

**Avinashilingam Institute for Home Science and Higher Education for Women
Coimbatore**

Ph.D. in Special Education

Paper III

**21PHSE03C - TEACHING LANGUAGE TO CHILDREN WITH HEARING IMPAIRMENT
(Applicable for Ph.D Part Time Scholar admitted in January 2022)**

Name of the Ph.D. Research Scholar :	M. Pavithra	
Reg No :	21PHSEP004 (Admitted on January 2022)	
Name of the Supervisor :	Dr. A. Divyapriya	
Hours of Instruction /Week :	7 Hours	No. of Credits: 5

Course Objectives

To enable the research scholar to:

1. Understand the nature and characteristics students with Hearing Impairment
2. Explain the development of language in children with hearing impairment
3. Explore the methods, techniques and options to facilitate language and communication students with Hearing Impairment
4. Develop the ability to use different approaches to teaching language for children with hearing impairment.
5. Create the awareness of various listening devices and technologies to facilitate children with hearing impairment.

Unit 1: Hearing Impairment

- 1.1 Definition, Characteristics of Hearing Impairment.
- 1.2 Process of Normal Hearing, Characteristics of Hearing Impairment
- 1.3 Different types of Hearing Loss, Incidence and Prevalence
- 1.4 Need and Importance of Early Intervention
- 1.5 Challenges and Strategies of late identified children with hearing impairment.

Unit 2: Language Development in Children with Hearing Impairment

- 2.1 Definition, Meaning and Structure of language, Characteristics of language
- 2.2 Functions of language, Developmental functions of language
- 2.3 Pre-requisites of language development, Phases of language development in typical children
- 2.4 Observing deviations in language – tools and techniques
- 2.5 Recent research in language development

Unit 3: Approaches of Teaching Language

- 3.1 Communication among Hearing Impaired: Definition, Meaning and Scope – Challenges ahead
- 3.2 Oralism: Principles, Justification, Limitations; stakeholders' perspectives
- 3.3 Educational Bilingualism: Principles, Justification, Limitations
- 3.4 Total Communication: Principles, Justification, Limitations
- 3.5 Sign Language and Sign System - distinguishing features, analogy of various sign systems of the world

Unit 4: Methods and Techniques of Teaching Language

- 4.1 Principles of Teaching Language to the hearing impaired
- 4.2 Natural method – Basic Principles and Types; stakeholders' perspectives
- 4.3 Structural method – Basic Principles and Types, limitations & research
- 4.4 Combined Method- Maternal Reflective Method (MRM), Motherese, natural systems and culture specific practices
- 4.5 Techniques of Teaching language- Directed Activity, Storytelling, Visit, News, strategies emerged out of recent research

Unit 5: Technology for Language Teaching

- 5.1 Listening Devices- Individual and Group Types, functioning and Classification of Hearing aids based on style and technology
- 5.2 Use of computer based equipment to develop language in children with hearing impairment
- 5.3 Electronic and web based technology applications
- 5.4 Low Cost Technology and its applications
- 5.5 Future Technologies: Universal Design

REFERENCE

- Andersson, C. (2014). Assistive Technology for the Hearing Impaired, Deaf and Deafblind. Amazon Pub.
- Mathew, S.M. (2012). Technology for Persons with Hearing Impairment. Status of Disability in India-2012. New Delhi: RCI.
- Martin, F.N., Clark, J.G. (2012), Introduction to Audiology. 11th Ed. Bosten: Pearson Education.
- Paul, Peter V. Whitelaw, Gail M. (2011). Hearing and Deafness: An Introduction for health and education professionals. Boston: Jones and Bartlett Learning.
- Jalvi, R., Nandakumar, A., Baantwal, A., (2006). Introduction to Hearing Impairment. New Delhi: Kanishka Publication.
- Kusuma, A., Reddy, L., Ramar, R., (2000). Education of Children with Special Needs, (1st Ed.). New Delhi, Discovery Publishing House.

