

Problems of Visually, Hearing and Speech Impaired Children in The Field of Effective Learning

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Abstract:

Generally, each human being has distinct and unique personality. Specially, everyone differ from others on the basis of physically, mentally, socially and emotionally in learning abilities. Impairment refers to the loss or reduced of the power of particular body part or organ. Visually impaired children, hearing impaired children and speech impaired children are some categories of special children. In simple words visual impairment means impairment in vision that, even with correction, adversely affects a child's educational performance. Unfortunately the children with visual impairment in one way or the other are denied the valuable opportunities of coming into direct contact with the realities of life. An impairment in hearing, whether permanent or fluctuating, that adversely affects a child educational performance but that does not constitute deafness as is called hearing impairment. On the other hand speech impairment means a communication disorder, including stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance. Children with communication disorders are not receiving an appropriate amount of services from speech language pathologists and audiologists. So, poor intelligence, personality disorders, academic retardation, slow speech development, organic causes, loss of hearing, linguistic difficulties are big challenges for visually, hearing and speech impaired children in the field of effective learning. So, the present analytical Study is specially designed to identify the problems, educational provisions by visually, hearing and speech impaired children in their effective learning. This paper also tries to measures of the problems of the particulars impaired children.

Keywords: Concept, Identification, Problems, Educational Provisions, Suggestive Measures.

I. INTRODUCTION

We know that all children exhibit differences from one another in terms of their physical attributes and learning abilities. Different kinds of children come to the educational institutions. Most of them are normal and have normal intelligence. Besides the category there are others who have exceptional physical. These children differ to a marked degree in one or more characteristics from other normal children. They are termed as visually impaired, hearing impaired and speech impaired children.

Impairment represents a sort of disturbance or abnormality in the structure and functioning in our body systems. That means in this way, it represents a certain type of loss or deficit, and deficiency at the organic or physical level for an individual. Actually, visual or hearing or speech impairment may not lead to disability. The deficits and deficiencies in one's visual, speech and hearing may be overcome by the use of lenses of hearing aid. In the field of effective learning they are (e.g. visually, hearing and speech impaired children) faced by some problems. It is necessary that how can solve the problems of particulars impaired children and what types of educational programme. So, the purpose of the present analytical study is to identify the problems faced visually, hearing and speech impaired children in the field of their effective learning at educational institutions.

II. CONCEPT OF VISUALLY IMPAIRED CHILDREN

In simple words those children who have such marked visual

difficulties they are called visually impaired children. Visually impaired means impairment in vision that, even with correction, adversely affects a child's educational performance. The term shall include both partial sight and blindness. "Visually impaired children are those children who have such marked visual difficulties that even with the best medical and optical care they cannot see well enough to profit by the educational facilities that are provided for children with normal vision." -Love, 1975, p.179

III. CONCEPT OF HEARING IMPAIRED CHILDREN

The main sensory pathway through which speech and verbal communication develop is hearing. Also hearing influences learning and other aspects of maturation. So, hearing impaired means impairment in learning, whether permanent or fluctuating, that adversely affects a child's education performance. It is a generic term indicating a hearing disability, which may range in severity from mild to profound; it includes the subsets of deaf and hard of hearing. So, in this field we can say that those children who are found to suffer from one or the other type of hearing impairment or suffers from some or the other type of hearing losses making disabled wholly or partially.

IV. CONCEPT OF SPEECH IMPAIRED CHILDREN

Generally, speech and language are tools used for purposes of

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communication. Speech is the most common symbol system used in communication between human beings. The term 'speech impairment' may be defined as a communication disorder, including stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance. "Speech may be considered defective when it is not easily audible to the listener. Speech is defective if it is vocally unpleasant. Finally, speech is defective if it is inappropriate to the individual in regard to his/her mental and chronological age, sex and physical development" - Pinter, Eisenson, Stamton.

How can Identify Visually, Hearing and Speech Impaired Children: Through the developmental status may be taken into consideration to identify hearing impaired children. Besides through some techniques like - medical examination, systematic observation, case study, Neuro-psychological tests etc. are can identify the hearing impaired children. Through the systematic observation teachers can identify some behaviour pertaining to hearing impaired children like - they focus specially on the speaker's lips, they turn heads on one sides to hear better, they display restlessness, inattention and speech difficulty, they always request the teacher to repeat instructions, questions etc.

On the other hand visually impaired children priority should be given to identify as early as possible through periodic tests. Total blind can easily be recognised and identified low vision children. If the child has total blindness, it can be detected when the child is about one year old. Thus identification of visually impaired children may be associated with some behavioural symptoms like - classroom observation, ophthalmological examination and visual screening. In this field any visual impairment in children can be detected by a careful classroom teacher by keen observation. The visually impaired children, especially the low vision children, are likely to exhibit certain behavioural symptoms. Besides through the ophthalmological examination children have to be medically examined before going to school. Low vision is assessed on the basis of visual acuity. Also, through the screening tests, teachers can identify children in need of a more complete eye examination.

