From your editor....

The January Magazine slots neatly between NEC meetings so you don’t need your reading glasses to scan the minutes to track down what is going on. Sunglasses are more in order to cope with the bright and busy collection of ideas from Bob Sawyer, Stoke’s Senior Advisor who has enthralled many ToDs with over the past few months. If you are offered the chance to listen to him make every effort... it is well worth it.

November saw the biennial ‘cabinet’ reshuffle at the AGM when Peter Annear handed his badge of office to Sue Archbold and welcomed David Hartley as President-Elect. A sad farewell was said by NEC members to Pauline Hughes (now previous and not past(it) President!), although she continues to wield her red pen on the Magazine proof.

The main emphasis of Sue’s speech was Continuing Professional Development and BATOD’s role in ensuring that all Teachers of the Deaf are able to take advantage of training and developments. The Magazine will continue its role in sharing information and bringing issues to the fore.... with the help of all BATOD members and colleagues who offer articles, pictures and news for publication.

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Front Cover
Margaret Kumsang shares a book with Zac.
Photo: video-still from the Ewing Video
Sue Archbold picked up the reins of BATOD’s Presidency at the AGM and Conference in Manchester on 20 November 1999. With all eyes firmly fixed on the new Millennium and anticipating fresh impetus to achieve things, Sue considered where BATOD is heading representing Teachers of the Deaf in the UK.

Peter Annear, in his Presidential speech, two years ago, left us with the old Chinese curse; “May you live in interesting times....”. Did Peter know something that we didn’t? Working with deaf children has always involved controversy and challenge and never more so than at the present. During Peter’s tenure as President, BATOD has continued to develop its professional standing in meeting the challenge of change and in developing important relationships with other organisations which have enhanced our professionalism. BATOD’s slogan Advancing the Profession is one of which I am proud and would like to explore with you and take forward during the next two years. If we are to advance our profession, we need to consider whether we understand what is different about a profession and further, what is different about our profession?

A profession is marked by specialist skills and knowledge, specialist qualifications, ongoing professional development, a monitoring or governing body, a purpose not fulfilled by any other....and integrity. What then of our profession? We have specialist skills and knowledge, qualifications, we have BATOD and we have a purpose not fulfilled by any other profession and integrity - or do we? Do we share amongst ourselves a common goal and one which we can share with pride with others? Are we clear about our specialist skills? Do we use them with integrity?

Historically, the education of the deaf has been characterised by division and conflict and by fundamental differences of opinion about how and where deaf children should be educated. These strongly held beliefs have often been represented by single organisations, leading to further division. This situation has not enhanced the credibility of those of us working in the field of deaf education to others, as we attempt to influence policy and practice.

Ted Wragg (TES,1998) described a group of Teachers of the Deaf as ‘Angel’s at Each Others’ Throats’; not a description of a group of professionals but one which we may recognise from our own experiences! However, these strongly dissenting views are often difficult to understand by those outside our profession.

What about BATOD in this historical context of dissension and the present one of change and challenge? What are our aims? BATOD’s aims are:

- To promote the education of all deaf children, young persons and adults
- To advance the status of Teachers of the Deaf
- To ensure and enhance the high quality of mandatory training of Teachers of the Deaf and their continuing development

BATOD should then be an organisation which can represent effectively a range of views in working with deaf children, promoting effective education which can meet a wide range of needs, by a highly trained and skilful profession. In order to do so, we need to make the needs of our children and our profession known at high level, influencing both policy and practice. If we are to be effective in communicating our views, our messages must be clear and consistent, while representing a range of need and practice, and based on evidence, rather than on rhetoric.

Effective lobbying cannot be done by diverse organisations, which undermine the consistency and professionalism of the message. However, although BATOD may be our professional organisation, effective lobbying cannot be done by BATOD alone and in our professional role we need to work in a united way with other organisations, rather than sending mixed messages to those we are endeavouring to influence.
Over the last year there have been significant developments in this area, including joint discussions with the Teacher Training Agency (TTA) with BATOD, RNID and NDCS; following initial discussions, the TTA undertook a consultation on the National Standards for Special Educational Needs (SEN) Specialist Teachers and BATOD was able to work closely with the other organisations to give a speedy response. BATOD has been closely involved with the NDCS and its development of Quality Standards in a variety of areas and with the RNID and BECTa in the development of a national database of teaching materials and with RNID in their Educational Guidelines Project. A glance at the most recent edition of our magazine illustrates clearly the range and quantity of important collaborative work which we currently undertake. In addition, the unique work of the BATOD database places us in an enviable position with up-to-date and accurate information with which to inform policy.

These developments in collaborative work are most encouraging and point the way to the future. However, our profession is faced with many current challenges:

- Inclusion: The policy initiative from central government towards greater inclusion of all children with disabilities into mainstream school
- Universal Neonatal Hearing Screening (UNHS): The introduction of UNHS will require effective support for younger and younger deaf infants and their families
- Regionalisation: Regional co-ordination of planning for educational services for low incidence groups such as deaf children is just beginning
- Training: The current training arrangements for Teachers of the Deaf and others is currently under review
- Appraisal: Appraisal of performance with new pay structures for all teachers, including Teachers of the Deaf, is to be introduced

Taken together, they represent a strong challenge to current ways of working. Do we view these as opportunities or threats to our profession? We must recognise that change is always uncomfortable; are we to be obstructionist or pragmatic? To be effective in managing and influencing the implementation of the inevitable flow of change, we need to be professional in our outlook. I suggest that this requires us to reflect on:

- our specialism - what it involves
- our initial training
- our ongoing professional development
- our collaboration with other organisations
- our public “face”

BATOD has already begun:

We clarified our specialism in our response to the TTA. A review of initial training will be carried out; BATOD will be heavily involved. In changing times, ongoing professional development is a priority and must be driven by BATOD and its members; work in this area has also begun. We are proud to be joint organisers of an innovative conference

**COMMUNICATION 2000** - with the British Association of Paediatric Otorhinolaryngologists getting together the different disciplines working with the deaf in order to share professional concerns.

Collaboration with other organisations is at a high level and must continue. Our public face is one which can only improve, if Ted Wragg’s article is anything to go by! For this, we all bear responsibility.

So...........

**Advancing the Profession**

Let us look for professional collaboration and mutual respect rather than dissent - only by working in a professional manner together can we plan for the future of our deaf children and if we don’t plan for the future we may not like what happens!

Please feel free to remind me of this when life becomes more than usually challenging during the next two years!

Remember - another Chinese proverb

*Above the clouds the sun is always shining!*
Why is there a National Numeracy Strategy?
In January 1997, as part of the National Numeracy Project, a survey of Year 5 pupils revealed some interesting facts.

How many 10 year olds answered these questions correctly?
- What is 8 times 10? 87%
- Write 254 to the nearest 100? 57%
- What is 15 multiplied by 6? 20%
- What is one fifth of 20? 26%
- Share 92 equally among 4 11%
- What is 15% of 200? 3%

Internationally the UK is in the top flight for problem solving but comes much lower in the mental arithmetic stakes.

BUILD UP CONFIDENCE
How often do you hear “I hate Maths...”, “I can’t add up to save my life...”, “Columns of figures terrify me.....”? Where do you stand?

Allow pupils the opportunity to develop confidence, take risks, and change their minds. If Maths is an enjoyable experience fear will diminish and standards will be raised.

Every lesson should have it’s moment!

**teacher exposition**
- Introduce new learning
- Build on prior learning through the development of a known concept

**oral / mental warm-up**
- Practise instant recall and develop mental strategies
- Involve all pupils
- Create an atmosphere of enthusiasm and success

**pupil activity**
- Consolidate prior learning
- To work with new ideas

**plenary**
- Review pupil progress
- Identify things that need re-teaching
- Take advantage of a learning moment
- Celebrate success

An ‘A moment’, when pupils learn or discover something they did not previously know or understand.

Then there will be ‘B moments’ when pupils practise and consolidate something they have previously learned.

Finally, it must be accepted that in some lessons pupils will experience ‘C moments’ when they are not actively involved in learning, merely being entertained or amused.

Do you know where your moments are?
Ensure vocabulary is present in every room and located next to the symbols

<table>
<thead>
<tr>
<th>multiply</th>
<th>times</th>
<th>product</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Next to adjacent alongside

NUMBERS:
prime 2 3 5 7 11 13 17 19
square 1 4 9 16 25 36 49

Never wrong....
Look again
Reconsider ...
Think again
How did you get that?

Using “show me” cards....
Pupils have sets of cards with numbers 0 - 20. They are presented with a picture or part picture and asked to hold up whatever they think the answer may be. As more of the item is revealed it is permitted to change the “show me” answer... look at neighbours, encouraged to look again, reconsider or explain.

What can you see?
an explanation can be found on page 40
Bob’s approach stresses that in all situations it is not the content of the lesson that is important so much as the teacher’s ability to present the information to the children. Knowledge of the subject to be taught, careful planning and appropriate resources are all essential ingredients of a good lesson but are only truly effective when the teacher understands the needs of the children in the group – deaf and hearing alike.

These are essential aspects of teaching:
- high expectations and clear objectives conveyed to pupils
- well-structured lessons delivered at a suitable pace
- a high proportion of direct teaching
- frequent quality interactions
- daily oral and mental work
- well organised group work
- differentiation of materials providing suitable levels of challenge for group work
- effective deployment of support staff

Equally important is an understanding of the characteristics of effective teachers:
They place great emphasis on:
- frequent quality interactions;
- pace of learning;
- levels of challenge.

They constantly seek to develop:
- high quality exposition;
- secure subject knowledge;
- empathy with the learner.

Learning maths has issues surrounding four key ideas:

- **transmission**
  - enabling the ability to receive, correctly synthesised

- **facilitation**
  - the ability to accept and develop the concept

- **understanding**
  - the ability to understand at the point of reception

- **occupancy**
  - the ability to make connections and locate the concept within previous knowledge

In order to facilitate access to the lesson for deaf pupils, Bob’s basic recommendation was that unnecessary language and explanation (noise) should be removed through the use of a consistent format to lessons. As pupils understand the routine of the lesson and the nature of activities taking place, they can concentrate on the new content of the lesson rather than the ‘carrier language’ of complex explanations of new forms of presentation. Once the pupil is able to facilitate the concept the additional language can then be integrated into the learning.

Slowly all is revealed

The pupils have their own sets of ‘show me’ cards.
They are required to show 2 numbers which make up the multiplication fact.
There are a range of answers which the teacher can interact with and the pupils can change to as more of the calculation is revealed.

\[ 9 \times 9 = 36 \]

**Learning maths**

- transmission
  - enabling the ability to receive, correctly synthesised
- facilitation
  - the ability to accept and develop the concept
- understanding
  - the ability to understand at the point of reception
- occupancy
  - the ability to make connections and locate the concept within previous knowledge

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Why use computer assisted learning in relation to numbers in BSL?

The development of new technology has opened innumerable doors for the BSL tutor. Multimedia computer assisted learning systems offer the opportunity to combine low-cost, high quality digital video (MPEG) with sound, text and graphic images, with the added advantage of interactivity. Applications developed using this technology offer learners the control and flexibility needed to work at their own pace, to view exactly what they want, when they want and to have the opportunity to practise assessment exercises. Furthermore, with the widespread availability of CD-ROM technology, members of the hearing community are better served to practise BSL in the comfort of their own homes, although this is no replacement for experiential learning.

The aim of the CD-ROM was to illustrate how number is signed in British Sign Language. The focus on number was deliberate, as this topic is quite complex for the student of Sign Language. Just as spoken English differs from region to region according to dialect and accent, so too BSL differs across regions. This regional variation is very clearly pronounced in the use of number systems in BSL. As regional variation is something that new learners need to be aware of and more advanced BSL students need practice with, this focus allowed us to produce a CD-ROM of use to a wide range of learners.

The programme was designed with this open access in mind. Users had the option of using sign only, sign with full text or sign with captions, with or without voice-over. These options enabled students to learn at their own pace and level, provided for assessment of progress and gave free-reign to the BSL users themselves, who were filmed signing at their own pace, using their own native and regional sign. The result was a wealth of natural signed narrative.

