

A
HOME TRAINING PROGRAMME FOR
THE PRE-SCHOOL
HEARING IMPAIRED CHILD

Register No : M 9023

*An Independent project submitted as part fulfilment for
First year MSc., (Speech and Hearing)
to the University of Mysore.*

ALL INDIA INSTITUTE OF SPEECH AND HEARING
MYSORE - 570 006
MAY-1991

TO

ALL FUTURE VENTURES IN THE FLELD OF
HABILITATION OF THE HEARING IMPAIRED

CERTIFICATE

This is to certify that the Independent project entitled "A HOME TRAINING PROGRAMME FOR THE PRE-SCHOOL HEARING IMPAIRED CHILD" is the bond fide work in part fulfilment for the degree of Master of Science (Speech & Hearing), of the student with Register No. M 9023.


Director

**All India Institute of Speech & Hearing
Mysore - 570 006**

CERTIFICATE

This is to certify that the independent project entitled
**"A HOME TRAINING PROGRAMME FOR THE PRESCHOOL
HEARING IMPAIRED CHILD"**

has been prepared under my supervision and guidance.

May 1991


DR. (Ms) S. NIKAM
Guide

DECLARATION

I hereby declare that this Independent project entitled "A HOME TRAINING PROGRAMME FOR THE HEARING IMPAIRED CHILD" is the result of my own work under the guidance of Dr(Ms) S.Nikam, Director and Head, Department of Audiology, All India Institute of Speech and Hearing, Mysore, and has not been submitted earlier at any University for any other Diploma or Degree.

**MYSORE
MAY 1991**

Reg. No. M 9023

ACKNOWLEDGEMENTS

*/ sincerely thank my guide **Dr.(Ms)S.NIKAM**, Director, Professor & HOD, Department of Audiology, AIISH, for all her help, patience and guidance.*

*A special thanks to **DrNATARAJA**, Professor & HOD, Department of Speech Science, AIISH, for his timely help.*

I thank all my friends for always being there when I needed them.

*I thank my friend **KAVITA** for the beautiful poem that she has written which reminds us of the immense potential of our hearing impaired children.
Thank you KAVI*

*A special thanks to **Mr .Ravi** for having typed this project.*

THANKS to all the people who contributed in big and small ways.

I LONG TO BELONG
I am a deaf child
Not able to hear
My guesses are wild
As to what you say, dear.

I do not need your pity
It's not such a necessity
For, if given the chance
I may even be able to dance.

Most times you do not
Understand my thoughts
Frustrated I get alot
And in self-pity, I get caught.

You must help me come
Out of this depression
And guide me towards
Making a good impression.

People consider me a problem
At home as well as in school
For, not replying to a question
Is the exception, rather than rule.

But they do not realise
That I cannot hear them
And hence, me, they penalise
For no fault of mine.

People feel I'm dumb,
Whereas actually I'm not,
To helplessness I'll not succumb
If I am, from the start, taught.

When properly trained
I can talk, and talk, and talk,
At the knowledge I gain
You will all balk.

My hidden potentials
You cannot even judge
Just give me a trial
And towards success, I'll trudge.

- MISS KAVITA SERRAO

TABLE OF CONTENTS

	PAGE NO.
1. INTRODUCTION	
2. OUR PLAN:	
Guidelines for the parents (Section-I)	4 -5
Normal development of speech and language (Section-II)	6-9
All about hearing aids (Section-III)	10-15
Pre-linguistic skills (Section-IV)	16-29
Auditory Training (Section-V)	30-34
Speech & Language Training (Section-VI)	35-46
Lip-reading - specific & general (Section-VII)	47-51
Activities & Lesson Plans that can be used (Section-VIII)	52-65
The future of your child (Section-IX)	66-67
Special Problems faced and how to tackle them (Section-X)	68-72
3. IN CONCLUSION	73
4. REFERENCES	(i)

INTRODUCTION

"There are always at least 2 people involved in any communication, whether one talks or listens, writes or reads, or lipreads. You, dear mother or father, whether you talk or listen, will be this "other person" for your child almost entirely during his early years, and very often in the years following", as quoted by Mrs. Spencer Tracy, Director of John Tracy Clinic, California.

The parent's role in the rehabilitation of a hearing-impaired child is indispensable. An attempt has been made here to help the parents of the hearing-impaired child in enabling their child to cope up with his/her problems, to make better adjustments in this hearing world. The realization of the parents of having given birth to a hearing-impaired child, puts them in a dilemma. They are not fully able to cope with this situation and the various problems that they face. At this very moment, it becomes the most important task of the audiologist and speech pathologist to do their best in order to help the parents in the best way they can. We, as speech and hearing specialists have to help parents to acquire greater skill in working their way out of personal difficulties which may arise with the discovery of the existence of a hearing problem in their child. Many a times, we tend to take it for granted that the parents do understand the important role that they play in the rehabilitation of their child and we fail to realize whether

or not the parents have actually understood what is expected of them. But this should not be the case. The parents' active participation and contribution towards the development of their child is urgently needed and thus the entire rehabilitation programme should be explained to them systematically and meticulously. This is why, a home-training programme becomes a must. The child spends most of his time with his parents and hence the future of the child depends on how well the parents work towards our pre-set goals. Hence, the parents should have a clear idea as to what they are supposed to do, why they are supposed to do what is expected of them and how they are going to go about training their child. Thus, the more information they have regarding this, the easier the task will be. A home-training programme with all its' lesson plans, activities and information regarding various aspects of training should be put forth to guide parents appropriately.

In the home-training programme which has been put forth here, the various aspects of training such as auditory training, speech language training, sense training, attention control have been discussed. All these aspects form an integral part of every training programme for an hearing-impaired child. Section-I gives guidelines as to how the parents can work optimally with their child. Section-II deals with normal development of speech and language. Section-III deals with hearing aids including information

about hearing aids along with their care and maintenance. Finally, Section-X deals with some of the problems that the parents are most likely to face and the ways and means to tackle them.

OUR PLAN

Guidelines for the parents:

1) Always remember that your child is normal in all aspects except for his hearing impairment, so do not overprotect your child and do not think that your child is incapable of doing what a normal hearing child would otherwise do. Although you may do so with the good intention of helping your child, you may, unintentionally restrict your child's exposure to stimulating situations and may in turn hamper his growth and development and may cut down his opportunities to achieve his full potential.

2) Develop a natural and positive attitude towards your child.

3) Reduce your child's dependency needs. Rather than being a fictitious version of a hearing person, your child has to cope with his handicap well in order to make him a well-adjusted (hearing-impaired) individual in this hearing world.

4) Provide your child with language. Talk to him about what you are doing, what he is doing and what is going on in the environment around him.

5) Give your child all the possible clues in all the possible ways ie., auditory, visual, tactile, kinesthetic.

6) Use daily situations and other play activities to stimulate your child.

7) Encourage and reinforce every response of your child irrespective of whether it is verbal, vocal or even gestural. Your child has to feel the need to communicate.

8) The future of your child is in your hands. So, work as hard as you can and make the best of the time that you spend with your child.

9) Collect as much information as you can as regards your child's hearing-impairment, hearing aid, etc. The more knowledgeable you are, the easier the task will be.

10) You might face many failures and might feel that this training is not showing quick results but please DO NOT GIVE UP! Eventually, your child will pick up what's being taught and these signs of success are tremendously satisfying.

NORMAL SPEECH AND LANGUAGE DEVELOPMENT

How does a child learn to talk ?

As you are aware, a child does not start talking as soon as he is born. He learns to talk ie., in other words, speech is a learnt behaviour. You as a parent must have not paid much attention as to how speech and language develops but as you read on further, you will realize how interesting and intriguing this process is!

Audition plays a very important role in the development of speech and language. The infant is actually bombarded with sounds right from the beginning of his life. Thousands and thousands of times, he hears sounds connected to what he is doing. Gradually, he starts connecting these words with the actions or objects that he sees. For instance, he may learn to identify the word "mama", with you, ie. , the person who feeds him, who loves him, who cares for him and attends to all his needs. Later, when he knows the word, he'll know whom you're talking about when you say "mama". Later on, he may look out for you in your absence when asked "where's mama?" At this point we can say that the child understands this word. This is how understanding or comprehension of the spoken words develops.

Hence, comprehension of language always precedes expression. Once the child understands, he starts initiating

and mimicking sounds or may simply combine different sounds and assign it to a particular object, person or action. Slowly, he begins to use words more meaningfully and finally comes out with adult like patterns of speech.

Thus, all children follow more or less similar stages of speech and language development which could be overlapping each other.

