



Avinashilingam
Institute for Home Science and Higher Education for Women
University
(Estd. u/s 3 of UGC Act 1956)
Coimbatore - 641 043, Tamil Nadu, India
(Deemed University under Category 'A' by MHRD)
Re-accredited with 'A' Grade by NAAC



**International Summit on
Inclusion and Response to Intervention
A Global Perspective**

8 -10, June 2016

Proceedings



ज्ञान-विज्ञान विमुक्तये

Sponsored by
UGC - Obama-Singh 21st Century Knowledge Initiative

Organizer

Department of Special Education
Avinashilingam Institute for Home Science and Higher Education for Women
Coimbatore, Tamil Nadu, India

&

Institute of Community Integration
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309, 2nd Floor, 5th Street Extension,
Gandhipuram, Coimbatore-641 012.
Tamilnadu, India.

E-mail: conference@bonfring.org

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5. Mrs.R.Nagomi Ruth
Assistant Professor in Special Education
Avinashilingam Institute for Home Science and Higher Education for Women

READING INTERVENTION THROUGH RTI MODEL IN INDIA

¹R. Shanthi, ²M. Revathi, ²D. Revathi and ³P. Sanjitha

¹ Asst Professor, Department of Special Education, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore

²Research Assistant, OSI- Project, Department of Special Education, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore

³Project Assistant, OSI- Project, Department of Special Education, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore

I. INTRODUCTION

Many Indian classrooms may include children who speak several different languages at home. Meeting the needs of diverse readers is a challenging task. In a typical 4th grade classroom, there may be nonreaders, typically developing readers, and students who read at 5th or 6th grade levels or even higher. According to the 10th Annual Status of Education Report(ASER) 2014, Reading levels remain low and unchanged. The report states that only a fourth of all children studying in class 3 can read a class 2 text fluently. Even in class 5 only 50% of the students are able to read class 2 text. Overall, the situation with basic reading continues to be extremely disheartening in India.

In order to improve the English Reading at Primary Level, Obama – Singh Project 2013, implemented Response to Intervention Model at primary schools. This paper addresses Reading Intervention through RTI model in India.

Since Response to Intervention (RTI) is a comprehensive early detection and prevention strategy that identifies struggling readers students and assists them before they fall behind. The RTI model was implemented in 2 model schools: Avinashilingam Primary School and Corporation Primary School, PN Pudur. The implementation strategies involve many aspects as stated below:

II. UNIVERSAL SCREENING

Universal Screening was done in 3 Corporation Primary Schools and 3 Government Aided Primary Schools and Children at class 1 -5 of two model schools, Avinashilingam Primary School and Corporation Primary School, PN Pudur were selected for this Intervention. Using Curriculum Based Measurement students reading rate was assessed. These Universal Screening/ Benchmarking was carried out 5 times from 2014-2016. The OSI project RTI English Reading Intervention used the results of Universal Screening/Benchmark to help identify struggling students' according to their reading rate. Students fell below 50th percentile were selected for intervention.

Below are the List of Benchmark probes used for universal screening

S.No	Grade	Curriculum Based Measurement (Test Item)	No.Probes	Time for completion
1.	I	Letter Naming Fluency	2	1 mt each
		High Frequency Word Identification	2	1 mt each
		Oral Reading Fluency Passage	2	1 mt each
2.	II	Oral Reading Fluency Passage	2	1 mt each
3.	III	Oral Reading Fluency Passage	2	1 mt each
		Maze Passages	2	3 mt each
4.	IV	Oral Reading Fluency Passage	2	1 mt each
		Maze Passage	2	3 mt each
5	V	Oral Reading Fluency Passage	2	1 mt each
		Maze Passage	2	3 mt each

III. GROUPING OF CHILDREN INTO TIERS

RTI is a Multi tier support delivery system. The OSI project adapted three Tier approach, where using the results of benchmark students with similar needs were formed in to small groups, and then planning instruction to target those needs. Tier 2 group comprises of 8-10 children and Tier 3 group comprises of 5-6 children.

IV. IMPLEMENTATION OF RTI ENGLISH READING INTERVENTION

The first phase of Reading Intervention was carried out from Jan 2015– Mar 2015 after the Phase I universal Screening in the two model schools with preplanned lessons for Tier II and Tier III children. During Intervention Cycle I most of the students fall behind 50th percentile. Since the children are learning English as their second language learners they were lagging in basic English reading skills such as phonemic awareness. So we implemented Tier II and Tier III intervention as Tier I core strengthening instruction where all the students received the intervention.

The Intervention Cycle II was given to Tier II and Tier III Students since August 2015 to Nov 2015 after analysis of Phase III of Benchmark in selected 2 model schools the First-time in India. The students were grouped as Tier II and Tier III as per their reading rate and they were introduced with their level based intervention.

And the students were regrouped after Phase IV Data Collection. The students who better performed in Phase IV data collection, who scored above 50th percentile were decided to not receiving ay intervention and students still in the same or below the level of expectation grouped in Tiers. And they were received Intervention Cycle III.

V. INTENSITY OF TIER II AND TIER III INTERVENTION

Interventions at Tier 2 involve instructional programs that are aimed at a level of skill development considered to be further along the continuum of skill acquisition than that seen at Tier 3. For example, a 2nd grade student who has been placed into Tier 2 for reading may already have well-developed skills in phonics and alphabetic principles underlying the reading

process but may be struggling with the development of fluency in reading connected text. By contrast, a similar 2nd grade student identified as being at high risk and placed into Tier 3 may lack the more foundational skills of decoding and need intensive work on phonics. Thus the Tier II and III Instruction are different based on the nature of the instructional program, which is directly matched to the student's level of identified risk.

