

**^1;2(23) 10-7-71**

M: What do doggies say?

C: [bababa] . <= bow-wow >

<C very pleased with herself. Repeated several times during the day.>

**^1;2(23) 10-7-71**

<C notices a baby's picture on a baby food jar. Touches it and says:>

C: baby .

<M used to call C's attention to this baby, but hasn't for a long time.>

**^1;2(24) 10-8-71**

<When M told C they were going to the park, C said:>

C: [ba:bi] " Barbie ".

<Barbie, C's babysitter, has been teaching C her name, and C often repeats it like this. Barb takes C to the park, so perhaps C was remembering this.>

**^1;2(24) 10-8-71**

C: baby , mommy , bye-bye   <Imitated>

<C is beginning to pick words out of a stream of conversation between other people. M was telling of C's use of "baby". C noticed the word and began to repeat it. Later she heard "mommy" in another conversation and repeated it. Also has done this with "bye-bye".>

**^1;2(24) 10-8-71**

<C tries to imitate many different words. Imitated M's "peek" as:>

C: [pi] " peek ".

<When M later described the episode to F, C began to make a "peeking" head motion.>

^1;2(24) 10-8-71

C: <Comprehension:> mommy's ear , nose , eyes , POSS

<When C had bottle last night, she reached up to touch M's nose, then her own nose, M's mouth, then her own mouth, M's eye, then her own eye. M then touched C's ear and asked "Where's mommy's ear?". C has never shown she knows this before (although she knows her own ear), but after a moment, she found M's ear. M then stroked C's back-of-head without talking. C reached up and touched M's hair. "Hair" is not a word I've used much. C seems to understand "Where's X's nose?" ("eyes", etc.), but doesn't always get whose feature she is to point to. Often assumes it is her own.>

^1;2(24) 10-8-71

C: <Comprehension:> give the X to mommy , belt , car

<C follows simple commands like "Give the X to mommy" if situational cues are abundant, i.e., the object is present and perhaps indicated. M's chain belt was on the floor in the kitchen, C in the dining room. M asked "Where's mommy's belt?" C looked around, saw it, and brought it to M. This is not a word M has emphasized, although C has played with the belt before and M has no doubt talked about it. Next, M asked "Where's your car?" C turned right around and picked up her toy car. First evidence of understanding this word (but the first test of it also).>

^1;2(24) 10-8-71

C: <Comprehension:> hair , leg , hand , toes , foot , fingers

<C showed she recognizes several new body part terms. "Hair"--she pulled strands of hair on her own head, then patted F's hair. "Leg"--she slapped her own thigh and the thighs of M and F on request. "Hand"--she felt one hand with the other. Neither "leg" nor "hand" has been emphasized much. "Fingers" didn't get a response. "Toes"--she put a hand on her toes. She differentiates "toes" from "foot".>

^1;2(25) 10-9-71

C: <Comprehension:> fingers

<Today, asked where her fingers were, C indicated her wrist area.>

^1;2(25) 10-9-71

< C finished her lunch of solid foods in her high chair,  
then announced:>

C: [ba:] "bottle"

<Obviously wanting a bottle. Took it eagerly when fixed. First use  
of the word when no obvious referent was around. Did this other times  
today too with [ba:].>

^1;2(25) 10-9-71

<Starting on October 8, and continuing through today, C has cried hard  
at going to bed. Both for her naps and at night. Seems to be a new phase.>

^1;2(25) 10-9-71

<Games and activities: C got a toy piano today and seems enchanted  
with it. Bangs a lot and likes to play with the stool. Her other favorite  
toys are the walker with blocks and rings, the mailbox, and the red ball.  
C does gymnastics with the ball, e.g., rolls it under her tummy and comes  
up sitting on it.>

^1;2(26) 10-10-71

<Vocabulary: words used spontaneously include:>

C: no

<"No" is not used much lately except in imitation.>

C: bye

C: [ba:] " bottle "

C: [ba:] " ball "

C: [3bE2bi:1] " baby "

C: [bababa] " bow-wow "

C: [d&di] " daddy "

C: mommy

<"Daddy" and "mommy" still have rather tentative status, especially the latter. "Daddy" is still used for other referents and as a general remark. Probably "doggie" should also be listed and "kitty" may be coming in. Around cats, C seems to say:>

C: [titi] " kitty "

<Around dogs, she says:>

C: [dadi] " doggie ".

^1;2(26) 10-10-71

<Cognition and memory: C saw a picture of an elephant wearing a hat today, and put her hand on her own head before the word was mentioned. It's only in the last few days that C has given evidence of understanding the objects portrayed in pictures.>

^1;2(29) 10-13-71

<C saw a talking cartoon dog on Sesame Street and said:>

C: [baba] " bow-wow ".

^1;2(29) 10-13-71

<M was showing C how to work an Audubon Birdcall and repeatedly said "push". C looked up with a very self-conscious, confidential look and said:>

C: [pu:] " push ". <Imitated>

^1;2(29) 10-13-71

<When M took C's diapers off, saying "off", C said:>

C: [a] " on " <or> " off ".

<There might have been a final nasal, but not an [f]. C has said [a] before when M has said "off" and "on".>

^1;3(4) 10-18-71

<Imitation: C began to imitate several words with much interest.

When asked "Where's your eye?", C points to it and says:>

C: [ai] " eye ".

