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Children's Literacy Readiness Study preschool children with hearing and visual impairment

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Objective: to identify readiness for literacy of preschool children with hearing and vision impairment.

Object of study: sensory development of children with hearing and visual impairment of preschool age.

Subject of study: study of readiness for literacy of children with hearing impairment and vision of preschool age.

Research hypothesis.

Readiness for literacy in deaf-blind children is not well formed, because has specific features due to sensory deprivation and the level of mental development.

Tasks:

1. To analyze the psychological and pedagogical literature on the problem of teaching literacy to deaf-blind children of preschool age.

2. To select diagnostic tools aimed at identifying readiness for literacy of deaf-blind children of preschool age.

3. Conduct a survey of children and make a comparative quantitative and qualitative analysis of the fulfillment of tasks by children of the experimental group.

4. Formulate conclusions based on the results of the study.

Contingent of study participants: 4 children with simultaneous hearing and visual impairment from 5 to 7 years.

Name	Years old	Diagnosis
N (boy)	5 years	Sensorineural hearing loss of 3-4 degrees, narrowing of visual fields
R(boy)	6 years	Bilateral neurosensory hearing loss of 4 degrees, strabismus, mental retardation
K (girl)	7 years	Sensorineural hearing loss 3 degrees, squint
A(girl)	6 years	Hydrocephalus, sensorineural hearing loss 3 degrees, limited visual fields

Diagnostic complex

Aimed at identifying readiness for literacy of deaf-blind children of preschool age includes an examination of:

- motor functions (kinesthetic and kinetic praxis, spatial praxis);
- tactile perception and somatognostic functions;
- visual perception;
- auditory and phonemic perception; spatial perception.

We used the following set of methods for examining sensory development:

- 1. Methods for examining visual gnosis “What is drawn here?” (A.V. Semenovich).
- 2. Methodology for examining auditory gnosis “Noise test” (a modified version of the test “Pea samples” developed by IV Vereshchag, IV Moiseev and AM Paykov);
- 3. Fester's test for examination of tactile and somatognostic functions.
- 4. Observation method for the study of fine motor skills.

Visual Gnosis:

1. Strikethrough Images “What is painted here?”

2. Figures of Poppelreiter (superimposed image)

Spatial Gnosis:

1. Benton sample (sample made from lines of velvet paper)

2. Sample "Mirror letters" (letters are written with glue gun)

Auditory gnosis:

1. Perception of rhythms “Knock like me”

2. Samples with cereals

Tactile and somatognostic functions:

1. Touch localization

2. Sample Fester

Fine motor skills

Game action

Assessment criteria

- Cope with all the tasks of the test - 3b.
- Cope with most of the tasks, but not with all - 2b.
- There are non-unit searches and errors, outside help is needed - 1b.
- Almost does not cope with tasks, help is ineffective - 0b.

Survey Results

Name	Years old	Motor development		Sensory development		
		Fine motor skills	Game activity	Auditory gnosis	Visual gnosis	Tactile and somatognostic functions
N (boy)	5 years	2,81 б	2,75 б	1 б	2 б	0б
R(boy)	6 years	2,85 б	3 б	0 б	2 б	0б
K (girl)	7 years	3 б	2,7 б	0 б	2 б	1 б
A(girl)	6 years	2 б	2,95 б	2,5 б	1 б	1 б

Thanks for attention!