



# Communication Options Reference Chart

Families are advised to talk with other parents and professionals and to visit programs before choosing a communication option to suit their needs. It is the family's right to make this choice.

	Listening and Speaking	Total Communication	Sign Language	Cued Speech
Definition	<p>Children learn to listen with digital-devices and one-on-one teaching to use their residual hearing.</p> <p>Visual cues or manual communication are not used, but speech-reading and natural gesture are routine.</p>	<p>Using multiple ways to communicate with a child. Access is given to a signing system, finger spelling (manual alphabet), gestures, speech reading, body language, oral speech and hearing-device use.</p>	<p>Manual language distinct from spoken language (sign language - SL - does not use spoken-language grammar or syntax).</p> <p>Mainly used by the signing deaf community. Written language is taught as a second or additional language.</p>	<p>Visual communication system of eight hand-shapes (cues) to indicate different sounds of speech.</p> <p>These cues are used while talking to make spoken language clear via vision. This system allows a child to identify sounds that look alike on the lips.</p>
Primary Goals	<p>To develop speech with hearing-devices, and to teach strong communication skills for the hearing world.</p>	<p>The idea is to teach vocabulary and language at multi-sensory level. Presented as a convenient communication method for a child and their family, teachers and schoolmates.</p>	<p>To be the child's primary language and allow communication before learning to speak or even if the child never gets to speak at all.</p>	<p>To develop speech with hearing-devices, and to teach communication skills for a life in the hearing world.</p>
Language Development (Receptive)	<p>Child learns to speak with early and consistent use of hearing aids and /or cochlear implant and/or FM system with some speech-reading.</p>	<p>A child's simultaneous use of speech and sign is encouraged with exposure to spoken and signed language.</p> <p>Speech-reading and hearing-device use is part of this process.</p>	<p>Language is developed with the use of SL. Written language is taught as a second language once a child is fluent in SL.</p>	<p>Child learns to speak with hearing-devices, speech-reading and use of "cues" to represent different sounds.</p>
Expressive Language	<p>Spoken and written language (both fluent).</p>	<p>Language (spoken, sign or a mix of both plus writing ability) is developed with exposure to oral speech, signs, speech-reading and hearing-device use.</p>	<p>SL is the child's primary expressive language, with written language next.</p>	<p>Spoken language (sometimes with the use of cues) and written language.</p>
Hearing	<p>Early, consistent use of hearing aids, implants and/or a FM system is the basis of this option.</p>	<p>Use of hearing aids, cochlear implant/s, FM system) is advised for child to maximise remaining hearing.</p>	<p>Hearing-devices are not essential for success with SL.</p>	<p>Hearing-devices are encouraged to maximize the use of residual hearing.</p>
Family Responsibility	<p>Family are a child's first teachers. Parents need to build processes into a child's routine and play time for a spoken language-rich home life, with full-time wearing of hearing-devices as a central part of a child's learning.</p>	<p>Family learns chosen sign-system for child to develop language. Parents learning to sign is an ongoing process. As child's expressive sign language deepens, so too should the parents' to give child a learning environment. Family is also responsible for consistent hearing-device use.</p>	<p>Child needs access to deaf and/or hearing adults fluent in SL to develop SL as a primary language.</p> <p>If family chooses this method, they need fluency in SL to communicate with the child for a lifetime.</p>	<p>Parents are the primary teachers of cued speech to their child. They are expected to cue at all times as they speak.</p>
Parent Training	<p>Parents need teamwork with their child's language teacher (speech, auditory-verbal) to learn strategies for use at home or in daycare.</p> <p>Training focuses to developing the child's listening, speech-reading and speech skills.</p>	<p>Parents sign as they speak to child (simultaneous communication).</p> <p>To become fluent, sign must become routine in your communication.</p>	<p>If parents are not deaf, intensive SL education is needed for the family to become proficient in the language.</p>	<p>Cued speech can be learned at classes taught by trained teachers. Much time must be spent using and practicing cues to become proficient in cued speech.</p> <p>At least one parent and preferably both must learn to cue fluently for the child to develop age-appropriate speech &amp; language.</p>