

Role Of Teachers For Hearing Impaired Students In An Inclusive Setting

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Abstract

Teachers of Hearing impaired students in an inclusive settings faced many problems .Most of the inclusive settings schools have not proper infrastructure. Students of hearing impairment also suffer many problems. This research article attempts to find out teachers role for teaching hearing impairments students in inclusive settings. Inclusive education means where children with disabilities are learn under same roof with Normal students. In inclusive settings teachers has very important role .In this research article we try to find out teachers role in an inclusive settings.

Key words:*Hearing impaired students, Inclusive settings*

Introduction:

Our world is full of diversities. Every form of living and non-living beings is quite unique and different from each other .As a result a child comes to this earth with its own unique abilities and capabilities of body and mind .Some are fortunate enough to have extraordinary abilities for capacities while others are average or even suffer from so many deficits and deficiencies .(Mangal, 2018, p:1)In the world today including some of the most modern and advanced civilization known to man people with disabilities continue to be un-served or underserved .There are more than 600 million people with disabilities with world today (UN report -2003).There are different types of disabilities in our world, hearing impairment one of them .Around 360 million people of the world population suffer from disabling hearing loss .Census of India 2001 shows disability of 2.19%, NSSO 2002 shows disability of 1.80%, Census 2011 shows disability of 2.1%; an estimated 21 million suffering from disability . According to the National Survey at least 10% of the population of the disabled is found in the general schools and they face a lot of difficulties due to their disabling condition A person who is not able to hear as well as someone with normal hearing, (hearing thresholds of 25dB or more in both ears) is said to have hearing loss. Hearing loss may be mild, moderate, severe or profound According to WHO, "Disabling hearing loss refers to hearing loss greater than 40dB in the better ear in adults (15 years and above) and a hearing loss greater than 30dB in the better ear in children (0 to 14 years)".

Inclusive education is a new term in our modern education .Inclusive education is an education system where special needs students study in the same room with general students. It means of creating effective classrooms where the educational needs of all children including children with disabilities are addressed. Different types of disabilities are found in our world. Hearing Impairment one of them .Hearing impairment as a disability category is similar to the category of deafness in the not the same .The term hearing impaired children Sense signifies

umbrella covering all those children who suffer by one reason or the other from one or the other types of hearing losses. Consequently the term hearing impairment may be classified as “a generic term indicating a hearing disability which may range from mild to profound” (Brail, MacNeil and Newman 1986, P-67).

Types of hearing loss:-

The following types of hearing loss are found as far as degree is concerned.

1. Normal hearing loss: (-10dB HL to 15dB HL) Child can hear sounds and speech even if they are very soft.

2. Slight hearing loss : (15dB HL to 25dB HL) Child may have trouble hearing soft speech, soft sounds, or speech spoken from a distance.

Mild hearing loss: (26 dB HL to 40 dB HL) Child will consistently miss some speech sounds. This will be even more noticeable when there is background noise or when the child is not standing close to the person speaking. Speech and language development may be affected. Hearing aids will likely be beneficial.

Moderate hearing loss: (41 dB HL to 55 dB HL) Child just barely hears speech at a conversational level in a quiet environment and may or may not be able to understand what is being said. The child's speech and language will likely be affected. Hearing aids are required.

Moderately -severe hearing loss: (56 dB HL to 70 dB HL) Child may hear some speech sounds, but will be unable to understand speech without hearing aids. Speech and language development will be delayed..

Severe hearing loss :- (71 dB HL to 90 dB HL) Child may detect loud sounds in the environment, but will not hear normal conversational speech. Child requires hearing aids in order to learn to speak.

Sign language could be an option.

Profound hearing loss :- (90+ dB HL) Child likely responds more to vibrations than to sounds. Child may or may not receive benefit from traditional hearing aids. Cochlear implantation or the use of sign language are two options available that could benefit this type of loss.

Challenges faced by hearing impaired students in the inclusive classroom:-

In an inclusive classroom hearing impaired students face various challenges. An inclusive classroom is a classroom where general students & children with disabilities learn together. It is essentially the opposite of a special education classroom, where students with disabilities learn with only other students with disabilities. In inclusive education classroom students with hearing impairments face many problems. Problems are listed below –

1. Classroom acoustics – Acoustics are often a problem in the classroom but luckily there are several ways to solve this challenge. For hard of hearing students, needful visual aids

show the best sitting arrangement for full participation in engagement and access by the students to is to arrange discuss disks in a 'U' Shape.

2. Language deficiencies: language deficiency is the most important issues in the inclusive education system. Keep in mind that some deaf students' first or second language may not be English or Bengali and others they are more comfortable with effectively communicate in their primary language like sign language.

