

SOME CONSIDERATIONS OF
DEAF SPEECH

by

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CHAPTER I

INTRODUCTION

The child who suffers from early deafness is faced with a doubly severe communication handicap. First, normal speech is unintelligible to him. Consequently there is a lack of exposure to speech in his early development and an inability to auditorily monitor his own vocalizations. These factors lead to the second handicap, namely, the great difficulty in learning to speak. The overall effect of these handicaps is that there is severe retardation of intellectual development. If better means can be found for overcoming the deficient speech communication, large improvements could occur in their education. The number of such persons in the United States is on the order of 400,000.

From the results of specialized teaching efforts, it follows that the second of the above handicaps can, in principle, be overcome. It is hoped that a much larger proportion of the deaf population could be trained to improve their ability to speak if appropriate instrumentation could be developed for helping the deaf in learning to speak. One approach to this problem has been the development of speech analyzing aids for speech training. Such aids typically operate on the