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BSL AT HOME

Teaching and learning approaches

Resource Pack for BSL Tutors

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Resource Pack

How to navigate this resource pack

FINGERSPELLING, NUMBERS AND QUESTIONS

These will be introduced briefly in the first session and incorporated into all topics.

TEN UNITS IN SIX WEEKS, HOW?

Throughout the course, support the families to choose six units most relevant to their day-to-day family lives.

SESSION PLANS AND RESOURCE HANDOUTS

These provides guides to learning and teaching BSL for families of deaf children that are new to sign language. Please feel free to add relevant resources from your own BSL teaching approaches.



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Session plan

How to deliver the session plan

You are qualified, specialist BSL tutors. Please use the session plan to guide your experience and expertise as you teach BSL in family homes.

The key vocabulary and teaching/learning activities are a guide. Please extend and expand on these accordingly depending on different families.

The BSL language booster serves as a reminder to teach important linguistics to accompany the BSL signs. Common misconceptions also support this.



Session Plan

Unit 3 Daily Routine

Session aims
To use daily routine signs in everyday context
To sign the activity first followed by timing: soon/later, 5 minutes...

BSL Language Booster
To accompany daily routine signs with descriptive timing signs such as '5 minutes, soon, later...'

Key vocabulary
Good morning/afternoon/night, Bed, Sleep, Wake up, Shower, Bath, Brush Teeth, Wash hands, Get Dresses, Clean, Messy, Play, Tidy Up...

Teaching and learning activity
Practice your numbers as you describe the timings of your daily routine. For example: wake up 6am, shower 8am, breakfast soon. Extend your signing narrative linked to other topics, such as, weather, travel/transport, food...

SUGGESTED LEARNING ACTIVITIES AT HOME

SIGNING WALK AROUND THE HOUSE
As you go about your daily routine, narrate the daily tasks you do. Take learning walks around the house, pointing out different daily routine actions. Use role play to model bedtime routine expectations. Create visual steps of 'now and next' during daily routines.

SMALL WORLD PLAY
Use toys and objects around you to model and role play daily routine such as 'wake up, brush teeth, time to get dressed...' Introduce timings to accompany routine signs

Common misconceptions
Expectation to understand daily routine signs without clarity of timing
Not linking daily routine signs with visual objects/real-life scenarios

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Communication

How will you communicate with families?

GESTURES

Encourage gestures and pointing to get the message across. This forms useful communication strategies for families to use with their deaf child as and when necessary.

PEN AND PAPER

You may like to use a portable whiteboard to write down specific communication exchanges.



BSL ORDER

Please be aware of teaching BSL Order when delivering the sessions, using the topic-comment structure. However, families may choose to use signs to support spoken language. Be respectful of this whilst explaining the differences in BSL and English language structures.

SPOKEN LANGUAGE

Please be mindful if you are speaking while using BSL. It is useful to make it clear to parents when you are switching between BSL and spoken English languages.

Make it stick

How do we learn?

- Research show that we retain SEVEN pieces of new information per teaching session (Think about how many letters in an alphabet!)
- This does not mean we should only teach seven signs per session. It means we should be mindful of managing our teaching expectations and delivery during learning.
- We can support learning by creating opportunities to recap and repeat information.





Source: Brown, Peter C. 2014. Make It Stick : the Science of Successful Learning. Cambridge, Massachusetts :The Belknap Press of Harvard University Press.

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Modelling Language

Show - Do - Repeat

SHOW the signs by demonstrating the handshape, location and movement.

DO the sign during an activity with the deaf child where possible and/or during a conversational exchange - Modelling signs in context is essential to support learning.

REPEAT the sign by encouraging the families to imitate you and practice together.

