

CUED SPEECH

NEWS

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HOUSTON WILL USE CUED SPEECH WITH ALL BEGINNERS

A great deal of Cued Speech activity has been initiated in the program for the deaf and hard-of-hearing in the Houston Independent School District. Under the supervision of Kay Harston, two Montrose School teachers, Christine Lykos and Catherine Moss are conducting weekly learning and practice sessions for 26 teachers.

Four of these teachers are using Cued Speech "full-time" with 32 children on both the preschool and lower school levels. The 24 other teachers are using it to some extent so that a total of 224 children are being exposed. Some parents are also being taught the system.

Mrs. Harston states that her plan is to use it with all beginners and to continue its use "until there is no longer need for it if that should ever be the case."

CONTROLLED EXPERIMENT PLANNED

A well - planned research project on the effects of Cued Speech was initiated in January at Children's Hospital Medical Center in Boston, Massachusetts, by Roberta Angel.

The matched experimental and control groups each contain four children with a mean age of 2.7. Other variables have been

NEW YORK SCHOOL FOR THE DEAF EXTENDS USE OF CUED SPEECH

"Everybody cues" has become the motto at New York School for the Deaf as use of Cued Speech has expanded and improved under the guidance of Mary R. Haney, Supervising Teacher of Speech and Hearing.

All preprimary teachers are cuing to all the young children. With the exception of one class, all pupils on the elementary level are receiving Cued Speech in the classroom. Most of the students on the junior-senior high level, 128 in number, are being exposed. A total of 8 secondary school teachers is involved.

The cuing teachers include workshop participants Arlene Kadish, Jack M. Staehle and Nancy Schutté. Mrs. Schutté reports that in her class "The responses vary but almost all are positive." Three gym teachers can cue and the system is used by some teachers of vocational arts.

Mr. and Mrs. Joseph Casucci, houseparents for the preprimary girls, have been using Cued Speech since the Gallaudet workshop, and the use of the method among houseparents has spread to nearly all of the others.

Mrs. Haney reports she has at least 24 sets of parents who are proficient cuers. She is conducting a weekly parent class, matched as closely as possible. Among other things, the experiment will measure the effects of Cued Speech upon language acquisition and speechreading.

Several of you have asked "What's going to happen to our cue children when they reach school age?" We hope that by that time Cued Speech will be used with them in the school they attend. If not, they will simply have more language, a larger vocabulary, increased lipreading ability, and a better foundation for speech than would have been the case had they not had Cued Speech. We hope also, that their continued exposure to people who use Cued Speech, perhaps in the home, will help them to continue to make better progress than would otherwise be the case.

"Will our cue children be able to read unaided lips?" All evidence seems to point to the fact that Cued Speech should develop all the identified competencies needed for unaided lipreading. With the ability to identify each sound as it is spoken, through Cued Speech, the deaf child should be able to perceive smaller differences in the lip movements, as the hearing person is able to learn to do because he hears the sounds. The cue child's larger vocabulary, more detailed understanding of language, and better conception of the structure of spoken words should enable him to lipread, without cues, far better than he would otherwise. We must admit, of course, that we have not had enough opportunity to observe the effects of Cued Speech to back up this assertion with widespread evidence.

"Do the vowel positions coincide with the places where the vowels are formed in the throat and mouth?" No. The vowel positions do not coincide with the places where the vowels are formed in the throat and mouth. The positions

---On January 11, Rev. G. J. McGrath gave a demonstration on Cued Speech, showed movies and read an address prepared by Dr. Cornett, at the Triennial Convention of the Australian Association of Educators of the Deaf. Rev. McGrath is president of the Association.

---One hundred teachers and social workers for the deaf in the Philippines were to attend a Cued Speech Institute on December 18-23 at San Juan, Rizal, directed by Elizabeth S. Carlos of the Philippine Association of the Deaf, Inc. Mrs. Carlos attended the summer workshop at Gallaudet. We have no report as yet.

---The January-February, 1968 issue of Neue Blätter für Taubstummenbildung contains a translation by G. A. Weininger of the original article on Cued Speech which appeared in the January, 1967 American Annals of the Deaf. This publication is a leading journal in the field of education of the deaf in the German-speaking countries.

The September-October issue featured an earlier article on Cued Speech translated by Mr. Weininger from the Gallaudet Record. He received it from Simon Carmel, a deaf physicist at the National Bureau of Standards.

were chosen according to the visual contrast within the groups of vowels, and their frequency of appearance. The same is true of the consonant configurations: they were chosen on the basis of the frequency of appearance of the consonants and the degree to which they can really be told apart on the lips.

