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Research on Child Sexual Abuse:  
A Pilot Study of  
Interactions of Non-Abused Children with  
Anatomically Correct Dolls

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Abigail B. Sivan

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#### SUMMARY

The sexual abuse of children has been identified as a major problem in our society. A technique often used in the investigation of such abuse is an interview using anatomically-correct (sexually explicit) rag dolls. Although testimony based on the use of these dolls is often accepted in the courtroom, no data exist which provide information about the interaction of normal (non-abused) children with these dolls. Without normative data, interpretations of observations of abused victims remain open to significant criticism as subjective.

The purpose of this research was to initiate the development of a technique for collecting data about the interaction of normal (non-referred) midwestern children with anatomically-correct dolls. Their responses were recorded and analyzed for the type of interactions observed and type of terms used by children of different ages and gender for sexually related body parts.



One hundred forty-four children ages three to eight years were observed as they played with a family of anatomically-correct dolls. In addition, the subjects were interviewed about the dolls and their body parts. The child's interactions in the playroom were recorded by audiotape. Simultaneously, an observer recorded a running commentary describing the child's behavior. Transcripts of the audiotapes were content-analyzed and an analysis of sequential events was also conducted.

The data collected suggest several things:

- 1) sexually explicit, anatomically-correct dolls are not the most salient or desirable toys when placed in a playroom with other toys;
- 2) aggression in general, and toward the dolls in particular, is a rare event, comprising much less than 1% of the observed interactions;
- 3) girls play with the dolls more than boys;
- 4) the presence of a female interviewer as opposed to a male interviewer encourages play with the dolls;
- 5) younger children (three to four year olds) play less with dolls when an adult is present in the room than they do when the adult is absent;

- 6) younger children are more likely to leave the room or refuse to stay alone after the doll interview than are older children;
- 7) the event most likely to precede a given event is the same event itself;
- 8) no significant antecedents of dolls events are noted other than the repetition of the same event mentioned above; neither are significant antecedents found for wandering about or leaving the room;
- 9) younger children give more labels for body parts than do older children;
- 10) girls appear less willing than boys to speak about body parts; girls use fewer correct names for body parts than do boys;
- 11) children offer a large variety of names for body parts which are often different from those offered by their parents;
- 12) some body parts are not labelled by the majority of children;
- 13) parent questionnaires indicate that most, if not all, subjects have ready access to dolls, stuffed animals or action figures and that these toys are utilized in regular play activities.



It was clear to the investigators upon completion of this pilot study that more elaborate and extensive studies must follow in order to explore differences in the interactions of non-abused and abused children. Data obtained from larger studies could serve as training material for improving the methods used by protective service workers, law enforcement officials and mental health workers intimately involved in investigations of abuse. Moreover, development of a free play/observational methodology for investigating the behavior of children suspected of abuse may have advantages over the often criticized interview methodologies.



## BACKGROUND

The sexual abuse of children has been identified as a major problem in our society. A technique often used in the investigation of such abuse is an interview using anatomically-correct (sexually explicit) rag dolls. Many of the investigators who use the dolls have limited knowledge of normal child development and child behavior; even those who do possess ample experience with children lack specific comparison data which describe the typical interactions (behavioral and verbal) of non-abused children with the dolls. Without these data, the use of observations of the doll play of investigated children as significant evidence in judiciary proceedings may be open to challenge in court. Professionals who work daily with children maintain that the play of abused children is substantially different from that of normal (non-referred) children. However, to our knowledge, no investigator has explored the free play of non-referred children with these dolls, although in the past year two sets of guidelines have emerged for standarizing interviews with sexually abused children (2, 12). The intent of this study was to develop a methodology for the collection of free play data on non-abused children.

More specifically, this pilot study focused on the collection of normative data about the interaction of normal (non-referred)



midwestern children, ages three to eight years, with anatomically-correct dolls. The data collected may permit more objective interpretation of the behavior of children suspected of having been abused who are evaluated, in part, by observations of interactions with anatomically-correct dolls. Sexually-abused children often use idiosyncratic terminology when referring to sexual parts and their play with the dolls is said to be different from that of same-aged peers.

The rationale for using doll play with children and adults who are unable to speak directly about events in their lives is well documented in the literature on child play and therapy (1, 3, 4, 5). Rag dolls provide an excellent stimulus for play because they are close in their human characteristics to the reality of the child and yet not limited by predefined roles as are action figures such as those from "Star Wars" or "Annie."

In recent years, the use of doll play has been expanded. For example, anatomically-correct dolls have been introduced as play objects which promote the exploration of interpersonal relationships, personal identity and perceptions of traumatic events such as abuse. Although anatomically-correct dolls still await acceptance by the general doll-buying public, they have been accepted as educational tools, especially for special populations

such as the mentally retarded (6) and have been utilized by law officers and social workers who have the legal responsibility of interviewing children following reports of alleged sexual abuse (7, 8). The dolls have also been employed diagnostically as projective stimuli tools by child therapists for the exploration and promotion of self-expression, self-perceived adequacy, sexual identification and family relationships.



## METHODOLOGY

This research was conducted in two phases. In the first phase, nine children were observed and interviewed. Information from this pre-pilot phase allowed adjustments in the technical procedures and observational methodology before the larger phase of the research was conducted. In the second phase, 144 children were observed. The sample was stratified for gender of the child (male, female), age of the child (three and four years, five and six years, seven and eight years) and gender of the interviewer. Socioeconomic status was to be based on a consideration of education and occupation with Hollingshead (9, 10) levels I, II and III equivalent to high status and Hollingshead levels IV and V equivalent to low status. However, all attempts to find a low status group in the greater Iowa City area met with failure. This finding was reinforced by the 1985 Census data which indicated that Iowa City was the most literate, highest educated community in the nation and state data show this county as having the lowest unemployment rate (less than 2%).

## Subjects

All children in both phases were volunteers whose parents also agreed to their participation. Children became participants



in the study through a variety of channels. Some of the parents responded to initial media coverage of the project (See Appendix A for sample newspaper articles). To recruit other children, a letter giving a detailed description of the research and a notice for a bulletin board were sent to primary physicians (pediatricians and family practitioners) and to preschools and day care centers in the area. Follow-up telephone contact was made with the physician or preschool/day care center director. In some centers, specific information about the project was duplicated and sent home with the children. In addition, many children were recruited through advertisements run in two local weekly (shopper) papers. Other sources of subjects included a notice on a bulletin board at the University of Iowa School of Nursing building, families of other participants, and colleagues of the research project staff.

Parents responding to the advertisements contacted and talked with the project staff by telephone. Their questions were answered and they were provided by mail with the same statement of information about the study as is presented on the informed consent forms. After approximately two weeks, during which time the parents were able to review this statement, they were recontacted. At that time, if the parents so wished, an appointment was made to include their children in the study.



Seven to ten days before the scheduled appointment, a reminder letter and map depicting the location of the Clinic were mailed to each child's parents. Full informed consent was obtained from parents and children directly before participation in the study. The description of the project and consent forms are included in Appendix B. Sample newspaper advertisements are shown in Appendix C. Table 1 depicts the stratification of the sample with the group numbers in Roman numerals and Table 2 depicts the age distribution of the subjects.

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9.7% of the children were only children; 47.9% were only or oldest children. All the fathers reported at least a high school education; 63.2% had at least one college degree and 72.1% held semi-professional or professional jobs. Two mothers did not complete high school; 60.5% had at least one college degree and 43.8% held semi-professional or professional jobs. 40.3% of the mothers were either homemakers or students. No information was gathered concerning the marital status of the parents.

TABLE 1: Stratification of the Sample  
(group numbers in Roman numerals)

Sex of Interviewer Age	Sex of Subjects			
	Boy		Girl	
	FEMALE	MALE	FEMALE	MALE
3-4	I n=12	II n=12	III n=12	IV n=12
5-6	V n=12	VI n=12	VII n=12	VIII n=12
7-8	IX n=12	X n=12	XI n=12	XII n=12

N=144



TABLE 2: Mean (and range) Age of the Subjects  
in Months

		Sex of Interviewer	
		FEMALE	MALE
Sex of Child	Boy  71.29 (37-107)	I 51.08 (38-57)	II 48.75 (37-58)
		V 69.58 (60-79)	VI 70.92 (60-83)
		IX 94.08 (85-107)	X 93.33 (84-106)
	-----		
	Girl  72.28 (37-107)	III 47.92 (38-54)	IV 48.25 (37-57)
		VII 72.58 (60-83)	VIII 74.08 (66-83)
XI 95.42 (87-101)		XII 98.42 (85-107)	
-----			
		71.78 (38-107)	72.29 (37-107)

#### CONDUCT OF THE RESEARCH

After informed consent was obtained, the children were administered Form L of the Peabody Picture Vocabulary Test-Revised (11) to insure adequate receptive language skills for their age (IQ equivalent score above 85). Table 3 depicts the age equivalent scores on the Peabody Picture Vocabulary Test - Revised.

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While the children were completing the PPVT-R, their parents were introduced to the dolls and administered a short questionnaire about the child's preference for particular play activities, the terms used for sexually-involved body parts in their particular family, and the demographic data needed to make an assessment of socioeconomic status (see Appendix D). The questions about play activities arose out of an interest in whether children might be more or less skilled in certain activities because of their previous experiences with dolls. Collecting the data involved observing and recording children's interactions with the dolls under several conditions.



TABLE 3: Scores on the Peabody Picture  
 Vocabulary Test - Revised  
 (age equivalents in months;  
 group number in Roman numerals)

		Sex of Interviewer	
		FEMALE	MALE
Boy		I 57.08 (30-74)	II 60.25 (29-86)
	83.53 (29-141)	V 87.42 (66-112)	VI 75.33 (51-98)
	Sex of Child	IX 109.92 (89-141)	X 111.17 (78-136)
Girl		III 58.33 (39-88)	IV 54.42 (40-77)
	84.86 (39-139)	VII 83.92 (62-121)	VIII 89.92 (68-128)
		XI 105.58 (86-130)	XII 117.00 (84-139)
		83.71 (30-141)	84.68 (29-139)

The investigators are aware that these conditions do not mirror those used in child abuse investigations. Such investigations generally involve asking many leading and situation-specific questions after a very short period of free play with the dolls. It was felt that such a protocol for this normative study would inhibit the range of behavior usually exhibited by children in free play with dolls. In addition, the investigators felt that leading questions were not within the scope of the proposed study and that such questions create the situation of "framing" children. For this reason, direct comparison of interview data obtained from abused and non-abused children must be considered a subject for further research.

The conditions were designed specifically with the intent of helping the child feel comfortable in the unfamiliar surroundings of a clinic playroom while at the same time broadening the base for observations.

In a playroom, the children were presented with a family of four dolls: two dolls with adult features and clothes (one male, one female) and two smaller dolls with child features and clothes (again, one male and one female). The dolls (from Analeka Industries) are constructed of cloth and all their body parts are proportional. They have removable clothing and their genitalia are visible only when the clothes are removed. Other toys also



present in the playroom included: a doll bed and blanket, a large wooden car, a plastic wagon, a Fisher-Price picnic basket, a book, a set of large wooden dominoes, a number puzzle (Matchmates), and a teapot. The room contained several tables, several small chairs, a large chair and a small bookcase (backed) against a wall. The objects were arranged in a standardized manner before each subject entered the testing room.

In the first of four conditions, the children were allowed to play with the toys and dolls in the presence of an unobtrusive adult who sat on the sidelines and occupied him/herself with paperwork while the child explored the playroom. The adult did not interfere with the child's free interaction and gave minimal answers to any comments addressed to him/her. His/her presence was intended to provide the child with security in this new setting. This condition lasted seven minutes.

In the second condition, the adult excused her/himself and left the playroom telling the child he/she would return shortly. This condition allowed the child to interact with the dolls without an adult present and provided an opportunity to examine whether an adult's presence was an inhibiting factor in the development of the child's play activity. If the child became uncomfortable ("anxious" as defined by parental concern or



observable tears, etc.), left the room or seven minutes had lapsed (whichever occurred first), the third condition was begun.

In the third condition, the same adult returned to the playroom and conducted a standard interview (see Appendix E) with the child using the dolls. The interview consisted of 1) asking the child how the dolls differ from the ones she/he has at home or has played with previously, and 2) asking the child for names of specific body parts, starting first with parts such as the head, neck, arms, etc. and proceeding to body parts involved in sexual activity. The child was asked about the child doll similar to her/himself first, then the other child doll, then the "mother" doll and lastly, the "father" doll.

After the interview, the adult again left the room and the subjects were observed for five more minutes of free play (without the adult present). The difference between this fourth condition and the second one was that in this condition, the dolls were left undressed, perhaps serving as a stimulus for a different kind of play.

Parents of the subjects were encouraged to observe the play and interview through a one-way mirror so that they could relate to the child's experience should questions arise after the session. At the end of the procedure, the parents were given the opportunity to discuss their observations and any questions they



had with one of the observers. The parents were encouraged to reflect on the aspects of the play they found particularly interesting and their concerns if any arose. They were also asked if they wanted to see the results of the study. Ten parents requested a copy of the study results.

Subjects were paid a sum of \$10.00 for their time and effort. Sessions took place on weekends and evenings so as not to disturb the regular routine of families. Efforts were made to work around the University schedule of home football and basketball games. All the prepilot sessions involved the principal investigators as did many of the later sessions. However, once the observers were trained, only they did the observations. A number of people were involved in the interviewing. One of the principal investigators (Sivan or Schor) was "on call" during all sessions in the event that any difficult situations arose such as the disclosure of abuse. A beeper was used for contacting the "on call" person. Needless to say, such a disclosure would have been handled according to the guidelines of the institution and reported accordingly. It is gratifying to report that no cases of abuse were discovered during the study.



#### TECHNICAL CONSIDERATIONS

The entire session with each child and the dolls was recorded in the following manner: the child had a wireless microphone clipped to his/her clothing upon entering the playroom. Transmission of the audiosignal was received in the observation room next to the playroom by an FM receiver. The principal investigator had previously employed the technology of wireless FM transmitters in research with children. In that study, the subjects quickly adapted to the situation and wore the transmitters throughout the morning in a kindergarten classroom; no adverse reactions to wearing the transmitter were observed. However, during the relatively short time in which the subjects wore the microphones in this study, the equipment proved to be more intrusive than it had been during the longer period of time. Another microphone might better be utilized in replications.

The verbalizations of the child were recorded on one channel of a stereo tape recorder. Simultaneously, an observer in the observation room gave a running account of the child's behavior (interaction with the dolls, location in the room, etc.) on a second channel of the same stereo recorder. A mixer was added to the stereo set-up so that a second tape recorder could be used to play a signal tape marking one-minute intervals for the data



analysis. A diagram of the technology involved as well as a list of equipment used are presented in Appendix F.

## DATA ANALYSIS

Interobserver reliability was initially developed during the pre-pilot phase involving the first nine children. During this time, the two observers worked with the staff to develop an observation scheme which could be used reliably.

The observation scheme used descriptors in the form of phrases containing an actor, a verb, an object and, if helpful, a body part used to accomplish the action. Doll actions were considered a priority over other actions. Variables such as location and intensity of action were considered but discarded as either not useful or unreliable. A list of the descriptors used by the observers is given in Appendix G.

Observers were instructed to give a running account of the events in the playroom. When an activity was repeated, the phrase "again" could be used. No particular interval was used in making the observational statements. This fact (the use of a non-standard interval) turned out to be detrimental to later data analysis. If a more exact time interval had been used, then a more standardized coding system using each observation could have been developed. Because of this inexactness (i.e., lack of fixed timing for noting observations), the second observation could not be considered identical to the first. For this reason, it is



highly recommended that any replication of the procedure be done using a standard time interval such as ten seconds.

For this pilot study, interobserver reliability was obtained by having the two trained observers both observe several sessions and record their observations. Industrial earphones were employed so that one observer did not hear the second speaking. Reliabilities were calculated initially only on doll events. It proved difficult enough to obtain reliability estimates using this limited set of observations as the observers recorded different numbers of events. The reliabilities were calculated using doll events on which both observers agreed on occurrence; reliability coefficients ranged from 80 to 95%. When sessions did not involve the dolls, reliabilities were calculated on the non-doll events. These coefficients also ranged from 80 to 100%.

The use of videotapes throughout the study may have been advantageous for the purposes of assessing reliability and storing data. However, without elaborate technical facilities and substantial financial investment in equipment, videotaping within the playroom itself would have been disruptive not only to the naturalistic setting but also to the ease with which the children approached it. Certainly, videotaping should be considered in the larger studies that are expected to be generated upon completion of this pilot research.



Copies of several observation protocols are presented in Appendix J.

The tapes of the children's statements and observer's commentary on the children's play were transcribed by a secretary and the transcripts used for further coding. There were occasional problems with the child's microphone and at times, the child was inaudible. For this reason, very little was made of the talking children did during the sessions. However, there were times when the child's speech made a difference. For example, when a child was reading a book aloud, it could be considered the activity as "task-oriented" play as opposed to mere "exploration" of the book.

The following codes were used in coding the transcripts, with the implication that the child was always the actor/subject of the coded phrase or action.

I. Activities/Verbs included:

11. exploration/imagination (touches, holds, moves, inspects)
12. imagination (caretaking, feeding, moving cars)
13. task orientation (playing by rules, reading)
14. dressing/undressing
15. throws/kicks



II. Objects included:

21. dolls
22. toys
23. people (self, others)
24. environment
25. clothes
26. microphone

III. Other category included:

97. talking (when initiated by child)
98. wandering, sitting or doing nothing
99. withdrawal (opening door, exhibiting fear)

The transcripts were coded in one minute intervals. Each interval was assigned three codes encompassing the activities that occurred during that period of time.

