



Course Title: Introduction to Sensory Disabilities

Credit Units: 2

Course Code: SPED 106

Level: UG

| L | T | P/ S | SW/F W | TOTAL CREDIT UNITS |
|---|---|---------|-----------|--------------------------|
| 2 | - | - | - | 2 |

Course Objectives:

After completing this course, the student-teachers will be able to

- Name the different types of sensory impairments and its prevalence and describe the process of hearing & implications of various types of hearing loss.
- Explain the issues & ways to address challenges in educating students with hearing loss.
- Describe nature, characteristics & assessment of students with low vision & visual impairment.
- Suggest educational placement and curricular strategies for students with low vision & visual impairment.
- Explicate the impact of deaf-blindness & practices for functional development.

Student learning outcome

- The pupil-teachers will be able to identify different types of sensory impairments, epidemiology and terminology
- The pupil-teachers will be able to understand pathophysiology of normal hearing process & hearing loss and its variants
- The pupil-teachers will be able to describe different aspects of hearing loss and need of assessment and early intervention
- The pupil-teachers will be able to understand functional impact of hearing impairment and upcoming challenges while educating them
- The pupil-teachers will be able to explain the nature and nurture of low vision and visual impairment, overview its functional assessment
- The pupil-teachers will be able to explain core curriculum and educational placement for students with visual impairment
- The pupil-teachers will be able to describe the dual impairment (deaf-blindness), its functional implication, need for assessment and variety of interventional strategies

Course Contents/Syllabus:

| | Weightage (%) |
|---|---------------|
| MODULE I : Hearing Impairment: Nature & Classification | 17 |



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| <p>Descriptors/Topics</p> <ul style="list-style-type: none"> • Types of sensory impairments: Single (Hearing Impairment & Visual Impairment) & Dual sensory impairment (Deaf-blindness) • Importance of hearing • Process of hearing & its impediment leading to different types of hearing loss • Definition of hearing loss, demographics & associated terminologies: deaf/ Deaf/ deafness/ hearing impaired/ disability/ handicapped • Challenges arising due to congenital and acquired hearing loss | |
| MODULE II : Impact of Hearing Loss | 17 |
| <p>Descriptors/Topics</p> <ul style="list-style-type: none"> • Characteristics of learners with hearing loss and impact of different degrees of hearing impairment on communication • Language & communication issues attributable to hearing loss and need for early Intervention • Communication options, preferences & facilitators of individuals with hearing loss • Issues & measures in literacy development and scholastic achievement of students with hearing loss • Restoring techniques using human (interpreter) & technological support (hearing devices) | |
| MODULE III : Visual Impairment-- Nature and Assessment | 17 |
| <p>Descriptors/Topics</p> <ul style="list-style-type: none"> • Process of Seeing and Common Eye Disorders in India • Blindness and Low Vision--Definition and Classification • Demographic Information--NSSO and Census 2011 • Importance of Early Identification and Intervention • Functional Assessment Procedures | |
| MODULE IV : Educational Implications of Visual Impairment | 17 |
| <p>Descriptors/Topics</p> <ul style="list-style-type: none"> • Effects of Blindness--Primary and Secondary • Selective Educational Placement • Teaching Principles • Expanded Core Curriculum-- Concept and Areas • Commonly Used Low Cost and Advanced Assistive Devices | |
| MODULE V : Deaf-blindness | 32 |
| <p>Descriptors/Topics</p> <ul style="list-style-type: none"> • Definition, causes, classification, prevalence and characteristics of deaf-blindness • Effects and implications of deaf-blindness on activities of daily living & education • Screening, assessment, identification & interventional strategies of deaf-blindness • Fostering early communication development: Methods, assistive devices and practices including AAC • Addressing orientation, mobility & educational needs of students with deaf- | |



| | |
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| blindness | |
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Pedagogy for Course Delivery:

- Lecture
- Tutorials
- Presentation and Discussions
- Visits
- Observations
- Videos

Lab/ Practicals details, if applicable:

- Develop a checklist for screening of children for hearing impairment
- Develop a checklist for screening of children for low vision
- Develop a checklist for screening of children for blindness
- Develop a checklist for screening of children for deaf blindness
- Journal based on observations of teaching children with sensory disabilities

Assessment/ Examination Scheme:

| Theory L/T (%) | Lab/Practical/Studio (%) | End Term Examination |
|----------------|--------------------------|----------------------|
| 20 | N.A | 80 |

