

原著

# 聴覚障害児の言語学習条件整備用森式チェック リストの作成 -就学前児用,第1次試案-

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## Mori's Check-list for the Preparation of Conditions Concerning Speech Learning of Hearing Handicapped Children -for Pre-School, a First Plan-

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### Abstract

It is not easy to help hearing-handicapped children acquire speech ability. However, if some intra/inter individual conditions concerning speech learning and consistent speech guidance are provided until they go to school, children can acquire speech ability on the same level as normal-hearing children and achieve from age 15 till adulthood normal development in both their personality and mental function. On the basis of the confirmed data of 147 cases of hearing-handicapped children who acquired normal speech ability by early exercise and guidance, I developed Mori's check-list for the preparation of speech learning conditions. The aim of this check-list is due to acquire normal speech ability by early exercise and guidance.

### 要約

重度な聴覚障害を有する乳幼児にスピーチの能力を獲得させることは容易ではない。しかし、乳幼児期の早期より言語学習に関与する個人内・個人間諸条件を整備し、就学時まで一貫した言語指導を行えば、健聴者と同レベルのスピーチの能力を獲得し、15歳以後成人するまで人格も精神機能も正常発達を遂げ得る。この点を確認できた147例の聴覚障害児のデータをもとに、乳幼児期の早

期訓練によってスピーチの能力を正常発達させることを目的として、言語学習条件整備用森式チェックリストを作成したので報告し、問題点を考察した。

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