**RE/RP/01**

**PROJECT PROPOSAL FORMAT**

**Part-A**

1. **Title of the Project: Development of Home Training Activity Book for preschool children with communication disorders**

**A**rea of Research: Special Education

* 1. **Principal Investigator: Dr.Prithi Venkatesh, Lecturer-Special Education, AIISH**
	2. **Principal Co-Investigator (s): Dr. G. Malar, Reader - Special Education,AIISH**

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* 1. **Collaborating Institution: Nil**
	2. **Total Grants Required(in figures and in words): Rs. 4,50,000/- (Rupees Four Lakh Fifty Thousand Only)**
	3. **Duration of the Project: 1 year**
1. **Project Summary** (Max.300 words): Children with communication disorders are a challenging group because of their inadequate language thus having an impact on their academic achievement. This inadequacy in language makes the task of reading and writing difficult as well as stressful for the parents because they have to teach their child and make them equipped for the mainstreamed world. It is also stressful for the children as they have to undergo the rigorous training of reading and writing. However, these children cannot be exempted from such training as they need to work harder to perform on par with their typical peers in mainstream environment. Hence to enable them to cope up with the additional and to make the process of teaching-learning more joyful, an attempt is being made to develop an activity book for children with communication disorder studying in AIISH Preschool.The content of the book shall be based on the concepts taught in the preschool. The contents will be arranged keeping in mind the maxims of learning i.e. simple to complex according to their developmental phase ranging from 3-6 years. It will have components to foster the reading and writing skills of the children based on the concepts learnt.

 The activity based learning book will be child-friendly educational aid fostering self-learning and thus allowing the child to study according to his/her pace and level. The book will be developed in English and Kannada, keeping in mind the predominant language requirement of the preschool. If time permits developed in Malayalam also. It will be a common activity book for children with all types of communication disorder, however, adaptations to be made for individual requirements will be taken into consideration.

1. **Introduction** (under the following heads)
	1. **Definition of the problem**: The usual traditional methods of teaching-learning involving few teaching learning materials and subjecting the children to rigorous reading/writing exercises at school and at home, raised the need for developing an activity book for preschool children with communication disorder for home training. Thus promoting self-learning and making the learning process interesting due to the diverse activity included in the book.
	2. **Objectives:** The study will be carried out with the following objectives:
2. To develop activity book for children in the developmental phase of 3-6 years based on concepts taught in preschool in Hindi/Kannada
3. To subject the materials to expert validation for content and structure
4. To carry out field trials of the materials for applicability to children with communication disorders like autism spectrum disorder, cerebral palsy, hearing impairment and intellectual disabilities.
5. To experiment the effectiveness of the materials in enhancing learning in preschool children with communication disorders like autism spectrum disorder, cerebral palsy, hearing impairment and Intellectual Disabilities.
	1. **Review of status of research and development in the subject:**

National Status: Activity Based learning serves as one model of child-centred, child-friendly education, which is mandate according to Right to education (RTE) Act of India. The Act also states that children should be taught through activities, discovery and exploration in a child-friendly and child centred manner so as to make the child free of fear, trauma and anxiety thus helping the child express views freely.

Indian based studies have also shown that suitable selection of the text and its presentation in an activity based approach like role playing, creative thinking, drawing, experimenting etc facilitates easy grasp of the contents. (Agarwal&Adepu, 2013).

A study conducted by Naniwadekar (2016), aiming at investigating the impact of overload or academic burden on children with hearing impairment and its psychological after effect. The results of the study which was collected through checklist and the performance of the students revealed that children with hearing impairment showed behaviour problems due to excessive load of studies and pressure from parents. The study also revealed that 85% parents felt that if the teacher teaches through play-way method then their child will learn better.

Activity based learning methodology has been an instrument for change in many ways in our current elementary education system. It has been able to progress in levels at their own developmental rate, not suffering from absenteeism thus making classroom and home training more child friendly (Prabha, 2011). On the similar lines, a study by Mishra &Yadav (2013) emphasized the importance of activity based approach as it enhances the all round development of children at the elementary level. They further suggest that activity based approach is effective than the traditional approach of teaching.

The International Scenario also supports Activity Based Learning. Suydam and Higgins (1997) opine that the idea of activity based learning follows the constructivist educational theory and is child-centred pedagogy. They define it as a method of instruction where activities of different types, suitable and relevant to specific subjects are integrated seamlessly into regular instructional materials and methods to involve students in the teaching-learning or instructional processes and engage them fruitfully.

