

INSTITUTE OF SPECIAL EDUCATION
University of the Punjab, Lahore

BS Special Education
Teaching of Children with Hearing Impairment
Course Code: SEBS-274

Sixth Semester
(3 Credit Hours)

Prerequisites of course requirements/Skills

| Course Code | Course Title |
|--------------------|---------------------------------|
| SEBS- 301 | Speech and Language Development |

Learning Outcomes

After completing the course prospective teachers will be able:

1. Know and understand a range of approaches in the teaching/education of deaf children.
2. Learn different teaching skills related to different subjects
3. Demonstrate the ability to bring together information on an individual deaf child from a range of sources, including either video or audio recording, or tasks devised by the student.
4. Explain educational issues of children with hearing impairment

Contents

Unit-1: Teaching-Learning Process

- 1.1 Element of Teaching Process
- 1.2 Learning and Learning Process
- 1.3 Teaching-Learning Process

Unit-2: Methods of Communication for Children with Hearing Impairment

- 2.1 Communication and Communication System for Children with Hearing Impairment
- 2.2 Oral/Aural Method of Communication
- 2.3 Total Communication

2.4 Lip Reading

2.5 Cued Speech

Unit-3: Educational Implications for HIC

3.1 Auditory Skills

3.2 Language Development

3.3 Social and emotional Development

3.4 Academic Development

Unit-4: Effective Strategies and Methods of Teaching for HIC

4.1 Effective Teaching Strategies

4.2 Sign Language

4.3 Computer Application

4.4 Role of Parents in Teaching of HIC

Unit-5: Instructional material for HIC

5.1 Assistive and Instructional Technology for HIC

5.2 Media, Messages and Methods: Definitions

5.3 Instructional Communication

5.4 The Role of Media in Instruction for HIC

Unit-6: Methods of Teaching Speech to Children with Hearing Impairment

6.1 Synthetic Method

6.2 Analytical Method

6.3 Combined Method

6.4 Ling Approach

Unit-7: Instructional Planning

7.1 Unit Planning

7.2 Lesson Planning

7.3 Components of Lesson Planning

Unit-8: Individualized Education Programme (IEP)

8.1 Individualized Programming

8.2 Planning and Monitoring of Instruction

8.3 Choosing and Developing Material

Teaching Learning Strategies:

Text Book Review, Presentation, Group work, Lab Work

Assignment Types and Number with Calendar

Practical assessment of 04 cases by each learner after mid term

Assessment and Examination

| Sr. No. | Elements | | Details |
|---------|----------------------|--|--|
| 1. | Midterm Assessment | | It takes place at the mid-point of the semester. 9 th Week |
| 2. | Formative Assessment | | It is continuous assessment. It includes: classroom participation, attendance, assignment and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc. |
| 3. | Final Assessment | | It takes place at the end of the semester. It will be written test |

Suggested Readings

Alice, M.R.K. (2004). *Deaf education*. New Delhi: Sonali Publishers.

Dhawan, M.I. (2005). *Education of children with special needs*. Delhi: ISHA Books.

Estrabooks, W. (2006). *Auditory verbal therapy & practices*. Washington: Abrendar Graham Bell.

Farrel, M. (2008). *Educating special children*. New York: Routledge.

Gargiulo, R.M. (2006). *Special education in contemporary society: an introduction to exceptionality*. Austria: Thomson.

Hull, R.H. (1992). *Aural rehabilitation* (2nded.). London: Chapman & Hall.

Mahshie, J. (2006). *Enchasing communication skills of deaf & hard of hearing children in the mainstream*. New York: Delmar.

Sahu, B.K. (2002). *Education of exceptionalities children*. Ludhiana: Kalyani Publisher.

Singh, M. (2010). *Education of children with special needs*. New Delhi: Kanishka Publishers.

Smith, D.D. (1998). *Introduction to special education*. Boston: Allyn & Bacon.

Sonia, G. (2007). *Teaching children with special needs*. New Delhi: SBS Publishers.

Wilmschurst, L. (2010). *The complete guide to special education* (2nded.). San Francisco: Jossey-Bass.