Theory Assessment (L&T):

| Continuous Assessment/Internal Assessment | | | | End Term Examination |
|---|------------|---------|------------|----------------------|
| Components (Drop down) | Class Test | Project | Attendance | End Term Examination |
| Weightage (%) | 10 | 5 | 5 | 80 |

Lab/ Practical/ Studio Assessment:

| Continuous Assessment/Internal Assessment | | | | | End Term Examination | | |
|---|--|--|--|--|----------------------|--|--|
| Components (Drop down) | | | | | | | |
| Weightage (%) | | | | | | | |



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Text & References:

Essential Readings:

- Bradford, L. J. & Hardy, W.G. (1979). Hearing and Hearing Impairment. New York: Grune and Stratton.
- Davis, H. & Silverman, S. R. (1970). Hearing and Deafness - Part I. Holt, London: Rinehart & Winston.
- Holbrook, C.M., & Koenig, A. J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments. (2nd ed): New York: AFB Press.
- Handbook on Deafblindness (2005). Sense International India. Retrieved online on 24/4/2015 from http://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CDEQFjAC&url=http%3A%2F%2Fssa.nic.in%2Finclusive-education%2Ftrainingmodule-for-resource-teachers-for-disablechildren%2FModule%25202%2520Deafblindness.pdf%2Fat_download%2Ffile&ei=LkY6VdGI0IKymAW604CgDg&usq=AFQjCNHxJc9OazS1f-TSI_HgQqJKxWjs_A&sig2=LIBWuGnYE0OLPtpK5FCHEg&bvm=bv.91427555,d.dGY
- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments. Sydney: North Rocks Press.
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- Martin, F. N., & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston: Pearson Education.
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- National Institute for the Visually Handicapped (2015). Information Booklet on Visual Impairment in India, Dehradun: Government of India.
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- Nerbonne, M. A., & Schow, R.L. (2013). Introduction to Audiologic Rehabilitation. 6th ed. Boston: Pearson Education.
- Northern, J. L., & Downs, M. P. (2002). Hearing in Children (5th Ed.). Philadelphia: Williams & Wilkin
- Prescod, S. V. (1978). Audiology Handbook of Hearing Disorders. New York: Van Nostrand Reinhold Company.
- Sataloff, R. T., & Sataloff, J. (2005). Hearing Loss. (4th Ed.) London: Taylor & Francis.
- Sims, L.G., Walter, G.G., & Whitehead, R.L. (1981). Deafness and Communication: Assessment and Training. Baltimore: Williams and Wilkins.
- Warren, D.H. (1994). Blindness and Children: An Individual Differences Approach. New York: Cambridge University Press.

Suggested Readings



- Auditory-Verbal International (1991). Auditory-verbal position statement. *Auricle* 4:11-12.
- Harp, B. (2006). *The handbook of literacy assessment and evaluation*, (3rd Eds). Norwood, M.A.: Christopher-Gordon Publishers, Inc.
- Katz, J. (1985). *Handbook of Clinical Audiology*. (4th Ed.) Baltimore: Williams and Wilkins.
- Loreman, T., Deppeler, J., & Harvey, D. (2005). *Inclusive education - A practical guide to supporting diversity in the classroom*. (2nd Eds.). U.K. Routledge.
- Norris, G. H., & Romer, L.T. (1995). *Welcoming Students who are deafblind to typical classrooms*. U.S: Paul H. Brookes.
- Pandey, R. S., & Advani, L. (1995). *Perspectives in Disability and Rehabilitation*. New Delhi: Vikas Publishing House Pvt. Ltd.
- *Proceedings from National Conference on Centenary for Work for the Blind in India* (1987). All India Confederation of the Blind and Christoffel Blinden Mission; Delhi: R.K.Printers.
- Scholl, G.T. (1986). *Foundations of Education for Blind and Visually Handicapped Children and Youth*. New York: American Foundation for the BLind.
- Tucker, I., & Nolan, M. (1984). *Educational Audiology*. London: Croom Helm.
- Tye-Murray, N. (1998). Intervention Plans for Children. In Tye-Murray N. (Eds) *Foundations of Aural Rehabilitation*. San Diego: Singular. p.381–413.

Any other Study Material:

- Power Point Presentations
- Resource material collected and compiled from reference books