

# Tips for Working with Cuers in the Classroom

## Cued Speech for American English

Visually providing the building blocks needed for communication, language development, and literacy.



/d, p, zh/



/ee, ur/



/k, TH, v, z/



/aw, e, ue/



/h, r, s/



/a, i, oo/



/b, n, wh/



consonant alone



/f, m, t/  
vowel alone



1/2" - 3/4" down  
/uh/



/l, sh, w/



1" forward  
/ah, oe/



/g, j, th/



/ay, oi/



/ch, ng, y/



/ie, ou/

Having a student who cues and is deaf or hard of hearing in the classroom is a fun and rewarding experience. These students require some basic accommodations, many of which will be beneficial to other students in the classroom. These tips are meant to provide a general framework that can be adapted to your unique student and answer a few basic questions. These students often have a team of professionals working with them to ensure academic success. These same professionals will be happy to work with you to find solutions to any issues that might arise. Ask for help and/or clarification whenever you need it.

- ❖ *Reasonable accommodations for the deaf student(s) include...*
  - speaking at an average volume with natural mouth movements.
  - providing copies of notes or having a note-taker for the student so her eyes can remain on you or the transliterator as much as possible.
  - using visuals when possible (overhead, PowerPoint, SmartBoard, CART, etc.) during lectures.
  - using captioned or subtitled movies to provide equal access.
- ❖ *When you have a cued language transliterator (CLT, also known as a Cued Speech transliterator or CST) in the classroom...*
  - address the class or individual students (not the CLT).
  - allow time for the deaf student(s) to read or examine the visuals you refer to.
  - avoid walking between the transliterator and the student.
  - encourage turn-taking and handraising.
  - provide appropriate space for the CLT to position herself in a manner that permits the student to see both the teacher and the transliterator easily.
  - do NOT ask the CLT to function like an assistant teacher or paraprofessional.
  - do NOT view the transliterator as a disciplinarian, as this will endanger the trust relationship between her and the student.
- ❖ *While hearing aids and cochlear implants can be greatly beneficial...*
  - these devices do not provide complete access to auditory information.
  - background noise (paper rustling, heating/air conditioning systems, doors closing, chairs/desks moving, etc.) make listening very difficult.
  - the farther the student who is deaf is from you, the less likely she can hear you or clearly see your mouth.

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