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NCSA NATIONAL CUED SPEECH ASSOCIATION

Congress Supports NCSA and Cued Speech Services

IDEA Reauthorization with Cued Language

On November 17, 2004, President George W. Bush signed into law H.R.1350, the reauthorization of the Individuals with Disabilities Education Act (IDEA), through the year 2011. Congress last reauthorized IDEA six years earlier, in 1998. At the signing of the legislation President Bush stated, "*All students in America can learn. We have an obligation to make sure no child is left behind in America.*"

The National Cued Speech Association, individually and as a member of the Deaf and Hard of Hearing Alliance (DHHA), a coalition of consumer and professional organizations, advocated for important modifications to the IDEA law, several of which were included in the final legislation:

NCSA Earns \$325,000 Appropriation

A Herculean effort by NCSA members, friends and NCSA president Sarina Roffé resulted in the good news that NCSA and its Deaf Children's Literacy Project has been awarded a Congressional appropriation of \$325,000 for fiscal year 2005.

The appropriation is earmarked for the Association to (1) create a web-based library of works by and about Dr. Cornett, the history of Cued Speech, and research related to Cued Speech and its applications; and (2) initiate an Instructional Corps which will develop and implement high-quality Cue Camps and short-term workshops in locations throughout the United States.

NCSA thanks our Congressional

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On Cue

Vol. 18, 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).

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President's Message

Sarina Roffé
NYCuedSpC@aol.com

The past few months have been very exciting here at the NCSA. As a result of our hard work and the fact that Cued Speech is included in the IDEA for the first time, our organization has miraculously been approved by Congress for \$325,000 in appropriations. This accomplishment alone makes me proud of this organization and all its excellent work on behalf of families, language and literacy.

Upon receiving word that we were approved by Congress, the Executive Committee of the NCSA met in January to plan how to proceed. Since we received half the funds originally requested, we decided to proceed with two of the projects we had proposed. The first is the Dr. R. Orin Cornett Memorial Virtual Library. This project will be completed in concert with Gallaudet University to include Dr. Cornett's papers, research, and historical information about the development of Cued Speech.

The second project is to increase CS training. There are a number of states that we have identified as needing workshops or cue camps. We are proposing that we create a traveling team to provide CS instruction and camps or workshops in six states. In addition, an expected outcome is the creation of a manual on how to organize a camp. Another outcome is that three deaf cuers will do an internship for the NCSA so they can learn how to teach CS and become certified instructors.

While these two projects are exciting, we did not stop there. The NCSA recently received a large bequest from the Carol Shuler Trust, which will endow the R. Orin Cornett Scholarship Fund. It is our hope that this fund will be able to begin giving scholarships to post high school deaf cuers in the summer of 2006. As a result, a Scholarship Committee needs to be organized to establish application and review procedures. One of the scholarships will be named for Carol Shuler. In addition, some money from the trust has been allocated to creating a booklet of cue parent stories.

And yet, I have even more exciting news. In Celebration of the 40th Anniversary of the invention of Cued Speech, the NCSA is planning its first major conference, to be scheduled July 20-23, 2006 at Towson State University. A Save the Date Postcard with our theme "Celebrating Literacy, Excellence and Diversity" has been mailed to your home. Please mark your calendars and plan on attending what we intend to be a great experience and a convergence of cueing communities across the nation and the globe. There are a multitude of jobs to be done to prepare for the conference, many of which can be done from home, and we encourage you to be involved in the planning process.

Next, I am happy to report that the NCSA is close to completing a new video/DVD which we expect to be completed in the next few months. Approximately 30 minutes long, this video will target professionals.

Finally, by now you may have seen NCSA's new web site. While still a work in progress, we are very proud of how it looks and the increased level of content. The new site includes the ability to join the NCSA, sign up for electronic newsletters, and make donations on line. Also, I am working with a marketing professional to develop materials the NCSA can use to promote the use of Cued Speech and educate the public.

NCSA News

Cued Speech 40th Anniversary Conference and Celebration July 20-23, 2006

Start planning now to join NCSA July 20 – 23, 2006, to celebrate the 40th Anniversary of Cued Speech! Excellent facilities have been reserved in Towson, Maryland, just north of Baltimore.

An exciting conference is planned, with the theme “Cued Speech: Celebrating Literacy, Excellence, Diversity.” Come to get updated on the latest research, current practices, deaf perspectives, a 40th anniversary celebration, and children’s programs!

The call for papers will be posted soon. If you would like to join a committee, contact the NCSA office with your interest!

Amy Ruberl Co-Chairs The Alliance

Amy Ruberl, NCSA Regional Director, is serving a two year term as Co-Chair of The Deaf and Hard of Hearing Alliance, of which the National Cued Speech Association is a member. Linda Taliaferro of the American Academy of Otolaryngology—Head and Neck Surgery is the other co-chair. Amy says, “I am excited to be the first cuer to be given a leadership role in the Alliance.”

The Alliance works with a lobbyist to advocate for hearing health issues on Capitol Hill. The Alliance was recently asked to take over a leadership role of the Friends of Hearing Health, an advisory committee for

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CUEDSPEECH.org

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NCSA Unveils New Website

Bathed in shades of azure, NCSA’s new website design is an attractive and interesting destination for information.

As one reviewer stated, “It is a virtual Disneyland of avenues to follow to new knowledge and experiences.” Among the avenues are information about NCSA, the history and system of Cued Speech, uses of Cued Speech for individuals with or without hearing loss, resources for developing skill and knowledge about Cued Speech, professional contacts, and articles and viewpoints from cueing consumers, parents and professionals.

New avenues and destinations are being added continually, so visitors should return frequently! Interested in the history of Cued Speech? Look under “Cued Speech”. Wondering which languages and dialects have Cued Speech adaptations? Again, look under “Cued Speech”.

Looking for a certified Cued Speech instructor, or wishing to become one? You’ll find the list of certified instructors under “Resources” and all you need to know to become one under “Professionals”. Do you want to join a class or attend a camp? Click on “Events” above the masthead and to the right. Voila! Classes and workshops galore.

Want to find out what cuers who are deaf think about Cued Speech? Read “Deaf Cued Profiles” under “Viewpoints. Also, read the back issues of *On Cue* from the last few years under “Resources > NCSA Publications and scroll to the bottom of the page where pdf files are ready for reading or downloading.

Do you want to buy a book or a tee shirt or some computer cueing games? A link under “Resources” will take you directly to www.cuedspeech.com. You can make a donation or pay for your membership on-line also, at either www.cuedspeech.org or www.cuedspeech.com.

You are invited to wander around www.cuedspeech.org and see what you can discover!

