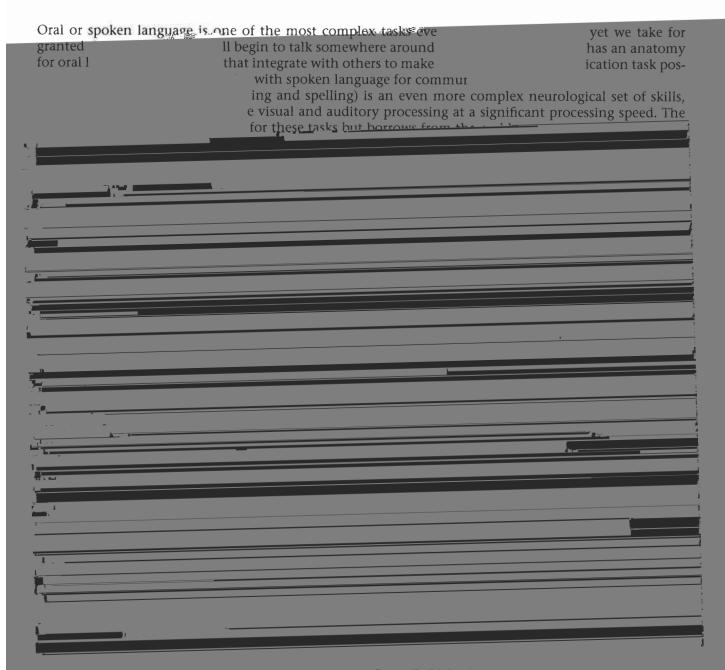
## **Foreword**



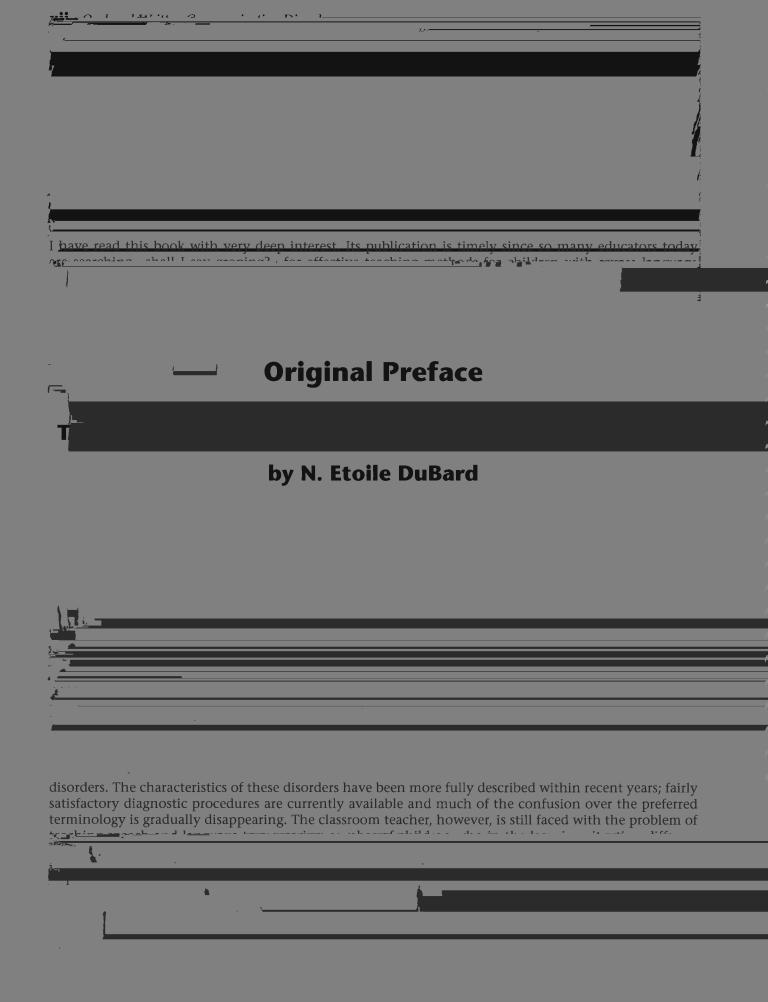
Joyce S. Pickering, CCC-SLP, CA Executive D Shelton School & Ev

