

Cultural and Linguistic Adaptation of Evidence Based Early Intervention Educational Supports

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Disclosures

Torri Ann Woodruff-Gautherin

- Salaried position at UConn
- Working on grant from NIH
- Grant from EAA for work
- Board member CT Hands & Voices
- Co-chair CT EHDI Taskforce

Kathleen Cienkowski

- Salaried position at UConn
- Discipline Coordinator UCONN LEND
- Co-PI UCONN Audiology LEND Supplement Grant

Aaron Herrera

- Nothing to disclose



Intentions



Describe the philosophical approach taken to translating and adapting early intervention information from English to Spanish.



Compare past experiences in translation with the presented "lessons learned."



Critical examination of translated materials.



Agenda

Just One Statistic

**Swaddling
Ear to Ear**

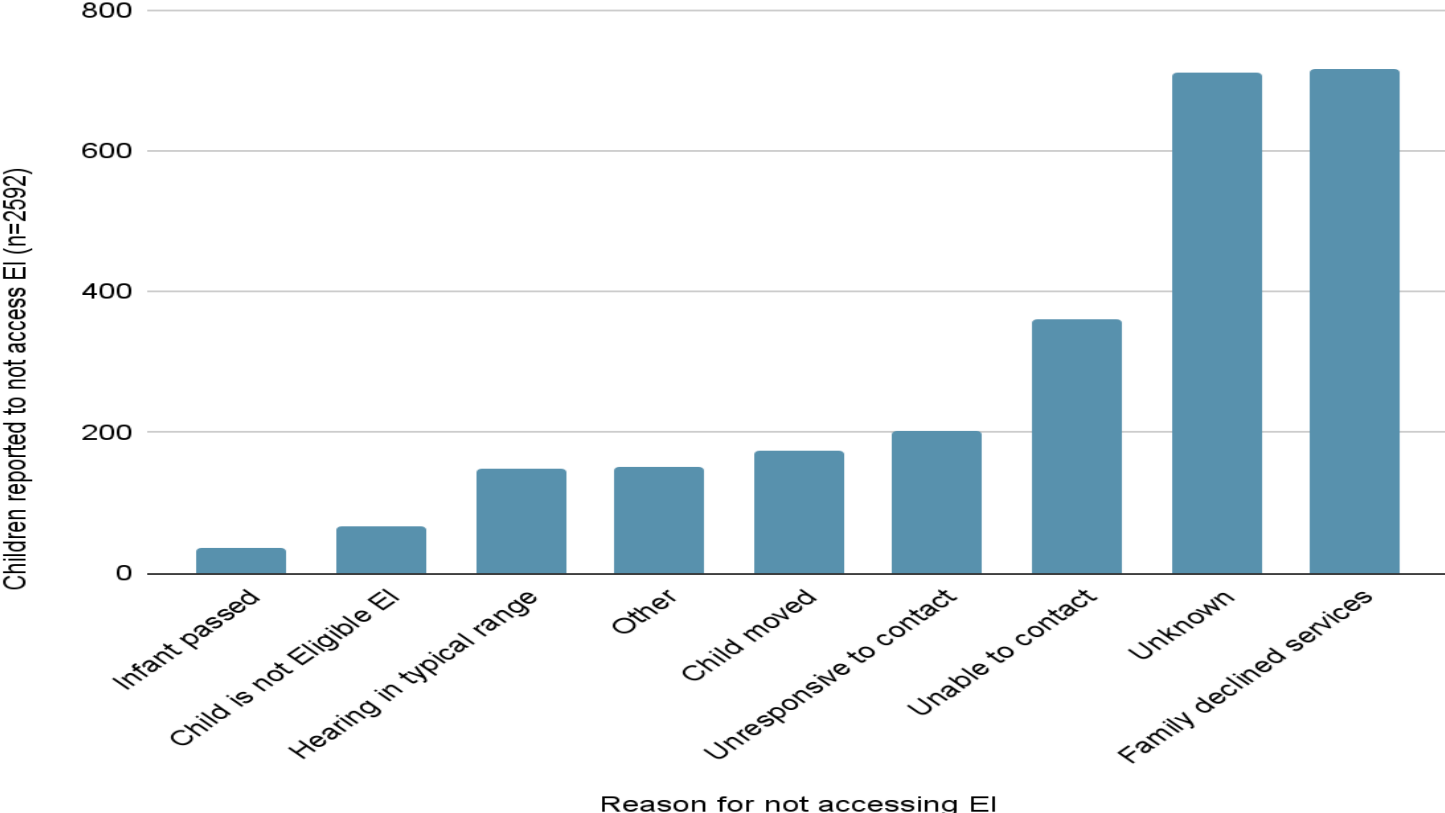
**Tomorrow more
about the program!**

**Modeling Perceptual Barriers to
Early Intervention**

**Cultural and
Linguistic
Adaptation**



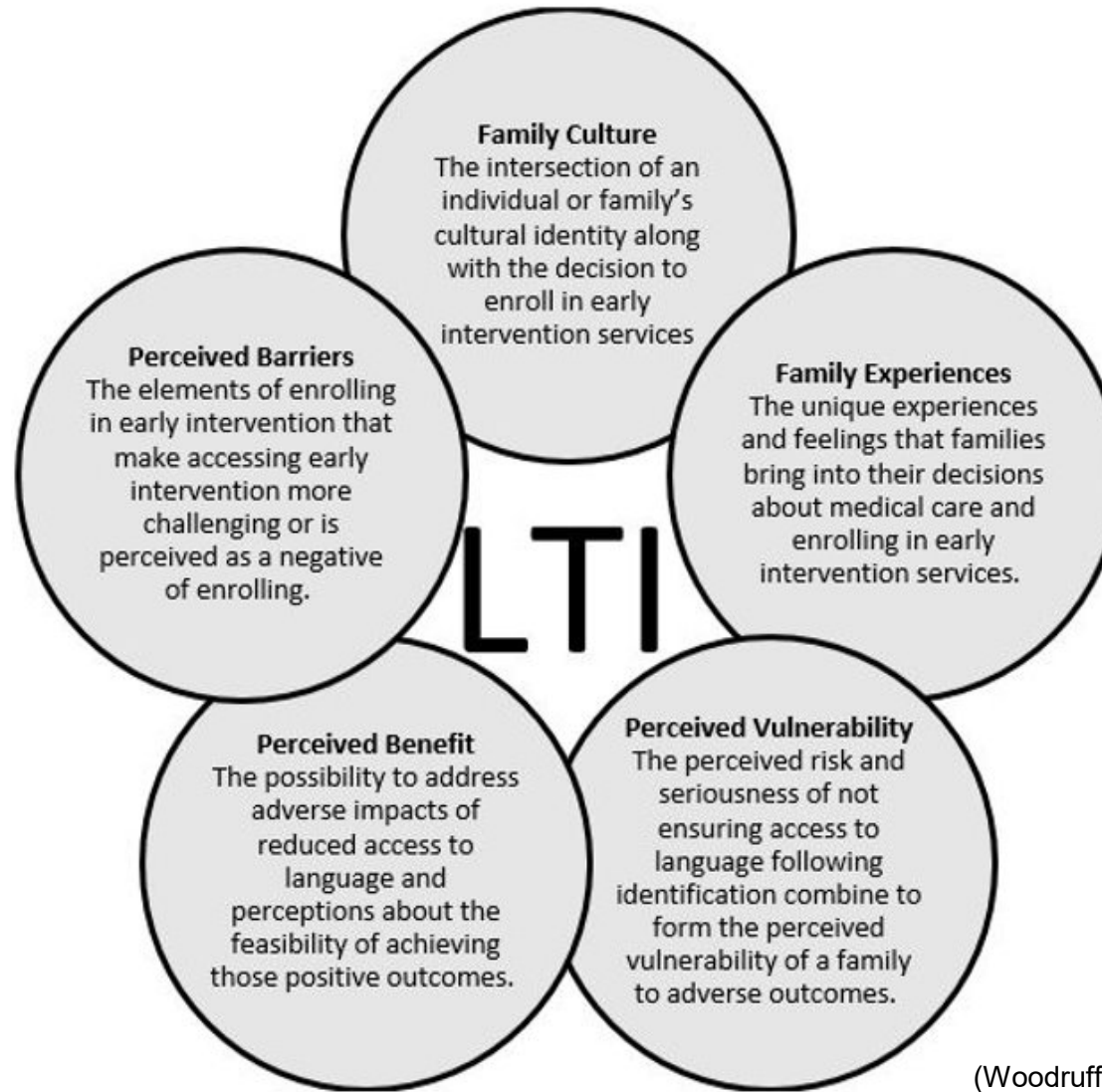
What is the Challenge?



