

ASSIGNMENT No. 2

Q.1 What are the different external factors of deafness that may serve as a hindrance to normal speech and language development?

Hearing sounds and words helps children learn to talk and understand. A child with hearing loss misses out on these sounds. This can cause problems with speaking, reading, school success, and social skills. It is important to have your child tested if you think he has trouble hearing. Getting help early is key.

Hearing loss in children can lead to:

- Delayed speech and language skills
- Learning problems in school
- Feeling bad about himself
- Having trouble making friends

Learn more about problems that children with hearing loss may have below.

Words

Children with hearing loss do not learn words as fast as those who have normal hearing. They may:

- Learn concrete words like cat, jump, five, and red. However, they may have trouble with abstract words like before, equal to, and shy. They may not use words like the, an, are, and a.
- Have trouble knowing the different meanings of a word. Think about the word bat. It can mean a flying animal or what we use to play baseball. A child with hearing loss may not understand these meanings.
- Fall farther behind children with normal hearing as they get older. Children with hearing loss do not catch up without help.

Sentences

Children with hearing loss may have trouble understanding and using sentences. They may:

- Understand and use shorter sentences than children with normal hearing.
- Have problems with more complex sentences. They may not use clauses in their sentences. An example of a clause is "When I get home, I will eat dinner." They may not use passive voice. An example of this is "The ball was thrown by Mary."
- Have trouble hearing word endings, like -s or -ed. They may not understand or use plural words, like cats. They may not use past tense, like walked. And possessives, like Bob's, can be hard to hear or use.

Speech

Children with hearing loss cannot hear sounds well. They may have problems speaking clearly. They may:

- Not use sounds like s, sh, f, t, or k. These are quiet sounds that are hard to hear.
- Not hear their own voices when they speak. They may be too loud or too soft. They may speak in a high pitch. People may think they mumble or sound different.

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School Success

Children with hearing loss have trouble in school. Reading and math may be the hardest for them. Some facts about hearing loss and school success include:

- Children with mild to moderate hearing loss may fall one to four grade levels behind without help.
- Children with more severe hearing loss may not learn past the third- or fourth-grade level. School support will help them do better.
- Children with hearing loss do not do as well as children with normal hearing. The gap between them grows over time.
- Children with hearing loss will do better in school if they get help early. This includes support at home from parents and families.

Social Skills

Hearing loss can make it harder to talk with others. Children may not want to talk or play with other kids.

Children with hearing loss may:

- Feel alone and like they have no friends.
- Be unhappy in school.

Q.2 Explain the different areas of assessment of a hearing-impaired child.

Hearing loss is much more common in children with neuromotor and multiple, severe disabilities compared to the general population. Children with hearing loss may present with bilateral hearing loss or unilateral hearing loss. You may also see mild to profound loss. Some children with neuromotor conditions may use a few “personal” signs to communicate. For those children, using an ASL interpreter is not necessarily appropriate.

Mild and unilateral (one sided) hearing loss

When you are testing someone with mild or unilateral hearing loss, it is important to use a room without auditory distractions. Noises coming from outside the room will make it much more difficult for the child to hear.

When talking with the child, face them so that they can use visual cues as well as oral cues (look at your lips and facial expression). It is not necessary to sit to the side of a child with unilateral hearing loss. However, if you must sit to the side, sit on the side where they have better hearing.

Talk in a normal speaking voice, being alert to keeping up a normal volume. Be sure to pronounce words very clearly, especially the last sound in the word, which can sometimes get dropped. This is especially important on a task like list learning, where you read a list of words aloud. It would be normal for someone with mild hearing loss to mishear similar words (e.g., “eyes” for “ice”).

When looking at the group level, overall children with mild and unilateral hearing loss have more educational, social, and behavioural challenges than their peers.^[1] However, this is complicated by the various etiologies of hearing loss, which can themselves impact functioning. This may including premature birth, meningitis or infection.^[2]

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Regardless of the etiology of the hearing loss, these children have to work harder than other children to listen.

In the classroom, this can lead to fatigue or what looks like problems with attention or acting out.

Assessment with someone who is Speechreading (“lip reading”)^[3]

- Speak at a normal rate and with normal articulation.
- Keep your hands very still while talking.
- If you want to show something while talking, silently show first, then explain, and possibly show a second time.
- Never speak while not facing the person.

