

Why deaf children should have the right to be bilingual

BATOD CONFERENCE WORKSHOP

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NOTTINGHAM

Aims of today's workshop

- ▶ Response to the keynote presentation
- ▶ Language deprivation in deaf children
- ▶ Early involvement
- ▶ Bilingualism in context

Activity one:

Response to the keynote

- ▶ What are your initial thoughts on the presentation?
- ▶ Is there anything that struck you?
- ▶ What issues are impacting on deaf children's attainment?
- ▶ What areas do you think need to be improved?

Activity 2: Language deprivation

- ▶ How many deaf children have you seen/worked with that have suffered language deprivation?
- ▶ What are the 'symptoms'?
- ▶ How can bilingual practice support late language development?

Activity 3: Early involvement

- ▶ Who is the first point of contact for parents of newly identified deaf babies?
- ▶ What language are they using?
- ▶ What training are they given?
- ▶ What tools and support do parents receive?
- ▶ What is 'informed choice'? What does this mean?

Activity 4:

Bilingualism in deaf education

- ▶ What are the benefits of bilingual education for deaf children?
- ▶ What are the key success criteria for bilingualism?
- ▶ What does bilingualism look like in the classroom?
- ▶ What are the challenges in bilingual teaching?
- ▶ Do you agree/disagree with bilingual education?

Recommendations for the future

- ▶ TOD training (more balanced)
- ▶ Increase participation from Deaf communities/Deaf professionals
- ▶ High expectations (both ToDs and Deaf children)
- ▶ BSL courses/training for TODs and parents
- ▶ Lobby for sign language recognition as a human language in Deaf children (BSL curriculum)
- ▶ Resources and provision for deaf children
- ▶ Think about how sign language can improve attainment in Deaf education
- ▶ Sharing best bilingual practice in Deaf education
- ▶ Think about the language we use to frame Deaf children in a positive way