3. Inadequate infrastructure:-Adequate infrastructure needed for inclusive education. Inadequate infrastructure in developing countries like India is an most important problem .Lack of proper classroom setting, Inadequate teaching aids, classrooms, laboratories, and equipment- education infrastructure – are crucial equipment for inclusive education. But the lack of adequate infrastructure in India is one of the barriers to inclusive education.

4. Untrained teachers: In Inclusive settings classroom needed well trained teachers like special educator. For example, it is important to teach hearing impaired children teacher must have know special training of Sign language.

5. Experimental shortages: Research shows that hearing impaired students often lag behind their hearing peers when it comes to number concepts, language and problem solving skills.. Hearing students constantly absorb new information.

Role of Teacher:-

1. Use assistive listening devices such information loops if these are available in the lecture theatre hearing aids may include transmitter/receiver systems with a clip on microphone for the Lecturer .if using such a microphone it is not necessary to change the speaking for teaching style.
2. One way to encourage feelings of inclusive and confidence with teaching children with hearing impairment in the regular classroom is for teachers to familiarise themselves with finger spelling or basic sign language.
3. Students who have a hearing impairment required visual cues / support in their learning to assist their understanding to content and of course so do children who have English as a second language. Teachers can use visual stimuli such as providing lesson outcomes, main points and any directions on display boards to help these students.
4. Classroom management is a very important part of inclusive education. There are always variable as to where a student who has hearing impairment should sit in the classroom ensure that the students are in positions student where your face are clearly visible and the sound of your voice is least obstructed.
5. Unnecessary noise destroys the balance of the classroom. Students who have a hearing impairment find it very difficult to concentrate when there is background noise. Blocking or minimise all of this noise all through closing doors and windows can be a simple and effective measure. Remember that even if your student or students use assistive hearing technology they do not hear in the same way that their peers do. Hearing impairment students will benefit from having unnecessary background noise to a minimum.

6. Many classrooms are now equipped with technologies such as interactive whiteboards (IWBs) boards and sound fields amplification systems .If you have access to those technologies or anything similar ensure that you have been then briefed how to waste used them to complement of teaching. A simple Google search will confirm just how much choice is out these.
7. Language abilities are often affected by hearing loss , early in life may have literacy issues .In some cases, providing reading lists well before the start of a course for students with a hearing loss can be beneficial. Consider tailoring these reading lists when necessary, and provide guideline to key texts.
8. encourage students hearing loss seat themselves towards the front of teacher where they will have clear line of mission this is particularly important if the student is using and interpreter reading relying on visual cues or using a Hearing aid which has a limited range.
9. Provide irritating materials to supplement all lectures tutorials and laboratory solutions announcements made regarding class X at activities field works industry visit it is should be given in writing as well as verbally.
10. Allow students to record lectures or preferably make available copies of your lecture notes. Flexible delivery to teaching materials by electronic media is also participate particularly helpful for students who have difficulty accessing information in the usual loess thought students hearing loss new technology and the internet in particular can be used to bridge many gaps
11. Ensure that lists of the subject specific jargon and technical terms which student will need to acquire made available early in the course .If interpreter or capturing are being used as an adjustment, make this list available to the professionals providing the service as early as possible.
12. Intutorials, assist students who lip-read by having the student directly opposite you and ensure if possible that you can see all other participants control the discussion true that only one person is speaking at a time.
13. Auditory or oral method is most important method for teaching hearing impaired children in inclusive settings in this teaching approach does not use AI language but instead teachers the English language on mother language day dual hearing and speech .
14. Another most important method for teaching hearing impairment students is total communication method. In this method combines auditory and visual communication for instruction, including Indian sign language speech used simultaneously cute speech and/ or other communication method.
15. Students with hearing loss require a modified classroom which should incorporate well designed acoustics(for maximum sound production), little destructive noise and proper lighting for visuals is students should have a clear view of all visuals as well as the instruction.

16. Many classrooms with deaf students who sign incorporate an interpreter for easier translation of material. Deaf students, who you have grown up with sign language, should have sign language included in their daily educational life.
17. Assistant technical capacities are most important for teaching hearing impairment students in inclusive settings. Years of research and development have provided educators with wonder tools for maximizing auditory abilities for those students with some degree of hearing including- FM systems which can project sound from an instructor microphone, c print which is a speech to text computer system, a speech synthesizer which converts a typed word into speech format, personal application system etc.

Conclusion:

We need to remember that children with disabilities are people like us and have the right to education to survive. This study investigated sign language, and teaching strategies in classrooms with deaf students. This study highlighted themes that may be useful in working with deaf students. This includes providing sufficient language input to make the deaf students a part of the classroom dialogue. Not only their (Hearing impairment students) benefits but also our social interest it's important to educate them.

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