



**Minority within a minority: Stakeholders' perceptions
of deaf education in Wales.**

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Abstract

The number of deaf children and young people (CYP) being educated in inclusive settings rather than special schools has grown over recent years (Swanwick & Gregory, 2007) and current statistics show that the majority of deaf CYP are now educated in mainstream schools (Consortium for Research in Deaf Education, CRIDE, 2015). This has not been without challenges and literature has highlighted these from the perspective of CYP (Sutherland & Young, 2007; Doherty, 2012); parental views (Rasebopye, 2010) and stakeholder experiences (National Deaf Children's Society, NDCS, 2008).

This qualitative study aims to address a gap in the research literature through investigating what stakeholders consider to be the implications for deaf CYP from Welsh speaking homes when educated in English medium resource units. It is hoped to provide a useful insight into the perceptions of the key stakeholders in this field and through this identify how to best support deaf CYP in Wales.

Eleven semi-structured interviews were conducted with a sample of stakeholders from five Local Authorities (LAs) across Wales. Thematic Analysis was utilised to analyse the data following the guidelines of Braun and Clarke (2006). The main themes constructed were: 'Being deaf', 'Being Welsh', 'The need for English' and 'The emotional impact of deafness'. In particular, the evidence from this research highlights the challenges that Welsh speaking deaf CYP and their parents, encounter and the impact of being a minority within a minority. The implications for the potential role of Educational Psychologists (EPs) working with deaf CYP as well as the strengths, limitations of the research and the need for further studies are discussed.

Summary

This thesis consists of three parts: a major literature review, an empirical paper and a critical appraisal.

Part One: Major literature review

Part one aims to provide a context for the research though presenting a summary of the historical and political position of deaf education as well as current issues. This part also provides an overview of bilingualism with particular reference to bilingual deaf children and young people (CYP) in Wales. The major literature review also critically explores the research relating to deafness with particular reference to parents, CYP and stakeholders' experience of deaf education. Finally, the rationale for the current research is provided as well as a list of the research questions.

Part Two: Empirical Paper

Part two is an account of the current research which aims to explore the overarching research question of: what do stakeholders consider are the implications of deaf children from Welsh speaking homes being educated in English mainstream resource units? This part includes a brief review of the existing literature as well as an outline of the rationale of the research and research questions. Subsequently a detailed methodology is provided including information on research design, ethical and translation considerations. The results section will outline the 4 themes and 13 sub-themes of the research and the discussion relates the findings to the subsidiary research questions and previous literature. Part two concludes with a consideration of the strengths and weaknesses of the research, future research and implications for Educational Psychologists (EPs).

Part Three: Critical Appraisal

The final part aims to provide a reflective and reflexive account of the researcher's own development and is split into two sections: the contribution to knowledge and a critical account of the research practitioner. It explores methodological decision making as well as the relevance of the research and research process to EPs and the researcher's own personal practice and development.

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Diolch yn fawr i chi gyd.

“In Europe Deaf kids get taught bilingually/Trilingually. There is no reason why a Deaf child can't access all languages. At the end of the day it's all down to money and training. There are not enough Welsh language speech therapists, Communication support workers, TOD. I know of so many Deaf people whose family were all Welsh speaking but they weren't allowed to learn Welsh as it would "confuse" the Deaf child. It's all wrong. I have a real problem with the education system but understand what resources restraint they are under. It's frustrating. I hope this study will highlight an issue and perhaps more resources can be funded towards it.”

(Response to the research poster on social Media)

Contents

Declarations	ii
Abstract	iii
Summary	iv
Acknowledgements	v
Contents	vi
List of Abbreviations	xiii
List of Figures	xiv
List of Tables	xv
List of Appendices	xvi

Part One: Major Literature Review

1.0	Overview	19
1.1	Definitions	20
1.2	Key sources	21
	1.2.1 Inclusion and exclusion of research	21
1.3	Relevance to Educational Psychologists (EPs)	22
2.0	Literature Review: Overview	23
3.0	Communication, Language and Deafness	23
3.1	Overview	23
3.2	Communication modes for deaf CYP	23
3.3	Early identification: importance for language and communication	24
3.4	Parental choice and challenges	25

3.5	Parent-child communication- interaction, identity and well-being	28
3.6	Bilingual and multilingual home environment	30
3.7	Summary	31
4.0	Bilingualism	33
4.1	Overview	33
4.2	Context of bilingualism in the UK	33
4.2.1	National population	33
4.2.2	Deaf bilingual CYP population	33
4.2.3	Teacher of the Deaf (ToD) population	34
4.3	Bilingualism: Advantages and disadvantages	34
4.4	Welsh language Policies and Acts	35
4.5	Bilingual education in Wales	35
4.6	Welsh, BSL and education	36
4.7	Deaf educational provision in Wales	36
4.8	Summary	37
5.0	Deaf education	38
5.1	Overview	38
5.2	Medical, social and cultural models of Deafness	38
5.3	Political and historical overview	40
5.4	Current position: the emergence of bi-modal education	41
5.5	Summary	42
6.0	Inclusion	43

6.1	Overview	43
6.2	Current education Acts and Policies in Wales	43
6.3	Deafness and Inclusion	44
7.0	Outcomes for deaf CYP	45
7.1	Overview	45
7.2	Deaf CYP educational achievement	45
7.3	Social and emotional outcomes	47
7.4	Mental health	48
7.5	Summary	48
8.0	Stakeholder perspectives	49
8.1	Overview	49
8.2	Parental perspectives	49
8.3	Deaf CYP perspectives	50
8.4	Deaf CYP with English as an Additional Language (EAL) perspectives	52
8.5	School staff perspectives	53
8.6	Summary	54
9.0	Deaf awareness	56
10.0	Potential implications for EPs	56
11.0	The Current Study	58
11.1	Overview	58
11.2	Research Questions	58
12.0	References	59

Part Two: Empirical Paper

1.0	Abstract	82	
2.0	Introduction	83	
2.1	Current issues in deaf education	83	
2.2.	Deaf education in Wales	84	
2.3	Stakeholders perspectives on the education of deaf CYP	84	
3.0	The current research	85	
3.1	Research questions	85	
4.0	Methodology	86	
4.1.	Ontology and epistemological positions	86	
4.2	Inclusion/exclusion criteria	86	
4.3.	Participants	87	
4.4	Materials: Semi-structured interview schedules	89	
4.5	Procedure	89	
4.6	Pilot	91	
4.7	Transcription and translation	91	
4.8	Analysis	91	
4.9	Ethical considerations	91	
4.10	Validity and reliability	93	
5.0	Results and Analysis	95	
5.1	Qualitative analysis	95	
5.2	Qualitative results	95	
	5.2.1	Thematic Maps	95

5.3	Theme 1: Being Deaf	99	
	5.3.1	Increasing deaf awareness	99
	5.3.2	Challenges of sign language as an additional language	100
	5.3.3	Relationship between signing and inclusion	102
	5.3.4	The need for deaf peers	102
5.4	Theme 2: Being Welsh	103	
	5.4.1	The impact on belonging: being a part of the Welsh community and culture.	103
	5.4.2	The impact on family dynamics	105
	5.4.3	Being a minority within a minority	106
5.5	Theme 3: The Need for English	107	
	5.5.1	Trying to do what's best	107
	5.5.2	Lack of choice	108
	5.5.3	Lack of resources	109
	5.5.4	Lack of access to wider services	111
5.6	Theme 4: The emotional impact of deafness	112	
	5.6.1	Acceptance	112
	5.6.2	Professionals recognition of emotions	113
6.0	Discussion	114	
6.1	Overview	114	
6.2	A) What are the perceived challenges?	114	
6.3	B) What are the perceived benefits?	116	

6.4	C) How do stakeholders feel deaf pupils from Welsh speaking homes could be best supported?	116
6.5	Next Steps	118
6.6	Summary	118
7.0	Strengths and limitations	119
8.0	Future Research	120
9.0	Implications for EPs	120
10.0	Implications for Stakeholders	122
11.0	Conclusion	123
12.0	References	125

Part Three: Critical Reflection

1.0	Overview	134
2.0	Contribution to knowledge	134
2.1	Origin of the research topic: A personal perspective	134
2.2	Exploring gaps in the literature	135
2.3	Relevance of the research findings to existing knowledge	136
2.4	Relevance to the practice of EPs and other stakeholders	137
2.5	Relevance to personal practice	138
3.0	Critical account of the research practitioner	140
3.1	Conducting the literature review	140
3.2	Ontology and Epistemology	140
3.3	Research design and methodological rationale	141
	3.2.1 Research questions	142
3.4	Participants	143
3.5	Data collection	144
3.6	Transcription and Translation	146
3.7	Analysis	147
3.8	Ethical concerns	148
3.9	Contribution to professional development	149
4.0	Summary	150
5.0	References	151
Appendices		157

List of Abbreviations

Additional Learning Needs	ALN
American Sign Language	ASL
British Sign Language	BSL
Children and Young People	CYP
Communication Support Worker	CSW
Deaf or Hard-of-Hearing	DHH
Individual Development Plan	IDP
National Deaf Children's Society	NDCS
Educational Psychologist	EP
Educational Psychology Service	EPS
English as an Additional Language	EAL
Family Language Policy	FLP
General Certificate of Secondary Education	GCSE
Local Authority	LA
Local Education Authority	LEA
National Deaf Child Mental Health Service	NDCMHS
National Deaf Children's Society	NDCS
Newborn Hearing Screening Programme (NHSP)	NHSP
Pupil Level Annual School Census	PLASC
Sensory Impairment Service	SIS
Special Educational Needs	SEN
Special Educational Needs and Disability	SEND
Teacher of the Deaf	ToD
Teaching Assistants	TAs
Thematic Analysis	TA
Welsh Government	WG
United Kingdom	UK
United States of America	USA

List of Figures

Figure Number	Title of figure	Page number
1	Communication approaches, methods and systems	24
2	Percentage of educational placement of deaf CYP in the UK in 2015	44
3	Percentage of pupils achieving the Core Subjects Indicator (CSI)	46
4	Relevance of the research to EP practice	57
5	Two stage process of recruiting participants	87
6	Research procedure	90
7	Parent Thematic Map	96
8	Professionals' Thematic Map	97
9	Overall Thematic Map	98
10	Implications for EPs	121
11	Implications for Stakeholders	122

List of Tables

Table Number	Title of table	Page number
1	Table of terms and definitions	20
2	Parent/Professional checklist- Information, Expectations and Identity	27
3	Percentage of deaf CYP language use	33
4	An overview of the Medical, Social and Cultural Models of Deafness	38
5	Inclusion criteria	86
6	Participant demographics	88
7	Overview of ethical considerations and researchers actions	92
8	Strengths and limitations of the research	119

List of Appendices

Appendix Number	Title of appendix	Page number
1	Table of databases, search terms and returns	157
2	Freedom of information request	160
3	Gatekeeper letter- professionals	162
4	Gatekeeper letter- parents	164
5	Research invitation letter – professionals	166
6	Research invitation letter – parents	168
7	Participant information sheet	170
8	Participant consent form	172
9	Semi-structured interview schedule- parents	173
10	Semi-structured interview schedule- professionals	176
11	Participant de-brief form	179
12	Recruitment poster- professionals	181
13	Recruitment poster- parents	182
14	Six stages of thematic analysis	183
15	Core Principles for Evaluating the Validity of Qualitative Psychology (Yardley, 2000)	184
16	15 point checklist for evaluating a good thematic analysis (Braun & Clarke, 2006)	187
17	Evidence of ongoing process of defining and naming the themes.	189
18	Table of supporting quotes for each themes and sub-themes	191
19	Example of an interview transcript with analysis comments	211
20	Summary of Ethics application and timeline	212
21	Extracts from the reflective diary	213

22	Interview transcripts	Please see encrypted USB attached
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Part One: Major literature review

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1.0 Overview

The aim of this research is to contribute further to the field of education for deaf children and young people (CYP) in Wales, through exploring the perspectives of stakeholders¹ on deaf CYP from Welsh speaking homes being educated in English medium resource units².

The research will be explored in terms of the primary research question *“What do stakeholders consider to be the implications of deaf children from Welsh speaking homes being educated in English mainstream resource units?”*

The rationale for the research is based on evidence which shows an increase in deaf CYP being educated in an inclusive setting rather than in special schools (Swanwick & Gregory, 2007). As a bi-modal approach to deaf education has grown across the United Kingdom (UK) it has provided deaf CYP access to the curriculum in the modality of their choice (Swanwick, 2010). However, in many countries, including the UK, there are significant numbers of deaf CYP from multilingual homes (Thomas, El-Kashlan & Zwolan, 2008). In the UK, 12% of deaf CYP are able to communicate in an additional language other than English at home (Consortium for Research in Deaf Education, CRIDE, 2015) and in Wales, only 7% of deaf CYP use spoken Welsh in school or other educational settings (CRIDE, 2017).

It could be argued that professions such as Educational Psychology have a role to play in highlighting the importance of education for deaf CYP being in the same spoken language as that of the home and work both preventatively and responsively to highlight the implications of this for CYP and their families, specifically in terms of social and emotional development (Cline & Mahon, 2010).

Research has been conducted on deaf CYP experiences of their education (Sutherland & Young, 2007; Doherty, 2012), parental experiences of their deaf child’s education

¹ For the purpose of this research stakeholders will be: Peripatetic Teachers of the Deaf, Teachers of the Deaf within an English medium resource unit, Teaching Assistants working with deaf pupils, Educational Psychologists and parents.

² This term is used to describe one or several classrooms within a mainstream school which have been adapted to teach deaf children and are staffed by trained Teachers of the Deaf (National Children’s Deaf Society, NCDS, 2016).

(Rasebopye, 2010) and those of stakeholders (National Deaf Children’s Society, NDCS, 2008; BBC, 2017).

This research will aim to address the gap in current literature, through exploring more specifically the perspectives of stakeholders on the education of deaf CYP from Welsh speaking homes being educated in English medium resource units.

1.1 Definitions

Terms used and referred to within this research are defined in Table 1 below.

Table 1: Table of terms and definitions

Term	Definition
<i>Deaf</i>	For the purpose of this research the term ‘deaf’ will be used to refer to any level of hearing loss which has an impact on learning and development. In audiological terms this will include mild, moderate and severe hearing loss (British Society of Audiology, 1998). The term ‘Deaf’ capitalised, will only be used to refer to the Deaf culture and community (Sengas & Monaghan, 2002).
<i>Bilingualism</i>	Bilingualism is a multidimensional concept and definitions of bilingualism range from language ability to language use and encompasses a range of proficiencies, context and choice (Baker, 2011). Within this document, the term ‘bilingual’ will be utilised to refer to children “who regularly need to understand or use more than one language (e.g. at home and school)” (Frederickson & Cline, 2015, p.253). This definition is appropriate for this review as it relates to language use and understanding rather than proficiency.

<i>Multilingualism</i>	The term 'multilingual' will be used to refer to someone who has "the ability to use three or more languages either separately or in various degrees of code-mixing" (McArthur, 1992, p.673).
<i>Bi-Modal Education</i>	The term 'bi-modal education' will refer to the way in which deaf children and young people receive education through the means of two or more modalities, such as sign language and spoken language (Swanwick, 2016).
<i>Modality</i>	Modality will be used to refer to the use of sign language or spoken language as a mode of communication.
<i>Translanguaging</i>	The term 'translanguaging' describes an individual's fluid language practise (Blackledge & Creese, 2017).

1.2 Key Sources

The literature has been reviewed using a number of electronic search engines and online sources, including: PsychInfo, Applied Social Sciences Index and Abstracts (ASSIA), British Education Index (BEI), ERIC and Google Scholar. The following keywords were used: 'bi-modal education', 'deaf education', 'deaf', 'hearing impaired', 'hearing loss', 'bilingual education', 'multilingual', 'parent experiences', 'deaf pupil experiences', 'teacher experiences', 'English as an additional language', 'language choice' and 'educational psychology' (Appendix 1).

Search terms were combined in order to increase and further expand the number of results. Some references in relevant articles were also searched further, for example through a snowball technique (Creswell, 2009). Unpublished doctoral dissertations were also included if they were relevant to the current research.

Internet searches were used to generate information from secondary sources, including online news articles (e.g. BBC news). Other key sources of information included Government policies, general media searches, textbooks regarding bilingual education, bilingualism and deaf education were also searched.

The search began in December 2016 and was further updated in April 2018.

1.2.1 Inclusion and Exclusion of Research

A comprehensive search was conducted using a variety of sources and academic databases. Both quantitative and qualitative designs were considered along with systemic reviews and meta-analysis papers. Throughout the search process relevant literature was filtered based on the following inclusion criteria: research published in the English language, pupils with a diagnosis of a deafness and research published in the period of 1990-2018. Equally, research was excluded if they did not meet the inclusion criteria. Further information relating to the outcome of the literature searches at different stages can be found in Appendix 1.

1.3 Relevance to Educational Psychologists (EPs)

EPs are professionals who work closely supporting families, schools and settings with CYP with special educational needs (SEN), from early identification to engagement and advice (Welsh Government, WG, 2017c). The Currie report identified five core functions of EPs work which includes: consultation, assessment, intervention, training and research (Scottish Executive, 2002) which are carried out with individuals, groups, schools and wider systems such as Local Authorities (LAs) and the community through an holistic approach (WG, 2016).

This research will focus on the current challenges and benefits of the current educational system in Wales for deaf CYP, from which it is hoped will have significant implications for EPs in Wales through increasing the understanding and needs of this specific population. The relevance of the research to EP profession is discussed further within this review.

2.0 Literature Review: Overview

This literature review, through a narrative approach, will commence with an overview of communication, language and deafness and then focus on bilingualism, educational systems for deaf CYP and inclusion. It will consider the outcomes for deaf CYP as well as providing an account of stakeholder perspectives and also implications for EPs.

It is acknowledged that this field is a complex area with many different views, approaches and perspectives associated with bilingual and deaf identity. It is also important to acknowledge that the researcher is hearing and bilingual person.

This review aims to build an argument that there is both a gap in the literature and a rationale for exploring the experiences of parents and professionals regarding deaf education in Wales.

3.0 Communication, Language and Deafness

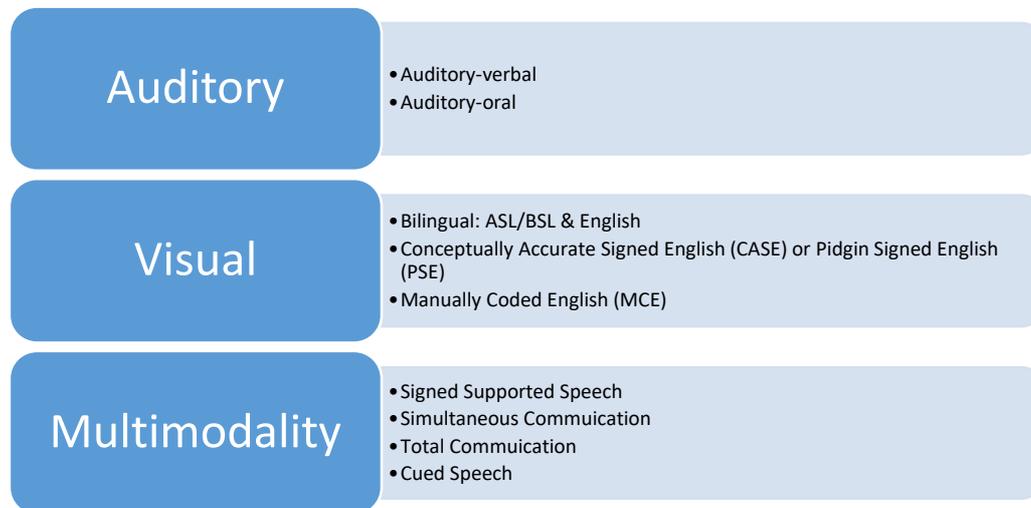
3.1 Overview

Bloomfield (1933) stated in his book 'Language' that the acquisition of a language "is doubtless the greatest intellectual feat any one of us is ever required to perform" (pp.29). Thus, for deaf and bilingual children, arguably learning two languages, in either one or two modalities, at the same time is even more miraculous (Yip & Mathews, 2007).

3.2 Communication modes for deaf CYP

For deaf CYP there are a variety of communication options available, according to the auditory, visual modality or combination of both that are adopted. The communication option can include spoken language, sign language or a combination of both (e.g. total communication methods). Stredler-Brown (2010) illustrates the communication approaches, methods and systems, as outlined below.

Figure 1: Communication approaches, methods and systems (adapted from Stredler-Brown, 2010).



As each child is unique and different in their responses to communication options, a communication mode for a child may depend on factors such as parental choice (Young, 2002) and professional opinion (Crowe & McLeod, 2016). The best communication approach for deaf CYP has been long debated, however it is argued that there is no definitive and objective proof that a child using a particular communication mode will have better outcomes (Knors, 2007; Spencer & Marschark, 2010).

3.3 Early identification: Importance for language and communication

The Newborn Hearing Screening Programme (NHSP) was introduced in England in 2001 (Carr, 2009) and Wales in 2009 (National Health Service, NHS, 2010). This programme has enabled early identification and treatment with the hope of improving language outcomes for deaf CYP (Thompson et al., 2001). Prior to early identification and support from associated services, deaf CYP steadily fell behind in language, cognitive performance, social skills, literacy and academic skills compared to their hearing peers (Vohr, Topol, Watson, Pierre & Tucker, 2013). Research has demonstrated that early intervention and access to meaningful communication is critical to lessen the impact of deafness on language, social and emotional skills and academic performance (e.g. Calderon, 2000; Vohr et al., 2008; Vohr et al., 2010). Early cochlear implant has also been linked with better oral language development and educational outcomes (O'Donoghue, 1999; Stacey, Fortnum, Barton & Summerfield, 2006).

The implementation of the NHSP has resulted in parents making decisions regarding their child's communication mode much earlier in their child's life (Hardonk et al., 2010). However, despite advances in the last 10 years in both early detection (Nelson, Bougatsos & Nygren, 2008) and early cochlear implantation (Anderson et al., 2004), hearing parents³ of deaf CYP continue to face multiple challenges (Burger et al., 2005; Hardonk et al., 2011).

3.4 Parental choice and challenges

Over 95% of deaf children are born to hearing parents with little or no experience of deafness (Marschark, 2018) and for most the diagnosis is experienced as a traumatic event (Brand & Coetzer, 1994). Feelings of grief, loss, bereavement as well as stress and painful emotions among hearing parents of deaf children are widely reported in the literature (Flaherty, 2015; Hardonk et al., 2011; Robinshaw & Evans, 2001; Young & Tattersall, 2007). These feelings have also been expressed in the wider family such as grandparents (Morton, 2000).

Parents are immediately faced with decisions and matters such as accepting differences, readjusting expectations, investing time and building trust (Young, 2010) as well as facing challenges of language choice, technology, education and identity (Flaherty, 2015). Ultimately choices that parents make from language to socialisation and cultural identity will influence the course of their deaf child's life (Calderon, 2000; Marschark & Spencer, 2010). Parents are required to make a decision regarding their deaf child's communication choices at a time when they are faced with emotions and difficulties coming to terms with their child's deafness (Lynas, 1994).

Research has shown that parental choice of communication may depend on:

- Parental education, access to services and information (Wheeler, Archbold, Hardie & Watson, 2009)
- Perceptions of assistive technology, practises and philosophy of LAs and professionals and quality of available support services (Eleweke & Rodda, 2000)
- Parental preference and beliefs and aspirations (Li, Bain & Steinberg, 2003)

³ Throughout this review the term parents will refer to parent, parents and carers. However, for reading ease the term 'parents' will be used throughout.

- Age of identification and intervention, assistive technology (e.g. cochlear implant or hearing aids), family involvement and any disabilities (Gravel & O’Gara, 2003).

Decisions will often need to be made within a certain timeframe, the ‘window of opportunity’ for language development (Pallier, 2007) whereby children acquire language naturally through exposure and interaction rather than being explicitly taught (Krashen, 1981). Although this critical timeframe is often debated within the neuroplasticity literature (Bates, 1999; Mundkur, 2005).

Research has shown that parents make communication choices when they may know little about the short and long-term consequences of their decisions. Decisions may be based on conflicting, overwhelming, limited and biased information (Young, Carr, Hunt, McCracken & Tattersall, 2008; Young, Jones, Starmer & Sutherland, 2005).

In some instances, communication choice is influenced by professional opinion (Crowe & McLeod, 2016). McConkey Robbins and colleagues (2004) discovered that some multilingual parents of deaf children had been advised to only speak English with their child, even if this was not the first language of the home. There are a number of reasons why this may happen. One area is attitudes and beliefs (Bailey, 1987) whereby the ‘expert status’ of the professional results in selectiveness of information given to parents (Young, 2002).

Another factor is organisational structures. In the UK not all LAs (either officially or unofficially) promote broad approaches to language development or have the funds available to support a range of communication choices (Powers et al., 1999; Gregory et al., 2001). Whilst different choices maybe available within a LAs, it must be acknowledged that perhaps not all are delivered to best effect (Lynas, 1994), leaving parents with feelings of anger, frustration and betrayal once they discover that they were not made aware of all available options (Eleweke & Rodda, 2000; Gregory, Bishop & Sheldon, 1995).

Young (2002) proposed a framework which looks at three dimensions that are relevant for parents and professionals: information, expectations and identity. It is suggested these interact with each other in a way which is unique to each family, and professional

relationships with parents will influence aspects. Table 2 illustrates the checklists proposed by Young (2002).

Table 2: Parent/Professional checklist- Information, Expectations and Identity (adapted from Young, 2002).

Parent/Professional Checklist- Information	
Professionals	Parents
<p>Am I providing fair and good enough information?</p> <p>Is the information I am giving reliable and verifiable?</p> <p>Am I enabling parents to use information for themselves?</p>	<p>Am I being told everything and do I understand?</p> <p>How can I check out what I'm being told?</p> <p>Am I being helped to make my own decisions?</p>
Parent/Professional Checklist- Expectations	
Professionals	Parents
<p>Am I expanding and challenging parents' assumptions about their deaf experience?</p> <p>Do I know what I expect of these parents and is it realistic for them?</p>	<p>What are my assumptions about the deaf experience and am I right?</p> <p>What are my expectations of myself and my deaf child?</p>
Parent/Professional Checklist- Identity	
Professionals	Parents
<p>Am I engaging with the values, priorities and style of these parents?</p> <p>Am I recognising and responding to challenges parents face to their previous ways of doing things/previous ways of thinking?</p>	<p>Do the choices I have made fit with my way of doing things?</p> <p>Am I being helped to face difficulty challenges to how I have thought about my deaf child and family?</p>

Young (2002) states that parental choice is influenced not only by a perceived lack of information, but also on parental understanding and meaning of deafness, particularly if it is outside their experience and understanding. Young (2002) conceptualised this in terms of the family's cultural identity and preferred language.

With regards to cultural identity, Crowe and colleagues (2014) discovered multilingual parents preferred their child to learn English first, as the acquisition of other spoken languages was seen as 'desirable rather than essential' (pp.79). However, within this study parents referred to 'belonging to, and engaging with different cultural groups' (pp. 76) as an influencing factor of communication choice. Moreover, for multilingual parents who are considering raising their deaf child in one or more spoken language, access to education was an influential factor (Crowe et al., 2014).

3.5 Parent-Child communication – *Interaction, identity and well-being.*

Children learn language through interaction with their parents, families, peers and community (Peña, 2016) and the nature of parent-child interactions is a key contributor to a child's future social, cognitive and emotional development (Waxman, Spencer & Poisson, 1996). As previously noted, it has been reported that approximately half of the world's population are bilingual or multilingual (Baker, 2007; Grosjean, 2010b), requiring the use of one or more languages for everyday needs and interactions (Bialystok, 2001).

As noted, over 95% of deaf children are born to hearing parents who previously had no or little skill in sign language (Marschark, 2018) and hearing loss requires modification of the family's interactions and communication systems in order to be accessible for the deaf child (Luft, 2017). Hearing parents learn sign language in order to have meaningful interactions and communication with their child (Vaccari & Marschark, 1997). Whilst hearing parents learn sign language following the identification of their child's deafness, research has shown that they do not usually become fluent signers within a timescale that matches their child's development (Lederberg & Everhart, 1998). Several studies have also indicated that hearing parents of deaf children have problems learning sign and using sign in interaction with their deaf children (Bornstein, Saulnier & Hamilton, 1980; Weisel, Dromi & Dor, 1990).

Research has shown that the family is critical to the social and cognitive development of a deaf child (Marschark, 1993), a stressed family can foster poor social competence in a deaf adolescent (Watson, Henggeler & Whelan, 1990). Being accepted by a family is seen as crucial for the healthy development of child's identity (Hadjikakou & Nikolaraisi, 2008). Hintermair (2000) discovered that parents who signed with their deaf child and maintained regular contact with deaf adults showed significant acceptance of their child.

Governmental figures in the UK have shown that the prevalence rate of mental health problems in deaf children is 40% compared to 25% in their hearing counterparts (Department of Health, DoH, 2005). Communication problems, difficulties with peer and family relationships, delays in accessing services and socio-emotional and cognitive developmental delays are all thought to contribute to this higher figure (Hindley, Hill, McGuigan & Kitson, 1994; du Feu & Fergusson, 2003). Whilst deafness in itself does not cause mental health problems, a range of health issues alongside deafness and the impact of deafness on aspects of the child's life increases the risk (Wright et al., 2012) particularly the case when there are greater communication problems in the family (Wallis, Mussleman & MacKay, 2004).

Research on deaf CYP home and family communication has found that deaf people may be left out of learning experiences at home due to communication barriers (Foster, 1996; Hualand, Gronningsæter & Hansen, 2003). Thus, feelings of loneliness and frustration are identified (Foster, 1996) along with discomfort (Breivik, 1999; 2005). Hadjidakou and Nikolaraisi (2008) investigated deaf adult experiences of communication in their childhood homes along with their educational placement. They found that those who had attended a school for the deaf and used sign language from an early age experienced negative communication experiences at home. Whilst those who had attended mainstream schools did not have any negative memories as they could communicate through speech from an early age. Thus, it appears research highlights the importance of early and mutual mode of communication between deaf CYP and their families.

Grosjean (2010a) argues that language is central to a deaf child's life and language is central when forming and maintaining personal relationships between children and

their parents. Furthermore, Gorsjean (2010a) states that deaf CYP should be able to communicate with their surrounding world and those who are a part of their lives. For those that are unable to, parents have reported feelings of frustration due to a perceived inability to communicate effectively with their child (Meadow & Schlesinger, 1971) and poor social interaction (Rasebopye, 2010).

3.6 Bilingual and multilingual home environment

In many countries, including the UK, there are significant number of deaf CYP from multilingual homes (Thomas, El-Kashlan & Zwolan, 2008). Specifically, in the UK, 12% of deaf CYP are able to communicate in an additional spoken language other than English (CRIDE, 2015). Moreover, for deaf CYP from multilingual homes there is an added complexity of religious or ethnic identity (Ahmad, Atkin & Jones, 2002).

