1961

Methods and materials for a receptive language development for pre-school retarded children

Nemzoff, Judith Ann
Boston University

http://hdl.handle.net/2144/17993
Boston University
BOSTON UNIVERSITY
SCHOOL OF EDUCATION

THESIS

METHODS AND MATERIALS
FOR A RECEPITIVE LANGUAGE DEVELOPMENT PROGRAM
FOR PRE-SCHOOL RETARDED CHILDREN

Submitted by

Judith Ann Nemzoff
Marjorie Deborah Robinson
(Boston University, B.S., 1960)
(Boston University, B.S., 1959)

In partial fulfillment
of the requirements
for the degree of
Master of Education
1961
FIRST READER

Dr. Wilbert Pronovost,
Prof. of Speech and Hearing Education

SECOND READER

Dr. Albert Murphy,
Prof. of Speech and Hearing Education
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td></td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>The Purpose of this Study</td>
<td>1</td>
</tr>
<tr>
<td>Justification of the Problem</td>
<td>1</td>
</tr>
<tr>
<td>Scope</td>
<td>3</td>
</tr>
<tr>
<td>Definitions of Terms Used</td>
<td>3</td>
</tr>
<tr>
<td>Language and Speech</td>
<td>6</td>
</tr>
<tr>
<td>II</td>
<td></td>
</tr>
<tr>
<td>REVIEW OF LITERATURE</td>
<td>8</td>
</tr>
<tr>
<td>Relationship of I.Q. to Performance Ability</td>
<td>13</td>
</tr>
<tr>
<td>Speech Development</td>
<td>13</td>
</tr>
<tr>
<td>Language Development</td>
<td>17</td>
</tr>
<tr>
<td>Personality Development of the Normal Child</td>
<td>19</td>
</tr>
<tr>
<td>from Infancy to Early Childhood</td>
<td>19</td>
</tr>
<tr>
<td>Psychological Effect of Delayed Language</td>
<td>21</td>
</tr>
<tr>
<td>Development</td>
<td>21</td>
</tr>
<tr>
<td>Need for Planned Speech and Language Pro-</td>
<td>24</td>
</tr>
<tr>
<td>grams</td>
<td>24</td>
</tr>
<tr>
<td>The Wholistic Approach to Teaching Language</td>
<td>25</td>
</tr>
<tr>
<td>III</td>
<td></td>
</tr>
<tr>
<td>SUGGESTIONS FOR LANGUAGE DEVELOPMENT PROGRAM</td>
<td>29</td>
</tr>
<tr>
<td>FOR THE PRE-SCHOOL RETARDED</td>
<td>29</td>
</tr>
<tr>
<td>Introduction</td>
<td>29</td>
</tr>
<tr>
<td>Approach</td>
<td>32</td>
</tr>
<tr>
<td>Developing an Understanding of the Word</td>
<td>35</td>
</tr>
<tr>
<td>Symbol Related to Body Images</td>
<td>35</td>
</tr>
<tr>
<td>Developing an Understanding of Word Symbols</td>
<td>38</td>
</tr>
<tr>
<td>Related to Articles of Clothing</td>
<td>38</td>
</tr>
<tr>
<td>Developing an Understanding of Word Symbols</td>
<td>41</td>
</tr>
<tr>
<td>Related to Animals</td>
<td>41</td>
</tr>
<tr>
<td>Developing an Understanding of Action Verbs</td>
<td>43</td>
</tr>
<tr>
<td>Developing an Understanding of Word Symbols</td>
<td>45</td>
</tr>
<tr>
<td>Related to Family Members</td>
<td>45</td>
</tr>
<tr>
<td>Developing an Understanding of Word Symbols</td>
<td>47</td>
</tr>
<tr>
<td>Related to Food</td>
<td>47</td>
</tr>
<tr>
<td>Developing an Understanding of Word Symbols</td>
<td>49</td>
</tr>
<tr>
<td>Related to Eating Utensils</td>
<td>49</td>
</tr>
<tr>
<td>Developing an Understanding of Word Symbols</td>
<td>51</td>
</tr>
<tr>
<td>Big and Little</td>
<td>51</td>
</tr>
</tbody>
</table>
## Table of Contents (continued)

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing an Understanding of the Prepositional Concepts Up and Down</td>
<td>52</td>
</tr>
<tr>
<td>Developing an Understanding of the Word Symbols and Functions Related to the Home</td>
<td>53</td>
</tr>
<tr>
<td>Developing an Understanding of Action Verbs Related to Food Symbols</td>
<td>55</td>
</tr>
<tr>
<td>Developing an Understanding of Word Symbols Related to Toys</td>
<td>57</td>
</tr>
<tr>
<td>IV SUMMARY</td>
<td>60</td>
</tr>
<tr>
<td>Limitations</td>
<td>60</td>
</tr>
<tr>
<td>Suggestions for Further Research</td>
<td>60</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>61</td>
</tr>
</tbody>
</table>
Chapter I

INTRODUCTION

The Purpose of this Study

The purpose of this study is to compile and create materials and procedures which will provide teachers of the pre-school retarded with a specific program of language development.

Justification of the Problem

Little information is available on methods and techniques of language development in the area of the pre-school retarded. Harrison\(^1\) states "there has been little research on methods and techniques of value in developmental language and therapeutic speech programs and on language and speech during the pre-school period."

Previous studies have indicated that the younger the child begins a language development program the greater is his potential for reaching a higher level in language.

social, and mental development as communication is now being established. In an experiment conducted at the Clinic for Retarded Children, New York Medical College, it was noted "that the children who improved in language and speech as a result of therapy also improved correspondingly in measured mental ability."²

The speech pathologists in the Clinic for Retarded Children, New York Medical College feel that the mental age and intelligence quotient cannot be used as the criteria for introducing therapy. We no longer feel that there is a time when the child is ready for therapy unless that time be placed approximately at fourteen to twenty-two months of age when the child would have developed speech, had he otherwise been functioning normally. By instituting therapy as quickly as the child can be identified and by providing a structured language and speech environment in the home through the training of the parents we feel that we can make the child ready.³

Due to the changing outlook toward speech and language prognosis with the mentally retarded child, the need for language development programs is being realized. Beasley states that "a person may not have as much intellectual


³Ibid.
capacity as many others .... ; yet if speech therapy can help him reach a goal of greater relative adequacy for him such therapy will have justification." \(^4\)

Once the mentally retarded child achieves oral communication he becomes more acceptable to his family and peers. This tool of self expression can only be realized through a structured language development program.

Since there is a lack of trained therapists to work with the retarded, the responsibility of teaching language development has become the duty of all those who work with the pre-school retarded.

