



Education Access: Direct Instruction and Cued Language Transliterator Services

A Position Statement of the National Cued Speech Association

The National Cued Speech Association respects all chosen modes of communication. No one mode is better for or preferred by all people. No mode should be imposed as a substitute for another. The current IDEA federal law requires IEP teams to consider a child's language and communication needs, to provide opportunities for direct communication with peers and professional personnel, and direct instruction in a child's language and communication mode. The NCSA asserts the right of parents/primary caregivers and individuals who prefer and request Cued Speech for language access in educational settings to be provided the appropriate accommodations of direct instruction in Cued American English (CAE) and/or cued language transliterators (CLTs) to ensure and maintain their child's language access and development.

Teachers of deaf/hard of hearing, speech-language pathologists, language facilitators, and others assigned to provide direct instruction to a student who is deaf or hard of hearing through cued language should cue accurately and consistently to support language and literacy development, and to provide direct linguistic access to instruction and the curriculum.

Cued language transliterators provide consumers who are deaf/hard of hearing with visual access to the same auditory information that is available to people who are hearing in educational and other settings. Cued language transliterating is essential to maintain language access for students who use Cued Speech. A qualified cued language transliterator ensures equal access to all information, including environmental sounds, in all educational settings for individuals who are deaf or hard of hearing.

Therefore, to provide equal access, the National Cued Speech Association asserts that schools and educational institutions are required to provide students who prefer Cued American English (CAE) with direct instruction in CAE, and/or qualified cued language transliterating services upon request. This position is supported by federal and state laws that guarantee equal access to persons who are deaf/hard of hearing in a variety of settings, including the classroom.

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