



The Role and Responsibilities of the Cued Language Transliterators and Pay Parity

A Position Statement of the National Cued Speech Association

What is a Cued Language Transliterators?

The role of the cued language transliterator (CLT) requires study and practice to obtain the nationally recognized standards set forth in the Code of Conduct (Fleetwood and Metzger, 1989) and the Code of Professional Conduct (The National Registry of Interpreters for the Deaf, 2005). The primary goal of a CLT is to provide complete and equal access to the auditory information found in the environment of the mainstream. This includes access to linguistic, academic and social developmental information.

The responsibilities of the CLT allow other members of the educational team to perform their duties without interference. Additionally, in order to preserve the integrity of the CLT's role, it is inappropriate to ask a CLT to assume any duty ordinarily assigned to others on the educational team. Like the members of the educational team, the CLT must have the necessary skills, knowledge, and appropriate strategies for working with individual students in order to appropriately meet the unique job requirements.

Pay Parity

Cued language transliterators are an integral and, often, inextricable part of a deaf cuer's academic experience. Given the unique skill set and multifaceted role of a CLT, the NCSA asserts that pay rates for CLTs should be equivalent to the local going rate for a professional sign language interpreter or oral transliterator. Factors such as levels of education and certification may affect the determination of a CLT's salary as long as they do not interfere with aforementioned pay parity. Failing to grant pay parity to CLTs not only implies that their services are less valued than their fellow professionals in the academic environment, but makes it harder to recruit and retain competent employees.

In addition, the job title and description assigned to a CLT should appropriately acknowledge and respect the essential contribution a CLT makes to a deaf cuer's academic experience.

Resources

The role of the CLT requires a unique set of skills and knowledge and a fundamental understanding of many disciplines that are coordinated in every decision made on the job. Once an individual has become a proficient cuer, further training and study specific to the profession is required in order to meet and maintain the high standards necessary to perform the role appropriately. Additional resources include but are not limited to:

Language Matters, Inc.

www.language-matters.com

Registry of Interpreters for the Deaf (RID)

www.rid.org

TECUnit, Inc.

www.tecunit.org

—Statement adopted November 15, 2007