Let us now look into these stages:

Crying:

The infant announces his arrival to the world by crying. Thus crying is the first and the most preliminary stage of communication. Later on, the mother can differentiate between different cries as to when the child is hungry, angry, in pain, annoyed, wet and so on. Thus, the mother takes care of her child's needs accordingly. As mentioned earlier the infant will be bombarded with speech but he will be unable to comprehend speech at this level.

Cooing and Babbling:

This is the next stage wherein the infant produces sounds and plays with his vocal mechanism. The parents and others with whom he comes in contact are delighted and imitate his vocal behaviours thereby reinforcing him and increasing the frequency of such behaviours. As the child grows older-say 4-5 months he starts combining various sounds and this is called babbling. He produces sound sequences

like "Mamama... papapa...." which by themselves have no meaning but this too is encouraged and reinforced by the parents. Babbling reaches its' peak at the age of 6-8 months. This is where your child may appear different. He may babble for some time but may soon cease to do so because he is neither able to hear himself nor his parent's encouragements and reinforcements. Thus, he may stop babbling altogether.

Jargon:

At about 7-10 months of age, a chain of syllables with correct intonational patterns can be heard in which the child starts playing roles in a communication process. He starts to use gestures along with such vocalizations which indicate his wants and wishes.

Ecolalia:

The child imitates what he hears and begins to use primitive forms of actual words like "mama" for mother.

1-word stage:

The child usually utters his first word at the age of 12 months. From 12-18 months, he acquires around 50 words. From 12-18 months of age, the child imitates, uses jargon and few words, vocalizations and gestures. Comprehension is always better than expression. From 18-24 months, he uses less jargon and more actual words.

2-word stage:

At around 2 years of age, the child begins to use 2 words indicating an actual object and happening. He begins to use verbs, adjectives and his vocabulary slowly increases and reaches around 300 words.

3-word stage:

At around 3 years, the child begins to ask questions. He uses prepositions and his vocabulary increases to 500-1000 words. He begins to use language comfortably in everyday life situation to fit his own needs and demands of the situation. At 4 years of age, he follows complex commands and can repeat simple sentences. Vocabulary is 1000 words.

By 5 years, language comprehension grows amazingly. The child will master his own native language. The child will now be ready to learn a different language form-reading and writing.

SECTION ON HEARING AIDS

He, as audiologists believe that no child is deaf but is rather hearing-impaired with some amount of residual hearing. So, by fitting your child with a hearing aid, this residual hearing will be used most optimally.

You must remember that the day a hearing aid is fitted to your child is the day your child will be born into the hearing world. Hence sooner the better. But this does not mean that your child will start talking immediately following the fitting of the hearing aid. You have to train him to listen to the various sounds in his environment as well as to speech. In other words you have to give him auditory training which will be explained in one of the following sections.

What does a hearing aid do ?

You might wonder what is the actual function of a hearing aid. Well, all that a hearing aid does is amplifies the sounds that it receives and feeds this amplified output to the ear. In other words, it's function is similar to that of a loudspeaker and it makes full use of your child's residual hearing.

What are the different types of hearing aids ?

There are basically two types of hearing aids viz body-level and ear-level hearing aids. The ear-level hearing aids are of various types such as behind-the-ear, in-the-ear, in-the-canal and eyeglass hearing aids. The body level hearing

aids have a cord which connects the receiver to the hearing aid case. We can have a Y-cord with two receivers and one hearing aid case (pseudobinaural fitting) or we can have two hearing aid cases each having an S-cord with receivers (binaural fitting) or one cord connecting one hearing aid case and a receiver (monaural fitting). Other bone conduction hearing aids are also available. Portable aids such as speech trainers and vibro-tactile aids are commercially available.

Depending on the severity of the hearing loss of your child, an appropriate hearing aid will be prescribed and you will be told about the various arrangements and adjustments that have to be maintained by you. Care should be taken not to manipulate the hearing aid without the consent of your audiologist.

Parts of the hearing aid :

A hearing aid consists of the following :-

- 1) Microphone : picks up sound and changes it into electrical signals.
- 2) Amplifier : increases electrical signals received from microphone.
- 3) Volume wheel : moving it up or down will make the sound louder or softer; sometimes lowest setting will turn off the sound.
- 4) On/Off Switch : turns the hearing aid on or off, often telephone switch is present on it.
- 5) Tone control Switch : controls amount of low-pitched sound.

01 Usually N-normal, L-low, H1, H2, for high frequency emphasis.

6) Receiver : transforms amplified electrical signals to sound; in ear-level aids it is inside the hearing aid itself whereas in body level aids it is a separate case.

7) Cord : used to attach external hearing aids to receiver.

8) Tubing or Ear moulds : used to direct amplified sounds from the receiver to the ear.

9) Battery : provides power which is necessary to amplify the sound.

How to use a hearing aid :

Hearing aid could be damaged if :-

- 1) Dropped on a hard surface.
- 2) Exposed to high temperatures (near a stove, heater etc.)
- 3) Immersed in water or exposed to moisture
- 4) Exposed to excessive dust or dirt
- 5) Exposed to hair sprays or perfumes.
- 6) Leaving an exhausted battery may corrode the terminals.
- 7) Inserting foreign objects

Batteries :

- 1) Check date of manufacture - if they are not used for a long time after the date of manufacture, they will lose some of their strength.
- 2) Store them in a cool dry place.
- 3) Do not use it if it is leaking or corroded.
- 4) Keep terminals clean.
- 5) Insert the battery correctly ie -ve to -ve and +ve to +ve.

- 6) Remove battery after use.
- 7) If battery becomes old, it should be removed and discarded and a new one replaced.
- 8) Use battery tester to check battery.
- 9) Use it for fifteen twenty days if used for the whole day.
- 10) Do not use battery recharger unless you have rechargable batteries.

Controls :

A) Volume control :-

- 1) Use as recommended by your audiologist.
- 2) You can make adjustments if required like reducing the volume on a noisy road.

B) On/Off :-

Turn the hearing aid on after ear mould and aid are in place.

- Turn off before taking ear mould and aid off and then take off the battery from the aid.

C) Tone Control :-

- Use as recommended, do not make any adjustments.

D) Mic/Telephone switch :-

-Use "T" position while using telephone otherwise maintain "M" position always.

Ear Mould and tubing :

- Ear moulds should fit comfortably.
- Keep Ear moulds clean and unclogged from wax or moisture. Immerse moulds in luke warm, soapy water for some time, take out, clean and dry. Blow out moisture from the mould.
- In ear level aids, use wire loop provided by manufacturer to get behind and pull out the wax.

Inspect tubing to see :

- If it fits snugly around the ear hook.
- Is glued securely in ear mould
- Has no cracks that will allow amplified sound to cause feedback.

Cords and receivers :-

These should be handled with care

- Do not bend cords extensively.
- Do not allow them to knot or twist.

Acoustic Feedback :-

This is one of the major problems that you may encounter. It occurs when amplified sound gets back into the hearing aid mic at a high enough intensity and is amplified again.

It can occur if :

- Ear mould placement is improper.
- Ear mould does not fit tightly enough.
- If there is a crack in the ear mould, hook or tubing. -If hearing aid is defective.

-If cords are ill-fitting or broken.

-If reflective surface such as a wall, pillow or hand is too close to the mic and receiver.

If there is a squeal due to this acoustic feedback then you must look out for the above mentioned possible causes and act accordingly.

Daily listening check :

It is very important to check the hearing aid daily before you fit it on your child. This goes as follows :

-Check battery

1) Terminals

2) Leak

3) Weak

-Check switch position ("On", "Mic", "N", volume setting as recommended)

-Check ear moulds - should be dry.

Wear the hearing aid yourself and check the continuity and quality of sound. If there are any problems with your child's hearing aid, then look out for the possible causes and solve them accordingly. If problems cannot be solved then consult your audiologist immediately.

Occasional servicing and repair are needed for all hearing aids. Tubing and ear hooks become worn and need replacements and the hearing aid switches or circuits may also need repair or replacement.

IV

PRE-LINGUISTIC SKILLS

4 basic skills should be worked upon :

- 1) **Acuity** ie the awareness of stimuli impinging on all sensory modalities.
- 2) **Attention** : ie the ability to focus appropriately on relevant or salient objects or tasks.
- 3) **Processing** : ie matching of stimuli against subsequent events so that they may be classified and categorised.
- 4) **Storage** : ie short or long term retention and retrieval of both nonverbal and verbal perceived events.

The skill acuity has been dealt with in the chapters regarding lip-reading and auditory training.

Now let us focus on ATTENTION

As explained earlier attention is the ability to focus appropriately on an object or task and it is most fundamental of all strategies involved in teaching language and speech. If a child is unable to give adequate attention to learning situations; then definitely all learning will suffer.

