

# ***Cued Speech for Parents***

Amy Ruberl &  
Cathy Quenin

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

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- 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**

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- 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

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- 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

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- Marschark, M. 2001. *Language development in children who are deaf: A research synthesis*. Alexandria, VA: National Association of State Directors of Special Education. ERIC ED 455 - 620.

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

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- About 90% born to hearing parents
- Language development depends on frequent, consistent, and accessible communication

# Language Development (Marschark)

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- 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)**

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- Less than half have reached a fifth grade level in reading and writing skills
  - (Traxler, 2000)
- Over 30 percent leave school functionally illiterate
  - (*Waters & Language Development in Children Who Are Deaf: A Research Synthesis* Page 33 Project FORUM at NASDSE June 4, 2001 Doehring, 1990).

# ASL & English

(Marschark)

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- 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)

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- 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.

## **From Marschark's Footnotes**

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- 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?

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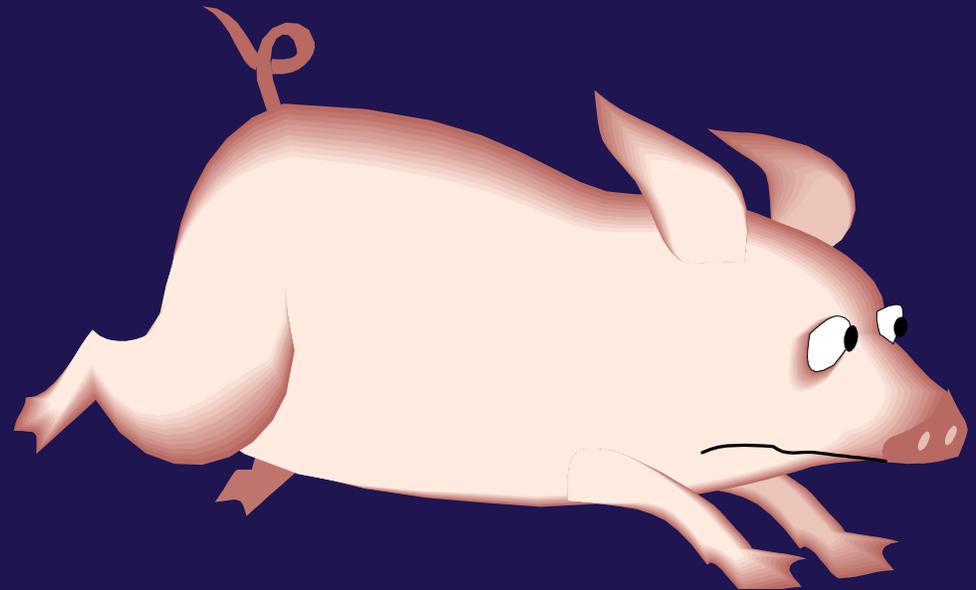
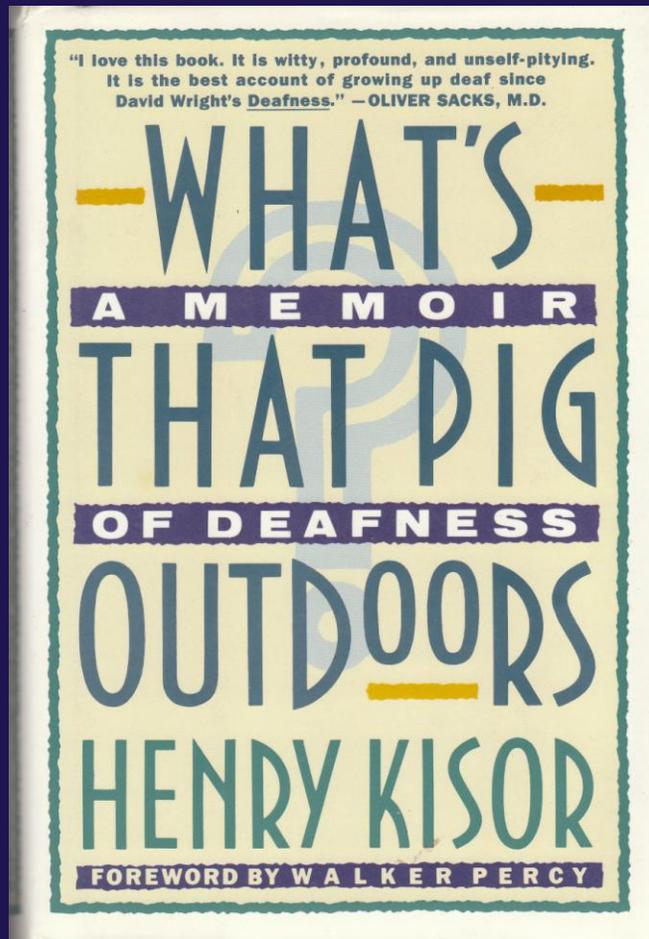
- Dr. R. Orin Cornett was surprised by poor reading levels of deaf students at Gallaudet in 1965.
  - Entering freshman had average of 4<sup>th</sup> grade reading level
  - After 5 years of English classes, average student graduated with the same reading level
- Cornett became Vice President of Long 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?

