

## A Deaf Mother's Perspective on Bilingual Education

By Beckie Perkins

I first learned about Cued Speech when I met with Amy Crumrine when she was working in Rochester, NY and we were living there at that time. She shared information with me on Cued Speech/ cued English. I had that in my head for a while. I am Deaf myself and use ASL, and so my daughter's home and first language was ASL. My daughter, Molly, first started attending the Intermediate School District 917 D/HH Program at Gideon Pond Elementary in Minnesota in first grade after first attending kindergarten at Metro Deaf School, a day program which uses ASL. I had first visited the program where it was explained how cued English using Cued Speech, as well as ASL, would be incorporated as languages of



Beckie and Molly Perkins

instruction into Molly's school day. I agreed as I wanted to see how that would help Molly grow as a student and as a person. I have to say it was one beautiful experience!

When Molly attended the Intermediate School District 917 D/HH Program at Gideon Pond Elementary, she first had several classes in the D/HH self-contained classroom where she was first exposed to English through cued English, and also had some classes in the mainstream with a sign language interpreter. As she quickly learned cued English and her language and reading levels became on grade-level with her peers who were hearing, she became fully mainstreamed. In the beginning she used a certified cued language transliterator who also knew ASL and was a certified sign language interpreter. Once Molly became fluent with cued English, it was one smooth ride. She preferred and was provided a cued

*A Deaf Mother's Perspective continued on P. 12*

## Advocating for a Cued Language Transliterator at Work

by Rachel McAnallen

Requesting an Americans with Disabilities Act (ADA) reasonable accommodation in the work place can be tricky to navigate. It requires lots of patience, tactful education, knowledge of the ADA and the Rehabilitation Act of 1979 for federal employees—persistence, and... did I mention persistence? In this article I will give some background on the ADA, a description of my experience with the reasonable accommodation process during my professional life, and strategies deaf students and adults can use when requesting Cued Speech services.

The ADA requires employers and public and private services to provide reasonable accommodations to individuals

with disabilities. There are two hurdles to overcome before a request will be granted. First, if it is the first time the recipient of a reasonable accommodation request has received such a request, they may wonder whether or not the ADA is applicable or relevant to them.

Second, they may argue that the accommodation being requested is not "reasonable." In the former instance, it is usually because the person being requested has no knowledge or experience with the ADA. In those situations, the key is ample advance notice, being able to explain ADA requirements in a non-confrontational manner, following up with your request, and making sure the request is elevated to the appropriate level of authority. In the latter

*Advocating for a CLT, continued on P. 14*

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# President's Message: Welcoming A New Board

The NCSA continues to be hard at work advocating for families, professionalism in services to cuers, and legislation, just to name a few items on our plate.



In the last year we held board meetings in Ann Arbor and Dallas and are actively planning for the one this coming October in Scottsburg, Indiana. At these meetings we host beginning and intermediate Cued American English classes, hold instructor workshops and give certification exams. We have been encouraged by the high attendance we are seeing as we visit each city.

We continue to support Cue Camps

to foster family learning in a fun environment. We formalized a partnership with Cue College to consolidate existing educational and training materials for the purpose of rapid access via on-line classes and outreach.

We have a committee working on making sure Cued Speech is well represented in proposed "LEAD-K" state legislation. Our academic advisory team is developing publications and some members made a return trip to Ethiopia to continue the work started there.

We celebrated the first 50 years of Cued Speech and the great legacy of Dr. Cornett. Not only does his portrait now hang at Gallaudet University but also on-line Cued Speech classes are available through the university. The 50th celebration brought together an international assembly of cuers of many backgrounds, all with personal stories of success. The most rewarding part of

the weekend was seeing how the native cuers had grown into shining examples of success, happiness and independence.

On September 1, our new board began their three-year term. We have a solid team of returning members and some new volunteers who will expand our expertise and collective experiences. We have modified and added some positions responsible for Public Relations, Community Engagement and Organizational Liaison to help foster collaboration with other groups. We have accomplished so much these past three years.

I look forward to working with the new board and how we can accomplish our mission in this age of instant communication and technology.

- Anne Huffman, President

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### On Cue Staff

*On Cue*, the newsletter of the National Cued Speech Association™, is published twice a year. We always welcome Cued Speech news, calendar items, stories, and photos! Want to contribute your voice to *On Cue*? Send your materials to [info@cuedspeech.org](mailto:info@cuedspeech.org). Electronic photos must be high-resolution at 300 dpi.

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# Why Cued Language is a Great Thing For Cued Speech

by Claire Klossner

I was four years old when my twin cousins, Brad and Becky, were born. Looking back, I can see that day changed the path of my life, and the life of my whole family. That day, my cousin was born deaf; less than two years later, we would all be hearing the words Cued Speech for the first time. We have now been a cueing family for over 35 years! Our family's story is one we share with many cueing families all over. Although my family has everything to do with why I'm writing this, I'd actually like to focus on something else that many cuers have in common: the "explanation."

I think the cue "explanation" is some sort of initiation dues that we all pay--the day after you cast your lot and say, "Yes, I know Cued Speech," you will now have to explain it to everyone else who doesn't! In my thirty-five years of cueing, I've explained Cued Speech to friends, teachers, a classmate and my boss.

A Cued Speech "explanation" has popped up when I least expected it--one time in high school during an interview with an eight-member scholarship committee, MORE than once to a stranger at a party, to neighbors, people at the swimming pool, my first job interview, in the hospital, and of course every time I teach an intro class. I think most cuers have a 'cue explanation' repertoire just like I do: I've got the short version, the long version, the one-sentence version that means, "I really don't have time for this but I'm trying to be polite," and yet another one that starts, "If you've got a moment I'd be happy to sit down and share what I know."

I've answered people's questions so many times that I can see the questions forming in their minds before they even ask. Of course, the questions are never exactly the same, but often they revolve around two major themes. The first one centers around the question, "What do you mean cueing is not a language? Then how are you supposed to get English out of it?" The second major theme is, "If cueing is based on speech sounds, how can a deaf kid learn it?" Sound familiar?

Looking back, I have to laugh as I try

to imagine how I could have possibly fielded those questions when I was young. Somehow, I managed. The truth is, those are hard questions with answers that have not been easy to explain. I've always had cue charts, but no one has ever given me a cue "explanation" chart.

There have been times when I've resorted to, "It just happens. I know it works." And that was the truth. I'd seen it work, but how do I talk about it? I know cueing makes logical sense--why does it have to sound like magic when I try to explain it?

