MOTHERS AND CHILDREN:

AN ANALYSIS OF CHANGE.

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Submitted in partial fulfilment of the requirements for the degree of Doctor of Philosophy in the Department of Psychology, University of Natal, Durban
LIST OF APPENDICES.

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MOTHERS' PRACTICAL REASONING : STAGE 2.

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INTERVIEW SCHEDULE

NAME OF INTERVIEWER

DATE OF INTERVIEW

PLACE WHERE INTERVIEW TOOK PLACE

To the interviewer:

Only select mothers

1. Who are between 20 and 35 years of age
2. Who have more than one child
3. One of the youngest children is between 12 and 30 months and of sound health

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

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

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

1. Name

2. Address

3. Age (20 - 35)

4. Place of birth

5. Educational history

6. Occupational history

7. Marital status

8. Residential history
2.

9. Present living circumstances

10. Names, ages and sexes of children

In the case of married women:

11. Husband's occupation

12. Husband's level of education

13. Husband's income per month

In the case of unmarried women:

14. Does mother live with father of child

15. Father of child's occupation

16. Father of child's level of education
17. Father of child's income per month

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

18. Name

19. Age

20. Place of birth

B. Questions to the mother

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

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

23. What are all the things ____________ does now?
24. Where does ____________ spend most of his/her time?

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

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

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

New born:

3 months old:
5.

6 months old:

9 months old:

12 months old:
18 months old:

24 months old:

30 months old:
36 months old:

42 months old:

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

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

30. Do you think children are different from adults?

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

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

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

34. Can a mother teach her child these things adults know?
35. How do you teach your child about these things? (Get examples and clarify meaning of examples given)

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

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

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

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

40. If yes, why is it important?

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

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

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

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

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

47. How do you think a child learns different languages? (Get full description and examples)
11.

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

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

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

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

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

53. How do you think a child learns to differentiate the important from the unimportant? (Get full description and examples)
54. How do you think a child learns to develop his/her talents? (Get full description and examples)

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

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

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

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

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

60. If yes, how does it differ?

61. Can you describe all the different stages a child goes through from birth until school age?
62. What are the games children play during these stages?

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

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

65. If yes, how will the surroundings effect the child's development?
14.

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

67. How do you assess ________'s development?

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

69. What are your feelings about all these questions?
70. Are there any other important things which you would like to say about your beliefs about child development and a mother's role in this?
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<th>MOTHER'S YRS OF SCHOOL</th>
<th>MOTHER'S OCCUPATION</th>
<th>MARRITAL STATUS</th>
<th>PLACE OF RESIDENCE</th>
<th>LIVING CIRCUMSTANCES</th>
<th>NUMBER OF CHILDREN</th>
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### Important influences on child's development.

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### Role of the mother in child development.

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**Self initiated learning.**

| 44 | How a child learns to read                                                      | Play-play reading  |                    |                    | 48                 |
| 45 | How a child learns to write                                                      | Play-play writing  |                    |                    | 64                 |
| 46 | How a child learns arithmetic                                                    | Knowing how many   |                    |                    | 76                 |
| 47 | How a child learns home language                                                 | Imitation/observation |                    |                    | 69                 |
| 50 | How a child learns to socialize with children                                    | Experience with other children |                    |                    | 60                 |
| 52 | How a child learns about nature                                                  | Observation        |                    |                    | 35                 |
APPENDIX 5.

INTERVIEW SCHEDULE

NAME OF INTERVIEWER: ________________________________

DATE OF INTERVIEW: ________________________________

PLACE WHERE INTERVIEW TOOK PLACE: ________________________________

TO THE INTERVIEWER

Only select mothers

1. Who are between 20 and 35 years of age

2. Who have more than one child

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

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

1. Name

2. Address

3. Age (20 - 35)

4. Place of birth

5. Educational history

6. Occupational history

7. Marital status

8. Residential history
9. Present living circumstances


10. Names, ages and sexes of children


In the case of married women:

11. Husband's occupation


12. Husband's level of education


In the case of unmarried women:

13. Does mother live with father of child


14. Father of child's occupation


15. Father of child's level of education
B. Interview schedule

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


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


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


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


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


21. If yes, what do you teach him/her?
22. You said .......... has learnt to ........
23. Please show me how he/she can ............

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

25. You said .......... has learnt to ........
26. Please show me how he/she can ............

27. Why did you ........... when you showed me how ...........
28. You said ............ has learnt to ............

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

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

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

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

33. Why did you ............ when you showed me how ............
34. You said ........ has learnt to .........

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

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

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

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

39. Why did you .......... when you showed me how .........
40. Are there any other things ........ has learnt to do?

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

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

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

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

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

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________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
30.

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

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

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

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

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

51. Please show me how he/she can ..............
31.

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

53. You said ........... has learnt to ...........

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

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

56. You said ........... has learnt to ...........

57. Please show me how he/she can .............
58. Why did you ............ when you showed me how ............

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

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

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

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

63. Please show me how you teach him/her to ............
33.

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

__________________________
__________________________
__________________________
__________________________

65. You said you teach .......... to ............

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

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

__________________________
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68. You said you teach .......... to ............

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

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

71. You said you teach ............ to ...........

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

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

74. You said you teach ............ to ............

75. Please show me how you teach him/her to ............
76. Why did you .......... when you taught him/her to ..........

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

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

80. Why did you .......... when you taught him/her to ..........
81. You said you teach .......... to ..........

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

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

84. You said you teach .......... to ..........

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

86. Why did you .......... when you taught him/her to ..........
87. You said you teach ........... to ...........

88. Please show me how to teach him/her to ...........

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

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

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

92. Why did you .......... when you taught him/her to ........
38.

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

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

96. Why did you ........... when you taught him/her to ...........
**DEMOGRAPHIC DATA.**

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<tr>
<th>SUBJECT</th>
<th>MOTHER'S YRS OF SCHOOL</th>
<th>MOTHER'S PRESENT OCCUPATION</th>
<th>MARITAL STATUS</th>
<th>PLACE OF RESIDENCE</th>
<th>LIVING CIRCUMSTANCES</th>
<th>FATHER'S INCOME PER MONTH</th>
<th>FATHER'S OCCUPATION</th>
<th>FATHER'S YRS OF SCHOOL</th>
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**KEY**
- M - Married
- S - Single
- D - Divorced
### Table 6: Assessment Criteria

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

1. Major emphasis: Where at least 20% of responses fall in category.
2. Minor emphasis: Where less than 20% but more than 15% of responses fall in category.
3. No emphasis: Where no responses were given in a specific category.
4. Some mention: Where less than 15% but more than 0% of responses fall in category.

Major emphasis.

In terms of those criteria elicited through questions directed at what the mothers thought their own and other children have learned, language development and knowledge were emphasized. Language development emerged as a major emphasis for other infants and toddlers, and for own toddlers. Knowledge as a criterium was a major emphasis for own and other infants, and this involved mostly social knowledge. In terms of what children are being taught, authority relations, mental skills, responsibility training, self-sufficiency and knowledge, emerged as major emphasis. Authority relations was applied to other infants and
toddler and was made-up primarily from the sub-category 'obey instructions'. Mental skills was emphasized for own infants and mainly involved imitation. Responsibility training applied to own toddlers, whereas self-sufficiency referred mainly to other infants, as a criterion for assessment. Knowledge, which was made-up primarily of social knowledge, was a criterion emphasized for other infants.

