

HOME ENVIRONMENT, MATERNAL ATTITUDES, MARITAL ADJUSTMENT,
AND SES: THEIR ASSOCIATION WITH MENTAL AND MOTOR
DEVELOPMENT OF TWO-YEAR-OLD CHILDREN

BY

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WITH MULTIPLE
PENCIL AND/OR
PEN MARKS
THROUGHOUT THE
TEXT.**

**THIS IS THE BEST
IMAGE AVAILABLE.**

CHAPTER I: INTRODUCTION

In the last decade a tremendous amount of effort has been expended to describe why it is that some children enter school with the broad array of capacities and social skills necessary to make the most of their school experience while other children enter school totally lacking in these attributes. The Head Start Program was developed as a remedial measure to cope with the problem but as White and Watts (1973) along with many others have concluded, these critical traits are already formed by the time the child enters the program. This has compelled researchers to probe deeply into the first two years of life for the environmental determinants or later scholastic ability. This is a necessary first step in locating high risk environments and locating points at which intervention may be successfully applied.

A few researchers have probed into infancy and their results have been encouraging. For example, Caldwell and associates (1967), utilizing an instrument developed for descriptive evaluation of environments have found that environmental assessment with this instrument produces scores which are inversely correlated with IQ gain resulting from enrollment in a preschool enrichment program. Examination of the concepts used in the construction of this instrument yield valuable information about home environments. The use of the instrument as a screening device for admittance to an intervention program