Examining Parents' Interactions with Their Children During Literacy Activities

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Examining Parents’ Interactions with Their Children During Literacy Activities

Kerianne Frodsham Allsop

A thesis submitted to the faculty of Brigham Young University in partial fulfillment of the requirements for the degree of

Master of Science

Barbara Culatta, Chair
Byran Korth
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Department of Communication Disorders
Brigham Young University
July 2013

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The purpose of this study was to examine the nature of conversational interactions between parents and their children during early literacy instructional activities. Parents engaged their children in interactions within hands-on activities designed to teach specific literacy skills as part of a kindergarten project entitled Systematic and Engaging Early Literacy (SEEL). Data for this study were extracted from audio and video recordings of parent-child interactions during three targeted literacy activities. Specialized software (LENA Pro) was used to analyze the interactions regarding adult and child use of targeted words (word count) and turn taking. To gain additional information about the exchanges, one exchange from each dyad was transcribed and analyzed using discourse analysis procedures. Findings from this study will be used to determine if children can be exposed to frequent and salient examples of targeted word patterns while engaging in playful and reciprocal interactive exchanges with their parents.

Keywords: literacy, early intervention, family literacy, intensity of instruction, engagement, natural language environment
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Introduction

Research indicates that children entering kindergarten and first grade with early literacy deficits are at risk for future academic difficulties (Catt, Fey, Zhang, & Tomblin, 2001). In response, many different interventions and strategies have been introduced in the classroom to enhance literacy instruction and address the needs of at-risk learners. Examples of strategies and interventions include supplemental small group activities, extended literacy time, and the mandated use of research-based programs like Targeted Reading Intervention© (TRI) and Read Naturally™. Despite the implementation of these different intervention programs, there are significant constraints on time and means available to provide interventions at the school level. It is nearly impossible to provide one-on-one interventions, or set aside enough time to effectively teach students who are demonstrating difficulty or delays in learning a new concept. An additional way of providing additional literacy intervention for struggling students is through parent involvement. While parent involvement of any kind is encouraged and potentially beneficial, this study will look at a specific at-home literacy program designed to elicit specific literacy targets to ensure that the child in need is receiving meaningful instruction specific to their learning deficits, effectively minimizing or eliminating delays in the classroom.


Review of Literature

Learning to read is dependent on encountering frequent opportunities to recognize phonetic patterns and to practice the decoding process. With limited time available in kindergarten classrooms, particularly with half-day programs, teachers are compelled to find ways to supplement practice opportunities. This review will address parent involvement in facilitating children's early literacy skills.

Benefits of Involving Parents in Early Literacy Facilitation

Parental involvement in education has been found to be positively associated with child academic success (Gutman & McLoyd, 2000). Indeed it has been shown that when parents encourage their children to do well in school, participate in activities, and show interest at home about school, this positively impacts children's achievement, attitudes, and aspirations (Epstein, 2004). According to Henderson & Berla (1994), "the most accurate predictor of a student's achievement in school is the extent to which that student's family is... to... become involved in their child's education" (pg. 155). Parent involvement has been shown to accelerate learning (Epstein & Salinas, 2004), promote positive attitudes towards school and learning (Gonzalez-DeHass, Eillems, & Holbein, 2005), and even improve a child's behavior during school (Sanders, 1998).

Numerous studies have highlighted specific aspects of parental involvement in that improve children's academic successes. A meta-analysis conducted by Patall, Cooper, and Robinson (2008), involved 14 studies that looked specifically at the importance of parent involvement during homework. Their analysis showed that parent involvement in homework resulted in higher rates of homework completion, fewer homework problems,
and improved academic performance among elementary school children. A meta-analysis by Fan and Chen (2001) finds moderate associations between parent involvement and an array of learning-related or academic skills, such as achievement motivation, task persistence, and receptive vocabulary during preschool and kindergarten. In light of research that illustrates the value of parent involvement, early childhood education programs have increasingly involved parents in the intervention level (Patall, Cooper, & Robinson, 2008; Senechal & Young, 2008).

**Roles Parents Can Play in Literacy Development**

In considering implementing a parent involvement program it is helpful to understand more about what is known about the role parents can play in instruction, as well as which aspects of parent involvement lead to these benefits and positive outcomes. There are many ways in which parents can be involved in their child’s education including, school-based involvement, home–school conferencing, and home-based involvement (Hill & Craft, 2003). School-based involvement includes volunteering in the classroom, being a chaperone on field trips, helping out with a class party, etc. Home-school conferencing includes attending parent teacher conferences and involves “communication between parents and teachers or other school staff regarding children’s academic achievement, enjoyment of school, and rate of progress” (Senechal & Young, 2008). Home-based involvement has been found to be one of the most effective options for effectively involving parents that leads to positive academic success (Epstien, 1995). Home-based involvement requires parents to actively encourage their children to engage in learning in the home setting and providing learning opportunities for their children. Parents might do this by reviewing their child’s homework with them, or engaging their children in activities that
support what their child is learning in school. There are many simple things a parent can do at home to help their child build necessary skills to succeed in school. Singing songs and playing with a child, in addition to reading stories to them help the child to develop phonological awareness, which is an important concept essential to literacy learning (Saracho, 2008).

**Nature of Effective Parent-child Interactions**

While research illustrates the value of involving parents in instruction, few studies focus on the quality and type of interactions parents have with their children when teaching literacy skills. The existing research has focused primarily on the role of parent interaction on children’s language and print awareness. In a study done to assess the impact of adult-child conversation, researchers found that “adult-child conversations were robustly associated with healthy language development. Parents should be encouraged not merely to provide language input to their children through reading or storytelling, but also to engage their children in two-sided conversations” (Zimmerman, et al., 2009). Activities that are effectively planned and well implemented resulting in a higher quality interaction have been shown to have substantial benefits to children (Henderson & Berla, 1994). Research, like this, suggests it is the quality of parent-child interactions, like facilitated play, that is important for children’s development of literacy.

Engaging in activities that are playful and meaningful is critical to a child’s success to become a reader (Justice & Kaderavek, 2004). Engagement has been referred to as the active component of positive learning, which “includes attention, persistence, flexibility, self-regulation” (Hyson, 2008; Ponitz, Rimm-Kaufman, Grimm, & Curby, 2009). Culatta (2011) further defined “playful instruction” that includes eight key components:
intonation, shared laughter, exaggerated interactions, facial expressions, balance parent with child talk, engagement, emotional connection, and parent responsiveness.

In such research suggests that it is the quality and type of interactions a parent has with their child in developing literacy skills, including engaging children in activities that are playful and meaningful. Systematic and Engaging Early Literacy (SEEL) is a literacy program that has been developed to facilitate and elicit playful interactions that build language and literacy skills. The purpose of this study is to look at the nature of conversations and types of interactions parent and child dyads have during a SEEL activity that is designed to facilitate and elicit playful and meaningful interactions that build the language and literacy skills. The research will address the need to describe parent-child conversations during at-home literacy activities and their ability to facilitate a SEEL activity, focusing on the interactions of the parents and children involved. This study will be looking at the extent to which parents and children have equal mean length of turn (MLT) as defined by number of words per turn, the extent to which they have equal amounts of talking, who in the dyad is doing most of the talking, how much back and forth turn taking occurs during a literacy activity session, and the number of times target words occur and are used by the child and parent during a literacy session.

**Methods**

This study was conducted as part of a larger literacy project involving three kindergarten classrooms in an elementary school in Provo, Utah. The literacy project, Systematic and Engaging Early Literacy (SEEL), was designed to provide children with highly interactive activities for learning phonological awareness and phonic skills (Culatta, 2011).
Setting

This study took place in three kindergarten classes located in Provo, Utah. The kindergarten classes were all based out of one public school categorized as having a majority population of middle class socioeconomic status students. One teacher had an a.m. and p.m. half-day classes and one teacher had a whole day class.

Description of SEEL

The teachers in the participating classrooms adopted the Systematic and Engaging Early Literacy approach to literacy instruction in their classrooms. After intense modeled exposure to the targeted word patterns in a particular activity, children were given playful opportunities to practice reading and writing targeted words. For example, an activity designed to teach children to read words ending in -ip consisted of making an art project pizza out of paper where children got to flip dough, clip and snip veggies, tip and drip sauce (red paint), and rip strips of pepper and cheese. After engaging in the experience, children encountered decodable texts and story frames related to the experience that permitted them to practice reading and writing -ip words.

The SEEL project contained a parent program as well as in-class instruction that consisted of both sending home hands-on engaging literacy activities and having parents conduct supplemental instructional activities in the classroom. Like the teacher-implemented experiences, these activities were designed to provide opportunities for children to practice targeted phonological awareness and phonics skills within interactive exchanges. An example of a such an activity is one in which the parent and child (or children in the case of in-class implementation) play with yucky muck (sticky play dough), let ducks and trucks get stuck in the muck, suck written words with a straw and place them
in the muck, and then read and write about what they did using the words ‘stuck, muck, yuck, truck, and duck’.

**Participants**

All parent-child pairs that qualified for the study were used. Three parents and their children from the kindergarten classrooms that participated in SEEL were included in this project. Two pairs came from the whole day kindergarten class and one parent-child pair came from the a.m. half-day kindergarten class. The criteria for selection and descriptions of the participating dyads follow.

**Criteria for selection.** Four criteria were used to identify subjects. They were language spoken in the home, academic performance, hearing screening results, and permissions granted.

In terms of language spoken at home, a decision was made to include only parent and child pairs who speak English as their primary language, to rule out any potential of a students delay being the result of limited English proficiency. Each parent confirmed via a phone interview that English is his or her primary language spoken in the home.

