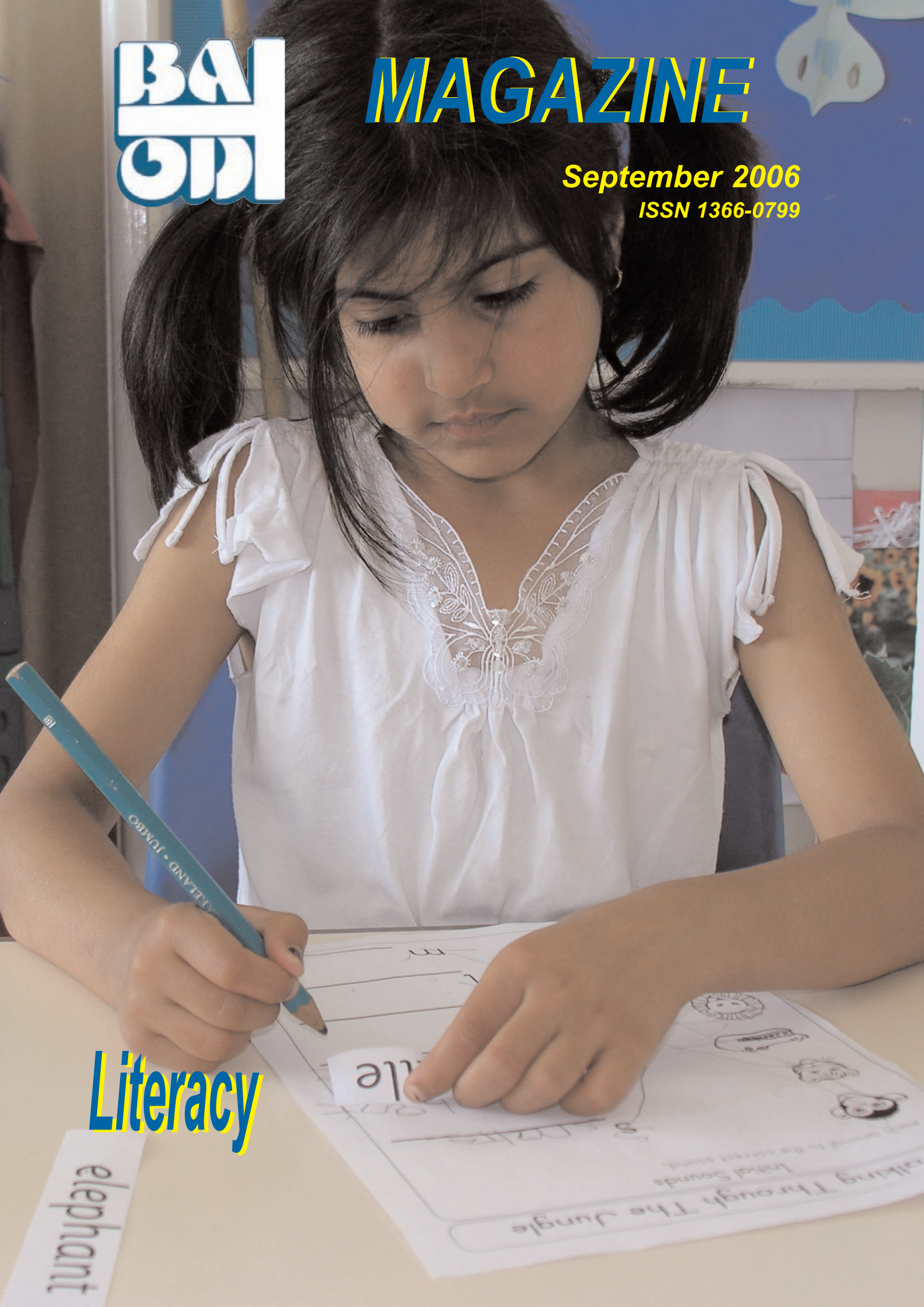


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MAGAZINE

September 2006

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Literacy

elephant

Walking Through The Jungle
land sounds
word to the correct sound.

From your editor

Not having a July Magazine allows me a little respite and putting the next Magazine together is supposed to be a more leisurely experience. Well... as ever it seems that things get squeezed until I give way to the pressure to complete the September Magazine before everyone vanishes on holiday (proofreaders vanish to destinations around the globe at the end of term).

This Literacy issue has a range of articles that should prove interesting to ToDs whichever age range they are dealing with. There may be more articles that arrive shortly and these will be added to the website collection.

Barbara and Liz are working hard to collect all the items for the November and January Magazines and, at last, I have people who begin to understand how far ahead I have to think to get a Magazine organised. As Paul Simpson prepares to take over the role of Magazine Editor from me in March our conversations focus on deadlines, time-lines and fitting things in!

The future Magazines will focus on:

Nov 2006	Achieving potential
Jan 2007	Numeracy/Maths
March 2007	Life skills
May 2007	Transition
Sept 2007	Keeping children safe

The forthcoming BATOD conference next March will consider Transition and the venue will be Leeds. West Yorkshire is very beautiful and the city of Leeds is a shopper's paradise - the Marriott hotel is central and close to the station so why not consider having a weekend in Leeds? I have been negotiating with the hotel for special rates so that members can take advantage of a special package. Watch the website for more details.



Magazine editor

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I may not be available during the day

so if no-one makes it to the phone to respond

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Visit our web pages www.BATOD.org.uk

articles should be emailed to

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Cover Picture

Literacy in a bilingual classroom

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In the driving seat

Alison Weaver

What information should we be collecting and how? Having collected the data, how should it be used? Only if Teachers of the Deaf, Heads of Schools and Services agree the need for the data collection can the survey be successful.

In my presidential address in March I alluded to the important role that BATOD has in lobbying government and other bodies in order to raise awareness of the needs of deaf children and all those working with them. Further evidence of the positive outcomes of such lobbying has been drawn to my attention this week.

At the June conference I was invited to bring colleagues up-to-date with discussions between BATOD and the DfES in the areas of SEN allowances and unattached teachers. In considering the terms and conditions of unattached teachers, I referred to their lack of recognition by the GTC(E) in England and their consequent lack of representation. My comments were followed up by Gail Treml, from the DfES, who was also presenting at the conference. Gail spoke to Jane Steele, Head of Research and Evidence at the GTC(E) who provided the following information:

- ◆ The GTC(E) is aware of the lack of representation and is reviewing the procedures for the next round of elections and membership for 2008
- ◆ The GTC(E) has established a special settings project group to promote CPD for teachers and other professionals in special settings
- ◆ The Spring 2006 newsletter from Connect, the GTC's network for people leading continuing professional development in teaching, has a piece on the CPD needs of unattached teachers.

The review of procedures is something that BATOD has long campaigned for. BATOD pressure also contributed to the setting up of the CPD group and Paul Simpson attends these meetings. Finally, Paul was the author of the newsletter article. It is rewarding to see that time spent lobbying in this way on behalf of members is bearing fruit. I am grateful also to Gail for taking the time to follow up our concerns and feed back the outcomes of her discussions.

'In the driving seat' appears to have been a very apt heading to choose for this article. In the short time that I have been President, I have already had a number of invitations from around the regions and nations to attend meetings and conferences, in addition to the range of meetings with other agencies and organisations that make up the presidential role. I look forward to visiting new places and meeting members across the UK - learning more of the provision for deaf children across the country and gaining more insight into the impact of different legislation and guidance in other nations of the UK.

In early June I was invited as BATOD President to speak at the national conference for Heads of Sensory Support Services, held in Birmingham. The focus of the morning session was the evaluation of support services. Accountability, clear outcomes and impact measures seem to be words I hear wherever I go at present. Across the UK, Teachers of the Deaf in all settings are being called on to demonstrate the outcomes of their work.

As I listened to the contributions of a range of speakers I reflected on the great need we have in Deaf Education for national data about the achievements of deaf children and young people and about provision made for them. In Scotland a significant amount of data was obtained through the Achievements of Deaf Pupils in Scotland survey. Unfortunately, the funding for this survey is coming to an end and the future of the work is uncertain. At the same time, in the rest of the UK we are attempting to collect data through our own BATOD survey. To date we have received a disappointingly low number of returns. While I understand that the current survey format is far from ideal and that we all have far too much paperwork to complete, I remain convinced that the availability of robust data is essential to us all - whether we are working in our individual school/local authority setting or seeking to influence change at a national level.

In the coming months a priority for the association will be to consider the future status of the survey. I would welcome views on appropriate data collection.

Alison

Synthetic phonics and the Rose Review

Tina Wakefield

Head of Service, Sheffield Service for Hearing Impaired Children

You will have seen a lot of interest in the press about the use of synthetic phonics with all children, including those who are deaf.

This has all been triggered by the Secretary of State for Education asking Professor Jim Rose to lead an independent review of best practice in the teaching of early reading, the strategies that best support children who have fallen behind in reading to catch up with their peers and the relationship of such intervention programmes to synthetic phonics teaching.

The differences between synthetic and analytical phonics are defined in the DfES report 'Sound Service'.

The report explains that Synthetic Phonics refers to an approach to the teaching of reading in which the phonemes [sounds] associated with particular graphemes [letters] are pronounced in isolation and blended together (synthesised).

For example, children are taught to take a single-syllable word such as cat apart into its three letters, pronounce a phoneme for each letter in turn /k, æ, t/, and blend the phonemes together to form a word. Synthetic phonics for writing reverses the sequence: children are taught to say the word they wish to write, segment it into its phonemes and say them in turn, for example /d, ɔ, g/, and write a grapheme for each phoneme in turn to produce the written word, dog.

Analytic phonics refers to an approach to the teaching of reading in which the phonemes associated with particular graphemes are not pronounced in isolation.

Children identify (analyse) the common phoneme in a set of words in which each word contains the phoneme under study. For example, teacher and pupils discuss how the following words are alike: pat, park, push, and pen. Analytic phonics for writing similarly relies on inferential learning: realising that the initial phoneme in /p i g/ is the same as that in /p æ t, p a:k, puʃ/ and /pen/, children deduce that they must write that phoneme with the grapheme.

The results of his review were written in a draft form and published on the internet - www.standards.dfes.gov.uk/rosereview

BATOD was asked to comment on the draft report and I volunteered to be involved. Teachers of the Deaf nationally, via the Heads of Sensory Services and the ToD email lists and at local meetings, were invited to send their comments so that I could produce a response.

Some ToDs did reply with very relevant comments, especially those teachers from Scotland who had been involved in the Clackmannanshire Project and were using synthetic phonics programmes such as 'Jolly Phonics'. ToDs who were using the system were in general very positive about it. Other ToDs doubted the usefulness of phonics with severely or profoundly deaf pupils.

Other suggestions from practising ToDs were to look at signing systems, such as cued speech, in conjunction with phonic programmes, perhaps to look at visual phonics developed at Longwill School.

I gathered all the different points of view into a report and took the information to the DfES and Professor Rose in January.

He listened carefully and was very positive about many of the points made, especially taking note of the skills of Teachers of the Deaf to adapt national strategies that are used in schools for the benefit of the individual deaf pupils.

I was greatly encouraged by his and his team's attitude and felt that he valued and respected the skills ToDs have in the differentiation of materials for the individual needs of deaf pupils.

I feel that as Teachers of the Deaf we are often limited by apparent systems and rules that are imposed upon us, and that we ought to have the confidence to use our skills, as recognised by Professor Rose, to adapt new systems to the needs of our children.

CALL FOR PAPERS

Inaugural Australasian Conference

Listening and spoken language for children with hearing loss: potential for today and tomorrow
8-10 March 2007

The Brisbane Convention and Exhibition Centre
The Hear and Say Centre announces a call for papers. Please see the conference website at www.hi2007.com.au

Flippin' phonics - principles and practice with profoundly deaf pupils

Trish Cope, Education Consultant: The Ewing Foundation

The current situation

At the time of writing this article, phonics is a 'hot' topic with the recent report of the Rose Review of the Teaching of Early Reading (Rose 2006). This draws on a range of evidence including school visits, research evidence, contributions from those with acknowledged expertise, Ofsted reports and data and the views of parents.

Behind the debate between 'synthetic' and 'analytic' phonics there are identified issues still to be resolved.

- ◆ Acknowledged inadequacies in recent research and an identification of other research issues still not addressed (Brooks 2003).
- ◆ Inconsistencies about the terminology used (Brooks 2003).
- ◆ A query as to whether word recognition is the underlying problem behind the slow-down in reading improvement or whether the problem is reading comprehension and, if so, how this can best be addressed (Stuart 2003).

Nevertheless, the government has accepted the main recommendations of the Rose Report (Kelly 2006) and, at about the time you receive this magazine, a new version of the NLS will be made available incorporating the recommendations of the Rose Report. This will be a revision rather than a total redirection of the National Literacy Strategy, although there is no intention to teach phonic skills any earlier.

- ◆ There will be more emphasis on discrete phonics work within literacy teaching.
- ◆ The order in which sounds are taught will be reviewed and there will be a faster pace and earlier, systematic work on blending.
- ◆ The 'search lights' model will be reconstructed to separate and clarify the two components of reading ie word recognition and language comprehension.

The scope of the review precluded detailed attention to the specialist requirements of those with severe auditory impairment but states that 'some modifications to the phonic programme may be beneficial' and that 'a wide range of expert help is available to help settings and schools match provision to need'. Furthermore, 'the introduction of phonic work should always be a matter for professional judgment'. It is clear, therefore, that we, Teachers of the Deaf, should ensure that phonics teaching matches the needs of profoundly deaf pupils and that we have the expertise to

provide high quality, clearly focussed advice and teaching that is based on assessed levels of functioning and is regularly reviewed and evaluated.

The report emphasises the importance of speaking and listening in the development of literacy skills both for word recognition and comprehension; word recognition is seen as a 'time limited' means to an end, with reading comprehension the ultimate goal.

So, given that decoding skills are seen as essential, though not sufficient, for fluent reading with understanding, what do we need to consider in order to implement an effective approach to developing phonic skills with profoundly deaf pupils?

Remember that profoundly deaf pupils need to develop the same knowledge, skills and understanding as hearing pupils and there is evidence that they will follow the same sequence as hearing pupils (James 2005).

They need:

- ◆ to know the correspondences between English phonemes and graphemes
- ◆ to identify sounds in words
- ◆ to be able to blend sounds to read and segment words to spell
- ◆ to combine these skills along with other strategies to read with comprehension.

To achieve this we must take account of audiological factors.

Profoundly deaf children may have limited access to speech sounds. However prescriptive hearing aid fitting and the increased use of cochlear implants makes effective access to most of the speech spectrum a reality for most deaf children. Nevertheless, profoundly deaf children may have less experience of listening to a wide range of sounds, so their phonic development may take longer than for hearing pupils.

Listening skills may be delayed. 'Playing with Sounds - A Supplement to Progression in Phonics' (DfES 2001) emphasises the early stages of listening skills from 'can hear and discriminate general sounds, speech sounds and patterns' (Step 1) to 'develops and understanding that words are composed of sounds/phonemes' (Step 2). These early skills provide the foundation for later phonic skills to be built on - a firm foundation is essential to

later proficiency. Whilst NHSP may mean that fewer deaf children have considerable delay in these areas, ToDs must always take account of the pupil's current stage of development. (James 2005).

What will characterise a learning environment that takes account of the needs that arise from this?

- ♦ Strong audiological support to facilitate consistent effective amplification and hence optimum use of residual hearing. The use of Auditory Training Units (hard-wire amplification devices) should also be considered when necessary.
- ♦ A clear expectation that as well as learning to listen pupils can listen to learn.
- ♦ Proactive support for listening skills.
- ♦ Additional opportunities for listening in good acoustic conditions.
- ♦ Focussed as well as incidental listening experiences.

For most hearing children the early stages of 'Playing with Sounds' will be undertaken during the Foundation Stage; however, it is essential to build on what the children know and progress from where they are, so, this may take longer. Pupils will need the experience of listening to a wide range of sounds, learning to recognise syllables and rhyme and then to identify what it is that is similar or different between words. For this they need strong support from an adult who can scaffold their learning by:

- ♦ a clear explanation of the task required
- ♦ sensitive modelling to demonstrate what is needed
- ♦ discussion to provide the required vocabulary
- ♦ appropriate feedback on the pupil's contributions to enable learning
- ♦ participating rather than supervising games and activities.

Supporting early listening skills will involve adults who help to foster an interest in sounds, helping children to identify and sometimes to record them eg through listening walks and producing books such as 'Sounds I can hear', 'Voices I can recognise' to share with others. Discussion will provide the vocabulary needed for describing sounds. Families should continue to receive support so that they can continue to contribute to this development.

Listening skills resources

'Playing with Sounds' provides many examples of child initiated learning as well as group and individual activities and games. These include:

- ♦ music - multi-cultural
- ♦ clapping games

- ♦ dance eg 'In and out the woods and bluebells'
- ♦ rhymes
- ♦ play sounds eg animal and vehicle noises.

Also:

- ♦ books with a range of traditional rhymes and alliterative stories and poems such as Collins Fun Phonics Big Books
- ♦ games which can be undertaken in small groups eg Rhyming Lotto; Pairs Games, Onset and Rime cards (Collins Fun Phonics)
- ♦ My Soft Letter Book (Smart Kids).

Remember, interactive learning will be more effective than worksheets (Ehri 2003).

We must also take account of acoustic phonetics and developmental phonology.

- ♦ Profoundly deaf pupils may not have access to the total speech spectrum and their discrimination ability may be limited.
- ♦ Profoundly deaf pupils may have delayed phonological awareness and production.

To ensure that strategies and activities are appropriate Teachers of the Deaf should have:

- ♦ a clear understanding of pupils' sound discrimination and their phonic awareness. Pupils cannot be expected to segment words and identify phonemes they cannot yet discriminate;
- ♦ a clear picture of the pupils' phonological production and how that fits into a normal developmental sequence; teachers may find it useful to use The Monitoring Protocol along with the Level 2 Materials (DfES) or HARPA (Keen). Pupils cannot be expected to blend sounds they are not yet able to produce;
- ♦ a thorough understanding of acoustic phonetics including transitions. This will inform the sequence and the way in which sounds are learnt. Once pupils start to identify individual phonemes in words, the sequence of sounds used initially may differ from that in Progression in Phonics. Sounds chosen should be those that are more easily discriminated. It might also be useful to start with sounds that can be lip-read to further support the skill acquisition. Hence /m/ is suitable as it contains frequencies from 250 Hz to 3 KHz, is one of the most intense sounds in English and is lip-readable. It is also one of the earliest sounds to be produced.

If precise, accurate advice is to be given and individual learning programmes developed, Teachers of the Deaf may need to further extend and deepen their knowledge and understanding in these areas.

Resources

'Progression in Phonics' and 'Playing with Sounds' provide numerous ideas for activities and games. When starting to identify individual phonemes in words, a key resource is an adult providing sensitive support through modelling, explaining and providing feedback for learning. Puppets can be used to model skills and also make mistakes which the children can notice, correct and learn.

Other resources include:

- ◆ Collins Fun Phonics Big Books, Letter/Picture Cards
- ◆ Smart Kids - Alliteration books and Poetry cards;
- ◆ Foam magnetic letters.

Finally, we must take account of language development. The Rose Report states clearly that 'phonic work should be set within a broad and rich language curriculum'. Reading comprehension, ie language comprehension, is the aim and phonics is a means to an end. (Brooks 2003; Stuart 2003)

However, profoundly deaf children may have delayed language comprehension.

- ◆ This will have significant implications for reading comprehension and also the balance of skills which contribute to fluent reading (James 2005).
- ◆ Being able to blend sounds to read a word will not necessarily mean that it is understood as would generally be the case for hearing pupils.
- ◆ Limited vocabulary may mean difficulties in choosing suitable words to practise skills.

