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Why We Cue...

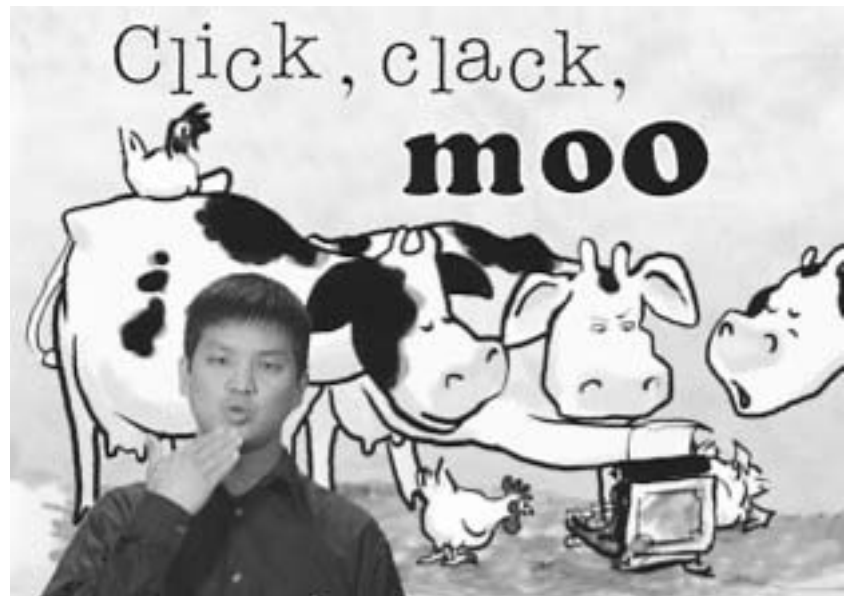


When we adopted Lena in Ukraine in June of 2000, she was almost 5 years old, profoundly deaf and had no language at all. Now she reads Dr. Seuss stories to us! We chose cueing as the best hope for her to become a literate child. We have not regretted it a day!

— Joe and Lana Portolano, Maryland

Thank you to the Portolano family for being a part of the "Why We Cue" series of advertisements NCSA has placed in the magazine of the A.G. Bell Association. If you or your family would like to participate in this outreach program, please contact Pam Beck at the NCSA office.

Cued Stories on the Web



Cue Adult Daniel Koo is the cueing story-teller for two stories online at PBS Kids. *Click, Clack, Moo* and *Joseph Had a Little Overcoat* and teaching units for them are presented as part of the Cornerstones Literacy Project, which provides materials for teachers of deaf and hard-of-hearing students. Mardi Loeterman of CPB/WGBH National Center for Accessible Media in Boston is the project director. Carol LaSasso, Gallaudet University

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On Cue

Vol. 16, No. 2

On Cue, the newsletter of the National Cued Speech Association, is published quarterly; email updates are more frequent. News, calendar items, letters, classified ads, & photos are needed! Letters to the Editor must include contact information of the author. The Editor reserves the right to select those letters to be published and to edit for length and language. Electronic transmission is preferred; send to NCSA office (see page 1).

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President's Message Sarina Roffé; NYCuedSpC@aol.com

Summer season is upon us and with that comes the Cue Camp season. Years ago the only way for people to learn Cued Speech was to attend a week-long learning vacation at Gallaudet. Those years are long behind us and today people have the option of attending any one of a number of summer Cue Camps. Nearly 20 percent of the NCSA budget goes to support cue camps and scholarships, as well as to provide insurance coverage.

There has been a lot of activity and discussion about the proposed reauthorization of the IDEA. We have heard from many parents over the years throughout the country who have had trouble obtaining CS services because their school system views CS as a methodology. One effective way to counteract this myth is to work to have language inserted into the federal IDEA that says that CS is a *mode of communication*. The NCSA has been working behind the scenes with our peer organizations advocating for the deaf to have language inserted. We also advocated that Cued Speech be considered as both a *visual* mode of communication and as an *auditory* mode of communication.

The House version of the IDEA reauthorization was approved WITHOUT the changes we proposed. As a result, we did NOT support the House version and sent email notices to our membership asking you to contact your representative and ask for the changes we requested. As of this writing, the bill is on its way to the Senate and we hope to get our changes in there.

To establish a permanent memorial for Dr. R. Orin Cornett, the NCSA is working in a few directions. First, a small contingent led by Cue Daddy Barry Scher of Giant Corporation, plus myself and Dr. Bob Cornett, recently met with Gallaudet's President, I. King Jordan, to discuss a permanent memorial on campus and how this could happen. Deaf adult cuers April Maman, a Gallaudet graduate student, and Simon D. Roffé attended the meeting to express their thoughts as deaf adults on the importance of a memorial to Dr. Cornett. In addition, Tate Tullier, a deaf adult cuer from Louisiana and coincidentally President of Gallaudet's senior class, also spoke to Dr. Jordan of his thoughts on Dr. Cornett. Dr. Jordan was very responsive to all our comments and we look forward to meeting with the committee established to handle this in the near future.

The second effort focuses Dr. Cornett's papers. Through the efforts of Barry Scher, talks have begun with the Smithsonian Institution for an exhibit honoring Dr. Cornett and as a place to store his papers. Finally, the NCSA wants to memorialize Dr. Cornett by establishing a Virtual Library for his papers and fundraising efforts will begin soon to accomplish this goal.

In my last message, I indicated that the Board of Directors was focusing energy on fundraising, marketing and advocacy, internal organization, and family support. As part of our fundraising efforts, we are looking for help in increasing membership in the NCSA. We recently printed a beautiful new brochure, designed under the supervision of Barbara LeBlanc of Gonzales, LA and her brother Walter, who donated much of his graphics time. A letter from myself was mailed with the brochures to lapsed members to encourage people to renew their membership. If you are a lapsed member, or know someone who is, I encourage you to send in your membership dues, along

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with an optional additional donation. Your dollars support the NCSA and the important work we are trying to accomplish, such as establishing a CST training and evaluation system, and supporting research and cue camps.

To increase our exposure, the NCSA regularly exhibits at the ASHA and American Academy of Audiology Conventions. This year we also added several smaller conventions and the SHHH conference. The exhibit is an attractive space professionally designed by Cue Mom Judy Weiss, a professional graphic artist. The conventions provide us with an important opportunity to talk to professionals and parents about cueing and to increase our exposure.

So much more needs to be done. We need articles written by parents and new testimonials by deaf cuers. We want to establish a leadership and mentoring program to pair deaf adult cuers with younger children and their parents. We need people to help on one of our many committees. In short, we need YOUR help.

Our next NCSA board meeting is in Philadelphia on November 15-16, 2003. We invite you to attend or contact us to become



Great Lakes Regional Director Deanna Jordan, President Sarina Roffé, Gulf Coast Regional Director Darla Rance and son Kevin take a break during the ASHA convention in Atlanta GA.

IDEA Reauthorization Update

by Sarina Roffé, NCSA President

Congress is engaged in the serious business of reauthorizing the Individuals with Disabilities Education Act (IDEA) this year. IDEA authorizes the federal government to release resources from the federal treasury (\$8.9 billion in 2003 alone) to ensure children with disabilities, including those who are deaf or have hearing loss, have access to a free and appropriate public education.

In April of 2003, the House of Representatives passed H.R.1350 on a vote of 251 to 171. This legislation authorizes a large increase in funding for IDEA to \$11.1 billion for 2004 and an additional \$2.5 billion for 2005. Even with large increases in funding, many organizations representing individuals with disabilities opposed its passage. Major concerns with the legislation included changes to provisions addressing discipline, professional qualifications, elimina-

tion of an annual review of a child's Individual Education Program, and restrictions on the ability of parents to sue a school district.

The NCSA was also opposed to the Congressional version of the bill, mostly because there is no mention of Cued Speech. We felt it was important to have Cued Speech included as a **mode of communication**, an issue that many parents have indicated is a problem when writing IEPs that must be corrected. As a member of The Deaf and Hard of Hearing Alliance (DHHA), NCSA supported DHHA recommendations to Congress, which included Cued Speech as a **mode of communication**.

DHHA Recommendations on IDEA

Ensure:

- ✓ Access to the full range of services and technologies deaf and hard of hearing children require in school to perform at their highest level.
- ✓ IEP team includes a certified teacher of deaf and hard of hearing

children when appropriate.

- ✓ Consideration of alternative placement options for deaf and hard of hearing children and appropriate communication with parents.
- ✓ Support for each child's mode of communication, whether visual or auditory.
- ✓ Assistive technology devices are available when needed and maintained in good working order.
- ✓ Access to the full range of early intervention services deaf and hard of hearing children require.
- ✓ Appropriate resources and the highest qualifications for special educators and related service personnel.
- ✓ Access to close captioning and video description of television programs, videos, and other materials.