In terms of academic performance, children were identified on the basis of a Response to Intervention (RTI) framework (known as tiered instruction) where children needing additional support but not intensive adapted instruction were selected. Children in this study were categorized as Tier 2, which consists of children who fall below the expected levels of accomplishment and are at some risk for academic failure. Children at Tier 2 receive additional instruction and support, most often provided in small groups that can be conducted by aides or parents. To determine which children were in need of
additional support, children participated in assessments at the beginning of the year. Teachers at the elementary school initially used children’s performance on Dynamic Indicators of Basic Early Literacy Skills® (DIBELS®) as well as Provo School District Kindergarten Assessment to place the children in appropriate tiers. In addition, subsequent performance in instruction and periodic reassessments resulted in adjustments in the tiered categorizations later in the school year. Children participating in this study were identified as needing Tier 2 supports at the beginning of the second semester of their kindergarten school year.

In terms of hearing screening results, only children who passed the hearing screening at 20dB in both ears were eligible to participate in this study to rule out any delays secondary to hearing deficits, assuring that all students have the capability and opportunity to hear the instruction given to them, and that any delays are not secondary to hearing difficulties. Each child participated in a hearing screening at the elementary school in August 2010, administered by the school’s speech-language pathologist.

In terms of consent, parents must have returned a signed consent slip giving permission to participate in this study. The permission slip provided consent for both the parent and their child to be recorded while participating in a SEEL activity.

**Description of participating parent-child dyads.** Three parent-child pairs met the criteria for selection, and all three dyads participated in the study. Each dyad will be referred to as Dyad A, B, or C for the purpose of this study. Dyad A consisted of a father-son pair. The son was a student in the full-day kindergarten class. The father worked full-time and earned his bachelor’s degree in business. Dyad B consisted of a mother-daughter pair. The daughter was also a student in the full-day kindergarten class. The mother worked part
time and had an associates degree in accounting and finance. Dyad C consisted of a mother daughter pair. The daughter was a student in the a.m. half-day kindergarten class. The mother had attended college but had not yet earned a college degree. Each child was six years of age at the time of the study. None of the parents had a background in literacy or early education.

Both of the mothers (Dyads B and C) had previously participated with SEEL activities and engaged their daughters in SEEL activities at home. The father (Dyad A), however, had not conducted the SEEL activities at home with his son prior to this study. In the father’s case, his wife had conducted the SEEL-at-home lessons and had agreed to participate in the study; however, due to unforeseen circumstances she was unable to participate. While the father volunteered to take her place, and was aware of the at-home activities, he had not previously participated in them with his son.

**Instructional Activities**

Three instructional activities were created for parents to present to their children. The lessons contained props, simple written instructions, texts for reading, and sheets of paper for practicing writing. Each of the lessons highlighted a target short vowel word ending (-op, -un, and -in). The activities were designed to create an interactive and playful context that would elicit frequent use of target words that exemplified a targeted word ending. After the activity component a writing component was encouraged to practice writing the targeted word ending. In addition to the frequent aural exposure, each activity provides opportunities to practice reading and writing the specific word endings.
The first activity called *Fun Run* focused on the \-un word ending. On one end of the room was a pile pictures on strips of paper that were either a sun or a bun (like a cinnamon bun). On the other end were two empty containers, one for suns and the other for buns. The child and parent had to run for fun to the pictures, choose a bun or a sun, and then run to put it in the right container.

The second activity, *Stop Cop*, focused on target \-op words. It consisted of designating a person to be a cop who could make others hop, chop, mop, flop, and eventually stop when the cop held a “Stop” sign. Parents and children would repeat this activity as desired allowing for optimal exposure to the target words.

The final activity was *Spin to Win*, which focused on target \-in words. The parent and child were given a bingo-like sheet with pictures and written words for *shin, bin, fin, pin,* and *chin.* The parent and child took turns to spin a spinner that had pictures of a shin, chin, bin, and a pin. Whichever picture the arrow landed on, the parent and child would take a game piece with the word “win” on it and set it on top of the appropriate picture. When one player completed a row they would shout, “I win!”

In addition to the interactive experience, the students encountered decodable stories to read and write related to each experience. The instructions indicated that the parent should help their children read the text after engaging in the activity. For specific instructions and materials for the activities used see Appendix A.

For the purpose of this study only the lesson *Spin to Win* was analyzed and used for data collection. This was the final lesson administered and provided the most natural behaviors in each of the dyads due to the familiarity of the routine, being recorded, and
nature of the study. These behaviors best emulated what we can presume typically occurs at home, which is where these lessons usually take place.

**Data Collection**

Samples of parents interacting with their children during supportive literacy activities constituted the data for this study. Interaction samples were collected in the school at the end of the child’s school day on three different occasions scheduled one week apart. Due to unforeseen conflicts of time, some parents required rescheduling sessions resulting in two activities done a couple of days apart (i.e. one session on Monday and the second on Thursday).

When other siblings usually participated in the at-home literacy activities, these children were invited to come to the school and engage in the activity there as well. Two of the three parent-child pairs brought along younger siblings (Dyads A and C).

**Obtaining interaction samples.** On the day arranged for data collection, a BYU student serving as a research assistant met parents and their children outside of the kindergarten classroom. The student thanked the parent and child for participating and then walked them to a tutoring room near the classroom. The tutoring room, which occupied half of a portable trailer, was approximately 50 yards from the student’s kindergarten classroom. The room contained a table and chairs set up for the activity. Lesson materials were provided in a manila folder on the table. See Appendix A for a copy of the materials used.

Once in the tutoring room, parents were shown the lesson materials and told how the session would proceed. Parents were asked to conduct the activities in a way that
approximated how the children encountered similar SEEL activities in the home. The instructions provided to the parents were as follows:

Today you are going to be engaging your child in a SEEL activity called [Insert name of activity]. This lesson reinforces a skill that your child has already been introduced to in the classroom. We would like to see how you would normally engage your child in this lesson at home. As discussed, this session will be recorded. After I turn this recording device on I will place it in this vest that your child [point to child] will wear throughout the activity.

Because this device uses specific software to analyze each session, it is important that you engage your child for a minimum of 10 minutes. I will cue you when 10 minutes are up by opening the door. Just because 10 minutes have passed does not mean that you need to stop engaging your child in the activity. If you are in the middle of an idea continue to go with it and let your interactions with your child naturally come to an end. There is no maximum time limit. As long as you and your child are both engaged, please continue to play with your daughter (or son) as you would at home. All of the materials you will need are here on the table. Do you have any questions for me before we begin?

Once the parent and child were oriented to the task, the examiner started recording and left the room.

**Recording the samples.** Two instruments were used to record the samples: a video camera and Digital Language Processor (DLP), a device designed specifically to capture parent-child interactions. The digital video camera, situated on a tripod, was placed in the room 20 feet away from the table where the activity materials were located. The
camera was intentionally placed at a distance from the participating dyad to be unobtrusive and to capture any interactions that might occur if the parent and child moved away from the table. For one activity that was more stationary in nature (Spin to Win), the camera was placed closer, approximately seven feet from the table, but was behind a bookshelf to remain unobtrusive.

The DLP is a key instrument of the Language Environment Analysis (LENA) and functions as a digital audio recorder to capture interaction samples for later computerized analysis. The DLP is a thin rectangular shaped device with a perimeter similar to that of a credit card, about ½ inch thick, weighing only two ounces. The DLP has two buttons, one for turning the device on and off and second to start/stop the recording. There is a small digital screen on the front that displays the length of the recording time.

The children wear the DLP inside of a specifically designed vest that allows for the DLP to be a precise distance from the child’s mouth at all times. Because of precise location from the recorder (with the child being closer to the microphone), the software is able to distinguish between the kindergarten-aged child and the parent.

**Transcribing the samples.** Transcriptions of each session were done to allow for further analysis of the nature of the exchanges that occur during each activity. Transcriptions were done by the researcher, Kerianne Allsop. To ensure the reliability of each transcription, a graduate student reviewed the transcript with the recording to ensure that the recordings were accurately transcribed. The transcriptions included adult and child utterances, as well as descriptions of non-verbal responses and behaviors and notations of stress, intonation, and clear affect conveyed in facial expressions and other affective behavior (laughing, smiling).
Data Analysis

Data analyses consisted of describing adult input and child engagement, inspecting information generated by the Lena (amount of talking and number of turn exchanges), as well as looking at the frequency of the target words generated during the entire lesson, the activity component as well as the writing component broken down further into average target words per minute. Data included which members of the dyad are controlling the conversations as well as who is generating the majority of the target words (i.e. the parent or the child). Data was only analyzed from the *Spin to Win* activity, as this was the final activity recorded and the participants at this point were the most natural and acclimated to doing the activity while being recorded. This allowed for the sample to be most similar to the types of interactions one would observe in the home while not participating in the study.

**Descriptions of the interactions.** Information about the nature of the exchange was obtained by making calculations and notations during on-line observations of the video recordings. The observations and notations provided information in terms of the degree to which the children and parents were engaged, the extent to which there was focus on or opportunity to practice using target words. Any critical incident reflecting playful and reciprocal exchange was noted in the transcriptions.

In addition to observing for engagement, all instances of target words used by the parent and child were counted. The frequency of target use was contrasted between partners (parent vs. child) within dyads, across dyads (one dyad compared to another), and between aspects of the tasks within each activity (the hands-on exploration vs. the reading and writing portion of the activity). Calculations of target words revealed the frequency
with which children were exposed to examples of the literacy pattern and the frequency in which the child was exposed to the word ending targeted within each lesson.

**Evaluation of DLP data.** The DLP, in addition to its recording capacity, contained computer software that analyzed the recorded samples. After each session the recording was downloaded onto a laptop and then analyzed using LENA pro software for number of adult words generated, child words generated, and adult-child conversational turns (number of back-and-forth exchanges). The software provided a total number of adult and child words spoken in five-minute increments, as well as the number of conversational turns between the parent and child in five-minute increments. LENA graphically illustrated the number of words spoken by each participant, as well as the number of back and forth turns by marking different speakers in five-minute increments. Total number of words and turns produced within the time frame of the activity was produced as well as proportion of adult to child talking. The data was charted to permit comparisons across activities, dyads, and portions of the activities (hands-on experience vs. reading and writing).

