



Directions of work of speech development of children with the moderate and severe mental retardation

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Abstract:

This article describes the directions of the development of speech of children with moderate and severe mental retardation, corrective measures described in the structure of classes of impressive speech, expressive speech and nonverbal communication. Working with language development of children with moderate and severe mental retardation is made from a variety of areas, of which, according to the level of child selected their top priority at the moment: the development of expressive speech, development impressive speech, development of non-verbal communication and so on. Proposed corrective actions below can be used for all children with mental and physical development, given their individual capabilities. In the process, children can learn the following skills: work together with adults, perform tasks for imitation and example, to express their desires by means of verbal and nonverbal communication, call or show by pointing gesture, object, toy, picture (objects, actions, attributes) image of letters, of words or based on his previous proceeding, subject to correlate with the desired word, the first letter, from which the word is written, find pictures, articles, which have investigated sound, write in block letters, words, using the preliminary analysis, and with adult; correctly pronounce certain sounds, syllables, words and phrases.

Working with speech development of children with the moderate and severe mental retardation conducted on a number of areas, of which, according to the level of child development, selected the highest priority at the moment: the development of expressive speech, impressive speech development, the development of non-verbal communication and so on. The following proposed corrective measures can be used for all children with mental and physical development, taking into account their individual capabilities.

The features of mental development of mentally retarded children, scientists (Havrylov, 2009; Havrylova, 2012; Konoplyasta, Sak, Shieriemiet, 2010; Shipicyna, 2005 and others) revealed the characteristics of verbal and written speech, speech underdevelopment revealed the impact on the formation of mental operations. Given the characteristics of children with mental and physical development and their capabilities in mastering speech, it should be noted that such violations can be corrected only by specially organized work.

During the correction of children can acquire the following skills: to work together with adults; perform tasks by imitation and model; expressing their desire by means of verbal and nonverbal communication; call display or using a pointing gesture object toy picture (objects, actions, signs), picture letters or words on the basis of his previous proceeding; relate the subject with the desired word, the first letter, which is written the word, find pictures, objects which are studied sound; write letters, words, using a preliminary analysis, and with an adult; correctly pronounce certain sounds, syllables, words and phrases (Lalaieva, 2001).

Some children can master the basic skills of writing words, sentences, some children can only learn to write the block letters using adult or deduct only separate words. The acquisition of reading skills can also take place differently in different groups of children. One can learn to read words, sentences and other known some



familiar words own name or read letters and find unfamiliar syllables. Children who do not speak, can learn to show letters, syllables, words and phrases on the instructions of the teacher, build a phrase using gestures and icons. It should be borne in mind that the ability to communicate using verbal and non-verbal means, and use in life skills and knowledge obtained is the most valuable and desirable outcome of correctional work with children with moderate and severe mental retardation. Note corrective measures in the structure of classes impressive speech of children with disabilities. Task:

1. Teach children to find matching items, toys with nature sounds (speech sounds and non-speech sounds).
2. To develop phonemic hearing, memory, attention, using didactic games.
3. Develop the ability to carry instruction.
4. Continue to teach children to distinguish between nouns and verbs, similar in sound.
5. Continue to teach children to differentiate verbs: similar in value (sweeping – cleaning, building – repairing, lying – sleep, sews – knits and others); opposite in meaning (dress – take off, raise – drop, throw – catch, found – hide, give – take).
6. Work on adjectives:
 - “Show where the red, green, sour, sweet, large green, small green” (referred to different features of objects);
 - solving riddles (“show me who’s red, cunning, fluffy”);
 - make pairs of pictures with the adjectives – antonyms.
7. Teach children to determine the relationship between the actors in the pictures, understand the question which? what does? learn real and unreal situations (“confusion,” “did not happen”).
8. Teach children to understand prepositions.
9. Teach children to express using simulation tools image content (Show what makes a boy. Take one toy, which he holds, and so on).
10. Work on the understanding of speech and vocabulary using riddles.
11. Expand and refine an idea of kids objects and phenomena of the world (Lalaieva, 2001).