(CDC 2024)



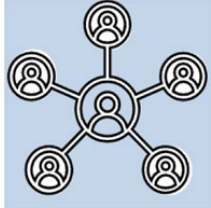
What is the foundation of this work?



(Woodruff-Gautherin & Cienkowski, 2023)



Swaddling Ear to Ear Digital Companion



Welcome to the community of families with children who are D/deaf and hard of hearing!

You will meet lots of people on your journey

- Audiologist - hearing
- Pediatricians - health
- Hearing screeners - first test



Audiograms try and show us about listening

- Only sounds below the lines are heard
- The audiogram shows us what is heard, but learning language is about understanding
- You will have more than one audiogram

Your family understanding and being comfortable is the most important

- Ask questions, no one expects you to remember it all or understand first try
- Handouts can be a good way to help understand



Reach out within a week of your hearing test (even if it isn't fully done)

Call 211 - add to your phone!

(800)505-7000

www.birth23.org

ANYONE CAN DO THIS

Our Family To Do List

1 Call 211

2 Know your goals

3 Answer the calls



Who are we serving: Linguistic-cultural demographics

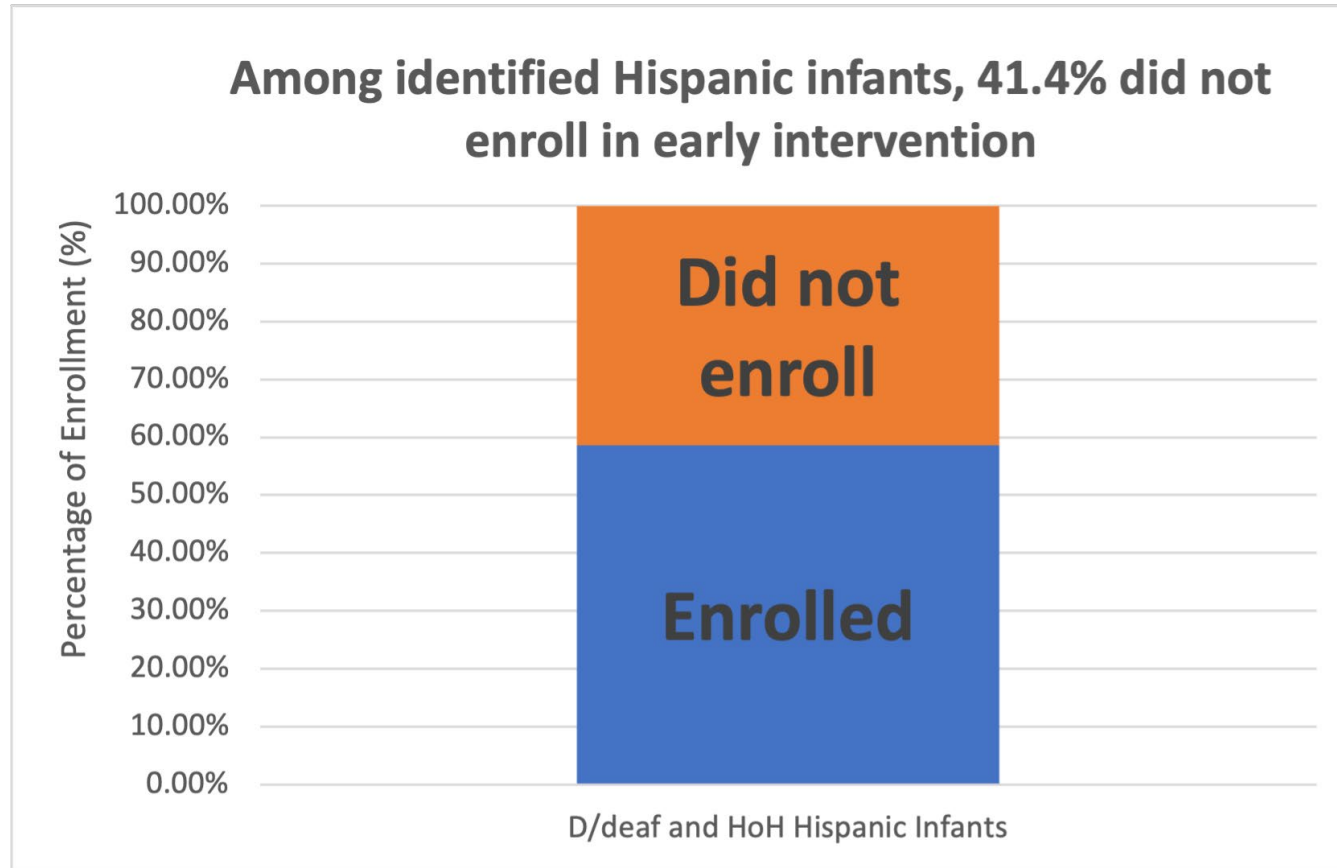
BIG STATISTIC: 14% of the U.S. population (~45 million) primarily speak Spanish

