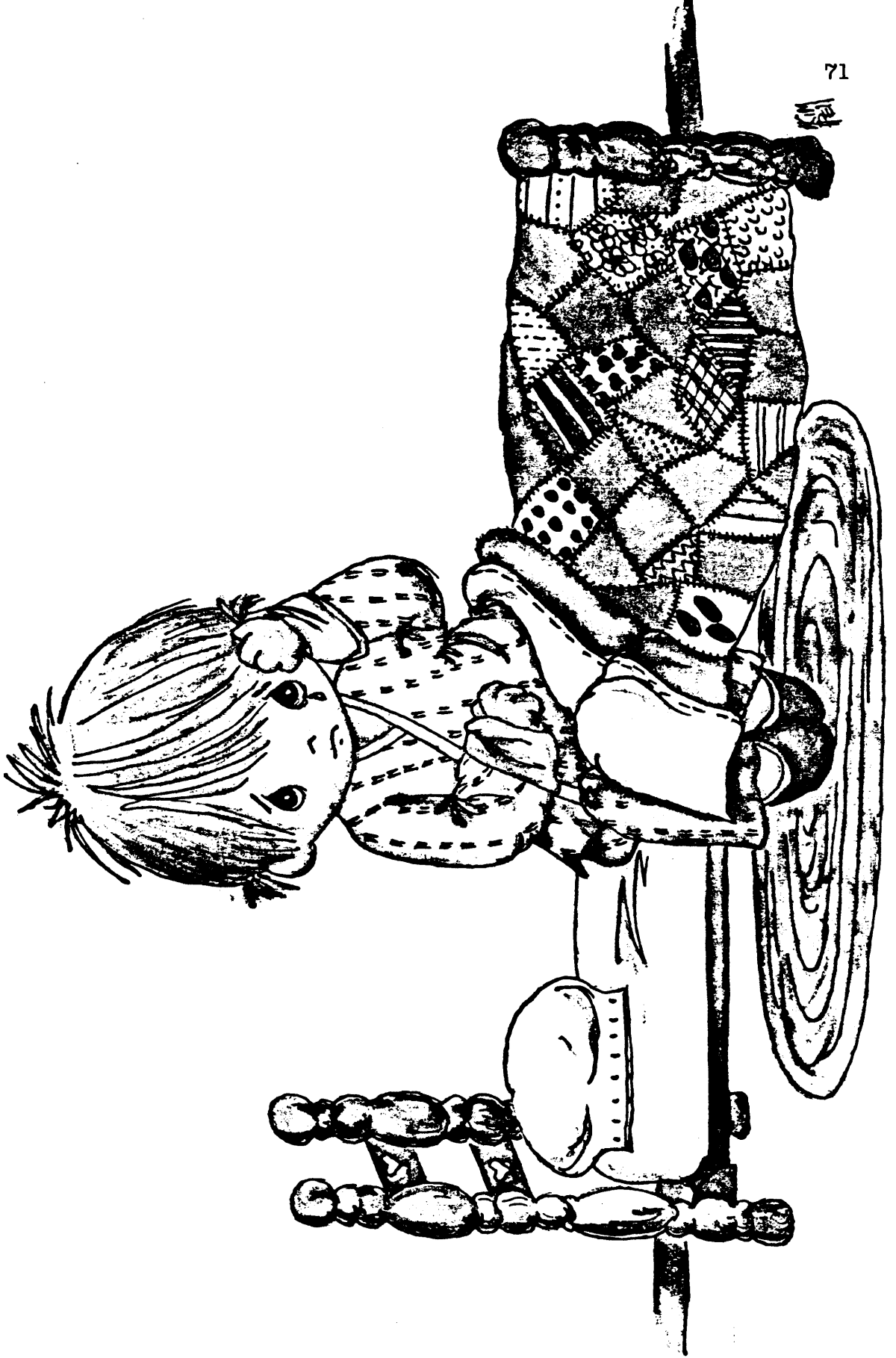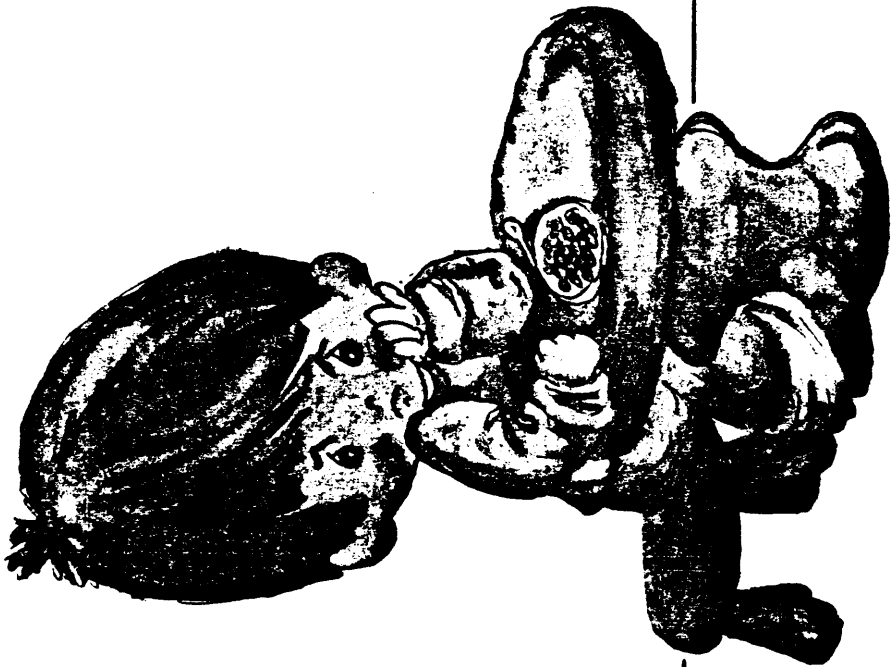
APPENDIX C