<She imitates and begins to produce "OK" spontaneously, but without particular reference:>

C: [3aki1] " OK ".

<She also imitates:>

C: glasses .

<I can't give the phonetics. Sometimes starts with [g], sometimes [d].

There's an [&] and a medial but not final sibilant of some sort. Always an imitation, but C knows what it means. Tries hard to get it right.>

^1;3(4) 10-18-71

<Imitation: C seems to understand when words are being modelled.

She often repeats the models immediately. When "Christy" was modelled carefully, she said:>

C: [titi] " Christy ".

^1;3(8) 10-22-71

<As F gets ready to leave in the morning, C completely spontaneously says:>

C: 4bye [2d&- , 3'ba2pi] " bye daddy , ( bye-bye )".

<A moment later she says:>

C: bye [d&] " bye daddy ".

<Syntax: Sounded like a 2-word utterance. [bapi] is, I think, a rendition of "bye-bye".>

^1;3(8) 10-22-71

C: baby .

<C has been saying "baby" in many different situations, e.g., when she sees real babies and small children, and for different pictures, and pointing to the baby on the baby food jars. Today at lunch, she pointed to the small picture of a bear on her cup and said "baby". In the evening, she said "baby" while pointing to a small oval picture on a beer can. Seems like a classical case of overextension, based on "baby" for the oval picture of a baby on the baby food jar.>

^1;3(9) 10-23-71

C: daddy .

C: mommy

<C says "daddy" very clearly and often. She says it when she gets up in the morning and seems to want to see F, or when he goes into another room and closes the door, or when she hears a sound and thinks it might be him coming. "Mommy" is also said clearly and is easy to elicit by saying "mommy", but she does not use it spontaneously to call M.>

^1;3(9) 10-23-71

C: [ba:] " ball ", " bottle "

<Produced frequently, spontaneously, and in both senses:>

1. C says "bottle": a) when she wants a bottle but she doesn't see one; b) while M fixes it; and c) when C has it.
2. "Ball" is generally produced when C is looking at or playing with a ball. Tonight she also said it seemingly to state an intention--she went toward the place in front yard where the hedge apples grow, saying [ba:] as she started out. Seemed to indicate that she was planning to go to where the "balls" were. A few minutes earlier, M had been throwing the hedge apples up and catching them, and C had suddenly said [ba:]. No one has ever called them "ball" to her.>

^1;3(9) 10-23-71

C: [aki] " OK ".

<C has been saying this for several days, both spontaneously and in imitation, when elicited. No particular reference.>

^1;3(9) 10-23-71

C: no .

<Produced often in the last few days, usually to refuse food or when asked "Do you want X? ".>

^1;3(9) 10-23-71

<C was having a bottle on the couch with F the other night. Finished it. F said "Go ask mommy for more", or something similar. C came into the kitchen holding out her bottle to M, saying:>

C: more .

<Today as M got ready to give C her juice, she asked "Do you want juice?" C said "more" several times while watching the preparations.>

^1;3(9) 10-23-71

<In the presence of her big doll, C has occasionally, but not often, spontaneously said:>

C: [da] " doll " <or> [da:i] " dolly ".

^1;3(9) 10-23-71

<C is getting more of a temper. When frustrated by M, she screams indignantly and may fall with her head and hands on the floor. Usually doesn't persist for long.>

^1;3(9) 10-23-71

<Cognition and memory: C seems to recognize things in pictures more lately. Yesterday when she saw a picture of a baby with its foot up, she picked up her own foot.>

^1;3(9) 10-23-71

C: [baba] " bow-wow ." <= doggie >

C: miaow .

<Saying [baba] "bow-wow" is C's greatest verbal thrill. She repeats this endlessly if we start it. Also, if she sees or hears a dog, or often when M talks about going outside or to the park. C can also respond to "What does the kitty say?" with her version of "miaow". Yesterday C was looking at the cover of Life magazine and saw a row of people dressed as Disney characters. She began to say [baba]. M said "Where's the bow-wow?" C pointed to Pluto. Not very much like a real dog. I wonder how she can recognize it.>

^1;3(9) 10-23-71

<Games and activities: Imitation: Day before yesterday M held C's bottle up to her bear's mouth. C watched with little interest. Yesterday C performed the same action. Today C offered the bottle to the back of her dolly's neck. (The similarity to the front is great; also, C happened to be holding the doll in that position).>

^1;3(9) 10-23-71

<Games and activities: C's favorite sport is to sit on her Crawligator and propel herself around forward with her legs. She can maneuver perfectly. She also likes to sit on our stomachs and bounce.>

^1;3(9) 10-23-71

C: <Comprehension:> sit down , stand up

<For some time, perhaps a couple of weeks, C has responded appropriately most of the time to "sit down" and "stand up".>

^1;3(9) 10-23-71

C: <Comprehension:> round

<Yesterday M was singing and came to the words "round and round." C began to revolve. M hadn't even been singing to C, and has never stressed these words, although they are sometimes said when C has spun in her rock-and-spin chair or turned herself around. Now C responds on command to "round and round".>



^1;3(11) 10-25-71

<In her crib this morning, C said several times:>

C: daddy . <= daddy , mommy >

<Perhaps hoping someone would come get her up. I think she sometimes says "daddy" in the sense of "mommy or daddy" (i.e., "parent"). This is the first time I have heard her talk in bed by herself.>

^1;3(11) 10-25-71

<In the morning M said "Do you want some juice? I'll fix you some juice", etc. As M proceeded to get the juice ready, C said spontaneously several times:>

C: [ma] <or> [mO] " more ".

