>> I think I will go ahead and start.

I'm Polly Earl and I'm a teacher of the

deaf and a speech therapist and special

educator, and I was supposed to have

Danielle helping me today, she's our new

deaf children's literacy project

coordinator but she was unable to come

so I'm go ahead and do this and hopefully

you'll be able to know some more about

what we can do with babies and young

children. So this is the whole system

as Hillary was talking about. It's

eight hand shapes and four placements

around the mouth, and once you learn

that you can cue anything in spoken

American English and you don't have to

speak while you're cueing.

So it's produced with the hand and the

mouth. And I use my right hand but you

can use your left hand. I'm left hand

sod this allowed my me to cue and be

able the write on the board so that was

really handy. No pun intended. And as

Hillary was talking about you have to

add your facial expression because it's

pretty boring if you don't and your

message could be misunderstood so

sporousty is crucial especially when

you're cueing to babies. This video

will give you a sense of what cueing

looks like, this is a dad who is deaf

and chose to cue to their baby who is

hearing. And I hope the sound will work.

>> She definitely heard that, right?

She loves watching her parents cue..so

watch what her hands do. Aaron is cueing

to her. So that's on YouTube and I

encourage you to watch it again and

there's a bunch of other stuff about how

his daughter grew up cueing. It's

pretty amazing stuff. Let me see fib if

I can get out of this. Oh dear, I'm

going to lose my slides here. There we

go. Okay. So I'm going to talk about

normal hearing development in kids from

birth to three and then we'll talk about

how that affects babies who are deaf

and get cued to.

So member a baby -- when a child is in

the mother's belly they can hear at the

point of six months, they can hear

certain low sounds and they can respond

to loud sounds. I remember my son kicking

when a guitar started to be played and

he's hearing obviously, if you drop a

pot sometimes a baby will kick, so you

know this little bunch of skin on the

belly you can hear through it. So babies

are born knowing certain vowel sounds

of their home languages being spoken

so. And from birth to three they can

start to recognize their mother's voice,

they'll startle to noise and at three

months they can tell the difference

between certain syllables in

their home language. They'll know when

something is not their home language and

when something is. I and encourage you

to go to this Ted tock bay

Patricia cool really showing how babies

can recognize the sounds of their home

language. How do they do this? In our

brains is something called an

auditory feature detector and it's if

meant to discriminate sounds in sign

languages and ENTs did research on this

and Patricia cool calls it statistics,

and I love that because we could tell if

something wasn't right or something was

new so we can cue in those languages.

The key to learning them is social

interaction. You have to have turn the

take. You have to have lots of

words, rich vocabulary and it will

stimulating language environments and

there was a wonderful book

called million words and it showed

how important it have for kids to have a

lot of access the language. When we're

born the first thing we see is a human

face and they can see pretty clearly by

the -- this should say -- eight months

and -- I did it on a mac? That's why?

They're cutting it down, yes, okay, I

won't break it. So from birth to three

months that's how far away the baby

and as you saw from it's with Mary Beth

babies capture the wonderful stimulation

so they can see the cues pretty clearly

and the mouth together. So these start

looking and gazing early on and we know

that joint attention is really important

.

The eye contact in human infants showed

is that they can initiate conversations

by looking at something. They're

not ready to talk but they can look and

you got to be aware of what are they

looking at. I need to talk about that

and comment on it and start an

interchain with that it really is

important. By three or four months babies

have what's called stereo vision or by

binocular vision, so the eyes are

developing they can detect motion and

color and their eyes move pretrial so

that means they can see your cues moving

to them, but with we don't have enough

research on this so if anybody is in a

school doing research there has so much

research that hasn't been done to stampuate

what've saying so if you're working

with families and parents mention if

they look somewhere you have to talk

about what they just looked at. They

can follow eye gaze, if you look at

something Thiamilate look at something

and that's where that social cognitive

development starts with when they're

starting to take themselves. I

don't know what that is. Should I

disconnect this call.? Way they -- so

babies will follow gaze and at 12

months they are very interested, that's

a year old, they might be walking but

they'll definitely be able the to sit up

and they're looking at

facial expressions and learning what

people are doing when they're expressing

themselves. Now I can't advance my

slide. Oh I must have disconnected

this.. How do you do that? She's too

smart, so advice five the 12 months.