Appropriation Continued from page 1

supporters, especially Senator Edward Kennedy and Representative Stephanie Tubbs Jones (OH), who prepared and circulated letters of support for their colleagues' signatures. Other Congressional supporters and the states they represent included Rep. Ralph Regula OH, Rep. John E. Peterson PA, Rep. Dave Weldon FL, Rep. Michael K. Simpson, ID, Rep. David R. Obey, WI, Rep. Steny H. Hoyer, MD, Rep. Rosa L. DeLauro, CT, Rep. Jesse L. Jackson, Jr., IL, Sen. Susan Collins ME, Sen. Arlen Specter PA, Sen. Thad Cochran MS, Sen. Judd Gregg NH, Sen. Kay Bailey Hutchison TX, Sen. Larry Craig ID, Sen. Mike DeWine OH, Sen. Tom Harkin IA, Sen. Daniel Inouye HI, Sen. Harry Reid NV, Sen. Herb Kohl WI, Sen. Patty Murray WA, Sen. Mary Landrieu LA, Sen. George Voinovich OH, Rep. Major Owens NY, Rep. Ed Towns NY, Sen. Barbara Mikulsi MD, Sen. John Kerry MA, Sen. Olympia Snowe ME, Sen. Maria Cantwell WA, Sen. Paul Sarbanes MD, Sen. Chuck Schumer NY, Sen. Hillary Clinton NY, Sen. John Breaux, Rep. Gerry Nadler NY, Rep. Chris Van Hollen MD, Sen Dianne Feinstein CA, Rep. Anthony Weiner NY, Rep. Dutch Ruppersberger MD, Rep. Jim Gerlach PA, Rep. James McGovern MA, Rep. Barbara Lee CA, Rep. Carolyn McCarthy NY, Rep. James Moran VA, Rep. Richard Neal MA, and Rep. Dale Kildee MI.

Congratulations!

The following are typical comments in response to the news that the National Cued Speech Association was receiving a Congressional Appropriation of \$325,000 for fiscal year 2005:

WAH HOOO!! Oh, Sarina! What wonderful news!! Thank YOU for your spearheading of this effort. This has got to be so gratifying for you personally, as it SHOULD be. You've been the leader throughout this campaign-thank you, thank you, thank you!! This success speaks volumes about the national support for CS and I hope it bolsters efforts around the country to implement cueing programs. This is a historic day!! THANKS AGAIN!! *KD, MN*

CONGRATULATIONS!! WHAT A WONDERFUL ACCOMPLISHMENT!! Please share my personal excitement about this with those who may remember an 'old' cuer who is not much help any more but still very interested in all the NCSA activities. *Ann Bleuer*

Dear Sarina: Congratulations!!!! We ALL have YOU to thank for the time, energy and effort that you have given championing CS in such a national forum. *Rosemary Salvi*



A portion of the NCSA board takes a moment to relax: Standing l to r: Polly Earl, Sam Cappiello, Amy Ruberl; Seated: Barbara Lee, Barbara LeBlanc, Carolyn Ostrander, Sarina Roffé, Meg Smither

President's Letter Continued from page 2

Believe it or not, it has been almost three years since I was honored with being elected president of the NCSA. According to our by-laws, all board members have three years terms that begin and end at the same time. Board members can only serve two terms in the same position and the terms of the entire current board expire at the end of August 2005. Deanna Jordan is chairing the Nominations Committee and we are actively looking for new people to join our board. Please contact her at the email address listed on the left if you are interested in a board position, a committee position, or if you have someone to recommend for a position.

Our next NCSA board meeting is in Phoenix, Arizona on October 28-30. We invite you to attend or contact us to become more involved during this exciting time.

Sarina Roffé, President, NYCuedSpC@aol.com

Short Bits

Susan Cofer is representing NCSA on the Deaf Education Initiative Project of the National Association of State Directors of Special Education. Susan is developing text related to Cued Speech services, with input from other cuers. Also, Susan has been the manager of NCSA exhibits at the American Speech and Hearing Association convention in Philadelphia and the American Academy of Audiology in Washington, D.C.

Deanna Jordan presented and was manager of an NCSA exhibit at the Early Hearing Detection and Intervention national meeting in Atlanta.

Marianne Flanagan gave a presentation of research on Cued Speech and reading at the meeting of ACE-DHH (professors training teachers of the deaf) in Banff, Alberta.

Around the USA & Canada

Canada

Marianne Flanagan has given workshops in Calgary and to SEE interpreters from Edmonton. In February, she presented in Banff at the annual conference of the Association of College Educators (ACE-DHH) who teach future teachers of the deaf.

California

West Coast Programs Cued Speech Center currently serves ten to fifteen clients in a center based/parent participation language and literacy program. These are students who are identified as speech/language delayed because of hearing loss, auditory neuropathy, autistic spectrum disorder, developmental apraxia, auditory processing disability.

The Center also contracts with local district programs in training school personnel in supporting fully-included special education students. West Coast Programs offers Cued Speech training to schools/agencies/families. Staff support to cueing families includes practice sessions, language therapy, and advocating at IEP meetings.

Colorado

Brian Cerney, NCSA-certified instructor and ASL interpreter-educator, and family have moved from Pennsylvania to Colorado Springs. Brian is concentrating on developing instructional materials while doing part-time interpreting. Janet is teaching at the Colorado School for the Deaf and the Blind where their children are students. Brian's first book *Deaf History Notes* is available through NCSA's Discovery bookstore; see the description and purchase information on page 19. More detail and future products are included on Brian's web site, www.HandAndMind.org.

Georgia

Pam Gregg, a speech-language pathologist in Gwinnett County and long-time cuer, uses Cued Speech in her practice with an elementary student who has apraxia, and a middle schooler whose first language is Spanish but whose speech has severe vowel distortions. She reports that Cued Speech is helping both students

Maine

Cue Camp Maine had many new families with very young children. An ad hoc committee has been created to seek additional funding for future camps.

Polly Earl has been providing home instruction for families, presentations for college classes, and manning exhibit displays at the Maine and American Speech And Hearing Association conventions.

Minnesota

Under the leadership of Katherine Burns-Christenson and Amy Voorhees as Co-Presidents for the past year, the Cued Speech Association of Minnesota (CSAM) has hosted

- Cue Camp Minnesota 2004
- "Play and Cue Summer" for families to meet at area playgrounds to socialize, practice cueing and support each other;
- "Cue at the Zoo" for families;
- Fall Festival with cueing games and activities;
- Beginning and Intermediate cue classes, including a beginning class instructed in ASL;
- Cueing Santa party

There is a critical need for certified Cued Speech transliterators. CSAM hopes to establish transliterator round tables. There is always a need for more funding. Through the ASL cue class and other means, seeks to reach

out to the deaf community, wanting them to feel included and understood. Social events are successful but it is hard to gather people together. The group continues to educate the community about Cued Speech and the need for events to be transliterated with Cued Speech as well as interpreted in ASL.

North Carolina

Julie Russell, featured in the article "Overcoming the Late Start In English" (On Cue 2004-1) is assisting school districts in North Carolina and Virginia in introducing Cued Speech into their programs, especially transitioning students into cueing English who have been exposed only to signing.

Vermont

Martha Bonneau, cueing mother of Mary-Beth Robie and Cued Speech transliterator, reports that she is one of three CSTs for three cueing students in her school. The three transliterators are dedicated to the appropriate role of transliterators and meet to practice together. Martha expresses her gratitude for the integrity of the consultants from the Vermont Center for the Deaf and Hard of Hearing. These consultants have always offered all modes of communication to families in Vermont and support the family's choice. The Center also provides a monthly support group for parents.

Virginia

Approximately 50 people are involved in the Northern Virginia Cued Speech Association, led by Maureen Bellamy. In addition to organizing the yearly Cue Camp Virginia, the group sponsors several major events each year, sponsors a series of Cued Speech classes, and have monthly "coffees" well-attended by parents and others.