<She seems to associate "more" with something to drink, not with a second helping.>

^1;3(11) 10-25-71

<After F went to work, C said several times:>

C: daddy .

<Then, very clearly:>

C: bye daddy .

<As M left for work, C also said "bye daddy".>

^1;3(11) 10-25-71

<At dinner, C finished her bottle, held it upside-down and said several times:>

C: [ba:] " bottle ".

<When M didn't respond, she said finally:>

C: more .

<Obviously had been trying to get M to give her more. M then complied and C took the bottle eagerly>

^1;3(11) 10-25-71

<Babbling: C jargons a lot. Long strings of babble with sentence intonation.>

^1;3(11) 10-25-71

<Games and activities: M lately asks C what all the animals say, and demonstrates. Whenever M asks what an animal says, except for "kitty", C says with great glee:>

C: [bababa] " bow-wow ".

<She knows it is wrong in most cases and thinks it is quite a joke to be corrected. When asked about kitty, she says:>

C: miaow .

^1;3(12) 10-26-71

C: eye .

<C has begun to say this spontaneously, pointing to her own eye.>

^1;3(12) 10-26-71

<Barb reports that C took her big doll to the park today and spontaneously gave her rides on the swing, the merry-go-round, the slide, etc.--all the rides that M has put C on. She is getting very attached to the doll and carries her around a lot, offers a bottle to her, puts her in the rock-and-spin chair.>

^1;3(15) 10-29-71

C: baby .

<C says "baby" a lot in situations where it is impossible to tell what she has in mind--no babies or pictures of babies around, nor discussion of them in recent past.>

^1;3(15) 10-29-71

<C is very interested in eyes the last couple of days. Points them out on herself, on M, on F, and in pictures. This morning, she pointed out the eyes in the pictures of herself on the dresser. At the same time as she points, she always says:>

C: [ai] " eye ".

^1;3(15) 10-29-71

<Last night C awoke and couldn't go back to sleep. Spontaneously began a dialogue in her crib after M's visit, using all the following words:>

C: miaow , [bababa] " bow-wow", baby , eye

^1;3(15) 10-29-71

C: [ba:] " blocks " , " box "

<C is beginning to associate [ba:] with "blocks" and "box". In the last few days, she has imitated these words with [ba:] and I think also used them spontaneously. Today she also imitated "bead" for the first time:>

C: [bi] " bead " .

^1;3(15) 10-29-71

C: on , off .

<"On" and "off" are coming in. Pronounced [a] , perhaps with some final sound, slightly nasal or like [h] , but difficult to pinpoint. Same for both words, so it's not clear if she distinguishes them. Uses them in imitation, and also spontaneously, as when F turns the light on and off (she commands the next move). Also, she produced it spontaneously when she was trying to put her pop-beads together.>

^1;3(16) 10-30-71

<Some interesting instances of overextensions:>

<1. C saw a spray can of paint with a picture of a woman on the side, She pointed, saying:

C: baby.

<Similar to thinking the picture on a beer can was a baby. But as I write this, she shows again that she knows in one sense what "baby" means. There is a picture of a mother and baby on the cover of a baby-care book. C points to the baby, saying "baby". C later also pointed to the picture of a bunny on the bottom of a dish and said "baby"

2. C pointed to the glowing red light on a phonograph and said several times:>

C: eye .

<Another time today, she pointed to the pocket on the shirt of the girl painted on her music box and said "eye".>

^1;3(17) 10-31-71

C: miaow .

C: <Comprehension:> cat , kitty

<C's fascination with dogs is waning while a new one for cats grows. Now she "miaows" all the time spontaneously, and "miaows" when I ask her what the doggie says. She pronounces it [n&w] or so. Yesterday, she saw a picture of an orangutang on a magazine cover, said "miaow". Today, she saw the drawn silhouette of an owl on a tree branch and said "miaow". The head and ears did look very cat-like. She responds to both "cat" and "kitty" appropriately with "miaows".>

^1;3(17) 10-31-71

C: <Comprehension:> horse

<In the last few days, C has learned the horse whinney well. Almost always does it when asked "What does the horsie say?". A crazy laugh, similar to the way M does it.>

^1;3(17) 10-31-71

C: on , off .

<C's use of " off" and "on" progresses. The abstractness of the concept is amazing. I'm still not sure if the word(s) are phonetically distinct or the same. She has used them (it) for at least these situations:>

1. In connection with floor lamp and light switches.
2. While putting pop beads together.
3. While pulling her sock off.
4. While putting a lid onto a jar.

5. Trying to get M to open a Q-tip box.

6. Trying to put back together 2 baby Tidy-Ups (foil-wrapped towelettes) she had torn apart.

7. Trying to get M to put the receiver of her toy phone back on the hook.

<The concept seems to have to do with anything that has two parts that can be together or separate. (Use for lights is an exception.) Covers the range of "off-on", "in-out", "open-shut" and perhaps others. Not used for doors, or getting out of a car seat or the like.>

^1;3(17) 10-31-71

<C rediscovered mirrors today. She is experimenting with her own image in a way she never has before. She stands before the mirror and puts her arms up, with her hands on the back of her neck and studies the result. She sticks her tongue out, narrows her eyes, flicks her lip with her finger and "talks" while watching herself. F notes it is interesting that this occurs about the same time as she is beginning to identify with her doll.>

^1;3(18) 11-1-71

C: [O] " on ", " off "

<Produced in these situations today:>

1. C finds two paper cups joined together. Hands them to M, saying this, wants M to get them apart.
2. While C is trying to induce M to put the receiver back on the toy phone.
3. While C pulls her own sock off.

