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| **1** | **Title** | Adaptation & standardization of cognitive linguistic quick test in Kannada. |
|  | **Investigator(s)** | Dr. Vandana V. P  Dr. Shyamala K.C |
|  | **Funding Source** | ARF |
|  | **Fund ( in** ` **lakhs )** | 3.40 |
|  | **Objectives** | To adapt and standardize cognitive linguistic quick test in Kannada. |
|  | **Outcome** | The test battery for attention, memory, language, visuospatial skills and executive functions were administered on 180 healthy monolingual and bilingual participants. Age related reduction in scores of cognitive test battery was obtained for monolinguals and bilinguals. However, bilinguals in all age groups performed better than monolinguals in non linguistic tasks and monolinguals performed better than bilinguals in linguistic tasks suggesting a bilingual disadvantage in verbal tasks requiring lexical access and bilingual advantage in non verbal tasks requiring executive control. The project summarized the effect of education and socio economic status on cognitive skills of monolinguals and bilinguals. |
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| **2** | **Title** | Assessment battery for children with language based learning disability- Phase II. |
|  | **Investigator(s)** | Dr.Jayashree C.S.  Dr. S.P. Goswami |
|  | **Funding Source** | ARF |
|  | **Fund ( in** ` **lakhs )** | 3.23 |
|  | **Objectives** | To develop an assessment battery for children with learning disability. |
|  | **Outcome** | Test material was developed with the help of SLPs. Schools were surveyed for data collection. The material was administered on a pilot data. The final test material was administered on participants from different schools in Mysore. The data was statistically analyzed and the findings revealed a developmental trend across age group. Predictors were extracted through statistical analyses which can be considered during diagnosis. Children at risk for Language learning disability (LLD) can be identified using the tool. The final report has been submitted for review process. |
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| **3** | **Title** | Attitudes of pre-service educators towards inclusive education. |
|  | **Investigator(s)** | Ms. P Vijetha  Ms. Prithi Nair |
|  | **Funding Source** | ARF |
|  | **Fund ( in** ` **lakhs )** | 2.50 |
|  | **Objectives** | To find out the attitudes of pre-service educators and their teacher educators towards Inclusive education. |
|  | **Outcome** | The study found that the majority of pre-service educators and their teacher educators were favorable towards inclusive education. An orientation on inclusive education brought significant differences in their attitude towards inclusive education. Many of the B.Ed trainees expressed their apprehensions about handling children with special needs in inclusive classrooms. The study suggested some strategies for modification of attitudes of B.Ed trainees. |
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| **4** | **Title** | Computer based assessment of phonological processes in Malayalam. |
|  | **Investigator(s)** | Dr. N. Sreedevi |
|  | **Funding Source** | ARF |
|  | **Fund ( in** ` **lakhs )** | 4.81 |
|  | **Objectives** | To develop a software for analyzing the phonological processes in native Malayalam-speaking children in the age range of 2-3.6 years. |
|  | **Outcome** | A user-friendly software was developed to analyse the phonological processes in native Malayalam speaking children in the age range of 2-3 years. The clinician has to listen to the child’s response and click on the options provided for each target word. At the end, the program automatically lists the number of processes in each category for the client-tested. It is a quick tool which can be regularly used in the clinical settings for routine evaluation and assessment of efficacy of speech therapy for children with communication disorders. The whole testing procedure takes about 8-10 minutes. |
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| **5** | **Title** | Computerized screening test for acquisition of syntax in Hindi. |
|  | **Investigator(s)** | Mr. Ajish Abraham.  Dr. S.P Goswamy  Mr.Brijesh P |
|  | **Funding Source** | ARF |
|  | **Fund ( in** ` **lakhs )** | 5.80 |
|  | **Objectives** | To develop a module on computerized Screening Test for Acquisition of Syntax in Hindi (STASH). |
|  | **Outcome** | The project computerized STASH (STAS in Hindi) with web based technology so that it can be used across the globe irrespective of the type of operating system. It can be used for screening, therapeutic and research purposes in speech, language and hearing clinics. The test will be useful in assessing the syntactic abilities of the children both with respect to their comprehension and expression levels. |
