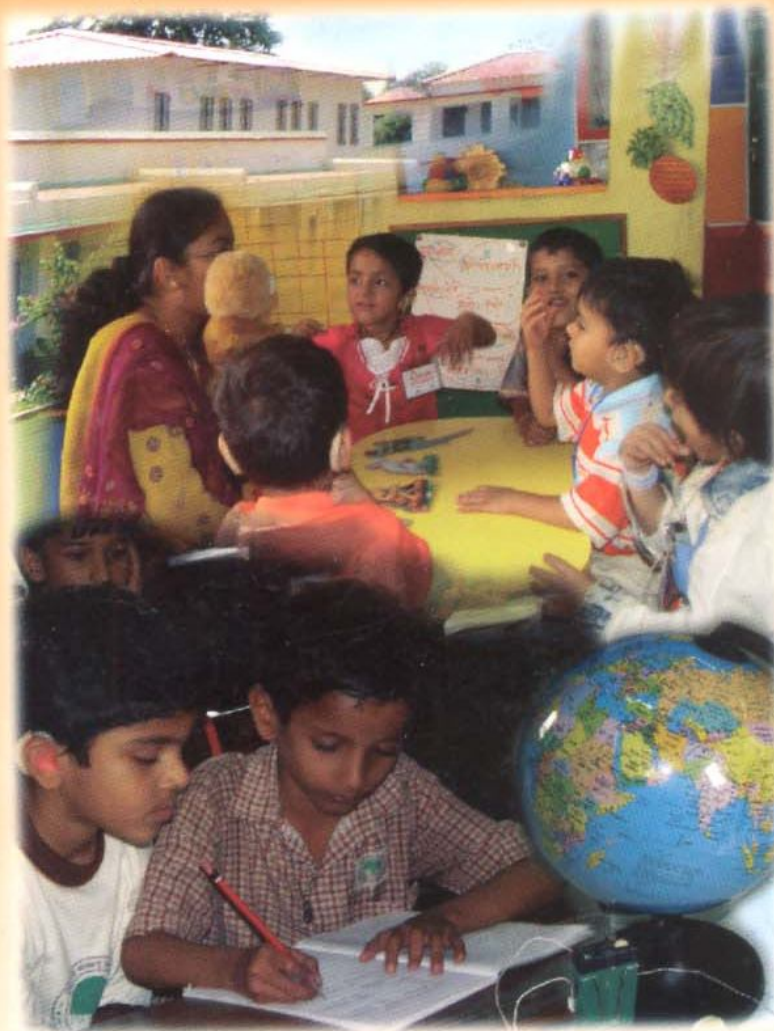


GUIDELINES FOR SETTING UP OF EDUCATIONAL PROGRAMMES FOR CHILDREN WITH HEARING IMPAIRMENT



Rehabilitation Council of India
(A Statutory Body under the Ministry of Social Justice and Empowerment)

Guidelines for Setting up of Educational Programmes for Children with Hearing Impairment

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Foreword

I am pleased to write the foreword for this booklet on setting up of Early Intervention Programmes for children with hearing impairment. As envisaged under Persons with Disability Act 1995 and as proposed under the Curriculum Framework. It is true that a lot of materials and gazettes such as FM hearing aids, etc. would be useful in providing early intervention. However, the most important component is having a well motivated parent and teacher to be working with the child with hearing impairment. Unless this component is ensured, the rest of it is superfluous.

It is estimated that in a district of 20 lakh population, about 70 children are born with hearing impairment. Therefore anyone desirous of setting up an educational programme for children with hearing impairment, should make sure that the trainers are adequately trained and that their enthusiasm is kept up.

Often such early intervention programmes face crisis due to drop out of infants/children coming to the centre on regular basis. It is important that a strategic action plan is prepared to screen all children born, to assess and diagnose, undertake mutually convenient days and venue of training to meet the needs of infants and parents in a given district/area.