STORIES AND STANDARD PROBES

PRAISE I—Cake

Jenny baked a cake. Jeffrey loves cake. This is the best cake he has ever seen. What could Jeffrey tell Jenny? Probe: What could Jeffrey tell Jenny about the cake?

PRAISE II—"T"

Todd is three. Todd just made the letter "T" for the first time. What could Susie say? Probe: This is the first time Todd ever made the letter "T", what else could Susie say?

APOLOGY I—Horse

Tommy is sad. Judy broke his favorite stick horse. What could Judy say? Probe: It was an accident, what else could she say?

APOLOGY II—Egg

Joni and Billy are gathering eggs. Joni drops an egg and it lands on Billy's head. What could Joni say to Billy? Probe: What else could Joni say?

COMMISERATE I—Joey

Joey is sad. Joey had a bad day. He fell and ripped his pants. What could you say to Joey? Probe: What else could you say?

COMMISERATE II—Andy

Andy doesn't feel well. Andy has a temperature and a sore throat. What could Andy's mom say to Andy? Probe: Andy doesn't feel well, what else could she say?

ENDEARMENT I—Friends

Scott likes Jack. Jack and Scott are best friends. What could Jack say to Scott? Probe: What could you tell your best friend?

ENDEARMENT II—Kiss

Michael and Alice are friends. Michael likes Alice. What could Michael say to Alice? Probe: Michael likes Alice, what could he tell her?

BLAME I—Dishes

Jason was carrying the dishes. Sara pushed Jason and the dishes fell and broke. Now mom is mad. She says "Jason, why did you break the dishes?" What could Jason tell her? Probe: Was it Jason's fault? What else could he say?

BLAME II—Snacks

Amy and Tim are having snacks. Amy reaches across the table and the milk spills. Then mom asks, "Who spilled the milk?" What could Tim say? Probe: Who spilled the milk? What else could Tim say?

CHALLENGE I—Ball

Sally and Robbie are playing ball. Robbie thinks he can throw the ball farther than Sally. But Sally thinks she can throw farther. What could Sally say? Probe: Sally bets she can throw farther, what else could she say?

CHALLENGE II—School

Marcie and Bryan are in school. The teacher has told them to draw the ABC's. Marcie sees that Bryan isn't doing his best. What could Marcie say to Bryan? Probe: Bryan should be doing his best, what else could Marcie say?

