

SBC AGM 2021 Research Update

1. University of Birmingham – Dr. Emmanouela Terlektsi, PhD, FHEA

1.1. *Journal peer review papers*

Harris, M., & Terlektsi, E. (2020). 2 Literacy Attainment Among Children Who Are Deaf or Hard of Hearing. *The Oxford Handbook of Deaf Studies in Literacy*, 11.

1.2. *Commissioned Research work*

In 2020 we were commissioned by the Ed Tech Hub to develop a systematic literature review to provide guidance and recommendations on how to support the education of deaf children in Pakistan using alternative learning approaches.

This report is available here:

https://docs.opendeved.net/lib/3YH4WC8N/download/QYATJ3GY/HDR016%20Pakistan%20Topic%20Brief_%20Distance-Learning%20for%20Primary-level%20Deaf%20Children%20%28DOI_%2010.5281_zenodo.3891379%29%20%282%29.pdf

We are currently working with Sight Savers to adapt a reading and maths test for deaf children in Mali.

We are also continuing a small pilot study funded by the Leverhulme to explore the feasibility of the Foundations for Literacy intervention to adapt to the UK educational settings. <https://clad.education.gsu.edu/foundations-literacy-home/> Foundations for Literacy is an evidenced based intervention designed specifically for pre-school aged children who are deaf or hard of hearing.

For further information on any of these projects please email Emmanouela directly: m.e.terlektsi@bham.ac.uk

2. University of Edinburgh – Rachel O'Neill

2.1 *Update on the READY project*

Recruitment of 16 – 19 year olds finishes at end of June this year. Thank you to the schools for deaf children and services across the UK which have helped us. We have also recruited directly via NDCS, via youth groups, colleges, careers and universities. The number of participants currently stands at 160 though we did hope for 200+. The analysis of the first 9 months of results is available on the website here:

https://sites.manchester.ac.uk/thereadystudy/publications/wave1_2020report/ and is available in BSL as well as English. There is also an article in May's BATOD magazine which covers the same ground.

We suspended data collection between March and September 2020 because of the pandemic. We have also started interviewing, and 4 of the deaf co-enquirers have so far started doing this too. The idea is that 7 of us will interview 7 people each year and keep going back to the same people over the next 4 years. The young people have been very keen to tell their stories through interview.

The analysis of questionnaires up to end of June 21 will take place over the summer, alongside initial analysis of interviews. We expect to be able to report on this in October or November. So far the READY study is revealing important findings about these transitions years – particularly interesting about self-evaluation of health and early attitudes which protect and encourage independence. Shifting patterns of language use is also going to be an important outcome to follow. Rachel will alert the SBC when the year 2 results are on our website. <https://sites.manchester.ac.uk/thereadystudy/>

2.2 *Papers from the Online Reading study*

Led by Wolfgang Mann at Roehampton university, this research was finished before the pandemic but we are just reporting on it now at ICED21. The eye tracking paper was accepted: this part of the study looks at the way deaf and hearing teenagers look at visual and text information in online reading. We found that deaf young people who prefer BSL and those who prefer speech attended to the visual elements in multimedia texts for longer in comparison to hearing age matched (and reading level matched) peers who had English as a second language. Most research shows that attending to the text in detail is helpful in online comprehension, but there are strategies which could be taught to enhance the sequence of: text (initial comprehension) visual (overall comprehension). Two articles are expected soon from this study, one based on the eye tracking and the other on the think aloud part of the study. For this second study we compared responses from the young people as they expressed their thoughts aloud or in BSL about what they were doing as they searched online, and what they did as they scrolled, clicked and followed links etc. Again, we will have useful recommendations as outcomes, for example reminding students to type the search question in Text Help to keep it in mind. The article we write about this study will discuss pedagogies for improving search and critical literacies. <http://www.ssc.education.ed.ac.uk/research/onlinereading/>

2.3 *Exams in BSL*

We have had this paper published this year:

O'Neill, R., Cameron, A., Burns, E. and Quinn, G., 2020. **Exploring alternative assessments for signing deaf candidates.** *Psychology in the Schools*, 57(3), pp.344-361.

This reports on Eileen Burns' MEd study on how the Scottish system of providing exams in BSL for both giving the questions and signing the responses is working out. It also reviewed the work Audrey, Gary Quinn and Rachel did about providing a centrally produced exam paper in BSL. Eileen is now 2 years into her part-time PhD which is looking at the same thing in more detail. Eileen is a member of the Placement Course team on the postgraduate diploma at Moray House School of Education and Sport, and a very well-respected ToD in Scotland who has undertaken a number of policy and leadership roles. In her PhD she is going to ask ToDs who usually translate exam papers in BSL to provide a simulated translated paper, then she will interview them. She will work with deaf translators to back translate to English and compare the translations. She is also interviewing policy stakeholders in SQA and deaf young people, some of whom use BSL but are not currently offered BSL exams.

