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Curriculum followed at the Aural/ oral pre-school for young hearing impaired children along with their mothers' run by the Association.

PREAMBLE

The main objective of the training method adopted at the preschool is to teach a hearing impaired child to talk. Not only just to talk, but to talk with sense. The emphasis is mainly on comprehension, which is believed as the core strength of speech. To achieve this goal a lot of steps have to be climbed and lot of hurdles have to be crossed. Therefore a road to success is shown, it is for the user to go in that road and reach the ultimate objective of teaching speech to the hearing impaired.

Several methods are adopted to train the hearing impaired children; 'Sign language', 'listening and spoken language' and 'total communication'. Looking at the limitations and the advantages of each of them, Parents Association decided to impart training through listening and spoken language using the residual hearing of the hearing impaired which lays emphasis on speech. This system of training helps to build precepts and concepts which are very important for learning and enables to integrate the hearing impaired children into regular school and later into society at large.

To reach this goal along with language acquisition the child has to master the reading skills also at an early age. Learning to read is very important as well as one of the most difficult tasks faced by the child. Written or printed form represents the only medium of communication in which the deaf person meets intact language patterns in exactly the same form as anyone else. Reading is a life line of communication. Before learning to read, the child must have an understanding of language. One should not forget that reading, or written language, is a derivative of spoken language. The written forms are symbols for spoken symbols. Deaf children lacking this knowledge of auditory symbols are at an extreme disadvantage in learning to read. Here in the school, run by our organisation the mothers are trained to be soldiers to fight against silence. The deaf children are made to talk, read and write with understanding and trained to scale greater heights.

What is this training programme about?

- A Tailor made Training program to empower the mothers of young deaf children to teach/train their young deaf children to acquire speech, language and ultimately comprehension irrespective of the degree of deafness.
- How to talk and what to talk

Importance of this training programme

- Mother is the first person to feel pain when her child is diagnosed as hearing impaired.
- It is the mother who has to take the initiative to face the challenge of training the child.
- Proper guidance to the parents of hearing impaired especially the mother becomes critical.

Early intervention

- Mother is the person who can intervene early in the child's development.
- The trainer of the Deaf child should be and work with the Deaf child 24/7, hence mother is the only choice
- She is the one who can easily understand the needs of the child from time to time.
- Hence it becomes necessary for mother to understand the ways and methods of taking the child towards development.

Support for the mother

- It is natural for the mother to get frustrated when the child's response or progress is slow.

She can get support and guidance from senior mothers through the training programme.

- Ideal Teachers – Mothers who have successfully integrated their deaf children in normal schools. Practical experience gives them the confidence to guide the other mothers.
- Adequate exposure with the help of senior mothers and professionals in the field.
- Ratio of Teachers to Students has to be 1 : 1 or 1 : 2

Criteria for admission to the training programme

- Child should be less than 3 years age.(Best before the age of 2)
- Mother should accompany the child during pre-school days.
- Child with adequate amplification (Cochlear implant or hearing aid).
- *Parents should be committed to the aural approach.*
- Mother should have a proficiency in the language opted for training the child. Mother tongue is the best choice.
- *Child should not have any other problems other than the hearing loss.*

What happens at the pre-school for young deaf children?

- Initiation: Mother of the child is allowed to observe the activities in the centre to get acquainted to the environment.
- Foster group activities: Guidance is provided to initially condition the child to group habits and cultivate group activities.
- Counselling and support: Motivating the mother by counselling and guidance.
- Behavioural analysis and explanations: Explaining the problems of deaf children, psychological, educational and social.
- Providing information regarding the different types of hearing aids
Description, use and maintenance.
- Giving appropriate training to handle the children.
- Practical training: Provided stage by stage.
- Outside school and real-life incident training: Activities taking place at home and guidance to demonstrate to the child.
- Learning about incident oriented lessons.
- Storytelling and general knowledge testing: Narrating stories with sequence pictures, subsequently without any visual aids.
- Advice on how to integrate to a regular school: Explaining parents' responsibility after integrating the child in regular school.

A tried and trusted Curriculum

- Five Stages in the training programme:
- Stage 1 to Stage 4: Duration of Six months for each stage.
- Stage 5: Duration One to two years.