The Senate is expected to take action on its version of IDEA in June of 2003. Indications are that the Senate

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The 35th Anniversary Awards

The 35th Anniversary Awards, 15 in number, included a slightly different group from the traditional NCSA awards of “Family of the Year” and “Professional of the Year”. We know that there are many people helping families who want to use Cued Speech by supporting the parents, talking to school administrators or special education coordinators, sending information to teachers, and teaching interpreters and classroom aides how to cue. Without dedicated, selfless people willing to spend their time driving, explaining, teaching and listening, many parents would be unable to achieve their communication and educational goals for their children. It was this group of people that we also wanted to honor in the 35th year of our organization. Many of them fit into the usual categories, but this year we wanted to especially honor them as invaluable people, as well as the job roles they fill.

Awards were presented to:

Pat Alyward, Eastern Coordinator, Sertoma Organization

Judy Curtin, Audiologist

Joan Fargnoli, Parent–infant support provider, Rome NY School for the Deaf

Carolyn Ostrander, Cued Speech Instructor

Marie MacDonald, Speech-Language Pathologist

Ann Bleuer, Teacher (retired)

Glenys Chen, Cued Speech Transliterater

Eileen Andrews, Chicago Public Schools

Carol Mauro, Cued Speech Transliterater

Sarah and Craig Darrah, Parents

Ron and Mary Ann Lachman, Parents, who developed and maintain the AEHI Program in Chicago (now called READ)

Roddy and Susanna McKendree, Parents, Cue Camp Virginia organizers and maintainers

Doug and Barbara Schuler, Parents, Cue Camp Virginia organizers and maintainers

Joan and Bob Gonsoulin, Parents, Cue Camp Virginia organizers and maintainers



Committee chair Marianne Flanagan with awardee Judy Curtin of Pennsylvania



Carolyn Ostrander of New York receives her award from Marianne at the NCSA Board meeting in San Antonio, Texas.

Regional News

Canada

Marianne Flanagan, NCSA Representative-at-Large for Canada met in January with the auditory-verbal therapists at the Children’s Hospital of Eastern Ontario in Ottawa. Marianne voiced the need for more options for parents, and says they agreed that there should be an aural/oral option as well.

In February, Marianne gave a lecture to the transliterators and deaf-blind intervenors at Medicine Hat College and led a beginners’ workshop for the six transliteration students.

Alabama

Cued Speech transliterator **Cathy Gaines** of Dothan is seeking to arrange Cued Speech workshops.

California

West Coast Cued Speech Programs, an NCSA Affiliate Center led by **Joan Rupert**, currently serves between ten and twelve clients in a center-based program. Recently families were referred with young children diagnosed with auditory neuropathy. The Center provides packets and/or phone calls to inquirers throughout the NCSA Western Region.

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NCSA-approved language was included in the state legislation requiring interpreter/ transliterator certification by 2007. Some school districts as well as junior colleges qualified for funding Cued Speech training. Money also was allotted for certification expenses. A series of Cued Speech Transliterator training classes has begun in the Fresno School District.

Joan Rupert has provided training and/or consultation related to Cued Speech, deafness, and autism for schools in California and Idaho.

Colorado

In the Denver area, cueing parents **Tom and Erin Belmont** represented Cued Speech at a state parent meeting, "Foundations for Making Choices: Getting to Success."

During the communication choices portion of the meeting, Tom and Erin greeted interested parents at the NCSA display with handouts and conversation. More than 100 parents attended. NCSA was a supporter of the event.

Florida

Barbara Caldwell is an early-intervention parent advisor in the Fort Myers area. Currently three families are learning to cue now and planning to add sign later. Barbara spoke to new SKI-HI trainees at the Florida School for the Deaf and Blind. She reports that the trainees were impressed by the videos of cuers.

Georgia

Gulf Coast Regional Director **Darla Rance** participated in the Early Hearing Detection and Intervention (EHDI) conference in Atlanta with the National Cued Speech Association exhibit. Darla is also a parent advisor for the Georgia PINES early intervention program in her area, assisting two families now. She

strives to assure that Cued Speech is included as an option and that misconceptions about Cued Speech held by other parent advisors are corrected.

Louisiana

Louisiana remains a state to be proud of when it comes to Cued Speech activities! There is ongoing transliterator training and Camp Cued Orleans took place in June for its second year.

Maryland

The Maryland Cued Speech Association had a family bowling night in March, classes in March and April, and prepared for Cue Camp Friendship in June.

Massachusetts

New England Regional Director **Josh Libby** is busy responding to inquiries from the entire region.

Josh Libby and **Jeanie Krause** met with the director of The Learning Center for Deaf Children in Framingham MA. Logistics are being worked out to enable New England Cued Speech Services to hold their monthly sessions at the school in Framingham. Several students at the school use Cued Speech at home. In the meantime, NECS will go back to its summer format of holding informal "cueing picnics" at parks around Boston.

The New England Cued Speech Winter Workshop organized by **Joe Frisbie** and **Jean Krause** was a success as usual. **Amy Ruberl** and **Barbara LeBlanc** were the guest instructors. This year, more forums and roundtable panels for smaller groups allowed for more questions and feedback. See "Cue Adults" on page 6 for more information about one of the forums.

A variety of presentations and informal discussions have been given

at community colleges, Boston area universities, Beverly School for the Deaf, and the implant center at Children's Hospital in Boston.

Josh met with **Senator Shannon** for a second time, and talked on the phone with his town representative, **Pat Jehlen**, who agreed to include Cued Speech services in legislation for interpreters services.

Minnesota

Theresa Koenig, former president of the Cued Speech Association of Minnesota (CSAM), has been awarded a grant to create a new program, "Kids Can Cue Too". This program will assist hearing siblings and classmates to learn to cue.

Katherine Burns-Christenson and **Amy Voorhees** are the new co-presidents of CSAM. The Association offers a one year free membership to newly identified families who are interested in Cued Speech

North Carolina:

Wake County, the second largest school system in the state, will initiate a policy for the 2003-04 school year to use Cued Speech in the reading instruction of deaf students. Cued Speech has been endorsed by at least one reading specialist in the county as a highly effective means of giving deaf students phonemic awareness, a key component for learning to read. **Barbara Lee** will be teaching beginner, intermediate and advanced Cued Speech classes during June and July for all deaf education personnel and any others who are interested.

Barbara Lee taught Cued Speech classes in Gastonia and Onslow County in the summer and fall of 2002 to benefit kindergarten students whose parents had elected to use Cued Speech.

Cue Adults



Tate and Sarah

Tate Tullier of Louisiana graduated in May from Gallaudet University with a B.A. in Studio Art with a concentration in Photography. He was president of the senior class. He will be working for Gallaudet as a recruiter for the 2003-04 year. He is engaged to **Sarah DesHotels**; they are planning a winter wedding.



Proud parents Randy and Iva Tullier

Cue Adults **Josh Libby, Stacie Jones, Alex McLin, Hilary Franklin, Sinead Clements,** and **Amy McGlone**, as well as CST **Maisie Hochella**, parent **Carol Sereda**, and researcher - educator - CST **Jean Krause**, participated in a Deaf Cuers Roundtable as part of the Winter Workshop at MIT in January 2003. Six key topics were discussed: NCSA in the Deaf World, Public Policy & Educating Our Government, Research, NCSA Today, A Cornett Memorial at Gallaudet, and NCSA Membership and Fundraising. A major initiative of the group is a new *CS Video in ASL* for non-cueing deaf people who want to understand what Cued Speech is and how it works.

Danielle Paquin graduated from Smith College (Clarke School for the Deaf) in May, with a Masters in Education of the Deaf.

John Nemeth, who grew up using Cued Speech and graduated with honors from Rochester Institute of Technology, is in Colorado, and is willing to participate on panels to discuss his experiences.

Frank Mounts of Oregon learned Cued Speech when he was nine years old from his mother. Later he attended Tucker Maxon School and the California School for the Deaf, Fremont. He is interested in meeting other Cue Adults. He is the creator of www.deafbase.net with more than 2000 registered members.

Roxanne Crosley Hayes was introduced to Cued Speech in 1972 as a student in the deaf-blind department of the California School for the Blind. She has two daughters and a son and is studying Cued Speech again!

Bradley Buran, Summa cum laude

Continuing a stream of awards and fellowships, **Brad Buran** of Maryland graduated *summa cum laude* with two bachelor's degrees (neurophysiology and biological anthropology) from the University of Maryland in May. This fall, Brad will begin pursuing a Ph.D. at the Harvard-MIT Division of Health Science and Technology. He has been awarded one of 43 scholarships from the Cooke Foundation, which will provide him with up to \$50,000 per year during graduate school.

Brad has been featured recently in the newsletters of the Howard Hughes Medical Institute (HHMI) and the Life Sciences department of the University of Maryland. The articles describe his research interest in the developmental neurobiology of the auditory system, for which he has been investigating the development of structures in the inner ears of deep-sea fish, which do not have a cochlea but do have sensory hair cells. Below are excerpts from the article by Jennifer Donovan of HHMI; the full text and additional pictures of the two articles are available at <http://www.hhmi.org/news/deafgia.html> and www.life.umd.edu/research/profiles.html#Brad.

