



Educational Adaptations for Hearing impaired - A Bird View

Dr.T.G.Amuthavalli, Associate Professor, Department Of Education, Sri Padmavati Mahila Visvasvidyalayam, Tirupati

Abstract: Deaf and hard of hearing students have unique educational needs. Their hearing loss can and often does impact all instruction that uses language as a base. Researches and experiences of teachers in the field have thrown light on the Educational needs of the hearing impaired. The main aspect of the Educational needs is the adaptations. The adaptation will be more or less same in the special school or inclusive school. The difference lies only in the attitude, awareness, knowledge and skill of the teacher. The paper projects some of the Educational Adaptations for the Hearing Impaired. The article explains about the following adaptations, Physical Environment, The material environment, the resources environment, Instructional Strategies, Learning Outcomes.

Key words: educational needs, Deaf, Sarva Siksha Ahayan

Introduction

The prevalence rate of hearing impaired population is 0.2%. Among them the school going children would be even less. Thanks to the awareness created and preventive measures. Though the number is negligible, we cannot ignore their needs. They have all the rights just like any other hearing child born on earth. "No Child Left Behind" being the current principle in the education system the needs of hearing impaired need to be concentrated along with other impairments in the inclusive set up.

Deaf and hard of hearing students have unique educational needs. Their hearing loss can and often does impact all instruction that uses languages as a base. Researches and experiences of teachers in the field have thrown light on the curricular needs of the hearing impaired. The main aspect of the curricular needs is the adaptations which

is the same in the special school or the inclusive school. The difference lies in the attitude awareness, knowledge and skill of the teacher. In a special school the adaptation seems easier, due to the specially trained teacher and a homogenous group of disabled to be taught whereas in an inclusive set up the teacher has to face a heterogeneous group of students with reference to normalcy and impairments. To tackle such situation, government is helping in the form of schemes SSA, RMSA and now the RUSA. The educational areas needs of the differently Abled being one of the thrust areas.

Through the scheme Sarva Siksha Ahayan travelling special teachers or the itinerant teachers is appointed who travel throughout the district or even multiple districts. They help the general educators to teach the impaired. Though they help, the education of the students is the responsibility of the general educator as well. In fact the



general educators must provide the bulk of education for the differently-abled students' general educators usually are the primary teachers for these students.

The general educators can become effective inclusive school teachers with the changes in attitude and awareness and knowledge gained through teacher training. With reference to hearing impairment, they will gain access to the same learning experience as their classmates in an inclusive set up, if the course content is well designed with adaptations, without affecting the content and standard. Hence the changes should be in the policies and the educators.

Changes in the attitude and awareness of the educators

The Educational adaptations for the hearing impaired requires primarily, the changes in the attitude and awareness of the educators and accommodations

A. The changes in the attitude and awareness of the educators.

- ✓ Positive attitude towards their capacity and needs of the hearing impaired in their classroom.
- ✓ Realize that presence of students with special needs in inclusive schools leads to standards based classrooms.
- ✓ Realize that they needs to use a wider range of teaching strategies, educational materials and lesson formats.
- ✓ Know that hearing aids do not set right the hearing loss
- ✓ Know that sign language alone can solve language problems of the children.

- ✓ Understand that even the hearing teacher can teach the hearing impaired.
- ✓ Gain knowledge about the student and their disability for example the academic level of the child and the child's background.
- ✓ Do not consider the child as a burden.
- ✓ Clarify doubts with the specially trained teachers.
- ✓ The education of the hearing impaired child requires some special accommodations and modifications (Adaptations) to have access to the instructions.

Before going to the necessary adaptations in the inclusive classroom for the hearing impaired an understanding about the meaning of accommodations and modifications becomes mandatory.

B. Accommodations:

Accommodations focus on how students access and demonstrate learning. Accommodations do not significantly change the instructional level, content, or the performance criteria. The changes in process are made to provide a student equal access to learning and equal opportunity to demonstrate what they know.

For example,

- (a). Preferential seating
- (b). acoustic aids
- (c). use of signs
- (d). extended time limits
- (e) Use of sign interpreters

The modifications substantially change what students are expected to learn and demonstrate. These changes are made to help students participate



meaningfully and successfully in learning. For example, (a). Lowering the pass percentage. (b). having sign interpreters etc.

The adaptation is very subjective and individualistic with reference to teaching and learning of a hearing impaired.

Hearing impaired requires adaptations in the following areas:

1. Adaptations in the Physical Environment

i Seating students at 90° to 60° and not more than 6 feet distance for effective speech Reading.

ii Reduce distracting sounds in the environment.

iii Use of flash lights along with bells for signaling class schedule and safety alarms

II. Adaptations in the Materials Environment

i. The important feature of the content can be highlighted.

ii. Simplification of text

iii. Supplement with visual clues like (pictures, diagrams, maps, illustrations)

iv. Provision of handouts such as syllabus, lesson plans, assignments ahead of Time.

v. . Provision of printed copies of overhead or power point presentations a head of time

vi. Provision of a copy of the notes or allow the student additional time for recording any information placed on the board before erasing.

vii Write down technical vocabulary, foreign terms, formulas, etc. on the

board or provide a handout – send these home for review or review with the student before the class begins.

viii Using captioned DVD's / Videos to provide a written transcript.