First Stage

The deaf child will be in the 'world of silence' since birth. Enormous efforts have to be made to shift the child from this world of silence to a totally new world of 'sound'. Breaking the silence is almost an impossible task. However this can be achieved by a dedicated and determined mother. This is a crucial period for the hearing impaired child and the mother. The child will be exposed to a totally new environment. Therefore initially the expectations from the child are minimal but this should not deter the mother to put her best efforts. Early intervention is a very important factor in the training. As the age progresses it becomes very difficult for the child to grasp and mother to teach. Therefore it is desired that the training should be started as early as possible (before 2 years). Firstly, the child has to be fitted with a hearing aid as per the advice of the specialist and the child is trained to use and wear the hearing aid all through the waking hours. The various things proposed at this stage are basics and introductions to various precepts and concepts which are required to be inculcated at an early age to enable the hearing impaired child to climb further steps in the ladder of learning. At this stage the child is exposed to various speech and environmental sounds and written patterns. The child is not expected to write but efforts are made to introduce to read. This is also the time to develop curiosity, stimulate thinking. The child is exposed to various objects which are seen by the child in the daily course of its activities. Separate Object books should be made like daily items, animals' birds' vehicles fruits and vegetables etc. These books should be repeatedly shown to child, also the name of the object should be told over and over again, so that he will be to recognise them and match them to the real thing. In the initial stages basic colours, and shapes should also be introduced. Basic commands like run, jump, crawl etc can be taught orally to the child.

- Conditioning the child to wear and accept hearing devices throughout the waking hours.
- Conditioning the child to be away from the mother during the training hours in the school.

- Exposure to sounds to develop auditory skills. Initially the child should be exposed to the environmental sounds such as barking of dog, the mooing of the cow etc., door bell, horn sounds of vehicles, Mixie sound etc. Like this attention has to be drawn to the various indoor and outdoor sounds. The child should be made to listen to various vowel sounds and consonants sounds. The child is encouraged to repeat the vowel sounds in one long breath.
- Introduction of common objects by lip reading and listening (show and give and tell). Initially for a hearing impaired child as it is difficult to decipher the sound pattern, the child is encouraged to observe the face and learn lip-reading. Gradually the child is motivated to listen with the help of the hearing aid and understand the words and sentences. The common objects which can be introduced at this stage are; Ball, flower , leaf, bangle, necklace, ear studs, bat, spectacles, mirror, comb, cell, powder container, scale, pencil, rubber, frock, pant, shirt, plate, tumbler, spoon, stone, crayon, t.v., watch, brush, soap, toothpaste, table, chair, writing pad, paper, pencil box, water bottle, lock, key, book, bag, banana, tomato, shoes, slippers, lunch box, clock, dog, cow, house, shop, dose , idly, chutney, sugar, ghee, jam, pen, ear mould, hearing aid, hand kerchief, lid and so on.
- Recognizing objects from the object book specially prepared for each child. While preparing the object book, initially only one object should be pasted on one page and the name of the object should be written in bold letters in one language only below the picture. Further Separate object books have to be made; daily object book which has pictures of ball, bat, table etc., Animal book- classifying them as domestic and wild animals, vehicles, Fruits and Vegetables. In all of the different object books the objects which the child sees on a daily basis should be stuck first.
- Similarly Grains book should be made. The actual items should be filled in a small transparent plastic covers and pinned to the page (Preferably use a thick page drawing book to prepare grain book). The grains are to be classified as ‘Monocots’, ‘Dicots’, ‘Pulses’, ‘Oil seeds’, ‘Spices’, and other items like; sugar, salt, coffee powder, Tea powder, etc., which are used in the kitchen.
- Introduction of the relationship of each of the family members with the help of specially prepared photo album. For the photo album, the individual photos of family members i.e., child, father, mother, brother, sister, paternal and maternal grandfather, grandmother, uncles, aunts and cousins photos. On the first page of the photo album the child’s photo should be pasted followed by each individual photo of father, mother, brother etc. The name of the person, relation to the child, age and the place where they are staying should be written in bold letters clearly below the photo.

