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Why We Cue...



Ann Mochinski

We

Tommy Salvi

c...

Andy Romain

(y)ue!

"Cued Speech and cochlear implants are an unbeatable combination! Many families like ours know that we would not be where we are today without both."

—Ron & Sue Mochinski, Anthony & Rose Salvi,
Jacques & Maria Romain

Phrases such as "perfect partnership", "powerful partners", and "unbeatable combination" are common in relation to Cued Speech and cochlear implants. The NCSA Board adopted a position statement on the use of Cued Speech with cochlear implants in July. It is printed on page 3.

Deaf Children's Literacy Project for workplace contributions to NCSA

Please pass along "Deaf Children's Literacy Project / Combined Federal Campaign Code #1529" to federal employees, such as postal workers, military, federal judges, and Gallaudet employees, and share with others the hope and success that Cued Speech provides for families and individuals.



For workplaces with United Way: If "Deaf Children's Literacy Project" is not listed, contact the local United Way office to learn if and how one may designate funds to National Cued Speech Association / Deaf Children's Literacy Project. NCSA's tax-exempt ID number is 52-1263121. If you need our assistance, please call or email the NCSA office!

On Cue

Vol. 16, No. 3

On Cue, the newsletter of the National Cued Speech Association, is published quarterly; email updates are more frequent. News, calendar items, letters, classified ads, & photos are needed! Letters to the Editor must include contact information of the author. The Editor reserves the right to select those letters to be published and to edit for length and language. Electronic transmission is preferred; send to NCSA office (see page 1).

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President's Message Sarina Roffé; NYCuedSpC@aol.com

As reported in our last newsletter, the NCSA, through its membership in the Deaf and Hard of Hearing Alliance, has been working with peer advocacy organizations and elected officials to change language in the Senate version of the reauthorization of the Individuals with Disabilities Education Act.

At the time of this writing, I am happy to report to you that we have been successful at having Cued Speech included in the federal law as *both a visual and auditory mode of communication*. In addition, Cued Speech services will be listed in two sections – related services and early intervention services. We fully expect that the House will accept the changes made by the Senate and that the reauthorization will include our language. However, I encourage you to write a letter to your Representative and Senator encouraging passage with these changes.

We have heard from many parents over the years throughout the country who have had trouble obtaining CS services because their school system views CS as a methodology. With this new language inserted in the federal IDEA, school districts will no longer be able to say that CS is a methodology and parents will have more pull in obtaining Cued Speech services. Let us give a round of applause to Amy Ruberl, co-director of the Mid-Atlantic Region, who has worked diligently on this project.

I am also happy to report that our membership drive has been successful, and we welcome back our renewing members. If you are a lapsed member, or know someone who is, I encourage you to send in your membership dues, along with an optional additional donation. Your dollars support the NCSA and the important work we are trying to accomplish, such as establishing a CST training and evaluation system, and supporting research and cue camps.

In another area, the NCSA Board adopted a position statement on the use of Cued Speech with Cochlear Implants. We released this information to newsletters in the deaf community and it has received some attention in the press.

At this time, our web site, www.cuedspeech.org, is being redesigned by Rob McIntosh, a deaf adult cuer who lives in Maryland. Our objective is that the web site will have more content, stories, anecdotes, research information and be more user friendly. In addition, our goal is to enable visitors to the site to register, join the NCSA, make an online donation and even donate a vehicle. Also, Cued Speech Discovery now has its own site - www.cuedspeech.com – as a place to purchase Cued Speech related materials.

Once again, the NCSA will be part of the Combined Federal Campaign under the name Deaf Children's Literacy Project. This enables federal employees to donate a part of their wages for the important work that we do. To expand our fundraising capability in workplace campaigns, we have also registered to fundraise in Texas, Maryland, California and New York. Beginning next year, state workers in those states will be able to donate to the Deaf Children's Literacy Project through workplace giving.

Our next NCSA board meeting is in Philadelphia on November 15-16 at the Hampton Inn. We invite you to attend or contact us to become more involved!

Cued Speech and Cochlear Implants

A Position Statement of the National Cued Speech Association

The position of the National Cued Speech Association is to support literacy and language development through the use of Cued Speech.

The rapidly advancing technology of the cochlear implant brings to many the significantly increased hearing necessary to auditorily process oral speech and language. Cued Speech facilitates that process and serves as a communication tool to be used with the cochlear implant to:

1. Visually clarify and confirm what is being processed auditorily through the cochlear implant
2. Attach meaning to new auditory information and to the speech sound system of spoken language (phonology).
3. Facilitate and accelerate new language development including vocabulary, grammatical structures, and idiomatic expressions.
4. Provide an unambiguous message when there is competing or background noise, when the implant is not in use, or when the implant user is at a distance from the speaker.
5. Provide continuity among professionals when teaching articulation skills.

The National Cued Speech Association recognizes that:

1. the child needs daily opportunities to use and learn language and speech skills in auditory only (unisensory) situations.
2. the decision to implant a child with a significant hearing loss requires parental choice with an understanding of the risks and benefits involved.
3. the parent needs reliable information about evaluations and recommendations by experienced medical and educational professionals as well as parental feedback

The National Cued Speech Association believes that:

1. the parent and school district must commit to provide the necessary habilitation and appropriate educational program for the child after implantation, and
2. in order for the child to obtain maximum long-term educational and linguistic benefit, accurate and fluent Cued Speech should be used in conjunction with the cochlear implant.

The National Cued Speech Association supports the rights of children and parents to continue to use their preferred mode of communication both at home and in educational settings after implantation.

