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Harris, M, (2011) Reading Attainment and Reading Strategies in Deaf Adolescents with a Cochlear Impact
ESRC End of Impact Report, RES-000-22-2947. Swindon: ESRC

ECONOMIC AND SOCIAL RESEARCH COUNCIL
IMPACT REPORT

For awards ending on or after 1 November 2009

This Impact Report should be completed and submitted using the grant reference as the email subject to reports officer@esrc.ac.uk on or before the due date.

Completion of this Impact Report is mandatory. It will not be possible to edit this Impact Report at a later date, as it is designed to provide a statement of the impacts of your project to date 12 months after your grant ends.

Please note that the Impact Report will only be accepted if all sections have been completed in full. If a section does not apply to you, please enter ‘n/a’. Grant holders will not be eligible for further ESRC funding until the Report is accepted. (Please see Section 5 of the ESRC Research Funding Guide for details.)

Please refer to the Guidance notes when completing this Impact Report. In particular, the notes explain what the ESRC means by ‘impact’.

| Grant Reference | RES-000-22-2947 |
| Grant Title     | Reading attainment and reading strategies in deaf adolescents with a cochlear implant |
| Grant Start Date | 05/01/2009 |
| Grant End Date  | 04/03/2010 |
| Total Amount Expended: | £ 79,602.25 |
| Grant holding Institution | Oxford Brookes University |
| Grant Holder | Professor Margaret Harris |
| Grant Holder’s Contact Details | Address: Department of Psychology, Oxford Brookes University, Gipsy Lane, Oxford OX3 0BP |
|                       | Email: margaretharris@brookes.ac.uk |
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Co-Investigators (as per project application): | Institution |


1. SCIENTIFIC IMPACT

A Please summarise below the scientific impact(s) your project has had. [Max 250 words]

The main scientific impact of this research has been to provide a methodologically rigorous evaluation of the long-term achievement in literacy for children with severe-profound hearing loss, who have received a cochlear implant. This is the first such study in the UK and one of the first in the world. The major finding was that, at the group level, children and young people who had received a cochlear implant were faring no better and, on some measures, performing less well than peers with a hearing aid. This was not the outcome that was anticipated at the start of the project and it raised a number of questions about why early achievements in literacy for this group do not appear to be sustained.

In light of this finding, secondary analyses of the data were carried out to see if there were factors that could explain what we found. Our suggestion is that the children who fared best were the ones who were receiving a high level of support in a special school. This raised important questions about the level of continuing support that should be provided for older deaf children to ensure that they achieve their potential in secondary school.

B Please outline the findings and outputs from your project which have had the scientific impact(s) outlined in 1A. [Max 250 words]

Publication of an article in a leading international journal, the Journal of Deaf Studies and Deaf Education, that specializes on deafness and its impact on education (see outputs). This paper was published as part of a special section in the journal on literacy, co-edited by the PI. The section was introduced by an editorial (written by the PI and the Editor-in-Chief of the journal), highlighting the importance of understanding the cause of reading difficulties for deaf children.

C Please outline how these impacts were achieved. [Max 250 words]

Preliminary findings were presented in a Language & Literacy Initiative's Distinguished Lecture given by the PI at Georgia State University in October 2009. This was attended by researchers and also by teachers of the deaf from schools in Atlanta.

The main findings were presented at a leading international conference, the International Congress on the Education of the Deaf (Vancouver, July 2010). In order to highlight these findings, they were presented as part of a symposium convened by the PI that focused on literacy in deaf children. This conference is attended by researchers and educators from many
different countries. The paper was presented by the postdoctoral researcher on the project, Emmanouela Terlektsi.

The findings were also presented by the PI at a departmental seminar at the University of Southampton where there is another group of researchers who are engaged in evaluating outcomes for deaf children. The PI was able to provide advice on the basis of the findings from this project.

Further findings, focusing on the evidence from further analysis of writing and spelling data, will be presented in a pre-conference workshop at the forthcoming biennial conference of the Society for Research in Child Development (Montreal, April 2011). This paper will be co-authored by the PI, Emmanouela Terlektsi and Professor Connie Mayer, from York University Toronto, who is well known for her research on spelling and writing.

Please outline who the findings and outputs outlined above had an impact upon. This can include specific academics/researchers through to broader academic groups. [Max 250 words]

The article published in the Journal of Deaf Studies and Deaf Education was made available online in June 2010. It was downloaded 194 times in July 2010 and had been downloaded 804 times in total. The article was also indexed by www.MDLinx.com. This is an alerting service for physicians and other healthcare professionals. This suggests that the article is having a wide impact on researchers and practitioners in the field of deafness.

It is too early to have many citations for this paper but I would expect these to follow. Three of the previous papers of the PI on the topic of literacy and deafness feature in the top 10 cited papers for the Journal of Deaf Studies and Deaf Education.

