

# **Diploma in Early Childhood Special Education (DECSE)**

**(Hearing Impairment)**

## **Syllabus**

*Norms, Regulations & Course Content*



**REHABILITATION COUNCIL OF INDIA**

*(Statutory Body Under Ministry of Social Justice & Empowerment)*

**B-22, Qutab Institutional Area**

**New Delhi – 110 016**

**2014**

**[www.rehabcouncil.nic.in](http://www.rehabcouncil.nic.in)**

# **Diploma in Early Childhood Special Education (Hearing Impairment)**

## **I. PREAMBLE / OVERVIEW**

Development of Human Resource is one of the major objectives of the Rehabilitation Council of India. **Diploma in Early Childhood Special Education (Hearing Impairment)** is an important step towards generating teachers to promote and facilitate full and equal enjoyment of Child Rights and Fundamental Freedoms from birth onwards till the attainment of school age. The said course envisages addressing the special needs of young children with hearing impairment so as to achieve the national goals of universalization of elementary education (UEE) and education for all (SSA). It is also designed for contributing towards achievement of Millennium Development Goals (MDG) by way of preparing the teacher trainees for early identification and intervention, parent empowerment, school readiness and informed choices.

## **RATIONALE OF THE COURSE**

The research in the development of children during the early years indicates that the neural plasticity is at its maximum in children when they are very young. The ability to acquire language and speech skills is at its maximum in children from birth to 3 years. Early intervention helps in the development and maturation of the auditory nervous system and helps in the emotional and psychological well being of the children. The 'Residual Hearing' present in the children when they are born, can be nurtured best during the first three years.

The emphasis of the Diploma in Early Childhood Special Education (Hearing Impairment) is on helping infants and young children develop early verbal language skills and get integrated initially into his family and immediate neighbourhood and then into mainstream education as early as possible.

## **II. NOMENCLATURE OF THE COURSE**

**Diploma in Early Childhood Special Education (Hearing Impairment)**

## **III. OVERALL AIM AND GENERAL OBJECTIVES OF THE COURSE:**

The Diploma aims at generating quality teachers who could meet the challenges of the millennium for sustained development in children with hearing impairment in the age range of birth to six years.

The course specifically aims at preparing the teachers for maximizing the potentialities and fostering all round development of children with hearing impairment from birth to six years old through a team approach involving the families for achieving the goal of inclusion.

### **Knowledge related objectives**

To build adequate knowledge about:

- i. The importance of early identification and early intervention of children with hearing impairment.
- ii. The importance of family involvement & empowerment in the development of the children with hearing impairment.
- iii. Knowledge of maximizing the use of technology.
- iv. Knowledge of legislations, declarations, policies & frameworks pertaining to rehabilitation of individuals with disabilities.

### **Skill related Objectives**

To develop skills and competencies

- i. In working with children with hearing impairment.
- ii. In guiding and counseling the family.
- iii. In the use of amplification devices appropriately.
- iv. Classroom management techniques.

### **Attitude related objectives**

To develop desirable attitudes

- i. Towards respecting individual differences in children and parents.
- ii. Creating equal opportunities in the protection of rights and full participation of children in the society.
- iii. Creating awareness about early identification and early intervention.

## **IV. ENTRY REQUIREMENT**

The minimum qualification for admission is successful completion of 10+2 or Higher Secondary Examination or equivalent with 50% marks.

## **V. ADMISSION PROCEDURE**

Merit for admission to this course will be prepared from 100 marks. The division of the marks is as follows:

i.	50% weightage to 10+2 marks	(50 marks)
ii.	10% to parents and siblings of the persons with disabilities	(10 marks)
iii.	10% to additional higher qualifications	(10 marks)
iv.	10% to written examination	(10 marks)
v.	20% to the interview	(20 marks)
	<b>Total</b>	<b>100 marks</b>

## **VI. TRAINEE TEACHER INTAKE CAPACITY: Maximum - 25 (per year)**

## **VII. MEDIUM OF INSTRUCTION**

The medium of instruction will be English / Hindi / State language.

## **VIII. DURATION OF THE COURSE**

The course duration will be one academic year comprising of 220 working days (190 days of teaching and 30 days for preparation and conduct of examination) at the rate of 6 hours per day, thus the total hours for theory and practical teaching will be 1320 hours.

### **Calculation of total number of hours per year**

10 academic months per year	
10 months X 4 weeks	= 40 weeks
Hours per week	= 33 hours.
(Monday-Friday - 6 hours per day x 5	= 30 plus Saturday =3 hrs)
Total academic hours	= 40 weeks X 33 hrs/week=1320 hrs
Theory 40%: 500 hours	Practical 60%: 820 hours

**IX. MINIMUM ATTENDANCE REQUIRED:** Minimum of 80% attendance in both theory and practical.

Candidates must be informed about the status of attendance every two months. Examination forms of such candidates who do not have the requisite attendance should not be forwarded by the Institution to the Examining body. Examination forms of the candidates having requisite attendance should only be forwarded to the Examining body. Centres will provide information regarding attendance of the candidates two months in advance to the Examining body.

