HOW CAN MAKATON BE EMBEDDED IN THE SCHOOL COMMUNITY?

By

Katie P Potts

Canterbury Christ Church University

Thesis submitted
for the degree of Masters by Research

2024

Abstract

Many children and young adults struggle with communicating within their Mainstream School communities. Often teachers do not have resources and strategies in place to support these students to communicate with their peers in a social context. This study looked into current literature presented about signing systems, communication, working with parents and social action within school. This developed into how the Makaton Language Programme could be introduced into a Mainstream School environment to support pupils and their communication skills; research design of Case Study allowed me as researcher to look in depth at how Makaton was used in the Special School as a first case, before reviewing the findings and then moving to a second case of how strategies can be used in Mainstream Primary School. Two research methods were used (observation and interview), data were transcribed. Data were analysed using coding and deductive analysis of the transcriptions, looking into which parts of the Makaton Language Programme were applied (signs, symbols, speech) and for which language function they were used for (Halliday, 1978). The interpretivist theoretical perspective was underpinned by a social constructionist epistemology and linked with the case study methodology, this allowed me as researcher to place myself in the real life context of the school environment and review each case individually before making comparisons and considerations for theoretical implications. Key themes from the data were then discussed including use of Key Word Signing and use of Makaton for regulation of routines and emotions. Implications were considered for future research studies involving the Makaton Language Programme, its place in Mainstream Education and the wider school community to support communication.

Table of Contents

List of Tables

Acknowledgements

Declaration

I declare that:

- The work presented in this thesis is my own and embodies the results of my research during my period of registration.

- I have read and followed the University's Academic Integrity Policy and that the thesis does not breach copyright or other intellectual property rights of a third party. Where necessary I have gained permission to reproduce copyright materials.

- Any material which has been previously presented and accepted for the award of an academic qualification at this University or elsewhere is clearly identified in the thesis.

- Where work is the product of collaboration the extent of the collaboration has been indicated.

Signature .... Date ....

List of Abbreviations

Abbreviation	Definition
AAC	Alternative and Augmentative Communication
ASHA	American Speech, language and Hearing Association
ASD	Autistic Spectrum Disorders
BERA	British Educational Research Association
BSL	British Sign Language
DCSF	Department for Children, Schools and Families
DfE	Department for Education
DfEE	Department for Education and Employment
DfES	Department for Education and Schools
EAL	English as an Additional Language
GDPR	General Data Protection Regulations
KWS	Key Word Signing
PSHE	Personal, Social, Health and Economic education
SEMH	Social, Emotional and Mental Health needs
SEN	Special Educational Needs
SENCo	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disabilities
SLCN	Speech, Language and Communication Needs
SLT	Senior Leadership Team
UNESCO	United Nations Educational, Scientific and Cultural Organisation

Chapter 1 - Introduction

1.1 <u>Introduction</u>

This thesis investigated the use of the Makaton Language Programme and Augmentative and Alternative Communication (AAC) in both special and mainstream schools. It used each school as a case study to establish how lessons can be learned from a special school, who have embedded Makaton and AAC in their practice. It then moved these ideas to a mainstream school to build Makaton and AAC into everyday practice for teachers, pupils and school community.

I explored current literature from the areas of AAC and Makaton, considering how practical elements of both can be applied to both school environments. Following this, I looked at the importance of recognising and meeting the needs of children with Special Educational Needs and Disabilities, focusing on Speech, Language and Communication Need in particular, to establish what needs Makaton and AAC can support. The literature review concluded with a consideration for the partnership with parents and the community that schools can form to promote empowerment, social inclusion and social action/justice – for all pupils to have an inclusive education, everyone in their life must be included.

This thesis used a case study methodology (Gillham, 2010, Hamilton & Corbett Whittier, 2012, Thomas & Myers, 2015, Cohen, Manion & Morrison, 2018, Thomas, 2021) to establish everyday use of Makaton and AAC in a special school, before taking the main lessons learned to a mainstream school to build the ideas into everyday practice. I observed (Appendix 4) eight classes in the special school, ranging from Early Years provision through Key Stage 2 to Key Stage 3 – all pupils at the special school have profound and multiple learning difficulties, and Makaton or AAC is used in the majority of classes with all pupils to support their communication skills. Needs

of pupils varied from those who could verbalise but used AAC as an augmentative support, to those who were non-verbal and used AAC as an alternative means of communication. I used observations (Simpson & Tuson, 2003 and Marshall & Rossman, 2016) to gain an insight into how both pupils and staff use Makaton and AAC, making notes on Key Word Signing, symbol use, speech and non-verbal communication, such as pointing and gesture. Successful strategies were taken forward to the mainstream school to start to integrate them into everyday practice. Following a Makaton Taster Session that I put together for the school, for teaching assistants and teachers, I worked with the school Special Education Needs Co-ordinator (SENCo) to establish Makaton as a means for supporting communication, including both pupils with special educational needs and those without; whilst also extending to governors and parents too.

Main data collected was qualitative, this was analysed using deductive coding (Linneberg & Korsgaard, 2019) and themes were pulled out of data to establish which elements of Makaton and AAC were most commonly used. Interviews (Appendix 5) from the mainstream school were analysed with themes in mind, thinking about Halliday's (1978) and Jakobson's (1960) functions of language as a means to establish the purpose of the use of AAC or Makaton in developing daily practice. The results helped me to understand the most common ways that Makaton and AAC can be used and how future practice in mainstream education can be influenced by training, knowledge and commitment to a socially inclusive environment.

Also within this chapter: background of the subject matter, the importance of this within the world of education and Special Educational Needs, and my own positionality and motivation for completing this thesis.

1.2 <u>The Importance of the Research</u>

Recent years have seen an increase in interest (UNESCO, 2009, Frederickson & Cline, 2015, and Soan, 2021) in an inclusive education for all children. Since the establishment of the SEND Code of Practice and the Children & Families Act in 2014, teachers and educators have had a duty to meet the needs of every pupil in their care, to ensure they can access education that meets the same standards of that of their peers, whilst including the children, parents and carers in the decision-making process. Special Educational Needs and Disabilities are of particular concern within education, in recent decades the development of different needs (Farrell, 2011, 2012) whether: Autism, Attention Deficit Hyperactivity Disorder (ADHD), Dyspraxia, or Developmental Language Delay to name a few; has bought about a better understanding of needs that children have – also how to support them in the best ways possible to ensure they are fully included in education and society. Furthermore, questions have been raised in the last few years by Charney, Camarata & Chern (2021) as to what impact the Covid-19 pandemic has had on children's social and communication skills and how we can now rebuild these.

Communication is a major area of interest within Special Educational Needs and education (Painter, 1998, Kress, 2000, Thompson, 2003, Martin & Miller, 2003, and Mountstephen, 2012). Research of the development of language and linguistics shows that the opinions of how we learn language have changed over recent years and recent decades (Buhler, 1934, Jakobson, 1960, Halliday, 1970,1973,1978, Kress & Van Leeuwen, 1996 and Rubavathanan, 2021). Communication is a key skill for any human being; to be able to get across their wants, needs, thoughts and feelings to those around them in society. Communication is instrumental in building social skills and relationships with others; sharing ideas, expressing opinions, building

relationships to build a socially inclusive society where everyone's voice is heard and also listened to regardless of their background, faith, beliefs or abilities.

Augmentative and Alternative Communication (AAC) has been a term used for decades (Grove & Walker, 1990, ASHA, 1991, Beukelman & Mirenda, 1998, Spears & Turner, 2011, Beukelman & Mirenda, 2013, and Battye, 2023). AAC classifies modes of communication that can support (augmentative) or replace (alternative) general communication with children or adults. This can be unaided through natural abilities such as signing, body language, gesture, facial expression; or aided with technology; of which there are now great advances. Makaton is an example of unaided AAC, a tool that can be used to support communication skills by encouraging the multi-modal use of signing, speech and symbols together. The sign and symbol programme called Makaton is used by more than 100,000 people in over 40 different countries (Devarakonda, 2012) and has gained significant influence in the UK in part due to its high-profile use on BBC television (of the CBeebies programme 'Something Special' with the character of Mr Tumble). It is used by children and adults with speech, language and communication difficulties and those who support them. However, even though Makaton has become more well known through the high profile of users like Mr Tumble, Makaton is not always encouraged as an option for parents and schools to use to support children with communication difficulties. In today's world, there are so many disabilities and difficulties that cover aspects of communication: Autism, ADHD, English as a Second Language or Developmental Language Disorder to name a few; Makaton can be used across lots of difficulties to support all pupils to communicate with each other whether they need the support or not. For a child with a difficulty such as the above to be able to communicate with their peers, their peers must also understand their means and modes for communication otherwise

conversation and dialogue cannot be formed. I feel there is a large amount of literature that shows how Makaton and AAC can support communication difficulties for those children with Special Educational Needs and Disabilities (Banajee, Dicarlo & Stricklin, 2003, Sheehy & Duffy, 2009, Woll & Morgan, 2012, Sheehy & Budiyanto, 2014, Bowles & Frizelle, 2016, and Grove & Woll, 2017), however there is a gap in how Makaton can benefit all children in increasing the development of communication skills for a better and more socially inclusive community.

The aim of this thesis is to show how Makaton can be used within education and be applied for use by all children to develop communication skills. My own experiences within education, of ten years working either as a qualified teacher or teaching assistant, have made me think more deeply about how I can support the pupils I work with. Quite often in my roles, I have had to consider whether administration is more important than children's needs and prioritise paperwork – this is a difficulty with the current education system here in the UK, not everything in place that teachers and teaching assistants do is for the benefit of the children we work with. This is disappointing for me as an educator, someone who would like to support children in a meaningful way, so they develop into adults for the future of our society. I started this thesis working in a school as a teaching assistant, with scope to work with teachers, other teaching assistants, parents and the wider school community; this may be considered quite a biased position for me to be in, to be experienced in Makaton and to use my experience to support the development of Makaton within the school I was working in. I was the key gatekeeper to the research project coming together. However, my position changed in April 2022, I left the school and made the decision to work as a Freelance Makaton Tutor – offering training of the Makaton Language Programme to all. This change in my circumstances, changed my position

within the study to more of an outsider looking into the education system through observations and interviews. However, my motivation did not change – every child still deserves to have the most meaningful support we can give as educators, to encourage them to become confident, young people who can help to build our future society.

Objectives and aims of this thesis were to address the research questions below. I looked at how the Makaton Language Programme was currently used in special schools, to share ideas and best practice; before moving to work with a mainstream school, to start to establish the main ideas and best practice that could work with their pupils. I believe, by sharing best practice from how Makaton is currently used, other educators and schools will be able to begin to establish Makaton and AAC as key methods to support communication for all pupils. Sometimes within education, we don't know what systems to use as there are so many options, however the multi-modal nature of Makaton pushes it to the forefront of being used as a key intervention for supporting communication skills for all pupils. One aim of the thesis that I did not quite reach, was the development of Makaton within the wider school community. I began to work with parents from the mainstream school after the project had concluded and this is the aim for future research projects; to establish Makaton as a concrete resource for the school, before reaching out to parents, governors and community members so that pupils can access the society around them too.

1.3 <u>Research Questions</u>

1. <u>How is the Makaton Language Programme embedded in a special school and school community currently?</u>

This will be addressed through observations within a special school to establish how Makaton and AAC are used in this specialist environment. Looking closely at

what works successfully, whether signing, speech or symbols and what lessons can be learned to take forward.

2. <u>What lessons can be learned from use of Makaton and Augmentative and Alternative Communication in a special school that can be applied to a mainstream school?</u>

This will be addressed through deductive analysis of data collected from observations within the special school. Key considerations will be given to what parts of Makaton or AAC are used most successfully and how these can be adapted for use in a mainstream school environment.

3. <u>How can Makaton influence staff and their practice in a school and in school community?</u>

This question will be addressed by data collected through interviews with staff who work within the mainstream school, after Makaton has started to be established within the environment. I will consider their thoughts of how it is working for them as staff and how it can be extended further to parents, governors and wider community.

4. <u>How can a school and their community be best supported in using Makaton to help children with Speech, Language and Communication difficulties?</u>

This question will be addressed by consolidating data from both observations and interviews to establish how Makaton can be used in both educational environments. Also to see if any other systems are in place to support communication need that can be used across the wider scope of all education to establish an inclusive approach to special educational needs and communication difficulties.

Chapter 2 - Literature Review

2.1 Introduction

This Literature Review, aims to set the scene, setting out where this research fits into the current world of Augmentative and Alternative Communication (AAC), Makaton, Special Needs and education. A critical review of the current literature will identify the gaps that this thesis will fill. I will start by looking at AAC and Makaton, in particular both the historical and most recent literature that supports the benefits of their use. Following this, a review of literature regarding Special Educational Needs, looking at how it has developed and moving to looking more closely at Speech and Language Difficulties. Finishing with a look at how parents can be involved and engaged in their children's learning, before finally widening to school community, community cohesion and social action within education.

2.2 Augmentative and Alternative Communication

Communication is a basic innate human ability - the ability to relay information and thoughts using a reliable method of expression, producing a mutually understood message (Spears & Turner, 2011). Language is used to accomplish things – it is a system that allows people to communicate or transfer propositions between themselves (Holtgraves, 2002).

People who are unable to speak or write through traditional means, need alternative strategies in order to communicate. Augmentative and Alternative Communication (AAC) describes a range of techniques and resources that can help someone to express themselves when their speech is difficult. This can come in many shapes and forms – it can be multi-modal. AAC can augment unclear speech, or it may be an alternative to speech when a person has no natural voice (Battye, 2023).

Communication is a necessity when individuals attempt to transfer information, have wants and needs met, create social bonds, understand the environment, control their circumstances and realise their self-worth (Spears & Turner, 2011). Much of every child's development – educational, social, emotional and cultural – takes place through communication; effective communication is essential for learning and development (Beukelman & Mirenda, 2013).

Multi-modality is an important part of the Makaton Language Programme. It is no longer possible for us to understand language and its uses without considering the effect of different modes of communication that are co-present (Kress, 2000). Language is no longer the carrier of all meaning – writing and speech are temporal and sequential, however images are spatial and nonsequential – it is important that we extend communication to refer to all meaning making systems that we could use (Jewitt et al. 2001). Learning is a process in which pupils are involved in actively remaking information and messages communicated to them; communication always draws on a multiplicity of modes of communication at the same time. For example, when we speak, we also make facial expressions, we gesture, we stand at a certain distance – all of this makes meaning together. It is important that we concentrate on a rich range of resources and attend consciously to all modes of communication – whether that is talk, speech, writing, image or actions (Jewitt et al. 2001). We also need to have an understanding as educators, as to how these modes can be used in the classroom and how we can use them to benefit all pupils.

AAC is designed to support and enable individuals to efficiently and effectively engage in a variety of interactions and participate in activities of their choice; 'effortless communication is not an option for all people because some are not able to meet their daily communication needs through natural speech' (Beukelman & Mirenda, 2013,

p.3). AAC is a scaffold during the period when someone with delayed language begins to communicate more effectively (Bochner, 2012). Parents, teachers and educational professionals should ensure they have different opportunities and interventions available to support communication for all, relieving the stress not only on the child but also family and carers; it removes the guesswork in understanding the child's behaviour and communication (Bochner, 2012). Parents and school personnel must work collaboratively in order for efforts to be cohesive and successful.

Communication does not just include speech, we use non-verbal gestures, body language and symbols to get a message across to somebody else. An AAC system is 'an integrated group of components, including symbol aids, strategies and techniques used by individuals to enhance communication' (American Speech, Language and Hearing Association, ASHA, 2023); without symbols, we would not be able to communicate in writing or send non-verbal messages conveying empathy, warmth and approval. The use of symbols within AAC, whether tangible, representational, abstract or combined; offers an opportunity for multi-modal communication. People can use a combination of forms of communication, which can simulate standard human communication for those who do not naturally have ability to do so (Loncke, 2014). Symbols represent an idea that the person wishes to convey, however it will not have meaning if other people do not have the same understanding of the meaning. Everybody uses graphic symbols of some sort in communication, AAC gives those who cannot, the opportunity to use visual support to represent language (Battye, 2023).

Effective communication is a vital life skill essential for learning, development, personal care, social engagement, education and employment. Every day, children who cannot speak, face social and educational isolation, as well as significant

frustration because they are unable to communicate their necessities, desires, knowledge, and emotions to those around them (Romski & Sevcik, 2005). Everyone, regardless of type or severity of their disabilities, is entitled to appropriate means of communication and to enjoy the same basic respect enjoyed by people who do not have communication difficulties (Binger & Kent-Walsh, 2010). AAC systems can change this, with means for children or adults to communicate with conventional forms of communication. Furthermore, it has been shown (Romski & Sevcik, 1996 in Light & McNaughton, 2015) language skills improve after an AAC intervention experience - it enhances development of spoken communication, which should be a simultaneous goal for all working with individuals requiring the support. Not only does AAC support spoken communication, augmentation of speech through the use of manual signs and other aids, it supports and enhances the cognitive level at which a child is able to function (Bochner, 2012).

AAC can be broken down into different categories of aided or unaided communication. Under AAC, communication may need additional external aids (aided) to be effective; or natural speech, signing or gesturing could be used (unaided). Different levels of AAC can be implemented; dependent on the sort of gap that needs bridging in the user's communication. Aided and unaided communication strategies may include no technology but also high technology use – there are many new pieces of technology that can be used as AAC, some solely generate speech, while others are full functioning computers with software or full communication (Binger and Kent-Walsh, 2010). The more a person can integrate multiple functions, the more likely it is that communication will be effective and really interactive. The more a person lives in a world that offers new experiences, the more there will be a need to speak, to ask questions, to comment, to protest and to discuss (Loncke, 2014).

2.3 The Makaton Language Programme

AAC covers both aided and unaided methods – the Makaton Language Programme is a multi-modal unaided method. Makaton transforms lives by giving people a way to express themselves independently, which can be shown to overcome frustration and promote inclusion (Cole, 2019). Subsequently, goals of using the Makaton programme are initially to establish basic interactive communication and then (if the user is able) to develop skills, to progress onto a fuller system of communication, which hopefully will be speech or a comprehensive sign and/or symbol system. Makaton should be seen as a facilitator to achieve these ends and not an end in itself (Walker, 1987) - thus it is important for Makaton to be used for as many users as possible, to facilitate and develop communication skills.

Makaton has developed since its beginnings in 1973 (Walker, 1973), it started with the use of just signs to support speech. But by 1976, it was realised that a symbol match was also required for 'physically handicapped' people. The development of symbols continued into the 1980s, when a formal set of symbols was trialled in 1985 by Walker. The need for symbols was supported by Carpenter (1986 in Walker, 1986) and Henderson (1986 in Walker, 1986) whose case studies showed symbols can help pre-reading and pre-writing skills in children and adults where speech and signs are not adequate. In 2009, Sheehy and Duffy launched a research project looking at the effects of Makaton on integration and inclusion in schools. This research had many positive comments about how much all children in mainstream schools enjoyed using it, they were fascinated by Makaton and loved to learn it and wanted to learn signs; barriers to inclusion could be overcome by a change in mainstream school policy and practices. The idea of developing the communication skills of all children was developed further with Sheehy's work with Budiyanto in 2014, that showed the

development of communication is significantly influenced by teacher attitudes and beliefs, along with public conceptions of disability. The development of good communication skills for all children 'has positive outcomes for the inclusion of children experiencing barriers to communication' (Sheehy & Budiyanto, 2014, p. 1145). The Makaton Language Programme has developed into a barrier-breaking system of communication for all who need the support.

Makaton is extremely flexible - it can be personalised to an individual's needs and used at a level suitable for them (The Makaton Charity, 2021b). Makaton is an example of AAC – which involves compensating for difficulties by replacing speech or supporting difficulties by using alternative modes of communication alongside speech (Beukelman & Light 2020). Makaton is also great fun to learn and can help with social inclusion, simply knowing how to say hello, can help people who struggle with communication feel welcome (Riordan, King & Anderson, 2019), showing understanding of their difficulties and encouraging them to be involved in the community. Consequently, it is important that as educators we ensure every child, adult and community member is included in being able to communicate with each other.

Signs are the most used element of the Makaton vocabulary – in the United Kingdom, these are derived from the language of the local deaf community (British Sign Language - BSL). Each sign has an associated symbol, which is a carefully designed black and white pictorial representation of the sign. In addition, a core vocabulary of 450 concepts is augmented by a resource vocabulary of about 19,600 concepts. Makaton supports spoken language, so the signs and symbols are used with speech and in spoken word order (The Makaton Charity, 2021a) – an important element of supporting natural language development.

Manual signing is one of the most widely used approaches to support the communication and language skills of children and adults who have intellectual or developmental disabilities, and problems with communication in spoken language (Grove & Woll, 2017, p. 175). Speech accompanied by Key Word Signing is consistently rated by all groups of participants as more intelligible than speech alone (Bowles & Frizelle, 2016). Simply put, 'Key Word Signing (KWS) involves simultaneous use of spoken language and manual signs, with the key words in spoken sentences supported by a sign…' (Meuris, Maes & Zink, 2014 cited in Grove & Woll, 2017, p. 175). KWS should be seen as a comprehensive approach which becomes an integral part of communication; it should be utilised in all environments within the school. It is evident KWS has potential to act as an excellent tool in supporting children with communication difficulties within educational environments.

There is some critical opposition to Key Word Signing and having a Core Vocabulary like Makaton does. Wells (1981), Wagner (1985) and Byler (1985) all had the opposing view that providing an arbitrary Core Vocabulary may reduce the individualised process of lexical development. They felt offering a smaller interactive, personalised vocabulary would work better for each individual's incentive to participate and build on their lexical development; a balance must be negotiated between requirements of the individual student and the need to provide some common ground. This is the only significant research that shows any disadvantage to using KWS, projects that date from thirty-five years ago. In a world that has drastically developed in more recent years, with more recent research into communication and how to support it, Makaton turns this disadvantage on its head, by offering a flexible teaching method to all users. The Core Vocabulary can be taught following the sequence of the

stages or alternatively as a functional everyday vocabulary for each individual user, with the support of the Resource Vocabulary for personalised use.

The argument for Makaton deepens with use of symbols to add to the multi-modal approach. There is evidence of the benefits of symbolising texts for learners (Sutherland & Isherwood, 2016), moreover some researchers suggest communication difficulties are the most significant problem for people with autism and symbols can help build their communication skills (Rutter & Schopler, 1988 cited in Jiang, 2017; Preis, 2006). Symbols allow children to access their learning, their world, in their preferred way, enabling them to access everything they can. For those students with severe speech difficulties, use of visual support, whether cues, gesture or signing, ensures that they can be effective when communicating with others (Hayden & Jordan, 2012). Furthermore, visual support can offer a tactile prop to aid comprehension of the speaker's meaning, clues help the child to associate a particular pattern of speech sounds with a specific referent (Bochner, 2012). In addition, children with behavioural difficulties can benefit from symbol use (Tod & Ellis, 2018). For example, symbols can be used to communicate emotions before, during and after incidents where a child might be struggling with emotional volatility. Therefore, it is not surprising that multi-modal programmes, like Makaton, with symbols, speech and signing have such benefits to all who use it.

As you can see, there is some research literature on Makaton (see for example Grove & Walker, 1990, and Grove & Woll, 2017), but whilst carrying out this study, there is no research taken in the last five years that can be used to show how Makaton can be embedded within inclusive educational environments. Subsequently, this is why this case study project is vital, to show a more recent view of Makaton and its uses in building and developing communication skills in educational environments.