- Introduction of Calendar (day, date, month and year).The Calendar should be shown daily to the child.
- Giving commands to obey actions, such as Run, walk, jump, sleep, crawl, jump like a frog, cry, laugh, cough, sneeze, lift your hands , stretch your hands, keep your hand on your head, sleep on the mat, give it to your mother, give it to your father, call your mother, pull the plait, close the door, blink your eyes, sit on the chair, keep it in the bag, close your eyes, stick your tongue out, stand behind the door, show your right hand, show your left hand, switch on the lights, open the door etc.
 - a - Initially by lip reading.
 - b - Later by listening.
 - c - Reading the commands in written form and doing.

Second Stage

By this time the child would have settled a bit and mother would have also reconciled to the realities and would have accepted the new environment and adapted to a certain routine. The child would have started to vocalise with regards to sounds of vowels and consonants. The child may be able to say its name as well as other people names. The child would have learnt to imitate various animal sounds. At this stage once the child is able to recognise, give and show the objects when asked for orally then the child should be introduced to the written form of them. At this stage the child will be taught to match the written form to object and vice versa and be able to show it after reading it. The written form can be introduced for the objects in the object book; surrounding objects such as parts of the house, furnitures and utensils in the house, the names of body parts, colours, shapes, animals, birds, vehicles etc. as well as the written form of one word commands. At this stage the concept of reasoning should be initiated this can be done initially through simple ‘yes or no’ reasoning questions. This reasoning will promote clarity in the mind of the child and will help in learning. By this time the child should have got acquainted with his surroundings and might have started to say one or two words to express his needs. Also at this stage the concept of verbs can be introduced through one line incident oriented lessons. The confidence in the child has to be enhanced by the mother by handling his needs appropriately.

- Prayer and calling attendance to induce discipline while in a group.
- Identification of colours (green, red, blue, yellow, orange), numbers (1 to 10), body parts, and common objects etc. initially lips reading later by listening.
- Familiarisation of sounds, starting with vowels followed by consonants.

- Practice in lip reading and listening of the above sounds.
- Talking to the child in simple sentences making use of pictures of animals, birds, fruits the vegetables and so on. (Dog has two ears, dog has two eyes, dog has four legs, and dog has a tail. Crow has two legs, crow has wings, crow has a beak, crow is black in colour, crow says caw caw caw, crow flies in the sky)
- Introduction to writing like scribbling, pattern writing, colouring etc.
- Playing games to give stimulation to listening and improve concentration by using blocks, games beads toys etc.
- Introduction of reading beginning with matching identical words, and words to real things. The name of the objects should be written on individual slips and the child should be taught to read what is written on the slip and match it to the object.
- Developing cognitive skills through simple yes or no questions. (Showing a flower to a child, ask whether it is a leaf. The child has to answer ‘no’ and say this is a flower. Showing a ball ask the child whether it is a ball, the child has to answer, ‘yes’ this is a ball)
- Introduction of verbs: This can be done through simple incident oriented lessons, giving emphasis on the verb that needs to be introduced. Incident oriented lessons are based on the actual incident such as eating, drinking, opening, closing, throwing etc.
- In the initial stages of training a single verb should be used at least for one week. The name of the child should be mentioned in the lesson and the object should be changed keeping the verb constant. The child should be talked to before doing the lesson, while doing the lesson and after the lesson. The child should be the main focus in the lesson. Then the lesson should be written along with a line diagram depicting what has taken place. Questions should be framed on the lesson and the child should be made to answer them orally as well as in the written form. The lessons are written in past tense. The child is made to repeat the sentences from memory. Simple pattern of lessons ‘Rama drank milk’, ‘Sita Smelled the flower’, etc and questions such as who drank milk, who smelled the flower, what did Rama drink, what did Sita smell, Did Rama drink coffee, what is the colour of milk etc.,
- Training the child to answer the questions starting with filling up the blanks and choose and write.
- Introduction of rhymes and action songs.
- The **SIX** important steps to be followed while doing incident oriented lessons.

1) **Lip-reading:** After the mother has read out the written sentence, the child should be made to repeat that sentence. The mother should read each word and encourage the child to repeat the same.

2) **Listening:** The mother should hold her hand in front of her mouth so that the child cannot see the movement of her lips, then she should read out the words in the sentence, the child should listen with the help of the hearing aid, and then repeat the words.