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- 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?

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pig

big

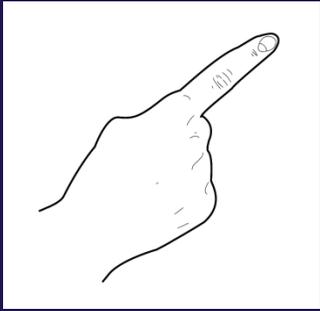
peg

beg

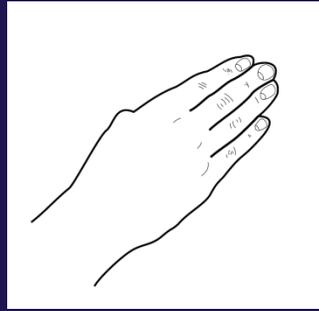
pug

bug

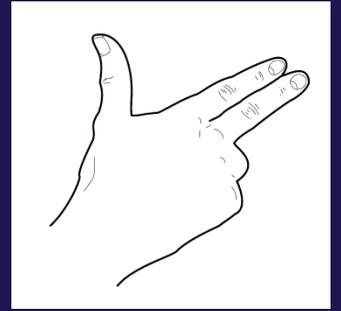
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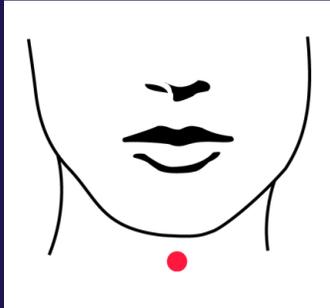
/b/



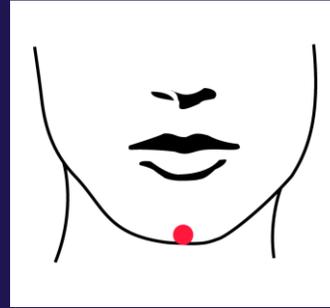
/g/



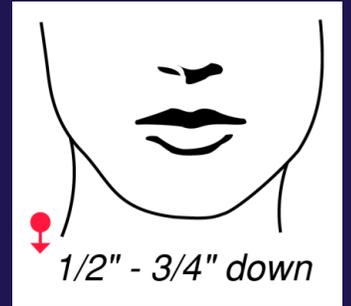
/i/



/e/



/uh/



pig

big

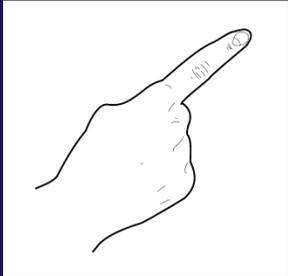
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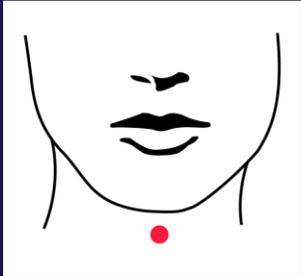
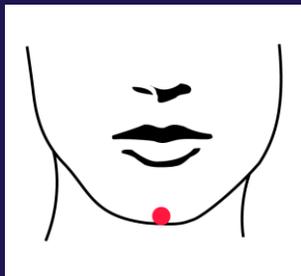
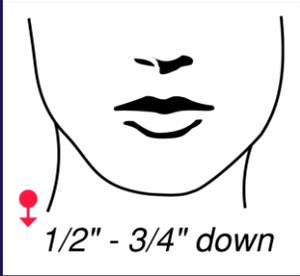
pug