**Scope**

This study consists of a method of teaching language in a developmental program for the pre-school retarded. Materials are presented in situational units and have been adapted from established programs for the pre-school deaf, aphasic, and retarded.

**Definitions of Terms Used**

**Pre School-Retarded**—The term pre-school retarded as used in this study refers to the child with little or no language

between the chronological ages of approximately four to seven years. Because of the difficulty in testing this type child, I.Q. is not being used as a determining factor.

Mental Retardation - The Nomenclature Committee of the American Association of Mental Deficiency has developed the following definition:

Mental Retardation refers to that group of conditions which is characterized by: (1) slow rate of maturation; (2) reduced learning capacity; (3) inadequate social adjustment present singly or in combination and association with below average intellectual functioning, and is present from birth or early age.

Mental Retardation is an inclusive term incorporating all that has been meant by such similar terms as mental deficiency, feeblemindedness, etc.5

The Educable Retarded Child - Children who are considered to be capable of achieving limited to moderate degrees of proficiency in the basic learning skills are referred to as educable.

The definition of "educable" as used by the Division of Special Education, Department of Education, Commonwealth of Massachusetts, is:

Children who receive a score of from .50 to .79 on an intelligence test approved by the Departments of Mental Health and Education, and administered by an examiner approved by said departments; and in exceptional cases other children whose educational needs, in the opinion of the superintendent of schools, and subject to the approval of the Department of Education, may be best served by this classification.

The Trainable Retarded Child - Wirtz describes the following characteristics of the trainable child.

Educational characteristics. As a group, trainable mentally handicapped individuals can learn to do very little, if any, academic work. While some cannot learn words or number concepts, most can learn to read signs for their own protection and learn to count and use small numbers in a limited functional manner. A few of those children in the trainable mentally handicapped group having the greatest ability may master some portion of second grade reading. Their usual educational program, however, consists of training in self care, socialization and limited economic usefulness as contrasted to the academic program for the educable mentally handicapped, hence, the term "trainable mentally handicapped." They grow mentally at about one half or less (roughly one-third) the rate of average children. Their intelligence quotients range from about fifty downward with the lower limits being unclearly defined at the present time.

Social Characteristics. Trainable mentally handicapped children must have some prognosis for limited social competency; however, this competency is limited to a supervised environ-

---

6 Division of Special Education, Department of Education, Commonwealth of Massachusetts, Regulations Pertaining to the Establishment of Classes for Mentally Retarded Children in Accordance with General Laws, Chapter 71, Section 4b, p. 1, December, 1954.
ment. They require some supervision in the management of their affairs and many require maximum supervision. Their independent movement about the community is limited.

Occupational Characteristics. Trainable mentally handicapped children do not usually obtain a job in the community. They may attain limited economic usefulness in a sheltered environment such as a sheltered workshop. Their economic usefulness is more often thought to be limited to helping with household tasks in their own homes. Their occupational activities require maximum supervision.

The greater majority of pre-school retarded children fall into the group referred to as "trainable." This is due to the fact that most "educable retardates" are not discovered until the first year of school at which time they are unable to cope with the work.

Language and Speech

Language is a psychic process centered in the cortex, and in its broadened sense signifies the expression of thoughts and ideas. It is only with the development of speech that it is possible to express subtle ideas and thoughts, both concrete and abstract. 8


Speech is the symbolic expression of feelings, thoughts, and ideas. It is the verbal means of communication, and may be regarded both as a tool, and a manifestation of language, the higher function.

Therefore, language is defined as the ability to communicate ideas and feelings through the use of word symbols and the ability to understand and respond adaptively to the ideas and feelings of others as conveyed through the use of word symbols. Speech is defined as the utterance of articulate sounds. Language is considered to be the higher function of the two and unless language is present no real speech can exist.

---

9 Ibid.

Communication is essential to all children. Mentally retarded children do not differ in this respect from other children. They also have feelings and thoughts which must be expressed. As is pointed out by Kirk and Johnson "Mentally handicapped children are deficient in language ability." Because the ultimate hope of rehabilitation is acceptance by and socialization with family and peers, it is essential that their speech and language be developed to as high a level as possible. It is generally agreed that mentally handicapped children with a higher achievement in speech and language are more readily accepted. Therefore, it is felt that it is the duty of the educators of the mentally retarded to initiate language development in their programs at the onset of rehabilitation.

It has long been recognized that speech defects are a characteristic sign of the mentally retarded and it has frequently been assumed that the degree of the speech

---

defect is directly proportional to the degree of the mental retardation. The severity of the child's mental retardation must not be judged either by the degree of intelligibility or the amount of verbalization as this is not always consistent.  

Many studies in the past thirty years have shown a high incidence of speech defects among the mentally retarded.

LePage found in 1920 that 61 high grade mental defects began to talk at 1.8 years and 50 low retardates at 3.5 years, that 88 had good speech at 1.9 years and 64 had defective speech at 3.2 years. LePage, however, fails to differentiate between speech and language at this time. He does not mention on what level language is functioning.

Noting the difference between normals and mentally defectives, Wallin found that 236 of the pupils in special schools had speech defects. This is compared to 28 in the regular classrooms. He concluded:

---


"Notable delay in the acquisition of speech or defectiveness of articulation or unintelligibility of enunciation constitutes a presumption of mental defect in the absence of an adequate or specific cause."  

Conversely he states,

"Although many exceptions exist to the generalization that speech defectiveness and speech delay vary with the degree of intelligence, exceptions also exist to the converse implication that a child is normal because he can talk glibly or fluently. Some imbeciles are extremely loquacious and possess amazing fertility of expression. Though their speech consists of inconsequential jabber, they often deceive the unwary layman."

In 1957 Schlanger and Gottsleben stated, "Mental retardation and speech defects often occur in concert. Previous studies of speech defectiveness among retarded children indicated that 55-66 per cent had speech deviations." The familiar group had a lower incidence of speech disorders, 22 per cent of this group had voice disorders, and 10 per cent stuttered.

The high incidence of speech disorders among the mentally retarded is not surprising when one considers the

---


5Ibid.

complexity of the speech process. Gens, when discussing
the relationship between speech defect and mental retarda-
tion, stated that the mentally retarded person is "... so
retarded in his psychological and social maturation that
we cannot expect him to learn such a complex process as
speech. As he is retarded in everything else so is he
retarded in speech. Gesell and Amatruda, constructed
developmental charts including retardation in the speech
area as one aspect of general retardation. These charts
presented the comparative language development of the idiot,
the imbecile, the moron and normal child at various chrono-
logical ages. For example, the three year old normal child
speaks in sentences, the moron names a few pictures, the
imbecile says "Mama," and the idiot merely laughs or cries.