**X. MINIMUM REQUIREMENT OF FACULTY AND STAFF**

- i. Teacher – Student ratio 1: 10
- ii. Lecturer in Special Education (full time) 02
- iii. Teacher Supervisor (for practice teaching–full time) 01
- iv. Guest faculty
  - a) Speech and Audiology
  - b) Psychology
  - c) Other guest faculties as per the requirement
- v. Clerk cum Accountant (full time) 01
- vi. MTS (Multi Task Staff) 01

**Note: The senior most full-time faculty (by appointment) will function as the Course Coordinator**

**XI. ESSENTIAL AND DESIRABLE QUALIFICATIONS OF FACULTY AND STAFF**

No	Staff required	Essential Qualifications
1	Lecturer in Special Education	i. Post Graduate degree with 50 % marks ii. B.Ed.Spl.Ed.(HI) /B.Ed. in general education with DTY (DHH) / DECSE (HI) with minimum of 3 years experience in classroom teaching  or  M.Ed.Spl.Ed (HI) / M.Ed. in general education with DTY (DHH) / DECSE (HI) with minimum of 2 years experience in classroom teaching  <b>(Preference to persons with training in Early Childhood Education of children without disabilities - ECE)</b>
2	Speech and Audiology	MASLP/M.Sc (Speech and Hearing)  or  BASLP/B.Sc( Speech and Hearing) with 02 yrs of experience
3	Teacher Supervisor	i. Post Graduate degree with 50 % marks ii. DTY (DHH) / DECSE (HI) with minimum of 3 years experience in classroom teaching <b>(Preference to persons with training in Early Childhood Education)</b>
4	Lecturer in Psychology	M.A. in Psychology and experience with children with hearing impairment <b>(Preference should be given to Child Psychologist)</b>

5	Guest faculty	Minimum Graduation in concerned discipline.
6	Clerk cum Accountant	i. B. Com. with minimum 3 years of experience in accounts ii. Must have working knowledge of computer by using different applications iii. Knowledge of Tally, Bank reconciliation, receipts & expenditure (Desirable)
7	MTS (Multi Tasking staff)	i. Secondary school examination passed. ii. Candidates having knowledge of computer will be preferred.

## **XII. MINIMUM REQUIREMENT FOR LAB-TOOLS & EQUIPMENT**

### **Essentials**

1. Playground with age appropriate play equipment
2. Sand pit
3. Age appropriate toys
4. Age appropriate educational aids
5. Age appropriate puzzles and indoor games
6. Picture books
7. Age appropriate storybooks for children
8. Flash cards with pictures and matching words
9. Word cards
10. Teacher made sequential story cards
11. Teacher made aids for language comprehension
12. Blackboards, Soft boards, Chart stands, Mirrors
13. Hearing Aids – Body level – Monaural / Pseudobinaural / Binaural
14. BTE – Mild / Moderate / Strong / Extra Strong
15. Different types of ear moulds
16. Models and charts of the ear
17. Case history sheets, audiogram sheets, pediatric assessment forms,
18. Hearing aid repair kit
19. OHP/LCD/DVD/Digital Recording System
20. A set of noise makers for pediatric assessment
21. Conditioning materials
22. Single channel Portable Diagnostic Audiometer

### **Optional**

1. Educational CDs / DVDs
2. Hearing aid analyzer
3. Tools / equipments and materials required for ear mould making
4. Model of Cochlear Implant

## **XIII. LIBRARY**

The training centre should have a minimum of 10 books per Paper covering the syllabus and a minimum of 2 journals subscribed periodically pertaining to education of children with hearing impairment.

#### XIV. BUILDING / SPACE REQUIRED

##### SPACE FOR CONDUCTING THE COURSE

Space required	Area required
Coordinator's office	10' X 12'
Faculty room	12' X 15'
One room for clerical staff	12' X 15'
One Lecture hall for trainee teachers	20' X 25'
One room for speech teaching sessions	10' X 12'
Library	20' X 25'

#### XV. MINIMUM REQUIREMENTS OF PRACTICE TEACHING SCHOOLS

##### INFRASTRUCTRE

1. Model school having minimum 40 children with hearing impairment in the age range of 0 to 6 years, should have special teachers with DTY (DHH) / D.Ed.pl.Ed.(HI) / DECSE (HI) qualification with valid registration.
2. All children appropriately fitted with individual hearing aids.
3. Classrooms well equipped with appropriate furniture, teaching aids, black board, shelves etc.
4. Adequate drinking water and disabled friendly toilets
5. Play ground with adequate in door and out door play equipments.
6. Sandpit with play materials for sand play.
7. Multi purpose hall for celebrations, functions, parent meeting etc.

