

(AAC)

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(* , **)

(AAC)

』, 2001, 6 , 2 , 355-

373.

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가

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(Augmentative and Alternative Communication;

AAC)

(ASHA, 1991). ,

Beukelman & Mirenda (1998)

(symbol), (aid), (strategy) (technique)
(aided sym-

bol) (unaided symbol) ,

가

(scanning), (encoding) .

(Blackstone, 1986).

1999)

(, 1993; , 1998; ,

가 가

가

가

(Kim & Lombardino, 1991)

. Schank & Abelson (1977)

. Farrar, Friend & Forbes (1993) 2

, MLU가 가

(2000)

가 ,

가 가

(1997)

가

(AAC)

(1992) 가

. Kim & Lombardino (1991)

. , Harris (1982)

, Kaiser (1995)

가 가

. Spiegel, Benjamin & Siegel (1993) 19

(VOCA)

가

가

가

1.

○○

4

Dalton & Bedrosian (1989) Shane & Bashir (1980)가

. < - 1> ,
 < - 2> .

< - 1>

	가
	, 가
	5 18
.	가 , (PLS)
	*가 .50
	6-12

*

< - 2>

	1	2	3	4
	10 3	8 7	10 1	8 6
()	SA: 3.25 SQ: 31.71	SA: 2.73 SQ: 31.82	SA: 3.63 SQ: 36.01	SA: 2.82 SQ: 33.18
(PTI)	40	43.7	45	37.5
()	3 6 - 3 11	3 0 - 3 5	3 0 - 3 5	2 6 - 2 11
(PLS)	2 9	2 10	2 9	2 6
	1 3	1 1	1 4	1 3
	.22	.21	.23	.16

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2.

PTI (Pictorial Test of Intelligence, , 1990) ,
/ (PLS: Preschool Language Scale, , 1994)
(, 1989) . ,
(, 1995) .

3.

(parallel treatments
design)
(30 cm × 21 cm)
(4.7 cm × 4.2 cm) ,
(cheaptalk-8) ,
, 1996) , ‘ ’(
가
(2000) 가
(1998)
(:) (:) 가
1
2 1 , 가
3
4
3 4
3 42 (1 4-5 , 30-40) ,

.
, 3 .

가.

,
가
(+) , (-)
1 3 , 2 5 ,
3 7 , 4 8 .

.
가 1 3 가 , 2 4
가 , 가
가 “ , “ ’ ”
“ , “ ’ ? ” ,

, 70 %
가
,
1 7 ,
9 가 , 2 10, 13 , 3
11, 14 , 4 13, 16 가 . ,
3 70 % .

< - 1 >

(AAC)

가 3 ,
4 .

4.

가.

(20), (20), (20), (20),
 (10 , 10) 100
 가 5
 5 . 5
 5
)가 , 5 , (,
 (L) (P)

95 % { / (+) } × 100
 가

1.

가.

1

1 가 , 58 %
66 % , 78 %
, 65 % 2

2

2 50 % , 75 %
2 ,
44 %
, 60 %

3

60 % , 70 %
, 3
45 % ,
68 %

(AAC)

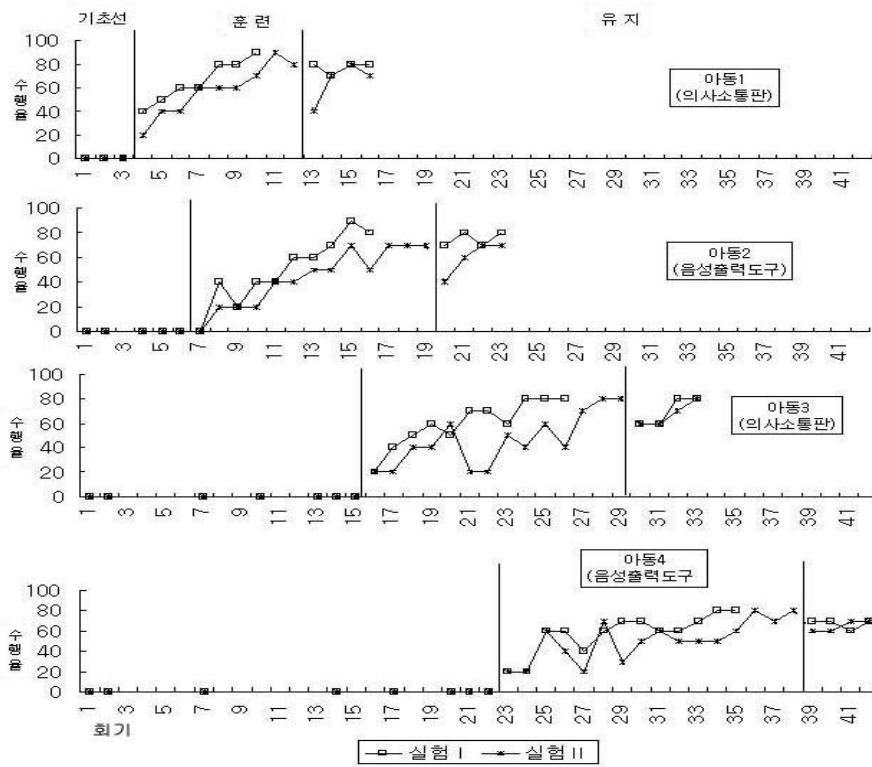
4

58 % , 68 %
51 % , 65 %

가

1,

3, 4, 2 , 1, 4, 3, 2 .
가 1 , 2가 가 .
AAC



< - 1 >

2. 가

< - 1> . , 1 65 % : 58 % , 2 50 % : 44 % , 3 60 % : 45 % . , 4 58 % : 51 % . 가

3. 가

AAC 가
1, 3 2, 4
< - 1> .

