Research Findings Regarding Cued Speech


**Auditory Discrimination**

CS is a useful training strategy in phonetics courses.

CS can help foreign dialect students to improve their abilities to discriminate English vowels auditorily.

CS improved the use of audition and did not divert the auditory attention of deaf children.

**Visual Speech Reception**

CS users have nearly-perfect reception of everyday connected speech materials. Audio-visual integration models suggest that CS users may be able to receive up to 80% of consonant-vowel syllables with automatic cues from current speech recognition computer programs.

CS is clearly and accurately readable, without sound, by deaf students with several years of CS experience.

**Speechreading**

CS improves the speechreading capabilities of profoundly deaf students.

CS instruction improved the speechreading ability of hearing subjects.

CS significantly improved speechreading abilities of prelingually deaf persons. This study analyzed the process.

**Receptive Language**

CS helps hearing impaired children to comprehend discourse.

CS enables deaf children to understand spoken language better than with lipreading alone. With parents cueing, the gain is greater than with cueing only at school. Greatest gain is with cueing both at home and at school.

CS / Bilingualism

CS improves spoken language acquisition when combined with manual communication of young deaf children.

CS with signed French triggers speech.

CS helps hearing and deaf college students learn Spanish and French.


CS / Deaf-Blind

CS manual cues, supplementing the Tadoma method, may result in improved speech reception for the deaf-blind.

Expressive Language

CS learners with severe to profound hearing losses scored as well as hearing children using the Developmental Sentence Score (DSS) for expressive language. Children introduced to CS before age 2 scored significantly better than those who began later.

CS enables oral expressive language to develop well in a five-year-old prelingually profoundly deaf child even though his speech was unintelligible.

CS profoundly deaf children surpass the majority of signing and oral children in verbal language skills.

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A review of language acquisition, reading and communication systems used with deaf children shows the empirical base for using the parents' language, conveyed via CS, as the deaf child's first language.

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Reading

In comparing TC, Oral, CS, and Hearing students in reading achievement as measured on the SAT, there was no statistical difference in achievement between hearing students and the profoundly deaf users of CS. Among those with a less-severe loss (85-100 dB), no communication group achieved equivalent to hearing students. These cuers may have received less exposure to CS.


CS develops, in a deaf child, an internal phonological model of the spoken language that can prime the whole process of reading acquisition.


CS improves reading and this paper analyzes how and why it does.


Deaf children exposed to CS at home at an early age rely on inner speech for rhyming, remembering, and spelling similarly to hearing children but differently from deaf children not exposed early to CS.


Deaf cuers use a phonological loop, based in the phonological components of CS, as an efficient system to support language processing.


CS/ Cochlear Implants

Children's use of CS prior to cochlear implantation has a significant positive effect on ability to benefit from the implant.


Visual phonological comprehension of language with CS aids auditory comprehension after implantation.


Implanted children educated with CS have better speech intelligibility with correct syntax than children habilitated with oral or gestural means only.


General

CS issues covered in detail with references and case studies.


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