

SBC AGM 2024 Research Update

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

1.1. *Journal peer review papers*

Rushton, R., Kosyvaki, L., & Terlektsi, E. (2023). Musical preferences of people with profound intellectual and multiple disabilities: A participatory design with proxies. *British journal of learning disabilities*, 51(4), 489-498.

Alharbi, H., Terlektsi, E., & Kosyvaki, L. (2023). Dialogic Reading Effect on Communicative Initiations and Responses for Children with Autism: a Systematic Review. *Review Journal of Autism and Developmental Disorders*, 1-21.

Rushton, R., Kosyvaki, L., & Terlektsi, E. (2023). Music-based interventions for people with profound and multiple learning disabilities: A systematic review of the literature. *Journal of Intellectual Disabilities*, 27(2), 370-387.

1.2. *Commissioned Research work*

1.2.1 *British Academy small grant – Evidencing good practice in supporting deaf children with autism (2 years project)*

In the 2023 round of the British Academy, we were funded to explore good practices in supporting deaf children with autism. There is paucity of evidence on how the inclusion of children with a dual diagnosis of deafness and autism is facilitated and supported in mainstream settings and the proposed study aims to bridge this gap. The study will consist of two phases and build on the methodology used by Powers et al. (1999, 2001) in the review of good practice in deaf education employing a non-randomised sampling strategy. The first phase will employ a survey with educational professionals and parents and the second phase will consist of 6 illuminative case studies nominated in the questionnaires by the stakeholders. The study will not only identify excellent practice in supporting inclusion of children with deafness and autism but will also empower stakeholders to have a voice in research.

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*

NDCS has funded us in 2022 to evaluate the impact of peripatetic Teachers of the Deaf (ToD) on deaf children's outcomes. We are in the final stage of the project and we aim to complete a draft report of the findings of the project by July 2024.

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

2.1 *Professionalism, ethics and teachers of deaf children*

Rachel O'Neill is working with Dr Rob Wilks from University of West of England and Dr

Eilidh McEwan are investigating teacher of deaf children's views on professionalism and relationships with health and parents. To complement that they are using the BATOD magazines from 2016 - 23 and parents' questionnaires to examine the same issue. The article will be in a special issue of Deafness and Education International in January 2025 about ethics. Rachel is one of the co-editors of this issue along with Dr Kristin Snoddon and Dr Michele Friedner. [Guiding principles and codes of practice in deaf education](#)

2.2 Captions and Summarising Project

Rachel is working with Professor Peter Bell from the School of Informatics at the University of Edinburgh. Dr Eilidh McEwan is the project worker. We are aiming to build an AI app to provide a summary of secondary class content for deaf young people. We have a partnership with 2 local authorities and the Northern Ireland service for deaf children. We aim to involve 50 resource base schools and 50 QToDs and subject teachers to help us summarise some transcripts by hand, then teach an AI system how to produce suitable summaries. The website is here. This project will finish by February 2025. [Research - Captions and Summaries for Deaf Students Project \(ed.ac.uk\)](#)

2.3 BSL Glossary project

Audrey Cameron is engaged with research into science classrooms where BSL is used as the medium of instruction. We expect publications during the 24-5 academic year. The BSL Glossary project has grown significantly over the 23-24 year, with funding from the Royal Society. See the Environmental Signs in particular.

[Scottish Sensory Centre: British Sign Language Glossary of Curriculum Terms \(ed.ac.uk\)](#)

Audrey gained an OBE in recognition for her work this year and has a great deal of media engagement relating to the BSL Glossary.

2.4 NHS Lothian Audiology crisis

Rachel continues to add to her [blog about the NHS Lothian Audiology disaster](#). The failings of our local audiology service have been mirrored in other areas of England. There is a parents' support group called FLAAG in the Lothians and parents have started a Lothian Deaf Children's Club as a charity. We wonder if any consortium members have seen other developments in other areas of England where there have been similar late diagnosis issues. The five hospitals were in Grimsby, Scunthorpe, Warrington, Hinchingsbrooke and Stevenage. Rachel has an MSc student investigating parents' views of their experiences of finding out about language support at late diagnosis (Tania Allan, a deaf researcher) and a PhD student (Hatice Yasar) investigating the views of families who don't speak English much in the home and whose children were diagnosed late, because they have had more challenges right through the diagnosis process with unknown systems.