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| **6** | **Title** | Cortical potential as measure of auditory temporal processes. |
|  | **Investigator(s)** | Dr. Vijayakumar N.  Dr. Animesh B.  Dr. Sujeet K. S. |
|  | **Funding Source** | ARF |
|  | **Fund ( in** ` **lakhs )** | 3.24 |
|  | **Objectives** | To measure the auditory late latency responses as a mean of temporal processing in normal hearing individuals, individuals with SNHL and auditory neuropathy. |
|  | **Outcome** | CAEPs in quiet and in the presence of were recorded for normal hearing cochlear hearing and AN listeners. Along with CAEPs, speech perception scores, and gap detection measures were also obtained. N100 latency in AN in quiet was delayed and amplitude was reduced compared to the normal and cochlear hearing listeners; the extent of latency delay was related to psychoacoustic measures of gap detection threshold and speech recognition scores, but not to audibility. Noise in normal and cochlear hearing listeners was accompanied by N100 latency delays and amplitude reductions paralleling those found in AN tested in quiet. Additional N100 latency delays and amplitude reductions occurred in AN with noise. N100 latency to tones and performance on auditory temporal tasks were related in AN subjects. Noise masking in normal hearing subjects affected N100 latency to resemble AN in quiet. This Signifies that N100 latency to tones may serve as an objective measure of the efficiency of auditory temporal processes. |
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| **7** | **Title** | Action plan for disability access audit under UNCRPD |
|  | **Investigator(s)** | Dr. S. Venkatesan |
|  | **Funding Source** | ARF |
|  | **Fund ( in** ` **lakhs )** | 2.00 |
|  | **Objectives** | To understand the accessibility for persons with disabilities as per the provisions mandated by the UNCRPD in the public utility buildings. |
|  | **Outcome** | This investigation covered a sample of six representative public utility buildings located inside AIISH, Mysore. Results paint a rather grim picture on available accessibility for persons with disabilities at the studied institute. At the basic or beginning baseline level, it is seen that there is limited structural access score measuring no more than 29.2% for all the target buildings included in this study. Even wherein few facilities like ramps, railings, furniture, lifts, corridors, lighting or flooring surfaces are available, their accessibility score drops markedly by almost a third to 9.1% when adequacy criteria is adopted to demarcate ‘genuine accessibility’. |
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| **8** | **Title** | Development & evaluation of curriculum for speech-language transcription. |
|  | **Investigator(s)** | Dr. K.S. Prema  Dr. Peribhaskar R. |
|  | **Funding Source** | ARF |
|  | **Fund ( in** ` **lakhs )** | 3. 94 |
|  | **Objectives** | To develop and evaluate curriculum for training man power on speech language transcription. |
|  | **Outcome** | Developed CD’s and manual for training in speech language transcription. Five course books were developed by identified course writers with experience in the field. Curriculum for training in speech language transcription has been evaluated for impact on a small group of participants and found to be effective w.r.t content, training module and duration of training program. |
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| **9** | **Title** | Development of test for assessment of bilingual proficiency through lexical priming task. |
|  | **Investigator(s)** | Dr. K.S. Prema |
|  | **Funding Source** | ARF |
|  | **Fund ( in** ` **lakhs )** | 2. 58 |
|  | **Objectives** | To develop a language proficiency test for Hindi-English bilingual adults on the principle of primed LDT and to implement the test as a computer based test for online assessment of language proficiency in Kannada-English bilinguals. |
|  | **Outcome** | Computer based language proficiency assessment tool has been developed for Kannada-English bilinguals using DMDX software and has been administered on 30 bilinguals for their proficiency assessment and for validation of the developed tool with a paper based proficiency questionnaire. The digitized tool showed good correlation with paper-based questionnaire besides being objective, user-friendly and time saving for administration. |
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| **10** | **Title** | Field testing of manual of adult non-fluent therapy in Kannada |
