>> Good morning, everybody. Welcome.

We'll be talking about cued languages.

There's a lot of misconceptions

out there about this topic

so I'm here to clear it up so we'll be

talking about that for if next half hour.

About me my name is Hillary Franklin, I

was born deaf. I have been cueing

since I was three and a half. Both my

parents learned the cue and they

still cue to this day. As you know it's

rare for a lot of father toss learn to

communicate with their children, one to

have nice things about cue is

that more fathers learn to cue than to

sign, which is interesting.

I was mainstream fully from kindergarten

all the way through high school and

attend college at the university of

North Carolina, where I got my bachelors

in public policy. Originally I was

going to major in linguistic but then I

thought I didn't want to do research for

the rest of my life so I shifted to

policy. I did get mimmationers in teaching

ASL as a foreign language so I grew up

speaking cueing and seening. I've been

speaking theoretically since birth, cueing

single three and a half years of age

and signing on a daily basis since about

middle school. The reason is that the

school district I grew up in has a three

track program, so one track was for cueing,

one track for LS L, which they called

oral communication at that time, and the

third for signing. Those three tracks

were held at separate elementary schools,

and fed into the same middle school and

high school. So in middle school I had

interactions with other deaf peers and

that's how I learned to sign. I currently

work for the D.O.D.. Don't ask me

what I do. I've been a certified

instructor of cueing since 2005, so

today we'll talk about cueing, the

history and the definition, the quality

of information available about

cueing that's out there, terminology,

how to talk about cueing, how not to

talk about cueing. What it means to

talk about cued speech versus cued

language versus cued American English,

and then there's a few resources and

references. This PowerPoint is

available for download so if you go to

the website you can access those

resources and references. So why was

cued speech developed? The person who

developed cueing who wanted to maybe the

name of spoken handles visible because

what I learned is deaf adults have an

average reading level of about third to

fourth grade compared TV average

of hearing people which is eighth grade.

We couldn't understand why that was, he

assumed that deaf people would be

voracious readers because that was the

only way to access information. Well,

back in the 1960s before the internet,

before video technology, radio

was not an option which leaves books and

newspapers so that was his mentality at

the time. His name was Dr. Coronet and

he also wanted to ensure that in order

to make English accessible it had to be

communicated. He wanted parents to be

able the communicate in realtime with

their children.

The and in their native language,

whether that was English township

Spanish, Hebrew, Arabic, what have you.

And last but not least, the real reason,

to enable handle literacy in non-signed

languages. So our spoken language is

visually clear. The pHonemes look the

same on the lips when you don't vocalize.

So these words

all lookalike. So how do you tell them

apart? The first consonant is different,

so the the person who developed the

system made a rule that any pHoneme that

looks alike on the lips for consonants

must have different hand shape, so Matt,

bat, and pat. Pat. So that voice -- so

you can see the rhyme, you can see the N

consonant is the same, only the initial

consonant is different. So you have to

move your mouth, does not require voice,

so I like to call it voice optional.

I'll give you a second to read this. ..

so basically the underlying premise is

that handle needs to be clear and

understandable. If

English were clear on the mouth we wouldn't

have the issue we have today. So this

is the system in a nutshell, there are

eight hand shapes that represent

consonants for American English. There

are four placements plus movements from

those positions that represent vowels.

Again, for American English. So you can

combine any consonant hand shape with a

vowel placement and you get a syllable.

Me, ma, me, ma. I said that already,

Mo. That's how that works. Then you

just connect them together to maybe more

syllables, words, sentences, nonsense

words,, so for example buzz buzz,

like a bee buzzing, you can cue the B

and the Z. Do parents know about cueing?

