

The Total Program for Children With Hearing Loss Using Cued Speech

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Main Focus

- School problems?
- Supports for successful learning?
- Intervention options?
- Why include Cued Speech?
- What are good data tracking practices?
- When do you stop using CS and Speech/language & auditory training?
- Examples of programming:
 - Infancy to 3 years
 - 3-4 years
 - Kindergarten to Grade 12



School Problems Encountered Due to a Poor Foundation.....

- Short attention span while learning new information
- Unable to apply known background information to new subject matter
- Unable to learn new information incidentally
- Unable to infer or draw conclusions from new information
- Unable to identify what information is needed to study for tests
- Poor oral and written narratives skills
- Unable to achieve higher-level language learning skills through generalization, application and/or critical thinking strategies



School Problems Encountered Due to Poor Foundation (continued)

- Language gaps exhibited for both easy and difficult language patterns
- Non-language intelligence tests yield “low average” scores instead of “normal”
- Poor pragmatic skills exhibited in oral classroom participation
- Unable to advocate for self for teacher assistance or for redirection
- Slow language development
- Processes information at a very slow rate
- Exhibits significantly delayed reading skills



What supports successful learning for the student with a hearing loss?

- Application of normal language development program from infancy through high school (oral & written language)
- Appropriate assistive listening devices in all environments – making changes as needed (h.a., CI, sound field systems, F.M., etc)
- A comprehensive speech program for formal & informal training from infancy through school years as needed.
- A communication tool that promotes clear lip reading in all environments - Cued Speech
- Application of an auditory training program as needed according to the type of listening device
- Many opportunities to be included with hearing peers at all levels of instruction in regular education settings
- Application of regular education benchmarks & standards beginning in the preschool setting
- Parent involvement and training at all levels.



What supports successful learning for the deaf student in school?

- Application of normal language development program from infancy through high school (oral & written language)
- Appropriate assistive listening devices in all environments – making changes as needed (h.a., CI, sound field systems, F.M., etc)
- A comprehensive speech program for formal & informal training from infancy through school years as needed.
- A communication tool that promotes clear lip reading in all environments - Cued Speech
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Benefits for Adding Cued Speech to Total Program

- Cued Speech aids in:
 - Accessing the auditory channel for processing language
 - Speech identification through the visual channel
 - Memory retention
 - Language learning
 - Learning a foreign spoken language



Added Benefits of CS to Literacy Learning

- Cued Speech
 - Expands vocabulary with no restrictions nor limitations
 - Clearly provides pronunciation of:
Spoken words, Nonsense words and
Sound effects
 - Develops reading skills such as:
Rhyming, Phonic identification,
Morpheme awareness and Verb tenses



What intervention options that have proven successful?

- Key Elements Needed: (infancy through high school)
 - Oral communication orientation supplemented with Cued Speech with Cued Speech transliterators in classrooms - Cornett (1972)
 - The Ling Model for speech development -Ling (1989), Perigoe & LeBlanc (1994), LeBlanc (2001)
 - The Bloom & Lahey language model for oral language development (content, form, and pragmatics) From single words to complex sentences (Phases I to VIII) during interactive & intentional communicative activities that are age appropriate - Lahey (1976, 1988)
 - Oral Narrative training as described by Lahey (1988) and “Communicative Reading Strategies” (Norris, LSU) for reading and writing improvement in all academic subject areas
 - General and background knowledge training for story comprehension and predicting/infering skills development
 - Intense auditory training with appropriate assistive listening devices that are working and worn at all times- Stout & Windle (1992) example: DASL II



Successful intervention options continued.....

- Addressing language problems encountered by regular educators when they are teaching the state benchmarks and standards in grades K-12 (NCLB)
- Knowing what adaptations or modifications to apply to the student's learning style (Ann Clouatre - LA SDE)
- Allowing student to participate in regular education remediation programs such as LEAP remedial tutorial classes and other school-based supplementary programs (APSB)



What supports good data tracking and assists in good decision making in a student's total programming?

- Formal tests that are standardized on the normal hearing population
- Language training which follows a normal developing model for oral and written forms of language
- A battery of age appropriate standardized tests that assess language components and language related to cognitive skill development
- IEP goals/objectives that teach strategies and content to facilitate language development both in oral and written forms
- IEP goals/objectives that teach strategies for comprehending language in the written text
- Informal assessment for individual learning styles and strategies used by the deaf learner
- Classroom accommodations for clear input of the spoken language and for fostering independent new learning
- Monitor hearing acuity and hearing processing at all levels of language learning



What Can Be Done?