"The inability to communicate effectively can be frustrating, damaging for social interaction and sometimes even dangerous for all concerned… This multi-modal approach, where one mode facilitates another, has been shown to increase opportunities for personal expression and development, participation in interaction and socialisation and to increase access to education, training and public information." (The Makaton Charity, 2021b)

2.4 Special Educational Needs and Disabilities

It is suggested that (Soan, 2021), every pupil will at some point in their school education, experience a time when they find learning more difficult than their peers. Therefore, if we are to fully understand learning difficulties experienced by some children, we have to consider the curriculum and learning environment being provided for them (Frederickson & Cline, 2015). All children have the right to a good education and opportunities to fulfil their potential – the Department for Education and Schools (2004, p.8) wants all 'pupils to have regular opportunities to learn, play, and develop alongside each other, within their local community of schools with shared responsibility and a partnership approach to their support'. Furthermore, they state that 'all teachers should expect to teach children with special educational needs' - we should be 'just as ambitious for children and young people with special educational needs and disabilities (SEND) as for every other child; 15.8% of all school pupils have been identified with Special Educational Needs (SEN).' (Department for Education, 2022, p.5, p.7). Teachers should ensure they have strategies they can use to increase mainstream opportunities for these children to thrive. Therefore, having Makaton in the school community can support teachers in developing communication skills for all children, which would include those with special educational needs.

Inclusion is, education including everyone with non-disabled and disabled people learning together in mainstream, colleges and universities (Alliance for Inclusive Education 2006); tailoring instruction to the individual – so their learning can be optimised (Willingham, Hughes & Dobolyi 2015). Every child, adult, and community member will have their own preferred way of learning and it is important to respect these differences when trying to build a cohesive community system. Key stakeholders in education are children, families and schools; if an integrated inclusive approach is to be developed towards SEND, it will need to take account of individual perspectives of each of these (Frederickson & Cline, 2015). Inclusion is about much more than types of school that children attend, it is about the quality of their experience and how far they are helped to learn, achieve and participate fully in the life of the school (Department for Education and Schools (DfES), 2004). We need to provide a personalised education, bringing out the best in every child and support them to succeed and thrive for generations to come (Department for Education, 2022, p.6). After all, 'children and young people with SEND have the same aspirations as their peers - they value their education and want good friends, a social life, and good mental health.' (Office for Children's Commissioner, 2021, in Department for Education, 2022, p.20). Since the introduction of the SEND Code of Practice in 2014 (Department for Education and Department of Health, 2014), when local authorities take steps to meet individual special educational needs, they must have regard to the views, wishes and feelings of the child involved - they are the group that has the greatest stake in their own education; their opinions and voices must be considered and listened to. The transition to inclusion and equity is not simply a technical or an organisational change, it is a move in a clear philosophical direction, where every learner matters and matters equally (United Nations Educational, Scientific and Cultural Organisation (UNESCO),

2017). Only when the processes and institutions which surround education are seen to be working towards fulfilment of child-centred aims will special needs truly have been met (Thomas & Feiler, 1988). Importantly, inclusion is at the forefront of the Government's aims for education and thus is a vital aspect of the experience teachers offer to every child in their school – however the structure within which we provide education does still prevent the making of a flexible and effective response to children's needs (Thomas & Feiler, 1988). Even in today's education system (25 years after Thomas & Feiler), the restraints of time, funding and expectations from Ofsted restrict opportunities provided for each child's individual needs. Inclusion may be talked about with government documentation, but in how many schools is there a truly inclusive environment for all pupils?

People with profound intellectual and multiple disabilities have great difficulty communicating, as a result they typically have extremely limited understanding and express themselves through non-verbal means, or at most, through using a few words or symbols. Consequently, designing and delivering arrangements tailored to the individual person's needs and preference (Mansell, 2010) is key in ensuring this group of children are particularly safeguarded and are seen as children first, before their barriers. As previously stated, it is vital all children have opportunities to learn, to flourish and to participate in their communities and also to be given opportunities to reach their full potential.

Alongside guidance from the SEND Code of Practice (DfE and DoH, 2014), there is a legal framework to address the requirements for provision for children with special educational needs and disabilities – the Children and Families Act, 2014. Section 20 clearly states that:

"(1) A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her' (2) A child of compulsory school age or a young person has a learning difficulty or disability if he or she: (a) has a significantly greater difficulty in learning than the majority of others the same age or (b) has a disability that prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools." (United Kingdom Government, 2014, Section 20)

As educational professionals, we must have a focus on early identification of SEND, followed by a graduated approach to inclusion: a successive cycle of action which involves assessing needs, planning to address them, doing or implementing support and interventions planned and reviewing their impact in achieving agreed outcomes for the child (Frederickson & Cline, 2015); a key process where every child can be given the support they need to 'fulfil their full potential' (DfE, 2011).

2.5 Speech, Language and Communication Needs

Communication is fundamental, staff need to be able to recognise and respond to the full range of communication, including eye movements, facial expression and body language - 'effective oral language skills are building blocks on which subsequent literacy and numeracy development is based; without solid foundations in language and communication skills, children run the risk of school failure, low self-esteem and poor social skills' (ICAN, 2006, p. 3). Moreover, looking after the learning and welfare of children is everybody's responsibility, including those (Special Educational Needs Coordinators, Outside Agencies, Headteacher, Teachers and Teaching Assistants) who make the decisions that affect the learning and welfare of these children including

their decision-making, available opportunities and ability to communicate. By having a community of support for children, it enables a multi-disciplinary approach to their learning and also access to development of their full potential.

Communication is a key skill all children need to develop, and as this research study will show, it is easier for some than for others. Many children who use Makaton have learning difficulties including speech, language and communication difficulties. Effective communication only exists as part of positive everyday relationships, boosting self-esteem and success – good communication crosses all dimensions of care, support and enablement. Without effective communication, individuals struggle to learn, achieve, make friends and interact – all of which are skills central to improving quality of life (Royal College of Speech & Language Therapists, 2013). As explained in the earlier paragraph about inclusion - every child has the right to learn, communicate and reach their full potential; besides children with either transient or persistent communication difficulties can go on to learn, socialise and communicate confidently if they are supported in the right way at the right time (ICAN, 2006).

Many disabilities and learning difficulties can lead to speech, language and communication difficulties including for example, Cerebral Palsy where children can experience impaired language due to motor difficulties as well as sensory deficits impairing the learning of language; also ASD (Autism Spectrum Disorder) where children can experience a reduced response to interaction and delayed verbal language development due to underlying neurodevelopmental disturbances (Jiang, 2017). These are a few examples of the disabilities and difficulties involving communication difficulties, however when you look in more depth at communication difficulties they range from disorders of speech, grammar, comprehension, semantics (meaning), pragmatics (use) and child language disorders. Teachers, speech

pathologists, school psychologists and others will need to work closely together to ensure their aims coincide and their perspectives are put together for an all-inclusive approach to support (Farrell, 2012).

Notably there are many different difficulties supported by the specific development of the child's communication skills. Many children with a range of these difficulties (and others) can become withdrawn, or present with challenging behaviour within the primary school environment (Hart et al. 2004 cited in Lee, 2011) when there are too many obstacles to their communication. In addition, many children withdraw socially, they play alone more and are less liked by other children in their class, because there is a barrier to their communication; others display significant behavioural difficulties. Makaton is a system with the ability to be the stepping-stone in the majority of these situations to enable children to communicate successfully with their peers and adults and see past barriers or obstacles.

Language development is accepted as being critical to learning, cognitive development and literacy. There are several approaches to language development in the research community and a considerable amount of literature has been published, spanning from the 1960s to the present day. In 1957, Skinner set out his behaviourist view on language development; children's behaviour is shaped by stimulus-response associations or the use of praise and rewards to encourage imitation and production of sounds heard (Bochner, 2003) - an approach also looked at by Mowrer in 1960. A couple of years later, in 1962, Piaget laid out his cognitive view of language development: a correlation between language, cognition and environment. It is believed that children have an active role to play in the development of cognitive structures and adults should provide appropriate activities for children to scaffold their development and to add a context for learning (Bochner, 2003) - a child has to

understand a concept before they can acquire language associated with it. A decade later in 1975, Bruner, shared his interactional approach to language development: language skills are acquired as children take part in routine exchanges with the adults who care for them, parents, or other adults can help children to learn to talk by spending time with them, providing opportunities to listen, watch, imitate and practice appropriate language skills (Bochner, 2006). In 1986, Vygotsky, showed a link between interactional and cognitive approaches in that another party is required to support the child and scaffold their language development. However, the view of having another party to support development is countered by Chomsky in 1986; who believed infants have an innate sensitivity to the sounds of language; they are able to attend to and distinguish the way in which meaning is represented in the speech they hear - children have a natural ability to pick up new language and develop it of their own accord. Looking at these four main approaches in language development, there are 2 clear things; the first is that children/infants, do have an innate sensitivity to learn, they pick up sounds, behaviours and this is the starting point for their development; secondly, children will always need some sort of support and scaffolding to enable them to develop against expectations set for them - to know certain words by a certain age for example. In our current educational world, all four of the approaches are applied at different points in the process to ensure children have the best chance for the most successful language and communication development.

Linking with standard language development, in the 1970s, Halliday was a prominent researcher in the areas of functions of language and social semiotics building on work from Jakobson (1960) and Bühler (1934). When a child learns language, they learn in the situations of use, and structures build up to reflect the functions which they themselves internalise (Halliday, 1970); language is an

31

exclusively human property, and humans can use it to communicate with each other (Rubavathanan, 2021). By focusing on the structures of language, we can establish its basic functions to exchange information between communicators (Jakobson, 1960 in Rubavathanan, 2021) – are they expressing their feelings, thoughts, meanings; what is the purpose of the communication.

Bühler was the first researcher to create one of the most important aspects of language – naming it functions of language. His research (1934) on a model of language as organon, broke language down into three main functions: Ausdruck (Expressive Function) – feelings and attitudes; Appell (Appeal Function) – listeners reactions; and Darstellung (Representation Function) – objects and states of affairs. He noted that functions of language have to be explained and modelled, looking at the structure of the linguistic elements from both inside and outside. Within a few decades, Jakobson had built on this research with his six communication functions (1960), looking at language slightly differently by linking functions to elements of the communication process.

Element of Communication	Function
Context / Referent - Setting – verbal or non-verbal	Referential – truth value, what is being spoken of.
Addresser - Communication Sender	Emotive – condition of the sender.
Addressee - Communication Receiver	Conative - intention and response.
Contact/Channel - Physical Channel	Phatic – establish, prolong or discontinue communication.
Code - Common discursive code or language	Metalingual – type of language, discourse.
Message - Mode of communication	Poetic – points of view.

Table 1: Jakobson's Six Elements of Communication (Rubavathanan, 2021 and Hébert, 2011)

Jakobson's model 'considers not only the communicator, communication and recipient but also context, language and metalanguage codes and contacts necessary

for understanding communication' – we need to consider how we use language, how we communicate in a social situation, and how language works in a text or what we do with language (Halliday, 1978, in Rubavathanan, 2021). Halliday builds on both Buhler's (1934) and Jakobson's (1960) work by maintaining that language develops in response to a child's personal and social needs – the functions language serves are universal, but each society specifies the linguistic options available for expressing these functions. I have found two separate definitions of Halliday's Functions of Language, one includes eight functions (1973 – table 1:2) and one has only 3 functions (1978 – table 1:3), I believe the first eight functions are considered more in depth and the second 3 functions are considered to be shorter summary of the original.

Function	**Meaning Potential**
Instrumental	Used to satisfy a material need.
Regulatory	Regulate the behaviour of others.
Interactional	Maintain and transform social relationships.
Personal	Express individual identity and personality.
Heuristic	Investigate speaker's environment.
Imaginative	Fantasy and play.
Representational	Express propositions.

Table 2 – Halliday's Eight Functions of Communication (Halliday, 1973)

Function	**Meaning Potential**
Ideational	Experience of the world, experiential, logical, transitivity.
Interpersonal	Mood and modality, types of relationship, attitudes and expression.
Textual	Creation and presentation, theme and patterns in conversation.

Table 3 – Halliday's Three Functions of Communication (Halliday, 1978 in Rubavathanan, 2021).

When a child develops their language, they learn the meaning potential associated with these functions through their society, Halliday (1973) strongly believes that children are sensitive to a variety of social uses of language, the meaning of any communication is determined by its position in a network of options for performing

33

different social behaviours. It is Halliday's three functions of communication (1978 in Rubavathanan, 2021) that I will used to establish a thematic analysis of the interview data later on in Chapter 4. I have chosen to use the three functions for ease of pattern spotting and theme building within the analysis of the interviews.

In the classroom, spoken language is the primary medium through which teachers teach and children learn. Cognitively, experience is sequential; thus, experiences in infancy establish habits of seeking, noticing, and incorporating new and more complex experiences, as well as schemes for categorising and thinking about experiences; subsequently once children become independent and can speak for themselves, they gain access to more opportunities for experience (Hart & Risley, 2003). Clearly, this is where the argument for AAC can come in to support gaps and break down barriers some may have to be able to be independent – although Makaton has a Core Vocabulary, words can be chosen each stage at a time to suit the individual child to support them personally – there is then a wide range of outcomes available for each individual child.

Language is used for negotiating, assertion and denial, rulemaking and decision making, as well as for humour and expressing emotions hence when a child has speech, language and communication difficulties all of these cognitive processes are harder for that child. There are many analogies representing language, Law et al. (2000) shows language represented as a tree, it is growing, dynamic, visible and has different components – when a tree has no roots (prerequisites of language) the tree cannot grow and blossom, this is often the case with a child with speech, language and communication difficulties, without the basic language skills and ability to communicate there is nothing to build on. Fundamentally it is important to start supporting children as early as possible with their communication to give them the

most viable chance possible to develop their communication skills to their full potential. When selecting an appropriate level at which to begin, remember that it is advisable to start at a point where the children will experience success (Bochner, 2006). Practitioners need to reflect on their observations of children's communication and on their own ability to nurture good communication skills in all children, particularly those who might be unwilling or unable to communicate effectively - creating an environment that supports communication is beneficial for all children (Mountstephen, 2012).

A whole-school approach to identifying and supporting the education of learners who have speech, language and communication difficulties has many advantages to teachers and to pupils (Martin, 2000) - working as a team not only ensures consistency and progression, but it also fosters the sharing of knowledge and skills. Leading on inclusion is about leading change – helping teachers and schools to become more inclusive (Cornwall & Matheson, 2012), the process of change is a multi-layered and demanding one entailing collective problem-solving procedures and collaborative practices (Kugelmass, 2003) with a view to minimizing barriers to participation and enhancing achievement for all children in inclusive educational settings. All members of the school team need to be included so students have maximum opportunity to learn and generalise skills across both school and home contexts (Hayden & Jordan, 2012). Importantly, policies need to identify and support the curriculum and pastoral needs of individual learners and groups of pupils. Schools need to be language rich environments: actively encouraging talking and listening; having interactive displays children can talk about, and an environment where there are open ended questions used to encourage talk. By allowing pupils to access key vocabulary in advance, and allowing them extra time to process the vocabulary, pupils can have a good understanding of key words - especially when they are kept in real-life context, linked

to concrete objects, illustrated with pictures or symbols, and built into short sentences and smaller chunks of information (Hayden & Jordan, 2012). As well as this, supplementing of words with visuals and symbols can aid pupils' understanding of the world around them, slowing down processing through pictures and speech with signing can add support to communication skills (Gross, 2018).

How parents interact with and support their children is a powerful predictor of a child's language development and learning. To develop well, children need parents who tune in to their communication from the moment of birth and respond in sensitive ways. Parent's interactions with their children make a difference right through their life (Gross, 2018). By collaborating with parents to put in place alternative and augmentative strategies for pupils, their children will have a better chance to achieve and learn. By working together, both teachers and parents learn new skills in collaboration with each other, as well as share resources and ideas for the benefit of the pupil at the centre of the process.

2.6 School and Parent Partnerships

The involvement of parents in the education of children with special needs in the United Kingdom is considered not only a right but also a necessary component of delivery of effective and efficient provision (Hodge & Runswick-Cole, 2008), moreover parents are primary advocates for their children; no other person, professional or otherwise can function like a parent (Cunningham & Davis, 1985 in Durišić & Bunijevac, 2017). When parents are involved appropriately, children's academic achievement improves and other beneficial outcomes result, such as regular attendance, good behaviour and improved teacher efficacy (Lawson, 2003). If parents are to be genuine partners in their children's education; they must be able to share power, responsibility and ownership in ways that show a high degree of mutuality (Tett,

2001). Additionally optimum support for a disabled child will only occur when parents are considered valued and equal partners alongside the range of professionals working with them and their child (DfES, 2003). Clearly, parents are an important influence on how children learn and achieve and can be a key piece of the multidisciplinary puzzle put together to support children.

For parents to be involved in their children's education, there must be a partnership with educators. Hoover-Dempsey & Sandler (1997) suggest parents usually become involved in their children's education when three necessary conditions and preconditions exist: they have developed a parental role that is affirming to parent involvement also they have a positive sense of efficacy for helping their children succeed, and they perceive positive opportunities and invitations to become involved in their children's school. Cooperation, between school and home, can raise educational achievement and the evidence suggests life chances are further enhanced by home support (Meehan & Meehan, 2017), this is supported by Kuru Cetin & Taskin (2016, p. 106) who state that 'involvement of parents in education is considered among the most important factors in increasing the efficacy and quality of education because both home and school environment affect a child's development'. Clearly, research shows parents are a vital factor in the development of their children from childhood to adolescence to adulthood.

It is vitally important that parents and professional's build a partnership that benefits all parties – the development of a trusting relationship over a period of time (Ward, 2013), where collaboration engenders parental empowerment also where all parents must be given a voice and that voice must be heard (Desforges & Abouchaar, 2003). Moreover parents are experts in their children, they know them better than anyone and can provide any information valuable in their child's education (Chaidi &

Drigas, 2020). A partnership suggests co-operation and sharing of ideas and influence hence it implies mutual respect, complementary expertise, and willingness to learn from each other (Hodge & Runswick-Cole, 2008); parents and families in collaboration with teachers and schools have a joint responsibility to protect, care for and educate children (Meehan & Meehan, 2017). Partnership for change means commitment from everyone: from the family and the wider community; from those working in education service; and from those who support it… Everyone has a part to play. (DfEE, 1997a). No man is an island, hence why it is vitally important teachers, parents, and community members work together with mutual respect for the benefit of the children in their care.

In recent years, relations between families and schools, between teachers, parents and pupils have become an important contemporary concern – the crucial influence of parents upon their children's educational achievements has been more widely recognised (Bastid, 1989). Furthermore, the need for active parental involvement in the diagnostic and therapeutic process of children with different developmental disorders has been emphasised as it is now considered a key factor in the long-term outcome of major difficulties (Chaidi & Drigas, 2020). Consequently, Russell (2003) suggested an approach to diagnosis models – focusing on the child's strengths, their aspirations and opportunities to achieve them; involving parents and professionals, having ongoing opportunities to share information about what they need and expect, which they can discuss so that responsibilities can be negotiated and outcomes considered – as a result of this model, a more equal relationship can develop between home and school, and parents can gain greater understanding about the implications of their child's needs. They can, if they choose, challenge barriers excluding their disabled children from being fully included in society.

Across our modern world, there are still many barriers for parents to overcome to ensure their children can be fully included in society. First, starting to work with educational and other health professionals can be quite a daunting and emotional process – every parent brings a unique set of values, beliefs, attitudes, backgrounds and circumstances to the relationship (Dukes & Smith, 2007). Building up trust on both sides is vital in order to establish respect for both parents and practitioners – respect has to be earned and it may take time for parents to adapt and trust practitioners, they may feel vulnerable and have a lot to take on board at this moment (Logue, 2009). However, supporting children and parents through often difficult times, ensures a close bond develops between practitioners and the child's family; both parties having empathy for each other can ensure they understand the feelings and experience of the other, working together to give the child the best opportunities (Dukes & Smith, 2007). Second, home-school relations take place against a broader backcloth of social and education change – in today's world there have been many demographic changes affecting the relationship that parents may have with their children and their children's teachers. There are many more working parents, mothers no longer stay at home, they have different routines, also there is no longer a societal norm of a two-parent family, there are many families who manage with single or split parents – this change in routine again can change the relationship parents could have with education professionals (Bastid, 1989). Third, there has been a change in societal and culture of parental involvement, to some degree things are still seen in the same way – teachers are experts on education and parents are experts on their children – however in recent years there has been a shift to the sharing of expertise from both parties to contribute towards an optimum education for the children (Hornby, 2000). Parents have become an important lobby, a key sounding board for educational policy and a source of

electoral support, they have moved from the shadows to a position nearer the centre of the stage (Bastid, 1989). Finally, parents have changed role in their working relationship with practitioners. For many years, parents have not been seen as equal partners alongside professionals, however by increasing the level of parental involvement in schools, results in teachers interacting with more parents; nevertheless since parents, like teachers, have a range of personalities, some will be easier to work with and others will be more difficult – but since parents are considered advocates for their children it is impossible for them to be totally objective in their judgements which can create a conflict of interest (Hornby, 2000).

Once parents feel more confident, they are able to change how they engage with and support their children – their increased self-esteem and confidence can also reach beyond their families, and they could show more interest in the communities around them (Ward, 2013). By coming together, sharing their problems and looking for community solutions, parents can exert considerable influence and effect change in their communities – through personal empowerment, parents can overcome isolation and develop new networks. therefore, leading to 'collective strength and empowerment to find a voice and seek joint action to enhance the facilities in their communities, making a difference to the environment in which all children grow up' (Ward, 2013, p.129). Empowered parents provide children with good role models. Parents have often developed skills for further employment and thus provide the children with a better future. Consequently. parents whose confidence has improved have better relationships with their children (Williams & Churchill, 2006).

To improve family and community involvement in schools, Epstein (2008 cited in Kuru Cetin & Taskin, 2016) generated a systematic approach that not only involves supporting and educating families but also ensuring their participation in education;

increasing children's educational and academic experiences, establishing, sustaining and improving communication between students' homes and educational institutions but also enriching the curriculum with the involvement and contribution of parents. Parents were involved in six different ways: parenting skills, helping families with their skills such as health and nutrition; communicating, transferring knowledge about curriculum and child between channels; volunteering, recruiting parents to help and support activities at school; learning at home, offering support to parents to enable them to support their children's learning at home; decision-making, involving parents in the decision-making process of school decision, governance and ensuring parental representation; and collaborating with the community, ensuring that parents are involved in community projects to strengthen the curriculum further. Having parents involved in their child's education so thoroughly can establish fantastic cooperation between teachers and parents as well as sustain an increasingly pupil centred approach to children's education.

School is a part of our whole of life, and teachers need to draw on the outside world including the world of pupils' families; thus the curriculum should apply to the rest of pupils' lives; the curriculum is not for the benefit of subjects taught, it is for the benefit of the pupils – it should help them to understand, grow, take hold of the world and become more realistic (Stern, 2003). Teachers need parents (Wolfendale, 2000), they are involved, because the world of parents is needed in school to make schoolwork more meaningful. In addition, parents teach their children more than they will ever learn in school, this can be used as a basis for good working relationships between parents and teachers – teachers have a specialist professional commitment, but it is parents who are fully committed, who more-or-less literally give up their whole lives for their children (Stern, 2003).

2.7 Schools and their Communities

There is no right or wrong way for schools to develop a relationship with their community, each individual school has to work out for itself the most effective way of meeting the learning needs of its community, both internal and external. According to Gelsthorpe (2003), the best community schools have several positive characteristics including a rich curriculum, greater diversity and partnerships and access to learning opportunities from a range of community partners. Learning becomes not only something that children have to do but also an activity regenerating the community and enabling its members to live more widely and deeply (Gelsthorpe, 2003, p.72). Clearly, a school does not sit by itself in a community, it is surrounded and enveloped by the community and by working collaboratively, social mobility can be achieved. As society is changing so rapidly, schools cannot know what skills they may need for the future, but they do know that children need to be flexible and adaptable to cope with the changes (Sailor, 2004).

Learning to work well in a group with others can be a slow process, but the benefits for children in terms of learning and social development can be enormous (Mercer, 1981). Where teachers encourage children to work collaboratively, it shows they value cooperative effort and take care to establish groups working well and harmoniously together – they know their pupils and are keen for them to develop their social skills and relationships alongside their communication skills. Although there are numerous settings in which socialisation occurs, the family is possibly the most important, in the beginning, it may be the child's whole social world (Sailor, 2004). The family is responsible for bringing the child into society and for helping them to learn how to live in society – children learn society's rules by observing and interacting with people, especially their family.

