

Developing Natural Language with CS

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EHDI, March 2019

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Developing Natural Language – Just Cue It!

- Cueing builds language and an internal understanding of a spoken language. So when we cue to our children, we are providing the building blocks for language, communication and ultimately literacy.
- Building language in babies and toddlers who are deaf and hard of hearing is as simple as just cueing, the same way a parent would develop language in a hearing child.
- It's very important that parents don't 'dumb down' their language.

Your Home is a Laboratory of Learning

- **Cue babble or whatever your child says – cueing it back reinforces what they are saying and tells them that you understood them.**
- **Cue colors – not just red, blue and yellow, but magenta, purple, lavender and turquoise.**
- **Talk and cue about what you are doing – washing dishes, loading the dishwasher, cooking, brushing your teeth, taking a bath, etc.**
- **Name object shapes – triangles, squares, polygons, ovals**
- **Sing and cue the alphabet, nursery rhymes**
- **Identify items in the room and cue their names to your child. Describe them. For example, “we have a blue sofa.” Or “the picture on the wall has flowers.”**
- **Cue body parts, farm animals and zoo animals.**
- **Count objects and use numbers**
- **Talk about how things are the same or different**

Make It About Your Child

Talk about emotions and how things feel. If your child is angry or sad or happy, give him or her words to say it.



Capitalize on your child's interests.



Listen to hearing children talk among themselves. Listen for phrases you wouldn't normally say and work them into the vocabulary you use with your child.



Cue sounds in the environment, especially with cochlear implant children because it validates what they hear.

Don'ts

- Use baby language. A pacifier is a pacifier, not a ba-ba or a bo-bo or a paci.
- Dumb Down Your LANGUAGE
- Forget manners. Teach your children basic manners – please, thank you, your welcome.

Enrich Language



Use prepositions and opposites – on, off, under, over, near, far, next to, in, out, etc.

Use adjectives – the dog's tail is bushy, thin, thick, long, short. A pattern is plaid, or striped or solid colored. He is wearing a flowery shirt. Talk about how things smell and their texture – soft, hard, sandy, rough,



Use brand names – Nike sneakers, Calvin Klein.



Use names of toys and characters, like Dora the Explorer, Jake and the Neverland Pirates



Take field trips and use experiences to build language. For example, say and cue the names of animals and their habitats during a visit to the zoo. Go to the supermarket with a list and get the items on it.



Talking and cueing to your child will build language. The more language a child acquires, the stronger the foundation for literacy.

Use and expect language and you will get language. Cue all the time and be consistent in your expectations. Use appropriate techniques to get child's attention before cueing. Repeat, rephrase, and check for comprehension.

As language builds, expect expressive speech, especially with questions.

When the child wants something, make him/her ask for it with words, not gestures

Give 1 – 2 – 3
step directions.

Place the bowl in the dishwasher

Place the bowl in the top shelf of the dishwasher

Get the bowl from the table and put it on the bottom shelf of the closet.