A comprehensive study was conducted by Sirkin and
Lyons. They examined 2522 subjects in a research project
which was carried out for three and a half years. The
three questions they attempted to answer are the following:
What proportion of mental defectives have defective speech?

7 Gens, George W. "Speech Retardation in the Normal
and Subnormal Child," The Training School Bulletin, 47:32,
April, 1950.


What types of speech defects appear among such a group? What improvement can be expected with training? Approximately 60 per cent of those individuals involved in this study displayed speech defects. Seventeen per cent had no speech. The relationship between intelligence and incidence of speech defect was inverse. One hundred sixty-nine cases were selected for therapy on the basis of intelligence, cooperative ability, and eligibility for community placement. The mean therapy period was five months. It was reported that 52 per cent of these cases responded satisfactorily to treatment.

The mentally retarded child may present "an all pervasive deficiency." Many of the children present an uneven distribution of their intellectual and performance abilities. The most pronounced deficiencies present are poor reading, a meagerness in relational thinking and a marked inadequacy in processes that require abstraction and symbolization. Performance is better in concrete situations. As language is the first abstract process the retarded child will undertake it is logical that the greatest degree of difficulty will occur in this area.

The following study by Karlin and Strazzula

10

10 Karlin, Isaac and Strazzula, Millicent, *op. cit.*
compares the relationship of intellectual ability to performance ability.

<table>
<thead>
<tr>
<th>Relationship of I.Q. to Performance Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.Q.</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>Sitting</td>
</tr>
<tr>
<td>Walking</td>
</tr>
<tr>
<td>Babbling</td>
</tr>
<tr>
<td>Words</td>
</tr>
<tr>
<td>Sentences</td>
</tr>
</tbody>
</table>

It is noted in the above chart that there is a smaller discrepancy of relationship of intellectual quotient to performance ability between the simple motor task of sitting and the basic language function of babbling than there is between the more difficult motor task of walking and the abstract ability of expressive language.

Speech Development

In order to understand the child with little or no language we must first outline the normal process of speech development. Berry and Eisenson¹¹ list the stages in speech development.

development from birth to eighteen months as follows:

1. Reflexive Vocalization: This is an innate response to stimuli of the newborn infant. For the first two or three weeks the infant's vocalizations are reflexive, total bodily expressions in response to stimuli within and without him. However, within six or seven weeks the infant produces a different cry, though it is still produced reflexively, in different situations.

2. Babbling: At about seven weeks the infant begins to show an interest in the sounds he is producing. Vowels are usually produced before consonants as they require less effort. Variations in pitch and loudness can be noticed. This stage may be considered a training period for later articulation.

3. Lalling: Lalling usually develops within the later half of the first year. This is defined as the repetition of heard sounds or sound combinations. Hearing and sound production have become associated at this time. Auditory, tactual, and kinesthetic impressions are now associated with feelings of pleasure and satisfaction.

4. Echolalia: This is the imitation of sounds or sound combinations that others have made. It is an ability to echo sound combinations of extreme intricacy and complexity.
5. True Speech: Usually speech begins between the ages of twelve and eighteen months. In normal speech development verbal understanding far exceeds speech output.

Metraux outlines speech development from eighteen to fifty-four months as follows:

Eighteen Months
1. Combines vocalization with activity
2. Negative protest is frequent
3. Good deal of jargon used
4. Leaves off beginning and end of phrases
5. Makes self understood by using proper vowel and medial consonants
6. Uses good inflection
7. Repeats syllables

Twenty-four Months
1. Strong, repetitive, almost compulsive quality
2. Repeats words and phrases as though fascinated
3. Vowels still inconsistent
4. Consonants and inconsistent also but not as frequently
5. Final consonants usually present but medial often slighted
6. Tone lower and easier than at eighteen months
7. Some nasality present
8. Able to talk to adults directly
9. Commands others occasionally

Thirty Months
1. Speech used as a more social tool, though child is the axis
2. Impatience characterizes his speech and activity
3. Demands repetition in verbalization and activity from others
4. Developmental stuttering present for the first time
5. Tries to terminate situation verbally
6. Expresses demands quite verbally
7. Commands the adult more easily but never commands his contemporaries
8. Continues to shorten words and phrases by slighting medial consonants

9. Some over-pronunciation by addition of sound or syllable
10. Inflection seems unstable and poorly controlled

Thirty-six Months
1. Relation of language and activity, and language relation to others is spreading in many directions
2. High point of verbal demand for verification before proceeding with action, which is then coordinated with verbal expression
3. Commands adults a great deal
4. Initial concept of permission realizes
5. Still omitting or substituting medial consonants
6. Voice of even, normal volume; but often a low soft tone used
7. Voice seems controlled
8. Whispering begins

Forty-two Months
1. High full volume yell seems to be normal speaking voice
2. Whispering common
3. Repetitions are frequent and of somewhat compulsive quality, but seem related to demands for attention, information or encouragement
4. Developmental stuttering again prominent
5. Verifies before proceeding with action
6. Coordinates movement with a verbal description
7. Concludes with refined oral commentary of what he has done.

Forty-eight Months
1. Attains maturity in speech
2. Voice is subdued although loud and raucous when excited
3. Minimal tensional overflow in speech situations
4. Still omits medial consonants, usually (t)(d)(th)
5. Still announces intentions
6. Talks easily while performing
7. Demands and commands characterize his speech
8. Asks permission, gives excuses and questions other actions
9. Occasionally relapses in articulation especially (l)(r)

Fifty-four Months
1. Speech is a facile tool
2. Does little commanding or demanding unless asking for information
3. Gives spontaneous information
4. Shortens words to communicate more rapidly
5. Voice seems firm, rounded, well modulated; often uses contemplative expression
6. If has shown blocking earlier, may again although he seems to have no consciousness of difficulty.
A child usually says his first intentionally spoken word late in the first year. The spoken vocabulary increases very little within the next six months as the child is concentrating on learning to walk; then the vocabulary growth speeds up greatly. Approximately two hundred and fifty words are added to speech in the second year. In both the third and fourth years 600 words are added per year; and in the fifth and sixth about five hundred words annually. It is estimated that the average six year old child has a speaking vocabulary of more than twenty-five hundred words and meaning vocabulary of about seventeen thousand.\(^{13}\)

**Language Development**

Mykelbust\(^{14}\) discusses the following psychological processes in language development; identification, internalization, and simulation. The first process is identification. The child must feel that he wants to identify with other human beings. From the point of view of language theory babbling is the first manifestation of identification. It is the first specifically human act. The peak of babbling seems to fall between five and seven months of age. This differentiates the infant from other mammals.