The first time I heard the words "cued language" was at work. One of my co-transliterators happened to mention, "Oh, by the way, we are not called Cued Speech Transliterators (CST's) anymore. Now we are called Cued Language Transliterators (CLT's)." In all honesty, I just shrugged and went back to work. Why should I care? Changing my title did not change what I did all day or change my hourly pay rate! However, the more I asked questions and got good answers, I realized that I DO care about the terminology.

Cued language, and the discussions surrounding that idea, give me the tools I need to talk about cueing in a way that makes sense--in a way that can be understood by someone who's never learned a cue in their life. Cued language has given me the words I need so that my "cue explanation" doesn't sound like magic anymore. Let me explain by going back to the "most frequently asked questions":

A) What do you mean Cued Speech is not a language? Then how are you supposed to get English out of it?

Cuers know two fundamental truths: First, Cued Speech is not a language and second, when you cue, what you're cueing is English (here in the United States.) We all know this, but how do we talk about it? And worse, how do we explain it to someone else?

I know in the past I've said things like, "Cued Speech isn't a language, it's a



Clare teaches a class at ChiCueGo 2015

system of handshapes that represent a language." I've said this even though I know it must sound like science fiction to the person who's hearing it for the first time. I've also said something that sounds like, "when I'm cueing, it's really English in there." Sometimes I try to vary the way I say this, but it all boils down to "it's in there." Let me contrast that with what I've learned from reading Fleetwood and Metzger's *Cued Language Structure*:

It's true that cueing is not a language -- in the same way that speaking, writing and signing aren't languages. They are all ways to express a language—they are modalities.

I could speak German, French, English, or Swahili: the speech itself is just noise and hot air. Speech is a way to get the language from one person to another. The same goes for writing, and also signing. I could sign ASL, BSL, LSF, or a host of others, but signing is handshape, location, and movement: it's a way to express one of those signed languages. The same applies to cueing. I can cue English, Spanish, or any language I know, but cueing itself is not a language. One way to talk about this is to understand that in the same way that we have spoken languages, written languages, and signed languages, we can also have cued languages. A cued language is a language that is expressed by a visual modality—the system called Cued Speech.

B) If cueing is based on speech, how can a deaf kid learn it?

Here's another fundamental truth that cuers know: profoundly deaf kids use Cued Speech every day to communicate

*Why Cued Language is Great For Cued Speech, continued on P. 13*

# Implementing a Bilingual ASL/Cued Language Program

By Kitri Kylo

For the past 27 years I served as administrator of the regional center-based Deaf/Hard of Hearing (D/HH) Program in Intermediate School District (ISD) 917, Minnesota, which enrolls preschool through high school learners from nine to 15 local school districts in any given year.

I had previously worked 13 years in residential schools for the deaf in both the United States and Sweden and also as a certified sign language interpreter, venues where the communication paradigm was exclusively the use of sign language, whether voice-off ASL or Swedish Sign Language, or signed/voiced 'simultaneous communication (sim-com).'

The Cued Speech system was never mentioned, even in my deaf education teacher training program, and if it ever was mentioned, not favorably. Common to the experience of public schools nationwide, the use of Cued Speech in the program I supervised was implemented initially as a result of a parent's request for it to be used with her child.

One of our Teachers of D/HH, who happened to be a CODA and fluent in ASL, was sent to Chicago to learn the system. The teacher then used it with the one learner, while continuing to use sim-com and ASL with her other students. She reported that what was occurring repeatedly in her classroom as a result was that after she'd cued a sentence to the one student during writing instruction, when she turned to then sign the sentence to her remaining students, they had already written down the sentence in 100% correct English. She said, "We really need to look into this..."

Our program did just that, sending a contingency of D/HH program staff members to Chicago in 1996 to visit both the AG Bell Montessori School where learners were immersed in cued English, and also the large public school for the Deaf, which was implementing the use of Cued Speech in only those classrooms where individual teachers volunteered to learn and use it.



*NCSA board members visit a D/HH program in ISD 917*

We saw the very impressive reading and language scores and writing samples of the D/HH students at the Montessori school showing levels on par with peers who were hearing. We learned of the challenges of implementing cued English in a public school program when a lack of uniform support and implementation exists across the program.

Subsequent to that visit ensued a year of the program staff embarking on a journey of self-examination of the beliefs, values and philosophies it held surrounding the acquisition of language in children who are deaf and hard of hearing, an emotional and challenging experience with many difficult and draining staff meetings. Program staff were well aware of the opposition and animosity towards Cued Speech in the greater D/HH educational and Deaf communities and were fearful of the fallout and how our program would be viewed by implementing the use of Cued Speech.

The ISD 917 model was entering controversial waters challenging the current prevalent 'Bi-Bi' model of bilingual education for learners who are deaf and hard of hearing. The journey and its outcomes required a major paradigm shift in everyone's views and perspectives, but over time the team was able to develop a set of practices documented in the program's written Language-of-Instruction Program Practices. These practices have been carried out consistently across the various components of the program for over 20 years. Remarkable annually-occurring student achievements are

evident in data maintained during these years.

The ISD 917 D/HH Program's bedrock foundation of beliefs, values and practices include the following:

- The program is unified in the value of acquiring proficiency both in American Sign Language (ASL) and reading and writing English. This occurs through voice-off ASL, and through cued English using the system of Cued Speech.

- Learners who are D/HH need complete and early access to their home language, which, if it is a spoken language, can be supported through cued language using Cued Speech.

- Learners CAN be bilingual in English and ASL with parental support, access to proficient adult language models, and immersion through natural, face-to-face discourse in both languages. Access and acceptance in any culture or community requires proficiency in the language used by that community, and the ISD 917 D/HH Program believes in the importance of providing deaf and hard of hearing learners at an early age the skills necessary for access to both Deaf and Hearing communities.

Thus ensued the implementation of this unique ASL/English bilingual-access model in a small program for the past 22 years in our little corner of the world in a state which does not embrace Cued Speech at state and higher education levels. Exciting developments have occurred during these years in the endorsement of the benefits of Cued Speech in academia and research worldwide, and through the presence now of a generation of many highly literate and educated adult deaf cuers able to themselves share their stories and attest to the profound impact Cued Speech has had on their acquisition of English language skills and literacy levels, and consequently the achievement of further higher education and career goals.

It has been interesting to me that

recognition of the ISD 917 D/HH Program has primarily come from outside rather inside my state. The program has received national and international attention with its unique model and its positive impact on literacy for learners who are D/HH.