Assessment with an American Sign Language (ASL) interpreter

- If you are new to working with an ASL interpreter in an assessment setting, you should seek out consultation.
- When working with an ASL interpreter, allow more time for the assessment.
- Meet with an interpreter for 10-15 minutes before starting the assessment so you can talk about the process of the assessment. It is helpful to mention that you want to know the child’s level of language, therefore you want to know if they are using incorrect grammar, or if signs are signed incorrectly.
- Introduce the interpreter to the child and explain their role. Children may not be used to having interpreters.
- According to the professional code of sign language interpreters, they will interpret everything that occurs in the room (sounds, private conversations, phone calls).
- Generally, it is best to sit next to the sign language interpreter, opposite the child. Thus, the client can easily shift from looking at you to looking at the interpreter. Make sure there is no distracting background (e.g., venetian blinds) that could make it taxing to see the interpreter’s hands.
- Address the client directly, and maintain eye contact with the client rather than with the interpreter.
- In general, wait to begin speaking until the interpreter is finished signing.
- Do not give visual instructions (pointing, demonstrating) at the same time as you are talking (or the interpreter is signing).
- Allow a brief silent time for reading if you hand out written material. Wait until the Deaf person looks up before you start to speak again.
- The process of reading or writing printed English for someone who communicates via ASL is called transliteration. The interpreter who is assisting with transliteration is having to pair the printed English word with their vocabulary of ASL signs. You may wish to ask the interpreter if it is best for you to read the text aloud or have them read it themselves (e.g., on a consent form).

Specific testing tips for the child who uses ASL

- It is important to understand that ASL is another language. Sentence structure is Object/Subject/Verb commonly (In spoken English, Subject/Verb/Object is most common). Further, verbs are tough to translate

into a single ASL sign. The verb is usually communicated together with the sign for the subject or the sign for the object. There are signs for most nouns, but specific signs are often fingerspelled (spelled letter by letter). Thus for spelling tests this is an important clarification – some spoken words may be difficult to translate into a single sign.

- With a test of word reading, try to get children to provide a single sign if one exists (the interpreter can tell you).
- For paragraph reading, it is likely best to choose a test which allows for silent reading (e.g., WIAT) rather than reading aloud (e.g., GORT).
- When giving a measure of adaptive functioning, have parents think about child's communication in ASL or spoken language. The child should get "credit" for accomplishing something using either sign or spoken language. However, as with spoken language, independence of behaviour is important. For example, if the child is prompted (reminded) to use the sign for "thank you", that is not independent behaviour.

Q.3 How the Warnock's report can be utilized differently for achieving aims in special education?

The report of the Warnock Committee in 1978 (Department for Education Science, 1978) was a landmark event for the education of children and young people with special educational needs (SEN). Although there had been earlier important government reports, these addressed more specific issues (see Cole, 1989, for a review). The Warnock Committee in comparison produced a wide-ranging examination of the whole SEN system of the time and, taking into account recent research and existing progressive practice, the Committee produced a report that formed the basis for substantial conceptual, administrative and practice changes.

Building upon the ideas and recommendations within the Report, we aim to produce an overview of the developments over the past 40 years, drawing on other constituent papers in the Warnock 40 Years on Research Topic. We examine conceptualisations of SEN including prevalence; the development of the legislative and managerial systems at national and local levels, including SEN within the overall system for education; the role of parents; special provision and its funding; SEN research, including inclusion; and implications for the future. Although our focus is on developments in England, our review has relevance for SEN internationally.

We first review developments prior to the Warnock Report and their influence on the Report, identifying the paradigm shifts that took place; the basis provided by the Report for the new legislation for SEN, initially the Education Act 1981; and then significant lessons from the Report. Secondly, we explore the evolution of SEN relative to a number of the topics identified by the Warnock Committee for future development. Here we draw in particular on the constituent papers of the Research Topic. Finally, we look forward from the current position, around 40 years after the Warnock Report, which has substantially influenced SEN not only in England but also in the rest of the UK and beyond. This is timely within the English context as the Department for Education is undertaking a major review into support for children with SEN, due to report in early 2020

There can be few Committees of Enquiry whose main achievement was to counter the out-dated conceptualization underlying its terms of reference (written in 1973):

“to review the educational provision in England, Scotland and Wales for children and young people handicapped by disabilities of body or mind...together with arrangements to prepare them for entry into employment” (Department for Education Science, 1978, p. 1).

Those working in this field had moved on to a paradigm shift in thinking and practice during the 50s and 60s, and had lobbied for the Enquiry, as a way to establish the official status of this shift, and ultimately to enable legislation which would underpin this. In this section of our paper we aim to:

- summarize the development of thinking that triggered the Warnock Committee Report
- outline how the Warnock Report set out the principles of the paradigm shift, and ways to further the infrastructure to support it.
- describe and consider the consequential legislation that was put in place at that time.
- provide a brief summary of research findings on the implementation of the legislation.