Teachers of the Deaf must ensure that:

- ◆ there is a suitable balance between phonics development and other reading activities so that spoken language can be developed as well as the skills necessary for comprehension eg inferencing, using background knowledge and linking it to new information, establishing causal links and poor knowledge of story structure;
- ◆ when developing phonological awareness, words are chosen which are within the pupil's vocabulary. This may also affect the sounds which are initially used to establish the skill of identifying individual phonemes in words; /m/, which is suitable acoustically and phonologically, is the initial sound in many commonly known words eg 'man; mouse; milk'; /b/ is another example which has similar attributes and is the initial sound for 'baby; ball; bike; book; boy' - words which are likely to be known by a deaf pupil with delayed language development.

Improving the language level of the deaf pupils is vital to improving levels of reading ability and this should remain a key target as long as necessary.

The additional time afforded to phonics teaching as well as an increased emphasis on speaking and listening may enable Teachers of the Deaf to take some additional time to support listening and language development.

There are many resources available to support the development of identification, correspondences, blending and segmenting eg Progression in Phonics and Playing with sounds - although this document will be revised, the activities it suggests will continue to be relevant.

Learning Materials Ltd - Phonic Lotto games; Racetrack games; Fun Phonics - Big Books; Smart Kids - Chunk Stackers; Spelling board games; Decodeable books - Songbirds from ORT; NB 'real reading experiences' are also important. There are also complete schemes which use actions or mnemonics to support skill learning such as Jolly Phonics and Letterland; however, adaptations to these should be made in the light of the issues raised above.

For older pupils with significant delay in phonic development 'Special needs Solutions' might provide useful materials.

Critical factors in the Learning Environment

- ◆ High expectations and challenging but realistic targets.
- ◆ Effective consistent amplification and good listening conditions (BB93) ensuring optimum use of residual hearing.
- ◆ Proactive development of listening skills.
- ◆ Careful assessment of the pupil's level of phonological awareness and production.
- ◆ A clear understanding of the different approaches to the development of phonic skills and an ability to choose between them on the basis of pupil need: 'Leading edge practice bears no resemblance to a 'one size fits all' model of teaching and learning' (Rose 2006).
- ◆ Planning that takes account of the pupil's phonological development and language development.
- ◆ Thorough review of actual learning and evaluation of the suitability of intervention programmes (in their broadest sense).
- ◆ Activities that engage and sustain interest, using other senses appropriately to reinforce listening and phonic skills.
- ◆ An attitude that sees pupils as active learners rather than passive recipients of knowledge.
- ◆ Integration of listening and phonic skills learned in intervention programmes into mainstream learning.

- ♦ Adults who provide knowledgeable, sensitive support.

Another useful resource is the Ewing Foundation. The Ewing Foundation's consultants (Teachers of the Deaf with additional qualifications including educational audiology and Ofsted) work with Teachers of the Deaf/Learning Support Assistants and other professionals to improve the achievements of deaf pupils through listening and speaking. The consultants are available to help teachers to translate the above principles into practice with individual or groups of pupils. They can also provide training for groups of teachers. Topics include audiological issues, inclusion, language acquisition and literacy development. If you would like to receive further advice then please GET IN TOUCH!
www.ewing-foundation.org.uk has the contact details for the consultants and technicians.

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Resources

Fun Phonics, www.harpercollins.co.uk
 HARPA PO Box 7308, Whitchurch, Hampshire, RG28 7YL

Jolly Phonics, www.jollylearning.co.uk

Learning Materials, www.learningmaterials.co.uk

Letterland, www.letterland.com

Monitoring Protocol

DfES Publications ESPP29; Level 2 Materials ESPP31

Oxford Reading Tree; Songbirds,
www.OxfordPrimary.co.uk

Playing with Sounds: A Supplement to Progression in Phonics

Progression In Phonics, DfES 0604/2001

Smart Kids, www.smartkids.co.uk

Special Needs Solutions

www.specialneedssolutions.org.uk



BBC Jam

Earlier this year the BBC launched its BBC jam service www.bbc.co.uk/jam a free broadband service for five to 16

years olds which provides children with immersive, exploratory experiences for learning on their own as well as in school. Aiming to bridge the home-school divide, it also offers support for parents to become more directly involved in their children's education. The service is based on current English school curricula for Key Stages 1-4.

As part of this provision, BBC jam is also providing specific resource areas that support the learning needs of young people with particular impairments, including deaf children.

It is currently developing a digital resource that will support Literacy skills development at Key Stages 1 and 2 for deaf 5-11 year olds using BSL. The resource is underpinned by sign bilingualism and will highlight BSL as a means to develop skills in English Literacy. It will provide users with stories, BSL poetry, games, exercises and activities that simultaneously explore, underpin and develop literacy in, and confidence with, both written English and BSL.

Further information about this innovative resource will be released closer to its anticipated Spring 2007 launch date.

Further information is available from:
 Jonathan Hassell, Accessibility Editor, BBC jam
 Rm 2318, White City, 201 Wood Lane London W12 7TR
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Jolly Phonics

Jean McBryde, Principal Teacher, Resourced Base for Deaf Children
Glenrothes, Fife

As a Teacher of the Deaf working in a mainstream setting I am often asked to take part in the school's thrice weekly phonics programme with both deaf and hearing children.

Using a phonics approach to teaching sounds, words and ultimately reading is not always easy, especially when working with profoundly deaf children. However the introduction of digital hearing aids, coupled with cochlear implantation has meant that the look and say approach to reading need not be the only way to teach deaf kids to read.

I was lucky enough to be introduced to the Jolly Phonics scheme a few years ago and decided to try it with a group of about ten children, two of whom were profoundly deaf and one with a severe hearing loss. All of the children were in Primary 1 aged 4-5.

Jolly Phonics is unique in that it attaches a sign or action to each sound learned. The sign is not related to BSL - rather it is meaningful to the sound involved, example: the sign for 'm' is rubbing the tummy whilst saying 'Mmmm' to the thought of tasty food. The sign for 's' is using the hand to trace a snake in the air whilst saying 'Ssss'. The position of the hand in the air also traces the letter 's'.

The children learn the 42 sounds of the alphabet initially in a specific order. The first six sounds learned are s, a, t, i, p, n. Once these sounds are learned the children are taught to blend or tally the sounds so that they begin very quickly to read cvc (consonant, vowel, consonant) words, eg 'p, pi, pin' or 's, sa, sat.'

The visual element to learning the initial sounds is crucial for deaf children. It immediately gives them a hook which provides understanding of the significance of the sounds learned. For children with useful residual hearing they are then able to blend the individual sounds together, thus 'reading' simple words effectively.

Once the children have learned the action it is very easy to stylise this to become the finger-spelling sign for each letter.

For example, the hand shape for 's' can fluidly go from the air down to the little fingers to create the sign for 's'. So for those children whose residual hearing is less effective the Jolly Phonics scheme becomes a bridge to learning finger-spelling.

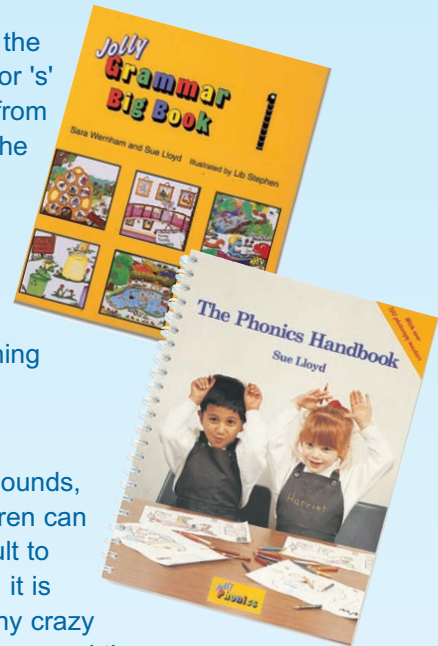
Jolly Phonics helps the development of learning sounds, which for many deaf children can be tedious and very difficult to understand, but above all, it is great fun. I have had many crazy 'sounds' sessions dancing around the room as eg: a Flamenco dancer, clicking my hands as castanets to the sound of 'ck, ck, ck' with a bunch of laughing and dancing children behind me.

The group of children who were first to use the scheme in the Base where I work are now in Primary 5. They are all good readers and they have all passed the national tests in reading for their appropriate age. One profoundly deaf child is working within Level D and the other two are working within Level C. It is expected that children in Scotland will work at Level C by the time they enter Primary 5.

For me, Jolly Phonics is most definitely a very useful scheme to begin the teaching of sounds and goes a long way to helping deaf children gain phonological awareness.

www.jollylearning.co.uk

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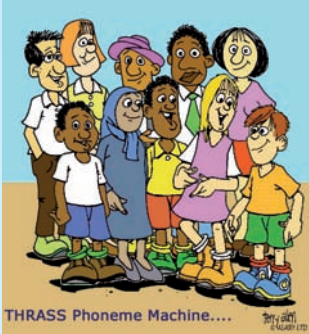
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Helping children to read



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Parents are important

Alan Davies, Chartered Educational Psychologist

Parents are important but many find it difficult to help with phonics

Alan Davies

The international consensus is that parents play a key role in

developing positive attitudes to literacy but there are concerns that many parents do not understand fully the sounds and spelling choices of English. Help is at hand in the form of a new groundbreaking, inexpensive computer programme.

At the launch of the final report of the National Inquiry into the Teaching of Literacy, 8 December 2005, Dr Brendan Nelson, the Australian Government Minister for Education, stated, "We need to start now on a journey of making sure that every Australian understands that parenthood involves a number of responsibilities. One of them is actually starting to read to your children in early life. And, on a day to day basis, let's envisage a future where the average parent gets up each day and thinks, well, of all the things I've got to do today, one of them is read to my child".

The final report of the Rose Review into how young children in England should be taught to read, published on 20 March 2006, recommends that children should be taught using synthetic phonics, an approach that makes explicit the sounds and spelling choices of English (the alphabetic principle). The review, in keeping with the Australian perspective, also stresses the important role played by parents in developing 'positive attitudes to literacy' from the earliest stages by identifying 'well before the age of five, sharing and enjoying favourite books regularly with trusted adults, be they parents, carers, practitioners or teachers,' as being 'at the heart of this activity'.

However, there are concerns that many parents will find it difficult to help their children on a day to day basis with early reading, especially with the synthetic phonics, because they themselves do not understand fully the sounds and spelling choices of English. But the Phoneme Machine, a small but powerful Adobe Macromedia Flash application, is now available to make it easier for parents to help their children with synthetic phonics at home.

The Phoneme Machine is aimed at parents of children starting to read, children finding reading difficult (including those with hearing difficulties, speech difficulties or dyslexia) and those for whom

English is not their first language. It is designed to give them a good understanding of the 44 sounds (phonemes) and the 120 main spelling choices (graphemes) of English by using moving human lips to demonstrate the pronunciation of hundreds of words frequently found in children's reading books.

It has been designed by Alan Davies, British educational psychologist and pioneer of the widely used synthetic phonics programme THRASS (Teaching Handwriting, Reading and Spelling Skills) who says,

'Despite having been a teacher, lecturer, teacher trainer and educational psychologist, I was not confident in helping my own children with the sounds and spelling choices of English. Schools simply don't have the time to explain the intricacies of phonics to parents. I therefore designed the Phoneme Machine to give parents the knowledge and confidence to support the teaching of synthetic phonics, in partnership with their children's schools. With help from their parents, children learn to read and spell much sooner.'

The THRASS Phoneme Machine is available to parents and schools and costs only £10 (plus VAT), which covers its use on any number of computers at the same address. It comes with a free DVD/CD DualDisc, containing over four hours of video of THRASS in action in the UK and Africa, including two one-hour presentations to parents. More information, including an online version and downloadable trial versions for both PC and Mac computers, can be found at www.phonememachine.com

The THRASS Phoneme Machine software uses the International Phonetic Alphabet (IPA) pronunciation system - the symbols listed in the pronunciation guide at the front of many English dictionaries and taught on many courses for Teachers of the Deaf. It has moving human lips to demonstrate the pronunciation of sounds (phonemes) and hundreds of words frequently found in children's books. It is considered to be groundbreaking because hundreds of video clips are used within the one small Adobe Macromedia Flash application - and the instant vector graphics and video still look good on large interactive screens.

It will be interesting to see what the impact of the software is for deaf children, young people and adults, especially for those with high frequency loss and those learning to lip read, as interactive screens become more and more widespread in schools, clinics and, possibly, homes.

English literacy in a sign-bilingual environment

Babs Day, Head teacher, Longwill School, Birmingham

I am often asked what is different about the way we teach English in a SiBi environment. In Longwill School we use two languages, BSL and English, to teach literacy. We believe that the value of a Sign Bilingual approach is that both languages are given equal status and we make a lot of effort to encourage the best possible development for both.

The theory leading the practice

There are certain characteristics of a Deaf Bilingual learner that have implications for the teaching of English. Our aim is to ground the practice at Longwill with these principles in mind.

Characteristics of the Deaf Bilingual learners	Implications for the Teaching of English
♦ They are unlikely to have a well developed first language on entry to school.	♦ The early development of BSL strengths and competences are used as a basis for the learning of English.
♦ They have no prior experience of reading and writing in their first language (L1).	♦ It is important that they have rich early literacy experiences and time for the L1 receptive skills to develop.
♦ They are surrounded by English, like an English as a Second Language learner, BUT they do not have full access.	♦ They need exposure to spoken form to be supported. This can be with text, context, visuals, finger-spelling, visual phonics....etc
♦ The written form may be more accessible than the spoken form.	♦ They also need direct and formal teaching of English.
♦ They may not be able to be taught through the target language ie English.	♦ They need a communicative use of text at times. They will use text to support the development of their 'live' English skills.
	♦ The delivery of the curriculum in English only will only be possible when their linguistic and conceptual foundations are secure in BSL.
	♦ It is also likely only to be in supported situations.

Ideally, English is taught as a second language when the BSL has reached a CALP, (Cognitively Age-appropriate and Linguistically Proficient) level and as early as possible.

The rationale for our policy and practice in Language and Communication

- Equal status is given to both languages. Both are regarded as the language of education.
- Either BSL or English may be a child's preferred language.
- Foundation and KS1 and 2 curriculum includes the planned use of BSL and English to ensure opportunities for the earliest possible acquisition.
- Age-appropriate competence and proficiency in the child's preferred language is an essential outcome.
- The child's developmental response to a Bilingual Early Years programme is the basis for decisions to be made regarding their future placement in Reception.
- Variation in the child's repertoire and language is acknowledged.
- The interdependence and transfer of skills from one language to the other is acknowledged.
- Maximum use is made of amplified residual hearing and cochlear implant use for the development of spoken English language.
- The aim is to separate the languages when in their 'live' forms.

- The place of Sign-Supported English is recognised as a valuable tool for bridging the gap between the Deaf and Hearing world.
- Pupils are seen as being 'dominant' in either BSL or English. The written form of the language may be the target for the BSL dominant pupils.
- Sign Graphics are used in 'bridging' the two languages.
- Signed English is used to aid reading and to help teach grammar.
- Visual Phonics are used to aid word-level understanding and lipreading and the blending and segmenting of phonemes.

In the early stages...

- If the pupils arrive into the nursery at age two or three with age-appropriate language, and for our pupils that usually means good BSL, they can begin to acquire some natural communicative English skills early.
- All pupils will be working on getting the best use of their residual hearing, either through Hearing Aids or Cochlear Implants and will be following good programmes of Speech and Language Therapy.
- Some pupils will already be working on age-appropriate English reading and writing and also speaking and listening in the nursery setting.
- Often pupils do not have a well-developed first language on entry to the nursery and we aim to

provide a 'power-house' of language where we catch up by providing the most stimulating and creative nursery environment for early BSL acquisition. Once they start signing fluently and communicating well, a greater emphasis can be put on English skills.

- The outcome of such a good start is likely to be almost age-appropriate levels of Reading, Writing, Maths and Science at SATs at the end of KS2.

But in reality...

- Pupils also arrive in school at ages 5,6,7,8,9,10 or 11 with no, or very limited, language proficiency in any language and a nursery curriculum is inappropriate.
- As second language learners, they arrive with no prior experience of reading and writing in their first language, as there is no written form of BSL.
- Outcomes are good in terms of their communicative competence in BSL, which impacts positively on their social and emotional development...however, academic achievement standards don't reflect their progress and ability until later in their school lives. They go on to achieve academically but it is delayed.
- Some pupils need time to develop an identity and increased self-esteem which may have been damaged in a previous setting that could not met their linguistic needs.

These are some features of a SiBi classroom.

- The use of both languages is 'self-conscious' and there is differentiation between them.
- Deaf and hearing staff working together.
- ◆ Deaf Native BSL users will be teaching the BSL curriculum and acting as positive linguistic and cultural role models.
- State of the art ICT with interactive whiteboards in every class to support the visual learners.
- Enhanced acoustic environments with sound - field systems in every classroom.
- FM systems optimising the listening environment.
- Daily hearing aid testing with regular electro-acoustic checks on function.

What will you see in a good SiBi English literacy lesson?

- Appropriate use of language supporting the learning needs and linguistic preferences of the child.
- High quality BSL switching to English flexibly depending on needs.
- Constant reinforcement of vocabulary in English.
- Staff collaborating with SLT staff and developing and working on targets.
- Targeted small group SLT sessions.
- Targeted small group and individual BSL teaching.
- Use of BSL to ensure deep levels of understanding of text and concepts.
- BSL, 'Live English' or SSE used with quick

'language switching' depending on the personalised auditory and language needs of the child.

- High quality, creative teaching in a well-resourced visual environment.
- Good quality resources in both languages.
- Celebrations of both languages according them equal status.
- Adults modelling both languages.....pupils being able to 'overhear/see' quality BSL conversational exchanges.
- Children will be communicating and collaborating because of their high first language skills.
- Children will be demonstrating confidence through their ability to participate in the literacy activities.
- Children understand the grammar and syntax of the two languages and the differences between them.
- Children are able to compare the features of the two languages and to learn about English through BSL, thereby improving their target language skills.



Some background theoretical thoughts

Our thinking and practice has developed over many years and through the many discussions, debates and arguments and all the passion for which we are known - and avoided at dinner parties!

It has come from people like Miranda Pickersgill, Susan Gregory, Rob Baker from Leeds University, Peter Plant and the other early SiBi Heads who had a real vision for the future of improved communication for our Deaf pupils and the MFL work of Ruth Swanwick and her colleagues. The heady days of early Sign Bilingualism and the material of LASER is still generally current and fresh and I am delighted that it is being revisited and revised.

The growth of the numbers of children given Cochlear Implants does not pose problems to a SiBi approach. Good early communication in BSL, alongside a careful Speech and Language programme turns out confident communicators in two languages with high self-esteem and a great opportunity for increased choices as a young Deaf adult in a hearing world. I really enjoy meeting the Longwill ex-pupils who come back to visit, getting a special thrill when I ask politely 'which language shall we use?' for our chat about life and the universe. I watched one of these ex-pupils sign speedily to his friend about a social plan they were making and turn to a hearing adult and talk clearly in English.

That is true Sign Bilingualism and the outcome of an education based on the model.

Cued Speech and literacy

Anne Worsfold, Cued Speech Association UK, CSAUK

A conversation between Ann Underwood, (BATOD editor) and Anne Worsfold (Cued Speech Association UK, CSAUK):

Ann (BATOD)

"An article about Cued Speech and literacy?"

Anne (CSAUK), excitedly:

"I've got a really interesting summary of international research looking at the way deaf children brought up with CS can use phonics and"

Ann: "I was thinking lighter, maybe even cartoon-y"

Anne: "Oh!... OK"

To start:

Anne's sons' story - learning to read

A long time ago I was a mother of two profoundly deaf children, one a baby and one a (very lively) toddler. Both were aided early but did not initially appear to benefit. I was frequently trapped in our small, half-built, four-floor old town house by my exhaustion. Too tired to go out I often sat with my older son looking at books and chatting about the pictures. I always cued everything I said. When he was nearing his third birthday I thought he had enough vocabulary to understand if I read from the books; to show that I was reading rather than chatting I ran my fingers under the words. He was very interested in this. One day he noticed the phrase 'oh, boo hoo hoo, what a t' do' and he pointed to the 'o' and cued 'oo'. The next week we went to the zoo and again he pointed to and cued the 'oo' on the sign above the gate. Then he

noticed the letters that made up his name - and that of his brother. He started to try to decode words containing the letters he knew and I began to teach him some new letters.

