

you meeting today

BAI
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MAGAZINE

March 2006

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Facets of sign

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From your editor

For some time now there have been requests for a BSL issue of the Magazine. Along with one of our new Commissioning Editors, Barbara Wolter, and a think tank of eminent colleagues I found the issue was not so much BSL but 'signing'. We have tried to provide a balanced collection from known and unknown authors as well as a balance of items for the classroom practitioner (when they follow the links) and the intellectual who wants to be involved in the debate(s). On the BATOD website (www.BATOD.org.uk) in the Publications folder - on-line Magazine you will find some back-up materials, reviews of previous BSL materials etc. This extends the range of the Magazine and allows everyone to return to those articles from previous issues. Of course you could purchase the Magazine CD for £35.00 and have copies of the Magazine from as far back as 1999 readily on hand.

There are many small-scale activities happening across the UK that make Literacy and Numeracy more exciting, accessible and fun for deaf youngsters. What you do in your classroom may seem 'old hat' to you but, to a new ToD just setting out in this field of work, it may be a bright shining light to guide them. So please email articles@BATOD.org.uk and share tips, tricks and ideas that we can publish in the Magazine. It need not be a full blown article - just a paragraph or a thought, a reference to materials that have proved useful - sooner rather than later please!

Sept 2006 Literacy
Nov 2006 Learning styles - thinking
Jan 2007 Numeracy/Maths
March 2007 Life skills
Sept 2007 Keeping children safe



Magazine editor

Phoning 01964 544243 BATOD Magazine, Publications & Advertising?

I may not be available during the day so if no-one makes it to the phone to respond

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Visit our web pages www.BATOD.org.uk

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Cover Picture

Happiness is....

Longwill school pupils discuss feelings.

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Need to contact BATOD?

talk to

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email: secretary@BATOD.org.uk

answerphone/fax 01494 464190



..... thoughts from my potting shed

Carole Torrance, President

It seems like no time at all since I put fingers to keyboard with my first thoughts on becoming President of BATOD. Now I am preparing to hand over to Alison Weaver at the annual Conference and AGM in London on Saturday 11 March.

Alison has been a very active President elect. Amongst her many activities - including a demanding day job - she has researched different ways of keeping the magazine going when our current editor - Ann Underwood - retires. Hopefully, there are things now in place that will enable a smooth transition over the next few issues.

Like all politicians I have had great aspirations of what I would like to achieve in my time as President of BATOD. Perhaps the targets I set myself were not as SMART as I thought they were! On reflection, sometimes the moment is not right for the change and it fails to come to fruition or, as is the case with other targets, the time scale is longer than anticipated.

BATOD is continuing to pursue charitable status. I thought we would have the application in and be able to move forward on this matter. I did not count on a government revising the criteria for applications. Things are now poised to apply again using the modified criteria. Hopefully this will proceed and the parts of BATOD related to enhancing the education of deaf children and young people will be able to access funding from which we were previously exempt.

I am optimistic that all these plans will roll forward and come to fruition when there is such commitment of time and energy given by members of BATOD NEC, as well as BATOD members the length and breadth of the UK.

Meeting members of BATOD Northern Ireland was an uplifting experience. They have an education system that is extremely challenging and do they sit back and say "well what does it matter?" Not a bit of it they work away at changing the bits they can and provide CPD opportunities for their members so that the quality of deaf education is enhanced.

I have also been fortunate to attend the International Congress on Deaf Education in Maastricht. There I met Teachers of the Deaf from all over the world. Some of the delegates from Vietnam and Pakistan face daily challenges that make our 'challenges' pale into insignificance. Despite the huge difference in our working environments these teachers were as committed to promoting excellence in deaf education as any of us in the UK. We all have our challenges be they from the government, our working environment, our colleagues, our pupils or our home circumstances. This will not necessarily change but how we approach and deal with these challenges in a positive way can make a world of difference to ourselves and to the deaf pupils we teach.

Revising the policy document - sign bilingual education

Ruth Swanwick

r.a.swanwick@leeds.ac.uk

This is a report of work in progress to modernise the document Sign Bilingualism: A model by Miranda Pickersgill and Sue Gregory (1998). The revision of this document is a consultative process which is being coordinated by Sue Gregory and Ruth Swanwick. Following a national meeting and further consultation via email, much of the new document has now been drafted and this will be available to view for further comments on the BATOD website (www.BATOD.org.uk) This short overview explains the reasons for the revisions and provides a sample of some aspects of the draft document.

Background

The original document was the first published description of sign bilingual education in the UK which sought to clarify definitions and principles. The intended audience was educational, as it was schools and services predominantly who needed a vehicle to share terminology, principles and goals for sign bilingual education.

The 1998 document reflected the optimism about the approach felt at that time. However for a number of reasons attitudes have changed and the future of sign language in education is less clear. Seven years on it is apparent that this document needs revision to reflect the changing context of (sign bilingual) deaf education to continue to be relevant for the current educational community.

The notion of a revised document was first mooted at a meeting about cochlear implants between heads of sign bilingual schools and services and the Ear Foundation. This is significant, as these ongoing discussions reflect the current efforts by professionals, with diverse approaches to deafness, to share goals and expectations specifically for profoundly deaf pupils. This evident achievement of sign bilingual education and the changing wider educational context are catalysts for this revision.

The revised document will set out the agreed definition of sign bilingual education and describe philosophy and policy. Some extracts from this draft are below.

Definition

A sign bilingual child is one who uses two or more languages in their daily life, at least one of which is a sign language.

Sign bilingual education is an approach to the education of deaf children which, in the UK, uses BSL and English.

Philosophy

The philosophy of the sign bilingual approach to education has its roots in a linguistic and cultural minority view of deafness and a social model of disability. It includes the following:

- 1 equality of opportunity regardless of language, ethnicity, race, gender, and disability
- 2 recognition of diversity in society and the value of linguistic and cultural plurality in society
- 3 recognition of the language and culture of Deaf people¹
- 4 the goal of the removal of oppression and the empowerment of deaf people
- 5 recognition that deaf children have the same potential for language and learning as hearing children and the right to access to the knowledge, skills, and experiences available to hearing children, in an appropriate and relevant curriculum.

The document will also present an overview of the changing educational context and the achievements of sign bilingualism. There will be a focus on practice which will highlight issues rather than be prescriptive and will look at outcomes, aims and expectations. We expect practitioners and the Sign Bilingual Consortium to make a significant contribution using this extract below as the starting point.

Practice

This section focuses on issues in sign bilingual practice. Rather than being prescriptive it identifies key principles upon which practice should be based.

Curriculum access

Sign bilingual classroom practice should facilitate every pupil's entitlement to a broad and balanced curriculum and to full access to the assessment process.

Language use in the classroom

Classroom practice should be based on the planned use of BSL and English as appropriate for the learning outcomes; the language repertoire of the pupils and the specific learning needs of individuals.

Language support

Focused and proactive support for pupils' BSL and English development should identify and respond to diverse individual language profiles. This includes individual audiological management and attention to the acoustic/listening environment as appropriate.

Assessment

BSL and English should be used as the languages of instruction and assessment as appropriate but should also be explicitly taught and assessed/monitored as areas of learning in their own right.

Staffing

The staffing structure, organisation and skills base should reflect the bilingual community of the school. Staff training should address deaf and hearing professionals' development needs.

Parents

Parents should be recognised as essential participants within the immediate school community and as partners in their children's learning.

Deaf Culture

Deaf culture should be recognised as a central part of the school's identity and promoted through special curriculum provision and community links as appropriate.

There will be a section on the definition and use of such term as bilingualism, sign bilingualism, cross modal bilingualism, bilingual deaf education, total communication and SSE which we intend to be useful for practitioners. We also want the document to provide an overview of sign bilingual education in the UK and give an international perspective on practice and research. To this end, we are inviting schools and services to provide a description of their settings and to highlight current policy and practice issues.

We welcome any comments on the work done on this so far, either in response to this short overview of the work in progress or via the BATOD website, where we will post the full draft.

¹ We are only using the Deaf/deaf distinction, in a limited way, and when we are clearly referring specifically to the Deaf sign language using community. Its more general usage presents problems of deciding who is Deaf and who belongs to the community.



Announcement

EDDE 2006

19-22 October 2006 in Örebro, Sweden

The theme of 3rd European Days of Deaf Education is

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- Sign Language
- Read and written Language
- Spoken Language

With the main focus on:

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- Language development
- Bilingual development

For more information contact Karin Angerby, conference coordinator on edde@ck.spm.se

or go to www.edde.nu

The website will be continually updated

The conference is arranged by:

- SHD – The Swedish Association for Educators of the Deaf and Hard of Hearing
- Barnplantorna – The Swedish Association for Children with Cochlear Implant
- DHB – The Swedish National Association of the Deaf
- FSDB – the Association of the Swedish Deafblind
- HRF – The Swedish Association of Hard-of-Hearing People
- SDR – The Swedish National Association of the Deaf
- SPM – the National Agency for Special Schools for the Deaf and Hard-of-Hearing and European partners



BSL Initiatives

Anne McGuire
Minister for Disabled People

As many of you will be aware, following the recognition of British Sign Language as a language in its own right, the Government dedicated £1.5m in funding to ten projects designed to help increase the number of BSL tutors and raise awareness of the communication needs of Deaf BSL users.

Last December, at the BSL Initiatives Conference, we got an update on the projects' progress and results - and how exciting and impressive these turned out to be.

The success of these projects, briefly outlined below, reflects not just the hard work of the organisations involved but also why it is essential to involve Deaf people throughout.

That probably seems obvious but I believe it is a lesson some organisations are yet to learn. Hopefully, the achievements of these projects, directly involving Deaf people from decisions about funding onwards, will help.

The challenge now is to build on this; to ensure the products and resources are used by the widest possible audience, creating greater awareness and improving lives in both Deaf and hearing communities.

I would urge you all to take time to find out more about the projects and products, and to make use of them on a day-to-day basis.

SignStation

SignStation is a website providing information about British Sign Language (BSL) and Deaf people in the workplace. The site includes videos, interactive exercises, pictures and graphics, as well as English explanations of many of the features of sign language which will be useful at work. Users are expected to include: employees and colleagues of Deaf people; managers of Deaf workers; human resource and training staff; and those who deal with Deaf customers. www.signstation.org

Sign On-Line

This project provides online distance learning tutor training materials to support the work of BSL tutors and their students. Importantly, Sign On-Line is first and foremost a BSL website - with English notes rather than complete BSL-English translations.

www.signonline.org.uk

Family Sign Language Curriculum

A pilot family sign language curriculum has been developed to help parents sign with their deaf child, using content relevant to family life. The curriculum will help parents of deaf children, their siblings and extended family communicate effectively and learn together. It was developed using recommendations made by both parents and professionals throughout the consultation process. www.ndcs.org.uk

BSL tuition in the hands of Deaf people

This project has been training BSL tutors to attain more advanced levels of teaching skills. At present there are nearly 100 BSL tutors in training. It provides distance learning over the internet, including video-conferencing, for classes of up to five trainees. www.signcommunity.org.uk

Developing a Regional Deaf Tutor Support Network

This Leeds-based project offered training in second language teaching methods to fifteen existing Deaf BSL tutors, working in the Yorkshire and Humber regions. It has also established a regional network to encourage the development and sharing of teaching materials and to offer ongoing support in the classroom.

Peter Llewellyn-Jones, smlpl@leeds.ac.uk

DVD Tutor Support Pack

The BSL Tutor DVD Support Pack is aimed at new or existing tutors and is designed solely with the Deaf BSL tutor in mind. The DVD uses two Deaf tutors to explain how to work with adult learners, planning and preparing for teaching, assessing learning, recording progress and achievement and looking at adult inspection. www.cfdpleicester.org.uk

Sign-up-2-Teaching

Designed to support the establishment of a nationwide framework to support the recruitment, training and deployment of BSL tutors, this project has been modelling and developing methods of teaching a Stage 2 FENTO qualification to Deaf tutors. info@pertempsmouzer.co.uk

BSL Consortium Awareness Campaign

The Campaign employed a network of BSL Awareness Officers to promote access for BSL users and raise awareness among employers, service providers and the wider community. The officers, employed by regional and national Deaf organisations, delivered awareness courses designed specifically for their constituencies, and more than 14,000 people have received BSL awareness training. www.bslawareness.org.uk

Sign Me In!

Designed to address some of the issues faced by Deaf people in the Church, this project produced Christian BSL vocabulary resources, available online or on DVD, and provides awareness-raising training for church members through volunteer teams.

www.christiansigns.com

Rapport

Rapport is a project to design, produce and distribute 10,000 copies of an interactive DVD, targeted at 'front line' staff engaged in service delivery, and who regularly encounter BSL users. The DVD engages the viewer in dynamic role-play using scenarios drawn from everyday life, and at the same time educates about the importance of building up 'rapport' and communicating appropriately with BSL users. www.bslawareness.org.uk

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Back To The Future.....Or a 'Never Ending Journey'?

Karen Coates

Teacher in Charge of Resource Base, Assistant Headteacher

In 1984, I qualified as a Teacher of the Deaf from Oxford Polytechnic. My training had been intensive and thorough, with a strong emphasis on language development, audiology, acoustic phonetics, an exciting trip to Holland to see the 'maternal reflective' approach in practice and very little mention of signing. So as I embarked on my teaching career, in an inner city resource base, I felt a little under- prepared for what might lie ahead.

My group were fitted with hearing and radio aids, which I diligently checked twice daily. I provided them with small group and one-to-one teaching focussing on language acquisition. I supported them more in the mainstream class as they developed speech and, for quite a while, things seemed almost 'perfick!' to quote Mr Larkin.

21 years later and it's the end of 2005. I've remained at the same establishment, becoming Head of Resource Base in 1990. Although the location hasn't altered, practically everything else has. Nothing more so than my 'clientele'. There wasn't an exact moment in time, but a gradual realisation that the children coming to us were changing. The degree of loss was more profound, some were new to the country, some had never been to school before, some had other learning needs and most had English as an Additional Language. These pupils needed intensive support academically and, of course, in learning to communicate. It was time for some radical re-thinking.

My view on communicating with deaf children had become a journey where, surprisingly, more than one route could lead to the same destination. Drawing together my growing knowledge of all the influences which impact on my pupils, we had to increase the breadth of communication we could offer. Staff received rigorous training and slowly we were able to become more flexible, recognising that as long as we continued to develop our fun, creative, language-rich environment, key skills from all communication methods would only enhance pupils attainment.

We still extend our pupils' contributions, develop their vocabulary, use a range of question types etc but now we do this auditorily, orally and via Sign Supported English. We have a clear commitment to raising standards and developing our pupils' effective communication so that they may reach their full

potential. Whole school policies reflect the needs of all our pupils.

Signing within lessons supports their understanding and is immediate. Group conversations take place in 'real time' with all pupils' benefiting from repeating what has been said. The use of 'talking partners' has developed pupils listening and signing skills further as pupils often have to report back on what their partner said. The pupils have become less frustrated, the stress of concentrating hard has been alleviated, and they are all gaining in confidence and self esteem. It is opening up choices for everyone; hearing pupils and staff learn signing just as if they were learning Arabic or English.

Earlier this year we held a re-union for past pupils. Thirty-seven ex-pupils and their families came back for a garden party where they met and talked to our present pupils. It was a 'communication fest!' All seemed miraculously to have grown into wonderful independent young adults. Many of them commenting on how much more advanced linguistically our present pupils seem to be. Some of them even remarked favourably on the staff's level of signing skill!

Next year I'm taking on some pupils with complex needs including hearing impairment. Another route to add to my journey. It's hello 'Widgit' and 'PECS' picture symbols! How will I monitor the effectiveness of having a diverse approach to communication? I think I'll hold another re-union (just before I retire) in 2017 and see whether the marvels of digital technology, inclusion and 'learn a sign a day' policies impacted on this next generation to provide them with lifelong learning skills! Is that alright with you Haider.....?



Total Communication - what does it mean in 2006?

Penny McDonald

Senior Advisory Teacher

Wakefield Service for Deaf and Hearing Impaired Children

Over the years the term 'Total Communication' (TC), in deaf education, seems to have meant many different things. What does it mean to Teachers of the Deaf (ToDs) today? Do we need the term?

The Sign Bilingual Consortium, in their mapping exercise about communication options, in July 2005, found that out of 93 schools and services 29 used what they called 'TC' and 34 a mixture of communication modes. A mixture included British Sign Language (BSL), Sign Supported English (SSE), Signed English (SE), spoken and written English. Would this in the past have been called TC?

Denton, quoted in Evans (1982) as early as 1970, described TC as "the full spectrum of language modes, child-devising gestures, the language of sign, speech reading, finger spelling, reading and writing".

The National Deaf Children's Society (NDCS), in their publication *Deaf Friendly Teaching* (2004), give the definition as 'a philosophy that involves children using different methods of communication at any one time. The idea of this approach is not that sign will replace but support the use of the oral method of communication and the use of any residual hearing, to help the development of speech and language skills. The most common sign language systems used in this approach are Signed English and Sign Supported English.'

For some schools and services TC means the use of different modes at different times including BSL, SSE, SE, spoken and written English, but not necessarily together.

Schools for children with learning difficulties also use the term TC. For them that includes multi-sensory communication (tactile, taste, smell, sound), objects of reference, non verbal communication, Makaton, SSE, spoken and written English, gesture, symbols, pictures and BSL if a deaf child attends the school.

It would seem that, as often happens with terminology over the years, the definition changes. Looking at the issue of communication in a different way we could debate what we believe are the rights of a child to communicate. My list would include the right to:

- ♦ learn and develop according to his/her needs;
- ♦ make maximum use of his/her potential;

- ♦ express him/herself in a spontaneous way;
- ♦ have self respect and identity through successful communication;
- ♦ use modes of communication that are effective for individuals in different situations;
- ♦ use all available means in order to understand and be understood;
- ♦ be in a situation where successful and equal communication takes place.

I don't think people would dispute these statements but we need to be clear in our minds how a child is going to achieve this. A clear language and communication policy would give staff guidance in how to deliver to the deaf children they teach and support.

If professionals are confused about terminology then parents will have the same dilemma. The RNID advocates parental choice. On their [deafness@birth](http://deafness@birth.org) website there is great deal of information for parents and professionals. Both Susan Gregory (2005) and Alys Young (2002) debate the choices parents have to make about communication and the support teachers should be giving them. One of the important points that both make is that choice can be reviewed and revised.

I'm now rethinking our communication policy in the light of my recent thinking and findings. Five years ago we were a service offering TC as defined by the NDCS but, at present, we offer a wide range of communication options dependent on the needs of the child at any one time for some this will be a Sign Bilingual approach, for others an oral/aural approach with maybe sign support if the child chooses to use it. Should we be calling it a mixture?

References

- Evans, Lionel (1982) **Total communication: structure and strategy** Gallaudet College Press, Washington, DC ISBN: 0-913580-75-9
- National Deaf Children's Society (2004) **Deaf Friendly Teaching**
- Gregory, Susan (2005)
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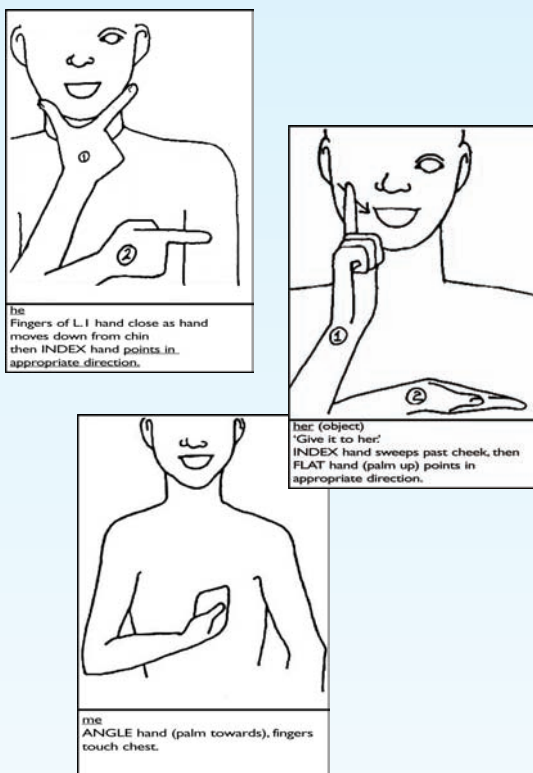
www.deafness@birth.org

Signed English

John Evans
Chairman, WPSE

Throughout this article the term 'Signed English' (SE) refers to the system as presented in the manual 'Signed English for Schools' published by the Working Party on Signed English Volume I.

Signed English for Schools (SE) was developed by the Working Party on Signed English (WPSE) in the 1980s and is now widely used in the UK, particularly in the southern half of Britain. The system, including in particular the generated signs, was agreed by a committee which included social workers for the deaf, Teachers of the Deaf and native users of British Sign Language (BSL). No sign was passed for publication in SE without its acceptance by all members of the committee. The system is kept under constant review by the WPSE committee which meets regularly.



These signs illustrate the way in which the system uses signs taken from BSL with the addition of markers and generated signs. Thus gender is indicated by the incorporation of gender markers, the signs for 'man' or 'woman' distinguishing 'he/his/him' from 'she/her'.

Different handshapes are used to distinguish the grammatical forms of subject, possessive or object. Thus the index hand, the fist hand and the flat hand are used together with the gender markers to generate the signs shown.

SE uses signs from BSL with the addition of standardised markers, generated signs and finger spelling to accurately reproduce the components of grammatical English. In SE signs are made simultaneously with speech, a sign being produced for each English word (one-to-one correspondence). SE is not itself a language, as are BSL and English. It is not intended for general, spontaneous communication; it is a teaching tool mainly intended for use with deaf children in order to develop their reading and language skills after a basic level of communication has been established. It is also now being used successfully by some speech and language therapists working with language disordered pupils.

It is important to emphasise that SE differs significantly from Sign Supported English (SSE). In SSE spoken English is accompanied by signs taken from BSL but signs are produced to match in general only the important words such as nouns and verbs. This contrasts with SE in which each word is accompanied by a sign and markers are used to indicate for example tense by adding a past tense marker to the sign for the verb, or plurals by adding a finger-spelt 's' to the sign for a noun.

SE follows the structure of English, not of BSL. However, in so far as is possible, features of BSL such as directional verbs, placement and role shift, are included when using SE. There is a danger that, if adopted by anyone who does not have a good knowledge of and ability in BSL, the use of SE can lead to the delivery of a poor and confusing visual message. A thorough knowledge of SE and skill in its use is also essential for those intending to use it.

WPSE considers it a prerequisite that a training course provided by the Working Party be undertaken; it is not possible to learn and use SE effectively from a book, video or CD-ROM alone. To be eligible for a course, applicants must have obtained the Stage One or preferably Stage Two BSL certificate from Council for the Advancement of Communication with Deaf People.

Courses and assessments are offered at two levels. It is not possible to follow a Level Two course without a recommendation from a Level One assessment. The course at both levels consists of three days, each involving four hours tuition.

