

Language Development in Multiple-handicapped Children with Visual and Developmental Disabilities

TANIGUCHI Wakako

Graduate School of Science for Human Services, Ritsumeikan University,

Keywords: Language development, multiple-handicapped children, support

Autism spectrum disorders (PDD: Pervasive Developmental Disorders) are characterized by deficits in social interaction, communication, and imagination (Wing, 1996). These difficulties are associated with language development. Tomasello (2003) emphasized the following two motivations as important for language acquisition: (1) the desire to communicate with other people, and (2) the desire to be like other people (that is, to imitate them).

The purpose of this study was to investigate how intervention could encourage their expression toward communicating with other people and to indicate their intention. The subject of this study was one multiple-handicapped boy with visual and developmental disability. Interaction between the subject and his school teacher was observed from June to November in 2011, focusing on his response and utterance behavior.

The major results were as follows. In response situations, providing the opportunity to select and decide one's self improved his response. In utterance situations, he was able to show "intentional behavior" and "pretend behavior" with a desire to communicate with other people, making an opportunity to encourage his spontaneous utterances and thus leading to interaction. Additionally, it was important to understand and support his "intentional behavior" and "pretend behavior" as expressed when his intention was different from others. (192 words)