Language development in general consists of acquiring symbols to represent experiences. As experience is gained, symbols are needed and acquired for the purpose of representation and communication of that experience. This process of relating symbols and experiences is referred to as internalization.

Internalization and identification overlap and proceed simultaneously from eight to twelve months; the period when the child first begins to comprehend the spoken word. This process of internalization seems to be predominant as this continues throughout the life span of an individual.

Simulation is the third psychological process required for language development. This process otherwise known as echolalia is manifested between two and four years with the peak occurring at about three and a half years. Observations indicate that he engages in echolalia when the language he is hearing is too difficult for him to comprehend—to assimilate the meaning with prior linguistic experience.

Identification must precede internalization which in turn must precede assimilation. Babbling must precede the acquisition of verbal meaning and a basic verbal level is necessary before Echolalia can occur and fulfill its integrative role. As internalization develops it fosters further identification, and as assimilation develops it fosters further internalization.
Therefore, it is seen that meaning vocabulary or language is developed to a greater degree than the speaking vocabulary during the pre-school period. Although language is the higher function of the two, it is far greater developed because it commences at an earlier age. Karlin and Strazzulla\textsuperscript{15} reported in 1952 that language defects in mentally retarded children are more striking than speech defects. Thus the retarded child must be motivated through structured experiences to reach the first psychological stage in language development. A firm language foundation must be established before the use of word symbols (speech) can be used effectively.

**Personality Development of the Normal Child from Infancy to Early Childhood**

The three aspects of personality development according to Beasley\textsuperscript{16} are the child as a developing self in relation to people significant to him; the child as a learning self, expressing who he is and exploring what is around him; and the child as a sensitive, feeling self.

The developing self is the first stage discussed.

\textsuperscript{15}Karlin, Isaac and Strazzula, Millicent, \textit{op. cit.}

Here the infant's needs are met almost entirely by the mother. Her emotional attitudes and reactions in response to the baby's psychological needs affect the ways he establishes the vital processes of life.

In this stage the self concept is also developed. Feelings and attitudes of the parents and other significant people in the child's life affect learning and the rate and manner of learning. The child's sense of "Me-ness" is established as his achievements increase in range and complexity. He develops new ways of coping with the reactions of people around him. During this time he learns not only what gives him pleasure but what pleasures he can rely on others to supply. The child also has many experiences which affect his feelings about himself and influence his view of others about him.

By the age of three the child develops a sense of "Me-ness" in relation to others outside the family. These new relationships may change the child's conception of himself and others. Peer reactions are also influential at this time. The child now perceives himself in relation to other children.

The second developmental stage is the learning self. In this stage the "development of initiative" as discussed
by Erikson\textsuperscript{17} arises. The child engages in activities to explore his surroundings, express his feelings of pleasure, protest and pain, etc. He becomes a part of the situation in which he finds himself involved.

The final stage discussed is the sensitive self. Children affect and are affected by their needs and drives. Certain sensitivities are shared by all children differing only in degrees. They are responsive to all positive expressions and are sensitive to their opposites. However, each child is unique in the intensity in which he reacts to these inner feelings. This responsiveness and sensitivity continually influence the child in how he functions, what he learns, the way he learns, and his developing sense of his own abilities and limits.

**Psychological Effect of Delayed Language Development**

In order to understand the child with little or no verbal language one must continue to see him in a three dimensional sense; perceive him as a changing organism undergoing developmental experiences contributing to and emerging from his inability to talk; as a child with various abilities exploring his surroundings and expressing himself though limited by a language deficiency; and as a child

\textsuperscript{17}Erikson, E. *Childhood and Society*, (New York, W. W. Norton and Company, 1950).
with an altered awareness because what he perceives is interpreted on a private basis. 18

As Beasley 19 perceives all children as children first, she discusses the child without language in the same terms as the child with language. However, the psychological aspects differ.

The child with no language experiences the developing self stage during the first year. As the child with language he feels the emotional tone around him and reflects his own behavior in terms of what he has felt. Because language development is minimal at this time the infant who does not show any discernible deviation from the normal to his mother is theoretically freer to start life with a more secure emotional base. The shame, guilt, despair or anxiety displayed by the mother of a child with an obvious physical defect is not evident with the retarded child at this developmental stage.

As in the child with language, the second psychological stage of language development for the retarded child is the learning self. Here the child's discoveries will be affected by his lack of verbal interaction, by his


19 Beasley, op. cit., p. 5.
inability to respond through words, and by his inability to question, validate and correct his impressions. He compensates for this inability partially through his visual, tactile, auditory and emotional responsiveness.

A child's first words convey far more meaning to him than the words he utters. One word such as "hi" may mean "I'm glad you're here," "Are you back?", or "I missed you." Studies by Lewis and Davis have shown that "a child's rudimentary vocabulary is rich in emotional meanings, providing a release for his feelings, a means of communicating them to others, and a device by which he attempts to direct and control events." Dependence becomes fostered at this time as the result of a lack of communication. Thus it is seen that the child without language lacks the refinements of exploration and learning that come through "verbal experimentation and conversation with others." He often is misunderstood as he cannot give others verbal clues to what he is thinking.

The third stage is that of the sensitive self. The child without language is prevented from getting "verbal validation for his discovery, as assistance in clarifying the vagueness of an impression." Thus the nature of this process is altered so that his relation to other people

---

20 Beasley, op. cit., p. 5.
and the outside world lacks the firmness of detail that communication through language confers. It is difficult for the adults to visualize what the child's inner world is like when he lacks the verbal symbol to relate himself to others. The child who cannot verbalize his own actions and feelings, or the actions and feelings of those around him, lives in a private world where he will often misunderstand and be misunderstood.

Thus it is seen that the lack of language affects a child's psychological development which in turn affects his social, educational and emotional life.

Need for Planned Speech and Language Programs

Many people have stated that the retarded child will not profit from speech and language training until he has reached a specific mental age. The mental age of five years has been stated often. However, Dr. Leberfield of Hunter College feels that therapy should be instituted at as early an age as possible. She believes that through creating a structured environment at home the child can be made "ready." She also states that the danger in waiting is "that one might miss the moment when the greatest response might be forthcoming and future progress becomes increasingly

difficult. Also delay in beginning therapy may result in further functional retardation due to the child's lack of communication both receptively and expressively.