The programme was divided into five main topic areas:
- General numbers
- Age
- Money
- Clock time
- Calendar time

The Target Audience
We were keen to allow access for both Deaf and hearing users. Many BSL-users have English as a second or third language. By making the CD ROM accessible to Deaf people, it would be possible to introduce it as a resource for deaf children in schools, as a means of testing their own comprehension of BSL and English, introducing regional variation and creating a positive resource for children who seldom see Deaf people signing in the classroom.

Evaluation

User Feedback from our students
"Using Number in BSL" achieved our specified aim of being at once engaging and challenging for all users of the CD-ROM.

Above all, students appreciated the options of caption, text and/or sound as this enabled learners of different levels to complete the activities. Those at more advanced levels did not appear to use the voice option, whilst beginners found it an essential part of the package.

Overall, users found the CD-ROM to be accessible, clearly presented, useful for their sign language study. In general activities were found appropriate for their current level of BSL learning; ninety-five percent would recommend the CD-ROM to other potential users.

Conclusion

New technology has greatly advanced the field of BSL tuition and opened up a whole series of possibilities and challenges for the Deaf tutor. There can be no mistaking the advantages of structured learning packages and interactive activities brought into the home. The interaction and flexibility afforded students is essential. Model answers and testing facilities are crucial feedback mechanisms for the language learner.

For information and ordering, please contact Business Services Office, University of Central Lancashire, Preston PR 1 2 BR. Fax (01772) 892938.

References
Problem-Solving Strategies For Teaching Mathematics To Deaf Students

The need to address problem-solving and critical-skills thinking of deaf students has long been emphasised in deaf education. Several factors appear to contribute to the difficulties experienced by deaf students with respect to problem-solving, such as the building of metacognitive skills and the tendency of many deaf students to proceed too quickly to solve a problem without thinking through or developing a coherent plan. In the project three teaching and learning strategies for problem solving were implemented with first- and second-year deaf college students.

Strategy 1: Peer Observer With Signed and Written Explanations
Strategy 2: Visualization of Moves Prior to Attempts to Solve the Puzzle
Strategy 3: The Teacher Models the Process for Solving a Sample Problem

The results of the project showed that these kinds of instructional strategies can enhance the problem solving performance of deaf and hard of hearing students.

Research into the effects of structured problem solving strategies with college students enrolled in mathematics courses at the National Technical Institute For the Deaf, Rochester, New York.
Keith Mousley & Ronald R. Kelly

Is Hearing Impairment a Cause of Difficulty in Learning Mathematics?

Previous study has suggested that natural language is essential to the learning of mathematics and because of their difficulties with natural language learning, deaf children would have an impairment in developing mathematical knowledge. Nunes & Moreno present their summary of some points on children’s development of numerical concepts, indicating sources of difficulties for hearing-impaired children and presenting evidence for the ‘risk-factor’ hypothesis.

Children from eight different schools in London, in years 2-5 were interviewed and videotaped. Counting and mediator influence were analysed and a standardised mathematical test was also given. The results suggested that it is more adequate to consider hearing impairment as a risk-factor and that carefully designed instruction is likely to have a significant impact on learning.

Hearing-Impaired children often lag behind in mathematical achievement tests, is Hearing Impairment the cause or a risk factor? Terezinha Nunes & Constanza Moreno
EQUALS
Spring 1997. Vol.3 No.1 Pg15/16

The National Numeracy Project

In this article the emphasis is on planning, what and how we ask in the numeracy session. Different questions are needed at different times during the session, the article gives clear tables with ideas about what you need to do and what sort of things you can say. It gives a good flavour of the language and approaches that are possibly being used in the mainstream classrooms. It is very practical and would need adaptation for some groups and certain children.

Questioning in the classroom as a tool for developing children’s mathematical thinking (General)
Sue Atkinson
PRIMARY MATHS + SCIENCE
Nov/Dec 1998. Pg 6-12

Ten times more fun
Tandi Clausen-May is a member of the General Council of the Association of the Teachers of Mathematics, she points out in this article that no one single method of learning multiplication facts is suitable for all children. The Slavonic abacus can be used for spatial thinkers in the class and can be used to help calculate the products over five times five.

The Slavonic abacus is an ordinary counting frame except that half of each row of ten beads is in one colour, half in another. The top five rows are coloured one way and the bottom five another (a visual representation is also given). The process of using the abacus as a grid is explained. As with anything, using the grid takes practice, but with time pupils are often able to visualise the grid mentally and can use it to multiply any pair of single digit numbers.

The article also refers to the ‘Gypsy’ method, which is not new. It is a way of finding the harder multiplication facts of the six to ten times tables by carrying out a routine with the fingers: it involves kinesthetic memory. Again it explains the process with clear visual representations. Not being particularly mathematically minded, I found this method incredibly helpful! Multiplication facts can become more memorable for pupils who need visual cues.

Tandi Clausen-May
TES - SPECIAL NEEDS
Oct.29 1999. Pg 12/13

Useful source for articles
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Whitefield Schools & Centre, Macdonald Road, London E17 4AZ
Telephone: 020 8531 8703 Ext 150
Fax: 020 8527 0907 e-mail: Lib@whitefield.org.uk
A&M Advert
Improving memory skills in deaf pupils who sign: an investigation.

Jackie Parsons  BA, MA  1998

A research project funded by the British Association of Teachers of the Deaf by means of the Mary Grace Wilkins Travelling Scholarship

Jackie Parsons is Teacher-in-Charge of the Sign Support Resource at Westwood Park Primary School, Guildford, Surrey.

The deaf pupils in this study all have an average hearing loss in the better ear in excess of 100 dBHL.

Introduction

In Leila Berg’s (1977) account of how children learn to read, she describes a process which begins at birth, showing how each and every natural exchange between mother and baby, father and baby, is sowing the seeds from which language and reading may grow. A sub-text, implicit rather than explicit, suggests that the foundations of memory skills are being laid through the same process. For many of our profoundly deaf pupils these natural processes do not occur. They are interrupted, stunted or simply never given the opportunity to develop. The reasons for this are not clear. Is it because parents and carers feel too inhibited to interact in a natural way with their newly-diagnosed deaf babies? Who can say? It remains a common cause for concern among Teachers of the Deaf that the memory skills of their pupils are generally poor.

Initial work on video memory

The interest in developing memory skills in deaf pupils began on my appointment as Head of Unit at a local authority comprehensive school. Severely and profoundly deaf pupils worked in main school classes for at least 50% of their time table. A technique frequently used by mainstream teachers was that of teaching a topic in say, Science or Geography, for three or four lessons, then setting a learning homework and giving the pupils a test in the following lesson. Generally the deaf pupils understood the work but performed badly in the tests. A strategy that was found helpful for pupils with useful residual hearing was the equipment and techniques known as ARROW (Lane, 1985, 1990). ARROW is simply a way of using a two-track tape recorder to enable children to learn by listening to their own voice. The self-voice is seen to be the key. By consistently using ARROW to revise for tests in the main school, such pupils improved their performance and achieved test scores comparable with their hearing peers.

Some pupils had insufficient residual hearing to be able to benefit from ARROW. To meet the needs of these pupils a pilot project was arranged, as part of an MA course, to investigate the possibility of transferring the principles of ARROW to the visual medium. Instead of tape recording the material to be learned, pupils made video recordings of themselves signing the material and took the video home to watch for homework.

The results in the first year of the project were encouraging. In year 7 the deaf pupils’ average test scores over the year were just below the average for the main school set. Pupils continued to use the video memory method for the next four years. In year 10, their average test scores were again compared with the main school set. The deaf pupils’ scores were now 20% - 30 % above the average. (see figure 1 Todd and Kathy’s average test results for years 7 and 10 compared with the average results for the main school set in the same years.)

Benefits of video memory method

In addition to the obvious benefits of the test results there were other advantages of working in this way. The neglected area of memory was being addressed successfully. Here was a method particularly suited to the needs of signing pupils. It afforded opportunities for independent working and learning. Lasting motivation was achieved through watching themselves. The work was good value time-wise. No specialist equipment or knowledge was needed. The content of each pupil’s video could be whatever they felt they needed to learn. Video is, of course, the ideal way to capture signed material and pupils are free to use whichever sign system is appropriate. Families were delighted with the additional insights given them by the videos and appreciated the opportunity to learn alongside their children. A full description of this work can be found in Parsons (1996).

Application to BATOD under the Mary Grace Wilkins Travelling Scholarship

The success of the method in a Hearing Impairment Unit in a local authority comprehensive school provided the motivation to trial it in a different context and possibly to compare it with other means of training and developing memory skills in deaf children who sign.

The Mary Grace Wilkins Travelling Scholarship provides funding for small scale research projects such as this to allow visits to other environments.
The Subjects
Table 1 gives details of the subjects who were being taught as a year 9 class in a school for deaf children. Their chronological ages are correct for year 9 ie they were aged 13/14 years. All are profoundly deaf, according to the audiological descriptors recommended by the British Society of Audiology (British Journal of Audiology, 1989, 23, 265-266.) Two pupils have cochlear implants. Their range of ability is indicated by their reading ages which are calculated by the Individual Reading Assessment administered by the school. This test gives a range of scores for accuracy and comprehension. The pupils are of average intelligence with no major identified additional learning difficulties. For the purpose of this study the pupils were put into three mixed ability groups,

- Group 1 Pupils A, B and C
- Group 2 Pupils D, E and F
- Group 3 Pupils G and H

Pupils D and H have cochlear implants

<table>
<thead>
<tr>
<th>Pupils</th>
<th>Chronological age</th>
<th>Reading Age* Accuracy</th>
<th>Reading Age* Comprehension</th>
<th>Average hearing loss in better ear (dB)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>12.10</td>
<td>5.7 - 7.1</td>
<td>4.5 - 7.4</td>
<td>118</td>
</tr>
<tr>
<td>B</td>
<td>13.9</td>
<td>9.3 - 10.9</td>
<td>9.5 - 12.4</td>
<td>104</td>
</tr>
<tr>
<td>C</td>
<td>13.5</td>
<td>8.0 - 9.6</td>
<td>6.0 - 9.9</td>
<td>115</td>
</tr>
<tr>
<td>D</td>
<td>13.8</td>
<td>6.1 - 7.7</td>
<td>4.0 - 6.11</td>
<td>130</td>
</tr>
<tr>
<td>E</td>
<td>13.3</td>
<td>8.11 - 10.5</td>
<td>7.9 - 10.8</td>
<td>116</td>
</tr>
<tr>
<td>F</td>
<td>13.1</td>
<td>8.6 - 10.0</td>
<td>7.3 - 10.2</td>
<td>119</td>
</tr>
<tr>
<td>G</td>
<td>13.1</td>
<td>6.5 - 7.11</td>
<td>4.0 - 6.11</td>
<td>105</td>
</tr>
<tr>
<td>H</td>
<td>13.2</td>
<td>8.6 - 10.0</td>
<td>4.11 - 7.10</td>
<td>124</td>
</tr>
</tbody>
</table>

* Individual Reading Assessment.

The Study
The aim of the study was for the pupils to learn 50 spellings over the course of six weeks under one of three conditions.

- Group 1 would learn from watching a video of themselves signing and finger spelling the words (video memory).
- Group 2 would watch a video of the class teacher signing and finger spelling the words. (teacher video).
- Group 3 would simply practise signing and finger spelling the words and not use video (finger spelling).

The words to be learned were suggested by the class teacher and were a mix of commonly used words eg which and vocabulary items relating to current or recent work in English and Geography eg communication. It was agreed to include some ‘easy’ words so as to give all pupils some success in the initial testing. For a full list of words see Table 2.
The process was repeated for the next four weeks, a new set of ten spellings being presented at the start of each week. The Researcher was present on three occasions: day one of week one; day two of week two and for the final day of testing. Observations were made and noted during the video sessions, either by myself or by the Speech and Language Therapist.

On the Monday of the sixth week the children were tested on all 50 spellings, their results were recorded and compared with the original results.