Brad lost his hearing from pneumococcal meningitis when he was 14 months old, but deafness didn't prevent him from earning a 4.0 academic average at Silver Spring, Maryland's Montgomery Blair High School or from running track, earning an Eagle Scout award, becoming a National Merit Scholar semifinalist and, ultimately, winning a Banneker-Key full scholarship to the University of Maryland.

In four years at Maryland, Brad has made the Dean's List every semester, was a Rhodes Scholar finalist and a participant in the competitive Gemstones interdisciplinary research program, all while earning two bachelor's degrees. "I've never let anyone tell me what I can or can't accomplish," Buran explains. "I'm certainly not going to let my deafness limit my future."

Since December 2001, Buran has been part of an HHMI-supported undergraduate research program at the College Park, Maryland, campus. He works in the lab of Arthur N. Popper, biology professor and director of the neuroscience and cognitive science program there. Like his mentor, he investigates the auditory neurobiology of deep-sea fish, working with graduate student Xiahong Deng, who studies the development of structures in the fishes' inner ears. "We are trying to find a correlation between the environment and behavior of the fish and certain

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structures of the inner ear,” Buran explains. “That may help us understand the evolution of the development of the ear. If we can figure out how different characteristics of hair cells affect the fish’s ability to hear, we may be able to apply what we learn to the mammalian ear.”

Buran has a cochlear implant that enables him to hear environmental sounds such as traffic, rain, birds or a phone ringing, although not speech. When he recently presented a research poster at an international meeting of the Association for Research in Otolaryngology, Brad was especially thrilled to talk with one scientist, “the guy who gave me my cochlear implant at Johns Hopkins five years ago.”



Susan Schleicher, Cued Speech transliterator, and Brad Buran in the lab.

Susan Schleicher is a cued language transliterator whom Buran calls “my shadow.” She started going to classes, labs and activities with him when he entered high school, and she’s been with him ever since. Buran learned Cued Speech in the Montgomery County schools, one of the reasons his parents moved to Maryland. “Cued Speech gives me English as my native language,” says Buran. American Sign Language, which he also knows, is less suited to science. “You have to translate,” he explains, “and there are no signs for many of the complex scientific terms.” Lip-reading is not an option. “There is 80 percent ambiguity in lip-reading,” says Buran.

When Buran applied to work with Popper, the professor almost turned him down. “I had too many undergraduates in my lab,” Popper explains. “Then I realized that we could learn a lot from him. He’s teaching everyone in my lab how to work with someone with disabilities, although one of his great strengths is that he doesn’t consider himself disabled. Brad is also helping us understand the real reasons we are studying the auditory system and how our work might impact people in the future.”

So he put the young man to work in his lab. Then, says Popper, “I realized that he was extraordinarily bright as well.” A neurobiologist who has been teaching undergraduates for more than 30 years, Popper says Buran is “among the very best undergraduates I’ve ever encountered.”

Although he was doing honors research and working in Popper’s lab, Buran decided to complete a second degree in biological anthropology because he wanted to study deaf culture and how American Sign Language affects its development. “I would like to help sensitize scientists to the ethical and cultural issues related to their research, to understand how the deaf culture views their work,” he says, “and I’d like to help the deaf culture improve their lives by finding ways to integrate scientific discoveries without losing a sense of who they are as deaf persons.”

Buran also finds time to teach an undergraduate class on research, covering topics such as research ethics, the conduct of research and grantsmanship. “Half of my students are arts or business majors, so their research is very different from mine,” he says, “but the underlying principles are the same: developing a question and a strategy to approach that question, collecting and analyzing data, and presenting it in a way that can be understood and replicated.”

Buran and fellow HHMI undergraduate research scholar Soroush Rais-Bahrami conceived of and produce a journal, *Maryland Essays in Human Biodiversity*. He plans to continue on the editorial board of the journal, which he calls “an international forum for people from around the world to discuss topics in human variation.”

Thank you to Jennifer Donovan and the Howard Hughes Medical Institute for permission to print this article. Brad will be featured in a longer article in the Institute’s fall magazine.

Three Maryland Cue Adults compose the planning committee for CueSign Camp: **Amy Crumrine**, Director; **Simon Roffé** and **Rob McIntosh**.

Amy Crumrine has also been busy representing the use of Cued Speech with the Maryland Association for the Deaf’s Coalition team, meeting with Superintendent Tucker of the Maryland School for the Deaf on behalf of families interested in incorporating cues in their children’s academic curricula, and consulting with parents of newly diagnosed deaf children.

Remembering Dr. Cornett



Allison Brattner, Dr. Cornett, and Alison's mother, Linda Brattner, June 28, 2001, at Cue Camp Friendship.

Allison Brattner of New Jersey graduated with dual certification as a Teacher of the Handicapped and a Teacher of the Deaf in December 2001. She began working as a pre-school teacher in Newark NJ in February 2002; she is the only teacher who is Deaf in Bruce Street School, which is a public school with a program for Deaf children. Allison is also attending Kean University for a graduate degree in Special Education.

Allison's mother **Linda** remembers: "When Allison was 5 and going no place with the oral approach, I called Gallaudet College and Dr. Cornett answered the phone. He spoke to me for about 1 1/2 or 2 hours and convinced me that Cued Speech was the way I wanted to go. A few weeks later my husband **Marty** and I took a crash Cued Speech course at Gallaudet. Dr. Cornett was the teacher and Liz Fleetwood and Betsy Kipila tried to get him to stop teaching so that they could teach us. (We learned later that they didn't think much of his teaching skills.)

"I can still see the look on Dr. Cornett's face when he told me that 5 years old was very late in age to start Cued Speech. He had no experience with success in Cued Speech starting at that late age and he didn't know if Cued Speech could help us. I remember wanting to die (again). But I kept the thought, 'He didn't have any experience with a child that age.'

"I told him I wanted to move from New York to the DC area, and he said that if everyone did that, then Cued Speech couldn't spread through the country. So I was the New York pioneer. I [feel] I was unsuccessful in New York. However, I was not unsuccessful with Allison. Wherever she goes, I get calls from people who are so impressed with her."

Editor: Many Cued Speech pioneers feel like failures sometimes, wondering why others have not grasped the concept of Cued Speech easily. Yet each cuer has helped lay the foundation for the future, and the young adults who are teachers today will become the leaders of schools and programs tomorrow. The terrible irony is that currently many of these ultra-successful men and women are not allowed to teach the communication system that has enabled them to be so successful.

Association Suisse pour le Langage Parlé Complété (Swiss Association for Cued Speech) included the following message in a recent packet:

Dr. R. Orin Cornett devoted an enormous amount of time in the service of families of deaf children to whom he gave counsel and encouragement. He also demonstrated this in 1982 in Switzerland at the time of a series of meetings which gave the needed impetus for the creation of our association.

Secretary, Edith Ghirlanda; President, Jean-Luc Nicoulin
Thanks to Polly Earl for the translation from French.

Ellie Kidder Fidalgo remembers being one of Dr. Cornett's favorite students at the Model Secondary School for the Deaf (which Dr. Cornett developed on Gallaudet's campus) in the 1970's. Dr. Cornett took Ellie and her mother to his home for dinner with his mother and his wife. Ellie stayed there overnight; in the morning, Dr. Cornett drove her to school. "It was an honor to know him."

Click Clack Moo, continued from page 1

professor, is one of the project's advisors and encouraged the inclusion of Cued Speech among the materials. The project is part of the *Reading Between the Lions* program.

The stories, teaching materials, and more information about the Project is at the Web site: <http://pbskids.org/lions/cornerstones>. Choose either of the units with the stories' titles and click on the "story" section in the top menu; you will see a choice of several versions of the story.

IDEA Reauthorization, continued from page 3

will seek to strike a more bipartisan tone in its effort to reauthorize this vital federal program. As a member of DHHA, the NCSA will advocate for inclusion of Cued Speech as both a visual and auditory mode of communication in the Senate version.

Your NCSA representatives to the DHHA are Amy Ruberl and Sarina Roffé. For more information on NCSA's work on the IDEA, please contact NCSA President Sarina Roffé at nycuedspc@aol.com.

Pennsylvania

The Delaware Valley cuers enjoyed a Sunday afternoon of bowling in early April. Some who had expected to drive up to 1 1/2 hours were thwarted by a snowstorm. Attendees had a wonderful time playing and cueing. Judy Curtin reports, "It was the perfect environment for cueing because it was an acoustical nightmare — the only way anyone could understand each other was by cueing. The situation benefited the children and the adults!" All the bowlers who used bumpers did well; those who didn't, didn't! Everyone had so much fun that they plan it to be an annual event.

South Carolina:

Barbara Lee led a team of professionals in presenting "Intensive Language Intervention with a Remedial Deaf Student" (with Cued Speech) at the South Carolina Speech and Hearing Association Convention in February 2003.