R. Rangasayee

Director
AYJNIHH

Preface

Since its inception, Rehabilitation Council of India (RCI) has been playing a key role in the development and promotion of quality education for disabled and in bringing about the best practices in rehabilitation of Persons with Disabilities in India. RCI is committed to generate the required manpower to realize its vision of meeting the learning needs of every child with disability. In the area of hearing disability, various teacher training programmes at Diploma, Degree and Post Graduate level are running to achieve the same. The trained teachers are expected to teach children with hearing impairment enrolled in different educational programmes like segregated special schools, integrated programs and inclusive education programmes.

As no two individuals are alike, the needs of children with disabilities also vary. There is a need to establish different educational models to suit the individual needs of these children. So on one hand, we train teachers to address individual needs and work in different set ups and on other hand, we need to create infrastructure and facilities for different educational programs.

Keeping the above in mind, RCI has taken another step in developing guidelines for setting different educational programmes for children with hearing impairment with the support of Ali Yavar Jung National Institute for the Hearing Handicapped, Mumbai. I hope that this will be helpful not only for strengthening the existing educational programmes but also for establishing newer trends in meeting the challenges.

Dr. J. P. Singh
Member Secretary
RCI

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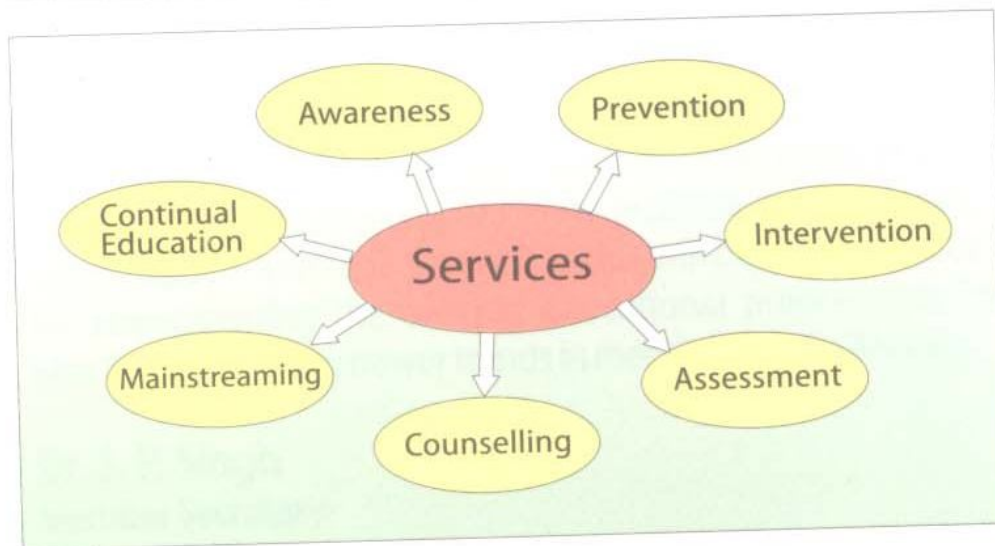
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Introduction

Children with hearing impairment form a very unique group. Lack of hearing affects their language and communication skills. According to Daiziel and Hagale *"Education as it is understood in the entire world cannot begin for the deaf children, unless they first of all have a capable functional language"*. If the language is not developed in the early formative years, these children will face major challenges in their education. So, language teaching forms the major objective in educating the children with hearing impairment. Language for instructional communication in classroom could be oral, manual or a combination of the two. Caution needs to be exercised in suggesting or advocating a particular mode or method of communication so as to maximize the educational attainment of the child.

Special schools for children with hearing impairment have been playing a significant role in the development of functional language and literacy. They have been playing a multifaceted role by providing services as depicted below:



Educational Programmes

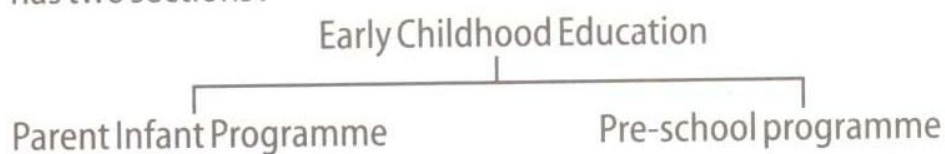
The educational programmes available for children with hearing impairment are:

- Home Training programmes
- Early Childhood Education programmes
- Primary and Secondary School programmes
- Open School programmes

Since the home training and open school programs are flexible and mostly conducted through correspondence/distance mode, the guidelines for setting up of other educational programs are provided in this booklet.