**Table 2: Improvement in spelling expressed as raw scores**

<table>
<thead>
<tr>
<th>Pupils</th>
<th>Method</th>
<th>Test 1 (out of 50)</th>
<th>Test 2 (out of 50)</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>v m</td>
<td>8</td>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td>B</td>
<td>v m</td>
<td>37</td>
<td>40</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>v m</td>
<td>17</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>D</td>
<td>t v</td>
<td>18</td>
<td>19</td>
<td>1</td>
</tr>
<tr>
<td>E</td>
<td>t v</td>
<td>30</td>
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<td>10</td>
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<td>t v</td>
<td>21</td>
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<td>6</td>
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<td>G</td>
<td>f s</td>
<td>14</td>
<td>13</td>
<td>-1</td>
</tr>
<tr>
<td>H</td>
<td>f s</td>
<td>28</td>
<td>42</td>
<td>14</td>
</tr>
</tbody>
</table>

(v m = video memory; t v = teacher video; f s = finger spelling)

Over the course of six weeks, all pupils, except pupils C and G, improved their spelling scores, the greatest improvements being made by pupil H who practised fingerspelling and pupil G who watched the video of the Teacher. Apart from these two pupils, the improvements were not dramatic. A close examination of the test papers showed that some words were mis-spelt on Test 2 which had been correctly spelt on Test 1. Even when this was taken into account the overall pattern of improvement was similar. Pressures of time at the end of the term meant that Test 2 was administered as a single spelling test of 50 words, whereas Test 1 was given ten words at a time on consecutive days. This change may have had an adverse effect on pupils' scores.

**Table 3: Percentage improvement for individual pupils**

<table>
<thead>
<tr>
<th>Pupil</th>
<th>Percentage improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>62.5</td>
</tr>
<tr>
<td>B</td>
<td>8</td>
</tr>
<tr>
<td>C</td>
<td>0</td>
</tr>
<tr>
<td>D</td>
<td>6</td>
</tr>
<tr>
<td>E</td>
<td>33</td>
</tr>
<tr>
<td>F</td>
<td>28.5</td>
</tr>
<tr>
<td>G</td>
<td>-7</td>
</tr>
<tr>
<td>H</td>
<td>50</td>
</tr>
</tbody>
</table>

If, instead of looking at raw scores, we look at the pupils' improvement as a percentage of their scores in Test 1, a slightly different picture emerges. The greatest percentage improvement (62.5) was made by pupil A. This was pleasing because his class teacher has long been concerned that he was having real problems in the area of memory. The video memory method appears to have worked particularly well for him.

**Table 4: Average improvements ranked in order according to method of learning**

<table>
<thead>
<tr>
<th>Method</th>
<th>Average improvement (raw score)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fingerspelling</td>
<td>6.5</td>
<td>21.5</td>
</tr>
<tr>
<td>Teacher video</td>
<td>5.6</td>
<td>22.5</td>
</tr>
<tr>
<td>Video memory</td>
<td>2.6</td>
<td>23.5</td>
</tr>
</tbody>
</table>

The small numbers in the sample mean that figures must be treated with caution. The raw score average for the signing and fingerspelling method represents an average of 2 scores, 14 and -1. This same method produced both the highest and the lowest improvement in spelling test scores. The percentage figures would indicate that each of these methods is worthy of consideration when looking to encourage the development of memory skills in deaf pupils.

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High Wycombe

HP13 6PY

01494 464190

e-mail secretary@batod.org.uk
Table 5: Results by ranking pupils in order of improvement set against method used.

<table>
<thead>
<tr>
<th>Pupil</th>
<th>Improvement (raw score)</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>14</td>
<td>fingerspelling</td>
</tr>
<tr>
<td>E</td>
<td>10</td>
<td>teacher video</td>
</tr>
<tr>
<td>F</td>
<td>6</td>
<td>teacher video</td>
</tr>
<tr>
<td>A</td>
<td>5</td>
<td>video memory</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>video memory</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>teacher video</td>
</tr>
<tr>
<td>C</td>
<td>0</td>
<td>video memory</td>
</tr>
<tr>
<td>G</td>
<td>-1</td>
<td>fingerspelling</td>
</tr>
</tbody>
</table>

The pupil making the greatest improvement used the signing and fingerspelling only to help him learn his spellings. Does this then mean that the use of video was redundant? Possibly, except that the next two pupils in this ranking order of improvement used the teacher video. This would indicate the superiority of watching the teacher video over watching themselves. Of the next three pupils, two used video memory.

Table 6: Results by ranking pupils in order of percentage improvement set against method used.

<table>
<thead>
<tr>
<th>Pupil</th>
<th>Percentage improvement</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>62.5</td>
<td>video memory</td>
</tr>
<tr>
<td>H</td>
<td>50</td>
<td>fingerspelling</td>
</tr>
<tr>
<td>E</td>
<td>33</td>
<td>teacher video</td>
</tr>
<tr>
<td>F</td>
<td>28.5</td>
<td>teacher video</td>
</tr>
<tr>
<td>B</td>
<td>8</td>
<td>video memory</td>
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<td>video memory</td>
</tr>
<tr>
<td>G</td>
<td>-7</td>
<td>fingerspelling</td>
</tr>
</tbody>
</table>

Of the four pupils making the greatest percentage improvement, one used the video memory method, two watched the teacher video and one used signing and fingerspelling alone. This appears to reinforce the argument that each method is valid.

**Discussion**

**Methodology**

In view of the fact that eight pupils used three different methods to learn the spellings it is not possible to make any calculations as to the statistical significance of these results. Indeed the approach, used was an interpretative, ethnographic approach the value of which lies in the discussion of the findings and in the search for ways forward. The intention was to incorporate the research project as far as possible into the on-going work in the classroom, not to follow a series of unrelated tests. This was action research from which some interesting and useful insights were gained into how deaf children learn.

The question should be asked how appropriate was this method of study. The answer must be that it was worthwhile if only to highlight the differences between the two approaches, ie the qualitative versus the quantitative, and to point up the direction for future research. Action research of the kind described by Lang (1996), in which teachers aim to share with one another examples of good practice, would seem to be a far more productive and helpful approach. Teachers need to know about techniques and methods which have been tried and found successful by colleagues carrying out their day to day work. Indeed they are more likely to feel kindly disposed to accounts of such work than to investigations which have been artificially set up.

We now turn to the observations made during the course of the project. Pupils were observed during the recording and practice sessions and written notes made, either by the Researcher or the Speech and Language Therapist. These notes form the basis for the following comments and are helpful in examining the learning styles being used here.

**Spelling or vocabulary?**

Whilst the aim was for the pupils to learn spellings, much of the vocabulary they were learning was new to them at the time. It formed part of an English project on Communication. All pupils became thoroughly confident in understanding and using the new vocabulary itself and for deaf pupils this can only be considered a useful outcome.

In addition, of course, it should be noted that six out of the eight pupils improved their spelling scores too.

**Enjoyment**

Pleasure and enjoyment, so strongly advocated by Bouvet (1990) as a major part of the learning process, were noted eleven times for pupils using the video memory method. They were observed smiling, leaning forward in their chairs and giving every appearance of being totally involved in their task. Enjoyment was also evident in pupils in the other two groups. It was noted five times in those watching the teacher video and seven times in those practising fingerspelling and signing. However, on six occasions, pupils watching the teacher on video claimed to be bored. Motivation, that elusive quality, is regarded as essential to learning by every teacher and seen as vital to the learning process by Hanson (1987) and Sanders (1988). It may well be that different ways of learning will appeal to and be successful with different pupils and teachers need to make full use of anything which motivates pupils to
learn. Quigley and Paul (1994) make this point about language instruction for deaf children but it applies equally here to instruction in memory techniques. However, since all pupils using the video memory method were keen to learn from the outset, this could be a point in its favour.

Rehearsal
Important for this study are those aspects of learning which relate particularly to the improving of memory skills. Belmont, Karchmer and Plilkonis (1976) described how their deaf subjects’ memory for sequences of random letters improved after they taught them how to practise fingerspelling the sequences. Pupils in group 3 were, of course, being taught to do just that with the spellings. However it was interesting to see that pupils in group 1 began spontaneously to finger spell along with their own video on the first showing and continued to do so throughout the six weeks. After three weeks one pupil (pupil E) in group 2 began, again spontaneously, to sign along with the Teacher on video. The following week another pupil (pupil F) in the same group began to do the same. All three groups then came to be using the practice known as ‘rehearsal’ to help them remember the signs and the spellings. Pupils came to this practice quite independently of each other. As far as it was possible to tell from observing them, this was an instinctive response.

Repetition and Rhythm
Repetition, often quoted as another key ingredient in the learning process, Moores (1987), Luetke-Stahlman and Lucker (1988), was included quite naturally in all three methods. Pupils were given the option of watching and/or practising the spellings for the current week only, or of including spellings from the previous week. Pupils in all three groups chose to do the latter: in group 1, seven times; in group 2 ten times and in group 3 six times. Finding patterns and rhythms in the spellings was a discovery made by pupil H. He was excited to discover that in a word such as camcorder, the letters could be grouped into threes: cam-cor-der and then spelt in rhythm. He took great pleasure in this and began actively to seek similar patterns in other words. By contrast pupil G’s problems with sequencing letters in words was highlighted. She was observed to need the support of the written form at all times. She had a particular problem with finger spelling vowels, often saying one vowel and pointing to another.

Confidence
During most of the practice sessions, pupils expressed confidence in their ability to remember spellings from previous weeks. This feature was again noted during spelling test at the end of the six weeks. The pupils were eager to watch for the questions and quick to write down their answers. Any strategy which improves pupils’ confidence is to be recommended.

Monitoring one’s own signing
One other benefit of the video memory method was the ability to monitor one’s own signing, to discuss the accuracy and clarity and to re-record if, for any reason, the initial recording was unsatisfactory. Pupils A and C both took advantage of this facility.

Inter-professional co-operation
Final thoughts on this section must come from the Speech and Language Therapist. She felt that the video memory method has potential for looking at lip-patterns and for listening work as well as for signing. All three methods helped with learning new sign vocabulary and the written word. They all represented good value time-wise, ten minutes per pupil was time very well spent, provided the organisational issues were thought out beforehand. The opportunity to work with the Teacher in this way was very valuable for the Speech and Language Therapist.

Sequential or parallel learning
A perennial problem for deaf learners is how to work and follow instructions simultaneously. It is not possible to look at the printed word and watch the teacher at the same time. Learning a practical task, such as ironing a shirt, is even more problematic. Each time the instruction is given, the iron must be put down and attention given to the speaker. Then the iron is picked up and the attempt to iron the shirt continues. The results can be disheartening for all concerned. To learn from video means that children are involved in the learning process whilst watching the material to be learned at the same time. In this instance the learning is taking place simultaneously.

Learning as individuals
What appears to be evident is that these children were all learning as individuals, responding as individuals to the different methods they were being asked to try. We would do well as a profession to “remember that all children are individuals with different needs. Teachers therefore must be aware of each student’s strengths and weaknesses and find out early what reinforces their growth” Sanders (1988). Indeed this is the skill and the fascination of our profession. We are constantly searching for the one way of motivating each pupil and enabling each one to enjoy success. Each of the three methods of learning spellings used in this research was of benefit to one or more pupils and each is worthy of consideration by other teachers.

Differences between this research and the earlier work on ‘video memory’
The original work on video memory suggested an amazing rate of improvement in the pupils’ memory skills. It could therefore be considered disappointing that in this instance the results were far less conclusive. However, there were several important differences which should be noted here. Because of
the desire to create a ‘fair test’ modifications were put in place and many of the original and good qualities of the video memory method were lost or lessened. This section is included because it offers additional points for consideration by teachers intending to try using video to support learning in this way.

Four years compared with six weeks
The original study was an account of four years’ work. This current project lasted for six weeks. Pupils in the original study did not begin to make significant improvement in their performance in the first year of using the video memory method, but gradually improved over a longer period. The indications are that this is a method which succeeds in the long term.

Research or homework?
An essential part of the original research was the obvious link with main school lessons. Deaf pupils were required to learn material for tests in which they would be assessed alongside their hearing peers. The memory work was seen by the pupils as an integral part of their studies and contributing positively to those studies, rather than as an ‘add-on’ activity which they were required to undertake as deaf pupils. Tucker and Powell (1991) speak of the importance for the deaf child of being able to relate his language learning to what he is learning as part of the curriculum. It would appear that the same principle holds good for instruction in memory strategies. In the school for the deaf the connection with the regular work of the class was indeed there: the spellings being learned were included in their current English topic or their most recent Geography topic. However, the testing associated with it was purely for the purposes of the research and was not an integral part of the school curriculum. This may have had a de-motivating effect on some pupils. Negotiated material or imposed material?