The second chapter of the Warnock Report offers a detailed account of the patterns of provision for children and young people with disabilities from the late 1800's onwards to 1973 when the Warnock Committee was set up. The context of the Warnock Report was shaped by the 1944 Education Act in England, which formulated 11 categories of children and young people with “disabilities of body or mind,” and by the pattern of provision for their education. The categories were defined by the medical terminology of the various disabilities identified. Provision ranged across special schools dedicated to these categories, and corresponding special units within mainstream schools. This arrangement accordingly covered those with different levels of “handicap,” and those whose level of “handicap” was such that they were regarded as “ineducable” and so deemed not suitable for provision within the prevailing education system. At the other end of the “handicap” range, there were those children and young people who were already included in mainstream schools.

The views underlying this pattern of provision at the time were thus that “handicap” was determined by disabilities of “body or mind” within the children and young people themselves. However, from about the 1950s onwards, psychologists and others working within the field began studies that indicated the need for a greater differential analysis of cognitive, and other components of disability. Such developments in special education occurred in the United States (e.g., Cruickshank, 1976; Kauffman and Hallahan, 1976); in the realm of those regarded as “ineducable,” there were psychologists in the UK who were extending the scope for more “personalized” approaches (Tizard, 1964; Clarke and Clarke, 1965) and educators (Schonell, 1942; Segal, 1967). This whole area of development showed that the concept of “handicap” should be regarded as the product of the interaction of factors within individuals (their disabilities) and factors within their environment—such as their education and upbringing, as well as their social context. This “interactive” conceptualization amounted to a paradigm shift in thinking and led to a new terminology of “special educational need” to describe

the outcome of this interaction. Within the UK, Professor Ronald Gulliford developed this terminology in a book he authored (Gulliford, 1971).

The paradigm shift itself linked up in practice with an increasing concern about the “rights” of individuals, which was foremost in the concerns of the parents of the children and young people. Parents formed themselves into pressure groups to influence the setting up of targeted educational approaches to meet their children's needs, and also to gain access to education for those who had been labeled “ineducable.” This lobbying generated a government Education Act in 1970, which required Local Education Authorities (LEAs) to give all those living in their areas access to educational provision. Correspondingly, the Statutory Assessment procedure was altered, requiring LEAs to include education professionals such as educational psychologists in the decision making about educational provision for children and young people (Department for Education Science, 1975). Even so, statutorily, decision making about designated provision still had to involve a school medical officer.

The Warnock Enquiry

All the above activity led the Secretary of State for Education (Margaret Thatcher) to set up, in 1973, an Enquiry with the terms of reference above, paradoxically using the—by then—“old terminology.” The Committee included a range of 26 largely educational, medical and academic professionals, and one parent (of two hearing impaired children). The chairperson appointed was Mary Warnock, at that time a senior research fellow in philosophy at an Oxford college. She is recently reported to have surmised that she had been chosen because “I'd been the headmistress of an [academically high achieving] school and was thought to be interested in education....So I came with perhaps a useful ignorance of the whole subject” (Webster, 2019a, p. 12). She certainly managed her colleagues well, because in presenting Mrs. Thatcher with the final report in 1978, she was able to claim that: “On all our main conclusions and recommendations we were in complete agreement (Warnock Report, p. iv). She also stated that the Committee had made its recommendations in an “awareness of financial constraints,” but acknowledged that in the long term, “the recommendations would require substantial additional resources”[p. iv].

The Committee commissioned a range of information gathering, and also visited provision in other countries. The findings covered a comprehensive relevant range of issues, but at this point reference will only be made to some of the main ones identified in the Enquiry. The issue of rights to education was clearly formulated in the Warnock Report, para 1.4.

- “The purpose of education for all children is the same, the goals are the same, but the help that individual children need.....will be different.”

Earlier in the paragraph the “goals” are specified as:

- “to enlarge knowledge, experience and imaginative understanding, and thus [his] awareness of moral values and capacity for enjoyment.”
- “to enable [him] to enter the world after formal education is over, as an active participant in society, and a responsible contributor to it, capable of as much independence as possible.”