#### XVI. SCHEME OF EXAMINATION

##### Theory

No	TITLE	Theory Hrs	Internal Marks	Final Written Exam	Total Marks
1	Early Intervention Leading to Integration	100 hrs	40	60	100
2	Curriculum & Teaching Techniques	100 hrs	40	60	100
3	Language Acquisition	100 hrs	40	60	100
4	Audiology & Speech	100 hrs	40	60	100
5	Child Development and Child Psychology	100 hrs	40	60	100
	<b>Total</b>	<b>500 hrs</b>	<b>200</b>	<b>300</b>	<b>500</b>

**Practical**

<b>No</b>	<b>TITLE</b>	<b>Practical Hrs.</b>	<b>Annual Practical Work (IA) Marks</b>	<b>Final Exam Practical/ Viva</b>	<b>Total Marks</b>
1	Early Intervention Leading to Integration	140 hrs	45	30	75
2	Curriculum & Teaching Techniques	200 hrs	75	50	125
3	Language Acquisition	250 hrs	90	60	150
4	Audiology & Speech	130 hrs	60	40	100
5	Child Development and Child Psychology	100 hrs	50	-	50
	<b>Total</b>	<b>820 hrs</b>	<b>320</b>	<b>180</b>	<b>500</b>

**TOTAL MARKS: Theory 500 + Practical 500 = 1000**

**Examination Regulation:** The Examination Regulations are as prescribed by RCI and the Examining Body

**Internal Assessment:** Two internal theory and two practical examinations for each theory and practical examinations will be conducted. Students failing in the internal exams will be allowed to appear in theory and practical internal exams to be conducted by respective institution during the same academic year to be eligible to appear in the final examinations.

#### **XVII. DECLARATION OF CLASS/DIVISION**

A candidate should secure 50% in each Paper (Theory and Practical) are declared to have passed the examination and the class/division is given below -

75% and above	:	Distinction
More than 60% but less than 75%	:	First Division
More than 50% but less than 60%	:	Second Division
50%	:	Pass

**Award of Diploma :** After successful completion of diploma, candidate will be issued Marks Statement and Diploma Certificate of Diploma in Early Childhood Special Education (Hearing Impairment).



## **XV. DETAILS OF PRACTICAL TASKS**

### **PAPER I: EARLY INTERVENTION LEADING TO INTEGRATION**

**Total Hours: 140**

**Total Marks: 75**

**Unit 1: Observation sessions of (25 Marks / 40 hours)**

1. Admission
2. Home activities video
3. Parent Teacher Meetings
4. Excursions
5. Workshop for Parents

**Unit 2: Observation of counseling sessions (25 Marks / 50 hours)**

1. With parents whose child has just joined the Programme
2. While a caregiver interacts with the child ( playing and feeding)
  - a. When the child is below 2 ½ years old
  - b. When the child is between 2 ½ to 3 ½ years old
  - c. When the child is between 3 ½ to 5 years old

**Unit 3: Developing Handouts on (15 Marks / 20 Hours)**

1. Facilities offered for persons with hearing impairment by respective State Governments
2. The role of family members in providing an enriched language environment to the infant / young child to develop receptive and expressive language
3. The role of family members in providing support to the child who leaves for the mainstream school.

**Unit 4: Developing handouts on Integration (Marks: 05 / 10 Hours)**

1. For the class teacher in the mainstream school in which a child with hearing impairment is going to be integrated

**Unit 5: Case study of one child who is ready for integration. (05 Marks / 20 Hours)**

**Note:** All records to be maintained and Report to be submitted in the prescribed format

**PAPER II: CURRICULUM & TEACHING TECHNIQUES**

**Total Hours: 200**

**Total Marks: 125**

**Unit 1: Observation and record maintenance of routine class teaching of children in ten different levels from birth to 6 years (each level for duration of one week)**

**(50 Marks / 100 Hours)**

**Unit 2: Continuous Assessment of ten children one in each of the observed ten different levels from birth to 6 years by using the assessment tools as prescribed in the syllabus**

**(50 Marks / 80 Hours)**

**Unit 3: Record Maintenance**

**(25 Marks / 20 Hours)**

Write a Comprehensive Case study of a child who has been observed for 1 month.

**Note:** All records to be maintained and Report to be submitted in the prescribed format

### **PAPER III: LANGUAGE ACQUISITION**

**Total Hours: 250**

**Total Marks: 150**

#### **Unit 1: Preparing a set of teaching aids for children from birth to 3 years (#)**

**(20 Marks / 40 Hours)**

1. Vocabulary Book I & II,
2. Lotto
3. Dominoes
4. Picture/Flash card games
5. Word games
6. Language charts(without sentences) &
7. Listening charts (only pictures)

#### **Unit 2: Preparing a set of teaching aids for infants and young children with hearing impairment 3 years to six years (20 Marks / 40 Hours)**

