

## INTRODUCING *Cue With Me!* - CHILDREN'S KITS

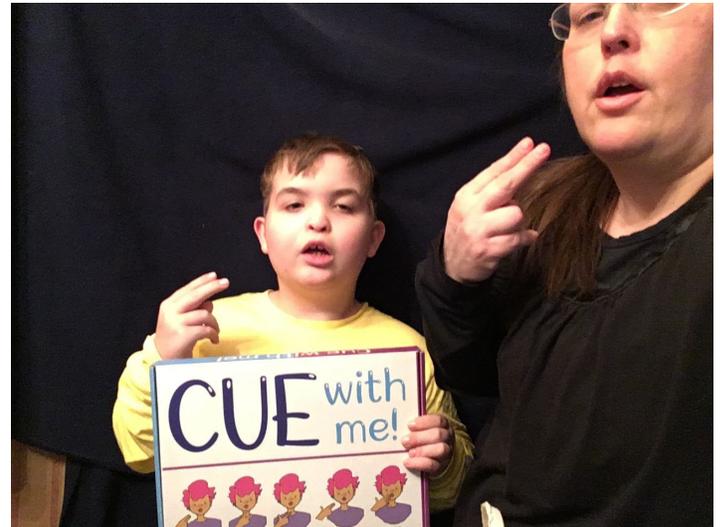
By Amy Ruberl

The NCSA is happy to announce the launch of its *Cue With Me!* children's kits. *Cue With Me in the Fall!* and *Cue with Me in the Winter!* were released and are available in the Cue Store at [cuecollege.org](http://cuecollege.org). Designed by Amy Ruberl, these are the first of many children-related materials being developed by the NCSA. Spring and summer kits will be available soon!

### The Impetus

In the winter of 2020, cueing parent, Liz Sipe-Card, reached out to the National Cued Speech Association elated to have learned about the DCLP Parent Kit subscription, hoping it would include materials to use to engage with her child's hearing peers.

Liz says, "I envisioned Auggie being able to cue with his classmates, and for him to either teach them how to cue or have me assist him in getting them to cue. I really wanted Auggie to feel more at ease with his ability to cue as a superpower to override his disability."



Auggie and Liz Sipe-Card using *Cue With Me!*

She was dismayed to discover that the *DCLP Parent Kit* was just that, specifically a kit to support parents new to cueing. She was also disappointed to discover very few materials were available for encouraging and supporting older

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# MAKING SPOKEN LANGUAGE CLEAR FOR LEARNING TO READ: CUED SPEECH OR VISUAL PHONICS?

By Cathy Rasmussen, PhD, CCC-SLP © 2021 Cathy Rasmussen

## Introduction: Cued Speech and Visual Phonics

For all children, access to the basic building blocks of spoken language, called phonemes, is very important in learning to read. Phonemic awareness, in particular, is the ability to notice, think about and manipulate the individual sounds in words, and is a critical precursor skill in the development of literacy. When children do not have easy and efficient access to auditory information, this can present a challenge to the development of phonemic awareness and ultimately to literacy.

Two visual cueing systems have been developed with the goal of making spoken language accessible and clear for children who are deaf or hard of hearing to provide them with a pathway to these critical building blocks: Cued Speech (CS) in 1966 and Visual Phonics: See the Sound (VP) in 1982. Although CS has been in use for more than 50 years and VP for more than 35, the similarities and differences between these two systems are not widely understood. On the surface, these two cueing systems seem similar; however, in practice and according to research on their effects, they function quite differently.

Cued Speech and Visual Phonics are both multi-sensory approaches to convey phonemic information. VP is a set of 45 hand cues designed to make the sounds (phonemes) of spoken language visible (International Communication Learning Institute). CS is a visual mode of communication in which mouth movements of speech combine with hand cues to make the sounds (phonemes) of traditional spoken languages look different (National Cued Speech Association). CS uses eight handshapes and four placements near the face to make the phonemes of spoken language look different from each other.

In VP, each sound/phoneme is represented by a separate hand cue. These cues are intended to look and feel like the phonemes they are representing, and to be suggestive or to mimic the manner of production of each sound. For example, the VP cue for the phoneme /t/ is a flicking of the index finger off the thumb. The movement of the hand is intended to suggest the speech features of the /t/ phoneme, such as the release of the tongue from the ridge behind the front teeth. It is important to note that VP is designed so that a hand movement occurs for EACH sound in a word.

The handshapes, placements, and movements used in Cued Speech were not designed to represent the production of speech, and do not reflect the speech features of each sound. The handshapes and placements simply add information to consonant and vowel phonemes as they are conveyed through spoken language in real-time conversation. The differences between VP and CS are described in more detail below.

## Differences between Visual Phonics and Cued Speech

Both CS and VP can communicate sound/phoneme information through vision; however, CS cues differ from those of VP in several important ways.

- CS cues are used in real-time communication at natural conversational speed.
  - One reason CS cues can be used at the same speed as conversational spoken language is that two sources of information are contributing to the visual signal: the mouth and the hand. Consonant handshapes and vowel placements supplement natural mouth movements to be understood. Example: /m/, /f/, and /t/ are all cued with handshape 5, which is the open hand. The mouth movement that occurs along with the handshape specifies which phoneme was said.
  - In addition, CS handshapes that represent consonants are used in placements near the mouth that represent vowels. This means one placement of the hand can show a whole consonant-vowel syllable at once, rather than requiring two distinct movements as VP cues do, with the resulting execution being aligned with the rapid co-articulation of speech at natural conversational speed. For example: the word “moo” is one placement in CS and two movements in VP. “Mississippi” is four movements in CS and eight in VP. Figures 1 and 2 provide examples of CS and VP cues for the word, “moo.”

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# PRESIDENT'S MESSAGE



Esther Rimer,  
NCSA President

Dear Cue-Friends,

I hope you have had a wonderful fall and have enjoyed your winter holidays, pandemic still notwithstanding. Like many of you, the Board has been operating largely via emails and Zoom video conferences for the past year. We still hold out hope to see our members' faces in person at NCSA Board meetings and cue camps in 2022.

As we start the New Year, I think back over the past year...

One of our biggest accomplishments of the year was the kickoff of the Deaf Children's Literacy Project "New Cue Family" parent kits early this year, shepherded by the NCSA Materials Committee headed by Kitri Kylo, and our 2nd Vice President Rachel McAnallen. The success of the parent kits was quickly followed by the development of new quarterly Children's Kits that are now available in the Cue College store for families seeking more practice materials.

In our October meeting, the Board voted in favor of a much-needed major update to the NCSA Bylaws, with the help of the very dedicated Bylaws Committee, headed by Maureen Bellamy and Hilary Franklin.

