ALLAMA IQBAL OPEN UNIVERSITY, ISLAMABAD (Department of Special Education)

WARNING

- 1. PLAGIARISM OR HIRING OF GHOST WRITER(S) FOR SOLVING THE ASSIGNMENT(S) WILL DEBAR THE STUDENT FROM AWARD OF DEGREE/CERTIFICATE, IF FOUND AT ANY STAGE.
- 2. SUBMITTING ASSIGNMENTS BORROWED OR STOLEN FROM OTHER(S) AS ONE'S OWN WILL BE PENALIZED AS DEFINED IN "AIOU PLAGIARISM POLICY".

Before attempting the assignment please read the following instructions.

- 1. All questions are compulsory and carry equal marks but within a question the marks are distributed according to its requirements.
- 2. Read the question carefully and then answer it according to the requirements of the questions.
- 3. Pleas write in your own words after reading the study guide and the related allied material. Also avoid irrelevant discussion/information.
- 4. Avoid reproducing from books, study guide or allied material.
- 5. Your own analysis and synthesis will be appreciated.
- 6. Please keep your assignments with you, after evaluation by the tutors. The department can ask anytime to send the evaluated assignment (s) for re-checking.
- 7. Write your assignment in legible handwriting. Typed assignments are not acceptable.
- 8. Give source in case of quoting any material.
- 9. Use A-4 size paper for writing assignment.
- 10. Submit the assignment on or before the specified dates.
- 11. Late assignments will not be accepted in any case.

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Course: Psychology of Deafness & Child Development (681)

Level: MA/M.Ed Special Education Semester: Autumn, 2012 Total Marks: 100 Pass Marks: 40

ASSIGNMENT No. 1

(Unit 1-4)

- Q.1 Discuss normal language development process in normal hearing children. Also compare it with hearing impaired child acquisition of language. Support your answer with examples. (10+8+2)
- Q.2 Conrad discussed normal child language development when admitted to school. As a teacher how Conrad's comments would be helpful for language development of hearing impaired children. Support you answer with some suitable examples. (15+5)

- Q.3 Discuss the role of language in development of cognition, also discuss the problems of ascertaining cognitive development in children which have limited receptive and expression of language skills. (8+12)
- Q.4 Why is it essential that professional working with and test/assessing hearing impaired children should have some knowledge of the 'science' of language. Support your answer with examples. (15+5)
- Q.5 a) Discuss the link between perception and short term memory. (10)
 - b) Discuss the role of iconic and echoic memory. (10)

ASSIGNMENT No. 2

- Q.1 Many researches stress the social influence and experience in developing memory. Wood, Wood, Griffiths and howarth also stress the same. As a teacher how you will inculcate both in your teaching for developing memory of hearing impaired children? (20)
- Q.2 Read the Appendix-A (page-109) carefully, consider the hearing-impairment, maturational level and reading level of 12 years old children. Plan two lessons in a series within the curriculum designed to promote reading and writing skills.

 (10+10)
- Q.3 Discuss the aspects of social maturity. What is the normal behavioural pattern expected of the development normal hearing child and what effect a sensory deprivation has on the progress? (6+14)
- Q.4 Discuss impulsiveness, egocentricity and suggestibility, which, added to rigidity, are said to be part of most of hearing impaired children's personal traits. Support your answer with examples.
- Q.5 Conduct interview with five hearing impaired children and assess/measure the effect of community attitudes on the self-confidence and acceptance level of these children towards community. (20)