3) **Rectifying the mistakes in pronunciation:** The child should be encouraged to pronounce the words which have been used in the lesson as clearly as he can. In the beginning the child will find it difficult to pronounce 'consonant' letters, but it should be seen that the child pronounce the 'vowels' sounds clearly. Over a period of time the child will learn to pronounce the consonant letters. For example: in the word 'Rita' if the child is not able to say 'Ri' and 'ta' properly the child should be encouraged to say at least 'i(e)' 'a'. Further while pronouncing the letters such as 'Sa' the mother should hold the child's hand near her mouth and show that air is coming from her mouth. The child should also be taught to blow the air out of the mouth and produce 'sa' sound. This can be achieved with constant practice. It will be advantageous if the trainer is aware of the speech mechanism i.e., the origin of the sounds, the position of the tongue and blowing of the air etc.

4) **Developing Comprehension:** Keeping the lesson as base, the child should be trained to answer questions, like, 'who, what, how many, what did you do' etc. The child should understand the question asked and answer it. In the beginning the child will find it difficult to answer in the first instance itself. In such situations, with the help of indirect questions, and giving sufficient time to think, child should be encouraged to answer the question. It should be ensured that the child says the correct answer. For example: for the lesson 'Rama drank milk' when the question "Who drank milk?" Is asked, the child will not know that he should say his name. Then the mother should ask the child "indirect questions" like "did amma drink milk?" To which the child will say 'no'. Then "did your sister drink milk?" "Again when the child will answer 'no', then again" who drank milk? should be asked "And the child should be prompted to say his name. Like that," What did you drink" if the child is not able to answer the question, then again "did you drink water?" "Did you drink juice" by asking these type indirect questions, ultimately the child should be made to say 'that he drank milk'.

5) Remembering and telling: The child should be able to remember and recite the sentence of the lesson that is written on the paper, when the sentence is covered up. At the beginning, the child will find it a little difficult to do this. Therefore, the sentence that has been written on the sheet, as a lesson, should be written on another slip of paper. Then this slip of paper should be torn into pieces of separate words. Then the child should be made to arrange the words in the correct order by looking at the original sentence. While arranging the words the child should be encouraged to pronounce the words also. After the child has arranged the words with the help of the original sentence then that sentence should be covered-up and then the child should think and learn to put which word come's first and then the next word and then the last word. Then the child should be shown the original sentence and be encouraged to say the sentence again. With continuous practice the child will learn how to do it. When the child comes into contact with other people the child will start using these sentences in conversation.

6) Writing: Normally deaf children do not have speech clarity. It may be difficult for the trainer to understand, whether the child is saying the correct answer to the question which has been asked. Therefore, writing is taught to see whether the child has understood or not. The lessons are written in past tense. And the pattern of examining the child is through question forms, fill up the blank, select from the choice given, match the following, right or wrong, true or false. With the help of writing, one can easily test the child to see whether the child understands what has been taught to the child. Writing is being used as a reinforcement tool. The mother should make certain, that the child knows how to write all the words that come in the lesson.

These steps are relevant while doing incident oriented lessons in all the stages.

Third Stage

By this time nearly one year of initial intensive training would have been over. At this stage the child should have got a grasp of the name of the objects, colours, shapes, body parts, names of animals, birds, vehicles etc. The child would have also learnt to respond to simple commands. Along with spoken language the child should have learnt how to match the written form to the objects. According to the age, the child might have learnt writing. As the child

is already introduced to and familiar with the nouns and a verbs, it is time for introduction of WH question forms adjectives and pronouns.

- Prayer and national song to develop sense of discipline and patriotism.
- Obeying more complicated commands in sentences introducing prepositions and adjectives such as ‘bring me blue colour bag which is in the hall, keep this book on the table, put the pencil in the pencil box, show me a big tree in the compound, clap your hands three times, etc)
- Making incident oriented lessons with two to three sentences to prepare the child to answer W H question forms. [Who, What, Where, When (time and situation), Why and How]. When the child is familiar with thirty to forty verbs, the incident oriented lessons of two or three sentences can be done. This will be a tool for WH question forms.
- Training the child on lip reading, listening, speech correction, comprehension and visual memory.

