

NCHAM Survey Shows Cued Speech Use Nationwide

By Benjamin Lachman

The National Center for Hearing Assessment and Management (NCHAM), which was responsible for the creation of the Early Hearing Detection and Intervention (EHDI) framework that is currently responsible for a large chunk of Early Intervention (EI) services for children who are deaf or hard of hearing in the United States, published an EI Snapshot Survey Report in 2017. The purpose of this snapshot survey report was to “assess the early intervention system in the United States for families of children who are deaf or hard of hearing (DHH).”

Chart 4. Family Report of Quality of Information Provided About Communication Choices Upon Diagnosis

Communication Modality	Percentage of Families Reporting Quality of Information			
	Excellent	Good	Fair	Poor
Listening and Spoken Language	46%	30%	10%	14%
Sign Language	38%	29%	17%	17%
Total Communication	36%	28%	15%	21%
Cued Speech	22%	21%	25%	32%

NCHAM EI SNAPSHOT REPORT (2018)

The usage of Cued Speech as a communication mode was included in this survey. NCHAM asked questions of a sample of caregivers from ten states across the nation and asked several questions about the quality of EI services that they received. Many of these questions focused on their perceptions about the information

they were provided by their state-level EI providers with an emphasis on access to family-to-family support organizations. The families who completed surveys had children between two and six years old.

Questions about communications modality asked families about how

NCHAM Survey continued on P. 9

Why Parents Should Cue At Home

By Dr. Donna Morere

Parents want the best for their children. That's why many parents of deaf children learn to cue. However, often parents don't cue consistently at home. They have many reasons for this. They are struggling to learn to cue and want to wait until their cueing is more fluent. They are concerned that they will make mistakes. They are slow and want to be able to communicate with their child more quickly. These are just a few of the reasons given. The thing is, our children NEED for us to cue to them as soon as possible and as much as possible. And not just to them – to everyone in the house. This way they get access to all of the language modeling similar to what their hearing peers receive. All of that time spent waiting until one is a “good enough” cuer is time that the child who is deaf or hard of hearing has lost in learning language and having communication access.

Children's brains are amazing machines. They are more complex than the most powerful super computer known to man. However, even the most powerful computer needs accurate information in order to work properly. As the saying goes, “garbage in, garbage out.” Neuroscience research tells us that in order for children to learn language they need ongoing, comprehensive, clear, accurate exposure to language input. That means that when they see/hear a word, they need to see/hear it unambiguously and with the same phonemes every time they are exposed to it.

Listening is hard – even with the best hearing equipment such as a cochlear implant (CI) or digital hearing aid (HA) –

Why Parents Should Cue At Home, continued on P. 10

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President's Message

As we reflect in 2018, at the NCSA we are excited about the year we have had, the places we have seen Cued Speech grow, and the lights in people's faces as they realize that communication in the language of the home is only a weekend away.

We have continued to focus on our US-based advocacy activities, taught classes in cities and small towns across the country, participated in conferences, and joined in the increasing discourse about legislative topics governing early childhood services.

In this arena, the NCSA is taking a leadership role in advocating for children by supporting the family's right to choose how their child is taught. We have been present as state legislatures discuss and vote and have been able to effect changes that allow for representation by Cued Speech advocates on state panels.

On another exciting note, we continue to learn of the increasing use of Cued Speech in the U.S. as reported in two separate independent studies (see page 1 for information on one study). One of our members was approached to teach a class and was told "Cued Speech seems to be everywhere!" While we wish that was true, we are very encouraged that

there is even a perception that it might be the case and it keeps us marching ahead to that vision.

As an organization, we have embraced the power of social media and have allocated time in committee and board meetings to organize campaigns to share personal experiences, raise funds to support continued programming, further disseminate information about new and different ways to learn Cued Speech, and connect with others who can provide support.

To those of you who have joined the family of Cuers in 2018, welcome. And to those of you who have long supported us and embraced what we all know to be a life-changing and life-long mission, we wish you a 2019 that brings joy and happiness to you and your loved ones.

This edition of *On Cue* is filled with amazing information that I am confident will inspire our readers.

- Anne Huffman



NCSA Affiliates

AG Bell Montessori School

9300 Capitol Drive
Wheeling, IL 60090
847-850-5490
www.agbms.org
karla.giese@agbms.org

Cued Speech Association of Minnesota

5056 3rd ST NE
Fridley, MN 55421
info@cuedspeechminnesota.org
www.cuedspeechminnesota.org

New York Cued Speech Center

3603 Quentin Road
Brooklyn, NY 11234
800.459.3529
sroffe@cuedspeech.org

North Carolina Cued Speech Association

409 S Baldwin Ave
Spencer, NC 28159
(336) 408-2434
nccuedspeechassoc@gmail.com

Northern Virginia Cued Speech Association

PO Box 2733
Fairfax, VA 22031-2733
nvcsa@yahoo.com
www.nvcsa.org

Rocky Mountain Cued Speech Association

rockymountaincuedspeech@gmail.com
www.rockymountaincuedspeech.org

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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. Electronic photos must be high-resolution at 300 dpi.

1300 Pennsylvania Ave
NW Suite 190-173
Washington DC, 20004

Sarina Roffé: Editor
Aaron Rose: Layout Editor

Which is Better, ASL or Cueing?

by Joan Boddicker

My oldest daughter, who is hearing, recently asked, “Which is better, ASL or cueing?” It’s a fair question, but it would have been better had she not asked it during Cued Speech class! The teacher made the point that the two are different and are useful in different ways. Later, as I discussed with her our reasons for choosing Cued Speech over 13 years ago, I had a chance to evaluate the results.

My husband and I learned that our second daughter was deaf when she was ten months old. We were thrilled when we were told that she would likely receive a cochlear implant by the time she was 18 months old. We thought that sign language would be for bath time and bed time and would be of little use once she learned to read.

