**PROJECT PROPOSAL**

**FORM-A**

Project Proposal

**1.0 Title of the Project:** Efficacy of Early Childhood Special Education model for children

with Hearing Impairment at AIISH.

**1.1 Area of Research:** Special Education

**1.2 Principal Investigator:** Dr. Alok Kumar Upadhyay,

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**1.3 Principal Co-Investigators:** 1. Ms. P.V. Ramanakumari

Special Educator

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2. Mr. Harish Kumar,

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**1.4 Collaborating Institution: NIL**

**1.5 Total Grants Required:** Rs. 4,15,000/- (Rupees four lakhs and fifteen

thousand only)

**1.6 Duration of the Project:** 12 months

**2.0 Project Summary (Max. 300 words)**

Early childhood i.e from birth to 8 years of child’s life is globally acknowledged to

be the most critical years for lifelong development since the phase of development in these

years is extremely rapid. During this period, the foundation is laid for overall development

and learning in later stage. Learning includes critical skills, dispositions for academic

learning, relating to others, becoming positive contributors to peer groups, families and

communities. These skills will be develop among children through active participation

with their peer, their families and their communities. This active participation extend from

home to preschool, head start, playing groups, libraries, parks and places of workshop. All

young children, including those who have disabilities, are dependent upon the experiences

and opportunities available within these everyday contexts as they build a solid foundation

for development and learning.

The proposed project is a single group time series design proposes to explore

efficacy of early childhood special education model for children with hearing impairment.

More specifically, it investigates the effectiveness on curricular activities in cognitive

skills, language skills, Pre-academic skills (pre-reading, pre-writing, pre-arithmetic) and to

investigate the effectiveness of co-curricular activities in visual arts, performing arts,

physical exercises and also check the effectiveness of teacher-parent involvement in

giving early childhood special education training for children with hearing impairment. A

sample of 24 Children with hearing impairment who are pursuing training in AIISH preschool

in Kannada language will select purposefully. Among the first, second and third

level of training one group (8 in one group) of children with hearing impairment, will be

selected from each level.

Children with hearing impairment will be evaluated on the bases of curriculum

and Checklists to assess different domains in preschool children with communication

disorders (0-6 years) Evaluation will be done for curricular and co-curricular activities.

Different ways of assessment will be followed. This process of evaluation will follow for 6

months duration. The obtained data will be subjected to appropriate statistical analysis.

It is expected that the findings of this study will likely throw light into a research

work in this area which is very minimal. The findings are likely to have implication for

advantages, limitation and help in understanding the training process in the pre-school.

**3.0 Introduction**

Early childhood is the period from conception to 8 years of age, a period that

presents a developmental Continuum, according to the theoretical framework of

developmental psychology and learning theories. The other reason for extending the span

of early childhood from 6 to 8 years is to ensure a gradual and smooth transition from preprimary

to primary education, which is a structured and formal learning system requiring

effective interface. Recent research in the field of neuroscience, particularly on the brain,

has provided very convincing evidence of the ‘critical periods’ located within these early

years, particularly the first three years, for the formation of synaptic connections in the

brain and for the full development of the brain’s potential( Doherty, G. 1997) .

The term ‘Care’ has been added in recognition of the fact that young children need

care and nurturing. In addition to their health and nutritional needs, their psychosocial and

emotional needs also have to be met adequately for their holistic development. Research

has also indicated that if these early years are not supported by, or embedded in, a

stimulating and enriching physical and psychosocial environment, the chances of the

child’s brain developing to its full potential are considerably, and often irreversibly,

reduced. This stage in life is also important as a foundation for the inculcation of social

values and personal habits, which are known to last a lifetime. What follows logically is

the crucial importance of investing in these early years to ensure an enabling environment

for every child, and thereby a sound foundation for life, which is not only the right of

every child but also, has impact on the long term quality of human capital available to a

country.

The term Education covers learning, a process of acquiring knowledge, skills, habits,

attitudes, etc. It also indicates an important focus, viz., to prepare the young child to enter

the formal educational stream/system. Thus, the term ECCE refers to a philosophy of

providing opportunities/experiences to young children up to 8 years of age in order to

promote their holistic development, as well as arranging and providing services and

support systems to communities and families to meet the needs of their young children.

For the sake of convenience, and for the purposes of programming and institutional

location, ECCE can be divided into three sub stages: birth to 2+, 3 to 5+, and 6 to 8+. Each

sub stage can be located in a different institutional setting.

The first 6–8 years of a child’s life, known as the early childhood stage, is globally

acknowledged to be the most critical years for lifelong development, since the pace of

development during these years is extremely rapid.

**3.1 Definition of the Problem**

Early childhood development has been defined and described in various ways

under various programmes, the determining factor being the priority that a particular

programme serves and the age group that it addresses from 0–6 years. The

nomenclature and definitions include Early Childhood Education (ECE) programmes,

which are ‘preschool education-focused’ programmes aimed at 3–6-year olds (as seen

in nurseries, kindergartens, preparatory schools, etc.). These are often part of a

primary school.