Essential to the original process was the discussion and negotiation leading to the choice of material for each video sequence. Teachers of the Deaf are familiar with Wood et al’s advocacy of a low degree of control in developing language competence in deaf children. The same principle applies here. Pupils were encouraged to think for themselves, make choices and come to some agreement about the material to be recorded. It was possible for each pupil to choose a different video script, depending on which one they felt would be of greatest benefit. They were able to establish true ownership of their video. In this study, because of the need to compare results, no such freedom could be given to pupils. Discussion took place between Teacher, Speech and Language Therapist and Researcher in order to decide on the spellings to be learned but the children were not involved in this. In order for the results to be measurable and obtained in a way that was seen to be fair, all pupils had to learn the same spellings. The only way to ensure this was to prescribe them. It would probably have been far more interesting and probably more effective to allow the pupils to decide for themselves which spellings they needed to learn in order to improve the quality of their own work.

Family involvement
This study differs from the 1996 research in another significant aspect, that of family involvement. Webster and Wood (1989) recognised the importance of family participation in helping deaf children learning to read. Family involvement also brought its benefits in the original video memory project. Families of the pupils involved were able to watch the videos and feel a part of the work. They were able to learn new sign vocabulary along with their children. Of course for the pupils it was probably quite flattering and enjoyable to be the centre of attention on video for a guaranteed time each week. In this study, again because of the perceived need to control the conditions, pupils were not allowed to take their videos home until the end of the project. All the potential advantages of family involvement were therefore lost.

Freedom of access
Not only was family involvement prohibited but pupils’ access to their own videos was limited to set, observed times. They were not free to watch and re-watch at will. In the original study, a minimum number of times to watch the video was set as homework but no limits were set on the amount of time or on the number of occasions the video could be watched. Here, of course, pupils in groups 1 and 2 were restricted in their access to their videos but pupils in group 3 were free to practise their finger spelling at any time. In fact one pupil in group 3 was observed to be practising his spellings in the classroom, in competition with a pupil from group 2 and these two proved to be those who made the greatest improvement. Moores (1987) cites the influence of the classroom social group as a major factor influencing learning and it certainly appeared to be operating in this instance.

Use of additional memory strategies
Another area in which pupils in the original study were not limited was in their use of additional memory strategies. The video memory method was the only one being measured but over the four years they were also taught other revision skills which inevitably contributed to their overall results. No attempt was made artificially to separate those memory processes. In this study significant restrictions were made. Pupils were only allowed to use one method each, that chosen for them by the Teacher and Speech and Language Therapist. They themselves had no say in the matter. It was necessary to have an equal distribution of general
ability across the three conditions and so no choice could be given to pupils. Far more effective would be to allow pupil choice. Probably impossible to measure in a clinical way but far more interesting to observe.

**Presence of the Researcher**

There is a well known phenomenon which describes the effect of the presence of the Researcher on the outcome of the research. This Researcher was teaching the original pupils all the time. In contrast she was present for only three of a total of twelve sessions in this study. It could, then, be argued that the success of the original project depended largely upon the presence of the researcher. The enthusiasm of the staff of the school cannot be in doubt, however and it is difficult to assess whether the absence of the Researcher made any difference to the results.

**Independent use of equipment**

Pupils in the original study were in full control of all the equipment used: the video camera, the school video recorder and their home video recorders. Once they had been taught to use the camera, the Teacher rarely touched it. In fact when a second video camera was purchased, one pupil was far more expert in its use than the Teacher! Here the pupils had no such control and three different video cameras were used. Pupils did not have the opportunity of taking control of this aspect of the work and were thus denied the self respect and independence which such an activity would engender. The fact that there were technical problems with the playback on the television merely increased the frustration.

**Use of video memory in Key Stage 1 and Key Stage 2**

The opportunity has now arisen to use the video memory method with three profoundly deaf pupils at the very early stages of language acquisition. A short video recording is made of the pupil working with the Teacher on any topic: language, reading, mathematics. The video cassette is then taken home for the family and the child to watch together as many times as they wish. The video cassette is returned to school the following week and the process repeated.

The project has been greeted with approval by parents who appreciate the opportunity to share in their child’s education and be kept abreast of the new signs which are being taught in school. Early indications are that the pupils are remembering the material they have videoed and their general rate of progress across the curriculum is encouraging. Pupils have been observed signing or mouthing along with their video as they watch. Families may keep these video recordings as evidence of developing progress and selected extracts may be copied for school records. The pupils are learning independent use of the equipment and are beginning to negotiate as to which material they wish to record.

**Conclusion**

What can be said, then, in conclusion? Is it possible to draw together the findings in this report? One thing is abundantly clear. It is quite possible to teach memory skills to deaf children. There appears to be no inherent reason for such pupils to possess inferior memory skills. For some children improvement may come about after a very short period of training: eg weeks as in this study. Most will need a longer period of practice or training before memory performance improves. From this research a key factor appears to be that children need to learn to ‘rehearse’ the material they are required to remember. There are many ways of helping pupils to acquire this skill. Three methods were used in this study: the ‘video memory method’ ie watching themselves on video; watching the Teacher on video and signing and fingerspelling the material to themselves without video. There is no demonstrable superiority here of one method over another. The particular research methodology used removed many of the valuable features of the video memory method as used in the Researcher’s own school. There is a need for more action research into the effectiveness of these and other methods. As with every other aspect of teaching and learning, the expertise and insight of the Teacher is essential. Teachers need to know their pupils and be prepared to try different ways of motivating them. Teachers of the Deaf seeking to develop memory skills in their pupils may find it useful to try all the methods described here. One method may suit one pupil, another method will be successful with another. The important thing is to realise that poor memory skills in deaf pupils do not have to remain. There are ways to improve them and all that is needed is the willingness to try.

**Spell your way into the Millennium**

The Mencap National Schools Spellathon takes place in February 2000. Children are given 50 words to learn and then sponsored for every word spelt correctly. The Mencap Spellathon has been running successfully since 1994 for children aged 7-11 in both mainstream and special needs schools - Spellathon 2000 will extend to year 7 secondary school children.

Teachers who register receive a Spellathon pack containing a selection of word lists prepared by Oxford University press. The scheme may be a part of a lesson plan or part of the literacy hour work. There are a range of prizes for outstanding spellers!

For information about the free Spellathon 2000 pack telephone 0645 777 779 or write to Mencap National Schools Spellathon 2000, Mencap, FREEPOST EC1B 1AA
References
BERG, L. (1977) Reading and Loving
HANSEN, B. (1987) Sign Language and Bi-lingualism - a focus on an experimental approach to the teaching of deaf children in Denmark in Kyle, J. (ed.) Sign and School, Multi-lingual Matters Ltd

‘Memory - The forgotten cognitive skill: encouraging the development of memory strategies in signing pupils’ describes the initial study by Jackie Parsons. This was published in the Journal of The British Association of Teachers of the Deaf Vol 20 NO 3 (September 1996).

Connevans advert
Deaf children and young people experience the same range of emotional, behavioural and psychiatric disorders and hearing children and young people. There is established evidence to indicate that the incidence of such disorders is higher (around 40%) among the deaf group.

Many such deaf children are excluded from child and adolescent mental health services because of their deafness and different communication needs. Deaf children with severe mental health problems who need inpatient assessment and treatment are faced with two options. They either receive no service or are admitted to hearing services with limited or no experience of working with deaf children, little or no means of communicating with deaf children and where they are almost invariably the only deaf child.

The Deaf Child and Family Service, based at Springfield Hospital, is part of National Deaf Services managed by South West London and St. George's Mental Health NHS Trust. It has provided a national service to deaf children with emotional, behavioural and psychiatric problems for eight years and are the only specialist team in the UK. It sees about 120 deaf children and young people per year. At present they offer:

- An outpatient service providing treatment and assessment for young deaf people aged 0-19 and their families
- Family therapy – a weekly family therapy clinic for families with deaf members
- An inpatient support service to support the admission of deaf children and young people into local psychiatric units

The Deaf Child and Family Service, in partnership with Sign, the mental health charity for Deaf people and Wandsworth Education Department, through its Hearing Impaired Service are working together to set up a new inpatient service for Deaf children and young people aged from 8-16, called Corner House. It is planned to open in January 2001 at a temporary site in Springfield Hospital before moving to a purpose built facility in Balham, south London in 2002.

Children referred to Corner House will have severe mental health problems and are highly likely to have additional needs, in particular challenging behaviour. A multi-disciplinary service will be provided, including child psychiatry, mental health nursing, social work, clinical psychology, speech and language therapy and occupational therapy. Children in the IPU are legally required to receive education and so teachers and education support staff will need to be an integral part of the team. The aim of the unit will be to enable children and young people to return to their families and schools wherever possible. The education component of the IPU will become a unit within Wandsworth’s Hearing Impaired Service, be managed by that service and therefore become part of Wandsworth Borough Council’s Education Department.

Education staff will play an integral part in the therapeutic process. Many of the children admitted will have experienced severe difficulties in school and education will be a therapeutic experience in its own right. Education professionals and staff from other disciplines will need to work together to achieve this aim. At the same time, education staff will receive support in a wider educational context, access to curricular support and management by specialist professionals. Also there will be liaison with education professionals from the deaf child or young person’s school to ensure continuity in education provision.

Teaching staff will be required to have high level British Sign Language skills (minimum of CACDP Stage 2) and will receive specialist training in mental health issues and multi-disciplinary working. A substantial paid induction and training period is planned for all staff involved in the project, from September to December 2000. This will be joint training for health and education staff, using existing expertise within both professions and including placements at specialist child and adolescent mental health inpatient units. Three Teachers of the Deaf and two teaching assistants will be recruited to the unit to start in September 2000.

For further information about this innovative and collaborative project, please contact any of the following:

For referrals and clinical information:
Dr. Peter Hindley, Consultant Child and Adolescent Psychiatrist, Deaf Child and Family Service, Springfield Hospital, 61 Glenburnie Rd, London SW17 7DJ. Phone: 020 8682 6925 Textphone: 020 8682 6950 Fax: 020 8682 6461

Education information:
Peter Merrifield, Headteacher, Oak Lodge School, 101 Nightingale Rd, London SW12 8NA Phone/textphone: 020 8673 3453 Fax: 020 8673 9397

General information:
Simon Andersson, Project Manager, Deaf Child and Family Service, Springfield Hospital, 61 Glenburnie Rd, London SW17 7DJ Textphone: 020 8682 6957 Fax: 020 8682 6461
The Royal Schools for the Deaf Manchester has recently been approved as Europe’s first MOVE Model & Training Site.

MOVE (Mobility Opportunities Via Education)© is a registered charity that helps children and adults learn the functional skills they will need to lead independent lives. MOVE provides a framework that enables team working and cross agency collaboration.

The Royal Schools for the Deaf caters exclusively for deaf children with additional and complex special educational needs from across the UK. Many of the children have physical disabilities.

Since 1993 the school has been using the MOVE curriculum to enable the children at the school and their families to select their own goals for life. The format helps the school’s therapists, educators and support staff and the children’s parents and carers to provide a coordinated holistic service.

MOVE and the Royal Schools for the Deaf have been working together to raise awareness and change attitudes to the needs of young people with physical disabilities through this special programme. This had led directly to the school being awarded this kite mark.

Being a model site means that the Royal Schools, a registered charity, is able to demonstrate MOVE in action and offer support, advice and training for other schools wishing to implement the MOVE curriculum.

Linda Bidabe, author of the MOVE Programme, said “MOVE is about individuals — who belong to a family — who live in a community — which is part of a country — which makes up the world. MOVE is about forming a team that includes every one who touches the life of the individual with disabilities. Professionals and non-professionals use the MOVE Program as a foundation for sharing information, making decisions and measuring change. MOVE is based on a collaborative approach which utilises information from every support system available to the individual.”

“MOVE has made a very real difference to the lives of the children here who have movement difficulties.” said Anne Bush, Physiotherapist at the Royal Schools for the Deaf, who is a MOVE International Trainer©. “They are learning skills which give them more control over their own lives and which lessen the physical burden for their parents/carers. They now spend less time in their wheelchairs being helped by others and more time on their feet moving independently.”