Assessments last 20-25 minutes and are in two parts; candidates are asked to sign a 'seen' passage and then an 'unseen' one. Each candidate receives a certificate with grades A to E, covering a range of skills involving both SE and BSL features. There is no 'pass' or 'fail'.

WPSE publishes manuals in two volumes. Volume One sets out the principles of SE and contains the basic vocabulary such as auxiliary verbs, pronouns, prepositions, conjunctions and markers which together constitute the system. Volume Two offers, as an additional resource, a range of content vocabulary related to people, clothes, food, animals, colours, adjectives and verbs. The signs are presented as line drawings with explanatory descriptions. The signs for Volume One are also available on video and on CD-ROM. A copy of Volume One is essential for serious students of SE.

Further details, including costs of courses, assessments and publications are obtainable from Mr David Baker, the Information Officer
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Hearfirst

Julie Ryder

HearFirst is an established training organisation delivering quality deaf/disability awareness training and British Sign Language courses throughout the UK to Local Authorities, schools, NHS, Surestart etc. Last month HearFirst launched its sister company - TalkFirst. TalkFirst delivers fun and stimulating sign, rhyme and music sessions to any baby (aged 6-30 months) and their parent/carer, all based on British Sign Language signs.

Julie Ryder who founded both HearFirst and TalkFirst is deaf herself. She has two hearing children and has used signs and speech with them both from birth. She said, 'Very young babies take in so much more than we realise. Giving them information both visually and verbally uses different parts of the brain, it reinforces language and accelerates its development. As well as understanding language, babies as young as six months old can combine their intellectual ability with their new found hand control and 'talk' to you using signs. A signing baby will tell you if s/he is tired, hungry, thirsty, sick etc long before s/he can speak.'

The idea is not new, in fact it has been around for over 30 years and there is a growing band of signing babies in the UK. Aside from the practical implications of easier communication, other benefits include:

- 1 Increased parent/child bonding. You need to maintain eye contact at the same time as signing and saying the word.
- 2 Babies can initiate conversation from an earlier age which in turn gives them confidence to communicate. Historically adult/baby conversations are all one-way. A typical conversation with baby would be. 'Lets put your coat on, we're going shopping.' A signing baby can respond to that with signs for coat, shoes, going out, car etc which you can then respond back to.
- 3 Some sceptics believe signing with hearing babies will delay their speech. We feel that the opposite is true. Signs are always used with speech and that reinforces the meaning of the word thus developing and accelerating baby's language skills.
- 4 Because communication is improved, there is less frustration on both sides. The environment

is certainly calmer but TalkFirst cannot guarantee a tantrum free household!

- 5 There is even research in America to suggest that signing babies go on to have a higher IQ than their non-signing peers. (Dr Linda Acredolo, co-founder of the Baby Signs Institute, says when children who used baby signs had their IQs tested at eight years old, they scored an average of 12 points higher than the control group. She says the same children also achieved higher-than-average scores on their SATs.)

Teaching a young baby to sign might seem an impossible task but the signs are incorporated into everyday life. The sign is produced at the same time as it is spoken. It requires no extra time to fit into the day's routine. At first the aim is to create an association with the sign and its meaning. Most people start by using a couple of signs such as sleep and eat, then build it up.

Sue is Mum to three boys aged 5, 2 and 1. Sue's interest in signing began when her middle son, Lucas was diagnosed with 'glue ear' and was having communication difficulties. Soon all the family were hooked on signing. Now, none of the boys has hearing difficulties but her youngest son, Isaac (15 months) has picked up the signs and, at the last count, was regularly using over 50 signs. He can also say around 20 words which is much more than either of his brothers could at the same age.



(Photo with courtesy of Rosendale Free Press)

Sue says 'Signing with our children has changed our whole family life. Once you get into signing it is so easy to use. My middle son picked it up very quickly. His elder brother helped him along and, after months of frustrating tantrums, you could see the relief on his face - finally someone understands me! My youngest son didn't sign for a long time but when he did it all came out. We reinforced the signs with speech and used clear lip patterns so their speech really improved. I have had to involve family and friends in our signing so they can communicate with my boys. Seeing your 12 month old have a two way conversation makes you very proud. I can honestly say that signing has been the most rewarding thing I have done with my children, it's a win-win situation which I would recommend to anyone.

Some experts believe using home made signs is best and others promote the use of a standard signing system such as BSL.

TalkFirst uses BSL signs. Julie Ryder, founder says 'Going to a TalkFirst baby signing session is a valuable experience for both baby and adult. Not only are you having fun with your child but you are both starting to learn a second language at the same time!'

Each week 8 new signs are introduced which are all based around a weekly theme such as meal times, in the bath, going to the park etc. All the activities,

songs and rhymes and games are based on the theme to give maximum exposure to the signs for that week. Adults can pick and choose which signs they want to use at home. There are over 170 signs which are introduced throughout the year. The highlight for the babies is the signing puppet called 'Dexter'. Dexter comes alive each week and is an integral part of the session. Adults can even buy a mini version of Dexter for baby to take home.

All the illustrations for the signs have been drawn by Cath Smith and coloured to co-ordinate with TalkFirst's corporate colours. Once parents start to use the signs, they realise how easy it is. Many parents want to learn much faster than eight signs per week and the full TalkFirst binder of over 170 signs (produced on wipeable card) is available.

Further information about the sessions and links to baby signing research etc are all available from the TalkFirst website, www.talkfirst.net

TalkFirst are also recruiting new franchisees to start from September 06. If you are interested in running your own business (part time/term time) and have level 1 BSL, this may be for you!

Contact details:
TalkFirst Head Office, Lower Acre, Todmorden Rd,
Bacup, Lancs OL13 9EB
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info@talkfirst.net www.talkfirst.net

Can't wait? Try this typical bathtime scenario:

| | | | |
|---|---|---|---|
|  |  |  |  |
| My body's very dirty , I've had a busy day. | I'm in a nice warm bath to wash the dirt away. | I've even had my hair washed and managed not to cry. | I'm soaking wet all over, |
|  |  |  | |
| it's time to get me dry . | I'm clean and ready for my bed, | just got my tooth to brush . I've only one - it won't take long. Why do you make such a fuss? | |

Sign bilingualism and cochlear implants - the challenges

Sue Archbold, The Ear Foundation

Controversy about what mode of communication to use with deaf children to promote language acquisition is not new, but the advent of cochlear implantation has added a new dimension. Since the aim of implantation is to provide sufficient hearing to enable a profoundly deaf child to hear speech in ways not possible for that child through hearing aids, the goal has often been seen only in terms of speech perception and production. Research endeavours have focussed on these areas, (Thoutenhoofd et al, 2005) and speech intelligibility has often been confused as a measure of language.

Newer research is looking in more depth at the realities of the complexity of language development for deaf children, particularly in the long-term. Marschark and Spencer (2003), in their review of cochlear implant research summarised that *"..no language modality has yet resolved deaf children's continuing language delays after implantation."*

Watson et al (in print) have found that children's communication mode changes after cochlear implantation over time, particularly for those implanted young.

Paediatric cochlear implantation raises many challenges for those working in sign bilingual settings - providing access to rich spoken language, providing a changing environment over time and monitoring the development of spoken language over time. It was with this background that two meetings have been held this year at The Ear Foundation with members of the Sign Bilingual consortium, to look at these issues and ways in which effective support for deaf children with implants could be provided in these settings after implantation. These meetings were supported by NDCS and RNID and there have been several positive outcomes: research has been funded with Ruth Swanwick of Leeds University, looking at good practice in this area, and training days looking at ways of meeting the needs of children with implants in sign bilingual settings have been incorporated in the Continuing Education Programme at The Ear Foundation. In addition, 'Sign Bilingualism: a model', is now being revisited in the light of experiences with children with implants, in a group led by Sue Gregory.

Although cochlear implants have made intelligible spoken language an attainable goal for the majority of profoundly deaf children, many choose also to use sign language. It is evident that children can

use sign language first and move onto spoken language, given appropriate input, and there are also up to 40% of deaf children, likely to have another difficulty, for whom sign language may be appropriate. It is important that we look carefully at this issue, to ensure now that the majority of profoundly deaf children receive implants, that they receive long-term support appropriate for their changing needs over time.

Current research into communication mode after implantation

A current research study looking at communication changes after cochlear implantation, funded by NDCS, is asking parents initially about their child's communication choices before and after implantation, whether it has changed, and, if so, why it has changed. The study, with Sue Archbold, Linda Watson and Tim Hardie, will then go on to talk to the children themselves and their teachers. Early results from the initial questionnaire are showing changes over time towards the use of spoken language, particularly with those children implanted at an early age. We look forward to exploring these complex issues and the factors that are important in more depth.

You may be interested in The Ear Foundation's one-day symposium on the Educational Implications of Cochlear Implantation, to be held at the National College in Nottingham, on June 26. Some of these issues will be explored then, and keynote speakers will be Marc Marschark and Patricia Spencer.

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Deafness and Educational International 7 (1) 43-58 Whurr



Sign bilingual education and cochlear implants

Susan Gregory

1989 was a watershed year in deaf education in the UK for two major events. The first Local Education Authority adopted a sign bilingual policy, and the first deaf child in the UK received a cochlear implant.

Sign bilingual approaches to education had been discussed in deaf education since at least the early 1980s and came to prominence with the foundation of LASER (The Language of Sign as an Educational Resource) in 1983. In 1989 Leeds Service for Deaf and Hearing Impaired Children adopted a bilingual policy, closely followed by The Royal School for the Deaf, Derby and Longwill School in Birmingham.

Cochlear implantation of deaf children was first carried out in the USA in 1980, and the first deafened child was implanted by the Nottingham Paediatric Cochlear Implant Programme in 1989, with the first congenitally deaf child being implanted by the same programme in 1991.

Both developments seemed to be motivated by similar concerns; the improvement of the language and communication of deaf children leading to positive consequences for the child's family and social life, their self esteem and the enhancement of their access to education. Thus both seem to have the interests of deaf children at heart, even if some people feel that one or other development was misguided or even detrimental. However, there are some fundamental and important differences between the two developments.

Sign bilingualism and cochlear implantation are rooted in different models of deafness. Cochlear implants are located within a medical paradigm, in which to be deaf is to be disabled and thus the aim is to cure deafness and restore hearing as far as possible. Sign bilingualism is based within a linguistic and cultural minority view of deaf people, where the aim is to recognise and value difference.

Sign bilingualism is based on the idea that, as deaf children can potentially easily acquire sign language and may have difficulty in accessing spoken language, they should be given the opportunity to develop sign language. This gives them a rich language for their personal and social life and for access to the curriculum. Within different educational settings the relative use of the two languages (sign and spoken/written language) may differ, but an essential feature is that the each language is recognised as distinct and used differently. While working towards the same goals

as spoken language based approaches, sign bilingualism recognises the need for a different classroom practice, using different means to achieve the same ends. It also recognises the Deaf community, that group of Deaf people who see themselves as a linguistic and cultural minority group rather than a disabled group. A sign bilingual approach encourages the involvement of deaf as well as hearing people, and recognition of the culture of Deaf people (Gregory 1993 and 2005).

The aim of cochlear implantation is to improve a child's ability to hear and thus their ability to develop and use spoken language. Within education, cochlear implantation is thus allied with oral-aural based approaches in which deaf children access the curriculum through spoken language and are expected to follow a similar pattern of development to their hearing counterparts. Spoken language based approaches usually emphasise the similarity between the education of deaf pupils and others, and follow the same curriculum with the same aims. Most deaf pupils will be educated alongside hearing pupils.

While practice may differ, the aims of education for oral-aural and sign bilingual approaches are similar: that deaf children should benefit from access to a full and varied curriculum which maximises their potential for learning. However, in some social aspects the emphasis differs. Sign bilingual approaches emphasise pupil self esteem, the valuing of deafness and sign language and recognition of the unique and distinctive deaf culture (Pickersgill and Gregory 1998). English based approaches view participation and integration into the hearing world as paramount.

A critical question is then whether these two developments are incompatible and whether choice between the two has to be made by parents and by teachers.

Within sign bilingual settings there can be negative feelings about cochlear implant programmes. It has been suggested that cochlear implants are about making deaf children hearing rather than accepting children as they are, and that within programmes good signing skills and thus good linguistic development are not valued. On the other hand, many cochlear implant programmes view sign language approaches with suspicion. They have suggested that sign bilingual programmes are not concerned with development of spoken language

and thus will not encourage children to use their hearing and develop their spoken language. More extremely some may hold the view that deaf children who sign do not speak, and thus signing should be discouraged. While these views do not reflect inevitable truths and do not stand up to any proper inspection, they still have currency.

However, another way to consider this issue is to look at the ways in which each development could value the other one. There are a number of reasons why signing environments should welcome cochlear implants. Given the aim of the sign bilingual approach is to develop a child's skills in two languages, a development that enhances language skills must be important. Cochlear implants are clearly such a development, in that they aim to facilitate the development of spoken language and thus general linguistic ability and literacy. For deaf children from hearing families, improved spoken language skills can also give the child better communication with the extended family and local hearing community, which should benefit their well being. Implants also provide improved access to environmental sounds.

Cochlear implant programmes should welcome sign bilingual approaches, firstly because implants do not fully restore hearing and an implanted child is still a deaf child. In order that the child may have an appropriate sense of their own identity and that expectations of the child are realistic, knowledge about and access to sign language for both parents and children can emphasise this aspect of a child's being. Sign language can also provide a deaf child with language and communication prior to implantation and while implant use is developing. It may take a child some time to use an implant effectively and maintaining good communication in this period is important, particularly as there may well be a critical period for language development. Being bilingual is an advantage for any child and, for deaf children with implants, having competence in two languages provides an increased choice about language use. Currently some children who sign continue to sign after their implants, although many cease to use sign language. It is not the choice that the child makes that is important, but their opportunity to make a choice.

It would be naive for a paper such as this to suggest that sign bilingual approaches and cochlear implants programmes can easily come together; clearly there are issues and dilemmas. There is a major issue for cochlear implant teams about when signing should be introduced and its continued use after implantation. Good communication skills, including signing, prior to implantation are valuable and need

to be fostered. However, to make good use of the implant, children need a great deal of experience of sound, and particularly spoken language, after implantation and the relative role of sign and spoken language needs to be considered. For sign bilingual settings, one issue is how to provide appropriate experience of spoken as well as sign language to children with implants, which involves providing good listening conditions and opportunities to promote the development of spoken language. There is a particular issue in the period following implantation. For a child who accesses the curriculum through sign language and whose spoken language skills are relatively underdeveloped, what should happen? Should the setting continue the use of sign language and thus access to the curriculum, or should access to the curriculum take second place to facilitation of listening and spoken language skills?

However, I suggest in this article that while there are differences there are similarities in two developments. In deaf education it often seems easier to focus on difference and to polarise positions, when the aims and aspirations that are held in common are more important than the difference. A focus on shared concerns and on the contribution various developments can make to deaf education is likely to improve rather than diminish the educational experience of deaf children.

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Deafness, Cognition and Language

Bencie Woll
Director of DCAL

In autumn 2005, the Economic and Social Research Council (ESRC) announced a £4 million grant to set up the DCAL (Deafness, Cognition and Language) Research Centre at University College London. The centre brings together leading researchers in the fields of sign linguistics, psychology and neuroscience.

Professor Bencie Woll, Professor of Sign Language and Deaf Studies in the Department of Human Communication Science at UCL, is the Director of DCAL. Professor Ruth Campbell (also at UCL HCS), is the Deputy Director of DCAL. She is also currently directing a Wellcome Trust funded project, 'Imaging the Deaf Brain', which is using fMRI to explore the processing of speech and sign language by deaf people. Professor Gabriella Vigliocco (UCL Psychology), is an experimental psychologist comparing comprehension and production of meaning in different spoken languages and in BSL, and Dr Gary Morgan (City University London) is a developmental psychologist exploring language and cognitive development in deaf children.

Aims of DCAL

DCAL will study the communication, language and cognition of deaf people with two aims:

- 1 to understand these issues in relation to deaf people in their own right;
- 1 as a model system for understanding these issues in relation to human language and cognition generally.

The study of deaf people will provide insight into two key areas at the forefront of scientific interest in the social, biological, and medical sciences.

- A The effects of language modality - the extent to which the working of language is dependent on the channels in which it is perceived and produced.
- B The effects of language experience - using the experiences of deaf individuals in learning language to understand the nature of the hypothesised 'critical period' for language learning, and the role of the social context in which language learning and use take place.

Within these broad themes, a series of linked research projects in six strands will be driven forward in the years 2006 -10.

1 Linguistics of BSL

This strand will undertake linguistic descriptions of the phonology, lexicon and grammar of BSL with the aim of developing a set of assessment tools for

adult signers. This in turn will help the researchers to understand the differences between individuals in terms of backgrounds (age of exposure to BSL), the contribution of education, language experience in BSL and English and differences between individuals and groups and to develop tools for professionals working with signers and learners.

2 Language processing

This strand explores the extent to which language is separable and independent from other cognitive functions. A series of experimental studies will explore the role of iconicity and imagery in BSL and English; the relationship between signs and co-speech gestures; and how events are represented in the two languages.

3 Face to face communication

This strand has two components. The first will explore the extent to which spoken language is shaped for visual as well as auditory production and reception; and how face and mouth information is incorporated into BSL. The second component will explore speechreading - a standardised test of speechreading for deaf children will be developed; and the causes of individual differences in speechreading will be explored.

4 Language development

Within this strand the hypothesised 'critical period' for learning a first language will be explored. Research will include the application of this concept to the learning of BSL and English by deaf children, with studies of the effect on cognition of variation in the age of learning a first language, and how individual and group differences impact on the course and timetable of development.

5 Atypical sign language

This strand will explore developmental and acquired impairments in BSL, with attention to the extent to which deficits in cognitive functions are separable from deficits in language. Deaf children and adults with autistic spectrum disorder will form one specific group to be studied. The relationship of language and the brain will be illuminated through studies of signers with acquired impairments such as stroke, dementia, Usher syndrome, and schizophrenia.

6 The individual and the community: applications to intervention, therapy and interpreter training

The final research strand will turn to applied studies. These will include how learning a second language

in a different modality may differ from learning a second language in the same modality; how cross-modal bilingualism differs from intra-modal bilingualism in terms of language mixing opportunities; and processes of change in BSL and the Deaf community.

Within the second five years of the Centre, research will be extended towards technological applications and implications on the one hand, and towards sociological and policy applications on the other, as well as maintaining the core focus on language and cognition.

In the new DCAL Centre, which will be based at the heart of the UCL campus in Bloomsbury, London WC1, hearing and deaf researchers will be working together to create a unique working environment. As well as its research programme, DCAL will host open lecture series, seminars, and conferences. DCAL will also work with collaborators in science, education, medicine, and social services to make sure that the research leads to real impacts on the lives of deaf children and adults.

The initial team of researchers and support staff have been recruited and will begin work early in 2006.

For more information see the DCAL website www.ucl.ac.uk/DCAL or contact DCAL at 49 Gordon Square, London WC1H 0PD
Tel: 020 7679 8679
email: dcal@ucl.ac.uk

Mary Grace Wilkins Travelling Scholarship



Want to carry out small scale classroom research into dyslexia?

BATOD members with ideas for small scale research or study which has direct relevance to deaf pupils/students in the British Isles are invited to apply to the MGWTS.
Visit the BATOD website for more information
www.BATOD.org.uk

funding available up to £ 1,000

further details from:
BATOD Secretary
Mr Paul A Simpson
175 Dashwood Avenue
High Wycombe
HP12 3DB

email secretary@BATOD.org.uk
tel: 01494 464190

Mary Grace Wilkins Travelling Scholarship

International Center for Sign Language Assessment (ICSLA)

Many ToDs are interested in work on sign language assessment and it has not been possible to include an article in this issue of the Magazine.

Dr Ros Herman at City University created the existing BSL receptive and narrative tests. She is also working with Dr Tyron Woolfe and Bencie Woll on the development of a BSL MacArthur-Bates CDI (Communicative Development Inventory). For those who want to know more further details of sign language assessments are accessible on the Web. Tobias Haug is building and maintains a really excellent website on sign language assessments internationally www.signlang-assessment.info and has recently written a review article on this topic.

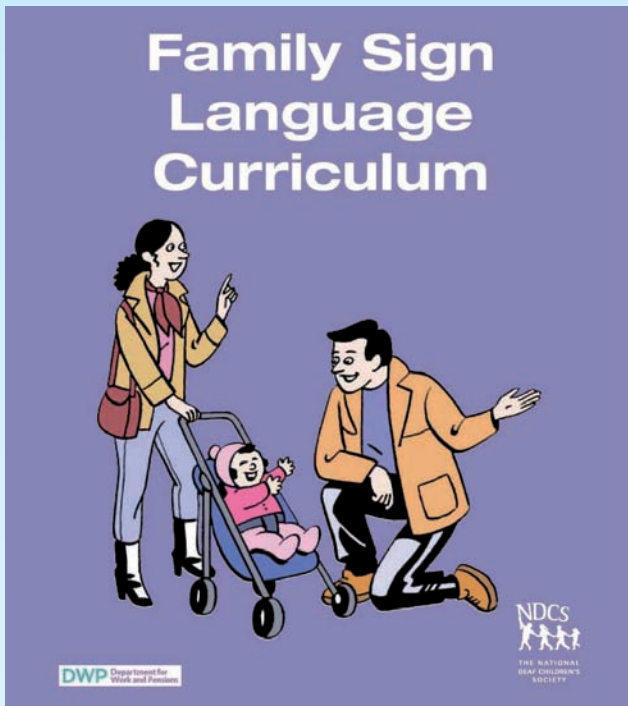
The site provides an overview on existing signed language assessment instruments that have been developed so far for different national signed languages. There is a comprehensive table that summarises all presented signed language tests. The web page also provides a bibliography about signed language assessment instruments.

ICSLA objectives:

- ☞ to take advantage of the unique resources of an international team of experts, consisting of deaf and hearing professional in the fields of deaf education, applied linguistics, psychology, and computer sciences (combining the information from different disciplines into a pool of knowledge)
- ☞ to develop sign language assessment instruments for use in schools to measure deaf students' developmental status
- ☞ to combine a strong theoretical framework/background and emphasis on empirical research with hands-on approach through long-term collaboration with schools
- ☞ to strengthen European-based research on sign language acquisition and assessment through international collaboration
- ☞ to seek collaboration with companies/businesses in the field of technology and computer science that are interested in improving the ways deaf children learn in school.

As Haug is building the website he is anxious for feedback and information. Tobias Haug and Wolfgang Mann can be contacted via email info@icsla.org

or by fax at +49-69-79 12 500 37
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Sally Reynolds
Family Communication Services Manager, NDCS

Background

Would you understand if a deaf child signed "Can I watch the Tweenies?", "I'm hungry", or "I want to play outside"? Funding given to The National Deaf Children's Society (NDCS) by The Department for Work and Pensions (DWP) has enabled the NDCS to develop a pilot Family Sign Language Curriculum (FSLC) to help parents sign with their deaf child.

