Bachelor of Education (Special Education) – ID/VI

B 7 - INTRODUCTION TO SENSORY DISABILITIES

Semester - I

Credits: 02

Marks: 50 (External: 35, Internal: 15)

Contact Hours: 15 Weeks

**Introduction**

The course is designed to provide a basic understanding to the student-teachers about the nature and needs of different types of sensory disabilities. It will also equip them in undertaking screening, planning and instructing students with sensory disabilities.

**Objectives**

After completing this course, the student-teachers will be able to

* Name the different types of sensory impairments and its prevalence and describe the  
  process of hearing & implications of various types of hearing loss.
* Explain the issues & ways to address challenges in educating students with hearing  
  loss.
* Describe nature, characteristics & assessment of students with low vision & visual  
  impairment.
* Suggest educational placement and curricular strategies for students with low vision  
  & visual impairment.
* Explicate the impact of deaf-blindness & practices for functional development.

**Unit 1: Hearing Impairment: Nature & Classification (7 hours)**

1. Types of sensory impairments: Single (Hearing Impairment & Visual Impairment) &  
   Dual sensory impairment (Deaf-blindness)
2. Importance of hearing
3. Process of hearing & its impediment leading to different types of hearing loss
4. Definition of hearing loss, demographics & associated terminologies: Deaf/ deafness/ hearing impaired/ disability/ handicapped/ hard of hearing
5. Challenges arising due to congenital and acquired hearing loss

**Unit 2: Impact of Hearing Loss (6 hours)**

1. Characteristics of learners with hearing loss and impact of different degrees of hearing  
   impairment on communication
2. Language & communication issues attributable to hearing loss and need for early  
   Intervention
3. Communication options, preferences & facilitators of individuals with hearing loss
4. Issues & measures in literacy development and scholastic achievement of students  
   with hearing loss
5. Restoring techniques using human (interpreter) & technological support (hearing  
   devices)

**Unit 3: Visual Impairment— Nature and Assessment (6 hours)**

3.1 Process of Seeing and Common Eye Disorders in India

3.2 Blindness and Low Vision—-Definition and Classification

3.3 Importance of Early Identification and Intervention

3.4 Functional Assessment Procedures

**Unit 4: Educational Implications of Visual Impairment (5 hours)**

1. Effects of Blindness—-Primary and Secondary
2. Selective Educational Placement
3. Teaching Principles for Visually Impaired
4. Expanded Core Curriculum— Concept and Areas
5. Commonly Used Low Cost and Advanced Assistive Devices

**Unit 5: Deaf-blindness (6 hours)**

1. Definition, causes, classification, prevalence and characteristics of deaf-blindness
2. Effects and implications of deaf-blindness on activities of daily living & education
3. Screening, assessment, identification & interventional strategies of deaf-blindness
4. Fostering early communication development: Methods, assistive devices and practices

including AAC

5.5 Addressing orientation, mobility & educational needs of students with deaf-blindness

**Course Work/ Practical/ Field Engagement**

* Develop a checklist for screening of children for hearing impairment
* Develop a checklist for screening of children for low vision
* Develop a checklist for screening of children for blindness
* Develop a checklist for screening of children for deaf blindness
* Journal based on observations of teaching children with sensory disabilities

**Transactions**

Visits, Observations, Videos and Interactions with Students with Disabilities

**Essential Readings**

* Bradford, L. J. & Hardy, W.G. (1979). Hearing and Hearing Impairment. New York:  
  Grune and Stratton.
* Davis, H. & Silverman, S. R. (1970). Hearing and Deafness - Part I. Holt, London:  
  Rinehart & Winston.
* Holbrook, C.M., & Koenig, A. J. (Eds.) (2000). Foundations of Education, Vol I:  
  History and Theory of Teaching Children and Youths with Visual Impairments. (2nded): New York: AFB Press.

• Handbook on Deafblindness (2005). Sense International India. Retrieved online on  
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module-for-resource-teachers-for-disable-

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* Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students  
  with vision impairments. Sydney: North Rocks Press.
* Lowenfeld, B. (1973). Visually Handicapped Child in School and Society; American  
  Foundation for the Blind; New York.
* Lynas, W. (2000). Communication options. In J. Stokes (Ed), Hearing Impaired  
  Infants - Support in the first eighteen months. London: Whurr Publishers Ltd.
* Martin, F. N., & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston:  
  Pearson Education.
* Martin, F.N., & Clark, J.G. (2012). Introduction to Audiology. 11th ed. Boston:  
  Pearson Education.
* National Institute for the Visually Handicapped (2015). Information Booklet on  
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  Boston: Allyn and Bacon.
* Nerbonne, M. A., & Schow, R.L. (2013). Introduction to Audiologic Rehabilitation.  
  6th ed. Boston: Pearson Education.
* Northern, J. L., & Downs, M. P. (2002). Hearing in Children (5th Ed.). Philadelphia:  
  Williams & Wilkins
* Prescod, S. V. (1978). Audiology Handbook of Hearing Disorders. New York: Van  
  Nostrand Reinhold Company.
* Sataloff, R. T., & Sataloff, J. (2005). Hearing Loss. (4th Ed.) London: Taylor &  
  Francis.

**Keywords: Deaf,Hearing Loss,Blindness, Sensory Mechanism**