Let us deal with the stages involved in attention control.

Stage 1 :-

This is the stage of extreme distactibility which is quite normal in the 1st year of life. The child's attention is held momentarily by whatever is the dominant stimulus in the environment and he is easily distracted by any other stimulus. If your child is at this level then you must

remember that the learning task undertaken should be the dominant stimulus with all other possible distractions reduced to the minimum.

Stage 2:

This stage occurs in the 2nd year of life. At this stage; the child can concentrate for some time on a concrete task of his own choice but this is rigid and inflexible particularly at first probably because attention is so precariously held that all other stimulus must be out in order to sustain it. Such children cannot even tolerate any attempts to intervene or modify the task by an adult whether this is verbal or visual.

If your child is at this stage; then he will enjoy such tasks as formboards where the directions are implicit in the task and the success is self-evident. Rewards too must be intrinsic. Your child may not appreciate at this stage that he will get a sweet if he does a particular task. But if you arrange the task in such a way that the reward is a part of the task itself; then the reward can be more effective. For instance keep a candy right below some beads in a box.

As the child completes the task of putting these beads into another box; he will find the candy which will be so rewarding.

Stage 3:-

At this stage, usually in the 3rd year of life, attention is single-channelled but is becoming more flexible and allows a shift from task to directions and back to the task. The control of attention focus is entirely with the adult.

If your child is at this stage then see to it that before any directions are given, his attention focus is set so that he is giving full attention-auditory and visual-to the directions. He then needs help in transferring the directions immediately to the task. In the teaching situation make sure that your child is looking at your face without fiddling with other toys or play material. But do not ever force him to look at your face.

Stage 4:-

During the 4th year of life, children can begin to control their own attention focus. But is still single-channelled so that the child must give his full attention-visual and auditory- to any directions being given but he does so quite spontaneously and on his own. Here, the adult ~~stage not~~ set the attention focus for him.

This is the stage for school readiness where a child can assimilate directions related to the task. It is sustained initially for short periods but later is lengthened. When children have reached this level, they are ready for teaching in classrooms where directions are often

-They should be supplemented with other training programmes.

-Work at your child's level and be PATIENT!

Eleven rules for teaching lip-reading

Rule 1: The biggest problem is focussing his attention on your lips. Don't expect your child to concentrate on one thing more than a few minutes at a time. Encourage lip watching. Bring the object of interest close to your lips, so that he watches your lips. Try and win looks and remember looks must be rewarded.

Rule 2: Give specific and general training as explained above.

Rule 3: Use words that don't look the same on your lips. For instance don't use "bell" and "ball" but rather: "shoe" and "ball".

Rule 4: As soon as your child is able to discriminate and recognize the 2 words, add another word.

Rule 5: Always use words in short, complete sentences, never by themselves.

Rule 6: Never say the words in the same order each time you say them. If you are using objects to show meaning along the appearance of the words on your face, you should use different objects illustrating the same word (ie of different sizes and colour). Initially they should be identical in all respects but later you should use pictures illustrating similar objects of different colours, shapes or sizes. For

given to a class as a whole while the children are carrying on the task.

Stage 6:

This is the mature school entry level where integrated attention is well established and well-sustained.

Some activities that: can be used to build UP attention control:

If your child is within 0-3 years

1) Try and establish eye contact. Bring an interesting or colourful object near your face and say "Look at this" and name the object. Encourage your child to look at your face. This will also enhance lip reading.

2) Draw various shapes and let your child colour them or paint them.

3) Try the game of blowing bubbles in soapy water. This will also enhance the movements of his oral mechanism.

4) Fill a box with beads and a piece of candy. Ask the child to find the candy. Use other form boards.

5) Play nursery rhymes on the recorder. Some children enjoy listening to music.

If your child is 3-5 years old

1) Balance a pencil on a flat wide ruler and ask your child to do the same. Then try balancing a coin.

2) Imitation of nursery rhyme movements can be worked upon.

3) Play hide and seek with your child.

- 4) Use jigsaw puzzles slowly increase their complexity.
- 5) Using a mirror encourage looking at facial and other body parts.
- 6) Try stringing the beads-enhances motor coordination too.

You can use several variations and modifications of these activities. Just run through your imagination and plan out activities to solve the purpose of the task and moreover to meet the needs of your child.

Motor co-ordination

This is another important aspect that you should work upon. Motor development is very essential and is a prerequisite to the speech and language strategies that will be undertaken

To enhance motor co-ordination you can

- 1) Use peg-boards.
- 2) Try stringing of beads
- 3) Encourage joining of dots to make a figure
- 4) Encourage him to tie his shoe-lace.
- 5) To button his clothes.
- 6) To draw and colour, use clay, paints and so on.

For motor development:-

- 1) Include walking, hopping etc in your therapy plans. Eg child has to walk till music is on and then stop when the music is switched off.
- 2) Touching toes to the beat of the drum.

3) Walking on a balance beam which is sufficiently broad.

Many variations can again be used.

Sense training is one of your child's most useful tools in learning, in developing lip-reading, for language understanding, in speech preparation, in reading readiness and is a form of learning which is play for him. The development of the sense of touch, sight, taste, smell and even hearing which begins at the early levels through sense training is closely related to the development of lip-reading, speech, reading and also improves the quality of other developed skills. It also assists in personality development.

So, do not interfere in your child's activities and let him satisfy his curiosity. Guidance and direction may be accepted but interference will not be accepted.

Some sense training activities that you can use:-

First of all, always remember that success depends on the interests, muscular co-ordinations, attention span of your child and your expectations from him. Hence, please bear these aspects in mind when planning out the activities.

SENSE OF SIGHT:-

A. Matching:- Matching is the process of recognising the similarity among objects and responding to like objects similarly.

(1) Matching object to object:-

In the initial stages, use objects which are identical in all respects eg 2 spoons, 2 similar red balls, 2 similar dolls, 2 air planes and so on. Remember that the two objects should be identical. You can start by saying "This is a ball". Give me the ball. Now, tell me where is the other ball" Then you point out to the other ball and say, "Here is another ball". Always remember that you must speak in full, short sentences. Do not use single words. Now keep the two balls together and use any other two objects. Introduce them to your child and match them for him. Try putting his hand on your face, draw his attention to your lips but remember not to force your child. Thus imitation and lip-reading are introduced.

Once the child is able to match the 2 identical objects, then use objects which are of different size, different colours and work on matching. The basic aim is to make your child understand that a red big ball or a green small ball can be considered as belonging to the category of ball.

2) Matching object to picture:-

Initially the object and the picture should be similar in all respects and then they can be varied as regards the size and colour keeping the category constant. You have to increase his understanding of the relationship between pictured objects and real ones. Again lip-reading, use of tactile and auditory approaches can be utilised.

You can pin up pictures of items of daily use such as your child's toothbrush, soap, comb, towel, clothes in the places where you keep them.

3. Matching Picture to picture

Initially use pictures having only one object each and slowly you can use more complicated pictures that include several objects and people.

Remember your activities should be interesting and should have variety and should be repeated a few times.

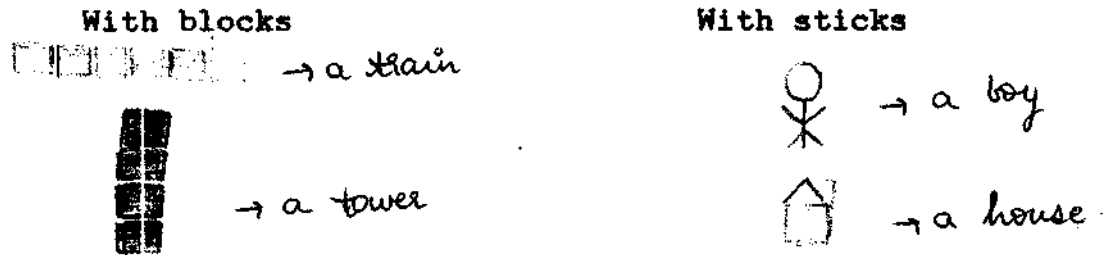
-You can introduce searching. Show the child where you have hidden a set of pictures, take say 4 pictures and keep a set of identical pictures with you. Now show him each picture one at a time and ask him to search for the one that you've asked for. Again lip-reading can be utilised here.

-You can also ask him to sort out similar pictures from a box full of pictures.

-Sorting of vegetables-say onions and potatoes- can also be tried.

-Make charts of different objects and cards illustrating similar objects and ask your child to match each card with the picture on the chart

so the adult should do the same to put across the idea of imitation.