Our organizational bylaws were updated to make them clearer and more relevant to needs of the present day.

This autumn, the Legislative Committee led by Rachel McAnallen, Ben Lachman, and John Veazey, met with members of the FCC to determine how cueing can be provided as a service by VRS operators. It's still very early on, but we are hopeful that tracks are being laid for cueing to one day be available as a VRS service similar to how it is available for sign language users.

The NCSA also hosted multiple virtual cue-events over the past year, from a spring Scholarship Panel, to a successful Cue Santa "holiday party" that just concluded. We also helped provide funding support for many of the virtual Cue Camps and cue classes held during this year by our affiliates in Maine, North Carolina, and Virginia.

We can't do this all without our donors. Thank you sincerely to all our donors who have given support and funds during this difficult year. Your aid helps us keep supporting cue families and cuers across the country.

I look forward to seeing what the NCSA can do in 2022!

Esther

A handwritten signature in blue ink that reads "Esther Rimer". The signature is fluid and cursive.

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Go to [smile.amazon.com](https://smile.amazon.com) and choose the NCSA (DC Location 52-1263121) as your charity. Whenever you make a purchase on Amazon, go to [smile.amazon.com](https://smile.amazon.com) and the NCSA will receive a small donation for each purchase.

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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](mailto:info@cuedspeech.org). Electronic photos must be high-resolution at 300 dpi.

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# THE JOURNEY OF A BILINGUAL FAMILY TO CUEING

By Llanely S. Hernandez

My husband, Angel, and I began our family's journey with Cued Speech when our little Angel came into this world on Christmas Eve of 2003. Being born two months early, our joy soon turned into concern when the doctors confirmed our son Angel Jr.'s congenital microcephaly. Three days later, we were notified that our son had failed the newborn screening and more tests would be run on him in a few days. While Angel was still in the NICU, the hospital staff proceeded to repeat the hearing screening test and the results confirmed Angel's hearing loss. He was diagnosed with severe-to-profound hearing loss in both ears. After the diagnosis, the hospital personnel diligently provided us with the support, information, and resources available to start the journey.

Once our son was discharged from the hospital, we asked for a second opinion and sadly the results were consistent. Angel was profoundly deaf. After processing, accepting the reality, we agreed to the use of hearing aids and established a method of communication with him. At first we chose oral/verbal communication without any success. Then we decided to try American Sign Language, which represented a challenge for us since English was not our first language. Fortunately, we were not alone. Thanks to the help of programs that provide services for deaf children and their families, we managed to learn English/ASL to be able to help our son.

We continued working and learning ASL until it was time for his preschool educational placement in our community of High Point, North Carolina. Thankfully, we were blessed to find grace and help from the personnel of the school system who facilitated and helped us with the transition. Making the whole process smooth for us, they explained the procedure, our rights, options and services for our son.

The time came when Angel had to go to school and, even though Angel had an excellent IEP team and an awesome ASL translator, we saw how challenging things were for him. He wasn't only struggling with hearing loss, but also learning problems. It made us wonder if there was more we could do for our son. That's when we began to consider a cochlear implant. We talked about it and decided to see if Angel qualified for a cochlear implant.

We started the process, and once all the testing was done and all the evaluations completed, the doctors discovered that Angel had a very bad cochlear malformation and nerve de-

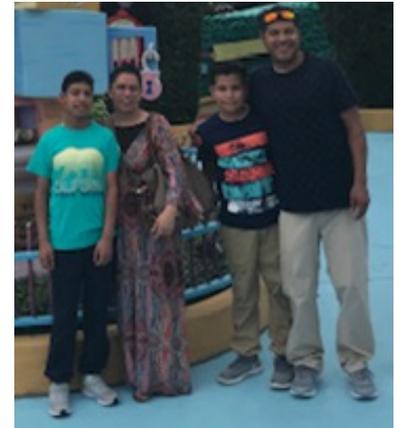
ficiency. They explained the severity of the situation and shared their concerns with us. They told us that if the surgery was a success, Angel should be able to hear environmental sounds, but they were not sure if he would be able to hear the spoken language.

We talked about it, and after considering the possibilities and benefits that our son would receive with the cochlear

implant, we decided to take the risk and proceed with the surgery. When the surgery was over, we were informed that everything went well but that they could only use sixteen electrodes due to the severity of the cochlear malformation. After the surgery, we waited the required time before the device could be turned on, and in his evaluations with the implant turned on, it seemed that everything was fine. But a few months after its activation, we notice that every time the sound came through the processor it caused facial stimulation. We notified the cochlear implant center and, after having him evaluated, they switched off five more electrodes, reducing even more the possibility of being able to obtain the most benefit from the implant.

We continued with sign language for about a year and a half after the implant. During that time, we did not see much improvement. We patiently continued working with him because we knew it would take some time before we could see any results. Despite the extraordinary efforts of the school staff and although we knew that the cochlear implant was working or providing benefits to Angel according to the audiological evaluations, we were unsure if ASL was the right path for him. Since our goal was to teach him how to speak, we didn't know if he just didn't know how to react to what was happening at that moment, or if he was so used to signing that he wasn't interested in learning the spoken language.

We spoke with the audiologist to see what other options there were or if there was more that we could do for him. After having talked with her, we learned of the existence of



The Hernandez Family resides in High Point, NC. (L-R): Angel Jr., Llanely, Israel, and husband, Angel, at Orlando, FL

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# THE OPUS OF OUR CHILDHOOD

By Jill Keblawi



In Vietnam, at brother, Nabeel, and Moon's wedding, December 2018. Left to right: Our Aunt Rasmiah, our Uncle Salim, Nabeel, Moon, Jill, and our mom, Suhad Keblawi.

“What’s it like growing up with a deaf brother?”

I’ve heard this several times in my life and my initial response as an adolescent was a little snarky - “What’s it like growing up with a hearing brother?” Although a bit facetious, I suppose I was trying to convey to the inquirer that Nabeel and I had a normal childhood, like your childhood growing up with your hearing brother.

As a more reflective adult, I understand that, for Nabeel and I to have a normal childhood - is something to be celebrated. In fact, I can unequivocally say that cueing gave us the opportunity to have a normal childhood.

Nabeel was born severe-to-profoundly deaf when I was just under two years old. So having a younger deaf brother was part of my life for as long as I can remember. In our early years, my parents tried several methods of communicating, including oralism and Signed Exact English. But these methods did not work for our family.

