



I Was Born Deaf and My Native Language is English: How?

Hilary Franklin, M.A., CICS

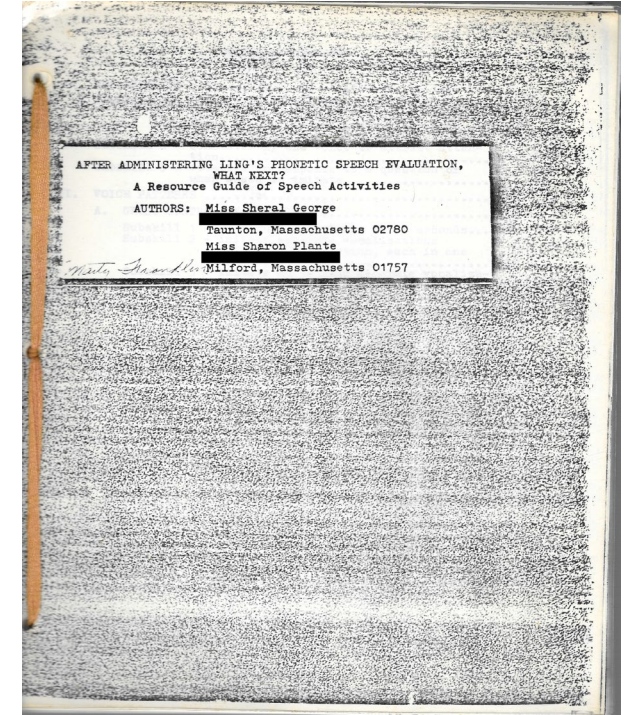
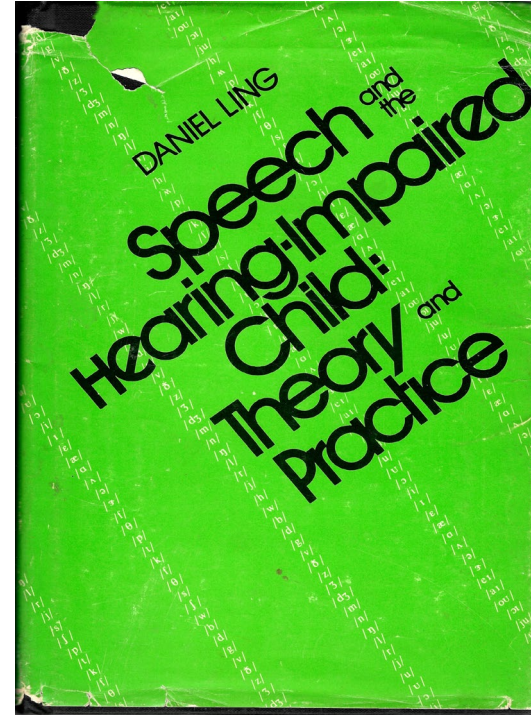
About Me: The First Year

- **Born with bilateral sensorineural severe-to-profound deafness to hearing parents with no other deaf or hard-of-hearing family members**
- In 1978, newborn hearing screening did not exist 😞
- 5-month checkup: parents told pediatrician that they thought I had a hearing problem; told to wait until I was 9 months old for testing 😊
- 6-month checkup with different doctor: told to wait until I was 9 months old 😊
- At 8.5 months old, parents requested hearing testing; first available appointment at 10.5 months
- 10.5 months: Hearing test! Verdict? Likely profoundly deaf. Parents asked about follow-up programs and treatment: “they gave us a blank stare”
- Parents visited parent-infant program; received support from staff
- 11.5-12 months: Follow-on testing indicated no response up to 100dB
- 13 months: Started wearing hearing aids



Years 2-3 (Ages 1-2)

- Parents opted initially for what we now call “listening and spoken language” (LSL)
- They used a variety of speech-language activities derived from Dr. Ling’s book, *Speech and the Hearing-Impaired Child: Theory and Practice*
 - Focused on suprasegmental aspects of speech (pitch, duration, etc.)
- Had equivalent of early intervention services for speech and language (started with 30 minutes 3x/week)
- Had home instruction from a teacher of the deaf for 1 hour/week
- Deafness confirmed as severe-profound