1. Language Charts - One line, two lines, three lines, four lines, five lines and six lines
2. Language Books I, II, III & IV,
3. Listening Charts
  - a. Picture with words (small sized -4 to 6 words)
  - b. Picture with Double words (small sized -4 to 6)
  - c. Single Commands (small sized -4 to 6)
  - d. Questions (small sized -4 to 6 )
  - e. Questions (medium sized -6 to 10 )
  - f. Two words phrases (large 10-14)
  - g. Double commands (small sized -4 to 6)
  - h. Riddles (small sized -4 to 6)
4. Number Concepts
  - a. Number charts
  - b. Number work books for children
    - 2 ½ years- 3 years
    - 3years-3 ½ years
    - 3 ½ years-4 years
    - 4years-4 ½ years
    - 4 ½ years-5years
    - 5years- 6 years
5. Creative Language Cards

#### **Unit 3: Make story books for children between (#)**

**(10 Marks / 10 Hours)**

1. 2 years to 2 ½ years
2. 2 ½ years to 3 ½ years
3. 3 ½ years to 6 years

#### **Unit 4: Prepare school experience charts for three days for children in the following age: (30 Marks / 40 Hours)**

1. 2½ years to 3 years
2. 3 years to 3 ½ years
3. 3 ½ years to 4 years
4. 4 years to 4 ½ years
5. 4 ½ to 5 years
6. 5years to 6years

**Unit 5: Prepare two/three Lesson Plans & Practice Teaching for children in the following age groups (70 Marks / 120 Hours)**

- |                         |                   |
|-------------------------|-------------------|
| 1. birth to 1 year      | 6. 3 to 3 ½ years |
| 2. 1 year to 1 ½ years  | 7. 3 ½ to 4 years |
| 3. 1 ½ to 2 years       | 8. 4 to 4 ½ years |
| 4. 2 to 2 ½ years       | 9. 4 ½ to 5 years |
| 5. 2 ½ years to 3 years | 10. 5 to 6 years  |

**Note: All records to be maintained and Report to be submitted in the prescribed format**

#: Samples are placed at annexure. For further details about the materials please contact Bala Vidyalaya, Chennai (Contact details are available on the Council's website in the list of approved institutions)

## **PAPER IV: AUDIOLOGY & SPEECH**

**Total Hours: 130**  
**Total Marks: 100**

### **Unit 1 : Diagrammatically represent (25 Marks / 30 Hours)**

1. Parts of the ear
2. Spectral Distribution of sounds
3. Classification of Hearing Loss with audiogram
4. Types of hearing aids
5. Parts and types of Ear Moulds
6. Anatomy of vocal tract

### **Unit 2: Submit a report on observation of the following pediatric audiological assessment (25 Marks / 40 hours)**

1. BOA
2. Hearing Assessment using Visual Reinforcement
3. Conditioned Play Audiometry
4. Aided Audiogram
5. Impedance Audiogram

### **Unit 3: Submit a report on (30 Marks / 50 Hours)**

1. Case History #
2. Identification of sources of noise in the classroom and control measures.
3. Classification of words in vocabulary books(1 and 2) based on syllabus
4. Trouble shooting of hearing aids
5. Hands on classroom hearing monitoring
  - a) Preparation of picture based on speech perception levels
  - b) Monitoring hearing and hearing aids

### **Unit 4: Prepare a checklist for parents (10 Marks / 5 Hours)**

1. On care and maintenance of hearing aids and ear moulds
2. To provide support to the child at home in the auditory verbal option

### **Unit 5: Prepare a checklist for (10 Marks / 5 Hours)**

1. Aganwadi workers to identify hearing loss in children with hearing impairment from birth to 2 years.
2. Awareness on Early Identification of children with hearing impairment in the following age group :a) Birth to six month olds (b) Six months to 1 year (c) 1 year to 2 year

**Note:** All records to be maintained and Report to be submitted in the prescribed format

#: Samples are placed at annexure. For further details about the materials please contact Bala Vidyalaya, Chennai (Contact details are available on the Council's website in the list of approved institutions)

## **PAPER V: CHILD DEVELOPMENT AND CHILD PSYCHOLOGY**

**Total hours: 100**

**Total Marks: 50**

### **Unit 1: Reports on visits to (15 Marks / 35 Hours)**

1. A nursery school with typical children
2. An early intervention programme for children with other disabilities

### **Unit 2: . Case study of two children with hearing impairment up to 6 years. (35 Marks / 65 Hours)**

The following activities to be performed:

#### **1. Preparing case history using interviewing techniques**

#### **2. Observation of administration of following tests**

- a. Developmental Screening Test
- b. Vineland Social Maturity Scale
- c. Seguin Form Board

#### **3. Communicate effectively with parents of child regarding**

- a. Test findings
- b. Further referrals

#### **4. Submit a journal containing the followings**

- a. Content
- b. Broad areas of testing
- c. Commonly used screening tests
- d. Observation and probable recommendations of two case Reports

**Note:** All records to be maintained and Report to be submitted in the prescribed format

## THEORY

### PAPER I: EARLY INTERVENTION LEADING TO INTEGRATION

**Marks: 100**

**Hours: 100**

#### OBJECTIVES

##### Knowledge related objectives:

1. Aims and objectives of Early Intervention
2. Chronological events in the field of education of the children with hearing impairment in India & progression to the present day.
3. Different educational options available for the children with hearing impairment .
4. Schemes of the Central Government & State Governments in the field of the education of children with hearing impairment.
5. Scheme of Integrated Education, DPEP, SSA & NIOS.
6. Provisions of the UNCRPD, PWD Act, RTE Act, RCI Act & National Trust Act.
7. Problems faced by the educators of the children with hearing impairment.
8. Problems faced by family members of the children with hearing impairment.
9. Attitudes of the parents and family members.

