DIARY JOURNAL 5
LAURA BRAUNWALD
2;0.1—2;3.0
FEBRUARY 21—MAY 20, 1973

COMPILED BY
SUSAN R. BRAUNWALD, PH.D
PRIVACY RESTRICTIONS

Susan R. Braunwald has archived the original handwritten diary data that she collected between 1971 and 1975 on her second child’s language acquisition at the University of California, Irvine. Access to this version of the diary will be restricted until 2071. In order to make these data available for immediate academic research, Braunwald has created pdf files that are a redacted but exact copy of the original diary.

Braunwald’s adult children have consented to the creation of the pdf files, but they have requested the following restrictions.

1. Only the first initial of their first names (i.e., L and J respectively) can be used to refer to them in any publication or presentation that comes from the contents of the pdf files.

2. They have granted their consent to the photographs of them in the pdf files in order to clarify the context notes for future researchers. However, these photographs may not be published in any format or included in a presentation until 2071.

Braunwald’s family made a tradeoff of its personal privacy so that she could collect the naturalistic ecologically valid data in the diary. Please select qualitative examples that would not be a violation of the social desirability effect in a less naturalistic in-home observational study of the children of upper socioeconomic status professional parents.

The redacted manuscript copy and supplementary materials (except the photographs) are available for public use.
<table>
<thead>
<tr>
<th>Key Word</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Argument Structure</strong></td>
<td>Mastery of verb arguments in increasingly complex sentences (I wanna watch vacuum all by myself; Roll up my window cause wind blowing).</td>
</tr>
<tr>
<td><strong>Biological Readiness</strong></td>
<td>Emergence of complex sentences, of derivational and inflectional morphology, and of culture-specific vocabulary suggests the development of advances in the mental foundation of language development.</td>
</tr>
<tr>
<td><strong>Bootstrapping</strong></td>
<td>Continued use of a phonological form to bootstrap meaning and syntactic class of some words</td>
</tr>
<tr>
<td><strong>Child-Directed Speech</strong></td>
<td>Scaffold L’s interest in her cultural environment.</td>
</tr>
<tr>
<td><strong>Child-Invented Speech</strong></td>
<td>Child-invented usage—not used in English— involves overregulation (feets, mans, goned, doned, brokened), coined words (to goush, to bubble, to zipper) and English words dissociated from conventional meaning (L’s use of the verb hope).</td>
</tr>
<tr>
<td><strong>CHILDES</strong></td>
<td>Child Language Data Exchange System</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Concept-Related Words</strong></td>
<td></td>
</tr>
<tr>
<td>Colors</td>
<td>Dark is L’s word for any dark color.</td>
</tr>
<tr>
<td>Kinship</td>
<td>See p. 100 #102 for a charming error (a 3-year-old grandfather!)</td>
</tr>
<tr>
<td><strong>Numbers</strong></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>L is developing linguistic forms to indicate the non-present (e.g., when, soon, now, yesterday, tomorrow) but is groping for the meaning. See p. 108 for a long discussion of L’s use of time-related words.</td>
</tr>
<tr>
<td><strong>Decontextualization</strong></td>
<td>Two meanings of this term</td>
</tr>
<tr>
<td>General Meaning</td>
<td>A context-specific use transfers to new contexts.</td>
</tr>
<tr>
<td>Specific Meaning</td>
<td>Language is freed from the “here-and-now” (displaced).</td>
</tr>
<tr>
<td><strong>Developmental Constraints</strong></td>
<td></td>
</tr>
<tr>
<td>Complexity</td>
<td>Linguistic and/or cognitive complexity define the ceiling of L’s language production.</td>
</tr>
<tr>
<td>Length</td>
<td>L omits some known part of a sentence when she tries to increase its length by adding cognitive or syntactic information to it.</td>
</tr>
<tr>
<td><strong>Developmental Plateau</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Developmental Spurt</strong></td>
<td>M describes and discusses a spurt (See red box p. 58).</td>
</tr>
<tr>
<td><strong>Discourse</strong></td>
<td></td>
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<tr>
<td><strong>Content</strong></td>
<td></td>
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<tr>
<td>Displacement</td>
<td>A common language is the only expression of an unknown meaning (i.e, the immediate context is uninformative; specific meaning of decontextualization).</td>
</tr>
<tr>
<td><strong>Dyadic Interaction</strong></td>
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<tr>
<td>Father-Child</td>
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<td>Mother-Child</td>
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<td>Sibling-Child</td>
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<td>Adult-Child</td>
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<tr>
<td>Child-Child</td>
<td></td>
</tr>
<tr>
<td><strong>Error Data</strong></td>
<td>Rich and informative linguistic and conceptual error data; examples of overregulation errors; Error with my continues.</td>
</tr>
<tr>
<td>Expletives</td>
<td>Preschool expletives are personal insults (dumb-dumb, pooh-pooh head, stupid, bad) and the word yucky.</td>
</tr>
<tr>
<td><strong>Expressive Language</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Idioms</strong></td>
<td>Spontaneous and correct use of idioms including temporal idioms (early birds, nose running, oh my goodness, be right back, in a minute)</td>
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<tr>
<td><strong>Imitation</strong></td>
<td></td>
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<tr>
<td>Deferred Imitation</td>
<td></td>
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<tr>
<td>Key Word</td>
<td>Note</td>
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<td>--------------------------------------</td>
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</tr>
<tr>
<td>Intrapersonal Speech</td>
<td><em>Private speech</em> — L talks to herself when she is playing, especially when playing with water or dolls, but she does not engage in crib-speech.</td>
</tr>
<tr>
<td>Interpersonal Speech</td>
<td><em>Social speech</em> — L knows the difference between when her intention is social and when she is talking to herself (p. 98 #79)</td>
</tr>
<tr>
<td>Intersubjectivity</td>
<td></td>
</tr>
<tr>
<td>Language Acquisition/Language</td>
<td>L uses multiple emergent forms to increase the informativeness of her language production.</td>
</tr>
<tr>
<td>Development</td>
<td>Data suggest a bi-directional influence between conceptual and language development, (e.g. the back-and-forth between L's conceptual awareness of time and her linguistic search for how English expresses a temporal continuum).</td>
</tr>
<tr>
<td>Language and Thought</td>
<td></td>
</tr>
<tr>
<td>Lexicon</td>
<td>L uses culturally conventional vocabulary, such as idioms, pragmatic devices and social formulas. The 1973 lexicons in J5 were never compared to L’s prior cumulative lexicons.</td>
</tr>
<tr>
<td>Literacy</td>
<td></td>
</tr>
<tr>
<td>Longitudinal Diary Data</td>
<td>Daily Entries—12 to 48 Months</td>
</tr>
<tr>
<td>Metalinguistic Knowledge</td>
<td>L starts to talk about language per se. She identifies another language, (e.g. Spanish), describes talking to herself, and recognizes her inability to retrieve unusual words, (e.g., avacodo.) and knows how to do a perfect imitation of baby talk.</td>
</tr>
<tr>
<td>Morphology</td>
<td>Derivational and inflectional rules in English and their exceptions are a major theme of L’s emergent language.</td>
</tr>
<tr>
<td>Natural Language</td>
<td>L’s language production becomes more complex as she attempts to use morphemes and to produce more intricate sentences about less context-dependent topics, such as time, causality, and internal states.</td>
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<tr>
<td>Nature/Nurture</td>
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<tr>
<td>Negation</td>
<td></td>
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<tr>
<td>Overgeneralization</td>
<td></td>
</tr>
<tr>
<td>Overregulations</td>
<td>Limited error data suggest productive morphological rules.</td>
</tr>
<tr>
<td>Parts of Speech</td>
<td>L produces additional parts of speech, such as adverbs, prepositions.</td>
</tr>
<tr>
<td>Pragmatics</td>
<td>L is a skilled bargainer who uses pragmatic devices to her advantage.</td>
</tr>
<tr>
<td>Productivity</td>
<td>Error data and child-invented speech are relevant to this issue.</td>
</tr>
<tr>
<td>Quantified Expressions</td>
<td>Many types of quantifiers emerge, such as some, a few, nobody, and mass nouns.</td>
</tr>
<tr>
<td>Receptive Language</td>
<td></td>
</tr>
<tr>
<td>Repair</td>
<td>L uses self-repairs, as evidenced during periods of transitional overlap when a correct form may be repaired to an incorrect one.</td>
</tr>
<tr>
<td>Representation</td>
<td>In addition to language, L describes her scribbled pages as if they were representational art and engages in symbolic play.</td>
</tr>
<tr>
<td>Scaffolding</td>
<td></td>
</tr>
<tr>
<td>Self-Reference</td>
<td></td>
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<tr>
<td>Affective Internal State</td>
<td></td>
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<tr>
<td>Cognitive Internal State</td>
<td></td>
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<tr>
<td>Semantics</td>
<td></td>
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<tr>
<td>Sentence Structure</td>
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<tr>
<td>Complex Sentences</td>
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<tr>
<td>Sibling-Interaction</td>
<td></td>
</tr>
<tr>
<td>Social Formulas</td>
<td></td>
</tr>
<tr>
<td>Speech Act</td>
<td>Pragmatic unit of an intentional utterance</td>
</tr>
<tr>
<td>Speech Event</td>
<td>L can take multiple turns herself before yielding the floor.</td>
</tr>
<tr>
<td>Strategies</td>
<td></td>
</tr>
<tr>
<td>Production</td>
<td></td>
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<tr>
<td>Syntax</td>
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<tr>
<td>Key Word</td>
<td>Note</td>
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<td>--------------------------</td>
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</tr>
<tr>
<td>Theory of Mind</td>
<td>L’s use of the pragmatic, semantic, and syntactic subcomponents of language indicates a developmental advance in presupposition and the expression of certainty.</td>
</tr>
<tr>
<td>Transitional Overlap</td>
<td>The simultaneous use of an old and an emergent form</td>
</tr>
<tr>
<td>Verbs</td>
<td>L uses many verbs to indicate her certainty about a proposition, (e.g. <em>bet</em>, <em>think</em>). L is figuring out how to express tense, aspect, and mood in English.</td>
</tr>
<tr>
<td>Vygotsky</td>
<td></td>
</tr>
<tr>
<td>WH-Questions</td>
<td>L produces <em>when</em>, <em>where</em>, <em>how come</em>, <em>what</em>, <em>who</em>, correctly but makes an error with <em>which one</em>.</td>
</tr>
<tr>
<td>Key Word</td>
<td>Note</td>
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</tr>
<tr>
<td>Affiliation Motivation</td>
<td>L wants to be included when J has a friend over. L also has her own friends.</td>
</tr>
<tr>
<td>Attachment</td>
<td>L expresses her attachment to her family in positive ways including nascent empathy and expressions of affection.</td>
</tr>
<tr>
<td>Separation Anxiety</td>
<td>L talks about helping her close friend, C, if he cries when he joins her preschool class.</td>
</tr>
<tr>
<td>Separation Reactions</td>
<td></td>
</tr>
<tr>
<td>Transitional Objects</td>
<td>L still has a special blanket. (See p.18 #198 and p.58 # 195 for interesting notes about this blanket.)</td>
</tr>
<tr>
<td>Childrearing Practices</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>As L adds morphemes to the basic structure of English, she is able to communicate with many more people.</td>
</tr>
<tr>
<td>Father-Child</td>
<td></td>
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<tr>
<td>Mother-Child</td>
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<tr>
<td>Sibling-Child</td>
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<tr>
<td>Adult-Child</td>
<td>Adults other than family feel that they can understand L now.</td>
</tr>
<tr>
<td>Child-Child</td>
<td></td>
</tr>
<tr>
<td>Conceptual Errors</td>
<td>L’s conceptual errors are logical from her experiential perspective.</td>
</tr>
<tr>
<td>Developmental Limitations</td>
<td>L is just starting to be aware of a conceptual world of experience which she doesn’t really understand.</td>
</tr>
<tr>
<td>Incorrect Associations</td>
<td>L asks questions with why and how come as she tries to understand the motivation of a person's behavior and the reasons for events in her physical environment.</td>
</tr>
<tr>
<td>Concept Formation</td>
<td></td>
</tr>
<tr>
<td>Colors</td>
<td>Beginning on April 19, p.83, M probes for L’s understanding of colors (In 1973 L’s identification of purple as her only color word was theoretically incorrect and the reason she fails at a task during the UCLA home observation of her language).</td>
</tr>
<tr>
<td>Developing a World View</td>
<td>L becomes aware of her experience of repetitive events in her culture. She also begins to think about cause and effect.</td>
</tr>
<tr>
<td>Kinship Relationships</td>
<td>L knows the words sister and grandfather but her conceptual understanding of the is doubtful (e.g. grandfather example)</td>
</tr>
<tr>
<td>Numbers</td>
<td>L is interested in words for numbers and asks repetitively &quot;When my be five?&quot; L mentions a shape, circle, but it is impossible to know whether she kows the meaning of this word.</td>
</tr>
<tr>
<td>Time</td>
<td>L understands the passage of time. She initially uses words for daily events to refer to time. She says [to]morrow and yesterday to indicate the past and the future, respectively, without understanding their precise meaning. She also uses a single word when for this same purpose.</td>
</tr>
<tr>
<td>Conversations</td>
<td></td>
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<tr>
<td>Present Situation</td>
<td></td>
</tr>
<tr>
<td>Cue in Ambient Language</td>
<td></td>
</tr>
<tr>
<td>Decontextualized or Displaced</td>
<td></td>
</tr>
<tr>
<td>Curiosity About:</td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td>See p. 96 #56</td>
</tr>
<tr>
<td>Human Body</td>
<td>See p. 26 #280 for L's description of teeth in her stomach.</td>
</tr>
<tr>
<td>Life and Death</td>
<td>An incident involving the cat’s brutal destruction of a bird sparked L’s interest in the difference between alive and dead (she has heard the words death, die, and dead as part of F’s mealtime conversations).</td>
</tr>
<tr>
<td>Unusual Event</td>
<td>L tries to explain to M her unshared experience of witnessing a car wreck on the freeway (her description is incomprehensible).</td>
</tr>
<tr>
<td>Unusual Words</td>
<td>See p 69 #314 and p. 85 #463 for L use of the word dead.</td>
</tr>
<tr>
<td>Dreams</td>
<td>L wakes M in the middle of the night and tells her about a bad dream. See p. 56 #191 for an event #193 for L’s dream about it.</td>
</tr>
</tbody>
</table>
### Early Childhood Development

**Note:**
Types of Development during Toddlerhood and the Preschool Years

- **Cognitive Development**: L encounters the interface between language and thought.
- **Emotional Development**: L is able to recognize a few behavioral expressions of another person’s internal state. L begins to use synonyms for her own internal states (e.g., scared/afraid and glad/happy).
- **Language Development**: L has mastered the basic structure of language but is just starting to learn how to make it more powerful and creative.
- **Personality Development**: L is proud of herself when she feels competent (e.g., able to go for a pony ride at the park with F and J).
- **Psychosocial Development**: Same as Social Development
- **Moral Development**: L starts to talk about how anything bad has to go to the hospital (p.76 #380).
- **Psychosexual Development**: Topics related to gender differences and sexuality recur in these data.

### Family Structure

- **Father-Child**: F and L play a tickling game in which he is "Foxy Loxy" and she is "Ducky Daddles."
- **Mother-Child**: M and L have conversations together. M is concerned that the diary may be too intrusive in her relationship with L. (See p. 11 #113 and #122 for good examples of L's awareness of the written diary and the audio-recordings).
- **Parent-Child**: Parents act jointly
- **Sibling-Child**: As J begins to lead a more independent life, L struggles to be included. When J and her friends tease her L becomes upset (p.98 #80).

### Idioms

L begins to use cultural idioms that refer to brief interruptions (e.g., be right back, wait a minute).

### Imitation

- **Deferred Imitation**
- **Intrapersonal Speech**: *Private speech* — L talks to herself when she is playing, especially when playing with water or dolls, but she does not engage in crib-speech.
- **Interpersonal Speech**: *Social Speech* — L and M start to have conversations on a variety of topics related to L's experiences (e.g., displaced topics such as dreams, and all kinds of topics related to L's personal interest in understanding her everyday life).

### Intersubjectivity

The mutual understanding of the meaning of a shared experience.

### Learning

Language becomes a tool to gather information. (Follow the red circled numbers on p. 41 for an example.)

### Longitudinal Diary Data

Daily Entries 12 to 48 months

### Memory—Types of Memory

- **Episodic Memory**
- **Procedural Memory**
- **Verbal Memory**
- **Long Term Memory**
- **Short Term Memory**

### Memory—Retrieving a Memory

- **Cued Recall**
- **Free Recall**
- **Nature/ Nurture**
- **Piaget**
<table>
<thead>
<tr>
<th>Key Word</th>
<th>Note</th>
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</thead>
<tbody>
<tr>
<td><strong>Play</strong></td>
<td>L engages in a wide range of play experiences and engages in all of the forms of play listed below.</td>
</tr>
<tr>
<td>Peer Play</td>
<td></td>
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<tr>
<td>Pretending</td>
<td></td>
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<tr>
<td>Role Playing</td>
<td></td>
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<tr>
<td>Sibling Play</td>
<td></td>
</tr>
<tr>
<td>Solitary Play</td>
<td></td>
</tr>
<tr>
<td>Symbolic Play</td>
<td>See p. 55 #180 for a good example.</td>
</tr>
<tr>
<td>Possession</td>
<td>L has difficulty sharing a personal possession.</td>
</tr>
<tr>
<td><strong>Representation</strong></td>
<td>L engages in symbolic forms of expression in addition to language.</td>
</tr>
<tr>
<td>Art</td>
<td>L describes her scribbles as if she were drawing a recognizable picture of something like her sister does.</td>
</tr>
<tr>
<td>Metacognition</td>
<td>L’s vocabulary now includes words to express a continuum of how certain she is about what she is saying (i.e., the truth of a proposition).</td>
</tr>
<tr>
<td>Literacy</td>
<td>L enjoys listening to stories and to J’s books with chapters.</td>
</tr>
<tr>
<td>Music</td>
<td>L has a record player and since early toddlerhood has always had some favorite song.</td>
</tr>
<tr>
<td><strong>Sense of Self</strong></td>
<td>Because she accompanies M and J in their daily activities, L is able to hold her own in a variety of situations.</td>
</tr>
<tr>
<td>Agency</td>
<td>L prefers to be the agent of her own actions.</td>
</tr>
<tr>
<td>Emotional Regulation</td>
<td>L occasionally has a tantrum.</td>
</tr>
<tr>
<td>Motivation and Goals</td>
<td>L is beginning to assert herself when J assigns her a role in their play (e.g. L is no longer content to be J’s baby and also wants to be a mother).</td>
</tr>
<tr>
<td>Negativity</td>
<td>L verbally asserts her autonomy and is pragmatically skilled at doing so.</td>
</tr>
<tr>
<td>Self-Control</td>
<td></td>
</tr>
<tr>
<td>Self-Reference</td>
<td>See pp. 15 – 16 #166 for a good note about L’s sense of self.</td>
</tr>
<tr>
<td>Self-Regulation</td>
<td></td>
</tr>
<tr>
<td>Theory of Mind</td>
<td>L expresses her mental degree of certainty with a large vocabulary of verbs (e.g. think, bet, and wonder).</td>
</tr>
<tr>
<td>Social Cognition</td>
<td>An important focus of J5 is L’s emergent experiential awareness of and curiosity about her cultural environment.</td>
</tr>
<tr>
<td>Socialization</td>
<td>As L becomes a young preschool child, M expects her to behave in a culturally appropriate way.</td>
</tr>
<tr>
<td>Television</td>
<td>L is only allowed to watch Mr. Rogers.</td>
</tr>
<tr>
<td>Temperament</td>
<td>L’s temperament is quite different from J’s.</td>
</tr>
<tr>
<td>Vygotsky</td>
<td>Vygotsky describes the theoretical reason why young children fail to suppress their private speech.</td>
</tr>
</tbody>
</table>
Format of an Entry

Guide to the Format of the Diary Entries

Definition of an Entry

The numbered entries in L’s diary are speech events. Strictly speaking, a *speech event* is a pragmatic term that describes a unit of discourse in a natural language made up of individual intentional utterances which are *speech acts*. The early diary entries (J1 and J2) when L’s limited contribution was a babbled turn or came from a child-specific protolanguage were not *speech events* in a pragmatic sense. However, they did include information about any discourse that clarified the developmental interpretation of L’s production of an utterance.

L, 1;0.16, “Ba-ba” in response to [the] question “What does the lamb say?” She does not distinguish between the questions “What does the dog say?” and “What does the lamb say?” if they are asked one after another, but if each is asked on a separate occasion she responds correctly.

(J1 p. 26, #126)

The emphasis on including discourse either as explanatory information as in the example above or specifically as in the example below was a planned feature of the diary notation.

L, 1;4.2 was at breakfast. M, F, and J were discussing the trees. [Many trees in the yard were visible from the dining room windows.]
L: Mommy, mommy.
M: What?
L: Tee [Tree]
(J2 p. 46, #6/602)

The final example, from Journal 8 when L spoke fluent English, shows why a *speech event* was per force informative as the minimal unit of an entry.

L, 3;5.28, was at breakfast. M and F had set the positive expectation that she could sleep all night. She did so.
L: I did a good sleeping job, right?
F: Right.
L: But Daddy, I was sad.
F: Why?
L: Cause I wanted someone to sleep with me.
J: Mommy, right?
L: Mommy.
F: But you don’t want Mommy to sleep with you. That wouldn’t make you happy.
(J8 p. 28, #148)

To summarize, the methodological choice of a *speech event* was theoretically advantageous because it captured the qualitative details of a longitudinal progression in the process of L’s language production.

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1 Many of the entries were numbered initially and then given a second number as part of M’s research.
Format of an Entry

A Key to the Notational Abbreviations in the Original Diary

<table>
<thead>
<tr>
<th>Notation</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>=</td>
<td>Appears after an utterance and before a name or initial to identify the speaker.</td>
</tr>
<tr>
<td>+</td>
<td>Appears throughout the diary instead of &amp; as the diarist’s abbreviation for and.</td>
</tr>
<tr>
<td>comma</td>
<td>Indicates a brief pause, which was heard as less than a full pause (e.g. a serial repetition of a word, hesitation between two different words, or a complete repetition of an utterance)</td>
</tr>
<tr>
<td>period</td>
<td>Indicates that a full pause between two utterances was heard.</td>
</tr>
<tr>
<td>alignment</td>
<td>Indicates a turn in discourse.</td>
</tr>
<tr>
<td>L: Find Laura bottle.</td>
<td></td>
</tr>
<tr>
<td>Find my bottle.</td>
<td></td>
</tr>
<tr>
<td>Sometimes all of the turns by the same speaker are aligned together when the discourse is fluent.</td>
<td></td>
</tr>
<tr>
<td>L: Oh look, there’s a bird. Do you think Katie (cat) will eat it?</td>
<td></td>
</tr>
<tr>
<td>( ) or [ ]</td>
<td>Parentheses enclose information that clarifies the meaning of an utterance. Square brackets usually enclose general information which is relevant but nonessential; or a gloss of the sense of the utterance</td>
</tr>
<tr>
<td>(#X)</td>
<td>A number followed by an X in parentheses indicates the number of repetitions of the preceding word(s) or utterance.</td>
</tr>
</tbody>
</table>

The Identification of Speakers

In the diary entries, proper nouns were used after the equal sign to identify a speaker. The girls asked to be identified with the first initial of their given names: A capital L should be used to identify Laura and a capital J to identify her older sister, Joanna, respectively. Sue and Jack and the various permutations of their names should be identified as M for mother and F for father. Initials often appear after the equal sign in an entry. In particular, the diarist often used L to identify Laura and S to identify herself. Names instead of initials were used when J and F were participants in the same entry.

Example of a Diary Page

The following randomly selected page from L’s diary (JS) exemplifies the quality and scope of the data in this collection. In the interest of intellectual integrity, the messiness of the methodological process of collecting diary data was left intact.
March 3 cont.
I am recording all instances of a correctly
inflected 3rd person sing. verb, regular or
irregular and also conjugated form of to be in
any formation but question which is not operational
163.47. I made poop talk. — I had said when
as I handed her a piece of cheese.
164.48. I get big one. = L — As she took a piece of cheese.
It was no bigger than the previous piece.
165.49. "Dee-dee says [pause stutter] no put my play with it."
Joanna says I can't play with it. — Joanna
had just told her that she could not play with her
wallet.
166.50. My partner = Sally to L — Laura is on Sally's lap.
My not partner: = L
in the living room. Sally is
playing with her.
I did it, mommy. = L
What did you do? = S
I turned Dee-dee record player on. = L
to tell me
you're not supposed to do that. = S
Thus. She knows
that she is only to use her own record player.
168.52. "Mama + I talking about how a baby learns the lang.
Petra say "case" = L
"Yeah, Petra says "case" = S
Petra vacuums = L
The mommey speaks Spanish.
Spanish = our word you learn.
169.153. "Peanus = L
The cat climbed the stairs.
"Peanus get on screen." = L
door to let for breakfast.
170.154. "You, ear hurts." = L
The cat has one torn
eyear, and Laura apparently
was referring to this. Note your t's on verb.
171.155. "In freeway." = L
as we were driving to Carpinteria.
[We took a 5 hr. trip today.]
172.156. "Called my baby." = L
Telling this very
"Called me baby." = L
conversationally to my
I didn't like it. = L
grandmother who is
sitting next to her in the car.
173.157. "Tot hit me = L
Tot hit me = L
No, he won't bite you = S
He bad girl. = L
No he's not a bad girl. He's a boy = S
He bad boy. = L
* Edith = M's grandmother
Still on
our car
trip. She was
speaking to
Edith but I
answered.


**Layout of an Entry**

The following example of an entry (#168) is from the scanned diary page J5 p.14. Its purpose is to explain the process of recording an entry and thereby to show a researcher how to read and interpret an entry.

The sequential order of the information in the diary entries was designed to solve an intrinsic problem in the collection of diary data: The order maximized the accuracy of the diarist's short term memory of the language in a speech event. Utterances and an abbreviated identification of the speaker(s) were entered immediately.

1. **Utterance = Speaker:**

   Petra says "casa" = "L
   "Yeah, Petra says "casa" = "L
   Petra vacuums = "L
   "If the mommy speaks Spanish, Spanish = cue word for Laura.

   If time permitted, the rest of this minimal entry would be completed immediately as below:

2. **+ description of the context + any incidental information**

   Jo + I talking about how a baby learns the language.
   His mother speaks = Jo's idea.
   "Yeah, Petra says "casa" = "L
   Petra vacuums = "L
   "If the mommy speaks Spanish, Spanish = cue word for Laura.

   Otherwise, a blank space on the page was left so that the additional information in an entry could be added no later than the evening of the same day.

   The original diary pages were not altered, but they were annotated to point out interesting examples of L's linguistic or psychological development. As a convenience for future researchers, annotations to the original pages were made in red and dated, as in this example.

3. **Annotations:**

   "If the mommy speaks Spanish, Spanish = cue word for Laura.

   This system of annotation preserved the intellectual integrity of the original data.
Format of an entry

Annotations appear throughout this collection and are identified in red at the top of a page. The information includes the format of the annotation (e.g., lines, boxes) followed by the diarist’s initials and a date (e.g., Lines and boxes = SRB 2013). Consequently, the original diary entries remain untouched, but the diarist was able to add post hoc information for a future researcher.

Redactions

This is a redacted copy of the data in the original handwritten diary. The redacted names are listed with a capital initial and a numbered subscript (e.g., A6) followed by brief descriptions of their respective roles in L’s life. The redactions in each journal are located in the method section of the front matter. The methods section of the Introductory Volume contains an overview of the redactions by journal that clarifies the duration of L’s relationship with the many people whom she encountered.

Presentation of the Data

The order of the information on the diary page made good methodological sense at the time of data collection. From the perspective of a reader, this ordering is counterintuitive and reverses the conventional presentation used in child language. Changing the original order of an entry does not alter the integrity of the content and is simple to do.

L, 2;0.11, overheard J and M talking about how a baby learns the language his mother speaks—J’s idea. J used the word Spanish and said “the baby learns Spanish if the mommy speaks Spanish.” The word Spanish was the cue for L.
L: Pétra say “casa.”
M: Yeah, Pétra says “casa.”
L: Pétra vacuums.

In conclusion, the data in this collection represent an exact, accurate and unaltered reproduction of the content of the original handwritten diary.
<table>
<thead>
<tr>
<th>Initial</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A₄</td>
<td>J's male preschool classmate with autism; L was afraid of him.</td>
</tr>
<tr>
<td>A₅</td>
<td>Female teenaged babysitter from neighborhood.</td>
</tr>
<tr>
<td>A₆</td>
<td>J's female preschool classmate.</td>
</tr>
<tr>
<td>B</td>
<td>L's male classmate and playmate.</td>
</tr>
<tr>
<td>B₂</td>
<td>UCLA professor of child language seminar; students observed L in her home.</td>
</tr>
<tr>
<td>B₄</td>
<td>Female preschool aide who floated between classrooms.</td>
</tr>
<tr>
<td>C</td>
<td>J's son; D's younger brother; L's playmate, Toto, and then classmate.</td>
</tr>
<tr>
<td>D</td>
<td>J's male preschool classmate and playmate; older brother of C.</td>
</tr>
<tr>
<td>D₂</td>
<td>J's male preschool classmate and playmate; older brother of B.</td>
</tr>
<tr>
<td>D₃</td>
<td>B₃'s son; T's younger brother; L's preschool classmate; in carpool with L.</td>
</tr>
<tr>
<td>D₆</td>
<td>Female lead teacher in J's preschool class.</td>
</tr>
<tr>
<td>E</td>
<td>J's female preschool classmate and best friend.</td>
</tr>
<tr>
<td>J</td>
<td>Mother of D and C; wife J₂; M's best friend—mutual help; frequent chats.</td>
</tr>
<tr>
<td>J₂</td>
<td>D and C's father; J's husband.</td>
</tr>
<tr>
<td>J₉</td>
<td>E and M's cousin; L saw him at S's.</td>
</tr>
<tr>
<td>L</td>
<td>E and M's father; S's husband; twin brother of M₄; L was afraid of him.</td>
</tr>
<tr>
<td>M</td>
<td>S's younger son, E's younger brother; L's playmate when S babysat her.</td>
</tr>
<tr>
<td>M₄</td>
<td>L's twin sister and J₉'s mother.</td>
</tr>
<tr>
<td>P</td>
<td>Neighbor's granddaughter J's age who came over to play now and then.</td>
</tr>
<tr>
<td>R</td>
<td>Female Israeli lead teacher during L's first year of preschool.</td>
</tr>
<tr>
<td>R₂</td>
<td>L's male preschool classmate.</td>
</tr>
<tr>
<td>R₃</td>
<td>J's female preschool classmate, a neighbor, and M₃'s younger sister.</td>
</tr>
<tr>
<td>R₄</td>
<td>M₄'s husband and J₉'s father.</td>
</tr>
<tr>
<td>S</td>
<td>Mother of E and M who cared for L at her home; M and S went places with their children.</td>
</tr>
<tr>
<td>S₂</td>
<td>J's female preschool classmate with Cystic Fibrosis and J₇'s older sister.</td>
</tr>
<tr>
<td>S₆</td>
<td>P's younger sister L's age who came over to play now and then.</td>
</tr>
<tr>
<td>Y</td>
<td>A₄'s younger sister.</td>
</tr>
</tbody>
</table>
### TABLE I

**The Scope of the Handwritten Daily Diary Data in Journal 5 for L, Aged 2;0.1 – 2;3.0**

<table>
<thead>
<tr>
<th>Journal Duration</th>
<th>Journal Divisions</th>
<th>Summation of Daily Entries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Age</td>
<td>Date</td>
</tr>
<tr>
<td>February 21, 1973</td>
<td>2;0.1</td>
<td>February 21 —</td>
</tr>
<tr>
<td>through</td>
<td></td>
<td>March 20</td>
</tr>
<tr>
<td>May 20, 1973</td>
<td>2;3.0</td>
<td>March 21 —</td>
</tr>
<tr>
<td></td>
<td></td>
<td>April 20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>April 21 —</td>
</tr>
<tr>
<td></td>
<td></td>
<td>May 20</td>
</tr>
</tbody>
</table>

3 Months        | 135               | 8 | 81 | 81/89 | 91% (.910) |

<sup>1</sup> The ratio represents the number of daily entries per the number of days possible in the month.

<sup>2</sup> There are no daily entries on 5/20, but there is a Subjective Summary for the month on p.135.
MONTHLY STATISTICS

Days In The Month: 28
Days Missed: 3
Total Daily Observations: 25

MISSING ENTRIES

<table>
<thead>
<tr>
<th>DATE</th>
<th>AGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 23</td>
<td>2;0.3</td>
</tr>
<tr>
<td>March 8</td>
<td>2;0.16</td>
</tr>
<tr>
<td>March 17</td>
<td>2;0.25</td>
</tr>
</tbody>
</table>
24 months to 25 months
I want Nanny = L
Which Nanny do you want?= S
Nanny Cookie=L
I wanna see Nanny Cookie=L
I wanna see Nanny Cookie tomorrow?= L
Urn,uh=L Nothing to prompt all of this.
She was standing on a stool by the kitchen sink
+ watching me make breakfast.

"My tummy hurting me again."=L She's right.
She was sick again last night.

273. This is filthy =L
She held up
No it's burnt=S
I don't like it=L
Toast which is
burnt. Then she hid it under her napkin.

274. "See have to write it down."=L As I started
to write down #8 above.

305. You have sone? = L
I have a pimple on my
face which she noticed.

Daddy take it out?= L
No Daddy can't take it out=S
Well Then how does it get better?= To
It has to heal, and I can't pick it=S

316. My ni-ni's couch."= L? She wasn't
I did = L feeling well +
went to sleep on G's couch while I was at
school yesterday.

321. My coughed=L What she did, She is sitting on
my bed.

338. There Donalds hamburgers=L Do we drive by
McDonalds. I think That's on Donalds is plural
rather than possessive. She calls it Donald's but
of course with pl. There's no way to know.

348. I wanna ring doorbell=L as I carried her
out the front door.

3510. "My tummy feel better."= L But she collected a
"My tummy stopped."= S peanut butter sandwich.
Feb. 21 cont.

36.11 "Daddy, take Joanna splinter out," I said. "I should be past. He took her splinter out earlier today. It was a big scene.

37.12 "I near lost. glass;" I said. "I’ll be careful. She was watching me get out a glass bottle for her afternoon naptime juice.

38.13 "Play Ducky Daddles;" I said. "Running to Jack who is resting on the playroom floor.

39.14 "My spill my 3ssom;" I said. "She spilled milk down her pyjama onto her body.

40.15 "You have to write it down," L said. "I didn’t immediately write it down.

41.16 "My spill my bottle with me;" I said. "She meant I’ll take my bottle with me." We were talking about going to Ralphie.

42.17 "Mana answer me;" L said. "Very loudly. I wasn’t ignoring her any more than usual.

43.18 "Mommy, know what? We said at breakfast table. Say good night me = L. He did = L. He should be the A.

44.19 "My can’t blow,;" I said. "We are talking about I can’t blow balloon; L what we will get for her Birthday party this afternoon.

45.20 "Laura’s going to wear a dress today;" I said. "The party dress = L. And starting to get ready. She usually refuses to wear a dress so she clearly understands about the party.

46.21 "My, unsnap myself;" L said. "I had yelled across the house to her how to start to get ready.

47.22 "He’s stupid;" I said. "A truck was blocking who’s stupid; S.

48.23 He’s dumb; dumb = L.

49.24 "Forgot you coffee, Mom. Sue = L.

50. "Open frozen; L. She wanted me to open a package of frozen veg.
Feb. 23 cont.

49.25 "Open it. / Open it, Mommy." = L

50.26 "My open it already." = L

50.27 "Peanuts play me." = L

50.28 "No sneaky eat." = L

50.29 "Here Tippy cup baby." = L

50.30 "Here's your Tippy cup." = L

50.31 "Go playroom, Daddy." = L

50.32 "Go in playroom." = L

Feb. 23 No note - Took a day off

March 24-29 Know what I tell Jackie, Pookie? = L

50.34 No what? = S

I tell (PAUSE) E take / black sweater out = L

50.35 She came out to me while I was cooking breakfast & told me this.

50.36 "My get straw. I straw." = L — It was incomprehensible to me until she got down & got herself a straw.

50.37 She then said: "My bubbles." as she blew bubbles in her milk.

50.38 "How apple ring. / I go get my apple ring." = L

50.39 Coming from living room to the table where she left it.

50.40 One = S hanging up a pair of stockings to dry

Two = L as I hung up the next pair.

Two = S as reinforcement.

Three = L as I hung up 3rd pair.

Three = S

Seven = L as I hung up 4th pair.

Not seven = S

50.41 Four = S

Four = L parroting me.

She definitely wanted to three.

50.42 "Dee-dee said no." = L She saw a page in this

50.43 "She said do no." = L notebook which she had

50.44 scribbled on.

50.45 "My hold it very carefully." = L

50.46 "My keep Peanut butter company." = L Peanut butter

50.47 Want last more now." = L

50.48 She had already eaten two spoonful of it.

50.49 Feb. 25 "I want some of yours." = L — She wanted my last

35. mouthful of egg. "Note yours in terminal position.

cont. top p. 4
Feb. 25 cont.  cont. from bottom p. 3

is completely correct.

58 36. Joanna left. The room to get some oranges. She took one where she got back and said "I want some."

59 37. "What happened there?" I was having trouble cutting an apple. She thought that I hurt myself.

60 38. "Baby, so tiny." = L. She had just seen a 2-week-old baby. We held her very close so that she could see.

61 39. This dirty = L. Holding up her dirty bottle. We aren't going to use them. dirty = S.

No, never, never = L. She gave me the bottle. [We are trying to keep her from putting dirty things in her mouth because she is getting food poison from something.]

62 40. Help me = L. Help, what, Laura? = S.

Tinker toys = away = L

Eating it = L. I eating it = L. She climbed up to the table and began to eat her bowl of cereal = No milk. She is alone at the table.

Look at him, look at him = L

Oh: Peanuts get off. The door = S

He monkey = L

Look it. Peanuts = L

Jump off. Jump off = L

He jump off = L

Jump off. Screen door = L

Of the patio.

63 41. "He stupid. eat:" = L. Immediately after #42 above.

She could now see the cat sitting on the railing.

64 42. "Oh: Penny don't be..." = L. At breakfast. You Foxy lady = L. That her room was meant to get Jack to roar which he does. When he is Foxy-Foxy.

65 43. "All over me:" = L. She spilled a spoonful of cereal into her lap.

She just noticed that.

I want toast = L. I want jam on it = L.
Feb. 26 cont.