2.4 *BSL Glossary project*

We are pleased to report that Dr Audrey Cameron has been appointed as one of the highly prestigious Chancellor's Fellows at the University of Edinburgh, which means an academic contract that is mostly research to start with. Audrey is investigating the impact of the BSL Glossary in science classrooms, looking at science explanations with Gary Quinn from Heriot Watt university.

There are a number of other BSL Glossary projects which are ongoing, many of which have the active involvement from members of the SBC:

- Computing Science project funded by Skills Development Scotland which has produced 450 new terms and definitions
- Royal Society of Chemistry Project adding to Chemistry signs and definitions
- First 1,000 signs and definitions for deaf children and families
- Completion of Stem cells project
- Fundraising for update to the app (we urgently are fundraising for £6k to allow the app to continue to exist in case any school or service would like to help us!)
- Plant Health project with Oxford University and British Society of Plant Pathology
- Collaboration with Russell Aldersson from City Lit on found signs for English metalanguage (part of his Ed D)
- Building on John Denerley's BSL work on the book 'Above and Below', adding his animal signs to the Biology site.

Thanks to Audrey, the BSL Glossary project has a high profile now and Audrey receives frequent requests to give presentations. These new areas will all lead to expansions in the online BSL Glossary over the coming year. <http://www.ssc.education.ed.ac.uk/bsl/>

2.5 *FM research project*

Funded by NDCS and led by Dr Brian Shannan, Rachel and Brian are interviewing parents of deaf children from Scotland about their experiences of using FM during lockdown learning and at home. This project should be finished by September 2021 and the results will be on the SSC website:

<http://www.ssc.education.ed.ac.uk/research/FMStudy/index.html>

2.6 *Impact of the BSL (Scotland) Act on deaf education in Scotland*

Rachel has been working with Dr Rob Wilks from the University of South Wales to use documentary analysis to examine the changes that have occurred for deaf children, young people and teachers in the education system since the passage of the Bill in 2015. The results show that in the FE and HE system there have been positive moves forward from making local BSL plans, but the school system has largely been unresponsive so far. This is due to the lack of money in the system for change, for example to raise the BSL standards of teachers of deaf children. It is also due to the BSL National plan focusing more on the needs of deaf parents and hearing children than on deaf children. We discuss reasons for this and suggest solutions which we hope to present to the first review of the BSL National plan to be held this October. Rob and Rachel gave a paper about this at the British Association of Applied Linguistics Language Policy conference in May. [Here is the recorded link](#) which is in BSL and English. The next stage with this research is to interview stakeholders in the Scottish government, the National Advisory Group which created the national plan, deaf pupils, ToDs and council officers.

The competencies for teachers of deaf children were due to be revised in Scotland as the previous advice dates from 2007. This says that ToDs need to have 'Stage 1 BSL'. The field of deaf education in Scotland, including the Deaf Teachers Group and BATOD, has made recommendations through the SSC that half ToDs in Scotland should have Signature Level 3 equivalent (we call it SCQF 6) or above by 2026. This has been rejected by the civil servants but we are trying again. We have started using [this SSC page to show BSL levels](#) of the 3 exam bodies and encourage teachers of deaf children to self-evaluate their language skills.

2.7 *Comparing views of teachers about bilingual education in Scotland and South Africa*

Rachel is working with Claudine Storbeck and Colleen Bohringer from the University of Witwatersrand, and a deaf teacher from the Scottish Deaf Teachers group, we are producing a multilingual online survey for teachers in both countries to explore their concepts of sign bilingual education and pedagogies. We will work with deaf translators

from both countries. The survey will be available in English, Zulu, Afrikaans, South African Sign Language and British Sign Language, and responses can be given in any language. Funded by a small fund from between our universities, this is a pilot project which we hope will raise areas of common future work into bilingual pedagogies. We will have a page about this project on the SSC website soon.

2.8 *Update on online textbook about development of spoken language*

Rachel has produced a second online edition of the booklet which she uses on the Postgraduate diploma for ToDs to teach how to use STASS. This is a useful assessment for deaf children aged 3 – approximately who use spoken English. It was not designed for deaf children, but knowing how to use it means that ToDs are able to judge progress with spoken language development. The revised textbook takes a translanguaging approach with a case study of a deaf child, encouraging ToDs to think about the implications of very delayed spoken language development for deaf children.