bug

# Mapping Phonemes with Cued Speech

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

# Mapping Phonemes with Cued Speech

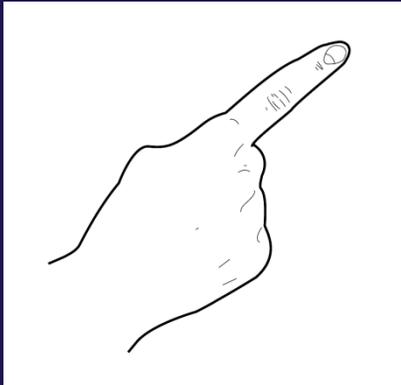
Placement →			
Mouth ↓			
Flat	<b>i</b>	<b>e</b>	<b>uh</b>
Open	<b>a</b>	<b>aw</b>	

## **By spring of 1966 Cornett had developed Cued Speech.**

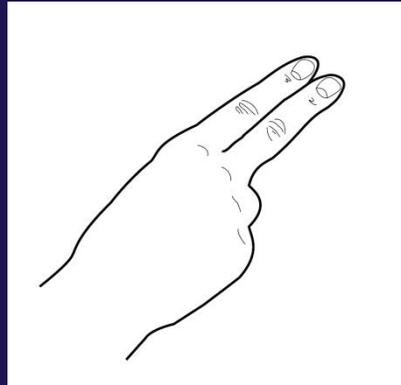
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- a phonemically based mode of communication used to make a traditionally spoken language visually accessible
- closed system of handshapes, placements, and mouth movements