We had a niece who used hearing aids, and her school in Iowa used Signed Exact English (SEE). Her mother explained that kids who use ASL often have difficulty reading at grade level, so the school used SEE signing to help match ASL signs to English. That was how we first heard of a reading gap which often exists between deaf and hearing children. It was also how we first learned that ASL and English were different languages.

As we did more research, we found that language development started much earlier than spoken language, so it was important to “get language into her” before she could actually hear it at 18 months. At the same time, we were being told that with her cochlear implant, our daughter’s hearing would be “nearly normal,” so all she would need was some training in listening. The mixed messages were really confusing, but in the end, we chose Cued Speech because it provided what worked best for our family:

- Easily learned and adapted by our family
- Access to all words in English
- Phonemic awareness to support reading skills



Cecelia Johnston

One of the main advantages of learning Cued Speech was that we only had to learn eight hand shapes and four hand placements in order to produce any word in English.

We didn’t have to learn the whole new language of ASL. And we could

use those same hand shapes to make all the new words that were coming with new technology (iPhone, e-mail, wi-fi) and the many nonsense words of some of the children’s books we had loved reading to our older daughter. We could show the difference she was hearing between “aunt” pronounced by her Minnesotan friends (awnt) and “aunt,” pronounced by her Iowan parents (ant). Most importantly, we could help her learn to read the same way hearing children learn to read through phonemic awareness. One of the most amazing studies I came across reported that when deaf cuers read they process language in their auditory cortex, the same way hearing people do.

Since the time we committed to Cued Speech 13 years ago, I’ve had occasion to wonder if it was the correct choice. Right up front we were told that it would be difficult to get people to support us in the school system. Most Teachers of the Deaf and Hard of Hearing (DHH) learn sign language or auditory-oral communication methods. Cued Speech, unfortunately, was not a communication option supported in the DHH teacher program in Minnesota.

Luckily, our school district did not question our chosen mode of communication or make it more difficult for us. When our daughter was three and entered Early Childhood Special Education, the school district found a para-professional who was willing to learn Cued Speech and transliterate for our daughter. When our daughter took gymnastics and swimming classes through community education, we were able to request a transliterator and other

accommodations to ensure she had “access” to the classes. Contrary to what we had been told, choosing Cued Speech did not create obstacles for us.

In fact, since the time we chose Cued Speech, I have discovered new reasons to appreciate it that I couldn’t have anticipated when we started down this path. The biggest benefit is the ability to show the sounds of the words I am saying: the last name of a friend, the words of the song all her friends like, or a word she saw on closed captioning of a movie.

In addition to hearing loss, our daughter has some cognitive and learning challenges that result in difficulty with short-term memory and below-grade-level reading and math abilities. Because of her additional challenges, just being able to read words is not usually enough. She needs an auditory and visual support to know, for example, that the singer’s name is Katy Perry not Pererry. By using Cued Speech, I can communicate to her exactly what she heard, even though they may not be words I want her to know! Now that she can read, she is not dependent on Cued Speech to get information, but it is still great support in school situations where there is often a lot of background noise, and where lectures and instructions may be fast and include words outside her everyday vocabulary.

Finally, as I begin to worry about her social development, I believe that being conversant in English, even at a level below her peers, gives her more options than if she communicated more expressively in ASL given the other learning challenges she has. Hearing loss is a low-incidence disability. By being able to communicate in English, she will have more options when it comes to finding people of similar abilities with whom she can socialize.

Looking back, I believe that Cued Speech was the best choice for us. It is not a matter of being better or worse than ASL, it is just different, with different purposes and different uses.

Joan Boddicker is a parent from the Minneapolis/ St Paul area of Minnesota.

NCSA Advocacy Position Statement: Kindergarten Readiness for Deaf Children

Legislation regarding “Kindergarten readiness” for deaf and hard-of-hearing children has been sweeping the country. The premise behind Language Equality and Acquisition for Deaf Kids (LEAD-K) is that deaf children should enter kindergarten having equivalent, age-appropriate language development similar to their peers. The National Cued Speech Association (NCSA) agrees that, “when provided with access and opportunities, the Deaf child has normal ability to develop language. The Deaf child who has the foundation of language will acquire English literacy.” (<http://www.lead-k.org/about/>).

LEAD-K 2018

AG Bell and LEAD-K leaders recently agreed to adapt a model LEAD-K bill that will be available for states to use as a template. The NCSA is thrilled by this successful collaboration and supports the major tenets of the template. The NCSA supports AGBell and LEAD-K’s aim to “provide parents balanced information about language acquisition in ASL and English, understand language acquisition milestones, receive information on available communication modes, and

protect parents’ right to select which language they will use with their children.” (AGBell Press Release, Oct 2018)

We look forward to working with AGBell and LEAD-K to make sure Cued Speech and cueing services are represented in the bill. Federal law provides that Cued Speech and cueing services are ensured along with oral and signed language services for infants, toddlers and school-age children. (Parts C and B of the Individuals with Disabilities Education Act). Recent studies suggest that while 12% of families use Cued Speech as their primary mode of communication, families do not receive adequate information about cueing. (National Center for Hearing Assessment and Management Early Intervention Snapshot). Accordingly, it is the NCSA’s position that Cued Speech and cueing services must be represented in any legislation addressing language acquisition for deaf children.

State by State

While a national template is useful, LEAD-K legislation happens at the state level, and each state may or may not elect to use the template. The NCSA

is committed to supporting its state stakeholders to make sure that clear provisions for accessing English and other spoken languages visually, such as via Cued Speech, are included in state legislation. The NCSA supports deaf children having access to the primary language(s) of the home, which can include both ASL and spoken languages.

The NCSA believes that Cued Speech should be integrated into any legislation so that families who have English or another spoken language as their native language are appropriately represented. By providing access to the spoken language of the home via Cued Speech, deaf children born to hearing parents can be kindergarten-ready.


Contact the NCSA LEAD-K Committee co-chairs at cklossner@cuedspeech.org and jill.keblawi@cuedspeech.org.

