

How Does Cued Speech Support Language Acquisition? A Look at Pre and Post Assessment Data

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What is Cued Speech?

Cued Speech is a **visual mode of communication in which mouth movements of speech combine with "cues"** to make the sounds (phonemes) of traditional spoken languages look different. Cueing allows users who are deaf, hard of hearing or who have language / communication disorders to access the basic, fundamental properties of spoken languages through the use of vision.

Cued Speech uses eight handshapes in four different places near the face in combination with the mouth movements of speech. (National Cued Speech Association)

Reading Research

The National Reading Panel Report (National Institute of Child Health and Human Development [NICHD], 2000) summarized several decades of scientific research that clearly shows effective reading instruction addresses five critical areas:

- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Why Cued Speech?

Cued Speech is a phonemically based mode of communication that is visual. Phonemic awareness and phonological knowledge of the letters is a key component of learning to read. The test data at both schools was collected from elementary students. Imagine the growth if all of these students were exposed to Cued Speech from birth...

Is Reading Different for Deaf Individuals?

Mayer, C., & Trezek, B. J. (2014). Is reading different for deaf individuals? Reexamining the role of phonology. *American Annals of the Deaf*, 159(4), 359-371.

- "For the purpose of learning to read, children must have an age-appropriate level of proficiency *in the same language that is to be read and written.*"
- "A core difficulty in learning to read manifests itself as a deficiency...in mastering phonological awareness skills."
- "Early exposure to a communication system that makes the phonological aspects of the language accessible (i.e. Cued Speech) results in age-appropriate skill development in the areas of phonological awareness, reading, and spelling, although not necessarily vocabulary."
- Mayer and Trezek conclude that NO, reading is not different for deaf individuals. "...phonology is an aspect of language acquisition....that provides the platform....for learning to read. It is these phonological skills that allow the reader to make the connections between "through-the-air" language and the print on the page...."

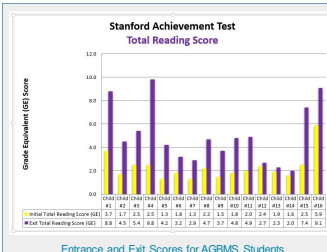
AGBMS-AEHI Case Study

Cued Speech is used throughout the entire building by all staff to provide 100% visual access to language.

A total of 16 students in this study. Amount of time at AGBMS varied.

Students have varying hearing losses, assistive technology, and some have additional learning factors.

Each student made gains. Cued Speech impacted the acquisition of language, which enhances reading ability, which affects overall academic studies.



Cued Speech and Reading

During the 2013-2014 school year at the Illinois School for the Deaf, two groups of students in grades 4-8 with similar characteristics (cognitive functioning, various levels of hearing loss, secondary disabling conditions) were compared based on the mode of communication used for the academic instruction provided during their school day. Students in Group A were instructed using Cued Speech during the majority of their academic content. Students in Group B were instructed using American Sign Language and sign supported speech for the majority of their academic content. Progress was monitored using the Northwest Evaluation Association Measure of Academic Progress.

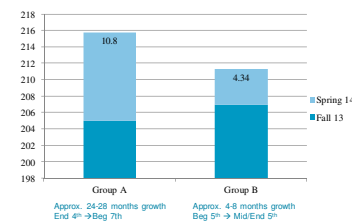
Group A – Cued Speech

- 5 total students
- 1:5 Teacher to student ratio
- 1 female/4 males
- 1 8th grade student, 1 7th grade student, 2 6th grade students, 1 4th grade student
- 0 primary ASL users
- 5 primary English users
- 2 students with secondary disabling conditions (OHI-ADHD, Speech/Language Impairment, Specific Learning Disability)
- Average NWEA RMAP Fall 2013 – 206.4
- Average NWEA RMAP Spring 2014 – 217.2
- Median NWEA RMAP Fall 2013 – 206
- Median NWEA RMAP Spring 2014 - 219

Group B – ASL/Sign Language

- 9 total students
- 1:4.5 Teacher to student ratio
- 6 female/3male
- 4 8th grade students, 4 7th grade students, 1 6th grade student
- 6 primary English users
- 3 primary ASL users
- 4 students with secondary disabling conditions (OHI-ADHD, Specific Learning Disability)
- Average NWEA RMAP Fall 2013 – 207.1
- Average NWEA RMAP Spring 2014 – 211.44
- Median NWEA RMAP Fall 2013 – 206
- Median NWEA RMAP Spring 2014 - 212

Average Reading Growth



American Sign Language vs. English

Source: Doenges, K. S., & Kyllö, K. L. (2001). *Cued English: A bridge to literacy for deaf and hard of hearing children*. Presentation, Cue Camp Minnesota 2001, St. John's University, Collegeville, MN.

- There are about 250,000 words in a standard unabridged English dictionary.
- About 50-75,000 are considered to be basic words, and the rest are derivations and inflections of basic words.
- The receptive vocabulary of the average 6-year-old hearing child is 25,000 words
- There are an estimated 5,000 commonly used signs in ASL.

Myths & Facts

Myth: Cued Speech was developed to replace ASL.

Fact: Cued Speech was developed for literacy.

The inventor of Cued Speech, Dr. Cornett, envisioned ASL to always be a part of the deaf community. Cued Speech allows for access to native home language and allows for English literacy.

Myth: Cued Speech = Speech
Fact: Cued Speech = Phonemes

Cued Speech does not require speech or voice to communicate clearly. The mouth movements correlate to movements used for speech.

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 children to learn to listen.

Listening is easier than watching. Cuers have a visual model of spoken language and can "fill in the blanks" misheard in sentences due to strong language base.