There is a scene from the movie *Mr. Holland’s Opus* which, in my view, encapsulates what these methods were like for my parents. In the movie, a young Cole, who was born deaf and had no visual mode of communication, is pointing up at a kitchen cabinet and trying to communicate to his mom what he wants to eat. His mom doesn’t know what he wants

and keeps offering different items. Cole is pointing, becoming increasingly frustrated and throws a tantrum and, at the same time, his mother is extremely upset because she is failing at communicating with her child about what he wants to eat.

This scene resonated with me because I remember scenes like that in my home before we discovered cueing. For example, when we were using Signed Exact English, not all words in English have a sign for them, so we would fingerspell. But fingerspelling is meaningless to a child under five years old. Especially to a child with a sophisticated palate for cheese! Nabeel loved all kinds of cheese - muenster, gouda, cheddar - and all we could do was sign “yellow cheese,” “white cheese,” or “orange cheese.” This inability to communicate fully would result in the frustration that *Mr. Holland’s Opus* captured.

My parents discovered cueing when I was seven years old and Nabeel was five years old. The way my parents tell it, it was such a huge change for Nabeel and for the family. Nabeel absorbed so much language and so much information.

*“We are your symphony Mr. Holland. We are the melodies and the notes of your opus. We are the music of your life.”*

– Mr. Holland’s Opus

But what did this mean for me at that time? It meant that I had to sit through presentations on various science-related topics! Often, Nabeel read our children’s encyclopedia set and then organized a presentation to us on a topic he had studied. I remember him announcing mandatory after-dinner lectures during which we’d have to watch his presentation, complete with posters, graphs and charts, on topics like volcanoes, the solar system, oceans or rock formations. I remember me and my parents negotiating with Nabeel to let me be excused after 30 minutes of learning about lava and volcanic ash!

Nabeel and I quarreled like any other siblings. Well...sort of! Imagine arguing with your brother and you’ve got

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# LEVELING THE PLAYING FIELD: Advocating for Deaf/Hard of Hearing Cuers' Right to Equal Phone Access

By Rachel McAnallen

**We need your help! If you or if you know someone who would be willing to offer pro bono legal services to assist NCSA with submitting a petition for declaratory rule-making, please contact Ben Lachman and Rachel McAnallen, respectively, at [blachman@cuedspeech.org](mailto:blachman@cuedspeech.org) and [rmcanallen@cuedspeech.org](mailto:rmcanallen@cuedspeech.org).**

Have you ever wondered how deaf people use the telephone? Or, specifically, how a deaf/hard of hearing cuer uses the telephone? We at the NCSA have personally experienced the frustration a deaf/hard of hearing cuer encounters when, due to the limitations of text-based relay services, we are unable to obtain life-saving medical services, report our child's school attendance, order a pizza, or even communicate with Grandma or Grandpa. Yes, text-based relay services can work, but often we get hung up on, encounter impatient or sub-par customer service, or even outright mistreatment.

There are a few options available to deaf/hard of hearing people who want to use the phone, but one thing all these options have in common is the use of "relay services." Relay services are federally funded via the Federal Communication Commission's (FCC) Telecommunications Relay Service (TRS) fund. Relay services can be broken down into a few steps.

1. A deaf/hard of hearing person dials a phone number for the hearing person they want to reach from their relay-service preassigned personal phone number.
2. The number is routed to a "Communication Assistant (CA)," who then "relays" what the deaf/hard of hearing user wants to say to the hearing person.
3. The hearing person responds, which the Communication Assistant then relays to the deaf/hard of hearing person via text or video.

Because of federal funding, relay services are free to deaf/hard of hearing people. However, this federal funding is not

making its way to cuers in one crucial format: video. When using Video Relay Services, the deaf/hard of hearing person gets to see what the hearing person is saying in "real time" via sign language. The FCC lists the advantages of VRS over text-based relay services:

- VRS allows persons whose primary language is ASL to communicate in ASL, instead of having to type what they want to say.
- Because consumers using VRS communicate in sign language, they are able to more fully express themselves through facial expressions and body language, which cannot be expressed in text.
- A VRS call flows back and forth just like a telephone conversation between two hearing persons. For example, the parties can interrupt each other, which they cannot do with a TRS call using a TTY (where the parties have to take turns communicating with the CA).
- Because the conversation flows more naturally back and forth between the parties, the conversation can take place much more quickly than with a TRS call using a TTY. As a result, the same conversation is much shorter through VRS than it would be through a TRS call using a TTY.

**Deaf/hard of hearing cuers would enjoy these same advantages over text-based relay services, but due to FCC regulations, VRS is currently only available to sign language users!**

In early 2021, NCSA and cuers around the country submitted complaints to the FCC's Disability Rights Office and the Department of Justice to highlight the injustice of services being offered to some deaf/hard of hearing people, but not others. Unfortunately, these complaints received limited response, so NCSA tried another tack. In the fall of 2021, we—along with members of the Rocky Mountain Cued Speech Association and other cuers—attended an FCC Dis-

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## AN UPDATE FROM AISAC

The Académie Internationale Soutenant les Adaptations du «Cued» (AISAC) was founded in 2019. AISAC (pronounced “Isaac”) oversees the adaptations of Cued Speech to the world’s languages. It is an international collaboration between the national Cued Speech charities of France, the United States, England, and Switzerland.

Cued Speech has been adapted to about 65 different languages and dialects. AISAC aims to certify the adaptations and update charts, incorporate a standard phonemic spelling, centralize and improve access to materials, and increase the number of cued languages. The mission of AISAC is to ensure that every language is visual.

It’s been a busy year. AISAC received a request from Cued Speech South Africa to collaborate on a revision of the adaptation for cued Afrikaans. Originally adapted by Dr. Cornett and Dr. Johann Hamilton in 1977, their version of Cued Speech (called Wenspraak, or “hint speech”) was introduced at the Worcester School for the Deaf in South Africa.

Afrikaans is a language historically related to Dutch and is spoken by millions of people in the southern tip of the continent. Lynette Diederichs, founder of Cued Speech South Africa, sought to revitalize interest in cued Afrikaans. Diederichs initially worked with speech-language therapist and native Afrikaans speaker, Adri Greef. They enlisted support from Paul-Michael Coldham, a cued language transliterator and cueing instructor from the UK, along with Nicky Grieshaber, a communication and language specialist and former lecturer from University of Kwa-Zulu Natal.

AISAC reviewed the proposed revision and provided specific feedback to ensure visual contrast and consistency within the phonology of Afrikaans. American AISAC member, Tom Shull, collaborated with advisors from AISAC’s Ambassador’s Council: Claire Klossner, Victoria Hedgecock, and Ashley Gordon, with input from Afrikaans phonologist



Dr. Andries Coetzee from the University of Michigan. We look forward to publishing the finalized chart of this revision (called Wystaal, or “show language” following trials, which are currently underway).