Interrater reliability of the coding procedure was calculated by duplicating one randomly chosen transcript in every group and coding it twice. Interrater reliabilities for all events (doll and non-doll) ranged from 83 to 100% with a mean of 90.7 and a median of 90.5. Doll events were easily coded; most difficulty was encountered in trying to determine when the microphone was interfering, when a child was wandering about the room, as opposed



to exploring some aspect of the room itself, such as the blackboard.

A number of empirical questions about the interaction of normal children with the anatomically-correct dolls were considered in the content analyses of the transcribed protocols. These questions were intended to provide an objective framework for professionals and nonprofessionals to employ in their observations of interactions of abused children with dolls. The categories of behavior to be considered were not unusual; rather, they concern aspects of children's interaction which are typically observed and included in schemas for the observation of child behavior. Behavior such as aggression, withdrawal, prosocial approaches, goal oriented activity and imaginative play are easily coded and have face validity for professionals who work with children on a regular basis. Moreover, these are behaviors which are sometimes noted by workers to be abnormal with abused children.

Specifically, the following questions were addressed in the derivation of the coding categories and the analysis of the data:

1. In what ways did the children interact with the dolls?  
Do they exhibit particular themes in their interactions such as caretaking or creative role playing?



2. Were there differences in the children's interactions which are systematically related to age or gender?
3. Were there differences in the children's interactions with the dolls when an adult was present or absent?
4. Did the gender of the adult present affect the child's interactions?
5. For what amount of time did these dolls keep the child's interest and is this related to age or gender?
6. What vocabulary did the children use for labeling body parts? Did this vocabulary differ systematically for children of different ages or gender? Did most children use the same terminology as their parents?

These questions have clear clinical implications for professionals who are asked to relate observations of children's play as a part of an investigative evaluation of the emotional and intellectual competence of an abuse victim. For example, regressive phenomena are often assumed to be indicators of maladjustment in response to stress. The data gathered was intended to provide the professional with empirically-based information about age-appropriate interaction.

A second approach to the analysis of the data on audiotape was an analysis of sequences of behavior. Analyses of this type are often used in studies of children's behavior, and the utility

of this approach was also explored in this pilot research. The sequence of coded observations was noted to allow the examination of probable and nonprobable sequences. For example, what are the probabilities that, following contact with the dolls, the child will undress the dolls, engage in aggressive behavior or return to play with them?



## RESULTS

The data were analyzed using a number of chi-square tests (SAS package), and significant differences were found on all but a few tests. The large number of significant differences may be, in part, an artifact of the large number of observations considered. For this reason, the findings are presented below in terms of trends and descriptions rather than significance levels. The few non-significant findings will be emphasized.

During the coding of the data, it was shown that seven theoretical observational combinations were not used. These were: imaginative play with people, imaginative play with the environment, imaginative play with doll clothes, imaginative play with the microphone, throwing or kicking people (self or others), throwing or kicking the environment, and throwing or kicking the microphone. Of note was the fact that kicking or throwing the dolls was never observed when the dolls were undressed and that kicking or throwing the doll clothes was only observed under this condition. Throughout the discussion, "conditions" will be used to delineate the three settings in which the observational data were collected. Condition one had an adult present; condition two had no adult in the room with the child; condition four was after the interview when the dolls had been undressed and the adult had left the playroom. It should be noted that no behavioral



observations were collected while the child was being interviewed about names of doll body parts.

Of great interest is the finding that the dolls occupied little of the children's time. Across all three conditions, the highest percentage of time the dolls were seen occupying the interest of the children was 25.60. Table 4 which follows depicts the percentages of doll as opposed to non-doll events for all 144 children across the three conditions.

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Only four categories of doll activities were observed in the children's interactions with the dolls. These were: exploration (inspecting, touching, holding, moving, looking), role play (feeding, caretaking), dressing, and kicking or throwing (aggression). Exploration was the most often observed category of activity under conditions one and two, whereas dressing was the most frequently observed category of activity under condition four (see Table 5).



TABLE 4: Percentage of Doll vs. Non-Doll Events  
for 144 Children

		Conditions		
		I	II	IV
Events	Doll	17.81	19.65	25.60
	Non-Doll	82.19	80.35	74.40

Under all three conditions, aggression (kicking or throwing) toward the dolls had a frequency of less than 1% of the observed interactions. In fact, the frequencies were so low as to be notable. Under conditions one and two combined, 16 aggressive events towards the dolls were observed in a total of 5583 (doll and non-doll) events. Feeding was the most popular roletaking activity with the dolls. Table 5 which follows depicts the percentages of different types of doll activities observed under the three conditions for boys and girls.

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As is obvious from the table above, girls played with the dolls more than boys under all three observational conditions. Girls also were more influenced by the changing circumstances of condition four and engaged in more dressing behaviors with the dolls when the dolls were presented undressed.



TABLE 5: Percentages of Doll Activities  
for 144 Children

Doll Activity	Conditions					
	I		II		IV	
	Boys	Girls	Boys	Girls	Boys	Girls
Exploration	6.46	10.24	5.34	10.20	7.13	8.48
Role Taking	1.72	4.16	3.26	6.12	1.15	2.15
Dressing	2.06	10.38	2.36	11.18	3.95	30.76
Aggression	.21	.33	.45	.16	--	--
Total	10.45	25.11	11.41	27.66	12.23	41.39

The gender of the interviewer also had an effect on the children's interaction with the dolls. Across all three conditions, children played with the dolls more when a female interviewer was present. Table 6 depicts this finding.

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In contrast to the gender variables, the age of the child had a differential effect on the interactions between the children and the dolls. Younger children interacted significantly less with the dolls than did older children under the first condition only; and in conditions two and four, no significant differences were found among the three age groups: three to four year olds, five to six year olds, and seven to eight year olds. These findings are depicted below in Table 7.

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TABLE 6: Percentage of Doll vs. Non-Doll Events for  
Female and Male Interviewers

		Conditions					
		I		II		IV	
		Female	Male	Female	Male	Female	Male
Events	Doll	20.97	14.71	24.63	14.14	27.30	23.57
	Non-Doll	79.03	85.29	75.37	85.86	72.70	76.43

TABLE 7: Percentage of Doll vs. Non-Doll Events for Three Age Groups

Events	Conditions					
	I		II		IV	
	Doll	Non-Doll	Doll	Non-Doll	Doll	Non-Doll
Ages						
3-4	11.17	88.83	16.39	83.61	25.27	74.73
5-6	20.06	79.94	20.35	79.65	24.12	75.88
7-8	22.57	77.43	21.53	78.47	27.06	72.94



Examining individual observational categories under the various conditions yields several trends. Under the first two conditions (i.e. before the dolls were undressed), the most frequent activity regardless of age or sex of the child or gender of the adult was exploration of the other toys in the playroom. This remained the most popular activity for boys under the fourth condition as well. Girls, however, switched their focus to dressing the dolls under the fourth condition. In addition, a notable increase in wandering around the room was noted by both boys and girls in the fourth condition. As noted earlier, age had little effect on the children's interactions with the dolls. In contrast, however, a notable effect was seen in the youngest group (three to four year olds); these children more than any other age group refuse to stay alone in the playroom during the fourth condition. These responses comprised 5.10% of their total responses during the fourth condition. The percentages of responses in each category comprising over 5% of the total responses are presented for each condition and age group in Table 8 below.

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TABLE 8: Percentages of Responses in Observational Categories for Three Age Groups

Conditions		Age	EXP Dolls	EXP Toys	EXP Clothes	EXP Micr.	RP Dolls	RP Toys	DRT Acty.	DSG Dolls	WND	LR
I		3-4	6.37	57.43	.18	2.77	2.03	3.97	1.94	2.31	21.42	.18
		5-6	10.24	56.81	1.43	.92	3.38	5.12	.10	6.35	13.61	.31
		7-8	8.29	57.43	.89	1.43	3.52	1.43	1.05	10.48	13.05	.10
II		3-4	6.39	52.22	.83	3.75	6.67	4.58	1.81	3.19	15.56	2.36
		5-6	7.62	46.44	.75	3.62	3.87	4.00	5.62	8.86	12.48	1.87
		7-8	8.72	46.32	2.10	2.63	3.99	1.68	6.20	8.19	17.54	.21
IV		3-4	8.49	32.06	1.70	3.61	1.91	4.88	0.00	14.86	23.57	5.10
		5-6	5.46	26.06	4.40	6.69	1.76	3.35	2.11	16.90	27.11	2.99
		7-8	7.94	24.71	6.47	4.26	1.18	.88	3.24	17.94	26.03	1.97
Overall		3-4	6.82	50.53	.70	3.25	3.47	4.35	1.50	5.19	20.01	1.89
		5-6	8.18	45.82	1.92	3.24	3.15	4.31	2.47	9.76	16.50	1.49
		7-8	8.35	45.19	3.28	2.57	3.09	1.38	3.43	11.56	17.93	.48

EXP= Explorati on  
 Micro= Microphone  
 RP= Role Play

DRT= Goal Directed  
 Acty= Activity  
 DSG=Dressing

WND=Wandering  
 LR=Leave Room



Of note are those few categories which have a low but interesting frequency. Specifically, these include: an increase in wandering and exploration of the microphone by the older children in the fourth condition. A final table showing the percentages of responses per condition, category of observation and group (age and sex of child, gender of adult interviewer) is presented in Appendix H.

The sequential analysis of the data was done by calculating the probability that one event would follow another specified event. Again the data was studied by examining the differences in such probabilities as a function of the conditions, the age and sex of the child, and the gender of the adult interviewer. Initially only those activities occurring more than 5% of the time overall were examined. In all three conditions, the event most likely to precede a given event was the same event itself. This finding indicated that the observation system was not random; children tended to repeat an activity many times in the course of an observational session. Moreover, these probabilities were not insignificant; for all children, the probabilities for repeating events ranged from 69.43 to 91.71. Similar values were obtained when the sample was broken down in the twelve groups and again significance occurred only when considering events which followed themselves.



A number of interesting but very low frequency events were also examined. These included ascertaining the antecedents of all doll interactions, as well as the antecedents of wandering or leaving the room. Only those events with percentages over .25 were examined and only those categories that had an absolute frequency of 5 or more observations were considered.

Under condition one, exploration of the dolls was preceded by exploration of the dolls in 51% of the occurrences; role playing with the dolls was followed by exploration of the dolls in 35% of the occurrences; throwing or kicking the dolls was followed by exploration of the dolls in 25% of the occurrences. Role playing with the dolls was followed by role playing with the dolls in 41% of the cases; dressing the dolls was followed by dressing the dolls in 80% of the cases; kicking or throwing the dolls was followed by kicking or throwing the dolls in 37% of the cases. Wandering was preceded by exploration of the microphone in 25% of the occurrences; wandering was followed by wandering in 74% of the cases.

Under condition two, exploration of the dolls was followed by exploration of the dolls in 38% of the cases; role playing with the dolls was followed by role playing with the dolls in 58% of the occurrences; throwing or kicking the dolls was followed by role playing with the dolls in 29% of the cases. Dressing the



dolls was preceded by playing with the doll clothes in 35% of the occurrences; dressing the dolls was preceded by dressing the dolls in 64% of the cases. Wandering was preceded by wandering 69% of the time; aggression (kicking or throwing the dolls) was preceded by wandering in 29% of the occurrences.

Under condition four, exploration of the dolls followed exploration of the dolls in 45% of the occurrences; role playing with the dolls followed role playing with the dolls in 31% of the occurrences. Playing with doll clothes was followed by dressing the dolls 30% of the time; dressing the dolls was followed by dressing the dolls in 84% of the occurrences. Exploring the environment was followed by wandering in 35% of the occurrences; exploring the microphone was followed by wandering in 25% of the occurrences; wandering preceded itself 76% of the time. No antecedents of leaving the room were found.

Two additional analyses were done. The first involved examining the words/labels given by the children for the sexually related body parts during the interview part of the study. The second involved examining the parents' responses to the questionnaire on child toy usage.

As will be recalled, during an interview in the playroom, children were asked to label the body parts of the four dolls.



The interview protocol is shown in Appendix E. The children's labels/names as well as their parents' names for selected body parts are given in Appendix I. Inspection of these lists suggests that there are some body parts for which most children, irrespective of age, have no consistent name, i.e. scrotum. Girls appeared to be either less willing to talk than boys or to have less exact terminology; girls of all ages labelled vagina and penis less accurately than boys. Of note is the observation that younger children tend to give more responses than older children. This finding may reflect a compliance in younger children who feel they must answer when asked for additional labels. On the other hand, it may reflect an inhibition on the part of older children who felt that the interview itself was unusual and were therefore less willing to put forth more than a minimal effort.

Overall, the children provided nearly 3,000 labels or names for breast, vagina, penis, scrotum, buttocks, and anus. Another way to analyse their responses was to group them into categories: Correct (or nearly so), Wrong (term of another body part), Obscure (jargon), and Unknown (or no answer). For the entire group of children (N=144), the proportion of correct responses was highest for buttocks (82%) and lowest for scrotum (14%). The highest proportion of wrong (25%) and of obscure (11%) responses was for



vagina. Use of obscure responses for all names combined ranged narrowly from 7 to 10%. The fewest responses were offered for scrotum (32%) and the most for buttocks (90%). The proportion of wrong and obscure responses declined sharply after four years of age. 28% of the labels offered by three and four year olds, 10% of those offered by five and six year olds, and 8% of those offered by seven and eight year olds were incorrect. For the youngest children, the highest proportion of obscure responses were for breast (20%) and scrotum (18%). Girls gave a substantially higher proportion of wrong responses for vagina than did boys (33% as opposed to 18%); for breast, the proportions were 5% for girls and 8% for boys. Table 9 presents the tabulation of the data discussed above.

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Insert TABLE 9  
about here  
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The parent questionnaire is shown in Appendix D. Inspection of the responses indicate that most if not all of the children have exposure to dolls, stuffed animals or small figures in their homes. Summaries of these data are presented by group in Appendix J. The similarities among the groups are striking; for this reason, further analyses were not done at this time with this data.

TABLE 9: Percentage of Labels Offered by  
Girls (N=72) and Boys (N=72)

Body Parts	Girls: 3-4 year olds						Total
	Correct	Close	Cor/Cl	Wrong	Obscure	No An.	
Breast	27.03	26.13	53.15	7.21	27.93	11.71	111
Navel	57.26	12.82	70.09	1.71	17.09	11.11	117
Vagina	18.97	1.72	20.69	36.21	13.79	29.31	58
Penis	39.29	12.50	51.79	3.57	17.86	26.79	56
Scrotum	2.17	0.00	2.17	26.09	19.57	52.17	46
Buttocks	50.85	13.56	64.41	14.41	6.78	14.41	118
Anus	0.00	21.50	21.50	19.63	3.74	55.14	107
Total	31.16	14.85	46.00	13.54	14.68	25.77	613
	Boys: 3-4 year olds						
Breast	21.01	26.89	47.90	17.65	11.76	22.69	119
Navel	23.44	15.63	39.06	17.19	28.13	15.63	64
Vagina	18.97	5.17	24.14	34.48	13.79	27.59	58
Penis	56.67	11.67	68.33	11.67	10.00	10.00	60
Scrotum	0.00	4.08	4.08	20.41	16.33	59.18	49
Buttocks	56.90	12.07	68.97	5.17	6.03	19.83	116
Anus	0.00	45.28	45.28	12.26	6.60	35.85	106
Total	26.40	20.28	46.68	15.38	11.89	26.05	572

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TABLE 9: Percentage of Labels Offered by  
Girls (N=72) and Boys (N=72)--continued

Body Parts	Girls: 5-6 year olds						Total
	Correct	Close	Cor/Cl	Wrong	Obscure	No An.	
Breast	48.25	25.44	73.68	2.63	1.75	21.93	114
Navel	89.42	.96	90.38	.96	3.85	4.81	104
Vagina	31.58	7.89	39.47	44.74	10.53	5.26	38
Penis	39.62	13.21	52.83	7.55	3.77	35.85	53
Scrotum	0.00	0.00	0.00	2.04	2.04	95.92	49
Buttocks	69.60	12.80	82.40	.80	2.40	14.40	125
Anus	0.00	14.14	14.14	2.02	8.08	75.76	99
Total	46.05	12.03	58.08	4.98	4.12	32.82	582
Boys: 5-6 year olds							
Breast	23.93	38.46	62.39	4.27	3.42	29.91	117
Navel	67.80	13.56	81.36	8.47	4.24	5.93	118
Vagina	26.92	1.92	28.85	17.31	0.00	53.85	52
Penis	55.93	20.34	76.27	0.00	5.08	18.64	59
Scrotum	10.00	30.00	40.00	2.00	4.00	54.00	50
Buttocks	76.60	2.13	78.72	7.45	4.26	9.57	94
Anus	0.00	32.71	32.71	7.48	5.61	54.21	107
Total	38.86	21.11	59.97	6.70	4.02	29.31	597

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TABLE 9: Percentage of Labels Offered by  
Girls (N=72) and Boys (N=72)--continued