The data provided information regarding the extent to which the use of language is equitability distributed between the partners. While the parent was expected to produce more language than the child (due to the need for the parent to provide some direction), the analysis or observation of interest is the degree to which or whether or not there is noticeable disproportion in amount of talking. If the parent assumed a very directive interaction style it could be predicted that they also dominated the exchange. Parents who engaged their children with a more interactive style are likely to have children who generate almost equal amount of words.

The number of back and forth turns revealed information about the extent to which children participate in the exchanges. The number of turns can also be viewed across
contexts: the hands-on activity that highlights the sound patterns and the paper and pencil tasks that provide opportunity to practice reading and writing tasks (tasks which partner is doing the most talking and the number of back and forth turns. Earlier, it was predicted that activities and exchanges that are interactive (where the adult and child take reciprocal turns) would have more turn taking than if a parent displayed a directive style.

**Summary**

The information generated throughout the discourse analysis allowed for meaningful interpretation of the nature of conversations and types of interactions parent and child dyads have during a SEEL activity. By describing parent-child conversations during literacy activities, I was able to determine if each activity was successful in facilitating a meaningful literacy activity between a parent and their child.

**Results**

Results stem from the data collected during the *Spin to Win* session. This was the last session recorded, and participants at this point were acclimated to doing the activity while being recorded.

The parents appeared to be more at ease and less concerned about the recording as the sessions progressed. During the first sample all three dyads vocalized to their children that they were being recorded so they needed to stop certain fidgety behaviors and mumbling so the recording would be clear. The second recording had fewer parental comments about the recording and expressed concerns about their children’s behaviors. In the third recording, the parents and children were used to the routine and appeared to participate naturally.
Data collected from each of the individual dyads was organized in terms of frequency of the target word that occurred during the Spin to Win session. Furthermore, a break down of the frequency of target words that occurred during the activity portion of the lesson compared to the writing portion. Averages were calculated for determined the mean length utterances, as well as the average number of target “–in” words per minute. Each session was timed and broken down into two parts, the activity portion and the writing portion so that the percentage of time spent on each portion of the activity could be calculated and compared to the occurrence of target “–in” words in each portion.

Data recorded from the DLP was reported for each Dyad and comparisons between dyads were made. The data were analyzed both in terms of overall or average performance of dyads and in terms of descriptions and patterns notices within each dyad.

Comparisons Across the Dyads

There were many similarities among the three dyads. First, in all three dyads the occurrence of target “–in” words were higher during the activity portion of Spin to Win than during the writing portion. Table 1 details the total number of target words throughout the entire activity session as well as the number of words broken down into the activity and writing portions of the session.

Table 1

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<thead>
<tr>
<th>Dyad</th>
<th>Total</th>
<th>Activity</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>283</td>
<td>205</td>
<td>78</td>
</tr>
<tr>
<td>B</td>
<td>193</td>
<td>128</td>
<td>65</td>
</tr>
<tr>
<td>C</td>
<td>203</td>
<td>147</td>
<td>56</td>
</tr>
</tbody>
</table>
Table 2 presents mean data for the total number of target words per individual within each dyad. There were notably more target words produced during the activity than during the writing portion of the sessions for parents and children except for the child in dyad C. This child actually produced more target words during the writing than the activity portion of the lesson.

Table 2

<table>
<thead>
<tr>
<th>Dyad</th>
<th>Total</th>
<th>Activity</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dyad A Adult</td>
<td>141</td>
<td>126</td>
<td>15</td>
</tr>
<tr>
<td>Dyad A Child</td>
<td>58</td>
<td>45</td>
<td>13</td>
</tr>
<tr>
<td>Dyad B Adult</td>
<td>134</td>
<td>97</td>
<td>37</td>
</tr>
<tr>
<td>Dyad B Child</td>
<td>69</td>
<td>50</td>
<td>19</td>
</tr>
<tr>
<td>Dyad C Adult</td>
<td>160</td>
<td>114</td>
<td>46</td>
</tr>
<tr>
<td>Dyad C Child</td>
<td>33</td>
<td>14</td>
<td>19</td>
</tr>
</tbody>
</table>

Figure 1 details the total number of target words that occurred for each dyad, demonstrating that in each instance the activity elicited the majority of the targeted “in” words. Dyad’s C and D were similarly matched in total number of target “in” words overall, as well as in both portions of the Spin to Win session.
Figure 1. Distribution of target words ending with “-in” during Spin to Win.

As previously demonstrated, when combining total target words for each dyad, in all instances more target words were generated during the activity portion of the session than the writing portion, however, this was not always true for individuals within dyads. In the instance of dyad C, the child produced 19 target –in words during the writing portion, but only generated 14 target –in words during the activity. This was the only individual generating more target words during the writing portion than the activity. See Figure 2.
Figure 2. Distribution of target words ending with “-in” during Spin to Win for the total session.

In all instances the parents generated the majority of the production of the target “-in” words throughout the activity, modeling the target word for their child. The parent that produced the lowest percentage of the target words across the three dyads still produced 66% of the target words generated in the Spin to Win activity, calculated by dividing the total number of target words produced by the parent or child.

**Directive vs. Interactive Parental Approaches**

Each of the parents of the three dyads had a different approach to how they facilitated the *Spin to Win* session. By looking at the individual transcriptions and then comparing the number of interactive vs. directive utterances that occurred throughout each session a majority approach was determined for each dyad. Dyad A, the father-son dyad, for example was mostly directive; telling the child what they needed to do, then asking their child to repeat the target word. There were occasions in the session when the
parent took a more interactive approach, allowing the child to come up with answers that included the target word on their own, though this was not the majority of the session. Dyad B, on the other hand, was mostly interactive with their child. The parent would model the target word, but not ask their child to simply repeat it. The parent’s interactions with her child were playful, allowing for a variety of responses than perhaps a specific answer. The parent in dyad B would often repeat targets in a fun way, either by chanting or singing, until the child would choral the chant with her. In contrast, dyad C was almost completely directive and while she would ask her child “what is this?” or “what is the spinner pointing to” after much frustration with her daughter wanting to spend more time writing than playing, the parent resorted to “say [target word]”, after which the child would repeat it, and the parent would say “good, now say [target word]”.

In the dyads with a tendency toward a directive approach (Dyads A and C), the children produced the lowest percentage of target words. Within the session with the more interactive dyad (B), the child produced the highest percentage of target words when compared to the other dyads. In regards to the parent generating more target –*in* words than the child, the style of interaction did not seem to play a considerable role as in all dyads, even with their different approaches, the parent generated nearly twice as many target words than their children.

**Results for the Individual Dyads**

The results for individual dyads showed greater details on the experience. They are discussed here by each pair: Dyad A, Dyad B and Dyad C.
Dyad A

The parent in Dyad A had a mean length utterance (MLU) of 4.0, nearly twice that of their child who had an MLU of 2.2. This is shown in Figure 3.

![Dyad A MLU](image)

**Figure 3.** Mean Length Utterance (MLU) for Dyad A parent and child.

**Occurrence of target –in words.** Target words consisted of words that ended with –in, for example: *spin, win, bin, fin, shin, pin,* etc. In Dyad A the target words occurred 199 times during the entire *Spin to Win* session, with 171 of them occurring in the activity portion alone. Except for the writing portion, the parent was the prominent producer of the target words for *Spin-to-Win*. See Figure 4.
Figure 4. Occurrence of target words ending with -in over the entire session and broken down by components for Dyad A.

Percentage of target -in words parent vs. child. Throughout the “Spin-to-Win” session for dyad A, the parent produced seventy-one percent of the target words, whereas the child produced 29% of the target words. See Figure 5.
Examining Parents’ Interactions with their Children During Literacy Activities

Figure 5. Percentage of target—in words produced by the parent vs. produced by the child in Spin to Win for Dyad A.

Disbursement of time. When looking at the number of words that occurred during the activity vs. the writing portion one might conclude that for Dyad A the target words were not generated very often during the writing portion. It is important to keep in mind that in this particular session the writing portion only took up 17% of the session, so it would be expected that the target word occurred more often during the activity, as the activity took the majority of the time. In this particular situation the child of the dyad needed to use the restroom, so the parent proceeded through the writing activity more quickly to meet his child’s needs. See Figure 6.

Figure 6. Percentage of time spent on the activity portion of Spin to Win compared to the writing portion for Dyad A.

Average target—in words per minute. Taking into consideration the discrepancy that occurred with the amount of time that was spent on the activity portion of “Spin-to-
Win” in comparison to the writing portion, the occurrence of target words per minute in regards to the activity vs. the writing section was calculated to give a more accurate picture as to the frequency, or rate in which the target word occurred throughout the session. For Dyad A the parent generated an average of 8.45 target words per minute during the activity portion of the session, whereas he only generated an average of 5.06 target words per minute during the writing portion, coinciding with the higher occurrence of the target word during the activity than the writing portion.

However, the child in Dyad A produced an average of 3.02 target words during the activity portion of “Spin-to-Win” but generated an average of 4.38 target words in the writing portion, which is conflicts with the data that the target words were produced more during the activity than the writing portion.

![Average Target -in Words Per Minute](image)

*Figure 7. Average target -in words per minute compared across the entire session as well as broken down into the activity and writing portions of “Spin-to-Win” for Dyad A.*
Results for Dyad B

The parent in Dyad B had a MLU of 5.3, nearly twice that of their child who had an MLU of 2.8. See Figure 8.

![Dyad B MLU graph]

*Figure 8. Mean Length Utterance (MLU) for Dyad B parent and child.*

**Occurrence of Target –in Words.** In Dyad B the target words occurred 203 times during the entire *Spin to Win* session, with 147 of them occurring in the activity portion alone. In both the activity and writing portion of *Spin to Win* the parent generated nearly twice as many target –in words than their child (see Figure 9).