South Dakota

The Britton family have started cueing to Katya (10



Katya, Pascal, and Kaleb Britton

months). Other members of the family are parents Anne and Patrick, Kaleb (14) and Pascal (2 1/2). Katya was recently diagnosed to have very little residual hearing. Anne and Patrick are optometrists and the family enjoys mountain

biking, hiking and camping. Anne is teaching the children French, which is her first language of her home in Montreal, Quebec. The daycare provider also wants to learn to cue.

High Stakes Testing Conference

High-stakes testing are tests, such as state proficiency tests, that determine a student's future, such as receiving or not receiving a diploma. These tests are an issue for programs whose deaf students historically have poor literacy levels.

Gallaudet University hosted a national conference on high-stakes testing in November 2002. NCSA supported the attendance of two groups who presented the high literacy levels and test achievements of their students who use Cued Speech.



Ann Mayes and Kitri Kylo

Kitri Kylo and Ann Mayes of Minnesota School District 917 presented the results of their ASL / Cued English model of instruction. (For more details on this approach, order the packet "Cueing and

Signing: Together" from the NCSA bookstore.)

Barbara LeBlanc, Eloise Reynard, and Cheryl Russell of Ascension Parish Schools, Louisiana, presented the

results of their students, most of whom passed the Louisiana high-stakes tests in grades 4 and 8, in contrast to presenters from state departments of education and residential schools who believe such tests are too difficult for deaf students and that they should be exempt from such high expectations.



Barbara LeBlanc, Eloise Reynard, and Cheryl Russell

The Louisiana and Minnesota presentations indicated that with the right communication tools, age-appropriate intervention programs/strategies, and appropriate assessment tools for diagnostic teaching, a deaf student has a good expectation of passing the high-stakes tests and experiencing full inclusion in the regular education system.

Cue Camps

Cue Camps are a great way to become friends with cuers near and far. Here are the ones still remaining this year:

July 6-11, Washington DC

CueSign Camp; Gallaudet University. Dorm accommodations; meals included with lodging fee. Recreation facilities on campus & a list of off-site activities. Cued English classes in the morning; ASL classes in the afternoon, plus a workshop for all mid-day. Check www.cuesigncamp.com for details and updates! Contact Amy Crumrine, CueSign@aol.com

August 16-21, Winthrop ME

Cue Camp Mechuwana Beginner and advanced instruction in Cued speech for adults, teen and child panels, skill development for CSTs, variety of speakers, and campfire chats. For the children there is speech and language therapy or Cued Speech classes, arts & crafts, swimming, games, and a dance. New families welcomed! Contact Suzanne Laptewicz at (207) 622-2564 or CuedSpeechMaine@cs.com.

October 2-5, Jamestown VA

Cue Camp Virginia will offer Beginning, Intermediate and Advanced classes for adults, age-appropriate classes and entertainment for children, as well as presentations by speakers in fields related to deafness. New this year, CCVA will offer a Professional Day on Saturday, October 4, designed to provide educators and other professionals with information about Cued Speech and its applications. For information, go to <http://www.NVCSA.org> and click on the links to Cue Camp Virginia. Contact Maureen Bellamy, (703) 560-1035, or Rose Salvi, (703) 246-9892, or email CueCampVA@yahoo.com.

TO CUE OR NOT TO CUE...AT CUE CAMP? by Marianne Flanagan

“What a crazy question”, you are probably saying to yourself. “Of course you cue at camp. That’s what you’re there for.”

Yet, when we look around a Cue Camp at lunch, breaks or evenings, many people, including instructors, are conversing without cueing.

Let’s look at just a few of the results of not cueing all the time.

If you cue only when you’re in class, not during meetings or social times, you may well be cueing only 10 percent of the time. That’s not much time for your hands and arms to memorize locations and hand shapes, nor for your brain to practice sorting sounds and remembering words.

If you cue only when you’re in class, your children never see you cueing. You will make mistakes at first, but as you tell your children, you won’t learn how to do something unless you try — a lot. It will help them learn to cue, too.

Why is it important for us to SEE cueing all around us at meals and social events?

Just as we learn things from overhearing other people, we and our children learn both cueing skills and incidental language from seeing others cue. Deaf cuers need the chance to ‘eavesdrop’ as hearing children do. When we cue, we create more language learning opportunities and enable our children to learn to follow many conversations.

Also, **it is important to cue because it is just plain good manners.** Just as hearing people feel left out when speakers switch to another language so they can’t be understood, it is rude not to cue when deaf people are around. Cueing provides accessibility for deaf cuers and everyone at cue camp.

“If you can’t cue it, don’t say it,” — you’ll learn faster if this is your own rule at camp. You’re putting out good money, you deserve to earn yourself good results!

What about signing? If your first language is ASL and you are transitioning to cueing language, or you are a person who is assisting someone in that transition (as an instructor or a conversant), it is useful and important to

Continued from page 10

repeat each sentence in each mode. But, other motivations for signing instead of cueing take away from Cued Speech learning time. Many of us have been to signing camps, and you don't see anyone break away from a determined effort at learning to sign.

Cue all the time. No matter how slow and intense the effort. **We all cheer on those who finally get their sentence out, no matter how long it takes. If you can't cue big things yet, cue little things. Use short sentences. But don't allow yourself to break the training of your brain.**

That's the way to learn how to do anything. Don't interfere with competing ways of doing something, or what you're there to learn won't stick because your brain has been interrupted in it's remembering process.

Cue everything, all the time. You'll be amazed at the difference it makes. And if you already know how to cue, you are the model for all those who are observing you. You also provide the practice all campers need in learning to cue-read.. For their sakes, cue everything, all the time.

TO CUE OR NOT TO CUE AT CAMP?

Of course, we'll cue everything, all the time. And we'll leave feeling like we're a whole lot better than when we arrived. Well done!

Another Question:

Q: I need ideas about how to get older siblings (ages 8 and 10) to cue with their younger sister? Both boys know how to cue very well, but resist using it with her.

A: The families who deal with this most successfully take a two-prong approach. They make cued communication fun and they make cued communication a moral priority and imperative in the family. "We all do for each other", "we don't leave anyone out", "everyone in this family is important, we respect each other's needs, and we help each other." "Someday you will need help, and we will expect your sister to help you, too."

One mother asked her son, "Can you cue? Then you can cue to your sister." After that he cued to her. It was expected of everyone, and non-negotiable.

Survey of Cued Speech Consumers ages Birth – 18 Years

A task force of the NCSA Board is conducting a census of cuers in order to improve the Association's support to children and families who cue. Your response is needed! Please use the following form (or copy it and share it with other families who may not receive this newsletter)..

Name of cuer, (0 –18 years of age): _____

Today's date: _____ Date of birth: _____ Year introduced to cueing: _____

Parent(s)' name(s): _____

Parents address: _____

City: _____ State: _____ Zip: _____

Telephone: _____ Email: _____

Are you willing to be contacted for possible participation in research studies? _____

Are you willing to fill out a longer survey form? _____

We welcome any comments or suggestions you may have:

Thank you for filling out this form! Mail it to the NCSA office, 23970 Hermitage Road, Cleveland OH 44122-4008.

Family Perspectives

Josh Wade's Family: Cueing & Signing



Mark, Josh, and Mary Wade, and Mary's father, John Mordeson

Josh Wade of Omaha, Nebraska, is now almost a year old. He has an extended family of parents, grandparents, aunts, uncles and cousins actively working to communicate with him. Grandfather John Mordeson, a mathematics professor at Creighton University who lives across the street from Josh and his three brothers, shares special time each day with Josh.

Josh was diagnosed as severely to profoundly deaf in the first week of life. He is in a baby study at Boys' Town National Research Hospital. The family began signing immediately and continues to take sign classes. When Josh was five months old, Mary and grandfather John decided to look into Cued Speech. Along with grandmother Pat, they have learned to cue with the *Discovering Cued Speech* instructional video and additional practice with Boys Town professional Mary Pat Moeller.

The family is taking a sign/cue approach, of signing and cueing in tandem. They sign and cue the names of toys, household items and pictures on cards, books, and sounds of letters on blocks. They also sign and cue complete phrases and sentences.

We look forward to further updates!

Fathers and Cueing

by Alan Hagen, Minnesota

I have been cueing for three years with my daughter Kaity, who is now six years old. My wife, Theresa Koenig, and I learned the system together and at about the same rate. However, the rate at which we've become proficient users of cue was quite different. I was slower and sometimes I still struggle with conversational cueing and fluency.

I think it would be beneficial for Dads to get together in someone's garage and practice cueing, away from highly structure activities or public places. Maybe its me, but I like to get comfortable with a skill before going public with it! Find the most comfortable place and situation for you to practice your cueing skills.

