

Why is there an attainment gap?

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Overview: understanding the gap

- Literature round the gap
- Aims of the Edinburgh study
- Comparing exam results
- Asking young deaf people for their views
- Implications:
 - ... for d/Deaf people
 - ... for schools and colleges
 - ... for support staff
- Conclusion

What we already know

- All studies show an attainment gap
- Reading has been most studied
- Wide range of factors have been explored: student, family & school
- No difference between deafness categories



What we already know

- Deafness is a broad category
- Mild is not a useful term
- Early CI implantees have done well – why?
- Early intervention makes the most difference
- Difficult to study BSL users as a group



Aims of the study

- How do academic, social and vocational outcomes for deaf young people compared to the wider population?
- What patterns of support and intervention are most successful?



Three parts of the study

Our study drew on the Achievements of Deaf Pupils in Scotland (ADPS) database, running from 2000 – 2005. It had records on 2, 086 deaf children.

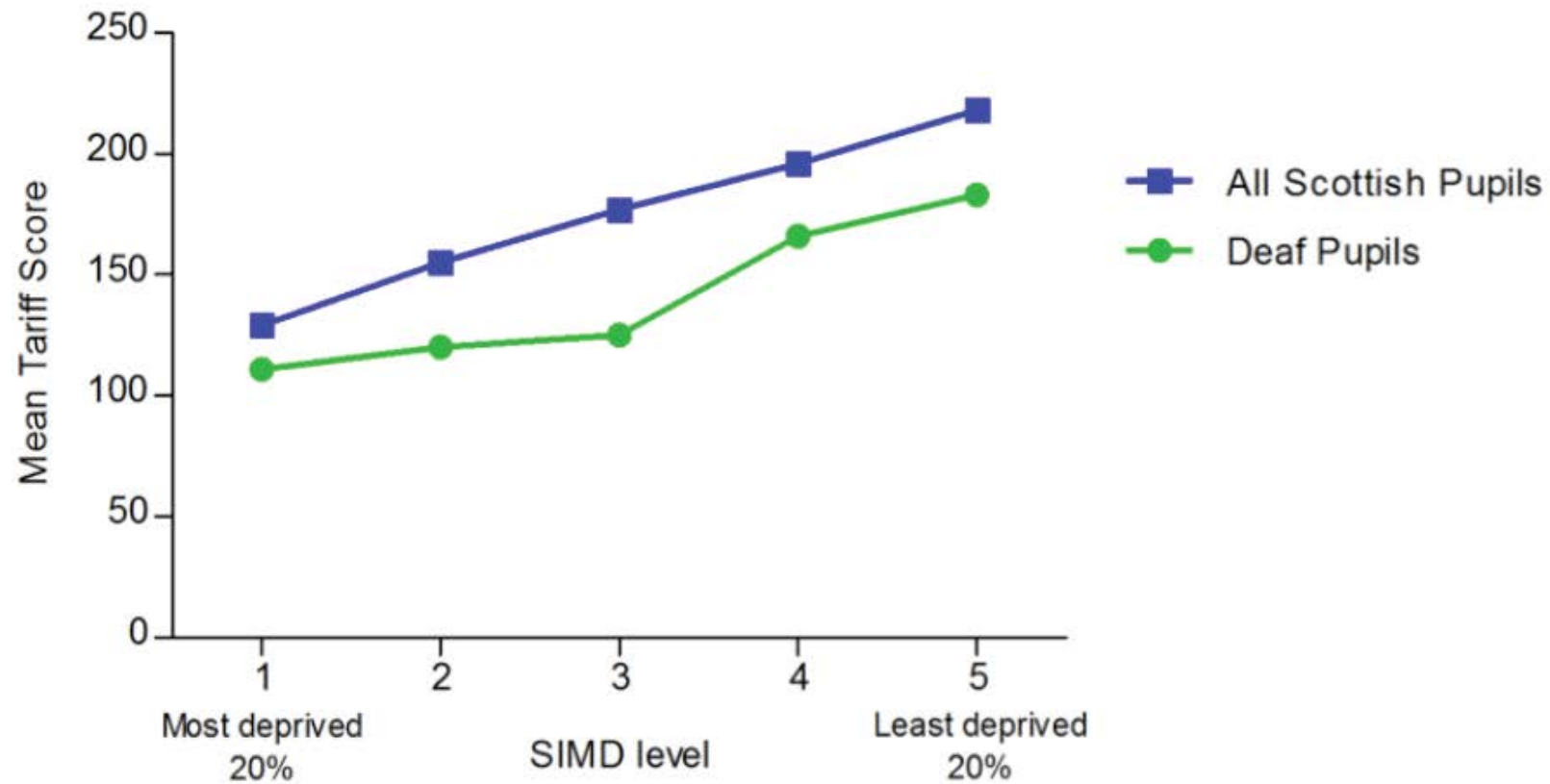
1. Questionnaires to parents of deaf children still at school (n = 131)
2. Comparison of exam results of deaf children in S4 with the wider population (n=540)
3. Questionnaires to young deaf people who were in the original database from 2000- 2005 (n = 188)