Body Parts	Girls: 7-8 year olds						Total
	Correct	Close	Cor/Cl	Wrong	Obscure	No An.	
Breast	29.09	42.73	71.82	4.55	1.82	21.82	110
Navel	96.94	0.00	96.94	0.00	0.00	3.06	98
Vagina	35.71	3.57	39.29	21.43	10.71	28.57	56
Penis	55.77	3.85	59.62	9.62	5.77	25.00	52
Scrotum	0.00	4.76	4.76	2.38	0.00	92.86	42
Buttocks	82.93	7.32	90.24	1.63	.81	7.32	123
Anus	0.00	24.49	24.49	1.02	2.04	72.45	98
Total	48.01	14.85	62.87	4.49	2.42	30.22	579
Boys: 7-8 year olds							
Breast	26.13	32.43	58.56	1.80	8.11	31.53	111
Navel	79.31	11.21	90.52	4.31	3.45	1.72	116
Vagina	38.78	2.04	40.82	0.00	12.24	46.94	49
Penis	50.85	16.95	67.80	5.08	5.08	22.03	59
Scrotum	4.00	28.00	32.00	2.00	10.00	56.00	50
Buttocks	89.68	9.03	98.71	.65	.65	0.00	155
Anus	0.00	11.11	11.11	7.07	18.18	63.64	99
Total	48.67	15.49	64.16	2.97	7.20	25.67	639

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TABLE 9: Percentage of Labels Offered by  
Girls (N=72) and Boys (N=72)--continued

Body Parts	Girls: All Ages						Total
	Correct	Close	Cor/Cl	Wrong	Obscure	No An.	
Breast	34.93	31.34	66.27	4.78	10.45	18.51	335
Navel	79.94	5.02	84.95	.94	7.52	6.58	319
Vagina	28.29	3.95	32.24	32.89	11.84	23.03	152
Penis	44.72	9.94	54.66	6.83	9.32	29.19	161
Scrotum	.73	1.46	2.19	10.22	7.30	80.29	137
Buttocks	68.03	11.20	79.23	5.46	3.28	12.01	366
Anus	0.00	20.07	20.07	7.89	4.61	67.43	304
Total	41.54	13.92	55.47	7.78	7.22	29.54	1774

Boys: All Ages							
Breast	23.63	32.56	56.20	8.07	7.78	27.95	347
Navel	62.75	13.09	75.84	8.72	9.06	6.38	298
Vagina	27.67	3.14	30.82	18.24	8.81	42.14	159
Penis	54.49	16.29	70.79	5.62	6.74	16.85	178
Scrotum	4.70	20.81	25.50	8.05	10.07	56.38	149
Buttocks	75.89	8.22	84.11	3.84	3.29	8.77	365
Anus	0.00	30.13	30.13	8.97	9.94	50.96	312
Total	38.38	18.86	57.25	8.13	7.63	26.99	1808

Cor/Cl=Correct/Close

No An=No Answer

Total=Total Number of Responses



## DISCUSSION

The data presented above have many interesting implications. Anatomically-correct dolls are not particularly interesting toys. In fact, given the choice between what appeared to be many uninteresting toys, these novel dolls were found to have marginal attractiveness. Moreover, although the sexual body parts of these dolls were inspected by many children, role playing displaying explicit incidents of sexual behavior were not observed. Contrary to the assertion of some perpetrators, these dolls do not appear to stimulate discussions or activities of a sexual nature.

Aggression in general, and toward the dolls in particular, was a rare event. Less than 1% of the observed interactions were aggressive. Of interest, in particular, was the observation that when the dolls were left undressed, no incidents of aggression toward the dolls was observed.

As might be expected, girls found the dolls more attractive and played with them more than did boys. However, the finding that the presence of a female interviewer stimulated children's play with the dolls was unexpected. It is interesting to speculate whether children see females as more nurturant and therefore, identify with that role or whether in some way the female interviewers subtly suggest doll play more than the male



interviewers. Certainly, if this finding is replicated, then investigating agencies might want to consider using only females in those investigations in which doll interviews or doll play is expected to be a part.

The youngest children (three to four year olds) were observed to play less with the dolls when an adult was present in the room than when the adult was absent. During the study, these young children often sought to communicate with the adult when he/she was in the room with the child. Once the adult left the room, these children behaved in a manner consistent with the behavior of the older children. The youngest children also had a tendency to leave the room or refuse to stay alone after the doll interview; in general, they appeared to be less comfortable and more unsure of the expectations for their behavior in the different conditions under which observations were made.

It was hoped that a sequential analysis of the data would provide some insight into the antecedents of doll interactions or particular behaviors such as aggression, wandering or leaving the room. Instead, these analyses provided validity information on the observation system itself. The only significant and meaningful findings were that high frequency behaviors were preceded by themselves. This suggested that the observations of



the behavior of the children were not random; the observed events tended to repeat themselves many times during a given condition.

The analysis of the names given by the children for sexually-related body parts suggested that younger children gave more labels than do older children. These labels were at times far from correct and suggest that these young children may be willing to provide answers to questions asked of them, even when they have no real response. Interviewers working with young children may find that pressing these children for more details when the responses are not forthcoming will not prove helpful to their inquiry.

Girls appeared less willing than boys to speak about body parts; girls also used fewer correct names for body parts than did boys. During the study, interviewers and observers were impressed by the behavior of older girls who were very uncomfortable in the interview. It was felt that this inhibition might be a reflection of the effectiveness of sexual abuse prevention programs and the awareness of these children that such questioning is unusual and, in most settings, inappropriate.

The children offered many names for different body parts, names which were different from those offered by their parents. Some persons suggest that children using a different label from



those used by his/her parent is evidence, in and of itself, of abuse. In this sample, such a suggestion is contradicted.

Of note were body parts for which the majority of children had no names. In particular, scrotum and breast presented difficulties for many children. Again, persons evaluating interview data should be cautioned against overinterpretation of the exactness of verbal descriptions and labels given by many children. It appears likely that most children will not have all the terminology needed to describe a particular incident in the detail which may be required for legal proceedings.

Parents reported that most children had ready access to dolls, stuffed animals or action figures and used them in regular play activities. Therefore, differences in observed doll play could not be attributed to differential previous exposure to dolls.

The reader is asked to remember that this particular pilot study involved 144 middle class subjects and that generalizations to other groups should be guarded. Replication of the study is suggested for other groups of subjects and should be done with the changes in methodology suggested earlier in this report. In addition, it is clear that a more elaborate and extensive study must follow to explore the differences between the interactions of



non-abused and abused children. Such a study should address a number of questions, including:

1. How do the interactions exhibited by sexually-abused children differ from those exhibited by non-abused children?
2. For sexually-abused children, are these differences related to circumstances of the abuse, characteristics of the perpetrator, duration of abuse, and time since discovery and disclosure? Do these factors exert an effect on doll play independent of the children's age, gender, or social class?
3. Does the lexicon differ for sexually-abused children?
4. Does separation from the perpetrator change the type and intensity of doll play?

Data from the larger study could provide information which would be invaluable in the training of protective service workers, law enforcement officials and mental health workers involved in the investigation of abuse incidents. Most intriguing, however, is the possibility of developing a projective, evaluative technique based on free play/observation of interactions of children with the dolls. The non-invasive nature of such a technique would provide many advantages over the often criticized interview methodologies.



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Appendix A:  
Newspaper Articles



The article which follows was released by the  
Information Service.



Release: Immediate

Health News

Contact: Mary Abboud-Kamps

283 Medical Laboratories 319/353-7302

(UI study: normal children's interactions with anatomically-correct dolls)

IOWA CITY, Iowa -- Children between the ages of three and eight years, and their parents, are being asked to participate in a new University of Iowa College of Medicine study about the use of anatomically-correct rag dolls.

The UI researchers are studying children's interactions with these life-like dolls that include male and female genitals.

The child participants will be observed as they interact in a UI playroom with the rag dolls and a variety of child-safe toys, says Dr. Abigail Sivan, a UI pediatric psychologist. The children will receive \$10 for their participation in the UI study, Sivan adds. Sivan, a member of the Child Development Clinic staff of the UI pediatric Division of Developmental Disabilities, is conducting the study.

The dolls are increasingly being used by investigators of child sexual abuse during interviews of children who are suspected to have been sexually abused, she says.

There is no scientific data which provides information about the interaction of normal children with these dolls. An understanding of how normal children react with the dolls can be important to an understanding of a sexually abused child's interactions with these dolls, Sivan explains.

"Without comparison data of the interactions of normal children and children who apparently have been sexually abused, it's difficult to use observations of the doll play of abused children as significant evidence," she notes. Such information could help to validate a child victim's court



testimony, as well as help the child protection system avoid proceeding unfairly against persons who have not committed sexual abuse.

The interviews of children who are suspected to have been sexually abused, in many cases serves as the child's testimony that sexual abuse has occurred, and the testimony often is accepted in a court hearing.

Persons interested in receiving more information about this UI study may telephone Sivan at (319) 353-4825.

Also participating in the UI study with Sivan are Drs. David Schor, Gina Krehbiel, Dennis Harper, and Linn Noble.

7/24/85



## NEWSPAPER ARTICLES

- "Anatomically correct dolls studied in UI research." The Daily Iowan, July 26, 1985.
- "Anatomically correct dolls used in UI study." Courier, August 23, 1985.
- "Children Needed For UI Study of Sexual Abuse." Republican-Standard, August 6, 1985.
- "Children sought for U of I study on court use of dolls." Daily Times, August 13, 1985.
- "Children's Interaction With 'Dolls'." Toledo Chronicle, August 3, 1985.
- "Doll study seeks data for use in abuse cases." Alumni Notes, September/October, 1985, p. 13.
- "Kids sought for study of anatomically correct dolls." Citizen, August 8, 1985.
- "Life-like doll is used in Iowa study." Daily News, August 13, 1985.
- "Study being conducted on use of anatomically-correct dolls." Red Oak Express, August 2, 1985.
- "Study Needs Volunteers." Maquoketa Sentinel-Press, August 14, 1985.
- "SUI performing research on 'anatomically correct' dolls." Gazette, July 30, 1985.
- "SUI performing research on 'anatomically correct' dolls." Osceola County Gazette-Tribune, July 30, 1985, p. 6.
- "U of I seeks children for study." DeWitt Observer, July 31, 1985.
- "U of I to conduct study of kids with anatomically correct dolls." Daily Herald, July 26, 1985.
- "U of I will use life-like dolls in study to help validate child abuse stories." LeMars Daily Sentinel, August 1, 1986.
- "UI child study." Evening Journal, July 26, 1985.
- "UI studies children's interactions with anatomically-correct dolls." Hawk Eye, July 28, 1985.
- "UI studies children's interaction with anatomically correct dolls." Messenger, July 30, 1985.



"UI Studies Normal Children's Interaction With Dolls." Economist,  
August 13, 1985.

"We CAN protect kids from abuse." Iowa City Press-Citizen,  
August 2, 1985.

Appendix B:  
Consent Forms



# The University of Iowa

Iowa City, Iowa 52242

Child Development Clinic  
Division of Developmental Disabilities  
University Hospital School

(319) 353-4825



1847

Project Title: Interactions of Normal Children with  
Anatomically-Correct Dolls

Investigators: Abigail Sivan, David Schor,  
Gina Krehbiel, Dennis Harper

The purpose of this research is to collect information about the interactions of children ages 3-8 years with anatomically-correct dolls. These dolls have been widely used in educational, therapeutic, and social service settings, but to date, no data on the interactions of normal (non-referred) children are available.

The dolls are attractive rag dolls with proportional and explicit male and female body parts. They will be presented to the children fully clothed. The research is conducted in several phases and involves about 45 minutes of your child's time. In the first phase, a brief and commonly used measure of general vocabulary will be administered to your child. During this time, you will be introduced to the dolls and also asked to complete a brief questionnaire about your child's play and your family's words for body parts and functions. In the second phase, your child will be invited into a playroom with the dolls and other child-safe toys in the presence of the staff member. The staff member will then leave the room and later return to interview your child, asking about differences between these dolls and other dolls your child has seen and asking your child to name body parts. Then the interviewer will leave, and your child will play freely with the dolls for an additional five minutes.

The entire interaction between your child and the dolls will be recorded on audiotape. A trained observer will be in an observation room recording comments as well. You are encouraged to observe your child's interaction in the playroom. All observations will remain strictly confidential. The research data will be stored by code number and no names will be used. If you or your child wish to withdraw from participation in the study, you may do so at any time. Upon completion of the observation, your child will be paid \$10 for his/her time and cooperation.



# The University of Iowa

Iowa City, Iowa 52242

Child Development Clinic  
Division of Developmental Disabilities  
University Hospital School

(319) 353-4825

10/24/85



1847

## WRITTEN SUMMARY OF INFORMATION DISCUSSED WITH SUBJECT

Today we would like to introduce you to our playroom. We have some new dolls there. After you play for awhile, I will ask you some questions about the dolls. If you do not enjoy what you are doing, you may stop at any time. Your parent(s) and I will watch you play from another room. When you are finished, you and your parent(s) may leave. In a few weeks, we will send you a check for ten dollars.

I HAVE DISCUSSED THE ABOVE POINTS WITH THE SUBJECT. IT IS MY OPINION THAT THE SUBJECT UNDERSTANDS THE BENEFITS AND OBLIGATIONS INVOLVED IN PARTICIPATION IN THIS PROJECT.

\_\_\_\_\_  
Investigator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Auditor-Witness

\_\_\_\_\_  
Date



WRITTEN STATEMENT OF INFORMATION DISCUSSED WITH PARENT OR GUARDIAN

Project Title: Interactions of Normal Children with  
Anatomically-Correct Dolls

Investigators: Abigail Sivan, David Schor,  
Gina Krehbiel, Dennis Harper

The purpose of this research is to collect information about the interactions of children ages 3-8 years with anatomically-correct dolls. These dolls have been widely used in educational, therapeutic, and social service settings, but to date, no data on the interactions of normal (non-referred) children are available.

The dolls are attractive rag dolls with proportional and explicit male and female body parts. They will be presented to the children fully clothed. The research is conducted in several phases and involves about 45 minutes of your child's time. In the first phase, a brief and commonly used measure of general vocabulary will be administered to your child. During this time, you will be introduced to the dolls and also asked to complete a brief questionnaire about your child's play and your family's words for body parts and functions. In the second phase, your child will be invited into a playroom with the dolls and other child-safe toys in the presence of the staff member. The staff member will then leave the room and later return to interview your child, asking about differences between these dolls and other dolls your child has seen and asking your child to name body parts. Then the interviewer will leave, and your child will play freely with the dolls for an additional five minutes.

The entire interaction between your child and the dolls will be recorded on audiotape. A trained observer will be in an observation room recording comments as well. You are encouraged to observe your child's interaction in the playroom. All observations will remain strictly confidential. The research data will be stored by code number and no names will be used. If you or your child wish to withdraw from participation in the study, you may do so at any time. Upon completion of the observation, your child will be paid \$10 for his/her time and cooperation.

I HAVE DISCUSSED THE ABOVE POINTS WITH THE LEGALLY AUTHORIZED REPRESENTATIVE OF THE SUBJECT. IT IS MY OPINION THAT THE PARENT OR GUARDIAN UNDERSTANDS THE BENEFITS AND OBLIGATIONS INVOLVED IN PARTICIPATION IN THIS PROJECT.

\_\_\_\_\_  
Investigator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Auditor-Witness

\_\_\_\_\_  
Date







Appendix C:  
Newspaper Ads



**SUMMER CHECKLIST**

**DANISH PORCELAIN** Coffee set, with luncheon, dining room set.

If your dentist doesn't tell you what the fee should be, ask for an estimate and the plan of treatment. If you have questions, please ask your dentist or write to County Dentist, P.O. Box 1816, Iowa City, IA 52242.

**THOMASVILLE PECAN** Dining room set, lighted china cabinet, buffet table  
TU1/14

**DODGE 4x4 pickup**, 1978, clean, topper. Call 626-2022 after 5 p.m. TU1/7

**THOUGHT FOR FOOD** by GOULD CROOK

**FOAM:** Custom-cut, any size, any density. **MASTER MATTRESS MAKERS**, 415

**DID YOU KNOW?** BY *Jarvis*  
NEW YORK CITY'S FAMOUS **EMPIRE STATE BLDG.**

**FAST HOT DELIVERY**  
**351-2646**

**HARE OAK** table, 42", six oak chairs, \$40. Oak side-by-side berry table, real nice, \$354-1743. TU1/14S

**SELL YOUR USED** Furniture, appliances, exercise equipment, etc. through us! We have buyers waiting, don't move it until it is sold. Pickup & delivery service available. 645-2641, local call anytime. B2/7

**GET YOUR VALENTINE** that extra special something at Country Collectibles, 510 1/2 Highland Ave. Quilts, heart sewing basket, oak tables, much more. **GREAT PRICES!** B2/7

**FAMILY NIGHT** Monday & Tuesday **FREE POP WITH PIZZA**  
Not Valid on Carry Out or Delivery

**EXTRAORDINARY COUPON VALUES!!**

**Giordano's**  
**\$200 OFF**  
any  
**LARGE PIZZA**  
Coupon Good Any Time At:  
213 1st AV., Coralville  
3707 1st AV. SE, Cedar Rapids

**Giordano's**  
Take A Friend To Lunch!  
**FREE LUNCH!**  
\$1.95 Value with purchase of one Lunch Special from 11am - 4pm  
Coupon Good At:  
213 1 AV., Coralville  
3707 1st AV. SE, Cedar Rapids

**Giordano's**  
**\$200 OFF**  
any  
**LARGE PIZZA**  
Coupon Good Any Time At:  
213 1st AV., Coralville  
3707 1st AV. SE, Cedar Rapids

**WANTED TO BUY:** Used, good or wrecked cars. 26-627. TF

**CHILDREN NEEDED:** Children "boys or girls" between the ages of 3 and 8 years old wanted for Research study. They will be paid \$10 for their time. Call 353-4825 for information, ask for Doll Study Staff. B2/7

**OFFICE SPACE**  
800 sq. ft. to 12,000 sq. ft. 625 First Ave., Coralville. Bell Properties. **354-3646**

**3/4 & FULL** beds, Dinettes set \$90, home fires, 1981 V6 Skylark \$3495, front drive 337-7166. T2/4

**Solon** Washington West Branch  
**Lone Tree** North Liberty Oxford  
**Coralville** Hills Iowa City

**MISS IOWA**

**OFFICE DESKS** for sale, used government issue, \$85. Fran, 262-2275. B2/4  
**COLLIE PUPS** for sale: AKC, adorable! Excellent cabinet, 27" x 26" compartment on top. AUTOMATIC OVERDRIVE. TU1/14S

**KING SIZED** complete waterbed, sheets, siderals, \$200. Good condition. 646-2198 evenings. B2/4  
**AMANA** refrigerator, white, large size, bottom freezer, works fine, \$150. 354-1743. TU1/14S  
**PICK UP A SHOPPER** or drop off an ad at our new Shopper Substation. Now at Dickey's. STP weekends.

