

# CHARACTERISTICS OF SENSORY ALALIA

# SENSORY ALALIA

The main mechanism of sensory alalia is a violation of the understanding of speech to some extent due to the shortcomings of the functioning of the mainly central part of the auditory analyzer.

In this category of children, phonemic perception is not formed, as a result of which they do not perceive the word as a whole, so they hear, but do not understand the addressed speech.

# SENSORY ALALIA

The state of speech in sensory alalia may vary. This is due to the degree of underdevelopment of phonemic perception.

In cases of severe phonemic underdevelopment, the child does not understand the speech of others, treats it as noise, devoid of meaning, does not react even to his own name, shows indifference to any speech and non-speech sounds.

A high degree of exhaustion of auditory attention.

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Gradually, the child begins to listen to sounds, including speech, but his attention remains unstable and exhausted for a long time.

The perception of words, and even individual sounds, by ear at the beginning of correctional training for children with sensory alalia is not available. And these difficulties can persist in children, even at the level of phonemic perception, when they are able to distinguish all speech sounds.

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Impaired understanding of speech causes difficulties associated with the expressive side of speech. In some cases, it is completely impossible. Children communicate with gestures, facial expressions. For a long time, the modulated babble persists, which gradually develops into an active vocabulary.

Diffuse imprecise perception leads to undifferentiated pronunciation. There is an abundance of literal and verbal paraphasias, elysiums, perseverations, and contamination. In some cases, echolalia and logorrhea are observed.

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Grossly distorted speech cannot be used as a full-fledged means of communication. All this has a significant impact on the formation of the child's personality with sensory alalia, behavior difficulties, low contact, and features of the emotional-volitional sphere. It can lead to secondary mental retardation.