3. Heriot-Watt University – Dr. Annalise Kusters

3.1 SIGNS@HWU

3.1.1 We have added a new page on our website with information about our history and values: <https://signs.hw.ac.uk/history/>

3.2 Current research projects:

1. "Deaf people's interactions through and with technologies (2023-2027)" <https://signs.hw.ac.uk/projects/technologies/>
2. "Exploring interpreting services from a systemic lens" <https://signs.hw.ac.uk/projects/exploring-interpreting-services-from-a-systemic-lens/>
3. "Cross-signing in Japan and the UK" <https://signs.hw.ac.uk/projects/cross/>
4. "Using BSL translated children's stories to introduce hearing parents with deaf children to Deaf culture and BSL" <https://signs.hw.ac.uk/projects/childrenliterature/>
5. "Fostering deaf youth's identities through participatory research methods" <https://signs.hw.ac.uk/projects/identity/>

6. "Deaf lesbian spaces and networks in London" <https://signs.hw.ac.uk/projects/queerdeafhomes/>
 7. The lived experiences of Deaf Indian women who migrated to London <https://signs.hw.ac.uk/projects/indialondon/>
 8. "International Sign conference interpreting and gender: An intersectional exploration of interpreters' and deaf professionals' experiences" <https://signs.hw.ac.uk/projects/gender-interpreting/>
 9. "Using non-manual features (NMF) to check alignment in BSL pragmatics" <https://signs.hw.ac.uk/projects/using-non-manual-features-nmf-to-check-alignment-in-bsl-pragmatics/>
 10. "Evaluating and improving the quality of experience for sign language accessible TV sport" <https://signs.hw.ac.uk/projects/tvsport/>
 11. "Equality, diversity and Inclusion caucus" <https://signs.hw.ac.uk/projects/edi-caucus-edical/>
- 3.3 *Two completed dissertations in 2024 (see here for all) dissertations:* <https://signs.hw.ac.uk/completed-phds/>
1. [Amandine le Maire](#), PhD, 2024 [Navigating deaf spaces: how mobility and immobility frame the experiences of deaf people in Kakuma Refugee Camp](#) (Supervisors: [Prof Annelies Kusters](#) and [Prof Gina Netto](#))
 2. [Clare Canton](#), MPhil, 2024 [An exploration of deaf interpreters' experience of professional autonomy and the source text: a qualitative and autoethnographic study](#) (Supervisors: [Prof Jemina Napier](#) and [Dr Robert Adam](#))
- 3.4 *Forthcoming books in 2024:*
- Deaf Mobility Studies - By [Annelies Kusters](#), [Erin Moriarty](#), [Amandine le Maire](#), [Sanchayeeta Iyer](#), and [Steven Emery](#): <https://gupress.gallaudet.edu/Books/D/Deaf-Mobility-Studies>
 - International perspectives on sign language translator and interpreter education – Second Edition – By Jemina Napier, Stacey Webb, and Robert Adam (editors) (Gallaudet University Press)

4. Deafness, Cognition and Language Research Centre (DCAL) at University College London (UCL) – Dr. Fiona Kyle, Dr. Kate Rowley & Prof. Mairéad MacSweeney

We currently have four exciting projects that investigate language and literacy development in deaf children at DCAL. Some aspects of the projects overlap but the specific aims of each project are different. Together they will help us build up a comprehensive overview of deaf children's language and reading development.

4.1 *The Preschool Language and Literacy Longitudinal study (2019-2022) - Dr. Fiona Kyle, Prof. Ros Herman (City University of London) and Dr. Katie Mason*

We have been continuing with our large-scale longitudinal study into preschool language and literacy skills in deaf children using spoken language. This three-year multi-wave study has been running since 2019. Over the past four years, we have recruited four waves (cohorts) of children into the study to give a total of 122 preschool deaf and 114 preschool hearing children.