Learning best takes place in a communal or collaborative context and the potential tension between learning in a social context and individual learning opportunities must be reconciled (Gelsthorpe, 2003). Throughout the National Curriculum (Department for Education, 2015), there is an expectation for children to learn about citizenship – learn about themselves as growing and changing individuals, their own experiences and ideas, and as members of their communities; as well as to learn about the wider world and interdependence of communities within it. The school curriculum must be based on community and its objective must be the development of children in understanding the environment in which they live (Hargreaves, 1982 cited in Gelsthorpe, 2003). Schools all interpret the curriculum differently, for example: schools that see their school community as polis with citizenship rights for students, parents, teachers and community members; to those who see it as particularly important to identify key individuals with power to link the school to the wider school community (Wrigley, Thomson & Lingard, 2012). As stated earlier, each school is different and will approach the curriculum and community in the way most suitable for them.

By community cohesion, I mean working towards a society in which there is a common vision and sense of belonging by all communities, as well as a society in which the diversity of people's backgrounds and circumstances is appreciated and valued, moreover a society in which similar life opportunities are available to all, and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community (Morris, McDaid & Potter, 2011). Our schools should be engines of social mobility, providing every child with the knowledge, skills and aspirations they need to fulfil their potential (Department for Education & Employment, 2000). Only, by working together can a strong common

43

vision of community cohesion be realised. It is the concern of societies to 'educate their young for future roles, rights and responsibilities as citizens in modern participative democracies and to promote and safeguard principles of social inclusion which seek emancipation for all citizens' (Chapman & Aspin, 1997, p. 164).

Schools need to foster community to encourage responsible citizenship. There is hope that community can provide stability for society, bring together individuals through shared values and common aims within private and public spheres. Social cognition is the knowledge of social relationships and interactions. Both children and adults should have an idea of how they fit into society, how they understand themselves as individuals – this understanding is based on both their cognitive maturity and social experiences (Sailor, 2004). Moral judgements are guides as to how we should behave in society, social cognition is developed a children interact with others, exchange opinions, share experiences and adjust their attitudes; moral judgements are taught by families, schools, religious institutions, peer groups and the media around us (Sailor, 2004).

Through their ethos and curriculum, schools can promote discussion of a common sense of identity and support diversity, showing pupils how different communities can be united by shared values and common experiences (Department for Children, Schools & Families, 2007). Having representation through a collective voice may be more effective in changing substantive inequalities in society rather than individual representation (Gereluk, 2006). Moreover sustainable and meaningful change requires the full professional participation of teachers and other staff, gradually extended to recognise the rights of students and parents (Wrigley, Thomson & Lingard, 2012). Consequently, everyone involved in education will have the confidence to become skilled cultural navigators, aware of their own identities and communities

and willing to engage with openness and empathy with the identity and community of others (Miller, 2010).

Leading on inclusion and community is about leading change – helping teachers and schools to become more inclusive (Cornwall & Graham-Matheson, 2012). Learning does not happen in a vacuum, facilitating more successful and meaningful learning entails: questioning power, and a reflection of current practice and school structures. Forming partnerships among key stakeholders who can support and own the process of change is essential (UNESCO, 2017). Clearly the need for cooperation between a school and their community is vital to bringing individuals together and showing pupils how important it is to manage a sustainable connection with the community in which they live. Children have already begun to communicate with the people around them before they even learn their first words – when they do begin to speak and listen, they do so in the context of their existing relationships, social and emotional, which are important for the child developing their own self-identity (Mercer, 1981).

Social justice education, with its focus on the oppression, marginalisation, powerlessness and inequities that people experience based on group membership, offers possibilities for understanding why events and communities unfold the way they do (Ayers, Quinn & Stovall, 2009); to be the good of the community, that reflects and depends on the good of the individuals within it and the various sectors of society to which they belong (Griffiths, 2003). In addition, critical thinking about language and communication can assist in resisting oppression, protecting the powerless and building a good society (Mooney & Chen, 2011). Collective action challenges inequality directly by raising consciousness; like language is a medium through which we encounter reality; and focusing on improving conditions for under-represented

groups (Teaching Tolerance, 2016), thus students can plan and conduct collective action against bias and injustice in the world and will evaluate what strategies are most effective. Sociocultural linguists' longstanding commitment to justice and equality in the educational arena has new urgency in the recent economic and political climate (Bucholtz et al. 2014). A classroom community should not only foster fair and generous communication but also needs to ensure that learners are integrated into interactions, with equitable access to curricula – there is a myriad of opportunities for critical thinking and self-reflection, questioning power imbalances and as well as opportunities for acting in the face of injustice (Spitzman & Balconi, 2019). Language varies depending on the people using it, the task at hand and society in which is all takes place (Mooney & Chen, 2011); the very fundamentals of language use are intertwined with social concerns; and understanding of how language is both produced and comprehended (Holtgraves, 2002).

We must associate with education, those activities which go towards making a full life – art, literature, music, sport, festivals, local government and politics. It is difficult to balance the knowledge that we are all the same in being human, but also with the knowledge that we are all humanly different in our agency, creativity, need, and ability with community and society (Griffiths, 2003). Accordingly, this is as important for the teaching of the young, as it is for the teachers themselves. It is important to remove barriers between schools and the community, not only to teach children but provide an array of activities for the community that enrich society as a whole. In addition, building links with the community reinforces that all education relates to the wider community and the world of work and professional practice (Gereluk, 2006). Clearly, including citizenship and community in the curriculum for

schools to teach, has a positive impact on how links are built in surrounding communities and teaching children how they can enrich their own communities.

Having a system of shared values and beliefs creates an identity among members of a social network based on a sense of belonging. Communities form our identities, it is present and a part of us – thus the social network is engaged in communication within a cultural boundary which its members continually recreate and renegotiate (Capra, 2002 cited in Gelsthorpe, 2003). Moreover, citizens will ideally form, contribute and benefit from a strong, active communal presence and commitment to creating a just society (Gereluk, 2006). When individuals are bound by shared ideas, values, beliefs and frame-working, bonds of fellowship emerge which empower the membership as a whole (Sergiovanni, 2001 cited in Gelsthorpe, 2003). Collaboration is vitally important to the success of an active community who share a common goal.

A crucial concept in community psychology is empowerment, the process of enhancing the possibility that people can more actively control their own lives – a process by which individuals not only gain control and mastery over their own lives but over democratic participation in their community (Duffy & Wong, 1999). Therefore, involved individuals are likely to know the problems that need addressing because they have lived with the problems – a cohesive society is a mutually supportive community of free individuals pursuing common goals by democratic means (Hulse & Stone, 2007). Interestingly, individuals can have a significant impact on their communities by themselves, on the other hand, if all those individuals come together with their ideas, enthusiasm and participate collaboratively – whole communities will be empowered to make change. Moreover empowerment is about developing the confidence to question and then challenge everyday stories and taken-for-granted

understandings and understanding how power can be mobilised to achieve the resource redistribution and service improvements that will help reduce such poverty and exclusion.

The focus on education systems in the future will have to be on community – it is a key determiner of educational success. Such a vision can be achieved with thorough reference to the wider community, such as having shared values and visions that encourage a comprehensive community education, also developing a community of social cohesion leads to the potential for achievement and improvement in the whole community, furthermore building inclusiveness into the community so that children continue to develop their insatiable motivation to learn, and finally allowing the learning community to continually progress will create a climate in which creativity is encouraged (Gelsthorpe, 2003). As indicated in this paragraph, there is a clear formula for how schools can be involved in their communities, how they can build links and collaboration to benefit their pupils and as a result be a key piece of the community as it progresses.

With constant developments in our world, we need to have an awareness of changes in the past and in the future. 'Without an awareness of our communities and global citizenship, tomorrow's world will clearly not be prepared to meet the challenges taking shape' (Gelsthorpe, 2003, p.71), therefore students will need to be encouraged and helped to become active citizens rather than passive subjects. 'Our greatest strengths as human beings are courage and imagination, we must help these qualities to flourish by combining them with knowledge' (Gelsthorpe, 2003, p.71). Individual schools and their communities can, will and do change for educative, democratic and socially just purposes – our future depends upon good schools, good school leaders and good teachers producing critical thinkers and local, global citizens, as well as

challenging intransigent nexus between student social class, background, school learning and achievement (Wrigley, Thomson & Lingard, 2012).

2.8 Summary

This literature review has shown the range of research available in the context of Alternative and Augmentative Communication (including Makaton) within education and Special Educational Needs. There is a clear gap in the knowledge of using Makaton for Special Educational Needs within the circle of Education, rather than to support in general, also a gap in the use of Makaton for children without any additional needs. This study is designed to fill this by establishing how Makaton is used in special and mainstream schools to encourage an inclusive environment for all.

Chapter 3 - Research Design

3.1 Introduction

This chapter sets out the research design followed for this research project – from research methods, methodology, theoretical perspectives to epistemology. This Case Study project used an interpretivist theoretical perspective and is underpinned by a social constructivist epistemology. Putting myself within the research, looking at things from an internal view, to show how others can improve their practice, will be a key element of the project, reviewing critically how Makaton can be used in the school environment. An explanation of the Case study design is accompanied by the use of qualitative research methods, meanings and understandings (Cohen, Manion & Morrison, 2018).

> 'The social and education world is a messy place, full of contradictions, richness, complexity, connectedness, conjunctions and disjunctions therefore it has to be studied in total rather than in fragments if a true understanding is to be reached' (Cohen, Manion & Morrison, 2018, p.167)

Characteristics of the paradigm of qualitative research have been shown to cover several approaches to research that when put together could help us understand the total rather than the fragments. An effective qualitative study has several features (Creswell, 2018) and stages to go through, however one has to be cautious here – some suggest linearity in the sequence of stages, whereas in fact, the process is often more complex, with a backwards-and-forwards movement or a circular (Flick, 2009) movement between several stages – the process is iterative and recursive – different elements come into focus and interact with each other at different times (Cohen, Manion & Morrison, 2018). The following pages put forward the methods,

methodology, epistemology and theoretical perspectives of my research - examining how each of these aspects can be used within a Case Study design whilst showing how they also fit with my own experiences and focus for the project.

3.2 <u>Methodology – Case Study</u>

Case study as methodology is defined by the use of 'why' and 'how' questions to explore contemporary phenomenon in their real-world contexts; it is through analysis and interpretation of how people think, feel and act that many insights and themes of the case are gained (Simons, 2009). Substance of a case study, the central tendency, is that is tries to 'illuminate a decision or set of decisions; why they were taken, how they were implemented and with what results' (Schramm, 1971 in Yin, 2018). Case study embodies the need to include participant perspective, a response to audience needs - as well as researchers', being attentive to the dynamics of implementation and the style of interpretation (Simons, 2009), case study allows researchers to be fully involved in the research project as they will most likely have an interest in the subject, just like myself and Makaton.

Case studies can be seen in various designs, they can cover an individual, a group, an institution or a community (Gillham, 2010); however, all case studies have a subject (who or what to focus on), an object (what has to be explored), as well as a purpose, approach and process (Thomas, 2011). All case studies represent a unique example of real people in real life situations and contexts, the most powerful use of the case study method is to explain real life while the researcher appreciates the subjective richness of each individual case (Cronin, 2014). Case study methodology allows the researcher to take a greater, in depth view of a case, investigating connections, patterns and contexts whilst also considering the bigger picture behind each case.

In current literature there are several elements of case study that can be broken down (Thomas, 2021., Stake, 1995., Yin, 2018., and Simons, 2009) mostly linking back to the research of Stenhouse in 1985. I have chosen to connect my research study to the definitions put together by Thomas (2021) and Thomas & Myers (2015) – they consider 6 elements to the typology of a case study design: subject, object, purpose, approach, methods and process.

First, the subject of a case considers who and what to focus is on; in this case I am focusing on a local knowledge case, considering the use of Makaton in schools – this is a subject familiar to me, the familiarity and link to my own situation opens a richness and depth to this element of the study. Second, the object considers what has to be explored in the study, what is it a case of; in this case I focus on two cases – how Makaton is used in a special school and how it can be used in a mainstream school. Third, the purpose considers the type of case study; I am considering my study to be a mixture of purposes understood by both Stake (1995) and Yin (2009) including an instrumental purpose (using the study as a tool as an insight into an issue), an evaluative purpose (looking at how well something works, constructing an explanation and building a narrative), and an exploratory purpose (being faced with a problem or perplexing issue and narrow down the area of research to allow more data to be gathered), having a mixture of purposes like this will add depth to the research.

Fourth, the purpose of a case, links with the approach – what kind of study, what is the aim? In this case study project, I consider an interpretive approach, supporting the researcher in building theory. By having an in depth, rich, intensive understanding of the environment which as a researcher I deeply immerse myself in, allows me to gain an understanding of the multi-faceted nature of a social situation, working out what makes people tick and taking an understanding from within the environment to

support the building of a theory (Yin, 2018 in Thomas, 2021). A development of a framework of ideas that explains the subject at the heart of the research, building a new theory that has no allegiance to pre-existing ideas, allows a study to develop that is open to new interpretations and for new ideas. Penultimately, I consider the methods that I will use to gather the data to present for the study; by using multiple sources of evidence allows me as researcher to show a triangulation between data, by using observation and interview as methods for gathering data allows a rich qualitative narrative to develop which can then be analysed in great depth. The final element of the typology to consider is the process which the case study project follows. In the case of this study, I will be following a multiple case design to allow me to consider theoretical applications from one school to another; I will be using subunits of each individual school, pupils or teacher to form a diachronic (development through time), nested and sequential view for the study.

A case study aims to understand the case in depth, in its natural environment, showing an understanding of its complexity and context (Punch, 2013); the majority of case studies are holistic in style, aiming to preserve the whole picture surrounding the individual case or cases. Cases can either be set out individually or linked in a multiple case study focus. These are key boundaries for the case, this will determine if the cases cover individuals, groups or community, as well as how each case can be distinguished from other data (Yin, 2014). By choosing a multiple case design for my project, I am planning to follow a theoretical replication of each carefully chosen case with some alterations, following a logic of the embedded data to form a chain of evidence from one case to another (Yin, 2018). I will be identifying key variables shared by multiple cases, comparing and synthesising the data to establish any

patterns that reach across both cases – I will be relying on a theoretical and argumentative interpretation of the results to discuss the similarities and differences.

Within this case study project, I will follow a well-planned research timeline. I will be working with two schools – one special school and one mainstream primary school – this will be months apart to allow for data to be gathered and reviewed. Within the special school I will use observation to look at how Makaton is used already across the different key stages and abilities of pupils, this will be over the space of one week. Ideally the observations would cover each Key Stage and each ability group within those. After a space of 8-12 weeks, during which I will review and analyse the data from the Special School, I will start to work within a mainstream primary school to introduce some of the key elements from the findings from the first case study. Over a twelve week term, I will work with the SENCo (Special Educational Needs Co-ordinator) to introduce elements of use of Makaton into the primary school's daily practice, I will finish the time in the mainstream school with interviews with the SENCo, Teachers and Teaching Assistants (ideally 2-3 interviews with each role) to gather data on how they feel the introduction of new practice has effected their daily practice.

Within what some call a case study methodology, there are many principles and analytic techniques to consider. As I will be using multiple sources and multiple cases for my data collection, it is important that I consider the concept of triangulation; by collecting a variety of data from relevant sources, I can develop converging lines of inquiry to show corroboration between the findings from multiple realities to strengthen the construct validity of my methodology.

There are many researchers who hold a critical stance of case study as a methodology (Atkinson & Delamont, 1985., Nisbet & Watt, 1984) all published in the

1980s. Since the 1980s and the publication of the critique of case study, many other researchers have moved forward and looked to deal with the criticisms (Thomas & Myers, 2015., Punch, 2013., Simons, 2009., and Yin, 2014, 2018) by considering the position of rigour, validity, generalising and organisation of case study research. In 1985, Atkinson & Delamont, claimed that case study 'denies the applicability of so called scientific evaluation', claiming that all research is scientific – however in more recent years the concept of evaluation and analysis has developed into theoretical understandings of analytic generalisation (Yin, 2014), considering the impact of a deeper consideration of how data can be used to form a working hypothesis to encourage new concepts to develop within the research. In 1984, Nisbet & Watt claimed that case study was difficult to organised as a methodology, it was hard to put down a journey from beginning to end; nevertheless, Thomas & Myers put together a typology for case study research in 2015, that laid out key elements of the design to consider when planning; furthermore Yin put together a case study protocol in 2014, used for collecting data for case studies involving 'Innovative Law Enforcement Practices'; laid out in sections A-D, considering an overview, data collection procedures, data collection questions and a guide for the case study report; it is clear more recent research has accounted for any gaps and misunderstandings of what a case study design is and how it can be used. The other major criticism and concern was that of rigour; evidence influencing the direction of the findings – how case study is designed to include the researcher and immerse them in the environment at the centre of the research, it involves 'getting close to reality' (Flyvbjerg, 2011, p. 310), it includes keeping in contact with the subject of study and thinking with your own experience and your own intelligence (Flyvbjerg, 2011), in order to recognise the complexity and embeddedness of social truths, we must step in action to ensure that

data are strong in reality and down to earth in their interpretation (Thomas & Myers, 2015). As stated by Stake (1995) in Thomas & Myers (2015),

> 'one's experience, one's phronesis (practice), enables one to gather insight or understand a problem.' (Stake 1995 in Thomas and Myers, 2015, p. 29)

As researcher I will be fully immersed in the environment, however I do make considerations for recognising my own limitations and my own bias towards data, it is impossible not to when using methods of observation or interview and a methodology of case study.

Looking at how we can have a high-quality case study, there are many considerations to make including rigour, reliability, and validity of the study. I mentioned rigour in the previous paragraph as a main criticism of a case study design – it is important to consider your own bias when developing a case study and interpretations, 'a rigorous explanation of how your values and actions shape data gathering and interpretation' (Simons, 2009, p. 4) and how the study will impact you. When it comes to reliability, this is stronger when case study uses a multiple case approach, especially if the cases are identical, reliability can minimize errors and bias within interpretation and data collection; however if there are alterations between cases, reliability is harder to prove, a common approach is to still have a consideration for reliability, even where research cannot achieve findings that are consistent from case to case (Yin, 2014) – just like rigour, it is about understanding your own perspective and bias in data collection and interpretation processes. Moving to validity of the study, does the research find out what the researcher intended to find out? Validity can be broken down into three concepts: construct, internal and external validity (Yin, 2014). Construct validity considers multiple sources of evidence, can a

chain of evidence be established within the study, are definitions of the study accepted by those involved. Secondly, internal validity, considers establishment of patterns, inferences, explanation building, using logic models – agreements and differences between different parts of the data. And thirdly, external validity, considers research questions, research design and the process of analytic generalisations – clarification of context, theory and domains.

Case study as a study of one thing or comparison of single things, is not the kind of inquiry where reliability and validity are important; it is the singleness, peculiarity, interpretation and analysis that make a case study a strong methodology to work with.

With all research studies, it is important to consider the concept of generalisation. Case studies offer little basis for scientific generalisation since they use a small number of subjects; instead, case study looks at analytic generalisations. Putting together a working hypothesis, an initial design that can be empirically enhanced by the findings – they may be based on corroborating, modifying or otherwise advancing current concepts, or new concepts that arise upon completion of the case study; the generalisations are at a higher conceptual level than that of a specific case (Yin, 2018), by moving to a higher conceptual level, as researcher I will need to make the generalisations as claims before supporting them with evidence and supporting arguments. Analytical generalisations can lead to a greater insight into 'how' and 'why' questions that were posed at the beginning of a study; they need to be discussed not just stated and potential flaws need to be considered.

When moving to analysis of the data collected, with a case study design, I am able to use multiple techniques for the analysis of data (Yin, 2018). By ensuring a rich chain of evidence from case to case, I am able to consider patterns arising from the

data – I can consider empirical or predicted patterns but will need to avoid subtle patterns that cannot be explained; any pattern matching will strengthen the internal validity of the study. Secondly, it will be important to build an explanation around the case, a narrative form to explain the 'how' and why'. Explanation will need to include theoretically significant propositions that are supported by plausible explanations whilst also considering the position of rival explanations too. In addition, I can consider if a time-series analysis is appropriate, can a relationship be formed between events and cases over time, or is a logic model more appropriate – a complex chain of occurrences or events over an extended period of time that follow a repeated cause-effect, cause-effect pattern. To finish, an analytic technique that links very well to my study is cross-case synthesis; by identifying key variables from only two cases, I can compare or synthesise the data and patterns from across both cases. I can reach conclusions and discuss variables not cases, as well as differences among individual cases whilst referring to variables. I will rely strongly on argumentative interpretation, along with qualitative collection methods, I will have rich, in depth data to be able to do this.

Overall, use of a case study design, fits in very well with this study, it will allow me to compare schools as cases, consider the theoretical implications, similarities, differences, and the perspective from myself as a researcher immersed in the environment being studied.

3.3 Method – Ethics

Consideration of ethics is a large part of the planning and data collection process. It is important to remember that ethics is much more than a practical matter, it is about the conduct of your study: it is about how you think about inquiry, how you think about the project, it is about respect for others (Thomas, 2013). Ethics isn't just

about why we are conducting research and the purpose. It can encompass responsibility to participants, sponsors, clients, stakeholders in research, and to the community of educational researchers. Also consideration for publication and dissemination along with the wellbeing and development of the researcher themselves (BERA – British Educational Research Association, 2018).

Consent

Before any research or data collection can take place, consent must be obtained from the participants involved, this includes informing participants of the intentions of the study, how they fit in, and what will happen during data collection and after. For this project, consent was gained through a gatekeeper for the first study school. The gatekeeper was asked to provide consent on behalf of pupils and teachers that would be observed as I would be observing many classes and pupils, whilst in the process teachers were informed of the visit and what its purpose was. As only staff were used for interviews, they were asked for individual consent. Participants were informed of details of the study through information letters, emails, and conversation with the researcher, it was explained to them their part in the study, the intention and use of the data, but also their right to withdraw from the research at any point.

Privacy, Confidentiality & Data Storage

It was made clear in the letters and information presented to the schools used for the case study that details of the schools, staff and pupils will remain confidential and anonymous as a matter of safeguarding. When data was transcribed, confidentiality was maintained by using initials or simple adult and child labelling. However, the original observation notes do include class and school names, and staff – these will be kept until transcribed and all detail necessary for data are removed,

they will then be destroyed. Moreover the forms and information put forward how data will be stored. Original data will be transcribed and become appendices of the research thesis – these will remain confidential and anonymous; once transcribed the original noted will be destroyed to protect confidentiality. Data will only be used for the purposes of the study and will be seen by the researcher, supervisor, chair of studies, examiners (both internal and external) along with key stakeholders within both case study schools. A paragraph was included in the forms and information to account for the possibility of disclosure and the need to inform a member of staff within the school if a child or participant is at risk of harm.

<u>Transparency</u>

It is important that researchers are open and honest throughout the research process, being transparent allows less questions to be asked about the ethical judgements made throughout the study. All participants will be informed of the outcomes of the study, they will be sent a copy of the thesis and the key findings, so they are aware of how their participation contributed to the study. Both case study schools were contacted at separate times and the intentions of the study were made clear to the contacts within each school – both schools will be included anonymously in the acknowledgements of the study, as research cannot take place without participants. When ethics was submitted for approval, a risk assessment was included to ensure that the researcher and participants were fully aware of all potential risks and hazards throughout the study. Finally, we come to being transparent about any conflicts of interest – in section 1.2, I make clear my own positionality, intentions, and motivations for this study, these were discussed with those that were contacted in each case study school.

