



Mavinney

Avinashilingam Institute for Home Science and Higher Education for Women

(Deemed to be University Estd. u/s 3 of UGC Act 1956, Category A by MHRD)
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 2024
SEMESTER III

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

Max. Marks: 60

Time: 2 Hrs

23BDSSH3 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

Choose the correct answer

1. Assertion (A): The success of early intervention depends primarily on early identification of the disease or disability. Reason (R): It become more difficult to reverse if the disease or disability is identified lately. CO1K4
- a. Both A and R are true, and R is the correct explanation for A
- b. Both A and R are true, but R is not the correct explanation for A
- c. A is true, but R is false
- d. A is false, but R is true
2. _____ is a home-based programme. CO1K1
- a. Parent-infant programme
- b. Pre-school training programme
- c. Individual Speech-Language Therapy programme
- d. Auditory Verbal Therapy programme
3. The term 'Audition' refers to CO2K1
- 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. When the speech reader uses tactile cues for speech perception by placing the fingers and hand on the speaker's lips, face and neck, it is termed as CO2K1
- a. TADOMA b. SIMCOM
- c. Lip Reading d. Sign System
5. "Is the sound different from another sound?" refers to the _____ stage of auditory development. CO2K2
- a. Detection b. Discrimination
- c. Identification d. Comprehension
6. In _____ approach, other sense organs are used for the perception of speech. CO3K1
- a. Auditory Global b. Auditory Oral
- c. Multisensory d. Unisensory

PART – B

3 x 6= 18

Answer ALL questions

Each answer should not exceed 200 words

- | | | | |
|----|----|---|-------|
| 7. | a. | Give an overview of Pre-school programme. | CO1K1 |
| | | (or) | |
| 7. | b. | What are the requirements for Individual Speech Language Therapy programme. | CO1K2 |
| 8. | a. | Explain the concept of 'Auditory Listening'. | CO2K2 |
| | | (or) | |
| 8. | b. | What are the prerequisites for Auditory Training and AVT? | CO2K2 |
| 9. | a. | Write a note on Auditory Global Approach. | CO3K2 |
| | | (or) | |
| 9. | b. | What are long term and short term goals? | CO3K1 |

PART – C

3 x 12 = 36

Answer ALL questions

Answer should not exceed 800 words

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|-----|----|--|-------|
| 10. | a. | Explain the plan of action for Parent Infant programme. | CO1K2 |
| | | (or) | |
| 10. | b. | Analyze the problems faced by late identified CWHI. | CO1K4 |
| 11. | a. | Plan activities for developing speech reading among CWHI. | CO2K3 |
| | | (or) | |
| 11. | b. | Critically analyse the similarities and differences between Auditory Training and AVT. | CO2K4 |
| 12. | a. | Explain the different approaches to teaching speech. | CO3K2 |
| | | (or) | |
| 12. | b. | Plan activities for teaching correct production of various vowels and consonants. | CO3K3 |

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