The same intervention used for some students at Tier II and III in the RTI intervention programme but the difference is the amount of time spend for instruction of students. For example Letter-sound correspondence, Tier III students may receive many sessions with a particular intervention and Tier II students may spend two or three sessions focused on enhancing the skill development.

VI. METHOD ADAPTED IN RTI ENGLISH READING INTERVENTION

The OSI's RTI Reading intervention adapted for students who find it difficult to learn to read by a) teaching the specific skills and strategies that students need to learn through Differentiated Instruction, based on assessment data; b) making instruction more explicit; c) Providing Systematic Instruction; d) increasing opportunities for practice; and e) monitoring students' Progress and reteaching when necessary.

A. *Differentiated Instruction*

The OSI project RTI Reading Intervention addresses the children with various needs by providing *differentiated instruction*. Such a way that Response to Intervention English reading instruction planned to address the domains of phonemic awareness, phonics, fluency, and comprehension. In such a way that OSI team reviewed various materials and instructions and developed Lesson Plans. Below are the Lesson Plans developed under OSI RTI reading Intervention:

- alphabet recognition
- phonemic awareness
- sight word recognition
- fluency building
- comprehension

B. *Alphabet Recognition*

Multi-sensory method used to teach to alphabet shape and the name. The lessons target the following areas.

- alphabet song recognition
- letter shape and letter name correspondences (capital)
- letter shapes and letter name correspondences (small)
- alphabet arc – letter recognition and sequencing

C. *Phonetic Awareness*

A systematic skill sequence have been taught to understand the alphabetic principle to use phonemes - Grapheme relationship in reading. The following skill areas have been taught to children.

- letter sound correspondence
- single consonants
- short vowels
- soft and hard
- constant blends

- constant diagraphs
- vowel – constant – c (magic – c)
- vowel teams
- rhyming
- phoneme segmenting
- phoneme blending
- syllabication

D. Sight Word Recognition

Sight word recognition is a key area that was focused in this intervention to increase fluency. Dolch sight words are trained to recognize by the children. This intervention is being used for high utility to increase the fluency rate of the Tier 3 children.

E. Fluency

The fluency instruction gives opportunities for repeated oral reaching that includes support and feed back.

- guided reading
- repeated reading
- partner reading

are some of the strategies used in this reading instruction.

F. Comprehension

Comprehension strategies have been implemented to the reaches once they attain minimal level of fluency.

- repeated reading with comprehension practice
- story map are some of the strategies involved in increasing comprehension

G. Explicit Teaching

The OSI's RTI Reading Intervention adapted the explicit teaching methodology. The struggling readers benefit from explicit instruction. When a teacher provides explicit instruction she or he clearly models or demonstrates skills and strategies and provides clear descriptions of new concepts and provide guided practice. In RTI Reading Intervention explicit teaching was used to taught preplanned lesson plans for students.

H. Providing Systematic Instruction

In RTI Reading Intervention Systematic instruction is carefully sequenced, so that easier skills are taught before more difficult skills. Skills taught in a predetermined order according to a clear scope and sequence so that there are no gaps in students' learning. The pace of introduction of new material is reasonable to allow struggling learners to master key skills, and much of each lesson consists of practice of previously introduced skills, strategies, and concepts and the integration of these with the newly taught material. Students' learning is monitored, so that teachers can reteach key skills when needed.

I. Increasing Opportunities for Practice

The OSI RTI Reading Intervention Promoted guided practice, students practice with teacher feedback. Students need both positive and corrective feedback. Specific positive feedback calls attention to behaviors and processes the student is implementing well.

J. Monitoring Student Progress

Progress Monitoring is a key component in RTI reading Intervention. Progress monitoring probes was administered to Tier II students on every 15th day and 8th day for Tier III students.

Set of Progress monitoring reading probes were developed based on the curriculum. And student's scores were recorded and analyzed for progress.

VII. RESULTS & DISCUSSION

Through RTI Reading Intervention the reading rate of children increased at a significant level this also implies in their overall academic performance. Beginning of the year benchmark children at Grade I reads Letter Naming fluency: Average: 28.9 and 3 months after intensive intervention the students average reading rate in Letter Naming fluency increased to 41.125 and the average reading rate of Oral Reading Fluency at the beginning is only 1 word per minute and it is increased to 14 words per minute.

The young English Language Learners are struggling in our classrooms. There is great promise, though, in using an RTI reading intervention for many reasons. First, the universal screening and progress monitoring called for in the RTI process allow for comparison of students to other similar or 'true' peers in their local cohort rather than to national norms. Second, an effective RTI model requires collaboration among general teacher and intervention teacher thereby providing increased opportunities for professional dialogue, and the creation of instructional models integrating the best practices, Third, students who are struggling can be identified early and supported before falling too far behind to ever catch up. Fourth, differentiated and systematic instruction and ongoing progress monitoring ensures overall reading development.