The Report's specification of these goals is significant, since the Warnock Committee's terms of reference did not convey such a comprehensive view of the purpose of these children's education "to prepare them for employment" (p. 1). The Report acknowledges the paradigm shift in the understanding of children's SENs in its repudiation of the categorization of children (para 3.24):

- "Categorisation perpetuates the sharp distinction between two groups of children: the handicapped and the non-handicapped."
- para 3.25: "categorisation focusses attention on only a small proportion of all those children who are likely to require some form of special educational provision...We believe that the basis for decisionsshould be... [on] a detailed description of special educational need."

The Report acknowledges also that this formulation implies that SEN should be considered in relation not only to the nature of "needs," but also to the definition of the degree of need for "special" provision. The Warnock Committee reviewed a wide range of epidemiological studies of "prevalence" at that time, and concluded (para 3.17) that:

- "about one in six children at any one time, and up to one in five children at some time in their school career will require some form of special educational provision."
- in addition, the Warnock Committee accepted that around 2% of children had SENs of a high degree of complexity and severity under the prevailing arrangements (para 4.1).

All these considerations led to the affirmation that "special educational provision" should be regarded as integral to general education, and not as separate from it. It also implied that children's SEN should be met by a continuum of "special" provision, to match the continuum of children's SEN (para 3.38):

- it encompasses the whole range and variety of additional help, wherever it is provided and whether on a full or part-time basis.

The Warnock Committee thus recognized the range of provision that was already made to meet children's SENs in mainstream schools, and so endorsed the principle of integration.

Q.4 Explore the new innovative ways of training for the children with hearing loss from internet.

Describe all such program details and their links.

Hearing impaired individuals are located in the category of individuals who need special education. There are various criteria for classifying the hearing impaired. These are made according to the degree of hearing loss, time of occurrence, cause, place, form and longevity. When measuring hearing loss, the degree of hearing loss is determined according to audiological measurements, and they are diagnosed in terms of slight loss, medium loss, further loss, and very late loss. After the hearing impaired individuals have passed the diagnostic and instrumentation process, the training process is starts. Hearing impaired is the ability of the individual to function-ally use verbal language in daily life due to a problem in the hearing aid. As a result, verbal communication is blocked. As a result of this inhibition, the hearing impaired individuals are not able to fully acquire the speaking and literacy dimension of their mother tongue. When the characteristics of the individuals

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who need special education services are examined, it is revealed that their requirements and characteristics are quite different. Hearing impaired individuals can face with many important problems in school achievement and social life. One of the areas where individuals need special education due to these needs is technology. Technology is perceived as products with higher quality scientific knowledge and techniques with its present connotation. Along with the rapid development of information technologies, the gaps in the areas where the classical method used for the training of the handicapped are insufficient are filled. The impossible things to do in the classical method are difficult to achieve thanks to these Technologies. In this way, students with disabilities can be educated in a more comfortable way. Training technologies shorten the duration of instruction, keep interests alive, embody abstract concepts, provide realistic experiences and create more learning desires. Computers are being used with the aim of improving the academic skills of children with disabilities in special education, supporting many areas of development such as hand-eye coordination, small muscle motor skills, imitation and language development. Computer training programs for general problem-solving skills such as mathematics and literacy skills are also frequently implemented by educators to children with disabilities. Many studies show that computer training programs positively influence academic skills, language, mathematics, literacy, and competence in children with disabilities, improving attention span and learning performance. With computer programs and adapted tools, students with hearing impairments can read materials created on the computer. Computer-assisted instruction is a teaching method that consists of an environment in which learning takes place in the computer environment, a combination of self-learning principles with computer technology, which strengthens the teaching process and student motivation, which the learners can take advantage of according to their own learning speed. Computer-assisted instruction is an environment that enables individualization of education. In computer assisted instruction, computer is used as a tool in teaching a lesson. Students who use instructional software are learning how to use computers at their own pace and ability. Ari and Bayhan found that using software for computer-aided training in special education provides the benefits of ; individualization and self-improvement, immediate feedback, consistent correction process, repetition without pressure, immediate support, step-by-step training, frequent response by children, motivation, development of motor skills and visual motor coordination, reduction of difficulties, intensification, psychological satisfaction and active learning in education. The use of technology in special education will make it easier for teachers to do their job and for individuals who need special education to understand and use the developing technology and to keep up with the innovations and to ensure that the courses show parallelism with technological developments. One of the innovations that technology has made in the forefront in recent years is Tablet computers. There are mobile communication technologies, mobile phones, smartphones and tablets, including the use of Personal Digital Assistant (PDA). Tablets can connect to wireless networks and other computers. As a result of the studies conducted with tablets, it was determined that tablets were preferred as teaching tools in education. It has been found that the reasons for preference of tablets is that it provides a rich education and training environment for students and teachers, Paper—Technologies