Works cited:

<http://www.lead-k.org/about/>


<http://www.infantheating.org/ei-snapshot/docs/ei-snapshot-final-report.pdf>

AGBell Press release October 2018




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NCSA Awards 2018 College Scholarships

Each year the NCSA is able to provide two college scholarships.

The R. Orin Cornett Scholarship is a \$1,000 award given in memory of Dr. R. Orin Cornett, the inventor of Cued Speech. Established in 1997, the R. Orin Cornett Scholarship Fund was created to aid qualified deaf or hard of hearing students to continue their education past high school.

The Carol Shuler Scholarship is a \$500 award to a deserving student from the western states. Carol Shuler was a staunch advocate of Cued Speech.

Recipients of the scholarships must

1. Have used Cued Speech as their primary mode of communication during their language learning years OR for five or more years during their education, and
2. Be entering or attending vocational school, undergraduate school or graduate school as a full-time student.

R. Orin Cornett Scholarship

The NCSA is proud to announce that Jhenna Becker of Bloomington, MN is the recipient of the 2018 R. Orin Cornett Scholarship. The award is \$1,000.

In her recommendation letter, Ms. Becker's pastor said, "Last summer, I took a group of high school students, including Jhenna, to Chicago for a trip focused on service and learning in the city. Our group learned about what it means to do justice that is relational and sustainable, and I saw Jhenna grow significantly in her understanding of systemic issues and what her role might be in addressing them.

She humbly listened to the leaders at our ministry sites, and sought to bring her whole self to every experience. Jhenna has a clear heart to serve, and the emotional and intellectual capacity to engage thoughtfully in that service."



Jhenna Becker

Jhenna writes, "Because my parents started learning Cued Speech right away, I was able to learn English without much language delay and have become a successful student. I am so thankful for the benefit that accessing English through Cued Speech has brought to my life."

Carol Shuler Scholarship

Emily Jones of Provo, UT is the recipient of the 2018 Carol Shuler Memorial Scholarship. This is a \$500 scholarship and happily an anonymous donor has stepped forward to match the scholarship, so Emily received \$1,000 toward her college education.

In her recommendation, her audiologist said, "Emily is in large part the gold standard of what Cued Speech can do to help (deaf and hard of hearing) individuals achieve excellence. Emily has been an

active advocate for promoting care for (deaf and hard of hearing) individuals. She testified on Capitol Hill in 2003 for mandated hearing screenings and more recently lobbied for insurance coverage for hearing devices in the state of Idaho.

"Because of Emily's experience and her character, she will be an excellent representative to promote Cued Speech.

She has the ability to both communicate with adults and get down on the level of a child. I see Emily being a future leader in anything she does. The skills and experiences she obtains in her pursuit of law school will position her to be a professional defender of the (deaf and hard of hearing) and their needs for effective communication."



Emily Jones

In her application, Emily writes, "Because of my experience, and the success of Cued Speech in my life, I will stand by the NCSA and help them fulfill their mission. I will be a positive role in the community by giving back and showing others what is possible through Cued Speech."

Scholarship applications for 2019 will be available on www.cuedspeech.org as of April 1, 2019.

NCSA Outreach at State and National Conferences

In 2018 the NCSA exhibited its booth at many state and national conferences. The NCSA was present at the Early Hearing and Detection Intervention Meeting in Atlanta, the AG Bell Conference in Scottsdale, AZ, the ASHA National Conference in Boston, MA, the Hands and Voices Leadership Conference in Cheyenne, WY, and many more! Thanks to the many volunteers for their help hosting the NCSA booth at these many conferences!



Aaron Rose and Ben Lachman at the Hands and Voices Leadership Conference in Cheyenne, Wyoming



Sarina Roffé at the NCSA booth at the Early Hearing and Detection Intervention Meeting in Atlanta, GA.

NCSA Sponsors Cue Camps, Workshops, and CueSign Summit

In 2018, the NCSA sponsored four cue camps (Maine, Illinois, North Carolina and Virginia), and the first CueSign Summit (see article page 8). Two-day workshops were also held for both beginners and advanced beginners in Rochester, NY and Scottsburg, IN. Taking into account all courses combined, cueing was taught to hundreds of new parents across almost every state. Funds were often used to provide scholarships or discounts to families in need so they could attend and learn to cue, practice their cueing and improve their skills.

Cue camps are two-, three- or four-day learning vacations where participants come together in a retreat-like setting. Participants attend classes where they learn to cue, attend presentations, and socialize with experienced cuers, both hearing and deaf, during meal and break times. Many of the camps offer activities such as tug of war, boating, swimming, and other physical activities after classes are over. Cue camp is meant to be fun while simultaneously being a time to learn, grow and connect.

Spring Camp Cheerio – North Carolina

The 34th Annual Spring Camp Cheerio was held in the Blue Ridge Mountains, bringing together cuers from 13 states. Classes were held at the beginner and intermediate level. A Cued Language Transliterators training program was also provided. A new young adult program was added this year. Children learned to cue

and participated in arts and crafts, hiking, games, and a hillside waterslide. Families enjoyed canoeing, archery and rock climbing. The next Spring Camp Cheerio is May 17 to 19, 2019.

Camp Chi-Cue-Go - Illinois

Camp Chi-Cue-Go 2018 offered both a beginner and intermediate class to 38 participants, 16 of them children. Five families and four professionals received scholarships to attend thanks to the NCSA grant. The July camp was a roaring success with participants from Illinois and Wisconsin.

In addition to cueing, the children made tie-dye tee shirts, sang songs, and had fun dancing and acting out stories. They also spent lots of time outside enjoying blowing bubbles and playing with balls.

The next Camp Chi-Cue-Go camp will be a joint event with CueSign Camp held at the Illinois School for the Deaf in Jacksonville, IL from July 10-14, 2019. It will be a unique, fun event with opportunities to learn and practice both Cued Speech and American Sign Language.

