

EMPLOYMENT HISTORY

2021- pres	Research Fellow, at both the Institute Cognitive Neuroscience and Deafness Cognition and Language, University College London.
2020-2021	Executive Director, Deafinitely Theatre, UK, funded by Arts Council England.
2021-2021	Intersections Fund Development Officer, Consortium LGBT, UK, [short research contract], funded by the National Lottery Community Fund.
2019-2020	Project Manager, UK Deaf Sport, funded by Comic Relief.
2019-2019	Research Assistant, "Enhancing Dementia screening in aging Deaf signers of British Sign Language via analysis of hand movement trajectories", DCAL Research Centre, University College London, UK; funded by Dunhill Medical Trust.
2007-2018	Deputy Director Children, Young People and Partnerships, National Deaf Children's Society, London, UK. Various funding from several sources, trusts etc.
2005-2007	Post-doctoral research, DCAL Research Centre, University College London, UK, MacArthur-Bates Communicative Developmental Inventory in British Sign Language; funded by National Lottery through the Big Lottery.
2002-2004	High Executive Officer, Department Work & Pensions, London, UK, Civil Service Fast Stream Programme.

During my time as a PhD student I was also employed as a temporary research assistant to work on sign language related projects funded by the Nuffield Foundation:

2001-2002	University of Sheffield – Imitation and Visual perception – recruited and tested deaf people in their use of sign language to describe visually complicated stimuli
2002	University College London – Iconicity; recruited and tested native and late signers in their use of language for language and imagery
1996	City University - British Sign Language Receptive and Productive Skills Tests; recruited, visited and tested many children and engaged their parents/teachers too.
Gaps	Travelled Latin America including volunteering in Bolivia, 07/2018-03/2019 Travelled Asia for six months 09/2004 – 01/2005

EDUCATION/TRAINING

2002	Ph.D. Theory of Mind and Sibling Relationships in Deaf Children, funded by a fee-waiver; the Wingate Foundation and the Lord Snowdon Award, University of Sheffield
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Using past research and current debate on the development of a Theory of Mind, I designed a variety of experiments to investigate the importance of early language exposure in two groups of children, namely native and late signers. I also investigated the importance of communication with siblings. This involved a lot of commitment and travelling to reach out to specific children and using specific stimuli that prevented using language modality as a potential barrier itself. This research resulted in two first authored publications.

1999	BSc (Hons). Psychology: Degree Class 2(i) Goldsmith's College, University of London
Other	Child Protection Designated Safeguarding Officer course, Safe CIC, 2021 Safer Recruitment, Safe CIC, 2021

Impact Measurement and Management, In Focus, August 2020
Change Leadership, Directory of Social Change, 2016
Leadership Development, FPM (in partnership with Children's Workforce Development Council and Children's Workforce Network), 2010
Remote Management, Envision, 2009
Certificate in Learning and Teaching in Higher Education, UCL, 2006
British Sign Language Stage 2, Signature, 1999

PUBLICATIONS

REFEREED PUBLICATIONS IN JOURNALS AND BOOK VOLUMES

Woolfe, T., Herman, R.C. and Roy, P. (2010) Early vocabulary development in deaf native signers: a British Sign Language adaptation of the communicative development inventories, *Journal of Child Psychology and Psychiatry*, March 51, (3) 322-21.

Vigliocco, G., Vinson, D, **Woolfe, T.**, Dye, M. & Woll, B. (2005) Language and Imagery: effects of language modality, *The Royal Society Publishing*, 272, 1859-1863.

Woolfe, T., Want, S., & Siegal, M. (2003) Siblings, conversation, and theory of mind in deaf native signing children, *Journal of Deaf Studies and Deaf Education*, 340-347.

Woolfe, T., Want, S., & Siegal, M. (2002). Signposts to development: Theory of mind in deaf children, *Child Development*, 73, 768-778.

Woolfe, T., & Smith, P. K. (2001). The self-esteem and cohesion to family members of deaf children in relation to the hearing status of their parents and siblings, *Deafness and Education International*, 3, 80-96.

