



MAGAZINE

June 2002

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BA OD

Focus on assessment

Association information
Calendar of events
Letters to the DfES

available to members only

From your editor

There were many promises of articles for this issue on Assessments that were not fulfilled in time to be included. In spite of this I am sure that you will agree with me that there is a wide range covered within this Magazine. If you have any case studies, anecdotes and illustrations about assessments you have used, it would be enlightening to receive them and maybe publish them in the future.

The next Magazine looks at working with families and I would welcome offerings, both short and long, as well as photographs (with parental permissions please) to include in this overview of aspects of our work. Looking towards the last Magazine of 2002 - and I have to think that far in advance to pull everything together - the working title covers everything from aids to ICT and software. The ICT Magazine of 2000 was very popular and I hope that this time we can update you on the advances of the past couple of years. Please share your experiences with me and BATOD members to make it a really useful issue.

I am particularly anxious to hear from BATOD members with ideas for foci for next year - or maybe an idea for what you would like to see in the Magazine. Remember that this is a 'newsletter' to keep you in touch with what your Executive Council is doing on behalf of Teachers of the Deaf and aims to keep you updated with good classroom practice.

A nn
Magazine editor

Website: www.BATOD.org.uk

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Just to remind you - the term 'deaf' is used throughout this Magazine to cover the full range of hearing loss.

Cover picture

The Project Development Officers for DCCAP, Deaf Children's Communication Aids Project, preparing and carrying out an assessment at Benton Park Primary School, Newcastle.

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View from the front....

BATOD 2002 and BEYOND

The 25th anniversary of BATOD last year gave us all a chance to reflect on the beginnings of the current Association and also on deaf education stretching further back. Re-reading the articles in the special edition of the Magazine puts into perspective the work that we are now doing. The overwhelming impression that one gets is that as the years roll by there is a constant momentum for change. Some of this is born of technological advances which make new outcomes possible and some has resulted from changes in society's attitude which has been driven by both political pressure and by the increasing access to information through many media sources. Yet further change is influenced directly by individuals and small groups who have a special interest or cause which they feel passionate enough to pursue. Progress is therefore a mixture of action and reaction of change - reflection and consolidation.

The exciting part of being involved with BATOD is that we can see all these factors being played out on a month by month, year by year basis in an area of life which I'm sure we all regard as important and one in which we believe we can make a difference. Our day to day work in all aspects of deaf education is influenced by the children and the home and school settings in which we work and this is all part of the wider setting of the education system as a whole.

It matters then which hearing aids a child wears and whether they have well-fitting ear moulds. It matters what the latest Government consultation paper has to offer and how this will affect our children. It matters which training courses are available for Teachers of the Deaf or what the number and age profile of the current workforce is. It matters that we all have enough up-to-date information about research or current news and initiatives. It matters how budgets are allocated or how children can



access the curriculum. It matters how much support families of newly diagnosed children receive and how we work with the other agencies involved. It matters too that we have a strong collective voice to influence all of these important issues.

*Inaugural presidential address
March 2002*



Caution Caution Caution
13th President

I'm conscious of having the 'unlucky for some' title of 13th President of BATOD but when I look at the work which has gone on during the time of previous incumbents in the post I am both encouraged and confident that the next two years will be just as productive.

It seems that our work falls into two main areas.

First we must ensure that we have a viable and cost effective mechanism in place to enable The Association to continue its work on behalf of members.

The decision at last year's AGM to raise the subscription rates to fund a part-time paid post of Secretary, and Paul Simpson's appointment, have already enabled us to be better represented at meetings and to improve our communications.

We are proud of our publications and appreciative of the effort of all those involved. The Magazine and Journal, Deafness and Education International, are widely and highly regarded.

There are now several more changes which will need to be made in order to ensure the smooth continuation of our work.

The BATOD Survey which, over the years, has provided the most comprehensive available data on deaf children's education, has been co-ordinated by Margaret Eatough. Margaret has decided that it is now time to hand on this task. We thank her for all her hard work and we must now look for new people to take on the task of managing this important area of our work.

We are pleased that Bev McCracken will be continuing as our Treasurer and membership secretary. The work-load of this post continues to rise and we must look for someone who can share some of these duties.

There are other areas of public relations, funding, administration, distribution and publications which will also need our attention in the coming months.

With a strong infrastructure we must then look to our main mission.

Last year we changed our strapline to 'Promoting Excellence in Deaf Education' to reflect our work and aspirations. We feel comfortable that this statement can effectively describe our Association in all areas of our work. We can do well to hold to this ideal as Teachers of the Deaf working in schools

and colleges and with families, as Managers, as Trainers and as representatives in meetings with associated bodies and government departments.

We must surely all strive to promote and deliver excellence. I am well aware that in the field of deaf education there are differing views and philosophies which lead to different ways of working. Respect for a variety of points of view, continued dialogue and comprehensive published research can be the only way forward. BATOD can, and does, work for all its members and represents all Teachers of the Deaf.

Two years ago at this time Sue Archbold listed five challenges to current ways of working:

- appraisal
- training
- regionalisation
- inclusion
- Universal Newborn Hearing Screening.

None of these challenges has gone away.

Many of us have had to come to grips with threshold assessment and ongoing appraisal and monitoring of work to drive up standards. Continuing Professional Development (CPD) is essential if we are to remain at the forefront of our discipline. We hope that the BATOD log which every member now has to chart their own CPD, will prove to be a valuable instrument in providing evidence of our professionalism. I would encourage everyone to keep it filled in and to register their log by sending the back page to the Secretary by mid-July.

Although the numbers of Teachers of the Deaf in training has increased slightly in the past year there is still a worrying shortage of suitably trained ToDs. Add to this the demographic aspect and there is the real prospect that in the years to come many deaf children will not have the support and teaching that they deserve. As worrying is the impending crisis in our training institutions. Experienced and highly regarded trainers who have the oversight of a large body of knowledge and expertise are leaving and in many cases not being replaced. Students are often finding themselves learning 'on the job' which effectively means 'experimenting' on the children they teach. As more and more children are integrated, many of those in training have little access to qualified Teachers of the Deaf who can act as mentors in the day-to-day practicalities of teaching deaf children.

BATOD is urgently working with the training providers to encourage those who can influence this trend before we need to reinvent the wheel.

Regionalisation has not had the impact that we might have anticipated two years ago. The recent appointment of a co-ordinator should provide new impetus and regionalisation is likely to play a significant rôle in monitoring the services delivered to deaf children on a regional basis.

Teachers of the Deaf have been supporting a policy of inclusion for many years through the Advisory and Support Services. The paradox is, that by now insisting LEAs delegate more or their budgets to schools, existing systems for supporting the inclusion of deaf children are in danger of being dismantled. We have evidence that some Advisory and Support Services have been dismantled and others are under threat. Staff are losing their jobs as schools fail to buy back support at previous levels. The infrastructure to support the 0-2 programme is being lost as well the flexibility to direct staff to cover a changing and varied low incidence population.

We know that the Government is looking at impending changes to the whole system of apportioning the education budget. It is therefore an opportune time for us to make our case for the funding of deaf education. At a recent meeting with RNID and NDCS at the DfES BATOD was able to highlight some of the threats posed and to explore some possible solutions. There is now an ongoing dialogue and we were encouraged that our voice will be heeded. We have been asked to submit our concerns in writing to the Department for Education and Skills and copies of our submissions are to be found elsewhere in this magazine.

Having learned lessons from the UNHS pilot sites the programme is now to be implemented nationwide. This will be an exciting time for our profession. It will involve the need to develop new areas of expertise and working practices but I'm sure we will look back in a few years and wonder how screening and diagnosis of deafness could have been done any other way.

So with all these things to look forward to, we begin a new chapter of the same book. As we have the first NEC meeting of my presidency some familiar faces will have moved on but we will welcome five new members. So the Association remains fresh and focussed and I hope that with everyone's help and support I will be able to hand on the baton to Carole Sturt in two years time with BATOD in a strong position to continue to promote

excellence in deaf education.

David

BATOD
providing
Continuing Professional Development
for Teachers of the Deaf
**make sure
you renew your
annual membership**

Assessing progress

Professional Development at the BATOD conference

Carole Sturt

Members of the NEC Professional Development committee have collected together notes and handouts from the speakers and work-shop leaders who provided material at the stimulating conference on assessment.

When Elizabeth Andrews' name is seen on the programme for a BATOD conference you know her presentation will be apposite, relevant with a good strong delivery. We were not disappointed. The evaluation sheets confirmed this. The vast majority found it relevant to their work. A few mentioned the cracking pace of delivery. A slower pace would have reduced the content and diminished the presentation. Copies of the Powerpoint slides were available and perhaps if we had had them on the seats that would have relieved the pressure simultaneously to note-take and absorb the points made.

There was something very uplifting about this presentation that made me feel valued for the work I endeavour to do. We should not underestimate the need for this when we seem to be under enormous pressure to do more and more.

I have used some of the notes and a few slides from the handout/ PowerPoint presentation to give a flavour of the presentation. I feel this is a task akin to describing a view of the Aurora Borealis ie something that was much better experienced in person as words alone are no substitute.



I have also included the quotes she used from a variety of sources that encapsulate how central assessment is in all aspects of education.

This presentation gave us the opportunity to focus on the many issues around assessment of deaf pupils.



Elizabeth Andrews
Senior Education Policy Officer, RNID

'Assessment for learning involves the use of classroom assessment to improve learning. It differs from assessment of learning, which measures what learners know or can do.'

QCA website

Elizabeth Andrews outlined the wide range of statutory/teacher, informal/formal and norm/criterion referenced types of assessment.

Assessment...

'Teacher assessment is an essential component in designing learning approaches which will raise achievements, and for gathering evidence of the impact of different contexts on pupils.'

Supporting Learning (1997)
Webster & Webster

Her overview of 'Assessing Progress' included the policy context, key points, issues for deaf pupils in three areas:

- identifying SEN and taking action
- assessment for learning
- assessment of learning

Assessment of what, by whom and for what purpose?

The relevant documentation on assessment was reviewed.

Policy context for deaf pupils

[Excellence for all children: meeting special educational needs](#)

Government Green Paper (1997)

[SEN Code of Practice \(2001\)](#)

Graduated approach

[Excellence for all children \(1997\)](#)

'Early diagnosis and appropriate intervention improve the prospects of children with special educational needs and reduce the need for expensive intervention later on.'

Section 1.5

Critical success factors

- LEAs, schools and settings should work together to ensure that any child's special educational needs are identified early.
- Interventions for each child are reviewed regularly to assess their impact, the child's progress and the views of the child, their teachers and parents.
- Where an LEA determines a child's special educational needs, statements are clear and detailed, made within prescribed time limits, specify monitoring arrangements and are reviewed annually.

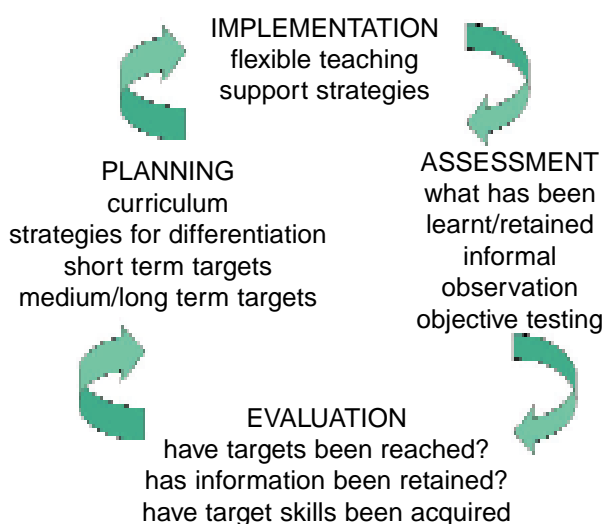
Elizabeth went on to consider assessing progress for the purpose of assessing progress and attainment, review and discussion and agreeing a support package with set targets. The various issues that this raises include the balance between the 'snapshot' and information about the child's learning built up over time .

Assessing progress

is about

assessment for

learning



Elizabeth looked at good assessment for learning, followed by drawing information from a variety of policy documents.

Good assessment for learning...

- is embedded in the teaching and learning process of which it is an essential part
- is committed to the idea that every pupil can improve
- involves both teacher and pupils reviewing and reflecting on pupil's performance and progress.

(QCA Website)

Fundamental principles (SEN Code of Practice)

- A child should have their needs met.
- Children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National curriculum.

Elizabeth acknowledged some bright spots as assessing progress can



- demonstrate learning
- celebrate achievement
- raise expectations for all children
- make us all accountable.



The downside could be:

- current use of assessment of learning
- disadvantage to schools with many pupils with SEN
- reinforcement of the failure of the most vulnerable pupils to achieve levels of attainment anticipated for other children of their age.

When considering all aspects of assessments there are more issues to be considered:

- equitable access to assessment tasks
- balancing norm referenced assessment of attainment with celebration of progress
- giving teachers and schools credit for what they achieve in difficult circumstances
- measuring the value a school adds
- assessment of the whole child
- assessing progress in the context
- the whole teaching and learning environment.

Assessment

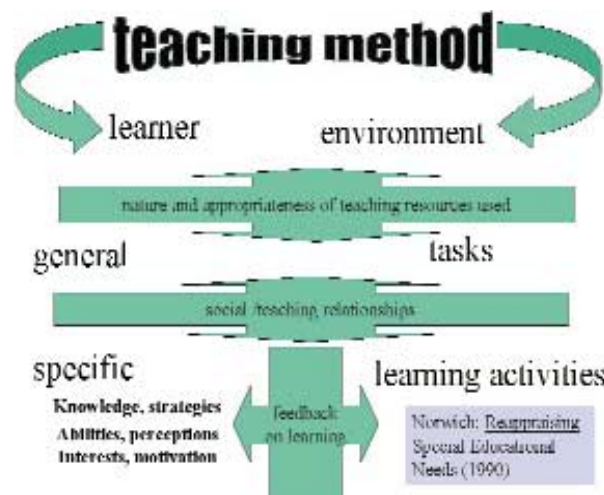
of what?

by whom?

for what purpose?



Interactionist view and perspective



Assessing progress should...

- inform and enrich the teaching and learning process
- 'help pupils develop their self-esteem and confidence in their ability to learn' (NC)
- allow pupils to demonstrate what they know and what they can do
- **lead to action.**

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Assessments

Jane Frew and Stevie Mayhook, Education Policy Officers, RNID

The RNID Education Guidelines project is described in detail elsewhere in this issue of the BATOD magazine. Titles in the Education Guidelines series provide practical support for teachers and teaching assistants working with deaf pupils - particularly for professionals working with deaf children for the first time, or working in isolated circumstances. The materials present information, advice and practical examples of teaching materials and strategies and are intended to support the learning of deaf pupils using a range of communication approaches in both mainstream and special schools. They are written by teachers, for teachers and bring materials from a number of different sources together in one place in a format designed to make the information as accessible as possible to busy classroom practitioners. BATOD is a collaborative partner in this project.

A number of titles in the series contain sections which discuss assessment issues in different contexts. I have 'trawled through' the material to provide the following summary of content relevant to the theme of 'assessment':

The rôle of assessment with very young children and their families

'Assessment and monitoring of an individual child's development is an important part of early family support. Baseline information is needed in order to plan appropriate programmes of support with the

family and to identify a starting point against which progress can be monitored.

It may be appropriate for the Teacher of the Deaf to arrange to visit at a time when the young child's Health Visitor is present.

It is important that the programme of action with the family and the young deaf child is clear and graduated. Stages of development need to be recognised and recorded otherwise important evidence will be missed. (Where possible use video and audio as well as written records). Careful monitoring of a child's progress allows the quality and effectiveness of support to be evaluated and provides essential information to the parents.

Informal assessment and feedback to parents should be part of every home visit. This requires Teachers of the Deaf to have a confident understanding of the typical developmental patterns for early communication skills, listening skills and play as well as an awareness of wider patterns of child development. Formal assessment and monitoring needs to be carried out by appropriately qualified professionals where families are using British Sign Language (BSL) or other sign communication.'

Effective early intervention for deaf children 0-5 and their families (p55) RNID, 2001

One of the most user-friendly outlines of general development remains:

M D Sheridan (1973) Children's developmental progress from birth to five years NFER

However, a more recent statement of developmental patterns for spoken language and communicative behaviour is provided in the chapter by Ellen Kurtzer-White in David Luterman's book 'The young deaf child' (York Press 1999). A sample of these materials is reproduced as photocopiable material on p58 of 'Effective early intervention for deaf children 0-5 and their families'.

Published assessment materials that are commonly used by professionals for children in the 0 - 5 age range include:

| Area of assessment | Author | Title | Publisher |
|----------------------|---------------------------------------|---|---|
| General development | Lowe & Costello | Symbolic Play Test | NFER/Nelson (1976) 1988 2nd edition |
| Communication | Dewart & Summers | The pragmatics profile of everyday communication skills in children | NFER/Nelson (1988) 1995 revised edition |
| Language development | | The Reynell Language Development Profiles | NFER/Nelson (1997) 3rd edition |
| | Armstrong S & Ainley M South Tyneside | Assessment of Syntactic Structures | STASS (1992) |
| Speech development | Armstrong S & Ainley M | South Tyneside Assessment of Phonology | STAP (1992) |

Further assessment materials and references can be found throughout the website www.deafnessatbirth.org.uk

The assessment of deaf children of school age

Language and Literacy

'One main difficulty in the area of assessing and monitoring the progress of deaf children..... is the lack of materials that have been standardised on deaf children. Consequently, many services for deaf children have used and assessed the efficacy of tests that are available in addition to their own bank of information and audio/video records of the child's progress, to build up the profile of the deaf child/pupil'.