Camp Mechuwana - Maine

Mechuwana, the only cue camp in the northeast, began in 1981 and is the oldest known cue camp. Held in the woods, the camp offers beginning and intermediate cueing classes, in both spoken English and ASL. Camp participants included parents, children, interpreters, signing and cueing adults, all learning the Cued Speech

system in three days. The intermediate/advanced class worked on skills, including liaisons, flicks, prosody, and other skills. This year the camp adopted the Bear, Cue S'More, as its mascot.

During the day the children rotated among cue games, nature and outdoor games, and arts and crafts. They went on a bear hunt through the woods to find Cue S'More, practiced their cueing, and decorated t-shirts. After a busy day of activities and classes, family time included swimming, fishing, boating and an evening camp fire. The children performed "We're Going on a Bear Hunt" as a finale, cueing as much as they could. Camp Mechuwana will be held Aug 14-18, 2019.

Cue Camp Virginia - Virginia

Aptly operated by the Northern Virginia Cued Speech Association, Cue Camp Virginia is held in Williamsburg, VA and has many loyal leaders and volunteers. Adult classes were held at several levels and many of the cuers attending had a chance to practice and learn cued language transliterator skills. There were a total of 167 participants.

Children of all ages received cueing instruction, as well as fun activities such as rope climbing, team-building activities, and arts and crafts. Down-time activities included fishing, boating, and a tug of war. Evenings were filled with a camp fire and the camp dance, which featured the Limbo, won every year by Charles Musser. The next Cue Camp Virginia will be held October 11-14, 2019.

Spring Camp Cheerio



Two campers practice cueing.



(L to R): Jonathan Mosher, Patrice Spillane, Clark Poole, Courtney Poole, Franki Harrah, and Harlan Harrah share their experiences cueing.

Camp Chi-Cue-Go



Cue class participants practice their handshape 4 cues with Stephanie-Gardiner-Walsh.



Heidi Herbon cues with two youth campers.

Cue Camp Mechuwana



Six Mechuwana veterans joined the cue camp the last night for a BBQ, dance and campfire.



Young campers practice their cueing at Cue Camp Mechuwana.

Cue Camp Virginia



Cue Camp Virginia 2018

Reflections on First CueSign Summit

By Amy Fowler

What does it mean to be a CueSigner? People who consider themselves CueSigners support total access to visual language, be it through signed languages, cued languages, or some combination of the two. vers are able to take full advantage of multilingualism through the use of these two modes.

In 1999, the first CueSign event, CueSign Camp, was held. The focus of the camp was providing families learning and social opportunities in either Cued Speech, ASL, or both. The facilitators, all young adults, did a great job providing programming for all ages.

Then, life happened. We got grown-up jobs. Some of us started families of our own. Some moved to continue our educations, or for other reasons.

Four years later, in 2003, CueSign tried again to host an event. Unfortunately, that event did not get off the ground, for a variety of reasons. In 2018, the time was finally right for the next CueSign event. The first – but hopefully not the last! – CueSign Summit (CSS) was held at Gallaudet University from June 21-24, 2018.

At the inaugural CueSign Summit, visual access to language was provided by the use of American Sign Language and/or Cued American English. In order to meet the needs of the staff and participants, the Access Team worked together to ensure that all summit content was available in ASL, CAE, and/or spoken English.

The CueSign, Inc. board developed an innovative schedule that allowed all attendees to participate in all classes, without having to sacrifice any learning or social opportunities. Participants could take a Cued Speech class in the mornings, and an American Sign Language class in the afternoons. The Beginning CS class was taught by Nicole Dobson; the Beginning CS class for signers was taught by Vance Deatherage; the Intermediate CS class was taught by Jill Burrese; and the Advanced CS class was facilitated by yours truly. The Beginning ASL class was taught by Curt Kuhn; the Intermediate

ASL class was taught by Amy Crumrine; and the Advanced ASL class was facilitated by Michelle Showalter.

In addition to classes, summit attendees could take in four different presentations. CSS director Nicole Dugan shared her experiences receiving support and access services while a student at the Rochester Institute of Technology, and co-presenter Brian Milburn shared his experiences on the same, but from the perspective as a former staff member.

Dr. Daniel Koo, professor of Psychology at Gallaudet, gave a talk titled, “Setting the Bilingual Table,” which discussed some of the ways in which Cued English supports language access and acquisition for people who are deaf or hard-of-hearing. Angela Kuhn, K-8 principal at the Illinois School for the Deaf, laid out the process that ISD went through in implementing Cued Speech as an instructional option for its students, and discussed some of the impacts of cueing on the literacy skills of the students who cue.

Lastly, several adults who are deaf or hard-of-hearing participated on a panel, talking about their experiences as cuers, signers, or CueSigners. Tiffany Matthews, Feta Fernsler, Elizabeth Henry, Julie Shoeman, and Grace Cogan shared their perspectives.

Every class and presentation carried with it the opportunity to earn RID CEUs. Thank you to Lauren Tribby Pruett, TSC for setting up and processing RID CEUs for all of the classes and presentations, and to Suhad Keblawi for assisting in the collection of CEU paperwork for the presentations.

And if that wasn’t enough, those of us at the summit could take advantage of all that being in Washington, DC has to offer. Gallaudet is conveniently located across the street from the Union Market,



Attendees during the CueSign Summit at Gallaudet University

a warehouse-style food mall, and several of us visited more than once, trying a tasty international food offering or enjoying happy hour. Attendees could also take a walking tour of the National Mall, and see the Washington Monument, or shop in Union Station. Another fun social option was participating in an escape room activity planned and carried out by the CueSign, Inc. board.

As for me, I greatly enjoyed getting to know the members of my class. They each contributed to the class and to my growth as an instructor, by sharing their experiences and knowledge, and through the discussion that stemmed from thoughtful questions.

