

***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!”

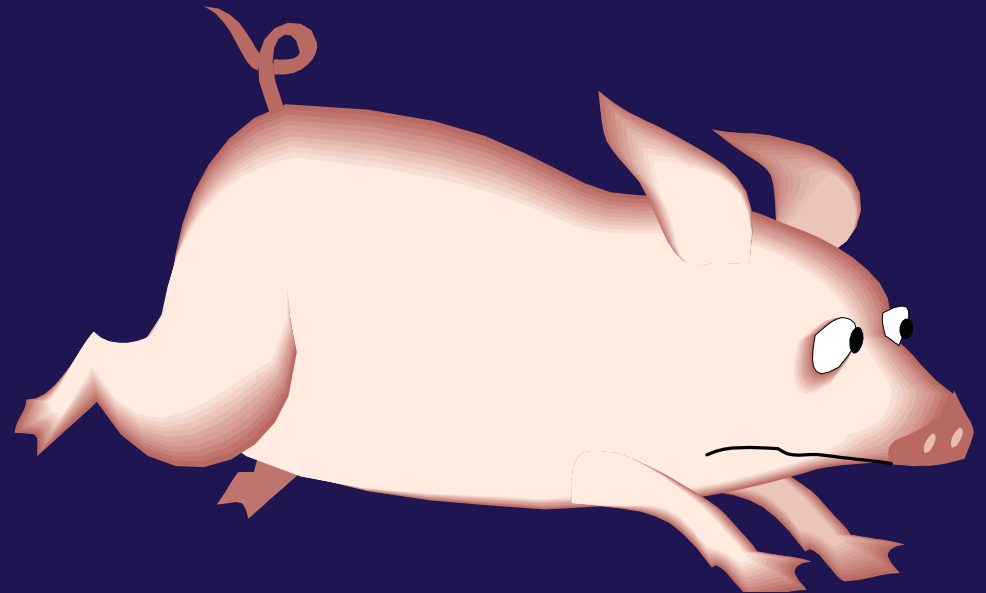
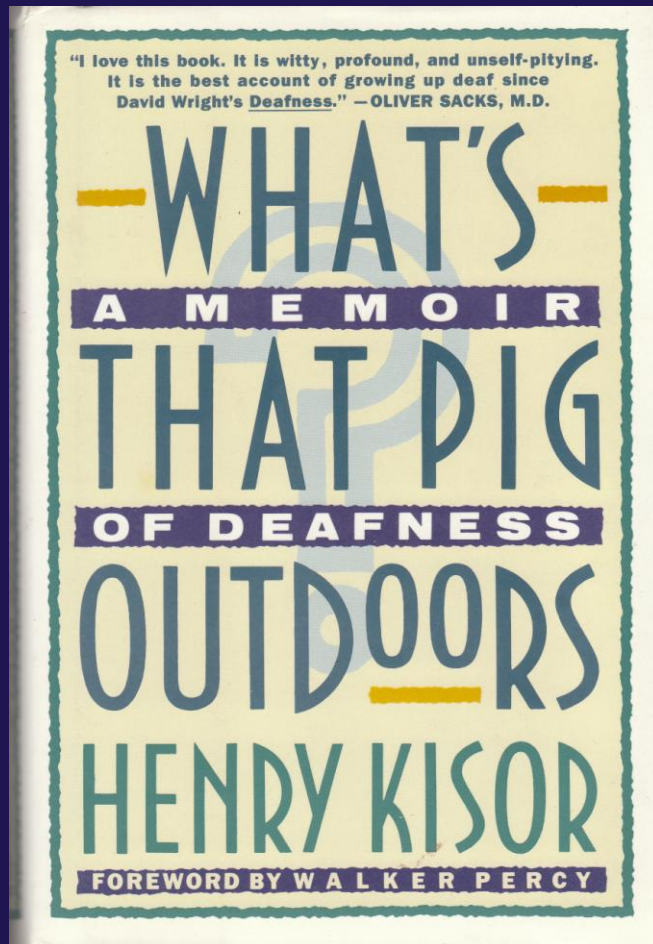
Why was Cued Speech Developed?

