Putting research into practice in units attached to mainstream schools

Peta Fain, Kate Green
The Specialist Resource Centre

Children are:
• fully integrated
• supported by TODs and specialist TAs in class
• withdrawn to the unit for extra language support

Ethos of the school:
• Oral approach
• No streaming or setting in mainstream
Deaf cohort:
- Mixture of cochlear implant and hearing aid users,
- Roger radio aid system
- Discrimination levels average 85% at single word
- Majority have intelligible speech and good phonological awareness
- All have hearing parents, some use sign support
Reading Tests

• Assessed in unit using York Reading Test: accuracy is better than comprehension for all except 2 children

• Assessed in Mainstream using:
  - The Hertfordshire Reading Test – assesses accuracy
  - Rising stars Test of comprehension
  - Cracking Comprehension Test
Approach taken

a. Encourage an ethos where children expect to understand what they read and to actively search for meaning
b. Address comprehension of spoken and written language
c. Build up vocabulary and world knowledge
d. Enable children to use Theory of Mind strategies in order to be able to respond to questions about characters and their motivation
Tricky questions about characters

• What might Tim be thinking at this point in the story? Fill in the thought bubble for Tim.
• How can you tell Sam was scared?
• Some people think George was brave. What do you think?
• Why did X climb the tree?
• The interviewer spoke to Lisa’s mother about Lisa. What would she have said about Lisa?

• In what ways might Martine’s character appeal to many readers?
  - *Reading SAT question 2016*
Tricky questions about the author or poet

• Why did the author choose the words, ‘clatters’ and ‘tramps’ to describe the rain?

• How does each poet give you a different feeling about rain?

• What is this author’s opinion of rain?
A developmental perspective for promoting Theory of Mind

Westby and Robinson

*Topics in Language Disorders*

*October- December 2014*

*Volume 34 No. 4*

*pp 362-382*
1. Affective vocabulary
cheerful  content  satisfied  
proud  delighted  
pleased  overwhelmed  excited  
glad  ecstatic  
jolly  joyful  
hyper  Jokey  
impressed  hysteric  
overjoyed 弑  

Find other words for happy:  

Most  least
2. Cognitive vocabulary

Know, think, remember, forget, understand, hope, prefer
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<thead>
<tr>
<th>Hear</th>
<th>Wonder</th>
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<tbody>
<tr>
<td>Like</td>
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</tr>
<tr>
<td>Want</td>
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</tr>
<tr>
<td>Think</td>
<td>See</td>
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<tr>
<td>Feel</td>
<td>Have</td>
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<tr>
<td>Hope</td>
<td>Need</td>
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<td>Know</td>
<td>Love</td>
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<tr>
<td>Remember</td>
<td>Believe</td>
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<td>Have forgotten</td>
<td>Enjoy</td>
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<td>Wish</td>
<td>Worry</td>
</tr>
<tr>
<td>Realise</td>
<td>Seem</td>
</tr>
<tr>
<td>Prefer</td>
<td>Guess</td>
</tr>
<tr>
<td></td>
<td>I have decided</td>
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Mental state verb assessment
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Findings

Deaf children in year 4, 5, 6 functioned similarly to hearing children in year 3 in the range of mental state verbs used and in their difficulty maintaining use of the first person.

Meaningful use of mental state verbs affected by grammar especially modal verbs and verb tenses (eg would/will; did/do; wasn’t/weren’t; are/were)

Eg I remember I will forget my bike
   I realise I did need tell my Mum
Deaf children made more random comments unrelated to the picture, more contradictions and repetitions, less overall sense of what was happening.

Eg  *I believe in cats and dogs*
  *I can guess 2 times tables*
  *I wish I can see the Queen*
  *I believe my Mum cooking tasty food*
One verb: Remember

1. Symbol
2. Self
3. Story
4. So.....
<table>
<thead>
<tr>
<th>hope</th>
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<tr>
<td>Santa remembers</td>
<td>new iPhone</td>
<td>pink one</td>
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<tr>
<td>remember</td>
<td>realise</td>
<td>think</td>
</tr>
<tr>
<td>last Christmas</td>
<td>expensive</td>
<td>iPhone is better</td>
</tr>
<tr>
<td>know</td>
<td>feel</td>
<td>imagine</td>
</tr>
<tr>
<td>Elly has an iPhone</td>
<td>excited</td>
<td>taking Selfies</td>
</tr>
</tbody>
</table>
“They know they going to the beach, they remember last time they built sandcastles, they realise they stuck in traffic, they hope they get there soon”
“They can hear their parents argue, they remember last time they get very angry, they wish they going to stop, they want their parents to be happy, they realise they maybe split up”
3. Strategies to answer first order and second order thinking style questions

H. Chiltern and S. Beazley
Reading Fiction to stimulate conversation around Theory of Mind concepts
Ear Foundation Conference 2015

Deafness & Education International
Volume 17, Issue 4, 2015
Top tips for choosing books

- Books that relate to a recent experience of the child
- Start with picture based books
- Incorporate appropriate colour coded reading level as well
- Choose books with thought bubbles – can add your own
- Choose a book that has different points of view
- Pictures/photos/illustrations have clear facial expressions
Mum needs a new car. There are 3 people in the family. Everyone tells Mum what car they would like. Let's read the story and see if Mum likes their ideas.
Sam wants a big car. 
Mum is thinking about the big car
How do you think she is feeling? How do you know? So does Mum want a big car?
Lets read and see if you were right

Sam looked at the advertisements for cars in the newspaper.

“What about this big car, Mum?
I like big cars,” Sam said. “Do you?”

“I do like big cars,” said Mum.

Sam showed Mum a picture of a big green dumper truck.

“I don’t know, Sam,” said Mom.
“That might be too big.”
Now Joe says he wants a little car. What is Mum thinking about the little car? How do you think she is feeling? How do you know? So does Mum want a little car? Let's read and see if you were right.

Joe pointed to another picture. “What about this one? I like little cars,” he said.

Joe showed Mum a photo of a tiny grey car.

“I don’t know, Joe,” said Mum. “That car might be too little.”
Impact so far........

- Children have a greater expectation that they will understand what they are reading.
- Children are starting to use evidence from the text to back up their opinions more specifically.
- One child who had spoken language comprehension within normal limits but was not making progress on reading tests achieved top of her year group results in reading comprehension.
- We all say nice things to each other now.