Besides hosting visitors from all over the US, Montreal and Barbados, and regular requests for information from around and outside the country from such locations as Maine, Virginia, Colorado, Illinois, Belgium, the United Kingdom, France and Africa, the program was also featured in a nationally-televised PBS *Reading Rockets* episode in 2007 called *Signs of Literacy*. Further details about the program are contained in the chapter I authored, *A Bilingual (ASL and Cued American English) Program for Deaf and Hard of Hearing Students: Theory to Practice*, in *Cued Speech and Cued Language for Deaf and Hard of Hearing Children*, (Plural Publishing, C. LaSasso, K. Crain and J. Leybaert, editors, 2010).

The ISD 917 program's teachers of D/HH repeatedly expressed over the years the profound relief and freedom in being able to use general education curriculum without having to make



*A teacher cues to students in a D/HH program in ISD 917, Minnesota*

modifications or omit certain sections, such as phonemic awareness and phonics skills, because previously it was regarded they were skills D/HH children could not learn. As administrator, I learned that student achievement is dependent on the alignment of so many factors which must be in place besides the complete access to language afforded by ASL and English through cued English, including holding high expectations, ensuring quality teaching and services and good

curriculum, teaming closely with parents, and most importantly, following the lead of the child.

We have seen over and over that learners' access to ASL and English needs to be provided on a dynamic basis and dictated by their needs at any given part of their educational journey. We have seen for over 20 years that ASL and cued English go hand in hand.

It is parents, and their children, however, who give testimony to this better than anyone. See pages 1 and 9 for the journeys as shared by a couple of parents of children from Twin Cities, Minnesota who participated in the ISD 917 D/HH program in the bilingual-access ASL/ Cued American English model where they learned English through cued English using the system of Cued Speech.

## Cue For You Brings Video Transliterators to Cuers

by Lisa Gavin

Many times, Cued Speech clients find themselves in a location where an in-person, on-site CLT is not available. Whether in a college class, business meeting, or doctor's office, this can be very difficult for the person who is deaf/hard of hearing. This void spawned *Cue For You*, fulfilling a need in the Cued Speech community.

Today's technology now provides for an interim solution in the form of off-site services, called Video Remote Interpreting/Transliterating (VRI). VRI uses video conferencing technology, equipment, and a high-speed internet connection to provide the services of a qualified transliterator for those in need who do not have the ability to access local services.

*Cue For You* offers a convenient, on-demand cued speech transliterating service for individuals who are deaf or hard of

hearing. When an on-site transliterator is not available, Video Remote Technology brings a CLT to you! *Cue For You* can be used in a wide variety of settings and affords the client privacy not normally associated with an on-site transliterator. While there are many benefits to Video Remote services, there are limits in some settings, such as streaming ability. *Cue For You* will help to make sure this service is right for your needs.

*Cue For You* helps Cued Speech clients with many different transliteration needs and has been most successful with college students and business professionals.

The following are quotes from satisfied clients (names withheld to protect confidentiality):

"I was unable to find a CLT to be physically present at my meeting in Los Angeles, *Cue For You* videoed in.... It worked out perfectly! I'm kind of amazed

that I haven't had it before. Now when I travel, I think I'm going to ask for remote transliteration in areas where CLTs are not available."

"I'm also tempted to have remote transliteration where CLTs are available--it makes the whole affair more private than public, which is what it's supposed to be."

"I am very impressed with *Cue For You* services. The service requests are always responded to in a timely manner. The transliterator is always prompt for all scheduled calls. I know I can depend on *Cue For You* for my videoconference business meetings."

"Working with *Cue For You* has been easy and helpful in providing CLT services during my classes."

If you would like more information, please contact *Cue For You* at [CueForYouCLT@gmail.com](mailto:CueForYouCLT@gmail.com) or visit their Facebook page.

## Cueing at Spring Camp Cheerio



*Dina King cues to Emily Addison, a camp volunteer as campers look on.*

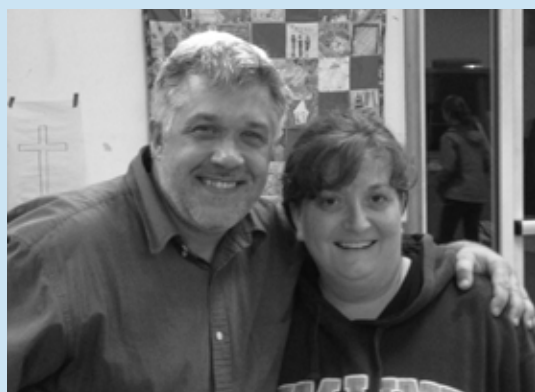


*Suzy Brown teaches a cue class at Spring Camp Cheerio.*



*A young camper shows another camper the chin placement.*

## Cue Camp Mechuwana Brings Cuers Together



*Native cuers Josh Libby and Heather Richards-Kretlow pose for a picture*



*Adult deaf cuers participate in a panel discussion.*

### Upcoming Cue Camps in 2018

Cue Camps offer Cued Speech / Cued English courses, workshops, panel discussions and guest lecturers within a relaxed camp family-friendly atmosphere at beautiful locations (rivers, lakes and mountains). Students in these workshops include parents, audiologists, speech therapists, professors and cochlear implant professionals among others. Cued Speech instructors will teach the system in an easy-to-learn format each day to meet group as well as individual needs.

**May 17 - 20, 2018**

Spring Camp Cheerio  
Roaring Gap, NC

**June 20 - 24, 2018**

CueSign Summit  
Washington, DC

**July 19 - 21, 2018**

Camp Chi-Cue-Go  
Wheeling, IL

**August 15 - 19, 2018**

Cue Camp Mechuwana  
Winthrop, Maine

**October 5 - 8, 2018**

Cue Camp Virginia  
Jamestown, VA

## Fun at Camp ChiCueGo @ ISD

By Karla Giese

NCSA Affiliate AG Bell Montessori School-Alternatives in Education for Hard of Hearing/Deaf Individuals (AGBMS-AEHI) hosted their annual Camp Chi-Cue-Go at the Illinois School for the Deaf in Jacksonville, IL on July 20-22, 2017. Fun was had by all!

Grateful families provided a lot of positive feedback. Parents, grandparents,



*A young camper plays with shaving cream.*

sign language interpreters, teachers of the deaf, program coordinators, researchers, cochlear implant team members, and college students attended Camp Chi-Cue-Go. We even had a researcher from South Korea attend who wants to implement a Cued Speech program there! In addition, members of the team who brought Cued



*Jaxon with Karla during a group activity.*

Speech to Ethiopia several years ago participated as well. What an honor to be a part of impacting families in the United States and beyond!