**Minor emphasis.**

In terms of those criteria elicited through questions directed at what the mothers thought their own and other children have *learned*, self-sufficiency, language development, knowledge, motor activity and play emerged as minor emphases. Self-sufficiency was a criterion applied to other toddlers whereas language development was a minor emphasis for own infants. Knowledge as a minor emphasis was a criterion used for both own and other toddlers and this criterion consisted mainly of social knowledge. Motor activity as a criterion with minor emphasis applied to other infants and consisted only of gross motor activity. Play
achieved minor emphasis in terms of other infants and toddlers. In terms of what children are being taught, authority relations, mental skills, responsibility training, self-sufficiency, language development, and knowledge, attained minor emphases as criteria for the assessment of developmental status. Authority relations was a criterium used with own children and made-up of both sub-categories (obey instructions and respect training). Mental skills as a minor emphasis applied to own toddlers and consisted mainly of imitation as a sub-category. Responsibility training and self-sufficiency both applied to other toddlers, whereas language development applied to own infants as assessment criteria. Knowledge as a minor emphasis was used as a criterium for both own and other toddlers, and consisted mainly of the sub-category, social knowledge.

No emphasis.

In terms of what mothers believed about what children have learned, the sub-category respect training elicited no responses for own and other infants, as did imitation for other infants. Other mental skills elicited no responses for
own and other infants, and own toddlers. The category motor activity also obtained no emphasis for other toddlers, and this applied to both gross and fine motor activity. The sub-category fine motor activity was absent for other infants. Emotional responses was not used as a criterium for own and other toddlers. As far as what mothers said they teach their children goes, imitation was not mentioned for other infants and toddlers, association not for other toddlers and other mental skills not for own and other infants, and own toddlers. Gross motor activity as a sub-category elicited no responses for own and other toddlers, nor for other infants. Emotional responses was not used as a criterium for other toddlers.

Some mention.
The percentage of responses in each category and sub-category varied between 1,2% of total responses to just below the minor emphasis category, 14,9%. As far as criteria elicited through the question about what children have learned go, authority relations, mental skills, responsibility training, and emotional responses fall under the heading of some mention.
Questions about what children were being taught, suggested motor activity, emotional responses and play as categories which attained only some mention.
LIST OF MATERIALS PROVIDED.

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

1. Authority relations.

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

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

2. Mental skills.

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

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

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

3. Responsibility training.

Assists with siblings; assists with house chores; and runs errands.
4. **Self-sufficiency.**

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

5. **Language development.**

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

6. **Knowledge.**

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

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

7. **Motor activity.**

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

**Fine motor:** Opens taps; switches radio on/off; dials telephone numbers; holds pencil between fingers and thumbs and scribbles/draws with pencil/crayon.
Cries for attention; shows anger when reprimanded; and kisses and cuddles mother or doll.

Plays with peers or siblings; plays independently with objects and engages in singing and hand clapping routines with mother or granny.
CODING CATEGORIES FOR MICRO-ANALYSIS.

10 TASK EXECUTION

10+ Execution with comment
10 Execution with another shadowing the activity
10- Removal of a piece
10M Taking piece from model
11 Trial and error
12 Motor manipulation
13 Execution using force
14 Correction
14+ Self correction
16 Asynchronous activity
17 Preparation for executions - Mother glances at model without referring child to model

19 Inspection

20 DIRECTIVES

20 Verbal directive
2F Directive to force execution
2D Directive to be precise
2A Non-verbal directive
2L Non-verbal levering of childs hand
20V Verbal directive plus levering of childs hand
20- Instruction to "leave it" after failed attempt to execute
21 Restraint
26 Child instructed to wait to afford mother thinking time
2C Colour directive
2N Naming of piece
2P Position directive
2S  Shape directive
2Z  Size directive

30  QUESTIONS
30  Verbal question
31  Verbal checking question
30A Non-verbal question
31A Non-verbal checking questions
3C  Question regarding colour
3N  Question regarding piece name
3P  Question regarding position
3S  Question regarding shape
3Z  Question regarding size

40  DEMONSTRATIONS
41  Demonstration
41  Short-cut manoeuvres

50  MEDIATIONS
50  Referring to the model
51  Model comparison
52  Organization according to model
53  Questioning with regards to model
54  Out of context reference
55  Task explanation in context

CONFIRMATION/NEGATION
22  Confirmation
22- Negation
OTHER
15 Aimless activity
18 Awaiting instructions
18+ Engages in task
23 Remark re conduct
24 Attention getting
25+ Positive reinforcement
25- Negative reinforcement
42 Comment
43 Asynchronous comment
44 Chatter
### APPENDIX II.

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

| TASK NO. | AGE | MOTHERS | | | | | CHILDREN | | | |
|-----------------|-----|---------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|                 | 2   | 3       | 4   | T   |     |     | 2   | 3   | 4   | T   |     |     |
| 1 Exec           | 14.9| 13.9    | 19.6| 16.1| 63.1| 47.4| 55.9| 44.0|     |     |     |     |
| Dir             | 58.4| 47.9    | 50.6| 52.5| 0.2 | 0    | 0.4 | 0.2 |     |     |     |     |
| Ques            | 0.9 | 0.7     | 1.2 | 1.0 | 12.1| 24.1| 21.6| 15.8|     |     |     |     |
| Demo            | 0.8 | 0.7     | 0.9 | 0.8 | 0   | 0.4 | 0.2 | 0.2 |     |     |     |     |
| Med             | 6.2 | 20.7    | 12.3| 13.0| 10.6| 26.4| 13.8| 14.0|     |     |     |     |
| C/N             | 13.1| 12.5    | 12.1| 12.6|     |     |     |     |     |     |     |     |
| Other           | 5.5 | 3.4     | 3.2 | 4.1 | 13.9| 1.4  | 8.0 | 29.8|     |     |     |     |
| Sub-Total       | 727 | 695     | 627 | 2049| 379 | 476 | 774 | 1629|     |     |     |     |
| 2 Exec          | 39.5| 24.2    | 28.0| 27.6| 46.2| 53.2| 51.1| 51.3|     |     |     |     |
| Dir             | 41.9| 37.0    | 33.4| 35.4| 1.9 | 0    | 0.9 | 0.6 |     |     |     |     |
| Ques            | 3.7 | 1.6     | 1.7 | 1.9 | 22.6| 16.5| 18.4| 17.9|     |     |     |     |
| Demo            | 0   | 1.2     | 1.7 | 1.4 | 0   | 0.4 | 0.3 |     |     |     |     |     |
| Med             | 4.9 | 21.6    | 18.2| 18.3| 7.6 | 22.2| 23.2| 21.5|     |     |     |     |
| C/N             | 2.4 | 11.4    | 12.5| 11.3|     |     |     |     |     |     |     |     |
| Other           | 7.4 | 2.7     | 4.4 | 4.1 | 20.8| 7.9  | 6.9 | 8.4 |     |     |     |     |
| Sub-Total       | 162 | 716     | 1106| 1984| 105 | 492 | 713 | 1310|     |     |     |     |
| 3 Exec          | 35.9| 23.4    | 29.6| 29.4| 60.8| 58.9| 69.6| 62.6|     |     |     |     |
| Dir             | 45.9| 45.2    | 44.3| 45.2| 0   | 9    | 9   | 0.07|     |     |     |     |
| Ques            | 2.5 | 1.0     | 1.7 | 1.9 | 18.1| 21.5| 14.2| 18.5|     |     |     |     |
| Demo            | 0.9 | 0       | 0.8 | 0   | 0   | 0   |     |     |     |     |     |     |
| Med             | 1.1 | 10.2    | 9.2 | 7.0 | 0.9 | 11.5| 9.3 | 8.3 |     |     |     |     |
| C/N             | 7.5 | 14.8    | 11.3| 11.4|     |     |     |     |     |     |     |     |
| Other           | 6.0 | 4.6     | 3.0 | 4.6 | 20.2| 8.1  | 6.5 | 10.5|     |     |     |     |
| Sub-Total       | 828 | 950     | 742 | 2520| 332 | 629 | 415 | 1376|     |     |     |     |
| TOTAL           | 1717| 2361    | 2475| 6553| 816 | 1597| 1902| 4315|     |     |     |     |

**Definitions:**
- Exec = Execution
- Dir = Directive
- Ques = Questions
- Demo = Demonstration
- Med = Mediation
- C/N = Confirmation/Negation
APPENDIX 12.