Children are followed from preschool (3-4 years old) through to the end of year 2 (6-7 year old's). They are assessed every twelve months on language, literacy and cognitive tasks. All of our deaf children use spoken language and almost half have some exposure to BSL. A small number are bilingual-bimodal (BSL and spoken English) and we are particularly interested in following up these children and mapping their development.

Our main aim is to investigate the role of preschool language and emerging literacy skills in later reading ability for deaf children. As part of this, we are exploring how their spoken

language skills (vocabulary and grammar) and their reading skills develop. In particular, we are interested in whether we can identify deaf children who are at risk for literacy difficulties from their preschool language and phonological skills.

Recruitment has finished for this study. We will be continuing to see participating children until 2026. Our initial results suggest that one of our assessments is a valid and effective screener for potential literacy-related language difficulties in deaf children who use spoken language. This would be a free, preschool spoken language screener for practitioners that is short and easy to use and can identify deaf children who may need more support. We will update you on our findings from this exciting study in due course. We are organising a free, one-day research conference in November and we will announce the details shortly.

You can find out more about the study and follow progress updates on the project page on our Ladder Lab website - <https://ladder-lab.com/predicting-preschool-language-and-literacy/>

For further information on this project, please email Fiona Kyle f.kyle@ucl.ac.uk or Katie Mason directly: Kathryn.mason.12@ucl.ac.uk

4.2 Understanding Reading Success Study (2024-2027) - Dr Fiona Kyle, Dr Kate Rowley, Prof Ros Herman, Dr Katie Mason & Prof Nikki Botting

We've had some exciting grant news this year at DCAL – Fiona Kyle, Kate Rowley and Katie Mason have been awarded a £1m research grant from the Economic and Social Research Council (ESRC) to look at how reading and language skills develop in middle childhood for both deaf and hearing children.

We are focusing on reading comprehension in Key Stage 2. We want to understand which combination of skills help deaf children to succeed with reading in Key Stage 2.

This is a two-year longitudinal study following children from year 4 through to the end of year 6. We are looking for 100 deaf and 200 hearing children from year four through to the end of primary school. Deaf children can be from all language backgrounds. We will assess them on a range of tasks measuring language comprehension (BSL and English), cognitive skills (executive functions), vocabulary knowledge, morphology, phonology, speechreading and reading ability.

As part of this new study, we will carry on seeing our existing cohort of deaf and hearing children who we have been following since preschool. This will allow us to follow up deaf children from preschool through to the end of primary school and map out their language and reading trajectories over the primary school years! Watch this space!

We are looking for deaf children currently in year 4 to take part. Please let us know if you know of any suitable children who may want to take part. You can find out more about the study on the project website - <https://ladder-lab.com/understanding-reading-success/>

For further information on this project, please email Fiona Kyle f.kyle@ucl.ac.uk or Katie Mason directly: Kathryn.mason.12@ucl.ac.uk

4.3 The Language Comprehension in Deaf Children study - Dr. Kate Rowley and Dr. Patrick Rosenburg

Kate Rowley and Patrick Rosenburg have been working on a project looking at language comprehension skills in deaf children who are bilingual in BSL (British Sign Language) and English. Their project had two main aims:

1. To develop a reliable and valid test of BSL comprehension.
2. To explore the relationship between comprehension skills in BSL and in English.

In the first instance, Kate and Patrick adapted the ASL (American Sign Language) Comprehension Test (ASL CMP) into BSL. Like the ASL CMP, the BSL Comprehension Test (BSL CMP) consists of three short narratives, two factual and one fictional. Each narrative is between one to two minutes. For each narrative, there are five comprehension

questions. Deaf children taking the test are expected to view all three narratives and answer all the 15 questions (five for each narrative).

Kate and Patrick collected data from 200 deaf children in England between the ages of 4 and 18 years. They found:

1. The BSL CMP is a reliable and valid test to use. It can distinguish between good and poor comprehenders.
2. Deaf children's performance on the test improves with age, i.e., older children do better than younger children.
3. Deaf children from deaf families perform better on the BSL CMP.
4. There is a positive correlation between BSL comprehension skills and English reading comprehension skills.