##### Skill related objectives:

1. Ability to effectively counsel and guide parents and families with different attitudes.
2. Ability to help in the integration of the child with mother, father, siblings and extended family.
3. Ability to counsel parents to accept the hearing aids.
4. Ability to empower the caregivers as effective resource persons for young children with hearing impairment.

#### COURSE CONTENT

##### **Unit 1: Education of children**

**(20 hours)**

- 1.1 History of education of the children with hearing impairment.
- 1.2 Change in the perspective towards education of the children with hearing impairment.
- 1.3 The educational facilities available for children with hearing impairment and problems faced by educators
- 1.4 Integration vs Inclusion

##### **Unit 2: Early Intervention of children with hearing impairment**

**(20 hours)**

- 2.1 Aims and objectives of Early Intervention
- 2.2 Principles and Philosophy of education of infants and young children
- 2.3 Need and scope of raising awareness in Early Identification, Early Diagnosis, & Early Intervention
- 2.4 Emergence of Early Intervention practices in India
- 2.5 Procedures in managing Early Intervention services – admissions, criteria etc

##### **Unit 3: Parent Empowerment**

**(20 hours)**

- 3.1 Parent counseling – importance & attitudes

- 3.2 Parent guidance
- 3.3 Parents' role in providing language and speech as an informal input
- 3.4 Parents' role in developing auditory skills in children
- 3.5 Parents as partners in Early Intervention

#### **Unit 4: Integration**

**(20 hours)**

- 4.1 Role of Early Intervention Centers in preparing the child for mainstream education
- 4.2 Role of special educators in the integration of the children with hearing impairment
- 4.3 Role of the care givers/families in the integration of the children with hearing impairment
- 4.4 Pre-requisites for children with hearing impairment ready for integration in mainstream schools
- 4.5 Role of educators (general) in mainstream schools.

#### **Unit 5: Role of Government and NGOs in Early Intervention**

**(20 hours)**

- 5.1 Legislation and National policies: PwD Act, National Policy for PWD, RCI Act, National Trust Act, Mental Health Act, Right to Education Act and UNCRPD
- 5.2 Programmes by the Government of India
- 5.3 Programmes by State Governments
- 5.4 Concession, facilities, scholarships, exemptions etc available to the children with hearing impairment
- 5.5 Apex Institutions such as National Institutes, Statutory and Autonomous bodies in the field of disabilities

#### **References**

1. Hearing Impairments in Young Children - Arthur Boothroyd – 1988 – A.G.Bell Association for the Deaf and Hard of Hearing - Washington D.C. U.S.A
- 2 Can your child Hear-A guide for those who care about Deaf children – Roger D Freeman - 1981 – Croom Helm Ltd.
- 3 It isn't Fair - Siblings of children with disabilities – Sternley D Klein & Maxwell J Schleifer - 1993 - Bergin & Garvey
- 4 When your child is Deaf - A guide for Parents – David M. Luterman & Mark David Rose – 1991 - York Press
- 5 25 ways to Promote Spoken language in your child with a hearing loss – Amanda Mangiardi - Alexander Graham Bell Association for the Deaf and Hard of Hearing - Washington D.C. U.S.A
- 6 You make the Difference - In helping your child learn – Ayala Manolson - 1995 – The Hanen Center
- 7 It takes two to talk - A Parents guide to helping children communicate – Ayala Manolson, 1992 – the Hanen Center
- 8 The hearing-impaired child and the family – Michael Nolan - 1981 – Souvenir Press
- 9 Parents and Teachers - Partners in Language Development — Aerdrey Ann Simmons - 1990 - AGBell - Washington D.C. U.S.A
- 10 The young Deaf Child – David M. Luterman – 1999 - York press
- 11 Programme & Concessions to the persons with disabilities through the Central Govt. Ministry of Social Justice & empowerment.
- 12 Concession, facilities available through State/Union Territory Government.
- 13 The Possible Dream - Mildred L Oberkotter – AGBell. U.S.A