According to Churchill (2003), Activity Based learning helps learners to construct mental models that allow for ‘higher order performance’ such as applied problem solving and transfer of information and skills.

Harfield, Davies, Hede, Panko, Kenley (2007) & Edward (2001) opine that in Activity Based Learning students actively participate in the learning experience rather than as passive listeners. They further state that learning activities if based on real life experience help learners to transform knowledge or information into their personal knowledge which they can apply in different situations.

* 1. **International and national status** :

The table below shows the availability of activity books along with their rates in the market.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Sl.No** | **Name of the Book** | **Category** | **Author and Publisher** | **Cost****(Rs.)** |
| 1 | The Big Book of magical Mix-Ups | Language | Nick Sharratt Scholastic UK (2010) | 333 |
| 2 | Usborne: First Hundred words in English | Language  | Heather AmeryUsborne Publishing (2009) | 238 |
| 3 | I Love colours | Cognitive | NAParragon Publishing(2012) | 233 |
| 4 | Kiddy Board Book Number 123  | Numbers | Dreamland Publications (2015) | 245 |
| 5 | Jumbo Activity Book with 365 Activity | Activities including language, number and cognitive. | Dreamland Publications | 312 |
| 6 | 1st Activity Book (IQ) (Kid’s Activity Books  | Cognitive | Dreamland Publications | 700 |
| 7 | Goldstars Ready for School 3-5 (GoldStars Preschool bumper) | Pre academics. | Paragon Books | 325 |

* 1. **Importance of the proposed project in the context of current status:** The lack of an activity book for providing home training to children by the parents/caregivers subjects both the caregiver and the child to unnecessary stress and thus leading to aversion to learning. Moreover, the activity book available in the market is not pedagogically oriented, not comprehensive and it is costly also. Hence a need is felt to develop an activity book for home training for children with communication disorder.
1. **Work Plan**
	1. **Method:**

Subjects/ Participants: As the proposed study is concerned with developing training materials, two types of participants will be involved, the first group will involve N nos. of experts in the field of early childhood special education and communication disorders.

Material: The materials reviewed while developing the activity book will be Early Childhood Education Manual (Unpublished Preschool Document) and other Early Childhood Curriculum like:

* Aistear: The Early Childhood Curriculum Frame work
* Preschool Learning Foundations, Vol:1 (California Department of Education)

Procedure: The study will be carried out in five steps:

Step 1: Review of related literature- Early Childhood Care and Education (ECCE Manual) and other Activity books

Step 2: Development of Activity Book focusing on approximately 24 themes of environmental awareness and related (pre) reading and writing activity.

Step 3 a): Validation by experts i) N nos. ECE –special educators ii). N nos. Of special educational faculties iii). N nos. Of ECE general educators iv.) N nos of general education faculty specialized in ECE v). N nos. of each Speech & Hearing professionals working with children with ASD, HI, ID and CP.

Step 4): Field trial with small samples of children with autism spectrum disorder, cerebral palsy, hearing impairment and intellectual disability.

Step 4: a) Exposure to regular instruction by the teacher

b) Pre-test based on the taught concepts

c) The groups will be divided into two groups

i. Experimental Group I: Follow –up exercises through home training using

developed material

ii. Experimental Group II: Follow-up exercises through home training through the

conventional exercises.

d) Post-test to study the efficacy of the developed activity book.

e) After the study, reverse exposure (for ethical purpose).

**Analyses:** Appropriate statistical analysis to ensure the content validity and efficacy of the training material.

1. **Implications of the results of the study**

 **(Illustrative)**

1. Presentation of scientific paper in professional seminars/publication

 of articles

1. Discussion with professionals
2. To utilize the results in the development of remediation materials:
3. Publication of two articles in journals.
4. The findings regarding the efficacy of the training material will provide insights for special educators as well as mainstream educators in adapting the activities as per the need of the children with communication disorder.
5. **Utilization of results of the study:** The material developed as an outcome of the project will be benefiting the parents as well as the teachers. The parents can have a variety of activities to teach children at home as well the teachers can also utilize the books while classroom teaching. The book developed will help in enhancing the reading and writing skills of the children not only of children with communication disorder in the institute but children elsewhere also. The activity book can generate income to the institute. The results obtained from the study will be useful in adapting the activities as per the need of the children with communication disorder.