O’Neill, R. (2020) Using the South Tyneside Assessment of Syntactic Structures (STASS): Tracking the Spoken Language Development of Deaf Children. 2nd edition.
<http://www.ssc.education.ed.ac.uk/library/publications/stass.pdf>

2.9 *Proposed undergraduate degree in Primary Education and BSL*

This proposal is progressing quite slowly but we hope to be able to report on its approval over the next year. Approval is also needed from the General Teaching Council of Scotland. The degree would run in parallel to the Primary Education and Gaelic course and would attract students from across the UK from September 2023. Applicants would have Higher or GCSE English or equivalent already, and fluent BSL at Signature 3 (or equivalent) or above. Rachel is currently working on the Access provision including an online English course to this degree. Thank you to many SBC members who joined in the consultation meetings last year. We hope to be able to report progress soon. We are looking for funding from the Scottish Government to support year 0, i.e. the year when the staff produce teaching materials from 22/23; a subsidy would mean the degree would start. It is in the University’s BSL plan and the School of Education’s plan.

2.10 *Deafness & Education International*

Jill Duncan, based in Australia, and Rachel have worked hard to internationalise the board, which now has 19 members, seven of whom are D/deaf. We have tried to make the journal more current by hosting special issues each year. The current special issue, due out in September, is guest edited by Kristin Snoddon from Canada about deaf education in signed languages from the Global South. The downloads and citations are creeping up so that D&EI is now rated a Q2 journal. Rachel will finish her period of 5 years as co-editor at the end of 2022, so during next year Taylor and Francis will be advertising internationally to find the next co-editor. Rachel has very much enjoyed this role, but now needs to focus on the new undergraduate degree.

3. Herriot-Watt University – Assistant Prof. Gary Quinn

3.1 *BSL Glossary*

I am involved in with Dr Audrey Cameron and Rachel O’Neill from the University of Edinburgh. This year we are doing a glossary for Computing Science which is quite a new subject for the school curriculum. We have developed thousands of signs and also definitions in BSL translated into English. We select deaf experts from the particular field and now have a network of over 30 deaf experts who have supported this work.

4. City, University of London – Prof. Gary Morgan, PhD

4.1 *Assessing parent-child interaction in infant deafness*

Martina Curtin's PhD is on an assessment tool for parent-child interaction. Her study design was featured in the paper attached.

4.2 *Executive Function and Access to Language: The Importance of Intersubjectivity*
My current work is centering on the role of early social interaction for later language and cognitive developments. A recent write up of the framework is here:

Morgan, G. & Dye, M. (2020). [Executive Functions and Access to Language: The Importance of Intersubjectivity](#). In M. Marcshark & H. Knoors (eds). [The Oxford Handbook of Deaf Studies in Learning and Cognition](#).

5. City, University of London – Prof. Ros Herman, PhD, MRCSLT reg HCPC

5.1 *DOTDeaf*

We complete the DOTDeaf (Developing Online Training for Deaf language specialists, DLS) project this August. DOTDeaf is an Erasmus+ funded study to develop online training module for DLS who support signing deaf children's language development. The project has developed 6 online modules in BSL/English and our project partners have adapted modules to LSE/Spanish, LGP/Portuguese and Libras/Portuguese. The finished modules will be freely available here: <https://www.city.ac.uk/dotdeaf>

5.2 *The Preschool Language and Literacy Longitudinal study (2019-2022) (PLAL)*

I am collaborating with Fiona Kyle on the PLAL (see below).

5.3 *Assessing parent-child interaction in infant deafness*

I am involved in supervision of Martina Curtin's PhD with Gary Morgan (see above).

5.4 *Recent publications:*

Curtin, M., Herman, R., Cruice, M. & Morgan, G. (2021) **Assessing parent-child interaction in infant deafness**. *Current Opinion*, 29(3), 200-203.