Adopted 7-31-2003

Cornett's Orner

Speechreading

Preeti Gokal Kochar, Ph.D.

At age 2, my daughter, Prachi, had recently been diagnosed as being deaf and did not know much language, and most people we met would ask "Can she lipread?" People do not realize how hard speechreading is. Dr. Cornett analyzed the process of speechreading and explains it well in just three pages.

The Cued Speech Resource Book, R.O. Cornett and M.E. Daisey, Ch. 13, p. 177 -179

"Consider the simple sentence "I met Mr. Jones yesterday". The theoretical chance of identifying this sentence by identifying correctly from the lips all of the elements of the spoken message is about one in 40 million! But the good speechreader's knowledge of language enables him or her, with the brain working like a remarkable computer, to rule out possible interpretations that do not make sense according to the rules of language and the situation. Thus, a good lipreader can select one of the interpretations that do make sense, and hope for the best!"

"Lipreading, or Speechreading, is a process in which the ambiguous patterns of the mouth movements are recognized because they occur only in patterns dictated by the common usage of the language. Note the very sobering implication: Your deaf child cannot acquire new language through lipreading."

CS Resource Book Donated to Libraries



Dr. Mary Compton looks over The Cued Speech Resource Book presented by Barbara Lee on behalf of NCSA. Dr. Compton leads the Education of Deaf Children Program at the University of North Carolina at Greensboro.

The National Cued Speech Association Board is presenting the *Cued Speech Resource Book* and *Letters from Cue Adults* to the libraries of key early intervention and special education agencies and teacher-training programs. If you wish to recommend a group to receive a copy, contact Polly Earl at mainecues@ainop.com.

Why We Cue...

Thank you to the Mochinski, Salvi, and Romain families for being a part of the "Why We Cue" series of advertisements. If you or your family would like to participate in this outreach program, please contact the NCSA office.

Cue-Tips

by Preeti Gokal Kochar, Ph.D.

Think Sound, Not Spelling!

When we first decided to cue to our daughter, Prachi, I thought that it would make her a poor speller. When I raised this question at a Cue Camp, a parent who had been using CS for a while countered, "How does a hearing child learn to spell? It's the same for a Cued kid!" Thinking about this, I realized it was true. Finger-spelling would teach her to spell, but Cued Speech gave her the same information as a hearing child gets from listening to the word; it does not give the spelling of the word.

Let's start with easy words to cue, such as *she*, easy for most, but not for me. I've been caught using the handshape 3 (*see*) instead of 6 (*she*)! *Sugar* is another such example. How about *who*? A CS teacher, Marcia, once tricked our class by asking us to cue *what*, *when*, *why* and then *who* and half the class cued "*who*" with hand shape 6 (*woo*) instead of 3 (*hoo*)!

Some words are spelled the same but have different meanings. My favorite example is *live*. It is said differently depending on the meaning, e.g., "Live each day like it's your last" or "Live from New York!". Cueing each conveys the correct information to the receiver; spelling cannot convey the difference.

I voiced this concern to a teacher who worked with Prachi when she was a toddler. That teacher said that a deaf child eventually learns all these exceptions. It seems that there are so many exceptions in English that it is almost impossible to master the language by print (spelling)

Have YOU, or are YOU changing your e-mail address or mailing address! Please let us know! Just call and leave a message at 1-800-459-3529 or send us an email at Cuedspdisc@aol.com. We miss you when your mail / email comes back to us!

Cue Camps

Camp Cue Orleans 2003

By Iva Tullier

Whatever It Takes, Inc., better known as WIT, was founded by parents and teachers over 20 years ago in Ascension Parish, Gonzales, Louisiana. In 2000, the group applied for an IDEA federally funded grant intended to promote services for special education collaboration between parents, schools, and communities in Louisiana. With the grant awarded and a volunteer camp director, Camp Cue Orleans came into existence. The first camp was held in June of 2001 at the University of New Orleans at their Lakefront campus. After hosting a successful 2001 camp, WIT reapplied and received an extension of the grant to be used 2 years later.

From June 1- 5, 2003, the University of New Orleans was again home to those interested in learning Cued Speech, approximately 60 participants and staff. Staff and participants could participate as overnight or day-only campers. Those who chose overnight, stayed at Privateer Place, an apartment complex adjacent to UNO's campus and within walking distance of classes and the campus activity center where meals were eaten. Others chose to stay in area hotels.

Iva Tullier served as CCO's camp director for the second time. By working with **Ms. June Street** (state department of education supervisor for the deaf and hard-of-hearing), **Dr. Kate Reynolds** (UNO special education professor working with the deaf education program), **Ms. Barbara LeBlanc** (deaf education supervisor in Ascension Parish Public Schools), and a well-trained, extremely knowledgeable and fun staff, camp went off without a hitch. Those serving on the staff were: **Tom Shull**,

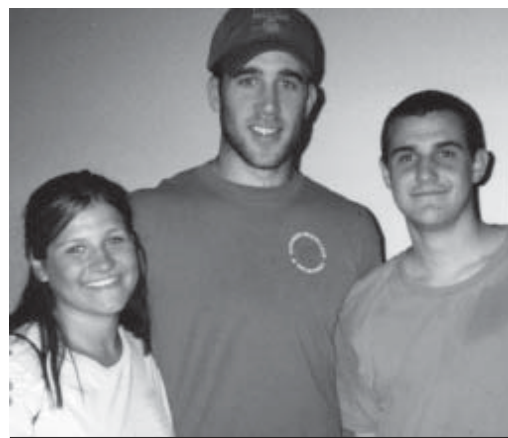


Leisure time in the hot tub! Bathing beauties Jennifer Talbot, Shaely Cheramie, & Courtney Perry.



