The Context

- National Priorities for Education


Linguistic Developments

• UK Recognition of BSL, 2003
• Recognition of BSL within Languages of Scotland (Scottish Parliament, 2003)
• New rules from Scottish Qualifications Authority (SQA) allowing all external examinations except those directly examining English, to be signed ie both questions and responses.
Health Developments

• Newborn Hearing Screening: pilot sites - not yet universal in Scotland.

• Increase in the number of children being given cochlear implants
  
  \textit{BATOD 1996:} Pre-school 10; School 20
  \textit{ADPS 2000-1:} Pre-school 37; School 104

• Increasing use of digital hearing aids
Wider Policy Issues

- USA: *No Child Left Behind Act 2001*
- An Act “to close the achievement gap with accountability, flexibility, and choice, so that no child is left behind.”
- Concept of ‘High Stakes Testing’ see Gallaudet Research Institute Newsletter, Fall 2003
High Stakes Testing

“Considering the low average achievement levels that have been seen for deaf and hard-of-hearing students over the years, it appears that the high expectations of the NCLB are on the verge of a collision with the experience of many educators of deaf students.”

GRI Newsletter, Fall 2003, p.5
National Association of the Deaf (USA)

“The NAD fully supports the involvement of deaf and hard-of-hearing individuals in state and district wide assessments and believes information obtained from them should be used to measure an individual’s progress towards benchmarks and goals considered essential for ALL students. The NAD also believes that information obtained from such testing is a critical aspect of the educational accountability system and should primarily be used to evaluate schools and programs. NAD believes that children do not fail, but that schools and programs, including social service delivery systems, fail children.”

Work in progress. Do not quote without permission from ADPS.
National Association of the Deaf (USA)

“The NAD is profoundly concerned that many deaf and hard-of-hearing students are being inappropriately placed in public school settings where they are not being provided with the language and communication access needed, including the need for direct and uninhibited communication access, to acquire the requisite knowledge and skills essential for success in state and district-wide assessments.”

GRI Newsletter, Fall 2003, p.10
Ernst Thoutenhoofd (2003) *Attainments and Expectations in Deaf Education*

“…the success of inclusion has become a policy presumption rather than a policy goal.”
Ross E. Mitchell and Michael A. Karchmer

*Chasing the Mythical Ten Percent: Parental Hearing Status of Deaf and Hard of Hearing Students in the United States*

How many deaf children have deaf parents?

Usual answer, 10%, but Mitchell and Karchmer question this.
“...our analysis strongly suggests that Schein’s (1989) “90 percent rule” is not entirely accurate. To expect that 10% of the deaf and hard-of-hearing children and youth in the United States, at least those identified for educational programs or services in relation to their deafness, come from families with at least one deaf parent would certainly overshoot the mark. **Four percent** is a safer estimate, with roughly threequarters of these children coming from families where both parents are deaf.”

Mitchell and Karchmer
deaf preschool children in Scotland by main language used in the child's home  
2000/01 (n=211)