- 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?

pig

big

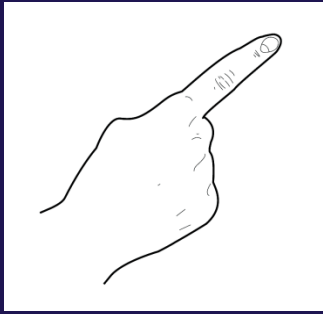
peg

beg

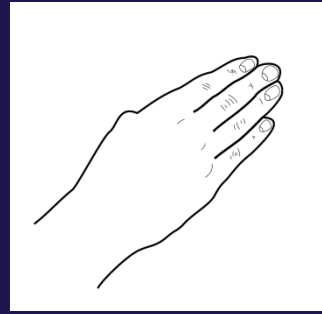
pug

bug

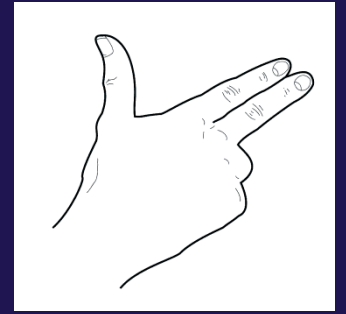
/p/



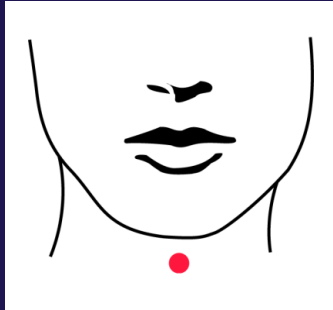
/b/



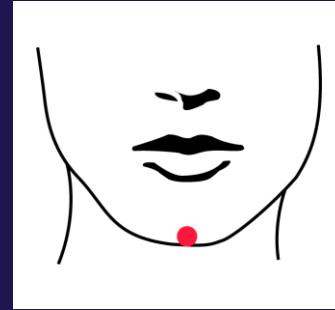
/g/



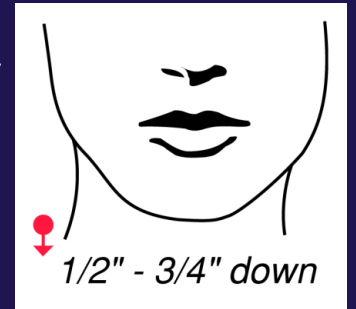
/i/



/e/



/uh/



pig

big

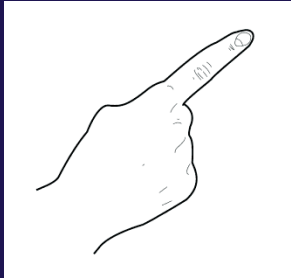


peg

beg

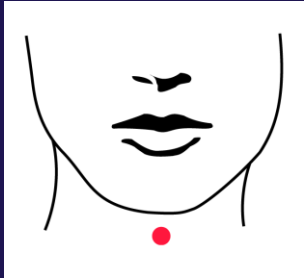
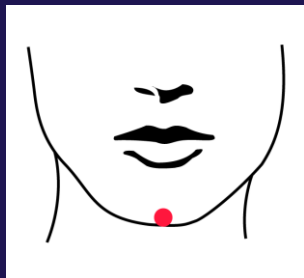
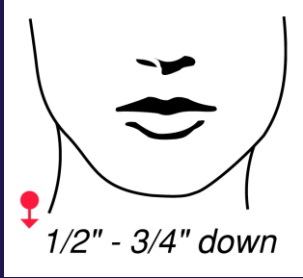
pug