DATA BASE:

TRANSCRIPT OF COMPILED TAPE.

Introduction.
Transcript divided into four sections.

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

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

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

Fourth section consists of three dyads who are examples of mothers that themselves seem to experience difficulty with the task. Their instructions range from ineffective directives to actually conveying a sense of confusion to the child.
SECTION 1.

Subject 1/23.
Task 1.

MOTHER

Begin Gugu

Take this one, like this one, and put it in the car
[Points at model and at child's template]

One like this one, this one, take it and put it in the car. Put it in. Position it like this one in the car.
[Points at piece, child's template and model]

Yes like that

Fit it

Put it in nicely and make it lean against here. Fit it and make it lean against here. Fit it on like in the car.
[Taps the model]

Do you see where the headlights are?
[Points at headlights on model]

Fit in the torch like this side
[Points at model]

It should look that way. No turn it, turn it. Turn it that way, make it face that way, it must stand like this one. Turn it and make it face that way, turn it again like that
[Motions with her hand]

CHILD

[Looks at mother]

[Looks at model]

[Prefaces mother's pointing and places piece incorrectly, facing the wrong direction]

[Places piece (incorrectly) facing the wrong direction]

[Watches mother's actions and looks at template]

[Watches the mother's actions and looks at template]

[Glances at model, nods, looks at template and adjusts piece]

[Looks back and forth between model and template]

[Looks at template and adjusts piece, reverses the position of the piece]

.../continued overleaf
MOTHER

Just like that

Let's now put on a load.
Here's the load
[Indicates load on model]

Do you see it?
[Indicates load]

Take now, take the colours,
take these colours and
make up the load
[Indicates load]

No begin with this one
[Points to model]

Yes

Do not remove it from there
[Points at the model]
Take from here
[Points at the child's piece]

One like this
[Points at the model]

Put it on a load, put it on
at the beginning like here,
as it's been put here at the
beginning here. Look at this
car. You see this car? Put in
the load like it's done in
this car
[Points at the model]

When it's standing, refer
here, do you see it standing,
lean it against here, in your
car lean it, put it in properly,
fit it in properly, make it
lean
[Points at the model]

CHILD

[Correctly places the piece]

[Looks at mother's actions]

[Looks at the model]

This one? [Pointing to piece
on the model]

[Child reaches for model
piece]

[Follows mother's action]

[Reaches for appropriate
piece]

[Hold the piece looks back
and forth between the model
and template, places the
pieces, and checks with
mother]

[Looks back and forth
between the model and template
and adjusts the piece to the
correct position.]
Task 3

MOTHER

Now take the stick, a stick that is sharp like this one. [Pointing at appropriate stick on the model]

Choose a stick that is sharp like this one. Do you see how sharp it is? [Showing sticks, in hand, to child]

Put it in here [Pointing to appropriate space in model]

There you are [Holding stick and watching mother]

Now put it in a hole that's sharp like this one. Look at the holes. Do you see the holes here? Now we are going to put it at the beginning in a hole that's sharp like this one. [Pointing at model]

Now you start over there in your thing. Yaa. [Watching child's actions]

Do you see the second one? [Points at model]

This is the stick, this one, this stick do you see it's four cornered, then choose it from here amongst these sticks. Yaa. [Points at model stick, and shows sticks in hand to child]

Then put it there at the beginning, yaa [Indicates appropriate position in model]

We are now going to choose this one. Do you see how this one is shaped? [Points to model, looks at child]

CHILD

[Observing mother's actions]

[Watching]

[Watching where mother points and chooses a stick]

[Looking at template and back at mother's actions]

[Child places stick in template and looks back at model]

[Watching mother's actions and nods]

[Child looks at sticks and chooses a stick, looks at mother]

[Child looks at mother tentatively places stick and looks back at mother]

[Watching mother's actions and nods]

.../continued overleaf
MOTHER

This one is like this. It has a longer side
[Points to rectangular stick on model]
Now choose it from amongst these sticks
[Points bundle of sticks at child]
yaa
[Checking child's action]
Do you see the sharp hole?
[Points at top of stick and looks at child]
You should now find a red block with a sharp hole
[Indicates model and pieces on table]
Let's fit it here. Do you see the hole I'm pointing at? We will put it in there. Put it in there, put it in
[Points at appropriate position on model]
Here in this hole, this one. Do you see the hole I'm pointing at? Now put it in there
[Points at same position in template]
[Looks at model, takes all extra sticks out of reach of child]
Now we are going to fit in these things, do you see? We are going to choose
[Points at model and looks at child]
[Sorts pieces on table turning blocks so that holes face upwards]

CHILD

[Looks at mother's actions and nods]

[Chooses stick and looks at mother]

[Looks and nods]

[Tentatively places stick in wrong hole]

[Child removes piece and looks at model, nods and then places piece in correct hole]

[Child watches mother's actions]

[Looks at mother and nods]

[ Watches mother's actions]

.../continued overleaf
We'll start this side. Do you see this one it's black, we'll start with the black one [Points at appropriate side of model and points to black block and looks at child] You must choose a black one but which has a hole like this [Points at black block and then at the stick to point out their internal shapes, then organizes blocks on table] Do you see here all these things, then choose a black one one with a hole like this, with a sharp hole [Turning over blocks and moving them closer to child]

Put it in here in this hole here [Taps appropriate stick]

In this hole here [Taps stick again]

Do you see, do you see the hole I'm pointing at, you look at your own [Points at stick again and watches child's actions] Also put it in, put it so it gets in We are now fitting in the second one, a red one [Pointing at red block on model]

Do you see the sharp hole? [Points at top of stick and looks at child] You should find a red one with a sharp hole. [Indicates model and pieces on table]
Look here, look here at these things
[Indicates pieces on table]

Look for one that's sharp like this one, with a hole, with a sharp hole
[Points at stick on model, indicates pieces on table and looks at child]

Do you see one with a hole that's sharp, like this one, a red one
[Gestures at pieces on table and looks at child]

Now fit it in here, do you see which one I am pointing at?
[Points at appropriate stick on model] Yaa
Yaa.
[Checks child's placement]

We are now going to choose a white one, with a sharp hole again.
[Indicates white block and appropriate stick on model]
Then choose a round one. Do you see the round one? A round one from here
[Indicates roundness of white block and points at pieces on table]
With a sharp hole, yaa

Fit it right here it's yours, fit it on so it gets in well and measure the hole
[ Watches the child's actions with hand resting on appropriate stick]
Let me see
[ Watches child's actions]
Do not take the stick out, fit it in the hole well

[Looks and nods]

[Looks]

[Looks at actions, nods and picks up a piece and looks at the external dimension]

[Watches mother and nods]

[Places piece]

[Watches]

[Picks up correct piece]

[Adjusts block on stick in own template]

