

# BATOD NATIONAL CONFERENCE 2022



**'Positive Mental Health and  
Well-being for All'**

**24TH SEPTEMBER 2022    10:00-16:00  
(DOORS OPEN FROM 09:00)**

Frank Barnes School for Deaf Children  
4 Wollstonecraft St, London N1C 4BT

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# PROGRAM FLOW

Time	Session details
09:00-10:00	Registration, exhibition and refreshments
10:00-10:15	President's welcome
10:15-11:10	<b>Opening Keynote Presentation</b> Dr Joanna Hoskin PhD Research Fellow, City, University of London
11:15-11:25	<b>Platinum sponsor</b> Phonak
11:25-11:30	Conference committee coordinator welcome
11:30-12:00	Exhibition and refreshments
12:00-12:50	<b>AM session</b> - Workshop or Presentation block
12:50-13:55	<b>Positive Mental Health and Well-being Space</b> <ul style="list-style-type: none"> <li>• Musical recital by Ruth Montgomery, Audiovisability</li> <li>• Chat with peers and friends</li> <li>• Visit the exhibitors</li> <li>• Visit the BATOD Hub and poster</li> <li>• Meet your Regions and National committee colleagues</li> <li>• Lunch and Refreshments</li> </ul>
13:55-14:45	<b>PM session</b> - Workshop or Presentation block
14:45-14:55	<b>Gold sponsors</b> <ul style="list-style-type: none"> <li>• Advanced Bionic</li> <li>• Mary Hare School</li> </ul>
14:55-15:50	<b>Closing Keynote Presentation</b> Kirsty Reed NDCS Youth Advisory Board
15:50-16:00	Thank you and close

PRESENTATIONS	AM 12:00-12:50	PM 13:55-14:45
	<b>AMP 1</b> DOTDeaf online training – 'An introduction to Language Therapy in BSL' Dr Joanna Hoskin and Lenka Novakova  Supporting the Mental Health of Deaf Children and Young People Bryony Parkes	<b>PMP 1</b> Language Skills in BSL in Deaf Children Dr Patrick Rosenburg and Dr Kate Rowley  The READY study (Recording Emerging Adulthood in Deaf Youth) Dr Katherine Rogers
	<b>AMP 2</b> Promoting Positive Mental Health and Well-Being with the National Deaf Studies Curriculum Catherine Drew  A demand for Deaf Studies in the ToD course Martine Monksfield	<b>PMP 2</b> Just what we need Aya Oyama and Jo Brass  SUPERSTAR: Systems that support hearing families with deaf children Dr Julia Terry
WORKSHOPS	AM 12:00-12:50	PM 13:55-14:45
	Representation and the power of seeing yourself in fiction Naomi Forster  <b>AMW 1</b>	Imagine Project' and the positive impact music has on the mental health and wellbeing of deaf children Ruth Montgomery  <b>PMW 1</b>
	The DCAL Portal – online assessments of sign language and speechreading ability Dr Fiona Kyle  <b>AMW 2</b>	Creating a culture of Participation in Education Kirsty Reed and Tasha Stones  <b>PMW 2</b>
	Hadiqa's teenage journey to independence, self-advocacy and well-being with smiLE Therapy Hadiqa Shuja, Karin Schamroth, Sarah Caffrey and Teressa Willis  <b>AMW 3</b>	Empowering parents: building confidence & promoting wellbeing Noel Kenely and Amy Spicer  <b>PMW 3</b>

Presentations and workshops will run during the AM and PM sessions.

Please find information about each in the following sections.

For each session you will be able to access either one of the presentations blocks (AMP 1/2, PMP 1/2) or one of the workshops, but not both.

**N.B. This timetable is subject to change**

# PRESENTATIONS

## AMP 1

### **DOTDeaf online training – ‘An introduction to Language Therapy in BSL’ - Dr Joanna Hoskin and Lenka Novakova, City , University of London**

This presentation will provide information about the six course modules which introduce information about BSL language development, language difficulties and intervention. Excerpts from the course will be shown. All modules are in written English and BSL enabling deaf and hearing people to work together and learn from each other. The course is aimed at Speech and Language Therapists and Deaf Language Therapists, and can be accessed free from the RCSLT CPD website. The modules promote co-working and skills sharing within local teams, as well as providing information about language therapy for children who are struggling to develop their language skills in BSL.

### **Supporting the Mental Health of Deaf Children and Young People - Bryony Parkes, Sign Health**

SignHealth recently conducted a survey with schools and professionals who work with Deaf children and young people to map and understand what the mental health provision looks like for Deaf pupils nationally within education settings. This session will share the findings of that survey and offer opportunity for delegates to discuss and explore solutions. We will also share information about what SignHealth are doing about Mental Health support for Deaf children and young people and will provide some advice and guidance to support the Deaf children and young people you work with.

