



**Journal of Applied Research and
Multidisciplinary Studies (JARMS)**

Volume 1 Issue 2, Fall 2020

ISSN_(P): 2707-5087 ISSN_(E): 2707-5095

Journal DOI: <https://doi.org/10.32350/jarms>

Issue DOI: <https://doi.org/10.32350/jarms.12>

Homepage: <https://journals.umt.edu.pk/index.php/JARMS>

Article: **Effectiveness of Early Intervention on Academic
Achievement of Hearing-Impaired Children**

Author(s): Sehar Ilyas¹, Muhammad Ahmed², Bareera Saeed², Fahad
Masood², Muhammad Azzam Khan², Amna Rashid², Atia ur
Rehman³, Hafsa Noreen⁴

Affiliation: ¹Consultant Speech Language Pathologist, City Care Center
²Department of Rehabilitation Sciences, University of Lahore
³Faculty of Allied Health Sciences, Rashid Latif Khan University.
⁴Department of Rehabilitation Sciences, Riphah International
University

Article DOI: <https://doi.org/10.32350/jarms.12.03>

Citation: Ilyas, S., Ahmed, M., Saeed, B., Fahad Masood, F., Khan, M.
A., Rashid, A., Rehman, A. U., & Noreen, H. (2021).
Effectiveness of early intervention on academic
achievement of Hearing-Impaired children. *Journal of
Applied Research and Multidisciplinary Studies*, 1(2), 00–
00. <https://doi.org/10.32350/jarms.12.03>

Copyright
Information:



This article is open access and is distributed under the terms
of [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

[Journal QR](#)



[Article QR](#)



[Indexing](#)



A publication of
School of Professional Advancement
University of Management and Technology, Lahore, Pakistan

Effectiveness of Early Intervention on Academic Achievement of Hearing-Impaired children.

Sehar Ilyas¹, Muhammad Ahmed², Bareera Saeed², Fahad Masood²,
Muhammad Azzam Khan², Amna Rashid², Atia ur Rehman³, Hafsa
Noreen⁴

¹City Care Center, Lahore

²University of Lahore

³Rashid Latif Khan University

⁴Riphah International University

Abstract

It is well recognized that hearing is critical to speech and language development, communication, and learning. In fact Communication development and behavioural skills are influenced by a child's ability to hear. Hearing is a complex process of picking up sound and attaching meaning to it. The ability to hear is critical to understanding the world around us. Children with a hearing loss often report feeling alone, without friends, and unhappy in school, particularly when their socialization with other children with a hearing loss is limited. Despite advance in technology and a greater emphasis on improving the academic performance of students with hearing impairments, these kids continue to have a more difficult time with reading, math, science and social studies. The objective of the present study was to determine the effectiveness of early intervention on academic achievement of hearing impaired children. This descriptive study was carried out at FMH College of Medicine and Dentistry, from 1st October 2012 to December 2012 to determine the effectiveness of early intervention on academic achievement of hearing impaired children. For this purpose views from parents of 50 children with hearing impairment regarding their child's academic skills were noted. Academic skills of children with hearing impaired were determined by collecting data from the parents of hearing impaired children by using a questionnaire. Questionnaire which was used as data collecting instrument that was designed by expert opinion and literature review. The results indicated that parents who identified hearing impairment at their child's early age and applied early intervention

strategies received more effective results and their academic achievement was good. The findings concluded that the children who received early intervention strategies showed good academic achievement.

Keywords: hearing impaired, early intervention, academic achievement.