- 14 Questions Teachers ask A Guide for the mainstream classroom teacher with a hearing impaired student – Julie Winslow Otto & Victoria J Kozak – 1998 – Central Institute for the Deaf
- 15 Facilitating hearing and listening in young children – Carol Flexer - 1994 – Singular Publishing Group Inc.
- 16 Hearing Care for Children – Fredrick N Martin & John Clark Greer - 1996 – Allyn & Bacon
- 17 Deaf-Ability not Disability-A guide for parents – W. Mc Crarken & H. Sutherland - British Library
- 18 Oral Education today and tomorrow – Ann M Mulholland - 1981 - Alexander Graham Bell Association for the Deaf and Hard of Hearing – Washington D.C
- 19 The silent Garden-Raising your Deaf Child – Paul W Ogden - 1996 – Gallaudet University Press
- 20 Parenting-Guide to your Toddler – Paula Spencer - The Ballentine Publishing Group
- 21 Counselling children with Hearing Impairment and their families –Kristina M. English
- 22 Not Deaf Enough, Raising a child who is hard of hearing with hugs, humour and imagination – Patricia Ann Morgan Candlish – Alexander Graham Bell Association for the Deaf and Hard of Hearing – Washington D.C

## PAPER II: CURRICULUM AND TEACHING TECHNIQUES

**Marks: 100**

**Hours: 100**

### **OBJECTIVES**

#### **Knowledge related objectives:**

1. What to expect of children with hearing impairment from birth to 6 years.
2. Activities to be included in a timetable.
3. The records to be maintained by the school and the teachers.
4. Techniques to assess children with hearing impairment.
5. The different techniques used in developing early verbal language skills in children with hearing impairment
6. The sequential developments of readiness skills in reading, writing and arithmetic.

#### **Skill related objectives:**

1. Ability to develop an age appropriate curriculum for children with hearing impairment.
2. Ability to assess the progress of children with hearing impairment.
3. Ability to draw a timetable for children from birth to 6 years.
4. Ability to maintain the different records.
5. Ability to use the different techniques of developing language in children with hearing impairment.
6. Ability to develop sequential readiness skills in reading, writing and arithmetic in children.
7. Ability to get down to the level of the child and tell stories using different aids.
8. Ability to help young children acquire environmental information.

### **COURSE CONTENT**

#### **Unit 1: Curriculum & syllabus**

**(20 hours)**

- 1.1 Definition of Curriculum & Syllabus
- 1.2 Need for Curriculum Development
- 1.3 Principles of Curriculum
- 1.4 Stages of Curriculum Development
- 1.5 Need for curriculum for Early Intervention

#### **Unit 2: Planning different types of Activities (daily and weekly) to fulfill curricular requirements of children from birth to 3 years**

**(20 hours)**

- 2.1 For children birth to 1 year
- 2.2 For children 1 year to 1 ½ years
- 2.3 For children 1 ½ to 2 years
- 2.4 For children 2 years to 2 ½ years
- 2.5 For children 2 ½ to 3 years

**Unit 3: Planning different types of Activities (daily and weekly) to fulfill curricular requirements of children from 3 years to 6 years (20 hours)**

- 3.1 For children 3 to 3 ½ years
- 3.2 For children 3 ½ to 4 years
- 3.3 For children 4 to 5 years
- 3.4 For children 5 to 5 ½ years
- 3.5 For children 5 ½ to 6 years

**Unit 4: Planning a weekly/daily time table in the Early Intervention Centre (20 hours)**

- 4.1 For children from Birth to 1 ½ years
- 4.2 For children from 1 ½ to 2 ½ years
- 4.3 For children from 2 ½ to 3 years
- 4.4 For children from 3 to 3 ½ years
- 4.5 For children from 3 ½ to 6 years

**Unit 5: Educational Assessment and Maintenance of Records (20 hours)**

- 5.1 Meaning, Purposes and Definitions of Assessment
- 5.2 Types and approaches of assessment
- 5.3 Methods of Assessment of children from birth to 3 years
- 5.4 Methods of Assessment of children from 3 to 6 years
- 5.5 Evaluation
- 5.6 Assessment cards, Cumulative records, Report Cards and Administrative records

**References**

1. Reading – Ayesha Chatterjee – 1981 – Teachers Centre with the Assistance of the British Council
- 2 Read to me, Raising kids who love to read– Bernice E Cullinan, – 1992 – Scholastic Inc.
- 3 Creative Play – Dorothy Eison, –1986 – Penguin group
- 4 History and Philosophy of Pre-Primary and Nursery Education - J.C.Agarwal – 1992 – Doaba House - New Delhi
- 5 Elementary Education and Teacher functions – J.C.Agarwal - 1990 - Doaba House – New Delhi
- 6 Methods and Materials of Nursery Education - J.C.Agarwal – 1993 – Doaba House – New Delhi
- 7 Ready to Write – Kelly McMahon – 1997 – Totline Publications
- 8 The Exploring child a handbook for Pre-primary teachers – Ruth Kohn –1984 – Orient Longman Ltd.
- 9 Early Communicative Skills – Gibert Mackay & William Dunn – 1989 – Routledge
- 10 Fun to grow on - Morin K, Virginia
- 11 Curriculum Guide – Hearing impaired Children and their parents - Northcott H, Winifred
- 12 Teaching Reading to Deaf Children – Beatrice Ostern Hart - 1962 – The Lexington School for the Deaf Education Series
- 13 Source book for training teachers of hearing impaired – P.L Sharma, & N.K Jangira, – 1987 – NCERT
- 14 Telling Tales from Asia – Cathy Spagnoli – Tulika
- 15 Methods & Techniques of Teaching – S.K.Kochar – 1985 – Sterling Publishers Pvt Ltd
- 16 The words they need – Jessica Stelling – 1997 – York Press