[Removes block from stick and shows mother the piece]

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

Do you see which side your hand is then fit there also [Watches child's actions]
Note that we are doing this one. Now make it correspond [Watches child's actions and indicates again, the correct stick on the model]

[ Watches child's actions]
Make it correspond properly, it fits, align the hole [Watches]

Uh huh

We are now going to fit the black one, [Indicates the right stick on model] We are not doing these any more. Do you see that we have finished this? [Indicates the opposite stick, the mirror image] We are now doing this one [Points to correct stick again]

We are looking for a black one with a hole like this [Indicates correct piece] A black one shaped like this. Do you see, shaped like this? [Mother indicates stick on model] But a black one with a hole like this [Mother indicates pieces on table and points to internal shape] [Looks at child after each instruction]

Mm mm one shaped like this, do you see how it is shaped? Like this one amongst these. [Points at model]

**CHILD**

[Looks at own right hand, nods and places piece correctly]

[Child looks up, watches mother's actions and continues to adjust the piece]

Like this? [Continues to adjust block]

Like this? [Places piece]

[ Watches mother's activities]

[Looks back and forth from model to pieces on table] [Looks at mother's actions] 

[Child goes to pick up a piece]

This one?

.../continued overleaf
**MOTHER**

Yaa  
[Looks at child's activities]  
Do fit it in  
[Watches]  
You are now doing this one, you've finished with that one  
[Taps correct side of model]  
Fit in carefully, so that the hole matches so that it corresponds well  
[Looks at actions]  
Match the hole and put it in properly  
It will fit if you've aligned it, it will get in. Do you see that yours is crooked?  
[Looks from underneath to inspect internal dimension of child's block]  
Align it properly  
[Points to stick on model]

**CHILD**

[Points to appropriate piece]  
[Points up black piece]  
[Looks to wrong stick (mirror image)]  
[Uses to correct stick to place black piece]  
[Adjusts piece]  
Like this?  
[Still tries to fit the piece in the stick]  
[Also inspects internal dimension visually and continues to adjust piece.]

**Subject 2/3.**  
**Task 1.**

**MOTHER**

This one now, do you see here like this one?  
[Points at appropriate piece on model]  
No no, one like that one, one like that one  
[Points to appropriate piece in model]  
[ Watches child's actions]  
Yaa.

**CHILD**

[Looks at own template, Pcks up piece from table and shows to mother]

[Points up piece]  
There it is, there it is  
[Uses to own template]  
Where should I fit it in?  
[Fits piece in own template]  
Here, do you fit it in there?  
[Turns piece around]  
Like this?

.../continued overleaf
MOTHER

Where is one like this one?
[Points to model]
Where do you fit this one?
[Points to model again]
No no, the small one, the small one. Where do you fit it in?
[Points at model]

[Points at model]

CHILD

[Watches mother's actions]

[Points at model]

Where do you fit this one?
[Points to model again]
No no, the small one, the small one. Where do you fit it in?
[Points at model]

[Points at model]

Yes, uh huh

Get it close to you
[Points at model]
Get it close to child on table
[Points at model]
Uh uh this one is not supposed to be fitted here
[Points at model]
It's fitted in there
[Points at model]

[Points at model]
Look there, look look look at this car. Isn't this car the same as that one?
[Points at model, then moves model across and positions it directly above child's template]
[Points at model]
Then put it in the way it's been put in here.
Put in and look here and see if it looks alike. Do you see?
[Points at model]

[Points at model]
You see that this car is loaded and look at this one. See where it is put and put exactly as it has been put here, so that it's the same as this one
[Points at model]

[Points at model]
Uh huh.
Uh huh.

[Points at model]

[Points at model]

[Points at model]

[Points at model]

[Points at model]

[Points at model]

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[Points at model]
Subject 3/8.
Task 2.

MOTHER

Put in a black one, do you see that one, the black one?
[Looks at piece shown by child]
No, the four cornered one

[Points to correct piece on table]
There it is, the four cornered one like this one

[Looks at model]
Fit it right at the top, there, uh huh.

Take another one again
[Points to model]
Can you recognize one that is in there? Take one like this one. Uh huh.
[Points to model and to pieces]
Align it properly
Align it properly
[Watches child’s actions]
Uh huh

Take another one that looks like this one
[Points at model]
Uh huh

No, that one is not shaped like this one
[Repositions model and child’s template]
One shaped like this one, one shaped like this one, like this
[Points to appropriate piece on model]
Uh huh one shaped like this one
Not that one, not that one you've fitted that one. Take another one shaped like this one. Do you see which one it is?
Don’t push that thing just leave it there.

CHILD

[Looks at model and picks up black piece and holds up towards mother]
[Looks up different black piece and holds up for approval]
[Looks up indicated piece]

Where should I put it?
[Fits it in his own template]
[Leans over and peers attentively at model]
[Touches model]
[Picks up piece and places it]
[Adjusts piece]
[Fits piece correctly]

[Looks at model]
[Leans towards model and touches appropriate piece, then picks up incorrect piece from table]
This one?
[Puts down incorrect piece]
[Leans over to touch piece in model]
This one?
[Reaches for incorrect piece on table]
[Picks up correct piece and placed it]
[Adjusts piece in template]

.../continued overleaf
MOTHER

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

Task 3 (3 sticks already placed).

CHILD

This one?
[ Picks up piece]

[Places piece in own template]

[Adjusts piece]

MOTHER

Look here now. Do you see how these things have been done?
[Points at model]
Now take the drum
[Points at piece on model]

Start. Look, look here, look here, we are starting with this one, we are starting with this one. Now look which one fits in here.
[ Watches actions of the child]

Yes
Start with this one.
[ Taps appropriate stick on model and watches child's actions]

Take another one belonging there. A black one that fits.
[ Looks at child's actions]
Uh huh.

Then take another one again, one that fits here
[Points at appropriate block on model]

CHILD

[ Looks at model]

[ Looks at model, picks up piece from table]
Is it this one?
[ Fits piece to indicated stick]

[ Touches pieces on table]
[ Picks up piece and goes to place on stick]

One like this?
[ Adjusts piece]
[ Places piece]

[Leans across to pick up piece]
Where is it?

.../continued overleaf
MOTHER

One like this, one the same colour as this one
[Points at model]

Don't touch it or else it will move
[Watches actions]

Does that one fit? Do not force it if it does not fit
[Watches actions of child]

Find another one, find another one

Let's finish this one
[Indicates correct stick on model]

No no let's finish this one first
[Points at correct stick on model]

Let's finish this one
[Points at model again]

Find another one, a sharp one like this one
[Points at appropriate stick on child's template, model, and piece on table]

A sharp red one, this one doesn't fit, find another one
[Watches child's activities]

Now fit it there

CHILD

[Picks up a piece and tries to fit it into the incorrect, already completed, stick. In the process of removing the block, the stick moves]

[Continues to adjust block onto incorrect stick]

Does it fit?
[Still adjusts block]

[Looks at other stick on own template]
[Points at model again]

[Continues to adjust block on incorrect stick]
[Removes piece and puts back on table]
[Points to piece on table and looks at model]

[Watches mother's actions]

[Watches mother's actions]

[Picks up piece, inspects it and fits it on the stick]
SECTION 2.
Subject 4/6.
Task 1.

