

**AN INTEGRATED PROGRAMME FOR THE
MANAGEMENT OF CHILDREN WITH
HEARING DIFFICULTIES**

*A Thesis Submitted For The Degree Of
Ph. D. In Childhood Studies*

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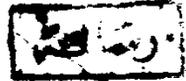
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TO ...
MY FATHER KARAMEDDIN.
AND
THE MEMORY OF MY MOTHER.

DISCUSSION AND JUDGMENT COMMITTEE

The vice-president for higher studies and research of Ain-Shams University has approved to form the following committee for the discussion of Mr.....

1. *Prof. Dr. Kadry Mahmoud Hefny* ^{*H. H.*} *Prof. of Psychology and Dean of the Institute*..... Chairman.....
2. *Prof. Dr. Farouk Wasfy* *Prof. of Pediatrics in the medical military academy*..... Member..... *Farouk Wasfy*
3. *Prof. Dr. Ameen E. B. Rashidy* *Prof. of ENT*..... *Al-Azhar University*..... Member..... *Ameen Rashidy*
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INTRODUCTION

INTRODUCTION AND AIM OF THE WORK

It is well known that human mind development is the key for civilization and progress of humanity and its welfare. The proper functioning of human mind itself, depends upon the sensory inputs; particularly during the first few years of life. One of the most important of human senses is the sense of hearing.

Man is a social being; he derives his livelihood and his pleasure and satisfaction from communication, through sight and hearing with others and with his environment.

Hearing keeps people in touch with their surroundings. Beginning before birth and continuing throughout life, hearing constantly monitors the environment.

Hearing impairment is a developmental tragedy; because it deprives the child of the normal verbal input necessary for language development. So, the hearing-impaired child will have delayed or absent speech and language development. Because of its pronounced impact on these children, severe impairment is usually detected early, and for this reason its management is generally easier. The same is not true for

children with mild or moderate hearing losses. Such children are not usually identified at early ages and much less is known about the development of their linguistic, social, and academic skills. The relative lack of services for this category is demonstrated by a report published in (1977) estimating that there were 377,00 school-age children in the United States with educationally relevant hearing losses, with 49,000 classified as deaf and 328,000 as hard of hearing. The figure of 49,000 deaf children is consistent with a total population of more than 200,000 prelingually deaf people of all ages. The report stated that more than 90% of the deaf children were receiving special education services as contrasted to only 20% of the hard of hearing group (Moore and Moore, 1989).

In Egypt there are relatively less studies on hard of hearing than those in U.S.A. In addition there is no regulation stipulating the necessity of screening for the early detection of the hard of hearing children before their admission to public or private schools. Consequently these children suffer heavily the cumulative impact of hearing loss on their personality, social life and educational achievement. For this reason the main aim of this study is

to search for a sample of those unobtrusive handicapped children from a small town with age ranging 4 - 8 years, and apply a rehabilitative programme to them as a pilot study with the hope that it could be generalized later on a wider scale for all preschool and school age children with mild hearing loss.

The description of the programme will be presented after a short review of recent literature concerning both the causes of hearing loss and its psychosocial impact on the children.

In the light of the previous considerations the problem of this study could be formulated in the form of the following question:

"Does the application of the present audiological rehabilitation programme minimize any disability which a child experiences as a result of mild hearing loss, and prevent further complications of his problem?".

This study is divided into seven chapters as follows:
First chapter: presents a review of recent literature and is subdivided into 3 sections, the first section deals with

causes of hearing loss and its classification. The second section tries to clarify the psychological aspects of the hearing loss, while the third section reviews some of the programmes and methods of management available for hearing impaired children.

The second chapter: research design deals with the material and method. In this chapter the design of the study, including the sampling technique as well as the description of the sample and tools used in the study is presented. In addition to that; the programme designed and applied in this study is outlined in this chapter. This outline contains as usual the definition of the main concepts of this study.

Third chapter: Results; The results are tabulated and presented in details with the necessary comments specially those regarding the data before and after the application of the programme.

Fourth chapter; Discussion and Conclusions: In which the results are discussed in the light of previous studies done on the same subject. In addition these results are

interpreted carefully and tactfully, and the main conclusions are drawn from them.

Fifth chapter; Recommendations: The main recommendations that could be drawn both from our results as well as results of other studies in the field are laid down.

Sixth chapter; Summary: The methodology used, results and recommendations are summarized and presented.

Seventh chapter; References will be arranged alphabetically and according to conventional methods.

* Appendices: In addition to the seven chapters, there are 3 appendices which contain the tools used in the study as well as a list of the drugs that may cause hearing loss.

* Finally, the Arabic summary is presented.

REVIEW OF LITERATURE