By the age of three he could read some simple, regular words. Although he could hear very little (average 108Db loss over the speech range) Cued Speech gave him an awareness of all the phonemes. So that he did not lose momentum, and recalling my extreme confusion when learning to read (remember 'look and say?'), I made a 'book of sounds' in which I wrote the different spellings for the phonemes (cues) as we came across them. It worked like this: each page represented one sound, so for example the /aw/ page might start with 'or' (for), then 'our' (four), and 'ore' (more), 'aw' (paw) and so on. The book was never finished because by the time he was four he had cracked the code - he could make the association between the sound he knew existed but could not hear and the letter or group of letters. He could read any word in his vocabulary. He usually read silently and chatted about what he read afterwards but he would read aloud if requested although his diction was poor. When he started local, mainstream school at 4½ he was so far ahead that his teacher got his reading books from class three. She was not happy about this; she said he was not 'reading ready'. His younger brother followed much the same path. Tests by the ToD put both boys' reading ages, and their understanding of grammar, about two years ahead their hearing peers.

I think this story is important because:

- ♦ he was a profoundly deaf child who learnt to read through phonics - without being able to hear most of the sounds
- ♦ he learnt to read very quickly and very easily
- ♦ he learnt to read with, initially, a VERY small vocabulary.

Also worth noting are the facts that he learnt from a parent who was making it up as she went along and that the scrappy, unfinished 'book of sounds' had similarities with current THRASS teaching materials. In addition he appeared to learn new vocabulary through reading at a very early age. I have since spoken to other cueing parents with similar experiences.

Research shows that the children who have early, consistent access to spoken language through Cued Speech in the home have the best results, so one of the most effective strategies for ToDs is to encourage families to cue.



Complete spoken language through vision

Research shows that children brought up with Cued Speech can:

- achieve literacy levels equivalent to hearing children of the same age
- think in spoken language

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Cued Speech uses eight handshapes in four positions near the mouth to clarify the lip patterns of normal speech

For information and training contact:
Cued Speech Association UK

Tel (v&t): 01803 83 27 84 email: info@cuedspeech.co.uk
web: www.cuedspeech.co.uk charity number: 279523

Cued Speech can also be very effectively used to support literacy teaching within schools. With Cued Speech the teaching of phonics to deaf children is not only possible but simple. No other system can be used in real-time to show the sounds of speech and how they combine into words, phrases and sentences.

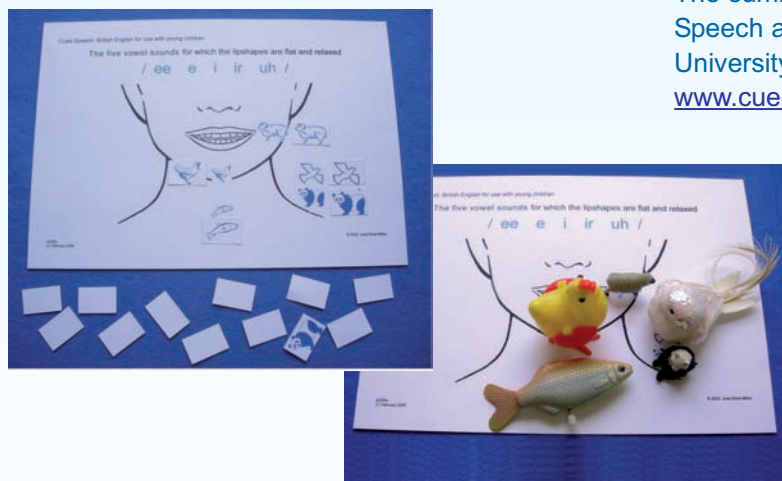
Teachers and support staff can learn to cue in about 20 hours and the CSAUK arranges courses in different formats. A learn to cue website in the final stage of development is expected to significantly cut face-to-face tuition time.

Materials are available to support literacy teaching in the classroom. Cued Speech Activities for Children, is a brand new, comprehensive CD-ROM of printable teaching materials by June Dixon-Millar, founder of CSAUK, designed to be compatible with any reading scheme. This 400-page resource aims to teach deaf children the sounds of English and their spelling forms through Cued Speech activities, pictures, games, flash cards and simple vocabulary. Also included are activities designed to accelerate the language of deaf children who have not had the benefit of Cued Speech from infancy and who consequently have delayed language and reading levels.

Materials include:

- ◆ activities to enable deaf children to decode and encode language
- ◆ games such as Cued Speech snap, pairs and clock patience
- ◆ pictorial as well as word-based charts to provide a dependable reference base for all consonant, vowel, diphthong and triphthong sounds
- ◆ spelling forms of phonemes
- ◆ certificates of achievement for the children at different stages.

examples of teaching materials



A version using the International Phonetic Alphabet should be finished shortly. The current bargain price of either CD-ROM is £12.

Also available is a booklet written by Sheila Skillings, primarily for deaf 7-10 year olds, but suitable for any age, to teach Cued Speech to children. This tried and tested booklet uses 'Jolly Phonics' script and costs £6.

Equal Access

Ruth Kelly has said: *"I am clear that synthetic phonics should be the first strategy in teaching all children to read"*.

There is no reason why, with Cued Speech, deaf children cannot be taught alongside their hearing peers and with equal success.

Finally - research

Research shows that deaf children brought up with Cued Speech have reading levels equal to hearing children and can learn to read through phonics. The summary of international research into Cued Speech and literacy by Dr Kelly Crain PhD, of the University of South Florida, is on our website at www.cuedspeech.co.uk under the heading 'news'.

To discuss the use of Cued Speech contact: anne@cuedspeech.co.uk
 For training or training materials contact: kim@cuedspeech.co.uk
 For further written information contact: steve@cuedspeech.co.uk
 Or call 01803 83 27 84

Writing frames

Catherine Bowden, St John's School, Boston Spa

Writing frames are a fantastic way of overcoming the fear of a blank piece of paper and helping students to have a go at what, for many, are the more challenging writing genres. For any student, each completed writing frame provides valuable experience of the writing process and is a step towards independent planning and writing of extended pieces.

In the English department at St John's we use them most when tackling the non-fiction genres, for example the three writing triplets required in the GCSE: inform, explain, describe; argue, persuade, advise; and analyse, review, comment. At Key Stage 4 a writing frame like the one below provides practice in writing to explain. It provides an organisational outline and models an appropriate style with suitable connectives.

GCSE English : Writing to Explain

- ✓ Write an explanation of how to play Kim's Game.
- ✓ Imagine you are writing in an exam.
- ✓ Aim to write about 250 words in 45 minutes.
- ✓ Use the ideas on the writing frame below to help you.

WRITING FRAME		
Game guide : Kim's Game		
Section	Headings	Possible phrases
Introduction (explanation)	General description Number of players Equipment Objective	Kim's game is ... It involves ... This is a game for To play the game you need The object of the game is to
Procedure (instructions)	Starting the game Playing the game Making the game more difficult	To start the game Make sure During your turn you must For a greater challenge, you can..
General advice	What to do if...	To help you remember the items on the tray... If you can't see
Conclusion	Winning	The player who is the winner.

The sentence starters can easily be copied onto a page of Smart Notebook to allow the teacher to model, eg the opening paragraph, drawing attention to a fairly formal style and the need for the present tense. Students can then continue independently, using as many of the starters as they wish.

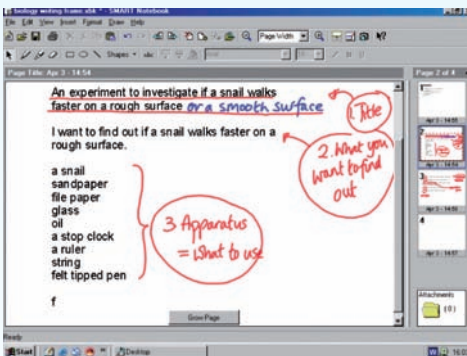
Especially useful with less confident writers, writing frames can be used across the curriculum with all ages and all abilities. However, they are also valuable in terms of providing guidelines for the more confident writer who can be selective in using those aspects of the frame he or she finds helpful. The beauty of writing frames is that they can be adapted to fulfil a number of functions, and they can be used flexibly to provide as little or as much help as is required.

In Food Technology the Pupil Help Handbook is an extended writing frame, which guides students through the production of their major project for GCSE. The handbook includes both advice - in terms of the range of information required and how to pick up maximum points - and also exemplar sentence starters. Pupils use this booklet in different ways according to their ability and confidence.

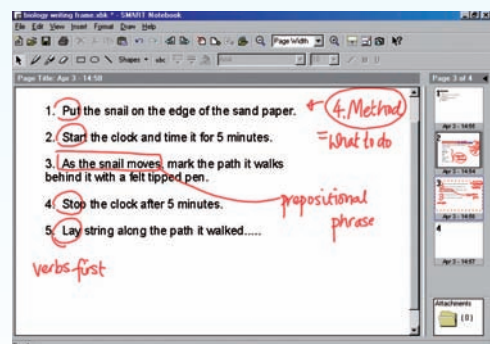
- ◆ Some use the complete handbook, copying all the sentence starters and completing them with their own relevant information.
- ◆ Some students use the framework simply as an ideas base and expand in more detail, adding further sentences where they are able.
- ◆ Some use the framework as a guide to the ideas and information required and then present the work in their own way - this provides scope for the achievement of higher grades.
- ◆ All students will need guidance at different levels to make sure that the content and specific terminology is fully understood before filling in the details.

After using a range of writing frames of different designs and in different curriculum areas, students gain the confidence to move on to planning methods which allow greater scope for exploration of their own ideas, in terms of both content and organisation. The plan shown is one which GCSE English students use when practising for the writing questions - in the exam 5-10 minutes planning is allowed.

Using either Word or, more easily Smart Notebook, writing frames can be easily annotated to illustrate a range of features. This can be done at various stages of the writing process;



- ◆ Initially to demonstrate the procedure and draw attention to the points the teacher wishes to focus on, as in the screen shots below of a biology investigation;
- ◆ After a first draft to illustrate improvements to be made.
- ◆ And finally to exemplify good work completed by an individual or a number of students.



The writing frames illustrated on this page may be downloaded from the BATOD website resources folder.

Not a magic key but a brick in the wall

Beverly George, Royal School for the Deaf, Exeter

An opportunity for professional development caught my eye as I read a BATOD magazine in January 2005 - a Deafness and Literacy day was to be held at Oxford Brookes. Professor Terezinha Nunes and Dr Diana Burman reported on initial research on the Morphology Project that had been undertaken on hearing children and a pilot group of hearing-impaired students. I found myself eagerly joining a number of volunteers - Teachers of the Deaf working in various roles and settings from advisory to peripatetic - in resourced provision, mainstream and special schools - willing to participate in the next trial, keen to discover if there was anything in this strategy that might be a bridge to literacy for hearing impaired learners. Following a training day in the autumn of 2005, I returned to Exeter armed with a battery of test resources and teaching materials to use over the coming months.

The students I work with are severely and profoundly deaf. Some have special needs in addition to their deafness. All rely, to a greater or lesser extent, on Sign Supported English to access literacy. They use visual strategies in reading and spelling. However, these strategies alone do not enable them to become fluent readers or spellers. They often have difficulty learning long words visually - typically the middle and endings become confused. The National Literacy Strategy, various reading and spelling and catch up programmes, guided reading and multi-sensory spelling programmes, have failed to empower them to become fluent readers and spellers.

The project team is looking at

- ♦ whether deaf children can be taught to use morphemes
- ♦ where and how to start
- ♦ how long it takes.

I was keen to see if there was something that might benefit my students.

Nunes et al describe the project as an intervention to increase deaf children's awareness of morphemes.

- ♦ Teaching starts with exercises where a concept is introduced (preferably using the computer).
- ♦ Consolidation is attained through different activities and games.
- ♦ Children can learn at different rates.
- ♦ Some children require more repetition.
- ♦ Others need more challenging materials.

Principles used in the activities

- ♦ The children have to be active (there is always something for them to do).

- ♦ They often write down their own answers but then discuss these in pairs to think about why they chose that answer.
- ♦ Different forms of reasoning and different ways of responding make the tasks pleasant.

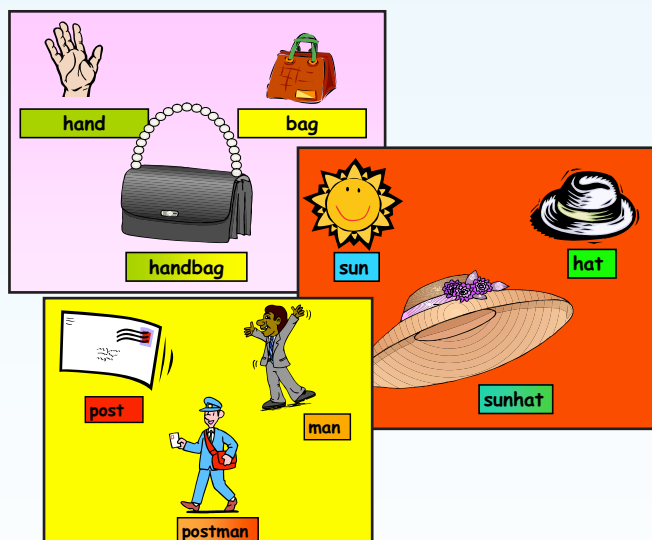
'Breaking long words into morphemes can be a word attack strategy especially helpful to deaf children.' (Nunes et al)

It is a word attack strategy that appeals for two reasons.

- ♦ The materials were created for students who are hearing-impaired and are appropriate for students for whom English is an additional language.
- ♦ Much of the teaching and revision can be delivered through PowerPoint presentations, activities and games - thereby embracing visual awareness and multi-sensory learning.

Following the initial battery of seven assessments, two groups of students engaged with the materials on a regular basis whilst another group preferred to 'blitz' the materials. A starting point was compound words. This gave them the idea that words can be broken down into meaningful units.

Compound words slides 'animated' in PowerPoint motivated students to predict the compound words and created games to accompany exercises. Whiteboards and marker pens were a way of enabling them to be active in group sessions and to see them recording the target words painlessly. As the exercises developed, the students asked for the whiteboards to be available. They appeared motivated by successfully spelling/recording target words and seeing their score for the session on public display.



As the students engaged regularly with the materials, what became apparent was that they were actually discussing grammar in a meaningful way.



The penny has dropped for some. They learned that '-er' is used to make person words from verbs (read - reader); that '-ian' and '-ist' are used to make person words from nouns (magic - magician; art - artist) and continued through the project enthusiastically.

As the end of the spring term approached they were tested once again. What had been a trial to get through in the autumn was a triumph for many individuals in the re-test. They handled the assessments more confidently and their self-esteem appeared to have risen since first engaging with the project. Significant learning had taken place. The project has been a success for the students who were fortunate enough to be part of it, regardless of outcomes on the final tests.

Footnotes added by Dr Diana Burman

- 1 We would like to acknowledge The Nuffield Foundation for their generous support.
- 2 We only supplied materials. The Teachers of the Deaf were free to use the materials as they thought would most benefit their pupils.

In the Magazine mailing envelope you will find a leaflet describing the Morphology Teaching Aids resources that are available on for FREE download www.edstud.ox.ac.uk/research/childlearning There will also be one or two examples and a link posted on the BATOD website in the Resources folder.



Sign Bridge to Literacy

Stories in the Air and Dunedin Multimedia have begun work on the third instalment of Sign Bridge to Literacy.

The CD-ROM and web resource will feature word and sentence games, presented by the now-familiar cast of virtual child signers. Teachers and specialists at Donaldson's College are helping to ensure that the games are compatible with Scottish literacy guidelines and the DfES' National Literacy Strategy. The CD-ROM will be published in early 2007, but right and left hand fingerspelling posters are available now as free downloads from www.learnbsl.org



Sign Bridge to Literacy is supported by a grant from the Scottish Executive.

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KS3 literacy and the English curriculum

Julie Mather Teacher of the Deaf, Nottinghamshire Inclusion Support Service
Jane Last Teacher of the Deaf, Sheffield Service for Hearing-Impaired Children

This article is written from experiences gained through working with secondary aged profoundly deaf students in units attached to mainstream comprehensives in Sheffield and Nottinghamshire. The intention is to explore what may constitute an appropriate English Curriculum for those profoundly deaf students still working at levels 1 and 2 of the National Curriculum.

The overall aim stated in the Framework for Teaching English at Key Stage 3 is; 'to enable all students to develop sophisticated literacy skills' and that 'by the end of year 9 we expect each pupil to be a shrewd and fluent independent reader, a confident writer and an effective speaker and listener.' While the aims for deaf students coincide with these, the starting point and criteria for success will be different.

It is our policy to withdraw those students working below level 3 from mainstream English lessons and provide a coherent, structured English Curriculum within the unit. For these students the greatest barrier to gaining all of the above literacy skills is poor and limited language development. The prime aim must be to extend language. Children can only meaningfully read and write language with which they are familiar. These two considerations must underpin any curriculum planning for English and Literacy with Key Stage 3 deaf students.

We take as our starting point texts used in mainstream English classes which provide stimulating, age appropriate resources. These are rewritten by the Teachers of the Deaf with the students' language needs in mind. In this way new vocabulary and structures can be introduced and reinforced in the course of reading enjoyable stories and 'good books'. It also helps their self-esteem to see hearing peers reading the same text. Rewriting may sound an arduous task but once a bank of texts has been established it is easy to adapt them for different groups. The range of texts currently in use runs from Roald Dahl to Shakespeare and more recently includes 'Holes', 'Two Weeks with the Queen', 'The Windsinger,' and short stories. Deaf students sometimes do not even understand the purpose of reading so it is essential to provide texts whose meaning they can access more or less independently. Easy readers aimed at the teenage market often contain colloquial language that evades the understanding of the deaf student but they can provide a useful additional resource once the student enjoys reading and feels more confident.

The differentiated texts provide a stimulus for written work. Our main aim is to encourage and enable students to write fluently so that they can be understood. We believe students can only write language that they have internalised and so do not believe in using language exercises and drills. Their writing may not necessarily be in good English sentences but the aim is for them to be confident enough to express themselves. Re-drafting and correction is done with the support of the teacher and relates to any errors the student can recognise themselves. Positive feedback is of course essential. The tasks we provide reflect the eight writing assessment focuses that underlie all National Tests in English.

English attainment target 1, Speaking and Listening, provides challenges for profoundly deaf children but our aim is to develop their ability to express themselves in their preferred mode of communication. These texts provide opportunities for role-play as well as naturally raising topics for discussion. This discussion allows students to extend their awareness of issues and broaden their understanding and horizons.

With the purpose of providing a rich language environment and widening their knowledge of life beyond school, we provide a news board with summaries and captions explaining current news stories. Other projects have included 'joke of the week' and 'idiom of the week' and displays linking to life skills.

Assessment involves transcribing and analysing videos of pupil language, looking in detail at their reading comprehension from a one to one session and analysing samples of their written work, thus enabling us to draw up a profile and targets. Students are helped to make an assessment of their own work and decide on a target through cards displaying National Curriculum levels in pupil friendly language. We monitor and record progress through National Curriculum levels but also ensure that students have the opportunity to engage with tasks from the reading and writing focuses used in English tests nationally. The QCA website also provides optional tests for students working below expected levels with marking guidelines which offer an alternative at the end of year 9.



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"But why got magnet? It literacy."

Making connections to meet the challenges of literacy hour

Helen Jackson, Somerset



I was feeling pleased with myself. At last a lesson that brought together the science which child L loved and reading-for-meaning. With the freedom to choose which instructions-text to use for my year 3 literacy group 'Which is the strongest magnet?' seemed ideal. Following the recent 'Thinking skills' in-service training I had attended I altered the presentation of the instructions. I planned to give the children an opportunity to include skills such as discussion of what features are needed for instructions, making choices, organising information in different ways, negotiating and explaining their decisions to their partner; as well as checking out their understanding of sentence level instructions through hands-on experience with magnets (and cut and stick as added bonus!)

