Identification performing of graphic scene symbols representing verbs for Korean children with intellectual disability

Long Abstract

Purpose

The purpose of this study was to investigate the identification performance on symbols representing 10 verbs between Korean children with intellectual disability and their peers. There is some evidence that some graphic symbols from some sets are easier to guess and learn when representing the word class of nouns relatives to other parts of speech, such as verbs, adjectives, and prepositions (Schlosser et al., 2012). Most of study about graphic symbols in Augmentative and Alternative Communication has concerned itself with graphic symbols representing nouns and comparatively little attention has been paid to verbs (Schlosser et al., 2012). The use of verbs symbols is not only important to generating sentence but also an important effect for the development of human thinking and cognitive ability. This study aimed to answer the question: Are there any differences between the groups on percent correct identification of verbs?

Method

Experimental design
This study implemented a t-test, between subjects comparison group design. The independent variables is the accuracy of Identification performing of graphic scene symbols on representing verbs for two groups(typically developing children or children with intellectual disability).

Participants
Ten Korean children with intellectual disabilities between the ages of 6 and 12 years, ten typically developing children matched on age were participated. Typically developing children had to meet the following criteria: a) chronological ages 3~12
years old; b) Korean spoken as primary language; c) no uncorrected visual or hearing difficulties; d) age-appropriate receptive vocabulary, determined by -1SD above the mean on the Korean Receptive-Expressive Vocabulary test (REVT: Kim, Hong, Kim, Chang, & Lee, 2009).

Materials

Target Verbs
For the identification task, a total of 10 items were selected from list of words frequently used by young children (Bae et al. 2009). The following 10 verbs were chosen: buy, draw, drop, eat, give, kick, ride, take out, throw, and wipe.

Graphic scene Symbol sets
Graphic scene symbols representing the above verbs were selected from Korean Ewha-AAC symbols set, developed by the Ewha-AAC symbol project team in Ewha Womans University. This Korean Ewha-AAC Symbols set, specifically developed for individuals with complex communication needs who speak Korean, consist of about 9000 graphic symbols for words, phrases, and sentences (Park et al., 2014).

Identification task.
In this task, the children were presented with four graphic scene symbols at a time, one target symbols and three foils from the testing pool of Korean Ewha-AAC symbols respectively. In the study children with intellectual disabilities and their peers selected a symbol in the response to a prompt ‘show me (target verb)’. The identification variable was derived from the child’s pointing responses to the four-choice symbol arrays. The percentage of correctly identified symbols was derived by taking the number of correctly identified symbols divided by the total number of symbols multiplied by 100.

Result & Conclusion
The data were analyzed using a independent t-Test to compare the results from the two groups. The results of the identification performance of Korean children with intellectual disability in this study will be shared during the presentation. In addition,
we will discuss about factors affecting children’s graphic symbols use for special educators, speech-language pathologist, or professionals to choose and use AAC symbols at the early stage in AAC intervention.

Reference


Declaration of Interest Statement

The authors disclose they have no financial or other interest in objects or entities mentioned in this paper.
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Program Planner/Instructional Personnel’s Name: Eunhey Park

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Program Planner/Instructional Personnel’s Name: Khyung Hong

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