

Problems with the language development in children with Down syndrome aged 5-7 years

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Abstract

This study aims to explore and investigate the linguistic developments regarding children with Down syndrome. The study was conducted by interviewing children with Down syndrome. The study shows many problems with these children associated with difficulties with the reasoning attention, imitation, routines, and language development of children with Down syndrome, such as, speech problem, a problem related to pronunciation, sound or voice. This study uses the (Inductive) and Qualitative primary research (deductive) method with six case studies of children with Down syndrome, being induced on the Problems and difficulties of children with the Down syndrome in the field of language development.

Keywords: confusion, Down syndrome, Rehabilitation, support team, IEP (individual education plan), early intervention, inclusion.

Introduction

Theoretical debates on children's language development is not new. Since ancient times, respectively, in ancient Greece, philosophers believed that natural and instinctive language, starts as a result of Biological Maturity. Learning the language of children is one of the greatest achievements in the development of human Beings. In this sense the speed of language learning of children with Down syndrome is very soft in terms of language development, compared with normal development in children. Language learning for all children, but especially for children with Down syndrome is one of the most difficult tasks.

Children's language development interacts with the development of socio-emotional and motor of child. Using the power of recognition adds the Possibility of interaction with others, it helps to Organize and articulate the experiences, ideas and emotions. According to studies children with normal development after month of their birth recognize the voice of their mother. This is not the case with Down syndrome children. According to researches, children like moving objects, also love their mother's voice and human figures. The rate of development of normal children differs significantly from the level of development of children with Down syndrome, depending on the degree of development of intelligence, social Conditions, interaction etc. The more experience we provide to the children with Down syndrome, the more the child finds impulses that will affect the development of speech.

Children with Down syndrome

All persons that are diagnosed with Down syndrome have delayed language

development. According to studies the distribution of Mental Retardation in Down syndrome children, is as Follows:

- 30% of children with Down syndrome have very severe Mental Retardation. 20% are under IQ. They are dependent and must be accompanied by a guardian;
- 45% of children with Down syndrome are in the group of children with severe Mental Retardation with an IQ of 20-35;
- 20% of children belong to the group of children with Mental Retardation with an IQ of 35-50. Children's language and cognitive development throughout their life does not go beyond the development of a child of 4-7 years old with normal development;
- 5% of say belong to the group of children with light mental Retardation with an IQ of 51-69. Children's language development does not exceed the mental age of a child aged 8-12 years with normal development.

Researchers have come to the conclusion that 50-80% of children who are diagnosed with Down syndrome do not have closed ears. Children with Down syndrome are considered as children with slow development in all mental and linguistic areas.

1.1. Typical Characteristics of Down's syndrome

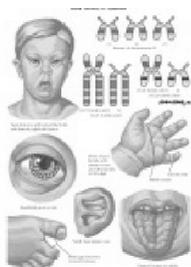
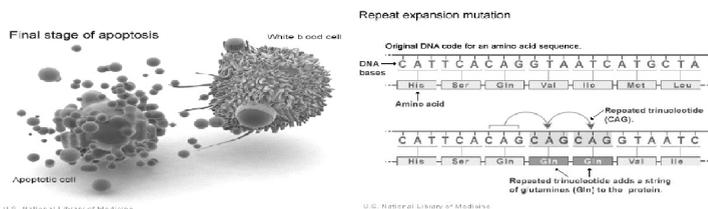


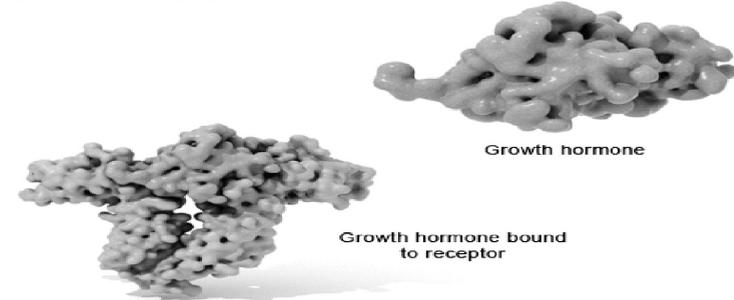
Figure 1

Children with Down syndrome have a wide and flat face, short nose, small ears, small head, in exceptional Cases they have disturbances in vision and walking, difficulty in running, rare and fair hair, underdeveloped jaw, long tongue in most cases.