All went well until in the closing moments as child L stuck in his own instructions, having correctly completed the experiment but with little of the enthusiasm I'd have predicted said, "Why got magnet? It literacy."

Somewhere along the way I'd not helped him make the connections and caused some confusion, which may have clouded the rest of the learning experience.

In this case perhaps the compartmentalising of subjects is the problem, or perhaps individual learning style had made a significant contribution. However, it illustrates to me one of the key challenges for making the literacy hour work for the children we support - that is, trying to help the children, teaching/support staff, families and Support Service staff make connections with each other and make connections for each other.

The following are ways of working which I've found can be a means of enabling some of these connections so that inclusion in literacy is meaningful and productive.

Connections with class teachers

- ♦ Allow them to be human - know when to give time to the person and not just 'your' job.
- ♦ Recognise the huge responsibility they have.
- ♦ Provide relevant back-up work in the child's tray for when child has no direct support with them and reassure teacher that even workbooks are OK at times, especially if child has just had an intense work session with a ToD. Conscientious teachers are anxious when they feel children are not getting anything from a lesson.
- ♦ Notice and tell them about successful participation you've noticed "T really knew that he was supposed to be looking for a monster under the bridge".
- ♦ Be positive about their skills and reinforce the teaching styles that really help. for example:
 - "Brilliant that you drew sketches of the story ideas as the class gave them."
 - "It was really helpful that you turned the story book around while you were telling it."
 - "Doing a bit of the story each day really helped understand what happened. It meant the story was being reinforced each time."
 - "Using the same pattern of preparing detail about beginning middle and end for two consecutive weeks with different stories gave P confidence to know what to do next."
 - "Writing down the suggestions from other children about words that explain instructions gave her time to get the idea."
 - "Using information about his dad's job focussed his interest on listening."
- ♦ Find time to talk through the teacher's plan and suggest how you will help the child access this. Negotiate what will be done and how - in 1:1 or groups, in or out of class.
- ♦ Offer support when the teacher definitely wants the class as a whole to work on literacy activity. Example: you type up class comments onto the whiteboard while teacher draws a story (or sentences or vice versa if you're an artist!)
- ♦ Share your ideas and work. Give teachers resources you've made for a lesson or made in individual support time. There are sure to be other children who can use them and it may help the teacher understand needs and how they can be met.
- ♦ Build confidence in conversing by encouraging the teacher to work with the child in a variety of

settings. Consider allocating your time imaginatively so that the teacher can work with the child flexibly, eg individually, in a group, using a learning support assistant or so that the teacher can observe the child working with you directly or on video.

Making connections for teachers

It can be difficult for teachers to take on board that hearing levels/language skills interact with the 'person' in hugely variable ways, as with any other pupil.



- ◆ Enjoy the Speaking and Listening activities the teacher uses.
- ◆ Point out specific links to hearing and language levels when they arise for a particular child as a possible explanation and challenge for progress. Try to move away from everything being related to hearing loss!
- ◆ Explain child's language level and what this means for what to expect in listening, speaking, reading, phonics and writing.
- ◆ Normalise, as much as possible, what the child is currently doing in reading or producing on paper. Refer frequently to where this fits in to normal development of communication and literacy skills. Try to highlight other children in class who are at same stage or remind them of what development happens in pre-school or class/year X as appropriate. This helps the teacher come to their own conclusions example: "Oh, so that big book I read the other day - it would have been useful for me to have put a single sentence."
"When I do phonics I need to show what the words mean and not just write a list."
- ◆ Use National Literacy Strategy terms when you can to explain or show your planning of work and support to link it with class teacher's plan.
- ◆ Use resources the teacher is familiar with whenever possible and explain your adaptations so that individual language and literacy needs are met.

- ◆ Use record sheets that the school uses whenever possible. For example for noting group reading skills for the children and their peers you have worked with, recording can-do skills in numeracy.
- ◆ Know the content of Booster programmes the school is using such as ELS, ALS or QUEST, so you can justify whether it is suitable for the child to join a group at the moment. Hold on to your skills and professional experience!
- ◆ Use ICT programmes which are in school so you can suggest ways of working with them from real experience (the frustrations, possibilities and successes).

Making connections for children

We can try to 'chase the curriculum content' and the language for it. But we also need to find ways to involve children in independent learning so that, in the long-term, they will be able to move their own communication skills forward in all sorts of situations.

- ◆ Give individuals time for play, stories, or games related to class text and involve parents in this by informing them of book titles and their themes for the term if possible. Find time to use these activities with peers too.
- ◆ Involve the child in all the literacy experiences the school is offering such as reading to visiting grandparent, library, home-reading books, book weeks with authors and illustrators, visiting actors.
- ◆ Take occasional 'risks': impossible literacy tasks such as writing your own local adventure for Ulysses (Odysseus) with Year One produced delightful conversations with their peers as they walked around the village to set the scene for each part of the story. Some long descriptions of a monster were produced orally. An attempt at writing this down was made as evidence that the child was linking the photos, drawing and acting out in class with the purpose of the walk.

Oral story telling with minimal props raised lots of questions in my mind but the children were transfixed throughout and facial expressions suggested some sense of the storyline was being gained.



- ◆ Make the ICT resources work for the children by involving them in the thought processes needed to set up activities for them for example, ask them to recall words for a topic, sorting words into descriptions or actions for a word grid (CLICKER) or
 - choose appropriate symbols to illustrate phonics or text-related topic ensuring some active thinking when they are used by class teacher
 - recall a variety of letter/sound patterns, checking sense by selecting appropriate picture, suggesting sentences that include the words on their spelling lists (STARSPELL)
 - revision/rehearsal of spoken language, link spoken and written work, listening to and tracking their spoken word on screen with speech bubbles and narration or slide show of their practical work, based around class text (CLICKER, PowerPoint, WORD)
- ◆ Print off copies of ICT work to give the child a powerful tool for making contact when returning to the class or home.
- ◆ Vary the members of the groups you work with so the child builds up friendships and can learn new things from peers.
- ◆ Be flexible as you keep track of an individual's underlying needs in communication and literacy so you know when they require very individualised



work such as auditory memory or comprehension at 3-word level, or can follow class more closely.

- ◆ Support where the child is - maybe whole word sentence making is more appropriate than free writing based on phonic knowledge at the moment. Explain this to the teacher too!
- ◆ Introduce mapping to illustrate thinking such as categorising, describing, comparing, analogy, analysing or sequencing to build connections with what they are doing now, have done, or may meet later.

The challenge may continue to be the sometimes conflicting and competing needs and expectations of all involved. By realising some of the connections we can have with each other, literacy will be enjoyed and promoted.



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Alternative literacy: more questions than answers

Pauline Hughes

Chief Executive, Ewing Foundation

It's amazing when you think about it. How much time do we spend on teaching children to read and write; on assessing how well they read and write; and comparing their results with standardised, age-related tests; on diagnosing their strengths and weaknesses and devising programmes of study designed to help develop traditional literacy skills? How much (how little) do the majority of deaf children, the same as hearing children, value and enjoy reading books, fiction or non-fiction, despite the massive amount of adult time and ingenuity we put into encouraging and supporting them? How difficult is it for some deaf children to move on from 'reading through language' to 'language through reading'?

Do a quick mental reccie, then, on the amount of time and effort you put into teaching and monitoring their development of alternative literacy skills: the ones they're really interested in learning; the ones they want to use all day every day; the ones they teach and learn from each other; the ones at which many of us, if there were formal assessments available, would be judged illiterate.

Twenty years ago, my MEd dissertation was on the relative effectiveness of television subtitles for what were then designated 'partially hearing' and 'deaf' secondary age pupils. The main conclusion, unsurprisingly, was that while deaf pupils understood more of the programme with subtitles than without, the partially hearing pupils gained much more benefit.

What struck me at the time, though, was that none of the pupils had ever had formal instruction on the conventions of subtitling. Has this changed? I suspect not. Do you know all the conventions yourself? If you're a deaf adult, you're probably answering yes. If you're a hearing adult, have you ever thought about it? Different TV channels, video and DVD companies use different conventions, depending on which technology they have. Are we leaving our deaf youngsters to find all this out for themselves, even though subtitling is now so widely available (except ITV3!) and most spend hours each week watching subtitled films or programmes?

Have you thought about the different kind of skills that reading subtitles requires? Unfortunately in the UK, we don't offer subtitles at different language and reading levels. Everyone, no matter how basic or sophisticated their English language and reading abilities, has the same sentences to read in the same short amount of time. With subtitles, you can't go back and check, you can't skip ahead in anticipation. You have to watch the action, listen to the sound track, and read the subtitles in chunks or 3 or 4 seconds at a time. This is very different from reading pages of static and permanent text, and yet

most deaf children get on with developing these skills on their own.

Static or running captions are now part of public information services at bus stops, on the train and tube, at airports, in hospitals and GP surgeries. Reading social signs is often taught to pupils with low reading ages, using photographs and on 'field trips'. We need to make sure we also check our pupils' ability to access the information presented in these new formats.

And so to text/MSN messaging and emails. Are you as good and as quick at this as your pupils!? If not, contact Milly's Fund www.millysfund.org.uk for their great little info booklet called 'Teach UR Mum 2 TXT.' It's a strip of text messaging lessons, concertinaed into the size of a credit card. How come deaf kids learn to do this so well, using the same language as their hearing peers? Yes, it's a completely visual medium, but so is the printed page. Could motivation, relevance and peer pressure have anything to do with it? Are we tapping into this rich well?

We often worry about deaf children's turn-taking skills. No problem if they're using a chat line. I know we impress on them the dangers of chat rooms: don't reveal personal information; don't agree to meet anyone in person, etc but what about the actual techniques involved? Is our teaching limited to the technical rather than parallels with traditional reading and writing: language, intention and style? What opportunities there are here!

Websites often reflect the graphic style of magazines: a plethora of information scattered across the page/screen using a dazzling range of colour, typefaces, images, logos, all demanding our attention. Scanning and skimming these is essential for successful navigation. Websites and magazines aren't intended to be read in a set order. How do we know that our pupils can navigate effectively to the information or article of interest? How easily do they use the instructions or contents lists to get there?

When I think of the mountain of reading tests there are for traditional literacy, it is surprising that there isn't yet the same detail available for its alternative forms. Think of pre-reading skills inventories: holding a book the right way up; turning pages from front to back; scanning from left to right... These are largely irrelevant to alternative literacy, but I'm not aware of any equivalents to ensure that children have these foundation skills. It just seems to 'happen'. You might say, "And a good thing too!" That's fine, as long as the real reason isn't because we don't actually know enough about it ourselves. Hmmm.

Sharing with Information Exchange

Patricia Gibbons

Information Exchange is published three times a year and offers support for those who have sensory needs and other complex needs. Many of our readers who have worked with children who have complex needs will have seen this Magazine from time to time. It is an excellent magazine, written for and largely by parents and teachers, sharing ideas and information with parents, carers, teachers and therapists. Currently it is edited by Flo Longhorn, an experienced teacher of visually impaired and including those children with complex learning needs.

Articles are varied. There are personal articles about individual children, activities they enjoy, achievements, and sometimes difficulties they experience and, most helpfully, how they have been overcome. Also there are articles about understanding aspects of visual impairment, multi-sensory approaches to curriculum activities such as drama, the use of massage or gardening. The list of topics is long and as varied as the readership.

The magazine always contains a wealth of ideas, ranging from activities to do on holiday, or at home,

ideas for teaching and learning strategies, things to make and do, toys to make from junk, toys to buy, clothes, equipment and furniture to adapt or have fun with: you name it, somebody has probably got a good idea what to do with it!

Every edition contains a slip of paper called KISS - Keep, Improve, Stop and Start for readers to scribble down ideas they want to share and return to the editor for including in future issues.

Another slip is called RagBag, which is for people to share practical tips with other readers. This is arguably one of the most valuable features because it is a quick and easy way to encourage readers to share their experiences and ideas and helps keep the magazine relevant to everyone.

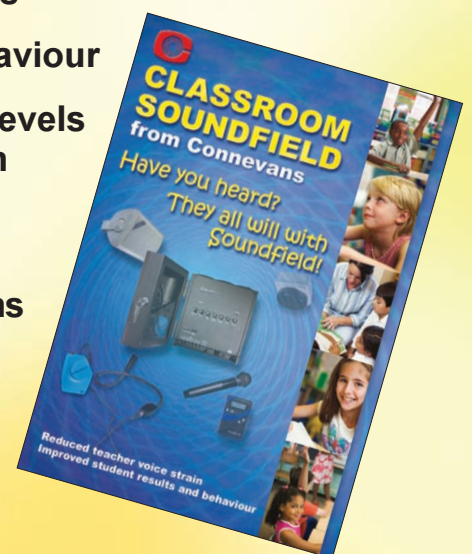
For further details contact Pat Robinson, c/o Information Exchange Magazine, 1A Potters Cross, Wootton, Bedfordshire, MK43 9JG Tel: +44 (0)1234 764108. An order form can be downloaded from the Catalyst Education website www.cerl.net/links.htm Or contact Pat (PatCERL@aol.com) or Flo on (FloCatalyst@aol.com).

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Literacy and post-16 students

Post-16 Team, PSSS Surrey

The Post-16 Team of Surrey's Physical and Sensory Support Service supports students on courses in mainstream sixth form colleges, further education colleges and universities in and around Surrey.

The Advisory Teachers on the team meet with Post-16 students for individual tutorials. Each tutorial is generated by the needs of the student and the needs of their coursework and future employment. Literacy is not taught separately but within a coursework-related tutorial; the literacy needs for a student on a plastering course are very different from those of a student on a psychology degree and the tutorials reflect this.

All the students in Post-16 are volunteers in education and it is important to remember they come to the tutorials because they want to and see it as a positive contribution to their success on their chosen course. They attend on their terms and there has to be mutual respect. As teachers, we recognise their skills and they appreciate the skills offered to enhance their access. It is very important to encourage confidence in the skills they already have as well as providing access to the additional skills they need. Each tutorial is designed to build on the experience of the student. We respect their individual background and use the communication methodology of their choice offering appropriate support for their literacy skills.

The students may have note-taking support in lectures. All the Post-16 Student Support Workers (SSWs) are qualified professional note-takers. This is particularly important for both the student and the Advisory Teacher. The SSW writes in full sentences so the student can use the notes as a model for their work. The notes are modified to suit the student's needs and literacy so the student can access the information for revision and reference. The Advisory Teacher uses the notes for the tutorials. The range of subjects within one week for the whole support team is vast, covering such topics as hairdressing, plastering, agriculture, engineering, history of art and computer programming. It is impossible to be experts in all those subjects, or many of the others the students are currently studying! Our role is making the assignments accessible and providing the students with the strategies they need to fulfil the literacy requirement of the course. The students have to know their subject; if they need additional teaching, a subject tutorial with the lecturer is arranged and appropriate support, communication and/or note taking is booked.

Literacy support for Post-16 students in both FE and HE includes making the brief accessible, therefore regular access to a Teacher of the Deaf is particularly important for this aspect of support. An Advisory Teacher of the Deaf and Deaf Instructor contributing to university and college staff INSET is valuable and provides an opportunity to begin to discuss Deaf students' literacy. It is also a 'live' opportunity for lecturers to see a Deaf person present working with a BSL interpreter.

Literacy for Post-16 students has to be realistic and geared to the individual's needs. It is also an opportunity to promote self-advocacy. We are aiming for the student to know what they can do and the strategies they can use. We use templates and exemplars for reports and questionnaires. Action plans for research are constructed with the student using keywords for the topic. This is followed by a plan for the first draft. The completed first draft would be brought to the next tutorial for a 'tweaking and polishing' session in preparation for the next draft.

Conventions are taught such as the formal language of report writing for courses eg HND IT requires written reports on the uses of particular software. The Harvard system of referencing is included for those students writing formal essays and dissertations. Skills for presentations are included. The student may decide to present in BSL so an interpreter would provide the voice-over after negotiation with the student to ensure they are familiar with the English being used so they can incorporate it in any future presentations. Tutorials also include additions to the student's glossary of subject specific vocabulary as well as common phrases related to the subject.

For students at Post-16 some aspects of their literacy have become 'set' on the way. A support tutor may see many issues to tackle but we believe the real issue for our tutorials is to tackle what is needed. By taking this approach we have seen enormous improvements in literacy where tutorials are focused on the specific areas related to the students' course they have chosen and can do.



Developing literacy in deaf children

Sara Head, Head of Primary Department, Heathlands School, St Albans

Adapted from the paper presented at the 2005 International Congress for the Education of the Deaf.

There are possibly as many different ways of teaching literacy to deaf children as there are deaf children! Literacy teaching should be, essentially, child-centred. There is not necessarily going to be a 'one size fits all' guaranteed approach. The needs of the child should be central. However there are some basic principles that underpin all literacy teaching and a plethora of ideas and 'tools' which can be used.

The foundation of all literacy teaching is knowing the child. The teacher should:

- ♦ assess, set and know the child's targets. These targets should be understood and 'owned' by the child (and where possible set through discussion and agreement with the child);
- ♦ consider the child's learning style and what motivates them. (Is the child's passion football or fairies, birds or brontosaurus?!);
- ♦ use appropriate two way communication. Meaningful dialogue is the key. The child should understand the teacher and the teacher the child. If that isn't happening as a matter of course, then no real learning can take place;
- ♦ avoid a teacher dominated approach; The teacher should be a guide and facilitator in what is essentially the children's learning.

To do this a teacher needs:

- ♦ excellent communication skills - both expressive and receptive;
- ♦ creativity and imagination;
- ♦ sound understanding of written language;
- ♦ flexibility and the ability to use a variety of methods and approaches;
- ♦ the ability to assess the child and know how to move on;
- ♦ reflective and evaluative practice and the ability to measure actual progress.

The child needs:

- ♦ fluent communication (either signed oral or both) - if they cannot communicate effectively then the development of written English will be problematic;
- ♦ a strong inner language;
- ♦ to understand that the written word communicates meaning;
- ♦ to be motivated by effective teaching;
- ♦ to be empowered to think ... I CAN!

Heathlands is an all-age school where deaf children access the National Curriculum through Sign Language. My own work is in the Primary department. We use a setting approach to literacy where at KS2 children are taught in ability-based, rather than age-based groups. This allows us to plan and teach at a level appropriate to the child and reduces the level of differentiation required.

It enables us to stretch more able pupils and support the less able thus increasing their confidence. It also allows peers to support each other in their learning. End of year exams for years 2-6 allow us to assess pupil level and organise sets appropriately. Full use is made of ICT in all its forms.

What follows is an approach to using teacher adapted group text to drive forward literacy learning. It is one approach out of many possibilities.

The teacher selects a text or book to be studied. In the case of fiction, a criterion for Primary children is usually that it's a rollicking good story! The teacher then considers the needs of the group of pupils and the appropriate language level and then adapts the text for them. Examples of texts we have used in this way include 'The Owl who was afraid of the dark', 'The Magic Finger', 'The Sheep - Pig', 'Five children and It' - the possibilities are as endless as the number of books on the shelf. The process described below would be expected to take around a week.

- ♦ Text is presented to the children for group reading using an interactive white board or OHP (both of which control rate at which the text is shown to children). Pupils are asked to read a section of text silently or by any method of their choice. At this point the aim is for the children to use whatever strategy helps them to access the information content of the text. The teacher can watch how the children approach this but should not be aiming to correct or intervene.
- ♦ Comprehension questions are asked about the text that the children have read to check their understanding and the text is discussed. The comprehension questions can be differentiated according to the pupils. They can be simple literal questions about text level or word level content, ones which require inference or more specific grammar or language related questions. Questions can be asked to individuals or teams. Using teams allows the motivation of scoring and also encourages children to discuss text,

allowing stronger readers to help and support those whose skills are weaker.

