

BATOD North

14th October 2021

Keynote Speaker Jackie Salter

Remote Emergency Teaching: Learning from our experiences

During the last 18-20 months many in the educational sector have experienced moving their teaching and partnership working onto a remote digital platform. In the initial stages there were challenges and difficulties. However as the technology rapidly improved and practitioners and students became more skilled it became clear that there was the potential to develop future practice beyond the pandemic. This presentation will bring together recently published research reflecting on the impact of a rapid shift to teaching online from across the educational sector and experiences from within deaf education. It will draw on the experiences of different participants, teachers, students and pupils to explore some of the areas we may wish to consider developing practices in, in the future.

Evidence Based Practice Aural Rehabilitation

By Nicole Da Rocha

This workshop will look into the question of what is Aural rehabilitation? What is the latest research in the field of Aural rehabilitation and what are the current best practice principles. We will also cover some therapeutic tools that can be used to achieve effective evidence based practice.

How does mental health and emotional well-being affect children and young people with special educational needs and disabilities (SEND) and their families? By Michelle Coup

It is impossible to ignore the impact of the mental health issues we are currently facing for children and young people, especially with the long-term impact of Covid-19. Its lockdown measures have unquestionably affected all of our mental health and well-being in one way or another; possibly even more so for those with SEND.

This workshop will explore how a person-centred approach can be tailored to meet specific individual needs, offering ways in which to look at issues from a different angle or perspective. How to facilitate change and work effectively in supporting the process. To understand and meet emotional needs and improve well-being through exploration of worries, thoughts and feelings by means of existence, listening and encouragement.

The workshop will also look at the importance of managing our own mental health and well-being, and explore self-care as parents and practitioners in our work in supporting others. Simple acts of self-care can often be less of a priority and overlooked, yet have a big impact on both mental and physical health.

We believe investing in early intervention is important and significant in preventing mental health issues. In helping and supporting children and young people with SEND there is an opportunity to empower, bring about change and improve quality of life, in turn reducing the impact of mental health conditions.

Remote Emergency Teaching: Learning from our experiences by Jackie Salter PhD, MA (ToD), PGCE, BSc.

Associate Professor in Inclusive Education (SEND) and Deaf Education

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Programme Leader MA Deaf Education,

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Finding Time to take stress seriously: promoting health and wellbeing for deaf pupils and their teachers by Dr Helen Willis PhD, MSc, BA (Hons), DHP.

The damage that stress can cause to our mental and physical health and wellbeing can essentially be explained by two key factors: firstly, the fact that the human brain does not have unlimited capacity to process information and, therefore, can become overwhelmed (triggering the stress response); and secondly, stress caused by such multi-sensory bombardment triggers primitive protective mechanisms in our bodies (inherited from our animal ancestors) which are often not helpful in coping with everyday living.

Understanding the underlying psychology, physiology and neuroscience of stress can help to identify strategies for effective stress management. These include behavioural, physiological and psychological interventions, which have the power to defend us against the negative effects of stress, promoting better physical and mental health and wellbeing.

These soothing stress strategies have tremendous potential to improve both quality of life, and the school experience for deaf pupils and their teachers and should be taken seriously.

Panathlon inspiring CYP to try sports by James Dixon

Panathlon gives thousands of young people with disabilities and special needs every year the opportunity to take part in competitive sport

The original purpose of our programme was to provide Deaf and Hearing Impaired children with the opportunity to try traditional and non-traditional sports in a team competitive environment but more importantly to embed sport within the Deaf school's community and have massive impact on school's attitudes to sport, allowed children to interact, dream, achieve and be inspired

Currently the Panathlon Foundation run across the country 30 deaf/hearing impaired events, with 1,518 children involved

Some Key Points around our growth and how the original aims have developed and Impacted Nation wide development

Massive Change on School 'curriculum's i.e. Braidwood School in Birmingham

Local Council Caseload involvement i.e. York Council, Suffolk

Massive Growth of Swimming, Boccia and Ten Pin programme's

Deaf leaders at schools trained and involved in delivery

Iconic Venues used, the allowing of life time experiences – Olympic Aquatic Centre for Swimming, Olympic Copperbox Arena for Boccia, Ponds Forge for swimming

Role modelling with international Deaf athletes through face to face and zoom sessions

Our main objectives of the programme over the next 12 months

Rolling out our National Deaf Cricket programme with the England and Wales Cricket Boards

National Deaf Cricket Coach, Darren Talbot

Expansion of the North West regional programme due to Panathlon establishing staff members in Lancashire and Merseyside

Engage more schools and units into current programme

Development of leaders

Hold bespoke days in target areas, working alongside UK Deaf Sport

Continue Role Modelling opportunities

Early Intervention: working with parents to create collaborative Pre-School groups by Clare Prior

Early intervention is linked with improved outcomes when working with deaf babies, preschool children and their families. As part of an early intervention offer, a well-planned and structured preschool group can provide a variety of positive outcomes: it can give parents a place to share experiences and to receive and offer vital peer support; it allows TODs to model musical activities which stimulate and develop the listening brain promoting linguistic skills and higher cognitive functions (Christine Rocca 2015); and it can facilitate observation of parent/child interaction.

Part of our role, as an Early Years TOD, is to support parents to develop the skills and confidence to communicate with their deaf child in the most effective way, promoting good language and communication skills. A preschool group offers opportunities to do this.

This workshop will look briefly at both the benefits of music to promote listening, attention and language, AND the benefits of facilitating a group where parents can come together for support using relevant research for context. It will also share ideas for planning and structuring a successful preschool music group, highlighting areas within the session where parents, if they choose to, can be supported to take the lead.

Child Bereavement by Melody Dark

Do you worry about what to say when a child loses a parent? Do you know where to get useful resources? Could you spot the signs that a child is not coping with their loss? This session will encompass an overview of one of Winston's Wishes 3 day Bereavement Courses for professionals. It will endeavour to cover as much as possible and to help you to feel more confident, in not only what to say and do, (and not say), but also what you could recommend to families and schools. The session will also cover coping strategies for your children and resources that might be useful. Learn about possible triggers for bereaved children and what you can do to support them. In addition, the session will also explore the ages and developmental stages of how children experience death so that you have a greater understanding of their experience at each age group. This is a difficult subject, but one which is vital for us to discuss and explore how we can best support our children should the worse happen.

One Lump or Two? By Catherine Waites

In this workshop, I will outline how enabling deaf children in a Resource Base provision to plan, set up and run a café for their peers and families can be used to:

provide opportunities to develop confident communication skills

help build friendships with peers

improve self-confidence

support well-being

promote the development of social competency

develop deaf awareness and hearing awareness skills

provide opportunities for engaging and enjoyable Literacy and Numeracy work

I will describe how the primary aged children I teach are encouraged to decide on a "theme" for their café, plan and create menus, shop and cook, decorate the room, and create and send invitations to family, friends, staff and governors. I will explain how aspects of "Smile Therapy" are used to identify and practise key skills with the children prior to the opening day. I will aim to show how a project like this motivates and engages children, raises their profile within the school and provides a framework on an annual or biannual basis for assessing their progress in terms of communication and social competency.

Catherine Waites is a teacher of the deaf with the North Lincolnshire Hearing Support Team. She has over 30 years of experience working with deaf children, predominantly within Primary Resource Provisions.