**IMITATION FIREPLACE** and electric log, newish, \$25; Late television \$25; Older stereo \$10; Men's suits size 38, \$5 each. 351-1731. B2/4

**CANOPY BED** for sale, full size, ivory headboard, yellow canopy. Excellent condition. River Heights, Best offer, 351-6681. B2/7

**H.C. Duke commercial** stainless soft ice cream machine, 220V - 1 - ph; trailer; \$5,000 BTU gas furnace, \$275; AM-FM tape stereo, Tower speakers, 4-speed changer recorder, \$95. 351-6910.



# Shop At Seaton's


FOR TOP QUALITY MEATS  
(Personalized Cuts)  
OPEN EVERY WEEKDAY  
Mon-Sat 7 am-6 pm Sun 8 am-Noon  
Corner of Court and Muscaline  
WATCH FOR WEEKLY SPECIALS  
Specials good Thurs., April 3 thru Sun., April 6

	
<b>Pork Shoulder Roast</b> \$1.19 lb.	<b>Carlings Black Label Beer</b> \$2.89 12 pack plus tax. & deposit
<b>Pork Steak</b> Cut to grill \$1.49 lb.	<b>Baby Loin Back Ribs</b> \$1.98 lb.
	<b>Beef Cubes</b> Lean & Tender \$1.59 lb.



# STOP SMOKING PERMANENTLY NOW!

IF HYPNOSIS HAS FAILED. IF GROUP MEETINGS HAVE FAILED.  
IF FILTERS AND PILLS HAVE FAILED. IF WILLPOWER HAS FAILED.

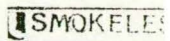
 The University of Iowa  
College of Medicine

## STOP SMOKING PROGRAM

**NOW**, finally a stop smoking program that works. Your desire for cigarettes ended once and for all. The method is based upon the most current scientific research. It has enabled tens of thousands of smokers to quit calmly and comfortably without gaining weight or climbing the walls.

This successful program is used by such organizations as Blue Cross Blue Shield, the Center for Disease Control, and the National Heart, Lung, and Blood Institute. And program developer Don Powell was commended in the 1982 U.S. surgeon general's report on smoking and health.

So come to a free introductory meeting. You have nothing to lose, but your habit. We guarantee it!  
INFORMATION WILL ALSO BE PRESENTED REGARDING THE USE OF NICOTINE GUM



### CHARLIE'S WELDING SERVICE

For All Your Spring Welding & Bearing Needs

Disc-Corn Planters-Wheel Bearings-Seals-Roller Chains-Sprockets-V Belts-U Joints-Nuts & Bolts-Baldwin Filters

Free can of chain lube with \$20 purchase  
10 minutes west of Iowa City  
645-2270

Stainless Steel-Aluminum Welding-Steel Inventory-Machine Shop Service-portable Welder

**M&M CARPET Cleaners** - we have whole house specials call 351-0460. 4-10

**J&S ROOFING** 18 years experience, free estimates. Call 351-0460 eves. 4-10

**SONY PORTABLE stereo.** \$60; clairol make up mirror, \$12; air popper, \$10; cute desk lamp, \$5, all just like new. 22" Schwimm with many new components, \$40; 24" motobecane, \$45; hide a-bed couch, \$20. 354-6172.

**WANTED TO BUY:** Ham radio set, call 683-2380. After 4 p.m.

**FOR SALE: CAST** Iron Steeple School Bell 629-5605.

**STRIP, STRIP, STRIP.** The Rocking Chair, 806 1/2 S. Clinton, 354-3334. stf

Free Introductory Meeting  
**Mon. April 7**  
**Tues. or April 8**  
7:30 pm  
**C-315 University Hospital**  
Lois Hughes and Paul Pomrehn, M.D.  
Department of Preventive Medicine  
For More Information  
**Call 353-7419**

**FOAM:** Custom cut. Any size. Any density. **MASTER MAT-TRESS MAKERS**, 415-10th Ave., Coralville, 351-2053. STF

**FOR SALE:** Aluminum combination windows w screens. One 68"Hx71"W, two 50"Hx40"W, six 35"Hx35"W. 351-4321.

**GARDEN TILLING BY** the hour Troy Built \$10.00 minimum. Phone 338-3433 Evenings 4-10

**PROM DRESSES:** A variety of dresses in excellent condition. Sizes 5, 7 & 9. Available prices range from \$20 to \$30. Call 351-4560 after 5:00 or leave message. 4-10

**WHY PAY MONTHLY** telephone rent when you can own your phone? Trendline dial phones-\$12.00. Many colors to choose from 338-8542 4-10

**WAGON WHEEL** light fixture, wood frame, four chimneys, \$20 338-5929.

**PROM DRESS, SIZE 8,** \$50; 4 P225-15 Radial tires mounted on Pontiac rims \$10 \$40. Smith Corona manual typewriter \$25. Call 337-6937.

**FOR SALE AQUARIUM**

**CHILDREN (BOYS 7 and 8 years old and girls 5, 6, 7 and 8 years old) wanted for research study.** They will be paid \$10 for their time. Call 353-4825 for information. Ask for Doll Study staff 4-3

**BMW R100RT, 1982** black, 6000 miles. Ready to go. \$4400. See this model and more at European Motorcycles, 600 Hwy. One West, 338-2568.

**CHILDREN'S** deacon bench (\$6); side table (\$6); Currier & Ives painting ideal over fireplace, was \$250, now \$75; two beds (\$10 ea.); 10'x10' rugs (\$20 ea.); bookcase: 337-3323.

**FOR EASTER** Purebred male siamese kittens \$40, Persian mix kittens \$40, purebred male blacksmoke Persian kitten

**AKC GERMAN** Shepherd pups. Back tan. Shots and wormed weeks old. \$19.52 4533.

**PROFESSIONAL** Painting: Exterior interior brush-spray. Also sional woodfin. South Governor. rius, phone 338-55.

**RENT FURNITURE** to own, living room, bedroom & dining room. **Leisure Time Rentals, 110 Stevens, Iowa City, 337-9900**

**PART TIME HELP** Wanted: To maintain hour plant displays at Iowa Ci chain stores. Must be pla knowledgeable, very depe dable, have own transporta tion and neat attire.

**BILL'S I-80 CONOCO** or Mr. Bill's Auto Parts. New, remanufactured or used batteries, starters, alternators and tires. \$10 and up. 338-2523, 337-8015 after 5. tf

**PROBLEMS WITH** auto insurance? We can help you. Monthly terms and affordable rates. Ron McDowell and Mike Sies-seger, 338-8200. stf

**FOR SALE: 5 PC.** Dinette set; 2 bar stools, excellent condition. 338-5655, or 351-6448.

**CHEST OF DRAWERS** \$20, shelves \$20, firescreen \$15, girls clothes to 6X, girls 16" bike \$30, liquor cabinet \$25, 337-8686.

**NOW OPEN!**

Doris Greiner  
Ann Ropp

**The Village Shoppe**

**"A Special Place for Each Child"**

**KIDCARE CONNECTIONS**  
**CHILDCARE REFERRAL**  
**SERVICE**

Take the chance out of choosing childcare. By using our computer, information supplied by parent and provider assures a match of needs and resources. **Reach us more**





**Nelson's** **MEATS OF IOWA CITY**  
 1705 1st Ave. Mini-Mall 351-2242  
 We reserve the right to limit. Prices subject to change without notice.

**OPEN Tues.-Sat. 8:30-5:30**  
 We Feature *Wildlife Habitat* Bird Products

**FREEZER BEEF \$1.25 lb.**  
 Whole or Split Sides

Classic Old Fashioned  
**DRY CURED HAMS \$1.98 lb.**  
 Whole or butt half  
 Shank half \$2.29 lb.

**WHOLE BEEF STEAK LOINS \$2.29 lb.**  
 50 lb. avg.

Last time before summer prices

**WE HAVE HORMEL CURE 81 HAMS (Whole or Half)**

Limited Supply For Easter  
**DOMESTIC BONELESS ROLLED LEG OF LAMB**  
 AS ONLY WE DO THEM  
 Limited Supply For Easter

**EASTER FAVORITES**

- Prime Rib Roast
- Boneless Pork Loin Roast
- Rolled Rumps
- Steaks of All Kinds

Ad items good thru Tuesday - We deliver!

**Good Used Lawnmowers for Sale!**

Choose from Honda, Snapper and Lawnboy trade-ins.  
 Buy now while the selection is good!

**Pleasant Valley**

**OAK CUSTOM** kitchen cabinet display for sale. Can be fitted to most any kitchen. High quality cabinets. Big price reduction. Call 627-4355 days, 354-5910 after 6 p.m.

**DP BODYTONE 300** Multi gym for sale, like new. \$50. 354-5910.

**LAWN MOWING,** yard work, apply solid fertil.

**CHILDREN (BOYS 7 and 8 years old and girls 5, 6, 7 and 8 years old) wanted for research study. They will be paid \$10 for their time. Call 353-4825 for information. Ask for Doll Study staff 4 3**

**WE HAVE** upgraded our phone system and have for sale a 2 line, 6 phone control unit for a Merlin system. Costs \$1095 new. Will sell for \$750. Only 8 months old. Call Jeannie at the Advertiser, 354-9006. if

Thank You For Saying: "I Saw it in the Advertiser" - Thursday, March 27, 1986 - 9

**LARGE FDIC FARM** equipment auction. Over 20 tractors: JD 4640, JD 4430, IH 4100 industrial, IH 1566, CAT 930 payloader. 10 plus trucks including 1977 GMC 6000 grain truck. Two good skid loaders. Numerous tillage equipment. Irrigation equipment and piping. Sat., April 5, 1986. Blair Nebraska. For a sale brochure phone 712 773-4222, leave your name and address. Kimbalton Auction Company, Kimbalton, Iowa. icn

**Awareness & Awareness Too**

Let us give you a new look for spring!

**\$5 HAIRCUTS**

Offer good with Dana, Sheryl, Ann, Laurie  
 Expires May 17, 1986

We won't just bring you in...  
 We'll bring you back!

Sign up to win a free perm.  
 2 Coralville Locations  
 351-1087 351-6324 Ext. 152

COUPON

**PEOPLES DRUG**

**YOUR FAMILY PHARMACY**

**3**

**3 DRUG STORES TO SERVE YOU**

- Lantern Park Plaza, Coralville  
 Open Mon.-Fri. 9-9; Sat. 9-6; Sun. 10-6
- 121 E. Washington, Iowa City  
 Open Mon.-Fri. 8-9; Sat. 8-5; Sun. 11-5
- 2425 Muscatine Ave., Iowa City  
 Open Mon.-Fri. 9-9; Sat. 9-6; Sun. 10-6

Prices good thru April 00, while quantities last

**PRICES GOOD THRU TUES., APRIL 1st**

**Easter Sale**

**\$4.99**



Appendix D:  
Parent Questionnaire



PARENT QUESTIONNAIRE

Child's Birthday\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
month/day/year

Please list all siblings and their  
ages: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Mother's Occupation\_\_\_\_\_  
Mother's Education\_\_\_\_\_

Father's Occupation\_\_\_\_\_  
Father's Education\_\_\_\_\_

Children differ in the toys to which they are attached. Which of the following toys are in your home? With which of the following does your child play most of the time? Check the appropriate blanks.

	WE HAVE THESE	MY CHILD USES THESE TOYS		
	TOYS:	ALOT	SOME	NOT AT ALL
Blocks/lego	---	---	---	---
Board games/cards	---	---	---	---
Books/taped stories	---	---	---	---
Cars/trucks/tracks	---	---	---	---
Craft/art activities	---	---	---	---
Dolls/dolls clothes, etc.	---	---	---	---
Musical activities/records	---	---	---	---
Small models/figures	---	---	---	---
Sports equipment	---	---	---	---
Stuffed animals	---	---	---	---
Television/video games	---	---	---	---

Families have different names for body parts and functions. What terms do you use with your children when referring to the following:

YOUR WORD(S)

Abdomen \_\_\_\_\_

Anus \_\_\_\_\_

Belly button/navel \_\_\_\_\_

Bowel movement \_\_\_\_\_

Breast \_\_\_\_\_

Buttocks \_\_\_\_\_

Penis \_\_\_\_\_



Parent Questionnaire - Page 2 - Continued

Thigh \_\_\_\_\_

Urination \_\_\_\_\_

Vagina/labia \_\_\_\_\_

Have you discussed any sexual-reproductive information with your child? Explain:

\_\_\_\_\_

Does your child have knowledge of sexual-reproductive function? \_\_\_\_\_

\_\_\_\_\_

How much curiosity has your child exhibited regarding sexual-reproductive functions? None Little Some Quite a Bit  
1 2 3 4

Explain: \_\_\_\_\_

\_\_\_\_\_



Appendix E:

Interview



INTERVIEW -

Subject # \_\_\_\_\_

Date \_\_\_\_\_

"Did you see the new dolls?"

"How are these dolls different from the ones you have at home?" \_\_\_\_\_

\_\_\_\_\_  
"These dolls have all their body parts... let's see if you can tell me some names for these, okay? I am going to write down what you say so I can remember, okay?"

Comments re child's behavior/affect:



subject # \_\_\_\_\_

I. Take the child doll which is the same gender as the subject first.

Undress the doll; ask "Would you help me undress the doll?"

Ask about one body part on the head (e.g., hair, eyes, mouth, chin, cheek, ear or nose) before going to the torso.

"What do you call this?"

Ask about one body part on the upper torso (e.g., shoulder, arm, elbow, hand or thumb) before going to the sexually related parts. "What do you call this?"

Going on to the sexual parts. Ask for each part: "What do you call this?" "Do you know any other names for \_\_\_\_\_?"

breasts \_\_\_\_\_

navel \_\_\_\_\_

vagina \_\_\_\_\_

penis \_\_\_\_\_ scrotum: \_\_\_\_\_

buttocks \_\_\_\_\_

anus \_\_\_\_\_

Ask about one body part on the lower body (e.g. leg, knee, foot or abdomen). "What do you call this?"



subject # \_\_\_\_\_

II. Pick up the second child doll and ask "Is this doll the same as the one you just looked at? If not, ask "how is it different from the other doll?" \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Repeat questioning as above:

Undress the doll; ask "Would you help me undress the doll?"

Ask about one body part on the head (e.g., hair, eyes, mouth, chin, cheek, ear or nose) before going to the torso.

"What do you call this?"

Ask about one body part on the upper torso (e.g., shoulder, arm, elbow, hand or thumb) before going to the sexually related parts. "What do you call this?"

Going on to the sexual parts. Ask for each part: "What do you call this?" "Do you know any other names for \_\_\_\_\_?"

breasts \_\_\_\_\_

navel \_\_\_\_\_

vagina \_\_\_\_\_

penis \_\_\_\_\_ scrotum: \_\_\_\_\_

buttocks \_\_\_\_\_

anus \_\_\_\_\_

Ask about one body part on the lower body (e.g. leg, knee, foot or abdomen). "What do you call this?"



subject # \_\_\_\_\_

III. Pick up mother doll and repeat process. Ask "Is this a boy doll or girl doll? "How do you know?" \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Repeat questioning as above:

Undress the doll; ask "Would you help me undress the doll?"

Ask about one body part on the head (e.g., hair, eyes, mouth, chin, cheek, ear or nose) before going to the torso.

"What do you call this?"

Ask about one body part on the upper torso (e.g., shoulder, arm, elbow, hand or thumb) before going to the sexually related parts. "What do you call this?"

Going on to the sexual parts. Ask for each part: "What do you call this?" "Do you know any other names for \_\_\_\_\_?"

breasts \_\_\_\_\_

navel \_\_\_\_\_

vagina \_\_\_\_\_

penis \_\_\_\_\_ scrotum: \_\_\_\_\_

buttocks \_\_\_\_\_

anus \_\_\_\_\_

Ask about one body part on the lower body (e.g. leg, knee, foot or abdomen). "What do you call this?"



subject # \_\_\_\_\_

IV. Pick up the father doll and repeat the questions. "Is this a boy doll or girl doll?" "How do you know?" \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Repeat questioning as above:

Undress the doll; ask "Would you help me undress the doll?"

Ask about one body part on the head (e.g., hair, eyes, mouth, chin, cheek, ear or nose) before going to the torso.

"What do you call this?"

