

# **Using the D-LEAT to Collect DHH Children's Language Histories**

**A Hands-On Workshop**

**2023 Early Hearing Detection and Intervention (EHDI) Annual Conference  
Wednesday March 8, 2023**

# Introduction

# Who we are

## Descriptions and disclosures

- **Matt Hall (he/him):** Assistant Professor of Communication Sciences & Disorders at Temple University whose research centers on promoting language acquisition in d/Deaf and hard-of-hearing populations. He has no additional financial disclosures beyond the salary he receives from Temple.
- **Stephanie De Anda (she/her):** Assistant Professor of Communication Disorders and Sciences at the University of Oregon and a bilingual (Spanish and English) speech-language pathologist with expertise in language acquisition measures and intervention for multilingual children. Stephanie is employed by the university. There are no additional disclosures.

# Who we are

## Descriptions and disclosures

- **Non-Financial Disclosures**
- **Stephanie** co-created the Language Exposure Assessment Tool (LEAT), from which the D-LEAT was adapted.
- **Matt** pioneered the concept of a “Language Access Profile”.
- Together, **Stephanie & Matt** co-created the D-LEAT. Although we do not benefit financially, we have a professional interest in disseminating the results of our work.

# Purpose of this Workshop

## DHH Language Exposure Assessment Tool

- To provide hands-on training to learn how to use the **DHH Language Exposure Assessment Tool (D-LEAT; Hall & De Anda (2021), JSLHR)**
- D-LEAT: the 1st tool designed specifically to estimate DHH children's access to various types of language input during infancy and toddlerhood

# Practical remarks

- **Access**

- Today's presentation: ASL vs. English
- We recommend using your computer to practice administering the measures. If you need paper copies instead we have some backups available.

- **Content delivery**

- You can expect content mixed with quizzes, videos, with both small and large group discussion
- To provide as equal access as possible, we provide two language options. Use of pre-recorded videos is intentional. Bear with us as we pilot this approach.
- Please interrupt for quick clarification questions. For lengthier discussions please reserve questions for the designated discussion times on the agenda.

# Agenda

<b>Agenda</b>		<b>Start time</b>	<b>End time</b>
Introduction		9:00	9:10
Part 1: Concept Overview			
	Concept overview	9:10	9:40
	Quiz: concepts	9:40	9:50
	Quiz: communication types	9:50	9:55
	Discussion and questions	9:55	10:05
	<i>Break (15 mins)</i>	10:05	10:20
Part 2: Protocol Overview			
	Protocol overview	10:20	10:35
	Example interview video	10:35	11:20
	Quiz: protocol/administration	11:20	
	Discussion and questions	11:40	11:55
	<i>Break (60 mins)</i>	11:55	12:55
Part 3: Practice			
	Technical overview	12:55	1:10
	Practice	1:10	2:10
	Quiz: Data entry check	2:10	2:15
	Discussion and questions	2:15	2:30
	<i>Break (15 mins)</i>	2:30	2:45
Part 4: Planning for Implementation			
	Implementation testimonials	2:45	2:55
	Action plan + discussion	2:55	3:35
Closing remarks		3:35	3:45

# Materials

- Slides, handouts, links, and other materials you will need for this meeting are available here: [Meeting Materials](#)



# Part 1: Concept overview

# Part 1 outline

(1) Conceptual overview

- English version
- ASL version

(2) Quiz 1: Language Access Profiles as a Concept

(3) Quiz 2: Categorizing Types of Input

(4) Discussion and questions

# Part 2: Protocol overview

# Part 2: outline

## (1) Protocol overview

- English version
- ASL version

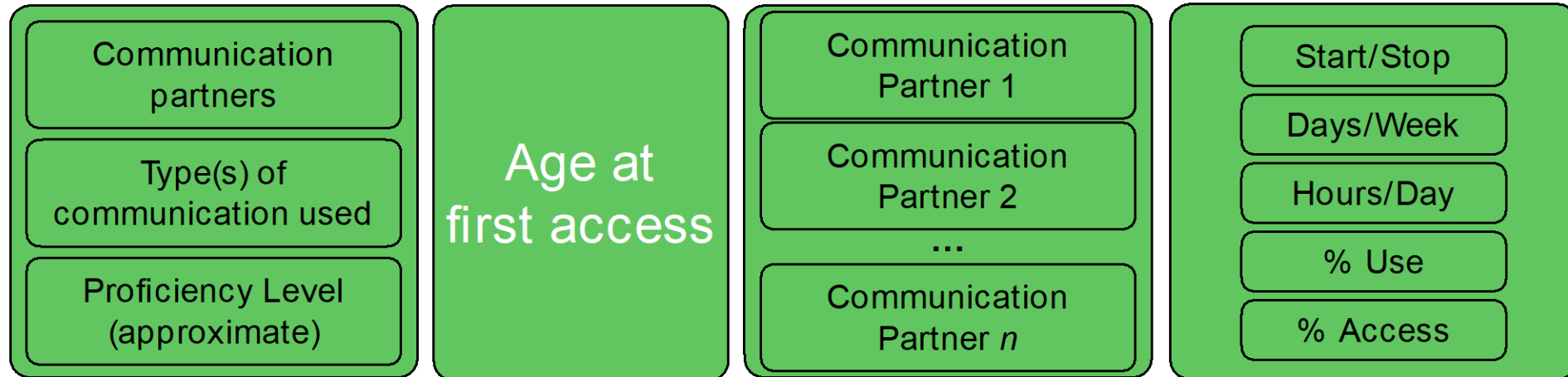
## (2) Quiz 3: D-LEAT Interview Protocol