The Children's group ranged in ages from 6 months to four years old. They enjoyed their time with their camp counselors and focused on animals galore! They spent their time singing and cueing nursery rhymes, blowing bubbles, playing with slime and shaving cream, coloring, and enjoying snacks. One of the most popular activities was reading Old MacDonald Had A Farm and then singing and dancing to the song, all while cueing of course! Everyone had fun cueing all the animal sounds as well as making animal masks.

Meanwhile, the Level One campers had a great overview of the Cued Speech system and focused on cueing simple

words and short sentences. Instructor Amy Fowler raved about how quickly her students picked up cueing and applied it to the various activities as well as real life.

Level Two campers focused on increasing fluency and automaticity with cueing. Their instructor was Jill Burress, who shared how impressed she was with the stories and skills that her students shared with each other, along with their growth in cueing over a few short days.



*Cue class participants practice their handshake 4 cues*

Nicole Dobson taught Level Three campers and they worked hard on cue reading and conversational level skills. Nicole shared that several of her students were on their way to becoming pros and she was proud of the efforts they were putting into their lessons!

## College Scholarship Applications Available

**For College Students  
who use  
Cued Speech**

**R. Orin Cornett Memorial  
Scholarship (\$1,000)  
Carol Shuler Memorial  
Scholarship (\$500)**

**More information and  
applications at  
[www.cuedspeech.org](http://www.cuedspeech.org)**

## Cue Camp Virginia in 28th Year

2017 marked the 28th year of Cue Camp Virginia, and the 15th year that the camp has been run by the Northern Virginia Cued Speech Association. Held annually over the Columbus Day weekend, the camp was blessed with sunshine and gorgeous early fall weather.

Over 170 campers enjoyed Cued Speech classes, presentations, children's activities, and family fun at the Jamestown 4H Educational Center on the James River in Williamsburg. Adult Cued Speech classes were taught at three levels, with the Beginning Cued Speech class offered in both English and ASL.

Under the mentorship of LMI's Jane Dolan and Lauren Pruett, a transliterator training program has grown over the past several years, allowing CLTs seeking certification to have the opportunity to practice transliterating in unconventional environments and receive feedback from instructors and other CLTs.



*CCVA Teen group with volunteer Tommy Salvi, back row right.*

Over 60 participants in the Children's program enjoyed Cued Speech classes taught at two levels, as well as traditional camp activities such as canoeing, archery, moon bounce, and art projects. The 4H staff led the groups in several new activities, including fishing, seining (using a net in shallow water and learning about whatever is pulled in!), hiking a nature trail, and working together on a ropes-challenge course.

As always, the camp was facilitated by approximately 50 volunteers, many of whom return year after year to help new families learn to cue, and to make memories that last a lifetime. Cued Speech Instructors included Tom Shull (Beginning CS), Claire Klossner (Beginning CS taught in ASL), Suzy Brown (Intermediate CS/Practice), and Lauren Pruett. (Advanced CS).



*CCVA Volunteer Brook Kershner cues to a young camper.*

## NCSA Children's iBook Downloads Available for Free

Hundreds of children are now enjoying NCSA iBooks that include cued video narratives!

The following titles are available for free at [www.cuedspeech.org/ibooks](http://www.cuedspeech.org/ibooks) and are viewable on iPad or Apple computers.

*Three Little Pigs*

*Snow White*

*Red Riding Hood*

*I Have a Special Grandma*

*Alice in Wonderland*

*Hansel and Gretel*

*Rumplestiltskin*

*My Brother is Special*

*I Have a Special Grandma* and *My Brother is Special* were written by Peggy McGlone, mother of native cuer Amy McGlone. The books are primarily adaptations of classic children's books.

Each story has a video of someone cueing on each page next to the illustration and text. Deaf children can read these

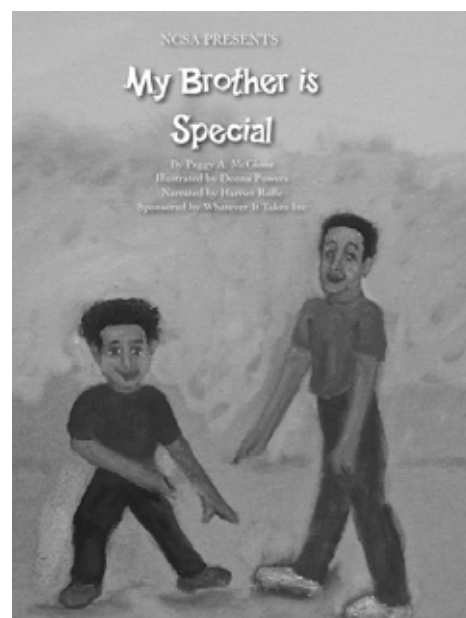
stories and see the video of a person cueing the text in real time. iBooks allows the reader to expand the video narration to full screen.

The project is under the supervision of native cuer Simon D. Roffé. A variety of illustrators captured images for the iBooks.

Pioneer Cuers may remember that Dr. R. Orin Cornett, the inventor of Cued Speech, had a project in the 1980s whereby stories were cued on video tape and these tapes along with the book would be sent to cueing children to promote literacy. Dr Cornett wanted to make the stories accessible to deaf cueing children!

The iBook Project is the 21st Century version of Dr. Cornett's vision.

Each book is sponsored by a donor, or combination of donors, who are recognized on the cover page of the book. To sponsor a book, contact the NCSA at [info@cuedspeech.org](mailto:info@cuedspeech.org).



*My Brother is Special by Peggy A. McGlone and sponsored by Whatever it Takes, Inc.*

**Download all eight iBooks at**  
[www.cuedspeech.org/ibooks](http://www.cuedspeech.org/ibooks)

# The Difference Cued Speech Made for Our Son

by Ron Davies

When our son, Luke, was around a year old, his Deaf/Hard of Hearing (D/HH) teacher showed my wife and me a video about communication options. We remember being intrigued by Cued Speech and thought it made a lot of sense but looked around and no one was using it. So, we assumed it wasn't an option.

Several years later, we met a parent who used Cued Speech but again, she was only one person. Overwhelmed by his many other health issues and seeing success using American Sign Language, we kept forging ahead. It was when our son was four years old, after having cochlear implant surgery, we saw a presentation about Cued Speech by a deaf educator from a program that had fully integrated Cued Speech into their model.

That presentation and the availability of a class to learn to cue led us to decide to try. It was a relatively easy system to learn and it answered a lot of our questions. Our son was starting to write but his written English was missing a lot of grammar. Our family eventually attended a Cue Camp and that really was the turning point. We met a lot of families with successful kids and realized his language development couldn't wait any longer.