This is the cool part, so people have

studied babies and they can tell that

they can lip real at five to six months

and look how cool that is as far as cueing

goes. So that's why we want parents to

start cueing -- when they decide the

let's try cueing, start meeting other

cuers can that baby will be ready to

start to cue read you as the

primary provider of English and by the

end of the year their baby's vision is

refined enough to understand what the

cues are starting to say to them. So

how does that relate -- like typical

development of marrying kids relate to

kids who get cued to to? We know that

infants can hear the difference between

phonemes at three months, then start

speech reading a five noses so I say

start cueing as soon as you decide to

cue but hopefully at birth and now that

we have this genetic testing sometimes

they can tell that probably our babies

is going to have so and so, they may

have trouble hearing so let's get kids

learning speech as soon as possible, and

the cool thing about cueing is it's

syllables, it's vowels can consonants

together so some of is the early things

that babies say are what?

Vowels. Some of those vowels you can

cue those so the parent isn't like freaking

out I have to cue all my sentences, cue

what the baby is saying and acknowledge

their vocal and add the consonants in

like mama or their syllables and

once you learn to the cue better you can

cue the little words that babies are

starting to say and you expand it and

add more language through the cues.

Another thing that was so wonderful

yesterday was Karen Hopkins presentation

on including parents and signers and

people who are deaf and hard of hearing

into your family's introduction to a

system that they choose. So I encourage

you as professionals can parents

to find cueing families in your area or

not if you can work with them on

Zoom and meet they will so you have a

chance to see how people are handling

their introduction to cued speech and

who are their local professionals who

cue and acknowledge it and recognize it.

Find social events where there are the

cueing.

We have a lot of online practice, cues

on tap where people get together on a

Friday night and chat and practice their

cueing so do things like that to help

you as a parent or professional.

Attend conferences like this one. So

start early and make it a social

activity so they can see you cueing and

they might start to cue back. Deeper

time is a nice place to cue to them

because they're kind of a captive

audience, but think of word that is you

can cue to them that relate to what

you're doing. Oh you're so wet, or time

for a new diaper or pew! Cue them to

your babies.

When you're feeding you're baby talk

about food, how it tastes, how they like

it. How they don't like it so

they can communicate that to you.

Tub time is so much fun. All the fun

wordings, environmental sounds you can

cue the sound of the water like Shhh, or

drip drip, soap, health wash your hair,

all the fun things we grew up and

listening to you can cue all those words.

Reading is one of the many things that

is beneficial for anyone who's deaf and

hard of hearing but with cuers we found

the sooner you can cue to your baby the

faster they're going to learn the sounds

of the words that they're reading and

their reading is usually on or above

grade level, and most cuers I know are

done with -- can go to college, they can

pursue their dream goal, their lifetime

achieve.

S are fabulous, we have doctors and

lawyers who grew up profoundly deaf but

they know language can they can learn a

second language or third language. Reading

like this dad is really is funker you

can lie down and hold the book so it's

easier for the baby to see.

You can use a mirror so they can see the

parent cueing. Also you can cue in

almost -- well, at least 70 I think

languages they have cue charts for now

so if you are a married couple and

you speak two different languages you

can cue which those languages, the child

can code switch and knows mommy cues in

french and dad cue this is Urdu and at

school they speech English.