Some do, many don't. Cueing was develop

ed in the 1960s so it's relatively

recent. Those who do learn about cueing

may only learn a little bit of

information or what they do learn may be

incorrect. And we are working to

rectify that. So thank you for being

here. Several years ago cueing was added

to Ed Idea part B and C. A lot of

parents don't know this and school

systems generally do not tell

parents about that because they don't

have the resources to provide

the child with cueing services. In 2017

enCham, the early intervention web vary

snapshot survey, 13 percent of

respondents said they used cueing with

their children. But that same survey

reported that more than half the

families, 57 percent received poor to

fair information about cueing. If you

look at this chart, only 22 percent

received excellent information. So I

was not involved with this survey, so I

don't know the criteria forexcellent

versus good and so on but this is very

telling, they got more information about

other

motes than that I see do about cueing.

Terminology. Cued speech is the name

to have system that was developed. Just

the hand shapes and placements. Cued

speech, the system by itself is

not a language. You can cuffo themes,

workeds, phrases, so forth as well as

foreign words. Cueing has been adapted

to more than 60 languages and dialects

around the world, one most recent a

Ethiopia where they are using

cued language in addition to their

local sign language. So for every

language, hand shapes represent

consonants, placements

represent vowels and there are

adaptations for tonal

language, such as mandrin and Chinese.

Don't ask me, I'm not sure. I don't

hear the tone anyway. So cue is a hand

shape or placement in combine with a

corresponding mouth shape. So you can

see by these images here, K, U, E, Ng

becomes cueing so you can cue them in

isolation or together. Cueing. So why

the name? Well, there's some history

with this. Cueing was also developed

just before ASL was recognizes

as a language. So the pro vailing

thought in linguistic circles at that

time was language requires

speech. We now know that's not the case,

that's part of the issue. The other is

that Dr. Cornell envisioned parents

would cue and speak with their children,

so the naming was really for parents,

but it's not linguistically accurate.

Another common misconception is that cueing

was developed for place ASL and that is

not the case.

Cueing was developed at Gallaudet

University for the sole purpose of

providing access to English. Dr. Coronet

assumed they would learn to sign and

become part of the deaf culture.

There's no reason you can't have both

and there are many families who do both

sign and cue. I mentioned cueing does

not require speaking, it's optional. I

can cue with my voice off and translator can understand

me and speak for me. Thank you. Why is

cueing not equivalent to speech? It's

possible to cue sounds and

recommendations individually but cueing

alone does not improve

articulation, because Unrein visual phonics cueing does not show how

the to make the sounds in your

mouth. Just a visual representation of

each pHonem Eric. If I mispronounce a

word someone can cue what the word is

actually pronounced and I can self

correct because I know what it should be.

So a quick -- when I was young I saw a

new store and I said home depot.

Make sense, right? My mother said

actually it's "dee Poe " why? Okay,

fine but because she thought me that

rule I grew up to appropriately

apply that to other new words, important

words like merlot, pinot, cabernet

so cued languages, language is more

than just speech or utterances. It's

not just speech. It's not just signs.

It's not just cues even. Language

requires super

segmentals. Rhythm, stress,

intonation, all of that is involved to

convey the full meaning of what you want

to say so cueing can also show those

same things. We have stress. We have

intonation, we have rhythm. I can seat

up or slow down. All of that can be used

to convey meaning. So cued languages

are those languages that have cueing

systems with Po Posit questions. This

is an hour long presentation and I'm

trying to get it down to half an hour,

so. Cued languages do not

require speech. Cued languages can cue

with our without voice, native cuers do

not require auditory information to

receive the linguistic information

visually. What's interesting there was

a recent study done about ten years ago

that showed is that deaf cuers

process information visually, they

process the cues more than what they

heard if they use

hearing aids or implants. So cued

American English, it's cueing for our

language, which is American English. it

does contrast with other forms of

English like British English because

British English their vowels are

different. Like we say O, they say Oe

for example. If you watched Harry

Potter you know this.

I won't try to imitate a British accent.

So there are adaptations, so we do

distinguish between American English and

British English. South African,

American English. Do we have time for

this? Come back to the video if there's

time. I highly encourage you to watch

this at home. So cueing is a verb.

