

# CUED SPEECH

# NEWS

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## FULL CUING BENEFITS DEAF BOYS IN AUSTRALIA

Students at the St. Gabriel's School for Deaf Boys in Australia have been receiving the benefits of full, consistent cuing by the teachers and staff of the school for the past 2-1/2 years. Cuing has become such an important part of the school atmosphere that the boys cue to each other outside of school and Brother G. J. McGrath, principal, says "We could not teach in the classroom without Cued Speech."

St. Gabriel's is a Catholic school run by the Christian Brothers. It is located at Castle Hill, a suburb of Sydney, and has an enrollment of about 50 boys.

After the use of Cued Speech was instituted in 1968, the teachers maintained full cuing, even though it meant speaking slowly at first. They insisted that the boys themselves cue. After about a year of this constant cuing, Brother McGrath reported the following developments:

- The teachers use longer sentences and more natural, everyday language than before.

- There is less inclination to exaggerate confusing lip movements.

- There is less tension in the classroom both on the part of the pupil and the teacher.

## SWISS MINISTER RECORDS LESSONS ON CUED SPEECH IN FRENCH

Tape recordings of Cued Speech instruction in French are now available. They were made during a visit to Gallaudet in February by Rev. Denis Mermod, a Presbyterian minister from Geneva, Switzerland, who has 400 deaf parishioners.

Traveling with Rev. Mermod was Rev. Eduard Kolb, who has been minister to the deaf in Zurich for 25 years and has 1200 parishioners. Both men were in this country to interest people working with the adult deaf in attending the "First Ecumenical Seminar for the Training of Responsible Christians Working Among the Deaf," to be held in Geneva, August 7 to 28. It will be a three-week summer course for those who work with religion among the deaf.

Rev. Mermod learned Cued Speech in both English and French before recording the lessons. Rev. Kolb, whose native language is German, learned Cued Speech in English and hopes to teach English to his students through Cued Speech.

- The boys are more confident in using new vocabulary.

- They have a growing awareness of the potential of Cued Speech for their everyday communication.

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## QUESTIONS AND ANSWERS FROM CUE CENTRAL

*Is Cued Speech a teaching method or a teaching tool, to be used only in improving speech and introducing new words?*

- A. No. Cued Speech is a system of communication which provides clear communication when used consistently. If only important or new words are cued, it will produce the same fractionated, incomplete language development produced by any "key word" method, such as unsupported lipreading. Used constantly for all communication with a deaf child, it should produce a high degree of language development. Improvements in speech and speechreading which are effected by Cued Speech are fringe benefits.

*Why are the cues arranged as they are?*

- A. In devising the system, rather extensive frequency analysis was carried out in order to associate the highest frequency groups with the handshapes that blend fewest fingers, in order to conserve energy. Likewise, a study was made of the frequency of appearance of the various blends and a slight rearrangement was made in order that the very frequent blends (st, sl, etc.) may be easy to execute.

The sounds which are grouped together bear no specific relationship to each other with regard to acoustic or articulatory characteristics. The reason for putting three sounds together in a group associated with a particular cue is that those sounds are different on the lips. It was found impossible to group the sounds in a logical way and at the same time provide maximum visual contrast (on the lips) within each group.

*What do you do when your hands are occupied?*

- A. This is a perfect situation for lipreading practice. You should not neglect to talk just because your hands are otherwise busy. Do what comes naturally. Before your child acquires any skill in speechreading, it would be more beneficial to stop what you are doing with one hand, if possible, and cue. As the child learns more vocabulary and language, this will not be necessary. When you are in the habit of cuing everything you say to the child, it will probably be at such times when cuing is impossible that you will be made aware of the progress he is making in unaided speechreading.

*What happens if someone cues a word differently from the way the child is used to seeing it cued?*

- A. The child's exposure to and experience with speech simply becomes more like that of a hearing child. He will learn very early that people have different speech habits, pronunciations, and accents. It will have no more detrimental effect on a hearing impaired child using Cued Speech than it does on a hearing child.



Many people have expressed the wish to hear about individual children's experiences with Cued Speech. In this and future issues we will share reports received by Cue Central from parents and teachers.

*Timothy Nason, age 9  
November, 1970*

"My wife and I have fully mastered Cued Speech and we are already finding it easier to do day by day. . . .we are finding our hand movements becoming more supple now that we have had plenty of practice. [Started learning with the recorded lessons in October, 1970]

". . .we do Cued Speech at mealtimes when all the family can join in. [5 children] My wife and I also read to Timothy in Cued Speech which he enjoys.

