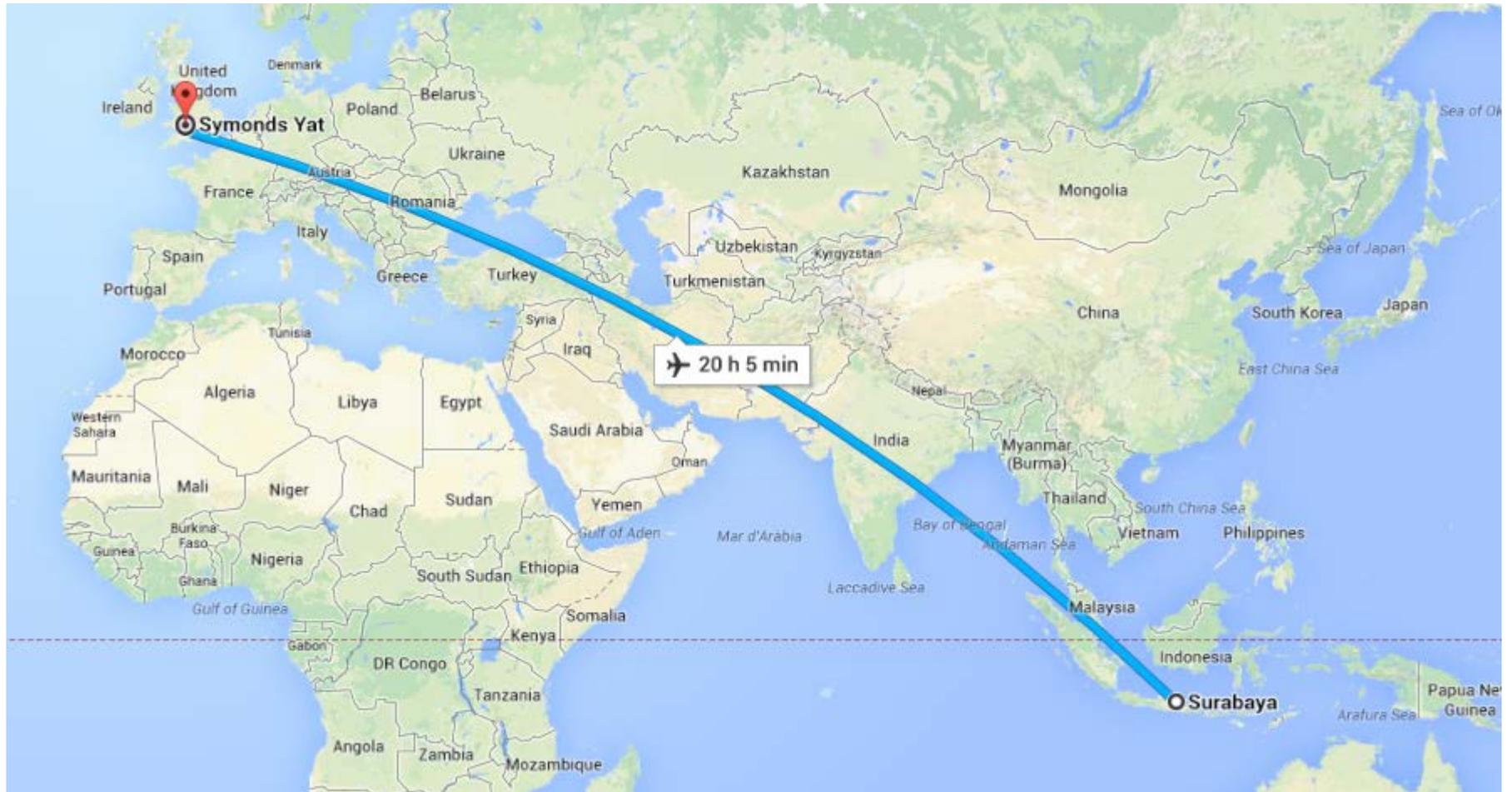
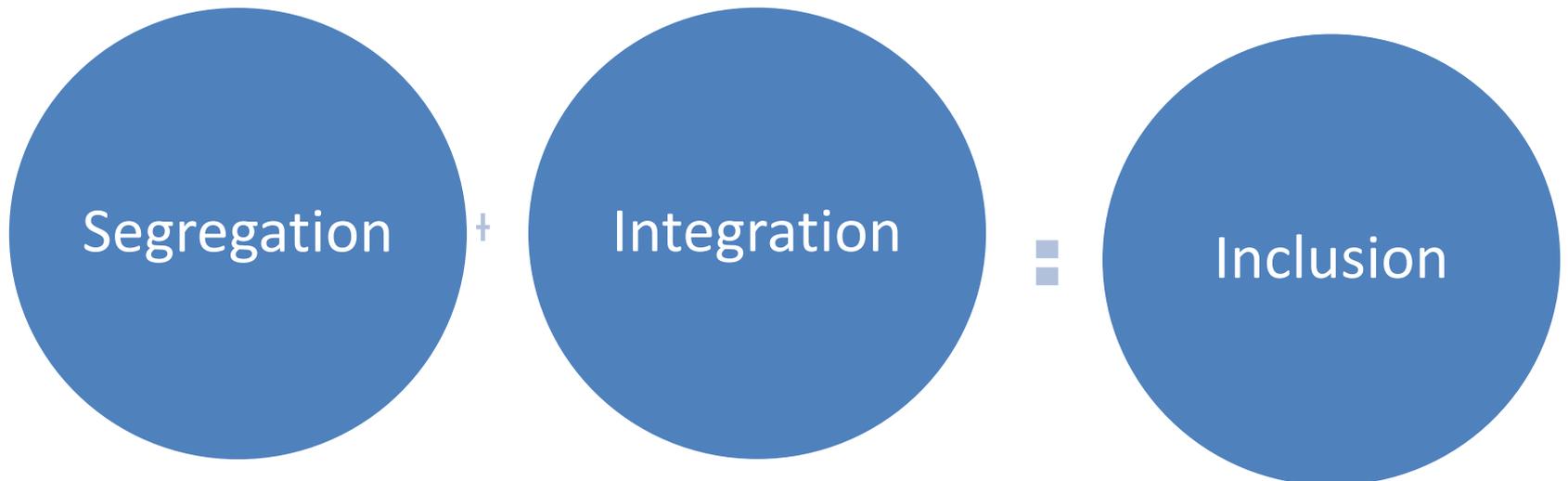
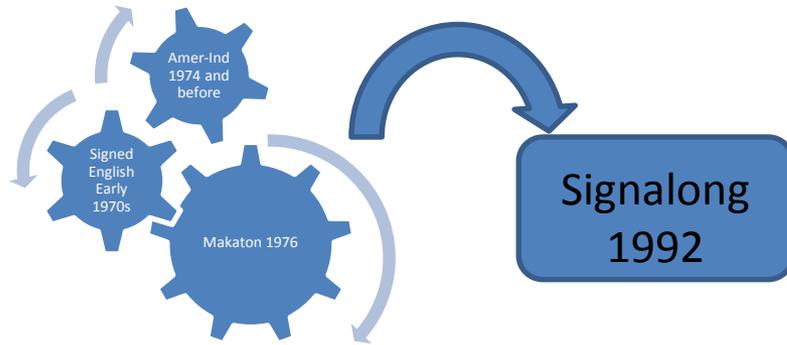