Without collecting data longitudinally, we do not yet know if BSL comprehension skills predict English reading comprehension skills or vice versa. While the results of this project are not surprising, it is the first project of its kind in the U.K. and the positive relationship between BSL and English provide support for the importance of bilingual education for deaf children.

Recruitment for this study has finished. Furthermore, we have a new assessment of BSL comprehension. This will be made widely available after the summer. We shall have a launch party in September where we will show the test and explain our results in more detail. Watch this space!

For further information on this project, please email Kate Rowley kate.rowley@ucl.ac.uk or Patrick Rosenberg directly: p.rosenburg@ucl.ac.uk

4.4 Visual communication and reading development in deaf children Study - Prof. Máiréad MacSweeney, Lizzie Taunton, Dr. Elizabeth Buchanan-Worster (University of Cambridge), Dr Fiona Kyle, Dr Kate Rowley and Prof. Arne Lervag

This is a three year longitudinal study looking at how early visual language skills relate to later reading outcomes. Most reading research has focused on mappings between auditory knowledge of spoken language and written words. However, visual language inputs are increasingly being recognised as important to reading development in deaf and also hearing children. In this study 'visual language skills' include lipreading, fingerspelling and British Sign Language (BSL).

Our research aims to identify the role of visual language inputs in reading development in deaf children. Children are followed from reception through to the end of year two. The study is inclusive and all deaf children are included regardless of their communication preferences or use of hearing aids or cochlear implants. It is a multi-wave study and so far, we have recruited 68 deaf children who started reception in September 2022 and September 2023.

Children are visited at school 6 times over 3 years from 4yrs old (Reception) to 7yrs old (Yr 2). They complete a range of assessments measuring language, reading and pre-reading skills. We assess language skills in both spoken English and BSL and fingerspelling. If the child is not a BSL user, they are not tested on the BSL and fingerspelling games.

We are currently recruiting for another wave of deaf children to join the project. We are looking for deaf children who are starting reception in September 2024. Please let us know if you have suitable children who may want to take part. You can find out all the details about the project:

<https://www.ucl.ac.uk/icn/research/research-groups/visual-communication/visual-communication-reading-development-research>

Just google 'Visual Communication & Reading Development'

For further information on this project, please email visualcr@ucl.ac.uk or Mairéad MacSweeney directly m.macsweeney@ucl.ac.uk

5. University of Leeds – Prof. Ruth Swanwick

5.1 Research work

5.1.1 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 investigated early childhood care and education (ECCE) for young deaf children and their caregivers in Ghana. The aim of the work was to develop critical understandings of the social and resource contexts of young deaf children to support development of ECCE that can be replicated across different urban and rural contexts. We also investigated 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 aimed to build sustainable research and development capacity and Africentric ECCE scholarship.

Impact

The project team have produced short videos in Ghanaian Sign Language (GhSL) that are captioned in written English, with English and Twi voice over. The video material designed for caregivers includes introductions from deaf people about their lives, their education, and their employment as well as some short sign language tuition excerpts and examples of interactions between deaf adults and young children.

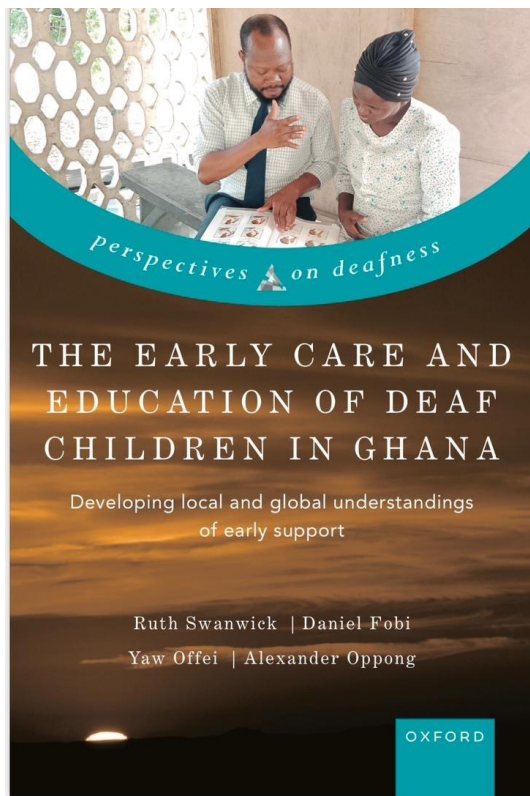
The video materials are accompanied by a handbook for teachers and caregivers that provides introductory information about deafness, early support, assessment and educational provision. These materials have been disseminated via the six schools for the deaf in the original project to six head teachers and 60 teachers of the deaf, who work with over 200 caregivers.

