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## Why We Cue...



The results at the Alexander Graham Bell Montessori School in the Chicago suburb of Mount Prospect, Illinois, have inspired families to uproot homes, change jobs and travel across the United States and from other continents for their children, ages 3 to 12, to study there. Families, who have evaluated the available options in communication and educational settings, choose to come to the school because it serves the needs of their child and family. Children who are deaf or hard of hearing are fully included with children with normal hearing. The staff and the students communicate with Cued Speech for everyone's benefit socially and academically.

The school has a track record of success enabling the students to achieve their highest potential, including those who enter below the language skills of their hearing peers and those who receive limited auditory benefit from today's technology.

"The biggest thing is, Cued Speech has allowed us to be a normal family," explains Laurie Leja, mother of 9-year-old Andrew. "We can use spoken English to communicate, and I can cue at the same time as I speak." Before attending A.G. Bell Montessori School, Andrew's hearing loss had caused him to fall drastically behind academically and socially. "I knew he'd never be given a chance to maximize his potential (in programs not utilizing Cued Speech)," said Laurie. Now, he achieves above grade level, socializes very well, and has been identified as a gifted child. "It's AMAZING!" Laurie adds. "Because his academics are now so strong, it allowed him the confidence to play an instrument and learn a foreign language."

Arlene Hardman's family moved two years ago in order to give their now 6-year-old Jack a chance to learn Cued Speech. "It's given him the opportunity to blossom... to be fully included in a classroom, where he knows exactly what's going on," says Arlene. "When he started he had one-to-two word sentences. And now, he doesn't stop talking!"

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## On Cue

Vol. 17, No. 1

*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).

### *NCSA Board of Directors*

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## President's Message ————— Sarina Roffé —————

The National Cued Speech Association continues to be active in a number of areas and we look for your continued participation. The stories and photos that you send us about how you are using Cued Speech keep us inspired to keep going.

The NCSA Board has been moving in the direction of a strategic plan established more than a year ago. We have accomplished many of the objectives set forth in the plan and are moving toward the harder goals.

For example, the NCSA is establishing an Academic Advisory Board, to include top members of the academic community who support Cued Speech. We look forward to any nominations you may have of people at the doctorate and master's levels who can be members of this special group. We have invited Cr. Charles Berlin of Louisiana State University to chair this board.

We exhibit several times a year at various professional conferences and conventions. We are overseeing the submission of proposals that discuss Cued Speech use at any professional venue we can find. Our regional directors continue to talk to parents and professionals to promote Cued Speech. To find out who your regional director is, please look at our web site [www.cuedspeech.org](http://www.cuedspeech.org).

Another goal in process is the revamping of our web site. Robbie McIntosh, a deaf cue adult from Maryland, is designing the web site to be more user friendly, include more information and be interactive, allowing people to register for e-newsletters and other information on line. We hope to launch the site in the next few months.

The hardest goal is yet to be accomplished – fundraising. Therefore, the NCSA has set up a multi-prong approach to this task. Our goal is to TRIPLE our budget in the next two years through increased membership, intensive fundraising, and our hopes of a Congressional Appropriation.

We seek \$400,000 to fund some high-ticket items – more money for cue camps, increased scholarships for families, distance learning, on line CS lessons, research, a Cued Speech Transliterators training program, and the list goes on. For many of these items, we have drafted a Congressional Appropriation Request, which we hope to get funded in FY 2005. An important part of this request is \$150,000 to fund a virtual library in memory of Dr. R. Orin Cornett, inventor of Cued Speech.

Another important part of this request is \$100,000 to adapt the Educational Interpreter Performance Assessment (EIPA) for use with Cued Speech Transliterators (CSTs). As more states move toward licensing and evaluating educational interpreters, including Cued Speech Transliterators, this test will be used to evaluate basic knowledge of educational interpreters. The adaptation we are pursuing is being created by a team led by Dr. Jeanie Krause of Florida State University. For a number of years, we have been besieged by requests for CS Transliterators training and to establish a national certification system.

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## Overcoming the Late Start in English: Focus on the Solution

*by Barbara Brite Lee*

When presented with a challenge — students who were profoundly deaf and seriously language delayed — Julie Russell looked beyond the problem and focused on the solution. Cued Speech was part of that solution.

In the summer of 2000, Julie was assigned to create a self-contained elementary class for three new students. The children were seven years old with apparent intelligence in the normal range. Two students had cochlear implants that had been in use for less than six months; two were from homes where the spoken language was Spanish, two had previously been taught using ASL and one did not vocalize at all.

Julie had been teaching children who are deaf for 26 years. She had honed her skills, became a proficient signer, learned Cued Speech, learned Auditory-Verbal strategies, developed original teaching materials for herself and others, and had watched her students excel through high school into college. She was respected and known for her expertise in, and passion for, language instruction.

Anticipating her new students, Julie conferred with speech language pathologist Karen Parrish. Karen had introduced Julie to Cued Speech when they both taught a student who used Cued Speech and was very successful. The student took advanced placement classes in high school and now attends the University of North Carolina, Chapel Hill.

Julie and Karen agreed that

1. the immediate priority was language development based on spoken language;
2. signing could not efficiently facilitate that goal; and
3. the two students with new cochlear implants were so delayed that it was unreasonable to spend a year devoted entirely to Auditory-Verbal strategies for learning to listen.

Karen and Julie agreed that using Cued Speech was the surest road to literacy, beginning with cueing to the students and teaching them to cue expressively. Julie would work on language and the designated speech-language pathologist would focus on speech and learning to listen.

Julie administered language assessments to establish baseline data on each student (see table below). In every aspect of language, each child was 4 to 5 years delayed.

Julie, based on her experience teaching with Cued



*Seated: Julie Russell, Annie Berger, Janet Godbold  
Standing: Barbara Lee, Phyllis Waggoner, Amanda Brooks*

Speech, set a goal: the children would learn language to age appropriate levels.

### Initial Language Assessment Scores 2000

Peabody Picture Vocabulary Test (PPVT)	All scored below the lowest level of the norms (2.6)
Test of Auditory Comprehension of Language (TACL)	All scored at the three year old level.
Expressive Vocabulary Test (EVT)	Two scored below the lowest level of the norms (2.0) One scored an age equivalency of 2 years, 4 months.
Sentence Elicitation Test (SET)	Most of the students' signed responses were simple labels, with the highest level being two-sign utterances.

### THE FIRST SCHOOL YEAR 2000-01

The first year was not easy; the transition from ASL to Cued Speech presented formidable challenges. For Cued Speech to really accelerate language learning, the parents also needed to cue. The children's parents were given information about Cued Speech and offered the

**Continued on page 4**

opportunity to learn. The English speaking mother and one of the Hispanic parents learned to cue. The child from the third family only received cues receptively at school.

Julie worked with the students on language development in a self-contained classroom from 8 a.m. until 1 p.m., cueing all lessons and using sign when communication failed. She focused on teaching them language as well as receptive and expressive use of Cued Speech. "Everything revolved around developing language using meaningful experiences," said Julie. Vocabulary developed so that the students could produce basic sentence patterns, followed by the use of basic conjunctions like "and," "but," and "because," and then by more complex sentences.

Kindergarten teachers will tell you that the first thing kindergartners need to learn for literacy is the sounds of the letters. Knowing this, Julie selected *Explode the Code*, a phonics program, and began teaching the children to cue-and-say the sounds of the phonemes. The cues gave the children an exact representation of the phonemes they were learning.

The second step in a typical phonics program is the blending of three-phoneme words, digraphs, and diphthongs, again easily expressed with Cued Speech. Using this strategy, the students not only learned to cue, they learned to associate the cues with the sounds of printed letters and to decode the cues when Julie cued to them.

Finding appropriate reading material was a challenge. After lengthy discussions with a Reading Recovery teacher, Julie elected to use the Rigby and Wright Reading Series because they provided a wealth of language appropriate reading materials in

small, colorful, attractive books.

Mainstreaming without a sufficient language foundation is usually a nonproductive experience for deaf students. However, after spending the first part of each day with Julie, the three students were mainstreamed into a first grade math class with a Cued Speech language transliterator. The goals were to give them exposure to (1) a regular classroom environment and (2) the math concepts, and (3) to develop sufficient language for taking the state mandated End of Grade math test in third grade.

Other significant challenges that first year were that there were personnel who were philosophically opposed to the program; there was no experienced professional to provide guidance; and there was uncertainty about the role of the Cued Speech transliterators.

"I had a vision but the path taken was not always straight and smooth. We had to take detours, backtrack and sidetrack, but we never forgot our goal and always moved toward it," Julie recalled.

#### **THE SECOND SCHOOL YEAR 2001-02**

During the second year, Julie continued to work with the phonics and reading programs. Due to the students' language delay, mainstreaming continued only for second grade math. "I did not use mainstreaming as a dumping ground. I wanted it to be a meaningful learning experience," Julie stated.

There were two major changes this year. The program moved to a different elementary school and the role of the transliterators was dramatically expanded from just transliteration to one of total involvement in developing language in their assigned student, becoming

full-fledged members of the educational team.

#### **Language facilitators**

The language facilitator/transliterator role was defined to transliterate and do additional things to facilitate the student's language learning (i.e. rephrase, remind the student of something he had learned from Ms. Russell, repeat, etc). "Through daily observation of my teaching language lessons, the facilitators learned to input, practice and elicit specific language structures," said Julie.

In order to track language usage in a variety of situations, the facilitators were trained to document spontaneous language, writing precisely what the children said, in notebooks that they carried everywhere. Julie used the notebooks to check progress toward the IEP goals, measured by the length and complexity of their utterances. For example, "The boy can't under the ball" became "The boy can't get the ball because the ball is under the car." Such progress was exhilarating to everyone involved.