47. "I want jam." L—While she was waiting for her toast to arrive, she yelled this to me in the kitchen.

48. I'm sorry, but I have to be excused = Jack leaving table. Sue goes upstairs = L

Sometimes you go upstairs, make poop = poop. I use the girls' bathroom when ours is occupied. She said this as I went down the hall.

49. How come you have jam = L? We are all eating because everyone does = S our toast now = L. Oh = L. She is noticing the honey on mine. She did not, however, eat her own.

50. Don't touch Sue's notebook = L.

Don't touch Sue's notebook, Daddy = L.

Yeah, Nobody in the family is allowed to touch it = S.

Said this to Jack when he rejoined us. I had just reprimanded her for touching this notebook.

52. That's Jonathan = Jo.

My not = Jonathan = L. As I was brushing house's hair, Joanna announced that Dee-Dee Jonathan = L.

She Jonathan = L. Conversation took place. Hair only wants to be called by his own name these days.

53. My toe sticking out = L. We are putting on her shoes and there is a large hole in one sock.

54. "Ham, I love ham." L—Taking the package of ham out of the refrigerator.

55. "I give you more." L—She is giving me pretend coffee—using water at the kitchen sink.

56. "Mom helping you, Mommy." L—Let the gas station.

The attendant was cleaning the windshield.

57. "Where That airplane went?" [2x] = In the gas station. I neither saw nor heard a plane.

I don't know what she meant.

58. "Doggie upset tummy." L—While we were driving, yesterday on our walk we came upon the offerings of a dog who was sick. She asked what that = I told her that the doggie had an upset stomach. Apparently she was thinking about this.
Feb. 26 cont.

80. 59. I thought I left my purse in the den. S to J: my get you purse, L. 2. She then ran to
I get it, mommy =L. I ran to find my purse... All this took place as we were getting
ready to go out.

81. 60. "You're not telling. It was correct; the car was easier than usual to start.

82. 61. "Forgot snap me. L. — She was correct. I was

83. 62. Joanne is talking to me about her trip to N.Y. while

84. 63. "I can't get up here. L. 2. Both a proper of a small

85. 64. "I move it. L. 2. High chain in R."

86. 65. Yours, Jo, yours = L. As she was picking her nose,

87. 66. "I didn't spit up. L. - When I came to get her out of her crib after her nap.

88. 67. Mmm, here = L. Mommy = L. 2. The sound

89. 68. Is this, Ducky, Diddles = L. 2. She has a small

90. 69. Donald Duck is going pooh, pooh, pooh = L. 2. She initiated this discussion. She said Donald

Duck goo pooh toilet," she was playing with

(continued)
a miniature push toy. Donald Duck. She had located the appropriate part of the anatomy.

know what P[redacted] did? \( P = L \)

No = S

Hunt herself = S

I went to look

If P[redacted] didn't, hunt herself = S to Laura in the playroom. Laura took me to see P[redacted] who was not hurt.

"My baby. Daddy say my Chipper my baby. " = L [Yes, when I was a baby, Daddy called me Chipper] At breakfast table. Yesterday.

We were talking about how we had nicknames for each girl when they were babies.

"I wanna hear cow." = L — Staring by her record player. She adores the cow's moo on the Gingerbread Man Song.

I do it by myself." = L — Trying to put the record arm onto the record.

"Hiary say hello you." = L — I walked by her in the hall. She is pushing doll. Hilary, in a toy stroller.

I know, I know = Joanna to me. ? I am nagging Dee-dee known. Dee-dee knows = L Joanna to clean up her water paints from the playroom floor.

What happened to Petey = S to Jo? = L I am on the He had a tummy ache = Jo = last page of the He cried. = L He cried = L

Peter Rabbit. Laura was interested in this story.

"You talk Petey? = L — She overheard me speaking Spanish on the phone to a neighbor's maid.

Laura rocking. \( \text{Not jail.} \) = L — To me. I just came into her room. She is sitting on a rocking chair and rocking back and forth to a record.

I need you to brush your hair = L

Okay. I will \( \text{[Slight pause]} \) brush my hair = L

Starting off to the bathroom to get her hairbrush.

How come you have two? \( L[2x] \) to me.

Two what? = S

Oh two muffins = S understanding

I broke my muffin in half = S

\( \text{Oh} = L \)
Feb. 29 cont.

(continued)

in baby. She seemed satisfied by my answer. Did she really understand?

102.81. I got my finger stuck in my closet = L to Jack.

102.82. Two fingers stuck in one day! = S to Laura.

102.83. I didn’t like it = L. We are sitting at breakfast. Still, Joanny had related an incident of sailing hang Laura’s fingers in the door.

104.85. “Want a turn inside, horse?” She came in from the playroom to request my intervention.

105.84. How are you doing. = S. As I came to see what Mr. David = L they were doing in the playroom.

106.85. “I hear you can motor.” = L. As she stood at the front door I waved good-bye to Jack.

107.86. Don’t./ You pull.” = L. I am brushing her hair.

108.87. “Look at I have.” = S. Showing her jacket to a man who is cleaning the house.

109.88. You making part” = L to S. My stomach is growling. No. = S.

110.89. Go. = L. We are waiting thru a very long signal. I can’t./ The light red = S.

There we go = L. As the light turned green, she definitely watched for it to change.

111.90. “My eat salt” = L. She dumped the salt onto her place. “I eat salt” = L. I put it then licked it.

112.91. “Shot, I wanna give you shot.” = L. She and Joanny are taking turns doctoring each other.

113.92. “I have to call” = L. She + Jo have now switched to phoning.

114.93. “My call my Daddy” = L. Dialing the phone. “Say hi Daddy” = L. Offering the phone to Joanny to dial.
Feb 28 cont.

How come you didn't want Jackie Packie? = Jack
Why? = L = Jack & Laura repeated this routine
about 5 times. She obviously understands that
how come = why, but she doesn't answer the question.

Terrible throw good. = L? She had thrown
Write it down. = L
a glass of milk.
Here's your pen. = L

Bumped curly hair. = L We then bumped
He prenounced her and when she threw them
on the floor a minute before. I had
on the floor again, she said this.

Bumped curly hair.

There's old trick. = L? She saw a very dilapidated
Old I can't ride it. = L tricycle in a house
across from the nursery school. We were in the
and parked so that from her car seat she
could see into the yard.

I don't want ticket. = L As I handed
the credit card to the gas station attendant.

Good manners. = L As we got out of the car
to go into the market, this was a self-reminder
before I could get to my usual speech about
having good manners in the store & not touching.

Look it goose. = L We are stopped at a 3 way
in water = L (signal). On a building across
in water = L from us is a large billboard
Swimming = L with a mallard duck rising from
he, Swimming = L the water. Salem cigarette ad

Yes, that is a goose swimming in the water = S
I would not have seen this sign if hours
had not noticed it so excitedly.

I see goose = L

Yeah, you saw a goose = S after we saw the
I didn't. = L
Didn't it? = L

about 10 minutes

running an errand. Note was in wrong tense.
Feb. 28 cont.

102. "There, Peanuts. = L.
We just drove in the driveway.
He was running = L.
No, he isn't, = S.
He was walking, = L.
He wasn't running. Note correct transformation of my "isn't" to is.

103. "Hi, I have new shoes = L. To a man who is cleaning the house.

104. "My talk man = L. Running to me immediately after she spoke to the cleaning man. See #102.

105. You're unzipped, do you know how to zip it up, = S.

106. My zip my zipper up = L.
She is sitting on my lap. Her shirt, which zips in front, is unzipped. I let her try, but had to zip it for her.

106. Laura, please don't touch the windows. = S.

107. Can I touch them, = L.

107. No = S.
She has both hands on the picture window, which were just washed. She understands, is testing.

107. I write = S. = L.
I gave her a pen and paper and distracted her from the window. She said this as she scribbled. About a week ago at lunch, Joanna was very excitedly writing. = S.

108. Daddy wants raisins = L. = S.
At lunch, all of us except Jack were having.

108. He very hungry = L. Nuts + raisins for dessert.

109. "You teasing me. = L. She just awoke from her nap. I am pretending that I can't find her, although I am staring directly at her. Through the slate in the crib and she is laughing.

110. What's terrible = L. She was crying.

110. What's terrible? = S.
I eat with her knife and bump my head on the table. Despite our telling her "no," and had scratched her face with it.

111. You're spilling. = L.
As I was pouring, I am not spilling. = S.
I myself a glass of milk. Note inability to use was to be in correct form.
2.0.9

THUR 130

March 2 118

Rain on you [C blue can = L] Jack is holding her so

Rain on you [C green can = L] she can look out the

upstairs window. Both our ears have dew on them.

H 19

let me do something = L She is looking in

her drawer for a pair of underpants.

1.18

My foot my record on = L She came downstairs
to tell us this + then went up upstairs.

She 9 = 5 Harding her doll which had

I don't want her = L fallen on stairs.

Dee - dee have her = 5

Correct 143

I wanna hear what tape recorder = L

you want To hear hour = on the tape recorder = 5.

Correct 124

He burping = He burping = L She burped loudly.

You write: you're burping = 5
March 2 cont.

Look it. I did. = L

Yeah. I know what you did. You scribbled all over this. = S

Look it. I did. = L

No. I didn't like it. = S

Sue says Laura I don't like it. That's what Sue wants. = S

You stupid. = L

No. I'm not stupid. = S

You dumb-dumb. = L

No. I'm not. = S

You just don't like it. = L

I just don't like it. That's right. = S

But I like Laura. I just don't like Laura to scribble in this book. = S

I did it yesterday. = L [21]

You did it a long time ago. That's right. = S

I did it now. = L

No. you didn't do it now. You did it a long time ago. = S

All of this was prompted by her noticing a page in this book which she had scribbled on.

Ky. have fever. = L

No. you don't have a fever. = S

I saw her put her forehead on her forehead as she said this. = L

We always touch her forehead when we suspect she is sick.

No note for 24 hours. We went to hear Elizabeth KUBLER-ROSS. = [It was terrific.]

"My want open it. For you. = L

First when she tried to open my purse. Then when she wanted to open a package of gum.

That yours. = L

Offering me a stick and a block. It's mine. = S

Tend to pretend. = L

Pretend what. = S

Tend open your purse. = L

Do not open my purse. = S

Tend, mommy = L [5 x]

Tend only. = L

"My slippers unsnapped. = L - one slipper was unsnapped. Did she mean up. or is that. No way to know."

J5-12
March 3 cont.

151 185 "There Name of Stilt — As the car approached
Name of Street.

152 186 Carry me, this hand hill — We took a walk down
The block. It's uphill all the way home.

153 187 Who wants to take a shower? = S
Soap got my eyes = L
We won't let the soap get in your eyes = S
Never, never = L
We were standing in the shower kitchen, and I was
nudging them into taking a shower.

154 188 Laura, come and take a shower = S — Shouting from
Here my come = L — She was at the bottom of the
stairs and started up them.

155 189 How are you Eugene = S
Eugene can't talk = L
Oh, Eugene can't talk = S
Yes, he can = L
Pulled him so he made a noise = L
She then left the
room and dragged Eugene with her.

156 190 How's Eugene = Jack?
He can't talk = L
Living room to show
him to Jack. Immediately followed # 189

157 191 Eugene, there we go = L
Pulling him behind her.

158 192 "House me / Doggie come thru you" = L — Pulling
Eugene next to my feet.

159 193 "Here's your pencil!" = Taking my pen from my desk.

160 194 "Where my baby go? = L
I can't find my baby = L
Mornin', I can't find my baby = L
Which baby are you looking for? = S
Ellen, I = L
She came to me in the door with this problem.
She had been playing with Jo on the patio. Jo remembered
that the doll was in the car which ended this.

161 195 You feel better, Jan: = L / Laura had accidentally
pucked over Jo. She was hugging her and trying to comfort her.

162 196 "I'm sorry, Jan: = L — Numerous times
She is still hugging Jo. Jo is being deliberately
unresponsive.
March 3 cont.

I am recording all instances of a correctly inflected 3rd person sing. verb, regular or irregular and also conjugated forms of to be in any formation but question which is not operational.

I made pooh for L — I had said what. I was mistaken when I asked for week.

I get big one = L — As she took a piece of cheese, it was no bigger than the previous piece.

Lee-dee says [pause shifts] no put my play with it = L.

Joanna says I can't play with it = L — Joanna had just told her that she could not play with her wallet.

Hi, Partner = Sally to L = Laura is on Sally's lap.

My partner = L = in the living room, Sally is playing with her.

I did it, mommy = L.

What did you do = S.

I turned the Lee-dee record player on = L = to tell me you're not supposed to do that = S.

Thus, she knows that she is only to use her own record player.

Jo & I talking about how a baby learns the language, Petra say, "casa," = L [his mother speaks — Jo's idea].

Yeah, Petra says "casa," = S.

Petra vacuum = L.

The mommy speaks Spanish, [Spanish is a word you learned.]

Peanus = L.

"Peanus, get off screen," = L.

You ear hurts = L.

"You ear hurts, Peanus = L."

I was referring to this. Note your "s" on verb.

In freeway, = L — As we were driving to Carpinteria, we took a 5 hr. car trip today.

"I called my baby," = L. [sitting] This very
called me, baby = L: conversationally to my
I didn't like it = L. grandmother who is
sitting next to her in the car.

Toto hit me = L.

Toto give me = L.

No, he won't bite you = S.

He bad girl = L.

No he's not a bad girl, he's a boy = S.

He bad boy = L.

Edith = M's grandmother still on our car trip. She was speaking to Edith but I answered.
March 4 cont.

174. 158. "Where you notebook go?="L ? looking for this Right there."L

175. 159. You really are a big girl now. = Edith to Joanna I'm big too. = L ? Still in the car. Edith I'm not baby. = L } is in the back seat between Do two girls.

176. 160. I like those. = L As we were eating What are those. = L

177. 161. "I unsnapped myself." = L As she unsnapped her carneat.

178. 162. Air conditioner = Jo as we got back into the warm car Air conditioner = L joining in.

179. 163. We don't need. The air conditions on S Yes, you do. = L [3 x]

180. Brief developmental aside

181. 164. Just must note that she is yanked on the cow's moo in the gingerbread man song. She says literally dozens of times each day "I wanna hear cow." She also likes "pop goes the weasel." She sings her own version which is as follows "Monkey chase weasel. Pop go weasel." Note incorrect verb inflection in this song which she has heard dozens of times. She apparently does not hear or cannot imitate the 3rd person inflection.

182. 165. You can't ride my type-bee. = L to S I know I can't. I'm too big. = S But Dee-dee can ride = Jo to L I don't share it! = L

183. Part of a longer conversation initiated by Joanna as to which members of the family could do what Joanna had just told me "It's not your job to ride my tricycle."

184. 166. Don't pour milk. = L Page with the babies being makey. God job baby. = L ? Turning page to the babies being nice. (Babies) How big is baby? = S How big me? = L (continued)
Okay. How big are you? = S
Seven = L
laughing

Two = "x"

How big is baby? = L — pointing to baby on the opposite page
How big is the baby's

Toddlcr me = L
On a toddler like you = S

Un-buh = L

All of this arose in response to the page "How Big is Baby" in "James Baby Plays." She has been telling people that she is seven. The last few days because it gets her a laugh. This is the first time that she had indicated in any way that she knows it's a joke and that she is two.

183/167
Rock, back to Boston = S. Reading on the train. We bought a loaf of bread. = S. I lool.: And butter = L. Adding on. She does this whenever we read this poem, and she has for several weeks. I record it for interest only. That the association between bread and butter is so strong.

184/168
I hurt myself my face = L — fell in her room and bumped her chin.

185/169
Can Laura go outside? = Jo to me.
Can I go out? = Without my clothes? = L — to me.
Yeah, I guess so. Come back in if you're cold. = S
As she stood at the patio door. Jo was already outside.

186/170
What's the trouble? = S
My cold = L — coming back inside after about 5 minutes.

187/171
I found it for you = L — She found my comb for me.

187/172
My share = L a tyke with the bike
I'll share my bike with 2

We were discussing the visit this afternoon. "Laughing bout it = L."

2 Joanna and I are "My bubbling my milk = S."
Laughing at her because she is blowing bubbles in her milk."
March 5 cont.

"Where did go?" — She has taken all the kids off
the watercolor pens. Is looking for them.

"Know what I did? Yelling this to me.
Dropped water colors from the top of the
stairs. She had indeed dumped all the pens which are
put away just now.

"They throw my baby playhouse?" They had thrown the doll into the playhouse.

"Mama, I see Winnie the Pooh." Picking up a
picture of Winnie the Pooh which she had torn from a book.

"Can I get more paper?" Coming to me in the den to get more paper to
take upstairs for painting.

This is yours." As she handed me a picture
she had made for me.

"Fire! Smelled fire here." Came in from the
outside to tell me this. She Evan's had a fire in their
fireplace.

"Wanna do it a little later." I had just
asked her to wash her face as part of
her bath.

I share. / ride my tyke bike. You'll share your tyke bike with
before. Devon
Sure. I recorded it on our ride to school.

I wanna snap my out. Trying to rearrange her
car seat when we got to Joe's school. She later said
this when we got home.

Look at that airplane." She took a large lump
of clay and stuck numerous ice cream sticks in it.
I did wake up. First thing, she
you did. Laughing said to me this morning
when she got up. She found me and said this.

"Raining."
"Pouring."
"Rain, rain go away."
"Old man, get up." Singing

When she sang this song,

Saw, look. have piece of gum.

No, it's all gone. I'll put it on my grocery list.
March 6 cont.

Standing on tip toe by the cupboard where I keep the gum.

204.143 "Can I have some of you egg, Dee-dee?" = L = At breakfast Jack + I had no more to give her. She was trying to's.

205.149 "Not two enough." = L = She had two piles of cereal, one in the bowl and one on the plate.

206.149 a0 Do it uppy time? = L = She had finished her breakfast so it? / in it? = L \{ and was ready to climb up on any lap.

207.191 "Pouring. / Not go outside = L = Getting down from the table and looking out the window again.

Winnie the Pooh [deleted] = L = She had a picture of Winnie the Pooh from an ad and she just tore it.

"I wear my hat = L = Putting the spaghetti strainer on her head as a hat. She was also wearing a pair of my shoes.

210.191 Get your shoe off = L = Asking to wear. You wanna wear my shoes? = L The upper pair of shoes which I am wearing... She is wearing high heels.

211.195 "I carry it for you." = L = Getting the apple juice out of the freezer for me. She is anxious to go to sleep.

212.196 "You don't change my diapers." = L = As I was carrying her upstairs to take her nap.

213.193 "I take my coat off." = L = Trying to pull off her jacket.

214.198 "Wrong way." = L = I was holding her in the dark against my shoulder. Her head was up against her favorite blanket. The uncradled side was against her and she said this + then turned it so the decorated side was touching her. Both sides are made of cotton so I don't know how she knew the difference in the dark.

215.193 [Wrong word, yeah, we had to move your purse = sack.]

You purse opened me = L [I opened your purse.] = L

To me as I came into the room. They had moved my purse since she was dumping it.
March 7 cont.

216 200. You might spit up now. As I was drinking hot coffee.

216 201. "My hair, my blanket," O waiting around. "I have my blanket," in the living room.

216 202. Didn't hit me. She was worried about her blanket. She said this to me the moment I came to get her.

219 203. Joanna, I really don't like you to carry Laura. She likes it. It's okay.

219 204. Is it okay for Dee-dee to carry you? Yes.

219 205. Okay, my mind.

219 206. Okay, you can carry her if she doesn't mind.

220 207. Joanna and Laura are playing. Open me! You watch me. I'm trying to open the car door with my keys.

220 208. "I don't think so." In the front yard. "I don't think so." A car was coming.

220 209. "Open me!" We could hear Judi. "He God boy!" I don't think.

221 210. How come you have coffee? We were out of glasses so I was drinking milk in a coffee cup. She knows I don't drink coffee at dinner.

221 211. "How come I have big one?" I was eating spaghetti. She has a huge fork full.

221 212. What that honking? Could hear a horn honking on the bend.
226.210. She's little = D. commenting about Laura to Jo.
I'm not little = L.
I'm not little = [slight pause] Laura = B. [at the dinner table]. Jack's out. Joanna's friend [silence] is having dinner with us.

227.211. "Look what I did?" L. [eating ice cream with]
"Scooping it up = L.
"On my spoon = L.

228.012. Um, uh, ah, = L.
Need some help = S.
I'll get off = L.
As she started to climb off her booster chair.

229. What for Peanuts = L. [indicating her left over]
1/6 chicken = S.
Uh huh = L.

She says see her new carriage = Jo to D. [New = L. playing with her baby carriage in the playroom].

231.15. "Oh my goodness! [My!]" = L. as she watched Jo.

232.010. [No Date Marked]
Mack's 7th. Took Day Off. In response to impasse and
world of academia.

233.011. I'll go to tell my mom = L.
Jack called me "Sweetie Pie" = L. [she was watching]
That's a nice name = S.
My not "Sweetie Pie" = L.

233.217. I see cow on freeway = L. We are reading Danny
book while she is on potty. We're at the page with a cow.

234.218. Does baby like milk = S.
Baby likes toast = L.
Oh baby likes toast = S. [laughing] No Context Note: 064.
"I'm not finished." - L - She was making her bed, + I took her away from it to put on her pants.

"Don't sing me it." - L - As I was singing to her while I changed her...

March 9 cont.

"What...?" - I see... her hand +方案 in the milk. Note this is an invented verb. She never hand up say cookies. (cookie - tickle

They went to get a haircut. "Aye? Jack and Fiona
I can't go = L I just left the house to go. Jack a haircut. Loura is upset at being left behind.

"I wanna snuggle you. Nitegown? = L - Actually said this earlier in the day as she buried her head into my nitegown.

"No pushed me." = L. She spent the morning with me visiting the youngest group of children.

My typing = L he spread her washcloth
You're typing = 5 over the side of the tub
My stopped typing = L and banged on it.

"How spell Nanny Mickey name?" = L - She is sitting on my lap. Nothing in the situation to elicit this.

About 1/2 hr ago. I wrote writing people's names

"Your some feel better." = L - I have aample

on mmy (incomplete context note)

"I don't care." = L - Knocking all the blocks off

The shelf.

"I'm not...?" - L - She was making her bed, + I took her away from it to put on her pants.

"Don't sing me it." - L - As I was singing to her while I changed her.

Why?...? Because...

Because Nanny Edith coming = L
Because Nanny Mickey coming = L
Because I at least 20 times = L
Because Nanny Mickey coming = L

Because Nanny Edith coming = L
Because what? haun... = Sue
You say why = L
Why? = Sue

Because Nanny Mickey coming = L

She was sitting across from me at the table. No one for this

Night = L

I might open your purse = L...? I had just

(checked for... opening

I might open your purse = L...
March 10 cont.

240 242. "He walks = L. We were talking about puppy.

249 238. Sue, you havearma = To to me.

Who says that? = S.

You know J. = L to Jack.

Member? = k to Jack.

We were all sitting in the playroom.

Cry in bed = L, To Jack, who is lying on

Cry in your bed, boy, = L a pillow, pretending to be a baby.

259 238. Where daddy go? = L, Jack had left the playroom.

I'll go get him. = L She suddenly realized this.

Died. = S she said to me this morning. I had slept late while

Dry? = L. I left a teapot, stretched.

Oops, crumb = S out dry on the bathroom floor.

She was standing on it eating a corn muffin which dropped

259 238. Stopped raining. = L looking out the patio door,

there was a very severe rainstorm in the early morning.

269 238. Peanut all wet = L still looking out on the

Did he get all wet? = S rain drenched patio, the cat

Yeah in the rain = S could be heard rattling in

The bathroom.

269 248. Sue, giraffe broke. = S she bought me a small rubber

squeaky toy which she had beheaded.

Can I put on my record player = L going

You did = S back.

Can I put giraffe on my record player? = L upstairs.

No it'll break it = S.

258 242. "Wanna go up there? = L Taking her doll and running

Peanut does it up the walk, windows,

doors. This was repeated numerous times.

259 248. I spilled milk right there = L pointing to floor

You did? = S

Clean it up = L

You cleaned up? / It is cleaned up? = S

It is cleaned up = L

("It happened in the past. She had milk but didn't spill it.

(55-22)
March 11 cont.

263 249. Peanut all dry? = 5 250. Cat was not bostside. He was
in the all dry? = 5 climbing the screen, and
265 249. Crying was not raining.

265 249. "I did sneak up." = 2 266 250. Running across living room,
year to me.

266 249. Pet Peanut? = 2 266 250. Chasing the cat and
then putting him.

267 249. "Doe-doe make Indian." = 5 Came to me in the bedroom
and told me this. A few minutes later Jo came in
with a gorgeous picture of an Indian.

267 249. I want my Blanket? = 2 267 250. The cat had
Blanket helps? = 2 bitten her. She
268 249. Your Blanket helps you? = 5 ran to her Blanket
269 250. Blanket helps me? = 2 and snuggled in it

269 250. for comfort.

269 250. Why did you pull my hair? = 5 270 250. I am hugging
Because: Daddy, Mommy coming = 2 both girls.
270 250. Peanut in there? = 5 They had a fight in the playroom, and both came to me screaming.

270 250. No he's not in the bathroom? = 5 We had just
where he go? = 5 put the cat
outside. Usually
he is in the bathroom at this hour of the morning.

271 250. How come not have applesauce? = 5 272 250. I had just
Because you have cupboard = 5 put a bowl of
applesauce.

272 250. Daddy say "Why?" = 1 273 250. Did this routine 3 x at
Why? = Jack
Because = 5 Lunch Table.

273 250. Do that pan me? = 5 274 250. I'll go it = 5 Doll Hattie in a coat.

274 250. No, I don't need a knife? = 5 to
I'll go it = 5 completely ignoring me & bringing
knife.

274 250. He was telling me about a song about a little girl
hurtle, 5 = 10 his car was broken too = 5

275 250. They are waiting for breakfast & singing
songs from nursery school. 5 = 5 at
March 12 cont.

256. What happened to Bingo? = Jack. Joanna was
there. Where Bingo go? = L

257. Jo, jump my bed. = L

258. Do you want to go? = L She was being changed.

259. Jo, little boy. = L She had just been bouncing
violently up and down in her crib. No cue to suggest this
discussion of his being a boy.

260. Jo, not a boy, she's a girl.

261. Watch me whistle. = L Joanna had just told us that
she was a good whistle, Louie then came to
me and said this.

262. "I have a fever." = Louie, looking at herself in the
mirror and waving herself at her forehead.

263. "I'm going to climb the top of the jungle

264. "I'm going to climb the treehouse at school.

265. "What color that?" = L We gave her a piece of dark
meat turkey. She had been eating white meat. I
told her it was brown. She then said "Okay eat brown!

266. Ready to go in R's group today? = S

267. I'll be in R's group. = L

268. Stay if you want. = S

269. I'll be in R's group. = L

270. Yes, right back = L

271. Jack is going to a dinner meeting tonight = Jack.

272. Sue will you to bed. = Jack

273. Can I come with you? = L

274. I stay mommy = L

275. Also at breakfast. In this instance, the verbal preparation was

276. Want to go to home from S's.

277. Have to write it you list. = L We are riding

278. Don't have anything. = L at noon, time and

279. Thinking and talking about what we will eat for

lunch. The list is my grocery list.
I have big hole in my jama's. L - Discovered an immense hole in her pajama foot.

Peanut have big hole in his pooh-pooh place. L - Immediately contingent to #266. She turned around and saw the cat's rear end.

Dee-dee, Jack. I gave you spoon = L? I had asked okay = To hastily spoon = spoon I her to set the table for me which she did. She put out spoons + was very proud

Peanut hungry = L. Want food = L.

"I get him." L - As I came + let the cat in, to get me to let the cat in for his breakfast.

"Dee-dee, Dee-dee, will you help me?" L - She couldn't get her record player on.

Beautiful = L? Going into the clean playroom, Beautiful = L. It is usually a garbage heap.

Sue, I love these = L. Eating graham crackers.

I broke it two half = L. As she showed yes, you broke it in two halves = S. Me her graham crackers which she had broken in half.

Laura, why don't you ride Shelley? S ? S? She was I can't = L.

Mama Shoelc angry = L. I wanted her out of my hair. My truck didn't work.

Wanna stay downstairs? L - Coming down from her room to visit Jack who is reading in the living room.

I love these zucchini = L. I had just like um (Them). = L. Served dinner and given her zucchini which we haven't had in ages.

I love that song = L. The song was the "Three little Pixies" They sing in a child-like + speeded up voice which appeals to her.

You get haircut? = L. She was sitting on yes = S. The potty, and L. You go barber shop? = L. She was right next to no. beauty parlor = S. her. I had my hair done yesterday. Jack went to the barber.

Sat. (5 days) = 90 = 5 ar.
Note: fewer moles because Laurie had been going with me to Joanna's school the last few mornings. She likes school but she won't stay without me. I have also had to be away more than usual.

March 15 cont.

Yours = L
Thank you = S
Whose juice is it = Jack's = L

Developmental Note - Concept of body - SRB 2013

I have teeth in it = L - lifting up her shirt and looking at her stomach. S and I are talking about different ways to fix oatmeal.

He go safely = L - We had stopped to let a man use the cross walk.

Note: She is definitely using ed on verb to indicate the past tense including the very immediate past which she had previously put in the present.

E.g.: "Dee-dee helped me" - To had just helped her in the playroom.

"I dumped" I dumped I. She had just been jumping off the bottom stair.

She is not yet using the 3rd person inflection with the same frequency. It's hit and miss. Whereas she used ed on regular verbs now. Depending on whether she knows the past irregular she may or may not use an irregular verb in the past. She knows some had, didn't, did, but not yet went. She does not to date overgeneralize the ed to irregular verbs.

What that? = L
That's a can = S
No I mean that = L I have the can cupboard. That's the car = S

She was pointing to something in it.

"Pretty wet! Can I put it back on?" = L She "He blanket pretty wet too." up from her nap I had wet the entire bed herself.
March 15 cont.

281 285. "Plenty more." = L. As she helped herself to my milk, this is recorded as a typical instance... She says this very often when she wants more of something.

282 286. will you carry me? 2x = L? She wants me yes = S. Picking her up to carry her up the stairs.

283 287. My sleeper falling apart." = L. Handing me one of her rabbit slippers. As far as I can tell it's fine.

284 288. Why you washing my hair? = L. I'm not washing your hair = S. to wash yes you are = S. The tip of the wash cloth touched her hair.

285 289. I felt = L. I feel like my sick = L. Where do you feel like you're sick? = S. No response = L.

Suddenly said this as we were driving home from Jo's school.

286 290. "You be careful Sue." = L. I was going outside "Be very careful." = L. Where there is a cement mixer.

287 291. Touch my over." = L. She brought me a toy oven in which she had put a lemon.

288 292. I wanna hug sisa! [sister] "= L. Snuggling close to Jo who is resisting.

289 293. Where are your shoes? = S. Trying to get upstairs = L. I'll go get um = L. go for a walk. De- dee come one = L. with me. Her shoes were not upstairs.

300 294. Hunk, hunk = S. pushing her nose. That not my honker = L. Here honker = L. - lifting up her whirt - pushing her belly button. She then laughed and said "beep, beep." each time I touched her belly button.
March 16 cont.  

Used the word "gored" for gone — had no pen to write exact S. Since we were at Joanna’s.

School was: Little Edwin.

March 17 — took day off.

March 18 — Sit on your chair L — Offering me my breakfast on your chair.

312:297. You write it down, Hana. — Look at breakfast. "Write it down" = L as she had been yelling for milk.

312:298. I don’t make pooh = L at breakfast. "I not" = L She made caca in her pants already this morning.

312:299. My nose hurts = L Walking down the stairs. My nose hurt me = L 3 stairs. Note that she reflects. The best when she leaves out the pron.

316:300. Mommy, I wanna tell you a secret = L — Jo had just whispered in my ear. Her secret was my ankle hurts.

317:301. We’re early risers = Joanna. — Going upstairs to play, they were up very early on Sunday morning.

318:302. Open door for me = L — Standing outside on the back patio. The glass door was closed.


320:304. There are = L She had

320:305. There they are = L [3x]

320:306. I put that back upstairs = L Okay, you put that back upstairs.

321:305. I put um back= L

321:306. She had found them under the dining room table.

321:307. Here’s where Daddy works. Here’s her hospital.

321:308. I can’t believe it = L I had deliberately driven her to see Jack’s hospital.

322:309. Our this is even a ‘badder’ cut than my sprained ankle = L to Jo. To Jo, to her.

You had to go doctor = L [3x] being changed. Jo whos to in the room is complaining.

(Cont.)
March 18 cont. (cont.)

about a cut she just got.

328 307 "That dangerous. I—A man was riding a bicycle in the street. We were in the car.

329 308 "I can't snap me out." I can't unmap myself. I—Trying to get out of her car seat.

330 309 "My have trouble = L — She is trying to get her record on to the record player. She has trouble getting the hole over the pegs for it.

331 310 "Hot dogs." = L — Staying hot dogs in.

Buy hot dogs = L. The delicatessen case in Pretty good = L. the grocery store.

332 311 "That lady got hot dogs." = L — There were hot dogs in the grocery cart next to ours.

333 312 Your friend A_ doesn't feel well = S. Terrible = L. Pretty soon A_ feel better = L.

As we drove by A_'s house. She is one of our babysitters.

334 313 "Gorgeous, gorgeous." = L. Apparently to some houses we are passing. I don't know what approach these transports since we pass these houses regularly.

335 314 "There Donalds." = L. As we are stopped. I pass Donalds. = L at the signal. Get hamburgers. = S. Just before McDonalds.

I like hamburgers. = L. We are on our way to dinner there.

336 315 "I see a green car like yours." = L. On the McDonald's parking lot.

337 316 "That helps = S. The car was stalling. What helps? = S. We usually turn car. Music = L. radio on. Immediately. →

→ Perhaps that is why she thinks it helps.

March 19

"I bumped my head." = L. Came to kitchen to show me. e.g. way she now uses past including immediate past correctly. (cont.)
March 19 cont.

(Cont) by adding "ed" to the word.

333.18. Shoebly's to yelling at foa horse defiantly.
333.19. "I found glass = L - bringing home a small piece of clear plastic which she found on the floor. (e.g. irregular past tense of verb)
333.20. "lock if I made = L? bringing us a little boy = L."
333.21. On her way out to make a second picture
333.22. "No, here's paper = S." (This is crying = L? as she looked at the picture.

334.24. "Dee Deed take radio from me = L - to Jack as he came in. She should have used past tense if she doesn't know an irregular past.
334.25. "Dee Deed grab hurt = L [8x] - telling Jack who was not here last night when she cut her finger.
334.26. "I be in group all by myself = L. To Jack:
334.27. "I did it = L."
334.28. "I did it = L."
334.29. "Will you turn water on for me = L? She is outside in the front. She has the watering can."
334.30. "I cook cake for you = L."
334.31. She had just sand in a bucket.
334.32. I don't know meaning.
March 19 cont.

329. I dropped my cup. In the bath, give me it back. She dropped her cup over the
    side.

March 20 No note

Although there are no individual diary entries on March 20, I am not counting it as a missing
day. There is an extensive summary of L's grammatical development on pp 36-38. SRB 2004

The rest of this page is blank in the original diary. SRB 2004
**March 20 cont.**

528

## NEW VOCAB.

<table>
<thead>
<tr>
<th>NOUN</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. screen door</td>
<td>1. answer</td>
</tr>
<tr>
<td>2. bottom</td>
<td>2. stick out</td>
</tr>
<tr>
<td>3. manners</td>
<td>3. yongot</td>
</tr>
<tr>
<td>4. goose</td>
<td>4. grow</td>
</tr>
<tr>
<td>5. fever</td>
<td>5. tend = pretend</td>
</tr>
<tr>
<td>6. hill</td>
<td>6. unsnap</td>
</tr>
<tr>
<td>7. freeway</td>
<td>7. scope</td>
</tr>
<tr>
<td>8. toddler</td>
<td>8. struggle</td>
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<tr>
<td>9. face</td>
<td>9. type</td>
</tr>
<tr>
<td>10. mind</td>
<td>10. spell</td>
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<tr>
<td>11. fireplace</td>
<td>11. member = remember</td>
</tr>
<tr>
<td>12. coat</td>
<td>12. pet</td>
</tr>
<tr>
<td>13. saw</td>
<td>13. make angry</td>
</tr>
<tr>
<td>14. humming</td>
<td>14. mean</td>
</tr>
<tr>
<td>15. climber</td>
<td>15. fall apart</td>
</tr>
<tr>
<td>16. color</td>
<td>16. believe</td>
</tr>
<tr>
<td>17. list</td>
<td>17. love</td>
</tr>
<tr>
<td>18. barber shop</td>
<td>18. share</td>
</tr>
<tr>
<td>19. oven</td>
<td></td>
</tr>
<tr>
<td>20. sealer = sishe</td>
<td></td>
</tr>
<tr>
<td>21. hot dog</td>
<td></td>
</tr>
</tbody>
</table>

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I am no longer checking the vocabulary lists for accuracy.

As this note indicates, I could no longer compare L’s emergent vocabulary with her prior vocabulary.

SRB 2003
March 20 cont. New Vocabulary

AdJ.
1. Three # 32 F'24
2. Last # 34 F'24
3. Dangerous # 307 H'18
4. Angly # 318 H'19

Proper Noun
1. Street name # 135 H'
2. Rg. # 223 H'
3. Indian # 291 H'

Noun
1. They # 176 H'5
2. These # 272 H'11

Preposition
1. from
2. by # 73 F'27
3. But = without # 169 H'5

Idiom
1. You nose running #114
2. Early buds # 301

Conj.
1. Because

Adv.
1. all # 32 F'114
2. Safely # 284 H'18
3. Soon (pretty soon) # 312 H'18
4. When # 165 H'
March 20 cont.

NEW GRAMMATICAL DEVELOPMENTS

F'22 He for she # 18
F'24 three # 32 she counted to three
F'25 # 35 yours
F'25 # 36 same
F'26 He, him # 42 he # 43
F'26 # 61 forget
F'27 # 73 by myself
F'27 # 79 will first time heard since last entry.
F'27 # 75 s on 3rd person verb
F'27 # 76 ed on past verb
F'28 # 101 didn’t I
F’28 # 102 transformation of “isn’t” to “is”
F’28 # 106 them
F’28 # 111 inability to transform...am to are
H’2 # 121 her - correct transformation.
H’3 # 132 yours
H’3 # 139, 46 he - note transformation.
H’3 # 149 strange attempt at an embedded s. Also s on verb
H’4 # 152 s on verb
H’4 # 154 s on verb + your
H’4 # 160 them used for those what are them?
H’4 Note her ability to use pron. he correctly the last few days.
H’5 # 169 attempt at a s with "without"
H’5 # 172 attempt at a s with obj. in direct obj.
H’5 ed # 175
M’5 They
M’7 might # 203
M’7 199 incorrect but difficult s.
M’7 203 incredible misuse of an idiom
M’9 had
M’9 note correct inflection on a verb she invented.
She couldn’t have imitated this.
M’10 226 your modifying a noun
M’10 might # 231
M’18 because # 236
March 20, cont. New Grammatical Developments

H'10 # 235 I'll also see # 216, 223, 228 ed on verb to indicate past. It looks as if ed to indicate past is becoming operational. I'll watch this today.