MOTHER

[Model placed directly above child's template]

Take a black one
[Looks at model]
There's a black one above there, up there, place it properly. Push it up, don't put it flat, don't put it flat, lean it, lean it, make it stand, put it in properly
[ Watches child's activities]

[Looks at model]
Take the orange one now, take the orange one, there it is
[Watches child's actions]
Now move it backwards
[Watches child's actions]
Not there, not there, move it backwards
[Looks intently at model]

Take the yellow one, now take the yellow piece like this
[Indicates with head movement towards yellow piece]
Uh huh
[Looks at piece child has picked up]
Uh huh
Put it in there, put it like that
[Watches child's actions]

[Looks at pieces on table]
Take the green one now, take the green one
[Watches child's actions]
No, no.
Take a green one, not that one. There it is.
[Indicates correct piece with head movement]

CHILD

[Child picks up piece]
[Places piece]
[Adjusts piece and looks at mother]
Pardon, like this?
[Adjusts piece]

[Looks at piece on table]
[Picks up piece and shows to mother and places it]

[Adjusts and places correctly]
[Withdraws hands from template and looks at template]

Ma?

[Picks up correct piece]

One yellow like this one?

Put it here?
[Places piece in template]

[Looks at piece on table]
[Picks up a piece]
[Plucks up another piece and shows it to mother]
[Reaches for another piece]

Where is it?

.../continued overleaf
MOTHER

[Points with finger to correct piece on table]
This one, not that one
[Points to child’s template and model]

Now put it in below
[Watches child’s actions]
No put it at the top. Yaa.
(Language is misleading - "put it at the top" is an instruction to re-align the piece in a vertical position)
Do you see how it fits do you see how it fits? Put it like that, like that, like that. You see, do you see how it stands?

Task 3.

MOTHER

Fit it there, do you see how it is shaped?
[Looks at model, but does not point]
[Looks at model again]
No it doesn't belong there.

[Checks model, inspects already completed stick on child’s template, glances at model again]
Put it in
[Glances at model and watches child’s actions]
Put it in
[Glances at model]
Don’t push, don’t force it in
[Takes piece from child and inspects internal dimension]
How have you positioned your stick?

CHILD

[Points with finger to correct piece on table]
This one, not that one
[Points to child’s template and model]

Now put it in below
[Watches child’s actions]
No put it at the top. Yaa.
(Language is misleading - "put it at the top" is an instruction to re-align the piece in a vertical position)
Do you see how it fits do you see how it fits? Put it like that, like that, like that. You see, do you see how it stands?

[Places piece incorrectly]

[Adjusts piece]

[Fidgets, sits back and looks at template]

[Child has stick in hand, glances at model and goes to place stick in incorrect hole]

[Stops activity and inspects model]
[Places stick correctly]
Here?

[Picks up a block and tries to fit it on the recently placed stick]
[Adjusts incorrect piece on stick]

It doesn't fit
[Looks at block from below and adjusts piece]
[ Watches mother's actions]

...continued overleaf
MOTHER

[Attempts to place block on stick]
[Removes piece and returns to table]
[Looks at pieces on table]
Aye, it's not true
[Hands piece from table to child]

[Looks at model, chooses a piece from table, hands to child]
Here's another one
[Watches child's actions]
No don't press put it in properly
[Looks at internal dimension of block]
It does fit, it does fit
[Hands piece back to child]
[Takes piece from child]
Hold it like this
[Places piece]
Hmm.

Then find another one, here it is
[Glances at model, hands a piece to the child]
[Watches child's actions]
[Does not accept piece]
Fit it in it does fit

[ Watches child's actions]
Position it correctly, look at how the stick is shaped and how the hole is shaped

CHILD

[Removes stick and replaces it immediately]
I've positioned it properly

[Takes piece and places it]
Mm.

[Takes piece and adjusts on stick, looks at internal dimension, turns piece around]
I'm going to try and fit this one
[Continues to adjust piece]

It won't fit Ma, it doesn't fit
[Hands piece back to mother]
It doesn't fit
[Take piece back]

[Watches mother place piece]
Haauw.

[Takes the piece]
One like this?
[Adjusts piece on stick and hands back to mother]
It won't fit
It won't fit
[Inspects internal dimension of block]
Subject 5/10.
Task 2.

MOTHER

Wait
[Looks for a piece on the table]
Fit the white one Ma?

[Looks at pieces on table]
No, take the small black one, the small black one, no the black one like this one
[Looks up piece]
This one?

No, take the anall black one, the anall black one, no the black one like this one
[Points to model]
Uh huh
Put it in there at the beginning at the top, up there near the car
Aye simply put it in there, make it face upwards
Make it stand upright like this car, do you see how it is positioned?
[Points to model]
Do you see how this one is positioned?

[Points to model again]
Then position it like this, like this
[Leans over and adjusts piece in child's template]
[Looks at model]
No make it stand like this, do you see how it is standing?
[Points to model and watches child's actions]

[Points to model again]
Uh Huh
[Looks at model again]
How, like this?

[Looks at model, picks up piece, points to position in own template]
This should be put in and it begins here
[Places piece]
[Points at piece on table]
This one?
[Points again]

CHILD

[Reaches for indicated piece on table]...continued overleaf
MOTHER

Take that one out
[Refers to previously incorrectly placed piece]
Put this one next to the one there, put it close to that one
[Watches actions] Yaa.

Take the yellow one now
[Looks at pieces on table]
That one
[Indicates piece with head movement]
The yellow one like this one.
The yellow one
[Watches actions]
No not that one, not that one

This one, the yellow one.
[Points with finger to appropriate piece]
[Glances at model, takes piece from child]
No put it in like this. Do you see?
[Places piece]

Take that green one.
[Indicates piece on table with head movement]
No take that green one.
[Points to appropriate piece]
[Looks at model]
No take that green one. That black one
[Points to piece on table]
Take out that green one.
Make it sharp at the corner.
[Watches child's actions]
Put that one correctly then make that one sharp, not like that.
[Watches child's actions]

CHILD

[Takes piece to place in template]
[Removes the piece]

[Adjusts the piece]

[Reaches for a piece and picks up incorrect piece]

[Watches mother's actions]

[Goes to place piece in template]

[Places piece back on table]
Which one?

[Picks up the indicated piece and goes to place piece in template]
Do I put it in like this?
[Watches mother's actions]

Oh.

[Picks up green piece and places it in template]
[Removes green piece and picks up indicated black piece and places it]
[Looks at model]
[Adjusts piece in template]

Where?
[Picks up black piece in template and shows to mother]
[Adjusts black piece in template whilst holding the green piece in free hand]

[Continues adjusting piece]
But how then?

.../continued overleaf
MOTHER

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

CHILD

[Watches mother's actions]
[Points at model and looks at model]
Here?
[Looks at model]
How is it?
[Watches mother's actions]

Task 3.

MOTHER

Take another one again
[Indicates piece with head movement]
The red one, see?

Here it is the red one, the big one
[Looks at child's piece]
No the red big one. That's the red big one
[Looks at child's piece]
Here is the red big one
[Points at piece]
Oh yaa fit it over there, Do you see?
[Watches child's actions]

Take another one again.

That's a good girl.
[Watches child]
No, a red big one, a red big one
[Looking at table]
One like this one
[Points to piece on table and then to correct stick on child's template]

CHILD

[Reaches for piece on table]
This one?
[Looks at pieces on table]
I don't see it
[Picks up a piece]
This one?
[Replaces piece on table]

[Looks at pieces on table]
[Picks up piece indicated and goes to place it on incorrect stick]
[Places on correct stick]

[Looks at pieces on table]
Where, where is it?
[Looks at mother and touches piece]
A black one?
[Searches table for piece]
I can't see the big one
[Looks at pieces on table]

.../continued overleaf
Subject 6/25.
Task 1.