Initial Goals



Increase expressive and receptive language



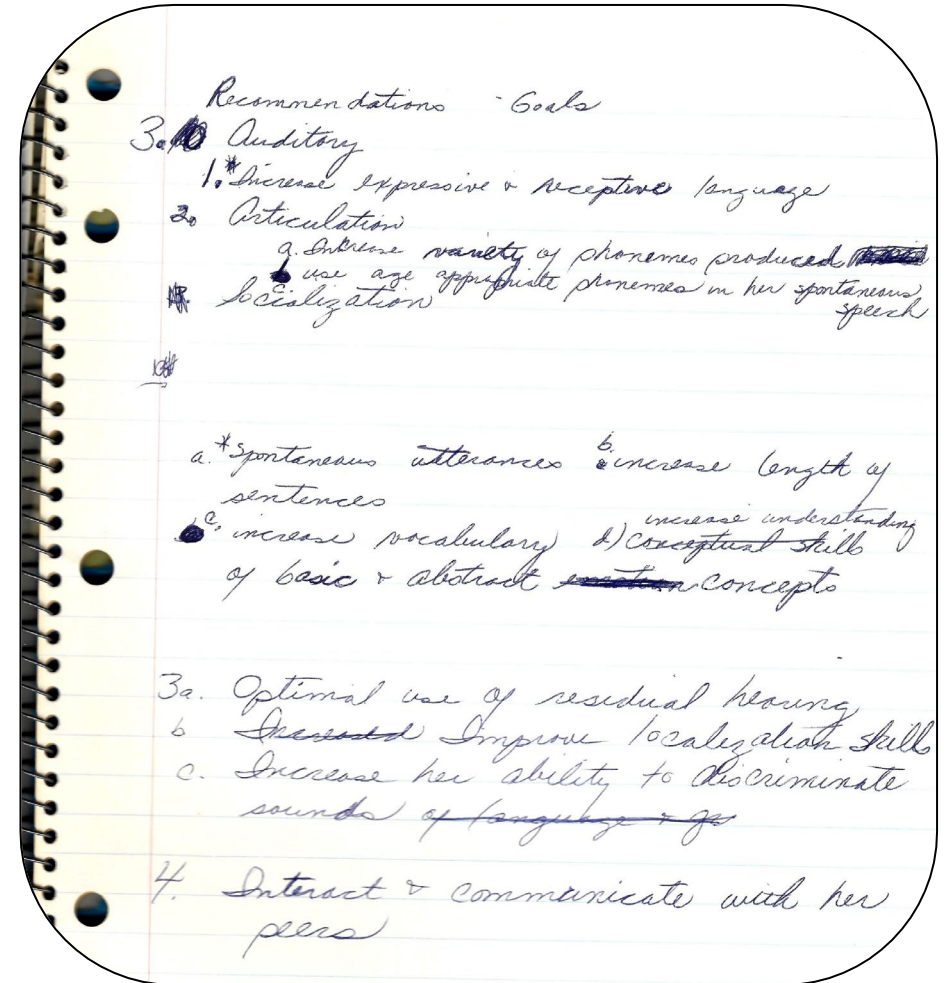
Increase variety of phonemes produced; use age-appropriate phonemes in spontaneous speech



Increase vocabulary



Socialization: interact and communicate with peers



By Age 3.5-4

- Receptive and expressive language lagging
- Parents opted to start cueing
 - Teacher of the Deaf already knew how to cue
 - Taught my parents to cue during 3 long sessions over 3 non-continuous days
 - Started cueing informally with me; no direct instruction
- Language caught up quickly; age appropriate by 4