V. PROBLEMS OF VISUALLY, HEARING AND SPEECH IMPAIRED CHILDREN

Visual impairment is the main factor for their slower acquisition of information. These children have a slower reading rate and lack concreteness in instructional procedures. Children having these conditions have problems in distance vision (seeing blackboard) confusion in identifying letter and numbers, visual fatigue after long period of close visual work. So, problems is that the low vision and blind children are behind their sighted peers in academic achievement is not affected as greatly as that of hearing impaired children. They have considerable difficulties in the exploration of their environments; they have impairments in concept formation. Totally blind children cannot learn the art of speech by imitation. They can only learn through what they hear and from occasional touch observation. Also there is a great deal of conflicting evidence on whether visually impaired children are less well adjusted than their sighted learning.

Speech is the behaviour of forming and sequencing the sounds of oral language. Students with speech impairments may be difficult to understand and experience problems expressing ideas. These students may be reluctant to answer questions in class, and in particular, give presentations individually or in a group. In daily life speech impaired children face many problems in the field of effective learning. Speech impaired children are inferior to normal children so far as reading is concerned. Such these children show aggressive tendencies, anxieties and fears. They usually perceive their parents as authoritarian figures. A poor articulation is often poor in auditory discrimination. Pronunciation difficulties interfere with word recognition and spelling. Besides in the field of socialization process these children cannot become leaders in their concerned peer groups. Also they cannot take active part in games and group activities. They are underachievers in the school. Generally they do not conform to the general behaviour Children as well as students with Hearing Impairment are experiencing challenges in most learning institutions. Hearing loss creates problems in the way individuals express and receive language, which in turn leads to social, communication, and educational problems. They want to be like their friends with normal hearing, and they often feel inadequate when drawing attention to their hearing problem. All this has social consequences for the children. Many of them keep to themselves and prefer not to take part in classroom activities. The lack of attention to these children's problems often results in the children feeling tired and suffering from headaches when coming home from school. One of the problem of hearing impaired children as well as student is communication. The problems of communication of children with conductive hearing loss are difficulty in hearing soft and moderately loud sounds and difficulty in understanding loud speech. Besides, communication problems of children with sensori-neural hearing loss are that they may have problems in hearing soft to very loud sounds, depending on the degree of hearing loss. With mixed hearing loss are problems in hearing soft to very loud sounds, depending on the degree of hearing loss. They may hear speech, but may have difficulty in identifying what is spoken. Actually, even a minor unidentified hearing loss in a school-age child may adversely affect the learning process and result in some form of learning difficulty in school. Class work may suffer if a child with hearing loss is expending extra energy trying to listen to the teacher, take notes, and process what is being heard all at once. The hearing problems of children often go undetected because many believe that their problems in school are caused by a lack of concentration or inattention. So, at the end can say that the learning processes of students with hearing impairment may be affected in the different ways. Students who have been deafened in early childhood are very different to students who have lost hearing later in life in terms of educational disadvantage. They are always behind their effective learning.

VI. EDUCATIONAL PROVISIONS FOR VISUALLY IMPAIRED CHILDREN

Generally, the problem gets more acute and server depending upon the degree of their visual impairment. So, the education

of the visually impaired children is need special attention and provisions quite different from the children who have normal vision. Therefore, the following educational provisions can be made for those who are visually impaired children:

Provision of Special Class: One of the most important aspects of educational provision of visually impaired children is special classes. Special classes should be introducing for the education of visually impaired children. The school must be centrally located and good transportation facilities must be available. Because visually impaired children are taught along with the normal peers without any discrimination with essential adaptation carried out for communication and mobility.

Braille System: Braille system is another one of the educational provision of visually impairment children. Totally blind and severely visually impaired children should essentially be helped in acquiring Braille literacy. Braille can be produced by dots one at a time by hand on a Braille state with the help of a stylus. While reading the Braille script, the readers are required to make use of their sense of touch. Usually reading skill, attempts are made for making the students learn Braille writing.

Provision of Special Equipment and Visual Tasks: Listening skill is very important for blind children. Partially sighted children must be provided with minimum visual tasks. Maximum tasks which never put strain on their vision are recommendable to these children. Besides in the field of classroom teachers should be very alert. Specially, the teachers must see that in the class, these children should be front-benchers and teacher may speak what the writes on the blackboard. Also, teacher must write in bold letters on the blackboard which should be legible and unambiguous.