Fourth Stage

At this stage the child would have completed one line, two line and three line lessons and learnt to answer WH question forms and would have learnt to use various verbs, adjectives pronouns properly while forming sentences etc. The child would have also learnt to answer them orally and in the written form. Now the lessons should be extended to two and three pages. In the beginning of this stage after completion of one page lesson the second page lesson can be done. In the first page the actually incident as it would have happened will be written in simple sentences. The child is made to repeat the sentences from memory. In the second page the information that is directly related to the incident has to be written. After some time when the child is comfortable with two page lessons and able to understand and answer the WH questions forms, the third page can be introduced, this is more about textual general knowledge. Picture talking is done to introduce present tense. Introduction of stories with simple sentences can be told. At this stage the child should be introduced to the concept of counting the child should be taught the numbers from 1 to 100 orally and in the written form. Simple addition and subtraction should be taught to the child. The concept of money should be taught this can be done by taking the child to the shops and showing how money is used. The concept of time should be taught this can be done by using a clock. First the description of the clock should be given then the concept of hour half an hour then minutes should be taught. The child should be introduced to various games indoor and outdoor and taught about how many players, rules etc.

- Prayer and recitation of verses and National songs on their own. At this stage the child should be able to repeat the prayer after the trainer has said it.
- Making incident oriented lessons in two pages and gradually to three pages.
 - Page 1: On the incident. The incident should have happened in the usual course. Lot of conversation has to be done before the incident and during the incident. The child should be familiar with the verbs, adjectives used therein. Further the child should be able to answer the question when and why.
 - Page 2: Information directly connected to the incident.
 - Page 3: Abstract information or indirectly connected with the incident.
- The lessons are made more informative so that the deaf child acquires more academic knowledge than the normal child of that age. This helps the deaf child to be accepted by the teacher as well as peers in the normal school.
- Example of a lesson:

PAGE 1

I wanted Potato chips.

I asked amma to make potato chips.

Amma took few potatoes and washed them with water.

She peeled and cut the potatoes into slices

She fried the potato slices in the oil.

She sprinkled salt and chilli powder on the chips.

Thus Amma made potato chips.

She gave me potato chips.

I ate potato chips and they were nice.

PAGE 2

Potatoes are used to make potato chips

Potatoes are used in curry and gravy

Potatoes are used to make cutlet and fritters

Potatoes are used to make palya.

Potato is a vegetable.

- Talking to the child in full sentences making use of pictures, thus preparing the child to hear stories. Pictures can be collected from magazines, newspapers, advertisement brochures etc. These pictures

should be used to make a picture book. Only one picture should be stuck on one page and on the opposite page description of the picture should be written and the child should be made to read them often. Later questions should be asked about the picture. The picture can be used to teach the concept of present tense.

- Developing 'guessing'. Hearing impaired children miss out on quite a lot of conversation on account of their disability. On account of this 'guessing' has to be developed in the child at an early age. For this the simple exercise is that when the father returns from the office with a chocolate, before giving the chocolate to the child, the father holding the chocolate in his closed fist, by giving various clues such as colour, taste, shape etc the child should be made to guess what is in his fist. In the later days the child should be introduced to riddles.
- Developing 'Imagination': The child is asked to imagine himself as a thing, animal, bird, fruit, vegetable or any other object and the child should be encouraged to write a small passage on that.
- Playing games with normal children to develop alertness.
- Introduction to Basic Mathematics:
 - Counting coins. This will help in understanding concepts about money.
 - Clock and time. Seconds, Minutes and hours should be taught. Concept of day and night. The day has 24 hours. etc
 - Measuring and weighing Scales. This can be taught when the trainer visits the shops along with the child to buy vegetables, food grains, oil, cloth etc.
 - Simple arithmetic. Additions and subtractions, counting in 5's 10's.
- Simple exercises once a week.
- Pushing basic knowledge on the environment.
- Story telling with sequence pictures. Illustrated story books can be used to tell the stories with simple sentences to arouse curiosity in the child.
- Playing indoor and outdoor games to develop team spirit.