I. Early Childhood Education Programme

Early Childhood Education Programme covers the age range of 0-5 years. Looking at the importance and the growth spurt during this period, the Early Childhood Education programme has two sections:



a. Parent Infant Programme (PIP)

The parent Infant Programme (PIP) is for the infants between 0-2 ½ years. The programme instills confidence in parents that they are the first and natural teachers for their babies/infants. The program works towards empowering the parents to help young babies and infants to acquire language naturally through daily living activities. The focus of PIP is to have a home-based,



parent guided, natural approach to the development of functional communicative language in infants with hearing impairment.

Objectives of Parent Infant Programme

- ◆ To help parents accept the hearing impairment of the child
- ◆ To empower the parents in the better understanding of:
 - Importance and use of hearing aid
 - Use of residual hearing for language learning
 - Opportunities to be provided for language and speech stimulation
- ◆ To facilitate family involvement in the intervention

Requirements for a Parent Infant Programme

Teacher child ratio: 1:1



Duration : Twice in a week.1- 1 ½ hrs.per sitting.

Amplification : Well fitted individual hearing aids supported by harness (for body level) or behind the ear hearing aid.

Infrastructure for a Parent Infant Programme

- ◆ Well lit, ventilated room(s)
- ◆ Mirror, toys, musical instruments, doll house, posters, colorful books, scrap books for language stimulation
- ◆ Spare parts bank with hearing aids, cords, batteries, harness cord and battery tester
- ◆ Mats and small stools for activities
- ◆ Minimum essential furniture to make the set up homely & acceptable to the infant
- ◆ Kitchen set, vehicles, animals, stuffed toys, form boards for number, color, size, shape, time concepts and material for drawing, craft etc.
- ◆ Toy library and picture book library
- ◆ Desirable to have a mini replica of home, with small cubicles replicating kitchen, bathroom, bedroom and drawing room for creating a home environment *
- ◆ Vinyl flooring and walls with perforated sheets for noise reduction
- ◆ Soft boards, felt board, slates and rolling boards
- ◆ Cassette library for providing intervention activities for parents

Estimated budget for a Parent Infant Programme

For teaching learning materials = Rs.50,000/-

* Optional

b. Pre-school Programme

Ideally, children between 2 ½ to 5 years of age could be enrolled for special pre-school programme. The aim of pre-school programme is to prepare the child for primary education. The programme therefore focuses on the development of school readiness skills.



Objectives of a Pre-school programme

- ◆ To develop functional language for communication
- ◆ To develop the three R's of reading, writing and arithmetic
- ◆ To prepare children for the formal primary school in mainstream/segregated set ups

Requirements of a Pre-school programme:

Teacher child ratio: 1:4

Duration : 4 to 5 hours, 5 days a week

Amplification: Induction Loop System, F.M hearing aids

Infrastructure of a Pre-school programme

- ◆ Bigger classroom for activity based programme
- ◆ Spare parts of hearing aids like cords, batteries etc
- ◆ Charts, flash cards, pictures, teaching aids, musical instruments, tape recorder, toy phone, mirror, doll house, computer with educational CDs, etc.
- ◆ Black board at the level of the children
- ◆ Toys, toy library, attractive books and scrap books
- ◆ Playground with swing, slides, sea saw, sand pit
- ◆ Walls, covered with perforated sheets which could also be utilized as soft boards
- ◆ Shelves and cupboards colorfully painted with cartoons etc.*
- ◆ Vinyl flooring for reducing noise
- ◆ Adjustable furniture with rubber bushes to suit the needs of the younger children

Estimated budget for a preschool programme

F.M.hearing aids = Rs.1.5 lakhs

Induction Loop system = Rs.6,000/-

Teaching learning materials = Rs.70,000/-

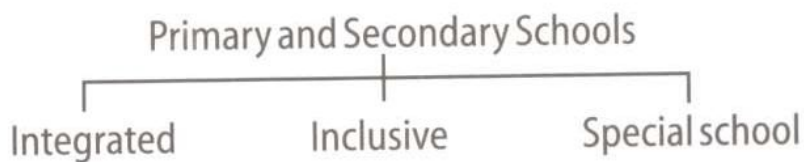
Curriculum for Early Educational Programmes