April Cornyn of Lafayette Parish, June Street of the Louisiana State Department of Education, and Barbara Lee of North Carolina

Claire Klossner, Barbara LeBlanc, Barbara Lee, Eloise Reynard, Cheryl Russell, Alice Himel, Donna Segura, and Mary Talbot. Young adult assistants were **Law Olivier, Jennifer Talbot, Travis Nelson, and Courtney Perry.** **Jan Nelson** served as the babysitting coordinator.



Three young adult assistants: Jennifer Talbot, Law Olivier, & Travis Nelson.

Many thanks to the **National Cued Speech Association, Frankie W. Lange, and Randy Tullier** for their special assistance.

Special presentations were made on three occasions. On Monday afternoon, nine young deaf cuers spoke about themselves and their experiences with Cued Speech and answered questions. Many participants said that this

Continued on page 6

event was their favorite, since it was their first association with anyone who used Cued Speech. The panel participants were: **Emily Fatherree, Travis Nelson, Nikki Boudreaux, Nichole R. Jones, Miquel G. Savage, Law Olivier, Jada Sellers, Courtney Perry, and Jennifer Talbot.**

Immediately after lunch on Tuesday afternoon, **Barbara LeBlanc, Cheryl Russell, and Eloise Reynard** presented “High Stakes Testing in Ascension Parish: Beating the Odds.” Evidence collected for several years clearly indicates that Ascension Parish’s deaf and hard-of-hearing children *pass standardized tests with consistency.*

On Tuesday evening, **Barbara Lee** presented an hour lecture and discussion on language development using Bloom and Lahey’s hierarchy for normal hearing children. She began by using a clip from the movie Patch Adams which reminds us all to not concentrate on the problem, but to “*focus on the solution.*”

On Wednesday afternoon participants were dismissed early so that newcomers to New Orleans could take time to visit a few of the many fascinating sites downtown. The bit of rain didn’t dampen adventurous cuers’ spirits.



Samantha Cash, Luke Caruso, and Alice Himel make up the “I Can Cue” train.

Thursday afternoon’s “Show and Tell” approached all too rapidly, and the students from each level of classes performed short skits to show what they had learned. No one was disappointed as each group brought us to tears and cheers. There were Cued Speech trains, cool cuers, teeny tiny mouse stories, Ms. Wishy Washy and her animals, original songs, and a new version of

the automated cuer.

Six graduate students from UNO received college credit (3 hours) for their beginning Cued Speech course taught by **Barbara LeBlanc**. The graduate students had longer hours and stayed through Friday in order to earn the college credit.

Participants did an outstanding job all week of cooperating, cueing, and questioning. Each is wished the best as they pursue excellence for their friends, family, and students who use and need Cued Speech.



Jessica Estrada (holding Julian) won the Cued Speech quilt, designed by Alice Himel, with quilt squares created by participants and staff.



“Little Dogs” of the children’s class are Logan Caruso, Brittany Estrada, & Dylan Estrada.

CueSign Camp

by Amy Crumrine

CueSign Camp was held at Gallaudet University from July 6-11, 2003.

Cueing classes were held in the morning while ASL classes were held in the afternoon. In between these two classes, exciting workshops were given to the participants and staff of this camp! We were treated with a workshop led by **Dr. Melanie Metzger** and **Mr. Earl Fleetwood** who discussed the difference between Cued Language and Cued Speech. Later in the week, we were honored to have the presence of **Sharon Duchensau** from Alternative Solutions in Maryland who gave two workshops on two different days: "Deaf Culture and American Sign Language: A 60-Minute Overview" and "Making it Work: Families with Deaf and Hearing Members".

Each day was topped off by our evening activities which included a deaf comedian one night, and a presentation by **Dr. Margery Miller** who discussed the importance of sibling relations when there is a deaf child in the home. The skits provided by each class on our last evening of the week were a hit!

A future CueSign Camp is underway with the help from the Department of ASL studies at Gallaudet University. Details will be shared at a later date.



Lena Portolano, Rosemary Crumrine, & Dasha Portolano at Cue Camp Friendship.

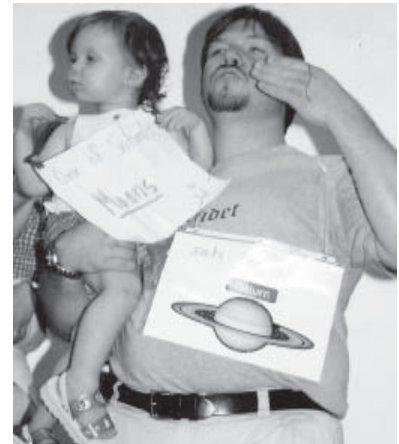
CueCamp Friendship — Launching into Literacy

by Amy Ruberl

CueCamp Friendship was out of this world at its new home at the New Windsor Conference Center in New Windsor, Maryland. This serene setting was the perfect location for learning, playing, and making new friendships. Campers and staff members came from across the country to participate in a week of learning and fellowship June 22 - 27, 2003.

