

EFFECTS OF CONCURRENT AND SERIAL TRAINING ON RECEPTIVE
LABELING BEHAVIOR OF MENTAL RETARDATES

by

LOIS JEAN WALDO

B. S., Kansas State University, 1973

A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

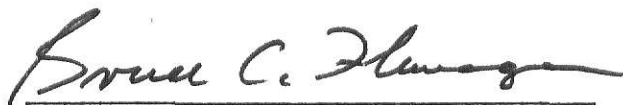
MASTER OF ARTS

Department of Speech

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1974

Approved by:



Co-Major Professor



Co-Major Professor

LD
2668
T4
1974
W33
C-2
Document

ACKNOWLEDGMENTS

The author wishes to express gratitude to Doctor Doug Guess and to Doctor Bruce Flanagan for their hours of assistance and guidance during the preparation of this thesis. Thanks are also given to Janice Firling and Joan Lemon for their assistance in the selection and scheduling of subjects. Special acknowledgments are given to my husband, David, whose support and encouragement was constant.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	i i
LIST OF FIGURES	i v
Chapter	
I. INTRODUCTION	1
II. METHOD	4
<u>Subjects</u>	4
<u>Training Material</u>	5
<u>Experimental Procedures</u>	6
<u>Reliability</u>	10
III. RESULTS	13
<u>Reliability</u>	13
<u>Training and Probe Data</u>	13
IV. DISCUSSION	19
REFERENCES	26
APPENDIX A	28
APPENDIX B	32
APPENDIX C	35

CHAPTER I

INTRODUCTION

There has been much concentration in the past two decades on the analysis of the language training of retarded children through the use of operant methodology. During this time there has been considerable research supporting the establishment and maintenance of imitative and expressive speech (Baer, Peterson, and Sherman, 1967; Baer, Guess, and Sherman, 1972; Guess and Baer, 1973; and Risley, Hart and Doke, 1972). Recently emphasis has been moving to a more discrete analysis of components pertaining to specific procedures. Procedures have been analyzed for the establishment of adjective usage (Baer and Guess, 1971; and Hart and Risley, 1968), generative verb usage (Shumaker and Sherman, 1970), prepositional usage (Sailor and Taman, 1972), and plural morpheme usage (Guess, Sailor, Rutherford and Baer, 1968; and Sailor, 1971). Several researchers have taken steps toward establishing complete and validated language training programs for the mentally retarded (Bricker, 1973; Guess, Sailor, and Baer, 1972; and Stremel, 1972).

From these and other previous investigations it has become evident that language instruction for the mentally retarded is a very time consuming, complex task. There are still many more questions which need to be answered before expedient language programming procedures are identified.

This study compared two methods of training individual recognition responses (receptive labeling behavior). The first method, serial training,

involves training one item to a specified criterion, then a second item to criterion, and finally, a third item. For example, when training three objects serially, cup, hat, and spoon, the subject chose only cup from the group of three items correctly to criterion, then only hat to criterion, and then spoon. The second method, concurrent training, includes training all three items simultaneously to a specified level of criterion performance. The subject under concurrent training reaches criterion with hat, spoon, and cup by scrambled presentations of all three objects.

A previous study concerned with this question (Schroeder, 1972) compared the effectiveness of these two procedures in word imitation training with retarded children. Probes were administered to measure the extent of imitation generalization to previously untrained words. For this particular response, Schroeder found that neither procedure was particularly more efficient than the other in terms of number of trials required to reach criterion, but that probe words administered following concurrent training showed a greater increase in accurate imitation than those administered after serial training. Therefore, Schroeder concluded that concurrent training may be advantageous in establishing a functional behavior class of accurate imitation without sacrificing training trials. In the present study, concurrent and serial training methods were again compared, but the response was receptive labeling, not imitation.

Receptive labeling was selected as the mode of response because it is basic to a child's language acquisition, as reported by McCarthy, 1954

and Fraser, Bellugi, and Brown, 1963. In comparing the methods of stimulus presentation it was hypothesized that serial training would achieve performance criterion more quickly than concurrent training. Thus, one measure to be used in comparing the methods was the total number of responses, correct and incorrect, required to reach a predetermined level of correct performance. The other dependent variable used in the study investigated the degree to which the child could identify the learned items, when mixed with new, untrained stimuli items. It was hypothesized that more correct labeling would occur with subjects trained under the concurrent condition.

**THIS BOOK
CONTAINS
NUMEROUS PAGES
THAT WERE
BOUND WITHOUT
PAGE NUMBERS.**

**THIS IS AS
RECEIVED FROM
CUSTOMER.**