


Monday, August 1, 2016

Cued Speech

Using Cued Speech in an ASL/English Bilingual Program for Deaf and Hard of Hearing Students

The original thinking . . .

"If all the phonemes of speech looked clearly different from each other on the speaker's mouth, just as they sound different from each other to normal ears, a profoundly deaf child could learn language through vision almost as easily as the normal child learns it from hearing."



~Dr. Orin R. Cornett

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History of Cued Speech

- Developed at Gallaudet College, 1965-1966
 - Dr. Orin R. Cornett, VP of Long-Range Planning and professor of acoustics; physicist; inventor
 - Goal: to determine why average reading level of Gallaudet students was ~3rd/4th grade
 - Determined many deaf individuals had weak access to English structure; phonemic awareness necessary to develop strong reading/writing skills
 - Wanted a way for Deaf/HOH individuals to have clear access to English for *"the express purpose of providing a way for hearing-impaired children to become good readers."*
 - Never intended to replace American Sign Language

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Guiding Conclusion

"I had supposed that deaf persons were bookworms, served by reading as their one clear window to the world. A few months of study convinced me that the underlying cause of their reading problem was the lack of any reasonable way to learn spoken language, without which they could not use speech for communication, become good lipreaders, or learn to read. So, I really started with the conclusion that **what was needed was a convenient way to represent the spoken language accurately, through vision, in real time.**"

"Dr. Orin R. Cornett

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Cued Speech Defined:

Cued Speech is a visual communication mode that uses eight handshapes in four different placements near the face in combination with the mouth movements of speech to make the phonemes of spoken language look different from each other.



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The System:

CUED SPEECH FOR AMERICAN ENGLISH

/d, p, zh/	/k, TH, v, z/	/h, r, s/	/ee, ur/	/aw, e, ue/	/a, i, oo/
/b, n, wh/	/l, m, t/ vowel alone	/l, sh, w/	consonant alone	1/2" - 3/4" down /uh/	1" forward /ah, oe/
/g, j, th/	/ch, ng, y/	/ay, oi/	/ie, ou/		

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Cued Speech . . .

- was developed to aid the acquisition of literacy skills.
- does NOT require any speech or hearing.
- does show the phonemes of spoken languages.
- is NOT a language.
- is a visual mode of communication.
- has been adapted to more than 60 languages.

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What is ASL/English Bilingual Education?

“American Sign Language/English bilingual education adheres to the principles of additive bilingualism and the design of developmental bilingual programs. The aim is to develop social and academic proficiencies in both ASL and English. Educators in ASL/English bilingual programs consider the varied needs of deaf children who may enter school having had: 1) full access to ASL; 2) partial access to English only; 3) simultaneous access to both ASL and English; or 4) limited or no access to either language.”

VL2 Research Brief: ASL/English Bilingual Education

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Languages & Communication Modes

ASL

- Signing

English

- Spoken
- Written
- Cued



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Thoughts on Bilingualism:

"Growth across the two languages is additive, not subtractive, and enhances the child's awareness and sensitivity to face-to-face and written communication."

-VLT Research Brief: The Benefits of Bilingualism: Impacts on Language and Cognitive Development

"It is not the presence of ASL but the absence of some form of face-to-face English that is at issue, and the challenge for educators in bilingual programs is to sort out the balance between the two languages that allows for sufficient opportunities for the development of both."

-Connie Mayer

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Simultaneous Visual Languages??

"Despite more widespread awareness about bilingualism, many parents still worry that exposing their child at an early age to two languages will be confusing and cause linguistic and cognitive delays. Studies of bilingual children, however, consistently report that the acquisition of multiple languages is a seamless process that unfolds naturally and without complications."

-VLT Research Brief: The Benefits of Bilingualism: Impacts on Language and Cognitive Development



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ASL/English Instructional Strategies:

Chaining:

1. Point to the word TORNADO written on the board;
2. cue the word TORNADO;
3. sign TORNADO.

Or:

1. cue the word TORNADO;
2. sign TORNADO; and
3. write tornado on the board.