Woolfe, T., Young, A. (2007). Deafness, Deaf People and Genetics, *Bioethics*

REFEREED CONFERENCE PROCEEDINGS

Herman, R., **Woolfe T.**, and Woll, B. BSL MacArthur-Bates Communicative Development Inventory. European Science Federation Workshop on Sign Language Assessment, Zurich, September 2006

Woll, B., Rinaldi, P., **Woolfe, T.**, Roy, P. & Herman, R. Positive Support: A UK Study of deaf children and their families. Annual Early Hearing Intervention Detection & Intervention Conference, 2009

PRIZES

BPS Developmental Psychology; the Neil O Connor Award for research into Developmental Disability – Keynote Presentation, 2002

Federation Deaf People Youth Award, 2002

Millennium Fellow, 2000

SERVICE CONTRIBUTIONS

Presentation: Insights into optimal and natural language from deaf and hearing children of deaf parents, Cambridge University, 2006

Presentation: Theory of Mind and Deaf children, Healthy Deaf Minds, 2002

GRANTS

Arts Council England – for Deafinitely Theatre’s 2022-23 work as well as Cultural Recovery Fund in 21-22.

Consortium LGBT – for the development of Deaf Rainbow UK

Applied and received funding from UCL to develop a “What is research?” event for the deaf community. Reached 20 participants who were interested in research careers. This later developed into what is now widely respected as the DCAL Summer School. Some of these individuals have moved into research careers.

Bogue Fellowship – funding to visit Prof. Brenda Schick and colleagues in Colorado and understand their approach to early sign language assessment.

Lord Snowdon Trust – access costs for Degree and PhD

British Council – for Youth Exchanges with deaf young people in Switzerland, Russia, Japan, Iceland, Czech Republic

Range of volunteer work done:

- Deaf Rainbow UK, Founder and Chairperson (July 2018- December 2021)
- Greenwich University Students Union, Trustee (2020 - 2021)
- Royal Association of the Deaf: Trustee (2012-2015)
- SignHealth: Trustee (2002-2012)
- British Deaf Association: Trustee (2002-2006)
- SHOUT Crisis Volunteer – the UK's first free, confidential, 24/7 text support service – *June 2020 to date.*
- Co-ordinator, Sheffield Befriending Project for Deaf Children. I developed and got funding for a project for deaf children in the local area of Sheffield to meet up with deaf young role models on a fortnightly basis and developed positive identities – (2001- 03)
- Co-ordinator, British Deaf Association Youth Exchanges. These exchanges involved a lot of responsibility, organisation, planning as well as the importance of learning foreign sign languages. I have always communicated well with foreign deaf counterparts who use sign language (1995-2002)
- Counsellor, Camp America - worked with adults with developmental disabilities, and the year before, with children and young people. (1997 and 1998)

TEACHING SUMMARY/STUDENT SUPERVISION

2019 King’s College – lecture to DClinPsy Programme students re Sensory Disabilities

2011-18 Input given via NDCS range of projects both internal and external whereby the needs and experiences of deaf children and young people have been championed. This

ranged from research approaches to project concepts, all with involvement of deaf children and young people. This also involved recruitment and supervision of numerous short project staff/volunteers, several who have gone on to careers in the field, e.g. clinical psychology, research & teaching.

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| 2005 | UCL lectures given during post-doctoral role in 2005, to speech language therapy undergraduate students re interpersonal communication and Theory of Mind. |
| 2001 | Two individual deaf people volunteering internationally; supervision given for their Global impact work with the Volunteer Services Overseas organisation. |

LANGUAGES

English (fluent), British Sign language (fluent).

KEY SKILLS SUMMARY

- Excellent approach to research management.
- Academic research and hence an analytical approach to complex issues. I can objectively look at the interpretation and application of research data.
- Strong links with the Deaf community, always championing Knowledge-Transfer and participation
- Strategic Connectivity and Leadership.
- Participatory skills; continually enabling a “nothing about us without us” approach
- A wide understanding of the diverse lived experiences of children, young people and adults who experience being marginalised; deaf, disabled, LGBTQ+.
- A real champion for mental wellbeing.