Deaf children and their families who choose to communicate using British Sign Language (BSL) currently have no curriculum that specifically meets their needs. The FSLC has been developed to respond to the specific need for content relevant to family life. The curriculum will help parents of deaf children, their siblings and extended family communicate effectively and learn together. Unlike the traditional BSL curriculum, which is based around signs appropriate to adult life and interactions, this complementary curriculum includes the signs and phrases needed for nursery rhymes, stories, playing make-believe games or many other everyday family activities. Families provide the primary communication with their infant or toddler. Therefore, families who choose to use sign language need to develop appropriate sign language skills to model and to interact effectively.

Findings

In developing the FSLC, the NDCS built on recommendations, from both parents and professionals, highlighted during the consultation process.

What parents said:

"Well really its about you being one step ahead of him isn't it - its making sure that you're a bit ahead of him in order to encourage communication."

"I was going to say the one thing I find difficult about learning sign from a picture, is that I do not always understand the picture. And you do need someone experienced to tell you what you are doing, because otherwise it is a bit meaningless."

"The support should go on forever."

The findings from the focus groups and the individual consultations led us to conclude that the FSLC needed to take into consideration several factors.

- 1 A flexible approach, to use with individual families in their homes and for planned family classes, needs to be employed.
- 2 Age appropriateness and relevance to families' everyday communication needs to be ensured.
- 3 Useful positive parenting and communication tips should accompany the curriculum or be embedded in it.
- 4 Opportunities for families to improve their own storytelling techniques and to develop their book-sharing skills with confidence should be included.
- 5 Awareness of families' cultural beliefs is essential for tutors.
- 6 An interesting selection of ready-made and good quality materials and ideas needs to be developed and incorporated into the curriculum.

Production/publication of FSLC

In addition to a 40 page curriculum covering key communication topics, structured in the form of handouts for parents and tutors, a simple format following seven key topics identified by parents was also developed.



- 1 Family
- 2 Things we do every day
- 3 Feelings
- 4 Mealtimes
- 5 Communicating with people
- 6 Outdoors
- 7 Toys and games

Family

topic: **1**



Family

Using sign language in the family may be a new experience for many families and takes a lot of practice. It is very much like learning to drive a car when you start learning to drive, you need to think about what you are doing. The more you practice, the more natural it will become.

There are some tips to help you to include your deaf child in your family interactions.

- Try to include everyone in the family in your activities - your child needs to build their confidence in communicating with different members of the family. Meeting other deaf children and adults will help them to be familiar with the different ways in which deaf people communicate.
- When the sign language tutor visits your family, observe how the tutor communicates with you and with your child. They will be using a lot of the methods that will be demonstrated and practised as they work with you.
- It is helpful for your child to be familiar with other members of the family. One suggestion is to have a board pinned on the wall. This can show photos of different members of the family. You can then develop and practice using the sign names e.g. aunt, cousin, grandfather.
- Different people have different sign names. For example, if there are two grandmothers in the family you could pick out a distinguishing feature of other grandmother and sign this after signing 'grandmother'.
- If you are not sure about creating sign names, ask your BSL tutor to help you with the development of sign names for members of the family. This could be practised at mealtimes when the family is talking about what happened during that day to different members of the family and provides an excellent opportunity to practise these signs.
- Do not always assume that your deaf child knows what is happening when arrangements are being made, for example going swimming. When visitors come to the house deaf children may not know who is arriving, or who is leaving. Let your child know who has arrived and introduce them to the visitors. Encourage your child to say hello or goodbye when visitors are leaving.
- Planning events are an important part of family life. When planning a shopping trip or even a holiday, include your child. It is important that deaf children know what is going to happen in the future and that they do not get taken on an unknown journey. Time spent on good preparation may help to avoid some of the frustrations or longer wait times that are sometimes experienced. Reinforce this information by using pictures, books or photographs taken on previous family events.

The National Deaf Children's Society

Phrases



1
Who's that at the door?
Oh look! It's Grandma and Granddad
Hello, do come in the house
Look what I brought
A present
Oh, thank you!
Can I have a kiss and a cuddle?
Lovely to see you!
Where is the car?



2
We are going to the park today
We are going to walk to the park
It is lovely and sunny today
Do you want to go on the swings?
The girl is playing on the slide
Catch the ball
Oh look, there is a bird
Boy with Mummy/Daddy, hold my hand
Don't run off
It's home time now



3
Shall we go and buy some fruit?
Look, bananas
Do you want an apple?
Yes, please!
Mummy is going to buy some fruit for pudding
We are going home now
Do you want a red apple or a green apple?
Sweet that!
Vegetables are good for you!



4
Bye bye
Be good to the cat and dog!
Hurry up
Have we got everything?
Daddy is putting the bags in the car
We are going away (on holiday)
We are going to see Auntie and Uncle
They live a long way away
Mummy is driving

Suggested activities:

- Play a game with photos. Ask your child who they think will visit today! Ask questions such as "what colour is Auntie Rebecca's car?"
- After explaining what is going to happen, reinforce this by asking different questions to see if your deaf child has understood what is happening. For example, "are we going by helicopter to see Grandma?" Try and introduce the concept of describing imaginary events.
- Instead of calling your family members by names, by touching them on the shoulder, or get others to do this and to practice their sign-name.
- Make a game with sign names and get people to do something that you want them to do like "sign-name! jump up and down!"

Suggested reading:

| | | |
|------------------------------|--------------------------|---|
| Hello Luke | Caroline Off | Meet Luke and her family members, a family orientated book. |
| Spot Visits His Grandparents | Eric Hill | In this lift-the-flap book, Spot spends a day at his Grandparents' home. He has fun finding out what his mum, Bally, did when she was a pig, discovering things that she owned and looking through an old photograph album. |
| My Best Mum | Anna Nilsson & Emma Dodd | Mum can do a lot of things but sometimes she does not always get it right! |
| Tom's Cat | Charlotte Voake | A young boy hunts everywhere for his cat only to find him asleep in the armchair. Meet the different family members. |

The National Deaf Children's Society

All the Activity Sheets are set up into four sections.

- Notes on the topic.
- Illustrated pictures with commonly used phrases.
- Lists of key words/vocabulary.
- Suggested activities and books to be used with the topic.

A limited number of copies of the pilot curriculum was produced in October 2005. During 2006 the NDCS will pilot the curriculum with selected partners in the field, in a variety of settings, in order to test and evaluate the curriculum, before it is rolled out across the country.

Contact details for further information

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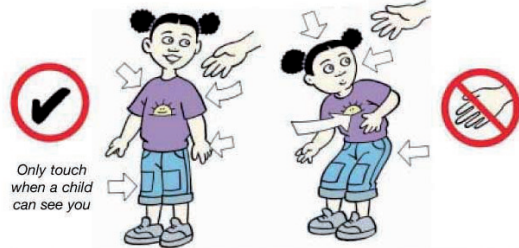
The National Deaf Children's Society

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sally.reynolds@ndcs.org.uk www.ndcs.org.uk

Activities for touch

Family Information Sheet



- Walk up to your child so that you can touch her/him, and they become used to this. Try to show the difference in touching by playing games such as asking, "Where's your nose?" Then touch their nose and say playfully, "There's your nose!" Do this several times, then switch to an ear or knee or his/her tummy. Demonstrate the different levels of touch.
- It is important to incorporate touch in everything that you do with your child such as waking them up in the morning, touching them to tell them that food is ready or touching them when it is time to change their nappy etc.
- How you touch and where you touch is very important. Usually a soft tap on the shoulder, the arm or the leg if sitting down is sufficient, but do it so that your child can see you at the same time.
- Remember to get down to eye level when attempting to touch, otherwise it could be a strain for your child to look up all the time, especially if you are standing in front of the light or window. Try to respond with a rewarding smile or a hug if he or she looks up from a touch so that you reward this attention.
- Your child may not respond straight away, so give him or her a few moments before doing it again as it may be that they want to continue looking at something else before turning to look at you.
- Try never to touch from behind as this may startle your child.
- Never touch the face. Children may think it is okay to touch your face too and may end up pulling your face away too hard for your attention.
- Respond when your child touches you. Try to develop a habit of turning to look at them when this happens.

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Family



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Move to unitisation of qualifications at CACDP

Bob Peckford

Director of Development, CACDP

Although most of the 35,000 candidates assessed annually for CACDP awards are in the further education sector, an increasing number of schools are submitting candidates, particularly for BSL and related qualifications. A programme of work now underway at CACDP to unitise our portfolio of qualifications will benefit both groups.

The move to unitisation is driven by:

- 1 the need to have units and qualifications that are up-to-date, relevant to the needs of learners and therefore fit for purpose;
- 2 QCA's existing (and proposed future) regulation of qualifications that require all qualifications to be in units;
- 3 the recognition that people learn best if they can tackle their learning in bite-sized chunks.

New qualifications such as the Level 2 in the History of BSL and the non-vocational Level 3 BSL/ISL, which commences later in 2006, were designed in unit format, but the first of the current awards to be unitised are Level 1 BSL and Level 1 ISL. These Level 1 awards have now been accredited by the QCA and will be available from 1 January 2006. By the end of the year the work on most of the other CACDP awards will be completed. At the end of the process all CACDP's awards will be made up of units. Some will be new qualifications and others will involve changes to existing qualifications.

The unitised Level 1 BSL/ISL award comprises three units.

- 1 Unit 101 - Introduction to BSL (10 learning hours) - internally assessed by tutor and externally moderated from the video of the assessment by CACDP.
- 2 Unit 102 - Conversational BSL/ISL (20 learning hours) - externally assessed offsite from video by CACDP assessors.
- 3 Unit 103 - BSL/ISL at School, College and Work (20 learning hours) - externally assessed offsite from video by CACDP assessors.

Candidates successfully completing all three units will be awarded the full Level 1 Certificate in BSL or ISL. CACDP responded to comments from schools about the pricing of BSL assessments and agreed a fee of £25 (usually £44) for candidates up to the age of 16 who complete all three units.

The current Level 1 BSL/ISL awards will be withdrawn on 30 December 2006 and final examination entries must be received no later than

30 September 2006. Examination entries for the unitised Level 1 have been accepted since January 2006, and from January 2007 assessment for the new unitised award only will be available.

The award specification will be published in January and will be available to registered centres on DVD in BSL in April. These will include details of the internal assessment arrangements for Unit 101 (which is to be conducted by tutors) as well as for Units 102 and 103 (carried out by tutors but externally marked by CACDP assessors). Current BSL/ISL tutors will find the specification for the new awards very similar to the one they are familiar with although they will be much more involved in the assessment process than they are currently. A programme of workshops, is to be provided from May to December at venues around the UK. These events will provide an opportunity for tutors to discuss the curriculum and assessment in person with CACDP trainers, and will be particularly useful to those who have limited experience of teaching the current award or of assessment.

More information on the unitised Level 1 BSL/ISL is available on CACDP's website or by email from bobp@cacdp.org.uk. The unitised Level 2 BSL/ISL and the Level 3 (non vocational) are likely to be available from September 2006, and it is worth noting that for students' league table points, Level 2 Certification, in BSL or ISL, carries the same points score as a Grade B at GC(S)E. This means that it is recognised as being of the same level and size, and therefore achievement as a good GC(S)E.

Living History of BSL

The other recent significant CACDP development of particular interest to schools is the introduction of the Level 2 Certificate in the Living History of BSL. This is the first new CACDP award to be designed in unit form.

LH1 - Unit 1 - The History and Status of BSL

- 1 The history of sign language in Britain - development of manual alphabet and sign language, well-known Deaf people in history.
- 2 BSL in the present day - research into BSL; development of Deaf organisations, campaign for official sign language recognition.

LH2 - Unit 2 - BSL in the Lives of Deaf People (Personal, Family, Work, Social, Community and Education)

- 1 Personal, family and working life - Deaf identity, culture, career opportunities.

- 2 Social and community life - institutions and activities in the Deaf Community, BSL in the media.
- 3 Education - sign language in the education of Deaf children through the centuries, role of BSL in education today.

The recommended length of this course is a minimum of 40 hours.

Unit 1 is externally assessed by a 30-minute examination with multiple choice questions and questions requiring short written answers. Candidates may present their answers to the questions in written English, spoken or in BSL to video camera.

Unit 2 is internally assessed by the tutor. Candidates will produce a coursework file, and a prepared assignment about the life of a Deaf person from a given period of history. Candidates may present their work for this unit in written English, spoken English or BSL to video camera, or a mixture of the three.

A tutor resource pack for teaching the course has been produced with the support of the British Deaf History Society and is available from CACDP.

Access to External Assessment for D/deaf candidates

Finally, members of BATOD who attended the second CACDP conference on the theme of SENDA in November 2005 received a copy of this CACDP guidance for awarding bodies. The document is downloadable from the CACDP website. We welcome comments on the guidance and would like in particular to invite contributions concerning access for deafblind candidates so that we can include this in the next edition. We intend to update the guidance on a regular basis. Contributions and comments should be sent to durham@cacdp.org.uk

'Unitisation' is jargon now in common usage in the qualifications world, where qualifications that used to be in one chunk have now to be divided into units in order to meet the requirements of the regulators. A large number of awarding bodies are going through this process at the moment, though not all are doing it as openly/consultatively as CACDP. Some (eg A Level ABs) did it a while ago when they 'modularised' A-levels, or made them modular. The outcome of 'unitisation' is 'unit-based qualifications'.

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Communication Support Workers

Karen Long

Coordinator of CSWs/BFSWs, DAHIT, Leeds

Communication Support Workers (CSWs), Communicators, Educational Interpreters, Signers, Signing Teachers... and a whole load of other names that refer to us. 'Us' being those people who work in schools and colleges facilitating access to the curriculum for profoundly deaf/first language British Sign Language (BSL) users.

Whether it be a school for the deaf, mainstream school or college and whether the philosophy is Total Communication or Sign Bilingual, we cannot get away from the huge demand that there is across the country for people who are skilled enough to work with our young (and more mature) deaf learners to ensure that they are accessing education at the same level as their hearing peers.

Ensuring that young deaf learners are receiving equal access is not an easy task.

I am employed as Coordinator of CSWs/BFSWs (Bilingual Family Support Workers) within the Deaf and Hearing Impaired Team (DAHIT), Education Leeds. My team and I work alongside Teachers of the Deaf and Deaf Instructors and work very hard to support and teach approximately 40 deaf (first language BSL users) children from nursery age right through to sixth form students.

These past two or three years have seen a rise in problems recruiting and retaining CSWs. You see, minimum requirements for employment as a CSW within our service are as follows:

- ♦ BSL Stage 2 or equivalent functioning
 - ♦ GCSE English and Maths at Grade C or above
- And previously or preferably
- ♦ the BTEC/EDEXCEL qualification in Communication Support.

The latter is no longer available to people as a course option and, as yet, there is nothing suitable in its place. This course actually taught people what it meant to be a CSW, what duties and complex tasks you would be expected to carry out on a daily basis. It taught you how to work in an education setting and how to interpret for our young deaf learners.

The minimum skills mentioned are just that, the minimum, and it is proving very difficult at the moment to find people who have those skills, as well as the other skills that are vital for being able to carry out CSW work effectively. Skills such as communication skills, assessment skills and teaching skills.

I am aware that across the country BSL Stage 2 tends to be the minimum requirement for those wishing to work as a CSW, and there are in fact plenty of people who are functioning at Level 2 who would be more than willing to work as a CSW. The problem is that many of them simply do not have the other skills which would enable them to be able to do the job that we are asking of them in classroom situations.

Those who are employed by Education Leeds, DAHIT are by no means encouraged to cease their BSL learning at the Stage 2 Level. We would certainly expect that all our practising CSWs would ultimately achieve BSL Level 4. Quality of delivery for our deaf learners is the most important thing. The best quality can only be provided when people have achieved, or are functioning at, Level 4 and above. Unfortunately this is not something that is consistent across the country.

BSL Stage 2 can roughly be compared to a GCSE in a Modern Foreign Language. BSL stage 2 is by no means fluent. There is a huge difference in the quality of language a person is able to produce and understand when they go on to be educated in BSL up to Levels 3 and 4.

Let's face it, what we ask (and expect) CSWs to do is, in fact, to INTERPRET all day, every day. No one would expect a Deaf adult to use an interpreter who was not either already qualified or currently training, so why do we think it is good enough for our young deaf learners?

You would not expect your child to be taught English at school by someone who is not fluent in English, but by providing our deaf learners with CSWs who are not fluent, we are placing extra strain on them in the learning environment. We are asking them to unravel information that they are receiving in inadequate language... is that fair?

The hearing children (or at least the majority of them) will be receiving their education direct from the teacher in their first language. The deaf children are receiving their education through a third person, in an interpreted version of their second language. If that third person is not a fluent signer, then you can build the picture yourself of how much they will struggle, how much information they will miss and how much extra work, compared to the hearing children, they will have to do in order to make sense of the messages that they are receiving.

Not only does a CSW have to interpret the delivery from the teacher, we also expect them to be able to judge which pieces of information to omit, to fill in the gaps in knowledge that we all know so many deaf children have, to differentiate the work on the spot because the teacher is unable to pitch the work at an appropriate level. Sometimes, we even expect CSWs to deliver our young deaf learners work that a teacher has prepared (yes, teach!).

The CSWs who work with our young deaf learners have a very difficult job to do and they all do their best. We need to be aware, however, that in many cases we are asking them to carry out duties which they are simply not trained to do. How we resolve this issue is a very controversial one. The first thing that we need to do is to make those who hold management positions in all the educational establishments aware of just how skilled the role of a CSW is; it's not just about finding someone who can sign. This attempt to raise awareness has been going on for a long time and although some people have finally realised, and do now understand why it is so important to employ skilled CSWs, there is still a long way to go before standards are consistent across the country.

Another issue is lack of training. Please can we have some appropriate training for CSWs? I am aware that there are groups working to try to establish a new course for CSWs. Let's keep our fingers crossed, because, at present, there is not one single course that trains people in how to be a CSW. Along with this, we need managers to be aware that CSWs need ongoing training, both sign language training and training that relates directly to the classroom. All too often, there is a huge lack of


ongoing professional development for these people who are trying to do their best with what they know. Please let's recognise this and really provide this group of professionals some appropriate training.

The last issue that really doesn't help us with our recruitment and retention of CSWs is the pay! The salary for a CSW tends to average out at between scale 4 and 5. Now, if we think about all the skills that we expect a CSW to possess and the level of qualification that we are saying they should obtain, is this really reflected in the salary? A person who has BSL NVQ Level 3 can begin to work as a trainee interpreter, where the salary is higher and there is true recognition of professional status. Do we really expect those CSWs who we have trained and nurtured and who really are fantastic at their jobs, to stay in a profession that at present is not widely recognised, has no career structure, no opportunity for promotion and doesn't pay very much?

It's about time this changed, and CSWs as a profession were recognised and rewarded for what they do. In resolving the issues I have talked about, we would hopefully find more people training to become CSWs and ultimately staying in the job.

Finally we would be providing our deaf learners with skilled support, people who really can facilitate access to the curriculum in a way that ensures deaf learners have equal access to education and a chance to be educated to the same standard as their hearing peers.

Inclusion is the driving force behind education today. How serious are we about it?

| | |
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| <p>DEAFNESS & LITERACY 2006</p> <p>University of Oxford Mansfield Road Oxford OX1 3TD</p> <p>Phone: 01865 284 893 Fax: 01865 274 027</p> <p>diana.burman@dstud.ox.ac.uk</p> <p>Due to a restriction on numbers for this free of charge, one day event, places will be allocated on a 'first come, first served' basis. Written applications only please. Successful applicants will receive confirmation. Closing date 30th April 2006.</p> | <p>A forthcoming one day event Deafness: Issues in Language, Literacy & Numeracy Wednesday 21 June 2006 10.00 - 4.00 pm</p> <p><i>Support: The Nuffield Foundation / Harris Manchester College / BATOD</i></p>  <p>Confirmed Speakers</p> <ul style="list-style-type: none"> • Prof. Dorothy Bishop, University of Oxford • Prof. Peter Bryant, University of Oxford • Dr. Diana Burman, University of Oxford • Prof. Susan Goldin-Meadow, University of Chicago • Prof. Marc Marschark, National Technical Institute for the Deaf, Rochester Institute of Technology/ University of Aberdeen • Prof. Terezinha Nunes, University of Oxford <p>Themes</p> <ul style="list-style-type: none"> • Learning, language and literacy: cognitive underpinnings • The resilience of language • The impact of mild-moderate hearing loss on language and literacy development • The importance of morphemes and grammar • The use of visual skills in learning mathematics • The role of logic in learning mathematics |
|---|---|

now fully subscribed

Access to work funding

Nicki Harris

Head of Post 16, Surrey Physical and Sensory Support Service

Over recent years, I have been approached to interpret for many BATOD events such as AGMs, Special Interest Groups and Committee Meetings. However, the thorny subject of payment has usually created some discussion. BATOD has always ensured that interpreters' invoices are paid promptly in every region but, with all costs escalating, this is a burden on your membership fees.

Following discussions with various NEC members, I have been asked to highlight the potential funding sources available via Access to Work.

What is Access to Work?

Access to Work is available to help overcome some of the practical obstacles of employing a disabled person. The responsibilities of the employer, with regard to Health and Safety and complying with the DDA, remain the same but Access to Work offers advice to both the employee and the employer. Through Jobcentre Plus, there is a grant available to the disabled employee, subject to certain criteria, which will part-meet, or fully cover, additional employment costs, which are the direct result of the employees' disability.

How it works

Access to Work can offer a grant to support the disabled person's access to their job.

- ◆ People starting work with you: the grant can be up to 100% of approved costs.
- ◆ Existing employees: the grant is up to 80% of approved costs above the first £300.

Examples of Access to Work Support

- ◆ **Communicator Support at Interview (CSI)**
This could be up to the full cost of an interpreter to remove any communication barriers.
- ◆ **A support worker**
This may be a reader for a visually impaired person or a BSL Interpreter (not at interview as this is covered by the CSI).
- ◆ **Specialist equipment**
Suitable text/email/fax/mobile for a Deaf employee.
- ◆ **Building adaptations**
- ◆ Help with additional travel costs, to and from work, for people who cannot use public transport.

The disabled person will be assessed by the Access to Work adviser, either face to face or by telephone. If specialist technical advice is required, the Adviser will organise this.

Unfortunately, this might not happen immediately, but temporary arrangements can be put in place.

The employer pays for the support, in the first instance, and claims these costs back from Access to Work via Special Claim forms.

For all new employees the grant is up to 100% of the approved costs BUT the application has to be made within six weeks of starting work or when an unemployed person is taken on.

Existing employees who apply may have a proportion of the support costs met as detailed below.

| Approved Cost | Maximum Access to Work contribution |
|--------------------------|--|
| Less than £300 | Nil |
| Between £300 and £10,000 | 80% of the cost over £300 |
| Over £10,000 | 80% of the cost between £300 and £10,000 and 100% of the cost over £10,000 |

A review of needs will take place every three years or can be arranged, if the circumstances change.

These costs are only available when additional costs are incurred due to a disability. Always check your obligations under the DDA as this, in no way, makes you exempt from them. If you would like further information, contact your local Jobcentre Plus.

Let us hope that additional support costs can, in part, be met by Access to Work.

