

# 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- withdrawn to the unit for extra language support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

- 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

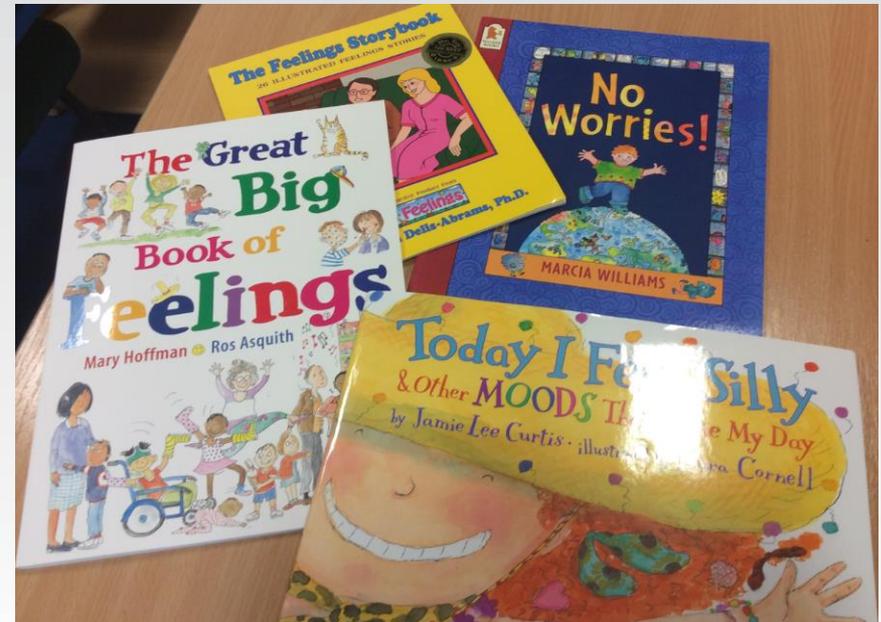
- Why did the author choose the words, '*clatters*' and '*tramps*' to describe the rain?
- How does each poet give you a different feeling about rain?
- What is this author's opinion of rain?

## 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







4.5 R

cheerful proud delighted  
 merry content satisfied  
 pleased Find other words for  
 overwhelmed excited happy  
 excited glad jolly  
 hyper ecstatic jolly  
 enjoy impressed jockey joyful  
 overjoyed impressed jockey hysterial  
 glory

hysterial  
 hyper  
 ecstatic  
 excited

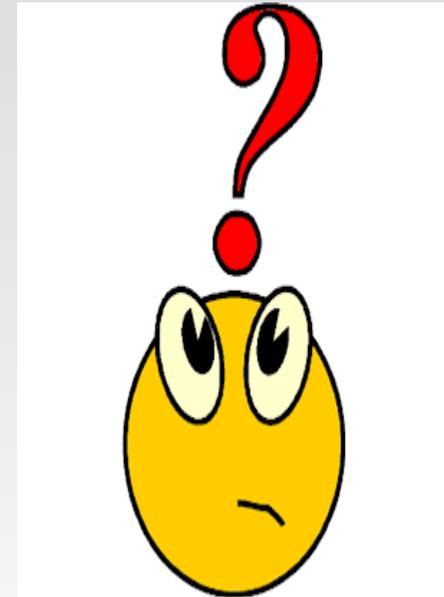
impressed  
 jolly  
 enjoy

jockey  
 pleased  
 glad

MOST

LEAST

## 2. Cognitive vocabulary



Know, think, remember, forget, understand, hope, prefer

Hear	
Like	
Want	
Think	
Feel	
Hope	
Know	
Remember	
Have forgotten	
Wish	
Realise	
Prefer	

Wonder	
Imagine	
Hate	
See	
Have	
Need	
Love	
Believe	
Enjoy	
Worry	
Seem	
Guess	
I have decided	