Method for comparing exam results

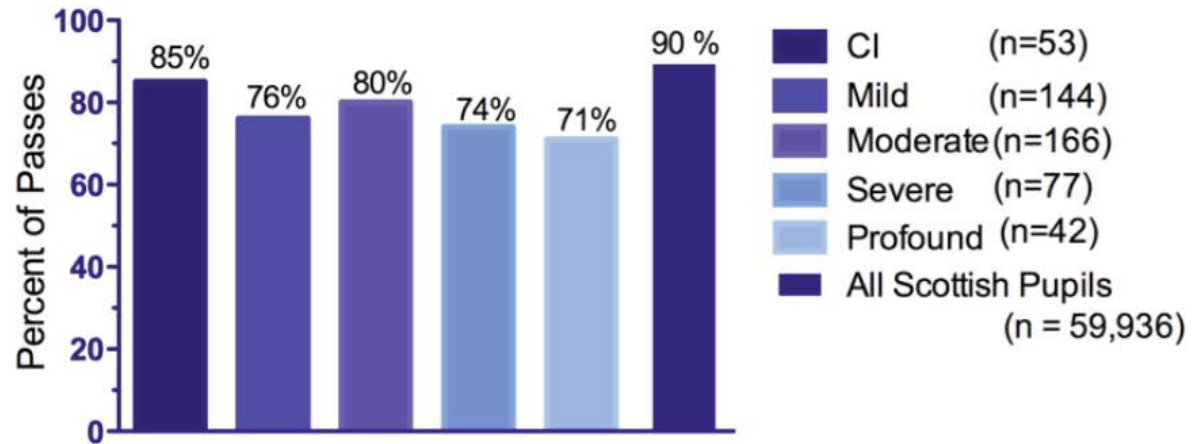
- Data sharing agreement with Scottish Qualification Authority
- Difficulty in finding exact year group
- Tariff score based on all qualifications to the age of 16
- Not 981 but only 540