## AMP 2

### **Promoting Positive Mental Health and Well-Being with the National Deaf Studies Curriculum Catherine Drew, Frank Barnes School For Deaf Children**

It is important to provide answers to all of the typical questions for a deaf child. Why am I deaf? Does being deaf limit my opportunities? Why am I different to Mummy and Daddy? To provide a deaf child with an environment in which these questions can be asked and discussed is of upmost importance. We teach Deaf Studies at FrankBarnes School and have examples of how the subject benefits our children. As professionals who work with deaf children are aware, the chances of deaf children having poor mental health are substantially higher than that of hearing people. As a result, giving children the opportunity to talk about their identity and accept their deafness at an early stage can hardly be counterproductive.

### **A Demand for Deaf Studies within the ToD course Martine Monksfield, BATOD President**

A Demand for Deaf Studies within the ToD course; we will discuss what Deaf Studies entails, and discuss if we need it on the ToD course. Issues to consider are the large number of mainstream class teachers embarking on the ToD course with little experience of deafness, the BSL Act, the demand on Deaf ToDs to share knowledge, network links and experiences, the importance of understanding developing positive deaf identities in all deaf children regardless of whether they use BSL or spoken English.

This presentation is in preparation for the webinar BATOD will host on Thursday 6th October at 7pm to formally vote for Deaf Studies to be included in the ToD course.

# PRESENTATIONS

## PMP 1

### **Language Skills in BSL in Deaf Children**

**Dr. Kate Rowley and Dr. Patrick Rosenberg, Deafness Cognition and Language Research Centre,  
University College London**

Text comprehension is an important skill for classroom learning and future academic and career advancement (Silva & Cain, 2015). To comprehend a text entails different language skills such as decoding, vocabulary knowledge, syntactic knowledge, and making inferences (Oakhill & Cain, 2012). However, little is known about language skills in BSL and to what extent those language skills affect overall text comprehension in BSL (Haug, 2008). Therefore, to address this gap, we aim to develop a reliable and valid BSL text comprehension test to be able to explore the relationships between said language skills in BSL and English literacy skills, particularly comprehension and inferential skills. In this talk, we will discuss the development of the new assessment and preliminary findings, if any, in addition to potential clinical and educational implications for deaf children.

### **The READY study (Recording Emerging Adulthood in Deaf Youth) - Dr Katherine Rogers, University of Manchester**

The READY study (Recording Emerging Adulthood in Deaf Youth), funded by NDCS, is a prospective longitudinal study with deaf young people aged 16-23 years. The main aims of the READY study are to identify what factors are responsible for helping young deaf people shape and achieve their goals and aspirations. This mixed-methods study involves annual surveys, self-report standard instruments and qualitative interviews.

Data are available on 163 diverse deaf young people, with repeat data in years 2 and 3, findings on mental well-being, health outcomes, and self-determination will be reported.

Identifying the risk and protective factors that contribute to outcomes for deaf young people, including from the perspective of deaf young people, is important in enabling positive outcomes.



# PRESENTATIONS

## PMP 2

### Just What We Need

**Aya Oyama and Jo Brass, Cambridgeshire Sensory Support**

"Previous to the pandemic, two members of the Sensory Support Service were running a course called Just What We Need - please see

<https://thepsychologist.bps.org.uk/human-givens-just-what-i-needed>

The psychologist who wrote this supported our team with running the running of the first course offered by our service.

As plans to run the course again in 2020 were cancelled due to the pandemic, we were keen to offer some kind of way to support the emotional wellbeing of our parents and so Together Time was formed. Our Together Time online sessions are an opportunity for parents to connect and talk in a safe space with other parents of deaf children about what is going for them, in any area of their lives. The aim of these sessions is to improve the well-being of parents.

The session begins with introductions and some moments of stillness and calm to help them relax. We then go around the group giving each person their turn to speak and share. We ask the other people in the group to listen without judgement, questions or comments. After each person has shared, the rest of the group are invited to reflect and share how things may have resonated with them, how they may feel a connection with what has been said. The hope is that the session will help them find their own way to move forwards positively.

Having only started with parents in January 2022, we are keen to share this with BATOD members and would welcome their suggestions and feedback.

### **SUPERSTAR: Systems that support hearing families with deaf children - Dr Julia Terry, Swansea University**

More than 90% deaf children are born to hearing families who lack knowledge about Deaf issues and culture. When deafness is identified, benefits from hearing screening at birth are often lost, as parents find little information about deaf pathways, yet families are key to ensuring deaf children receive relevant language and communication support. Systems surrounding deaf children and family members are crucial to children's health, social development, and subsequent achievements. Experiences of hearing parents raising deaf children are currently under-reported.

An exploratory study is being conducted in Wales, to identify supports, information and systems that surround families and social factors that influence health and illness and completes in March 2023. Initial findings suggest that support is dependent upon geographical area, parental engagement and that changes from the pandemic have enabled many different support approaches to be tried with hearing parents.