1.2. DS genetic basis misinformation to children



Growth hormone



U.S. National Library of Medicine

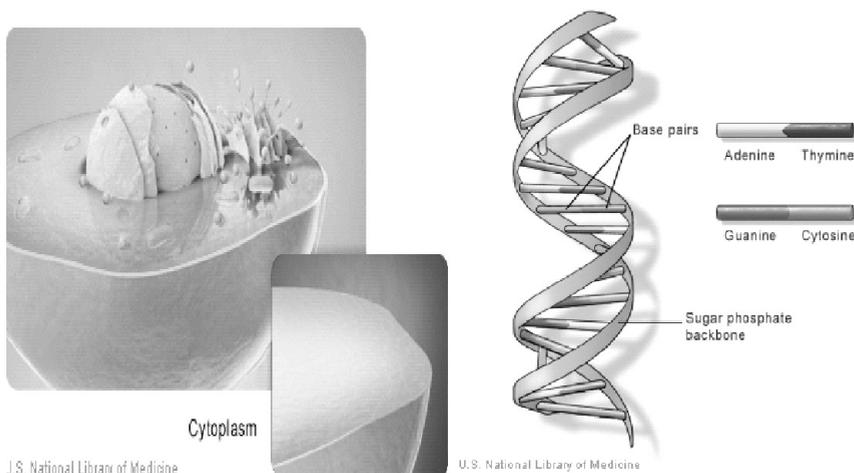


Figure 2

Basic Problems of developing in children with DS

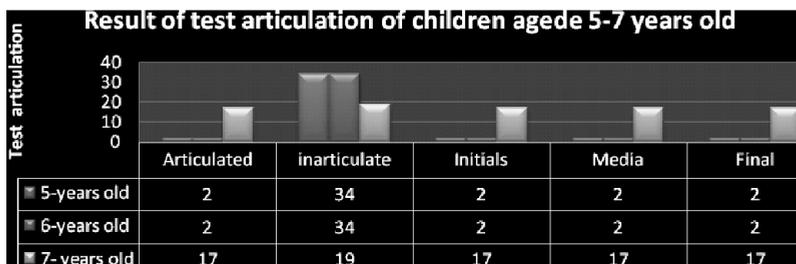
Subnormal short-term and long-term memory;
 Subnormal Auditory-Hearing Problems is subnormal;
 Abstractive difficulties;
 Inability of Attention;
 Subnormal mental and cognitive development etc.

The Problems in speech

Most children aged 5-7 years with Down syndrome represent a profound stumble development compared to the normal speech development of normal children. They have problems with the development of articulation, pronunciation of sound, syntax or grammar. Characteristics of speech and development of vocabulary of children with Down syndrome is intonation, melody, rhythm, connection string, pausing, speaking. Down syndrome children like any other child learn the names, verbs, adjectives, pronouns, and grammatical way of speaking lacking syntax. In most cases Down syndrome children have stagnated in semantic development.

Problems in articulation

Most children with Down syndrome have problems due to morphology, structure of developer's mouth. Most of them have messy teeth and have many errors in spelling, because of dental defect. This morphology causes difficulty in pronouncing sounds. The term "disorder imposing" has to do with the particular way to draw the sound, which is a result of difficulty to achieve motion sequences necessary for speech.



The Result of the articulation of children aged 5-7 years with Down Syndrome

Table no. 1 Test articulating children aged 5-7 years with Down syndrome of 36 sounds and 108 words

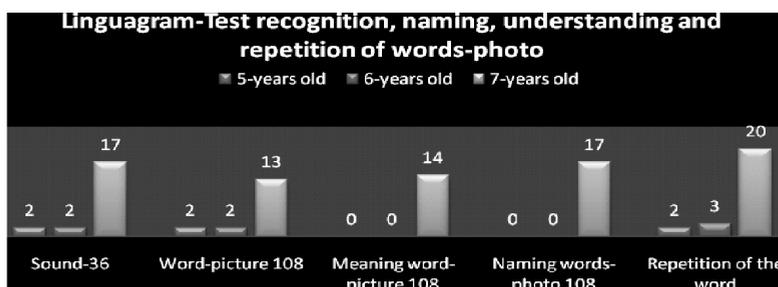


Table no. 2. Linguagram, meaning 108 words in children aged 5-7 years

Linguagram	Sound	Words	Meaning	Naming	Repetition
5-years old	2	2	0	0	2
6- years old	2	2	0	0	3
7- years old	17	13	14	17	20

Executive summar Tabulary DS Linguagram of children aged 5-7 years

Problem related to the sound or voice

The Majority of children aged 5-7 years with Down syndrome have abnormal developments in sound. These disorders are exclusively of morphological type, such as: Most of the children tested posses Down syndrome abnormality in these areas:

- thick voice;
- Connection between ovigale palate, teeth and faulty placement of the particular morphology of the nasal cavity;
- Hipotom soft palate, accompanied by hormonal disorders, which reinforces nasal voice.

Conclusions

In order to succeed in the rehabilitation of children with Down syndrome in the field of linguistic development, specialists, teachers, educators and parents are asked to focus on these areas of development in order to be successful:

- a.) The development of phonological awareness of children with Down syndrome;
- b.) Rhymes development in helping children with Down syndrome to speak easily. If the child understands that words can be divided into individual phonemes and that phonemes can be combined in words, then those children are able to use words-sounds to read and construct sentences.
- c.) Exercising the sounds of speech;
- d.) Games with sounds.

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