sign bilingual consortium

SBC AGM 2022 Research Update

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

1.1. *Journal peer review papers*

Rushton, R., Kossyvaki, L., & Terlektsi , E. (2022). Music-based interventions for people with profound and multiple learning disabilities: A systematic review of the literature, Journal of Intellectual Disabilities, https://doi.org/10.1177/17446295221087563

1.2. *Commissioned Research work*

1.21 *ESRC IAA - User Engagement Fund - Practitioners as researchers: knowledge co-production in special education*

In March we got awarded a user engagement fund by the Economic Social Research Council to produce wider impact by reducing the gap and tension between research 'done to' and 'for' school practitioners and research that matters done 'with' and 'by' school practitioners. We just got ethics approval an the project will start in September 2022

1.2.2 *NDCS - Evaluating peripatetic Teachers' of the Deaf (ToD) impact on deaf children's outcomes: a participatory research approach using a mixed methods design*

We got funding from the NDCS to explore the evaluate the impact of peripatetic ToDs on deaf children's outcomes within a participatory research approach employing mixed methods design. The project will start in September 2022.

1.2.3 *Foundations for Literacy- Pilot study*

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 & Audrey Cameron

2.1 *BSL Glossary project* http://www.ssc.education.ed.ac.uk/bsl/

Earlier this year, Skills Development Scotland launched 3 new subjects for the BSL glossary website – Computing Science, Cyber Security and Data Science – 500 terms in total. https://www.ssc.education.ed.ac.uk/BSL/index.html

- There will be training for teachers and interpreters in using the new glossaries. Please let us know if you are interested.
- We received funding from BATOD and Deaf Scots Trust to update the BSL glossary app. The glossary website is currently moving to a new server to meet the demand of the expanding glossary.
- We are excited about starting a new subject for the glossary website – Environmental Science – supported by the Royal Society. It is an 18 month project. We are currently recruiting experts in this field.

Audrey Cameron's research focuses on understanding how 'science talk' takes place amongst deaf sign language users to investigate if sign language provides more immediate access to understanding process-based phenomena in science. This involves classroom observations in primary and high schools in different educational settings.

2.2 *Update on the READY project*

The total number of young deaf people recruited for this study is now 155. These participants have all been approached twice for an annual survey, and many have completed a third round of the survey, depending on the time of year they joined the project. Adding to last year's interviews, the project is continuing to analyse both qualitative and quantitative responses. The second-year report is available here and a third-year report will be available on the same site in September 2022. Rachel has left this project now due to pressure of other work; Helen Chilton from the University of Manchester is continuing. Katie Rogers from the University of Manchester will report on the findings about mental health and well-being at the September 2022 BATOD conference in London. A paper has been submitted to Journal of Deaf Studies and Deaf Education as a baseline about the project and is now in review. https://sites.manchester.ac.uk/thereadystudy/

2.3 *Papers from the Online Reading study*

This project has been on hold because of Rachel's limited writing capacity, but we hope to have an article ready by August. Wolfgang Mann from Roehampton University is the PI for the study with funding from the British Academy. We are comparing groups of deaf and hearing young people reading online using a Think Aloud methodology to probe how young people search online. Many of the best readers in the study were deaf. We look in detail at the successful readers' strategies.

2.4 *Exams and deaf candidates in Scotland*

Eileen Burns is continuing her PhD project at Moray House School of Education. She is conducting data collection at the moment in authorities which do and do not use BSL exams for deaf candidates. This PhD will finish in June 2025.

2.5 *Learning in lockdown in Scotland*

Brian Shannan and Rachel O'Neill completed this piece of research in January 2022 and the report is on the Scottish Sensory Centre website, with a summary in BSL and English. We interviewed 11 families and 3 professionals from across Scotland about their experience with assistive devices and online learning through the pandemic period. Findings show that the devices were not used to their full capability during the Covid-19 period. Online learning was mostly inaccessible to deaf children during the lockdown periods. The amount of support from teachers of deaf children was much less than usual. The report recommends that hearing aids and assistive devices should both be seen by audiology clinics, rather than the current two-track system with education and health. Subtitles are a key feature of online learning which was not in place during the pandemic.