A survey conducted at the Vineland Training School in Vineland, New Jersey, by Schlanger and Gottsleben showed that seventy percent of the enrollment had speech defects of one type or another. Although therapy did not produce alarming results in all cases it was noted that the longer the delay during the speech readiness period, the less chance there was for the development of suitable speech. It was maintained that all children whether retarded or not, deserve the opportunity to develop to the limit of their potential.

The Wholistic Approach to Teaching Language

Lassman when working with the pre-school deaf child emphasizes the use of the multi-sensory approach. This is an all encompassing approach utilizing visual, tactile, auditory, rhythmic and kinesthetic training in a context of realistic activities ... She emphasizes the importance of introducing the whole word to the child rather than specific sounds.

\[22\text{Ibid.}, \text{pp. 66-67.}\]

\[23\text{Schlanger and Gottsleben, op. cit., pp. 98-102.}\]

\[24\text{Streng, Alice, et. al., Hearing Therapy for Children, (New York, Grune and Stratton, 1958), p. 198.}\]
The Jena method, which was devised by Karl Brauckmann as a means of teaching deaf children, is based on the idea that the five forms of speech are: audible, visual, gestural, the mimetic, and the movement form.

Mitchell approaches lip reading as a psychological problem. He stresses the importance of the mind to grasp thoughts as a whole rather than training the visual memory for words and sounds.

Schlanger has offered many suggestions for developing speech in institutionalized mental defectives. Among them he states, "a multi-sensory approach should be utilized in teaching language." Also, speech can be learned by participation in life-like situations and by participation in creative drama situations built around familiar relationships.

Strickland states that the function of language in the elementary school is,


26 Ibid.


... not an academic subject, but a constantly used medium which can be enlarged and refined on the child's level only through the experience of using it. The teacher must of necessity take each child where he is, and must learn through study and observation of his use of language and his responses to language the level of development he has reached ... Then she can meet his needs through the utilization of carefully planned combinations of language and experience.

There are levels of mental development following one another in natural sequence which represents new powers and which are portrayed in the language used to express them. Language and thought develop together as an integrated whole. Language is of little value without ideas to express, and ideas are themselves dependent upon language.

... Each concept built should be as well formed as the mind of the child can conceive at his level of maturity because each concept and each step in language development form part of the foundation for thinking and learning yet to come and influence its quality.

Mykelbust discuses three types of language: inner, receptive and expressive. Inner language is the symbolic system used for thinking, memory, imagination, reasoning and simple association between the world and concrete experiences. An appropriate example would be the child associating "mama" with a feeling of well being. Receptive language is the system used to understand the ideas of others. Expressive language is the ability to communicate ideas to others.

The child must be exposed to spoken language for about eight months before he begins to comprehend the speech of others. He must be able to make some associations before words become intelligible. No child talks until he first acquires inner and receptive language. Auditory language is man's most basic language system. This genetic basis of language development can be used as a frame of reference in training and developing language in all children.
Chapter III

SUGGESTIONS FOR LANGUAGE DEVELOPMENT PROGRAM
FOR THE PRE-SCHOOL RETARDED

Introduction

The desire to communicate ideas and feelings is a fundamental need of all human beings. The retarded child has an even greater need to develop communication as he experiences deeper frustrations than the normal child. These frustrations are due to the lack of understanding on the part of others and the self-emanating problem of retardation. However, language as a medium of communication is difficult for the retarded child to obtain because it is an abstract function. Therefore, a structured language development program beginning at as early an age as possible is essential to develop this medium of communication.

The following program is intended for the pre-school retarded child. The term pre-school retarded refers to the child with little or no language between the chronological ages of approximately four and seven years.

Language is the symbolic understanding of words and actions. There are two types of language: the receptive and the expressive. Receptive language is the understanding
of word symbols, for example, the ability of the child to recognize the object "table" when he hears the word "table." Expressive language can also be referred to as speech. This is the language the child uses in making himself understood by others. Receptive language, the higher function of the two, is developed before expressive language is established. The child must understand the word symbols before he can express them actively in speech.

This program suggests a fundamental receptive vocabulary for the pre-school retarded child. The curriculum is designed to meet the child's basic needs which require communication. These needs are the understanding of the self in relation to others and the understanding of others related to the self. The basic needs of food, clothing, toilet needs, the feeling of warmth and security, and the lack of frustration in obtaining these basic needs is something only communication can provide.

Language development should occupy almost the entire day in the pre-school nursery for the retarded as well as the normal child. It is the medium through which all other activities are introduced and understood. "The teacher teaches both directly through the activities she plans and carries through with the children and indirectly through her own speech, language, and behavior." ¹

The language period in the pre-school nursery for the retarded child is not a separate entity at a specific time but rather a constantly used medium which must be structured to the child's developmental level in the language area. Because many pre-school retarded children have little or no receptive and expressive language this program begins with the most basic concepts. These basic concepts encompass the child identifying himself, the child developing himself in relation to people and things significant to him, the child exploring and understanding the function of what is around him and the child as a sensitive feeling self.2

The program has been structured into conceptual units. The general goal of each unit is the mastery of specific receptive language concepts. These concepts have been underlined in the introduction of each unit. Although each unit is written as a separate entity for the convenience of the teacher, they cannot be taught by themselves but in relation to the group's needs and experiences. However, it must be realized that language progresses in the following developmental order. Nouns predominate in

---

2 Beasley, Jane. *Slow to Talk*, (Bureau of Publica-
the young child's vocabulary. Verbs, the functions of
the nouns, then appear in increasing number. Adjectives,
verbs, adverbs, prepositions and conjunctions gradually appear.
At the age of three the child speaks in short, complete
sentences of three or four words.\(^3\) When teaching language
to the retarded child the same developmental order should
be followed. Upon completion of this program the child
should be able to understand simple phrases using the word
symbols taught previously.

Units similar to these have been published in the
form of lesson plans by departments of education in various
cities and towns. However, they do not stress receptive
language and do not provide a specific language development
program to be followed by the teacher. The main purpose of
the units presented in this paper is to teach a beginning
language development program in a manner which will realistically meet the needs of the child.

Approach

A multi-sensory whole word approach to language
development is being followed. This approach encompasses
the use of the various senses (kinesthetic, auditory, tactile,

\(^3\) Dawson, Mildred and Marion Zollinger. Guiding
Language Learning, (World Book Company, Yonkers-on-Hudson,
visual, and speech). It is felt to be the most effective method in teaching language development as it utilizes all the child's abilities. Because the retarded child's abilities are below normal, this multi-sensory whole word approach would seem to be the logical one to use.

