

New Cued Speech Book

Cued Speech and Cued Language for Deaf and Hard of Hearing Children edited by Carol J. LaSasso, Kelly Lamar Crain and Jacqueline Leybaert.

This scholarly yet accessible Cued Speech Book contains a wealth of information for professionals and parents.

Ruth Campbell, Ph.D. Professor Emeritus, Department of Cognitive, Perceptual & Brain Sciences, Division of Psychology & Language Sciences, University College London, writes in the foreword: '....it is only within the last twenty or so years that research has been conducted in Europe and the United States on its [Cued Speech] efficacy and utility in relation to the child's developing cognitive skills. In this edited volume, the reader will discover from multiple perspectives (linguistics, cognition, neuropsychology, speech science, hearing science, transliteration, computer science, education) how effective Cued Speech can be in developing traditionally spoken language skills and in making speech and spoken language available to the deaf child.

'Because Cued Speech makes speech segments (phonemes) visible and discrete, it can be of special use in the earliest stages of reading (e.g. decoding) which require the child to develop automated abilities in isolating and identifying speech segments and mapping them to letter forms. This is where the deaf child who does not have access to the full phonological structure of the spoken language faces a significant and fundamental hurdle. Does the privileged access to the segmental structure of speech afforded by Cued Speech help the deaf child to clear this obstacle to fluent reading and spelling? This was Cornett's goal, and that goal has been supported empirically by the work that Alegria and Leybaert, with colleagues led by Périer, started in Belgium 20 years ago. That body of work, with French speakers, has shown conclusively that children exposed consistently to Cued Speech gained and maintained a headstart over deaf children of similar intelligence and skill who did not have Cued Speech. Those who started using Cued Speech before school were even more likely to forge ahead, often with literacy levels and styles indistinguishable from hearing children. In this volume, this original research project is discussed and findings are brought up to date, in addition to recent findings related to the early language and literacy development of deaf children in English- and Spanish-language environments.

'It is becoming increasingly clear that all children (not just those with hearing loss) are sensitive to the sight as well as the sound of speech in the first year of life, and that these experiences lay the foundation for developing native language skills. It is in these early months that the deaf child is likely to tune in to each and every available means of communicating and tracking the intentions of his or her caregivers, including the structure of the child's speech and the spoken language it represents. Cueing is a skill that parents can learn quickly and can use with relative ease as they speak.....

'.....The importance of Cued Speech is that it opens up the world of spoken language to the deaf child in a clear and simple way, from the outset. This has, as Cornett envisioned, the potential to allow a form of the traditionally spoken language to develop naturally in a deaf child, via a communication modality that the child and the child's caregiver can use easily, fluently, and collaboratively.

'This edited volume, with its 24 chapters written by 42 scholars in the United States and Europe, is a fitting memorial to Cornett's vision, in showing just how effective Cued Speech can be in making spoken languages visible and fully accessible for a deaf child in preparation for formal reading instruction and academic achievement.'

Dr. Campbell is an experimental psychologist and neuropsychologist with interests in deafness and cognition, and the neural bases of cognitive processes in relation to developmental plasticity. One of her long-time research interests relates to how speechreading (lipreading) works in hearing and deaf people. She has held faculty posts at the University of Oxford and the University of London, and co-founded the Deafness, Cognition, and Language Centre at University College London in 2005.

The vast experience of the editors ensures that this is a 'must read' for professionals and parents. Just a taste of some of their interests and work - which lead to such a compelling book - follows:

Carol J. LaSasso, Ph.D. Dr. LaSasso is a Professor of Hearing, Speech, and Language Sciences at Gallaudet University, USA. She is an affiliated researcher with the Center for the Study of Learning at Georgetown University, which is conducting neuroimaging studies of language and cognition with hearing and deaf individuals from oral, signing, and cueing backgrounds. In addition, Dr. LaSasso is affiliated with the Science of Learning Center on Visual Language and Visual Literacy (VL2) at Gallaudet University. For 10 years, Dr. LaSasso directed diagnostic reading clinics for more than 400 deaf and hard of hearing children and their parents from American Sign Language, manually coded English, oral-aural, and Cued Speech backgrounds in Washington D.C., W. Hartford, CT, and Wilson NC. Dr. LaSasso currently teaches Ph.D. seminars and directs federal personnel preparation grants from the U.S. Department of Education.

Kelly Lamar Crain, Ph.D. Dr. Crain is Assistant Professor, Aural Habilitation/Deaf Education, University of South Florida, Tampa. He holds a bachelor's degree in Speech-Language Pathology and Audiology from the University of Southern Mississippi, and master's and doctoral degrees in Deaf Education from Gallaudet University. While working as a research associate at Gallaudet, Dr. Crain collaborated with the Center for the Study of Learning at Georgetown University, where he contributed to neuroimaging studies of language and cognition with hearing and deaf individuals from oral, signing, and cueing backgrounds. Dr. Crain's current research interests include the development of cued language by deaf infants, the role of visually acquired phonology in the decoding and reading comprehension abilities of deaf children, and the evolving role of Cued Speech and cued language in the lives of deaf adults.

Jacqueline Leybaert, Ph.D. Dr. Leybaert is Professor of Psychology, Laboratoire Cognition, Langage, et Développement (LCLD), Université Libre de Bruxelles (U.L.B.), Belgium. She teaches courses on language acquisition, cognitive development, sensory deficits and neural plasticity, and dyscalculia. Her doctoral dissertation related to the use of phonological codes by deaf children in reading, spelling and short-term serial memory. Since then, her research interests have focused on the effect of Cued Speech on "the three Rs." More recently, she directed research about audiovisual integration and speech perception in noise in children with a cochlear implant and children with specific language impairment. She also is interested in numerical cognition in children with deafness and children with specific language impairment (SLI). She has co-edited two books in French about linguistic and cognitive development in deaf children and has written numerous articles and book chapters about these topics.

Buy the book? Discount for CSAUK members

Noel McPherson of Plural Publishing has generously offered Cued Speech Association UK members a discount on the purchase price of £70.00. Noel writes: 'I'd be happy to offer your members 20% exclusively plus P&P at cost.' Please contact Noel at:

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