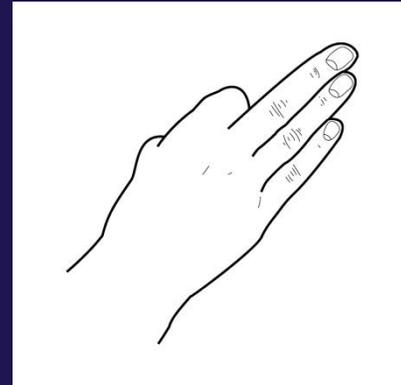
# Consonant Handshapes



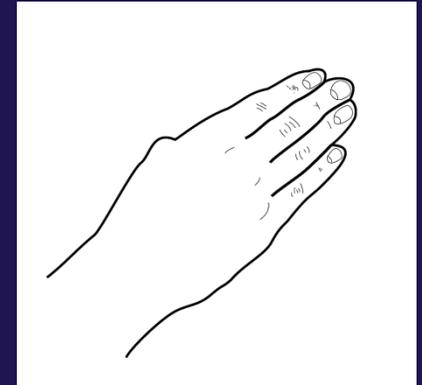
/p, d, zh/



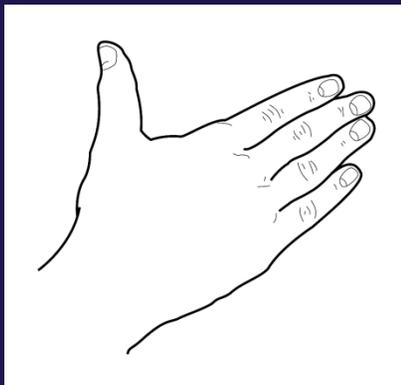
/k, v, TH, z/



/h, r, s/

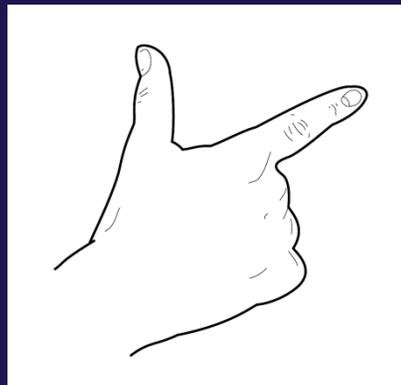


/b, n, wh/

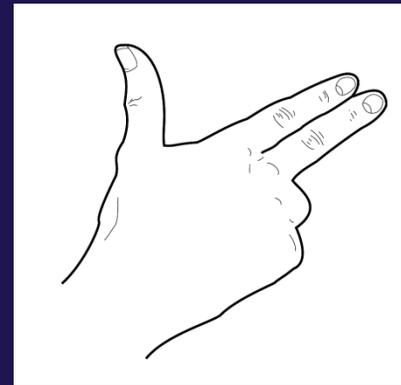


/m, t, f/

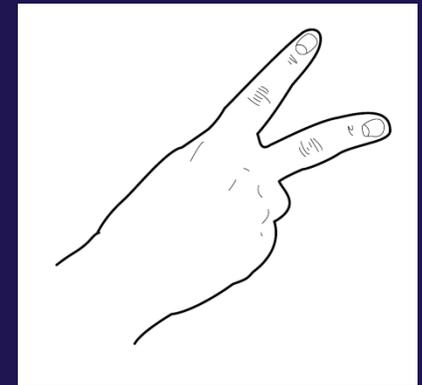
*no consonant*



/w, l, sh/

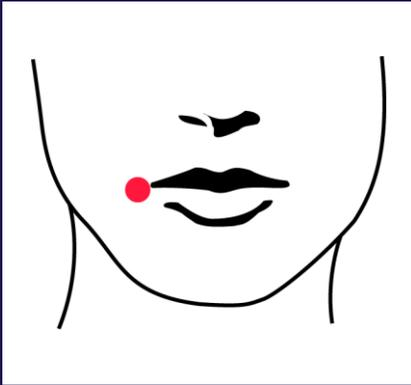


/j, g, th/

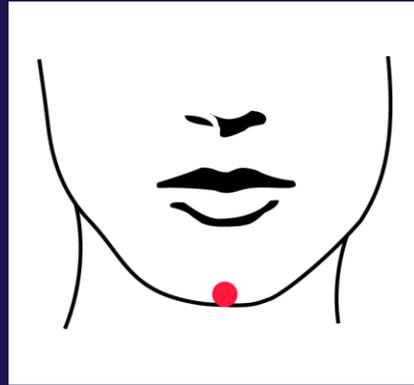


/y, ng, ch/

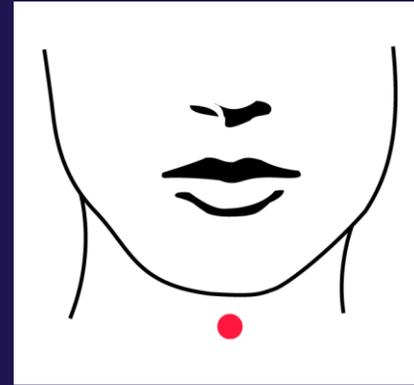
# Vowel Placements/Movements



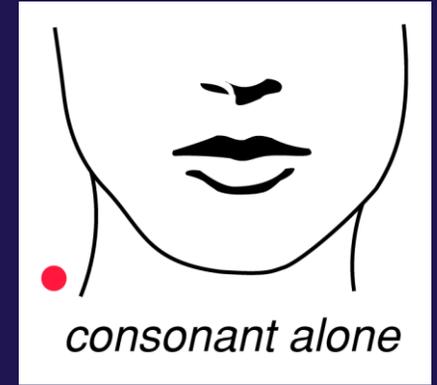
*/ur, ee/*



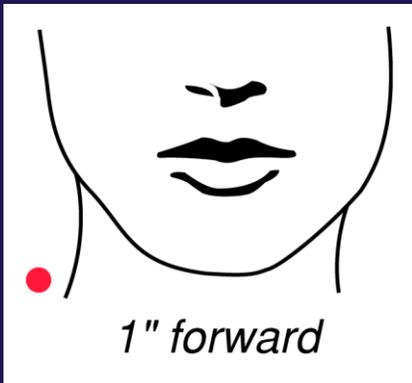
*/ue, aw, e/*



*/i, a, oo/*

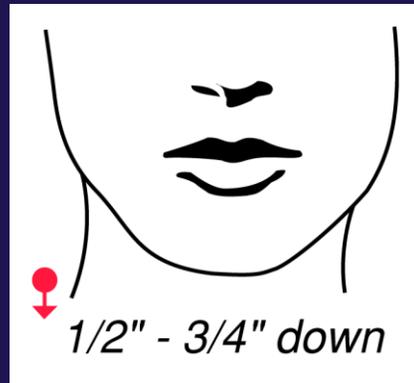


*consonant alone*



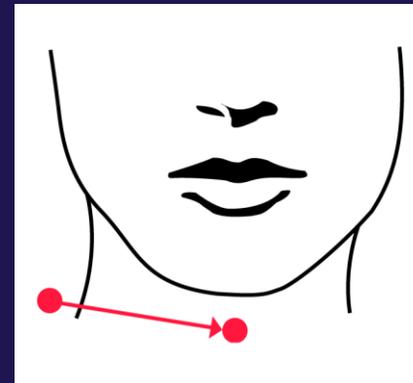
*1" forward*

*/oe, ah/*

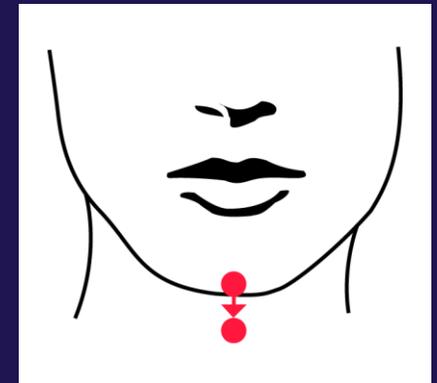


*1/2" - 3/4" down*

*/uh/*



*/ou, ie/*



*/ay, oi/*

# Is Cued Speech a language?

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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?

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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?