Whilst professional advice is to focus on mastering one spoken language (McConkey Robbins et al., 2004), there is a growing body of research demonstrating that deaf CYP are able to make significant progress in learning a second spoken language (McConkey Robbins et al., 2004). Thomas and colleagues (2008) found that the acquisition of the primary language is not affected if CYP are exposed to a second language in the home environment and a second language at home is associated with a second language in early educational environment (Crowe, McKinnon, McLeod & Ching, 2012). Children from multilingual home environments have been found to develop skills in both their home and community language (Crowe & McLeod, 2014). However, it must also be noted that a systemic review has highlighted that methodological weaknesses are present within the current studies (Crowe & McLeod, 2014).

Guiberson (2013) gathered information from seventy-one Spanish parents of deaf CYP through an online survey. Families spoke a wide range of languages (including: English, Spanish, Arabic, French Russian and Mandarin) and 38% of parents had chosen to raise their deaf children to be spoken-language bilingual. The majority believed that being bilingual was beneficial and 70% believed that their deaf children had the capacity to become spoken-bilingual. With regards to encouragement or discouragement, 50% of parents reported that someone had encouraged them to raise their child spoken-language bilingual whereas 36% reported that someone had discouraged them from doing so. Within this research, parents reported that speech and language therapists

were most supportive professional involved in the decision making, whereas within the family it was the spouses/partners and the child's grandparents. A limitation is that it did not gather information on bilingual education which would have given an insight into the availability and access to bilingual education and whether or not this would have influenced parents' communication choice and bilingual decision.

Cline and Mahon (2010) highlight the challenges faced by deaf CYP growing up as part of a family whose language is different to that of their school, specifically in terms of facing additional educational challenges and social and emotional isolation. Communicating through both sign and spoken language has been found to enhance social and emotional development, specifically in terms of deaf CYP having an identity in both the hearing and Deaf world (Calderon, 2000). Deaf CYP from multilingual homes have a right to be educated in a multilingual environment and in the USA there are instances of deaf CYP from multilingual homes being educated in sign language and two (or more) spoken languages (McConkey Robbins et al., 2004; Waltzman, McConkey Robbins, Green & Cohen, 2003).

Parents make the decision about the communication mode (i.e. spoken or sign language) of their child early on in their development and there appears to be little high quality evidence to communication mode that will be the best for an individual child (Kumar, Young & James, 2009). Little advice is also available for multilingual parents who are trying to decide between different spoken and signed languages (Willoughby, 2012) and there are instances of deaf CYP from multilingual homes unable to speak to family members (Ahmad, Atkin & Jones, 2002). Additionally, the majority of bilingual research compares monolingual to bilingual children (e.g. Bialystock, Craik & Luk, 2008; Lauchlan, Parisi & Fadda, 2013) thus may not account for individual differences and contextual issues such as culture, exposure and maintenance of a language.

3.7 Summary

The NHSP has enabled early identification of deafness which is seen as critical in lessening the impact of deafness on language, social and emotional skills and academic performance (e.g. Calderon, 2000; Vohr et al., 2008; Vohr et al., 2010). However, examination of the pertinent literature highlights the importance of language in the formation and maintenance of relationships (Grosjean, 2010a) and communication

problems have been associated with mental health difficulties as well as a range of other challenges (Hindley et al., 199; du Feu & Fergusson, 2003).

Whilst there are a variety of communication options available for deaf CYP (Stredler-Brown, 2010) parents are faced with difficult decisions in choosing the most appropriate mode of communication for their child (Flaherty, 2015). For multilingual families, there is an additional dilemma of choosing one or more spoken languages (Crowe et al., 2014) with little high-quality evidence in guiding their decision (Kumar et al., 2009; Willoughby, 2012).

4.0 Bilingualism

4.1 Overview

It has been estimated that more than half of the world's population is bilingual (Baker, 2007) or multilingual (Grosjean, 2010b) and over the past 20 years there has been an increase in the number of papers published and research conducted on bilingualism (Kroll & Bialystok, 2013).

4.2 Context of bilingualism in the UK

4.2.1 National population

The most recent census in Wales and England recorded that 7.7% of the national population were able to speak an additional language to English (Office for National Statistics, ONS, 2011). Moreover, 19% of people aged 3 and over in Wales were able to speak Welsh and 14.6% were able to speak, read and write in Welsh (ONS, 2011).⁴

4.2.2 Deaf bilingual CYP population

The Consortium for Research into Deaf Education (CRIDE) found from its survey in 2015 of deaf CYP (up to the age of 19):

Table 3: Percentage of deaf CYP language use (CRIDE, 2015)

12% of deaf children in the UK use an additional spoken language other than English in the home.
2% of deaf children in Wales use a spoken language other than English or Welsh in the home.
13% of deaf children in Wales communicate using spoken Welsh only in school or other educational settings.
87% of deaf children communicate using spoken English or Welsh only in school or other educational settings.

⁴ The question asked was 'Can you understand, speak, read or write Welsh?' - answered by ticking one or more of five boxes (one for each category and one for 'None of these') in any combination. There is no reference made to the proficiency of the Welsh language skills.

10% use sign language in some form, either on its own or alongside another language.

4.2.3 Teacher of the Deaf (ToD) population

From its survey in 2016, CRIDE found that there were sixty-five fully qualified ToD in employment in Wales. From this population, 15% are able to provide a service through the medium of Welsh (CRIDE, 2016).

4.3 Bilingualism: Advantages and disadvantages

Historically there has been significant debate surrounding the impact of bilingualism on development, specifically the advantages, disadvantages and the effectiveness of a bilingual education (Baker, 2011). A number of studies have highlighted the advantages, both cognitively and socially of being raised bilingually. These include:

- Enhanced attention control (Bialystock et al., 2008)
- Enhanced working memory (Morales, Calvo & Bialystock, 2013)
- Enhanced problem-solving and creative thinking (Pearl & Lambert, 1962)
- Advanced performance in mathematical tests (Lauchlan et al., 2013)
- Social advantages such as turn taking (Fan, Liberman, Keysar & Kinzler, 2015) and increased family engagement (Verdon, Wong & McLeod, 2015).

Moreover, there is evidence that parental choice mediates these positive outcomes in bilingual and multilingual families (Dolson, 1985).

A reported disadvantage of bilingualism in children is reduced vocabulary in one or both languages when compared to that expected for their age (Paez & Rinaldi, 2006; Windsor & Kohnert, 2004), identified in both simultaneous and sequential bilinguals (Kaushanskaya, Blumenfeld & Marian, 2011). However, Lauchlan (2014) argues that this would be expected given that bilingual children are learning two words for each object. Moreover, it could be argued that the accumulative vocabulary of two languages would be larger compared to a monolingual child's vocabulary in one language (Lauchlan, 2014). A common misperception is that using one language is easier than using two (Peña, 2016; Levey & Sola, 2013) and parents and professionals are still fearful of speaking more than one language with children who have a developmental disability

and a specific language impairment (Yu, 2013). Grosjean (2001) argues that it's the right of a deaf child to have access to their mother tongue and have access to other second languages through bilingual approaches.

4.4 Welsh language Policies and Acts

The Education Reform Act established the National Curriculum which enabled Welsh to become a core subject in all Welsh medium schools and a foundation subject in other schools (Jones & Martin-Jones, 2003). The status of the Welsh language was arguably strengthened in 1993 when The Welsh Language Act (1993) stated that Welsh and English should be treated 'on an equal basis of equality' in Wales. Furthermore, the Welsh Language (Wales) Measure 2011 has given the Welsh language statutory status. Welsh Government (WG) has built on the need to continue to promote the use of the Welsh language and in 2012 published their Welsh Language Strategy 'A living language: a language for living' (WG, 2012). Within this policy education and parenting are key factors for the continuation of the Welsh language.

In 2010, WG outlined its strategy and vision for Welsh-medium education in Wales (WG, 2010) which builds on the WG vision 'Iaith Pawb' (WG, 2003) to create a bilingual Wales. This policy was in response to meet public demand for Welsh-medium education (WG, 2010).

Most recently, WG has recently unveiled its new vision to increase the number of Welsh speakers to one million by 2050, the plan called 'Cymraeg 2050 - a million Welsh speakers' (WG, 2017b). Moreover, along with these targets is action to grow Welsh Medium education starting with early years provision to post 16 which will ensure that CYP have the opportunity to continually develop their bilingual skills (WG, 2017b). The WG has released targets to increase the proportion of each year group receiving Welsh-medium education from 22% to 30% by 2031 and to 40% by 2050 (WG, 2017b).

4.5 Bilingual education in Wales

Bilingual education has been a familiar concept in Wales for a number of years, as Wales has two official languages Welsh and English (National Assembly for Wales, 2003).

Currently in Wales there are 420 Welsh medium primary schools⁵, 6 middle schools and 49 secondary schools (Statistics for Wales, 2017). Additionally, there has been an increase in the number of pupils attending Welsh medium school from 104,959 in 2016 to 105,845 (Statistics for Wales, 2017).

4.6 Welsh, BSL and education

Within the UK, both the Welsh language and British Sign Language (BSL) have minority status, due to the relatively small percentage that use either language (Atherton, 1999). Moreover, both have faced problems over the years and both languages were denied to their users (Atherton, 1999; Evans, 1974).

Wales Council for Deaf People have produced 'Welsh Book of Sign Language' (Wales Council for Deaf People, 2017), however it's not recognised as a language in its own right and there are no available statistics outlining how many individuals use Welsh sign language. However, a project 'Dwylo'n Dweud' (Talking Hands) has been launched jointly by Mudiad Meithin and Bangor University in January 2018 which aims to teach sign language to young children through the medium of Welsh (BBC, 2018), thus steps are being taken to increase and develop Welsh sign language.

Whilst Welsh has legal effect (The Welsh Language (Wales) Measure 2011; British Deaf Association, BDA, 2017) and BSL is recognised as its own language (BDA, 2017), only 7% of deaf CYP use spoken Welsh in school or other educational settings (CRIDE, 2017). An initial literature search has revealed that there is no research exploring the impact of bilingual exposure of Welsh language and BSL on deaf CYP.

4.7 Deaf educational provision in Wales

There are no Schools for the Deaf in Wales, provision is either through peripatetic support within mainstream schools or resource-bases (British Association of Teachers of the Deaf, BATOD, undated). A Freedom of Information request to the WG discovered that there are 24 special units in Wales which provide provision for pupils who are deaf or hard of hearing. WG is not aware that any of these provisions are Welsh-medium (Appendix 2).

⁵ Welsh "speaking" schools are currently defined for the purposes of the school curriculum in Section 105(7) of the Education Act 2002.

4.8 Summary

Bilingual education is a familiar concept in Wales (National Assembly for Wales, 2003) and in response to the demand for Welsh Medium education, WG have developed a number of policies in order to meet this need (WG, 2003, 2010, 2017b). However, despite this vision to create a bilingual Wales, there is currently no Welsh medium resource unit available for deaf CYP in Wales. It is concluded there may be a need to develop Welsh Medium education for deaf CYP that meets their educational and cultural needs.

5.0 Deaf education

5.1 Overview

Education for deaf CYP has changed over the years, from residential schools for the deaf to mainstream and inclusive settings (Marschark, 2018). This change has largely been due to the introduction of sign language into the educational environment and a move away from a vocational to an academic curriculum (Marschark, 2018).

Arguably, with developing technology through medical intervention (e.g. cochlear implants) there has been a greater emphasis on spoken language (Gregory & Hindley, 1996) but also recognition and acceptance of BSL has led to increased research and evidence of its use with deaf CYP. All of which reflect different constructions of deafness which is further discussed below.

5.2 Medical, social and cultural models of Deafness

There are identified three models of deafness which reflect different constructions of deafness: medical, social and cultural. Table 4 below provides an overview of these.

Table 4: An overview of the Medical, Social and Cultural Models of Deafness

Medical	For the majority of the 20 th century, the education of deaf CYP has been based on a medical and deficit perspective; to be deaf is simply without the ability to hear (Cline, 1997). This medical model of deafness is constructed as a problem that requires a cure (Gregory & Hindley, 1996), thus deafness is viewed as an illness and a disability that is treated by medication or surgery (University of Bolton, 2013). Within this model there is an emphasis on compensating for the hearing loss through the use of technology (e.g. hearing aids or cochlear implants) and the aim is for deaf CYP to be enabled to use spoken language (Swanwick & Watson, 2005).
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<p>Social</p>	<p>The social model of deafness validates the linguistic and cultural choices of deaf people, celebrates the diversity and accommodates the differences (Swanwick, 2010). The model supports a strong shared identity of a positive view of deafness (Swanwick & Watson, 2005).</p> <p>The social construction of deafness appears to be endorsed by many members of the Deaf community with the implication that deaf CYP should be introduced to sign language as well as spoken/written language (Gregory & Hindley, 1996), thus allowing access to both the hearing and deaf world.</p> <p>The difference in perspective is distinguished between the use of a small letter d and a capital D, as referred to in the list of definitions above. People who are Deaf share a language, culture of beliefs and practices and also participate in their community's Deaf society (Frederickson & Cline, 2015). As noted by Ogden (1996) "deafness is about communication, not sound" (pp.43).</p>
<p>Cultural</p>	<p>A culture is described as having four subsystems: social relations, language, technology and ideology (Williams, 1972). The culture of 'deafness' is defined as a 'subculture' as it does not have its own government but does have distinct attitudes, organisation, values, cultural history and social structures (Rodda & Grove, 1987). Furthermore, authors have referred to deafness as an 'ethnic concept' that applies not only to deaf people but to all who engage in the Deaf subculture (Rodda & Grove, 1987).</p>

5.3 Political and historical overview

Historically, a number of different approaches have been used with deaf CYP over the years and traditional education for deaf CYP has focused on spoken language (Swanwick, 2016). The first deaf school in the UK was founded in 1760 in Edinburgh, using a combination of spoken and sign approach (i.e. bi-modal education). Following this the 'London Asylum for the Deaf and Dumb' opened in London in 1792 (University College London, UCL, 2017). During this period there was opposition to the use of any sign language in schools for deaf CYP in the UK (Rodda & Grove, 1987) a view that continued to be supported for many decades (e.g. Myklebust, 1964).

The second International Congress of Education of the Deaf was held in Milan in 1880, and educators from all over the world came to discuss three main topics: school buildings; teaching and methods (BDA, 2017). At the time, the focus of education for deaf CYP was 'oral' and the conference passed eight resolutions, two of which were that only the spoken method should be used with deaf CYP and sign language should be discouraged. Following this, sign language was discarded as a teaching method, a position which continued for the next 100 years, thus the spoken method was the only approach to educate deaf CYP (BDA, 2017). This conference was seen by some as the imposition of the views of a few hearing people on the Deaf community (Lane, 1988) and by others it was seen as a reaction to the poor educational standards of deaf CYP at that time (Markides, 1983).

During the 20th century, the profile of sign language increased and during the 1960s American Sign Language (ASL) became recognised by linguists as a language in its own right (BDA, 2017). BSL received the same recognition in 2003 (BDA, 2017).

Throughout deaf education history there has been, and continues to be, much debate over the use of spoken and signed approach to education (Gregory & Hindley, 1996). Gregory and Hindley (1996) state that those who advocate a spoken approach argue that as most deaf children are born to hearing parents they will need to participate in the hearing world, thus education should concentrate on spoken language. However, others highlight the difficulty of acquiring a spoken language as first language, which may be more easily achieved through sign language (Gregory & Hindley, 1996).

5.4 Current position: the emergence of bi-modal education

As sign language was increasingly recognised both internationally and nationally, the bi-modal approach to education for deaf CYP developed in the USA, Scandinavia and the UK (Swanwick, 2016). This challenged the traditional method of education for deaf CYP, which previously had only focused on spoken language development (Swanwick, 2016).

During this period general awareness of sign language was growing and it was beginning to be recognised as a separate language (Swanwick, 2010). Sign languages differ from country to country and a common spoken language (such as English) does not imply a common sign language (Gregory & Hindley, 1996). For example the UK and USA share the same spoken language of English with only minor variations in words and spelling, however they have different sign languages, BSL and ASL (Gregory & Hindley, 1996).

For most of the 20th century the spoken approach to deaf education dominated the Western world, however during the 1960's concerns emerged about the educational achievement of deaf CYP in spoken schools (Schlesinger, 1986). Conrad's (1979) research contributed to this movement, showing that deaf CYP left school with poor speech and lip-reading skills despite focused intervention in this area. Thus, paucity of evidence of successful outcomes for spoken only education promoted a shift in deaf education.

The development was also motivated by movements across the world, including Scandinavia which promoted the use of both Swedish sign language, spoken and written Swedish (Svartholm, 2010), further evidencing how different modalities could be used alongside each other in education. This emergence of bi-modal approaches in the UK and Sweden was also attributed to the failure of spoken only approach to education and concerns regarding the lack of resources in mainstream schools (Swanwick & Gregory, 2007). Evidence from bilingual programmes for hearing minority language users (Baker, 1993) provided more support.

The aim of sign bilingualism and a bi-modal education was to enable deaf CYP to participate fully in both the hearing and deaf world and to become bilingual (Pickersgill, 1998) and to ensure social inclusion and diversity which recognises the uniqueness and distinctiveness of deaf language and culture and in particular the cultural choices of deaf people (Swanwick, 2016). However, the shift to a bi-modal education did not

happen without its political, financial, educational and philosophical challenges (Mas, 1994). Additionally, there were also identified staffing difficulties with a lack of training for Teachers of the Deaf (ToD) and a lack of linguistic research (Mas, 1994).

5.5 Summary

Although there has been a shift in the educational placements for deaf CYP, there continues to be debate on suitable placements, which is arguably influenced by the perceived model of deafness. Regardless of educational placement, there are also many every day challenges due to conflict, tension and ambiguity which is arguably a unique challenge for deaf education (Swanwick, 2010).

6.0 Inclusion

6.1 Overview

Arguably, the concept of inclusion arose from SEN (Muijs & Reynolds, 2002). Children with an SEN were educated separately which was thought to exclude them from a majority group and also perceived as restricting their human rights and equal opportunities (Muijs & Reynolds, 2002). Thus, one important outcome of the inclusion debate has been about the rights of a CYP with an SEN to be educated in their local school, alongside their peers and to be full members of their classroom (Antia, Strinson & Gausted, 2000).

Whilst inclusion has become associated with a placement of a child in a local mainstream school, it ignores wider perceptions of inclusion in meeting the education, social and emotional needs of a child (Jarvis, 2002). Others have argued that inclusion cannot be limited to a place nor a particular set of learning circumstances (Powers, 2002; Ohna, 2004) and some view inclusion as a goal rather than a process (Royal National Institute for the Deaf People, RNID, 1999).

6.2 Current education Acts and Policies in Wales

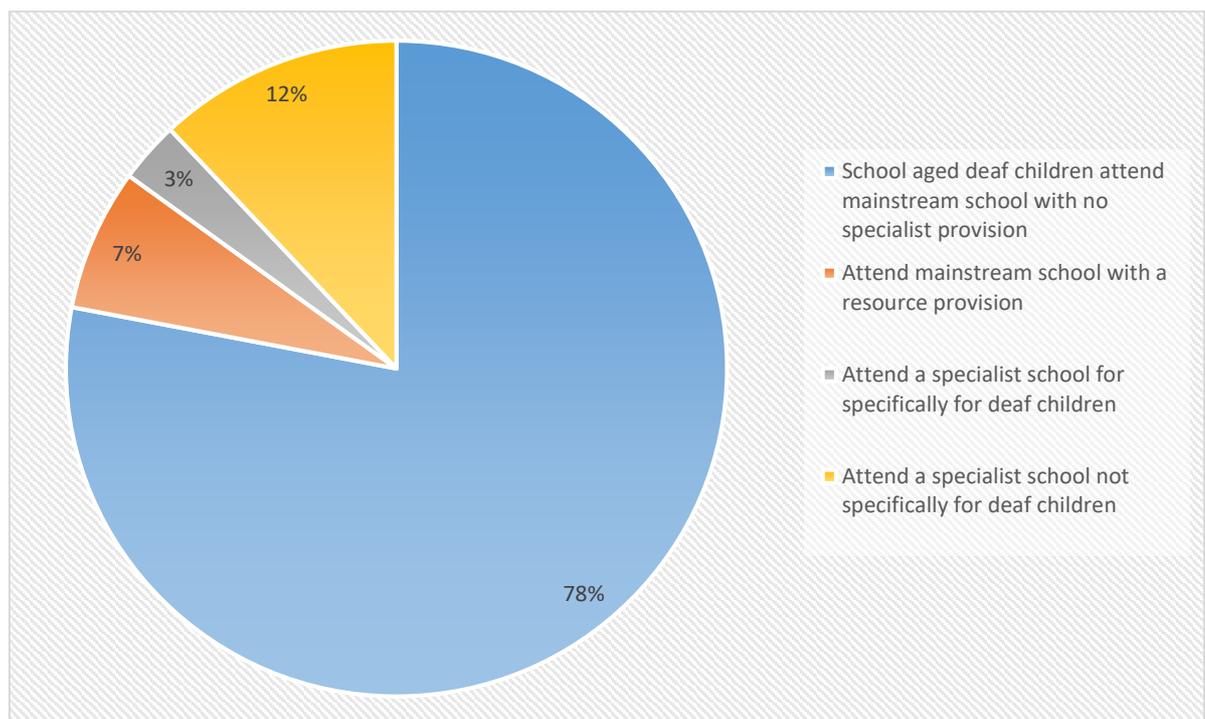
Currently in Wales, the Additional Learning Needs and Education Tribunal (Wales) Act 2018 replaces the existing SEN framework with a reformed system based on Additional Learning Needs (ALN). The change was bought by the recognition that the SEN system in Wales was based on a “model introduced more than 30 years ago” (National Assembly for Wales, 2017, pp.1) and that it was no longer “fit for purpose” (National Assembly for Wales, 2017, pp.1). The Act proposes that there is a need for increased collaborations, and especially for deaf CYP the need to ensure access to the right specialist professions, advice and guidance. Moreover, the Draft Additional Learning Needs Code (2017) emphasis the need for flexible multi-agency working in meeting the ALN of CYP. Moreover, in Wales multi-agency working is also stressed through the Well-being of Future Generations (Wales) Act 2015 (WG, 2015).

6.3 Deafness and inclusion

In the current climate, language and communication needs of deaf CYP are rapidly changing (Swanwick, 2010). The most noticeable change is the increase of deaf CYP in inclusive settings rather than in special schools (Swanwick & Gregory, 2007). The Salamanca Statement (United Nations Educational, Scientific and Cultural Organisation, UNESCO, 1994) recognised that the communication needs of deaf CYP was a key factor when considering an educational placement. The views of stakeholders regarding the inclusion of deaf CYP will be discussed in depth in due course.

In 2015, CRIDE produced the following statistics regarding the educational placement of deaf CYP in the UK.

Figure 2: Educational placement of deaf CYP in the UK in 2015 (CRIDE, 2015)



Research has highlighted the difficulties of true inclusion for deaf CYP due to: communication problems, feelings of isolation (Doherty, 2012), poor teaching environments and acoustics (NDCS, 2007) along with difficulties accessing the curriculum especially for literacy based subjects (NDCS, 2008; Powers, 2000). Thus, there appears to be disparity between hearing and deaf CYP with regards to access to the mainstream curriculum.

7.0 Outcomes for deaf CYP

7.1 Overview

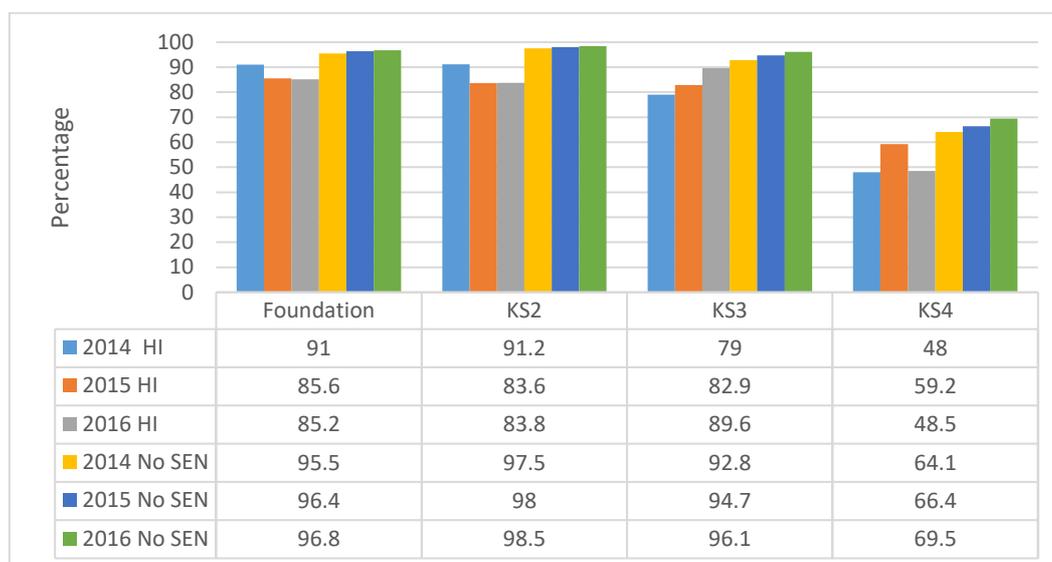
Deafness is seen to have an impact on deaf CYP from their ability to reach their development and academic potential (NDCS, 2008) as well as impacting on their social and emotional development (Marschark, 1993) and mental health (DoH, 2005). These outcomes will be discussed in further detail below.

7.2 Deaf CYP educational achievement

In 2007, an Education and Skills Minister stated “the attainment of hearing impaired children falls below the national average” (NDCS, 2008, pp.4). Most recently, a BBC news article highlighted that deaf CYP in Wales underachieve at every key stage (BBC, 2017). The figures show that in 2016 at General Certificate of Secondary Education (GCSE) level, deaf CYP were 30.2% less likely to achieve A*-C grades in core subjects of English/Welsh, Maths and Science compared to their hearing peers (WG, 2017a). This theme is seen across the UK and deaf CYP continue to underachieve in all curriculum areas compared to their hearing peers (Hendar & O’Neill, 2016). In 2014, only 36.3% of deaf CYP in the UK (identified as requiring additional support) gained the expected qualification level for 16 year olds, compared with 56.6% of the general school population (Department for Education, DfE, 2015).

The figure below demonstrates results obtained by the WG through the Pupil Level Annual School Census (PLASC). It reflects the attainment level of deaf CYP and their hearing peers between 2014 and 2016, from Foundation Phase to Key Stage 4 in Wales (WG, 2017a).

Figure 3: Percentage of pupils achieving the Core Subject Indicator (CSI)^{6 78}



This pattern of attainment is also seen in other countries, such as the USA (Qi & Mitchell, 2012) and Sweden (Hendar & O’Neill, 2016). Research has shown that deaf CYP have significantly poorer arithmetic skills (Hendar & O’Neill, 2016), literacy skills, reading comprehension and overall lower academic achievement when compared to their hearing peers (Qi & Mitchell, 2012).

For deaf CYP from black and ethnic minority communities, surveys in both the UK (Powers, 1996) and USA (Marschark, Shaver, Nagle & Newman, 2015) have shown that they perform significantly less on measures of academic achievement than white deaf CYP. This has been attributed to a number of factors including:

- Exposure to a home language that is not used at school (e.g. oral or signed) (Frederickson & Cline, 2015).
- Tensions around personal identity (Atkin, Ahmad & Jones, 2002).
- Predominance of white monolingual teachers in specialist work with deaf CYP (Frederickson & Cline, 2015).

⁶ CSI represents the percentage of pupils achieving the expected level or above in English or Welsh (First Language), Mathematics and Science in combination.

⁷ Figures for deaf children represent those whereby hearing impairment (HI) is the only type of SEN. This data excludes children where deafness is one of multiple SEN.

⁸ The figures are compared to the attainment level of other students who have no SEN.

Additional to educational factors, social factors outside school have also been attributed to educational performance of deaf black and ethnic minority CYP. Chau (1989) refers to the sociocultural dissonance felt by CYP whereby stress and incongruity is caused by belonging to two cultures and the difficulty experienced by deaf CYP in communicating these stresses in a hearing minority community (Frederickson & Cline, 2015). These factors could also possibly relate to belongingness with the Welsh, hearing and deaf communities and possible cultural differences between these groups. .

A report by the NDCS (2008) highlights three key barriers that prevent deaf CYP from reaching their potential, which include: postcode lottery system with geographical variations in access to services, support and information, lack of support and deafness being perceived as being an invisible disability. Additional factors relating to late diagnosis, failure to establish a fluent first language in the early years, lack of access to the curriculum, an additional impairment and having teachers and support staff without the correct skills and expertise have also been attributed to this achievement gap (Marschark, Spencer, Adams & Sapere, 2011).

7.3 Social and emotional outcomes

Early research into the social and emotional development of deaf CYP provided a bleak picture, with an emphasis on emotional distress and psychological disorders (Myklebust, 1960), with challenges specific to deaf CYP (Calderon & Greenberg, 2011).

Research conducted on the social and emotional competence of deaf CYP has found reduced mastery (Greenberg & Kusche, 1989; Marschark, 1997) which results in negative outcomes on: academic achievement, higher rates of social maladaptation (e.g. violence, drug and alcohol problems) and psychological disorders (Greenberg & Kusche, 1989; Marschark, 1993). It must be noted that not all deaf CYP experience these difficulties, and the overall social and emotional development is influenced by many factors, such as: family environment, child's characteristics, school/community resources and parents adaption to deafness (Calderon, 2000; Calderon & Greenberg, 1999).

7.4 Mental health

A higher prevalence of mental health problems in deaf CYP has been found when compared to their hearing peers (DoH, 2005). The greatest factor influencing this has been attributed to deaf CYP ability to communicate with others (Fellinger, Holzinger & Pollard, 2012; Hindley, 2005). Other associated factors, include: IQ (van Eldik, 2005), poor overall communication (van Eldik, Treffers, Veerman & Verhulst, 2004) and poor communication between parents and deaf CYP (Wallis et al., 2004).

Research on the mental health functioning of deaf CYP is difficult to compare due to differences in methodology, instruments, selection of participants and arguably the suitability of written instruments for deaf CYP using sign language (e.g. Brown & Cornes, 2014; Gent, Goedhart, Hindley & Treffers, 2007; Hindley et al., 1994; Musselman, Mootilal & MacKay, 1996). However, despite this general research suggests that deaf CYP are at greater risk of psychosocial maladjustment compared to their hearing peers (van Eldik et al., 2004; Wallis et al., 2004). In order to address this issue, a National Deaf Child Mental Health Service (NDCMHS) was launched in England in October 2009 (Wright et al., 2012). Proportions of deaf people are generally low in relation to overall populations thus local mainstream services are not always aware of the deaf population in their area and in turn lack an understanding of how to meet their needs (Joint Commissioning Panel for Mental Health, JCPMH, 2017).

7.5 Summary

This section has provided an overview of deaf CYP outcomes in relation to education, social and emotional development as well as mental health. Throughout the research it is acknowledged that deafness impacts adversely across all areas. Contributing factors have been varied, however communication difficulties has been the most dominant (Marschark et al., 2011; Fellinger et al., 2012; Hindley, 2005).

8. 0 Stakeholder perspectives

8.1 Overview

There is recognition that deafness impacts all aspects of a deaf child's life and there is no single approach to the education of deaf CYP (Swanwick, 2017). In order to gain a broader understanding of these issues and due to the focus of this review on stakeholder perspective, a review of relevant literature is discussed below.