When working on the development of proper speech communication (expressive speech) should consider the following objectives:

1. Develop an interest and the need to process speech communication.
2. The fix of ability children use active (blow, consciously relax the tongue, lift it up, bite tongue front teeth) and passive methods of articulation exercises and massage for the pronunciation of difficult sounds – only children with speech phrase.
3. Learn active vocabulary correlate with real objects, actions, signs, clarify meaning.
4. Learn to use speech to communicate with other people.
5. Enrich active vocabulary predicative parts of speech (verbs, adjectives).
6. Work on grammatical structure of speech: differentiation of singular and plural nouns, nouns change on cases, matching nouns with adjectives and verbs.
7. Development of skills of word formation: formation diminutive, affectionate form of nouns, adjectives with nouns formation (lotto “What made”: wood, paper and others).
8. Encourage the children to answer questions, express their thoughts, feelings and requests word or phrase depending on the speech development.
9. Encourage children with speech phrase to use simple and compound sentences in teaching storytelling, answer questions on the picture; describe a picture or series of pictures scene; listen to a short story and answer questions; describe what you see (a class that can be seen from the window); describe from memory (such as that made in the previous lessons, as rested on vacation) – possible involvement of written speech, pictures, objects.
10. Work on the question: why? Learn answer questions using complex preposition “because” bringing the experience of the child (hands froze because ... wet sleeve because ...).
11. Learn to use expressions ethical accessible (thanks, please, excuse me).
12. To form the semantic skills programming text using the following works of plot pictures (for most children is held on the nonverbal level: comparing two scenes pictures, one of which is missing a number of items, the selection of the missing items. This promotes analytical and synthetic activities, the ability to compare. The selection to the plot pictures relevant subject pictures or exclude unnecessary inappropriate subject images; recover plot sequence of pictures in a series in memory (at the beginning the children



sample, which is then retracted); to determine the place pictures among others series; arrange story pictures in a sequence, find the extra picture in the series (Shieriemiet, 2014).

For children with severe violations expressive speech should cause new and intensify existing sounds, sound combinations, the word (articulation exercises and speech imitation) necessarily linking them with real objects, activities and accumulate following dictionary: names of family child persons and toys; request an expression of desire or reluctance of something; expression of their condition cries and adverbs; imitation sounds of animals and control animals; imitation musical toys, noises; emotional exclamations.

Note corrective measures in the structure of classes of non-verbal means of communication for children with moderate and severe mental retardation. Backed by means of non-verbal communication, can produce a communicative system that allows children with severe disabilities to communicate in everyday life. Visual support reduces the effort involved a child to concentrate auditory attention and memory needed for oral communication, that is easier to remember and helps promotes the accumulation of vocabulary and structuring sentences. Despite the fact that non-verbal communication and the development of active speech abilities differ from each other in practice they complement each other. Thus, the use of icons in some cases can contribute to improving the pronunciation of sounds when specific situations at hand needed no characters or their use is too cumbersome. By means of nonverbal communication can be: physical signals (including respiratory rate, body tension); show (usually limited items, often requires clarification); gestures, facial expressions; movement view; icons (more related to specific characters or objects); table of letters (Havrylov, 2009; Galetska, 2013; Nikitina, 2001 and others).

Some children use their own gestures, in which case they need to maintain and replenish the stock of signed. More focus on the use of icons for the development of communication in children with violations mental and physical development. In order to start using them, make sure that children are interested in a more or less realistic images (photos, pictures, images) and manageable, with the teacher or after training recognize image. Another condition is managed and self-recognition symbolic image that is actually icons (for example, head with braids – girl) and interpretation of the sequence of symbolic images (Galetska, 2013; Shipicyna, 2005 and others).