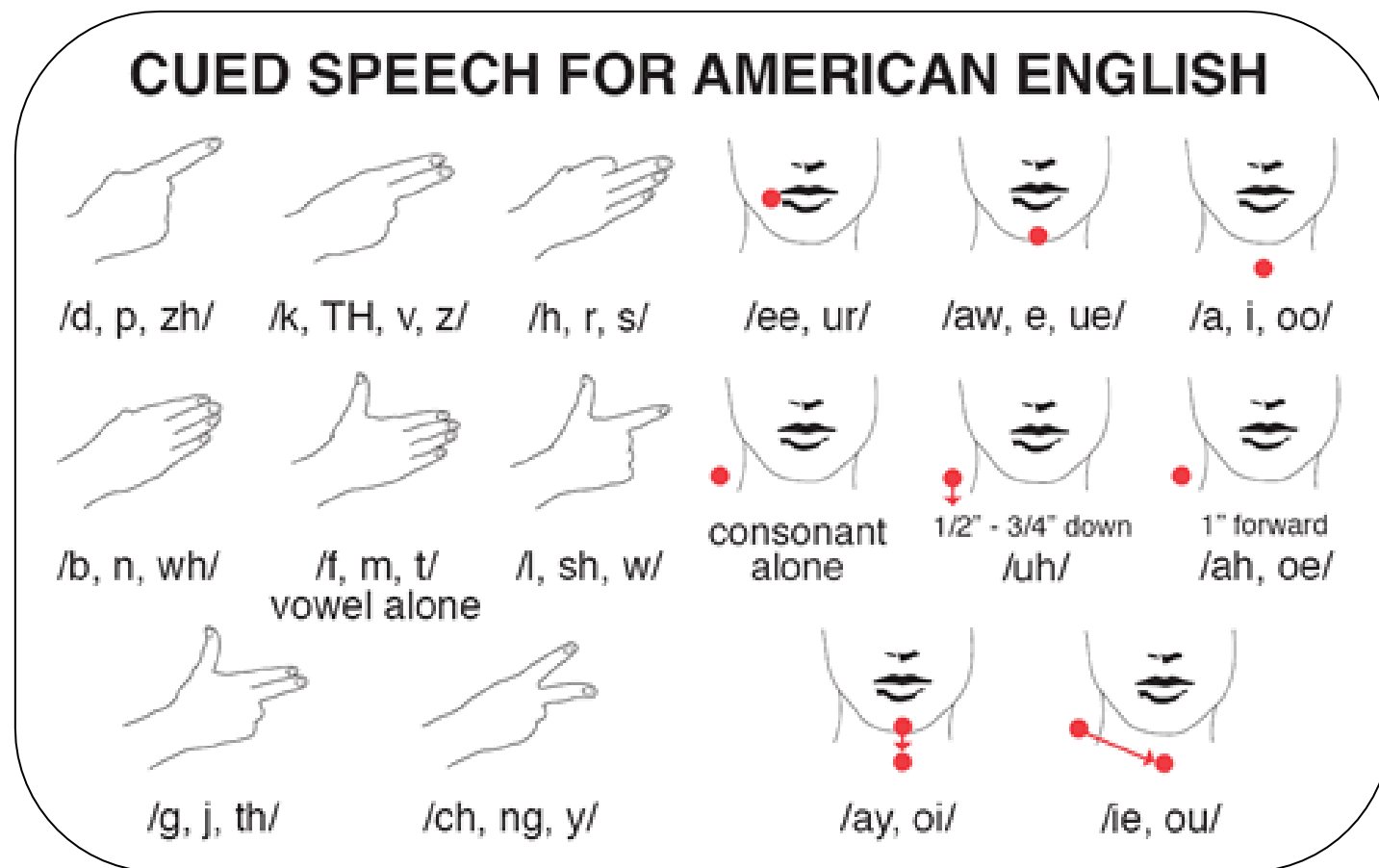


Me with Pam Beck, my TOD at age 3-4

Cued Speech for American English

Cued Speech is a visual communication mode that uses *8 handshapes* in *4 different placements* near the face in combination with the *mouth movements of speech* to make the phonemes of spoken language look different from each other.

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What Is a Cue?

- A ***cue*** is a handshape or hand placement in combination with the corresponding mouth shape that visually represents a consonant or vowel.



/k/



/yue/



/i/



/ng/

Pre-Kindergarten

- Deaf/Hard of Hearing Pre-K/Kindergarten class in public school (Montgomery County, MD)
 - Half-day class; attended the morning
 - Daily journal between TOD and parents
- National Child Research Center (NCRC) (Washington, DC)
 - Half-day; attended in afternoon
- Instruction via Cued American English
- Lots of language-building activities!
- Fond memory of playing “Memory” at NCRC!
- Summer: 1:1 support via school district; attended county summer camp with hearing peers (no CLT)