Language in = Language Out

Discourse



A crucial element in language development is discourse – the conversation



Ask questions and expect answers



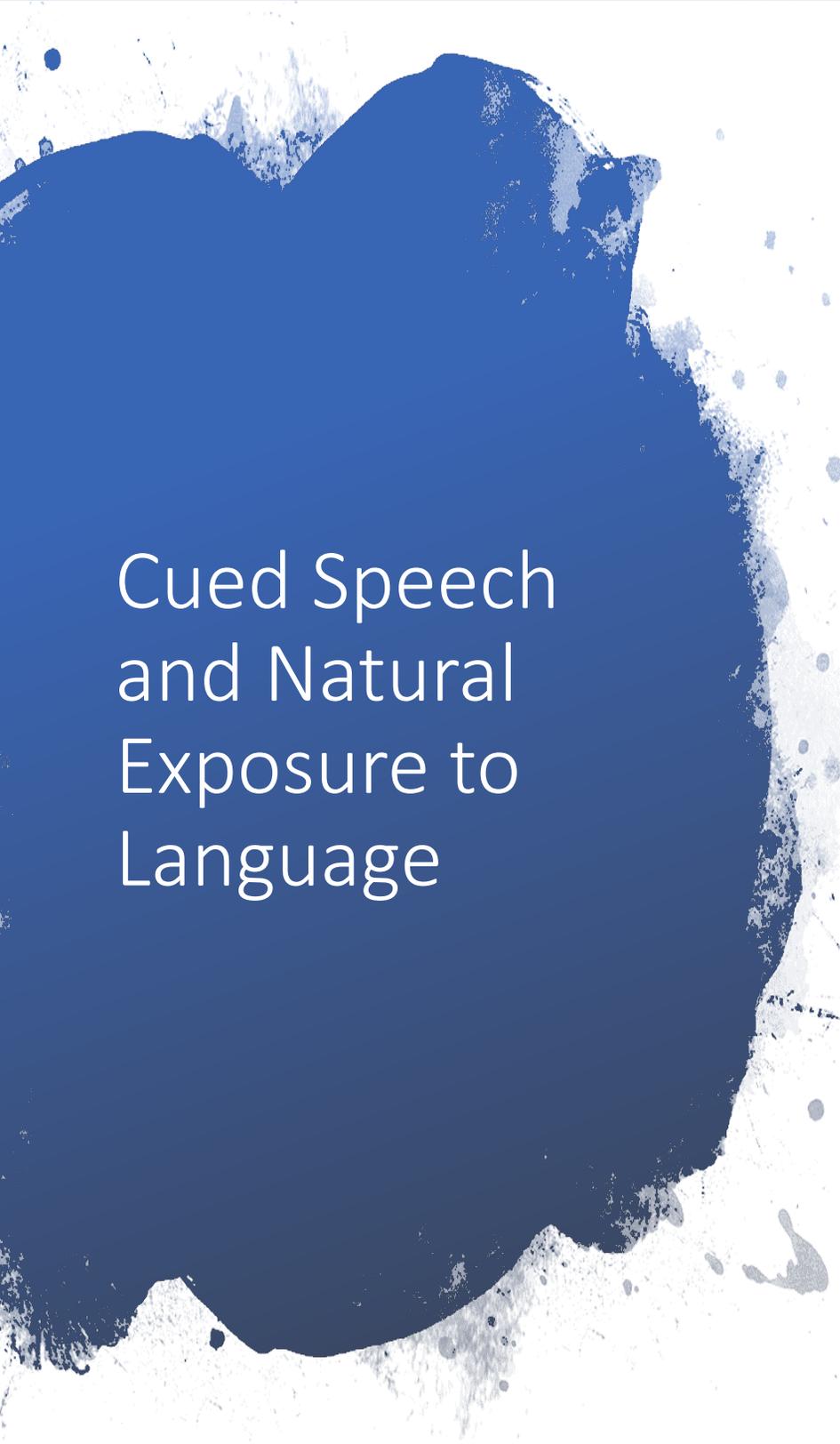
Listen to your child and answer.



Discuss things at his or her level, but don't simplify language.



When your child is upset about something, validate their feelings by talking about it. "I know you're upset



Cued Speech and Natural Exposure to Language

Things to watch for in the following video clip:

- 1) Exposure to language from sibling
- 2) Parent able to communicate and discipline
- 3) Use between deaf cuers
- 4) Mother's use of idiomatic language
- 5) Hearing child correcting deaf child's use of vocabulary ("buddy," not "bunny")
- 6) Deaf child correcting another deaf child on the pronunciation of "film" (/m/ vs. /b/ vs. /p/)
- 7) Playing with the sounds of language and making nonsense words

Lunchtime with Cued Speech



Permission to use this video clip for educational purposes was obtained from the Cued Speech Office, Gallaudet College, Washington, D.C., 1986.

Hilary Franklin grows up and still likes playing with language.



Literacy Step 1: Knowing the Language

01

TO LEARN AND INTERNALIZE A LANGUAGE, CHILDREN MUST *EXPERIENCE*, I.E. BE “BATHED” IN THE LANGUAGE.