- Optimize audition capabilities in the classroom & at home & use CS at home and at school (Stout, Windle, (1992)
- Increase regular classroom instructional time to provide good models and exposure to general information learning and classroom pragmatic skills
- Assess student's learning style and information processing abilities (LSDE, 2001)
- Identify and apply the student's learning style in classroom accommodations (LSDE, 2004)
- Teach language skills along the same continuum as the hearing peers (Lahey, 1988)
- Intensify oral and written narrative training (Lahey, 1988, Norris, 1998)
- Increase Sp. Ed. teacher intervention time in the *regular* classroom site (LeBlanc, 2004)
- Stress ***language learning*** during reading and math instruction (Norris, 1998, Martino, et al, 2001)



What Can Be Done? ...continued

- Increase ***reg. education teacher training time*** regarding information about these students' learning style and needs
- Teach reading stories in the primary grades at a rate of more than a week for each story using Communicative Reading strategies (Norris, 1998)
- Emphasize auditory training continuously with *all* speech and language training (Stout & Windle, 1992)
- Use additional visual aids for teaching background information:
 - Role playing
 - Semantic webs/story grammar
 - Hands-on activities to teach oral and written narratives
 - Video movies
- Students should experience regular education reading instruction as much as possible with hearing peers



When is Speech, Language, Audition & C S Not Needed...?

- Language training strategies should continue as long as the student is learning more complex language and is learning to use these skills toward a goal of language competency. These situations will increasingly occur in the regular education classroom and in the community. (Wiig, 1989, LeBlanc, 2004)
- Incorporating speech and auditory practice with naturally occurring language in the classroom to make permanent, efficient communication skills that will help the student to prepare and master his/her future communication freedoms and responsibilities as he/she grows into adulthood, just like his/her hearing peers. (LeBlanc, 2004)

Developmental Milestones for: Speech, Language, Audition

Early Intervention and in the Preschool Years: (Ling, 1989, Perusse, et al, 1992, LeBlanc, 2001)

- Use an auditory-oral approach with emphasis on hearing as the primary modality supplemented with Cued Speech from the beginning
- Have the expectation that *speech* is the primary mode of communication even if supplemented with Cued Speech
- Parents are the primary educators/advocates for speech and language training. Parents are taught the importance of: pre-verbal language input, Cued Speech input, normal child/caregiver interactions with appropriate ALD(s) that will lead to the first spoken word. Parents are taught how to promote & provide the many opportunities in the home for normal speech and language development. (Ling, Lahey, LeBlanc)
- Professionals (SLP, deaf education teacher, educational audiologist, etc.) provide biweekly home visits to provide parent training regarding normal speech, language and auditory training.



Age 3-4 years old

Prerequisites for Kindergarten

Language/Speech

- Complete through Phase VI- at a minimum (Lahey, 1988)
- Oral narrative training at least through Level 1 (Lahey, 1988)
- Use speech for all communicative interactions. Developmental articulation errors corrected with speech therapy (Ling, 1989)
- Phonic awareness stressed through Cued Speech

Audition

- Wear working ALDs daily and use in nursery school settings as needed
- Student should identify if ALD is working
- Continue receiving auditory training during speech & language and pre-reading training



School Age Students Grades K- 12

Speech and Language Training Focus

- Continue to promote social and communicative use of speech using carryover strategies. Articulation errors are corrected as needed in short, individual sessions during the school week. (Ling, 1989)
- Continue developmental milestones through Phase VIII and try to complete by the end of Kindergarten or 1st grade (Lahey, 1988)
- Continue oral narrative training as more complex skills are required in subsequent grades for retelling literature passages & academic subject matter for the teacher to assess student comprehension (Lahey, 1988 and “Communicative Reading Strategies” – Martino, Norris, et al)
- Implement written narrative training –Skills will become more complex in subsequent grades for all academic subjects - (“The Writing Process” LEAP - LA SDE and Martino, Norris, et al)
- Language-learning for: prediction, inference, critical thinking, and gaining general knowledge will become more complex in the subsequent grades based on grade benchmarks and standards requirements



School Age Students Grades K- 12

Audition Training Focus

- Wear working assistive listening devices (ALD) daily at home and at school
- Student cares for ALD more and more independently
- As the student uses the ALD more independently, continue providing informal auditory training during short, frequent, individual practice sessions for new speech, reading, and/or language skill training throughout the school week.
- Spot check for malfunctioning equipment and or environmental complications when the student's behavior indicates poor comprehension. Encourage the student to listen under ideal situations as often as possible and to advocate for self.



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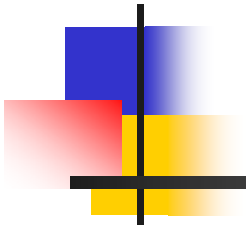
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