3.4 Method - Observation

Observation is more than just looking – it is looking and noting systematically - people, events, behaviours, setting, artefacts and routines (Marshall & Rossman, 2016, Simpson & Tuson, 2003); we are natural observers of our everyday world and our behaviour in it, what we learn helps us make sense of our world and guides our future actions (Merriam, 2016). Observation allows me to gather evidence first-hand, making notes from a naturally occurring social situation - this allows researchers to look afresh at every individual day they are observing, covering everyday behaviours that otherwise might be taken for granted, unexpected or unnoticed (Cooper & Schindler, 2001). Observing participants can allow you to see into the complexity of their worlds, opening up the scope for a potentially higher yield of valid or authentic data than other methods - it draws on an ethnographic practice of immersion in a setting, observation and interview as data gathering methods (Atkins & Wallace, 2012). However, observing participants also has many implications; to start with, critics such as Johnson & Sackett (1998) put forward a case for observation being selective, unrepresentative, biased and more concerned with the agenda of the researcher than real situations – adding to an increase of a loss of perspective and objectiveness. In addition, it takes enormous energy and concentration to observe intently, remember as much as possible and record in great detail - everything is new, it is hard to establish what to observe first, be open to early impressions, construct subsequent patterns and it is difficult to capture everything you want to - the more familiar a setting becomes and the more comfortable you are, the longer we will be able to observe for (Merriam, 2016). Lastly, another issue may be the constantly changing world being observed; even in a natural setting there will be daily changes in the environment, some subtle some not, it is the role of the researcher to partition the dynamics of the world into

background noise and significant influences - what is meaningful and relevant to the research (Newby, 2014), and furthermore this may change as part of the investigation - as we learn more, our ideas develop and our thinking changes - it is important to keep our thinking meaningful and relevant and not find any cul-de-sacs of interest.

Nevertheless, there are ways that we can argue against the critic's judgements and ensure observations are reliable and valid. Firstly, we can add systematisation to increase reliability of a study, making sure indicators are applied fully, consistently and securely with no variations in interpretation. Patton (2015, p.331) expressed that we need to learn to be a careful, systematic observer - learn to pay attention; to write descriptively; practise a good discipline of recording field notes; know how to separate detail from trivia… and using systematic methods to validate and triangulate observations - all key skills within qualitative researching. Also we can ensure accurate notes are written as soon as possible after observations, this way mistakes will be fewer, and notes will be more accurate. Ensuring our study is valid is also a concern, hence indicators need to be fair and operationalised – indicators should also be constantly reviewed as part of the reflective cycle.

I will use observation for my first case study of a Special School to see how Makaton is used across the school already. I hope to observe each Key Stage and each ability group within these to get the best overall idea of the ways of which Makaton and AAC are used. I will be using an overt, structured, non-participant observation, the staff will know why I am coming to observe them in their class environments and I will be looking specifically for use of Makaton and AAC.

3.5 Method - Interview

Interview is a flexible tool for data collection - first developed by Charles Booth in 1886 in his research into Working Class Life in London - enabling multi-sensory channels to be used: verbal, non-verbal, seen, spoken, heard and written (Tuckman, 1972 cited in Cohen, Manion & Morrison, 2018). Interviews enable participants and researchers to discuss their interpretations of the world in which they live, and also express how they regard the situation from their own point of view - Seale (2004, p.105) summarises and lists three conditions that have led to the interview being central to the ways in which we make sense of our lives: as individual selves we are seen as appropriate sources of subjectivity; techniques for gathering personal narratives have become very widespread; and everyone has become familiar with the method and aims of the interview, they know the behaviour appropriate to both interviewer and interviewee. It is not simply concerned with collecting data; it is a discussion of life itself. Interviews can explore issues in-depth to see how and why people frame their ideas in the ways they do, how and why they make connections between ideas, values, events, opinions and behaviours (Cohen, Manion & Morrison, 2018). Interviews differ in the openness of their purpose, their degree of structure, and extent to which they are exploratory (Preissle, 1993 cited in Cohen, Manion & Morrison, 2018). When using interviews as part of research, thought will be taken to their structure, and the questions used to gather only the specific information that is required.

The process of an interview can promote three aims (Woods, 1986 cited in Cohen, Manion & Morrison, 2018): first, trust between the researcher and participant, promoting a bond of friendship, a feeling of togetherness and the joint pursuit of a common mission. Second, curiosity and the desire to know, to learn, to discover, to

share. And third, naturalness, to secure what is in the mind of the interviewees, uncoloured and unaffected. They are an 'interchange of views between two or more people on a topic of mutual interest, promoting the centrality of human interaction for knowledge production and emphasising the social situatedness of research' (Cohen, Manion & Morrison, 2018, p. 56). By using interviews, this research will be able to look into the views of all the participants involved, take experience from each participant, and build new knowledge.

Interviews as a research method do have some areas where caution should be practised, accordingly they are expensive in time, open to bias and anonymity may be difficult to maintain - as Kvale & Brinkman (2009, p. 1) say it 'seems so simple to interview, but it is hard to do well'. Any transaction in participatory research will be biased as it comes from personal experience – during an interview, this bias must be recognised and controlled, by both participant and interviewer (Walford, 2001). It is important to consider interviews as social practice rather than just research instruments, this means an analytic shift from focusing solely on 'what' to at least some focus on 'how' (Talmy, 2010 in Mann, 2016). In addition, confidentiality and anonymity must be maintained when interviews are reported, this is especially important when working ethically with children, or adults, who have additional vulnerability. To finish the cautions to be aware of is the expense of time when it comes to qualitative interviews – the more open-ended the questions the more end-loaded the workload will be, moreover it will be quicker to commence and gather data, however, analysis of data will take longer, as the issues and categories emerge, data will have to be reorganised (Morrison, 1993). Interviews taken in this research project will be limited to quantity in order to limit the workload, however the quality of data will still be analysed.

As reflective practice is important in any professional enterprise, it is also essential to the quality and transparency of using qualitative interview - through reflection we can recapture experience, think about it and evaluate it (Bourd et al. 1985). We can then add a critical level to the reflection by challenging assumptions, interrogating the ideological status quo, question institutional norms and confront inequality, discrimination, gender bias and marginalisation (Zeichner & Liston, 1996). Thereafter reflexivity, linking action to context - is also important to look at; keeping it at an appropriate scale and looking at the role and actions of the researcher - context is notoriously elastic and a difficult concept to pin down, a reflexive interviewer will need to be engaged with context before, during and after the interview (Davies, 2008) and thus having a greater appreciation for co-construction of the interview.

When it comes to interviews, there are other key considerations to make: theoretical approach, reflection, critical reflection, and reflexivity. When building up the structure of the interview process, we need to consider our theoretical approach - most commonly either ontological or epistemological. We have to consider to which extent as researcher, we believe that either an objective exists beyond what is constructed in the interview or whether reality can be captured through a data-gathering exercise such as interviewing (Ritchie et al. 2013) - we need to develop a better sense of sensitivity to the relationship with participants, the level of rapport, and allow a critical distance to develop, so we can generate a retrospective view while maintaining our original perspectives and checking, confirming and asking for elaboration (Mann, 2016).

I will use interview for my second case study of a mainstream primary school to gauge the impact of introducing a new practice on the staff and pupils. I hope to interview the school's SENCo, (who I will be working with as the main contact for

introducing the new practice), two or three Teachers and two or three Teaching Assistants. I will be questionnaires to interview the participants in this case study, I will use both closed and open questions to enable a thorough indication of the impact of using Makaton and AAC on the staff and pupils.

3.6 Sampling

When choosing a sample to use as a source for data, there are many different routes in narrowing down numbers from the starting population (defined as every individual who fits the criteria (broad or narrow) that the researcher has laid out for the participants (Given, 2008)). In this study, the starting population share a geographical homogeneity of being in a school environment - those attending N Special School (staff and students), moving to those attending RS Primary School (staff and students). The study can then move towards selecting the members that will be included in the sample - there are many approaches to this selection process. The environment may be homogeneously school based; however, I will be using a mix of: Special Schools with small class sizes, high need, and higher use of Makaton; and Mainstream Schools with larger class sizes, a range of needs and less use of Makaton.

A system of nonprobability sampling (a method whereby the researcher can construct a sample they are more interested in studying, looking at the traits of a specific group of participants) can be used to narrow down the population in three ways: convenience sampling - accepts any eligible case that can be found; quota sampling - specifies categories within the sample and states how many people should be included; and snowball sampling - uses an initial set of data sources as a basis for locating additional sources. For this study, I will be mainly looking at an idiographic aim - this will have scope for developing cross case generalities and allow individuals within the sample to be given a defined identity (Robinson, 2014).This will lead to quota

sampling (schools that use Makaton and schools that want to introduce Makaton) and snowball sampling (sharing of best practice through collaboration); within the study I will be looking at specific categories such as pupils, staff, parents and those in the surrounding community. Furthermore, I hope that by the end of the study there are more sources involved as a result of word of mouth, sharing of best practice or a snowball effect between organisations and contacts.

Some may say by limiting the number of data sources could raise concerns about limited transferability of data or external validity and moreover a bias when selecting participants, also the research data may not then reflect all the viewpoints of the starting population. However, the need to collect detailed, in depth data typically leads to small sample sizes of rich data sources which can be carefully interpreted and offer a better qualitative viewpoint for the researcher. Regardless of sample size, all potential participants should be informed of the study's aims, of what participation entails, of its voluntary nature, of how anonymity is protected and any other information that will help them to reach an informed, consensual decision to participate (Robinson, 2014) - through this process the researcher should be able to see how coherent the project is - does the sampling process fit with the aims, questions, and collection plans? And can the sample produce information needed for the research to be successful? These are two key parts of Yardley's (2000) six characteristics of a good qualitative research project.

3.7 Constructionism

This research project employs a constructionist epistemology - which deals with the nature of knowledge, its possibility, and its scope for interpretation (Hamlyn, 1995) – it is possible to make sense of the same reality in quite different ways, there is no true or valid interpretation – it is dependent on experience and how knowledge is

constructed. Narrowing further into social constructionism where the world is not objectively observed but where the 'social processes and interactions in which people are constantly engaged with each other' (Burr, 2004, p. 4), where ideas emerge from a process of dialogue, a dialogue that is ongoing, and to which anyone may contribute (Gergen, 2015); if a dialogue is a joint achievement, then it is together that we create both antagonism and community. Social constructionism is a perspective whereby the researcher is necessarily implicated in the research process where social phenomena are constructed, and they cannot escape this (Law, 2004 cited in Hammersley, 2013) – the task of the researcher becomes to acknowledge and even work with their own intrinsic involvement in the research process (Burr, 2004, p.152). Fundamentally, my own experience is the largest contributor and reason for this research project, and my experience will change and develop alongside the progress of it.

We each approach the world in different ways – this difference is rooted in our social relationships – it is within these relationships that we construct the world. Through participation in relationships the world comes to be what it is for each of us. As we speak together, listen to new voices, raise questions, ponder alternatives, and play at the edges of common sense, we cross the threshold into new worlds of meaning – the future is ours – together – to create (Gergen, 2015). The aim is to interpret, construct or change the world in valued directions, whilst appreciating multiple perspectives from our social relationships.

Another aspect of a constructionist perspective is that of the involvement of the participants themselves in the construction of ideas and understanding of phenomena - the involvement of participants in the construction of ideas and understanding of phenomena is essential in this case study design. This layer of constructionism aims to empower service users by involving them in identifying problems and finding

68

solutions (Orford, 1992 cited in Burr, 2015). Individuals seek to make meaning of their social lives – the researcher has to examine the situation through multiple lenses of the participants involved, to obtain their definition of the situation, to see how they make sense of it, (Cohen, Manion & Morrison, 2018) and how they interact with each other within the situation (Burr, 2015). There is a shift from individual knowledge to the collaborative knowledge; this draws attention to the relationships – between teachers and students, among students, and between the classroom and the surrounding world (Griffiths, 2003). Within this project the participants will be teachers, teaching assistants, pupils and Senior Leadership Teams (SLT) within both specialist and mainstream schools, as well as stakeholders who all share a common interest in Makaton, as well as their common interest they all live and work in the same community, which should support them in constructing their learning.

A definition of constructionism from Crotty (1998) puts a clear path from an interpretive approach, through constructing ideas to case study in a social context – constructionism is the view that all knowledge and therefore all meaningful reality as such, is contingent upon human practices, being constructed in and out of the interaction between human beings and their world, as well as developed and transmitted within an essentially social context. Crotty (1998) follows this up by claiming that 'meanings are constructed by human beings as they engage with the world they are interpreting'. By the participants in the research engaging with Makaton and with each other, they will be able to construct a fuller meaning of their own community and the need within it.

3.8 Interpretivism

Another layer is an interpretive approach which acknowledges the contributions of practitioners as real-life participants in the research, which can democratise the

research process, and involves a greater appreciation of, and respect for, practitioner knowledge (Denscombe, 2008). Having a concern for the individual is a key aspect of the interpretive paradigm; linking to a hermeneutic world, the researcher at the centre of the paradigm is able to understand and interpret their own experiences and social behaviours (Cohen, Manion & Morrison, 2018) – a higher value is placed on interpretation (Primus, 2009). People actively seek out, select and construct their own views, worlds and learning – these processes are rooted in socio-cultural contexts, interactions and interpretations (Cohen, Manion & Morrison, 2018). Interaction between human beings is essential to an understanding of the social world and myriad phenomena which it contains – the analysis of action includes a study of the participants meaning and interpretations (O'Donoghue, 2006). Interpretivism is essentially the deconstruction and reconstruction of agreements of what counts as real and how we allow each other to claim knowledge (Heshusius & Ballard, 1996), we each interpret the meanings and actions according to our own subjective frame of reference (Williams, 2000). Participants will be asked to come forward, they will already have an interest in Makaton, their communities and the development of the latter.

Many (Biesta, Allan & Edwards, 2011, Creswell, 2013 and Patton, 2015) remark that we need theory in any educational research, as it is unavoidably interpretative – the reality is socially constructed, there is no single reality, but rather multiple interpretations. Meanings are varied and multiple, leading researchers to look for the complexity within participants' views – the experience a person has included how the experience is interpreted (Merriam & Tisdell, 2015). By having equal cooperation between researcher and participants, a strong relationship can be formed to benefit the outcome of the research. Interpretivism emphasises social interaction as the basis

for knowledge, we use skills as social being to try to understand how others understand their world – knowledge is constructed by mutual negotiation and is specific to the situation being investigated (O'Donoghue, 2006).

Interpretivism is a position that emphasises gaining a detailed insight into an issue as opposed to being able to make generalisations about the world. It acknowledges the multiple explanations for actions and is interested in meanings people ascribe to their actions – reasons why particular people do what they do (Mukherji & Albon, 2018). Individual and society are inseparable units, complete understanding of one is not possible without a complete understanding of the other – they are mutually interdependent.

> "Interpretivists argue that rather than simply perceiving our particular social and material circumstances, each person continually makes sense of them with a cultural framework of socially constructed and shared meanings, and that our interpretations of the world influence our behaviour in it" (Hughes, Blaxter & Tight, 2010, in Mukherji & Albon, 2018, p. 41).

By taking our experiences as a starting point for learning, we can think about them in a purposeful way, and by using reflective processes, we come to understand our experiences differently and act as a result (Jasper, 2013). We learn by thinking about things that we have done and by looking at them in a different way. Even back in 1938, Dewey laid clear that 'we learn by doing and realising what came of what we did' – reflective practice as a tool allows teachers to understand themselves, their personal philosophies and the dynamics of the class and school around them (Sellars, 2014). Reflective practice can empower individuals who use it – by engaging with the process of focused thinking – it supports our self-knowledge and understanding.

3.9 Data Analysis

To analyse data, I will be using coding and deductive analysis. Analysis of data is never straight forward, as Wellington (2015) states it can often be complicated and messy so a way to break the method down is required – however the process should remain systematic and comprehensive in order to produce a critical reflection of data – the data is segmented for understanding and interpretation yet the connection to the whole picture is maintained (Tesch, 1990).

In order to analyse effectively we must work in a systematic way to ensure a quality evaluation. We start with describing data, looking at the depth (quality) of data and the breadth (quantity) of data, considering the context of where the data has arisen from and the rich detail of the findings, to also consider the nuances. From the beginning, it's always important to consider the research questions and aims, keep referring back to them to keep your thoughts grounded and relevant. Describing data, may highlight themes, patterns or new issues that were unforeseen – all things that need to be identified for a comparison of data.

Understandings, interpretations and theories do not emerge from data through a mechanical process – they are a product of researchers thinking and talking about their research (Ezzy, 2002), comparing and interpreting their data. By comparing data, we can identify themes and patterns that may occur, giving us a ledge to start our interpretations – however, by comparing, we can also notice nuances and differences, even anomalies that can change our understanding. We need to clarify themes, what sets them apart and leads to our interpretation of data, reflecting on the process we have gone through to collect it.

Narrowing down a topic and data is essential for a successful project (Silverman, 2022), being able to categorise and conceptualise findings offers the opportunity for a rigorous examination of data. Taking data, identifying similarities and coding them allows for the grouping together of meaningful categories that can be analysed deeper (Hennink, Hutter & Bailey, 2011). Analysis may begin with reading all data to achieve a sense of the whole picture, however as we go through the analysis process – the sense of the whole picture fertilises the flexible interpretation of individual pieces where we can identify key patterns and themes (Tesch, 1990).

Using a process of coding to break down segments of data into smaller units enables the researcher to identify similar information, frequencies and patterns – data can be lightly or densely coded – for example, a label given to parts of the text which contain similar information (Cohen, Manion & Morrison, 2018). There are several different types of coding looking at describing data or interpreting it – they offer various levels of specificity and generality and can be chosen specifically by the researcher. I have chosen to use open coding followed by analytic coding to start the analysis of data.

Whatever coding system we use as researchers, it must be fit for purpose within our research methods and design. Open coding will enable me to label parts of data from observation that contain similar information, whether this is Key Word Signing or symbol use. Open coding will clearly define and categorise what is in data from a signing point of view – this will be performed on a line-by-line basis, looking for similar words, concepts and meanings; this will then be grouped into categories to look at in greater depth. Following the application of open coding, I will turn to analytic coding – moving to a more interpretive approach, looking at a more explanatory and analytic meaning to data. I have chosen to apply an analytic code through the eyes of Halliday's

(1978) three functions of language discussed in Chapter 2: page 24 – considering why and what the signs, symbols and gestures are being used for. Questions of how children learn and use language can be very complex with many different viewpoints available over the last century of research; however Halliday's research – supporting by Painter (1984, 2015) and Torr (1997, 2005, 2015) – puts language as the central role in the development of the child as a social being; he states that 'language is the main channel through which the patterns of living are transmitted…through which children learn to act as a member of a society and to adopt its culture.' (Halliday, 1978 in Thwaite, 2019, p. 9). Social interaction is a necessary condition for language learning – 'what the child hears…is functionally related to observable features of the situation around them; (Halliday, 1978, in Thwaite, 2019, p. 18).

As child language develops into adult language, we use more than one function simultaneously – we become multifunctional with our language – by the time a child is say 2½ years, we will no longer be able to give any kind of significant general account of their use of language, by this time they use language for so many different purposes there would be an endless list (Painter et al. 2007). Linking back to education; teachers are responsible for much of a child's language development. In general, children have basic structures of the language they know by the time they start school, but they need to learn more about language in different contexts (Thwaite, 2019).

Only once we have recombined, synthesised and analysed data several times over, can we start to develop our theories and findings. The result of the analysis is some type of higher-level synthesis – emergence of a larger, consolidated picture (Tesch, 1990). It is important that as researchers our interpretations identify not only routine and ordinary, but also anomalies, discussing whole data of the research stimulating ideas about its meaning and significance (Ezzy, 2002) – this can deepen

the complexity and quality of analysis; we can go beyond description into explanation

and towards a broader conceptual understanding of a given social phenomenon (Dey,

1993).

Chapter 4 – Results & Discussion

4.1 Introduction

This chapter will set out the findings and relate back to the research questions to answer them. Types of coding for qualitative research will be discussed and explained, including open, analytic and deductive coding. This will be followed by an analysis of the observation and interview data. Codes will be applied to data to be able to see the key themes that run throughout data collected.

An analysis of the observation data will be conducted, pulling out key themes using elements of the Makaton Language Programme, looking in particular at what the communication in the data was used for – what its purpose is? This will be followed by a similar analysis of the interview data, this time I will use Halliday's (1978) function of communication to highlight the purposes of communication. Through analysing the themes in the data (both observations and interviews), I will be able to put forward arguments that answer the research questions.

4.2 Coding

Whatever coding system we use as researchers, it must be fit for purpose within our research methods and design. Open coding will enable me to label parts of data from observation that contain similar information, whether this is Key Word Signing or symbol use; the open coding will clearly define and categorise what is in the data from a signing point of view – this will be performed on a line-by-line basis, looking for similar words, concepts and meanings; this will then be grouped into categories to look at in greater depth. Following the application of open coding, I will turn to analytic coding – moving to an interpretive approach, looking at an explanatory and analytic meaning to data. I have chosen to apply an analytic code through the eyes of Halliday's (1978)

three functions of language discussed in Chapter 2: page 24 – considering why and what the signs, symbols and gestures are being used for.

Questions of how children learn and how they use language can be complex with many different viewpoints available over the last century of research; however Halliday's research – supported by Painter (1984, 2015) and Torr (1997, 2005, 2015) – puts language as the central role in the development of the child as a social being; he states that 'language is the main channel through which the patterns of living are transmitted…through which children learn to act as a member of a society and to adopt its culture.' (Halliday, 1978 in Thwaite, 2019, p. 9). Social interaction is a necessary condition for language learning – 'what the child hears…is functionally related to observable features of the situation around them; (Halliday, 1978, in Thwaite, 2019, p. 18).

In order to make referencing to observations and interviews easier I have used an Extract Number code for each. For example, O1:2 represents Observation 1, extract 1:2; likewise with Interviews – I4:4 represents Interview 4, Question 4.

4.3 Observation Analysis

Cycle 1 of data collection and interpretation consisted of several visits to a special school to see how they use each area of Makaton on a daily basis. The special school that I visited used Makaton and Augmentative and Alternative Communication (AAC) across all age groups for every need that they have within the school – it was an opportunity for me as researcher to see how Makaton and AAC can be embedded into an educational environment. I observed eight classes from Early Years to Key Stage 3 to see Makaton is used across the provision.

<u>Theme 1 – Key Word Signing</u>

Key Word Signing to support communication was used across every classroom visited – however it was used at different levels and for different purposes. Key Word Signing involves the simultaneous use of spoken language and manual signs, with key words in the spoken sentence supported by signs (Meuris, Maes & Zink, 2014 cited in Grove & Woll, 2017). It is a comprehensive approach which can become integral to communication, it has the potential to act as an excellent tool in supporting children with communication difficulties.

Observations started with classes in the Early Years Foundation Stage and lower end of Key Stage 1. Key Word Signing was used regularly to support routine and everyday communication (O1:9, O1:12, and O2.1) – regular routines like timetables, greetings and transitions are well supported:

A1: Now is Hello, Next is Bucket

A1,2,3: Hello ……, How are you? How are you today? Are you good?

C1-7: Happy/Sad

(Observation 1:9 – Reception – 14/11/2022)

A1: Are you ready? Bucket finished. We have finished time to say goodbye, come again another day.

(Observation 1:12 – Reception – 14/11/2022)

Finished (children fighting over something on the playground) A2: Coat off. Finished.

ALL: Time to wash our hands

(Observation 2:1 – Year 1 - 14/11/2022)

78

Everyday greetings and transitions are an ideal opportunity for educators to start to introduce Makaton and Key Word Signing into everyday practice – by introducing it regularly and consistently, the children very quickly start to notice and pick up and start to learn the signs.

As I reached the Key Stage 2 classes, not much changed apart from how much Key Word Signing had developed, how much more it was used – for routines; like snack (O4:5), for questions (O3:3 and O3:7), for instructions (O4:1), for everyday conversation (O4:4), and to support reading (O3:1 and O3:2). At this age children are a lot more susceptible to change and will develop their understanding of signs much more quickly as they have the understanding and meaning to put alongside them.