LANGUAGE GAMES FOR CHILDREN WITH HEARING IMPAIRMENT IN INCLUSIVE SETUP

¹R. Shanthi, ²K. Kalaivani and ³D. Nandhini

¹Assistant Professor, Dept. of Special Education, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore

²Assistant Professor, Dept. of Special Education, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore

³PG Student, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore

Abstract-- Children with hearing impairment frequently experience speech-language deficits and exhibit lower academic achievement and poorer social-emotional development than their peers with normal hearing. It is the biggest task for the teachers in inclusive education to work for the development of language among CWHI. Language games are one among the alternatives which enables the students to remember things faster and better in an easy and relaxed atmosphere. Present study aimed to describe the benefits of language games to develop language among children with hearing impairment in relation to their age, gender and degree of hearing loss. Purposive sampling technique was used to do an experiment study of 20 primary school children aged 5 to 11 years studying at Coimbatore in Tamilnadu. A pretest and posttest tool was prepared to find the effectiveness of using language games and five language games were used to teach language for primary school children with hearing impairment. The results show that mean scores of posttest is relatively higher when compared to that of the pretest of CWHI at primary level. Children of age level 9 to 11 years have scored higher than the age level of 5 to 8 years. The achievement scores in pretest and posttest decreases with the increase in degree of hearing loss. There was not much difference between the achievement scores of boys and girls. Age and degree of hearing loss are found to be significant factors in the language development of primary school children with hearing impairment. On the whole, it was found that the language games are effective technique in imparting language to children with hearing impairment.

I. INTRODUCTION

THE sense of hearing provides a background, which gives a feeling of security and participation in life. It plays a critical role in the development of speech and language and in monitoring one's speech. For children with hearing impairment, congenital or acquired before development of speech and language, normal speech development is interfered with. With unilateral hearing impairment also, there is difficulty in localizing sound, reduced speech discrimination. Lower speech and language development in children has significant effect on their educational, linguistic and auditory perceptual development.

Educational games have become a vital part of curriculum planning for preschool, the fact that young children learn best through games. Games help kids in learning social skills, basic etiquettes and values like teamwork etc. It is such a important phase in a child's life. Richard-Amato (1988) says "Games can lower anxiety, thus making the acquisition of input more likely." "Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication." (Ersoz, 2000).

A study conducted by Marjaana Kangas (2009) on "Creative and playful learning: Learning through game co-creation and games in a playful learning environment" shows that one way to

foster activity, creativity, imagination, and group work skills-along with academic achievement-is to integrate fact and fiction and a playful learning environment in teaching, studying and learning. The results of research on "Efficacy of Play Therapy in Developing Communication Skills among Children with Moderate Intellectual Disability" conducted by Sambath Rani, K. (2009) revealed that the language skills of the children are facilitated by the experiences of the child during play. Play contributed to the children's ability to explain, describe, articulate, express feelings, comprehend statements and questions, construct typical sentences and use nonverbal cues.

The results of the study on "A comparison of the effectiveness of game-based and traditional teaching on learning and retention of first grade math concepts" by Farid Bahrami, et al., (2012) showed that the experimental group had higher scores in learning tests and retention tests. A study on "Effectiveness of Using Games in Teaching Grammar to Young Learners" conducted by Arikan, et al., (2011) shows that, according to the teachers, games are an important and necessary part of English language teaching and learning in the context of primary schools'. Mania Moayad Mubaslat (2012) carried out a research on "The Effect of Using Educational Games on the Students' Achievement in English Language for the Primary Stage". Experimental research is conducted using three groups out of six randomly. The results of the post test for the experimental group are so better than the controlled one which shows that games have a good effect on improving the achievement for the primary stage and to create an interactive environment. It is recommended to use games since they are very effective especially for the primary stages in teaching a second language and games are helpful for the teacher as a procedure for language acquisition.

The research done on "Games as an Engaging Teaching and Learning Technique: Learning or playing?" by Kirkland, et al., (2008). The analysis suggests that in class, games do have a positive impact on students. In addition, students who participated in the games appear to be more engaged in the learning process.

Hadfield (1990) confirms that "games provide as much concentrated practice as a traditional drill and more importantly, they provide an opportunity for real communication, albeit within artificially defined limits, and thus constitute a bridge between classroom and the real word." Like in a traditional classroom, students have an opportunity to drill and practice using grammatical rules and other functions.

A study on "Effectiveness of using Games in Teaching Grammar to Young Learners" conducted by Arikan, et al., (2011), shows that according to teachers, games are an important and necessary part of English language teaching and learning in the context of primary schools' English lessons simply because they provide EFL teachers with many instructional advantages.

Herman (2011) carried out a research on "Developing Communication Skills in Deaf Primary School Pupils: Introducing and Evaluating the SmiLE Approach". Many profoundly deaf signers have difficulty communicating with hearing people. This study evaluates the effectiveness of smiLE in helping deaf pupils develop their ability to make successful requests in a specific communication situation and whether this generalized to another communication situation. The result shows that the smiLE therapy approach is effective in providing deaf children with the communication skills and confidence to interact with English speakers in targeted situations. The lack of generalization of these skills to similar situations may be overcome by a longer therapy programme that specifically promotes these skills across different situations.

Unlike the traditional method of learning and teaching, in a communicative language teaching (CLT) approach, learners are required to take part in a number of meaningful activities with different tasks. This is to improve learners' communicative competence by encouraging them to be a part of the lessons themselves. *Decarrico (2001)* states that words

should not be learnt separately or by memorization without understanding. Moreover, "learning new words is a cumulative process, with words enriched and established as they are met again", *Nation (2000)*.

Many experts of language teaching methodology also agree that playing games is a good way to learn vocabulary. With the use of games, the teacher can create various contexts in which students have to use the language to communicate, exchange information and express their own opinions (*Wright, Betteridge and Buckby, 1984*). *Huang (1996)* stated that "learning through games could encourage the operation of certain psychological and intellectual factors which could facilitate communication heightened self-esteem, motivation and spontaneity, reinforcing learning, improving intonation and building confidence." Some experts have also figured out characteristics of games that make vocabulary learning more effectively.

