

# Department of Speech and Hearing

INTAKE: 25

## FUNDAMENTALS IN COMMUNICATION DISORDERS(3<sup>rd</sup> Semester)

Hours: 48

Total marks: 100

### Objectives

- a) Knowledge about developmental disabilities in children
- b) Importance of mainstreaming and segregation of children with communication disabilities
- c) Importance of auditory amplification and its consequences on communication rehabilitation
- d) Significance of auditory and other modalities for communication.

### Unit 1: Introduction to Speech Language and Communication

- Fundamentals of communication, language & speech
- Distinctions, similarities, prerequisites and functions of communication.
- Modes of communication: Verbal and non verbal
- Speech sound acquisition.
- Development of Speech and Language.

### Unit 2: Parameters of Speech and Language

- **Components of language:**
  - a) Phonology
  - b) Morphology
  - c) Semantics
  - d) Syntax &
  - e) Pragmatics
- **Components of Speech:**
  - a) Voice
  - b) Articulation
  - c) Fluency
  - d) Prosody
- Speech sound acquisition.
- Factors affecting acquisition of speech, Language and communication.

### Unit 3: Etiology and Characteristics of Speech and Language Disorders

- Etiology of Speech and Language Disorders

- a) Organic
- b) Structural
- c) Neurological and
- d) Functional
- Characteristics of Speech Disorders: Childhood and adults
- Characteristics of Language Disorders: Childhood and adults

#### **Unit 4: Education for children with disabilities**

- The importance of school education for children with developmental disabilities.
- Challenges faced by children with communication disabilities during preschool and school years.
- Preparatory training and Pre-school for communication disabilities.
- Inclusive, integrated and special schools for developmental disabilities.
- Development of language teaching curriculum/workbook and preparation of teaching aids for children with communication disabilities.

#### **Unit 5: Role of SLPs in Communication Disorders**

- Role of Speech Language Pathologists in the education of children with hearing impairment and Intellectual Disability
- Organization of speech and hearing set-up for disability education
- Constituting community awareness programs and exhibitions for the stakeholder
- Team rehabilitation to school education
- Welfare measures for the disabled from the Government

#### **References**

- Martin, F.N. (1994). Introduction to Audiology. V ed. NJ: Prentice Hall
- Newby, H.A. & Popelka, G.R. (1992). Audiology. VI ed. NY: Appleton Centurycofts
- Yathiraj, A. & C.S. Vanaja (2014). Self-Learning Material for Diploma in Hearing, Language and Speech. Course I. Introduction to Audiology, Mysore; All India Institute of Speech and Hearing.
- SubbaRao, T A. (1992). Manual for developing communication skills. NIMH.
- Owens. Jr, Kimberly, A. Metz, F.E. (2014). (5th Ed). Introduction to Communication Disorders: A life span based Perspective. Pearson Communication Science and Disorders Series.
- Shipley, K. G., & Roseberry-McKibbin, C. (2006). Interviewing and counselling in communicative disorders: Principles and procedures (3rd ed.). Austin, Tex: Pro-Ed.