# Mental state verb assessment



# Mental state verb assessment



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

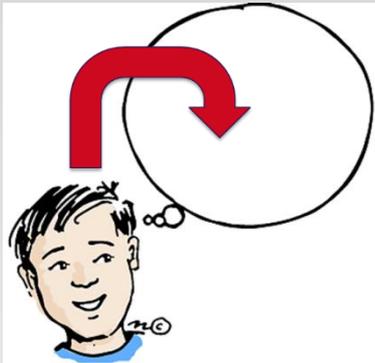
Meaningful use of mental state verbs affected by grammar especially modal verbs and verb tenses ( eg would/will; did/do; wasn't/weren't; are/were )

*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.....

 hope	 want	 prefer
Santa remembers	new i phone	pink one
 remember	 realise	 think
last Christmas	expensive	i phone is better
 know	 feel	 imagine
Elly has an i phone	excited	taking Selfies



*“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

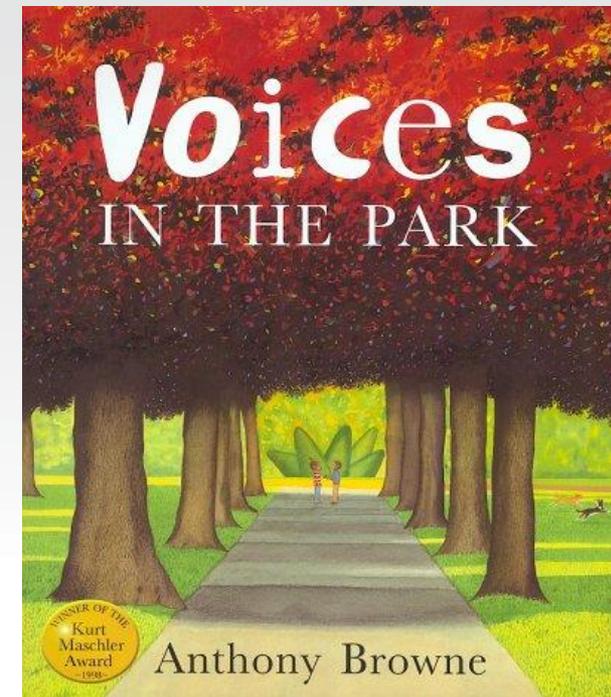
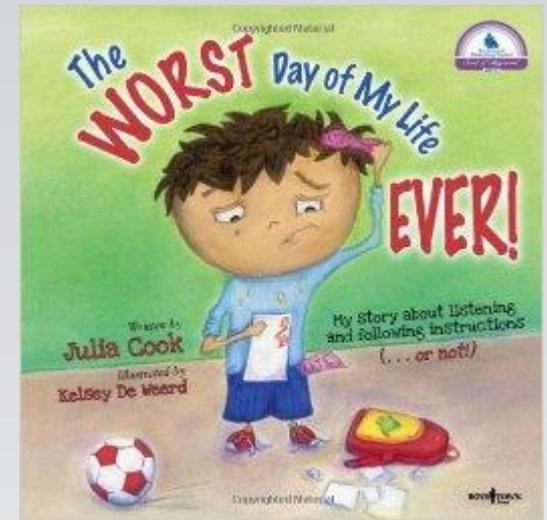
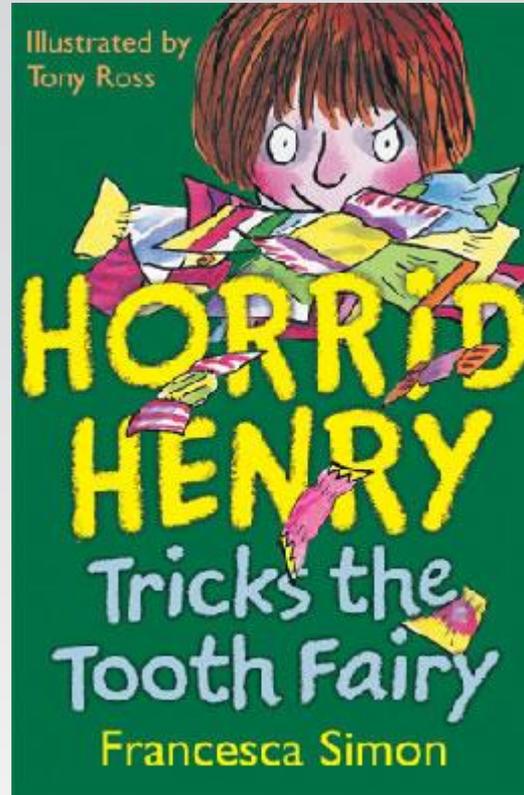
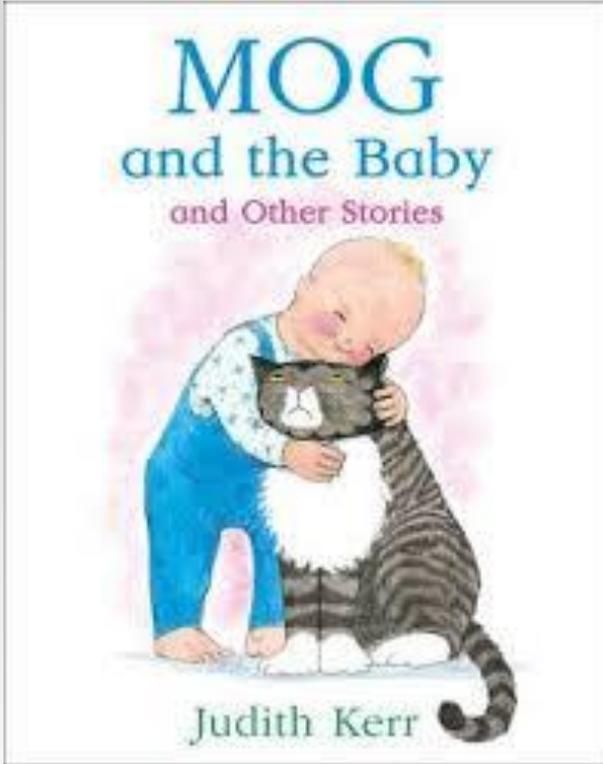
H. Chiltern and S. Beazley