Dallas, Texas 2012

## **Foreword**

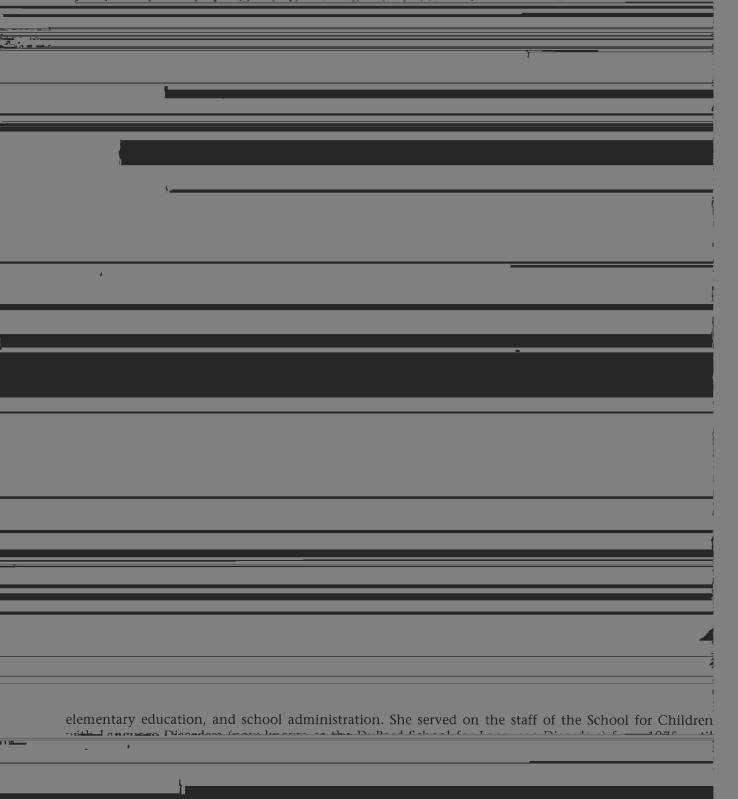
to

			o remain effective in every gen ne dormant and may or may no
rediscovered every genera in which offi	and reintroduced. A metho ion always has a few indivi ion for various reasons, and	dology that has the special duals who maintain the interior and it is not the formal than the	destiny of being used effectively control of the method during per- cise. Etolic Dubard has been sur who have aphasia and other ser
languaga dia		a Accordation Vetterd	
			\#
-			
,			in



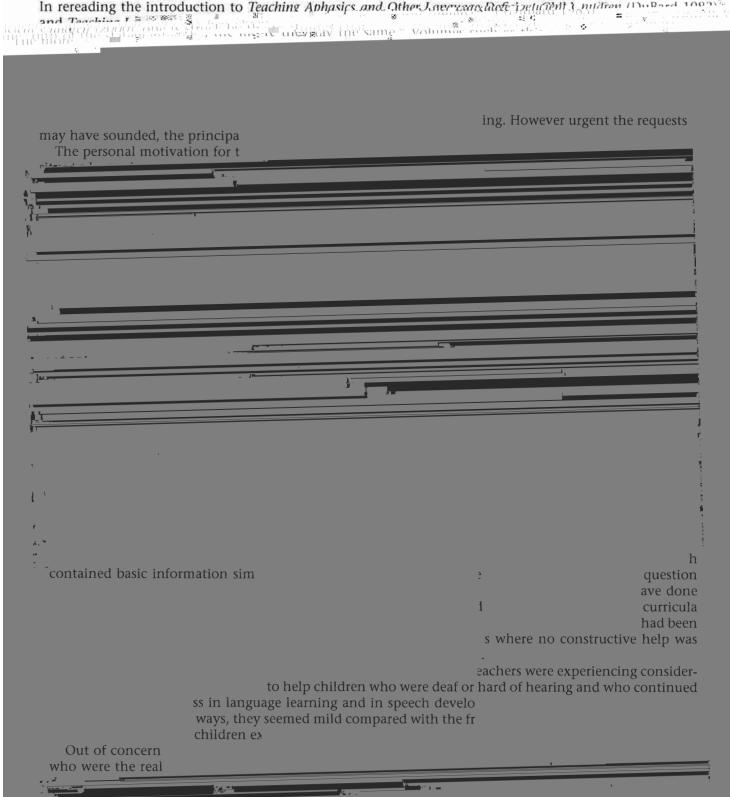
## **About the Author**

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



## Introduction

In rereading the introduction to Teaching Aphasics and Other Intercent Make introduction (DuBard 1082)



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.

