

References

- Backe, L., Leick, N., Merrick, J., & Michelsen, N. *Incest. En bog om blodskam*. Copenhagen: Hans Reitzel, 1982.
- Christiansen, W. F. Børnemishandling. Et materiale fra almen praksis. *Ugeskr Laeger*, 1968, 136, 1213–1215.
- Kempe, C. H., Silverman, F. N., Steele, B. F., Droegemueller, W., & Silver, H. K. The battered-child syndrome. *JAMA*, 1962, 181, 17–24.
- Merrick, J., & Michelsen, N. Child abuse and neglect in Denmark. The city of Copenhagen 1970–79. Submitted to *Child abuse neglect* 1982, 1.
- Merrick, J., & Michelsen, N. Child abuse and neglect: Guidelines for pediatric departments. Submitted to *Child abuse neglect* 1982, 2.

Authors' address:

Joav Merrick, M. D., al Prospective Pediatric Research Unit, Dept. of Pediatrics G 7112, University Hospital, Rigshospitalet, Tagensvej 18, DK-2200 Copenhagen N, Denmark.

H.-G. Budde, and G. Jungnitsch

Do the prelingual deaf code verbal material visually in short-term memory?

Brief research report – Int. J. Rehab. Research, 1983, 6 (2), 190–191.

Problem

Modern memory theories state the possibility, that visually presented material may be codified in other ways than by acoustic or articulatory means. Especially for the group of prelingual deafs there is reason to believe that their strategie of processing is orientated apt to visual codes. This question has previously been stated from different viewpoints (Conrad, 1972; Frumkin & Anisfeld, 1977), however without bearing valid results. A recent study (Budde & Jungnitsch, 1982) tries to bring more light into this topic.

Method

A methodological possibility to yield sound data concerning visual encoding of visually presented verbal material is the "Posner-Paradigm" (Posner, Boies, Eichelman & Taylor, 1969, Kroll & Parks, 1978). In this case two letters are presented to a subject either physically identical (A – A), name identical (A – a) or different (A – t). The subject has to judge these letter combinations upon indifference.

In this manner, 19 congenital deaf and 33 normal hearing subjects between 9–16 years of age were tested. For this specific experiment a fixed interstimulus intervall of 2.5 sec. was chosen. The subjects reaction containing the two possible answers "same" or "different" was given by pressing a button. Reaction times (RT) and errors were registered resulting in three values per subject: The average RT values for physically and name identical and different letters.

The hypothesis was, that deaf people of all ages would produce significant RT differences between physically same and name same pairs of letters, thus showing encoding of the verbal material corresponding to its physical attributes. In comparison, the control group of normal hearing subjects should show no such RT difference, corresponding to verbal encoding of the material.

Results

The results show, that a differencial consideration for deafs according to age groups is necessary: Considering the RT and errors made, there is indication to believe, that the youngest of the deaf group, aged 9 to 10 years, codify the given material according to visual attributes. For the remaining subjects of the deaf group as well as – consistend with the hypothesis – for the control group no codification of test material according to visual attributes could be found. Regarding the ability to respond efficiently as measured by RT, there was no significant difference between test and control group. These results correspond to the current idea of how normal hearing subjects codify verbal material. For prelingual deaf they show that probably because of a great emphasis on phonetic speech education in schools for the deaf in Germany, the way in which deaf persons encode verbal material alters depending on their age and developmental level. Nevertheless, it remains unclear, which way of encoding actually is used in this group. Further research should stress the possibility of kinesthetic encoding of memory material.

References

- Budde, H.-G., & Jungnitsch, G. Kurzzeitkodierung von verbalem Material bei prälingual Gehörlosen. *Zeitschrift für experimentelle und angewandte Psychologie*, 1982, 29 (4), 568-581
- Conrad, R. Some correlates of speech coding in the short-term memory of the deaf. *Journal of Speech and Hearing Research*, 1973, 16, 375-384
- Frumkin, B., & Anisfeld, M. Semantic and surface codes in the memory of deaf children. *Cognitive Psychology*, 1977, 9, 475-493
- Kroll, N. E. A., & Parks, T. E. Interference with short-term visual memory produced by concurrent central processing. *Journal of Experimental Psychology: Human Learning and Memory*, 1978, 4, 111-120
- Posner, M. I., Boies, S. J., Eichelman, W. H., & Taylor, R. L. Retention of visual and name codes of single letters. *Journal of Experimental Psychology*, 1969, 79, 1-16

Authors' address:

Georg Jungnitsch, Dipl.-Psych., Lehrstuhl für Psychologie II, Universitätsstr. 31, Universität Regensburg, D-8400 Regensburg, Fed. Rep. of Germany.

Richard Morrish

The integration of trainable mentally retarded children into the normal school system – a preliminary investigation

Brief research report – *Int. J. Rehab. Research*, 1983, 6 (2), 191-193.

Problem

During the last decade, considerable interest both in Australia and overseas, has developed in the notion of placing children with a pronounced mental deficit into the regular school system instead of the many segregated facilities that currently exist to cater for their needs.

Whilst several schemes have been developed for the Educable Mentally Retarded child, very little attention has been directed to placement of the T.M.R. child into the normal school.

Almost no literature exists of studies on the efficacy of the integration of T.M.R. children. The few studies available usually compare educational placement versus no formal education or examine integration in a Kindergarten setting.

The major purpose of integration is surely to improve the social competence of the T.M.R. child by providing him with a model of a type he would not find in an institutional setting.

A major assumption, for which there is mounting evidence, is that the development of much social competence depends on modeling rather than an innate intellectual capacity. The development of early intervention programs are dependent on this.

Whilst there are great benefits in placing a T.M.R. child into a normal Kindergarten, the child very soon becomes too old to be retained there and all too often, due to lack of opportunity, the child has to be returned to a segregated facility.

A far more constructive approach is to place the child into a regular school whilst maintaining the specialist support from the institution.

There are several problems associated with this:

1. How to select which T.M.R. children are suitable.
 2. How to select and support an appropriate regular school.
 3. How to assist the class teacher, who usually has no skills with respect to disadvantaged children.
 4. How to supply special training such as Speech Therapy for the T.M.R. child.
 5. How to handle the lack of academic progress the child will make.
 6. What to do with the child when he is clearly too old to continue at the Primary (Elementary) school?
- In 1975, McCallum House Day Training Centre at Ballarat, Australia, started a school integration scheme for some of their T.M.R. children.

Children to be selected for integration are selected by a specialist panel. The children are carefully tutored for many years before as the Centre practises early intervention from birth if possible, as well as integrating the children into local Kindergartens.