For more information contact:
Jenny French, Training and Development Director, MOVE International (Europe), University of Wolverhampton, Gorway Road, Walsall, WS1 3BD
Tel: 01902 323066, Fax: 01902 322858
e-mail: MOVE_Europe@compuserve.com

Dominic Tinner, Development Manager, Royal Schools for the Deaf Manchester, Stanley Road, Cheadle Hulme, Cheshire, SK8 6RQ
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e-mail: dominic.tinner@rsdmanchester.org
Web Site: www.rsdmanchester.org

Pauline Robinson, one of the school’s educational support staff, encourages Paul to walk with advice from Anne Bush, Senior Physiotherapist at the Royal Schools for the Deaf, Manchester. photo Zoë Pinch
New report highlights effective method of developing children’s emotional skills

A new report published by the National Deaf Children’s Society (NDCS), shows how PATHS (Promoting Alternative Thinking Strategies), a school based curriculum, can significantly help a child’s social and emotional development. Quantitative results show PATHS to be particularly effective for providing children with a greater emotional vocabulary and emotional recognition skills. Additional qualitative evaluation showed that children using the PATHS curriculum had awareness of their own and other people’s emotions and were able to deal with uncomfortable feelings using techniques learned through PATHS.

PATHS: The Way Towards Personal and Social Empowerment for Deaf Children reports on the outcome of the Society’s ‘Deaf Children in Mind Project’, a three year initiative designed to empower deaf children with new personal and social skills. The original PATHS curriculum was aimed specifically at empowering deaf children and helping them to cope with frustrating everyday situations presented by the hearing world. However, PATHS has been used extensively with both deaf and hearing children in the USA, the Netherlands, Belgium, the Czech Republic and other countries with great success.

‘The Deaf Children in Mind’ Personal and Social Initiative Project was set up in 1994 with Department of Health funding to pilot a curriculum-based programme, now the basis of the Personal and Social Development for Deaf Children and their Families Initiative.

Cheap travel? Be a Groupie!

They were there at the successful BATOD Conference and AGM in Manchester - Groupies! Four of them - proud to have travelled to Manchester for the cost of one!

Did they stow away on a Virgin Train or had Richard Branson taken pity on them and decided to sponsor Teachers of the Deaf?

Jane Frew’s ICT influence must have rubbed off on the enterprising Barking & Dagenham Service as they had used the Internet and also phoned Virgin Trainline to get reasonably good deals at very short notice - eg up to a week before the date of travel.

Standard “Groupies” from London Euston to Manchester cost the intrepid four just £50.00 (for all of them - not each!) with reserved seats in both directions. The draw-back was the specified train times - fortunately these fitted in with requirements on this occasion).

Head of Service and Lead Groupie Liz Pescud recommended a phone call to see what is on offer. She found the staff very helpful, taking time to find the best option.

The website is at www.virgin.com

From the BATOD 1998 Survey

According to the DfEE there has been an increase in the numbers of children in each cohort.

Our Survey data shows a decline in the number of deaf children.

There was a reduction of 8% in the number of FTE Teachers of the Deaf between 1994 and 1999.

The current information from the 1998 Survey could not answer all the questions required by the Projects or Reviews. Consequently the ascertainment sheets for January 2000 on children have additional questions.

88.6% returns in 1998
Can we achieve 100% for BATOD SURVEY 2000?

It is up to you……

Ensure the data is accurate and complete by returning your Survey 2000 as quickly as possible.
Advice for new Peris - Ewing Foundation Video

Reviewed by Nicky Ereaut, Oxfordshire Hearing Support Service

Title Working with hearing-impaired children and their families: some ideas and thoughts for new peripatetic Teachers of the Deaf
Author Dr Margaret Kumsang, The Ewing Foundation and Oxford Brookes University
Duration 38 minutes
Accompanying notes 16pp
Cost £26.00
+ £1.50 postage and packing per order
Available from: The Ewing Foundation, Centre for Human Communication and Deafness, University of Manchester, Oxford Road, Manchester M13 9PL, Tel 0161 275 3367
Reviewer Nicky Ereaut, Team Leader, Oxfordshire Hearing Support Service.

This video and the accompanying notes were made in response to requests from new peripatetic Teachers of the Deaf for practical ideas on ways of working with pre-school hearing-impaired children and their families.

The focus for the video is on the development of speaking and listening in pre-school hearing-impaired children, but many of the principles and ideas are central to the development of any effective communication system. For example it explores language environments conducive to developing good adult:child interaction. It also emphasises the importance of using a comprehensive language assessment model covering the following areas: attending and listening, pragmatics/semantics, receptive and expressive language and phonology. It is accompanied by a booklet giving details of a range of manageable assessment materials which can be used for assessing the pre-school child’s linguistic development as well as a short book list for initial background reading. Hence it is informative for teachers working with pre-school children using a range of communication strategies.

It provides a wide overview of the role of the pre-school Teacher of the Deaf. As the medium used is video it cannot be a comprehensive or in-depth look at this area. What it does extremely well is to provide a focused stimulus for discussion and the further study of the many aspects it covers. Time constraints do not allow for consideration of the range of approaches an experienced teacher would use and there is always a danger that particular strategies highlighted in the video could be seen as the only or most appropriate one when this might not necessarily be so. It is clearly intended to be used as a starting point and will be most informative with an experienced pre-school practitioner to act as a mentor and facilitate follow-up debate.

Within a Hearing Support Service it could be effectively used for a wide range of In-service Training purposes. There are many other groups, such as parents, trainee Teachers of the Deaf, learning support assistants, mainstream early-years teachers and health authority staff involved in the diagnosis and early management of hearing-impaired children, for whom it would provide useful information and insight. Given the importance of parental partnership and the facilitation of parents as the experts in developing interaction and communication with their child it was encouraging to find a high proportion of the video clips involving parents and their children. Many of the comments made by the parents were insightful and thought provoking. The discussion between parents at a parents support group provides many pointers to the sensitivity required from the Teacher of the Deaf intervening at such an early stage of the child’s development. Experienced Teachers of the Deaf would find some of the comments salutary.

Inevitably in a video of this length there were areas that, although briefly touched on, were left unexplored, such as the role of the Teacher of the Deaf in the playgroup and nursery and the particular needs of the families where English is an Additional Language. It would for example have been useful to recognise the support that siblings often provide, particularly in homes where one or both parents do not speak English. Similarly the additional areas to consider when working with families where one or both parents are deaf was not included. There is plenty of scope within the field for further videos and training materials to look in greater depth at some of these areas.

In summary this is an excellent video. It is easy to watch and has plenty to interest and stimulate debate. I would strongly recommend it as a valuable resource to add to a Support Service’s INSET materials.
Working with the Literacy Strategy

Judith Johnston, BATOD North Region Committee

The conference, at St John’s School for HI, Boston Spa, opened with registration and coffee, followed by the North Region business meeting and AGM 1999.

At the beginning of the conference proper, the Chair, Tina Wakefield, apologised because the keynote speaker had had to withdraw because of illness, at very short notice. Remarkably, however, since arriving at the conference, four people had been persuaded to contribute to the afternoon session.

The first session of the morning was led by Mary Kean, a ToD from Cheshire, who talked about supporting the literacy strategy at KS3 and 4. Her starting point in addressing problems of literacy had been the Ofsted report on the teaching of reading to HI pupils in mainstream schools (1998) and she recommended anyone interested to consult this document. She talked about the challenges and issues which were present with hearing-impaired children’s reading and shared strategies which she had found useful and successful in addressing these shortcomings. This was a very interesting session with lots of practical ideas for us all to put into practice on returning to work on Monday morning!

The second session was led by Chris Addis, from the MSI unit at RSD Manchester. This was very enlightening about what his unit termed as ‘literacy’. The presentation was well supported by video clips which brought home exactly the problems they face in any sort of assessment. Their scheme of work is Baseline, which underpins the NC and levels start from something as simple as an example of early communication being the shaking of a leg to signify pleasure. Examples of tactile stories were also shown and an explanation was given of these. In all, a very enjoyable morning.

An excellent lunch was enjoyed by all and there was an opportunity to visit exhibitions from Phonak, PC Werth and Dorling Kindersley.

The speedily-arranged afternoon session was introduced by Aftab-i-Haque and began with a demonstration of a soundfield system from PC Werth. Paul Evans explained how this system benefited both teachers and pupils. Martin Smith from Phonak followed with a talk about their new Micro Link FM system, which does away with the need for bulky receivers and wires as the receiver fits directly onto the hearing aid.

A slightly different presentation followed by Audrey Ball, who is a Dorling Kindersley advisor. She gave a brief resumé of the types of books published by Dorling Kindersley and how they related to different age groups showing examples from their vast range. She explained that specialist catalogues are available to schools on request.

The final speaker of the afternoon was Isobel Gibson, a senior teacher at St John’s School, who has an overview of the implementation of the literacy strategy. She stressed that ToDs are and always have been, teachers of literacy, so that when the National Literacy Strategy was introduced it wasn’t really a problem as they were doing this work anyway. She went on to give examples of how the maternal reflective approach used at St John’s fitted in with various strands of the strategy.

Aftab-i-Haque concluded the afternoon session with a vote of thanks to all the speakers and to St John’s School for the use of their excellent facilities. The venue and superb catering had indeed contributed to an informative and enlightening day which was enjoyed by all.

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Track down the cash!
The ICT ball is well and truly gathering momentum in the world of education and it is vital that deaf children and their teachers do not miss out on the funding, resources and training which is available.

ICT advisors are the nearest points of contact to find out what is happening as well as BECTa. There is a lot of money out there and it looks as if the government is responding to feedback from organisations such as BATOD as to the importance of ICT in the education of children with Special Educational Needs.

BECTa 1999/2002 Corporate Plan
BECTa have brought out a Corporate Plan setting out its aims and objectives for furthering the use of ICT in education. It contains several references to children with special educational needs. To find out more, contact 01203 416994 or Becta@becta.org.uk

Funding for ICT Training
As reported in previous news-pages, The New Opportunities Fund (NOF) is distributing £230 million over the next two and a half years to train UK teachers and school librarians to use ICT. Schools have been sent a pack ‘Information for Schools’ with details of this training. This explains how to apply through your LEA. If your Service has not received this pack and/or you require further information, contact your LEA in the first instance or look at the NOF web site www.nof.org.uk

The Teacher Training Agency has a free CD-ROM (designed for schools) on getting the most out of this training.
Tel: 0845 606 0323 or look on their web-site: www.teach-tta.gov.uk

Buying ICT Equipment
There will be a total of £450 million available between now and 2002 for schools to buy equipment and get connected to the Internet. Money can be applied for through your LEA. Contact your LEA ICT advisor for more information.

Recommended Web Sites
(from various sources)
St John’s School for the Deaf: www.stjohns.org.uk
Highly commended at the BECTa 1999 UK School and College Web Site awards in the category of ‘Curriculum resources for classroom use by other teachers and learners’.

Ambleside CE Primary School: www.ambleside.schoolzone.co.uk
recommended by a ToD for useful resources (especially the infant section).

Teletext has a good reliable source for news: www.teletext.co.uk
(EC&T magazine recommendation)

Tate Gallery has an excellent site (although “wordy”) (EC&T magazine recommendation) www.tate.org.uk/

Sim City 3000
Anybody using Sim City 3000 with deaf children? If so what’s it like?!!!

Government award teacher training status to Deaf@x
Deaf@x have just been awarded status as a teacher training body for ICT and deaf children. However, they have not been awarded start up costs which could delay the start of training ToDs. A meeting has been called for all organisations, including BATOD, who are involved with ICT and deaf children for December (after the deadline for this edition of the magazine). Watch this space.....

http://www.batod.org.uk

Audiology and ICT Committee
One Day Project
Using ICT to Develop Literacy Skills with Deaf Children
This full day course will provide an opportunity to develop your own ICT skills, see examples of children's project work and develop material for your own situation.

The morning session will start with a presentation to demonstrate how a joint ICT/English project can be introduced to a group of children. This will be followed by a tutorial to explain the various programs that are available for this sort of work. There will be time for everyone to try these programs for themselves and have some individual tuition.

In the afternoon session everyone will work on a simple project of their own, based on the examples seen previously.

The project will involve a certain amount of problem solving and creativity and will give you the opportunity to go through the same processes that we require of our pupils. The examples shown will be age specific but the ideas can be adapted to suit any level.

We will be using word processing, DTP, presentation and graphics software but everyone will be able to work at their own level and although basic ICT skills will be an advantage they will not be assumed. The project will require you to use a scanner or digital camera but assistance will be given with these if needed. There will be time for discussion and exchange of ideas, the atmosphere will be informal and hopefully you will have fun.