^1;3(22) 11-5-71

<Two new words in the last couple of days:>

<1. Yesterday C pointed to the cupboard where cookies are kept, obviously wanting one. M said "cookie" and C imitated it. Later she

said spontaneously both:>

C: [kiki] <and> [kAki] " cookie ".

<2. M usually says "peek" instead of "peek-a-boo". C has begun to say, with M's intonation:>

C: [bi:] " peek ".

<Games and activities: This accompanies, for example, C's game of squatting down behind the arm of the couch and springing up suddenly.>

^1;3(22) 11-5-71

C: [a(-)] " on , off ".

<This has been used in many situations, e.g.:>

1. Wanting to put the cap on the chapstick.
2. Wanting M to put her dolly in the high-chair.
3. Wanting M to put the yarn on dolly's hair.
4. Wanting M to unfold a newspaper.
5. Wanting to put the knob back on the little T.V.

^1;3(22) 11-5-71

<Games and activities: Today C tried to feed a cracker to her cow, putting the cracker up to its eye. She has put the bottle to its eye before.>

^1;3(22) 11-5-71

C: miaow . <= cat , kitty >

C: [bababa] " bow-wow ". <= doggie>

<C is very impressed with cats just now. Just as every animal used to be "ba-ba-ba", now every animal is "miaow". Even the dogs in her familiar dog book.>

^1;3(22) 11-5-71

<Games and activities C has recently learned to combine turning around with clapping. Does it to music, when M demonstrates and encourages.>

^1;3(22) 11-5-71

<Today as C set her bottle down, turning her attention to a new object, she said:>

C: [ba:] " bottle ".

<This struck me as a new usage (function). Before, "bottle" has been used to point out a bottle or to ask for one.>

^1;3(22) 11-5-71

C: hee haw . <= donkey >

<C has for several days now known that the donkey says "hee haw". Does a rather odd rendition of it. Also can do a horse whinney.>

^1;3(22) 11-5-71

C: no .

<"No" is being used more often now, to resist M's attempts to dress her, etc.>

^1;3(22) 11-5-71

<Yesterday when C was on the phone for the first time, talking to Barb, who was encouraging her, she said:>

C: hi .

^1;3(22) 11-5-71

<C's total spontaneous vocabulary:>

C: daddy

C: mommy

<The latter very rare, usually in imitation only.>

C: Barbie

C: [ba:] " bottle ", " ball ", " block ", " box "

<The last two meanings are quite new, but I think known.>

C: cookie

C: hi

C: bye

C: peek

C: [mo] " more "

C: [mo] " music "

<"Music" is not phonetically distinct from "more". Possibly the same word. C says it when she wants a record to be put on

C: [a(-)] " on ", " off "

<Unclear if two words or one.>

C: [baba] " bow-wow "

C: [niauw] " miaow "

C: hee haw

C: <horse-like whinny>

C: no

^1;3(23) 11-6-71

<When C's bottle was empty, she said:>

C: all gone .

<Also produced when she emptied a group of beads out of F's hands.>

^1;3(23) 11-6-71

<C was playing with beads on the coffee table. Glanced toward F, then went back to the beads. She then said, while turning and walking to F to give him the beads:>

C: daddy .

<As dative; new function.>

%DAT



^1;3(24) 11-7-71

C: [O] " on - off ".

<Produced in several situations today:>

1. As C held up an unopened box of Kleenex, wanting M to open it.
2. Later, in connection with an unopened box of aspirin.
3. When C's music box had stopped, and she wanted M to start it.

M has never used "off" or "on" in this situation.

^1;3(24) 11-7-71

<After C dumped beads out of a box, she said:>

C: [OgO] " all gone ".

^1;3(25) 11-8-71

<C in the bathtub, playing with ping-pong balls. M lined them up on the back-splash and gave C one or two. C, wanting another, said:>

C: more .

<M gave another and C said "more" again, until she had them all.

Cognition and memory: Later M was describing this episode to F, in his study. C pointed up to the place where the ping-pong balls had been kept before F gave them to C, and said:>

C: more [ba ba] " more ball , ball " (?)

^1;3(26) 11-9-71

C: <Comprehension:> lip

<C picked up a paper clip. M labelled it. C immediately began "flipping" her lip. She heard the "lip" embedded in "clip". For several days now she has used a finger to vibrate a lip when told to "flip your lip" or when asked "where's your lip?".>

^1;3(26) 11-9-71

<C picked up a key from the bowl on M's desk and said:> C:

[gi:] <or> [ki:] " key ".

<(If [k], then it was unaspirated.) This hadn't been modelled for some time, perhaps several days. First time I've heard her say it.>

^1;3(27) 11-10-71

<C pushed her dolly over in the crib and said:>

C: [nai] " night ".

<We always say "night-night" to her when she goes to bed.>

^1;3(27) 11-10-71

<C was looking through the bowl which contained coins, keys, buttons.

