



EDUCATIONAL SUPPORT TOWARDS IMPROVEMENT OF HEARING IMPAIRMENT STUDENTS

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ABSTRACT Every child is born on the earth in the innocent flower. A healthy baby is desirable for everyone but children are born in the world who are not like normal children. A special feature of all these children that no one can hear with their ears and no one can see with their eyes and their body structure is not like normal children. The term hearing impaired children in its simple meaning stands for those children who refer to a defect in or damage to the hearing mechanism. This defect may occur in different parts of the ear – inner ear or middle ear or outer ear. The present paper highlights the different areas of hearing impairment, classification, and educational support for them.

KEYWORDS : Educational Support, Hearing Impairment, Improvement.

INTRODUCTION:

Within the periphery of inclusive education, we find various differently abled children with normal ones. Hearing impairment is one of the problems that children suffer from. The hearing mechanism of those children are defective when compared to the regular children the degree of hearing impairment ranges from moderate to severe and from sever to profound. Hearing impaired children may become deaf, depending upon the nature of impairment and its degree. Sometimes a child may be born with hearing impairment or hearing impairment may come after birth due to infections, accident or damage to the cells in the ear. To full file the aims and objectives of inclusive education, we should bring these children in the main streams' classroom providing some special opportunist irrespective of their different degree of impairment.

Objectives Of The Study:

1. To study the different areas and classifications of hearing-impairment children.
2. To study the educational supports towards hearing-impairment students in education.

Research Question:

1. What are the different areas and classifications of hearing-impairment children?
2. What are the educational supports towards hearing impairment students in education?

Methodology Of The Study:

This study purely theoretical based. Content analysis of the available documents, mainly the investigators were collected data from different type of books and e-journal written by the author.

Findings:

1. **Objective 1. To study the different areas and classifications of hearing-impairment children.**

Characteristics Of Hearing Impairment:

A. Intellectual Ability:

There intellectual ability is obviously limited almost less than average. This low level of intellectual ability is not due to any deficiency in their cognition but due to inadequate development of a conventional language system.

B. Academic Achievement:

They do not perform well like normal on reading and writing tests but their ability in performing arts or fine arts is no less than normal in any way.

C. Social Development And Adjustment:

- i) They show a very high degree of emotional instability causing maladjustment but it is not apparently visible.
- ii) They take shelter in isolation due to poor communication ability and frustration. As a result, there social development is adversely affected.

D. Behavioral Characteristics:

Some deaf people cope with the reality of deafness as a lifelong condition and they lead normal productive lives. Thus, deafness has no

negative impact on the development of a mentally healthy person. Thus, we see that findings are contradiction regarding this aspect of hearing impairment.

Classifications Of The Hearing-impaired Children:

The hearing-impaired children has been classified under various types-

A: The first one is the depending on the degree of hearing sensitivity. Following chart is based on the degree of hearing loss:

Category	Type of impairment	db. level in better ear	Percentage of impairment
1.	Mild	db. 26 to 40	less than 40%
2.	Moderate	db. 41 to 55	40%-50%
3.	Sever	db. 56 to 70	50%- 75%
4.	Profound	db.71 to 90	75%-100%
5.	Near total deafness	db91 and above	100%

Source: As per the ministry of welfare (Govt. of India), notification no .4283 HW, dt 6.6.86.

(db.) means a unit of relative loudness of sound. Each number of db. indicate a certain degree of hearing loss (as cited in Das, 2013).

B: Another type of the hearing impairment is based on age of one set- this type of hearing loss may occur since birth. This depends on one set of age and can be classified into two groups they are-

- i- Congenitally deaf: those who are born with hearing impairment.
- ii- Adventitiously deaf: those who are born with normal hearing but loose hearing ability due to infection, disease or some damages to the hearing mechanism.

C. Classification based on language experience- This type of hearing loss may occur before or after language acquisition. This type can be classified in to two groups -

- i) Pre- lingual deaf: in this case child born with little or no hearing ability and before it speech in infancy.
- ii) Children having the power language exposure but they become deafdull to environment factors.

D. Classification based on the location on of the hearing problems, this are:

- i. Conductive loss (problems are located in inner ear)
- ii. Sensory neural loss (problems are located in inner ear).
- iii. mixed loss (combination of both conductive loss and sensory-neural loss.)

Causes Of Hearing Impairment:

1. Genetically dominant- if father or mother carries the gens child has 50% chance of receiving impairment.

2. Recessive- both father and mother Carries the genes there is 25% probability of receiving hearing loss the child.

3. X-linked recessive- If mother carries genes each son has a 50% chance of inheriting but daughters will be unaffected.

4. Prenatal cause: Prenatal assault to the fetus due to viral infections may result in to deafness. German measles in early pregnancy,

influenza, mumps etc. are some important viral infections that can cause deafness. Some acquired causes are given below.