The children's classes had a terrific time learning to cue and learning about space. The student teacher ratio was very low, allowing the needs of all the children to be met throughout the day. Staff for the children's classes included: Daycare: 0-2: Teacher: **Marcie Balderson**, Assistants: **Audra Eckes, Lois Hurowitz, Tiffany Balderson**, Counselors: **Elizabeth Laptewicz, Shanna Sorrells**; Preschool: 2 1/2 - 4: Teacher: **Amanda Townley**, Assistants: **Anne Marie Dziekonski, Brian Kelly, Tasha Lais**, Counselor: **Sarah Segal**; Lower Elementary 5-7: Teacher: **Deborah West**, Assistants: **Alli Polk, Lauren Unflat**, Counselor: **Vaibhav Gupta**; Upper Elementary 8 - 13: Teacher: **Julie Pera**, Assistants: **Sarah Bellido** (morning only), **Brad Buran, Gela Wax**. The children's classes participated in several extracurricular activities. **Wendy Hocking** and her son **Ben Osborne** provided a change of pace each day for the students with a variety of activities. Mad Science of Baltimore provided several excellent space related workshops.

CueCamp Friendship established a new class this year for deaf fluent cuers eight years of age or older—The DELTA Group. The Deaf Excellence in Leadership Training Adventure Group was led by **Danielle Paquin** with the assistance of **Sarah Bellido**. These two deaf



Chris Kaftan & daughter Leah help cue the names of the planets.

cueing adults met with deaf cuers (**Vaibhav Gupta, Elizabeth Laptewicz, Ben Osborne, Sarah Segal, and Shanna Sorrells**; see article on next page) each afternoon. This group accomplished numerous things. They performed an awesome skit about communicating with aliens, participated in numerous team building exercises, and produced a brochure for educators. The brochure, "Cued Speech: A Guide for Educators — A Student's Perspective" provides a concise introduction to having a cueing student in the classroom and a valuable list of resources. For information regarding receiving a copy of the brochure, please email AmyCues@aol.com with "DELTA Group brochure" in the subject line.

Adults learners had all of their needs met in a variety of classes. Beginners (deaf and hearing) were taught by **Amy Crumrine** and **Linda Balderson**, assisted by **Marlana Portolano**. The classes showed off their newly acquired skills during Skit Night, when they named the planets in order, including one of the

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moons of Saturn (see photo). Non-beginner cuers (Beyond the Basics) met with a “homeroom” teacher each morning to practice expressive skills then had numerous choices for other modules to take throughout the remainder of the day. The staff for the Beyond the Basics included **Samuel Cappiello, Claire Klossner, Lauren Pruett** (representing LMI), and **Thomas Shull** (lead instructor). Four of the workshops focused on transliterator skills. These workshops



Thomas Morere & Abbey Townley count down for a rocket launch during a Mad Science workshop.

were supported in part by Gallaudet University and the U.S. Department of Education Rehabilitation Service Administration Grant for Region III. All the adults came together in the afternoon for an hour General Session which covered such topics as, advocacy and Using CS with a child with multiple needs. The feedback from the Beyond the Basics group of campers was outstanding...everyone learned something new, increased his/her cueing skills, made contacts



Kayleigh Day & Lauren Unflat across the country, and had a wonderful time. While all the classes at camp were great and well received, the Beyond the Basics workshops were exceptional!

Wednesday afternoon the adults listened to a panel of deaf adults talk about their experiences with cued American English. **Sarah Bellido, Bradley Buran, Danielle Paquin,** and **Allison Polk** each provided valuable insights into the many faces of cueing. Sarah, Brad and Danielle each use a cochlear implant although each derives different benefits from the device. Allison Polk, who uses hearing aids intermittently and her voice only around those who require it, reminded everyone of the importance of the d/Deaf communities and the value of language with or without the use of sound or voice. The panelists know how to sign at different skill levels, but each acknowledged the benefit of knowing how to sign for numerous reasons. Adults had time to explore several booths with cueing and language related products.

Family Activities took place in the evenings. Monday night the camp attended a fun-filled demonstration and workshop put on by the Carroll County Cloggers. Tuesday's trip to the Bear Creek Nature Center was a disappointment since the presenter was unable to unlock the doors to the planetarium to give us a show. All

was not lost; the children enjoyed the pond full of pollywogs and the beautiful setting. Some campers looked through a solar lens and saw sun spots. On Wednesday evening the entire camp and guests went to The Tropics at Cascade Lake for a picnic dinner and swimming in the lake and in a private pool with a 100' slide. During the picnic, Maryland Cued Speech Association President **Duke Osborne** took a few moments to remind everyone that the MDCSA had a star named for **Dr. Cornett**. He asked that on the drive home from the picnic as the stars began to appear that we all take a moment to look up into the sky and thank that “lucky star” for the gift of Cued Speech given to us by such a wonderful man. Thursday night was a fun filled skit night. To view pictures from camp, visit the MDCSA web site <www.mdcsa.org>.

The organizers of CueCamp Friendship (**Amy Ruberl**, Director; **Linda Balderson; Wendy Hocking; Preeti Kochar; Duke Osborne; Marlana Portolano; Deborah West**) would like to thank its numerous benefactors this year: National Cued Speech Association, **Sarina Roffé**, President; **Linda Polk; Judy Weiss** - designer of the awesome camp T-Shirt; **Kirk & Marti Franklin** for their generous gift in honor of Dr. R. Orin Cornett; **Cuemunication Resources & Services, LLC (CueRS)** —sponsor of picnic at The Tropics at Cascade Lake; **Trader Joe's** - donation of snacks for children's classes; and the **Karen McIntosh Scholarship Fund Donors: Linda Polk; The ARC of Southern Maryland; and Information Control Management Corporation.**

CueCamp is always a time of renewing and establishing connections with people who have similar goals and experiences as you. Whether you are young or old, deaf,



*"Crabs from Space":
The DELTA group
performs for Skit Night.
Standing:
Ben Osborne,
Danielle Paquin,
Elizabeth Laptewicz,
Sarah Bellido. Seated:
Shanna Sorrells,
Sarah Segal.*

DELTA: The Deaf Excellence and Leadership Training Adventure Group

by Sarah Segal

This summer I spent a very exciting week as a counselor at CueCamp Friendship in Maryland. **Danielle Paquin, Sarah Bellido, Ben Osborne, Shanna Sorrells, Vaibhav Gupta, Elizabeth Laptewicz** and I were all participants in the DELTA (Deaf Excellence and Leadership Training Adventure) group.