Picked up a button (same general context as when she picked up a key last night), and said:>

C: key .

^1;3(27) 11-10-71

<C was looking at a mole on M's stomach, and said:>

C: [mo] " mole ".

<M has labelled this before. C's words for "more", "music" and "mole" are indistinguishable phonetically.>

^1;3(28) 11-11-71

C: [a:] " hot ".

<C said this today when she was given a dish of warm meat. A few days ago she said it while indicating the cold stove. We have often warned her to stay away from the stove when it has actually been hot. C has often imitated "hot" in the past.>

^1;3(28) 11-11-71

<C was looking through beads, found M's earring and held it toward M's ear, saying:>

C: [O:] " on - off ".

<Later, M was playing, pulling her hair over her face. C said, trying to get M to take her (M's) hair off her face:>

C: [O:] " on - off ".

^1;3(28) 11-11-71

<C stroked her mattress just after M took the sheet off, saying:>

C: all gone .

<This is also used in connection with boxes recently emptied by C.>

^1;3(28) 11-11-71

<Games and activities: Today C learned how to flush the toilet and to turn the T.V. on and off. She has been able to work the sound and color knobs for some time.>

^1;3(29) 11-12-71

<Games and activities: C and M had been playing with packs of gum, stacking them on the arm of the sofa. C would pretend to touch them with both hands, then draw back at the last minute. Finally, she touched them and knocked them off. They went over the side, and C said:>

C: all gone .

^1;3(29) 11-12-71

C: [bi] <and> [bE] " bear ".

<C knows "bear". For a week at least, she has been able to say "bear", and then touch the bear painted on her cup. Today she saw her teddy bear on the floor and ran toward it saying:>

C: [bi] " bear ".

^1;3(30) 11-13-71

<C was putting coins between M's toes, then pushing them through. When they would all fall out on the floor, she'd say:>

C: all gone .

^1;3(30) 11-13-71

<We bought C a spring-horse today. She learned to get on and off the one at Dot's (her babysitter) by herself a few days ago, and loves to ride. As F was assembling it she began to imitate "horsie":>

C: [owi] " horsie ".

<I think she knows the word, although I'm not sure if she produced it spontaneously at all.>

^1;3(30) 11-13-71

<C had several coins, a button and a bead in her hand. Said:>

C: [ma:i] <and> [mAnA mAnA] " money ".

<Then she said [ma:i] several times more. M has lately been teaching "money" in connection with coins. C has been playing with a bowl containing coins, buttons and keys.>

^1;3(30) 11-13-71

C: [O] " on - off ".

<C continues to expand the contexts in which she says this.

Today, she used it:>

1. when she wanted to get either on or off her new horse.
2. to indicate that she wanted M to put the pieces back in her new spongy circular puzzles.>

^1;3(30) 11-13-71

<While pointing to F's beer can, C said:>

C: baby .

<She was happy when she got it. On 10-22-71 she pointed to the picture on the beer can, calling it "baby". It reminded her of the picture on baby food jars.>

^1;3(30) 11-13-71

<Games and activities: C is learning to tease. This morning she would peer eagerly into M's cereal bowl, then pull away and squat down as soon as M offered her some. When the spoon was retracted, she'd spring up again and act interested. Other similar sorts of teasing have taken place recently as well.>

^1;3(30) 11-13-71

<When we get ready to go out, C stands near the front door and says:>

C: [a] " out ".

<I think she is saying the word "out".>

^1;3(30) 11-13-71

<While sitting in her high-chair today, C tapped on her bottle, then tapped on the dishwasher, saying both times:>

C: [ba:] " bottle ".

<She knows that bottles, particularly the nipple parts, are to be found in the dishwasher, although she couldn't see them at that moment. She calls nipples and nipple rings [ba:], as well as whole bottles.>

^1;4(0) 11-14-71

<While sitting on her horse, leaning slightly to one side, C said several times:>

C: [da] " down ".

M: do you want to get down?

C: no .

<Then lurched upright again. A few minutes later, she said [da] again and seemed satisfied when M took her down. First time I've noticed the use of "down".>

^1;4(0) 11-14-71

<C definitely knows "dolly", at least as of today. She has on several occasions pointed to the big doll (Lucy) and said:>

C: [da:i] " dolly ".

<She also called the stuffed tiger "dolly".>

^1;4(0) 11-14-71

<C sitting in the back seat of the car, M and F in the front. C was fishing through a bag of toys, came up with a book and began to say:>

C: [bU , bU] " book , book ".

^1;4(0) 11-14-71

<As we went into a nursing home to see Aunt Jeanette, C pointed to one of several chairs lined up in front, and said:>

C: [dEA] " chair ".

<Phonetically approximate.>

^1;4(1) 11-15-71

<On a walk today, C came out with two new words:>

<1. C walked alongside parked cars, touched each and said something similar to:>

C: [kai] " car ".

<2. C and M sat in a gravel drive. C asked M to take her shoes off, and then put them on, etc. Finally she said several times:>

C: [du:] " shoe ".

^1;4(1) 11-15-71

<Whenever C wants to get off her horse, she continues to say:>

C: [da] " down ".

^1;4(1) 11-15-71

<C continues to say "all gone" in new situations. E.g., she had taken the pegs out of her pounding board and laid them on the board. Then took them all off the board and announced:>

C: all gone .