#### **Positive reinforcement**

Julie also implemented a positive reinforcement system to encourage the students to use the language they had learned throughout the day. Initially, the children were content to use 2-3 word utterances. Then Julie gave the students a card with 20 circles that they wore around their necks. Every time a good sentence was used, the students were praised and a circle was punched. They were "paid" with a dollar of play money when each card was completed. At the end of the week, they could buy goodies at a store established in the classroom.

"The kids were almost clamoring to give good sentences whenever opportunities arose, and we were

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**Continued on page 5**

frantically trying to replenish the items in the store,” Julie said. “The students began talking more — and wanted to talk even more.”

### THE THIRD SCHOOL YEAR 2002-03

Language continued to be the primary focus during the third year. There was an increased emphasis on math in preparation for the End of Grade third grade math test. “To insure success, I implemented a consistent plan for pre-teaching and reviewing math vocabulary and skills,” said Julie. “The facilitators were responsible for monitoring this facet of the program; they alerted me to language issues that arose and I worked on those accordingly.”

The students had developed enough language that they were ready to use the Scott Foresman reading series adopted by the county for regular education students. Assessments at the beginning of the year indicated that two students were at the primer level and one was at the pre-primer level. The difficulties were not in vocabulary or word recognition, but in retelling and recalling details. Julie had one-on-one reading sessions with each student for an hour a day, and shifted the emphasis to comprehension through retelling and recalling details. At the end of the year, reading scores showed one student at the 3rd grade instructional/independent level, one at the 2nd grade independent level and the 3rd grade instructional level, and one at the 2nd grade instructional level.

Language test scores also showed great improvement. In the following chart, the scores are given as age equivalents.

Student	CA*	PPVT	EVT	TACL
A	10.7	7.1	8.6	8.2
B	9.9	6.6	8.8	6.11
C	9.10	7.3	8.11	8.4

\*Chronological Age

On the End-of-Grade testing in math, both third graders scored a 4 — the highest score obtainable. The test was language intensive, including many word problems. The excellent scores and the fact that the students were able to read the problems for themselves was cause for celebration by everyone who helped make it happen. Jubilation reigned both at home and school!!!!

### THE FOURTH SCHOOL YEAR 2003-04

Success! This year one student is mainstreamed for reading; all three are mainstreamed for math and writing. “We don’t mainstream without support. We give them

whatever they need in pre-teaching and review to enable them to function successfully in the mainstream. “The goal is for them to be able to be **assessed with modifications addressing only their hearing loss and communication**, not their ability to read and understand,” Julie stressed.

### REFLECT AND REVIEW

When I asked Julie what she had learned as a teacher, these were some of the things she noted.

1. **The importance of a long range vision** - “Without this, it would be like taking a journey without a destination.” Stephen Covey (author of the best selling *Seven Habits of Highly Effective People* would certainly agree. One of his habits is, “Begin with the end in mind.”

2. **The necessity to raise expectations** - “It was not enough to make just a year’s progress in a year’s time. If that was all we did, the students would never have language skills on their chronological age level. They had to make more than a year’s progress in a year’s time in order to close the gap.”

3. **Everyone involved with the child needs to be, in some way, accountable for his progress.** - “IEP goals need to be taken seriously. Teachers, parents, speech therapists, language facilitators/ transliterators each have a very important role to play individually and collectively. We all need to be aware of the student’s goals and support each other in achieving them. Parents were asked to do specific things and report back to me. Language facilitators/ transliterators had specific assignments each week and I checked the students’ progress on Friday. The speech therapist kept the rest of us informed about speech goals and strategies for helping the students reach them.”

4. **Educators and parents may have to leave their comfort zone and try something new to maximize achievement** - “If you always do what you’ve done, you will always get what you’ve always got.” Julie reminded me that she had first heard that oft-quoted statement from me during a workshop. I heard it from a former student teacher, who heard it at a school for the deaf in Australia. It’s been around for a long time and is still true.

If Julie could change anything about the strategies she used, “I would have implemented the expanded use of the facilitators from the very start. I have always believed that knowledge of the student’s language is a crucial element for effective communication / facilitation in the mainstream. When facilitators become completely involved in developing the child’s language, facilitation is no longer a guessing game. They are no longer

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## Honors of the Association



*Barbara Lee, Jeanie Krause, Marianne Flanagan and Deanna Jordan pose after the Awards Committee members presented Jeanie with*

Joe Frisbie and Jeanie Krause were honored at the NCSA Board meeting in Philadelphia in November “for outstanding service to the NCSA and cueing families.”

“Your sense of the importance of developing consistent practices in instruction, evaluation and in cueing itself, and your determination to bring it about, have caused improvements that already benefit cuers across the country, and will impact cueing and the National Cued Speech Association for years to come.”

Awards committee chair and presenter Marianne Flanagan noted Jeanie and Joe work quietly in the background, and that “NCSA values you and your personal and professional support of the association, families and individuals who cue.” Jeanie accepted her plaque in person; Joe received his in abstentia.

Cathy Quenin, a past-president of NCSA, remembers: “My first experience with Joe and Jeanie was when their friend Ken Fan called from MIT and asked how many people they would need to round up for me to do a beginning workshop. I said if they got five people together, I’d come to Boston, never thinking that they’d be able to do it. The next thing I knew, they had 50 people signed up. This was entirely due to Joe and Jeanie pounding the pavement, holding meetings, visiting every speech pathology and deaf education program in the area, posting fliers all over, etc. They got cueing off the ground in Massachusetts with their relentless efforts.”

Jeanie and Joe are electrical engineers. Jeanie is now a faculty member at the University of South Florida.

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### **Continued from page 2**

More than a year ago, the NCSA board put out Request for Proposals for a model CST training program and we have agreed to fund two such requests that will promote training models.

While we have no guarantee we will receive the funds, we are hopeful that each and every one of you will contact your federal elected officials to obtain support for our official request. An email outlining the proposal and requesting everyone’s participation was sent to members and friends.

We hope you will help us obtain support for this request and that you will call on any connections you have to help us with this request.

On another note, we were very excited to see that Cued Speech was featured in several articles in the Gallaudet magazine *Odyssey*, including a piece by Kitri Kyllö in Minnesota and a first person account by Harry Wood, formerly of Montgomery County, Maryland, where he attend school with my son Simon. Research done by Dr.

Carol LaSasso, Dr. Melanie Metzger, and Kelly Crain at Gallaudet and Georgetown Universities continues to support the use of Cued Speech and its effectiveness at overcoming English language and literacy barriers for deaf and hard of hearing people.

As you can see, the NCSA is moving in a new and exciting direction. With our strategic plan to guide us, we are hoping to resolve many of the issues that have been problematic for CS users. As always, your support – calling your federal elected officials - is vital to our efforts. If you did not receive the email request, please contact NCSA Information Services at 800-459-3529 v/ttyor at [cuedspdisc@aol.com](mailto:cuedspdisc@aol.com), to receive the file.

To find the contact information for your Congressional Representatives and Senators:

1. For links to their websites: For your Representative: go to [www.congress.com](http://www.congress.com) and type in your zip code (zip+4 preferred for accuracy). For your Senators, go to [www.senate.com](http://www.senate.com) and select your state. The websites have a wealth of information and are easy to navigate.
2. In your white-pages phone book: Look in the blue government section for “Federal” or “U.S. Government Offices”, and find the heading “Congress”.

# Around the U.S.A. & Canada.....

## Canada

**Marianne Flanagan**, speech-language pathologist and NCSA Regional Director for Canada, has been busy in British Columbia and Alberta with workshops, lectures, a speech and a newspaper article.

## Arizona

**Tammy Lamb** has been presenting lectures, classes and practice sessions. She is also working with a school district to create alternative programming which includes Cued Speech instruction for children with cochlear implants.

**Dr. Julie Reichman** of the Department of Special Education, Rehabilitation and School Psychology at the University of Arizona in Tucson reports that they are introducing basic Cued Speech for the second year in a row. The guest instructor is **Susan Price**. "The course has met with much interest and enthusiasm," says Dr. Reichman.

## California

West Coast Cued Speech Programs is able to offer California State Speech/Language/Audiology Professional hours for Cued Speech Training. Options are 15 hour basic training, 8 hour intermediate and 8 hour advanced instruction. **Dr. Cathy Quenin** of Rochester NY was the guest instructor for speech-language pathologists in the fall.

California State Guidelines for Deaf/Hard of Hearing Instruction are available for purchase (\$15.00). Cued Speech is included as an option for communication, intervention, and English as a second language. These guidelines are useful for other states going through a process of developing state guidelines.

## Colorado

The Colorado Department of Education has created a videotape to give parents and professionals an overview of communication options. **Jan DeLay** was interviewed on the purpose of Cued Speech. A demonstration of Cued Speech use is included, featuring a mother and her seven-year-old son who is homeschooled with Cued Speech.

## Florida

**Barbara Caldwell** is working with families who are using CS with deaf children and with children with delayed language and speech. Barbara is the designated SHINE provider (Serving Hearing Impaired Newborns Effectively) for the state in her four-county region.

## Georgia

**Darla Rance** has been training to be a SKI-HI parent advisor, and participating on panels and providing to the other parent advisors and families. Darla has also attended and manned the NCSA exhibit at three national and state conferences in Georgia.

## Illinois

Computer Associates was presented with "Corporate Miracle Award" for 2003 by READ Educational Center at their annual Awards Gala and Harvest Ball. The Gala was held in the North American Jet Hangar in Wheeling, Illinois. **Shelley Hubert** and **Carrie Wrona**, representing Computer Associates, received the Miracle Award plaque. Over the past two years, Computer Associates has become the largest corporate sponsor of READ. Computer Associates is an international leader in business software, with seven locations in the US. Each of CA's offices offers a

Montessori pre-school for employees' children on site. Upon "graduation" from kindergarten, CA presents each child with a personal computer.

