Reflecting on Deaf Education: Current Research and Practice

One of the events organised by the Scottish Sensory Centre to celebrate 21 years of providing continuing professional development

Monday, 12th March, 2012

This exciting event provides an outstanding opportunity to hear about current research and practice relating to the education of deaf children from eminent national and international researchers. This conference will report on results from the Deaf Achievement Scotland (DAS) study, which has run since 2010. This Nuffield Foundation funded study tracked the achievement of young deaf people in Scotland. We will report on school achievement, employment and social integration.

The following speakers will be joining the conference and they will report on their research as although the education systems are quite different in their countries, the issues and challenges presented are remarkably common: early support, accountability, improving access to classroom learning and setting high standards. The SSC is delighted to welcome the following speakers:

**Professor Marc Marschark**, Center for Education Research Partnerships National Technical Institute for the Deaf, Rochester Institute of Technology & Moray House School of Education, University of Edinburgh

**Professor Terezinha Nunes**, University of Oxford

**Cathy Rhoten**, Western Pennsylvania School for the Deaf Pittsburgh, Pennsylvania, USA

**Rachel O’Neill**, Scottish Sensory Centre and University of Edinburgh

**Julie Arendt**, Deaf Achievement Scotland Study, University of Edinburgh

Abstracts below

Poster Session

The conference will include a poster session. If you or your organisation would like to contribute a poster of a current project, please include this on your booking form. At the end of the conference the poster judged to be the best will receive a prize*

**Cost**

£20

**Venue**

Scottish Sensory Centre/University of Edinburgh
Tel: 0131 651 6501 Fax: 0131 651 6502 Email: sscworkshops@ed.ac.uk

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*Oxford University Press has donated a prize of three years’ of the Journal of Deaf Studies and Deaf Education (2010-2012) and a copy of Professor Marschark’s book “How Deaf Children Learn”*
## Reflecting on Deaf Education: Current Research and Practice

**Monday, 12th March, 2012**

**Time:** 10 am - 4 pm  
**Venue:** Edinburgh

### Provisional Programme

<table>
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<tr>
<th>Time</th>
<th>Session</th>
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<tr>
<td>10 am</td>
<td>Registration and Coffee</td>
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<tr>
<td>10.30 am</td>
<td>Welcome and introduction to the day</td>
<td>Dr John Ravenscroft</td>
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| 10.45 am| Deaf Achievement Scotland research                                     | Julie Arendt  
                       |                                                 | Professor Marc Marschark  
                       |                                                 | Rachel O’Neill |
| 11.45 am| Accountability in Deaf Education                                       | Cathy Rhoten                                    |
| 12.20 pm| LUNCH                                                                   |                                                |
|         | Poster Display                                                         |                                                |
| 1.20 pm | Maths interventions in early primary                                   | Professor Terezinha Nunes                       |
| 2.20 pm | Language and Learning among Deaf Children: What we know and What we think we know | Professor Marc Marschark  
                       |                                                 |                                                |
| 3.20 pm | Summary and Presentation of Poster Prize                               |                                                |
| 3.40 pm | Tea and coffee                                                         |                                                |
Professor Terezinha Nunes, is Professor of Education in the University of Oxford and a Fellow of Harris Manchester College. She started her career as a clinical psychologist in Brazil and moved on to research after obtaining a PhD in Psychology at City University of New York. Her research analyses how hearing and deaf children learn literacy and numeracy and considers cognitive and cultural issues. Her work on “street mathematics” in Brazil uncovered many features of children’s and adults’ informal mathematical knowledge and is regarded as a classic in mathematics education. Her books include Street Mathematics, School Mathematics; Teaching Mathematics to Deaf Children; Improving Literacy by Teaching Morphemes; and Children’s Reading and Spelling: Beyond the First Steps. For more information, you can visit http://www.education.ox.ac.uk/research/child-learning/

An early intervention programme to support deaf children’s mathematical achievement (with Peter Bryant, Deborah Evans, Rossana Barros, Diana Burman) Deaf children’s mathematical reasoning follows the same developmental path as hearing children’s but many deaf children prefer to process information differently from their hearing peers. This makes it more difficult for them to learn some aspects of mathematics, particularly if their preference for visual representation is not taken into account in the design of teaching materials. This presentation will start by considering the common path that children follow when learning mathematics and will identify strengths and difficulties that deaf children have in moving along this path. We will then describe a programme developed to support deaf children’s mathematics learning that can be used by teachers in the classroom. The programme was evaluated in two studies supported by Action for Hearing Loss and the National Deaf Children’s Society. Both studies showed that many children benefitted from participation in this programme, as their results in a standardised assessment of mathematics at the end of the programme were significantly better than expected from where they were before the programme. We concluded from these studies that early intervention to support the learning of key mathematical concepts can significantly improve deaf children’s mathematics learning in the first years of school.
Marc Marschark, BA, MA, PhD is the honorary professor of Deaf Education at the University of Edinburgh. He is a prolific researcher and writer who is very well known in the field of deaf education. Marc is the Director of the Centre for Education Research Partnerships at NTID. He has research interests in the language, cognitive and social development of deaf children, sign language interpreting, and the relations between language, cognition and learning in deaf students. Marc founded and edits the Journal of Deaf Studies and Deaf Education which has the best reputation in the field internationally. Marc has many years of experience of running and supervising research projects (see www.rit.edu/ntid/cerp).