Pastor Mark Orvick, Paige and Katherine Burns-Christenson at Diamond Lake Lutheran Church

Transliterated Worship Begins in Minnesota

By Katherine Burns-Christenson

Recently, I was invited to talk with my congregation about Cued Speech, literacy and deafness. The congregation is accustomed to seeing me cue during Sunday school, fellowship time, worship services, etc., and just wanted to better understand how deafness and Cued Speech had reshaped my life. I was absolutely thrilled to have the invitation and opportunity to share our family's story.

Following my presentation a council member asked how the congregation could further support my family and the cueing community. Discussions began regarding the possibility of transliterating one worship service per month. Pastor Mark Orvick, the Church Council, staff, and congregation have been extraordinarily kind and generous with their financial and spiritual gifts to make this all happen.

As a result on March 13, 2005, and the second Sunday of the month thereafter, Diamond Lake Lutheran Church (DLLC), in south Minneapolis, will provide a Cued Language Transliterator at their 11 AM service. During summer worship, June - August, the service will be at 9:30 AM. In addition to the transliterated service, DLLC will once again provide a CLT for their Vacation Bible School program, June 27th - July 1st.

Diamond Lake Lutheran Church is located at 5760 Portland Ave S, Minneapolis, MN 55417. For more information please contact them at www.dllc.org or (612) 866-2579. Individuals are also welcome to contact me at kbc29@aol.com. I hope to see a lot of cuers there!!! This is so exciting!!



Slow — and Successful!

*By Imelda Goedecke
Plymouth, MA*

In 1999, my husband Paul and I adopted Bradley, one of Paul's family member's sons, who is a profoundly deaf nine years old. Severely educationally delayed due to low expectations from the school he was placed in, Bradley also has a slight retardation from CMV (Cytomegalovirus).

Five years ago, my son knew only twenty-five signs, some of which were home signs. He could only count to two. He could not do basic things you would expect a six year old to do, like tie his shoes or button a shirt. Children's Hospital's Boston Center for Deaf and Hard of Hearing Children (BCDC) clinic tested Brad and they were not too promising as to his educational potential. That of course got my creative juices flowing!

Being an interpreter for the deaf for twenty eight years and also an educator knowing the educational status of most deaf who exclusively sign A.S.L., I naturally wanted to find some method that would help my son learn English. I had done some research in the past on Alexander Graham Bells' Visual Speech. I knew that it would be a key to helping my adopted son and other children who are deaf. The only problem I had was finding someone to teach me. One day, as I was expressing my concerns to one of my relatives, they told me about Cued Speech. From what they described it sounded like visual speech, and to my delight, it was. Now I was in business.

I have used Cued Speech for three of the five years I have been teaching my son. It has been a slow but successful process.

During the regular course of the day, we are sandwiching cued speech with sign language that has been less frustrating for him. We are slowing down and doing more cue and less signs now as we see his cue vocabulary grow. In school, we do a lot more cue. At this point, Bradley can now read and understand basic kindergarten books in cue and is learning to spell using the Ares list and good spelling rules. Not only has my son started to read

Continued on page 7

Deaf Students Struggle with English: Comments •••••

A number of NCSA members wrote comments to CNN as a follow-up to an October article on the CNN website about the poor English language skills of deaf children. Sinead Clements' comments are included in the "Cue Adults: Out and About" page. Here are two other comments:

I am responding to your article "Deaf Students Struggle With English."

There is indeed a way for students who are deaf to master the English language that many deaf educators have ignored for decades. My daughter has a profound hearing loss and we have used Cued Speech since she was two years old. She is now fifteen years old and is an A student in our local high school. Reading and writing are two of her favorite activities. Not only does she do well in English, she also takes Spanish using Cued Speech.

I have nothing against the Deaf Community or American Sign Language. I have studied sign language and my daughter intends to learn it so that she may participate in Deaf Culture and possibly become a teacher of the deaf. I am, however, very concerned that there are some in the deaf community, including educators of the deaf, who continue to think that it is too much to expect children who are deaf to be able to learn a spoken language and keep up with hearing peers. They are the ones leaving these children behind and denying them the tools they need to succeed in the hearing. — *Gail Hartman*

While I feel for deaf children and adults who struggle with English as a second language, there is a way for them to learn English visually. It's a system called Cued Speech or Cued Language. Instead of signing words (morphemes), the sounds (phonemes) of a spoken language are indicated with synchronized hand cues surrounding the mouth of the speaker. The cues allow a person to "read lips" because the otherwise non-visual information is contained in the cues.

It is possible for deaf people to not only communicate fluently using English (or any of several dozen other languages with adapted cueing systems) but they can also learn English if their parents and/or educators cue to them.

The fault of deaf children struggling with English is not in the students; it's in an educational system which does not accept the fact that sign language is an ineffective tool for teaching English. ASL is a useful visual language, but it is not English. As time passes ASL becomes increasingly distinct from English in its words and structure, yet simultaneously, educators continue their attempts to forcibly convert sign language into English so that deaf people can learn to read. The goal is admirable, but thanks to the innovation of Cued Speech this quixotic path is no longer necessary. Let sign language be sign language and let English be cued. — *Erika Schutte, Cued Speech Instructor and Engineer*

Success Continued from page 6

and spell, he is developing speech and lip-reading skills!

I try to use the same books our private school uses. I use a phonemic based program to teach reading and spelling, since the rudiments of language are sounds and symbols. It is the best way that I have seen children learn to read. My basic philosophy is "you can teach a child to memorize words, which is giving him a fish to eat, and limits their vocabulary. However, if you teach them to read phonically, you are teaching them to fish, and they will then have more liberty to read on their own."

Obviously, I have found Cued Speech to be an excellent way to teach phonics and build vocabulary for the deaf child. Now when I say beautiful, pretty, lovely, or any word pertaining to that definition, my son will know the precise word I, or someone else is using making it more



clear as to how they want to convey their message as opposed to having one sign to convey many words.

Brad has a long way to go but we are

seeing fruit. BCDC again tested Brad last summer and he amazed the staff there at his progress in the last four years! Though he is still at the kindergarten level, it just shows what sweat, tears and prayers can do!

Cued Speech has been God's answer to my prayers for my son and my tutoring.

Memorial Bench Dedicated to Dr. Cornett at Cue Camp Virginia 2004

By Maureen Bellamy



*Cue Camp Virginia Co-directors
Maureen Bellamy and Rosemary
Salvi relax a moment on the R.Orin
Cornett Memorial Bench.*

After being thwarted by Hurricane Isabelle in 2003, Cue Camp Virginia 2004 attendees were finally able to dedicate a beautiful wooden bench in memory of the late Dr. R. Orin Cornett, inventor of Cued Speech.

Since its inception in 1991, Cue Camp Virginia has been held at the scenic Jamestown 4-H Center. Located on the James River near historic

Jamestown and Colonial Williamsburg, the tranquil site is synonymous with Cue Camp Virginia and the wonderful memories made there by attendees over the years. In honor of that relationship, camp directors thought it appropriate to sponsor a bench overlooking the playing field.