H'11 # 242 does, 248 correct 3rd person.

H'11 248 past with did

H'12 2.25 S on possess which modifies a noun

H'13 still slowly "working" on 3rd person.

H'14 These # 272

H'15 # 262 note on past tense

H'18 # 299 - Odd - inflected verb once + not the second time.

H'18 # 306 had

H'16 # 305 they um = them

The rest of this page is blank in the original diary.

SEE SUBJECTIVE SUMMARY OF L'S LINGUISTIC COMPETENCE J5-36-8. SRB 2004
SUBJECTIVE SUMMARY
OF L1 LANGUAGE
March 20
24 TO 25 MONTHS

521.1 Fewer notes because I had to be away, but also because the rate of learning is less dramatic.

522. COMPARATIVE
A. She now uses the comparative with ease.
"I see a green car like yours." 

523. WHY? BECAUSE
A. She understands that why? because relates to one another as question and answer although except for two cases #280 #289 she does not yell in the sentence. She asks someone to "say why" and then answers "because" when you ask her why. She does this often.

524. Pronoun
A. Less confusion of I + my. I is used most frequently. She still consistently uses my however in the sentence: S = I'm + adj.
"e.g. I'm hungry."
I have recorded the few times I have heard her deviate from this situation + use I'm. e.g. #310 "I'm not little." She is clearly slowly learning this as I also have instances of "I not little" but "my" still clearly predominates.

525. VERBS
A. She definitely uses The past tense.
She adds the ed. but does not yet overgeneralize to irregular past although I did hear good on one occasion.
She does use many irregular past: said, young, come, did, got, made, had.
I sometimes ask verbs whose irregular past is unknown remain in the present even when referring to a past event e.g. see, go, think.

B. She definitely is beginning to use the future e.g. will #274 - is occasionally used as is I'll #285.
March 20 cont. Subjective Summary

C. The use of 3rd person inflection is still hit and miss. It is used most often in simple sentences and eliminated in a more complex one e.g. #299

D. She still rarely uses forms of the verb to be except in question formation. The sparsity of examples other than questions which I have recorded only as indicative samples is indicative of the sparsity of this verb in her flow of speech.

E. On rare occasion she includes the to of the infinitive form in an embedded S. e.g. #306.

Possessive

A. She uses possessive inflection and correct possessive pronouns in terminal position e.g. #279

She does not use any possessive adj except my correctly. She often attempts to say "your" but uses the form you. #279 shows this contrast clearly. I have recorded all instances of possessive inflection in non-terminal position.

3rd Person PRN

She occasionally uses he, she, They un= Them. She exhibits some gender developmental confusion with he and she. This may simply be due to confusion over the meaning of a boy and a girl since she often confused about how gender is assigned and lists boys among girls and vice versa. If the procedure is reversed...
SUBJECTIVE SUMMARY 24 TO 25 MARCH 30 CONT.

She definitely knows that They + um are plural. She also uses very rarely, but correctly These + Those.

E.g. #274

The rest of the page is blank in the original diary, 2004.
MONTHLY STATISTICS

Days In The Month: 31

Days Missed: 1

Total Daily Observations: 30

MISSING ENTRIES

<table>
<thead>
<tr>
<th>DATE</th>
<th>AGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 18</td>
<td>2;1.28</td>
</tr>
</tbody>
</table>
25 To 26 Months

March 21 - April 21

"I helped him." 1. [x] As she put the cat.
Where did Laura go? 5. To Laura, who is hiding behind a chair.

My arm here = L

Come here and see my baby. =

That man have broken leg = L ? Playing with a finger puppet.

I threw it, Daddy = L. She found a tennis ball + you get it, Laura = Jack.

I got = L. Good = Jack.

I broke my record player = L. Yesterday, she broke the needle.

I got it all by myself = L. Chasing + getting the ball.

Here go my ball = L. As ball bounced up into the kitchen.

How do exercises = L. Jack was doing what she is doing exercises 15 min.

Not doing it any more = L. Ago, Laura came to me + said the. She then left to find Jack.

I like that ball game = L. I took her into the playroom + we began to play catch. She liked it very much.

Here went a piece of cheese = LS. At the refrigerator.

Chips = L. Other kind = L. First indicating refrigerator + another kind of cheese door.

What is zebra can't go up here = L. To an animal on a Mexican plate which is hanging on the dining room wall.

Too large = L. Drinking water from a measuring spoon. It was not clear, what was too large.

Oh my God = L [x]. She was standing at the kitchen sink.

What happened, Laura? = L. She was standing at the kitchen sink.

My way "Oh my God = L." Trying to work out her bottle. I don't know what provoked this cry as alarm. Information was alarm.
March 15. "Jack made coffee for you." = L — as Jack left
The bathroom to put on the morning coffee.

9:16 "Turn water out." = L — Trying to adjust the stopper
and let water out of the bathtub.

9:17 Open your notebook. Mom, open it = L
Ok you want me to open my note book? = S
Why? = S
Write it down. = L
at the breakfast table.

9:18 "Dee-dee, have good breakfast." = L — We are eating
cream cheese sandwiches which she loves.

9:19 "My stinky, I can’t get out." = L — Trying to get down
from the table. She is pushed in tightly. Recorded
as e.g., "My for I am." semi-in contrast
so I used correctly with a verb.

9:20 "My freezing." = L — Standing barefoot in the
early morning on the front deck.

9:21 Now where are my glasses? = S — No contextual note
I find them for you = L

9:22 If you crash Daddy’s car that would be silly. = L
That very serious = L 29s. As I was parking the car
Two days ago, I had told the kids that a car accident
is a serious matter, and I would not enjoy it while
they were staying.

9:23 "My tongue make noise." = L — She was listening
to the wind when she said this.

9:24 Where my milk go.? = L
It’s at your place = S
She had gotten
Would you get it for me? = L
down to sit
in my lap and then couldn’t find her milk.

9:25 "Would you help me get James on?" = L — As we
were walking upstairs to her room,

9:26 "I love me." = L — Out of the blue! It
is a little boy in Rick’s group.

9:27 March
"How come I have glass one." = L — As I was
putting milk in a glass rather than a plastic bottle.

9:28 "How come you have bobby pins?" = L — I have pin curls
on the side. I’m close to her + she’s on pottery.

9:29 "How come you take pants off?" = L — I took
off her training pants.
March 23 cent.

375 “What you doing?”

376 I from the back patio. I had gone into the house a minute before.

377 “I givin you medicine.”

378 Giving me water from the sink. I used a measuring spoon.

379 Sue? What you get?=

380 I’m going to see if the mail came unless you want to see.

381 She is still at the sink. I left the kitchen.

382 "I pedaled."=

383 "On Joe’s bike too.

384 Tell Dee Dee, I pedaled."=

385 To isn’t home.

386 She pedaled one step forward.

387 Where dove went? = L numerous times a few minutes.

388 I don’t know where he went = S ago. We heard

389 Up tree, up tree? = L

390 a dove. So.

391 Yes, dove is a kind of bird. I asked what it was, and I told her. She then became excited on this.

392 "Saying coo coo to which I said dove says coo.

393 Dove. Bird? = L. We momentarily went into the house.

394 She continued our conversation.

395 Dove up tree. = L

396 In the house in kitchen. She is looking

397 out at the tree in the garden.

398 Sue, dove bird? = L

399 "She is a bird."

400 That made me see dove. = L

401 He up tree. = L

402 That made me see him. = L

403 Honey, you can’t see him. When he flies up you’ll see him.

404 I wanna see it now. = L

405 And looking out on the back patio."

406 He comes. Then my see it. = L

407 He go up tree again. Mar. = L

408 I hear him. = L

409 I hear dove. = L

410 Yelled up to me. That her. = L

411 You hear? = L

412 It was not the dove, but

413 other bird singing. Which she heard.

414 Describing what a dove looks like. S’s action.

415 He go up sky. = L

416 He ran up sky. = L

417 Nor he has wings for flying. He flew up.

cont. top p. 42
We went back into the house. She persisted in talking to me about dogs. Jack’s arrival ended this.

What beautiful? = 2

Why do you think that’s beautiful? = 5

Because that go, window = 1

Oh you think it’s beautiful? = 1

She is dribbling water down the picture window + watering it run. It makes a design.

Turn water on for me = 1

She is standing keep it on = 2

Keep it on, see = 1

Okay, I’ll keep it on. = 5

I was in the midst of turning the faucet off.

I finished my dishes = 1

Long Pause

I am finished = 1

I am finished = 1

I am = 1

I did = 1

Good hour = 5

Okay, here’s your Eugene = 3

I carried her. She won’t bite me = 1

Dog down the stairs for her. She said this when she took it from me.

I’ll be right back = 1

She dropped her spoon. Go get porch = 1

I over the patio fence into the backyard. I then went to get it.

Want more, see = 1

Helping herself to a few more, a few. = 1

Second handful of goldfish crackers.

I do my own building = 1

Jo had just shown

While I choose = 1

As she reached for a block. She then built a tall tower.

I can’t get off my clothes = 1

As we are getting ready for bed. She was tugging at the sleeve of a turtle neck shirt.

Must note that she is now using him more frequently and correctly. She uses he and
him correctly but does not yet use either she or her. This fact may be due to the fact that we talk often about masculine—e.g. Peanuts. Last name—using pronouns. Particularly, we say "Put him out." He needs to eat "etc. etc. about the cat. She probably hears more masculine pronouns on a daily basis.

"I can't do it." = L? She is trying to put a "Much trouble." = L record onto her record.

"Having trouble." = L player.

"I open that all by myself." = L — Pulling her overalls' drawer open.

"You are there, Dee-dee?" = L — Calling to find Joanna who is in the next room.

"I save it & house." = L [I'll save it for Jo's house] — Holding onto a package of gum which she had taken from my purse.

She was being changed.

"Will you zipper Dee-dee?" = L — Joanna is standing next to me at the table with her back turned waiting for me to zip her. I hadn't noticed.

"He terrible do that." = L — She is sleeping with her crib. She doesn't like him to do that.

"I hope." = L — She says this every now and then the last two days. It is at present in no particular context. She will just utter. "I hope." Either she doesn't know what the word means or she doesn't know how to complete the sentence.

Would you get me bandaid? = L? She is okay = s

Examining a week old scrape on her knee.

"I try not very Mrs. Gluck house." = L — She knows that she is going to Mrs. Gluck's later in the day.

"I can't snap myself out. Only you." = L — in the car. She is trying to get out of the car seat. Usually she says "Snap me out" in this same situation.
March 24 cont.

403 58. I go see my cat = L

I didn't find him = L

Maybe he's asleep on someone's bed = S

Maybe he's asleep on the back patio. The cat ran in through the open doors.

404 59. I want to see Dee-Dee have hard time = L

I think she's trying to screw a hose nozzle on and it keeps squirting all over her.

405 60. I know what I did, Mom? = L

She is wading.

Made pee-pee in swimming pool = L

Made pee-pee in swimming pool = L

406 61. What that little girl name? = L

A neighbor's friend is watching the girls wade.

407 62. "Can I have one of those?" = L

I'm trying to take my water color pens.

408 63. "Want you sit down." = L

I wanted me to sit down on the playroom steps and watch her.

409 64. I make note = L

That's a good idea. I put note on the grocery list = S

I wrote note on my grocery list = L

I was trying to distract her from scribbling on my book.

410 65. "I write my name." = L

For my daddy = L

I love my daddy = L

411 66. Where my daddy going? = S

He's not going anywhere. He doesn't have to go to work = S

412 67. "Will you do it for me?" = L

She wanted me to brush her hair.
March 25 cont.

68. "I changed my mind." She had started out to play one record and then switched to another one.

69. "I don't like soup, L. I love soup, L." As I served her a bowl of split pea soup.

70. "You stay home? L. Yes, Mummy's staying home today. I see you later today."

71. Jack is planning to take her to the pony stables later today. They're going to ride horses since she is a little afraid.

72. We are all on the front deck and are getting the cat. We are all on your look."

73. "That good, L. That's good, L."

74. We're cooking for you, L. As a part of a real phone conversation with Jack. We had baked him a birthday cake.

75. "Rain drops, L. Standing at the patio door as the first drops of rain began to fall.

76. "Sue, answer me, L. How come you pick up Dee-dee?"

77. "I coughed my pipit L. Burying her head into her blanket as she coughed."

78. "I got too, eat my cupcake. I always take my muffin which she had left on the table at lunch."

79. I make you all furious, L. What's serious about it? You are furious. L. I've heard serious." at the table. She is eating and barking. Recently, I have been yelling at the girls that their fighting makes me furious."
March 26 cont.

425 86. That little bog hop in ear = L. Putting a
fingers toy
he in car seat. He's in car seat = L
I drive = L
Tut, tut, rum = L
I parked. = L

Go to mom = L
I drove over T_5. = L
Note the
imaginative Transposition of the frog into a car.

426 81. What frog says? = L Still playing
He talks = L
No, he doesn't talk = S
Just people talks = L a frog instead
He talks = L
No, he doesn't bite = S
who talks.
She asks goose, cow, sheep etc. talks?
Curiosity about "who
take"

427 82. He have white eyes = L - The frog does
indeed have white eyes.
Careful that you don't break him = S? She is
I keep him = L
No, he's not yours to break = S.

428 83. He have tail = L
She turned the
No, that's not a tail = S frog over and looked
at the rear end.

429 84. "That my working place = L She is sitting
that my working place = L" next to me and
scarying + tearing a catalogue.

430 85. I need dinner too = L
I need dinner too = L

431 86. "How you day, Daddy"? L "You - yes only yes."
"How you working?" = L "We are at the breakfast
We are at the breakfast
table."

432 87. Were you growing when George Washington was born? = L
I grow inside you = L
Then you did. = S
Then explained about George Washington time = S
At the breakfast table. I told her yesterday that I grew
March 27 cont.

I very serious = 1

Oh! What are you very serious about? = 5

I very serious, Dee-dee pull my hair = 2

I serious you pull my hair = 2

We are still at the breakfast table. [6/11]

I have trouble = 1

Dee-dee say ha-ha-ha = 1

I think you can settle that with her. = 5

I have french fries = 1 — She put a bunch of magnetic letters in a paper bag and is carrying it around. The only time she ever had french fries is at McDonald's, if they come in a paper bag.

She wind this up for Dawn = 1. She gave me a musical toy to wind up for her doll.

How come you in towel? = 2 — Jack had showered before shaving. He doesn't usually shave in a bath, peel.

That my magazine = 1? I gave her a throw-away.

Really mine = 1. Sad yesterday, she took it to her room. Joanna tried to take it away. This morning.

Laura, have wanted to do upstairs. If you can either watch the vacuum alone, or come up with me. = 5

I wanna watch vacuum all by myself = 1 — Cleaning service is cleaning downstairs.

Where that go? = 1 — Dropping a puzzle piece.

Oh here it is. = 1 — Finding the piece herself.

My daddy here? = 1

No, it's just the wind closing the door. = 5

I thought my daddy here. = 1

I thought. = 1

We are upstairs in her room. We could hear the door slamming.

I having trouble. = 2 — She is trying to

Don't get so mad. I'll help you = 5 — Do a puzzle.

Laura, do you need to go pooh-pooh? = 5

No. I said not. = 1

She has complained of a stomach ache a moment before.
March 28 cont.

444.99 "He's see here = L [3x] - trying to zip an old purse.

445.100 "My ticket already came = L - taking an old credit card out of the purse.

445.101 "I'm sorry = L numerous times = L she spilt her glass of milk onto the deck. She then

446.02 I try not spill it = L

447.02 Puppy = L

Oh, yes, the puppy's there = S

He barks = L

He barked = L

Know what Eugene did puppy? = S

No = S

"He - (she then swung his arm in a knocking movement) = L

All in response to Eugene + puppy coming to the fence.

448.103 Why don't you ride the tricycle? = S

Oh, I ride trike = L

I ride trike = L

As she climbed onto the trike at my suggestion.

449.104 You cup fell down = L

I better get it = L

You milk spill = L

Want some mine? = S

No Thanks = S

Want Otto my cracker? = L

Sure, That's very nice of you to share = S

Picking up my milk cup which the wind blew over + then offering me a graham cracker.

450.105 "How come that broken" = L Both times

451.106 "How come those broken?" = L referring to some iron chairs which have no seats. I

explained each time that the chair had worn out.

452.107 "I carry um" = L - Carrying two tiny bikes.

453.108 "I get um out of my way" = L - Putting them out of the way of her trike.
March 28 cont.

"Look what I got. I’m looking at a piece of junk mail.

"Birthday card."

"MY PEAK OUT WINDOW looking out the window through the curtain.

"I just fell down."

"She fell down on the grass or split second before.

"I’m hot."

"Okay, take your sweater off."

"Dove under the warm house after being outside.

"Baby, have bad dream."

"Very solicitously.

"Go get baby blanket."

"Companions her doll.

"I be right back."

"She took it off the doll cradle + put it against her shoulder.

"Baby want go sleep."

"Returning with a doll blanket + doll.

"I cover her."

"Putting doll in the cradle + covering her.

Elaborate playing out of being in potty while in bath tub. She sat on the wash rag which was "duck potty" made caca, told herself "hurry" and flushed the potty away.

"Her too tired."

"Rocking the doll.

"Having trouble?"

"Jo is having trouble putting the cradle back together.

"I wanna save it."

"Hold it in my arms."

"Bottles by the kitchen sink.

"I wanna save it, my arms."

"I wanted to wash it.

"Let’s go upstairs."

"Wanted to go upstairs + heard a record.

"Hana, open door."

"She had closed the patio door behind her and couldn’t get in the door again.

"Fly get in car sometimes."

"A bee was buzzing around in the back of the car. She thought it was a fly.

"My number."

"612-234-5678."

"Picking up a toy phone and dialing."

"I better call Aunt Sally."

"Still on toy phone."

"Hi, Sally."

"Me, Sue."

"I better write it down."

"My baby month old. I better write it down. - Still on phone.
471 126. "I made this all by myself." I
showing me a tinker toy structure which
was meant to be a lollipop.
I found dirty bottle = l in kitchen. She
want me get it ? = $ came to me with
Sure = s
then left.
473 128 I don’t like him = l
I don’t like him. hit me. = l
You don’t like C. to hit you? = $ brought
474 129 Very serious = l up the topic. She is still
commenting about C.
475 130 Talk to my mom = l
Have to talk to my mom.
yes you can talk to your mom.
476 131 Daddy! = l
I serious = l
I serious = l
I am serious = l
What are you serious about? = Jack
C. hit me = l
Represent for every man is unknown. SRB 2013
477 132. "Scary man come = l ." Walked into the
"Scary = l " kitchen crying.
478 133. I choked = l — exactly what happened. She
swallowed water the wrong way.
479/134 She definitely uses he and him correctly;
without confusion or hesitation. Not just for cat.
e.g., "He stands" — balancing a toy horse.
480 135 I’m tall = l — as she balanced on a wall.
481 136 How do ya do = l — taking the hand of a stranger
to whom she was introduced.
482/137 Joanna explaining about where she had been hiding. Jo
483/138 I’m playhouse making cake = l. She was making
Good = s in the playhouse.
March 31 cont.

My dad old T.V. = L 
As she rolled the old T.V. stand back up. → 
We just got a new T.V.

"Him busy" = L — Referring to the cat who is trying to catch a fly.

"Watch me spread out my blanket." = L — She just spread out her blanket on the living room floor. It is the first time she ever spread it out.

That's a hard job. = S

I'm trying to spread it out. = L

I'm trying to spread it out. = L

That hard job — spread it out = L.

Long pause as she worked.

There I go. = L

Pause (still working on her blanket.)

I'm having trouble. = L

Having trouble, spread out my blanket. = L

Ok. = S

I'm doing it. = L

Pause.

I did it! = L

Dad says to show you something. = L

In reference to a second demonstration of how she knows how to spread out her blanket.

"Come, Kate." = L — She has a Fisher-Price plastic cow. She got them.

I'm sure. = L — Straightened out. = L. She is lying for a diaper change and holding the cow.

Donald Duck? / Are you Donald Duck? = L

I'll go get Donald Duck = L

Jack was teasing her. She went to get the by Donald Duck.

I'm thirsty. = L [several times] at the

Okay, I'll get you a drink of water. = S [in front door.

She had just seen E. get a drink.

I'm sad. = L — Lying on the floor with her head buried in

Why are you sad? = S

I don't want go in here. = L — I'm trying to comb her hair.

"In case my nose running." = L — Taking a kleenex.
There's Nanny Two.= L As we watched my I see her. = L grandmother drive up.

Will you read Harry?" = L As she was starting to sit on the potty, we always read a story.

I'm sleeping." = L—lying down on a bench in the Huntington gardens—going to sleep.

My baby tiny." = L—Holding onto her doll as He month old." = L—"if he was sleeping. She I better hold him." = L—Walking downstairs.

April 3

Cozy. My baby be cozy." = L—Wrapping her doll in a blanket.

That my baby bathrobe." = L "Her tiny." = L "Her wear that." = L "That party dress for her." = L "Her like it." = L

What you have?= L 3x She had been looking at her own eyes in the mirror. She then came over No brown eyes. = S to inspect mine.

I bent down when she said "What you have?" so she could see.

I have Mickey Mouse." = L Showing his new shirt to D. Both girls got new shirts yesterday.

See you apple juice go baby." = L As she You baby. = L

Oh, your goodness sake, look at that." = S
April 3 cont.

503. 158
with water at the kitchen sink.
I scrubbing them clean. = L
For you = L
I washing dishes better in it = L
You're washing it so we can put butter back in it = L
Yeah = L
She has been scrubbing the butter tray of the refrigerator for the last 10 minutes.

504. 159
Age, you really did pee inside my shoes = S
That's an accident = L
Yes That's an accident = S
She just made a big pee which ran into
my shoes which she is wearing for dress up.

505. 160
"Where can bed?" = L + As she located it.
I wanna get Hillary out = L + Observing Jo's doll
Her out = L
in the car bed. She then
took it out and drapped the car bed to her room.

506. 161
"Danny saying:" = L 2 As we began to read
He cried him." = L 2 Ask Mr. Bean while
He cried mommy." = L 2 She was on the potty.

507. 162
"I playing my pushy place:" = L — As she
masturbated while on the potty.

508. 163
How's you = D6 = to a cat school?
Her sick = L 2 She was twoчас
Her had to go hospital = L 2 over + overheard D6
No, she didn't have to go to the hospital = S — Responding
Her daddy work hospital = L

509. 164
I have no more peas = L 2 at dinner time
Give me more = L
I don't have more to give you = S 2 up the last pea.

510. 165
"When my go = Volkswagon = L — part of a longer
incomprehensible sentence about something
which got hurt. Apparently she saw an accident of some kind.

511. 166
"I talk you on phone." = L — Should have been
not morning phone on the phone.

512. 167
Know what = L
What? = Jack (cont.)
April 3 cont. (cont.)
I got hurt on banister = L
Put finger in cold water = L
Jack + describing an accident which occurred early in the day.

513/168. "Leave my be." = L
As she was starting to "leave my porch." = L
I go over, I had just suggested that she use the toilet.

514/69. I note that she is now incredibly verbal.
At this point, there is value to a tape recorded sampling technique as an adjunct to this record.
You didn't drink this sour milk, now? = S
I just coughed = L
Which was what she was doing as I asked her.

Dee-dee kissed my ear = L
Oh wasn't that nice of Dee-dee = S
Dee-dee called me bad girl = L
But you're not a bad girl. You're a nice girl = S
She came into the kitchen to tell me this.

Dee-dee didn't call me bad girl = L
Didn't = S
Oh she didn't = S
She came back a minute later to tell me this.

517/172. I wanna go for my can = L
Starting out across [I want to go as far as I can] a wall which the girls balance across. A rose bush was blocking her path.

519/174. "I hear wind." = L
She is rocking in my lap.
The wind is rustling loudly.

530/175. Could I have apple = S
No, I'm making dinner = S
Could I have banana = L
No
I want banana = L
Really hungry = L
I really hungry = L [3x] - taking an apple.
All right, eat it here = S

Incomplete Note
The note implies that I went to the kitchen to find Ms. SRB 2004.
25 to 26 MONTHS CONTINUED

"Where Jack going?" = L = Part of a general conversa-
about Jack going out today. We are eating without him.

"Look at those holes." = L = I corrected her.
"Yes, waffles have holes." = S = On an incorrect
plural. As she examined her waffle.

"Let's go in." = L = She + Jo had waved goodbye
to Jack.

Developmental Note: Long episode of symbolic play.

She playfully.

I have to do something." = L = Standing by the
kitchen sink.

"Oh no you shouldn't go in sink bake." = L
"All by yourself." = L
"You shouldn't go in sink." = L
"You can't go in sink." = L

She is fantasizing an old lid and a plastic container are
her baby.

Crash = L = She is banging
What's That? = S = The container against
I had to do something = L = The side of the

dishwasher.

Don't touch. That = S = I can hear her pulling
I won't = L
Then, don't = S
I pull it back in = L

She finally left dishwasher alone.

See my baby go. = L = Throwing the container
I got him. = L = On the floor.

Don't go in street. = L = Still using the plastic

canister as a baby.

My baby 13 months old. = L = Holding the
container. She then put it on the stool.

What are you doing up there? = L = She had
What's doing up there = S = Placed the
my baby. I got him off there = L = Container

on the window sill.

That's funny you drive me in trunk." = L
That would be funny if you drove with me
in the trunk. As we put the groceries in

The car, Joanna has said, "Don't drive home
in the trunk." And laughed. On our way.
April 4 cont.

home, Laura suddenly said this:

"Look her pooh-pooh place." Holding up
"Look her bottom." + inspecting
"Look her bosoms." a small, plastic disk
which the shoe store gave her.

Laura, those are my water color pens.
I got it quiet. 

as she opened my water color pens,

I God girl.

Why are you a bad girl.?
Joanna who
was crying.

Laura who had been playing that she was an elephant
came up put her head on my knee & said this:

I don't want Scary man pick me up = L

scary man said like "That [she then jumped] = L

Who's a scary man = S

I fell = L

Oh when you fell in the store = S

Today in the shoe store a stranger picked her up after
she accidentally knocked her down.

Sue getting angry at her = eliciting situation.

I not listening = L

in the car. She had

"I not listening." unpinned her seat
while I was driving. I deliberately yelled
menacingly at her.

As I quiet
Scary man wake me up = L

Scary man in Hop on Pop Book = L

Really = L

He's not a real man etc. = S

When I was a baby I slept in the playroom = L

She spread out my blanket, playroom = S

She slept in the playroom when she was a baby. "Hoped to

I really need to go to sleep = S

You put your hands on your blanket = S

You hold your blanket = S

Yeah = L

with the blanket against her hands.

(con)
April 4 cont.

Yes, the puppy's next door at Eugene's house = S

Him banks = L

A dog suddenly barked. Notice very apparent in silence

"Rock once more." = L — She was bargaining for

more as I was starting to suggest bed.

Really, okay, go in your purse = L

No it's really not okay to go in my purse = S

Pretending = L

Pretending okay go you purse = L

It's not okay = S

I leaving you = L

She frequently climbs after your purse, dumps it in

search of quail + is repulsed.

Note: She appears to be just beginning to

try to make a sentence which contrasts

imperfect + past definite in the same sentence

"When my baby sleep in playroom." = L

"When I was a baby, I slept..." Ni. SIG.

"6s. "When my go. 5 black volkswagen [something

uncomprehensible] got hurt." = L

Both these examples within the last 24 hours

both are first usage of when do not include

verbs in correct tense "use my instead of I"

and yet the essence of the sentence including

 tense sequence, which should be past, is absolutely

apparent. I will record development (all

examples I hear of this type of sentence)

The following were recorded outside of our

home + are now being entered into our

sequence 200 thru 204 in market, 205 thru 206 at S

"Get one of these." = L I was trying to decide

thru 207, 208 a bit at Home

"You better write that down." = L on a new, place for

coffee pot.

"That broken. I hope the... broken." = L on an empty

light bulb box.

"There light bulbs." = L - noticing the top shelf where

the bulbs are larger + visible from box.

"Pretzels." = L do we passed them.
April 4 cont.

569 264. "Hi, how you baby doing?" = l -To a stranger whose cart was next to ours.

569 265. "I didn't hit me." = l ? First thing when I
He just pushed me = I drank came to pick her
up.

569 266. She imitates the way M [18 mos.]
asks you a word by saying "Dada, dada" when she reads his word book. She sits
in my lap, points at an item, and says "Dada" with the exact intonation
that H uses.

561 267. "Look I eat whole one." = As she ate a
cheeseburger.

561 268. Where are you going? = s As she started
I not going any where = s to walk off.

SUBJECTIVE EMPIRE 2013

DAYS SO LINGUISTICALLY RICH? Today, she
was incredibly verbal, and this included
efforts at embedded and complicated sentences.
There seem to be plateaus and then highly dramatic
spurts forward which then stabilize and become
plateaus until the next spurt. Today's note
was with a nap when all morning at sister's
while I was with Jo at school. Interestingly,
S [blank] said to me, "Laura had some very
sophisticated conversations with me this
morning." S [blank] rarely mentions L's speech,
the jump is exciting and noticeable even to one
who is not watching as I am.

563 269. "Where him car?" = l - looking for Jack's car
which was gone when we came home from market.
Him = his. I out of sequence since it was on a
scrap of paper.

Note that she attempted 3rd person poss.
adj. her + him for his. I by analogy or
evergeneralization? l for the first time today.
She is so logical, if we say "l see him" and
"he's car," why not "i see him", and
"he's car" why not "I see him" or "he's car"?
I'm going to give Jo the doll and the car = Jo. I don't want to have. I don't want to have my car. Joanna explaining something about giving car to D2 = Jo. I simply don't like it. D2 have my car = L. She said, "I simply don't like it." = Jo.

Yeah, I know she did = Sue.

At breakfast, this discussion is about two small plastic toys which they got at the shoe store yesterday.

Mommy, I'm big cry baby = L. You're not a big cry baby. = S. Who called you a big cry baby? = S.

Just announced this at breakfast, cry baby is not projitive?

I won't pace you stupid truck! = L. Shooting as she rode her tykebike around a table.

You stupid head = L. Part of a teasing way.

Hi bad girl, hello = Jo. They are engaged in. I not bad girl = L as they race passed each other on their bikes.

I have curly hair = L. As she combed her hair with a clothes brush.

What that noise? = L. The cat made a funny noise. Both cat & I hear.

Space is missing in the original diary. SRS 2004.

Let's play ball = L (2x).

Taking a ok, one second. I'll be right there = S large rubber ball from playroom shelf. She can catch it if I throw gently.

I clean up house = L. Came to me.

OK, you clean up house at the sink = S after she. I did already = L.

Playing with water at the sink for quite a while.
April 5 cont.

"Gosh it Sue, I Gosh it" = L — She wanted me to stir a sand cake with my finger, Put Peanuts in jail = L
Put Peanuts in jail = S
oh yeah = L
book Peanuts pooh-pooh place = L
look him pooh-pooh place = L
her + she said this. Did at Jo's school is always building jails which is probably the source of her using this word.

Who my seven = L (When will I be seven)
When, when = L
In five years, you'll be seven = S
She said this while I was dressing her.

My purple shirt was dirty = L to S
As she pointed to her white shirt. She asked she has on are part of a set and she generally wears her purple shirt with them.

E [A] my purple shirt dirty = L about I wear flower one = L 5 minutes after #222 above

Where lid go, Sue = L? In the sandbox. Where lid go = L She lost the lid to 'Find me' = L a toy coffee pot.
"I cut it two half" = L — Cutting a sand cake. That tough job = L — Vis à vis a turtle neck shirt that she was going to wear.

Try and get me Hamburger, Mom = L — We are going out to breakfast.

Mrs. Gluck says my sugar plum = L I not sugar plum = L

"Banana died" = L
He had go hospital = L
#228, a — Physically she is getting her diapers changed.
I hear Dee-dee say.

I keep um tomorrow, = L.

I wanna show you something. = L. I take my pony, = L. I big girl ride pony, = L.

Who lives here, = S. = L. Us, us, us live here = L. Our backyard, it is clearly visible from the car. On other occasions, she had said "Our house" as we drove by.

Well you can take your socks off = S. She had Daddy, wouldn't = L. I been in the living room and was trying to take her socks off. I heard her becoming frustrated, + Jack yell, his to keep them on.

"I take my splinter but all by myself," = L. — showing me a tiny scratch, was not a splinter.

Wrecked. Wrecked. That wrecked, = L. — vis. a vis a band aid which got stuck together. She wanted it you the scratch when she thought she had a splinter.
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April 8 cont. (Cont.)

608.259. Now, how much money did you have? She said.
No = 5.

609.255. What's your name? = Jack
Laura = L

610.256. "That's right, Jack. You've been here all day.
Laura is shaving and making conversation with
Jack, who is keeping him company.

612.258. "I closed the door, made it very quiet. She is
playing a game with Jack. He is pretending
to sleep, and Laura closed the door for him.

614.765. When I was seven, she was asking
When, when? = L
When after two? = L
When after two, you'll be three. = S
Six = L

615.261. You're going to visit in R's group today. = S
No. = L

616.360. "Keep um. Keep um." = L
Visit a jar of

This was part of a long conversation which took
place in the middle of the night.
April 9 cont.

Typical language production
SRB 2013

6/20. Where ( ? = l) leaving Jo's school. We
He's at home = l walked past the last name's
Him at home = l empty car.
Note she is now confusing him & he. She uses
him & he interchangeably as subject. Him
only as object.

6/24. Don't scream me = l -- I was yelling at her to
hold her cup up. She was spilling her milk.

6/25. "Dee-dee have a bad mood:" = l -- Joanna has
been fussing even since she came home from
school.

The following were recorded while she played
in Jack's car.

6/26. "My front lights on:" = l
6/26. "I need my music on:" = l
6/26. "Roll up you (I) window (as) I hard you can:" = l
She actually wanted the window rolled down,
and became angry at me when I rolled it up.

6/27. "I have itch:" = l She was examining
an old scrape.

6/27. Afraid = l

Jo, l and
what are you afraid of. ? = s Laura are running
Ambulance = l

As siren can be heard, l is afraid of ambulances.
As my baby got
Who might die = l Jo and l
l = l

6/27. Who might die ? = s
Jo and l

6/27. Back patio. She came in the house & told me this.

6/27. "I'm wearing my party hat:" = l She is wearing
The spaghetti strands on her head.

Short note: Laura went to school all
morning.

7/11.273. Know what ? = l

No = s

Jack have a terrible headache = l [no]
Jack has a terrible headache . ? = s

Check = l

me and said this immediately!
April 10 cont.  

Did you go in *R* group yesterday? = s  
Yeah, her bad = L  
Still in my bed. She did go in Ruthie's group yesterday  

*Yes, I ate soap=s 3 years ago. She was walking down the stairs. There was absolutely nothing to elicit me.*  

Nice and coozy. These nice and cozy = L  
She has lost nice and cozy = s  
Yeah, in my blankets = L  
In my box = L  

Self a rest in a box.  
She is in the box with her head buried in the blanket.  

Dee-dee, know what? = L  

C had soap her mouth = L  
C had soap in his mouth, you mean = L  

She is in the bathroom having her hair combed.  

Give me something to write on you number = L  
She wants to write on the grocery bill. She has been nagging since we left the store.  

Granny, how you coffee = L? She is playing  
I'm not Granny = s  

You really are Granny = L  

In the sink, she has an old coffee pot & is filling toy cups. [I call my  
Granny]  

Do you like soup? = s  
Yeah = L  
Well, that's what I'm making = s  
Soup burns my tongue = L [2x]  
She is still at the sink, and I am cutting up vegetables for a soup.  

You can have a cookie at lunch-time when  
a special lady is coming to visit us.  

Her name = L  

I don't like B = [2x]  
B is not a baby sitter. I think you'll like her = s  

Still in kitchen. I am preparing her for a strange's treat.  

Bay, that was a lucky spill = s  
I gave  

How did that happen, how? = s  

Her a cup  
Because, because = L  

Of milk.  
She tripped, the milk landed in the sink.
I came in to find her in the midst of dumping my purse.

I wanna drive you Car Zool 4 Zool?

You want to drive me in the Car 4 the Zoo?

Yeah = L

She came in from the back patio to ask me to join her.

Peanut in igloo = L

Peanuts is in his igloo, = S

Yeah = L

I went back outside. She was looking at the cat who is asleep in his igloo.

I hurt myself on bike = L

Mommy = L

What = S

Did you? I’m sorry ha ha = S

On an old tyke-bike which she is “repairing”

Bottom part, = L

Still working.

Broken part, = L

She is trying to put blue chip stamps onto it.

I'm making happy face, = L

You're making a happy face, = S

Yeah, = L

(Pause while working)

A happy face, = L

Joanna announces that it’s a “happy face.” Laura is drawing alone on the floor. She is making a scribble, but it’s a happy face to her.

“Purple, No.” = L

Selecting a color from the box of pens.

Let's see, = L

“I make big smiley face” = L

Finishing her picture.

“Mommy, kids will let me play tinker toys, = L crying

(cut)
April 10 cont.

They will, or they won't. = S. She was crying at the top of the stairs.

We will = P yelling.
Okay = S.

This conversation took place.

I'm okay = L. She fell, stood up and said this.
Note she definitely uses I'm instead of my.

D[redacted] left that in can = L. [redacted] had left a toy in our row which Laura discovered.

I really don't like B[redacted] hit me = L. As we were going to pick up Jo at 2[redacted] S. [redacted] is Jo[redacted]'s brother.

Can I touch that under here? = L. In the car.
This was part of a game in which I was saying "No" to the various things inside the car which she may not touch. She was pointing to the ignition.

Hommy keep sneezing = L. "J at the breakfast table.
I keep sneezing = L. She was not sneezing, but after saying this, she made a pretend sneeze noise.

Give me little bit toast = L. She has cereal, and I have toast. I didn't give her the toast.

Cleaners, cleaners going clean = L. (Note immediate future)
I had asked her a moment before to finish breakfast because the cleaning people were going to come.
She made the word cleaners.

B[redacted] = L. to Jo.
I'm not L[redacted] = L.
I thought you E[redacted] = L. outside.