EXPRESSION OF POSITIVE STATE OR ATTITUDE I—Music

Kimmy has a beautiful music box. It plays pretty music. What could Kimmy say? Probe: What could Kimmy say about the music box?

EXPRESSION OF POSITIVE STATE OR ATTITUDE II—Zoo

Kristie is going to the zoo with her brother. The zoo is her favorite place. What could Kristie say? Probe: What could Kristie say about being at the zoo?

EXPRESSION OF NEGATIVE STATE OR ATTITUDE I—Sick

Joshie woke up feeling sick. His head hurts and stomach hurts. Mommy asks Joshie how he feels? What could Joshie say? Probe: How could Joshie tell Mommy how he feels?

EXPRESSION OF NEGATIVE STATE OR ATTITUDE II—Peas

Eric is having peas for dinner. Mom tells Eric to eat his dinner. But Eric doesn't like peas. What could Eric say? <u>Probe:</u> He doesn't like peas, what else could he say?

APPENDIX D

GUIDELINES FOR JUDGING APPROPRIATENESS

The following guidelines were used in training judges and the examiner to make judgments concerning appropriateness of response. For a response to be judged as appropriate, it's primary purpose must have been to express the desired feeling. Below are definitions of each feeling as given to the judges. Included are examples of appropriate and inappropriate responses of each communication act.

I. PRAISE: An expression of warm approval or admiration. To extol or exalt.

APPROPRIATE RESPONSES:	INAPPROPRIATE RESPONSES:
He loves it	Can I have some cake?
That looks good/great/nice	Can I have a piece?
That's the best cake I've ever seen	Thank you
I like it	I love you (considered endearment)
You're neat	
I like what you did	
That's pretty/neat/great	
I'm proud of you	

II. APOLOGY: A statement expressing regret for a fault or offense.

APPROPRIATE RESPONSES:	INAPPROPRIATE RESPONSES:
I'm sorry	You better say sorry
Sorry	I'll go wash it off
I wish I hadn't done that	He did it
I didn't mean to do that	It was an accident
Please forgive me	I didn't know you were there

III. <u>COMMISERATE</u>: To express sorrow or pity, sympathize.

APPROPRIATE RESPONSES:	INAPPROPRIATE RESPONSES:
Sorry	Are you o.k.?
It's o.k.	Does it hurt badly?
I'm sorry you...	How are you feeling?
I hope you feel better/	You can go and change your pants
have a better day	
It'll be better/o.k.	
That is really awful	

IV. <u>ENDEARMENT</u>: an expression of affection to a person.

APPROPRIATE RESPONSES:	INAPPROPRIATE RESPONSES:
I love you	Let's go to my house
I like you	I don't know
You are my best friend	I can't think of something
You are neat	Play outside
	Thank you

V. <u>BLAME</u>: To give responsibility for a fault or error, must place fault on someone else.

APPROPRIATE RESPONSES:	INAPPROPRIATE RESPONSES:
She did it	I didn't do it
I didn't do it, she did	Clean it up
It's not my fault, she did it	I have to wipe it up
She dropped the dishes/	You go to your room
spilled the milk	

VI. <u>CHALLENGE</u>: To call—to engage in a contest—to encourage for improvement.

APPROPRIATE RESPONSES:	INAPPROPRIATE RESPONSES:
I can do it better	You're not doing good
Show me how you can do it!	That ain't good
I'm better than you	May I do it first?
You can't do anything	
I bet I can...	
Do your best	
You can do better than that	
That's not your best, is it?	

VII. <u>EXPRESSION OF POSITIVE STATE/ATTITUDE</u>: expression of a pleasant
situation or satisfaction.

APPROPRIATE RESPONSES: INAPPROPRIATE RESPONSES:

I like that   I want to look at the animals
I feel good/great   Why don't you feed the elephants?
That's my favorite   Thank your brother for bringing me
That's neat   here
I love...