## (3) Example interview

- English example
- ASL example

## (4) Discussion and questions

# Protocol overview: Introducing the D-LEAT!



**Break**

# Part 3: Practice

# Part 3: outline

(1) Technical overview

(2) Practice (*Note: “Indirect access” = “Limited Access”*)

- English interview
- ASL interview

(3) Data entry check:

- English version
- ASL version

(4) Discuss and questions



# Part 4: Planning for implementation

# Part 4: outline

- (1) Testimonials on implementation in the field: barriers and facilitators
- (2) Action plan
- (3) Discussion and questions

# Testimonials

- Clinician (Laurel)
- Research (Laura)
- Program Administrator (Lori)

# Testimonial: Clinician Perspectives

## Oregon Regional Program

- Background:
  - Regional services in Oregon are contracted to assist local school district in meeting educational needs of students receiving special education services for some eligibility categories
  - At this specific regional program, there is a large group of DHH children;
    - 70% of caseload includes children exposed to a spoken language that is not English
- Feedback
  - The DLEAT would best be used at intake as well as re-evaluations and similar assessments to support placement decisions that are informed by language access needs
  - Utility in multilingual assessments: too often language delays are thought to be caused by multilingualism, when in fact language access is likely the cause. DLEAT would help provide data for this case.
  - Implementation has started through the development of a case study in consultation with eval team
    - Team is developing report template that includes detailed questions about language history and ensuring parent has access to interpreters for discussing language access planning especially

# Testimonial: Research Perspectives

## Northwestern University

- **Benefits:**
  - Prospective administration every 12 months: subsequent sessions are faster & easier.
  - Gives families a new perspective on their child's experience.
- **Challenges:**
  - Initial interview is challenging: many families still feel overwhelmed at 12m.
  - Can be difficult for parents to report what communication is like outside the home.
- **Recommendations for improvement:**
  - Structured preamble, including major "landmarks" (e.g. 1-3-6)
  - Visual "checks" for easily-overlooked errors

# Testimonial: EHDI System Perspective

## British Columbia Early Hearing Program

- **Benefits:**
  - Creates a shared framework for consistent messaging across all service providers
  - Provides essential context for interpreting results of language assessments
  - Opens opportunities for personal adjustment counseling
- **Challenges:**
  - Finding the optimal time for the 1st administration
  - Administering to families whose home language is other than English or ASL
- **Recommendations:**
  - Create a parent-friendly introduction to the concepts and purpose
  - Create a guide for spoken language interpreters
  - Train a smaller number of “specialists”

# Creating an Action Plan

**Purpose:** We hope that this training has inspired you to implement language access profiles into practice. In the last segment of this workshop we want to leave you with a plan for implementation and sustainability that is specific to your unique workplace context.

**Instructions:** Write down your answers to the following questions. Share your responses in your small groups and be prepared to share to the larger group.

**Time:** 15 mins to complete

**Format:** see handout for questions and space for responses

# Creating an Action Plan

## Examples

**1) In thinking about implementing use of language access profiles, what current problem will this help solve? Create a problem statement and describe how the measure could be useful to your individual workplace context. What use could a language access profile measure have for you and/or the populations you serve?**

- Example: Language access is not directly measured or documented in any assessment/evaluation procedures at present. In particular, initial evaluations should have a language access profile included with accompanying language access goals as needed. This could be useful because it would ensure that we are prioritizing language access and tracking outcomes over time.

**2) What are the barriers to implementation? Specifically, if you were to assess language access profiles to solve the problem outlined #1, what barriers do you anticipate? List the barriers and rate each as high, medium, or low impact.**

- Examples: Relative novelty of this measure - need training; Limited time to implement in already lengthy assessment/evaluation process

**3) What are the specific action steps you can do when you get back to your workplace?**

Examples: present at the next team meeting; share modules with colleagues; read papers; create a case study example implementing LAPs

**4) What questions remain for you? Are there other resources that you may need to support the action steps you listed in #3?**

- Examples: we can collect contact information to share follow-up workshops, office hours, new pubs, resources, etc.; share slide deck that you can share with team members; create workgroups including with people from this workshop; discussion boards or other resources on canvas; etc.



# Creating an Action Plan

Write down your answers to the following questions. Share your responses in your small groups and be prepared to share to the larger group.

**1) In thinking about implementing use of language access profiles, what current problem will this help solve? Create a problem statement and describe how the measure could be useful to your individual workplace context. What use could a language access profile measure have for you and/or the populations you serve?**

**2) What are the barriers to implementation? Specifically, if you were to assess language access profiles to solve the problem outlined #1, what barriers do you anticipate? List the barriers in order from those with greatest to least impact.**

**3) What are the specific action steps you can do when you get back to your workplace to begin working towards solving the problem outlined in #1?**

**4) What questions remain for you? Are there other resources that you may need to support the action steps you listed in #3?**

# Join our mailing list

- **Language Access Profile Trainee List**
  - Stay up-to-date with any updates
  - Be notified of opportunities to help improve the tools
  - Typically 1-2 emails / year

# Closing remarks

# Conclusion

- Thank you
- Future directions for language access measures: stay in touch for updates
- We welcome all feedback, and invite you to reach out with opportunities for collaboration at your specific place of practice

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