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Used in Education of Hearing Impaired Individuals which helps students increase their interest and desire in the lesson, helps their learning. These students and teachers should receive continuous support and training according to their competencies in using Tablet PC to overcome the difficulties of using technology. Teachers' views on the use of tablet computers indicate that tablet computers should be used when teaching target skills, teaching self-care skills, gaining independence skills and applying for awards in visual applications. In another research, in the proposals related to educational tools, teachers emphasized the importance of visual education tools for the students with hearing impairment; and the use of technological educational tools such as computer-internet, television, video cassettes and computer floppy disks. Similarly, Tassel-Baska et al. suggest that technology should be integrated into training programs. In Gersten and Baker, the use of technology in training applications has been shown to increase success. As it is known, Individualized Education Programs of special needs individuals should be assessed by preparing a realistic timetable. An assessment of assistive technologies that are used by special needs individuals or that they will use in the future should be an integral part of the IEP. At least one person in the IEP team needs to be knowledgeable about assistive technology. It is important that at least one person from the IEP team present resources to the meeting via books, catalogs, or internet sites, in order to find out which auxiliary technologies are available or which auxiliary technologies are needed. To be able to provide assistive technology devices or services, the IEP team must have adequate knowledge regarding how this technology will be obtained, how it will be used and how it will be evaluated. At the basic level to be able to make an assessment in IEP meetings on assistive Technologies the evaluation can be listed as; the identification of the needs of the student, the learning of the students about how the assistive technologies should be used, the education of the family members and the staff, the determination of how and where to provide technical assistance on the use of assistive technologies, the identification of other support for adaptation or replacement of assistive technologies and the evaluation of the functionality of assistive technologies. Individuals with hearing impairment who have a separate prescription among disabled people due to hearing loss experience a lot of problems during the education and training process. As children born with hearing loss do not acquire linguistic and speech skills due to various reasons such as not hearing enough voices, not perceiving verbal stimuli, and being deprived of use of the mother language everyday these students are at least five years behind in terms of learning. Providing technology support to schools of hearing impairment individuals so that the problems experienced in hearing impaired education can be improved, and the rapid rise in educational technologies, reflecting on teachers is important for the development of schools. Looking at the world, it is seen that the studies carried out in order to increase the quality of education in hearing impaired schools are supported by technology and contribute to school development. In the education of hearing-impaired children, it is very effective to support knowledge and skills teaching with visual means as much as possible, to organize educational settings and to enable peer interaction. Classroom isolation, proper equipment and devices and children's participation in individual-group hearing aids and educational activities are essential. Hearing impaired children may feel embarrassed and hesitant when they fail in the classroom. At

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this point, computer-aided materials that hearing-impaired individuals can use on their own initiative provide the opportunity to repeat and provide an individual learning environment, thus providing the individual's self-confidence and influencing learning positively. It is emphasized that effective materials to be prepared for hearing-impaired individuals should be paintings and animations that are front-panel, visual-rich, and games-based. For these reasons, in this study, it was aimed that the technologies used in the training of the hearing impaired people were gathered under one heading and presented as technologies for supporting language, speech and academic skills. In this context, research on the use of technology in the education of hearing impaired children in Turkey were examined. It is expected that schools undertaking the duty of hearing impaired individuals to manage according to the conditions of the times and according to the needs of the society, should pursue change, innovation and development studies in the age of information and technology. In this regard, important tasks such as planning and conducting various activities in educational activities are in the controls of the schools. The activities that will be presented to the students are the ones that force their minds, make them think, create a cause-effect relation and it is expected that it will be in Paper—Technologies Used in Education of Hearing Impaired Individuals the characteristics that reconcile ideas and facts in different forms and comprehend the importance of social values. At the same time, the schools should also benefit from the technology brought by the twenty-first century. The technologies used in the training of disabled students, the hurdles and therefore the learning it is possible to say that students who have problems are effective in solving these problems. In his study Demirhan aimed to examine the effect of information technology on the education of students with hearing impairment. As a result of the study, it was determined that the students in the application group learned lessons faster, so they had more time to practice and repeat. It was determined that the students who benefited from the informatics technologies of the class increased their course successes compared to the students who were educated with classical education and even got more positive results than the students who had some problems and were not inadequate. It has been found that information technology has removed the distraction problem because the students with hearing impairment have increased the interest in the lessons as it has become more fun to learn. In the study of Ciftci, the computer-aided teaching material developed has effects on the written expression skills of the students with hearing impairment such as the ability to construct sentences and use timing correctly; aimed to reveal the opinions of Turkish Language and Literature teachers about materials developed by students with hearing impairment. The results of the study showed that the computer aided teaching material positively affected the students' written expression skills such as writing sentences, using correct past, present and future times. In the Cal study, we aimed to reduce the difficulties of understanding and comprehension that individuals who have hearing impairment in our country are suffering from hearing loss by using information technology and distance education. In summary; it is stated that the information technologies used will have some contributions to the students with hearing impairment. In 2008, a study titled "Utilization of Computer-Assisted Animations in the Process of Education of the Hearing Impaired Individuals" was carried out. In this study, we focused on the