## Maryland

The Maryland Cued Speech Association board consists of **Duke Osborne**, president; **Robin Kittleman**, vice-president; **Preeti Kochar**, treasurer; **Stacey Spivey-Witt**, secretary; **Lana Portolano**, member-at-large. The Association hosted a family picnic in October with Dr. Cornett's sons in attendance. Two proclamations were presented "In Celebration of the Life of Dr. Richard Orin Cornett", one from the Senate of Maryland and one from the Governor of Maryland.

## Massachusetts

New England Cued Speech Services has seen a change of management with **Dr. Jeanie Krause** leaving the area to take on an assistant professorship in Florida. **Josh Libby** volunteered to take over the day to day operations and run the free monthly sessions and the 2004 MIT Winter Cued Speech Workshop at MIT. Josh is also doing his my usual presentations at schools such as Boston University, Northeastern, Mt Wachusett Community College, MIT, and continues to write letters and emails almost weekly to the politicians in charge of educational development, the IDEA, the ADA, literacy and deafness issues.

New England has seen an influx of college students who are using Cued Speech. There are three new college students in New England and so the CST demand has gone up, but the students were able to obtain the services of a transliterator.

## Minnesota

**Katherine Burns-Christensen** and **Amy Voorhees** are co-presidents of

the Cued Speech Association of Minnesota. Their term runs until March 2005.

Minnesota families thank **Brent Burrow** AKA Santa for making Christmas magic. There was not a dry eye in the Minnesota cueing community on December 6, 2003 as parents witnessed something they had only seen before in their



hearing children — the wonder in a child's eyes as he or she sits on Santa's lap and tells him what they want for Christmas. Yes, maybe they had seen **Santa** before at the mall, but not like this. For the first time in Minnesota, children that use Cued Speech were able to communicate directly with the big guy himself, with out Mom or Dad transliterating for them. The smiles on their faces were genuine, not the fake kind you often see in Santa pictures. For more on the story, see *Kids' Cues*, page 12.

Cueing mother **Theresa Koenig** praises the Duluth Public Library for providing Cued Language transliteration and American Sign Language interpretation for all performances of their Kaleidoscope

program for the third summer in a row. Kaleidoscope is a series of free educational and entertainment programs for children. Entertainers made the children laugh while encouraging them to “explore the bright ideas” they can find in books at their library! These wacky and hilarious performances include singers, puppeteers and jugglers, etc. Due to budget cuts, the program was scaled back from six shows to three. Theresa encourages anyone interested to send an expression of thanks for providing access via Cued Language Transliterations and a donation payable to and mailed to: Kaleidoscope, Duluth Public Library, 520 West Superior Street, Duluth, MN 55802.

#### **Oregon**

**Kris Wilson** of “edyoucare,” an assessment, therapy and training center in Coburg, Oregon, hosted an information meeting for local professionals, parents and graduate students. **Joan and Stan Rupert** presented a two hour program.

#### **Texas**

**Jane Knight** has had two presentations accepted by the Texas Conference on Education for the Deaf for summer 2004. The presentations will discuss Cued Speech and reading acquisition and why parents choose Cued Speech.

## **International News**

### **United Kingdom (Great Britain)**

Cued Speech has been adapted to Welsh (the language of Wales) by June Dixon-Millar and Professor Martin Ball. A class in Cued Welsh will be held in March.

British cuers are part of a coalition of organizations advocating “Access to Communication in English” (ACE) for individuals who are deaf and whose preferred language is English. The ACE Campaign seeks to increase the provision of language and communication access services, including oral interpreters (called “Lipspeakers”), Cued Speech transliterators, Speech-to-Text reporters, Notetakers, and Deaf-Blind interpreters.

Cue Adult Anthony Jefferson works for the BBC. He received a cochlear implant one year ago. His background using Cued Speech resulted in his lipreading score prior to the implant being the highest ever recorded: 72%. Also, he has needed less post-op rehabilitation for speech and audio-training than is customary.

### **France**

The French Secretary of State for persons who have disabilities, Marie-Thérèse Boisseau visited CODALI, the Cued Speech program of the French Cued Speech Association, ALPC (Association for Langage Parlé Complété / Cued Speech).

In the past year, the ALPC had a membership of 628 families, 50 agencies, and 37 regional groups. The ALPC summer school as attended by 370 individuals. The diploma awarded Cued Speech transliterators (LPC coders) will be replaced by a university degree.

The Association is planning its summer learning vacation July 3 – July 10, 2004.

## **Donors** .....

NCSA and the Deaf Children's Literacy Project thank the following donors for their generosity. Every gift is gratefully acknowledged and every penny is used productively and matched by many volunteer hours.

- |   |                                     |                                 |
|---|-------------------------------------|---------------------------------|
| <b>Mr. &amp; Mrs. Richard Rhodes</b>                  | <b>Karen Doenges</b>                | <b>Michelle Ayers</b>           |
| <b>Ruth Kline</b>                                     | <b>Karen Stockton</b>               | <b>Mr. &amp; Mrs. John Neth</b> |
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| <b>Dr. &amp; Mrs. Ian Clements, Aine &amp; Sinead</b> |                                     |                                 |

R. Orin Cornett Scholarship Fund in memory of R. Orin Cornett: **Joan Rupert**  
Karen McIntosh Fund: **Joan Rupert**  
Camp scholarships for families in the Pacific Northwest: **Joan Rupert**

## Cue Camp Virginia •••••

### Hurricane Isabel Couldn't Stop Cue Camp Virginia!

Cue Camp Virginia 2003 was the "maiden voyage" for the Northern Virginia Cued Speech Association's (NVCSA) camp organizers. The NVCSA assumed responsibility from the Tidewater families who had spent the previous twelve years developing the learning weekend into a memorable family event. The NVCSA's primary planners, **Rosemary Salvi** and **Maureen Bellamy**, believed that the biggest challenge of their transition year would be continuing this tradition for the 170 camp participants.



*Maureen Bellamy & Rosemary Salvi, camp directors*

Mother Nature had a surprise in store. Exactly two weeks before camp was to begin, Hurricane Isabel slammed ashore and caused tremendous damage to the Tidewater and Williamsburg-Jamestown areas of Virginia. Over 90 percent of electrical customers lost power. Large trees fell on several of the 4-H camp's buildings and there were no power, sewer, water or telephone services. The dedicated crew at the Jamestown 4-H Center worked around the clock to prepare the facility for Cue Camp, but a week and a half after the storm there were still no phone lines, no power and no hot water. Camp registrants were updated by email and told that if essential services were not restored the day prior to the start of camp, Cue Camp Virginia would have to be

canceled. Dominion Virginia Power Company saved the day, sending nine trucks to the camp to re-string downed cables and restore power by Tuesday night. Relieved camp participants began arriving Thursday afternoon.



The Cue Camp Virginia (CCVA) schedule was jam-packed with events and activities for everyone. The beginning class, taught by **Claire Klossner**, began Thursday evening. The students worked hard to learn the entire system, and were pleased with the opportunity to have all their "Why?" questions answered. Claire was assisted by **Kelly Crain, Ph.D.**, when he was not otherwise occupied giving presentations. All other classes started Friday morning. **Posy Walton** provided instruction and practice stations for the intermediate and advanced levels. CLTs **Nancy Musser** and **Lesley McKeever** assisted with small groups. **Lauren Pruett** offered classes for Cued Language Transliterations in cue reading.

Approximately 70 children in attendance were divided by age into six groups. Group leaders included **Stephanie Jones, Pam Rhodes, Allie Ford, Virginia Hoang, Sheila Watkins, Joan Gonsoulin, Sandra Thompson, Andy Payonk, Aaron Whittington, Susanna McKendree** and **Juli McKendree**. Many teens and young adults volunteered time fire truck to be on site, and the firemen were easily convinced to

with the youngest groups. While the infants received childcare, the older groups rotated among numerous activities. **Pam Fridley (CLT)** and her daughters **Liz** and **Carolyn** taught Cued Speech to four of the groups. Age groups were realigned for Cued Speech classes based on cueing ability as well as age, allowing each class to offer

maximum benefit to participants. The beginning groups went through all the hand shapes, played cueing games and put hand shapes together to make words. The more experienced groups worked on accuracy in expressive cueing. The teens were taught Cued Speech by their group leaders, **Aaron Whittington** and **Susanna and Juli McKendree** (all CLTs).

**Ron Mochinski** planned and organized outdoor games, including yard games for the youngest set, team sports for the older crowd, and many versions of the ever-popular tug-of-war. **Joe Kovalovich** and **Will McKendree** helped out. Other activities included a moon bounce organized by **Roddy McKendree**, as well as nature walks and stories read by cueing teens for the youngest groups. **Dave Watkins** and **Jon Musser** assisted Roddy. **Janell Middleton**, a singer, musician and choreographer, taught theatre workshops that were entertaining and interesting for all age groups. Children had the opportunity to act, dance, improvise and learn to express themselves creatively.

At lunchtime on Friday, attendees were thrilled by a visit from a UH-60 Blackhawk helicopter belonging to the District of Columbia Army National Guard. The aircraft landed on the sports field. Children and adults toured the cabin and the cockpit, posing for pictures in the

**Continued on page 10**

pilots' seats. Two pilots and a crew chief were on hand to talk about the helicopter and answer the many questions posed by campers. Community regulations required a truck to be on site, and the firemen allowed the children to inspect their vehicle.