Reference: www.jobcentreplus.gov.uk

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British Sign Language in schools - an RNID perspective

Emma Reynolds, RNID Media Relations Officer

RNID believes it is important for parents and teachers to adopt a flexible approach to choosing and identifying ways of communicating with deaf children in their early years. If the chosen means of communication does not meet the child's needs, then alternative methods must be explored.

It is the responsibility of Teachers of the Deaf to advise and ensure that students, school children, their families and professionals working with deaf pupils are aware of the different methods of communication available to them, including British Sign Language (BSL).

Bilingualism is just one approach to the education of young deaf children in which both sign language and English are used. The aim of using the bilingual approach is to allow a deaf child to communicate using BSL and English. Deafness should not affect a child's ability to learn a language. Some children will not use speech as part of a bilingual approach, and bilingualism can include a combination of the following features:

- ♦ fingerspelling
- ♦ speech
- ♦ gestures
- ♦ English in writing/reading
- ♦ lipreading
- ♦ sign language (BSL).

Where a deaf child is in a bilingual educational environment, they should always be supported by a Teacher of the Deaf and/or a qualified Communication Support Worker (CSW), who will provide simultaneous interpretation of whatever is being said or written in English into BSL. Both English and BSL should be given equal status, and programmes should be planned to meet individual needs.

To meet the communication needs of deaf children there needs to be an increase in the pool of Teachers of the Deaf and increased awareness of the range of communication methods for children in school. RNID recognises that these can come in many forms: BSL, spoken or written English, Cued Speech or other systems appropriate to the individual child. It is important that the right communication support is provided to ensure that deaf children are able to participate in the same learning opportunities as their hearing peers.

RNID's Services

RNID's Communication Training Directorate works to raise awareness of other methods of communication open to deaf people, as well as BSL. It is working to

combat the shortage of Language Service Professionals (LSPs) in the UK. LSPs deliver a communication support service to deaf and hard of hearing people, so that they can communicate effectively with hearing people and take part in everyday activities.

It is working towards this objective in several ways.

- ♦ Working in partnership (with Learning & Skills Councils, Colleges, statutory bodies, other deaf charities and communication service agencies), to increase training provision by extending the BSL/English training infrastructure across the UK and increasing the number of deaf tutors and assessors available to deliver the training.
- ♦ The recent ACE (Access to Communication in English) report highlighted a lack of available support for deaf, deafened or hard of hearing people who use English as their first language. RNID is working to increase the number of trained LSPs in the fields of electronic notetaking, lipspeaking and speech to text reporting and are supporting the development of independent professional bodies to support these professions. RNID provides the public with information on the wide range of communication options available.
- ♦ Recruiting people who have a minimum of Stage 2 BSL to the RNID Apprentice Interpreter Programme. The Programme is designed to fast track Apprentices to becoming fully qualified BSL/English Interpreters and includes a range of support measures, including 1:1 coaching, mentoring, formal training and financial help. In addition, a team of professional staff interpreters and deaf tutors provides additional mentoring, linguistic and training support.
- ♦ RNID is working in partnership with other Communication Service Agencies who have formed an Agency Steering Group. In consultation with other organisations, the group has drawn up 'minimum agency standards' promoting self-regulation in terms of customer service and the quality of communication support service provision on offer.

In conclusion, there is an urgent need to recognise whose responsibility it is to fund and promote work to ensure that children and deaf adults have equality of access to learning provision. There is also a need for the Government to take responsibility for ensuring that all LSPs are trained and qualified to the highest standard. RNID will continue to campaign for this to happen.



During exhibitions at the recent BATOD Scotland AGM in Stirling, and the National Conference for Heads of Schools and Services for Deaf Children in Nottingham, great interest was shown by delegates in the aims and objectives of 'Stories in the Air' (SITA), a charity based in Edinburgh. Enthusiasm was also shown for its display of resources aimed at professionals, parents and carers of deaf children from pre-school upwards.

Stories in the Air was started as a forum in 1997 by Barbara McDermitt, a professional hearing storyteller and Brenda Young, a Deaf BSL teacher. It began with a Scottish tour of signed storytelling. It was set up as a charity in 1999 and is now a Limited Company by Guarantee.

Workshops were held with deaf children and deaf adults throughout Scotland. With the children, the aim was to develop language acquisition, story comprehension, reading, writing and expressive arts skills. With the adults, it was to promote the study, practice, and knowledge of signed storytelling as a professional art form with employment opportunities.

Courses were held for hearing parents of deaf babies to teach basic signs to enable early communication - an essential basis for language development. The success of these created a need for resources, which we could not find, so SITA secured funding firstly to produce signed story videos - 'Ten in a Bed' and 'Kipper's Birthday' - and secondly CD-ROMs - BSL Dictionary 1st and 2nd editions - Sign Bridge to Literacy 1,2,3 and BSL Numeracy 1,2,3.

Due to Barbara moving back to the States and Brenda having other commitments at present, the storytelling has had to be put on hold for the moment. However applications are now being made to secure further funding to collect signed stories from members of specific Deaf communities. If successful it is hoped that this exciting new project will start in 2006.

For further information and/or CD-ROMs, free of charge, visit www.learnbsl.org

BSL Dictionary 2nd Edition 2004
Sign Bridge to Literacy Alphabet and Fingerspelling 2005
BSL Numeracy 2005
Signing Phonics 2005
Fingerspelling Poster

Reviewer: Penny McDonald, Wakefield

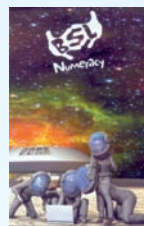
It is not very often that things don't cost money and often the quality of such resources are poor. This is not the case in this instance; 'Stories in the Air' have produced a useful set of CD-ROMs for use with young children. These resources are sponsored by Scottish organisations including the Scottish Executive.

The lack of resources using British Sign language prompted 'Stories in the Air' to produce a set of CD-ROMs for young children to be used with their parents or teachers to address communication and early literacy and numeracy needs.



The **BSL Dictionary** has 220 basic signs grouped together into 20 different topics. The designers chose the most commonly used BSL signs from the UK.

Alphabet and Fingerspelling has a series of games, worksheets and posters and is an introduction to fingerspelling handshapes and written English. There are four groups with ten questions in each group.



BSL Numeracy is an introduction to maths concepts. There are ten different games covering time; addition; subtraction; money; volume; length; weight; area; counting and shapes. Each game has ten questions.

Signing Phonics has five literacy games with ten questions in each.

The fingerspelling poster is a very colourful resource.

When I first read that the presenters on the CD were 'virtual' I was not sure why. However, the more I watched the CDs the more I could see that, for young children, it was akin to watching cartoons and that they would like this. The graphics are great, with not too much happening in the background to distract from the task in hand. The signers represent the handshape, facial expressions, body movement and timing of BSL. I was impressed by the 'realness' of their communication.

Having the choice of right- and left-handed signers is great for us 'lefties'. I learnt to sign by always having to reverse what right-handed people were doing.

I liked the clarity of the 'pages' and the visual/written content. A few on-screen instruction pages would have helped.

The CD ROMS need Quicktime and Shockwave to run, these are downloadable from the CD set up. I did have few problems loading these but everything ran well once I had managed to sort this out.

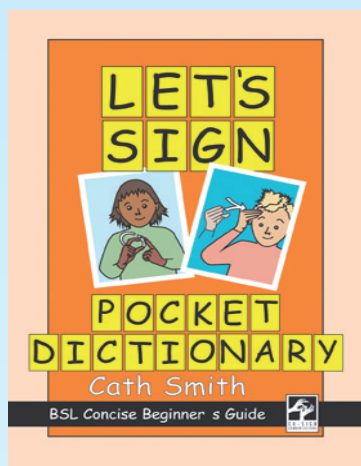
On the whole, the CD ROMS are easy to use, clear and concise. One thing I felt could be improved was that if you kept forgetting to 'check answer' after each question, you were marked wrong and couldn't go back to change this.

The information and graphics on the CD ROMS is excellent and a resource that could be used as part of a literacy and numeracy lesson or for adults to practise their sign language.

There are plans for more CDs in the future if funding continues.

The website www.learnbsl.org is also a good resource for both adults and children.

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| ☺☺☺☺☺ | Quality |
| ☺☺☺☺☺ | Value for money |
| ☺☺☺☺☺ | Educational usefulness |
| ☺☺☺☺☺ | Overall |



| | |
|----------------------|-------------------------------------|
| Title of Book | Let's Sign Pocket Dictionary |
| Publisher | Co-sign Communications |
| Distributor | Forest Books |
| ISBN | 0-9542384-6-X |
| Publication | 2005 |
| Price | £9.99 |
| Reviewer | Corinda M Carnelley |

The unanimous response to this book has been "How cute is that?" Measuring 14cm by 10cm it fits easily into an (overloaded) workbag and is ideal for whipping out in those awkward moments when a parent says, "What's the sign for?....." Having said that, the first two signs I looked up - 'strawberry' and 'zebra' are not included! However, since then, the dictionary has scored 100% success every time.

The book contains over 1,000 signs from the A4 format book 'Let's Sign Dictionary' but obviously in a smaller version. There is a clear introduction and the book itself is a valuable reference for people on the move. Obviously it does not replace a more detailed dictionary, nor will it help you to learn to sign, but it doesn't pretend to. A very worthy adjunct to the 'Let's Sign' series.

| | |
|-------|------------------------|
| ☺☺☺☺☺ | Quality |
| ☺☺☺☺☺ | Value for money |
| ☺☺☺☺☺ | Educational usefulness |
| ☺☺☺☺☺ | Overall |

A question from the ToD list

Does anyone have deaf pupils in their school who choose to stay for after-school clubs?

Are they supported (sign interpretation) - if so by whom? Does the supporting staff receive any additional payment for this?

Either go to the ToD list to reply (follow the instructions on the BATOD website if you are not a member already) or email magazine@BATOD.org.uk

Bilingualism - two different models

Anne Worsfold, Executive Director, Cued Speech Association UK

Few can argue with the aims of sign bilingualism. What better than to have a deaf young person leaving the education system fully fluent in BSL and English? But how can this be achieved?

In most bilingual situations, for example in a hearing family where both English and French are spoken, we would expect both languages to be presented naturally in their complete form - and in a mode which is fully accessible to the child. But can deaf children have full access to both BSL and English?

The problems

Deaf children's access to BSL is not a problem for 10% of children who have BSL-using parents - but what about the remaining 90%? If their parents learn and use BSL - a big 'if' - then this should produce children with age-appropriate use of BSL. However, in practice the family is required to be the primary deliverers of a language they have yet to learn. This is not an empowering situation for parents. Although the families' capacity to communicate in BSL may improve over time, the crucial time that a young child needs access to a complete, grammatical language is in its first few years and this is usually before the family is competent in BSL. Visiting CSWs and BSL-using ToDs have an important role to play but it is hard to compensate for impoverished language within the home. Consequently many BSL-using children will arrive at school with delayed language. Despite expert and dedicated teaching, problems of grammar and vocabulary may remain. Even if the deaf child acquires full, grammatically correct, vocabulary-rich BSL they still may not be able to communicate with their parents... and... they have yet to learn English. Hearing families are perfectly able to model English (or the home spoken language), but how accessible is it to a deaf child?

One solution to these problems is to modify the aims of bilingualism and concentrate on ensuring that children learn primarily written English. But is this full bilingualism? Additionally, BSL is not a direct or easy route to literacy in English. Do children brought up this way have average, or even functional, written English skills? The evidence, and the increasing use of 'modified' language would suggest that they do not.

The sound-based system of Cued Speech can be learnt in 20 hours, so twin problems of

- complete and early access to the home language in a hearing family and
 - full and easy access to sound-based language leading to age-appropriate literacy
- can be overcome by its use in the home.

But how can Cued Speech fit into a bilingual model?

Different models of bilingualism

Models in France and in Minnesota, USA both use Cued Speech with sign languages but are otherwise quite different.

Français Complet Signé Codé (FCSC)

There are over 3,000 families using Cued Speech in France. Some families use Français Complet Signé Codé (FCSC) which promotes the use of cued French words and signs in one sentence. It is mainly used with very young children in the home. The prepositions, articles etc are cued and the key words are signed. The rationale is that children can benefit from being able to access sound-based words, with all the attendant advantages, but can also benefit from being able to communicate in sign. Also, parents who have not yet learnt a particular sign can use the cued word. Children are expected to move from FCSC to using English and French Sign Language (FSL) separately as they mature.

Understandably, this model has its critics - but it is widely used and it seems to work well. An English parent whose deaf child is being brought up in France with cued French and FSL at school and cued English, sometimes in a FCSC format, at home wrote: 'Pearl is tri-lingual and adapts her language to the person she is with. When signing with other deaf children she has the skills of a natural signer - spatial awareness, expression, fluidity, intensity etc. At home she prefers English, clarified by Cued Speech. She is doing very well at school both in French and LSF. We have had subtitled English TV at home for a few months now and we are amazed at her progress. She has actually come out with things like 'bog off!' (yes, the BBC is not what it used to be). We still continue using FCSC in English with Pearl though using fewer signs - depending on the context really. It works for us and I feel it's a pity more people don't adopt this method.'



Bilingualism in Minnesota USA - keeping the languages of English and ASL separate

A program in Rosemount, Minnesota, USA aims for full bilingualism but takes quite a different route. Assistant Director Kitri Larson Kylo writes: 'We recognise the parents' right to be a critical decision-maker regarding the language of instruction to be used with their child in the school setting. What we are trying to achieve in our program is unambiguous access to, and immersion in, the languages of both American Sign Language (ASL) and English.

The Intermediate School District 917 Program for Deaf and Hard of Hearing Learners has included cued English (using the system of Cued Speech to convey the English language) as a language of instruction in its bilingual program for approximately ten years. Prior to this time cueing was used with individual students rather than on a program-wide basis. We have 35-40 students (fluctuates) in the early childhood, elementary and secondary levels in our centre-based regional program.

It is deemed as critical to our program to have staff who are deaf themselves to serve as both language and role models for our learners. We currently have three teachers and two assistants who are deaf. All have superior skills in ASL. As ASL language models, they are not expected to become fluent cueders, however one also has superior skills in cued English and several others have learned to cue, but are less fluent. Other teachers and assistants who are hearing serve as the English language models, using cued English paired with spoken English. Those teachers also have advanced ASL skills. It is a powerful role model for the learners that a teacher who is deaf is also able to serve as an English language model, which she does a good majority of the instructional day.

We strive in our program to keep the languages of English and ASL separate. Each language may be used to support the learning of the other through a technique we call 'sandwiching', meaning an utterance or phrase presented through cueing may be followed by the same sentence signed for clarification, and then followed by cueing the target sentence again. We tend not to see signing and cueing mixed up in the same sentence, although it does occasionally occur when a child new to learning a language will slip a cued word in to a signed sentence, or vice versa.

We are a public school program, and while some children enter our program at an early age, some enter at what we regard as 'late' ages. Support at home also

varies; some parents cue or sign, but some parents do neither. We also have children who come from other countries where they did not have previous access to any, or good, amplification, language access and education.

Our learners have a range of preferred languages and communication modes both at school and at home. Some students are able to easily code-switch between spoken English, cued English and ASL; other students are most comfortable communicating via spoken English, and others prefer sign language. We have both deaf and hard of hearing students and we have found that, while many of our hard of hearing students can communicate to various degrees via spoken and/or cued English, they have benefited greatly from learning ASL both to communicate with each other and in many other facets of their lives.

We assess the reading, English language and vocabulary skills of our learners annually using standardized tests normed on hearing learners. These include the Peabody Picture Vocabulary Test - III (PPVT-III), the Gates-MacGinitie Reading Test - 4th edition, and for language, the Test for Auditory Comprehension of Language - 3rd edition (TACL-3), or the Clinical Evaluation of Language Fundamentals - 4th edition (CELF - 4). For various reasons, mainly the lack of standardized tests, the students' ASL skills are assessed using informal assessment procedures.

In terms of results, we are finding that, on average, our students make at least one year of gain in their reading and language skills per each year of instruction. Some students make significantly larger gains of up to three years of gain in one year. We have other students whose language and reading development is impacted by other learning and environmental factors who make less than a year's gain per year of instruction. However, with learners who do not have other learning challenges, we are finding these children make at least one year of gain per one year of instruction, even when the parents do not cue at home. When the parents cue at home, and even for some of our other learners who have good home support via signing, we have seen several years of gain per one year of instruction.'



More information about the Minnesota program is available from:
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email info@cuedspeech.co.uk
www.cuedspeech.co.uk
tel: 01803 83 27 84

Deaf Studies Curriculum Working Group

Robin Ash, Senior Deaf Educational Instructor, Frank Barnes School
Sandra David, Senior Teacher of the Deaf, Frank Barnes School

Background

The London Deaf Studies working group was set up in April 2001. A partnership was developed between Frank Barnes School (Camden), Oak Lodge School (Wandsworth), Blanche Nevile School (Haringey) and Thomas Tallis School (Greenwich).

The partnership developed from individual professionals working with deaf children identifying those children who were in need of social opportunities, deaf identity, sense of belonging and access for Deaf Studies standardised curriculum.

The main aim of the working group was to create a Deaf Studies curriculum to be distributed to schools and accessed by every deaf child regardless of their levels of hearing loss, who are in deaf schools, mainstream schools, units and to anyone who has a vested interest in empowering deaf children's lives.

The London working group evolved to a National Working Group including other schools in England, such as Royal School for the Deaf (Derby), Hamilton Lodge School (Brighton) and Elmfield School (Bristol).

The working group's aims were to create a standardised Deaf Studies curriculum for deaf children from Foundation Stage to Year 11, to access it fully, and for tutors to have a fallible document to work from. It would give deaf children the opportunity to develop their sense of deaf culture, identity, sense of belonging, awareness and communication, in order to reduce isolation and build up confidence of deaf children, where they have no access at home.

The group believes that Deaf Studies should be recognised as another National Curriculum subject, and is therefore keen to develop the network of schools in connection with deaf education, and to share resources for Deaf Studies.

Objectives

The working group's objectives were a) to use partnership planning and implementation of the curriculum by the schools mentioned above, b) to create a final document of the National Deaf Studies curriculum for deaf children from Foundation stage to Year 11 and finally, to set up regular meetings by rotation of the schools to explore the publication of National Deaf Studies curriculum.

Representatives of the schools pooled and shared existing planning, schemes of work, assessments and resources to draft and finalise the curriculum and its contents. The aim was to create termly plans to accompany the termly targets.

Options were explored for the publication of the curriculum in the United Kingdom and Europe.

This year we are piloting the curriculum pack in selected schools

- a) in order to review and ensure that the quality of the curriculum is of a high standard
- b) to ensure the tutors are fully equipped to teach the curriculum to deaf children. Later this year, after reviewing, we hope to launch the final version of the curriculum nationally.

Content of the Deaf Studies Curriculum

Deaf Studies, like Black Studies or Women's Studies, is designed to assist children in exploring all aspects of their identity as bi-lingual children in today's multi-cultural world. Many deaf children arrive at school having had limited or no access to the deaf community whatever their ages. They often do not naturally have a diverse exposure to Deaf people and their culture.

We aim to instil pride and a strong sense of identity in them as deaf people through knowing their place in society and understanding different modes of communication used by deaf people.

To achieve these aims, we have designed a curriculum with six units that are: Deaf community/culture, Deaf identity, Deaf history, communication, technology and social change. The curriculum will provide an overview of the teaching programme, samples of activity sheets, assessment samples with instructions and finally, level descriptors and attainment targets to be used in both primary and secondary schools. A comprehensive list of a variety of resources is included for schools to use or to purchase appropriate resources for deaf studies.

Later this year, when we launch the deaf curriculum pack, we hope to invite all the Deaf Studies tutors and Deaf Educational Instructors to attend the launch day and training day to learn how to use the curriculum and to teach effectively for deaf children. The curriculum pack will be on sale nationally through the Forest Bookshop, who supports the project.

If you wish to put your name and your school on our mailing list for information and launch day later this year, or need enquires regarding to the Deaf Studies curriculum, please contact

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The Deaf EX-Mainstreamers' Group (DEX) was established in 1994 because deaf people who had attended mainstream education and oral Deaf schools shared a common experience. Since then DEX has collected anecdotal evidence from deaf ex-mainstreamers and those currently in mainstream education some of which appears in the book *Between a Rock and a Hard Place: the deaf mainstream experience* (edited by DEX, published in 2003 reviewed in *BATOD Association Magazine* Sept 2004 page 30). DEX was concerned about information on some deaf children having a diagnosable mental health problem and that some mainstreamed deaf people have undergone counselling.

DEX has identified a trend of a 'think-hearing' identity, which is where many deaf people identify with the hearing majority group. The Group feels this often results from deaf children being placed alone in mainstream classrooms and schools often without access to a deaf peer group or deaf role models or access to sign language and feel that they do not belong to either the hearing world or the Deaf world. This has a long-term impact on the development of a positive deaf identity:

- a) deaf children's emotional needs in having to live in the culture of an auditory language;
- b) difficulties in forming relationships;
- b) health issues as stress takes its toll.

DEX's Best Value Review (BVR) from 2001-2005 has examined best practice in the education of deaf children in Scandinavian countries where teaching practices and sign bilingualism is publicly supported and approved by their governments and by law. It also looked at best practice in the UK. DEX received advice from the Audit Commission and the Local Government Association to do this, and to establish its seven Performance Standards, as benchmarks during the course of the BVR, as academic and social inclusion indicators.

The BVR was carried out by deaf members of the DEX team, in 34 schools. The investigators interviewed 62 deaf children, 55 parents and 30 hearing children at resourced schools, 75 service providers, (fieldworkers) government agencies and Deaf schools across the UK to find out their experiences at their schools. DEX also compared mainstream provision with sign bilingual Deaf schools in the UK.

DEX was impressed at the high levels of commitment, dedication and care given by the teaching profession. Most teachers of deaf children have come into the post with a drive to help a vulnerable group of children and this can never be discounted.

DEX felt their research revealed that bilinguals benefit more because they appear to:

- 1 be freer from the limits of one single language,
- 2 have an in-depth knowledge of two languages and cultures,
- 3 have a greater breadth of understanding,
- 4 have more empathy,
- 5 be problem solvers and flexible thinkers,
- 6 be able to learn more languages more easily,
- 7 have, DEX feels, better employment and social opportunities.

These results, added to the visual nature of sign language and the need to facilitate a positive Deaf identity, lead DEX to believe that deaf children, of all levels of hearing loss, should be able to be sign bilingual for these reasons. DEX, therefore, favours large groups of deaf children being placed together in sign bilingual resourced schools, or in sign bilingual Deaf schools.

The main findings of the Review

DEX believes that for a skilled workforce in deaf education a centralised structure is needed to tackle issues such as teacher recruitment, in service training and raised standards. A pool of untapped potential lies in the hearing children attending resourced sign bilingual mainstream schools and families of deaf children who can bring honed skills in BSL to the workforce. DEX is committed to supporting educational practitioners to develop their career paths, qualifications and in service training with salaries to match competencies.