This user group have reported on the positive impact of these materials in terms of communication support and have requested that the materials are further developed to cover more communication topics and produced in more than one local spoken language for all schools. If we are successful in receiving additional funding it is our plan to refine and extend these materials so that we have a portfolio of 10 short training videos in five major languages of Ghana (English, Dagbani, Ewe, Ga, and Twi). This will be used to develop the participants' multimodal communication and teaching strategies that support young deaf children. Materials will be accessible to participants through the password protected project YouTube channel and on pen drives. This use of technology is sufficiently supported across the project sites and has proved successful.

Capacity building

An important aspect of this work has been the establishment of research and development capacity in Ghana beyond the life of the project. This has involved the development of the research team and specific training around methodologies, writing for publication, and the development of leadership and mentoring skills. The sustainability of the work is also facilitated by the growth of new networks around the project and the team's contribution to African scholarship and global conversations about early education in LMICs.

As one of the outcomes of the award we have secured a book contract with Oxford University Press: *The Early Care and Education of Deaf Children in Ghana* to be published in the OUP Perspectives on Deafness series. This is a collaborative writing endeavour across all team members that is intended to support the development of scholarship in this area and through which we are also providing mentorship and bespoke support for early career female academics on the project team.



5.2 Other project publications

1. Swanwick, R., Asomaning, D., Casellato, E., Czeke, N., & Fobi, D. (2024 under review)
2. Multilingual and Multimodal Methods to Examining the Situated Communication Among Deaf Children and their Caregivers. *Journal of Multilingual and Multicultural Development*.
3. Swanwick, R., Fobi, D., Fobi, J., & Appau, O. (2022). Shaping the early care and
4. education of young deaf children in Ghana. *International Journal of Educational Development*, 91, 102594.
5. Fobi D, Swanwick R, Fobi J and Doku R (2022). Promoting deaf adults' participation in the early care and education of deaf children in Ghana. *Journal of Deaf Studies and Deaf Education*.
6. Swanwick R, Fobi D, Fobi J and Appau O (2022). Shaping the early care and education of young deaf children in Ghana. *International Journal of Educational Development*, 91,102594.
7. Swanwick R, Fobi J and Appau O (2022). The multilingual context of early support for deaf children and their caregivers in Ghana. *Journal of Multilingual and Multicultural Development*.
8. Swanwick R, Oppong A, Offei Y, Fobi D, Appau O, Fobi J and Frempomaa 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.

5.3 Conference presentations

1. 27th FEAPDA Congress 'Diversity in deaf education' April 2024, Co. Dublin, Ireland
2. 6th International Conference on family centered intervention for children who are deaf May 2024, Bad Ischl, Austria
3. International Conference on Immigrant Deaf and Hard-of-Hearing Additional Language Learners, August 2024, Cologne

5.4 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 centres on the multilingual language and communication development of deaf children and multimodal communication repertoires of children and families.

5.5 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.

5.6 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. University of Manchester – Prof. Alys Young, PhD, FAcSS, CQSW & Dr. Katherine Rogers, BSc(Hons), MRes, PhD, FHEA

6.1 *Social Research with Deaf people (SORD) research group – Professor Alys Young, PhD, FAcSS, CQSW, and Dr Katherine Rogers, PhD, FHEA*

6.1.1 *SORD website*

Our bilingual website contains a vast amount of material on over 14 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 material suitable for lay audiences. The remit of our research group includes projects of educational interest, but is not limited to this. The following is a summary of only those projects/publications that seem to fall within the interest of the sign bilingual consortium, that have been recently completed or are ongoing. Our work extends into health and social care, and covers interpreting/translation. The archive of previous and wider interest projects and publications can be accessed on the website.

