

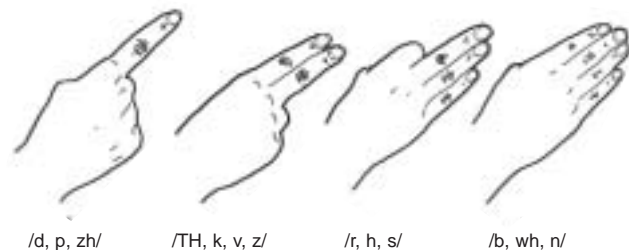
The National Cued Speech Association champions effective communication, language acquisition and literacy through the use of Cued Speech. The NCSA and its Deaf Children's Literacy Project provide:

- Information and support via toll-free telephone/TTY service, e-mail, and mail
- A network of affiliate centers and chapters
- Publications, including the newsletter *On Cue*, *The Cued Speech Journal*, and books
- Free first-year memberships for families of children who are deaf or hard of hearing
- Professional standards for the use of Cued Speech
- Training and certification of Instructors of Cued Speech
- Listings of certified instructors, Cued Speech transliterators and job opportunities
- Sponsorship of family camps, workshops, conferences and scholarships
- Advocacy for parents
- Legislative oversight
- Support for equal access to communication
- Promotion of early identification of hearing loss and parent education
- Encouragement for research in the use of Cued Speech
- Cued Speech Discovery catalog bookstore



CUED SPEECH

- Making spoken languages visually accessible
- Building Blocks for literacy
- Integrating vision and hearing



/d, p, zh/ /TH, k, v, z/ /r, h, s/ /b, wh, n/



/m, f, t/ VOWEL ALONE /w, l, sh/ /th, g, j/ /y, ng, ch/

MOUTH



/ur, ee/

CHIN



/ue, aw, e/

THROAT



/oo, a, i/

SIDE



/uh, oe, ah/
CONSONANT ALONE

At side placement:
/oe/ and /ah/
require 1" forward movement
/uh/
requires 1/2" to 3/4"
downward movement

DIPHTHONGS



/ie, ou/



/oi, ay/



WHY CAN SUSIE Q. READ?

You can learn more about Cued Speech and how it helps develop literacy skills in deaf children from the **NATIONAL CUED SPEECH ASSOCIATION**

1-800-459-3529 v/tty
info@cuedspeech.org
www.cuedspeech.org





Why can Susie Q. read? Her parents learned Cued Speech and gave her the chance to learn English using her eyes.



Access to Language and Communication

Just like most children with a hearing loss, Susie was born into a family with hearing parents and siblings who used spoken language with each other before realizing that Susie wasn't able to hear it. Mr. and Mrs. Q. and the *rest of the family learned the system of Cued Speech for American English*. At first, the family could cue only slowly to Susie. Over time and after attending follow-up classes, their cueing became faster and *Susie's family could freely communicate*.



Literacy

Susie's ability to read and write at grade level began with her *learning of English at home*. Her family cued all their conversations. Every night, Susie's parents read to the children, cueing and speaking at the same time.

Current research shows that children who can rhyme at an early age are more likely to be strong readers than those who struggle with rhyming. Susie learned how to rhyme by watching as words were cued to her and playing with English herself with cues. Susie learned that English is made up of *consonants and vowels*. Cueing English allowed Susie and her parents to play games with English

words, changing one letter in a word to make a new word. Susie used her eyes, hands and mouth to play this game. Research shows that understanding how to "play" with consonants and vowels also helps in developing good reading skills.

The Components of the System

Mr. and Mrs. Q. learned that *handshapes* represent groups of *consonants* and that *placements and movements* around the face represent groups of vowels. They learned how to combine these *handshapes, placements, and movements* with the *mouth movements* of speech to show the consonants and vowels of English. By adding *facial expressions* and changing the force and speed of their cues Mr. and Mrs. Q. were able to provide *rich and complex visual language* to Susie like the spoken language the rest of the family used.



Beyond Reading and Writing

Mr. and Mrs. Q. are happy to see the myriad skills that cueing has helped Susie develop. Although her entire family can communicate with Susie in cued English, not everyone in the neighborhood can. When they discovered her hearing loss, Mr. and Mrs. Q. decided that Susie should wear a hearing aid and learn how to talk. Because she cued at home, Susie's therapists noted that her strong language base helped her develop listening and speech skills that many deaf children struggle with.



— LISTENING

Susie wears hearing aids to help her be aware of her environment. (Is a truck coming? Did you say something?) Susie also goes to see a specialist to learn to understand as much as she can through her *hearing aids*. Susie can fill in the gaps of auditory information with her knowledge of English, just as her hearing brother does at a concert or loud sporting event.

— SPEECH

Mr. and Mrs. Q. also have Susie see a *speech therapist* to help her have the clearest speech possible. Cued English does a great job of showing how to pronounce a

word, but doesn't help a deaf child figure out how to make the sounds they can't hear or see on the mouth. Susie's speech therapist teaches her how to form the sounds of English. As she learns individual speech sounds, Susie knows exactly when to use them, because she has seen the correct pronunciation in words as they are cued.

— SPEECH READING

Susie's speech therapists were impressed with her speechreading skills. Susie's knowledge of English helps her understand what non-cuers are saying to her because she naturally understands the structure of English and has an excellent vocabulary to draw from to fill in the missing or confusing pieces of information when someone speaks to her without cueing.

— FOREIGN LANGUAGES

Susie's family has cousins who live in Mexico. She is taking Spanish lessons. Because the Spanish teacher doesn't know how to cue, the school has a *transliterator* in the classroom. The transliterator cues everything said in the classroom. Susie is learning Spanish visually with the use of Cued Speech.