Playing peek a boo is such fun. So it's

like this peak a boo. Peak a boo. So

we don't say peak a boo, we blend it

together. So it's like one word, peak a

boo, I see you. And they might babble. Joint attention and

eye gaze absolutely important, so you

are acknowledging what the baby is

looking at our choosing to play with

and that way they feel like, okay, she's

understanding me of. This is working

out okay, and you can do descriptions of

colors and size and shapes. Babies

will start to go with an index finger --

fist they'll do a hand and as they get

older they refine it to a finger and.at

things they like or notice or want more

information about so be sure to

recognize that and talk about it so then

realize that they're listening to me,

they're teaching me things. It becomes

a conversation. Cue babble we know from

parent observation that babies who see

cues can babble

at approximately 19 to ten months and

I'm not sure how old the baby was in

that video but she feels definitely cue

babbling. She was going whoa,

wind but the first hand shapes

noted by parents are the open hand, is

babies will babble with their open hand,

maybe because this is is mama and oh and

uh-oh so the babies are seeing that

more and they can isolate one finger t and then the indeck -- and

then this one. So some of those are

more easy than maybe that one which is

kind of complicated or this one, so

open hand,.er finger are the post

popular and parents notice they usually

cue the hand shape for their first sound

in their name, because they see that all

the time. Like Emma. But that's a

study you could do, how fun would that

be to videotape the kids when

they're babies so we know what t hands are doing,

because we see know the hand shapes they

develop first, really important is that

children grow up with accurate cueing

models. We know a lot of people out in

the boonnies who are all alone in a big

state but they don't have a certified

instructor so we can do classes online

but we want you to be able to cue

accurately so the child gets the correct

hand shapes can placement for the

language that's being cued to them so

you can connect with our national cued

speech association to get connected with

people. So I wanted to show you the

deaf children's literacy project. -- if

you came to our booth you without would

see these handouts and this is a free

kit for parents who choose cued

speech and it comes in this cool box

with a toy and book, and is this big

brochure full of -- has a chart on the

back. There's cued American English

and also information

inside. We have a few of our cards here

if you want to grab one so you can

contact us, Danielle's e-mail is there

and you get a free kit four times a year

if you're a parent who has chosen to

cue with your child so I really hope you

-- yeah for the first year and you're

off and running. So it's a nice

resource can there are different toys in

each of the four boxes, so suggestions,

take a class, be sure your

instructor is nationally certified and

you can also become certified as a

trans lit rater is there's a whole teaching

process for that and it's really needed

because we're getting more kids who cue

and schools need them, surround

your baby with good cueing models, keep

cueing.

Remember it doesn't really need a

language foundation because cueing is

the language foundation.

Once you cue you're providing language

to that child, if you cue in Texas

you're going to cue your vowels

differently, if you're from northern

[indiscernible] so it's really neat to

be able to show that with cued speechment

these are website that you can explore,

cue college can that's where you can go

and take classes online. The third one

is daily cues that's a really good

resource that has many cue charts which

is what this -- so this is called the

cue chart for cued American English.

And every language -- most languages

have different consonants and vowels as

Hillary was talking about, like Arabic

has three different sounds and French

doesn't have Ths and -- so I love

any questions that you have? Yes.

>> Two things, I'm from Brooklyn and

people tell me that they can cue -- you

would cue differently the way I talk

than the way maybe other folks in the

United States talk but we tend to think

of reading instruction beginning when

kids formally enter school boreal that's

almost the end of it. This is the beginning

so the idea that phonemic awareness

can be accessed by children without hearing

through cueing is nominal and I'm just

shocked we don't use this more

during the zero to six period, and

phonics.

>> But I was glad Carl light came in

because -- Jeff from Boston he didn't

even seem like he had heard of cued

speech and they're cuers in

Massachusetts so I was really glad that

he and Jeff had a conversation. Carl is

going to beef up cueing here at hands

and voices and that will be wonderful

for families because you can use it

early and then they can reads faster and

easier, at grade level and the studies

that have been done -- study that was

done and it was a beautiful elegant

study showed the deafer the more deaf

kids the profoundly deaf kids better

than the kids in reading. Other

questions? This is an extra slide in my

power appointment. Gene did a

presentation at teachers college, I was

one of the kids in the study when I was in elementary school. There

was 30 cuers, 30 signers, 30 oral and

30 hearing as a control group. The key

thing is all of these studented had

hearing parents. That's important to

know. We were looking at English

language learning with their parents.

The cueing children their outs comes

with your similar to the control group

whereas the oral was slightly behind

them because they were missing some

information and the signing

communication group had less of an out

come. That's what that study was about.

You can see right up here.

>> Half a minute more. As long we're

mentioning teachers college, I didn't

start this, Hillary did but I believe

that teachers college is the only

program that requires its

masters students to take cued

speech because we're a comprehensive

program so listening and spoken language,

ASL but no matter which community you

identify with if you understand the

basics of cued speechup can help a

child learn to read.

>> Is teachers college, TC

had all been interested in

teaching students how to cue but until a

friend of mini-came along they didn't

have anyone qualified to teach that

class. Jennifer teaches there and we

bit that class at teachers college can

the deaf education department, thank you,

decided to make that a

requirement. Many graduate schools

offer its as an option in their

communication sciences programs but not

in deaf education. If you work in deaf

Ed if you need help with this, need help

identifying someone reach out and let us

know. We can help you with that. Thank

you.