2. Copying a particular pattern of bead chain.
3. Copying simple designs on peg boards.
4. Arranging objects in a sequence.
5. Working simple puzzles.
6. Popping bubbles in a particular way, ask the child to imitate.
7. Imitate stirring and drinking of water.
8. Introduce a pantomiming function.
9. Introduce counting.
10. Hide toys in front of the child. Show similar objects and ask your child to find the similar toy. Later on try working on lip-reading and see whether your child can lipread the name of the toy or object and get it for you. Auditory training can be done in a similar fashion by covering your lips and then saying the word in a complete sentence. If your child is unable to understand or follow you, then revert to tactile and visual clues along with auditory clues.

Sense of touch

Ways to work on are

1. Put different shapes in a bag. Make the child feel the shape of a square and ask him to take out squares from the bag.

Auditory Memory :-

Your child may fail to develop recall for sound patterns and thus for verbal patterns because of his dissociation with a sound environment. Hence it is extremely essential to work on your child's auditory memory and retention.

Ways to increase auditory memory and retention

- 1) Encourage keeping rhythm to music through a stick.
- 2) Clapping to a specific rhythm.
- 3) Repeating sounds made ie one drum beat followed by another according to what you do.
- 4) Repeating sounds produced in a particular sequence eg loud, soft and again loud. Child has to do the same.
- 5) Vary the time interval between the two sounds.
- 6) Imitating your vocal presentations.
- 7) Repeating monosyllabic words.

Visual Memory :-

This is the ability to remember what is seen. This ability includes remembering the shape of what we see, it's relationship to other things in the environment, it's direction or position in space and the order in which we see it which is called visual sequencing and is particularly important to spelling, reading and development of lip-reading.

Ways in which you can increase visual memory, sequencing and retention.

1. Make simple designs using blocks or sticks and ask your child to do the same. Some children may do what they want and

Formboards can be used too.

Various materials can also be used. Initially let the child use both visual and tactile clues, then he should be able to accomplish the task on his sense of touch alone.

You should always remember the following points while training your child.

1. Record your child's progress and maintain a diary.
2. Adapt the materials to fit your child's needs.
3. Maintain short goals and footstones and chart out and plan your activities.

To Learn Is A Joy,

To Teach Is A Joy-

And A PRIVILEGE.

SYMBOLIC UNDERSTANDING : SITUATIONAL CLUES :-

In the early stages of development, children organise their cognitive schemata according to the environmental context in which the objects and activities come together. Object permanence (ie knowing an object is present although it is not in view) and early semantic forms are derived from this type of interaction. During the representational period, which comes in later, the child can deal with each aspect of the trio symbolically and can separate them in order to generate his own hypothesis. But until that point we have to organise our therapy plans from the perspective of the child's need to relate object to activity and to context. Without this pattern of relationship, nothing will be relevant to the child.

Things to remember and bear in mind :-

1) Always give all possible clues ie tactile, visual, auditory as well as situational. For instance when you set the table for dinner, look at your child and say, "Come, let us eat.". Hence the child will understand that he is being called for dinner.

Or take another instance - Put your child on your lap, hold him lovingly, extend your cheek and tell him, "Give me your kiss". Although the child may not have lip-read you, he has understood that you have asked for a kiss. These clues are essential for the child. After several times of repetitions, the child will relate what is being said to what

he has understood from the situation and this is where language understanding begins.

2) Encourage your child to indulge in symbolic play. For instance- playing doll house, going to the grocer, playing teacher-teacher. All these activities will enhance his representational abilities and in turn enhance language development. Girls usually enjoy playing with kitchen sets and dolls taking the role of their mothers.

In this way, you will be providing an opportunity for your child to express herself and as to how she perceives people as well as the situations around her. Thus, you are building a bridge towards language development.

AUDITORY TRAINING :-

The eye is the mirror to the soul but the ear is the gateway to the soul. We believe that a majority of the hearing-impaired are not totally deaf. Very often they have remnants of hearing- as if this gateway was slightly open and through this narrow opening we try to reach the child by using speech amplified with the help of a hearing aid. This is auditory training.

Before going on to the levels of auditory training, it is important to make a distinction between listening and hearing. When a child is fit with a hearing aid, many sounds are meaningless to him. He has to recognise what sounds are, where they come from, only after which the association with meaning occurs. Once the child has learnt the source of many environmental sounds and which ones require a response, real listening begins. We may think of listening as selective hearing- ie a sorting-out process.

- 1) Always watch out for your child's responses to sounds and speech and give him information regarding it's source.
- 2) Plan out your therapy and activities and work with patience because the results may be slow.
- 3) It will be more effective if combined with other forms of training.
- 4) Always remember you have to use only one language, talking and singing are the first things that you can do.

5) The main aim is to allow your child to use his auditory mode more effectively and efficiently in dealing with his environment.

Levels of Auditory Training :-

- 1) Awareness.
- 2) Discrimination, localization.
- 3) Comprehension.

1) Awareness

First of all your child has to differentiate between silence and sound. Initially you can use gross sounds like the drum, bell, tabla etc.

You can train your child to put a peg into a box everytime he hears the sound. At this level, it is important to give him the visual clue of you banging the drum. Then you bang the drum from behind your child and see if he responds. Make this activity pleasant. Do not beat the drum very hard. Raise hands when sound heard !.

Thus in awareness you should introduce your child one by one to various sounds in your environment and make him aware of them. For eg if your cooker whistles and your child looks up, encourage him and take him to your kitchen and show him the source of the sound. Slowly you can introduce different sounds of different intensities and bring the concepts of loud, soft, long, short and so on.

2) Discrimination:-

Here the child will have to be trained to each sound separately and give a differential response to each sound. Initially give all clues, and then train him to respond only auditorily. Give him reinforcement whenever required.

For instance, use a drum and a bell. The child has to put a bead in a box when he hears the sound of the drum and he has to put a block in the box when he hears the bell ring. After your child is able to do this, then you can train him for finer discrimination between two high frequency sounds or two low frequency sounds. Slowly the number of sounds introduced can be increased.

3) Comprehension :-

This is the final stage where the child attaches meaning to the sound that he hears in his environment especially as regards speech.

Vowel Sounds :-

Vowel sounds are easy to imitate and they can be easily seen on the lips and so they are introduced first. They are presented in animal sounds. You can use tape recorded versions of these animal sounds and encourage your child to imitate them and match them with the pictures of the respective animals. The child finds this activity extremely interesting since the child has understood the sounds produced by a dog and a cat, then you can produce the sound

and ask the child to point out to the respective picture in the choice of two.

Music Rhythm:-

You can devote some time each day for music and rhythm activities.

Exposure to music stimulates spontaneity individually as well as in a group. It will encourage to express feelings of joy, dramatic action, creative expression and individual interpretation in developing more graceful movements and motor skills. The sense of rhythm will carry over to your child's speech since the speech muscles learn to move more rhythmically.

Activities:-

- 1) Beat the drum with a specific rhythm. First the child will watch you and then imitate you.
- 2) The child is expected to march or run when music is on and stop when music is stopped.
- 3) Concepts such as loud, soft, noisy can be taught through music.

Words :-

Work on repetition of monosyllabic words initially. Take two words at a time which sound different that is say a monosyllabic word like shoe and a bisyllabic one like air plane. You can use either objects or pictures. Point out to the shoe as in matching and say "This is a shoe". Now point out to the air plane and say "This is an air plane". Now ask your child, "Where is the shoe". If the child has been

exposed to the word shoe in his matching sessions, he will be able to lip-read and thus point out to the shoe and similarly to the air plane. Now cover your lips and see if your child can point out to the appropriate picture without visual clues. If he is unable to do so, immediately uncover your lips and give him the visual clues. Repeat till he can do it auditorily alone.

Sentences :-

Nursery rhymes and jingles can be used but this will be at a higher level that is when a child has developed some amount of vocabulary and good lip-reading and auditory skills.

List of sounds for auditory training :-

- 1) Sound makers like drum, whistle, tabla, bell, xylophone etc.
- 2) Animal and bird sounds.
- 3) Vehicle sounds.
- 4) Common household sounds like door bell, door knock, radio, TV, cooker, mixer, washing, fan noise, running water etc.
- 5) Sound made by human beings like laughing, crying, brushing teeth, coughing, singing etc.
- 6) Sounds in other places.

Temple, puja sounds, banging doors, tailoring sounds etc.

Thus, make your child aware of all possible sounds in the environment. Make him aware of his own voice as well as yours. Auditory training is the back bone of education of the hearing impaired children and it provides lot of scope to develop language skills.

SPEECH AND LANGUAGE TRAINING

Speech develops through understanding of language-not only an understanding of articulated language but also to an understanding of the language of feelings, thought and experience.