In fourth grade, we enrolled him in that D/HH program using cued English, ASL and listening and spoken language. It was amazing to watch his language and writing skills flourish in school and at home through our own use of sign, speech and cueing. Luke was in a self-contained program for elementary school but as his



Luke and Ron Davies

skills grew, he mainstreamed for some classes, right in the same building.

Then for middle school, he was mainstreamed. With the benefit of a D/HH program in the same building where he attended classes, he was able to build his advocacy skills and socialize with other students who were D/HH.

For high school, he came back to our home district as a mainstreamed student with either a Cued Speech transliterator for classes like his Shakespeare class or a sign language interpreter, with the support of a D/HH teacher who was hard of hearing and fluent in sign, speech and cueing.

Use of an FM system was also an important access tool for him. He earned A's and B's. He used signing with his friends who were also D/HH, and also with several CODAs who joined their social group. The group started an ASL club at the school, and he was also very active on the Robotics Team serving as a computer programmer on the team.

As an adult, he finds it easier to request a sign language interpreter but is now

realizing that a transliterator may be most appropriate for his more technical classes.

For this article, my wife and I asked Luke what he thinks the impact of Cued Speech has been on his life. This is what he shared, "Cue helped me become really good at English and math, while I was struggling before. It has helped me understand the phonetics of English, so I internalize English and it has improved my speech intelligibility. It helped my math because my reading proficiency increased and for most higher math, you need to read and understand the issue."

Our son is currently enrolled in community college and working as well. He has the ambition to eventually run his own technology company but realizes he needs to work for others to gain the skills to get there. He's in all sorts of chat rooms, working on projects and giving advice to others. He's officially "tech support" for his family and friends.

What our son would like to share with parents of young children who are D/HH: "Read a lot of books with your kids and help your child love to read so they become really fluent in English or whatever language your family uses. Captioning is fast, so reading fast and having a really good vocabulary is important, especially when you get to high school and college. I really found it helpful for my family to know sign language, so I am linked to the Deaf Community and am proud of who I am as a Deaf person. But also learn Cued Speech and use it at home too because so much language happens at home away from school. Cued Speech doesn't take away from the benefits of hearing or speech or sign, it's another tool to fill in the blanks. I'm really glad I have all three."

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## Focus on NCSA Board Members

We asked a few of the NCSA Board Members to tell us about themselves and what they hope to accomplish during their three-year term in office!

### Suhad Keblawi – Treasurer

You can count on me! I am Suhad Keblawi, and in my second term as an NCSA board member I accepted the position of Treasurer. I am a parent of two wonderful young adults, Jill and Nabeel. I have been cueing for over 30 years as a parent and a professional cued language transliterator.



Some things I would like to accomplish as a Treasurer for NCSA: First I need to fully understand the responsibilities of my position and streamline those duties so others who follow will have clear understanding of the position of Treasurer. My second goal is to ensure that the NCSA's budget priorities and decisions mirror the intentions and objectives of the NCSA's visions and mission. Finally, my goal is to make this position attractive enough so others will jump at the opportunity to be treasurer when asked.

Regardless of any position I have, I will continue to support cued language transliterators in my state of VA to have the best training available. I will continue to teach CS to parents, educators, and aspiring transliterators. You can count on me. Please share your ideas with me at [skeblawi@cuedspeech.org](mailto:skeblawi@cuedspeech.org)

### John Veazey – Gulf Coast Regional Representative

I am a deaf attorney, residing and practicing in Prairieville, Louisiana. I was born profoundly deaf to hearing parents in 1988.

Initially, my parents began learning SEE (Signed Exact English) to communicate. Before turning three, my



parents discovered Cued Speech and saw its advantages in giving me full visual access to spoken English. They could communicate naturally and fluently in their own language with no impediments. With Cued Speech, my grasp and mastery of English grew exponentially. Before entering kindergarten, using Cued Speech, I learned to read phonetically.

My parents moved to Ascension Parish, Louisiana where there was a strong Cued Speech program under the leadership of Barbara Lee. By first grade, I was mainstreamed in my home school with a transliterator and this continued until I was a junior in high school. I graduated high school, college, and law school. Currently, I operate my own law firm, John Veazey Law, and practice disability civil rights, estate planning, business organization and transactions, and real estate law.

I joined the board of the National Cued Speech Association in 2017 as the Gulf Coast representative. As a board member, my most immediate goal is to build up Cued Speech resources in my region and promote Cued Speech with new parents and educational professionals. My dream is to see Cued Speech integrated into Deaf education across the country as part of a truly bilingual education for Deaf children. Please share your ideas with me at [jveazey@cuedspeech.org](mailto:jveazey@cuedspeech.org).

### Kitri Kylo - Upper Plains Regional Representative

I spent the last 27 years as Assistant Director in Intermediate School District 917, Minnesota, where I directed a regional center-based Deaf/Hard of Hearing Program encompassing preschool, elementary, and secondary levels, as well as supervising the district's itinerant D/HH, blind/visually impaired, physical/health disabilities, physical therapy, audiology, interpreter/transliterator and deaf/blind intervener services provided across the district's nine local member school districts.

I led a team of professionals who demonstrated for over 20 years that a



public-school program can provide a bilingual-access program for learners who are deaf/hard of hearing to acquire skills in both American Sign Language and English/literacy via spoken/cued English.

I previously was at the Minnesota State Academy for the Deaf as a houseparent, teacher assistant, and special education coordinator. I worked as a nationally RID-certified sign language interpreter for several years, then earned my masters and worked as a Teacher of Deaf/Hard of Hearing. I earned an Educational Specialist degree in Educational Administration and hold licenses as Special Education Director and Principal.

Now retired from 40 years in deaf/hard of hearing education, my goals as an NCSA board member are: 1) to increase access to English through cued English using the system of Cued Speech in home- and school-based educational programs and services for children who are D/HH and their parents through education and increased awareness of how cued English complements the use of other languages and modalities; 2) to increase awareness of and dispel misinformation about Cued Speech among state, medical and higher education training agencies and institutions; and 3) increase NCSA membership and usage of NCSA resources in the region. Please share your ideas with me at [kkyllo@cuedspeech.org](mailto:kkyllo@cuedspeech.org).

### Lisa Gavin - Southeast Regional Representative

I am a nationally certified CLT, residing in Jacksonville, Florida. I am the founder of *Cue For You* - the first remote, on-demand Cued Speech transliterating service for the deaf or hard of hearing. I have a Bachelor of Business Administration in Management and an M.B.A. in E-Commerce.