VII. EDUCATIONAL PROVISIONS FOR HEARING IMPAIRED CHILDREN

Hearing is the main sensory pathway through which speech and verbal communication develop. For the hearing impaired children some educational provisions, special arrangements can be made to meet their needs. Anyway, the following provisions can be made for those who are hearing impaired children:

Proper of use of hearing-aid: We know that hearing process is the most important aspects of human beings. The hearing aid should be selected according to the degree of hearing loss. It is very important for hearing impaired children. Hearing impairing children may be provided with hearing aids of both the individual and group type for their auditory training. Headphones and a low speaking system may be used to enable the children to have clear and stronger sound.

Provision of Auditory Training: One of the most important educational aspects of hearing impaired children is auditory training. Through this training particular impaired children are can enable their necessary matter and perception of various speech sound is possible. Auditory training provides a thorough understanding of the principles of hearing rehabilitation, lips reading, speech development and testing of hearing educational diagnosis. Besides the recent technological advances in the development of hearing and have augmented the benefit of auditory training. Through the

auditory training hearing impaired children can be develop awareness of sound, develop the ability to make gross discriminations among environmental sounds and develop the ability to discriminate among speech sound.

Provision of Lips Reading/Speech Reading: In the field of education speech reading is another significant technique of hearing impaired children. It is also called lips reading. It involves teaching-learning impaired child how to use visual information to understand what is being said to them. Speech reading/lips reading makes an effective used of visual information. Besides lips reading/speech reading depends greatly on the ability to pay attention to and obtain meaning from the environment. Good speech readers are able to anticipate certain kinds of messages in certain situations.

Role of Parents: The parents are can play a vital role in their hearing impaired children. If parents want to share the responsibility of their children, the successful integration of hearing impaired children may be possible. So, in this field parents should speak clearly which taking with their children and they must try to speak to the deaf or partially deaf children as often as possible. Also, they must try to check on the working conditions of the hearing aid and the thickness of the ear mould.

VIII. EDUCATIONAL PROVISIONS FOR SPEECH IMPAIRED CHILDREN

Identification is the joint responsibility of the class-room teacher, the speech-language pathologists, the parents and teachers. So, in this field the following educational principles can be made for speech impaired children:

Role of the Parents: Parents can play a vital role in their child's learning. Specially, the role of parents is the most important aspect of speech impaired children. So, parents should be involved in their child's learning and made to keep a record of each activity of the child. Also they are advised to go to the appropriate centres for help, if possible. Besides, parents should co-operate like their child in anytime and anywhere.

Role of the Teachers: In society, the status of the teachers is highly respected. As the society neglects speech children, the love and sympathy of the teacher can contribute a lot to help improve the child speech. Actually, a teacher can try to improve upon his deficiency in vocabulary. The child should not be compelled to talk. As the teacher must see that these children are being allowed by other normal children to play and work together. So, the role of teacher is very important for speech impaired children. It should be primary duty of a teacher to recognise the speech defects of children under them.

Provision of Speech Therapy: One of the most important educational techniques of speech impaired children is speech therapy. Through this therapy can improve the speech quality of the speech impaired children. (Arthat) When a child is in need of speech or language therapy, he should be referred to an expert or a therapist for consultation. The speech therapists help children in correcting and removing the disabilities in articulation.

Provision of Extra-curricular Activities: Through the extra-curricular activities can improve the internal and external

quality of the speech impaired children. Specially, for this type of children animal zoos, geographical places like – museums, factories, workshops etc. Places should be taken to visit. Because, through these places they will be automatically gather new knowledge as well as new unknown experiences.

Provision of Speech Training Activities: Generally, speech impaired children are inferior to normal children so far as regarding is concerned. They are underachievers in the school. Through the speech training activities like - rhymes, speech games are suggested to speech impaired children. Also, these activities may be done taking group into consideration. Besides, speech impaired children can develop their constructive quality through this training activities.

IX. SUGGESTIVE MEASURES

Generally, education of exceptional children is a challenging filed. We know that visually, hearing and speech impaired children are the types of these children. So, overall in this field especially in the field of their learning status some suggestive measures can be made for their future effective life.