"After lunch today we all sat up at the table and I asked Timothy: 'Where is the water?' He rushed over to the taps and said 'Hot or cold?'

"My wife and I think Cued Speech is a gift from heaven for the deaf child."

*John B. Nason, Father  
Kent, England*

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#### \*FOENETIK SPELING

The Cued Speech Chart and three-page introduction which have been available in i/t/a are now printed in a new "Foenetik Speling." It is a simple phonetic spelling developed to give a clear indication of pronunciation in written materials on Cued Speech.

## CUED SPEECH INTRODUCED IN ISRAEL

On a March trip to Israel Dr. R. Orin Cornett introduced Cued Speech to the people of that country by giving presentations for staff members of the "NIV" School for the Deaf in Tel Aviv and the Helen Keller Home in the same city.

#### PARENT-TEACHER COOPERATION EMPHASIZED IN LAS VEGAS, NEVADA

"We are using Cued Speech in our program and are feeling that it is of great benefit to the children." This was reported in February, 1971, by Mrs. Helen L. Smith, a teacher at the Ruby Thomas Elementary School in Las Vegas, Nevada. All of the hearing impaired students at the school, approximately 35 to 40, are being exposed to Cued Speech.

Full participation in the Cued Speech program of the current school year was preceded by a 3-week workshop during the summer of 1970. Over 50% of the parents of deaf children in the area attended along with teachers, children, and other relatives.

The parents learned Cued Speech and practiced with each other, then were expected to prepare lessons to use with their children. Nursery rhymes, stories, and creative experiences were presented to small groups of children by the parents.

Parents made observations on the effect Cued Speech was having on their children during the short period it had been used with them. Some said their children were more attentive. Others found that their children were using voice rather than simply mouthing words.

## SPEECH PITCH INDICATION POSSIBLE WITH CUED SPEECH

It is now possible to indicate the pitch of speech with Cued Speech. But most teachers will find occasion to employ this specific pitch indication feature only in working with a child who has unusual difficulty with pitch, or in refining speech patterns which are already very good.

In English, the stressed syllable is usually produced with elevated pitch. Because Cued Speech clarifies the patterns of syllable duration and stress, it leads to proper intonation patterns except in situations which deviate from the normal pattern.

Normal pitch (including elevated pitch on the stressed syllable) is indicated by the natural inclination of the hand for each of the four hand positions. Elevated pitch can be indicated in unusual contexts by more inclination toward the vertical, and lowered pitch by more inclination toward the horizontal. For example, to say "Did he do that?", with abnormally high pitch on the last word, one would rotate the hand a bit toward a vertical position in moving it to the throat to cue "that."

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- There is improved awareness and attention to the elements of expressive and receptive speech.

- The boys use better language structures.

- They use Cued Speech consistently in their communication with one another outside school.

Classes have been held at St. Gabriel's for teachers from other schools and parents. Brother McGrath states that "The attitude of our boys to Cued Speech is a very positive one, especially in cases where the parents use Cued Speech at home."

## BRITISH MOTHER LEARNS TO CUE

Winifred Tumim, of London, England, the mother of two deaf children, spent two weeks on the Gallaudet campus in January. She learned Cued Speech to use with her children and will teach it to her oldest daughter's teacher and to other parents. During her stay in Washington, Mrs. Tumim also recorded on tape lessons in Cued Speech for those using the British cue arrangement.

Mrs. Tumim addressed the National Deaf Children's Society at its triennial meeting on the subject of Cued Speech when she returned to England on January 30. She is a member of the education committee of this organization which is the only English group for parents of deaf children.

Referring to her oldest deaf daughter, Emma, age 7, Mrs. Tumim said, "My basic reason for learning Cued Speech is that although my child has had the best instruction in the oral method, I wanted something better." She is also seeking the benefits of Cued Speech for her 2-year-old hearing-impaired daughter, Olivia, and hopes that Matilda, age 8, will learn to cue to her sisters.

### NEW BRITISH CUE ARRANGEMENT

People living in England or other English-speaking countries may wish to use a slightly different but compatible arrangement of the vowel cues. This arrangement has been developed because the standard pronunciation in these areas changes the lip configurations for some of the vowels.

The British short o sound (ɒ) should be cued at the chin since in both timbre and lip configuration it resembles the American aw sound (ʌ), which is made with the lips tightly rounded, should be cued at the mouth; and the British or Southern American er sound (ɜ) should be cued at the side since it differs from the schwa only slightly except for length, which is shown by cuing.