02

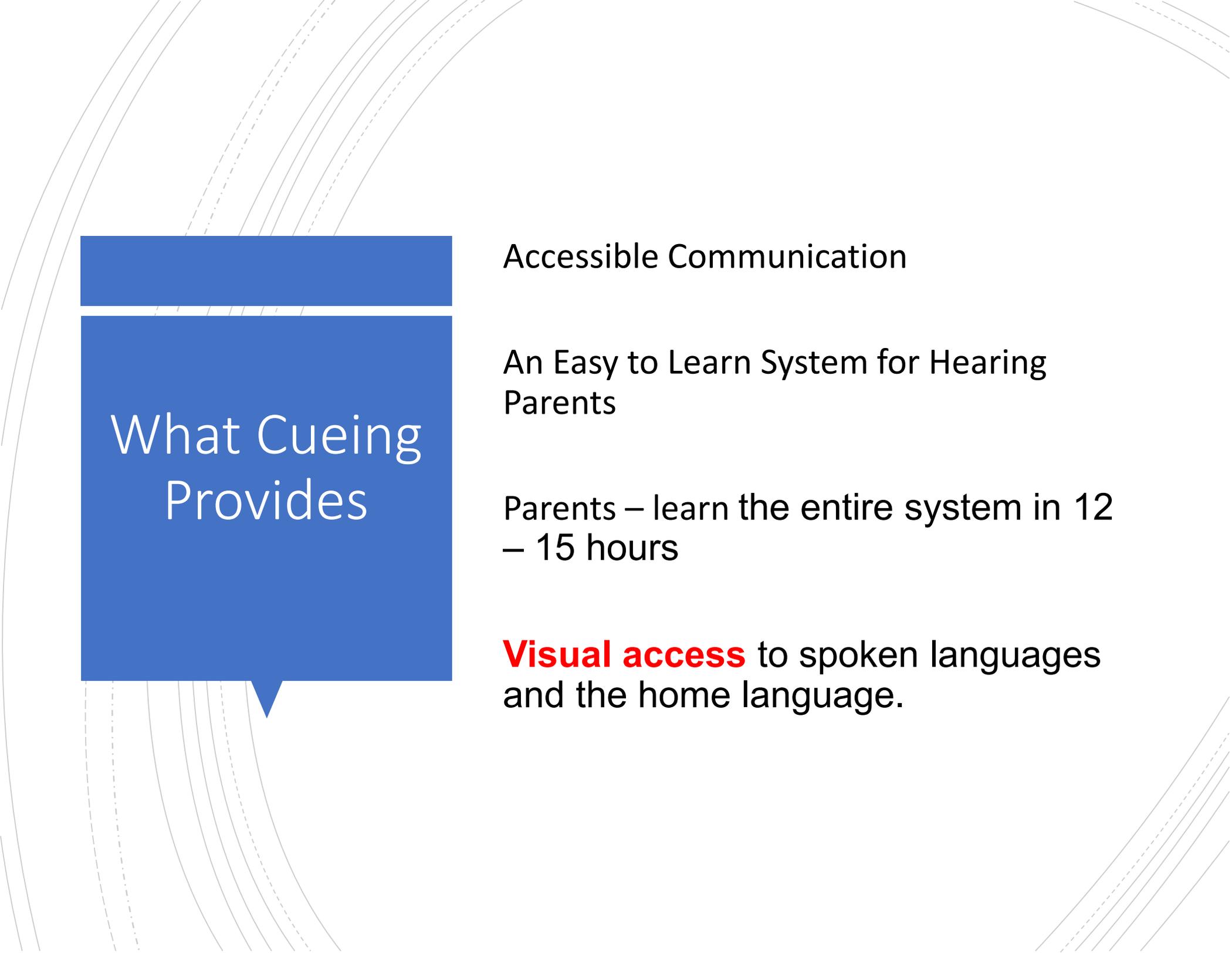
THEY MUST *PRACTICE* AND *USE* THE LANGUAGE *IN CONVERSATION*, I.E. “FACE-TO-FACE.”

03

THEY MUST HAVE: REPETITION, CONSISTENCY, FREQUENCY AND INTENSITY

04

CHILDREN DO NOT LEARN A LANGUAGE EFFECTIVELY THROUGH PRINT ONLY.

The background features several sets of curved lines in the top-left and bottom-right corners. Some lines are solid and light gray, while others are dashed and light gray. A blue speech bubble shape is positioned on the left side of the slide, containing the main title.

What Cueing Provides

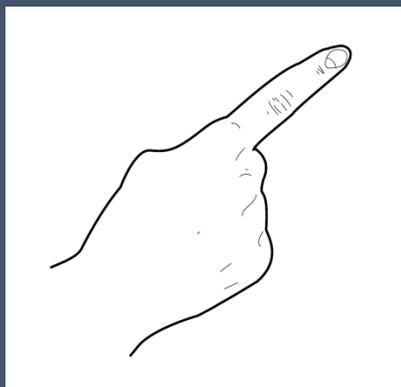
Accessible Communication

An Easy to Learn System for Hearing Parents

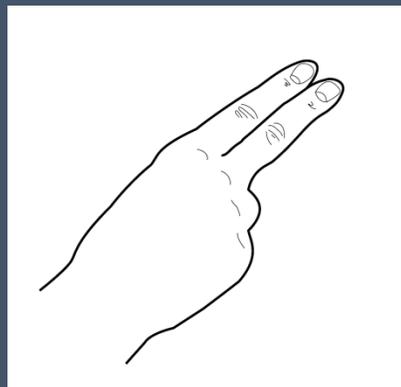
Parents – learn the entire system in 12 – 15 hours

Visual access to spoken languages and the home language.