**Percentage of target –in words parent vs. child.** Throughout the “Spin-to-Win” session for Dyad B, the parent produced sixty-six percent of the target words, whereas the child produced thirty-four percent of the target words. This is shown in Figure 10.
Examining Parents’ Interactions with their Children During Literacy Activities

**Figure 9.** Occurrence of target words ending with –in over the entire session and broken down into the activity component and writing component for Dyad B.

**Figure 10.** Percentage of target –in words produced by the parent vs. produced by the child throughout the Spin to Win Session for Dyad B.
**Disbursement of time.** To avoid any misconceptions of the number of target—in words that occurred in the activity vs. the writing component of “Spin-to-Win”, the percentage of time spent on each portion of the activity is important to note. For Dyad B forty-eight percent of the session was spent on the activity, whereas fifty-two percent was spent on the writing portion. For Dyad B nearly equal time was spent on both portions of the session as shown in Figure 11.

*Figure 11. Percentage of time spent on the activity portion of Spin to Win compared to the writing portion for Dyad B.*

**Average target—in words per minute.** Despite the fact that Dyad B spent nearly equal time on both the activity and writing portion of the “Spin-to-Win” session, the average target—in words per minute were calculated to rule out any discrepancies that could be attributed to more time being spent on one portion than the other, as well as to compare any discrepancies that might suggest that one portion is better at eliciting the
target words out of the child than perhaps the other section. For Dyad B the parent produced an average of 15.73 target –in words per minute during the activity portion of “Spin-to-Win”, but only averaged 5.48 target words per minute during the writing portion. Similarly, the child in Dyad B produced an average of 8.11 target –in words per minute during the activity portion of “Spin-to-Win”, but only averaged 2.81 target –in words during the writing portion. For both the parent and child in Dyad B it appears the activity portion was better at eliciting the target word than the writing portion as seen in Figure 12.

![Average Target -in Words Per Minute](image)

**Figure 12.** Average target –in words per minute compared across the entire session as well as broken down into the activity and writing portions of “Spin-to-Win” for Dyad B.

**Results for Dyad C**

The parent in Dyad C had a MLU of 4.5, whereas their child had a MLU of 2.8. (See Figure 13.)
Figure 13. Mean Length Utterance (MLU) for Dyad C parent and child.

**Occurrence of Target –in Words.** The “Spin-to-Win” Session was transcribed and target –in words were counted. For Dyad C the target –in words occurred 193 times during the entire Spin to Win session, with 128 of them occurring in the activity portion alone. In both the activity and writing portions of the “Spin-to-Win” session the parent produced the majority of the target words, however, the child in Dyad C produced more target-in words during the writing portion than the activity, whereas the parent produced more target words during the activity than the writing portion. See Figure 14.

**Percentage of Target –in words parent vs. child.** Throughout the “Spin-to-Win” session for Dyad C, the parent produced eighty-three percent of the target –in words, whereas the child produced seventeen percent of the target –in words. This is shown in Figure 15.
Examining Parents’ Interactions with their Children During Literacy Activities

**Figure 14.** Occurrence of target words ending with –in over the entire session and broken down into the activity component and writing component for Dyad C.

**Figure 15.** Percentage of target –in words produced by the parent vs. produced by the child throughout the *Spin to Win* Session for Dyad C.
Disbursement of time. To avoid any misconceptions of the number of target –in words that occurred in the activity vs. the writing component of “Spin-to-Win”, the percentage of time spent on each portion of the activity is important to note. For Dyad C forty-nine percent of the session was spent on the activity, whereas fifty-one percent was spent on the writing portion. For Dyad C nearly equal time was spent on both portions of the session as shown in Figure 16.

![Dyad C Dispersement of Time](image)

*Figure 16. Percentage of time spent on the activity portion of Spin to Win compared to the writing portion for Dyad C.*

Average target–in words per minute. Despite the fact that Dyad C spent nearly equal time on both the activity and writing portion of the “Spin-to-Win” session, the average target –in words per minute were still calculated to rule out any discrepancies that could be attributed to more time being spent on one portion than the other, as well as to compare any discrepancies that might suggest that one portion is better at eliciting the
target words out of the child than perhaps the other section. For Dyad C the parent produced an average of 19.43 target –in words per minute during the activity portion of “Spin-to-Win”, but only averaged 7.65 target –in words per minute during the writing portion. However, the child in Dyad C only produced an average of 2.39 target –in words per minute during the activity portion of “Spin-to-Win”, and 3.16 target –in words during the writing portion. For Dyad C it appears the writing portion was better at eliciting target words for the child than the activity portion. See Figure 17.

![Average Target –in Words Per Minute](chart.png)

Figure 17. Average target –in words per minute compared across the entire session as well as broken down into the activity and writing portions of “Spin-to-Win” for Dyad C.

**Discussion**

This study was designed to describe the nature of conversational interactions their children in instructional activities that are designed to be interactive. It characterized the
interactions across activities and dyads as well as determine if there are differences in interaction (in terms of style and input) across the three activities and across the dyads.

**Discussion of the Findings**

SEEL lessons are written in a way that are intended to evoke production of target words, in this instance words that end with “in”, in a playful and meaningful way regardless of the parent’s prior experience with literacy activities or an in depth background of how to teach literacy skills. In all dyads elements of playfulness were apparent, and the frequency of occurrence of the target word (as measured by average target words per minute) were relatively equal across all dyads despite the diverse backgrounds of the parents.

Dyad A was the parent that had the least amount of experience facilitating a SEEL lesson. Despite their lack of experience, this parent had the second highest number of target words produced during the “Spin-to-Win” session. When examining the number of target words generated in the activity portion of the lesson vs. the writing portion of the session there appears to be a large discrepancy, however, when taking into consideration the fact that dyad A spent considerably less time on the writing portion than the activity, in contrast to the other two dyads that spent nearly equal time on both, the average words per minute were nearly equal (about one less word per minute) where in the other two dyads there were considerably more target-words generated per minute in the activity portion than the writing portion.

Not surprising is that in the dyads that used a more directive approach (A and C), the children produced less target words than dyad B which used a more interactive
approach allowing for the child to have more opportunities to use the target -in words in a variety of ways instead of as a direct answer to a question. What is surprising is that even with using an interactive approach to allow opportunity for the child to generate the target words in a variety of ways, the parent of dyad B still generated nearly double the number of target words throughout the session than the child.

In all instances, despite the background of the parent or the style of interaction they participated in (interactive vs. directive) the child was exposed to several models of the target word, and when the lesson concluded there was no question as to what the target words were. The minimum any child heard a target -in word was at least five times per minute. The parent with the most directive approach had the highest occurrence of target words per minute, with the parent who used a mostly interactive approach having the fewest occurrence of target words per minute.

Limitations

The LENA data was useful in calculating the number of conversational turns, however, when looking at the number of words generated it was not capable of distinguishing child words as well as it was adult words. This may be due to the fact that the DLP device is programmed to pick up child “vocalizations” and not words as its initial design was intended for infants and small children without very many, if any, real words, so may not have been capable of distinguishing words from prolonged vocalizations.

LENA’s original intent was to be used for collecting very long language samples, sometimes even an entire day. For the purpose of this study the lessons were a minimum of ten minutes to meet the minimum criteria for the algorithms within the LENA software in order for it to work. For this particular study and the need to look at specific target words
(words ending in -in), as well as the type of interaction associated with the utterance
(directive vs. interactive) the LENA data became essentially obsolete, and inaccurate in the
instance of accurately counting the number of words generated by the child in each of the
dyads.

**Conclusion**

In conclusion, the SEEL lessons proved to be successful in eliciting target words
from both the parents and children in each of the dyads providing ample modeling as well
as personal experience for the child, despite each parent’s background in teaching literacy,
or their level of experience with SEEL lessons in the past. In each dyad the children were
exposed to a frequent exposure to the target word ending, and all children were able to
accurately produce and identify through verbal participation as well as through writing
examples of the target word. While each parent had different approaches in style, some
being more directive vs. facilitative, the structure of the activity allowed for all dyads to
engage in playful discourse, and allowed for all participants to produce and hear examples
of the target word repeatedly. By the end of each session, all three of the children in the
dyads were able to verbally produce the target word as well as accurately write, at the
minimum, the target word ending.
References


Examining Parents’ Interactions with their Children During Literacy Activities


Appendix A

Instructions to the Activity

Read to the participants before beginning each Activity:

Today you are going to be engaging your child in a SEEL activity called *Spin to Win*. This lesson reinforces a skill that your child has already been introduced to in the classroom. We would like to see how you would normally engage your child in this lesson at home. As discussed, this session will be recorded. After I turn this recording device on I will place it in this vest that your child [point to child] will wear throughout the activity.

Because this device uses specific software to analyze each session, it is important that you engage your child for a minimum of 10 minutes. I will cue you when 10 minutes are up by opening the door. Just because 10 minutes have passed does not mean that you need to stop engaging your child in the activity. If you are in the middle of an idea continue to go with it and let your interactions with your child naturally come to an end. There is no maximum time limit. As long as you and your child are both engaged, please continue to play your daughter (or son) as you would at home. All of the materials you will need are here on the table. Do you have any questions for me before we begin?
Appendix B

Materials Used in the Activity

See Attached Spin to Win from SEEL website. Also accessible at:

http://education.byu.edu/seel/library/target/230#!prettyPhoto[iframes]/1/
Spin to Win!

Goal: Students will read and write words that end in –in (e.g., win) and texts that focus on –in words.

Target Words: bin, fin, pin, win, chin, shin

Materials and Preparation:
- Biscuit Wins a Prize by Alyssa Satin Capucilli (optional)
- Spinner with pictures: bin, fin, pin, chin, shin
- Game card: 5x5 grid with bin, chin, fin, pin, shin pictures/words distributed randomly with center square saying WIN! —1 for each student
- Scissors and a small brad
- Win Game Pieces
- Whiteboards and markers (or paper and pencils)—1 for each student

Introduce:
Read Biscuit Wins a Prize by Alyssa Satin Capucilli (optional). Say, “Have you ever tried to spin? Today we will play a game called Spin to Win! Spin and win rhyme. They both end with –in. While we play Spin to Win! we are going to read other words that end with –in, like bin, chin, fin, pin, and shin.