VIII. <u>EXPRESSION OF NEGATIVE STATE/ATTITUDE</u>: expression of unpleasant
situation or dissatisfaction

APPROPRIATE RESPONSES: INAPPROPRIATE RESPONSES:

I feel terrible   I'm sorry if I'm sick
I don't feel good   No thank you for peas, can I have
Today is a bad day   something else?
I don't like...   Do I have to eat my peas?
Peas are yucky
I wish I felt better

APPENDIX E

JUDGING FORM

RESPONSE	1. WAS ONE OF THE 8 SPECIFIC FEELINGS EXPRESSED?	2. WHICH FEELING?

APPENDIX F

INDIVIDUAL SCORE FOR EACH COMMUNICATION ACT BY AGE LEVELS

AGE	PRA	APO	COM	END	CHA	BLA	POS	NEG
8	4	4	4	4	4	4	4	4
8	3	4	3	4	3	4	4	4
8	4	4	4	4	4	2	3	4
8	3	4	0	4	4	4	4	4
8	3	4	4	4	4	2	2	4
8	4	4	3	4	1	2	4	4
7	3	4	4	4	4	2	4	4
7	3	4	4	4	2	4	4	4
7	2	4	4	4	4	3	3	4
7	3	4	4	2	4	3	3	4
7	4	4	2	4	3	1	4	4
7	3	4	0	4	2	4	4	1
6	3	4	3	4	4	3	2	2
6	2	4	2	4	2	3	2	4
6	3	4	4	2	2	3	0	4
6	0	3	2	4	4	0	1	2
6	4	4	0	0	4	2	0	2
6	2	0	0	0	1	2	2	4
5	4	4	4	4	1	4	1	4
5	4	3	2	4	4	2	2	4
5	4	4	4	4	2	3	4	0
5	3	2	4	4	4	2	3	2
5	0	2	2	3	3	4	4	3
5	2	4	3	4	0	0	4	4
4	0	4	2	3	2	0	2	4
4	3	4	4	4	0	3	2	4
4	2	3	1	4	4	0	0	2
4	2	0	0	0	4	0	4	4
4	0	0	2	0	2	0	2	0
4	0	0	0	2	0	2	0	0

INDIVIDUAL RESPONSES GIVEN TO STORIES BY AGE

PRAISE

<u>CAKE</u>   <u>TODD</u>

4 Year Olds
_____

I don't know   T's don't go like that
*Her say Happy Birthday   *I don't know
 Happy Birthday   I like you
*To put up the Valentines card   *She could say X
 Can I eat that cake?   She could say that's great
*I wanna blow the candles out
 Happy Birthday   It's pretty
*I love you
 Thank you   I love you
*No, is the fire all gone   *Thank you
 I wanted that cake   That's a great T
*That sure is good

5 Year Olds
_____

 Thank you   That's pretty
*I don't know
 It's my birthday   I don't want to do it for the first time
*Thank you   *I don't want to make a letter
 I'm really glad you made it   That's very cute, I'm going to tell mom
*It's pretty, very pretty
 I like your cake   I like your T
 This is a nice cake   That's a nice T
 That's the best cake I ever saw   That's good

*Response to probe from same child as above.

6 Year Olds

Thank you

*I don't know

That's good

I love you

Thank you

*I like it

That's delicious

You could have some

*It's pretty

That's beautiful

Wow!

It's her birthday

Very good

Can I draw one?

*Can I draw two like that?

That's good

7 Year Olds

Could I have some

*It looks good

The cake is nice

May I have a piece?

*It looks good

Thank you for baking the cake

*No response

Can I have some?

*That looks pretty

Thank you

*That's the best cake I've ever seen

That's good

It's good

Good

That is nice

I'm proud of you

That's nice

8 Year Olds

Good work

May I have a piece?

*It looks good

Can I have a piece of the cake?