AISAC’s website ([www.cuedlanguages.org](http://www.cuedlanguages.org)) is being translated so visitors may also access it in French. Academy member, Michel François, collaborated with Jacqueline Bozon-Patard, a former English teacher who learned to cue in French for her granddaughter, Léonie. The two have also worked to translate some of Dr. Cornett’s writings, which will also be made available in French to site visitors.

Currently, AISAC is reviewing the adaptations for cued Spanish and cued Italian. We are aiming to connect with Cued Speech Europa – a collaborative project among several European countries funded in part by the European Commission with the goal of providing instructional materials for several cued languages.

You can support the creation of new cued languages by donating to AISAC through the NCSA. From [www.cued-speech.org](http://www.cued-speech.org), click DONATE and used the Program Menu drop-down to select World Cued Languages Fund.

The Académie Internationale Soutenant les Adaptations du «Cued» or AISAC (pronounced ‘Isaac’) is an international academy supporting the adaptations of Cued Speech with members assembled from the national cueing organizations of the United States, France, Switzerland, and the UK.

# NCSA EXHIBITS AT 2021 ASHA CONFERENCE



NCSA volunteers Amy Ruberl, Maureen Bellamy, and Cue College representative Brenda Rengers, Program Director, present information about cueing to professionals at the November 2021 American Speech-Language-Hearing Association (ASHA) Conference in Washington, DC.

## NCSA LAUNCHES MONTHLY WEBINAR

Sarina Roffé  
sroffe@cuedspeech.org

- Past President, NCSA
- Executive Director, NCSA
- Parent of a deaf native cuer
- NCSA Certified Instructor of Cued Speech
- Cued Language Transliterater, 11 years
- Author – Widely Published on deaf education/CS
- BA in Journalism, University of MD
- MA in Jewish Studies, Touro College
- MBA – Empire College

NCSA Executive Director Sarina Roffé began the webinar series with “What is Cued Speech?” providing explanations of how and why cueing was developed by Dr. R. Orin Cornett in 1966. To see a schedule of upcoming NCSA webinars, please visit <https://cuedspeech.org/get-engaged/find-an-event>.

# NCSA 2021 ZOOM EVENTS

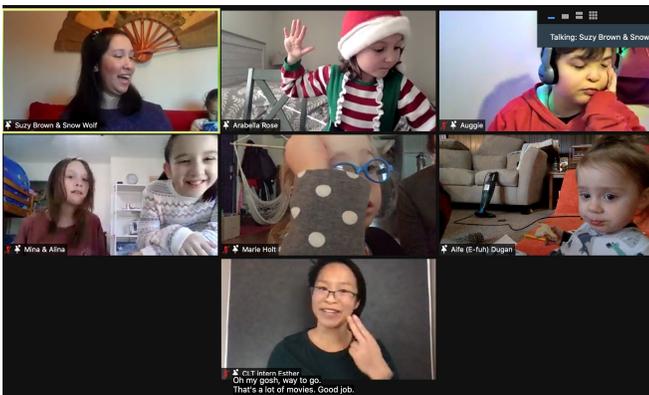
## CORNETT SCHOLARSHIPS



Panel of Cornett Scholarship winners discuss the application process via Zoom on June 2, 2021. The past scholarship winners discussed their cueing backgrounds and how they were able to show examples of advocacy, education, and service to cueing in their scholarship applications.

Top Row: NCSA co-facilitators, Sara Sizemore (left) and Virginia Hoang (right), with CLT Jane Dolan (middle)  
Bottom Row (L-R): Ann Croke (2013), Kami Dawson (2017) and Michael McAllister (2010)

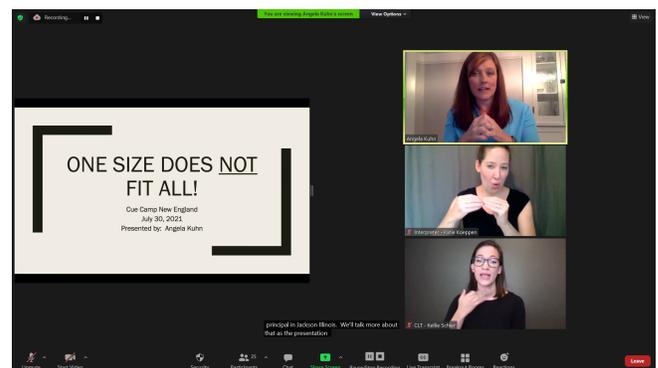
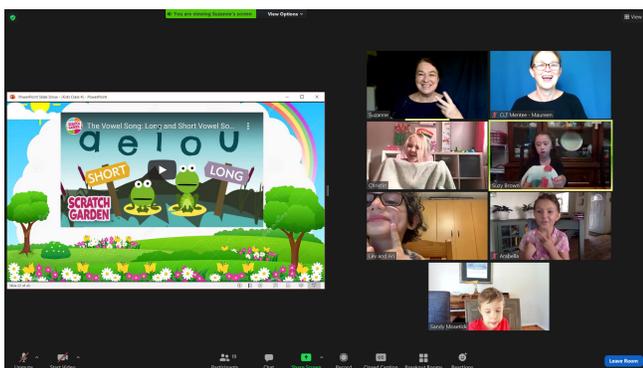
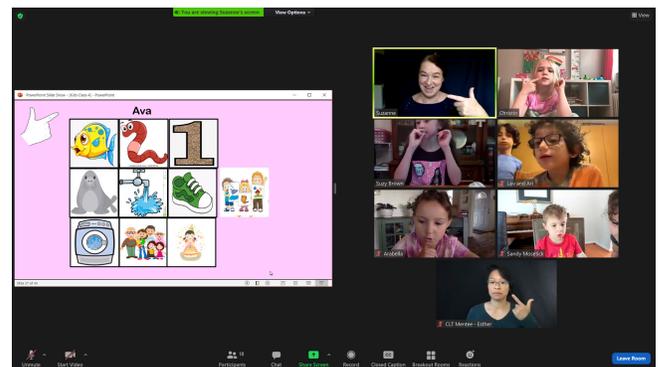
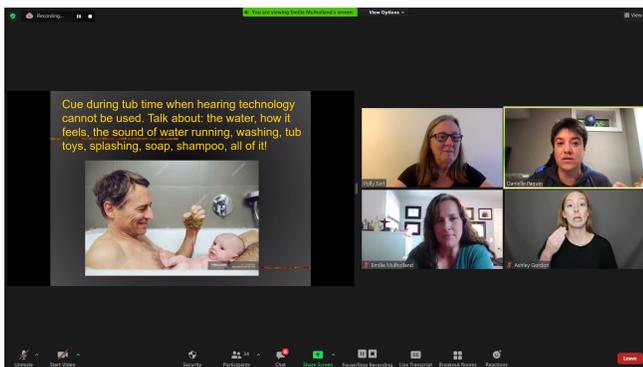
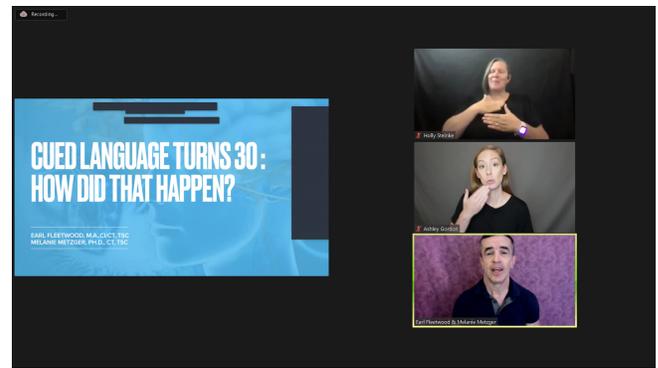
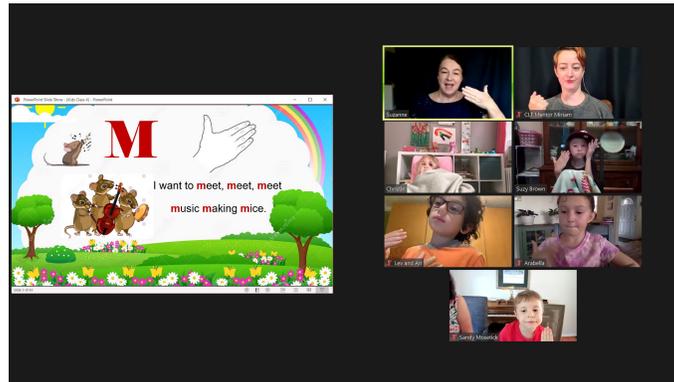
## NCSA HOSTS CUEING SANTA