Ask about one body part on the upper torso (e.g., shoulder, arm, elbow, hand or thumb) before going to the sexually related parts. "What do you call this?"

Going on to the sexual parts. Ask for each part: "What do you call this?" "Do you know any other names for \_\_\_\_\_?"

breasts \_\_\_\_\_

navel \_\_\_\_\_

vagina \_\_\_\_\_

penis \_\_\_\_\_ scrotum: \_\_\_\_\_

buttocks \_\_\_\_\_

anus \_\_\_\_\_

Ask about one body part on the lower body (e.g. leg, knee, foot or abdomen). "What do you call this?"

DO NOT RE-DRESS DOLLS; LEAVE THEM UNDRESSED

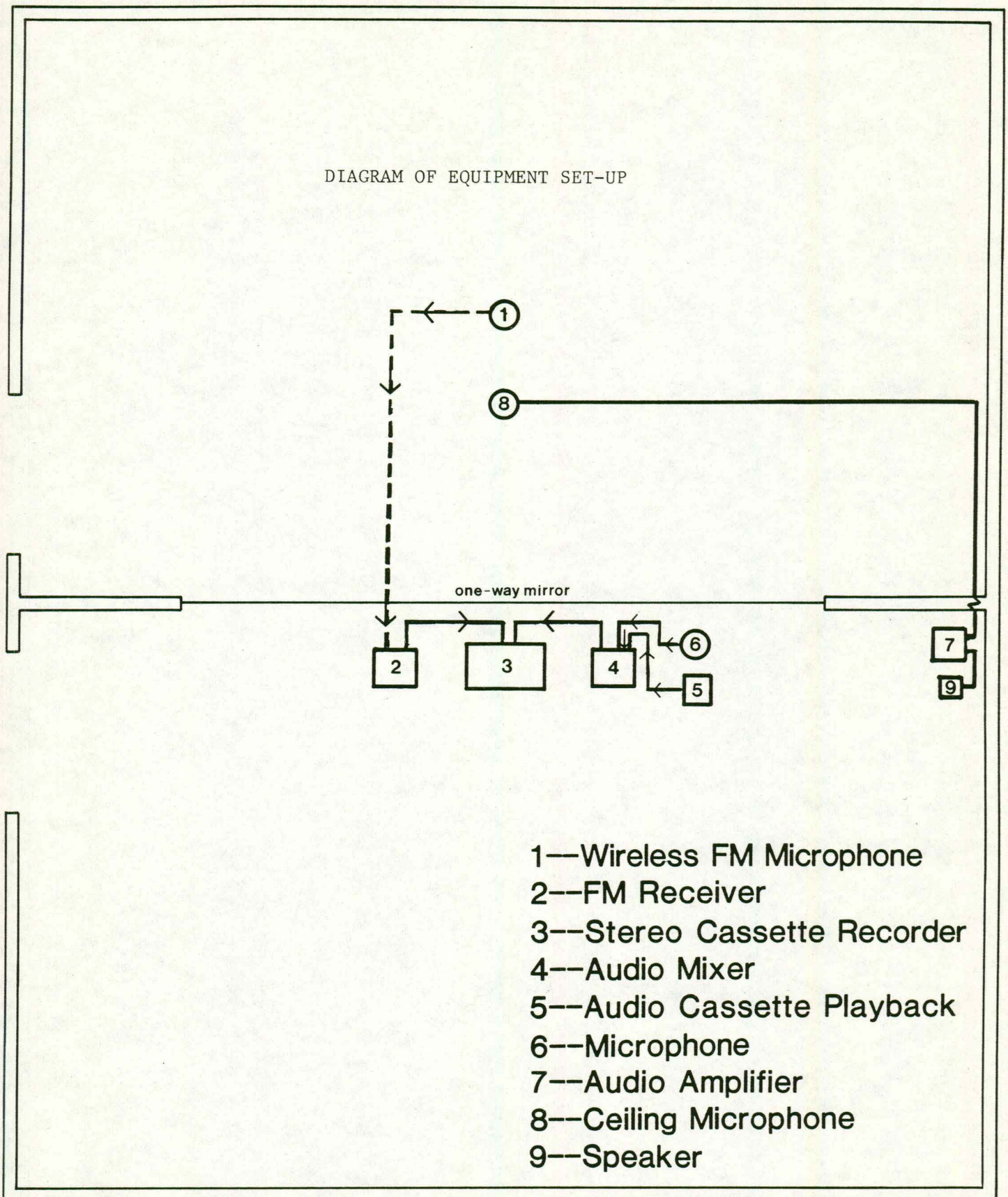


Appendix F:

Diagram and List of Equipment



DIAGRAM OF EQUIPMENT SET-UP





List of Equipment

- 1, 2: Wireless FM Microphone and FM Receiver  
TOA Model: WT-6
- 3: Stereo Cassette Recorder  
Parasonic Model RX-C45F
- 4: Audio Mixer  
Realistic Model 32-110A
- 5: Monaural Cassette Playback  
Wollensak Model 2550
- 6: Microphone  
Realistic 33-992B
- 7, 8, 9: Audio Amplifier, Ceiling Microphone and Speaker  
Intercom System of room installed 20 years ago



Appendix G:  
Observer Descriptors



## DESCRIPTORS FOR OBSERVERS

Structure: Actor-verb-object-(for dolls) body part  
Doll actions are coded as a priority over other actions

### ACTOR

child - subject  
male - older male doll  
female - older female doll  
boy - younger male doll  
girl - younger female doll  
adult - interviewer

### CHILD ACTS ON OBJECT VERBS

#### Child moves object verbs

throw - object is not in contact with any other person or object  
kick - child uses foot to move object at least one-half square on floor  
pick-up - child lifts object from surface  
places - child puts object on object for one second or more

#### Child touching object verbs

(code any other verb as a priority)

hold - child touches with one or two hands for one second or more  
touch - child manipulates for one second or less (may be repeated)

#### Child acting on doll verbs

cradle - doll in both arms, arms interlocked, doll parallel to floor  
hug - doll in one or two arms, body vertical to floor, dolls body against child's.

#### hands

rub - child rubs with back to back motion with one or two hands  
punch - child hits with front of knuckled fist  
pound - child hits with heel of fist  
slap - child hits with open hand  
squeeze/pinch - child uses thumb and forefinger to squeeze (hold, places, pick-up, are priority codes)  
poke - child hits with one or two fingers  
jerk - child pulls part away from object midline  
fold - child bends object more than 90 degrees  
others - pull

#### head

bite - child places in mouth  
kiss - child places mouth on object  
hit - child hits own head against object or object against head

#### feet

step-on - child places on foot on object  
stamp - child places one or two feet x2 on object no intervening code  
kick-at - child uses foot to kick object without moving object (i.e., holds object or places object against wall)



other

sit - child's bottom contacts object for one second or more  
bounce - child's bottom contacts object for one second or less  
talk - child talks to object (code any but look as a priority)  
look - child's head points to object (code any other code as a priority)

Child manipulating clothing

remove - child removes item from doll  
closures/unclosures - child places clothing on doll and does appropriate fastening  
undressing - child attempting to remove clothing items  
dressing - child attempting to put on items

PRIORITY OF CHILD ACTING ON OBJECT VERBS IN DESCENDING ORDER

rub, punch, pound, slap, poke, jerk, fold,  
bite, kiss, hit,  
stomp, step-on, kick-at,  
sit, bounce,  
undressing, dressing, remove, put on,  
cradle, hug,  
throw, kick,  
pick-up, places,  
hold, touch,  
pinch,  
talk,  
look

CHILD ACTS ALONE VERBS

stands - child has only feet touching any object or child moves from sitting to standing position  
kneels - child has one or two knees touching ground  
sits  
wanders in room

DOLL ACTS ON OBJECT VERBS

same as child acts on other verbs - some categories less likely than others

ROOM OBJECTS

Play Objects

bed - bed, sheets, mattress  
chalk - chalk  
car - car  
sink - sink  
chairs - chairs  
curtain - curtain and all toys behind curtain  
door - doors  
rear table - table next to interviewer's chair  
typing table - table under observer's mirror  
picnic basket - picnic basket and all items in it  
teapot - silver tea pot  
book - book  
puzzle - interlocking cards and box - matchmates



Play Objects (continued)

own clothing - child's clothing, describe item(s)

own body part - child plays with own body part, describe part(s)

mirror - observation window

mike - transmitter and strap

dominoes

wagon

DOLL OBJECTS

Body Parts

hair

eye

nose

ear

head

mouth

body

breast

arm

hand

penis

scrotum

bottom

leg

foot

crotch - between legs

Doll Orientation

front

back

Clothing

shirt

pants

dress

undermen - male and boy's underpants

underwomen - female and girl's pants



Appendix H:

Table Showing Percentages of Events  
in Each Category for 12 Groups



## APPENDIX H

Table Showing Percentages of Events in Each Category for 12 groups

GROUP	COND	EXPL DOLLS	EXPL TOYS	EXPL PEOPLE	EXPL ENVRN	EXPL CLOTHES	EXPL MICRO	RP DOLLS	RP TOYS	TASK-OR TOYS	DRESS DOLLS	WANDER- ING	LEAVING ROOM	DOLL	NON-DOLL	
I	C: Boy	I	6.84	64.26	0.00	.38	0.00	3.42	.38	6.08	5.70	.76	12.17	0.00	7.98	92.02
	I: F	II	6.42	37.97	0.00	3.74	.53	6.42	3.21	9.63	6.95	1.60	21.39	2.14	11.23	88.77
	3-4 yr.	IV	10.56	20.42	0.00	2.11	0.00	1.41	2.11	14.79	0.00	10.56	35.21	2.82	23.24	76.76
II	C: Boy	I	4.44	48.89	0.00	.37	.37	5.93	.37	4.07	0.00	0.00	35.56	0.00	4.81	95.19
	I: M	II	2.01	56.38	0.00	2.01	0.00	8.05	4.70	4.03	0.00	0.00	19.46	3.36	6.71	93.29
	3-4 yr.	IV	.96	46.15	1.92	5.77	1.92	8.65	0.00	0.00	0.00	1.92	26.92	5.77	2.88	97.12
III	C: Girl	I	7.58	58.12	0.00	.72	.36	1.08	5.42	2.17	0.00	8.30	14.80	.36	21.30	73.70
	I: M	II	9.09	46.41	0.00	3.83	2.39	.96	12.44	2.87	0.00	9.57	10.53	1.44	31.58	68.42
	3-4 yr.	IV	10.42	28.47	0.00	2.08	.69	3.47	2.78	1.39	0.00	25.00	20.83	4.17	38.19	61.81
IV	C: Girl	I	6.59	58.61	0.00	1.10	0.00	.73	1.83	3.66	2.20	0.00	23.08	.37	10.26	89.74
	I: M	II	6.86	70.86	0.00	0.00	0.00	.57	5.14	1.71	0.00	0.00	12.00	2.86	12.00	88.00
	3-4 yr.	IV	11.11	40.74	0.00	3.70	6.17	1.23	2.47	0.00	0.00	20.99	3.70	9.88	34.57	65.43
V	C: Boy	I	10.37	74.27	0.00	.83	0.00	.41	3.73	4.15	0.00	2.90	2.90	.41	17.01	82.99
	I: F	II	5.85	62.77	0.00	2.13	.53	6.38	1.06	0.00	7.45	4.26	7.45	2.13	11.17	88.83
	5-6 yr.	IV	9.40	33.56	0.00	1.34	2.01	14.09	1.34	4.03	2.01	5.37	24.16	2.68	16.11	83.89
VI	C: Boy	I	9.76	56.10	.41	1.63	0.00	2.44	3.66	9.76	0.00	.81	15.04	0.00	14.63	85.37
	I: M	II	3.80	49.46	0.00	3.26	0.00	4.89	2.17	10.87	0.00	.54	22.83	2.17	6.52	93.48
	5-6 yr.	IV	1.53	41.22	0.00	6.11	0.00	3.82	0.00	7.63	0.00	0.00	35.88	3.82	1.53	98.47
VII	C: Girl	I	14.63	29.27	0.00	.81	3.25	.41	4.07	6.50	.41	16.67	23.58	.41	35.37	64.63
	I: F	II	10.70	32.10	0.00	2.88	.41	2.47	5.76	1.23	6.58	22.22	14.81	.82	38.68	61.32
	5-6 yr.	IV	6.71	14.63	0.00	1.83	4.27	5.49	1.83	0.00	3.05	30.49	30.49	1.22	39.02	60.98
VIII	C: Girl	I	6.15	68.03	0.00	2.87	2.46	.41	2.05	0.00	0.00	4.92	12.70	.41	13.11	86.89
	I: M	II	9.14	45.70	0.00	11.83	2.15	1.08	5.91	4.84	8.06	4.30	4.30	2.69	19.35	80.65
	5-6 yr.	IV	3.23	16.13	0.00	4.03	12.10	2.42	4.03	2.42	3.23	30.65	16.94	4.84	37.90	62.10
IX	C: Boy	I	3.63	74.60	0.00	1.61	.40	.81	2.02	.40	0.00	1.21	14.52	0.00	7.66	92.34
	I: F	II	6.75	30.80	0.00	2.95	.84	1.69	7.59	1.69	8.44	4.64	32.49	0.00	21.10	78.90
	7-8 yr.	IV	3.85	26.28	0.00	10.26	1.28	5.77	1.28	.64	0.00	0.00	48.08	1.92	5.13	94.87
X	C: Boy	I	3.10	73.26	0.00	.78	.78	3.88	0.00	3.88	1.55	7.36	5.43	0.00	10.47	89.53
	I: M	II	4.76	62.34	0.00	2.16	2.60	7.79	0.00	3.46	3.90	1.73	11.26	0.00	6.49	93.51
	7-8 yr.	IV	10.29	32.57	0.00	5.14	10.29	7.43	1.14	.57	7.43	5.14	18.86	1.14	16.57	83.43
XI	C: Girl	I	10.57	48.68	0.00	.38	3.02	.38	7.17	0.00	0.00	18.11	10.94	.38	36.23	63.77
	I: F	II	12.77	41.28	0.00	0.00	.43	.43	5.53	0.00	12.77	10.21	15.74	.43	28.94	71.06
	7-8 yr.	IV	10.61	25.14	0.00	3.91	6.70	.56	1.12	1.12	0.00	27.93	21.79	1.12	39.66	60.34
XII	C: Girl	I	15.05	35.84	0.00	0.00	4.66	.72	4.66	1.43	2.51	14.34	20.79	0.00	34.05	65.95
	I: M	II	10.44	51.00	0.00	2.01	4.42	.80	2.81	1.61	0.00	15.66	10.84	.40	28.92	71.08
	7-8 yr.	IV	6.47	14.71	.59	3.53	7.06	3.53	1.18	1.18	5.29	27.06	17.65	1.76	44.71	55.29

C=Child

I=Interviewer

F=Female

COND=Condition

EXPL=Exploration

M=Male

ENVRN=Environment

MICRO=Microphone

RP=Role Play

TASK-OR=Task Orientation

DRESS=Dressing



Appendix I:

Parents' and Children's Labels of  
Sexuality-Related Body Parts



SCROTUM [2 dolls]

	BOYS	GIRLS	PARENTS
Age Group:	*DK (29)	DK (24)	none asked
3-4 years	butt (3) balls (2) big spot (2) body (2) vagina (2)	bottom (4) butt (2) part of that-- points to penis or scrotum--(2) pung (2)	
Other Words:	bottom bubu buga bun penis & a weiner platform poop holder popo tooa	going down? kind of circle kind of like hand 1/2 weiner peanut-pees penis seen testicles thumb tussie wally where hair is supposed to be	

Age Group:	DK (27)	DK (47)	none asked
5-6 years	balls (11) scrotum (3) sac (2) sacy (2) thing where your testicles go (2)		
Other Words:	crotch part of the peter poop pub	canna part of bottom	

Age Group:	DK (28)	DK (39)	none asked
7-8 years	balls (10) bag (4) sac (3) scrotum (2)	balls (2)	
Other Words:	bottom of bad spot nuts part of penis	penis	*DK=Doesn't Know



ANUS [4 dolls]

	BOYS	GIRLS	PARENTS
Age Group: 3-4 years	DK (38) butt/s/ (11) poop (9) bottom (8) bones (4) butt-hole (4) poop-hole (4) penis (3) buga (2) hole (2) poop come out/ can poop out (2) skin (2) stuff dolls (2)	DK (59) bottom (11) crotch (6) hole (5) peanut (4) penis (4) where you make byce (4) butt (3) crotcho (3)	no answer (7) bottom (20) butt (11) anus (5) butt-hole (3) poopy-hole/poop-hole (2) rectum (2)
Other Words:	butt-hole butt-hole butt buttee-hole button choo doo-doo go to bathroom goes for poo gutter butt-hole hole to go bathroom lina little hole they poop out of pewy vagina when BM comes out	back backo lipstick pink tig three little pigs twig where you go pee	bum opening for BMs/where your BM comes out po-po rearend where the poop/y/ comes out

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Age Group: 5-6 years	DK (58) hole (12) poop (8) bottom (4) butt-hole (4) in between (4) tinkle spot (3) bottom-hole (2) pee (2) tinkleee (2)	DK (75) butt (7) hole (4) bottom (3) butt-hole (2) china (2) poop-hole (2)	no answer (12) bottom (21) butt (12) rectum (5) behind (2)
Other Words:	buns hole butt buttie	bladder crack fargutt	anal sphincter butt hole fanny