I want to take a moment to thank each member of the CueSign, Inc. board for their participation in planning and facilitating this event — without their vision and intense efforts, this event would not have happened. Thank you to CueSign, Inc. President, Amy Crumrine; Vice President, Angela Kuhn; Secretary, Megan Thomas; Treasurer, Daniel Koo; Cued Language Transliterator and Trainer, Lauren Tribby Pruett, TSC; Camp Director, Nicole Dugan; Fundraising Chair, Elena Fernsler; and Education Liaison, Jennifer Cranston. A special thank you to Angela Laptewicz, Katie Koeppen, Vance Deatherage, Erin Daneke, and Frances Andrade for donating their time and talents to make successful communication happen. A final thank you to the instructors, access staff, and attendees for making it a fantastic summit.

Amy Fowler is a CLT, ASL interpreter, and certified instructor of Cued Speech. She lives in Lawrence, KS.

NCHAM EI SNAPSHOT (continued from p. 1)

informed they felt about the options available to them. Respondents were also asked whether or not they felt pressured to choose one option over another. Per the NCHAM report, “the majority of families also reported that they received excellent or good quality information about communication options except for Cued Speech.”

Chart 4 in the EI SNAPSHOT report shows 76% of families reported excellent to good information about Listening and Spoken Language and 67% of families reported excellent to good information about American Sign Language. In contrast, only 43% of families reported excellent to good information about Cued Speech.

Additionally, 57% of families reported fair to poor access to information about Cued Speech. The NCSA hopes to address this discrepancy in the coming years.

Families were asked to identify what mode of communication they use in their home to facilitate the language acquisition process. Only 52% of respondents reported that they use just one mode of communication, with 49% reporting listening and spoken language and 3% reporting American Sign Language as their sole mode of communication.

In regard to Cued Speech, 12% of the total number of survey respondents reported using mostly Cued American English as their primary mode of communication. Seventeen percent of respondents also reported using Listening and Spoken Language supplemented by other modes of communication,

Chart 2. Age of Diagnosis in Relation to Age Beginning of EI

Age at Diagnosis	Percent that began early intervention			
	by 6 months	between 6 and 12 months	between 13 and 24 months	between 25 and 36 months
0-3 months (n=192)	72%	18%	8%	2%
4-6 months (n=21)	57%	33%	10%	0%
7-12 months (n=9)	22%	67%	11%	0%
13-24 months (n=24)	21%	25%	37%	17%

including Cued American English. It was not specified what percentage of those families used Cued Speech.

These two insights about the use of Cued American English in 2017 offer a very

NCHAM EI SNAPSHOT REPORT (2018)

regions to open a dialogue about how they can serve as an information clearinghouse about Cued Speech. If you are an EHDI affiliate and you are reading this article, please feel free to connect with your regional representative with any questions or requests you might have. Your region's NCSA Regional Representative can be found under Regional Representatives at <http://www.cuedspeech.org/nscs/board>.

Representatives are also encouraged to offer Cued Speech workshops for families and professionals who work with children who are deaf or hard of hearing. The NCSA encourages cuers to become certified Cued Speech instructors, to write articles in their local papers, and to present their stories at state and local conferences. By doing so, cuers can contribute to the effort of getting accurate information to families of newly diagnosed children.

How Can You Help?

The NCHAM EI Snapshot Survey Report also reported that there is a significant gap between EI service providers and Family Based Organizations (FBOs), and there is a significant interest in collaboration with state-level EHDI affiliates and modality-specific FBOs.

If you are an organization that serves families in your area, reach out to your local EHDI affiliate and offer your time and services to educate families about Cued Speech, as well as provide continuing support to those who have chosen to cue.

Benjamin Lachman is a native cuer and NCSA Vice President.

Chart 5. Family Report of Child's Primary Communication Modality

Communication Modality	Percentage of Families
Listening and Spoken Language only	49%
Sign Language only	3%
Mostly Listening and Spoken Language (supplemented by sign language, cued speech, or other)	17%
Mostly Sign Language (supplemented by listening and spoken language, cued speech, or other)	3%
Mostly Cued Speech (supplemented by listening and spoken language, or other)	12%
Equal Parts Sign Language and Listening and Spoken Language (including total communication)	14%
Other	1%

NCHAM EI SNAPSHOT REPORT (2018)

important perspective about where cuers are as a community. It illustrates that families value the NCSA message about providing accurate and verbatim visual access to the language of the home.

What is the NCSA Doing?

The cueing community's goal is to ensure that families are able to report excellent access to information about Cued Speech/ Cued American English from their state-level EI providers and EHDI affiliates.

To achieve that, the National Cued Speech Association (NCSA) has asked its regional representatives to reach out to EHDI representatives in their respective

Why Families Should Cue at Home (continued from p. 1)

and the differences in many speech sounds occur within tiny fractions of a second. For example, the difference between /ba/ and /da/ occurs in the first 40/1000 of a second. The discrimination of these tiny differences is difficult. Even hearing people struggle with this at times. For example, in noisy environments, hearing people may struggle to understand what the other speaker says. Deaf and hard of hearing children (and adults) confront this struggle on an ongoing basis.

Additionally, research has indicated that even with CIs and HAs, hearing loss makes it harder to discriminate complex sounds accurately. Indeed, listening is so hard that even highly successful adult CI users need the speech they are hearing to be more than 10 times louder than the background noise to achieve the same level of accuracy as what hearing adults can perceive during listening when the noise is louder than the speech signal.

Similarly, post-lingually deaf CI users (ideal CI candidates, as they already have language and auditory memory onto which they can map what they hear with the CI) recognize consonants and vowels with only about 70% accuracy. They must supplement this inaccurate speech perception with cognitive processes such as memory, visual attention, and available visual input to clarify this incomplete signal.

Indeed, the research suggests that CI users use a multi-step process to analyze speech. This involves first determining if what they heard is speech, then analyzing the phonemes, then generating potential words that the sets of possible phonemes might produce, then using context and other available information to try to determine which is the most likely word. Thus, even highly capable adults with pre-existing language and listening skills have to work harder than their hearing peers to understand speech. Children learning language are at an even greater disadvantage.