The NCSA Cueing Santa Zoom event on Sunday, December 19, 2021, brought together cuers from all over. Suzy Brown, our MC, and many volunteers helped make the event a success! Aaron Rose, our cueing Santa, gave the children joy!

# CUE CAMP NEW ENGLAND HOME EDITION

Cue Camp New England Home Edition held an interactive experience over a 3-week period that included cueing classes, enticing speakers and children's events. There were 128 people attending from 25 states. Everyone had lots of fun!





# INTRODUCING *Cue With Me!* - CHILDREN'S KITS

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children learning how to cue. So, she reached out to ask the NCSA for help. Liz wasn't the only one asking for more than just the informational materials; other caregivers indicated a desire for activities appropriate for preschoolers and grade-schoolers.

## The Planning

In February 2021 the Materials Committee met to discuss how the NCSA could help fill the void and began the process of creating child-friendly materials. The committee decided to offer a companion children's kit for those families new to cueing with older children. Liz reminded the committee that "Children are more spontaneous than methodical adults. They play cues, rather than learn cues."

The committee decided to create four kits that introduce families to seasonal vocabulary through fun games and activities reinforcing cueing skills and providing a wealth of reference materials. The ambitious goal of creating a kit available for the fall of 2021 was set.

## Challenges

The first hurdle was the creation of eye-catching cueing characters for use in all the materials. The committee wanted to have fun, colorful hands and faces. A search was initiated for an artist to develop a diverse set of child-friendly hands and faces. Graphic artist Kate Hill Cantrill was selected to develop whimsical and colorful artwork. Amy Ruberl began brainstorming kit contents and developing original games.

## Beta Testing

The committee provided Amy with feedback and support as she fleshed out the many components. Liz's family served as beta-testers of all the materials being produced. With each piece Liz and her sons, Auggie and Sam, provided feedback, but most of all showed that the materials were engaging and instructional. The children caught their cueing mistakes as they looked at the cueing faces on the materials. They loved the cueing twist to games like *Memory* and *I Spy*.

Auggie exclaimed, "These are fun! I like how the memory game and flash cards show you how to cue a word." His brother Sam said, "They are fun games and are easy to learn from."

Both *Cue with Me in the Fall!* and *Cue with Me in the Winter!* include instructions and suggestions to help families figure out how to use the games and manipulatives while cueing and having fun.

Those new to cueing will find the cueing faces, phonemic spelling, and cue notation a helpful resource as they learn how to cue American English. For those wanting a little more structure, the *Rhyme Time* pages use icons and the printed word to reinforce this important phonemic skill. The clear plastic folder and dry erase marker make it easy to use the sheets over and over again.

For parents new to phonemic spelling, a handy guide helps identify the individual phonemes with common spellings, pairing each with the appropriate placement and/or handshape. Colorful charts provide a comprehensive overview of the system of Cued Speech. Also included is a list of reminders for new cuers on the mechanics and guidelines they learned in class but may not have internalized.

Cue camps and in-person classes often have very creative games to help those learning to cue. Games such as those in the *Cue with Me in the Fall!* and *Cue with Me in the Winter!* mean families can continue to have guided support as they develop their cueing skills at home and outside of class. The kit is appropriate for families, school cue clubs, teachers, and speech-language pathologists.

*Cue with Me in the Spring!* and *Cue with Me in the Summer!* will follow in a few months. Each kit reinforces not only seasonal vocabulary and language, but also plays with a specific area of language such as identifying vowels in words, onomatopoeia, and homophones. Each kit uses different games and activities incorporating the fun and colorful characters.

The kits are available for purchase from the Cue Store ([www.cuecollege.org/shop](http://www.cuecollege.org/shop)). Parents who subscribe to the DCLP Parent Kit series may order one kit for free and buy each additional kit at half-price.

Thank you, Liz, for spurring the NCSA to create new and exciting materials for children and their families!

# 2021 R. ORIN CORNETT SCHOLARSHIP WINNER



Isaac Darrah, 2021 Cornett Scholarship Recipient

The NCSA is proud to announce that Isaac Darrah of Illinois is the winner of the \$1,000 NCSA R. Orin Cornett Scholarship for 2021. He currently attends LeTourneau University.

Isaac attended Alexander Graham Bell Montessori School (AG-BMS) in Wheeling, IL for elementary school, where the teachers used Cued Speech.

