

# Curriculum Adaptation for Children with Hearing Impairment in Inclusive Education

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## Abstract

“Inclusion”, “Full inclusion and inclusive education” are terms which recently have been narrowly defined by some (primarily educators of students with severe disabilities) to espouse the philosophy that **All** students with disabilities, regardless of the nature or the severity of their disability, receive their **Total Education** within the regular education environment. This philosophy is based on the relatively recent placement of a limited number of students with severe disabilities in regular classroom. It must be based on curriculum areas that require unique strategies or adaptations for students with hearing impairments include concept development academic functioning, communication skills, sensory, motor skills, social / emotional skills, daily living skills, strategies or adaptations career / vocational skills and utilization of residual hearing. Therefore, to achieve quality education for students with hearing impairment, services must be provided using a team approach, including members with disability specific expertise in educating students with hearing impairment.

## Introduction

Curriculum is the system of content, it should provide total experience in life through that the student get opportunity and exposure, for their sustainability, accessibility which leads them towards an independent life.

Inclusive Education is the ideal one for the children with hearing impairment to get the education, because the Incidental rate is 3% among 1000 children. In general the educational programmes are covered with curriculum. Curriculum is the sum of all activities, experience and learning opportunities for which an institution or a teacher takes responsibility – either deliberately or by default.

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To provides opportunity and experience to enhance their total development. the main folder for curriculum is to

- impart knowledge
- Develop skills
- Develop proper interest attitudes and values.

Unfortunately the children with hearing impairment are often marginalized within or even sometimes included from the school system. Whenever children are enrolled in the general school, the crucial issue in the development practices is to meet the academic functioning, communication skills, sensory motor skills, social / emotional skills, daily living skills, career / vocational skills and utilization of residual hearing and concept development. Secondly, the effective teaching of the facilitator. Thirdly, the parents' participation.

However, the second and third part will be satisfied through proper training and motivation. But curriculum need to be adopted for the success of inclusive education.

By adapting curriculum the children with hearing impairment will feel as a integral part of school, not apart from school and learn the concept with perception.

### **Effect of Hearing impairment**

The effect of hearing impairment can vary according to the on set of hearing loss and the severity of hearing loss. Due to effect of hearing loss the child face the following obstacles.

- 1) Never speak like normal, until / unless special training is undertaken early in life.
- 2) Knowledge of speech and control of speech organs are not acquired.
- 3) Difficulties in speech production
- 4) Deficient knowledge in phonology, morphology, syntax and semantics and their usage part also.
- 5) Establishment of adequate speech habits will be hindered.

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- 6) Loses their listening experience that will reflect in the process of learning to talk.
- 7) Distinguish the elements of speech is impossible.
- 8) Hearing impaired child will not be able to pronounce sound if he does not hear, unless he has special training.
- 9) Articulatory defects – soda problem.
- 10) Initial mastery of phoneme will be prohibited.
- 11) Effectiveness of suprasegmental aspects (melody, quality, time and stress) will be affected.
- 12) Difficulties in suprasegmental aspect will hinder the effectiveness of oral communication.
- 13) Disturbs the ability to adjust the levels of one's voice to the situation.
- 14) Receive false impression of the loudness of his own voice.
- 15) People with sensorineural loss hears his own voice softly hence has a tendency to talk loudly, regardless of surroundings, whereas a person with conductive loss hears his own voice loudly through bone conduction hence he speaks softly. Quality of voice is abnormal.
- 16) Vowel sounds are heard clearly but voiceless consonants may be missed.
- 17) With the help of residual hearing the children with hearing impairment will be able to hear sound but not clearly. Without amplification, they are unable to hear any sounds.

### **Post-Lingual hearing loss**

1. Deterioration of speech occurs after severe hearing impairment, it may be neither instantaneous nor complete.
2. Lost their control of loudness.
3. Irregularities of rhythm are noted.

### **Language problem without special intervention,**

1. There is no receptive and expressive verbal language.
2. Expression through gestures only.

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3. Depending on the residual hearing, they may know nearly 15 to 250 words only.
4. They may get to know some basic nouns, adjectives and a few verbs through proper, systematic and appropriate teaching.
5. The majority of hearing impaired are delayed in language experience.
6. Exploitation of the residual hearing is a very important factor.
7. Errors and omissions in the use of verbs.
8. Incorrect use or omissions of functions words such as articles, preposition etc.
9. Errors or omissions in use of plurals and tense endings.
10. Great difficulty in learning the gender, number, person concord that exists in most of the Indian languages.
11. Errors / omissions in the use of case markers which appear at the end of the nouns and are not heard or seen that easily on the lips by the deaf children.
12. Use of stereotype sentences such as 'subject – verb object' patterns,
13. Sentences are telegraphic in quality and both the speech and the written work lack in abstract concepts.
14. Difficulties in spoken language.
15. Reading is the only way to overcome it. But, the child with hearing impaired is retarded in area of reading because of unawareness of the graphic representation of Alphabets.
16. Due to retardation in knowing, understanding and comprehension of each alphabets, they face more difficulties in reading and writing. Writing with mistake, abstract writing / independent writing.
17. Due to poor listening experience, they are unable to memorize the graphical representation of alphabets (Tamil / English).
  - (i) Writing with mistake.
  - (ii) Independent writing
  - (iii) Memory writing.
  - (iv) Abstract writing.
  - (v) Comprehensive writing.

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18. Good in copy writing.

### **Tips for the teachers to do adaptation in curriculum**

Curricular adaptations are mostly suggested for hearing impaired children who need non-audio experience in adaptation of learning materials for the use of children with hearing disabilities.

The teacher of the hearing impaired had to make special and planned efforts to provide opportunities in following the criteria repeatedly,

1. Listening with understanding.
2. Interpreting the written symbol with picture (Stage by stage it has to be develop based standard).
3. Try to develop their reasoning capacity through experience.
4. To provide realistic experience for concept building.
5. Give opportunities for their expressive language (communicating by speaking or by writing).
6. Try to teach the concept in an enjoyable and interesting manner.
7. Need sustained efforts for a long period of time to get response, because the results will not be seen immediately.
8. Simply the actual lesson into small, small task and directed activity based.
9. Find out the meaning for the complex word in the particular lesson.
10. Try to avoid the complex sentence while speaking and writing.
11. Try to avoid the different meaning for same word.
12. Teach the task with appropriate aid.
13. To use visual aids as much as possible.
14. To avoid more speaking during taking class.
15. Speak clearly with correct pronunciation with appropriate sound level.
16. Don't insist in completing the task without comprehension.

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17. After finishing each task to evaluate the understanding performance of the child with hearing impairment.
18. Utilize the sign and written mode wherever it possible.
19. Try to develops their self realization based skills through intentional and unintentional learning experience.
20. Adaptation in terms of method of presentation, display, content etc may be necessary to enhance the learning experience of these children.

## **Conclusion**

To achieve quality education for students with hearing impairment, services must be provided using a team approach, including members with disability – specific expertise in educating students with hearing impairment.

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