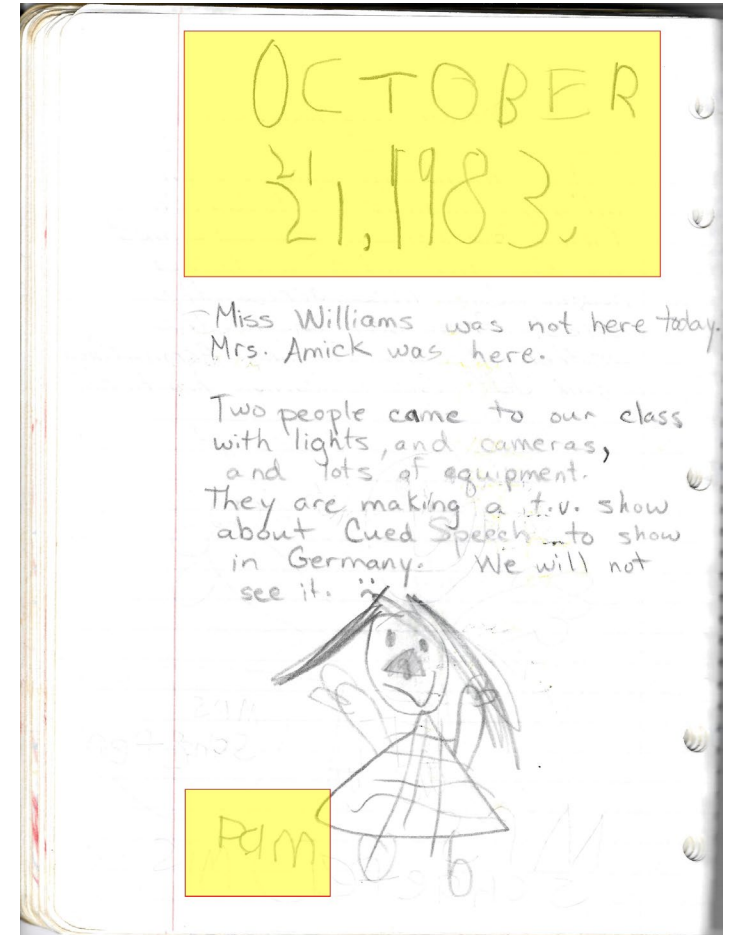


Class photo from 1982-1983



Kindergarten

- Half-day mainstream kindergarten with cued language transliterator; half-day in DHH class
- Got first public library card; checked out FOUR books! (And never stopped...)
- Lots of reading!
- Started writing in daily notebooks between TOD and parents!



By the End of First Grade...

- Reading, Spelling, Language Skills, and Written Expression all “Outstanding”
- Oral Expression: “Satisfactory”
- Listening: “Satisfactory”
(hasn’t changed...I still tend to interrupt 😊)
- “...fine reader with excellent comprehension.”
- “...class’s best speller with an ability above 4th grade level.”

MONTGOMERY COUNTY PUBLIC SCHOOLS Rockville, Maryland 20850
Report to Parents on Student Progress in the Elementary Grades 1 and 2

Student Name FRANKLIN HILARY		Grade 1	
School Name FLOWER VALLEY ELEMENTARY		School Year 1984-85	

SUBJECTS	REPORTS					YEAR AVERAGE
	1st	2nd	3rd	4th		
Reading	0	2	2	2	0	0
Handwriting	0	0	0	0	0	0
Spelling	0	0	0	0	0	0
Language Skills	0	0	0	0	0	0
Written Expression	0	2	0	0	0	0
Oral Expression	0	0	0	0	0	0
Listening	0	0	0	0	0	0
Mathematics	0	2	2	2	0	0
Social Sciences	0	0	0	0	0	0
Science	0	0	0	0	0	0
Music	0	0	0	0	0	0
Art	0	0	0	0	0	0
Physical Education	0	0	0	0	0	0

WORK STUDY SKILLS (Check One)

The student does the work that is assigned, is seldom late in completing work, and gives excellent attention to classroom tasks.

The student usually does the work that is assigned, usually completes the work on time, and gives attention to classroom tasks.

The student sometimes does the work that is assigned, seldom completes the work on time, and gives little attention to classroom tasks.

Teacher's Name: Gloria Harvey

ATTENDANCE	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
Days Absent	0	2	0	0	1	0	0	1	1/2	
Days Present	18	21	19	15	16	18	21	15	21 1/2	
Times Tardy	0	0	0	0	0	1	0	0	0	

UATION CODES
on is based on evidence of the attainment instructional and performance objectives the student.

ending level of performance
tory level of performance
% of performance needs to be improved
progress is not applicable at this time

Reading and Mathematics
In addition, reading and mathematics are evaluated according to grade level:
1 The student is performing above grade level.
2 The student is performing on grade level.
3 The student is performing below grade level.