bug

Mapping Phonemes with Cued Speech

Hand →			
Mouth ↓			
Lips together	p	b	m
Tongue behind teeth	d	n	t

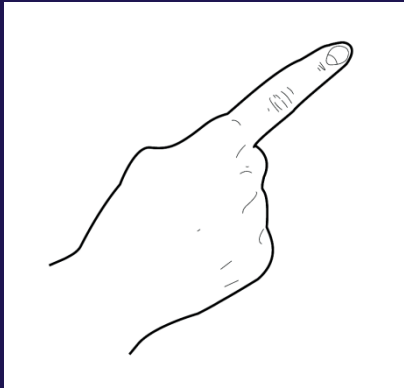
Mapping Phonemes with Cued Speech

Placement →			
Mouth ↓			
Flat	i	e	uh
Open	a	aw	

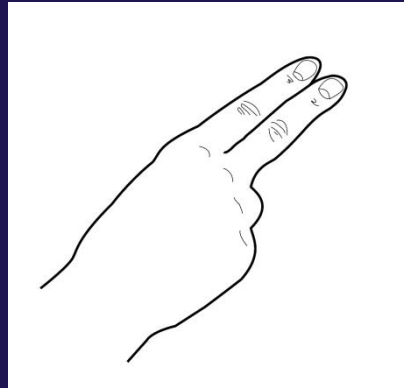
By spring of 1966 Cornett had developed Cued Speech.