Saturday was designated Professional Day, with a series of presentations designed for parents, educators and other professionals in fields related to hearing loss. **Donna Morere, Ph.D.**, presented fascinating information on the use of Cued Speech in the education of children with disabilities other than hearing loss. On Friday she had also presented data on the positive impact of Cued Speech on reading. **Kelly Crain, Ph.D.**, spoke of his own research on Cued Speech and specific components of reading, as well as the cutting-edge research by **Jacqueline Leybaert, Ph.D.** on the positive effects of using Cued Speech with cochlear implants. **Judy Hudgins** and **Debbie Pfeiffer Ed.D., CED**, specialists from the Virginia Department of Education presented *Developing Collaborative IEP Teams*, with helpful hints for both parents and professionals. **Judy Curtin, MS, CCC-A, SLP**, provided additional perspective on the use of Cued Speech with cochlear implants. **Debbie Lang, Ph.D.**, (psychologist and parent) closed the day with a discussion for professionals entitled, *How to Talk so Parents Will Listen*.

Social activities and family opportunities abounded as well. **Forrest Ripley** performed lifeguard duties for families that wanted to canoe on the James River after classes. On Friday evening campers could choose to participate in a field trip to Colonial Williamsburg subsidized by the NVCSA and coordinated by **Maria Gildea**. Available tours included "Ghost Stories" and "Colonial Music." **Nancy Musser** and **Pam Fridley** transliterated.

Friday night was the traditional bonfire, marshmallow roast and sing-along. **Robin Welch**, performing classical guitarist and McKendree family friend, provided the wonderful music. The weather was comfortable and the fire kept everyone warm. It was a great opportunity to share experiences, make new friends and reunite with friends from years past.

Saturday night was the last night at camp. **Bob Gonsoulin** and **Barb Ballard** were in charge of compiling the slide show from an amazing pool of digital photos. After the show, the NVCSA thanked the CCVA founding families – the **McKendrees, Gonsoulin** and **Schulers** – and presented them with gifts in appreciation for their many years of dedication to the camp. Gifts were also presented to **Debbie Lang, Ph.D.**, and **Donna Morere, Ph.D.**, for their years of support and volunteerism at camp.

The assembly was followed by a family dance at the outdoor pavilion. **Aaron Whittington** was the dynamic cueing disc jockey.



*Saturday night, everyone is doing the macarena!!*

A number of new families came to CCVA 2003, and said they couldn't wait to come back next year. They saw "cue-kids" from the early camps returning as college students, and families coming back for the fifth or eighth or tenth year. The camp provides camaraderie for kids,

support and encouragement for parents, classes for cuers, presentations for parents and professionals, and a whole lot of fun for everyone. The next camp will be September 30 to October 3, 2004. For more information on CCVA or the NVCSA, see the website, [www.nvcsa.org](http://www.nvcsa.org).

## CUED SPEECH LEARNING VACATIONS 2004

### Spring Camp / Cue Camp Cheerio

May 14-17, 2004

Roaring Gap, NC

Contact: Arthur Tastet, director;

[atastet@triad.rr.com](mailto:atastet@triad.rr.com);

<http://www.hikids.org>

### Cue Camp New York

May 19- 23, 2004

Rochester NY (Nazareth College)

Come learn to cue or develop your skills on this beautiful campus!

Instruction at all levels. Wednesday evening through Sunday noon.

Contact: Cathy Quenin, 585-389-2776;

[NCSA@naz.edu](mailto:NCSA@naz.edu)

### Cue Camp Minnesota

June 24-27, 2004

St. John's University in Collegeville, MN.

Contact: Joan Christenson;

[MinnCuer@aol.com](mailto:MinnCuer@aol.com)

### Cue Camp Virginia

September 30-October 3, 2004

Jamestown

Beginning, Intermediate and Advanced classes for adults, age-appropriate classes and entertainment for children.

Contact: Maureen Bellamy; 703-560-

1035; [NVCSA@yahoo.com](mailto:NVCSA@yahoo.com);

<http://www.nvcsa.org>

# Kids' Cues

Kids' Cues is for kids who cue! It's about YOU — what you like and what you like to do!  
Send us your opinions, letters, jokes, artwork and photos to  
Kids' Cues, NCSA, 23970 Hermitage Road, Cleveland OH 44122-4008  
or email us at [cuedspdisc@aol.com](mailto:cuedspdisc@aol.com).



## Student Award

**Alex Warren**, 14, an eighth-grader in Kent, Ohio, was named "Student of the Month" for December 2003 by the Kent Rotary Club.

Alex and his parents, **Christopher and Penny Warren**, his school principal, **Timothy Dortch**, and his transliterator, **Sue Kramer**, were guests at the

Rotary Club luncheon. Mr. Dortch introduced Alex to the club, calling him "an outstanding young man, who is very polite" and excels at everything he does.

A straight-A student, Alex wants to become an aeronautical engineer. He is active in Boy Scouts where he holds the rank of "Life." Alex likes camping with the Boy Scouts and likes to hunt with his father. He likes model airplanes and is said to be an expert on World War II airplanes. Alex also enjoys playing the guitar.



*Do you know this cue? It's /l, sh, w/!*

## Pajamas for Charity Day

Do you wish you could go to school in your PJs? The kids at Alexander Graham Bell Montessori School did! One Friday in November they had an all day "pajama party" to benefit children who were victims of abuse or assault in Children's Memorial Hospital in Chicago. Besides the pajamas they wore, each student brought another pair to donate.

Children in the hospital feel much more comfortable when they have pajamas of their own to wear instead of peek-a-boo hospital gowns.

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## Kids Love Cue Camps!

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These pictures are from Cue Camp Virginia 2003.

*Tie-dye is fun to do  
and easy to cue!  
/tie-die/*



*Tug of war  
/tu-gu-v-waw-r/*



*Making a point?  
Or practicing  
/p, d, zh/?*



*Blackhawk helicopter  
/b-la-k-haw-k-he-luh-kah-p-ter/*

## Kids' Cues page 2

### Who Taught Santa How to Cue?

Fifteen children ages 6 months to 8 years attended a holiday party at Diamond Lake Lutheran Church in Minnesota with their families. Except for the 6 month old, who slept through the entire event, it was an experience they will never forget and neither will their parents. The magic of the day was captured by 4 year old **Paige Christensen**, who jumped off Santa's lap and ran across the room yelling, "Mommy, who taught Santa how to cue?"

P.S. Santa in Pennsylvania knew how to cue, too, at the Delaware Valley Cued Speech party!



*Santa and Kendall Bisson Davis*



*James and Luke Stadleman*



*Justin Feeser*



*Paige Christensen*



*Lexi and Isaiah Grafe made a star with their parents, Deanne and Judd, to wish everyone happy holidays from Minnesota!*

**Kevin Rance** will be 14 years old in March. He is in 8th grade in Fayetteville, Georgia, and is in Sign Language club and Drama club at school. He enjoys video games, reading and drawing. He thinks he might want to be a graphics artist working in animation when he grows up. Kevin loves animals; he is very gentle with them. Here he holds Cowgirl, a dachshund he visited in Texas. Kevin's mother wrote a poem about him; you can read it on the next page.



## He Likes Silence

By Darla Rance

Holding out hearing aids, questioning face:  
“Why won’t you wear them more, don’t you want to hear?”  
“I like silence,” he replies.  
Is it so hard to see?  
Not everyone wants to be hearing like me.

Music is playing, the quicksilver swell of emotions  
Travel wondrously through my heart, mind and soul,  
I just have to share:  
“Listen to this,” or maybe “You’ve gotta hear that bit.”  
“I like silence,” he says simply, finding beauty in it.

He gets a picture from all that he sees,  
The actions, expressions, feelings that move over faces  
Join together to form a message that is oftentimes complete enough—  
He doesn’t need to hear to fill in the blanks.  
Silence isn’t a void; it’s a place that he goes—  
A place where he likes to stay, a place that is home.

My hands dancing to another’s tune,  
My mouth framing soundless echoes of voices around him,  
And painting my own words that I am offering.  
Others’ mouths moving alone,  
No hands, but he recognizes parts of the language he’s embraced—  
The words he sees flowing in his head, the ones he knows as well as a friend.  
The words that are visible, like on pages in the books he loves to devour—  
Quiet time, silence upon silence, hour upon hour.

Wonder is everywhere, to be seen if not heard:  
The glory of sunshine, the mist on one’s face,  
The feeling of mud squishing between toes,  
The sensation of crunching snow under booted feet or in squeezing fingers,  
A hug enveloping the body and becoming love,  
The blurry movement of people darting all around,  
The moods that flit across faces in such a visual display—  
That they’re impossible to miss, unless purposefully hidden away.

What is he lacking, besides maybe others  
Who would long to share the silence with him?  
Who portray their thoughts through hand-drawn depictions,  
With body and face as partners—  
Without bended ear so often followed by a puzzled frown.  
I’ll keep looking for them—they’re hard to find;  
So many value the sounds coming at them from all around—  
Without that accompaniment, life is strange.  
Maybe it wouldn’t be too bad—we can’t really have it the way that he does,  
But we can try to imagine a world without buzz.

Would you wish to hear clearly, do you want to hear voices on the phone?  
Would you like to be able to turn your head and still know what I am saying?  
Are these things important to you, or maybe more so to others?  
I’ve seen the awesome miracles when those of silence can suddenly hear.  
But what if that isn’t for you,  
What if you don’t really want it at all?  
I think it may not be the end of the world  
For you to say:  
“I like silence.”  
And then to have that always.

## Calendars Are Perfect for Home Learning

An enjoyable activity for you and your child is to “shop” for a calendar for the new year. You can help your child choose a favorite theme that is personal and special! Pick one that shows the entire month and has plenty of space to draw pictures, or write specific appointments/trips/events.

Using the calendar daily with your child provides benefits across cognitive and behavioral areas. For your child, this is an introduction to the upper school scheduler, Day Planner and prepares him/her for better business practices. Using the calendar can give your child more responsibility for remembering/planning and creating the independence that is paramount for success in real life skills. The calendar can empower, give opportunities for choices, and with each day’s end, provide the opportunity for recognition of the day’s accomplishment.