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

Rob Wilks and Rachel O'Neill published a report in November 2021 showing the result of documentary analysis into local council BSL plans and the anonymised chat history of the Scottish Deaf Teachers Group. We were able to present our findings in November to key partners involved in implementing the plan. We found that the template sent out by the Scottish Government's Equality Unit in 2018 missed out teaching and learning, so local authority plans for BSL did not consider deaf students' access to the classroom or learning. The findings from the DTG were taken up immediately by the General Teaching Council of Scotland (GTCS). They wanted to discuss with us how the probation year could be made better for signing deaf teachers.

Since then, Dr Wilks has secured a small grant from his University of South Wales (£4,000) to assist with the next phase of the research. We have interviewed 20 key stakeholders from

Scotland and Wales to compare the situation of BSL in the two countries and the effect of formal recognition in the BSL Act and in the case of Wales the central place of BSL in the new school curriculum. We will produce a report by the end of July and an article for September. Results will be reported on the same blog page as above.

2.7 *Comparing views of teachers about bilingual education in Scotland and South Africa*
The multilingual survey is now out in South Africa and Scotland with a closing date at end of June 22. Participants can respond in BSL or South African Sign Language by uploading video clips. Here is the project website. We hope to do the analysis over the summer to find out more about deaf and hearing teachers' views of what sign bilingual pedagogy means to them. Dr Claudine Storbeck from Wits University and Rachel are the joint co-investigators, working with a wider team of translators and researchers.

2.8 *NHS Lothian Audiology crisis*
News that hundreds of deaf children in Midlothian, West Lothian, East Lothian, Edinburgh and the Scottish Borders had been misdiagnosed or very late diagnosed broke with a British Academy of Audiology report to Lothian NHS in December 2021. In response, Rachel has produced a blog to outline the issues; this is receiving media attention (BBC website and Radio Scotland, 23.6.22). Although this initially seemed to Rachel a wonderful opportunity for research, she realised that the families affected needed support first. She has been a contributor to the parents' group FLAAG: Families Failed by Lothian Audiology Action Group. Deaf signing teacher Tania Allan, a graduate of the University of Edinburgh, is active in the group and teaching some of the families BSL in their own homes. The main need the parents have is for advice and information. The situation raises many issues about how education and health work together – or not. The government is conducting a 6-month review of audiology services. There will be a court case in a few years, which will raise interesting issues about the cost of language deprivation. However, now families need advice, information and most of the children affected need intensive language support. A few have received this. Most families, six months after the BAA reports, have not seen any change in levels of support from services for deaf children.

2.9 *Proposed undergraduate degree in Primary Education and BSL*
The proposal was in the Scottish Government's review of their first National BSL Plan and this encouraged my School to approve it through the relevant committees. It still has more stages to go through. The start date is September 2024. Please alert potential applicants. They will need English and Maths GCSE C or better (7 or above) and fluency in BSL to Signature / IBSLT 3 or better. We are expecting a mixture of deaf and hearing applicants. The placement year will take place in the same school in the second half of year 3 and the first half of year 4. It will be in a school with a resource base or a co-located school for deaf children so that they are already deaf aware. The university will be hiring interpreters, paid for by Disabled Students Allowance, to support deaf BSL signers on placements. From gathering viewpoints from potential applicants, we discovered that most English people interested in the degree were not aware that degrees are four years in Scotland. We expect some people may decide to stay in Scotland to do their probation year, while others will return to their own country. Undergraduate fees are free if a resident is living in Scotland for at least three years before a degree!

2.10 *Deafness & Education International*
The new editor to co-work with Jill Duncan will be appointed early in July this year and Rachel will finish as editor in about October. She may continue as book reviews editor. During her term of office, Rachel and Jill have internationalised the Board and introduced many more deaf researchers and teachers to the Board and as reviewers.

Rachel plans to retire from the university in July 2024.