|  | **Investigator(s)** | Dr. S.P. Goswami  Ms. Jayashree C.S |
|  | **Funding Source** | ARF |
|  | **Fund ( in** ` **lakhs )** | 5.71 |
|  | **Objectives** | To field test the manual of adult non-fluent therapy in Kannada. |
|  | **Outcome** | The field tested results have shown that all the 10 persons with non-fluent aphasia did show improvement on various domains i.e. functional communication, repetition, comprehension, expression, naming, reading and writing. This reflects that the manual helps in improving various communication skills. The stimuli presented in the manual have been field tested and thus has proved to be effective in the management of persons with non-fluent aphasia. Furthermore, this manual is quite effective in eliciting responses even in persons with minimal/no verbal responses. Since the manual covers a wide range of activities covering different domains to improve linguistic skills, it provides scope for flexibility and the speech language pathologists can carry out the activities to elicit maximum responses from the person with non-fluent aphasia. Also, using this manual suitable feedback can be given to persons with non-fluent aphasia and also to their caregivers. In addition, it is emphasized to use this manual along with various traditional therapy techniques, appropriate cueing strategies as stated in the manual can bring about a difference in the communication skills in persons with non-fluent aphasia. |
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| **11** | **Title** | Impact evaluation of training courses in rehabilitation and special education. |
|  | **Investigator(s)** | Dr. S. Venkatesan |
|  | **Funding Source** | ARF |
|  | **Fund ( in** ` **lakhs )** | 2.22 |
|  | **Objectives** | To evaluate the impact of training courses in rehabilitation and special education by developing appropriate tools, techniques or devices. |
|  | **Outcome** | Results indicated that it is feasible to develop objective, reliable and valid program impact assessment tools to evaluate academic programs which were indeed being organized effectively. It was also found that the eventual impact of the programs is being reflected in terms of their increasing demand, higher pass percentages, growing placement records, and positive student-staff feedback. All this calls for the continuation of these programs with persistent vigor. |
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| **12** | **Title** | Language performance of Kannada–English bilingual individuals with dementia |
|  | **Investigator(s)** | Dr. Shyamala. K.C |
|  | **Funding Source** | ARF |
|  | **Fund ( in** ` **lakhs )** | 5.92 |
|  | **Objectives** | To develop & establish preliminary normative data for Dementia Assessment Battery in Kannada & English. |
|  | **Outcome** | The study was conducted on 90 Kannada-English bilingual healthy participants and 30 Kannada-English bilinguals with dementia and it revealed significant deficits in all DAB-K and MMSE subtests in individuals with dementia when compared to normal population. The study focused significant deficits in memory, linguistic expression and visuospatial construction of DAB-K test when all the 3 normal subgroups (20-40 years, 40-60 years and 60 years & above) were compared. Age related decline in scores were obtained in 40-60 year age group for tests of memory and visuo spatial construction sub tests of DAB-K. However, older age groups (60 years and above) had poorer scores in all subtests except memory, visuospatial constructions and linguistic comprehension sub tests. |
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| **13** | **Title** | Patterns of recovery in CWS |
|  | **Investigator(s)** | Dr. Y.V. Geetha  Ms. Sangeetha M |
|  | **Funding Source** | ARF |
|  | **Fund ( in** ` **lakhs )** | 4.71 |
|  | **Objectives** | To determine with reasonable accuracy the proportion of children who persist in stuttering and those who recovery of their own accord (spontaneous recovery), to determine the treatment related factors contributing to recovery in CWS and isolating factors that govern or influence persistency and remission. |
|  | **Outcome** | The study revealed that majority of the children experienced relapse in stuttering. Among the 93 CWS who reported, recovery was found in 45% of CWS. While in the remaining 55% there was no recovery or the condition worsened in some. Majority of the children belonging to lower age group, age of onset within 5 years of age, female CWS, those with gradual nature of onset, chronicity less than 6 months, absence of associated problems recovered better compared to other groups although group differences were not significant. The only significant predicting factor towards recovery pattern was found to be the severity of stuttering and gender. |
