



Curious about how children learn language? Help us figure it out!

Consent form for Preschools/Schools

Development of variable sound recognition in language and other acoustic materials

Principal Investigator: Sarah Creel (University of California, San Diego)

Dear Parent,

Professor Sarah Creel of the University of California, San Diego, is leading a study of how children recognize familiar words and learn new words. We are recruiting approximately 400 children this year aged **3-7** for one testing session each. Testing sessions will take place at your child’s preschool or daycare and the total time should not exceed 20 minutes. During this session, your child, if he/she agrees to participate, will take part in at least one of the tasks checked below. These tasks involve recognizing words or learning words. Before he/she participates, we will explain the experiment to your child in simplified terms to obtain their own agreement to participate (assent).

- Learning words, voices, or musical sounds
- Recognizing familiar words, voices, or sounds

If your child agrees to participate, she will watch a computer screen and her eye movements will be monitored by an eye tracking device placed below the computer screen. Looks to a particular object on the screen indicate what word your child thinks she is hearing at any point in time. Your child will either be learning new words or recognizing familiar words. For example, your child might see pictures of common objects (food, animals, items of clothing) and will select one of the pictures when prompted. If your child is learning new words, she will see unfamiliar objects with unfamiliar names (e.g. “dax” and “pibo”). After seeing and hearing the names of these objects several times, your child may be asked to find the correct picture on the computer screen (“Show me the pibo!”). While doing so, your child’s eye movements will be monitored by the eye tracking device just mentioned.

Participation in the study is completely voluntary. Your child will not be exposed to any risks and can terminate the session at anytime if he/she feels distressed. All information will be kept confidential and individual results will not be analyzed; only group data will be used.

- If checked, the data collected from a new vocabulary test may be sent to another research group for processing. We will not include any information that personally identifies your child.

If you have questions or concerns, please contact the lab at 858-534-7539 or email screel@ucsd.edu. For more information, you may visit our lab website at <http://quote.ucsd.edu/lasr/>. You may also call the UCSD Human Rights Protection Program at (858) 657-5100 if you have any questions about your rights as a research participant.

Sincerely,
Sarah Creel, PhD.
Associate Professor of Cognitive Science
University of California San Diego

If you agree to let your child participate, please sign below and return to your child’s school.

Parent’s Signature	Researcher (Witness)	Today’s Date
Parent’s Name (Please Print)	Child’s Name	Date of Birth
Phone	Alternate Phone / Email	

___ Check if we may we contact you with further questions regarding your child’s language history?

(1) Please check all that apply:

My child **hears** these languages at home:

- English
- Spanish
- Mandarin
- Tagalog
- Other _____

My child **speaks**:

- English
- Spanish
- Mandarin
- Tagalog
- Other _____

My child **understands**:

- English
- Spanish
- Mandarin
- Tagalog
- Other _____

(2) Please provide the following information:

Mother / Guardian

Year of birth: _____

Education – Highest grade completed: _____

Degree earned: _____

Elementary 1 – 5, Middle School 6 – 8, High School 9 – 12, College 13 – 16, Graduate 17 – 18, 18+

Occupation: _____ Hours/week at work: _____

Father / Guardian

Year of birth: _____

Education – Highest grade completed: _____

Degree earned: _____

Elementary 1 – 5, Middle School 6 – 8, High School 9 – 12, College 13 – 16, Graduate 17 – 18, 18+

Occupation: _____ Hours/week at work: _____

(3) Race and ethnicity information:

(Some funding agencies and scientific journals ask us for this information to ensure that we are testing a diverse set of children in our studies.)

My child's race is best described as
(check all that apply):

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or other Pacific Islander
- White
- Multiracial
- Prefer not to state

My child's ethnicity is best described as:

- Hispanic
- Not Hispanic
- Prefer not to state

(Please see next page...)

(4) Please list the adults at home and school/daycare that your child hears speak on a typical day:

In the morning (from wake to 11:59am), my child hears: [this is an example of how to complete the form]

<i>Adult</i>	<i>Language(s) they speak to your child</i>	<i>Hours they speak to your child</i>	<i>Where did they grow up?</i>	<i>What do they sound like in each language?</i>
<i>Mom</i>	<i>English and Spanish</i>	<i>2hrs</i>	<i>San Diego, CA</i>	<i>English (sounds American)/ Spanish (sounds Mexican)</i>
<i>Dad</i>	<i>English</i>	<i>2hrs</i>	<i>New Jersey</i>	<i>English (sounds American)</i>
<i>Grandma</i>	<i>Spanish</i>	<i>3hrs</i>	<i>Jalisco, Mexico</i>	<i>Spanish (sounds Mexican)</i>

In the morning (from wake to 11:59am), my child hears: [please begin filling out here]

<i>Adult</i>	<i>Language(s)</i>	<i>Hours</i>	<i>Where did they grow up?</i>	<i>What do they sound like?</i>

In the afternoon (from 12pm to 4:59pm), my child hears:

<i>Adult</i>	<i>Language(s)</i>	<i>Hours</i>	<i>Where did they grow up?</i>	<i>What do they sound like?</i>

In the evening (from 5pm to bed time), my child hears:

<i>Adult</i>	<i>Language(s)</i>	<i>Hours</i>	<i>Where did they grow up?</i>	<i>What do they sound like?</i>

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<http://www.cogsci.ucsd.edu/~creel/lasr/Home.html>
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