

## **BACHELOR OF SPECIAL EDUCATION (HEARING IMPAIRMENT) – THIRD SEMESTER**

<b>Third Semester</b>			
<b>S. No.</b>	<b>Name of Subject</b>	<b>Credits</b>	<b>Total Marks</b>
1	Educational Intervention and Teaching Strategies	4	100
2	Reading and Reflecting on Texts	4	100
3	Psychosocial and Family Issues	4	100
4	Technology and Disability	4	100
5	Drama & Art in Education	3	100
6	Practical : Disability Specialization	3	100
<b>Total</b>		<b>22</b>	

**Subject Name:** EDUCATIONAL INTERVENTION AND TEACHING STRATEGIES

**Unit 1:** Need & Strategies for Early Intervention of Hearing Loss

- a. Parent-infant programmes for children with HI: Overview, need, requirements and plan of action.
- b. Pre-school training programmes: Overview, need, requirements and plan of action.
- c. Individual Speech-Language Therapy Programmes: Overview, need, requirements and plan of action.
- d. Impact of early intervention on school outcomes
- e. Intervention of late identified children with hearing impairment: Challenges & Strategies

**Unit 2:** Auditory Learning (AVT & Auditory Training) & Speech Reading

- a. Concept of 'Auditory Listening': Unisensory & Multisensory approaches
- b. Auditory training: Importance, types (Individual & Group) and Stages
- c. Auditory Verbal Therapy: Principle, importance and role of teacher
- d. Auditory Training and AVT: Pre-requisites, challenges, similarities & differences
- e. Speech Reading: Concept, importance, Pre-requisites, challenges and Role of teacher

**Unit 3:** Speech Intervention Strategies

- a. Approaches to teaching speech: Auditory Global Approach; Multi-sensory Syllable unit approach; Ling's Approach
- b. Formulation of Lesson plan: Long term goals; Short term goals; Activities for teaching correct production of various vowels and consonants
- c. Orientation to acoustics of speech
- d. Strategies for production of speech: Modelling & Shaping through Auditory, Visual, Tactile modalities
- e. Individual and Group speech teaching: Strengths and challenges

**Unit 4:** Communication and Language Teaching Strategies

- a. Methods of teaching language: Natural, Structural and Combined
- b. Principles and Techniques of developing language
- c. Communication options: Compare and contrast
- d. Communication options: justification and challenges
- e. Tuning the environment (Home & School) for facilitating language & Communication

**Unit 5: Educational Intervention Strategies**

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

**Suggested Readings:**

- Aggarwal, J.C. (2010). Principles, Methods and Techniques of Teaching. Vikas Publishing House, New Delhi.
- Beattie, R. G. (2001). Ethics in Deaf Education: The First Six Years. Academic Press Inc., New York.
- Bess, F. H., & Humes, L. E. (1990). Audiology: The fundamentals. Williams & Wilkins, London.
- Calvert, D.R., & Silverman, S.R. (1983). Speech and Deafness: A Text for Learning and Teaching. Washington: Alexander Graham Bell Assn for Deaf.
- Easterbrooks, S. (2007). Helping Deaf and Hard of Hearing Students to Use Spoken Language: A Guide for Educators and Families. Corwin,
- English, K. M. (2002). Counseling Children with Hearing Impairment and Their Families. Allyn and Bacon, Boston.
- Estabrooks, W., (2006). Auditory-Verbal therapy and practice. Alexander Graham Bell Association for Deaf, Washington DC.
- Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser & M. P. Downs (Eds.) Auditory disorders in school children. Theime-Stratton, New York.
- Guralnick, M, J, (2005). The Developmental Systems Approach to Early Intervention. PAULH Brooks, London.
- Katz, J. (1978, 1985, 1994). Handbook of Clinical Audiology. (2nd, 3rd & 4th eds.). Williams and Wilkins, Baltimore.
- Ling, D. (2000). Early Intervention for Hearing Impaired Children. Amazon
- Ling, D. (2002). Speech hearing-impaired child: Theory and practice. (2nd Ed). Alexander Graham Bell Association for the Deaf. Washington, DC.
- Livingston, S. (1997). Rethinking the Education Deaf Students: Theory and Practice from a Teachers Perspective. Heinemann, London.
- Lynas, W. (1994). Communication Options in the Education of Deaf Children. Whurr Publishers Ltd, London.