My passion for Cued Speech began in 2011 when my daughter came home from kindergarten picking up cues from the CLTs allowing her to communicate with her deaf friend in class. I have continued to grow in the profession by



working with all pre-school age children to business professionals and have become a tremendous advocate for people who are deaf/hard of hearing and focus on services for those in need.

My goal as an NCSA board member is to continue outreach efforts in the Southeast as a key contact in the area and continuing to spread Cued Speech awareness both locally and remotely. Please share your ideas with me at [lgavin@cuedspeech.org](mailto:lgavin@cuedspeech.org)

### **Maureen Bellamy – Capitol Regional Co-Representative**

At age 14 months, my son, Michael, was diagnosed with a profound bilateral sensorineural hearing loss while my husband and I were serving in Desert Storm as Army helicopter pilots. I left active duty soon afterwards so that our family could move to Virginia and take advantage of Fairfax County's excellent reputation for services for children who are deaf and hard-of-hearing.

I began cueing 25 years ago when Michael was 3 years old. Frustrated by the limitations of both Total Communication and Auditory/Oral modalities, we learned that Cued Speech would allow complete and unambiguous visual access to the spoken American English we used at home. Literacy and love of language were very important in my home growing up and I wanted to be able to share those with my profoundly deaf son.

I began learning to cue via video tape instruction, then attended Cue Camp Friendship (MD) and Cue Camp Virginia, as well as classes with Barbara Williams-Scott. When the Northern Virginia Cued Speech Association reactivated in 1997 I became an active member, and later served as President. I have been Co-Director of Cue Camp Virginia since 2003 (except for 2009).

I joined the DC Army National Guard after moving to Virginia, serving in various positions as a helicopter maintenance test pilot, instructor pilot, unit commander, staff officer, and ultimately, Aviation Facility Supervisor and State Army Aviation

Officer. I retired a few years ago and feel like I now have time available to make a difference as a Board member of the NCSA.

As a co-Regional Rep, I look forward to working with Rachel McAnallen to provide resources to new Cuers and to advocate for Cued Speech throughout the Capital Region. I'd like to create more awareness about Cued Speech, offer more Cued Speech instructional opportunities, increase communications and distribution of NCSA information, and establish a pool of professionals within the Region to provide presentations at workshops and conferences. Please share your ideas with me at [mbellamy@cuedspeech.org](mailto:mbellamy@cuedspeech.org).

### **Rachel McAnallen – Capitol Regional Co-Representative**

Born profoundly deaf, I have used cued English since I was 18 months old and started learning American Sign Language when I was 5 years old. I grew up in the Chicago suburbs and attended the AG Bell Montessori School and National Technical Institute for the Deaf/Rochester Institute of Technology.

I first became a Cued Speech "professional" when I joined the Colorado Cued Speech Association and the Colorado Hands and Voices chapter while living in Colorado. I currently live in Alexandria, Virginia with my husband and two sons.

My primary goal while serving on the Board is to network with local resources in the region for deaf adults, professionals working with the Deaf community, and parents of children who are deaf and hard-of-hearing. Other goals include offering support to individuals, families, and institutions who are interested in Cued Speech; promoting awareness about Cued Speech through outreach (i.e. social media, articles, lobbying state and federal political representatives); and helping modernize the National Cued Speech Association's data management and outreach programs. Please share your ideas with me at [rmcanallen@cuedspeech.org](mailto:rmcanallen@cuedspeech.org).



## **Stakeholders attend EHDI 2018: Engage Your Community**

by Aaron Rose

At my first EHDI meeting, I took in the experience with a focus on building bridges and discovering what opportunities and challenges lay ahead for the Cued Speech community at large.

There is still a lot of work to do in regards to including cuers in the conversation, but a simple way is to ask people to incorporate the phrase "talk, sign, and cue" into their discussions as a way to acknowledge the growing base of cuers in the United States.

Looking ahead to EHDI 2019 in Chicago, it's important for more stakeholders from the cueing community to participate in discussions that affect the outcomes of children with hearing loss.

Community engagement is not just limited to EHDI meetings, but also with state-level organizations and chapters including Hands & Voices, state associations for the deaf, state departments of education, and metro and rural school districts.

If you're looking to get involved, NCSA affiliates are just one of many opportunities available within the cueing community. Native cuers can reach out to local school d/hh programs and ask if they can volunteer as deaf role models. Parents can create support groups for other parents and family members just beginning their journey with Cued Speech. Activate yourself and discover how you can support the cueing community today!



*Aaron Rose gets creative in showing his support for Cued Speech at EHDI 2018 in Denver, CO.*

## A Deaf Mother's Perspective (continued from p. 1)

language transliterator the first half of the school day and a sign language interpreter afternoons “for balance” (Molly’s preference and words). Molly became a fluent cuer herself, which accelerated when she later had a cued language transliterator who did not know how to sign. She was an active participant in her mainstream classes, and she also was in the school’s spelling bee, where she was able to participate easily since the words were cued to her and not fingerspelled. Molly also used ASL when she was not in class in other parts of her school day and at home. In junior high school, she went to the Minnesota state residential deaf school that uses ASL. Molly was mainstreamed for part of the time at Faribault Middle and High School. She also took college classes during her junior year of high school.

Molly’s reading and writing skills soared after being exposed to cued English. I found the experience fascinating, actually. I recently asked

Molly what she thought about cued English and how did it help her? She said it helped her differentiate words, especially phonemes and the like, for example, ‘their’ and ‘there.’ You don’t say we are ‘their’ now which should be we are ‘there’ now. She said it helped her decide which words to use in her writing. Cued English is like a visual phoneme approach.

Molly graduated from Gallaudet with a BS in sociology and a minor in Communications. She is still living in Washington, DC, working and wants to go back to school in a year to get her masters. She played college volleyball four years. She coached two years of high school volleyball at MSSD. She enjoys running and working out and traveling the globe when she can.

I recently talked with Molly about what recommendations or advice she had for new parents of children who are D/HH. She said she would recommend

parents to try different avenues such as cued English but choose an appropriate setting like the D/HH program at Gideon Pond Elementary because when they started with Molly, they started off slowly making sure she was comfortable with it. Once she became comfortable, she soared! I would highly recommend parents of deaf/HH/deaf blind to check out cued English as early as possible. I’m so grateful that Molly started young. Some kids may start off slowly and then pick up the pace. Every child is different, so be patient.

I was fortunate enough to attend Cued English/Speech camp in Minnesota which allowed me to meet other parents and children that used cued English. I just wish I had kept going with it, which I think would have helped me as well!