8.2 Parental perspectives

A survey by NDCS (2008) found that parents had concerns regarding the skills and confidence of teachers and LSA to work with deaf CYP, particularly around their signing ability. This was also a concern within Thumamm-Prezioco's (2005) research with Deaf parents in the USA. A clear theme within their data was the need for deaf CYP to be able to communicate with their peers and to have good peer interaction. Parents conveyed the belief that their deaf children should have the right to access ASL at school in order to be successful learners. A limitation of this research is that it does not consider the perspectives of hearing parents of deaf CYP which would have given comparison data.

Marschark and colleagues (2012) researched academic and social aspects of children's (5-12 years) school experiences from deaf ($n=54$) and hearing children ($n=54$) and their deaf or hearing parents from both the USA and the UK. Questionnaire data was analysed and results showed that both parents and children rated deaf children as less successful in reading and social domains. Deaf children that participated within this study were aware that they trailed behind their hearing peers in reading and social-emotional domains. Having deaf parents and using sign language at home was associated with positive perceptions of social success. Results highlighted the value of parent-child communication and social success among deaf CYP. Similarly, Hadjidakou, Petridou and Stylianou (2008) reported majority of parents felt that their children were 'well' or 'very well' socially integrated with hearing peers.

With regards to attitudes of hearing parents of hearing children, Most and Ingber (2016) discovered that parents reported positive attitudes towards the inclusion of deaf or hard of hearing (DHH) CYP and supported the concept of mainstreaming. A limitation

of this research is that it did not account for the view of the deaf CYP nor his / her parents which would have given comparison data.

8.3 Deaf CYP perspectives

The amount and type of support that deaf CYP receive varies depending on individual needs, availability of resources as well as school and LAs policies (Powers et al., 1999). Research undertaken by Jarvis (2003) in English schools discovered that CYP were not always clear on the role of support staff involved (e.g. whether they were teachers, learning support assistants or communication support workers). There was discrepancy in the amount of support they received, some were clear that they asked for support when it was needed and other felt they were over-supported at times. This was also a theme reported in Iantaffi, Jarvis and Sinka (2003) research, overall deaf CYP appreciated the support they received however some felt that staff could be intrusive. Most recently Bartlett (2017) has supported these findings in England. Deaf CYP appreciated the support of an adult however some expressed the importance of sensitivity regarding this role, especially as their presence may disrupt CYP formation and maintenance of friendships.

Byrnes and Sigafos (2001) sought the opinions of secondary age deaf students in Australia through a questionnaire method ($n=14$). For the majority, home language was English (62.9%) and other languages included: Chinese, Vietnamese, Arabic, signed English and Auslan (Australian Sign Language). The results showed that the majority of students (80%) were happy with their educational placement and there was no difference between students in an integrated or segregated classroom⁹. When asked if they thought being educated in a special school for the deaf was a good idea, 50.7% answered 'yes' and 40.0% said 'no' (13 students did not reply). Answers were supported by both positive (e.g. easier to communicate, comfortable with other deaf students, have deaf friends) and negative comments (e.g. lack of integration with hearing people, lack of skills for hearing world). However, it is important to note that the overall return rate was only 28% and specifically less for integrated students (21.4%) compared to

⁹ In the present study, the term integrated placement refers to education in a regular classroom, and segregated placement refers to instruction in a self-contained special education classroom (i.e. a support classroom).

segregated students (40.0%), raising issues regarding reliability, validity and generalisability of the results. No reference was made to the home language of the students and the impact of this, if any, on their responses.

Retrospective research has found that deaf CYP who had experienced both a mainstream and special school settings, often reported a preference for special schools (Gregory et al., 1995). Mertens (1989) found that deaf adults who attended a special school had more positive memories compared to those educated in a mainstream setting, which was attributed to: teachers' ability to sign and ease of communicating and socialising with friends.

O'Connell & Deegan (2014) interviewed ten deaf adults regarding their experience in Irish deaf schools. Participants educated through a spoken only approach expressed dissatisfaction with their educational experience and negative outcomes in the way the school had created learning obstacles for them. Additionally, Doherty (2012) researched the experience of deaf CYP from Northern Ireland and found that their education was influenced by a lack of deaf awareness among teachers and views that their needs weren't sufficiently met. Factors that they felt contributed to their poor self-esteem and low achievement.

However, not all the research concludes that experiences are negative. Nunes, Pretzlik & Olsson (2001) interviewed deaf and hearing CYP (11-13 years) from mainstream schools and found that average peer ratings received were not significantly different from each other. However, deaf CYP were significantly more likely to be neglected by their peers and less likely to have a friend in the classroom. Thus, whilst deaf CYP are not rejected in mainstream schools, they may experience feelings of isolation (Dalton, 2013; Norwich, 2017) and vulnerability (Dalton, 2013).

Other research exploring friendship groups within school have found that deaf CYP valued the importance of having deaf friends (Sutherland & Young, 2007) but hearing peers created a wider social group and support for social inclusion (Jarvis, 2003). Martin and Bat-Chava (2003) found that deaf CYP relationships with hearing peers is not related to their hearing loss nor amplification device used, and relationships tended to improve with age. Iantaffi, Jarvis and Sinka (2003) highlight that successful social inclusion underpins successful academic inclusion.

Whilst research outlined above has provided an insight into the educational experience and perspectives of deaf CYP, their views should not be considered as homogenous. As documented in Byrnes and Sigafos (2001) study, deaf CYP do not have the same views about inclusion. Thus, while a group identity may be assumed, it does not take into account individual differences among group members (Hayes & Elkins, 1993). Thus there is a need to actively seek and listen to the experiences of deaf CYP across various educational settings and cultures.

A recurring theme across literature is that the deaf CYP feel that schools need to be aware of the importance of having access to sign language and to the deaf culture (Ford & Kent, 2013; Sutherland & Young, 2007).

8.4 Deaf CYP with English as an Additional Language (EAL) perspectives

Whilst the number of deaf CYP from ethnic minority background appears to be growing there is little systematic research (Cline, 1997). There appears to be a number of barriers in responding to the needs of deaf CYP from ethnic minority communities, such as: delays in diagnosis (Sharma & Love, 1991), lack of staff able to communicate in the families' first language (Turner, 1996) and difficulties in accessing specialists in deaf and EAL education (Powers, 1996). Moreover, parents of deaf CYP from ethnic minority communities also experience difficulties such as communication barriers (Wathum-Ocama & Rose, 2002). This raises the question of what support is available for deaf CYP with EAL as well as for their parents, and the need for home-school communication in their language of choice.

Available literature has discovered that compared to monolingual deaf CYP, a majority of deaf CYP with EAL were placed in mainstream resource units rather than in mainstream with support (Mahon et al., 2011). Thus, there appears to be a disparity in educational provision for deaf CYP with EAL.

From the researcher's literature searches there appears to be very limited literature that specifically considers the educational experiences of deaf CYP with EAL or more importantly for this research, that of the deaf CYP in Wales.

8.5 School staff perspectives

Vermeulen, Denessen and Knoors (2012) interviewed nine teachers regarding their perceptions of inclusion of deaf CYP from two mainstream secondary schools in the Netherlands. Overall, results showed that teachers responded to the inclusion of deaf CYP through adapting their communication methods to meet their needs. The research discussed a link between teachers' behaviour, beliefs and emotions. Some felt persuaded to be positive about inclusive education due to governmental and school policies. Unfortunately, the researchers did not observe teachers' actual inclusive practice, which may have provided more depth information to the possible links between behaviour, beliefs, emotions and practice.

A study that included classroom observation along with interviews, was carried out by Lissi and colleagues (2017). They interviewed seven secondary school teachers and five ToD who worked at a large mainstream school with a mainstream programme for DHH CYP in Chile. Analysis of the observations showed that classes varied depending on the presence of the ToD and DHH CYP showed less classroom participation when they had no support from the ToD. Both types of teachers shared concerns regarding adaptations and the conflict between the needs of the CYP and access to specialised support so that they are able to interact in the hearing world and also reach their maximum academic potential. Mainstream teachers regarded the presence of ToD as 'fundamental' and they reported their difficulty in teaching deaf CYP. The research highlights that most DHH CYP were unable to follow classroom instructions without access to specialist support and that communication difficulties encountered between mainstream teachers and CYP were also an area of concern.

When considering social and emotional development and the social acceptance of deaf CYP in a mainstream provision, Powers (2000) discovered that teachers reported over three quarters of deaf secondary CYP were either "very well accepted" or "well accepted" and only 2% were "very poorly accepted". Additionally, in the UK, Lynas (1986) found that deaf CYP were 'generally well accepted' by their hearing teachers and peers. However, it must be noted that teachers accounts may vary to that of CYP own experiences of perceived social acceptance as there is evidence that that deaf CYP have

experienced episodes of harassment and teasing by their hearing peers (Gregory et al., 1995).

Salter and colleagues (2017) investigated LSAs perspectives of deaf CYP learning experiences in the UK. Findings from the study show that there is a perceived lack of understanding among mainstream teachers of the impact of deafness on learning. LSAs also reported limited opportunities to liaise with the mainstream teacher or with ToD and this view has also been noted by parents (Checker, Remine & Bowen, 2009). Previous research has found that the majority of ToD remove pupils from the classroom when providing support (Power & Hyde, 2003), thus arguably this may influence contact time for consultation and collaboration with teaching staff. High caseloads could be an additional factor for contact time with professionals as well as parents.

LSAs have also reported difficulties in ensuring the balance between providing support and ensuring that deaf CYP could work independently (Salter et al., 2017). This study highlight challenges faced in order to ensure an inclusive ethos for deaf CYP and the need for effective planning and support which is monitored to ensure that deaf CYP are provided with opportunities to develop their independence.

Angelides and Aravi (2007) discovered that teachers of deaf CYP in a secondary school collaborate with each other in order to improve practice (e.g. differentiation of the curriculum). Within this school in Cyprus, integration of deaf CYP brought about change on a whole school level as teachers began to treat CYP individually rather than attending to the class as a whole. Thus, the integration of deaf CYP had a positive impact on the wider development of the school and inclusive practices. Whilst it is difficult to generalise the findings of this research to the general population due to it being a small-scale project in one school, it does signpost a positive way forward into the integration of deaf CYP and impact on teachers' self-reflection and inclusive practices.

8.6 Summary

Regardless of where deaf CYP are educated, they continue to face challenges that may not be experienced by their hearing peers. Whilst the majority of deaf CYP are being educated in a mainstream setting (CRIDE, 2015), there are some points to note with regard to the claimed advantages of educational inclusion (Frederickson & Cline, 2015).

The literature above has considered the perspective of parents, CYP and teachers but further research is needed to explore the impact of variables such as school placement, language(s) used and social interactions on deaf CYP learning experiences and academic achievement.

9.0 Deaf awareness

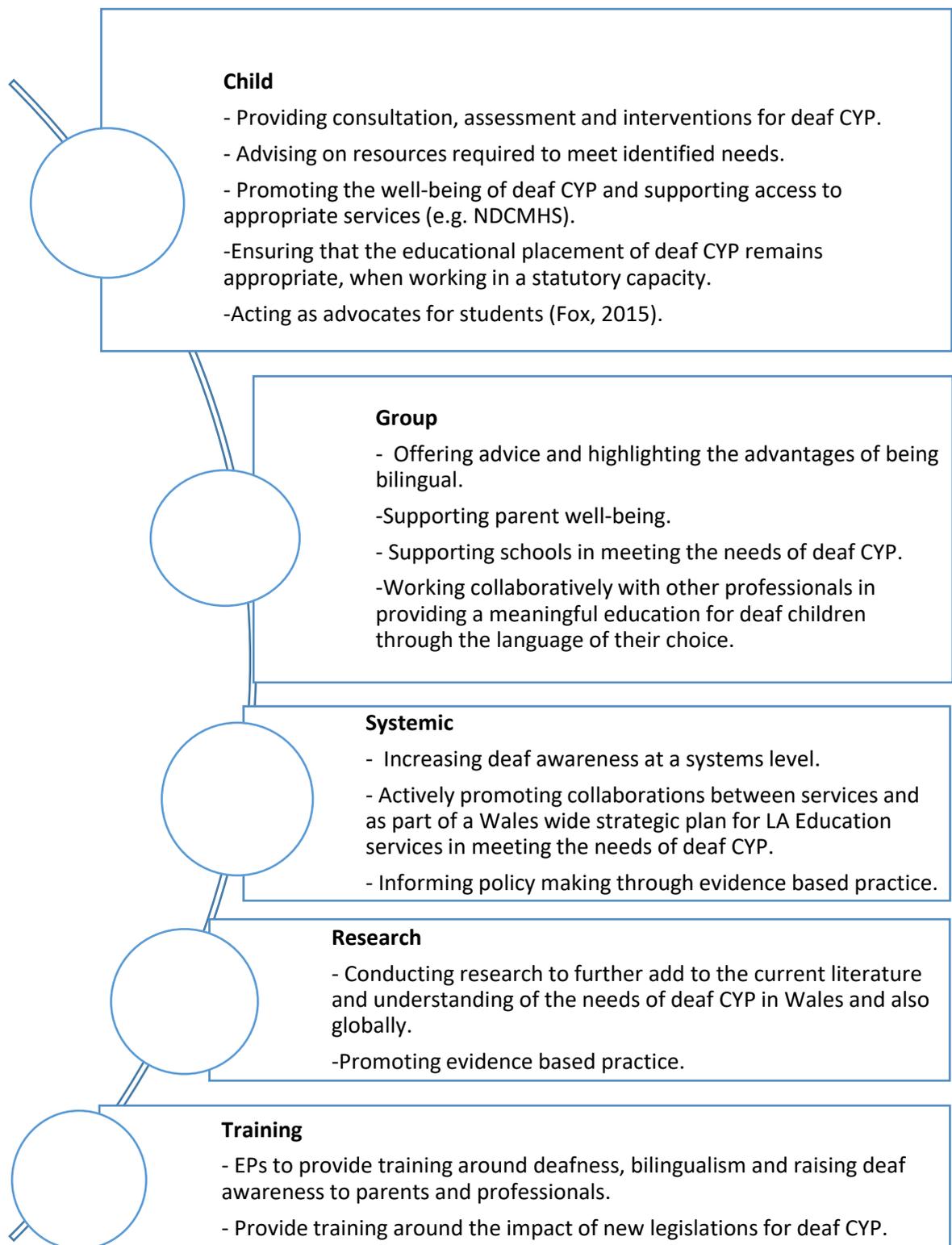
Deaf awareness is an important issue to consider, and there is a need for anyone who interacts and supports deaf people to have a greater understanding of the issues that they face as well as Deaf culture.

In the UK a campaign 'Deaf Awareness Week' takes place every year whereby various organisations collaborate to promote their work within the field of deafness. The aim of this week is to increase deaf awareness amongst others due to the nature of deafness as a 'hidden disability' (Action on Hearing Loss, 2014). The campaign has also been adopted by the media such as Coronation Street featuring sign language on their shows (ITV, 2016) and most recently the Oscar winning film 'The Silent Child' (Oscars, 2018).

10.0 Potential Implications for EPs

As previously noted, EPs work closely with schools providing early identification, engagement and advice (WG, 2017c) at individual, group and systems levels (Mackay, 2002, 2006; WG, 2016). The relevance of the current research for EP practice is outlined in Figure 4 overleaf.

Figure 4: Relevance of the research to EP practice



11.0 The current study

11.1 Overview

Within the UK, research has been conducted on the education of deaf CYP in Scotland (Grimes, Thoutenhoofd & Byrne, 2007; Thoutenhoofd, 2006), England (Jarvis, 2003; Salter et al., 2017) and Ireland (Doherty, 2012; O'Connell & Deegan, 2014). Research in Cyprus has focused on the experiences of stakeholders (Hadjikakou et al., 2008) however, no research has been conducted exploring the perspectives of stakeholders on the education of deaf CYP in Wales.

This research will aim to address the current gap in deaf education literature, through exploring stakeholders' perceptions on the education of deaf CYP from Welsh speaking homes being educated in English medium resource units. It is hoped that the insight into perceptions of stakeholders will inform the practice of the profession of EPs in supporting and enhancing the educational experience of deaf CYP and their families.

11.2 Research question

The research will be guided by the following overarching question and three subsidiary questions:

What do stakeholders consider are the implications of deaf children from Welsh speaking homes being educated in English mainstream resource units?

a) What are perceived challenges?

b) What are the perceived benefits?

c) How do stakeholders feel deaf pupils from Welsh speaking homes could be best supported?

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Part Two: Empirical Paper

(Word count: 5,956)

1.0 Abstract

The number of deaf children and young people (CYP) being educated in inclusive settings rather than special schools has grown over recent years (Swanwick & Gregory, 2007) and current statistics show that the majority of deaf CYP are now educated in mainstream schools (Consortium for Research in Deaf Education, CRIDE, 2015). This has not been without challenges and literature has highlighted these from the perspective of CYP (Sutherland & Young, 2007; Doherty, 2012); parents (Rasebopye, 2010) and stakeholders (National Deaf Children's Society, NDCS, 2008).

This qualitative study aims to address a gap in the research literature through investigating what stakeholders consider to be the implications for deaf CYP from Welsh speaking homes when educated in English medium resource units. It is hoped to provide an insight into the perceptions of the key stakeholders in this field and through this identify how to best support deaf CYP in Wales.

Eleven semi-structured interviews were conducted with a sample of stakeholders from five Local Authorities (LAs) across Wales. Thematic Analysis was utilised to analyse the data following the guidelines of Braun and Clarke (2006). The main themes constructed were: 'Being deaf', 'Being Welsh', 'The need for English' and 'The emotional impact of deafness'. In particular, the evidence from this research highlights the challenges that Welsh speaking deaf CYP and their parents encounter, and the impact of being a minority within a minority. The implications for the potential role of Educational Psychologists (EPs) working with deaf CYP as well as the strengths, limitations of the research and the need for further studies are discussed.

2.0 Introduction

The aim of this research is to contribute further to the field of the education for deaf children and young people (CYP) in Wales, through exploring the perspectives of stakeholders¹⁰ on the education of deaf CYP from Welsh speaking homes being educated in English medium resource units¹¹.

2.1 Current issues in deaf education

Current data shows an increase in deaf CYP being educated in inclusive settings rather than special schools (Swanwick & Gregory, 2007). In 2015, the United Kingdom (UK), statistics highlighted that 78% of school aged deaf children now attend mainstream school without specialist provision (Consortium for Research in Deaf Education, CRIDE, 2015). However, this has not been without challenges and there continue to be barriers to accessing the curriculum for deaf CYP in a mainstream provision (National Deaf Children's Society, NDCS, 2008), communication difficulties (Jarvis, 2003) and feelings of isolation (Norwich, 2017; Nunes, Pretzlik, & Olsson, 2001). Moreover, deaf CYP in the UK continue to under achieve in all aspects of the curriculum (Department for Education, DfE, 2015; Hendar & O'Neill, 2016; Welsh Government, WG, 2017a), a pattern that is also seen in other countries (Hendar & O'Neill, 2016; Qi & Mitchell, 2012).

As a bi-modal¹² approach to deaf education has grown across the UK, it has provided deaf CYP access to the curriculum in their preferred modality (Swanwick, 2010). However, the same cannot be said for language. In many countries, including the UK there are a significant number of deaf CYP from multilingual homes (Thomas, El-Kashlan & Zwolan, 2008) and in the UK, 12% of deaf CYP are able to communicate in an additional language other than English at home (CRIDE, 2015).

¹⁰ For the purpose of this research stakeholders will be: Peripatetic Teachers of the Deaf, Teachers of the Deaf within an English medium resource unit, Learning Support Assistants working with deaf pupils, Educational Psychologists and parents.

¹¹ This term is used to describe one or several classrooms within a mainstream school which have been adapted to teach deaf children and are staffed by trained Teachers of the Deaf (National Children's Deaf Society, NCDS, 2016).

¹² The term 'bi-modal education' will refer to the way in which deaf children and young people receive education through the means of two or more modalities, such as sign language and spoken language (Swanwick, 2016).

The importance of language for social and emotional development and the well-being of deaf CYP is well documented. Studies have demonstrated that early intervention and access to meaningful communication is critical to lessen the impact of deafness on language, social and emotional skills and academic performance (Calderon, 2000; Vohr et al., 2008; Vohr et al., 2010). Yet, governmental figures in the UK have shown that the prevalence rate of mental health problems in deaf CYP is high with 40% encountering difficulties compared to 25% for their hearing counterparts (Department of Health, DoH, 2005). Difficulties in accessing appropriate support services, such as Child and Adolescent Mental Health Service (CAMHS) have also been highlighted (Joint Commissioning Panel for Mental Health, JCPMH, 2017).

2.2 Deaf education in Wales

There are a reported 2,642 deaf children living in Wales which is an 11% increase over the previous year (CRIDE, 2017), and it is suggested that 95% of deaf CYP are born to hearing parents (Marschark, 2018).

The notion of a bilingual education is a familiar concept within Wales, as there are two official languages Welsh and English (National Assembly for Wales, 2003). There has been a steady increase in the number of CYP attending Welsh medium schools (Statistics for Wales, 2017) and 7% of deaf CYP use spoken Welsh in school or other educational settings (CRIDE, 2017).

In Wales there are no Schools for the Deaf or resource bases within Welsh medium schools, thus provision is made either through peripatetic support within mainstream schools or through placement in an English medium resource unit (British Association of Teachers of the Deaf, BATOD, undated; CRIDE, 2015).

2.3 Stakeholders' perspectives on the education of deaf CYP

As outlined within the major literature review, previous research exploring stakeholder perceptions on the education of deaf CYP, has primarily focused upon the experience of mainstream teachers (Vermeulen, Denessen & Knoors, 2012), Teachers of the Deaf (ToD) (Lissi et al., 2017) and Teaching Assistants (TAs) (Salter, Swanwick & Pearson, 2017). Hadjidakou, Petridou and Stylianou (2008) collectively analysed the perceptions of parents, teachers, head teachers as well as deaf CYP on their social and academic

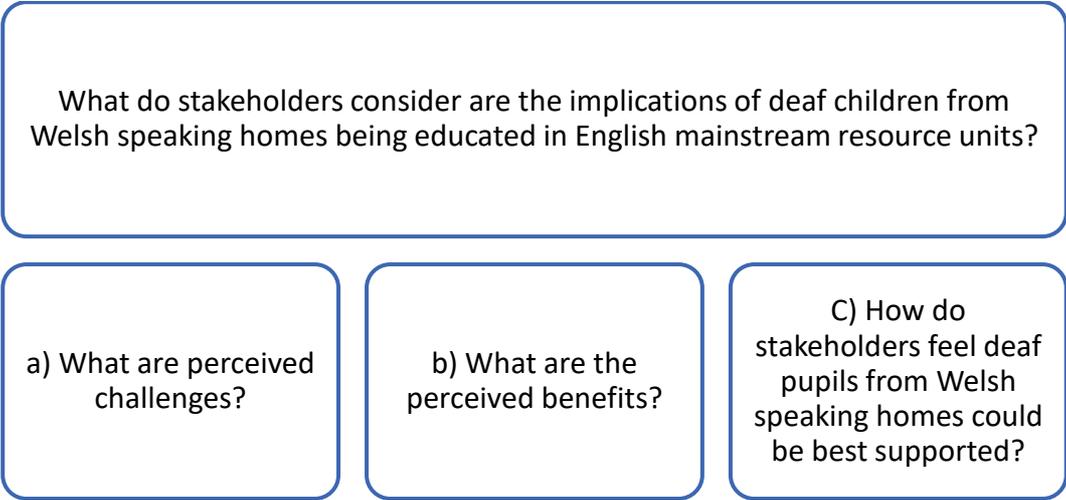
inclusion. However, to date research has not been conducted exploring these issues within a Welsh context. Therefore, it is argued that a research gap would be addressed through gathering the views of stakeholders within Wales. This would be invaluable in helping all of those involved in this area to understand and address these issues and challenges that are encountered by Welsh CYP who are deaf.

3.0 The current research

Research has been conducted on deaf CYP’s experience of their education (Sutherland & Young, 2007; Doherty, 2012), parental (Rasebopye, 2010) and stakeholders experience (NDCS, 2008), but to date no research has been conducted exploring the perspectives of stakeholders on the education of deaf CYP from Welsh speaking homes being educated in English medium resource units. This research will aim to address this gap in the literature.

3.1 Research questions

The research will be guided by the following overarching question and three subsidiary questions:



4 Methodology

4.1 Ontology and epistemological positions

Ontology is concerned with the nature of the world and is driven by the question “What is there to know?” (Willig, 2013, pp. 12). The ontological position is a relativist which emphasises the diversity of interpretations (Willig, 2013) and there are no definite realities. Thus, participants responded to the research questions in relation to their own view of reality.

Epistemology is concerned with the theory of knowledge and attempts to provide answers to “How and what, can we know?” (Willig, 2013, pp.4). The epistemological position which is guiding this research is social constructionist. This argues that people construct versions of reality through the use of language and there is no such thing as “pure individual experience” (Willig, 2013, pp. 18). Moreover Creswell (2003) argues that the constructions of reality are varied or multiple and are formed through interactions with others through historical and cultural norms.

4.2 Inclusion/exclusion criteria

Participants were excluded from the research if they did not meet the inclusion criteria outlined below.

Table 5: Inclusion criteria¹³

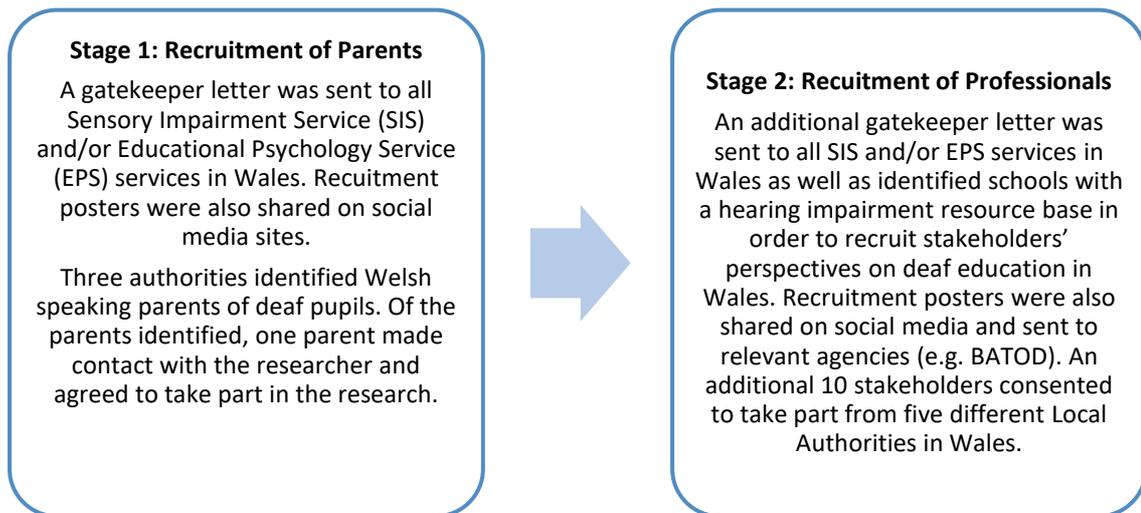
• Peripatetic ToD in Wales
• ToD within an English medium mainstream resource unit in Wales
• TAs/ communication support workers for deaf CYP within an English medium mainstream resource unit in Wales
• EPs working in Wales
• Welsh speaking parent(s) (both hearing and deaf) of deaf children (aged between 8-16 years) who attend an English mainstream resource unit

¹³ Due to the nature of the research investigating perspectives of stakeholders within a Welsh context, all potential participants had to work in Wales.

4.3 Participants

A purposeful sample was sought with the aim of generating an in-depth understanding of the research topic (Patton, 2002). This form of sampling involves selecting participants that are able to provide “information rich” (Patton, 2002, p. 230) data. The participants were selected through a two-stage process as outlined below.

Figure 5: Two stage process of recruiting participants¹⁴



A total of eleven participants took part in the research from five different Local Authorities (LAs) across Wales. Of these participants all were female, five identified themselves as fluent Welsh speakers and two of the interviews took place through the medium of Welsh.

¹⁴ Stage 1 was initially planned as the primary means of recruitment however due to recruitment difficulties (despite numerous attempts), Stage 2 was undertaken in order to recruit a large enough sample. This is discussed further in Part C.

Table 6: Participant demographics

Participant	Participant Identifier	Stakeholder position	Languages used by the participant	Language of the interview ¹⁵
1	Parent	Parent	British Sign Language (BSL) English Welsh	Welsh
2	ToD1	Teacher of the Deaf within a primary resource unit.	BSL English	English
3	ToD2	Peripatetic Teacher of the Deaf.	BSL English	English
4	ToD3	Peripatetic Teacher of the Deaf.	BSL English Welsh	English
5	ToD4	Peripatetic Teacher of the Deaf.	BSL English	English
6	ToD5	Peripatetic Teacher of the Deaf.	BSL English Welsh	English
7	TA1	Teaching Assistant in a secondary resource unit.	BSL English	English
8	ToD6	Teacher of the Deaf within a secondary resource unit.	BSL English Welsh	English
9	ToD7	Teacher of the Deaf within a secondary resource unit.	BSL English	English
10	EP1	Educational Psychologist	English	English
11	EP2	Educational Psychologist	English Welsh	Welsh

¹⁵ Participants were asked prior to the interview to their language choice for the interview.

4.4 Materials: Semi-structured interview schedules

Two semi-structured interview schedules were devised for the individual interviews: parents (Appendix 9) professionals (Appendix 10). The interview questions were designed with the purpose of encouraging the participants to provide an in-depth view of the research area. The interview schedule was semi-structured, allowing natural conversation to flow and unpredicted areas to be explored (Coolican, 2004) thus permitting a range of detailed responses from participants.

4.5 Procedure

The research procedure can be seen below in Figure 6.

Figure 6: Research procedure



4.6 Pilot

The semi-structured interview schedules were piloted in order to ensure they were appropriate for the target population and that the questions would elicit rich information relating to the research topic. These were initially discussed with an independent research colleague and subsequently piloted on a parent and a ToD. Following the piloting, minor amendments were made through changing wording to improve clarity. As no major amendments were made to the questions and the pilot participants met the inclusion criteria it was decided it would be appropriate to include the data in the analysis.

4.7 Transcription and translation

Interviews took place in the preferred language of the participant (Welsh or English) and the audio-recordings were transcribed verbatim by the researcher. Pseudonyms were used to replace specific personal names in order to ensure anonymity. Interviews that were conducted in Welsh were transcribed and analysed in Welsh. This was done in an attempt to “preserve conversational style” (Aronsson & Cederborg, 1997, pp. 85). For the purpose of this report, relevant quotes in Welsh were translated to English within the results section.

4.8 Analysis

Following Braun and Clarke (2006) six stages of coding and analysis, Thematic Analysis (TA) was used to analyse the data from the individual interviews. This method was chosen as it allows a flexible approach in providing a detailed account of complex data (Braun & Clarke, 2006) (Appendix 14).

4.9 Ethical considerations

An ethics application was submitted to the School Research Ethics Committee (SREC) and approval was granted. The ethical considerations as well as researcher’s actions can be found in Table 7 below. A timeline of the ethics submissions can be found in Appendix 20.

Table 7: Overview of ethical considerations and the researcher's actions.