Workshops
An Introduction to the Internet and its use in the classroom
Basic use of the Internet will be demonstrated and there will be an opportunity to try it for yourself. Information will be given about how to make the best use of the Internet with children and there will be time to exchange ideas. There will be a presentation to show how material downloaded from the Internet can be developed into a classroom project and provide computer based worksheets for children to use.

Software
An introduction to the types of software used by Teachers of the Deaf and an opportunity to try software. Bring your own favourites along and any work related to ICT.

Record keeping
Using Outlook as a diary, e-mail centre and for record keeping. Develop your knowledge and skills in using this versatile programme.

Voice to text software
Mick Thomas (BECTa) reports of the findings of BECTa research into the use of these programmes.

Audiology and ICT Committee
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film at White Horse Press
The Power of New Technologies for Deaf Learners
Sally McKeown, BECTa

You can't learn BSL successfully from books because it is dependent on movement and facial expressions. Ideally everyone should enrol in a class and spend time at the local deaf club to refine and develop their signing but this is not always possible. Now with CD ROMs we at last have some interactive learning materials which can be used by learners outside the classroom.

The CD ROM British Sign Language Dictionary from Speciality Software at £45.00 runs on PC. It has an alphabetical dictionary and themed word lists on topics such as food and drink, transport and travel, emotions. 'SIGN IT!' From Sign Communique Ltd is the nearest thing to a course on disc. It has over two hundred video clips of conversations on topics students need to study for stage 1 and stage 2 exams. 'Sign Now!' is a different type of dictionary with over 3,500 signs, including some regional variations and you can access a sign by typing in or clicking on a word or by clicking on a handshape. The delight of these resources is that they can be used for self study and encourage learners to be independent.

The CD ROM is a very powerful medium for handling data. Not only can it be used for teaching a visual subject such as British Sign Language, but also it can give an added dimension to all learning because it provides for a range of sensory inputs. 'My First Incredible Amazing Dictionary' from Dorling Kindersley was one of the first products to show the power of this medium. It enabled learners to see emotions in action rather than trying to match a written word to a concept.

Huge amounts of data can be stored and accessed, so the range of information is enormous. Of course now we have the Internet but the quality of sound and video is still not as good as the best CD ROMs. CD ROMs are fast - that relieves frustration but also overcomes the fear that something has gone round. Text, sound, speech, graphics, photographs, animation and video can all be called up. The nature of multimedia combines these elements and links them as a whole - interlinked yet flexible. The amalgamation of all the elements of multimedia is a very dynamic one. There are many different ways of using a good multimedia package. Independent research, directed project assignments or just plain browsing are all possible. Some packages offer built-in activities.

Locating information simply and quickly is vital to maintain the interest of any child (or adult for that matter). Hearing-impaired pupils quickly lose confidence and motivation if they cannot find a particular topic of interest. A good multimedia package will help search for a topic word or phrase with an 'intelligent' find facility. Often the user will type in the word or words to be found and, if available, the title of an article appears; it can then be selected. What of the child with language delay and spelling problems? Most multimedia packages try to make sense of words typed in; if the first few letters are accurate, the 'intelligent' find facility will immediately display the article title nearest to the letters already keyed in.

When information is presented in the form of speech or as text considerable problems may face a child with a hearing impairment. Children may find that it is easier to listen to the spoken narrative; they may decide to focus on the text information; they may adopt a combined strategy. It may be that a pupil using the package has poor speech discrimination ability at whatever level the sound is presented. For that child, on-screen text may be able to support an imperfectly-perceived spoken sentence. But there are now signs that developers are waking up to the needs of deaf learners. 'Elmer' has been produced by the BBC in conjunction with TAG Developments.

Each 'page' has three screens on the CD ROM. One for pictures, one for signing and one for text. The signing is provided by Lesley McGilp who is well known in deaf circles for her work on the BBC programme See Hear. Like other signing books, the user can choose to hear the text. The reader is a 16
year old girl who has been chosen because she has a very clear voice which can be heard by those with partial hearing. There are also a number of tasks which involve matching and sequencing, working with numbers and colours. Some activities involve categorising information about animals. Not only is this a good introduction to database activities and research skills but also it helps with concepts and vocabulary.

Tony Wheeler explained, “While we had a clear view of the needs of our target group, at the outset we only had a very hazy notion of what a living book for deaf children might be like. We were faced with a difficult compromise. The CD-ROM clearly had to belong to deaf children but it also needed to have the features and qualities of a mainstream product.”

One of the issues for staff of course is getting information. The Forest Bookshop is one of the most useful contact points but also there is an increasing deluge of information on the Web. There are many good sites such as the See Hear Web Site and Deaf World Web but there is also a proliferation of less useful sites. The question of filtering the good materials from the dross is hard but help is at hand.

BECTa is working with the Department for Education and Employment to create a new Web site about disability and SEN issues within the National Grid for Learning. The site, due to be launched in Spring 2000, will be a collection of the best resources for British schools and colleges with a really effective search engine. Type in ‘Maths Primary and Stories’ and ‘Elmer’ will be up there with other useful resources, guidance and examples of good practice to support curriculum planning. Designed to be interactive and using the most up to date technology, BECTa is confident that this site will be a model of accessibility. It will be almost a one-stop shop for staff in the SEN area as it will have good links to material for meeting individual learning needs.

‘Elmer’ is available for all major platforms from BBC Educational Publishing, Freepost LS 2811, PO Box 234, Wetherby, West Yorkshire LS 23 6YY
Credit card hotline 0990 210234 publications
The Forest Bookshop, 8 St John Street, Coleford Gloucestershire, GL16 8AR
Telephone: +44 [0]1594 833858 (3 lines) or [0] 1594 833334 (3 lines) Minicom/TTY: +44 [0]1594 833858 (All phones and extensions have TTY units)
Fax: +44 [0]1594 833446
http://www.forestbk.demon.co.uk/UPDATE.HTM

Sally McKeown is an Education Officer with BECTa, the government funded agency responsible for managing the National Grid for Learning and the FERL web site.
A National Lottery International grant has been secured by the Deafax Trust to initiate a literacy through communication pilot project with deaf children at schools in Madras, India. The DE@FCHILD INDIA project is a 2 year joint programme between Deaf@x and the Nambikkai Foundation and Ability Foundation in India.

DE@FCHILD INDIA is part of Deaf@x’s mission under DE@FCHILD INTERNATIONAL which is to share good practice in the UK between teachers, parents and experts in the fields of literacy and total communication.

From fact-finding and hands-on training tours of deaf schools in New Zealand (in 1998) and Australia (in 1999), Deaf@x is linking up partner countries to encourage the use of telecommunication and the Internet to train deaf children to improve the English literacy & communication skills of deaf children around the globe.

The funds will enable the employment of a Director and 3 full time Indian personnel to learn about Deaf@x’s educative programmes which use all aspects of Information and Communications Technology to stimulate an interest by deaf children in literacy and telecommunication. This will encourage deaf children to integrate successfully in the wider hearing community and gain greater access to education and employment.

Training takes place during October 1999 for 2 months and during the first year, 2 schools are expected to become Centres for running the programme. An additional 4 will be established by the end of the project. This will benefit deaf 60 deaf children, 60 teachers and 150 or more parents and siblings.

DE@FCHILD INDIA will survey the literacy standards of deaf children at the schools prior to the programmes being implemented. Improvements to the child’s literacy and communication skills, their integration with hearing and deaf people both locally and globally, as well as their access to public information will be assessed and the results put forward to the British Council and Indian Government.

The Nambikkai Foundation was registered in India in 1882. It offers counselling services, non-formal education and training programmes for boys and girls, as well as Deaf Girl employment projects. We would welcome volunteers and anyone interested join us in improving the education, communication, literacy and the quality of life of deaf people.

Over the next two years, Deaf@x will continue to seek further funding opportunities to develop its ICT training programmes and sponsor international seminars and workshops. All opportunities will be explored which encourage deaf children to develop the communication & literacy skills that are central to the quality of their lives.

To register your interest or questions, contact Matthew James Fax: (00 44) 118 926-0258 e-mail: MatthewRJames@msn.com or: deafax@compuserve.com Address: Deaf@x Trust, Technology Centre, Bulmershe Court, The University, Reading RG6 1HY, United Kingdom

Siân Tesni has agreed to be International Liaison Editor with a brief to broaden the information exchange with colleagues in other countries.

If you have friends and colleagues worldwide who may have information and ideas to share, or questions to ask please contact Siân via the magazine or directly via e-mail to: international@BATOD.org.uk
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e-mail: advertising@batod.org.uk

Job Vacancies advertised in this section also appear on the BATOD Web pages (Teaching Section Situations Vacant http://www.batod.org.uk)
1999 is the 23rd year of BATOD’s journal and the first year of DEI, now produced by Whurr Publishers (WP) and taking its place alongside a range of accredited and stylishly-produced international journals. More than three years and 11 issues ago, I became its Editor and as I write this, the 12th and 13th - the first two issues of 2000 - are well under way.

A huge supporting cast has taken part in the JBATOD - Deafness and Education - Deafness and Education International metamorphosis. For the first change of format, when we were all really feeling our way, CVO Print and Lonsdale Typesetting cheerily worked far beyond normal requirements and often outside hours to produce respectable-looking volumes. As for myself, I engaged with font, pitch, verso and recto - a useful learning process but one which convinced me of the need to find a publisher. Colleagues from far and wide pledged their support on a new international Editorial Board. They and many others have frequently found time to advise about the wide range of submissions. Many more than 200 people have advised, submitted, reviewed books and refereed papers. If any editorial individuals need mentioning, it must be at least Miranda Pickersgill, who deserves accolades for her many hours of work on the first themed issue in 1997, (more focused issues may well be in the offing - watch the space!) and Meg Shepherd. Meg is our ‘Reviews Editor’ but less well-known is her other essential supportive work, such as preparing the index and sometimes deputizing for me.

Both quality and quantity of submissions increased enormously and it became apparent that only an established academic publisher could provide the underpinnings required by our contributors. These include not only the handling of all the ‘nuts and bolts’ of text production, but less obvious requirements such as protecting copyright, providing an offprint service and entering the journal in the appropriate databases for citation purposes. The outcome of much negotiation by WP personnel and BATOD officers (again, thanks for a great deal of support here) was a final agreement establishing the joint enterprise from 1999, with WP setting out conditions for the Editorial Board and a contract with the Editor. The Editorial Board serves the till end of 2001 and has 10 BATOD members on it.

Production is complex. I am contracted to provide a certain amount of copy on set dates - which can be quite a nerve-wracking procedure. I often don’t know until the last minute exactly what is going in the next issue! I explain why below. The copy deadline is about three months before the due publication date. Contributors take note: this means that, given the refereeing procedure, six months is the minimum publication time - and that is when you hand in a perfect submission, with no revisions required. I can’t remember the last paper that met this requirement! Publication time now is running at between 6 and 18 months - fairly normal for such a journal.

When a paper arrives, I read it quickly to ascertain its general suitability for DEI and seek two peer reviewers. This is not always immediate as I have many calls on my time (I may be editing the next issue and at the same time get a crop of new submissions) and it is not always easy to find suitable reviewers. These are sent refereeing guidelines and given a month to review the paper. In practice, depending on people’s busy-ness, this might be a week, a month, or never - in which case I have to start again. I take steps to ensure that contributors suffering refereeing delay do not suffer any other sort of delay.

A frequent scenario is that a contributor receives the paper back with suggested revisions, but then I have to wait with bated breath to see whether that contributor actually has time to revise it and when it will eventually return. It might take a year! This is why it is nerve-wracking. There might be six papers out with authors for revision and then five of them all arrive back at once. Papers are generally published in order of correct final submission, but this is not always strictly possible due to space and topic factors. Occasionally, a small paper can fit in the remaining space but a long one with tables will have to be kept over till the next issue. Final decisions are made by WP from the copy I provide.

Most revisions are minor, but if major, then a reviewer will wish to see the revised version. This is not a rubber-stamping procedure. It is vital that papers do not contain material which is not evidenced properly, which may contain unwarranted criticism of a profession or material of a delicate nature which is not properly argued and as Editor I am ultimately responsible. It is an awesome thought that the material (including errors which might slip through) will sit on university library shelves in more than 20 countries and be referred to for the next 10 - 20 years. All refereeing is completely anonymous. If your paper is published, then the reviewer will (obviously) get to know who wrote it, but you will never get to know who reviewed it. In the case of papers not published, neither writer nor reviewer ever get to know each other’s identity.