(Example of self regulation)

MOTHER

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

CHILD

I can't see it.
I can't see it.

[Points up piece]

Now take this thing and put it in here

.../continued overleaf
MONTHER

[Glances at model, points to piece on table]
And put it in here
[Points to position in child's template]

Here take this and put it there
[Points to piece on table and to position in child's template]
There, do you see?
[Points again at position in template]
[Moves model to position directly above child's template]
Look look there take this one.
Yaa, take this one
[points at model and position in the template]

CHILD

[Child places piece]

[Picks up piece and holds it]

[Watches mother's actions]

[Picks up piece and places]
SECTION 3.

Subject 6/25.
Task 3.

MOTHER

Now fit in the stick
[Fits the stick into child's template]
And then search here and then look for one like this
[Looks for piece on the table, checks model and returns to search table]
And put it in here
[ Goes to place piece on stick]
Wait, wait, wait
[Looks at model and retrieves piece from child]

Yaa, wait no wait
[Takes block from child again and goes to place on stick]
Yaa.

Wait, now wait
[Restrains child's actions]
We put it in here, which should fit in here. Do you see this one, do you see, put it in there
[Points to appropriate block, to model and to child's stick]
[Inspects placed piece glances at model]
Then fit it in like this
[Watches]
Yaa.

[ Attempts to take piece out of mother's hand]

[ Tries to grab stick from mother]

[Attempts to engage]

[Attempts to engage]

[Looks at pieces on table and picks one up]

[ Watches]
[Picks up piece and places it]  [Tries to take piece from mother]  
Wait, wait, wait, wait, you  [Goes to take piece again]  
don't know what you are doing  [Watches mother's actions]  
[Restrains child and tries  [Takes block, inspects]  
to force incorrect block internal dimensions and  
onto stick] attempts to place it]  
[Removes block and stick and [Adjusts piece]  
searches through sticks on [Watches with hand in mid air]  
table again, inspecting their  
internal dimension]  
[Replaces the stick]  
[Hands a block to child]  

Now fit this one, fit this  [Watches mother's actions]  
one do you see?  
[Points to piece on table]  
[Points to correct stick and  [Takes over adjusting]  
looks at model]  
[Points to piece on table]  
[Watches child]  
[Takes over adjusting]  
[Tries to force incorrect  
place onto stick]  
[Removes block]  

It means that this one is not  [Watches]  
for there  
[Stands up, matches stick  
against stick in model.  
Searches through sticks on  
table comparing each with the  
one in hand]  
[Turns stick around in hand  
and replaces it in child's  
template]  
There it is  

Subject 7/1.  
Task 3.  

[Mother]  
Take this one and put it in  [Looks at pieces on]  
here and put it in  
[Points to pile of sticks and]  
blocks on table and gestures  
towards the template]  
This stick, this stick  
[Points to correct stick and]  
looks at model]  
Take this stick and put it in  
here  

[Child]  
[Put down 1st stick and]  
picks up indicated stick]  

.../continued overleaf
MOTHER

[Points at model and watches child's actions]

Yaa

No, wait, wait a bit.
Take this stick and put it in there
[Checks model, points to stick on table and indicates position in child's template]
[Checks]
Put in here
[Points to correct hole]

[Looks back and forth from model to pieces on table]
Again take this one and put it in there
[Points to stick on table] and put it in there
[Points to appropriate hole on template]
Here put it in here
[Points again to correct hole]

[Restrains hand]
Wait
[Looks at model, then at child's template]
Take this and put it in there
[Points to piece on template, glances at model, points to appropriate position in template]

[Restrains hand and looks at model]
Yaa

Take it, take it, the white one
[Points to white block] and put it in over there
[Points to stick on template]
Get this one over there, get this one closer.
[Moves template closer to child]

CHILD

[Places stick]

[ Picks up a block]

[Takes stick and goes to place it incorrectly]

[Looks at pieces on table]

[Looks at pieces on table]

[Reaches for piece on table]

[Looks at pieces on table]

[Restrains hand]

[Places incorrectly]

[Placed correctly]

[Replaces stick correctly]

[Reaches for piece on table]

[Looks at pieces on table]

[ Watches]

[ Watches]

[Points to white block]

[ Goes to take a piece from table]

[Placed correctly]

[Corrects herself and places on correct stick]
Subject 8/18
Task 2

**MOTHER**

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

[Looks at model]
Take this one, this one.
[Indicates piece on table]
And put it in there, like this
[Levers child's hand into correct position]

Take this one
[Indicates piece in model]
No, no, no, take this one, this one, this one.
[Points again at piece on table]
[Looks at model]
No there
Don't be so daft, put it in like this.
[Corrects position of the piece]

Take that and then take this one and put it there
[Points to piece]
[Levers hand into position in template]
Like this
[Adjusts piece, glances at model. Removes piece]
Aye no.

**CHILD**

[Watches]

[Picks up piece]

[Picks up piece, watches]

[Looks at model]

[Reaches for piece on table]

[Picks up piece and goes to place it]

[Places piece incorrectly]

[Picks up piece, watches]
Subject 9/21
Task 1

MOTHER

No, no take a white one now.
[Indicates piece on table
with hand movement and pointed
stare]
No, take that one, that white
one look over there
[Looks at piece]

Yaa
[ Watches child's actions]

Take this one, take this
one
[Looks at piece on table]
No take this small one, there
it is
[Looks pointedly at piece on
table]
Put it in there, put it in
there, there. No, no there,
there, yes
[Looks at template]
Leave it now, leave it now.

CHILD

[Child reaching for piece on
table]
[Points to another piece on
table and looks at mother]

[Picks up piece and goes to
place in template]
Here?
[ Tries to force piece in
template]
[Bashes piece with hand]
[Continues bashing piece]

[Reaches for piece on table]
[Placed piece is correct]

[ Places piece in template but
in incorrect position]
[Places correctly]
[Adjusts piece]

[Reaches for piece on
table]
[Placed piece is correct]

[Reaches for piece on
place in template]
[ Places piece in template but
already placed white
piece in template]
[Places correctly]

[Reaches for piece on
 table]
[Placed piece is correct]

Take another one again
[Reaches to pieces on table]

Fiddles with pieces on
table]

.../continued overleaf
MOTHER

Look for this one, one like this
[Looks at piece on table]
Not that one, not that one.
Look at Ma look at Ma. That one, that one, that one. Put it in there at the end over there.

Right there thats a good girl

Take this one now, take this one
[Pointedly looks at piece on table]
No, no, no not that one.
Take this one
[Looks smiles]
Put it over there

[Motions with head towards template]

Over there, yaa, leave it now
[Checks model, looks at child's template]
Uh uh no no that one is not for there, take it out
Remove it it's for here
[Looks towards template]
Its here, take this one
[Looks at pieces on table]
Take this one, take the yellow one
[Looks at pieces on table]
[Mother restrains child and looks at table]
Yes, yes
[Restrains again]
Yes
Put it in there
[Motions towards template]

CHILD

[Places a piece in template]
[Watches]

[Picks up piece and places it]

[Touches pieces on table, then reaches across to model]
[Plcks up piece and shows to mother]

Which one, where?

[Picks up piece and shows to mother]
[Looks at mother]
Where does it belong?
[Places piece and removes piece and returns it to table]
Where does it belong?
Where does it belong?
[Picks up another piece and places it]

[Removes placed piece]

[Picks up piece]

[Tries to place it]

[Tries to place it]

[Places piece]
Subject 10/31.
Task 1.