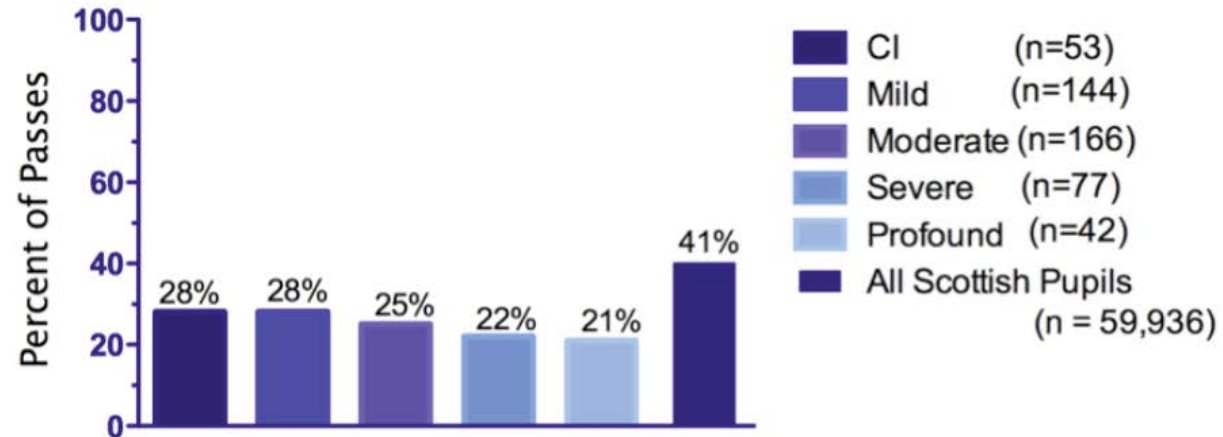
Findings: comparing exam results



English SCQF Level 4 or better



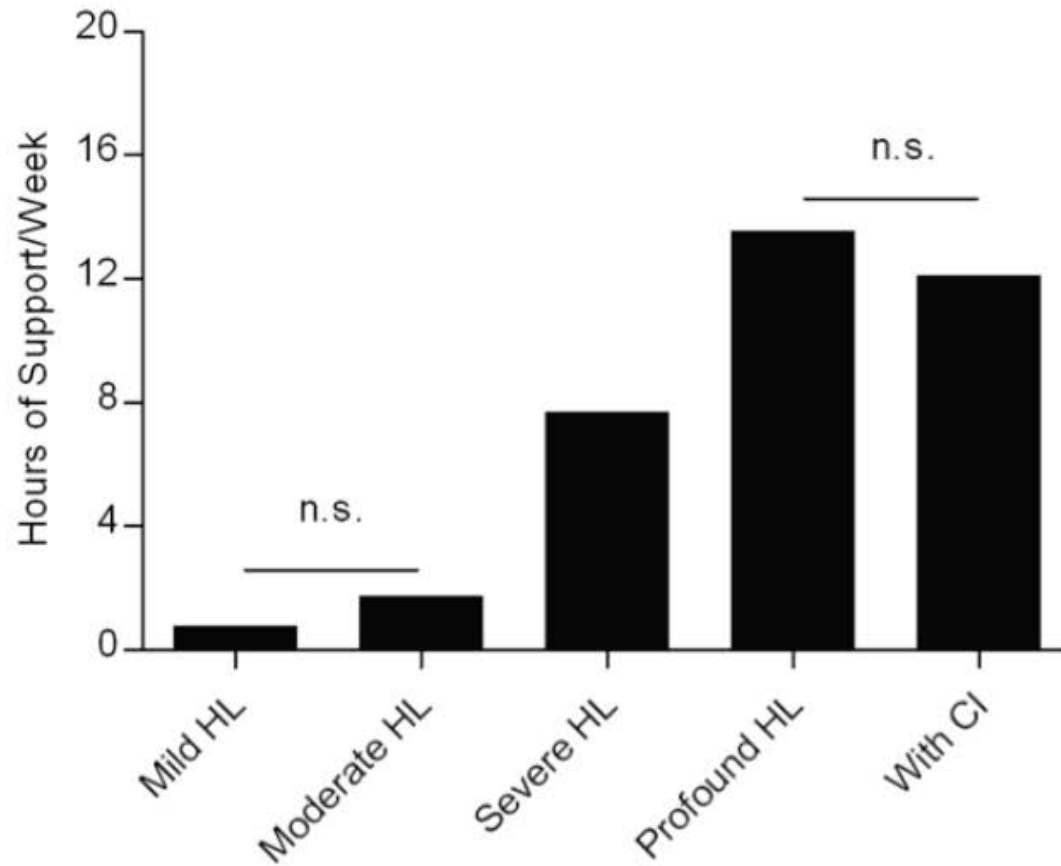
English SCQF Level 5 or better



Findings: comparing exam results

- Gender doesn't have a significant effect
- Older S4 pupils did less well than expected (possibly held back for a reason)
- Additional impairment has a serious effect
- Severely and profoundly deaf children entered for fewer exams, which affects the Tariff Score (see Powers, 2003)