- 17 Step by step – The Foundations of Intelligible speech – 1998 – The Hearing rehabilitation foundation
- 18 Ready to Read – Theodosia Sideropolous Spewock – 1997 – Totline Publications
- 19 Talking and Learning – Joan Tough, 1985 – SCDC Publications
- 20 Deafness Development and literacy - Alec Webster – 1986 – Methuen & Co. Ltd.
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- 22 Activity Based, Developmentally Appropriate Curriculum for Young Children - Indian Association of Preschool Education
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- 25 Lets converse – A How To Guide to develop and expand conversational skills of children and teenagers who are hearing impaired – Nancy Tye Murray – Alexander Graham Bell Association for the Deaf and Hard of Hearing

## **PAPER III: LANGUAGE ACQUISITION**

**Marks: 100**

**Hours: 100**

### **OBJECTIVES**

#### **Knowledge related objectives:**

1. Problems caused by hearing loss in infants and young children in acquisition of language.
2. Meaning of a language rich environment.
3. Development of Receptive language skills.
4. Development of Expressive language skills.
5. Different methods of teaching young typical children.
6. Different methods of teaching children with hearing impairment.
7. Communication options in teaching children with hearing impairment.

#### **Skill related objectives:**

1. Ability to provide a language rich environment to infants and young children.
2. Ability to enhance and monitor the overall development of each individual child in the programme.
3. Ability to improve receptive and expressive language skills in children
4. Ability to encourage young children with hearing impairment get into conversation with typical children and adults.

### **COURSE CONTENT**

#### **Unit 1: Language and Communication**

**(20 hours)**

- 1.1 Definition and functions of Communication
- 1.2 Definition and functions of language
- 1.3 Importance of language
- 1.4 Components of language
- 1.5 Meaning of terms – Receptive language, Expressive language, Joint attention, Eye contact

#### **Unit 2: Methods and Approaches of developing Language in typical children (20 hours)**

- 2.1 Language acquisition
- 2.2 Montessori Method
- 2.3 Kindergarten Method
- 2.4 Play way Method
- 2.5 Project method

#### **Unit 3: Methods, Approaches and Principles of Different Communication Options**

**(20 hours)**

- 3.1 Natural , Structural & Combined Approaches
- 3.2 The DHVANI Approach
- 3.3 Principles of Oral Aural and AVT as a Communication Option
- 3.4 Principles of Total Communication as a Communication Option
- 3.5 Principles of Educational Bilingualism as a Communication Option

**Unit 4: Role of techniques in developing Language in children with hearing impairment  
(20 hours)**

- 4.1 Direct Experiences and Guided Activities
- 4.2 Toys and Teaching aids
- 4.3 News and Rhymes
- 4.4 Pictures, Picture books and Story books
- 4.5 Different ways of telling stories

**Unit 5: Helping children in acquiring Receptive and Expressive language skills by using  
(20 hours)**

- 5.1 Routine home activities with special reference to bathing, feeding, playing etc
- 5.2 Routine sentences, conversation,
- 5.3 Question forms
- 5.4 Art
- 5.5 Role Play

#: Samples are placed at annexure. For further details about the materials please contact Bala Vidyalaya, Chennai (Contact details are available on the Council's website in the list of approved institutions)

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2. Helping language development – Jean Cooper, Molly Moodley & Jean Regneil – British publication Ltd, Athenaeum Press Ltd, New Castle
3. Dictionary of Communication Disorders – Second Edition
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5. Foundation of Aural Rehabilitation – The foundations of verbal learning in hearing impaired children – Daniel Ling & Agnes H.Ling – 1980 – AGBell
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9. A Child with a Hearing Loss in your class room – Don't panic – Amanda J Mangiardi – 1993 - Alexander Graham Bell Association for the deaf and Hard of Hearing – Washington D.C. U.S.A
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23. Play and Learn – 1989 – Maggie Jones – Conran Octopus

## **PAPER IV: AUDIOLOGY & SPEECH**

**Marks: 100**

**Hours: 100**

### **OBJECTIVES**

#### **Knowledge related objectives:**

1. Anatomy and physiology of the ear
2. Hearing Impairment and its classification
3. Causes and prevention of hearing loss
4. Amplification devices and their optimum utilization
5. Procedures in Early Identification and Audiological Assessment
6. Early Intervention – facilitating listening classroom teaching strategies

#### **Skill related objectives:**

Development of skills in the following areas:

1. Observing and documenting auditory behavior / responses of infants and young children.
2. Behavioral screening for Identifying hearing loss in young children
3. Monitoring hearing in the classroom
4. Checking amplification system & trouble shooting
5. Counselling parents on care & maintenance of Hearing Aids
6. Classroom management of acoustic emission
7. Being speech conscious to develop intelligible speech