To put this into the context of everyday life, take a word like 'house.' With limited hearing, even with a CI or digital HA, the child will have incomplete information. If they are trying to learn this as a new word, they may hear variations on house, gouse, ows, houze, gouze, ouz, haws, gaws, aws, hawz, gawz and awz. They may perceive even

fewer phonemes or other phoneme combinations depending on the type and quality of their optimally supported residual hearing. Even more challenging, the word may be perceived slightly differently each time it is heard. Imagine trying to learn a new word if it is neither clear nor consistent. Should the child try to supplement with speechreading (which is a learned skill and depends on prior knowledge of the language to be effective), the child would see /h/g/k/no sound/ + /ou/oh/aw/ + /s/z/t/d/n/l/r/. If the child is not skilled at speechreading even more possible phonemes would be encompassed by each mouth shape seen. Imagine the number of possible combinations this would produce. It would be an overwhelming task for the child to determine which combination the speaker intended. This is for a simple one-syllable word. Now imagine trying to do this for every word the child is trying to learn. This process is not only hard work; it is exhausting! And to make matters worse, the more tired the child becomes, the less the child will be able to use this process effectively.

Ideally, the child could use the combination of their limited residual hearing and the incomplete information provided by speechreading; however, if you look at the examples above, you will notice that there is a great deal of overlap between what is *seen* and what is *heard*. While the combination will be somewhat better, it will still yield a wide array of possible "words" that the child may perceive as interchangeable. If the child already knows the word 'house,' s/he will be better able to guess which word the speaker intended (although it's still a LOT of work). If the child is trying to learn a new word, s/he is confronting an extremely onerous task. Now imagine the challenges that the child experiences if s/he is having to do all of this at the same time the child is trying to understand what you are saying.



Adam cues to his sister during a family game.

While this is not a research paper, research examples may offer some perspective. A study by Blamey and colleagues (2001) which directly compared CI users with children with severe hearing loss using hearing aids and found that both groups averaged about 40% correct on an open set word-recognition task at ages eight to nine, with improvements to about 50% by age 14. Some children performed quite well while others (in both groups) had very limited skills even at the later ages. Similarly, a study by Geers and colleagues found that under ideal listening conditions (which almost never happen in the real world), eight and nine-year-old children with four or more years of CI use were able to identify open-set words correctly only 50% of the time through listening. Again, while some children performed very well, others did not identify any words correctly. A later study by this group found that by high school the average open-set word recognition increased to about 60% correct but that there continued to be a high degree of variability in the skills of individual children.

Keep in mind that, for all of these studies, the words were chosen to ensure that the children knew the words presented. In the earlier Geers study, using speechreading, the eight and nine-year-old children were able to identify about 40% of the words correctly. With both listening and speechreading, the scores on these familiar words increased to an average of 80%, but some children still did not get any of the words right. Now imagine your child under normal (not ideal) listening conditions, where s/he would likely perceive well under 80% of familiar words accurately.

The child would likely struggle to understand even simple information and this incomplete information would leave the child vulnerable to not only missing individual words, but also key information. Thus, language learning and information are lost and miscommunication occurs. This results not only in limitations in reading and academic outcomes, it can also result in social isolation - even within the family.

When children are left to struggle through the forest of possible phoneme combinations to try to guess which words the speaker intends, they use up cognitive resources on this basic “what did she say” process that could be used to support higher-order language comprehension processes. Thus, processes such as syntactical analysis, comprehension, analysis of deeper meanings, relating new information to known information, organization of the information for better memory storage and access, and other aspects of thinking about what we hear may be unavailable to the child.

Indeed, when required to analyze each word, the child may not have sufficient resources left to make sense of the full sentence at even the most basic level. This is true even if they have accurately identified all of the words in the sentence (which is unlikely based on the above research). Research has shown that children need the clearest (most unambiguous) signal possible to learn the phonology (sounds), morphology (smallest meaningful parts of words), vocabulary, and syntax and grammar of a language.

Thus, when trying to struggle through this process for most or all of their language input, they are left with little opportunity to learn vocabulary or the rules of grammar and syntax. Additionally, when their access to language is limited, they are also limited in their ability to learn information. This is why many deaf children and adults have unexpected gaps in knowledge which have been observed even in research with deaf college students.

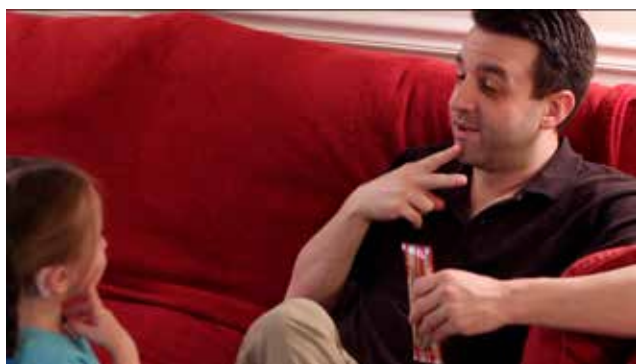
Cueing what you say takes all of this additional work away. It's a little more work for you, but a LOT less work for them. The target phonemes are clearly visually accessible. Even a very slow parent who makes mistakes is better than the struggle confronted by the child presented with the above tasks.

By cueing, you provide your child with clear, unambiguous language input, making it possible for them to learn the language of the home naturally – and to interact with the family as a fully included family member. In contrast to the negative side effects of struggling to understand language through incomplete auditory (or even audiovisual) signals, this has many positive side effects. When you cue and speak to your child who uses a CI or HA, you are actually doing auditory training all the time!

Light moves faster than sound, so that children see the cued phoneme just before they hear the spoken phoneme. Over time, this trains their brains to know what that sound means, thus supporting their listening skills even when cueing is not available. In essence, it helps to clarify the signal for the brain. Cueing while you speak literally trains your child's brain to hear better.