- Mahendru, M. (2005). Activity Book for Language Development in Children with Hearing Impairment. Educare Publication, New Delhi.
- Mahshie S. N. (1995). educating deaf children bilingually, Gallaudet University, Washington
- Maluccio, C., & Vecchiato, T. (2002). Assessing Outcomes in Child and Family Services: Comparative Design and Policy Issues. Columbia Press, New York.
- Marschark, M. S., & Patricia, E. (2003). Oxford Handbook of Deaf Studies Language and Education. Oxford University Press, London.
- Maxon, A., & Brackett, D. (1992). The Hearing Impaired Child: Infancy through High School Years. Andover Medical Publishers. Boston.
- Moores, D. F. (1997). Educating the deaf. Houghton Mifflin Company, Boston.
- Nerbonne, M. A., & Schow, R.L. (2002). Introduction to Audiologic Rehabilitation. Allyn and Bacon, Boston.
- Nerbonne, M. A., & Schow, R.L. (2013). Introduction to Audiologic Rehabilitation. 6th ed. Pearson Education, Boston.
- Owens, R.E. (2012). Language development: An introduction. Pearson Education, Boston.
- Paul, P. V., & Whitelaw, G.M. (2011). Hearing and Deafness: An Introduction for Health and Education Professionals. Jones and Bartlett Learning, Boston.
- Powell, F., Finitzo-Hieber, T., Friel-Patti, S., & Henderson, D. (1985). Education of the Hearing Impaired Child. Taylor and Francis Ltd., San Diego.
- Rhoades, E., & Duncan, J. (2010). Auditory-verbal practice: Toward a family centered approach. Charles C. Thomas, Springfield: Illinois.
- Schirmer, B. R. (2001). Psychological, Social and Educational Dimensions of Deafness. Allyn and Bacon, Boston.
- Jeffers, J., & Barley, M. (1975). Speech reading (Lip reading). Charles C. Thomas. Spring field, IL.
- Paul, P.V., & Whitelaw, G.M. (2011). Hearing and Deafness: An Introduction for Health and Education Professionals. Jones and Bartlett Learning, Boston.
- Rossetti, L. M., & Kile, J. E. (1997). Early intervention for special populations of infants and toddlers. Singular Publishing Group, Inc., San Diego.
- Sanders, D. A., & Derek, A. (1993). Management of hearing handicap: Infants to elderly (3rd edn). Englewood Cliffs, Prentice-Hall, New York.
- Yarrow, L.J., Rubenstein, J.L., & Pedersen, F.A. (1975). Infant and Environment: Early Cognitive and Motivational Development. John Wiley and Sons, New York.
- Nolan, M., & Tucker, I. (1984) Educational Audiology. Croom Helm, London.
- Plant, G.S., & Karl E., (1995). Profound Deafness and Speech Communication. Whurr Publishers Ltd, London.
- McCracken, W., & Laoide-Kemp (1997). Ed. Audiology in Education. Whurr Publishers Ltd., London.
- Richerg, C.M., & Smily, D.F. (2012). School-Based Audiology. Plural Publishing, San Diego.

- McAnally, P.I., Rose, S., & Quigley, S.P. (1987). Language Learning practices with Deaf Children. A College-Hill Publication, San Diego.
- Van Riper, C., & von Emerick, L. (1984). Speech correction – An introduction to speech pathology and audiology. 7th Ed. Englewood Cliffs Prentice Hall Inc. NJ.

**Subject Name:** READING AND REFLECTING ON TEXTS

**Unit 1:** Reflections on Literacy

- Literacy and Current University Graduates: Status and Concerns
- Role of Literacy in Education, Career and Social Life
- Literacy, Thinking and Self Esteem
- Literacy of Second Language/ English: Need and Strategies
- Basic Braille Literacy

**Unit 2:** Reflections on Reading Comprehension

- Practicing Responses to Text: Personal, Creative and Critical
- Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making
- Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies
- Basic Understanding of Reading Comprehension of Children with Disabilities

**Unit 3:** Skill Development in Responding to Text

- Indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting, Commenting and Discussing
- Practicing Responding to Text (Using The Indicators) for Recreational Reading Material (Narrations) and School Textbooks (Description)
- Practicing Responding to Text (Using The Indicators) for Reports, Policy Documents and News (Expositions) and Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation)
- Practicing Web Search, Rapid Reading and Comprehensive Reading