Book reviews provide valuable and useful information; those who review books of course receive a review copy to keep. However a difficult
part of Meg’s job is reminding people who have kept texts but have failed to review them. Please, if you have a book and no time to review it, return it for another reviewer; publishers ask for copies of our reviews and if none is forthcoming, they will undoubtedly get less keen on providing ‘freebies’.

An Editor’s work is hugely facilitated by the increasing use of electronic means. It is always exciting to switch on the PC and find both reviews and submitted papers with complex tables and diagrams from all over the world (I have had to rapidly advance my computing skills to deal with this and upgrade my old dinosaurs at work and at home to deal with it.)

I would like to end by thanking all those who continue to make the editorial task so rewarding - in particular the never-ending stream of contributors who entrust the results of their hard work to DEI and to the supportive and kindly efficiency of WP. For the first time ever, I have eight refereed papers waiting for publication - which means that the February and June issues of 2000 are already planned.

Comments of any sort from BATOD members are invited!

Letters to Dr. Clare Gallaway, School of Education, University of Manchester, M13 9PL or by e-mail: dei@man.ac.uk

Remember remember???

I wonder how many readers recall the days of searching for Audiology books in the gloomy basement of the John Rylands Library? Or rubbing shoulders with the trendy history of Art students, or would-be speech therapists in our faculty building. Memorable names such as Jean Huntington and Mr. John; lectures on the history of deaf education, psychology and education or Miss Palmer’s teaching the deaf child to read; phonetics lectures with Mr. Stewart; audiology practicals using the big egg! Perhaps some will remember the Nolan and Tucker double act, working with very young deaf children and their families. Other memories might include returning earlier than fellow students in order to fulfil teaching practices in schools and units up and down the country.

If any of these things ring any bells from your distant past you may be interested to hear about the millennium event not to be missed…… a reunion of all Manchester 4 year BA Hons graduates in Audiology and Education on Saturday 8th July 2000 at Mill Hall school, Newbury. Come along and reminisce, swap tales of your experiences of teaching, find out where fellow students ended up. It could not only be a fun social afternoon, but also a chance to share ideas and experiences about the education of the deaf.

For further information please send an SAE to :-
Pam Robinson & Viv Ogg
Mill Hall School for the Deaf
Pigeon's Farm Road
Thatcham, Newbury, RG19 8XA

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“I have been asked to launch ships, but never a package” so announced Prince Andrew, Duke of York as he held aloft the new Deaf Awareness Tutor’s Manual produced by the Council for the Advancement of Communication with Deaf People (CACDP). It was timed to coincide with Deaf Awareness Week and the CACDP annual presentation of certificates and awards, which was held at Hammersmith Town Hall on 12th October 1999. A new certificate in electronic note-taking for Deaf People Level 2 is now established and the first successful candidates emerged this year.

As usual it was a lively affair as 155 recipients collected their awards from Beverly, Lady Annaly. She accompanied her speech with sign, as having brought up two deaf children, she is in the habit of using Sign Supporting English. Lady Annaly founded the charity Sign through the Anastasia Trust and her enthusiasm was apparent as she invited the deaf actress Elizabeth Quinn (star in the stage production of ‘Children of a Lesser God’) to address the audience for a few minutes. Elizabeth had just received her stage 3 certificate, so has mastered not only American Sign Language, but British Sign Language too.

This was an impromptu, unhearsed, performance about Elizabeth’s acting experience as a deaf person in television and was very well received by the audience. No doubt the organisers of the programme were relieved that this spontaneous ‘act’ initiated by Lady Annaly went well.

The Duke of York, surrounded by the usual royal entourage and press photographers, presented the Joseph Maitland Robinson Awards to Peter Llewellyn-Jones, the well-known Director of Learning Programmes with Sign Languages International; Brian Symington, Director of RNID in Northern Ireland and Heather Jackson, an active member and officer of CACDP who is responsible for most of the production of the Deaf Awareness Tutors Pack.

Heather lost all her hearing about 12 years ago, but gave a well-articulated speech in response to the Duke of York’s address and presented him with the poem You have to be Deaf to Understand by Will Madsen.

The event marks the last annual presentation by Stewart Simpson as Chief Executive and the initiation of Miranda Pickersgill who takes over the position in January 2000.

In the audience, Jeff McWhinney, Chief Executive of the British Deaf Association witnessed Stewart welcoming Miranda to the ceremony, thus illustrating the close relationship which continues between CACDP and BDA.

The presentation of awards was followed by a brief AGM to formally move the Council from unincorporated to corporate status as required by the Companies Act. These done BATOD members following CACDP courses can be sure their training is in good hands.
P.C. Werth

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full colour - film at White Horse Press
Purpose of the test
The technique of masking is used in order to isolate the test ear and ensure that results obtained are the true thresholds of the test ear.

In pure tone audiometry for both air conduction and bone conduction it is possible that responses obtained are those of the non-test ear.

Rationale
To establish the true threshold of detectability for air and bone conduction.

Air conduction pure tone audiometry
It is possible for sounds introduced into the test ear via headphones to be carried by bone conduction across the skull and stimulate the cochlea of the non-test ear. The amount of sound energy that is lost as it crosses the skull is known as transcranial attenuation. It varies in individuals between 40 and 85 dB. It is accepted that if the difference in thresholds between the air conduction results at any frequency is 40dB or greater then it is possible that the response is due to stimulus of the non-test ear.

When there is this difference of at least 40dB then masking is introduced in order to isolate the test ear and obtain true thresholds.

In masking a narrow band noise centred around the test frequency is introduced into the non-test ear. This noise “occupies” the non-test ear and allows the test ear to respond at its true threshold. Pure tones are presented into the test ear in the usual way until a true threshold can be recorded.

Masking procedure in air conduction testing: (This is known as Hood’s technique)
- The procedure uses conventional headphones.
- The adult/child is asked to listen to the narrow band noise in the non-test ear and indicate when it is just audible. Increase the level by 20dB. Instruct the adult/child to ignore this noise and listen for the signal.
- Using the usual 10 down 5 up method, re-measure the threshold of the test ear.
- Increase the masking level by 10dB.
- Re-measure the threshold.
- Repeat the process until for two successive increases in masking level the threshold does not change.
- This gives the true air conduction threshold of the test ear.
- This technique is not recommended for very young children as they can find it difficult to understand what to do. Generally it can be done at around age seven.
Air conduction results show a mild hearing loss in both ears. The unmasked bone indicates normal cochlea function in at least one cochlea. With this result it is not possible to know if the right, left or both cochleas are giving this response. Masking is required to determine the response of each cochlea.

**Figure 1** gives an example of masking being required for air conduction.

The unmasked results show responses on the right at around 50dBHL and on the left around 10dBHL. As there is a difference of 40dB it is possible that the original responses recorded for the right are in fact the left cochlea responding.

Masking is required to determine the true threshold on the right.

**Bone conduction pure tone audiometry**

In bone conduction pure tone audiometry masking for bone conduction assessment is required when there is a gap at any frequency of 15dB or more between the unmasked bone conduction result and the air conduction threshold. This is known as the air-bone gap.

**Figure 2** shows an example of bone conduction results that require masking.

**Masking in bone conduction testing**

- The same method is used as for air conduction.
- The bone conduction vibrator is placed on the mastoid process of the test ear.
- Masking noise is introduced to the non-test ear through an insert earphone which is placed in the ear canal and held in place by a hook over the pinna. The tone is introduced via headphone into the test ear.
I am writing in the hope that I will stimulate some debate on a subject that I have been banging on about for ages to anyone who will stand still long enough. When Margaret Glasgow started writing her wonderful series of Audiology Updates with the page of definitions of Types of Hearing Loss, I contacted BATOD - and subsequently Margaret - to say that I felt that there was an omission and one which I felt needed clarifying. What do we call the type of hearing loss which many of the children with whom I work possess? These are children, often Multi- Sensory Impaired, who have intact peripheral hearing systems and whose problems seem to stem from retro-cochlear damage. Their difficulties are in processing sounds, but they are 'labelled' variously as having Central Hearing Problems, Cortical Dysfunction, Central Auditory Processing Disorder, or a combination of these and other terms. I have even heard it described as Functional Hearing Loss (which, in my mind, is something quite different).

I am not someone who is obsessed with labels - a rose by any other name would still be just as sweet - but being unclear in our terminology not only causes confused thinking, but can have practical downfalls too, as I know to my cost having sat through a two-day residential course on Central Auditory Processing Disorders after discovering very early on that the children being described were certainly not the children with whom I am working.

There are, as ever, trans-Atlantic terminology differences which lead to such confusions, but I have also found regional differences in this country. To quote from the Powers, Gregory and Thoutenhoofd article, ‘The educational achievements of deaf children: a literature review, Executive Summary’ in a recent Deafness and Education International:

“There are inconsistencies in the research in the way hearing loss has been categorised which has made interpretation of the longitudinal research difficult.”

and

“In a number of areas, terms are not used consistently by different writers which means that care is needed in interpreting results. Areas where this applies include degree or type of hearing loss ....”

Perhaps until we know more about the auditory pathways past the brainstem we cannot be specific enough about which children we are talking? Maybe it is impossible at the moment to wheedle out of the jumbled picture of difficulties that these complex children have which aspects are to do with audition? Possibly you agree with a Teacher of the Deaf who answered my question

“What would you call it when a child has an ‘intact’ hearing mechanism but hearing/processing problems?”

with

“I would call it Severe Learning Difficulties”.

Surely we can do better than this?

I was asked by BATOD which term I would favour using - and was as guilty of fudging as the best of us. I use the term Cortical Auditory Disturbance, as this seems to be closest to the parallel term used for a similar visual problem, but I do admit that if I am explaining the concept to a parent who might be intimidated by such a term, I would be more likely to say Cortical Hearing Impairment.

Please do enter the debate if you have any thoughts on this matter and write to The Magazine Editor. I think the time has come to choose our term and for us all to stick to it!

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

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

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

Order your copy NOW (price £5.00 inc p&p) from BATOD Publications, 41 The Orchard, Leven, Beverley, East Yorkshire HU17 5QA
Was the NDCS reinventing the wheel, or simply stating the obvious when they began to promote this fundamental principle?:

**Parents should be regarded as full members of the team supporting the hearing-impaired child, alongside professionals.**


This principle is evident in a number of recent initiatives, not least Universal Neonatal Hearing Screening (UNHS). The document Family Friendly Hearing Service sets out 12 principles for paediatric audiology services and is the cornerstone for UNHS. There has been a lot of discussion, study days, workshop associated with this initiative and it is encouraging to find that issues over the provision of early habilitation are finally being raised.

Many services have been providing support for newly diagnosed babies, identified through targeted neonatal screening, for a number of years. So it is true to say that nationally there is some experience of supporting families of hearing impaired babies. Whether this is high quality support is open to question. Everyone would agree that it is difficult to acquire new skills and develop new services when only one or two babies come on to a caseload each year, as is the case in many parts of the country. However, it is clear from listening to parents of hearing impaired children that treating parents as ‘full members of the team’ is not the norm nationally. The imperative to get this right is great when we think about habilitation services for the newly diagnosed hearing impaired baby.

The key question we need to face is: What are the consequences of the NDCS principle for neonatally screened babies? In particular, current thinking is now turning to the kinds of support which should take place in the home. This article sets out 7 guidelines for a support programme for families of a hearing impaired baby. These guidelines are based on the experience of supporting and listening to families of newly diagnosed infants, many of whom were identified through targeted neonatal screening. Significantly, these guidelines are based on the views and opinions of the parents involved.

**Parents are the focus of each visit**

This involves a shift in outlook and style when the focus moves from the infant to the parent. The goal of early support is to build the confidence of parents in their new role as parents of a hearing-impaired child.

Why would parents loose confidence in their ability to parent on hearing their child is deaf? It is important to say at this stage that not all parents do lose confidence but many do. The loss of confidence has to do with a number of factors: the way in which the news of the loss was given; the introduction of hearing aids which mark their baby out as different; the reaction of family and friends and complete strangers who all have an opinion; the need to become an instant expert on deafness because all the above want to know how on earth ‘they’ can tell a baby is deaf: the additional stress of having a hearing impaired child which compounds feelings of inadequacy in many parents. The purpose of early support is to help parents, grannies and grandpas, brothers and sisters, regain confidence in their ability to interact successfully with the baby.

