

HEARING IMPAIRMENT

PART – I EARLY INTERVENTION –CHILDREN WITH HEARING IMPAIRMENT- BIRTH TO 5 YEARS					
Sl.No.	TOPIC	CONTENT	TARGET GROUP	RESOURCE PERSON	NO. OF DAYS
1.	Parent empowerment	i.Counseling parents for coping with stress. ii.Parent to parent networking iii.Parent as equal partners in intervention. iv.Parent as advocates.	Teachers in Early Intervention Centres	i.Faculty in Teachers Training Institute in Early Intervention ii.Psychologist iii. Child Psychologist	5
2.	Developing Listening skills	i. Development and requisites of Listening skills ii. Techniques of developing Listening skills. iii. TLM for developing Listening skills.	Teachers in Early Intervention Centres	i.Faculty in Teachers Training Institute in Early Intervention	5
3.	Communication options in teaching children with hearing impairment	i.Overview of modes and methods of communication for children with hearing impairment and informed choices. ii. Pre-requisites, philosophy and strategies of Oralism Pre-requisites, philosophy and strategies of Educational Bilingualism iii. Pre-requisites, philosophy and strategies of Total Communication	Teachers in Early Intervention Centres	Faculty in Teachers Training Institute in Early Intervention	5
4	Oralism as the option in Early Intervention & Development of Receptive & Expressive language	i. Typical ages and stages of language & Communication skills ii. Critical Period in language & Communication skill. iii. How to manage IEP in a group vi. Interpretation of Reports and plan programmes based on reports.	Teachers in Early Intervention Centres	Faculty in Teachers Training Institute in Early Intervention	5
5	Facilitating Early Intervention in Natural	i. Importance of Natural Environment for development of skills in different domains. ii. Strategies for using the routine household activities as	Teachers in Early Intervention	Faculty in Teachers Training Institute in Early	5

	Environment	Language situations. iii. Taking the lead from the child & Developing creativity		Intervention	
6	Facilitating Emergent of Literacy Skills	i. Stimulation for Early Literacy ii. Pre-reading, Pre-writing & Pre-maths for 0 to 3 yrs iii. Strategies for developing Pre-reading, Pre-writing & Pre-maths for children 3-6 years. iv. TLM for facilitating literacy skills	Teachers in Early Intervention Centres	Faculty in Teachers Training Institute in Early Intervention	5
7.	Mobilizing Family & Community Resources for Early Intervention	i. Family involvement in Early Intervention ii. Skills in IFSP–Individual Family Support Programme iii. Promoting voluntarism for Early Intervention	Teachers in Early Intervention Centres	Faculty in Teachers Training Institute in Early Intervention	5
8.	Supporting Transition & Mainstreaming	i.. Home to school transition ii. Preparing families for transition. iii. Individualized transition plans. iv. Assessment strategies for mainstreaming	Teachers in Early Intervention Centre	Faculty in Teachers Training Institute in Early Intervention	5
PART II SCHOOL EDUCATION					
1.	Communication options in teaching children with hearing impairment	i. Overview of modes and methods of communication for children with hearing impairment and informed choices. ii. Pre-requisites, philosophy and strategies of Oralism Pre-requisites, philosophy and strategies of Educational Bilingualism iii. Pre-requisites, philosophy and strategies of Total Communication	Teachers in schools for children with hearing impairment and inclusive schools	Faculty in Teachers Training Institute	5
2	Methods & techniques of teaching language	i. Language acquisition and stages in typical children ii. Language delays in children with hearing impairment iii. Evaluation of language iv. Integrating techniques and methods of teaching language.	Teachers in schools for children with hearing impairment and inclusive schools	Faculty in Teachers Training Institute	
3	Development of	i. Literacy issues in hearing impairment	Teachers in schools	Faculty in Special	

	literacy	<ul style="list-style-type: none"> ii. Emergent literacy skills iii. Fostering literacy behaviors and literacy environment iv. Developmental and remedial models for literacy Development.. v. Assessment of literacy 	for children with hearing impairment and inclusive schools	Teachers Training Institute	5
4	Curricular Adaptations	<ul style="list-style-type: none"> i. Analysis of the curriculum. ii. Concept, scope & need of curricular adaptation iii. Types of curricular adaptations iv. Strategies of curricular adaptations v. Evaluating the adapted curriculum 	Teachers in schools for children with hearing impairment and inclusive schools	Faculty in Teachers Training Institute	5
5	Educational assessment & evaluation	<ul style="list-style-type: none"> i. Educational assessment and guidance ii. Types of assessment iii. Tools & techniques of educational assessment iv. Alternative Assessment methods 	Teachers in schools for children with hearing impairment and inclusive set up	Faculty in Teachers Training Institute	5
6	Subject teaching	<ul style="list-style-type: none"> i. Taxonomy of Educational objective ii. Strengths of children with hearing impairment in learning subjects as against language iii. Subject learning & its implications iv. Maxims of subject teaching v. Methods of subject teaching vi. Planning lessons for subject teaching vii. Evaluation of subject learning viii. Infrastructure, TLM & other requirements for subject teaching. 	Teachers in schools for the children with hearing impairment and inclusive schools	Faculty in Teachers Training Institute	5
7.	Use of technology & development of teaching learning material	<ul style="list-style-type: none"> i. Changing trends in the education of children with hearing impairment ii. Impact of technology in education : Programmes & Products iii. Instructional technology: Types & Programmes iv. Planning & evaluation of lessons through ICT v. Teaching learning materials vi. Use of ICT for deaf & hard of hearing children 	Teachers in schools for the children with hearing impairment and inclusive schools	Faculty in Teachers Training Institute	5