

THE ACQUISITION OF PREPOSITIONAL MOTOR  
RESPONSES IN HANDICAPPED CHILDREN<sup>1</sup>

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The acquisition of prepositional motor responses in three handicapped preschool children was analyzed for three pairs of prepositions. Generalization of prepositional knowledge at each stage of acquisition was assessed by a series of probe trials. In addition, an analysis of the control of prepositional responses when objects of the preposition (OP) and direct objects (DO) were relevant cues was conducted. The effect of this object-cue procedure, as well as a specially devised prompting technique on acquisition, was also determined. Results indicated substantial control by OPs whenever this cue was relevant, but this did not affect acquisition of prepositional concepts when these cues were eliminated. Analysis of the probe data and the prompting technique suggested various ways in which instructional programs for teaching prepositional knowledge to handicapped children could be constructed in a simple and efficient manner.

DESCRIPTORS: language, grammar, prepositions, acquisition, fading, generalization, verbal training, retardates, preschool children

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