



Stages in Cueing Fluency

(as established by the Cued Speech Team, Gallaudet College, Fall 1987)

The following projections are based on these assumptions:

the new cuer:

- has completed at least a 10-hour course in Beginning Cued Speech preferably by an NCSA Certified Instructor of Cued Speech
- can demonstrate cueing accuracy at word and/or phrase level
- has applied his/her training daily in...
 - a hired position as a Cued Language Transliterator or Education Technician
 - an assumed position as a parent who verbally interacts with the person who is deaf or hard of hearing, i.e. cueing all conversations
 - a hired position as a deaf education teacher or clinician

the situation involves:

- whenever speaking directly with the person who is deaf or hard of hearing
- transliterating instructions, conversations, or environmental information that directly or indirectly affect the person who is deaf or hard of hearing
- cueing all conversation whether or not the person who is deaf or hard of hearing is present
- a minimum of six (6) hours of cueing per day

WITHIN A THREE-MONTH PERIOD:

- The new cuer should at least be able to cue slowly but accurately any commonly used words without hesitating to analyze the sounds involved.

Educational situation: For example, a transliterator who cues the same standard Kindergarten directions everyday should be able to do so automatically within three months.

“May I have your attention, please? It’s time for everyone to sit on the rug. Good morning!”

Home situation: For example, ordinary everyday comments should be cued readily without analyzing sounds –slowly but correctly. “Dinner’s ready – go wash your hands, please.”

WITHIN A SIX-MONTH PERIOD:

- There is no limit to what the novice cuer can cue without error or analysis. S/he should at least be able to cue complete sentences accurately but slowly (about one syllable per second).

Educational situation: For example, routine speeches that involve rote recitation should be cued in real time without difficulty, such as the Pledge of Allegiance, the National Anthem, or an Alma Mater. Even though these items contain multi-syllabic words, they have been spoken/cued repeatedly and thus should be “memorized” by now.

For unrehearsed information – videos, movies, oral reports, instructions, etc. – the novice cuer should be able to paraphrase essential information adequately to include key vocabulary and concepts, staying relatively close behind the speaker in content and timing.

Home situation: For example, the cuer should be able to read a favorite story or sing a familiar song without cueing errors. In terms of unrehearsed cueing, conversation should be unlimited but relatively slow.

WITHIN A NINE-MONTH PERIOD:

- The semi-experienced cuer should at least be able to cue two syllables per second, anything that is spoken or anything that can be described with spoken terms, such as onomatopoeia (words that make the sound they imply – buzz, whirr, crunch, etc.).

Educational situation: For example, the Cued Language Transliterator should be able to keep up with spoken messages and environmental input (noises, student comments and conversations), using paraphrasing (while maintaining essentials) as a timesaving tactic.

Home situation: For example, the cuer should be able to keep the person who is deaf or hard of hearing abreast of family discussions, arguments, dogs barking, door bells, etc. S/he would use paraphrasing tactics to save time, still including the information that is vital for comprehension and independent thinking stimulation.

WITHIN A ONE-YEAR PERIOD:

- The experienced cuer should be able to cue – at three syllables per second (the average conversational rate) – any spoken utterance accurately and in real time.

Educational situation: For example, the Cued Language Transliterator should be able to keep up with instructional, conversational, and environmental input accurately within a few words of the speaker or source of Auditory Environmental Stimuli (AES).

Home situation: For example, the cuer should be able to cue anything fluently and easily, at a regular speaking rate.

(NOTE: Progress can vary by individual; the above is average.)

Revised: B. Kipila, B. Williams-Scott, P. Earl 2013