He wrote, “I was born deaf in China and I was adopted into the Darrah Family when I was around age 5 and a half. I had no education or knowledge in speaking, reading or being able to understand people. As soon as my family adopted me, they introduced me to Cued Speech. They got me my

first cochlear implant when I was around 6 years old.

“I continued to keep learning spoken language and literature via Cued Speech. Less than a year later, my first cochlear implant failed and I had to get my implant replaced. This delayed me with my hearing, but Cued Speech enabled me to continue my learning while I was recovering my hearing with my new implant.

“At around age 9, I was caught up, for the most part, with my education for my age. Because of Cued Speech, I was able to catch up in the span of 4-5 years. I give Cued Speech a lot of credit and I am extremely thankful for it. I wouldn’t be where I am today if it wasn’t for Cued Speech.

Debra Blackburn has been both teacher and transliterator for Isaac during his time at AGBMS. She wrote in her reference for Isaac “Cued Speech was a godsend for Isaac...I believe he would be a good role model for younger students. He is a social fellow with his small group of friends both in the hearing and deaf/hard-of-hearing world...He will continue to be an advocate for Cued Speech in years to come.”

## APPLICATIONS OPEN FOR 2022 COLLEGE SCHOLARSHIPS

Each year the NCSA provides two college scholarships. 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.

Recipients of both 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.

The **R. Orin Cornett Scholarship** is a \$1,000 award given in memory of Dr. R. Orin Cornett, the inventor of Cued Speech.

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 **Carol Shuler Scholarship** must reside in Arizona, Alaska, California, Hawaii, Idaho, Nevada, Oregon, Utah or Washington.

Scholarship applications for 2022 are available on [www.cuedspeech.org](http://www.cuedspeech.org).

# MAKING SPOKEN LANGUAGE CLEAR FOR LEARNING TO READ: CUED SPEECH OR VISUAL PHONICS?

By Cathy Rasmussen, PhD, CCC-SLP © 2021 Cathy Rasmussen

*continued from p.2*



**Figure 1** Cued Speech cues for the word “moo”: one consonant /m/ handshape in one /u/ placement.



**Figure 2** Visual Phonics cues for the word “moo”: one handshape, one placement and one movement for the consonant /m/, plus one handshape, one placement and one movement for the vowel /u/.

- CS cues are not designed to model how speech sounds are produced, but to provide enough information that the receiver can easily and efficiently understand what has been said. Research and experience indicate that it does this quite successfully.
  - VP cues are intended to mimic some features of speech, but the system is not designed to communicate all the variations of speech sounds, so may sometimes be conveying inaccurate information. For example, as described earlier, the movement for /t/ is intended to convey “release” of the /t/ consonant. However, in many instances, the /t/ is produced as a “stop” sound at the end of a word and is NOT released. Using VP to indicate a speech feature that is not actually occurring as the sound is spoken could lead to mistakes in articulation if a child is attempting to use the VP form of a word to pronounce it. The movements of VP cues intended to depict features of speech still require explicit teaching of these features to a child.

These factors result in important differences for communicating aspects of spoken language. Visual Phonics may be used very effectively for representing sounds/phonemes in isolation, such as /b/, or in short, simple syllables, such as /bo/, and words like “boat.” Because a movement is required for each sound, however, it is too slow and cumbersome to produce longer or more complex words OR to communicate at natural conversational speed. This means that VP can be useful for working on speech/articulation or for some basic phonemic awareness activities. In contrast, CS can also convey sounds/phonemes in isolation, short/simple syllables and words, but can additionally convey longer, more complex words, as well as connected language in natural communication effectively and efficiently. In summary, VP is used for focusing on individual sounds/phonemes, whereas CS is also used for this purpose, as well as for communication, which has significant implications for language learning and literacy.

Cued Speech has been shown to be very effective and efficient for the reception of spoken language. It allows for rich and robust language exposure in meaningful contexts

*continued on p. 16*

necessary for the acquisition of strong language skills that are the foundation for reading proficiency. Results of research on CS show how well it conveys the elements of spoken language, as well as its impact on language acquisition and literacy skills. (See the NCSA 2019 Research Findings Regarding Cued Speech available on the NCSA website at <https://cuedspeech.org/resource-center/cued-speech-research-findings/>.) These skills include the ability to decode print AND to develop the vocabulary and syntax (grammar) knowledge to understand print information required to comprehend what is read. CS can be used to convey all the critical components of language, which includes individual phonemes, parts of words (like prefixes and suffixes), whole words, and discourse (connected language) while communicating efficiently and effectively about the things, events, and ideas that form the basis of our knowledge of language.

**CUED SPEECH AND VISUAL PHONICS:  
WHAT ELEMENTS OF LANGUAGE CAN BE REPRESENTED?**

	Cued Speech	Visual Phonics
PHONEMES	✓	✓
SYLLABLES	✓	✓
SIMPLE WORDS	✓	✓
COMPLEX WORDS	✓	✗
CONVERSATION/ CONNECTED LANGUAGE	✓	✗

Visual Phonics is designed to provide visual access to individual phonemes, including features of how they are produced, and to help differentiate phonemes that have similar features. Research on VP has shown that it can accomplish these goals and can help children who are deaf or hard of hearing develop basic phonemic awareness. However, no studies have demonstrated that VP results in higher-level language acquisition and reading comprehension.

### Misperceptions about CS and VP

Some authors writing about literacy for children who are deaf or hard of hearing have tried to describe CS and VP, but as many are not very familiar with these systems through actual use, they have characterized them incorrectly. For example, some have asserted that CS conveys language information at the syllable level, perhaps because of its ability to cue whole syllables with a single handshape and placement, and have stated that CS cannot convey individual phonemes as VP is designed to do. This is a misunderstanding of how CS works. Yes, CS CAN convey syllables, but the basis of the system is the phoneme, and it is quite capable of displaying individual phonemes, as well as providing enough information that children can figure out the phonemic structure of words, as well as the other critical elements of language needed to be a fluent reader.

### Why do these differences matter?

In order for children to become fluent readers, they MUST be exposed to a sufficient quantity of the spoken language so that they can learn to decode the printed form of that language and thus to understand the language they are reading. Children without hearing loss acquire this through hearing spoken language. Children with a hearing loss can acquire this visually through cued language using the system of CS. Language must be completely accessible in situations where children can absorb ALL the critical parts of their language. They must be able to readily observe the basic building blocks, the phonemes, as well as the vocabulary, grammar, and structure of the language of communication. Mastery of these skills is the basis for literacy. Some skills can be acquired or enhanced through explicit teaching, like phonemic awareness; however, unless children have a grasp of spoken language early on, learning to read will be a very difficult task.