Playful Practice:
- Explain and play the game: Spin to Win! (similar to Bingo).
  - Give each student a game board and have them identify the –in pictures on their game boards.
  - Have students take turns spinning the spinner. Just before a student spins the spinner, everybody chants, “Spin, spin, spin to win!”
  - The student will say the name of the picture the spinner landed on and all students will cover a picture or word on their game board that matches the picture on the spinner with a “win” game piece.
  - Continue until a student has covered five squares in a row. That student will shout, “I win!” and read the winning words out loud.
- Repeat the game as many times as desired.

Ways to Emphasize and Repeat the Target Throughout the Activity:

<table>
<thead>
<tr>
<th>Comment on Actions and Objects</th>
<th>Offer Choices and Turns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spin the spinner and see if you win! You can write win over the word shin.</td>
<td>Would you like to take a turn to spin? Will you spin on bin or pin?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ask Questions</th>
<th>Make Playful Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you spin on the word chin? What –in word do you need to spin to win?</td>
<td>Spin, spin, spin to win, win, win! You have three shins on your Spin to Win board.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Acknowledge Students’ Responses</th>
<th>Request Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, you did spin on the word bin. Spin, bin, and tin do all rhyme.</td>
<td>Cover the chin with a “win” card. Spin the spinner and see what you win!</td>
</tr>
</tbody>
</table>

Review (Read and/or Write About) the Playful Experience:
- Hand out whiteboards and markers (or paper and pencils). Say a word ending with –in (e.g., bin) and have students write the word. Ask students to change the Bb to a Ww, write the new word, and read it out loud. Repeat with other letters.
<table>
<thead>
<tr>
<th>chin</th>
<th>fin</th>
<th>pin</th>
<th>shin</th>
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</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Fish" /></td>
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<tr>
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<td>Chin</td>
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<td>Bin</td>
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Spin to Win!
Spin to Win: Spinner: Class and Home Activity

Spinner Instructions:

- Cut out spinner and arrow
- Attach end of arrow to center dot on spinner with brad or alternative connector
*For best results, laminate or print on heavy paper
SEEL AT HOME
Playing to Learn

Goal: Read and write words ending with –in (e.g., win).

You will need: Items in the folder: WIN! spinner card, spinner arrow, one brad, two WIN! game boards, win game pieces (cut out)
From home: pencil, paper

Activity: Spin to Win!
1. Take turns spinning the spinner. Chant, “Spin, spin, spin to win!”
2. Say the name of the picture the spinner landed on and cover a matching picture or word on your game boards with a win game piece.
3. Continue until you or your child has covered five squares in a row. When one person has covered 5 squares, shout, “I win!”
4. Repeat the game as desired.
5. Help your child make a list of –in words and read the list together.
6. Send the list to school with your child to share with a teacher and a friend.

Remember to be playful and have fun!
The activity can be repeated several times.

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Spin to Win! Win Game Pieces: Home Activity

<table>
<thead>
<tr>
<th>win</th>
<th>win</th>
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</tbody>
</table>

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**Utterance**

Dad  Okay, Buddy.
Dad  Goal: read and write words ending with what?
Adam  in'
Dad  in, yeah.
Dad  Example:
Adam  Men
Dad  no.
Adam  ummmmm. No
Dad  Look here, what is that word?
Adam  Can
Sibling  Playcoaster
Adam  Egg
Sibling  Dad, look
Dad  No, no no not that one, this one
Sibling  mmmmmmmmmmmmm
Adam  wwwwwww---in
Dad  Win!
Sibling  [In background] shhhhhshhhshhew (Rollar Coaster sounds)
Dad  Okay You will need the items in the folder
Adam  Men
Dad  win, spinner card, one brad, two win game boards,
Adam  pinnnn
Dad  win game pieces
Adam  win pin, that's
Dad  and markers and paper
Dad  Okay, Activity: Spin to win
Dad  Take turns spinning the spinner
Dad  chant
Sibling  I wanna help
Dad  chant, spin spin spin to win.
Dad  Can you say that?
Adam  sssspi
Dad  say it
Adam  spin spin spin to win
Dad  Kay, good.
Adam  Spin spin
Dad  say the name of the picture the spinner landed on, and put a win
Adam  in
Dad  game piece over a matching portrat
Sibling  I wanna help
Dad  okay, okay
Sibling  (muttered) din, din, din.
Dad  come over here
Sibling  okay dad
Adam  Dad...
Dad  okay, continue until you have covered five squares in a row
Dad  when one person has covered five squares shout I win.
Dad  Repeat game as desired
Dad okay, you go first and then Anna
Adam (attempts to spin spinner)
Dad Here, let's see...
Dad (tries to spin spinner)
Dad Let's see, let's see
Adam on the line
Sibling leg (looking at picture of shin).
Sibling Hey, cheek. (looking at picture of chin)
Dad See if we can spin a little bit better
Adam Dad it's recording us
Dad it's alright
Dad there we go watch, ready?
Adam Dad I can...
Dad kay, on the man.
Dad Put it on the man.
Dad where's it pointing at?
Adam mouth.
Dad his chu...
Adam chest
Dad no, chin
Adam chin
Dad Chin!
Dad Cause were talking of -i-n words
Dad chin
Adam chin
Dad k your turn Anna
Dad flick the arrow
Adam When are we going to use the markers?
Dad k put it on the man's face
Dad what's it pointing at
Sibling his......
Dad ch...
Dad ch...
Dad chin
Sibling chin
Dad k, Adam's turn
Adam [spins]
Dad flick it.
Dad ooooo
Adam pin
Dad on the pin
Dad you go.
Dad oh, are you going for up and down?
Adam mmmm hhhhh
Dad Kay.
Sibling Mine isn't by the guy.
Dad kay Anna, your turn
Adam Up and down.
Sibling [spins spinner]
Dad: ooooo on the bin
Sibling: the bin is garbage.
Dad: good job
Dad: k Adam your turn
Sibling: Ohh crooked
Dad: flick it.
Sibling: Ohh crooked
Dad: that one.
Dad: what is that pointing to?
Adam: Leg
Dad: no
Dad: does leg end with -in?
Dad: what's this part (pointing to shin).
Adam: shin
Dad: Shin!
Dad: there you go, put it on the shin
Sibling: my turn
Adam: ooooonooohh
Adam: it says
Dad: what does that spell?
Adam: Shin!
Dad: shin
Dad: alright Anna's turn
Dad: pin
Sibling: what's a pin?
Sibling: what's a pin?
Dad: ooooo you did the shin also
Dad: kay, put it on the shin or the word, shin
Dad: no cheating
Dad: flick it.
   ah
Dad: you're on the bin
Sibling: look I found the bin!
Dad: put it on the bi.. Buh... bin
Dad: good job, okay.
Dad: Anna's turn, go ahead and flick the arrow, or can I do it?
Dad: Can I do one?
Dad: Thanks
Dad: Oh!
Sibling: Fishy
Dad: What's it pointing at?
Adam: Fin!
Sibling: Fin.
Dad: His fin.
Dad: Where's /f/ /f/ ffffin?
Dad: That's /p/ /p/ /p/ pin.
Dad: ffffin
Dad: Good Job
Dad: Kay, Adam, flick and go!
Sibling I good
Dad Oh! Bin
Sibling Another bin?
Dad Another bin.
Adam I can't
Dad Yeah, there's one right there
Adam No you.... Oh.
Dad Kay, Anna's turn.
Dad Ah,
Dad There we go.
Sibling It's my turn
Dad pin?
sibling yeah.
Adam The only thing I didn't do is
Dad put in on the pin
Adam fish.
Adam The only thing I didn't do is fish.
Dad good
sibling Two pin?
sibling Two pins?
Sibling pin.
Adam fish.
Dad but what's it pointing at?
Adam fin.
Dad ffffin
Sibling His name in Fin
Dad put it on the fin
Sibling His name in Fin
Sibling His name in Fin
Adam pinnn
Adam pin... the spin.
Adam The fin.
Dad kay, your turn
Adam I can't find fin.
Dad Flick it.
sibling yeah.
Adam innn, yeah, fin.
Dad fin.
Sibling cuz I haven't done the /f/
Dad put it on the fin
Sibling where is the fin Dad?
Dad come on pin
Sibling There his fin!
Dad oooo
Dad put it on the pin
Sibling I'm gunna to go try write my name
Dad what do we say?
Adam I... I win!!!
Dad I win!!!! Adam wins!
Sibling yay!!

Dad Do you want to play again?

Sibling yeah.

Adam Yeah

Dad Kay, put your things right there in the middle.

Dad Kay.

Sibling Crossed.

Dad I go first

Dad Oops. I gotta get my finger out of the way

Dad fffii fffin

Sibling Anna F! [referring to marking sibling wrote on the board]

Dad Kay your turn

Adam She wrote it the really wrong way

Adam she wrote it the wrong way

Dad go

Dad bin

Adam bin

Sibling I wanna try

Dad Kay.

Sibling winnn wiiinnn wiiinnn

Dad calm down, I'll get you in a minute.

Dad kay

Dad ah, shin

Dad sshhhhh shhhhinnnn

Dad your turn bud

Sibling when is it gunna be my turn?

Dad sshhhhhh

Dad you want it right there?

Adam [nods head yes]

Dad go ahead

Adam how bout right here

Sibling pin
dad pin

Adam which one did I get

Dad put it on pin

Adam which one am I?

Dad yup.

Sibling I need to get a bandaid.

Dad it's okay

Adam Oh there's one on the floor.

Sibling pin

Dad it's okay.

Dad your turn bud

Adam bin

Dad bin

Sibling three pins!