MOTHER

[Mother glances at model]
[Points to appropriate place in template]
[Inspects placement in template, puts hand to head and glances at pieces on table]
No, no take another, no no put it in there
[Hand held in mid-air]
No, no
[Indicates with hand to the piece]
[Pushes child's hand aside, checks template, glances at model]
No no, see, remove that one. Take it out.
[Removes piece]
[Looks at model]
[Restrains actions]
Wait
[Points to piece on table]
[Takes a piece, places it and looks at model]

[Looks at model]

[Points to piece on table]

[Glances at model]
[shakes head]

No

No, no

CHILD

[Picks up piece and shows to mother]
And this one where should I put it in?
[Places piece]

[Picks up another piece]

[Tries to place piece]

[Places piece]

[Watches]
Put it where?

[Goess to pick up piece]

[Picks up indicated piece]
Put it where?
[Places piece]
[Removes piece, replaces it]
I'll put it here like this

[Independently picks up another piece and holds up towards mother]
Exchanges it for piece mother indicated
Eh Mah?
[Picks up another piece and shows to mother]
[Replaces piece, picks up another and replaces it]
[Picks up another piece and replaces it]
[Picks up another piece]

.../continued overleaf
MOTHER

[Nods]
[Adjusts placed piece and looks at model]

[Points to position in template]
[Points in air]
No, no
[Points to piece]

[Looks at model]
[Nods]
[Points to another piece on table]
[Nods]

Child

[Placed piece and looks at mother for approval]

[Placed another piece, shows to mother]
And this one?
Which one?
This one?
[Looks at mother and places piece]

[Placed another piece]
This one?
[Placed it down]
[Placed another piece]
This one?
[Placed it]

Task 3 (3 sticks placed)

MOTHER

Begin with that one
[Looks at model and points at a stick in child's template]
Just wait let me see
[Looks at model]
No no
[Shakes head and looks at model]
Take this one
[Points to a block on table]
no no, that one
[Points with finger to the block initially indicated]
No no no.

[Shakes head]

Find another one
[Points to another piece on table]
This one
[Points again]
Uh huh

CHILD

[Looks at where mother gazes]
Which one?
[Placed piece and shows to mother]
[Placed another piece and holds up to mother]
[Placed up 3rd piece for approval]

[Placed up 4th piece for approval]
[Placed up a piece but not the one indicated]
[Placed up piece and goes to place it on incorrect stick]
That one?
[Placed it]

[Placed up block indicated]
[Placed piece]
Subject 11/12.  
Task 1.  

MOTHER  

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

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

Like this boy  
[Pats pieces on table and looks at model]  
And then take this one and put it here  
[Places car piece in wrong direction]  
[Looks at model and turns piece around]  

[Places piece correctly and checks model]  

CHILD  

[Looks at camera]  

[Looks at model and fits a piece]  
[Shadows mother's movement]  
[Watches]  
[Shadows mother's movement]  
[Watches]  
[Looks at pieces on table]  
[Looks at pieces on table]  
[Looks at model and turns piece around]  
[Shadows mother's movement]  
[Watches mother's activity]  
[Shadows mother's movement]  
[Watches]  
[Shadows mother's movement]  
[Watches mother's activity]  
[Shadows mother's movement]  
[Watches]  
[Shadows mother's movement]  
[Watches]
SECTION 4.

Subject 12/24.
Task 1.

MOTHER

[Car piece on child's template but upside down]
[Looks at model]
No don't

Now fit in like this
Now fit in like this
[Fiddles with car piece, turns it all the way round (360 deg) so that it is still upside down]
[Removes most pieces, turns car again, and looks at model]
[TURNS piece again - right way up but facing wrong direction]

CHILD

[Picks up and places a piece]
[Removes it and places another]
Hawh, I'm going to fit in this one

[Watches]
Mmm

[Points to piece on table and looks at mother]
Is it this one, is this mine? Hawh Pela
[Points to own template and looks at mother]

[Watches]

Yaa

[Watches]

[Picks up piece]
Where should I put this one?
[Places piece in template]
Please show me. Here?

[Watches]

[Picks up piece]
Don't you take it, do you understand?
[Places it and looks at mother]
Now I am going to put this one in here
[Picks up another piece]
Yaa where am I going to put this one in
[Places on template (along edges)]
In here?

.../continued overleaf
MOTHER

[Watches]

[Picks up entire template to inspect underneath]

[Hold template in hand]

[Turns template around in mid air]

[Empties out template]

[Places empty template in front of child again and places truck piece upside down again]

[Turns piece around again but still places it incorrectly]

[Laughs and attempts once again to correct the truck piece in the template]

[Watches]

[Looks at model]

Hmn

Hmn

[Watches]

[Looks at model and picks up entire template again]

[Watches]

CHILD

You please count now

[Picks up piece]

Where do I put this now?

Hawh Pela don't do it like that

What are you doing now?

[Sighs loudly]

[Picks up a piece]

This one

Hawh Pela what are you doing?

[Watches mothers actions]

Oh no what are you doing?

[Watches and then looks away]

Do you see what she's doing?

[Picks up and places a piece although truck piece still incorrect]

This car is going to sit here

[Watches]

[Places piece and looks at mother]

Sit here?

This one sit here?

[Picks up piece just placed]

Where should I put this one?

[Places it on template again]

I'll put this car here

[Watches]

[Picks up a piece]

Where are the wheels?

[Places it]

No

[Watches, touches template]

Put it in like this

.../continued overleaf
87.

MOTHER

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

CHILD

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

Subject 13/30.
Task 1.

MOTHER

Put it in, put it up there
[Looks at model]
Uh huh, good

CHILD

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

Subject 13/30.
Task 1.

MOTHER

Put it in, put it up there
[Looks at model]
Uh huh, good

CHILD

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

Push in your own car, in your own car, push in your own car so that it gets into the hole. This one [Restrains child's movements] This one, push it [Points to model] No no [Adjusts template to position in front of child] Don't push this one, push that one [Points at piece in model] Push [Points at piece in model] [Restrains hand]

Put the one like this. Do you see? [Moves child's hand over to template, in order to touch appropriate piece. Then lets go of his hand and she fits the piece] Ma puts it in here, now you take it out [Hands placed piece to child] [Removes piece and replaces it again] Take the one up there, take the one no no [Restrains child's actions and picks up the piece herself] Here's the one that's Ma's taking [Lifts piece into air again, replaces it] Ma puts it in here, now take it and put it in [Hands placed piece to child] [Claps and smiles]

CHILD

[Tries to touch model] [Points to touch model] [Watches] [Reaches for model] [Tries to touch model] [Watches] [Child takes piece and places it] [Goes to pick up piece from table] [Watches] [Takes piece and places it] .../continued overleaf
MOTHER

Now remove, remove the ones that you've put in
[Looks at model]
Now push that one upwards.
Put that one up there, push.
[Looks at model]
Take then another, take one like this one, take one like this
[Points to model]
Yaa put that one next to you

[Points to piece in model]
[Restains]
Take this one
No no Mapi no no take one like this
[Points to piece in model]
Take one like this so that we can go and watch T.V.

[Points to piece on model]
Now take one like this from the table
[Points to piece on model]
Yaa from the table
[Claps hands and smiles]

Task 3.