*That looks good

That's a nice cake you made

Thank you for baking the cake

*It's nice

I like your cake

Good work

That is very nice

That's a good job

That's a nice T

That's very good

Very good

APOLOGY

EGG

HORSE

4 Year Olds

Hers getting a spankin'

*Judy's gonna say take that egg off

Judy's gettin' mad

*She's gonna tell her mom

Don't do it again
*Sit on my lap Teddy
My mom have to fix it
*It was an accident
Sorry
I'm sorry

She could ask her mom to fix it
*We could go eat snacks
It was an accident
*It was my favorite horse.
Sorry
I'm sorry

5 Year Olds

I'm sorry
That is bad manners
*You're a bad boy
You better say sorry, or I'll tell mom
*I'll go wash it off
I'm sorry I dropped an egg on your
head
I didn't know you were there
*I'm sorry
I'm sorry

I'm sorry
I'm sorry
I'm sorry
I'm very sorry

I'm sorry

I'm sorry

I'm sorry

6 Year Olds

Could you wash it off?
*Could ya wash my hair?
I'm sorry
I'm sorry

I'm sorry
I'm sorry
I'm sorry, it was an accident

Judy could say, why did you do it?
*Was it an accident?
I'm sorry
I don't like you
*I'm sorry
I'm sorry
I'm sorry I done that
Sorry

7 Year Olds

I'm sorry
Sorry
Sorry
I'm sorry that I dropped an egg on
your head
I'm sorry
I'm sorry

I'm sorry
Sorry
Sorry
I am sorry

I'm sorry
I'm sorry

8 Year Olds

I'm sorry
I'm very sorry
I'm sorry

I'm sorry
I'm sorry
I'm sorry

I'm sorry	I'm sorry
I'm sorry	I'm sorry
I'm sorry	I'm sorry, I'll buy you a new one later.

COMMISERATION

| <u>ANDY</u> | <u>JOEY</u> |

4 Year Olds

He could put his foot in the thing	Don't fall down
*He fall down	*Don't rip your pants
Give him some Tylenol	Ask his mom to fix it
*To put him to bed	*No response
No response	He had a bandage
*He's sad	His pants are ripped
Lay down on the couch	He doesn't like it
*He could say, you have to eat some soup	*No response
I don't feel good	Sorry
*I can't, I have to sleep with you	
Sorry	Sorry

5 Year Olds

I'm sorry	No response
	*I'm sorry
You better go to bed	I'm sorry
*Don't go outside	
I'm sorry you're not feeling as well as you want to	I'm sorry that you did that, we'll fix it
I'm sorry	Sorry
I want you to stay home from school	I'm sorry
*O.K. you don't have to go	
You'll feel better later	You'll be O.K.

6 Year Olds

When she's leaving, she could say hi back	Does it hurt badly?
*Do you feel good	*Do you feel good?
I don't know	Don't go outside anymore
*No response	*I don't know
No response	Um, I'm sorry
*No response	
I'm sorry you have a sore throat	I'm sorry you fell down and ripped your pants

You have to stay home	Sorry
*No response	
I'm sorry you don't feel good	Are you O.K.?
	*Sorry that happened

7 Year Olds

Do you feel better?	Are you all right?
*This is the only one I can't think of	*Can I help you?
I don't know	I'm sorry
*No response	
You'll get better	It's O.K.
You'll feel better	Joey, I'm sorry that you fell
I'm sorry	I'm sorry
Hope you feel better	Hope you feel better

8 Year Olds

She's sorry he's sick	I don't know
	*I'm sorry that you don't feel good
I'm sorry you feel bad	I'm sorry you ripped your pants
How are you feeling?	You can go and change your pants that aren't ripped
	*No response
I hope you get well soon	I'm sorry that he ripped his pants
You're a sick boy	I hope you get better
*I hope you get better	
I'm sorry you're sick	I'm sorry

ENDEARMENT

FRIENDS   KISS

4 Year Olds

Play outside	I love you
*um Jimmy	
To go out and play outside	Thank you
	*I don't know
I love you	I love you
Let's go to the zoo	Let's go to the fair
*They could come to my house	*Let's go to the store
Thank you	Love you
*Love you	
I like you	I like you

5 Year Olds

I love you	I love you
Let's be friends forever	I don't want to like her
	*I want to marry you
I love you	I love you very much
I love you	I love your dress
I love you	I love you
I like you	I love you