Sandwiching:

1. Cue the word TORNADO;
2. sign TORNADO; and
3. cue TORNADO again.

Or:

1. Sign the word TORNADO;
2. cue TORNADO; and
3. Sign TORNADO again.

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THE 5 PILLARS OF READING INSTRUCTION

PHONEMIC AWARENESS
PHONICS
FLUENCY
VOCABULARY
COMPREHENSION

“... and a number of reviews of the literature have concluded that adult deaf readers can and do use phonology to support decoding of print.” -VL2 Research Brief: Reading Research & Deaf Children

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Phonemic Awareness:

- The letter **Aa** has various phonemic representations:
 - apple /a puh l/
 - about /uh bow t/
 - able /ay buh l/
 - father /fah Ther/
- Cue by sound, not spelling!

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Sight Rhymes ≠ Phonetic Rhymes

- The same spelling can have different sounds (phonemic representations).
 - Tough - /tuh,f/
 - Though - /THoe/
 - Cough - /kaw,f/
 - Bough - /bou/
 - Through - /th,rue/

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Phonetic rhymes ≠ sight rhymes

- The same sound can have different spellings.
 - tear (I have a tear in my eye.)
 - tier
 - beer



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English Semantics (vocabulary)

Specificity:

- Turquoise, magenta
- High heel shoe, loafer, ballet slipper
- Python, cheetah, orangutan, toucan

Synonyms:

- Happy/glad
- Upset/mad/angry
- Done/finished/all done/over/all through

Multiple Meanings:

- Step (stair, part of process, walk)
- Tip (fall, top, money)
- Like (fond of, same as)
- Bark (tree part, dog noise)



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Contractions:

- Won't, I'll, you're, they're, let's, haven't, isn't, didn't, don't

What about meaning?

- The meaning of words that may sound and look alike with cues are derived from the context in which they occur.
 - She **read**, "Right after the **red** light, it's **right** to turn **right**."



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English Syntax (order of words)

Simple Sentences:

- The cat hid behind the sofa.
- Ryan and Katie are riding their bikes.

Complex Sentences:

- I want the one with no stripes on it.
- Before we eat, I want to play with the bubbles.

Questions:

- Are you 5?
- What is your name?
- What color do you want?

With Cued Speech, students are not expected to learn English syntax as they learn to read. Instead, they are given the opportunity to practice English "through-the-air" prior to having to learn English in its secondary form (printed).

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English Morphology (word endings)

- 5 cups
- We played Thomas the Train yesterday.
- Jessie never shares.

With Cued Speech, young deaf children have the opportunity to internalize rules that govern the English language through the natural acquisition of English through a visual mode. In the school setting, their knowledge of those rules can then be applied to their written works more readily as they get older.

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English Idioms



- Let's head over to the mall.
- Don't make fun of her.
- She won't get away with that.
- Let's go over the directions.

With Cued Speech, students are given the opportunity to become familiar with idiomatic expressions through natural interactions. Therefore, when they encounter idiomatic language in print as they begin to read, it will be language already familiar to them.

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What can Cued Speech do?

- Cued Speech does promote literacy skills
 - Provides opportunities to acquire English
 - Allows for development of pre-literacy skills (e.g., rhyming, alliteration, letter naming, etc.)
- Cued Speech does clear up ambiguity in speechreading
 - Lips alone are ambiguous (mat, bat, pat)
 - Cues alone are ambiguous (ham, ram, sat, sit)
- Cued Speech can promote oral skills
 - Reinforces any auditory skills the user may have (and use, if using hearing aids and/or implants)
 - Reinforces speech skills by providing a visual link between cues and sound production
 - Does not automatically lead to oral skills; speech must still be taught

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Real-life examples:

- Skills show (Previously mapped words)
- Man/van and floor/store (Audition alone)
- Congenial/friendly (Specificity of language)
- Conversation/talk (Synonyms)
- Antibiotic/antibiotics (Word endings)
- Assign/Assignment (Noun/verb pairs)

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One BSL/Cued English mom's experience ...

<http://cueeverything.com/video/cued-speech-light-bulb-moment-captioned/>

<http://cueeverything.com/video/how-cued-speech-helped-a-parent-sign-proper-british-sign-language/>

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Early Language Learning is CRITICAL

"Nonetheless, all children need early exposure to a rich, accessible first language, and for deaf children—even those who have access to auditory input through cochlear implants or hearing aids – this, by necessity, includes visual access."

-VL2 Research Brief: Reading Research & Deaf Children



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