Benefits of Using Cued Speech

- Immediate exposure to phonemes.
- Enables children to build the foundation of learning to read through phonemic awareness.
- Allows for parent to model their native language of the home for the child.
- Language is made 100% accessible through vision, regardless of amount of hearing child has.

Language Development


- About 90% of deaf children are born to hearing parents.
- Language development depends on frequent, consistent, and accessible communication.
- Early interactions establish the foundation upon which language develops.
- Sign language and spoken language should be considered complementary strategies for encouraging language development in deaf children.
- Total communication programs (utilizing simultaneous signed and spoken language) have not successfully improved literacy.
- ASL vocabulary and syntax do not parallel those of printed English.
- Children need to have experience with English in order to be able to read and write English.
- Parents need to model fluent language to their children.
- Parents need to be taught to use visual strategies for enhancing communication.
- Research shows deaf children who are exposed to Cued Speech from an early age show impressive performance in a variety of reading sub-skills.
- Cueing at home and at school maximizes the potential of the deaf or hard of hearing child.

Is Reading Different?


- “For the purpose of learning to read, children must have an age-appropriate level of proficiency in the same language that is to be read and written.”
- “A core difficulty in learning to read manifests itself as a deficiency...in mastering phonological awareness skills.”
- “Early exposure to a communication system that makes the phonological aspects of the language accessible (i.e. Cued Speech) results in age-appropriate skill development in the areas of phonological awareness, reading, and spelling, although not necessarily vocabulary.”
- Mayer and Trezek conclude that NO, reading is not different for deaf individuals. “…phonology is an aspect of language acquisition...that provides the platform...for learning to read. It is these phonological skills that allow the reader to make the connections between “through-the-air” language and the print on the page....”

AGBMS-AEHI Case Study

Analysis of Stanford Achievement Test Scores: Language

- Cued Speech is used by instructional staff to provide 100% visual access to language.
- A total of 16 students in this study. The amount of time each student spent at AGBMS varied.
- Students have varying hearing losses, assistive technology needs, and some have additional learning factors.
- Each student made gains.

Conclusion: Cued Speech impacted the acquisition of language, which enhances reading ability, which affects overall academic studies.

What Is Cued Speech?

National Cued Speech Association (NCSA)
Cued Speech is a visual mode of communication that uses handshapes and placements in combination with the mouth movements of speech to make the phonemes of a spoken language look different from each other.

How Can You Use Cued Speech In The Home?

- Imitate your child’s babbling sounds
- Use anytime you talk to your child
- Show environmental sounds (telephone ringing, doorbell, train, siren...)
- Cue animal sounds
- Sing silly songs
- Read books, nursery rhymes, poetry
- And more!

Illinois School for the Deaf

Analysis of Stanford Achievement Test Scores: Language

- Average: 211.4
- Median: 212
- Fall 13: 10.8
- Spring 14: 4.34
- Fall 14: 206
- Spring 15: 206
- Fall 15: 210
- Spring 16: 209

Analysis of Northwest Evaluation Association Reading Measure of Academic Progress Scores (NWEA RMAP)

During the 2013-2014 school year, two groups of students in grades 4-8 with similar characteristics (cognitive functioning, various levels of hearing loss, secondary disabling conditions) were compared based on the mode of communication used for the academic instruction provided during their school day. Students in Group A were instructed using Cued Speech during the majority of their academic content. Students in Group B were instructed using American Sign Language and sign supported speech for the majority of their academic content.

Group A: Cued Speech
- 5 total students, 1:5 Teacher to Student ratio
- Student grade levels 4th to 8th grade
- Primary ASL users: 0
- Primary English users: 5
- 2 students with secondary disabling conditions (OHI-ADHD, S/L Impairment, Specific Learning Disability)

Group B: ASL/Sign Language
- 9 total students, 1:4.5 Teacher to Student ratio
- Student grade levels 6th to 8th grade
- Primary ASL users: 6
- Primary English users: 3
- 4 students with secondary disabling conditions (OHI-ADHD, Specific Learning Disability)

Conclusion: Group A had approximately 24-28 months growth (End 4th → Beg 7th) and Group B had approximately 4-8 months growth (Beg 5th → Mid/End 5th)