The Impact of Teachers' Attitudes on  
Children's experiences of Signing.  
Evidence from England and  
Indonesia.

Kieron Sheehy



# Historical: 1987, 2009, 2013



- A pedagogical approach which began in an era of segregated institutional provision for children with severe learning difficulties.
- It became established as an integral part of special school teaching practice and consequently important in the lives of many children with severe learning difficulties.
- Easy to underestimate the impact



- The initial 'academic' controversy
- By 1982, used in 95 per cent of English schools for children with severe learning difficulties, [then described as 'Educationally Subnormal (severe)']
- Between 1976 and 1985 over 30,000 people attended MVDP workshops and training courses

# The 1986/7 context

- The Warnock Report (DES, 1978). Integration and the concept of 'special educational needs' (SEN) and children with 'learning difficulties'.
- However, in 1987 children with severe learning difficulties were typically educated within special schools.

# ‘tell me some of your feelings about Makaton and how you use it’

- Signing is of limited use as not used in a wider environment.
- Signing can encourage speech
- Signing is suitable for “non-speakers” only.
- Signing is detrimental to speech
- Signing makes children appear “more handicapped”
- Children using Signs show a lack of spontaneous signing
- A minimum comprehension level is needed to benefit from Signing

- teachers identifying themselves as sign users did not agree on the *purpose* of the Makaton vocabulary
- This was often embedded in contrasting statements about the overall purpose of special education itself .
- This situation led to, for example, significant differences between teachers' attitudes towards Makaton and who should use it

# For whom is signing suitable and its effect on speech development

T1 T2 T3 T4

- All children
- Non Speakers \*
- Speakers only \*
- Min. Comprehension \* \*
- Detrimental to speech \*
- Encourages speech \* \*
- Non speakers will not gain speech \*



# Status of sign language; stigma of difference used to argue against integration

- I'm almost totally against it...These poor children look different enough as it is without making them look any odder”
- “In a sense it draws attention to the child. Would it be better, ....., if the child was .... more normal looking?”
- ‘It won't help in mainstream’
- ‘Its similar to the BSL...they don't allow signing at all now’

# Eighteen years later ...Inclusion

- The overall approach for children with severe learning difficulties might have been said to have moved from an age of integration into an age of *inclusion*.
- [Inclusion means] Young people with special educational needs being placed in mainstream provision, where there is a commitment to removing all barriers to the full participation of each child as a valued, unique individual (Alliance for Inclusive Education, 2006)



- Signing has moved beyond special schools into the mainstream and, consequently, the broader lives of children in society ?

