

Appendix B: Perceptual-Language Distance Levels of Abstraction

Level	Behavior	Questions/Statements
1. Matching perception	At this level, the simplest level, the child must be able to apply language to what he or she sees in the everyday world (identifying, naming, or imitating).	What is this? What did you see? Show me the circle.
2. Selective analysis of perception	At this level, the child must focus on more specific aspects of material and integrate separate components in a unified whole (describing, completing a sentence, giving an example, or selecting an object by two characteristics).	What is happening? Name something that is... Finish the sentence...
3. Reordering perception	The child must restructure or reorder perceptions according to constraints imposed through language (excluding, assuming role of another, or following directions in correct sequence).	Find the things that are not... What will happen next? What would she say?
4. Reasoning about perception	The formulations at this level, the most complex level, require the child to go beyond immediate perception and talk about logical relationships between objects and events (predicting, explaining, or finding a logical solution).	What will happen if? Why should we use that? What could you do?

Adapted from Blank, M., Rose, S. A., & Berlin, L. J. (1978). *The language of learning: The preschool year*. New York: Grune & Stratton from (Berlin, Blank & Rose, 1980).