

# CUED SPEECH

# NEWS

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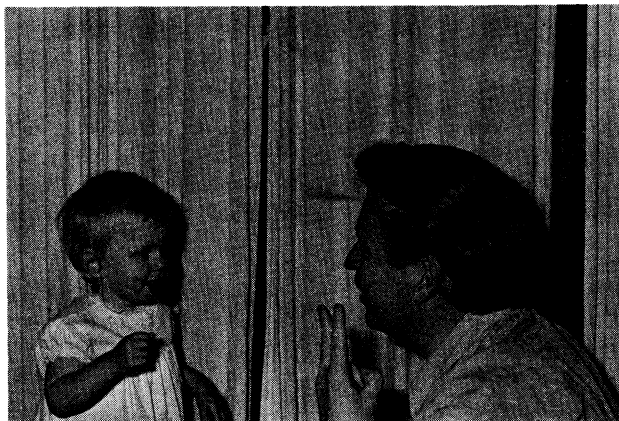
## YOUNGEST "CUE CHILD" ACQUIRES LANGUAGE RAPIDLY IN AUSTRALIA

Janette Finn, of Queensland, Australia, whose parents began cuing to her when she was only 7 months old, has shown spectacular development in understanding and vocabulary acquisition which has caused her father to comment, "We are thrilled with Janette's progress." At the age of 19 months, Janette now exhibits a receptive vocabulary of 127 words and phrases. It is believed that she is the youngest child to ever receive consistent cuing in the home environment.

Janette's steady progress has been recorded step-by-step by her parents and indicates the following progression of receptive vocabulary development:

11 months -- 15 words or phrases  
12 months -- 19 words or phrases  
14 1/2 mos-- 56 words or phrases  
17 months -- 112 words or phrases  
19 months -- 127 words or phrases

Because of her young age, Janette's expressive language is meager. As with hearing children, her receptive language is developing much faster than her expressive language. However, in the past two months her expressive vocabulary has increased from nine to twenty words. Her parents attribute the slowing of her receptive vocabulary growth to the fact that during this two-month period she was progressing so rapidly in expressive language.



*Janette responds to her father's request, "Poke out your tongue."*

In her attempts to communicate, she makes vowel sounds "with intense concentration." The consonant sounds are frequently lacking but the words are beginning to sound like close approximations of the actual words. She does not yet cue, but most children are nearly 2 years old before their motor development has progressed to the stage of providing the capability of executing the finger manipulations required for cuing.

The degree of Janette's hearing impairment is uncertain. She was born (in May 1971) with what was judged by the Commonwealth Acoustic Laboratory to be a severe hearing loss -- perhaps as much as a 93 dB average in the speech range. The most recent assessment of her hearing indicated that the impairment may be less severe than was assumed at first, possibly as low as 65 dB.

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# NOTES FROM CUE CENTRAL

## INSTRUCTIONAL TAPE MISSING

It is hereby announced to the far corners of the earth that an important instructional tape is missing. On one side of the tape is the initial half of the original version of the French lessons. The reverse side of the recording is done in Oxford English. This tape was apparently sent to someone by mistake so it would be appreciated if all currently possessing tapes would check to see if theirs is the culprit. No reward is offered--just the undying gratitude of Cue Central.

## LIST OF CUED SPEECH SCHOOLS

A list of schools using Cued Speech is available upon request from the Cued Speech Office. The list of twenty-seven U. S. schools and thirteen foreign schools was current June, 1972.

## RETURN RECORDS, FILMS, PROJECTORS

It is requested that any instructional records, films, or projectors that are not being used, or for which no future need is anticipated, be returned to the Cued Speech Office at Gallaudet.

## NEW PRINTED MATERIALS AVAILABLE

Two newer papers regarding Cued Speech are available from Cue Central upon request. They are: "An Integrated Approach to Early Education of the Hearing-Impaired," by R. Orin Cornett, and "So This Is 'Cued Speech,'" a reprint of an article in The Australian Women's Weekly, about St. Gabriel's School for Deaf Boys.