Language It is not only the objective in mind for the hearing impaired child, it is also the means. Hence sense training, lip-reading training, auditory training are all language training. Thus, the cumulative effect of all these aspects results into a hearing impaired child having a good control over his speech and language.

The understanding of verbalised ideas and words that is language always precedes speech. Speech is one of the modalities in which language is expressed.

The hearing child is exposed to speech that has meaning-not to isolated vowels and consonants, but to whole words, phrases and sentences that express ideas. The same principle must be applied in training your child. This will result not only in the child's developing a broad understanding of spoken language but in his wanting to talk and in his having something to talk.

As the child becomes more aware of speech and its meaning for him, he begins to imitate and to go through many of the stages of speech development that the hearing child experiences.

Something to remember always :-

You, as parents, should provide ideal opportunities not only for development of your child's communication skills but allround, integrated development of the child as a whole person and as an essential member of your family and society.

Language stiamulation ;-

This is the basic tool by which communication ability is developed. You might think to yourselves, "What's the use of talking to my child so much?!He does not understand any way!". But you must remember that he needs this language stimulation much more than a normal child would need. So talk,talk and talk to your child about things that he can see-here and now. Talk about acts as they are being performed that is what you are doing or what your child is doing.

Was to stimulate your child :-

- 1) Have a good, conducive, and stimulating environment.
- 2) Name all objects that your child comes in contact with. Don't repeat the word. Talk in full complete sentences. Use only one language.
- 3) Provide nursery rhymes. Sing to your child.
- 4) Use doll-house or hand puppets to make this interaction more intresting.
- 5) Read books to your child. Use books with large colourful pictures which will draw the attention of your child.
- 6) Encourage your child in role-playing that is you, as a teacher or her father and so on.

7) Set up a routine for your child.

You have to motivate your child that is you have to develop your child's interest in need for speech and language as a communicative tool.

Ways to motivate your child :-

- 1) Do not ever force your child to talk.
- 2) Speech situations should be pleasant. Your child is like a sponge which absorbs a tremendous amount before it begins to leak. Concentrate on giving a child language before you expect him to perform by giving speech to you.

Some language training tips :-

The mother plays the most important role in the total development of the child by giving individualized training.

- 1) Training periods should be short, often and pleasant. This should be repeated with variety otherwise they may tend to become quite boring. They should be planned according to your child's interest. They should have definite time and place. A child who is hungry and tired will certainly not be in a position to sit through your therapy session.
- 2) Use simple and readily available materials such as pictures from magazines and books.
- 3) Use multiple approach that is hearing, seeing and touching.
- 4) Use rhythm as much as possible.

- 5) Develop your child's self-confidence. Never do anything that a child can do for you. Let the child share his activities with you.
- 6) Pay attention to your child's breath control and voice. Enhance blowing activities.
- 7) Change your child's gestures to speech.
- 8) Use simple and complete language constantly.
- 9) Use examples and familiar ideas constantly.
- 10) Be optimistic and expect to be successful.
- 11) Encourage imitation or any other form of communication from your child.
- 12) Always maintain a note book. Plan out your activities for your child and make a note of his progress.

You will be stimulating your child with language throughout the day but it is also important to devote some time every day for specific training. Here, you will incorporate the auditory, visual as well as tactile approaches and teach your child the language of the hearing world.

You should follow a certain order of introduction of words which is explained below.

1) Nouns:-

Select words which are of interest to your child and which he can touch and feel. Work at the concrete level. It would be preferable to use objects initially and then move on to pictures after you have trained your child to match objects to pictures. You can start with names of toys and

objects of daily use such as ball, airplane, spoon, plate, cup, brush and so on. It is advisable to use words which appear different on the lips and then move on to more words. Use tactile, auditory as well as visual approaches.

1) Bring the attention of your child to your face by bringing the object close to your face.

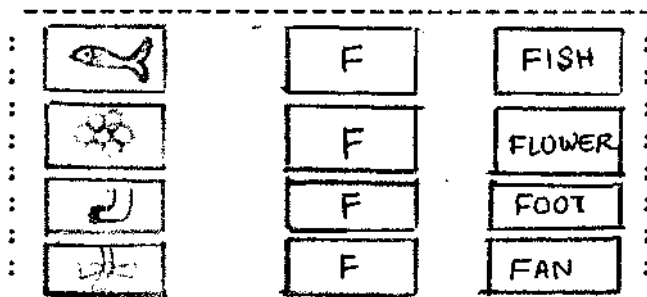
2) Talk to him about objects in short, complete sentences.

3) Let him feel your face when you are talking about the object. Let him feel the vibrations on your throat when you use the word "ball". Let him feel the vibrations with his finger when you say "mama". Let him feel the gush of air coming out through your lips when you say "pa-pa".

4) Always keep the hearing aid on. Cover your lips and see if your child can recognise the object correctly. If he is unable to do so, then uncover your lips and say the word in a complete sentence again until he can recognise the word auditorily alone. Use repetitions and a lot of variety in your choice of sentences. For instance if you are working on the ball, then use sentences such as "Look this is a ball", "It is a red ball", "throw the ball", "Give me the ball", "Let us keep the ball here" and so on.

5) Once you have introduced many words, you can work on vocabulary building. You can classify the words into food, toys, transportation, animals, kitchen utensils, parts of the body, family and friends and so on. It is important to maintain a scrap book in which you can stick pictures of each category- Do not stick too many pictures on a single page.

Two pictures will be okay. Don't spend too much time drawing. Cut pictures from magazines and books. Indulge your child in cutting these pictures. He will surely enjoy it and you can give him language training as well. Charts are also very useful. Hand puppets, dolls are also useful for teaching different words and body parts.



You can also categorize the words as belonging to say animals, body parts, daily use items and so on. Making charts is great fun for the child too.

WRITTEN WORDS C P I C T U R E S S T A R T I N G C " F "

Verbs that are used very often can be taken up for a specific training such as walk, run, jump, fall and so on.

You can use charts with pictures. For eg if you are teaching the verb "run" then you can use pictures of a dog running, a boy running, a girl running and make the concept much clearer. You can even run and ask the child to imitate you. Sticks can also be used to illustrate running.

Your child will enjoy matching a coloured picture to a stick picture.

Similarly you can teach other verbs like laugh, cry, give, cut, eat, sleep, chew, paste, and so on. You can use matching, lip-reading, visual as well as auditory training approaches.

Always remember to use the correct forms of the verbs in complete sentences and use them in relation to activities that are meaningful and enjoyable for you child. The child at this level must atleast become familiar with some of the verbs.

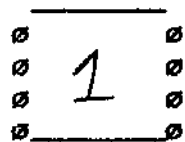
Adjectives :-

Colours attract most children but they are difficult to lip-read. But you can introduce common colours such as red, blue, green and yellow and encourage matching the printed form to the colour. You can ask your child to colour a page in "red" and ask him to give you objects of the colour red in the room. Again work first on matching and on lip-reading and auditory comprehension.

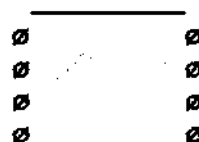
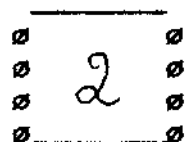
You can use blocks of various colours. Once the child has recognized each colour, then you can ask the child to put each block of each colour separately. The child has to look at your face as well get auditory and tactile clues and then keep the block in it's respective place with other blocks of the same colour. Cut out velvete pieces can also be used.

Numbers:—

1) You can introduce matching of numbers. For eg



one ball



two flowers

2) Number books can also be used.

3) You can teach your child to count. Four year olds enjoy doing so.

Remember don't force your child in any activity. He should be willing to do so in the activity and hence make the activity colourful and interesting.

Other concepts such as big, small, hard, soft, pretty, old, new, good,bad can also be introduced.

Propositions :-

To use prepositions some amount of language comprehension is required. Some four year olds and most five year olds can be taught simple prepositions like in, on, under, behind and so on. You can demonstrate it to your child as well as use pictures illustrating these concepts. Use words which your child is familiar with and which he can recognize.

For instance, if he can recognize "ball" and "table" then you can use them in your activity. Put the "ball" on the "table" and demonstrate to him. You can ask him to do the same. You can even use pictures illustrating these concepts.

Pronouns :-

You can introduce pronouns in general conversation.

Conjunctions :-

4 to 5 year olds can be introduced to conjunctions. Attention is brought to the conjunction as you use tactile, visual and auditory techniques "And" should be fairly well established at the end of pre-school training and other conjunctions as "or", although not established to any noticeable degree, can become a regular part of the long experience.

Gradually, the child is trained to lip-read and say simple phrases made up of familiar words that he has learnt. Whenever sentences are used, encourage your child to use sentences himself. Remember that rhythm is more important than correct pronunciation. You are working on speech and language development and not on speech correction at this stage.