How spell my name? = L. Jenna is spelling "sluggar." from her hat. This prompted Laura's question.

Here put on your jumper = S.
She put it on and started to jump = L. 's response.
This was literal interpretation amused me.

Mom, I'm afraid = L.
What are you afraid of = S.
Cleaning mans = L.
April 11 cont.

"How, how?" = L 
"I'm shooting you." = L 
Said as she was sliding down the slide in the backyard. She saw Jo play this on Monday.

I'm finished. = L
I'm finished. = L
as she left her lunch.

Wrong number = L — I was changing her and had to go down to answer the phone. I came back up immediately and she greeted me with this as I came back into the room.

Have to get my sunglasses. = L
You have to get your sunglasses. = S
How come? = S
Because going on long trip = L
She was putting toy dishes into an old

I hate that. = L
I hate avocados. = L
Avocados which was lying on the kitchen counter.

We really are too early. = S
I said this when we arrived early = S
at the nursery school a few minutes too early. I

don't know where she heard this expression.

Sometimes, I be in group L

Yes, sometimes you're in group S

Sometimes L

To had been talking about being in group. We ate breakfast.

Ooh, I got burned. = L — She touched the hot coffee pot by accident.

Joanna talking to me about playing at 8 S = Jo

Eh, yeah better? = L

Jo + S ignore + continue their conversation = Jo + S

Eh. yeah better? = L

We never answered Laura's question. Eh

Was sick the last two days. Still at breakfast.
transcribed

313 I'll spill a little bit of milk = L
It's all right, Laura. Wipe it up with your
napkin and eat this good breakfast = S
Still at breakfast.

314 I don't want my breakfast = L
OK = S
I don't want that. Going, going dead = L
That going, dead = L
Going, feel bad, dead = L
Going, lie down, be dead = L
I hope not = S
What did she say? = F
She's going to lie down, be dead = S
Does she know what the word dead means
in any way? She certainly hears the word
because of Jack's work.

674 915, You stupid = L
I am not stupid = S
I'm pretending you stupid = L
I'm pretending you dumb, dumb = L
As I was getting dressed. I don't know
what prompted her to say this.

671 916 "I have bubble gums for you kids." = L
In the car, she is in the front seat. She
didn't really have gum, but was trying to get
Elise & Jo's attention. They are in back seat.

672 317 "E" = L many times
Here not answer me! I frustrated S as # 316
Mommy, I was hurting [ ] = L She came
You were what to [ ] = S
I was hurting [ ] = L
She came to tell me this.

674 819 "That me burping." = L She made a loud belch
and followed it immediately with this remark...

675 320 "I drink water, I'm thirsty." = L As she filled
me cup with water at the bathroom sink.

"Twenty dollars?" = L She has an old clutch.

676 321 "Here man." = L I course and two pennies.
April 12 cont.  

"I buy you bubble gum = L."

"For you = L."

"Tastes very good = L."

"Want me get some for me = L."

She is pretending that I am the store owner and that she is buying gum from me. We are in the bedroom.

Knock, knock = L. She came up to me and who's there = S. She knocked on my leg, I was in the bathroom.

She spent all morning in Jo's group in school, I limited note. She is definitely toilet trained. She is sorry about accidents and they are minimal.

You getting sleepy = L. Early in the morning, she came in and climbed up. You are sleep = L.

No, I'm awake = S. and woke me up.

Know what I need = L. She went from no what = S. the kitchen to the stool = L.

A stool = S. stool = L. I got something = L. A stool and then began to drag it across the house = Ste got a small chair = L.

I let you say = L. So as she dragged her I let you told me Sue = L. I chains past me into the kitchen. Same stool as in # 324.

Mommy, get some more banana = S. She took her that's enough bananas = S.

She took stool to counter to climb after a banana.

Who made that = L. [2x]

That = S. pointing

No that = L. Joanna = S.

You all pink, mommy = L. My bathrobe is all pink if that's what you mean = S. Your bathrobe pink = S. Simultaneous to my remark.

We are at breakfast, I'm wearing a pink flowered robe. Some robe as always.
April 13 cont.

I hope you can still = L as we were leaving I hope it doesn't = S. If you school. She can usually stare. Does she mean hope or hope not

Now I wanna go sleep = L as we were in the market. She suddenly became tired.

I'm too scared white cat = L [4x] ? She was you're too scared of white cat = S outside. a patio.

She came in when white cat started to chase Peanuts.

"I hope my pool up/lop in bath tub = L [3x]

"I hope not." = L

Do you want your pool to up/lop in the tub or not? = S

I don't want pool bath tube = L [context]

As I was filling the bath tub. Again confusion of:

"I hope not make pee bath tub." = L Climbing into the bath tub.

Wash your belly button = To 2 They are in the I will one minute = L Just a minute = L

"Soon start your motor = L In her car seat.

"I am a minute = L She was waiting for me to get settled.

When I be seven = L [2x] You'll be 7 in 5 years = S

When my have birthday = L Have cupcakes = L

"There Themes car." = L

"There = L

"Themes here." = L

"Yeak. They've here." = L

In the car as we were driving to Julie's,

As we drove up to J = L Both J = L car were parked in the garage. What having I said sounded to be me like "Themes" rather than "J" but would want to watch. This develop to double check, who did that = L

Who did what, Laura = S

Who did that on table = L

I don't know = To + S

Who did that = L

She is pointing to a spot on the table cloth. Why she is interested in this spot over all the others is a mystery!
April 14 cont.

I want play her = L I her = Jo ]
No she can't 4. I'm changing + listening to Winnie The Pooh = Jo.
[cut] Laura was at the bottom of the stairs + Jo was upstairs. Laura was announcing the intention of going to play with Jo.

"My dancing shirt:" = L "Watching me take clothes from the dryer, Her humps is what she want.
"I wanna wear tough one." = L She wanted to wear her yellow shirt. It is very hard to pull over her head. See #326.

Laura, hurry up I need to go shopping 5
Where you going? = L
Akrons = S
Where Akrons? = L
As I was trying to get her to hold still + get her hair combed she was struggling away.

Mommy, This tastes very cold = L un-usually cold milk = L
What tastes very cold = S
Yeah = S

I feel the cold on your tongue.

JACKIE-PACKIE
Jackie-Packie bad = L
Why is he bad? = S
He had go hospital = L
It's not bad to have to go to hospital = Jo.
Jack was late + we were eating lunch without him.

I spill milk = L
Pretending that swimming pool = L
Spelled a full glass of milk onto the table.

She then gave me this explanation. Is it a rationalization?

I feel like make pool = L
Do you need to go potty? = S
Jo

Minutes later, she went in her pants while she was playing.

Know how old you are? = Jo to me
Old enough to be your mother = S
You be sixteen = L
No I'm not L laughing.

J5-72
April 14 cont.

703.348. Not really terrible do this = L She is shaking her head back and forth in alarm. What is really terrible? = S No response = L

We are at the table. I don’t have any idea what’s terrible.

704.349. When my bigger have bicycle = L [10 x]

When my bike = L

When you’re bigger you want a bike? = L [Jack]

I big girl = L

I big girl ride bike = L

Ride sharp bike = L

I big girl ride sharp bike = L We could see him from the window as we were eating dinner. We had started talking about fixing Jack’s bike. Luma said this.

705.350. I pretend to open your purse, = L

Do you may not pretend to open my purse?

As she took my purse out the chest in the dining room, Jack took it away from her.

Foxy hozy said “blow noise on her hand.” Right on my thimmy = L

He did? = S

Yeah = L

Jack is pretending to be foxy. -Lozy + is chasing the girls and scaring them. I am in a dining room. She came to me to tell me. She demonstrated rather Than described. The noise he made on her.

706.351. "Foxy hozy do that on my back." = L [10 x]

"Say (blow noise on her hand)," = L

On my back = L

I didn’t like it = L

She came back about 5 minutes later to tell me this.

708.353. What’s the matter, peanuts? = S

She is inside the bathroom. Him scared tiger = L

She cat is watching her take a bath. + suddenly began to meow.

709.354. All over sheets = L

She made coca was all over sheets = L

No, it’s okay the sheets are dry = S

Coca while she was napping. She won’t allow a nap. She was very aware of her accident. She said this while I was cleaning her.
April 14 cont.

110. 355 I hope I make no other one = L = as &
I put her in clean training pants. Again,
it isn't clear if she means I hope or I hope not.

111. 356 Don't wake up early = S
You come and get me early you can = 2 [2x]?
Okay = S

As I tucked her into bed for the night,

April 15. 357
Here 6:17 = L
Her tyke alike fell apart on
"I found 6:17 = L" the back patio. She found the
belt and brought it into the house.

I smell kibble = L As she let the cat out of
What = S his bathroom,
I smell kibble = L.

114. 358 She blow your hair off = L
No, I don't need to. I'm going to use curlers = S
I just washed my hair. I sometimes blow it dry.
She had opened the cupboard with the blowers in it.

115. 360 When I be seven = L [2x] She was just
in five years = S making conversation
while she watched me do my hair.

116. 361 I don't want burn my pee-pee place = L
I was setting my hair. She was getting too close
for Joanna. She found her upstairs.

77. 362 Dee-dee where are you = L [3x] Looking from
"Where are you?" = L the room to room
for Joanna. She found her upstairs.

119. 363 Peanuts off ting-tong = L She came to
What did you say = S
I told you to report
Peanuts off ting-tong = L this. We are
keeping the cat inside and she understands this.

119. 364 Let's go in the back yard = Jt to L
Okay, stay in the backyard promise = Jack
We promise = L

As they were going out to watch a man install a pipe.

200. 365 My baby died = L Walking around
her want her blanket = L The dining room
her want = L with her doll
Baby want it = L which she has
wrapped in a large crib blanket.
April 15 cont., Lines and Boxes = 588 2013

721.366. "Must be hurt." = L. Why are we down the street?
    Somebody = L and watching jack play tennis.
26 May.

722.367. "Must be fine." = L. Same sit. as 267. Since
    a second scene came by about 10 min. later,
    I gave this vs. = L. [2x]. -- I returned
    some diapers to me which look exactly like
    the ones I am putting onto laura.

723.369. Where are my sandals? = L. Telling from the house
    and I wish I had sandals = L outside. We are
    watching jack now. The lawn. To had just
    dressed laura in funny clothes.

724.370. Sue and jack discussing at length. The state of a dead
    tree = L. [2x]
    Who: dead = L. She is inside jack's car with jack.
    The tree = L. + Jo. + I am outside talking thru
    the window. We were discussing a dead bush that
    was next to the car.

725.371. I wanna see vegetables = L. [2x] As she
    okay = S. picking her up to see them. I watched
    me pour a package of frozen vegetables into water.

726.372. Sue. I made house = L. She came into the
    living room and took
    live in it = L
    She had used about
    12 blocks. I stood them on end. To form a compound.
    I told her several times, "It's beautifully, laura."

727.373. "Family. I see my house." = L. She then went to find
    "See my house." = L. jack to see her building

728.374. That from my car = L. Pointing to a dirty
    pair of rubber pants which jack had left on
    her bedroom floor.

729.375. My diaper had go hospital = L. Why did your diaper have to go to the hospital L?
    Because had broken ankle = L. cont. top p. 7o
She said this as I was spreading out her diapers. Around two months ago, we took Jo to the emergency hospital because of an ankle injury.

"My ducky in the free-dee room," as I carried that's okay = L. Jo's room, she spotted her rubber duck on the floor. I wanna snuggle in my blanket = L. As I was carrying her downstairs, she is hugging her blanket.

"Ask your daddy something." = L. Coming out of our bedroom, she had gone in & tried to get Jack out.

"Give me you napkin. Then." = L [X]. She had spilled some milk on the table. I needed it = L. Cloth and had already used up her napkin.

That bad grocery list = L. She reached over & grabbed grocery list had to go hospital = L. My grocery list. I grabbed it back. She said this after I took it away from her.

When my 4½ have to get my hair combed = L. She said when she's 4½ she'll get her hair combed = L. Translating what did you say, Sweetie = L. When my 4½ have to get my hair combed = L.

Laura is sitting on the floor, playing with some wooden toys. I have twice before tried to interrupt her to comb her hair.

Is your nose hurting you? What should we do about it = L.

Get new one nose = L.

As I was combing her hair in the bathroom. She has a very cold.

Here you purse = L. Taking my purse I bring it for you = L. From the dining room, chart + bringing it to me at the table.

= L. Looking at a piece of paper with 

"I want it" = L.
notes on it in my notebook.

Dog make caca pause over lawn = L. Yes, that's where dogs make caca = S. Laura should have used the past tense as the caca is long gone. She had come to pick up Jo. I was holding Laura = S. Standing by the car door, talking to me.

"I'm going to change name = L." A minute before, "Make some more = S." I had told her. That = L. She was coming to play with her this morning.

I hear you wee-wee = L. As she watched me, clapping you = L. I clapped for you = S. Clap for yourself = S. I clapped for her = S. She claps for herself = L.

Wanna couple nuts = L. It is about her. I don't have any nuts = S. Snack time. I have been offering her nuts as well as crackers.

What that from = L. That is upon the curtain = S. You leave it. Would you leave it hanging please = S? She found the pulley = L. She is rolling the cleaning man do = L. That cleaning peoples do = L. She is rolling the cleaning up. I pretending my cleaning people = L. I pretend my cleaning people = L. Plastic strip in the living room.

I race around the house = L. She had made a "Race around." The house of patio furniture while we were waiting for them to set up video tape on. There are two instances of S on the possessive.

No note during tape session.

Our names = L. I make our names = L.
The following were noted earlier in the day and are being entered out of sequence.

Mommy, those ugly socks = 2
Dark socks = 3

As I was putting her

Yes, those are dark socks = 5

in a pair

of navy blue socks.

She was pretending to give me a shot as she walked.

Hi, Dr. Brainwald = 7

She gave me a

I'm Dr. Last name = 1

shot with a block!

She later said, "I'm Dr. Last name." on the

video tape but would not repeat the shot

giving sequence.

"I don't want my hair done," I - after

I finished dressing her. I respected her

request.

I don't want = 2

As I

I don't want my face washed. I was

leaving the room after dressing her. After

I combed her hair I washed her face. See #897

above.

Launa, have you seen one of those blue things?

= Jo who is looking for a tin can toy.

Here it is = 1

They are both playing with the tin can toys.

A WORD ABOUT VIDEO TAPE

I did not like the experience. We turned

Laura into some kind of a performing seal

in our efforts to get her to give us as

much material as possible in a small

amount of time. I really anticipated

a more natural sequence with Laura

playing and the camera following.

Both Laura and I were very self-conscious.

In an effort to cooperate, I tried to elicit

speech from Laura but I'm sorry that

I did. It was a real invasion of her

privacy and a pressure to produce an

perform. How can total strangers with a

continued p. 79
I heard that the equipment was not working properly.

April 19, 2013

Dee-dee Jack gone! Jack and Joanna were not home this morning.

4:04. When my be 7? = L [2x]

You mean when will you have a birthday again? = S

Yeah = L

When you’re three = S

How I weigh? = S

You weigh 30 = S

749405. Have you weigh [I myself] = L? She went to the bathroom and stood on the scale afterwards.

749406. "Tricycle broken." = L. Part of a much longer utterance elicited as we read "Harry the Dirty Dog." There is a tricycle in one of the illustrations.

Because she is standing at the sink + cont. top 80.
April 17 cont.
Because no much do, Hommy = L = playing. That's right = S
water and saying this to herself.
No 408. Good idea = L
A good idea = L
let's go read story = L
Okay, but first I want to finish my snack = S
We are in the kitchen having a snack together.
The words "good idea" are probably attributable to Joanne & her friends. They say to each other "I have a good idea, let's..." Especially who always has "a great idea."
Because the Hommy doesn't go outside = S
Ok because it's raining = L
to get wet - words to this effect = S
We were reading Harry the Dirty Dog
while she was on the potty.
"Daddy's hair" = L - Part of a conversation
about the Daddy in Harry the Dirty Dog
I asked a question which elicited...
"How I look in this?" = L - She is wearing one
of my old shirts and admiring herself in
the mirror.

Laura, Laura = S - yelling from upstairs.
"I'm comin' = L - Starting upstairs
You got yogurt? = L - I put a small
carton of cottage cheese into the
refrigerator.
Look, that looks like yogurt = L
Just look like yogurt = L

Toward the end of the day...
April 19 cont.

416. How come we having cereal? = L As she climbed
What's the problem? = S up to the
How come we having cereal? = L breakfast table
to discover cereal instead of eggs.

417. How come we having cereal? = L
We're having cereal because I didn't want

to make eggs. = S

418. Starting to eat her cereal in lieu of egg.

419. I heard truck truck in my ear. = L [S] I heard truck
you did = S

420. Just drove by our back. We could hear it from
the dining room.

421. Mommy, I want toast like that = L (Looking at
Jack's toast)
Ok, I'll get you toast in a few minutes = S

422. Have toast. Dad = L She should have used
Have toast like you = L The future! She didn't
yet have the toast but was going to get it.

423. Can you wear underwear or do you need a diaper? = S
already in diaper = L I was getting
Jack sent me in diaper = L her ready to

424. Pretty full = L
Pretty full from what? = S me as I was
The table and told me this.

425. I don't want my hair brushed = L She had
You have to have your hair brushed = S just had
I do it daddy combination.
I do it all by myself = L

426. "Polly came." = L - As Polly walked into class.

427. Where should we go with Jo + P? = S

Xerox = L

Yeah, we do need to xerox don't we = S

We were swinging + she said this in response
to my question.
April 19 cont.

714.476. \textit{Whole package might get lost.}  
"Holding a package of gum. I had given her permission to take one only."

714.477. \textit{Spread my baby's blanket out.}  
"No way to know if this is imperative or subject reduced since she was looking at me and also trying to spread the blanket."

714.478. \textit{Where my baby's bottle go?}  
"Looking for where my baby's bottle go?"  
"A small toy doll bottle which she had put in an old purse."

714.479. \textit{Making a bird.}  
"I scribbling with my"

715.480. Would you tell Dee-dee to come in here and let Jack have a rest?"  
"Let Jack take a rest."

716.481. She does answer. \textit{"Whose x is this?"}

Typical language production

717.482. "We watchin' T. V. Dad."  
"I ran into We watchin' the T. V. Dad."

717.483. "That too bad."  
"Several times?"  
"Jack was talking of that too bad."  
"That's too bad."  
"3 x"

718.484. \textit{That's sick.}  
"It's patient who"

719.485. \textit{What color is that cat?}  
"5 to a picture"

720.486. \textit{Dark cat = L}  
In the counting book. Black + navy blue she calls dark.
April 19 cont.

knowledge of colors

1. Thinks that blue is green; brown is black
2. Only color that she reliably recognizes anywhere is purple.

We were in Sears, and she labeled purple keychain, purple overall, a purple piece in a puzzle. Sears = a department store

"Jack meeting:" L

"I thought Jack meeting:" 2 night. I was rocking her back to sleep. Part of a longer conversation.

"Boy shanna's wee wee:" L — As she flushed the toilet.

I smell somethin = L

What? =5

I smell bird caca = L numerous times.

Are you sure you're not making caca? = 5

I smell bird caca = L

Note: The colors on tablecloth she does not know: black, red, orange, white. Trouble with R.

's attempted experiment with "more or less" on videotape things on knowledge of colors which shanna does not possess. She has apparently learned colors as attributes of given objects "green are blue shoes" but does not have a concept of the color independently.

Watch me pump over my bottle:" L[2L] — Calling my attention to the fact that she is pumping over her bottle in the living room.

She just picked up a blue water color pen and said "Blue."

"I made pretty picture, Deedee:" L[2L]

Showing Joanna her drawing.

Going school? = 5

No school today = 5

Where I going? = L

Well we might go to the market today?

As I was bending down to admire a drawing she had made:

Aree, wait a minute okay? = L

Wait a minute for what? = 5
I clean up something. = L - towel and then
I won't spill it = L - taking it outside.

"I want you come here = L - screaming in the
playhouse. She kept yelling this until I came.

"Bye Laura's wee- wee = L [5x] - flushing
down her wee- wee.

Dee-dee, Dee-dee. That accident = L
I know = 0 - unsteadily
I told Dee-dee. That accident = L - a glass of milk
on the table and was upset about it.

"Daddy, we having trouble." = L - Jack was in the
kitchen. Girls + I were in dining room trying to
open a jar of marmalade.

"Going sneeze Mom = L - I had sneezed
a few minutes before.

"I won't make pee-pee on you." = L as I was
"I will on potty." = L
while carrying
"I will in potty." = L
her naked
down the stairs.

"I wanna blow different balloon." = L - Joanna was
Trying to blow up a large balloon, Laura's is lost.

"Want you cut black with me." = L She is
"Want you cut black." = L cutting some
black construction paper. I told her that the
paper was black.

"I wanna wash my baby Matthew." = L - left the
room looking for her doll.

"I wanna take this off get another one." = L -
Trying to take her shirt off.

"I couldn't find my baby Matthew." = L - coming
back into the room.

White cat is looking yes a wife - Jack? Asking
let me see white cat. Let me see = L Jack to
hold her so she could see out the dining room window.

"Daddy, I'm baby." = L - She is smirched in Jack's
lap in a big. In complete in the original diary

Clean you off = L
"With tinker toy = L
"Clean you off tinker toy = L
404 H51. "I want you go back Sue" = L [2] Came to the
"I want you go back with me" = L kitchen to bring
me to watch basketball game.
405 H66. "I wanna play basketball with you" = L
She had been watching a basketball game on
TV with dad and came to the kitchen
to ask me to play with her.
406 H61. "Can I get little bit taste you ice cream, Dea-dee" = L
in 31 flavors. She has her own identical ice cream
407 H67. Take our ice cream home = L till in 31 flavors.
No we'll eat them here = S
408 H13. That dead tree? = L [3X] As we were driving
is it dead? = L [3X] out of our driveway.
Yes it is = S We had cut down a dead
brush, which she knew was "dead," and she saw
it in a pile for the trash man. I'm sure that
she doesn't know what the word dead means but
simply associated it with that brush. If we had
said it was a pretty brush or a yellow brush
she would have asked me if it were the pretty tree or
the yellow brush.
409 H64. "Look at those pretty flowers" = L [S] As we drove
past the entrance to Griffith Park, the tulips
are in bloom.
410 H65. To is nagging me about what she wants in the market-
eliciting situation.
"Sue, what's special for us," = L
On the way to Ralph's.

The rest of this page is blank in
the original diary
NEW VOCAB - Not checked

25 to 26 months

April 20 cont.

VOCAB 756

1. Exercise[d] 
2. Game 
3. Kind 
4. Dove 
5. Steps 
6. Rain drops 
7. Cupcake 
8. Yosh 
9. Tail 
10. French fries 
11. Magazine 
12. Number 
13. Banister 
14. Wind 
15. Light bulbs 
16. Pretzels 
17. Hotlcss 
18. Jail 
19. Tomorrow 
20. Pop egg 
21. Comic 
22. Circle 
23. Sew 
24. 14th 
25. Ambulance 
26. 19100 
27. Part 
28. Cleaners 
29. Trip 
30. Kids 
31. School 
32. Wait 
33. Ping pong 
34. Vegetables 
35. Idea 
36. Basketball 
37. Special 

VERBS

1. Would 
2. Pedal 
3. Choose 
4. Hope 
5. Try 
6. Think 
7. Change 
8. Answer 
9. Cough 
10. Wreck 
11. Park 
12. Peak out 
13. Choke 
14. To be 
15. Shouldn't 
16. To get first 
17. Teacher 
18. Qush 
19. Clean up 
20. Died 
21. Wouldn't 
22. Crash 
23. To be in 
24. To keep 
25. Shoot 
26. Top 
27. Will 
28. Wish 
29. Must 
30. Live 
31. Snuggle 
32. Oat 
33. Race 
34. Wave 
35. Xerox
# April 30, 1926 - New Vocabulary

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<th>PROPER NOUN</th>
<th>PRONOUN</th>
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<td>Michael # 26</td>
<td>1. We # 72</td>
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<td>2. greening # 20</td>
<td>2. Name of street # 255</td>
<td>2. Us # 236</td>
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<td>3. serious # 23</td>
<td>3. Blake # 295</td>
<td>3. When # 165</td>
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<td>22. pink # 325</td>
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<tr>
<td>23. sharp # 349</td>
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<td>25. dark # 395</td>
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**IDIOM CONT.**

<table>
<thead>
<tr>
<th>IDIOM</th>
<th>ADV.</th>
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<tbody>
<tr>
<td>1. All by myself # 7</td>
<td>1. Any more # 9</td>
</tr>
<tr>
<td>2. Oh my God # 13</td>
<td>2. Yet # 7</td>
</tr>
<tr>
<td>3. How d'ya do # 136</td>
<td>3. Sometimes # 122</td>
</tr>
<tr>
<td>4. In case # 147</td>
<td>4. When # 165</td>
</tr>
<tr>
<td>5. Happy face # 288</td>
<td>5. Look for # 173</td>
</tr>
<tr>
<td>6. Smiley face # 291</td>
<td>6. Really # 174</td>
</tr>
<tr>
<td>7. Won't # 306</td>
<td>7. Truly # 196</td>
</tr>
<tr>
<td>8. Early birds # 309</td>
<td>8. Once more # 197</td>
</tr>
<tr>
<td>9. At work # 288</td>
<td>9. Any where # 288</td>
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**PREP.**

<table>
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<tr>
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<tbody>
<tr>
<td>1. Behind # 224</td>
<td>10. Simply # 211</td>
</tr>
<tr>
<td>2. From # 274</td>
<td>11. Full of # 240</td>
</tr>
<tr>
<td>3. By # 423</td>
<td>12. Soon # 325</td>
</tr>
<tr>
<td>4. Over # 440</td>
<td>13. Couple # 388</td>
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**TIME.**

<table>
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<tr>
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<tbody>
<tr>
<td>5. AM</td>
<td>6. PM</td>
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**MARKERS.**

<table>
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<tr>
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<tr>
<td>1. This</td>
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<td>3. The</td>
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<td>9. At</td>
<td>10. By</td>
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**QUALIFIERS.**

<table>
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<tr>
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<tr>
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<td>3. Angry</td>
<td>4. Happy</td>
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<td>5. Surprised</td>
<td>6. Shocked</td>
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<td>7. Hungry</td>
<td>8. Full</td>
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<tr>
<td>9. Tired</td>
<td>10. Sleepy</td>
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<tr>
<td>11. Excited</td>
<td>12. Bored</td>
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<tr>
<td>15. Curious</td>
<td>16. Interested</td>
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<td>99. Interested</td>
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</table>
April 20 cont. 25 to 26 months

NEW GRAMMATICAL DEVELOPMENT

H.21 # 2. AM
H.22 # 4. THIS WOULD.
H.23 # 8. Ran
H.23 # 39.5, 6, 7, 8. Fantastic example of concept formation.
H.23 # 41. Am - note use of I am instead of my.
H.23 # 47. Long note on He, him
H.24 # 50. You are
H.24 # 56. Embedded S with try
H.24 # 59. Embedded S with chunk
H.25 # 78. That's
H.26 # 74. We
H.26 # 78. Embedded S with "gotta"
H.28 # 96. Thought
H.29 # 111. Tell immediate past tense
H.29 # 114, 115, 117. Her as both subject to object.
H.29 # 112. I'm
H.29 # 122. He
H.29 # 121. We
H.31 # 52. S on pass noun which modifies
H.31 # 143. S on pass """" also S on feet
Ap.1 # 150. I'm as auxiliary with a verb
Ap.2 # 151. her
Ap.3 # 159. That's
Ap.3 # 161. him for her
Ap.3 # 165. When in embedded S
Ap.4 # 173. Embedded S with my instead of I
Ap.4 # 178. let's...
# 193 past S with when
# 194 reference to past event which took place a minimum of 8 months ago.
Ap.4 # 209. Him = his
Ap.5 # 220. him = his
April 20 cont. NEW GRAMMATICAL DEVELOPMENTS

Ap 5  WAS  # 222
Ap 5  # 225  evidence that ½ means in two.
Ap 6  # 231  When
Ap 7  Us / for we  # 234,  # 244 vs. correctly
Ap 7  wouldn't # 237
Ap 7  I'm not falling  # 241 I'm + verb
Ap 7  Are
Ap 7  # 247  Him, he
Ap 7  # 250  Double yea, one is my.
Ap 8  # 255  She knows our St. name
Ap 9  # 261  It's
Ap 10  # 274  her , for she
Ap 10  # 29  are
Ap 10  # 293  I'm instead of my with adj.
Ap 12  # 314  Talk of Death
Ap 12  # 315  I'm + verb  / I'm as auxilliary
Ap 12  # 318  IMPERF.
Ap 13  # 327  Who?
Ap 13  # 332-3  Strange use of hope also # 355 Ap 14
Ap 13  # 334  Will - FUTURE
Ap 13  When # 336
Ap 13  # 337  s on pass. Thens for then. I believe
Ap 14  # 338  Who?
Ap 14  # 345  knew why?
Ap 14  # 349  Future with when
Ap 14  # 352  it to refer to a whole action
Ap 14  # 354  was
Ap 14  # 356  complete long with idea of as you can as reduced see # 173 for similar sentence
Ap 15  # 364  We # 364
Ap 15  # 369  I wish I had sandals
Ap 15  # 366-67  must
Ap 15  # 370  who
Ap 15  # 375  Because in answer to why?
Ap 16  # 376  That's
Ap 16  # 381  When
NEW GRAMMATICAL DEVELOPMENTS

Apr 16 # 387 you own self = yourself
Apr 16 # 387 what that from
Apr 16 # 385 our poss, adj.
Apr 16 # 397 overgeneralization of ed = done
Apr 17 # 401 gone, broken
Apr 18 # 412 I'm + verb I'm comin'
Apr 19 # 426 might
Apr 20 # 427 son modifying possessive
Apr 19 20 son modifying possessive # 428, 437
Apr 20 apparent lack of color concept independent of the object. She only recognizes purple, # 434, 435, 439, 395, 441
Apr 20 contrast of won't + will

The rest of the page is blank
in the original diary 5/8 2013
MONTHLY STATISTICS

Days In The Month: 30
Days Missed: 4
Total Daily Observations: 26

MISSING ENTRIES

<table>
<thead>
<tr>
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<th>AGE</th>
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<tbody>
<tr>
<td>May 13</td>
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</tr>
<tr>
<td>May 18</td>
<td>2;2.28</td>
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<tr>
<td>May 19</td>
<td>2;2.29</td>
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<tr>
<td>May 20</td>
<td>2;3.0</td>
</tr>
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</table>
26 TO 27 MONTHS

I'm sick. * minimal note, just essential

I want wash dishes. = L. Standing at
I want wash dishes, Mom! = L. (The kitchen sink
Okay, you can wash dishes = S.) + waiting
I'm going in + sit down = S.
Going, bye-bye with Jack = S.
No I'm not going, bye-bye with Jack = S.
Where you going, Sue? = L
I'm not going anywhere = S.

She is in the kitchen. I am standing in the dining room.

Know what I did, = L

Grandma is
Go under table = L

Cocked = ticked = playing hide +
Seek from me,

Running came into room to tell me this. She then went under table to demon-
strate.

"Who did that?" = L

"Who did that?" = L
She had spread out her
doll's blanket on the floor and returned to find it messed.

"I didn't like that. I won't give them cold." = L. We are all

I didn't like that. I won't give them cold." = S. Sick, I was
telling Jack that we had caught cold from Elsa.

"We hide in there." = L - She and I are hiding

from me inside her closet.

"Jack, have to look my ear." = L - She is sitting on the
potty and pulling on one ear as if it hurts her.

I announced something about her ear hurting.

"Mommy, I'm afraid, scary man." = L - As I was

Carrying her upstairs for a nap.

"Jack, let me drink bottle." = L - As I took bottle

from her until she got to the crib.

"There orange volkswagen." = L - She recognizes
an orange volkswagen, but not the color orange,

which suggests that orange for her is an attribute
of The Volkswagon.

I want go outside." = L - Yelling and having a tantrum.
She is repeating this over + over.

"Hustle up wave bye-bye." = L - She wanted me to
hold her up at the window to wave goodbye to
Jack + Jo.
April 22 cont.

923 "Open it for me. So dirty. Have to wash it." = L
at the sink with a dirty bottle which she
is washing.

924 "I wanna hear my own self on tape
records", Mommy." = L - Climbing up to the
dining room table, I let her listen.

925 Dee-dee made Winnie The Pooh vmy book = S
I let her do it = L [2x] She picked up a
Oh, I see = S book on which Joanna
had drawn a large green picture. She handed it
Up to me to see.

926 Can't see me = L
Why can't I see you? = S
Because I'm busy = L
She is kneeling
over here,
counting Book
and scribbling on a page

927 Square, can you help me? What color is this crayon? = S
Purple = L No hesitation. This was a new
purple crayon which she had never seen
before. She definitely knew purple as a
definite color. In contrast, I told her
Up to her flowered curtains and asked her
what color is the flower? Put her finger
on the red + blue. She knew neither and
said "What That?" so I labeled them
for her.

928 "Want you pick me up." = L - Crying and holding
onto my leg. She is recovering from a tantrum, I held her.

929 "Want you go outside with me?" = L - With arms
immediately after #28. We didn't go outside.

930 Want you get my broom for me = L
Okay, is there anything you don't want me to get? = S
I took her by the hand and we went to get her broom.

931 Hey that's mine = S [She was taking my toy] Okay, I just give it you = L Bringing me
a cassette back to me.

932 "Laura, what color's That? = S Pointing to
purple = L what color's This? = S
Pink = L
Here nothing one pink = L was right next to the purple.

83.23. Sue, my toys next to me = L. ? Sitting on the yes they are next to you = S on top with toys on either side of her + getting ready to watch me vacuum.

83.24. Where are your toys, Laura? = S to verify next to me = L same situation as #23 above. See B's. Undated knowledge of "next to" so comprehended was required back in 1974.

83.25. "Can crash down train = L." I am folding "in pony park = L." Laundry. She is "somebody must be hurt = L." Drawing beside me and said this: "There is a train at the pony park in name of Pack.

83.26. "That's dark pony = L." Showing me a drawing of a dark brown Shetland pony in one of her books.

83.27. My favorite baby food = L. But you never had baby food = S when my baby? = L

No, when you were a baby I put your food in the blender for you = S.

We were taking turns telling what our favorite meal would be. This was Laura's turn.

28. "Mommy, Jack eat my bean sprouts = L. She should have used ate. This was the immediate past. We are still at the table.

83.28. That ole tyke bike getting fixed = L. Banging is that ole tyke bike getting fixed = S.

The bottom who's fixing it? = S. High gas station = L.

83.29. "Want you sit + watch me pedal tricycle = L." Showing me the chain where she wanted me to sit down.

83.30. "I want show all body to everybody / my puppy = L.

"My special puppy = L. Waking up from her nap. She is hugging her puppy. To has friends here. What I he all body.

83.31. "I want you show me = L." She wanted to show her a pair can in the trash.
April 27 cont.

"I wanna visit R group:" L? All should be
"I wanna go R group:" L in the future.
"You upstairs help Dee-dee:" L We are at the
dinner table. Jack had just asked Joanna if
she had school tomorrow.

What that see?=L
That's for the trash=s.
That pizza was in =L -- She meant "Pizza was in the"
As I walked by her with the empty pizza
carton. line = s 9-8 2013

"I wanna cup a water:" L? I was preparing
I'm thirsty, okay?= L her evening bottle.
She wanted the cup of water in addition to her usual bottle.

My jaw looks like Dee-dee’s=2? Putting her to
Yes it does = s
The jaw off in her room. She volunteered this info,
I move my milk, little closer." = L--Pushing her

What that noise?= L
A siren =s
Must be hurt=.L
Somebody must be hurt=L
Must be fire =s

We were on the
stairs and were
walking up from
the garden, when
a siren could suddenly be heard.

See Joanna down playhouse=" L? Leaving me alone
I'll be right back up,= L on the patio to
join Jo + D in the playhouse
That be my dinner, ma'am= L

Pick up a pan
in which hamburger meat is defrosting & showing it to me.

Where girls go?= L
Where girls?= L
Well one of them is a boy. Did you know that,?= s
No=L
D is a boy = s
Ok=L

Looking around the house, for Joanna + D

Who had walked off leaving L alone in the playroom.
April 23 cont.

862. When my have big tomatoes? = L [2x]
863. We took a 3 day when you're 12 or 13 = 5 day girl shower. Both girls were anxious about my anatomy. This was said as we got out of the shower.
864. When I woke up, I made pee-pee. = L [2x]. Just a statement of fact. She may have meant past because she woke up in a wet diaper but there is no way to know.
865. "I'll be right back." = L [2x] She had stepped out.

Error
my arm
SRB 2013

95 That lady arm stuck = L [2x].

I have no idea what she is trying to tell me. All 3 of us are in the dining room. There is no outside noise. I wonder what the word hospital really means to her.

956. My baby very tiny." = L
957. My baby's poop poop head." = L
958. My baby not poop poop head." = L
959. "I not poop poop head." = L

She picked up the doll. David and said, "This walked by with him.

957. My puppy have short hair = L [2x]. Picking up her toy. Yes he does, doesn't he = S.
958. My doggie have short tail = L [2x]. Examining the dog's tail. (She later told me he had short ears, etc.) She was very long out even with correction she insisted that my dog's tail was short.
959. "Dee-dee, my doggie have short tail." = L;

960. 50. What are you doing? = S.
961. Put my puppy up glass table, okay? = L.

The dining room. I can hear her up against glass table.

961. 51. "My puppy walking over. "Dee-dee." = L. Making the dog walk on the living room floor. She has to crawl to go so.

962. 52. Daddy, we take shower with Sue = L [2x].

Climbed up into Jack's lap and greeted him with this news.

963. Daddy, who made that? = S. As she pointed to two separate pictures hanging on the kitchen wall.

Joanna = Jack

Tense
Error
SRB 2013
April 28 cont.

You can’t wear that now = 5
Put on for when I go = 5

Pulling her favorite purple shirt out of the clean laundry.
When I big, I have big bosoms = 5

You mean how old will you be when you have big bosoms, 3 = 5

Yeah = 5

As I was snapping her into her pajamas.

Gender note - I gave the kids an old art book.

It has some paintings which show the male genital. Laura looks for the page with the “boy wees in place,” a bit of information which she learned from Jo. Jo finds it for her.

Both girls - especially Jo - but Lauren too are curious about secondary sexual characteristics and how girls and boys are different. Joanna of course understands the essential difference, however, is just starting to be curious.

That bad door hurt Dee-dee” = 5 She meant “That door's bad to hurt Dee-dee,” Joanna yanked her finger in the patio door.

“Want him water” = 5 As we put the cat in

“Want him drink” = 5 His bathroom to eat.