Ethical Considerations	Researcher's Actions
<p>Confidentiality and Anonymity</p>	<p>To ensure anonymity, participants are referred to participant number (e.g. P1) within the transcripts and in the reporting of the findings. Any personal names mentioned during the interviews were replaced with a pseudonym.</p> <p>The researcher has not transcribed any information that will make the participant identifiable.</p> <p>Care was taken to ensure that the data remain secure and confidential until it was transcribed and became anonymous.</p>
<p>Informed Consent</p>	<p>Sensory Impairment Manager (SIM), Principal Educational Psychologist (PEP) and/or head teacher (gatekeeper) agreed to the participation of others and consent was sought from individuals prior to the research taking place. This was achieved through a gatekeeper letter and a clear and explicit consent form. All stakeholders were aware of the title and aim of the research and objectives of the research were clearly explained to participants prior to taking part and were also outlined on the research invitation letter and information sheet (Appendices 3, 4, 5, 6, 7 and 8).</p>
<p>Do no Harm</p>	<p>Prior to the interview taking place, participants were reminded that they do not have to answer any questions which would make them feel uncomfortable and that they were free to withdraw from the interview at any point. Following the interview, participants were given a de-brief form which outlined support agencies as well as researcher's contact details.</p>
<p>Use of data collected</p>	<p>The participant information sheet stressed that the data that was collected would be used for research purposes only. Participants were informed that participation was voluntary and they could withdraw from the research at any point. If a decision was made to withdraw any information given was destroyed. A 'cool off period' of 2 weeks was available to participants, which was outlined in the information and debrief</p>

	documentation. Following this once data had been transcribed and made anonymous, it was no longer possible to withdraw. No participants withdrew from the research.
Data management and retention	The interview was recorded on a Dictaphone and the recording was encrypted and stored confidentially under a password-encrypted file that was only accessible to the researcher. The data was transcribed within two weeks of the interview. After this the researcher deleted the original electronic recording. The transcriptions of the interviews will be kept by Cardiff University indefinitely.
Privacy and Safety	Due to the nature of the research and potentially sensitive information that might have arisen, especially for parents, semi-structured individual interviews rather than focus groups were chosen. All interviews were conducted in a quiet room within the participant's home, LA building or school at the discretion of the participant.
Other considerations	Health Care Professionals Council (HCPC) Standards of Conduct, Performance and Ethics adhered to throughout, along with The British Psychological Society (BPS) Code of Human Research Ethics (BPS, 2010). As indicated above, participants were treated with respect; informed consent was sought and participants were not placed in a situation where they were at risk of harm.

4.10 Validity and reliability

Validity is concerned with the integrity of the results that are generated from a piece of research and reliability is concerned with whether the results are repeatable (Bryman, 2016). These are important factors to consider when establishing and assessing the quality of the research, however there is discussion regarding to which extent reliability should be a concern to qualitative researchers (Braun & Clarke, 2013; Willig, 2013).

Piloting ensured that the interview questions were clear, independent and relevant and during the interviews care was taken not to lead participants through ensuring questions were open ended. An independent research colleague initially checked and

clarified the analysis to ensure the data set was reliable. As suggested by Braun and Clarke (2006), a criteria for assessing qualitative research was used, which included Yardley's (2000) criteria (Appendix 15) and Braun and Clarke's (2006) checklist (Appendix 16). Appendix 17 demonstrates the ongoing process of Stage 5 which represents 'Defining and naming the themes'.

5 Results and Analysis

5.1 Qualitative analysis

TA was carried out using the six stages as described by Braun and Clarke (2006). The themes identified related to the overarching research question as well as to the secondary research questions. The coding of the data sets was “data- driven” rather than “theory-driven” (Braun & Clarke, 2006, pp.18) as the analysis was not directed by the researcher’s pre-existing questions, expectations or theoretical understanding but was rather based on the data itself.

5.2 Qualitative results

The stakeholders who took part in the research included: one parent; one ToD based in a primary resource base; two ToD based in a secondary resource base; four peripatetic ToD (two of which were also the Sensory Impairment Service [SIS] manager¹⁶); one teaching assistant based in a secondary resource base and two EPs. Additional demographic information was provided in Table 6.

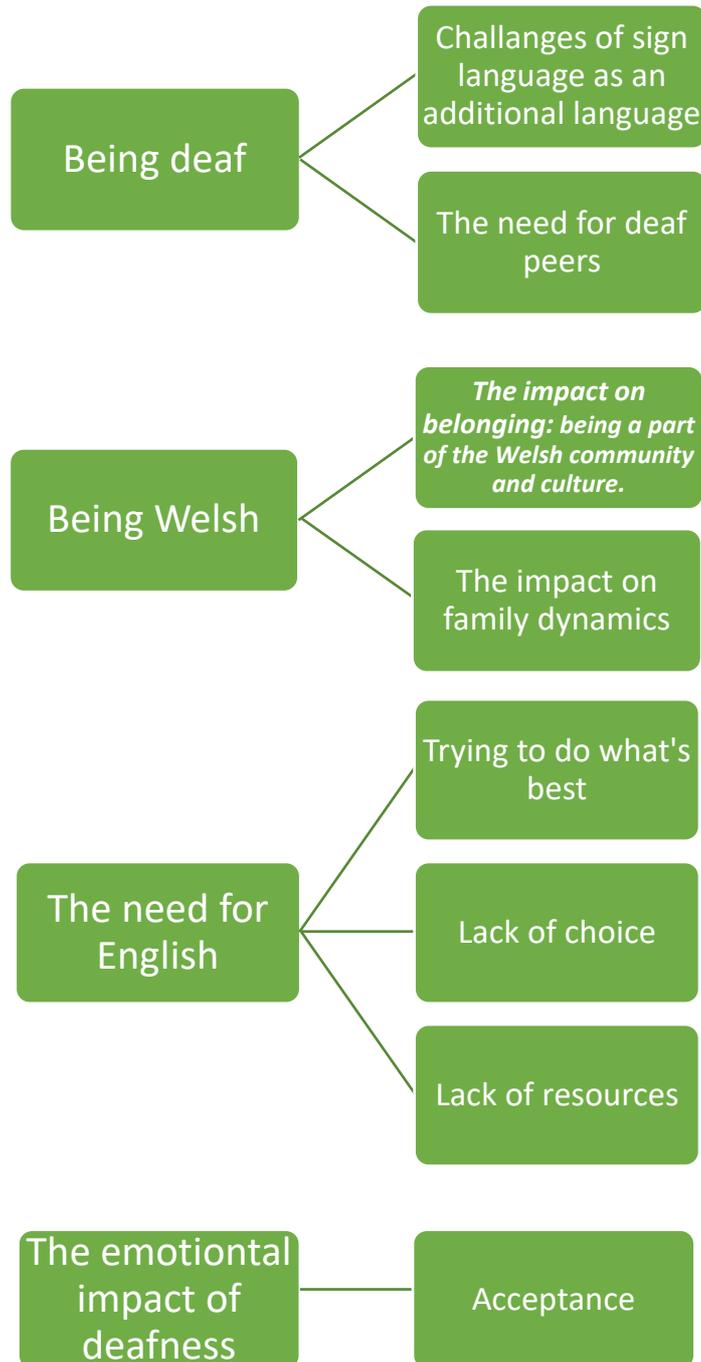
5.2.1 Thematic maps

Three separate thematic maps are given to illustrate the results of the TA. In an attempt to capture the unique experiences of both parent and professionals, Figure 7 and 8 present the individual thematic maps, respectively. However, due to significant overlap between the different maps it was felt that one overarching thematic map would be valid in presenting the overall themes of the analysis, representing the findings obtained from all stakeholders (Figure 9).

A total of four themes and thirteen subthemes were constructed which will be discussed in relation to the final thematic map (Figure 9). The themes were mostly prevalent across all data sets and related to the primary and secondary research questions as well as a patterned response across the data sets. An indication of participant frequencies has not been provided within the analysis, as the importance of a theme is not determined by quantity within qualitative analysis (Braun & Clarke, 2006; Buetow, 2010).

¹⁶ This has not been made explicit within the participant demographics table in order to ensure the anonymity of the participants.

Figure 7: Parent Thematic Map¹⁷



¹⁷ A separate extra-ordinary theme ('Acceptance') was identified from Parent ¹⁷ due to her unique experience as a parent.

Figure 8: Professionals' Thematic Map

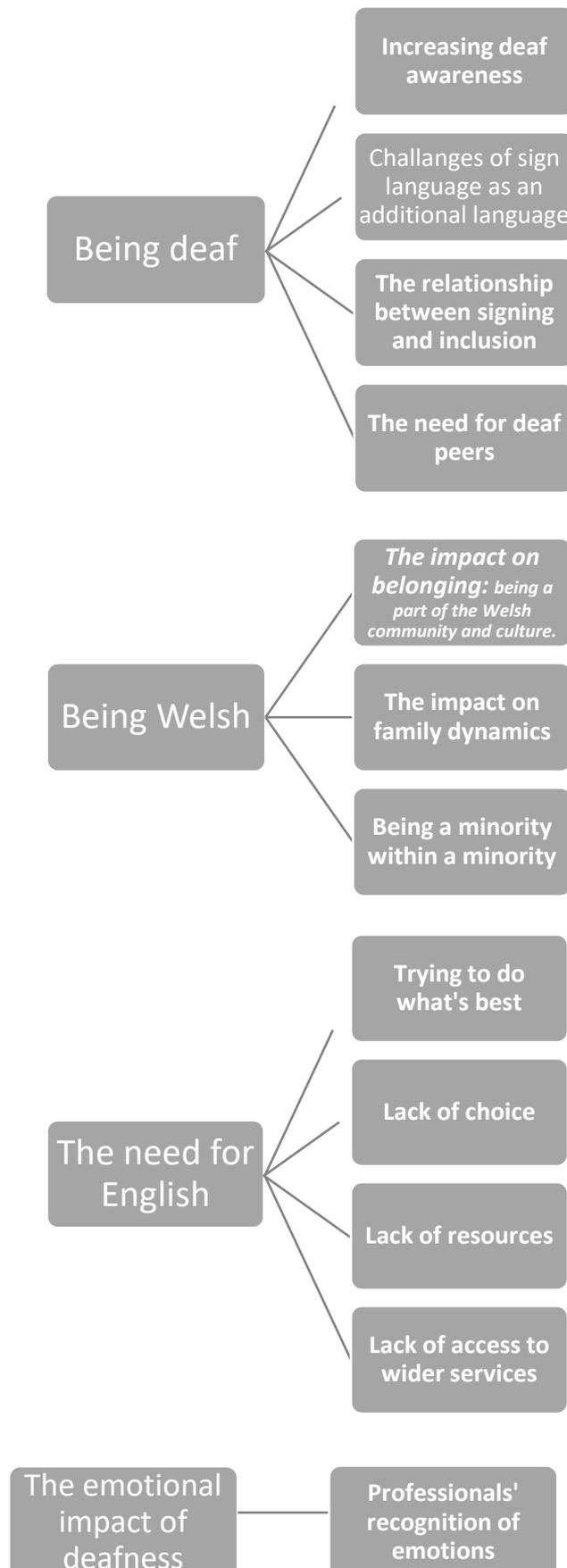
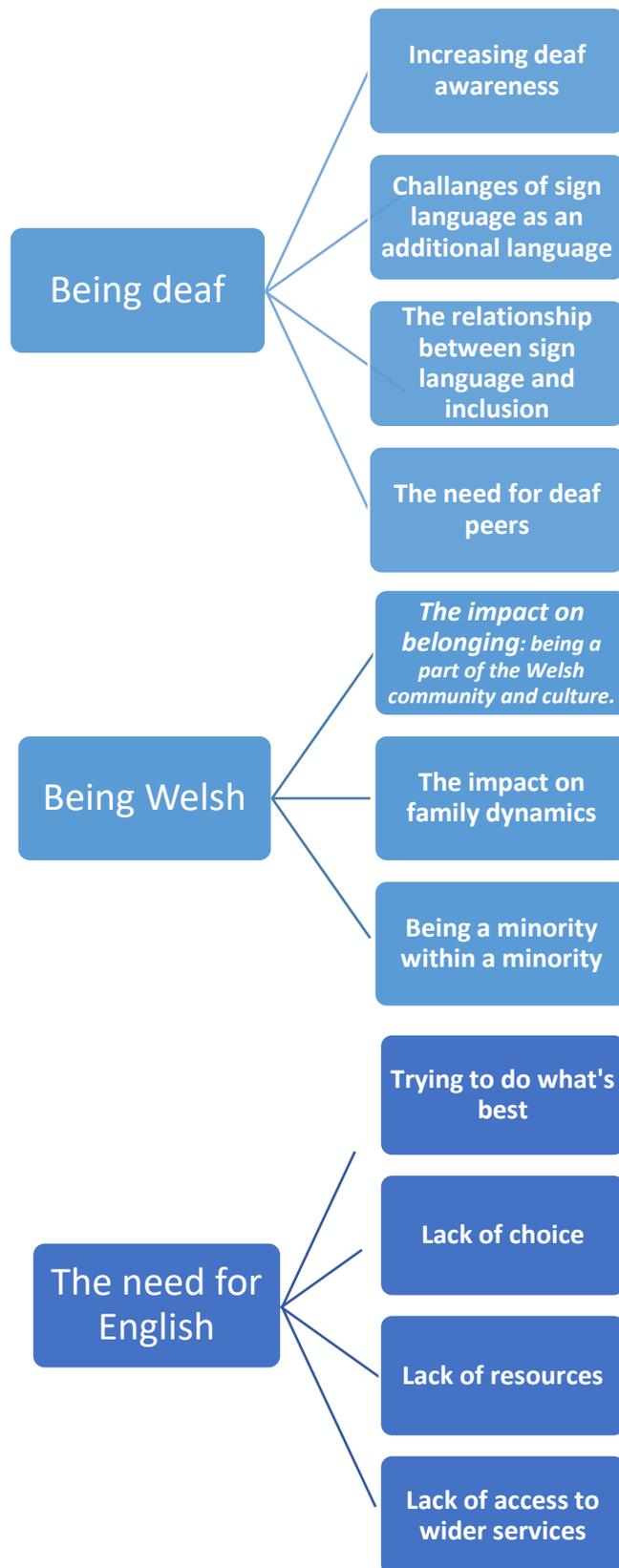
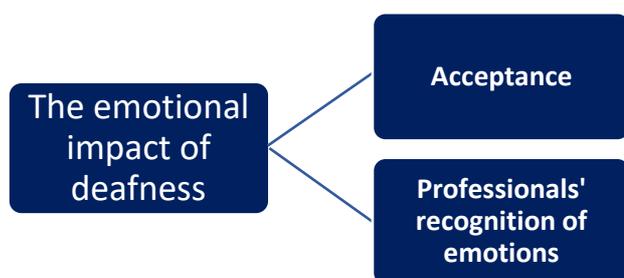


Figure 9: Overall Thematic Map





5.3 Theme 1: Being Deaf

This theme reflects some of the additional challenges faced and four main sub-themes were identified, in terms of sign language, deaf awareness, inclusion and the need for deaf peers.¹⁸¹⁹

5.3.1 Increasing deaf awareness

Participants spoke about the importance of increasing deaf awareness among society. ToD2²⁰ provided a detailed account of how a service for deaf CYP is more than merely providing the same service with an interpreter but providing a meaningful service with professionals that understand their experiences and culture. There was also an emphasis on having access to a qualified interpreter that deaf CYP can relate to.

“You have to have an understanding of that if you are going to deliver a service that is meaningful and helpful for them. It is not the same as offering them a CAMHS service or an adult mental health service. There needs to be a thorough understanding of their culture as a deaf adult or as a deaf young person, and it’s quite specific really.” (ToD2, l. 397-402)

Others spoke about the lack of awareness within a mainstream school setting and the lower expectations that are placed on deaf children due to their deafness.

¹⁸ Transcript 1 and 11 have been translated to English from Welsh for the purpose of quotes included in the result section. The original transcripts remains in Welsh.

Interviewees 1, 4, 6, 8 and 11 identified themselves as Welsh speakers.

I- Indicates relevant line number in the transcript.

¹⁹ Pseudonym have been used within the data set in order to ensure anonymity.

²⁰Participants are referred by their role and number (e.g. ToD1= Teacher of the deaf1) Participant identifiers can be found on page 88.

“...you do find that there is stigma going on, especially in secondary with some of the teachers that I come across that they think ‘oh well they are deaf’ and they won’t be able to do as well as their peers. So you know, I find that some teachers aren’t pushing as much as what they should do and children aren’t achieving to what is expected of them. And the expectations are lower because they have a hearing impairment.” (ToD3, 251-257)

ToD1 discussed her experience in the lack of awareness in how deaf CYP are taught.

“Well we had a visitor once that came to see us and she said ‘tell me my dear how do you teach these children?’. And I thought they are deaf. They haven’t just come off a space ship. They are deaf.” (ToD1, l. 214-216)

5.3.2 Challenges of sign language as an additional language

The majority of participants’ spoke of the challenges families faced in learning sign language as an additional language in order to have meaningful interactions with deaf children. P1 as a parent conveyed her experience of learning BSL without any prior experience.

“I didn’t know where to start, I was like oh my god. You know you have to teach a new language to your child that you don’t even know yourself” (Parent, l. 118-120)

Learning and introducing BSL as an additional language to the family was seen as something outside parental control but important in order for the deaf child to have a strong language base.

“...in order to have a really strong language and communication base has been perhaps either BSL based or through the medium of English and you have this

dual language and the second language is often not the language you would chose. You don't want and and you didn't ask to have a deaf child where you perhaps would have to introduce other languages." (ToD2, l. 288-294)

ToD1 discussed her experience of parental differences and the importance of meaningful communication between parents and their deaf child.

"I think it's very difficult for them....the mother tends to go to signing classes whilst the father looks after the children. And I can always remember, this isn't to do with the Welsh language but I will share, I met parents and a child and the dad had said to me, 'when I get home from work every day I want to say to my son, what have you being doing today then boy' and he said 'if he told me I won't be able to understand anyway and it breaks my heart'. And I said 'you need to go to sign class it's easy once you get into it'. And he said he hasn't got time because he's shift work. And the dad didn't really have a meaningful relationship with their child, and that's not to do with Welsh or English but because he couldn't sign." (ToD1, l. 251-262)

Others spoke about the difficulties encountered when the child's signing skills surpass their parents and the impact of this on the child within school.

"...But I know one child, she comes to school on a Monday and she is full time signing. She will not stop because most of the weekend she hasn't been signing and so when she comes to school then on a Monday she has to tell you everything, all in one go." (TA1, l. 167-171)

5.3.3 Relationship between signing and inclusion

TA1 discussed experiences and challenges faced and the impact of a lack of deaf and sign awareness.

“...it doesn’t happen very often but sometimes you can have a teacher who thinks that signing is distracting the other children.” (TA1l. 240-241)

It was recognised by ToD6 that BSL is a first language for many deaf CYP and having BSL on the curriculum and taught as a language would allow them to be able to communicate with a wider group of people within their school setting, thus promoting an inclusive ethos.

“I’ve signed quite a few petitions to have BSL on the curriculum. I do think that it is something that is needed. It is a language and for quite a few of our pupils it is their first language and they are quite keen to come to school and be comfortable and speak to others in their first language....how wonderful would it be if they could communicate and just have a little conversation.” (ToD6l. 204-208)

5.3.4 The need for deaf peers

Having access to deaf peers was seen as an influencing factor when parents are making choices about educational provisions. ToD1 noted that some parents chose to send their child to a resource base within a different county in order to have a deaf peer group.

“We do have one pupil from XXX County and he travels down as he is a BSL user and parents wanted him to have a peer group and he makes the journey down.” (ToD1, l. 80-82)

P1 as a parent reflected that whilst her daughter does attend a mainstream resource provision she doesn't have access to deaf peers of the same age. There was recognition that peer relations change with age and adolescence was seen as a critical period.

"Yes I'm not sure, children can be so cruel when they are teenagers, especially girls. I don't know. There's no one the same age as her at the moment in the unit, yes I don't know. Perhaps going to a specialist deaf school would suit her as she is so deaf, I don't know. I don't know really, oh (sigh)" (Parent , 417-421)

Participants spoke about the difficulty that deaf CYP face in communicating with their peer group or mishearing what is said, and the impact of this on the deaf CYP relations with deaf and hearing peers. ToD4 described this in detail.

"And the issues we find, socially, is social relationships, and children with moderate loss it's not getting it quite right or miss hearing something. And socially that can impact on relationships where they think someone has said one thing but they've said another thing. Or they think people are talking about them and they are not, so they become upset about that because they feel they've been excluded but they haven't been." (ToD4, l. 198-205)

5.4 Theme 2: Being Welsh

This theme reflects the importance of Welsh as a language and also Welsh as a culture. Three sub-themes arose which reflected the impact on belonging, family dynamics and of being a minority within a minority.

5.4.1 The impact on belonging: being a part of the Welsh community and culture.

P1 as a parent reflected the dilemma faced of choosing a spoken language for her daughter and also managing the cultural expectations of education through the medium of Welsh.

“After she had therapy we realised that we didn't know what her ability would be in one language, apart from two! Therefore if that language was going to be Welsh that might limit her so we decided on English. But it was really hard because we are both from really Welsh families and I work for (name of company) and their mandate is education through the Welsh language, so it was a really hard decision to make.” (Parent, l. 157-164).

ToD5 reflected on the impact of being Welsh on her personal and professional beliefs and the emotions associated with this decision.

“...it was difficult, and from my point of view as well it threw me into a bit of upheaval as well as I feel very strongly about families following their heart, and as a Welsh speaker your heart is that you really want your children to go to a Welsh school.” (ToD5, l. 212-215)

ToD4 recognised the importance of Welsh culture and language to Welsh families. She reflected on the professional relationship when providing information to families and how this information is conveyed when professionals do not speak Welsh.

“...what you don't want is for families to think because you're English you don't see the Welsh language as important because you're an English speaker so you want to be able to give fair information.... so it's very important to be able to give a balanced and unbiased information...” (ToD4 , l. 312-318)

Similarly, ToD3 expressed similar views of the importance to Welsh speaking families of having someone to converse with through the medium of Welsh.

“I'm the only teacher of the deaf that is able to provide support through the medium of Welsh within the county. Um which is quite important as a lot of pupils

on my caseload are coming from Welsh speaking families and they are happy to have someone that they can converse with through the medium of Welsh.”
(ToD3, l. 56-61)

5.4.2 The impact on family dynamics

ToD3 spoke about the impact of language on the family dynamics and the natural instinct for Welsh speaking parents to converse through Welsh. There was recognition of the potential impact of this on deaf CYP if they are unable to understand the Welsh language.

“I think it actually changes the whole dynamic of the family really at the end of the day. Everyone needs to speak English so that the child is able to lip read and maybe they need to use signed support through the medium of English rather than through the medium of Welsh. Um and I think the whole dynamic of the family does change, and what I’ve noticed is, obviously for Welsh speaking families, they tend to converse back into Welsh and then the deaf child is then slightly excluded... The most natural thing is to turn to Welsh.” (ToD3, l. 132-154)

Due to this factor there was recognition that language choice needs to be a whole family decision.

“And the impact that may have on the rest of the family and if it’s going to isolate the child even more. So it has to be a whole family decision.” (ToD4, l. 114-116)

For Welsh speaking families that have chosen English as a spoken language for their deaf child, the impact of changing the family home language from Welsh to English was discussed in relation to the change in family dynamics.

"I think it changes the whole family dynamics, and I'm very sympathetic and aware of that. Um because I know the whole ethos of the family, the grandparents on both sides are all Welsh and I think they struggle then to switch. And of course when the language has been established as a baby, they speak Welsh to this child and to then suddenly have to switch and un-establish that language must be really really difficult." (ToD1, l. 173-179)

There was awareness among participants of the impact of deaf CYP not being able to access Welsh as the language of the home and the potential impact of isolation.

"And the impact that may have on the rest of the family and if it's going to isolate the child even more. So it has to be a whole family decision." (ToD4, l. 114-116)

P1 as a parent also recognised this and having to change and switch the family language to make sure her daughter was included.

*"Sometimes people forget and I feel that Olivia is sometimes excluded"
(Parent , l. 170-171)*

5.4.3 Being a minority within a minority

There was recognition within the data sets that the combination of Welsh and being deaf was a minority within a minority, in terms of Welsh and BSL being minority languages and deafness as a minority disability.

"I do think when you have a minority disability and then you have a minority language, I would like to think it's not a minority in Wales but you know what I mean, it's almost like a double. You've got these two things that are working against you." (ToD2, l. 478-481)

There was also recognition that Welsh sign language doesn't have the same status as BSL and due to this, there were limited resources available through Welsh sign language. This adds to the dilemma that parents face in choosing a spoken and signed language for their deaf child.

“And the difficulty I think there is for Welsh speaking families is that there isn't a recognised Welsh sign language. There are families I believe that use Welsh sign language but it's not recognised in the way that you have Irish sign language or American Sign Language.” (ToD2, l. 163-168)

A limited number of people use Welsh sign language which reduces the potential peer group through the medium of Welsh sign language for deaf CYP.

“Across Wales there are so few children who use Welsh sign that you would ask the question ‘actually where is my child going to actually find other Welsh signers that they are going to use that with’.” (ToD2, l. 309- 312)

5.5 Theme 3: The need for English

This theme reflects the need for English language to access services and resources and parents choosing English spoken language due to the need to 'do what's best'. It is divided into four sub-themes as outlined below.

5.5.1 Trying to do what's best

There was recognition in the data sets that some Welsh speaking parents of deaf children are faced with the dilemma of choosing English or Welsh as a spoken language for their deaf child. P1 as a parent reflected on her daughter's language outcomes and the ability to cope with two spoken languages.

"It was a really hard decision for us to make but it was definitely what was best for her as she wouldn't have been able to cope with two languages"
(Parent, l. 164-165)

Whilst parents make this decision based on what they think would be the best for their child, P1 as a parent noted some questioning her choice.

"And you know some people say 'why are you talking English to her' but they have no idea. We're just doing what's best for her and that is what's best for her" (Parent, l. 187-189)

5.5.2 Lack of choice

This sub-theme primarily relates to the lack of Welsh medium education for deaf CYP and thus Welsh speaking parents are faced with the additional dilemma and challenges of choosing an appropriate educational setting.

"They're a vulnerable group as such and most of the communication is in English. If you need a specialist provision, there's very few provisions in Wales in Welsh, or at least within this authority... I suppose if you're from a Welsh speaking family and, I'm hypothesising and I wouldn't know, have a child who's deaf, there's limitations on the educational pathways." (EP1, l. 230-237)

If parents chose a Welsh mainstream school, there was recognition that whilst support would be available it would not be to the same level as what would be available within a resource base.

"...I did say if they decided on a Welsh school I would be there supporting, but we couldn't offer the level of support that would have been available in a unit placement." (ToD5 l. 206-209)

ToD2 reflected on the difficulty of this decision for Welsh speaking parents and suggested a way forward would be to offer a resource base through the medium of Welsh. However, an additional challenge would be the limited numbers of Welsh speaking deaf CYP.

“I would say that perhaps one of the challenges again for parents that the vast majority of children attending a specialist placement come from first language English families. And that again I would think is quite a difficult thing for parents to get their head around when they want their child to have, you know when their child is a first language Welsh speaker. There is a real dilemma there and I wouldn’t say it’s ideal. The ideal would be to have two bases, one where the focus would be specifically on Welsh language, but unfortunately we don’t have the numbers that would warrant that.” (ToD2, l. 223-232)

5.5.3 Lack of Resources

This sub-theme relates to the lack of Welsh speaking professionals and physical resources through the medium of Welsh as well as the decline in the number of ToD within Wales. There was acknowledgement throughout the data sets that there was difficulty finding and accessing Welsh speaking support staff.

“The biggest problem was finding a Welsh speaking teaching assistant that could do sign language, because the school was a Welsh school. We didn’t find anyone...and you then you realised how little support is available through the Welsh language” (Parent , l. 244-249)

Not only was accessing Welsh signers a challenge but also accessing information and resources through the Welsh language.

“And most of the support and information is provided through the medium of English. Um and I know the NDCS do have some information through the

medium of Welsh but Welsh speakers are quite limited within this specific field. Um and I think looking around most of the support available is through the medium of English and parents tend to sway towards the English side then rather than the Welsh side.” (ToD3, l. 104-110)

Participants that were ToD recognised the challenges that their profession face due to the lack of a supply pool and also the limited number of Welsh speaking ToD. Providing a bilingual service was seen as an important factor and ToD2 conveyed a sense of uncomfortableness if this could not be provided.

“...we are very aware of the lack of Welsh speaking teachers of the deaf and that for me is a big problem, I do feel that is a big problem. I feel very very fortunate that we have a very good Welsh speaking teacher of the deaf here, and I would be extremely uncomfortable not to be able to offer that... So that is something that Welsh Government are definitely aware of is the lack of Welsh speaking teachers of the deaf.” (ToD2, l. 539-550)

An EP also recognised the challenges faced by ToD due to the ageing workforce and difficulty recruiting people into specialist roles and the potential impact of this due to the ALN reform.

“And also the workforce I think there has been concerns around an ageing workforce and retirement and how they can actually recruit others into these specialist roles. Because it’s still going to be a statutory team, and that’s recognised in the ALN reform.” (EP1 l. 300-304)

5.5.4 Lack of access to wider services

There was recognition of the discrepancy between services in England and Wales, especially in relation to mental health services. Whilst National Deaf Child Mental

Health Service (NDCMHS) has developed in England the same service isn't available in Wales and thus Welsh deaf CYP would have to travel to England to access this specialist service.

"Um yes I think to access deaf CAMHS at the moment I think a child would have to go to England which is not good." (ToD2, l. 441-442)

ToD2 highlighted the need for deaf CYP to have access to appropriate mental health services due to the high prevalence rate among this group of people.

"I do feel that appropriate mental health services for deaf children and young people is needed just because we know the incidences are high. And I certainly think when you are struggling with your identity as a deaf person the last thing that you need to struggle with is identity linguistically and so I think that again is something that needs looking at." (ToD2, l. 567-573)

Access to other services were noted within the data set, such as EP and Audiologists. ToD5 describes the importance of having Welsh speaking professionals but also professionals with an awareness and understanding of deafness.

"...they might have a Welsh speaking Educational Psychologist, but perhaps not someone that knows a little more about deafness. And perhaps another challenge might be that you don't get those Welsh speaking audiologists... if they are so used to speaking Welsh together and going to a hospital and actually speak in English and listen to somebody using all these different vocabulary about deafness, so you're out of your depth anyway, let alone being immersed in English." (ToD5, l. 270-278)

5.6 Theme 4: The emotional impact of deafness

This theme reflects the emotional impact of deafness, for both parents and professionals. Two sub-themes were identified which are outlined below.

5.6.1 Acceptance

This extra-ordinary theme related to the experience of P1 as a parent. P1 conveyed her experience of learning her child was deaf as a sense of overwhelming shock.

“Um (sigh) devastated really. There’s no history in the family at all. It was, it was a real shock. It’s enough of a shock having a child, but then finding that out. It was, it was, oh my gosh, horrendous really” (Parent , l. 108-111)

P1 reflected on the impact of the diagnosis on the wider family network including grandparents and their journey to accepting the diagnosis.

