

Zimmerman, G. D. (1980). *A comparison of the efficacy of photographs and drawings as representational stimuli for very young children*. Unpublished master's thesis, Purdue University, West Lafayette. Macalyne Fristoe (Advisor): 55 pages of text, 28 references, 2 appendices, 11 tables, and 2 figures.

The purpose of this study was to compare photographs to drawings to determine if a significant difference existed between their representational value for young children as determined by the subjects' performance on a picture-object matching task. Twenty-four normal children, in three groups of eight subjects each, 18, 21, and 24 months old, were chosen for this study. All subjects used in the study demonstrated exact-match and in-class match abilities prior to the beginning of the experimental task.

Each subject was exposed to an object and then asked to select which of two pictures was most like the object. The correct picture was of an object from the same class as the presented object but was not of the presented object. A total of eight object and picture pair sets were used with each subject.

A 2 x 3 (Picture x Age) analysis of variance for a two factor experiment with repeated measures on one factor was used to make comparisons between correct responses to photographs and to drawings for the three age groups. No significant differences were found between the number of correct responses to photographs when compared to drawings and no significant differences across age groups were found. In addition, response time measures did not yield significant differences between the two illustration types or among the age groups. Therefore, no evidence was found to support an advantage for using one illustration type over the other for very young children. Implications for language intervention and communication board planning are discussed.