The first citation of the Journal of Deaf Studies and Deaf Education paper has already occurred in a paper by one of the leading US researchers in the field: Geers, E & Hayes, H. (2011) Reading, Writing, and Phonological Processing Skills of Adolescents With 10 or More Years of Cochlear Implant Experience. *Ear & Hearing*, 32 (1) 49S-59S. Although our studies were conceived entirely independently, there is a remarkable convergence in the findings.
2. **ECONOMIC AND SOCIETAL IMPACT**

A Please **summarise** below the economic and societal impact(s) your project has had. *(Max 250 words)*

The findings of this study, as well as previous research on literacy in deaf children that the ESRC has funded, have fed into a new project designed to identify the presence of specific reading difficulties (i.e. dyslexia) in deaf children. This project, funded by the Nuffield foundation, is being carried out at City University and the PI is on the steering group for the project.

The PI have also joined the advisory committee for the Deafness, Cognition and Language Centre (DCAL) at University College London, funded by the ESRC.

The PI has been invited to write an article for a professional journal for teachers of the deaf to highlight the practical implications of the findings from this research.

B Please outline the **findings and outputs** from your project which have had the economic and societal impact(s) outlined in 2A. *(Max 250 words)*

The major publication in the Journal of Deaf Studies and Deaf Education will be read by practitioners in the field of deaf education as well as by fellow researchers. Other outputs will be delivered over the next 6 months (please see section C below).

C Please outline **how** these impacts were achieved. *(Max 250 words)*

The planned article in the BATOD journal and the participation at the Ear Foundation conference (see 3B) will also ensure that the key implications for practice are presented to those engaged in the teaching of literacy.
D. Please outline who the findings and outputs outlined above had an impact upon. This can be at a broad societal level through to specific individuals or groups. [Max 250 words]

These findings and outputs will have an impact on educational and health professionals engaged in the education and support of deaf children and young people.

3. UNEXPECTED AND POTENTIAL FUTURE IMPACTS

A. Unexpected Impacts

Please note which, if any, of the impacts that your research has had were unexpected at the outset of the research, explaining where possible why you think this was the case. [Max 250 words]

At the outset of the research we did not envisage that our major finding would be that, overall, there were no long-term benefits to literacy in children who had received a cochlear implant. This was because our previous research, and that of others, has led us to expect that there would be evidence of such benefits. However, because our finding was unexpected it is even more important. It has been argued that the provision of a successful implant and good early support removes the need for continuing support throughout the school years. We show clearly the need for continuing support of children and young people who receive an implant.

B. Potential Future Impacts

If you have a clear idea of the impact your research is likely to have in the future please detail these below. [Max 250 words]

The next stage of engagement is to bring the significance of the findings to a wider audience of practitioners. With this aim in mind, the findings will be summarized in a less technical way for teachers of the deaf in an article for the journal of the British Association of Teachers of the Deaf and also at a conference to be organized by the Ear Foundation in June 2011. The aim of both presentations is to present the implications for practice, specifically the need to ensure continuing support for deaf children as they make the transition to secondary education.
4. IMPACT LIMITATIONS

A Limited scientific impact

Please state below any major scientific difficulties that have limited the scientific impact of your research. The statement should refer to an effect on impact rather than simply detail research difficulties. [Max 250 words]

| None |

B Limited economic and societal impact

ESRC recognises that some of the research it funds will not have an economic or societal impact in the short term. Please explain briefly below if this is the case for your project, and refer to your grant application where relevant. [Max 250 words]

| N/A |

C No impact to date

This project has had no impact to date

Please note that ESRC projects are evaluated on the basis of their scientific and/or economic and societal impact. Grant holders are expected to report any future impacts as they occur using the Impact Record, downloadable from the ESRC website.

If you have no impacts at this stage, please give reasons below. [Max 250 words]

| N/A |
5. DECLARATIONS
Please read the statements below. Submitting this Impact Report to reportsofficer@esrc.ac.uk confirms your agreement.

i) This Impact Report is an accurate statement of the impacts of the research project to date. All co-investigators named in the proposal to ESRC or appointed subsequently have seen and approved the Report.

ii) Details of any subsequent impacts will be submitted via an Impact Record as they occur.

Thank you for completing this Impact Report. Your Impact Report will be considered along with your End of Award Report in the evaluation of your research.

You are now invited to complete the confidential Nominations form, which will assist with the evaluation of your project.
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NOMINATED OUTPUTS

Please nominate a maximum of two outputs from your research which you would like to be considered as part of the evaluation.

Output type
Journal article

Publication details

Uploaded to ESRC website? YES

Please email your completed Impact Report with electronic copies of your nominated outputs to reportsofficer@esrc.ac.uk, using your grant reference number as the email subject.