Self-Perceptions of Communication by Deaf/HOH Adolescents as a Tool for SLPs and Audiologists

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**Abstract**

The Language/Communication Background Questionnaire (L/CBQ), a tool used by professionals and audiologicals, can use the L/CBQ as a tool to better determine and serve deaf and hard-of-hearing students’ communication needs.

**L/CBQ:**
- A tool used by audiologicals, speech language pathologists, counselors, coordinators, sign language interpreters, and hearing and co-church implant use, age they began using American Sign Language (ASL), and self-perceptions of speech, speechreading, listening, sign language, and simultaneous communication receptive and expressive skills.
- Completed by students online prior to arrival as freshmen.

**Study Background:**
- L/CBQ not often used after a student’s first year.
- Anecdotally “knows” that deaf and hard-of-hearing students’ communication skills, preferences and self-perceptions change during their time at NTID.
- Change may result from: interactions with students & instructors with varied communication styles, exposure to various aspects of Deaf culture, course talents, changes in use of CI, HA & FM, captioning, and interpreters.

**Study Objectives:**
- Comparison of students’ L/CBQ self-ratings while enrolled in a Capstone Seminar course and their entry L/CBQ’s.
- For L/CBQ items that are categorical responses, Chi Square statistical tests were used.
- Subjects: ACT scores, gender, age, year at NTID when enrolled in Capstone courses, and co-op experiences were also analyzed.

**Results:**
- Statistically significant changes on 8 out of 9 categorical items on L/CBQ from entry to Capstone completion.
- Changes CI surgery use and sign language learning.

**Conclusions/Applications:**
- Students do perceive that their communication skills and preferences evolve while enrolled as a student at NTID.
- Communication rating scales can be used by other facilities, hospitals, schools.

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### Results comparing student responses on L/CBQ at entry to NTID with their responses near graduation while in Capstone course

<table>
<thead>
<tr>
<th>Question</th>
<th>Category</th>
<th>Results</th>
<th>Trends</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td>Expressive with deaf/HH</td>
<td>Significant change</td>
<td>Chi Square p &lt; .0501</td>
</tr>
<tr>
<td>1b</td>
<td>Expressive with hearing</td>
<td>Significant change</td>
<td>Chi Square p &lt; .0501</td>
</tr>
<tr>
<td>2a</td>
<td>Receptive with deaf/HH</td>
<td>Significant change</td>
<td>Chi Square p &lt; .0501</td>
</tr>
<tr>
<td>2b</td>
<td>Receptive with hearing</td>
<td>Significant change</td>
<td>Chi Square p &lt; .0501</td>
</tr>
<tr>
<td>3</td>
<td>Expressive speech</td>
<td>Significant change</td>
<td>Chi Square p &lt; .0501</td>
</tr>
<tr>
<td>4</td>
<td>Receptive speech/listening</td>
<td>Significant change</td>
<td>Chi Square p &lt; .0501</td>
</tr>
<tr>
<td>5</td>
<td>Expressive sign language</td>
<td>Significant change</td>
<td>Chi Square p &lt; .0501</td>
</tr>
<tr>
<td>6</td>
<td>Receptive sign and speech together</td>
<td>No significant difference</td>
<td>Chi Square p = .0022</td>
</tr>
<tr>
<td>7</td>
<td>Age learned sign language</td>
<td>No difference</td>
<td>Chi Square p = .0022</td>
</tr>
<tr>
<td>8</td>
<td>Age learned sign language</td>
<td>No difference</td>
<td>Chi Square p = .0022</td>
</tr>
<tr>
<td>9</td>
<td>Cochlear implant surgery</td>
<td>1 student had CI surgery while enrolled at RIT</td>
<td></td>
</tr>
</tbody>
</table>

**Study Purpose:**
- Investigations sought to verify perceptions about communication changes re-observing the L/CBQ to students close to graduation.

**Study Method:**
- Comparison of students’ L/CBQ self-ratings while enrolled in a Capstone Seminar course and their entry L/CBQ’s.

**Subjects:**
- 65 college age students; 44% female & 56% male
- Associate degree students; 3rd, 4th & 5th year at NTID
- ACT composite scores 13-20
- Wide range of courses taken and communication services accessed

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### Language/Communication Background Questionnaire (L/CBQ)

1. **How do you prefer to express yourself to others most of the time?**
   - a. To deaf and hard-of-hearing people? Check one: Sign language alone
   - b. To hearing people who don’t know sign language? Check one: Sign language alone

2. **How well do you understand speech when you are in a classroom situation?**
   - a. About half of the time
   - b. About half of the time

3. **How well do you understand speech when you are with people who use both speech and sign?**
   - a. About half of the time
   - b. About half of the time

4. **How well do you understand when something is written?**
   - a. About half of the time
   - b. About half of the time

5. **How well do you understand when something is written?**
   - a. About half of the time
   - b. About half of the time

6. **Do you currently use a cochlear implant?**
   - a. Yes, at what age:__________

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