## Changes in English school numbers: 1987-2004, (adapted from Department for Education and Skills, (DfES) 2005).

School type	Nursery	Primary	Secondary	Special	Pupil Referral Units
Number in 1987	560	19,432	4,211	1,470	0
Number in 2004	470	17,762	3,409	1,148	426
Approximate percentage change	-16	-8.6	-19	-22 [*For 2005 = -13.7]	Not applicable

PRU'S seen as offering a form of special education . The change for overall special schools is estimated at 6%, i.e a slight growth in a time of falling school numbers elsewhere

# A comparison of school staff's beliefs about the Makaton Vocabulary: 1987 and 2005

- Makaton is of limited use as not used in a wider environment.  
**40% 13%**
- Makaton can encourage speech  
**26% 47%**
- Makaton is suitable for “non-speakers” only.  
23% 10%
- Makaton is detrimental to speech  
**20% 8%**
- Makaton makes children appear “more handicapped”\*  
**41% 13.5%**
- Children using Makaton show a lack of spontaneous signing  
**41% 5%**
- A minimum comprehension level is needed to benefit from Makaton  
**41% 8%**

- Inclusion-was now seen as *a purpose of, or a significant influence* on, special school practice.
- Example of nearby mainstream schools, playgroups and pre-school groups where the whole classes learned, or were encouraged to sign.
- In these discussions signing was almost always looked upon as being a *signed language* rather than a language development programme of which signing is a part.
- ‘It’s the equivalent of a foreign language’
- Competition for funds now a significant barrier



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**A systematic review of whole class, subject-based pedagogies with reported outcomes for the academic and social inclusion of pupils with special educational needs**

What pedagogies are most effective for pupils with special educational needs? What pedagogies are most effective for pupils with special educational needs?

What pedagogies are most effective for pupils with special educational needs? What pedagogies are most effective for pupils with special educational needs?

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TECHNICAL  
REPORT

# Continuum of Education Provision for Children with Special Educational Needs

Review of International Policies and Practices  
VOLUME 13

# 13

Edited by: Bruce Whelan,  
Julie Peckham Campbell,  
Barbara Line and Annemiek van  
der Wal

ncse  
National Centre for Special Education

# Attitudes in Indonesia

- *Signing for all the class but not all children.*  
& linked to beliefs about transparency
- *An enjoyable way to encourage speech, for now?*
- *Signing for the Stigmatised few.*
- *Signing and Speech.-a negative relationship*

# Others stigmatise.

- See it as very strange.
- [*there is* ] a pressure to look the same, not different. Sign language makes them look different
- Basically in education sign language is not used, using lips is preferred, so sign language is not used, so the family also will not want to use it. So everyone will not use it due to that perception.

- The transparency and natural issue
- Informal approach to teaching
- Signing was seen as an enjoyable communication tool to use in school and teachers would like to be trained in how to use it.
- Future research will need to explore the type of pedagogy that might be appropriate for Indonesian classrooms, the extent to which teachers' desired informal classroom pedagogy is possible and how to address the issue of stigmatisation which is felt to exist outside the classroom but impacts upon attitudes within

# Implications and issues from the exceptional diversity of Indonesia

- Keeping signs standardised
- Clear/accessible ways of communicating signs and pedagogy
- Generation of new signs in 'unknown' territories and contexts
- Generation of classroom materials to support teachers.
- Train trainers and explore attitudes