## Introducing Cue College: Online Instruction and Much More!

By Sandy Mosetick

Announcing the immediate launch of Cue College! *CueCollege.org* is a new website for providing Cued Speech information, products and services – AND online instruction in Cued Speech for families, professionals, and others who wish to learn more about Cued Speech.

Cue College is also a “platform,” built using the latest in online education and e-commerce software, to share with our colleagues in the worldwide Cued Speech community, so that together we can create a full complement of Cued Speech courses, products, and services for the masses!

Cue College’s first online course is *CS100 – Introduction to Cued American English* and was adapted from the *I Cue U Cue* CD-ROM program created in 2006 by IDRT (Institute for Disability Research and Training, Inc.). *CS100* consists of an introduction to Cued Speech and its history; 14 lessons covering all handshapes and placements and other information

required in order to learn to expressively cue American English, including a plethora of video practice activities that will support the student in memorizing the system and learning to cue with accuracy, proper form, and a beginning level of fluency at the word, phrase and sentence level; and a wrap-up lesson with lots of information and practice materials for continuing one’s Cued Speech journey.

Cue College is a program of AEHI (Alternatives in Education for Deaf and Hard-of-Hearing Individuals), a Chicago-area, not-profit organization, and a long-time affiliate of the NCSA. AEHI and the Cue College project team are excited to introduce our new website, [www.CueCollege.org](http://www.CueCollege.org), to the public -- and to our

**CS100**  
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colleagues who may be eager to learn more about and possibly join us in using this new valuable and versatile platform. Please explore the website and contact us at [info@cuecollege.org](mailto:info@cuecollege.org).

## Why Cued Language is Great for Cued Speech (continued from p. 3)

in English. So, how? How do we explain why you do not have to hear English to know English? After all, English is a spoken language. The answer is something all cuers know, we've just never thought about it before. Here's what I learned from *Cued Language Structure*:

The answer is that cueing does not represent speech sounds.

Like I said before, speech is noise and hot air: it's a way to express a language. It is one hundred percent accessible through the ears; however, you can't see all of it. That means it's not very usable for people who don't hear everything. When you cue, you are making the building blocks of a language fit together to form syllables, words, and phrases the same way speech does, but accessible through vision.

Cueing is made up of handshapes, placements, and mouth movements. It is one hundred percent accessible through the eyes. So, if you don't hear at all, it doesn't matter! And suddenly it's quite obvious how you can know English without ever having heard it. Cueing can't possibly be a way to express speech: only your vocal cords can express speech. But cueing can easily be a way to express a language, and it does so, every day. Cued Speech is the name of the system we use, and it always will be. What we do when we're cueing is cueing a language. A cued language. It's as simple as that.

All cuers already know that cueing is not speech--we've just never thought about it before. To prove it to yourself,

take this short quiz:

Where is the more appropriate place to cue?

A) in a room with the lights off

B) in a room with the lights on

If you answered B, you already know that cueing and speech are not the same thing. We need to see to be able to cue. Speech works way better in the dark than cueing does. The interesting thing about cueing is that we can speak and cue at the same time. But we don't have to--they are two parallel, complete ways of expressing English.

Over the years my family has certainly relied on the fact that cueing and speech are different things, even though we didn't realize it. The cuers in my family (hearing and deaf) have been known to cue to each other in many different situations--like, between cars on the highway, to say, "Tell Aunt Donna to drive the speed limit!!" Another thing we've figured out is if you need to talk in the middle of church, cueing is much quieter than a whisper. Or, a technique that works great for the cousins in my family: we can cue if we don't want all the adults in the next room to hear what we're talking about! We can tell the person mowing the lawn that they have a phone call. The list goes on! None of these would be possible if cueing and speech were exactly the same thing.

That's why "cued language" is a great thing for Cued Speech. The term "cued language" doesn't change the system of

Cued Speech at all. What it does is give us the tools to explain what it is that we do and why we do it. But don't take my word for it--ask questions and look for good answers.

The first time I sat in on a presentation about cued language, I practically jumped out of my seat! It's what I'd been looking for, for 17 years: a better answer than, "It's in there." Now I don't dread my 'cue explanation' any more. I know I have the words to explain it and make sense, even to a non-cuer. I'm sold; in my opinion, the term "cued language" is the best thing to hit Cued Speech since the invention of the cue camp.

### About Claire Klossner

*Claire got her start in cued language transliteration in 1982 when she and her family attended the Cued Speech Family Program at Gallaudet University. She began to volunteer at cue camps in 1986 and has since taught cueing to many. Claire teaches cueing classes at Gallaudet University and transliterating classes for Language Matters, Inc. She works as a freelance ASL-English Interpreter and Cued Language Transliterator in the Washington, DC area and is currently the Secretary of the National Cued Speech Association. Claire started writing this article in 1999 and claims to no longer use exclamation marks in her writing so freely. She and her cousins, although almost 20 years older than they were at the start of this article, still cue to each other.*

### Need materials for a conference or workshop?

The National Cued Speech Association has pamphlets and materials available on request for individuals and organizations looking to provide more information and resources on Cued Speech and cued language services.

Email [info@cuedspeech.org](mailto:info@cuedspeech.org) for more information.



*Sarina Roffé poses in front of the NCSA's new exhibit banners at EHDI 2018 in Denver, CO.*

## Advocating for a CLT (continued from p. 1)

situation, the person you are requesting accommodations from may understand the nature of your request, but they may not agree that they need to provide a requested accommodation because of money, time, staffing, or institutional obstacles. In other words, it would cause an “undue hardship.”

My first experience with requesting a reasonable accommodation as a professional occurred in Denver, Colorado. I had applied for a position with their Department of the Environment and had been offered an interview. The interview was fairly rigorous and involved a “listening test.” I e-mailed back and forth with the Human Resources department and initiated a formal request for a reasonable accommodation. Unfortunately, the accommodation that was provided for the listening test was inadequate, and I ended up scoring low enough that I wasn’t selected for the next round of interviews. I filed a complaint with the State’s civil rights department, and I was later contacted and invited to return for a second interview and was ultimately offered a position.

When I began working for my current employer, I quickly discovered a rigid organizational structure that discouraged my approach to requesting reasonable accommodations. Instead of contacting a provider or organization directly to request a reasonable accommodation, my employer emphasized using the “chain of command.” In other words, the request would ideally come from a supervisor, the supervisor’s supervisor, the squadron commander, etc. until it reached the level of authority where funding or resource allocation could be feasible.