3. Heriot-Watt University – Dr. Jemina Napier

3.1 *SIGNS@HWU bilingual website* *https://signs.hw.ac.uk/*

The SIGNS@HWU bilingual website has now been launched and gives an overview of all former and existing projects. Dr. Annalise Kusters is now the academic lead for the SIGNS@HWU research group and is the contact for any future requests for research information. A.Kusters@hw.ac.uk

3.2 I am involved in an ongoing project about deaf high school students' access in inclusive classrooms through interpreting with colleagues in Australia (Prof Greg Leigh, Dr Breda Carty and Della Goswell). Our focus is on question-answer sequences in 11 hours of authentic data in English and Maths classes and how the participation of deaf students is impacted by the interpreting process.

3.3 *BSL Glossary Project*

Assistant Prof. Gary Quin's work on the BSL Glossary project continues to be ongoing.

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

4.1 *Parent-child interaction in infant deafness*

Martina Curtin's PhD is on an assessment tool for parent-child interaction. Her study is coming out as a series of papers:

- Curtin, M. Herman., R., Cruice, M. & Morgan, G. (2021). Assessing parent–child interaction in infant deafness. Curr Opin Otolaryngol Head Neck Surg, 29:200–203 DOI:10.1097/MOO.0000000000000710
- Curtin, M., Dirks, E., Cruice, M., Herman, R., Newman, L., Rodgers, L., & Morgan, G. (2021). Assessing parent behaviours in parent–child interactions with deaf and hard of hearing infants aged 0–3 Years: A systematic review. Journal of Clinical Medicine, 10(15), pp. 3345 - 3375.
- Morgan, G., Curtin, M., & Botting, N. (2021). The interplay between early social interaction, language and executive function development in deaf and hearing infants. Infant behavior & development, 64, 101591. Advance online publication. https://doi.org/10.1016/j.infbeh.2021.101591

In related work Ciara Kelly published two papers from her PhD

- Kelly, C., Morgan, G., Bannard, C. & Matthews, D. (2020). Early pragmatics in deaf or hard-of-hearing infants. Pediatrics, 146(S3), S262-S269
- Kelly, C., Freeth, M., Morgan, G. & Mathews, D. (2019). The Understanding of Communicative Intentions in Children with Severe-to-Profound Hearing Loss. Journal of Deaf Studies and Deaf Education, (3):1-10

4.2 *Executive Function training*

Katie Mason's PhD was published.

- Mason, K., Botting, N. & Morgan, G. (2022). Executive Function training for deaf children: impact of a music intervention. Journal of Deaf Studies and Deaf Education.

4.3 *Hearing adults learning of BSL*

In the Leverhulme funded project we published two papers:
Marshall, C., Bel, A., Gulamani, S. and Morgan, G. (2021), How are signed languages learned as second languages?. Lang Linguist Compass, 15: e12403. https://doi.org/10.1111/lnc3.12403

Gulamani, S., Marshall, C., & Morgan, G. (2020). The challenges of viewpoint-taking when learning a sign language: Data from the 'frog story' in British Sign Language. Second Language Research. https://doi.org/10.1177/0267658320906855

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

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

This is a large three-year longitudinal study following hearing and deaf children who use spoken language (or spoken language and BSL) from preschool through to the end of year two. We are investigating the role of preschool language and emerging literacy skills in later reading ability. In particular we are interested in whether we can predict which children are at risk for literacy difficulties from their preschool language and phonological skills.

We started the study in 2019 and successfully recruited 102 deaf and hearing preschool children. Participating children completed a large battery of tasks measuring language, cognitive, phonological and grammatical skills. The plan was to follow up the children at 12 monthly intervals over the next three years to see how their language and reading skills developed. However due to the COVID-19 restrictions, it was not possible to visit the schools and conduct in person testing in 2020 or 2021. Participating teachers and schools administered a reduced number of outcome assessments on our behalf to the children in spring/summer 2021. We also recruited a 2nd wave of pre-schoolers in to the study but again with teacher administered tests.