An individualized need based curriculum is to be developed

* Optional

II. Primary and Secondary Schools

Depending upon the performance of the child and the availability of programmes, children with hearing impairment are enrolled in inclusive education or integrated in regular schools with resource unit or may have to continue with special schools for further schooling.



a. Primary and Secondary Integrated and Inclusive set ups

Objectives of Primary and Secondary Integrated and Inclusive school set ups

- ◆ Facilitating educational integration / inclusion by:
 - Providing a barrier free environment
 - Adaptation of instructional methods
 - Curricular adaptations
 - Individualized attention
 - Support / Supplying teaching learning materials
 - Adaptation of assessment strategies
- ◆ Enhancing subject-knowledge
- ◆ Imparting pre-vocational skills
- ◆ Preparation / Facilitating higher education



Infrastructure for classrooms for Integrated and Inclusive programmes

- ◆ Amplification devices like loop induction system or F.M. system
- ◆ Audio-Visual aids like cassettes, CDs
- ◆ Supplementary visual teaching learning materials
- ◆ Glowing bell
- ◆ Suitable furniture with rubber bushes
- ◆ Noise reducing materials like vinyl flooring on floors and soft boards on walls

Infrastructure for a resource unit

- ◆ Well ventilated and well lit cubical or room
- ◆ Loop induction system, or F.M. system for amplification
- ◆ Speech trainer, portable audiometer, spare hearing aids and parts, batteries, solar recharger
- ◆ Supplementary teaching learning material
- ◆ Computer and educational software

Estimated Budget

F.M.hearing aids = Rs. 1.5 lakhs
Induction Loop system = Rs. 6,000/-
Speech Trainer = Rs. 25,000/-
Simple Single channel pure-tone portable audiometer
= Rs. 25,000/-
Teaching learning materials = Rs. 50,000/-



Tips to be provided to regular class teachers in an Inclusive or Integrated set ups

While teaching a child with hearing impairment, the regular school teacher should make sure that :

- ◆ The child's hearing aids are working
- ◆ The child is seated in the front row, preferably in the centre
- ◆ Sufficient light falls on the teacher's face while teaching
- ◆ The child's attention is drawn to the teacher or other class children during instructional communication
- ◆ The child understands the teacher's directions and participates in all the activities of the class
- ◆ A buddy system is fostered to assist the child with hearing impairment for taking down the notes
- ◆ Need based adaptation of curriculum, method of teaching and assessment is undertaken
- ◆ Parents meeting is organized for undertaking follow up lessons at home
- ◆ Services of sign language teacher or sign language interpreter is provided whenever required



b. Primary and Secondary Special Educational set ups

Objectives of Primary and Secondary Special Educational set ups :

- ◆ To develop functional language and communication skills
- ◆ To enhance literacy skills
- ◆ To provide subject knowledge
- ◆ To prepare the children for main streaming
- ◆ To prepare children for higher education/vocational training
- ◆ To develop skills in social participation

Requirements of Primary and Secondary Special Educational set ups

Professionals

- ◆ Trained teachers with specialization in education of children with hearing impairment. Teacher child ratio: 1 :8
- ◆ Art/craft /PT teachers
- ◆ Audiologist (part-time)
- ◆ Speech and language pathologist (part-time)
- ◆ Social Worker (part-time)
- ◆ Sign language teacher/interpreter
- ◆ Hearing aid repair technician (part-time)

Duration : 6 hours, 5 days a week

Amplification : Well fitted individual hearing aids

Loop induction system; group amplification or F.M. hearing aids

Infrastructure

- ◆ Well lit and noise free classrooms
- ◆ Furniture of appropriate size arranged in semi circular or L shaped
- ◆ Blackboard at the appropriate level of the children
- ◆ Science and Home Science laboratory
- ◆ Audio visual aids
- ◆ Play ground with outdoor game facilities
- ◆ Students' library and library for teachers