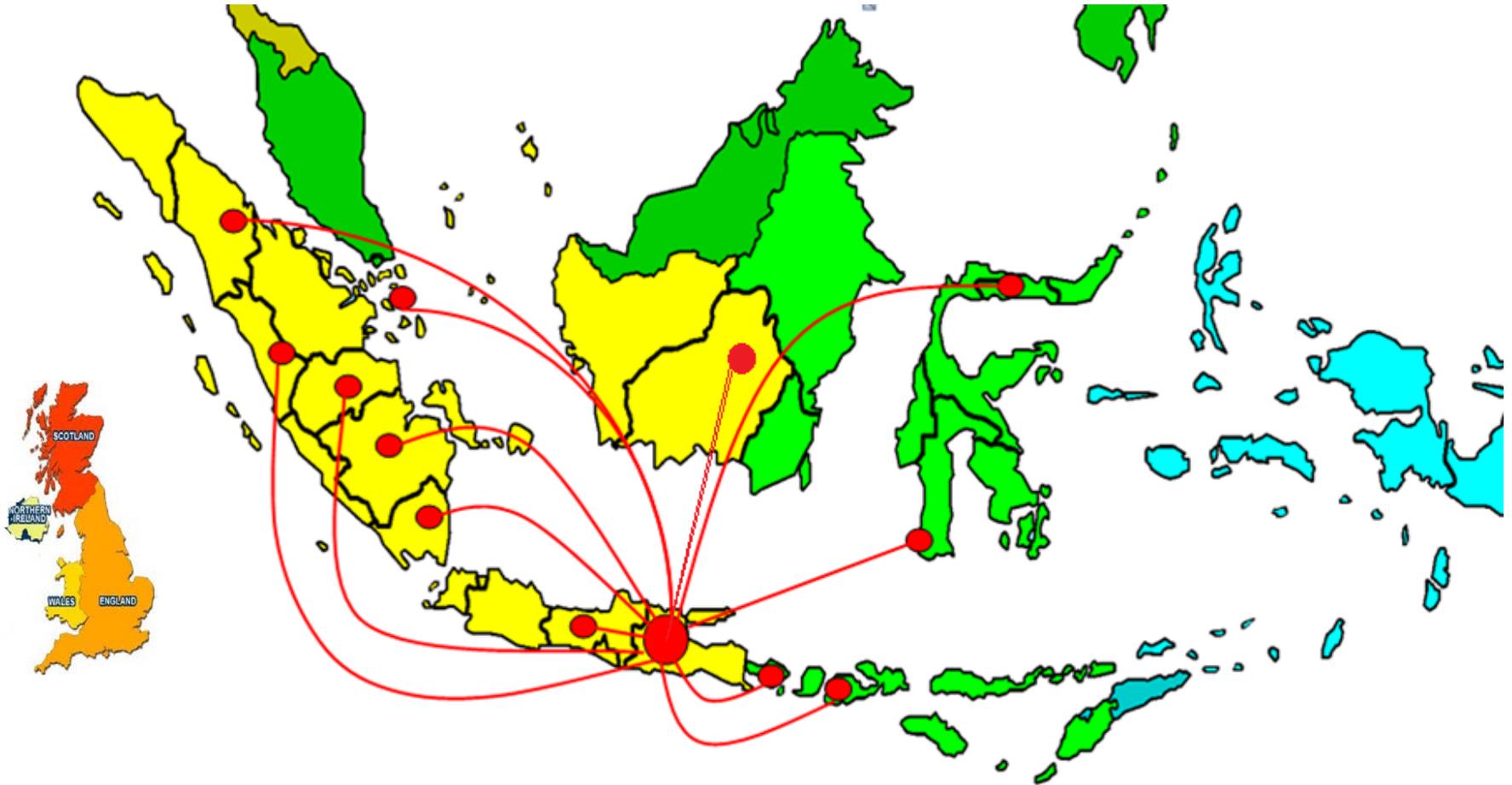
# Developing Indonesia Signalong for inclusive classrooms



<p><b>UNDER DI BAWAH</b></p> <p>Tangan kanan yang mendatar (telapak tangan menghadap ke atas) bergerak ke depan dan berhenti di bawah tangan kiri yang mendatar (telapak tangan menghadap bawah) Arah isyarat. Formasi seharusnya</p>	<p><b>TO UNDERSTAND MENGERTI</b></p> <p>Tangan kanan yang menjepit (telapak tangan menghadap ke dalam, ujung tangan mengarah ke atas) berada disamping kening, telunjuk tangan menjentik ke atas</p>
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<p><b>ON DI ATAS</b></p> <p>Punggung telapak tangan kanan berada di atas tangan kiri yang membentuk tangan datar dengan formasi saling menyilang.</p>	<p><b>ONCE UPON A TIME PADA SUATU KETIKA</b></p> <p>Posisi tangan kanan membentuk tangan datar (telapak tangan menghadap ke atas menunjuk ke depan atas) bergerak tiga kali gerakan pendek sampai di atas bahu.</p>
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# Indonesia Signalong: Piloting materials and researching pedagogy





# Free publications for all the studies mentioned

Sheehy, Kieron and Budiyanto, . (2014). Teachers' attitudes to signing for children with severe learning disabilities in Indonesia. *International Journal of Inclusive Education*

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