As counselors, one of our projects was to put together a brochure for Cued Speech transliterators, parents, and teachers. We had a lot of fun putting it together! Each of the counselors shared their own ideas and then combined them so that it made sense. In the brochure, we listed the important points of what teachers and transliterators can do, as well as what not to do, to help guide deaf and hard of hearing children into the hearing world.

In search of more information about Cued Speech, we interviewed a Cued Speech transliterator, **Maria Espina**. She explained some very important issues regarding the roles of the Cued Speech transliterator. One of the most interesting points she made that we included in the brochure was that the Cued Speech transliterator is not there to discipline the student in any way whatsoever. Outside of the roles of the transliterator, we also included some helpful Internet sources for captioned films and other web-sites having to do with deafness.

Another goal we had to meet was putting together a skit for the children and parents to watch. The counselors of the DELTA group decided to be creative and make the skit related to the theme of CueCamp Friendship, which was "crabs in space." The skit was about the inability for the "space crabs" to communicate with the audience because their claws interfered with their Cued Speech. We engaged the audience to create human hands for the "space crabs" by pretending to collect hair from their heads to retrieve DNA for the "DNA ray machine."

It was a rewarding experience to have the audience laughing and enjoying each moment. While we were enjoying what we were doing for the Cue Camp, the children, in their energetic youthful spirit, reminded us of the children we once were.

Cue-Tips

Continued from page 4

alone!

Longer words can have many different variations in pronunciations e.g. *nuclear*. Some people say "new cli ur" others "new cew lur", yet all spell the word the same way. Watch out for contractions of words like *conference* - most of us actually say "confrence" (cued at the side not mouth) in running speech and should cue it accordingly. Too much to remember? True, but it also cuts down the number of cues and helps you to cue faster.

I met a cueing parent who says she's an awful speller and would never be able to finger-spell words correctly, but she can cue them just fine!

Cue tip: cue as you speak not as you spell!

CueCamp Friendship

Continued from page 8

hard of hearing or hearing, deaf or Deaf, have strong oral skills or none at all, you can find a place to call home in the cueing community. One adult deaf staff member who had never attended camp before, told me he was sorry he had never attended camp as a youngster. He wished he had felt the sense of community and the freedom of communication that he experienced this summer at an earlier age. If you have never been to camp before, it's been awhile since you came, or you just attended, plan on coming to our next camp in 2005. Reserve the dates June 26 - July 1, 2005 for CueCamp Friendship to take place at the New Windsor Conference Center. We look forward to seeing you there!

Cue Adults

Alina Engelman (pictured at the right) is a senior at Brown University in Providence RI. "It seems like yesterday that I was an overwhelmed and nervous freshman. Time really flew!"



Danielle Paquin graduated from the teacher training program at Clarke School for the Deaf in June. She is now teaching pre-kindergarten at Sunshine Cottage School for Deaf Children, an auditory-oral program in San Antonio, Texas. Her class is a mix of hearing and deaf children. As a volunteer, Danielle is also helping NCSA members **Julie Reese** and **Tony Wright** contact cuers in the Southwest (AR, NM, TX, OK).

Alexander McLin of North Carolina is a student at Duke University in the Pratt School of Engineering. This past summer, Alex had an internship at Pratt. He took a weekend off to visit Amy McGlone.

Esther Rimer of South Carolina is a freshman at Wellesley College in Massachusetts.

Rob Strong and Lydia LeMaistre got engaged on December 7th, 2002. The wedding has been set for the summer of 2004, at Mitchell Ledge Farm in Freeport, Maine. Lydia is a part-time student at the University College of Bangor studying in Veterinary Technology. She also works at a kennel.



Rob graduated from Eastern Maine Technical College in May 1999. He has an Associate in Applied Science degree in Building Construction Technology. He works as a photogrammetrist in the photogrammetry department at James W. Sewall Company in Old Town, Maine. It's a Geographic Information Management, Mapping, & Forestry Consulting company. There are only 1,000 photogrammetrists in the USA! Rob and Lydia plan to start their kennel business someday.

Lydia says, "We STILL cue to each other! We hardly sign to each other, but we sign to our deaf friends."

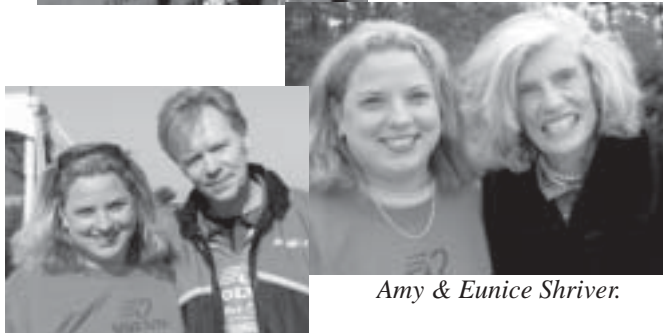
Amy McGlone grew up in Virginia, but now lives on Cape Cod. She is a whirl of activity; you'll find her working as a teller at Citizens Bank in Sandwich MA and salesperson at Dovetale's Antiques & Collectibles in Plymouth MA. Previously she has been Youth Director at her church and a softball and basketball coach.

