

Schlosser, R. W. (1994). *Effectiveness of teaching strategies for learning and using Blissymbols by students with mental retardation*. Unpublished doctoral dissertation, Purdue University, West Lafayette. Lyle L. Lloyd (Advisor): 103 pages of text, 83 references, 24 appendices, 25 tables, and 15 figures

The purpose of this study was to compare the effectiveness of three teaching strategies on Blissymbol learning and use by 39 nondisabled preschoolers. Three groups of participants were assigned to one of three teaching strategies, including (a) a paired-associate learning paradigm with referent-relevant comments (PA-MOD), (b) symbol explanations (EX), and (c) symbol explanations within a story-telling context (EXSTORY). Element symbols were taught prior to compound symbols consisting of these elements. Repeated measures analyses of variance (ANOVAs) were used to compare the three groups on the number of (a) elements learned, (b) compounds learned and retained, (c) novel compounds generalized during learning and retention phases, and (d) compounds used correctly in an expressive task. In addition, a repeated measure multivariate analysis (MANOVA) was implemented to test interrelations among teaching strategy, symbol type, and time lapse with possibly interrelated dependent variables. The results of the univariate analyses demonstrated no significant differences in element learning, compound learning, and expressive compound use. However, the groups differed in compound retention, and generalization to novel compounds during learning and retention phases. EXSTORY resulted in significantly greater retention than PA-MOD while other strategy comparisons were not significant. Generalization, based on the teaching of elements only, did yield mixed results. Generalization during the learning phase, based on the teaching of elements followed by the teaching of a set of novel compounds consisting of these elements, resulted in significant group differences. EXSTORY was found more effective than PA-MOD and EX, and EX was found more effective than PA-MOD. Generalization during the retention phase indicated that EX and EXSTORY resulted in greater generalization than PA-MOD, while there were no differences between EX and EXSTORY. Results from multivariate analyses revealed combined effects of teaching strategy, symbol type, and time lapse on different dependent variables. Results and implications for further research are discussed.