Available also are a limited number of copies of the final report on the Cued Speech Parent Training and Follow-Up Program, which was prepared for the U. S. Department of Health, Education, and Welfare.

## NEW PROCEDURE FOR TEACHING CUED SPEECH TO HEARING-IMPAIRED

*"An Alternative Sequence for Teaching Cued Speech to Hearing-Impaired Students" has recently been developed by Pamela Hardy Beck. Mrs. Beck, who was a Field Instructor for the Cued Speech Follow-Up Program in 1969-70, has used this method to teach hearing-impaired adults and children who have had speech instruction. The sequencing of instruction differs from that in the Cued Speech Handbook for Teachers. In the newer sequence, sounds that look alike (such as p-b-m) on the lips are taught together instead of sounds in the same cue group (such as t-m-f). This system of teaching offers the simultaneous advantage of a simple, effective course in speech and speechreading. Copies of the "Alternative Sequence" can be requested from the Cued Speech Office.*

## FOREIGN LANGUAGE ADAPTATIONS

Cued Speech is now available in twenty different languages. The newest additions are Malagasy and Dutch. In addition to English, other languages which can be cued are: Arabic, Cantonese, French, German, Hawaiian, Hebrew, Hindi, Italian, Japanese, Korean, Mandarin, Portuguese, Serbian, Setswana, Spanish, Swedish, and Telegu.

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## CUED SPEECH AIDS INTEGRATION OF DEAF CHILDREN IN SOUTH CAROLINA

Hearing teachers and students of schools in South Carolina attended by hearing-impaired children are learning and using Cued Speech in order to ease and expand the integration of the handicapped students into regular classes. This procedure has been implemented and guided by Van C. Porter, Consultant for the Hearing Impaired, Office of Programs for the Handicapped, State of South Carolina Department of Education. It is being used in schools in Beaufort, Bennettsville, Darlington, and Olanta.

Encouraging progress has been reported in most of the schools, especially Beaufort where the older children are spending as much time as is best for them in regular class, and the preschool children are reported to be making rapid progress. Over 100 of the hearing children and most of the regular teachers can cue (one-third of the teachers proficiently).

This type of program was initiated to cope with the problem in South Carolina of providing for small numbers of hearing-impaired children in regular schools with limited special services. In some schools deaf children in a single class of six to eight range in age from 5 to 13 years.

The primary goal is for the special teachers, deaf children, and parents to reach a proficient level of communication with Cued Speech. Then it should be learned and used by teachers and hearing children in classes where a deaf child should become able to spend increasing amounts of time. The ultimate goal is to have the teacher of the deaf serve as a resource teacher, with the deaf children spending as much time as possible in regular classes--where Cued Speech is used.

## LEAH HENEGAR'S HEARING CLASSMATES ARE LEARNING TO CUE

Leah Henegar's third grade classmates at Glenn Dale Elementary School are being taught to cue by Mrs. Rosalyn Efron, special education teacher at the school, in order to enable them to communicate more effectively with Leah. Cued Speech is considered by many teachers to have beneficial effects for hearing children since it is a "fun" way of teaching phonics.

For the past two years, Leah has been the only deaf student at her neighborhood school in Glenn Dale, Maryland. Her present classroom teacher, Mrs. Elsa Lippel, uses Cued Speech in giving explanations to Leah. Her speech teacher, Mrs. Mildred Kodama, and special education teacher, Mrs. Efron, use Cued Speech consistently in their half-hour sessions with her.

Leah is the first deaf child with whom Cued Speech was used. She was born profoundly deaf (107 dB) in September 1964, and her parents began using Cued Speech two years later. Her vocabulary was estimated to be about 3000 words at the age of 6. She is now 8 and her vocabulary includes a wide variety of idioms, pronouns, prepositions, articles, and verb tense forms. Her spontaneous expressive language is well developed, and she reads considerably for pleasure.