Questions and Answers:

When your child indulges in asking questions and answers, he is using speech as a social activity. He may use gestures to communicate and remember you have to provide him with words for his gestures.

4-yr olds may indicate some amount of understanding by some action rather than speech. Later, he might repeat the questions and answers. The child begins to notice that when we say "What colour....?", the colour blue or red etc is used. When we say "Who is that ?"- a person is referred to. Slowly, later on, as soon as you ask a question, the child

will at once respond appropriately but for this he has to have enough language and lip-reading skills. Thus several practice sessions are required. You can use "Question games".

Time Concept :-

Use the calendar to introduce the time concept. Strike out each day as it is over on the calendar. Introduce the concepts of today, tomorrow and yesterday. You can also use cardboard clocks with movable hands for your 4-yr olds. Although he may not be able to tell the time, you can always expose him to the time concept. You can illustrate to your child the time when he gets up, the time when he has lunch, the time when he goes out to play, bed-time and so on.

Stories and Picture Descriptions :-

Introduce story telling to your child. Use story-books with large colourful pictures. This will enable your child to attend to your face and to enjoy speech and language activities.

Use pictures and sequence them appropriately as in the story and see if your child can do the sequencing on his own.

Maintain a book in which you can draw pictures of a visit to the zoo or any other outing and introduce the written symbols below that. Any activity can be drawn and written symbols can be introduced below each picture.

Other Developmental Activities :-

Creative Activities :-

As the child becomes more involved in experimentation with various media and materials, he becomes more expressive, productive and inventive. Simultaneously his activity should be used as a means for sponsoring language beginnings.

These include

- 1) Painting ie finger-painting, using brushing.
- 2) Crayons used.
- 3) Clay modelling.
- 4) Building towers and houses and roads with blocks.
- 5) Making castles with sand.

Remember AVOID INTERFERING with your child's activities.

3-yr olds- He may name colours while you are giving them to him. Counting can be encouraged.

4-yr olds- Your child may draw a face and other features. Thus, language training is enhanced. The child may come up with letters ie alphabets.

5-yr olds- Enjoy paper cutting. They may draw figures resembling various objects that you have introduced and which they have recognized in their training sessions. Thus you can encourage them and reinforce them. Even a simple pat on the back, a smile or the word "good" will work wonders

Other Activities :-

You can expose your child to language in daily activities such as washing, toilet, eating and other kitchen experiences where in he can learn the names of the various utensils as well as vegetables and fruits.

Developmental activities are used to broaden the child's experience, his understanding and his means of expressing himself.

LIP-READING GENERAL AND SPECIFIC

Lip-reading is the art of learning to understand spoken language by use of one's eyes. Speech-reading is used synonymously with lip-reading because lip-reading involves much more than what it implies.

Lip-reading is a very difficult and demanding task and you have to be very very patient while training your child to lip-read. Your child has to develop quickness and alertness of mind, concentration and visual memory, subconscious grasp of meaning and intuition and to supplement the speech which he is able to see and interpret. Thus speech reading is a more appropriate term but let us stick to the word lip-reading as it has always been used. Exercises in lip-reading must be made a part of your child's everyday life.

Lip-reading can be divided into 2 categories -general and specific.

Generalis the term applied to the comprehension of spontaneous and natural language encountered by the child during the day and in which no effort is made to "teach" specific words, phrases or other language forms. It is concerned with general meanings, concepts and understanding of speech and language.

Specificis the term applied to comprehension of specific words, to conscious building of lip-reading vocabulary and

tends to take place in the lesson or deliberately contrived situation.

For lip-reading to take place the child must look at your face, must understand what is being said in the situation when the objects are being talked about and must finally understand without clues being given. You must use normal conversational speech without facial contortions or exaggerations.

Expose your child to some experiences encountered daily. Use language that lives, in other words talk about the present.

The basis is that the concepts should come first.

Make your child familiar with many words.

Specific lip reading:-

Here the lip-reading lessons must be designed and well structured to suit the needs of your child. Use words of his interest, likes and familiarity.

-Take 2-3 objects that appear different on the lips.

-Much repetition is required.

-Use short but complete sentences.

-Slowly increase the vocabulary.

-Start with nouns and then go on to verbs, adjectives pronouns and so on. Colours and numbers can also be introduced.

-Lessons should be short interesting and in the form of play.

eg, if you show the child only a black comb to illustrate "comb", the child may end up thinking that everything that is black is a comb or all combs are black!

Rule 7: Repeat all the old words that your child has learnt many times, day after day, to be sure he does not forget the old ones.

Rule 8: After he has learnt several words, try to keep together all words that mean things of the same kind. For eg categorizing words into animals, toys, people and so on.

Rule 9: Be at your child's level, directly opposite and with sufficient light on your face. Lips should be seen clearly.

Rule 10: Let your child feel the word. Put his hand on your cheek and feel vibrations. Moreover he also tends to concentrate more on your face.

Ruls. 11: Speak naturally and clearly and not too fast or too slow. Avoid exaggerations.

Always remember that lip-reading training will show best results when incorporated with other aspects of sense training and other training activities.

Reading readiness :-

The hearing impaired child's progress may be accelerated. by laying a good foundation for reading early in life.

Before he is introduced to the printed word, the child should have a working knowledge of that word in relation to

everyday life. As the child is led from the known to the unknown and is taught to use the familiar (lipreading and experiences) to help him interpret the unfamiliar (printed word), he is being soundly prepared for reading.

Word recognition is a part of reading readiness programme. Reading will also depend on how well his concepts about the word is developed and also on his lip-reading skills.

When and where to start:-

Your child must be exposed right from the time he is first read to from books.

Introduce matching printed words and pictures and colours .

Give him concrete concepts which he can understand in relation to living.

Familiar lip-reading words and pictures should be used.

Short sentences should be used.

Your child at the pre-school level must be prepared for reading.

SOME LESSON PLANS THAT CAN. BE USED :-

In planning training sessions, list out the aim, the short-term goals and your strategy and the observations and make a note of this as well as your child's progress in a diary. It is very very important to maintain a diary. Use a mirror in your sessions. Always remember that auditory training, sense training, speech and lip-reading training should all be incorporated in your lesson plan. Use the same material for all these approaches.

Lesson Plan 1:-

Aim : To teach words such as ball, shoe, airplane

:Awareness and discrimination of gross sounds of drum and bell.

Sense training:-

- 1)Matching object to object.
- 2)Matching object to picture.
- 3)Matching picture to picture.

Lip-reading :-

Asking child to point out to each picture after he has learnt to recognize each of them correctly. Hide all the objects in front of the child, then say the word and ask him to get the object. If he is unable to do so, then show him the picture and then ask the child to get the object.

Speech :-

Encourage blowing, imitation of the words.

Auditory training:-

- 1) Awareness of music "on" and "off".
- 2) Awareness of gross sounds such as bell and drum.
- 3) Discrimination of these 2 sounds along with localization and recognition of source.

The child has to raise his hands when the music is on and to put them down when the music is off.

For gross sound awareness, you can give your child some blocks and ask him to put each one on the top of the other as soon as you have given the sound. Remember first you have to give him all the clues ie the visual feedback. Then he has to respond auditorily alone. You can play the drum from behind your child or else you can ask him to close his eyes when he hears the drum.

Remember use short, complete sentences and come down to the level of your child so that he can attend to your face.

Story telling can be done.

Stick photographs of your child, your family and help him to recognise every body.

Lesson Plan 2. :-

Sense training : Shoe, airplane, ball, dog, cat.

Matching :object to picture.

:Picture to picture.

Lip-reading : Same activity can be used. See if he can lip-read shoe, airplane, ball, cat, dog.

Speech and language :

Make him feel the vibrations as you introduce these words to your child. Elicit imitation. Elicit greetings such as bye-bye,hallo! Give him all the clues possible. Continue blowing examples for breath control. Teach him animal sounds of cat and dog. Let him match the sounds to the pictures first. Encourage imitation.

Auditory training :-

Use other gross sounds for awareness and discrimination. Try awareness of animal sounds and discrimination of animal sounds. Give rewards for efforts and accomplishments.

Tell him a story again. see if he can sequence the pictures of the story

See if he can now recognize the people in the photographs. Remember label these photographs. Expose your child with printed words.

Lesson Plan 3:-

Sense training :shoe, airplane, ball, dog, cat continue matching.

Introduce matching of colours. Use two colours initially. Use cards or coloured pegs or coloured airplanes. See if he can match the colours.