^1;4(2) 11-16-71

<Andrea and Mary came over this morning. It's the first time another child has been here to play with C for a long time. C has definitely changed since the last time. Now she is concerned when a toy of hers is taken, tries to wrench it back, whines and gets upset if she can't get it. In the afternoon, while Barb was here babysitting, Christy P., the little girl from next door, came over. Barb reports much hassling over toys, e.g., C.P. picks up a dolly, C wants the dolly. C.P. puts down the dolly, picks up the bear, then C wants the bear. C rode on her horse, C.P. wanted a turn. The more she held out her hand and asked for a turn, the harder C rode. This would start again after stopping if C.P. showed signs of interest. We are definitely entering a new phase.>

^1;4(2) 11-16-71

<The first thing C did when Andrea came to visit this morning was point to her face and say, very excitedly:>

C: eye .

<She has a thing about eyes, talks about them constantly.>

^1;4(4) 11-18-71

<C, trying to get M to put her (M's) coat on, says:>

C: [O] " on - off " .

^1;4(4) 11-18-71

C: daddy . <= glasses >

<C definitely calls glasses "daddy". I have been noticing this lately, now it is too clear to miss. Today, we were next door at the P.'s. C saw a pair of glasses on the shelf, said "daddy". She calls her own glasses and mine "daddy" too, so it is not just thinking all glasses are daddy's.>

^1;4(4) 11-18-71

<C looked at a picture of a baby with bare feet. Then touched her own shoe and said:>

C: [du] " shoe ".

^1;4(4) 11-18-71

<When M came home from work today, C began agitatedly indicating the refrigerator, saying repeatedly:>

C: [ai] " ice-cream ".

<M at first didn't understand, since this sounds like C's word "eye".

Finally M thought perhaps C was thinking of the ice-cream cone we had let her lick last night. She had watched F put the container of ice-cream into the freezer. M now got out the ice-cream. C got very excited and ate some with relish. Clearly she was saying "ice-cream".

She hadn't had any ice-cream before last night, for ages.>

^1;4(4) 11-18-71

<C indicated an empty 7-up bottle and said things like:>

C: [kaka] " coke " <or> " coca cola ".

<Most bottles of this type around the house contain coke.>

^1;4(4) 11-18-71

<Tonight M put her coat on to go out for some food. C immediately picked up her coat and wanted it put on. So we all went out, daddy too.>

^1;4(5) 11-19-71

<At breakfast, C was sitting in her highchair having cereal and a bottle.

She finished the bottle, laid it down on its side, and said:>

C: [nai] " night ".



^1;4(5) 11-19-71

<Games and activities: At breakfast, C began to play a teasing game with M.

She would set her bottle down, then snatch it up and stick it in her mouth when M approached her mouth with a spoonful of cereal. Then M began snatching the bottle out of C's mouth and stuffing the cereal in. C thought that was very funny. She would wait in anticipation for the bottle to be snatched.>

^1;4(5) 11-19-71

<Today we went next door to the neighbor's back yard. C saw Christy P., their little girl, briefly at the door. She began climbing the stairs, saying:>

C: [titi] <or> [titti] " Christy ". (?)

<They then enjoyed swinging together.>

^1;4(5) 11-19-71

<For several days now, C has been putting her dolls and animals to bed, usually at M's suggestion. She covers them with a blanket, kisses them and says:>

C: [nai] " night ".

<M suggests these procedures verbally but doesn't indicate what C is to do.>

^1;4(5) 11-19-71

<Today C began saying, in connection with M's coat:>

C: [go] " coat ".

^1;4(6) 11-20-71

<C said many times today, while indicating coats:>

C: [go] " coat ".

^1;4(6) 11-20-71

C: shoe .

<C has begun to pronounce "shoe" much better; she starts it with a palatalized sibilant now.>

^1;4(6) 11-20-71

<When M wiped C's bottom with a "Baby-Tidy-Up", C struggled and said:>

C: [ko] <or> [go] " cold ".

<I'm sure I've said "Is it cold?" during this procedure. Of course, it's not clear that C has any idea what "cold" means.>

^1;4(6) 11-20-71

<M took C next door to swing. The P.'s were away. C sat at one end of a swing she and Christy P. had shared yesterday. She pointed to the other seat and said (approximately):>

C: [titi] " Christy ".

^1;4(6) 11-20-71

<Tonight C came rushing into the living room clutching a stuffed cow that she had found after a lapse of several days; said several times:>

C: [gaw] <or> [go] " cow ".

<This has been modelled often in connection with this cow, but not for days, and it has never been imitated.>

^1;4(6) 11-20-71

<In the evening, C, M and F played tag. M held C and chased F around. When we stopped, C said:>

C: more .

<She certainly has a generalized idea of "more" by now.>

^1;4(7) 11-21-71

<In the early morning, M gave C a bottle on the bed in her room. After she finished the bottle, C held up the cow she had been holding and said:>

C: [zi 'go] " see cow ".

<Syntax: This perhaps was accidental, but it certainly sounded like a two-word combination. For a couple of days, C has imitated M saying "see" as [zi]. (But see later note on this, 11-28-71.)>

^1;4(7) 11-21-71

C: <Comprehension:> up

<C was playing near the dishwasher door, which was down. M told her several times to push the door "up", without demonstrating. C eventually did so.>

^1;4(7) 11-21-71

C: <Comprehension:> mole

<C was squatting. M said "Where's C's mole?". C pointed to the mole on her thigh. M then said "Where's M's mole?". C pointed to the mole on M's chin. This surprised me since C has mostly noticed moles and heard the word said in connection with the mole on M's stomach.>

^1;4(7) 11-21-71

C: cold .