II. NEED AND RATIONALE OF THE STUDY

The excessive abstraction in learning activities causes children to hate school. They simply cannot identify with what they are learning, because it usually has nothing to do with reality and their whole beings - it mostly directed at their intellects. The simple fact that children have to sit for hours listening to what the teacher says, without doing anything else than thinking, eventually interrupting this process by writing in their notebooks. The present study attempts to provide practical experience for primary school children with hearing impairment to learn the language. Games are student focused activities. So they enjoy the process of learning. The games used in the present study, is quite informative and interesting. So that the hearing impaired children actively participate in the learning process. With the help of games, they can learn familiar language in their day to day activities. Games are highly motivating and entertaining and they give shy students more opportunity to express their feelings and opinions. Game enables learners to acquire new experience which are not always possible during a typical lesson or content. Game provides diversity in regular classroom situation. If the subject content is taught using games, children with hearing impairment remember things faster and better.

III. OBJECTIVES OF THE STUDY

- To analyze the effect of language games in developing language among children with hearing impairment in relation to their age, gender and degree of hearing loss

IV. METHODOLOGY

Research design

Under the informal experimental method, Before and After Without Control Design was adopted.

Sample

Twenty hearing impaired children at primary level in inclusive setup were selected by using purposive sampling from Coimbatore District.

Tool for the study

The researcher developed the research tool with consultation of experts in the field of special education. It is prepared in such a way that it would help to achieve the objectives of the present study and establish reliability and validity. The tool used for the present study is achievement test tool prepared by the researcher.

Initially the researcher made a thorough review of the related literature to explore the test items that has been used in various assessments. A pretest and posttest tool was prepared to find the effectiveness of using language games to teach language for primary school children

with hearing impairment. The tool consists of five parts in which five items were given in each part. Each item is prepared in such a way to assess the receptive and expressive skills at primary level.

An intervention package involving five language games were used. The games included identifying the words, matching pictures with words and forming words and sentences. The languages games had rules which had time limitation and points/scores/rewards given for achievement in each task.

Data Collection Procedure

Data were collected from 20 samples studying in inclusive schools in Coimbatore city. Permission for administering the tool and for teaching language using the language games was sought. The time taken for administering pretest and posttest were 45 minutes. The time taken for conducting language games was 1 hour per game. The data collection procedure was started by administering the pretest for the selected sample first. Then the language games were conducted to the selected samples. The intervention was carried out for four weeks. After the intervention, the posttest to the selected sample were administered.

V. RESULTS AND DISCUSSION

The objectives of the research study was to analyze the effect of language games in developing language among children with hearing impairment in relation to their age, gender and degree of hearing loss. Keeping in view of the above objective, the empirical evidence obtained in terms of factual data was analyzed in the context of the objectives set for the study by subjecting them to appropriate statistical analysis. This scores obtained on administration of research tool i.e. pretest and posttest on the selected sample were categorized in such a way, which can answer the formulated objectives. The findings thus arrived are presented below:

TABLE 1: Mean, Standard Deviation and 'T' Value of Achievement Test of Children With Hearing Impairment At Primary Level

VARIABLE	TEST	MEAN	SD	't' VALUE
Achievement scores	Pretest	10.35	2.99605	7.02*
	Posttest	17.2	2.820974	

*Significance * at 0.01 level*

From the table 1, it is clear that 't' value for the mean scores of pretest and posttest is 7.02 which is significant at 0.01 level indicating that there is a significant difference between the performance in pretest and posttest of children with hearing impairment at primary level. Therefore, The Null Hypothesis (1) "There is no significant difference between the pretest and posttest of the students with hearing impairment in learning language through games" is rejected. From this it is generalized that treatment has a good effect on the achievement level of children with hearing impairment in the posttest.

TABLE 2: Mean, Standard Deviation and 'T' Value of Achievement Test of Children With Hearing Impairment Based On Age

Age group	Test	Mean	S.D	't' value
5 - 8	Pretest	8.12	2.41	5.07*
	posttest	15.25	2.49	
9 - 11	Pretest	11.8	2.40	6.47*
	posttest	18.5	2.27	

*Significance * at 0.01 level*

From the table 2, the mean scores of pretest and posttest of the students with hearing impairment based on the age is compared. The calculated 't' values are 5.07 and 6.47 respectively. It is found to be significant at 0.01 level. Hence it revealed that there is a significant difference between the achievement of hearing impaired children in pretest and posttest based on the age levels 5 to 8 and 9 to 11 who were intervened through language games. It also shows that the intervention was effective. Therefore, the Null Hypothesis (2) "There is no significant difference between the pretest and posttest mean scores of students with hearing impairment based on age who are exposed to language games" is rejected.

Table 3: Mean, Standard Deviation and 'T' Value Of Achievement Test of Children With Hearing Impairment Based On Gender

Gender	Test	Mean	SD	T value
Boys	Pretest	11	2.69	4.74 *
	Posttest	16.58	2.42	
Girls	Pretest	8.099	4.54	5.91 *
	Posttest	13.68	8.43	

*Significance * at 0.01 level*

The scores of the children with hearing impairment between the mean scores of pretest and posttest of boys and girls are compared. The calculated 't' values are 4.74 and 5.91 for boys and girls respectively. It is found to be significant at 0.01 level. Hence it revealed that there is a significant difference between the achievement of hearing impaired children in pretest and posttest of boys and girls. It also shows that the intervention was effective. Hence, the Null Hypothesis (3) "There is no significant difference between the pretest and posttest mean scores of students with hearing impairment based on gender who are exposed to language games" is rejected.