6 Year Olds

Jack could say hi	Hi
*I say hi and then I play with them	*Do you want to play with me?
Let's go to my house	I don't know
*I don't know	*That's a hard one
Best friends	I love you
I don't know	I can't think of something
*You're my best friend	*I love you
I love you	I love you
You're my best friend	You're my best friend

7 Year Olds

I like you	I like you
I like you	I love you
That's a hard one, hi	I like you
*I forget	
I like you	I love you
I like you	I love you
I like you	I like you

8 Year Olds

I like you	I love her
I love you very much	I love you
I like you a lot	I like you
I like you	I like you
You are my best friend	I like you
I like you	I love you

CHALLENGE

<u>BALL</u>   <u>SCHOOL</u>

5 Year Olds
_____

I don't know   Say A B C
*Hers could...mad   *I don't know
She could say we could go out and play   To do it right
*We could go eat snacks
I could throw farther   You have to do some work
She could say I can throw farther   You have to learn to do that
I can think I can throw farther   I don't know
                                          *I don't think I love you
I don't like you   You're not doing good
*You're mean   *I don't like you

5 Year Olds
_____

I'm sorry   I'm sorry
*No response   *I'm sorry
I can   That ain't good
                                          *Do your best
I think you can throw farther, let's   Can you do better than that?
   not argue, let's see how far
That I can throw farther   No response
                                          *No response
Let's just see you throw that   Try to do your best
Yes   That's not right
*She bets he could throw farther   *No response

6 Year Olds
_____

May I do it first?   She could say what the numbers are
*I can throw farther than you?   *Um, I'm trying
Naah, I throw farther   Erase them again and do them right
I can throw it farther than you   Do it like it says up there
Let's both throw another ball and see   I don't know
   which one goes the farthest   *No response
I could do it better than you   Did you study?
                                          *Did you do it?
We'll have a test and see who can   You try, 'kay?

7 Year Olds
_____

We can throw the same   You should try again
*She can say, I don't know

We can throw the same
*She can say, I don't know
 I can't throw the ball farther
*I can throw it farther
 I can throw farther than you
 I can throw the ball farther than you
 Sorry
*I can throw farther
 Let's throw it and see who's goes the
    farthest

You should try again

Do his best

Better do good work
Try harder
I'm sorry
*Do your best
 Why don't you try a little harder?

8 Year Olds

 I don't know
*I can throw farther than you can
 Let me try
 I can throw the ball farther than you
 I can throw the ball farther
 You can throw farther
*Maybe, I can throw farther
 I bet I can throw the ball farther
    than you

How come you aren't doing your best?
*I don't know
 Please do your best
 You should do your best
 Please do your best
 You need to do your best

Do your best

BLAME

SNACKS

DISHES

4 Year Olds

 Her did and her got a spanking

 To clean it up

*To put up on the wall a picture of a
    milk glass
 You have to wipe it up
*You have to go to bed
 I have to wipe that up
*I'm going tell my mommy
 Sorry mom
*Mom, don't spill the milk Tim
 She did

 Jason is going get a spanking
*I don't know
 To clean up the mess and put it in the
    trash
*To put um to bed because he was bad

 You go to your room
*You go to your room
 Do I have to go to my room, mommy?
*Do I have to go to my room?
 No pushing and no breaking the dishes
*Don't break the dishes
 Naughty
*She pushed him and broke the dishes

5 Year Olds

I'm sorry	I don't know
*No response	*I don't know
She spilled it	Jenny pushed me and made me break
I'm sorry	She pushed me down, it wasn't my fault
*Mommy's not happy with you	
That she spilled the milk	That I'm mad
	*She did, it's her fault
She did	I didn't do it
	*I'm sorry
She did	She did

6 Year Olds

Tim could say, why did you spill the milk?	Tell her that her sister bumped him
*I'm sorry	
Sister did	I didn't
	*I don't know
No response	Don't do it again
*No response	
She did	I didn't break the dishes
	*She done it
Amy spilled it	I didn't break the dishes
	*That Sara pushed him
Sorry, but I did	Sara broke the dishes
*She did	

