Post-school Transitions of People who are Deaf or Hard of Hearing

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1. Overview

- Study commissioned by the NDCS in 2012

- Aim - to investigate the post-school transition process of young people who are DHH in Scotland
  - Post-school destinations
  - Barriers
  - Support
  - Independent adulthood
2. Context of the research

- Recent economic crisis
- Scottish Government’s efforts to reform post-school transition policies
- UK Government’s reform of the welfare system
- Equality legislation
3. Methods

- Analysis of policy and legislation
- Analysis of administrative and survey data
- Interviews with 30 young people aged 18-24
  - School background
  - Post-school transition planning
  - Experiences of post-16 education, training and employment
  - Personal background: identity and social networks
4. Findings

- School experiences
- Post-school transition planning
- Experiences of higher education
- Experiences of further education and training
- Experiences on the labour market
- Markers of adulthood
5. Interpreting the data

- Mixed-methods research
  - Broad patterns (official statistics)
  - Individual experiences (case studies)

- Representativeness
6. School experiences

- No official statistics about the total number of pupils who are DHH in Scottish schools
- Most participants went to mainstream schools, were educated orally and supported by ToDs
- BSL users changed schools more frequently
- Variation in support between schools/authorities
- Communication barriers
- Most common difficulties – not academic, but social
- Reluctance to ‘stand out’
7. School leavers’ attainment

SOURCE: ATTAINMENT AND LEAVER DESTINATIONS, SUPPLEMENTARY DATA. SCOTTISH GOVERNMENT (2013)

Note. This figure shows a selection of all qualifications; therefore reported percentages do not add up to 100.
8. School leavers’ destinations

SOURCE: ATTAINMENT AND LEAVER DESTINATIONS, SUPPLEMENTARY DATA. SCOTTISH GOVERNMENT (2013)
9. Post-school transition planning

- Most participants did not have post-school transition plans
- School leavers who aimed to go to university were better informed than school leavers with lower qualifications
- Young people from socially-advantaged backgrounds benefited from parental support
- Difficulties in the transition to adult social and health services
10. Experiences of higher education

- Good levels of support, e.g. equipment and communication support
- Some variation between institutions
- Communication barriers
- A need for:
  - good self-advocacy skills
  - pastoral support from disability advisors
  - parental involvement in negotiating support
- Students from disadvantaged backgrounds were more likely to drop out
11. Further education and training

- Patchy support in further education
- Poor support on training programmes
- More reliance on informal support from peers
- More instances of discriminatory attitudes
- Fewer instances of self-advocacy and parental involvement
12. Employment rates of working-age people in the UK by disability status

SOURCE: THE LABOUR FORCE SURVEY 2012 QUARTER 2
13. Destinations of graduates

![Bar chart showing the destinations of graduates with different impairments.](chart.png)

**Non disabled**
- Full-time work: 50%
- Part-time work: 30%
- Voluntary work: 10%
- Work & study: 10%
- Study: 10%
- Unemployed: 0%
- Unavailable: 0%
- Other: 0%

**Disabled**
- Full-time work: 45%
- Part-time work: 35%
- Voluntary work: 10%
- Work & study: 10%
- Study: 10%
- Unemployed: 5%
- Unavailable: 0%
- Other: 0%

**Deaf/hearing impairment**
- Full-time work: 50%
- Part-time work: 30%
- Voluntary work: 10%
- Work & study: 10%
- Study: 10%
- Unemployed: 0%
- Unavailable: 0%
- Other: 0%

**Source:** WHAT HAPPENS NEXT? AGCAS DISABILITY TASK GROUP (2012)
14. Barriers to finding and staying in employment

<table>
<thead>
<tr>
<th>Graduates</th>
<th>Non-graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of accessibility in applying for work</td>
<td>Lack of work experience</td>
</tr>
<tr>
<td>Discrimination in recruitment practices</td>
<td>Limited social networks</td>
</tr>
<tr>
<td>Lack of deaf awareness</td>
<td>Lack of support in employment</td>
</tr>
</tbody>
</table>
15. Markers of adulthood

- Marked differences between higher education graduates and people with lower qualifications:
  - Independent living arrangements
  - Geographically mobile
  - Financial independence
  - Wider social networks
  - Career planning
16. Socio-economic status and post-school outcomes

Strong association between parental socio-economic status and post-school outcomes

- Parental support/advocacy power
- School qualifications
- Post-school destinations
- Work experience
- Discrimination on the labour market
- Employment rates
17. Conclusions

- Young people who are DHH had poorer school and post-school outcomes than their hearing peers
- School qualifications and post-school outcomes were strongly associated with parental socio-economic status
- Those with higher education qualifications had good employment outcomes
- The most disadvantaged group were the young people who came from low socio-economic groups and left school with few or no qualifications
18. Limitations

- Young people with lower qualifications and from less socially-advantaged areas were underrepresented in the study.

- The study does not include the views of practitioners.
Further information about the project can be found at:

http://www.ed.ac.uk/schools-departments/education/rke/centres-groups/creid/projects/postsch-trans-young-hi