

BYLAE 1

Voorbeeld vir die bepaling van die voorsprong/agterstand  
van die getoetste ouditiwe perseptuele  
prestasie in vergelyking met die verstandsouderdom

PROEFPERSOON A	Chrono- logiese ouderdom	Ouditiewe Analise	Opeen- volging	Sin- tese	Diskri- minasie	Slui- ting	Geheue
IK 97							
Aanvangsresultate	7;3	5;0#	5;2	5;0#	5;0#	8;6	9;2
Verstandsouderdom	7;0	7;0	7;0	7;0	7;0	7;0	7;0
Voorsprong/Agterstand (aantal maande)	+0;3 + 3	-2;0 - 24#	-1;10 - 22	-2;0 - 24#	-2;0 - 24#	+1;6 + 18	+2;2 + 26
Eindresultate	7;9	7;10	7;10	7;6	9;2	9;10*	9;10*
Verstandsouderdom	7;6	7;6	7;6	7;6	7;6	7;6	7;6
Voorsprong/Agterstand (aantal maande)	+0;3 + 3	+0;4 + 4	+0;4 + 4	+0;0 + 0	+1;8 + 20	+2;4 + 28*	+2;4 + 28*
Toetsmaksimum	9;10*			Toetsminimum		5;0#	
Verstandsouderdom	7;0			Verstandsouderdom		7;0	
Maksimum afwyking (aantal maande)	2;10 34*			Minimum afwyking (aantal maande)		-2;0 - 24#	

\* Toetsmaksimum # Toetsminimum

## Berekening van die gemiddelde IK, ouderdom en akademiese prestasie

Proef- persoon	IK	Aanvangsouderdóm		Leesprestasie		Spelprestasie	
		Chronologies	Verstand	Aanvang	Eind	Aanvang	Eind
A	97	7;3	sewe;nul	4	: 24	: 8	: 20
B	109	7;6	agt;twee	9	: 45	: 15	: 35
C	95	7;11	sewe;ses	11	: 37	: 5	: 26
D	109	7;4	agt;nul	16	: 54	: 14	: 33
E	110	7;6	agt;drie	36	: 62	: 8	: 32
F	109	7;3	sewe;elf	48	: 67	: 13	: 34
Rekenkundige gemiddelde	105	7;6	sewe;tien	21	: 48	: 10	: 30
Berekende vlak			sewe;tien	voorskools	: grii;7	: gri;8	: grii;7

## Berekening van die aanvangstoetsresultate: ouditiwe perseptuele vaardighede

Proef- persoon	Verstands- ouderdom	O u d i t i e w e p e r s e p t u e l e v a a r d i g h e d e					
		Analise	Opeen- volging	Sin- tese	Diskri- minasie	Slui- ting	Geheue
A	sewe;nul	5;0#	: 5;2	: 5;0#	: 5;0#	: 8;6	: 9;2
B	agt;twee	6;10	: 6;6	: 7;10	: 8;2	: 9;2	: 9;10*
C	sewe;ses	5;10	: 7;10	: 5;10	: 5;10	: 5;6	: 7;10
D	agt;nul	6;10	: 5;6	: 6;10	: 8;2	: 7;6	: 5;6
E	agt;drie	5;6	: 7;6	: 5;6	: 6;6	: 5;6	: 7;6
F	sewe;elf	5;0#	: 5;0#	: 5;0#	: 5;0#	: 6;10	: 7;10
Gemiddelde	sewe;tien	5;10	: 6;3	: 6;0	: 6;5	: 7;2	: 7;11

\* Toetsmaksimum # Toetsminimum

## Berekening van die eindtoetsresultate: ouditiwe perseptuele vaardighede

Proef- persoon	Verstands- ouderdom	O u d i t i e w e   p e r s e p t u e l e   v a a r d i g h e d e					
		Analise	Opeen- volging	Sin- tese	Diskri- minasie	Slui- ting	Geheue
A	sewe;nul	7;10	: 7;10	: 7;6	: 9;2	: 9;10*	: 9;10*
B	agt;twee	9;10*	: 9;6	: 9;6	: 9;10*	: 9;10*	: 9;10*
C	sewe;ses	8;6	: 8;10	: 8;2	: 9;10*	: 9;6	: 9;10*
D	agt;nul	9;10*	: 8;6	: 9;6	: 9;2	: 9;10*	: 9;10*
E	agt;drie	9;10*	: 9;10*	: 9;2	: 9;6	: 9;10*	: 9;10*
F	sewe;elf	9;10*	: 8;10	: 9;10*	: 9;10*	: 9;10*	: 9;10*
Gemiddelde	sewe;tien	9;3	: 8;11	: 8;11	: 9;7	: 9;9	: 9;10*

\* Toetsmaksimum

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## Summary

The study is concerned with learning disabled children. A literature survey which deals with the definitions, causes and manifestations of learning disabilities was conducted. An aid programme, focussing specifically on the auditory modality, was developed.

Through a careful study of relevant literature it is clear that although a learning disabled child possesses adequate or even above-average intellectual capabilities, deficiencies such as abnormal behaviour and inadequacies in learning which may be ascribed to malfunctions in the central nervous system, are manifested. The causes of learning disorders could be of an external or inherent nature and behavioural manifestations such as motor- or perceptual deficiencies, hyperactivity and inadequate academic performance frequently occur.

The importance of the auditory perceptual skills in the acquisition of reading and spelling performances is emphasized. Research on auditory deficiencies and their subsequent detrimental effect on reading and spelling performance, indicate a significant relationship between these deficits and the impairment of analysis, synthesis, storing and recalling of auditory information.

This survey was conducted in order to devise an auditory aid programme by means of which deficits in auditory perception could be overcome or improved and to decide whether the improvement of auditory deficits would contribute positively towards the reading and spelling results of the learning disabled child.

From the literature a variety of exercises for the improvement of the various auditory perceptual skills were assembled. An integrated reading and spelling programme to stimulate the development of auditory skills was subsequently devised and applied by means of the experimental method.

This aid programme was applied with great success in six cases who had previously been identified as learning disabled candidates. It resulted in a remarkable improvement in auditory skills of all six participants. All of them performed according to their mental age standard. Basic reading and spelling abilities improved accordingly. Those participants who best overcame their auditory perceptual deficiencies also gave the best performance in reading and spelling abilities.