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| **14** | **Title** | Phonological sensitivity training kit in Kannada |
|  | **Investigator(s)** | Dr. K.S. Prema |
|  | **Funding Source** | ARF |
|  | **Fund ( in** ` **lakhs )** | 4.64 |
|  | Objectives | To develop phonological sensitivity training kit for children who are native speakers of Kannada language, to evaluate the efficacy of the training kit on typically developing children and children who are ‘at-risk’ for literacy failure and to evaluate the effect of phonological sensitivity training on school performance. |
|  | **Outcome** | Developed phonological sensitivity training material and user manual in Kannada as a part of the training kit. Prepared a presentation and a video-recorded sample to sensitize SSA participants regarding early literacy and phonological sensitivity training. Early literacy screening tool was validated. Re-designed an emergent early literacy brochure. |
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| **15** | **Title** | Reading acquisition in children learning two distinct orthographies, Malayalam and English |
|  | **Investigator(s)** | Ms. Shivani T.  Mr.Gopee K.  Dr. Rajashekar. B.V  Dr. Shyamala. K.C |
|  | **Funding Source** | ARF |
|  | **Fund ( in** ` **lakhs )** | 3.16 |
|  | **Objectives** | To investigate the reading acquisition in children learning to read two distinct orthographies, Malayalam and English simultaneously. |
|  | **Outcome** | The phonological awareness skills developed more gradually in Malayalam compared to English language, except for rhyme recognition skills. Syllable awareness developed ahead of phoneme awareness. Word and non-word reading performances were superior in Malayalam compared to English language. Reading of regular and irregular English words did not differ. Orthographic recognition was superior to recall in both languages. Orthographic recognition matured by grade III with Malayalam orthographic recognition scores superior to that of English orthographic recognition scores. In English, the lower case recognition scores were better than upper case recognition. Orthographic recall on the other hand was found to be superior in Malayalam language and dependant on the complexity of Akshara |
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| **16** | **Title** | Screening test for acquisition of syntax in Hindi |
|  | **Investigator(s)** | Dr. S.P. Goswami  Mr. Brajesh P |
|  | **Funding Source** | ARF |
|  | **Fund ( in** ` **lakhs )** | 4.57 |
|  | **Objectives** | To develop a module on computerized Screening Test for acquisition of Syntax in Hindi (STASH). |
|  | **Outcome** | The test will assist speech language pathologist to assess the syntactic age of a child and if the child is at risk of developing deficits in syntax. Also it can be used as a research tool to collect normative data on a larger scale and on different populations and as a guide to plan therapy and therapy materials for language delay and disordered clients. |
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| **17** | **Title** | Screening test for acquisition of syntax in Malayalam. |
|  | **Investigator(s)** | Ms.Preethi T.  Dr.S.P.Goswami |
|  | **Funding Source** | ARF |
|  | **Fund ( in** ` **lakhs )** | 2.44 |
|  | **Objectives** | To develop a module on computerized Screening Test for acquisition of Syntax in Hindi (STASH). |
|  | **Outcome** | The findings of the study project that language acquisition follow a developmental pattern and children develop its major morphosynatctic aspects during the preschool periods. The test serves as a precursor for a detailed syntactic assessment. It assist speech language pathologist to assess the syntactic age of a child and if the child is at risk of developing deficits in syntax. |
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| **18** | **Title** | Sensitizing teachers on academic problems in school children in Karnataka |
|  | **Investigator(s)** | Dr. S. Venkatesan |
|  | **Funding Source** | SSA |
|  | **Fund ( in** ` **lakhs )** | 14.00 |
|  | **Objectives** | To sensitizing teachers on academic problems in school children. |
|  | **Outcome** | A dedicated team of resource persons covered various topics related to academic problems, their assessment and remediation through lectures, case history taking, group discussion, individual case presentation etc. Each 12 day program covered 40 participants every month through 15 batches completed by 2010-11. The program included a course manual in English/Kannada along with in built schemes to evaluate them, the resource persons, participants and program implementation. |