<C repeated her rendition of "cold" when I wiped her bottom with a Tidy-Up, like yesterday.>

^1;4(8) 11-22-71

<For several days now, C has been saying:>

C: [rai] " ride ".

<Her [r] is a little like [w] . (Note: later I decided it was [w], not [r] at all.)  
She first said it while she was struggling with her kiddicar, which is interesting, since I have rarely said it in connection with that, but more often for her rock-and-spin chair, her walker, her wagon, her horse. She quickly began to say "ride" in these contexts too. Today while I tried to get C off for a nap, she got out on the patio, climbed in her wagon, and said "ride" expectantly, hoping that someone would come and pull her. Also, while riding in her rock-and-spin chair, she leaned out toward her teddy bear, saying "ride", and was happy when M gave her the bear so he could ride too.>

^1;4(8) 11-22-71

<C was pretending to give the bear her bottle. Had held it up to his nose several times. Finally she said:>

C: more [ba:] " more bottle ".

^1;4(8) 11-22-71

<C got excited at the sight of M's and F's coats. She kept touching them, saying:>

C: [go] " coat ".

<Touching daddy's coat (daddy was in the next room), C said:>

C: daddy .

%POSS

^1;4(8) 11-22-71

C: daddy . <= daddy , mommy >

<C also says "daddy" when she hears a car door slam, or the floor creak--i.e., when she thinks daddy's arrival is imminent. She still says "daddy" for mommy as well.>

%AG

^1;4(8) 11-22-71

C: [dju] " juice ". <Imitated>

^1;4(10) 11-24-71

<(Today we went to Aspen to spend Thanksgiving with C's uncle Jer, Aunt Ange, and baby cousin Emily.) While putting a telephone receiver to her ear, C has started to say:>

C: [yow] " hello ".

<Today she saw only the cord of a telephone that was in a cupboard, said "hello", and put her hand to her ear. Yesterday she did the same when she saw someone using a phone on T.V.>

^1;4(10) 11-24-71

C: <Comprehension:> back

<M pointed out and named the "back" of a tiny doll. C then reached for her own back, then looked at M's back and put the doll up to it. Evidently she associates "back" with a "piggyback ride".>

^1;4(10) 11-24-71

<C had a sip of a milkshake and said:>

C: [ha] " hot ". <= cold >

<She must have noted its extreme temperature, but only had one word available to describe temperature. (Note recent use of "cold" in connection with moist towelettes on her bottom; this has not generalized beyond this context.)>

^1;4(11) 11-25-71

<We came back from a trip in the car without daddy. C said before we entered Jer and Ange's apartment:>

C: daddy .

<Then she went to the chair in which F had been sitting when we left, patted the seat, and said "daddy" several times. Then she pointed to the closed bathroom door, saying "daddy". A little later, while in her crib, C pointed to the sleeping bag in which F had slept the night before, saying:>

C: daddy .

<M pointed out that both mommy and daddy had slept there. C continued to point, saying both:>

C: mommy <and> daddy .

^1;4(11) 11-25-71

<C offered M a cookie, saying:>

C: [bai] " bite ".

<"Bite" had been modelled by M in the interaction with the cookie, although not immediately before the utterance.>

^1;4(11) 11-25-71

<Just since today, C has been saying, much more frequently:>

C: mommy .

^1;4(11) 11-25-71

<C has learned how to say:>

C: [now:] " snow ".

<She ate some outdoors which M had given her. When we came in, she opened M's hands, apparently looking for more, and said "snow".>

^1;4(11) 11-25-71

<As we came out of the door of Jer and Ange's new house, C said:>

C: [aw] " out ".

<C definitely knows "out" now, pronounced [aw] . Phonology: She controls the diphthong well now; it has extended to "down". While she was going downstairs with M, she said:>

C: [daw] " down ".

^1;4(11) 11-25-71

<As M lifted C to touch the ceiling above the stairs, C imitated "touch" several times:>

C: [dA] " touch ".

^1;4(11) 11-25-71

<Games and activities: C played a game with all six of us, as we sat around the table (J and A, M and C, M and F). We imitated whatever she did, e.g., raising arms. She was delighted at first, and would check all of us to be sure that we were all doing it. Finally, though, she seemed to get uneasy with all this power, and stopped.>

^1;4(11) 11-25-71

<C is fascinated with her baby cousin Emily's life-style: her bed, her bottle, etc. She kept wanting to get in Emily's crib, then would lie down, saying:>

C: baby .

<Perhaps pretending to be the baby?>

^1;4(11) 11-25-71

<Phonology: For some time, C has prefaced many of her words with some uninterpretable sounds, some of which may derive from "the" or "a". E.g.:>

C: [~andA ba:] " XX bottle ".

C: [dA bEbi] " XX baby ".

<The [dA] part immediately preceding the word is the most consistent. What goes before it is slightly varied. I haven't noticed this [dA] before non-nouns like "on-off", where "the" has never been modelled.>

% ART

^1;4(12) 11-26-71

<In the morning, before F got up, C stood by him and pointed excitedly toward her baby cousin Emily's room, saying:>

C: daddy , daddy , baby , daddy , baby

^1;4(12) 11-26-71

<C looked at some wax circles on the coffee table and said, while shaking her head:>

C: money .

