

**Avinashilingam Institute for Home Science And Higher Education for Women  
Coimbatore – 641 043.**

**Continuous Internal Assessment Test I - October 2020  
SEMESTER III**

Class : II B.Ed. Special Education- HI

Time: 2 Hrs.  
Max. Marks: 30

**18BDSSH3 - Specialization: Educational Intervention and Teaching Strategies for  
Children with Hearing Impairment**

**Course Outcomes:**

- CO1: be aware of the early intervention programmes for the hearing impaired infants and children
- CO2: apply auditory listening and speech reading to facilitate language development among the children with hearing impairment
- CO3: facilitate speech through speech intervention with appropriate strategies among the hearing impaired children
- CO4: select and train on appropriate mode of communication for the children with hearing impairment
- CO5: know and shape up the outcomes of educational intervention

**PART – A**

**6 x 1 = 6**

**Answer all questions  
(Multiple choice questions)**

1. The Parent Infant Program (PIP) was established to provide services for CO1 K1
  - a. families of hearing-impaired infants
  - b. hearing-impaired students
  - c. parents and teachers of hearing-impaired infants
  - d. hearing and hearing-impaired infants
  
2. Early identification and intervention programs for hearing impaired CO1 K2  
children can significantly alter the establishment of their
  - a. language skills
  - b. gross motor skills
  - c. fine motor skills
  - d. artistic skills
  
3. Which of the following statements is NOT TRUE related to Auditory CO2 K4  
Verbal Therapy?
  - a. AVT uses and encourages the maximum use of hearing, and stresses listening rather than watching.
  - b. AVT uses a team approach to therapy that allows for a more complete education environment.
  - c. Parents in AVT programs need to learn sign language.
  - d. AVT supports children's auditory-verbal development through one-on-one teaching.
  
4. One of the goals of Listening and Spoken Language therapy is CO2 K1
  - a. use of hearing devices during class hours
  - b. use of sign language
  - c. use of visual methods of intervention
  - d. early diagnosis of hearing loss
  
5. Which of the following is the Stage 4 of Speech Teaching at Phonetic CO3 K1  
Level developed by Ling?
  - a. Uses different vowels to approximate words.
  - b. Acquires all diphthongs and vowels with voice control.
  - c. Bases of supra segmental patterns.
  - d. Acquires consonants by manner.
  
6. \_\_\_\_\_ is a Nasal Stop. CO3 K1
  - a. /p/
  - b. /t/
  - c. /k/
  - d. /m/

**PART – B**

2 x 6= 12

**Answer any two questions**

**(2 out of 4 Questions)**

**Answer should not exceed 400 words**

- |     |   |     |    |
|-----|---|-----|----|
| 7.  | Discuss the needs of Individual Speech and Language Therapy Program.                            | CO1 | K2 |
| 8.  | Mention the requirements of Pre-school Training Programme.                                      | CO1 | K1 |
| 9.  | As a special educator, what is your role in implementing Auditory Verbal Therapy?               | CO2 | K3 |
| 10. | Frame Short Term and Long Term goals in the rehabilitation plan for the hearing impaired child? | CO3 | K3 |

**PART – C**

1 x 12 = 12

**Answer any one question**

**(1 out of 2 Questions)**

**Answer should not exceed 800 words**

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|-----|--|-----|----|
| 11. | Enlist the importance and prerequisites of speech reading. Analyze the factors affecting teaching speech reading skills. | CO2 | K4 |
| 12. | Describe the stages of Ling's approach in developing speech among children with hearing impairment.                      | CO3 | K2 |
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