

# Foreword

Oral or spoken language is one of the most complex tasks ever granted yet we take for granted. We begin to talk somewhere around 18 months of age and have an anatomy for oral communication that integrate with others to make communication task possible. Reading (and writing with spoken language for communication) is an even more complex neurological set of skills, involving visual and auditory processing at a significant processing speed. The brain for these tasks but borrows from the same neural pathways.

Joyce S. Pickering, CCC-SLP, CA

# Foreword

to

## Teaching Language-Deficient Children

Some methodologies in speech-language pathology are destined to remain effective in every generation of professionals. Others are used almost universally, then become dormant and may or may not be rediscovered and reintroduced. A methodology that has the special destiny of being used effectively in every generation always has a few individuals who maintain the integrity of the method during periods in which others, for various reasons, discard it in favor of something else. Etienne Dubard has been such a person with regard to the Association Method for teaching children who have aphasia and other severe language disorders. During times when the Association Method was considered out of date,

I have read this book with very deep interest. Its publication is timely since so many educators today are searching, "shall I say reading?", for effective teaching methods for children with cross-learning

## Original Preface

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by N. Etoile Dubard

disorders. The characteristics of these disorders have been more fully described within recent years; fairly satisfactory diagnostic procedures are currently available and much of the confusion over the preferred terminology is gradually disappearing. The classroom teacher, however, is still faced with the problem of

# About the Author

**Maureen K. Martin** received her B.S. and M.S. degrees in Speech and Hearing Sciences at The University of Southern Mississippi where she was a student of Etoile DuBard. She earned her Ph.D. at the National University of Ireland. Martin is a nationally certified speech-language pathologist and educator

elementary education, and school administration. She served on the staff of the School for Children with Learning Disabilities (now known as the DuBard School for Learning Disabilities) from 1975 until

# Introduction

In rereading the introduction to *Teaching Aphasics and Other Language-Deficient Children* (Holt, 1969) and *Teaching Reading to the Deaf* (Holt, 1970), I was struck by the fact that the

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of competence in the comprehension and use of language and speech. Some who had used hearing aids from an early age did not begin to progress in language learning until the Association Method procedures were employed as the major instructional approach

After they completed the laboratory school's educational program, the children were placed in general elementary classroom programs, in private programs with low pupil-to-teacher ratio, or in other special classroom programs appropriate to their particular needs. To date, follow-up information regarding their education indicates their satisfactory progress. Some finished high school successfully and others completed two- or four-year college or university programs. Employments vary and reflect a pattern comparable to those individuals without known disabilities.

When using multisensory teaching techniques, it is extremely tempting to take shortcuts and move ahead quickly. When we have yielded to such temptations, invariably we have regretted it. It became necessary to provide greater redundancy so as to establish the necessary **automaticity** in skills before progressing to subsequent levels of instruction. Children's "competence" is often misleading. When tempted to shortcut, delete, or reduce reinforcement and maintenance work in a child's program, one recommendation is primary: *don't do it*. Variations can be made but the foundation must be solid first.

In this volume, guidelines on curriculum and specific explanations of reinforcement activities are included. Although educators often are inclined to "toss out" the ideas and let teachers develop their own applications, teachers often ask us what to do next and how to do it. *How effective the use of the DuBard Association Method® will be is dependent on how effectively the teacher/clinician carries out its principles*. With careful ongoing monitoring of children's progress and appropriate planning and implementation, the phonetic, multisensory teaching techniques can help children learn more effectively and, thus, can make a positive difference in their lives.

This volume presents the Association Method in its original form as Mildred McGinnis developed and applied the principles to a relatively