Because cued language enables the communication of spoken language easily, efficiently, and effectively in meaningful situations, Cued Speech has proved to be an outstanding mode of communication and tool for making language accessible. More than 50 years of research and experience has proven that children can have access to all these critical components of language through vision as successfully as through hearing when the system of Cued Speech is used to ensure spoken language is conveyed clearly and completely.

# THE JOURNEY OF A BILINGUAL FAMILY TO CUEING

By Llanely S. Hernandez

*continued from p. 5*

Cued Speech. She briefly explained what the system consisted of and strongly recommended the use of it for our son. At that time our son was in kindergarten in a new school and the staff of this school was wonderful to us from the first moment we talked to them about the audiologist's recommendation.

The school district quickly and diligently helped us with the paperwork and made the changes on Angel's IEP. Once that was done, the district immediately provided a cued language facilitator for our son. Not only that, but they devoted their precious time to learn the system themselves in order to help Angel and offered us all the necessary support so we could learn the system and help our son succeed. Afterwards, we received the same help and support from the Cochlear Implant Center, only this time it was in Spanish, our first language.

In May 2010, we received an invitation to Spring Cue Camp Cheerio, which we accepted, attending for the first time. There we met several people who made a great impact on our lives and helped us in our journey. Approximately six months after we made the transition from ASL to Cued Speech, we began to see progress in our son's language skills. This motivated us and encouraged us to continue learning the system, and since English was not our first language it took us a little bit longer to learn it. Since then, we have attended Spring Cue Camp Cheerio annually.

In May 2011, we met a wonderful lady, Vickie, whose neighbor was Lauren Pruet, the president of Language Matters, Inc. (LMI). Eventually during the same cue camp we met Lauren in person, shared our experience with her and she kindly offered to help us. We gladly accepted her offer and we began to meet with a group of Spanish-speaking families. Initially we started with English cues and eventually we incorporated the Spanish cues. At that point our cueing practice became bilingual, and we dedicated ourselves to study, research, perfecting the system and working with Hispanic families.

Today, 11 years after the first time we attended the cue camp, we are pleased by our son's achievements. Angel is now 18 years old and in the 11th grade. He doesn't have a cued language transliterator, but his home room teacher cues for him. Thanks to the use of Cued Speech, we have seen great progress in our son's communication skills. He is doing much better than what was expected and although we still have a long way to go, he continues to progress with each new day.

*Llanely Hernandez was born on October 9, 1981 in Tulancingo Hidalgo, Mexico. In 2000 she moved to America, married in 2003, and shares she has been blessed with two sons. The Hernandez family learned and has been using Cued Speech since 2010.*

## THE OPUS OF OUR CHILDHOOD

By Jill Keblawi

*continued from p. 6*

a really good point, but he shuts his eyes, cutting you off mid-sentence. It completely renders you helpless of making any further arguments, because he could neither hear you screaming at them nor see you cueing to them! But, in turn, I had my own method of cutting off his arguments. I locked myself in my bedroom. He couldn't see my face to see if I was listening. This started our tradition of passing notes under the door!

We both attended the University of Virginia (UVA). Nabeel was a freshman when I was in my third year. We both took

classes in American Sign Language (ASL) and we, with a few others, created a student group dedicated to promoting awareness of deaf students at UVA. One of our greatest accomplishments was organizing a protest when the UVA administration announced its intention to cancel the ASL offering of classes.

In the great tradition of UVA, one of the ways we got our message across was joining the ranks of other UVA students that made announcements by painting Beta Bridge with a message of saving ASL classes. I still have the letter we re-

*continued on p. 18*

ceived in February 1999 from the administration informing us that the ASL program would continue.

Nabeel and I, along with another UVA ASL student, decided to attend Gallaudet University for a summer immersion program in ASL classes. I think that summer was life-changing for Nabeel. Being on a campus where everyone was deaf or knew (even at a basic level) how to communicate with a deaf person! It was a totally different experience than his experience at UVA, where, at the time, there were only about five deaf students in both undergraduate and graduate programs.

Because Nabeel was interested in science, he wanted to attend Rochester Institute of Technology (RIT). One of the RIT colleges was the National Technological Institute of the Deaf (NTID). At Gallaudet that summer, Nabeel and I realized that just by being on campus at RIT, he would be part of a very deaf-friendly community. We both knew it would provide a great social opportunity for him and yet still provide a great education. The next task was to convince our parents. While cueing had provided Nabeel with a solid education, it was time for him to fully enjoy college life and the best way to do that, we realized, was on a deaf-friendly campus.

Nabeel graduated from RIT and his education positioned him well in life. He later obtained a masters' degree and worked in Houston, Texas, for several years before I moved to the area with my husband and children.

Ever the adventurer, Nabeel moved to Asia in 2016. Nabeel announced his engagement to Moon, a Vietnamese woman who is now his wife, and asked his close family to travel

to Ho Chi Minh City, Vietnam in December 2018 to attend their wedding and related festivities. Not only did I have the trip of a lifetime, I also observed Nabeel finding his place in the world.

In America, Nabeel likely stands out to hearing people as that “deaf” guy no matter how good his English is. And even though he knows ASL, perhaps he didn't feel at home in Deaf culture. In Vietnam, however, I saw how he integrated fluidly into Vietnamese life. Taxi drivers and coffee shop baristas didn't seem to mind his “accent” or that he may not have understood them on the first try. To them, all foreigners had an accent and a bit of trouble communicating at first. What really struck me was the friends he made in Vietnam. His good friend Anders, who gave a speech at Nabeel and Moon's wedding, explained how thankful he was to have a friend like Nabeel. It didn't matter, seemingly, that Nabeel was deaf. What was more important was how much Anders had in common with Nabeel, another Westerner new to the city trying to navigate life, and start a new business in a foreign city.

I reflected, on my way home from Vietnam, that Nabeel has found a place where, similar to Mr. Holland completing his opus, the melodies and notes are coming together in the symphony of Nabeel's life.

*Bio: Jill Keblawi resides in the Woodlands, TX with her three daughters and her husband. Jill is a practicing lawyer and a board member of the NCSA. Jill is now the proud aunt of Nabeel and Moon's first child, Vivian.*

## LEVELING THE PLAYING FIELD: Advocating for Deaf/Hard of Hearing Cuers' Right to Equal Phone Access

*continued from p. 7*

ability Advisory Committee meeting and submitted public comments on the lack of Video Relay Service availability to cuers. Our comments were read aloud at the meeting, and we were invited to schedule a meeting with the FCC Disability Rights Office.

