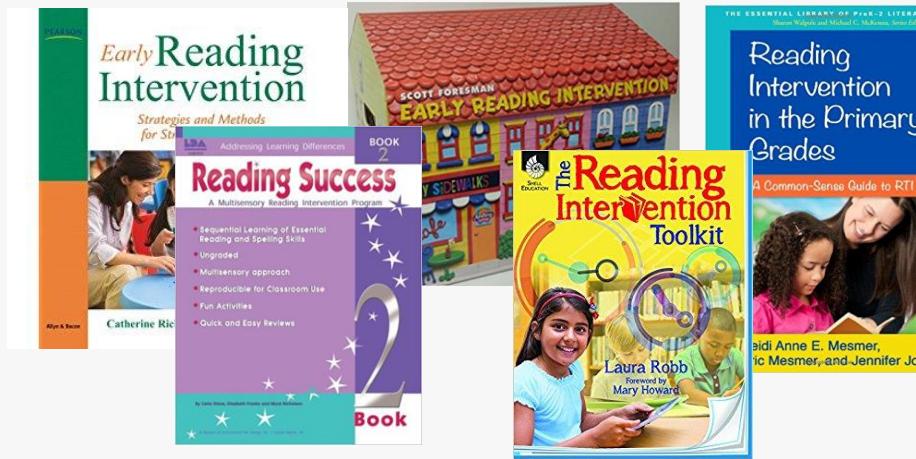


# Developing reading interventions for deaf children

Ros Herman

# Reading interventions

- Specific methods of teaching to help improve reading
- Of the hundreds of reading interventions available for hearing children...
  - Not all have been researched
  - We don't know if they work
  - It is important there is **evidence** that they work
  - Evidence comes from proper research studies



?

# Research on reading interventions

- There is a lot of research on reading interventions with hearing children
- Research studies include large numbers of children, so results can be applied to others
- This is good evidence, BUT ***studies typically exclude deaf children***
- In contrast, research on reading interventions with deaf children is
  - Limited
  - Rarely includes large numbers
  - It is difficult to apply findings

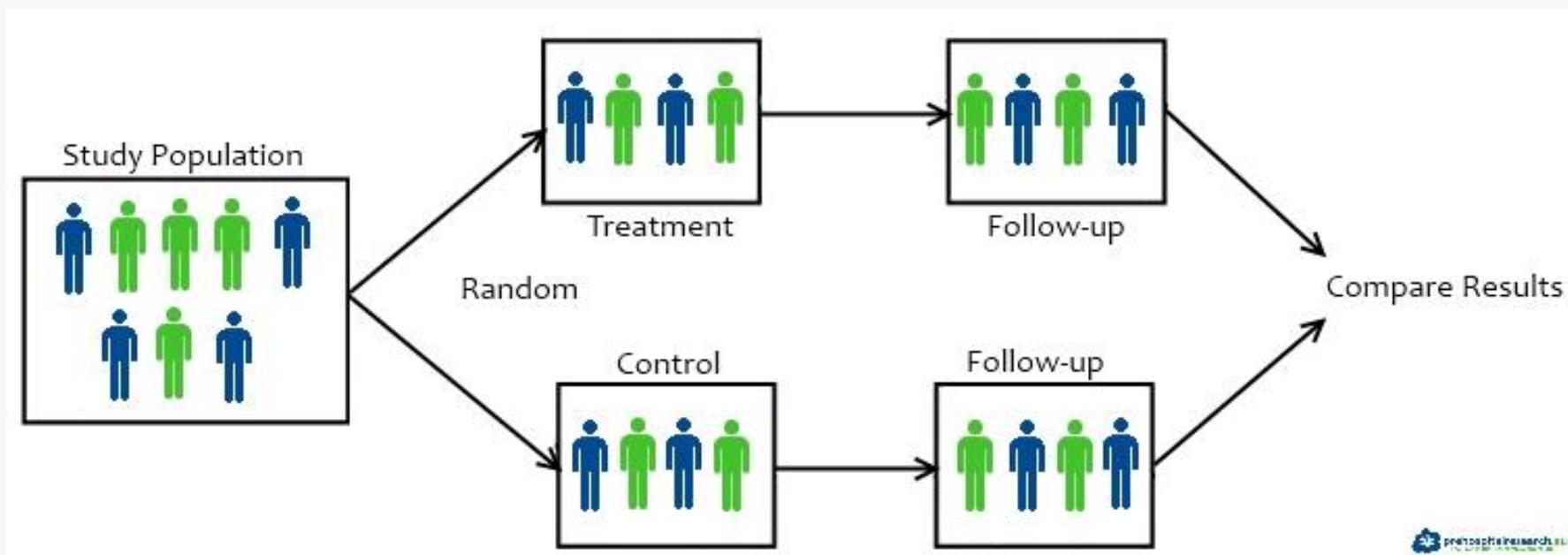


# Applying research findings to deaf children's reading

- We know a lot about why deaf children struggle with reading, but translating research into practice is tricky
- From the research, we can identify ways to improve deaf children's reading, but:
  - Teachers interpret research in different ways
  - Not all are successful
  - We need to carefully examine what does/doesn't work
- We need **research evidence** so that teachers can choose interventions that are proven to work



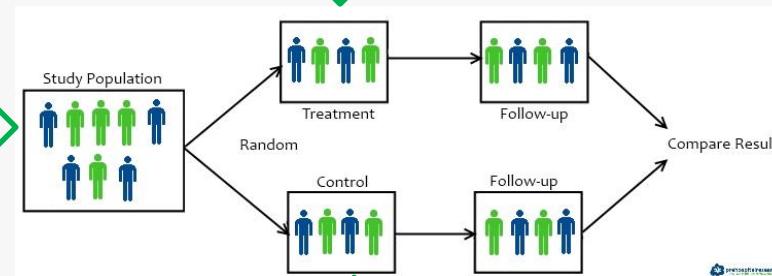
# Designing intervention research: randomized control trials (RCTs)