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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?**

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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...

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- 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 ...**

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- 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.

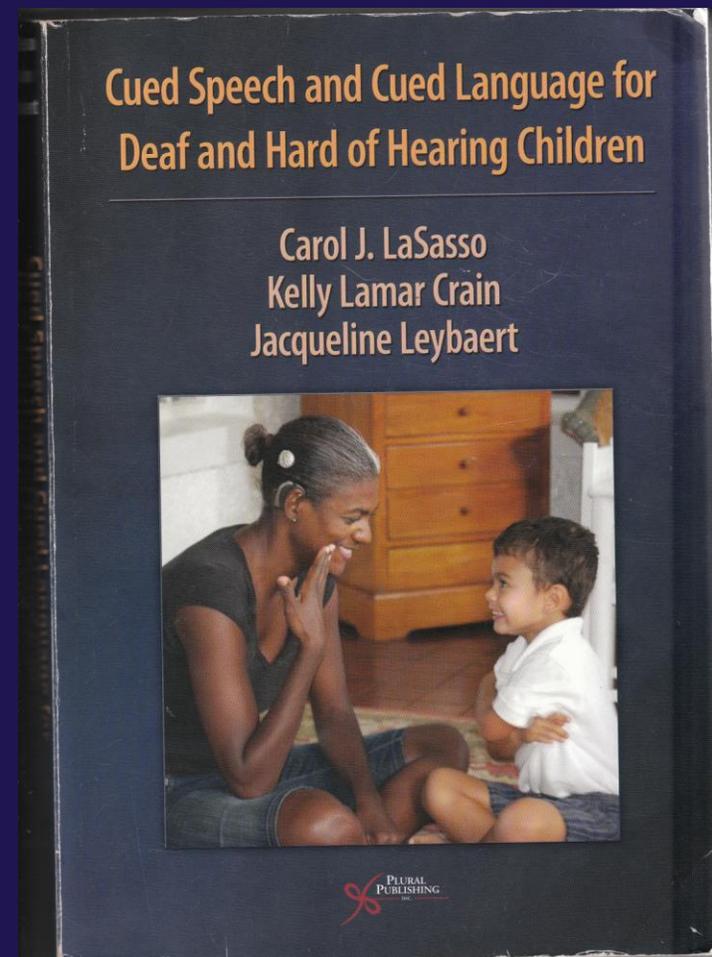
## **Parents of children with other language learning disabilities can cue to...**

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- 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...

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- 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...

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- 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

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- 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**

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- 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...