“I want him.” = 5

Mommy, I did not dump. I did not dump. Mommy = 5
Telling to me from the playroom where she had taken one block from the shelf.

Eugene going see Daddy = 5

Okay, Eugene can go see Daddy = 5 Across the living room.

Baby want her hair combed = 5

Just a second = 5

Okay, just a second baby = 5

She had been playing that she was a baby with

Okay, just a second baby = 5

Joanna. When I called them in to have their hair combed she wanted to continue to be a baby.

Those are M = 5

No. Those aren’t M = 5

The diaper man

Those are your dirty diapers = 5

He unsnapped the door

Those are your dirty diapers in the gail and Laura who was watching said this.
873:63 "Those are my wet diapers." = L - A minute after
the diaper man left, she should have said "wet."

874:64 "I have upset stomach." = L
"Chose an an apple Nanny Nicky has" = L
Telling Niki to students from B's class, she should have
used her first name.

875:65 "Laura's TV -" = L - Students cried this by
asking her if she would seen herself on TV last week.
"My Daddy reach up." = L - Showing B's

876:66 "Came that get went." = L - Several students at high
"Came that with him key." = L locked cupboard in
which we keep liquor. She actually walked over and
pointed it out to them.

877:67 I'm too big for this = L
You are? Even Daddy fits on this chair = S
I'm too big for this = L
I put her on the ottoman to Jack's chair so I could
see her shoes. She felt that she was too big for both the
chair & the ottoman.

878:68 "I'm not a copy cat." = L Yelling this
"I'm not a copy cat, Sue." = L to me from the
back patio where Joanna has been taunting her.

Bullshit = L

What did you say? = S
She said "Bullshit = Joanna"
Jack = Jo died -
I then cracked up = L repeated "bullshit"

879:69 At the dinner table,

880:69 what did you say = s

881:69 She said "Bullshit = Joanna"

882:70 Jack = Jo died -
I then cracked up = L repeated "bullshit"

883:70 Several times, BS is courtesy of one of E's
neighbors.

April 25
Note: child spent day with his & dis.

He not coming = L - [He = Jack] = L I had called Jack
to breakfast and

882:72 He's not coming = L - [He = Jack] = L
Yes he is = S

882:73 He didn't come immediately.

882:74 Jo, I think Dee guitar better = L
Joanna

882:75 Mo. I think Dee guitar had hard time = L
has been

882:76 Very petulant and angry. We are at breakfast.

882:77 Dee guitar you had hard time, = L

882:78 No = Jo angrily.
April 25 cont.

884 74. "My daddy fix it with screw driver." = L — impacting her rocking chair. One leg of it is pulled out of its socket.

885 75. "I'm making caca Dee-dee." = L — yelling this from the bathroom to Joanna. She had been playing in it.

886 76. "That was mine." = L — annoyed to Joanna, Joanna is touching a wooden car which used to be hers but got taken by her brother.

887 77. "Mommy, I need you." = L — late her crib.

First thing she said as I walked into her room after her nap.

888 78. "Wear my purple shirt tomorrow." = L

"Wear my pants tomorrow so when I'm 5" = L

As I was taking off her diaper. She was shifting through a basket of laundry which is next to her.

889 79. Mommy = L Developmental Note: She is in her crib. I left the room to get her bottle, and she told me this when I came back in. She does not talk to herself much in crib but does in play.

890 80. You have karma = Jo.

"I don't have karma." = L say that something

Have gas = L

Gas? = 5

I made gas = L

If they say the word poop and shit, Jo was teasing Aurora by telling her that she had karma. Note that I took this very literally.

891 81. We ride on bikes = L — What she and Joanna were doing.

Eugene bite my toe = L

Ambulance help me = L

Eugene bit your toe + an ambulance helped you? = L

I had to go hospital = L

Came in from the back patio where they are playing in order to tell me this.

892 82. What are you doing Aurora? = 5? She is sitting sitting in stroller he baby = L in her stroller

+ fighting with Jo which is why I yelled out to her.

893 83. "I go get my newspaper." = L — As we near to fetch a throw-away newspaper off the driveway.
Laura, come on now = 5
99.95. I'm coming = 6
I'm coming = 6

There was a distinct difference between "comin" + "coming."

99.86. "Oh no! Oh no, no, no! = L
She had dumped her crayons all over the floor.

99.87. That grew = 5
That grew = 5
She noticed oh, you're right. That grew = 5. The root which had started to sprout on our avocado seed.

99.88. I want something else = L
We couldn't find what do you want? = S
My little teapot = L

When she plays with the water...

99.89. Please, I have my vitamin C = L
What? = S
Please I have my vitamin C = L
Not right now = 5

is begging you a vitamin C.

99.90. "Hope you feel better." = L
Pause
"Make this for me." = L
Pause
"This is for you." = L
This is your flower! = 5
This is your nobody! = L

99.91. "We went to Mrs. Gluck's house." = L
Playing alone with the water at the sink. She put water from a faucet into her, try pot. Then pour it into a glass.

99.92. "We watched television." = L
Same as 90 above.

99.93. "This was my sister's game." = L
As she played with the key's of learning game, I had an identical game.

99.94. "Daddy didn't fix it yet." = L
Referring to her rocking chair. It has been fixed.

99.95. Ask her name = S
What's her name? = L
Someone trying to elicit correct question.

99.96. Ask her name = S
What does she do when her bottles are finished? = L
I let her, her have some more = L
Lines and boxes = SRF 2012

April 26 cont.

9061: Grandfather next, Daddy, okay = L. In her
imaginary game the family - all the adults who
were present - were assigned roles:

9094: Grandfather + Daddy going party = L

Still part of this elaborate game.

9109: you going party with me = L

Am I going to the party with you = S

Yeah sit middle = L — Still part of the game.

It's amazing how much new and sophisticated speech
are being generated in which all attention was focused on

Need go gas station next = L — The next
two 106, 107 are what actually happened in sequence.

Yesterday, when I went out.

We go Mrs. Gluck's house next = L

Her babysitter's house. She was there all
day yesterday.

91302: Is grandmother's birthday = L Part of a
how old is grandmother, that's = due
Three = L

914105: I want my own = L

I don't want yours milk = L

I don't want yours = L

You have milk = S irritated

She refuses to drink it.

915104: I don't want your milk in my cup = L

Oh is that so = S

No, no = L yelling + crying

Continuation of same situation as 103.

916105: I saw George = L Coming in from the

What did you do? = S back patio. She had

We saw George = L been watching a man

917106: "I want my pony tail up. Like so = S"

She said this as I was fixing her hair. It's

Recorded out of sequence because it was on another paper.

918107: "I didn't make poop-poop in my pants." = L

"I try make it pop." = L

Very proudly telling me this the first

Thing in the morning.
April 27 cont.

919 108. "After cereal we play baby."

[After we eat our cereal, we'll play baby.]

[lined]
We were eating breakfast and Laura said, "Wait.

920 109. "Look if my milk going back + forth in my Tippy cup." [L]

Pushing her cup back + forth across the table.

921 110. "You going to M's house visit C & D?" [L]

Still at breakfast. I don't know what prompted this conversation.


923 112. I'm gonna go up & go potty on your potty, okay? [S]

Okay, you could, okay? = L

924 113. "I'm so tired I want to go sleep." [S] She said this twice as we were driving home from Jo's school. It was definitely one long 5 + hour journey home. She took a nap.

925 114. Ouch, ouch. = L

What's the matter? = S

That freezing cold = L. [R]

I'm freezing = L.

Well then don't touch = S

I am touchy = L

926 115. Where's Laura? = S

Be here one minute = L as part of a game of peek-a-boo. I covered my eyes + said, "Where's Laura?"

927 116. Mommy, I couldn't find Counting Book = L. She went into the playroom to find the Counting Book for us to read + returned empty.

928 117. Sue, who is it? = L

As I answered the phone, it was the wrong number = S

929 118. I guess Jack = L

I guess Jack = L

Prompted by Joanna, asking me how come Jack didn't call.

I guess Jack got me on train = L [for her to school].
April 27 cont.

19. I just want see happening = L [2x]
   Nothing's happening; Dee-dee's crying = S
   I want see what happening = L
   We can hear Joanna crying downstairs; Laura is
   being changed for a nap upstairs. I wouldn't let her go.

20. Don't you make me angry = To ? they are in
   You not angry. I'm angry = L in the bathtub +
   fighting over some bath toys.

21. "When we get park, I find you bread, okay." = L
   [2x] to Joanna. As part of a game in
   The bathtub. They are pretend to have a

22. We really got an avocado seed to sprout; bear = S
   It's grewed = L? She consistently says This
   Good = Jack about the avocado seed. She stops
   up to see it and notices we "It growed,"

23. "What that dirty apple doing sink." = L—Finding
   an apple core in the kitchen sink where she is playing.

24. "I don't want my bike parked." = L—Joanna is
   taking the tyke bike in out of the rain.

25. This you no goos, ? = L
   This your not goos one goos , ? = L
   Putting me on the boom.
   Yes = S
   She is very

26. Pony's broken = L ? Inspecting Shoebly, the
   His broken = L III looking horse. It is not
   as far as I can see broken.

27. "I was winning on my bike; when it broke," = L
   She was racing To on the tyke bike + the bike
   fell apart.

28. She, when I wake up I tell you something = L
   Okay; but go to sleep now = S
   Trying to instill me about her nap.

29. "When you close it," = L [2x]
   "When you close it, I went there, there," = L
   "When you close it, I go there, there," = L
   Standing in the dining room + watching for me
   to get the oven door closed so she could walk by.
April 28 cont.

941.80. "I pretending I having milk," L — shaking her empty milk glass up & down. She is waiting for me to serve breakfast.

942.81. "One day Peanuts caughted a bird."

942.82. [her past was an absolute mess between caught
Peanuts who was dozing outside.

943.82. "My baby named ZaZa," L — showing me the doll she usually calls borine.

944.83. I think I broke my record player = L looking
I think it's fixed = 5
at her record player
I think it broken = L
which is on top of the
bureau. I pretended that I needed to fix
the needle, when 2 students came.

945.84. "See Mommy's milk," L
right beside her doll & bottle.

946.85. Daddy always tells her that all our friends
are asleep and that she needs to go to sleep to

947.86. Daddy awake? = L
No Daddy's asleep = Sue
I thought Daddy awake = L
I thought Daddy's awake = L
The other one.

948.87. I want you read book = L

949.88. "I play in my sweater. I wear."

Still part of one effort at a nap.

Note that she inferred

Making sense of the context.

The correct second sentence might be an intentional repair. No way to judge from the context alone.
April 28 cont.

139. You smell very pooh-poo! ? = L ? as Jo
No. I don't = Jo
It's really Smellin = L
I am changing her pants, and it is very malodorous.

146. I was riding on Jack = L - check had just put her
down. He had been carrying her on his shoulders.

147. Do me a favor and make your pooh in
The pooh == L
As she arrived
I make um in pants = L I in my bedroom
with a poop in her training pants.

I'll get him in a little while L = L
Not little while. Get him now = L and I am in
the dining room. She yelled into me.

148. Just look out my window see D here. = L
I'll just look out my window and see if I see her
Standing up on the bed by her window and looking
out into the backyard. I've no idea why she
expects to see D here.

149. I have to go = L
Good let's go = S
She had to make
a pee-pee.

150. Know what ? = L
What = S
When I went on pony's back (pause, stuffer)
That be you = L
When you went on the pony you had you, yes = L
Yeah = L
We were reading a story about baby farm
animals. This was apparently the elevating sit.

146. Taste sour = L
It's taste sour = L
I'm sure it did = S
We spit it out = D
No good = L
They both tested a
cup of buttermilk
which they found upstairs.
They came downstairs
to tell me about what
they had done.
April 29 cont.

958 147. "Okay, Mommy will carry you. Okay?"
  Very tenderly in a high pitched, soft voice. She is walking across the living room and rocking the doll in her arms.


960 149. "Okay, it's give time = L - I had called to her a minute before to come in for juice. She had ignored my call + just answered.

961 150. Maybe white cat catching bird = L? Hooking out.
Maybe = S

Into the garden.

962 151. Wanna check Dea-dee awake = L? Is a
I wanna check if Dea-dee's awake I snapping
in the playroom. Laura got up first and wanted to send Joanna.

963 152. We in our jams = L
Who put you in your jams? = S
Daddy = L
I was cooking dinner.
She came to show me that Jack had gotten them ready for bed.

964 153. I parking out my driveway = L
She is you mean you're unparking? = S
On her Ants, ants = L
Like bike Ants. My parking yale = L
In the playroom
She sometimes parks her bike in one corner near the door. There were once months ago dead ants in that corner.

965 154. Brayne, my daddy don't know you = L
I was asking her about [redacted]. She pretended to telephone [redacted]. This was part of a long conversation.

966 155. I have cold = L
Where's your cold? = S
Where put her hand on her stomach = L
I came to
Then greeted me with this complaint

967 156. I having a hard time = L
Same as # 155. Explaining her right time problem.

968 157. What's we having breakfast = L
On waffle or cereal. We're out of eggs = S

Cont. top p. 104
I want *Ray get egg marmalade = L

This was part of a very long conversation as I was trying to rock her back to sleep. She is very talkative at 2 o'clock in the morning!

"Heh my! That's good! *Drawing with Jo + admiring Jo's picture.

"Could you go put the lid back on my pen?" S
Here sue, that you lid up, = L [that's the lid for your pen] there was a time lapse between my request + her returning to me with the pen lost the lid, she had dropped the pen.

Where's your baby going? = S 7 She has put her baby also movies, Donalds, = L doll into a box which is "hard-eat" and she and The doll are mommy and baby are going on an outing.

Okay I'll carry your baby = S 7 She couldn't get My baby will like that = L her baby + box fr The playroom into the kitchen because she had put blockes in the box, I saw her problem.

We going out to dinner + lunch." = L 3 Continuing And Donalds we going." = L her game in the kitchen. It's interesting that she pretends to go where Jack + I actually go "out dinner, movies" but to dinner in a where she goes "to Donalds.

Tena racket = L 6 tena = tennis looking at What's That? = S Zody's ad with Tena racket in my book = L hundreds of little squares each of which advertises a different item. One of these is a tennis racket.

I yelled Daddy somethin." = L talking to a picture of Jack she found in a souvenir drawer. What That? What That, Sue? = L That's from when mommy graduated from college = S that brand new = L

Yes it's. brand new = S she found a tassel from a mortar board.

"I aren't get different clothes on me=" L she spilt water all over her overalls.

When Dee-dee get home? = L [2X] 7 She is not for a long time = S sitting on the potty, it is yes at lunch time = S

She asked + answered using when.
April 30 cont.

970.17B: We monsters = L 2. Both girls are racing
what = 5
We're monsters = L 3. They periodically roar and pounce
at me + run away laughing.

971.47B: I know what = 5. She had opened my cupboards and
what = 5
was looking at boxes of tape.
When I hurt myself, I get one those bandages;
there aren't band-aids = 5.

978.17B: See reading a story + eliciting situation? I was
what's that mean.? = L
reading

978.27B: About a baby cot that was going to grow up to be
a race horse.

979.17B: You can go play in your own closet = Jack to L
Wanna be in Daddy's closet = L 7. She was hiding
in Jack's closet + we wanted to get her out.

982.17B: Do you know Nicker's three = L
? Part of
No, I really didn't know. Nicker's three = 5.
She is pretending to make a birthday party for some
one named Nicker.

983.17B: Baby I'm going to be right back = L 1. Leaving
the room. Note reduction of be with inclusion
of I'm going.

984.17B: Don't cry about it. I be right back, I going
right back = L 2. To her doll as she left it.
I say my baby, I be right back = L 3. Running
immediately to me + report what she said.
She should have said I said to my baby; I'll be
right back.

985.17B: Baby, what's a matter? = L 4. Numerous times
in a very concerned way to the doll which
she returned to.

986.17B: A word about WHEN

The answer to when
questions depends on the acquisition of
rather sophisticated concepts about time.
Laura may comprehend perfectly well what
a when is asking for but not have the
information — the time concepts — to answer.
appropriately. The fact that she answers a "when?" with the word "Saturday," which is a place or dimension in time, suggests that she understands what she is being asked for and so offers the only information relevant in some way to time in her cognitive system, which she possesses.

It is interesting also that when "is and when as a relative pronoun are developing parallel to one another in time and at the same time as early attempts at the past and the future. She also occasionally attempts to use "after," as far as, and a sentence which conveys the sense of if although the it is not present. Clearly she is starting to try to attempt to use language to define a time dimension and with words like next, under a space dimension.

"I saving it for I eat breakfast." [I'm saving it for when I have breakfast]
As she put a bottle with left over juice from her right bottle at her place at the breakfast table.

"It's empty." - Shaking her bottle which she had finished.

"Don't you eat some on goat." - She had eaten one half of her toast into a "goat." She wanted more cream cheese + I gave it to her on this half of the toast which caused her to get angry.

"That belong?" - She helped me empty the trash and is returning the empty waste baskets.

"What happening bathtub?" - As we drove past an apartment in progress. About a month before we had seen dozens of bathtub delivered there.
“Don’t put me in the trunk,” he said. “Never.”

“Paddington was a bear named Paddington who loves marmalade. We bought some marmalade the other day, so I must have been thinking aloud about that because we are driving in the car.”

“Put down your button, Adam.”

“Are you gonna sit?”

“Where are you gonna sit?”

“Here next to you.”

“I’m in my hat.”

“Are we having breakfast?”

“Peanuts I have help you.”

“Here he is.”

“What are we having?”

“What are you having?”

“Am I mean you breakfast?”

“Yeah.”

“Give me salt when you done.”

“Okay.”

“At breakfast, we all salted our eggs.”

“May I cont.”
May 2 cont

get the entire sentence because I was in the other room.

That was my number = 2

It was? = 5

That was my number = 2

Okay, have it = 5

She wanted a little scrap of paper on which she had scribbled

at an earlier time.

What do you want to do with it? = Jack to me

I want to do it = 5

Joanna had had cereal a few moments before.

"That picture hanging up wall?" = Pointing to "Dee-dee drew That." = 5 Joanna's drawing

on the kitchen wall. [Error in writing] = 5

I was trying to nudger her into being ready to go

Soon, I up and my VW = 5 volkswagen to school with

Jo, her volkswagen to her bike.

Jo was waiting for you = Note reduction of I. She is waiting for me to get to school.

I was enumerating your Jo the services which I had listed, buying and preparing food as part of my services required. This must have prompted his remark. We are at lunch.

I wonder we going? = 5 Donald's = 5 On our way home from school.

I wonder = 5

Laura, what does wonder mean? = 5

I wonder = 5

You know what, my favorite food is = 5to Jack.

My favorite food's all chicken = 5 as we were eating our lunch.

I don't want you do it for me = 5

I want you do it. Sue = 5

Okay, I will = 5

cont. top p 111
I want to do it myself. =L. She wanted to serve her own applesauce and cottage cheese.

"I was calling for you." 3. After her nap Daddy came. =L.

"I found my blanket under my blanket, under my blanket in my cradle. =L -- as she dragged Joanna's blanket across the kitchen. I'm not sure I know what she means.

Want sister give me hug. =L. I'm in a bad mood and unresponsive. She is sitting across the table from her.


You feel better?= =L.

The pouting Joarna.

My egg wants fall off. =L. [2x]

Your egg wants to fall off? =S.

Him want fall off my plate= =L. A fried egg onto her plate.

Little egg where are you little egg.= =S.

Where is your little egg?= =S.

She had little egg in the tummy. =L.

Little egg hiding in the tummy =L.

managed to get a mouthful of fried eggs.

That's yes, later for. When I have my vitamin C. =L. As I spent apple juice in the freezer. Joanna has apple juice+ vitamin C. every night.

I don't want all body see my pee-pee place= =S.

You don't want anyone to see your pee-pee place?= =S.

Yeah= =L. Sitting on the potty. She is masturbating as she makes this announcement.

Soo, what should we do dirty bottle?= =L.

What should we do dirty bottle?= =L.

We should wash it= =S.

As she noticed her dirty bottle on the counter.

"Oh, shucks, shucks, shucks." =L. Dumping blocks from one boy to another. I asked her, why are you saying shucks? but received no answer.
May 3 cont.

These are wet = L [two] pointing to wet underpants.
Could you read Counting Book = L with finger tips.

Sure = S.

Dec-dee don't have crib. Only I have crib = L
As I was rocking her in the middle of the night.
I'm really tired, let's go to sleep = S. Still
I know you [are] tired = L

In the
middle of the night, I was trying to convince her to go

As I changed the candles
to match the tablecloth,

"Our friends come." = L — We were waiting for
students to come.

"We going have bath," = L — Playing with a

"Where table go?" = L — Ostensibly looking for
the toy bathtub which they brought.

"Pretty you guys baby," = L — Preparing

to read us a story.

Are you reading the story? = S

"Still trying
You are babies." = L

"Pretend you are baby," = L — The dinner, or
did she mean, I want you to pretend. Still same
situation as p. 227.

You could have more, okay = L Offering
I could? = S

pretend candy. Candy = little cut up pieces of crayon.

Water in there with candles = L. She had the
little bits of crayon in an unsatisfactory cup. She had

dropped in the water a few minutes before. I was surprised

Let's do this yourself. Let's find it.

She wanted us to do the peg-number puzzle with her.

"Want you carry my things." = L — She wanted me
to carry her Graham Crackers and raisins outside for her.

"I want few nuts." = L — I was eating nuts. She
was bargaining to have some.

I hear something talking. Mom = L

I don't know. I think it's birds singing.

Birds singing. Mom = L

She came in from the outside to tell me that.
I get you settled in R___'s group = L Party.

You going bye-bye with me = L (a long monologue

with The - doll Michelle. The doll is in a box.

I not elephant any more L. She had been

playing elephant before she went upstairs to get

herself clean underpants. She returned with the

underpants... and this announcement.

Ah, Daddy, what you got = L

Here you want it? You can have it = Jack

Jack was opening mail.

This I read = L Pointing to her junk

That I was reading a mail which is beside

her at the lunch table.

Daddy, what's bуга = L we are still

What's bуга or book mean? = Dad = L at lunch

Daddy doesn't know = Jack

Laura, The cradles in the den = L As she went

I don't want cradle = L

off to look for a box for the doll.

What that? Dog caca = L She found a piece

No a raisin = S of raisin mashed into

the bathroom floor.

How come you took that out? = L She found the

I didn't take that out = S bathroom soap

Daddy did it = L
dish by the kitchen sink.

My tummy hurtin' = L

She then lay down on her stomach on the floor = Action

See my big yet tummy hurtin' = L - lifting up her

shirt and looking.

It's an accident = L She had spilled her glass of

milk onto the floor.

Little bit. I little bit scared fire engine = L Shaking

Are you a little bit afraid of fire engine = L her head

I'm a little bit afraid fire engine = L. Telling a

story in which she + I were more than a story =

exciting. Said. We are at breakfast.

Dee dee shoot me up heaven. Truck carry me = L

Dee dee shot you up to heaven and a truck called

you? = S

cont. top p. 114
Yeatt = L

That's interesting = s

At breakfast, Joanna
started a conversation
about how she + 2 talk about death. Laura
then volunteered this information.

I finished my lunch = L

That's breakfast = s

Note = She still does not have the appropriate
label on the appropriate meal. Must all tie
in with undeveloped time concepts, I would
guess.

"Dee-dee shoot me up heaven, Truck carry me."

A second statement. We are still at breakfast.

Let's go outside = L

No; I'm not going = Jo

Yes, we are, yes. I have to go outside = L

I did it. I burned that = l. [Turning. The knot]

Laura is trying to convince Joanna to join
her outside.

Peanuts catch bird = L

The cat caught

That make me mad = L

That make me serious = L [2X]

The two engaged

in a tremendous struggle. We tried to get the cat
to leave the bird Alone. It was
frantic + dramatic.

Peanuts didn't catch a duck = s

A few minutes

No, Peanuts didn't catch a duck = S

Later. We were

back in the house but still shook up...

Mommy, I feel serious = L

Yes, so do I. We all feel serious when we

see something get killed = s

Still same situation. We eventually saved the bird.

I only take my purse with me = L

On my lap

with an oversize bag full of toys.

Oh no, Laura, we'll never find your helicopter

There = S

She put her toy

Cause Dee-dee got it = L

Helicopter in a

Cause Dee-dee got it = L

Kitchen shower. In order

to hide it from Jo.

Error L means so I won't take it 6SRB 2013
May 5 cont.

10548. "You never going find my helicopter," Dee dee = "L.
"Never, never." = L. As Jo entered the kitchen, a moment after # 247.

105250. I was telling Jack the drama of the bird situation. You bad boy, Peanuts. You bad boy, Peanuts." = L.
"Peanuts bad boy." = L. - Turning to Jack: We are at dinner.

251. Bad mood. I was in a bad mood." = L. - Said this to me.

251. In the middle of the night as I was rocking her.

251. Peanuts hit me." = L. - She had

251. No Peanuts didn't bite you. He bit a bird." - It's no frightening nightmare about the cat - not surprisingly. She was really shuddering for me. See p. 114 for the source of L's dream.

251. "Be gentle my baby." = L. - Bringing her doll to Jack to:
"You be gentle." = L. - Stroke. He is working at:
"Be gentle." = L. - His desk.

251. I have Mickey House = L. - She put on:
I, wanna stay in my Mickey House = L. - With Jo's help, okay, we'll find some shorts = S.

251. "That your soap." = L. - Throwing a bar of soap into Jo's tub. They are in the old baby tubs out on the deck.

251. "I all done with my bath." = L. - Climbing out of the top bathtub on the deck.

251. "I wanna lie my own towel." = L. - Joining Jo who is taking a sunbath on a towel.

251. "Where could be my shoes." = L. - Searching around the house for her sneakers.

255. "Let's go wee- wee. Then I eat my breakfast." = L. - Excusing herself from the dinner table. Again note:
She has time of meals completely confused.

260. "I saw that a piece of pizza that I for peanuts." = L. - Putting aside a piece of her pizza in a napkin.

6.0. I saw mail truck. [When] we going pizza party. = L. You saw a mail truck. When you were going to the:
"Pizza party." = S. = L. at the dinner table. She went:
"Yeah." = L. - with Jack and I wanna to

g eat a pizza.

262. Daddy have cut in different shirt = L.

262. "It's okay. you have to wash it anyway." = L.

262. Duty have get in different shirt = L. cont: top p. 114.
She dripped strawberry ice cream down the front of her shirt.

Daddy has no ice cream = Jack? Still eating. Pretend you have ice cream = L after ice cream. Yum, yum, yum = Jack. Jack was justifying eating a cookie which Laura didn't have. "That's dirty Mickey Mouse." L again. "I have change in different shirt." L examining her filthy shirt. She have = have to SRB 2013.

Long middle of the night conversation

1) About Peanuts + The bird
2) Scary man flew up sky
3) About going to pizza parlor.

Peanuts gonna catch a bird = L. We are at breakfast.

I hope not = S. We are going to. Peanuts going to = L.
Peanuts gonna catch bird = L. I hope not = S. Him going to = L.

But he is ostensibly resting.

I sitting next to you." = L. Moving her chair next to mine.

Picture Laura have sandals = L. Finding a newly hung picture of herself. She is wearing sandals in the picture.

You come outside me = L. Standing by my window a minute, I will = S. I am in the dining room next to the patio door.

That make you happy? = L. I bent down yes it does = S. and she gave you make me happy = S. You, Sue, make me happy = L. hug, I returned it in kind.

Look you have more graham crackers = L. I-hook and see if you have more graham crackers I don't = S. I might in the playroom = S. I ran out of graham crackers and she wants more. She is on her stool by the cracker cupboard.
May 7 cont.

Hommy, what should we do ourselves? I realized what should we do ourselves. I am sitting in a chair. She is tired of playing alone. I don't know anyone laughing.

Let me have a turn. I am making okay, I will. She is making the bottle bubble in the bath water. I want to try it. They both think that this loud bubbling noise is very funny.

Laura, don't dial the telephone. She was picking up the receiver and dialing the phone.

You need to have your temperature. Playing with I need to take your temperature. It is water at the kitchen sink. I have been sick. She had seen me take my temperature.

My sister was hugging me. She came glassfully. Oh, that's happy news.

To inform me of this.

Can sister sit next to me? She wants to move her chair next to her so they can eat close together. Laura was at Galaxie's from 9 to 5 so I could rest. Limited notes.

See those big airplanes. Showing me airplanes she had made out of tinkers toys.

I heard three Bebop Nice on my record player. She was listening to her records alone upstairs and came down to tell me this.

That you feel better. At 5:30, I made that for you feel better. I came to oh, thank you! It's beautiful.

Water's not. As we were driving, maybe it's broken. I drove home from Elke's. She liked the fountain on the street name. Drive it, it's not working today. On the ride over I had said something about its being broke.
May 8 cont.
1092 282. [Followed by a garbled word] = 2

Can't say something, Hommy = L

Last name = S

Last name = L

She met at nursery school. [Note repetition of this "can't say something" # 315]

1092 283. Wanna have guinea pig = L

I wanna have a guinea pig = L

Well, maybe Joanna can have a hamster = S

at dinner. Joanna was talking about the

hamster she hopes to get for her birthday.

1093 284. "Hommy, Dee-dee take my pony tail off me." = L

"That not year." = L

Screaming furiously and then coming
downstairs. Joanna had undone hera's hair.

1093 285. "Those are my bracelets = L" She had taken

No those are olives = S

Two pitted olives

I'm pretending that bracelets = L, and stuck one

on the middle fingers of each hand. Being would have

been the appropriate word. [Note use of one this]

1093 286. "You are goosey." = L [Note reversing

"You are goosey." = L] Coming in from

"You are goosey." = L Where she is playing

"Foxy lady with Jack." Jo and asking me to lie on that I am Goosey Pussley when I play this game.

1093 287. "See, you." = L I am typing and she

"You are done?" = L I is watching me. She

is bored!

1093 288. I want you to wash your face = Jack

First, I make washing machine. Okay, Daddy? = L

Okay = Jack

[Note that she is beginning to sequentially

order events as her time concept begins to

develop — Jack is helping them bake. She always

makes a washing machine by placing her wash

cloths on the rim of the tub, sodding it up and only later will

1093 289. Give me another one soap = L She didn't want

that not working = L I use the soap

because it had dirt on it. It was used outside yesterday.

1094 290. "Who is that?" = L As a car with a child

parked next to us at Jo's school.
May 9

Roll up my window, cause wind blowing = L
okay, cause wind blowing = S.

As she was trying to roll up her car window.

"Who's that?" = L − Noticing a snail on the
ground. Exhibited great interest in snail & watched
him for 1/2 min. on 1/5

I won't honk, = L − Bargaining to be allowed to
play in car. I didn't let her.

"Don't like cranberry juice," = L [2x] [x]

Spitting

"Want you your cranberry juice, out" = L. out The

cranberry juice, which I just gave her. I exchanged it for milk.

That's a broken one = L

Expressing

They're all broken, there's broken two = L her dis-
satisfaction with her Graham crackers.

That not broken one = L

I gave her a second

It's not? = S

I had perfect = L

Joked it is = S laughing = L as the first one was.

"What should we do ourselves?" = L

Very conversation−

"Go outside!" = L

"Bored with being so housebound as we have been last 2 weeks

I hit myself." = L

Part of a game of

Super baby hit herself = L super baby which I

was playing with her.

"I not done with those letters." = L − As I started
to take her junk mail off the living room floor.

"I all finished from my lunch." = L leaving the

"I all finished my lunch." = L table and

going over to Jack's place.

"You lunch, um you in my tummy?" = L

Yes my lunch is in my tummy = Jack

Then a long discussion of where her lunch was.

She is sitting on Jack's lap. It is still eating.

"You nice, Dad." [3x]

Thinking

"You nice, Daddy. You not bad, you nice." = L

Jack on

the forehead. She climbed up into his lap after lunch.

"I need write your name." = L She is scribbling

food on a piece of paper while she is sitting in my lap.
May 10 cont.

"When I three," = L [2x]
When I three, um, I have cakes in my nuts="L
I when I’m three, I’ll have nuts in my cake."

She is sitting on my lap. It’s early in the
morning and we are talking.

"What was mine," = L – Referring to the piece
of paper which I brought me to write my
notes on.

"Why flowers out there?" = L – Noticing that I
had placed two potted plants which were
previously
in the house outside.

Would ya go tell Daddy breakfast’s ready = S

Few one minute, few one minute = L

Yeah = L

Laura, you’ll have to calm down + go by the rules of the family = S

No I’m not cooperating = L

I’m not cooperating = L

At breakfast, I was trying to get her to calm
down. She is drawing on the table cloth.

"Be yishes, be yishes" = L – Under the table,
pretending to be a fish.

Once Peanuts caught a big bird. Once = L

Yes, Peanuts caught a bird. Once = S

She is on my lap. This was part of a much
longer conversation and this was the most

I could record.

See, our cars wet = L [the tire bike is wet so]

Is to’s, pl or is’? (no way to know) = S

See, where our car, why our cars wet = L

I don’t know = S

Running into the house for a paper
towel. Note the hesitation and self-correction
as she asked why question.

"I wet those," = L

I’m wet in those? = L

"I have to get in clothes = L

"Sue’s mine. Sue’s mine. = L

"After I get * Biggie." = L * Biggie is family’s word for
a special rubber band
for children’s hair.
I was giving Jo's hair, She left the room to get a biggie so I could do her hair but came back with a Pluto snack.

Then, I kick. you. = L

No, don't kick me. = S

She deliberately kicked me as I was trying to put on her shoes.

I can't say something = L

Mom, can't say something = L

What is it? Show me. = S

There is = L pointing to a jar of marmalade.

That's marmalade = S

Oh, marmalade = L

I was in the dining room. The jar of marmalade on the kitchen counter was visible upon here. It's interesting that when she couldn't think of the word, marmalade, she tried the names of two other esoteric goods which are also comparatively new to her.

Somebody dropped that paper = L.

Throwing yes, somebody dropped that paper = S

So I got it = L

Throw-away newspaper = S

She saw the man throw the paper out of the truck and ran to get it. That was last evening.

She called the paper down from her room.

Birthday cake cool offed = L

Showing me a sand cake which was previously described as "very hot."

Mommy = L standing at the fruit keeper and looking for something.

I hungry for an apple = L

Oh you are. = S

Mommy = L

What = S

I don't mind. I eat apple peel. I don't mind.

I don't mind my name = L

Note: Irrelevant to sit repetition of the idiom I
Standing up next to me and eating her apple.
You're not gonna go picky on my lap are you? = S
I'm keeping my picky you party. I keep it = L
As I picked her up to put her in my lap.
I wanna try your glasses on = L — Sitting in my
lap at the table and grabbing at my glasses.
Do you want a soft boiled egg or cold cereal? = S
No, No! No anything = L — We are in the kitchen —
She is very angry because she couldn't have a lettuce.
"I hope my chair was tipped." = L
"I hope my chair was tipped." = L — Trying
to say "I hope my chair doesn't tip." = L
We are at breakfast.

Joe-dee's going dump my room = L
No, Dee-dee's not going dump your room = S
Her going dump = L
Yelling to me from upstairs.

I hope Peanuts catch a dove = L
I hope Peanuts catch a big dove = L
You want him to or not? = S
Yes, he should catch a bird or no he shouldn't = S
Yes = L
I keep thinking that she means "I hope not."
Does she know what hope means?

What you think you doing in Honey, Daddy
room? = L — Yelling into wanna who win our room.

Don't open my bag = L
She has a bag.
It's for tomorrow = L
Yell of crayons.
It's for when I go school = L — She is pretending
that it is her school lunch because I just had
made one.

My friends comed = L
Let's open door = L
We will when they ring the doorbell = S
As were waiting for & to come over.
My old apple was in there = L
During recording session. She fished out
an old bag from her trash can.
May 11 cont.

Pins were in there? = L  
What? = S t verify her into her nap  
Pins were in there? = L  
I had taken  
the diaper pins from her top drawer.

Here are shoes = L  
I'm shoes = L  
looking for her sneakers  
which were lost.

Could we have Vitamin C? = L  
I am at the  
Not right now = S  
Dining room table.  
She came over to me.

We stopped fighting = L  
I am trying to read  
I stopped fighting = L  
them a story. They keep  
not good = S  
interrupting me with their  
fighting and I refused to read until it was quiet.  
I wanna tell my dad what's happening = L  
I wanna tell my dad what's happening here = L

Oh you're gonna tell Daddy what happened = S
Running from the playroom to tell Jack she had an  
accident  
know what happened? = L  
Dad? = L  
Coming to  
No = Jack

I yell off horse = L  
Oh you yell off The horse = Jack  
him of her accident. Note that she used the  
present tense.

I wish I want go Randi = L  
I wish (stutter) I want go  
She  
I wish I would go  
know that  
I wish = L

Yes I know your wish = S  
I wish I want go  
Sandra's birthday = L  
about  
Would or want? = S  
I wish = L

To R's party later in the day. Is she trying  
to see conditional?

I wish I want go R's birthday = L  
about  
5 min.

I was fighting = L  
Part of conversation. She did fight with Jo, but Jo had returned to  
the table.  
Sandra, both  
me get dressed & comb my hair.

I make all body's names on my piece of paper.

Scribbling on a piece of paper.

(meaning of all body's is unknown in this context)

SRS 2013
May 12 cont.

1147.340. "I wish I want sit on car seat. new one in store." = L — on car ride home from a children's store in which she had been particularly intrigued by —

1146.341. "I'm tallest." = L — standing up on her chair.
She is next to Joanna who is sitting.
I don't know whether she actually intended
the superlative or the comparative since
"I'm taller" would have made better sense in
the situation.

1149.342. "I was dancing." = L — I put on music. She came
crashing into me by accident. = I said. "Ah harrre!" she
then said. too.

1150.343. "I won't open your purse." = L [2x] := While we
I will not." = L
I am lying together
on the living room floor + listening to music.

1151.344. Daddy don't mind that. = L
Daddy don't mind I use him — him — him napkin. = L
Okay = S

Taking the napkin set at Jack's place. He's late. She + I
are without him.

I152.345. Hemlock Peanuts are bad. = L [2x]
Do I remember whether Peanuts ate a bird? = S

Yeah = L
Bird be dead = L
Yes, the bird was dead = S
Prompted by a picture of a chick pulling out a worm.

1153.346. "It's fun sit in house." = L — part of a game of	house. She made a house of chairs. She had
me + Jack sit in it.

1154.347. "I have somethin in my purse for you." = L
"Tinker, toygo." = L

"Not a letter." = L
(Pulling items out of an old clutch purse + showing
them to me = her junk mail.

1155.348. "Not fair." = L

"Not fair. Deed close my purse." = L
Coming angrily into the kitchen to report this
to me.