First, it can be the vehicle for your “special time” at the end of the day. Reviewing the events of the day and explaining the upcoming schedule planned for the next few days gives you, the parent, the opportunity to validate all the positives that occurred, and can be the time to discuss specific issues. This non-emotional moment is appropriate for working on social rules and family values.

Secondly, talking about future events and marking them on the calendar is helpful for children who may be overwhelmed in transitioning out of a regular routine. This is a way to incorporate preplanning strategies, discuss boundaries and take the “surprise” out of the event that could possibly result in behavioral issues.

Thirdly, the calendar review opens up an opportunity to use language in past, present and future tenses. Repetition again, is paramount for paving memory pathways. The quick review can be accomplished at breakfast within a two minute preview of the day. e.g. “Yesterday we went to the library for story hour, today is the day you go to

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## The First Cued Kid

By Preeti Gokal Kochar, Ph.D.

Taken from “The Cued Speech Resource Book”, R.O. Cornett and M.E. Daisey, Chapter 3, p. 25 -38

In the days when my daughter was diagnosed with deafness, I used to sit with the book and learn from the experience of other cuers, professionals and deaf children and adults. Some of the real-life stories are comforting, while others made me shed a tear or two, all of them are inspiring. One with all of these qualities is “Life with Leah” (by Mary Elsie Daisey) about the first child with whom Cued Speech was used. It is evident that CS is an integral part of Leah’s (and her family’s) life. Here are excerpts:

*“With a large family and an acute shortage of time, I have always been interested in any labor-saving device that is available. The greatest one I’ve found so far is Cued Speech.”* Mary Elsie Daisey, mother of five begins, then goes on to describe how CS was incorporated into their family life.

On discipline, she recounts, *“...Good manners are expected of Leah as well as the other children...If Leah acts up, she is warned to behave or else...It’s great to be able to tell her what will happen if she doesn’t line up and know that she understands completely.”*

On language development, *“...Because of her constant exposure to spoken language at home, Leah can say anything she is to say. She readily pronounces hard-to-say words and phrases such as Pacific Ocean, hippopotamus and Kee-uh-mue-tuh, our dog’s name...”*

On Leah’s marriage; *“When Jack Lewis nervously cued his wedding vows...his bride Leah was not the only one touched by the significance of his efforts. It was the first wedding ceremony ever at which a hearing bridegroom cued his vows to his deaf bride...”*

and her acting debut — Leah starred in “Children of a Lesser God” at Raleigh’s Theatre in the Park in 1990 *“Leah played a deaf woman, but it was challenging to play a part so different from her real life in almost all other respects.”*

On becoming a mother; *“Leah’s ‘I can do anything’ attitude is now helping her in her newest life phase: motherhood. She is thrilled with her new role and the beautiful son she produced...Michael Jonathan Lewis...When he was born, a Cued Speech transliterator in the delivery room gave Leah access to everything said by those wearing surgical masks, and special permission to keep on her hearing aids enabled her to hear her baby’s first cry.”* — PGK

*“Lipreading, or Speechreading, is a process in which the ambiguous patterns of the mouth movements are recognized because they occur only in patterns dictated by the common usage of the language...Note the very sobering implication: Your deaf child cannot acquire new language through lipreading...”*

## Cue-Tips

by Preeti Gokal Kochar, Ph.D.

A penny for your thoughts, a cent’s worth of sense.

How do you cue the words “cents” and “sense”? Do you cue them both the same way or differently? Let me back track, and ask you do you hear them same or differently (if you are hearing)? The /t/ is very subtle and goes by fast. When I mouth the words in front of the mirror I see a definite difference between the two. Chances are you too will notice the difference when you try these in front of the mirror. Here’s my acid test; I said *cents* and *sense* to Prachi (my nine year-old daughter who’s deaf), without cues. “Did I say the same word twice or did I say two different words?” I asked her. “You said two different words” she replied, without hesitation.

According to Dr. Cornett, “the vocal mechanism cannot make an *s* immediately after *n*, without inserting a stop” (The Cued Speech Resource Book Chp. 29, p. 730). I think we emphasize the stop when there’s a /t/ sound (as in cents) and not when there’s no /t/ (like sense) even though we make a stop in both cases. Try “pains” and “paints” to see the difference clearly.

There are probably a few hearing people who do not hear the /t/ clearly and do not say it. If you are one of these people, then and only then you should not cue it. Most people do say the /t/ and should cue it. Be aware that cueing will provide the duration of the /t/ and the person receiving the cue will realize that the difference between the two words is subtle.

Other such pairs to think about and practice are: mints & mince, prints & prince, dents & dense, tents & tense, jaunts & John’s, and joins & joints. Can you think of any more?

## Continued from page 1

“Cued Speech allows Rachel to function as if she was hearing,” explains mother Sandy Mosectick. After graduating from A.G. Bell Montessori, Rachel was mainstreamed into a public middle school. “She’s thriving academically and emotionally with NO limitations. Rachel feels confident to be equal to anybody.”

Two years ago, Josselin Garcia, an 8-year-old girl who is profoundly deaf, arrived from Honduras, not understanding that objects had a name. She lives with the Hubert family and commutes an hour each way to attend A.G. Bell Montessori. Through Cued Speech, she speaks and reads English, socializes with new friends, and is learning Spanish.

Recently, the school received a grant of \$10,000 from Motorola’s Corporate Foundation to support Math and Science instruction. Motorola has been a supporter of READ Educational Center for four years. The Motorola Foundation assists individuals to reach their greatest potential and to become lifelong learners.

However, due to the economic slowdown, tuition and donations are at an all-time low. The school is undertaking a major public relations and fundraising “blitz” to assure that its unique program will continue and provide for families whose school districts want to place them in programs with poor literacy and academic outcomes. Staff, families, and friends of the school have mobilized, writing articles for Chicago-area newspapers, letters to television personalities, and create public service announcements for radio and television.

Donations can be sent to READ Educational Center, 2020 East Camp McDonald Road, Mt. Prospect IL 60056; 847-297-3206 or visit their website at [www.aehi.org](http://www.aehi.org).

## The Challenge...

by Gregory Hubert, President, READ Board of Directors

Excerpted from his speech to supporters at the Harvest Ball, October 2003

As the oldest son of two deaf parents, hearing loss has been a part of my entire life. During my childhood, I served as the family interpreter into the hearing world of our relatives, neighbors and society. Many times when the language became too difficult for my deaf parents to understand, I served as the family advisor and sometimes even the actual decision maker. As a result of misplaced anger and resentment over the impact of their deafness on my life, I spent my early adult years in trying to distance myself from my deaf parents.

After reaching an age when I thought fatherhood would never be a part of my life, I was blessed to become a first-time father to a most beautiful little girl, Nicole. A year later, I would be faced with one of the biggest challenges of my life when the words confirming Nicole’s severe to profound hearing loss tore through both my heart and that of my wife Shelley. Several years later we would start down the path of an even greater challenge when we read the news of Josselin, a profoundly deaf child of a poor but very loving family in Honduras Central America.

Here in our Alexander Graham Bell Montessori School, our children, families and teachers join together in the dreams for a future that is built on education. It is one of the most unique schools in the world, and it has drawn children and families from other states in our country and even one very courageous little girl from Honduras.

This school brings together deaf children, hard of hearing children and children with no hearing loss at all. They share the same Montessori classroom environment, where Cued Speech is used to provide both oral and visual access to all communication and instruction. The children, themselves united in bonds of friendship that transcend hearing abilities, are an inspiration to everyone who watches them.

Cued Speech was invented by Dr. Orin Cornett in 1965 to make spoken language visually clear and unambiguous for the deaf. Consider it as a tool that removes the uncertainty in trying to understand everything through speechreading.

Dr. Cornett’s motivation for developing Cued Speech was to address the very poor literacy skills that he found among the deaf at Gallaudet University. Unfortunately poor language and reading skills persist, alongside much



*Josselin Garcia and her “sister” in the United States, Nicole Hubert. Nicole is a 6 year old auditory-verbal child who has learned Cued Speech to support the communication and language development of Josselin.*

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diminished expectations for these children [who are deaf].

You may be surprised to hear that there is a special translation of one of the most widely read and studied books in history, the Bible. Here's a quote from the World Bible Translation Center about their translation for the deaf:

“The fact that this version was aimed at the deaf will help to explain its unique characteristics. A person unfamiliar with the problems faced by the deaf in reading standard English may puzzle over some of the special features of this version, such as short sentences, restricted vocabulary, and frequent repetition. He may wonder why certain passages are rendered as they are. A constant concern of the translators was to communicate the message of the original in a way that the deaf could readily understand.”

In the past ten years, we have witnessed a technological explosion of more powerful hearing aids and cochlear implants; many deaf infants are now receiving hearing aids in the first few months of their lives. Some deaf infants are even receiving cochlear implants before their first birthday.

This has provided unprecedented opportunities for the families of these fortunate children to be served by auditory methodologies such as auditory-verbal and auditory-oral. The auditory-oral schools used to be known as simply oral schools before the impact of auditory technology. This change in name to auditory-oral has also come to signify that children without auditory capabilities are no longer being served.

When we first began our search for a school for Josselin, the president of [a] highly prestigious auditory-oral school said that the teachers who could serve a child without audition were “dead or retired”. In effect, he was saying that these schools had lost the ability to serve the truly deaf child.

He was absolutely correct about his auditory-oral schools. At the same time, his own methodology and education biases prevented him from recognizing Cued Speech as the option.