Promoting literacy in deaf pupils
RNID, 2001

Published assessment materials that are commonly used by professionals for deaf children of school age include:

| Area of assessment | Author | Title | Publisher |
|----------------------|------------------------------------|---|------------------------------------|
| Language development | | The Reynell Language Development Profiles | NFER/Nelson (1997) 3rd edition |
| | Crystal D, Fletcher P and Garman M | Language Assessment and Remediation Screening Procedure (LARSP) | Edward Arnold 1987) 2nd edition |
| | Armstrong S & Ainley M | South Tyneside Assessment of Syntactic Structures | STASS (1992) |
| | | British Picture Vocabulary Scales (BPVS) | NFER (1997) |
| | Herman, Holmes & Woll | British Sign Language Development: Receptive Skills | (1999) |
| | Renfrew | Action Pictures, The Bus Story Word Finding Pictures | Oxford (1988) |
| Speech development | Armstrong S & Ainley M | South Tyneside Assessment of Phonology | STAP (1992) |
| | RNID Guidelines | Promoting access to the curriculum for deaf pupils Guidelines for linguistic assessment | RNID (2001) |
| Reading | | The Surrey Nursery Reading Screen (assesses pupil's ability to produce the name or sound of all alphabetical letters) | Surrey Educational Services |
| | Bookbinder G E | Salford Sentence Reading Test (Useful if standardised reading age is needed) | Hodder & Stoughton (1984) |
| | Neale M D | The Neale Analysis of Reading Ability | NFER/Nelson (1988/89) |
| | Arnold H | Making Sense of It (Miscue Analysis Test in Oral Reading) (Helps to identify strategies being used and those not used by the child) | Hodder & Stoughton (1984) |
| | | Edinburgh Reading Test (This test isolates, as far as possible, the area of reading competence being tested and aims to compare only within the child's own performance) | Hodder & Stoughton (1977) |
| Writing | Frank Barnes School | Frank Barnes Reading and Writing Developmental Profiles School Assessment, Recording and Reporting Policy (Specifically for deaf children who are in Sign Bilingual programmes, in addition to standard tests used by mainstream schools) | |
| Spelling | | The Vernon Spelling test Peter's Spelling Dictation | |

Maths

'Assessment of a deaf pupil's understanding of concepts and mathematical skills acquired will be essential when the pupil is entering school. The partnership with parents in this process will be invaluable. Assessments should be continual throughout school years, however, and less formal assessments such as module tests, quizzes and daily observations of a pupil may be highly informative in terms of interpreting formal test results and in planning the pupil's programme.

During Key Stage 1 the Teacher of the Deaf needs to make an assessment of a deaf pupil's abilities that may include how to

- perform particular mathematical activities
- describe an activity
- use appropriate vocabulary
- carry out a task within a specified time
- count to five, ten etc
- count backwards
- perform mathematical processes such as add, take away etc.

The object of assessment in mathematics is to evaluate a pupil's mathematical skills and conceptual understanding. For deaf pupils, the level of language competence should not be allowed to get in the way.

The Teacher of the Deaf also needs to assess how a deaf pupil approaches the task set, for instance, whether the pupil

- rushes at the task - often a sign of insecurity with the subject matter or the language
- works by trial and error
- is methodical
- looks carefully at the data provided
- attends only to key words
- cannot retain a number's integrity, ie keeps returning to count from one onwards when the sequence has been lost
- is precise etc.

The main purpose of ongoing assessment is to inform planning'.

Promoting numeracy in deaf pupils RNID, 2001

One at a time

BATOD has no group membership but there are Special Interest Groups to keep you in touch with colleagues working in the same areas.

JOIN BATOD
JOIN A SIG

The assessment of deaf students over 16

'An initial assessment of need to determine the nature and level of support required by an individual deaf student should be carried out by a qualified Teacher of the Deaf. Other members of the support team may need to be involved, such as deaf assessors of BSL or CSWs. This team approach to assessment of deaf students is the norm in FE.'

Deaf students in further education RNID, 2001

The National Association of Tertiary Education with Deaf People (NATED) produces an assessment pack which can be bought by colleges if they show that they have qualified staff who can use it. The pack can be used to assess deaf students with any degree of hearing loss, using any communication mode, in any post-16 educational setting. For further information, contact NATED c/o Carrie MacHattie, Learner and Learning Support, New College, Peakman, Redditch, Worcs, B60 1PQ

Further details about the assessment of deaf students' basic skills can be found in the National Institute for Adult and Community Education (NIACE) Staff development pack, Basic Skills for adults with learning difficulties/disabilities: Deaf Learners, (2001). Contact NIACE, 21 de Montfort Street, Leicester LE1 7GE Tel: 0116 204 4209.

Writing Assessment

Iain Sim, Deputy Head, John's School

The writing assessment at John's School for the Deaf (Boston Spa) is being developed specifically to assess and profile the strengths and weaknesses in deaf children's writing.

From a picture sequence, free writing is elicited and then analysed in terms of its language, style and accuracy. The assessment gives a detailed breakdown of areas of strength and weakness which can then be used to advise on the input needed.

The school is in the process of developing this test further and undertaking a wider standardisation project for future publication.



ToDs and the statutory assessment procedure

BATOD NEC

The SEN and Disability Act and the Revised Code of Practice have caused Education Authorities, schools and services to examine once again their procedures for the assessment of pupils with special educational needs.

The new legislation:

- requires LEAs and schools to ensure parents of children with SEN are provided with advice and information about provision for their child, including where appropriate, the statutory assessment process
- allows schools to request a statutory assessment
- requires LEAs to provide a means of resolving disputes with schools and LEAs, so that if the LEA and parents cannot come to agreement about what is appropriate provision, an independent body can mediate in this situation, with a view to limiting the number of cases being taken to the SEN and Disability Tribunal.
- requires LEAs to comply, within prescribed periods, with orders of the SEND Tribunal.

The code calls for:

- earlier identification of educational needs
- improved partnership with parents, schools and LEA
- inclusion of the child's view in the decision making process
- statements which are clear and specific about a child's needs
- the setting of broad objectives against which the child's progress and the provision being made can be monitored.

There is a strong emphasis in the code on the need to reduce bureaucracy in the SEN assessment process. The DfES is committed to reducing the number of statements, with the stated aim of ensuring that more funding is targeted at direct support rather than on the costly formal assessment procedures. LEAs will be revising their policies and procedures in the light of the new legislation and the new code.

As ToDs we will usually be at the centre of the procedures, considering firstly whether or not the statutory assessment should go ahead and secondly, contributing to the assessment information. On the one hand we must ensure that families are provided with full, unbiased, relevant information, while at the same time we must support schools and LEAs to gather together the information required to inform the decision making process.

What steps then can we take to be sure that we support a consistent and professional approach to the assessment of the children with whom we work?

We must be sure of the LEA policy and options available for our children and families.

1 Who is responsible for deciding whether or not a statutory assessment process is to go ahead?

If your LEA has an SEN/moderation panel, that looks at requests for statutory assessments, find out who sits on this panel and what information they consider. If possible ask to be invited to this panel, if only to observe, so that you understand the process and so can ensure the parents and schools with whom you work provide the relevant information.

2 What information are schools required to provide if requesting an assessment?

Most LEAs will by now have produced documentation, explaining to schools the assessment process and identifying the evidence that will be required by the LEA from schools making a request.

If possible, find a copy of this document and familiarise yourself with this information.

3 Does the format of your reports provide the information that the LEA requires? Is it supported by clear evidence?

The LEA will require clear, accurate information about the child's specific needs, progress that the child has made so far and any steps that have been taken to meet the child's needs.

The report should focus on the type and level of support needed. You must not pre-empt decision making by naming a school for the child. If the pupil is to be assessed this will become clear as a result of the evidence provided by the parents, child and professionals.

Language used in the report should be understandable to the 'lay person'. ToD reports should concentrate on the needs of the child relating to their hearing loss and not stray into territory over which we have no recognised expertise.

The reports should show evidence of liaison and joint planning with school staff and any other agencies working with the child. Remember also, that the views of the parents and the child are an essential factor in the decision making process.

Don't forget:

- it is essential to meet deadlines.
- if the LEA has a standard form for the submission of reports make sure that this is completed
- reports should be as easy to read as possible - use a clear type face such as arial, minimum point 12 .

Do you know what arrangements are in place to support parents of children with SEN in your LEA?

- Are you familiar with the information that the LEA provides to parents? Have the parents been provided with this LEA information and the DfES guide for parents and carers re the assessment process?
- How do parents link up with the Parent Partnership Project? Have you explained to parents the rôle of the Independent Parent Supporters?
- These parent support workers can provide valuable support to all parents as advocates, and can be particularly helpful for those families who find it hard to articulate their child's needs in more formal ways. They can work with the LEA to ensure that the parents fully understand the procedures and do not have unrealistic expectations. If the parent is unhappy with the outcome of the assessment process/the decision not to assess, the Parent Partnership worker can support meetings between the LEA and the parent to discuss the decision.
- If there is a difficulty, can you describe to parents the conciliation arrangements that the LEA have in place?

Although ToDs hope to avoid conflict between parents and the LEA, there will inevitably be cases where the parents and the LEA have differing views of appropriate educational provision. There will be a range of steps which an LEA can take before the case is finally brought before a tribunal. This will include meetings within the LEA with LEA officers but LEAs will now also have access to external conciliation services.

If conciliation proves impossible, then the next step will be the tribunal. Here again, the Teacher of the Deaf may be required to provide information and evidence about the needs of the child.

In conclusion, as Teachers of the Deaf, we must be familiar with the assessment procedure as a whole. At whatever stage we become involved, we must be prepared to provide full, unbiased information about the needs of the child, which can be clearly supported by evidence from our record keeping and from that of schools and other agencies. If we wish to advocate for the children we support, we can do this most effectively by demonstrating clearly that we are contributing to a fair and consistent assessment procedure. We must support the LEA within which we work but equally we can support the parents by our professional approach and by putting the families in touch with those whose rôle it is to advocate for them and their child.

HARPA

©PeterKeen1995

Peter Keen, Educational Audiologist and Advisory Teacher, Hampshire led an excellent and highly informative workshop on the assessment of deaf children's phonological development in relation to their hearing loss and age of diagnosis.

Peter Keen has developed an assessment tool, which allows the Teacher of the Deaf to map the acquisition of single consonantal phonemes in initial, medial, and final positions against the expected phonological development in a normally hearing child. The progress children make is recorded on a chart which gives a positive picture of the child's phonological development to the parents.

Developmental problems can be identified easily from the analysis, enabling the Teacher of the Deaf to target remediation appropriately. This system would be particularly useful for Teachers of the Deaf working on speech and language programmes, for annual review assessments and target setting. Missed or inappropriate speech sounds in a child's speech can be used to identify ways that the hearing aid can be reset to improve the child's hearing for those sounds.

Peter Keen is running a training day in Hampshire on practical ways of using the test as well as a system for bringing all speech, language, and audiological assessments together to give a full picture of the child's development on 25 June 2002 in Winchester.

Contact Paul Thomas on 01252 814776 for further information. To purchase a test or for further info email Peter Keen at:
peter.keenhearing@btinternet.com

Mary Grace Wilkins Travelling Scholarship

WANTED BATOD member

with ideas for small scale research or study which has direct relevance to hearing-impaired pupils/students in the British Isles.

up to £ 1,000

REWARD OFFERED

Mary Grace Wilkins Travelling Scholarship

further details from:
BATOD Secretary
Mr Paul A Simpson
21 The Haystacks
High Wycombe
HP13 6PY

tel: 01494 464190

email secretary@batod.org.uk

Assessment of spoken language

Susan Hamrouge

Educational Audiologist/Specialist Speech and Language Therapist

The assessment of spoken language skills is a core rôle for Teachers of the Deaf. Schools and services need to develop assessment procedures in order to provide the information that the teachers themselves require to measure progress and to contribute to the target setting, monitoring and review procedures set out in the SEN Code of Practice.

Before beginning assessment or developing an assessment framework, there are a number of questions that need to be considered.

Why do we assess?

We need to assess a child's spoken language for a range of reasons

- to monitor the development of communication skills
- to indicate change/highlight patterns or problems
- to plan and evaluate intervention
- to investigate other factors underlying the child's progress
- to provide information for others
- to compare individuals
- to compare hearing aids/cochlear implants
- to investigate differences in performance and rate of acquisition
- for research purposes.

Although assessment has always been an important aspect of a teacher's rôle, increasing demands are being made on schools and services to provide accurate, ongoing information. Developments within health and education mean that, more than ever before, teachers face mounting pressure to demonstrate the progress that a child is making and to provide evidence that the support they are providing is effective.

Major initiatives within the Health Service are also having a significant impact on education. Teachers will play an important rôle in the evaluation of the Newborn Hearing Screening Project and the paediatric arm of the Modernisation of Hearing Aid Services. It is essential that we have the appropriate measures in place to inform this evaluation.

What are we measuring?

In the area of spoken language we need to measure the development of

- communication skills
- language skills
- listening skills.

What problems may we face?

In establishing an assessment framework, each school or service must take into account the following:

- there is a shortage of developmentally appropriate measures
- the child may not be ready for formal standardised measures
- the measures must be understandable to the ToD, other professionals and parents
- the measures must be useful in non-clinical/educational settings
- the assessment must be time effective.

How do we use the assessments?

The information that we gain from the assessment process will be used for a variety of purposes and must be presented to parents and to professionals in a meaningful way. The use of the assessments will have an effect on the type and timing of the assessment.

For all purposes, baseline measures will be required before hearing aid fitting or before cochlear implant surgery. Progress must then be evaluated at regular intervals.

For parents, the information will provide reassurance that their child is making progress. It will help them participate in the target setting process, encourage them to work appropriately with the child and other agencies towards the achievement of these targets and support their understanding of the outcomes of the intervention.

The assessments will provide further information to professionals in terms of measuring the benefit provided by the hearing aid or cochlear implant, assessing whether the device is properly set or tuned and confirming that the device is working properly.

The Staffordshire Model

Each school and service will need to develop an assessment framework to meet the particular needs of the school/service and the children it supports. The following is an outline of the framework that Staffordshire have developed and have found effective in meeting their needs.

The process is split into four age bands; 0-2 years, 2-5 years, 5-11 years and 11-19+ years. The model provides measures in 6 areas;

- communication skills
- listening skills
- receptive language
- expressive language
- speech production
- device usage.

The information is recorded on an assessment plan, which includes information about the child's aid, school, device worn, date, purpose and outcome of

the assessment and the date of the next assessment.

Core assessments used for each age group are listed below.

0- 2 years

| | |
|----------------------|---|
| Communication | Pragmatics Profile of Early Communication Skills Tait Video Analysis |
| Listening | Listening Progress Profile (LiP) |
| Receptive/expressive | PreSchool Language Scales - 3 UK |
| Speech production | Profile of Actual Speech Skills (PASS) |
| Device use | Meaningful Auditory Integration Scale |

2- 5 years

| | |
|-------------------|--|
| Communication | Video PPECS |
| Listening | LiP Screening Test of Auditory Processing (STAP) Categories of Auditory Performance (CAP) |
| Receptive | PLS-3 UK, BPVS, Primary Inventory of Phonological Awareness (PIPA) |
| Expressive | Renfrew Language Scales |
| Speech production | PASS, PETAL |
| Device use | MAIS |

5-11 years

| | |
|-------------------|--|
| Communication | Video, PPECS |
| Listening | STAP CAP Graded Auditory Speech Perception Screen (GRASP) |
| Receptive | BPVS, |
| Verbal reasoning | TROG |
| Expressive | Renfrew Language scales STASS |
| Speech production | STAP, PETAL |
| Device use | MAIS Hearing/Radio aid profiles |

5-11 years

| | |
|-------------------|------------------------------------|
| Communication | Video |
| Listening | GRASPS |
| Receptive | BPVS |
| Verbal reasoning | TROG |
| Expressive | STASS |
| Speech production | PETAL |
| Device use | MAIS Hearing/Radio aid profiles |

This is an evolving process and the assessment package that has been compiled will be monitored and possibly changed over time. Hopefully it will be a positive move towards informing practice, providing evidence for effective and efficient management of a child and highlighting that the ToD input is making a difference.

Not a BATOD member?

Membership fees help to provide this Magazine and support the work carried out on your behalf as a ToD.

If you value this provision then join BATOD and ensure the work continues.

Don't delay - join BATOD today

Assessing sign language in the under-threes

Agnes Dyab

Agnes Dyab, a senior deaf educational instructor from Blanche Nevile School, led an informative workshop describing the school's work with pre-school deaf children and their families. She outlined the programme of home visits, the main focus of which is to develop language and sign communication. Initially home visits are made twice-weekly for six weeks, and then weekly until the child attends nursery school. The sessions also aim to develop within the child a positive deaf identity. An American programme developed by Gallaudet University called 'Sign with Me' is used to support this work. It is easy for the families to follow with a self-assessment at the end of each unit.

The team from Blanche Nevile uses a formal sign language assessment developed by City University, London. It assesses the children's receptive and expressive language and is available from the Forest Book Shop.

Agnes' presentation included many practical and useful ideas for those working with pre-school children. Participants were pleased to have the opportunities to engage in informal discussions during this workshop.

UNHS

early assessment and intervention

Speakers

Jan Nanor, ToD, Hawkswood Whipps Cross Team
Andrea Lillystone, SLT, Hawkswood Whipps Cross Team

The workshop aimed to facilitate thoughts and ideas for development of very early intervention practices in different services and to share observations and information on early assessment.