- ◆ New and key words are identified.
- ◆ At this point it may be appropriate to re-read the text signing together.
- ◆ Improvised drama work from the text allows children to 'get inside' the story and supports understanding of sequence, characters and dialogue.
- ◆ The use of 'hot seating' can further support pupil's understanding of character.
- ◆ Children are then given a 'cloze' worksheet of the text at whatever level is appropriate (making sure that they don't have anything to copy from so have to actually think about the language and engage with rereading the text on an individual basis. The learning is in the thought process that goes into the doing, not in completing the sheet.)
- ◆ Written comprehension questions help to secure understanding and can be pitched at the appropriate level to take the child's understanding forward. If a pupil's target is to be able to formulate questions they might work at writing their own questions from the text for others to answer.
- ◆ New vocabulary leads to dictionary work and spellings to be taken home, learnt and tested the next day. Random spot check tests of 'spellings learnt so far' during a term/year help the teacher gauge to what extent spellings have gone into the short term memory or whether they have been firmly learnt.
- ◆ Other worksheets with true/false statements provide further consolidation of pupil understanding. (Example: Mr Hogget was a pig farmer. True/False)
- ◆ Pupils then get to the stage of rewriting the story in their own words. For pupils who have difficulty with writing, the digital camera used at the drama stage can record the story sequence; these photos can then be used as a basis for writing. It can also help if children sign the story before writing it, as it ensures they have understood the sequence, events and characters and helps them get it clear in their own mind. More able pupils will probably not need prompts.
- ◆ As well as straight re-writes, pupils can be asked to do their re-write using a different text style, for example in the form of a letter from one character to another, a diary entry, a newspaper report or play script.
- ◆ ICT may be used at either the initial drafting stage or elsewhere in the process towards producing a finished product. The use of ICT in literacy is vital and provides a huge level of

motivation, flexibility and support for pupil learning. (Ways of using ICT to develop pupils' literacy would take another article.)

- ◆ Spin-off writing can also arise from the chapter - examples would be Wanted posters (from work on Fantastic Mr Fox), debate, writing on hunting (from The Magic Finger), firework safety rules (from The Owl Who Was Afraid of the Dark).
- ◆ Children can also write sequels - example: 'Horrid Henry and Father Christmas' written at Christmas time following work on the Horrid Henry stories allowed children to use their imagination while showing an understanding of Horrid Henry's character.
- ◆ A drafting process is used to develop pupil's writing, taking them from their first draft, through to a finished piece of work. This can be one to one with a teacher, peer editing or working with the group using an example of writing with common errors, either taken directly from pupil work or generated by the teacher. Looking for mistakes in verb tense or punctuation errors in a piece of writing done by the teacher can be a great game!

This as just one example of the ways a text can be approached to develop pupils' literacy; there are many others - variety is the spice of life! The key is knowing pupil targets and being flexible enough to change things if they are not working for a particular child. Writing needs to be seen in all contexts of the school as a form of communication and home school links are vital as pupils who have parental involvement at home tend to do better. Some of the ways Heathlands encourages this is that every child keeps a holiday diary for which they are rewarded. In KS1 Bobby Bear goes home with a different child each weekend and Bobby joins in family life, keeping a diary of his experiences which comes back to work on Monday. Literacy is part of the whole school ethos with book weeks, pupils writing and making their own books, reading trails, cross-curricular reading and writing, the use of displays and realistically high expectations of what the pupil can achieve.

Literacy is an exciting exploration for both the teacher and the child. It starts with the teacher's response to the individual and leads to fostering independence and life-long learning.

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The value of reading tests - a critique

Joyce Sewell-Rutter, The Ewing Foundation

All schools have a responsibility to assess and monitor reading ability. Increasingly formal tests are used as baseline and subsequent measures of attainment over time. In this way they are summative and tell us where a child is on a reading skills continuum at a given point in time as well as offering information about the pace of progress. There is a danger of paying lip service to summative tests and progress reports, of chugging through reading schemes and their set tests, of using the test score to denote progress but without challenging whether the rate of achievement is as it could or should be. The test is performed in isolation and its findings are not embedded in next steps for the pupil.

As specialist teachers we must be adding knowledge and detail about individual pupils' reading skills -*'to focus on the particular special needs of these pupils highlighting specific targets the achievement of which will demonstrate significant progress.'* Ofsted 1999

We must put the meat on the bones. We need to assess the level of reading ability and how this interfaces with the demands of the curriculum. It is the analysis of the individual's strengths and weaknesses in the sub-skills of reading and addressing them that leads to an appropriate rate of progress. We can prioritise targets which will move the pupil forward in reading and in turn across curriculum areas. We need to track back to see what is or is not happening in the reading behaviour - which sub-skills need reinforcement and where the greatest challenges lie for the individual.

Summative tests have a place but the greater value of the reading test is in its scope to provide diagnostic information about the set of skills which children need in order to become fluent readers. So often and increasingly it seems phonics is 'all' when discussing literacy. Without denying decoding its rightful place, the need to develop the other skills to ensure comprehension and operation above the sentence level does not engender nearly so much passion or discussion. Consequently we may neglect to develop higher reading skills once a child is termed 'a reader.' The value of a reading test at this time can be significant. Do you have pupils who misconstrue or read without extracting the salient message? How little do some pupils operate cognitively on what they are reading? Is it a lack of inner language, a failure to use thinking skills or ignorance that this is an unwritten rule of reading per se?

As practitioners, we need to know if a child understands the vocabulary, syntax and concepts in the written text and the depth or quality of that comprehension. This enables us to choose the appropriate material to consolidate and challenge their reading ability. It informs us about curriculum access and lets us know if the teaching and/or support are appropriate to need. It can make us proactive to anticipate the challenges of literacy in the classroom and beyond. What we are seeking is a detailed picture of how pupils respond to a variety of texts, where their strengths and weaknesses lie. We can then hone each sub-skill in order for them to improve their overall ability.

Is there a published reading test which can do this for us, which is suitable to use with a deaf child?

There are myriad reading tests available, many of which have been around a long time and some recently revised. They are all standardised on hearing populations. A formal reading test is used to ensure rigour and reliability year on year so any practice which strays from the supplied manual negates the standardised scoring. If the test is used with signed English or sign support the findings can still be useful though they could not be quoted as standardised scores. It is important that any deviance from the recommended presentation is always noted when reporting. This enables the results to be used as meaningfully as possible.

Many tests use reading aloud to establish decoding, fluency, and rate of utterance skills; just one is described here.

The Neale Analysis of Reading Ability (revised 1997) for 6 years - 12 years 11 months is a timed oral test using picture booklets and error analysis. Mispronunciations, substitutions, refusals, additions, omissions and reversals are all recorded, giving rate, accuracy and comprehension scores. This style of test of course has issues because it is reliant on speech production for much of its content. However if you know the phonological profile of your pupil well and work with an understanding of acoustic phonetics you may find the supplementary diagnostic tests of interest though strongly auditorily based. If the same person was administering the test year on year there would be some consistency in judgement re phonological production. standardised scores passing accurately from one tester to another are unlikely to be reliable as the analysis is open to too much interpretation regarding pronunciation. The qualitative assessment sheet which summarises reading behaviours and informal

error analysis would be a useful framework for beginning observation if there is nothing in place currently.

Other tests which use silent reading include:

Reading Now devised for 5 years - 7 years 3 months. It uses simple line drawings with sentences to complete by selection and a storyline to follow. It can be used at the start of the year to check or confirm a pupil's ability against National Foundation Profiles and establishes baselines which dovetail into the Suffolk Reading Scale 2 so that progress can be monitored across Key Stages 1, 2 and 3. It provides standard age scores and reading ages.

Another summative test, the **Suffolk Reading Scale 2** for 6 years to 14 years 11 months (sample test online), is popular in mainstream schools. There is an online service for marking and analysis and re-useable sheets as opposed to booklets from Year 6. It also has a 90% confidence band and is one of the tests that can count towards additional time in access arrangements. It uses multiple choice answers.

Most analytical and thereby most useful although not for the faint-hearted is the **Edinburgh Reading Test**. It consists of four levels each with four or more sub-tests covering 7 years to 16+ years:

- ◆ Level 1 ages 7.0 to 8.9 tests vocabulary, syntax, sequences and comprehension;
- ◆ Level 2 ages 8.6 to 10.6 tests vocabulary, comprehension of sentences, use of context and comprehension of main ideas;
- ◆ Level 3 ages 10.00 to 12.6 tests comprehension of sequences, reading for facts and main ideas, comprehension of points of view, and vocabulary;
- ◆ Level 4 ages 11.7 to 16+ tests skimming, vocabulary, reading for facts and for perceiving consistency in points of view, and comprehension - drawing on inference.

The information it gives is extensive; covering reading strategies and learning behaviour, test strategies, planning and organisation of reading and impact of delay in language. There are suggestions for interpretation of the sub-test scores and for work arising from them. Comparisons can be made between different aspects of the pupil's performance. The procedures are complex and time is needed to ensure tasks are understood. It is a challenging test. Seeing how the pupils respond and talking over the results with them ensure a really good understanding both of what they are doing and also what the practitioner needs to do to move them forward at the appropriate pace. It also encourages them to think about their own learning; time well spent.

A value of the reading test can be concentration and quality time focused on reading. However ongoing teacher/parent observation and subsequent action should not be undermined. Many of us devise our own 'tests' getting pupils to illustrate understanding of vocabulary then syntax. We use DARTS activities and Cloze procedure to challenge. The 'running reading record' of telling comments and the 'post its' of behaviours and miscues, all build a qualitative picture. Sharing this picture with colleagues and families as it develops must not be neglected. Time for quality conversation helps us know at what level pupils are accessing the text. It's good to talk/communicate.

The reading test is not intended to be used as teaching material but its style and components may well be items we incorporate into our practice. It is another tool and should be used alongside other assessments as part of a planned system of assessment, monitoring and follow up. The reading test cannot be considered without reference to the pupil's receptive and expressive language skills, and should run in parallel with detailed language assessment. The Assessment of Comprehension and Expression for 6-11 years tests the skill of inferential reasoning and understanding of idiom as well as vocabulary, all of which inform how these areas impact on reading ability.

So the reading test can be a useful tool in thoughtful hands. It tells us about attainment and achievement over time, individual pupil strengths and weaknesses and points us to where we take the pupil next. It reminds us of the challenge faced by young and older readers. It is however a test of ability and thankfully not a test of reading potential. The greater our understanding of our pupils' reading abilities the more likely we are to open up their minds to literacy and to a wider world. The world is our oyster - let's make it theirs too.

For details see www.hoddertests.co.uk and www.nfer-nelson.co.uk

Most are available as inspection copies or the companies will visit to demonstrate.

Reference:

Ofsted 1999 ***The SEN Code of Practice: three years on: the contribution of individual education plans to the raising of standards for pupils with special educational needs.***



Stereotype - taking note

Paul Barry and Jo Sutherland, *Stereotype*

The 'best' support for deaf students in school, college and university ... what is it?

For deaf students whose first language is English, an obvious choice may be electronic note-taking, which provides fast, reliable access to lectures and group events.

What are the choices?

There are two ways to access electronic note-taking in the UK. One is to use the RNID service (full details of this can be found on the RNID website). The other choice is to use the Stereotype electronic note-taking software.

How does it work?

The Stereotype electronic note-taking system requires a sender (a note-taker) to type in the information - the sender uses a laptop and the Stereotype sender software to do this. The notes are transmitted instantly to the receiver (the deaf pupil) who reads them from another laptop... or better still from the new PDA (hand held) computer. The machines operate over a wireless network - no need to sit with the note-taker any more!

How will it benefit students?

Because access to information is fast and reliable deaf pupils can be confident that in group situations, lectures or meetings that they receive the same information that their hearing peers receive at the same time. This enables deaf participants in sessions to offer opinions, ask questions and contribute with confidence.

... and what about empowerment of students?

Stereotype software enables pupils to add their own notes as the session progresses - without compromising incoming information. It has long been recognised within the teaching profession, amongst students and elsewhere that writing points down enhances memory. The pupil's own notes are

not seen by the sender and can be saved with the text at the end of the session. The resulting notes can be saved, edited or emailed.

What about after school?

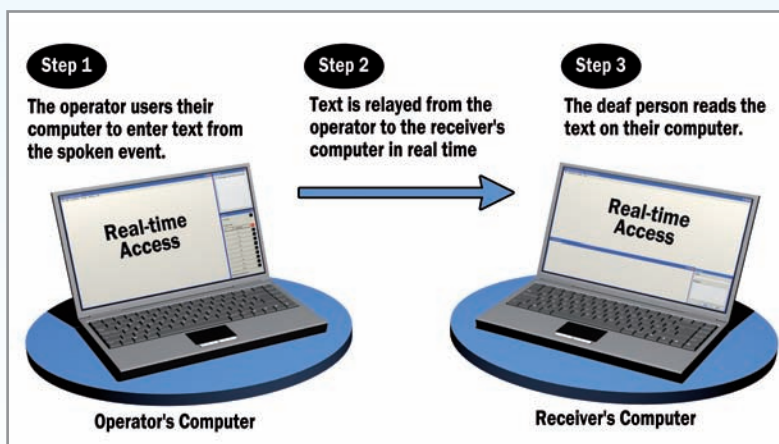
On leaving school for work or for further study, pupils will often be required by employers or universities to be able to work as part of a team. Access to group discussion can be one of the most difficult challenges for deaf pupils. The Stereotype system offers a clear and easy-to-use method for the sender to transmit discussion involving several speakers. Speakers' contributions can appear on the receiver screen with the speaker name and with the text in different colours or fonts as required.

How will Stereotype Ltd support pupils and staff? Stereotype team has long experience in the support of deaf students and is committed to improving the products available. The brand new PDA receiver software is currently being tested. This will not only mean that there is less to carry (!) but will also reduce costs, enhance security and be more discreet. Stereotype Ltd listens to feedback and wherever possible, acts on it.

Most important of all Stereotype Ltd offer free technical help and support ... just in case! This is rarely required and most teething troubles are dealt with immediately by email. For more tricky technical problems a visit may be necessary - but Stereotype are committed to ensuring continuity of support if possible.

What about the future?

The future holds further interesting developments. Work is just beginning on a further new version of the sender. This will enable the transmission not just of text but also of formulae and diagrams - really making electronic note-taking possible across the full curriculum.



What went on at NEC on 17 June 2006

Andrea Baker

June NEC provides an opportunity for observers from Regional Committees to join the meeting and proceedings began by welcoming those, from all corners of the United Kingdom, who had taken up the invitation.

Having dealt with actions from the March NEC the meeting got underway by considering a paper presented to NEC from the City Lit Centre for Deaf People. The paper highlighted concerns regarding changes to LSC funding and their effect on access for deaf adults to lip reading classes. Increased LSC funding to the 16-19 age group has been at the expense of Adult Education and this has put 83% of Lip Reading classes under threat of closure, largely because students on benefits and pensioners are unable to afford the increased price of classes. In some areas the concession rate has risen from £10 to £100! RNID, Hearing Concern and UKCoD are lobbying the LSC and BATOD has pledged to raise the issue at the forthcoming NDCS/RNID tripartite meeting and register their concern. An article, addressing these issues in more detail, is to be published in the Magazine.

Concern also continues to be voiced about the lack of a teaching element in the Teacher of the Deaf course run from Moray House, Scotland. BATOD has repeatedly lobbied on this issue but to date the University Consultative group has only one Teacher of the Deaf on its Committee and has not shared its decisions with BATOD as these are considered to be confidential. BATOD will continue to monitor the situation.

BATOD also continues to monitor the effect of the Disability Discrimination Act on access arrangements for examinations for deaf students. Paul Simpson attended a meeting at the DfES on 8 June 2006 and a report on this meeting is published in the Magazine.

It was noted that there is an examination available in Scotland for BSL students that does not have a speaking and listening component - this will be useful information to take to further discussions with the English examination boards. BATOD has also been invited to write to the DfES about the lack of response by the JCQ to proposed possible alternatives to the Music Listening Test.

It was reported in the NEC meeting that the mandatory qualification courses were due to be reviewed in 2005 but as the Department is too busy at present this is to be delayed until 2008.

The theme of data collection loomed large during the day. On 8 June also Paul Simpson attended a meeting of the Education Research Consortium of Deaf Organisations - this is a regular meeting of organisations to discuss and promote research-related issues in deaf education. The lack of reliability of PLASC figures, collected annually by the DfES, was discussed. The figures currently only provide information about whether students are hearing-impaired and if that is their primary or secondary need and seeks to relate this to examination results. Deaf organisations would like the figures to additionally collect information on communication approach and degree of deafness in order to make them more robust. The DfES is aware that the figures are flawed but the fact remains that in uninformed hands they can be used to draw suspect conclusions about the performance of deaf students in mainstream settings. The Consortium is to continue to pursue contacts within the DfES about further improvement of the PLASC figures.

However, there is also work to be done with our own data collection. Returns of Survey information have been disappointingly poor, to the extent that no conclusions can be drawn that are statistically valid. This is extremely disappointing from a profession that frequently demands valid data to support its promotion of deaf education. If as a profession we need information about deaf children's achievements, teacher ratios etc we need to collect this information. BATOD is aware that the Survey is time consuming to fill in, and this will hopefully be addressed in the future, but it requires everyone to make an effort to ensure the integrity of our data. Please encourage your LEA/school to return the Survey if it has not already done so.

Lack of reliable data also affects our knowledge of the number of unattached teachers working in deaf education as no official body has collated the figures from each LEA. However, BATOD is continuing to lobby the General Teaching Council to include a category on their registration documents and it is possible that there could be some changes in 2008.

A brief update on changes to the production of the Magazine was given. From January 2007 Paul Simpson will act as editor, with two commissioning editors (Liz Beadle and Barbara Wolter) responsible for organising and collecting articles. The layout and printing is to be undertaken by freelance professionals.



BATOD UK

BATOD Scotland held a half-day conference in May. The meeting was a success despite early fears of small numbers. Feedback from delegates was very good and the interaction between speakers and delegates was positive.

The first topic was 'Language and Accessibility Issues in Assessment'. The issue of Deaf students accessing SQA examinations whether through BSL or English was discussed. Input on the next topic, the 'Additional Support for Learning Act', is always welcome. This will be an ongoing training issue for Teachers of the Deaf in Scotland.

There have been thirteen replies so far to the questionnaire sent out to find members' views on conference locations, topics and dates. These will be further discussed when more replies have been received.

The new Scottish newsletter has been very well received and this will continue. Hopefully more BATOD members will become involved and send items for inclusion.

The next BATOD Scotland conference will be the AGM on 4 November 2006. This will be held at Donaldson's College in Edinburgh. The speaker and workshop topics have yet to be confirmed.

Moira Callan, Scotland representative

The **BATOD Northern Ireland** Committee last met in April, when there were several issues for discussion.

A major concern, not unique to ourselves, was salaries. We were concerned about possible discrepancies in pay, depending on how our salaries are made up in terms of Special Needs Points and Management Points. We are also aware of some of the changes that are due in the payment of our salaries. We appreciate that this is a national issue, not just a local issue, and that it also affects other teachers who are working in Special Needs. As NI Chair, I have written to the local Union Secretaries expressing our concerns and to ask for their advice.

Other issues that were discussed were our concerns about provision for Hearing Impaired students in Further Education; a proposal by Olive McManus for a Special Interest Group for secondary aged children; and local concerns about unit closure and possible redundancies.

Our Regional Spring meeting took place at the end of March, at Stranmillis College. Raymond Flanagan, who is Head of Audiology at the Royal Victoria Hospital in Belfast, spoke to us about a research project in which he had been involved. The project was concerned with testing the hearing of children with glue ear in noise and the findings of the project seemed to indicate that the results of tests carried out in noise were a good predictor for eventual success after treatment by grommet insertion. After this presentation Raymond took questions on a variety of audiological matters and this provided a useful opportunity for teachers to raise issues of concern regarding matters such as hearing aid provision. A major concern was that a number of children had been issued with Siemens aids, but there were problems with the compatibility of these aids with FM systems. The exchange of views was helpful to us all and Raymond offered to answer more questions on another occasion. As a consequence of this meeting some Teachers of the Deaf have been working more closely with the Royal Victoria Hospital on the provision of hearing aids to children which work reliably with FM.