### **COURSE CONTENT**

#### **Unit 1: Hearing and Hearing Impairment**

**(20 hours)**

- 1.1 Role of hearing
- 1.2 Parts of the ear and process of hearing
- 1.3 Hearing impairment – Definition, classification in terms of type, degree and nature
- 1.4 Causes of hearing loss
- 1.5 Developmental stages of Auditory Behaviour

#### **Unit 2: Assessment of Hearing Loss in infants and children**

**(20 hours)**

- 2.1 Early identification – Screening and HRR (High Risk Register)
- 2.2 Pediatric Assessment of hearing loss
- 2.3 Behavioral tests of hearing, visual reinforcement, pure tone audiometry, speech audiometry
- 2.4 Aided audiograms
- 2.5 Impedance Audiograms

#### **Unit 3: Technological management of hearing loss and Procedure in aural rehabilitation**

**(20 hours)**

- 3.1 Amplification devices and ear moulds
- 3.2 Maintenance and routine checks of hearing aids, orientation to Hearing Aid selection procedures and Trouble shooting



- 3.3 Early intervention and role of a team
- 3.4 Procedures in facilitating listening skills and Speech reading
- 3.5 Recommendations for mainstream classroom teachers

#### **Unit 4: Speech Production**

**(20 hours)**

- 4.1 Communication, Speech and Language
- 4.2 Speech Chain
- 4.3 Anatomy and Physiology of speech production
- 4.4 Speech as an overlaid function
- 4.5 Segmental and supra segmental aspects of speech

#### **Unit 5: Speech problems in children with hearing impairment**

**(20 hours)**

- 5.1 Stages of Development of Speech in children with typical hearing
- 5.2 Factors influencing development of speech in children with hearing impairment.
- 5.3 Speech problems
- 5.4 Speech intelligibility
- 5.5 General principles of speech correction

#### **References**

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2. Hearing impairments in young children– Arthur Boothroyd - 1988 - Alexander Bell Association for the Deaf
3. Understanding Barriers To Learning. Volta Review – Volume 101(5) - Smaldino Crandell – 2001 - AG Bell Association For the Deaf, Washington D.C. USA
4. Auditory Verbal Therapy for parents and professionals –Warren Estabrooks- 1994 – Alexander Graham Bell Association for the deaf and Hard of Hearing – Washington D.C. U.S.A
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## **PAPER V: CHILD DEVELOPMENT AND CHILD PSYCHOLOGY**

**Marks: 100**

**Hours: 100**

### **OBJECTIVES**

#### **Knowledge related Objectives:**

1. To develop basic insight into the various stages of child development
2. To develop information on the importance of play, and its role in child development
3. To provide an orientation on the Primary Mental Functions
4. To understand common behaviour problems
5. To comprehend different family relationships.
6. To develop an orientation to common additional disabilities found in children with hearing impairment

#### **Skill related objectives:**

1. Sensitivity to the psychological impact of hearing loss on the child, mother, father and on the family
2. Ability to facilitate and promote age appropriate play.
3. Ability to comprehend different kinds of behaviour problems in young typical children and the skills to deal with them.
4. Identify different disabilities in young children.
5. Ability to identify children with hearing impairment who have additional disabilities.

### **COURSE CONTENT**

#### **Unit 1: Child Development**

**(20 hours)**

- 1.1 Introduction and principles of child psychology
- 1.2 Aims of studying child development
- 1.3 Principles of child development
- 1.4 Maturation and learning – types and theories of learning
- 1.5 Factors influencing development – Biological, Environmental, Parenting and family

#### **Unit 2: Early Childhood**

**(20 hours)**

- 2.1 Development of self help, social help, play, and work skills
- 2.2 Motor and social development
- 2.3 Speech and language development
- 2.4 Intellectual Development - memory, imagination, creativity, concept developments & decision making
- 2.5 Need and importance of play, types of play, characteristics of play

#### **Unit 3: Psychological Assessment Tools**

**(20 hours)**

- 3.1 Developmental Screening Test (DST)
- 3.2 Vineland Social Maturity Scale (VSMS)
- 3.3 Seguin Form Board (SFB) Test

**Unit 4: Definition, Types, Characteristics, Causes and Prevention (20 hours)**

- 4.1 Mental Retardation
- 4.2 Visual Impairment
- 4.3 Hearing Impairment
- 4.4 Cerebral Palsy, Autism and Multiple Disabilities
- 4.5 Orientation to children with hearing impairment with additional disabilities - deafblind, hearing impairment with mental retardation, hearing impairment with Autism Spectrum Disorder, hearing impairment with cerebral palsy

**Unit 5: Behaviour Problems and management (20 hours)**

- 5.1 Definition of Common Behaviour Problems in children
- 5.2 Maladaptive Behaviour
- 5.3 Functional Analyses
- 5.4 Behaviour Management Program (Punishment and Non – punishment Techniques)
- 5.5 Evaluation of Behaviour Management Programme

**References**

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2. Autism – The National Trust
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