Herman, R. & Rowley, K. (in press) Issues in the development of signed language tests for deaf children. In T. Haug, W. Mann (eds) **Language assessment across modalities**. OUP

Chiat, S., Herman, R., Rowley, K. & Roy, P. (in press) **Developing tests of spoken and signed language development**. In Mann, W., Haug, T. & Knoch, U. (Eds.) *Language assessment across modalities*. OUP

6. Deafness, Cognition and Language Research Centre (DCAL) at University College London (UCL) – Dr. Fiona Kyle

6.1 *The Preschool Language and Literacy Longitudinal study (2019-2022)*

This study is investigating the role of preschool language and emerging literacy skills in to later reading ability in hearing and deaf children who use spoken language. We paused the Preschool study last year due to COVID-19 and we had hoped the research team would be able to resume in person testing at schools again this year. However, this is not possible due to ongoing Covid-19 restrictions. We decided not to pivot to online testing as it is not an appropriate format for 5-6 year olds, especially deaf children (reliability issues for both administration and scoring). Instead, participating teachers and schools are administering a reduced number of outcome assessments on our behalf to the children who are now in year 1. We have also recruited a 2nd wave of pre-schoolers to the study this year but again with teacher administered tests. Although all our children use spoken language, some also use BSL or SSE. A small number of our participants are BSL-English bi-lingual bi-modals. We hope that next year we will be able to return to the original protocols in which the research team will visit the schools and conduct the full assessment

battery as planned. We've written a couple of articles about the study for the BATOD magazine, and presented some of these data in a BATOD webinar and in Fiona's keynote presentation at ICED2021.

6.2 *Inferencing making skills and reading comprehension in deaf adolescents*

We have also been running a study looking at the role of inference making skills in deaf children's reading comprehension ability, and its relationship with different types of vocabulary knowledge. Deaf teenagers completed two vocabulary tasks, one measuring breadth of vocabulary knowledge (i.e. how many items/words does one know) and the other assessing depth of vocabulary knowledge (i.e. how much does one know about the words/items). For deaf adolescents, vocabulary depth was highly predictive of associated with their overall reading comprehension skill and their ability to answer both literal and inferential questions.

7. University of Leeds – Professor Ruth Swanwick

7.1 *Early education and support for young deaf children and their caregivers in Ghana*

I am currently leading a project that investigates the early education for young deaf children and their caregivers in Ghana with Co-Is **Dr Yaw Nyadu Offei** and **Dr Alexander Mills Oppong** from the University of Education, Winneba, Ghana. This research is funded by the British Academy's Early Childhood Education Programme, supported under the Global Challenges Research Fund (£250K). This project aims to build an understanding of the socio/cultural and resource dynamics surrounding young deaf children and their caregivers in Ghana where early child development and inclusive education for all is a priority. A major part of this work centres on building research and development capacity in Ghana and establishing sustainable practices and centres of excellence in relation to early support.

Our research takes place in schools, clinics, and homes across different regions of Ghana



and with rural (Savelugu) and urban communities (Mampong and Jamasi). Our methodology involves Interviews with professionals and parents and observations of interaction. We are now at the stage of developing bilingual, and in some cases trilingual, transcriptions of the interview and observational data for analysis.

Our analysis, that is at an early stage, is revealing influences on early support across the full ecology of children's lives to be examined in depth: - the language diversity of the contexts; societal understandings of deafness and communication; professional and caregiver expectations and resources; issues of stigma, community structure and practices, and the role of faith.

We are presenting the preliminary findings of

our work at the ICED Conference in July. <https://iced2021.com.au/>. In the Autumn 2021 we will be running some on-line engagement and impact sessions with stakeholders in Ghana. We would welcome the involvement of consortium colleges. **Please let us know if you are interested in this work.**

7.2 *Comm4CHILD Horizon 2020*

I am the UK PI for an Innovative Training Network that examines communication for deaf children to optimise language development. This project is funded by the EU

Horizon 2020 programme and is a Marie Sokolowski-Curie Innovative Training Network (€4.5 M). <https://comm4child.ulb.be/>

The Leeds team includes **Dr Ted Killan**, Associate Professor in Audiology Faculty of Medicine and Health, and **Dr Jackie Salter**, Associate Professor in Inclusive Education (SEND) with expertise in Deaf Education, School of Education. This consortium aims to implement an innovative approach for optimising the communicative skills and social inclusion of deaf children. The work will address the large inter-individual heterogeneity in brain plasticity, cognitive resources, and linguistic resources and take full advantage of this heterogeneity to support efficient communicative skills in deaf children, encompassing the diversity of services and service delivery across Europe.

The project funds 15 doctorates co-delivered by Université Libre de Bruxelles (Lead), Katholieke Universiteit, Leuven, BE, Medizinische Hochschule, Hannover, DE, Centre National de la Recherche Scientifique, FR, University of Oslo, N, and the University of Leeds, UK. Collaborators include 12 non-academic partners (in the UK this is the Yorkshire Auditory Implant centre at Bradford Royal Infirmary).

