

## **Collaborative relationships: bridging the research to practice gap in deaf education**

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Decades of research into the education of deaf and hard of hearing children have often made for little change in classroom practices. This research to practice gap is common in many fields. As organisations are typically focussed on either research, or clinical practice, or education, this is a hard problem to overcome, and typically the information flow is unidirectional (that is, research filtering down to clinical practice and education). NextSense is in the unique position of straddling all three areas. Recent changes to location and practice have created opportunities for information sharing and practice between fields. We will present on the collaborative process thus far which has allowed us to synthesise recent research to ensure we are following evidence-based practices, collaborate as a team to meet the needs of each student, whether they be “eyes and ears”, “eyes only”, or “ears only” students, and implement evidence-based intervention programs across the school. We will also discuss data collection to monitor children’s development which will then allow us to contribute to the research field.

### **Biography**

**Lou de Beuzeville** is Lead Teacher - Leader of Research at NextSense School, a state-of-the-art school for children with sensory disabilities. With a background in linguistics and education, she has worked across academia and education for over 25 years. Her PhD was on the acquisition of Auslan by young deaf children from deaf families, and post-doctoral research focussed on the use of space in Auslan by deaf native-signing adults. Lou’s interests are in the development and assessment of language, literacy and numeracy in young deaf and hard of hearing children, and she is passionate about evidence-based best practice, disseminating research to classroom teachers and school settings.

**Rebekah Power** is Lead Teacher - Leader of Pedagogy and Literacy at NextSense School, a state-of-the-art school for children with sensory disabilities. She has a Bachelor of Education and a Bachelor of Arts as well as a Master of Disability Studies (Deaf/Hard of Hearing). She is interested in the development of literacy in deaf and hard of hearing students, as well as how leaders help grow best practice in teaching students with sensory disabilities.