Challenges Reported by Families

- Access to Spanish EI services (Steinberg, 2002)
- Cultural beliefs about hearing differences (Callabero et al., 2018; Steinberg, 1998, 2007)
- Community integration (Callabero et al., 2018; Steinberg, 1998, 2007)



Who are we serving: Enrollment



METHODS

Liaisons – Diverse Community Collaborators

- Parent of a child who is DHH
- High School teacher of Heritage Spanish
- Professor with a background in bilingualism
- Early Intervention provider who identifies as a Child of Deaf Adults

Round 1 – Editing of the English Language Site

- Feedback
- Coding
 - Triangulation
 - Theme Development
- Action Items

Translation – from Swaddling Ear to Ear to Oido a Oido

- Submission of the edited English website to a professional translation service
- Primary coder review for surface level comments

Round 2 – Editing of the Spanish Language Site

- Feedback
- Coding
 - Theme Development
- Action Items



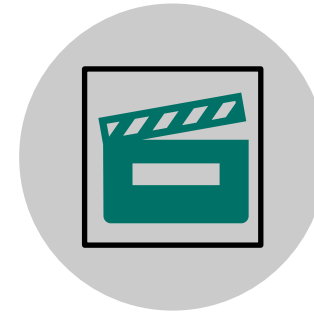
Methods: Round 1



LIAISONS REVIEWED THE WEBSITE AND PROVIDED WRITTEN FEEDBACK.



FEEDBACK WAS DESCRIBED WITH "CODES" BY TWO REVIEWERS INDEPENDENTLY.



CODES WERE TURNED INTO "ACTION ITEMS"



AN EDITED WEBSITE WAS DEVELOPED!