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

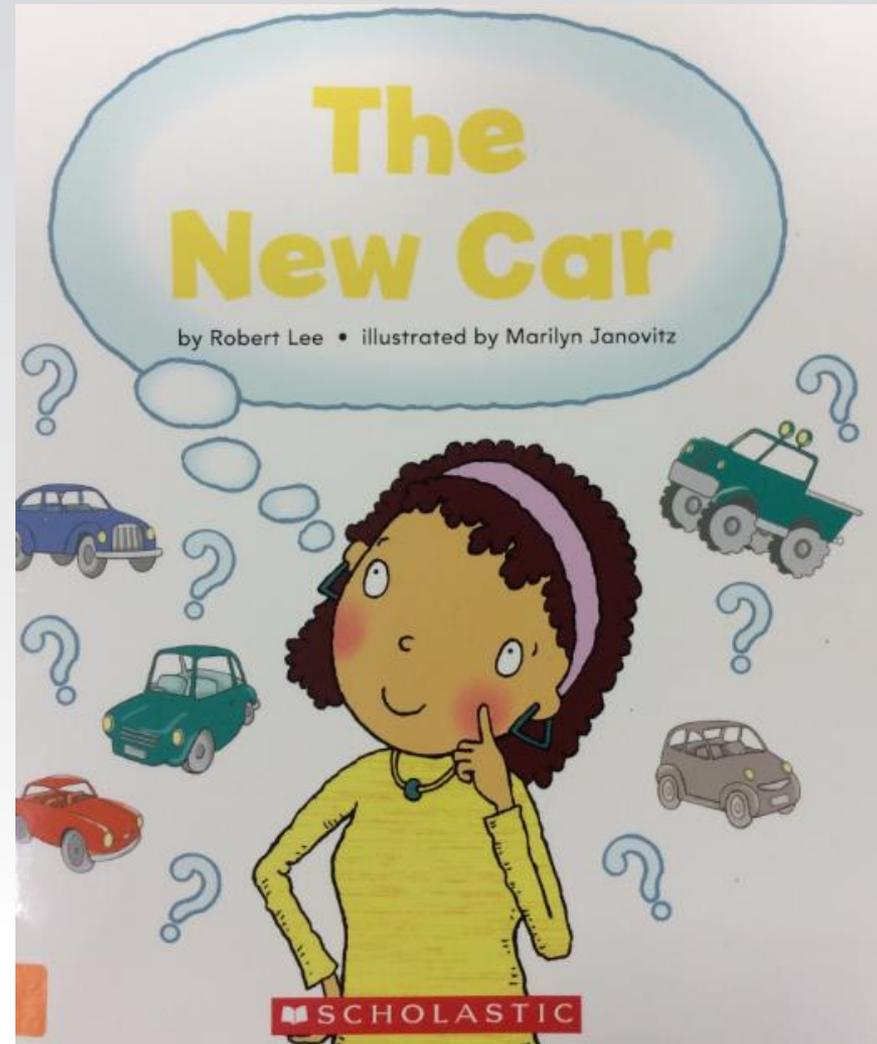
- Books that relate to a recent experience of the child
- Start with picture based books
- Incorporate appropriate colour coded reading level as well
- Choose books with thought bubbles – can add your own
- Choose a book that has different points of view
- Pictures/photos/illustrations have clear facial expressions