Today our Alexander Graham Bell Montessori School IS the visual-oral alternative for these children who are being left behind. Our use of Cued Speech in a Montessori environment provides us with unmatched ability to serve the spoken language and education needs of the children:

- Who DO NOT SHARE in the auditory benefit of technology
- Who DO NOT YET match the language skills of their peers
- Whose families have evaluated the available options, and have chosen us because we serve the needs of their child and family

Today we must now re-focus our efforts on these children that we serve the best. Likewise we must renew our efforts to serve the families of children without hearing loss that join us for our wonderful Montessori educational program. Some of our greatest advocates and supporters are these families, and our partnership with them is so very vital to the quality of our mainstream program.

We must increase public and professional awareness of the tremendous importance of our mission. Together with all of you, our friends and families, our talented children will continue to soar to their highest potential.

And one day this little girl from Honduras, who temporarily shares our home and family in the United States, will successfully return to her family and society to share the incredible story of the miracle of her language and her education.

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## **NCSA Board Meetings**

Spring, 2004: Fort Myers, FL March 12-14, 2004

Fall, 2004: Seattle, WA October 15-17

Spring, 2005: Wilmington, NC March 18-20, 2005

Fall, 2005: Phoenix, AZ October 28-30, 2005

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## **Health Science Videocasts**

The National Institutes of Health (NIH) provides videocasts on the web at <http://videocast.nih.gov/>.

These videocasts cover many areas of the health sciences. Below are descriptions for three videocasts related to deafness, hearing, and/or cochlear implants. Each of these programs is captioned, has a bandwidth of 33 Kbps and about one hour. One example is:

How the Ear's Works Work: Transduction and Amplification by Hair Cells

<http://videocast.nih.gov/ram/wals042402.ram>

These are works of the United States Government; no copyright exists on this material and they may be disseminated freely.

# Cued Speech & Cochlear Implants: A View from Two Decades

by Jane Smith, Communication Specialist with the Montgomery County, Maryland Schools

For nearly 20 years, I have been a communication specialist with deaf children who have cochlear implants (CIs). I began with students who used single channel devices in the early 1980s; since then I have worked with at least 35 deaf children who have used every kind of CI device. The vast majority of these deaf children use Cued Speech.

For many reasons, Cued Speech and cochlear implants are perfect partners.

Cued Speech systematically represents all the phonemes in English (or in any spoken language). Combinations of eight handshapes in four positions around the face make the exact pronunciation of words clearly visible.

Although CIs have been an amazing breakthrough for the deaf, outcomes differ from child to child. I would not take the chance of denying a child a visual representation of spoken language until I was sure that they were learning everything through listening. Cued Speech helps clarify and verify what is heard; it actually accelerates the learning of language and listening.

Many deaf children who receive CIs perceive environmental sounds, but progress in the perception of speech is much slower. Deaf children who use Cued Speech perceive speech more quickly.

Until recently, most of my students were receiving CIs after age three — after they had acquired language. I observed that children who used Cued Speech had a “phonological grid” already internalized when they began to listen with their CIs. They were able to learn auditorily what they had internalized visually already. Progress in learning to listen came quickly because they already had this internal grid of phonemes. Cued Speech helps children interpret the sounds they are hearing via electrical stimulation as the same sounds they are seeing through Cued Speech.

For children three and under who learn Cued Speech at the same time as they get their implant, Cued Speech is also a huge benefit. Cued Speech develops an internal phonological model of speech and language that facilitates reading later. The child not only hears but sees syllables and stress patterns. A child can see morphological structures that are difficult to hear— plurals, possessives, and tenses for example.

After a certain amount of time — which varies for all kids, Cued Speech children learn vocabulary and academic information through listening alone. Many parents drop the use of Cued Speech at home (except at bath time or at the pool), but continue to have their child use it in school in the mainstream via a Cued Speech transliterator. This is because CIs have not conquered the obstacles of noise, distance, and the speed and amount of information delivered in an academic classroom.



Jane Smith

At age 5 or 6, many of my former students have been found to have additional problems, such as apraxia, auditory processing disorders, oral motor problems, and learning disabilities. Cued Speech has helped all my students with these problems. If I had waited for them to fail in a system that did not permit a visual representation of speech, they would have been far behind their hearing peers. Cued Speech has enabled them to progress at a normal rate.

Most of my CI/Cued Speech kids have advanced language, vocabulary and listening abilities. Examples include:

- a second grader who received the highest score in her grade on a standardized state test in a high-performing elementary school last spring.
- a student who graduated from college last year and is in a joint PhD program at MIT and Harvard.
- an eleventh grader fully mainstreamed in a large public high school and president of his junior class.
- a first grader who is the best reader in her class.

These examples are outstanding, but unusual for deaf children (or any child for that matter). Their success can be attributed to their innate talent and possibly more importantly to the use of Cued Speech with their cochlear implant.

Cued Speech is indeed a powerful partner for any child who has a cochlear implant.

# Cue Adults

**Jarom Matheson** was born in Arizona in 1985 to a deaf mother, then adopted by a hearing family. Jarom tells his story: "I was taught Signed English at first then I was sent to a deaf school in Arizona that teach speech. I attended that school for 9 years then I was mainstreamed into public school. I have been in mainstream school until I graduated from my high school last May.



"I didn't learn about Cued Speech until I was Freshman in high school. I met **Shellie Burrow** when I moved to Utah three years ago. My life took a different course after I learned how to cue and it opened up my world."

Jarom attended Camp Cuetah and recommends it to anyone interested. Jarom adds, "I started to have a Cued Speech Transliterator when I was in senior in high school. My grades have gone up and I was able to graduate with honor. I am currently a student at Utah Valley State College in Orem, Utah. I am the only student who uses a Cued Speech Transliterator. There are about 15-25 deaf students but most of those use sign language interpreters. I have so many interesting experiences with deaf students and interpreters giving us a strange look when they see my transliterator and me. It [is an] amusing sight!"

"Cued Speech is beginning to become popular in Utah," Jarom believes, because he sees people practicing cueing and cueing to their children. "I strongly believe that Cued Speech is a valuable tool for all deaf people and it will benefit everybody so much!"



**Tate Joseph Tullier and Sarah Amiee' DesHotels** were married on January 9, 2004, at St. George Catholic Church in Baton Rouge, LA during a 6:30 PM nuptial mass officiated by Fathers Tom Ranzino and Robert Stine.

Several hundred family members and friends were in attendance. Approximately 75-80 deaf friends from all over the US made the trip to Baton Rouge for the ceremony. It was beautiful and especially unique. The reception followed at Reflections Hall. Tate and Sarah left the next day for a week-long cruise to the Caribbean aboard the Royal Caribbean Grandeur of the Seas. They are making their home in Washington, D.C. where Sarah is completing work on a master's degree in deaf education and Tate is working in Gallaudet University's admissions dept. as a recruiter.

#### Websites:

Tate & Sarah's site: <http://www.tateandsarah.com/>

Tate's photography site: <http://www.tatetullier.com/>

Tate's work site: <http://admissions.gallaudet.edu/counselors/tate.htm>

**Aileen Reusché Vasquez** contacted the NCSA office recently for a current Cued Speech chart, and told us a bit about her life.

Aileen's parents learned Cued Speech when she was about 7 years old and they were living in the Cary/Raleigh area of North Carolina. Later, her family lived in Sri Lanka for five years. Her mother continued to use Cued Speech with her. "I think that there are at least two or three articles about me in the Cued Speech news letter back in the 1980s...under my maiden name - Reusché," remembers Aileen. Her family attended one of the Cued Speech camps at Gallaudet in the early 1980's, and Aileen has been to several Camp Cheerios in North Carolina.

Aileen first had Cued Speech transliterators in 10<sup>th</sup> grade in Raleigh. **Judy**

**Plymale** was the lead teacher for the Cued Speech program; she was succeeded by **Annie Berger**. The high school also had an ASL program, and Aileen learned to sign when was 15 yrs old. In college at East Carolina University, she began with Cued Speech transliteration but started to use ASL interpreters because there were four other Cued Speech students and they needed the CSTs “more than I did.”

Aileen has not used Cued Speech recently, “not since my early years of college. I can understand if someone was to cue to me... but for me to cue back, I would have to learn over again.”

“Cued Speech really helped me as a child with my reading, speech, vocabulary, understanding the ways of Hearing society and mannerisms, social skills, [and] other languages of the world. I took two years of French in high school and passed the oral exams. My mom was able to translate Sinhala and Tamil words from Sri Lanka. I would recommend every parent who has a Deaf child to research every method of communication out there. I have experienced each one... oralism, ASL, and Cued Speech. I think a combination is wonderful.”

Aileen is the Assistant Director/Case Manager at Deaf Community Services, a division of Easter Seals Crossroads Center in Indianapolis, IN. “I work with all kinds of Deaf people, using mostly ASL but some come in who are Hard of Hearing or oral. I have a daughter who is three years old and she talks a lot; she uses ASL with her dad who is Deaf.” Aileen’s husband graduated from the Indiana School for the Deaf. “I haven’t used Cued Speech with my daughter,” Aileen continues; “I haven’t thought much about using it with her. Maybe I can go to the CueSign Camp one of these days.. **Simon Roffé** told me about it.”

## College Services and Requirements

A question was posted to an email list of Cue Adults and on the forums at [www.cuedspeech.com](http://www.cuedspeech.com) regarding current services being provided to cueing college students and whether their school’s foreign language proficiency requirements. More replies are welcome, either on the website or by email to the NCSA office!

Utah Valley State College: “The service that I am receiving here is excellent! There is no problem with my preferring CSTs over sign language interpreters. There are many other deaf students at UVSC but they all use sign language interpreters. They also provide notetakers, CART, and oral interpreters. Foreign language credits are not required. I love the environment here; the people are very accepting. A few people learned how to cue in order to talk with me, that is not essential because I can communicate orally, but it is very helpful!”