In June, Amy received the SEA Award (Support in Employing Individuals with Disabilities) from the Massachusetts Rehabilitation Services Commission. They honored her for her multiple successes.

One of her favorite activities is the annual Best Buddies (of individuals with developmental disabilities) Hyannisport Challenge Race / fundraiser based at the Kennedy family compound and sponsored by Volvo. Amy has been active in the planning and implementation for several years. This year **Sinead Clements** assisted her and joined in the festivities with a multitude of celebrities. Here are pictures of some of the guests, enabling On Cue to emulate People magazine.



Amy McGlone & Sinead Clements with Matthew St. Patrick of HBO's "Six Feet Under".

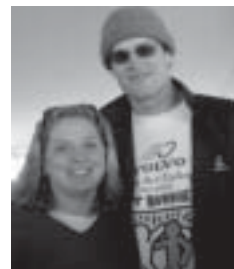


Amy & Eunice Shriver.

Amy & David Caruso of "CSI".



Amy & Sinead with Carl Lewis (Olympic Gold Medalist in Track) & Gabrielle Carteris of "Beverly Hills 90210".



Amy & Tom Brady, New England Patriots Quarterback & 2002 Most Valuable Player.

Sinead Clements of Minnesota is studying psychology and history at Boston University. Over the past two summers, she has studied at Oxford University in England. There she met her fiancé, **Dai Evans**, who has learned to cue. Dai proposed to Sinead at Piccadilly Circus in London. Earlier this year, Sinead gave a talk about Cued Speech at the Minnesota State Academy for the Deaf.

Cue Adult **Scott Van Nice** was featured in the Spring/Summer issue of NTID's FOCUS magazine. Scott received a B.S. in Information Technology from RIT in 2001. He is employed as a system analyst by Procter and Gamble (P&G) in Cincinnati, Ohio. He was attending the NTID Job Fair as an employer representative for P&G, to interview and talk with students. "Students should know that an understanding of the business aspect of information technology will make it easier for them to grow into new roles throughout their careers."

NTID Fellowships for Masters Candidates

Deaf or hard-of-hearing college graduates with a bachelor's degree are invited to apply to the Professional Fellowship Program at the National Technical Institute for the Deaf (NTID), a college of Rochester Institute of Technology (RIT). This program offers a master's degree in a professional or technical field with a full tuition waiver, free on-campus housing, and a \$15,000 stipend as compensation for a career-related part-time job.

Deaf and hard-of-hearing graduate students who apply must be United States citizens and be accepted into a two- to three-year master's degree program at RIT. An application and required materials are due by Feb. 1, 2004, for admission the following fall.

For more information or application materials, contact NTID Office of Outreach and Transition Services, 585-475-2087 (v/tty) or ambnes@rit.edu.

Around the U.S.A.

Kids, Cueing, and Summer Fun

by Theresa Koenig, Duluth MN

What makes teaching a kids' cue class so seriously rewarding? For me, it's the steady stream of questions and those wonderful breakthrough moments when you can see and hear a student making sense of 'this cueing stuff'. "Why do people cue?"; "Oh!, so we say /t/ different ways sometimes, but we cue 'em all the same."; "How could someone think of cueing?"; "Can I have another cookie?"; "How do deaf people know what it means?"; "Yeah! Cue kick ball, cue kick ball!". These are just a sampling of the many rewards I received from instructing this summer's "Kids Can Cue Too" class in Duluth, Minnesota. Yes, it *was* rewarding folks, and it was a lot of fun!

Seven kids from the Duluth area, ages 7 to 12, attended class this summer. These children, whose family, friends or classmates use cued English, spent their mornings, once a week for five weeks, learning and practicing how to cue. Having a small group of kids with mixed cueing skills was a wonderful experience for everyone. A few kids already knew how to cue quite well. They served as



Part of our class. Front: Kjell and Leif Hinkel, Ashlie DeYoung, Kimberly Young. Back: Alicia Liebrand, Kristin Young.

excellent mentors for the other children, and their own skills improved in the process. Some kids were completely new to cueing, and they learned basic cueing skills. All the children enjoyed the daily work, the daily prizes, the cue games, and the art projects related to cueing. One student whose mother uses cued English for communication said, "Cueing is going great, I am using it more and more with my Mom."

Parent initiative helped get this class off the ground. This past Spring, I taught a beginning class, and a few parents from that class wanted their kids to learn to cue. With parent support, a generous grant from the Duluth Area Lions Club, and a space donated by a local church,

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A classic summer pastime with a cueing twist! Making their own cue T-shirts in the foreground are Alicia Liebrand & Kristen Young.



Kristen Young, Kjell Hinkel, Ashlie DeYoung

we were successful in providing Cued Speech instruction to Duluth area children this summer. In addition to the class, some families incorporated a “family cue night” into their routine to reinforce and improve their new cueing skills. Leadership and support from parents goes a long way in teaching their children, not only how to cue, but how to work it into their daily lives.