“Um well Gavin (Dad) was in shock obviously. And everyone else was in shock really. It was interesting because my parents reacted totally different to Gavin’s, maybe because they are a bit more old fashion in their ways. But my parents accepted it straight way, ok in shock. But Gavin’s parents were more ‘are you sure that she is’. And my mum caught Gavin’s mum knocking on the door to see if Olivia would turn her head. And months ahead, and that was hard to deal with. Everyone deals with things differently”. (Parent, l. 127-135)

Through the interview, Parent spoke about the initial shock of the diagnosis and process of “getting through it” (Parent, l. 122-123).

5.6.2 Professionals recognition of emotions

Professionals made reference to a number of emotions which conveyed the possible or learnt emotions associated with the experience of learning about a child’s deafness from a second hand perspective.

"I think it must have been a very traumatic for the parents. I really sympathise with them" (ToD1, l. 118-119)

"Yes, there was a lot of resentment and frustration and a lot of disappointment in that particular family" (ToD4, l.97-98)

ToD4 made reference to the impact of emotions associated with the diagnosis on communication and school choices.

"Um it gets tied in with the emotions and stress of having a diagnosis and if people are upset and not accepting of the diagnosis it changes they have to make with regards to communication and schools are poisoned by that disappointment and the stresses. Whereas if a family have accepted it and come to terms with it, they are able to make changes and make those changes positive ones." (ToD4, l. 185-191)

There was also a recognition of the emotions associated with the impact of a minority disability and a minority language, and the dilemma this proposes for parents with regards to language use and educational placement.

"So, I think there is a huge dilemma for families, there's a real dilemma and I think unless you are that family, I think it's very difficult, I can only say what I think it's like through what I'm told and what I feel". (ToD2, 1.312-315)

6 Discussion

6.1 Overview

This research aimed to answer the overarching question of *'What do stakeholders consider are the implications of deaf children from Welsh speaking homes being educated in English mainstream resource units?'* Findings from the individual interviews are discussed below in relation to the subsidiary research questions, referring to previous research and literature in this area.

6.2 a) What are perceived challenges?

Within the theme 'Being Deaf' there was an awareness of the challenges that deaf CYP face within a mainstream setting such as: low expectations, weaker academic attainment, difficulties with social interaction and the impact on well-being. These were reflected throughout all sub-themes and support previous literature which has continually highlighted these challenges (NDCS, 2008; Norwich, 2017; Nunes et al., 2001; Qi & Mitchell, 2012). Moreover, there was recognition of the challenges faced when learning a new language, BSL, and the implications of this on communication with hearing parents, wider family members, the community and in particular with their peers. The notion of deaf CYP signing skills surpassing their parents has also been noted in previous research (Lederberg & Everhart, 1998) as have the implications of poor communication on the well-being of deaf CYP (Wallis, Mussleman & MacKay, 2004). An additional challenge recognised was that BSL is not taught in schools and the impact of this on inclusion for deaf CYP, as highlighted within the sub-theme 'The relationship between sign language and inclusion'.

Within the theme 'Being Welsh' there was recognition of the importance of belongingness with Welsh culture for Welsh speaking families. This was seen as an important factor from the initial diagnosis and having access to Welsh speaking staff but also support when making decisions regarding educational choices. The relationship between educational provision and language choice is consistent with previous research (Crowe, Fordham, McLeod & Ching, 2014; United Nations Educational, Scientific and Cultural Organization, UNESCO, 1994).

There was acknowledgement of the challenges that 'being a minority within a minority' brings, specifically in relation to Welsh sign language. Both Welsh language and BSL have minority status in the UK (Atherton, 1999) and Welsh sign language is not recognised as a language in its own right. Coupled with this is the challenge that arises from lack of deaf awareness, as recognised within the sub-themes 'increasing deaf awareness' and 'lack of access to wider services'. This is consistent with previous findings which suggest there is a lack of deaf awareness among professionals (Salter, Swanwick & Pearson, 2017) and mainstream services lack an understanding of how to meet deaf people's needs, specifically with regards to mental health services (JCPMH, 2017).

Moreover, the theme 'Being Welsh' and particularly the sub-theme 'being a minority within a minority' has links to psychological theory such as Erickson's Stages of Development Theory (1968), and specifically to the stage of 'identity v role confusion' during adolescence. During this stage Erickson argues that adolescence search for a sense of self and identity, and arguably for deaf CYP searching for a sense of identity within the hearing and deaf world which has been documented in previous research (e.g. Kunnen, 2014; Schlesinger, 2000). However, for Welsh deaf CYP there is an added dimension and complexity of identity with the 'Welsh world'.

The theme 'The need for English' highlighted the lack of choice that Welsh speaking parents and Welsh deaf CYP face specifically with regards to Welsh medium education. Whilst this dilemma and challenge is unique to Wales, the challenges of finding the best placement educational placement for deaf CYP is evidenced throughout the literature (Knors, 2007; Marshark, 2018). There was recognition within the sub-theme 'lack of choice', the lack of not only Welsh speaking support staff but also Welsh speaking support staff with signing skills. Participants also made reference to the small population of ToD in Wales which was attributed to an ageing population and also the fact that there is no longer a ToD university course in Wales.

The theme 'The emotional impact of deafness' highlighted the experiences of parents and also information shared with professionals of the emotional challenges of deafness, specifically with regard to decision making on matters such as communication mode, language and education. This impact was also contextualised in terms of minority

language and a minority disability and the emotional impact of both factors. These feelings have also been evidenced within the literature (e.g. Marschark, 2018) and also attributed to models of grief and bereavement (e.g. Kurtzer-White & Luterman, 2003).

6.3 b) What are perceived benefits?

Within the theme 'Being deaf' it was recognised that access to resource units provides deaf CYP with a peer group and this was seen as an important factor when parents are making a choice regarding educational provision. This supports previous research that deaf CYP value the importance of accessing both deaf and hearing peers (Jarvis, 2003; Sutherland & Young, 2007) which arguably a mainstream resource provision provides.

Within the sub-theme 'lack of choice' there was recognition by ToD that the level of support and access to specialist staff wouldn't be replicated within a solely mainstream provision due to physical difficulties of providing this service (e.g. lack of time). This theme supports previous findings that identify the need for regular access to ToD (Lissi et al., 2017).

The findings of this research highlight that many services are aware of the challenges faced by deaf CYP in Wales. However, there is a need for a collaborative force to work together in order to improve and address these problems for deaf CYP in Wales.

6.4 c) How do stakeholders feel deaf pupils from Welsh speaking homes could be best supported?

The theme 'Being deaf' highlighted the overarching view that there is a need to increase deaf awareness and understanding, not only communication and academic challenges but also culturally amongst professionals, schools and the wider community. Stakeholders felt that this could be achieved through greater awareness of deafness and also to increase skills such as sign language amongst staff and the wider pupil group. There was recognition of the relationship between sign language and inclusion which supports previous research (Heslinga & Nevenglosky, 2012) as well as the impact of communication on pupil well-being (Grosjean, 2010; Hadjikakou & Nikolarazi, 2008). Arguably, 2018 has been a ground-breaking year in raising the challenges faced by deaf CYP with the film 'The Silent Child' winning an Oscar (Oscars, 2018).

Within the theme 'The need for English' there was recognition of the lack of choice faced by Welsh speaking parents of deaf CYP, specifically as there are no Welsh medium bases for deaf CYP in Wales (Appendix 2) and that Welsh speaking signers are a scarce resource. NDCS research recognises that deaf CYP should have access to appropriate specialist staff (NDCS, 2016) but there is a lack of staff that are able to converse with deaf CYP in a minority language (Turner, 1996; Powers, 1996).

Arguably this could be achieved though building the capacity of Welsh medium schools in meeting the needs of deaf CYP in Wales though providing an inclusive setting with access to staff that are able to converse fluently through both Welsh and sign language. A project 'Dwylo'n Dweud' (Talking Hands) has been launched jointly by Mudiad Meithin and Bangor University in January 2018 which aims to teach sign language to young children through the medium of Welsh (BBC, 2018). This project has implications for deaf CYP in Wales through not only raising knowledge, skills and experience of staff but giving skills to CYP in Wales to be able to communicate through Welsh sign language.

Moreover, within Wales the WG have an ambition to increase the number of Welsh speakers to one million by 2050 (WG, 2017b). The Additional Learning Needs and Education Tribunal (Wales) Act 2018 outlines that there must be proven evidence that reasonable steps and adjustments have been taken to provide CYP in Wales with a bilingual service and provision (WG, 2018). However, it appears that this Act is not actively considering the needs of this specific group who are a minority within a minority and further guidance is needed to address this basic right of those in minority groups.

The theme 'lack of access to wider services' highlights the difficulties that deaf CYP in Wales have in accessing appropriate services such as NDCMHS which is particularly important given the high prevalence rate of mental health difficulties in deaf CYP (DoH, 2005). Moreover, the theme also made reference to the importance of appropriate interpreters that deaf CYP can relate to and which would comply with duties under the Equality Act (2010). In Wales, the challenge could be the relatively small size of the LAs and Health Boards, who individually are trying to meet the needs of deaf CYP with very low population numbers. Previously WG have considered merging LAs (WG, 2014);

merging or further collaboration between LAs could be a viable options to improve the delivery of services in meeting the needs of deaf CYP in Wales.

6.5 Next Steps

The dissemination of the findings is an important consideration for those interested within this field of research. This will be achieved through dissemination and discussion of the findings with participants as well as possible publication of the research in order for the findings to reach a wider audience.

6.6 Summary

The results from this research have been discussed in relation to the subsidiary research questions. A number of challenges were identified for children (e.g. academic placement, access to peers, being a minority within a minority and access to services and support staff through the Welsh language), parents (e.g. impact of the diagnosis, learning a new language, communication and educational choices) and stakeholders (e.g. lack of the awareness and impact of deafness and ensuring access to services). Stakeholders discussed a number of ways that deaf CYP in Wales could be best supported which would ensure that the needs of these CYP are identified and met appropriately.

7.0 Strengths and limitations

Table 8: Strengths and limitations of the research.

Strengths	Limitations
<ul style="list-style-type: none"> The methodology of a qualitative approach was beneficial in gathering the views and experiences of stakeholders which may not have been possible through a quantitative approach. 	<ul style="list-style-type: none"> Whilst attempts were made to recruit participants from across Wales, those who offered to participate came from South and Mid-West Wales. A questionnaire method design could have been adopted which may have increased participant uptake and impacted on participant geography and stakeholder position.
<ul style="list-style-type: none"> Whilst sample size is not considered to be a simple question (Sandelowski, 1995), arguably a sample size of eleven participants is a strength. Research has suggested that within qualitative research a saturation point will become apparent whereby any new data fails to generate new information (Sandelowski, 1995). The current research demonstrates saturation of themes within Appendix 18. 	<ul style="list-style-type: none"> Due to uneven sample sizes across sub-groups of participants (e.g. ToD, TAs, EPs and parents) it was not possible to compare differences between groups. Willig (2013) argues in order to compare differences between groups the sample needs to be large enough to ensure that these differences reflect whole group views rather than individual variations.
<ul style="list-style-type: none"> Participants included a range of stakeholders from five LAs in Wales, thus represented a wide range of views and experiences. 	<ul style="list-style-type: none"> A participant limitation is that only one parent took part and within this research the voice of the child was not collected. Moreover, views of participants that chose to take part in this research may differ in comparison to those that did not take part. Thus, debatably their commitment and passion for deaf education in Wales maybe reflected within this research, which may not have been so strongly reflected in a broader group.
<ul style="list-style-type: none"> The findings provide a unique insight and adds to the literature surrounding deaf education in Wales and highlights the relevance and importance of conducting research on minority groups. 	

8.0 Future research

Researching the views of deaf CYP in Wales would highlight personal aspects of inclusion and areas of development needed in order to best support deaf CYP educational experiences. Moreover, gathering the experiences of additional parents would also enhance future research.

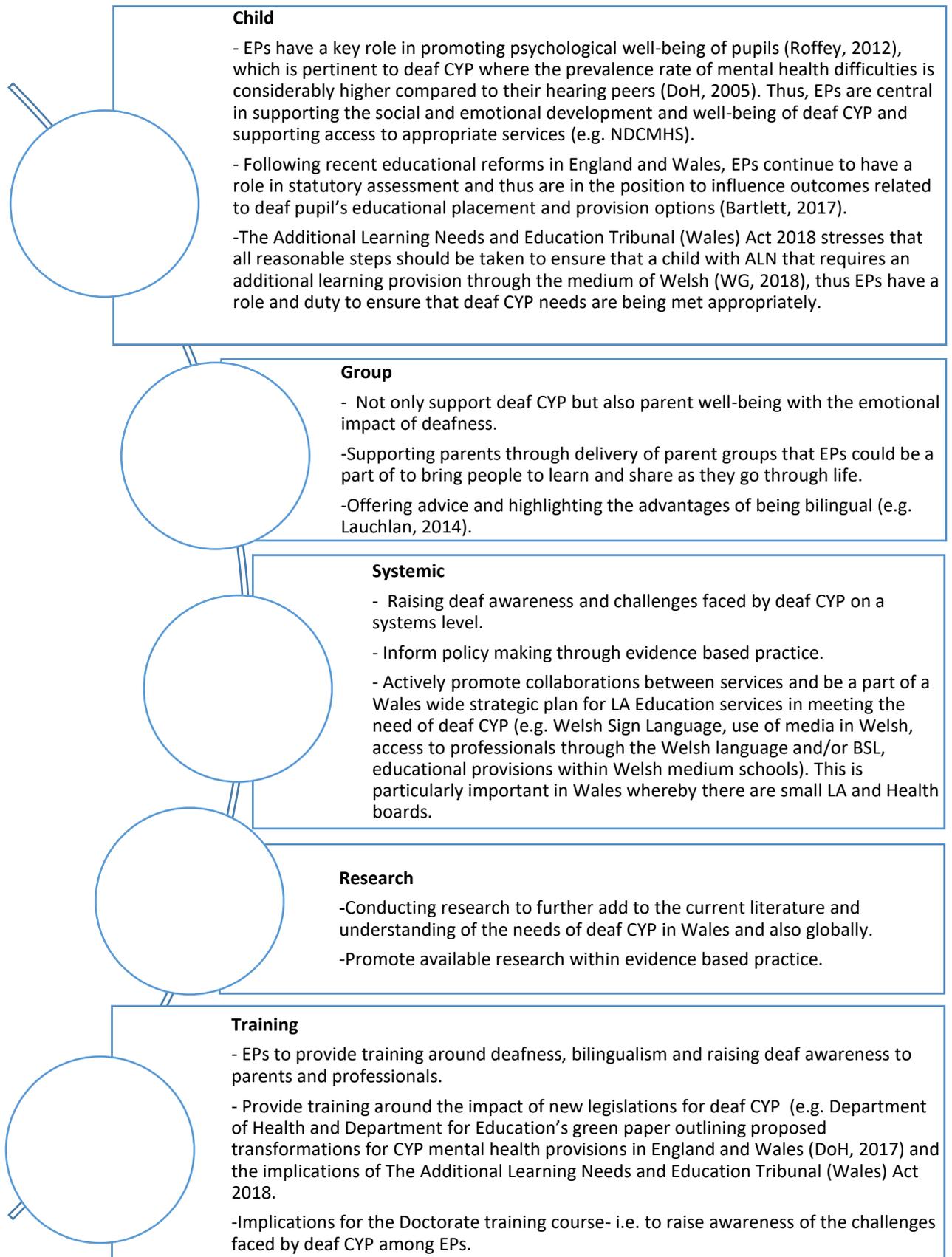
Future studies could also be broadened to include other groups of CYP with SEN needs whereby they are not able to access education through their home language of Welsh. Arguably, this could provide a national picture of ALN and Welsh education in Wales.

A collaboration between services is stressed within the Special Educational Needs and Disability Code of Practice: 0- 25 years (DfE, 2014) and Draft Additional Learning Needs Code (WG, 2017c), thus future research incorporating the views of a broader group of professionals (e.g. third sector, school staff and head teachers) and relevant health professionals (e.g. Speech and Language Therapists and Audiologists) would be beneficial.

9.0 Implications for EPs

The importance of the current research to EP practice is particularly relevant at a number of levels (Mackay, 2002, 2006) as outlined overleaf in Figure 10.

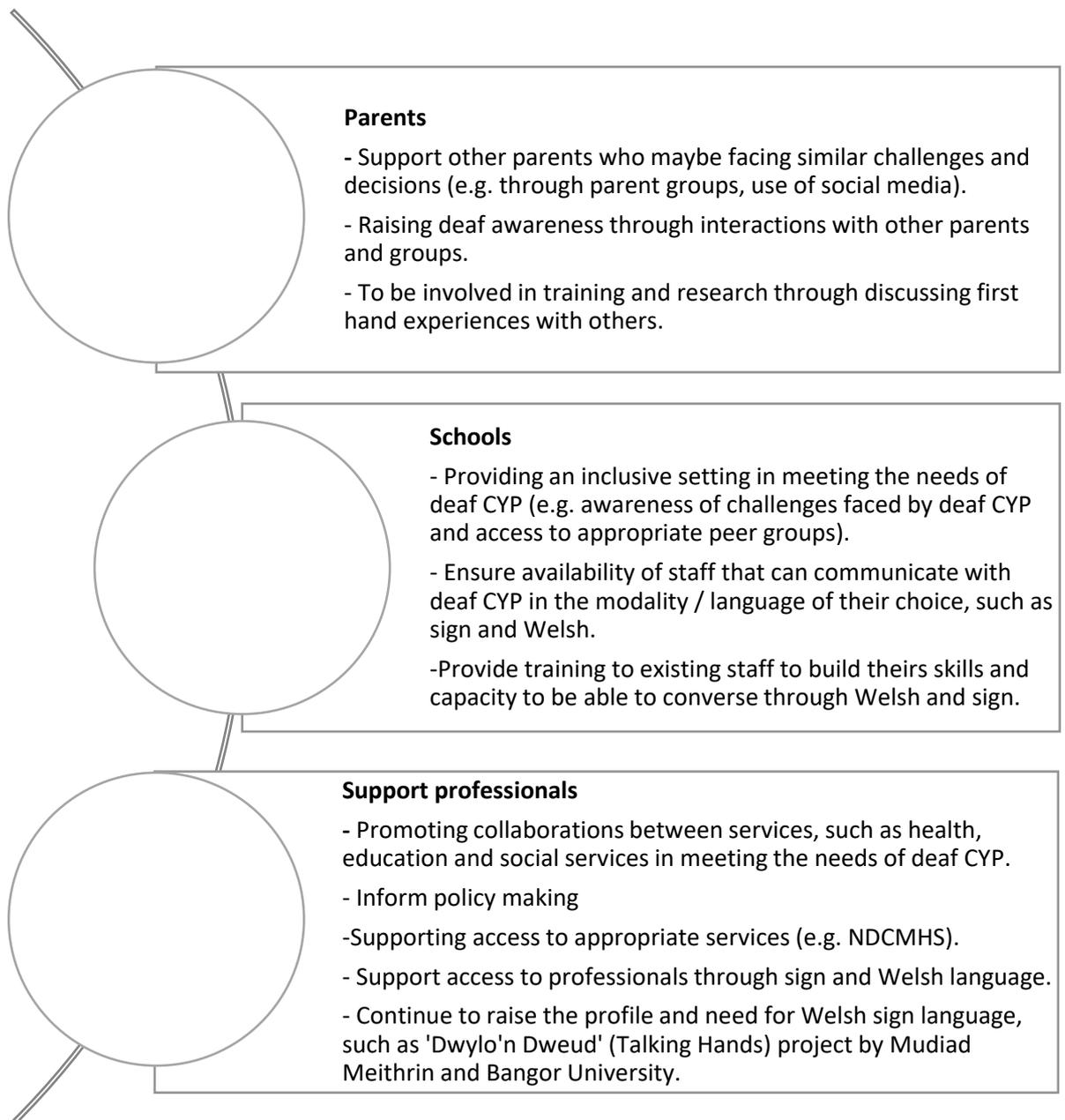
Figure 10: Implications for EPs



10.0 Implications for stakeholders

In addition to EPs this research also raised a number of implications for other stakeholders as summarised in Figure 11 below.

Figure 11: Implications for stakeholders



11.0 Conclusion

This research aimed to explore stakeholder perceptions on the education of deaf CYP from Welsh speaking homes being educated in English medium resource units. The findings from this research further contribute to the broader understanding of issues within deaf education across the UK and most importantly, it adds a unique perspective of the Welsh context.

A key finding was the need to increase deaf awareness among professionals but also within the wider community. As noted by Marschark (2018) “deaf children are not hearing children who can’t hear” (pp.1) and attention should be given to these differences, especially with regards to communication and language issues, academic attainment and well-being.

Several studies have researched the biculturalism of deaf individuals within the hearing and deaf world (e.g. Brice & Strauss, 2016; Grosjean, 2010; Lane, 2005) and the impact of a strong deaf identity on self-esteem and well-being (Bat-Chava 1993; 1994). Arguably this research also highlighted similar issues within the subtheme of ‘Minority within a minority’. This reflected the implications of both being Welsh and being deaf as a minority within a minority, in terms of both Welsh and BSL being minority languages and deafness as a minority disability. Bat-Chava (2000) argues that due to a shift in deaf education, deaf CYP have less opportunities to interact with deaf peers, which is needed in order to enhance their bicultural identity and psychological well-being. Undoubtedly, for deaf Welsh CYP there is an added dimension of identity with the Welsh culture.

Governmental figures have shown that deaf CYP are at greater risk of developing mental health problems (DoH, 2005) and a key finding within this research was the difficulty in accessing appropriate services, as shown within the subtheme ‘lack of access to wider services’. Whilst the NDCMHS has been launched in England (Wright et al., 2012) a similar service is not available in Wales and there was recognition in the data that deaf CYP in Wales would have to travel to England to access this service. Thus, whilst it is known that deaf CYP are at greater risk of developing mental health difficulties there is a gap in the service that is being provided to meet their needs, specifically here in Wales.

Similarly, there is a gap in the educational provision for deaf CYP in Wales as currently there are no specialist hearing impaired resource units through the medium of Welsh. This was highlighted throughout the theme 'The need for English' which recognised the lack of choice that faces Welsh speaking parents of deaf CYP.

Finally, the study has highlighted the complex relationship between language choice and educational provision and the potentially adverse impact on well-being.

It is hoped that the current findings provide an insight into perceptions of stakeholders and thus will be able to inform EP practice through supporting the educational choice and experience of deaf CYP in Wales.

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Part Three: Critical Appraisal

(Word count: 5943)

1. Overview

This critical appraisal aims to give a reflective account of the research process and is presented in two distinctive sections. The first section provides an analysis of the contribution to knowledge of the research topic and relevance to Educational Psychologists (EPs) practice. The second section provides a critical account of the research practitioner and includes a reflective account of conducting the research including methodological decision making, data collection, ethical issues and contribution to professional development.

The critical appraisal allows an opportunity to be reflective and reflexive about the researcher's journey through the process, both as a researcher and an applied psychologist. Due to these factors, this section will be written in the first person.

2. Contribution to knowledge

2.1 Origin of the research topic: A personal perspective

The research idea developed through an interest in the education of deaf children and young people (CYP) that emerged from a previous role as a Sensory Impairment Key Worker. This involved direct work with secondary age deaf and/or blind young people through contributing to assessments and transition plans and acting as a central point of contact. Through this role my awareness of the academic and social challenges faced by this group of pupils grew. As an example, I completed a home visit with a Welsh speaking family whose son was deaf and it became apparent that he did not speak Welsh (which was the home and family language) but rather communicated through British Sign Language (BSL) and spoken English. This experience ignited questions around the communication choices faced by Welsh speaking parents of deaf CYP and more so the potential implications of this on family relationships, culture and school placement choices. Moreover, as a minority Welsh speaking student on the Doctorate of Educational Psychology course at Cardiff University it felt important to contribute to the body of knowledge which looks at CYP specifically in Wales and issues within the Welsh context. This directed a focus on stakeholders' views of CYP from Welsh speaking homes rather than CYP from other home languages. Due to these factors I was mindful throughout my research of the potential for bias. Also, my previous work meant I was aware of the emotion of those involved and I did expect parents and professionals to share some

difficult experiences, especially with regards to access to services and lack of Welsh educational provision for Welsh deaf CYP, and I recognised that I needed to remain neutral to these factors as a researcher.

2.2 Exploring gaps in the literature

An initial search of the internet focused on: language development and use for deaf CYP, bilingualism, deaf CYP educational experience and deaf CYP social and emotional development. Further search of the literature can be found in Appendix 1.

The literature search identified a BBC news article that highlighted the educational achievement of deaf pupils and specifically that deaf CYP in Wales underachieve at every key stage (BBC, 2017). This led to further reading focused on investigating the reasons behind these poorer outcomes. One highlighted factor was the role of communication and language and the difficulties experienced by deaf CYP in communicating their needs in a hearing minority community (Frederickson & Cline, 2015); factors that are relevant to the Welsh, hearing and deaf community.

Whilst research has explored CYP, parents and professional experience and perceptions of deaf education and one known study has researched the experiences of stakeholders in Cyprus (Hadjikakou, Petridou & Stylianou, 2008), there does not appear to be any that has explored the perspectives of stakeholders on the education of deaf CYP in Wales. A clear gap in the current research available in Wales. From previous work, I had regular contact with a number of stakeholders within the deaf education system, and I felt this was an important omission to address given the number of challenges that Welsh deaf CYP face. Moreover, being a Welsh speaker I felt it was important not only to highlight the challenges faced by minority languages but also minority populations.

A wealth of research has been undertaken which explores how deaf CYP learn and develop as individuals (e.g. Marschark, Lang & Albertini, 2002) and deaf CYP bi-modal education (e.g. Swanwick, 2016). However, it is argued that there is a lack of communication between teachers to researchers regarding the priorities in deaf education and from researchers to teachers regarding scientific progress (Swanwick & Marschark, 2010). Thus, in order to improve educational choices and provision for deaf CYP more effective partnership is needed (Swanwick & Marschark, 2010). The gap between research and

practice is not unique to deaf education and it has been noted that educational research is often too removed from real life experiences (Loughran, 1999), but possibly it is particularly problematic for this group of CYP that is both under researched (Swanwick & Marschark, 2010) and unevaluated (Spencer & Marshark, 2010). Enhancing these communication channels is particularly important given that deaf CYP in Wales (Welsh Government, WG, 2017a) and the UK (Department for Education, DfE, 2015) underachieve at every key stage.

This research incorporates the perspectives and experiences of stakeholders, thus helping to improve these communication channels. In addition, if any follow up research and development should take place in response to the issues raised within this research, this would further support links between research and practice.

2.3 Relevance of research findings to existing knowledge

The findings from this research not only adds to the knowledge of education of deaf CYP but also adds a unique perspective of the Welsh context. In particular, highlighting the complex relationship between language choice and educational provision and perceived strengths and limitations of attending a mainstream resource provision, where for CYP involved the language used is not that of their home.

As outlined within the literature review, the bi-modal approach to deaf education became established during the 1980s (Swanwick, 2016). By 2015, 78% of school aged deaf CYP attended mainstream school with no specialist provision (Consortium for Research in Deaf Education, CRIDE, 2015). However, whilst the majority of deaf CYP are educated in a mainstream setting, they continue to face many challenges such as barriers to the achievement of true inclusion for deaf CYP (Doherty, 2012; National Deaf Children's Society, NDCS, 2007, 2008; Powers, 2000). Existing literature has explored the relationship between deafness and inclusion and specifically from the viewpoint of parents, CYP and stakeholders. Studies have focused on the positive factors (e.g. Hadjidakou, Petridou & Stylianou, 2008; Most & Ingber, 2016; Vermeulen, Denessen & Knoors, 2012) and negative aspects (e.g. Bartlett, 2017; Doherty, 2012; Jarvis, 2003). Retrospective studies have also been conducted exploring deaf CYP experiences of both mainstream and a special school setting (e.g. Gregory, Bishop & Sheldon, 1995; Mertens, 1989).

Many of the findings of the current research were consistent with previous literature, such as an awareness of the challenges faced by deaf CYP within a mainstream setting (NDCS, 2008; Norwich, 2017; Nunes, Pretzlik, & Olsson, 2001; Qi & Mitchell, 2012), challenges faced when learning sign language (Lederberg & Everhart, 1998), lack of deaf awareness among professionals (Salter, Swanwick & Pearson, 2017) and challenges of finding the best educational placement for deaf CYP (Knoors, 2007; Marshark, 2018).

What makes the findings from this research particularly potent is the picture it gives of the Welsh context. This is particularly important given that WG have recently revealed its vision to increase the number of Welsh speakers to one million by 2050 (WG, 2017b), to grow Welsh medium education and to ensure that young people have the opportunity to continually develop their bilingual skills (WG, 2017b). This work has highlighted that to achieve this vision inclusively for all minority groups, of which deaf CYP are, there is a need not only to develop a Welsh medium educational provision for deaf CYP but also to have access to Welsh sign language and support staff that are able to converse fluently through both Welsh and sign language.

This work has potentially great significance in contributing to further the understanding of the needs of this population (e.g. educational, language, social and emotional challenges) as well as proposing ways in which this could be addressed (e.g. increasing deaf awareness and the challenges faced by deaf CYP in Wales, progression of Welsh sign language, increased access to Welsh speaking signers and Welsh speaking professionals, increased access to services and development of Welsh educational provisions for deaf CYP).

2.4 Relevance to the practice of EPs and others stakeholders

The relevance of the current research to EP practice is explicitly embedded throughout the literature review and also within the empirical paper. The research is applicable to the EP on all levels from individual (e.g. ensuring pupil voice is heard, statutory assessment, supporting access to support services), group (e.g. supporting schools and parents and working collaboratively with other services) and systemic (e.g. raising deaf awareness, informing policy making through evidence based practice and also actively promoting collaborations between services and as part of a Wales wide strategic plan for LA Education services in meeting the needs of deaf CYP). Moreover, this research also has

implications for research as well as training, specifically for the EP training course (i.e. to raise awareness of the challenges faced by deaf CYP among EPs) and as part of continuing professional development for all EPs with training around deafness, bilingualism and raising deaf awareness to parents and professionals as well as the impact of new legislations for deaf CYP.

In addition to the impact on the practice of EPs, it is proposed that this research has wider implications to other stakeholders, as referred to within the empirical paper. Most importantly it has implications to education (e.g. choice and provision of education that's available for deaf CYP in Wales and increased access to professionals through Welsh and sign language) and also on a wider strategic level such as Welsh Government (e.g. inform policy making, raising awareness for the need for Welsh sign language and for sign language to be a part of the curriculum).

Thus this work contributes to both the field of EP practice and also to that of the wider world of deaf education in Wales.

2.5 Relevance to personal practice

Through completion of the research a number of personal reflections arose. Firstly, there is no known data on the percentage of each group of Special Educational Needs (SEN) CYP that EPs work with and particularly the number of deaf CYP. Whilst the population of deaf CYP is relatively low compared to other ALN (e.g. Statistics for Wales, 2017), they continue to face a number of challenges both academically and socially. Only two interviews were conducted with EPs, but nonetheless it is important to highlight the potential role that EPs could have across all levels and systems in supporting deaf CYP. Personally, this has ignited the need to increase deaf awareness among EPs and also highlight their potential role in supporting deaf CYP and in particular of those who are a minority within a minority.

