

유소아 난청의 청능훈련과 언어치료

Aural Rehabilitation and Development of Speech Perception Skills in Young Children with Profoundly Hearing Impairment

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Abstract

Rehabilitation of young children with hearing impairment can be defined as a teaching/learning process where the role of the clinician is to facilitate the acquisition of listening, speech and language in a normal developmental order. The young children with hearing impairment are helped by hearing aids and cochlear implants to learn language. Auditory (re)habilitation in young children with hearing impairment is to acquire auditory skills at four stages : sound detection, sound identification through imitation, sound discrimination, and comprehension. Without appropriate auditory training and early intervention, children with hearing impairment cannot develop spoken language. Speech acquisition is a perceptual as well as an oral process. To maximize the speech acquisition in children with hearing impairment, in-depth understanding of the characteristics of the children, the parents' motivation and cooperation, a well - designed educational program, and the high competence of the health care professionals are important. Therefore, listening is not an isolated skill, and the auditory development in children with hearing impairment should be achieved in a comprehensive approach. Young children with hearing impairment need supports and guidance from health care professionals whose holistic approach balances auditory learning with the parallel development of the children's other learning processes.

Keywords : Young children with hearing impaired;
Auditory (re)habilitation; Speech perception skill

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(11).
1) Categories of Auditory Performance : 0~7 level
2) IT - MAIS
3) Language comprehension : REEL(Reception and Expression Evaluation for Language)

4) Speech intelligibility ability :
closed - set MTP(monosyllabic - Trochee - Polysyllabic), open - set (GASP),

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(detection),

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(comprehension) 4

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CAP	Rehabilitation periods(mons) with HA & CI					
	Pre	3	6	12	24	36
7				1	4	1
6			1	4	4	3
5	2	2	3	5	3	
4	3	3	7	10	6	
3	3	10	28	6	1	
2	1	11	9	2		
1	6	26	2	1		
0	45	6	2			
total	58	58	52	29	18	4

SPICE(Speech perception instructional curriculum and evaluation, 1995)

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(Bloom, 1973).

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(categories of auditory performance) 1)

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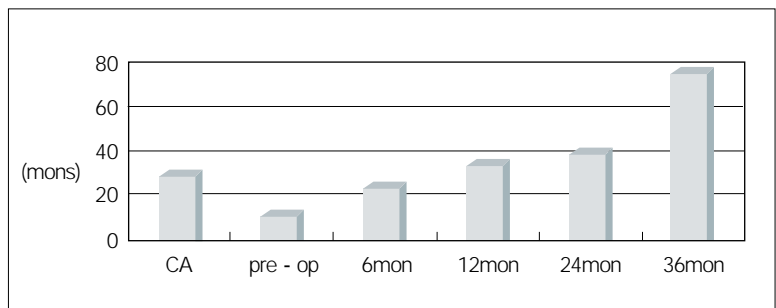
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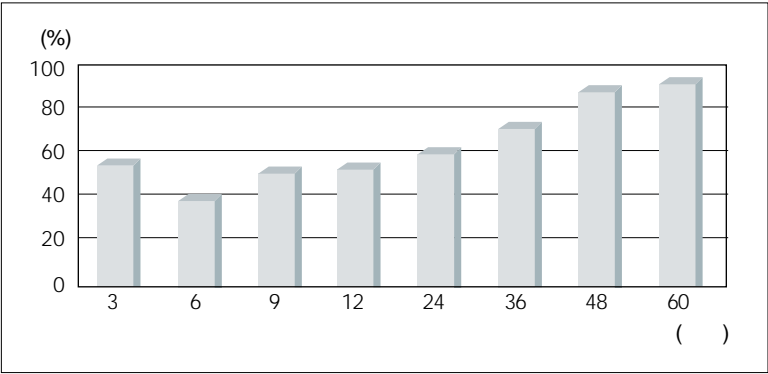
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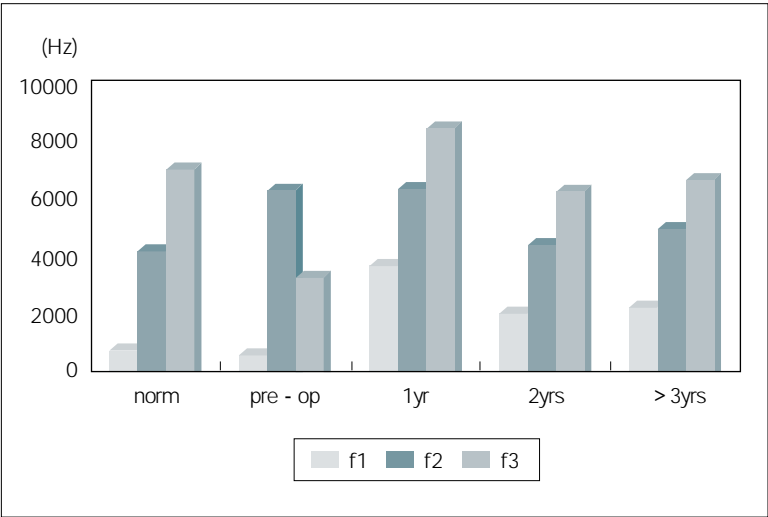
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Tomblin(20)



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(Tobey & Hasenstab, 1991).

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1. , 2000 : 108 - 30
2. 가
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