In order to make each unit as realistic as possible and to meet the basic needs of the child, many units have been introduced as a natural outgrowth of the daily sequence of events. For example, the word symbol "coat" related to the object "coat" is introduced before and after recess time.

The most effective way of establishing a need for communication is to place the child in a natural social situation that calls for speech. These social situations are developed within the child through realistic activities established in the classroom under teacher guidance.

Once the children become aware of associating word symbols with specific objects, they should tend to develop the ability to name verbally the objects associated with the assistance of the teacher. Through the greater development of receptive language the speech output increases. This program gives no specific suggestions to the teacher in the area of expressive language. It is felt that upon completion of this program, most children will be ready to undertake specific instruction in the expressive area. If however,
expressive language develops spontaneously within some children at an earlier time, it should be encouraged by the teacher.

As the retarded child responds more effectively to routine and repetition, this is the basis upon which these units have been developed. Both routine and repetition seem to meet the retarded child's basic needs for security because repetition of ideas brings about success and reduces frustration.
DEVELOPING AN UNDERSTANDING OF THE WORD SYMBOL RELATED TO BODY IMAGES

Introduction

The young retarded child, when entering a pre-school program, is mainly concerned with himself and concepts related to him. Therefore, this first unit consists of teaching body images. Body images are constantly used by the child to function in everyday life and are therefore most meaningful to each individual child.

When a basic understanding of the body images related to the self is established the concept is broadened and encompasses the relationship of body images in relation to other human beings. For example, the children learn to point to the corresponding parts of their own bodies and then are made to realize that the same body parts are present within their peers and others.

These concepts can be reinforced constantly by the teacher as she can emphasize the names of the body parts in relation to their function. For example, when the children are eating she can repeatedly verbalize the body image "hands."

The words introduced in this unit are eyes, ears, nose, mouth, hands, and feet.
Suggestions for Teaching Body Images

1. Introduce each body image as a natural outgrowth of a realistic situation. For example, the teacher repeatedly verbalizes a specific body image such as hand when the children are eating, playing and coloring. A great deal of repetition is required so that the concepts will become understood by the individual members of the group.

2. Place the children in two having them point to the various body parts on each other.

3. Each child will be given a cardboard figure with removable parts or a wooden puzzle. A carton is then placed in the middle of the floor. The teacher then asks for a specific body part which is to be removed from the figure and placed in the carton by the child.

4. Each child will be given a blank circle representing the face. The children will be asked to place the specific ficial parts on the circle in their appropriate places.

5. A flannel board could also be used for the above activity.

6. A large clown with the body parts cut out should be placed in middle of the floor. The children will take turns in throwing a beanbag through the specific cut out image.
7. Draw a chalk man on the floor. Have the child jump on the specific body part named by the teacher.

8. Have the children make men out of clay.

Materials Needed for the Above Activities:

1. Cardboard figure of man with removable parts
2. Wooden puzzle of man
3. Cardboard box
4. Cardboard circle representing the face and separate facial images
5. Flannel board with removable parts of man
6. A large cardboard clown with cutout body parts and beanbags
7. Chalk and clay.
DEVELOPING AN UNDERSTANDING OF WORD SYMBOLS RELATED TO ARTICLES OF CLOTHING

Introduction

The child is still mainly interested in himself and in concepts pertaining to himself, but at this point he should be able to cope with concepts not as directly concerned with the self as body images. It is felt that the articles of clothing should be the next unit introduced as they are indirectly rather than directly related to the individual child.

It is suggested that the articles of clothing taught during this pre-school period are: shoes, socks, pants, shirts, dress, coat, hat, mittens, boots.

In this unit the following articles will be introduced: hat, coat, shoes, socks. The teacher can follow the same method and use the same materials in introducing the remaining objects.

The word symbols in this unit should be introduced whenever possible as a natural sequence of the daily events, introducing and continually emphasizing the names of clothing at appropriate times. For example, introduce and emphasize

---

4 Chamberlain, Naomi Hord and Moss, Dorothy H. "The 3 R's for the Retarded," a program for training the retarded child at home. The National Association for Retarded Children, New York, 1934.
the word symbol "coat" throughout the day such as when the group enters and leaves the classroom and at recess time.

In this unit a song has been incorporated relating to the articles of clothing. This song is felt to be a good culminating activity as it includes motor activity following directions and vocalizations.

Suggestions for Teaching Articles of Clothing

1. Before outdoor recess children and teacher will file into coatroom or to wherever the hats and coats are kept. Each child will imitate the teacher in putting on his hat and coat. The teacher will instruct the children verbally saying, "This is your coat." "This is your hat." "Put on your hat." "Put on your coat." Do this daily.

2. Introduce pair of shoes and socks. Have each child handle them. Then give each child a cardboard picture of each. Have him hold up the appropriate picture when the teacher asks.

3. Give each child a real doll. As the teacher names the article of clothing, each child dresses his individual doll.

4. Give each child a large paper doll. Have him place the coat, hat, shoes, socks, etc. on the paper doll as the teacher names the various articles of clothing.

5. Play lotto using pictures of clothing as objects.
6. Using lotto card pictures, have children place appropriate pictures in cardboard box.

7. To the tune of Happy Birthday

   Where are your shoes?
   Where are your shoes?
   Point to your shoes.
   Point to your shoes.

Materials Needed for the Above Activities

1. Articles of clothing: hat, coat, shoe, socks
2. Large doll and clothes
3. Paper doll and clothes
4. Lotto game with pictures of clothes.
DEVELOPING AN UNDERSTANDING OF WORD SYMBOLS RELATED TO ANIMALS

Introduction

At this time the child should be ready to cope with objects and concepts familiar but not directly pertaining to himself. As animals are familiar and interesting and loved by most children, it is felt that the dog, kitten, cow, bird, horse, duck, and any other animal familiar to the child be introduced. If it is possible to use real animals at a nearby zoo, this would be advantageous.

Suggestions for Teaching Animals

1. Introduce each animal individually giving each child a stuffed animal as a model. When more than one animal can be recognized by the children, the teacher can say to the class, "Point to the kitten's eyes" or "Point to the dog's ears." (This activity relates to the unit on body images.)

2. Give each child a large picture of each animal. Have each child hold up picture at the appropriate time when the teacher asks for it.

3. Play lotto using pictures of animals for objects.

4. Using lotto card pictures, have children place appropriate pictures in cardboard box.
5. Introduce song entitled "Hello--Hello."

   Hello-Hello-Hello to you
   Hello-Hello-How do you do
   The kitten says hello to you
   Meow- Meow- Meow.

This song may be adapted for all the animals taught in this unit.