What I'm doing up here is cueing. Cuers,

also me, someone who expressively or

receptively uses cueing. Cuers can be

deaf, hard of hearing or hearing.

Trans litteraters trans code from one

language to another. They are not

interpreting. This is all

English. Can we use cued American

English in ASL and listen

ing in spoken language? Yes, all three

can be used. Don't try to sign on one

hand and cue on the other, that doesn't

really work. It's like trying to do

this.

Using cueing in English and signing for

ASL preserves the integrity of

both handles. There's no need to adapt

signing for English because signing shows

some English but does not show the

underlying phonemes. Doesn't show that

when you say cats can dogs the S is

differential one is S with an S, the

other is Z, with a Z. Signing doesn't

show that.

Cueing children who hear well with hearing

aids or implants but may not actually

hear everything, cueing fills in those

blanks. It ensures complete

communication with no gaps.

To summarize, a lot of common myths to

address, cueing is not a signed system.

Cueing is not the same as visual phonics

.

The cueing was not developed to replace

ASL. Cueing does not require speech.

Cueing does not hinder ASL

damage. Cueing is a language. Cueing

is realtime communication. Cued

American English and arc ASL can work in

a bilingual development. In fact the

school for the deaf has [indiscernible]

on a student by student basis with IEPs

but they have multiple students who sign

or cue or both where students who

get English, they'll learn it through

cueing and the rest of the day the

language may be English through cueing

or NASL. They don't use S ASL to teach

English. And they separate the

languages. Speech is optional. Cueing

does fill in what deaf children don't

hear. I'm profoundly deaf. I grew up

with hearing aids. Could not make sense

what was said to me if I was not looking

testimony person but friends who were

hard of hearing they would miss the

endings of words, the plurals, the verb

endings, cueing showed them those

things and then able to ensure they

could say and write those. Short

list of resources. First one is the NCSA

website, the second is a Tedx talk,

you can again download this PowerPoint

from the website, the Tedx talk is

about ten minutes, I believe. There's a

hetero -- words that sound

the same -- sound

different but are spelled the sail, like

wound and wound, and a half hour, 45

minute documentary on YouTube and the

last is an academic paper in the

journal of deaf studies and deaf

education. I think we have time for

that video.

>> It goes on. But all of those are

nonsense words. And the person cueing,

she's deaf, profoundly deaf. For to the

scene of you here who sign, how would

you like to sound that poem? I'm seeing

a lot of head shaking. The interesting

thing if you ask five people to sign

that poem, you will get five different

interpretations. But with cueing, you

show just the English, what Lewis carol

wrote. It would all be cues the same.

So we can preserve the literature

in English or whatever language.

The literature is in. Questions?.you

first.

>> .

>> Thank you. I was curious about teaching

children to cue and if you recommend

like full immersion in cueing all day

for them to learn or if it can be used

as a supplemental system for when your

teaching -- like, reading and writing.

>> So it depends on the age. So from

birth to I would say age four, immersion

would be the best, just like if

you're talking to a kid you would cue to

the baby, they would pick it up naturally

.

I do not remember learning

learn to cue. For older children they

do benefit from direct instruction. I

would say birth to four immersion, after

that immersion with direct instruction.

It a question over here?

>> How long does it generally take for

older adults to learn?

>> I've seen -- well, my experience, the

fastest was two hours, that's a unique

case. About eight to 12 hours to learn

the system. Not memorize it but learn

it, how it works. And then the more you

practice, the faster you become

proficient. Or fluent, so it's almost

like learning to type or play the piano.

You have to learn the keys, how to move

your hands and the more you put into it,

the faster the fluency will come.

>> We can only take one more question.

I'm sorry. I have a comment. I have

two or 23 kids with hearing loss

moderate to severe and it took me a

weekend and learned it within the jobber,

it still works great. They have great

access with their hearing aid, I

love it and have myospasm therapist not

tell me about I would have never known.

I have a video of me cueing to my child

hen he have 2022 and a half and when I

cue it says it perfectly avenue. Thank

you for sharing this.