Our final meeting this year is due to take place at Jordanstown School on 8th June. Mary Mitchell, who is the Hearing Therapist at the Royal Victoria Hospital, will be coming to speak to us about her work. This should be of particular relevance to those teachers who work with older children, but promises to be of interest to all of us. As is customary, this meeting has a lighter tone and is followed by wine and cheese.

This year saw the retirement in April of Stephen Clarke as Principal of Jordanstown Schools. Stephen has been a member of BATOD for many years and held office in the past. BATOD NI acknowledged Stephen's retirement with a card and a gift. We all wish him well in his retirement.

Sue McCrum, Chair, BATOD NI

BATOD South met by conference call in May 2006 to further plan the region's annual conference. The focus is on a variety of assessment tools across the years and there is an intention to have a mix of key speakers and poster presentations, including information about the strategic nature of the BATOD Survey.

Please note the Conference date is **Friday 10 November 2006**, as noted in the previous NEC report, rather than the incorrectly published date of the 11th. The BATOD website, calendar, and application forms have the correct date. The venue is Britannia House, near London's Kings Cross Station.

The BATOD South Secretary, Mary Ensor, warmly accepted the invitation from the NEC to attend the June 17 meeting.

Emma Kelty

A **BATOD Wales** committee meeting was held at Cwrt Sart Comprehensive School on 18 May, 2006. We confirmed arrangements for two obituaries to be included within our newsletter.

We considered comments received from several members asking if the BATOD survey could be reduced in breadth, aligned to current LEA surveys and undertook to forward these same comments to NEC. The central difficulty lies in the time involved in its completion and the extent of duplication for some members.

One committee member agreed to survey informally neighbouring LEAs to learn of their arrangements for TLR criteria for allocation to Teachers of Deaf.

Arrangements to meet with the Minister for Education and Lifelong Learning were made along with a consideration of the agenda items.

The financial report led to a consideration of the comment from the BATOD treasurer that our travel expenses seemed high. The reasons for this possibility were considered in the context of measures to reduce the overall claim.

Arrangements for Interpreter payment were considered once again and procedures outlined.

Arrangements for responding to the commissioning editor's request for articles were made.

The committee received an update regarding the joint initiative on Mental Health and Deafness led by WAG.

Continuing arrangements for the BATOD Wales Annual Conference were described and confirmed by members of the organising sub-committee. Some tasks were shared amongst committee members.

Annual arrangements for elections were planned.

A request has been received from the organisers of the Wales Teacher of the Deaf training course for practical support in the areas of placements,

supervision, marking coursework etc. We arranged for these tasks to be offered to members through the newsletter.

Midland Region The May twilight meeting on the Future of the Teacher of the Deaf went well. Over thirty Teachers of the Deaf attended, reflecting the widespread concern about the future of our profession. Ted Moore's talk was reassuring and extremely successful in raising BATOD's profile. Feedback was generally excellent although there clearly wasn't time to give all the detail that some colleagues wanted. We agreed that the committee needs to be careful with the wording on flyers to ensure that colleagues have a realistic expectation of twilights and conferences.

The 7 October Conference will be held at Exhall Grange, Coventry and we are expecting it to be extremely popular as the title is: 'Assessment and then what?' with Sue Lewis as keynote speaker. Workshops will include BSL assessment, Auditory Processing Disorder, ACE, Early Support Programme, Kid Tracks, SNAP Dragons and reading assessments.

Some areas are having difficulty filling Educational Audiologist posts. It may be worth contacting De Montfort University as we understand that there are newly qualified audiologists leaving without posts to go to.

Two deaf Teachers of the Deaf have recently been given posts in the region so we were interested in hearing about the NEC plans to start special interest groups: HI ToDs and ToDs working in isolation eg the only ToD in a Resource Base.

There has been a successful bid by colleagues from Birmingham to the Authority's Children's Fund; the team has received £80,000 for Asian Deaf Children.

We ended with an interesting discussion about Continuing Professional Development. Health colleagues have to obtain CPD points. This system could well be advantageous to Teachers of the Deaf who do not always have access to INSET. Is this worth pursuing?

Keep up-to-date

The BATOD website has a section in the 'Association' folder for each of the seven regions/nations. Committees are beginning to post news there so that members have a faster form of access to news and issues. Shortly there will be a 'members only' section to the website where items that are not on public release will be available.

Seminar on Informed Choice

Report from Paul Simpson, BATOD Secretary

Seminar on Informed Choice held at the Royal Statistical Society June 2006

Context

A document has been published by Early Support entitled 'Informed Choice, families and deaf children - a professional handbook'. It is the result of research carried out by the University of Manchester and the NDCS. It was launched at the annual NDCS conference on Friday 16 June. Wishing to seize the moment, the NDCS convened a seminar for members of key organisations in the field to discuss how best to put it into practice. The participants were Robin Ash, Gwen Carr, Sarie Cross, Susan Daniels, Mark Geraghty, Anne-Marie Hall, Sue Lewis, Wendy McCracken, Tony Sirimanna, Jacqui Stokes, Capi Wever, Tyrone Woolfe and me.

Summary of the main points of the meeting

The meeting opened with a stimulating presentation by Dr Capi Wever on the philosophical and ethical background to the issue. This mirrored his keynote speech at the earlier conference. Gwen Carr then talked about key outcomes of the research.

There was then a wide-ranging theoretical discussion about what informed choice is and how in reality it can be implemented. Reference was made to a successful project in Colorado which members of the research team had visited.

- ♦ Informed choice does not just refer to communication approach and educational setting options - it can also involve appointments, audiology, training and even transport.
- ♦ The research team found that there are 15 underpinning issues which have to be considered including availability, 'are all issues open to Informed Choice?', equality of resourcing and parents' ability to make informed choices.
- ♦ It is hoped that the document will form the basis of service self-monitoring.
- ♦ There is concern that some services withhold or skew their information. Others are seriously hindered by operational constraints eg only one ToD, or no provision in the area of the sort a parent may request. Regional solutions have to be considered and the recent LISEN report and proposed Regional Centres of Excellence (in England) need to be explored.
- ♦ There should be mutual respect for different

approaches seeing them as of equal value rather than one being 'right for deaf children'.

- ♦ At the same time it is recognised that professionals will have their experience and views which need not be watered down - families need access to a wide range of professionals and provision and information.
- ♦ The NDCS is working on a statement about Informed Choice which they will ask organisations, including BATOD to support.

Action points

- ♦ BATOD to discuss statement produced by NDCS on Informed Choice when it is produced.
- ♦ Ensure that an article about the publication appears in the Magazine.

Advertising Manager

BATOD steering group will be seeking an Advertising Manager during 2007. If you are interested in this post please contact Paul Simpson (secretary@BATOD.org.uk).

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DDA and qualifications

Present: Representatives from BATOD, British Dyslexia Association, DfES, DRC, Dyslexia Action, NDCS, RNIB, RNID and Skill

Context

Held at DfES this was a follow-up meeting of stakeholders affected by the changes to access arrangements for examinations caused by the implementation of the DDA.

Summary of the main points of the meeting

There were two purposes:

- 1 to make informal comments on proposed regulations about the extension of the DDA to general qualifications from September 2007 and the means of redress
- 2 to hear about the development of an accompanying Code of Practice by the DRC to be issued at the same time.

The presentations highlighted that Awarding Bodies must not discriminate against disabled people in their awarding of qualifications. This does not extend to specific competences judged to be essential to a particular qualification (eg listening in music, and speaking and listening in English). The body must be able to show why such a standard has to be included in a qualification.

It was felt by many of the organisations present that the awarding bodies did indeed discriminate.

BATOD meeting with Sarah Teather

Following our successful meeting with Jacqui Smith, Minister for Schools, we felt it important to maintain and strengthen our links with other political parties. Consequently, Ted Moore and I met Sarah Teather, Liberal Democrat spokesperson for education, in her office in Portcullis House on 22 May 2006.

Although we only had half an hour of her time (it was the day before the Education Bill and she was valiantly trying to write speeches about the Liberal Democrat policy on the Bill) she listened attentively and made copious notes about our points. We rationed our comments to ensure that we were able to get our message across during the meeting.

The key points we concentrated on, having explained what BATOD was and who our members were, included:

- ♦ the effects of delegation on units and mainstream schools and the consequences of the squeeze on local authority funding whereby

Report from Paul Simpson, BATOD Secretary

A number of points were raised.

- ♦ The QCA must show that it is reviewing the competence standards in readiness for September 2007 - although there is currently no evidence that this is taking place
- ♦ The QCA is not in itself an awarding Body although it has a public duty not to discriminate
- ♦ The agents of the Awarding Bodies ie the schools and centres, could be liable under the Act for not making appropriate reasonable adjustments
- ♦ The QCA and DfES are currently urgently addressing the issues arising from the removal of certificate indications and are also considering the impact of the removal of oral communicators. We expect further information in the near future.
- ♦ The DRC does not accept the legal opinion of the QCA counsel about the removal of certificate indications.
- ♦ 'Is the inclusion of a specific competence standard a proportionate means of achieving a legitimate aim?'
- ♦ BATOD was invited to write to the DfES about the lack of response by the JCQ to proposed possible alternatives to the Music listening test (the Associated Board has devised robust tests to replace the aural part of its Music examinations).

Report from Paul Simpson, BATOD Secretary

more and more money bypasses the LAs and goes straight to schools

- ♦ related concerns about the future of LA specialist support services including funding for training and equipment and the move to more generic services
- ♦ the effects of inclusion and the rôle of special schools
- ♦ the mandatory qualification
- ♦ the ongoing problems for deaf students taking public examinations and the effects of the implementation of the DDA on access arrangements.

We felt that despite the brevity of the meeting it had been worthwhile - a contact had been made - or renewed - and it seemed that Sarah Teather was broadly supportive of BATOD's position on these issues and would bring that point of view to bear on any education policy discussion in the Liberal Democrat party.

BATOD meets the Unions Professional Association of Teachers

Report from Paul Simpson, BATOD Secretary June 2006

Context

One of a series of regular meetings with senior union officials to discuss issues related to pay and conditions of particular relevance to ToDs. We met with the Principal Professional Officer of the Professional Association of Teachers, Deborah Simpson, and covered a range of topics of interest to members of both BATOD and PAT.

Summary of the main points of the meeting

During the meeting, Deborah confirmed to us that her association's view is that the safeguarded sum of £2151 which some ToDs have been receiving for many years since the abolition of the old allowance will in fact continue to be safeguarded until the holders leave their post or retire - this is contrary to advice received from the DfES.

She gave us a guidelines document about safeguarding to underline this point.

Throughout the discussion, Deborah displayed a strong interest in and concern for unattached teachers - a concern of BATOD for many years - and said that her association is determined to speak up for these colleagues in all the major discussions in which she is involved. We undertook to try to discover the true number of unattached teachers which no-one currently knows.

PAT is also implacably opposed to LAs trying to force employees on to the Soulbury scale against their will. She confirmed that where any form of teaching is involved in the job this is not legal anyway.

We also discussed a number of other topics underlining their specific relevance to BATOD members. These included:

- ♦ delegation of resources to schools and away from LAs which is also having an effect on funding for out-of-county placements
- ♦ SEN allowances
- ♦ PPA time for peripatetic teachers
- ♦ TLRs - particularly in services and in delegated units
- ♦ representation on the GTC(E)
- ♦ the mandatory qualification
- ♦ funding for CPD for ToDs
- ♦ parity of treatment of ToDs in special schools, mainstream schools and services.

There were many points of agreement and we undertook to build on this contact informing each other of developments and meeting again in the future.

NCPA/FPHB MEETING

At the sixty-fifth meeting of the National Committee of Professionals in Audiology in April 2006, the new Constitution was adopted. The BSA will continue to provide secretarial support for the new body to be known as the United Kingdom Federation of Professionals in Hearing and Balance (FPHB). The approved Constitution will be circulated with an Annex listing member organisations and observers.

BSHAA were unable to take the Chair owing to internal personnel changes. It was resolved that Professor Gerard O'Donoghue remains in the Chair for the next meeting in July with a view to rotating the Chair to RCSLT.

Inclusion of the home countries was discussed and the need to consider differing frameworks within Health and Education in Northern Ireland, Scotland and Wales.

There was a consensus to support a greater awareness of the competencies and skills that each group brings to FPHB, to raise the profile of the Federation, and to work in concert to promote quality in service provision.

The current BSA representative, Professor Adrian Davis, was asked to facilitate meetings with UK Health and Education Ministerial representatives, and the All-Party Parliamentary Group on Deafness.

Speculation about the future provision of hearing aids prompted the desire to undertake dialogue on professional issues with representatives of major manufacturers and independent health care service providers.

Key point

Following consultation with its members the BAEA expressed its desire to open dialogue with BATOD with a view to federal working - a unified body from the two independent organisations. The Secretary and President of BATOD have been contacted.

BATOD Conference 2007

Saturday 10 March 2007

Transition

Marriott Hotel Leeds

Keynote speaker: Simon Blake National Children's Bureau

Workshops to include:

- ◆ Cochlear implants for children - implications for transition
- ◆ Transferring from Children's to Adult Services
- ◆ 14 -19 curriculum
- ◆ The Teacher of the Deaf and the role as keyworker in childhood to adolescence
- ◆ Early Support Provision
- ◆ Connexions service and Transition plans
- ◆ From deaf pupil to deaf Teacher of the Deaf
- ◆ Primary to secondary transfer
- ◆ Transition to Adulthood
- ◆ Transitions between language programmes

Special Interest Groups lunch-time meetings:

- ◆ Deaf Teachers of the Deaf
- ◆ Isolated/unattached teachers

Keep an eye open for more details on the BATOD website, linked to the calendar

BATOD was there representing you...

Between the NEC meetings, members of BATOD attend various meetings that are of particular interest to Teachers of the Deaf. This list is not exhaustive as some reports have not yet been received or meetings reported on. Your representatives at the meetings listed include: Lucy Leith, Bev McCracken, Ted Moore, Paul Simpson, Ann Underwood, Alison Weaver.

date	external participants	purpose of meeting	venue
June			
6	Professional Association of Teachers	Contact meeting	Derby
8	Education research consortium	Regular meeting	RNID, London
8	DfES	Meeting about DDA	London, Sanctuary Buildings
9	Heads of sensory support services	Annual conference	Birmingham
15	UKCoD	Trustees' meeting	London
16	NDCS	Annual conference	Birmingham, Metropole Hotel
19	RNID and NDCS	Termly tripartite meeting	NDCS, London
20	NDCS	Seminar on informed choice	London
22	Nick Gibb, Conservative MP	Education spokesperson contact meeting	London, House of Commons
29	GTC(E)	Specialist Associations meeting	London
29	Various	Examinations and the DDA	London, NDCS
July 2006			
1	NASEN	Annual meeting	Tamworth
21	RCSLT	Revision of BATOD/RCSLT Guidelines	Whitchurch

Please inform Paul Simpson, National Secretary, 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 will be able to attend every meeting, situations could be monitored and the interests of ToDs represented.

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

ICT Newpage



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

Earlier this year schools which had gained the Naacemark were invited to apply for the new Becta ICT Mark. The new assessments concentrated on the impact of ICT on the learning, motivation and independence of the pupils. I found some of the sections very hard to complete, especially as they were looking for pupils being able to demonstrate critical evaluation skills which require abstract thought and higher linguistic skills. I had a number of debates with Becta assessors regarding the suitability of their criteria for the special school sector and understand that these have been amended in the light of my and other SEN colleagues' comments.

Self-evaluation is the buzz phrase of the moment, with the change in the way Ofsted are inspecting schools. ICT is no exception and Becta have launched their self-review framework for ICT. The framework, which defines the standards for the ICT Mark, is designed to:

- ♦ allow schools to ensure ICT investment achieves fitness for purpose,
- ♦ look at learning outcomes,
- ♦ identify strengths, weaknesses and key priorities
- ♦ get everyone including pupils, staff, parents and governors involved in the evaluation process.

Most schools are likely to adopt this framework for their ICT development planning, so make sure you get a chance to contribute to the section about special needs and inclusion. For details of the ICT Mark and the Self-Evaluation Framework follow the links on the Becta website. www.becta.org.uk

I was interested to read research published in the journal Education 3 to 13 which has suggested that pupils who use interactive software cannot remember the stories they have just read because they are distracted by cartoons and sound effects. The research looked at two classes of six year-olds who used interactive book software or talking books to learn reading skills. A day later, 90 per cent of the talking book users could remember the story, compared to 30 per cent who used the interactive software. It would be interesting find out if deaf pupils are affected in the same way by interactive materials - a research project for someone perhaps? www.vnunet.com/vnunet/news/2148338/educative-software-fails

Resources

Most teachers recognise the motivational aspects of using ICT-based activities with learners. However many teachers have also found that positive attitudes to working at the computer in pairs does not necessarily lead to a rich language exchange between learners. There is an interesting paper entitled 'The role of ICT as catalyst and support for dialogue' by Dr Rupert Wederif on the National Association for Language Development in the Curriculum website which, although focussing on EAL pupils, has case studies and ideas which are relevant to deaf children. It also shows use of software called 'Bubble Dialogue' which allows the user to create speech bubble conversations on the computer. This software is a free download from the thinking together website.

www.naldic.org.uk - click on the resources tab and then the link to ICT to find this and other papers and materials for language learning with ICT.

www.dialoguebox.org - click on downloads to find the Bubble Dialogue software. Further details can also be found at www.bubbledialogue.com, where there are also lesson plans and documentation.

Eslbase provides a comprehensive directory of TEFL (Teaching English as a Foreign Language) training courses in the UK and worldwide, as well as teaching resources and information for TEFL professionals. There is an array of downloadable worksheets and activities covering topics such as conversation, business, telephoning and writing. There are also ideas for teaching and discussion articles about methodology. Whilst not specifically designed for deaf children some of the materials and teachers' ideas are suitable or could be adapted. Access to some parts of the website, such as downloading worksheets requires registration, but this is free. www.eslbase.com

Press Releases

Roaring Girl productions have sent details of their recently released 16 minute drama called Nectar which tells the story of a deaf swimmer and his life choices. There is an accompanying three-part documentary showing how the film was made and demonstrating how the film has been made

accessible to deaf and visually impaired audiences. The company has also produced other films about deafness and disability including one about Helen Keller. Full details about Nectar and their other films can be found on their website.

www.roaring-girl.com

Websites worth a visit

Texts in Context

This is a rich and unusual collection of over 400 British Library texts. It includes a great variety of texts, from menus for medieval banquet to the first English dictionary ever written. The everyday texts illustrate social, cultural, economic, political and technical history and through them you can meet cooks, clerks, tradesmen, smugglers and doctors to name just a few. The collection is divided into seven different areas which include Experiences of the Empire, Shipwrecks and Smuggling and Taking the Waters which is subtitled cures, quackery and the diversions of the spa. All the resources are available as high resolution scans ideal for creating interesting materials for lessons, with detailed descriptions available for each textual source to help teachers use the materials in the most effective way.

