

# Abstracts for Website

## BATOD North Study Day Deaf Education: Inspirational Pathways

Date: 18.10.2023

Venue: Cathedral House, Huddersfield

In Person Event

Tickets can be purchased via <https://www.eventbrite.co.uk/e/deaf-education-inspirational-pathways-tickets-536085655627?aff=oddtcreator>

### Keynote Speaker - Dr Lindsey Jones, University of Manchester

**Title:** An Intervention to Support Caregiver Science Talk During Daily Routines with Deaf and Typically Hearing Pre-School Children

**Abstract:** Data in EY measures of deaf children's outcomes show a significant delay in science attainment at age 5. There is a wealth of evidence on the benefits of early intervention for deaf children, but no studies have explored how science learning can be supported in the early years. There is also no research, that we know of to date, that has explored how caregivers can be supported to talk to children about science concepts at home.

In this talk I will share with you the intervention that we used to encourage caregivers to talk to their children about science during daily routines in the home. I will also share some preliminary data that suggests that:

- a home-based science intervention can have a positive influence on caregiver linguistic input we identified as important for science learning.
- deaf and TH children's conceptual understanding in science and scientific enquiry skills can be positively influenced when caregivers engage with a science-based home intervention.

### Workshops

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

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 utmost importance. We teach Deaf Studies at Frank Barnes School and have examples of how the subject benefits our children.

The essence of what is being said is nicely summed up by an example; a worksheet was given to a six-year-old child asking her whom in her immediate family were hearing and deaf. It is important to note that both mum and dad sign at home. This child wrote that she was deaf, mummy and daddy were hearing and baby (mum was pregnant at the time) was '?. This is a great example of how in this bilingual environment, the child in question was very comfortable with knowing mum and dad were hearing and that she was Deaf, she was comfortable with the idea that the upcoming baby could be either.

This example shows the benefit of having dedicated time with Deaf children to explore their identity. 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.

## **Visual Phonics By Hand by Longwill School**

Visual Phonics by Hand is a simple visual method to support our young Deaf children in decoding print, reading, writing, speech and develops their articulation.

It shows the hidden phonic aspects of a spoken word and is based on the two-handed alphabet.

## **Supporting professionals who work with D/deaf children and young people with Autism Spectrum Condition (ASC) by Carol Wood Ewing Foundation**

At the Ewing GLADE (Greater London Affiliation for Deaf Education) Conference in May 2022, QToDs identified that the profile of D/deaf Children and Young People in their resource provisions was changing, with an increasing number of D/deaf Children and Young People with complex and additional needs on roll.

QToDs felt that they did not always have the skills to be able to support these additional needs and felt they required further training.

In response to this in January 2023, the Ewing Foundation relaunched the Deafness and Autism Spectrum Condition networking group.

Our workshop will;

- Share the common themes and areas of need identified within the Ewing ASC networking group.
- Share the group's initial responses and thoughts to addressing these areas of need.
- Share key findings of current research into supporting Deaf Children and Young People with ASC.
- Signpost to sources of additional training and expertise.
- Share and signpost to useful resources.
- Discuss a case study, and consider how we might incorporate some of the identified strategies into our own practice with D/ deaf Children and Young People.

## **Drawing and Talking for the Deaf with Minty B**

Drawing and Talking is a therapeutic intervention for children and adults. It is especially effective at processing trauma, and based in Jungian principles. Drawing and Talking is designed as a short-term, pro-active intervention intended to complement, rather than replace, the work of Specialist Mental Health Services.

Minty B works as a free-lance school and community artist, with a 15 year background of working in BSL communication and specialising in SEN art education, as well as delivering this therapeutic intervention across a variety of educational settings, she has found it is especially effective for Deaf pupils who may have even more barriers accessing mental health services than their mainstream / hearing peers.

Minty will be sharing more about Drawing and Talking, and how utilising drawing as a way to help pupils express their feelings is especially relevant as a wellbeing tool for deaf pupils due to its visual nature.

## **Inexhaustible Potential: The Importance of High-quality, Inclusive Physical Education for Deaf Children by Konnie Fenwick-Rasche**

PE is a mandatory part of the curriculum for all school children up until the end of Key Stage 4. Due to the nature of the subject, it presents unique barriers that deaf children are unlikely to experience in other lessons, but also provides opportunities to develop skills that we know deaf children are more likely to struggle with.

This session will explore the potential benefits and challenges that PE offers to deaf learners and consider what the TOD's role within PE is. I will demonstrate how PE can be used as an intervention method for deaf pupils through real-life case studies in both peripatetic work and

resource provision. Finally, I will outline recommended strategies that TODs can use or share with mainstream colleagues, and signpost towards relevant external resources and agencies.

### **Life Skills for BSL users and other Deaf Students by Julie Campbell Rotherham Inclusion Support Services**

Three of the Rotherham HI team produced an Information guide for students in transition and starting out on adult life. The information gives guidance for all life encounters from the age of sixteen until death. This PowerPoint is written in a format accessible to BSL users and can be changed for SSE and oral students. We aim to cover all areas: all types of education, how to rent, how to buy a house. It is a life library for any young person.

This is a very versatile document that can be adapted as systems and information changes with the times.

### **Research to Practice - two presentations**

#### **Framing Intersectionality in Deaf Education: A resource to support deaf children's intersectional identity for positive self-esteem, using diverse storybook role models by Rebecca Shewell**

This workshop aims to discuss the importance of supporting deaf children's wider intersectional traits (such as LGBT+ inclusion, ethnicity or gender) for positive identity development and self-esteem for better life chances. It takes a look at how this could be achieved through sharing storybooks with characters with intersectional traits that relate to the child, to both enhance self-identity development and make the book-sharing experience more meaningful, for improved language outcomes. It will also consider a resource, currently in development, to support this.

#### **How the Modern Foreign Language Curriculum support's deaf children's listening and language development by Sara Marais.**

Deaf children are often taken out of MFL lessons for intervention with Teachers of the deaf and many deaf students drop language lessons in Key Stage 3. QToD's like MFL teachers are specialist language teachers and this talk explores the opportunities presented in MFL lessons to develop deaf children's listening and language within a mainstream context. It aims to highlight the benefits of the MFL curriculum for deaf learners and will provide activities for QToD's to use, taken from MFL lessons, that can support deaf learners as well as ideas on ensuring access to MFL learning for deaf children and young people.

### **Music and the Deaf by Danny Lane**