Dad put it on the bin

Sibling three pins

Dad Kay, I'm gunna flick it for you, kay?
Sibling  no I'm gunna.
Dad  I'm gunna do it for you.
Sibling  ohh.
Dad  what is that?
Adam  ooohhhhh
Dad  what is that?
Sibling  pin
Adam  fin.
Dad  a fin, good job Adam
Dad  Kay... turn
Sibling  finnn
Dad  oooohhh a chin?
Dad  do you have one on Chin here?
Sibling  I wanted to use those marker
Dad  Kay, go ahead
Adam  ahhhh!
Dad  what is that?
Adam  eeeeee
Sibling  ummmmm
Adam  bu
Adam  it starts with a b
Dad  a bin
Sibling  a bin a bin did.
Adam  bin din
Sibling  Bin din!!
Dad  What is that?
Dad  Pin.
Sibling  A bin din!!
Dad  *whispering* Anna shh!
Sibling  *whispering* A bin din.
Dad  good job, put it on the pin, word huh
Dad  here you go Anna.
Dad  ahhhh!
Dad  Bin, again!
Dad  ahhhh!
Dad  I just rhymed, Bin, again.
Sibling  *whispering* bin again.
Dad  Put it on the bin
Adam  bin
Dad  here you go bud
Sibling  But I already have a bin!
Sibling  oh
Dad  do it again
Dad  ops
Adam  bin
Dad  fin
Dad  woops
Dad  okay, Anna we got a chin
Sibling  chin
Dad let's see.
Dad What can you get
Sibling magnets!
Adam That
Dad no, do it the right way
Dad flick it, here
Dad Let me get my hand out of the way
Sibling Magazin! [pointing at magnets]
Dad Pin!
Adam pin again
Sibling magnets!
Dad That's alright bud, look you put it right there now you have a shin or a fin to win
Dad there's for Anna
Dad A bin again.
Sibling ohhhhh
Dad Bin.
Sibling We're going to go right there.
Sibling Oh... But look dada.
Dad flick.
Sibling There's more
Dad Flick it.
Dad What did you get?
Adam Right in... right there
Dad Okay, do it again.
Adam I'm gunna put this...
Sibling *laughing*
Dad Oh a pin.
Adam I was trying to get that.
Dad Do a pin.
Dad good.
Sibling stick
Dad chin
Adam eeeerrrrroooool
Dad What is that?
Adam fin
Dad a what?
Adam fin!
Dad good.
Dad Anna got a shin.
Adam I win!
Dad No, you still have to do that one.
Adam Oh.
Dad flick it.
Dad There you go.
Dad Shin, ooo look you can go right there.
Dad Anna stop.
Dad Here goes Anna's.
Dad Fin. Okay.
Dad Oh you can get a fin or a shin.
Dad You got a pin.
Dad Jimmany Creepers
Dad Good.
Dad Anna got a bin!
Adam sneeze
Dad bless you
Dad Kay, flick one more time.
Dad come on chin!
Dad oh you got a fin
Adam Fin!
Sibling I don't know where the white one is.
Dad I got a chin.
Adam ahhhh! Geeez.
Dad Alright there you go.
Sibling *singing* horsey jumps... horsey jumps!
Dad Was that honest?
Sibling *Singing*...
Dad Your hand was in the way you got a bin.
Dad There you go.
Dad I would put it right there.
Dad mmkay. Got a shin
Dad kay. Let's see if you can get this.
Dad Ooooo a bin!
Adam But that was a good one
Dad That was a good spin.
Dad You don't have anyones that are bin.
Adam That say win.
Dad Yup, put it on that one then.
Dad I just got a shin.
Dad Shhhin. Right there.
Dad Kay, go again.
Sibling p.... B
Dad move your finger.
Dad There you go.
Adam chin.
Sibling BYU
Dad You got a chin!
Sibling Y... a U
Dad Can you find a chin anywhere.
Sibling Mom, where is a u
Dad I'm not mom.
Dad Oh, I got a chin also.
Sibling Where is a U?
Dad chin.
Sibling Where is a U?
Dad Find one in there.
Dad Right there a purple one.
Dad Kay go for it Adam.
Dad Your hand was in the way
Sibling: *whispering* BYU
Dad: There's a pin. That's alright though.
Dad: That's alright though.
Dad: Look right there.
Dad: You got so many that you might be able to win with.
Dad: Which ones can you win on?
Dad: Well what does that say?
Adam: sh.... Chin.
Dad: And what's this one?
Adam: Pin
Sibling: BYU!!!
Adam: Chin
Sibling: I writed BYU.
Dad: Bin!
Sibling: *whispering* BYU
Dad: There's my bin.
Dad: Alright, let's see if you get a chin or a shin
Dad: Oh, you got a pin!
Dad: Put it on the pin.
Adam: Ummm.
Dad: You don't have any open pins
Sibling: Why did Adam open those?
Sibling: I don't need them
Dad: Put it on the win
Sibling: I'm not using them, right?
Dad: Pin.
Adam: Hah
Dad: Your turn. Come on chin or shin.
Dad: SSHHIINNN!!!
Adam: Haa!
Dad: Okay, say...
Dad: put it on the shin.
Adam: I WIN!!!
Dad: Adam wins.
Adam: That was a good one.
Dad: That was. That was a long one huh?
Dad: Okay. Let's see.
Adam: Oh. One more.
Dad: Let's write.
Dad: Anna I need those.
Sibling: Why?
Adam: Cuz, now we're going to write.
Dad: Kay Adam, I want you to write a list of words ending in i-n
Sibling: I wanna write.
Sibling: purple!... A girl color.
Dad: What list are you going to make.
Adam: i-n
Sibling: Which list should I make?
Adam: I need to go to the bathroom bad
Dad: Kay we're almost done.
Dad: I win.
Dad: What is another one that starts with i-n
Dad: Just go below right under there
Dad: ends in i-n.
Adam: pin.
Dad: /sh/
Adam: I
Dad: you don't have to write I in front of it.
Adam: yeah
Dad: no.
Dad: We're just writing words
Dad: A list of words that end in -i-n
Adam: Noooo...
Adam: That's what we're doing.
Dad: ch
Dad: watch, let me help you.
Dad: look.
Dad: look.
Sibling: You get orange?
Dad: what else?
Adam: shin
Dad: shin, yes
Adam: bin.
Dad: bin, what else?
Adam: ... shin!
Dad: shin.
Dad: what else?
Adam: ummmm... fin!
Dad: what else?
Adam: pin
Adam: fin, pin!
Adam: b
Adam: You already did pin.
Dad: Yeah, that's okay.
Dad: Chin
Adam: Chin
Dad: tin
Adam: tin
Sibling: Mom... Dad is that a "b"?
Dad: How about...
Sibling: Is that a "b"?
Adam: Kin?
Dad: Kin, there is no kin in these.
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That's alright bud, look you put it right there now you have a shin or a fin to win.
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MLU A      2.185185
Mom  Kay, we ready?
Mom  This is a fun one.
Brittany Look at these.
Mom  This is yours.
Brittany I get to keep it.
Mom  This is what we're gunna play on, okay?
Brittany Do I get to keep it?
Mom  Do you wanna go first?
Mom  Maybe!
Mom  Kay what we're gonna do is we're gunna spin the wheel
Brittany  Um Hum
Mom  and when it lands on 1, What's this called right here?
Brittany Mom, could I spell cat?
Mom  In a minute.
Mom  'member, what's this called?
Brittany Fish
Mom  Its a fin.
Mom  Shin.
Mom  Pin.
Mom  Kay so we're gonna spin it, and then you have to put it on there.
Mom  And then when you get 5 in a row you say I win.
Mom  Kay, you ready?
Mom  You can go first
Brittany I want to write it.
Mom  okay spin it!
Brittany  Okay...
Mom  Spin it!
Mom  And we're gunna say "Spin to win! Spin to win!"
Brittany Fish.
Mom  No it's a fin.
Mom  So we have to look and put win on fin.
Mom  Fin.
Mom  Kay, my turn.
Mom  I got Pin.
Mom  Pin
Mom  puh-pin
Brittany You could, you could put it on that one.
Mom  Yup 'kay your turn.
Mom  Spin to win Brittany!
Mom  Spin to win!
Mom  Spin to win!
Brittany [spins spinner]
Mom  ohh what's that called?
Brittany leg.
Mom  Sh---
Brittany Shin
Mom  Shin.
Mom  How do you spell shin?
Mom Look.

Mom How do you spell it?

Brittany Shhhh.... "h".

Brittany I can do it with my eyes closed.

Brittany H.

Mom C H

Brittany C H I N

Mom Mmmmmhhhhhhmmm

Mom OK, my turn

Mom Bin. B- Bin.

Mom How do you spell Bin?

Mom Do you 'member?

Brittany Uh Uh

Mom B - I - N

Brittany B. Hold on!

Mom Brittany we're doing a test. Can you do me a favor? *****

Brittany I got an idea.

Mom No hold on let's finish, okay?

Mom Kay your turn.

Mom Spin to win!

Mom Spin to win!

Mom Ooh! You got a Bin too.

Mom No. How do you spell Bin?

Mom Do you 'member how you spell Bin?

Brittany Mom, I got an idea.

*Brittany gets up, walks to board.*

Mom Do you 'member how you spell Bin? B- I- N.

Mom B - I - N

Brittany Mom. Can I?

Mom Can you spell Bin? B - I - N

Mom B

Brittany B

Mom I

Brittany Hold on, find I.

Mom N.

Mom And I'll put this on here.

Mom Do you want me to put on the row over or down?

Brittany B

Mom I - N spells bin.

Brittany where's I?

Brittany Is this I?

Mom Uh huh.

Mom You can use that as an I. Okay get an N.

Brittany I - N uh.

Mom Member how to spell Bin? B- I- N.

Brittany Sure.

Brittany Mom, which one do you want to use?

Mom That one's fine. Use the yellow one.

Mom Okay my turn.
Mom: Can you say spin to win spin to win?