At a dedication ceremony on a sunny Saturday afternoon, camp co-director Maureen Bellamy spoke of the quest to find a meaningful memorial to Dr. Cornett, and how a bench at the camp seemed a fitting and timeless tribute to the man who had made it all possible. Decorated with a red ribbon and bow, the bench reflected the past and the future of Cue Camp Virginia with the following inscription:

We gratefully honor the memory of
R. Orin Cornett, Ph.D., Inventor of Cued Speech
TCSA – Cue Camp Virginia – NVCSA

Camp co-founder, Susanna McKendree of the Tidewater Cued Speech Association, told of Dr. Cornett's visits to the site. "He loved this camp. Even when he got on in years it was close enough for someone to drive him down to visit. He enjoyed sitting outside and seeing his dream become reality."

John Cornett Farley (19), a deaf cuer and distant cousin of Dr. Cornett noted, "If it were not for Dr. Cornett and Cued Speech, the deaf persons would not be here to SPEAK about him."

Indeed, everywhere at Cue Camp Virginia the miracle of Cued Speech is abundantly evident. The camp directors hope that the bench will continue to provide inspiration for future attendees. In years to come, cueing families old and new can sit on the bench and reflect on how Dr. Cornett's amazing invention has changed their lives.

..... 2005 Camps

May 13-15, 2005 Roaring Gap, NC
21st Annual Spring Camp (Cue Camp Cheerio in collaboration with the NC chapter of the AG Bell Association) — On a peak in the Blue Ridge Mountains, instruction in Cued Speech, beginning thru advanced classes. Also, AG Bell Association Parent Advocacy Training, technology updates, sensory integration and auditory-verbal therapy workshops, language facilitator training, recreation and entertainment!
Contact: Lisa Jolly 704-556-0920,
ljolly@Carolina.rr.com or Stephanie Smith 919-644-0619, springcamp@hikids.org

June 26- July 1, 2005 New Windsor, MD
Cue Camp Friendship—In this bucolic setting of 26 acres of rolling farmland, you will be "Sowing the Seeds of Literacy." Northwest of Baltimore, between Frederick and Westminster. To view the facilities, go to www.brethren.org/genbd/nwcc. Cued Speech instruction for all levels and all ages, including Delta Group (Deaf Excellence in Leadership Training Adventure) for deaf and hard of hearing fluent cuers ages 9 – 13, and transliterator skill sessions. Special fun activities throughout the week! Contact Amy Ruberl at 301-718-8717(v/tty/fax),
CueCamp2005@aol.com or www.mdcsa.org

August 1-6, 2005 Ogden, UT
Camp Cuetah will be held in the beautiful mountain setting of the Utah School for the Deaf and Blind. This year's theme is *The French Connection*. Contact Deann DeGraw at 801-274-8249 or at info@cuetah.com or www.cuetah.com

August 13-18, 2005 Winthrop, ME
Cue Camp Mechuwana offers instruction at all levels for all ages, speakers and panels, and campfire chats. Children's program includes Cued speech classes, crafts, swimming, and more. For details and pictures, visit www.cuedspeechmaine.org. Contact Angela Laptewicz at 781-738-6290,
Angelicas911@aol.com

September 29 – October 2, 2005 Jamestown VA
Cue Camp Virginia for skills, information, and fun! More details will be coming closer to the date. To get a sense of the facilities and the activities of last year's camp, visit www.NVCSA.org. Contact Maureen Bellamy at 703-560-1035, NVCSA@yahoo.com

Cue Adults: Out & About.....



Mary-Beth Robie, originally from Vermont, graduated from RIT in Digital Imaging and Publishing Technology and is working in Syracuse NY as a graphic artist for Dupli Envelope and Graphics. The firm specializes in corporate materials. In her spare time, she likes to go and support the Jamesville-DeWitt Varsity boys basketball team whom her sister and brother in law coach. Mary-Beth is a proud aunt of two nieces, Madison (11 months) and Naleen (3 days old). She also likes to read, work out occasionally, travel to Vermont and her newest hobby is photography.

Condolences

Our condolences to Daniel Lee, his younger brother David, and his mother Lily Lee in the death of their father and husband Donald due to a heart attack in November 2004. Danny is included several times in the *Cued Speech Resource Book*. They all live in Calgary. Daniel is in the Engineering program at the University of Calgary, and David is in high school.

Josh Libby and his wife **Maisie** have much to celebrate. Their first child, daughter Harper Maxine Libby, was born February 24, 2005. The proud dad reports, "She is just drop dead gorgeous!" They also have purchased a home in Stow, Massachusetts, about 18 miles west of Boston. It is on an acre of land with a pond. Josh loves his work with a title company, "cleaning" titles for home purchases and refinances.

Sinead Clements wrote the following letter to persons quoted in a www.cnn.com article entitled "Deaf students struggle with English to get diplomas." Some of Sinead's Irish diction shows in her writing!

My name is Sinead Clements and I am a profoundly deaf senior at Boston University and I wanted to e-mail you and let you know there is a wonderful method called Cued Speech that has shown to help with the English proficiency of a deaf child.

Take my case for example, I was born deaf, the doctors told my parents I would never read, write, or talk. With the help of Cued Speech, I went to mainstream school. In third grade, I tested at the eleventh grade reading level. My favorite books at the time were *Swiss Family Robinson*, *Treasure Island*, and Carl Sandburg's series on Abraham Lincoln. With Cued Speech, I was able to enjoy reading and read I do.

I love history books and political tomes, I love adventure and imagination, all thanks to Cued Speech.

In eighth grade, I took my state examinations with no problem since Cued Speech already gave me the knowledge of the English language. I passed them, I took them with my hearing peers, I did not have anyone help me bridge the meanings in the exam....



Sinead Clements and fiancé Dai Evans of Great Britain

In high school, I stayed in mainstream, I got a 3.65 GPA. I was accepted into 5 major universities, all mainstream. I now attend Boston University and am almost finished with my degree, of which is my first love, History. Thanks to Cued Speech.

I wanted to tell you that Cued Speech is a wonderful method to help the deaf learn how to read and write. I even learned how to talk with Cued Speech. I believe that Cued Speech should be required in every deaf school. I can testify to the fact that it works with helping a deaf child learn how to read. _____



Hilary Franklin is working towards her masters degree in the Teaching of ASL as a Foreign Language at Columbia University's Teachers College. She is enjoying New York City very much. Along with teaching introductory courses in ASL, she is also collaborating with Jennifer Bien in teaching Cued Speech. Hilary expects to complete her degree in December 2005. She received an undergraduate degree in Public Policy Analysis from the University of North Carolina at Chapel Hill.

Hilary has had two articles published in the NAD magazine: "Embracing Diversity in Communication" and "Straddling the Fence." As a native cuer, Hilary believes strongly in promoting bilingualism within the deaf community.

Embracing Diversity in Communication *By Hilary Franklin*

Reprinted with permission of the National Association of the Deaf (<http://www.nad.org>). Posted in the NAD Members Only Area on August 12, 2004 at: <http://www.nad.org>

Communication is not just an exchange of ideas between two or more people. It is how we learn about each other. It is also a means of including people in or excluding people from a community. We are all aware of the difficulties we can face in communicating with hearing people. But what I want to talk about is the difficulties we encounter in the diverse Deaf community and how we can lessen these difficulties. As people, the desire to communicate effectively is universal. But when we are faced with an inability to communicate with someone within our own community, it can be frustrating.