Round 1 – Editing of the English Language Site



RESULTS: Qualitative Codes

Examples Request (3)

Grammar or Format (6)

Language (13)

- Explicit language (7)
- Specification (5)
- Point of Contact (3)
- Word Reduction (2)
- Tone (6)
- Formality (7)

Navigation (2)

Praise (23)

Reference materials (2)

Specific Recommendation (18)

Visuals (8)

- Comprehensiveness (7)

Round 1 – Editing of the English Language Site



Results: Action Items (English)

Initial coding generated 79 action items.

Following consolidation of overlapping or duplicate codes, 56 unique action items remained.



Results: Modifications (English)

70 modifications/pointed changes were made to the website.

small changes
can have
a big
impact

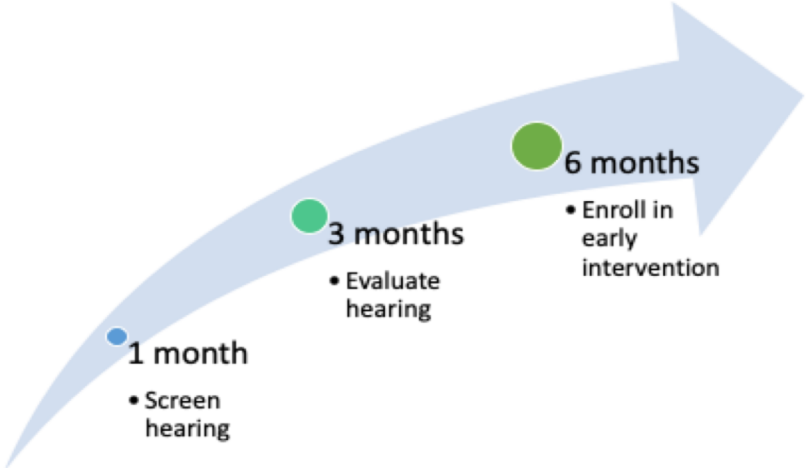
<http://daily-ink.davidtruss.com/small-changes>

Round 1 – Editing of the English Language Site



RESULTS: Example of a potential change/action item

Once you have contacted early intervention that first time, things will move very quickly! You will need to answer your phone when people call – even if you do not know the number.

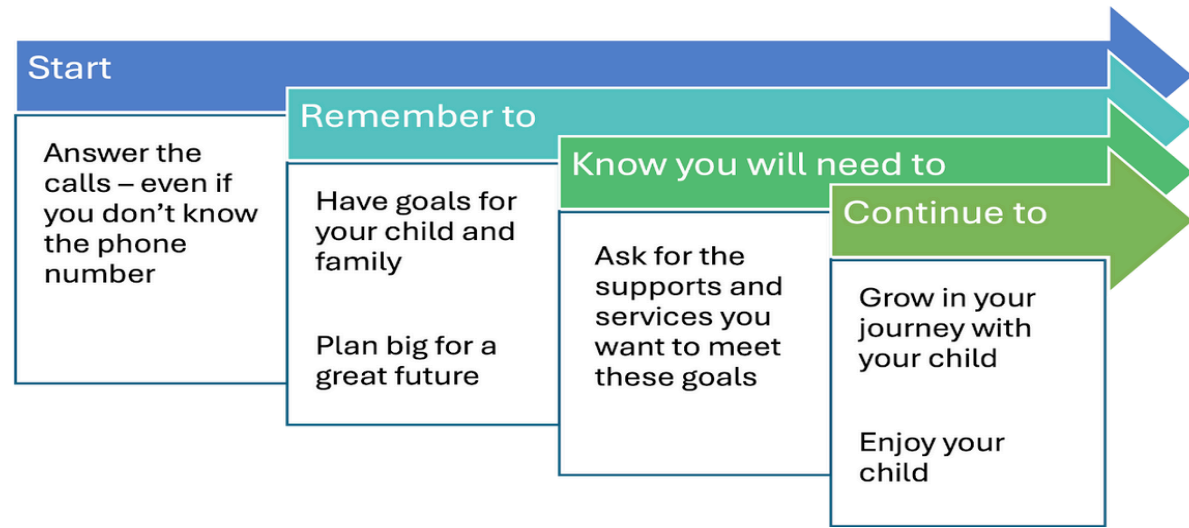


Create/implement more visuals for hard to understand or confusing processes and content material

The goal will be to make sure that your family is getting all of the services you want by the time your baby is 6 months old.