TABLE 4: Mean, Standard Deviation and 'T' Value of Achievement Test Of Children With Hearing Impairment Based On Degree Of Hearing Loss

Degree of Hearing Loss	Test	Mean	SD	't' value
Severe	Pretest	11.72	2.49	6.28*
	Posttest	18.45	2.38	
Profound	Pretest	8.66	2.78	4.77*
	Posttest	15.66	2.64	

*Significance * at 0.01 level*

The above table shows the comparison of the scores of hearing impaired children with severe and profound hearing loss. The calculated 't' value for the mean score of children with severe and profound hearing loss were 6.28 and 4.77 respectively. It is found that there is a significant difference between the pretest and posttest achievement scores at 0.01 level of children with severe and profound hearing loss. The difference between the pretest and posttest mean score of children with profound hearing loss indicate that learning language is effective through language games. Therefore, the Null Hypothesis (4) "There is no significant difference between the pretest and posttest mean scores of students with hearing impairment based on degree of hearing loss who are exposed to language games" is rejected.

VI. DISCUSSION

From the comparative studies between the pretest and posttest scores of children with hearing impairment, it was found that Language Games have a positive impact on language

teaching/learning among Children with Hearing Impairment. The study also revealed that age, gender and degree of hearing loss are significant factors in the achievement of hearing impaired children at primary level. This may be due to the difference in level and duration of exposure to language by the individuals with hearing impairment. It was also found from the analysis that the residual hearing helps in the language development of the children with hearing impairment.

In the light of results of the present study, it is suggested to adapt games in teaching language to the children with hearing impairment, makes teaching learning process interesting. Primary school teachers should be aware of various language games to teach language among children with hearing impairment. Teachers should develop the knowledge on various problems faced by the children with hearing impairment in learning and provide remedial measures through play activities. The inclusive educational setting should provide good opportunities for children with hearing impairment to develop language automatically by communicating with their normal peers through games. Institutions should arrange workshops in developing various language games for children with hearing impairment.

VII. CONCLUSION

The major challenge facing people with hearing impairment is language and communication. Constant effort is required to understand, produce and manipulate the target Language. Well-Chosen games are valuable as they give students a break and at the same time allow students to practice language skills. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through games, because young learners like to be physically active; moreover, they are imaginative and creative and they learn subconsciously. Therefore, teaching young learners requires a special effort and challenge by the teacher and games are one of the best ways to achieve this. The study on "Language Games for Children with Hearing Impairment in Inclusive Setup" revealed that the hearing impaired children at primary level can learn language through language games effectively.

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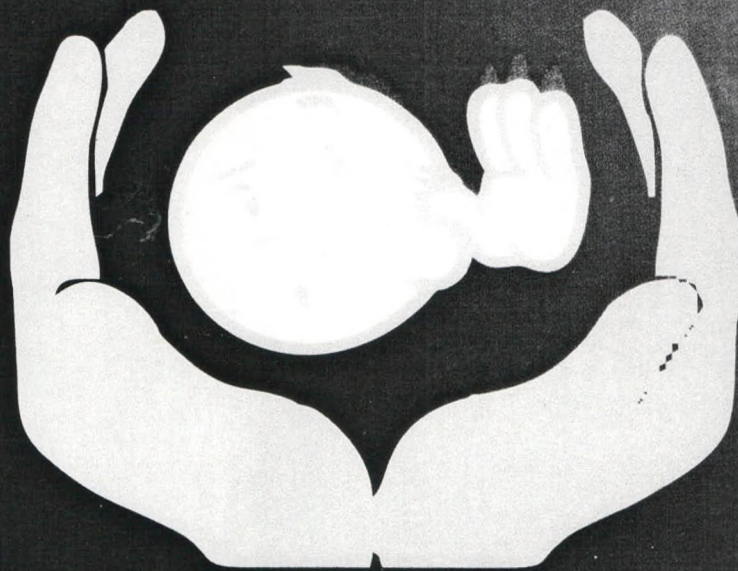


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Fax: 0821-2510515 Website: www.aiishmysore.in

E-mail: director@aiishmysore.in

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15 - 17 February, 2016
Programme

15.02.2016

9:00 a.m. REGISTRATION

10:00 a.m. INAUGURATION

11:00 a.m. TEA

**TECHNICAL SESSION I:
AUGMENTATIVE & ALTERNATIVE COMMUNICATIONAL OPTIONS FOR LEARNERS WITH
HEARING IMPAIRMENT**

Chair: Dr. Nisha Grover, Co-Chair: Dr. N. Swapna

- | | |
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| 11:30 a.m. | Key Note Address
<i>Prof. R. Manjula</i> |
| 12:00 noon | Effectiveness of Sign Language Interpretation and Sign Video Instructions in Facilitating Written Expressions among Deaf Students at Higher Education
<i>Mr. Mithlesh Yadav & Mr. Kaushalendra Kumar</i> |
| 12:10 p.m. | Effectiveness of Tamil Sign Alphabets among Children with Hearing Impairment
<i>Ms. R. Shanthi</i> |
| 12:20 p.m. | Post-school communication options for learning with hearing impairment
<i>Ms. Asha Suresh E. G. & Ms. Raksha Anand</i> |
| 12:30 p.m. | Alternative And Augmentative Communication Option For A Child With Auditory Dys-Synchrony- A Case Study
<i>Ms. P. V. Manjula & Ms. P. V. Ramanakumari</i> |
| 12:40 p.m. | ConfusionHave better SOLUTIONS
<i>Mr. Krunal Thakkar</i> |
| 12:50 p.m. | Question answer session |

