



**Avinashilingam Institute for Home Science and Higher Education for Women**  
(Deemed to be University under Category 'A' by MHRD, Estd. u/s 3 of UGC Act 1956)  
Re-accredited with A+ Grade by NAAC. Recognised by UGC Under Section 12B  
Coimbatore - 641 043, Tamil Nadu, India

**Continuous Internal Assessment Test I - September 2021**  
**SEMESTER III**

Class : B.Ed.Spl.Ed.(HI)

Time: 2 Hrs.  
Max. Marks: 60

**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. Services to \_\_\_\_\_ is the main aim of Parent-Infant Program. CO1 K1  
a. hearing-impaired infants  
b. parents of hearing-impaired infants  
c. teachers and parents of hearing-impaired infants  
d. families of hearing-impaired infants
2. Which one of the following is NOT the aspect of listening environment? CO1 K2  
a. Parents / therapist sitting beside child, on the side of better ear  
b. Speaking in loud voice at regular volume  
c. Speaking close to child's hearing and / or CI microphone  
d. Using speech that is repetitive and rich in melody, expression and rhythm.
3. The term 'listening' refers to CO2 K2  
a. sound information  
b. the process of hearing and listening  
c. sounds and voices going from the environment to the ear to the brain  
d. the brain making sense of sound

4. If the child is able to point out to pictures related to the sound they heard, then it refers to the \_\_\_\_\_ stage of auditory hierarchy. CO2 K1  
 a. Detection b. Discrimination c. Identification d. Comprehension
5. In 1976, the developmental model for speech teaching is developed by CO3 K1  
 a. Uden b. Quigley c. Ling d. Chomsky
6. A. Words CO3 K1  
 B. Conversation  
 C. Words in Sentences  
 D. Speech Sounds in isolation and syllables  
 Which of the following is the correct order of teaching speech to hearing impaired?  
 a. D,A,C,B b. B,C,A,D c. C,B,D,A d. D,C,A,B

**PART – B**

**3 x 6 = 18**

**Answer the following questions**

**Answer should not exceed 400 words or two pages**

7. a. Compare Parent-infant programme and Pre-school training programme. CO1 K5  
 (or)
7. b. Analyze the academic problems faced by hearing-impaired children during classroom situations. CO1 K4
8. a. Write a note on Multisensory Approach of speech perception. CO2 K2  
 (or)
8. b. Analyze the factors affecting Auditory training. CO2 K4
9. a. Differentiate between Auditory Global Approach and Multi-sensory Syllable Unit Approach. CO3 K2  
 (or)
9. b. Write about Ling's Approach to speech teaching. CO3 K2

**PART – C**

**3 x 12 = 36**

**Answer the following questions**

**Answer should not exceed 800 words or four pages**

10. a. How will you provide intervention to late identified children with hearing impairment? Explain the approaches and strategies you use for intervention. CO1 K3  
 (or)
10. b. Discuss on the requirement and plan of action for Individual Speech-Language Therapy programme. CO1 K2

11. a. "Children with hearing impairment can grow up in regular and learning environment through Auditory Verbal Therapy" – Justify. CO2 K5  
(or)
11. b. What are the different approaches of auditory training? Describe Carhart Auditory training approach. CO2 K2
12. a. Write short term and long term goals for teaching speech to a 3 year old hearing impaired child. CO3 K3  
(or)
12. b. Plan activities for teaching vowels to hearing impaired children. CO3 K6

Staff in-charge: Mrs. K. Kalaivani