DEX feels that the government is still pursuing a strategy that does not ensure equal opportunity or quality of life for all deaf children. From 2005-2008 UK education spending will increase by £8.5bn to £77bn and this extra investment should be matched by reform. DEX knows that the Department of Education and Skills' Five Year Strategy for Education, *Removing the Barriers to Achievement: the Government's Strategy on SEN and the Children's Act 2004* all point the way to children being at the very heart of this reform. Without taking account of deaf users' views, DEX feels governmental strategy will fail.

The standard of BSL is too low. DEX advocates that all staff members must have level 3 BSL skills at entrance with a view to working towards level 5 NVQ or equivalent.

We feel sign bilingualism is the best way for deaf children of all levels of hearing loss and deaf children should never be placed alone in mainstream schools.

Deaf schools play an important part in their regions in providing, developing and sustaining sign bilingualism via training of mainstream staff and research.

DEX is now working towards its Framework for Action, the key recommendations being that there is an education law that incorporates BSL language planning and the duty to establish a Deaf Education Board (DEB). The DEB should be responsible for Regional Centres, and Deaf schools the administrative centres. This is modelled on other language planning that already exists in Wales and Scandinavia. DEX's vision is one that will enable satisfactory value for money.

Schools and services are invited to work in partnership with us. DEX undertakes service level agreements to provide consultation and training to LEAs and other service providers. For further information - contact: info@dex.org.uk

Deaf Toolkit: Best Value Review of Deaf Children in Education, from Users' Perspective is also available as a CD-Rom version for visually disabled people and the DVD summary of the BVR report in BSL/subtitles.

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| Title | Deaf Toolkit: Best Value Review of Deaf children in Education from Users' Perspective |
| Author | DEX Deaf Ex-Mainstreamers Group |
| Publisher | Type setting by A J Typesetting, Leeds Printed by Delta Design and Print, Leeds |
| ISBN | ISBN 0-9546699-1-6 |
| Price | £15.00 |
| Reviewer | Jackie Parsons, Advisory Teacher of the Deaf, Surrey. |

The phrase 'from Users' Perspective' gives the key to understanding this book. Its authors, DEX, Deaf Ex-Mainstreamers Group are clear in their thinking and in the way in which they declare their point of view. They find that 'deaf people who have attended mainstream education are in a limbo between the hearing world and the Deaf community'. The Executive Summary at the start of the book leaves the reader in no doubt as to the views expressed by

the researchers. They speak in terms of changes, which need to be made to ensure 'that sign bi-lingualism and sign bi-culturalism is a reality for all deaf children regardless of the level of deafness.'

The authors begin by celebrating the good practice they have observed in sign bi-lingual settings, both in the United Kingdom and in Scandinavia. This section provides some useful information for Teachers of the Deaf working in sign bi-lingual settings. There is a brief review of the history of Deaf Education and literature reviews on Deaf Identity and Sign bi-lingualism, these two latter sections again providing useful information.

The second section, DEX Best Value Review Findings, contains comprehensive accounts of school observations and interviews with deaf and hearing children, parents and Services. Many of the answers to the questionnaire give cause for thought.

The Recommendations arising from the Review are bold and all-embracing. DEX proposes a radical reorganisation of the way in which deaf children are taught across the United Kingdom. They propose the formation of a new body, the Deaf Education Board, staffed by a minimum of 75% Deaf professionals. This Board will be directly responsible to the DfES through its SEN Department and will hold its own budget. The Board will set up Regional Centres, which cross LEA boundaries to provide a comprehensive national education service for all deaf children from birth to age 19. It is suggested that a British Sign Language Academy be established to work in close conjunction with the new Board.

This is quite a difficult book to read. It is a large format book with 194 pages. The text is arranged in complete lines right across each page. It may have been easier on the eye to print the text in columns.

This is a wide-ranging and thought-provoking document, representing a huge amount of research and expressing strongly held views. The conclusion is ambitious but logical given the opinions expressed. Here are people who have been angry but have channelled their anger into positive action. The views expressed may not necessarily be those held by every BATOD member. However, this book should come as a salutary reminder to us to be continually re-evaluating and assessing our work and its impact on 'users', that is, the children we teach.

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| ☺☺☺○○ | Quality |
| ☺☺☺○○ | Value for money |
| ☺☺☺○○ | Educational usefulness |
| ☺☺☺○○ | Overall |



Title **Deaf Identities**
Editors George Taylor and Anne Darby
Publisher Douglas McLean
ISBN 0-946252-53-X
Pages 272
Price £18.95
Reviewer Chris Payton, Ashton HI SERF,
Preston, Lancashire.

This book is a very interesting collection of mainly short essays interspersed with a few poems. It is not necessarily a book to be read at one go but more to be dipped into as the mood takes you. There is something for everyone whether hearing or deaf, young or not so young, male or female; and with a personal and anecdotal style it captivates the reader by its variety, scope and forthrightness.

The editors in a short preface explain the background to, and purpose, of the book, including topical issues such as recent government recognition of BSL as a language in its own right and the wider aspects of deaf culture and community. The acknowledgements on the following page give a clear indication of the breadth of topics and contributors.

The contents page gives the reader a user-friendly guide to select from. This overview is supported by a really handy summary at the start of each section which helps the reader make an informed choice of topic and writer.

The book is divided into four sections.

- ◆ What does it mean to be deaf?
- ◆ Growing and Learning
- ◆ Making Life Choices
- ◆ A Question of Identity

Each section also has a linked poem by a deaf writer, one of whom is Dorothy Miles. Other well-known British contributors include Arthur Dimmock, Mabel Davies and Gloria Pullen. However, a very strong feature is the number and quality of international contributions which include the USA, Spain, Germany and Russia.

Subject matter encompasses deaf people's experience of education, the effects on families of diagnosis of deafness and cochlear implantation, a life-saving anti-TB drug used in Russia many years

ago and memories of Gallaudet University. Later accounts include the social isolation of a deaf Spanish woman, integration into society, European employment issues and the setting up of a sign language school in Germany.

A serious look at the pioneering (and still topical) efforts to raise awareness of deaf people's mental health needs at Rampton Special Hospital is made by Stephen Robinson and Sue O'Rourke still later in the book. This is followed by more upbeat summary of the history of deaf sport and a love of football. An elderly Russian and younger East German give separate accounts of being deaf in communist countries. Mabel Davies offers her powerful views on the education of deaf children predominantly from the perspective of her own Heathlands School ethos.

The final section begins with an essay by the deaf president of Gallaudet University where he describes his rise to this lofty status. This is followed by the minutes of an interview with the same president (King Jordan) where he explains his past experiences and future plans for Gallaudet.

An essay by Gloria Pullen questions the medical model of deafness as well as promoting the use and importance of BSL. Multi-cultural and multi-identity issues are considered in the life story of a young British deaf Asian. Another young writer - this time from Spain - describes his unhelpful schooling, his experiences of getting a job and how he emerged from each negative experience to a growing feeling of independence.

In the penultimate essay, Andrew Charles tells of his experiences as a black victim of cruelty and rejection although he manages to survive his trials and to conclude on a very positive note. The final contribution by a deaf Spanish woman shows an equally inspiring story starting with feelings of isolation but developing into a very strong deaf identity.

This volume is a must for your bookshelf and university reading lists. It is enlightening, insightful, poignant in parts but most of all full of hope and human endurance in the face of adversity.

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| ☺☺☺☺☺ | Quality |
| ☺☺☺☺☺ | Value for money |
| ☺☺☺☺☺ | Educational usefulness |
| ☺☺☺☺☺ | Overall |

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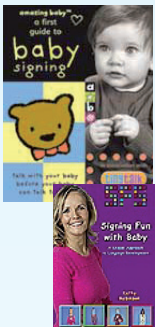
Signing resources for the classroom and at home

Lyn Atkinson
Forest Books

The Government's official recognition of British Sign Language (BSL) in 2003 has raised the profile of our fourth indigenous language, both in the media and in education. The burgeoning baby signing movement for hearing babies has also made it popular for children and adults to learn a basic sign vocabulary. Families and teachers of deaf and hearing children alike, are now looking for signing materials, whether for the education of a deaf child in a bilingual setting, as an aid to communication within a family or school, or just for fun.

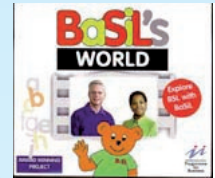
Making a list of useful resources highlights how far we have come since the milestone publication of the British Deaf Association's Dictionary of BSL twelve years ago. At that time the Forest Catalogue had only 120 titles. Now it has over a thousand and there is so much to choose from in both the specialist and mainstream markets.

But to start with basics, Cath Smith's excellent Let's Sign: Early Years series of book, wallcharts, progress keepsake to fill in, and flash cards are ideal for deaf babies and toddlers and their families. For guidance to parents on how to incorporate signs into everyday activities with hearing babies, including games and songs, Joseph Garcia's book and DVD Complete Guide to Baby Signing is a good starting point. The new photographic, laminated, First Guide to Baby Signing is also beautifully produced, clear and durable; and Kathy Robinson's Signing Fun with Baby DVD, again designed for hearing babies, has over 300 signed phrases.



For working with older children, the Let's Sign Tutor Pack, CD-rom, Greetings Poster and Place Mats are all extremely popular, with the newly released Fingerspelling Alphabet Charts adding to the series. The companion Let's Sign and Write software is very versatile and enables one to create a wide range of bespoke visual materials using the vocabulary that is provided, or extending it. My First Signs by Microbooks is an interactive DVD of over 1000 video clips of basic signs and phrases for children and A B See Sign CD-Rom, interspersed throughout with jokes and questions, is a fun way to teach Primary children the fingerspelling alphabet and everyday signs. It tells the story of a Deaf boy named Barry and his hearing friends, and how using basic signs and fingerspelling can help communication.

If you are looking for something that aims to exercise the child's spatial sense and memory, as well as building a sign vocabulary and introducing basic BSL grammar, Basil's World CD-Rom offers hours of fun. Presented by the See Hear's Clive Mason, it has a variety of scenes and when the objects in them are clicked with a mouse, a sign clip is shown of either a sign for the object or a phrase relating to it. All the vocabulary can be accessed alphabetically and there is an interactive quiz.



There is a wide choice of books and printed materials too. There are old favourites like Dorothy and Jacqui Dowling's fingerspelling alphabet book, Learning Together ABC, their Picture Fingerspelling Wallchart and Fingerspelling cards or Kathy Robinson's more recent Wow First Signing ABC, in which the Wow cartoon character shows the signs.



This can also be used with the colourful Wow Signing Gloves, which add a further element of fun. The Cleveland Resource Project's (ex-Beverley School) Children's Sign Dictionary has 250 black and white pictures of children's vocabulary, diagrams and written explanations of how to sign them and can also be used as a colouring book. The attractively illustrated board books in the Sign About series and the Sing and Signalong Nursery Rhyme series are excellent value for the shelves of any nursery or home.

In July 2006 an outstanding mainstream illustrated children's storybook, by the well-know author Joyce Dunbar, who is herself deaf, is one to watch out for. The main character is a deaf boy-prince who is taught to communicate with his hands by the magical Moonbird. It is touching and beautiful, will be loved by deaf children and will also raise the profile of signing in the hearing world. It is also hard not to mention Toby and Mary, the signing puppets who will add an extra dimension to signing in the classroom, the children's signing club or at home.

Moving more seriously into the field of bilingualism, CHASE provide a full range of story videos in BSL, some with accompanying childrens' books, to encourage bilingual development and sharing with hearing siblings. They range from a baby's first vocabulary to popular fairy tales, the Oxford Reading



Tree series, to the beautiful BSL renditions of 'The Whale's Song' and 'I Love You So Much'. The Grand Master, Jerry Hanifin, doing BSL descriptions in the video Big Animals is BSL at

its best. For anyone wanting an explanation of English idioms and sayings in BSL their videos Over the Moon and Make Hay While the Sun Shines would be useful and for factual or historical material in BSL, there are videos like Florence Nightingale and David Livingstone. Also designed for bilingual settings or for any child who requires a visual representation in order to support their language development, are the Sign Picture Cards for Visual Language Learners by E.T Resources. These are for Key Stage 1 and 2, Maths and Science, and cover the vocabulary needed. They are also available on interactive CD-Roms, which are ideal for using with an interactive white board.

For older Secondary and FE students whose first language is BSL but who wish to improve their English skills, the Written English Tutor for BSL Users CD-Rom (designed for adults), consists of 56 lessons presented in BSL on English grammar and informal and formal letter writing, focussing on the difficulties commonly encountered by BSL users.

Moving on to adult learners of BSL - teachers and parents - there is just as much choice and again it can be daunting. As a guide for beginners, a favourite overview of the language and culture of Deaf people is still the BBC production British Sign Language: A Beginner's Guide (video tape or DVD and accompanying book). A new company, 'What's The Sign For?' have produced a range of beginners' guides in DVD and video (Sign In, Sign Up and See It Signed), in which a team of Deaf BSL teachers and examiners take the viewer through a well-



structured series of learning materials, produced by Karen Denis, herself a Teacher of the Deaf.

For dictionaries, the Let's Sign Dictionary and the Let's Sign Pocket Dictionary are both popular, as is Communication Link. These provide a comprehensive core vocabulary with drawings and written descriptions. Another good choice is the RNID's Start to Sign dictionary, which is photographically illustrated with over 1000 signs and contains information about the development and grammar of BSL. It has an accompanying CD-Rom available with animated video clips.

For those wanting to take their studies further, there are also the new Microbooks' Standard Dictionary Of British Sign Language and their Advanced Dictionary of British Sign Language. Both are available in a choice of formats; non-interactive home DVD, interactive DVD for use on a PC, or as a CD-Rom. The big black Dictionary of British Sign Language mentioned in the introduction remains the essential academic reference for level 2 onwards, with 1,800 sign entries ordered by handshape and linguistic principles.

There are so many story tapes and other self-study materials that it is hard to mention them all. But Handuage do a good CD-rom series, with two focussing on fingerspelling which are especially useful for developing receptive skills which can be a problem area for most people. CHASE do an excellent series of receptive practice story videos. These include the British Sign Language

Made Easy, their total immersion tape - British Sign Language Stories for Advanced Level 1 (also available as a DVD) and the British Sign Language Learning Curve which goes up to Level 3 and beyond. If materials focussing on grammatical principles are required, the Sign Language Video People have a range of tapes on subjects such as Placement, Handshape, Classifiers and Multichannel Signs; and there is Rachel Parker's small pocket book Revision on Multi-Channel Signs.



There is also a full range of curricula for the CACDP sign language qualifications and videos explaining the assessment procedure for all levels of their examinations. In addition, their hugely popular practice homework videos and DVDs provide support to any student doing their courses.

Everyone's needs are different and the Forest catalogue will point the reader towards more resources than this article can cover. However, in making choices, it should always be remembered that materials do not stand alone. British Sign Language is a living, visual language, with its own grammar and syntax, and it cannot be learned without native users being involved either in the



teaching, the preparation of materials or in a consultative capacity. Deaf tutors should always be the first port of call, as they may have preferred materials that link with their teaching approach, the regional signs or the curriculum that they are using.

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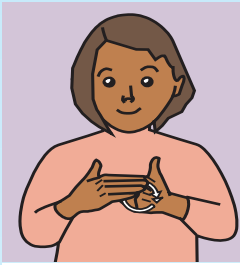
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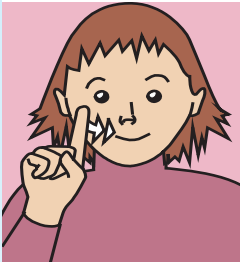
Developing BSL teaching and learning resources

Cath Smith
Deafsign.com



The Let's Sign Series continues to develop with a range of books, dictionaries, posters, flashcards and graphics pack. Most of this development work has grown in response to requests for specific items to meet the needs of teachers, families and BSL tutors and this is the way we would like to continue.

The Let's Sign & Write BSL graphics pack is currently being updated to add 560 new signs to the existing 800 in the collection. Contact Widgit for further details.

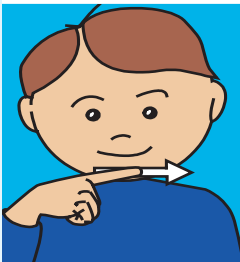


The signs continue to be in line and colour. All of the signs will be available in the 'adult' style with a separate set in children's characters for child appropriate signs.

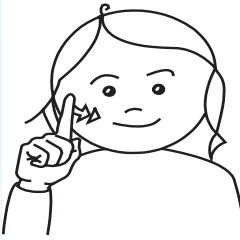
Most of the additional signs in the 2006 update are the result of work for the Let's Sign Dictionary. The BSL tutors who worked on this publication wanted new material that would reflect contemporary terms and provide a reference for BSL Level 1 courses and a core vocabulary to all learners. BSL is a living language that changes and evolves in the same way as other languages - resources need to reflect and keep pace with this. The dictionary is now part of the pack as it provides a full reference of the signs with descriptions and cross-references and it will be enlarged and updated as the graphics pack develops.



Work with pre-school and other services has increased the early years graphics in the present up-date, but many more are needed. We wish to develop these and to create more sign graphics generally - for the pack and other materials. If you are using signs that you need graphics for, we invite your direct involvement to do this and will try to respond to requests, depending on demand. Signs need to have consensus of use by BSL users and be sent with a full description of how each sign is formed (contact details below). A number of schools have requested curriculum specific vocabulary but our priority for this year will be everyday vocabulary development.



We hope that this can then be further used in some other exciting developments. Widgit Software are developing more downloadable resources through their website - www.widgit.com/resources These will include free and low-cost resources that are either available as pdf downloads that do not require the user to have symbol software, and also packs for users of Communicate in Print 2 and Writing with Symbols.

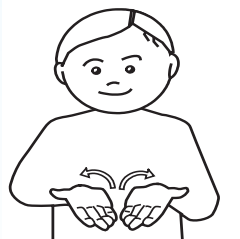


Some examples using the BSL graphics are already available on Widgit's website and also on the BATOD website, and direct involvement is again requested for these materials. This can either be in the form of submitting items that you have made yourself and are willing to share with others, using the sign graphics and/or the symbol software, or to request items that you would find useful and would like to see made available. Items can be made to suit individual needs and to cater for sign variations and provide a valuable alternative for teachers with limited time to prepare their own materials.



We also hope to be involved in similar developments with Direct Learn who have set up an online shop offering electronic publications on deafness and support, including bilingual e-books in BSL/English, note-taking course materials, as well as the proceedings of the Supporting Deaf People online conferences. See www.directlearn.co.uk

Please contact DEAFSIGN www.deafsign.com email: cath@deafsign.com tel: 01642 580505 if you wish to contribute to these developments.



Eds Note

Currently Cath is experimenting with e-books and she hopes to have an interactive alphabet book available shortly. Sample sheets will be placed on the BATOD website (Resources area) for comment.

ICT Newspage



Welcome to this edition of the ICT Newspage. If you would like to contribute anything to this page, please contact Sharon Pointeer, the ICT Newspage Editor
ICTNewspage@BATOD.org.uk

Unfortunately at the last minute Sharon was unable to get to BETT and her planned article couldn't be written. However several Teachers of the Deaf did get there and they saw the show from a range of perspectives. In particular, I found Emma Kelty wedged on stand SW158 demonstrating the use of her language picture cards, Paul Bonsor was strolling around weighed down by goodies collected during his foray around the exhibition hall and I had arranged to meet Mary Fortune so I turned to these colleagues and asked them to help out by writing about their experiences at BETT. Many thanks to them for doing this so readily and so quickly.

Exhibiting at the BETT show 2006

Emma Kelty E.T Resources and ToD
www.etresources.co.uk

BETT is the largest international technology show in Europe and this year approximately 29,000 visitors walked through the doors to wander around 650 exhibits. To do this in one day is difficult and therefore, unlike other shows, many of the attendees walk purposefully around the building with a list and marked map in one hand whilst wheeling a suitcase with the other.

From the perspective of an exhibitor, setting up the E.T Resources stall permits us to demonstrate and show our products in a way that is impossible to do via a small icon in a magazine or short description on a flyer. In addition, the show provides a unique forum where all levels and types of educational staff walk together under one roof. This multi-level perspective triggers wide ranging and stimulating conversation that appears to be a unique feature of the shows. Furthermore, exhibiting allows for feedback, questions and answers, handing out free samples, as well as an opportunity to give up to 75% discount for purchases on the day.

Behind the scenes, the reality is that some aspects are very similar to a teacher's life. Tasks include strategic planning, product development, marketing, display, risk assessment, transport, to planning how many centimetres the electric sockets need to be off the floor! Of course this is only a very brief summary of what needs to be considered. Fortunately, I am now only involved in the overseeing and creative aspects that drove me to set up E.T Resources in the first place.

Exhibiting is enjoyable. As well as the interaction with the public, I also find the buzz of excitement, determination and dedication oozing from other exhibitors equally exhilarating. This is more so with the specialised companies who are so involved with their products (and have to be).

As E.T Resources, we develop inclusive language teaching aids and resources for the EAL/ESL, visual and kinaesthetic learners who dominate our schools. We include some optional BSL Signs so that all children can learn the visual language as well as support the inclusion and access of deaf and other children in school and beyond.

Although the BETT show is now over, we attend several shows throughout the year. Perhaps we will see you there?

Paul Bonsor was wearing two hats (Training Manager for DCCAP and SEN/ICT Advisor for Oxfordshire) and carrying several bags.

What I didn't do:

- ♦ allow enough time
- ♦ plan my route round the exhibition
- ♦ get there in time for a seminar
- ♦ take any Paracetamol
- ♦ leave early enough to avoid the rush hour.

What I liked:

The TEEM guide to software. When you are wanting to know whether it's worth spending actual money on software have a look at the TEEM website and the independent evaluations which cover almost every package under the sun.
www.teem.org.uk

What I would have liked to see more of but didn't:

The Wacom Bluetooth graphics tablet. Similar, I suspect, to the Interwrite Graphics Tablet but retailing for about £150 inc VAT. This allows you to use your laptop like an interactive whiteboard.
www.wacom.com/graphire/bluetooth.cfm

BBC Jam On-line resources from the beeb are going live at the end of January. This sounds like a fantastic place to get those learning resources that you need to reinforce and supplement what's going on in the classroom.
www.bbc.co.uk/jam

Microsoft's free Classroom Assistance CDs thrust into my hands by those nice Microsoft people. Not only quite a few ideas and resources but also the chance to install Microsoft Producer, a plug-in for PowerPoint which enables you to make presentations combining slides, video, images, audio and web pages. For XP Office users... cool!
www.microsoft.com/learningessentials/default.aspx
www.microsoft.com/office/powerpoint/producer/producer/default.aspx

What I didn't like:

Wall-to-wall interactive whiteboards, all those crowds and dragging all the stuff home!

What would have improved the experience:

A quiet darkened room with some comfy sofas to slump onto.

Mary Fortune (ICT Co-Coordinator for Stockport ESSI) was carrying her rucksack also and her first words were to cite her determination NOT to take home too many catalogues this year - but she didn't manage to achieve this objective!