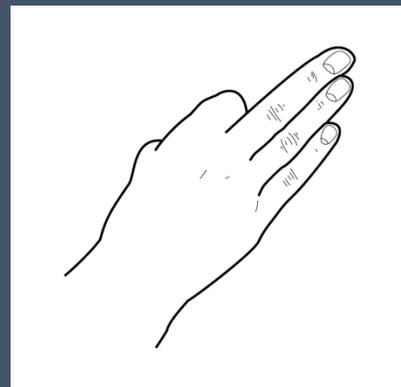
Consonant Handshapes



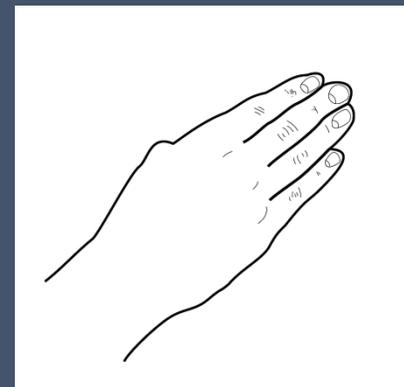
/p, d, zh/



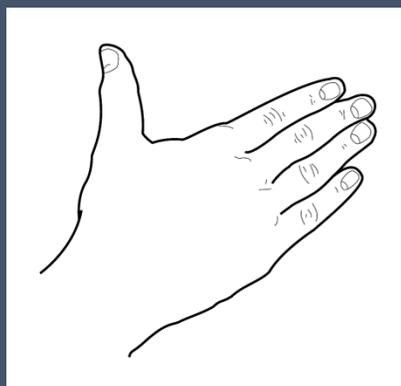
/k, v, TH, z/



/h, r, s/

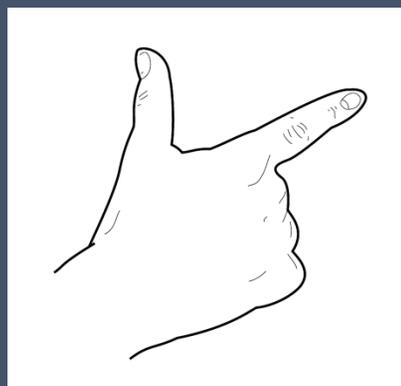


/b, n, wh/

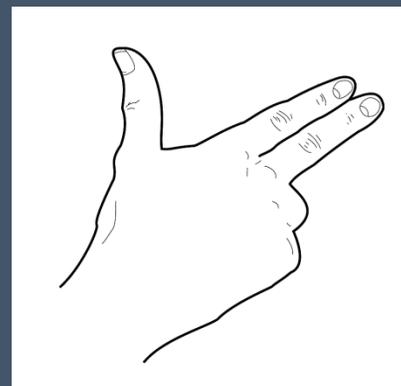


/m, t, f/

no consonant



/w, l, sh/

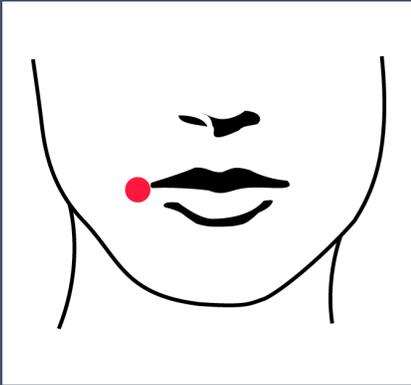


/j, g, th/

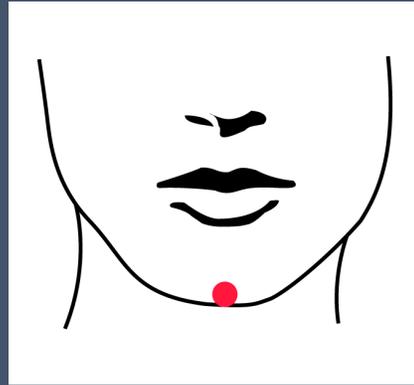


/y, ng, ch/

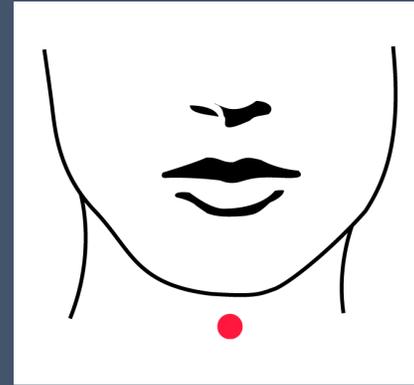
Vowel Placements/Movements



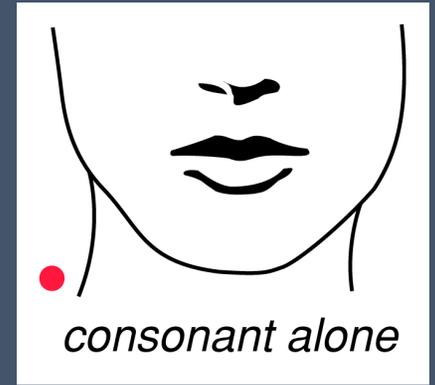
/ur, ee/



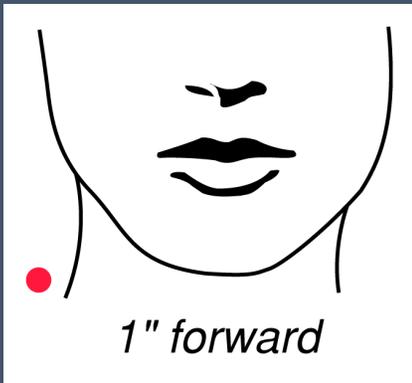
/ue, aw, e/



/i, a, oo/

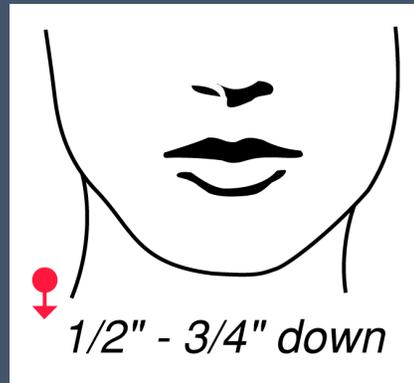


consonant alone



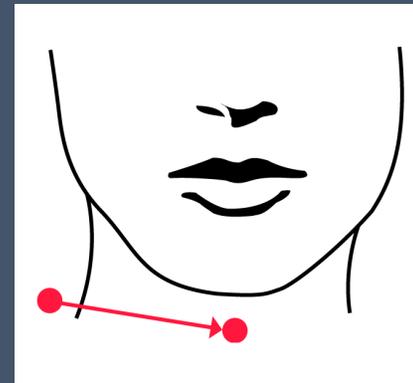
1" forward

/oe, ah/

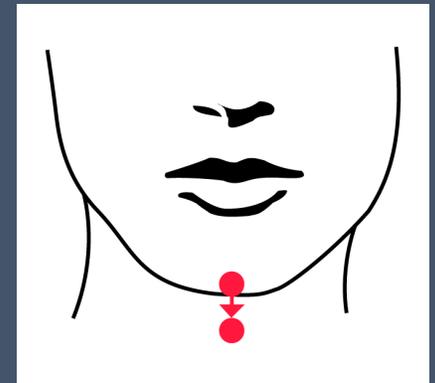


1/2" - 3/4" down

/uh/



/ou, ie/



/ay, oi/



English Vocabulary

- **Specificity**
- **Pronouns**
- **Synonyms**
- **Multiple meaning words**
- **Contractions**
- **Modals**
- **Idioms**
- **Accents**
- **Pronunciation**
- Manipulate the phonemic stream of English to develop phonemic awareness of the language they will learn to read and write.

Parents of children with other language learning disabilities can cue to...

Provide	provide visual and kinesthetic model of language.
Prompt/elicit	prompt/elicit an utterance.
Draw	draw attention to the face and mouth for communication.