Early Childhood Education (ECE) requires that young children be provided

opportunities and experiences that lead to their all-round development -- physical,

mental, social, emotional and school readiness. Alongside with health and nutrition,

learning is also equally important. This statement holds true for children with

typically developing and also for children with hearing impairment. When it comes to

early childhood education for children with hearing impairment added skills need to

be develop those are cognitive skills, language skills and communication skills.

AIISH pre-school curriculum covered essential area which requires for

academic inclusion of children with hearing impairment. Hence, on the basis of

reviewed research work undertaken in the area of early childhood education and in

special pre-school, a need has aroused to investigate the ‘Efficacy of Early Childhood

Special Education model for children with Hearing Impairment at AIISH’.

**3.2 Objectives of the study:**

I.To investigate the effectiveness of curricular activities in developing:

a. Cognitive skills

b. Language art

c. Pre-academic skills(pre-reading, pre-writing, pre-arithmetic) among

children with hearing impairment

II.To investigate the effectiveness of co-curricular activities in developing:

a. Visual arts

b. Performing arts

c. Physical exercises

III.To check the effectiveness of teachers-parents involvement in giving early

childhood special education training for children with hearing impairment.

**3.3 Review of literature of the study**

A study by Burger (2010) “How does early childhood care and education

Affect Cognitive Development? An International Review of the effects of Early

Interventions for children from different Social Backgrounds” reports on the effects of

early childhood education and care on cognitive development and the extent to which

preschool programs can establish equality of educational opportunity for children from

different social backgrounds. As outlined, early education and care programs typically

aim to enhance those intellectual and social abilities of children which are the basis for

their subsequent development. They aim to provide children with a favorable start at

school and to prevent adverse developments such as school failure, grade retention, or

special education needs. Since early development of basic competencies is assumed to

have the potential to affect children’s longer-term attainment, early education and care

interventions attempt to foster these competencies by providing an environment that

stimulates beneficial development.

A study by Anderson and Kulis (2003), “The Effectiveness of Early Childhood

Development Programs-A Systematic Review” revealed that early childhood

development programs are recommended on the basis of strong evidence of their

effectiveness in preventing delay of cognitive development and increasing readiness to

learn, as shown by reductions in retention in grade and placement in special education.

Comparison of children who had attended a preschool Centre with children with

no pre-school experience showed that both the characteristics and attainments of home

children vary significantly from those who had been in preschool. It is not possible to

conclude with certainty that the much lower attainments of the ‘home’ group are

directly due to lack of pre-school experience. Nonetheless, statistical analysis and

comparisons of attainment and social behavior at primary school, between the two

groups, strongly suggest that pre-school provided significant benefits for cognitive

development while the effects upon social behavior; though evident at age 6 years, do

not remain statistically significant up to 7 years (EPPE project 2004).

**3.4 International and National Status**

There are few evidence based studies available on early childhood education as:

Goodman, A., & Sianesi, B. (2005) in their study titled, “ Early education and

children’s outcomes: How long do the impacts last?” says that modest positive effects

on cognitive development that persist for at least several years into school and mixed

(but weak) effects on social development and behavior. And they also revealed that in

the UK, entering school prior to age 5 has been linked with cognitive gains through age

16 and increased employment at age 33.

A study by Hogden, E. (2007). Titled “Early childhood education and young

adult competencies at age 16”, found positive long-term effects on cognitive abilities

and some protection from getting into trouble through age 16 for children from all

background.

Studies by Goodman, A.G, & Sianesi, B. (2005) titled,

“Early education and children’s outcomes: How long do the impacts last?” Found that

larger gains when Preschool education and its lasting effects programs contained more

middle class families.

Fuchs, T., & Wossmann, L. (2006). Governance and primary school

performance: International Evidence” finds that increased duration of preschool

education is associated with higher achievement test scores through age 15 and that

very high participation rates are associated with less within-country inequality in test

scores.

Paper presented by Anagha & Prema (2011) titled “Preschool training for

children with special needs: A proposed framework” at ‘World Education-Art, Science

and Culture’ organized by Shruthi Foundation, New Delhi gives information about the

pre-school structure and the systematic procedure of the AIISH pre-school.

Similarly, A study by Yathiraj(1994) titled “Contributing factors in the

integration of the hearing impaired factors in Schools” revealed that major factors that

need to be considered when integrating children with hearing impairment are their

speech reading ability, linguistic ability, mode of communication used by them and the

intelligibility of their speech.

**3.5 Importance of the proposed project in the context of current status**

Early childhood education programme for children with communication

disorders at pre-school training centre in All India Institute of Speech and Hearing is

running very systematically. Since 2003 pre-school is providing training to children

with hearing impairment in very structural way. Pre-school is following the academic

process in two broader ways those are curricular activities and co-curricular activities.