Like Ann, I first visited the stands of well known software houses such as Crick software, because of the contacts I had build up when in the other half of the DCCAP Development Officer post with Ann. Crick has developed Clicker 5 with a new UK English speech engine and it's good to hear English as we speak it and not an American or computerised draw. www.cricksoftware.com

Widgit has now introduced Communicate: By Choice which works with and alongside Communicate: In Print 2 - both are worth a view, along with all the other symbols based programs. Don't forget this includes BSL signs!

If you haven't come across the 'software solutions for inclusion 2006' catalogue then visit the Widgit website and order the catalogue. Both the website and the catalogue provide clear examples and explanations. www.widgit.com

The Widgit website has loads of free downloads and a new shopping trolley to download some materials as low cost. For example there is a calendar pack (£7.00) which contains a booklet of ideas and suggestions for how to use the pack. There are both large (classroom size) and small (personal or small group) calendars, 98 cards to print for cutting out and laminating to use in the classroom which includes days, months, years, weather, festivals and special days.



www.BATOD.org.uk

Some new software which was impressive was kar2ouche from Immersive Education - a Media based software to create storyboards, create animations etc but what took my eye was the new style of software called on-line e-learning. Instead of having the CD and loading the program on your laptop or PC, you pay a subscription of an annual fee so you use it on-line all the time. There are many pros and cons to this type of broadband multimedia software but two to look at are www.EducationCity.com who won a BETT award for it and www.espresso.uk Probably like many others who travelled to Olympia, I haven't had much time yet to look at everything in detail yet!

The Press:

As Magazine Editor I had a press pass which gave me access to even more felled forest and plastic folders than Paul Bonsor was able to collect and for me - delightfully - the Press Room. This room had comfy chairs (Paul wanted a darkened room as well but, sadly, that bit was not possible) where the Press could meet with and interview people for publications, enjoy refreshments (and I made it before all the lunch sandwiches were eaten too!) and email copy to offices.

As usual I was prowling around renewing contact with many of the suppliers that I used to work with as a DCCAP Development Officer, checking on what we could review in the coming months, looking for potential articles and looking for a mouse mat with a 2006 calendar. Videk advertises using a mouse mat with a convenient calendar, a very useful item on my desk. This year it was in the BETT goodie bag and so there wasn't quite the intense search that I expected from past experiences.

There are always useful seminars both describing projects and bringing new products to the eye of the roaming delegate. I found that I was there on the wrong day for seminars that interested me though! Maybe if I had read some of the excessive amount of paper and emails that were sent out prior to the event I could have planned to be there appropriately - wasn't that what Paul said too?

Over the road and across the railway bridge, in the Olympia Hilton, the Special Needs Fringe has a smaller more user-friendly exhibition and, for the regular BETT goer, a quiet haven (Paul take note!). Sign up on entry and, apart from a free copy of Special Children magazine in a fabric carrier bag which is much stronger than the plastic ones at the main event, you also get a voucher for a free (generous) cup of coffee. Everyone seems to have time to chat and all the 'special' and 'complex needs' stuff is collected together in an easily accessible and compact venue - with comfortable chairs and settees in the hotel foyer.



The curtain falls!

Paul Bonsor, Training Manager.

Why, you may be thinking, is not Marian Nash's name at the top of this article? Marian left DCCAP in December. She is now Teacher-in-charge of a secondary resource base for hearing-impaired pupils in North London. Marian had been with DCCAP since its beginning almost four years ago and as we will regretfully be shutting up shop at the end of March she had been keeping her eye out for a new challenge. Her work at DCCAP has been highly regarded and I am sure that her new school will benefit from her skills and commitment.

As I write to meet the magazine deadline (Can it really be Sunday morning?), we still have no definitive news about the future of CAP but we do know that even if some sort of further funding was made available the DCCAP Centre would still be closing at the end of March. Any future national provision of technology for deaf pupils would be managed by one of the three larger CAP centres: ACE North, ACE South or AbilityNet.

Not that there isn't more than enough work out there. Apparently (... and our questionnaire confirms) there are still some isolated pockets of provision which have not yet received news about how technology can support deaf children and young people! In addition, as staff, technology and the pupil population continue to change there will always be a need for information, advice and training. As you know, there are limited opportunities to access this type of support. But don't despair! We are leaving a legacy which we hope will fill part of this gap. This will be in the form of an information pack before I turn out the lights and shut the door in March (cue music: Chopin's Funeral March plus wistful choral support).

And don't forget the Blue Skies project website (www.blueskiesproject.org.uk), a cornucopia of all things ICT-ish. OK, I know it needs some updating but I have only got one keyboard and seem to have been busy enough lately delivering training all over the country. So if anyone has a moment to write a review or contribute a case study then please send it to by email or use the very clever feedback section at the bottom of every page on the website. BATOD and Deafax (www.deafax.org.uk) will be maintaining the Blue Skies website. These two organisations have been working together on the management team of DCCAP since the start and this relationship has been mutually beneficial.

Deafax will, of course continue its core work and will continue to be a source of expertise and advice related to the use of ICT with deaf children. Deafax also will continue to support some of the activities DCCAP has been involved in and work with other

centres to support the use of communication aids by deaf children and young people in the future.

In addition we (royally-speaking) still have some on-going projects which we are co-ordinating. We have developed a small, portable wireless note-taking system for deaf pupils who need note-taking support but don't want to have a note-taker sitting next to them. The system uses a wireless laptop and a wireless PDA. A small access point plugs into the laptop to make the wireless connectivity reliable and the software package enables the laptop user to enter text into the laptop which is then displayed on the PDA. The PDA is small enough to sit discretely on the pupil's desk and they can send messages back to the laptop too if they wish.

We are also exploring the use of video conferencing technology to support communication between deaf pupils in schools or bases. The Sony screens double-up as computer monitors and have an integrated camera and speakers. They need to be plugged into a broadband socket and configured but when switched to the conferencing mode you can call up another location and see people clearly enough for signing and lip-reading. This technology widens horizons for deaf pupils who can then maintain contact with friends as well as take part in shared curriculum tasks. The information from both these trials will be published.

Training opportunities, however, will be thinner on the ground. I will be returning to work full-time for Oxfordshire. I am currently 0.5 SEN/ICT Advisor for the county and I hope to be able to develop this post though I may too, like Marian, be returning to do some teaching. My recently acquired skills in decoding train timetables and staying away from home overnight without forgetting my toothbrush are likely to lapse...

Meanwhile, I am currently providing training for those lucky people who returned their questionnaires early and there are still some referrals who have received resources from CAP and need initial training.

So, sadly, this is the last time (more violin chords here I think...) that DCCAP will be gracing the pages of the BATOD mag. It's really been fun working for DCCAP thanks to all those people who have made my life easier over the past two years and wish you all the best for the future.

PS Another of those irritating glitches where the computer fights back: I have just tried to close down my laptop and as sometimes happens a program is not responding. How odd that the program should be called ccApp... and that I should have to click on 'End Now'.



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MatD in Kirklees

Danny Lane

Music and the Deaf began its Hi-Notes project in Kirklees in 2003 and ran successfully for 18 months, funded by the Childrens' Fund and the DWP, through the European Year of Disabled People initiative.

The High Notes project provides deaf young people the opportunity to access music in weekly after-school clubs. The emphasis of 'Hi-Notes' is on having fun making music together and games are used for enjoyment. In addition to the obvious musical benefits of 'Hi-Notes' there are social benefits too. The young people are given the chance to meet other deaf people from their area; the clubs reduce the feelings of isolation suffered by many deaf young people and - as the clubs are led by deaf leaders - they give the young people the opportunity to realise what they CAN do, rather than what they CANNOT.

The first sessions ran in two venues - firstly at St John Fisher School in Dewsbury which young people from the area attended, and secondly at Newsome High School which was a much larger group involving young people from Newsome, Lowerhouses and mainstream schools across Kirklees.

To celebrate a really successful first year of Hi-Notes, members of the clubs from Calderdale, Kirklees and Bradford came together in Halifax for an informal and very emotional 'performance' on 1st July. The performance was attended by a good-sized audience of families and friends. It was a fantastic opportunity for all the deaf participants to showcase their own work and to watch the other groups performing too.

A communicator who attended the performance was very proud of the young people from the club where she assisted and reminded us that in the previous year the young people could not keep their hands off the instruments - they just wanted to make as much noise as possible. Now, however, they were playing together in a concert, watching the conductor and making music in an enjoyable setting.

The members of the Newsome group took part in the Huddersfield Contemporary Music Festivals in 2003 and 2004 through their involvement with Music and the Deaf. Moira Benoit, an artist, and Danny Lane, a profoundly deaf musician and Education Projects Manager at MatD, got together to lead a fun day of Art and Music on 5th November 2004. Over 20 large tubes, which were previously used inside rolls of carpets were painted and hung outside St

Paul's Hall during the festival in Huddersfield and could be played by the public using sticks provided. The tubes looked absolutely stunning when seen outside, especially on a cold wet day!

Due to popular demand, more after-school music clubs have been set up in Wakefield, Bradford and Leeds over the past year. All the young people from across West Yorkshire got together and gave a fantastic performance at the Alhambra Studio theatre in Bradford which took place on 4 July 2005.

Music and the Deaf is now liaising with the Music Services across this area to find out how they can support young deaf people in the future. Plans for further after-school clubs are under way for the next school year and it is hoped that these can include instrumental music tuition for those who wish to explore music further in the future.

www.signpostbsl.com

Malcolm Wright, MD ITV SignPost

ITV is the largest UK producer of on-screen access for Deaf BSL users.

We now have on our website a video-based FingerSpeller™ - a free resource (promoted by Becta) to help people learn the sign language alphabet. It's an ideal tool for tutors and was built and produced by Deaf professionals working in our SignPost BSL team.

We are doing everything we can to encourage people to use this tool, which we hope will help to increase inclusion for the UK's deaf community. Unlike other BSL alphabet resources on the Internet, it shows fingerspelling in close-up and wide shot, left or right handed, in slow motion or at full speed, and comes with a written explanation of what the viewer is seeing. There is nothing like it anywhere else in the world.

There are other BSL resources on our website www.signpostbsl.com which your members may find of use when teaching - particularly a large amount of BSL which includes news stories - good for learners' reception skills because they come with parallel text translation.

We'd be delighted if your members look at and use any of the resources on our website. They are totally free and part of our ITV corporate commitment to good communication.



Malawi: a pilot project

E G Mtonga, J L Msekwanthu and C A Chulu

This article considers the inclusion of students who are hearing-impaired at Robert Laws secondary school and Loudon primary school, Embangweni.

It took us a long time to convince the teachers in two mainstream schools that children who are deaf can learn together with their peers who have normal hearing. Once they were in the mainstream, it took the children who are deaf much less time to convince everyone that they can do just as well as the others in the mainstream classes.

Education for children who are deaf was introduced to Malawi in the 1960s. Since then special schools for the Deaf have provided the only source for Education for these learners. Society had the attitude that deaf children are special and different from other learners. Others thought that children who are deaf would only learn if they attended their own special school and were cared for and taught separately from other children.

We saw that some of these children were marginalised and not included in many opportunities which are available for children attending mainstream schools. Students who were deaf and academically capable missed out on competition and challenges and they were segregated from activities at which they were capable of succeeding. Some who had passed exams were not accepted by the University ~ because they were deaf and the University staff did not have any experience or knowledge about deafness. Other deaf children could not even get an education because they could not travel to one of Malawi's four schools for the Deaf.

We started with just a few carefully selected children. We needed to make sure that this pilot programme worked. The school for deaf is on the Embangweni campus as are the two mainstream schools, so training, skills and knowledge can be shared with the staff and everyone can be properly prepared so that inclusion will be successful!

"I have been getting 3rd position for two terms now and I will work harder next term to get 1st or 2nd in my class", Shaka told me when I was monitoring progress of the pupils at Robert Laws Secondary

School. At the Loudon Primary school, Saidi told me about the difficulty in understanding the Mathematics teacher until Trina sat with her and explained whenever Saidi did not understand. Students who are deaf now have friends who can hear. They can compete, communicate and participate in the same activities. Their friends help them and they are successful and confident. The students with normal hearing are proud of their 'deaf' friends and perhaps a little envious when they see their friends doing so well. The response of the pupils, both those who are hearing and those who are deaf, is evidence of the welcoming and inclusive communities of the two mainstream schools. The success of this programme is a testimony to the careful preparation, the support from specialist teachers, and the excellence of the mainstream schools, their staff and their students. As many have observed, a positive and welcoming, inclusive attitude of ordinary students can provide a huge benefit and positive impact for students who have special needs.

In the northern region of Malawi, this pilot inclusion project has bridged a gap between students who have normal hearing and those who are deaf. We are aiming to use this pilot project as a model, when we address the needs of other Malawian deaf students. For those who have not been able to attend schools, we are starting mainstream-based resource and unit classes in other districts in Malawi. Students who are deaf who had passed the entrance examinations to University of Malawi, used to be rejected. The University has now appointed a specialist tutor and the students can take their place alongside their peers who can hear. The next stages of inclusion and changing attitudes is about to start. We, in Malawi, are working for success.





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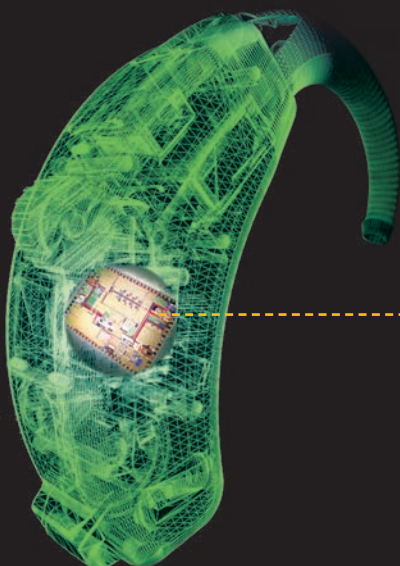
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'Visual Phonics by Hand'TM - a development at Longwill School for the Deaf

Babs Day, Headteacher, Longwill School, Birmingham

First thoughts

I have realised a robust missionary zeal in myself and in many others I have met and had the pleasure of working alongside, in our profession over the years.

If there's one thing about Teachers of the Deaf...we're masters (mistresses?) of adaptation and creative solutions to educational challenges and Government initiatives.

First, we adapted our way around the National Curriculum...still, however, struggling with the dreaded SATS many years later...then we got to grips with our Bilingual philosophy at Longwill in the early nineties and begun to really make some headway with BSL curriculum and assessment...we launched with typical open-minded gusto into the 'English as a Modern Foreign Language' work in the mid-nineties.

Then the next tidal wave of the National Literacy Strategy came along. Even the 'text level' and 'sentence level' and some of the 'word level' of the NLS did not daunt us, we ToDs who have for years been teaching structured English were not fazed for long.

But teaching the phonics part to profoundly deaf children...now there's the real challenge!

So, I have been asked to share the way we have done it...let me rephrase that (even after 27 years teaching the Deaf I could never say it in that tense) the way we are attempting to tackle the whole 'word attack' issue and develop some phonic strategies.

Starting the work of teaching phonics to sign-bilingual deaf children

This work was needed to:

- ♦ offer some fair access to the Phonic element of literacy
 - ♦ to support pupils in separate classes
 - ♦ to support pupils in Inclusive situations
- ♦ implement a whole school approach
- ♦ develop a programme that would be easy to use in a variety of situations; in school, in Speech and Language situations, clinics and at home
- ♦ be accountable to Ofsted in the new framework
- ♦ to demonstrate progression
- ♦ research how deaf children can benefit from a visual cue and re-order the NLS steps of phonic progression for them

- ♦ research to find how Deaf children develop an 'inner sound system' (look at good Deaf readers).

Why 'Visual phonics by Hand'TM?

- ♦ I wanted to find another bridge from BSL to English literacy.
- ♦ I wanted 'Letterland for the Deaf'. My own children had really learned a lot from 'hairy hat man' and all his mates, but I felt it wasn't accessible for the deaf, the language of it was not deaf friendly.
- ♦ I wanted 'cued speech' but I felt it would be quite a challenge to add that much learning work to the enormous amount they already had to do with BSL learning (and the staff).
- ♦ I wanted something quick and easy to simply overlay a sound any time I wanted to draw attention to a part of a word during a lesson, when they say/sign 'how do you spell mouse?' I wanted to flick a quick cue that said 'find 'muh' in your word book' just like I would to a hearing child.
- ♦ I wanted to give them opportunities to make a good stab at writing a word they didn't know how to spell.
- ♦ I wanted to show them that it was possible to break up a word they didn't know and have some chance of setting off a visual/phonological memory and increasing the chance of getting it independently.

What is VPbH?

It is a method that uses fingerspelling as a starting point. This skill is a real strength in our pupils and something they all know very early and could relate quickly to.

It was developed in 1999 when I was teaching a very mixed group of ten Year 2 boys, and together we worked out the 'alphabet stage' by learning the alphabet and giving a meaningful hand shape to the phoneme made by each letter.

It was fast and fun and we all learned together, discussing which sign was too rude to use (try doing a/v/) and which would help us to remember how our lips and fingers matched up.

I have also used it with a mainstream group of SEN pupils to great effect. There's something about the active, visual-kinaesthetic approach that excited them and they remembered it well.

It is also very logical and reflects the manner and placement of the sound.

So, imagine fingerspelling letter A
now take the thumb and tap it on the corner of your mouth and say /a/...as in apple.

B....fingerspell it....break it... make one of the B circles right by your mouth and make it open as you say /buh/...as in baby.

C....fingerspell it...tap it onto your throat and say /cuh/ as in cup.

And so on.

So where are we now?

There are two stages

1 The alphabet stage...which satisfies my 'Letterland for the Deaf' need...playful....good for rhyming and games and charts and alphabet related awareness games in the early stages.

2 The spelling stage...we use the visually cued phonemes alongside a pictorial phonics programme. Each consonant, vowel and diphthong has a VPbH shape and the variety of spelling choices are taught.

For example, 'So how many ways of spelling /ee/ sound?'

(e = index finger pulls away from ee mouthshape)
and we then look at EE (as in tree)
or EA (as in beach)
or E (as in me)
or EY (as in donkey)
or IE (as in thief)

I can't imagine how we ever did without it. Anyone who uses it regularly feels the same. The children know it and it is heartening to watch them break up a word during a reading session, rehearse a sound, put their mouth into the right shape automatically and then get the word.

The SLTs love it for discrimination games and articulation work /ee/ or /aw/ games and such like. It is not a magic solution but it certainly is another tool in that ever increasing ToD bag of tricks.

I have photos of some of one of my TAs trying not to laugh while doing demos to show the starting points for the VPbH handshapes.

I have an almost finished the DVD but I need some funds to master the digital video and actually get it published. Does anybody know of any funding agency that could help? Who knows... one day, in one of my spare Headteacher moments, I will send you all a flyer and it will be ready to wing its way to you.





Title Sign & Rhyme CD Rom
Author Signalong
Publisher Graydex Software Ltd
www.graydex.co.uk
Price £39.50
Reviewer Gill Feetham - St Augustine's Individual Needs Centre, Worksop, Notts.

Overview

This CD Rom contains ten English nursery rhymes. The screens are bright and colourful with clear drawings and graphics. Each nursery rhyme is signed by a computer generated character and the accompanying text at the top of the page is highlighted as each word is signed. Each of the ten screens has an interactive element. As the mouse rolls over the screen objects or characters can be selected, which will then move. A particular favourite with the pupils was the outside toilet door which flew open on Rock a bye Baby! Some people may not be amused by this but the pupils certainly were.

No speech is used although the nursery rhymes do have a musical accompaniment. The resource also contains a useful dictionary of signs used and a colouring page for each of the rhymes which can either be coloured on screen or printed as a black and white version ready to be hand coloured.

Content evaluation

The CD Rom has a BSL signed version of the several nursery rhymes: Little Bo Peep; Humpty Dumpty; Little Boy Blue; There was an Old Woman Little Jack Horner; Baa Baa Black Sheep; Mary had a little lamb; Rock a bye Baby, Twinkle Twinkle Little Star; Little Miss Muffet.

This resource was used successfully with bi-lingual Foundation stage and KS 1 pupils although it certainly could be used by parents of young deaf children who wish to learn BSL signs for common nursery rhymes. The signing character does sign

clearly and fairly slowly so anyone learning the signs for the first time will be able to follow the BSL without too much difficulty. The speed of the signing can be altered but the inclusion of the dictionary on the CD Rom will obviously help anyone learn the signs without having to watch the nursery rhymes on screen repeatedly.

The CD Rom was used as both a targeted teaching resource with the younger pupils but was also generally available on the class computer. Many of the hearing children enjoyed using it and thus improved their signing. I would suggest however that ear phones are obligatory because the musical accompaniment can become aggravating after repeated playing. For very young children or deaf pupils with significant cognitive delay the resource was very useful for teaching basic vocabulary in both speech and sign.

| | |
|-------|------------------------|
| ☺☺☺☺☺ | Quality |
| ☺☺☺☺ | Value for money |
| ☺☺☺☺ | Educational usefulness |
| ☺☺☺☺ | Overall |



Reviewers wanted Looking for new materials? Run out of cash in the budget?

If you are willing to give some time to reviewing materials and writing a report - in the context of your work with deaf children - maybe you should consider becoming one of the team of reviewers for the BATOD Magazine.

You are given a format/structure to report on items and usually the publisher/supplier allows you to keep the materials.

BATOD members get to read your comments when the review is published.

Contact the Reviews editor - Corinda Carnelley
 email: magreviews@BATOD.org.uk

Signing communication aid project: an update

Jackie Barker
Speech and Language Therapist

In September 2004, the BATOD magazine reported on the signing communication aid project at Royal School for the Deaf and Communication Disorders (RSDCD). This article revisits that project, and gives an update on its progress.

Sam, Emma, and Owen



Let me introduce you to Sam, Emma, and Owen. They are all students here at RSDCD, the youngest is 15 and the oldest is 19. They each have their own unique personality and interests, but for the purposes of this article, let me tell you, about their similarities.

Sam, Emma and Owen enjoy social company and activity. They like to tell people what they are hoping to do and to ask people what they are up to. They like to be part of the group and do as other people do. If they need something, they try to ask. They persevere in trying to do things for themselves. They also get impatient with other people's failings, get cross, and sometimes opt out. The strongest receptive channel of communication for Sam, Emma and Owen is British Sign Language. They are all severely-profoundly deaf and they have cerebral palsy. They express themselves through sign language but there is a great gap between what they understand and what they can express intelligibly because they cannot produce accurate hand shape, lip shape and facial expression. They may be intelligible when signing about something expected, for example when replying to choice questions, but if they sign about something the listener is not anticipating, they are rarely understood. It was in order to address the gap between their receptive and expressive skills, that we looked towards communication aids.

Voice Output Communication Aids (VOCAs)

If you are familiar with voice output communication aids, you will know that hearing people with reduced

speech intelligibility are sometimes given voice output communication aids. These allow them to 'speak' an infinite number of words or phrases by pressing written words, letters, or symbols. The devices are designed to be portable, or wheel chair mountable. They have adequate battery life, volume, and access mechanisms that are suited to the individual user (through touch screen or switches for example).

