

# Download File PDF Promoting Numeracy In Deaf Pupils Education Guidelines Project

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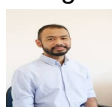
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### An Intervention Program for Promoting Deaf Pupils' Achievement in Mathematics

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Our past research identified two aspects of deaf children's functioning that place them at risk for underachievement in mathematics. The first is their reduced opportunities for social learning, and the second is their difficulty in making abstract reasoning task equations. This article examines the effectiveness of an intervention program to promote deaf children's numeracy that was designed to deal with these two factors. The design involved a comparison of 25 deaf pupils participating in the project with a baseline group formed by 65 deaf pupils attending the same schools in the previous year. The project pupils were used before and after the intervention on the NFER Nelson Aqa Assessment Mathematics Achievement Test. This intervention was addressed by the teachers during the time normally scheduled for mathematics lessons. The project pupils did not differ from the baseline group at pre-test but performed significantly better at post-test. They also performed at a higher level than the control group on the basis of their parent scores, according to norms provided by the NFER Nelson Aqa Assessment Mathematics Test for assessing the progress of hearing pupils. We conclude that the program was effective in promoting deaf pupils' achievement in numeracy.

We describe in this article an intervention program designed to raise the achievement of deaf pupils in mathematics. It is well-established that deaf pupils lag behind hearing pupils in mathematics. The National

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Council of Teachers of the Deaf (CTD) in England carried out a study with a large sample of deaf pupils and reported that deaf pupils were on average 2.5 years behind in mathematics achievement tests. More recently, Wallman (2002) reported similar results in a survey that included a third of the pupils from 13 schools for the deaf in the United Kingdom. Wood, Wood, and Howarth (2003) found that no improvement in this situation could be documented two decades later in their study of deaf pupils were approximately 3.4 years behind in mathematics achievement when compared to their hearing counterparts. In the first section of this article, we argue that it is possible to raise the mathematics achievement of deaf pupils. In the second section, we describe the intervention program we carried out and the results of its assessment. In the last section, we discuss the implications for future research.

#### Is It Possible to Raise the Mathematics Achievement of Deaf Pupils?

As Dennis & Marsens (1998) have argued that hearing loss cannot be regarded as a cause of difficulties in mathematics but as a risk factor. Several findings in the literature suggest that hearing loss is not a direct cause of difficulties in mathematics. First, not all deaf pupils are weaker in math than their hearing counterparts: approximately 10% of the profoundly deaf pupils perform at average or above average levels in standardized tests (Blind et al., 1985). If hearing loss were a direct cause of difficulties in mathematics, there should be no

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