possibility of using computer aided animations in the education of the hearing impaired individuals. The opinions of the teachers working in the hearing impairment school have been taken and the solution proposal has been put forward as to which features should be used if animations were to be used. As a result of this research; it has been indicated by teachers that if hearing-impaired students have high computer and technology skills, that computer-aided education is required in all classes, and if curriculum for hearing-impaired students is established, hearing-impaired students can be more successful in class. In addition, it was emphasized that effective software to be prepared for the students with hearing impairment, visual richness, paintings and animations, front-line expression, games-based software should be emphasized. This study will be useful for teachers in special education field to pay attention to what they should do when preparing a software. In addition, Kot, Sonmez, Yikmis and Ince figured out that Touch-Math technique is effective in teaching addition skills to individuals with hearing impairment. In another study, a web page for the education of the hearing impaired was developed and it was concluded that the hearing impaired individuals were repeatedly taught at distance education and the purpose was to achieve permanence.

Q.5 Give the brief history of development of special education in Pakistan.

At the time of independence there were only two institutions, one for the hearing impaired in Lahore and the other for the blind in Bahawalpur, functioning under the control of Education Department. A few institutions for the hearing impaired children and visually impaired children were also being run by the private sector organizations in the province. Inspectorate of Schools for the Deaf, Dumb and Blind was established under the Education Department during 1962. It was given status of Deaf, Dumb and Blind Wing, headed by a Deputy Director during 1968. These institutions were nationalized in 1975 under Martial Law Regulation MLR-118. The Education Department took over these institutions and initiated various schemes for construction of buildings and to staff them with trained teachers. Directorate of Special Education Punjab was given the status of an attached department of the Education Department during 1983-84. Special Education Department was established as an independent administrative department during 2003-04. Prior to establishment of an independent department of Special Education Department, there were 51 institutions in the province with an enrollment of 4265 special children, which has now risen to 303 catering almost 38000 special children; including 20 institutions of special education devolved from Federal Government as a result of the 18th Constitutional Amendment. At present, special institutions are functioning at every tehsil and town level. The Individuals with Disabilities Act (IDEA) defines special education as "specially designed instruction to meet the unique needs of a particular special needs of special child," special education is the umbrella term for special education broadly identifies the academic, physical, cognitive and social -emotional education offered to children who are dealing with one or more disabilities. (Griffin, 2014) described that "Children with special educational needs are children and have much in common with other children of the same age. At the time of independence, only three schools were working with children with special needs. The first school was established in 1906 to meet the educational needs of visually impaired children. In 1920, the second school was opened for deaf children

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in Karachi. Parents of deaf and mute children form a society called the Deaf Welfare Association, which has also set up a school called Gung Mahal (Deaf Palace). At that time, a number of non-governmental organizations began to play an active role in the education and rehabilitation of persons with disabilities. After independence, in 1959, the First National Committee provided education to the special agendas of the government agenda. During the period 1983-1992, the United Nations (Unicef) declared that it was the Decade of Disabled Persons and made progress. Pakistan's national policy on education and rehabilitation of persons with disabilities was established in 1985 and improved in 1988. The Government of Pakistan ratified this policy in October 2002. In 1985, a separate bureau was set up at the federal level to establish model special education schools throughout the country. In addition, the National Institute for Special Education was established to provide on-the-job training to teachers in special schools. (Ahmad, Saeed Yousaf, & Muhammad, 2011) stated that "In most third world countries, including Pakistan, education has been the most neglected sector of social services. In the education sector, the share of special needs education is too sad. The educational and rehabilitation services provided to children with disabilities were not worth mentioning at the time of the establishment of Pakistan. After independence, Pakistan had to face some serious challenges, and thus did not place appropriate emphasis on special education, or even education.