Voice and sign on one aid

At the time of our last article, the second of our three students had just received such a device. However, hers was different. It was differentiated to suit her individual needs. Instead of being given a communication aid that only spoke English, she was given an aid that also used her language. It had the potential to sign.

So how did this come about? It was the end result of a project involving RSDCD, DCCAP (Deaf Children's Communication Aid Project), and Sensory Software International. Sensory Software adapted their communication software 'The Grid' to display video clips. This enabled us to set up the communication aid in such a way that, when the user selects a symbol, the screen can show a video of the moving sign, as well as speaking the word. This provides the user with many advantages, most of which are explored in the previous article in Sept 2004. The technological solution was really quite simple. Unfortunately it fell upon us to make the sign video clips to use in the aid.



From one to three

We are pleased that Sam, Emma and Owen all now have signing communication aids. Two have Fujitsu tablets with The Grid and Video-add on, one has a Futurepad with The Grid and video-add on (all from

Sensory Software). They each have 180 signed words on their aids out of a total of about 1000 words. Two of the students have taken Open College Signing Exam Level 1 using their communication aid to reply to the signed questions. One of the students helps teach students at a local grammar school how to sign, using her communication aid. The students like the fact that the aids can sign, and they benefit greatly from 'seeing' what they are saying.

Making sign videos

It currently falls with us to make sign video clips in a useable format. To date, we have made 180 video clips of signs produced by a deaf signer, in two 'recording sessions'. We need hundreds more. Every week more words are added to the students' aids and therefore more signs are needed. The devices will never produce true BSL but we have made some attempts to incorporate BSL features. For example, we have videos with the appropriate facial features for [You?] [Me?] [You (no)] [Me (no)] [You (yes)] [Me (yes)]. It gets complicated when the device is trying to sign BSL and speak English. For example, what do you think we should programme it to say when Emma presses the symbol for [you?]? It will do the correct sign, but what should it say?

More technology

We need a light weight technological solution for how each device can have a second screen, facing outwards, displaying simultaneously with the first screen. This would allow Emma, Owen or Sam to sign to another deaf person face-to-face. At the moment deaf communication partners have to move round and look at the screen, whilst hearing partners can just listen.

Help Needed

Any offers of time, help or advice would be gratefully received. We need help making new video clips, or alternatively, permission to use pre-made sign video clips (good quality with young adult signers and northern signs). Or perhaps you know a child or young adult in your school who would benefit from this type of aid? We would like to work with others who share the same challenges and goals.

Jackie Barker, Speech and Language Therapist
Fil McIntyre, ICT Tutor

Rob Phillips, Educational Psychologist

Our thanks go to Christine Pritchard who has given her time freely to the making of the videos. To Shropshire Hearing Impairment Service, York LEA, The CAP Project and Royal School for the Deaf and Communication Disorders, for purchasing the communication aids.

BATOD was there representing you...

Between the NEC meetings, members of BATOD attend various meetings that are of particular interest to Teachers of the Deaf. This list is not exhaustive as some reports have not yet been received or meetings reported on. Your representatives at the meetings listed include: David Hartley, Ted Moore, Paul Simpson, Peter Preston, Tina Wakefield, Alison Weaver, Annie Etheridge, Sue Batchelor and Fiona Mackenzie.

| date | external participants | purpose of meeting | venue |
|---------------------|---------------------------|---------------------------------------|------------------------------|
| January 2006 | | | |
| 4 | DfES | Professor Rose's review into literacy | London, DfES |
| 14 | Wiley and Sons, Publisher | BATOD Journal | Birmingham |
| 17 | DCCAP | Management meeting | Reading |
| 18-19 | NHS Scotland | Review of CI | Edinburgh |
| 20 | STRB | Review of Process | London, OME |
| 31 | NCPA | Regular meeting | London, National Hospital |
| 31 | DCCAP | Management meeting | Reading |
| February | | | |
| 20 | JCQ | Contact meeting | London, RSA |
| 8 | Deafax | 25th anniversary | London, Houses of Parliament |
| 8 | NHS Scotland | Review of CI | Edinburgh |
| 7 | Research consortium | Management meeting | London, RNID |
| March | | | |
| 3 | RCSLT | Guidelines revision | Whitchurch, Bucks |
| 7 | GTC | Subject and specialist associations | London |
| 8 | NHS Scotland | Audiology Modernisation Review | Edinburgh |
| 10 | GTC | Disabled Task Force | London |
| 14 | DCCAP | Management meeting | Reading |
| 16 | RNID and NDCS | Termly tripartite meeting | London |
| 16 | UKCoD | Trustees' meeting | London |
| 25 | FEAPDA | Committee meeting | Friedberg, Germany |

Please inform the Secretary, Paul Simpson, if you know of any meetings where you feel representation on behalf of Teachers of the Deaf would be of benefit. Although there is no guarantee that BATOD would be able to attend every meeting, situations could be monitored and the interests of ToDs represented.

A comprehensive list of meetings that BATOD has attended recently, is now published on the BATOD website along with the Calendar which is found at the back of the Magazine. Follow 'Calendar' and 'coming events' then 'representing you'.



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|--------|---|---------|--|
| AA | Access Arrangements | LSF | French Sign Language |
| ABs | (A LEVEL) | LSP | Language Service Professionals |
| ACE | Access to Communication in English | Ltd | Limited company |
| AGM | Annual General Meeting | MatD | Music and the Deaf |
| ASE | Association for Science Education | MGWTS | Mary Grace Wilkins Travelling Scholarship |
| ASL | American Sign Language | MHTS | Mary Hare Training Services |
| BATOD | British Association of Teachers of the Deaf | mm | millimetres |
| BBC | British Broadcasting Corporation | MQ | Mandatory Qualification |
| BDA | British Deaf Association | MSI | Multi-Sensory Impairment |
| Becta | British Educational Communications Technology Agency | NAA | National Assessment Agency |
| BETT | British Education and Training Technology | nb | nota bene |
| BFSW | Bilingual Family Support Workers | NCHSSDC | National Conference for Heads of Schools and Services for Deaf Children |
| BSL | British Sign Language | NCPA | National Committee for Professionals in Audiology |
| BTEC | Business and Technology Education Council (UK) | NCSL | National College for School Leadership |
| BVR | Best Value Review | NDCS | National Deaf Children's Society |
| CACDP | Council for the Advancement of Communication with Deaf People | NEC | National Executive Council (of BATOD) |
| CAP | Communication Aids Project | NHS | National Health Service |
| CD ROM | Compact Disk Read Only Memory (also CD) | NHS | Newborn Hearing Screening |
| CDI | Communicative Development Inventory | NLS | National Literacy Strategy |
| CELF | Clinical Evaluation of Language Fundamentals | NVQ | National Vocational Qualification |
| CI | Cochlear Implant | OBE | Order of the British Empire |
| cm | centimetres | PATOSS | Professional Association of Teachers of Students with Specific Learning Difficulties |
| CPD | Continuing Professional Development | PC | Personal Computer |
| CS | Cued Speech | PD(C) | Professional Development Committee (BATOD NEC) |
| CSI | Communicator Support at Interview | PDA | Personal Digital Assistant |
| CSW | Communication Support Worker | pdf | portable document format (for Acrobat Reader) |
| DAHIT | Deaf and Hearing Impaired Team | PECS | Picture Exchange Communication system |
| DCAL | Deafness, Cognition and Language Research Centre | Plc | Public Limited Company (UK) |
| DCCAP | Deaf Children's Communication Aids Provision | PPVT | Peabody Picture Vocabulary Test |
| DDA | Disability Discrimination Act (1995, UK) | ps | post script |
| DEB | Deaf Education Board | PSE | Personal and Social Education |
| DEX | Deaf Ex-mainstreamers | pt | point (font size) |
| DfES | Department for Education and Skills | QCA | Qualifications and Curriculum Authority |
| DPPI | Disability, Pregnancy & Parenthood international | QPEC | Question Paper Evaluation Committee |
| DRC | Disability Rights Commission | QToD | Qualified Teacher of the Deaf |
| DVD | Digital Versatile Disk | RCSLT | Royal College of Speech and Language Therapists |
| DWP | Department of Works and Pensions | RNID | Royal National Institute for Deaf people |
| EAL | English as an Additional Language | RSDCD | Royal School for the Deaf and Communication Disorders |
| EDDE | European Days of Deaf Education | SAT | Standard Attainment Test |
| Eds | Editors | SE | Signed English |
| eg | example | SEN | Special Educational Needs |
| EGM | Emergency General Meeting | SENDA | Special Educational Needs and Disability Act |
| EGs | Examining Groups | SENSE | National Association for Deafblind |
| eps | Encapsulated PostScript | SENSSA | SEN Support Services Association |
| ESL | English as a Second Language | SERF | Special Education Resource Facility |
| ESRC | Economic and Social Research Council | SERSEN | South East Regional Special Educational Needs Partnership |
| ESSI | Educational Service for Sensory Impairment | SITA | Stories in the Air |
| FCS | Français Complet Signé Codé | SLT | Speech and Language Therapist |
| FE | Further Education | SMS | Short Message Service |
| FEAPDA | European Federation of Associations of Teachers of the Deaf | SSE | Sign supported English |
| FENTO | Further Education National Training Organisation | STRB | School Teachers' Review Body |
| FMRI | Functional Magnetic Resonance Imaging | TA | Teaching Assistant |
| FSLC | Family Sign Language Curriculum | TACL | Test for Auditory Comprehension of Language |
| GCSE | General Certificate of Secondary Education | TB | Tuberculosis |
| gif | Graphic Interchange Format (file name extension) | TC | Total Communication |
| GTC | General Teaching Council | tif | Tagged Image File (file name extension) |
| HCS | Human Communication Science | TLR | Teaching and Learning Responsibilities |
| HEA | Higher Education Academy | TM | Trade Mark |
| htm | hyper text markup language (html) | ToD | Teacher of the Deaf |
| http | hyper text transfer protocol | TV | Television |
| ICSLA | International Center for Sign Language Assessment | UCL | University College London |
| ICT | Information Communications Technology | UK | United Kingdom |
| ie | that is | UKCoD | United Kingdom Council on Deafness |
| IQ | Intelligence Quotient | URL | Uniform Resource Locator (world wide web address) |
| ISBN | International Standard Book Numbering | USA | United States of America |
| ISL | Irish Sign Language | v/f | voice/fax |
| ISSN | International Standard Serial Number | VAT | Value Added Tax |
| ITT | Initial TeacherTraining | VI | Visually Impaired |
| JCQ | Joint Council for Qualifications | VIEW | Visually Impaired Education Welfare |
| jpg | Joint Photographic Experts Group (file name extension) | VOCA | Voice Output Communication Aid |
| LA | Local Authority | VPbH | Visual Phonics by Hand |
| LASER | Language of Sign as an Educational Resource | WPSE | Working Party on Signed English |
| LDDA | Lancashire Digital Development Agency | www | world wide web |
| LEA | Local Education Authority | | |
| LH | Living History | | |
| LSC | Learning and Skills Council | | |

If you have found an acronym in the Magazine that isn't explained in this list.... then use www.acronymfinder.com to help you work it out!

Developing BSL resources in Nottinghamshire

Nick Warnock

Specialist Resource Development Officer

I am currently employed as a specialist Resource Development Officer in Nottinghamshire County Council's Inclusion Support Service. Over the past five years I have developed a range of BSL signed resources to be used with deaf children ranging in age from 12 months old to 16 years in Nottinghamshire mainstream schools and Individual Needs Centres. There have been many successes and the demand for certain resources has been high. Signed nursery rhymes for early years have been popular with parents and Teachers of the Deaf and a signed version of the Percy the Park Keeper stories is due out soon but I am particularly pleased with a dictionary and CD-Rom of BSL signs for the Resistant Materials Technology curriculum at KS3 and KS4. BSL dictionaries are just one of a range of resources that are offered by the Inclusion Support Service to

Teachers and Teaching Assistants working with deaf pupils in mainstream schools and parents and carers of young deaf children. The service also has available PSE games, alphabet sign cards, posters, early reading materials, nursery rhyme CD-Roms and many early years games and resources which encourage BSL development.

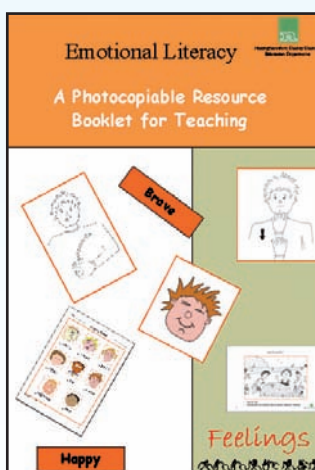
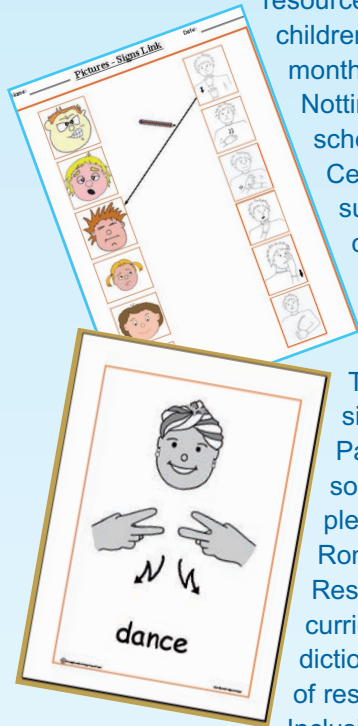
It became clear to me that there were two principal areas for the development of BSL resources in Nottinghamshire to support the needs of signing deaf children. There was a growing group of children in mainstream schools who were using BSL and therefore their teachers and teaching assistants required ready access to BSL signs which were curriculum linked. There was also a clearly defined small group of very young deaf children who were using both BSL and an auditory approach and whose parents required and requested BSL resources appropriate to their needs.

One of the difficulties I have found with regard to curriculum signs is the lack of agreement amongst deaf professionals or professionals working with deaf children about what constitutes an appropriate sign. Certainly I have been unable to reach agreement on a definitive sign with some of the deaf professionals I have worked with and occasionally we have had to agree a compromise and modify a sign to suit the context and meaning contained within the curriculum.

A greater difficulty, however, is that of understanding the appropriate context of a curriculum phrase or concept. A classic example I came across was developing a sign for 'Physical Geography'. First of all I gave the sign for 'physical' ie tapping my hands on my body and fingerspelt 'G' and then signed 'world'. After some discussion I developed a more appropriate sign but the phrase 'Physical Geography' was new to me and I think this example highlights an issue which colleagues in other local authorities have come across, namely that deaf professionals from the deaf community have not been taught such subject specific signs at school. The curriculum has marched on since I was at school and now I am much more aware of asking questions about the context of a curriculum word or phrase so I can develop an appropriate BSL sign.

Apart from the radical changes that have taken place in the curriculum over the past 15 years or so that have obviously affected how I work and the questions I ask, there is also the question of how a sign can be modified to more accurately reflect the concept or word being explained or used in an English sentence. For example the word 'orbit' has a straightforward meaning in science, however when it is signed the signer needs to make clear whether the Earth is orbiting the Sun, or the Moon, orbiting the earth. I have therefore given a number of examples in a dictionary, the service produced for KS3 and KS4, which show how the word 'orbit' may be signed to more accurately reflect the true meaning of the lesson.

Sometimes I am overwhelmed by the sheer number of curriculum signs that are required, particularly by professionals working with older pupils. I feel that my work is still in its infancy and often wish for a ready dictionary of nationally agreed BSL signs to support young deaf children working in mainstream schools. At the moment that isn't available and I am working with other colleagues in Nottinghamshire to produce resources that come some way to meeting this need. I have previously been involved in the



Curriculum Signs Working Party (made up of colleagues from three Midlands schools for the deaf) which was very useful and went some way to the development of such a resource but, for a variety of reasons, the working group operated only for one year.

Perhaps now we need some form of national BSL sign exchange where colleagues can get some ready guidance for the delivery or development of appropriate curriculum signs.

I believe that national collaboration is the key to address the challenges outlined above. I would like to think that deaf children in mainstream schools whose primary mode of communication is BSL are not disadvantaged by the lack of appropriate curriculum signs. Certainly Nottinghamshire has been pro-active in ensuring that appropriate BSL resources can be developed on request and if colleagues in other LEAs wish to contact me and discuss any of the issues above then please contact me by email.

nick.warnock@nottscc.gov.uk



Sign Community - British Deaf Association Policy on Bi-lingual Education for Deaf children

Sandra Dowe

On Saturday 21 January it was with great enthusiasm that I caught the train to London from Bedfordshire to attend an Extraordinary General Meeting and the launch of the BDA's latest education policy. As anticipated the EGM was lively with much debate on how the Association will move forward. Three presentations on the education of deaf children (with written information displayed on screen) were delivered by Francis Murphy, Agnes Dyab and Helga McGilp. These highlighted major issues taken from the 14 page document with examples of personal experiences and beliefs.

The main theme of the policy is to give all deaf children and young people the option of a bilingual education (BSL/English). It is divided into three main parts:

- 1 The Education of Children and Young People
- 2 Our Vision
- 3 Putting Bilingual Policy into Practice.

In the first part, the section under the heading Professionals in Deaf Education on page 3 is of particular relevance to BATOD members. Item 23 states:

A reform of the qualified Teacher of the Deaf training course is essential and fluency in BSL

should be a prerequisite for teaching children whose preferred language is BSL. Teachers who are not bilingual in BSL should work with qualified Educational Interpreters in the classroom.

Certainly I wish there had been a module on BSL and some tuition from Deaf tutors on the course that I joined in Manchester in 1968-9. This would have improved my communication with the pupils I met on first teaching practices in schools for the deaf. Unfortunately, at that time we were not allowed to use signing in the classroom. This leads to an interesting item, number 29, on page 4 in the section headed Teaching and Learning:

Deaf and hearing children have the right to learn BSL as a modern language as part of the National Curriculum, and to take public exams in the subject to A level.

Moreover item 42, page 5 states: Children who use BSL should have the right to complete public exams in BSL and item 48 suggests that: *University departments should offer degrees in BSL taught by native users of the language.*

There is a paragraph on page 6 under the heading: the participation of the Deaf community in Deaf

Education that is very welcoming to BATOD members. It recognises that the Deaf community should encourage hearing teachers to improve their knowledge of BSL and should welcome them into Deaf centres: to learn and respect a way of life which may be different from their own (item 55).

The document contains a section, 'Our Vision', which is a wake-up call to all UK educational establishments. The BDA does not want hearing teachers with low levels of BSL to teach young deaf people while drawing salaries above the normal classroom teacher. BATOD members have to address the question - is checking hearing aids and testing hearing really teaching? What are the skills of teaching? Surely teaching involves interaction

with pupils, exchanging knowledge, information, developing intellectual, artistic and practical skills.

Are hours of speaking and listening practice a wise use of precious time when pupils could be accessing the national curriculum through sign? It is our responsibility as Teachers of the Deaf to review our effectiveness and discuss with the BDA ways of improving deaf education.

This Sign Community/BDA document gives food for thought and should be read and considered by all BATOD members. More information about the BSL Academy and Charter and policies can be found on www.signcommunity.org.uk

Report of recent contact with Edexcel, 16/11/05, to discuss the continued provision of modified papers

Edexcel has asked BATOD, through Jenny Baxter, to nominate those subjects that deaf students are most likely to take so that they can increase the amount of modification undertaken at source.

A response is being prepared.

Edexcel would like to use a BATOD representative to co-ordinate the matching of accredited modifiers to subjects. Currently there is a co-ordinator for each subject at Edexcel and although they have the BATOD list of modifiers, Jenny Baxter suspects that if the first two or three people they contact are unavailable for the modification required they fall back on using the same people for the second modification. This over-burdens some ToDs and they also fail to find someone able to attend the QPEC (Question Paper Evaluation Committee) meetings at which papers are set.

A 'BATOD' co-ordinator would be a positive move because:

- 1 BATOD would be rigorous in tracking down modifiers
- 2 BATOD would know who had modified what and so could follow up on queries from centres/TODs
- 3 If there was no-one on the list available, the co-ordinator could pick up the exam.

Re: recruiting and training of modifiers

New names have been added to the BATOD list and eight people have requested the guidance materials and assessment item so the list should continue to grow.

Access Arrangements (AAs) for modular exams

Edexcel has expressed surprise at the small number of requests for AAs for deaf candidates for the January 06 modular exams. BATOD is unable to account for this drop in numbers, but is concerned that ToDs may not have realised that a request for modified papers needs to be made during Y10 initially, but also for each modular exam throughout the two year course. Examining Groups (EGs) will not automatically arrange for papers to be modified for each exam since they presume that a candidate's needs might change over the two year period.

For most deaf students it is unlikely that their needs will diminish, but requests for any access arrangements must be made each time. We are told that once an application form has been filled in fully and submitted it should only be necessary to comment on subsequent forms that 'the candidate's needs have not changed and the access arrangements originally requested will also be required for the January (or other month's) exam'. ToDs are advised to consult the Guidance to Centres booklet or ask the Examination Officer at a centre what each deadline is for requests.

Some EGs do notify a Centre that AAs requested in Y10 will apply throughout the course, but unless such a statement is explicitly made ToDs are advised to follow the advice given out.

Jenny Baxter
February 2006

This and that...

email news to: this-n-that@BATOD.org.uk

Susan Daniels OBE

Susan Daniels, recently elected Chair of UK Council on Deafness, was awarded the OBE in the New Year Honours List. The award is for services to children with special needs. Susan has been Chief Executive of NDCS since 1992 during which time NDCS has grown rapidly to the point where it is now the world's largest childhood deafness charity with an income of over £11 million, providing information and support to tens of thousands of families each year. In 2003 Susan was appointed as a Commissioner of the Disability Rights Commission (DRC) and in 2005 received a fellowship from the University of Central Lancashire. She is Chair of Groundbreakers, Women Leaders in the Voluntary Sector, an informal network of women Chief Executives from across the voluntary sector, is a qualified Teacher of the Deaf and has been a lecturer in further and higher education at the City Lit Centre for Deaf People in London. She was previously the Head of Education, Employment and Training and latterly Head of Policy and Research at the RNID before joining NDCS.

Mental Health and Deafness - addressing basic rights

The Mental Health Foundation and Sign: The National Society for Mental Health and Deafness, have produced a service provider information pack to raise awareness of the basic rights of deaf people when receiving mental health services. This jointly developed pack gives those commissioning and providing mental health services essential up to date information on mental health and deafness in order to make services more inclusive.