A. Maternal Rubella - It is the most common cause of deafness. Due to this disease in mother's, children maybe born deaf. This hearing loss in sensory neural in nature.

B. Toxoplasmosis- It is cause by a virus, affects the fetus and causes sensory neural hearing loss.

Preventive Measures:

- Immunization of mother during pregnancy.
- Prevention of possible diseases.
- Avoidance of drugs and alcohols.
- Early diagnosis of infectious diseases and their proper treatment.
- Regular checkup of mother during pregnancy.

Identification Of Hearing- Impaired Children:

They can be identified first by seeing their behavior and the symptoms they exhibit. Important such symptoms are given below:

General Symptoms: Some Of These Symptoms Are As Follows:

- Poor articulation of sounds.
- Delayed speech.
- Lack of responsiveness.

Specific Symptoms:

- Apparent chronic inattention.
- Frequent failure to respond when he is talked to.
- They tune the volume of radio or T.V up more than normal sound when they listen them.

Behaviors In The School:

- Experiences difficulties in following oral presentation and direction of the teacher.
- Show delay in language development.
- Uses speech sound poorly.
- Leans towards the teacher to listen.
- Discharging fluid from the ear.

Objective-2. To study the educational supports towards hearing-impairment students in education.

Educational method of Hearing -Impaired children:

Separate intervention on program is needed for needed for those who are deaf and for those who are hard of hearing. The details of those programs are given below:

i. Oral Communication: Oral communication method emphasize the development and use of skills in areas of speech, reading and residual hearing. So, this approach is very essentially important of hearing-impaired children.

ii. American Sign Language: In this method people with severe hearing loss express their ideas by using manual and non-manual body.

iii. Finger Spelling: It is a special form of sign system in which each letter of the alphabet has a finger sign. in finger spelling method all five fingers are arranged in such a way that spelling method all five fingers are arranged in such a way that spelling of words are formed and the worlds in understand.

iv. Cued speech: It is also a method which involves oral communication and sign language both. In cued speech right hand shapes are used are in four positions on or near the face to accompany speech.

Appropriate Use Of Assistive Listening Devices:

These devices help the child to use his residual hearing to the maximum level possible. A hard of hearing is the one who has residual hearing and with the use of hearing aids can understanding speech and process linguistic information (as cited in El-Zraigat, 2013). Important such devices are given below:

A. Hearing Aids: They can help all those who are mildly or moderately impaired. They are worn in the ear, behind the ear, on the body or in eyeglass frames.

B. FM Transmission: It also used to increase the frequency of auditory material

C. Telecommunication Devices: Tele communication device help the hearing-impaired children to make and receive telephone calls. When a call made using this device the incoming and outgoing conversation appears on the screen or printer.

Educational support is very important for the hearing- impaired child in a regular institution. Antia (1999) argued that in general, teachers prefer teaching modifications that benefit the entire class. There are various educational alternative support available for hearing impaired children even such as:

1. Hearing impaired children placed with non- hearing children in regular class for their educational institutions.
2. Hearing impaired children are to be brought in special classes running in the regular schools, for their education according to their age, ability and interests.
3. Hearing impaired children are to be placed with non-hearing children in regular class we should also tray full fill their special need, and problems.
4. Hearing impaired students necessary training should be arranged for their education and adjustment.
5. We should provide some special training for in need in learning sign language, finger spelling and cued speech through visual communication modes.
6. Vocational training is too made compulsory in their school curriculum programmes that that will provide self-reliance in their future life.
7. The teacher should speak slowly in the class. He should stress clear
8. Articulation rather than loudness.
9. The teacher should reduce the back ground noise as much as possible. Air conditional room it is standard measure.
10. He should use visual cues while referring to any object in the class.
11. The students should note down all what is given to them orally.
12. The teacher should use face to face contact as much as possible.
13. Organization games and sports activities in the school along with formal teaching.

CONCLUSION:

A teacher should provide all the hearing equipment's needed for a child suffering from hearing impairment. He should make his students conscious about their constitution's rights. The parents of the students are to be made aware of the various needs of their differently able children. The teacher in the school has to be very careful about teaching according to the modern education system and according to the needs and difficulties of this impaired child. Moreover, a teacher should play the role of an affect mate mother responsible teacher, and enlightened citizen, to cope up smartly in a class where there are hearing impaired children along with the normal outs.

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