Within the Deaf community, there are currently four primary methods of communication—American Sign Language, Manually Coded English, Cued Speech, and Oral/Auralism. Each of these modes has its benefits. I support the idea that being multimodal—knowing more than one of these methods—has advantages similar to being multilingual. For example, knowing more than one mode offers opportunities for learning from other people—both hearing and deaf—and for enriching our lives through a wider exchange of ideas, information, and the traditions

valued in our diverse community. I speak from experience.

I grew up oral and cueing and later learned to sign. I am now able to communicate with hearing non-cuers and non-signers and with cuers who don't sign and with signers who don't cue or speak. I am also able to communicate with signers who can also cue, and we are able to converse with each other however we choose. Some of my friends are multimodal also, and that allows us to choose the most effective method of communication, which often involves combining the modes.

If we, as deaf people, are going to have success in communicating with each other as well as with hearing peers, we need to take advantage of *all* the resources that are available to us. However, for us, the issue of communication has unfortunately become political at times. I have encountered advocates, both deaf and hearing, who promote the use of the use of one particular mode of communication as best and sufficient for deaf people. I remember when I testified before the Maryland House of Delegates Ways and Means committee in 1993 in support of the creation of a task force committee to study the use of multiple methods within Maryland public schools. Some speakers staunchly advocated an ASL-only approach to deaf education, while others, including myself, promoted the inclusion of

Cued Speech and oralism/auralism. There was clearly a division in our community.

Since 1993, I have seen more interest among deaf people in breaking down the communication barriers that confront us. For example, I have met some Deaf parents who recognize the benefits of having their children learn how to cue as well as sign. As a case in point, the Cued Speech program in Montgomery County, MD, has a growing number of deaf students from Deaf signing families. These students are bilingual (ASL and English) and multimodal (signing, cueing, and speaking). When I talk to these students, their communication abilities amaze me. Also, many of my friends who grew up with Cued Speech are now fluent in ASL as well and some friends who grew up signing can now cue fluently or are in the process of becoming fluent.

In short, I believe the four primary methods of communication in the Deaf community should be embraced as something positive and that having diversity in communication skills makes for richer experiences within the Deaf community. Rather than being divided by communication methods, I recommend that we come together as a community and support multimodal skills.

The opinions expressed in these columns are those of the authors and do not reflect the position of the National Association of the Deaf

International News

Letter from India

By Hema and Anand

Friends!

You must be wondering whatever happened to that old Indian couple, who showed so much interest in Cued Speech when they were in the USA, but have gone totally mute after returning to India.

....All of you helped us so much with Cued Speech, and even at a personal level, that we cannot find words to thank you!

The Maine camp is one of the most unforgettable experiences in our lives. The way the organisers helped the participants, the way everyone tried to make us comfortable (right from the cook, who took special care of Hema...), the way the participants struggled to learn, in spite of having the personal difficulties - all that was very moving.

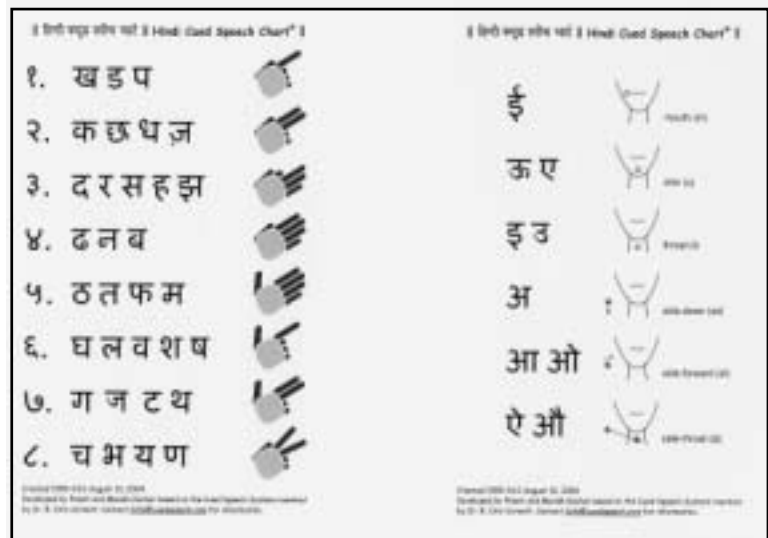
It taught us two things.

(a) By and large, Americans are extremely helpful people,

(b) Parents of handicapped children have many hardships and sorrows, which they bear very bravely. Hence, the more fortunate ones like us, have no right to complain about small matters....

Unfortunately, there has been a delay in our formal presentation of Cued Speech to Hema's school. This is because we have not got all the material yet. You see, we had about 30 pounds of deaf education material with us. We (foolishly, by hindsight) decided to send it by ship. It was supposed to take 4 to 6 weeks to reach. But it is now 10 weeks since we sent it, and it has not reached here yet. We think that, to be effective with our presentation, we should be armed with all the material, and so we have waited. Our son has lodged a complaint with the postal authorities in USA. Hope we get it soon. If not, we will make the presentation without all the material.

In the meanwhile, Hema has introduced the subject in the Governing Council meeting of the school, and they have agreed to its



Often the original adaptations of Cued Speech to another language must undergo revisions as the system is put into use by native speakers. Above is the current adaptation to Hindi as modified by Manish and Preeti Kochar, currently of Maryland. Manish and Preeti cue for their daughter Prachi.

introduction in principle. But details will be decided only after the presentation.

Suzanne [Laptewicz}, our love to Angela. Greg [Hubert], our love to your two 'daughters'! Preeti [Kochar], our thanks to you and your husband for the Hindi and Marathi versions. After practising it a bit, we feel that we may have to modify it somewhat. We will keep you posted about this.

Our love to all of you, dear American friends!

ED: Hema and Anand more recently wrote that the school has agreed to a pilot project using Cued Speech.

NCSA Connects You to the World

To tour Cued Speech associations around the world, go to www.cuedspeech.org. Under the menu item "About NCSA", select "Cued Speech Around the World." As new sites are found, new links will be added.

Tony Wright has embarked on a "Cue Chart Language Project" for NCSA. He is assessing the cue charts of the various adaptations of Cued Speech to other languages and overseeing the graphic improvement of any that warrant it. Tony, NCSA Southwest Regional Director, is a doctoral candidate in linguistics at the University of Texas.