Deaf Parent's Guide to Pregnancy and Birth DPPI has commissioned a new, accessible Deaf Parent's guide to Pregnancy and Birth, due out March 2006. The innovative DVD for deaf parents and parents-to-be is presented in British Sign Language with sub-titles and voice-over and with supplementary leaflets and is endorsed by Deaf Parenting UK. The resources, produced by Remark! are both deaf-led and parent-led and have been developed with the input of a wide range of health professionals. It is envisaged that the resources will be used by deaf parents and professionals working with them. For a review copy or further information contact: Shanta Everington, DPPI, Unit F9, 89-93 Fonthill Road, London, N4 3JH.
email: Shanta@dppi.org.uk

DEAFAX ICT Research and Development Unit - Deaf Graduates

The Higher Education Academy (HEA) has commissioned the Deafax ICT R&D Unit, which is based at the Institute of Education, University of Reading, to conduct a study concerned with deaf graduates' reflections on their undergraduate experience. The main focus of this initial study is to examine how Information and Communications Technology has been used over the past five years, but it will also consider other aspects which include learning, teaching, interpreting, careers, guidance and deaf/hearing communication that provide an important context for its use. Appropriate recommendations will be made to the HEA as to how higher educational institutions and other organisations have provided multimedia/ learning opportunities and procedures for deaf students to maximise their potential as well as identifying where improvements might be needed now and in the future. The Deafax Researchers would like to invite any deaf graduates who have been awarded degrees in the past five years, and wish to be part of this study, to contact them, preferably by email: ken@deafax.org or harold@silver489.fsnnet.co.uk Text 0870 770 2463, voice 0870 770 3275 or fax 0870 770 2462.

If you wish to communicate by Internet Video Conferencing please arrange a date and time with Ken Carter.

Text-connect

The Deaf and Hearing Support Service at City of Bristol College have adopted 'Text-Connect™' to improve the accessibility of their services to deaf students.

The Service at City of Bristol College provides support for any student with a hearing loss or communication needs, including those using British Sign Language (BSL) and lip reading. The Service currently supports around 50 students.

Deaf students find text messaging a convenient way to communicate. To facilitate this Text-Connect™ gives each member of the Deaf Support Staff their own 'Text-Number' making it easy for students to contact staff.

Student messages are read and replies are sent from staff desktop computers removing the need for each member of staff to have a mobile. The web based system is 'always on' avoiding the possibility of lost student messages.

Clare Danby, team leader, says "Text-Connect™ saves us time because messages can be sent and received on our desktop PCs. Messages are quick

to compose using a keyboard and arrive with the student almost instantly."

Staff can access their messages from any College computer with web access, and incoming messages can be automatically forwarded to other team members as emails or as texts to personal mobiles should 'after hours' cover be required.

Clare continues "Text-Connect makes us more accessible. Students keep our text-numbers in their phones and their messages arrive on our desktop almost instantly. The system also allows staff to manage text messaging with students in a way which is not possible with office mobiles."

No software or hardware had to be installed, making the system quick and easy to implement. Little or no formal training was required due to the intuitive, user friendly nature of Text-Connect™.

City of Bristol College selected the Text-Connect™ 'Deaf Community' package which is aimed at organisations who want to offer their services on an equal-access basis.

For further information contact David Tapley, Managing Director, Text-Connect™
tel 01952 820 453
email: david@text-connect.co.uk
web: www.text-connect.co.uk
SMS text: [07781472088](tel:07781472088)

BATOD's response to the DfES consultation on **SEN standards for support and outreach services** is now on the website in the Association folder - latest documents.

The **National Deaf Children's Society** (NDCS) has been awarded £85,475 by The Big Lottery Fund to set up an innovative Deaf Role Model Project for families in the Greater Manchester and Oxfordshire area.

Three babies are born deaf every day and 90% are born to hearing parents with little experience of deafness. The two-year project will recruit and train 25 deaf role models who will visit around 100 families living across Greater Manchester and Oxfordshire. Families will receive up to three visits from deaf role models of their choice. Role models will be drawn from a broad range of people with varying levels of hearing loss and will not advocate any one type of communication, education, technology or medical intervention. They will also include deaf people with cochlear implants, and those with additional needs so families can choose a role model who reflects their situation.
email helpline@ndcs.org.uk

An Internet based **Sign Bytes project** which will put leaflets and other key documents into British Sign Language, is being pioneered by Lancashire based charity Deafway. The Lancashire Digital Development Agency (LDDA) has provided £150,000 towards the funding needed for the project. info@deafway.org.uk

Investment in people

NCHSSDC - or what your 'Head' gets up to in November!
Ann Underwood, Magazine Editor

Accessed through an industrial estate of all things, the National College for School Leadership (NCSL) is a hi-tech building on the Nottingham University campus, perched on the edge of a large lake with the requisite ducks and occasional swan. Surrounded by a moat and accessed by a drawbridge-type footpath the building is suggesting that once inside you are cocooned from the world - and you can concentrate on the offerings within. That includes excellent cordon bleu meals in the restaurant, staff who are very attentive to personal needs and spacious rooms with internet access (just in case you feel too cut off or have email withdrawal symptoms).

Annually the Heads of Schools and Services for Deaf Children meet together to network, share information, discuss situations and attend



presentations, workshops and seminars to keep them ahead of the game. This year though, the key speaker Jenny Blount spent some time saying 'get a life' or, more precisely, described how to achieve a good work/life balance.

'A person's ability to balance the demands of working in an organisation with the demands of a personal life, while having success and satisfaction with both.'

Jenny looked at the demands on everyone around - teachers, support staff, senior managers. Her research had shown that everybody wanted more

recognition for their achievements, better communications and an improvement in work/life balance. Through various activities small changes were identified that could be made to the working environment to help achieve these goals. So if you have felt slightly more valued, are much clearer about your role and the tasks that you are expected to perform since last November maybe Jenny's lengthy session time has borne fruit.

NCSL is actually close to Queen's Medical centre and the Ear Foundation. One of the workshops on offer was a visit to Nottingham's mecca of paediatric cochlear implants. The reports of a fascinating tour were passed around during the evening meal!

Other workshops included reports of research currently being carried out at the Universities of Leeds and Birmingham into Deafness and literacy for both BSL users and auditory-oral children, accessing pupils views, the Change for Children Agenda, evaluating support services as well as looking at the impact of new child protection procedures.

Ann Berger HMI spoke to everyone about Inclusion: the impact of LEA support and outreach services (HMI 2452) and asked them to respond to the consultation on standards for specialist support. In the January 2006 Magazine there is an outline of the document and BATOD's comments which also can be found on the BATOD website.

This annual event is also a forum for the various suppliers to demonstrate the new products available and seek ideas from potential customers. There was plenty of time for everyone to look at resources and share news of the happenings at service level. New heads of schools and organisations recounted experiences and congratulations on the appointments, shared information about vacancies and projects. It is certainly worth attending this residential experience if your role is as a team leader or head, as the tips and suggestions and links to others provide much needed back up - they may even contribute, as the conference banquet and quiz did do, to a better work/life balance.

BATOD, SENSE, SENSSA and VIEW

Present: Eileen Boothroyd (SENSE), Ted Moore (BATOD), Peter Rennie (SENSSA), Paul Simpson (BATOD) and Julie Sweeting (VIEW)

1 Schools' White Paper

Main concerns related to the future of LEA specialist support services and admissions of children with SEN and disabilities, in particular accessibility to Academies (effectively totally independent state schools).

DfES has encouraged our sector to urgently look at the White Paper.

This led to a wider discussion about the inequality and inconsistency of statementing and the different ways of working by LEAs which mean that any policy related to statements is an unsound basis for decision-making - children with the same needs in differing areas might have or not have a statement and with totally different provision.

EB talked of banding and selection being at odds with inclusion and the Every Child Matters agenda and the Children's National Service Framework; JS expressed fears that the onus will be on the child to prove why he or she should be admitted rather than the school to prove why he or she might not; PR said that it appeared that LEAs might commission themselves to provide services having moved them to 'arms' length' - hence the suggestion to delegate

Paul Simpson, BATOD Secretary specialist services to schools from where they could still be free at the point of delivery. We expressed great concern that if such services were to disappear they would be gone forever.

In the White Paper there is no clarity about the role of pre-school support.

2 Changes to Teachers' Pay and Conditions

EM spoke of the problems in delegated units related to the abolition of management allowances and the introduction of TLRs. Some teachers in units/resource bases were losing their management allowances and not having them replaced; after three years' protection their salary would undoubtedly fall and there is little recognition of the importance of their role. BATOD is being approached by many members - information has been put on the website. Unattached teachers have little power of negotiation. BATOD has been invited to meet with the STRB next year and is happy to pass on any comments and questions from others related to pay and conditions. PAS has written to Ofsted re the recent report about workforce remodelling asking where was the information about unattached teachers and their remodelling?

We expressed concerns re turnover of staff in the DfES meaning we constantly have to restate our case; current pay and conditions issues also include

52-week provision, pre-school work, the role of educational audiologists, pensions, teachers in special schools, and LEAs putting teachers on to Soulbury (NUT advice is clear - where teaching is involved a teacher can not be forced to move to Soulbury). PAS to send this document to others. In considering suitability for TLRs the point about 'leading and managing pupil development across the curriculum' should be made.

The future of SEN allowances is unclear - many teachers had been given one SEN point and one or more management points which are now being abolished - schools are having difficulties affording the changes from their budgets. BATOD's view is that the second SEN allowance should be mandatory for teachers who hold the MQ and that the requirement should be widened to include teachers working with children with other SEN. Following the latest STRB report Ruth Kelly has announced a review of SEN allowances in which BATOD will take part.

3 Examination arrangement changes

PAS explained the current situation with examination arrangements; the changes, although made in response to the DDA, seem to be disadvantaging some disabled students eg those who are deaf, visually impaired or who have dyslexia. The DRC's Steve Haines is involved in the issue and looking at legal advice related to the JCQ's interpretation of the legislation.

4 OFSTED report on support and outreach services and the consultation on standards for support services

The support standards are vague and difficult to disagree with, not having been initially written as suggested standards. We discussed the history of this consultation: in particular the HMI report into specialist support services. We have been advised that a comprehensive and detailed response will be welcomed by the DfES. BATOD is working on this using other standards eg those from SERSEN and Scotland. EB will send MSI standards to TM. The BATOD response is likely to include twelve headings:

- 1 context and principles
- 2 entitlement to service
- 3 the purpose of the service
- 4 what should be provided
- 5 variety of provision
- 6 philosophy
- 7 staffing
- 8 organisation and management
- 9 funding levels
- 10 staffing qualifications
- 11 CPD
- 12 involvement of parents and children.

There is a concern that plans to increase SEN training in ITT might be intended to replace the specialist qualifications. We need to guard against this.

JS pointed out that specialist support has to be provided in the context of the capacity and ethos of the mainstream school itself - it has to be possible to determine the quality of this in order to challenge it where necessary.

The School Evaluation framework does not have space for describing how the school supports children with SEN.

We agreed to exchange ideas on the consultation, sending each other our responses. The deadline is 27 January 2006.

5 General Teaching Council

We reiterated the lack of proper representation of unattached teachers on the GTC although welcomed the support of Professor Barry Carpenter, the DRC nominee to the GTC, who has experience of advisory services.

The GTC has set up Connect - looking at CPD - and a specific group devoted to CPD in specialist settings has been set up and BATOD has been invited to submit an article about CPD and unattached teachers for the next edition of the Connect electronic newsletter.

We all agreed that unattached teachers are frequently forgotten or ignored by DFES, GTC and other Government bodies. We must keep making our voice heard.

6 Current issues for each organisation

JS expressed concern about the age profile of teachers of VI children; VIEW is to present these statistics to the DfES in a future meeting. It was felt that all the current concerns re the role and recognition of unattached teachers is leading to major recruitment and retention difficulties.

SENSE is looking at the implications of children's trusts, the National Service Framework, and transition from school to adult services and issues re FE and the LSC including the move away from specialist colleges.

VIEW is analysing the results of conference questionnaires asking members what they would like to say to Government and other bodies and JS will send this to other colleagues.

Next meeting: We very much valued this meeting and intend to arrange another one in March 2006.



TRAINING OPPORTUNITIES AT MARY HARE SCHOOL

Mary Hare School offers the following postgraduate courses in association with Oxford Brookes University.

POSTGRADUATE DIPLOMA IN EDUCATIONAL STUDIES (HEARING IMPAIRMENT)

DfES approved, this is a mixed mode course with a **substantial taught element** for candidates wishing to train as teachers of the deaf. The course is two years (part-time) and open to qualified teachers. There are six modules:

Audiology, Language Development, Legislation and Provision, Curriculum Access, Teaching Practice, and Family Support and Professional Liaison

DIPLOMA/MSc IN EDUCATIONAL AUDIOLOGY

The course consists of eight modules with significant taught elements: *Physics of Sound, the Acoustics of Speech and Speech Production; Anatomy, Physiology, Pathology and Aetiology; Assessment of Hearing, Instrumentation and Calibration; Development of and Psychology of Hearing; Hearing Aids, Hearing Aid Systems, Assistive Devices and Cochlear Implants; Habilitation, Early Linguistics and Communication; Research Methods; Dissertation*. A single module can be studied over either one or two academic years. The Diploma can be completed within two academic years, a Masters Degree usually takes three years because of the need to undertake a small-scale research project.

POSTGRADUATE CERTIFICATE IN EDUCATIONAL STUDIES (EARLY YEARS AND DEAFNESS)

Three distance learning modules are now available: *The Developing Deaf Infant (0-2 years); Early Audiological Management; Working with the Family and Other Professionals*. The modules can be taken free standing or as a Certificate. The course is offered with a compulsory weekend workshop attached to each module and the completion of a written assignment.

A key feature of the courses is that in order to bring together the best possible lecturers there are a series of residential weekends based at Mary Hare School offering en-suite accommodation and excellent educational facilities. A library, social facilities, including a pool and fitness room, are available for student use.

For further information contact:

Carol Ward, Courses Administrator, Mary Hare School, Arlington Manor, Snelsmore Common, Newbury, Berks RG14 3BQ. Tel: 01635 244224. e-mail: c.ward@maryhare.org.uk



Membership subscription rates 2005 - 2006

| | due 1 August | | |
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| Retired members | £ 28.50 | £ 7.50 | £ 31.00 |
| TAs, LSAs and other support staff in deaf education | £20.00 single payment | | |

This subscription can be claimed against income tax: for those who pay tax at 40% this means a saving of approximately £20.00 pa and for those members in the lower band a saving of some £10.00. You do not normally need a receipt for this; just put it on your income tax form. A list of previous subscription details can be found on the BATOD website: follow BATOD/BATOD membership/back-subscriptions information.

Members may seek retired status on retiring from paid employment. If members return to work it is at their discretion to inform the membership secretary of their changed circumstances. For those retired members who no longer wish to receive the Journal there is a concession to pay a reduced subscription. Associate members who are employed as Teaching Assistants or in similar roles and who pay the special single payment rate will receive only the Association Magazine and not the Journal.

Retired members who reach the age of 80 are entitled to free membership of the Association. Members who reach this milestone are invited to contact the Membership Secretary.

Full and associate members who are entitled to a reduced subscription should notify the Membership Secretary of their circumstances by 30 June for the following year's membership, to enable the necessary paperwork to be completed.

Members with a change in circumstances (eg changing to retired status) should inform the Membership Secretary as soon as possible. Cheque payers will be sent a reminder about payment in June. Direct Debits will be altered automatically for payments in August and beyond.

Members are reminded that membership of the Association is only open to individuals.

There is no category for Service or School membership.

We are aware that some members have their subscription paid for them and that some have their mailing to their work address.

Only the named individual is the member and no other person at that address can claim any benefits of membership.

Any enquiries should be made to:

email: membership@BATOD.org.uk

BATOD Membership Secretary

112 Deas Avenue

Dingwall

Ross-shire IV15 9RJ

All members are reminded that the Membership Secretary MUST be notified of any change of address to ensure that labels are changed and Magazines and Journals reach the new address.

Name _____ **changed to:** _____

Address _____ **changed to:** _____

Post code _____ **Post code:** _____

Telephone: _____

email: _____

Meetings and training to know about

Calendar

Items noted on this Calendar may have been advertised within the Magazine or the information reported by telephone. BATOD is not necessarily the organising body. Please contact the Organising body (column 2) for details of conferences, NOT the Editor of this Magazine.

| Date | Organisation | Meeting Topic | Venue |
|------------|----------------------------|--|------------------------------------|
| March | | | |
| 1 | The Ear Foundation | Behavioural Management: Does deafness make a difference? | Nottingham |
| 2 | The Ear Foundation | Very early Implantation: Issues for teachers and therapists | Nottingham |
| 4 - 5 | Cued Speech Association UK | Foundation Course 2nd weekend | Nottingham |
| 7 | The Ear Foundation | Supporting CI's for life: Rehabilitation resources for older teenagers and adults | Nottingham |
| 8 - 9 | The Ear Foundation | TAIT Video Analysis (2-day course) | Nottingham |
| 10 | BATOD North | FM systems and CI (afternoon session) | Scunthorpe, North Lincs |
| 9 - 11 | Emap Education | The Education Show 2006 | NEC, Birmingham |
| 11 | BATOD | Adapting the curriculum to meet differing needs and AGM | Wandsworth, London |
| 14 | The Ear Foundation | Small Talk | Nottingham |
| 18 | PATOSS | Annual Conference - dyslexia on the theme of Assessment | Imperial College London |
| 20 | The Ear Foundation | Working with complex children for LSA's | Nottingham |
| 21 | The Ear Foundation | Cochlear Implantation and children with complex needs | Nottingham |
| 22 | The Ear Foundation | Sound Field Systems: practical course | Nottingham |
| 23 | SERSEN | Autism spectrum disorders, A SE spotlight on multi agency working | Renaissance Hotel, Gatwick |
| 24 - 25 | Scottish Sensory Centre | Language and Deaf Education: Into the 21st Century | Dunblane Hydro, Dunblane |
| 25 | St John's School | Learning to Listen 3-7 years olds: for Parents and Carers | Boston Spa |
| 27 | The Ear Foundation | ACE: The Assessment of Comprehension and Expression | Nottingham |
| 28 | St John's School | Learning to Listen 3-7 year olds: for Professionals | Boston Spa |
| 31 | Auditory Verbal UK | Auditory verbal principles & techniques workshop | Chesterton, Oxon |
| 27 - 31 | Cued Speech Association UK | Foundation course | Canterbury |
| 31 | Auditory Verbal UK | Auditory verbal principles & techniques workshop | Chesterton, Oxon |
| April | | | |
| 3 | The Ear Foundation | Trouble-shooting CI's: day-to-day management incl FM Systems | Nottingham |
| 5 | Healthy Deaf Minds | Topic to be announced 6.30 until 9.00 Entry fee is £4.00 | Euston |
| 3 - 6 | Cued Speech Association UK | Foundation, Intermediate, Advanced & Children's courses (residential) | Exeter |
| 25 | Siemens | Siemens Paediatric Day | Manchester |
| May | | | |
| 3 | The Ear Foundation | Deaf professionals and CI's | Nottingham |
| 4 | The Ear Foundation | Making multi-agency work happen: working with young deaf children and their families | Nottingham |
| 5 - 6 | Teaching Exhibitions | Early Years & Primary Teaching Exhibition | Manchester |
| 9 | The Ear Foundation | Cochlear Implantation and ethnic minority families | Nottingham |
| 10 - 11 | The Ear Foundation | Profile of Actual Speech Skills (PASS) 2-day workshop | Nottingham |
| 12 | The Ear Foundation | Learning to talk: How to describe early speech production abilities | Nottingham |
| 13 | The Ear Foundation | To Infinity | Nottingham |
| 20 | St John's School | Helping your hearing-impaired child in primary school | Boston Spa |
| 23 | The Ear Foundation | Speech Acoustics: what is the deaf child hearing? | Nottingham |
| 24 | The Ear Foundation | Overview of Nottingham Early Assessment Package (NEAP) | Nottingham |
| 26 | Auditory Verbal UK | Auditory Learning Beyond the NHSP | Aston University |
| 27 - 2 Jun | Cued Speech Association UK | Foundation, Intermediate, Advanced & Children's courses | Exeter (residential) |
| June | | | |
| 7 | The Ear Foundation | Working with Teenagers with CI's | Nottingham |
| 7 | Healthy Deaf Minds | Topic to be announced 6.30 until 9.00 Entry fee is £4.00 | Euston |
| 10 | The Ear Foundation | Pre-Implant Information Day | Nottingham |
| 12 | The Ear Foundation | Developing Language through the Primary Years | Nottingham |
| 13 | The Ear Foundation | Working with children with CI's in sign bilingual settings (Day 1) | Nottingham |
| 14 | The Ear Foundation | Working with children with CI's in sign bilingual settings (Day 2) | Nottingham |
| 15 - 16 | The Ear Foundation | Story & Narrative Assessment Procedure (SNAP) 2-day course | Nottingham |
| 16 | NDCS | Informed Choice – conflicts and resolutions | Birmingham Metropole |
| 17 | BATOD NEC | Association business | Birmingham |
| 17 - 18 | The Ear Foundation | Ready Steady Go (2-day course + follow-up on 8-07-05) | Nottingham |
| 21 | University of Oxford | Deafness: Issues in Language, Literacy & Numeracy | University of Oxford |
| 22 | The Ear Foundation | Profile of Actual Linguistic Skills (PALS) | Nottingham |
| 26 | The Ear Foundation | Seminar: Educational Implications of Cochlear Implantation | NCSL |
| July | | | |
| 3 | BATOD Wales | Welsh AGM & Conference - Audiology | Metropole Hotel, Llandrindod Wells |
| 8 | The Ear Foundation | Ready Steady Go (Follow-up to 2-day course on 17-06-05) | Nottingham |
| 31 - 4 Aug | Cued Speech Association UK | Foundation, Intermediate, Advanced & Children's courses | Exeter (residential) |
| August | | | |
| 2 | Healthy Deaf Minds | Topic to be announced 6.30 until 9.00 Entry fee is £4.00 | Euston |
| 1 - 3 | Cued Speech Association UK | Skills Development course | Exeter (residential) |
| September | | | |
| 15 - 16 | BATOD | Steering Group of NEC | Paragon Hotel, Birmingham |
| 20 - 22 | The Ear Foundation | Hanen: Learning Language and Loving It (3-day course) | Nottingham |
| 30 | BATOD NEC | Association Business | Paragon Hotel, Birmingham |
| October | | | |
| 4 | Healthy Deaf Minds | Topic to be announced 6.30 until 9.00 Entry fee is £4.00 | Euston station |
| 19 | The Ear Foundation | Seminar: Parenting in the Cochlear Implant Era | NCSL |
| 19 - 22 | EDDE | Communication and Language Development | Örebro, Sweden |
| November | | | |
| 2 | The Ear Foundation | Seminar: Cochlear Implants 2006 - The State of the Art | NCSL |
| 17 - 18 | BATOD | Steering Group of NEC | Edinburgh |
| 10 | BATOD South | Annual conference | Central London TBC |

If you know about, or are organising, an event that you think other Teachers of the Deaf may be interested in please email the details that can be added to the calendar to magazine@BATOD.org.uk (date, organiser, title, venue). Remember to decode the acronym so we know who is the organiser!

There are already entries on the website Calendar for 2007. The Calendar on the BATOD website is edited as soon as we know about meetings. Additional information about courses and registrations forms may also be linked to the calendar entries.

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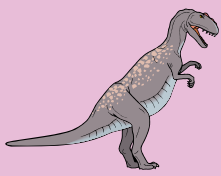
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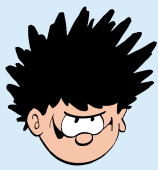
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