Placement for next year

MCPB Form 305-1

TEACHER'S COMMENTS

Hilary has completed two pre-primers and is reading fluently. In math she is working on place value. Hilary works quickly and efficiently in math, for which she seems to have a special aptitude. It is a delight to have Hilary in our class.

Hilary continues to read well with excellent comprehension. She works very hard to complete all daily assignments. In math, Hilary does well in all computational skills. We are working to improve her understanding of math concepts such as place value and calendar time. Hilary's kindness to her classmates and teachers gives much pleasure.

Hilary is a fine reader with excellent comprehension. She continues to be a good worker, delighting all of us who work with her. She should be pleased with her progress in math as she works now on second-grade objectives.

Hilary has completed the 12 reader cloverleaf. She reads fluently and contributes much to her reading group. Hilary is the class's best speller with an ability above 4th grade level. She has done extremely well in math this grading period, passing 11 second-grade objectives including second grade problem solving. She is a joy!

Why Cueing Works: Key Factors for Language Development

- Makes phonemes clearly visible to all regardless of level of hearing and/or auditory processing
- **Supports phonics-based instruction: Research shows that phonics works!**
 - Phonemes in isolation
 - Phonemes in combination with other phonemes (build from utterances to single words to two-word sentences, three-word sentences, etc.)
 - Use of prosody to demonstrate stress, rhythm, etc.
- Decoding process works the same as for hearing peers
- When learning to write, DHH cuers make the same mistakes as hearing kids
 - E.g., “bloo” or “blu” for **blue**; “dout” or “dowt” for **doubt**; “peech” for **peach**
- **Consistent** cueing enables children to develop language on par with their hearing peers
- Cueing **conversationally** enables children to develop appropriate interpersonal communication skills

Research: Jean Wandel, 1989

- 120 children (ages 7-16) across 4 categories:
 - 30 LSL | 30 Total Communication (TC) | 30 Cueing | 30 Hearing (control)
 - Each group of deaf children had 15 with severe deafness, 15 profound
- Method: administered internal speech ratio, Ravens, SAT, reading comprehension tests
- **Results:**
- ***No difference in reading ability between deaf cuers and hearing children***; slight advantage for those with profound deafness than severe deafness due to more consistency cueing (at home and school)
- LSL group performed lower than cueing group on all measures
- TC group performed lower than Hearing, LSL, and cueing groups on all tests

- Took California Achievement Test (CAT)

- | | | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|------------------------------------------------------------|-----------------|
| Office of Special and Alternative Education
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland | | | CONFIDENTIAL

READ INSTRUCTIONS ON REVERSE | | INDIVIDUALIZED EDUCATION PROGRAM: TOTAL SERVICE
PART A | | |
| Last Name | First | M.I. | Date of Birth | Student ID. No. | Present School | Present Grade | Present Program |
| Franklin | Hilary | | 78 | | Flower Valley | 3 | Auditory |
| The IEP is a two part document (Part A and Part B) which is drafted prior to initiation of services or program placement. It establishes a teaching and/or services plan for the pupil at the beginning of each year, upon initial placement, or upon program/placement changes. It cannot reflect all activities of the pupil, nor guarantee a specified rate of progress. If more space is needed for Part A, use MCPS form 335-69-A1 - Part A Addendum. | | | | | | | Home School |
| SUMMARY OF CURRENT LEVELS OF PERFORMANCE: (Include observation(s), educational, ability and pertinent health information.) | | | | | | | |
| EVALUATOR/OBSERVER | DATE | DATA SOURCES | SCORES/LEVELS OF PERFORMANCE | INDICATED STRENGTHS | INDICATED NEEDS | | |
| Treatment Center

M Green | 8/86

11/86 | Audiologic Eval.

California Achievement Test

Total Battery
Stanine: 9
Percentile: 99 | Bilateral profound
Sensorineural
hearing loss

Rtg. Phon. Anal. 7 89
Struct. Anal. 8 93
Vocab. 7 85
Comp. 7 85
Total 7 94
Spelling 7 99
Lang. Mech. 9 99
Express. 8 93
Total 8 99 | Good, consistent
amplification