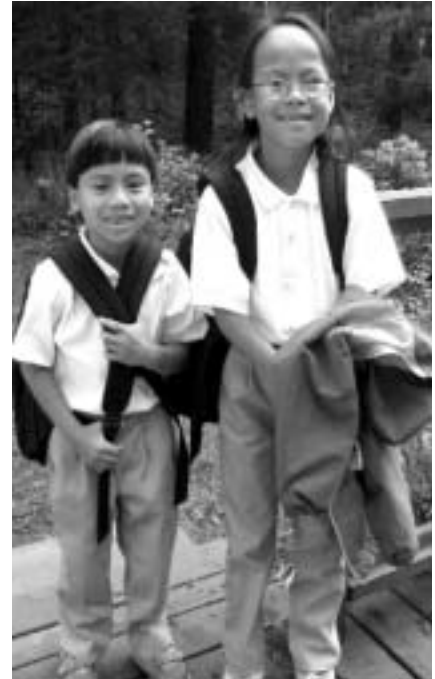
Kids' Cues

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 info@cuedspeech.org

I Am Poem

by Kaity Hagen

I am Kaity Kim Bao Hagen.
I am a big sister to Kyle
I am a girl who is deaf too.
I am a kid who can make beef sandwiches with mustered
I am a girl who loves to play Yahtzee and Tic-Tac-Toe.
I am a girl who plays the computer game called Clue Finders.
I am a daughter who has a dad that is a physical therapist at St. Lukes
I am a third -grader
I am eight years old
I am a pet owner of cozzzy, a cat, sixteen chickens and some goldfish
I am someone who likes school and homework
I am a student who likes Art, especially projects
I am a kid who likes to go camping with my family
I am a girl who likes to go swimming in the lake
I am a girl who loves my family.



Kaity Hagen, 8, stands tall next to her younger brother Kyle, 7. Kaity is in third grade and Kyle is in first grade at Lowell Elementary School in Duluth,



Lexi Grafe lives in Minnesota. She cheered for the 5th grade football team Rochester Youth Football Association (RYFA) last fall. RYCA stands for Rochester Youth Cheerleading Association. They cheer for the RYFA teams.

Name Cues

Do you know how to cue-and-say the names on this page? Try these:

Kaity /kae-tee/
2 chin – 5 throat, 5 mouth

Kyle /kie -l/
2 side – throat, 6 side

Lexi /le-k-see/
6 chin, 2 side, 3 mouth

How do you cue and say your name? Write it here:

_____ / _____ /

TEENS' CUES



Louisiana student Emily Fatherree poses with Gallaudet recruiter Joy Maisel

Students at East Ascension High in Gonzales, Louisiana recently hosted a recruiting workshop with a student recruiter from Gallaudet University. On January 19, 2005, Ms. Joy Maisel gave a Power Point presentation highlighting major aspects of college life at Gallaudet.

The students are sophomores and juniors in Ms. Gail White's study skills class. Ms. Maisel uses ASL for communication, but the students are oral and use Cued Speech in their classroom instruction. Ms. Emily Crawford, who is fluent in both Cued Speech and sign language did a beautiful job interpreting for the presentation.

The students asked numerous questions about dorm life, club activities, degree programs and tuition. They were given reference materials and a CD with additional information about Gallaudet. The students were very interested in learning about a very unique university, where several of the Ascension Parish graduates are now attending. They look forward to another recruiting visit in the future.



Angela Spring

Cued Speech and My Child with Down Syndrome

By Leah Spring

From the time I was 17 until now, I've been involved in the disability world in one capacity or another, with a special interest in working with children who have developmental disabilities. I kind of fell into the deaf world by accident and have just hung out here. Needless to say, when I had my daughter almost 9 years ago, everything else just made sense.

Because I was already an interpreter when Angela was born, I started signing with her at birth. I had the advantage of having all the information about language acquisition, etc. in my head. Not to mention the vocabulary so, unlike the majority of parents, I didn't have to run to a book every time I wanted to teach her something else. I think for my daughter, having me for a parent was equivalent to a deaf child having a deaf parent. I had plenty to learn, but the basics were already established.

Below I've included a letter that will be included in the Down Syndrome Association of MN (DSAM) newsletter. It was originally written to ONE parent, who knows nothing of sign or cue, to explain what Cued Speech is and how it works. It found its way to the DSAM and they've asked to have it included.

Dr. Libby Kumin is a speech-language pathologist from Loyola College's (Maryland) Columbia Speech and Language Center. She has written several books about speech and language development in children who have DS. She has always encouraged parents of kids with DS to use some type of manual system, but typically parents have been limited to SEE or ASL signs. Recently, I emailed her about the use of CS and why I think it's a far better option. Now, Shellie Burrows and I are talking with Dr. Kumin about developing a research study, with hopes of presenting it in May 2006 at the National Down Syndrome Congress.

Dear Support Group Leaders,
My name is Leah Spring, and I'm a Sign Language Interpreter in a metro area school district. When my 8 year old daughter Angela was

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born with Down Syndrome, I felt like she was at a slight advantage. After all, her mother knew sign language! I started signing with her at birth, and by the time she started preschool she had a sign vocabulary of over 600 signs, but she only said a handful of words that were understandable.

Using Sign Language is a great option for children with Down Syndrome, with much research to back it up. It truly does give them a communication bridge until their speech can catch up with their language. But there is a problem with the system. For parents who don't have the benefit of being fluent in the use of sign language, they are limited to the books they can find, and how quickly they can access those books. When their child needs a new sign, the parent has to go look it up! If they're lucky they can find the sign. They are very often limited to nouns and verbs. ASL (American Sign Language) signs are conceptual signs, and not English. So if you want to tell your child to "run", you can, but to tell them the car is running is a different story! Did you know there are 15 different signs for "birthday"? How can you be sure the school staff are using the same signs as you are at home?

In 1966, a man by the name of Dr. R. Orin Cornett completed the development of something called Cued Speech, with the express purpose of providing a way for children who are deaf or hard of hearing to become good readers. Cued Speech is a visual communication system that uses eight hand shapes and placements near the face in combination with the mouth movements of speech to make the sounds of spoken language look different from each other. Sounds confusing right? It's NOT!

To put it simply, Cued Speech is a visual way of presenting phonemic sounds. I know it's difficult to explain a visual system in writing, but let me give you an example. Think of a two year old child Down Syndrome, sitting at a table with a speech pathologist who knows a little bit of sign language. She's working on getting the child to make the "mmmmmm" sound. She points

Continued on page 16

Ruberl & Alliance Continued from page 3

the Congressional Hearing Health Caucus.

The Alliance recently submitted comments for the IDEA Regulations, which will guide states in implementing the newly reauthorized IDEA. Here are a few sections from the recommendations that relating to the cueing community:

§300.24 Related Services.

IDEA §602 (24) includes (new) "interpreting services" to the list of identified related services.

DHHA Recommendation: Add and define interpreting services as follows:

Interpreting services

(i) (a) Means services provided by a qualified interpreter, one who is able to interpret effectively, accurately, and impartially both receptively and expressively, using any necessary specialized vocabulary; and (b) includes American Sign Language interpreting, signed English systems interpreting, oral interpreting, and

cued language transliteration.

(ii) Means communication access services provided by a qualified realtime captioner, or CART provider, who instantly translates the spoken word into text for display using realtime technology.

Rationale: Provides needed clarity for this new section and a uniform standard for the States. The term "qualified" interpreter has been defined by the U.S. Department of Justice with respect to the obligations of State and local governments under Title II of the ADA. That definition focuses on the ability of the interpreter in a particular interpreting context to ensure effective communication between the public entity and the individual with a disability. A similar definition is needed for the IDEA because effective communication is essential in the context of educating our children who are deaf or hard of hearing. Furthermore, the Commission on Education of the Deaf (COED), in its final report, *Toward Equality* (Government Printing Office, 1988), pointed out the many problems related to interpreting in PreK-12 settings. Few of those problems have been solved in the years since that landmark report was issued.