6. Introduce real animals to the children whenever this is possible.

Materials Needed for the Above Activities

1. Stuffed animals
2. Large cardboard pictures
3. Lotto game using animals for objects
4. Cardboard box.
DEVELOPING AN UNDERSTANDING OF ACTION VERBS

Introduction

In the previous three units the primary purpose has been to develop an understanding of word symbols related to specific objects. It is now suggested that action verbs be incorporated into the language development program. Action verbs help specify and explain the function of many word symbols. They also aid the child in communicating many ideas. For example, sit, stand, put on, and take off.

Communication cannot be limited to just nouns or word symbols as it would lead to a very unexpressive vocabulary. A vocabulary without verbs would leave the child unable to express accurately his needs and ideas.

In this unit the action verbs "put on" and "take off" will be introduced. They are introduced simultaneously as their relationship becomes more meaningful to the children in this manner.

It is suggested that the following action verbs should be introduced in the same manner at an appropriate time. They are sit, stand, and point.

Suggestions for Teaching Action Verbs "Put On" and "Take Off"

The meaning of action verbs is taught most successfully when the group of children is lead in performing them.
They can be performed in everyday activities such as "Put on your coat," "Take off your coat," or "Put the ______ on the table" and "Take the ______ off the table."

Situations such as these can be created throughout the day emphasizing the action verbs being taught.

**Materials Needed for the Above Activities**

1. Coat
2. Table
3. Any other materials used in daily activities to emphasize above action verbs.
DEVELOPING AN UNDERSTANDING OF WORD SYMBOLS RELATED TO FAMILY MEMBERS

Introduction

The family plays an intricate part in every child's life. The child is involved with the family members during most of his waking hours. Therefore, it would be to the child's advantage to be familiar with the word symbols directly related to his family. The family members will accept the child more readily when the child shows an interest in and understanding of them. If the child shows any tendency toward expressive language, the word symbols related to the members of the family should be encouraged as they are easily articulated and beneficial to the child's personality development.

As the word symbols representing these family members are abstract, it would be advantageous to introduce each family member by the function he performs. Example: Introduce the mother sewing, cooking, or washing. It is suggested that family members be taught in the following order: mother, father, baby, sister, brother, grandmother, and grandfather.

Suggestions for Teaching Family Members

1. Introduce with a picture of the mother performing any household chore.
2. Let each child perform the activities demonstrated above.**

3. Give each child a group of pictures of the various family figures. Have each child place the specific picture asked for in a cardboard box in the middle of the table.

4. Give each child paper dolls and clothes representing the various family figures. The teacher then requests that the child put a specific article of clothing on the doll. This activity also reinforces the unit on clothing.

Example: "Put the dress on the mother."

5. Send a note home with each child requesting a picture of the various members of his family. Place the pictures of all the mothers in one pile. Have each child choose his mother's picture from the pile. This activity may be used for each of the family members.

6. Bring in old clothes suitable for each member of the family. With the help of the class, dress one child as a particular family member. Repeat this until each member of the family is represented. The children may then wear these clothes for the remainder of the school day.

Materials Needed for Above Activities

1. Pictures of family members
2. Paper dolls and clothing
3. Snapshots of family members
4. Clothes suitable for each member of the family.

**Introduce each family member in the suggested order by repeating steps one and two.
DEVELOPING AN UNDERSTANDING OF WORD SYMBOLS RELATED TO FOOD

Introduction

Food is considered to be a basic need of all human beings. The need of food to sustain life makes it a self motivating force to the child. Therefore, the actual food objects stimulate the child more effectively than any related materials. Once the child is made aware that each individual food object has its own word symbol (name), receptive language in the area of food will begin to increase independently. Because the basic need in this area is always present, expressive language (speech) relating to food symbols will be one of the first seen to develop.

The suggested words to be taught in this unit are: orange juice, cereal, eggs, bread, butter, meat, potato, milk, cookie, cake, ice cream, candy, apple, and banana.

Suggestions for Teaching Foods

1. Introduce at juice time. Children sit around table while teacher names food objects she places before them. Once food is placed on the table the teacher instructs each child in what to eat. Example: The teacher says, "Drink your juice," and simultaneously the teacher drinks her juice and each child follows.
2. Other food objects may be taught with similar model meals. Examples would be: model dinner, model birthday party, and model tea party. Appropriate foods should be taught at each of these lessons.

3. Once the word symbols for the food objects have been established the class will be ready to play "Set the table," "Clear off the table." In these activities the children will handle the objects asked for by the teacher.

4. Large colored cardboard pictures, which are more abstract, will be introduced next. Many of the activities mentioned in previous units may be adapted here. Examples: "Point to the _____," "Give me the _____," "Put the _____ in the box."

5. Place a flannel board within the reach of all the children. Give each child an object to be placed on the flannel board. The teacher then calls for a specific object and the child holding that object places it on the flannel board.

6. Play lotto using food objects.

Materials Needed for Above Activities

1. Orange juice and cup
2. Eggs
3. Cereal
4. Bread and butter
5. Meat and potatoes
6. Apple and banana
7. Milk
8. Cookies
9. Cake and ice cream
10. Candy
11. Plates and other eating utensils
12. Large pictures of foods put out by the National Dairy Association
13. Flannel board materials
DEVELOPING AN UNDERSTANDING OF WORD SYMBOLS RELATED TO EATING UTENSILS

Introduction

A retarded child's social actions are influential factors in determining his acceptance by his family and others. Along with teaching the word symbols for foods it is necessary to teach the word symbols and use of eating utensils.

The basic suggested eating utensils to be taught in sequential order are: cup, straw, dish, fork, knife, and spoon.

As the objects fork, knife, and spoon are abstract in nature and similar in shape and form they are a difficult concept for the child to learn. Therefore, each must be introduced individually and demonstrated. One should be known thoroughly before the next is introduced.

A cup is the easiest concept to grasp and usually the only one handled independently by the child at this time. Therefore, it should be introduced first.

Suggestions for Teaching Eating Utensils

1. Each utensil should be introduced initially using the real objects. Its use should be first demonstrated by the teacher and then imitated by each child. It would be helpful to use real foods during the demonstration as they are more realistic.
2. Pictures of the eating utensils can be introduced once the children have a complete understanding of the word symbols related to the real objects. These pictures may be utilized in making a joint scrapbook with the teacher pasting in the objects that she asks the group to give her.

3. Have a party appropriate to the season. The children should help prepare for the party by setting the table and later by using the proper utensils. During the party, as well as during preparations for the party, the teacher should emphasize the utensils being taught. As constant repetition is most effective, a birthday party monthly could be a means of reviewing and impressing upon the children the utensils and the word symbols for the various foods.