Abstract

Language and Learning among Deaf children: What we know and what we think we know. Deaf education and research have had a long but uneasy relationship. Without pointing fingers, it is evident that whatever progress has been made, deaf children continue to face significant challenges in education. If we are to make more progress, we need to better understand how various factors affect learning and leave behind ad hoc beliefs about what should or should not work. Weaving together findings concerning language and learning among deaf children reveals that we know more (and less) than we think we do. If we abandon myths and wishes and re-examine some of our assumptions we can create a partnership of parents, teachers, students, and researchers, basing decisions on facts, while recognizing that we are dealing with lives, emotions, rights, and responsibilities.
Cathy Rhoten, Western Pennsylvania School for the Deaf, Pittsburgh, Pennsylvania, USA

Accountability in Deaf Education. For an extended period of time, Deaf Education in the United States has struggled (and continues to struggle) to be accountable for academic achievement of its deaf and hard-of-hearing students. The country as a whole has taken the approach that all students would be on grade level within the next few years. In the late 1990s our program took a positive and proactive approach to accountability and started to identify ways that accurately show how our students were performing. Through the years we have documented changing demographics, demonstrated educational progress, and we publish yearly an ‘accountability report’ that is known nationwide. This presentation is a summary of our journey, a sharing of what we have found along the way, and a look at the larger issues that have led us to where we are today.

Rachel O’Neill, BA, M.Lang. PGCE is a lecturer in Deaf Education at the University of Edinburgh where she trains teachers of deaf children. As a teacher of deaf students in Manchester she pioneered support methods for deaf students, training Communication Support Workers, electronic notetakers and Deaf tutors of British Sign Language. Her first research grant was from the Nuffield Auxiliary Fund in 1998 when she investigated text support for deaf students. She is working towards a PhD investigating the way teachers and CSWs modify written language for deaf students. She is actively involved with teachers of deaf children in the UK through the professional associations BATOD and NATED and is on the editorial panel of the journal, Deafness and Education International.
Julie Arendt, Dipl.-Psych., MA is a Research Fellow at the Moray House School of Education, University of Edinburgh. After completing a Diploma (MSc) in Pedagogical and Clinical Psychology at the Albert-Ludwigs Universität Freiburg in Germany, she completed a MA in International Humanitarian Action at the Ruhr Universität Bochum in Germany and the Uppsala Universität in Sweden. Julie joined the Deaf Achievement Scotland project in May 2011. She is currently investigating the academic, vocational and social outcomes of deaf and partially deaf young people. Her main research interests are in the areas of psychosocial wellbeing, education, as well as human rights and social justice.

Abstract

**Deaf Achievement Scotland - Outcomes and Findings.** Deaf Achievement Scotland (DAS) is a project that follows up the earlier Achievement of Deaf Pupils in Scotland (ADPS) project which ran from 2000 to 2005. Between 2010 and 2011 DAS has been asking deaf school leavers and (parents of) deaf school pupils about their school experiences, their destinations after leaving school, their leisure activities, their living situations and their communication preferences. This presentation will report on outcomes from this study. Results include a comparison of SQA attainments at S4 of over 700 deaf pupils with those of the wider population of Scottish school pupils and of pupils with disabilities and additional support needs. We also will be reporting SQA exam results at leaving school, participation in further and higher education, employment and unemployment rates of 187 deaf school leavers. These outcomes will be compared to those of the wider population of Scottish school leavers and school leavers with disabilities. In addition we will be looking at the relation between the academic and vocational outcomes of our sample of deaf children and young people and the type and amount of support they received at school, the communication methods used with them at school and their school placement. The last part of the presentation will report on the advice about schooling given by deaf school leavers and parents of deaf school pupils to other deaf pupils and their parents.
APPLICATION FORM

Reflecting on Deaf Education: Current Research and Practice
Monday, 12th March, 2012

NAME: __________________________________________________________________________
(Miss, Mrs, Mr, other)

ADDRESS: ________________________________________________________________________
(School/Unit etc)

________________________________________________________________________ POSTCODE:

REGION: ________________________________________________________________________

PHONE: __________________ FAX: __________________

EMAIL: __________________

SUPPORT REQUIRED (please state): ____________________________________________________
(Braille, large print, sign interpreter, lipspeaker, loop, wheelchair access, other)

LUNCH: _____________________________________________________________
(a light lunch is provided, please indicate any dietary requirements you may have)

POSTER SESSION: Yes □ No □
I will be bringing a poster to display: ______________________________
(specify research topic above)

Payment enclosed: □ £20 (Payable to University of Edinburgh)

OR

Invoice sent to: __________________________ ORDER NO: ______________

________________________________________________________________________

________________________________________________________________________ POSTCODE: ___________

PHONE: __________________ FAX: __________________

Signed: __________________________ Date: __________________

Provisional Application □ Approved Application □

Please return to: The SSC, Moray House School of Education, University of Edinburgh, Holyrood Road,
EDINBURGH, EH8 8AQ by Monday, 5th March, 2012.