The 15 Individual research projects are organised in 3 work packages:

- Biological diversity in plasticity and adaptation
- Multimodality and optimisation of cognitive resources
- Environment and enhancement of language skills

The Leeds aspect of this work (2 ESR projects) is focusing on: -

- i. Multimodal communication between deaf and hearing interactants in the presence of sensory and communication asymmetries - Nathalie Czeke
- ii. Multilingual language and communication development and assessment of young children with hearing loss – Elettra Casellato

Both projects, and the consortium work is in the first year. We have been delayed in the mobility aspects of the consortium, planned field work and data collection because of Covid-19, but we hope that these activities will pick up into 2022.

We have an online 3-day workshop planned in the Autumn 2021 that will be led by the Leeds team and focus on communication. Through this workshop we aim to bring a bilingual and multilingual perspective to the consortium. **We would be very keen to involve members of the Sign Bilingual Consortium in the workshop.**

7.3 *A Systematic Review of Early Interventions for Parents of Deaf Infants*

I was involved as Co-I with the University of York and the Leeds and York Partnership NHS Foundation Trust on a systematic review of early interventions for parents of deaf babies. This work was funded by the National Institute for Health Research: Research for Patient Benefit.

The aim of this research was to complete a systematic review of the evidence to identify effective early support interventions for parents of deaf infants. This review identified parent support interventions included both group and individual sessions in various settings (including online). Interventions commonly focused on infant language and communication followed by parental knowledge and skills; parent wellbeing and empowerment; and parent/child relationship.

There were no interventions that focused specifically on parent support to understand or nurture child socio-emotional development despite this being a well-established area of poor outcome for deaf children. There were few UK studies and research generally was not of high quality. Many studies were not recent and so not in the context of recent healthcare advances. Further research in this area is urgently needed to help develop evidence based early interventions.

7.4 *Publications 2020/2021*

Swanwick, R., Oppong, A., Offei, Y., Fobi, D., Appau, O., Fobi, J., and Fremppomaa, F. (2020). **The impact of the COVID-19 pandemic on deaf adults, children, and their families in Ghana.** *Journal of the British Academy*, 8, 141–165.

Liberali, F., & Swanwick, R. (2021). **Translanguaging as a Tool for Decolonizing Interactions in a Space for Confronting Inequalities**. *DELTA: Documentação de Estudos em Lingüística Teórica e Aplicada*, 36(3), 1-26.
(pending peer review) B Wright; Rebecca Hargate; M Garside; G Carr; T Wakefield; R Swanwick; I Noon; P Simpson. (2021) **A Systematic Review of Early Interventions for Parents of Deaf Infants**. *BMC Pediatrics*

8. University of Manchester – Dr. Helen Chilton

8.1 *Theory of Mind (ToM) and writing – Dr. Helen Chilton*

Now completed a project on ToM and writing in deaf children aged 7 – 11 years. The principle research focus was to investigate whether ToM understanding could be seen from looking at samples of deaf children's writing. The first paper focussed on using a developmental framework to identify ToM understanding through writing about a wordless picture book. The second paper focussed on the concept of writing in role (i.e. because this in itself is already a ToM task).

This project is important because it provides indication to how we can understand ToM development through tasks that deaf children are already doing and how we can use every day literacy tasks to foster ToM understanding. There have been significant gaps in the literature to date both in terms of intervention and ToM and the links between ToM and literacy.

Papers

Chilton, H., Mayer C., McCracken W. (2019) **Evidence of Theory of Mind in the Written Language of Deaf Children**, *The Journal of Deaf Studies and Deaf Education*, 24 (1), 32–40, <https://doi.org/10.1093/deafed/eny027>

Chilton, H., Mayer, C., & McCracken, W. (2019). **Writing in Role: Developing Theory of Mind in the Written Language of Deaf Children**. *American Annals of the Deaf* 164(4), 481-495. [doi:10.1353/aad.2019.0029](https://doi.org/10.1353/aad.2019.0029).

Both elements of the project have focussed on English speaking participants whole are oral language users. We would very much acknowledge that there is scope here to consider how we use the same / similar methodology with Deaf BSL users. It may be that through the Sign Bilingual Consortium there is the opportunity for some kind of collaboration in terms of this?

8.2 *READY project* – please see the details as explained by Rachel O'Neill at University of Edinburgh. Dr Helen Chilton is a Co-I on the project.

8.2 *Pragmatic and social communication – Dr Helen Chilton*

NDCS funded project to develop resources for parents and professionals to support the pragmatic and social communication skills of deaf learners.