> Adult reading with C1
> A1: Making a bird
> A1: A red bird (pointing)
> C1: bird (pointing)
> A1: yellow eye (pointing)
> A1: green tail (pointing)
> (Observation 3:1 – Key Stage 2 - supporting reading skills – 21/11/2022)
>
> A2: Time for snack
> C3: Hold up bus symbol
> A2: Bus later
> A2: Snack time
> A2 to C4: Snack now or snack finished?
> C4 gets up to go,
> A2: finished?
> C4 tries to sit back down
> A2: Time for snack? Are you finished?
> (Observation 4:5 – Key Stage 2 – supporting snack time – 21/11/2022)

C2: Worried (no speech)

A2: Don't worry, that's K

C2: Worried (no speech)

A2: K is just watching us

(Observation 4:4 – Key Stage 2 – supporting everyday communication

– 21/11/2022)

Both Early Years and primary ranges are an ideal time for children to be introduced to Makaton and Key Word Signing, they are young, they still have great capacity for learning and have the enthusiasm for new experiences. When a child reaches Key Stage 3 and a secondary education, they have better understanding of a lot of concepts so signing is not needed as much for communicating other than key instructions (O8:2) and everyday conversation between teacher and pupil where needed (O7:2 and O7:4).

A2 to C2: Ear defenders on

A2: Sitting

(Observation 8:2 – Key Stage 3 – supporting instruction – 21/11/2022)

A2: Do you want to choose shape video?

C1 chooses a video

A2: Is that a good or bad video

C1: bad

A2: Can you choose a good video

C1: this one good

(Observation 7:2 – Key Stage 3 – supporting conversation – 21/11/2022)

A1: Can you match the shapes to C3.

A1: Good work to C3, Group table has finished.

(Observation 7:4 – Key Stage 3 – supporting conversation – 21/11/2022)

It is clear from all the observations that Key Word Signing has a definite use for supporting communication and many purposes of communication too. Effective communication is essential for learning, development, personal care, social engagement, education and employment; it is important to introduce alternative modes of communication as early as possible to support a child's communication skills – the sooner a child can communicate accurately the sooner their social, personal and linguistic skills will start to develop.

Theme 2 – Symbols & Objects of Reference

Symbols and objects of reference can be a visual addition to communication – by showing a picture or concrete object, communication can become fixed with a permanent, tactile image for support. Symbols were used again in every classroom that I visited as means to support communication for many different purposes: to support choice making (O1:13 and O5:4), to support routine and timetabling (O3:5), and to support emotion regulation (O7:1) – all key skills that children need to develop to be successful personal and social communicators.

A1,2: Apple, banana, orange – what would you like?

A1 repeats to each child.

C2 uses tablet and symbols to make a choice

A1: Are you hungry? (to C6)

A1: More? Yes or No? (to C3)

A1: Thank you (when passed a water bottle)

A1: Snack is finished

(Observation 1:13 – Early Years – supporting choice – 14/11/2022)

A1: Today is Tuesday

A1: Is it hot? (symbol card)

A1: Is it cold? (symbol card)

A1: Is it rainy? (symbol card)

Prompt cards passed around and children encouraged to say day, date, month and weather.

(Observation 3:5 – Key Stage 2 – supporting routine – 21/11/2022)

A1 uses symbol cards with C4

Are you hungry? Yes or No

C4 hits yes and looks at it clearly

(Observation 5:4 – Key Stage 2 – supporting choice – 21/11/2022)

A1: Good afternoon song with photos of children on strip.

A1: How are you feeling – happy, friendly, tired

Cs respond with moving their photo to the corresponding emotion on the wall

(Observation 7:1 – Key Stage 3 – supporting emotion regulation – 21/11/2022)

The use of symbols to support communication in these examples shows the importance of having a multi-modal discipline to communication (Kress, 2000), by using symbols and objects of reference, children can use something permanent to support the meaning within their communication; whilst also providing them with another means for expressing their needs, feelings or choices (The Makaton Charity, 2021a).

Theme 3 – Speech, Gesture and Pointing

Other modes of communication recorded in the observations were isolated speech, gestures and pointing, all of which can add additional meaning to what someone is attempting to say whether an instruction, question or conversation. Gesture and pointing are both types of non-verbal communication that can contribute to understanding of the purpose of communication, whether instructional (O1:5 and O1:7) or to support the choice of something (O2:3 and O5:2), they can also support literacy skills such as reading and writing (O3:1). In these observations, the majority of the time, speech was used in collaboration with another mode of communication,

however there were a few instances where speech was used in isolation to support instructions (O1:6 and O8:4).

A2: On the table (==pointing to table==)

(Observation 1:5 – Early Years – supporting instruction – 14/11/2022)

A1: ==2-minute timer==

A1: ==Time to tidy up==

(Observation 1:6 – Early Years – supporting instruction – 14/11/2022)

A1: In the tray (==pointing to tray==)

(Observation 1:7 – Early Years – supporting instruction – 14/11/2022)

A1: ==Look== at the choices. You ==choose==.

A2: Use of ==pointing== and ==gesture== at children's eye level to make choices.

Use of choosing board with widget symbols.

(Observation 2:3 – Year 1 – supporting choices – 14/11/2022)

Adult reading with C1

A1: ==Making== a ==bird==

A1: A ==red bird== (pointing)

C1: ==bird== (pointing)

A1: ==yellow eye== (pointing)

A1: ==green== tail (pointing)

(Observation 3:1 – Key Stage 2 – supporting reading – 21/11/2022)

A2 & 3 working with C2 to practice using eye gaze.

A2: Home, where is ==home==?

C2 ==looked at home symbol==

A2: ==Good boy, home==

A2: School, where is ==school==?

C2 ==looked at school symbol==

A2: ==Good, school==

(Observation 5:2 – Key Stage 2 – supporting choices and use of technology – 21/11/2022)

Squirting paint on a picture of Pudsey bear and splatting with a ==spatula.==

A1: ==More== or ==finished==?

C3: ==Finished==

A1: Ready, 3,2,1 Splat!

(Observation 8:4 – Key Stage 3 – supporting instruction – 21/11/2022)

Allowing for a multi-modal approach to communication (Kress, 2000), it allows for every child to use communication in ways that they are able to. Speech is often developed more slowly than the association to images. Non-verbal behaviours like gesture and pointing are so important in establishing the wider meaning and context of the communication in place.

From this analysis and development of themes it is clear that Key Word Signing is most commonly used to support communication across all age groups within a special school, however communication is also supported by symbols, objects of reference, gesture, pointing and speech. As I said in the last paragraph – having a multi-modal approach to communication is key in establishing a fully inclusive environment for children or pupils that we work with.

4.4 Interview Analysis

Following Cycle 1 of data collection and interpretation, I began to work with a primary school of two form entry, to start to integrate Makaton into their whole school approach to learning and special educational needs that they were building on. I ran an introductory Taster Session on Makaton for their teaching assistants, working with their Special Education Needs Co-ordinator (SENCo) to look at Makaton Friendly Status and introducing Makaton in more ways across the school, including working with parents and their wider school community. Following six months of working with the school, I interviewed the SENCo and three teaching assistants who took part in the training and have started to develop their use of Makaton with pupils.

All four interview transcripts (Appendix 5) show that Makaton has been used more across staff and pupils – the school have developed introducing Sign of the Week

on Mondays alongside the introduction of key daily greetings and instructions supported with Makaton, as well as a set of everyday word signs and symbols for staff to wear attached to their lanyards for easy access. Four members of staff interviewed have been using Makaton at a Key Word level for basic communication, greetings, reinforcing instructions and routines, and to support pupils in expressing their wants, needs and feelings. This is shown through the answers of I1:9 along with I4:4.

> **What do you see as the benefits of using Makaton in your role?**
> It helps children to express themselves – their needs, wants, feelings. Lots of children struggle with that greatly at our school.
>
> (Interview 1:9 – School SENCo – 26/01/2023)
>
> **What do you use Makaton for?**
> To reinforce instructions, routines, for key word communication.
> (Interview 4:4 – Class Teaching Assistant – 26/01/2023)

Using signing to support interpersonal and textual communication for routines, making choices and daily interaction are basic ways to start the introduction process to Makaton and make a good foundation to build on.

Interview 1 with the school SENCo - FG, shows a different perspective from the three other interviewees as she is concentrating on a wider whole school approach for the use of Makaton compared to working with individual children or specific needs. The SENCo uses KWS to encourage greetings and develop the sign of the week with all pupils (I1:4), she also supports the staff and now parents (I1:7) in developing their use by providing training and resources they can use. Despite the difference in perspective, the use at Key Word Signing level is consistent and universal across all staff interviewed (I1:4, I1:6, I2:3, I2:6, I3:4, I4:3 and I4:4)– they have a consistent approach to Makaton through all avenues but approach the use of Makaton in different ways according to their roles and who they immediately work with.

What do you use Makaton for?

Greetings, basic signs, signs of the week

(Interview 1:4 – SENCo - 26/01/2023)

When using Makaton, do pupils engage with it?

Yes! Children seem to love it! They greet me with good morning or good afternoon in the corridors and around school.

(Interview 1:6 – SENCo - 26/01/2023)

Since the training, how often do you now use Makaton?

I don't currently work with a child who needs Makaton often, but I encourage the sign of the week with the class.

(Interview 2:3 – 1:1 Teaching Assistant - 26/01/2023)

Do other staff engage with Makaton?

Yes, we all try to use sign of the week and add in some daily words where we can.

(Interview 2:6 – 1:1 Teaching Assistant - 26/01/2023)

What do you use Makaton for?

Communication on a daily basis

(Interview 3:4 – 1:1 Teaching Assistant - 26/01/2023)

Since the training, how often do you now use Makaton?

Daily with most children.

(interview 4:3 – Class Teaching Assistant - 26/01/2023)

What do you use Makaton for?

To reinforce instructions, routines, for key word communication.

(Interview 4:4 – Class Teaching Assistant – 26/01/2023)

Looking at Interview 4 with JL, there is some evidence to show that the more training and experience of Makaton someone has, the more use they will have for it, in different situations with many different children with a variety of special educational needs. JL has completed up to Level 3 and has now learned 82.5% (371/450) of the Core Vocabulary put together by the Makaton Language Programme – this provides

JL with 371 signs that she can now use from basic concrete concepts of 'drink, food, toilet' to more abstract concepts of 'same, different, nice, kind and to forget'. JL now has the resource to work with and communicate many different daily concepts whether in Maths, English or PSHE (Personal, Social, Health and Economic) topics, to support the children that she works with to develop their understanding of different topics, emotional vocabulary, interpersonal communication – it is clear the training has given her the option to support more children than before.

Comparing JL's situation from Interview 4 to KJ and LC-P from Interviews 2 and 3, there is some evidence that by having access to further training staff within schools can offer better support for communication to more children that they work with. Having access to the training also gives staff a better understanding as to how they can apply the training and resources to their practice, how they can start to introduce Makaton in small steps, looking at daily phrases, greetings, working with a Sign of the Week, encouraging the use of Makaton with all pupils to encourage its universal used across the school. Interviews 2 and 3 show that even though KJ and LC-P are not currently working with a specific child that Makaton could really benefit, they have a basic understanding to prepare them for, if and when there may be the opportunity – thinking about ideas how they could start to introduce it to the child to support them.

It is clear from both my observations and interviews in both schools that Key Word Signing is the most common way to go about introducing and using the Makaton Language Programme pupils and whole schools – considering greetings, daily concepts, routines, and sign of the week to introduce them slowly to support better understanding of each concept. Furthermore, the data shows that there is a split between the use of Makaton in specialist provision such as special schools – where

Makaton is highly regarded and promoting as a key programme to use on a daily basis for key communication; and the use in mainstream primary schools – where Makaton is considered as a programme to be used mainly for only those with Additional or Special Education Needs – this is still a key misconception that needs addressing – considering that the interviews with staff in a mainstream primary school show that Makaton can benefit every child regardless of need.

4.5 Discussion

The increase in a different variety of needs of pupils within mainstream education laid the basis for this research study – considering how as teachers we can best support the pupils we work with, focusing especially on those with Speech, Language and Communication Needs (SLCN). After some experience of Makaton myself and looking into how this Language Programme can support the pupils I was working with, I started the research into current literature and a better understanding of how Makaton can be developed in the mainstream classroom and wider school.

Chapter 2 showed that there is a gap in the literature regarding Makaton in the last five to ten years, and particularly how Makaton can be used within the school environment – either special or mainstream. By using a case study, constructionist and interpretivist approach to the research, I began to work with schools who were also interested in looking in how Makaton is used in school environments and to the benefit of their whole school. Data suggests that there is a contradiction between how Makaton can be used in specialist provision and mainstream provision. The results indicate there is a significant promotion for AAC, Makaton, signing and symbol use in specialist provision where it is highly regarded and promoted for key every day basic communication for all pupils; in contrast to mainstream provision where Makaton is mostly only considered for pupils who have Special or Additional Needs as an

intervention – this needs addressing further – this stems from the gap in literature and research in the last five to ten years to show how Makaton can benefit all pupils, of all needs in a mainstream school environment.

4.6 Interpretation and Implications

The use of Key Word Signing (KWS) has many different applications throughout education. The results of this study (O1:9, O1:13, O3:3, O4:5, I4:4) show that KWS can be consistently used for the regulation of daily routine, daily social interaction and greetings, and as an instrument to make personal choices, express needs, wants or emotions – all things several studies (Battye, 2023; Sheehy & Budiyanto, 2014; and Romski & Sevcik, 1996: see section 2.1) showed can be the key benefits of KWS for children with communication needs. As mentioned in Chapter 2 (section 2.2), Sheehy & Duffy (2009) demonstrated the positives of using Makaton with all pupils, showing how much they enjoyed using it and how proactive they were in wanting to learn new signs. Perhaps the most important suggestion from both Sheehy & Duffy, and this study is that barriers to inclusion could be overcome by a change in mainstream school policy and practices.

On the question of what Makaton or KWS is used for within education, this study found that they were used for a small proportion of key functions of communication (Halliday, 1978, in Thwaite, 2019); using KWS for everyday communication can open the doors for social interaction, regulation of routines, and means to express personal choice, needs or wants. Referring back to Law et al. (2000 in section 2.4) and his analogy of a tree to represent language, starting with basic everyday vocabulary and social communication is the basis on which to build a good strong development of communication and speech so children can reach their full potential – creating a

communication supportive environment is beneficial for all children (Mountstephen, 2012).

This study raises the possibility of a consideration for using Makaton, signs or symbols, with different aged children. Comparing Extracts O1.13 and O7.1 from Appendix 4, the results confirm the association between use of signs and symbols, however they also show that signing is used more commonly with younger pupils in the primary classroom and symbols are prioritised when pupils reach the secondary level of education or when their needs require this level of support. Prior studies (ICAN, 2006, see section 2.2) have noted the importance of offering support in the right way at the right time for that specific child's development of learning, socialising and communicating confidently. One of the aims of this study was to observe how Makaton was already used in education environments – data (O1:5, O1:7, O2:3, O3:1) in this study seems to be consistent with other research (Hayden & Jordan, 2012), that found that by allowing pupils access to key vocabulary in advance and allowing extra time to process vocabulary, keeping it in context, linking to concrete objects and building up small chunks of information gradually can encourage all pupils to have a good understanding. As well as this, supplementing of words with visuals and symbols can aid pupils' understanding of the world around them (O1:6, O1:7, O1:13, O5:2, O5:2, O7:1, O8:3) once a child has a concrete understanding of a concept through the use of signing, symbols can be added as a resource to develop their understanding further to more abstract concepts and understanding (Gross, 2018). When selecting an appropriate level at which to begin the introduction of Makaton, you need to remember that it is advisable to start at a point where the children will experience success (Bochner, 2006).

Another important finding is of using both signs and symbols together for communication. When working with children who struggle with communication, it is important that all parties ensure that they have different opportunities and interventions available to support communication for all (see section 2.1) – it removes the guesswork in understanding a child's behaviour and communication (Bochner, 2012). Communication does not just include speech, we use non-verbal gestures, body language and also symbols to get a message across to somebody else (section 2.1). The findings in this study (O1:6, O1:7, O1:13, O5:2, O5:4, O7:1, O8:3) agree with those found by ASHA in 1991, that an Alternative and Augmentative Communication system (AAC) is 'an integrated group of components, including symbol aids, speech and strategies used by individuals to enhance communication', without symbols, we would not be able to communicate in writing or send non-verbal messages. Also with previous studies from Loncke (2014) and Battye (2023) who suggested that the use of symbols within AAC, whether tangible, representational, abstract or combined offers an opportunity for multi-modal communication; symbols can represent an idea that a person wishes to convey, however it will not have the same meaning if the understanding is not built up with others that they work with. Everybody uses graphic symbols of some sort in communication, AAC gives those who cannot, the opportunity to use visual support to represent language.

The final theme to discuss is that of the involvement of parents in the development of Makaton in the school environment. The results (I1:10 and I2:7) corroborate the finds of a great deal of the previous work (Hodge & Runswick-Cole, 2008; Kuru-Cetin & Taskin, 2016; and Meehan & Meehan, 2017 – see section 2.3) in schools working with parents in collaboration for the benefit of the children attending. Data from Interview 1 (Appendix 5) with the school SENCo from Cycle 2 of the

research, shows some schools know the importance of involving parents in the education of their children, and including them in the development of new strategies that could help them with their children's learning and development.

In recent studies (20 years), the crucial influence of parents upon their children's education has been more widely recognised (Bastid, 1989); moreover, the need for parents to be involved in the diagnostic process of children with different special educational needs has been emphasised and is considered a key factor in the long-term benefits of collaboration (Chaidi & Drigas, 2020). Parents are primary advocates and experts for their children; no other person, professional or otherwise can function like a parent (Cunningham & Davis, 1985). As shown by research from Tett (2001), if parents are to be genuine partners in their child's education, they must be able to share power, responsibility and ownership in ways that show mutuality, parents must have the same training as staff within the school so that a mutual consistent approach to learning can be adopted by all parties.

One unexpected result from the data was that symbols were not used as often as expected for communication with younger pupils. It is interesting to compare O5:4 and O7:1 with O3:1 and O3:2; Symbols were used in O7:1 to add a layer of understanding for older pupils to express emotions to their teacher, so he (the teacher) knows how ready they are for learning; whereas in O5:4, they were used to make a choice of activity – both options are because pupils were either non-verbal - didn't have the ability to sign or use symbols with signing as a multi-modal approach. In contrast to these two extracts are O3:1 and O3:2, where signing is used to support storytelling and instruction for younger children, they need a visual aspect to support their understanding of vocabulary, it is clear from these extracts that signing is the main approach to support, and symbols are then added when a child's need

necessitates their use or when they are preferred by a child. My expectation was that signs and symbols would be used a lot more in conjunction with each other at all levels as a multi-modal approach to communication.

I now turn my attention to how the results and findings met my expectations along with how the methods I used also did or didn't meet the expectations needed for the study. I originally chose an action research approach to the research which was a decision based on where I was working when I started my research, I was in a junior school, working amongst the community, ideally placed to develop the use of Makaton with the school community – I was included in the research, it was something I was interested in and wanted to develop further. McCutcheon & Jung, (1990, p. 148) define action research as 'a systematic inquiry that is collective, collaborative, self-reflective, critical and undertaken by participants in the study'; by working from the middle of the spiral of action, as a participant in the change, I could see where the research was going to go. However, part way through my study, my circumstances changed when I left my job in the school and became a Freelance Makaton Tutor (self-employed), this didn't change where I was in position to the research but how I could access participants to observe, interview and question. I had to reconsider which methodology to use and who would be involved. I quickly contacted local schools who could be interested in developing their use of Makaton and adjusted my started point to what my local special school do in their everyday practice – my study became more of a case study methodology looking individually at 2 separate schools, 1 special school and 1 mainstream school to see how Makaton can be used in each one.

Choosing interview and observation as my data collection methods for the study were key to a qualitative output to the study; they draw on an ethnographic practice of immersion in a setting (Atkins & Wallace, 2012, see section 3.4 and 3.5). They allow

a glimpse into the complexity of their world and opening up the scope for potentially higher yield authentic data gathered from first-hand experience and made from a naturally occurring social situation. Data from observation was rich with detail that could be used to show how Makaton can really be used to benefit pupils, in contrast to the interviews which were not as complex – in hindsight, I feel I needed more interviews to consolidate some ideas and themes that came out in the first few to start to link them better to similar themes found in the observations. Overall, I feel I needed to look deeper into the use of interview to get richer data to analyse, whilst also observing more classes and pupils for longer amounts of time to get a complete feel for how Makaton is used for their benefit.

By putting myself at the centre of the case study, the study has both practical implications but also personal implications for my own practice. My knowledge and experience as a researcher have greatly improved – reading through over 180 books, reports and journals for my literature review has really opened up the world of Makaton, Special Needs and Communication theory along with research methodologies and designs. I now have a better appreciation for the time spent on research studies and the impact that the results can have on different aspects involved. I feel this study has given me the opportunity to fully immerse myself in literature relating to Makaton, language, education systems, parental support; and especially case study methodology – participating in the in depth, empirical nature of case study methodology to compare two schools and what is happening in both to see if any lessons can be learned from the special school to be taken forward with the mainstream school I am working with.

This study has also focused my development of Makaton skills, especially signing. Comparing my practice as a Makaton tutor at the beginning of this project –

where I would use the guidelines as a script for my workshops – as my knowledge and understanding has improved through the review of literature, I have started to reflect on my own practice and by engaging with the content of my research, I have started to include more information and key ideas in my workshops – from additional information about AAC and communication skills, to the content of the research to share with workshop participants.

Circling back around to the practical implications; there are many things to consider. Any research study takes time, to complete background reading, collect data and then review and analyse it – especially if it has a qualitative aspect. Putting together a schedule for research especially if using a methodology such as case study can be important to ensure that you are factoring in how long research will take.

Second, cost of training was a large practical implication particularly within this study. For participants to expand their knowledge of Makaton, they need to follow the Makaton training and attend Core Vocabulary Workshops. With school budgets getting tighter, when working with the mainstream school for Cycle 2, I found there were restraints for staff to have training, some were prepared to access and personally pay for the workshops, however others expected the school to pay as it was for their practice in school. Reflecting, I think about considering the possibly of grants to cover the cost of training to develop the use of Makaton in the school environment. There was also an ethical implication that I had to consider, as a Makaton Tutor and lead researcher, could I provide the training for the school, after consideration, I decided that the training was a key component to Cycle 2 of my research, and as long as I stayed impartial throughout the training session, ethically it could work.

Third and finally, the provision of resources was another key concept to consider in this study. Once staff had been trained, would the school be prepared to support with access to resources of signs and symbols, development of sign of the week, introducing Makaton to the wider community of parents and governors. Luckily, the school I worked with were very much prepared to support a whole-school approach to the use of Makaton – however not every school would be and the priority of some of the resources may need to be discussed to put things into place step by step, working alongside the daily life of the school community – and budgets!

Communication is such a key part of our daily life, the ability to relay information and thoughts using a reliable method of expression that produces a mutually understood message (Spears & Turner, 2011), can be the difference between things having a positive or negative outcome, the building of social skills and also relationships.

Shown in reports by the Department for Education and Schools (DfES) (2004) and Department for Education (DfE) (2022), all children have the right to a good education and opportunities to fulfil their potential – they should have regular opportunities to learn, play and develop alongside each other, within their local community of schools (DfES, 2004, p. 8). Inclusion is about much more than types of school that children attend, it is about the quality of their experience and how far they are helped to learn, achieve and participate fully in the life of the school and community (Department for Education and Schools (DfES), 2004) – we need to provide a personalised education that brings out the best in every child and supports them to succeed and thrive for generations to come (DfE, 2022, p. 6); the children we teach and educate are the future of our communities.

Transition to inclusion and equity is not simply a technical or an organisational change, it is a move in a clear philosophical direction, where every learner matters and matters equally (United Nations Educational, Scientific & Cultural Organisation (UNESCO), 2017) – only when processes and institutions which surround education are seen to be working towards the fulfilment of child-centred aims will special needs truly have been met (Thomas & Feiler, 1988). Importantly, inclusion is at the forefront of the Government's aims for Education and thus is a vital aspect of the experience that teachers offer to every child in their school – however the structure within which we provide education does still prevent our making of a flexible and effective response to children's needs (Thomas & Feiler, 1988; DfE, 2022).