<Yesterday, she had thought these were coins; M had told her they were not.>

^1;4(12) 11-26-71

<While touching a sun-warmed spot on her car-seat, C said:>

C: [ha] " hot ".

^1;4(12) 11-26-71

<C noticed a large picture of a giraffe on her cousin Emily's wall. After being told that it was a horsie, she insisted on being carried over to it and tried to climb on it! Evidently all horsies are to ride, like her horse at home.>

^1;4(13) 11-27-71

<C brought a balloon with her to Jer and Ange's. Before, she has called it:>

C: ball . <= balloon >

<Today while her cousin Emily was playing with it, she said:>

C: [bu] "balloon" ... no no no .

<She didn't want Emily to play with it.>

^1;4(13) 11-27-71

<C pointed to the back door through which some children had come and gone yesterday, saying:>

C: bye [dA] bye .

^1;4(13) 11-27-71

<While C had her own morning bottle, she said, while indicating her cousin Emily's room:>

C: baby [dA ba:] " baby [dA] bottle ".

<M had probably told her earlier that the baby was having a bottle.>

^1;4(13) 11-27-71

<C has been calling the dog:>

C: [dA] bow-wow . <or> wow-wow .

<Another common utterance is:>

C: [&: dA] wow-wow .

<I don't know what the [&:] is.>

^1;4(13) 11-27-71

<C is trying to put cards in a box:> M:

fit them in the box.

C: [ow dA ba:] " XX [dA] box .



^1;4(13) 11-27-71

<C looked up into her cousin Emily's crib, wanting to get up, and said:>

C: [da] " down ". <= up >

<She doesn't yet have a word for "up".>

^1;4(13) 11-27-71

<Again today C tried to climb on the giraffe in the picture.>

^1;4(13) 11-27-71

<Before going to bed, C kissed her uncle on the lips, then had to kiss everyone on the lips several times and was very excited about it all.>

^1;4(13) 11-27-71

<After going to bed, C carried on a long dia- and monologue with M, thinking of all the things that had happened that day. E.g.:>

C: bow-wow . snow . bow-wow . <etc.>

<In the same conversation, M told C how we had put on her hat, coat, etc. C now put her hand to her head and shook her head, saying:>

C: [O] " on ".

<indicating that she was not now wearing a hat.>

%NEG

^1;4(14) 11-28-71

<When talking about a car, C said things like:>

C: [zi ka:] <and> [as ka:] " XX car ".

<Earlier when C said [zi gow] once (see 11-21-71), I interpreted it as "see cow". Now I no longer think this is really "see". "See" does not occur independently.>

^1;4(14) 11-28-71

<C holds up her empty bottle while in the crib in the morning, saying:>

C: more ... all gone .

^1;4(14) 11-28-71

<In connection with telephones, C now says:>

C: [Eyow] <rather than> [yow] " hello " .

^1;4(15) 11-29-71

C: [jai] " light " .

<Imitated several times. I think C now knows this independently too, although I don't have any instance of a totally spontaneous utterance.>

^1;4(15) 11-29-71

<On our way home from Colo., for the first time today C was fascinated looking out of an airplane window. Listening to and looking at the engine, she said:>

C: [ka] " car " .

^1;4(16) 11-30-71

C: [now:] " snow " .

<C produced this word, which she learned on our recent trip to Colo. (see 11-25-71) 3 times: while she was looking at (1) her horse's tail, (2) part of a toy boat, and (3) a flannel bed pad, all white objects. Note that overextensions do not normally take place on the basis of color!>

^1;4(16) 11-30-71

<C said today for the first time:>

C: [sa:] " sock " .

<Imitated, first use. Before, she has just called socks "shoe".>

C: shoe <= sock>

^1;4(16) 11-30-71

<During lunch:>

M: Do you know who's coming to take care of you this afternoon?

C: Barbie .

<Later M said:>

M: Barbie will take care of you.

C: [kE] " OK ".

^1;4(16) 11-30-71

C: [kE] " OK ".

<C has been responding to many sentences today with [kE] . E.g.:>

1. M: Do you want to go see daddy?

2. M: Mommy will fix you a bottle. <after much begging from C.>

3. M: You want a bottle? <after much begging from C.>

^1;4(16) 11-30-71

<During dinner, C held up her spoon and said:>

C: [pu:] " spoon ".

<Later, she was in bed and heard F drop some silverware. She leapt up, saying [pu:]. She then was brought out of the room and began to look all around on the floor for the spoon.>

^1;4(16) 11-30-71

<During her bath, C turned her boat over so all the pieces fell out; said:>

C: all gone

^1;4(17) 12-1-71

<The 5 want M to keep writing, says:>

C: no .

^1;4(17) 12-1-71

<After M had modelled "see car" several times, C imitated as:>

C: [a:zA ka:] " see car ".

<See 11-28-71.>

^1;4(17) 12-1-71

<C, playing with a spoon in her glass, says:>

C: [dA p~u:] " XX spoon ".

^1;4(17) 12-1-71

C: [I:] " ear ".

<Imitated, first use. [I] is high, but not [i].>

END OF CHR02 (SECOND CHRISTY FILE)