# Taking part in a RCT

Schools can choose to take part in research, BUT not every school will be selected to try the new intervention

Schools in the treatment group have to change what they are doing and stick to it for the duration of the research



The intervention may not work, or be no better than the control

Schools in the control group may be asked to try a different intervention, or may only try the main reading intervention later

# Challenges: getting research funded

- Large scale research cannot be done without funding
- Getting funded is difficult: researchers need to persuade funders that research is necessary and can be done
- We need to include large numbers of children and show funders that schools are willing to participate

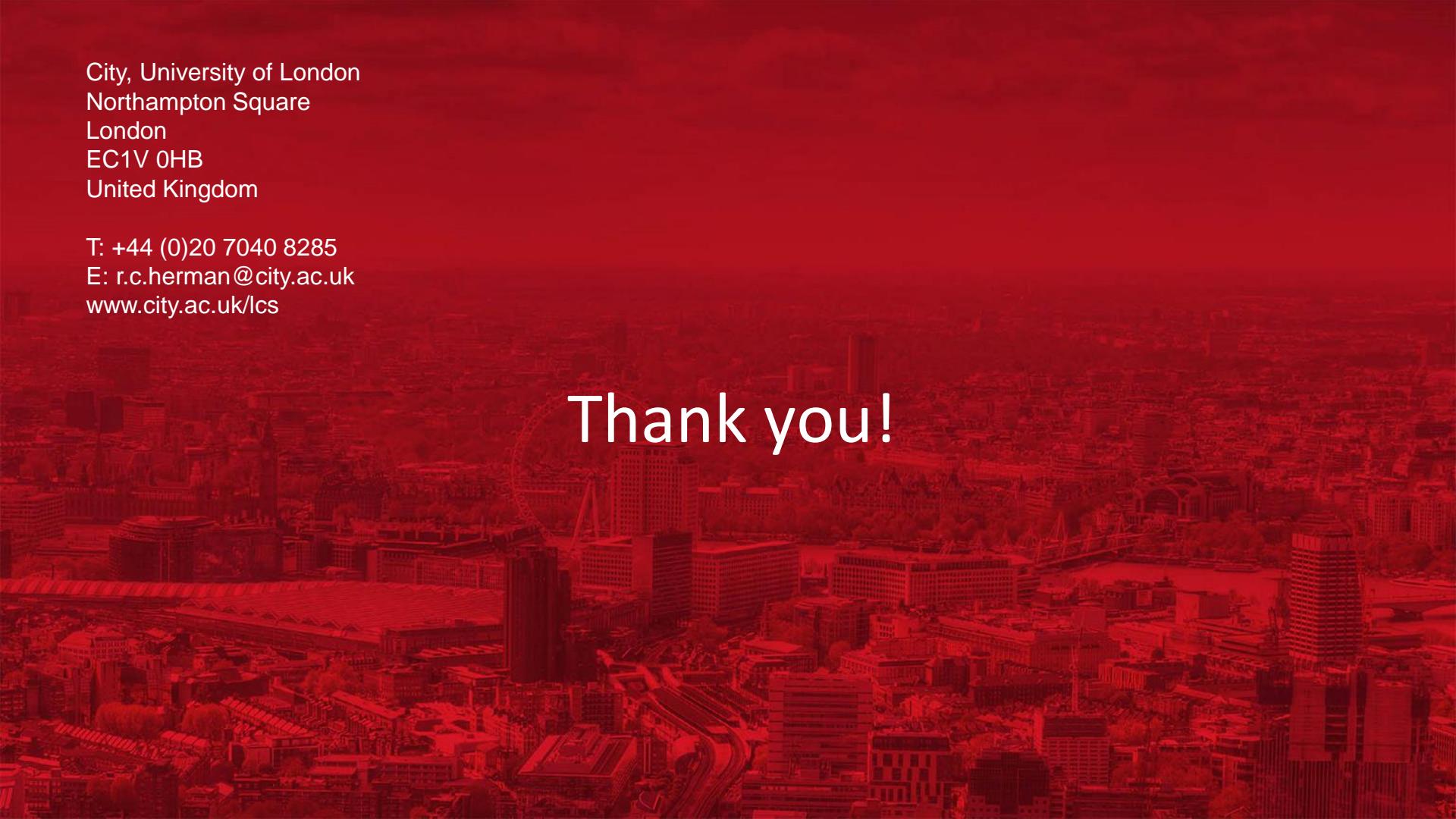


# Participating in research

- Who here would be interested in participating in reading intervention research?
- How many of you think that you can persuade your school to take part? (remember, this may involve changing how they teach reading)
- For HIUs, there may be problems if deaf children use a reading intervention that is different to the mainstream school ... how many of you feel that you could persuade your mainstream schools and units to try a new intervention?

# Conclusion

- We need to develop the evidence base for reading interventions with deaf children
- Getting research funded takes time and effort – and is not always successful
- It helps if we know that schools are willing to take part
- Taking part in research is a major commitment – involves changing how schools teach reading
- Schools are randomly allocated, so not all will get to try out the intervention immediately

The background of the slide is a high-angle aerial photograph of the City of London. The iconic London Eye is visible on the left, and the River Thames with its bridges is on the right. The city's dense network of skyscrapers and older buildings is spread across the horizon.

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# Thank you!