Hours of support from ToDs by deafness category



Finding the views of young deaf people about their education, and experience of transition to work

Methods for finding the views of deaf young people

There are 12 sections in this questionnaire:

1. About you

2. About your education

3. About training

4. About Further and Higher Education

5. About your main activity

6. About your unpaid volunteer experience

7. About your experience of school



Findings: outcomes for young deaf people

- 75% of our sample preferred speech
- Preferred communication method very different for CI users and the profoundly deaf group
- 31% of 16 – 24 year olds employed compared to 53% of all Scottish young people. More in part time work than expected.
- More of our sample were studying for HE at college (40% compared to 20% in all Scotland young people)
- Only 11% of the 63 people in work have ATW funding

Findings: advice to a deaf child at school



A. Stand strong

B. You are not lonely, need help, get help.

C. Your teachers need deaf awareness. Do it yourself.

D. Do not show your true feelings to bullies.

Implications of findings for d/Deaf young people

- Unfortunately it seems you need to be better qualified to get treated equally
- Don't get stuck at college on sub-degree courses
- Find out about Access to Work
- Continue to rely on yourself, but ask for better careers advice
- Imagine and investigate different futures, then work towards your goals

Implications of findings for schools & colleges

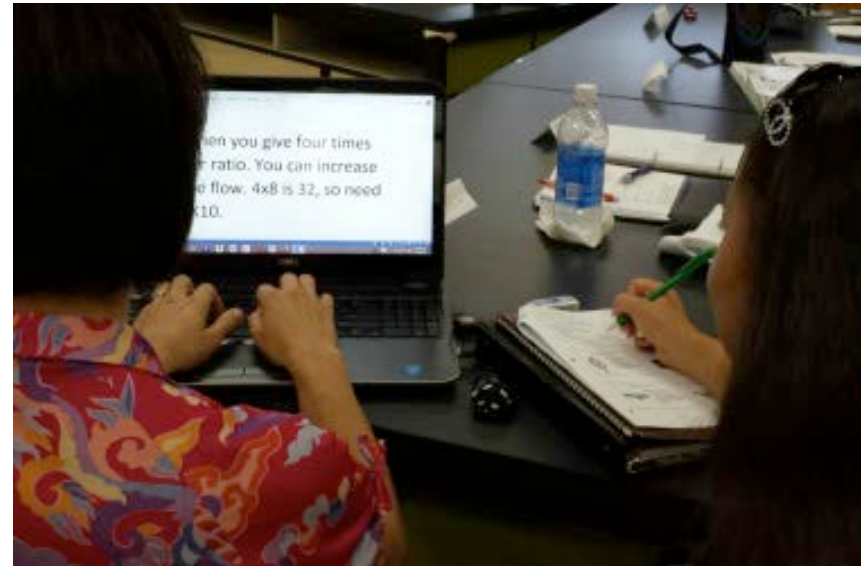
- Early years focus: vocabulary, world knowledge, including for mildly deaf children
- Improve acoustics, and re-timetable
- Don't allocate support by deafness level
- Use Pupil Premium more effectively with eligible deaf pupils, e.g. improve feedback, provide metacognitive skills interventions (Higgins et al, 2013)
- More careful transition plans for pupils achieving below GCSE D
- Check that real choices exist in each region

Implications of findings for support staff

- Maintain high expectations
- Pass on information about rights at work
- Encourage self advocacy
- Consult with mildly deaf students and explore new support strategies
- Have future focused discussions
- Become a Pupil Premium expert (Higgins et al, 2013)
- Follow up anyone who may be dropping out (Young et al, 2015)

Conclusions

- Limitations of the study
- Further research that is needed
- Feel free to use our reports as evidence



THANKS

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