## BOYS

buttocks  
 chubby cheek  
 crotch  
 d'henzos  
 where poop comes  
 out

## GIRLS

line  
 where your pee  
 comes out

## PARENTS

hole  
 where bowel move-  
 ment comes out  
 where the poop/y/  
 comes out  
 where you go potty

Age Group:  
 7-8 years

DK (63)  
 hole--the hole or  
 a hole--(9)  
 butt-hole (8)  
 crack (8)  
 bone/s/ (5)  
 skin (3)

DK (71)  
 butt-hole (11)  
 bottom (5)  
 where he/she goes  
 #2 (4)  
 butt (2)  
 crack (2)  
 hole (2)

no answer (12)  
 bottom (18)  
 butt (8)  
 butt-hole (5)  
 anus (3)  
 rectum (2)

Other Words:

inside of rump  
 pun  
 rump

bones

bum  
 heiney  
 hole  
 opening for BMs/where  
 your BM comes out  
 poop/y/ hole  
 rear end



BUTTOCKS [4 dolls]

	BOYS	GIRLS	PARENTS
Age Group: 3-4 years	DK (23) butt (36) bottom (26) poop (5) bum (4) fanny (4) buttsee/s/ (3) buga (2)	DK (17) bottom (30) butt (29) body (4) buns (4) poe-poe (4) tissue (4) back (3) bottomo (3) poop (3) backo (2) cheeks (2) table/sitting table (2)	no answer (1) bottom (30) butt (23) buns (2)
Other Words:	belly back of tummy body boobs bopper breast buttee button go BM out of it gotten gutterbutts hair penis	back bum/s/ fanny hartwig part of bottom peanut-pees penis pink pooped saddy twig whig renima	bum buttocks cheeks tushy

Age Group: 5-6 years	DK (9) butt (42) bottom (27) buns (8) behind (6) body (4) buttocks (4) rearend (4) back (3) buttee (3) cheek/s/	DK (18) bottom (41) butt (39) behind (6) rearend (6) bum (4) buns (2) cheek (2) peachee (2)	no answer (1) butt (30) bottom (26) ass (2) buns (2)
Other Words:	blout bonzos chubby cheeks hole	back hi-end part of bottom part of bum	behind bum buttocks cheeks



## BOYS

rear

## GIRLS

seat  
tona

## PARENTS

fanny  
peter cottontailAge Group:  
7-8 yearsDK (0)  
bottom (67)  
butt (59)  
rearend (13)  
behind (4)  
buns (4)  
rump (4)  
ass (2)DK (9)  
bottom (49)  
butt (43)  
buns (10)  
behind (4)  
rump (4)  
rear (3)  
rearend (3)no answer (2)  
butt (27)  
bottom (24)  
buns (6)

Other Words:

biscuit  
buttonback  
behive  
bottom side  
uterusass  
bum  
buttocks  
fanny  
rear  
rump  
tusch



BREASTS [4 dolls]

	BOYS	GIRLS	PARENTS
Age Group:	DK (27)	DK (13)	no answer (4)
3-4 years	boobs (13)	breasts (21)	breasts (33)
	breasts (13)	boobies (17)	boob/s/ (12)
	nipples (12)	boobs (10)	booby (3)
	button/s/ (7)	nipples (9)	nipple/s/ (3)
	boobies (5)	dots (6)	chest (2)
	boob-boobs/boo-	tummy (5)	
	boos/boob-boos (4)	belly button (4)	
	tits (4)	neenee (4)	
	chest (3)	rest (4)	
	lung/s/ (3)	teetees (4)	
	baby that/baby	circles (3)	
	milk (2)	polkadots (2)	
	belly (2)		
	buga (2)		
	give milk/babies		
	drink milk (2)		
	red (2)		
Other Words:	B	belly	boo-boos
	belly button	bras	nanny
	balls	bust	ne-ne
	bewey	chum	tit/s/
	boobie-nipple	drink milk from it	
	boobo	heart	
	bucks	leeta	
	bun	pink	
	gutts	puffies	
	like belly button	sandy	
	like egg	suckers	
	milk	twig	
	naked	wide	
	nannys		
	penis		
	pewey		
	strap them		
	toobis		
	tummy		

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Age Group:	DK (35)	DK (25)	no answer (1)
5-6 years	boobs (30)	breasts (28)	breast (40)
	breasts (18)	nipples (27)	boobs (12)
	boobies (10)	boobs (19)	booby (5)
	nipples (10)	boobies (10)	nipple/s/ (5)



## BOYS

chest (3)  
 nippleeee (3)  
 bras (2)  
 pimples (2)  
 titties (2)

## Other Words:

belly button  
 dipples

## GIRLS

buttons (3)  
 b\_\_\_\_\_ (2)

## PARENTS

tit/s/ (4)

book  
 chest  
 nanny  
 titty

Age Group:  
7-8 years

DK (35)  
 breasts (27)  
 boobs (21)  
 boobies (10)  
 tits (5)  
 ninni-dots (4)  
 nipples (2)  
 teeties (2)  
 titties (2)

## Other Words:

beanies  
 bikini  
 chest  
 mountain  
 pupils

DK (24)  
 boobs (35)  
 breasts (32)  
 boobies (5)  
 titties (4)  
 chest (3)  
 tits (3)  
 packs (2)  
 ribs (2)

no answer (3)  
 breast (36)  
 boob/s/ (13)  
 chest (2)

nipple/s/  
 tit/s/  
 titty



PENIS [2 dolls]

BOYS

GIRLS

PARENTS

Age Group:  
3-4 years

DK (6)  
penis (32)  
bun (2)  
pee-pee (2)  
tidera/tidra (2)  
weiner (2)

DK (15)  
penis (20)  
bottom (2)  
denis (2)  
peanut (2)  
peter (2)  
weiner (2)  
wee-wee (2)

no answer (1)  
penis (41)  
pee-pee (2)

Other Words:

bagina  
benis  
body  
bottom  
breast  
buga  
genis  
hot dog  
peins  
pewy  
poop  
potty  
toushee  
weenie

flagger  
ollie  
peanut-pees  
renna  
think  
to go potty  
tussie  
wally  
wide

gilkie  
pee-er  
pee-wee  
tiddler  
weenie  
wee-wee  
what is that hanging  
out

Age Group:  
5-6 years

DK (11)  
penis (33)  
tote/toote/  
tutee (3)  
weiner (3)  
pee-pee (2)  
peter (2)  
tinkle spot (2)

DK (19)  
penis (21)  
weiner (6)  
bottom (2)  
part of bottom (2)

no answer (3)  
penis (42)  
dick (2)

Other Words:

dick  
tinkle  
tinklee

carness  
hot dog  
p\_\_\_\_\_

gilkie  
pee-er  
pee-pee  
peter  
potty  
privates/personal  
part/private part  
tinkle spot  
tutty  
weiner



	BOYS	GIRLS	PARENTS
Age Group:	DK (13)	DK (13)	no answer (4)
7-8 years	penis (30)	penis (28)	penis (41)
	dick (7)	vagina (3)	privates/personal
	weiner (3)	weiner (2)	part/private part (3)
	crotch (2)		
Other Words:	balls	crotch	bo-bo
	bad spot	hot dog	hooty
	bo-bo	peenie	pee-pee
	boo-boo	period	peter
		private part	weiner
		where he goes #1	



NAVEL [4 dolls]

	BOYS	GIRLS	PARENTS
Age Group: 3-4 years	DK (10) belly button (50) penis (8) belly (6) button (6) tummy (4) pewy (4) breasts (3) buga (2) peeny button (2) red (2) socum (2)	DK (13) belly button (64) peek-a-hole (4) pickle (4) tummy (4) tummy button (4) button (3) telly button (3) belly (2) round (2)	no answer (0) belly button (46) navel (4) pupek/pooh-peck-- czech--(2)
Other Words:	belly dutton benis chew dot gelly gutton one tickle telly delly button thickle vas	alateet belly delton belly dutton bunny cinda circle clock jenny like penis sandy telly bunny tig vagina wide	peek hole tummy button where your belly button is

Age Group: 5-6 years	DK (7) belly button (78) belly (12) heart (4) pooh-back-- czech--(4) tummy (4) inee-outee (3) button (2) scrotum (2)	DK (5) belly button (89) button (4) carnist/carnal/ carness (4)	no answer (1) belly button (44) navel (2)
Other Words:	belly-ache really button	belly where babies were born	belly button pupek/pooh-peck-- czech-- tummy tummy button umbilicus



BOYS

GIRLS

PARENTS

Age Group:  
7-8 years

DK (2)  
belly button (82)  
tummy button (8)  
button (7)  
belly (5)  
stomach (5)  
scar (4)  
nabel (3)

DK (3)  
belly button (91)  
navel (4)

no answer (1)  
belly button (41)  
tummy button (6)  
navel (2)

Other Words:

belly  
button  
hole



VAGINA [2 dolls]

	BOYS	GIRLS	PARENTS
Age Group:	DK (16)	DK (17)	no answer (10)
3-4 years	penis (7)	bottom (14)	vagina (28)
	vagina (7)	vagina (8)	bottom (7)
	butt (4)	butt (3)	vulva (3)
	poop (3)	crotch (2)	labia (2)
	bagina (2)	bottoms (2)	
	leg (2)	pink (2)	
	pee-pee (2)	weiner (2)	
Other Words:	bones	chakie	butt
	bottom	cinda	cracker
	breasts	hair	crotch
	buga	hole	perineal area
	crotch	pernum	perineum
	dot	twig	that
	fina	where you go potty	where babies come
	fur	wide-in	out
	hair		
	little butt where		
	poop comes out		
	pina		
	poop come out		
	to go tinkle		
	vagine		

Age Group:	DK (28)	DK (20)	no answer (14)
5-6 years	vagina (8)	bottom (9)	vagina (24)
	crotch (6)	vagina (7)	bottom (6)
	buttocks (2)	butt (4)	crotch (3)
	foot/footee (2)	crotch (3)	personal part/private
	penis (2)	bladder (2)	parts/privates/
		hair (2)	private stuff (3)
		pee-pee (2)	labia (2)
		private spot (2)	
		vulva (2)	
Other Words:	belly button	like a penis	pee-pee
	buttee	penis	pussy
	hair	where your poop &	tinkle spot
	pee-pee	pee comes out	tussy
	tit		urethra
			vulva
			where babies come
			out



	BOYS	GIRLS	PARENTS
Age Group:	DK (23)	DK (16)	no answer (11)
7-8 years	vagina (17)	vagina (9)	vagina (27)
	crotch (2)	crotch (8)	personal part/private
	starts with V (2)	bottom (6)	parts/privates/ private stuff (5)
		genitals (2)	bottom (2)
		period (2)	crotch (2)
		urethra (2)	labia (2)
Other Words:	bad-spot	butt	bo-bo
	hair	cracker	bottom-front end
	hole	'gina	cracker
	middle	patch	genitals
	pussy	penis	groin
	vg	private part	pelvic area
		uterus	
		weiner	
		uterus	
		weiner	
		where she goes #1	



Appendix J:

Summary of Responses to Parent Questionnaires



Responses to Parent Questionnaires

Group: I

	HAVE TOYS	USES AL OT	USES SOME	NOT AT ALL	DON'T HAVE	MANY ANS.	NO RESP.
Blocks/legos	<u>12</u>	<u>5</u>	<u>7</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Board games/cards	<u>11</u>	<u>2</u>	<u>8</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>
Books/taped stories	<u>12</u>	<u>9</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Cars/trucks/tracks	<u>12</u>	<u>10</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Craft/art activities	<u>10</u>	<u>6</u>	<u>4</u>	<u>2</u>	<u>2</u>	<u>0</u>	<u>0</u>
Dolls/dolls clothes, etc.	<u>9</u>	<u>2</u>	<u>7</u>	<u>3</u>	<u>3</u>	<u>0</u>	<u>0</u>
Musical activities/records	<u>11</u>	<u>4</u>	<u>7</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>
Small models/figures	<u>10</u>	<u>7</u>	<u>3</u>	<u>0</u>	<u>2</u>	<u>0</u>	<u>0</u>
Sports equipment	<u>11</u>	<u>2</u>	<u>9</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>
Stuffed animals	<u>12</u>	<u>6</u>	<u>5</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>
Television/video games	<u>6</u>	<u>4</u>	<u>2</u>	<u>0</u>	<u>6</u>	<u>0</u>	<u>0</u>

ANS=Answers  
RESP=Responses



Responses to Parent Questionnaires

Group: II

	HAVE TOYS	USES AL OT	USES SOME	NOT AT ALL	DON'T HAVE	MANY ANS.	NO RESP.
Blocks/legos	<u>12</u>	<u>10</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Board games/cards	<u>11</u>	<u>5</u>	<u>6</u>	<u>6</u>	<u>1</u>	<u>0</u>	<u>0</u>
Books/taped stories	<u>12</u>	<u>16</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Cars/trucks/tracks	<u>12</u>	<u>9</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Craft/art activities	<u>11</u>	<u>7</u>	<u>4</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>
Dolls/dolls clothes, etc.	<u>11</u>	<u>1</u>	<u>9</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>
Musical activities/records	<u>11</u>	<u>4</u>	<u>6</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>
Small models/figures	<u>10</u>	<u>7</u>	<u>3</u>	<u>0</u>	<u>2</u>	<u>0</u>	<u>0</u>
Sports equipment	<u>11</u>	<u>3</u>	<u>8</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>
Stuffed animals	<u>12</u>	<u>7</u>	<u>3</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>
Television/video games	<u>11</u>	<u>3</u>	<u>8</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>

ANS=Answers  
RESP=Responses



Responses to Parent Questionnaires

Group: III

	HAVE TOYS	USES ALOT	USES SOME	NOT AT ALL	DON'T HAVE	MANY ANS.	NO RESP.
Blocks/legos	<u>12</u>	<u>4</u>	<u>7</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>
Board games/cards	<u>12</u>	<u>3</u>	<u>9</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Books/taped stories	<u>12</u>	<u>12</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Cars/trucks/tracks	<u>12</u>	<u>2</u>	<u>8</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>
Craft/art activities	<u>12</u>	<u>9</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Dolls/dolls clothes, etc.	<u>12</u>	<u>8</u>	<u>4</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Musical activities/records	<u>12</u>	<u>7</u>	<u>4</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>
Small models/figures	<u>11</u>	<u>4</u>	<u>7</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>
Sports equipment	<u>12</u>	<u>1</u>	<u>9</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>
Stuffed animals	<u>12</u>	<u>8</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>
Television/video games	<u>11</u>	<u>4</u>	<u>6</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>

ANS=Answers  
RESP=Responses

Responses to Parent Questionnaires

Group: IV

	HAVE TOYS	USES AL OT	USES SOME	NOT AT ALL	DON'T HAVE	MANY ANS.	NO RESP.
Blocks/legos	<u>12</u>	<u>5</u>	<u>5</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>
Board games/cards	<u>12</u>	<u>5</u>	<u>6</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>
Books/taped stories	<u>12</u>	<u>10</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Cars/trucks/tracks	<u>12</u>	<u>2</u>	<u>9</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>
Craft/art activities	<u>11</u>	<u>8</u>	<u>3</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>
Dolls/dolls clothes, etc.	<u>12</u>	<u>8</u>	<u>4</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Musical activities/records	<u>11</u>	<u>8</u>	<u>3</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>
Small models/figures	<u>11</u>	<u>1</u>	<u>9</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>1</u>
Sports equipment	<u>10</u>	<u>2</u>	<u>8</u>	<u>0</u>	<u>2</u>	<u>0</u>	<u>0</u>
Stuffed animals	<u>12</u>	<u>6</u>	<u>5</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>
Television/video games	<u>9</u>	<u>2</u>	<u>6</u>	<u>1</u>	<u>3</u>	<u>0</u>	<u>0</u>

ANS=Answers  
RESP=Responses



Responses to Parent Questionnaires

Group: V

	HAVE TOYS	USES AL OT	USES SOME	NOT AT ALL	DON'T HAVE	MAN Y ANS.	NO RESP.
Blocks/legos	<u>12</u>	<u>11</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>
Board games/cards	<u>12</u>	<u>6</u>	<u>6</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Books/taped stories	<u>12</u>	<u>8</u>	<u>4</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Cars/trucks/tracks	<u>12</u>	<u>7</u>	<u>5</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Craft/art activities	<u>12</u>	<u>8</u>	<u>4</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Dolls/dolls clothes, etc.	<u>9</u>	<u>2</u>	<u>6</u>	<u>1</u>	<u>3</u>	<u>0</u>	<u>0</u>
Musical activities/records	<u>12</u>	<u>5</u>	<u>7</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Small models/figures	<u>11</u>	<u>7</u>	<u>4</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>
Sports equipment	<u>12</u>	<u>5</u>	<u>7</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Stuffed animals	<u>12</u>	<u>4</u>	<u>8</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Television/video games	<u>11</u>	<u>5</u>	<u>6</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>

ANS=Answers  
RESP=Responses

Responses to Parent Questionnaires

Group: VI

	HAVE TOYS	USES ALOT	USES SOME	NOT AT ALL	DON'T HAVE	MAN Y ANS.	NO RESP.
Blocks/legos	<u>12</u>	<u>9</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Board games/cards	<u>12</u>	<u>6</u>	<u>6</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Books/taped stories	<u>12</u>	<u>6</u>	<u>6</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Cars/trucks/tracks	<u>12</u>	<u>7</u>	<u>5</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Craft/art activities	<u>11</u>	<u>4</u>	<u>7</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>
Dolls/dolls clothes, etc.	<u>9</u>	<u>1</u>	<u>6</u>	<u>2</u>	<u>3</u>	<u>0</u>	<u>0</u>
Musical activities/records	<u>9</u>	<u>2</u>	<u>5</u>	<u>1</u>	<u>3</u>	<u>1</u>	<u>0</u>
Small models/figures	<u>12</u>	<u>8</u>	<u>4</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Sports equipment	<u>12</u>	<u>4</u>	<u>8</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Stuffed animals	<u>12</u>	<u>3</u>	<u>8</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>
Television/video games	<u>8</u>	<u>4</u>	<u>3</u>	<u>1</u>	<u>4</u>	<u>0</u>	<u>0</u>

