

Moolman, E. (1994). *A comparison of two training approaches in the learning of Blissymbolics by cognitively handicapped children*. Unpublished master's thesis, University of Pretoria, Pretoria, South Africa. Erna Alant (Advisor): 96 pages of text, 157 references, 8 appendices, 25 tables, and 16 figures.

This study compares the learning of Blissymbols by six mildly cognitively handicapped children by means of a global and an analytic approach. Subjects from the two groups were paired according to their skills in different areas such as receptive language, reading, IQ score, and visual perception. Training consisted of two stages. The first was the training of eight compound symbols and the second the training of seven single configuration symbols. Training for both groups commenced on the same day and continued until the criterion of 100% correct identification of the symbols was met by all the subjects in each group. The length of training (in minutes) as well as the number of presentations that each group required to reach the criterion were recorded. After the training, the subjects' generalization skills were assessed in order to determine whether they were able to generalize the knowledge they had gained during training to other novel stimuli. After a one month interval, the subjects' ability to identify the fifteen training symbols was re-tested.

The study concludes that Blissymbols can be taught successfully to cognitively handicapped individuals by means of either an analytic or a global approach, although the difference in the results is statistically insignificant. The analytic approach seems to have greater long term benefits, as the analytic group consistently performed better in the generalization and re-evaluation procedures. The analytic approach, however, was much more time consuming than the global approach in terms of the length of training required. All six subjects remembered the compound symbols better than the single configuration symbols during the re-evaluation procedure.