1156.350. "I'm tallest." = L — standing on top of a wall.
It made her, as tall as I am. I was holding
her hand + she was looking at me.
May 12 cont.

To the question, "What are you doing?" which I yell when she is conspicuously quiet or absent, she now answers, "Anything." She means of course, "nothing."

This routine has been going on for the last few days.

"I was in den." - first she informed me then a minute later, Jack, "Two children." -

"This is child and this is child." -

Children going. This, =

Putting "two small fishes"

Price too in a tracks.

X, was able to quietly turn on record + catch some of this. I am drawing quietly beside her.

"Who's that from?" - L - Noticing a sweater, left hanging on a doorknob,

"Take day off for mother's day"

May 14

Who washed those windows? = L

No one washed the windows = S

That's steam = S

How come your shoes are wet? = S

Z: She had because that from sprinklers = L I been playing in the sprinklers a few minutes before.

"Mommy, my things falling off." - L = All her toys feel off of the shelf onto the floor, she couldn't get it back up.

"Hi, you good daddy, Dad." = L = we jack's lap.

She is giving him a hug.

I put my rock on napkin = L = as she [Rock = bone] put her park, chop bone on her plate napkin. She kept calling it a rock even though we kept calling it bone.

How come you're wearing clown pajamas? = L

Because = L

Because = L

Jack because I want wear them = L.

Joanna put laure into a pair of her pajamas which we call clown pajamas.
361. Which you want? = L [2x]

May 14 cont.


364. Which I want? = L. [2x]

365. Do you remember? = L

366. I don't know. = L

367. I don't remember. = L

368. In my bed. = L

369. When I big. = L

370. What is the yelling about? = L

Sibling Rivalry ser 2013

371. Dee-dee was yapping me. Dee-dee was hitting me.

Both girls came into my room to inform me of their fight.
MAY 15 cont.

Jape recedere. tape recorder God = L? Banging
Why? = S

Because him had go hospital = L tape recorder
for some reason all God things go to the hospital.

Dee-dee say sure I play with it = L? She
Oh Jo will let you use it = S
So I got it out here = L

Joanna's
doll carriage onto the back patio.

"Look it That giant man: L Drawing with the
"Giant, giant man" = L opens. She is very excited
by this drawing. No cue from Joanna. This was
Aurora's idea.

I making old man = L
She is drawing
See That old man very angry = L a picture.
Is he? = S
Yeah looking for him dinner = L Joanna just
made a picture
of an angry man so Aurora made one too.

"Both girls are awake" = L - As I was rocking her
early in the morning.

"Sometimes I hear Jack's watch" = L - Rocking in
my lap and listening to my watch.
When we have certs [desserts] = L She
When we having certs [desserts] = L found
Toni at Mrs. Gluck's house = S (a package of

Chocolate Chip cookies in the refrigerator.

Mommy, open refrigerator for I get cheese = L [X]
You, okay? = L
The first time she had
Okay = S [Doing so I] tried to help herself.
I had trouble so this time she was accepting help.

Turn a little louder = L City = kitchen clock
No it doesn't get louder = S
She is trying to make the clock tick louder.

I don't mind Peanuts catch a bird." = L - As
she walked out onto the back patio.

Daddy going to pick me up Mrs. Gluck's = L
Yes = S

You be meeting? = L
Yes = S
Jack just left. He had told her that he would
cont.
I pick her up from Mrs. Gluck's just before he left.
377. "Who, who? Why are you wearing that?"
378. "I help Peanuts out." "I will."

May 17. I was outside.

May 17. I was getting my paper.

I was going on my toes. "Explain how she had toppled when she went to get the paper."

May 17. "When I have birthday shoes?" [2x] - Prompted by copy of tape. "We're getting me new sandals, Dad." SEMMING to Jack to tell him that she

My shoes belong in my closet.

Yes. They do.

"I'm Brother?"

"What I am?" [should have said who am I.]

What are you going to eat for breakfast? Anything?

She says anything you nothing is to prompt transcribers.

Hail was in mailbox. Taking a letter from the mailbox.

I'm sorry Dee-dee. I hit you with my foot."

I'm sort of a little bit wet.
"I can't take a bath because I'm so hungry."  

"My harness not post. I supposed I to be in there."  
Pulling her harness out of her top drawer.  
"Jack is bringing pizza. Dee-dee."  
"Jacks is bringing pizza."  

"No, that's not post. I supposed I to be in there."  
Yes, they are. Those are your new sandals.  
My sandals are cute."  

"Who's that?"  
"Should have said what's that?"  
"What for my shoes?"  
She was pointing to an empty shoebox. From her new shoes.  

No Note - Laura away 24 hours.  

No Notes May 18 19 20

There are no daily notes on May 20th.  
However, there is a Subjective Summary on page 135. SRB 2004

M was sick and unable to keep the diary adequately.  
SRB 2013.
May 20 cont.

**VOCABULARY**

**Verbs**

1. Lift # 88 A. 22  
2. Mean # 89 Ap. 24  
3. Belong # 150 A. 27  
4. Check # 151 A. 29

**Nouns**

1. Beansprouts # 28 Ap. 22  
2. Bullet # 80 A. 24  
3. Middle # 80 A. 26  
4. Tennis Racket # 203 A. 30  
5. Marmalade # 183 H. 1  
6. Things # 227 H. 4  
7. Temperature # 275 H. 7  
8. Guinea Pig # 283 M. 8  
9. Fighting # 333 M. 12  
10. Rock = Gone # 359 H. 14

The rest of L's new vocabulary is on J5-131.
May 29 cont.

VOCABULARY CONT.

1. special # 32 Ap. 22
2. short # 47 Ap. 22
3. perfect # 296 H. 9
4. lot of # 347 H. 12
   A lot of any sense of many
5. giant # 368 H. 15
6. both # 370 H. 16

PROPER NOUN
1. ZaZa 132 Ap. 28
2. Paddington 183 H. 1

DIARY
1. Brand new 165 H. 3
2. What's a matter 175 H. 1
3. Oh shucks 20 H. 3
4. any more 209 H. 9
5. That not you 284 H. 8
6. I don't mind 319 H. 10

ADVERB
1. so # 13 Ap. 22
2. yet # 95 Ap. 26
3. also # 160 H. 3
4. soon # 195 H. 3
5. few # 226 H. 4
6. Only # 243 H. 3
7. First # 288 H. 3
8. once # 310 H. 10
9. Maybe # 221 H. 8
10. Sometimes # 371 H. 16

CONJUNCTION
1. so 316 H. 10

PREPOSITION
1. rest # 83 Ap. 22
2. despite # 91 Ap. 22
3. ourselves # 297 H. 9 Church point
4. herself # 298 H. 9 just not in vocab J
5. Why # 306 H. 10
6. Those # 312 H. 15
7. anything # 322 H. 11
8. which # 310, 601 H. 14
NEW GRAMMATICAL DEVELOPMENTS 26-27 NO.

Ap.21 #10,11 color concepts - 22
Ap.22 #27 When I was a baby.
Ap.22 #34 I was
Ap.23 #37 Closer - comparative
Ap.23 #38 Must
Ap.23 #39 I'll
Ap.23 Future - Tried to express future today
Ap.23 #40, 42, 44, 54, 55
Ap.23 #41 Gender confusion
Ap.23 #52 We - she is beginning to use we more often.
Ap.23 #53 Who?
Ap.25 #65 who?
Ap.25 #78 When... future
Ap.25 #79 was an auxiliary
Definitely starting to use son possessive -
Ap.25 #103, 104 wondering about your possessive
Adjectives correctly
Ap.27 #108 embedded S with after
Ap.27 #108 embedded S with after
Ap.27 #115 I be for I'll be.
Ap.27 #121 When we... future implied
Ap.27 #122 Growed
Ap.27 #127 was in contrast to past definite
Ap.27 #128, 129 when we relative clause
Ap.27 #169 use of a past for a future
Ap.28 See what happening #119
Ap.28 #122 Growed
Ap.28 #134 note inconsistent use of is on possessive
Ap.28 #135 note inconsistent use of 's for is
Ap.28 #133 Completely correct embedded S with Think
Ap.28 #137 Expansion of embedded S
Ap.28 #138 when S with when reduced
Ap.29 #143 a. I'll... if... sentence in intent although both I'll + if are reduced
Ap.29 #145 When sequence of tenses was wrong
Ap.29 It's overgeneralization of -
May 20 cont.

9:29 Will + verb # 147
A.29 # 151 if implied but reduced.
A.29 # 157 overgeneralization of what’s.
A.30 # 164 told you told
A.30 # 168 we’re
A.30 # 167 when
A.30 # 189 what are we having
A.2 # 192 was
A.2 # 191 may
A.2 # 196 when
A.3 # 205 him for it
A.3 # 209 should
A.2 # 195 soon = as soon as
A.3 # 212 I know + embedding
A.3 # 212 I know
A.4 # 222 could S time in sentence other than could
A.4 # 213 only – used in a way which would
indicate clear comprehension of meaning.
A.4 # 231 was + verb
A.5 # 236 triple adj. my big fat tommy.
A.5 # 240 lunch for breakfast – e.g. time concepts?
A.5 # 239 241 – death heaven concept building
A.5 # 247 causality
A.5 # 255 you
A.5 # 258 where could be my shoes.
A.5 # 259 time concept breakfast you dinner.
A.7 # 273 if is implied in the sentence
A.8 # 278 double adj.
A.8 # 280 for in sense of in order for you.
A.8 # 281 conditional expressed with maybe
A.8 # 285 reduction in an embedded S of
a previously stated longer S. Also those are
A.8 # 288 first – as sequentially ordering
A.8 # 290 who
A.9 # 291 cause – causality correct
A.9 # 292 who’s
A.10 # 304 when...
A.10 # 305 was
A.10 # 807 why
M was sick when she wrote the development summary on May 20th 1973. Reading these data on March 20th 2013, she is struck by the linguistic and developmental richness of the information in Journal 5. The progress in L's interest and effort to acquire a representational understanding of her experiences is fascinating.

SRS 2013
SUBJECTIVE SUMMARY 24-26 MONTHS

1. The experience with tape recording sessions.
   a) These recordings get the lowest common denominator of her speech and yield to get a natural sample. The one recording which I made you them in the middle of the night is an exception.

2. Laura talks a lot now.

3. Past - she is beginning to use the auxiliary was with imperfect. She used was even where "were" is appropriate. This is so frequent the last few days that I no longer attempt to record all instances.

4. Future - she indicates future intent with the word "when" as interrogative pronoun e.g. "When I be seven" also with "be" and very occasionally with "will" [I've recorded instances of will]. The use of the past appears subjectively to be in advance of the use of future.

5. Some overgeneralization of who in the last few days. She asks your example "Who that?" when she means "What color is that?" e.g. #393.

6. Beginning to try to express time concepts - uses the words first, then, sometimes attempts to use as past imperfect contrast with relative past when and the [future]. E.g. "When my bay sleep in playroom"

7. Beginning to try to express the idea of conditional with "Maybe" also sentences of must be.

The progress seems less dramatic to me, but she is of course attempting difficult structures which reflect linguistic and conceptual sophistication - e.g. sentence embedding, tense sequence, doubt as to existence. I am less aware of changes in lexicon than I am in her development of concepts and the linguistic withdrawal to express them.
Appendix 1 Journal 5 A brief transcription
**METHOD**

**TRANSCRIPTION NOTATION**

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>/</td>
<td>Marks termination at the end of an utterance</td>
</tr>
<tr>
<td>/</td>
<td>Marks self-correction within an utterance</td>
</tr>
<tr>
<td>=</td>
<td>Marks latching i.e., the pause juncture between two utterances is less than one-tenth of a second</td>
</tr>
<tr>
<td>//</td>
<td>Marks overlap or the fact that one speaker's speech occurs simultaneously with another’s</td>
</tr>
<tr>
<td>(cat)</td>
<td>Marks uncertainty about the accuracy of the enclosed transcription</td>
</tr>
<tr>
<td>ca(t)</td>
<td>Marks a missing sound in a word</td>
</tr>
<tr>
<td>( ? )</td>
<td>Marks unintelligible speech</td>
</tr>
<tr>
<td>-----</td>
<td>Marks an incomplete utterance</td>
</tr>
<tr>
<td>:</td>
<td>Marks an elongation of a sound</td>
</tr>
<tr>
<td>CAT</td>
<td>Indicates the speaker stressed the word</td>
</tr>
<tr>
<td>c-a-t</td>
<td>Marks the speaker's emphasis on a word</td>
</tr>
<tr>
<td>x x</td>
<td>Indicates that the speaker said two words as if they were one continuous word</td>
</tr>
<tr>
<td>...</td>
<td>Marks a silent pause within an utterance of less than one tenth of a second</td>
</tr>
<tr>
<td>(x)¹</td>
<td>Marks a silent pause within an utterance of at least one tenth of a seconds duration</td>
</tr>
<tr>
<td>(abc)²</td>
<td>Marks a filled pause within an utterance in which a speaker hesitates but continues to produce a sound³</td>
</tr>
<tr>
<td>(Nt)</td>
<td>Indicates that an error in an utterance (e.g., a missing word) was not incorrectly transcribed, but a speaker error</td>
</tr>
</tbody>
</table>

¹ (x) means any time given in tenths of a second.
² (abc) means any given sound within a filled hesitation pause.
³ Filled pauses often contain conventional sounds, such as; uh, hmmm, yuhknowhat.
EXAMPLE CONTROLL EPISODE

TAPE C-16, COUNT 173-179

TIME: April 12, 1973
27.9 seconds

AGES: J. 4, 10; S. 2, 1, 23

PARTICIPANTS: L, J, M & F

EVENTS: The family has been discussing who attends which group at nursery school. This includes fact that L. sometimes visits in Ruthie's group. The word "sometimes" is used. J. tries to figure out which days of the week she doesn't have school. This leads to topic shading into the fact that the next week is a holiday. L. continues on the original topic.

FATHER: MOTHER: JOANNA: LAURA:

1. That's right / M. lo (confirming J.'s knowledge of the days she doesn't go to school)

2. But, yuh know what / M. lo D

3. N-e-x-t w-e-e-k / 1.3

4. Mummy / M. lo

5. is holidays / M. lo

6. is no school / M. lo

7. / H-low come = M. lo, in

8. M. lo / M. lo / M. lo

9. = Mammy, Mah me: / M. lo / M. lo

10. / H-low] w, so

11. / Mah me: / M. lo / M. lo

12. / It's Passover an Ea[s ter]

13. / Has / M. lo / M. lo / M. lo

14. What / M. lo

15. Rapid stutter

16. / wuh, wuh, wuh

17. / whaduh] we / M. lo, sh

18. / Someh [times 2] we be / M. lo, sh

19. / Whaduh we see / M. lo, sh, sh
<table>
<thead>
<tr>
<th>FATHER</th>
<th>MOTHER</th>
<th>JOANNA</th>
<th>LAURA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Funny voice</td>
</tr>
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<td>23</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>24</td>
</tr>
</tbody>
</table>

19. Well (.3) we don't really.
20. Yes!
21. Sometimes you're in Ruthie's group (.3)
22. We don't really
23. [Sentence not transcribed]
24. Uhuh (.2)

M & S continue their discussion of the holidays that the family celebrates.
<table>
<thead>
<tr>
<th>Father</th>
<th>Mother</th>
<th>Joanna</th>
<th>Laura</th>
<th>F</th>
<th>M</th>
<th>J</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. What/.2.4</td>
<td>MF, st, lw</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. That's right/. 5</td>
<td>1.2.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. = You are/. 2.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Hmmhh/. 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. How come/. 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. // Hmmhh/. lw, so</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Mommy/. is This</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Yah/. 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Hmmhh/. lw, so</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. How come/. 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. It's dinner day/. 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. It's dinner day/. 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* J & L eat dinner at E's on one day a week while N is at school. They go early in the morning one other day.
TAPE 10.1 COUNT 667-670
TIME April 8, 1973 9.7 seconds
AGES: J. 4, 10.19 L. 2, 1.19
EVENTS: The family is at breakfast. F. has The Sunday Edition of the newspaper.
He comments to M. about shoe styles. When L. wants to see too, he offers her the comics.

<table>
<thead>
<tr>
<th>FATHER</th>
<th>MOTHER</th>
<th>JOANNA</th>
<th>LAURA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Here 1.2</td>
<td>1. Here 1.2</td>
<td>1. Here 1.2</td>
<td>1. Here 1.2</td>
</tr>
<tr>
<td>2. This is for you/9</td>
<td>2. This is for you/9</td>
<td>2. This is for you/9</td>
<td>2. This is for you/9</td>
</tr>
<tr>
<td>3. And Jo, too/2</td>
<td>3. And Jo, too/2</td>
<td>3. And Jo, too/2</td>
<td>3. And Jo, too/2</td>
</tr>
<tr>
<td>5. Yeah/2</td>
<td>5. Yeah/2</td>
<td>5. Yeah/2</td>
<td>5. Yeah/2</td>
</tr>
<tr>
<td>7. Oh comic, comics/</td>
<td>7. Oh comic, comics/</td>
<td>7. Oh comic, comics/</td>
<td>7. Oh comic, comics/</td>
</tr>
</tbody>
</table>

4.5 seconds until J. comments that she does not want paper.
**Tape:** 10.1  **Count:** 607-613

**Time:** 23.3 seconds  **April 4, 1973**

**Age:** 4.10.15  **L. 2.1.15**

**Participants:** M, L, J marginally to shift topic

**Events:** M, J & L are having eggs and waffles for dinner. Immediately preceding the discussion, L has been nagging for more salt. M calls attention to the waffle in hand.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> How bout if you eat some</td>
<td><strong>Joanna</strong></td>
<td><strong>Laura</strong></td>
</tr>
<tr>
<td>of your waffle, Laura?/1.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2.</strong> Uh (1.2) I ate my wab-full/2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3.</strong> It's really good/1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4.</strong> Cool look that luddle (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5.</strong> That hostz</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6.</strong> Hostziey</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>7.</strong> Yes/1.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>8.</strong> Waffles have holes/1.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>9.</strong> Hostziey/1.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>10.</strong> Hostziey/1.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>11.</strong> Hostziey/1.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>12.</strong> Holes are CEN C Perfect imitation of H</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>13.</strong> More milk/1.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>14.</strong> Uhuhuh/</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TAPE: 10. 1  
COUNT: 521-523  

TIME: 10. 7 seconds  
april 4, 1978 Dinner  

AGE: J: 4; 10. 15  
L: 2; 1. 15  

EVENTS: F. is not eating dinner as he ordinarily does. F's absence has already been noted and discussed by L. with respect to the fact that H is sitting in his place.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mmm</td>
<td>Sound of food being savored</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
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<td></td>
<td></td>
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<tr>
<td>4</td>
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<td></td>
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</tr>
<tr>
<td>5</td>
<td></td>
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</tr>
</tbody>
</table>

MOTHER

DIARY

LAURA

JANNA

T. asks L. if L. spilt the milk "deliberate" or by accident.

J. Has asked F. if L. spilt.
**EXAMPLE: Control Episode**

**Tape:** 2.10.2  **Count:** 159-149

**Tape:** April 12, 1973  **1 minute 5.4 seconds**

**Age:** 43.10.23  **23:1.23**

**Participants:** H, J, L (F. is present but does not participate)

**Events:** The family is eating breakfast (H. did not apparently hear this episode well. L's pronunciation is difficult on tape)

<table>
<thead>
<tr>
<th>Mother</th>
<th>Joanna</th>
<th>Laura</th>
</tr>
</thead>
<tbody>
<tr>
<td>① It's all right, Laura.</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>② Wipe it up with your napkin.</td>
<td>③ How about I wash the dishes? ⑤ I don't want my eggs.</td>
<td>⑤ I don't want my eggs.</td>
</tr>
<tr>
<td>Mother, voice less clear than I made for you. ⑦ (She) don't like. That's ⑨ I'm going dead / 8</td>
<td>⑤ egg ⑨ egg ⑨ egg</td>
<td>⑤ egg ⑨ egg ⑨ egg</td>
</tr>
</tbody>
</table>

**Notes:**
- **Episode:** P. 69
- **Page:** 69
- **Tape:** 2.10.2
- **Count:** 159-149
- **Date:** April 12, 1973
- **Duration:** 1 minute 5.4 seconds
- **Participants:** H, J, L (F. is present but does not participate)
- **Events:** The family is eating breakfast (H. did not apparently hear this episode well. L's pronunciation is difficult on tape)
<table>
<thead>
<tr>
<th>MOTHER</th>
<th>JOANNA</th>
<th>LAURA</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. I'm going tub lie down</td>
<td>Wh'la did she say /-6 MF</td>
<td>// Yes /-7</td>
</tr>
<tr>
<td>an be dead /-9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. She's gon lie down yun de</td>
<td></td>
<td></td>
</tr>
<tr>
<td>day /-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Yes ah /-3 LW so</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. No, I thought she said</td>
<td>Lie down-n-be dead /-3</td>
<td></td>
</tr>
<tr>
<td>She was going tub lie down</td>
<td></td>
<td></td>
</tr>
<tr>
<td>an be dead /-5 LW</td>
<td></td>
<td></td>
</tr>
<tr>
<td>business-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Nonahm /-4.8 so LW (affirmative)</td>
<td>Lie down on be dead /</td>
<td>-8</td>
</tr>
<tr>
<td>23. Lie down on be dead /</td>
<td>-6</td>
<td></td>
</tr>
<tr>
<td>Episode ends. 4. requests</td>
<td>Salt</td>
<td></td>
</tr>
</tbody>
</table>
TAPE: 9.2  COUNT: 477-481
TIME: March 2, 1973
31.4 seconds
AGES: J: 4, 9, 10  L: 2, 3, 10
EVENTS: M. is talking to F. about the evenings dinner plans when I interrupt with a request to hear the tape recorder. J's song should be sung to tune of where, oh where could

<table>
<thead>
<tr>
<th>FATHER</th>
<th>MOTHER</th>
<th>JOANNA</th>
<th>LAURA</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>1</td>
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<tr>
<td>2</td>
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<td>17</td>
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<tr>
<td>18</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>FATHER</td>
<td>MOTHER</td>
<td>JOANNA</td>
<td>LAURA</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do you wanna hear Laura on the tape recorder? / .1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>When it's finished, right, / = NF</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A little longer /= FR</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>= Just a minute /</td>
<td></td>
</tr>
</tbody>
</table>
**Tape:** 9.2  **Count:** 486-493

**Time:** March 2, 1973  **31.5 seconds**

**Age:** J 4;9;10  L 2;0;10

**Participants:** J, L & M (F. present but does not participate)

**Events:** L makes a loud belch = initiating event. Episode terminates with silence. (Breakfast)

Note also J's private humming in the same episode. (Note M's failure. She does not expect to hear the word "lousy" from L)

<table>
<thead>
<tr>
<th>Mother</th>
<th>Joanna</th>
<th>Laura</th>
<th>M J L</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>very loud belch /2.3</td>
<td>(burping)</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Me buhpping /1.5</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Me burpping</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Soft humming Mmmm</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>/Yes/ /</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>You're burping /2</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>Mmmm humming softly /4</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>= Do-/2 (Barely said word)</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>Bau-zy bur-ping /1</td>
<td>LO SH EXC</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>Bau-zy bur-ping /2 EXC on word</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>What! /2</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>12</td>
<td>Bau-zy bur-ping /2</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>Bau-zy /2</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>14</td>
<td>Whose Bau-zy /2</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>O:0: sy /2</td>
<td>ANNOVED LO, SH, EXAG</td>
<td>15</td>
</tr>
<tr>
<td>16</td>
<td>Uh/h /3</td>
<td>ACKNOWLEDGMENT</td>
<td>16</td>
</tr>
<tr>
<td>17</td>
<td>/Lo u s y ? J /2</td>
<td>(request for clarification)</td>
<td>17</td>
</tr>
<tr>
<td>18</td>
<td>/Lo u s y J /2</td>
<td>(statement of fact)</td>
<td>18</td>
</tr>
<tr>
<td>19</td>
<td>Uhhuh /3 so</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>20</td>
<td>I'm not sure That's what</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>MOTHER</td>
<td>JOANNA</td>
<td>LAURA</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>--------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>19) She said /əɪ/</td>
<td>20) Uh-huh:/əʊ.əʊ/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21) She did say-iousy burping /</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Followed by 15 seconds of silence and then an episode of J's private singing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Control Episode 3**

**TAPE** 9.2  **COUNT** 501-515

**TIME** March 2, 1973
- 1 minute 1.1 seconds

**AGES:** 4; 9; 10; 1; 2; 6; 10

**EVENTS:** L. notices a spot on the notebook page where she had scribbled previously.

**FATHER**

1. Yeah =
2. I know what you did = 1
3. You scribbled all over this // and I didn't = 1
4. No! =
5. That's what Sue says (.4) Laura
6. I don't like it /2 (said she)

**MOTHER**

1. Look, I did! /1 RP
2. Sue says (.4) Laura
3. I don't like it /2 (said she)
4. You stupid /3
5. You dumb-dumb /2
6. You (1) duf-dun't /

**JOANNA**

1. So humming softly and intermittently 1 - 4)
2. I didn't like it! /3.1
3. Isn't that right /1.5
4. Isn't that right /1.5
5. You stupid /3
6. You dumb-dumb /2
7. You (1) don't like it /2

**LAURA**

1. Look, I did! /1 RP
2. Look I did /1 10
3. Look at me /1 10
4. You stupid /3
5. You dumb-dumb /2
6. You (1) don't like it /2
7. You (1) don't like it /2

**F M J**

1. 2
2. 3
3. 4
4. 5
5. 6
6. 7
7. 8
8. 9
9. 10
10. 11
11. 12
12. 13

Note the error in numbering #129 follows #123.
<table>
<thead>
<tr>
<th>FATHER</th>
<th>MOTHER</th>
<th>SADAA</th>
<th>LAURA</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td></td>
<td>(loud moan)</td>
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</tbody>
</table>
**EXAMPLE Socialization of private speech**

F is engaged in private speech—L, who starts out requesting more milk changes her viewpoint and becomes attentive to F. H, E, J & L

**FILE AS TRANSITIONAL?** Breaks down at level of participants trying to modulate what form of speech to engage in

<table>
<thead>
<tr>
<th>Father</th>
<th>Mother</th>
<th>Joanna</th>
<th>Laura</th>
<th>F</th>
<th>M</th>
<th>J</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Oh: boy / 5.3</td>
<td></td>
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<td></td>
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<tr>
<td>(F. is reading newspaper)</td>
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<tr>
<td><strong>2</strong> More (milk) / 3</td>
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<td>1</td>
<td>2</td>
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<tr>
<td><strong>3</strong> (Milk) (3) more in</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
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<tr>
<td>There / 2</td>
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<tr>
<td><strong>4</strong> I want (1) on my</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
<td></td>
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<tr>
<td>cereal / 3</td>
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<tr>
<td><strong>5</strong> Oh (nothing) / 6 (clearly not in response to L)</td>
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<td>5</td>
<td></td>
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<tr>
<td><strong>6</strong> (——) 2</td>
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<td></td>
<td>6</td>
<td></td>
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<tr>
<td><strong>7</strong> In me, in my</td>
<td></td>
<td></td>
<td></td>
<td>7</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>cereal / 2.3</td>
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<tr>
<td><strong>8</strong> Oh: boy! / 2.8</td>
<td></td>
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<td>8</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>9</strong> More what, honey / 3</td>
<td></td>
<td></td>
<td></td>
<td>9</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>10</strong> Hi Bear-ie / 3</td>
<td></td>
<td></td>
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<td>10</td>
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<tr>
<td>(Himics L's tone of concern)</td>
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<tr>
<td><strong>11</strong> //JaJokie Packie / 3</td>
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<td>11</td>
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<tr>
<td><strong>12</strong> F, seems to be trying to initiate an episode of social word play. It misfires when L. takes him literally.</td>
<td></td>
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<tr>
<td><strong>13</strong> The family has keever drink to use as milk for the cereal. L. has had it in her cup &amp; bowl</td>
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</tbody>
</table>

* **TAPe** 9.2 **COUNT** 430-445
* **TIME** March 2, 1973
* **1 minute 2.8 seconds**
* **AGES:** 5, 4; 9-10 L. 2-6.10
* **EVENTS:** F. who is reading the paper is muttering to himself. L. responds to these mutterings and alters F.'s motivation.

---

**Bearie and Jackie Packie:** Are family terms of endearment for F.
<table>
<thead>
<tr>
<th>FATHER</th>
<th>MOTHER</th>
<th>JOANNA</th>
<th>LAURA</th>
<th>F</th>
<th>M</th>
<th>J</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td>16</td>
<td></td>
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<td></td>
<td>17</td>
<td>Whadyou want, Bear/.2</td>
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<td></td>
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<td>18</td>
<td>Whadyuh w-a-n-t, B-e-a-r/.5</td>
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<tr>
<td>19</td>
<td>Duh/.3 half swallow</td>
<td></td>
<td>19</td>
<td>Whadyuh want, Bear she's tryin' teh say /= ME fact</td>
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<td>20</td>
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<td>20</td>
<td>Whadyuh want, Bear she's tryin' teh say /= ME fact</td>
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<tr>
<td>21</td>
<td>Buh</td>
<td>21</td>
<td>21</td>
<td>She's tryin' teh say</td>
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<tr>
<td>22</td>
<td></td>
<td>22</td>
<td>22</td>
<td>She asked you I wha duh y— J</td>
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<tr>
<td>23</td>
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<td>23</td>
<td>23</td>
<td>She asked you I wha duh y— J</td>
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<td>24</td>
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<td>24</td>
<td>24</td>
<td>She said wha duh you w-a-n-t/.1</td>
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<td>25</td>
<td></td>
<td>25</td>
<td>25</td>
<td>She said wha duh you w-a-n-t/.1</td>
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<td>26</td>
<td>Whadyuh want, Daddy/.3</td>
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<td>29</td>
<td>Whadyuh want, Daddy/.3</td>
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</table>

5.3 to next episode in which Lr requests a song.

Transcribed immediately following episode. Filed under repair successful.

(Note: That again Lr is trying to initiate a form of speech from someone else.)
Note
Difficulty in establishing a form of speech
1. Tries to socialize F.

Note L's correction of the truth value of F's utterance. I'm not Bear.

#19 F's reversion to private speech.
J's attempt to help L. by translating and repeating.
H. Then intervened.
**Example:** REPAIR SUCCESS - Jointly negotiated repair of Laura's ambiguously encoded request for the song about Laura's smiley face. (See Episode 474-481 under repair success)

**Participants:** L, M & J (F present but does not participate)

**Events:** Immediately follows episode filed under transitional. (Family is eating breakfast)

<table>
<thead>
<tr>
<th>MOTHER</th>
<th>JOANNA</th>
<th>LAURA</th>
<th>M &amp; J</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. I couldn't understand you</td>
<td>2. // Want me // tuh take — T • 2</td>
<td>2.</td>
<td>2.</td>
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<tr>
<td>3. Take out my fire face</td>
<td>3.</td>
<td>3.</td>
<td>3.</td>
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<td>4. No!</td>
<td>4.</td>
<td>4.</td>
<td>4.</td>
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<td>5. What did you say</td>
<td>5.</td>
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<tr>
<td>6. I didn't understand you</td>
<td>6.</td>
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<td>7. Could you take? • 2</td>
<td>7.</td>
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<td>7.</td>
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<tr>
<td>8. Want me // tuh take — T • 2</td>
<td>8.</td>
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<td>9.</td>
<td>9.</td>
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<tr>
<td>10. Yuhwan take out my tie-ey face</td>
<td>10.</td>
<td>10.</td>
<td>10.</td>
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<tr>
<td>11. Take (all duh smiley) faces</td>
<td>11.</td>
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</tbody>
</table>
Sing, honey / 3

Episode continued with M. singing The ritual song (see example under social) and

L. laughing and responding. L. reinitiates a second round with "Where Laura be"

but M. stops midway to shift the topic to preparing the girls for staying overnight

at Mrs. Glocos.
TAPE 9.2  COUNT 558 - 572
TIME March 9, 1973 53.4 seconds
AGES: J. 4; 9.17 L. 2; 0.17
EVENTS: L. initiates this topic following 24.9 seconds of total silence. Prior to the silence there has been minimal interaction. J. has been humming to herself.

<table>
<thead>
<tr>
<th>FATHER</th>
<th>MOTHER</th>
<th>JOANNA</th>
<th>LAURA</th>
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<tbody>
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</table>

EXAMPLE COMPETENT - L's ability to use language to discuss past event (Note that a present event, her noticing a part of her body that Artie hit may have triggered the episode.)

PARTICIPANTS: L, J, H, M, F

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</table>


**Artie: An autistic child in J's nursery school class.
<table>
<thead>
<tr>
<th>FATHER</th>
<th>MOTHER</th>
<th>JOANNA</th>
<th>LAURA</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.</td>
<td>Uh huh</td>
<td>EC</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>This day is Friday</td>
<td>ss</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>She said yesterday</td>
<td>LA FIRM</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>She said yesterday</td>
<td>Mediated less in</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>A pull my hair</td>
<td>st st st</td>
<td>19</td>
</tr>
<tr>
<td>20.</td>
<td>You know what?</td>
<td>BA RP</td>
<td>MT</td>
</tr>
<tr>
<td>21.</td>
<td>Did A pull your hair?</td>
<td>HG</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>I don't</td>
<td>Monotone</td>
<td>EC</td>
</tr>
<tr>
<td>23.</td>
<td>Really</td>
<td></td>
<td>1.1</td>
</tr>
<tr>
<td>24.</td>
<td>He didn't really pull</td>
<td>her hair</td>
<td>5 MF</td>
</tr>
<tr>
<td>25.</td>
<td>I don't think he</td>
<td>did</td>
<td>LW SS</td>
</tr>
<tr>
<td>26.</td>
<td>Interrupts to ask you (soap or salt)</td>
<td>M. then continues a conversation</td>
<td>with J about Artie</td>
</tr>
</tbody>
</table>

* (Gee-tuh - could this be reference to play with the name Gitta? Gitta is the director of J's nursery school.)
**Example: REPAIR Success**

**Competent linguistic repair with ellipsis**

**Participants:** L, M & J (F. present but nonparticipating - breakfast)

**Events:** J. helps herself to more brown bread

<table>
<thead>
<tr>
<th>Mother</th>
<th>Joanna</th>
<th>Laura</th>
<th>M &amp; J</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) I’m gon take this piece of brown bread &amp; bad stressed</td>
<td>(2) I not take brown bread/2</td>
<td>(3) I’m not/5</td>
<td>1</td>
</tr>
<tr>
<td>(4) You’re not/1</td>
<td>(5) Non-n/</td>
<td></td>
<td>2-3</td>
</tr>
</tbody>
</table>

**Episode Terminates with a discussion of how the girls will go to S’s today**
**TAPE 9.2  COUNT 856 -**

**TIME** March 15, 1973
37.5 seconds

**AGES:** 1, 4, 13, 2, 0, 23

**EVENTS:** J. announces that she hates her cereal. L. follows suit. (The tape quality is poor but the example is so interesting that it is being transcribed any way.)

**PARTICIPANTS:** M, F, J, S, L

---

**EXAMPLE** Word Meaning - What does hate mean to L?

<table>
<thead>
<tr>
<th>FATHER</th>
<th>MOTHER</th>
<th>JOANNA</th>
<th>LAURA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

1. Mo-m-my, /ə 2 w
2. I hate This cereal /1 (fus)
3. O-kay/ = make up fact
4. Well don't eat it, RP LW
5. Joanna /1
6. The other wasn't this way. /1 BF (tape is bad)
7. So eat some of the /1 J
8. You like it, Laura /2
9. What does hate mean, Laura /1
10. I don't know what you mean /2 SW RP
11. What's that mean? /15 (to L)
12. I hate it /2 (to R)
13. H-a-t-e /2 (ice skate?)
14. I like it /3
15. I hate it /2 so RP
16. I hate it /2 LO, EMP
17. I hate it /2
18. I hate it /2
19. I hate it /2
20. I hate it /2
21. I hate it /2
22. I hate it /2
23. I hate it /2
24. I hate it /2
25. I hate it /2
26. I hate it /2
27. I hate it /2
28. I hate it /2
29. I hate it /2
30. I hate it /2
<table>
<thead>
<tr>
<th></th>
<th>FATHER</th>
<th>MOTHER</th>
<th>JOANNA</th>
<th>LAURA</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>Hate /= 10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Like ice skate /1AM.</td>
<td></td>
<td></td>
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<tr>
<td>19</td>
<td>[hehehe] 16.7</td>
<td></td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>20</td>
<td>I don't think you understand hate &amp; he</td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Ah (so SM) (.4)</td>
<td></td>
<td>21</td>
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</tr>
<tr>
<td>22</td>
<td>Ren /i like hit/ HG EXAG</td>
<td></td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>I like hit / .2</td>
<td></td>
<td>23</td>
<td></td>
</tr>
</tbody>
</table>

The episode terminated with M introducing the topic of L's name.
May 7, 1973

**TAPE:** 11.2  **COUNT:** 418-430

**TIME:** 19 seconds

**AGE:** M: 4.11.17  L: 2.2.17  **PARTICIPANTS:** M, J & L are talking after dinner

**EVENTS:** M has been trying to elicit speech on L's reaction to Peanuts catching a bird when J claims the floor to tell about a time when Q's dog, Shotzie, was stung by a bee.

<table>
<thead>
<tr>
<th>MOTHER</th>
<th>JOANNA</th>
<th>LOGUE</th>
<th>M</th>
<th>J</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Guess what I did / 2</td>
<td>(part of a longer negotiation for the floor)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>One time, we were Sh-(1) / when we were it 2</td>
<td>Devon's house / 1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>We / 3</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Catchie/Shotzie was trying</td>
<td>exag tuh get uh bee / 2</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Uh-huh / 2</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>And the bee stung - / 2</td>
<td>lo exag</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>And we tried tuh get the bee not</td>
<td>exag lo exag</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I see /</td>
<td>FR</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>But the bee stung Shotzie / 3</td>
<td>lo</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The bee stung Shotzie all the same, huh /</td>
<td></td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>He must notuv liked that / 2</td>
<td></td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>An so we helped Shot-zie / 3</td>
<td>voice changes</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>An it was so bad we had tuh</td>
<td></td>
<td>13</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Voice is higher/lower but also even pacing of syllables*

*Voice changes*
<table>
<thead>
<tr>
<th>MOTHER</th>
<th>JOANNA</th>
<th>LAURA</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don't believe that ( .2 )</td>
<td>( \text{An Then go Fuh The doctor} .2 )</td>
<td>14</td>
</tr>
<tr>
<td>I know ( \text{something had happened} ) ( .3 ) ( \text{RP} )</td>
<td>( \text{// Yeah} )</td>
<td>15</td>
</tr>
<tr>
<td>( \text{what were you gonna tell me} )</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>( \text{learn about Peanuts an the} ) ( \text{bird} )</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>It's your turn ( .7 )</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>(LG)</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Uh bee stung Shotzie, yeah ( .7 )</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>He didn't sting the bee ( .3 )</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>It was the other way around</td>
<td>21</td>
<td></td>
</tr>
</tbody>
</table>

\( \text{Note:} \) 13% quality of J's voice is definitely different.
EXAMPLE: Using language to acquire the meaning of a word. Language → Meaning

AILMENT → ILLNESS → SICKNESS → Concrete example

EVENTS: M., in describing the context of a phone call from her grandmother to F. The call concerned F's medical opinion of whether a child's ailment was contagious. M. was herself sick last night and the call woke her up. Transcript begins mid-conversation.