Chapter 5 - Conclusion

The final chapter in this case study research will draw conclusions in relation to the title research question, 'How can Makaton be embedded into schools and their communities?' This will be done by breaking down and summarising through the four research questions put forward in the Introduction (Chapter 1). I will consider the impact of this study and suggest recommendations for further research in this area and draw upon and summarise findings from both the special school observations and mainstream school interviews.

5.1 How is the Makaton Language Programme embedded in a special school and school community currently?

This study has identified that Makaton and AAC are embedded into everyday practice within special school environments. Use of multiple modes of communication allow pupils with profound and multiple learning difficulties to access their learning and curriculum successfully, making progress in their development of social and communication skills. Findings show that elements of Makaton and AAC can be used across any age group for support and for many different purposes such as routine, instructions, emotional regulation or supporting reading or writing. Within the special school environment, all staff are provided with training in Makaton and AAC to support their pupils, it is seen as a necessity to train adults to be able to offer this interventional support. Adults use Makaton and AAC in their daily routines and communications with pupils, even when pupils may no longer need the use of an augmentative mode of communication, Makaton is continued to be used so it consolidates their learning, meaning and understanding. Within the special school environment, the needs of the pupils are prioritised above everything else, the staff work with the school community (parents, governors, visitors) to ensure their pupils can access total communication

for themselves to express everything that they need to from feelings, thoughts, wants and needs – the pupil is at the centre of every decision made. Next, I turn to looking at the elements of Makaton and AAC that can be taken forward to a mainstream school environment.

5.2 What lessons can be learned from the use of Makaton and Augmentative and Alternative Communication in a special school that can be applied to a mainstream school?

Looking at the findings from the deductive analysis of the observations from the special school, it is clear the most obvious element that can be brought into mainstream is that of Key Word Signing. Key Word Signing (KWS) involves the 'simultaneous use of spoken language and manual signs, with the key words in the spoken sentence supported by sign…' (Meuris, Maes & Zink, 2014 cited in Grove & Woll, 2017), by adding a sign alongside speech, meaning and understanding can be added to; the sign can add context to the speech to support understanding of the concept being discussed. Within the special school, KWS was used for daily communication, routines, emotional regulation, instructions and supporting reading, these are a variety of ways that mainstream schools can start to introduce Makaton and AAC into their environments – from the results, I suggest that daily routines are the easiest way to introduce new signs and the concept of KWS – this was the most common time for use within the special school. KWS can be introduced with daily greetings, routine words such as toilet, lunch, break time, play time; by introducing KWS slowly, but in an everyday real context, pupils will start to combine their linguistic and signing skills to create additional meaning and understanding within everyday context. The second most significant finding was of the use of symbols to support communication; symbols can add a permanent, tangible reference to speech or signs to again enhance meaning, context and understanding – Makaton symbols are very

99

simple drawings that can be used for the many different purposes above – if children are non-verbal, symbols give them means to be able to express their wants, needs, feelings and thoughts to their teachers and teaching assistants with both understanding each other clearly. Symbols add another layer to the multi-modal approach to communication (Kress, 2000), that mainstream schools should look into and maybe work to integrate into everyday learning more effectively.

5.3 How can Makaton influence staff and their practice in a school and in the school community?

Findings from interviews at the mainstream school (Appendix 5) show staff are keen to support their pupils and specific special educational needs that they have. Staff are happy to get involved with supporting Makaton signing within their classrooms, they are keen to use it with all pupils who enjoy an alternative way to communicate within the school community. However, for staff to be enabled in the use of Makaton and interventions to support communication, schools need to consider their priorities and focus on pupils' special educational needs and disabilities; are they catering for every child? Are they making sure that every child has access to every mode they can use to access total communication? This is the hardest part of embedding a new concept into practice – costs, training and commitment to the concept as a whole school.

Staff who work with individual children with communication needs are keen to have a full toolbox of resources that can be used when they need to with the children that they work with. Interviews showed that staff are beginning to work with parents to integrate the use of Makaton across both the school and home communities for consistency. If staff are trained appropriately and empowered to make a difference

with their pupils, they can be the leading force in embedding Makaton or other AAC programmes into everyday mainstream education practice.

5.4 How can a school and their community be best supported in using Makaton to help children with Speech, Language and Communication difficulties?

As mentioned in the previous section (5.3), for staff to be able to support their pupils they need support of the whole school community and the backing of senior leadership teams (SLT) within their school. The mainstream school that I worked with for the second cycle of research luckily had a keen Special Educational Needs Co-ordinator, who was leading from the SLT to push Makaton to support communication and social skills within the school – this is an important element for embedding Makaton into school ethos, without support and backing from the top of the educational tree, staff will not have resources put behind them to start to encourage such programmes to be used. It is clear from findings that if staff have the right backing, they can be empowered to make a difference and then move the project forward from the ground level up and out into the wider community. It is teachers and teaching assistants who have the most contact with parents, so it makes sense that they work together to encourage the use of Makaton at home as well as at school. To me, as an educator, it is clear that many interventions and programmes that can support communication and social skills like Makaton, can only be embedded in mainstream provision if three things are united and put together; whole school ethos, training and funding; without one of these, children are not able to get the support they need to access total communication and all modes of communication that they can use. Schools and maybe Local Authorities (and even Governments) need to reconsider what education is for: for comparing schools to each other through results, or to

provide all children with the education they each deserve to enable them to become socially responsible, active and caring individuals in our society.

5.5 Key Findings

To summarise, the key findings from the data and results include:

➢ The observations show that Makaton can be embedded into an educational environment. Through use to support daily routine, instructions, emotional regulation, and support for reading and writing. However, it does require a whole school consistent approach to meeting children's needs and providing sufficient funding and training for staff.

➢ Both case studies show that Key Word Signing is the element of Makaton that is used most. By introducing signs slowly through daily communication, routine and interaction, children will build up their repertoire of signs and understanding of vocabulary. This will enable all pupils to have access to as many modes of communication as possible.

➢ Moving forward from the findings, a key consideration is that of school priorities. Teachers and teaching assistants are the key to a school community, they collaborate closely with pupils and parents to build successful partnerships. By committing to training and funding to enhance how staff can communicate with every child, schools are encouraging and empowering their staff and community to consider the importance of a whole school approach to total communication.

5.6 Originality and Significance

Every research thesis comes from a unique point of view, the researcher will have thought about their bias towards the research and how to put together the project, building it together, block by block. Originality can be broken down into seven key

areas to consider (Wellington, 2012). This study covers many of these areas of originality. This thesis builds on new knowledge – it extends previous work on Makaton. However, it does also create new syntheses, this study connects previous research, putting many perspectives together. More importantly, this thesis explores new implications for practitioners, policy makers, theory, and theorists, bringing the known literature into the current day and considering the gaps that need to be filled. Consequently, it revisits current issues and debates around education in general along with the support available for special education needs and what our education system should focus on in the long term.

This research thesis brings together research from the last few decades that covers a wide range of areas within education – communication, working with parents, school community, support SEND – by bringing these areas together in this unique study, it is possible to see how communication can be used to support the whole school community from pupils to teachers and parents, how we can develop and empowered community that wants to work towards an overall aim of total communication for all pupils.

5.7 Limitations

These results raise intriguing questions regarding the nature and extent of limitations of this research study. Most qualitative study has an aspect of social constructionism, there are multiple views of reality that exist in our world, and so how do we validate socially constructed knowledge (Flick, 2009)? As qualitative researchers, there are tensions between our interpretations and our values and ethical position – particularly in this study, where my values and ethical position have a foreseeable impact on how I collect data and present it. Taking this approach to research can definitely have an impact on confirmability or objectivity of results – will

someone else get to the same conclusions, or do they need to share the same experiences and background to be able to get there.

Alongside confirmability sit key criteria of credibility, dependability and transferability (Lincoln & Guba, 1985; Ary et al. 2002 in Cohen, Manion & Morrison, 2018). Looking back at the design and methodology of this research study, the main limitation to the results is the confirmability, but also it needs to be considered if there are any limitations formed from the other above criteria. Focusing on credibility (validity) of this study, participants had to have a vested interest in the subject before participating, within results, especially Appendix 4 and 5, I have tried to transcribe observations and interviews immediately after collecting data to get the best possible interpretation from participants. Likewise with dependability (reliability) of results, by clearly explaining the background of participants along with my own experiences, I have made clear the values and rationale for the choices and decisions made for data collection. Methodology and collection methods offer an option for transferability to future studies, and the chance to look further into how Makaton can be used in schools.

Reviewing the whole process from methodology to data collection, to results and findings, the results provide some tentative initial evidence that Makaton can be used for all children in both special and mainstream education. However, intervening variables of time, training and resources will have a huge impact on whether research can be repeated or looked into further; researchers being able to have access to schools and the right environments to observe or interview teachers and pupils with a large restraint on the transferability of the study; along with the time taken for observations and resources or funds that schools (either special or mainstream) have for training and the creation of resources. Furthermore, because of these constraints,

this study could not confirm the impact of using Makaton in mainstream provision over time, this would have to be considered in future studies.

5.8 Recommendations

This study has shown the use of the Makaton Language Programme is suitable for both special and mainstream education – many ideas can be taken from how Makaton is well embedded into special schools – for example the use of signing for everyday communication, the use of symbols to regulate emotion and daily routines, the use of Makaton for every pupil regardless of need – and can start to be applied to mainstream schools, whether primary or secondary. Just because pupils are in a mainstream school it does not mean they can't be offered the same support available in special schools – it can still be applied; it just may need to be adapted to suit the use in a mainstream environment.

Data (particularly Appendix 5) also offers an example of how wider school communities can start to be integrated into the use of strategies for supporting all pupils as a whole school approach. Allowing parents, governors and the school community to all be partners in the education system that they all share, can widen the scope for those with additional or special needs to be able to communicate. Offering parents opportunities to be involved in training that staff have can give parents the confidence to feel they are able to change how they engage with their children; their increased self-esteem can also reach beyond their families to the surrounding communities (Ward, 2013, see chapter 2.5), but also by working as a collaborative team for children's education we can improve progression and consistency for pupils, whilst fostering the sharing of knowledge and skills for development (Cornwall and Matheson, 2012; see chapter 2.5).

Looking back to the limitations of this study, it is clear that if future studies were to be put forward to look further in either parents working with teachers for collaboration or the use of Makaton in mainstream schools, there will be some key considerations to make – resources and cost is the biggest factor to how the research could show the benefit to all of those involved, time costs money and with tighter budgets within the education sector, there is less scope for schools to conduct their own research and how it impacts their pupils. For future research to be conducted, especially where Makaton is further introduced, funding may need to be accessible for schools to be able to provide training for staff and parents to be able to integrate Makaton into daily school practice. This is an important issue for future research.

To develop a full picture of how Makaton can be fully embedded into mainstream schools and their wider communities, additional studies will be needed to look into how Makaton training can be accessed more consistently for schools across areas of the United Kingdom; also how a system like Makaton can be adopted as a standard approach to support particular needs such as Speech, Language and Communication Needs, Autism, Social Emotional and Mental Health Needs, or even English as an Additional or Second Language – more funding needs to be available for researchers to look further into how an example of Makaton being introduced into mainstream can be developed into a full system that works for the majority of mainstream schools across the country. Finally, in line with Makaton training being more accessible, a better understanding of what the Makaton Language Programme is and its purpose and uses would benefit staff and parents in mainstream education – simply, having clearer options for staff and parents to choose from to support their children/pupils will make the current system easier for all involved.

5.9 The Impact of this Research

Referring back to the title question that this thesis worked to find answers for was 'How can Makaton be embedded in schools and their communities?' As researcher, it was clear as I started to get deeper into literature surrounding AAC, Makaton and using them to support communication needs, there was a lot of research into how Makaton can support Special Educational Needs and Disabilities whether just through Key Word Signing or use of symbols, however there was a gap in the literature for how these uses could be taken and applied to any school environment.

The literature review (Chapter 2) shows current research available on the concepts of AAC and Makaton can be used to support Special Educational Needs, looking deeper into Speech, Language and Communication Needs; and then how the wider community of parents, society can be used to support these needs as well. I feel this thesis has addressed the gap in how Makaton and AAC can be applied to classroom practice whilst considering its use in both special and mainstream provisions. This thesis considers the positive use of multi-modal communication (Kress, 2000) – whether signing, symbols or speech – to support learning in any educational environment – how staff can consider a whole school approach and how to start to get parents, and governors involved too. What this thesis doesn't do is produce results and findings that aid the development of Makaton in the wider school community of community assets, companies, clubs, churches, local businesses, that could use Makaton to support pupils when they are outside of the school environment – this is most definitely a topic and area for development in a future study.

Case study one – the special school – showed that Makaton and AAC can most definitely be embedded in a school environment to support all needs through the use of signs, symbols and speech. This confirmed what I found in the literature review that

Makaton can support the development of communication skills for those with special educational needs and multiple disabilities; also the separate multi-modal elements of Makaton can be used to support different functions of language (Halliday, 1978, and Jakobson, 1960) and these same elements can support children at different levels, at different points of their learning to support where and when they need it to.

Case study two – the mainstream school – shifted the theory of using Makaton to support special educational needs, to one of using Makaton to support all children with any needs at any time; Makaton can even be used to support a child who is shy to express their emotions, this child may not have special educational needs, but using Makaton has a benefit to them and their expression. There is most definitely scope for future studies to look further at how Makaton and AAC supports every child regardless of need or disability – considering commitments to training, inclusive education, and access to total communication for every child.

5.10 Looking to the Future

Within the discussion (section 4.4), I considered in depth the impact of the results and implications for future practice. Here I look in more detail at future recommendations for research and the impact these future studies could have on the world of Special Educational Needs, education in general and the community of school, home and society.

First, the main theme that came from the findings was that of the use of Key Word Signing (KWS), observations of classes from the special school (Appendix 4) showed how often KWS is used to support daily routine, daily conversations, emotional regulation and expression of wants and needs; I feel there is most definitely scope for further study into how KWS is used, for which purpose, who finds it useful to use and

how use of it can be extended to cater for all needs. Further studies could show how KWS can benefit the wider educational population, how educators can support the general rebuilding of communication skills since the Covid-19 Pandemic, and how we can have a complete inclusive education approach for all schools and all students.

Second, the next consideration is for the use of Makaton as a universal language programme. As mentioned in section 5.2, there are often many different systems and programmes that teachers can choose from to support children and their communication needs. At the moment, there are maybe too many systems that educators can choose from, is it better to possibility look at the scope of using the Makaton Language Programme as universal approach to support communication within mainstream education, a programme where everyone will be able to communicate with each other using multi-modal approaches to support those with special educational needs, whilst encouraging every pupil and member of staff to increase their communication potential. This could link to The Makaton Charity's, Makaton Friendly Programme which encourages schools, businesses and the surrounding community to learn Makaton so there is better access across the whole community for pupils with communication difficulties – however the main implication and consideration here will be the commitment to training and the cost to schools, businesses and local communities.

Third, the final consideration for the future is for that of my own personal practice and experience. This thesis as opened my eyes further, beyond my training as a teacher to the world of special educational needs, and beyond my training as a Makaton tutor to the world of Makaton and Augmentative and Alternative Communication. The findings of this thesis have shown me that Makaton has scope much further than what it does have now with its use for supporting special educational

needs, but for the development of communication with all pupils in all educational environments. I now have a new enthusiasm as both a Makaton tutor and educator to push forward to show how the Makaton Language Programme can be used to support across education – whether special or mainstream provision – and how it can be embedded into our wider education systems and communities. The findings have shown me how important having a multi-modal approach to communication is for those who require support with their communication, it has allowed me to reassess my place as an educator to find a more meaningful and empowered place within the world of education, special education needs and within my future practice.

References

Alliance for Inclusive Education. (2021) *What is inclusive education?* Available at: https://www.allfie.org.uk/definitions/what-is-inclusive-education/ (Accessed: 5 April 2021).

American Speech Language and Hearing Association, (ASHA) (1991) *Augmentative and Alternative Communication (AAC). Available at: https://www.asha.org/public/speech/disorders/aac/ (*Accessed: 29 May 2023)

Ary, D., Jacobs, L.C. and Razavieh, A. (2002) *Introduction to research in education.* 6th edn. Fort Worth: Harcourt Brace College Publishers.

Atkins, L. and Wallace, S. (2012). *Qualitative research in education.* London: SAGE publications

Atkinson, P. and Delamont, S. (1985) 'Socialisation into teaching: the research which lost its way'. *British Journal of Sociology of Education*, 6(3), pp.307-322. Available at: https://doi.org/10.1080/0142569850060304

Ayers, W., Quinn, T. and Stovall, D. (2009) *Handbook of Social Justice in Education.* New York: Routledge.

Banajee, M., Dicarlo, C., and Stricklin, S.A. (2003) 'Core vocabulary determination for toddlers'*. Augmentative and Alternative Communication*, 19(2), pp.67-73. Available at: https://doi.org/10.1080/0743461031000112034

Bastid, M. (1989) *Working with parents: a whole school approach.* London: Nelson.

Battye, A. (2023) *Navigating AAC.* Milton: Taylor & Francis Group.

Battye, A. (2018) *Who's Afraid of AAC?* Milton: Routledge.

Bell, J., Bush, T., Fox, A., Goodey, J, and Goulding, S. (eds) *Conducting small-scale investigations in educational management.* London: Harper & Row.

Bernard, H.R. (ed.) *Handbook of Methods in Cultural Anthropology.* 2nd edn. Lanham, US: Altamira Press

Beukelman, D.R. and Mirenda, P. (1998) *Augmentative and alternative communication.* London: Paul H. Brookes Publishing Co.

Beukelman, D.R. and Mirenda, P. (2013) *Augmentative & alternative communication: supporting children and adults with complex communication needs.* 4th edn. London: Paul H. Brookes Publishing Co.

Beukelman, D.R, and Light, J.C. (2020) *Augmentative and Alternative Communication: supporting children and adults with complex communication needs.* 5th edn. London: Paul H. Brookes Publishing Co.

Biesta, G., Allan, J. and Edwards, R. (2011) 'The Theory Question in Research Capacity Building in Education: Towards an Agenda for Research and Practice'. *British Journal of Educational Studies,* 59(3), pp.225-239. Available at: https://doi.org/10.1080/00071005.2011.599793

Binger, C. and Kent-Walsh, J. (2010) *What every Speech and Language Pathologist or Audiologist should know* about *Augmentative and Alternative Communication. London: Allyn & Bacon.*

Bochner, A.P. (2012) 'Between Obligation and Inspiration: Choosing Qualitative Inquiry'. *Qualitative Inquiry*, 18(7), pp.535-543. Available at: https://doi.org/10.1177/1077800412450152

Bochner, A.P. and Ellis, C. (2006) 'Communication as Autoethnography' *Communication as…Perspectives on theory*, pp.13-21. Available at: http://dx.doi.org/10.4135/9781483329055.n13

Bochner, S. and Jones, J. (2003) *Child language development: learning to talk.* 2nd edn. London: Whurr.

Booth, C. (1886) 'Occupations of the People of the United Kingdom, 1801-81', Journal of the statistical society of London*, 49(2), pp.314-444.

Bourd, D., Keogh, R. and Walker, D. (1985) *Reflection: Turning Experience into Learning.* London: Routledge.

Bowles, C. and Frizelle, P. (2016) 'Investigating peer attitudes towards the use of key word signing by children with Down syndrome in mainstream schools'. *British journal of learning disabilities,* 44(4), pp.284-291 Available at: https://doi.org/10.1111/bld.12162

British Educational Research Association (2018) *Ethical Guidelines for Educational Research Fourth Edition.* Online: British Educational Research Association (BERA). Available at: https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018 (Accessed: 15/02/2021).

Bruner, J.S. (1974) 'From communication to language—A psychological perspective'. *Cognition,* 3(3), pp. 255-287. Available at: https://doi.org/10.1016/0010-0277(74)90012-2

Bucholtz, M., Lopez, A., Mojarro, A., Skapoulli, E., VanderStouwe, C. and Warner-Garcia, S. (2014) 'Sociolinguistic Justice in the Schools: Student Researchers as

Linguistic Experts'. *Language and linguistics compass,* 8(4), pp.144-157 Available at:

https://doi.org/10.1111/lnc3.12070

Bühler, K. (1934) *Sprachtheorie* in Hoffman, L. (2019) *Sprachwissenschaft: Ein Reader.* Germany: De Gruyter.

Burr, V. (2004) *Social Constructionism.* 2nd edn. London: Routledge.

Burr, V. (2015) *Social Constructionism.*3rd edn. London: Routledge.

Byler, J.K. (1985) *The Makaton Vocabulary: An Analysis based on Recent Research*, British Journal of Special Education, 12(3), pp.109-116 Available at:

https://doi.org/10.1111/j.1467-8578.1985.tb00622.x

Capra, F. (2002) *The Hidden Connections.* New York: Doubleday.

Carpenter, B. (1986) *Developing Reading Skills using Makaton Symbols.* In Walker, M. (1986) *Symbols for* Makaton. London: The Makaton Charity.

Chaidi, I.a.D., A. (2020) 'Parents' involvement in the education of their children with autism'. *International Journal of Emerging Technologies in Learning,* 15(14), pp.194-203. Available at: https://doi.org/10.3991/ijet.v15i14.12509

Chapman, J. and Aspin, D. (1997) *Schools as Centres of Lifelong Learning for All.* USA: U.S. Department of Education.

Charney, S.A., Camarata, S.M. and Chern, A. (2021) 'Potential Impact of the Covid-19 Pandemic on Communication and Language Skills in Children'. *Otolaryngology Head and Neck Surgery*. 165(5) pp1-2. Available at:

http://dx.doi.org/10.1177/0194599820978247

Children's Commissioner for England (2021) *The Big Ask - The Big Answer.* London: Children's Commissioner for England. Available at: https://www.childrenscommissioner.gov.uk/wp-content/uploads/2021/11/occ_the_big_ask_the_big_answer_2021.pdf

Chomsky, N. (1986) *Knowledge of language: Its nature, origin, and use. London:* Greenwood Publishing Group.

Cohen, L., Manion, L. and Morrison, K. (2018) *Research Methods in Education.* 8th edn. New York: Routledge.

Cole, E. (2019) 'Everyone should have a voice'. *Nursing standard,* 34(7), pp.26-28 Available at: http://dx.doi.org/10.7748/ns.34.7.26.s14

Cooper, D.R. and Schindler, P.S. (2001) *Business Research Methods.* London: McGraw-Hill.

Cornwall, J. and Graham-Matheson, L. (2012) *Leading on Inclusion.* Florence: Routledge.

Creswell, J.W. (2013) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 4th edn. London: Sage.

Creswell (2018) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 5th edn. London: Sage.

Cronin, C. (2014) 'Using case study research as a rigorous form of inquiry'. *Nurse Researcher*. 21(5), pp19-27. Available at: http://dx.doi.org/10.7748/nr.21.5.19.e1240

Crotty, M. (1998) *The foundations of social research meaning and perspective in the research process.* London: Sage.

Cunningham, C. and Davis, H. (1985) *Working with Parents: Frameworks for Collaboration*. London: Open University Press.

Davies, C.A. (2008) *Reflexive ethnography.* 2nd edn. London: Routledge.

Denscombe, M. (2008) 'Communities of Practice'. *Journal of Mixed Methods Research*, 2(3), pp. 270-283 Available at: https://journals.sagepub.com/doi/pdf/10.1177/1558689808316807.

Denzin, N.K. and Lincoln, Y.S. eds (2011) *The Sage Handbook of Qualitative Research*. London: Sage.

Department for Education (2022) *SEND Review: Right support, Right place, Right time. Government consultation on the SEND and alternative provision system in England.* Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1063620/SEND_review_right_support_right_place_right_time_accessible.pdf

Department for Education (2015) *National Curriculum for Key Stage 1 and 2 - Citizenship.* Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/402173/Programme_of_Study_KS1_and_2.pdf

Department for Education and Employment (2000) *Raising Standards Opening Doors.* Available at : https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61964/opening-doors-breaking-barriers.pdf

Department for Education and Employment (DfEE) (1997) *Excellence in schools.* London: Her Majesty's Stationery Office. Available at: http://www.educationengland.org.uk/documents/wp1997/excellence-in-schools.html#:~:text=full%20text%20online-,Excellence%20in%20Schools%20(1997),established%20Education%20Action%20Zones%20etc.