Leah is considered by her teachers and the principal, Mr. Edward N. Ferensic, to be a good student who is well adjusted to her school environment. She has a good social relationship with teachers, classmates and other non-cuing associates.

Mr. Porter reports that parent participation and support has been the key to success in these programs and a major factor in getting them started.

## ADVANTAGES OF CUED SPEECH FOR HEARING CHILDREN TO BE ASSESSED

A controlled study to measure the effects of Cued Speech on hearing children is now beginning in South Carolina. The plan, which has been devised by Van C. Porter, Consultant for the Hearing Impaired for the State Department of Education, and Henry A. White, Superintendent of Schools in Allendale County, will feature a comparison of students in two schools in Allendale County.

In one school, Cued Speech will be used for children in the 4th, 5th, and 6th grades as the phonetic base for reading and pronunciation. In the paired school, which has a comparable student body composition, the system will not be used. There are no deaf children in either school.

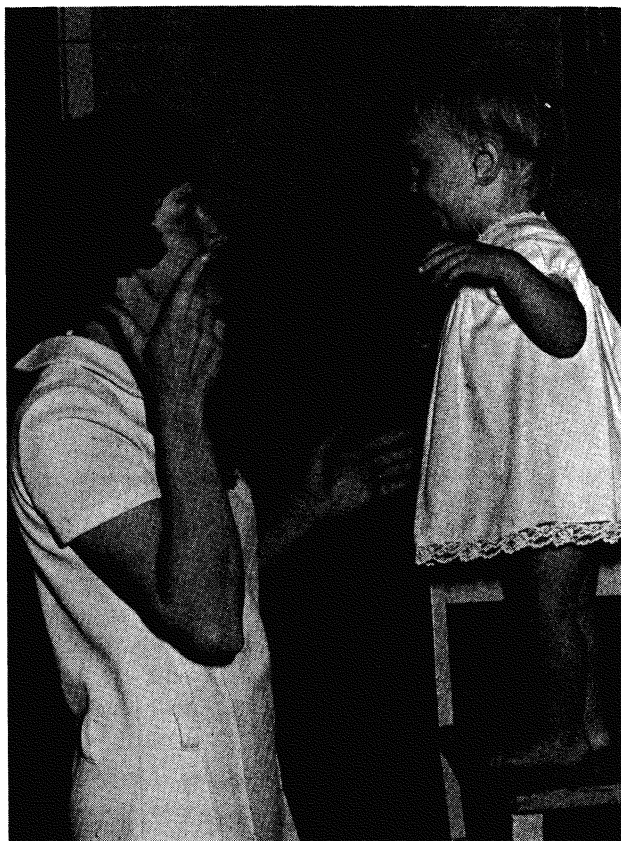
At the beginning of the project, ten speech therapists will evaluate all the children to establish reading and spelling levels, and individual records will be maintained for the duration of the project. Teachers and children will be taught how to cue right away, but emphasis on the project will begin in the Fall of 1973.

### LIPREADING IS NOT ENOUGH

Many teachers are satisfied when a deaf child seems to lipread what they say. The fact that the child lipreads enough to understand what he is expected to do does not mean that he is having a total exposure to the language. He can understand often through key words, but that does not mean that he has had the necessary exposure to the complete patterns, including functional words.

JANETTE FINN

*Continued from page 1*



*Mary Finn is cuing "jump" as her daughter prepares to act.*

Although Janette does not yet attend any clinic or school program, her parents report that she makes good use of her residual hearing with her binaural aids and responds "fairly well to sound." Even though she can identify many words by sound alone (they feel this is only after having initially learned these words through Cued Speech), and despite British influence to emphasize audition exclusively, they have decided to cue everything consistently in order to present continuous accurate language patterns -- to maintain a language model which is complete and clear.

Janette's parents, Mary and Terence Finn, live in Nambour and have three other children, aged 4, 6, and 8. They learned Cued Speech from a woman who had been instructed by Br. McGrath at St. Gabriel's School for Deaf Boys near Sydney.