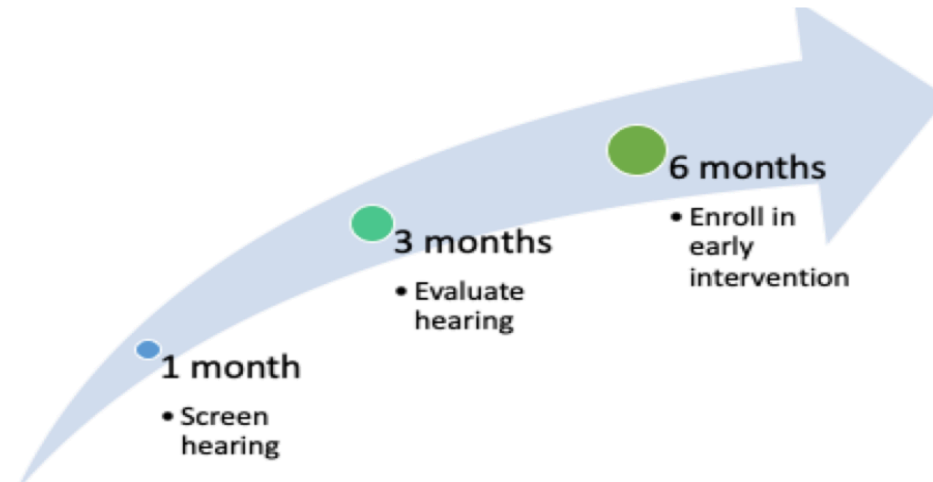


RESULTS (New Image)



The goal will be to ensure that your family is getting all of the services you want by the time your baby is 6 months old or as soon as possible.

Every family will have their own path on this journey.



Round 1 – Editing of the English Language Site



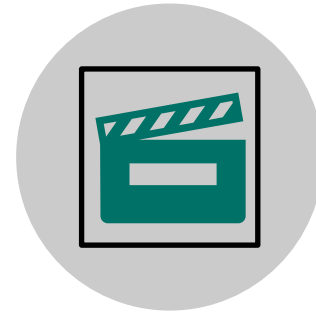
On to the Translated Site



LIAISONS REVIEWED THE PROFESSIONALLY TRANSLATED WEBSITE AND PROVIDED WRITTEN FEEDBACK.



FEEDBACK WAS DESCRIBED WITH "CODES".



CODES WERE TURNED INTO "ACTION ITEMS"



THE FINAL WEBSITE WAS DEVELOPED!

Translation – from Swaddling Ear to Ear to Oido a Oido



RESULTS

Qualitative Codes

Grammar or Lexical Format (17)

Language (14)

- Tone (2)
- Cultural Accuracy (5)
- Formality (6)
- Lingual Preference (1)

Praise (17)

Visuals (12)

- Comprehensibility (1)
- Consistency (1)
- Style (6)
- Engagement (2)

Inclusivity (1)

Round 2 – Editing of the Spanish Language Site



RESULTS (Old Image)

Cómo navegar

Esta página web crece con usted y su familia. A medida que avanza en su camino por la intervención temprana (IT) y la audición, las cosas que necesita y las preguntas que tiene pueden cambiar. Este sitio web está diseñado para guiarle a través del proceso, pero es importante que recuerde que su familia es única y que su camino estará adaptado a ustedes. Dondequiera que esté en el camino, las cosas se moverán rápidamente y eso está bien. Lo está haciendo muy bien.