Demonstrate	demonstrate difference between incorrect & correct pronunciation/ articulation.

Cued Speech and Cued Language for Deaf and Hard of Hearing Children

Edited by: Carol LaSasso, Kelly Lamar Crain, & Jacqueline Leybaert Plural Publishing (2010)

Cued Speech and Cued Language for Deaf and Hard of Hearing Children

Carol J. LaSasso
Kelly Lamar Crain
Jacqueline Leybaert



PLURAL
PUBLISHING

Deaf cuers...

- Learn English naturally
- Have a large vocabulary base
- Learn to read in the same manner as hearing children
- Learn foreign languages as easily as hearing children
- Do not rely solely on interpretation or transliteration
- Have an accurate phonological model of a spoken language
- Have English skills which match their hearing peers
- Meet or surpass hearing peers in linguistic competence.
- Can access General Education programs with fewer supports than other deaf or hard of hearing students.

Reading Achievement of Deaf Students

- Children who are profoundly deaf and use Cued Speech score at the same level for reading achievement as normally hearing children.
- Carefully matched oral and total communication students scored significantly lower.



National Cued Speech Association

- www.cuedspeech.org
- info@cuedspeech.org
- 800-459-3529
- Free first-year membership to parents
- Packets of information sent to parents upon request
- Newsletter, *On Cue*
- Network of parent/professional support