- Lynas, Wendy (1994). Communication Options in the Education of Deaf Children. London: Whurr Publishers Ltd.
- Maltby, M.T. (1994). Principles of Hearing Aid Audiology. London: Whurr Publishers.
- Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser and M. P. Downs (Eds.) Auditory disorders in School Children. New York: Theime-Stratton.
- Rapp, W.H. (YNK). Universal Design for learning in action. Baltimore MD: Brooks.

Course Outcomes:

On successful completion of the course, the students will be able to

1. Track the recent trends in language teaching for the children with hearing impairment and suggest innovative methods
2. Critically analyse language of children with hearing impairment and suggest appropriate mode of communication
3. Integrate methods and approaches to suit the individual needs of the children with hearing impairment
4. Develop innovative methods to improve language among the children with hearing impairment
5. Apply the technological advancements in teaching language to the children with hearing impairment

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Ph.D. in Special Education

Paper III

**21PHSE03D - TEACHING STRATEGIES FOR CHILDREN WITH MULTIPLE
DISABILITIES**

(Applicable for Ph.D Part Time Scholar admitted in January 2022)

Name of the Ph.D Research Scholar :	M. Ramya	
Reg No	:	21PHSEP005 (Admitted on January 2022)
Name of the Supervisor	:	Dr.R.Shanthi
Hours of Instruction /Week	:	7 Hours
		No. of Credits: 5

Course Objectives

To enable the research scholar to:

1. understand the meaning, scope, and concepts of multiple disabilities.
2. understand the characteristics of multiple disabilities.
3. understand the assessment process across age levels.
4. select strategies for teaching, TLM and technology in various settings.
5. understand parental involvement in children with multiple disabilities.

Unit 1: Multiple Disabilities and Other Disabling Conditions

- 1.1 Multiple Disabilities: Meaning and Classifications Definition, Characteristics of Multiple Disability
- 1.2 Various Combinations of Multiple Disabilities and Associated Conditions Such as Epilepsy, Motor and Sensory Conditions
- 1.3 Other Disabling Conditions such as Leprosy Cured Students, Tuberos Sclerosis and Multiple Sclerosis
- 1.4 Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School
- 1.5 Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

Unit 2: Screening, Identification, Assessment and Diagnosis of ID, ASD, CP&MD

- 2.1 Screening Identification and Referral
- 2.2 Types , Methods and tools of assessment (Screening tools for ID,ASD,CP&MD)
- 2.3 Developmental assessment tools Intellectual assessment tools Social, Behavioral assessment tool for ID, ASD, CP&MD Speech, Language, Communication assessment tools Physical and sensory integration assessment of ID, ASD, CP & MD.

- 2.4 Other assessment scales for ASD, CP & MD
- 2.5 Educational and functional assessment tools - Early age , School age and Vocational levels assessment for ID,ASD,CP&MD, Implications of the above for Inclusion

Unit 3: Educational Intervention Strategies

- 3.1 Educational Intervention: Concept, Need & Areas (curricular & co curricular) & Types of educational intervention (group, individual, developmental, remedial)
- 3.2 Principles and practices in early educational intervention: Family centred, contextualised (natural & inclusive environment) & integrated (collaborative) support and services
- 3.3 Maxims, Methods of teaching & Lesson planning (group, individual, developmental, and remedial)
- 3.4 Partnership of various professionals & agencies in educational intervention
- 3.5 Child & Family Outcomes of Early Educational Intervention

Unit 4: Curriculum Development

- 4.1 Principles and Models of Curriculum development
- 4.2 Approaches to curriculum development– Developmental, Functional, Ecological, UNIT & SOME approach
- 4.3 Instructional design– Definition, Types, Merits and Demerits
- 4.4 Curricular Adaptation, Accommodation and Modification
- 4.5 Challenges and Implications for Inclusion
 - 4.5.1.Assistive technology and devices(MD,ASD,CP,HI,VI)