Under the heading of curricular activities pre-school provides training in three major

areas like cognitive skills development, language skills development and pre-academic

skills development, similarly co-curricular training is given in areas of visual arts,

performing arts, physical exercises etc…. along with the academic process, pre-school

has scope for parent involvement, parent empowerment to make training more

effective. Parents of children with communication disorders are part of the training

programme of AIISH pre-school. Every day teacher-parents co-ordination is essential

here for learning to be happening in child.

**4.0 Work Plan**

**4.1 Method:** The study will be carried out in the following process.

**4.1.1 Design of the study:** Single group time series

**4.1.2 Participants:** Children with hearing impairment who are pursuing training

in AIISH pre-school in Kannada language will select purposefully. Among the

first, second and third level of training one group (8 in one group) of children

with hearing impairment, will be selected from each level. Total number of

participants will be 24.

As per objectives of the study, effectiveness of pre-school training will be

observed for one semester i.e. six months. As teacher, syllabus of the pre-school,

parents are essential components of the study. Hence, to assess above mentioned

components, the method is planned in the following manner.

**4.1.3 Evaluation pattern of Children with Hearing Impairment:**

Children with hearing impairment will be evaluated on the bases of curriculum

and Checklists to assess different domains in preschool children with

communication disorders (0-6 years) a part of an AIISH Research Fund Project

undertaken at AIISH by Swapna, Jayaram, Prema and Geetha 2010, titled

“Development of an intervention module for pre-school children with

communication disorders” followed in the pre-school. Evaluation will be done

for curricular and co-curricular activities. Different ways of assessment will be

followed.

**4.1.4 Ways of assessment for curricular activities**

1. Activity based assessment for evaluation of Cognitive Skills.

Ex.: Colour categorization using different coloured objects. (As per the level

of Training of children difficulty level will change).

2. Question-Answer session for assessment of verbal language and Test writing

Material for assessment of written language.

Ex.: How many days are there in a week?

3. Reading task, Writing task and number work for evaluation of pre-academic

skills.

Ex.: 1. Reading of lexical words. 2. Writing of lexical words. 3. Meaningful

counting.

**4.1.5 Ways of assessment for co-curricular activities**

1. Activities based on visual arts.

Ex: Drawing skills i.e. Dexterity, visual skills, spatial skills

2. Activities based on performing arts.

Ex: Imitation verbal and non verbal, Emotions identification, Enactment

3. Activities based on Physical exercises

Ex: Kinaesthetic movements, jumping, running, drills exercises, etc

**4.1.6 Preparation of Test Materials:**

Evaluation of children will be done in every fortnight. Test material for

evaluation of children with hearing impairment will be prepared on the basis of

syllabus covered in the particular duration and based on above mentioned

checklist. For every domain and every level of training test materials will be

prepared.

**4.1.7 Procedure of the study:**

**Stage 1**: Preparation of test materials for evaluation of curricular and cocurricular

activities in children with hearing impairment who are pursuing

training at three different levels.

**Stage 2**: Baseline assessment - Initially selected children with hearing impairment

at three different levels (1st level, 2nd level and 3rd level) of training at pre-school

will be assessed using above said checklist.

**Stage 3**: Daily classroom observation will be done by using developed

observation format for those selected groups. Long term plan of particular

semester and monthly lesson plans will be collected by the class teachers of

selected groups. Parent’s participation in routine classes of selected group will be

observed by using developed observation format.

**Sample format:**

Name of the Class Teacher: Subject: Date: Time:

Class/Group: Topic: No. of Children presented:

Content Teacher’s

Activity

Learners

Response

Teaching Learning

Materials

Parents

Involvement

**Stage 4:** Evaluation of children with hearing impairment by using prepared test

materials.

**Stage 5**: Performance of children with hearing impairment on prepared test

materials will be assessed.

**Stage 6**: Result of children performance will be tabulated.

Every fortnight evaluation of children with hearing impairment will do. This

process of evaluation will follow for 6 months duration. The obtained data will be

subjected to appropriate statistical analysis. The result will show the effectiveness

of the early childhood special education model for children with hearing

impairment at AIISH.

**6.0 Implications of the results of the study (Illustrative)**

1. The study would help to find out the advantages of early childhood special

education model for children with hearing impairment at AIISH.

2. The study also helps to find out the limitations of early childhood special

education model for children with hearing impairment at AIISH.

3. The study would help in understanding the training process in the pre-school.

4. Teacher-parents involvement can also be find out form the study.

**7.0 Utilization of results of the study**

1. Results can be utilised for further studies with the early childhood special education

model such as effectiveness of early childhood special education model for Children

with mental retardation, Cerebral palsy, multiple disabilities.

2. Results can be used to compare early childhood education model in mainstream and

special education.

3. Results can be referred to compare with other early childhood special education

model in India.

4. Early childhood programmes in India can also refer the result of proposed study for

further modification, improvement in present early childhood education programme.