1:00 p.m. LUNCH

**TECHNICAL SESSION II:
QUALITY APPRAISAL OF INCLUSIVE EDUCATION PROCESSES**

Chair: Prof. Amitav Mishra, Co-Chair: Dr. I. P. Gowramma

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| 2:00 p.m. | Key Note Address
<i>Prof. K. S. Prema</i> |
| 2:30 p.m. | Sources of stress in educators of mainstreamed children with hearing impairment
<i>Ms. Prithi Venkatesh, Dr. Malar, G. & Ms. Sumana H. P.</i> |
| 2:40 p.m. | Perspectives of special educators' roles in inclusive education
<i>Dr. Malar G. & Ms. Asha S. A.</i> |
| 2:50 p.m. | The Learning Burden- Problem of Curriculum Load
<i>Ms. Kadambari Naniwadekar</i> |
| 3:00 p.m. | Adequacy of Special Educator Training for Facing Challenges of Inclusive Education
<i>Dr. Malar G. & Mr. Subramanya K. R.</i> |
| 3:10 p.m. | Influence of psychological wellbeing of mothers on academic achievement of mainstreamed children with hearing impairment
<i>Ms. Kadambari Naniwadekar & Dr. Malar G.</i> |

3:20 p.m.	Factors affecting the attitude of students towards peers with special needs in mainstream classes <i>Dr. Gayatri Ahuja & Dr. Asavari Shinde</i>
3:30 p.m.	Are our schools really inclusive? <i>Dr. Alok Kumar Upadhyay, Ms. Shaik Gulab Jan & Ms. Madhushri D. C.</i>
3:40 p.m.	Comprehensive success of including children with hearing impairment <i>Ms. Raksha Anand & Ms. Akhila Chandrashekhar</i>
3:50 p.m.	Efficacy study on combined parent and teacher training programme for children with hearing impairment <i>Ms. Kumudha R., Ms. Asha Suresh E. G., Ms. Latha C. & Ms. Leena C. C.</i>
4:00 p.m.	Preparedness of Mainstream Teachers For Including Children With Hearing Impairment <i>Mr. Rajkumar R., Ms. Shobha B. N., Dr. Malar G. & Mr. Gururaj D.</i>
4:10 p.m.	Question Answer session

4:20 p.m.

TEA

**TECHNICAL SESSION III:
INDISPENSABILITY OF INDEPENDENT LIVING SKILLS & COMMUNITY LIVING SKILLS
Chair: Prof. Premalatha Sharma, Co-Chair: Prof. K. Rajalakshmi**

4:40 p.m.	Key Note Address <i>Dr. G. Malar</i>
5:10 p.m.	Readiness in Indian adolescents with hearing impairment for life after school <i>Mr. Som Krishan</i>
5:20 p.m.	Role of Special Educators and society to develop independent living skills of learners with hearing impairment <i>Ms. Harsha Ashara</i>
5:30 p.m.	Question Answer session

7:00 p.m.

CULTURAL EVENT AT AIISH GYMKHANA

8:00 p.m.

DINNER

16.02.2016

**TECHNICAL SESSION IV:
EVALUATION OF LEARNERS WITH HEARING IMPAIRMENT
Chair: Dr. N. Rathna, Co-Chair: Dr. Sarvamangala**

9:30 a.m.	Key Note Address <i>Prof. S. Rangasayee</i>
10:00 a.m.	Invited Talk <i>Dr. Varsha Gathoo</i>
10:30 a.m.	Evaluate-Engage-Energize <i>Ms. Vijaya Sharma & Ms. Pramila Poojary</i>
10:40 a.m.	Enabling Curriculum-Based Evaluation for learners with Hearing Impairment <i>Dr. Malar G., Ms. Vijayalakshmi & Mr. Subramanya</i>
10:50 a.m.	Tap the potential, Empower the child, take up the challenge <i>Ms. Shobha Nakhare & Ms. Shubhada Burde</i>

11:00 a.m.