MOTHER

(One block is already placed on template)

[Looks very puzzled - looks at model, pieces on table and child's template]
Muntu take it, take that white one and put it there, put it on that stick
[Points at white one]
On the table, put that one away put that one, put that one on the table there

CHILD

[Looks up piece from the template]

[Places removed piece next to template, to the left]

[Removes another piece from template and places it next to the other one at table to the left]

[Points to piece in model]
[Restains]
Take this one
No no Mapi no no take one like this
[Points to piece in model]
Take one like this

[Points to piece on model]
Now take one like this from the table
[Points to piece on model]
Yaa from the table

[Watching mother's actions]

[Points to piece on model]
[Claps hands and smiles]

CHILD

[Places piece on table, to the left of the template, building "a train" of blocks]

[Points up piece from table]

Like this?

[Places it]

[Places it]

[Trying to fit a stick into a block]

[Points up white piece and tries to push a stick into the hole - in mid air]

[Places stick on the table but holds block in hand]

.../continued overleaf
MOTHER

[Watches]

On the stick that is on the table, on the stick that is on the table
No no put it in the stick
[Removes original free standing block and stick. Holds stick, looks at model in puzzled fashion].

[Places block on top of another free standing block on template]

[Removes top block and places over another hole on template]

[Looks at model in puzzled fashion]

[Puts block on stick and positions it over a hole on template and looks back at model]

[Looks at pieces on table while holding a block in one hand]

[Places block on template]

[Removes top block and places over another hole on template]

[Removes original free standing block and stick. Holds stick, looks at model in puzzled fashion].

[Places block on top of another free standing block on template]

[Removes top block and places over another hole on template]

[Looks at model in puzzled fashion]

[Puts block on stick and positions it over a hole on template and looks back at model]

[Looks at pieces on table while holding a block in one hand]

[Removes top block and places over another hole on template]

[Looks at model in puzzled fashion]

[Places block on top of another free standing block on template]

[Removes top block and places over another hole on template]

[Removes original free standing block and stick. Holds stick, looks at model in puzzled fashion].

[Places block on top of another free standing block on template]

[Removes top block and places over another hole on template]

[Looks at model in puzzled fashion]

[Puts block on stick and positions it over a hole on template and looks back at model]

[Looks at pieces on table while holding a block in one hand]

[Removes top block and places over another hole on template]

[Removes original free standing block and stick. Holds stick, looks at model in puzzled fashion].

[Places block on top of another free standing block on template]

[Removes top block and places over another hole on template]

[Looks at model in puzzled fashion]

[Puts block on stick and positions it over a hole on template and looks back at model]

[Places block on top of another free standing block on template]

[Removes top block and places over another hole on template]

[Looks at model in puzzled fashion]

[Puts block on stick and positions it over a hole on template and looks back at model]

[Places block on top of another free standing block on template]

[Removes top block and places over another hole on template]

[Looks at model in puzzled fashion]

[Puts block on stick and positions it over a hole on template and looks back at model]

[Places block on top of another free standing block on template]

[Removes top block and places over another hole on template]

[Looks at model in puzzled fashion]

[Puts block on stick and positions it over a hole on template and looks back at model]

[Places block on top of another free standing block on template]

[Removes top block and places over another hole on template]

[Looks at model in puzzled fashion]

[Puts block on stick and positions it over a hole on template and looks back at model]

[Places block on top of another free standing block on template]

[Removes top block and places over another hole on template]

[Looks at model in puzzled fashion]

[Puts block on stick and positions it over a hole on template and looks back at model]

[Places block on top of another free standing block on template]

[Removes top block and places over another hole on template]

[Looks at model in puzzled fashion]

[Puts block on stick and positions it over a hole on template and looks back at model]

[Places block on top of another free standing block on template]

[Removes top block and places over another hole on template]

[Looks at model in puzzled fashion]
Subject 14/28.
Task 1.

**MOther**

[Places truck piece]
Let me see

[Points at piece on table and then points at appropriate space in model] Take this one and put it in there
[Looks at model and points at piece on table, indicates appropriate space in template, picks up piece and places it]
Take this and put it in there.

Take, take this and put it in there
[Points to piece on table]

[Looks at model] What? Here it is, put it in there
[Points at model and at template] Do you see

What are you going to take one and put it there
[Picks up piece and places it]
[Adjusts window piece several times but still places incorrectly]
[Looks at model]
Now take, take this one
[Points to piece on model]
[Turns a few pieces on table]
[Points again to piece on model to place in template]
Take this one and put it in there
[Restraints child's movement and points to piece in model again]
You take this one like this one and put it in there

**Child**

[ Watches]

[Picks up piece]

[Watches]

[Looks at pieces on table]

[Looks at mother]

[Looks at mother]

[Reaches for model]

That one?

[ Picks up piece and places it]

...continued overleaf
MOTHER

[Adjusts piece just placed by child]
Do you see?

[Points to piece in model, to piece on table, to place in template]
There's another one take this one and put it in there
[Restrains and points at correct piece]
[Adjusts piece just placed by child]

[Looks at model, points at piece on table and indicates place in template]
Take this one and put it in there
[Returns to window piece and adjusts]
[Repeatedly turns piece around and around but cannot place correctly]
[Looks at model and then adjusts again]
Fit in this one
[Places the other wheel centre]
Wait
[Looks at model]

[Points to piece in model, and then to piece on table]
Take this one
[Points back at model]
Always refer here

CHILD

[Reaches for a piece]

[Points up piece and attempts to place it]
[Places correctly]

[Looks at model]

[Points up piece and places it]
[Looks away]

[Watches]

[Watches]

[Watches]

[Watches]

[Reaches for a piece]

[Points up piece and attempts to place it]

[Looks at model]

[Attempts to fit stick in many different holes without success but settles on corner hole - does not fit]

Task 3.

MOTHER

No fit in there
[Indicates in direction of template with hand]
There in the corner, in the corner
[Watches]
Turn it down turn it downwards.

CHILD

[Holds stick in hand]
[Looks at model]

[Attempts to fit stick in many different holes without success but settles on corner hole - does not fit]

.../continued overleaf
MOTHER

[Looks at model]

[Watches]

CHILD

[Turns stick around and tries to fit other end into same hole]

[Still not successful - picks up stick, looks at it and then looks at mother]

[Tries another hole]

[Places correctly]

[Picks up a stick and tries to place in several holes again]

[Places to hole in middle of template]

Uh huh

Fit there, no Sisi, stop that fit over there

[Looks in appropriate direction]

[Indicates correct position with eyes]

Wait

[Places stick for child]

Come here Sisi, take this one and fit in here

[Points and then picks up stick and hands to child]

And fit it in there

[Points to correct hole]

No no

Fit there, fit there

[Points with eyes]

Do you see that it is not the same

[Looks at model]

[Corrects position of stick]

Do you see, how would it be like if you take this one out.

Take this one, take this colour. The colour that's red

[Only looks at blocks on table]

The red one, here it is

[Looks at piece on table]

Put it here, put it there

Uh huh

[Picks up piece and looks at mother]

[Picks up piece and looks at mother, goes to one stick, and then to another stick]

[Places block correctly and looks at mother]

.../continued overleaf
MOTHER

Take a black one
[Looks at pieces on table]
No
Fit it
[ Watches ]

[ Watches ]
Take another, take another
take one like this
[Looks at pieces on table]
Leave it, leave it.
Fit this one, fit there.

CHILD

[Picks up black piece and
goes to place in stick]
[Looks at mother]
Picks up another black piece
and tries to place block on
stick but cannot as it has an
incorrect internal shape.
Puts block down]
[Reaches of a piece on table]
[ Picks up another piece and
tries to fit it ]

[Reaches for a piece on table]
[ Picks up another piece and
tries to fit it ]

[Replaces piece and picks up
another one]