Leif Hinkel, Alicia Liebrand, Kimberly Young, Kristen Young

Illinois

READ Educational Center and supporters are heading to “Destination: Literacy” on October 26, 2003. For the second year, this Miracle Awards Gala, Auction and Harvest Ball is being held in the North American Jet hangar. This year’s corporate honoree is Computer Associates. Below are some READ supporters who were honored by NCSA last year.

Left to right: Craig and Sarah Darrah, Holly Trueblood, Glenys Chen, MaryAnn and Ron Lachman.



International News

Visit to ALPC, Paris

by Joan Rupert, Director of West Coast Cued Speech Services



Joan Rupert & Nina Jacobs
outside the ALPC offices.

My friend and French translator, **Nina Jacobs**, and I made a brief but informative visit to the ALPC office in Paris, France, the 27th of May. The ALPC (Association de Langage Parlé Complété) office had just completed a major move from a smaller downstairs office to more spacious quarters in the same building. The staff was most gracious in giving us a tour. We spent part of the afternoon sharing information and exchanging materials and literature.

The French have always placed a high regard on their vocabulary, language and history. A very prestigious association, the Academie Francais, makes an annual review of every word in the French dictionary. Any visitor to Paris remarks on the prominence of the bouquinists stalls (second hand booksellers) all along the Seine River. History is revered at every turn of the corner with museums, placards and signs retelling stories of people or specific events. These are all important symbols of the French national culture.

Literacy in France not only involves its vocabulary, but its culture. The importance of the cultural and historical literacy greatly encourages families, educators and researchers to use and study LPC (Cued Speech). There is a growing population using LPC as the therapy of choice with the cochlear implanted child.



ALPC staff member & Joan Rupert

A portion of
the bulletin
board at
ALPC with
Dr. Cornett's
picture.



The ALPC Suisse (Switzerland) is holding a weekend of Cued Speech instruction and social activities, November 15 - 16, 2003, at Villars, in the heart of the Alps. The event will be at L'Eurotel Victoria, which has a gym, teens room, solariums, sauna and indoor pool.

Brazil / Portugal

David Lucio, teacher of the deaf, returned to Portugal after presenting in Brazil, pleased at the number of people interested in Portuguese Cued Speech.

The Congress was attended by 600 professionals from throughout Brazil, of whom 100 were deaf. Very few had heard of Cued Speech, and many of those who had, mistakenly thought that its purpose is to remediate speech articulation.



David Lucio (left) & sign interpreter

After David's presentation, many people sought him out during the conference, requesting more information and instruction. The interest was so intense that David gave a 20-minute introductory lesson to 50-60 people during lunch.

Many expect to invite him to give workshops. One director of a center for infants and toddlers wanted to begin using Cued Speech immediately.

David says, "I'm very optimistic about the future of Cued Speech in Brazil, but I am afraid that the enthusiasm will decrease because no one is practicing Cued Speech there currently."

Great Britain

Anne Worsfold, executive director of the Cued Speech Association UK, and her family were gracious hosts to visiting NCSA office manager **Pam Beck** and her husband, **Gerry**, in mid-July. Anne had returned recently from being the guest of honor at Camp CueTah, which she found extremely useful and enjoyable.



*Anne Worsfold & Sue Tweed
outside Dartmouth's oldest pub.*

The Association's office is in the charming and picturesque Dartmouth, Devon, at the mouth of the Dart River, flowing into the English Channel. In their headquarters, we exchanged materials and ideas.

The Association is an efficient operation, with a

part-time staff of four. **Sue Tweed**, project secretary, focuses on grant writing and fundraising. She arranged for a radio appeal on the BBC (a feature open to charities in the UK) which was aired during September. "Our BBC Radio appeal went brilliantly - our two aims were to raise awareness of Cued Speech generally and to raise money - we got lots of interest shown and requests for more info, plus we raised about £9000, so return was far better than expected. A lot of work but well worth it."

The Association recently released a 17-minute video, "Cued Speech Explained by People Who Use It". The video is excellent, fully



Mark & Jonathan Worsfold. Mark is 16, at 6th form, doing A levels. Jonathan, 18, is studying computer science at Aberystwyth University.

AG Bell Montessori School Certified for Foreign Students

MT. PROSPECT, IL. — The Alexander Graham Bell Montessori School, the only private school in the United States offering a full inclusion program for deaf and hard of hearing children using visual-oral Cued Speech for communication, announces its certification in the Student and Exchange Visitor Information System (SEVIS).

This certification by the Bureau of Immigration and Customs Enforcement of the U.S. Department of Homeland Security allows the school to continue serving non-immigrant foreign students studying in the U.S. Congressman Mark Kirk and his staff were instrumental in their support and guidance to complete this process in time for the start of the current school year.

AGBMS is a classic Montessori preschool and elementary school for children of ages 3-12, where approximately 25% of the student population is deaf or hard of hearing.

AGBMS currently serves one foreign student, Josselin, a profoundly deaf child from Central America. Josselin lives with her sponsor family in the United States to develop spoken language skills and receive an education. Because of the lack of services in her native country, Josselin developed NO language in the first six years of her life! But by the end of her first year using Cued Speech at home and school, Josselin achieved a language equivalent age of three years. When she completes the elementary program, it is fully expected she will have achieved a level of language proficiency and literacy to match her hearing peers.

AGBMS is a project of the READ Educational Center. READ fosters literacy and empowers deaf and hard of hearing children to achieve their full potential through unique educational options and services. READ is especially well-equipped to serve children with little or no auditory potential or whose current language abilities are so far below age level that they do not qualify for inclusion into other types of oral programs.

