

Accessing the curriculum

Cyprus 2014

A broad balanced curriculum

- Learning is an active process for all of us at all times
- In schools learning is based on the spoken and written word and activities
- Social learning
- Learning at home-” world knowledge”

Access to learning

- If spoken word –via hearing aids **but** these need to be actively managed
- If signed- via vision for conceptual understanding **BUT** this will not provide access to written or spoken Greek

- If a child is using technology for only 4 hours per day, it will take 6 years for that child to hear what a typically hearing child hears in one year

Moeller, 2012

Hearing aids

- Only as good as the management
- Daily checks using LING sounds (oo, ah, ee, s, sh m)
- Hearing aids do not work in noise or at distance (hence need for radio aids)
- Need to be checked electro-acoustically at least every 6 weeks

Hearing loss

- Hearing aids do not restore normal hearing
- Sounds are smeared and incomplete
- Children may function with hearing aids but this requires them to use significant cognitive effort that is then not available for school work

Average speech recognition scores

RT	S/N ratio dB	Hearing children	H Impaired children
0	+12	89.2%	70.0%
	6	79.2%	59.5%
	0	60.2%	39.0%
0.4	+12	83%	60%
	+ 6	71%	52%
	0	48%	28%
1.2	+12	70%	41%
	+6	54%	27%
	0	30%	11%

Finitzo-Heiber 1978

Noise control

School noise:

- Sources of noise within classroom, within school, within locality of school
- Background-steady state eg fan from OHP
- Intruding- sudden onset, dropped file, school bell
- Internally generated- students' and teachers' talking, scraping chairs, shuffling feet
- Problem areas corridors, school halls, dining room
high noise generation with high social content

Access to learning

- Early identification of hearing loss
- Early use of amplification
- Language that is contingent with child's interest
- Aim is to develop age appropriate language on school entry
- Individualised support

Early communication

- Establishing good communication
- Monitoring this and providing individualised support to secure progress
- Early literacy – establish books are fun, exciting, about sharing and quality time
- Early number within daily activities at home/pre-school

The majority

- Arrive at school with age appropriate language
- With a good basic “ world knowledge”
- With a good basic understanding of theory of mind [ToM]- children learn to predict and explain human actions by considering mental states such as beliefs, desires, intentions and emotions

ToM

- Social reasoning is complex, a child needs to simultaneously represent two different beliefs
- If Dad tries to bite a plastic orange a child with a theory of mind either thinks Dad is teasing or mistakenly thinks the orange is real
- Children have to figure out that people act on belief about the world not with regard to the world directly (Bartsch and Wellman, 1995)

ToM

- Understanding false belief typically develops around 4-5 years (Flavell and Miller, 2000)
- Social reasoning continues to develop through school years
- It has been suggested that ToM concepts developed during the pre-school years provide a conceptual foundation for metacognitive thinking processes that will be the major focus of the school years

Age	Developmental Achievement	Developmental achievement
9-12 mths	Infants engage in joint routines, look where adults look begin to use cues of others	
18-24 mths	Infants begin to read communicative intentions of others	
18+ mths	Toddlers engage in symbolic pretend play representing real and imaginary objects	
20-24 mths	Toddlers talk about desires and feelings	20mths- 4 yrs Children progress through 3 stages:
30+ mths	Children begin to use words about the mind (think, know, remember)	<ol style="list-style-type: none"> 1. Desire talk & desire based thinking 2. Still prominent but child starts to talk about thoughts and beliefs
3 yrs	Children realise people can have different desires: seeing means knowing	3. Increased talk about thoughts beliefs uses these to explain people's actions
4-5 yrs	Children understand people can act on basis of what they believe not on reality.	Begin to understand true feelings can be masked

Deaf children

- Considerable evidence that deaf children are delayed in developing ToM by at least 2-3 years
- Some deaf adolescents have not attained the equivalent of a 4 year old hearing child
- Children who have better language skills, including the ability to understand complex language have better understanding of mental reasoning

Chilton and Beazley, 2014

- Study of literacy and ToM with ToD
- One study book [The Gruffalo] and one of their own choosing
- Looked in detail at interaction and how ToD approached ToM within stories
- 2 distinct groups: a) Avoided, simplified and took book to be literal
- b) Explored the idea of saying one thing and thinking another/ thinking something that was not reality

Gruffalo

- Mouse says one thing but is thinking another



Implications for working: THINK

- T- talk about typically unspoken thoughts and feelings
- H- help children expand vocabulary related to thinking, feeling and problem solving
- I- Identify inferences the child is making and comment on them
- N- Nurture imagining and thinking using question prompts and models
- K- Knowledge is the key. Help children make connections between storybooks and everyday life to build knowledge of others

Internal state terms identified in studies-examples

- Think, know, remember, guess, mean, other forget, pretend, dream, hope, trick, understand, suppose, wonder, lie, secret, confuse, have in mind, curious, surprise, idea, make believe, realise

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ToM

- Children make important strides on the pre-school and school years of understanding of mental concepts, like thoughts , beliefs and feelings
- Helps them to understand the world and supports socialisation
- As they mature ToM becomes integrated in literate thinking allowing them to understand what they read, consider abstract ideas in relation to people and the world

Curricular Access

- Language, literacy, ToM
- All areas of the curriculum- music, Modern foreign languages
- Tendency for deaf children to be “judged” on language level rather than underlying cognitive ability – need to be able to assess both to plan effectively

ToM

- Seldom considered at pre-school stage
- May well enter school with less well developed skills in this area
- This potentially undermines their ability to access the curriculum
- Literal interpretations may persist

Ask and involve the child

- NATSIP SEN support for outreach services
- Pupil feedback form (Oxfordshire service)
- 2 sections:
 1. How's it going?
 2. How well can you access in class? English, Maths Science, ICT, History, Geography, RE, PE, Art, Drama, Music, Tutor

Personal and Social education

- In UK mandatory
- International research suggests that deaf children are more likely to be sexually abused as they miss out on both teaching and playgroup discussions
- This is a complex and sensitive area but by ignoring it we make children more vulnerable.
- Families may well welcome support in this area