Lip-reading :-

After matching, see if he can point out to the red airplane or the blue shoe. He may not be able to lip-read the colours at this moment but you must be patient and try again. Let him **match the colours first.**

Speech :-

Emphasize on production of animal sounds and monosyllables-shoe, dog ball, cat. Do not ever force him to talk. Remember comprehension always precedes expression.

Auditory training :-

He should now be able to discriminate any gross sounds as well as the two animal sounds that you had introduced earlier and he must be in a position to tell you their sources.

Continue story telling, introduce clay modelling. Encourage him to make balls of the colours that you have introduced. Remember do not interfere with your child's activities.

Lesson Plan 4:-

Sense training :- Shoe , airplane, ball, cat, dog, cat, cow.

Introduce two more colours. Encourage matching of four colours- red, blue, green, yellow. Use formboards, cut out pieces.

Lip-reading -

Play hide and seek. After your child has matched the various pictures mentioned above, hide a set of them in his presence and put down the other set on the table. Now bring each picture close to your face and ask the child to find the hidden picture. Initially do this and later see if he can lip-read without the picture.

Speech :-

Continue working on monosyllables. Remember you are working on speech development and not speech correction. Hence do not correct your child as long as he uses correct rhythm. Remember to use complete and short sentences.

Auditory Training :-

Move on to finer discriminations. Use two high pitched or two low pitched-sounds.

Introduce the animal sound "moo" and see if he can match "bow bow", "meow" and "moo" with dog, cat and cow respectively. Cover your lips while matching pictures of shoe, airplane, ball and see if he can match these auditorily alone. If he is unable to do so, then give him visual clues until he can do so auditorily alone. Introduce rhythm to music.

-Story telling.

-A visit to the beach with pictures in a sequence and the printed words below.

-Let your child paint using a brush or his fingers, Use this activity for making the concept of colour even stronger.

Always end each session with a rewarding activity.

Lesson Plan 5 :-

Sense Training : Shoe, airplane, ball, cat, dog, cow, spoon, cup. Introduce the verb "run". Matching colours, shapes can be introduced.

Lip-reading :-

Use words mentioned above. Use charts of the dog running, cat running, a boy running. Demonstrate running yourself. See if he can match all these and then work on lip-reading of the verb along with other words. Always remember to go through the other words so that he does not forget them.

Speech :-

Production of many of the words mentioned in the lesson plan can be worked upon. Elicit as many correct responses as you can. Give reinforcements.

Auditory training :-

Working on animal sounds.

Working on rhythm and music.

See if your child can recognize the words used in the above activities auditorily. Work on discrimination between your voice and your child's.

-End the session with clay modelling, make clay models of dog, cat, ball, airplane.

-Indulge in paper-cutting. Make various shapes which you can use for shape matching.

Lesson Plan 5. :-

Sense training :- Increase the vocabulary. Categorize the words into animal, kitchen utensils, toys, clothes and so on. Introduce more verbs such as "give", "take"

Encourage colour matching. Introduce shape and size matching. Ask your child to colour a page of a particular colour. Colour some pieces of paper and keep them in places he can see them. Ask child to find the coloured pieces and get them to you.

Introduce square, triangle, circle, rectangle. Child may not be able to lip-read but work on matching.

Lip-reading :-

Work on the nouns which you have added as well as on verbs. See if your child can now lip-read the colours well. See if he can lip-read his name and can lip-read the members of his family. If not show him the photographs and work on this till he can do so by lip-reading alone.

Auditory trianing :-

Discrimination of the nouns introduced. Take two words at a time, First give him all clues, then see if he can recognise them auditorily. Remember to use complete sentences and not the words in isolation.

Speech :-

Encourage production of various animal sounds as well as the words that you have worked on for 50 long. Remember - Be Patient. Work on Breath control and voicing.

The child has to say ah... till you raise your hand and stop when you lower your hand.

Blowing of candles, a piece of paper from one end to the other etc can be worked upon.

End your session with some activity that your child loves the most be it finger painting, colouring, clay modelling, playing with blocks or any such activities.

Lesson Plan. 7 :-

Now you have built some amount of vocabulary as far as nouns are concerned. You have begun with verbs so introduce more verbs such as "come", "go" and so on "walk", "sit".

Sense Training :-

Matching colours, shapes, sizes.

Matching pictures of words which have been introduced.

Lip-reading:-

See if he can lip-read "give", "take", "run". Work on these first and then slowly introduce the other verbs such as "come", "go", "walk", "sit" and so on.

Speech :-

Work on production of most of the animal sounds, the sounds of a car, airplane etc. Work on production of the nouns that were introduced. Encourage rhythm and right intonation.

Auditory Training :-

-Discrimination of the nouns.

-Music and nursery rhymes can be introduced. Child has to clap in rhythm to the music.

-Beat the drum thrice, child has to do the same.

-Concepts of loud, soft, noisy, quiet can be introduced.

Remember to end the session with something rewarding and interesting.

Lesson Plan 8:-**Sense Training :-**

Again picture to picture matching of the words you have worked on. Encourage categorisation of these words. Work on adjectives such as "small", "big".

Lip-reading :-

Work on concepts of "Small", "big". Introduce matching a small shoe to a picture of a small shoe, a big foot with a

picture of a big foot, a big ball with a picture of a big ball. Work on all the nouns and verbs that you had introduced.

Speech :-

Production of monosyllables and bisyllables. Use of these words in asking and answering should be encouraged. Play question games.

Auditory Training :-

- Working on the words introduced to see if he can recognize them auditorily.
- Imitation of nursery rhymes and singing.
- Stabilising the concepts of loud, soft, noisy, quiet.

Lesson Plan 9 :-

Sense training :-

Work on visual memory.

- Draw a picture and ask your child to do the same.
- Make a figure with sticks and child has to imitate you.
- Build a tower or a building or a bridge with blocks and child has to do the same.

Your child may not follow you but may want to do things on his own. Then you must imitate his action in order to put across the idea of imitation. Always remember, don't ever force your child to do anything. It should be made interesting and enjoyable.

-You can also work on matching the pictures that you have introduced with the printed forms of the word.

Lip-reading :-

By this time your child will have some amount of vocabulary as regards nouns, verbs, adjectives. Now you can teach him prepositions such as "on, "under", "behind" and so on. Remember to use pictures, toys and material which will interest your child.

Speech :-

Indulge in role-playing. Give your child a kitchen-set and dolls and let her play your role. Encourage her expressions and provide words for her gestures. Reinforce any speech produced by your child. Work on imitation and expansion of the words produced. Introduce the time concept. Encourage your child to put a series of pictures in a sequence and to narrate the story as he wishes to. Do not ever force your child to talk.

-You can even make a scrap book of daily activities with the printed forms below it and show it daily to your child talking about what you did as illustrated in the picture.

Auditory Training :-

Work on auditory memory :-

-You clap once and the child has to immitate you.

-Vary the interval, the loudness of the sounds and the child has to do the same.

Slowly move from simple to more complex tasks.

-You can also work on nursery rhymes and jingles. Teach rhythm to your child.

End the session with an activity of colouring. See if your child is able to recognize the colours that you had taught.

Notice his expressions. Give him language for his gestures.

Lesson Plan. 10 :-

Sense training :-

-Work on visual memory.

-Make a figure with sticks, take it off and then ask the child to do it himself.

-Make a bridge, demonstrate and ask the child to do it.

-Draw a picture and ask your child to do the same without giving him the visual representation of the figure.

Now you are actually testing his memory and retention. If you find your child struggling too hard then you can assist him until he can do it on his own. Avoid arising a feeling of frustration in your child.

Try to help him out if he allows you to do so.

Continue working on building your child's vocabulary using matching.

Lip-reading :-

Now that your child can read many nouns, verbs, adjectives and some prepositions, you can work on lip-reading of sentences. Present a picture with the printed form below it and introduce it to your child. Always remember that lip-reading will be facilitated by tactile clues.

Speech :-

-You can work on nursery rhymes and story telling.

-Work on role-playing.

-Encourage your child to talk and reward him appropriately.

-Show him picture books and other stories and read out to him and facilitate imitation.

-You can work on the time-concept. Introduce concepts like "this is a time you wake up", "this is the time you'll go to sleep" and so on.

Concepts like "a little later " can also be worked upon.

Encourage any form of expression. If your child uses gestures, provide him with language for these gestures. If your child has begun to use nouns and verbs, use expansions and make his expressions more meaningful.

Auditory training:-

-Work on jingles and nursery rhymes.

-See if your child can auditorily recognize the words that he can lip-read.

-Work on auditory memory-you can use a piano or a tabla. Produce a sequence and ask your child to repeat it. Encourage and reinforce him all the time. Make best use of his residual hearing. Let him depend as much as possible on auditory clues. Give tasks in listening where he has to recognise animal sounds or your speech or that of others on a tape-recorder .