High standardized
test scores

Good progress
in all
academic areas | Auditory Training

Reading
inference | | |
| PROGRAM DECISIONS: | | | | | | | |
| Disability code <u>03</u> | | DATE OF MEETING: <u>5/15/87</u> | | MEETING PARTICIPANTS: | | TITLE: | |
| Program <u>Auditory - Level 1</u> | | Grade <u>4</u> | | <u>Anita Dorton</u>
<u>John J. Kitterman</u>
<u>Martha Green</u>
<u>X Michael...</u> | | ARD Chair
Parent(s): <u>ADS</u>
<u>Auditory Tech</u> | |
| Related services <u>transportation, educational audiology, clinical audiology, speech, parent counseling, interpreting</u> | | | | | | | |
| Project Basic objectives in IEP Yes/No Test accommodations needed Yes/No (see ARD notes) | | | | | | | |
| School assigned <u>Flower Valley</u> | | | | | | | |
| Start date <u>9/87</u> | | Prelim. review date _____ | | Annual review date <u>5/88</u> | | | |
| Projected end date <u>6/88</u> | | Percent of time in regular classes _____ | | | | | |
| <u>* mainstreamed in all subjects in 4th grade except auditory</u>
PARENTS _____ | | | | | | | |
| I authorize MCPS staff to implement Parts A and B of this program. My rights to appeal the educational services/program recommendations have been explained. I authorize MCPS to forward information for the Special Services Information System to the Maryland State Department of Education. I understand that this IEP will be maintained in a confidential file. I have been informed of Project Basic requirements. | | | | | | | |
| Signature(s) of Parent/Guardian <u>Martha D. Franklin</u> | | | | Signature of Principal/Program Coordinator <u>Anita Dorton</u> | | | |
| Date <u>5/15/87</u> | | | | Date <u>5/15/87</u> | | | |

By the End of Fourth Grade...

- Took Stanford Achievement Test for Hearing Impaired students (normed against 10-yo hearing peers)
 - Grade Equivalent Scores:
 - **Reading Comprehension: 9.9**
 - Concept of Numbers: 10.5
 - Math Applications: PHS (past high school?)
 - Math Comprehension: 10.2
 - **Vocabulary: 9.5**

SAT-HI *Feb/Mar 1988*

*Intermediate /
normed /
scored on* *10 yr old*

	<i>Raw</i>	<i>SS</i>	<i>Gr.E.</i>	<i>%ile</i>
<i>Reading Comp</i>	<i>53</i>	<i>674</i>	<i>9.9</i>	<i>98</i>
<i>Concept of #</i>	<i>32</i>	<i>712</i>	<i>10.5</i>	<i>99</i>
<i>Math Aplic.</i>	<i>39</i>	<i>737</i>	<i>PHS</i>	<i>99</i>
<i>Math Comp.</i>	<i>41</i>	<i>710</i>	<i>10.2</i>	<i>97</i>
<i>Vocab</i>	<i>33</i>	<i>697</i>	<i>9.5</i>	<i>—</i>

Hilary Franklin

Since then...

