

Support for Memory Defects after a Child Brain Tumor

– A case that aimed at the development of linguistic concepts –

MORIMOTO Aya

Graduate School of Science for Human Services, Ritsumeikan University

Key words: Linguistic concepts, parallel processing, increased vocabularies

This research examined the validity such that performing certain subject matter would increase the amount of vocabulary, along with parallel processing to promote linguistic concepts. In addition, the research focuses on increasing the contexts that the subject considered as influencing the development of language after higher brain function disorders after a child brain tumor during individual therapy and group therapy.

Research 1 examined the factors that helped the subject change her attitude and come to grips with the therapy. As a result, it is guessed that there were three main factors. One factor was that she could understand and be aware of her disabilities. The second factor was that she became independent from her mother and could act alone. The final factor was that her mother could change her recognition.

As for Research 2, the validity was examined toward performing parallel processing to promote linguistic concept formation in mathematical subjects and toward performing a macro process to increase the context of text comprehension subjects. As a result, it was guessed that performing a parallel process promoted the formation of concept functions in mathematical subjects and that performing a macro process decreased the number of the words extracted and shortened the time necessary to extract such words from a text. However, it was considered that it was difficult to summarize certain words in one's own language. This result indicated that performing parallel processing would be possible only for numbers or signs, and that, because of the vocabulary being used, performing parallel processing toward text comprehension was difficult. Moreover, it was thought that vocabularies had increased and were considered from the language shift of "putting words together" to making a "phrase," and it was guessed that concept formation functions were promoted.