Massachusetts Institute of Technology (MIT): “The Massachusetts Institute of Technology made every effort to ensure I received full accommodations. Although the

Disabilities Support Office (DSO) had never heard of Cued Speech before, some people from the Research Laboratory of Electronics who were familiar with Cued Speech (the same people who worked on the AutoCuer) gave the DSO a presentation, and then the DSO quickly prepared a contract with an outside agency to provide me with a full-time CST. While it is a bit difficult in terms of last-minute scheduling because there are no backup CST’s available in Boston, MIT has made every effort to ensure I have the support I need, and they are working on getting TTY’s installed for me in the places where I will need them. In addition, they also have made an effort to install appropriate alert systems in my dorm. In terms of accommodations and transliterating services, MIT ranks as one of the best I’ve seen.”

Shon Halacka, mother of three recent college graduates, had provided the NCSA office with a list of colleges that responded to her questions in 2001 about their provision of CART. To request a copy of that list, email [cuedspdisc@aol.com](mailto:cuedspdisc@aol.com).

**Michael Poore** plans to graduate in May from Campbell University, North Carolina. His particular interest is computer security; his fields of study in college have been computer information systems and computer analysis.

**Marijo Bogue** will graduate in May from Rochester Institute of Technology with a BS degree in biology. She will work this summer for the U.S. Fish and Wildlife Service in Back Bay, VA. She got a cochlear implant last summer and find that the more audio training she gets, the better it gets; she is starting to enjoy music more.

**Leah Henegar Lewis** has three children, a son 11, and 9 year old twins. She had cochlear implant surgery two years ago and is doing well. She has plans to marry again soon.

**Harry Wood**’s “Cued Speech & American Sign Language Go Hand in Hand for Me” is his first-person account in the Fall 2003 Odyssey. It will appear in a future issue of *On Cue*. You can read and download it now at <http://clerccenter.gallaudet.edu/Odyssey/Fall2003/index.html>

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### Calendar...

speech therapy, and tomorrow we will go to the dentist to have your teeth cleaned.”

Last, the mathematical use of number names (one/two/three), ordinal order (first/second/third), sequencing, patterning (counting by twos, coloring in every other day, etc.) and crossing off days is an enjoyable activity. Learning the names of each month as well as the days is easily acquired by repetitive use, rather than by rote-drill which has little practical carry-over.

Seasons and holidays can be associated within each month along with language “rich” opportunities to introduce science (seasons/equinox) or historical information (famous people’s birthdays/Thanksgiving). These events are abstract and difficult to comprehend or remember unless attached to something as tangible as a calendar.

For the younger child, little stick drawings can represent special events/people/appointments. These graphics precede reading print. For the older student who is beginning to read or who is already a reader, a new vocabulary word can be written in as a “word for the day” for him/her to recognize, spell, explain and then, review.

For new cuers, this gives you the repetition that you need for gaining cueing proficiency. For all cueing families, it gives your child valuable exposure to abstract concepts as well as vocabulary and language expanding experiences!

## Continued from page 5

wondering if information needs to be rephrased. They are able to assist the student in applying the language he has learned in the resource room to the mainstream setting so that there is no question that the work the student turns in is his own words, not anyone else’s.

“Training the facilitators to be language developers requires a lot of hard work, but knowing the benefit it reaps, I’d have it no other way. I needed the facilitators to utilize the time effectively when the students were not with me and to reinforce the language structures I was teaching.” Julie emphasized repeatedly that the students would not have made the progress they did without facilitators Beverly Mahoney (mother of a Cued Speech kid) and Linda Nelson.

Julie Russell and the entire staff at her school have walked the walk toward the solution. Julie did not shy away from the challenge because of fear or conformity or laziness. Her fellow teachers respect and admire what she has accomplished. There were many factors that contributed to the success of these students, but the bottom line is that Julie focused on the solution.

## Job Opportunities

**VA, Dunn Loring (Fairfax County)**  
Qualified Cued Language transliterator needed to work with deaf or hard of hearing students in Fairfax County Public Schools. Flexibility to move between elementary, middle school and high school is desirable. Transliterator must meet the Virginia Quality Assurance Screening (VQAS) requirements of level III. However, a VQAS level I must be obtained upon hire. For additional details, please contact Suhad Keblawi at 703-503-4739 or Suhad.Keblawi@fcps.edu

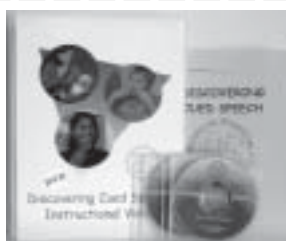
**VA, Norfolk**  
Cued Speech Transliterator needed for experienced client in the 5th grade. Daily, 8:30 am - 3:00 pm Contact Kay Egan, Sr. Coordinator of Special & Gifted Education, 800 E City Hall Ave., PO Box 1357, Norfolk, VA 23501 (757) 628-3948 Fax: (757) 628-3460 Kegan@nps.k12.va.us

**NJ, Boonton**  
Half-time Cued Speech transliterator needed ASAP for experienced client in kindergarten in elementary school. Daily, 8:00 a.m. - 10:45 a.m. Contact Lisa Stephen or James DeWorken, LDT-C; 330 Lathrop Ave., Boonton NJ 07005; 973-316-9230; FAX: 973-402-9437

## Special Winter Sale!

Use this time to...

- Build your cueing skills!
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# Research .....

## Research and Theory Support Cued Speech

By Carol LaSasso, Ph.D. and Kelly Lamar Crain, Gallaudet University

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*This article is not a research study itself, but cites numerous research studies. Due to space constraints, two paragraphs describing Cued Speech have been excluded. For a full copy of the article, including illustrations and photos, go to <http://clerccenter.gallaudet.edu/Odyssey/Fall2003/index.html> or contact the NCSA office.*

Parents, teachers, and others who converse face to face with deaf children have essentially four methods for conveying English and other traditionally spoken languages visually: oral-aural methods, fingerspelling, manually coded English systems, and Cued Speech. Historically in the U.S., support for oral methods prevailed until dissatisfaction with the continued low reading levels of deaf students prompted many to revolt against oral English-based methods and advocate for the use of a signed language. The assumption of some who supported the use of a signed language versus spoken English was it is the language (i.e., English) instead of the communication mode (i.e., speech) that presents special difficulty for deaf children, and that signed languages (i.e., American Sign Language) are learned more easily than traditionally spoken languages, including English. Some supported the use of signed vocabulary but felt that the signs should be conveyed in English word order via a manually coded English system. A number of systems of manually coded English were developed that incorporated signs borrowed from American Sign Language, the word order of English, and additional invented signs to convey morphological elements such as plurals and affixes. Proponents believed that these systems allowed students to develop English vocabulary and syntax. Examples of these systems included: Seeing Essential English or SEE I (Anthony, 1971), Signing Exact English or SEE II (Gustason, Pftzing, & Zawolkow, 1972), and Signed English

(Bornstein, Saulnier, & Hamilton, 1973-1984). These systems have been in widespread use. However, reading levels of deaf students today are virtually the same as they were in the mid-1960s.

During the past decade, however, both theory and research findings have been published to support the use of Cued Speech. LaSasso & Metzger (1998), comparing the signing of English via manual codes to the cueing of English via Cued Speech, cited three advantages for hearing users of Cued Speech. Specifically, in comparison to manually coded English systems, Cued Speech more completely conveys English and other traditionally spoken languages, it requires less memory to become fluent, and it requires less cognitive energy from parents.

LaSasso and Metzger (1998) note that systems of manually coded English convey no phonemic information about English. They discuss the biological predisposition of children to learn a language and note that children everywhere in the world, whether their language is tonal or alphabetic, or whether its syntax is complex or simple, acquire that language at about the same rate if the children have 1) clear and complete access to the “continuous phoneme stream” and 2) consistent opportunities to interact with fluent users of the language during the preschool years. LaSasso and Metzger suggest that the purported failure of systems of manually coded English (Drasgow & Paul, 1995) to



*Second generation: Cue Adult Allison Polk cues with her daughter Leah Kaftan, who is also deaf.*

impact more greatly on reading levels of deaf children is related to the limitations of these systems to convey the “continuous phoneme stream” of the English language.

The second advantage of Cued Speech cited by LaSasso and Metzger (1998) relates to the memory involved in learning each system. Cued Speech involves much less memory than systems of manually coded English. The memory required in the handshape and placement combinations for the 40 or so phonemes in English can be learned in a weekend. Estimates of time for individuals to become fluent (i.e., be able to cue at the same rate as speaking) in Cued Speech vary from six weeks to a few months. It has been estimated (Guszak, 1972) that the receptive vocabulary of hearing 6-year-olds is 25,000 words, which is an average of 4,000 words a year, 100 words a week, or 20 words a day.

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Learning 20 new signs every day to use with a deaf child would be a daunting task for hearing parents who would be the language models for their deaf child, especially if there were no fluent signers with whom parents could interact in order to retain the signs learned.

The third advantage of Cued Speech when compared to systems of manually coded English cited by LaSasso and Metzger (1998) relates to the cognitive energy required for a parent to sign English versus cue English. Cueing involves *transliterating* — coding a language rather than translating it. Signing a traditionally spoken language, at least for beginners, involves *translating*. Specifically, signs from American Sign Language must be retrieved and translated into English, and additional signs for prefixes or affixes must be added. In addition, translation decisions need to be made. For example, to convey the English sentence, *The shoe-fly beetle was eaten by the blue jay*, the signer needs to decide which of the 6,000 or so signs comes the closest to the shoe-fly beetle (BUG) and blue jay (BLUE + BIRD) or whether he or she should fingerspell the words. The need for decisions like these is a mental burden, which is one reason why some interpreting services send two interpreters on jobs that last longer than one hour.