7 Year Olds

She did	She did it
I didn't	I didn't
*Amy spilled the milk	*I don't know
She did	Tell her the whole story
	*My friend pushed me and made me drop the dishes and break
She did	I didn't break the dishes
	*It was sister
Amy spilled the milk	Sara broke them
She did it	Because I didn't get a good grab and I let go
	I'm sorry

8 Year Olds

She did	That he didn't mean to
	*I didn't do it
Jenny did	That his sister accidentally bumped her, bumped him
	*Well he should have looked where he was going
Amy spilled the milk	Sara pushed me
Amy did	I didn't break the dishes
	*It wasn't his fault
Amy did	Sara pushed me
Amy did	I didn't, sister pushed me

POSITIVE STATE

MUSIC	ZOO

4 Year Olds

I don't know	Let's go up there
*I don't know	*Z-zero, zero
I like the music	To have fun there
	*Go to see the animals
No response	She's not going
*It's playing music	*There's tigers
She could say...	I like it
*I like it	
I like the music box	I love you
	*I'm walking around
Pretty	Would you take me?
	*Can you take me by the animals

5 Year Olds

It's pretty	I like it
I like the music	I like going to the Zoo
I'm glad I got my music box	Thank you very much
	*It's fun
I like the music	I like the zoo
Thank you mommy for buying that	Thank you for bringing me here
*I like that music	*I like the elephants
I like the music	Why don't you feed the elephants
	*I like the zoo

6 Year Olds

That I like it

I don't know
*I don't know
 um, no response
*I like it
 That's a hard one, I can't think
*She could say thank you to her
    mommy
 I will keep it
*I like it
 It's beautiful

I want to look at the animals
*That you want to go to the zoo
 That's a hard one
*I don't know
 No response
*I think I'll go in
 Would you like to go to the zoo?
*Look at the animals

 Can I go?
*It's fun
 Thank you for taking me to the zoo
*Thank you for taking me here

7 Year Olds

It sounds good
I like the music box
Thank you whoever bought it
*It's nice
It is lovely

I love it
This is my best box

It is my favorite place
The zoo is her favorite place
This is fun

Will you come with me?
*I like being at the zoo
I love the zoo
This is my favorite place

8 Year Olds

Your music's cute
Thank you to the person who gave it
    to her
*She liked it really well
I like the music box
I like my music box

I like the music
I like the music

I like the zoo
Thank you for taking me
*She had a nice time

I love animals
Thank you
*I like the animals
I like the zoo
I like the animals

NEGATIVE STATE

SICK

PEAS

4 Year Olds

 He went to the bathroom
*He could say alright

 He gots his peas
*He likes something else

To take some aspirin
*I don't know
He feels sick

Not very good
I don't feel good
Mommy I don't feel good

5 Year Olds

Sick
I want to go to bed

I'm real sick

I'm sorry if I'm sick
*By talking
I feel sick
He's sick

6 Year Olds

I don't feel good
I don't know
*I don't know
I don't feel too good

Not very good
Awful
I don't feel good

7 Year Olds

He feels all right
*Bad
Bad
I feel bad
Mom, I don't feel good
Sick
Bad

That he's not hungry

He should have to go to bed
*He didn't eat his dinner
I don't want to eat my peas
I don't like peas
No

No, thank you
I'm not going to eat them and then his
    mother says bad boy
Can I have something else?
*Do I have to eat my peas?
No response
*No response
No thank you, I don't want no peas
I hate um

I don't like peas, but I'll try to eat them
Eckkkkk!

I don't know
*No response
I don't like peas
I'm not hungry
I guess I'll eat them
*Do I have to eat them?

I'm sorry
*Could I have something else?
I don't like peas
Mommy I don't like peas
Mom, I do not like peas
I don't like peas
Mom, will you please fix something else
*Mom, I really don't like them

8 Year Olds

I don't feel good
I don't feel very good
I don't feel very good
Awful
I don't feel very good
I feel terrible

That he doesn't like peas
No, thank you
I don't like those peas
I don't like peas
I don't like peas
I don't like peas