

(* . ** . ** * , **)

『 』 , 2001 6 , 1 , 77-91.

, (,) , (, ,) ,

가 . 가 가 가

가

3 (Lord, 1984). 가 ,

(Denhoff & Robinault, 1960; Love, 1992). ,

(Newton, 1977).

가 (Newton, 1977; Byrne, 1959; Cruickshank, 1976; Levin, 1999).

Pinder, Olswang & Coggins(1993) 20 ()

가 (prelinguistic signal) 가

(single-subject study) . Olswang & Pinder(1995) 11 13

가 4 ,

(object play)가

Pinder & Olswang(1995) 가

, 가

가

가

(Newton, 1977; Leung & Kao, 1999; , 1996).

가 ,

(, ,), (,), (,), (,), (,)

1.

10 20 (10 , 10)
 (< - 1 >).
 14 24 (: 19.7 , : 100.40)
 10 (: 5 , : 5) , 5 , 5
 , 가 ,
 1-2 ,
 ±2
 10 8
 , 2 ±2 .

< - 1 >

S ₁	14	84	12	80	14 100
S ₂	15	91	11	87	15 98
S ₃	18	93	10	94	16 99
S ₄	19	103	13	103	19 -
S ₅	20	107	18	114	20 129
S ₆	21	118	21	117	22 124
S ₇	21	88	10	81	21 135
S ₈	22	116	17	119	22 134
S ₉	23	118	18	119	23 139
S ₁₀	24	86	9	81	24 -
	19.70	100.40	13.00	99.50	19.6 0

14 24 (: 19.6) 10 (: 5 , : 5) .

The Bayley Scales of Infant Development-Second Edition(BSID-
) (Bayley, 1993) Mental Scale .

BSID- mental score ±7
9 21 (: 13.9) 10 (: 5 , :
5) . BSID- mental score
84- 118 (100.40) , 80- 119 (99.50) .

2.

가.

, BSID- The Mental Scale .
Communication and Symbolic Behavior Scales(CSBS)(Wetherby & Prizant, 1993)

, CSBS procedure (communicative temptations)

9가

< - 2>

가

가

BSID- 40- 60 ,
30 , 20
Sony AC S- 25 .

< - 2 >

1	
1	
1	
1	가
1	가
4	4 " " " "
	4 " " " "
1	
	3 3

1 5

.

가

,

,

,

.

.

.

< - 3 >

< - 3> 가

		가
		가 (, , ,)
		가
		가 , .
1		
2		, , , , , ,

¹ (,)
² .

가 10%(3)
 , 92.4%

²
 가

SPSS (version 9.0) .
 (,), (, ,), ,
 .
 .
 Tukey

1. (,)

,
 ,
 (< - 4>).
 , (F_(1,27)=6.08,
 p<0.05), . ' × ' 가
 (F_(2,27)=4.94, p<0.05). Tukey 가
 가 (MSE=167.56, 27df, p<0.05).

< - 4>

17.50(SD= 9.26)	14.40(SD= 7.44)	31.90(SD=11.71)
14.40(SD= 7.50)	33.10(SD=15.11)	46.60(SD=14.14)
15.20(SD=14.13)	20.70(SD=13.47)	36.20(SD=23.36)

*

2. (, ,)

(< - 5>

).

($F_{(2,27)}=24.94, p<0.001$),

가 paired *t*-test , 가

($t_{(29)}=8.36, p<0.001$)

($t_{(29)}=-5.47, p<0.001$).

< - 5>

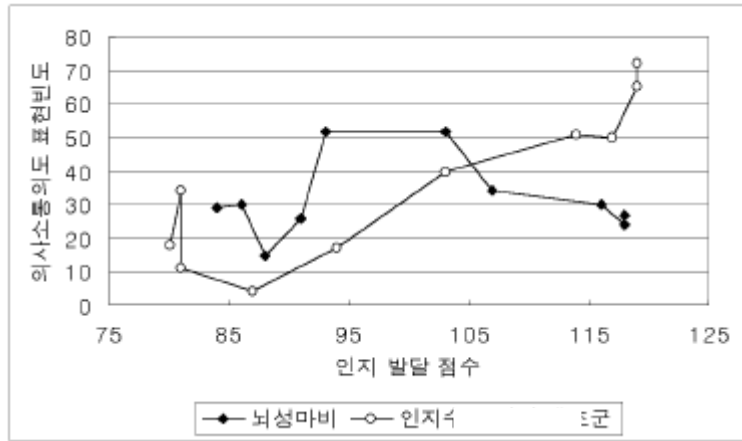
21.30(SD=11.93)	1.30(SD=2.16)	9.30(SD= 8.51)
20.20(SD= 6.25)	3.50(SD=2.99)	22.90(SD=14.90)
23.30(SD=17.35)	1.60(SD=2.3)	11.30(SD=14.10)

3.

가 ($R^2=0.000$),

가 ($R^2=0.77, p<0.001$).

< - 1>



< - 1 >

4.

(< - 6 >). , 가
 $(F_{(2,27)}=4.58, p<0.05)$. Tukey ,
 가 (MSE=165.25, 27df,
 $p<0.05$), 가 .
 , (< - 6 >).
 가 ($F_{(2,27)}=5.96, p<0.01$).
 Tukey
 (MSE=132.51, 27df, $p<0.05$), .

< - 6 >

6.60(SD=6.75)	5.00(SD=5.79)
22.10(SD=19.36)	22.20(SD=17.31)
7.50(SD=8.67)	9.70(SD=8.03)

Coggings, Olswang & Guthrie(1987)

(comment) (request)

가

가

가

가

Pinder & Olswang(1995)

가

. Olswang & Carpenter(1982)

가

가

가

(hypersensitivity)

(preverbal functional communication)

가

가

가

가

1

(babbling)

Levin(1999)

. Hardy(1983; Levin, 1999

)

(canonical babbling) , 가 ,
. Levin(1999) - ,
- 3-4 가 ,
, .
, . Denhoff & Holden(1951) 100
27 ,
37 .
1 , 6 . Byrne(1959)
15 , 36 , 78
. 가 BSID-
가 mental scale .
. mental scale .
가 가 가
가 .
, 가 (Gleason, 1997),
(Yoder & Kaiser, 1989; Dollaghan et al., 1999).
가
가 .

(1996). 가 . (). 『 가 』 . : .
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ABSTRACT

The Early Communicative Behaviors of Children with
Spastic Cerebral Palsy

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We investigated the communicative behaviors of children with cerebral palsy(CP children) and two groups of normally developing children - children with matching chronological age(CA children) and children with matching mental abilities(MA children). The total frequency, forms(gesture, vocalization), and functions(behavioral regulation, social interaction, joint attention) of communicative behaviors were examined in structured plays. In addition, the different types of vocalization(vocalization with consonants, multisyllabic vocalizations, words, multiwords) of CP children were compared with the two normal groups. There were no significant differences in the total frequency of communicative behaviors between the groups. In the frequency of vocalization, the CP children vocalized significantly less than the CA children. The three groups of children were not significantly different from one another in the frequencies of gestures. There were no significant group differences in the functions of communication. Vocalization with consonants, multisyllabic vocalization, and the frequency of word use were lower for the CP children when compared with CA children, but there were no significant differences when compared with the MA children. Although the CP children were not significantly different from the MA children in the total frequency of communication, a regression between the mental skills and the communicative behaviors of each group yielded different results. Only the MA children showed linear relation between the two aspects while the CP children did not.

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