Members of NCSA's Legislative Committee and Executive Committee and Visual Language Associates met with attorneys and staff from FCC's Disability Rights Office in October. We provided testimony regarding the difficulty of using text-based relay services and how we would benefit from having certified Cued Language Transliterators as Communication Assistants. An ex parte letter describing the

outcome of the meeting was submitted at: <https://www.fcc.gov/ecfs/filing/110138999139>

We have been advised to submit a petition of declaratory ruling to the FCC. This petition will ask the FCC to issue a declaratory ruling to ensure that the TRS Fund will reimburse VRS companies who hire Cued Language Transliterators.

**Again, if you or someone else you know is aware of a lawyer or legal aid resource who would be willing to offer pro bono legal services to assist NCSA with submitting this petition, please contact Ben Lachman at [blachman@cuedspeech.org](mailto:blachman@cuedspeech.org) and Rachel McAnallen, at [rmcanallen@cuedspeech.org](mailto:rmcanallen@cuedspeech.org).**

# LEARN CUED SPEECH ONLINE IN 4 WEEKS



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Initial offerings of CS101 will be led by NCSA-Certified Instructor, Sandy Mose tick. Financial Disclosure: Sandy Mose tick will receive financial compensation as instructor of the course. Nonfinancial Disclosure: Sandy Mose tick is the founder and director of the Cue College program of AGBMS-AEHI. She raised a child using Cued Speech.



**CS100 is a collaboration between Cue College, Deaf Children's Literacy Project (a program of the National Cued Speech Association), and Institute for Disabilities Research and Training, Inc.**

Cue College is a program of AEHI: Alternatives in Education for Deaf and Hard-of-Hearing Individuals, an affiliate of the NCSA.  
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*Over \$20,000 was raised for the free CLT program held during March and April 2021.  
About \$14,000 was raised through Facebook campaigns, including Giving Tuesday, during 2021.*

*Includes donations from January 1, 2021 to December 31, 2021*

*Note: Please accept our apologies if your donation is not listed above or is included in the wrong category.*

# EASY WAYS TO GIVE TO THE NCSA

*The NCSA relies on your donations to support its programs, including free classes, family support weekends (cue camps), scholarships, exhibits and presentations at conferences, outreach and advocacy services, and a website backed by a network of regional representatives to provide families with access to a plethora of Cued Speech information and resources. The NCSA depends 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](https://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](https://smile.amazon.com), Amazon will donate a percentage of every purchase to the NCSA.

**Use PayPal Give at Checkout** when making purchases with PayPal. Visit our charity profile at PayPal (<https://www.paypal.com/us/fundraiser/charity/1736573>) and click "Set to Favorite Charity." With the NCSA set as your favorite charity in PayPal you can choose to add \$1 each time you checkout using PayPal, which will be given to the NCSA without any fees being deducted. These microdonations add up over time to make a huge impact!

**Make a donation using PayPal.** Feeling generous? Donate any amount you would like at our PayPal charity profile page. PayPal will cover all fees. <https://www.paypal.com/us/fundraiser/charity/1736573>

**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.** Just add the NCSA as a beneficiary to your will, IRA or insurance policy.

**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 its 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.

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**Prefer 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.**

# DEVELOPING NATURAL LANGUAGE WITH CUED SPEECH

Make It About Your Child

- Talk about emotions and how things feel. If your child is angry or sad or happy, give him or her words to say it.
- Capitalize on your child's interests.
- Listen to hearing children talk among themselves. Listen for phrases you wouldn't normally say and work them into the vocabulary you use with your child.
- Cue sounds in the environment, especially with cochlear implant children because it validates what they hear.

NCSA Executive Director Sarina Roffe presented “Developing Natural Language with Cued Speech” on December 10, 2021, via zoom during the Polish Scientific and Training Conference titled “The Cued Speech Method in Poland and in the World.”

## DR. POLLY EARL PRESENTS AT FCEI CONFERENCE



NCSA Board member Dr. Polly Earl will present “Simultaneous Language Acquisition of Cued Spanish and Cued Dutch by a Child with Auditory Neuropathy Spectrum Disorder” at the annual FCEI International Conference being held in Bad Ischl, Austria, June 8-11, 2022. FCEI stands for Family Centered Early Intervention.

### DONATE TO THE NCSA!



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New or renewing members may sign up as individuals or families for one, two, or five years (with a \$25 discount for five-year renewal). Lifetime memberships (\$500) remain available only to individuals.

**Go to [cuedspeech.org](https://cuedspeech.org)  
to join or renew.**

**JOIN TODAY!**

## MEMBERSHIP FEES

The NCSA Board of Directors recently approved a new membership structure. In the past, membership was solely on an annual basis, renewable on the anniversary of membership initiation.

The new structure has all membership renewals aligned with the NCSA fiscal year from September 1 through August 31. Memberships that expire in the middle of the year are being extended to the end of the fiscal year on August 31.

New or renewing members may sign up as individuals or families for one, two, or five years (with a \$25 discount for five-year renewal). Lifetime memberships (\$500) remain available only to individuals. Go to [cuedspeech.org](https://cuedspeech.org) to join or renew.

Membership Family 1 year - \$40  
Membership Family 2 years - \$80  
Membership Family 5 years - \$175

Membership Individual 1 year - \$35  
Membership Individual 2 years - \$70  
Membership Individual 5 years - \$150

Membership Organization/Affiliate 1 year - \$50  
Membership Organization/Affiliate 2 years - \$100  
Membership Organization/Affiliate 5 years - \$225

Life Membership Individual - \$500



**National Cued Speech Association**

1300 Pennsylvania Avenue, NW Suite 190-713

Washington, DC 20004

**FORWARDING SERVICE REQUESTED**

## **UPCOMING EVENTS**

### **NCSA Webinar Series**

To see a schedule of upcoming NCSA webinars, please visit <https://cuedspeech.org/get-engaged/find-an-event/>.

### **EHDI Annual Meeting Cueing Presentations**

March 13-15, 2022 – Cincinnati, OH

#### **Instructional Session – Sunday, March 13, 2022**

- A Taste of Cueing (Sarina Roffé) 3 hours

#### **Breakout Sessions - Tuesday, March 15, 2022**

- Hear Me! Panel of Cuers Tells Their Story – (Sarina Roffé)
- From Grief to the Light (Sarina Roffé)
- Cued Speech: What and Why? (Sarina Roffé)
- Supporting Families New to Cued American English (Dr. Polly Earl, Rachel McAnallen, and Amy Ruberl)

**NCSA: CHAMPIONS OF EFFECTIVE COMMUNICATION, LANGUAGE ACQUISITION, AND LITERACY THROUGH THE USE OF CUED LANGUAGE**