Discussion of what to assess covered audiological, communication, and child development factors and the readiness and ability of the family to work in partnership.

The workshop then discussed and shared information on early assessments currently in use. A number of assessments and checklists were looked at and feedback given to the whole group on their suitability for use in the first year of intervention.

Finally, family-friendly ways of recording progress and planning and passing on information to parents were discussed. Considering all the factors around new parenthood, enjoyment of the baby and avoiding disruption of natural parenting, intervention in the first year needs a different approach from support at any other time.



Resources for deaf children - special season

Resources for Deaf Children is a special series of programmes shown in Autumn and again in Spring 2003. It presents the full range of BBC resources created to support deaf children's developing literacy skills through a bilingual approach, using BSL. The programmes are grouped by age-relevance and include many popular stories which parents and teachers can follow up by looking at the real books with children.

- Hands Up! Reception (Ages 3 - 6)
- Hands Up! Signed Story time (Ages 4 - 5)
- Hands Up! Signed Words and Pictures (Ages 5 - 7)
- Hands Up! Key Stage 2a (Ages 7 - 9)
- Hands up! Key Stage 2b (Ages 9 -11)
- Hands Up! Miscellany (Ages 3 -11)
- Signed Landmarks: Caribbean (Ages 9 -12)
- Signed Miscellany (Ages 9 -12)
- Inset :Dyspraxia and Dyslexia
This will deal with both living with Dyspraxia and Dyslexia in the Primary classroom.
- The Chatroom

In this Inclusion videotape, programmes are included which stimulate discussion among adults and younger viewers on strategies for making education more inclusive of those with particular needs.

Go for it! Lifeskills

Go For It! Lifeskills uses the same documentary approach as Choices and is ideal for use with 16-year-olds and above who have severe learning difficulties or disabilities. Each of the programmes follows older teenagers approaching school-leaving age and explores their options.

The programmes have been specially designed to:

- build confidence in young adults with learning difficulties or disabilities
- provide practical help to increase students independence
- demonstrate how situations can be handled successfully.

Go for it! Lifeskills Teacher 's Notes £5.00 Code 375396

These notes contain outlines of the five programmes, along with key discussion points and a range of teaching suggestions for each programme. The poster and photocopiable activity sheets feature the presenters and contributors to develop skills, recognition and memory. Widgit symbols are incorporated to support students in accessing the activities.

Go for it! Lifeskills Secondary Video Tape £6.40 Code 200102

Go for it! Choices

These documentary-style programmes will help teenagers with severe learning difficulties or disabilities to cope with everyday life, to develop skills and increase their independence. The unit illustrates the choices involved in going shopping, going out for a meal, coping with trips away from home and managing personal hygiene.

The programmes:

- build student confidence using a wide range of real-life situations and examples that students will be familiar with
- provide realistic, practical help towards independence
- feature strong role-models and demonstrate good practice.

Go for it! Choices Secondary Video Tape £6.40 Code 200101

Go for it! Choices Teacher 's Notes £5.00 Code 463651

The notes focus on areas of decision-making and choice to provide a starting point for discussions. The notes also include programme details, plus worksheets to assist students to remember what they have seen in the programme and help to focus on elements of decision-making. The wide range of ability that is often present in a class group has been taken into account and work can be differentiated.

To obtain a copy of the BBC Special Needs Catalogue 2002-2003 please telephone BBC Information 08700 100 222 (textphone 020 8576 8168)

BBC TWO Resources for deaf children - special season

Autumn 2002 0200 -0400
Summer 2003 0200 -0400

Hands Up! Reception

13 October Sunday
03 May Saturday

Hands Up! Signed Storytime

14 October Monday
10 May Saturday

Hands Up! Signed Words and Pictures

21 October Monday
17 May Saturday

Key Stage 2 a

24 May Saturday

Key Stage 2 b

31 May Saturday

Signed Landmarks: Caribbean

14 June Saturday

Signed Miscellany

4 November Monday

21 June Saturday

Hands Up! Miscellany

28 October Monday

7 June Saturday

Inset: Dyspraxia and Dyslexia

28 October Saturday

BBC TWO

Autumn 2002

Hands Up! BSL

Wednesday 12.05 - 12.20 (6 x 15 mins)

(Double bill Monday 9 Dec 11.05 - 11.35)

06 Nov Iron Man 1

13 Nov Iron Man 2

20 Nov Iron Man 3

27 Nov Iron Man 4

09 Dec Hat trick

09 Dec Sports reporter

Friday 11.35 - 11.50 (3 x 15 mins)

29 Nov Fantastic Mr Fox 1

06 Dec Fantastic Mr Fox 2

13 Dec Fantastic Mr Fox 3

Spring 2003

Hands Up! The Chronicles of Narnia

Fridays 10.50 - 11.05, 17 January - 4 April

10 x 15 mins

The Magician's Nephew

Summer 2003

Hands Up! BSL Signed Words and Pictures

Tuesday 12.15 - 12.30

8 x 15 mins

29 Apr 03 Ridiculous

06 May 03 Who's in the shed?

13 May 03 Goodnight owl

20 May 03 The train ride

03 Jun 03 Dave and the tooth fairy

10 Jun 03 This is the bear and the scary night

17 Jun 03 Poetry workshop

24 Jun 03 The dancing hen

Autumn 2002 0200 - 0400

Monday 16 September

Go for it! Choices

1 Things I like

2 Going to the shop

3 Being clean

4 Going out for a meal

5 Going away

Documentary Scrapbook (excerpts)

1 Growth

2 Landscapes

Go for it! Lifeskills

23 September Monday

1 At school

2 At college

3 At work

4 Living with family

5 Living with friends

Documentary Scrapbook

Farming

When used with sign support, these programmes are very helpful for deaf youngsters with learning difficulties.

Tait Video Analysis

Pauline Wells, Specialist Teaching Service, Leicestershire

Video analysis is a procedure established by Dr Margaret Tait for the assessment of pre-verbal communication in young deaf children. The analysis is based on a two minute sample of one to one interaction between the child and a known adult. The following pre-verbal skills are measured:

Turn-taking

The child's ability to interact in a 'to and fro' conversational way. This may be turn-taking involving gesture or sign or turn-taking involving voice and eventually words.

Initiative/autonomy

Is the child showing initiative when taking a turn?
Is s/he taking a turn in a manner which cannot be predicted from the adult's preceding turn?
Is s/he simply repeating what the adult said or giving predictable responses to closed questions?

Eye contact

Is the child involved with the other person and the activity or does s/he rarely even glance at the speaker?

An analysis will look at the level of eye contact with the speaker and the division of visual attention between the speaker and the object.

Auditory processing

Is the child aware of voice/what is said when s/he is not looking?

An analysis will look for:

- ☞ Repetitions (unsolicited) of words when not in eye contact with the adult
- ☞ Vocal turn-taking after not having been in eye contact with the adult
- ☞ The development of appropriate voice pitch and intonation patterns.

From a transcript of the video, the different elements of the analysis will be scored. In order to measure the child's progress, samples should be taken and analysed at six monthly intervals.

The analysis has proved valuable in predicting outcomes for children with cochlear implants. Studies have shown that speech identification performance at three years after implantation of young children may be predicted from characteristics that are inherent to a child before implantation ie autonomy/initiative in pre-verbal communication interactions.

Above all, many services and schools are now adopting these procedures as they find them relevant, practical and informative.

The following publications contain further useful information re video analysis.

Lutman ME, Tait ME (1995) *Early communication behaviour in young children receiving cochlear implants: Factor analysis of turn-taking and gaze orientation.*

Annals ORL (Supplement) Vol 104: 397-399

O'Donoghue GM, Nikolopoulos T, Archbold SM, Tait ME (1999) *Cochlear Implants in young children : the relationship between speech perception and speech intelligibility.*

Ear and Hearing Vol 20 No5

Tait ME (1993) *Video Analysis: a method of assessing changes in pre-verbal and early linguistic communication following cochlear implantation.*

Ear and Hearing Vol 14:378-389

Tait ME, Lutman ME (1994) *Comparison of early communicative behaviour in young children with cochlear implants and hearing aids.*

Ear and Hearing Vol 15: 352-361

Tait ME (1994) *Using video analysis to monitor progress in young cochlear implant users. In Cochlear Implants for Young Children* McCormick, Archbold and Sheppard (eds)

Tait ME, Lutman ME (1997) *The Predictive Value of Measures of Preverbal Communication Behaviours in Young Deaf Children with Cochlear Implants*

Ear and Hearing Vol 18 No6

Tait ME, Lutman ME (2000) *Pre-implant Measures of Preverbal Communication Behaviour as Predictors of Cochlear Implant Outcomes in Children.*

Ear and Hearing Vol 21 No1

Tait ME, Nikolopoulos T, Lutman ME, Wilson D, Wells P (2001) *Video Analysis of pre-verbal communication behaviours: use and reliability* Deafness and Education International Vol. 3 No1

The DEMAQs project

CEM Centre University of Durham

The DEMAQs project (based with the Curriculum, Evaluation and Management Centre at the University of Durham) uses the value-added assessments produced by the Centre over a number of years and now taken by more than a million pupils per year. Many of you will recognise the acronyms for the different assessments. PIPS (Performance Indicators in Primary Schools) provides assessments used in primary schools. MIDYIS (Middle Years Information System), YELSYS (Years of Late Secondary Information System) and ALIS (Advanced Level Information System) are assessments used in secondary schools, sixth forms and colleges of FE.

The value of the assessments for deaf pupils is that the content is the same as that which is used to assess all other pupils and students. Teachers and schools are then able to see objectively and in a number of ways the academic achievements of learners. A pupil's scores can be compared to a national average, to a school average, and against other deaf learners. CEM Centre feedback provides both graphic and numerical ways of analysing learners' attainments and progress.

You may be wondering why we have a different project name if the same assessment materials are used. The problem was that reliable, standardised ways of assessing all deaf learners has not been available. The remit of DEMAQs is to ensure the administration of the assessments is appropriate for all deaf pupils and students. This has involved focussing on school entry plus subsequent Key Stage years. We have developed Guidance for teachers and BSL translations. The Guidance is vital to ensure that assessment is given in ways that accurately measure a number of very different factors. We can then be confident that the data provides a fair baseline from which to watch the relative progress (often called 'value-added') that students make. It is likely that this progress ('value added') depends partly on the teaching received or aspects of the teaching situation.

The Guidance standardises the way assessments are presented and questions are asked in English or BSL. The three broad groups for which we have Guidance for are: those learners who are taught by teachers using spoken English only, those whose teachers use BSL and those whose teachers use spoken English with signs. We are grateful to the teachers in schools and services who have contributed to the development of DEMAQs. This help ensured the issues around presenting the various sections of the assessment questions were addressed.

For Teachers of the Deaf and deaf learners there is the more immediate practical value of having at long last the kind of diagnostic tool that teachers of other children have that produces reliable, comparable assessment information. For the project, the ongoing gathering of data establishes a monitoring system and a basis for further research. One important outcome even at this early stage is that we are gathering assessment information related to teacher presentation of the assessment. This will enable us to provide feedback on the basis of language use.

The PIPS On-Entry Baseline shows us where a particular child is in relation to other deaf children and hearing children when starting school. The assessment is on CD-Rom. The teacher sits with the child and goes through the different sections. The child goes through it again at the end of the year when the CD-Rom introduces more difficult items automatically. It is child friendly and provides teachers with a baseline of the child's abilities when they start school. This is the baseline for subsequent Year 2 and Year 6 measures of value-added progress. The process starts again in secondary schools with the MIDYIS assessments and continues with YELSYS and ALIS.

In addition to cognitive tests the CEM Centre always strives to 'measure what matters'. Thus 'quality of life' is addressed by the use of questionnaires assessing pupils' satisfaction, security, enjoyment and socialisation. These outcomes are looked at in relation to possibly 'alterable variables' such as the extent to which there has been early diagnosis, whether or not there are other deaf students in the same classroom or school, the use of sign language in the home etc.

This Nuffield funded work will be completed in the autumn of 2002 and detailed reports will then be available.

Staff:

Professor Carol Taylor Fitz-Gibbon, CEM Centre
Professor Peter Tymms, Director of the PIPS project
Granville Tate, Research Associate
Adam Walker, Research Associate

Ed:

Whilst preparing this Magazine I heard that the PIPS on-entry baseline is good and would be appreciated at levels other than Baseline. On the other hand amongst ToDs there is some discussion about the language levels for profoundly/severely deaf children and BATOD members have suggested modifications on the papers.

Behaviour, behaviour, behaviour assessing progress

David Bond, Director, RSD Margate and Westgate College (retired!)
Denis Longley, Educational Psychologist, RSD Margate and Westgate College

Introduction

Children with challenging behaviour can pose major problems for schools and residential institutions. These behaviours interfere with the functioning of school programmes, affect the wellbeing of others and make excessive demands on staff and resources. Sometimes people are injured and property is damaged and the children themselves become major concerns for their families and communities.

It is very difficult for staff to manage challenging behaviours. Staff facing these problems need support from others. By working together they will be more effective in keeping themselves and their children safe and will not feel it is their problem alone.

Staff need to learn techniques for preventing and diffusing violent situations. Management has a rôle to play to ensure that staff support each other and problem solve situations where children and teachers are in danger.

Staff generally have a range of strategies for the day to day management of their children which generally stress positive relationships, develop self-esteem in their children and provide clear guidelines on expectations. These strategies often include Individual Education Plans and school based Behaviour Management Policy and Procedures.

Every school needs written policies that outline behaviour expectations and include guidelines for preventing, and responding, to challenging behaviour. Children who consistently become violent and aggressive require Individual Behaviour Management Plans. These are similar to Individual Education Plans and are usually written in consultation with other staff, management, parents and caregivers, and other professionals involved with the child.

At the 2002 BATOD Conference we ran a workshop to help Teachers of the Deaf prevent and manage challenging behaviour. The objectives of this workshop were to:

Provide a brief introduction to behaviour analysis; and

Outline a 6-step problem solving approach to managing challenging behaviours in a systematic way.

All behaviour has a function for the individual. When individuals have limited means for communication they may learn to express

themselves through challenging behaviours. They may be expressing needs and feelings for example boredom, frustration, anxiety, agitation and hunger. It is easy to misinterpret these communication attempts and careful observations will help to identify the function the behaviour serves.

It is far easier to prevent challenging behaviour or to defuse those situations that may lead to extreme behaviour than to intervene further down the track. Prevention strategies involve planned changes that lessen the likelihood of challenging behaviour developing. Before preparing an individual behaviour management plan teachers should first consider the tasks outlined in the checklist below.

Teacher checklist

Tasks:

- the majority of the adults' statements are positive
- children are getting clear direction and know what is expected of them
- children are able to participate successfully in the planned programme
- tasks/work is achievable
- there are clear routines
- the rules are understood
- there are choices and consequences and these are known by the children
- the adult is fair and consistent
- the adult avoids creating conflict and dissension
- the adult avoids situations known to lead to challenging behaviour for individual children
- the adult practices early intervention and does not ignore behaviours that are likely to become challenging.

Where a child is using challenging behaviour an individual behaviour management plan should be implemented. Teachers should use a systematic approach when developing an individual behaviour management plan. It should focus attention on the things over which the staff may have some direct control.

The approach is based on a number of key assumptions

- Challenging behaviour (or a large proportion of it) is learned behaviour - it can be 'unlearned'.
- Challenging behaviour usually means something - for the child it may be a deliberate or purposeful way of gaining some goal.

We need to try to understand what the behaviour is about before we can change it, looking at settings, triggers, behaviours and consequences are helpful in doing this.

Often it is not very helpful to focus on possible causes inside the child or on influences in the home or early childhood.

STEP 1

List 3 behaviours causing you the most concern:

Can you observe and record each instance of the above behaviours happening?

If no, try to write them in a more specific way

STEP 2 Collect Data

Record behaviours on a recording sheet

Some practical ways of collecting facts

- just collect data for 20 minutes per day (a sample of behaviour).
- count the number of times a particular behaviour occurs.
- keep a record of incidents over a set time period.

Ideas to make recording easier

- every quarter of an hour (could set your watch to bleep) look and record whether or not the behaviour is occurring
- have a handful of counters in your left pocket. Every time you notice the child is out of his/her seat take one and put it in your right pocket.
- use a golf counter to record the number of times specific behaviour occurs
- use an egg timer and record whether or not a target behaviour is occurring when it is empty
- ask a colleague to record behaviours
- ask duty teachers to comment on the child's behaviour in a duty notebook.

STEP 3 Analyse Data

What can you learn from your data?

- How often is the behaviour occurring?
- Is any time of the day, week or month worse?
- Is there a pattern to the behaviour?
- Can you think of any reasons to explain patterns of behaviour? For example, does it occur after/before a particular session or event?
- Have you considered any cultural, communication or other factors?
- Can you graph your data?

What have I learnt from my data?

Does the data suggest a course of action?

STEP 4

Plan and Implement Intervention Strategy
Planning Checklist

What do you want to achieve?

- An increase in appropriate behaviour for the whole class?
- A decrease in an individual child's behaviour?
- An increase in an individual child's appropriate behaviour?

Can I achieve this by:

- changing the classroom environment in some way?
- modify or changing my teaching programme?
- changing my own behaviour?
- using consequences more effectively?

What reinforcers/rewards are you going to use to motivate the child to change (will this be reinforcing for the child)?

- Are you going to use any punishments?
- Are they fair and reasonable and can you consistently enforce them?
- How are you going to structure positive reinforcement for the child?
- Will the child get enough to achieve some success?
- Imagine how the child might react to the programme. Are you ready to handle most eventualities?