<http://bllearning.co.uk/love/text>

British Pathe Limited

The British Pathe site features news, sport, social history and entertainment from 1895 to 1970, which schools can access for use within their educational establishments absolutely free. The site contains high resolution film clips in quicktime and windows media file format, as well as stills. Although this material is of historical interest it could also be the stimulus for a number of activities. One suggestion from Becta is to use the site in English lessons, asking students to find films that came out in same year as the book they are studying was written or published. Another suggestion is to turn off the sound when showing a film, and asking the class what the clip is about. This seemed a very suitable activity for our pupils. You could get them to record their own soundtrack or subtitles for a historical event, using a film clip and a computer-based system. Teachers should note that, although anyone can view clips on the site, only schools and colleges can download the high-resolution films that will give best results when projected in class. This means that you can search the archive and prepare your lesson anywhere, but you need to be logged on at an educational site to obtain the films you need.

www.britishpathe.com

Gunpowder, treason and plot

Four centuries after Guy Fawkes failed to blow up the Houses of Parliament, the Parliamentary Archives and 24-Hour Museum have launched a

major new online educational resource exploring the history of this most notorious of plots. The 'Gunpowder, treason and plot' site uses a set of 17th-century commemorative Gunpowder Plot playing cards to take Key Stage 2 children through the story - from the gang's first plans through to their grisly public executions. Combining interactive and original source material, the site is ideal for classroom use and particularly suited to working with whiteboards.

www.gunpowderplot.parliament.uk

Clicker News

Keep up-to-date with Clicker by bookmarking CrickSoft's Clicker news page. From here you not only have details about the latest version, but there are also links to the Learning Grids website with numerous free grids to download, details of pricing and support available.

www.cricksoft.com/uk/products/clicker/default.asp

Phonak iLearn

This is an online learning and knowledge resource designed to provide an easy and quick way of keeping up-to-date with Phonak products. There are presentations, self-study modules and the opportunity to join online meetings.

www.ilearn.phonak.co.uk

Widgit have just published an upgrade for Cath Smith's **Let's sign and write** with a vocabulary of 1500 words. There is a set of more adult faces as well as the younger child faces. The handbook provides much more user-friendly advice on using the graphics.

Also available from the www.Widgit.com/resources website are:

Roman Activity Pack - a set of activities based on the Romans reading books.

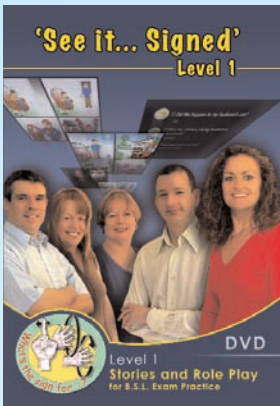
Summer Pack 06 - 23 fun activities for parents to keep their children busy during the long summer holidays. This pack would also be suitable for teachers to use in the classroom. The activities have all been made using 'Communicate: In Print 2'

Language Development Pack 9 - from Catherine Redmayne, Speech and Language Therapist.

Extending Language Skills is a pack of ideas for children aged 7-9 who continue to have problems with comprehension and sentence building. Some of these resources are free and available in pdf format, others are lo-cost items.



www.BATOD.org.uk



Title
**'See it signed' Level 1
 Stories and Role Play
 - DVD**

Author Karen Denis

Publisher Preview TV
 production

Published 2005

Price DVD £23.00 (+£2 p&p)
 video £20.00 (+£2 p&p)

Available from www.whatsign.co.uk

Reviewer Sue Watters - peripatetic Teacher
 of the Deaf - Northamptonshire

Presented by 5 CACDP Teachers/Examiners (Anita Duffy, Gary Taylor, Pauline Hodgson, Sandra Teasdale and John Wojcik) and presented verbally by Karen Denis (Teacher of the Deaf)

General Overview

This is the fourth in a series of videos produced by 'What's the sign for?' This DVD aims at those preparing for the Level 1 exam. It shows the presenters presenting stories in 4 parts, demonstrates signed picture stories and shows examples of role play. I was delighted to get this DVD to review, as I had used their 'Sign Up' videos and found them very useful for Level 1 and hopefully this one will help my story telling. This DVD did not disappoint. It was of the same good standard of presentation.

Content evaluation

This DVD is divided into 3 sections:
 Section 1 - General Conversation
 Section 2 - Story Comprehension
 Section 3 - Describing picture sequences.

In Section 1 you are shown the cue card for the candidate at the beginning.

eg You are at a restaurant with your daughter.
 Pauline is the waitress.

- ◆ Order something to eat for you and your daughter.
- ◆ Ask what soft drinks are available.
- ◆ Ask the waitress to recommend a wine.
- ◆ Order something to drink for you both.
- ◆ Check your order when asked.

Next the signed conversation is shown. After that the assessor's card is shown. Then the conversation in sign is shown again with subtitles, so that the viewer can check any unfamiliar signs. Other scenarios include: buying train tickets; lost car when shopping; meeting a stranger in a pub.

In Section 2 - story comprehension, four part stories with three questions to each part are shown. The questions are first signed and then subtitled. Then the answers are shown. Subjects include: moving, birthday and camping.

Section 3 - story boards is particularly good. It discusses use of BSL features: facial expressions, classifiers, modification, characterisation, role shift and placement. Subjects include: On the beach, playtime, Sunday afternoon, the bride and the new car. After showing the pictures in the storyboard each story is signed. Then the BSL features used by the signer are replayed.

This DVD is particularly useful for anyone taking the BSL Level 1 exam. It shows the three parts of the exam and how to pass it. However, it is also useful for extra practice for Level 2 students and could help younger BSL users practise both their receptive and expressive skills. I have lent it to a family who are all learning BSL, to give them extra practice. One feature I find very helpful is the over the shoulder camera shots of difficult signs, which enable you to check that you are producing signs correctly without having to look in a mirror. When explaining BSL features, slow motion is used.

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

Title **Sign to Me**

Editors Rita Cheminais

Publisher Waterfall Rainbows
www.waterfallrainbows.co.uk

Price £59.99

Reviewer Rosie Edge (Kent Specialist Teaching Service - HI)

Overview

'Sign to me' is a CD-ROM containing over 1700 video clips of everyday signs. It loads automatically when placed in the CD drive of the computer and is easy to use. It is presented by a young, deaf boy thus promoting a positive role model for other deaf youngsters.

It differs from other materials of its kind in that it has the facility for the user to access either BSL (British Sign Language) or SSE (Sign Supported English) the quality of speech alongside signs is good. This makes it an invaluable resource for anybody, deaf or hearing, who is interested in learning to sign. The package could also be used to support and encourage the development of language and literacy skills with

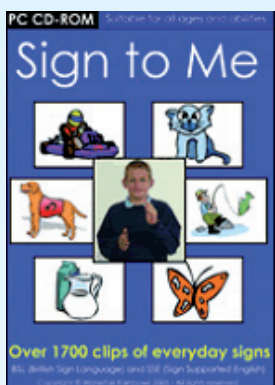
pre-readers, pupils with specific learning difficulties and those with a range of language and communication disorders. The magnifying facility means that it will also be accessible to those with visual impairment. The user-friendly format of this package makes it suitable for use in school, in the home or as part of a training package.

When using the SSE version of the package, it is possible to increase or decrease the volume. This will be particularly beneficial to hearing-impaired users who can adjust the volume to suit their needs. It is also possible for visually impaired users to magnify images to full screen mode.

The program comprises several sections.

ABC find and sign

This has an alphabet database of more than 1700 video clips of everyday signs. This also shows regional variations in BSL signs. A colour picture accompanies each sign and shows the chosen word being used in a sentence to provide context. Images can be magnified.



It is possible to browse a specific section of the alphabet by clicking on the required letter via the alphabet bar at the top of the screen. The scroll bar can then be used to view all the words in that section. Choose a word by clicking on the selected picture. A video clip of the chosen sign is then shown with an

example sentence underneath it. By clicking on the fingerspelling button, the chosen word will be fingerspelt.

Picture signs

This is likely to be beneficial to adults and children with literacy difficulties and weak spelling skills and to those who are just learning to sign and find it



helpful to think in categories. The picture dictionary is divided into clear categories. For example: letters, animals, colours, food and drink, hobbies,

numbers, people. Each category is illustrated with a colourful symbol. The user simply clicks on the chosen category to display a range of pictures with signed video clips grouped accordingly.

Fingerspeller



This is an excellent resource for helping the user to improve his or her speed of fingerspelling. Video clips of BSL fingerspelling can be used to spell any word that is typed in. There is a choice of 3 fingerspelling speeds. If a word from the 'Sign to me' database is chosen, a picture to represent the word will also be displayed.

Game



In the centre of the screen, the video clips of the young deaf signer are displayed. The game begins when the start button is clicked. A video clip is shown

and the player is required to match this sign by clicking on the correct picture (choice of eight). An incorrect response offers the player the option of trying again or of being shown the correct sign. The game ends after 15 turns. Good fun to play!

Resources

This part of the program allows the user to print lists of spelling, accompanied by pictures from the word list in 'Find a sign'. Flashcards can also be created by typing words into boxes provided. If the chosen words appear in 'Find a sign' a picture will appear above the word. Own words and pictures can also be added by consulting the help section for guidance. The full screen option can also be found here.

Membership of the website

www.waterfallrainbows.co.uk is free and enables the user to share ideas, look at possible upgrades and obtain on-line help and support. The 'help me' page shows the user how to add his or her own words and pictures.

'Sign to Me' is an invaluable resource - pricey but a cut above the rest in that it has the facility to use SSE with sound accompanying signs to support partially hearing and hearing users. The colourful pictures, engaging activities and clear presentation serve to make this program attractive to adults and children of all ages and abilities.

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

Title **A Beginner's Introduction to Deaf History**
Editor Raymond Lee
Publisher Deaf History Society Publications
Published 2004
ISBN 1-902427-18-1
pages 254
Price £20
Reviewer Ted Moore

This publication was created for anyone with 'an interest in the Deaf and their language, their community and their history'. It is also intended to 'form the basis for Deaf History Courses' which are often included in Deaf Studies and BSL courses.

It is a comprehensive work, full of illustrations (260), photographs, time lines of events and publications, and information. Sadly, however, there is no mention of the founding of BATOD or its publications! The views of the Deaf Community are very much to the fore, upholding its stance on sign language and its position as a community which has its own language and culture.

Each section provides information and views which create debate, consideration and interest. I believe that to understand where the education of deaf children is now, and how the status of the Deaf Community is currently viewed, then knowledge of the past is of great import.

What have been people's attitudes, often cited in religious literature, towards the Deaf? What have Christopher Wren and Daniel Defoe got to do with the development of sign language? What were the first hearing aids like? How and why did many deaf people end up in the Workhouse in the 19th Century? How did deaf people manage during the two World Wars? What technological developments have had the most impact on the Deaf Community? Are Deaf people significantly better off now than before? What does the future hold? You can find some of the answers to these questions, the opinions of deaf people about the issues, and much more in this publication.

Some of the views expressed are very hard hitting. One section is extremely disparaging of oral/aural approaches in the education of deaf children. I, personally, found the attack on the 'oral' approach espoused by the Ewings as too abrasive and narrow minded. For example, at the end of the section entitled 'Ewingism' comes the conclusion that 'Ewingism' destroyed five generations of deaf children, their education and their future'.

But, of course, this is a matter of opinion! My main criticism of the work lies in the layout of the book, the lack of a contents page and an index. Without these, those people wishing to seek out specific information, and students engaged in assignments, will experience some unnecessary difficulties. However, if you have a real interest in the history of deaf people, and can find your way through the somewhat haphazard organisation of the contents, as well as accepting some of the radical views expressed, then I'm sure you will have an extremely enjoyable and profitable read. A 'must-have' book for historians with interest in the lives of deaf people.

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

They've been reading our website!

The Education and Skills Select Committee has produced a detailed report into Special Educational Needs. The summary is reproduced on the BATOD website with the conclusions and recommendations. BATOD was very pleased to see that, although we did not give evidence, an extract from our response to an Ofsted report into inclusion on our website was quoted within the report.

Reference to BATOD in the report:

Paragraph 281 refers specifically to BATOD as follows:

"281 Evidence exists of this conflict existing for teachers as well as head teachers. This was articulated by the British Association of Teachers for the Deaf who suggested "the inexorable pressure of the curriculum, examination/SATs requirements and league tables [...] demand that mainstream teachers drive forward in a way that may not be conducive to good inclusive practice - causing tensions between the two."

(British Association of Teachers of the Deaf
<http://www.batod.org.uk/index.php?id=/articles/inclusion/inclusionofsted.htm>)



www.BATOD.org.uk



iLink for newborns - providing the best start in life

Every day counts

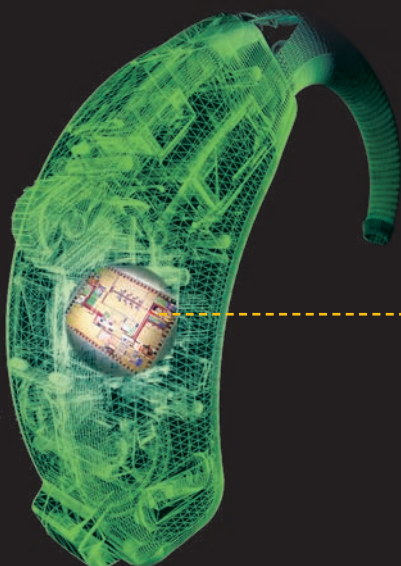
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Tripartite meeting June 2006

1 Present: Kathleen Grehan (RNID), Anne-Marie Hall (NDCS, Chair), Ted Moore (BATOD), Paul Simpson (BATOD, Note-taker), Lorna Williams (NDCS),

2 Matters arising from the notes of last meeting not elsewhere on the agenda.

- ◆ Ted and Paul are meeting Nick Gibb on Thursday and will discuss his interest in deaf children's education and Conservative policy.
- ◆ Anne-Marie has written to the DfES Extended Schools and SEN divisions but has had no reply as yet about support for deaf children in extended schools.
- ◆ DRC comments on revised Post-16 code of practice to be emailed to the group by Kathleen.

3 Education Bill

- ◆ Anne-Marie reported that the Special Education Consortium met with peers to brief them on key issues including admissions; exclusions (90% at primary school; 60% at secondary school of permanent exclusion are children with SEN; sometimes they need to exclude to get specialist support); training of staff - mainstream and TAs and the role of specialist support staff.
- ◆ Also concerned that school improvement partners have proper expertise and ability.
- ◆ Many schools don't understand Disability Equality Duty - the DRC and DfES are producing generic materials: 'Implementing the DDA in schools and early years settings'; NDCS will produce a fact sheet for parents.
- ◆ Ted raised concern about inspectors' comments which can be glib and patronising. Anne-Marie is to write to DfES about joint inspections and ensuring appropriate expertise is available.
- ◆ BATOD is still concerned about trust schools and their independence in relation to access to services for deaf children which may have to be bought in. This is reminiscent of what happened with GM schools. Anne-Marie pointed out that the 'working together' philosophy doesn't match with the move towards increased independence.

4 Examinations

- ◆ Paul reported on the latest meeting held at the DfES. There may be some hope for a solution to the issue of certificate indications and oral communicators although no detail has yet emerged.
- ◆ NDCS not prepared to wait any longer - they don't accept the QCA legal advice and are issuing a press release. DRC is to write to the Chief Executive of the QCA and is obtaining more senior advice addressing comprehensive

questions. Time is of the essence as the November resits approach. AFASIC is now involved in the group and supports the re-establishment of oral communicators. Anne-Marie is to email Linda Badham again as a response is still awaited.

- ◆ The JCQ and QCA have an obligation to take proper steps to ensure that their practice is not discriminatory. It is not clear that they have done this in relation to competences, for example. Failure to address these issues properly could possibly open them to judicial review.
- ◆ We consider oral communication to be a reasonable adjustment.
- ◆ It seems clear that the DDA should only make things fairer and if regressive should not be implemented.
- ◆ In addition, ERCDO has sent a letter to the All Party Parliamentary Group also raising this issue.

5 Research in deaf education and data collection - update from ERCDO

- ◆ Current statistics from PLASC are poor and uninformative and the group has written to Malcolm Bruce of the All Party Group about this.
- ◆ There is a need for research into inclusive practice particularly in the context of Joint Area Reviews:- services will have to submit documents about performance of ToDs. Some research possibilities would include who is monitoring what children are receiving; how they respond to whole class teaching; the work of mainstream teachers. In short, what difference are teachers making?
- ◆ Anne-Marie suggested that ERCDO should develop improved links with the Universities carrying out research and that Paul should write to other members of the group for their opinions. Bencie Woll of DCAL could be one possible link.
- ◆ Ted will raise the issue of research with the Universities at the Course Providers' meeting in September.

6 Training of Teachers of the Deaf

Anne-Marie Hall stated that at the last meeting of the group two things were discussed - the need for more information about training in Wales and what the outcome of the LISEN report means for training. The group is to write about this. Contacts are being made with SENSE and RNIB as their fields are experiencing similar difficulties. A draft letter will be circulated to the group. There is to be another meeting on 10 October.

Ted raised the concern that in Scotland the Moray House course proposes not having a teaching component. This would thus not be recognised in England. BATOD strongly opposes this.

7 **LISEN audit**

This was much awaited and anticipated but contained very little which was not already well known. Regional Centres of Expertise seem to be taking on the responsibility for this group of children - funded for two years and developed by the Regional Partnerships. Anne-Marie to write to Chris Wells asking how a strategic overview will be maintained; how would the regions address all areas in each partnership? Is there a danger of a postcode lottery? Key questions will be asked including about training.

8 **Update from our organisations**

- ◆ **BATOD** raised the issue of the threat of closure of 83% of Lip reading classes following changes to funding of courses by the LSC. This will have major social and rehabilitative implications. 70%+ of people over 70 years have hearing problems and for many these classes serve an enormously important purpose and they don't require accredited courses. Every one present supports this campaign. Anne-Marie wondered whether there would be a similar effect on BSL courses particularly if they are not accredited.
- ◆ Communication Tactics training is now being arranged for health workers free at the point of delivery.
- ◆ Next annual conference will be in Leeds on the subject of transition.
- ◆ **RNID** still has no head of education. Kathleen is pursuing three research proposals at the moment - multi-professional working and Early Support, transition from primary to secondary and monitoring the role of specialist support services.
- ◆ Currently Liz Andrews is drafting the new Early Foundation stage project and Sue Lewis wants to include this information in the RNID Early Support Guidelines.
- ◆ Kathleen is exploring the Labour Force Survey for useful information about employment and education of deaf people. There is some 'deaf specific' information. Often experience shows that deaf students may get jobs initially but when moving to a second job cannot easily retrain. Also there is a great concern that many deaf people are underemployed in relation to their ability and potential. The survey could also show how many deaf people are receiving benefits.

- ◆ The deafness@birth website is to be transferred to the RNID website.
- ◆ Stage 1 of the Learning from Success project undertaken by Dr Steve Powers is complete - funding for the later stages is not known about currently.
- ◆ A joint publication with the Ear Foundation about Cochlear implants has been published.
- ◆ **NDCS** has produced a new publication 'You and your grandchild'
- ◆ Also a document about fathers' perceptions which is downloadable from the website and will be going to all heads of service. Part of the NDCS website is now dedicated to fathers including an interactive message board. More specific publications are due later in the year and two events for fathers and their deaf children are being arranged in York and Plymouth for next term. There will be an article about this in the BATOD Magazine.
- ◆ Lorna Williams has joined the team and is currently working on deaf friendly schools and LSA courses. She will attend these tripartite meetings - Anne-Marie will attend occasionally.
- ◆ The Informed Choice booklet version for parents will be out soon.

9 **Any Other Business:** Kathleen reminded us about the DRC's formal investigation into discrimination in areas such as nursing and teaching.

10 **Date and place of next meeting:**
Monday 6 November at the RNID

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41 The Orchard, Leven, Beverley
East Yorkshire HU17 5QA

Education Research Consortium of Deaf Organisations

Report from Paul Simpson, BATOD Secretary

June 2006 at the RNID

Context: Regular termly meeting of organisations to discuss and promote research-related issues in deaf education.

Present: Jill Bussien (NATED), Kathleen Grehan (RNID), Chris Rees (Auditory-Oral consortium), Karen Simpson (Sign Bilingual Consortium), Paul Simpson (BATOD, Chair), Amy Skipp (NDCS)

Apologies: Sue Archbold (Ear Foundation), Mary Kean (Delta), Brian Lamb (RNID)

Summary of the main points of the meeting:

Two key issues were addressed:

1 The continuing need for Government data collection including more informative PLASC figures.

PLASC figures currently provide information about whether pupils are hearing-impaired and whether that is their primary or secondary need. We would like the figures also to collect information on communication approach, setting and degree of deafness. Otherwise the figures are not sufficiently informative to help in the raising of standards.