Department for Education and Schools (2004) *Removing the Barriers to Achievement. The Government Strategy for Special Educational Needs.* Available at: https://dera.ioe.ac.uk/4955/13/8b56f1b2944d88f593e89ae3009fa5c3_Redacted.pdf

Department for Education and Schools (DfES) (2003) *Together from the start: Practical guidance for professionals working with disabled children (birth to 2) and their families.* Available at: https://dera.ioe.ac.uk/id/eprint/8794/1/177_2.pdf

Department for Education and Department for Health and Social Care (2014) *Special Educational Needs and Disability Code of Practice: 0-25 years.* Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Desforges, C.a.A., A (2003) *The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievements and Adjustment: A Literature Review.* London: UK Government. Available at: http://good-id-in-schools.eu/sites/default/files/sof_migrated_files/sof_files/impactparentalinvolvment.pdf

Devarakonda, C. (2012) *Diversity and inclusion in early childhood: An introduction. London:* Sage.

Dewey, J. (1938) *Experience and Education*. New York: Macmillan.

Dey, I. (1993) *Qualitative Data Analysis.* London: Routledge.

Duffy, K.G. and Wong, F.Y. (1999) *Community Psychology.* 2nd edn. London: Pearson.

Dukes, C. and Smith, M. (2007) *Working with Parents of Children with Special Educational Needs.* London: SAGE Publications.

Durišić, M. and Bunijevac, M. (2017) 'Parental Involvement as an important factor for successful education'*. Centre for Educational Policy Studies Journal*, 7(3), pp137-153. Available at: https://files.eric.ed.gov/fulltext/EJ1156936.pdf

Epstein, J.L. (2008) 'Improving family and community involvement in secondary schools'. *The Education Digest*, 73(6), pp. 9 Available at: http://homeschoolconnect.pbworks.com/f/Improving+Family+and+Community+Involvement.pdf.

Ezzy, D. (2002) *Qualitative analysis - practice and innovation.* London: Routledge.

Farrell, M. (2011) *The Effective Teacher's Guide to Behavioural and Emotional Disorders.* London: Routledge.

Farrell, M. (2012) *The Effective Teacher's Guide to Autism and Communication Difficulties.* London: Routledge.

Flick, U. (2018) *The Sage handbook of qualitative data collection.* London: Sage.

Flick, U. (2009) *An introduction to qualitative research.* 4th edn. London: Sage.

Flyvbjerg, B. (2011) *Case Study*, pp.301-316. In Denzin, N.K. and Lincoln, Y.S. eds. *The Sage Handbook of Qualitative Research.* London: Sage.

Frederickson, N. and Cline, T. (2015) *Special Educational Needs, Inclusion and Diversity*. London: Open University Press.

Gelsthorpe, T. (2003) *Educational leadership and the community.* London: Pearson Education.

Gereluk, D. (2008) *Education and community.* London: Continuum.

Gergen, K.J. (2015) *An Invitation to Social Construction.* London: Sage.

Gillham, B. (2010) *Case Study Research Methods*. London: Bloomsbury.

Given, L.M. (2008) *The Sage encyclopedia of qualitative research methods.* Sage publications. London: Bloomsbury.

Griffiths, C. (2003) *Language learning strategy use and proficiency: The relationship between patterns of reported language learning strategy (LLS), use by speakers of other languages (SOL) and proficiency with implications for the teaching/learning situation.* Doctoral Thesis: Auckland: University of Auckland. Available at: https://www.proquest.com/docview/305297847

Gross, J. (2018) *Time to Talk: Implementing Outstanding Practice in Speech, Language and Communication.* Milton: Routledge.

Grove, N. and Walker, M. (1990) 'The Makaton Vocabulary: Using manual signs and graphic symbols to develop interpersonal communication', *Augmentative and Alternative Communication,* 6(1), pp.15-28 Available at: https://www.tandfonline.com/doi/abs/10.1080/07434619012331275284.

Grove, N. and Woll, B. (2017) 'Assessing language skills in adult key word signers with intellectual disabilities: Insights from sign linguistics', *Research in developmental*

disabilities, 62(1), pp.174-183 Available

at: file:///C:/Users/katie/Downloads/Assessing_language_skills_in_adult_key_word_signer.pdf.

Halliday, M.A.K. (1970) *Language structure and language function* In Lyons, J. eds (1970) New Horizons in Linguistics. Harmondsworth: Penguin. Pp140-165.

Halliday, M.A.K. (1973) *Explorations in the Functions of Language.* London: Edward Arnold (Publishers) Ltd.

Halliday, M.A.K. (1978) *Language as social semiotic.* London: Arnold.

Hamilton, L. and Corbett-Whittier, C. (2012) *Using Case Study in Education Research.* London: Sage.

Hamlyn, D.W. (1995) *Epistemology, history of*, in Honderich, T. (ed.) *The Oxford Companion to Philosophy* Oxford: Oxford University Press, pp. 242-245.

Hammersley, M. (2013) *What is qualitative research?* London: Bloomsbury.

Hargreaves, D. (1982) *The Challenge For the Comprehensive School.* Florence: Routledge.

Hart, B. and Risley, T.R. (2003) 'The Early Catastrophe: The 30 Million Word Gap by Age 3'*. Education Review,* 17(1), pp. 110-118 Available at: https://www.aft.org/sites/default/files/periodicals/TheEarlyCatastrophe.pdf.

Hart, K.I., Fujiki, M., Brinton, B. and Hart, C.H. (2004) 'The Relationship Between Social Behavior and Severity of Language Impairment'. *Journal of speech, language, and hearing research*, 47(3), pp.647-662 Available at: https://doi.org/10.1044/1092-4388(2004/050)

Hayden, S. and Jordan, E. (2012) *Language for Learning in the Secondary School: A practical guide for supporting students with speech, language and communication needs.* London: Routledge.

Henderson, R. (1986) *Working with Makaton at Greencroft School.* London: The Makaton Charity.

Hennink, M., Hutter, I. and Bailey, A. (2011) *Qualitative Research Methods.* London: Sage.

Heshusius, L. and Ballard, K. eds (1996) *From positivism to interpretivism and beyond.* London: Teachers College Press

Hodge, N. and Runswick-Cole, K. (2008) 'Problematising parent-professional partnerships in education'. *Disability & society,* 23(6), pp. 637-647 Available at: https://www.tandfonline.com/doi/pdf/10.1080/09687590802328543?needAccess=true.

Hoffman, L. (2019) *Sprachwissenschaft: Ein Reader.* Germany: De Gruyter.

Holtgraves, T.M. (2002) *Language as Social action: Social psychology and language use.* London: Erlbaum.

Honderich, T. (ed.) *The Oxford Companion to Philosophy.* Oxford: Oxford University Press

Hoover-Dempsey, K.V. and Sandler, H.M. (1997) 'Why Do Parents Become Involved in Their Children's Education?' *Review of educational research,* 67(1), pp.3-42 Available at: https://doi.org/10.3102/00346543067001003

Hornby, G. (2000) *Improving parental involvement.* London: Cassell.

Hughes, C., Blaxter, L. and Tight, M. (2010) *How to Research*. London: McGraw-Hill Education.

Hulse, K. and Stone, W. (2007) 'Social cohesion, social capital and social exclusion'. *Policy Studies*, 28(2), pp.109-128 Available at: https://www.tandfonline.com/doi/pdf/10.1080/01442870701309049?needAccess=true.

ICAN (2006) *The Cost to the Nation of Children's Poor Communication.* ICAN. Available at:

https://speechandlanguage.org.uk/media/1592/2_the_cost_to_the_nation_of_childrens_poor_communication.pdf

Jakobson, R. (1960) *Linguistics and Poetics.* In Sebeok, T. (ed.) Style in Language (pp.350-377). Cambridge: Massachusetts Institute of Technology Press.

Jasper, M. (2013) *Beginning Reflective Practice.* London: Cengage Learning.

Jewitt, C., Kress, G., Ogborn, J. and Tsatsarelis, C. (2001) 'Exploring learning through visual, actional and linguistic communication: the multimodal environment of a science classroom'. *Educational Review*, 53(1), pp5-18. Available at: https://doi.org/10.1080/00131910123753

Jiang, X. (2017) *Developmental Functioning of Infants and Toddlers with Autism and Cerebral Palsy.* Master's Theses. Louisiana State University.

Johnson, A. and Sackett, R. (1998) *Direct systematic observation of behavior,* in Bernard, H.R. (ed.) Handbook of Methods in Cultural Anthropology. 2nd edn. Lanham, US: Altamira Press, pp. 293-312.

Kress, G. (2000) *Multimodality: Challenges to thinking about language*. London: University of London. Available at: https://doi.org/10.2307/3587959

Kress, G. and Van Leeuwen, T. (1996) *Reading images: the grammar of visual design.* New York: Routledge

Kugelmass, J. (2003) *Inclusive leadership: leadership for inclusion.* National College for School Leadership. Available at:

https://dera.ioe.ac.uk/id/eprint/5081/1/kugelmass-inclusive-leadership-full.pdf

Kuru Cetin, S. and Taskin, P. (2016) 'Parent Involvement in Education in Terms of Their Socio-Economic Status'*. Eurasian Journal of Educational Research*, 16(66), pp.1-30 Available at: https://files.eric.ed.gov/fulltext/EJ1149044.pdf.

Kvale, S. and Brinkmann, S. (2009) *Interviews: Learning the craft of qualitative research interviewing.* London: Sage.

Law, J., Parkinson, A., Tamhne, R. and Hall, D. (2000) *Communication Difficulties in Childhood.* Boca Raton: Garland & Medicine.

Law, J. (2004) *After Method: Mess in Social Science Research.* London: Routledge.

Lawson, M.A. (2003) 'School-Family Relations In Context'. *Urban Education*, 38(1), pp.77-133 Available at: http://dx.doi.org/10.1177/0042085902238687

Lee (2011) *Talk Boost Interim Report.* Online: I CAN and The Communication Trust. Available at : https://ican.org.uk/media/1940/talk-boost-interim-report-29-may-2012.pdf

Lincoln, Y.S. and Guba, E.G. (1985) *Naturalistic Enquiry.* London: Sage.

Linneberg, M.S. and Korsgaard, S. (2019) 'Coding qualitative data: a synthesis guiding the novice'. *Qualitative Research Journal,* 19(3), pp.259-270. Available at: https://doi.org/10.1108/QRJ-12-2018-0012

Logue, J. (2009) *Working with parents of children with additional needs.* London: A & C Black.

Loncke (2014) *Augmentative and Alternative Communication: Models and Applications for Educators, Speech-Language Pathologists, Psychologists, Caregivers, and Users*, Beaverton: Ringgold Inc.

Lyons, J. eds (1970) *New Horizons in Linguistics.* Harmondsworth: Penguin.

Mann, S. (2016) 'The research interview', *Reflective practice and reflexivity in research processes.* London: Palgrave Macmillan.

Mansell, J. (2010) 'Raising our sights: services for adults with profound intellectual and multiple disabilities'. *Tizard learning disability review*, 15(3), pp.5-12 Available at: https://www.mencap.org.uk/sites/default/files/2016-06/Raising_our_Sights_report.pdf.

Marshall, C. and Rossman, G.B. (2016) *Designing qualitative research.* 6th edn. London: Sage.

Martin, D. (2000) *Teaching Children with Speech and Language Difficulties.* Florence: David Fulton Publishers.

Martin, D. and Miller, C. (2003) *Speech and Language Difficulties in the Classroom*. London: David Fulton Publishers.

McCutcheon, G. and Jung, B. (1990) 'Alternative perspectives on action research'. *Theory Into Practice,* 29(3), pp.144-151 Available

at: https://www.jstor.org/stable/pdf/1476916.pdf?refreqid=excelsior%3A3aae0183815 78b80da3392bb32fe2177.

Meehan, C. and Meehan, P.J. (2018) 'Trainee teachers' perceptions about parent partnerships: are parents partners?*' Early child development and care*, 188(12), pp.1750-1763 Available

at: http://www.tandfonline.com/doi/abs/10.1080/03004430.2017.1286334.

Mercer, R.T. (1981) 'A Theoretical Framework for Studying Factors that Impact on the Maternal Role'. *Nursing Research*, 30(2), pp.73-77. Available at:

https://journals.lww.com/nursingresearchonline/Abstract/1981/03000/A_Theoretical_ Framework_for_Studying_Factors_that.3.aspx

Merriam, S.B. (2015) 'Qualitative research: Designing, implementing, and publishing a study in *Handbook of research on scholarly publishing and research methods*. pp.125-140. USA: IGI Global.

Merriam, S.B. and Tisdell, E.J. (2015) *Qualitative Research: A Guide to Design and Implementation.* 4th edn. San Francisco, CA: Jossey-Bass.

Meuris, K., Maes, B. and Zink, I. (2014) 'Evaluation of language and communication skills in adult key word signing users with intellectual disability: Advantages of a narrative task'. *Research in developmental disabilities,* 35(10), pp.2585-2601 Available at: https://doi.org/10.1016/j.ridd.2014.06.020

Miller, J. (2010) 'Community Cohesion and Teachers' Professional Development'. *Race equality teaching*, 28(1), pp. 30-36 Available at: https://access.portico.org/Portico/auView?auId=ark:%2F27927%2Fphx2c2c1b2p.

Mooney, R. and Chen, D. (2011) 'Learning to interpret natural language navigation instructions from observations'. *Proceedings of the AAAI Conference on Artificial Intelligence,* 25(1), pp.859-865. Available at: https://doi.org/10.1609/aaai.v25i1.7974

Morris, A.B., McDaid, M. and Potter, H. (2011) 'Promoting community cohesion in England'. *School leadership & management,* 31(3), pp.281-296 Available at: http://www.tandfonline.com/doi/abs/10.1080/13632434.2010.545382.

Morrison, K. (1993) *Planning and accomplishing school-centred evaluation.* Dereham: Francis.

Mountstephen, M. (2012) *Meeting special needs a practical guide to support children with speech, language and communication needs (SLCN).* London: Mark Allen Group.

Mowrer, O. (1960) *Learning theory and behavior.* New York: Wiley.

Mukherji, P. and Albon, D. (2018) *Research Methods in Early Childhood.* London: Sage.

Newby, P. (2014) *Research methods for education.* London: Routledge.

Nisbet, J. and Watt, J. (1984) *Case Study*: In Bell, J., Bush, T., Fox, A., Goodey, J, and Goulding, S. (eds) Conducting small-scale investigations in educational management. London: Harper & Row, pp.79-92.

O'Donoghue, T. (2006) *Planning your Qualitative Research Project*. London: Routledge.

O'Grady, W. (2005) *How Children Learn Language*. Cambridge: Cambridge University Press.

Orford, J. (1992) *Community Psychology: Theory and Practice.* Chichester: Wiley-Blackwell.

Painter, C. (1984) *Into the mother tongue*. London: Pinter.

Painter, C. (1999) *Learning through language in early childhood*. London: Continuum.

Painter, C., Werewianka, B.M. and Torr, J. (2007) 'From microfunction to metaphor: learning language and learning through language.', in Hasan, R., Matthiessen, C. and Webster, J.J. (eds.) *Continuing Discourse on Language: A Functional Perspective* London: Equinox, pp. 563-568.

Painter, C. (2015) *Into the Mother Tongue.* London: Bloomsbury Publishing Plc.

Patton, M.Q. (2014) *Qualitative research & evaluation methods: integrating theory and practice.* 4th edn. Thousand Oaks, CA: Sage Publications.

Piaget, J. (1962) 'The relation of affectivity to intelligence in the mental development of the child'. *Bulletin of the Menninger Clinic,* 26(3), pp.129.

Preis, J. (2006) 'The Effect of Picture Communication Symbols on the Verbal Comprehension of Commands by Young Children With Autism'. *Focus on Autism and Other Developmental Disabilities,* 21(4), pp.194-210 Available at: https://journals.sagepub.com/doi/pdf/10.1177/10883576060210040101.

Preissle, J. (2006) 'Envisioning qualitative inquiry: a view across four decades'. *International journal of qualitative studies in education,* 19(6), pp.685-695 Available at: http://www.tandfonline.com/doi/abs/10.1080/09518390600975701.

Primus, R. (2009) *Limits of Interpretivism*. Michigan: University of Michigan Law School. Available at: https://repository.law.umich.edu/articles/521

Punch, K.F. (2013) *Introduction to Social Research: Quantitative and Qualitative Approaches*. London: Sage

Riordan, J.P., King, S. and Anderson, H. (2019) *The Makaton Friendly Canterbury Project*, 18th edn, Online: NASEN Connect.

Ritchie, J., Lewis, J., Nicholls, C.M. and Ormston, R. (2013) *Qualitative research practice: A guide for social science students and researchers.* London: Sage.

Robinson, O.C. (2014) 'Sampling in interview-based qualitative research: A theoretical and practical guide'. *Qualitative research in psychology,* 11(1), pp.25-41. Available at: https://doi.org/10.1080/14780887.2013.801543

Romski, M.A. and Sevcik, R.A. (1996) 'Breaking the speech barrier: Language development through augmented means'*. ERIC*. Available at: https://eric.ed.gov/?id=ED398765

Romski, M. and Sevcik, R.A. (2005) 'Augmentative communication and early intervention: Myths and realities'. *Infants & Young Children*, 18(3), pp. 174-185. Available at: https://depts.washington.edu/isei/iyc/romski_18_3.pdf

Royal College of Speech and Language Therapists (2013) *Five good communication standards.* London: Royal College of Speech and Language Therapists. Available at: www.rcslt.org/news/docs/good_comm_standards (Accessed: 15/02/2021).

Rubavathanan, M. (2021) 'A comparative study on the theoretical development of function of language with reference to Buhler, Jakobson and Halliday'. *NOBEL: Journal of Literature and Language Teaching,* 12(2), pp.277-291. Available at: https://doi.org/10.15642/nobel.2021.12.2.277-291

Russell, F. (2003) 'The expectations of parents of disabled children'. *British journal of special education*, 30(3), pp.144-149 Available

at: http://www.ingentaconnect.com/content/bpl/bjsp/2003/00000030/00000003/art00006.

Rutter, M. and Schopler, E. (1987) 'Autism and pervasive developmental disorders: Concepts and diagnostic issues'*. Journal of Autism and Developmental Disorders,* 17(2), pp.159-186 Available

at: https://link.springer.com/article/10.1007/BF01495054.

Sailor, D.H. (2004) *Supporting Children in their home, school and community.* Boston: Allyn and Bacon.

Schramm, W. (1971) *The nature of communication between humans.* In Schramm, W. and Roberts, D.F. (eds) The Process and effects of mass communication (pp.3-516). Illinois: University of Illinois Press.

Seale, C. (2004) *Researching society and culture.* 2nd edn. London: Sage.

Sebeok, T. (ed.) *Style in Language.* Cambridge: Massachusetts Institute of Technology Press.

Sellars, M. (2014) *Reflective Practice for Teachers*. London: Sage.

Sergiovanni, T.J. (2001) *Leadership: What's in it for Schools?* London: Routledge Falmer.

Sheehy, K. and Duffy., H (2009) 'Attitudes to Makaton in the Ages of Integration and Inclusion'. *International journal of special education*, 24(2), pp. 3 Available at: http://oro.open.ac.uk/19897/.

Sheehy, K. and Budiyanto (2014) 'Teachers' attitudes to signing for children with severe learning disabilities in Indonesia'*. International journal of inclusive education,* 18(11), pp. 1143-1161 Available at: http://www.tandfonline.com/doi/abs/10.1080/13603116.2013.879216.

Silverman, D. (2022) *Interpreting Qualitative Data*. London: Sage.

Simons, H. (2009) *Case Study Research in Practice*. London: Sage.

Simpson, M., Tuson, J.A. and Education, I. (2003) *Using observations in small-scale research : a beginner's guide.* Edinburgh: Scottish Council For Research In Education.

Skinner, B.F. (1957) 'The experimental analysis of behavior', *American Scientist,* 45(4), pp. 343-371. Available at: https://www.jstor.org/stable/27826953

Soan, S. (ed.) (2021) *Why do teachers need to know about diverse learning needs?* London: Bloomsbury.

Spears, C.L. and Turner, V.L. (2011) *Rising to new heights of communication and learning for children with autism.* London: Jessica Kingsley.

Spitzman, E. and Balconi, A. (2019) 'Social Justice in Action'. *The journal of scholarship of teaching and learning,* 19(5) Available at: 10.14434/josotl.v19i5.25071.

Stake, R.E. (1995) *The Art of Case Study Research*. London: Sage.

Stenhouse, L. (1975) *An Introduction to Curriculum Research and Development.* London: Pearson.

Stern, J. (2003) *Involving Parents.* London: Continuum.

Sutherland, R.J. and Isherwood, T. (2016) 'The Evidence for Easy-Read for People With Intellectual Disabilities: A Systematic Literature Review'. *Journal of Policy and Practice in Intellectual Disabilities,* 13(4), pp. 297-310 Available at: https://onlinelibrary.wiley.com/doi/epdf/10.1111/jppi.12201?saml_referrer.

Talay-Ongan, A. and Ap, E. (eds.) (2005) *Child Development and Teaching Young Children.* Victoria: Thomson.

Talmy, S. (2010) 'Qualitative interviews in applied linguistics: From research instrument to social practice'. *Annual Review of Applied Linguistics,* 30, pp. 128-148. Available at: http://dx.doi.org/10.1017/S0267190510000085

Teaching Tolerance (2016) *Social Justice Standards: The Teaching Tolerance Anti-bias Framework.* UK: Teaching Tolerance. Available at: https://www.learningforjustice.org/sites/default/files/2017-06/TT_Social_Justice_Standards_0.pdf

Tesch, R. (1990) *Qualitative research - analysis types and software tools.* London: Routledge.

Tett, L. (2001) 'Parents as problems or parents as people? Parental involvement programmes, schools and adult educators'. *International journal of lifelong education,* 20(3), pp. 188-198 Available at: http://www.fachportal-paedagogik.de/fis_bildung/suche/fis_set.html?FId=570910.

The Makaton Charity (2021a) *Frequently Asked Questions.* Available at:

https://makaton.org/TMC/About_Makaton/FAQ/TMC/About_Makaton/FAQ.aspx?hkey=c00d22c2-8fb8-498c-937d-80c8b784595b

The Makaton Charity (2021b) *What is Makaton?* Available at:

https://makaton.org/TMC/About_Makaton/What_is_Makaton.aspx

Thomas, G. (2011) 'A typology for the case study in social science. Following a review of definition, discourse and structure'. *Qualitative Inquiry,* 17(6), pp.511-521. Available at: https://doi.org/10.1177/1077800411409884

Thomas, G. (2013) *How to do a research project : a guide for students in education and applied social sciences.* 2nd edn. London: Sage.

Thomas, G. (2021) *How to do your case study.* London: Sage.

Thomas, G. and Feiler, A. (1988) *Planning for special needs: a whole school approach.* Oxford: Blackwell.

Thomas, G. and Myers, K. (2015) *The anatomy of the case study*. London: Sage.

Thompson, N. (2003) *Communication and language. A handbook of theory and practice*. London: Palgrave Macmillan.

Thwaite, A. (2019) 'Halliday's view of child language learning : Has it been misinterpreted?' *The Australian journal of teacher education*, 44(5), pp. 42-56 Available at: https://ro.ecu.edu.au/ajte/vol44/iss5/3/

Tod, J. and Ellis, S. (2018) *Behaviour for learning : promoting positive relationships in the classroom.* London: Routledge.

Torr, J. (1997) *From child tongue to mother tongue : a case study of language development in the first two and a half years.* Nottingham: University of Nottingham.

Torr, J. (2005) *Language development in early childhood.* in Talay-Ongan, A. and Ap, E. (eds.) Child Development and Teaching Young Children. Victoria: Thomson, pp. 79-87.