III. Adaptations in the Resource Environment

Provide additional instructional support. (Para professionals, volunteers, peer tutors, parents and other professionals).

i. Co-ordinate arrange of community and other support services.

ii. Utilize additional technological resources. (Computer augmented communication devices, video, audio).

iii. Collaborate with other teachers

iv. Use a radio frequency transmission unit (FM) system

v. Use overhead projector

vi. Use graphic organizers to present material.

vii. Use peer tutoring

viii. Use commercial software to provide practice and review material

ix. Use captioned movies and television programmes.

x. Provide duplicate sets of materials for family use and review.

IV. Adaptations in the Instructional Strategies.

i. Directly face the student and be in close proximity.

ii. Get the student's attention before speaking

iii. Stand in one place if possible.

iv. Speak at a slow / moderate level and speak clearly.



-
- v. Give clear indications of the topic of conversation and alert the student to a change in topic.
 - vi. Avoid speaking while writing on the board.
 - vii. Avoid chewing or drinking while talking.
 - viii. Beards and moustaches can make speech reading more difficult, keep beards and moustaches trimmed.
 - ix. Keep hair and hands away from the mouth when speaking.
 - x. Facial expressions, body language, gestures without exaggeration can be used for emphasizing a point.
 - xi. Rephrasing can help in making the student understand.
 - xii. Point to other students or say the name of the student who is asking a question or making a comment.
 - xiii. Pause after asking a question to help students process the question.
 - xiv. Signal topic changes.
 - xv. Provide student with the curricular information in advance, such as pre-teach new vocabulary and concepts in a small or one-on-one session.
 - xvi. Use modeling and direct instruction
 - xvii. Use role-play and simulations
 - xviii. Interact more frequently-set more practice items and provide guided practice with frequent feedback.
 - xix. Use more frequent and more specific praise.
 - xx. Incorporate personal interests, special talents.
 - xxi. Integrate social skills, life skills and applied academics in the curriculum.
 - xxii. Incorporate metacognitive learning and problem-solving strategies wherever possible.
 - xxiii. Integrate direct observation and evaluation into the design of instructional strategies.
 - xxiv. Modify class schedule to reduce fatigue (e.g. Include opportunities for active involvement).
 - xxv. Highlight key words or concepts in printed material.
 - xxvi. Use games for drill and practice
 - xxvii. Repeat information that has been expressed by a person out of view or delivered over the intercom.
 - xxviii. Write short summaries of the lesson or of the chapters of the textbook.
 - xxix. Demonstrate directions to clarify what needs to be undertaken.
 - xxx. Check for understanding by having the student restate the directions.
 - xxxi. Increase the number of practice examples of a rule, concept or strategy prior to assigning seatwork or homework.
 - xxxii. Teach organizational skills and assist student to generalize these skills.
 - xxxiii. Teach student reading comprehension strategies (e.g. Textbook structures such as
-



- headings, sub headings, tables, graphs, summaries)
- xxxiv. Have student summarize at the end of the lesson.
- xxxv. Use thematic instruction to unify curriculum

V. Adaptations in the Learning Outcomes

- i. Allow more time to complete assignments
- ii. Allow students to make models, role-play, develop skits, and create art projects to demonstrate their understanding of the information.
- iii. Allow written or drawn responses to serve as an alternative to oral presentations.
- iv. Use peer tutor, paraprofessional or volunteer to work with student to review for test.
- v. Allow test items to be signed to the student and the student to respond in sign.
- vi. Allow tests to be taken with teacher or paraprofessional who works with students who are deaf or hard of hearing.
- vii. Modify vocabulary used in test items to match student abilities.
- viii. Modify the number of test items
- ix. Provide short tests on a more frequent basis.
- x. Chart progress or lack of progress.
- xi. Provide additional information to explain test questions and instructions.
- xii. Allow student to use notes/ study guide/ textbook on tests.
- xiii. Use projects or portfolios in lieu of tests.
- xiv. Provide graphic cues (e.g. Arrows, stop signs) on answer forms.
- xv. Give alternative forms of the test (e.g. Matching, multiple choice questions fill in the blank, true /false questions, short answer questions, essay questions)
- xvi. Teach test-taking skills.
- xvii. Write descriptive comments and give examples regarding student performance.
- xviii. Use a checklist of competencies associated with the course and evaluate according to mastery of the competencies.

Conclusion:

With reference to the adaptations mentioned above it is not exhaustive, there are many more. Researches and experiences have shown that the adaptations should depend on the child to be used. Policy makers are trying in their own way for effective inclusion. It is the teacher who has to implement and the student who has learn. It is the duty of the teacher to share the wealth of knowledge learnt by experience to help other students elsewhere.

References

1. Adams, M (2002), Learning, teaching and disability: the need for a new approach. Planet special issue 3,pp.7-10
2. Doyle. & Robson, K.(2002), Accessible Curricula: good practice for all (Cardiff: UWIC Press). Available at: <http://www.techdis.ac.uk/pdf/curricula.pdf>.



3. Fletcher, V. (2002), Universal design, human-centered design for the 21st century, <http://www.adaptenv.org/examples/humancentered.Pdf>.
4. Fuller, M.Healey, M.Bradley,A.& Hall,T.(2004), Barriers to learning:a systematic study of the experience of disabled students in one university, *Studies in Higher Education* 29(3), 303-318
5. Herington M.,Simpson, D. (2002), Making reasonable adjustments for disabled students in higher education, Staff development materials: case studies and exercises. Nottingham: University of Nottingham,'
6. Karna, G.N. (2001), Disability Studies in India: Retrospects and Prospects. New Delhi: Gyan Publishing House.
7. Lang (1998), A critique of the Disability Movement, *Asia Pacific Disability Rehabilitation Journal*, No.9, Vol. 1, PP.4-8.