Children cued to consistently generally develop more advanced speechreading skills. This is both because speechreading is part of the cued signal and due to the fact that these children develop better language skills and knowledge about the world. They are able to use their knowledge of the syntax and grammar of the language to determine the type of words to expect while simultaneously using their knowledge of the world to use context to further limit the likely choices from the set of possible words perceived. It's still a guessing game, but it is one in which these children have a stronger advantage.

Cueing consistently to your children allows them to learn to read in a manner similar to hearing children. They are able to isolate and play with the sounds of words (without the need for any level of residual hearing!) and are therefore able to learn to “sound out” words in print and relate them to the words they know from being cued to in everyday life. Cueing can help your child to target speech phonemes and improve speech production. This is especially effective if the child cues expressively, but it can also help if your child is trying to say a word and you cue it to them. This helps them see the sequence of the phonemes they are trying to produce.



Anson Brown cues to his daughter, Felicity.

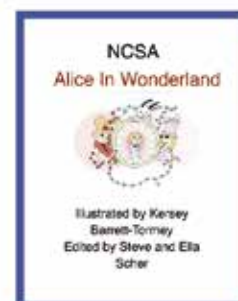
What are the downsides of cueing in the home? Possibly some insecurity about how well you can cue or how quickly you can cue. Maybe some frustration that your child doesn't seem to be looking at you (they may be viewing your cues using peripheral vision, so don't let this stop you). Maybe even the fact that you are tired from a hard day at work and you just want to talk with your spouse or one of the hearing children. What about the upsides of consistent cueing? Think about this from your child's perspective. If you cue consistently, it says to them that they are a valued member of the family.

It allows children to learn the language and information that their siblings and other hearing peers receive in a manner that is accessible rather than onerous. It helps them to learn to read and achieve in school to the best of their abilities. It prevents them from having to work harder to understand you and the rest of their family. It allows them to be kids.

As a mother, I see my job as breaking down barriers that limit my child, not to make their life easy. Children should confront challenges in order to learn to overcome them. On the other hand, they shouldn't have to confront barriers to functioning in everyday life due to having been born deaf or hard of hearing. Consistent cueing in the home removes those barriers, at least in that setting, and gives them the tools to manage those barriers in the rest of the world. So cue, even if you are slow, even if you make mistakes. ***Cue as if your child's life depends on it. It does.***

Dr. Donna Morere is a professor of psychology at Gallaudet University, and a licensed psychologist specializing in neuropsychological assessments in children who are deaf. She is also a parent and member of the NCSA Academic Advisory Council.

Children's iBook Titles (with Cued Video Narratives)



www.cuedspeech.org
info@cuedspeech.org
 Call 800-459-3529



NCSA Volunteers needed

Available Board Positions

Regional Director of the Northeast (NY, NJ, OH, PA) – must live in one of these states.

Regional Director of the Midwest (IA, KS, NE, MO) - must live in one of these states.

Director of Outreach – working with other deaf-related organizations as liaison, helping to facilitate articles about CS in publications to increase awareness, recruiting presentations about CS at state and national conferences.

For a more complete description of the board positions, please look at the NCSA Bylaws.

<http://www.cuedspeech.org/pdfs/NCSA-By-Laws-01-31-2017.pdf>

Note: Board members are expected to participate in board meetings four times a year. Two board meetings are held online and two meetings – one in April and one

in October – are held in person. Expenses to and from the board meetings are tax deductible and the responsibility of the board members. Failure to attend two consecutive board meetings may result in removal from the board.

Non-Board Positions

On Cue Editor – be responsible for soliciting and editing articles for On Cue - the newsletter of the NCSA – and working with the graphic artist until it is ready for printing. This is not a board position.

Graphic artists – The NCSA is always looking for talented graphic artists to help with our materials. This is not a board position.

For more information or to volunteer for a position, please contact the CS office at info@cuedspeech.org and send your resume and a note highlighting relevant qualifications and why you are interested in the position.



Become a Cued Speech Instructor!

Upcoming Basic Instructor Workshops and Exams

April 5-6, 2019

InsCert Class, Denver, CO

April 7, 2019

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<http://www.cuedspeech.org/professionals/instructors>

Join the R Orin Cornett Legacy Society!

You spent a lifetime building your assets to benefit the people and causes you care about. Smart estate planning can ensure that your intentions are fulfilled so that you leave a legacy you are proud of!

Established in the name of R. Orin Cornett, the inventor of Cued Speech, the National Cued Speech Association Cornett Legacy Society enables you to declare your commitment to language, communication and literacy for deaf and hard of hearing individuals during your lifetime.

A bequest to the National Cued Speech Association allows you to extend the impact that Cued Speech has had on the lives of your family or friends. While many are able to give generously during their lifetimes, others find satisfaction in knowing that the legacy they leave in their estate will allow the NCSA to give the gift of language, communication and literacy to cuers and their families in the future.

Make the dream of language, communication and literacy part of your legacy by remembering the National Cued Speech Association in your estate plans. Leaving a gift for future generations of cuers can be as easy as adding a codicil to your will. You can give a specific amount, a percentage or the residue of your estate. You can even name the National Cued Speech Association as a contingent beneficiary.

A charitable bequest allows individuals to retain use of and control over their assets during their lifetime, and remains fully revocable. To expedite your good

intentions, here's a recommended clause for making an outright, unrestricted bequest to the National Cued Speech Association:

"I hereby give, devise and bequeath to the National Cued Speech Association., a not-for-profit corporation, having its principal business offices at 3603 Quentin Rd, Brooklyn, NY 11234, (Insert description of gift) to be used for its general, charitable and educational purposes."

When you make this charitable gift, the death benefit qualifies for a charitable deduction from your estate and 100% of the assets pass to the National Cued Speech Association without being taxed. Your heirs may benefit from this arrangement because they can receive other assets, which are not as highly taxed.

