Non verbal communication devices can favor language, reading and number acquisition. F. LOWENTHAL, O. SIMON, A. TREMBLEZ, I. TRAPPENIERS, University of Mons

We developed a specific approach called "Non Verbal Communication Devices" (NVCD), in order to observe child language, reading and number development. Our researches show a positive impact of the use of NVCDs in these domains. In the present research we compare the influence of two NVCDs (the Pegboard and the Dynamical Mazes). Sample: 142 French speaking first graders. All the subjects were evaluated (pre- and post-test) using the following tests: N-EEL (language performance) BELEC, Batterie Orloc and Iniwan's Batterie (reading capacities, pre-test: Iniwan's Batterie Prédictive, post-test: Iniwan's Batterie de Lecture) TEDI-MATH (number abilities). The pre-test results show that the performances of our sample were below the norms expected by the tests used. Three equivalent groups were created: a "Pegboard group", a "Dynamical Mazes group" and a control group. Subjects of the two first groups worked by pair during eleven 30 minutes sessions, during their second grade; one group used the first mentioned device and the other group used the other. The post-test evaluations show differences between the control group and both experimental groups. These results will be presented during the conference.