IDEA §632 (4)(E)(iii) includes (new) "cued language services" as early intervention services.

DHHA Recommendation: Insert new section §303.12 (d)(3) and renumber current (3) and subsequent sections. New section should say: **Cued language services** include:

(i) the provision of services to the child to assist the child in acquiring appropriate level receptive and expressive cued language skills; and (ii) the provision of services to the family to assist the family in acquiring appropriate level receptive and expressive cued language skills and to assist the family in facilitating the child's cued language development.

Rationale: Guidance is needed to help ensure this new provision is carried out properly and to emphasize the need for helping families learn this communication mode.

Continued on page 15

IDEA with cueing...

Continued from page 1

- The expansion of related service under Part B to include access to “interpreting services.” Several court cases over the past several years have affirmed that schools need to provide interpreting services for a child with hearing loss, but codifying the requirement within federal law will reduce the likelihood that parents need to seek legal remedy to gain access to interpreting services for their child in a school setting.
Language included in the Senate report on the bill identifies that interpreting services would include, but not be limited to, oral transliteration services, cued language transliteration services, and sign language interpreting services.
- IEP teams must consider the “academic, developmental, and functional needs of the child.” This new provision will improve the chances that the IEP team will take into consideration the variety of communication modes that a child who is deaf or hard of hearing might employ to learn.
- Lists “**sign language and cued language services**” within the definition of early intervention services.
- Teachers of the deaf are to be considered as special educators.
- Grants will be provided through the U.S. Department of Education for captioning and related media services including video description of television programs, videos, news, or other

Continued in column 2

Chicago Administrator Receives NCSA Award



Eileen Andrews and Deanna Jordan

Eileen Andrews is pictured receiving an NCSA award from Deanna Jordan, NCSA’s Great Lakes Regional Director. Eileen is head of all programs for students who are deaf or hard of hearing in the Chicago Public Schools. The award was presented during a meeting of the Chicago Public Schools Board of Education. NCSA thanked Eileen for her efforts to improve the literacy levels of deaf and hard of hearing students within the Chicago Public Schools.

IDEA

Continued from column 1

materials, as well as emerging technologies such as CDs, DVDs, video streaming and other forms of multimedia.

Summaries of additional changes to the IDEA law are available from the following groups:

US House of Representatives Committee on Education and the Workforce and its Subcommittee on Education Reform: *Individual With Disabilities Education Act (IDEA): Guide to Frequently Asked Questions*, created February 17, 2005. (NCSA provided this to all members by email; if you did not receive it, please contact us at info@cuedspeech.com)

National Association of Protection and Advocacy Services: http://www.oclb.info/pdf/NAPAS_IDEA2004_Summary.pdf

The Council of Parent Attorneys and Advocates, Inc.: <http://www.copaa.net/IDEA/IDEA97-04COMP.pdf>

Alliance

Continued from page 14

DHHA hopes that many of our recommendations will be included in the Regulations in order to better serve deaf and hard of hearing students of all ages.

Other DHHA activities include closely following the funding of Early Hearing Detection and Intervention (EHDI) and the Walsh II Bill (the reauthorization of EHDI). EHDI is the reason so many states have established new-born hearing screenings, but funding for this law has been cut from next year’s budget. In these tight fiscal times, DHHA is recommending that past levels of funding be maintained rather than requesting additional funding.

DHHA is seeking sponsors for its meetings to help cover expenses such as interpreting and transliterating. Host sponsors would contribute a minimum of \$500 to DHHA in return for introducing their company and distributing materials at their sponsored meeting. Any suggestions for hosting sponsors can be forwarded to Amy Ruberl (amycues@aol.com; 301-718-8717 v/tty/fax).

My Child Continued from page 14

to her mouth and says, "Watch me. mmmmmmm". A few weeks later she wants the child to say "mmmaaahhh" and she still points to her mouth the same way. A week later she's working on the word "mom" but now she signs "mom" with an ASL sign. But the child has already learned to point to his mouth like the therapist taught him a few weeks before. So after a few tries he learns the sign for "mom" but he can only use it when he wants to say "mom" for whatever reason, whether it's alone or in a sentence. That one sign can't be used any other way.

Now let's take the same child with Down Syndrome. This speech pathologist knows how to cue! (remember the cues are for sounds, NOT spelling!) She cues the sound "mmmmm" and the child cues the sound for "mmmm". A couple weeks later she cues "mmmaaahhh" and the child cues "mmmaaahhh". The next week she cues "mom" and the child cues "mom" right away because he already knows "m", and "ah", and you just have to add an "m" at the end that he already knows!

Now, the very next week the ST changes things a bit and cues the sounds "mmmaaahhh.p" (the word mop), and the child sees there is a different sound. Hmm...the child does it backwards and cues "pom", and sees that it's different. He tries it again and out comes "mop". Now the child knows the cues for the sounds "mmmmm" "ah" and "p", and they never change. He can use them in any word he wants to make. In a couple weeks he'll be able to cue "pop" "pot", and "top" and "tom", something he can't do with ASL unless someone shows him a new sign for each one. With cueing, the hand shape for each sound stays the same, no matter where in the United States you happen to live!

Unfortunately, Cued Speech is so new, even to the deaf world, that there hasn't been any research done in its use for children of other populations, such as Down Syndrome. Here in Minnesota, there is one school district that requires every staff member in the district to know how to cue, including administrators! There is one south metro area school that is a magnet program for Cued Speech users, and its use is quickly spreading to neighboring districts. As a parent of a child with Down Syndrome, and as an educator of deaf/hard of hearing students, I wish I'd had this information eight years ago when my daughter was born. I would love for other parents of children who have Down Syndrome to have the opportunity to learn about Cued Speech as well. If you're interested in learning more, please feel free to contact me. =====

Transliterators Positions

MN, Rosemount
Transliterators for elementary/High school, 15-25 hrs./week, mornings or afternoons, working with experienced clients... two other transliterators. Salary: \$19.34/ hour with certification. Contact Paula Krippner, 14445 Diamond Path, Rosemount, MN 55068; 651-423-7624; fax: 651-423-7627; paula.krippner@district196.org

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 e-mail Suhad.Keblawi@fcps.edu

VA, Norfolk
Cued Speech Transliterator needed for experienced client in the 7th grade. Daily, 7:30 am – 2:30 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

Transliterator Certification Exam

The Cued Language Transliterator National Certification Examination (CLTNCE) will be offered in Salt Lake City, Utah on May 16th, 2005.

Individuals interested in testing should contact the TECUnit either by phone at 1-800-523-0964 or via e-mail at ilove2cue@yahoo.com. If five or more candidates in a region are eligible to take the CLTNCE, the TECUnit will come to that area to proctor the test.



Joan Rupert presents Kris Wilson with a Cued Speech Resource Book. Kris has a private practice, "edyoucare" in Coburg, Oregon, (near Eugene). Kris assists individuals from preschool through young adults to become successful learners, using techniques developed at

Instruction and Certification.....

Cue-Tips

A brief discussion of

/wh/ and /ee/

by Amy Ruberl

I have participated in several discussions recently about the apparent elimination of /wh/ (using handshape 4) and unstressed /ee/ =/i/. Here are my thoughts on this issue.