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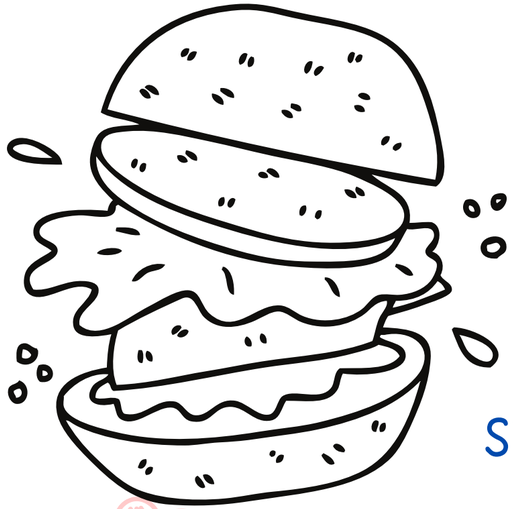
Teaching tip

The 'Sandwich' theory

1. Sign it First provide the deaf child with the sign for the target word

2. Point Provide a visual or gestural cue, such as, pointing to a picture, printed word or an object. This step ensures the deaf child is connecting meaning to the sign

3. Sign it again Repeat the sign again



You can add fingerspelling as an extra step:
Sign it · Fingerspell · Point · Sign it again

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Working in partnership

Teaching WITH Families

- Outdated approaches of professional vs families. Research show equal partnership between professionals and parents leads to optimal outcomes.
- Parents are the experts of their own children. You as the experts of sign language. Bring this together in a dynamic partnership.
- Be respectful of parents' choices, views and aims by acknowledging your positionality.







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Any Questions?

Why? How? What?

I will be offering to lead a WhatsApp group for BSL tutors as part of the project. This will be aimed for sharing experiences, asking advice and supporting one another.



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AND FINALLY...

Positive vibes



This may be families' first experience of sign language – make it a positive one!

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Contact Details

Email - WhatsApp - Video Call



Mhairi Simpson

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07523513236













Policies and Expectations

The BDA expects all tutors to follow the organisation's Code of Conduct, which outlines the standards, principles, and expectations of their role. This code, established by the HR department, ensures that behaviour and attitudes align with the BDA's core values. Tutors are required to sign an agreement confirming their adherence to these guidelines, which are outlined in the next slide:



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Policies and Expectations

- Tutors must comply with the Lone Working Policy to ensure a safe and professional environment during training. This includes informing Mhairi Simpson of their arrival and departure. Tutors should also download the 999BSL app for emergencies, and any safety concerns must be reported immediately.

- For compliance and safety, the BDA will request a copy of each tutor's DBS certificate to verify eligibility to work on the Family Sign at Home project.

- Tutors are expected to be knowledgeable about safeguarding protocols based on their previous working experience, particularly regarding safeguarding children and vulnerable adults. However, tutors should not be left alone with a deaf child during sessions, as these sessions are designed for the entire family.

- If any inappropriate behaviour is observed during the sessions, it should be reported to Mhairi Simpson for further action.

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Evaluation

for tutors

This is the first time that the Family Sign At Home (FSAH) project has been implemented in England and Wales. The BDA want to learn how we can best support families with deaf children, so we have asked an external researcher to support us in carrying out a project evaluation.



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Evaluation

for tutors

The evaluation will involve collecting data using surveys and interviews with families taking part and some of the people involved in running the project, including tutors and staff. Parents and carers are asked to consent to the evaluation when they sign up to the project.

If they consent, we will send them:

- One survey before they start the project
- One survey when they finish the project, and an invitation to interview
- One survey 3-6 months after they finish the project.

The researcher will then analyse the data to help us learn:

- Who joins the Family Signing at Home service, and why
- What effect the service has on families
- What changes might be made to the service in future

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Evaluation

for tutors

One of the areas the evaluation will look at is how much BSL parents learn, and how this impacts their communication with their deaf child. However, the purpose of the evaluation is not to assess tutor performance.

The families you work with may ask you about the evaluation. It is really important that they answer any survey questions honestly. Their answers will be anonymous and seen only by the researcher. If a parent or carer asks you for more information about the evaluation, please contact Mhairi.

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invoices

Teaching wage

Following the agreement of costs, the teaching wage will be at £40.00 per hour including preparation of resources and delivery of the sessions.

You will be paid £40 for every session and travelling expenses up to £40.

Tutors are to send their invoices to mhairi.simpson@bda.org.uk at the end of the 6th week completing the family 6-week session and this will be forwarded to the Finance department where the team will then make arrangements to make payment to your account.



Mhairi Simpson

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