Secondly, it has been found that parents seek the advice of professionals whilst deciding on the best communication method for their deaf child (Crowe & McLeod, 2014). However, this may be based on conflicting, overwhelming, limited and biased information (Young, Carr, Hunt, McCracken & Tattersall, 2008; Young, Jones, Starmer & Sutherland, 2005). Therefore, it is important to raise the question of what information sources do professionals use when providing parents with information? And to ensure as EPs that the

information is based on reliable and evidenced sources in line with evidence based practice. However, this is not without its challenges specifically with regards to obtaining enough evidence regarding the effectiveness of a particular intervention, as highlighted by Fox (2011).

Thirdly, parents of deaf CYP face many difficult decisions and challenges from the point of hearing loss identification through to teenage years and early adulthood. With regards to educational choices, parents are not only faced with legal questions, but also concerns around supporting their child's language and social development, academic achievement and also ensuring that their child has equal access to all of society (Marschark, 2018). Arguably for Welsh speaking parents there is an added dimension of spoken bilingualism and whether or not it is feasible and possible for their child to attend a Welsh medium school. There is a need to be sensitive to the challenges faced by Welsh speaking parents of deaf CYP, not only the educational implications of attending a Welsh medium school but also the implications on the Welsh culture and family dynamics.

3. Critical account of the research practitioner

3.1 Conducting the literature review

Initially my search of the literature involved exploring a range of databases for relevant research that met the inclusion criteria (see Appendix 1). Then, following a discussion with the library service, I became aware of additional databases including psychology and education (e.g. British Education Index). I feel that both seeking advice and adopting a methodological process enhanced the quality of the outcomes of the review and the range of literature that was incorporated (e.g. CYP, parents and stakeholders' perceptions of deaf education).

Additionally, conducting the literature personally reinforced the importance and validity of completing this research, especially when I became aware of the statistics around deaf CYP academic outcomes (e.g. WG, 2017a) and prevalence rates of mental health (Department of Health, DoH, 2005). Throughout, I had an uncomfortable feeling and a sense that the system was not meeting the needs of this minority group, which is arguably reflected in these statistics. I feel that completing the literature review and thinking through the issues that emerged helped me enormously in ensuring that I was far more aware of some wider contextual elements, for example the history of deaf education and the significant part that bi-modal education played.

3.2 Ontology and Epistemology

The ontological position was relativist which argues that there are no definite realities and emphasises the diversity of interpretations (Willig, 2013). Thus, participants responded to the research questions in relation to their own view of reality.

The epistemological position that was guiding the research was social constructionist which argues that people construct versions of reality through the use of language and there are knowledges rather than knowledge (Willig, 2013). The constructions of reality are varied or multiple and are formed through interactions with others through historical and cultural norms (Creswell, 2003). This acknowledges that participant experience forms through interactions with historical and cultural norms, thus given the cultural importance of Deafness and Welsh, which in my view was most appropriate for this research.

In considering alternative positions a post-positivist paradigm was rejected due to the ontological position that reality does exist but can only be known imperfectly due to researchers' human limitations (Mertens, 2015). The epistemological position recognises that the researcher can influence what is observed due to theories, hypotheses and background knowledge (Mertens, 2015). Whilst qualitative methods are used within this paradigm, most post-positivist research is based on quantitative methods (Mertens, 2015). Due to this research being based on a qualitative methodology, this paradigm was not deemed to be appropriate.

A constructivist paradigm argues that knowledge is socially constructed by people whom are active in the research process and researchers should attempt to understand the complex world of an individual's lived experience (Mertens, 2015). Whilst it is acknowledged that there are similarities between the epistemological position of social constructivism and constructivism, the latter places the construction of meaning with an individual (Gergen, 2015). Moreover, it emphasises that research is the product of the researcher's values and it cannot be independent of them (Mertens, 2015). Due to these factors and the acknowledgement of the researcher's position within the research, this paradigm was rejected.

3.3 Research design and methodological rationale

Qualitative research is a rich, diverse and complex field (Madill & Gough, 2008) that aims to give a voice to a group or people or a particular issue as well as providing a detailed description of experiences (Braun & Clarke, 2013). Thus, a qualitative paradigm with the application of qualitative techniques (e.g. semi-structured interviews) was adopted for the research as it would give a voice to stakeholders invested within this minority group in a way that 'characterises the real world' (Braun & Clarke, 2013, p. 10).

A qualitative design incorporating two semi-structured interview schedules was designed for individual interviews: parents (Appendix 9) and professionals (Appendix 10). The semi-structured and indicative nature of the questions allowed flexibility by not being bound to ask the pre-set questions in a particular order, which was important in ensuring that the interview did not feel rushed or rigid. My reflections on this having completed the research was that this was a strength as stakeholders differed in experience and role and it was important that the questions worked dynamically with their personal accounts.

Individual interviews were chosen as opposed to a focus group largely due to the sensitive information that might arise during the interview. Individual interviews are seen as ideal for sensitive issues and a skilled researcher can get participants to talk about these issues (Braun & Clarke, 2013). Reflecting on the factor, I felt that participants were able to talk openly and freely regarding their experiences, which in my opinion was reflected in the data collected, particularly within the sub-theme 'The emotional impact of deafness'.

Reflecting on the individual interviews, whilst perhaps not all interviews were perfect, I have developed skills as a researcher and learnt from these experiences. Most importantly, I have learnt the value of silent pauses in interviews in allowing the interviewee to have space to think and expand their answers and as an interviewer to ensure that the next question is in response to their account. As a trainee psychologist therapeutic skills learnt during the course were also vital, such as active listening skills.

3.3.1 Research questions

As discussed, the motivation for the research derived from a personal interest, which then impacted on the formation of the research questions as well as in response to the issues highlighted from completing the literature review. Sandberg and Alvesson (2011) note that finding gaps in the literature is a method of identifying research questions and Marx (1997) suggests that personal interest and experience is a source of research questions.

Through designing the research questions an Appreciative Inquiry method was considered. This approach has been used within organisations to support organisational-wide change (Passmore & Hain, 2005) and seeks to make positive use of complex networks that are within organisations (Passmore & Hain, 2005) through pursuing to find what is working well (Watkins & Cooperrider, 2000). I felt that by basing the questions on this approach and considering the 'discover', 'dream', 'design' and 'delivery' phases, I would not only enhance the understanding of what are the challenges and benefits for deaf CYP from Welsh speaking homes being educated in English mainstream resource units, but also what could be done to best support deaf CYP from Welsh speaking homes.

Following formation of the research questions, Bryman's (2016) criteria for evaluating research questions was considered. He suggests that research questions should be: clear, researchable, connected with established theory and research, linked to each other, make

an original contribution and should not be too broad. Through consideration of the above it was felt that the research questions did exhibit the outlined characteristics. Moreover, research questions exploring the experience, understating and perceptions are suitable for the analytical method of Thematic Analysis (TA) and the methodology of qualitative and semi-structured interviews (Braun & Clarke, 2013).

On reflection I felt the question 'what do you think are the main benefits of faced by deaf pupils from Welsh speaking home?' did not elicit a wealth of information, however I felt it was an important edition in order to ensure that there was a balance in the questioning. However, all other questions worked well and stimulated a wealth of information.

As highlighted by both Braun and Clarke (2013) and Willig (2013), there is a need to consider the political and ethical implications of the research. Arguably both deafness and Welsh are politically relevant and sensitive topics, thus consideration of the relevance of the research to society was important. Furthermore, the value of the research questions in producing knowledge specifically around deafness in Wales and arguably how this information will be used by individuals and organisations was an important factor to contemplate. The need for reflexivity was important to consider my own position in the research as well as personal and professional reasons for asking the research questions. As suggested by Braun and Clarke (2013) a way to support the reflexivity process is to keep a research journal, and though doing so this supported my own reflexivity through recording my thoughts, feelings and reflections over the research process.

3.4 Participants

Originally, it had been hoped to explore the lived experiences of Welsh speaking parents whose deaf child attended an English mainstream resource unit. However, due to recruitment difficulties this was widened to explore stakeholders' experiences. This amendment highlights the challenges faced when researching minority groups and also the need to be flexible and adaptable as a researcher. On reflection, increasing the participant pool was essential in ensuring a large enough sample and at the time I felt that the research would not be completed without this amendment, given the set time scale. Personally this felt the most challenging aspect of the research and I underestimated how difficult it would be to recruit participants. These challenges are also reflected in an extract of my reflective diary in Appendix 21.

The stakeholders identified for this study were educational professionals, rather than professionals from other disciplines, such as health (specifically audiologists and speech and language therapists). This decision was made as the aim for the study was to explore educational experiences and in turn the views of those directly involved within the education system were prioritised. On reflection, this appeared to work well as participants' views and experiences were related to the education system, which may not have been collected from health professionals. However, incorporating stakeholders from health could be considered for future research.

Another option could have been to seek the voice of deaf CYP, as done so in a number of previous research (e.g. Bartlett, 2017; Byrnes & Sigafos, 2001; Doherty, 2012 and Jarvis, 2003). Whilst it is important to consider and gather the voice of CYP, I felt to do this effectively there was a need to firstly gain a broader view of the context and issues from the stakeholders, which arguably this research has achieved. However, future research could incorporate their views alongside other stakeholders, similarly to Hadjikakou, Petridou and Stylianou (2008).

Whilst deaf individuals were included within the inclusion criteria none took part in the research. If future research did include deaf individuals an awareness of the relationship between a hearing researcher and deaf participants would be paramount. Young and Ackerman (2001) highlights the power relations between deaf and hearing professionals and participants. Within their research they experienced challenges based on unequal power relations between deaf and hearing people, which to some extent were wholly outside the researcher's control.

3.5 Data collection

Initially, either Educational Psychology Services (EPS) and/or Sensory Impairment Services (SIS) across Wales were contacted as gatekeepers for the exploration of Welsh speaking parents' experiences of their deaf children's education in Wales. Three authorities in Wales replied that they had parents who met the criteria and agreed to pass on the research invitation letter and participation information sheet. However, only one parent made contact.

Additional attempts were made to recruit parents through revising the ethics proposal to widen the age range from 8-12 to 8-16 years and a poster designed in Welsh and English (Appendix 13) to further publicise the research on social media. Despite these efforts, no further parents made contact.

It is possible that the lack of uptake was due to the sensitivity of the research area. It is reported in the literature that feelings of grief, loss, bereavement as well as stress and painful emotions are expressed by hearing parents of deaf children (Flaherty, 2015; Hardonk et al., 2010; Robinshaw & Evans, 2001; Young & Tattersall, 2007). Additionally, the lack of parental uptake could be linked to the relatively low population of Welsh speaking parents of deaf CYP.

In August, an application was submitted to the ethics committee to widen the participant criteria to include stakeholders, consisting of EPs, Teachers of the Deaf (ToD), Teaching Assistants (TAs) and Communication Support Workers (CSW). It was felt that this amendment was paramount and justified due to recruitment difficulties with parents. This revision resulted in eleven participants from five Local Authorities (LAs) across South and Mid-West Wales. A summary of the ethics application can be found in Appendix 20.

In hindsight, increasing the age range and widening the participant criteria was important to ensure a large and broad sample. The use of social media was also paramount in further publicising the research through different communication channels.

Furthermore, only one teaching assistant took part in the research. During data collection some services enquired if TAs could complete a questionnaire version due to difficulties releasing members of support staff. Whilst a questionnaire version was not available it highlighted the difficulty gaining access to some members of staff. Whilst, the option of completing the interview during break and/or lunchtime was made available, few took this option.

Engagement of participants highlighted to me the importance of having an 'active purveyor' to help drive and highlight the research (Kelly & Perkins, 2012). Having a member of staff within the LA that was invested and engaged in the research supported the recruitment of participants. This process highlighted the difficulties of participant recruitment and relying on others outside the researcher's control. Whilst completion of

the research was priority for myself, participants had their own priorities and workloads to manage. I began to recognise the importance of developing good working relationships with stakeholders whilst also meeting the demands of the research.

3.6 Transcription and translation

Participants were given a choice of conducting their interview in either Welsh or English. Temple and Young (2004) note that practical questions arise over who does the translation (e.g. independent translator or the researcher) and whether the translator is involved in the analysis of the data. As a fluent Welsh speaker it was possible to conduct the interviews through Welsh and also transcribe the interview without the use of third parties (e.g. translator and translation service). Two out of eleven interviews were conducted through Welsh.

Reflection was intrinsic within the translation of transcripts. Nikander (2008) argues that an overlooked question in qualitative research is the increasing proportion of research which is completed in languages other than English. However, this is not without its challenges as researchers wishing to complete research in their mother tongue are left questioning the translation process and the accessibility and readability of original data to others. Nikander (2008) states “translating data extracts is not merely a question of ‘adopting’ or ‘following’ a ‘transcription technique’” (pp. 226), but rather involves the questioning of how much detail to include and also how the transcription is physically presented.

Difficulties also arise in finding a true word for word translation that reflects the meaning without imposing subtle alternations. Spivak (1992) argues that translation does not only relate to synonym and syntax but she sees language as rhetoric and logic and the relationship between these factors. As highlighted by Simon (1996), translation also relates to the cultural meanings linked to language.

Whilst there are dilemmas in qualitative research with regard to the implications of translation from other languages to English, Temple and Young (2004) argue that this should be a concern to all researchers and merely not limited to those domains of sociolinguists and anthropology.

Following reflection, it was decided to transcribe all Welsh interviews into Welsh and only translate relevant quotes to English in the results section. Through this method it was hoped to “preserve conversational style” (Aronsson & Cederborg, 1997, pp. 85) as well as represent the voice of Welsh speakers. Personally as a fluent Welsh speaker, this was an important factor to consider and particularly significant given the context of the research in Wales.

3.7 Analysis

TA was undertaken to analyse the data. This method was chosen as it allows a flexible approach in providing a rich and detailed account of complex data across data sets (Braun & Clarke, 2006). Braun and Clarke (2006) argue that with TA, researchers do not need to subscribe to a particular theoretical assumption, its flexibility is seen as a strength and its application has been used across various research questions and various data sets. The proposed six stages of coding and analysis was undertaken and Braun and Clarke’s (2006) 15 point checklist of criteria for a good TA was also used to assess the quality of the analysis (Appendix 16) along with Yardley’s (2000) criteria for assessing the validity of qualitative research (Appendix 15). This ensured that the data was analysed comprehensively and ensured transparency in the presentation of the results and analysis.

An alternative methodology of Interpretative Phenomenological Analysis (IPA) was considered which explores individual lived experience and/or a particular phenomenon (Smith, Flowers & Larkin, 2009). However, unlike TA, IPA has theoretical commitments of phenomenology (specifically double hermeneutic) and idiographic (Smith et al., 2009). Moreover, a homogenous sample is typical within IPA (Braun & Clarke, 2013) as well as a suggested sample size of between four and ten for a doctorate thesis (Smith et al., 2009). Due to these factors the use of IPA was not seen as compatible for this research. However, if the initial research idea would have been successful, IPA would have been the chosen and appropriate method of analysis due to the focus on understanding/experience of a particular phenomenon and IPA’s inductive procedure on the interpretation of meaning (Smith et al., 2009).

Grounded Theory was discounted as the research question was not concerned with influencing factors and processes that underpin a particular phenomenon (Braun & Clarke, 2013) or with construction of a theory through the analysis of the data (Martin & Turner, 1986). Moreover, Discourse Analysis was also not deemed appropriate as the research was not focused on the patterns and meaning of language across linguistic datasets (Braun & Clarke, 2013).

On reflection, TA provided a systemic and robust 6 phase process to analyse the data. The flexibility of the analysis was a strength in analysing the data from various stakeholders (e.g. parent and professionals). A strength of TA is that the results can be accessible to wider audience (Braun & Clarke, 2013), thus when considering dissemination of the results, this approach is suitable. Personally, TA felt accessible to use without extensive research experience. However, a limitation of TA is that it has limited interpretative power and the analysis can appear as a description of participants' concerns (Braun & Clarke, 2013). Therefore future research could consider a methodology based on IPA in order to produce more interpretative analysis and provide a richer and more in-depth picture of their experiences (e.g. Ford & Kent, 2013).

3.8 Ethical concerns

Initially only mothers were going to be contacted to take part in individual interviews exploring their experience of their deaf children's education. This decision was made in order to ensure a homogeneous sample, which is consistent with the methodology of IPA whereby a sample is selected 'purposively' in order to represent a particular experience rather than a particular population (Smith et al., 2009, pp.48). Moreover, mothers have formed the majority of respondents in other questionnaire based research with parents of deaf children (Crowe, Fordham, McLeod, & Ching, 2014). However, the ethics committee sought clarification to why only mothers were required as participants and this would need to be justified on scientific ground. Whilst I considered the ethics committee's concerns, I felt I had made justification based on available literature and considered the methodology of IPA. However, as I was uncertain how I could justify this on 'scientific grounds', all documents were amended to include 'parents' rather than mothers.

The ethics committee also highlighted that the original documents did not have a clear statement on what anonymity meant post transcription. Following this, a statement was added to the information sheet (Appendix 7).

An ethical issue that arose following transcription was the need to ensure that all transcribed information was anonymous and no stakeholder was identifiable. Moreover, some stakeholders referred to previous pupil experiences during the interviews and all reasonable steps were taken in order to remove any identifiable information from the transcripts by replacing all names with a pseudonym and any identifiable information was not transcribed.

On a personal level, some of the participants were known to me through my previous role as a Sensory Impairment Key Worker. However, as there was no current professional relationship I felt there was a distinction between my previous and current role as a trainee EP. I was mindful of the potential impact of this familiarity on participant's ability to disclose sensitive information during the interview. Nevertheless, as noted by Braun and Clarke (2013) it can be difficult to establish rapport with strangers thus arguably being interviewed by a familiar person would have made the participants feel at ease.

3.9 Contribution to professional development

Through completion of the research an increased awareness of the challenges faced by parents and deaf CYP from Welsh speaking homes was developed. In particular I was far more sensitive to the challenges faced over resources such as academic placements and access to specialist staff through the medium of Welsh, these factors were also recognised in the data set. Ethical concerns were also raised in providing a bilingual service to families of deaf CYP and giving them the choice of what language they and their children would like to converse through. As raised by one participant "they would have to moderate I suppose or change the way that they communicate with their child in order to use the resources that are available" (P10, l.256-258). The research has also raised awareness of the importance of the role of the EP not only in supporting deaf CYP but also in providing a balanced evidence-based argument with regards to the advantages of being bilingual, as highlighted by Lauchlan (2014).

Completion of the research also raised an awareness of issues specifically associated with deaf research, including the power imbalance between deaf and hearing researchers/participants (Young & Ackerman, 2001), the use of interpreters (Temple & Young, 2004) and specifically within the Welsh context the issue of translation (Nikander, 2008). The complexity of these issues alongside cultural values and understanding provides a distinctiveness to research on deafness and the need for continued investigation into the importance of language and its social status in research.

Through the process of completing the research an enhancement of critical thinking with regards to current literature but also research methodology has developed. An EP's distinctive role is the application of psychology (Gameson & Rhydderch, 2008) and as evidence-based practitioners EPs are well placed in supporting deaf CYP, their families and working collaboratively with other professionals in ensuring a meaningful education for deaf CYP through the language of their choice. Our skill set could also be applied more effectively in order to generate change at a national level through informing policy changes for deaf education in Wales.

4.0 Summary

This critical review has provided an overview of the rationale of the research as well as providing an account of key decisions made throughout completion of the research, specifically with regards to research design and methodology. Key issues and experiences relating to the contribution to knowledge and the researcher as a practitioner are reflected upon as well as relevance to the EP, personal practice and contribution to professional development.

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Appendix 1: Table of databases, search terms and returns.

Literature searches were conducted between December 2016 and April 2018.

The following search terms listed below were used either as a subject heading or keyword within the databases. The asterisk (*) demonstrates when it was used to broaden the search to find words that begin with the same letters.

Along with database searches, general searches were conducted using Google Scholar as well as Cardiff University Library book search. General media searches using Google were also completed.

Due to the size of the search returns, not all literature was included and the literature selected was based on its relevance to the current research.

Database	Search terms	Number of results
PsycINFO 1806 to 2018	Deaf Education	461
	Deaf*	10175
	Parents*	163,982
	Pupil*	18147
	Pupil or students or children	950068
	Teacher*	184090
	Deaf education AND parents*	66
	Deaf education AND pupils*	19
	Deaf education AND Pupil or students or children	5877
	Deaf education AND teacher*	160
	English as an additional language (EAL)	158
	EAL AND deaf education	0
	Bilingual*	14591
	Bilingual* AND deaf education	396
	Language choice	299
	Language choice AND deaf education	1
Language choice AND deaf	7	
Applied Social Sciences Index and Abstracts (ASSIA) 1973-2017	Deaf Education	1088
	Deaf*	3,398
	Parents*	87,421
	Pupil*	7,842

	Pupil or students or children	343,001
	Teacher*	56,551
	Deaf education AND parents*	538
	Deaf education AND pupils*	102
	Deaf education AND Pupil or students or children	956
	Deaf education AND teacher*	427
	English as an additional language (EAL)	86
	EAL AND deaf education	2
	Bilingual*	4,497
	Bilingual* AND deaf education	81
	Language choice	17,677
	Language choice AND deaf education	296
British Education Index 1952-2017	Deaf	936
	Deaf Education	150
	Parents*	5,722
	Pupil*	7,403
	Pupil or students or children	108,173
	Teacher*	55,501
	Deaf education AND parents*	8
	Deaf education AND pupils*	9
	Deaf education AND Pupil or students or children	118
	Deaf education AND teacher*	50
	English as an additional language (EAL)	201
	EAL AND deaf education	0
	Bilingual*	2,461
	Bilingual* AND deaf education	27
	Language choice	175
	Language choice AND deaf education	0
	Language choice AND deaf	0
ERIC 1911-2017	Deaf Education	1,899
	Deaf*	10,902
	Parents*	83,640
	Pupil*	27,577
	Pupil or students or children	953,853

	Teacher*	308,711
	Deaf education AND parents*	296
	Deaf education AND pupils*	55
	Deaf education AND Pupil or students or children	1,589
	Deaf education AND teacher*	470
	English as an additional language (EAL)	662
	EAL AND deaf education	1
	Bilingual*	23,403
	Bilingual* AND deaf education	161
	Language choice	1,117
	Language choice AND deaf education	7
	Language choice AND deaf	22

Appendix 2: Freedom of information request

From: XXX on behalf of AdditionalLearningNeedsBranch@gov.wales
<AdditionalLearningNeedsBranch@gov.wales>

Sent: 01 September 2017 15:54

To: XXX

Cc: AdditionalLearningNeedsBranch@gov.wales

Subject: Number of Deaf/hearing impaired units in Wales

Dear Sian,

Thank you for your email of 18 August. You asked for information on:

- a list of all schools in Wales with Deaf/hearing impaired units attached;
- and how many of those provide for Welsh-medium education.

The Welsh Government does not routinely collect data relating to your request. However, informal surveys of special educational needs (SEN) provision have been carried out. The most recent information (2014) suggests there are 24 special units in Wales which provide provision for learners who are Deaf or hearing impaired, which are listed below. We are not aware of any of these special units identifying as Welsh-medium education. The Welsh Government is undertaking a similar SEN provision survey for 2017.

Betws Primary

Y Dderwen Comprehensive

Hendre Juniors School

Coed Glas Primary

Parc Yr Hun school

Alun School

Ysgol Bryn Gwalia

Ynysowen Primary

Afon Tâf High School

Catwg Primary

Cwrt Sart Community Comprehensive

Sandfields Comprehensive

Capcoch Primary

Llwyncrwn Primary

Grange Primary

Olchfa Comprehensive

Nant Celyn Primary

Cogan Primary School

St Cyres Comprehensive

Borras Infant School

Borras Junior School

Rhosnesni High School

There are currently 39 special schools in Wales, which cater for children and young people with more severe SEN. Most of these learners will have multiple needs, which may include a hearing impairment. However, we are unaware of any special schools or units in Wales that provide education solely for learners who are Deaf or hearing impaired. Wherever possible, learners who are profoundly Deaf or hearing impaired attend mainstream school with appropriate support, or attend special units with hearing impairment provision, depending on the nature and severity of their impairment.

Best wishes,

ALN Team

AdditionalLearningNeedsBranch@gov.wales

From: Sian Davies

Sent: 18 August 2017 12:50

To: Freedom of Information Officer

Subject: Freedom of Information Request- Number of Deaf/Hearing Impaired units in Wales

Dear Welsh Government,

Could you please send me a list of all schools in Wales with a Deaf/Hearing impaired unit attached?

Also, how many of these schools are in Welsh-medium education?

Yours Faithfully,

Sian Mitchell

Appendix 3: Gatekeeper letter for professional staff participation

Date: XXX

Dear xxx,

Educational Psychology Thesis Research: Exploration of deaf children's education in Wales.

I am a postgraduate student in the School of Psychology, Cardiff University completing a Doctorate in Educational Psychology. As part of the Doctorate I am carrying out research exploring stakeholders' views on the implications of deaf pupils from Welsh speaking homes being educated in English mainstream resource units.

Research has been conducted on deaf children's experience of their education, however there is a gap in literature exploring the experience of deaf multilingual children who are taught in a different spoken language to that of the home language, and specifically from the perspective of stakeholders.

I am writing to enquire whether you would be willing to allow Teachers of the Deaf/Teaching Assistants / Educational Psychologists (*letters will be written as appropriate for each professional group*) working with deaf pupils within your service to take part in an individual interview. I have included copies of research invitation letters for your information.

Potential participants will be asked to contact me directly and participation will involve an individual interview which will last no more than 60 minutes. The interviews will be audio recorded for purpose of transcribing.

Once the research has been completed a report will be written as a part of my Doctorate research work and maybe used for publication purpose. The research report will also be made available to yourself on request. However, no service, school or individuals will be identifiable in any written reports prepared following completion of the research.

The School Research Ethics Committee (SREC) have granted ethical approval for the research. Further information is available from the SREC on request if required and information is available from myself and my research supervisor (please see contact details are listed below).

Many thanks in advance for your consideration of this project and please let me know if you require any further information.

Yours faithfully,

Mrs Sian Mitchell

Student Name: Sian Mitchell

Position: Postgraduate student (DEdPsy)

Address : School of Psychology, Cardiff University

Telephone Number: 07817232730

E-mail: DaviesS124@cardiff.ac.uk

Supervisor title and name: Andrea Higgins

Position: Professional Tutor

Address: School of Psychology, Cardiff University

Telephone Number: +44 (0)29 20879003

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Ethics Committee:

Secretary of the Ethics Committee,

School of Psychology,

Cardiff University,

Tower Building,

Park Place,

Cardiff,

CF10 3AT

Email: psychethics@cardiff.ac.uk

Telephone Number: +44 (0)29 20870360

Consent form

By forwarding letters to staff I understand that:

- I am giving permission for teaching staff (including teaching assistants) / educational psychologists to participate in the research.
- This will involve participation in an individual interview
- Participation is voluntary
- Information will be held confidentially until it is made anonymous

Name:

Service:

Appendix 4: Gatekeeper letter to service managers seeking parental participation

Date: XXX

Dear xxx,

Educational Psychology Thesis Research: Exploration of deaf children's education in Wales.

I am a postgraduate student in the School of Psychology, Cardiff University completing a Doctorate in Educational Psychology. As part of the Doctorate I am carrying out research into stakeholders' views on the implications of deaf pupils from Welsh speaking homes being educated in English mainstream resource units.

Research has been conducted on deaf children's experience of their education, however there is a gap in literature exploring the experience of deaf multilingual children whom are taught in a different spoken language to that of the home language, and specifically from the perspective of the parent.

I am writing to enquire whether you would be willing to allow Teachers of the Deaf/Educational Psychologists (*this will indicate the different professional as appropriate for each letter) within your service to pass a research invitation letter to parents of deaf pupils. I am interested in speaking to those whose children attend an English mainstream resource unit and Welsh is the first language of the home.

Potential participants will be asked to contact me directly and participation will involve an individual interview which will last no more than 60 minutes. The interviews will be audio recorded for the purpose of transcription.

I have included copies of letters and I would be grateful if you would be willing to allow Teachers of the Deaf / Educational Psychologists (*letters will be written as appropriate for each professional group*) within your service to pass letters to potential participants. If you require more copies please let me know (my contact details are provided at the end of the letter).

Once the research has been completed a report will be written as a part of my Doctorate research work and maybe used for publication purpose. The research report will also be made available to yourself on request. However, no service, school or individuals will be identifiable in any written reports prepared following completion of the research.

The School Research Ethics Committee (SREC) have granted ethical approval for the research. Further information is available from the SREC on request if required and information is available from myself and my research supervisor (please see contact details are listed below).

Many thanks in advance for your consideration of this project and please let me know if you require any further information.

Yours faithfully,

Mrs Sian Mitchell

Student Name: Sian Mitchell

Supervisor title and name: Andrea Higgins

Position: Postgraduate student (DEdPsy)

Position: Professional Tutor

Address : School of Psychology, Cardiff University

Address: School of Psychology, Cardiff University

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Ethics Committee:

Secretary of the Ethics Committee,

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CF10 3AT

Email: psychethics@cardiff.ac.uk

Telephone Number: +44 (0)29 20870360

Consent form

By forwarding letters to staff I understand that:

I give permission for Educational Psychologists/Teachers of the Deaf (delete as required) to pass letters to parents of deaf pupils from Welsh speaking homes asking them to participate in the research

Participation is voluntary

I.....consent to participate.

Name:

Educational Psychology Service (name of Local Authority)

Service for Hearing Impaired (name of LA)

Appendix 5: Research Invitation Letter (Professionals)

Date XXX

Dear XXX,

Educational Psychology Research: Deaf children's education in Wales.

I am a postgraduate student in the School of Psychology, Cardiff University completing a Doctorate in Educational Psychology. As part of the Doctorate I am carrying out research exploring stakeholders' views on the implications of deaf pupils from Welsh speaking homes being educated in English mainstream resource units.

Research has been conducted on deaf children's experience of their education, however there is a gap in literature exploring the experience of deaf multilingual children whom are taught in a different spoken language to that of the home language, and specifically from the perspective of the parents and professionals.

If you can say 'yes' to one of the following questions, I would be interested in talking to you if you are:

- A peripatetic Teacher of the Deaf.
- A Teacher of the Deaf based within an English mainstream resource unit
- A Teaching assistant/communication support worker that support deaf students within an English mainstream resource unit.
- An educational psychologist

If you wish to take part and are uncertain whether you are suitable, please feel free to contact me (contact details are provided below).

If you would like take part, it will involve an interview with myself which will last no more than an hour. The interview will take place in a quiet space that is agreeable to you, such as a venue at our place of work.

The interview will be recorded by a Dictaphone. The audio recording will be stored securely and only accessible to the researcher. Data will be transcribed within two weeks of the interview and all transcribed data will be anonymous. Participation is voluntary and you have the right to withdraw from the research at any point. If you do decide to withdraw any information given will be destroyed. However, once the data has transcribed and made anonymous, it will not be possible to withdraw.

Please note that if more people respond positively than are needed for the research, then participants will be selected from using a random number generator.

Once the research has been completed a report will be written as a part of my Doctorate research work and maybe used for publication purpose. The research report will also be made available to

yourself on request. However, no individuals will be identifiable in any written reports prepared following completion of the research.