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

As noted in previous updates, 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). The study has finished. Details can be found our study website:

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

The summary final report in BSL (with voice over and subtitles) can be found there:

<https://sites.manchester.ac.uk/thereadystudy/publications/final-report/>

The English summary report is being distributed through NDCS branding via:

<https://www.ndcs.org.uk/media/9231/e0216-ready-final-report-v3-final-web.pdf>

We have previously published: (free to access)

Young, A., Espinoza, F., Dodds, C., Squires, G., Rogers, K., Chilton, H., and O'Neill, R. (2023). Introducing the READY Study: DHH Young people's Well-Being and Self-Determination. *Journal of Deaf Studies and Deaf Education*, enad002, <https://doi.org/10.1093/deafed/enad002>

In addition, we have recently published from the data, (free to access):

Espinoza, F., Young, A., Dodds, C. (2024). Political participation among deaf youth in Great Britain. PLOS ONE. <https://doi.org/10.1371/journal.pone.0301053>

Two further papers are currently being reviewed addressing the qualitative interview data with deaf young people concerning identity and experiences under lockdown, and

secondly, an analysis of the educational attainment and career ambitions data. Further publications will follow from this unique and rich data set.

The READY study, led by SORD, 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).

6.3 *Effectiveness and cost effectiveness of home based early intervention in South Africa*

As previously reported, 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 as a partnership between SORD University of Manchester and the Centre for Deaf Studies, University of the Witwatersrand. The ELOM has been successfully adapted in collaboration with the originators into SASL and is being validated through its application in the field by a specially trained group of 10 ELOM Deaf assessors (mostly Deaf SASL users) who meet the requirements of the national ELOM consortium. Results on the assessed children and the reliability of the tool will be available in late 2024 along with the results of health economics component of the project and detailed analysis of a further 10 years of the HI HOPES data set (approximately 400 additional children to those already profiled in previous papers.)

For previous data, see: Storbeck, C., Young, A., Moodley, S., Ismail, S. (2023). Audiological profile of the Hi Hopes Data Set of deaf children under six years old in South Africa. *International Journal of Audiology*. 62:9, 845-852. <https://doi.org/10.1080/14992027.2022.2101551> and Storbeck, C., Young, A. (2016). The HI HOPES data set of deaf children under the age of 6 in South Africa: maternal suspicion, age of identification and newborn hearing screening. *BMC Pediatrics*, 16:45. doi: 10.1186/s12887-016-0574-1)

6.4 *Deaf child safeguarding and professional practice*

Funded by the ESRC, Rosemary Oram'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://research.manchester.ac.uk/en/persons/rosemary.oram-postgrad/publications/>

The first paper from this study is now published - open access:

Oram, R., Young, A. and Cartney, P. (2023). Now you see them, now you don't: Professional recognition of specialist professionals working with Deaf British Sign Language parents in child safeguarding. *Qualitative Social Work*. 23(1), 91-107 <https://doi.org/10.1177/14733250231185962>

An extended BSL summary is available via:

<https://journals.sagepub.com/doi/10.1177/14733250231185962#supplementary-materials>

SORD has been the research/university partner in the production of formal guidance to Safeguarding Partners in England concerning deaf children. The detailed document, distributed nationally, can be found here (free access):

Wilson, S., Mullen, C., Young, A., Hornsby, J., Sharpe, D., Richardson, T., Rouse, Churm C., McGerigal, C., Goddard, A. (2022) *Guidance for Safeguarding Partners (England): Deaf Children, Young People and their Families*. <https://www.ndcs.org.uk/media/7918/guidance-for-safeguarding-partners-england.pdf>

Working with NSPCC, an accompanying podcast has been produced in English and BSL which will appear shortly on the NSPCC website.

6.5 *Community, policy and strategy work*

SORD was invited by the BSL Advisory Committee to the Cabinet Office to produce two documents concerning their research work: one with regard to Health, one with regard to Social Care and to make two presentations to the subcommittee. These will be followed up with additional evidence-based materials and expert involvement.

SORD is an active partner in the BDA research forum and has acted in an expert advisory capacity over the past 12 months on a range of topics.