Now that restrictions have lifted, the research team are busy back out in schools around the country following up with the original children (who are now in year 2). This will enable us to look at the progress they have made in reading and language skills. In addition, we are currently recruiting a 3rd wave of preschool children to take part in the study to increase the sample size. So far, across all three waves of preschool children, we have approximately 170 preschool deaf and hearing children currently participating in this study from around 45 different schools around the country. We will update you on our findings from this exciting study in due course.

Prof Ros Herman from City is a co-investigator on this project so it is run jointly across UCL and City.

6. University of Leeds – Professor Ruth Swanwick

6.1 *The early care and education of young deaf children and their caregivers in Ghana.*

Funded by the British Academy's Early Childhood Education Programme, supported through the Global Challenges Research Fund. Award ref: ECE190031.

This collaborative research project investigates early childhood care and education (ECCE) for young deaf children and their caregivers in Ghana. ECCE for deaf children is facilitated in economically rich countries by early identification and prompt access to family-centred intervention. For most low-income countries, this starting point cannot be assumed, and context-sensitive models are needed. The aim of this work is to develop critical understandings of the social and resource contexts of young deaf children to support the development of ECCE that can be replicated across different urban and rural contexts. We are also investigating the multilingual contexts of deaf children in Ghana, the influences on caregivers' multilingual languaging and communication choices and the role of deaf leadership and mentoring in the early support infrastructure. As well as contributions to the ECCE knowledge base, the project aims to build sustainable research and development capacity and Africentric ECCE scholarship.

Publications

- Swanwick, R., Fobi, D., Fobi, J., & Appau, O. (2022). Shaping the early care and education of young deaf children in Ghana. *International Journal of Educational Development*, 91, 102594.
  Web site https://deafed.leeds.ac.uk/
  Case study - https://medium.com/university-of-leeds/the-power-of-visual- communication-119edc88fd9e
  Twitter - https://twitter.com/UniLeedsGlobal/status/1485620396271575044

6.2 *Communication for Children with Hearing Impairment to optimise Language Development (Comm4CHILD)* Funded by Horizon 2020 Call: Marie Skłodowska-Curie Innovative Training Networks

Comm4CHILD is a consortium implementing an innovative approach for optimising the communicative skills and social inclusion of children with hearing impairment. Comm4CHILD addresses the large inter-individual heterogeneity in brain plasticity, cognitive resources, and linguistic abilities, and takes full advantage of this heterogeneity to support efficient communicative skills in children with hearing impairment. A group of 15 early stage researchers (ESRs) will be trained in research and intervention in a cross-sectoral way. ESRs individual research projects are conceptualized within three work packages: biology (i.e. anatomical variations of the cochlea and cerebral functional reorganisation), cognition (i.e. working memory, multimodal integration in communication), and language (i.e. inter-individual differences in speech intelligibility and spelling ability).
The specific ESR project taking place at Leeds centre on the multilingual language and communication development of deaf children ad multimodal communication repertoires of children and families: -

6.2.1 *The Acquisition of Multiple Spoken Languages in deaf children with Cochlear Implants who grow up in Plurilingual Contexts* - Elettra Casellato

The research focuses on the context for spoken language development in deaf children who wear Cochlear Implants and come from plurilingual and multicultural families. To this day, scientific literature about children who are d/Deaf and hard of hearing has focused on estimating their linguistic development quantitatively, in order to compare them to their hearing, *'typically developed'* peers. This has been done by assessing d/DHH children with tests created for and standardised on a hearing (and often) monolingual population. Few researchers have posed their attention on the role of context and amount of exposure to each language as significant for these children's language development. This study aims to bring attention to these aspects as we believe they are crucial to understanding their language and communication development.
This study will focus on young deaf children who have been fitted with cochlear implants and grow up in plurilingual and multicultural families. A specifically created questionnaire will be used to gather data about the family linguistic background and habits, and will be paired with parental semi-structured interviews. SOLOM will be used to gain a general understanding of the child's linguistic skills in both English and in the other language(s) used in the child's environment. LENA technology will also be used to record the exposure the child has to each language during two typical days, to see if and how these data relate to the child's linguistic abilities reported by both professionals and parents.