TEA

11:20 a.m.	Overcoming challenges in teaching computer science to students with hearing impairment <i>Ms. Raji N. R., Ms. Raji Gopal & Ms. Neena M.</i>
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10:20 a.m.	Drama as a creative teaching tool in instruction of Children with Special Needs <i>Ms. Kadambari Naniwadekar, Ms. Anjana K. & Ms. Dhivya D.</i>
10:30 a.m.	Impact of Early intervention by a Multidisciplinary team on development of a child with hearing impairment: A case study <i>Ms. Palnaty Vijetha</i>
10:40 a.m.	Influence of multidisciplinary intervention on quality of educational attainment of learners with hearing impairment <i>Ms. Anjali Joseph, Ms. Neethu Yasodharan & Ms. Subalakshmi Jenardhanan</i>
10:50 a.m.	Efficacy of Co-Curricular Activities at Preschool Level <i>Ms. Sreevidya M. S., Mr. Suresh C. B., Ms. Ramanakumari, P. V., Ms. Manjula, P. V. & Ms. Leelarani S. B.</i>
11:00 a.m.	Question Answer Session
11:10 a.m. TEA	
TECHNICAL SESSION VII: TECHNOLOGY FOR LANGUAGE DEVELOPMENT IN CHILDREN WITH HEARING IMPAIRMENT	
Chair: Prof. K. C. Shyamala, Co-Chair: Dr. Meera Suresh	
11:30 a.m.	Key Note Address <i>Dr. Ajish K. Abraham</i>
12:00 noon	Speech and Language development in rural HI children <i>Ms. Varsha</i>
12:10 p.m.	Empowerment of children with hearing impairment. New Trends and Developments- Technology for language development in Children with hearing impairment <i>Mr. Pragna D. Pandya</i>
12:20 p.m.	To study the effectiveness of TECHTENSES in developing Kannada language in children with hearing impairment <i>Ms. P. V. Ramanakumari & Ms. P. V. Manjula</i>
TECHNICAL SESSION VIII: VIABILITY OF COCHLEAR IMPLANTS IN THE INDIAN EDUCATIONAL SCENE	
Chair: Dr. P. Manjula, Co-Chair: Dr. Alok Kumar Upadhaya	
12:30 p.m.	Key Note Address <i>Dr. Asha Yathiraj</i>
1:00 p.m.	Invited Talk <i>Mrs. Lata Nayak</i>
1:20 p.m.	Effectiveness of cochlear implant in Indian Educational scenario <i>Ms. Priyanka Bendkule & Ms. Chitra Sonavane</i>
1:30 p.m.	Question Answer Session
1:40 p.m. LUNCH	
2:30 p.m. VALEDICTORY PROGRAMME	
3:30 p.m. TEA	

11:30 a.m.	Appreciation' about Continuous and Comprehensive Evaluation for Children with Hearing Impairment by General and Special Educators-A comparative study <i>Ms. Shobha O. & Dr. Devraju N. B.</i>
11:40 a.m.	Usefulness of play-way technique in testing number skills in preschool children with hearing impairment <i>Dr. Alok K. Upadyay, Dr. G. Malar, & Mr. Sharanaiah M. M.</i>
11:50 a.m.	The Suitability Of Educational Materials And Tools Used For English Language Acquisition For The Deaf : An Analysis And Evaluation <i>Ms. Raji Gopal, Ms. Chithra & Mr. Prasad A. N.</i>
12:00 noon	Teacher's perception about assessment procedures for learners with hearing impairment in the mainstream Class rooms <i>Ms. Shaik Gulab Jan & Ms. Madhushri D. C.</i>
12:10 p.m.	Question answer session
12:20 p.m.	Technical Presation on "MED-EL Rehabilitation Material" <i>Ms. Janani Jeyaraman</i>

1:00 p.m.

LUNCH

**Technical Session V:
Professional Collaboration for Inclusive Education
Chair: Prof. Varsha Gathoo, Co-Chair: Dr. N. Sreedevi**

2:00 p.m.	Key Note Address <i>Prof. Amitav Mishra</i>
2:30 p.m.	Invited Talk <i>Dr. Nisha Grover</i>
2:50 p.m.	Role of Special Educator in Professional Collaboration For Inclusive Education. <i>Ms. Geetanjali Lokhande</i>
3:00 p.m.	Hearing impaired children's parent perspectives about collaboration of regular teachers and special teachers in Inclusive education <i>Ms. Rohini & Ms. Rashmi</i>
3:10 p.m.	Vision forward-"Higher Education for students with disability in India" <i>Mr. Samuel N Mathew & Ms. Suja K. Kunnath</i>
3:20 p.m.	Law And The Hearing Impaired Children <i>Ms. Adithi N. V. & Ms. Soundarya N.</i>
3:30 p.m.	Question Answer Session

3:40 p.m.

TEA

4:00 p.m.	Visit to AIISH, Escorted by Mr. Gururaj, Resource Coordinator, Department of Special Education, AIISH, Mysuru
5:30 p.m.	NCED Annual General Body Meeting

17.02.2016

**TECHNICAL SESSION VI:
MULTIDISCIPLINARY INPUT IN THE EDUCATION OF CHILDREN WITH HEARING IMPAIRMENT
Chair: Dr. Himanshu Das, Co-Chair: Dr. G. Malar**

9:30 a.m.	Key Note Address <i>Dr. N. Rathna</i>
10:00 a.m.	Invited Talk <i>Ms. Amita Burde</i>

ABSTRACTS OF THE SCIENTIFIC PAPERS

EFFECTIVENESS OF SIGN LANGUAGE INTERPRETATION AND SIGN VIDEO INSTRUCTIONS IN FACILITATING WRITTEN EXPRESSIONS AMONG DEAF STUDENTS AT HIGHER EDUCATION

MithleshYadav & Kaushalendra Kumar

Communication process and process of receiving education are two sides of a coin. Students, who have impairment in hearing organs, do not acquire communication skills naturally or have undeveloped skills. Such students face many challenges in receiving education in meaning full environment. Mere change in the modality of communication labels the Deaf as disabled and affects their literacy skills and quality of education. If sign language be provided as the mode of instruction to these students, it is a fact that there will be no problems in learning or acquiring language. So they learn effectively through visual learning. Designing of Instruction through sign language or sign videos or transforming of message with help of sign interpreters are some suitable and effective way of teaching to Deaf children in inclusive classrooms.

The aim of this study is to check the effectiveness of instruction in conventional classroom, classroom instruction with sign language interpreter and instruction through sign video for facilitating written expression in deaf students at university/higher level education in inclusive set up. Present study was designed as an experimental pretest-posttest control group research design. Three groups of deaf students were selected from the university where deaf students are enrolled in various courses. These groups are:

1) Conventional classrooms without any extra support 2) Classroom with support of Sign interpreter and 3) Classroom where instruction through sign video.