Members of the Cornett Legacy Society are profiled in *On Cue*, receive recognition on cuedspeech.org, will receive a personalized Cornett Legacy Society Certificate, as well as a distinctive pin as a token of our appreciation.

Bequests are also the final expression of a life of caring and concern.

Express yourself now by making a gift for the future.

If you have included the National Cued Speech Association in your will or have left us a bequest in the past, then you are already a member of the R. Orin Cornett Legacy Society. Please let us know, so we can include your name as a member. Just contact the NCSA business office at 3603

Quentin Rd, Brooklyn, NY 11234 or by email at info@cuedspeech.org.

A Member's Story



NCSA Executive Director Sarina Roffé

Sarina Roffé has designated the NCSA as the beneficiary of her IRA.

"After speaking to my financial advisor, I found out that if I leave my retirement plan assets (such as an IRA) to my children, they may be taxed twice," said Sarina Roffé.

"After the assets are diminished by inheritance taxes, they may be further reduced by the income tax they will have to pay on what they receive! By naming the NCSA as the beneficiary of my IRA, they avoid the tax and I can leave other assets to my family. It's a wiser way to benefit the cause I am so devoted to and at the same time, saves my children unnecessary estate taxes."

NCSA Board meets in Scottsburg, IL



Website Resources to Know About

www.cuedspeech.org - This is the NCSA website with stories, video links and much more!

www.cuecollege.org - This site includes beginner CS lessons (self-study and instructor-led) as well as the CueStore (formerly known as the Cued Speech Discovery Bookstore).

www.dailycues.com - This site has great information, games and activities for Cueing learners.

Easy Ways to Support the NCSA

The NCSA is always in need of funds to support its programs, free classes, family support weekends, scholarship program, outreach and advocacy efforts. We depend on loyal cuers, their families and friends, and other generous donors to plan our budget and meet expenses. Here are some great ways you can help the NCSA:

Use Amazon Smile when you shop on Amazon – it's easy and costs nothing. When making purchases on Amazon, go to smile.amazon.com and use your same log in. Choose the National Cued Speech Association as your charity (DC Location, EIN: 52-1263121). Simply by making purchases on smile.amazon.com, Amazon will donate a percentage of every purchase to the NCSA.

Buying a Vehicle? Donate your used vehicle to the NCSA. It's easy! Just go to <https://www.v-dac.com/org/?id=521263121> and follow the directions to donate your vehicle. Your vehicle will be picked up from your location. The NCSA will receive the funds from the sale and you get a tax deduction!

Matching Gifts - Ask your employer if they will match your gift to the NCSA.

Set up a Facebook Fundraiser - Set

up a fundraiser to benefit the NCSA on Facebook for a birthday or other special event. Facebook fundraisers are frequently matched on Giving Tuesday (the Tuesday after Thanksgiving).

Make a unique donation or set up a monthly (fee-free) recurring donation via Facebook at <https://www.facebook.com/cuedspeech/>. Select the DONATE button and follow the instructions.

Forego Holiday or Birthday Gifts Ask relatives and friends to give to the NCSA the amount they would spend on a gift to you for your birthday or on a holiday.

Make a Bequest to the NCSA (see article page 13).

Designate all or part of Your IRA or 401K to the NCSA. This will save your heirs estate taxes.

Federal or State Employee? Donate to the NCSA Deaf Children's Literacy Project through your workplace giving campaign. Our Federal Combined Federal Campaign Code is: 12036

Become a Monthly Donor – Give a small amount each month as a monthly donor. It's easy and helps the NCSA pay for our programs. Go to <https://www.givedirect.org/donate/?cid=566>, enter the amount you want to give monthly, and choose monthly under the donation amount.

Maintain Your Membership – For just \$40 you can be a one-year member of the NCSA. The NCSA will send you an email reminder to keep your membership up to date. To renew your membership or join the NCSA, simply go to <https://www.givedirect.org/donate/?cid=566>, enter \$40 and choose membership from the Program Menu.

Become a Life Member – you can be a Life Member of the NCSA for just \$500. To be a Life member, simply go to <https://www.givedirect.org/donate/?cid=566>, enter \$500 and choose Life Membership from the Program Menu. We will send you a certificate as a thank you!

Like to Write Checks? You can mail a check with your generous gift to the NCSA Business Office at 3603 Quentin Road, Brooklyn, NY 11234. We will save on credit card fees!

Your donation to the NCSA is fully tax-deductible and the NCSA appreciates your support.

Need materials for a conference or workshop?

NCSA Rack Cards

- About Cued Speech
- Why Cue?
- Cued Speech: Direct Access to Spoken Language
- Cueing Myths and Facts
- Activities to Build Language
- Quick Ideas to Build Language

Information Papers

- Cued Speech: An Overview
- Cued Speech = Visual Access
- Cued Speech and Literacy
- Cued Speech: Why it is Important to Deaf Education
- Using Cued Speech to Maximize Cochlear Implants

Available Cued American English Charts

- Business Card
- Rack Card
- 8.5x11 Chart

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 in their local community.

Email info@cuedspeech.org for more information.

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Includes Donations from April 1, 2018 to December 31, 2018. Please excuse us if we missed your name!

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Fri/Sat - April 5-6, 2019

Fri/Sat - April 5-6, 2019

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Sun - April 7, 2019

NCSA Board meeting
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Beginner Cued American English Class
Beyond Beginner CAE Class
CLEAR: A Path to Literacy
CLEAR: Educational Advocacy
Babysitting provided
Cued Speech Instructor Certification Exam

Washington, D.C. Area

Fri/Sat - Oct 25-26, 2019

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Sunday - Oct 27, 2019

Sun - Oct 27, 2019

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For more information, visit www.cuedspeech.org

Donate to the NCSA!



The NCSA proudly carries the "Best in America" seal awarded to less than 1% of non-profits nationwide.



Federal or State Employee? Donate to the NCSA Deaf Children's Literacy Project through your workplace giving campaign. Our Federal Combined Federal Campaign Code is: 12036