Theory Insert: Reinforcement

A behaviour followed by a reinforcing consequence (reward) is more likely to occur again



A behaviour followed by an aversive consequence (punishment) is less likely to occur again.



But note!

A punishment only suppresses a behaviour - it doesn't replace that undesirable behaviour with a better behaviour. You should teach and/or reward a more desirable behaviour to take its place.



Remember Grandma's Rule:
A less pleasant activity is more likely to be completed when followed by a pleasant activity "If you don't eat your greens, you won't get any pudding."

Your intervention programme should include

- being very clear and specific about the behaviour you want/don't want eg completing set work, out of seat (bottom not on chair), no hitting or kicking
- stating very clearly to a child(ren) expected behaviour and how the programme is going to work
- closely monitoring child(ren)'s behaviour and comparing with previous data (baseline)
- structuring frequent praise/rewards for appropriate behaviour and consistently applying this.

Optional Setting clear consequences for inappropriate behaviour and consistently enforcing this.

STEP 5 Collect further data to to evaluate progress

To evaluate the progress you are making simply repeat STEP 2.



If your graph shows progress give yourself lots of pats on the back, chocolates, champagne etc.....



STEP 6 Either modify the programme or slowly phase it out

If further data collection shows little or no progress then examine the programme.

Consider

- Is the reinforcer motivating the child?
- Are there any loopholes?
- Are my expectations too high?
- Is the child getting positive feedback often enough?
- How can I modify my programme?

When modifying programme try

- changing or increasing the reward
- clarifying the programme and closing any loopholes.
- more regular monitoring.

Once you have achieved success it is time to phase out the programme.

You can do this by

- moving to a more intermittent reinforcement eg praise/reward the child every third time he/she completes the required behaviour
- moving to less regular monitoring eg only marking the chart twice, then once a day (instead of four or five times)
- relying increasingly on social reinforcement eg using praise only instead of giving a stamp, star, happy face or token
- encouraging the child to monitor his/her own behaviour (eg fill in his/her own chart and show it to the teacher at the end of the day).

Try a day or week 'Flying Solo' without the programme.

DO USE LOTS OF PRAISE AND ENCOURAGEMENT DURING THIS PHASE

BATOD North Summer Conference 'Beyond the Classroom'

Support and Consultation Issues
for Teachers of the Deaf
John's School, Boston Spa
6 July 2002

Speakers: Mary Guest (Usher-Sense) and
Dr Alys Young (Salford University)

Further details from
Chris Payton, North Region Secretary
☎ 0161 794 3236

Mary Grace Wilkins Travelling Scholarship

WANTED

BATOD member

with ideas for small scale research or study which has direct relevance to hearing-impaired pupils/students in the British Isles. ICT topic would be considered favourably!

up to £ 1,000

REWARD OFFERED

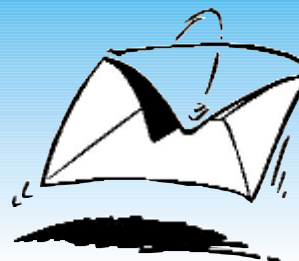
Mary Grace Wilkins Travelling Scholarship

further details from:
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Mr Paul A Simpson
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High Wycombe
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tel: 01494 464190

email secretary@batod.org.uk

Ann Gross
SEN Division
Department for Education and Skills
Sanctuary Buildings
Great Smith Street
London SW1P 3BT
18th April 2002



Dear Ann

Re Training of Teachers of the Deaf

Thank you for meeting us at Sanctuary Buildings in March. At that time we discussed how to maintain and secure an adequate national supply of Teachers of the Deaf holding the mandatory qualification and how to ensure that they are available to fill vacancies. We have decided to separate professional training issues from our discussion on delegation for clarity and because, although both subjects impinge on the ultimate delivery of support for inclusion of children with low incidence special educational needs (by which term we are referring to children with sensory impairments), they can be considered separately.

BATOD's main concerns are as follows:

- that teachers wishing to undertake mandatory training as a Teacher of the Deaf find it difficult to access LEA support through the current Standards Fund arrangements.
- there appears to be considerable inequality between the financial (supply cover, fees, travel) and other support (offered to candidates by LEAs to support training - for example, 25% of students enrolled on courses in the year 2000 were funding themselves independently).
- that deaf pupils are increasingly being taught by teachers in the process of training as a Teacher of the Deaf. Almost all training is now mediated through distance learning or part time courses - candidates take up training only at the point at which they are appointed to work on a regular basis with deaf pupils. Thus there is no pool of trained Teachers of the Deaf able to respond to vacancies as they arise - wherever that might be.
- that an increasing number of teachers are undertaking mandatory training working in isolated situations, without the regular support of other qualified and experienced Teachers of the Deaf.
- that the low incidence nature of deafness combined with the current funding arrangements have limited the training options available to candidates. For example, only one provider of mandatory training nationally currently offers full-time mode training.
- that the age profile of candidates undertaking training limits the mobility of qualified Teachers of the Deaf and therefore the range and quality of candidates applying for vacant posts is unacceptably patchy. Heads of LEA advisory/support services for deaf children (eg in Oxfordshire) are often forced to re-advertise or appoint an untrained teacher to work directly with deaf pupils rather than choosing to do so. This is of particular concern because the nature of support for deaf children has changed significantly over recent years, as now access to relevant and effective mainstream provision is much more of an appropriate option. Consequently, Teachers of the Deaf are required to fulfill a greater advisory rôle than ever before. Nevertheless, Advisory and Support Services are having to appoint unqualified staff to take on these duties. In our view this is not acceptable.

BATOD is confident that there are sufficient enthusiastic and interested potential candidates who wish to undertake training. As Secretary, I receive one or two serious enquiries by letter, telephone or email per week from people who wish to train, but this interest is not reflected in the numbers currently undertaking mandatory courses.

We are therefore interested in working with the Department:

- to develop training strategies that are anticipatory - specifically, strategies to encourage some elements of mandatory training to be undertaken in advance of assuming direct responsibility for the education of deaf children
- to establish and maintain a small national 'pool' of younger teachers holding the MQ(HI) qualification. DfES Bursaries for young teachers with QTS might be a practical way to achieve this objective.

The aim is to develop a strategic plan which would ensure a national supply of newly qualified Teachers of the Deaf each year who are young and available to employers in more than one area.

In our view, strategic planning should include consideration of the reintroduction of 'end-on' training by which newly qualified teachers could train as Teachers of the Deaf immediately following their training as a mainstream teacher. We should also not forget that flexibility in the past was in part secured by a four year initial teacher training course leading to QTS and qualification as a Teacher of the Deaf and we would welcome discussion of the viability of re-introducing such a training route.

We were very interested to hear from Stephen Dance that he had been trying to address the anachronistic situation whereby teachers working with deaf children in a group in a unit or special school are required to have the mandatory qualification but those supporting inclusion in a peripatetic teaching and advisory capacity are not.

We need to be able to appoint people to the advisory and support services who have specialist knowledge and understanding from the outset.

We understand that there are legal complexities to be addressed here but welcome his undertaking to look into this issue again. We would appreciate being kept informed of any further developments.

Finally, we would like to suggest that although SEN regional partnerships may have the potential to maintain an overview of training needs and the planning and allocation of funding possibly through a ring-fenced (standards) fund, it is much less clear to see how they could have a rôle in delivering the training or overseeing its transfer into the work setting.

BATOD welcomes the opportunity to discuss these issues and is keen to work with the Department to improve training arrangements for teachers undertaking mandatory training as a Teacher of the Deaf. Please let us know when it would be convenient to meet again to carry forward discussion of some of the issues and suggestions outlined in this letter.

Yours sincerely

Paul Simpson, Secretary

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CONNEVANS

Ann Gross
SEN Division
Department for Education and Skills
Sanctuary Buildings
Great Smith Street
London SW1P 3BT
18 April 2002



Dear Ann

Re: Delegation of LEA Budgets

Thank you for meeting us at the Department in March. At that time you informed us about the formation of the subgroup of the Special Educational Needs Working Group which will be looking at funding issues for SEN. We discussed how to support services promoting the effective inclusion of pupils for low incidence populations (in our case those with hearing impairment) and you asked us to submit some of our comments and suggestions to you in writing.

We have structured our response under the following headings:

- The nature of LEA advisory/support services for deaf children
- Why the issue of delegation of LEA funds is important for deaf children
- Examples of the negative impact of delegation of LEA funds on advisory/support services
- Recent developments in response to pressure on LEAs to delegate
- LEA advisory/support services as 'virtual schools'
- Recommendations

The nature of LEA advisory support/support services for deaf children

LEA advisory/support services for low incidence special educational needs (LISEN) populations are almost always centrally funded.

This is for a variety of reasons:

- by definition there is a small number of such children
- they are unevenly distributed
- they are unpredictably distributed
- their needs are complex and thus not easily understood
- they require a range of support
- their support needs may vary over time

Such advisory and support services provide direct support to pupils in mainstream schools and indirect support to mainstream colleagues and to other agencies (such as LEA officers, health trusts, social services workers) through formal and informal INSET sessions designed to raise awareness of the distinctive learning needs of deaf pupils. They also provide direct support to the parents and families of deaf children - particularly in the pre-school years.

More than 75% of hearing-impaired pupils (BATOD Survey 1998), increasing numbers of whom are profoundly and severely deaf, are currently educated in mainstream settings. Advisory/support services are the key agency supporting deaf pupils placed in schools where there is no resource base for deaf pupils or qualified Teacher of the Deaf available on site. Indeed these services are the reason that the inclusion of such pupils has been so successful and effective in mainstream schools. Without such services that inclusion would not have occurred.

Services of this type maintain an overview of the individual needs of pupils and can respond flexibly, directing staff time and other support where it is most needed. They are able to monitor the quality of curriculum delivery to deaf pupils and can provide the practical advice teachers need to make teaching and learning accessible at the level of classroom strategy. When mainstream schools have a deaf pupil on roll, visiting Teachers of the Deaf working for LEA advisory/support services bring the expertise and experience needed to support that child into the school and can provide direct support for pupils in class at a level appropriate to their need. These services therefore play a vital rôle supporting the process of inclusion, particularly at School Action Plus and they are also an important agency in raising awareness of the learning needs of deaf pupils within mainstream schools. Finally, these services provide peer support and continuing professional development for the qualified Teachers of the Deaf, teachers undertaking the mandatory qualification (HI) training in distance learning or part time mode and the teaching assistants that they employ.

In addition to supporting the curriculum and providing access for school aged children, advisory/support services co-ordinate and deliver specialised support for children and their families in the home from the time of diagnosis onwards. This rôle is particularly important in the context of the implementation of

universal newborn hearing screening (UNHS). Early intervention and support of this kind maximises the possibility that children will be included successfully in mainstream schools when they attain school age.

BATOD also represents teachers working in the diminishing number of special schools for deaf children. However, in the context of these discussions, it is important to understand that these schools increasingly cater for children for whom placement in mainstream schools would not be appropriate. Whilst these schools have valuable expertise to offer, they rarely support cohorts of children in mainstream settings through outreach services. In essence, it is LEA advisory/support services and Teachers of the Deaf working in resource bases (or 'units') that directly support the process of inclusion.

Why the issue of delegation of LEA funds is important for deaf children

LEA advisory/support services for LISEN populations are usually centrally funded. This has led to great tension between the aspiration to include increasing numbers of pupils with SEN into mainstream schools and the ability to respond to need when increased delegation has in turn reduced those funds available for specialist staffing and equipment. The danger is that the specialist expertise needed to support the process of inclusion for deaf pupils is reduced and fragmented.

Examples of the negative impact of delegation of LEA funds on advisory/support services

- 1 One large LEA in the North West has recently devolved all its funding for special needs, including for deaf children and others with low incidence special needs, to schools. Delegation was accompanied by the reduction of the existing staff base by four qualified Teachers of the Deaf, with corresponding reductions being seen in the VI team. In the six months since delegation has taken place, the following worrying concerns have surfaced:
 - the LEA, which previously was involved with all deaf children in the authority, now no longer knows where increasing numbers of the deaf children in their area are placed
 - in the first term, expenditure supporting deaf children was considerably reduced, by a factor of three, in relation to expenditure which had occurred before delegation took place - although the numbers of deaf pupils in the area remained constant
 - there have been reports of pupils with statements receiving only two 90 minute advice sessions from qualified Teachers of the Deaf
 - the families of babies and very young children are being put on waiting lists before being seen and supported by a Teacher of the Deaf. They are having to wait because there are no longer enough Teachers of the Deaf to cover caseloads as a result of the funding changes mentioned above. Previously it was the practice of the LEA advisory/support service to visit and support families from the time of diagnosis onwards, as recommended by the National Deaf Children's Society and every other agency in our field. Now there is no adequate safeguard to ensure that this will take place.
- 2 A North-Eastern inner-city borough proposed delegation two years ago and at the same time reorganised the special schools in their area. Headteachers of primary schools across the LEA unanimously agreed they did not wish to see such a delegation of funding - on the grounds that they did not have the expertise or knowledge needed to make appropriate professional judgments about the level and type of support required by individual deaf pupils. They were more than satisfied with the existing management of services by the advisory/support service. A key concern of heads was that they would receive a flat allocation - in other words, that schools with no deaf children would receive the same level of funding as those with one or more deaf pupils on roll. As a consequence the authority retained the centrally funded service with the full support of the schools - wholly in line with the recommendations in the Audit Commission Report 'Getting in on the Act' (1992) (paragraph 96) that such services were more efficient and effective when centrally retained and with the contents of DfEE circular 2/94 paragraph 93 which accepts the case for the retention of central services in this way.
- 3 In a rural authority in the Midlands, the LEA proposal is that funding should be delegated, but follow the child. However, this only applies where children are statemented. Funding arrangements to cover support for children at the School Action or School Action Plus stages and for newly identified deaf children of school age are not defined. Schools will have to buy in the service if they feel they need it but it is not clear how they will be able to afford to do so. There is also great concern about how general advice and awareness training in schools will be funded and about how pre-school support will be organised and paid for. This element of work is simply not addressed within the plan.

It should be recognised that teachers working with children with LISEN can prevent children from following a 'failure route' if mainstream staff have been alerted to the signs which may indicate a child has a particular problem. The current Code of Practice tends to suggest that pupils need to fail first before

intervention can take place. In the case of hearing and visually impaired children this is often not the case and such pupils are usually known to Advisory and Support Services before children ever go to school.

The examples above illustrate the ways in which delegation is leading directly to adverse changes to:

- the number of staff available to undertake advisory work of a specialist nature
- the quality and quantity of support offered to deaf children and their families.

Recent developments in response to pressure on LEAs to delegate

Wholesale delegation of funding had been proposed for Sheffield but this had not been well received by the head teachers of schools who wished to maintain and retain a well-respected and efficient advisory service. The proposal which was finally agreed is for a 'forum' of 11 head teachers to oversee the budget for the support service. Eight schools, which have resource bases for deaf pupils, will be represented and will be joined by one head from each of the primary, secondary and special school sectors. The service budget is technically divided between participating schools, but in actuality, decisions about expenditure and deployment of staff will continue to be taken by the head of the advisory/support service.

Pre-school support continues to be centrally funded by the LEA, under these arrangements, as does any out-of-county provision.

A letter to LEAs about changes in Fair Funding arrangements for 2002-3 issued by the DfES School and LEA Funding Department last year seems to assume changes of this kind when it says:

"It has however been represented to Ministers that compliance with the 87% target could have the effect of jeopardising effective arrangements whereby some SEN funding, instead of being delegated to individual schools, is devolved by the LEA to groups or 'clusters' of schools. Funding is then distributed to schools within the group or cluster in the form of devolved allocations not forming part of the schools' budget shares, the allocations being decided by or on the advice of a formally-constituted body including representatives of the schools.

Pending firm and detailed decisions on the treatment of SEN funding within the new LEA and school funding system which is scheduled to take effect in 2003-04, Ministers have concluded that it would be inappropriate to disturb existing or planned arrangements of this kind in the meantime. They have accordingly decided that expenditure of the kind described above should be treated as delegated in the calculation of LEAs' delegation percentages for 2002-03. LEAs wishing to benefit from this arrangement will however need to establish to the Department's satisfaction that the allocation of funding within each group or cluster is determined on the basis of adequately-defined and genuinely representative consultative or decision-taking procedures."

Although this particular scheme has allowed the service to continue to operate in a manner which was welcomed by the schools - there is concern that it depends wholly on relationships between the personnel involved. Changes in the personnel and relationships could render the service very vulnerable.

Furthermore BATOD believes that to be truly effective, a Service for LISEN needs to be co-ordinated, flexible, and cost efficient within a particular Authority. In order to meet the needs of deaf children adequately, a range of provision must be available. This provision usually takes the form of pre-school and mainstream support, or placement in a unit/resource base or at an out-of-LEA specialist school.

Many LEAs are unable to meet the needs of all deaf pupils locally because the low incidence factor means that there are insufficient numbers to form appropriate deaf peer groups. This is particularly significant when an alternative communication mode (eg British Sign Language) is being employed. Therefore it is crucial that the LEA should plan and maintain a strategic overview of the services offered. If this is the case, flexibility, sensible use of resources and accountability can all be addressed.