1 3 (65 % : 60 %)
2 4 (50 % : 58 %)
가

4.

< - 3> . 가 ‘ ’ 가
, ‘ ’ , 가
‘ ’ 가 , ‘ ’ , .

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< - 3 >

(%)

		1		2		3		4	
		*	** (%)	(%)		(%)		(%)	
	/	1	11 (79 %)	6	9 (47 %)	2	8 (36 %)	1	17 (68 %)
		0	0 (0 %)	9	1 (5 %)	6	4 (18 %)	0	0 (0 %)
		3	9 (64 %)	2	13 (68 %)	1	11 (50 %)	3	12 (48 %)
		2	4 (29 %)	8	7 (37 %)	4	11 (50 %)	7	10 (40 %)
		5	7 (50 %)	10	3 (16 %)	3	11 (50 %)	9	4 (16 %)
		1	11 (79 %)	2	12 (63 %)	2	13 (59 %)	3	15 (60 %)
	/	2	11 (69 %)	5	13 (59 %)	2	13 (52 %)	1	20 (71 %)
		7	3 (19 %)	0	0 (0 %)	10	1 (4 %)	4	1 (4 %)
		1	16 (100 %)	2	15 (68 %)	1	12 (48 %)	3	14 (50 %)
		8	3 (19 %)	13	1 (5 %)	3	10 (40 %)	6	6 (21 %)
		7	5 (31 %)	7	8 (30 %)	3	9 (36 %)	8	7 (25 %)
		4	8 (50 %)	8	9 (36 %)	5	10 (40 %)	3	12 (43 %)

* :
 ** :

가

(1, 3)

(

2, 4)

1.

4

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(Alwell et al., 1989).

AAC

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(1999)

(2000)

가

2.

가

, 2-3

가

가

. Nelson & Gruendel (1986) 3 가

. Constable (1986)

가

(AAC)

3. AAC 가

가

(1998)

가

Doss et al. (1991)

(1999)

가

가

가

가

가

가

4.

가

Beukelman & Yorkston (1980)

가

, Lewis & Ripich (1984)

. Udwin & Yule (1991)

가
(< - 3 >
).

가
가
가
가
가

(1998). (AAC)

(2000). “ ”

(1989). 『 : 『

(1994). 『 : 『

(1995). 『 : 『

() (1990). 『 (PTI)』 : 『

(1997). 가 『

(AAC)

』, 15, 1-22.

(1992).

(1999). (AAC)

(1996). 『 』. CD-ROM.

(1993).

(1998).

(2000).

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(AAC)

< - 1 >

1. :

	(1) , . ? (5) (2) “ ” (3) (AAC) “ ” (4) . .	▷
	(1) ?(5) (2) ? (3) ? (AAC) “ ” (4) . , .	▷
	(1) , ?(5) (2) “ ” (3) , “ (AAC) “ (4) . , .	▷
	(1) () ? (5) (2) ? (3) 가 (AAC) “ (4) . .	▷
	(1) (5) (2) “ ” (3) (AAC) (4) “ ” . .	▷

2. :

	<p>(1) , ?(5)</p> <p>(2) . , “ ” ?</p> <p>(3) . ○ ○ , (AAC)</p> <p>(4) . .</p>	▷ /
	<p>(1) , ?(5)</p> <p>(2) . , 가 .</p> <p>(3) . “ ” 가 ? ,</p> <p>(4) (AAC) “ ” .</p>	▷
	<p>(1) , .()</p> <p>() , ?(5)</p> <p>(2) . ?</p> <p>(3) . (AAC) “ ”</p> <p>(4) . , .</p>	▷
	<p>(1) , 00 ?</p> <p>(5)</p> <p>(2) . “ ” .</p> <p>(3) . (AAC) “ ”</p> <p>(4) . .</p>	▷
	<p>(1) , (5)</p> <p>(2) . “ ” .</p> <p>(3) . (AAC)</p> <p>(4) . .</p>	▷

ABSTRACT

Effects of AAC Device Training Through Scripts on
Communicative Functions of Children with
Nonverbal Mental Retardation

Shin, Young - Pae (Jeongmyeong Special School)

Jeon, Byung - Un * (Dept. of Special Education, Kongju National University)

The purpose of this study was to investigate the effect of AAC device training through scripts on communicative functions of children with nonverbal mental retardation. The subjects were four students with nonverbal mental retardation in a special school. This study used parallel treatments design across subjects. An AAC device was offered without instruction for its use in the baseline condition. The training program was composed of instruction for learning the AAC symbols, and script-based pragmatic training by AAC use to do proper communicative functions. The conclusions drawn from this study were as follows: First, all four subjects acquired the proper communicative functions through scripted-based AAC device training. Second, all of the subjects acquired the proper communicative functions in the known-scripts more than in the unknown-scripts. Third, except for known-scripts, there is little or no difference between AAC device types regarding their influence on acquisition of communicative functions. Fourth, various communicative functions of the children were increased by the AAC device training.

* e-mail: jeonun@kongju.ac.kr