SORD works in partnership with GPODHH (The Global Coalition of Parents of Deaf and Hard of Hearing Children) who have commissioned from them a pre-conference workshop for parents only at the international FCEI conference 2024 to provide skills, strategies and input to increase the involvement of parents world-wide in research, policy and practice work beyond simple advisory roles.

SORD has provided the academic/research input into the NSPCC/NDCS/Local Authority partners national guidance for Safeguarding Partnership in England.

6.6 *Awards, honours and notable presentations (since last report in 2023)*

Professor Alys Young has received a 'lifetime achievement award' from the FCEI (Family Centred Early Intervention) Biennial international conference 2024.

Dr Emma Ferguson-Coleman has been awarded a Fellowship of the Higher Education Academy the second Deaf BSL academic in SORD to receive this.

Dr Jane Russell, who completed her PhD with SORD last year concerning parent-defined outcomes for deaf children, has given a Keynote address at the FCEI 2024 international conference.

Dr Katherine Rogers, has been promoted to a permanent senior lectureship at the University of Manchester. This is significant as it is a Deaf BSL academic working in a mainstream senior lectureship position outside of teaching deaf studies or any deaf/BSL-specific subject matter. This is a breakthrough moment for a Russell Group university as all regular hearing students in nursing, midwifery and social work will be taught by her through interpreters.

6.7 *Other publications of interest to this group include:*

Rodriguez Vicente, N., Young, A., Tipton, R., Napier, J., Vicary, S., Hulme, C. (2024 in press) A Scoping Review of interpreter-mediated assessments under the Mental Health Act (1983) and international equivalents. *Interpreting and Society*.

Vicary, S., Young, A., Rodriguez Vicente, N., Napier, J., Tipton, R., Hulme, C. (2024 in press). The luxury of time: omnipresence, contradiction, and passivity in interpreter-mediated Mental Health Act Assessments. *Qualitative Social Work*.

Rogers, KD., Rowlandson, A., Harkness, J., Shields, G., & Young, A. (2024). Health outcomes in Deaf signing populations: a systematic review. *PLOS ONE*, 19(4). doi: [10.1371/journal.pone.0298479](https://doi.org/10.1371/journal.pone.0298479)

Rogers, K., Lovell, K., & Young, A. (2023). What is the efficacy and effectiveness of telemedicine intervention for deaf signing populations in comparison to face-to-face interventions? A systematic review. *BMC Health Services Research*, 23(1), Article 678. doi: [10.1186/s12913-023-09509-1](https://doi.org/10.1186/s12913-023-09509-1)

Hulme, C., Young, A., Rogers, K. et al. Cultural competence in NHS hearing aid clinics: a mixed-methods case study of services for Deaf British sign language users in the UK. *BMC Health Serv Res* 23, 1440 (2023). doi: [10.1186/s12913-023-10339-4](https://doi.org/10.1186/s12913-023-10339-4)

Hulme, C., Young, A., Rogers, K. and Munro, K. (2023) Deaf British Sign Language (BSL) Users and Cultural Competency in Hearing Aid Clinics: A Mixed Methods Study'. BMC Health Services Research. <https://doi.org/10.1186/s12913-023-10339-4>

Ferguson-Coleman, E. and Young, A. (2023), "“What have YOU done in the past few years?” Deaf BSL users’ experiences of caring for people with dementia during COVID-19", *Quality in Ageing and Older Adults*, 24(4), 139-150. doi: [10.1108/QAOA-07-2023-0048](https://doi.org/10.1108/QAOA-07-2023-0048)

Young, A., Tipton, R., Rodriguez-Vicente (2023). Mind your language. Interpreters in Mental Health Act assessments. *Policy@Manchester*. Access via this [link](#).

Young, A., Vicary, S., Tipton, R., Rodríguez Vicente, N., Napier, J., Hulme, C., & Espinoza, F. (2024). Mental health professionals’ (AMHPs) perspectives on interpreter-mediated mental health act assessments. *Journal of Social Work*, 24(2), 219-239. doi: [10.1177/14680173231197987](https://doi.org/10.1177/14680173231197987)

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