It is our experience that the delegation of units/resource bases to schools has not been sensible, cost-effective or desirable. We maintain that despite the fluctuating numbers and needs of deaf children, a 'delegated unit' tends to have 'fixed' numbers of pupils with a specific staffing level. As need changes then attempts are often made to fill places or staff are made redundant, or alternatively, utilised in other capacities in the mainstream school. This then means that the expertise of the Teachers of the Deaf is lost. Where units/resource bases are part of a Service then children can move in and out of the bases according to need and staff can also serve both in the more segregated setting as well as peripatetically. Such teachers also benefit from being part of a team of Teachers of the Deaf with whom they can share experiences, ideas and training.

Moreover it means that local strategic management can decide on continuity of provision, eg if an LEA has a primary unit which utilises Total Communication (including the use of sign language) as its mode of communication, then there ought to be a similar secondary unit available for children as they get older. A

central Service should also have available a range of audiological equipment and perhaps technical advice and maintenance.

LEA advisory/support services as 'virtual schools'

We were interested to discuss in a preliminary way the notion of advisory/support services taking on the rôle of 'Virtual Schools'.

BATOD believes the advantages of such a scheme would be:

- that LEA funds could be delegated to such a school
- that coherent and cohesive deployment of resources could be maintained and 'de-coupled' from LEA systems
- that services would have a DfES number giving them the same access to essential documentation and advice from the Department as other schools enjoy
- that the professional development of teams of Teachers of the Deaf could continue and funding mechanisms to support training would be clarified
- that support for pre-school children from the age of diagnosis could be funded coherently
- that schools could operate as centres of excellence with the rôle of delivering, training and providing skills for mainstream staff explicitly identified within their remit.

'Virtual schools' could be funded from delegated money filtered through a schools forum, if necessary.

We were interested to learn that the sub-group is looking into the idea of money being allocated to such a schools forum comprising representatives of schools and other agencies across LEAs. This forum would be charged with apportioning budgets and ensuring an appropriate level of staffing and resources would be made available.

Recommendations

- We recommend that the Department investigate the effects on the delivery of coherent support to deaf children of increased delegation of funds to schools
- We recommend that the idea of Virtual Schools be explored in depth
- We recommend that BATOD be invited to contribute to future discussions on the detail of any proposals, including the establishment of a schools forum, to respond to the concerns raised in this letter

BATOD has very much welcomed the invitation to discuss these issues and is keen to work with the Department to build on existing good practice supporting the process of inclusion for deaf pupils. We would very much welcome the opportunity to meet with you again to discuss the contents of this letter and our recommendations.

Please let us know if there are other examples of policy in practice that we can supply to inform the discussions on funding issues that are currently developing.

Yours sincerely

Paul Simpson, Secretary

Laptops for all school pupils (from an e-Learning Foundation press release)

The e-Learning Foundation is making another £250,000 of pump-prime funding available to local e-Learning Foundations as part of its plan to provide laptops to all UK school pupils within the next five to seven years. This latest funding round is designed to help local Foundations which have already made significant progress in their local areas and will be used to provide equipment for pupils, leverage further revenue and stimulate even greater participation from parents and the private sector.

Over fifty local e-learning projects are now live across the country. This latest round of funding aims to give special help to some of them to accelerate their progress and to show how parents and businesses can play a vital role in our bold initiative of transforming the use of IT in education across Britain. The projects selected for funding will have to be ready to start, clearly show that they can ensure equity of access to

pupils irrespective of their backgrounds, and demonstrate that their scheme will involve contributions from parents and the private sector.

Although this particular funding round is aimed at local e-Learning Foundations which have or are about to begin activities, the national e-Learning Foundation is also keen to hear from other fledgling groups which would welcome assistance in developing their own local e-Learning Foundations - which might then become eligible for subsequent funding rounds.

The closing date for applications for this second round of funding was the end of May 2002 and the e-learning Foundation expects to announce the successful Foundations in early July. The funding comes from a Department for Education and Skills grant made on the first anniversary of the e-Learning Foundation's activities and a grant from Barclays Bank. Watch out for further information on this project.

BATOD Midland

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Education Guidelines

Jane Frew, Elizabeth Andrews, RNID

The RNID Education Guidelines project provides practical support for teachers and teaching assistants working with deaf pupils - particularly for professionals working with deaf children for the first time, or working in isolated circumstances. The materials present information, advice and practical examples of teaching materials and strategies and are intended to support the learning of deaf pupils using a range of communication approaches in both mainstream and special schools. They are written by teachers, for teachers and bring material from a number of different sources together in one place in a format designed to make the information accessible to busy classroom practitioners.

RNID has funded and 'driven' the project and we have facilitated the development of titles developed in 2000 and 2001. However, the materials have authority only because of the active involvement of schools and Teachers of the Deaf up and down the country. Many different agencies and individuals have commented on the text as it has developed and/or contributed examples of classroom practice or teaching materials from their own area. BATOD and NATED have both been particularly active collaborative partners on the project and RNID would like to take this opportunity to thank both organisations for their involvement and support.

Eight titles are currently available with one additional title (on children with cochlear implants) in preparation. The following list is intended to give readers who are not already familiar with the materials an idea of what each title contains. Each publication costs £5.99 and can be obtained from RNID on information@rnid.org.uk or 0808 808 0123, or you can get hold of a copy from the Forest Bookshop (www.forestbooks.com).

Guidelines for mainstream teachers with deaf pupils in their class

Aimed at teachers who have little or no previous experience of working with deaf pupils this publication supports the development of effective inclusion of deaf pupils in mainstream settings. It provides information about different types of hearing loss and their management. The publication can be used by ToDs to support INSET training for mainstream colleagues when a deaf pupil is to be included into a local school.

Effective inclusion of deaf pupils into mainstream schools

This publication provides practical suggestions and guidance to support the effective inclusion of deaf pupils, who use a range of communication methods, from KS1 to KS4 within mainstream settings.

Using residual hearing effectively

The focus of this publication is issues relating to the effective use and maintenance of hearing aids, cochlear implants, radio aids and other amplification devices in educational settings.

Effective early intervention for deaf children 0-5 and their families

This publication is designed for ToDs, educational audiologists and early years specialists who work with deaf babies and/or young deaf children and their families. It is a practical resource for professionals, especially those working with very young deaf infants for the first time. The emphasis throughout this document is on professionals working in partnership with parents.

Deaf students in further education

This publication is intended for use by tutors/lecturers, inclusive managers and other staff in colleges of Further Education (FE) who will have contact with or responsibility for deaf students. It is likely to be of particular interest to tutors working with deaf students for the first time and for managers in colleges currently developing and expanding provision for deaf students. The publication has been produced by practitioners who are members of the National Association for Tertiary Education for Deaf People (NATED).

Promoting literacy in deaf pupils

This publication identifies areas of difficulty for deaf pupils in developing reading and writing skills and highlights the importance of using appropriate strategies to develop the literacy skills of all deaf pupils within the context of the National Literacy Strategy and across the curriculum.

Promoting access to the curriculum for deaf pupils

This publication focuses on key issues impacting on access to the curriculum for deaf pupils such as: the diverse population of deaf pupils, the distinctive needs of deaf pupils, the rôle of the ToD in mainstream schools, accessibility of lessons across the curriculum in special and mainstream schools.

Promoting numeracy in deaf pupils

The main areas identified in this publication are mathematical information to which deaf children need to have access if linguistic foundations are to be secure enough for progressive development of mathematical concepts and skills. Implications for the teaching of mathematics to deaf pupils within the context of the National Numeracy Strategy across the Key Stages are addressed.

Quality of life in deaf children - measuring the immeasurable?

As this Magazine was prepared the organisation of an exciting one-day conference to explore many of the complex issues involved in this area of assessment was still being completed. The Ear Foundation will host the event at the Queen's Medical Centre, University of Nottingham, UK on 17 May 2002.

The conference will be of interest to a wide range of professionals working with deaf children, and has already attracted a great deal of international interest from those working in the field. The morning will address the more generic issues of quality of life in relation to children and their families, with colleagues from other areas of interest in children. The afternoon will then be devoted to the impact of deafness on life quality.

Topics covered will include:

- deafness, hearing and quality of life
- the notion of quality of life - what do we mean?
- general and specific measures of quality of life in use
- the validity of such measures
- what do these measures tell us?
- parents' and children's judgement of quality of life? - Are they the same?
- using proxy measures
- clinical measures and their relationship to health gain

- self-reporting and its limitations
- future research directions

Time will be made for discussions of these complex issues - do those of us working in this area know what we are talking about?

This intensive one-day course will review current approaches to measuring quality of life (QoL) in children and adolescents with special emphasis on the impact of deafness on life quality in childhood. The validity of applying adult measures of QoL to children will be critically evaluated. The feasibility and reliability of using proxy measures of QoL, such as those reported by parents and carers will also be analysed. The extent to which children can reliably self-report on their life quality will also be explored. Future directions for research in this field will be discussed.

Attending the conference will be a wide range of professionals involved in the care of young deaf children - Audiological Physicians, Audiological Scientists, Paediatricians, ENT Surgeons, Health Services Researchers, Teachers of the Deaf, Speech and Language Therapists, Cochlear Implant Programme Co-ordinators, Social Workers, Parents and the Voluntary Sector.

EDDE 2003, Örebro, Sweden 8 - 11 May 2003

You will know that BATOD is a member of the European Federation of Associations of Teachers of the Deaf. Our Swedish colleagues are arranging a major international congress on the theme of sign bilingualism. It is time for the second EDDE-conference in Örebro, Sweden, EDDE 2003! 8 - 11 May 2003.

The first European Days of Deaf Education were held in 1999 when over 300 delegates from nearly 30 different countries attended. and now we are planning new conference. The theme this time will be SIGNED BILINGUALISM - what does the concept mean today?

It will be a view of the rapid development in the field today; for the individual, the school and in research

The purpose of this conference is the same as 1999 to put Deaf Education on the European map and to create a meeting place for all persons interested in Deaf Education in Europe. The organisers would like to reach out to everyone who works with the education of Deaf and Hard of Hearing students, the parents, as well as Deaf and Hard of Hearing adults. They are concerned with creating a meeting-place for professionals and non-professionals alike,

something the Swedish have gathered a good deal of experience of, over a number of years. They are also concerned with creating a multidisciplinary forum.

Leading European and international educators, researchers and representatives for Deaf organisations will be invited to make presentations on Deaf Education and Bilingualism. There will also be opportunities for others to make presentations, a call for papers is now made. Visit the website www.edde.nu for more details.

Call for papers

Leading European and international educators, researchers and representatives for Deaf organisations will be invited to make presentations on Deaf Education and Bilingualism. This call for papers gives others as well an opportunity to make presentations in accordance with the theme of the conference. The presentations will be made in English, Swedish, Swedish Sign Language and International Sign Communication. The latest date for abstracts is the 15 September 2002 and 8-10 abstracts will be accepted. For practical reasons your abstracts should be sent by e-mail to Karin Angerby: karin.angerby@bi.spm.se



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

Don Johnston Revisited

Many of you will be familiar with the excellent software for developing literacy skills produced by Don Johnston, but are you aware that there are a number of new versions available? The Don Johnson website is found at: www.donjohnston.com

Co:Writer 4000, is the latest release of their predictive word processing program for Macintosh and PC. This version allows a choice of main dictionary, from the most basic 1000 word core dictionary up to a 40,000 word advanced writer dictionary. This is then integrated with the pupil's own dictionary and any topic dictionaries they need to use. Topic dictionaries supplied with the package include My Dog and My Cat, Football and Dinosaurs to mention just a few. More are available to download from the Don Johnston web site and teachers can easily create their own. Another feature of Co:Writer is the flexible spelling option - FlexSpell®. When turned on, this allows phonetic substitutions, common letter confusions, letter reversals etc and interprets these, offering correctly spelt alternatives, so for example balloon might be incorrectly typed as 'bloon', or 'hiked' as 'hikt', but Co:Writer would offer the correct spellings. The system will offer grammatically suitable words as sentences progress and there is also a speech option to read the text on the screen aloud. The first word in any sentence is capitalised and spaces are inserted after each word as well. The program interfaces to any word processor and can even be used to write emails. This is an excellent tool for use with any pupil with writing difficulties and will speed up their text entry significantly.

Co:Writer is now also available as Co:Writer-SmartApplet for use with the AlphaSmart portable computers. These small robust devices allow pupils to enter and store text which can then either be printed directly to a printer or can be downloaded to a Mac or PC wordprocessor or desktop publisher for further work. AlphaSmarts are available as part of the Tesco Computers for Schools scheme and could be a useful addition to any school or HI department, particularly if combined with Co:Writer.

WriteOutLoud is a talking word processor which incorporates a talking spell checker. Pupils are able to choose from a range of different voices of varying pitch and gender, allowing them to choose the one which they can hear most clearly. The text can be spoken as it is typed, or as sentences are

completed. As the word is spoken the text on the screen is highlighted to allow the pupil to connect the spoken and written word. Even if the speech aspect of the program is not of huge benefit to an individual deaf child, the built in Franklin dictionary gives simple definitions and homonyms so the pupil can select the correct form of the word.

Another piece of software which looks very interesting from Don Johnston is Draft Builder which is designed to help pupils to organise notes for writing, learn the writing process, write in different genres and create high quality drafts. Don Johnston, along with a number of other companies, has been approved as a supplier for the Communication Aids Project. (more on page 31)

ICT in Practice Awards 2003

The BECTa ICT in Practice Awards 2003 aim to identify models and examples of excellent individual practice and use these to develop and promote effective practice in the use of ICT in teaching, learning, management and administration. The awards recognise and reward individuals and schools, with thousands of pounds available in the various categories of the scheme.

The categories are: Advice and Support, Inclusion, Innovation and Change, Leadership and Teaching.

Nominations are open from 7th March until 26th July 2002. Wouldn't it be good to see a Teacher of the Deaf in the winners this year? For more information on the awards and how to nominate someone you feel deserves an award, please see the web site at www.becta.org.uk/news/practiceawards

Access all areas

Whilst not strictly ICT news the DfES Press Release 2002/0062 of 25th March 2002 caught my eye as it tells us that £70 million has been allocated as the second phase of the Schools Access Initiative, to improve facilities and access in mainstream schools for disabled pupils in England. The money will be used in a variety of ways including provision of ramps, lifts, adjustable lighting and other acoustic treatment of classrooms.



It can also be used to buy ICT equipment to help pupils who have a range of disabilities. The Schools Access Initiative began in 1996, with LEAs allocated £50 million last year and funding of £100 million to be available on 2003-04. Find out more at www.dfes.gov.uk/pns/DisplayPN.cgi?pn_id=2002_0062

Email issues

We are all very careful about making sure that the emails our pupils send and receive contain appropriate language, but what about the messages within them? BBC Interactive informs us that email has never been so popular. In January 2002 UK homes sent and received 550 million emails, compared to 258 million letters, according to NetValue, a UK-based Internet measuring company. However email can be personally devastating since an ill-advised message can all too easily be forwarded on and on in a matter of seconds. Is this the new tool for bullies? Read about it yourself at http://news.bbc.co.uk/1/hi/english/in_depth/sci_tech/2000/dot_life/newsid_1905_000/1905044.stm

Web sites worth a visit:

PupilLine - www.pupiline.net

This site was started by two British teenagers fed up with being bullied. The site has evolved into a full-featured Webzine for teens about the effects of bullying complete with survival tips for boys and girls. It was a first prize winner in the Cable & Wireless Childnet Awards.

Footee.net - www.footee.net/

Footee.net combines fun, football and education. The site presents all educational material in a fun, interactive environment using games and movies. It is designed to help children of all educational abilities master the requirements of the curriculum. There are interactive games where you can earn balls, buy players and top your football league. The site uses football to teach English, maths, science, design and technology and PE. There is also a teachers' area with guidance on how to use the site to support the National Curriculum at Key Stage 2.

TONIC: The Online Netskills Interactive Course - www.netskills.ac.uk/TonicNG/cgi/sesame?tng

If you would like to gain more confidence in using the Internet, why not try the on-line TONIC course from Netskills at the University of Newcastle? The course provides a structured overview of topics such as searching, browsing and sending email along with step-by-step, practical guidance on a range of topics. There are also interactive quizzes to help you check your knowledge. The TONIC course is free to use, but you'll need to register so that the system can track your progress.

Have you used any web sites with deaf children? What about web sites that have been useful to you? Email us your top five web sites or even your worst five sites, along with a short description and we will share your experiences with other colleagues.

The BBC Education webguide team has contacted BATOD to ask if our members ask about good educational websites? We do keep a regular check and refer sites to you but you may find this BBC service useful.

The BBC Schools Webguide www.bbc.co.uk/webguide/schools reviews non-BBC websites in all subjects of the curriculum and grades them according to key stage. They also have lesson plans for teachers.

The Adult Learning WebGuide also lists sites by category - from agriculture to travel:

www.bbc.co.uk/webguide/learning/adults/index.shtml

Anyone wishing to suggest a site for inclusion can email the team at education.webguide@bbc.co.uk

Schools:

www.bbc.co.uk/webguide/education/schools/index.shtml

Adults:

www.bbc.co.uk/webguide/learning/adults/index.shtml

NB in web addresses apparent spaces = underscore _

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Getting started

First thoughts on becoming a Project Development Officer

Marian Nash, DCCAP Development Officer (South)

"Why are you leaving school?" asked one of my pupils in March. I replied, "Which would you rather do? Go to school or play on computers all day?" He agreed that given that choice, he would opt for ICT any day and realised why I wanted to become a Project Development Officer for DCCAP.

I started at the beginning of April. The project had only just begun and was still very much at the embryonic stage. My colleagues and I arrived at the official centre in Reading University and discovered there were two cupboards full to the brim with technology for us to try out. It was a real Aladdin's Cave with lots of new boxes glistening in cellophane, as well as the many jewel-coloured plugs and leads! It quickly became apparent that communication equipment comes in very many differing forms.