Equipments

- ◆ Audiometer
- ◆ Speech trainer
- ◆ Hearing aid analyzer
- ◆ Hardwire/Induction Loop/FM system
- ◆ T.V./VCR
- ◆ Computer/Educational software's/CDs
- ◆ Camera/Video camera*

Curriculum for Special School programmes

State Govt. curriculum with necessary adaptation for primary and secondary schools

Academic records to be maintained in educational set ups for children with hearing impairment :

- ◆ Summary report of the child
- ◆ Individualized educational plan
- ◆ Syllabus planner
- ◆ Attendance register
- ◆ Teacher's daily diary
- ◆ Time table
- ◆ Progress evaluation report
- ◆ Minutes of the Parent Teacher meetings

Note : The details regarding procurement of equipment, infrastructure and curriculum for children with hearing impairment could be sought from the Ali Yavar Jung National Institute for the Hearing Handicapped, K.C. Marg, Bandra Reclamation, Mumbai-50.

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Disability Helpline : Mumbai -022-2640 4019 / 24/43 Delhi : 011-29825094*

* Optional

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Institutions

Ali Yavar Jung National Institute for the Hearing Handicapped
Mumbai 400 050

Mahadevi Poddar Prathmik Vidyalaya
Mumbai 400 054

Rochiram Thadani School for the Hearing Handicapped
Mumbai 400 074

ATTENTION

Institutions

Organisation

NGOs

Universities...

RCI invites you to start certificate / diploma / degree/ master level course in the field of special education & rehabilitation for the academic session 2007-08

THE REHABILITATION PROFESSIONAL COURSES INCLUDE

- Certificate/Diploma/Degree/Master in Special Education for developing human resource in the field of mental retardation, visual impairment, speech & hearing, locomotor, cerebral palsy etc.
- Bachelor / Master in Audiology and Speech-Language Pathology
- M.Phil, in Clinical Psychology / Rehabilitation Psychology
- P.O. Diploma in Rehabilitation Psychology
- Certificate/Diploma/Degree in Prosthetic & Orthotics
- Diploma in Deaf-Blind / Diploma in Indian Sign Language Interpreting
- Diploma / PG Diploma in Community Based Rehabilitation Regular/ Distance Mode
- Diploma in Autism Spectrum Disorder
- Diploma / P.G, Diploma in Special Education : Multiple Disabilities (Physical and Neurological)
- Post Graduation Diploma in Disability Management for Medical Doctors through (Distance Mode)

The above is not an exhaustive list of courses and main more through regular / distance education mode. For details of the courses, log on to our website: www.rehabcouncil.nic.in

The latest Sample Survey Census indicates that more than 200 lac persons with disability require support in

terms of education & rehabilitation. At present 252 institutes comprising of Govt./Non-Govt. organizations / universities are conducting 56 types of courses to meet the growing need of such persons. The current intake of training institutions is around 6000 including distance education mode whereas demand is mind boggling. Opportunities are growing day by day with the increased awareness in the field throughout the world.

ELIGIBILITY FOR INSTITUTIONS

The institute should be running a special/model school for persons with disability or should have practice laboratory / rehabilitation centre/workshop. It should have qualified core faculty/guest faculty, infrastructure, space, equipment, furniture, etc., as prescribed for each course of the Council. However, a University can have a tie-up with any special school for conducting practice teaching. The institutions fulfilling the above criteria may obtain the detail Norms, Guidelines, Application format and syllabus for starting a specific course from the Council. The application form is also available on our website. The duly filled in application format along with relevant documents and processing fee of Rs. 2300/- in form of Demand Draft for each course favouring "Member Secretary, Rehabilitation Council of India payable at New Delhi".

Last date of submission of proposal along with relevant document is 31st December for the approval of the council for the following academic year.

NOTE: U/S 24 of RCI Regulation of 1997, it is mandatory to obtain prior approval for running any such programme, U/S 13 of the RCI Act of 1992, "No person, other than the rehabilitation professional who possesses a recognised rehabilitation qualification and is enrolled on the Central Rehabilitation Register, shall practice as rehabilitation professional anywhere in India"



भारतीय पुनर्वास परिषद्

For further information, please contact:

Member Secretary

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