Because a lot of Dads work full time, finding time to practice can be challenging. I cue in the car with the radio while traveling to and from work. I also cue at lunch or on break. When I come home from work I need to transition into cueing everything I say again. This can be difficult after not thinking about cueing all day long! One thing I do is cue to myself the things I might want to say to my daughter when I walk in the door like, "Hey Kaity, tell me about your day, what did you do today?" or "Hey, should we take our bikes to the playground after dinner?". Running over some common phrases helps make the cueing smoother when I walk in the door!

Once you've done your garage work and your ready to "go public" its good to have the goal to cue everything you say all the time. Remember that slow and accurate is better than fast and mediocre. So cue accurately and speed will eventually come. I struggle with this myself, and its good to keep in mind we all learn skills at different rates. It not a bad thing either to slow down the pace sometimes in this hectic world.

As parents, we fathers have a lot to offer our deaf children: specific vocabulary, skills, activities, and hobbies. Those things that are of interest and meaningful to you can all be shared with your child whether its sports activities, talking about tools and projects, or going fishing at your favorite fishing spot. Use your interests to share meaningful time with your child and build on language as you go!

The most difficult challenge at our house is cueing conversations so Kaity can pick up on incidental language. I know she watches and processes what is cued around her, but not necessarily to her, because she will ask about the meaning of specific words she doesn't know. Children don't understand every word in conversations between adults, but its important that they have the opportunity to oversee (or overhear) conversations above their own usage level. It takes two to cue a conversation so we Dad's have to do our part!

Cued Speech — A New Tool

by Jeannene Evenstad

I attended an excellent workshop last summer to learn the basics of Cued Speech. The three day workshop was taught by Joan Rupert and Jan Delay. During the three days we not only learned technique, but there was a lot of discussion about the history of deaf education, and literacy. I know attending this workshop will have a positive impact on my three children.

I had heard of Cued Speech from a friend whose friend's nephew used Cued Speech. However, by the time the description of Cued Speech was explained to me by my friend, I had no interest. I had a complete misconception of it. Just recently my son's speech therapist asked if she could do some cueing to help him with different sounds he can't hear, and I knew his school SLP was using some Cued Speech with him. It made sense for me to learn the technique so I could help at home. I had no idea how much it would help.

I left class everyday so excited because I believe Cued Speech will help all three of my children learn to read. Kevin is 7; he has perfect hearing but has a central auditory processing disorder. Brian is 5 and Emily is 3; they both have a moderate to profound hearing loss. I will continue signing with my children, but we have added Cued Speech to our various techniques of communicating and teaching our children. When a person is cueing, they are cueing the exact sounds (phonemes) of speech. This enables a person to see what you're saying. It helps deaf/hard of hearing children learn phonetics which is so crucial to learning. In actuality, it helps all populations of children learn phonetics. It has already helped Brian with word endings, but we have also been able to cue words we have always finger spelled or have our own signs for. He will now tell me to "sign it, spell it, and sign the new way". Cueing is

Learn at Home Plus a Cueing Facilitator



The Haberern family of Bird in Hand, Pennsylvania, gathered with Dr. Cornett at Cue Camp Friendship 2001. Pictured left to right are Alyssa, Shayna, Sarah, Kent (father), Kayla, Jesse, and Allegra.

Three of the Haberern children learn at home under a unique plan. Sarah, Jesse, and Allegra Haberern are enrolled in an on-line charter school, PAVCS. Mrs. Haberern retrieves their lessons from the school's website. She then teaches the lessons with the help of a Cued Language facilitator, Eleanor Sharp. They feel it is an ideal situation as the children learn at their own pace. After the lessons are taught, Mrs. Haberern records the students' progress on the school website. The three children all have IEP's that include alternative curriculum, speech and language therapy, Cued Language facilitator services and assistive technology in addition to other things.

not signing, but I'll explain that when he's older. Emily has picked it up quickly. I use it with Kevin when we are working on rhyming words. There was a Cued Speech transliterator from Washington State in our class; she said her student feels Cued Speech has had a huge influence on him academically. Because the Cued Speech signals are based on sound and not meaning cueing can be done in different languages and can show different dialects and accents.

The system is easy to learn. It will take practice to be fast, but if you know the system you can cue anything. I have cheat sheets taped all over the house to help improve my skills. Needless to say, I'm very excited about our new tool.

Cueing is now in Jeannene's son's IEP for specific purposes.

International News.....

Spain: Madrid

While visiting Madrid in November 2002, NCSA Information Services manager Pam Beck and her husband had a fascinating visit with the husband and wife team of Marc Monfort and Adoracion Juarez Sanchez. Marc is director of the Centre Entender y Hablar (To Understand and Speak) near the center of Madrid.

Adoración has been using Cued Speech (called LPC: La Palabra Complementada in Castillian and Hispanic Spanish) for 25 years in various schools. In 1975, La Asociación Entender y Hablar was formed to support the work of Marc and Adoración in developing social and academic integration. In 1999, frustrated at being unable to get the services Adoración wished for her students in the existing schools, she and Marc led the effort to form a foundation “Dales la palabra” (Give us the spoken word) which raised a million dollars to build a school.



Pam Beck, Marc Monfort, Adoracion Juarez



A back view of Colegio Tres Olivos with its playground.

The government gave them a piece of land in northern Madrid, in an urban section called Tres Olivos (three olives or three olive trees). Marc and Adoración oversaw the design of this new public elementary school, Colegio Tres Olivos. The school is a very contemporary structure, gleaming white, with three olive trees growing in the front courtyard. Important features based on the needs of deaf children include interior walls made of a special sound-deadening compound.

Adoración is the dynamic director of this school of 543 students, 33 of whom are deaf between the ages of infancy and 14. Adoración selects all the faculty, most of whom are young and all of whom learn to use the bi-modal system —Cued

Speech and signs in Spanish word order. The children are integrated and all but two have cochlear implants. Some are implanted bilaterally. Marc and Adoración are working towards having an audiological unit within the school for implant mappings.

The hearing students are children of the neighborhood. Parents who choose to have their deaf children educated at Tres Olivos must agree to come to the school two times a week the first year, and once a week thereafter. The parents receive instruction in cueing, sign, language, audition, etc. Adoración and Marc are authors of a book published in 2001: *Algo que decir (Something to say) — a handbook for parents of children who are deaf, ages 0 – 5 years*, which lays out their entire program for parents. This book is now available through NCSA’s Discovery bookstore— see the advertisement on page 17.



Adoracion Juarez with a student at Colegio Tres Olivos

Spain: Malaga

Santiago Torres (Honorary Professor, University of Malaga) and **María José Ruiz Casas** (Head of Speech Therapy, MOC Services, University of Malaga) presented a paper, *From La Palabra Complementada (LPC or Cued Speech) to the Modelo Oral Complementada (MOC)*, at the 3rd European Congress Of Le Langage Parlé Complété (LPC) in Belgium, February 2002. The following summary is taken from portions of the paper; the complete English translation of the paper is available from the NCSA office.

In 1992 the MOC group (Modelo Oral Complementado, or Complemented Oral Model) was set up at the University of Malaga. Its main objective was to bring together a group of prelingually deaf children who, since babyhood, have had LPC as their only augmentative means of communication, as much in the home as in school.

Ten years later, the MOC group received the National Prize Fiapas 2002 for its creation of a model of intervention, based on LPC, that has enabled deaf children to become autonomous learners through reading and writing. If one compares the children using MOC with those taught using other methodologies (signed Spanish or sign language, total communication, classic oralism) in various aspects of cognitive linguistic development (*Santana, 1999: Santana & Torres, accepted for publication*), significant differences can be seen in favour of the children using MOC, who obtain results similar to their hearing peers at the age of 10.

The group expects the data which is now appearing will be the stimulus for LPC to become more rigorously established in the education of deaf children, particularly during their early years.

The MOC group is continuing in its determined efforts and has become a reference point for LPC in Spain, both in rehabilitation and in training for professionals and parents from Spain as well as overseas.

The work of the Malaga group includes the examination of international research which evaluates different systems of communication for use with hearing impaired people (sign language, signed Spanish, classic oralism, total communication and oralism complemented by Cued Speech). It also offers scientific data on the use of **LPC** in oral rehabilitation in the Castilian language, based on the stimulation of language within more general cognitive processes. In this context, **LPC** is an instrument to guarantee the perception of speech, whereas **MOC** has become an Instrumental Enrichment Program developed for its progressive application with the hearing impaired, between the ages 0 to 12 years.

In short it is a work of protracted investigation with practical applications, begun in 1992 and centered on the study of **cognitive linguistic development** in deaf people, with particular impact on **reading development**.

Santana, R. (1999). *Papel de LPC en el desarrollo y uso de las representaciones fonológicas en el sordo*. Serv. De Publicaciones de la Universidad de Las Palmas de Gran Canaria.

Santana, R. y Torres, S. (accepted for publication). The role of Cued Speech on Spanish Prepositions. *JDSDE*.

Thank you to Maureen Brenton for her translation from the original Spanish and the Cued Speech Association UK.