ANS=Answers  
RESP=Responses



Responses to Parent Questionnaires

Group: VII

	HAVE TOYS	USES AL OT	USES SOME	NOT AT ALL	DON'T HAVE	MANY ANS.	NO RESP.
Blocks/legos	<u>12</u>	<u>2</u>	<u>10</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Board games/cards	<u>12</u>	<u>4</u>	<u>8</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Books/taped stories	<u>12</u>	<u>10</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Cars/trucks/tracks	<u>11</u>	<u>1</u>	<u>7</u>	<u>2</u>	<u>1</u>	<u>0</u>	<u>1</u>
Craft/art activities	<u>11</u>	<u>8</u>	<u>3</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>
Dolls/dolls clothes, etc.	<u>12</u>	<u>11</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Musical activities/records	<u>11</u>	<u>7</u>	<u>4</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>
Small models/figures	<u>12</u>	<u>4</u>	<u>7</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>
Sports equipment	<u>12</u>	<u>0</u>	<u>11</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>
Stuffed animals	<u>12</u>	<u>6</u>	<u>5</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>
Television/video games	<u>12</u>	<u>2</u>	<u>9</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>

Responses to Parent Questionnaires

Group: VIII

	HAVE TOYS	USES AL OT	USES SOME	NOT AT ALL	DON'T HAVE	MAN Y ANS.	NO RESP.
Blocks/legos	<u>11</u>	<u>1</u>	<u>7</u>	<u>3</u>	<u>1</u>	<u>0</u>	<u>0</u>
Board games/cards	<u>12</u>	<u>2</u>	<u>10</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Books/taped stories	<u>12</u>	<u>10</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Cars/trucks/tracks	<u>10</u>	<u>1</u>	<u>8</u>	<u>1</u>	<u>2</u>	<u>0</u>	<u>0</u>
Craft/art activities	<u>12</u>	<u>10</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Dolls/dolls clothes, etc.	<u>12</u>	<u>8</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>
Musical activities/records	<u>9</u>	<u>3</u>	<u>6</u>	<u>0</u>	<u>3</u>	<u>0</u>	<u>0</u>
Small models/figures	<u>9</u>	<u>2</u>	<u>7</u>	<u>0</u>	<u>3</u>	<u>0</u>	<u>0</u>
Sports equipment	<u>11</u>	<u>3</u>	<u>7</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>
Stuffed animals	<u>12</u>	<u>5</u>	<u>7</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Television/video games	<u>10</u>	<u>2</u>	<u>8</u>	<u>0</u>	<u>2</u>	<u>0</u>	<u>0</u>

ANS=Answers  
RESP=Responses



Responses to Parent Questionnaires

Group: IX

	HAVE TOYS	USES AL OT	USES SOME	NOT AT ALL	DON'T HAVE	MAN Y ANS.	NO RESP.
Blocks/legos	<u>12</u>	<u>5</u>	<u>6</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>
Board games/cards	<u>12</u>	<u>3</u>	<u>9</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Books/taped stories	<u>12</u>	<u>8</u>	<u>4</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Cars/trucks/tracks	<u>12</u>	<u>7</u>	<u>3</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>
Craft/art activities	<u>12</u>	<u>2</u>	<u>10</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Dolls/dolls clothes, etc.	<u>11</u>	<u>0</u>	<u>3</u>	<u>6</u>	<u>1</u>	<u>2</u>	<u>0</u>
Musical activities/records	<u>12</u>	<u>2</u>	<u>10</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Small models/figures	<u>12</u>	<u>10</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Sports equipment	<u>12</u>	<u>6</u>	<u>6</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Stuffed animals	<u>11</u>	<u>1</u>	<u>7</u>	<u>3</u>	<u>1</u>	<u>0</u>	<u>0</u>
Television/video games	<u>12</u>	<u>6</u>	<u>6</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>

ANS=Answers  
RESP=Responses

Responses to Parent Questionnaires

Group: X

	HAVE TOYS	USES AL OT	USES SOME	NOT AT ALL	DON'T HAVE	MAN Y ANS.	NO RESP.
Blocks/legos	<u>11</u>	<u>6</u>	<u>5</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>
Board games/cards	<u>12</u>	<u>7</u>	<u>5</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Books/taped stories	<u>12</u>	<u>10</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Cars/trucks/tracks	<u>12</u>	<u>6</u>	<u>6</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Craft/art activities	<u>11</u>	<u>5</u>	<u>6</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>
Dolls/dolls clothes, etc.	<u>11</u>	<u>1</u>	<u>6</u>	<u>4</u>	<u>1</u>	<u>0</u>	<u>0</u>
Musical activities/records	<u>10</u>	<u>6</u>	<u>4</u>	<u>0</u>	<u>2</u>	<u>0</u>	<u>0</u>
Small models/figures	<u>11</u>	<u>5</u>	<u>4</u>	<u>2</u>	<u>1</u>	<u>0</u>	<u>0</u>
Sports equipment	<u>12</u>	<u>5</u>	<u>7</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Stuffed animals	<u>11</u>	<u>2</u>	<u>6</u>	<u>3</u>	<u>1</u>	<u>0</u>	<u>0</u>
Television/video games	<u>9</u>	<u>4</u>	<u>5</u>	<u>0</u>	<u>3</u>	<u>0</u>	<u>0</u>

ANS=Answers  
RESP=Responses



Responses to Parent Questionnaires

Group: XI

	HAVE TOYS	USES AL OT	USES SOME	NOT AT ALL	DON'T HAVE	MAN Y ANS.	NO RES P.
Blocks/legos	<u>11</u>	<u>1</u>	<u>9</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>
Board games/cards	<u>12</u>	<u>2</u>	<u>10</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Books/taped stories	<u>12</u>	<u>8</u>	<u>4</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Cars/trucks/tracks	<u>11</u>	<u>2</u>	<u>6</u>	<u>3</u>	<u>1</u>	<u>0</u>	<u>0</u>
Craft/art activities	<u>10</u>	<u>6</u>	<u>4</u>	<u>0</u>	<u>2</u>	<u>0</u>	<u>0</u>
Dolls/dolls clothes, etc.	<u>12</u>	<u>9</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Musical activities/records	<u>11</u>	<u>3</u>	<u>7</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>
Small models/figures	<u>9</u>	<u>1</u>	<u>7</u>	<u>1</u>	<u>3</u>	<u>0</u>	<u>0</u>
Sports equipment	<u>10</u>	<u>2</u>	<u>8</u>	<u>2</u>	<u>2</u>	<u>0</u>	<u>0</u>
Stuffed animals	<u>12</u>	<u>5</u>	<u>7</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Television/video games	<u>10</u>	<u>6</u>	<u>4</u>	<u>0</u>	<u>2</u>	<u>0</u>	<u>0</u>

ANS=Answers  
RESP=Responses

Responses to Parent Questionnaires

Group: XII

	HAVE TOYS	USES AL OT	USES SOME	NOT AT ALL	DON'T HAVE	MANY ANS.	NO RESP.
Blocks/legos	<u>12</u>	<u>0</u>	<u>6</u>	<u>5</u>	<u>0</u>	<u>0</u>	<u>1</u>
Board games/cards	<u>12</u>	<u>6</u>	<u>6</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Books/taped stories	<u>12</u>	<u>10</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>
Cars/trucks/tracks	<u>11</u>	<u>0</u>	<u>5</u>	<u>6</u>	<u>1</u>	<u>0</u>	<u>0</u>
Craft/art activities	<u>11</u>	<u>9</u>	<u>2</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>
Dolls/dolls clothes, etc.	<u>12</u>	<u>11</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Musical activities/records	<u>11</u>	<u>7</u>	<u>4</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>
Small models/figures	<u>11</u>	<u>0</u>	<u>9</u>	<u>2</u>	<u>1</u>	<u>0</u>	<u>0</u>
Sports equipment	<u>11</u>	<u>0</u>	<u>11</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>
Stuffed animals	<u>12</u>	<u>2</u>	<u>9</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>
Television/video games	<u>11</u>	<u>5</u>	<u>6</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>

ANS=Answers  
RESP=Responses



Responses to Parent Questionnaires

Group: Boys

	HAVE TOYS	USES AL OT	USES SOME	NOT AT ALL	DON'T HAVE	MANY ANS.	NO RESP.
Blocks/legos	<u>71</u>	<u>46</u>	<u>23</u>	<u>2</u>	<u>1</u>	<u>0</u>	<u>0</u>
Board games/cards	<u>70</u>	<u>29</u>	<u>40</u>	<u>1</u>	<u>2</u>	<u>0</u>	<u>0</u>
Books/taped stories	<u>72</u>	<u>51</u>	<u>21</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Cars/trucks/tracks	<u>72</u>	<u>46</u>	<u>24</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>
Craft/art activities	<u>67</u>	<u>32</u>	<u>35</u>	<u>0</u>	<u>5</u>	<u>0</u>	<u>0</u>
Dolls/dolls clothes, etc.	<u>60</u>	<u>7</u>	<u>37</u>	<u>14</u>	<u>12</u>	<u>2</u>	<u>0</u>
Musical activities/records	<u>65</u>	<u>23</u>	<u>39</u>	<u>2</u>	<u>7</u>	<u>1</u>	<u>0</u>
Small models/figures	<u>66</u>	<u>44</u>	<u>20</u>	<u>2</u>	<u>6</u>	<u>0</u>	<u>0</u>
Sports equipment	<u>70</u>	<u>25</u>	<u>45</u>	<u>0</u>	<u>2</u>	<u>0</u>	<u>0</u>
Stuffed animals	<u>70</u>	<u>23</u>	<u>37</u>	<u>10</u>	<u>2</u>	<u>0</u>	<u>0</u>
Television/video games	<u>57</u>	<u>26</u>	<u>30</u>	<u>1</u>	<u>15</u>	<u>0</u>	<u>0</u>

ANS=Answers  
RESP=Responses

Responses to Parent Questionnaires

Group: Girls

	HAVE TOYS	USES AL OT	USES SOME	NOT AT ALL	DON'T HAVE	MANY ANS.	NO RESP.
Blocks/legos	<u>70</u>	<u>13</u>	<u>44</u>	<u>12</u>	<u>2</u>	<u>0</u>	<u>1</u>
Board games/cards	<u>72</u>	<u>22</u>	<u>49</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>
Books/taped stories	<u>72</u>	<u>60</u>	<u>11</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>
Cars/trucks/tracks	<u>67</u>	<u>8</u>	<u>43</u>	<u>14</u>	<u>5</u>	<u>0</u>	<u>2</u>
Craft/art activities	<u>67</u>	<u>50</u>	<u>17</u>	<u>0</u>	<u>5</u>	<u>0</u>	<u>0</u>
Dolls/dolls clothes, etc.	<u>72</u>	<u>55</u>	<u>16</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>
Musical activities/records	<u>65</u>	<u>35</u>	<u>28</u>	<u>2</u>	<u>7</u>	<u>0</u>	<u>0</u>
Small models/figures	<u>63</u>	<u>12</u>	<u>46</u>	<u>4</u>	<u>9</u>	<u>0</u>	<u>1</u>
Sports equipment	<u>66</u>	<u>8</u>	<u>54</u>	<u>3</u>	<u>6</u>	<u>0</u>	<u>1</u>
Stuffed animals	<u>72</u>	<u>32</u>	<u>36</u>	<u>2</u>	<u>0</u>	<u>1</u>	<u>1</u>
Television/video games	<u>63</u>	<u>21</u>	<u>39</u>	<u>2</u>	<u>9</u>	<u>0</u>	<u>0</u>

ANS=Answers

RESP=Responses



Responses to Parent Questionnaires

Group: N-144

	HAVE TOYS	USES AL OT	USES SOME	NOT AT ALL	DON'T HAVE	MANY ANS.	NO RESP.
Blocks/legos	<u>141</u>	<u>59</u>	<u>67</u>	<u>14</u>	<u>3</u>	<u>0</u>	<u>1</u>
Board games/cards	<u>142</u>	<u>51</u>	<u>89</u>	<u>2</u>	<u>2</u>	<u>0</u>	<u>0</u>
Books/taped stories	<u>144</u>	<u>111</u>	<u>32</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>
Cars/trucks/tracks	<u>139</u>	<u>54</u>	<u>67</u>	<u>16</u>	<u>5</u>	<u>0</u>	<u>2</u>
Craft/art activities	<u>134</u>	<u>82</u>	<u>52</u>	<u>0</u>	<u>10</u>	<u>0</u>	<u>0</u>
Dolls/dolls clothes, etc.	<u>132</u>	<u>62</u>	<u>53</u>	<u>14</u>	<u>12</u>	<u>2</u>	<u>1</u>
Musical activities/records	<u>130</u>	<u>58</u>	<u>67</u>	<u>4</u>	<u>14</u>	<u>1</u>	<u>0</u>
Small models/figures	<u>129</u>	<u>56</u>	<u>66</u>	<u>6</u>	<u>15</u>	<u>0</u>	<u>1</u>
Sports equipment	<u>136</u>	<u>33</u>	<u>99</u>	<u>3</u>	<u>8</u>	<u>0</u>	<u>1</u>
Stuffed animals	<u>142</u>	<u>53</u>	<u>73</u>	<u>12</u>	<u>2</u>	<u>1</u>	<u>1</u>
Television/video games	<u>120</u>	<u>47</u>	<u>69</u>	<u>4</u>	<u>24</u>	<u>0</u>	<u>0</u>

ANS=Answers  
RESP=Responses

Appendix K:

Three Samples of Scored Transcripts



P100

SUBJECT

A: How about if I put this over your arm and then over your head? How would that be?  
C: Okay.  
A: Is that comfortable?  
C: Ya.  
A: Okay, great. I'm going to sit here and do some work for a little while and you can play with whatever you'd like to. Okay?  
C: Okay.  
  
C: This got to have something in it for sure cause its heavy. I was 97 right. A tea party.

C: I'm goin to cook outside. 97

C: This is a pitcher. Do we have any food for here? 97  
A: I don't think so.  
C: We should have brought some food from out there.

C: Okay. Only need one cup. Cause I'm the only one eating. 97

C: Only one plate. Hey, I don't want that. I like the pouch. I have one of these at my school. So I have all of this kit except one 97 thing. Okay.

C: There, it's right on top. 97

C: Okay. Put that ----- 97  
-----myself.

OBSERVER

Child and adult enter room. Adult helps child put on microphone.

\*\*Adult talks to child. Child looks at 11-22  
mirror. Child goes to mirror table. Picks 11-22  
up basket. Kneels on floor. Puts picnic  
basket on floor. Child places lid on floor. 11-22  
Places grill on floor. Child stands. Picks  
up cloth. Unfolds cloth. Places cloth on  
floor. Child talks. Picks up grill. Looks  
at grill. Places grill in basket lid. Picks  
up grill. Picks up pitcher. Places pitcher  
on floor. Places grill in lid. Child picks  
up tongs. Stands. Holds tongs. Walks.  
Looks around.

\*\*Child kneels on floor. Places tongs on  
floor. Picks up cup. Places cup on cloth. 11-22  
Picks up plate. Again. Places plate on 12-22  
cloth. Picks up pitcher. Holds pitcher. 12-22  
Holds pitcher above cup. Touches pitcher  
spout. Places pitcher on floor. Places lid  
on basket. Removes lid. Places grill on  
basket. Places grill on floor. Places  
pitcher on basket. Touches cup and plate to



own mouth. Places cup and plate in basket.  
\*\*Places tongs in basket. Places grill on  
basket. Places lid on basket. Pushes basket  
lid down. Stands. Picks up basket by 11-22  
handle. Places on mirror table. Looks at 11-22  
dolls. Walks to doll table. Picks up  
female. Lets go of female. Walks away from 11-22  
doll table. Looks at dolls. Walks to other  
side of doll table. Looks at dolls. Touches  
boy. Picks up girl. Holds girl. Child  
walks. Carries girl. Walks to adult. Shows  
girl to adult. Child walks to car. Sits  
girl on car.  
\*\*Child stands. Holds girl. Puts girl on  
floor. Picks up cloth. Holds cloth. 11-22  
Carries cloth to basket on mirror table.  
Picks up basket lid. Picks up grill. Places 11-22  
cloth in basket. Places grill on basket.  
Places lid on basket. Picks up girl from 11-26  
floor. Sits girl on table. Looks at mike.  
Touches mike to own ear. Touches mike to own  
mouth. Looks around. Child looks at dolls.  
Talks to dolls. Child sits on chair at doll  
table. Looks around.  
\*\*Child talks. Looks around. Child looks at  
adult. Again. Child looks around. Child 98  
looks at mike. Touches mike to own ear. 98  
Child looks at mike. Child talks to adult.

C: "Hi". (Laughs) 97

C: Sit down. Now we go for a ride  
in the car. (child laughs) -----  
cloth. 97

C: Oh no, you dummy. 97

C: Where'd you go? What you got? 97  
You're a pretty thing.