6.2.2 *Multimodal Communication in the Presence of Sensory and Communicative Asymmetries – Nathalie Czeke*

In a social-constructivist approach, we investigate how individuals with different experiences and resources of language and communication draw on multimodal communication strategies in order to accommodate sensory and communicative needs. We focus on episodes of joint attention in early parent-child interactions in the time prior to cochlear implantation when access to auditory input and/or sign language is often not (yet) available to children with severe to profound hearing loss. Moving away from predominantly

language-driven approaches of the past, the current project picks up on the multimodal nature of communication and, in a more holistic approach, goes beyond the bimodal distinction of spoken and/or sign language(s) when looking at early interactions. The aim of the project is (1) to reveal the potential of multimodal communication strategies in making communication accessible to children who are deaf or hard of hearing while facilitating interactions with their hearing family members and peers; and (2) to understand how multimodal communication strategies are influenced by individual affordances, context and the interactional situation. Video-recorded data of unstructured play sessions between parents and children (9-18 months of age) with severe to profound hearing loss will be collected in collaboration with the Yorkshire Auditory Implant Service (YAIS) at Bradford Teaching Hospitals, NHS Foundation Trust (UK). Detailed multimodal analysis with ELAN, an annotation tool for audio and video recordings, will be used to identify and understand multimodal communication strategies involved in initiating and sustaining episodes of joint attention while offering a more systematic approach to multimodal analysis of early interactions. The application of findings, emphasizing individual resources rather than deficits, will be relevant to early intervention with families and will provide parents with informed guidance on how to make communication more accessible to their child, especially within the critical period of the first year/s of life that form the building blocks for later (language) development.
Collaborators: Bradford Teaching Hospitals (BRAD) Laboratoire de Psychologie et NeuroCognition (CNRS LPNC) Grenoble Images Parole Signal Automatique (CNRS GIPSA-lab) Centre Comprendre et Parler (CCP) Université Libre de Bruxelles (ULB)

6.3 *BSL Pedagogy in UK Schools*
We are applying for new funding in collaboration with Dai O'Brien at University of York St John around the development of school based BSL pedagogy. This project aims to strengthen existing and develop new BSL pedagogy in UK schools for deaf and hearing students and identify priorities for deaf teacher preparation. In seeking to describe and shape school-based BSL pedagogy this work will engage with and challenge understandings of modern language learning in the school context and will be approached from a socio-linguistic perspective that recognises the different language learning contexts and experiences of deaf and hearing learners and professional development considerations for deaf BSL teachers.

6.4 *Other recent publications*

- Swanwick, Goodchild, & Adami (in press 2022*)* Problematising translanguaging as an inclusive pedagogical strategy in deaf education, *International Journal of Bilingual Education and Bilingualism*
- Swanwick, Fobi & Appau, (in press 2022) The multilingual context of the early care and support of young deaf children and their caregivers in Ghana. *Journal of Multilingual and Multicultural Development*
- 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 Results Paper, *BMC Pediatrics.* 21/467

7. University of Manchester – Dr. Helen Chilton

7.1 *Theory of Mind (ToM) and writing*
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 focused on using a developmental framework to identify ToM understanding through writing about a wordless

picture book. The second paper focused 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.

Both elements of the project have focused on English speaking participants who 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?

7.2 *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.

7.3 *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.
Resource is ready in draft form and undergoing transition to be released online by NDCS.

7.4 *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.

7.5 THE EFFECTS OF A HOME-BASED PILOT SCIENCE INTERVENTION WITH CAREGIVERS OF DEAF AND TYPICALLY HEARING PRE-SCHOOL CHILDREN- *Lindsey Jones*

This longitudinal study was carried out for PhD. The thesis 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. Lindsey Jones, Helen Chilton & Anna Theakston (2022): **Supporting the Development of Scientific Enquiry and Conceptual Understanding in Science** (With reviewers)
3. Lindsey Jones, Nicola Lester, Helen Chilton & Anna Theakston (2022): **An Intervention to Support Caregiver Science Talk During Daily Routines with Deaf and Typically Hearing Preschool Children**. (Manuscript in preparation)

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.