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- 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

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- 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

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- 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 Transliterators

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- 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**

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- 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.**

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- 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.**

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- 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.**

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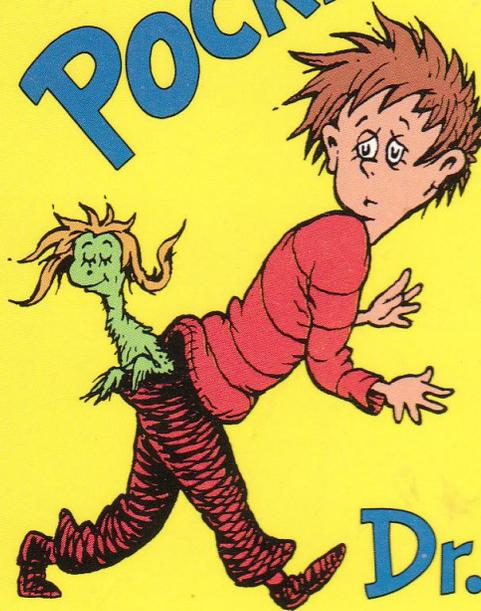
- Cued Speech can facilitate/complement speech therapy.
- Cuers with minimal hearing require therapy to learn how to speak.
- Cuers have an internal model of the pronunciation of words.

## **What deaf kids can't do**

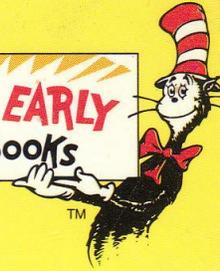
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- Overhear conversations while engaged in play
- “Eavesdrop” on conversations that are not visually accessible

There's  
a  
**WOCKET**  
in my  
**POCKET!**



**BRIGHT and EARLY**  
Board Books



**Dr. Seuss's**  
**Book of Ridiculous Rhymes**

# Strategies for Communication

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- 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

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- 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

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- 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:

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- 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/>
- Gaining Cued Speech Proficiency by Walter Beaupre:  
[http://www.uri.edu/comm\\_service/cued\\_speech/](http://www.uri.edu/comm_service/cued_speech/)

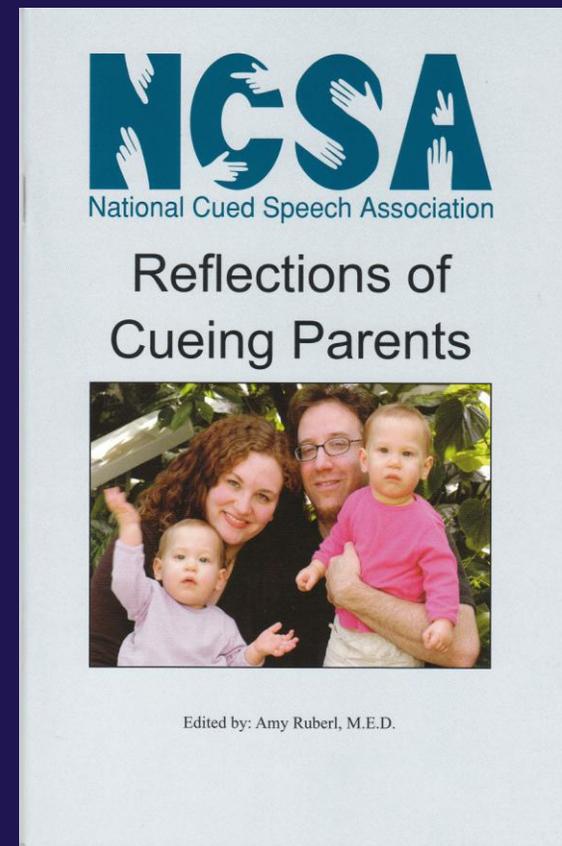
# Cued Speech Support: National Cued Speech Association

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- [www.cuedspeech.org](http://www.cuedspeech.org)
- [info@cuedspeech.org](mailto: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

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- Cued Speech Discovery
  - [www.cuedspeech.com](http://www.cuedspeech.com)
  - 877-283-2030
- [www.dailycues.com](http://www.dailycues.com)
  - Games, events, information, links

# Summary

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- 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.