The School Research Ethics Committee (SREC) have granted ethical approval for the research. Further information is available from the SREC on request if required and information is available from myself and my research supervisor (please see contact details are listed below).

If you are interested in taking part, I would ask you to please contact me directly via email or phone.

Many thanks in advance for your consideration of this project and please let me know if you require further information.

Yours faithfully,

Mrs Sian Mitchell

Student Name: Sian Mitchell

Position: Postgraduate student (DEdPsy)

Address : School of Psychology, Cardiff University

Telephone Number: 07817232730

E-mail: DaviesS124@cardiff.ac.uk

Supervisor title and name: Andrea Higgins

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Appendix 6: Research Invitation Letter (Parents)

Date XXX

Dear Parent,

Educational Psychology Research: Deaf children's education in Wales.

I am a postgraduate student in the School of Psychology, Cardiff University completing a Doctorate in Educational Psychology. As a part of the Doctorate I am carrying out research exploring stakeholders' views on the implications of deaf pupils from Welsh speaking homes being educated in English mainstream resource units.

Research has been conducted on deaf children's experience of their education, however there is a gap in literature exploring the experience of deaf multilingual children whom are taught in a different spoken language to that of the home language, and specifically from the perspective of the parent.

I am particularly interested in speaking to parents of deaf children from Welsh speaking home whose deaf child attends an English mainstream resource unit.

If you can say 'yes' to the following questions, I would be grateful for your support:

- You are a parent to a deaf child
- Welsh is the first language used in your home
- Your child attends an English mainstream resource unit

If you wish to take part and are uncertain whether you are suitable, please feel free to contact me (contact details are provided below).

If you would like take part, it will involve an interview with myself which will last no more than an hour. This can take place in either your home or in a public place of your choice such as the school or local authority building.

The interview will be recorded by a Dictaphone. The audio recording will be stored securely and only accessible by the researcher. Data will be transcribed within two weeks of the interview and all transcribed data will be anonymous. Participation is voluntary and you have the right to withdraw from the research at any point. If you do decide to withdraw any information given will be destroyed. However, once the data has transcribed and made anonymous, it will not be possible to withdraw.

Please note that if more people respond positively than are needed for the research, then possible participants will be selected from using a random number generator.

Once the research has been completed a report will be written as a part of my Doctorate research work and maybe used for publication purpose. The research report will also be made available to

yourself on request. However, no individuals will be identifiable in any written reports prepared following completion of the research.

The School Research Ethics Committee (SREC) have granted ethical approval for the research. Further information is available from the SREC on request if required and information is available from myself and my research supervisor (please see contact details are listed below).

If you are interested in taking part, I would ask you to please contact me directly via email or phone.

Many thanks in advance for your consideration of this project and please let me know if you require further information.

Yours faithfully,

Mrs Sian Mitchell

Student Name: Sian Mitchell

Position: Postgraduate student (DEdPsy)

Address : School of Psychology, Cardiff University

Telephone Number: 07817232730

E-mail : DaviesS124@cardiff.ac.uk

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Appendix 7: Participant information sheet

Reasons for the research:

Research has been conducted on deaf children's experience of their education, however there is a gap in literature exploring the experience of deaf multilingual children whom are taught in a different spoken language to that of the home language, and specifically from the perspective of the parent and professional.

The aim of this research is to explore stakeholders' views on the implications for deaf pupils from Welsh speaking homes of being educated in English mainstream resource units.

Why have I been asked to participate?

You have been asked to participate in the study as you are either a parent of a deaf child whereby Welsh is the first language of the home and your child attend an English mainstream resource unit or you are a professional working with deaf children and young people.

What happens if I decide to participate?

You will take part in an individual interview which will last for no more than 60 minutes. I am interested in talking to you about your views on the education of deaf children who are from Welsh speaking homes who are educated in an English medium setting.

What are the benefits of taking part?

There are no direct or instant benefits to you from taking part in the study. However, this study may provide a greater insight into the experiences of education of deaf children in Wales.

What are the risks?

We do not foresee any risks from participating in the research, however a list of related organisations is provided for you to seek further information if required.

You do not have to answer any questions that make you feel uncomfortable.

The project has been reviewed and ethically approved by the School Research Ethics Committee (SREC).

Sensitive information may arise during the interview however you do not need to answer any questions which may make you feel uncomfortable.

What will happen to my information?

The interview will be recorded via a Dictaphone for purpose of transcribing. The audio recording will be stored securely until it is transcribed and made anonymous. After the data has been transcribed the researcher will delete the original electronic recording. All other data will be kept by Cardiff University indefinitely.

How do you protect my privacy?

The interview will be recorded for purpose of transcription, and all data collected will be held securely and confidentially. After the data is transcribed, the data will be anonymous. All names and personal information will be removed from the transcription and it will not be possible to identify an individual from the transcript. Additionally, no individuals will be identifiable from the final report.

The electronic audio-recordings from the interviews will be stored confidentially under a password-encrypted file that is only accessible to the researcher. Data will be transcribed within two weeks of the interview. After the data has been transcribed the researcher will delete the original electronic recording. All other data will be kept by Cardiff University indefinitely.

What happens if I change my mind?

You can withdraw from the study at any time. You can decline to answer any questions. After your interview has been completed you can still request that your data is deleted until the transcription process is completed at which point it will be anonymous.

How will I find out about the results?

Information collected will be written up as a part of my studies and the report will be made available on request. Whilst the findings may be helpful to professionals, schools and Local Authority, they are not obliged to follow the outcomes of the research.

Appendix 8: Participant Consent form

I understand that my participation:

Involves an individual interview which will last approximately 60 minutes.

I understand that:

The interview will be audio recorded for purpose of transcribing the interview.

The recording will be kept in an encrypted format and only be accessible to the researcher.

Once the interview has been transcribed (within 2 weeks following the interview), the recording will be destroyed and the anonymous transcript will be kept indefinitely, in accordance with Cardiff University policy.

My participation is voluntary.

I do not need to answer any questions that make me feel uncomfortable.

I can withdraw at any time without giving a reason.

Information I give is held in strict confidence and all data will be made anonymous.

I can withdraw my data up until the point of anonymity.

I consent to participate in this research.

Name:

Signed:

Date:

Appendix 9: Semi-structured interview schedule - Parents

Int: Good morning/afternoon, my name is Siân Mitchell. I am a student on the Doctorate of Educational Psychology Course at Cardiff University and as part of my course I am conducting research exploring the experience of deaf children's education from the perspective of parents from Welsh speaking homes.

I've got some questions that I would like to ask.

Before we begin I would like to remind you that the interview will be recorded for research purposes. But once it has been transcribed (within 2 weeks), the recording will be destroyed. You can withdraw at any point until it is made anonymous. The transcript will be anonymous and no individuals will be identifiable.

You do not have to answer any questions that make you feel uncomfortable and you can withdraw from the interview at any point.

If any individual names are mentioned during the interview, they will be replaced by a pseudonym in the transcription and any written reports. However, I would be grateful if you could try and avoid giving the names of individuals outside the family, such as a teacher.

Do you have any questions before we start?²¹

1. First, I would like to learn a little bit more about yourself and your family?
 - *Who lives at home?*
 - *How many children do you have?*
 - *What are their ages? Etc*

2. Can you tell me a little bit more about your child?
 - *About their hearing loss? When was it identified? How did you feel about it?*
 - *What does he/she enjoy doing at school?*
 - *Outside of school?*
 - *What makes them happy?*
 - *What makes them sad?*
 - *What about their friendship group?*
 - *Can you tell me more about that? Can you give me an example?*

²¹ **NOTE TO ETHICS:** The number of questions are indicative. Sub-questions in italics are aspects that maybe explored.

3. Can you tell me about communication at home?
 - *What language do you predominantly use?*
 - *What languages can everyone speak?*
 - *Did you have prior experience of sign language?*
 - *What languages does your child use to communicate with other family members?*
 - *What does that look like? What's that like? How does that make you feel? What is that like?*

4. Can you tell me about your child's education?
 - *Can you tell me a little about the school?*
 - *How many pupils attend?*
 - *How long have they been at the school for?*

5. Can you tell me about the process of deciding on the school?
 - *How did you come to the decision for your child to attend the school?*
 - *Was it a difficult process?*
 - *How did you feel about it?*
 - *How do you think they meet his/her needs?*
 - *Can you tell me more about that? Can you give me an example?*

6. Can you tell me a bit about language used in school?
 - *What language do they predominantly use at school?*
 - *ie Sign language / spoken English / spoken Welsh?*
 - *How does your child communicate with her/his peers?*
 - *How do you feel about that?*

7. Can you tell me a bit about your child's experience at school?
 - *Is she/ he happy in school?*
 - *Is she / he making good progress academically?*
 - *Are you happy with the support he /she receives at the school?*
 - *What sort of activities does she/ he enjoy at school?*
 - *Does she / he have good relationships with peers/teachers?*
 - *What are you particularly pleased with about his / her education?*
 - *What particularly barriers/ difficulties have you encountered?*

8. Thinking of the future, how do you see deaf education in Wales?
 - What would be your ideal school?*
 - What provision would be available?*
 - What support would be available?*
 - *Can you tell me more about that? Can you give me an example?*

9. If you had one piece of advice for a parent in a similar position to yourself, what would you say?
 - *About communication*
 - *About education*

10. Do you have anything else to add or say something that we haven't discuss?

Int: Thank you for your time, it is greatly appreciated.

(INT. gives de-brief form to participants)

Appendix 10: Semi-structured interview schedule- professionals

Int: Good morning/afternoon, my name is Siân Mitchell. I am a student on the Doctorate of Educational Psychology Course at Cardiff University and as part of my course I am conducting research exploring the perspectives of stakeholders on the education of deaf pupils from Welsh speaking homes being educated in English medium resource units.

I've got some questions that I would like to ask, but I am also interested in finding out more about your role and educational options in your county.

Before we begin I would like to remind you that the interview will be recorded for research purposes. But once it has been transcribed (within 2 weeks), the recording will be destroyed. You can withdraw at any point until it is made anonymous. The transcript will be anonymous and no individuals will be identifiable.

You do not have to answer any questions that make you feel uncomfortable and you can withdraw from the interview at any point.

It would be best if you could avoid mentioning specific names during the interview, however if you do use these, they will be replaced by a pseudonym in the transcription and any written reports. Do you have any questions before we start?²²

1. Before we go into more depth and focus on your experiences, first of all I would like to learn about your work.

-Can you tell me a little about your job?

-How long have you been in the role?

2. *What kind of educational provision is available in your area for deaf pupils?*

- What is the structure of the provision? How many pupils attend? Access to mainstream?

- How are decisions made about which provision a child should attend?

-PROMPTS: *Can you tell me more about that? Can you give me an example?*

3. Can you tell me a little about your experiences of working with deaf children from Welsh speaking homes?

²² **NOTE TO ETHICS:** The number of questions are indicative. Sub-questions in italics are aspects that maybe explored.

-What is your experience of bilingualism for deaf pupils from Welsh speaking homes?

Approximately how many pupils do / have you worked with?

-What types of educational provisions do they attend?

***PROMPTS:** Can you tell me more about that? Can you give me an example?*

4. Can you tell me a little about the implications (both positive and negative) for deaf pupils from Welsh speaking homes being educated in English?

- How does it impact on their communication skills?

How does it impact on relationships within the school? (e.g. with teaching staff, friendship groups)?

-What have families said about the impact on relationships with family members within the home? (e.g. siblings, parents)?

-Can you tell me how you think it may affect their acquisition of literacy and numeracy skills?

What is your view on how it impacts on their wellbeing?

-Do steps get taken to compensate for any challenges? Do you feel these are effective? In an ideal world what do you think could be done?

PROMPTS:

-Is that the case for all pupils or just some?

-Can you give me examples where it has been very successful for a child?

-Can you give me an example of particular problems you have encountered?

5. Can you tell me a little about how you think communication choices influences educational choices for deaf pupils from Welsh speaking homes?

-What do you think influences these decisions?

-Are there differences between pupils from Welsh and English speaking homes?

-What is the impact on well-being, identity and education?

*- **PROMPTS:** Can you tell me more about that? Can you give me an example? What do you think impacts this?*

6. What do you think are the main benefits and challenges faced by deaf pupils from Welsh speaking home?

-With regards to: communication choice, educational provision relationships

-Do you have any thoughts on the family life and challenges faced?

-Are there any differences between primary and secondary age?

- **PROMPTS:** *Can you tell me more about that? Can you give me an example? What do you think impacts this?*

7. Thinking of the future, what are your feelings about how deaf children in Wales are educated?

-*Do you have any specific thoughts on pupils from Welsh speaking homes?*

-*What do you think the government's view is?*

-*If you could speak to the education minister, what would you say?*

-*Why are you feeling that?*

-*Do you think that this view is shared by other professionals in a similar situation?*

-*Is there anything that you would like to see changed? How do you think this could be achieved?*

-**PROMPTS:** *Can you tell me more about that? Can you give me an example?*

8. Do you have anything else to add or say something that we haven't discuss?

Int: Thank you for your time, it is greatly appreciated.

(INT. gives de-brief form to participants)

Appendix 11: De-brief form

Thank you for taking part in this research

The aim of this research is to explore stakeholder perceptions of deaf education in Wales, focusing on deaf pupils from Welsh speaking homes being educated in English mainstream resource units.

In the current climate, language and communication needs of deaf children and young people are rapidly changing (Swanwick, 2010). The most noticeable change is the increase of deaf children and young people in inclusive settings rather than in special schools (Swanwick & Gregory, 2007).

Educational Psychologists have a role to play in highlighting the implications of education for deaf children and young people being educated to a different language to that of their home.

Therefore, the findings from this research may help inform Educational Psychologists practice, through supporting the educational experience of deaf children and their families.

All the information collected will be confidential until it has been transcribed, at which point it will be made anonymous. You have the right to withdraw from the research at any point until this, at which point it will not be possible to withdraw as it will not be identifiable.

No individual, school or local authority will be identified. Information collected will be written up as a part of my Doctorate and the report will be made available on request. Whilst the findings may be helpful to professionals, schools and Local Authority, they are not obliged to follow the outcomes of the research.

If any issues of concern have arisen during today please do not hesitate to contact me or alternatively please see a list of organisations below:

- National Children's Deaf Society: <http://www.ndcs.org.uk/> or 0808 800 8880
- British Deaf Society: <https://www.bda.org.uk> or 020 7697 4140
- Deaf Parenting UK: <http://www.deafparent.org.uk/links.php>
- <http://teachersupport.info/> (Wales: 08000 855 088)
- Your teaching union (e.g. <http://www.nasuwt.org.uk/>)

I am working under supervision of Andrea Higgins and any complaints or issues could also be raised with her. Should you have any concerns over the study please contact the School Research Ethics Committee (SREC).

Please contact us for further information if needed:

Sian Mitchell: DaviesS124@cardiff.ac.uk or 07817232730

Andrea Higgins: HigginsA2@cardiff.ac.uk or 02920 879003

SREC: psychethics@cardiff.ac.uk

Thank you once again for your co-operation.

Appendix 12: Recruitment poster (professionals)



Volunteers needed for a research project on The exploration of deaf children's education in Wales.

I am looking for Teachers of the Deaf and Teaching Assistants that work with deaf pupils within English mainstream resource units to take part in an individual interview. This will ask you about your views on the implications for the education of deaf pupils from Welsh speaking homes being educated in English mainstream resource units.

Time: Approximately 1 hour

Location: Local authority building, school or your home.



School of Psychology, Cardiff University

For more information and to express an interest in the research please contact:

Sian Mitchell at DaviesS124@cardiff.ac.uk

At this stage should you respond, you will be provided with a full information sheet along with a consent form, to give you more details that will help you decide if you would like to be a part of this study.

This research is supervised by Andrea Higgins (DEdPsy Professional Tutor, Cardiff University) who can be contacted at HigginsA2@cardiff.ac.uk. This research has been approved by the ethics committee at Cardiff University who can be contacted at psyethics@cardiff.ac.uk.

Appendix 13: Recruitment poster (parents)



Volunteers needed for a research project on The exploration of deaf children's education in Wales.

I am looking for Welsh speaking parents of deaf children who attend an English mainstream resource unit to take part in an individual interview.

This will ask you about your views on the implications for your child on being educated through the medium of English.

Time: Approximately 1 hour

Location: Local authority building, school or your home.



School of Psychology, Cardiff University

For more information and to express an interest in the research please contact:

Sian Mitchell at DaviesS124@cardiff.ac.uk

At this stage should you respond, you will be provided with a full information sheet along with a consent form, to give you more details that will help you decide if you would like to be a part of this study.

This research is supervised by Andrea Higgins (DEdPsy Professional Tutor, Cardiff University) who can be contacted at HigginsA2@cardiff.ac.uk. This research has been approved by the ethics committee at Cardiff University who can be contacted at psyethics@cardiff.ac.uk.

Appendix 14: Six stages of thematic analysis (adapted from Braun & Clarke, 2006)

Analysis- Thematic Analysis (Braun & Clarke, 2006)

1. Familiarisation with the data	<ul style="list-style-type: none">• Read and re-read
2. Generation of initial codes	<ul style="list-style-type: none">• Generating labels for important features of the data
3. Searching for themes	<ul style="list-style-type: none">• Searching is an active process – researcher constructs themes• All coded data is collated to each theme
4. Reviewing the themes	<ul style="list-style-type: none">• Checking the themes• Reflect on the themes
5. Defining and naming themes	<ul style="list-style-type: none">• Conduct and write a detailed analysis of each theme
6. Writing up	<ul style="list-style-type: none">• Weaving together the narrative to tell a story about the data• Contextualising in relation to existing literature

Appendix 15: Core Principles for Evaluating the Validity of Qualitative Psychology (Yardley, 2000)

Core principle and criteria for validity of research (Yardley, 2000)	How this study meets the criteria
<p>1. Sensitivity to context</p> <ul style="list-style-type: none"> • The research is contextualised in relation to relevant theoretical and empirical literature. • Sensitivity to participants’ perspectives and socio-cultural context (during both data collection and analysis). • Sensitivity to ethical issues. • Awareness of the relationship between researcher and participants and potential power imbalance. 	<ul style="list-style-type: none"> • An extensive literature review was carried out by the researcher. • The researcher is bilingual in Welsh and English and living in Wales, thus has some awareness of the issues surrounding bilingualism, such as socio-cultural, historical and linguistic factors. Arguably this would have made the researcher aware and sensitive to the issues faced by the participants. • A purposeful sample was recruited using an inclusion and exclusion criteria, as outlined in the methodology. • The researcher used semi-structured interviews and thematic analysis. • There may be power imbalances between the researcher and participants. Attempts to address these issues were resolved through conducting the interviews at a location chosen by the participant (e.g. their home, LA office or school). Introductory questions were included at the start of the interview schedule in order to make the participant feel comfortable. Additionally, informed consent was sought from the participants and a de-brief form was provided such further information from relevant organisations be needed. Participants were reminded that they could withdraw from the research at any point. • The research project was submitted to, and approved by, The School Research Ethics Committee (Cardiff University).

<p>2. Commitment and rigour</p> <ul style="list-style-type: none"> • Thorough data collection. • Breadth and depth of analysis. • Demonstration of methodological competence and skill. • An in-depth engagement with the research topic. 	<ul style="list-style-type: none"> • A total of 11 interviews were conducted. • Richness of data was collected through semi-structured interviews. The experience of the researcher enabled probing and further expansions of unpredicted areas to be explored. • The researcher followed Braun and Clarke's (2006) six stages of coding and analysis. A step by step outline of the analysis is provided in appendix 14. The data was checked by an independent research colleague. • The researcher immersed herself in the data through repeated reading of the data in searching for meanings and patterns (please see appendix 17). • A research diary was also used throughout the process which included reflective notes (please see example in appendix 21).
<p>3. Transparency and coherence</p> <ul style="list-style-type: none"> • Presentation of analysis that shows clarity and power of description or argument. • Fit between research questions, theoretical framework and methods used to collect and analyse data. • Transparency in methods and analysis used. • Reflexivity. 	<ul style="list-style-type: none"> • Braun and Clarke (2006) state that as thematic analysis in a flexible method, there is a need to be clear and explicit in what the researcher does. A step by step outline of the analysis is provided in appendix 14. • Interview schedules are included in the appendix (please see appendices 9 and 10). • The researcher has made the epistemology and ontology positions of the research clear in the methodology section. • The researcher has included a section of an analysed transcript in the appendix in order to provide transparency (please see appendix 19). • A thematic map of the themes is also presented in the results section. • Relevant quotes are presented in the results section and a further table of supporting participant quotes are presented in appendix 18.

4. Impact and importance

- Does the research have practical or applied impact for a particular user-group, community, practitioners or policy makers?
- Does the research have a theoretical impact through increasing an understanding or a particular issue or creating new understandings?
- Does the research have a socio-cultural impact through contributing to positive social change for a particular group?

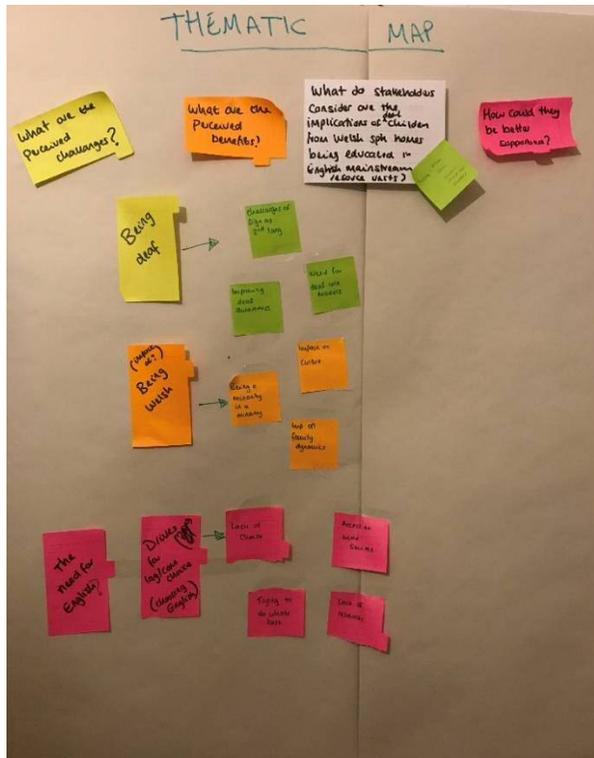
- The researcher has considered the impact and importance of the findings for the EP profession as well as directions for future research. These are discussed and outlined in the results, discussion and critical appraisal section.
- This study aimed to address the gap in literature through researching the perspectives of stakeholders on the education of deaf pupils in a mainstream resource unit from Welsh speaking homes.
- This research further highlights the complex relationship between language choice and educational provision and the impact of which on well-being. It is hoped that the current findings provide an insight into perceptions of stakeholders and thus be able to inform EP practice through supporting the educational choice and experience of deaf CYP in Wales.

Appendix 16: 15 point checklist for evaluating a good thematic analysis (Braun & Clarke, 2006).

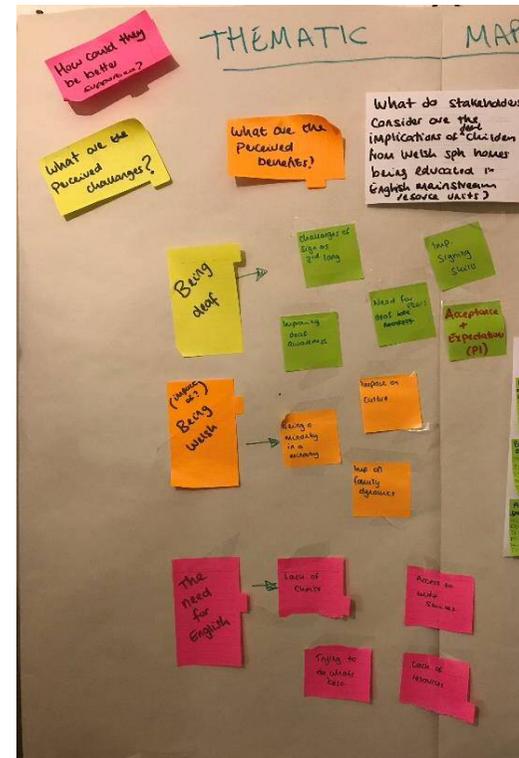
Process	Criteria	How this study meets the criteria
Transcription	1. The data has been transcribed to an appropriate level of detail and checked for accuracy.	<ul style="list-style-type: none"> All data has been transcribed and cross checked with the original recordings.
Coding	2. Each data item has been given equal attention in the coding process.	<ul style="list-style-type: none"> Adequate time was given to each data set for initial coding.
	3. Coding process has been thorough, inclusive and comprehensive.	<ul style="list-style-type: none"> An example of an interview transcript and coding is provided in appendix 19.
	4. All relevant extracts for themes have been collated.	<ul style="list-style-type: none"> Data extracts for each theme has been collated and presented in a table in appendix 18.
	5. Themes have been checked against each other and back to the original dataset.	<ul style="list-style-type: none"> Themes have been reviewed and checked against each other.
	6. Themes are internally coherent, consistent and distinctive.	<ul style="list-style-type: none"> Themes have been defined and a distinct name has been generated for each theme.
Analysis	7. Data has been analysed and interpreted.	<ul style="list-style-type: none"> All data sets have been analysed and interpreted.
	8. Analysis and data match each other.	<ul style="list-style-type: none"> Process of analysis is outlined in the methodology section and thematic analysis process is outlined in appendix 16.
	9. Analysis tells a well-organised story about the data and topic.	<ul style="list-style-type: none"> A thematic map has been produced to outline the story about the data and topic. The thematic maps are inserted in the results section.
	10. A good balance between analytic narrative and illustrative extracts is provided.	<ul style="list-style-type: none"> The results section includes a good balance between the narrative and illustrative examples. Further illustrative examples are included in appendix 18.

Overall	11. Enough time has been given to complete all phases of analysis.	<ul style="list-style-type: none"> • Enough time has been allocated to each stage of analysis for each data set.
Written report	12. The assumptions about TA are clearly explicit.	<ul style="list-style-type: none"> • The assumptions about TA are outlined explicitly in the methodology section.
	13. The described method and reported analysis are consistent.	<ul style="list-style-type: none"> • There is consistency between the described method and reported analysis.
	14. The language used is consistent with the epistemological analysis.	<ul style="list-style-type: none"> • The epistemological and ontological position of the research is made explicit in the methodology section.
	15. The researcher has taken an active role in the research process.	<ul style="list-style-type: none"> • The researcher has taken an active role in each stage of TA as outlined in appendix 17.

Appendix 17: Evidence of the ongoing process of naming and defining the themes



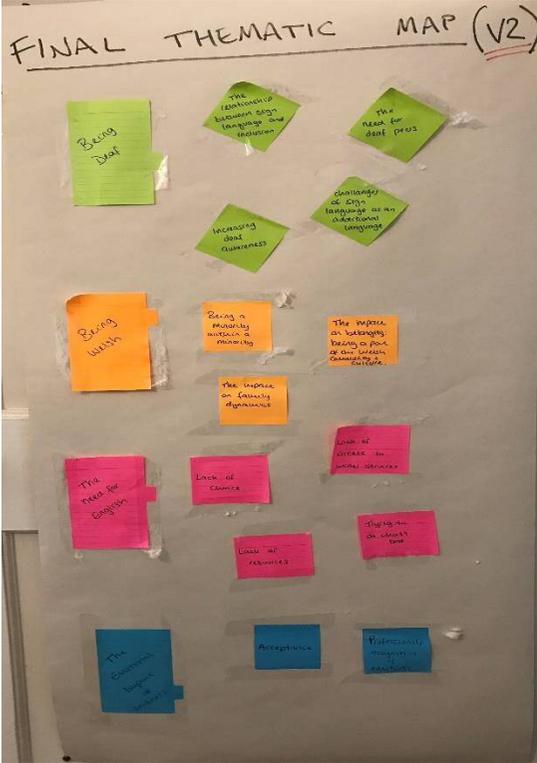
October 2017



December 2017



January 2018



April 2018

Appendix 18: Table of supporting quotes for each themes and sub-themes

Theme	Sub-theme	Illustrative Quotes
Being Deaf	Increasing deaf awareness	<p>“Well we had a visitor once that came to see us and she said ‘tell me my dear how do you teach these children?’. And I thought they are deaf. They haven’t just come off a space ship. They are deaf.” (ToD1²³, l. 214-216²⁴²⁵²⁶)</p> <p>“You have to have an understanding of that if you are going to deliver a service that is meaningful and helpful for them. It is not the same as offering them a CAMHS service or an adult mental health service. There needs to be a thorough understanding of their culture as a deaf adult or as a deaf young person, and it’s quite specific really.” (ToD2, l. 397-402)</p> <p>“...you do find that there is stigma going on, especially in secondary with some of the teachers that I come across that they think ‘oh well they are deaf’ and they won’t be able to do as well as their peers. So you know, I find that some teachers aren’t pushing as much as what they should do and children aren’t achieving to what is expected of them. And the expectations are lower because they have a hearing impairment.” (ToD3, 251-257)</p> <p>“I don’t think there is enough awareness in schools and there should be more awareness in secondary schools especially.” (ToD3, l. 276-277)</p> <p>“And I think there needs to be more deaf awareness in schools and I think there needs to be more with regards social and emotional support for the child. Because if that’s sorted the curriculum will establish.” (ToD3, l. 294-297)</p>

²³ Participants are referred by their role and number (e.g. ToD1= Teacher of the deaf1) Participant identifiers can be found on page 88.

²⁴ Transcript 1 and 11 has been translated to English from Welsh for the purpose of these quotes. The original transcripts remains in Welsh.

²⁵ Interviewees 1, 4, 6, 8 and 11 identified themselves as Welsh speakers.

²⁶ Indicates relevant line number in the transcript.

		<p>“Perhaps to raise deaf awareness and it’s all about integration but it’s not easy getting that right. Even though pupils are deaf that not necessarily their main issue, it’s generally the language but people don’t always understand that as they haven’t got the deaf awareness. Simply having hearing aids and radio aids doesn’t simply mean that they are on the same level as everyone else. They’ve also most likely got a language delay and that’s not always recognised.” (ToD4, l. 283-290)</p> <p>“I feel especially having this conversation that I have very little knowledge about deaf children and what their experiences are and what resources they can use...so there needs to be more training and more understanding about what kind of resources and there needs to be an understanding about the kind of provision.” (EP1, l. 267-281)</p> <p>“Staff in the Welsh school are happy to learn, perhaps the challenge is for schools to feel comfortable with this disability and they know exactly how to help the children as perhaps they don’t feel as skilled in this area. Perhaps supporting them is the biggest challenge”. (EP2, l. 184-188)</p>
	<p>Challenges of sign language as an additional language</p>	<p>“I didn’t know where to start, I was like oh my god. You know you have to teach a new language to your child that you don’t even know yourself” (Parent , l. 118-120)</p> <p>“Um (sigh) it was quite daunting. You just went into a classroom and there was a BSL instructor that didn’t speak any English. We had an interpreter for the first lesson but after that, sink or swim. It was hard. What we were learning at level 1 wasn’t really relevant to what I was trying to teach Olivia because she wasn’t a year old yet”. (Parent, l. 197-202).</p>

		<p>“Mum’s attended BSL lessons and Gavin²⁷’s mum and dad have been too. Therefore it’s really positive. And Dave’s taken to it really well. Some of my friends say ‘oh I need to learn more sign language’ but its fine everyone’s busy” (Parent, l. 124-146)</p> <p>“Um I think language will always be a challenge. I think because if you’re bringing sign into the language, whether it’s with Welsh or English those parents have to keep one step ahead of their development. Otherwise a child has the potential to surpass the parent signing skills. And then if that child needs support, the parent’s level is down here and the child is up here and who is going to support them then outside of school.” (ToD1, l. 243-249)</p> <p>“I think it’s very difficult for them....the mother tends to go to signing classes whilst the father looks after the children. And I can always remember, this isn’t to do with the Welsh language but I will share, I met parents and a child and the dad had said to me, ‘when I get home from work every day I want to say to my son, what have you being doing today then boy’ and he said ‘if he told me I won’t be able to understand anyway and it breaks my heart’. And I said ‘you need to go to sign class it’s easy once you get into it’. And he said he hasn’t got time because he’s shift work. And the dad didn’t really have a meaningful relationship with their child, and that’s not to do with Welsh or English but because he couldn’t sign.” (ToD1, l. 251-262)</p> <p>“...in order to have a really strong language and communication base has been perhaps either BSL based or through the medium of English and you have this dual language and the second language is often not the language you would chose. You don’t want and and you didn’t ask to have a deaf child where you perhaps would have to introduce other languages.” (ToD2, l. 288-294)</p>
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²⁷ Names have been replaced by a pseudonym to protect identity and maintain anonymity.