**Unit 4:** Reflecting Upon Writing as a Process and Product

- Understanding writing as a Process: Content (Intent, Audience and Organization)
- Understanding writing as a Process: Language (Grammar, Vocabulary, Spelling)
- Understanding writing as a Process: Surface Mechanics (Handwriting, Neatness, Alignment and Spacing)
- Practicing Self Editing and Peer Editing of Sample Texts
- Practicing Evaluating Students Writing Using Parameters: Productivity, Correctness, Complexity, Text Organization and Literary Richness

**Unit 5:** Practicing Independent Writing

- Practicing Writing: Picture Description/ Expansion of Ideas/ Essays/ Stories
- Practicing Daily Leaving Writing: Applications/ Agenda - Minutes/ Note Taking
- Practicing Converting Written Information into Graphical Representation
- Practicing Filling up Surveys, Forms, Feedback Responses, Checklists
- Reflections on the Course: From Theory to Practice to Initiating Process to Improve Self

**Suggested Readings:**

- Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). *Becoming a Nation of Readers: The report of the commission on reading*. National Institute of Education and the Center for the Study of Reading, Washington, DC.
- Annual Status of Education Report. (2014). ASER Centre, New Delhi (<http://www.asercentre.org>).
- May, F. B. (2001). *Unravelling the seven myths of reading*. Allyn and Bacon, Boston.
- McGregor, T. (2007). *Comprehension Connections: Bridges to Strategic Reading*. Heinemann Educational Books.
- Tovani, C., & Keene, E.O. (2000). *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*. Stenhouse Publishers.
- Soundarapandian, M. (2000). *Literacy campaign in India*. Discovery Publishing House, New Delhi.
- Aulls, M. W. (1982). *Developing readers in today's elementary school*. Allyn and Bacon, Boston.
- Baniel, A. (2012). *Kids beyond limits*. Perigee Trade, New York.
- McCormick, S. (1999). *Instructing students who have literacy problems*. Merrill, New Jersey.
- Ezell, H., & Justice, L. (2005). *Programmatic Research on Early Literacy: Several Key Findings*. IES 3rd Annual Research Conference: American Speech Language & Hearing Association.
- Frank, S. (1985). *Reading without Nonsense*. Teachers College Press, New York.
- Gallagher, K. (2004). *Deeper Reading: Comprehending Challenging Texts*. Stenhouse Publishers.
- Heller, R. (1998). *Communicate clearly*. DK Publishing, New York.
- Luetke-Stahlman, B., & Nielsen, D. (2003). *Early Literacy of Kindergartners with Hearing Impairment*. High Beam.
- May, F. B. (1998). *Reading as communication*. Merrill, New Jersey.
- Miller, D. (2002). *Reading with Meaning: Teaching Comprehension in the Primary Grades*. Stenhouse Publishers, New York.
- Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). *Communicative language teaching in English*. Nityanutan Prakashan, Pune.
- Paul, P. V. (2009). *Language and Deafness*. Jones and Bartlett, Boston.

**Subject Name:** PSYCHOSOCIAL AND FAMILY ISSUES

**Unit 1:** Psychosocial Aspects and Disability

- a. Overview of psychosocial development; wellbeing and quality of life
- b. Implications of hearing impairment on domains of psychosocial development
- c. Role of family in psychosocial development of children with hearing impairment
- d. Role of peers and community in psychosocial development of children with hearing impairment
- e. Challenges and issues in psychosocial development of children with hearing impairment

**Unit 2:** Family Needs

- a. Identifying Family Needs for information, decision making, skill transfer and referral
- b. Fostering family's acceptance of child's impairment and creating a positive environment

- c. Building parents' confidence for making informed choices (communication options, options for listening devices, school placement) and Advocacy
- d. Supporting family in raising children with hearing impairment: Facilitating availing of concessions, facilities and scholarship & other benefits
- e. Encouraging family participation in self-help groups and family support networking