Belgium

The Association for LPC of Belgium is the organizer of this year's Swiss/Belgian summer week of Cued Speech instruction, lectures and discussion, sports, time for sight-seeing and fun. The "stage d'ete" will be held in Louvain-la Neuve, Belgium, July 6 – 12, 2003. The website for the Association is [http://membres.lycos.fr/lpcbelle/](http://membres.lycos.fr/lpcbelle).

Portugal

David Lucio is a cueing educator from France who now teaches at a school for the deaf in Porto, Portugal. He is adding Cued Speech (PFC):

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David Lucio in front of the school in Portugal.

Português Falado Complementado) to the typical language of instruction, *lingua gestual*. David, like pioneers elsewhere, finds both support and resistance to his introduction of PFC. He has created a very attractive website at <http://7mares.terravista.pt/pfc-cuedspeech/>. The PFC consonant and vowel charts are downloadable as pdf files. David has written a book and will present at a Congress on the deaf in Brazil.

Brazil

Professor Kozłowski of Brazil stopped at the NCSA booth at the American Academy of Audiology meetings in San Antonio in April. She said that she contributed to the development of Brazilian Portuguese Cued Speech. She is preparing to



return to Brazil after a stay at the University of Montreal.

Poland

The following is a condensation of a much longer paper by professor and cueing mother **Kazimiera Krakowiak**. The complete text is available from the NCSA office.

Cued Speech reached Poland at the beginning of the eighties, thanks to the participation of Professor Tadeusz Gabkowski in the works of BIAP and his contacts with the Belgian specialists, Professor Olivier Perier and Professor Jean-Marie Capouillez. The first attempts of adapting Cued Speech to Polish language were not used in practice, as they were too much dependent on the English version and did not take into account the specificity of the Polish phonological system.

The current Polish version of Cued Speech was scientifically worked out and described by Kazimiera Krakowiak in 1984. It is called Fonogesty.

In 1985 Polish Cued Speech was used in rehabilitation work for the first time with a hearing-impaired child, Aukasz, Kazimiera's son. In the following years a pedagogical experiment was conducted and its effects were described in detail in the monograph *Polish Cued Speech as a tool for forming the language of the hearing-impaired children*. On the basis of the knowledge gained during the years of the experiment, a handbook was published: *We speak with phonogestures (We cue). A guide for parents and friends of hearing impaired children and youngsters* (Krakowiak K., S'kowska J. 1996).

It was not an easy task to produce the Polish version of Cued Speech. Polish is a language of many consonants (10 more than the 25 in

English), and the majority of them differ only slightly in appearance, including 12 consonants spoken with the jaws nearly closed. There are few vowels, but they also are difficult to differentiate on the lips when speaking quickly.

Writing makes the task of learning Polish easier for hearing impaired children, as the Polish spelling is more or less in accordance with the pronunciation. The most difficult thing in learning Polish for hearing impaired students is the grammar, which is synthetic in its nature. The order of words in a sentence is free. The syntactic functions are created by the use of the inflexional suffixes. There are many of them and their meaning is equivocal. The use of nouns and adjectives is a major problem, as they have rich inflexion; a word can have as many as 14 different forms. 157 suffixes are used in the inflection of nouns!

To accommodate the numerous consonants, the shape of the cueing hand is modified by a slight bending of the fingers toward the inside part of the palm for one of each pair of consonant phonemes.

Today in Poland, 200 people with severe hearing loss are using Cued Speech. The method is used in special education schools and classes in ten cities. Each year, the number of teachers who are competently using Cued Speech increases. Since 1999, the Catholic University in Lublin has been preparing specialists for work with the deaf through Post-graduate Surdopedagogical Studies *The language communication with deaf and hard of hearing people*. In its program, there is a Cued Speech course. In 1999 an association was founded "*The Polish Cued Speech Centre*", which is based in Kalisz, but operates all over Poland. The aim of the association is to organise cueing

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courses for teachers and parents, and rehabilitation courses for parents with little children, children and teenagers.

Polish people are very attached to their national language. The Polish language was a refuge for culture and national identity in the days when Poland did not exist as an independent country. Spoken Polish and Polish Sign Language have totally different language structures, so Fonogesty serves needs on many levels.

Professor Krakowiak has sent NCSA a set of materials about Cued Speech in Polish, including two books and papers.

Lukasz Krakowiak

Lukasz Krakowiak, 18 years old, is the son of Kazimiera Krakowiak. He has written a detailed article in English about what he hears and does not hear, what he understands with Cued Speech, and his school experiences and preferences.

In the article he says, "With Cued Speech, I see all words very exactly...I [imagine] every word exactly. It is unimportant if somebody [speaks] fast or slowly. You can see every word....If somebody speaks with Cued Speech, you can well understand even if you look from distance and even then if you faintly see lips. I like very much speaking with people who speak with Cued Speech."

Lukasz goes on to say that someone who has learned Cued Speech has taught him to serve mass and he assists the priest each Sunday at the mass for the deaf.

Lukasz finds that learning English is easier than learning Polish, because it is so easy to commit an error in Polish.

He attends secondary school with hearing students. He likes reading popular science books, comics and the National Geographic magazine.

He thinks that all deaf students should be able to cue and sign. A fellow student who is deaf is prohibited by her parents from speaking with him because he cues and signs. Lukasz says: "I feel hurt about it and I'm astonished. It is strange, isn't it?"



*Teens in Poland using Cued Speech in Polish
Photo by Jadwiga Sekowska, from the book "Mowimy z fonogestami"*

International websites:

France: www.alpc.asso.fr

Switzerland: www.alpc.ch

Belgium: www.lpc.be.tf

Britain: www.cuedspeech.co.uk

Portugal: <http://7mares.terravista.pt/pfc-cuedspeech/>

Argentina: www.sitiodesordos.com.ar/cue_speech.htm

Some other names for Cued Speech:

Swedish: Tecken som stod

Danish: tenstottet kommunikation

Italian: Il linguaggio assistito da gesti

Now available through Cued Speech Discovery Bookstore! An important resource for any Spanish-speaking family or those serving them!

How to develop language in children who are deaf, ages 0 to 5 years!

The authors have condensed 30 years of experience into 199 pages of specific information, charts, and illustrations. They lead parents in stimulating oral language through a bi-modal approach, and focus on the necessity and the pleasures of communication.

CSD-15 Member: \$36.95

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Research

Cued Speech and Cochlear Implant: Complementary Or Incompatible?

Doctor Denise Busquet, at the 3rd European Congress of Le Langage Parlé Complété (LPC) in Belgium, 2002

The following synopsis is based on a summary produced by the Cued Speech Association UK (Britain) from a translation of the French text by Pat Cove. The official Congress Report is available in French.

LPC is the name for the French-language version of Cued Speech and the terms 'Cued Speech' and 'LPC' are interchangeable in the context of this summary.

Denise BUSQUET - ENT Doctor of linguistic development and child psychologist attached to the Cochlear Implantation Team at the Armand Trousseau Children's Hospital in Paris. For a number of years, she has had a dual role. Her hospital-based work allows her to closely evaluate hearing loss and linguistic problems associated with deafness. She also works in educational centers for deaf children outside the hospital that have diverse educational approaches (auditory-oral-verbal-tonal method, French sign language, LPC). This has allowed her to follow day-to-day progress of the children up to adulthood, and to closely follow the impact of medical and technological progress (cochlear implantation in particular) on the children's development.

She listed the benefits of the use of LPC pre-implant and concludes **'LPC and implants are certainly necessary to each other in optimising oral language development in all its dimensions for the deaf child, but it is essential to adapt plans for each child and re-adjust them as he progresses'**.

'The association between LPC and an implant seems obvious; the visual and hearing routes should come together naturally.'

Dr Busquet agreed with the new LPC pamphlet edited by the French ALPC which states:

'Using LPC with an implanted child, three things are simultaneously essential:

- Speaking to the child, thus developing hearing competence
- Cueing to the child, thus specifying visually what is perceived in hearing

- Enriching his language, by not simplifying messages when speaking to him.'

However, it is necessary to attempt to analyse how LPC and an implant can be used together by looking at both routes to language.

Thanks to cochlear implants, the partial restoration of hearing in a profoundly deaf child can be possible; but implanted deaf children do not become hearing. The sensory deprivation, which lasted many months or even many years, has left consequences. The limitations of a cochlear implant are, firstly, that children with an implant may not hear the complete message because they hear some sounds but not others. Also sound is heard through the implant, but the child must learn to make sense of it and the child's attitude towards hearing is not always positive; they may be distracted by extraneous noises and will not always hear the essential messages. Finally, linguistic information is very complex and learning to understand it may take a long time.

STUDY OF PROFOUNDLY DEAF CHILDREN WITH PRE-LINGUAL IMPLANTS

The study of:

- 1) Children implanted while already using LPC and
- 2) Implanted children educated by other communication methods (aural, spoken with LPC, multi-method, bilingual)

enabled Dr Busquet to look at how best to use LPC and cochlear implantation.