Brittany: Bin.

Mom: Kay, I got Fin.

*Brittany comes back.*

Mom: Fin.

Brittany: Actually, I feel more comfortable over here.

Mom: Over there? OK, don't lose your Pieces.

Mom: OK let's see. I got Fin.

Mom: Hold on we'll do the markers in a minute.

Mom: OK im gonna put it right here.

Mom: Fin.

Mom: How do you think we spell Fin?

Brittany: F -

Mom: I - N

Brittany: I - N

Mom: That's right.

Mom: OK your turn to spin.

Mom: Spin to win!

Mom: Spin to win!

Mom: As soon as you get 5 across you win!

Mom: *gasp* Fin!

Brittany: Fin!

Mom: How do you spell Fin?

Brittany: F - I - N

Mom: That's right.

Mom: Fin. F - I - N

Mom: I got another Bin.

Mom: We're gonna have Bins a lot.

Mom: How do you spell Bin?

Brittany: B - I - N

Mom: That's right.

Mom: Kay, your turn.

Mom: Spin to win it!

Brittany: Hold on!

Mom: Spin to win!

Brittany: I need to spell Fin.

Mom: How do you spell Fin?

Brittany: F - I - N

Mom: That's right.

Mom: Fin. F - I - N

Brittany: Let me see.

Mom: Fin.

Mom: Fin, F - I - N

Mom: Pin. P - I - N

Brittany: Hold on.

Mom: Shin S - H - I - N.

Mom: and Chin C - H - I - N, right?

Mom: Kay, is it my turn?

Brittany: no.
Mom, your turn?
Brittany, yes.
Mom, or should I take a turn?
Brittany, yes it’s my turn.
Brittany, mom, where’s an F?
Mom, They don’t have all the letters up there Brittany.
Mom, Let’s just finish this one okay?
Mom, C’mon. Okay
Brittany, Here I need to put all of them away.
Mom, Look you’re only 2 away from winning me.
Mom, Im gonna win you!
Brittany, mom! Im gonna put it back in the bowl.
Mom, Thank you.
Mom, I think you might win me.
Mom, you only have 2 more to go and I have a lot to go.
Mom, OK, how do you spell win?
Brittany, Hold on.
Mom, Do you remember?
Brittany, Hold on!
Brittany, And 2 more.
Mom, Kay come on.
Mom, we gotta finish this.
*Brittany comes back.*
Mom, Come on.
Mom, sit down and spin.
Mom, Come on.
Mom, Spin,
Mom, You only have 2 more then you win!
Brittany, Hold on, Hold on I’m still thinking.
Brittany, Where are these 2?
Mom, Mmmmmmmm
Mom, Kay you got...
Brittany, I was right there.
Mom, OK what’s that?
Brittany, oooo.
Mom, What’s this?
Brittany, Needle.
Mom, It’s also called a....
Brittany, win
Mom, pin
Mom, How do you spell pin?
Brittany, P-I-N.
Mom, OK.
Mom, Spin to win, spin to win, spin to win!
Mom, I got another Bin. How do you spell Bin?
Brittany, Theres a lot of Bins.
Mom, I know I keep getting them too!
Mom, How do you spell bin?
Brittany, B - I - N
Mom: OK your turn.
Mom: Say it, Spin to win, spin to win, spin to win, spin to win, spin to win.
Mom: OK what's that called?
Mom: How do you spell Shin?
Brittany: I WIN!
Mom: Yay! How do you spell shin?
Brittany: S - I - N
Mom: S - H - I - N.
Mom: OK pick a marker.
Mom: We're gonna write the words down.
Brittany: You... You lose!
Mom: Uh, I didn't lose I just came in 2nd place.
Mom: There's a difference.
Brittany: I wanna pick ---
Mom: Lets take these words off.
Brittany: Im picking purple, you pick pink.
Mom: OK that works for me. Oh!
Brittany: Since you those are my favorite colors.
Mom: oh! OK we're gonna write these words 3 times each.ok?
Mom: lets put these on.
Mom: What's your first word you want to write?
Mom: we're gonna write on this piece of paper.
Mom: which one do you wanna write first?
Mom: do you wanna write fin, bin, chin ---
Brittany: fin.
Mom: ok, write fin 3 times.
Mom: How do you write it?
Mom: F - I - ... and what's the last letter?... N.
Mom: That is beautiful.
Mom: Can you write it one more time?
Brittany: yeah.
Mom: you can.
Brittany: how about 2?
Mom: OK. 2 more.
Mom: How do you spell Fin?
Brittany: hold on.
Mom: "-in"
Mom: OK
Brittany: OK
Mom: Fin. One more time.
Brittany: F
Brittany: i
Mom: I
Brittany: Hold on I have one more color I wanna use.
Mom: One more color.
Mom: To make it pretty?
Mom: Oh, that's good.
Mom: Aww a little heart.
Mom: Fin looks like a fish fin, huh?
Brittany um hum.
Mom Fin. F - I - N huh.
Mom Do you remember how to spell Bin?
Brittany B-I-N.
Mom Oh you're so smart.
Mom How about win cause who won?
Brittany After this can I -? After this can I draw a picture on the back?
Mom yeah.
Brittany and take it home?
Mom lets do fin.
Mom Mmmmmmmmm
Mom You forgot your N.
Brittany oh. *giggle* silly me.
Mom Then one more time.
Mom Then which letter should I write?
Mom should I do bin? Chin? Win? Shin? Or pin?
Brittany pin.
Mom You want me to do pin?
Brittany mmmmmmmmm
Brittany Hold on, one more time.
Mom OK.
Brittany This marker works good.
Mom Yeah.
Mom Do you like markers?
Brittany after the --. After, when I put the I on, could I use that color on it?
Mom yeah.
Mom do you know how to spell this color?
Mom pink.
Mom Pin. Bin. Win. Shin. What did you spell?
Brittany P- Fin. Fin
Mom F - I - N
Brittany can I use this?
Mom What rhymes with fin?
Brittany F - I - N
Mom What rhymes with it?
Brittany N.
Mom and what about this word?
Brittany Min.
Mom shin. Pin. Chin.
Mom Kay, then I get to write one?
Brittany You could pick a color.
Mom What if I write win?
Brittany You pick colors.
Mom I think I'll do pink and orange. .
Brittany Kay, write your N.
Mom Can I use pink?
Mom OK you got Fin.
Mom Kay, which one did you want me to write?
Brittany Win.
Mom Win.
Brittany I mean Bin.
Mom Bin.
Mom Okay, my turn.
Mom How do you spell bin?
Mom I forgot.
Brittany B-I-N.
Mom Like that?
Mom Kay, let me do a different color.
Mom Tell me one more time how to spell it, I forgot.
Brittany B - I - N
Mom OK, one more color.
Mom Tell me one more time.
Brittany B - I - N
Mom and will you tell me how to spell win?
Mom I just wanna put win up here.
Brittany w-i-n.
Mom and one more time.
Brittany w-i-n.
Mom I forgot again.
Brittany w-i-n.
Mom Okay, and how about pin?
Mom Pin.
Brittany youre not suppose to do 2!
Mom how do you do pin?
Brittany P-I-N.
Mom and one more time.
Brittany P-I-N.
Mom I forgot again.
Brittany P-I
Mom OK can I do one more?
Mom Or do you wanna do it?
Brittany I wanna do it.
Mom OK can you do shin?
Brittany yes.
Mom this one?
Mom That's too hard.
Mom Can you do it?
Brittany I wanna see.
Mom you can do it?
Mom How do you do that?
Mom How do you spell Shin?
Mom S H....
Brittany And after this im gonna draw grass on the bottom.
Mom Okay.
Brittany that's where im putting the picture.
Mom Okay.
Brittany And on the back.
Mom S- H-
Brittany: S- H- I-
Mom: Uhh huh.
Mom: Can you spell it without looking at the paper?
Brittany: Probably.
Mom: Probably? Let’s see.
Brittany: What happens if I can’t?
Mom: You can do it.
Mom: You just have to sound it out.
Mom: OK spell Shin.
Brittany: OK
Mom: What sound does SH make?
Brittany: Sh!
Mom: OK so spell shin.
Brittany: OK S- and without looking.
Mom: Okay, without looking.
Brittany: S -H - I-N.
Mom: Oh my goodness that is so good!
Mom: So you spelt shin huh?
Mom: You wanna draw some grass?
Brittany: What’s that sound?
Mom: It’s almost over c’mon let’s draw grass. [whispering]
Mom: Wanna draw your grass.
Brittany: Yeah I wanna draw some pictures first.
Mom: Can you draw a picture of a fin?
*Mom talks to Keri*
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Mom ok Colton we're playing Bingo.
Carrie Bingo?
Mom Kay, so we're working on...
Carrie Put 4 in a row.
Sibling 1 Mom?
mom We're working on words that rhyme with win, right?
Carrie yes
mom can you think of some Carrie?
sibling 1 We have pokey thing.
Carrie Pin, shin, win, fin... Tin.
Mom Good.
Mom Can Colby be on your team?
Carrie [inaudible mumbling]
Mom Win.
Mom Colby, Colby, Colby.
Mom Colby, come here honey.
sibling 2 he's looking at the..
Mom Kay, Carrie is gonna spin first...
Mom and while she's saying it, while she's spinning we are gunna say:
Carrie Spin, spin, spin to win!
mom Or do we say spin it!
Carrie Spin it! Spin it to win it?
Mom Okay, go.
mom *gasp* okay what did you get?
sibling 2 Leg!
Carrie Leg
Mom That is a shin.
Mom This part right here on your leg, is called your shin.
Mom So shin!
Mom so you can either put it on a word or you can put it on the shin.
sibling 2 we have to put one on shin?
Carrie wait we need to do this, first.
mom oh what do we do?
Carrie put this first and then we do it
Mom put the win on win
Carrie Uh huh.
Mom okay now put, put the win on the shin
Carrie win on shin
Sibling 1 *babble*
mom this is shin
Sibling 1 *babble*
Mom good
Sibling 1 *babble*
Sibling 2 shin.
Mom ok can you go be on Carrie's team?
Mom Okay, Colton's trying to spin it.
Carrie spin it spin it spin it to win it
Mom spin it! spin it...
Mom, good, what did you get?
Sibling 2, garbage can!
Mom, garbage can, another name for garbage can is a garbage bin.
Mom, Bin.
Carrie, Bin.
Mom, Bin.
Sibling 2, Bin.
Carrie, bin, bin, bin.
Mom, can you find a bin Carrie?
Sibling 2, I want...
Mom, No.
Sibling 2, I want find bin.
Mom, That one says
Sibling 2, I want to find bin!
Mom, that one says [moves mouth to initial sound position of /p/]
Sibling 2, I want to find a bin!
Carrie, /b/ bin?
Mom, nope, what's that letter?
Sibling 2, I want find the bin.
Carrie, p, pin?
*mom snaps*
Carrie, pin.
Mom, Okay hold on, shhh!
Mom, What is it?
Carrie, pin
Mom, pin, alright so...
Carrie, bin.
Mom, good.
Mom, Okay so here's a bin Colton. Or here's a bin.
Mom, where do you want to put it?
Sibling 2, here!
Mom, okay Colby come spin it!
Mom, Colby! Come spin it!
Carrie, spin it! spin it! spin it to win it!
Mom, do you want a turn?
Sibling 1, Mmmmmhmmmm.
Choral, spin it spin it spin it to win it
Mom, *gasp* look what he got!
sibling 1, fish!
Mom, a fish but what's it pointing to on the fish?
Carrie, fin.
Mom, a fin!
Mom, Fin!
Mom, Colton can you find a fin on yours?
Mom, lets see Carrie, which one did you get?
Sibling 2, I found a fin!
Mom, gooooood!
Sibling 2, I found a fin on mine.
Mom, okay so lets put, put this on your fin.
Mom put the win on the fin.
Sibling 2 I don’t have a yet on the fish.
Carrie you got one more
Mom good Coltonmy
Mom okay Carrie,
Mom Carrie’s turn!
sibling 1 *Babbling*
Mom spin it spin it,
Choral Spin it to win it!
Mom okay what’d you get?
Carrie chin
Mom Chin!
Mom Do you know what part, Do you know where your chin is Colton?
Mom Is it right here?
Mom This is your chin.
Mom So look you can move right here.
Mom Right here, or this says chin so you can move right here.
Mom Ch says the Ch- ch- ch-.
Carrie ch--- chin.
Mom good.
Sibling 2 chin.
Mom so where do you wanna put yours, Colton?
Sibling 2 *noises*
Mom good. Put your win on the chin.
Sibling 2 I wanna put on the guy.
Mom Okay, Colton’s turn.
Mom What do we say?
Mom Spin it, Spin it...
Choral spin it to win it.
Mom *gasp* he got a pin! Pin!
sibling 2 I get a pin.
Mom so here’s a pin, or heres a pin.
Carrie look it 2 more.
Mom good good good
Sibling 2 I did 2 more then I win.
Carrie actually mine is cause I say.
Mom You can cheat!
Carrie yeah
Mom you little....
Mom Okay, kay Carrie, what do we say?
Sibling 2 spin it!
Mom spin it! Spin it to win it!
Mom Uh oh what’s that?
Carrie chin!
Mom are you cheating?
Carrie *giggles*
Mom are you?
Mom You little cheater.
Mom Okay where are you gonna put
Mom your chin?
Sibling 2 What?
mom Right here?
sibling 2 no, I want this.
Mom No, we have to put it on a chin, not a fin.
Mom Put your win on the chin, not the fin.
Mom That Colton, he's so silly. OK Colton,
Carrie yeah.
Mom Okay Colton
sibling 2 I not silly
Mom spin it, spin it, spin it to win it.
Mom What did you get.
Mom what's this?
Sibling 2 fin!
Mom What is that called?
Sibling 2 fin!
Mom Do you remember?
Mom Nope.
Mom do you remember what this is called Carrie?
sibling 2 tin.
Carrie tin, gin, chin.
Mom sh---
Carrie & mom shin.
Mom shin.
Mom Kay, so Colton, can you find a shin here?
Mom Shin.
Carrie one more,
Mom here shin here shin
Carrie one more, one more.
Sibling 2 you cheating!
Mom we gotta watch
Mom we gotta watch her carefully to make sure she doesn’t cheat.
Sibling 2 yeah.
Mom good.
Mom kay Carrie spin it spin it
Sibling 1 You're on my toes!
Sibling 2 toes.
Mom spin it to win it
Mom fin!
sibling 2 fin!
Mom not by the hair on my finny fin fin
Mom is that how it goes?
Sibling 2 no.
mom *gasp* Colton put it right here, then you'll just need one more to win.
Sibling 2 wow.
Mom put it right here.
Mom put it on fin.
Mom okay Colton
Mom Put your win on fin.
Sibling 2 spin it. I don’t have ---