**Unit 3: Family Empowerment**

- a. Encouraging family centred practices, parent self-efficacy belief and family involvement in child's learning and parenting
- b. Encouraging family acceptance of listening devices and ensuring its regular use
- c. Supporting family in fostering and developing communication and language
- d. Involving family in fostering and developing play, recreation and values
- e. Encouraging family involvement in educational programme and participation in community based rehabilitation programme

**Unit 4: Introduction to Psychosocial issues in early childhood**

- a. Overview of psychosocial development
- b. Domains of Psychosocial development
- c. Challenges in psychosocial development of children with hearing impairment
- d. Ways to overcome challenges related to psychosocial development
- e. Ensuring school support in psychosocial development

**Unit 2: Family and family interventions**

- a. Introduction to family types and contexts of families in India
- b. Family's responses to hearing losses (Parents with and without hearing losses)
- c. Acceptance (adjustment and coping) of hearing disability
- d. Domains of family assessment: Rating forms, observations
- e. Skills and ethics of family intervention

**Suggested Reading:**

- Dunst, C., Trivette. C., & Deal. A. (1996). Enabling & empowering families. Principles & guidelines for practice. Brookline Books, Cambridge.
- Gregory, S., Bishop, J., & Sheldon, L. (1999). Psychological perspectives of deafness. Cambridge University Press, Cambridge.
- Scheetz, N.A. (2000). Orientation to Deafness. Allyn and Bacon, Boston.
- Spencer, P.E., Erting, C.J., & Marschark, M. (2000). The deaf child in the family and school, Lawrence Erlbaum, New York.
- Beazley, S., & Moore, M. (2005). Deaf children their families and professionals dismantling barriers. David Fultron Publishers, London.
- Brown, I., & Brown, R. (2000). Quality of Life and Disability. Jessica Kingsley Publishers, London.
- Caspe, M., Lopez, M. E., Chu, A., & Weiss, H. B. (2011). Teaching the teachers: Preparing educators to engage families for student achievement. Harvard Family Research Project, Cambridge.

- Corter, M. (1966). Deaf transactions: Deaf families, deaf communities and deaf identities. Jessica Kingsley publishers, London.
- Ila, P. (1996). Cultural and Language Diversity and the Deaf Experience. Cambridge University Press, Cambridge.
- Marscark, M., & Clark, M.D. (1998). Psychological Perspectives on Deafness Vol. I & II. Psychological Press, London.

**Subject Name:** TECHNOLOGY AND DISABILITY

**Unit 1:** Technology in Education and Instruction

- Educational and Instructional Technology – Meaning, Nature, Scope, Definition, Objectives and Significance
- Educational Technology and Instructional Technology – Role and Recent Trends.
- Approaches of Educational Technology – Hardware, Software, System approach, Individual & Mass media approach.
- Differential Instruction, Universal Design of learning and Individualised Instruction.
- Implication of the above for inclusion.

**Unit 2:** ICT

- ICT – Meaning, Definition, Scope and Significance
- Psychological bases for ICT among teachers and learners
- Development of ICT – Stages, Requirement and Process
- Use of ICT in developing collaborative networks for sharing and learning such as Internet – E-mail, Tele-teaching, Tele-conference
- Use of ICT to simplify record keeping, information management in education administration in special and inclusive settings

**Unit 3:** Use of Multimedia in Education

- Multi Media - Meaning, Nature, Scope, Definition and Approches.
- Types of Instructional Aids: Projected & non-projected Aids, Projectors, Radio, Tape Recorder, Television, Films, Computers, whiteboard, Smartboard, e-Flash Cards, Educational Toys
- Advantages, Limitations and Challenges of Using Multi media in Education
- Recent Trends in Multimedia
- Implication of Multimedia in teaching learning.

**Unit 4:** Technology Based Instructions

- Enhancing Technology Friendly Practices among Teachers.
- Computer-Assisted & Computer Managed Instructions, Cybernetics, E- learning, Use of Net Search and Websites
- Disability Friendly Technology – Punarjani, and e-learning Framework developed by C-DAC
- Developing Technology Integrated Lessons – Individual and Group
- Implications of Technology based instruction in Inclusion

**Unit 5:** Application of Technology

- Application of Technology in Lesson Planning, Worksheet Preparation, Report writing and Evaluation
- Application of Technology in Assistive Devices – For example, JAWS, Smartphones, Screen Readers