First of all we found the voice recognition equipment, consisting of a headset and a programme, ready to be installed on any PC. Although designed for business people to use in dictating documents, teachers and pupils can adapt its use in different ways. We have been told that, in America, the lecturers in the universities use it all the time, so deaf students can read the lecture at the same time as the other students hear it. Children with difficulties recording their work, either physically or through spelling constraints, can dictate assignments to their computer. It takes time to train the computer to analyse the voices, but patience can be rewarded.

Then we saw the notebook computers with the webcam as an integral part of the machine. This is capable of recording video footage as well as still pictures, all of which can then be put into a 'Movieshaker' programme by the staff and/or the pupils. This is a must for all future film producers. This could also be used for pupils, to submit essays in BSL. A different model is available to enable video-conferencing, which we need to trial along with the videophones.

Some of the computers have 'Blue Tooth', which I've found out does not require an immediate visit to the dentist, but is in fact a way of transmitting wireless signals from one system to another - similar to infra-red, so I'm told. You can have fun sending pictures from one side of the room to the other. This is the latest development along with memory sticks, which (I have been reliably informed) may take over from floppy disks and CDs.

There is some brilliant software. 'Inspiration' and 'Kidspiration' are two mindmapping programmes - for those who prefer to organise thoughts in a pictorial way - which can be transformed into logical written paths. 'Textease' is a useful wordprocessor for children, who may like to include graphics in their work. It is possible to create wordbanks and put in sound effects. Other programmes like 'Write Out Loud' have a choice of over thirty voices, which can be selected to read back text that has been written. Numerous dictionaries on CDs almost tumbled out on our heads. Hangman and other games can be played on the pocket spellchecks.

We haven't yet been able to get to the wireless display screens to see how they can be used in a classroom or the tape-free audio recorders. Clearly, in this modern world, there are new devices coming out and innovative ways of using ICT in education. We are hoping to try all this equipment out with real children, but we would also love to hear from any of you, if you have successfully experimented with any of the above equipment and/or if you know of any other devices, which we should be using. How many of you are using Palms or PDAs (Personal Digital Assistants)?

If we thought we were at the sharp end as we applied for the exciting Project Development Officer posts we now know what the 'cutting edge' really means. With a very steep learning curve, not only with reference to equipment but also the wide range of help for children with complex needs, we have found liaison with the other CAP centres essential. Everyone is very helpful and willing to share expertise on the best way to use low-tech switches and how to develop communication opportunities on the more advanced display units like 'Dynavox'.

Our intention, through this project, is to support and enhance the existing LEA/ Health/ Social Services provision



for deaf pupils, so that the use of ICT can improve their communication skills to access the curriculum. We perceive that this will have a range of interpretations including language development as well as the more obvious voice production and visual display systems.

If you want to know more about the project, then look up our website www.DCCAP.org.uk and the Becta website at www.becta.org.uk/cap.



Calling all ToDs who modify the language of examinations for deaf candidates

BATOD and NATED need to submit the list of accredited modifiers to the Assessment groups early in September. Current modifiers who wish to have their names put on the register of accredited modifiers need to request the common assessment item by the end of the summer term and return it by the beginning of September. All members of the GCSE Sub-committee and our NATED colleagues have now undertaken the assessment.

Although people with a good deal of experience may feel that they should not be re-assessed, BATOD/NATED receive frequent complaints about papers which have not been modified rigorously enough; whilst the Boards often say that ToDs have 'changed the question'. In all other aspects of our professional lives our work is subject to the quality assurance process and it seems appropriate that we should be equally professional about regulating this work we do.

As we have not managed to find a co-ordinator for the GCSE Sub-committee, it is unlikely that BATOD will organise any further courses in, or be so prominently involved with, modification in the foreseeable future. Therefore, it is particularly important to ensure that we have an efficient and professionalised system in place, that will continue to be recognised and valued by the Assessment Groups, despite the increasing constraints and demands they are experiencing.

Requests for the assessment can be made either to the BATOD Secretary or to Jenny Baxter,
☎ 0114 2216504 email: jenny.baxter@talk21.com

Notice to all ToDs who request special arrangements for GCSE and post 16 examinations

The future of the GCSE Sub-committee

The Sub-committee no longer exists in its earlier form. We have been unable to find a co-ordinator and so the responsibility for maintaining its rôle now rests with the Educational Management Committee. Colleagues who need to discuss particular issues relating to a specific Board should contact the relevant person who liaises with that Board. Anyone needing to raise other, more general issues, should contact the BATOD Secretary.

AQA, Derek Heppenstall: dhep@beeb.net
OCR, Jane Couper: janecouper@yahoo.co.uk
EDEXCEL, Jenny Baxter: jenny.Baxter@talk21.com

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Deaf Arts

Kent Godfrey is trying to expand awareness of Deaf Arts and this project may be interesting to many Deaf people. It is also intended for those in more mainstream dance who are interested in new approaches.

Kinaesthetic Music and Dance
Thursday 23 May 2000 7:30pm
@Chisenhale Dance Space

This event is free and open to all
BSL interpretation will be provided.

A video sharing and discussion of work emerging from a term of teaching creative movement to Deaf and hearing children at Culloden Primary School in Tower Hamlets. The experience has been used to develop a personal approach which allows Deaf children to express and experience music through movement. This sharing will include examples of related choreography inspired by the project.

Project Leader Kent Godfrey is very interested in attracting groups to the sharing. Please feel free to contact him if you would like to further discuss this work. email: kentgodffrey@hotmail.com
Chisenhale Dance Space, 64-84 Chisenhale Road
London E3 5QZ

☎ 020 8981 6617; Fax: 020 8980 9323
mail@chisenhaledancespace.co.uk
www.chisenhaledancespace.co.uk

Although admission is free, please contact Chisenhale to book a space.

How to get there: Buses: 8, 277, 379, D6
Tubes: Central Line to Mile End/Bethnal Green.
District/ Hammersmith and City Line to Mile End.
By Car: Parking unrestricted outside venue in the evening.
Disability parking bay directly outside, stair access only.

CONRAD ARTHUR POWELL 1935-2002

Ivan Tucker



It is with sadness that I report the passing of Con Powell, the first President of the British Association of Teachers of the Deaf.

Con was a leader and an inspiration for many of us in his chosen profession, the education of deaf children. However he set off in a different direction, following a degree in French from Manchester University, aiming to be a manager with Johnson and Johnson the pharmaceutical giant. Fortunately he quickly realised that managing the production of band-aid was not to be his life's work and he decided he would like to take up teaching. His first post with hearing-impaired children was at Needwood School for Partially Hearing Children near Burton-on-Trent.

In his training for our profession he was outstanding, gaining Distinctions in both his compulsory Teacher of the Deaf training and in his Post-Graduate course training as an audiologist. We had many good times together at Needwood and I particularly remember the sporting and outdoor activities since Con was a talented sportsman in both athletics and rugby - he had run for his county and played rugby at county level too.

After teaching at Needwood, he moved on to a lectureship in the Department of Audiology and Education of the Deaf at Manchester University where many young trainee teachers came under his positive influence. He made many contributions to research and development, especially hearing aid design. He gave a very important paper on hearing aid ergonomics at the International Congress in Kyoto, Japan, contributed to developments in the design and delivery of satisfactory earmoulds and carried out research on listening levels through hearing aids to design fitting methods helpful to teachers. This was in addition to his important contributions on educational methodology. He then

moved on to be Head of Teacher of the Deaf Training at Oxford Polytechnic (later Oxford Brookes University) and ultimately Head of the Department of Educational Development. The year before last he was honoured by Oxford Brookes University when they made him an Honorary Fellow for his contribution to the University and to deaf education.

He was also very much involved in the wider profession. He was a catalyst in the setting up of the British Association of Teachers of the Deaf and its first President. He was a founder member and inspiration for the development of the National Aural Group (now renamed, and a major organisation and charity called Delta), and then Chief Executive of another major deafness charity, the Ewing Foundation. He was a Governor of Mary Hare Grammar School and later a Vice-President of the school, Head of Research and specialist adviser during my tenure as Principal.

But these are organisations and places and they convey little of Con Powell the person - always helping families of deaf children to do the best and get the best for their deaf child, helping and advising the teachers and audiologists who support them, advising Government Committees such as that which set the standards for acoustics in classrooms where deaf children are taught. He gave unstintingly of his time and attention to everyone and was always happy to share his wisdom. As one of my friends said, "The number of people who must have gained from knowing him is incalculable". She also said Con's warmth and generosity just shone out of him - you could tell if he was in a room or not and when he turned that lovely smile on it just made your day.

Always innovative in everything he did, I remember one of his lessons at Needwood School wondering what he was up to when I saw pupils, in swimming costumes, standing in the school lake. They were up to their chests in water (short ones even deeper!) and had wooden depth markers in order to get average depths in order to help in their calculation of the volume of water in the lake. Not for him solely measuring regular shapes! I can imagine that the exercise would probably be banned on health and safety grounds by many over-protective heads these days. Con believed that education should be exciting - he was supremely gifted in many areas, always pushing to give of his best and demanding that in others - only that they give of their best! His degree may have been in French, but it could have been in many subjects as his knowledge across a whole raft of subjects was encyclopaedic.

The lives of my family and that of Con's were intertwined for more than thirty years. Kevin, Con and Sheila's oldest son, was just a baby when we first met. Our own two children came along and Con and Sheila were god-parents. Over the years we took many holidays together in rented cottages, in caravans, in tents and hotels - the weather was always good! He was certainly an inspiration for me on one occasion when we were on holiday in Newquay on the Welsh coast. I had never canoed before and by then Con was a keen canoeist, He encouraged me to have a go and showed me how to get in and how to paddle, but unfortunately he didn't tell me about the pull tab to release the skirt if I needed to get out in a hurry. So out I canoed - doing well - and then turned to come back to shore and was hit by a huge - he said small - and small it probably was - wave which rolled me over. This did cause consternation on the shore as Katie (very pregnant at the time) watched this upturned canoe with no sign of me for what seemed like forever, but was probably only a few seconds! It also caused some consternation with me! But I did manage to force myself out with only serious injuries - some modest bruises actually. But here's the inspirational bit! When we got home I signed on for a ten week Eskimo rolling course and managed to surprise Con on a later holiday on Coniston where I deliberately rolled over and managed to roll myself back up again. I hope readers can indulge me while I just mention another couple of trips we made together.

Sheila, who tragically died of cancer before Con, had always wanted to visit Jerusalem and we went not long before she died. Con, Tony Shaw, David Bellinger and I presented a paper at the International Congress on Education of the Deaf in Tel Aviv and we then linked up with our families for the holiday - what a holiday! Sheila did the research and, armed with appropriate guide books, was determined to see absolutely everything and I think we did! Jerusalem, Bethlehem, Nazareth, Jericho, the Sea of Galilee, the Dead Sea, Massada, and we walked every inch of Jerusalem's walls where public access was permitted. That was a wonderful holiday that gave enormous pleasure to them both.

Then the year after Con's first major operation we went with him to one of our favourite places in Brittany. Eating, which had become a real trial, was no problem, we simply did it very slowly sitting out in the sunny garden with Con's 'ghetto blaster' playing gentle jazz from where it perched precariously on his bedroom windowsill. (How he loved jazz. Many people who read this Magazine and who've been anywhere with Con, will recall him saying "I wonder if there is anywhere to listen to jazz here?" and then we would trek over the whole town to find it.)

Restaurant meals in the evening too were happy slow affairs - they never seem to rush you there as some English restaurants do as they try to slot in an

extra set of diners. With walks along the Rance and trips to Dinard and Dinan, that was a truly happy time for the three of us. He even taught Katie and me some bridge - "I promise I will get better, Con, but bridge is complicated and I do not have your energy at the end of my working day! Your friends at the Bridge Club where you were a stalwart will miss you and they have decided to create the Con Powell Cup for their Christmas competition. You will always be in their memory." Con loved the village of Marcham in Oxfordshire and both he and Sheila took an active part in its life. Con was a keen member of Marcham Players and we often went to their productions - not forced, I hasten to add, since the performances were always excellent. Con played the part of Joseph in the Nativity Play in this Church and the part of the Prosecuting Council in the Vigil and in many other productions.

Con was always supported by a strong family - his mum Elsie, who survives him, aged 95, Sheila who tolerated the shop talk we constantly had together and supported him, though he worked too much - lovely children Kevin, Tracey, and Gary of whom he was fiercely proud, settled and happy in their lives, and four grandchildren who brought much light to his life especially in the final few months when he was able to spend more time with them.

Perhaps I can conclude with a few comments from another friend.

"It was a distinct privilege to have known Con, to have worked and played with him. Things were always on the move when he was around - he always had a novel idea, something worth trying (always with the rampant optimism that there was absolutely NO good reason why it shouldn't work!) He filled every moment of the years he was destined to live - not many people can make such a claim. I thank God for having known him and I know that many others do too."



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| A&ICT(C) | Audiology and ICT Committee | MAIS | Meaningful Auditory Integration Scale |
| ADWA | Asian Deaf Women's Association | MIDYIS | Middle Years Information System |
| AGM | Annual General Meeting | MQ(HI) | Mandatory Qualification (Hearing Impaired) |
| ALIS | Advanced Level information System | NATED | National Association for Tertiary Education with Deaf people |
| ASLI | Association of Sign Language Interpreters | NC | National Curriculum / Noise Criterion(acoustics) |
| BACDA | British Association of Community Doctors in Audiology | NCPA | National Committee for Professionals in Audiology |
| BAEA | British Association of Education Audiologists | NDCS | National Deaf Children's Society |
| BATOD | British Association of Teachers of the Deaf | NEC | National Executive Council (of BATOD) |
| BBC | British Broadcasting Corporation | NFER | National Foundation for Education Research |
| BDA | British Deaf Association | NIACE | National Institute for Adult and Community Education |
| BDPL | Brent Deaf People Limited | NI | Northern Ireland |
| BECTa | British Educational Communications Technology agency | NSLDP | National Subtitling Library for Deaf People |
| BSHAA | British Society of Hearing Aid Audiologists | Ofsted | Office for Standards in Education |
| BSL | British Sign Language | OHP | Over Head Projection/ Projector |
| BSMHD | British Society for Mental Health and Deafness | ORL | Otology, Rhinology and Laryngology |
| BPVS | British Picture Vocabulary Scale | PANDA | Performance Assessment & National Contextual Data for special schools |
| CAP | Communication Aids Project | PASS | Profile of Actual Speech Skills |
| CAP | Categories of Auditory Performance | PC | Personal Computer |
| CD ROM | Compact Disk Read Only Memory | PD(C) | Professional Development (committee) |
| CEM | Curriculum Evaluation and Management | PDA | Personal Digital Assistant |
| CHSWG | Children's Hearing Services Working Groups | PDO | Project Development Officer |
| CI | Cochlear Implant | PE | Physical Education |
| CPD | Continuing Professional Development | PETAL | Phonological Evaluation and Transcription, Audio-visual Language |
| CSW | Communication Support Worker | PIPA | Primary Inventory of Phonological Awareness |
| DAW | Deaf Awareness Week | PIPS | Performance Indicators in Primary Schools |
| DCCAP | Deaf Children's Communication Aids Project | PLS-3 UK | Pre-school Language Scales-3 UK |
| DCS | Deaf Children's Society | PPECS | Pragmatics Profile of Early Communication Skills |
| DELTA | Deaf Education through Listening and Talking | QCA | Qualifications and Curriculum Authority |
| DEMAQS | Durham-Edinburgh-Manchester-and Queens Belfast -Swansea. | QTS | Qualified Teacher Status |
| DfES | Department for Education and Skills | QoL | Quality of Life |
| DVD | Digital Versatile Disk | RAD | Royal Association for Deaf people |
| EM(C) | Educational Management (committee) | RNID | Royal National Institute for Deaf people |
| FE | Further Education | SCOPE | Support Organisation for Cerebral Palsy |
| FEAPDA | European Federation of Associations of Teachers of the Deaf | SEN | Special Educational Needs |
| GRASPS | Graded Auditory Speech Perception Screen | SEND | Special Educational Needs and Disability |
| HA | Hearing Aids | SIG | Special Interest Group |
| HAC(s) | Human Aide(s) to Communication | SMA | Short Message Service |
| HDM | Healthy Deaf Minds | STAP | Screening Test of Auditory Processing |
| HE | Higher Education | STAP | South Tyneside Assessment of Phonology |
| HI | Hearing-Impaired | STASS | South Tyneside Assessment of Syntactic Structures |
| HMI | Her Majesty's Inspector | TBA | To Be Announced / Arranged |
| HSSDC | Heads of Schools and Services for Deaf Children | THRASS | Teaching Handwriting, Reading and Spelling Skills |
| ICED | International Congress for the Education of the Deaf | ToD | Teacher of the Deaf |
| ICT | Information Communications Technology | TONIC | The On-line Netskills Interactive Course |
| IEP | Individual Education Plan | TROG | Test for the Reception Of Grammar |
| INSET | In Service Educational Training | TTA | Teacher Training Agency |
| ISBN | International Standard Book Number | UK | United Kingdom |
| ISSN | International Standard Serial Number | UKCoD | UK Council of Deaf people |
| IT | Information Technology | UNHS | Universal Newborn Hearing Screening (previously Neonatal) |
| KS | Key Stage | VAT | Value Added Tax |
| LARSP | Language Assessment and Remediation Screening Procedure | VI | Visually Impaired |
| LEA | Local Education Authority | www | world wide web |
| LIP | Listening Progress Profile | YELISIS | Years of Late Secondary Information System |
| LISEN | Low Incidence Special Educational Needs | | |
| MAP(C) | Membership, Administration and Publicity (committee) | | |
| MP | Member of Parliament | | |

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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, some are meetings booked for the near future. Your representatives at the meetings listed include: Russell Brett, Lucy Leith, Bev McCracken, Peter Preston, Paul Simpson, Ann Underwood, Tina Wakefield, Marian Williams.

| date | venue | external participants | purpose of meeting |
|--------------|---------------|-----------------------|--|
| 27/02/02 | Milton Keynes | Open University | Seminar on Professional Development |
| 06/03/02 | Cardiff | RNID Cymru | Meeting re UNHS |
| 11/04/02 | Reading | Deafax | PDO Management Meeting - DCCAP |
| 17/04/02 | Cardiff | RNID Cymru | Meeting to establish joint working |
| 19/04/02 | London | QCA | SEN Assessment Group KS2 |
| 23/04/02 | London | NCPA | Regular meeting |
| 29/04/02 | Cardiff | National Assembly | Meeting with Jane Davidson, Minister for Education |
| and to come: | | | |
| 09/05/02 | Reading | Deafax | Line managers meeting for DCCAP |
| 27/05/02 | London | NDCS | Contact meeting with new education officer |
| 30/05/02 | Reading | Deafax | Management meeting - DCCAP |
| 11/06/02 | London | UKCoD | Trustees meeting |
| 11/06/02 | London | Phil Willis MP | Contact meeting with Lib Dem Ed. spokesperson |
| 21-22/06/02 | Telford | various | NDCS exhibition |

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.