7.6 *CHERUB: Caring for Hearing Aid Use in Babies – Chilton / Jones*
We are coinvestigators exploring parents' experiences of early hearing aid use (NDCS project).

7.7 *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.
This is a project led by a deaf learner (fluent sign language user) at UoM studying an MSc.
Note: we would be keen to welcome comments/input from the Sign Bilingual Consortium

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

8.1 *SORD website update*
Our updated, bilingual website 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. Our work extends into health and social care and a range of work in interpreting/translation. The archive of previous and wider interest projects and publications can be accessed on the website.

8.2 *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). Wea re no longer looking for participants. We have also completed 48 interviews with deaf young people, over half completed by our young deaf co-inquirer group. We have completed a full second wave of data collection and partial Wave 3. The phase 2 short report in English and BSL is available at:
https://sites.manchester.ac.uk/thereadystudy/publications/year2_2021report/
There is also a video of presentation on the self-determination aspect of the study in English and BSL with subtitles as well as other dissemination:
https://sites.manchester.ac.uk/thereadystudy/publications/
The study website is: https://sites.manchester.ac.uk/thereadystudy/
The formal academic interim findings will start to be published in the autumn. 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 translanguage 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).

8.3 *Effectiveness and cost effectiveness of home based early intervention in South Africa*
Funded by the MRC core research budget, this project investigates the effectiveness of the HI HOPES early intervention programme for deaf children and their families in South Africa; it validates for use with deaf children (regardless of language/modality) the SA national ELOM (Early Learning Outcome Measure) enabling benchmarking of deaf children against the SA Early Childhood Develop Standards developed in partnership with UNICEF. The project began in April 2022 and runs fro two years as a partnership between SORD University of Manchester and the Centre for Deaf Studies, University of the Witwatersrand.

8.4 *Completed PhD*
Cristian Iturriaga
Funded through a scholarship from the Chilean Government, Cristian's work explored deaf students translanguaging practices within Further Education environments in the UK. For extended profile see: https://www.research.manchester.ac.uk/portal/en/researchers/cristin-iturriaga-seguel(76d86453-3ad9-4286-900d-825f7a969df9)/publications.html
Itturiaga Seguel, C., Young, A. (2021). Deaf students translanguaging practice in a further education college. Journal of Deaf Studies and Deaf Education.,27 (1) 101–111, https://doi.org/10.1093/deafed/enab033

8.5 *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.

8.5.1 *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

8.5.2 *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

8.5.3 *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

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

9.1 *Journal Review papers*

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 have presented our findings at the ESRC Festival of Social Sciences Festival and also at the last ICED conference. At the moment, we are about to finalise a paper on deaf children's use of cognitive strategies while carrying out online searches for submission in a peer-reviewed journal.

9.2 *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 across the United States of America.

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.

9.3. *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 co-edited 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 has now been published and is available from Oxford University Press: Haug,T., Mann, W., & Knoch, U. (Eds.)(2022) *The Handbook of Language Assessment across Modalities.* Oxford University Press. https://global.oup.com/academic/product/the-handbook-of-language-assessment-across-modalities-9780190885052?cc=ch&lang=en&

9.4 *Dynamic Assessment of signing deaf children*

Relevant Publications:

- Mann, W., Hoskin, J., & Dumbrill, H. (2022). **Using dynamic assessment to measure the language and communication skills of signing children**. In T. Haug, W. Mann, & U. Knoch (Eds.), *The Handbook of Language Assessment across Modalities.* Oxford University Press.
- 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.
- 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*.**

9.5 *Does social distancing exclude people with disabilities? – a case study of persons with sensory needs' (BA/Leverhulme-funded project)*

With Professor Adam Ockelford (University of Roehampton) and Dr Eilidh McEwan (RA), we are investigating 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 have recruited D/HH and visually impaired students in key stages 3-5 (11-18 years) and will start with the data analysis in July.
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