		<p>“...from the word go we offer support for the sign. But if those particular parents don’t come to our play group meetings, and it’s always the ones that need to come don’t come.” (ToD5, l. 298-300)</p> <p>“We do try and encourage parents to take even a Level 1, just for basic sign, you know? Because they need to communicate with their children.” (TA1, l. 150-152)</p> <p>“...But I know one child, she comes to school on a Monday and she is full time signing. She will not stop because most of the weekend she hasn’t been signing and so when she comes to school then on a Monday she has to tell you everything, all in one go.” (TA1, l. 167-171)</p> <p>“...it’s a frustration on both sides because then the child will get frustrated because she can’t get the point across and then the parents are going to get frustrated because they’re not understanding. So, yes, it must be very hard.” (TA1, l. 180-183)</p> <p>“I know a lot of parents struggle to get funding to help them learn sign. I’ve heard in the past that students are by passing their parents signing skills.” (ToD7, l. 93-95)</p> <p>“I have a student whose parents are only at level 1 signing and they really should be at level 3 or 4 or higher. Because their child is a lot higher and they are struggling to understand their child as he gets older.” (ToD7, l. 101-105)</p> <p>“There’s a lack of sign language anyway and it should be put in as a part of the curriculum... I think everybody should learn sign.” (ToD7, l. 113-118)</p>
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	<p>The relationship between sign language and inclusion.</p>	<p>“And we have sign club after school for mainstream to come to me, my pupils are welcome too but that’s more difficult with taxis and things. But mainstream come and we always do whole school sign and sign assemblies. Um when we’ve got a Christmas concert we always do a carol in sign.” (ToD1, l. 297-301)</p> <p>“...sign language is something that could be taught in secondary as a whole school approach.” (ToD3, l. 278-279)</p> <p>“Um more and more sign language in schools and trying to get sign language on the curriculum would be a step forward and even if it was just on the curriculum for key stage four. It’s so important.” (ToD4, l. 262-265)</p> <p>“...it doesn’t happen very often but sometimes you can have a teacher who thinks that signing is distracted the other children.” (TA1, l. 240-241)</p> <p>“...I would love to see BSL as an actual subject in school. We do all languages, different languages. Well, BSL is a language and it would just be brilliant if it could be brought into schools.” (TA1, l. 368-370)</p> <p>“I’ve signed quite a few petitions to have BSL on the curriculum. I do think that it is something that is needed. It is a language and for quite a few of our pupils it is their first language and they are quite keen to come to school and be comfortable and speak to others in their first language...how wonderful would it be if they could communicate and just have a little conversation.” (ToD6, l. 204-208)</p>
	<p>The need for deaf peers</p>	<p>“Yes I’m not sure, children can be so cruel when they are teenagers, especially girls. I don’t know. There’s no one the same age as her at the moment in the</p>

		<p>unit, yes I don't know. Perhaps going to a specialist deaf school would suit her as she is so deaf, I don't know. I don't know really, oh (sigh)" (Parent, 417-421)</p> <p>"We do have one pupil from XXX County and he travels down as he is a BSL user and parents wanted him to have a peer group and he makes the journey down." (ToD1, l. 80-82)</p> <p>"We have a deaf adult that comes into class every week to go some straightforward BSL with some children or play games. And we could say 'she's deaf she's the same as you'. So we do try to promote deaf identity so that they do have a positive deaf identity. We also link in with neighbouring schools, so that they can all get together as a deaf peer group which is lovely." (ToD1, l. 291-297)</p> <p>"And the issues we find, socially, is social relationships, and children with moderate loss it's not getting it quite right or miss hearing something. And socially that can impact on relationships where they think someone has said one thing but they've said another thing. Or they think people are talking about them and they are not, so they become upset about that because they feel they've been excluded but they haven't been." (ToD4, l. 198-205)</p> <p>"...I have taught lots of deaf children from deaf families and they are really really eager for their children to have a deaf peer group alongside a hearing peer group." (ToD5 l. 230-233)</p> <p>"You know, when they first come to a school it's really, you know, daunting and then they come with their primary school friends. And they're all friends and then as the time goes on, you see them drift apart because the communication isn't there. But if they had sign they could all be able to</p>
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		<p>communicate, even in a small way, you know, to keep them part of it.” (TA1 l. 380-384)</p> <p>“...find that obviously it’s quite challenging if they are speaking Welsh at home and come into school and it’s English. They sometimes struggle to understand their peers.” (ToD6, l. 83-86)</p> <p>“It’s ok when they are here as there’s people around that can sign, I’m not saying that all of us have high levels of sign but there’s plenty of people around that can sign and other students that can sign. So it’s nice that they have deaf peers.” (ToD7, l. 133-136)</p> <p>“Peer group can be really good but I think inherently there might be some difficulties with those peer relations anyway, just because of the nature of their condition.” (EP1, l. 189-192)</p> <p>“Communication comes between the relationship...and perhaps it was a barrier for the peer group because as children develop they have different interests and go to various groups and play different games and perhaps it is difficult from them to develop socially in the same way” (EP2, l. 172-180)</p>
<p>Being Welsh</p>	<p><i>The impact on belonging: being a part of the Welsh community and culture.</i></p>	<p>“After she had therapy we realised that we didn't know what her ability would be in one language, apart from two! Therefore if that language was going to be Welsh that might limit her so we decided on English. But it was really hard because we are both from really Welsh families and I work for (name of company) and their mandate is education through the Welsh language, so it was a really hard decision to make.” (Parent, l. 157- 164).</p>

		<p>“And we do try and ensure where we are aware of the school setting, through a Welsh medium school we will always try and ensure that a member of staff can offer a Welsh medium service. Um and the same with families, we are very keen that they have support through the language that they are most comfortable with and we are able to do that at the moment.” (ToD2, l. 61-66)</p> <p>“We feel that are often involved at a time when a family is going through considerable trauma or stress and the last thing we want to do is to make them feel any more uncomfortable though not offering them a service in the language of their choice.” (ToD2, l. 77-80)</p> <p>“I’m the only teacher of the deaf that is able to provide support through the medium of Welsh within the county. Um which is quite important as a lot of pupils on my caseload are coming from Welsh speaking families and they are happy to have someone that they can converse with through the medium of Welsh.” (ToD3, l. 56-61)</p> <p>“And the fact that you are able to communicate with them in their mother tongue, you do build a stronger bond with them somehow. And you do tend to, um tend to liaise better in a funny way, um even though I also deal with English speaking families, having being brought up in the Welsh language myself you do understand the Welsh culture as well and you do tend to understand their cultural background as well and that does help.” (ToD3, l. 65-71)</p> <p>“...deaf children, I think they miss out on that because they can’t really, maybe they identify themselves as being deaf, but they are actually missing out on the cultural aspect because they aren’t able to access it.” (ToD3 l. 122-125)</p>
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		<p>“...he is in a bilingual family, the grandparents speak Welsh, the siblings are educated in a Welsh school, and he lives in a very Welsh community.” (ToD4, l. 118-121)</p> <p>“So sometimes the French and even Welsh are the lessons that children miss so that they can catch up on the other subjects. But that is hard as you are withdrawing them from those subjects.” (ToD4, l. 235-237)</p> <p>“...what you don’t want is for families to think because your English you don’t see the Welsh language as important because you’re an English speaker so you want to be able to give fair information.... so it’s very important to be able to give a balanced and unbiased information...” (ToD4, 312-318)</p> <p>“...it was difficult, and from my point of view as well it threw me into a bit of upheaval as well as I feel very strongly about families following their heart, and as a Welsh speaker your heart is that you really want your children to go to a Welsh school.” (ToD5, l. 212-215)</p>
	<p>The impact on family dynamics</p>	<p>“Sometimes people forget and I feel that Olivia is sometimes excluded” (Parent , l. 170-171)</p> <p>“And I think that is quite stressful for a family, because it’s a very strong Welsh speaking family.” (ToD1, l. 127-129)</p> <p>“I think it changes the whole family dynamics, and I’m very sympathetic and aware of that. Um because I know the whole ethos of the family, the grandparents on both sides are all Welsh and I think they struggle then to switch. And of course when the language has been established as a baby, they speak Welsh to this child and to then suddenly have to switch and un-establish that language must be really really difficult.” (ToD1, l. 173-179)</p>

		<p>“I think from experience, I think what we’ve found is those families perhaps where their first language is Welsh its far more natural for them to speak to their deaf baby or child in their first language and that’s really important, because actually just having a good strong language is the most important thing, it doesn’t matter what the language is in terms of you developing language.” (ToD2, l. 146-152)</p> <p>“I think where you have a family and whatever your first language is, and you have to bring perhaps another language into your close family, I feel that that is going to have challenges and stresses attached to it. Because if you naturally speak one language and perhaps you have other children, I think it can be very stressful I think to feel that you need to speak to your deaf child in another language.” (ToD2, l. 271-277)</p> <p>“I think it actually changes the whole dynamic of the family really at the end of the day. Everyone needs to speak English so that the child is able to lip read and maybe they need to use signed support through the medium of English rather than through the medium of Welsh. Um and I think the whole dynamic of the family does change, and what I’ve noticed is, obviously for Welsh speaking families, they tend to converse back into Welsh and then the deaf child is then slightly excluded... The most natural thing is to turn to Welsh.” (ToD3, l. 132-154)</p> <p>“And the impact that may have on the rest of the family and if it’s going to isolate the child even more. So it has to be a whole family decision.” (ToD4, l. 114-116)</p> <p>“...the language changes to English and the dynamic changes.” (ToD5, l. 167-168)</p>
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	<p>Being a minority within a minority</p>	<p>“So I have had involvement with families whose first language is Welsh, and um they often feel that there is a real dilemma for them. We recognise in terms of media and print and so on, that Welsh is a minority language and therefore as you are growing up you are getting exposed to English and other languages in fact and so where families feel they need to make a choice in how they communicate with their child they can be very torn about whether its Welsh, English or even sign language. If it’s British sign language or should they use some form of Welsh sign language and that can be something that can be really challenging for them.” (ToD2, l. 131-141)</p> <p>“And the difficulty I think there is for Welsh speaking families is that there isn’t a recognised Welsh sign language. There are families I believe that use Welsh sign language but it’s not recognised in the way that you have Irish sign language or American sign language.” (ToD2, l. 163-168)</p> <p>“...do we sign or are we going to be oral, or do we do a bit of both. That alone is a hard decision but then when you throw into the pot that actually there isn’t a specific Welsh sign language that makes it even more challenging and concerning for parents.” (ToD2, l. 197-201)</p> <p>“Across Wales there are so few children who use Welsh sign that you would ask the question ‘actually where is my child going to actually find other Welsh signers that they are going to use that with’.” (ToD2, l. 309- 312)</p> <p>“I do think when you have a minority disability and then you have a minority language, I would like to think it’s not a minority in Wales but you know what I mean, it’s almost like a double. You’ve got these two things that are working against you.” (ToD2, l. 478-481)</p>
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<p>The need for English</p>	<p>Trying to do what's best</p>	<p>“It was a really hard decision for us to make but it was definitely what was best for her as she wouldn't have been able to cope with two languages” (Parent, l. 164-165)</p> <p>“And you know some people say ‘why are you talking English to her’ but they have no idea. We're just doing what's best for her and that is what's best for her” (Parent, l. 187-189)</p> <p>“Because if she was in mainstream, she wouldn't have the same access, you know to a teacher of the deaf every day, so that's definitely a positive” (Parent , l. 328-330)</p> <p>“Um parents had to come to that decision and I think the best thing for that child was to come here.” (ToD1, l. 107-109)</p> <p>“And I think we naturally as adults, and certainly as grandparents, you want to try and fix things and make things right and actually this kind of thing isn't something you can make right. It has to be what makes you most comfortable. But I would say, if you are that parent there must be this thought of wanting your child to have the best possible future and the best possible education and to be happy as they can be.” (ToD2, l. 298-304)</p> <p>“...they actually changed their whole family communication to English as they felt it was the appropriate thing to do for their child at the time” (ToD4, l. 108-111)</p> <p>“...they then have a choice on which they feel is best for their child.” (ToD5, l. 98-99)</p>
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		<p>“It must be one of the big factors of knowing what would be best for your child, really.” (TA1, l. 389-390)</p>
	<p>Lack of choice</p>	<p>“I know in other counties, mainstream or special school is the option. This county has got it right as there are specialist units for various needs and I think it’s really good but I know it’s expensive” (Parnet , l. 431-435)</p> <p>“Um (sigh) I don’t know really. The option would be for Olivia to go to XXX (secondary school) or the other option would be residential school. And that just upsets me.” (Parent, l. 389-391)</p> <p>“It’s meant to be an inclusive curriculum and I think there is a very watered down curriculum which is very different....I think the danger of this is that you’re going down a road of an inclusive education so we have to do all these subject areas, but sometimes I feel like shelving those and just doing language. Because if they haven’t got that language in the beginning how can they actually get there” (ToD1, l. 327-343)</p> <p>“I would say that perhaps one of the challenges again for parents that the vast majority of children attending a specialist placement come from first language English families. And that again I would think is quite a difficult thing for parents to get their head around when they want their child to have, you know when their child is a first language Welsh speaker. There is a real dilemma there and I wouldn’t say it’s ideal. The ideal would be to have two bases, one where the focus would be specifically on Welsh language, but unfortunately we don’t have the numbers that would warrant that.” (ToD2, l. 223-232)</p> <p>“...it’s slightly frustrating as there aren’t many resources available through the medium of Welsh. One particular family I was working with, and they were purely Welsh speaking family however they had to make a decision in the end</p>

		<p>that perhaps the best route for that child for them to gain some kind of communication skills, was to go down the English route.” (ToD3, l.78-83)</p> <p>“Yes, there was a lot of resentment and frustration and a lot of disappointment um in that particular family. And the little girl eventually went to an English speaking school but the family weren’t happy with that.” (ToD4, l. 97-100)</p> <p>“...our provisions for very deaf children are through the medium of English. We haven’t got any in our Welsh schools. Um so those parents have everything laid out on the table and they have to make those decisions as to what’s best for their child.” (ToD5, l. 135-138)</p> <p>“...I did say if they decided on a Welsh school I would be there supporting, but we couldn’t offer the level of support that would have been available in a unit placement.” (ToD5, l. 206-209)</p> <p>“...we tend to be English in resource bases so it’s challenging then for them to access their first language.” (ToD6, l. 87-88)</p> <p>“Also depends on where they are going to school and whether they decide to put them in a base or mainstream school. Obviously the language will effect which school they go to.” (ToD6, l. 119-122)</p> <p>“The resistance was her coming back to county because they felt she needed a specialist provision and that wasn’t available within the county.” (EP1, l. 107-109)</p> <p>“They’re a vulnerable group as such and most of the communication is in English. If you need a specialist provision, there’s very few provisions in Wales</p>
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		<p>in Welsh, or at least within this authority... I suppose if you're from a Welsh speaking family and, I'm hypothesising and I wouldn't know, have a child who's deaf, there's limitations on the educational pathways." (EP1, l. 230-237)</p>
	<p>Lack of resources</p>	<p>"The biggest problem was finding a Welsh speaking teaching assistant that could do sign language, because the school was a Welsh school. We didn't find anyone...and you then you realised how little support is available through the Welsh language" (Parent , l. 244-249)</p> <p>"And I think certainly if a parent specifically said 'look I would like a Welsh speaking teaching assistant', as much as it's possible we would do your best to support that. I really do think that. However, I think we have to be conscious that you cannot always find that person. That person doesn't always exist and we have to make that clear to parents. If the person is there we would do your best but if they don't exist it becomes a non-option as it's simply not available." (ToD2, l. 241-248)</p> <p>"There is a need to have more teachers of the deaf and Welsh Government are aware of that. As a service we've been working with them around that as there are no supply teachers available, so if a member of staff is off sick there isn't a supply pool." (ToD2, l. 531-534)</p> <p>"...we are very aware of the lack of Welsh speaking teachers of the deaf and that for me is a big problem, I do feel that is a big problem. I feel very very fortunate that we have a very good Welsh speaking teacher of the deaf here, and I would be extremely uncomfortable not to be able to offer that... So that is something that Welsh Government are definitely aware of is the lack of Welsh speaking teachers of the deaf." (ToD2, l. 539-550)</p> <p>"And most of the support and information is provided through the medium of English. Um and I know the NDCS do have some information through the</p>

		<p>medium of Welsh but Welsh speakers are quite limited within this specific field. Um and I think looking around most of the support available is through the medium of English and parents tend to sway towards the English side then rather than the Welsh side.” (ToD3, l. 104-110)</p> <p>“...there were no resources and no BSL signer available through the medium of Welsh... But they had to make a decision, and there wasn’t a resource base available through the medium of Welsh, they had to make an informed decision and that was the specialist setting that was available for that child, as there wasn’t any support or resource units available through the medium of Welsh.” (ToD3, l. 160-172)</p> <p>“When they have 1:1, and I don’t know where the format comes from, but the 1:1 always work with the children in English. Now I don’t know where that has come from but that’s always the case.” (ToD4, l. 150-153)</p> <p>“...mum was a Welsh speaker, so very difficult decisions for mum to make as one of the options on the table was a unit placement but there wasn’t a Welsh teacher of the deaf in there, although I could have gone in to see her for the odd hour but she wouldn’t have been immersed in a Welsh school.” (ToD5, l. 188-192)</p> <p>“I’m a Welsh speaker and I would have thought that across Wales you may not get a Welsh speaking teacher of the deaf in every authority. But I don’t know. But my guess is that it could be very difficult and perhaps there might be some parents out there who haven’t even got a Welsh speaking teacher of the deaf to speak to.” (ToD5, l. 265-269)</p> <p>“...there is an aging population with teachers of the deaf, lots of us are in our 50s. I think there should be an expectation that all local authorities in Wales should have a Welsh speaker in their team. Um and the ALN reform is coming</p>
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		<p>in now, I feel that it is important as a qualified teacher of the deaf that the ALN reform highlights the importance of having a qualified teacher of the deaf not just teachers of deaf children.” (ToD5, 312-316)</p> <p>“...I don’t think there was a Welsh signer to go into the Welsh primary school.” (TA1, l. 110-111)</p> <p>“...there obviously is a lack of Welsh speaking signers.” (TA1, l. 318-319)</p> <p>“Every deaf child gets a teacher of the deaf linked to them from when they are young. But when they leave school and go to college they don’t have a teacher of the deaf anymore. It’s up to the college to provide some extra support.” (ToD7, l. 141-144)</p> <p>“Because often staff don’t have any signing skills at all... Often it’s happened in the past, you get a member of staff that’s willing to start a sign language course, sometimes it gets funded by the school or sometimes they fund it themselves. But yes it’s very hard to find someone with sign language. We have to share people out with the higher levels of sign.” (ToD7, l 119-127)</p> <p>“So I think there are challenges because there are a significantly low population in terms of hearing impairment. And when we look at specialist provision it’s about what resource do we have that would meet their needs within the kinds of environments that we have. So the 0-25 ALN reform wouldn’t make any difference in my view to these young people because the provision isn’t available.” (EP1, l. 150-156)</p> <p>“I don’t know whether we’ve got somebody who is Welsh speaking who supports children who are deaf. I don’t think we have. It’s about the resources. The resources in terms of expertise being able to communicate in Welsh and</p>
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		<p>also the resources to do with schools in how they can provide a curriculum that can be tailored to a child who is deaf where I would imagine most of the resources are in English. Even British Sign Language that would be in English come to think about it.” (EP1, l. 237-245)</p> <p>“And also the workforce I think there has been concerns around an ageing workforce and retirement and how they can actually recruit others into these specialist roles. Because it’s still going to be a statutory team, and that’s recognised in the ALN reform.” (EP1, l. 300-304)</p>
	<p>Lack of access to wider services</p>	<p>“... one of the things we highlighted with our colleagues in specialist CAMHS was the use of interpreters. Because if they have a young person that uses BSL it is critical that that young person has an interpreter, one they can relate to and particularly if you are talking about mental health issues and sharing very very personal information.” (ToD2, l. 408-413)</p> <p>“Um yes I think to access deaf CAMHS at the moment I think a child would have to go to England which is not good.” (ToD2, l. 441-442)</p> <p>“I do feel that appropriate mental health services for deaf children and young people is needed just because we know the incidences are high. And I certainly think when you are struggling with your identity as a deaf person the last thing that you need to struggle with is identity linguistically and so I think that again is something that needs looking at.” (ToD2, l. 567-573)</p> <p>“...they might have a Welsh speaking Educational Psychologist, but perhaps not someone that knows a little more about deafness. And perhaps another challenge might be that you don’t get those Welsh speaking audiologists. So their barrier might be if they are so used to speaking Welsh together and going</p>

		<p>to a hospital and actually speak in English and listen to somebody using all these different vocabulary about deafness, so you're out of your depth anyway, let alone being immersed in English." (ToD5, l. 270-278)</p> <p>"There's not enough people in the doctor's surgery, in the bank, in the dentist so all of our students have to bring their family or friends with them to go to all of those places. Arranging an interpreter I believe can take weeks. So you have to rely on family and friends." (ToD7, l. 154-158)</p>
<p>The emotional impact of deafness</p>	<p>Acceptance</p> <p>(Extraordinary theme for P1-Parent)</p>	<p>"Um (sigh) devastated really. There's no history in the family at all. It was, it was a real shock. It's enough of a shock having a child, but then finding that out. It was, it was, oh my gosh, horrendous really" (Parent, l. 108-111)</p> <p>"Um well Gavin (Dad) was in shock obviously. And everyone else was in shock really. It was interesting because my parents reacted totally different to Gavin's, maybe because they are a bit more old fashion in their ways. But my parents accepted it straight way, ok in shock. But Gavin's parents were more 'are you sure that she is'. And my mum caught Gavin's mum knocking on the door to see if Amelia would turn her head. And months ahead, and that was hard to deal with. Everyone deals with things differently". (Parent, l. 127-135)</p> <p>"You felt that you'd been hit by a bus. You were just going on a treadmill of appointments..." (Parent, l. 148-149)</p>
	<p>Professionals' recognition of emotions</p>	<p>"I think it must have been a very traumatic for the parents. I really sympathise with them" (ToD1, l. 118-119)</p> <p>"So, I think there is a huge dilemma for families, there's a real dilemma and I think unless you are that family, I think it's very difficult, I can only say what I think it's like through what I'm told and what I feel". (ToD2, l. 312-315)</p>

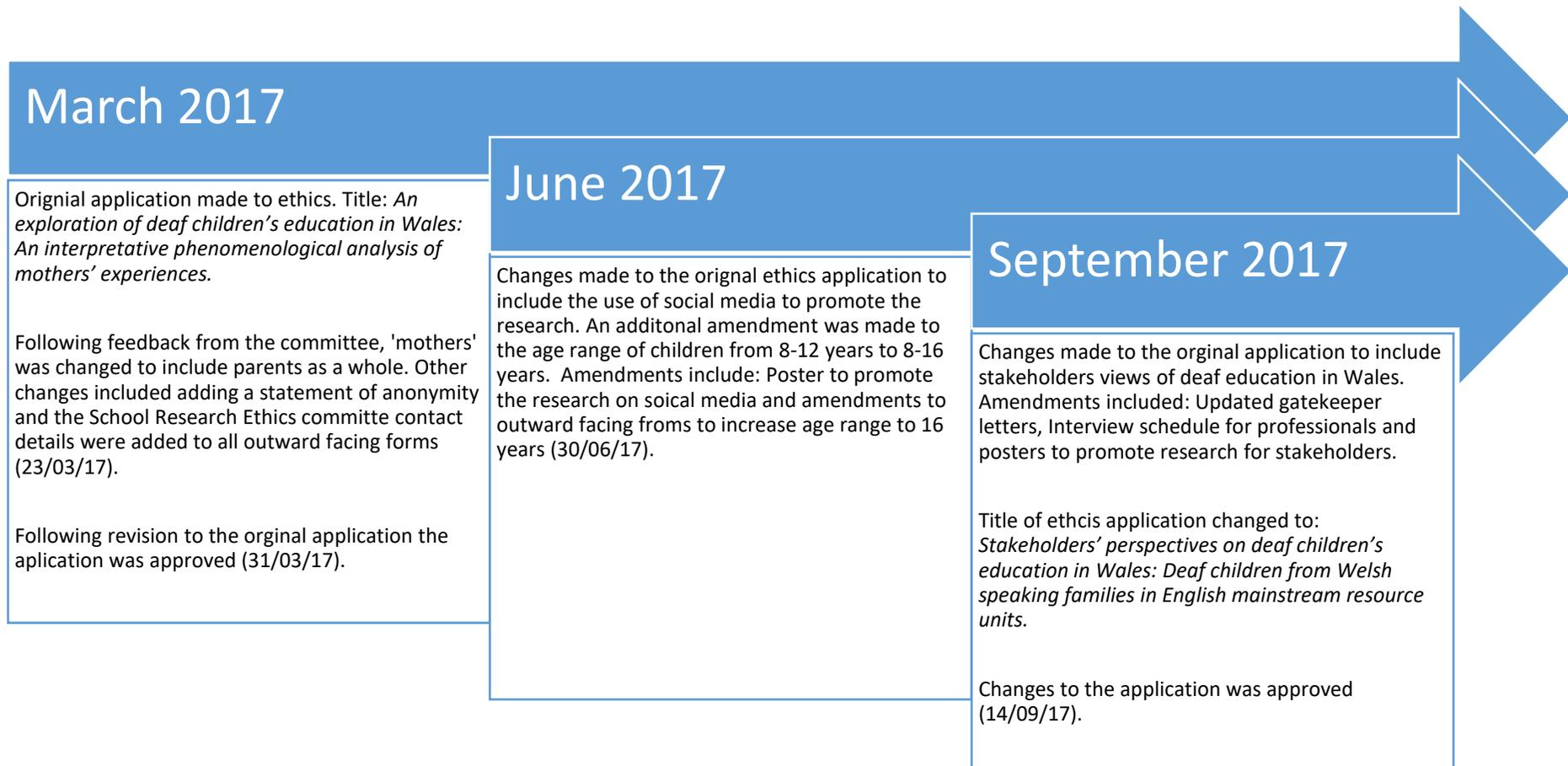
		<p>“Yes, there was a lot of resentment and frustration and a lot of disappointment um in that particular family” (ToD4, l.97-98)</p> <p>“Um it gets tied in with the emotions and stress of having a diagnosis and if people are upset and not accepting of the diagnosis it changes they have to make with regards to communication and schools are poisoned by that disappointment and the stresses. Whereas if a family have accepted it and come to terms with it, they are able to make changes and make those changes positive ones.” (ToD4, l. 185-191).</p> <p>“Very difficult. They are isolated” (ToD5, l.303)</p> <p>“Also, I think frustration with the children as well.” (TA1, l.158)</p> <p>“I think it’s frustrating on both sides, yes”. (TA1, l. 176)</p> <p>“Frustration from the parents and also from the kids” (ToD7, l. 112)</p> <p>“It was hard for mum” (EP2, l. 97)</p>
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Appendix 19: Example of an interview transcript with analysis comments

203		the decision that everybody came to that would be best for this	trying to do what's best
204		little girl. And I don't think mum did go down the route of	
205		introducing Welsh, but it was an option that was obviously	
206		available to her. But it was completely the parents' choice. I did	difficulty accessing staff
207		say if they decided on a Welsh school I would be there supporting,	
208		but we couldn't offer the level of support that would have been	difficulty in accessing resources
209		available in a unit placement.	
210	Interviewer:	Um and thinking of mum as a Welsh speaker, what do you think	
211		her emotions would have been at that time?	
212	Participant:	Difficult, it was difficult, and from my point of view as well it threw	
213		me into a bit of upheaval as well as I feel very strongly about	Welsh culture
214		families following their heart, and as a Welsh speaker your heart	
215		is that you really want your children to go to a Welsh school. But	
216		we had to think of the child actually learning Welsh, then at 7 be	
217		learning English, she wouldn't have had the support she needed	lack of choice? access? resources?
218		from a teacher of the deaf at that stage all day every day. It was	
219		a big decision for her parents.	
220	Interviewer:	And as you say the access to provision is really important if your	
221		level of deafness is severe.	
222	Participant:	Yes and someone who understands speech and understands	Need to increase deaf awareness
223		deafness. And you literally, language has to be drummed into	
224		deaf children. They say that deaf children need to hear words tens	
225		and tens of time compared to other children before they actually	
226		understand it and able to use it purposefully.	
227	Interviewer:	Um ok. Just thinking about peer group, is that something that	
228		parents think about when they make their decision and school	
229		options?	
230	Participant:	Yes lots of our parents do. And in my experience, I have taught	importance of a peer group
231		lots of deaf children from deaf families and they are really really	
232		eager for their children to have a deaf peer group alongside a	deaf + hearing
233		hearing peer group.	
234	Interviewer:	Um and do you think that's important for the child's social and	
235		emotional development?	

Appendix 20- Summary of Ethics application and timeline

This appendix represents the timeline of applications made to the ethics committee and amendments that were made accordingly.



Appendix 21: Extract from the reflective diary

8th May 2017.

Key learning points -

- Small area of research to begin with - should I have widened the age range initially? But homogeneous sample? (cf IPA)
 - different ways to recruit participants
 - eg posters
 - social media
 - 3rd sector eg - NDCs
 - ↓
Should have included in initial ethics proposal to reduce going back + forth.
- Political topic → Welsh + BSL?
- Sensitive topic - may influence parents decision to take part?
- due to low population - this is perhaps a reason why there is limited research in this field?
- ↓ what do I do if I don't get a sample?
- widen to include teachers / education staff?
- Should I consider pupils in mainstream Welsh education?
- if not - why not?
- would not have had the same challenges?
 - pupil is still able to communicate through language of the home.
 - not as many adjustments?

Happy Thoughts

Happy Thoughts

Appendix 22: Interview Transcripts

Please see encrypted USB attached.