

**18BDS5H1 - Specialization: Identification of Children with Hearing Impairment and Assessment of Needs**

**Course Outcomes:**

- CO1: utilize behavioural technique in screening for hearing loss
- CO2: interpret audiograms and assess the educational needs of children with different types and degrees of hearing loss
- CO3: compare and interpret the language development in hearing impaired children
- CO4: describe the process of speech production
- CO5: evaluate the speech of children with hearing impairment and design teacher made tests to identify the educational needs of individuals with hearing impairment

**PART - A**

Choose the correct answer

5 x 1 = 5

1. Through \_\_\_\_\_ CWHI can acquire language naturally. CO3 K2
  - a. Sign language
  - b. Verbal language
  - c. Written language
  - d. Aural/Oral
2. Labio-dental sounds are articulated with CO4 K1
  - a. tongue tip articulating with the flat part of alveolar ridge
  - b. tongue tip articulating with the rim of the upper teeth
  - c. both lips articulating with each other
  - d. lower lip articulating with the upper front teeth
3. Echolalia refers to CO3 K2
  - a. continuous utterances which are not strings of meaningful words.
  - b. relatively immediate reproduction of the speech sound combinations.
  - c. word like utterances to indicate same meaning, but are not the 'real words'.
  - d. single word utterances only but functions as a whole.
4. Which one of the following is **not** an academic problem in students with hearing loss? CO5 K2
  - a. speaking
  - b. reading
  - c. writing
  - d. cognitive challenges
5. A degree to which a message can be understood refers to CO4 K2
  - a. communication skill
  - b. language competency
  - c. speech intelligibility
  - d. linguistic competency

**PART - B**

Answer the following in one or two sentences

5 x 2 = 10

6. What are the different tools to assess language and communication? CO3 K1
7. Differentiate the inspiration and expiration during breathing and speech. CO4 K4
8. What are the suprasegmental aspects of speech? CO4 K1
9. Give examples for performance-based assessment. CO5 K2
10. State any two challenges in the educational assessment of CWHI. CO5 K2

**PART - C**

Answer the following

3 x 5 = 15

Answer should not exceed 200 words or one page

11. a. Explain with examples about Standardized tools in assessing language among CWHI. CO3 K2
11. b. As a special educator, how will you identify needs for language and communication among CWHI. CO3 K3  
(or)

12. a. Tabulate the classification of consonant and vowels. CO4 K4  
(or)
12. b. Explain the factors contributing to Speech Intelligibility. CO4 K2
13. a. How will you do the educational assessment of CWHI through observations? CO5 K3
13. b. Explain about Formative and Summative evaluation? CO5 K2  
(or)

**PART - D**

Answer the following

Answer should not exceed 1200 words or six pages

2 x 15 = 30

14. a. Prepare a speech assessment tool. CO4 K6  
(or)
14. b. Explain the process of respiration, its types and need for assessment. CO4 K2
15. a. Explain about checklist and develop a checklist to assess language and communication of one year old child. CO3 K6  
(or)
15. b. Prepare a teacher made test to assess the educational performance of CWHI. CO5 K6

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