

4-8-2016

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

Marianne Gustafson

Ronald Kelly

Larry Scott

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Recommended Citation

Gustafson, Marianne; Kelly, Ronald; and Scott, Larry, "Self-Perceptions of Communication by Deaf/HOH Adolescents as a Tool for SLPs and Audiologists" (2016). Accessed from <http://scholarworks.rit.edu/other/879>

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Abstract

The Language/Communication Background Questionnaire (L/CBQ), a tool used by professionals at NTID, is designed to query students on their communication preferences, access services received, hearing aid, cochlear implant and ASL use, and self-perceptions of communication skills. The poster describes an entry vs. near-graduation study, student demographics, L/CBQ questions and choices, study results, and how SLPs and audiologists can use the L/CBQ as a tool to better determine and serve deaf or hard-of-hearing students' communication needs.

L/CBQ:

- A tool used by audiologists, speech-language professionals, counselors, coordinators of sign language interpreting and captioning services, and classroom teachers
- Queries students on their communication preferences, history of access services received, hearing and cochlear implant use, age they began using American Sign Language (ASL), and self-perceptions of speech, speech-reading, listening, sign language, and simultaneous communication receptive and expressive skills.
- Completed by students online prior to arrival as freshman.

L/CBQ Uses:

- Orientation and housing based on communication preferences
- Anticipating interpreting, captioning and FM needs
- Statistical reporting of characteristics of incoming classes
- Identification of potential students at risk in the classroom during their first semester
- Gathering information about students' communication prior to first day of class.

Study Background:

- L/CBQ not often used after a student's first year
- Anecdotally we "know" that deaf and hard-of-hearing students' communication skills, preferences and self-perceptions change during their time at NTID/RIT.
- Changes may result from:
 - Interactions with students & instructors with varied communication styles
 - Exposure to various aspects of Deaf culture
 - Course taken
 - Changes in use of CI, HA &/or FM, captioning, and interpreters

Language/Communication Background Questionnaire (L/CBQ)

- How do you prefer to express yourself to others most of the time?
 - to deaf and hard-of-hearing people? Check one.
 - Sign Language Alone
 - Speech Alone
 - Speech and Sign Together (simultaneous communication)
 - Writing
 - to hearing people who don't know sign language. Check one.
 - Speech Alone
 - Speech and Writing
 - Writing
- How do you prefer to receive information from others most of the time?
 - from deaf and hard-of-hearing people? Check one.
 - Sign Language alone
 - Speech alone
 - Speech and Sign Together (simultaneous communication)
 - Writing alone
 - from hearing people who don't know sign language. Check one.
 - Speech alone
 - Speech and Writing
 - Writing alone
- How well do you think most hearing people understand your speech? Check one. They understand:
 - Everything I say
 - Almost everything
 - About half
 - Only a few words
 - Nothing
- How well do you understand speech when you speechread and/or use your hearing? Check one. I understand:
 - Everything people say
 - Almost everything
 - About half
 - Only a few words
 - Nothing
- How well do you understand people when they use simultaneous communication (speech and sign together)? Check one. I understand:
 - Everything people say and sign
 - Almost everything
 - About half
 - Only a few words
 - Nothing
- Please rate your sign language skills. Check one.
 - Excellent
 - Good
 - Fair
 - I know a little
 - I don't know sign language
- How old were you when you learned sign language? Check one.
 - 0-5 years old
 - 6-15 years old
 - 16 years or older
 - I don't know sign language
- Do you use a hearing aid? Select one.
 - All of the time
 - Most of the time
 - About half of the time
 - Not often
 - No
- Have you ever had cochlear implant surgery? Check one.
 - No
 - Yes, at what age: _____
- Do you currently use a cochlear implant? Check one.
 - No
 - Yes
- Do you use an FM system in classroom situations? Check one.
 - Never
 - Sometimes
 - Always/Most of the time
- What kind(s) of communication access services did you receive in your last school? Check all that apply.
 - Sign Language interpreting
 - Real-time Captioning (CART or C-Print)
 - FM System
 - Notetaking
 - Other: _____
- Do you benefit from sign language interpreting in any of the following situations? Check all that apply.
 - In classroom situations
 - In small-group meetings
 - In one-on-one meetings
 - I do not benefit from interpreting
- Do you have communication access needs related to your vision? (For example, do you need close vision or tactile interpreting or large print forreading?)

Study Purpose:

- Investigators sought to verify perceptions about communication changes by re-administering the L/CBQ to students close to graduation.

Study Method:

- Comparison of students' L/CBQ self-ratings while enrolled in a Capstone Seminar course with their entry L/CBQ's.
- For L/CBQ items that are categorical responses, Chi Square statistical tests were used.
- Students' ACT scores, gender, ages, year at NTID when enrolled in Capstone, course histories, and co-op experiences were also analyzed.

Subjects:

- 66 college age students; 44% female & 56% male
- Associate degree students; 2nd, 3rd & 4th year at NTID
- ACT composite scores 13-20
- Wide range of courses taken and communication services accessed

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 RIT/NTID
- Communication rating scales can be used by other facilities, hospitals, schools

Presented at:

- * The Opportunities of Change: Together Towards Tomorrow*
- * NYSSLHA's 56th Annual Convention
- * April 8, 2016

Contact Information:

Marianne S. Gustafson, M.S., CCC-SLP
Email: msgncs@rit.edu
Phone: 585-475-7901

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

Question	Category	Results	Trends
1a	Expressive-with Deaf/HOH	Significant change Chi Square p<.0001	Trend toward using sign and speech together rather than sign alone
1b	Expressive- with Hearing	Significant change Chi Square p<.0001	Lesser preference for sign and speech together
2a	Receptive- with Deaf/HOH	Significant change Chi Square p<.0001	Preference for sign and speech together
2b	Receptive- with Hearing	Significant change Chi Square p<.0085	Trends toward using speech and using writing
3	Expressive Speech	Significant change Chi Square p<.0001	Improved intelligibility for all groups > intelligible < semi-intelligible < unintelligible
4	Receptive Speechreading/Listening	Significant change Chi Square p<.0001	Improved understanding for all groups > intelligible < semi-intelligible < unintelligible
5	Receptive Speech and Sign Together	No significant difference Chi Square=.0922	Fewer understood almost everything More understood everything people sign and say
6	Expressive Sign Language	Significant change Chi Square p<.0003	Higher sign language rating Everyone self-rated as fair or above at Capstone time
7	Age Learned Sign Language	N/A – problem with coding responses	All learned some sign language by Capstone time
8	Hearing Aid Use	Significant change Chi Square p<.0001	Greater use of HAs < using none of the time > using half the time
9	Cochlear Implant Surgery	1 student had CI surgery while enrolled at RIT	22% had CIs at entry 24% had CIs near graduation
10	Cochlear Implant Use	3 less students using cochlear implants	Lesser use of CIs