- ❖ **Attraction:** First of all the role of the teachers is the most significant for hearing impaired as well as visually and speech impaired children. A teacher can use is to attract the attention of the hearing-impaired student before speaking with a cue such as a tap on the shoulder or wave. There is need to face the person while talking.
- ❖ **Clarity and Technology:** There is need for the teacher to speak clearly and naturally without exaggerating lip movements or volume. There is also need to avoid standing in front of a light source like a window the glare from behind makes it difficult to read lips. Hearing impaired students may need to use assistive technology such as FM systems to participate in class.
- ❖ **Encourage and Hearing aids:** In the field of hearing impaired children there is a range of inclusive teaching strategies that can assist all students to learn but there are some specific strategies that are useful in teaching a group which includes students with hearing impairment. Encourage students with hearing impairment to seat themselves toward the front of the lecture theatre where they will have an unobstructed line of vision. This is particularly important if the student is using an interpreter, lip-reading, relying on visual clues or using a hearing aid which has a limited range.
- ❖ **Adjustment of the teaching Environment:** Generally, teachers may need to adjust the lighting in the teaching environment. If a sign interpreter is employed, follow the hints for working with a sign interpreter. So, it is difficult for a student watching a signer to also take notes from an overhead or blackboard. Also, Teachers need to develop empathy towards students with hearing impairment so that they design activities, and strategies that ensure that these students learn the subject under study.
- ❖ **Reading Lists for Particular Children:** Hearing impaired student i.e., children are not normal like normal children. They are always exceptional from normal child. Many students with hearing impairment have lower reading levels, and a limited vocabulary, particularly those deafened in childhood. Provide reading lists well before the start of a course so that students with hearing impairment can begin reading early.
- ❖ **Visual aids:** Visual aids are most effective technique of teaching learning process. So, any videos or films used should, where possible, be should be captioned. When this is not possible, the teacher may need to consider alternative ways for students with hearing impairment to access the information. Besides, there is need to seat hearing-impaired students where there is an unobstructed view of the teacher. The teacher should try to repeat comments and questions asked by other students who are not in the range of vision of the hearing-impaired student.
- ❖ **Proper Examination:** In the field of visually impaired children proper examination can play a vital role. Students with visual impairments should undergo examinations by ophthalmologists and/or optometrists to determine the nature and degree of the visual impairment. An eye report should be requested from the eye specialist and included in the cumulative records. The educational consultant for students with visual impairments will interpret the medical report for school personnel and identify the educational implications.
- ❖ **Significant Aspects:** For visually impaired children some significant aspects like - encouraging a positive self-image, appropriate dress, well-developed self-care skills, good interpersonal communication, appropriate behaviours, increased independence and productive community living can all be tremendously beneficial in the healthy growth of students with visual impairments.
- ❖ **Parent's Role:** The role of the parents is the most important like teachers. Education is viewed as the shared responsibility of the home and the school. So parents should be included as active members of the support team as early in the process as possible.
- ❖ **Effective Environment:** Teachers as well as educators should create an environment of acceptance and understanding in the classroom, and encourage peers to accept the student with speech impairment. Besides some students with severe speech impairments will have deficits with the analytical skills required to read and write. Individual instruction may be necessary to remediate these deficits, but should be provided discreetly to avoid embarrassment and possible resistance.
- ❖ **Model of Sound:** Sound system is most effective technique for the learning of speech impaired children. Teachers should constantly model the correct production of sound. Maintain eye contact with the student, are then tell her to watch the movements of your mouth when providing direct instruction. Ask his/her to copy these movements when she produces the sounds.
- ❖ **Encourage and Patient:** The teachers as well as educators must be patient and encourage the student to participate in classroom activities, giving her adequate time to speak. Teachers should speak to the student as they would any other student. Do not interrupt or try to complete her thoughts.

- ❖ For students who choose to participate orally, faculty and class members should be patient, offering encouragement and an opportunity to develop self-confidence in a challenging situation.
- ❖ **Proper Therapy:** In the field of speech impaired children provide individual therapy for the child; consult with the child's teacher about the most effective ways to facilitate the child's communication in the class setting; and work closely with the family to develop goals and techniques for effective therapy in class and at home. Then they will develop their innate thinking capacities.
- ❖ **Instructional Aids:** Teaching is aids are can play a significant role in the field of learning process. There are a number of instructional aids teachers can use when teaching deaf or hard of hearing students. A teacher can use sign, finger spelling and speech reading. Equipment, including overhead projectors, bulletin boards, computers and televisions showing captions on the screen, can also be used in teaching.
- ❖ Besides, teachers can also use materials such as pictures, illustrations, artefacts, slides, computer graphics and films with captions. Visual aids including classroom rules charts, job and choice menus, transition time cards and charts, task organizers, daily schedules and the Internet can also be used to enhance the learning process and communication.

X. CONCLUSION

From the foregoing discussion about the problems of visually, hearing and speech impaired children now at the end I would like to conclude that the particular impaired children are some categories of special children. They have faced by some significant problems. So, for these problems as we are parents, teachers as well as conscious person of the society should take some measurable effective steps for their future bright. Specially, they have no decision making in the field of learning process. So, teacher should assure the conveyance to hearing-impaired students of important information like class cancellations, class relocation, assignments, and tests by stating the details in writing in a hand-out and on the chalkboard. Also, they are effective tools that will enhance the learning process for the visually, hearing and speech impaired pupils.

XI. REFERENCES

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