Two sets of content/chapter from their respected courses will be selected for instruction and validated for their level of difficulty by relevant experts. On the basis of content, question paper for pretest and posttest will be prepared for the assessment of written expressive skills. Pretest will be administered among three groups and data will be collected. After that, the instruction process will be

organized in all the three classrooms as per prior settings and posttest will be administered and responses will be collected. For checking significant difference in the obtaining scores in pretest and posttest, t-test/ANOVA will be used for data analysis. This study will help in teaching deaf students and lead for opening of new options. It will also be helpful to fulfill the demand of deaf community: "sign bilingualism is human right of deaf".

EFFECTIVENESS OF TAMIL SIGN ALPHABETS AMONG CHILDREN WITH HEARING IMPAIRMENT

R. Shanthi

Reading and writing are important for becoming effective and productive member of any literate society. According to universal declaration of human rights, education is recognized as the right of every individual and is rooted to literacy (UNESCO 2000) literacy among children with hearing impairment are still too poor as they are unable to use their receptive or impressive language for their daily life matters. But, the child with hearing impaired is retarded in the area of reading and writing because of unawareness of the graphic representation of Alphabets. Due to retardation in knowing, understanding and comprehension of each alphabet, they face more difficulties in reading and writing and they are deficit in vocabulary. A lack of auditory perception and visual perception leads to poor cognitive development. This article presents, the experimental study on the effectiveness of Tamil sign alphabets for developing Tamil language among children with hearing impairment.

POST-SCHOOL COMMUNICATION OPTIONS FOR LEARNING WITH HEARING IMPAIRMENT

Asha Suresh E. G. & Raksha Anand

There are a variety of communication options available for a child with Hearing Impaired, since every child is unique and different in their response these techniques. There are various communication modalities like oral or verbal method where the child communicates orally with the help of speech

reading sometimes, manual method where the child will use his/her hands to communicate through sign language, and combined method where the child combines both verbal and manual methods to communicate. A survey was conducted to see the convenient mode of communication which the adolescents with hearing impairment are using after school years. The survey was conducted in a polytechnic for differently-abled. Preliminary survey revealed that about 80% of the adolescents are using manual method, 10% using verbal and the rest 10% using combined method. Further data was collected about the quality of performance in adolescents which revealed that, the adolescents who are trained early and using combined method are performing a drastically better. In the later part of the survey the mode of teaching was investigated, which revealed that teachers are using a combined approach to give efficient results. The data collection is continuing and the final results may be out with positive conclusion.

ALTERNATIVE AND AUGMENTATIVE COMMUNICATION OPTION FOR A CHILD WITH AUDITORY DYS-SYNCHRONY- A CASE STUDY

P. V. Manjula & P. V. Ramanakumari

Auditory neuropathy / dys-synchrony (AN/AD) is a type of sensorineural hearing loss that can be congenital or acquired. AN/AD is present when patients have normal outer hair cell function in the cochlea, but the VIIIth nerve that carries electrical signals to the brain has responses that are dyssynchronous. Even with hearing aids, some children with AN/AD will not show improved sound awareness or progress in speech and language development. Research has indicated that approximately 50% of children with AN/AD will show improvement in speech recognition scores with hearing aids, while the remaining 50% show limited benefit (Rance, 2005). In spite of being fitted with the a good gain hearing aid, the academic performance of a child with auditory dys-synchrony reported to be very poor as the learning of speech and language through the auditory channel exclusively is very difficult for the child. This is because it is difficult or impossible to achieve a clear and consistent auditory signal in a dys-synchronous auditory system. Aural-oral method of teaching has not been observed to work as the sole method of teaching the child with auditory dys-synchrony. However use of a visual communication system developed language and thus improved academic

skills in the child. The performance of the child when taught with visual communication system was better than when taught with aural-oral method.

UNIFORMITY IN USE OF SIGNS IS ONLY BETTER SOLUTION

Krunal Thakkar

According to statistics only 45% children with hearing impairment go to school and of the 45% only 9% go to Secondary Level. Reasons for these are many for e.g. parents - children partnership, Lack of communication skill among childrens & parents, siblings, classmate, special educators, facilities like transport, hostel and fees. We know that every H.I school has its own signs to communicate with which they teach their students. We know that there is no uniformity in signs in special schools for children with H.I. There exists great confusion and issues among the children. The paper will explore the reasons for these issues. If we are using total communication or educational bi-lingualism as special educators we should have knowledge and skills of signs. Lack of these skills and for making new word signs makes it difficult for children to understand. Recommendation for solving difficulties among childrens and special educators are,

Every H.I school must organize refresher training courses for signs; Every special educator has to follow the standard signs for uniformity; RCI must insist that every special school has workshops for all special educators for new trends and methods of teaching through signs; RCI must guide teacher training colleges in the use of STANDARD SIGNS and Every CRE programme at least one session is must on signs for uniformity.

SOURCES OF STRESS IN EDUCATORS OF MAINSTREAMED CHILDREN WITH HEARING IMPAIRMENT

Prithi Venkatesh, Malar G. & Sumana H. P.

Inclusive education is a collaborative process, whose quality is decided by the quality of life in the stakeholders, primarily the teachers. Educators of two genres, the general educators and the specially trained resource teachers are involved in facilitating learning in children with hearing impairment. The reported study was a survey among these teachers to find out the stressful factors that interfered with the quality