Fifth Stage

By this time the child would have adjusted quite well to the school, and would have completed more than two to two and half years of intensive training. The child would have started to converse in sentences and be able to express itself to a great extent. Here at this stage emphasis should be given on comprehension and knowledge pushing. This is a stage where the trainer or the mother has to have in mind that by the end of this training programme the child has to go to normal school on its own and mix with his peer group. Accordingly the training

has to be scheduled. Therefore the lessons will have to be broad based. Parents have to take cues from the text books which are prescribed in regular school. Keeping that in mind the parents should purchase books at least up to 7th standard and read them and incorporate scientific knowledge, social information as is found in the text books in the third page of the lesson. Here the child has to be introduced to different writing pattern. The child has to be taught the textual forms in additions to the colloquial forms which are used in the earlier stages. To enhance the general knowledge of the child and reading ability, the child should be introduced to newspapers comics and children magazines.

- Prayer and recitation of verses and national songs to be sung on their own
- More brain storming incident oriented lessons: In this stage the lessons can be 3 pages lessons. The first page on the incident which will be sequential thinking. The second page contains general direct information about the incident and the important page at this stage is the third page which should give emphasis on scientific aspects, geological, geographical, social, civic and cultural aspects. Preferably the information should be given in the textual language form as appears in the text book of regular schools.

Model lessons:

PAGE 1

I wanted to drink lemon juice
There was no lemon in the house.
Amma told me to buy a lemon from a shop
I went to the shop and bought a lemon.
Amma prepared lemon juice from that lemon.
Lemon juice was nice to drink.

PAGE 2

Lemon juice is a beverage
Lemon juice is prepared with lemons.
Lemons are used to make pickles.
Lemons are added in preparation of food items to enhance the taste.
Lemons are used in cakes and puddings.

PAGE 3

Lemon is a citrus fruit
Lemon grows on plant
Lemon is sour to taste
Lemon contains vitamin C

Vitamin C is needed for tissues and important for immune system functions.
Deficiency in vitamin C leads to scurvy.

- Push more information and knowledge in Science, The efforts should be made to introduce types of plants, Classification of animals, living and non-living things, Transparent, opaque, solar system, gravitation, seasons etc. Similarly under the head Social sciences; Our village, taluk, district state country, neighbouring country, continents (maps), national festivals, cultural festivals etc. Civic information like local bodies, Vidhana Sabha, Lok Sabha, President, Prime Minister etc., And in Mathematics: Additions, Subtraction, Multiplication, Division, Fractions, ascending orders, descending order. Simple statement sums.
- Preparing the child for general conversation including the group discussion.
- Story telling without using pictures including Mythology and History. Introduction to reading newspapers, comics, magazines. The important link in the family is grandma's stories. This develops imagination in the mind of the child. The feelings, emotions, characters and adjectives such as good, bad, intelligent, dull, morals can be introduced through stories. Further this will help in improving the vocabulary of the child. This also helps in developing logical and analytical thinking. By the end of the stage the child should be able to understand the story when told orally without any material assistance/aids.

The child should be encouraged to read small stories which appear in magazines and newspaper on its own. The child should be introduced to the habit of reading newspaper. For that purpose the elders in the family should have the habit of reading newspaper in the morning. By reading the newspaper the child can connect itself to the external world.

- Reading of stories and checking of comprehension including the moral of the story. To assess the child whether it has understood or not the child should be made to read a story on its own and answer the questions which are asked. If the child is successful in doing this activity, it can be concluded that the child is ready to be admitted to a regular school.
- Identify the talent in the child and promote the same:
 - Drawing and painting
 - Dancing
 - Literary skills
 - Sports
 - Other extracurricular activities.
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CONCLUSION

Why all this? Why this way? Should we strain the child to this extent? These are the questions which may be hovering in the minds of mothers/trainers. The normal hearing children are exposed to the world of sound from the time of its birth from innumerable quarters. The sound will be continuously falling on the ears of the child all the time. The hearing impaired child is deprived of this. Therefore during training period the things that have to be taught to hearing impaired child requires a lot of repetition. The mother/trainer has to supplement the whole society at large. The aim of this training process is that when the hearing impaired child is admitted to a regular school he should not feel that what is being taught in the school is totally alien. Further to retain the morale of the hearing impaired child, among his peer group, he should have an edge so that he can develop friendship with the other children; otherwise there are chances that normal children will isolate the hearing impaired child. Therefore the training for the hearing impaired child should start as early as possible and the child should undergo for a minimum period of 3 to 4 years. There is no shortcut. The curriculum proposed is not exhaustive but illustrative. Creative mother can stretch beyond this and develop the child to climb greater heights.

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