C: Oh, wow. It's sort of nice around  
here. "Hi, Daddy." 97

C: My ----- soft. 97  
-----

C: Hey! I have these kind of 97



books in my other study, one which is now over. And, except they have smaller -----, kind of.

C: (whispers) 97

C: What's this thing? Okay. 97

A: I left something I need in the other room and I'm going to go get it okay?

C: Okay.

A: And I'm going to be gone for a couple minutes. Is it okay if you stay here and play?

C: Uh-huh.

A: Okay. You can play with whatever you'd like.

C: I'll o---that mop I can't play with.

A: Okay. You can play with whatever you'd like. I'll be back in a little while.

Holds mike. Again. 98

\*\*Child looks around. Child looks at adult.

Child looks at mirror. Child looks around.

Child looks around. Child looks at mike. 98

Child looks around. Child stands. Walks to mirror table. Looks at basket lid. Walks to 98

doll table. Touches 98

\*\*the dolls. Looks at dolls. Picks up

female. Holds female sitting up. Touches

female hair. Holds female folded. Sits 11-21

female down. Touches male. Puts female next 11-21

to male. Walks around doll table. Looks at 11-21

dolls. Picks up girl. Hugs girl. Puts down

girl. Adult talks to child.

\*\*Child talks to adult. Adult leaves. Child

walks to mirror table. Picks up matchmates.

Places matchmates on mirror table. Picks up 11-22

dominoes. Carries dominoes. Child kneels on

floor. Places dominoes on floor. Child 11-22

picks up, holds dominoes. Places dominoes on

floor. Again. Child holds and looks at 11-22

dominoes. Places on floor. Child picks up

domino. Places on floor.

\*\*Child places domino next to domino on

floor. Again. Again. Again. Again. 11-22

Again. Again. Again. 11-22

\*\*Again. Again. Child turns dominoes over. 11-22



Again. Again. Again. Child places domino 11-22  
in box. Again. 11-22

\*\*Again. Again. Again. Again. Again. 11-22  
Again. Again. Child looks at dominoes. 11-22  
Child looks around. Child looks at dolls. 11-22

Child stands. Child

\*\*walks to doll table. Looks at dolls.

Child looks around. Child walks. Child 98

holds mike. Looks at mike. Touches mike to 98

own mouth. Talks. Looks at mirror. Child 11-21

walks to doll table. Looks at mirror. Child

looks at dolls. Child looks at girl.

Touches girl. Looks at mirror. Child looks

around. Child touches

\*\*girl's foot to own mouth. Child looks 98

around. Child looks at dolls. Child looks 98

around. Child looks at dolls. Child looks 98

around. Child looks

\*\*at mike. Holds mike. Touches mike to own

mouth. Talks. Child looks at mirror. Child

looks around. Child stands. Walks to mirror 11-26

table. Child picks up matchmates. Carries 11-22

matchmates to doll table. Walks. Picks up

dominoes. Places dominoes on mirror table. 11-22

Child touches dominoes. Kneels on floor.

Picks up matchmates from box. Places on

floor. Again.

\*\*Again. Adult enters room. Adult talks to

C: Whew. 97

C: Hello. 97

C: (sings) 97

C: Oh, how I ----- it will -----  
do it. 97

C: (Sings and talks to self) 97



A: Hi. I'm back again. Well you figured out those things.  
A: Have a seat here and let's talk about these dolls for a little bit.

A: I'll be back in a couple minutes. Okay.

C: Okay.

A: Okay. You can play with whatever you want.

C: -----

C: Okay. Eight, eight, two! Three. 97

C: Okay. There's one. 97

C: Two. One, two, three, four, five, six, seven, eight. 97

C: O-o-o-o-o. (Like a sigh) 97

C: I do not get my ten dollars. I have to wait until I--they send it to me by mail! EEEE! 97

C: (sings) 97

child. Interview.

Interview ended. Adult leaves room. Child kneels on floor with matchmates.

\*\*Child moves matchmates. Child places matchmate next to matchmate. Child turns over matchmate. Child places matchmate next to matchmate. Again. Again. Child picks up matchmate box. Looks at box. Places box on floor. Child picks up matchmates. Places \*\*next to matchmate. Child looks at matchmates. Child touches mike. Child picks up matchmates. Picks up box. Closes end of box. Places matchmates in box. Again. Again. 11-22 11-22 11-22

\*\*Again. Again. Again. Child stands. Places matchmates on mirror table. Child looks around. Walks. Child looks at mirror. Child walks around. Talks. Child walks to curtain. Opens curtain. Looks at curtain. Child walks. Looks around. 11-22 11-22 11-24

\*\*Child holds mike wire. Child looks at mirror. Holds mike to own mouth. Talks. Child looks at mirror. Child looks at dolls. 98



Child walks. Looks at mike. Child walks.

98

Opens curtain. Looks behind curtain. Closes  
curtain. Child walks. Looks around. Again.

11-24

\*\*Again. Looks at doll table. Looks at  
mirror. Looks around. Adult enters room.

98

A: We're all done. Yea. Here let  
me have the microphone from you.

C: But it isn't

Observation ended.



P130

SUBJECT

OBSERVER

A: Can you stick out your arm?  
This is going to be a little  
uncomfortable, we'll stick it  
around your head. There you go.  
Okay? Alright, you can play with  
anything you want. I need to sit  
here and do a little bit of work.  
Okay? And feel free to play with  
-----.

C: What are these?

97

C: I don't know -----.

97

C: ----- out of the seven.

97

C: Why can't I find the number  
seven?

97

Child and adult enter room. Adult helps  
child put on microphone.

\*\*

Adult talks to child. Child walks to mirror  
table. Picks up matchmates. Child talks to  
adult. Looks ----- . Holds matchmate 11-22  
box. Holds matchmate. Child places 98  
matchmate box on mirror table. Picks up 11-22  
matchmates. Child looks at mirror. Child  
holds mike. Looks at mike. Child looks at  
mirror.

Picks up matchmates.

\*\*Child carries matchmates. Kneels on floor.

Looks at dolls. Places matchmates on floor. 11-22

Child holds matchmates. Places on floor. 11-22

Child touches matchmates. Child holds 11-22

matchmates. Child turns matchmates. Again.

\*\*Again. Again. Child looks around. Child

turns matchmates. Again. 11-22

Child talks to adult. Child looks at adult. 11-22

Child looks around. Child looks at 11-22



(Child talks to self)

matchmates. Child holds matchmates.

\*\*Child looks at matchmates. Child touches 11-22  
matchmates. Again. Again. Again. 11-22

\*\*Again. Again. Again. Again. 11-22, 11-22, 11-22

\*\*Again. Child stands. Walks to mirror

table. Picks up matchmate box. Looks at 11-22  
box. Looks at mirror table. Picks up basket

lid. Places lid on basket. Holds matchmate 11-22

box. Looks at mirror. Child carries 11-22

matchmate box. Kneels on floor. Picks up  
matchmates. Places in box.

\*\*Places matchmates in box. Again. Again.

Child looks at adult. Looks at dolls. Looks

around. Child places matchmates in box. 11-22

Again. Child stands. Carries matchmates. 11-22

Places on mirror table. Child holds basket 11-22

handle. Carries basket. Places basket on

doll table. Child looks at dolls.

\*\*Child sits up male. Child sits down in 11-21

chair at doll table. Opens basket lid. 11-22

Adult talks to child.

A: I left some things in my office.  
I'll be back in a few minutes. I  
have to go get them, okay?

C: Okay.

A: You just keep on playing.

C: -----  
the grill.

C: Oops. Missed.

C: I'm going my ----- to the  
floor.

Adult leaves room. Child places basket lid

on doll table. Places grill in lid. Child 11-22

talks. Child picks up cloth. Unfolds cloth. 11-22

Places cloth on floor.

Child kneels on floor. Places basket and lid



on floor. Places lid on cloth. Places lid 11-22  
on floor. Picks up pitcher. Holds pitcher.  
Opens pitcher spout.

\*\*Opens pitcher lid. Holds lid. Holds the  
spout. Places lid on pitcher. Child places 11-22  
pitcher in basket. Places pitcher on floor. 11-22

Picks up plates. Holds plates. Again. 11-22  
Child drops plates. Child places plates on  
floor. Child places plates on cloth. Again.  
Child holds cups.

\*\*Child places cups on cloth. Again. Again.  
Child picks up plates. Places plates on 11-22  
cloth. 11-22

\*\*Child places plates on cloth. Child picks  
up cups. Holds cups. Child picks up 11-22  
silverware. Places spatula on plate. Places 11-22  
forks on plate. Places cups on cloth. Picks  
up tongs. Holds tongs. Child picks up  
pitcher.

\*\*Places tongs and pitcher in basket. Child  
picks up silverware. Places in basket. 11-22  
Child places cups in basket. Child places 11-22  
plates in basket. Again. Child picks up 11-22  
cloth.

\*\*Folds cloth. Places cloth in basket.  
Places grill and lid on basket. Holds basket 11-22  
handle. Picks up basket. Carries basket to 11-22  
mirror table. Places on mirror table.

C: -----the cloth. 97



Touches dominoes. Walks. Looks around.

Walks to curtain. Opens curtain. Looks 11-24  
behind curtain. Again.

\*\*Child looks at sink. Looks at doll bed.

Looks at dolls. Looks at girl. Unclosures 14-21

girl's dress. Closures girl's dress. Pokes 11-21

finger in girl's mouth. Picks up nightgown. 14-2

Unfolds nightgown. Picks up pajamas.

Unfolds pajamas. Looks at pajamas. Picks up

girl. Turns over. Unclosures dress.

Undresses dress from girl. Closures male

shirt. Undresses dress from girl.

\*\*Places girl's dress on table. Picks up

pajamas. Sits up girl. Touches female, boy, 11-21  
14-21

and male. Holds pajamas.

Dresses girl in pajama top. Adult enters

room.

A: Okay, I'm back.

A: Oh, you see our dolls, huh?

C: Uh-hmmmm.

A: You going to get them ready for  
bed?

[Interview Section]

A: I need to run back to my office  
for a minute....and...a couple  
minutes and get one more thing.  
Okay? You can just play with  
whatever you'd like and I'll be  
back in a few minutes, alright?

C: ----- one. Here's  
the rest.

97

Interview ended. Adult leaves room. Child

picks up girl. Picks up clothes. Picks up 14-21  
14-21



C: On the -----.  
97

C: Hello. 97

C: Hello-o! Hello. Hello. 97

C: That was me. 97

pajamas. Places clothes on table. Picks up clothes. Child turns girls underwear. 14-21  
Dresses girl in underwear.

\*\*Again. Child dresses girl in underwear. 14-21  
Child looks at mike. Holds mike. Talks into 14-2  
mike. Again. 11-21

Child turns mike on and off. Back on.  
\*\*Child dresses girl in bra. Child closures

bra. Child unclosures bra. Undresses bra 14-21  
from girl. Picks up pajama top. Child 14-21  
dresses girl in pajama top. Child looks at 11-26  
mirror. Child removes microphone. Places  
mike on table.

\*\*Child walks to door. Opens door. Looks 99  
into hallway. Child leaves room.

Observation ended.



Group IX  
8 year old boy  
female interviewer

P149

SUBJECT

OBSERVER

\*\*Child walks. Child holds doll table. Child looks dolls. Child walks. Child touches doll table. Child picks up male doll. Looks behind chalkboard. Child looks mirror. Child looks mirror. Child walks mirror table. Child picks up domino. Child looks domino. Child picks up domino. Child picks up domino. Child picks up domino. Child picks up domino.

98  
98  
11-22

\*\*Child picks up domino. Child picks up domino. Child picks up domino. Child picks up domino. Child looks mirror. Child picks up domino.

11-22  
11-22  
11-22

\*\*Child picks up domino. Again. Child places dominoes on mirror table. Again. Again. Child places dominoes in domino box. Again.

11-22  
11-22  
11-22

\*\*Again. Again. Again. Again. Again. Again. Child holds mike. Child looks mirror. Child holds teapot. Child removes lid teapot. Child places lid teapot on teapot. Child picks up puzzle piece. Child picks up puzzle piece.

11-22  
11-22  
11-22

\*\*Child looks puzzle pieces. Child places



puzzle pieces on mirror table. Child walks.  
 Child picks up lid picnic basket. Child 11-22  
 picks up picnic cloth. Child places picnic 98  
 cloth on picnic basket. Child places lid on 98  
 picnic basket. Child looks. Child walks.  
 Child walks. Child looks back door. Child  
 looks chalkboard. Child walks. Child looks  
 chalkboard. Child touches dolls looking for  
 chalk. Child looks clock. Child walks.  
 \*\*Child looks sink mirror. Child looks  
 dolls. Child looks sink mirror. Child rubs 98  
 own head with own hand. Child looks doll 98  
 bed. Child looks rear door. Child looks 98  
 mirror. Child touches puzzle. Child touches  
 mirror table. Child looks. Child walks  
 sink. Child looks doll bed. Child looks  
 sink mirror. Rubs own head with own hand.  
 \*\*Child looks mirror, sink. Child looks sink 98  
 mirror. Child rubs own head with own hand. 98  
 Child looks curtain. Child looks car. Child 98  
 looks mirror. Child looks dolls. Adult  
 talks to child. Adult leaves.

A: I need to go out for a few  
 minutes. You can do  
 whatever you want while I'm  
 gone, okay? I'll be back in  
 just a little bit.

C: Okay.

Child pulls doll  
 \*\*table chair. Child sits doll table chair. 98  
 Child looks mirror. Child looks mike. Child 98  
 holds mike. Child looks hair. Child holds



mike. Child looks mirror. Child holds mike.  
Child holds mike. Child talks mike. Child  
looks. Child looks floor. Child looks  
mirror.

98

(Child whispers noises.)

97

\*\*Child holds mike. Child talks. Child  
looks clock. Child looks clock. Child looks  
clock. Child looks clock. Child looks  
clock.

98

98

98

\*\*Child looks clock. Child looks mirror.

Child rubs own head with own hand. Child  
holds mike. Child mouths mike. Child holds

98

98

mike. Child looks mirror. Child stands.

11-22

Child picks up book. Child opens book.

Child turns pages of book. Child closes

book. Child places book on mirror table.

Child walks.

\*\*Child sits doll table chair. Child looks  
dolls. Child looks clock. Child holds mike.

98

Child holds boy doll. Child picks up boy

11-21

doll. Child turns boy doll. Child turns boy

doll. Child folds boy doll. Child folds boy

15-21

doll. Boy doll kicks boy doll in the head.

Child turns boy doll. Child pokes own thumb

into boy doll's mouth.

\*\*Child holds boy doll. Child places boy

doll on doll table. Child touches boy doll

11-21

leg. Child pulls male doll. Child picks up

(Child whispers to self.)

97



(Child whispers to self.)

97

Child whispers-can't understand words.

97

(Child whispers to self.)

97

C: Mom. Mom.

97

A: Hi. How you doing?

male doll. Child turns male doll. Male doll walks. Child holds male doll. Child places male doll on doll table. Child holds female legs. Child holds male doll legs. Child touches girl legs. Child touches male doll leg. Child turns male doll leg. Child touches boy doll leg. Child touches female doll legs.

12-21

11-21

\*\*Child holds female doll legs. Child pulls down female doll dress. Child holds girl doll legs. Child picks up boy doll. Child picks up female doll. Places against blackboard. Boy doll walks. Boy doll turns. Child places boy doll against blackboard. Child holds female doll leg. Child holds male doll. Child picks up male doll. Child turns male doll. Child places male doll on doll table. Child looks door. Child looks mirror. Child gets up. Child walks to adult chair. Child holds mike.

14-21

12-21

11-21

\*\*Child looks mirror. Child looks mirror. Child holds mike. Child looks mirror. Child looks mirror. Child holds mike. Child holds mike. Child looks mirror. Child sits doll table chair.

98

98

98

\*\*Child sits doll table chair. Child rubs own nose with own finger. Child places own finger in own mouth. Adult enters room.

98



C: Fine.

(Interview.)

(Child whispers.)

97

(Child makes sounds into mike.)

97

(Child sings to self.)

(Child whispers to self.)

97

Adult leaves room. Child sits doll table chair. Child looks mirror. Child holds mike. Child talks into mike. Child looks dolls. Child looks. Child holds mike. Child looks mirror. Child talks. Child holds mike.

98  
98

\*\*Child holds mike. Child holds mike. Child holds mike. Child sings. Child holds mike. Child looks. Child rubs own face with own hand. Child stands. Child looks mirror. Child looks mirror.

98  
98  
98

\*\*Child looks dolls. Child touches dolls.

Can't see. Child touches foot doll. Child looks dolls. Child walks. Child sits doll table chair. Child picks up bra. Places bra on doll table. Child looks dolls. Child looks dolls. Child looks floor. Child looks mirror. Child hits own legs with own hands.

11-21  
98  
98

\*\*Child holds mike. Child holds mike. Child looks dolls. Child looks mike. Child holds mike. Child holds mike. Child holds mike. Child looks mirror. Child looks clock.

98  
98  
98

Child looks clock. Child looks clock.

\*\*Child looks clock. Child looks clock.

Child looks dolls. Child looks dolls. Child

98  
98



looks mirror table. Child looks dolls. 98  
\*\*Child looks mirror. Child looks mirror.  
Child looks. Child rubs own face with own 98  
hand. Child looks mirror. Child rubs own 98  
face with own hand. Child looks mike. Child 98  
holds mike. Child looks mirror. Adult  
enters room.

A: Hi.  
C: Hi.  
A: We're all done.

End session.



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