SUREE KASIVITAMNUAY : EFFECTS OF MODELING, PROMPTING AND POSITIVE REINFORCEMENT TECHNIQUE ON NEW VOCABULARY LEARNING IN DOWN'S SYNDROME CHILDREN , AGED THREE TO FOUR IN RAJANUKUL SCHOOL. THESIS ADVISOR : ASSO. PROF. PUNTIP SIRIVUNNABOOD, Ph.D. 94 pp.

The purpose of this research was to study effects of the use of modeling, prompting and positive reinforcement technique on new vocabulary learning, receptive vocabulary ability and expressive vocabulary ability in Down's Syndrome children. The subjects in this study were 10 Down's Syndrome children aged 3-4. They were randomly selected to control and experimental groups equally. The experimental group was given an experimental program of vocabulary learning by using modeling, prompting and positive reinforcement technique. The control group studied dialy school program. The experimental program took 10 weeks. During the period of experimental program and one week after the finish of the program, the researcher evaluated all subjects with Receptive and Expressive Vocabulary Ability.

The new vocabularies (3 score only) were presented in tables and graphs. The findings were as follows :

1. The experimental group learned more vocabularies (receptive ability) than the control group during ten weeks of experimental period and a week after experimental period (post-test).

2. The experimental group learned more vocabularies (expressive ability) than the control group during ten weeks of the experimental period and a week after experimental period (post-test).