Unit 5: Needs of Individuals with Multiple Disabilities

- 5.1 Needs of Individuals with VI having additional disabilities
- 5.2 Needs of Individuals with HI having additional disabilities
- 5.3 Needs of Individuals with ID, ASD, CP & MD
- 5.4 Use of need assessment for planning services
- 5.5 Implications of need assessment and planning of services for Inclusion

REFERENCES:

- 1. Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instructor. University of Alberta, Alberta
- 2. Das, J.P., & Baine, D. (1978) Intellectual Disability for Special Educators. Springfield: Charles C. Thomas.
- 3. Jeyachandaran, P., & Vimala, V. (2000). Madras Developmental Programming System. Vijay Human Services, Chennai.
- 4. John, W., & Smith, R. (1971). An Introduction to Intellectual Disability. Mc Grawhill New York.

5. Kauffman, J.M., & Paynes, J.S. (1960) *Intellectual Disability: Introduction and Personal Perspectives*. Charges & Merrill, Columbus.
6. King-Sears, H.E. (1994). *Curriculum Based Assessment in Special Education*. Singular publishing Group, San Diego.
7. Longone, J. (1990) *Teaching Retarders Learners: Curriculum and Methods for Improving Instruction*. Allyn and Bacon, Boston.
8. Mittler, P. (1976). *Psychological Assessment of Mental and Physical Handicaps*. Tavistock, London.
9. Myreddi, V., & Narayan, J. (2004). *FACP – PMR*, NIMH, Secunderabad.
10. Narayan, J. (2003). *Grade Level Assessment Device for Children with Learning Problems in Regular Schools*. NIMH, Secunderabad.
11. Narayan, J., & Kutty, A.T.T. (1989) *Handbook for Trainers of the Mentally Retarded Persons. Pre-Primary Level*. NIMH, Secunderabad.
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13. Pehwaria, R., & Venkatesan, S. (1992). *Behavioural retarded Children: A Manual for Teachers*. NIMH, Secunderabad.
14. Remington, B. (1991). *The Challenge of Severe Mental Handicap. A Behaviour Analytic Approach*. Wiley, New Jersey.
15. Repp. A.C. (1983). *Teaching the Mentally Retarded*. Prentice Hall, New Jersey

Suggested Readings:

1. Kauffman, J. M. (1988). *Teaching Students with Learning and Behaviour Problems*. Merril Publishing Co.
2. Kirk, S.A., & Gallagher, J.J. (1979). *Educating Exceptional Children*. Hoffton & Mifflin. Boston.
3. Lewis, R.B., & Doorlag, D.H. (2010). *Teaching Students with Special Needs in General Education Classrooms*. Pearson, London.
4. Longone, J. (1990). *Teaching Educable Mentally retarded Children*. Allyn & Bacon, Boston.
5. Mary, A. F. (1999). *Curriculum and Teaching Strategies*. Paul H. Brooks Publishing Co. Baltimore.
6. Overton, J. (1992) *Assessment in Special Education. An Applied Approach*. Macmillan, New York.
7. Overton, T. (2000). *Assessment in Special Education: An Applied Approach*, 3rd Ed, Prentice Hall Inc. Merrill.
8. Petersun, M.J., & Hitfie, M.M. (2003). *Inclusive Teaching: Creating Effective Schools For all Learners*. Allyn & Becon. Boston.
9. Pun, M., & Sen, A.K. (1989) *Mentally Retarded Children in India*. Mittal Publication. New Delhi
10. Smith, D.D. (2004). *Introduction to Special Education. Training in an Age of Opportunity*, 3rd Ed. Allyn & Becon. Boston.
11. Wehman.P., & Kuegel. J. (2004). *Functional Curriculum, Pro-Ed*. Austin

Course Outcomes

On successful completion of this course, the research scholar will be able to:

1. understand the concept, etiology and characteristics of Persons with Multiple Disability (PwMD).
2. use appropriate instruments for assessment of PwMD.
3. describe the programming needs across different age levels of PwMD.
4. utilize assessment information for educational programming, referral services and placement.
5. comprehend the emerging future needs of PwMD.