FATHER      MOTHER      JOANNA      LAURA
---------------------------------------------------------------------
1. Some child at the school had some strange ailment or whether it's contagious (or not)? [What's ailment] (to her)

   Mahmmy/1 cen

2. So I said, tuber ask the child's pediatrician, hhh/2

3. What's illness [What's ailment]

   Mahmmy/1

4. [What's illness]

   P-O-W - P-O-W/2

5. Illness [Illness]

   m-e-a: [n]

6. Oh, Laura don't put that in! [What's illness]

7. [Bachelorly sick] [Bachelorly sick]

8. No, any kind of sickness [Bachelorly sick] [Bachelorly sick]

9. Like uh [Bachelorly sick]
<table>
<thead>
<tr>
<th>FATHER</th>
<th>MOTHER</th>
<th>JOANNA</th>
<th>LAURA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>13</td>
<td>is a sickness/2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>or uh: (1.5) sore</td>
<td></td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>whoever/2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>anyway/2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>(a little) umlute, boy or</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>uh girl/2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>honey I dunno VF RP Mun/2 anything (if that's right)/2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>I bet it's a: boy/2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>M. sighs/2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>I bet it was a: umlute boy/2 I des (past) -- bet it</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>was/2 creaky voice</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>M. completely switches topics to continue talking to F. about the evaluation of her transcript at P.O.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>*M sounds stuffy.</td>
<td></td>
</tr>
</tbody>
</table>
TAPE 13.1  COUNT: 283 - 285  
TIME 6.2 seconds  

EXAMPLE: Interactional repair - insertion of please when other strategies fail.

AGES: J.  L. 2;2.25  PARTICIPANTS: M + L
EVENTS: at breakfast, L wants additional toast.

<table>
<thead>
<tr>
<th>MOTHER</th>
<th>LAURA</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pass duh toast / 7 LW normal</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2. Pass t-o-a-st / 3 EXAG lo</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3. Please pass toast / 2 LW normal EVEN</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4. Uh-huh</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5. // Please pass /</td>
<td></td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
**TAPE** 13.1  **COUNT:** 521-567  
**TIME:** 2 minutes 32.4  
**Seconds:**  
**AGES:** J. 2. 2, 26  
**L. 2. 2, 26**  
**EVENTS:** Part of session in which L & M are working side by side. Note periods of silence, contrast between inter and intrapersonal. Note pause times  

<table>
<thead>
<tr>
<th>MOTHER</th>
<th>LAURA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>PEANUTS! / 1.3</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Where Peanuts go:/1.4</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>P-e-a-nuts /3.4</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>P-e-a-nuts /9.7</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>I dunno where he went/ .3</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>I (W) ook</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>yar::ds where we</td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>Where Peanuts go / .3</td>
</tr>
<tr>
<td><strong>9</strong></td>
<td>I look Peanuts in den /1.5</td>
</tr>
<tr>
<td><strong>10</strong></td>
<td>Look / .5</td>
</tr>
<tr>
<td><strong>11</strong></td>
<td>Peanut where you are/ .3</td>
</tr>
<tr>
<td><strong>12</strong></td>
<td>P-e-a-nuts /4.2</td>
</tr>
<tr>
<td><strong>13</strong></td>
<td>(unintelligible whisper) / 7.8</td>
</tr>
<tr>
<td><strong>14</strong></td>
<td>(unintelligible whisper) / 6.5</td>
</tr>
<tr>
<td><strong>15</strong></td>
<td>Laura, shape dis/ 5</td>
</tr>
<tr>
<td><strong>16</strong></td>
<td>Laura, shape /5</td>
</tr>
<tr>
<td><strong>17</strong></td>
<td>See Laura, shay: dis /4</td>
</tr>
<tr>
<td><strong>18</strong></td>
<td>L. &amp; L. can be heard moving - perhaps to patio window to see if cat is in the yard.</td>
</tr>
</tbody>
</table>

*Laura, shape dis - maybe L is the cat.*
<table>
<thead>
<tr>
<th>MOTHER</th>
<th>LAURA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>21. Which one: (.) choose / 2</strong> HG SNG-50</td>
<td></td>
</tr>
<tr>
<td><strong>22. Play: game and (call:.) / 2</strong> HG SNG-50</td>
<td></td>
</tr>
<tr>
<td><strong>23. (Changing call:.) / 3</strong> HG SNG-50</td>
<td></td>
</tr>
<tr>
<td><strong>24. Change That (call:.) / 2</strong></td>
<td></td>
</tr>
<tr>
<td><strong>25. Change That (call:.) / 4</strong> HG SNG-50 S6</td>
<td></td>
</tr>
<tr>
<td><strong>26. Change the (call) / 1.5</strong></td>
<td></td>
</tr>
<tr>
<td><strong>27. (Unintelligible whisper) 37.8</strong></td>
<td></td>
</tr>
<tr>
<td><strong>28. After lunch and all That sortuv stuff / 3</strong></td>
<td></td>
</tr>
<tr>
<td><strong>29. Ask De-E go tub school Dee(ign)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>30. Miss Gluck's? / 1</strong></td>
<td></td>
</tr>
<tr>
<td><strong>31. Avter Dee go tub school, (1) Dee go (.2)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>32. Miss Gluck's? (85 seconds to next</strong></td>
<td></td>
</tr>
<tr>
<td><strong>33. interpersonal speech)</strong></td>
<td></td>
</tr>
</tbody>
</table>

* Mispronounced, not Miss but Mrs. = target word
### May 16, 1973

**TAPE** 13-2  **COUNT** 699 - 714

**TIME** 47.5 seconds

**AGES:** J. 2; 2.26

**EVENTS:** L suddenly introduces the topic of Shatzie (D's dog) getting stung by a bee.

**Particpants:** M & L

**Box = SRB 2013**

**Example of attempt to produce passive.**

**EXAMPLE:** Problem with INATTENTIVE LISTENER - non present referent linguistic difficulty with passive. M fails to repair structure or to verify truth value for L. L tries for meaning in terms of truth value.

**Note adult failure to decenter and explain. CL did not see this event - heard about it.**

**Tape May 7, 1973**

---

<table>
<thead>
<tr>
<th>MOTHER</th>
<th>LADEN</th>
<th>M</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Shatzie sing uh bee?/1 Hg</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Shat/ Shatsee sing //uh bee]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. So Shatzie - sting uh bee?/7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Shatzie sing uh bee ?1.2 Hg</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Shot/ Shatzie sing uh bee-uhr/2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Loud sneeze/1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. What/5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Slow Shatzie sing uh bee?/4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Shot/ Shatzie sing- /1.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Sh/ Shatzie sing- /1.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Shat - she - sting /1.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. (Mother) way/?/1 Hg slight wh</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Eh (.1) what (.1) wuh-Mama, Shatzie's</td>
<td></td>
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</tbody>
</table>
Appendix 2 Journal 5

The Transcriptions of the UCLA Graduate Child Language Seminar
Background Information
M contacted the Department of Linguistics at UCLA and inquired if anyone needed a subject for research or for a course that related to the study of language development. Shortly, thereafter, Dr. Arlene Moskowitz (Breyne) contacted M about L's participation as a subject for her graduate Child Language Seminar. Dr. Moskowitz met L and M at their home. M agreed to let the graduate students in the seminar record L in her home. Dr. Moskowitz knew that M was keeping a diary of L's language acquisition and invited her to the weekly seminar at UCLA.

Dates of the Video Tapes
April 16, 1973 L, 2;1.27
May 31, 1973 L, 2;3.11

The video tapes were made at the beginning and end of the graduate seminar. They were recorded in L's home. However, they were not naturalistic in the sense that the primary goal was to elicit L's speech. The tapes were not transcribed. Dr. Moskowitz gave them to M at the time that she left the Department of Linguistics at UCLA.

Dates of the Audio Tapes
April 24, 1973 L, 2;2.4
April 26, 1973 L, 2;2.6
May 4, 1973 L, 2;2.14
May 11, 1973 L, 2;2.21
May 17, 1973 L, 2;2.27

Procedure
The audio tapes were recorded in L's home by teams of graduate students who were then responsible for transcribing them. Each tape was discussed in detail in the weekly graduate seminar. M attended each seminar and helped to correct the transcriptions. She also participated in the general discussion of L's language development. Her corrections from 1973 were written on the mimeographed transcripts. In 2005, M used a red pen to recopy text on the transcript which was becoming illegible (e.g., a letter, word, phrase etc.).

M felt that the students' tapes underestimated L's linguistic ability. L did not know the students and was only marginally willing to elaborate on her own or their
conversational topics. Therefore, M asked to record the final tape for the seminar at a
time when she felt that L was genuinely motivated to communicate. She recorded this
tape on May 17, 1973 when L was aged 2;2.27. L was in her own bedroom at about 8 p.m.
and had just awakened from a dream after being asleep briefly. L was aware that M was
making a tape recording and heard herself briefly. Throughout, most of the recording M
was rocking L in the dark

M and L carried on a single continuous conversation in which the topic shifted
multiple times. These topic shifts involved L’s best effort to talk about the past, present,
future and possibly the content of a dream. M was basically able to understand these
decontextualized shifts in topic and to recognize how they related to a time of occurrence.
Nonetheless, both L and M engaged in repair episodes before M understood the meaning
of L’s decontextualized language in some parts of this conversation. M was pleased with
the recording and felt that it represented a fairer sample of the apex of L’s
communicative and linguistic competence than the students’ elicited samples of her
earlier speech.
<table>
<thead>
<tr>
<th>M or STUDENTS</th>
<th>LAURA</th>
</tr>
</thead>
<tbody>
<tr>
<td>M You want apple juice or orange juice?</td>
<td>1 Apple juice.</td>
</tr>
<tr>
<td>O What do you have there?</td>
<td>2</td>
</tr>
<tr>
<td>O You do? You have an upset stomach?</td>
<td>3 Apple juice.</td>
</tr>
<tr>
<td>M Oh, that should have been in the past.</td>
<td>4</td>
</tr>
<tr>
<td>M Yes, you did choke on an apple at Nanny Mickey’s house.</td>
<td>5 Apple juice.</td>
</tr>
<tr>
<td>CL You choked on an apple at Mickey’s house.</td>
<td>6 I had upset stomach.</td>
</tr>
<tr>
<td>M What did you do at Mickey’s house?</td>
<td>7 Yeah, I choke (d) on (a) apple …, uh Nanny Mickey’s house.</td>
</tr>
<tr>
<td>M I gave her a drink of water, and she choked on it.</td>
<td>8</td>
</tr>
<tr>
<td>MT Apple juice?</td>
<td>9</td>
</tr>
<tr>
<td>MT Your dishwasher? Where’s Mommy’s dishwasher?</td>
<td>10 Apple juice, please.</td>
</tr>
<tr>
<td>MT Do you remember the TV men who were here?</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>12 Nanny Mickey’s house, yeah.</td>
</tr>
<tr>
<td></td>
<td>13</td>
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<td>14</td>
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<td>25</td>
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<td>26</td>
</tr>
<tr>
<td>M or STUDENTS</td>
<td>LAURA</td>
</tr>
<tr>
<td>--------------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>MT</strong> Last week, the TV men who came?</td>
<td>27 No.</td>
</tr>
<tr>
<td><strong>MT</strong> This week?</td>
<td>28 (unintelligible) [L points to MT's beard.]</td>
</tr>
<tr>
<td><strong>MT</strong> Yes, he looked the same, didn't he? (Video filer was a different person but also had a beard.)</td>
<td>29 (This week.)</td>
</tr>
<tr>
<td><strong>MT</strong> Did you play with him?</td>
<td>30 Mm-hm..</td>
</tr>
<tr>
<td><strong>MT</strong> Who else did you play with?</td>
<td>31 He ... Laura was on TV.</td>
</tr>
<tr>
<td><strong>MT</strong> Yes, Laura was on TV.</td>
<td>32</td>
</tr>
<tr>
<td><strong>MT</strong> Laura, see the lady over there with the sweater?</td>
<td>33 Yeah.</td>
</tr>
<tr>
<td><strong>PB</strong> Hi, Laura.</td>
<td>34</td>
</tr>
<tr>
<td><strong>ALL</strong> In your drawer?</td>
<td>35</td>
</tr>
<tr>
<td><strong>CL</strong> Sand in your playhouse?</td>
<td>36</td>
</tr>
<tr>
<td><strong>MT</strong> Isn't that a nice white sweater she has on?</td>
<td>37</td>
</tr>
<tr>
<td><strong>MT</strong> Laura, see the lady over there with the sweater?</td>
<td>38</td>
</tr>
<tr>
<td><strong>PB</strong> Hi, Laura.</td>
<td>39</td>
</tr>
<tr>
<td><strong>MT</strong> Isn't that a nice white sweater she has on?</td>
<td>40</td>
</tr>
<tr>
<td><strong>MT</strong> Laura, see the lady over there with the sweater?</td>
<td>41</td>
</tr>
<tr>
<td><strong>ALL</strong> In your drawer?</td>
<td>42 I have a white sweater.</td>
</tr>
<tr>
<td><strong>ALL</strong> In your drawer?</td>
<td>43 At my drawer.</td>
</tr>
<tr>
<td><strong>CL</strong> Sand in your playhouse?</td>
<td>44</td>
</tr>
<tr>
<td><strong>ALL</strong> In your drawer?</td>
<td>45 Yeah.</td>
</tr>
<tr>
<td><strong>CL</strong> Sand in your playhouse?</td>
<td>46 My sand in my playhouse.</td>
</tr>
<tr>
<td><strong>CL</strong> Sand in your playhouse?</td>
<td>47</td>
</tr>
<tr>
<td><strong>CL</strong> Sand in your playhouse?</td>
<td>48 She can't go down. (Referent for she is unknown. SRB 2003)</td>
</tr>
<tr>
<td><strong>M</strong> No, you can't go down alone.</td>
<td>49</td>
</tr>
<tr>
<td><strong>M</strong> What do you do in the sand?</td>
<td>50</td>
</tr>
<tr>
<td><strong>M</strong> What do you do in the sand?</td>
<td>51 Um, play in THE sand.</td>
</tr>
<tr>
<td><strong>M</strong> In your shoes?</td>
<td>52</td>
</tr>
<tr>
<td><strong>MT</strong> In your shoes?</td>
<td>53</td>
</tr>
<tr>
<td><strong>MT</strong> In your shoes?</td>
<td>54 Peanuts comes in playhouse with me. (Peanuts is the family's cat. SRB 2003)</td>
</tr>
<tr>
<td><strong>M</strong> Who came in the playhouse with you?</td>
<td>55</td>
</tr>
<tr>
<td><strong>M</strong> Who came in the playhouse with you?</td>
<td>56 Peanuts!</td>
</tr>
<tr>
<td><strong>M</strong> Who came in the playhouse with you?</td>
<td>57 (L points to her clothing) Look at my ... purple shirt.</td>
</tr>
<tr>
<td>M</td>
<td>Your purple shirt?</td>
</tr>
<tr>
<td>-----</td>
<td>--------------------</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>What color is your new fuzzy, Besir? (Besir is a family nickname for Laura. SRB 2003)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>CL</td>
<td>Your new pink fuzzy?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>CL</td>
<td>Your zipper broke?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>Are you done with your juice?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>MT</td>
<td>(Up until now, we've had a cup in her mouth for most of it.)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>Well, get your stool.</td>
</tr>
<tr>
<td></td>
<td>Where's your stool?</td>
</tr>
<tr>
<td>CL</td>
<td>I'll get it for you.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>You want me to get it?</td>
</tr>
<tr>
<td></td>
<td>All right.</td>
</tr>
<tr>
<td>CL</td>
<td>What's this?</td>
</tr>
<tr>
<td></td>
<td>Is that your stool?</td>
</tr>
<tr>
<td>PB</td>
<td>You want to take your stool to the kitchen, Laura?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(L takes the step-stool to the entry-way by the front door. She climbs up on the stool.)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>PB</td>
<td>Whose stool is that, Laura?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>CL</td>
<td>He did what?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>CL</td>
<td>Oh, he kissed you on your ear?</td>
</tr>
<tr>
<td>CL</td>
<td>You didn’t like it?</td>
</tr>
<tr>
<td>CL</td>
<td>Don’t you like to get kisses on your ear?</td>
</tr>
<tr>
<td>CL</td>
<td>Does daddy have a scratchy face?</td>
</tr>
<tr>
<td>CL</td>
<td>Does Peanuts like to climb on the stool?</td>
</tr>
<tr>
<td>PB</td>
<td>What’s that, Laura?</td>
</tr>
<tr>
<td>CL</td>
<td>Is that a mailbox?</td>
</tr>
<tr>
<td>CL</td>
<td>What’s in there?</td>
</tr>
<tr>
<td>M</td>
<td>Do we have any mail, Laura?</td>
</tr>
<tr>
<td>CL</td>
<td>Who brings the mail?</td>
</tr>
<tr>
<td>CL</td>
<td>The mailman?</td>
</tr>
<tr>
<td>CL</td>
<td>Does he sometimes bring letter for you?</td>
</tr>
<tr>
<td>CL</td>
<td>What do you see out there?</td>
</tr>
<tr>
<td>CL</td>
<td>What’s that?</td>
</tr>
<tr>
<td>CL</td>
<td>What is that?</td>
</tr>
<tr>
<td>CL</td>
<td>Green car, that’s right.</td>
</tr>
<tr>
<td>CL</td>
<td>Whose car is that?</td>
</tr>
<tr>
<td>MT</td>
<td>Laura, shall we take your stool in the other room here?</td>
</tr>
<tr>
<td>Line</td>
<td>Text</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>122</td>
<td>Mailman brings me letters.</td>
</tr>
<tr>
<td>123</td>
<td>Mailman brings me letters?</td>
</tr>
<tr>
<td>124</td>
<td>(L picks up a spring used to anchor the drapery cord.)</td>
</tr>
<tr>
<td>125</td>
<td>Oh, what’s that?</td>
</tr>
<tr>
<td>126</td>
<td>Pull curtain.</td>
</tr>
<tr>
<td>127</td>
<td>To pull the curtain?</td>
</tr>
<tr>
<td>128</td>
<td>Yeah.</td>
</tr>
<tr>
<td>129</td>
<td>Put it back.</td>
</tr>
<tr>
<td>130</td>
<td>It goes on there.</td>
</tr>
<tr>
<td>131</td>
<td>Lookit.</td>
</tr>
<tr>
<td>132</td>
<td>It’s broken from the curtain.</td>
</tr>
<tr>
<td>133</td>
<td>Laura, could you put that back?</td>
</tr>
<tr>
<td>134</td>
<td>That’s from curtain.</td>
</tr>
<tr>
<td>135</td>
<td>Could you put that back with the curtain, where it needs to go?</td>
</tr>
<tr>
<td>136</td>
<td>That from curtain.</td>
</tr>
<tr>
<td>137</td>
<td>(L goes to where her tablet lies on the floor, and points to “writing.”)</td>
</tr>
<tr>
<td>138</td>
<td>I wrote it.</td>
</tr>
<tr>
<td>139</td>
<td>I wrote that.</td>
</tr>
<tr>
<td>140</td>
<td>I wrote that.</td>
</tr>
<tr>
<td>141</td>
<td>I wrote Jack’s name and Dee-Dee name.</td>
</tr>
<tr>
<td>142</td>
<td>MT What does that say?</td>
</tr>
<tr>
<td>143</td>
<td>Says Gloria and Dee-Dee. (G is the name of L’s godmother. SRB 2003)</td>
</tr>
<tr>
<td>144</td>
<td>M Gloria and Dee-Dee</td>
</tr>
<tr>
<td>145</td>
<td>And Jack and Laura</td>
</tr>
<tr>
<td>146</td>
<td>And Sue Laura</td>
</tr>
<tr>
<td>147</td>
<td>M And Sue and Laura?</td>
</tr>
<tr>
<td>148</td>
<td>And Jack and Dee-Dee.</td>
</tr>
<tr>
<td>149</td>
<td>M Oh, all your family and your friends.</td>
</tr>
<tr>
<td>150</td>
<td>(MT turned to a new sheet with a drawing and lettering on it.)</td>
</tr>
<tr>
<td>CL</td>
<td>Did Dee-Dee make that?</td>
</tr>
<tr>
<td>----</td>
<td>------------------------</td>
</tr>
<tr>
<td>MT</td>
<td>What does this say here?</td>
</tr>
<tr>
<td>MT</td>
<td>What does this say here?</td>
</tr>
<tr>
<td>MT</td>
<td>What does it say?</td>
</tr>
<tr>
<td>MT</td>
<td>Yes, what does it say?</td>
</tr>
<tr>
<td>MT</td>
<td>(L leaves and goes to the playroom; eventually interviewers follow her there.)</td>
</tr>
<tr>
<td>MT</td>
<td>Oh, this looks like a fun place.</td>
</tr>
<tr>
<td>MT</td>
<td>It's all cleaned up?</td>
</tr>
<tr>
<td>CL</td>
<td>Oh, look at that. (At the seminar M explains that L is using M's old high high-heeled pumps. SRB 2003)</td>
</tr>
<tr>
<td>CL</td>
<td>Oh, is that Joanna's?</td>
</tr>
<tr>
<td>CL</td>
<td>It's yours?</td>
</tr>
<tr>
<td>CL</td>
<td>Oh! Oh, is that Joanna's?</td>
</tr>
<tr>
<td>CL</td>
<td>Whose is that?</td>
</tr>
<tr>
<td>CL</td>
<td>Is that yours?</td>
</tr>
<tr>
<td>CL</td>
<td>Does that fit you?</td>
</tr>
<tr>
<td>CL</td>
<td>Do you put it on your hand?</td>
</tr>
<tr>
<td>CL</td>
<td>On your shirt?</td>
</tr>
<tr>
<td>CL</td>
<td>On your foot?</td>
</tr>
<tr>
<td>CL</td>
<td>Oh, right, on your foot.</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>CL</td>
<td>Record player, oh.</td>
</tr>
<tr>
<td></td>
<td>(There is a noisy interlude while L rides her horse and bangs on a toy piano.)</td>
</tr>
<tr>
<td></td>
<td>What’s that, Laura?</td>
</tr>
<tr>
<td>CL</td>
<td>What’s this? (picking up a toy cooking range)</td>
</tr>
<tr>
<td></td>
<td>Can you show me how it works?</td>
</tr>
<tr>
<td>CL</td>
<td>What do you do with this?</td>
</tr>
<tr>
<td>CL</td>
<td>Your baby food?</td>
</tr>
<tr>
<td></td>
<td>Where do you put your baby food?</td>
</tr>
<tr>
<td></td>
<td>(L was pointing to the top of the range)</td>
</tr>
<tr>
<td></td>
<td>... on my oven.</td>
</tr>
<tr>
<td>CL</td>
<td>On your oven? Is this the oven here?</td>
</tr>
<tr>
<td></td>
<td>Yeah.</td>
</tr>
<tr>
<td>CL</td>
<td>For your baby?</td>
</tr>
<tr>
<td></td>
<td>Yeah.</td>
</tr>
<tr>
<td>CL</td>
<td>Oh, let’s put some in.</td>
</tr>
<tr>
<td></td>
<td>Here’s some good food.</td>
</tr>
<tr>
<td></td>
<td>Could you cook some baby food in there for me?</td>
</tr>
<tr>
<td></td>
<td>Just put him on my lap.</td>
</tr>
<tr>
<td>CL</td>
<td>On your lap?</td>
</tr>
<tr>
<td></td>
<td>Ok.</td>
</tr>
<tr>
<td></td>
<td>Shall we have some applesauce?</td>
</tr>
<tr>
<td></td>
<td>Yeah.</td>
</tr>
<tr>
<td>CL</td>
<td>Shall we have some applesauce?</td>
</tr>
<tr>
<td></td>
<td>Yeah.</td>
</tr>
<tr>
<td></td>
<td>Yeah.</td>
</tr>
<tr>
<td>Line</td>
<td>Text</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>214</td>
<td>My baby ... peep, my baby peep sit on my lap.</td>
</tr>
<tr>
<td>215</td>
<td>Have coffee for me.</td>
</tr>
<tr>
<td>216</td>
<td>A story book.</td>
</tr>
<tr>
<td>217</td>
<td>Read it.</td>
</tr>
<tr>
<td>218</td>
<td>I want read it my baby.</td>
</tr>
<tr>
<td>219</td>
<td>Your baby?</td>
</tr>
<tr>
<td>220</td>
<td>My stories book.</td>
</tr>
<tr>
<td>221</td>
<td>You gonna read your story book to your baby?</td>
</tr>
<tr>
<td>222</td>
<td>Yeah.</td>
</tr>
<tr>
<td>223</td>
<td>Where’s the baby?</td>
</tr>
<tr>
<td>224</td>
<td>Where’s your baby, Laura?</td>
</tr>
<tr>
<td>225</td>
<td>David.</td>
</tr>
<tr>
<td>226</td>
<td>(L interpreted “where” as “who”.)</td>
</tr>
<tr>
<td>227</td>
<td>David?</td>
</tr>
<tr>
<td>228</td>
<td>Where’s David?</td>
</tr>
<tr>
<td>229</td>
<td>David is the doll?</td>
</tr>
<tr>
<td>230</td>
<td>Yes ... baby.</td>
</tr>
<tr>
<td>231</td>
<td>Where my baby go?</td>
</tr>
<tr>
<td>232</td>
<td>I don’t know where your baby went.</td>
</tr>
<tr>
<td>233</td>
<td>Up my (stairs/chairs).</td>
</tr>
<tr>
<td>234</td>
<td>Up stairs.</td>
</tr>
<tr>
<td>235</td>
<td>Upstairs</td>
</tr>
<tr>
<td>236</td>
<td>That my baby’s. I’ll feed it ... for my baby ... okay.</td>
</tr>
<tr>
<td>237</td>
<td>All food for your baby?</td>
</tr>
<tr>
<td>238</td>
<td>M... book.</td>
</tr>
<tr>
<td>239</td>
<td>What about in there?</td>
</tr>
<tr>
<td>240</td>
<td>Put in there.</td>
</tr>
<tr>
<td>241</td>
<td>In there.</td>
</tr>
<tr>
<td>242</td>
<td>In there, all right.</td>
</tr>
<tr>
<td>243</td>
<td>(CL tries to screw several cups together, as if one were the lid for the other.)</td>
</tr>
<tr>
<td>244</td>
<td>Ooh ... that very hard.</td>
</tr>
<tr>
<td>245</td>
<td>That’s very hard, yea.</td>
</tr>
<tr>
<td>246</td>
<td>That for my baby.</td>
</tr>
<tr>
<td>247</td>
<td>That in here.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>MT</td>
<td>Baby food in there?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>PB</td>
<td>What kind of food is this in there, Laura?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What kind?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>PB</td>
<td>Ice cream food?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ice cream baby food.</td>
</tr>
<tr>
<td></td>
<td>That sounds like a pretty good kind.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>CL</td>
<td>Laura, what is that?</td>
</tr>
<tr>
<td></td>
<td>Ask her what she’s doing.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>CL</td>
<td>I’m writing.</td>
</tr>
<tr>
<td>MT</td>
<td>Ask her how come she’s doin’ that.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>CL</td>
<td>What?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>CL</td>
<td>How come I’m doing that?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>CL</td>
<td>Well, I like to write. (laughs)</td>
</tr>
<tr>
<td></td>
<td>Do you like to write?</td>
</tr>
<tr>
<td>CL</td>
<td>You have a pen?</td>
</tr>
<tr>
<td></td>
<td>Do you make pictures?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(L fetches the cap of a pen.)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>CL</td>
<td>Is that your pen?</td>
</tr>
</tbody>
</table>
| MT | What part of the pen is that?  
(L has the cap for a pen) |
| PB | You had a picnic at the zoo? |
| M | Sue |
| CL | Oh, Sue had a picnic.  
You, too? What did you do on your picnic? |
| M | Peanut butter and jelly.  
(Laura goes to fetch a glasses case.) |
| CL | Is that for your glasses?  
What do you have there, Laura? |
| CL | Where do you put your glasses, Laura? |
| CL | In your wallet?  
That’s a good place. |
| CL | You can’t find your pen? |

281 That my pe …
282 This my pen.
283 This my pen.
284 Yeah.
285 Back. (M always tells L to put pen lid back. In the seminar, M explained why L said “back” with a pen lid as the referent.)
286 We had picnic.
287 My D ⭕ and me and Sue
288 My D ⭕ and me and Sue
289 My D ⭕ and me and Sue
290 You had a picnic at the zoo?
291 um cups.
292 You, too? What did you do on your picnic?
293 Uhh-huh
294 Had apples and peanut jelly.
295 Peanut and jelly.
296 Peanut and jelly.
297 (Laura goes to fetch a glasses case.)
298 Um my, ya my Sue outside.
299 My glasses.
300 That glasses.
301 That my pen.
302 That my pen.
303 That my pen.
304 That my pen.
305 In my wallet.
306 In my wallet.
307 In my wallet.
308 In my wallet.
309 My pen.
310 My pen.
311 Can’t find my pen.
312 Can’t find my pen.
313 Can’t find my pen.
314 No.
<table>
<thead>
<tr>
<th>PB</th>
<th>What’s in your hands?</th>
<th>315</th>
</tr>
</thead>
<tbody>
<tr>
<td>PB</td>
<td>What’s in your hands, Laura?</td>
<td>316</td>
</tr>
<tr>
<td>PB</td>
<td>Oh!</td>
<td>317</td>
</tr>
<tr>
<td></td>
<td>What you going to do?</td>
<td>318</td>
</tr>
<tr>
<td></td>
<td>(Carol asks Mac to check quality of recording.)</td>
<td>319</td>
</tr>
<tr>
<td></td>
<td>Unintelligible. I dump it off.</td>
<td>320</td>
</tr>
<tr>
<td></td>
<td>Look look it I like it like dat.</td>
<td>321</td>
</tr>
<tr>
<td>CL</td>
<td>That’s a pretty good rocking chair.</td>
<td>322</td>
</tr>
<tr>
<td></td>
<td>Laura, gentle; rock it gently; hu-uh</td>
<td>323</td>
</tr>
<tr>
<td></td>
<td>High.</td>
<td>324</td>
</tr>
<tr>
<td></td>
<td>I like it high.</td>
<td>325</td>
</tr>
<tr>
<td>M</td>
<td>Too high, that’s right.</td>
<td>326</td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>327</td>
</tr>
<tr>
<td></td>
<td>Just rock it gently.</td>
<td>328</td>
</tr>
<tr>
<td></td>
<td>My show you something.</td>
<td>329</td>
</tr>
<tr>
<td>M</td>
<td>What do you want to show her?</td>
<td>330</td>
</tr>
<tr>
<td></td>
<td>Did your daddy open it?</td>
<td>331</td>
</tr>
<tr>
<td></td>
<td>Get some wine?</td>
<td>332</td>
</tr>
<tr>
<td></td>
<td>Get wine.</td>
<td>333</td>
</tr>
<tr>
<td>CL</td>
<td>With his key?</td>
<td>334</td>
</tr>
<tr>
<td></td>
<td>Open that (with/get) him key.</td>
<td>335</td>
</tr>
<tr>
<td>PB</td>
<td>What’s that, Laura?</td>
<td>336</td>
</tr>
<tr>
<td>PB</td>
<td>Radio?</td>
<td>337</td>
</tr>
<tr>
<td></td>
<td>Oh, what’s this?</td>
<td>338</td>
</tr>
<tr>
<td></td>
<td>Is that your shoe?</td>
<td>339</td>
</tr>
<tr>
<td></td>
<td>Yeah.</td>
<td>340</td>
</tr>
<tr>
<td></td>
<td>That looks kind of big for you.</td>
<td>341</td>
</tr>
<tr>
<td></td>
<td>That my old shoe.</td>
<td>342</td>
</tr>
<tr>
<td></td>
<td>Is that your old shoe?</td>
<td>343</td>
</tr>
<tr>
<td></td>
<td>Old one?</td>
<td>344</td>
</tr>
<tr>
<td></td>
<td></td>
<td>345</td>
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<td></td>
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<td>---</td>
<td>---</td>
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</tr>
<tr>
<td>12</td>
<td>Are you sure that’s yours?</td>
<td>350</td>
</tr>
<tr>
<td></td>
<td>Yeah.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Old my sh, old shoe.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>It’s o my old shoe.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>It’s kind of big.</td>
<td>352</td>
</tr>
<tr>
<td>CL</td>
<td>Is that your mommy’s?</td>
<td>356</td>
</tr>
<tr>
<td></td>
<td>Yeah.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I don’t think that’s your mommy’s.</td>
<td>358</td>
</tr>
<tr>
<td></td>
<td>... Tennis shoes.</td>
<td></td>
</tr>
<tr>
<td>CL</td>
<td>Your tennis shoes?</td>
<td>360</td>
</tr>
<tr>
<td></td>
<td>Da had big ones.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This looks to me like it belongs to someone else; could it be Joanna’s?</td>
<td>362</td>
</tr>
<tr>
<td></td>
<td>Mine</td>
<td></td>
</tr>
<tr>
<td>CL</td>
<td>Oh, ok.</td>
<td>364</td>
</tr>
<tr>
<td></td>
<td>My radio</td>
<td></td>
</tr>
<tr>
<td>MT</td>
<td>What?</td>
<td>366</td>
</tr>
<tr>
<td></td>
<td>On my radio.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>On my radio.</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>What is on your radio?</td>
<td>368</td>
</tr>
<tr>
<td></td>
<td>(A - A)</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>Oh, Laura is on your radio.</td>
<td>370</td>
</tr>
<tr>
<td>MT</td>
<td>Laura is on your radio?</td>
<td>372</td>
</tr>
<tr>
<td></td>
<td>Yeah.</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>TV, voice on the radio?</td>
<td>373</td>
</tr>
<tr>
<td></td>
<td>Yeah.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>My voice.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>My radio?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>... My voice too.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Candy in there.</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>(echoing) What is that thing in there?</td>
<td>379</td>
</tr>
<tr>
<td></td>
<td>Candy.</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>Inside a radio, it’s candy?</td>
<td>380</td>
</tr>
<tr>
<td></td>
<td>Yeah.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wan’t get it out.</td>
<td></td>
</tr>
<tr>
<td>CL</td>
<td>Is that cake?</td>
<td>384</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------</td>
<td>-----</td>
</tr>
<tr>
<td></td>
<td></td>
<td>385</td>
</tr>
<tr>
<td>M</td>
<td>Hey, what color is that one? (one=crayon)</td>
<td>386</td>
</tr>
<tr>
<td></td>
<td></td>
<td>387</td>
</tr>
<tr>
<td>M</td>
<td>Is it purple?</td>
<td>388</td>
</tr>
<tr>
<td></td>
<td>(L draws on her toy range.)</td>
<td>389</td>
</tr>
<tr>
<td></td>
<td></td>
<td>390</td>
</tr>
<tr>
<td>M</td>
<td>That one is purple.</td>
<td>391</td>
</tr>
<tr>
<td></td>
<td>What color is that one?</td>
<td>392</td>
</tr>
<tr>
<td>M</td>
<td>No, that one’s orange</td>
<td>393</td>
</tr>
<tr>
<td>M</td>
<td>What</td>
<td>394</td>
</tr>
<tr>
<td>M</td>
<td>Want to draw with it and let’s see what color it is.</td>
<td>395</td>
</tr>
<tr>
<td></td>
<td>Why don’t you draw right here?</td>
<td>396</td>
</tr>
<tr>
<td></td>
<td></td>
<td>397</td>
</tr>
<tr>
<td>M</td>
<td>What color is it?</td>
<td>398</td>
</tr>
<tr>
<td></td>
<td>Pack (black)</td>
<td>399</td>
</tr>
<tr>
<td>M</td>
<td>It looks like black because you already drew black (in the same spot)</td>
<td>400</td>
</tr>
<tr>
<td></td>
<td>That one’s blue.</td>
<td>401</td>
</tr>
<tr>
<td>MT</td>
<td>What color do you like best, Laura?</td>
<td>402</td>
</tr>
<tr>
<td>PB</td>
<td>Where did you put that?</td>
<td>403</td>
</tr>
<tr>
<td>PB</td>
<td>Where is it?</td>
<td>404</td>
</tr>
<tr>
<td>CL</td>
<td>What time is it?</td>
<td>405</td>
</tr>
<tr>
<td>MT</td>
<td>Twenty after ten.</td>
<td>406</td>
</tr>
<tr>
<td>MT</td>
<td>What ‘dya have in there, Laura?</td>
<td>407</td>
</tr>
<tr>
<td></td>
<td></td>
<td>408</td>
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<td>409</td>
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<tr>
<td></td>
<td></td>
<td>410</td>
</tr>
<tr>
<td>CL</td>
<td>What time is it?</td>
<td>411</td>
</tr>
<tr>
<td>MT</td>
<td>Twenty after ten.</td>
<td>412</td>
</tr>
<tr>
<td>MT</td>
<td>What ‘dya have in there, Laura?</td>
<td>413</td>
</tr>
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<td></td>
<td></td>
<td>414</td>
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<td>415</td>
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<td></td>
<td></td>
<td>416</td>
</tr>
</tbody>
</table>
That purple, uh that Dee-Dee’s
That ... that Dee-Dee’s
Yeah.
That Dee-Dee’s
M-hm
M-hm. (*note intonation*)
Baby ...
A rabbit book, a rabbit book.
Counting book.
Mine.
Read it.
Yeah
Okay, let’s read it. Oh, wait.
What’s that?
Lion.
That’s right.
What is that?
Bug
Kitties.
Black, dark kitty.
That not black kitty.
<table>
<thead>
<tr>
<th>That’s not a black kitty; what is it?</th>
<th>452</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pink? Well, it’s pink background. I think the kitty is white.</td>
<td>453 Pink kitty.</td>
</tr>
<tr>
<td>What’re those?</td>
<td>454</td>
</tr>
<tr>
<td>(It said meow.)</td>
<td>455</td>
</tr>
<tr>
<td>Cups, that’s right. What are these?</td>
<td>456 Cups.</td>
</tr>
<tr>
<td>How many turkeys?</td>
<td>457</td>
</tr>
<tr>
<td>Turkeys.</td>
<td>458</td>
</tr>
<tr>
<td>Well, no, one, two, I think there’re two turkeys. Tell me about this one. (another book)</td>
<td>461 Three.</td>
</tr>
<tr>
<td>... what dat?</td>
<td>462</td>
</tr>
<tr>
<td></td>
<td>463</td>
</tr>
</tbody>
</table>
May 4 1973 Session 3 Laura

J: what's in that bag?
Sue: shoe. Lots of things in there.