Puede utilizar la pestaña del menú de la parte superior derecha de la página para ir a pasos específicos en el camino de la intervención temprana.

Tenga en cuenta que todas las familias son especiales y el camino de cada niño es individual. Las edades y los pasos ofrecidos son directrices generales y deben considerarse como una visión general más que una hoja de ruta estricta. Este proceso es rápido, así que acérquese en cuanto pueda, haga preguntas y disfrute del tiempo con su hijo.

When translating content, translate with the aim of maintaining the main idea/message rather than word for word

Round 2 – Editing of the Spanish Language Site



RESULTS (New Image)

Cómo navegar

Esta página web crece con usted y su familia. A medida que avanza en su camino por la intervención temprana (IT) y la audición, las cosas que necesita y las preguntas que tiene pueden cambiar. Este sitio web está diseñado para guiarle a través del proceso, pero es importante que recuerde que su familia es única y que su camino estará adaptado a ustedes. Dondequiera que esté en el camino, es normal que las cosas se moverán rápidamente. ¡Lo está haciendo muy bien!

Puede utilizar la pestaña del menú de la parte superior derecha de la página para ir a los pasos específicos en el camino de la intervención temprana.

Tenga en cuenta que todas las familias son especiales y el camino de cada niño es individual. Las edades y pasos sugeridos son solo guías generales y deben verse como una visión general, no como un plan exacto a seguir. Este proceso es rápido, así que contáctenos en cuanto pueda, haga preguntas y disfrute del tiempo con su hijo.

From "hoja de ruta estricta" (strict roadmap) to "un plan exacto a seguir"

Round 2 – Editing of the Spanish Language Site



Results: Action Items (Spanish)

**Initial coding generated
47 action items.**

**Following consolidation
of overlapping or
duplicate codes, 32
unique action
items remained.**



Round 2 – Editing of the Spanish Language Site



Final Spanish Website

Resultados del examen de audición



¡Le damos la bienvenida a la comunidad para familias con niños sordos o con dificultades auditivas!

Conocerá a muchas personas en el camino

- Audiólogo – audición
- Pediatras – salud
- Evaluadores de audición – primer examen



Los audiogramas intentan mostrarnos la audición

- Solo se oyen los sonidos por debajo de las líneas
- El audiograma nos muestra lo que se oye, pero aprender idiomas consiste en comprender
- Se realizará más de un audiograma

Lo más importante es que su familia comprenda y se sienta cómoda

- Haga preguntas, nadie espera que lo recuerde todo o que lo entienda a la primera
- Los folletos pueden ser una buena forma de ayudarlo a entender



Su bebé puede recibir apoyo

Usted tiene el control y puede escoger los servicios

Llame al 211

Hay gente que le ayudará a usted y a su bebé a aprender sin coste alguno

Comuníquese con los servicios de intervención temprana de CT en un plazo de una semana luego de los exámenes auditivos, incluso si aún no los ha finalizado todos.

Llame al 211, ¡agréguelo a sus contactos!

(800)-505-7000

www.birth23.org

CUALQUIERA PUEDE HACERLO

Nuestra lista de pasos a seguir como familia

- 1 Llamar al 211
- 2 Conocer sus objetivos
- 3 Responder las llamadas



Round 2 – Editing of the Spanish Language Site



Lessons Learned

- Role of adaptation
- Labor intensive work
- Work is replicable



**Check
this out**

Implementation of Parent Education to Support Early Intervention

Torri Ann Woodruff-Gautherin, Emily LaSpada,
Marsha Ma, & Kathleen Cienkowski

***3/17/26 11:30am-12:00pm
City Terrace 8***



Meet Our Team



**Torri Ann
Woodruff-
Gautherin**



**Aaron
Herrera**



**Kathleen
Cienkowski**

Have questions or want more information? Please contact Torri at TAWG@uconn.edu



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