Mom *gasp* what is it?

Sibling 2 garbage can!

Mom bin!

Sibling 1 ehh mom.

Sibling 2 bin. Bin.

Sibling 1 bin.

Carrie I won!

Carrie I won!

Carrie I won!

Carrie I won!

Carrie I won!

Mom good job Carrie

Carrie Colton won

Mom bin.

Mom no almost he just needed a pin.

Carrie okay

Mom yay Carrie!

Sibling 1 mom.

Mom yay Carrie!

Sibling 2 mom, I wanna play again!

Mom So when you win what do you say?

Sibling 1 *babble*

Carrie umm, I win!

Mom yup

Carrie I win!

Carrie there

Mom okay should we make a list of our -in words?

Mom that we --

Sibling 2 no.

Sibling 2 no.

Mom Colby we cant play with this, this isnt ours.

Mom Go get your ****

Mom play with that.

Sibling 1 *babble*

Sibling 2 *babble*

Carrie chin.

Mom here I'll tell you the words and you spell them.

Sibling 1 what is this?

Mom bin.

Sibling 1 what is this?

Sibling 1 what is this mom?

Carrie hey, I wanna see it.

Mom no no no honey, you don’t need to see it.

Carrie fine

Mom here I need to talk to Carrie for a second.

Mom give me that.

Mom give me the paper

Mom let me show you
Mom okay look
Mom what are the Coltone of these 2?
Mom Just one second
Sibiling 2 *mumbling*
Mom come here, Carrie.
Carrie okay, im picking up stuff.
Sibiling 1 *mumbles*
Mom put those away. sound out,
Mom okay so that one says fin so
Mom so sound out
Mom f - in, fin , so sh - in shin, so now how would you spell bin?
Sibiling 2 mom I ******.
Mom OK go back and play now.
Sibiling 2 I did it. *babbles*
Mom oh my goodness. What does that say?
Carrie ************
Mom is that a word?
Carrie no.
Mom so spell bin for me.
Carrie bin? Oh.
Mom bin.
Carrie OK I say b- in.
sibling 1 *babble*
Sibiling 2 mom I can get out.
Mom ************
Mom good! You came up with one all by yourself.
Mom what did you get?
Carrie win.
Mom OK so what do you have so far?
Carrie spin, fin , shin, bin, win,
Mom what about chin?
Carrie ch--- chin.
Sibiling 1 *talks in backround*
Mom now what about pin?
*siblings talk in backround.*
Mom um, how many are there?
Sibiling 2 oh my goodness
Carrie 1, 2, 3, 4, 5, 6
Mom so what do they all have the Coltone?
Carrie I - n
Mom which spells?
Mom What does I n spell?
Carrie in
Mom cool huh?
Mom Alright, do you want to play again?
Sibiling 2 ahh!
Mom Uh, Well
Mom honey we're not done.
Mom We have to hurry and finish this one.
Mom just one more thing.
Mom can you help me write one more word
Mom Can you write I win?
Carrie and I win? OK
Mom Oh do you know what word we didn’t write?
Mom Spin.
Carrie spin?
Mom spin it, spin it.
Mom Can you write spin it, spin it, spin it to win it
Mom Sp- sp- sp-in- good.
Mom Sounds like ba huh?
Mom Spin it.
Carrie spin it to -
Mom so now spin it.
Mom Can you write it?
Sibling 2 *mumbles*
Mom thanks buddy.
Sibling 2 *mumbles*
Mom okay thank you.
Mom good
Mom spin it, spin it
Mom now we're gonna write spin it again
*siblings talk in backround.*
Mom so you have spin it?
Mom Spin
Carrie spin it.
Mom so now it.
Carrie it to win it.
Mom so we have spin It, spin it, to win it.
Carrie spin to win it.
Carrie Im erasing it.
Mom why?
Carrie because I win it.
Mom spin it, spin it, spin it to win it.
Mom Now you don’t wanna write I win?
Carrie oh.
Carrie You should really open the door.
Mom Now we're done. .
Mom Go tell her we're done, hurry
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### % Of Target Words Adult vs Child

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### Percentage of Target -in Words

- **Adult**: 71%
- **Child**: 29%
Average Target -in Words Per Minute

- Total
- Activity
- Writing

Dyad A Adult
Dyad A Child
Average
MLU

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% Of Target Words Adult vs Child

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Occurrence of Target -in Words
Percentage of Target -in Words

- Adult: 66%
- Child: 34%
Dyad B MLU

Mean Length Utterance

- Dyad B Adult
- Dyad B Child
- Combined

Dyad B Dispersement of Time

- Writing: 52%
- Activity: 48%
Average Target -in Words Per Minute

- Dyad B Adult
- Dyad B Child
- Average
MLU
Dyad C Adult  4.5
Dyad C Child  2.8
Combined  3.65

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**ATW per min**

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**LENA DATA**

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% Of Target Words Adult vs Child
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Child  17.10%
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Create % of act vs writing
both time & occurrence of target words.
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### Average WPM

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