Following this recommendation resulted in institutional paralysis, because hurdles one (is this applicable or relevant to me?) and two (is this something I can or should provide?) were repeated at each level the request had to pass through. Often, requests never made it to the “top.” Ultimately, I found that working directly with a disability or “equal opportunity” program manager produced the best results, especially one at the highest level, at the Secretary of the Air Force’s office.

I have used Cued Language Translitterators (CLTs) successfully at work.

The first challenge was identifying CLT resources in the local area. Some interpreting agencies do offer Cued Speech services, but sometimes interpreting agencies do not advertise them. I have had to network with local CLTs, ask what agency they work for or freelance for, and then call the agency to request the CLT by name to ensure my request would not get denied. If local CLTs are not available, I use a video remote cueing service called Cue for You (see page 5). With a mobile internet connection (a “hot spot” or “jet pack”) my employer provides a tablet and a microphone, I can request a CLT with unlimited geographic mobility and a fairly flexible schedule.

The second challenge at work was getting the appropriate permissions to use my employer’s credit card to pay for their services while complying with federal procurement regulations. This required collaboration with my supervisor, the contracting office (where the credit card officials worked), the local and Air Force disability managers. For accommodations lasting longer than two days or for electronic accommodations (FM systems, videophones, etc.), I utilized the Centralized Accommodations Program (CAP). CAP is available for any federal agency to use.

I still face challenges at work where people outside my immediate organization will ignore or refuse my requests for reasonable accommodations. In those cases, I continue to follow-up with them and establish a written record. If it is still unsuccessful, I work with my supervisor to elevate it to the disability manager, and if it is the disability manager who will not cooperate, then we elevate to the Secretary’s Disability Manager and/or the Equal Opportunity Office where legal recourse can be pursued.



*Lt. Col. Christine Millard, 21st Comptroller Squadron commander and Rachel McAnallen at the Peterson Club*

I have not had to resort to legal measures at work besides the Colorado state government interviews, but I have run into difficulties when pursuing professional licensure as an engineer. When the country’s premier engineering licensing study and testing preparation center denied my request for a reasonable accommodation for on-line preparatory courses multiple times, I filed a Department of Justice Americans with Disabilities Act complaint on-line. To my surprise, the DOJ contacted me within two months, and the study and testing preparation center contacted me a few weeks afterwards to offer reasonable accommodations.

I encourage deaf adults to be trailblazers wherever they go, because their efforts establish precedents. Everyone, including individuals with disabilities, needs to be held accountable for accessibility. If rights are not exercised, they grow rusty with time, and one day, we may find ourselves in the position where those rights are threatened.

It is already happening these days: Congress is considering weakening the Americans with Disabilities Act, and there is a multi-state campaign to limit choices in deafness and education. Cuers and cueing families everywhere, next time you are considering a school, an event, or a work opportunity, request a CLT! Requesting a CLT is the only way to build demand for and ensure continuity of cueing services for now and for future generations.

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## NCSA - Your Donation Dollars Are Helping Families

Parents, deaf adults, and professionals across the nation are getting the training, advocacy and support they need because of NCSA supporters.

Because of you

- the NCSA was able to award \$17,500 of support to cue camps in Washington, DC, Virginia, Illinois, North Carolina and Maine.

- A deserving college student received a \$1,000 scholarship.

- Parents of children who are deaf were able to learn Cued American English in workshops held in many states.

- Your support made it possible for the NCSA to train instructors of Cued Speech.

- Thanks to you, the NCSA spread

the word about cueing to thousands of people through exhibits at ASHA, EHDI, AG Bell and Hands and Voices national conferences.

- And because of you, the NCSA was able to advocate for the Reauthorization of the EHDI Act, as well as many changes in state legislation.

Look at how many lives were touched by the NCSA! And there is so much more! For each family that embraces Cued Speech, we envision a child fully able to receive the same education as his/her hearing peers. More importantly, we envision children who can read!

The NCSA does all this work on a very tight budget. Each year we struggle to make ends meet.

Right now, you can continue to be a part in helping increase literacy and full access to English for children who are deaf and hard of hearing. Please go to [cuedspeech.org](http://cuedspeech.org) and click the 'donate' button or mail in your generous tax-deductible gift for our Annual Campaign to support the NCSA's mission – to champion effective communication, language development and literacy through the use of Cued Speech.

Join my family in making a deep and meaningful impact on the lives of so many families. In anticipation of your support, thank you!

*Penny Hakim*

*Fundraising Vice President*

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## National Cued Speech Association

1300 Pennsylvania Avenue, NW Suite 190-713

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# State Legislation Advocates for Kindergarten Readiness

Legislation regarding “kindergarten readiness” for children who are deaf or hard-of-hearing continues to be introduced in state legislatures across the country. An organization called Language Equality and Acquisition for Deaf Kids – Kindergarten Readiness (LEAD-K) is the primary organization advocating for most of these bills.

The LEAD-K bills are based on the premise that deaf children should enter kindergarten having had full access to language in order to begin schooling with equivalent language development as

their peers. As is well known within deaf education circles, many deaf children are language delayed when they begin formal schooling.

The NCSA supports deaf children having access to the primary language(s) of the home, which can include English, Spanish, and ASL. As such, the NCSA’s position is that Cued Speech should be integrated into LEAD-K legislation so that families that have English (or Spanish, etc.) as their native language are appropriately represented. The NCSA is also advocating for Cuers to be adequately

represented on the committee established by the legislation.

As of March 2018, we are aware of bills in the following states: California, Louisiana, Michigan, New York, Hawaii, Texas and Virginia. The NCSA supports the New York bill because it specifically names Cued Speech, recognizes Cued Speech as an option available for kindergarten readiness and provides adequate representation on the committee to the Cued Speech community.

The NCSA LEAD-K Committee is actively working with state groups as we find out about the bills as they are introduced in each state. The NCSA LEAD-K Committee is co-chaired by Claire Klossner and Jill Keblawi. If you would like to help or contact us about legislation regarding kindergarten readiness for deaf children in your particular state, we want to talk to you! Contact the co-chairs at [cklossner@cuedspeech.org](mailto:cklossner@cuedspeech.org) and [jill.keblawi@cuedspeech.org](mailto:jill.keblawi@cuedspeech.org).

## Meet the NCSA in Scottsburg, IN

<b>Fri/Sat - Oct 19-20, 2018</b>	NCSA Board meeting
<b>Fri/Sat - Oct 19-20, 2018</b>	Basic Instructor Workshop
<b>Sat/Sun - Oct 20-21, 2018</b>	Beginner Cued American English
<b>Sat/Sun - Oct 20-21, 2018</b>	Beyond Beginner CAE
<b>Sun - Oct 21, 2018</b>	Instructor Certification Exam