- c. Application of Technology in Instruction – Individual, small group and large group
- d. Advantages, merits and demerits
- e. Implications for inclusion

**Suggested Readings:**

- Kulkarni, S.S. (1986). Introduction to Education Technology. Oxford & IBH Publishing Co., New Delhi.
- Kumar, K.L. (1996). Educational Technology. New Age Publication, New Delhi.
- McMillan, J.H. & Schumarcher, S. (1989). Research in Education: A Conceptual Introduction. Harper & Collins, New York.
- Mehra, V. (2004). Educational Technology. S S Publishers, New Delhi.
- Mohanty, J. (1992). Educational Technology. Deep and Deep Publication. New Delhi.
- Mukhopadhaya, M. (2005). Education Technology Knowledge Assessment. Shipra Publications, New Delhi.
- Sutherland, R., Robertson, S., & John, P. (2008). Improving Classroom Learning with ICT. Routledge, New York.
- Richmond, W. R. (1900). The Concept of Education Technology: A Dialogue with Yourself. Weidenfield and Nicolson, London.
- Sampath, K., Pannirselvam, A., & Santhanam, S. (1990). Introduction to Educational Technology. Sterling Publishers Private Limited, New Delhi.
- Sharma, H. L., & Sharma, S. (2010). Learning to Learn with Love: Theory and Practice of Co-operative Learning. Gagandeep Publications Sutherland, New Delhi.
- Takewale, R. G. (1995). Technologies for Educational Network, Presidential address in the seminar on Technologies for Educational Networking. IGNOU, New Delhi.
- Chand.T. (1992). Educational Technology. Anmol Publication, New Delhi.
- Cima, M. Y. (1991). Educational Technology. CimaMyeole.
- D.E.S. (1982). Handicapped Pupil and Special schools, Regulations. HMSO, London.
- Mangal, K. (1990). Fundamentals of Educational technology. Prakash Brothers, New Delhi.
- Mohanty, J. (1998). Studies in Educational Broadcasting. San subscription agency.
- Satyapal, R. (1991). Educational Technology, A systematic Text Book. Associated Publishers, New Delhi.
- Shah, D.B. (1991). Educational Technology for developing teaching competency. Gavendra Prakashan, Surat.

**Subject Name:** DRAMA & ART IN EDUCATION

**Unit I: Visual Arts and Crafts**

- Experimentation with different materials of Visual Art, such as pastel, poster, pen and ink, rangoli materials, clay, etc.
- Exploration and experimentation with different methods of Visual Arts like Painting, block printing, collage, clay modelling, paper cutting and folding, etc.



- Paper framing and display of Art works.

### **Unit II: Performing Arts: Dance, Music, Theatre and Puppetry**

- Listening/viewing and exploring Regional Art forms of Music, Dance, Theatre and Puppetry.
- Viewing/listening to live and recorded performances of Classical and Regional Art forms
- Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach
- Planning a stage-setting for a performance/presentation by the student-teacher.

### **Unit III: Appreciation of Arts**

- Meaning and concepts of Arts and Aesthetics and its significance at secondary level of School Education.
- Difference between Education in Arts and Arts in Education
- Identification of different performing Art forms and artists; Dance, Music and Musical Instruments, Theatre, Puppetry (based on a set of slides, videos, documentaries selected for the purpose)
- Knowledge of Indian Craft Traditions and its relevance in education (based on a set of slides, Videos Films, Documentaries selected for the purpose)
- Knowledge of Indian Contemporary Arts and Artists; Visual Arts based on the videos, Films and Documentaries selected for the purpose
- Indian festivals and its Artistic significance.

### **Unit IV Engagement in Analysis and Activities:**

- Initiation into the craft of Drama and related activities for engagement in schools with learners
- Theme-based projects from any one of the curricular areas covering its social, economic, cultural and scientific aspects integrating various Arts and Craft forms.

Textbook analysis to find scope to integrate Art forms either in the text or activities or exercises; Documentation of the processes of any one Art or Craft form with the pedagogical basis such as weaving or printing of textiles, making of musical instruments, folk performances in the community, etc. How does the artist design their products, manage their resources, including raw materials, its marketing, problems they face, to make them aware of these aspects of historical, social, economic, scientific and environmental concerns?

**Subject Name:** PRACTICAL : DISABILITY SPECIALIZATION