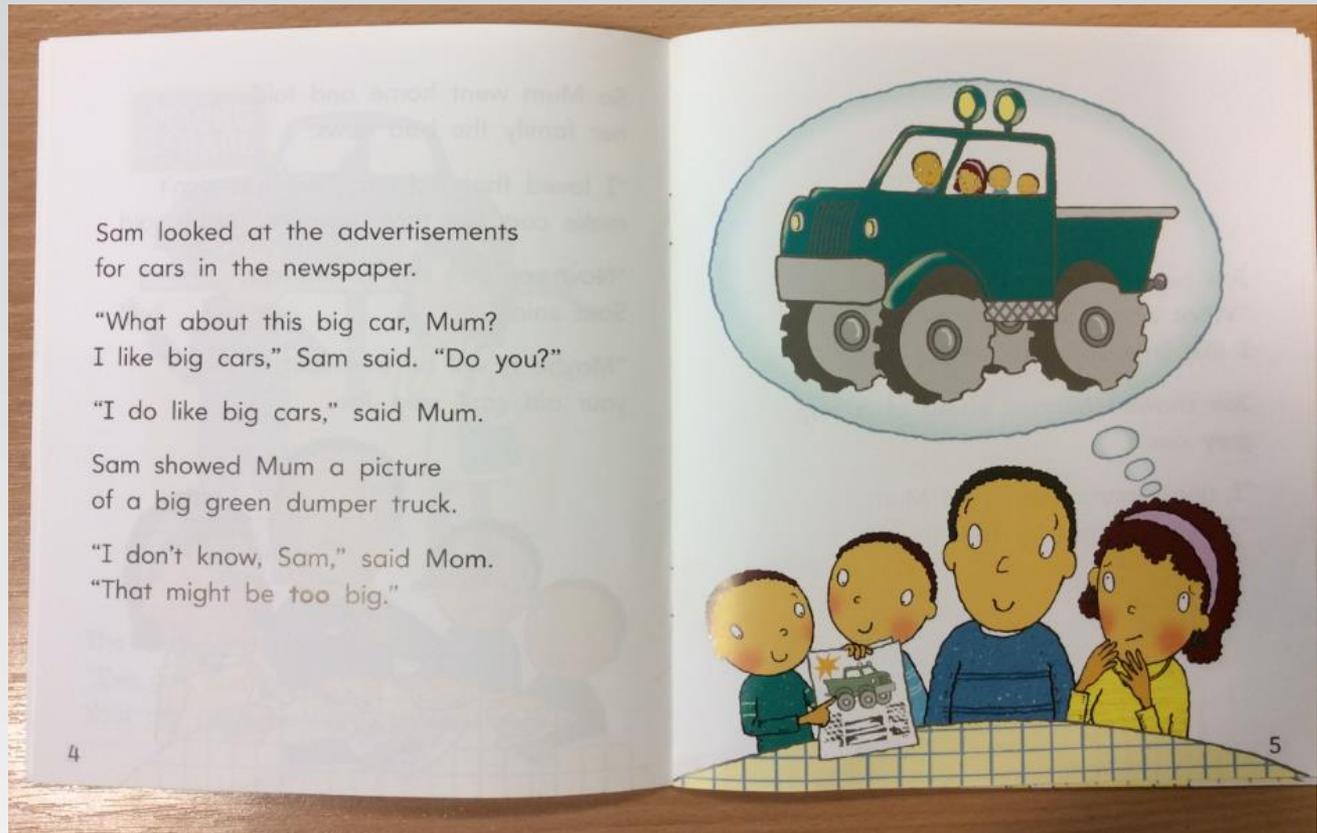


THE  
LITERACY  
SHED



Mum needs a new car. There are 3 people in the family. Everyone tells Mum what car they would like  
Lets 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



CSH  