J: Oh an egg think you're going to eat that egg?
[Sue] Hey, that's pretty good. You're gonna crack them? (J takes the eggs apart)
J: is there another egg in there?

Is there another one in there?
What color is that one?
Right that's a pretty pink egg.
Are there any more?
Oh well you can fit these together. (puts 2 halves together)
What color is that egg?

Oh there's the duckie
Wow it makes a funny noise, doesn't it? What's he doing? Here we have another animal (pts to cow) do you know what this is?
It's a cow
Can you find another that's the same?
Do you think you can find another that's the same as the cow.

I wonder too. Do you think she's cooking?

What do you think she's saying?
D: How are you?

Would you like to draw a picture for us on the board?
No cover?

J = one of the students
D = one of the students
M = S_RB

J: Sue, I need something.
Sue: egg
No, cook um crack um, crack
See I have two purple eggs
Blue egg
See I have another egg, OK (separates the halves)
Pink I have pink
My have another one
No

My duckie under my (Points under crib) there my duckie

What?
We have cow

What? that?

Duck
Sue, wonder where Sue is? [Sue asks]
Wonder where Sue is?
No her talking somebody on telephone.
Hi hi Didi
Fine I tell her your name. I tell her your name. What? OK
Egg, put egg back in here? OK
No color/cover on there.

Side One

1 and explanations in pencil verified in seminar in 1979 by S_RB

J: What is it?
J: pink egg. That's pink. Have no egg.
No. now?

May have no egg.
Now. now? blow

Mai have no egg.

What are you doing?

Mai donki... anar mai — Mai donki —

We have haw
We don't?

Dak

J: Under where Sue is? [Sue asks]
Wander where Sue is?
No her talking somebody on telephone.
Hi hi Didi
Fine I tell her your name. I tell her your name. What? OK
Egg, put egg back in here? OK
No color/cover on there.
Michelle and chelle = L's doll nrb 2013

Sue: I wanna show that my mommie
What are you going to do with the bathtub?
Put Daddie in there
Ooh, your hand's too big
Um boy bath

Mom: right. Where's the mother, maybe she can cook dinner

J: This could be the table, Laura
That's a clock
This clock is clock
What do you think mommy's gonna cook for the boy?

Laura: What's that noise for?
Mom: The bathroom. I have to...Mommy, Mommy I got pot. Want go on that? (holds toilet) Got pot!

J: Who's that doll over there, L?
That's Michelle. She's a nice baby

D: You do, that's beautiful
J: Can I see your doll?

'Chelle: Yeah. Show you my doll up there
Mer: My new baby carriage!

J: I can't. My hand too big
For horsie
Bathtub bathtub (takes toy bathtub out of bag)

Put Daddie in there
(P.3) sit down. Sit down! The pig, the goose (puts toys in bathtub). What that?

Um boy bath

J: Yeah
This is oven this a oven
This is yours (hands out 3 cups)
This is yours.
This our that table!
This clock this is clock
Chairs (toilet)

Laura: (suddenly realizes that the 'chair' is a toilet.)

The bathroom. I have to...Mommy, Mommy I got pot. Want go on that? (holds toilet) Got pot!

Yeah that, that one boy, he having gluck gluck (makes noise)

Bathroom
That's my bathroom!

'Chelle: Yeah. Show you my doll up there
Mer: My new baby carriage!

J: then picks up squirrel

May 4 side 1 p.2
Scene changes to tea party

M. Can you set it down? (Taking "h" in reference to microphone)

M., J., and D retire to corner of room to try to get I to do a monologue

Mike was put on ground so sound is muffled.

Squirrel

Rock a bye baby
That way mom put (it) on

Me
Yeah

One day I'm baby

Ear/ew ear/ew (spilled water)
Got all over! All over my tablecloth! Sea? OK...

Yeah. Sit down here. Sit it down.
I sit it. Here's some coffee for you. I make you some coffee. I am... I have some tea in my 'frigerator.
I keep some in my 'frigerator! (x)

That one for you, cup.
That one some woops (spills water)
That for horsey. That for horesy (puppet lying on floor)
(spills horse's water) That not good for horesy. That not good for horesy. Only kids have it, have it. Only you kids have it. Only kids, you kids have it.

Get me! (spilling water) Got all over.

Got too much water in here, is key?
Want some much
Too more too much. Meaning of too much to ha

Don't get me too much!
(L & M go out of room to get more water)

Here come tea party. Here come tea party. This for you mommy.

This one for...

Take over here. Take over, over on rug, over my, on my rug. (puts teacup on rug)
J. Thank you.
This is my pen.
My mm, it is purple. Do you like purple?

The bathroom's in the bag over there. You can play over there L with tw toys in the bag. Are you going to cook something else L?

M. Sit down over here. Where's a good place to sit down? Let's see what's in the bag. The rest of us have a little work to do, OK?

M. Do I want to go to the bathroom, not right now.
M. Would you like to go to the bathroom in there?
M. OK.
[ M makes bathroom sound pash pash]

Now we'll flush it, won't we?

M. makes noise
D. Oh good you flush it down.

J. Very good. Are you the official toilet flusher?

Very good

M. Where's peanuts?
I don't know

Here one for you, hot. (gives cup to J)

What that? (pts to J's pen)
Purple

My mom has purple.
My favorite

Where bathroom go?

Bathroom in there?

Over here

Want go bathroom mommy?
Want go bathroom?

Want go bathroom in there?
Go piss
See mommy's piss?
See mommy piss? (shows toilet to J & D) wee
I flush mommy wee down.
Want go wee wee? (to D) I flush down.
Make wee. (to J)
Flush that

I make wee wee
I flush down

Time get?
Time get bath?
Time get bath
Turn hot water on.

Peanuts!
Where Peanuts?

Take bathroom

Peanuts = family's cat. He lived outside but ate in the bathroom. JRB 2005

hir wan for ju hat, wa Jut?
parpou?
ma mami ha parpou.
ai osiwart.
er bafrum go? wer?
bafrum inner?

over hi.
wa go bafrum mami? wa go bafrum? inker? zgo be-

wa go bafrum inner?

go piss.

si mamin piss? si mom je

ai wa? mami wiwi dawn...
wa go wiwi?
ai fe ad dawn.
meik wiwi. fae dax.

ai meik wiwi
fae dawn

Teik ei braf, OKai?

Taim gi? braf!
Taim gi? braf!
Try? hat wadn am.
Punars

Fe punars

Teik bafrum —
M. Eggs?
Oh
M. All body means everybody.

J. That's a blue egg
What's in there?

D. Where did she go, Luara? Oh I hear her, do you hear Mommy? ....
Who is it?
D. Do you think horse would like some tea?

J. Look inside the bag.

OK you cook breakfast for us, OK.
D. We're going to work Ok & you cook breakfast for use while we work, Ok?

Mommy, Mommy, Sue, Sue!

Yes, Get some eggs
Want go bathroom?
All body want go bathroom? ✓
Want go bathroom? ✓
We going, we going have bath.

Look it. Sue
What that?
What that?
What this. Blue egg.

Mom, mom, $+w, $tw.

Put, put in there, horse
See no more water
Watch. I making eggs, see.
Where table go?
Where table go?
Where table go?
Where table go?
Here's table.
I...I... chairs
Time for breakfast.
I cooking eggs
Eggs ready!
I cooking eggs, OK.

OK. Breakfast ready.
M: Umm good. We're hungry.
What are we having for breakfast?
Oh, fried eggs.

M: Do I like fried eggs?

M: I'll get you some water. You
Are you going to paint?

M: OK We'll eat breakfast while
you're working.
OK

D: You'll be done when?

M: It's Ok we'll get it later.

D: Why don't you read horsie a
story? Horsie would like to be
read a story.
Laurie why don't you be the mommy and
you read a story to your baby,
Wanna read a story to your baby?
Where do you want to sit? Where
does mommy sit?

Breakfast ready.
Breakfast ready.
Fry eggs.
Fry eggs.
Fry eggs.
Want fry eggs? Yeah?
I like fry eggs.
Get me some more water.
In here
Paint

I make cat (L. painting with
water)
A yucky cat.
I make paint
Breakfast ready.
You eat
I make breakfast.
Eat breakfast um I working, OK?
I working, OK?
I be done.
I, I be done in few five minutes
Few five minutes
Be milk

Milk
It spilled
Get some more water
(L goes to get water)

I want this book (talking from
sister's room)
I bring my book back.
(comes into room)

Where? (looking for horsie)

Pretend you guys babies.

Where?
Baby lamb (pointing to picture)
I can't read this
J shows me his socks.

I: What are you looking for?
J: My socks are on, but my shoes are off, but my shoes are on, but my socks are off. Oh, I guess I just forgot them on the other side of the room.

I: My shoes are on, but my socks are not. Baby chickens can't swim. They don't go in the water. Baby ducks can't swim. Baby ducks can't swim...

J: I don't know. What is that? Stay out of water. We can drink. Baby ducks can't swim.

I: How come your shoes are off?
J: My shoes are on, but my socks are off. I'm going to look for Worms. Worms. Worms. Worms. Worms.

J: Stay out of water. What is that? Who that? Donkey: Pits to kitten. Pretend you are babies. Pretend baby ducks! Carrot (pts to carrot). Baby ducks, baby ducks. Mother duckies say... but baby duckies can not swim. But baby duckies can not swim, but baby duckies can not swim.

I: You are babies. Who that? Donkey: Pits to kitten. Pretend you are babies. Pretend baby ducks! Carrot (pts to carrot). Baby ducks, baby ducks. Mother duckies say... but baby duckies can not swim. But baby duckies can not swim, but baby duckies can not swim.

J: Mother doesn't stop. She wants to get out of water. Read it.
M: Your tiger? Which book is your tiger in, L?
I don't know which book is your tiger book.

Yum yum that was good. Thank you.
J: Can I have a piece, please? What kind of candy is it?

M: Is that a Vit C? Yeah, for when I go to bed.
M: Give me a big one, OK. Do Vit C taste good?

J: I'd love one.
M: I already had one. Do you think I should have two? Can I have two popsicles?

J: Are you taking my candy away? (I takes away some) But I want the candy. Can I have a popsicle please. Which one are you going to give me? Purple one?

(comes back with crayons that are pretend candy)
I have some candy. Candy (given piece)

Sue: here vit C
Yeah, one for you.
When go bed.
That one for you, Sue.
Here Sue eat it, be careful.
Here popsicle.
Give you a popsicle.
Here popsicles
Want some popsicles?
Here popsicle (gives one to J)
Want some popsicles? (to M)

J: I want play a game
Want some popsicles
Want some popsicles
Vit C... that dog caca
That dog caca
You can't have two, only have one (giving some to M)
You dropped two.
Be careful. Pretend.

M: Oh I can't have two. I can only have one but I dropped 2.

J: Are you taking my candy away? (I takes away some) But I want the candy. Can I have a popsicle please. Which one are you going to give me? Purple one?

Popsicles you want. Yeah
Ok
That not purple one (J picks pink one)
Here purple one! Here purple one.
D. thank you that was a good vit c.
M. When do you get your vit c?

Yeah that's all
D. Maybe hosie would like some?
Do you think hosie would like some vit c?

M. the last more
(Last more was M+Fe's expression to indicate to L that she could have one more and then no more. Spft dox)
Oh we can have more
Can I have another one please?
M. Oh you gave me a lot. That was it?

D. I'm eating this one, that was good.
Yeah I just pretend eat.
M. good
Thank you

J. So that a bathtub?

SPEECH

J. What? Paron me I wasn't listening. Know what?
What?

J. Hmm I'm listening now. I'm Jennie. Know what?
What?

D. Yeah, want some more. Here horse.
All done that last more, OK.
That last more
You could have more. You want some
You could have more
Yeah
OK, OK, two
Here me, here ma?

Here water
I give you back. Get over.

M. I have bathtub
Yeah
Clothes, see my clothes
See my clothes!
And my clothes
I have broken one,
See my broken one
repeated 3 times
Know what?

Know what?

D. Doa baimin li,
Wa baimin ti?

wa Samor?

M. wa Samor?

J. wa Samor?

M. wa Samor?

D. Cor horshi, horshi horshi
Al dun.
Rao last mor, ju ju hu hu hu mor-
end tape

M. wa Samor?

D. wel keli, okeli, tei tei tu.
Hir. Hir maa?

M. wa dar.
A gi buk. Ge ge buvun.
No a kaa it daz
Ge a man, kei? u kudhu maa.
Kei? kei?

M. We jte maa, kei? hi baa kaa.
Aa ham befa. Jaa.

M. Hir. Kof. Hi mai kei? hi mai kei?

M. Aa ho bokon wan, hi mai bokon wan? (Si mai bokon wa?)
M. Nowht?
M. Nowht? Nowht?

M. Aa tou hir sam. No wot? —
Ba — Si mai bokon fnei? Jaa.

fuzzy = family's name for a blanket. Sleeper with feet which I wore over pajama
May 4 '73 continued
2nd side of tape

Michelle and cholls =
L's doll. SRB 2013

v in pencil = SRB
verified in
a kaka. seminar 1973

L: It's dog caca
L: This is
C: Yea!
L: For us (?)
L: Here. (holding cut a piece for
L: candy!
L: It's (grandma's)

It's... It's dog caca

Dumps cup of crayons on
Dump 'em!

M: Dump 'em is right
C: Hm?
M: That's turkey?

mm! Are you
hungry for turkey?

L: Vitamin C... vitamin C. Dee

M: What do you want
me to do?
Pick those up with
you? O.K.

M: Here. Do you think
Daddy would like
Some of this? I'd like
to help her?

L: All candy's in here!

L. pours a bit of water from her dish into the cup of crayon bits.

L. Look it in the water!

It's wet. It's wet. 

Vitamin C.

Water! Water! (laughs)

Look it... look it!

See? See?

Candys in there.

Water in there with Candies.

Here candy!

Here candy.

Look it happened!

Get them up here.

(rattle cup)

L. Her want baby food.

Minute. Minute. o'kay?

(ting)

L. Put candy in bathtub.

Candies!

Look it. Here some candy.

Yea. I feed 'chele.

D. Oh yeah. Look at the candies.

Are we going to feed Michele?

On you feed 'chele

mm. Thank you

L. gives D food.

J. what about Michele? On

She's hungry too
D: you're a good mother. (L. rocks & Michele)

(airplanes tuned can be heard
talking by overhead)

M: What do you think it is? L: Dark airplanes

(was that noise?)

M: What do you think it is? L: Dark airplanes

(M. had said our friends)

L: We're friends.

Unlim. Did they come to visit you?

M: She's a nice baby, are you going to kiss her baby?

L: Just rocking her here.

M: Does she ever have a dream? What does she dream about?

L: She dreams about Oigan. As she afraid of Oigan

M: What are you doing now, Michele?

L: Just rocking her here.

M: Does she ever have a dream? What does she dream about?

L: I had nightmares about him.

M: What are you doing now, Michelle?

M: Whoops, what happened to Danny book?

J: What did you do, Jimmy? M: I should've recommended leaving the pages out. You won't have this book anymore.

M: Is he sitting on the lum? Danny go upstairs

Danny book = Ask Mr. Bear

SRB 2018
D: He's going up the stairs? He's sitting downstairs.

O.K.

D: o.k.

O.K.

L: What's the puzzle?

Let's do this.

L: Let's do this puzzle.

Do you help my baby with them too?

Baby.

Hold you...

Hold it... turn it...

Do you want me to do it for you?

HEL: got more puzzles for me.

Her want some more. She want some more.

Candy. Want some more candy?

Yes?

Here one want more candy (2x)

Candy.

May my cat still in there...

m: Would you like to have a little chat?

Like to sit on my lap. I have a little chat?

You want to play with the toys?

Yes!

Dee: puts her head inside the bag.

Dee: picks out...
L. suddenly says

M. Don't do that (to Diana)

L. Don't do that, lady (°)

laughs

M. What's so funny?! We going
to want take my -- on walk
(dragging chair?)

L. sit on my chair

M. sit on my chair

on my lap

you're gonna sit with
michelle on your lap?
you like candy don't
you know?

Candy

Ca....

on my lap,

put candy up here minute, o.k.?

9. explaining story to fit up present tenses
in hopes of getting past tense

M. Laura, look at this

nice story Gene

brought

she brought a (when?

new story we

never read before.

Here, look, let's get

pictures of a kitty
cat or --

may be even

Peanut's family

'Kay? Look at this story

look into a
mommy cat &
a baby cat

here's a mother

cat & a baby

and the baby cat's

name is Sandy.

'Kay, let's see what

happens to Sandy.

What's he doing?

L. Dancing.

He's dancing. He

loves in the flowers

that's right
let's see what else Sandy
knows how to do... oh
my goodness, where's he
doing there? I'm air

He's jumping, he's jumping
rope.

He's flying in his
airplane.

Does your cat have
an airplane?

what does your cat
do in his airplane?

(he returns)

Come back... let's...

(he) back & see the

Kitty, he's still
in his airplane
Let's see what happens
to Sandy next.

Oh, he's a funny
little kitty.

He's doing a lot of

things.

On two dollars, what
are you going to do
with these two
doors?

who are you going
to pay?

Could you pay me
for some groceries?

What are you going
to buy?

Ok...

It's all gone.

Would you like to
see what happens to Li-yea
this Kitty cat?

Ok... what could
he be doing?

He has milk on
his oven, sometimes
he does (he puts on an
oven & warms the milk)
Ok, on last. He's very sad. He cries when he falls down. And then his mommy runs to him when he falls down. What do you think his mommy does when he falls down? And gives him a big hug...

Let's look at this story again. Can you tell me who this is? That's a kitty, right? Who's that? That's the mommy. Kitty, what are they doing? They're sitting down. Oh, look, here's the kitty again. I wonder what she's doing? What do you think she eats? Baby food because she's a baby kitty?

d: What do you think he had last night for dinner?

All: Yeah

m: Laura, what do you think he had last night for dinner?

(laugh): Is that what he had?

OK

Now what could he be doing? What is that kitty doing? Oh it went over here.

D: Oh cool, Laura, the kitty wants to see what you're doing. Oh, what's that kitty doing? It's flying? My kitty fly in the room.

Okay, you fly... why don't you bring it up?
(Does Peanuts know how to fly?)
M How peanuts known how L No.
   to fly?)
How do peanuts go places?
J what did you do?
   what did you do?
   What's that?

M your watch!
D Oh two watches
M That's good who has a broken watch?
D what did you do yesterday? Laura?
   Can you tell me what you did yesterday?
M Did you go to school by bus?
   Could you give me
   the pennies Laura?
   I don't know what did
   the penny go?
   Laura, when did you
   go yesterday?
M where did goonna
   go?
D and what happened at
   ?
M (that should be the future)
   Laura, did you go to
   Disneyland? you did!
   What did you do at
   Disneyland?
D Oh that must
   have been fun!
M who did you see at
   Disneyland?
   Tiger? who else
   did you see
   at Disneyland?
How did we get there? Did we... (in the car)?
That's right, you sat in the car.
He stayed with Linnie.
Yes, yes... no.
We're going to go to the grocery store.
You're going to fix me a ponytail?
O.K.
In a minute, O.K.
When you pay, you're gonna pay for your candy.
End
M. Breyne might have a penny.

B. I'm sure I do have a penny.

M. Now you have two pennies.

J. Why did you need two pennies? You have...How many pockets do you have in your wallet? THERE ARE TWO POCKETS

J: Oh, you have three. Well, let's put a penny in each pocket one. Can you do that? Can you put them in your wallet?

B. What's that?

J. What would you like to buy?

Ice cream. You going to buy an ice cream sundae?

M. You don't have any more ice cream?
M. No, we're out of cones, aren't we?

M. No, I know we don't have cones.

J. Can you have your ice cream in a dish?

M. Combs or cones?

M. What do you do with a comb?

M. Do you keep one in your purse?

M. And do you eat cones or do you comb your hair with combs?

M. I think Breyne has some surprises.

---

Laura 11 May 1973

First side of tape

5th session

Laura's speech

This session is an excellent example of how hard it is to elicit a language sample from a two-year-old.

Three. Note the contrast to the sample on May 17th when L was motivated to communicate.

Benny

Ice cream?

Yeah. I

I gonna buy ice cream.
I have some more...I have some more...I have some one more ice cream.

I have _____ cone.

I (can't have) cones.

I got cones in...I got cones...I got cones in in, in, in my, in my wallet.
I got cones in my wallet.

Cones/combs in my wallet.

Put, put, put comb in my.
in my purse.

Put my head up..._______

TIPS: HEAD BACKWARDS

B. Laura, why don't you look at some new things.

M. I think Breyne has some surprises.
B. Shall I see what's in this bag? Don't look in the bag, I have to take things out, okay? Look what we have here?

B. What do you think that is?
D. That's an elephant. Yeah, his name is Dumbo.

B. Who's that?
M. Uh huh
B. And who's that?
B. That's Bambi, the deer.
B. Should we play with them?
J. Is Winnie-the-Pooh a bunny rabbit?
J. What is he?

- What?
- Elephant
- Winnie-the-Pooh
- That's Winnie-the-Pooh
- What that?
- Oh

J. Get my, my—my... get down here. You get that down here.

B. What do you want to get back down here?
M. Bag.
B. Oh.
B. We'll bring the bag back soon. Do you think there's anything else in the bag?

B. Why do you want the bag?
B. Why?
B. Why?
B. GETS BAG.

B. Why do you want the bag?
B. Why?
B. Why?
B. GETS BAG.

Bag
Your bag

Yeah
Get it.
Get it
Get it down

B. Don't look in the bag, I have to take things out.

Shall I see what's in this bag? Don't look in the bag, I have to take things out, okay? Look what we have here?

What?
Elephant
Winnie-the-Pooh
That's Winnie-the-Pooh
What that?
Oh

Get my, my—my... get down here. You get that down here.

What do you want to get back down here?

Bag
Your bag

Yeah
Get it.
Get it
Get it down

B. Why do you want the bag?
B. Why?
B. Why?
B. GETS BAG.
You put it — That mine?  

mine

it's mine. That mine.

Oh

Yeah

??

Sue ?

Put puppet on.

Hi, Mom.

Hi

That's mine.

That's my penny got lost.

doo\$ maɪn  
doo\$ maɪn penɪ  
gɛ'fæst

M. Okay

Hi, Beese. Would you
and I like to have a
little talk maybe?

M. Hi. Should I put one
on and we'll have a
little talk?

M. Oh, they're both mine.

Okay, can you make them
talk to each other? Can
they tell us a story?

M. Oh, it got lost in there:

That's Laura's penny "lost" inside the puppets

Okay, you have to drop

the pennies first.

Okay

B. Does the puppet have a

name?

(BREATHING)
M. Yes, it is.

M. Yes, those belong to you.

B. What do the puppets say? What's puppet say?

M. What does he say? You can make him talk. You want to make him tell us about what Peanuts did with the bird?

B. What did Peanuts do with the bird he caught?

M. Yeah. Were you happy or were you sad about that?

J. Winnie-the-Pooh

B. Can you make the puppet talk to Winnie-the-Pooh.

M. Yeah. That's a bead for an eye.

[ON A SOCK PUPPET]

M. That's another bead for an eye.

B. Can you tell Winnie-the-Pooh about the bird that Peanuts caught?

D. I don't think there's anything else left in the bag.

You want to put it back in? Okay.

M. Well...

my puppet
Oh. It's my puppet
Oh. This belong me.

B. What do the puppets say? What's puppet say?

M. What does he say? You can make him talk. You want to make him tell us about what Peanuts did with the bird?

Peanuts has a big bird. Peanuts catch big bird. Peanuts catch a bird.

Peanuts. Bird dead.

Sad

Winnie-the-Pooh

I want that bead. What that? Bead?

What that?

J. Winnie-the-Pooh

B. Can you make the puppet talk to Winnie-the-Pooh.

M. Yeah. That's a bead for an eye.

[ON A SOCK PUPPET]

M. That's another bead for an eye.

B. Can you tell Winnie-the-Pooh about the bird that Peanuts caught?

D. I don't think there's anything else left in the bag.

Want to put them back in.

You want to put it back in?

Okay.

M. Well...

read about Harry

What that? Elephant? windeat egzhwinkh
That's Dumbo.

M. Where do we go to see elephants, Laura.

B. That's an elephant.

M. That's a deer.
Did Mama say, "bye-bye? It's nighttime."

Yes.

Did you save that for me?

You're sharing it with me.

In the box? No, I don't think that's such a great idea to put your sandals in the box, Laura.

O.K., let's try again to say goodnight to each other, should we?

No. It's time to get to bed, now. You turn it off.

Let's get Pippit and we'll have a chat. OK, here's Pippit.

Only did he do what?

On--who--don't you like to sit in the rocker? Yes--yeah, Can't hear it too?

Good.

There's nothing to hear. I didn't want to miss it on the tape.

Yeah, do you wanna hear it?

On your ear. OK, do you wanna listen and hear.

If this is going--is it going?

OK, now--

We'll hear Laura tomorrow morning.

Laura's going on this (the tape reel presently turning) and you can hear Laura tomorrow.

We'll hear Laura tomorrow on the broken tape recorder.

Hey Laura! What did you eat at Nana's house?

Applesauce.

Mmm-hmm.

You didn't have pears--no, I was--

Good!

She didn't have

Old she or didn't she?

I don't know. Did she have orange juice?

Yeah, we have orange juice.

You saw Mrs. Gluck's poop-poop place [laughs].

See, how did that happen?
When you took a bubble-bath? You saw Mrs. Gluck's poopoo place? Well she didn't take a bubble-bath with you, did she?

Yes, when you were watching television, you did hear thunder. There was a thunderstorm, L.

You think your glass table makes a noise like thunder?

I see.

You saw Ernie up in a tree? Yesterday when you were watching TV at Mrs. Gluck's house?

Oh at nursery school. That's right, yesterday maybe you did. You were at nursery school when I took Didi.

And Didi, that's right. Who else did you see there?

Yeah, Ernie was there.

No, Didi doesn't go to school there.

Is... your friend?

A4

I didn't understand you.

You wanta go to school like Joanna does? Are you big enough to stay in Joana's group all by yourself?

Your own school?

Whos your teacher?

Oh like at Joanna's, and are teachers. Yes B6 & G.

I see. "School" is "School", everybody.

You have at your school. And B6 at your school.
What will you do at your school?

Oh, and get lunch?

Yes, you can have a lunch-box for your three birthday. I don't see any reason why you didn't.

Yes you could but you have a long wait until your three birthday.

Yes, you can have ham. But who in our family is going to have a birthday soon?

Yes, you could have cake.

Yes, one for Didi. When is Didi's birthday?

You, we'll look at the squirrel later.

Do you know that Didi's birthday is Sunday?

Yeah, is that a squirrel? or Nancy?

What should we get Didi for a birthday present?

Are you happy that Didi has a birthday?

What do you think it was?

Really?

Pardon me?

Oh, lady honked her horn. That's possible.

You didn't?

Wind it up?

Well, that's a mouse, Laura.

Yes, it is your mouse.

Well, maybe it is Didi's mouse; come to think of it I think it is Joanna's mouse. The squirrel is yours and the mouse is Joanna's.

1. Play

2. I get new lunch-oh now I

3. I have lunch box for my three birthday?

4. Could I have ham for my three birthday, my ham for my three birthday?

5. I gonna have cake.

6. And for one for Didi.

7. Get that, get that squirrel.

8. Squirrel.


10. Cake. For me!

11. Zat noise? Both the music box and a car horn sounded!

12. Honk.


14. Lady honked her horn.

15. I didn't hear that noise.

16. I didn't.

17. I was rocking

18. I was horning—I won't wind this up.

19. This my what this?

20. It's my mouse.

21. That my Didi mouse.

22. Dee-Dee can't take away
No, that's really Didi's but she lets you play
with it. Isn't that nice of her?

OH. Do you love that mouse?

Yes, you could take the mouse with you in your
crib. Would that make you happy?

Could your baby stay in the car seat?

Yeah. Did we go to the zoo in the car one day?
That's right. We pretend that game in the
car, don't we?
We really enjoyed that game. Who drives?
That's right, you do. And who am I?
Yes, I have to be the baby. Am I a good baby?
I'm not!

How come?
I'm Sue. I see

All right.

I'm the mommy. Yes I am the mommy.
You're really nice. I don't think you're really

I don't know. Where did it go?
I don't know. Where did your mouse go, Laura?
You wanta look for it a minute?
OK. We'll look for it one second. Then-
Look! I have to turn your light on for one sec-
and then I'm gonna turn it right off again.
OK did you get your mouse? OK
Mother

You wanna rock some more?
All right, we could rock some more. Do you see the Kleenexes? I have such a cold, I need a Kleenex.

There is a tissue. Good.

Hm. What’s the trouble?

You can’t turn the dark off, you can only turn light off.

Okay, let’s have a nice rock.

Yes.

What are we doing?

OK.

You what?

Did Didi ride on your rug?

Writing or riding?

[ray’tiq or ray’dɪn]

Did she use a pencil, or did she ride?

Oh, lying.
She was lying on your rug.

Oh, her tummy hurt and she was lying on the rug. I see.

On your rug. Did it help her tummy?

You didn’t give her (?) your blanket?

Oh, she only had her own blanket. Where was your blanket?
Okay.

It's Didi's mouse. Do you think Didi will like her new hamster?

When you get a hamster are you gonna name it Patty just like Didi's gonna name her hamster?

Uh huh.

When did you have chicken? You had chicken last Saturday night.

Could you have a hamster?

When you're five, you can have a hamster.

What do you think it would be? Fire engine.

Must be fire.

Or, it could be somebody sick, that's right.

Yeah, maybe somebody did have to go to the hospital. I hope not.

You're really sick?

Well, what's the matter?

Eugene = name of a dog, SRB 2018
You were getting what about Oregon?
Upset?
I don't understand that word.
Oh, trapped in [oxygen].
[trapuh]
Oh, you were in jail?
With Oigan?
With Oigan, the dog next door?
Were you scared about that?
And the fire engine helped you to get away from Oigan?
Oh,
All of that happened on the back patio. Do you think maybe that was a dream?

Yes, I'm sure you would be very upset about that. If Oigan, that great big German shepherd got you in jail, I'm sure you would. I would be serious about that too, Laura.

Everybody cried, I see.

Oh, my goodness.

And you'd be upset if everybody cried, of course you would.

Yes, we all be upset if you got in jail with Oigan. We don't want that to happen, do we.
No we really don't want that to happen. We certainly don't want that to happen. Laura, let's see, I can't see very well.

I like you too, Laura. Oh, I'm horsing around with all of this equipment but I don't if it will work very well.

Yes, with tape recorders. Maybe when you're a very big girl you'll listen to that.

Yes, Breynie does, doesn't she. Does Breynie come and visit you sometimes?

Do you like that when Breynie comes?

Yes, Breynie tape recorder. bae, b, bay

... Breynie tape recorder.

What you doing te, te, 81$ te pik*dex

I like you, Mommy in way? you mam

... Breynie tape recorder.

I show Mrs. Evans my baby.

Michele, we show Mrs. Evans Michele.

Yeah, did Mrs. Evans like Michele?

Yeah, to Jack.

Oh, you showed Mrs. Evans your baby.

What did Mrs. Evans say? (c) But Cecil.

Yeah, I know Mrs. Evans's Cecil. Did Cecil say something?
Oh, to Jack.
What did she to Jack?
Oh, about Serena?
Serena is Mrs. Evans's
dog, what's the matter
with Serena?
She gave you a kiss.
My goodness, Did you
like it.

Oh, she didn't.
How does Serena give
you a kiss? Made a
licking? gesture.
Oh is that what she
does. How does Peanuts?
Oh huh. Is Peanuts a
good friend?

You don't really mind if
he catches a bird?
I mind if he catches
a bird.
You don't? Why not?
Oh, Didi doesn't mind
either.
You're gonna take the bird
in the living room?
Oh, I hopenot. That's right.
We were pretty upset when
we were all in the living
room the day Peanuts got
the bird, weren't we.
You're gonna kick? Who
are you gonna kick?

5-17, Part 2

61 Said
About Serena.

62 S, Serena, Serena, S.
Serena gave me kiss.

68 I didn't really, -
Serena didn't really -
give me kiss.

69 Pea, Peanuts gave me kiss
and catch a bird,
I don't mind Peanuts.

70 Pea, Peanuts gave me kiss
and catch a bird,
I don't mind Peanuts.

71 Peanuts gave me kiss,
and catch a bird,
I don't mind Peanuts.

72 Peanuts gave me kiss,
and catch a bird,
I don't mind Peanuts.

73 I don't mind.

74 Mm, Didi don't mind too.

75 We kick him living room.

76 We gonna kick.

77 (P)... gave kick,
Kick Peanuts catch bird
again.

Conversation continues in Part 3,
Peanuts catch a bird again.
We, all both kick.

Oh.

Peanuts catch a bird again. Pinset ket a bird again.

If it happens again, you're gonna kick, but who are you gonna kick? Peanuts?

Peanuts catch a bird. Yeo, Peanuts catch a bird.
Yesterday Peanuts catch a bird.

That was a long time ago, Laura. That was two weeks ago, Laura.
Did you like that?

Maybe Peanuts catch a dove.

Maybe he will catch a dove.
The dove ... he didn't kill that bird, Laura.
The bird was okay.

We saved that. Seyv dào big bird.

We make ... save that big bird.
Yes, we saved that big bird.
I was happy we saved the big bird.

Yes, we had to kick and jump up and down and we had to scare Peanuts to let the bird go.

We didn't really kick Peanuts, Laura. We just stamped our feet to make loud noises to scare him so he would drop the bird.

Yes, that's what we did.

You screamed, I screamed, we were awfully excited about that, weren't we?

I bet we kick ... we, we kicked

A be? Wiy kick ... wi?

We kick.

I kick ... Joanne kick (me?)

ay kik ?e an dzaene kick

{we?} screamed

{me?} screamed

we said, "Peanuts, drop bird."

I screamed

ay $i; md
Mhm

She was trying them on you? Do you like your new sandals?

She put her own new sandals on her.

Too big or too little?

I think your sandals are too little for Joanna & Joanna's feet are too big for your sandals. Is that what happened?

Didi screamed, too.

Did... um

Did was trying my sandals on me.

Did was trying my sandals.

Di was trying, Di was try um

Try put her sandals on her... on Joanna.

My sandals on... on her.

Too big for.

Sandals too big for Joanna.

Too little for Joanna.

My sandals too big for Joanna.

My feet's... not.

Too big for my sandals.

May sit$
No, your feet are just right, for your sandals, aren't they?

Your sandals look exactly like Nancy's, except, are they the same color?

You got a new bear?

Does it have a name?

Does Nancy's bear have a name? Did he give his bear a name?

Oh? you were?

Well, for goodness sakes, that was quite nice of M. to let you hold his new bear.

22 yeah.

23 My shoes... my sandals look like (Nancy's)

24 (I?) got bear!

25 I got new bear!

26 Yeah.

27 Schatzie stung a bee. - I was trying to say "Schatzie was stung by a bee," Schatzie = D's and B's dog.

28 No...

29 I was holding M's bear. ay waz howdyin maetiz beyr

30 Yeah.
M: Sick today?

M: Who is a boy, has a cold.

And what about E?

And what about Joanna?

Oh, my.

Oh, gracious, so many people with colds. What about Sue?

Yes I have a cold.

No, he doesn't.

You're gonna check? Well, no, he's resting. I don't think he wants to be disturbed right now.

Her have cold. should be he see 2018

I have cold, too.

E. had cold, too? (Jack?)

had cold, too.

Joanna had cold, too.

All childrens

My baby had a cold, too

You have a cold?

Jack have a cold, too?

I gonna check

(...?) Him have cold

Just check
Did Daddy take you out yesterday? Where did he take you?

He take me in Didi's room.

Took you in Didi's room, & what did he do?

Take rest.

Oh, took a rest in Didi's room. You getting tired?

Yes.

You ready to go to sleep now?

No.

What do you want to do?

Mommy

Mommy like this?

Mommy

You like to talk with

Mommy like this?

You like to talk with

Stay

Turn the light off.

It's very dark in this room right now. It's quite late.
That's your bear.

I guess it's not. What is it?

That's a lamb?

I thought it was a mouse.

Yeah.

It's mouse.

But Karen.

Karen, Mom, Karen.

Karen dog.

At the Last Name Karen's a dog at the Last Names.
You like Karen?

No, dogs don't eat caca!

Where did he make caca?

In the city? You mean over on the vacant lot near the city?

Where we go see the view of the city?

Karen

Dogs eat caca? ✓
Dogs eat caca? ✓

Peanuts making caca. ✓

Peanuts go to bathroom...
Peanuts go to bathroom
Peanuts go to bathroom
Peanuts goes (out?) to the bathroom
to the bathroom... city yesterday.
Him make caca ✓
Him make caca yesterday ✓

Yeah

Yeah.

Yeah. Yesterday, we saw it. ✓

... mistook it
Oh, my goodness gracious, it's really late, Laura.

I didn't see ... I didn't see Peanuts caca in the city, I didn't see.

Yeah. Peanuts had go bathroom.

I (think?) Peanuts had go bathroom.

I (think?) Peanuts had go bathroom.

All things have to go to the bathroom, Laura. People, kittens, dogs.

Where do doggies make caca?

Doggies ... go bathroom still have to on the floor, on four
On the ground, outside, that's right.

Yes, they certainly do.

No, I didn't, either.

Birds do it, too, don't they.

No, I think it's mainly dogs that do it.

Maybe bird did.

mhm. That's very possible.

You sound kind of sleepy, would you like to go to sleep, now?

I didn't see

Yeah.

Dogs make caca on my lawn.

I didn't like it.

But... bird did that.

Maybe

Bird did that on my grass.

Maybe bird did that.

Yeah, May... be?

(I know?)
Mommy... want sing you rock-a-bye.
Sing "Frere Jacques"

You want to go in your crib
now & hear "Frere Jacques"

Ok, Laura, That really sounds
fair enough.

Yeah.

Mommy...
get rocking chair over
my cribie

Over (....Closer....?)

Jack did it. Jack do.

Yeah
Frere Jacques

What did. What dis