**Parents remain in control**

There is much talk of empowering parents. This begs the question ‘What happened to their power in the first place?’ Like parental confidence this can be eroded away in a number of ways and not least by a raft of experts anxious to offer their expertise. This guideline is especially important when visits take place in the home. The feeling of control is enhanced by parents choosing the time, the frequency of the visits and so on. In the early stages it is important to ask for permission before picking up, touching the baby, or giving toys to play with. The baby doesn't become public property by virtue of his wearing hearing aids.

Parents who feel in control are more likely to take an active role during the visit and not leave you to it!

**Avoid the expert-layman gap**

It is all to easy to see the visiting teacher / therapist / audiologist as the authority who knows what should be done for the hearing impaired child. It is stating the obvious, but necessary to remember, that the parents know the child best!

Parents are reinforced in the importance of their role in the process when we listen and show we value their comments by including them in co-operative planning. When parents have confidence in their own abilities they are less likely to feel the need to become overly dependent on you.

**Listen to parents priorities and goals**

It is important to begin to plan our support by first listening to parents and hearing their concerns. Immediately following confirmation of hearing loss these may range from the concern that their child...
may never learn to talk to fears over future schooling. Being an active listener here means perhaps discerning between parental questions which are requests for information and those which are expressions of fears and worries. Frequently parental goals are different from ours and sometimes not directly connected to the infant at all. It is helpful to recognise that the parent will have a difficult time focussing on the infant until she has begun to deal in a satisfactory way with whatever problems are of a more and immediate and pressing concern to her.

Respect parents’ goals
It is important to find out what these are in order to plan and work co-operatively towards them. If the goals are developmentally unrealistic this co-operative, respectful approach makes it easier to discuss openly and come to a plan which allows both the parents and the infant to succeed. Then celebrate each little success!

Involve parents in planning
It is around this time that we need to agree an individual family plan where the means for meeting parental concerns, identifying resources (within the family and locally) and outlining steps to achieve parental aspirations for their infant are outlined. At the same time family friendly audiology departments will be agreeing with parents an audiological management plan. These plans are an opportunity for us to let parents know they are valued as ‘full members of the team supporting the hearing impaired child’.

Respect individual styles of parent-infant interaction
There are probably as many ways of interacting with an infant as there are families. There is no ‘right’ way. How parents go about interacting goes right to the heart of their feelings about attachment with their child. The purpose of early support is to enhance the amount of pleasurable interactions between the infant and family members. So we need to find out through observation and conversation what parents enjoy most and least in the areas of caregiving, social play, play with toys, language interaction. At the same time we need to learn about the quality and quantity of the infants responses. This shared information will enable families to extend the activities they enjoy as well as exploring new and different kinds of interaction which yield enjoyment for them all.

In summary
It is clear, that the challenge is to organise a style shift in our approach to supporting the hearing impaired infant which truly puts the parents at the centre of our thinking. So, far from stating the obvious, we can see that the NDCS principle is fundamental to our development of provision for family friendly support services for neonates.


Jacqueline Stokes BEd MSc Cert AVT is an Auditory-Verbal Therapist and Qualified Teacher of the Deaf. She works as a freelance educational consultant and trainer. Jacqueline is Editor of ‘Hearing Impaired Infants: Support in the First Eighteen Months’ (Whurr, 1999).

Jacqueline can be contacted at:
The Oxford Auditory-Verbal Centre, 91 Godstow Road, Oxford OX2 8PF Tel: 01865 553045
e-mail: jacqueline@oxfordav.co.uk web site: www.oxfordav.co.uk

Best Value...
Need information to assist with benchmarking? It’s all there in the Survey data.

Contact
Margaret Eatough
Reflections, Merritts Hill, Illogan Redruth TR16 4DF
01209 219503
e-mail: Survey@BATOD.org.uk

BATOD Survey Information provides detailed information about numbers of deaf children, placements, provisions, staffing and achievements.

PLEASE return your completed SURVEY 2000 to ensure that the information is up to date.
A Consortium is born....

For the past 8 years a group of schools and services (SSG) have worked together to ensure that the rights and entitlements of profoundly deaf sign language users to access National Curriculum Tasks and Tests are upheld.

This group (SSG) met pre Tasks and Tests with deaf colleagues to agree presentations and the BSL vocabulary that would be used and then produced those presentations to our profoundly deaf sign language users. Guidelines were then produced for staff who would be involved. Post Test meetings were a time to debrief and to modify the guidelines in the light of our experiences and make recommendations to QCA year on year.

Efforts have been rewarded as QCA have included the suggestions in their documentation.

Assessment and Reporting Arrangements
During the last year KS1 SSG members have formed a working Party to look at developments in the field that specifically address the needs of British Sign Language dominant pupils access to the Literacy Hour. Key Stage 2 members have just completed their reflections of literacy teaching.

The remit of SSG was widened and has so far included Baseline Assessment and the implementation of the National Numeracy Strategy. In this way a dialogue is maintained with QCA & DfEE to ensure the rights of pupils who have BSL as a first language are not forgotten and that the challenges they face are addressed by those bodies.

The positive response received from both government agencies is encouraging. There are however fundamental issues for SSG to address with sharing the workload and the financing of meetings being immediate considerations. As a consequence of that SSG met in November 1999 at the Heads of Schools and Services Conference to discuss the challenges.

One of the outcomes of the meeting was an agreement that the work on behalf of this group of children should continue. The consortium of Sign Bilingual Schools and Services was born.

Another product of the gathering was a commitment to meeting the criteria laid down in the document ‘Sign Bilingualism - a model’, written by Miranda Pickersgill & Dr Susan Gregory - published by LASER. We recognise that as a group of school and services we are at different stages on the continuum in achieving that goal.

The Consortium will meet again in February to discuss:
- the membership of and funding for the consortium
- the drawing up of a strategic development plan for Sign Bilingualism
- focusing on specific elements of that plan for immediate development.

The Consortium will continue to promote the needs of BSL dominant pupils:
- maintain and further develop networks already established with Government agencies
- bring together fragmented initiatives into a coherent framework
- to be a powerful united voice on behalf of BSL dominant children.

The present members of the Consortium were self selecting in that they have been involved in the KS1 & 2 working Groups for some considerable time. The Consortium does not wish to be exclusive as it recognises that there are colleagues who also are working towards meeting the conditions required for successful sign bilingual education. If you are interested and importantly are willing to commit your school or service to the model and are working toward the goal of sign bilingualism please contact Peter Plant 0121 475 3923 to be kept informed of developments.

Not a BATOD member?
Enjoying a quick flip through your colleague's Magazine?
Interested in attending some of the courses and meetings reported?
Don't delay - Join BATOD Today

What can you see?
Still can't understand it?
Well... where do you find holes?  Think about doughnuts, polos etc.  YES in the middle.  Polar bears need to eat and they go fishing don't they?  So you might expect polar bears to be found round holes in the ice.  No hole.... no polar bears.  And the fish..... in the holes??? Look on the other side of the die.  (You need to know that spots on opposite sides of the die add up to 7 to reach the answer quickly)
Now do you get it????
Phonak

advert on disk
This is a report on the meeting of the Typetalk Consumer Panel held on 9 August 1999. This report can only give a brief summary of some items covered. If you would like more information or have any queries please write to me via Typetalk or my home address, both of which are given at the end of this report.

This was the first Consumer Panel meeting attended by Phil Jennings, the new Director, who explained his background as a call centre manager for British Gas. The Panel discussed the quality of the braille version of Typetalk update, which had been improved but took longer as it was done out of house. The relaying of e-mail addresses continued to give problems, since not all textphones had the @ symbol and textphones which had it did not relay it consistently. It was agreed that it should be relayed as “(at)” by operators and guidance would be given in Typetalk update. Visits to Typetalk were also discussed and it was confirmed that the policy was to discourage such visits but for Outreach staff to go to clubs and other centres and give presentations including the Typetalk video.

In his report, the Director, Phil Jennings, said that the number of call minutes was not increasing as fast as expected, but the percentage of calls answered within 16 seconds was above target. The Outreach department were working on various initiatives to encourage use of the service, particularly with those who were not active users and who, although registered, had not used the service in the past year. There would be a second newsletter, Relay, which would be sent out between issues of Typetalk update and which would give information about the service. A survey questionnaire would be sent to users in order to determine how they felt the relay should be developed and whether a more customer-friendly service would be welcomed.

Craig McConkey, Head of Technical Development, reported on the trials of the new upgrade to the installed relay systems in which the Panel had taken part. These had been successful in solving some initial problems and the software was now being introduced into operational use. The Helplines would also be upgraded over the next few months. This new upgrade was necessary for a number of reasons including Year 2000 compliance and in some ways the upgrade is a pre-requisite to the implementation of the Virtual Text Network (VTN). Discussions on the VTN were proceeding with BT and implementation was still on target for next autumn. Various details were discussed but there were few definite answers as the system was still being developed. The Panel was reminded that this was a world first, so the system was constantly evolving as problems were dealt with.

Various matters were raised by Panel members. The problem of changes of address and other details for corporate accounts, where the actual user might not even know who dealt with the bill, was discussed and various improvements proposed. The typing speeds of operators was another topic. Typetalk demands a minimum speed of 40 words per minute (wpm), but most operators are capable of at least 50wpm. However, people speak at up to 200wpm so the operators need to ask hearing callers to slow down. But operators are required to relay what is said verbatim, without omitting anything and are monitored to ensure they do this. It was confirmed that Text Users Rebate Scheme (TURS) rebates are calculated on call charges after discounts such as BT’s Friends & Family are taken off. The Panel felt there was a lack of knowledge about the operation of the TURS (such as couples being able to claim double the maximum if both were registered and that both BT and Typetalk bills were eligible for rebate claims) and it was agreed that information would be published in Typetalk update and mailed with Typetalk bills.

Another matter raised was the ability to leave messages on the Nokia Communicator 9000i even though it does not have an answerphone message. Operators would be alerted to this possibility, though users must realise that any message left will be wiped out by a further call. One Panel member also asked that the operators should be trained to recognise the new 02 dialling codes for London and other places such as Cardiff and Northern Ireland that are now running in parallel to the existing codes and which will become the only codes next April.

As was stated earlier, this is only a very brief summary of the matters dealt with. The next meeting of the Consumer Panel will be on 6th November, 1999.

Ross Trotter, Typetalk Consumer Panel Chairman

Write to me at: or:
Typetalk, PO Box No. 284, LIVERPOOL, L69 3UZ, or:
36, Victoria Street, WETHERBY, West Yorkshire, LS22 6RE.
All members are reminded that the National Treasurer MUST be notified of any change to your address to ensure that your Magazines and Journals reach you.

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For those Retired members who no longer wish to receive the Journal there is a concession to pay a reduced subscription. This concession also applies to Associate members who are employed as Learning Support Assistants or in similar roles who do not wish to receive the Journal.

The NEC has decided that Retired Members who reach the age of 80 should be given free membership of the Association. This is largely due to representations made by Mr Rudolf Crossley. Any members who reach this milestone are invited to contact the Treasurer who will then make the necessary arrangements.

Full and Associate members who are entitled to a reduced subscription should notify the National Treasurer of the circumstances by 30 June for the following years’ membership to enable the necessary paperwork to be completed.

Anyone with a change in circumstances (eg changing to retired status) should inform the National Treasurer as soon as they are able. Cheque payers will be sent a reminder about payment in June. Direct Debits will be altered automatically for payments in August and beyond.

Members are reminded that membership of the Association is only open to individuals. There is no category for Service or School membership. We are aware that some members have their subscription paid for them and that some have their mailing to their work address. Only the named individual is the member and no other person at that address can claim any benefits of membership.

Any enquiries should be made to

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

Tel / Fax 0161 439 4586
e-mail: treasurer@batod.org.uk

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<td>March 17</td>
<td>BATOD NEC Officers</td>
<td>Association business planning</td>
<td>Birmingham</td>
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<td>March 17</td>
<td>BATOD NEC</td>
<td>AGM / NEC Weekend Meeting</td>
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<td>15/16</td>
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<td>29</td>
<td>BATOD NEC</td>
<td>Association business</td>
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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 the conference, NOT the Editor of this Magazine.

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M13 9PL

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