Surrey

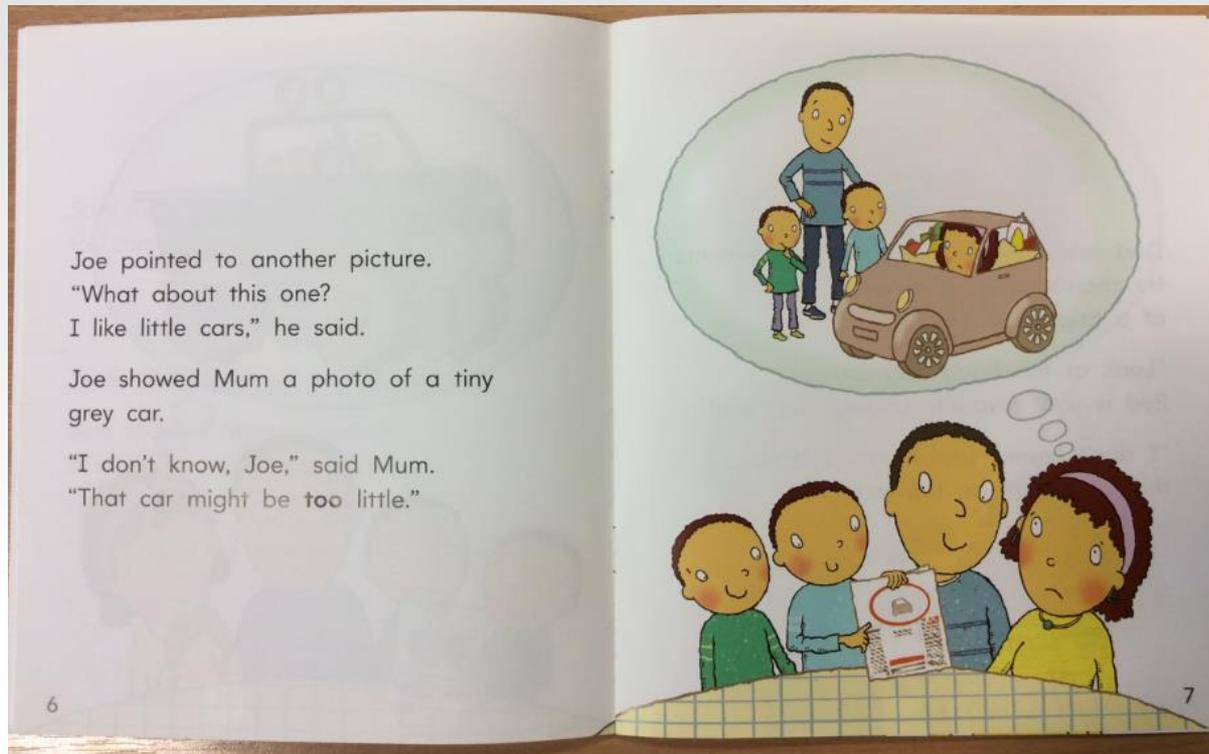
Now Joe says he wants a little car. **NHS**

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?

Lets read and see if you were right



## 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