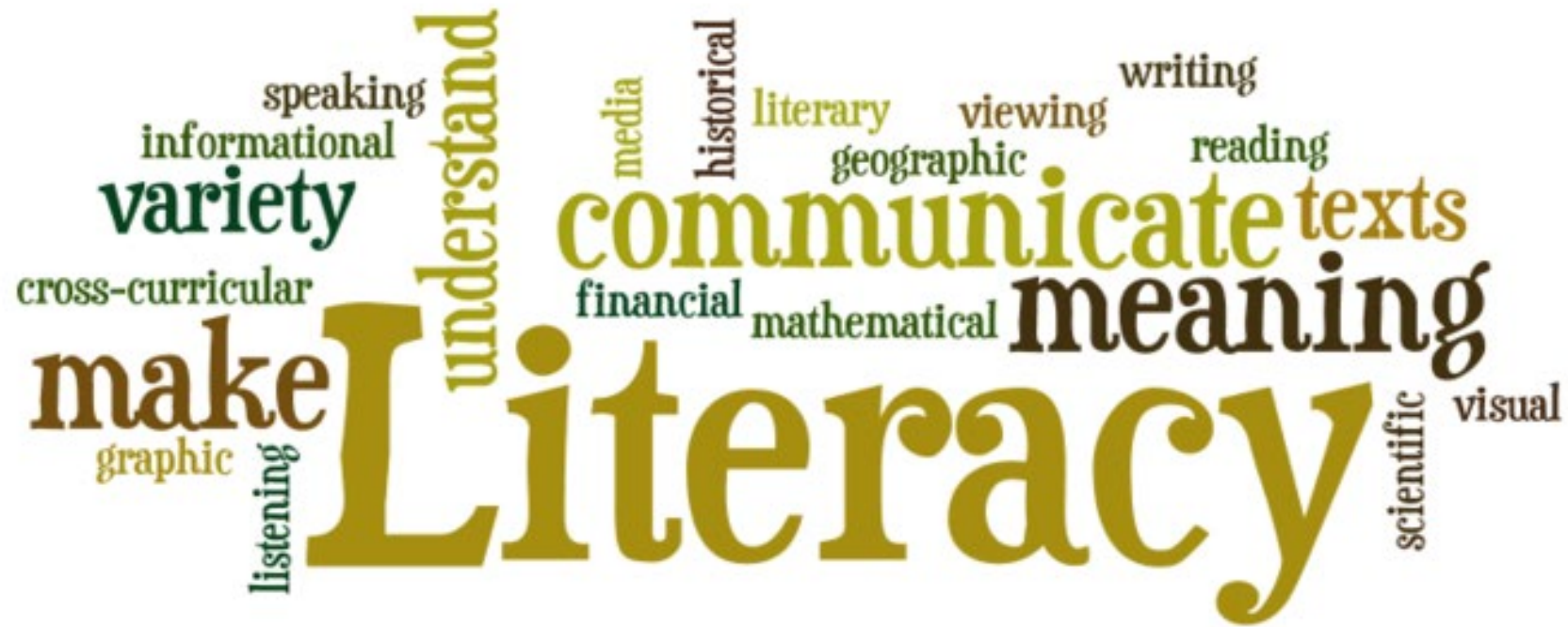


- Mainstreamed in Montgomery County Public Schools, MD, with cued language transliterators (CLTs)
 - Started learning ASL in middle school/high school
- B.A. (2003), Public Policy, University of North Carolina at Chapel Hill (Go Tar Heels!)
- M.A. (2006), Teaching American Sign Language as a Foreign Language, Teachers College, Columbia University
- Works for the Department of Defense
- Certified instructor of Cued American English since 2005
- On the board of the National Cued Speech Association

Can We Use CAE, ASL, and LSL?

- **Yes!**
 - Using cueing for English and signing for ASL ***preserves the integrity of both languages.***
 - No need to “adapt” ASL signs to convey specific English words.
 - ***DHH cuers are able to decode written English via phonics,*** even if they have no usable hearing.
 - ***Cueing fills in the blanks of what DHH children don’t hear*** via hearing devices → more complete, accurate language.
 - If the family is Deaf and the first language is ASL, then Deaf children can learn English via cueing (does require having someone cue consistently).
 - Illinois School for the Deaf has a bilingual program; academic instruction is provided in ASL and/or CAE, based on IEPs.

In Short...Cueing Enables Literacy



Resources

For more information, check out <https://cuedspeech.org> or visit the National Cued Speech Association booth!

- **Support System Network**

- Other parents
- Adult Deaf cuers
- Professionals
- Facebook Group: Cued Speech

- **Learning to Cue**

- Self-paced: CueCollege
- Virtual classes: Generally advertised via NCSA/Facebook
- In-person classes: Cue Camps; local classes depends on instructor availability
- Transliterator training: Language Matters, Inc.

- **Early Intervention/IFSP, IEP Support**

- Professionals/Educators
- Legal understanding; possibly legal support

- **Resources**

- NCSA membership (free for first-year families!)
- DCLP family boxes (free for first-year families!)
- “Cue with Me!” boxes (www.cuecollege.org)



Websites and Videos

- The National Cued Speech Association: <https://cuedspeech.org/>
- Cue College: <https://cuecollege.org>
- Cued Speech (a mini-documentary)
 - <https://www.youtube.com/watch?v=plPw4H-ZsMg&t=6s>
- Giving language a helping hand, Cathy Rasmussen, TEDxFlourCity
 - <https://www.youtube.com/watch?v=r4KQfepEqWQ>
- ASL, PSE, and CAE: <https://www.youtube.com/watch?v=RxEu1lBVyA>
- Heteronyms, <https://www.youtube.com/watch?v=085H1TdxuBU>
- Go by Twista: <https://www.youtube.com/watch?v=2FMslSKJNMI>
- Codeswitching Between CAE and ASL: <https://www.youtube.com/watch?v=pg9ZCDo3dzA>

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