CHARITY NUMBER 313757

DEVELOPING COUNTRIES HAVE A SPECIAL NEED FOR SPECIAL NEEDS TEACHERS. COULD YOU DO IT?

Teachers of the hearing-impaired in developing countries often work in unstructured environments and have little opportunity to access any specialised training. Which means the children they teach are sometimes doubly disadvantaged. As a VSO volunteer, could you help under these conditions? We are constantly receiving requests for special educationalists who can not only teach, but also train local teachers, advise on planning issues or assist with integration into mainstream education. If you could share your skills as you learn in countries such as Namibia, Nigeria and the Philippines please get in touch.

THINK YOU COULD DO IT?

www.vso.org.uk

020 8780 7500 Ref: BTD



Sharing skills • Changing lives

TV, video and subtitles

Technology Update - April 2002

Richard Vaughan, NDCS Technology Services Manager

It was very disappointing to discover recently that there are now **no** video recorders available that will record teletext subtitles from analogue TV. The Panasonic 710 and 760 models have been discontinued and Panasonic tell us that they have no plans to introduce any replacements. The only option is the TAD150 adapter - available from Connevens Ltd at £229 excluding VAT, ☎ 01737 247571 (v), 01737 243134 (t). The TAD150 can be a useful option for teachers, as it can be moved from one video recorder to another as required. However, it is a great shame that now that over 60 per cent of programmes on the major terrestrial channels have subtitles (including most schools programmes), there is no reasonably priced teletext video recorder on the market. The NDCS Technology Team is urging manufacturers to consider the needs of deaf children and young people.

Recording subtitles from digital satellite, cable or terrestrial TV can usually be done using a standard video recorder. DVDs are increasingly popular and most have English subtitles. The DVDs to particularly look out for are those that have 'subtitles for deaf/hard of hearing people'. In addition to the text, these will include sound effects, clarification of who is speaking, etc. Videos continue to be produced with closed captions, although it is becoming difficult to obtain information about new releases. To watch the captions you need a caption reader (£44 excluding VAT from Sarabec Ltd. ☎ 01642 247789 (v), 01642 251310 (t)). The TAD150 will also display closed captions.

It's also worth remembering that open-subtitled videos can be played on any video recorder. Perhaps the biggest supplier is the National Subtitling Library for Deaf People and their website (www.videoword.org) has a full list of available titles including a number of educational titles from the BBC Learning Zone.

Meanwhile, on a related issue, trials of subtitled films continue across the country and are proving very popular. Monsters Inc, Ice Age and Iris are currently available and NDCS would encourage people to ask their local cinema to obtain a subtitled print.

Caption readers are one of an increasing range of products available for families to try through the

NDCS Blue Peter Loan Service. We know that many teachers recommend the service to families, particularly when they would like their child to try a radio aid at school. We now maintain an email list of people who would like to receive updates and news about the service. If you would like to be added to the list, please send your email address to jeremy@ndcs.org.uk

For any enquiries regarding technology for deaf children, or for details of TALK magazine, contact:
National Deaf Children's Society
15 Dufferin Street, London EC1Y 8UR
Information & Helpline:
☎ (020) 7250 0123,



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Videoword

Videoword, National Subtitling Library for Deaf People
3rd Floor Victoria Mill, Andrew Street, Compstall, Stockport, SK6 5HN

Parent Participation in service development

Amanda Brook Chen NDCS Hearing Services Manager

Background

Health authorities and boards across the UK are responsible for establishing multi-agency *Children's Hearing Services Working Groups* (CHSWGs) to review and monitor local paediatric audiology, and ensure that services work collaboratively with education, social, and voluntary services, so that deaf children and their families receive high quality, well co-ordinated support. The membership of the working groups needs ideally to include audiologists, Teachers of the Deaf, service managers of neonatal and infant screening programmes, speech and language therapists, social workers for the deaf and paediatricians or community paediatricians in audiology and, *crucially*, local parents. It is also very important that at least one of the professionals attending is a specialist in early years. Others attending working groups may for instance include hearing aid technicians, ENT surgeons, health visitors and a variety of those involved with delivery and support of services for deaf children and their families.

In Spring 2000 it was found that working groups had already been established in approximately two thirds of health authorities. Of these, around half had parents already involved. The NDCS believes that the needs of families must be held absolutely central through the membership, planning and practice of the groups, to develop truly *family friendly* services.

Overall Project Aims

- 1 To investigate current practice in existing CHSWGs.
- 2 To recruit and prepare/support parents to represent parents' views on CHSWGs.
- 3 To encourage the fullest inclusion and participation of parent representatives on CHSWGs.
- 4 To provide training/development and support opportunities for health professionals to support the development of high quality services for deaf children and their families.

NDCS Parent Participation Pilot Project

To encourage greater parental participation on working groups, the NDCS is currently conducting a pilot project which aims to prepare approximately 90 parents of deaf children over the next two years to take on the rôle of participants in working groups. *A key feature of recruitment is ensuring the reflection of maximum diversity both of parents involved and, most importantly, the whole spectrum of deaf children that they represent.*

In order to target preparation and support to meet identified needs, the Society has commissioned initial research into the current structure and

practice of groups, and into current parental representation and *participation* in the groups across the UK. The research team (due to report in early May) is interviewing both group representatives and parents to take a bird's eye view of current practice and issues and in particular to look at mechanisms which support the fullest parent participation and group development.

Expected Project outcomes

- An overall improvement in services for deaf children and their families.
- A dramatic increase in parent participation in working groups.
- Evident diversity in parental representation.
- Greater understanding and collaboration between all professionals, leading to more joined up and seamless services and advice for families.
- Feedback to the NDCS about local service issues which will inform and enable campaigning for equality for families across the UK and highlight areas of concern and need.
- Enhancement of working groups' capacity to meet NDCS Quality Standards in Paediatric Audiology (vol IV), and Quality Standards in the Early Years (*February 2002*).

Parent recruitment and involvement

As part of the national pilot project, NDCS is looking for parents who wish to contribute to this important development by representing the needs of the widest range of deaf children through this group working process. Parents of deaf children attending *all kinds of provision* are needed to ensure that the widest variety of deaf children's situations and experience is represented across the UK. The following describes how parents and families can expect to benefit from the experience, and also what parents will be asked to offer as *parent participants* in the working groups. It is important to know that the purposes and activities of the working groups should be mutually supportive to both parent and professional participants represented within them. They should promote a consultative approach to working together which is both positive and active on a year round basis.

Benefits for parents and families

How can parents and families benefit from this involvement?

- by receiving the support and friendship of other parents and those working with them in a professional capacity
- by gaining a better understanding of how local services are planned and work
- in having an opportunity to make the needs and views of families with deaf children known and acted upon

- in having an opportunity to develop their own participation skills
- in increased opportunities to access local and specialist knowledge
- by being part of an important national pilot project.

Expectations of parent participants

What will parents need to be able to offer?

- willingness to be an active group participant
- flexibility to attend a two day preparation event, and up to four working group meetings a year plus other occasional activities as planned
- a curious and open-minded attitude to the views of other parents
- the perspective of the voice of parents and families of all deaf children
- an interest in their own personal development
- a positive view of the potential of deaf people

Opportunities for project involvement

There are a number of opportunities coming up over the next year for those professionals to get involved:

June 21

NDCS Conference workshop in Telford

Parents and Professionals - from Barriers to Bridges

A workshop looking at how parents and professionals can work together to plan and develop services that work for everyone.

October 2002

Project presentation event (probably in Birmingham)

A day where an invited group of those involved in related pilot issues come together to learn about the research project outcomes and resultant project activities and to work together on issues highlighted by the project.

January to June 2002

Professional development opportunities UK-wide

Professional development opportunities will be available to those involved in the development of groups and participation issues and will run alongside piloted consultancy (see overall project aims 4) with working groups to develop a flexible working model for use and adaptation across the UK.

How you can help!

Parent recruitment began in March and will be continuing throughout the year, feeding in to eight preparation events (held across the UK) from July 2002 onwards. Recruitment is being targeted very widely across organisations and groups looking at issues of deafness, childhood, ability/disability, parenting, inclusion and also via community and cultural groups.

Please tell parents you are involved with about this opportunity, stressing both its benefits and commitments (and direct them to TALK magazine May/June issue!) and encourage them to get in contact with me to find out more about how they can make a difference. I can be contacted on

☎ 020 7549 0455 or via email amanda@ndcs.org.uk

Key Skills Programme

The Department for Education and Skills has produced an information pack for The Key Skills Qualification course for post-16 students.

All schools and colleges are expected to offer key skills programmes to their post 16 students but there is to be greater emphasis on tailoring key skills provision to the needs of the individual.

There are six key skills; Communication; Information Technology; Application of Number; Improving Own Learning; Problem Solving and Working with Others.

The pack consists of a guide for students and a briefing pack for teachers and two QCA leaflets containing information about the six key skills at levels 1-3.

The student guide is easy to read and very informative. The briefing pack for teachers sets out the facts you need to understand what key skills are, why they are worth your time and attention, how they will improve the opportunities of those who study them and useful addresses and further sources of information.

The two QCA leaflets set out the course work necessary for each key skill and at each level.

For further information:

Learning and Skills Development Agency

Regent Arcade House,

19-25 Argyll Street,

London W1F 7LS

Fax 020 7297 9191

Key skills helpline 0870 872 8081

email enquiries@LSDA.org.uk

www.keyskillssupport.net



Checking on achievements in North Yorkshire

When Language Goes Wrong... Interpreting and Mental Health

Roger Beeson, HDM organiser, on behalf of BSMHD

HDM is a series of talks/discussions with Deaf people and the professionals who work with them. Organised by the British Society for Mental Health and Deafness. The aims of HDM are:

- informing Deaf people about mental health issues
- enabling Deaf people to share their views and experiences

There was an excellent turnout for the HDM meeting on Demand/Control Theory and its relevance to interpreting in mental health settings with patients who have language dysfluency. We had 113 paying customers (and a few who managed to sneak in and out without paying! we have your photographs!)

This was a complicated subject, which showed how difficult it is to cope with all the demands placed on skilled interpreters. Interpreters may make it look easy, but there's a lot going on underneath. I am pleased that we were able to work together with ASLI (the Association of Sign Language Interpreters) London & South East Region on this evening.

I'm hopeful that the OHP information will be made available to those who want them. I'm grateful for the flexibility of David Wolfenden and Benjamin Souter, following the non-availability of our booked interpreter (damaged wrist in a fall!), in enabling me to Chair and part-interpret. Not ideal, but it worked!

Our next planned meeting is on Wednesday 5 June at 6.30pm. There will be a BSMHD Healthy Deaf Minds on 'Usher and Mental Health'. As usual this is at Friends House, 173-177 Euston Road, London NW1 (opposite Euston Rail station).

Entrance fee £4 (or more). No booking is necessary. All welcomed. There will be BSL interpreting (sponsored by Brent Deaf People Ltd) & Palantype Speech to Text reporting provided (part sponsored by RNID).

Enquiries: email roger.beeson@bigfoot.com

☎/fax 020 8674 3660

☎/SMS 07973 844 718

Road Safety Week 23-29 September 2002

you know the date, now get involved!

Brake, the road safety organisation, is encouraging schools to start thinking about how they can get involved in Road Safety Week 2002, 23 - 29 September.

Road crashes kill and seriously injure nine children everyday. The autumn term is an ideal time to focus on road safety, as nights draw in and risks on the road increase. Brake is offering FREE 'action packs' to teachers to help them plan effective road safety initiatives within curriculum requirements in Road Safety Week and beyond, and save pupils' lives. The action packs are prepared in consultation with relevant Government departments to ensure they are in tune with current road safety and teaching policies.

Action packs are available for teachers of all age ranges and are packed with clear and concise information including:

- establishing a road safety policy for your school
- Government-recommended road safety topics to teach
- tips and ideas for lessons
- where to go for free road safety resources for parents and pupils.

Last year, 9,500 schools rated their Road Safety Week action pack eight out of ten or higher.

To order a pack, call Hannah at Brake on:

☎ 01484 559909.

Orders must be placed before the end of May to ensure delivery before the summer holidays.

Brake is a national not-for-profit road safety organisation. Brake exists to stop the 3,400 deaths and 41,000 serious injuries that occur on Britain's roads every year and to ensure that appropriate care is available for people traumatised by road crashes. Brake produces educational road safety literature and runs events including Road Safety Week. BrakeCare produces guides for people affected by road crashes such as 'What happens in an intensive care unit?'

Brake, the road safety organisation, PO Box 548, Huddersfield, HD1 2XZ

☎ 01484 559909 Fax: 01484 559983

email: brake@brake.org.uk

CPD Logs

BATOD NEC hopes that, during this year, you have been keeping your CPD log up to date with details of the courses and the many activities in which you have participated as part of your rôle as a Teacher of the Deaf.

Please return the back page of your log to Paul Simpson, BATOD Secretary by 30 June so that the log can be registered and validated. You will be given a registration number for future reference.

Continuation sheets will be returned to you with your registration number.

You may be invited to submit your completed CPD Log as part of the 5% of CDP Logs to be audited this year.

This and that...

Following their excellent **Ofsted Inspection** last year, staff and pupils at John's School for the Deaf in Boston Spa were delighted to learn that the school was featured in Her Majesty's Chief Inspector's Annual Report on Quality and Standards in Education 2000/2001. HM Chief Inspector Mike Tomlinson's preface to the report says "As in previous years, the report identifies particularly successful schools. These schools have received an outstanding inspection report and have performed well in national tests and public examinations....."



Frankie McLean has just been appointed as the **Guidance and Lifelong Learning Development Worker for Deaf Connections in Glasgow.**

Part of Frankie's remit is to establish links with organisations for the deaf; FE and HE institutions; and other organisations in Scotland that may deal with deaf people, so if you have any ideas or feelings as to what you'd like from Deaf Connections - or what you think they should be doing - then please let them know. In particular, Deaf Connections are looking at what can be done to help deaf people acquire and develop the necessary skills to advance their education and enhance their employment prospects. Inevitably, this means that the main dealings will be with young deaf adults but there is scope to open to deaf people of all ages.

Deaf Connections is still in the process of determining the overall direction that this project should be moving in; so any input of any kind would be very much appreciated.

100 Norfolk Street, Glasgow, G5 9EJ
email: frankie@deafconnections.co.uk
☎ 0141 420 1759,
Direct Textphone: 0141 420 2817
Fax: 0141 429 6860



The first issue of the **Connexions Card Newsletter** which will keep you up to date with the last Card developments has just been released. You can access the

Newsletter by clicking on the link provided www.connexionscard.com/newsletter.

The Connexions team hope you will find the Newsletter interesting and informative, if you have any feedback please let them know at marketing@connexionscard.com

Ewing Foundation has expanded its technical support to cover South Wales and West Country.

The Ewing Foundation is a charity based at 40 Bernard Street, London WC1N 1LG. It exists to support deaf children, particularly in respect to the development of their spoken language and the maximum use of their residual hearing. Most of its work is undertaken by specialist educational consultants who, at the invitation of various authorities, schools, teachers etc, provide advice and support to aid the effective provision of natural aural education. They also contribute to seminars, conferences and training meetings of various kinds.

The Foundation also operates a Technical Support Scheme for the maintenance, monitoring and repair of radio and hearing aid systems used by deaf children in education. The scheme has been successfully operating for a number of years, whilst the Ewing Foundation has been supporting deaf children for over 50 years!