Questionnaires and focus groups now complete and heading to project completion for end of July 2021

8.5 *Ph.D. student: Ibtihal Sambah – Supervised by Dr Antje Heinrich, Dr Helen Chilton and Dr Cathy Adams*

Ibtihal began with us in January 2020. Her focus is on ToM intervention and specifically understanding the potential for supporting parents to take part in conversations which are conducive to ToM development.

8.6 *Scientific understanding and deaf children - Lindsey Jones*

My PhD is looking at the development of deaf and hearing children's scientific understanding and scientific enquiry skills. The PhD is made up of 3 papers:

1. Lindsey Jones, Helen Chilton & Anna Theakston (2020): **The impact of science intervention on caregiver attitudes and behaviours towards science for deaf and hearing children**, *Deafness & Education International*, DOI: 10.1080/14643154.2020.1842623
2. **Supporting the Development of Scientific Enquiry and Conceptual Understanding in Science: The Effectiveness of a Home-based Intervention with Deaf and Hearing Pre-school Children** (Pending)
3. **Supporting the development of scientific literacy through interactions during daily routines with deaf and hearing pre-school children** (Pending)

This research is important because the development of scientific understanding and the language to explain scientific thinking has not been addressed in the field. This is despite data which shows that not enough deaf children are attaining at expected levels at the end of EYFS in their understanding of the world. Being able to solve a problem by drawing upon previous experiences is a life-long learning skill and using science as a medium to develop this. My study offers an insight into how scientific thinking can be supported in the early years through collaborative interventions with caregivers.

8.7 *CHERUB: Caring for Hearing Aid Use in Babies – Chilton / Jones*

We are coinvestigators exploring parents' experiences of early hearing aid use (NDCS project).

8.8 *Common Language Policy*

We are beginning a project in Autumn 2021 to work with colleagues across ManCAD (Manchester Centre for Audiology and Deafness) in terms of common use of language. The Deaf Education programme only uses the term "deaf" to indicate the breadth and diversity of deaf children. However, across the division and group there are a wider range of terms and some are more applicable to acquired hearing loss in adults. We are seeking to consult d/Deaf people (and parents of deaf children) to formulate a working document which explains how we use terminology and what this means. The common language policy will then be used within the website, within our research projects and how we write about our work. We recognise that this is a challenging area and difficult to find common ground and agreement however we do not want to shy away from discussion and from articulating how and why terminology is used.

Note: we would be keen to welcome comments/input from the Sign Bilingual Consortium

9. University of Manchester – Professor Alys Young, PhD, FAcSS, CQSW

9.1 *SORD - Social Research with Deaf People at the University of Manchester*

Our updated, bilingual website is now live. It contains a vast amount of material on over 12 years of research project work, downloadable publications and access to a range of validated assessment tools in BSL. It can be reached at:

<https://sites.manchester.ac.uk/sord> A large proportion of the work has summaries or extended documents published in BSL as well. It is intended for a professional and academic audience but we have ensured there is a lot of material available also for lay audiences. The remit of our research group includes some projects of educational interest but is more extensive. The following is a summary of only those projects/publications that seem to fall within the interest of the sign bilingual consortium and that are current or recently completed. The archive of previous and wider interest projects and publications can be accessed on the website.

9.2 *The READY Project (Researching Emerging Adulthood in Deaf Youth)*

This is a prospective longitudinal research study of deaf young people aged 16 to 19 at first point of entry into the study (funded by NDCS). We are in phase 2 repeat data collection at the moment. A short report on the first wave preliminary findings is available in a non-technical summary in both English and BSL on:

https://sites.manchester.ac.uk/thereadystudy/publications/wave1_2020report/

The study website is: <https://sites.manchester.ac.uk/thereadystudy/>

The formal academic interim findings will be published after the completion of phase 2 data analysis. There is also a methodological publication on the development of a multi lingual automated survey instrument that includes the incorporation of written English, sign supported spoken English, BSL, written Welsh and sign supported spoken Welsh into one design enabling survey participants to translanguange within a single survey completion. It is free to access:

Young, A., Espinoza, F., Dodds, C., Rogers, K., Giacoppo, R. (2021). Adapting an online survey platform to permit translanguaging. *Field Methods*.

<https://doi.org/10.1177/1525822X21993966>

The READY study is a partnership project between University of Manchester (SORD; Manchester Centre for Audiology and Deafness; School of Environment, Education and Development) and the University of Edinburgh (Scottish Sensory Centre; Department of Deaf Education).