Ability to child transmission schematic graphical drawing, symbols is desirable, but for some children with severe motion, intellectual, emotional and volitional problems are available. These features are not a barrier to discover a child with ideographic system of communication, which is made in the following ways: presentation events of everyday life (a mode of day, lessons, cooking) using photos, drawings and images; correlation of real objects or actions with photo or drawing (planting, selecting the right image), drawing on photos or pictures thick lines with symbolic meaning – the contour of the object; gradual replacement of figure images more symbolic, abstract.

The next stage – an exercise aimed at building skills using the ideographic system of communication (fixing exercise) and the application of the system for the purpose of communication, learning, training to master the writing and reading. Exercise fixation can be divided into nine categories, the order of presentation that expresses a difficulty progression (Nikitina, 2001).

Exercises for recognition serve to train the child to recognize icons and verbally or nonverbally respond to them. The variants of exercises:

1. “What is it?” – The child should say or show available movement’s depicted object or actions.
2. Isolation of a child for the word necessary icon among the other (the child shows).
3. Determination of the phrases on the icon (the icon shows the adult, child is appropriate picture).
4. Recognition of at least two phrases presented on the icon, the one that says adult (child show you).

Exercises to reproduction forming skills verbal or non-verbally mark image that is perceived. The variants of exercises:

1. Finding identical among several icons.
2. Among a number of icons to find a pair to her.
3. Among the icons and their real objects child should find items identical to those shown him an adult.
4. Recreate word or phrase pantomime, gestures for adults (despite its icon) and select your appropriate.

Exercises to develop of associations to form the ability to express a simple relationship between two existing or images objects. The options:

1. Find the icon of the images to the person or object depicted icon of action (ball – throw, coffee – drink, bed – sleep).



2. Association through a game of dominoes.

Exercises form the classification ability to merge two or more objects according to some criteria:

1. Collect icons belonging to the same group (for example, to brushing teeth).

2. Collect icons for generalizing concepts.

Exercises to learn to relate to find and correct the errors and inaccuracies:

1. Remove icon that is unnecessary in this group.

2. Fix bug in a series of paired icons.

3. Identify the error in terms of meaning in the phrase recorded icons (“boy eats toothpaste” – changed to “cake”).

4. Amend the phrase selected icon (the driver manages ..., boy ... tea).

5. Remove item from an incorrect phrase.

The exercises teach the child the choice to select from the mass of the icons needed symbols that will complement content phrases story. Exercises for analysis and synthesis child learn to combine different characters in a single phrase:

1. The child sees icons and acts according to them, is among the items the one depicted in the icon.

2. A child using phrase or pantomime depicting the contents of series icon (hammer – nail, bread – knife – butter) (Nikitina, 2001).

Exercise on a series images teach the child to place the icons in the order of logical sequence. Exercises invention teach a child to express his opinion, adding a missing symbol, inventing it. The selection of these exercises is determined by the action of the principle of gradual transition from simple to complex. This sequence should not be seen as rigid, possible parallel exercises of different categories. The most complex exercise (last category) are not available to children with severe intellectual and emotional-volitional disorders at a certain age stage. This does not mean that the work should be considered ineffective and stop. Introduction to the symbolic system continue to serve as the basis for further study or even spontaneous application icons or gestures child. We also need to say that children who have mastered not all categories of exercises fixation may apply some pictographic symbols or pantomime for the expression of their desires spontaneously or with active teacher prompting. Children who have mastered all categories of exercise fix can move on to exercises on applications aimed at the development of speech, on the development of grammatical categories, the phrase structuring. To have functional significance of icons, you can use them as monuments to help children remember concepts needed everyday and school life.

Studies of the speech development based on practical activity, which gives the opportunity to know the object, using all analyzers, and causes children need to operate various objects and didactic toys, action beat them. These directions can be used in work with children with different levels of speech development. However, it should be noted that a necessary condition for the beginning of this work is to understand the child of speech and some opportunities to mastering of active speech or means of nonverbal communication. If the child has no such possibility and there are pronounced problems understanding speech, you need to use correction tools to accumulate passive vocabulary, and which lead to its ability to communicate.

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