The conclusions were:

a) The contribution of the hearing dimension considerably modifies the child's behaviour, particularly when the rehabilitation is early. They can finally go on reading or playing and know that someone is entering or leaving the room. But they are more distracted, less fixed on the lips of the person speaking to them.

b) The language learning processes are not all the same.

The preferred way varied among the children. For some it is visual: with LPC they learn and then recognise sounds with the implant. For others it is auditory: with the implant they discover the most important elements, which they reproduce more precisely thanks to information given by lip-reading and cueing. The age of

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implantation is a determining factor for this preference but it is not the only one.

c) Optimal conditions for receiving messages vary. For the profoundly deaf child without an implant, CS transliteration at school almost always gives better results than the complementary lip reading/hearing. However, for those with implants the situation varies. CS transliteration remains indispensable for some, while others use it sparingly or inexactly, and some abandon it.

d) Speech quality is better among those implanted early.

Late implants. While cochlear implantation for pre-lingual profoundly deaf children is more usual, older children or young adolescents are also implanted. 'At the Trousseau Hospital we have had the occasion to implant and to follow (the progress of) many youngsters benefiting from LPC and having acquired, thanks to LPC, a good level of language.' After implantation, the young people usually

- attain a sound environment for those who benefit little from hearing aids
- improve complementary lip-reading/hearing and therefore are less dependent on LPC

However, they do not always

- improve intelligibility of speech
- understand words without lip-reading
- use the telephone.

'Some hearing tasks can be restored but the more complex are not, in particular, perception of elements important to speech and audio-sound control.'

Early implantation. The increasingly early age of implantation means that with many deaf children the hearing route takes preference over the visual one. Parents, transliterators and educators agree that the early implanted deaf child does not spontaneously look at the speaker's face, and that he must be encouraged to do so.

2) Implanted children educated by communications methods other than LPC..

In a study undertaken at the Trousseau Hospital among a group of congenitally deaf people having early implants, the following was found:

- Auditory function is rehabilitated well for alertness, knowledge of sound environment and spoken word perception.
- Audio-sound control occurs spontaneously but is still sometimes imperfect: the voice is not always well controlled, phonetic development is often incomplete

and speech troubles frequently persist which limit intelligibility.

- The difficulties - and there can be many - appear essentially at the lexical and syntactical level of development. For many (two out of three), their language level remains inferior to that of hearing people for many years, hampering the scholastic integration of the learners.

It was found that children benefiting from LPC perform best linguistically. Other French teams (Montpellier-Toulouse) also note that children benefiting from LPC have a more favourable language improvement than others and can often benefit more from school integration.

Teams that advocate strictly audio-oral methods and declare good results concerning perception and speech quality; but the rare information they give about linguistic levels is unspecific. Numerous publications give poorer results for children using signs. This was also observed at Trousseau Hospital.

Conclusion: 'In the light of these observations we think we can say that the association of LPC with implants is possible and is favourable to the child's linguistic development.' However, the "means of using" LPC must be rethought, since the visual perception is no longer the only way, and must be associated with the rehabilitation of auditory perception.

WHAT SHOULD BE EXPECTED OF LPC USE WITH IMPLANTED CHILDREN?

Before Implant. However early the implantation, there is a time lapse, sometimes considerable, between diagnosis and implant. The use of LPC during this period seems essential to us; putting in place favourable pre-requisites for acquiring good quality oral language.

The advantages of LPC use are:

- Early access to oral communication
- Use of LPC encourages people around the child to speak when they are in front of him.
- Early introduction of speech communication is essential if the child is to conquer this means of expression.
- Access to the sense of language
- The structure of LPC can make sense to the child and it enters the linguistic code.
- By making sense of the cues the child shows that he can master an arbitrary linguistic code.

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- Little by little the child notices that the same configuration can have several meanings, which leads him to search for other signs on the lips, and to get lip references. When the child develops this kind of ability before an implant, the linguistic prognosis is generally favourable.

With an Implant:

Hearing information provided by an implant is indistinct; the visual route (LPC) can bring the necessary complement to form references indispensable for the construction of oral language.

- The child notices little by little that the cues are not always meaningful in themselves, and only make sense when associated with others; this is the beginning of knowledge of syllables.
- LPC makes linearity of messages evident. The succession of elements is more easily perceived

thanks to the cues than with lip-reading alone. This prepares and favours the auditory perception of spoken word elements.

- LPC allows a profoundly deaf child to reference distinctive phoneme traits, which is not possible with lip reading alone because it is too ambiguous. It is therefore possible for the deaf child to form an early mental phonological map through the visual route alone.

Having acquired these competencies by visual means, the child will recognise them via hearing and will associate the two sensory ways, which complete each other.

CONCLUSION

‘LPC and implants are certainly necessary to each other in optimising oral language development in all its dimensions for the deaf child, but it is vital to compile plans for each child and readjust them progressively with regard to his progress.’

Verbal Sequential Processing and Reading: Cued Speech, ASL/SEE, and Hearing

Holly Coryell, doctoral student at Gallaudet University, studied 29 deaf and 16 hearing subjects. Half of the deaf subjects used Cued Speech and half used ASL or English-based signing. Measures of verbal sequential processing and reading are from the Woodcock-Johnson test battery. Holly’s major finding: Cued Speech subjects did not differ from hearing controls on both these measures; hearing and Cued Speech subjects performed significantly better than Signed Communication subjects.

The abstract is published in Dissertation Abstracts International: Section B: The Sciences and Engineering. Vol 62(10B), May 2002, pp. 4812. ISSN: 0419-4217 (Print).

This study compares the rhyme generation ability of deaf participants with severe to profound hearing losses from Cued Speech (CS) and non-Cued Speech (NCS) backgrounds with a hearing comparison (hearing) group for:

(1) consistent orthography-to-phonology (O-P) rhyming elements, or rimes (e.g., -AIL in SAIL is always pronounced the same), and

(2) inconsistent orthography-to-phonology (I-O-P) rhyming elements where the orthographic rime (e.g., -EAR) has different pronunciations in words such as BEAR and REAR.

Rhyming accuracy was better for O-P target words than for I-O-P target words. The performance of the deaf participants from CS backgrounds, although falling between that of the hearing and the NCS groups, did not differ significantly from that of the hearing participants. By contrast, the performance of the NCS group was lower than that of the hearing group.

Phonological abilities: Cued Speech, non-Cued Speech, and Hearing

“Rhyme generation in deaf students: The effect of exposure to Cued Speech” by Carol LaSasso (Gallaudet University), Kelly Crain (Gallaudet University), and Jacqueline Leybaert (Experimental Psychology Laboratory, Free University of Brussels) is being published in the June issue of the Journal of Deaf Studies and Deaf Education. The following abstract summarizes the article:

Hearing and CS participants produced more orthographically different responses (e.g., BLUE-*f*ew) whereas participants from the NCS group produced more responses that are orthographically similar (e.g., BLUE-*t*ue), indicating that the hearing and CS groups rely more on phonology and the NCS group more on spelling to generate rhymes.

The results support the use of Cued Speech for developing phonological abilities of deaf students to promote their reading abilities.

Donors

NCSA and the Deaf Children’s Literacy Project depend on your contributions. Every gift is gratefully acknowledged and every penny is used productively and matched by many volunteer hours. Donations may be sent to: National Cued Speech Association, 23970 Hermitage Road, Cleveland OH 44122-4008.

As well as the R. Orin Cornett Scholarship Fund, the Deaf Children’s Literacy Project and General Fund, other special funds are:

- The Karen McIntosh Fund (Cue Camp Friendship scholarships)
- The Isabelle Payonk fund (Cue Camp Cheerio scholarships)
- The Mary Diesel memorial Fund for support of services to late-deafened adults
- The Laird Foundation Endowment Fund

The following individuals are some of those supporting the Deaf Children’s Literacy Project through their workplace charitable giving such as United Way or the Combined Federal Campaign. We will list other names as we receive them. Thank you to each for your support!

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(More than) 10 ways to support Deaf Children’s Literacy in 2003

1. Encourage others to learn Cued Speech — and to use it effectively!
2. Join NCSA, or encourage a friend to join — better yet, both of you join!
3. Make a donation in honor of a loved one or a milestone event.
4. Sponsor NCSA advertising in other publications (\$35 - \$1500).
5. Underwrite an issue of *On Cue* (\$500 - \$1500)
6. Sponsor a family scholarship for a Cue Camp (\$500 - \$2000)
7. Sponsor a Cue Camp (\$2,000 - \$20,000)
8. Endow a fund (\$10,000 +)
9. Help NCSA obtain a grant or contribution.
10. Underwrite printing of NCSA / Deaf Children’s Literacy Project materials (\$500 – up)
11. Make a contribution today (any amount)!