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

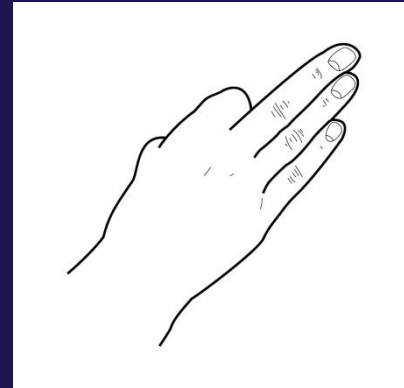
Consonant Handshapes



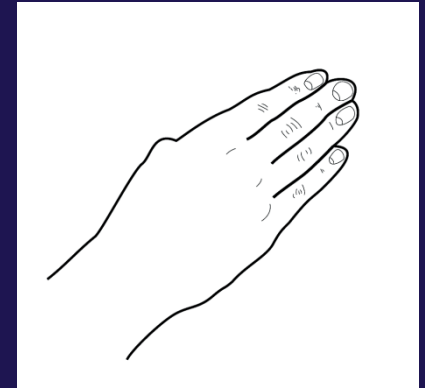
/p, d, zh/



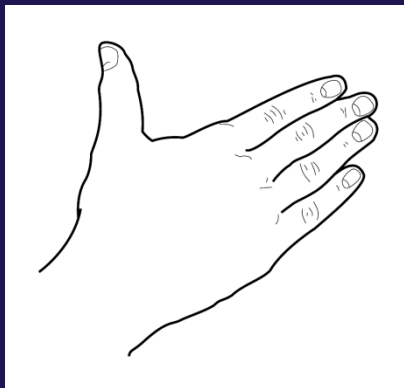
/k, v, TH, z/



/h, r, s/

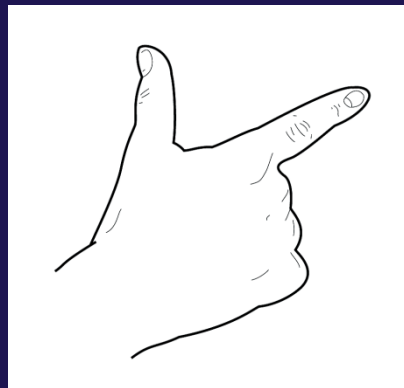


/b, n, wh/

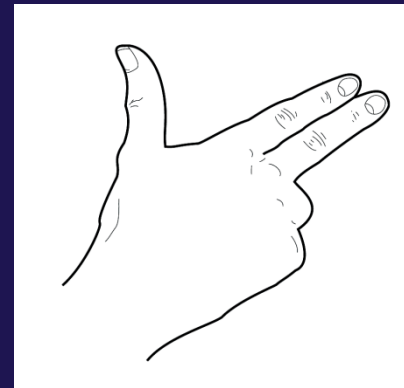


/m, t, f/

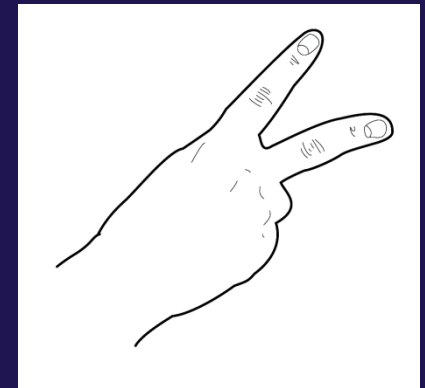
no consonant



/w, l, sh/

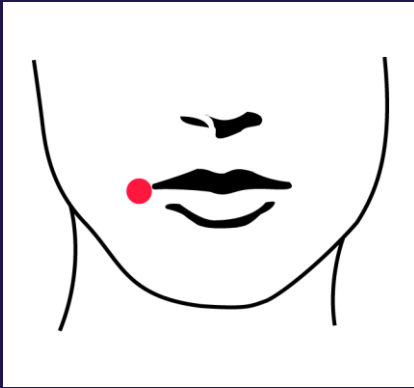


/j, g, th/

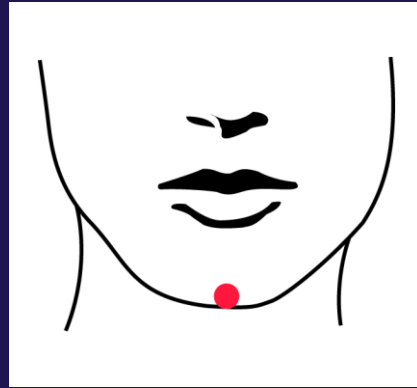


/y, ng, ch/

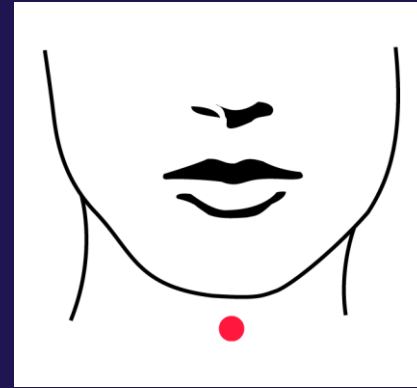
Vowel Placements/Movements



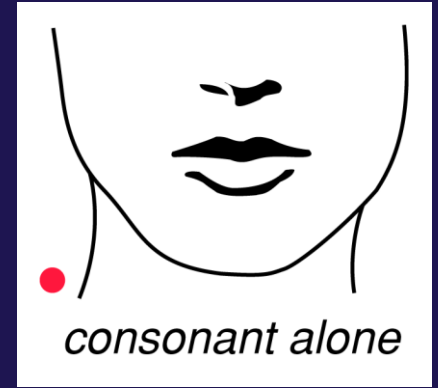
/ur, ee/



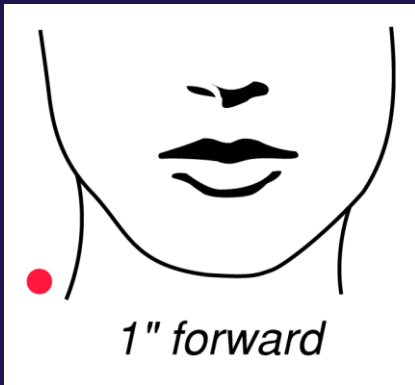
/ue, aw, e/



/i, a, oo/

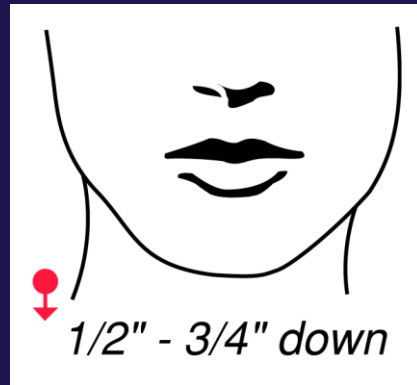


consonant alone



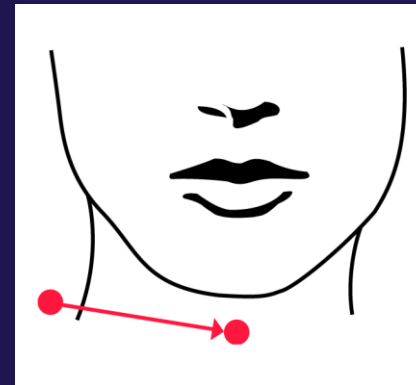
1" forward

/oe, ah/

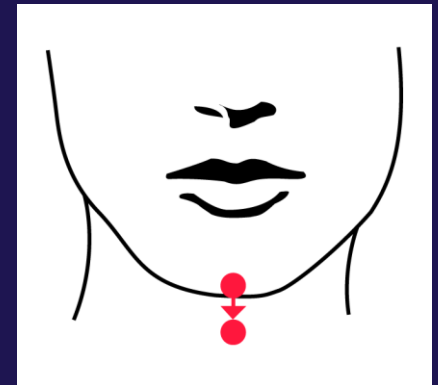


1/2" - 3/4" down

/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.)

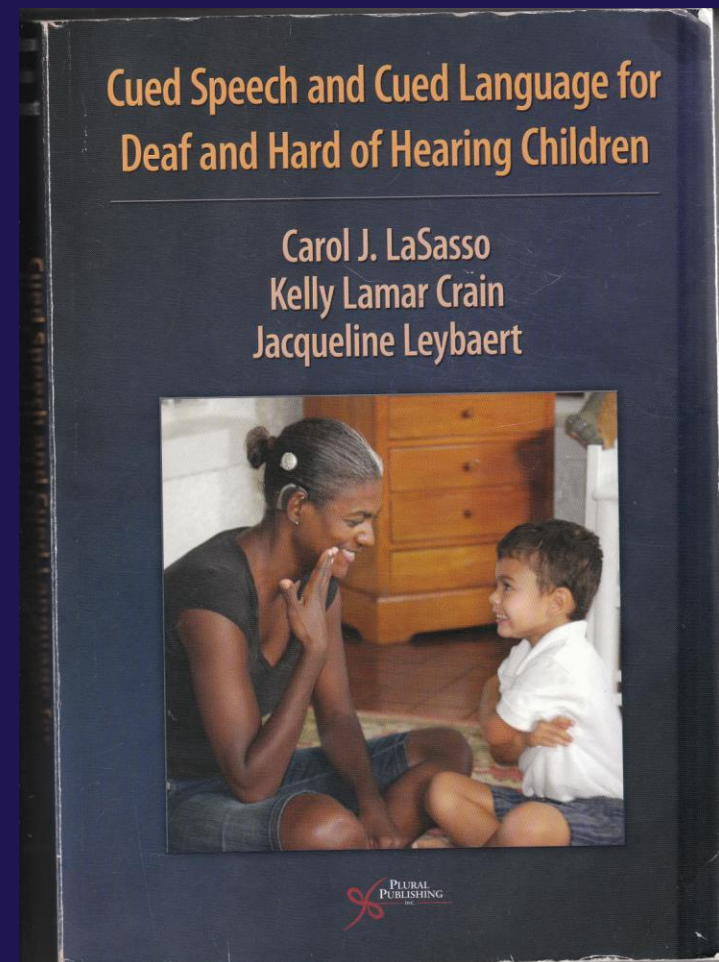
Does Cued Speech require any hearing?

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.
- Wandel, Jean E. (1989) *Use of internal speech in reading by hearing-impaired students in oral, total communication, and Cued Speech programs*. New York: Teachers College, Columbia University, Doctoral Dissertation.

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.

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

Journal of Deaf Studies & Deaf Education, 1(4), 234-48. *The Effect of Cued Speech on Rhyming, Remembering, and Spelling.*

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)

Journal of Deaf Studies & Deaf Education, 8(3), 250-270. *Rhyme generation in deaf students: The effect of exposure to Cued Speech*

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.

Osberger, M.(1997)The Hearing Review. , 4(10), 28-31. *Current issues in cochlear implants in children*

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.

Vieu, A. Et al .(1998) International Journal of Otorhinolaryngology, 44, 15-22. *Influence of communication mode on speech intelligibility and syntactic structure of sentences in profoundly hearing impaired French children implanted between 5 and 9 years of age.*

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)