Torr, J. (2015) *Language Development in Early Childhood: Learning How to Mean.* in Webster, J. (ed.) The Bloomsbury Companion to M. A. K. Halliday. London: Bloomsbury, pp. 242-256.

Tuckman, B.W. and Harper, B.E. (2012) *Conducting Educational Research.* 6th edn. Lanham, Md: Rowman & Littlefield Publishers.

Turner, V. and Spears, C. (2010) *Rising to New Heights of Communication and Learning for Children with Autism.* London: Jessica Kingsley Publishers.

United Kingdom Government (2014). Children and Families Act 2014. Available at: https://www.legislation.gov.uk/ukpga/2014/6/introduction/enacted

United Nations Educational, Scientific and Cultural Organisation – UNESCO (2009) *World Conference on Higher Education – the new dynamics of higher education and research for societal change and development.* Paris: UNESCO. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000183277

United Nations Educational, Scientific and Cultural Organisation - UNESCO (2014) *The Right to Education: Law Policy review guidelines.* France: UNESCO. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000228491_eng

United Nations Educational, Scientific and Cultural Organisation - UNESCO (2017) *A guide for ensuring inclusion and equity in education.* France: UNESCO. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000248254 (Accessed: 15/02/2021).

Vygotsky, L.S. (1986) *Thought and Language.* London: MIT Press.

Wagner, R.K. (1985) 'Causal Relations Between the Development of Phonological Processing Abilities and the Acquisition of Reading Skills: A Meta-Analysis'. *Merrill-Palmer Quarterly, 34*(3), pp. 261-279. Available at: https://eric.ed.gov/?id=EJ373886

Walford, G. (2001) *Doing qualitative educational research: a personal guide to the research process.* London: Continuum.

Walker, M. (1973) *An experimental evaluation of the success of a system of communication for the deaf mentally handicapped.* Doctoral Dissertation. University of London*.*

Walker, M. (1986) *Symbols for Makaton*. Surrey: The Makaton Charity.

Walker, M. (1987) *The Makaton Vocabulary - Uses and Effectiveness.* University of Reading: International AFASIC Symposium of Specific Speech and Language Disorders in Children. Available at: https://makaton.assetbank-server.com/assetbank-makaton/action/viewAsset?id=4120&index=15&total=18&view=viewSearchItem (Accessed: 05/04/2021).

Ward, U. (2013) *Working with parents in the early years.* 2nd edn. London: SAGE, Learning Matters.

Webster, J. (ed.) (2015) *The Bloomsbury Companion to M. A. K. Halliday.* London: Bloomsbury

Wellington, J. (2012) 'Searching for doctorateness'. *Studies in Higher Education,* 38(10), pp.1490-1503. Available at: https://doi.org/10.1080/03075079.2011.634901

Wellington, J. (2015) *Educational Research: Contemporary Issues and Practical Approaches.* London: Continuum.

Wells, G. (1981) *Learning through Interaction: the study of language development.* Cambridge University Press.

Williams, M. (2000) 'Interpretivism and Generalisation'. *Sociology,* 34(2), pp.209-224. Available at: https://doi.org/10.1177/S0038038500000146

Williams, F. and Churchill, H. (2006) *Empowering parents in sure start local programmes.* Sure Start. Available at: http://www.ness.bbk.ac.uk/implementation/documents/1385.pdf

Willingham, D.T., Hughes, E.M. and Dobolyi, D.G. (2015) 'The Scientific Status of Learning Styles Theories'. *Teaching of psychology,* 42(3), pp. 266-271 Available at: https://journals.sagepub.com/doi/full/10.1177/0098628315589505.

Wolfendale, S. (2000) *The contribution of parents to school effectiveness.* London: Fulton.

Woll, B. and Morgan, G. (2012) 'Language impairments in the development of sign: do they reside in a specific modality or are they modality-independent deficits?' *Bilingualism: Language and Cognition*, 15(1), pp.75-87. Available at: https://doi.org/10.1017/S1366728911000459

Woods, P. (1986) *Inside Schools: Ethnography in Educational Research.* London: Routledge & Paul.

Wrigley, T., Thomson, P. and Lingard, R. (2012) *Changing Schools.* Florence: Routledge.

Yardley, L. (2000) 'Dilemmas in qualitative health research'. *Psychology and health,* 15(2), pp.215-228. Available at: https://doi.org/10.1080/08870440008400302

Yin, R. (2014) *Case Study Research Design and Methods.* 5th edn. Thousand Oaks: Sage.

Yin, R. (2018) *Case Study research and applications: design and methods.* 6th edn. Thousand Oaks: Sage.

Zeichner, K.M. and Liston, D.P. (1996) *Reflective Teaching.* London: Routledge.

Appendices

Appendix 1 – Research Plan

Case Study 1 – Special School

Plan	Act	Observe	Review
Visit for 2 days Look at EYFS, KS1, KS2 and KS3 Use of Makaton in class and around school.	14 & 21st November	Informal observations of classes. How is Makaton used?	Notes made Things to take forward What works well What can be adapted?

Case Study 2 – Mainstream School

Plan	Act	Observe	Review
Meet with HT and SENCos See where they want to be Plan in place	RS Primary Taster Session - 9th Dec Visit to see training in action Lanyard Cards	Interviews with SENCo and staff present at taster session.	End of 2 studies review

Appendix 2 – Completed Consent Forms

Canterbury
Christ Church
University

CONSENT FORM

Title of Project:	How can Makaton be embedded into Schools and their Wider Communities?
Name of Researcher:	Katie Potts – Masters by Research Student John-Paul Riordan – Masters Supervisor

Contact details:

Address:	School of Humanities and Educational Studies Canterbury Christ Church University, Canterbury, Kent, CT1 1QU
Tel:	01227 92 1813
Email:	KP472@canterbury.ac.uk

Please initial box

1   I confirm that I have read and understand the participant information for the above project and have had the opportunity to ask questions.

2   (If applicable) I confirm that I agree to any audio recordings.

3   I understand that any personal information that I provide to the researchers will be kept strictly confidential and in line with the University Research Privacy Notice

4   I understand that my participation is voluntary and that I am free to withdraw my participation at any time, without giving a reason.

5   I agree as Gatekeeper for St Nicholas School to take part in the above project.

Name of Participant:	Date: 10/10/22	Signature:
Name of person taking consent (if different from researcher)	Date:	Signature:
Researcher: KPotts	Date: 10/10/22	Signature: KPotts

Copies: 1 for participant
          1 for researcher

Canterbury Christ Church University

CONSENT FORM

Title of Project:	How can Makaton be embedded into Schools and their Wider Communities?
Name of Researcher:	Katie Potts – Masters by Research Student
	John-Paul Riordan – Masters Supervisor

Contact details:

Address:
School of Humanities and Educational Studies
Canterbury Christ Church University, Canterbury, Kent, CT1 1QU

Tel: 01227 92 1813

Email: KP472@canterbury.ac.uk

Please initial box

1. I confirm that I have read and understand the participant information for the above project and have had the opportunity to ask questions. `FG`

2. (If applicable) I confirm that I agree to any audio recordings. `FG`

3. I understand that any personal information that I provide to the researchers will be kept strictly confidential and in line with the University Research Privacy Notice `FG`

4. I understand that my participation is voluntary and that I am free to withdraw my participation at any time, without giving a reason. `FG`

Name of Participant:	Date:	Signature:
████████	10/3/23	~~loyl~~
Name of person taking consent (if different from researcher)	Date:	Signature:
Researcher:	Date:	Signature:
Katie Potts	10/3/23	KPott

Copies: 1 for participant
          1 for researcher

139

Canterbury Christ Church University

CONSENT FORM

Title of Project: How can Makaton be embedded into Schools and their Wider Communities?

Name of Researcher: Katie Potts – Masters by Research Student
John-Paul Riordan – Masters Supervisor

Contact details:

Address: School of Humanities and Educational Studies
Canterbury Christ Church University, Canterbury, Kent, CT1 1QU

Tel: 01227 92 1813

Email: KP472@canterbury.ac.uk

Please initial box

1. I confirm that I have read and understand the participant information for the above project and have had the opportunity to ask questions. ✓

2. (If applicable) I confirm that I agree to any audio recordings. ✓

3. I understand that any personal information that I provide to the researchers will be kept strictly confidential and in line with the University Research Privacy Notice ✓

4. I understand that my participation is voluntary and that I am free to withdraw my participation at any time, without giving a reason. ✓

Name of Participant:	Date: 10·03·23	Signature:
Name of person taking consent (if different from researcher)	Date:	Signature:
Researcher: Katie Potts	Date: 10·03·23	Signature: KPotts

Copies: 1 for participant
1 for researcher

140

Canterbury Christ Church University

CONSENT FORM

Title of Project:	How can Makaton be embedded into Schools and their Wider Communities?
Name of Researcher:	Katie Potts – Masters by Research Student
	John-Paul Riordan – Masters Supervisor

Contact details:

Address:	School of Humanities and Educational Studies
	Canterbury Christ Church University, Canterbury, Kent, CT1 1QU
Tel:	01227 92 1813
Email:	KP472@canterbury.ac.uk

Please initial box

1. I confirm that I have read and understand the participant information for the above project and have had the opportunity to ask questions. ✓

2. (If applicable) I confirm that I agree to any audio recordings. ✓

3. I understand that any personal information that I provide to the researchers will be kept strictly confidential and in line with the University Research Privacy Notice ✓

4. I understand that my participation is voluntary and that I am free to withdraw my participation at any time, without giving a reason. ✓

Name of Participant: ▓▓▓▓▓▓	Date: 10.3.2023	Signature:
Name of person taking consent (if different from researcher)	Date:	Signature:
Researcher: Katie Potts	Date: 10.3.23	Signature: KPotts

Copies: 1 for participant
1 for researcher

141

Canterbury
Christ Church
University

CONSENT FORM

Title of Project: How can Makaton be embedded into Schools and their Wider Communities?

Name of Researcher: Katie Potts – Masters by Research Student
John-Paul Riordan – Masters Supervisor

Contact details:

Address: School of Humanities and Educational Studies
Canterbury Christ Church University, Canterbury, Kent, CT1 1QU

Tel: 01227 92 1813

Email: KP472@canterbury.ac.uk

Please initial box

1. I confirm that I have read and understand the participant information for the above project and have had the opportunity to ask questions.	✓
2. (If applicable) I confirm that I agree to any audio recordings.	✓
3. I understand that any personal information that I provide to the researchers will be kept strictly confidential and in line with the University Research Privacy Notice	✓
4. I understand that my participation is voluntary and that I am free to withdraw my participation at any time, without giving a reason.	✓

Name of Participant: ▓▓▓▓▓▓	Date: 10/3/23	Signature:
Name of person taking consent (if different from researcher)	Date:	Signature:
Researcher: Katie Potts	Date: 10/3/23	Signature:

Copies: 1 for participant
1 for researcher

Appendix 3 – Observations 1-8

Descriptive Colour Coding for Observations

CODE	MEANING
Yellow	Key Word Sign used
Green	Gesture used
Light Blue	Pointing used
Pink	Use of Symbol
Dark Blue	Use of Object for Concrete Reference
Red	Isolated speech

Observation 1 – Special School – Reception Class

Small class of 7 children in a temporary cabin classroom, 3 staff members. Widget symbols displayed around the room in prominent places. Snippets of conversation where signing or gesture was used over the space of 1 hour.

Extract Number	Conversation
1:1	A1: Do you need a chair? C1: Yeah (nodding)
1:2	A2: Eat your breadsticks. A1: Are they finished?
1:3	C3: Touching Interactive White Board A1: No thank you – finished!
1:4	A3: No, use those ones.
1:5	A2: On the table (pointing to table)
1:6	A1: 2-minute timer A1: Time to tidy up
1:7	A1: In the tray (pointing to tray)
1:8	A1: No hitting or cars are finished.
1:9	A1: Now is Hello, Next is Bucket A1,2,3: Hello ……, How are you? How are you today? Are you good? C1-7: Happy/Sad
1:10	A1: It is time for our Day of the week song ALL: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday A1: Today is Monday
1:11	A1: Everyone ready? Everyone looking?
1:12	A1: Messy, messy foam. What colour? A1: Are you ready? Bucket finished. We have finished time to say goodbye, come again another day.
1:13	A1,2: Apple, carrot, banana, orange – what would you like? A1 repeats to each child. C2 uses tablet and symbols to make a choice

	A1: Are you hungry? (to C6) A1: More? Yes or No? (to C3) A1: Thank you (when passed a water bottle) A1: Snack is finished
1:14	A2: Do you want me to help you? (putting on coats) ALL: Wheels on the bus song with full actions

Observation 2 – Special School – Year 1

Small class of 5 children in a classroom, 4 staff members. Widget symbols displayed around the room in prominent places – timetable, reminders objects. All adults have widget symbol prompt cards on their lanyards for easy access.

Snippets of conversation where signing or gesture was used over the space of 30 minutes

Extract Number	Conversation
2:1	A1: No finished (children fighting over something on the playground) A2: Coat off. Finished. ALL: Time to wash our hands
2:2	A3: Finished (washing hands) A2: Used pointing and natural gesture for where children need to go.
2:3	A1: Look at the choices. You choose. A2: Use of pointing and gesture at children's eye level to make choices. Use of choosing board with widget symbols.
2:4	C2: More A3: More what? C2: More salad (pointing) A3: Salad finished

Observation 3 – Special School – Mixed Key Stage 2

Small class of 10 children in a classroom, 4 staff members. Widget symbols displayed around the room in prominent places – timetable, reminders, objects. Snippets of conversation where signing or gesture was used over the space of 30 minutes.

Extract Number	Conversation
3:1	Adult reading with C1

	A1: Making a bird A1: A red bird (pointing) C1: bird (pointing) A1: yellow eye (pointing) A1: green tail (pointing)
3:2	Adult reading with C2 – child repeated words after adult but did not sign. A1: Reading first A1: Where Scruffy? A1: Where is Scruffy (S)? A1: On the road A1: In the box A1: Here comes Scruffy (dog) A1: Good boy
3:3	Group Activity Register A1: Good sitting, good listening, good morning A1: Yesterday were you poorly? (to C4) A1: School dinner or packed lunch?
3:4	A2: Do you need help?
3:5	A1: Today is Tuesday A1: Is it hot? (symbol card) A1: Is it cold? (symbol card) A1: Is it rainy? (symbol card) Prompt cards passed around and children encouraged to say day, date, month and weather.
3:6	A1 went through visual timetable – finished! A1: Good listening C5: Where is A5? A1: A5 has minibus training, he will come and see us later for some music.
3:7	C2: Where are we going? A1: Where are we going? (to all) C1: The woods? A1: No, we can't go to the woods C6: The park? A1: Yes, we are going to the park. The same park as last week. A3: Sitting down.

Observation 4 – Special School – Mixed Key Stage 2

Small class of 10 children in a classroom, 6 staff members. Widget symbols displayed around the room in prominent places – timetable, reminders, objects. Snippets of conversation where signing or gesture was used over the space of 30 minutes.

Extract Number	Conversation

4:1	A4: G, G, Stand up (to C1)
4:2	C2: Worried (no speech) C2: I'm L K: I'm K C2: Yes K
4:3	A2: Sign letters for first names to see physio progress from activities (pointing to each chid) A2: Good work, good listening
4:4	C2: Worried (no speech) A2: Don't worry, that's K C2: Worried (no speech) A2: K is just watching us
4:5	A2: Time for snack C3: Hold up bus symbol A2: Bus later A2: Snack time A2 to C4: Snack now or snack finished? C4 gets up to go, A2: finished? C4 tries to sit back down A2: Time for snack? Are you finished?
4:6	ALL: We have finished, we have finished, time to say goodbye, come again another day.
4:7	A2: Toilet time A4: Do you need some help?
4:8	C2: Excited (no speech), points outside. A2: Excited, yes.

Observation 5 – Special School – Mixed Key Stage 2

Small class of 8 children in a classroom, 8 staff members. Widget symbols displayed around the room in prominent places – timetable, reminders, objects. Snippets of conversation where signing or gesture was used over the space of 30 minutes.

Speaking with A1: we use symbols more as they have physical disabilities. We sign the hello song first thing in the morning. Symbols used for names, photos, widgets, timetable, eye gaze, attached to wheelchairs too.

Extract Number	Conversation
5:1	C1 and A3 walking around room with frame practicing and strengthening legs for walking. C1: Finish A3: In a little bit, later
5:2	A2 & 3 working with C2 to practice using eye gaze.

	A2: Home, where is home? C2 looked at home symbol A2: Good boy, home A2: School, where is school? C2 looked at school symbol A2: Good, school
5:3	A4 and C3 using switches and buttons to make choices. C3: pressed button for other A A4: Good work. Time to go to dinner.
5:4	A1 uses symbol cards with C4 Are you hungry? Yes or No C4 hits yes and looks at it clearly

Observation 6 – Special School – Mixed Key Stage 3

Small class of 10 children in a classroom, 3 staff members. Widget symbols displayed around the room in prominent places – timetable, reminders, objects, emotion boards. Snippets of conversation where signing or gesture was used over the space of 30 minutes.

Extract Number	Conversation
6:1	Science Experiment – cornflour and water. A1: Is it good or bad? Can we eat it?

Symbols in room – Green, yellow, red for emotions – How are you doing?

Observation 7 – Special School – Mixed Key Stage 3

Small class of 10 children in a classroom, 4 staff members. Widget symbols displayed around the room in prominent places – timetable, reminders, objects, emotions. Now and Next throughout day on Interactive White Board. Snippets of conversation where signing or gesture was used over the space of 30 minutes

Extract Number	Conversation
7:1	A1: Good afternoon song with photos of children on strip. A1: How are you feeling – happy, friendly, tired Cs respond with moving their photo to the corresponding emotion on the wall
7:2	A2: Do you want to choose shape video? C1 chooses a video

	A2: Is that a good or bad video C1: bad A2: Can you choose a good video C1: this one good
7:3	Children moving between tables to complete Maths work on shapes and matching them to words. A1: Really good work to C2 A1: Finished now to C2 A2: Finished group table to C2
7:4	A1: Can you match the shapes to C3. A1: Good work to C3, Group table has finished.

Observation 8 – Special School – Mixed Key Stage 3

Small class of 10 children in a classroom, 6 staff members. Widget symbols displayed around the room in prominent places – timetable, reminders, objects. Snippets of conversation where signing or gesture was used over the space of 30 minutes.

Extract Number	Conversation
8:1	A1: Sitting to C1 A1: Thank you
8:2	A2 to C2: Ear defenders on A2: Sitting
8:3	Symbols for tasks – who, what and where board
8:4	Squirting paint on a picture of Pudsey bear and splatting with a spatula. A1: More or finished? C3: Finished A1: Ready, 3,2,1 Splat!

Appendix 4 – Interviews 1-4

Descriptive Colour Coding for Interviews (Halliday, 1978 – Three Functions of

Communication)

CODE	MEANING
Yellow	Ideational – Experience of the world, experiential, logical, transitivity
Green	Interpersonal – mood and modality, types of relationship, attitudes and expressions
Light Blue	Textual – creating and presentation, patterns and parts of conversation.

Interview 1 – Mainstream School – SENCo

1:1	**What Makaton training have you completed?** Just the taster session in December 2022.
1:2	**What was your experience of Makaton before training?** Limited, very brief training from SENCO and SRP lead at federated school during a staff meeting.
1:3	**Since the training, how often do you now use Makaton?** Daily using basic signs
1:4	**What do you use Makaton for?** Greetings, basic signs, signs of the week
1:5	**Do other staff engage with Makaton?** Yes, lots of Teaching Assistants are interested in Makaton and have requested or been on Level 1 and 2 training and beyond.
1:6	**When using Makaton, do pupils engage with it?** Yes! Children seem to love it! They greet me with good morning or good afternoon in the corridors and around school.
1:7	**Do parents of pupils engage with Makaton?** They have started to, 6 families engaged with a Makaton Coffee Morning
1:8	**What are the needs and ages of your pupils?** 3-11 years old, Needs across all areas of Special Education Needs (SEN), Largest area of needs is Communication and Interaction (C + I) with Speech, Language and Communication Needs (SLCN) along with Autism Spectrum Conditions (ASC). This is closely followed by Social, Emotional and Mental Health (SEMH).
1:9	**What do you see as the benefits of using Makaton in your role?** It helps children to express themselves – their needs, wants, feelings. Lots of children struggle with that greatly at our school.

1:10	**Do you think your use of Makaton could be extended?** Yes, <mark>more engagement with parents</mark> – I would like to extend sign of the week to our social media and online channels for parents to access.

Interview 2 – Mainstream School – 1:1 Teaching Assistant

2:1	**What Makaton training have you completed?**
	Just the taster session in December 2022.
2:2	**What was your experience of Makaton before training?**
	No experience at all
2:3	**Since the training, how often do you now use Makaton?**
	I don't currently work with a child who needs Makaton often, but I encourage the sign of the week with the class.
2:4	**What do you use Makaton for?**
	Makaton can be used with children who have communication issues and those who are non-verbal.
2:5	**When using Makaton, do pupils engage with it?**
	Some do engage and some greatly benefit from using it.
2:6	**Do other staff engage with Makaton?**
	Yes, we all try to use sign of the week and add in some daily words where we can.
2:7	**Do parents of pupils engage with Makaton?**
	They have started to, 6 families engaged with a Makaton Coffee Morning
2:8	**What are the needs and ages of your pupils?**
	All year groups – 5-11 year olds – Speech, Language and Communication Needs and those children with SEN.
2:9	**What do you see as the benefits of using Makaton in your role?**
	I would really benefit from using this to be able to communicate with a child that is non-verbal or has trouble communicating.
2:10	**Do you think your use of Makaton could be extended?**
	Yes, this would be helpful as a whole school just in case you have a new child start who would need the support.

Interview 3 – Mainstream School – 1:1 Teaching Assistant

3:1	**What Makaton training have you completed?** Taster Session, Level 1 and Level 2
3:2	**What was your experience of Makaton before training?** I had very basic understanding and training
3:3	**Since the training, how often do you now use Makaton?** At the moment, my 1:1 child does not need the support, but if I have a child who needs it, I will have the training and resources to hand.
3:4	**What do you use Makaton for?** Communication on a daily basis
3:5	**When using Makaton, do pupils engage with it?** The children who don't like to speak or have trouble with understanding use it more than most.
3:6	**Do other staff engage with Makaton?** Yes, we use sign of the week and encourage a few other signs in daily practice.
3:7	**Do parents of pupils engage with Makaton?** They have started to, 6 families engaged with a Makaton Coffee Morning
3:8	**What are the needs and ages of your pupils?** All year groups – 5-11 year olds – Speech, Language and Communication Needs and those children with SEN.
3:9	**What do you see as the benefits of using Makaton in your role?** Making sure you understand the children and they can understand you
3:10	**Do you think your use of Makaton could be extended?** I think Makaton should be introduced into all schools so any child with SEN, who is non-verbal can communicate.

Interview 4 – Mainstream School – Class Teaching Assistant

4:1	**What Makaton training have you completed?** Taster Session, Level 1, Level 2 and Level 3. Level 4 booked
4:2	**What was your experience of Makaton before training?** I worked for 2 years in an SEN School so picked bits up as I went.
4:3	**Since the training, how often do you now use Makaton?** Daily with most children.
4:4	**What do you use Makaton for?** To reinforce instructions, routines, for key word communication.
4:5	**When using Makaton, do pupils engage with it?** Some pupils yes, as they learn it, as they feel more comfortable.
4:6	**Do other staff engage with Makaton?** Yes, in my class and others in passing.
4:7	**Do parents of pupils engage with Makaton?** They have started to, 6 families engaged with a Makaton Coffee Morning
4:8	**What are the needs and ages of your pupils?** 8-9 year olds. Trauma, ASC, Attention Deficit Hyperactivity Disorder (ADHD), Developmental Language Disorder (DLD), Non-verbal, anxiety, SLCN.
4:9	**What do you see as the benefits of using Makaton in your role?** Enables better teaching and gives more time for understanding – it slows down my speech to allow others to listen better.
4:10	**Do you think your use of Makaton could be extended?** Always – I try to use it with all pupils and other staff where appropriate.