Materials Needed for the Above Activities

1. Cup
2. Fork
3. Straw
4. Dish
5. Spoon
6. Knife
7. Foods used for demonstration purposes
8. Large scrapbook
DEVELOPING AN UNDERSTANDING OF WORD SYMBOLS BIG AND LITTLE

Introduction

Big and little are the first adjectives to be introduced into the language development program as they can be demonstrated visually. These concepts are more difficult for the child to understand as they are less concrete than the word symbols and functions introduced previously. They also require a visual acuity not needed previously. This is a good opportunity to review objects previously taught as they can be utilized in the demonstrations.

Suggestions for Teaching Big and Little

1. Introduce concept with any objects previously taught emphasizing the degree of size. Example: Big and little rubber balls.

2. Have the children match real objects: big balls in one pile and little balls in another pile.

3. Have the children match big and little objects with the same word symbol.

4. Working with clay, instruct the children in making big and little balls as requested by the teacher.

Materials Needed for Above Activities

1. Small ball
2. Large ball
DEVELOPING AN UNDERSTANDING OF THE PREPOSITIONAL CONCEPTS 
UP AND DOWN

Introduction

Up and down are the first prepositions to be introduced in this language development program as they are necessary to the child in understanding many specific concepts. Also they are necessary to the child in that they help him to express himself more explicitly. The word symbols up and down can be demonstrated visually to the child. Although they are difficult for the child to comprehend easily comprehension should be achieved through the visual clues demonstrated. It is suggested that the concepts up and down be introduced simultaneously as this is the most meaningful way to achieve understanding.

Suggestions for Teaching Concepts Up and Down

The word concepts up and down can be introduced and reinforced in many of the daily activities. The class can be made aware of these concepts when walking up and down the stairs, picking up and putting down articles being used in daily activities, swinging up and down on a swing or climbing up and coming down on a slide. The word concepts should be emphasized when performing these activities to insure comprehension and carry over.

Materials Needed for the Above Activities

1. Stairs
2. Swing
3. Slide.
DEVELOPING AN UNDERSTANDING OF THE WORD SYMBOLS AND FUNCTIONS RELATED TO THE HOME

Introduction

There are many word symbols related to the home. These word symbols all have corresponding functions which must be taught to achieve complete understanding of the concepts being introduced. The function corresponding to each word symbol is an action verb. As the child spends most of his waking hours in the home he must understand the various objects he encounters. Not only must the child know each word symbol but he must know its function if he is to succeed in using it. Before introducing any of the concepts related to the home, the specific concept of house must be understood by the child. Through the use of a doll house this concept can be taught to the child.

In this unit the words sink and wash will be introduced. It is suggested that the word symbol chair, table, stove, door, and bed and their appropriate functions be introduced in the same manner.

Suggestions for Teaching the Word Symbol Sink and its Function to Wash

1. Before juice time, after recess, or after any activity when the hands are soiled, the children can be made to wash their hands. While they are washing, the teacher introduces
and later reinforces the concept of a sink and its function to wash.

2. After creative activities, the children can wash the table and other objects which need to be cleaned.

3. Have the children help wash the dishes after mock parties have been given.

Materials Needed for the Above Activities

1. Sink or basin with water
2. Tables and other objects used in daily activities which can be washed
3. Play dishes.
DEVELOPING AN UNDERSTANDING OF ACTION VERBS RELATED TO FOOD SYMBOLS

Introduction

In the previous two units word symbols related to foods have been developed. In these units it has often been necessary to mention the action verbs eat and drink. Therefore, it is felt that these three verbs be reinforced at this time. It is not necessary to introduce these verbs in any particular order. However, one should be understood before the next is introduced. Again, it should be stressed that verbs are taught most successfully when the children are given an opportunity to perform them. The action verb drink will be taught in this unit. The action verbs eat and cut can be taught in the same manner.

Suggestions

1. The action verb drink can be introduced at juice time or meal time if the children eat in school. If the children do not eat in school, mock parties can be utilized at this time by emphasizing the action verb being taught.

2. Once the three action verbs pertaining to food have been taught, place the National Dairy Association pictures face up on the table and say to the children, "Give me the one you eat" and "Give me the one you drink." This activity helps to develop receptive language.
3. If at this time any of the children have developed expressive language (speech) the following activity may be used: laying the same pictures as mentioned above on the table say to the children, "What do you do with milk?" and "What do you do with a fork?"

4. Give all the children a group of large cardboard pictures. Have them place in a pile all the objects that one can drink. Have them repeat this activity with objects that one can eat and cut.

Materials Needed for the Above Activities

1. The National Dairy Association pictures
2. Food and utensils used for demonstration purposes.
Chapter IV

SUMMARY

The purpose of this study has been to develop a receptive language development program for the pre-school retarded child. The units have been written in a language developmental order based on normal speech development. Realistic situations have been created within the classroom so as to meet the basic needs in communication for the retarded child. This program prepares the child for expressive language by making word symbols meaningful and creating a need to communicate.

Limitations

The program created has not been tested in the classroom. The length of time needed to complete this program is not known.

Suggestions for Further Research

It is suggested that the program be used in schools for the pre-school retarded utilizing control and experimental groups to test the program's validity. Further language development programs for the sub-special classes must be developed at a higher level as a continuation of this program.
2. Introduce the ball through the medium of a game such as pass the ball. Also demonstrate the many different things a ball can do such as bounce and roll.

3. Show the class a plastic train. Demonstrate the train's function by placing a small doll in it. Give each child the opportunity to pull the train around the room. While one child is pulling the train the others can imitate the noise it makes. (Choo choo) Have the class build a model train out of blocks or boxes. The members of the class then take turns in riding on the model train. A visit to a train station would be ideal.

4. Using a dump truck, the teacher should demonstrate its use. Each child is then given the opportunity to manipulate the truck.

5. Introduce the car in the same manner as used when introducing the truck.

6. Each child should be given a pile of blocks with which to work. The teacher builds a simple form which the children are to reproduce. Although this activity incorporates motor function and visual discrimination, its main purpose is to develop the understanding of the word symbol "blocks" and its function.
7. A telephone can achieve many functions in a language development program if its significance is understood. Two telephones are needed so that the situations become more realistic. The telephone demonstration provided by the New England Telephone and Telegraph Company is also suggested.

Materials Needed for the Above Activities

1. Boat and tub of water
2. Large rubber ball
3. Plastic or electric train
4. Large dump truck
5. Colored blocks
BIBLIOGRAPHY