9.3 *Pragmatic development and deaf children/young people*

In 2019 an international consortium of scholars, practitioners and user representative organisations came together for a symposium on pragmatic development and deaf children at the Radcliffe Institute, USA. Out of this workshop emerged a series of research papers and an international call to action on pragmatic development and deaf children that comprise a special edition of *Pediatrics*. All papers in this series are free to access/download. The two below are those where SORD were major authors.

Szarkowski, A., Young, A., Matthews, D., Meinzen-Derr, J. (2020). Pragmatics development in deaf and hard of hearing children: a call to action. *Pediatrics*. 146 (Supplement 3) S310-S315. DOI: <https://doi.org/10.1542/peds.2020-0242L>

Young, A., Szarkowski, A., Ferguson-Coleman, E., Freeman, D., Lindow-Davies, C., Davies, R., Hopkins, K., Noon, I., Rogers, K., Russell, J., Seaver, L., Vesey, K. (2020). The Lived Experience and Legacy of Pragmatics for Deaf and Hard of Hearing Children. *Pediatrics*, Nov 2020, 146 (Supplement 3) S304-S309. DOI:

<https://doi.org/10.1542/peds.2020-0242K>

9.4 *Enhancing Resilient Deaf Youth in South Africa*

SORD has a long-standing partnership with the Centre for Deaf Studies at the University of the Witwatersrand, Johannesburg, South Africa. We have recently completed two projects funded by the AHRC/MRC Global Challenges Research Fund, using the medium of film and photography to explore resilience amongst deaf young people from their point of view and showcase their life worlds to those outside of South Africa. The project was conducted in partnership with the Granada Centre for Visual Anthropology, University of Manchester, THROVE a parents of deaf children organisation in South Africa, Hi Hopes, a non-governmental early intervention programme for deaf children in South Africa, the consortium of deaf schools in South Africa, and 4 deaf film makers we recruited in South Africa, some of whom were also teaching assistants within deaf schools there.

A formal academic publication on the method, approach and theory behind the project can be found here which is free to download:

Young, A., Irving, A., Ferrarini, L., Storbeck, C., Swannack, R., Tomkins, A., Wilson, S. (2020). "The world is full of magic things, patiently waiting for our senses to grow sharper" :enhancing resilience amongst deaf young people in South Africa through

photography and filmmaking. BMJ Medical Humanities.

<https://mh.bmj.com/content/45/4/416>

There is a project website: www.deafcamsa.net

The young participants were funded by the project to see their work exhibited at the KwaZulu Natal Society for the arts and they were supported to make two films of this experience. These are available in SASL with English subtitles on:

<https://youtu.be/ufIGcRPuxi0>

<https://youtu.be/ghKYxpuWpBE>

Out of the project has emerged a Deaf-led online magazine programme aimed at deaf young people in South Africa called EyeBuzz <https://www.wits.ac.za/centre-for-deaf-studies/eyebuzz/>

9.5 PhD students

SORD has a vibrant sign bilingual doctoral student community with all students being proficient in BSL and English. The following only refers to those current/recent student projects that have a deaf child/family/educational focus. Further details of other doctoral student projects past and present can be found on our website.

Jane Russell

Funded by the ESRC, Jane's work explores parent perspectives on good outcomes for deaf children. For publications and extended profile see:

[https://www.research.manchester.ac.uk/portal/en/researchers/jane-russell\(00cbaf78-a1da-4efd-a20c-7b4dfda27730\)/publications.html](https://www.research.manchester.ac.uk/portal/en/researchers/jane-russell(00cbaf78-a1da-4efd-a20c-7b4dfda27730)/publications.html)

Cristian Iturriaga

Funded through a scholarship from the Chilean Government, Cristian's work explores deaf students translanguaging practices within Further Education environments in the UK. For publications and extended profile see:

[https://www.research.manchester.ac.uk/portal/en/researchers/cristin-iturriaga-sequel\(76d86453-3ad9-4286-900d-825f7a969df9\)/publications.html](https://www.research.manchester.ac.uk/portal/en/researchers/cristin-iturriaga-sequel(76d86453-3ad9-4286-900d-825f7a969df9)/publications.html)

Claire Dodds

Funded through the READY study, Claire's PhD focusses on social networks (their constitution and function) for young deaf people in transition to adulthood. For publications and extended profile see:

[https://www.research.manchester.ac.uk/portal/en/researchers/claire-dodds\(86ffdf2e-d98e-4c5a-b49d-c26792d36de2\)/publications.html](https://www.research.manchester.ac.uk/portal/en/researchers/claire-dodds(86ffdf2e-d98e-4c5a-b49d-c26792d36de2)/publications.html)

Rosemary Oram

Funded by the ESRC, Rosemary's work concerns parenting assessments in relation to safeguarding in instances when one or more parent is a Deaf BSL (British Sign Language) user. For publications and extended profile see:

[https://www.research.manchester.ac.uk/portal/en/researchers/rosemary-oram\(dd1ffc85-08f4-428c-913f-513999762ebc\)/publications.html](https://www.research.manchester.ac.uk/portal/en/researchers/rosemary-oram(dd1ffc85-08f4-428c-913f-513999762ebc)/publications.html)

10. University of Roehampton – Dr. Wolfgang Mann, MA, PhD

10.1 Online Reading project

With Rachel O'Neill from the University of Edinburgh and Robin Thomson from the University of Birmingham, we are currently writing up research about our online reading project. We recruited 18 deaf participants half of whom preferred BSL and the other half spoken English. Here are summaries of results from the eye tracking and think aloud studies: <http://www.ssc.education.ed.ac.uk/research/onlinereading/>

We will be presenting some of our findings at this year's ICED conference.

Forthcoming publications:

Mann, W. & O'Neill, R., & Thompson, R. (in preparation). Which cognitive strategies do children use during online reading? A think aloud approach.

Thompson, R., Watkins, F., Mann, W., & O'Neill, R. (in preparation). Comparing deaf and hearing children's online reading pattern via eye-tracking.

10.2 *BSL Vocabulary test*

I am currently involved in several projects involving the adaptation of my BSL-Vocabulary test into other signed languages. For instance, the test has been successfully adapted for Finnish Sign Language (Dr Laura Kanto) and is currently in the process of being adapted for Hong Kong Sign Language. The ASL-VT has been updated (in collaboration with Dr David Quinto-Pozos @ The University of Texas, Austin) and is now being used by ToDs and other professionals working with deaf children in Texas.

Relevant Publications:

Kanto, L., Syrjälä, H., & Mann, W. (2021). **Assessing Vocabulary in Deaf and Hearing Children using Finnish Sign Language.** *The Journal of Deaf Studies and Deaf Education*, 26(1), 147-158.

10.3 *Sign Language Assessment*

With Professor Tobias Haug (University of Applied Science in Special Needs Education, Zurich) and Dr Ute Knoch (University of Melbourne), I have been co-editing a book on the topic of signed and spoken language assessment, which brings together an international group of researchers and practitioners from the fields of spoken and signed language assessment to jointly discuss various key issues related to language assessment. The book is currently in its final editing stages and will be published by Oxford University Press in September 2021.

10.4 *Dynamic Assessment of signing deaf children*

Relevant Publications:

Hoskin, J. Dumbrill, H. & Mann, W. (2021). **Distinguishing between language difference and language disorder in deaf children who use signed language.** In *Conference proceedings for AKECH 2020*.

Mann, W., Hoskin, J., & Dumbrill, H. (2021). **Assessing signed language ability in deaf children of hearing parents.** In H. Mohebbi & C. Coombe (Eds.), *Research questions in language education and applied linguistics*. Springer.

Mann, W., Hoskin, J., & Dumbrill, H. (2021). **Using dynamic assessment to measure the language and communication skills of signing children.** In T. Haug, W. Mann, & U. Knoch (Eds.), *Language assessment across modalities: Paired-papers on signed and spoken language assessment*. Oxford University Press.

10.5 *Does social distancing exclude people with disabilities? – a case study of persons with sensory needs'*

With Professor Adam Ockelford (University of Roehampton), we are currently setting up this British Academy-funded project that investigates the effect of measures introduced by schools to reduce the risk of the virus spreading on a lesser-researched SEND population, children with sensory impairment (deaf/hard of hearing and visually impaired). Our goal is to understand how the issues pertaining to schools' response to the pandemic has affected children with certain low-incidence disabilities, and, beyond this, to draw out more general principles pertaining to inclusion – particularly in terms of communication and socialisation. For this project, we will soon be recruiting D/HH and visually impaired students in key stages 3-5 (11-18 years).

10.6 *Deaf children's use of self talk/sign*

With Professor Gary Morgan (City University of London), we have just submitted a funding bid on a project that investigates how self talk/sign in 7-11 year old D/HH and hearing children helps them to plan how they will solve non-verbal problems.

For further details please contact: Wolfgang.Mann@roehampton.ac.uk