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| **19** | **Title** | Servicing and repairing of hearing aids: A profile. |
|  | **Investigator(s)** | Dr. P. Manjula  Dr. Ramadevi K.J.  Ms. N. Devi  Ms. Kalai Selvi |
|  | **Funding Source** | ARF |
|  | **Fund ( in** ` **lakhs )** | 3.13 |
|  | **Objectives** | To explore various problems encountered by the hearing aid users who have obtained the hearing aids through ADIP scheme and HADS scheme and to quantify/list the problems faced by them when their hearing aids are given for repair. |
|  | **Outcome** | The study identified that the problems were in terms of various listening task such as awareness, identification, localization, understanding in favourable and adverse conditions. They also faced problems in social and emotional areas. The children faced problems while at school when their hearing aids were given for repair. Based on the results obtained, a feedback form was prepared for the hearing aid manufacturers in order to give feedback to the manufacturers about the complaints of their hearing aids and also to prevent and rectify the problems faced by the clients when their hearing aids were given for repair. The information obtained from the feedback form revealed the provision provided for hearing aid repair, servicing, FM compatibility, loaner/exchange of hearing aids, ear mould making, warranty, duration taken for repair, cost involved, hearing aid life span, schemes and insurance covered by the manufactures. These information may be utilized to improvise the HAD scheme and provide better service to the clients. |
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| **20** | **Title** | Special educators knowledge, attitude and practice on early intervention |
|  | **Investigator(s)** | Ms. Prithi Nair  Dr. I.P. Gowramma |
|  | **Funding Source** | ARF |
|  | **Fund ( in** ` **lakhs )** | 2.20 |
|  | **Objectives** | To assess the knowledge of special educators about the early intervention strategies for children with hearing impairment and to assess the attitude of special educators towards early intervention programmes for children with hearing impairment. |
|  | **Outcome** | The study found that the professionally qualified teachers performed well in skill, where as non-professionally qualified teachers performed well in the knowledge and attitude. Teachers having less than 10 years of teaching experiece performed well in Knowledge and skill, whereas teachers having more than 10 years of experiece performed well in the area of attitude. |
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| **21** | **Title** | Treatment efficacy with response cost for CWS. |
|  | **Investigator(s)** | Ms. Sangeetha M  Dr. Y.V. Geetha |
|  | **Funding Source** | ARF |
|  | **Fund ( in** ` **lakhs )** | 4.44 |
|  | **Objectives** | To determine the effectiveness of response cost method and its long term effects in subgroups of children with stuttering and determine the possible client related variables influencing stuttering therapy outcome. |
|  | **Outcome** | The study revealed that the withdrawal of the treatment resulted in increase in the number of the dysfluencies though not to pre therapy level. During the Reinstatement (RI) of Response cost, the findings suggested decreased stuttering which also suggested no effect of spontaneous recovery or maintenance with the withdrawal of treatment. This study suggests that effective treatment of stuttering will enable one’s ability to communicate whenever, wherever, about whatever, and to whomever they want, without worry about stuttering. 2 |
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| **22** | **Title** | Relapses in individuals with stuttering |
|  | **Investigator(s)** | Dr. Y.V. Geetha  Ms. Sangeetha M  Mr. Sachin L.C. |
|  | **Funding Source** | ARF |
|  | **Fund ( in** ` **lakhs )** | 4.71 |
|  | **Objectives** | To identify the proportion of children and adult PWS who exhibit relapses and to identify the nature of such relapses such as whether it is complete or partial, probable duration after which relapses occur. |
|  | **Outcome** | The results revealed that majority of the participants experienced a relapse in stuttering. This was true in case of both children and adults with stuttering. Out of 30 CWS, 23 children were found to have relapsed, with 8 children having partially and 15 children completely relapsed. Among the 30 AWS in the study, 22 had relapsed, with 12 adults experiencing partial and 10 adults, a complete relapse to pre therapy condition. pre-treatment severity and associated problems to be possible factors contributing to relapse in both children and adults with stuttering. |