The aim of this research is to examine challenges and barriers that hearing parents experience when raising a deaf child under thirteen years of age which will be achieved by:

- Establishing insights about hearing parents' experiences of raising a deaf child through semi-structured interviews
- Exploring workers' experiences from education, health, third sector and care organizations supporting families with deaf children under thirteen years of age

# WORKSHOPS

## AMW 1

### **Representation and the power of seeing yourself in fiction**

**Naomi Forster, Newham Sensory Service**

- How important is it for children to see themselves represented in the books they read?
  - Is all representation of equal value?
- How do we present realistic and positive role models to the children and young people we teach through our choice of books on the shelf?

This workshop will explore what deaf representation looks like, the patterns and tropes we see and think about the future of deaf representation in children's literature.

## AMW 2

### **The DCAL Portal – online assessments of sign language and speechreading ability**

**Dr Fiona Kyle, Deafness Cognition and Language Research Centre, University College London**

This workshop will begin by introducing the DCAL Portal and the range of online tests that it offers. We will explain how to get started with using the Portal and give a walk-through demonstration of how to use it. The workshop will present the assessments most commonly used by teachers of the deaf to measure language abilities and language development in deaf children. We will focus on the BSL Receptive Skills Test, the Test of Child Speechreading, BSL Vocabulary Test and the BSL Communicative Development Inventory.

## AMW 3

### **Hadiqa's teenage journey to independence, self-advocacy and well being with smiLE Therapy**

**Hadiqa Shuja, Karin Schamroth, Sarah Caffrey and Teresa Willis, smiLE Therapy and Blanche Neville School for Deaf children and Young People.**

Hadiqa explains how, as a Deaf and Visually Impaired (VI) teenager, she has gained confidence to be independent in everyday interactions. Having dual sensory impairment, she faces greater challenges in developing independence compared with someone who is either Deaf or VI. smiLE Therapy (Strategies & Measurable Interaction in Live English) modules from the age of 12 to 16 have helped her learn the skills she needed. Hadiqa explains how she recently learned to shop independently at Sainsbury's and what this means for her self-esteem and positive mental health. She shares her before and after therapy videos, her self-evaluation & outcome measures. Karin (SALT), Sarah (QVI Teacher), Teresa (QToD) explain their collaboration to support Hadiqa.

# WORKSHOPS

## PMW 1

### **Imagine Project' and the positive impact music has on the mental health and wellbeing of deaf children**

**Ruth Montgomery, Audiovisability**

Professional Deaf music teacher, Ruth Montgomery, will outline the 'Imagine Project' and the positive impact music has on the mental health and wellbeing of deaf children. Following the successful pilot stage, Ruth will share learning and best practice tips for engaging Deaf children in home-based music education and give an overview of the project's outcomes - including the promotion of communication, social integration and language development.

In the second half of this session Ruth will explain the work of her charity, Audiovisability

## PMW 2

### **Creating a Culture of Participation in Education NDCS**

Join Kirsty and Tasha from the National Deaf Children's Society as they share their experiences and practical tips and approaches professionals can use to adopt participation practices in education. Professionals will join in meaningful conversations to understand ways in which deaf young people can have more say about their education and the support they receive.

## PMW 3

### **Empowering parents: building confidence & promoting wellbeing Noel Kenely and Amy Spicer, AVUK**

What do you want for your child?" is a question we have all asked as practitioners when we explore the aspirations and hopes of parents for their child. In this workshop we will look at how we can build a programme of support that is tailored first and foremost for parents. Parents equipped with the confidence to support their child's language development and equipped with the practical and emotional support needed at different stages of their journey, is key to successful outcomes.

We will explore how to recognise and respond to the parents' unique strengths and skills, their emotional needs and personal experiences in the context of the Stokes' 6-Stage Parental Journey.

Participants in this workshop will examine how to develop adult-learning targets and apply the principles of coaching to support parent-led intervention. We will also discuss examples of how we can support families to promote emotional health at home.

During this workshop we will use video analysis and group discussions to support all participants to reflect and develop their understanding of parent-centered intervention.



## Advertisement



The Elizabeth  
foundation

The Elizabeth Foundation supports all degrees of deafness and provides comprehensive support to families and professionals through an innovative online service called Let's Listen and Talk.

This free resource aims to support families and their professional team.

The programme offers reliable and up-to-date information, practical advice and tailored support to those caring for deaf babies, toddlers and pre-schoolers. It provides information to help deaf children develop listening, spoken language and communication skills during their crucial preschool years.

Let's Listen and Talk takes carers step-by-step through the process of building a child's listening and speaking skills. Through easy to access lessons and activities, professionals can navigate families through the resource and use this to help re-enforce and support the valuable work they are providing in the home.

For further information contact [Katie.Tufnell@elizabeth-foundation.org](mailto:Katie.Tufnell@elizabeth-foundation.org)