I don't think either of these have been eliminated. We have expanded our knowledge of linguistics and adapted our view of cueing to current thinking about English. /wh/ is not a commonly used phoneme in many areas of the States. Some people use it, many do not. When I teach, I teach this phoneme and encourage my participants to identify whether they distinguish between "whether ... weather" and "which ... witch" when expressing these words. If these pairs (along with others) are perceived to be identical, then, generally, the person doesn't articulate /wh/ only /w/. If they are perceived to be different then the cuer should show the difference. If the learner wants to be a transliterator, they must know the difference because speakers will vary. This apparent diminishing of /wh/ is a change in American English, not cueing.

I feel the same is true for the "unstressed /ee/ = /i/" which Dr. Cornett established from his British based texts as the final phoneme in words like "city." Most phonics books for elementary age kids classify the final "y" or "ie" in a word as a long /ee/ not an /i/. Most American dictionaries also show that words such as †"cookie" and †"money" end in /ee/. If we identify that unstressed vowel at the end of words like baby and cookie as a long /ee/, whether it is stressed or not, we should cue it at the mouth. If you identify it as an /i/ then cue it there. Isn't cueing great that we can show different articulations of the same word and still all know what we are saying?!?!?!

Teaching may have shifted to acknowledge the trends toward the elimination of /wh/ in American English and the identification of the final "y" or "ie" as /ee/, but the concepts are still there for those who interpret the expression of a word differently. _____



Dr. Catherine Quenin (center) looks on as California speech-language pathologists practice Cued Speech. Cathy, a professor at Nazareth College of Rochester NY, conducted a special workshop at West Coast Cued Speech Programs in Vacaville, California.

Instructor Certification Process

More certified instructors of Cued Speech are needed desperately! For more information about the process and how to determine if you are ready to begin the process, visit the NCSA website www.cuedspeech.org > Professionals > Instructors and follow the links.

The next scheduled basic certification workshop and examination is in Phoenix AZ in October. If your group or agency would like to schedule a workshop and/or an examination at your locale, guidelines and procedure also are described at the above web page.

Oct 27, 2005 – Oct 28, 2005: Phoenix, AZ
Basic Instructor Workshop

Oct 30, 2005: Phoenix, AZ
National Certification Exam

Kris Wilson Continued from page 16

the Learning Success Center at the University of North Carolina. Her practice includes instruction in Cued Speech. A speech pathologist and educator, Kris also teaches a nationally-distributed on-line course "Enhancing Language Development in Childhood". You can learn more at www.edyoucare.com.

Thank you to our donors!

In memory of Hyman Brattner:

Mr. & Mrs. Meyer Blank and son
JoAnn and Rich Friedman
Marlene and Jim Spitalny
Stephanie and Kenny Heller

Jill and Kenny Kohn
Nancy and Steve Streit
Rita and Harry Wasserstein
Bobby Klar

Robin and Rodney Liebowitz
Barbara and Jay Guskind
Lori Jane Lamber
Marvin and Marsha Shindelman
Susan Wodin

Barbara Lee in memory of Carl Compton and Mary Hearn Compton, parents of Dr. Mary V. Compton and in memory of the brother and sister-in-law of Eloise Reynard

William J. Reinka in memory of Tom Holland of The United Kingdom

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Support the Deaf Children's Literacy Project online:

- www.guidestar.org/partners/amex/index.jsp — donate American Express points
- www.cuedspeech.org — Click on "Donations"
- www.cuedspeech.com — "Donate to NCSA" and "Membership" tabs are on every page
- www.bestcfc.org/detail.asp?ID=566 — everyone can donate directly or federal employees can donate through the Combined Federal Campaign.

Classes & Cue Camps

April 6, Lausanne, Switzerland
The Need of the Deaf Child Following a Cochlear Implant. Sponsored by the Swiss ALPC and the Fondation Acapella featuring Chantal Descourtieux, SLP and Educator of the Deaf.. Contact secretariat@alpc.ch

April 9, Mt. Prospect, IL
AEHI'S Cued Speech Workshop 9am - 3:30pm. Contact AEHI, 2020 E. Camp McDonald Road; Mount Prospect; IL; 60056; (847) 297-3206 v/TTD

April 9, New York, NY
Introductory Cued Speech Class. Held at Columbia University, Teachers College 9am - 4 pm. Contact Jennifer Bien 301-325-0746; jenniferbien@hotmail.com

April 22-23, Coos Bay, OR
Basic Cued Speech Instruction. CA PDP 158 (15 hours) Contact: Jenny Nelson
Phone: 541-267-1328

May 7, New York, NY
Monthly Cued Speech workshop presented by the NY Cued Speech Center. Held at Columbia University, Teachers College 9am - 11 am. Contact Jennifer Bien 301-325-0746; jenniferbien@hotmail.com

May 13-15, 2005 Roaring Gap, NC
21st Annual Spring Camp (Cue Camp Cheerio) Instruction in Cued Speech, beginning thru advanced classed. Contact: Arthur Tastet; 336-664-6380 atastet@triad.rr.com

May 14, Mt. Prospect, IL
AEHI'S Cued Speech Workshop 9am - 3:30pm. Contact AEHI, 2020 E. Camp McDonald Road; Mount Prospect; IL; 60056; (847) 297-3206 v/TDD

June 23-24, West Chester, PA.
Beginning Workshop, West Chester University, 9 am - 3 pm. Seating is limited. Contact Judy Curtin, 610-436-2588; jcurtin@wcupa.edu

June 26- July 1, 2005 New Windsor, MD
Cue Camp Friendship — start planning for Cue Camp!! Contact Amy Ruberl at 301-718-8717(v/tty/fax) or at CueCamp2005@aol.com

August 1-6, 2005 Ogden, UT
Camp Cuetah will be held in the beautiful mountain setting of the Utah School for the Deaf and Blind. This year's theme is *The French Connection*. Contact Deann DeGraaw at 801-274-8249 or at info@cuetah.com

August 13-18, 2005 Winthrop, ME
Cue Camp Mechuwana offers instruction at all levels for all ages, speakers and panels, and campfire chats. Contact Angela Laptewicz at 781-738-6290, Angelicas911@aol.com

September 29 - October 2, 2005
Jamestown VA
Cue Camp Virginia for skills, information, and fun! Contact Maureen Bellamy at 703-560-1035, NVCSA@yahoo.com



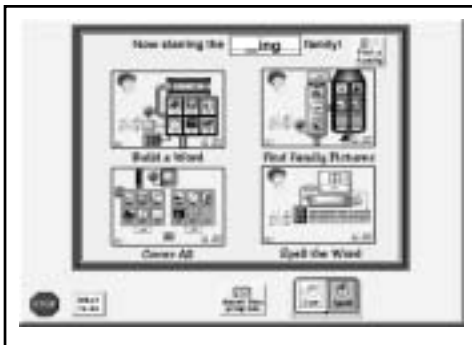
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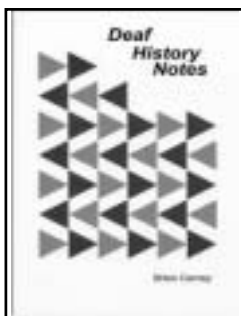
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