Amy Ruberl, M.E. D.
amycues@aol.com

- Co-owner of Cuemunication Resources & Services, LLC (CueRS)
- Former Teacher of Deaf and Hard of Hearing
- Certified Instructor of Cued Speech
Cathy Quenin, PhD, CCC-SLP
cquenin@cuedspeech.org

- Professor of Speech-Language Pathology
- Co-Director of Deafness Specialty Preparation, Nazareth College
- Interim President of the National Cued Speech Association
- Certified Instructor of Cued Speech
Agenda

- Setting the Stage
- History/Explanation of Cued Speech
- How does Cued Speech Make a Difference
- Myths & Facts/Comparisons
- Example of Cueing a Children’s Book
Reference Article

Facts about Children who are Deaf or Hard of Hearing (Marschark)

- About 90% born to hearing parents
- Language development depends on frequent, consistent, and accessible communication
Early interactions establish the foundation upon which language develops

Sign language and spoken language should be considered complementary strategies for encouraging language development in deaf children

Total Communication programs (utilizing simultaneous spoken and signed language) have not successfully improved literacy
Of 18-year old deaf students leaving high school... (Marschark)

- Less than half have reached a fifth grade level in reading and writing skills
  - (Traxler, 2000)

- Over 30 percent leave school functionally illiterate
ASL & English
(Marschark)

- ASL vocabulary and syntax do not parallel those of printed English.
- Children need to have experience with English in order to be able to read and write.
Parents need...

(Marschark)

- to model fluent language to their children.
- to understand the importance of reading with their young children.
- to be taught to use visual strategies for enhancing communication.
Research shows deaf children who are exposed to Cued Speech from an early age show impressive performance in a variety of reading sub-skills. 

Cueing at home and at school maximizes the potential of the deaf or hard of hearing child.
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 4\textsuperscript{th} 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?

<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>Lips together</th>
<th>Tongue behind teeth</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="Image" alt="Hand Image" /></td>
<td><img src="Image" alt="Mouth Image" /></td>
<td><img src="Image" alt="Lips together Image" /></td>
<td><img src="Image" alt="Tongue behind teeth Image" /></td>
</tr>
<tr>
<td><img src="Image" alt="Hand Image" /></td>
<td><img src="Image" alt="Mouth Image" /></td>
<td><img src="Image" alt="Lips together Image" /></td>
<td><img src="Image" alt="Tongue behind teeth Image" /></td>
</tr>
<tr>
<td><img src="Image" alt="Hand Image" /></td>
<td><img src="Image" alt="Mouth Image" /></td>
<td><img src="Image" alt="Lips together Image" /></td>
<td><img src="Image" alt="Tongue behind teeth Image" /></td>
</tr>
</tbody>
</table>

- **Lips together**: p, b, m
- **Tongue behind teeth**: d, n, t
## Mapping Phonemes with Cued Speech

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

1" forward  
1/2" - 3/4" down
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.
Hearing parents use Cued Speech to...

- provide visual access to the language of the home
- learn to communicate visually in a relatively short period of time
  - Classes can teach the entire system in 12 – 15 hours
  - Fluency develops within a few months to a year
Children of Deaf parents can use Cued Speech to ...

- learn English as a second visual language.
- manipulate the phonemic stream of English to develop phonemic awareness of the language they will learn to read and write.
Parents of children with other language learning disabilities can cue to...

- provide visual and kinesthetic model of language.
- prompt/elicit an utterance.
- draw attention to the face and mouth for communication.
- demonstrate difference between incorrect & correct pronunciation/articulation.
Cued Speech and Cued Language for Deaf and Hard of Hearing Children

- Edited by: Carol LaSasso, Kelly Lamar Crain, & Jacqueline Leybaert
- Plural Publishing
- 2010
Deaf cuers...

- learn English naturally
- have a large vocabulary base
- learn to read in the same manner as hearing children
- learn foreign languages as easily as hearing children

Cuers meet or surpass hearing peers in linguistic competence.
Deaf cuers...

- do not rely solely on interpretation
- have an accurate phonological model of a spoken language
- have English skills which match their hearing peers

Cuers can participate in General Education programs with fewer supports than other deaf or hard of hearing students.
Phonological Awareness

- 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.
Cued Speech Aids Development of Listening and Spoken Language

- Cued Speech provides complete visual access to the phonemic base of the language.
- Cuers know the target sounds for words.
- Children can learn to listen to the language they already know.
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.
Cued English and ASL

• Having a strong language base allows for acquisition of second language
  • Necessary to learn language from a native model
  • Necessary to have consistent exposure to and manipulation of each language
Dual-lingual education

- ASL at home, cued English at school
- Cued English at home, ASL at school
- Intermediate School District 917 Program for Deaf and Hard of Hearing Learners (Minneapolis/St. Paul metropolitan area)
  - Parents choose what portion of the child’s day is in each language (ASL and cued English)
Cued Language Transliterator

- convey sequence of phonemes verbatim
- requires student to interpret information
- Foreign language classes transliterated
- Visually represents environmental sounds
  - Hiss, ssss
- Have ability to express dialect or accent
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.
What deaf kids can’t do

- Overhear conversations while engaged in play
- “Eavesdrop” on conversations that are not visually accessible
There's a Wocket in my Pocket!

Dr. Seuss's Book of Ridiculous Rhymes
Strategies for Communication

- Use appropriate techniques to get child’s attention before cueing.
- Make sure your hand and mouth are visible.
- Repeat, rephrase, and check for comprehension.
- Continually raise expectations for language (receptive and expressive).
Suggestions for Parents New to Cueing

- Cue as often as possible
- Read/cue books
- Play rhyming games/sing songs
- Focus on key phrases and words that you emphasize
Learning to Cue

- Face to face instruction is best.
- Camps are awesome for community and skill building.
  - Camp Cheerio, NC (May)
  - Cue Camp Friendship, MD (June 16-19)
  - Cue Camp New England (July)
  - Cue Camp Virginia, VA (September)
  - Check online for current schedule of camps
    http://cuedspeech.org/sub/general/events.asp
Online support for learning to cue:

- **Cue Charts**: [www.cuedspeech.org](http://www.cuedspeech.org) → Resources → Cue Charts
- **Cue Tutor from CuedSpeech.com**
- **The Art of Cueing**: [http://cuedspeech.usf.edu/Art/](http://cuedspeech.usf.edu/Art/)
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)
Other Cueing Support

- Cued Speech Discovery
  - www.cuedspeech.com
  - 877-283-2030
- www.dailycues.com
  - Games, events, information, links
Summary

- Cued Speech:
  - provides visual access to traditionally spoken languages.
  - enables the development of a strong base language for communication and literacy.
  - facilitates listening and spoken language learning.

- Language of the home should be the first language of the child.

- Strong language base enables acquisition of additional languages.