Action: Continue to pursue contacts with DfES about further improvement of the PLASC figures. Write to All Party Parliamentary Group on Deafness asking for a meeting to discuss this (and the effects of the DDA on examinations).

2 The development of a database of research into deaf education

Relevant research in the field is not easy to track down eg the Open University database makes no reference to BATOD's journal, Deafness and Education International. The Sign Bilingual Consortium is currently working on guidelines for research into deaf education which, it is hoped, will become widely available.

Action: BATOD and NDCS to discuss hosting a page on their websites listing and linking to current research in the field to be monitored and updated on a regular basis. This would include links to research based conferences eg the NHS 2006 conference in Como. Karen Simpson to discuss this issue with Gary Morgan of the new DCAL research centre.

Other points raised in the meeting included:

- ◆ Kathleen Grehan has been looking into the statistics emerging from the Labour Force Survey showing some educational attainments and the employment situation of deaf people. These figures could be of great interest as there is little other information about deaf people's

employment. She will make the data available as soon as possible.

- ◆ Karen Simpson announced that the Sign Bilingual Consortium website will soon be launched and will include some information on research into this philosophy and approach to the education of deaf children and young people.
- ◆ Amy Skipp gave information about the major research project entitled Positive Support whose website is www.positivesupport.info
- ◆ Karen Simpson also told us about the development of a glossary of curriculum related signs being developed in Scotland. www.ssc.education.ed.ac.uk/aboutSSC/projects/bsl.html
- ◆ Jill Bussien told us about NATED's work on the development of a CSW training course. This was originally in co-operation with Edexcel but they have recently withdrawn. She indicated that there is a great need for research into the support provided to deaf students in FE and HE.

Date and place of next meeting:

12.30pm, Monday 16 October, 2006 RNID

BATOD Association Magazine

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Please note that there will be an increase in the cost of website advertising from 1 January 2007.

This and that...

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

SENSE-USHER are organising the launch of a new leaflet to provide up-to-date information about Usher Syndrome and Cochlear Implants. The booklet will be sponsored by Advanced Bionics Corporation and is the product of collaboration between Sense-Usher and the Nottingham Cochlear Implant Programme.

The Booklet launch will take place in London on Saturday 7 October with lunch, the launch and a trip down the Thames to round off the day. Anyone with Usher who would be interested is welcome and flyers are available from:
Elizabeth Beadle 0115 9485549

Forest Books

UK Council on Deafness and Forest Books Ltd are pleased to announce that discussions are taking place that are intended to lead to Forest Books Ltd becoming a wholly owned subsidiary of UK Council on Deafness. In recognition of the high regard in which Forest Books is held by its customers it will continue to trade as a separate company using the name Forest Books and to operate from its premises in the Forest of Dean with its existing staff. This will enable Forest Books to continue to thrive and develop in the long term, beyond the approaching retirement of the present owners, Doug McLean and Lyn Atkinson.

Susan Daniels, Chair of UK Council on Deafness, expressed the Council's delight to have the opportunity to bring the two organisations together, "enhancing the profile of both and enabling us to further develop services for our member organisations." Forest Books provides an invaluable service to many of our member organisations, who represent a large proportion of its customer base and this will enable them to share the benefit of developing that relationship.

2006 Annual Deafness Conference

Tuesday 7 November 2006 at Britannia Street Conference Centre, Kings Cross, London. The 3rd Annual Deafness Conference is an opportunity for all professionals working with deaf people to meet and network and to gain a greater understanding of developments taking place across the country and across the spectrum of deafness.

The Mary Brennan Memorial Visiting Fellowship

Dr Mary Brennan (1944-2005) was a pioneer of sign linguistic research. An annual visiting fellowship in her memory is being funded by the ESRC Deafness, Cognition and Language Research Centre at University College London, with support from the University of Edinburgh and the University of Durham. The holder of the fellowship will be expected to spend a minimum of three weeks at

DCAL, undertaking independent and collaborative work with DCAL researchers, and present one public lecture at UCL. A travel and subsistence allowance of £2000 is available together with an honorarium of £500. There will also be the opportunity to present lectures in Durham and Edinburgh for which additional honoraria, travel and subsistence allowances will be available (supported by University of Durham, Heriot-Watt University, and the Moray House School of Education, University of Edinburgh). Applications have closed but for future reference or to make an informal enquiry contact Bencie Woll (b.woll@ucl.ac.uk). Further information about the activities of DCAL can be found on the DCAL website www.ucl.ac.uk/dcal

New look CACDP Qualifications

CACDP's new portfolio of unitised qualifications has recently been published on their website and can be found under the 'What's New' section at www.cacdp.org.uk For further details contact: Suzie Maine, Senior Qualifications Officer: suziem@cacdp.org.uk

Inclusion: does it matter where pupils are taught?

Ofsted has found that there is little difference in the quality of provision and outcomes for pupils with learning difficulties and disabilities (LDD) in the mainstream and special schools visited.

However Inclusion: Does it matter where pupils are taught? finds that mainstream schools with additionally resourced provision are more successful in achieving good outcomes for pupils academically, socially and personally.

The report finds that pupils with the most severe and complex needs can make outstanding progress in all types of provision. High quality, experienced teachers and a commitment by school leaders are the keys to success.

The inclusion debate has for too long focused on whether children with learning difficulties and disabilities should be educated in special schools or mainstream schools rather than the quality of the education and support they receive.

The report goes on to criticise the process for the formal assessment of children in obtaining a statement of special educational need.

Recommendations include: the Training and Development Agency should improve initial training and continuing professional development in the field of LDD for all teachers and provide more opportunities for specialist training around learning difficulties in general, and for specific disabilities.

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Annual Conference and AGM

Holistic Assessment

- Some of the topics include:*
- Holistic Assessments today
- Audiology Assessments
- SIFTER Assessment
- HE Entry Assessments
- Inclusion
- BATOD Survey

Book now and join us on the 10th November 2006 9.30 – 3.30

Venue: Britannia House near Kings Cross Station, Central London

- Application form and further details can be found at:
- www.batod.org.uk (calendar)
 - email batodsouth@batod.org.uk

* BATOD South reserves the right to alter titles whilst keeping within the theme of the conference.



Annual Conference and AGM

Main Topic:

Auditory Neuropathy

(Dr Glynis Parker)

afternoon workshops to include aspects of

- . Audiology
- . Literacy
- . IT

Cost: TBA

Book now and join us on the 4th November 2006 9.30 – 3.30

Venue: Donaldson's College

Application form and further details can be found at:

- www.batod.org.uk (calendar)
- email: batodscotland@batod.org.uk

Further details contact daytime: 01506 418125 evening: 01349 861023

* BATOD Scotland reserves the right to alter titles whilst keeping within the theme of the conference.



ATTENTION Conference Organisers

Bring your course to the notice of all our readers via this page. An advert on this page costs £33-£55 per entry, including an entry onto the Calendar. Copy must be available five weeks preceding publication. Space should be reserved as soon as possible.

Details to:

Mrs Ann Underwood, Magazine Editor 41 The Orchard, Leven, Beverley, HU17 5QA tel/fax 01964 544243 email: advertising@BATOD.org.uk



British Association Of Educational Audiologists

Annual Conference

Friday 13th October 2006

Arlington Arts Centre at Mary Hare Newbury, Berkshire RG14 3BQ

'Classroom acoustics, acoustic phonetics and solution focused support strategies'

For further information contact:

John Ellwood

Tel: 07711 324685

www.educational-audiologists.org.uk

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Value for money advertising

ACE	Assessment of Comprehension and Expression	NCPA	National Committee for Professionals in Audiology
AFASIC	Association for All Speech Impaired Children (UK)	NCSL	National College for School Leadership
AGM	Annual General Meeting	NDCS	National Deaf Children's Society
ALS	Additional Literacy Support	NEC	National Executive Council (of BATOD)
BAEA	British Association of Education Audiologists	NFER	National Foundation for Education Research
BAHA	Bone Anchored Hearing Aid	NHS	National Health Service
BATOD	British Association of Teachers of the Deaf	NHSP	Newborn Hearing Screening Programme (also NHS)
BB93	Building Bulletin 93	NI	Northern Ireland
BBC	British Broadcasting Corporation	NLS	National Literacy Strategy
Becta	British Educational Communications & Technology Agency	OHP	Over Head Projection/Projector
BETT	British Education and Training Technology	ORT	Oxford Reading Tree
BSA	British Society of Audiology	PA	Phonetic Alphabet
BSHAA	British Society of Hearing Aid Audiologists	PAIG	Paediatric Audiology Interest Group
BSL	British Sign Language	PASA	Purchasing and Supply Agency (UK NHS)
CACDP	Council for the Advancement of Communication with Deaf People	PAT	Professional Association of Teachers
CALP	Cognitively Age-appropriate and Linguistically Proficient level	PD(C)	Professional Development Committee (BATOD NEC)
CD ROM	Compact Disk Read Only Memory (also CD)	PDA	Personal Digital Assistant
cm	centimetres	pdf	portable document format (for Acrobat Reader)
CPD	Continuing Professional Development	PhD	Doctor of Philosophy
CS	Cued Speech	PLASC	Pupil Level Annual School Census
CSAUK	Cued Speech Association UK	PPA	Planning, Preparation and Assessment
CSW	Communication Support Worker	PSSS	Physical and Sensory Support Service
CVC	Consonant, Vowel, Consonant	pt	point (font size)
DARTS	Directed Activities Related to Texts	QCA	Qualifications and Curriculum Authority
DASLLD	Deaf Children with additional specific language & literacy difficulties	QToD	Qualified Teacher of the Deaf
dB	decibel	QUEST	Learning/research strategy used in NLS
DCAL	Deafness, Cognition and Language	RCSLT	Royal College of Speech and Language Therapists
DDA	Disability Discrimination Act (1995, UK)	RE	Religious Education
DELTA	Deaf Education Through Listening and Talking	RNIB	Royal National Institute for Blind people
DfES	Department for Education and Skills	RNID	Royal National Institute for Deaf people
DH (DoH)	Department of Health	SAT	Standard Attainment Test (Task)
DRC	Disability Rights Commission	SEN	Special Educational Needs
DVD	Digital Versatile Disk	SENCO	SEN Coordinator
EAL	English as an Additional Language	SERSEN	South East Regional Special Educational Needs partnership
ECM	Every Child Matters	SENSE	National Association for Deafblind
EDDE	European Days of Deaf Education	SiBi	Sign Bilingualism
eg	for example	Skill	National Bureau for Students with Disabilities
ELS	Early Literacy Support	SLT	Speech and Language Therapist
eps	Encapsulated PostScript	SNAP	Story and Narrative Assessment Procedure
ERCDO	Educational Research Consortium of Deaf Organisations	SQA	Scottish Qualifications Authority
ESL	English as a Second Language	SSE	Sign Supported English
ESRC	Economic and Social Research Council	SSW	Student Support Worker
FE	Further Education	TA	Teaching Assistant
FM	Frequency Modulation	TEFL	Teaching English as a Foreign Language
FPHB	Federation of Professionals in Hearing and Balance	THRASS	Teaching Handwriting, Reading and Spelling Skills
GCSE	General Certificate of Secondary Education	tif	Tagged Image File (file name extension)
gif	Graphic Interchange Format (file name extension)	TLR	Teaching and Learning Responsibilities
GM	Grant Maintained	ToD	Teacher of the Deaf
GP	General Practitioner (Doctor)	TV	Television
GTC(E)	General Teaching Council (England)	UCAS	Universities' and Colleges' Admissions Service
HARPA	Hearing and Age-Related Phonological Analysis	UCL	University College London
HE	Higher Education	UK	United Kingdom
HND	Higher National Diploma	UKCoD	United Kingdom Council on Deafness
htm	hyper text markup language (html)	v/f	voice/fax
http	hyper text transfer protocol	VAT	Value Added Tax
Hz	Hertz	VIEW	Visually Impaired Education Welfare
ICT	Information Communications Technology	VSO	Voluntary Service Overseas
ie	that is	WAG	Welsh Advisory Group
IE	Information Exchange	www	world wide web
ISBN	International Standard Book Numbering		
ISSN	International Standard Serial Number		
ITV	Independent Television		
JCQ	Joint Council for Qualifications		
KHz	Kilohertz		
KS	Key Stage		
LA	Local Authority		
LASER	Language of Sign as an Educational Resource		
LDD	Learning Difficulties and Disabilities		
LEA	Local Education Authority		
LISEN	Low Incidence Special Educational Needs		
LSA	Learning Support Assistant		
LSC	Learning and Skills Council		
Ltd	Limited company		
MFL	Modern Foreign Language		
MGWTS	Mary Grace Wilkins Travelling Scholarship		
MHTS	Mary Hare Training Services		
mm	millimetres		
MP	Member of Parliament		
MSN	Microsoft Network		
NASEN	National Association for Special Educational Needs		
NATED	National Association for Tertiary Education for Deaf people		
NB	Nota Bene		
NBHS	New Born Hearing Screening (NI)		

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

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

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

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

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

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



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We are aware that some members have their subscription paid for them and that some have their mailing to their work address, but please remember, only the named individual is the member and no other person at that address can claim any benefits of membership.

This subscription can be claimed against income tax. You do not normally need a receipt for this; just put it on your income tax form. A list of previous subscription details can be found on the BATOD website. Follow: The Association, BATOD membership, back-subscriptions information.

Full membership is open to those teachers who have successfully completed training as a Teacher of the Deaf. As a Full member you will receive the Association Journal 'Deafness & Education International' four times a year and the Association Magazine, five times a year. You will have a discounted admission to any BATOD run event and you will be entitled to vote at any meetings called.

Associate membership is open to anyone else who is interested in the education of deaf pupils: Teachers, Speech & Language Therapists, those in training as a Teacher of the Deaf, parents, social workers etc. Associate members have the same privileges as full members except they have no voting rights.

Special membership is open to those working with deaf pupils in a support position, LSAs, CSWs, TAs etc. As a Special member you will receive the Association Magazine five times a year and be entitled to members' rates at events, but you will have no voting rights.

Members may seek **Retired status** on retiring from paid employment. If members return to work it is at their discretion to inform the Membership Secretary of their changed circumstances.

For those retired members who no longer wish to receive the Journal there is a concession to pay a reduced subscription, please contact the Membership Secretary.

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

Members with a change in circumstance or personal details should inform the Membership Secretary as soon as possible.

Our financial year runs from August to July. Cheque payers will be sent a reminder about payment in June. Direct Debits will be altered automatically for payments in August and beyond.

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

Any enquiries should be made to:

email: membership@BATOD.org.uk

BATOD Membership Secretary

112 Deas Avenue, Dingwall, Ross-shire IV15 9RJ

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

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Meetings and training to know about

Calendar

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

Date	Organisation	Meeting Topic	Venue
September			
8 - 9	BATOD	Steering Group of NEC	Paragon Hotel, Birmingham
20 - 22	The Ear Foundation	Hanen: Learning Language and Loving It (3-day course)	The Ear Foundation, Nottingham
26	MHTS/Ewing Foundation	Supporting deaf children's writing skills:	Mary Hare School
28	MHTS/The Ear Foundation	Understanding speech acoustics	Mary Hare School
29 - 30	TSL Education Ltd	Early Years & Primary Teaching	Islington, London
30	BATOD NEC	Association Business	Paragon Hotel, Birmingham
October			
4	Healthy Deaf Minds	Topic to be announced 6.30 until 9.00 Entry fee is £4.00	Euston, London
7	BATOD Midland	Conference: Assessment and then what?	Exhall Grange
6 - 8	DELTA	Secondary weekend	Northampton
12	Mary Hare Training Services	Working in partnership with parents of deaf babies	Mary Hare School
13	BAEA	Classroom acoustics, acoustic phonetics	Mary Hare School
19	The Ear Foundation	Seminar: Parenting in the Cochlear Implant era	NCSL
20 - 21	TSL Education Ltd	NASEN & TES Special Needs London	Islington, London
9 - 22	EDDE	Communication and Language Development	Örebro, Sweden
26	Baha, Cochlear Europe	Audiological aspects of the application of Baha	Addlestone, Kent
30	Mary Hare Training Services	Supporting listening skills and auditory memory in primary aged children who are deaf	Mary Hare School
November			
2	The Ear Foundation	Seminar: Cochlear Implants 2006 - The State of the Art	NCSL
2	CACDP	Click, Look and Learn	London
4	BATOD Scotland	AGM & Conference - Auditory Neuropathy	Donaldson's College
6	Mary Hare Training Services	Self Evaluation – demonstrating value added	Mary Hare School
7	UKCoD	3rd Annual Deafness Conference	London
7	Mary Hare Training Services	HARPA: evaluating deaf children's speech intelligibility	Mary Hare School
10	BATOD South	Holistic Assessment Annual Conference	Kings Cross, London
14 - 15	Baha, Cochlear Europe	The surgical aspects of the application of Baha	Addlestone, Kent
15 - 17	BATOD	Heads of School and Services for Deaf Children Conference	NCSL
17 - 18	BATOD	Steering Group of NEC	Edinburgh
December			
2	BATOD NEC	Association Business	Paragon Hotel, Birmingham
6	MHTS/Ewing Foundation	Sound Access: Making effective use of the technology available	Mary Hare School
6	Healthy Deaf Minds	Topic to be announced 6.30 until 9.00 Entry fee is £4.00	Euston, London
2007			
January			
10 - 13	EMAP Education	BETT 2007	Olympia, London.
12 - 13	BATOD	Steering Group of NEC	Paragon Hotel, Birmingham
20	Mary Hare Training Services	Analysing grammar: Practical skills	Mary Hare School
31	Mary Hare Training Services	Assessing and targeting speech intelligibility in deaf children	Mary Hare School
February			
8	Mary Hare Training Services	The Assessment of Comprehension and Expression	Mary Hare School
9	Mary Hare Training Services	ACE: The Narrative Sub test	Mary Hare School
March			
10	BATOD	Annual Conference - Transition and AGM	Leeds - Marriott Hotel
11	BATOD NEC	Association Business	Leeds - Marriott Hotel
14	Mary Hare Training Services	HARPA	Mary Hare School
19 - 20	Mary Hare Training Services	Using The Reynell Developmental Language Scales	Mary Hare School
22 - 24	EMAP Education	Education Show	NEC Birmingham
April			
27 - 28	TSL Education Ltd	Special Needs North	G-Mex Centre, Manchester
27 - 28	TSL Education Ltd	Early Years & Primary Teaching Manchester	G-Mex Centre, Manchester
May			
17	PAIG	Addressing neglected aspects of paediatric audiology	Sheffield Hilton
23	BATOD Midland	Twilight meeting	TBA
24 - 25	TSL Education Ltd	Wales Education 2007	Cardiff International Arena
October			
16	MHTS, SERSEN and Ewing	Deaf Children with additional specific language & literacy difficulties	Mary Hare School

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

There are already entries on the website Calendar for 2007.

The Calendar on the BATOD website is edited as soon as we know about meetings.

Additional information about courses and registration forms may also be linked to the calendar entries.

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BATOD contacts and Magazine Distribution

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HU17 5QA

tel/fax 01964 544243
email magazine@BATOD.org.uk

Submissions to the Journal '**Deafness and Education International**' should be sent to:

Dr Linda Watson
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University of Birmingham
Birmingham B15 2TT

email DEeditor@BATOD.org.uk

Association information, general queries and all matters not connected with the Magazine or the Journal should be addressed to:

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tel/fax 01494 464190
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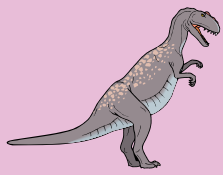
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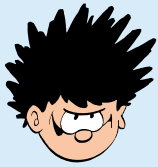
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