Technical support cover has been expanded to cover South Wales and the West Country, being based in or near the city of Bristol. A new audiological technician Paul Harris has been employed to cover this area. Paul is currently working with the Foundation's veteran technician Ken Higgins, who covers the Midlands area. Potential users of the scheme in the area will be contacted in the near future. If, however, you are in the South West or South Wales and would like further information or informal discussions about the scheme you can contact Ken or Paul who are based at: Deaf Direct, 13 Castle Street, Worcester, WR1 3AD
☎ 0190 5746 307

Ken Higgins mob: 0786 6920 401 or
Paul Harris mob: 0778 6135 606
email: bristolspirit@aol.com

Healthy Deaf Minds were delighted to announce that they have 2 excellent pieces of news:

- 1 Pauline Latchem from Brent Deaf People Ltd has secured £2460 for BSMHD to continue running Healthy Deaf Minds for the rest of the year, from the London Consortium for Specialist Health Services.
- 2 The Royal National Institute for Deaf People has offered to pay £420 towards the cost of providing the Palantype Speech to Text service for the year. These donations are in addition to Brent Deaf People's Ltd generosity in covering the cost of the BSL interpreting service for the year. Roger Beeson expressed many thanks to BDPL (particularly Pauline) and RNID.

Three more young deaf people have seen their dreams come true thanks to the **Jack Ashley Millennium Awards** - a unique scheme run by the National Deaf Children's Society and supported by a £1.7 million lottery grant from the Millennium Commission.

Kate Evans, 18, from Monmouthshire will be using her grant of almost £10,000 to establish deaf awareness training weekends in South Wales (for newly qualified teachers/teachers in training.) The newly-trained teachers will then use their skills in local schools to increase deaf awareness in the area. Kate says she is taking on the project "to change people's attitudes. Some people think they know better than deaf people because we can't hear ... that's not true!"

Also benefiting from the Award scheme are Andrew Stibbs, 22, from Cambridgeshire, and John Docker, 23, from London. Andrew and John will be training as snowboarding instructors and aim to bring winter sports to deaf children through a training programme and website. John believes that deaf children often suffer from lack of communication in traditional ski schools, which makes it difficult for them to learn. Andrew sums up their project, and the spirit of the Awards scheme, when he says: "If you believe in yourself, you can do it!"

For more information on the Jack Ashley Millennium Awards, please contact the Millennium Awards team on ☎ 020 7490 8656 (v/t) or email: millennium.awards@ndcs.org.uk

A message from Australia

Paul Simpson has received the following message from John Richards, the current National President of the Australian Association of Teachers of the Deaf who writes, amongst other things,

"I have attached a copy of a brochure advertising our Association's Triennial Conference which is to be held in Fremantle/Western Australia during the 15 - 18 of January 2003 - which may be of interest to Teachers of the Deaf in the UK - particularly if they were planning to visit Australia during January 2003. The attachment is a scanned copy of the brochure with the colour, logos and photos deleted so as to reduce the size of the file".

Contact Paul (secretary@BATOD.org.uk) for more details.



Jake working on completing puzzles



Sue Archbold hands over the badge of office to David Hartley, 13th President of BATOD

Don't be without a copy of Guidelines for Hearing Assessment of Children with Complex Needs

Devised by the then Audiology and Educational Technology Committee to help professionals who are involved with hearing assessments of children who, for many different reasons, prove difficult to test.

These Guidelines cover the preparation for testing to establish whether a child who has any combination of physical, sensory, learning or behavioural disability also has a significant hearing loss; modifications to regular test procedures, considerations and further reading. The appendices offer examples of good practice.

Order your copy NOW (price £5.00 inc p&p) from:
BATOD Publications
41 The Orchard, Leven, Beverley,
East Yorkshire HU17 5QA

UK Council on Deafness Bulletin April/May 2002

Welcome to the following organisations which have recently become full members of the Council:
The Ear Foundation, Hartlepool Deaf Centre, Lincolnshire Deaf Services, London Ethnic Minority Deaf Association, Trust for Deaf Studies.

Affiliate Members, Asian Deaf Women's Association
Cambridgeshire Deaf Association, Eastbourne Deaf Club, Hampshire Deaf Association, Hawkswood Centre for Children who are Deaf, Nottinghamshire Deaf Society, Brighton & Hove Sensory Team
Glasgow City Council Social Work Services for Deaf People, Leeds City Council Equal Opportunities
London Borough of Barnet Sensory Impairment Team, National Deaf Services, Royal Borough of Kensington & Chelsea Sensory Impairment Team
Teletec International Ltd.

Fundraising Seminar

The seminar held on 21 March was a great success with about 42 fundraisers from 27 different deaf organisations attending. Many of the delegates have joined our email discussion group for fundraisers, please contact us if you would like to join.

Deaf Awareness Week

The traditional Deaf Awareness Week in October, which for many years has been run by the BDA, is being renamed National Sign Language Week to better reflect the aims and mission of the BDA. In order to give all deaf organisations the opportunity to promote their work and beliefs, UK Council on Deafness will be co-ordinating a 'new' Deaf Awareness Week, the first of which will be held in the Spring of 2003. The principles of running a joint awareness campaign will be debated at the next Full Council Meeting on 23 May, at which a DAW sub-committee will be appointed.

Lloyds TSB Foundation

We are delighted to announce that the Lloyds TSB Foundation for England and Wales have generously agreed to make a grant of £10,440 towards the cost of running the 4 Council meetings that will be held over the next 12 months, the first of which is the meeting on 23 May at which we will have a guest speaker talking about Human Rights. The aim of the Networking Days Project is to bring together senior representatives from our member organisations on a regular basis so that they have the opportunity to get to know each other. This will enable them to share ideas and resources, compare examples of best practice, develop a greater understanding of each other's organisations, identify potential joint initiatives and partnerships, discuss the issues effecting deaf people and formulate joint policy.

Asian Deaf Women's Association

UK Council on Deafness are very pleased to have been able to help bring about a rescue plan for the

Asian Deaf Women's Association which was facing closure due to all their funding running out. RAD has agreed to provide temporary management of ADWA for a period of 12 months to provide the support needed to help put the charity back on its feet. Tom Fenton, Chief Executive of RAD said "The services that ADWA provides for Deaf Asian women are absolutely vital, so we are delighted to have the opportunity to work with ADWA to ensure that they continue. RAD will provide management and practical support, as well as carrying out a programme of fundraising to help address ADWA's financial problems. Our aim is to restore the Association to independence as soon as possible." This is an excellent example of deaf organisations working together and we wish RAD well in their work to re-launch ADWA.

Goodbye Breakthrough

Breakthrough (Deaf-Hearing Integration) have changed their name to **Deaf PLUS**.

Human Aids to Communication Conference

More than 80 people from throughout the UK attended the Human Aids to Communication Conference hosted by UK Council on Deafness in London on 25 April 2002. Many of the original 1992 Commission of Enquiry attended including the Chair of the Commission, Lady Mary Marre.

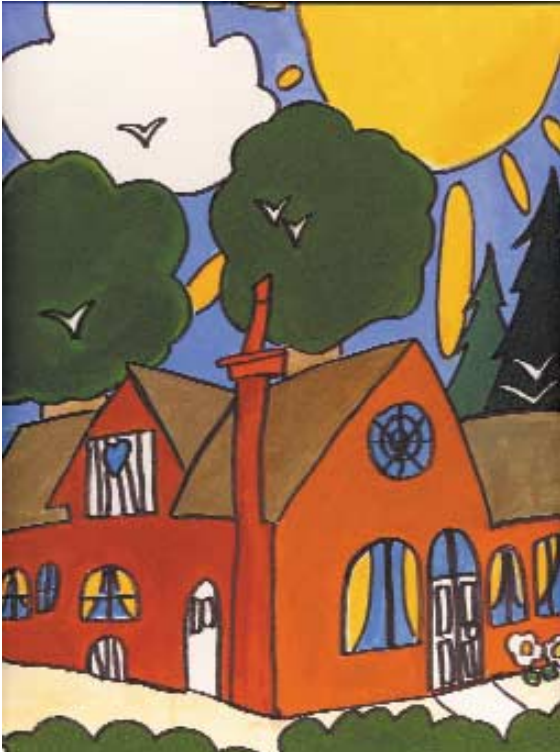
Delegates were given an update on progress over the last 10 years by Bob Peckford and Roz Chalmers of CACDP and Anne Worsfold from the Cued Speech Association. The 1992 report contained 82 recommendations covering 8 topics, some had been met and real progress had been made towards others but many needed further work.

An insight into the day to day problems faced by users of HACs was given by Ruth Myers who uses SSE and Helen Beaumont who is deafblind. Dawn Marshall, manager of the Newcastle Interpreting Agency explained the problems that she has in finding Interpreters with the appropriate skills in specialist settings.

After lunch, delegates caught a glimpse of the future with presentations on Instant Captioning from Teletec International; Access to the Arts using Subtitling from STAGETEXT and BSL/English Interpreters by Videophone from Mike Knight of the Leicester Centre for Deaf People.

In the final session David Brien spoke about his research into the Organisation and Provision of BSL/English Interpreters in England, Scotland and Wales carried out for the Department of Work & Pensions. Rosanna Preston gave details of the work that RNID are doing to train more interpreters and Martin Colville spoke about the newly formed Independent Registration Panel of which he is the first Chair.

The Burwood Centre for Childhood Deafness



Pigeons Farm Rd, Thatcham, Berkshire, RG19 8XA
Telephone / minicom: 01635 573820 Fax: 01635 231445
Email: enquiries@burwoodcentre.org

[UK Council on Deafness Bulletin April/May continued from previous page](#)

The terms of reference for the 1992 Commission of Enquiry were to "Consider the full range of human aids to communication between all deaf and hearing people and make recommendations for the improvement in the quality and quantity for both the short and the longer term...". Much more detailed work will need to be done now to provide a comprehensive update on the report, and the conference has provided much food for thought for the new Commission to consider. There will be a comprehensive consultation process shortly. Anyone wishing to submit evidence to the Commission can find out how to do so by contacting UK Council on Deafness.

Thank you to all of the speakers for making the conference so successful and to the Department of Work & Pensions and to Radiate Videocommunication Ltd for sponsoring the event.

Jonathan Isaac, Director UK Council on Deafness,
Westwood Park, London Road, Little Horkesley,
Colchester, CO6 4BS
☎ 01206 274075 Text 01206 274076
Fax 01206 274077
j.isaac@deafcouncil.org.uk
www.deafcouncil.org.uk

Our highly qualified staff offer independent assessments of children in a relaxed and friendly environment.

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Benefits of amplification
Language & speech development and
Advice on ability levels

The Burwood Centre for Childhood Deafness is a clinically independent, multi-disciplinary assessment centre for hearing-impaired and deaf children. It offers assessments looking at all aspects of development including language and speech, hearing and listening, and measures of general ability. The multi-disciplinary nature of the assessment day has sometimes helped families and local professionals reach a greater understanding of the problems that a child might be experiencing.

One of the most important facets of the Burwood Centre is that time is spent with the family discussing how one aspect of their child's development may, or has, impinged on another aspect. Parents are able to explore the implications of the assessments with the supportive staff of the Centre while in relaxed and comfortable surroundings. The feedback from parents who have attended the Burwood Centre with their child has been overwhelmingly positive.

The Centre does not have a particular philosophy in regard of communication for hearing-impaired and deaf children; we look at the child's needs. We know that frustration is a considerable impediment to learning and minimising that frustration is a priority in a child's life. The National Deaf Children's Society has recently endorsed the work of the Centre by awarding a bursary to help ensure that all families have equal access to the services offered by the Centre. Referral to the Centre can be made by any agency working with the child, or alternatively, parents can request an assessment directly.



Janine Grainger (nee Barron) 1970 - 2002

Teacher of the Deaf, Thorney Close Primary School, Sunderland

Janine was tragically killed in a car accident on 21 April. She was 31 years old and married to Barry only eight months ago. Janine achieved her greatest ambition - to be proposed to in Macchupicchu. This sums Janine up!

Exceptionally close to her Mum, Dad, brothers and sister Janine always spoke of her happy childhood and the love she had for her family and friends. She considered herself to have a perfect life. Janine lived her life to the full and had many plans for a variety of things she wanted to do and achieve in the future. Her time was never wasted. Last year Janine became a Samaritan, she took a car maintenance course, flower arranging and her latest venture was belly dancing!

Janine worked in the support centre for deaf children at Thorney Close Primary School for just over 5 years with Laverne Smare, Sandra Fishburn, Lynne Rowan, Freda Blundell and Gayle Fagan. She was dedicated to deaf children and always made their learning fun. Her main aspiration for them was that they would grow to be confident, independent, enthusiastic learners and communicators in their adult life. She wished them to possess abounding self-esteem. Janine made everyone she came in contact with feel special - adults and children alike. She cared about everyone and the only thing that made her sad was when others were sad.

Janine had recently joined the North Region Committee of BATOD and was looking forward to being more involved in scaffolding the future of deaf education. She had also recently been awarded funding to research into thinking skills which would directly benefit the deaf children in her school.

Although we all feel very sad at present, as the days go on we will be able to think of her and smile because we know that's what she wanted - that we must celebrate life and not mourn death. We consider that we have lost a member of our family and work will not be the same without her. Her joviality, talents and friendship will be missed by us all.

We would like to extend our deepest sympathy and condolences to her husband and family. They request that, in light of her memory,

"follow your heart".

The Staff at the Support Centre for deaf children at Thorney Close Primary School



Dear Mrs. Grainger's family,

I am sorry about Mrs Grainger's death, but you had a wonderful child. She was kind, caring, loving and she never picked faults with other people. She was a brilliant woman.

I'm sure such a good person would go to heaven.

You should be proud at raising such a wonderful woman.

Yours sincerely,

one of Janine's pupils





Membership subscription rates 2002 - 2003

| | | due 1 August 2002 | |
|--|------------------------|---------------------------|---------|
| | Annual Direct Debit | Quarterly Direct Debit | Cheque |
| Full members in employment | £ 51.50 | £ 13.50 | £ 57.00 |
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For those retired members who no longer wish to receive the Journal there is a concession to pay a reduced subscription. This concession also applies to associate members who are employed as Teaching Assistants or in similar rôles who do not wish to receive the Journal.

Retired members who reach the age of 80 are entitled to free membership of the Association. Any members who reach this milestone are invited to contact the Treasurer.

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

Anyone with a change in circumstances (eg changing to retired status) should inform the National Treasurer as soon as they are able. 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  /Fax 0161 439 4586
email: treasurer@BATOD.org.uk

Mr Bev McCracken
BATOD National Treasurer
200 Bramhall Lane South
Bramhall, Stockport
SK7 3AA

All members are reminded that the National Treasurer **MUST** be notified of any change of address to ensure that Magazines and Journals reach them.

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| Date | Organisation | Meeting Topic | Venue |
|----------------|--------------------------------|--|------------------------|
| 2002 | | | |
| June | 5 Healthy Deaf Minds | Usher and mental health | Euston, London |
| | 7-8 EENET/DAF | What does the South really want from the North? | Birmingham |
| | 14 BAEA | Bringing Paediatric Hearing Services into the 21st Century | Birmingham |
| | 14-15 BATOD NEC | Association business + regions | Birmingham |
| | 21 BATOD South Preschool SIG | Preschool IEPs | Chertsey, Surrey |
| | 21-22 NDCS | Technology Exhibition and Conference | Telford |
| | 25 UKCoD | Helplines (seminar) | London |
| | 28 BACDA | Choices for parents | UMIST Manchester |
| | 29 BATOD South | Successful multi-agency working plus AGM | London |
| July | 4 Burwood Centre | Implications of HI for children in m/s preschool and primary | Newbury |
| | 6 BATOD North | Counselling and Consultation | Boston Spa |
| | 11 UKCoD | Deafness and mental health (conference) | London |
| | 25-29 DELTA | Family Summer school (pre-school and primary) | Winchester (TBC) |
| July | 28 - Aug 2 DELTA | Family Summer school (pre-school and primary) | Lancaster |
| August | 5-9 Cued Speech Association UK | Foundation Course (accomodation available) | Exeter |
| | 5-9 Cued Speech Association UK | Intermediate Course (accomodation available) | Exeter |
| | 7 Healthy Deaf Minds | TBA | Euston, London |
| Sept | 10 UKCoD | Youth work (seminar) | London |
| | 12 Burwood Centre | Implications of HI for children in m/s preschool and primary | Newbury |
| | 21 BATOD NEC | Association business | TBA |
| Oct | 2 Healthy Deaf Minds | TBA | Euston, London |
| | 12 BATOD Midland | Meeting the needs of the 40% - + AGM | Solihull |
| | 12-13 DELTA | Developing the Listening Ear | Yarnfield Park, Staffs |
| | 16 UKCoD | Black & Ethnic Minority Deaf People (conference) | London |
| Oct 28 - Nov 1 | Cued Speech Association | Foundation Course (accomodation possible) | Canterbury |
| Nov | 1-2 BSHAA | BSHAA Congress | Birmingham |
| | 2 BATOD Scotland | Conference & AGM | Donaldson's Edinburgh |
| | 16 BATOD South | Autumn Workshop | TBA |
| Dec | 4 Healthy Deaf Minds | TBA | Euston, London |
| | 7 BATOD NEC | Association Business | TBA |
| 2003 | | | |
| Jan | 20 BATOD NEC Steering Group | Association business | |
| March | 15 BATOD | AGM and Conference | Edinburgh |
| | 16 BATOD NEC | Association Business | Edinburgh |
| June | 13-14 BATOD NEC | Association business + regions | TBA |
| | 28 BATOD South | AGM and Conference | TBA |
| Sept | 20 BATOD NEC | Association Business | TBA |
| Oct | 31- 2 Nov | FEAPDA / BATOD | European Congress |
| Dec | 6 BATOD NEC | Association Business | TBA |
| 2004 | | | |
| March | BATOD | AGM and Conference | TBA |
| | | | |

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.

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The Editors and the Association do not necessarily endorse items or the contents of advertisements published in the Magazine and cannot accept responsibility for any inaccuracies.

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The British Association of Teachers of the Deaf



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