As usual, end your activity with an enjoyable note. Do not forget to make a note of your child's progress in your diary.

These activities and lesson plans can be modified depending on your child's interests. You can run through your imagination and come up with fantastic ideas in interacting with your child.

All the best to you and remember THE SKY IS THE LIMIT !!! . You can do much much more for your child than anybody else !!! .

THE FUTURE OF YOUR CHILD

Once you have worked effectively in the pre-school years of your child you might wonder- what next? Well, your child is now ready and all set for and you must be aware of the various educational programmes that are available for your child.

It will be advisable to put your child in a nursery or kindergarten in his pre-school years to enhance language stimulation and speech and language training. Many pre-school centers are available to meet the needs of your child.

Schools that are available :-

There are day schools and residential schools available. These are special schools with specially trained personnel who will have a definite curriculum to follow in educating your child . There are schools with special teachers who will teach your child language skills other than those included in the curriculum. You can also put your child in a normal school for the hearing but give him appropriate training under the guidance of a speech-language pathologist and audiologist. Thus, the choice is finally left to you but before that it is extremely important to consult an audiologist who will be in a better position to give you the pros and cons after a thorough evaluation of your child's auditory system and speech and language and lip-reading skills. So, after

consulting an audiologist, you can think hard and then make a good decision about your child's future and education.

Always remember that you as parents have to play a tremendous role in the habilitation of your child and his future is dependent on your hands entirely.

SOME PROBLEMS FACED AND HOW TO COPE UP WITH THEM :-

The parent who can say to her deaf child, "I love you just as you are", with affection and sincerity, is not a problem to her child and will in no way handicap her child further. That parent will win for herself and for her child, a victory over the handicap.

Some problems faced and how you can tackle these problems :-

1) Acceptance of your child by yourselves :-

It is of utmost importance to develop a natural and positive attitude towards your child. Get rid of the feelings of guilt and shame that crop up in your mind. You may not realise it but some of the difficulties faced by your child may have its roots in your attitudes towards his handicap and this may affect your child's achievements. Hence, remember your child is not a handicap. He is an exceptional child and you, dear parents, have to give him all the special care and attention to meet his exceptional needs.

2) Acceptance of your child by his peers and siblings :-

Encourage your other children to talk to your exceptional child and to make him feel as a part of the family. Explain to them, as to how they can best co-operate with you in achieving your goals. Encourage your child to play with his peers and thereby facilitate his social and language skills.

3) Spending enough time for your child :-

You may feel you are unable to spend enough time with your child because of your daily chores but you can always make your child a part of such daily activities such as washing, cooking and so on. You can provide him with language stimulation fantastically.

Some fathers may feel that they do not have time to interact adequately with their children. But you can always make the best use of the little time that you have when you come back home from work. On the week-ends you can include your child in your activities of gardening, cleaning etc and he'll love it. Remember that you have to work hand in hand with your wife in order to achieve your goals. Your wife will need all the help and co-operation that you can give her and both of you together can do wonders for your child.

If you have a younger child other than your exceptional child, then you can involve your child in activities such as feeding, dressing, caring for the younger one and thus make your child feel important. You will be giving him language stimulation as well.

4) Negligence and Over-Protection :-

Remember your child is first a child and then a hearing-impaired child. Thus negligence and over-protection will both prove to be harmful to your child. So avoid both and treat your child as you would treat any other child but

learns to gesture and then to use verbal language. You must provide words for your child's gestures and help him to depend more on auditory, tactile and visual clues and speech in communication.

7) Acceptance of hearing aid :-

Your child may initially reject the hearing aid. Here are some suggestions :-

- 1) Put the aid on the child without switching it on. Let him get used to having the hearing aid on.
- 2) Then switch on the aid for short intervals say fifteen minutes, thrice a day.
- 3) Slowly increase the time the child uses the hearing aid.
- 4) Make listening a pleasant experience, use music etc
- 5) Sing to your child, tell him nursery rhymes.
- 6) Reward him appropriately for keeping the aid on.

Slowly, you'll realise that the child will get used to the hearing aid that he may wish to wear it all the time even while bathing !!. But remember to take out the aid while bathing and sleeping at night.

do take care of his special needs of seeking a path into the hearing world.

5)Discipline and Punishment :-

Your child certainly needs your loving care and attention but he has also to be made understood what is right, what is wrong, what he is supposed to do and what he is not supposed to do. So, disciplining your child is extremely important.

Discipline is a training which fosters growth and development and leads to usefulness and happiness.

Some suggestions :-

1) Maintain rules and routines.

2) Be reasonable.

-Ask your child to do things you know he already likes to do.

-Then ask him to do things that are neither particularly pleasant or unpleasant.

-Finally, work upto the tasks or directions that have been disagreeable to him.

3) Provide with consistent stimulus and a consistent expectation of performance from day to day. A reward or punishment which is consistent in frequency of occurrence in kind and in application is essential.

Also essential is united front by both parents on all policy matters. Let the child always know what to expect of you and expect the best of him in turn.

- 4) Praise more than punish. Be sure that your praise is sincere. Praise for effort as well as performance.
- 5) Do not resort to bribes.
- 6) Let your child make mistakes and learn from them. Avoid perfection.
- 7) Punishment should be appropriate, consistent, calmly and objectively administered and should not be humiliating. Look into the cause of unaccepted behaviour.
- 8) Set good examples.
- 9) Inconsistency and indecision spoils a child. Don't be afraid of spoiling your child with kindness affection and consideration.
- 10) Show your child that you have faith in him. Believe the best and you are much more likely to get the best from your child.

6) Whether to use gestures or not :-

Even we, as hearing individuals supplement our speech with gestures in order to make ourselves better understood. Hence, while interacting with your child using certain gestures are unavoidable and most natural. But do not lay a lot of emphasis on gestures. Try to draw your child's attention to your face and preferably to your lips. Your child in an attempt to express himself may resort to gestures which should not be discouraged. Even a normal hearing child

IN CONCLUSION :-

The various aspects involved in training a hearing impaired child in his pre-school years have been discussed. Although each aspect such as sense training, speech and language training, lip-reading, auditory training are discussed separately they are never taught separately. All these aspects should be incorporated in every training session that one uses. Only then can best results be obtained.

The activities given here may not be the ideal ones for every child, they can be varied and modified depending on the likes, dislikes, interests of the child in order to meet his needs. As parents, they should bear in mind that since they are with their hearing impaired child most of the waking hours, only they can do the most for their child. Thus it is very important that they understand the principles beneath every training strategy and make best use of it. Parents have now taken over the role of teachers.

We all know that the years before formal schooling begins are considered home-centred and the parents dominate the scene. They are responsible for the care, development and learning and growth of their children in these important years. Therefore everything must be done to enable parents to gain the ability, the knowledge and skills necessary for the early education of their hearing-impaired child at home. This is a small step taken ahead to solve this purpose.

REFERENCES

1. ADLER SOL & OTHERS (1980): Interdisciplinary Language Intervention Program for the Moderately to Profoundly Retarded Child, Gruen & Stratton, New York.
2. BERG FS & FLETCHER SG, Eds (1970): The hard of hearing Child: Clinical & Educational Management, Gruen & Stratton, New York.
3. BESS FH & McCONNEL FE (1981): Audiology, Education & The Hearing Impaired Child, St.Louis, C.V.Mosby.
4. DI CARLO CM (1964): The Deaf, Prentice Hall, New Jersey.
5. DOCTOR PV Ed (1963): Communication With the Deaf: A guide to parents of deaf children, Pennsylvania.
6. EWING & EWING (1958): Modern Education & Treatment for deaf children, London.
7. EWING & EWING (1967): Teaching deaf children to talk.
8. HARRIS GM (1966): Language for the preschool deaf child Ed-2nd.
9. JOHN TRACY CLINIC Correspondence Course for parents of preschool deaf children (1968). John Tracy Clinic, California.
10. LASSMAN GH (1950): Language for the Preschool Deaf Child, Gruen & Stratton, New York.
11. ROTTER P (1972): Parents Program in a School for the deaf. Alexander Grahambell Association for the deaf.
12. TRACY S (1968): John Tracy Clinic Correspondence Course, John Tracy Clinic, California.
13. UNIVERSITY OF I.H.S. & N.M. (1976): Developing Home Training Programs for Hearing Impaired Children.
14. VICTOR & LOEWE A Eds (1981): All India Workshop for Teachers & Parents of Hearing Impaired Children: Selected Papers, Max Mueller Bhavan, New Delhi.
15. WINITZ HARRIS Ed (1983): Treating Language Disorders: For Clinicians by Clinicians, Baltimore.