Clarifying Cued Speech: A Discussion about the Myths, Facts, and Research around Cued Speech

Amy Ruberl, M.E.D.
amycues@aol.com
Experience with D/HOH Students

- Teacher of Deaf and Hard of Hearing
  - Trained at Clarke School for the Deaf
  - Montgomery County Public Schools 1987-1998
    - Oral, signing, cueing students
    - Classroom & itinerant teacher, communication specialist
Cued Speech Experience

- Executive Director of the National Cued Speech Association
- Cuemunication Resources & Services, LLC (CueRS)
  - Co-owner
  - Oral transliterator
- Certified instructor of Cued Speech
- Consultant to Institutes for Disabilities Research & Training (IDRT) for “I Cue, U Cue!”
Why was Cued Speech Developed?

- Dr. R. Orin Cornett was surprised by poor reading levels of deaf students at Gallaudet in 1965.
  - Entering freshman had average of 4th grade reading level
  - After 5 years of English classes, average student graduated with the same reading level
- Cornett became Vice President of Long Range Planning at Gallaudet, fall of 1965
  - 1/3 of time devoted to research on how to improve literacy skills
What did Cornett hope to invent?

- A way to visually convey the language used for reading and writing using one hand and the mouth
- A system that required minimum time to learn by hearing parents
What's That Pig Outdoors?
What’s that ___ outdoors?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>pig</td>
<td>big</td>
</tr>
<tr>
<td>peg</td>
<td>beg</td>
</tr>
<tr>
<td>pug</td>
<td>bug</td>
</tr>
</tbody>
</table>
/p/  /b/  /g/
/i/  /e/  /uh/

<table>
<thead>
<tr>
<th>pig</th>
<th>big</th>
</tr>
</thead>
<tbody>
<tr>
<td>peg</td>
<td>beg</td>
</tr>
<tr>
<td>pug</td>
<td>bug</td>
</tr>
</tbody>
</table>
Mapping Phonemes with Cued Speech

<table>
<thead>
<tr>
<th>Hand</th>
<th>Mouth ↓</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lips together</td>
<td>p</td>
<td>b</td>
<td>m</td>
<td></td>
</tr>
<tr>
<td>Tongue behind teeth</td>
<td>d</td>
<td>n</td>
<td>t</td>
<td></td>
</tr>
</tbody>
</table>
Mapping Phonemes with Cued Speech

<table>
<thead>
<tr>
<th>Placement</th>
<th>Mouth ↓</th>
<th>Flat</th>
<th>Open</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>i</td>
<td>a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e</td>
<td>aw</td>
</tr>
</tbody>
</table>

- Flat: i, e, uh
- Open: a, aw
By spring of 1966 Cornett had developed Cued Speech.

- a phonemically based mode of communication used to make a traditionally spoken language visually accessible
- closed system of handshapes, placements, and mouth movements
Consonant Handshapes

/p, d, zh/
/k, v, TH, z/
/h, r, s/
/b, n, wh/

/m, t, f/
/w, l, sh/
/j, g, th/
/y, ng, ch/

no consonant
Vowel Placements/Movements

/ur, ee/

/ue, aw, e/

/i, a, oo/

/consonant alone/

/oe, ah/

/uh/

/ou, ie/

/ay, oi/
Is Cued Speech a language?

No. Cued Speech is not a language.

- Visually conveys the phonemic stream of a traditionally spoken language – such as English
  - Sequence of consonant and vowels
- Can provide visual access to the language of the home for hearing parents
Does Cued Speech require any speech?

No. Requires mouth movements associated with speech

- The mouth is half the message
- Shows the pronunciation of words
  - Chevy – /che, vee/ the actor Chevy Chase
  - Chevy – /she, vee/ nickname for a Chevrolet
Can you speak and cue at the same time?

Yes. You can cue and speak at the same time.

- Been adapted to over 55 languages and dialects
- Use non-manual markers to show the prosodic information (asking a question, making a statement, teasing, etc.)
Does Cued Speech require any hearing?

No, otherwise transliterators would not be effective.

- Can clarify what is heard through assistive listening devices.
- Can provide a visual model of target during auditory training.
Cued Speech and Cued Language for Deaf and Hard of Hearing Children

- Edited by: Carol LaSasso, Kelly Lamar Crain, & Jacqueline Leybaert
- Plural Publishing
- 2010
Reading Achievement of Deaf Students

- Children who are profoundly deaf and use Cued Speech score at the same level for reading achievement as normally hearing children.
- Carefully matched oral and total communication students scored significantly lower.

In hearing children, research shows:

- Phonological abilities are correlated with subsequent reading achievement
- Link is causal between some phonological tasks and reading achievement

Cued Speech children have comparable phonological awareness skills.
Visual Speech in the Head

- Leybaert & Charlier (1996)
- Deaf children with early exposure to CS had skills like those of hearing peers
  - Rhyming
  - Memory
  - Reading
  - Spelling
- Deaf cueing pre-readers had better rhyming skills than hearing pre-readers

Rhyme Generation in Deaf Students

- LaSasso et al. (2003)
- Hearing, Deaf cuers, and Deaf non-cuers (signing and oral) asked to generate rhymes for 54 words
- Cuers performed similarly to hearing peers (>90% correct total)

Cued Speech and Cochlear Implants: Powerful Partners

- Osberger (1997)
- Exposure to Cued Speech provided benefits pre- and post-implant as compared to other groups of children.
- Tested on awareness of sound and language development.

Cued Speech and Cochlear Implants: Powerful Partners

- Vieu, et al. (1998)
- Although all children improved in speech production and spoken syntax after implantation (oral, signing, cueing),
- Cued Speech group demonstrated more advanced syntax and language complexity than others.

Deaf cuers are like deaf signers because...

- They use a visual form of communication.
- Speech is not necessary for communication.
- The majority can sign fluently.
- They utilize many assistive devices.

Cuers can be a part of the deaf community.
Myth: Cued Speech = Speech
Fact: Cued Speech = Phonemes

- Does not require speech or voice to communicate clearly
- Mouth movements correlate to movements used for speech
- Hearing cuers often think in terms of speech sounds (phonemes)
- Deaf cuers think in terms of cued phonemes
Myth: You can’t cue to babies.

Fact: You CAN cue to babies.

- Research shows you can cue, talk, and/or sign to babies.
- Cueing as early as possible maximizes opportunity for strong language development.
Myth: If you cue, a child won’t learn to listen.  
Fact: Cued Speech enables kids to learn to listen.

- Listening is easier than watching.
- Cuers have a visual model of spoken language.
- Able to anticipate number of sounds to listen for in order to match the visual model.
- Can fill in the blanks misheard in sentences because of strong language base.
Myth: If you cue, a child won’t speak.

Fact: Cued Speech gives kids something to say.

- Cued Speech can facilitate/complement speech therapy.
- Cuers with minimal hearing require therapy to learn how to speak.
- Cuers have an internal model of the pronunciation of words.
Cued Speech Support: National Cued Speech Association

- www.cuedspeech.org
- info@cuedspeech.org
- 800-459-3529
- Free first-year membership to parents
- Packets of information sent to parents upon request
- Tri-quarterly newsletter, *On Cue*
- Network of parent/professional support
Cued Speech Materials

- Booklet: *Reflections of Cueing Parents*
- Information Papers
  - Several available at Booth 40
  - Drafts: Autism, Apraxia, & Down Syndrome
- DVD: *Insight into Cued Speech* (free at Booth 40)