Leybaert and her colleagues (Alegria, Dejean, Capouillez, ... Leybaert, 1990; Alegria, Lechat, & Leybaert, 1990; Charlier, 1992; Leybaert, 1993; Leybaert & Alegria, 1993; Leybaert ... Alegria, 1995; Leybaert ... Charlier, 1996; Perier, Charlier, Hage, ... Alegria, 1988) have demonstrated that deaf individuals who have been exposed to Cued Speech both at home and at school perform comparably to hearing peers on tasks of phonemic awareness, internal

speech recoding, phonics, and spelling and perform generally better than their deaf counterparts from oral or signing backgrounds. In a recently published study (LaSasso, Crain, ... Leybaert, 2003), the rhyming abilities of deaf college students from Cued Speech backgrounds were comparable to those of their hearing peers and better than those of deaf students who came from non-Cued Speech backgrounds.

Eden, Lansdale, Cappell, Crain, Zeffiro, and LaSasso (submitted for publication) report results of a study that incorporated functional magnetic resonance (fMRI) brain imaging techniques to learn about how deaf individuals from Cued Speech backgrounds process phonological information. In that study, participants were matched on a word reading task with hearing peers and asked to perform phoneme deletion tasks while in an fMRI scanner. Results of that study revealed that 1) the phonological abilities of Cued Speech users were comparable to their hearing peers, and 2) Cued Speech users use the same parts of the brain, including the so-called “auditory” cortex, to process phonological information as their hearing peers. This study provides fMRI evidence that deaf individuals acquire phonological information comparable to hearing peers. It also suggests that deaf students process phonological information in the same parts of the brain as hearing individuals.

### **Cued Speech at Home and School**

There are basically two types of applications of Cued Speech that parents and teachers might consider for deaf students. First, Cued Speech could be used as a tool in reading programs to develop phonics abilities of deaf students who already have some phonological knowledge of English. Phonics involves learning about the relationship between the phonemes, the smallest unit of speech

that serves to distinguish a language, and graphemes, the letters of the alphabet. Teachers who cue the phonemes of English can more easily teach the phoneme-grapheme relationships to deaf children because Cued Speech fully distinguishes the phonemes visually.

The second application of Cued Speech is for English language development, which is critical for reading English text. In this application, deaf children are immersed in a cued English environment, preferably both at home and at school. The interactions between the deaf child and cueing family members are the same as in a family without a deaf child except that attention needs to be paid to whether the deaf child is looking when others attempt to communicate. A cued English immersion environment supplies deaf children with two conditions that are needed for acquiring the traditionally spoken home language of their parents. Specifically, the child has clear, complete visual access to the continuous phoneme stream and opportunities for interactions with fluent language models. In theory, there is no reason that a deaf child immersed in an environment where the spoken language is cued should not develop competence in the home language comparable to that of hearing peers.

Research with both behavioral and fMRI methods has established that deaf individuals can acquire phonological abilities comparable to those of hearing peers. Further, deaf children from home and school cued language environments, including cued English, have already demonstrated English and reading competencies comparable to hearing peers.

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*References for this article appear on page 24*

# Instruction .....

February 14, Natick, MA  
Monthly Cueing Session held at the Morse Institute Library. 10am - 12 noon. Contact: Josh Libby at [jlibby@mit.edu](mailto:jlibby@mit.edu)

February 14, Fort Myers, FL  
Cue/sign practice. 2pm - 4 pm in Whiskey Creek. Contact Barbara Caldwell at 239-454-7406; [Cueflorida@aol.com](mailto:Cueflorida@aol.com)

March 3-May 10, 2004, Thibodaux, LA  
Cued Speech Lessons. Held on Wednesday night at Nicholls University. 6pm-8pm. Taught by NCSA certified instructor, Alice Himel. Contact 985-448-4444 [www.nicholls.edu/cnc](http://www.nicholls.edu/cnc)

March 11-12, 2004 Fort Myers, FL  
Basic Instructor Workshop 9am-4pm  
Contact Jean Krause 813-974-9798(v) [jkrause@cas.usf.edu](mailto:jkrause@cas.usf.edu)  
<http://www.cuedspeech.org/Instructor/>

March 13, 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)

March 13, Natick, MA  
Monthly Cueing Session held at the Morse Institute Library. 10am - 12 noon. Contact: Josh Libby at [jlibby@mit.edu](mailto:jlibby@mit.edu)

March 14, 2004 Fort Myers, FL  
National Certification Exam 1-4pm  
Contact Jean Krause 813-974-9798(v) [jkrause@cas.usf.edu](mailto:jkrause@cas.usf.edu)  
<http://www.cuedspeech.org/Instructor/>

March 20-21, 2004 Brooklyn NY  
Cued Speech workshop. Contact Sarina RoffÉ, 718-434-7406; [NYCuedSpC@aol.com](mailto:NYCuedSpC@aol.com)

April 10, Fort Myers, FL  
Cue/sign practice. 2pm - 4 pm in Whiskey Creek. Contact Barbara Caldwell at 239-454-7406; [Cueflorida@aol.com](mailto:Cueflorida@aol.com)

April 17, 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)

April 24-25, Bowling Green, OH  
Cued Speech Weekend and Workshop for families and professionals, Wood County Hospital. Contact Bonnie Lamarand, 419-373-4154, [lamarandb@wch.net](mailto:lamarandb@wch.net)

May 8, 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)

May 8, Fort Myers, FL  
Cue/sign practice. 2pm - 4 pm in Whiskey Creek. Contact Barbara Caldwell at 239-454-7406; [Cueflorida@aol.com](mailto:Cueflorida@aol.com)

May 14-17, 2004 Roaring Gap, NC  
Cue Camp Cheerio/ Spring Camp,  
Contact: Arthur Tastet, director: [atatet@triad.rr.com](mailto:atatet@triad.rr.com)

May 14-15, Rochester, NY  
Basic Instructor Workshop 9-4pm.  
Contact Jean Krause 813-974-9798(v) [jkrause@cas.usf.edu](mailto:jkrause@cas.usf.edu)  
<http://www.cuedspeech.org/Instructor/>

May 16, Rochester, NY  
National Certification Exam 1-4pm.  
Contact Jean Krause 813-974-9798(v) [jkrause@cas.usf.edu](mailto:jkrause@cas.usf.edu)  
<http://www.cuedspeech.org/Instructor/>

May 19- 23, 2004 Rochester NY  
(Nazareth College)  
Cue Camp New York. Instruction at all levels. Wednesday evening through Sunday noon.  
Contact: Cathy Quenin, 585-389-2776; [NCSA@naz.edu](mailto:NCSA@naz.edu)

## Cuers Ages 9-15 Needed for Research Study of Reading, May 2004

The Center for the Study of Learning at Georgetown University Medical Center, in conjunction with Gallaudet University, is conducting a research study on learning and Cued Speech. Dr. Carol LaSasso and Dr. Guinevere Eden need children (aged 9-15 years) who use Cued Speech at home and at school. Participation entails a two-day visit to the Center for the Study of Learning for a variety of paper-and-pencil assessments, and a session in the fMRI scanner.

Criteria for participation:

- Right-handed
- Can read without glasses (contact lenses are okay)
- No history of learning disability (LD)
- No metal in your body (dental fillings are okay)
- No cochlear implants
- No pacemakers
- Not claustrophobic

Funding for travel and lodging is available for participants who live away from Washington, DC. If you are interested, or if you are unsure if you meet these criteria, please call or email Research Associate Kelly Lamar Crain at [kelly.crain@gallaudet.edu](mailto:kelly.crain@gallaudet.edu) or (202) 256-7277.

We would appreciate ANY help any of you can provide in locating participants for our study. We will also be happy to discuss our study in more detail or answer any questions you might have about our research.

## Instructor Mentors and Instructor Certification

- Are you an experienced Instructor of Cued Speech, certified by the NCSA?
- Are you comfortable cueing and teaching at the same time?
- Would you like to travel while being compensated?

If you answered yes, consider the Instructor Trainer Mentorship Program. This NCSA InsCert program teaches participants how to provide NCSA's Instructor Training and proctor the National Certification Exam.

If you are not an NCSA-certified instructor yet, take advantage of these up-coming workshops and exams:

- Spring, 2004: Fort Myers, FL March 11-14, 2004 (Th-Sun)
- Summer, 2004: Rochester, NY May 14-16, 2004 (Fri-Sun)
- Fall, 2004: Seattle, WA October 14-17 (Th-Sun)
- Winter, 2005: Location/Dates TBD
- Spring, 2005: Wilmington, NC March 17-20, 2005
- Summer, 2005: Location/Dates TBD
- Fall, 2005: Phoenix, AZ October 27-30, 2005

For full information, go to <http://www.cuedspeech.org/Instructor/> or contact Jean Krause at [jkrause@cas.usf.edu](mailto:jkrause@cas.usf.edu) or 813-974-9798 (v).

## More Cued Speech articles in *Odyssey* magazine

Four articles about Cued Speech and literacy are in the most recent issue of *Odyssey*, published by the Clerc National Deaf Education Center at Gallaudet University.

- “Research & Theory Support Cued Speech” by Carol LaSasso and Kelly Lamar Crain, is illustrated with a series of pictures of Cue Adult Allison Polk and her daughter Leah, who is also deaf. Most of this article is published in this issue of *On Cue*.
- “Phonemic Awareness through Immersion in Cued American English” by Kitri Larson Kyllö, is illustrated with a series of pictures of Clarissa Felixberger, using both cued American English and ASL.
- “Cued Speech ... American Sign Language Go Hand in Hand for Me” by Harry Wood, and “My Experience Communicating Via Cued Speech” by Ami Tsuji-Jones are personal accounts.

The entire issue is available for viewing and downloading as a pdf file at <http://clerccenter.Gallaudet.edu/odyssey>. Click on the issue designated “Fall 2003” To sign up for the Clerc Center mailing list and your free subscription, call 800-526-9105 v/tty, or fax 202-652-5703, or go to the website at <http://clerccenter.gallaudet.edu>.

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