Classes and Certification •••••

June 19-21, West Chester, PA
Cued Speech class for college credit.
9am - 2 pm West Chester University
(near Philadelphia) Contact: Director of
Adult Studies 610-436-1009

June 25, Duluth, MN
Cued Speech Mentoring 8am - 4 pm
Central Administration Bldg. Contact:
Tori Erickson; TJ3736@arvig.net

June 27-28, Mt. Prospect, IL
Basic Instructor Workshop 9am-4pm
Ramada Inn (Friday) and READ
Educational Center (Saturday) Contact:
Nancy Burke, AEHINancyB@aol.com;
847-297-3206.

Regular (postmarked 6/2-6/18): \$200
At the Door: \$250

June 29, Mt. Prospect, IL
National Instructor Certification Exam
9am-noon READ Educational Center
Regular (postmarked 6/2-6/18):

New Instructors: \$125

Renewals: \$75

At the Door: \$175

For more information & registrations
forms for each event, go to
www.cuedspeech.org/Instructor/ or
contact: Jean Krause, jeanie@mit.edu;
617-821-2589 v/tty; 617-258-5976 tty
mssg.

July 12, Mt. Prospect, IL
READ'S Cued Speech Workshop 9am -
3:30pm. Contact AEHI, 2020 E. Camp
McDonald Road; Mount Prospect; IL;
60056; (847) 297-3206 (voice and TDD);
(847) 297-4704 (FAX)

July 16, Duluth, MN
Cued Speech Mentoring 8am - 4 pm
Central Administration Bldg. Contact:
Tori Erickson; TJ3736@arvig.net

August 13, Duluth, MN
Cued Speech Mentoring 8am - 4 pm
Central Administration Bldg. Contact:
Tori Erickson; TJ3736@arvig.net

August 20-22, Marshall, MN
Cued Speech Beginning Class, Contact:
Tori Erickson; TJ3736@arvig.net

September 19 & 20, Duluth, MN
Cued Speech Mentoring . Contact: Tori
Erickson; TJ3736@arvig.net

September 20, Duluth, MN
CS Intermediate level 1 Workshop
Contact: Tori Erickson;
TJ3736@arvig.net

September 26-27, Vacaville, CA
Basic Cued Speech instruction, 9 am - 4
pm Contact Joan Rupert, 707-448-4060
for more information and reservations.



*James Trinidad and Marianne
Matteo, speech pathologists of the
Mount Diablo Unified School
District, California, are pictured with
Joan Rupert, instructor. James and
Marianne were trained in the
application of Cued Speech for
various uses within their intervention
programs.*

October 17/18 Oregon Coast
Cued Speech advanced level retreat
(Annual event) Contact Joan Rupert, 707-
448-4060 for more information and
reservations.

October 25, Duluth, MN
Cued Speech Mentoring . Contact: Tori
Erickson; TJ3736@arvig.net

Nov. 13-14, Philadelphia, PA
Basic Instructor Workshop 9am-4pm

November 16, Philadelphia PA
National Certification Exam 1-4pm

Job Opportunities •••••

MN, Virginia
Northland Special Education Cooperative
has openings for certified Cued Speech
transliterators beginning with the 2003-
2004 school year. Kindergarten level.
Competitive salary. Mr. F. C. Spencer,
Director of Special Education, 411 5th
Ave So., Virginia, MN 55792 (218) 742-
3972; Fax: 218) 742-3951;
fspencer@virginia.k12.mn.us

NC Winston-Salem
Cued Speech Educator needed for
experienced client at the preschool level.
Salary negotiable. 15-20 hours per week.
Deedee Ungetheim; 1290 Abingdon Way
Winston-Salem, NC 27106
(336) 768-0678; (336) 896-0710 (Fax)
warrendstacks@cs.com

NJ Boonton
Cued Speech Transliterator needed for
experienced kindergarten client. 13-14
hours per week. Mon.-Fri. 8:00a.m.-
10:45 a.m.
Lisa Stephen or James DeWorken
330 Lathrop Ave.; Boonton, NJ
(973) 316-9230; (973) 402-9437 Fax

PA Chester County
Cued Speech Transliterator needed for
10 year-old girl in Chester County, PA
just 30 miles west of Philadelphia.
Probably full-time or near full-time.
Vince McVeigh; Intermediate Unit
610-524-5013; 800-220-5181

VA Dunn Loring (Fairfax County)
Cued Speech Transliterator needed for
experienced clients at the high school

level (currently freshmen). \$27,406 if
certified at Level III. Will consider
candidates with less than 3 years
experience and Level I or Level II
certification. Required to pass the
Virginia QAS (Quality Assurance
Screening) to be considered for hire.
Suhad Keblawi; 703-503-4739
Suhad.Keblawi@fcps.edu

VA Norfolk
Cued Speech Transliterator needed for
experienced client in the 5th grade. Daily,
8:30 am - 3:00 pm
Kay Egan
Sr. Coordinator of Special & Gifted
Education; 800 E City Hall Ave.
PO Box 1357; Norfolk, VA 23501
(757) 628-3948; (757) 628-3460 (Fax)
Kegan@nps.k12.va.us

Cued Speech for Hearing Children

By Anne Marie Dziekonski

Carla Davidson is a speech-language pathologist at Longridge Elementary School in Greece, NY (near Rochester). She uses Cued Speech on a daily basis while providing therapy to with children who are *not* deaf or hard-of-hearing. Carla learned to cue eight years ago and has not stopped since! She became fluent in Cued Speech while working with deaf students in private practice.

Carla uses Cued Speech in a variety of therapy sessions. She has a practical application of cueing for almost every student she works with. Carla frequently uses Cued Speech when working with children with articulation problems. She believes Cued Speech highlights children's speech distortions and substitutions and helps them discriminate between sounds. Additionally, cueing allows Carla to show her students how sounds are blended and sequenced together to make words.

Carla finds that children can follow directions better when they are cued. For children who stutter, cueing provides information about normal rate and stress patterns, gives a visual representation of types of dysfluencies, and helps develop appropriate eye contact.

Carla has given presentations to her colleagues about Cued Speech and its applications. She is pleased with the results Cued Speech has had in her therapy and will continue to use Cued Speech in the future.

Anne Marie is a graduate student in the Nazareth College Speech-Language Pathology specialty training program in deafness.

Cornett's Corner

On Deaf Children Cueing:

When a child cues incorrectly, do not make a big issue of it. Respond by saying, "Yes", then immediately repeat what the child said, using the correct form of cueing.

When a child begins attempting to cue, do not expect accurate mouth movements any more than accurate cues. These are "visual baby talk". The child may go through a period of cueing without attempting to speak, or speak without cueing. Gradually he or she will tie together hand, mouth and sound.

There are several reasons why early cueing on the part of the child is desirable:

(1) If the child learns to master and use the cue(s) paired with his correct production of sound(s), his/her cueing provides a motor feedback that helps him speak more clearly. The act of cueing helps remind the child of the sounds to say and sometimes slows his speech enough so that articulation is done more carefully.

(2) If the child has difficulty being understood and cues, parents and teachers who learn to read Cued Speech will be able to understand him better. This will support his language development and self-confidence.

(3) Expressive cueing is essential for deaf cuers to communicate among themselves clearly and easily through Cued Speech. To encourage sufficient expressive cueing use, parents may be wise to pretend ignorance: "What did you say? Please cue it so I can understand."

Based on The Cued Speech Resource Book, pages 81-83.

Coming soon! Shopping Online at Cued Speech Discovery Bookstore!

In the meantime, these products related to new items in this issue of On Cue can be ordered by emailing cuedspdisc@aol.com or calling 800-459-3529 v/tty. We accept checks, purchase orders, and MasterCard and Visa.

CUEING AND SIGNING: TOGETHER A packet describing Cued Speech and sign language bilingualism as well as Cued Speech as part of Total Communication. **BEC4 Memb: \$11.85 Regular: \$12.50**

CUED SPEECH ... COCHLEAR IMPLANTS: PARTNERS IN EASE* A packet about the use of Cued Speech prior to and after implantation for assuring *Equal Access to the Sound Environment. **BEC8Memb: \$9.50 Regular: \$10.00**

ETC.- EFFECTIVE THERAPIES THROUGH CUED SPEECH A packet describing the use of Cued Speech for articulation, auditory processing, phonics, learning disabilities, deaf-blindness, etc. **BEC2 Memb: \$9.50 Regular: \$10.00**

***THE CUED SPEECH RESOURCE BOOK FOR PARENTS OF DEAF CHILDREN, 2nd Ed., 2001**

Comprehensive and practical for families and professionals! Cornett/Daisey 1992; 800+ pages, illustrated. **NCSARB2 Memb: \$37.50 \$25.00 Regular: \$39.95**

ALGO QUE DECIR (see page 17 for details) CSD-15 Member: \$36.95 Regular: \$38.95



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- International individual / family: \$30 / year
- International indiv. / family 6 yrs for 5: \$150
- International association / business: \$40 / year
- International assn. / business 6 yrs for 5: \$200

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