Maryland

At the Maryland School for the Deaf in Frederick, Mrs. Jo Patten, Supervising Teacher of Speech and Hearing, is working with an 18-year-old pupil and is instructing the preprimary teachers who will begin using Cued Speech in February.

Oregon

Olaf Tollefson, a summer 1967 workshop participant and teacher at Oregon State School for the Deaf, is conducting weekly classes in Cued Speech at Salem, Oregon. He is one of the seven hearing impaired persons who participated in the 1967 workshop.

Tennessee

Edith K. Ward, speech therapist at Tennessee School for the Deaf, has found Cued Speech to be useful as a diagnostic tool. She has been using it in her program of speech evaluation and therapy.

Mrs. Ward has also used Cued Speech with a work-study group of terminating vocational majors to increase their speech-reading skills.

Michigan--Quote of the Month

Delma Owen is using Cued Speech in the preschool at Durant-Tuuri-Mott School in Flint, Michigan. She reports: "The parents are using it and it really works magic. We are getting better speech and better lipreading from even the most profoundly deaf pupils."

Enthusiasm about Cued Speech is quite high among both teachers and parents at Diamond Head School, Honolulu, Hawaii. One teacher reports the immediate goal is to have all the children learning and using it. Since September the three teachers who attended the July, 1967 workshop at Gallaudet have been working to make Cued Speech an integral part of the curriculum at Diamond Head.

Mrs. Margaret Murphy, Mrs. Tomiko Yamashita and Mrs. Mildred Zabriskie have conducted demonstrations for teachers and parents, have held a series of workshops for the 25 teachers, and will conduct a series of classes in Cued Speech for parents, beginning in January. They report that the response from both teachers and parents has been gratifying. All the teachers are planning to use it as soon as they feel competent.

Margaret Murphy has been using Cued Speech with first graders since the school year began and with 3 and 4-year-olds since November.

Mildred Zabriskie has been using it with 6-year-olds. She states, "I feel I am communicating better than ever before with small deaf children."

Tomiko Yamashita is working individually with an older boy and his mother. She summarizes their experiences by saying, "The amazing results shown in the short time (since) we have initiated Cued Speech speak for Cued Speech far better than anything anyone can offer: Our children are talking more and understanding more."

St. Louis County, Mo. Plans Remedial Work with C.S.

MATERIALS AVAILABLE

This office has produced the following materials which will be supplied in reasonable quantities on request:

Copies of talks delivered at the summer workshop by Mervin D. Garretson and Mrs. Robert I. Henegar, i/t/a charts of English phonemes with Cued Speech, a three-page Introduction to the Initial Teaching Alphabet with the i/t/a alphabet chart on the back page, a six-page supplementary introduction to the use of i/t/a with Cued Speech, a transcription of the tape recorded exercises in Cued Speech, and sets of the transcription exercises used at the workshop.

In addition, we have available reprints of the two articles appearing in the September issue of Hearing and Speech News and reprints of the November, 1967 American Education article.

We also have a four-page sample of "Cuescript," a method of written notation for the cues, that is, hand shapes and positions. This may be helpful in aiding a new student in recalling how to cue particular words he wants to remember.

Max Gould, parent of four year old deaf twins at the New York School. White Plains, has written an excellent paper listing questions parents ask about Cued Speech and giving answers to the questions. You can get a copy of this paper by requesting it from us.

The Special School District of St. Louis County, Missouri has begun Cued Speech on a remedial basis. Supervisor Sidney L. Schoenfeld has described Cued Speech to the parents of two nine-year-old deaf children and trained their classroom teacher in the method. She plans to begin using it with the boys in January (1968).

USE OF CUED SPEECH EXPANDS

A recent compilation of available information indicates that Cued Speech is presently being used in at least 32 schools and clinics in various ways.

The system is being taught to teacher trainees at three universities. They are the University of Utah, Texas Christian University and Queens College in New York. Several other colleges and universities are providing orientation and explanation, without actual instruction.

ARE YOU USING YOUR PROJECTOR?

Because we are running out of projectors and sets of the instructional films, we will soon be recalling those that are not actually being used for Cued Speech, in order to meet new requests. We must ask, therefore, that you be prepared to return your projector and films by the end of January unless you have specific plans to begin regular use by that time with teachers or parents.