For more information on the Alexander Graham Bell Montessori School, call Holly Trueblood at 847-297-4660. You can also visit their website at <http://www.agbms.org/> For more information on READ Educational Center, see <http://www.aehi.org/>.

Continued on page 16

Research

Cochlear Implants and Cued Speech

Dr. Jacqueline Leybaert, Research Scientist at the Experimental Psychology Laboratory, Universite Libre de Bruxelles, Belgium, was featured in September as part of the Research Colloquium Series for the Gallaudet University Graduate School and Professional Programs. Dr. Leybaert's topic was "Phonological Representations in Profoundly Deaf Children with a Cochlear Implant: Possible Benefits from Exposure to Cued Speech" The abstract which accompanied the announcement is as follows:

"Most profoundly deaf children are fitted with a cochlear implant (CI) prior to the age of 2 years, an age at which their phonological system is not yet developed. The information provided by the CI may not be sufficiently precise to allow the development of reliable discrimination of phonetic differences in place and voicing.

It will be argued that cooperation is possible between the CI and exposure to Cued Speech (CS). Cross-modal cooperation between the visual cortex and the auditory cortex in speech perception has been documented both in normally hearing people and post-lingual deaf adults fitted with a cochlear implant. The information delivered visually through CS may help to refine the percept received through the CI.

Empirical evidence will be presented showing that children fitted with a CI benefit from visual speech information in a recognition task of words delivered orally, suggesting the existence of rich, multimodal phonological representations.

A second experiment involved a rhyme judgment task. Children fitted with a CI and exposed to CS showed rhyme sensitivity equivalent to age-matched hearing peers. It will be suggested that exposure to Cued Speech reinforces the cross-modal interaction between auditory and visual cortex. "

Phonological Processing and Cued Speech

An article, "Research and Theory to Support Cued Speech", by **Carol LaSasso, Ph.D.**, Professor in the Department of Education at Gallaudet University and **Kelly Lamar Crain, Ph.D.** student, will be published in the next issue of *Odyssey* magazine.

The article begins with a brief history and explanation of the rise of manually-coded English (MCE) systems and Cued Speech. This is followed by a discussion of the three advantages of Cued Speech over MCE systems, as delineated by LaSasso and Metzger (Journal of Deaf Studies and Deaf Education, Fall 1998).

The article also gives a review of recent research related to Cued Speech and phonological processing, including results from brain imaging techniques. A bibliography of all references is at the end of the article.

The authors suggest two types of applications for Cued Speech:

- as a tool in reading programs to develop phonics abilities of deaf students who already have some phonological representation of English, and
- immersion in a Cued Speech environment at home and school, as it is known that such environments do enable deaf children to "develop English and reading competencies comparable to hearing peers".

Odyssey is published by Gallaudet University's Laurent Clerc National Deaf Education Center. *Odyssey* is published three times a year. It is free of charge; to join the mailing list, contact 800-526-9105 or 202-651-5340 v/tty; fax 202-651-5708. Web site is <http://clerccenter.gallaudet.edu>.

Corrections

In the previous issue of *On Cue*, the summary description of the MOC (Modelo Oral Complementada) was based on an article written by Professor Torres at the request of Anne Worsfold of the Cued Speech Association UK and translated by Maureen Brenton. It was not presented at the European Congress of LPC.

The summary of Dr. Busquet's presentation from the European Congress was based on an unofficial translation not verified by Dr. Busquet. The full and precise wording in French is available in the official Congress Report.

Remembering Dr. Cornett

By Betsy Kipila

I first met Dr. Cornett in July 1972 when I applied for a job with him in the Vice President's Office at Gallaudet (then) College. Some time after getting that job and having worked for him for several years, he told me that he had initially hired me for several reasons: 1) I was female and we are smarter than men (!); 2) I was a musician; and 3) I looked him directly in the eye during our interview. That job marked my exposure to Cued Speech and for that I remain eternally grateful to him.

After getting my (very first) job with Dr. Cornett in August 1972, I (as did all of his "girls") became a jack of all trades: secretary, office manager, teacher of cueing, research assistant on the Autocuer Project learning to make and analyze voice spectrograms, operate the prototype machine and read its output – if only that invention of his had come to pass! Joining Dr. Cornett on his trips across the country to teach cueing, I soon went "solo", got a Master's degree in Linguistics of American Sign Language in 1984 shortly before his retirement, and became his successor as Coordinator of the Cued Speech Team in the Department of Audiology and Speech-Language Pathology until Gallaudet closed the Team Office in 1995.

I developed the first Cued Speech Instructor Certification process for the National Cued Speech Association, assisted with the first Cued Speech (then) Interpreter

Certification process, and became a certified Instructor and Transliterator (both of which I remain today).

Obviously, none of the above would have ever transpired in my life if Dr. Cornett hadn't taken this "naive rural-Pennsylvania just-out-of-college girl" into his office and introduced her to his phenomenal system of cueing. In all my talks to this day, I always share my impression of Dr. Cornett as firstly a **genius**, and secondly "the typical absent-minded professor". Many was the time when I stayed late to work that Mrs. Cornett would call and ask when Orin was coming home for supper. Dr. Cornett was busy on the phone counseling parents of young deaf children about the benefits of using Cued Speech, or assisting those who had started using / learning to cue with their deaf child.

In my 30+ years in the field of deafness and education, knowing about the English language abilities or lack thereof of the Gallaudet undergraduates / deaf children in general – it never ceases to amaze me and continues to boggle my mind that the entire country / world hasn't "jumped on the cueing bandwagon". For myself, well, I'm just glad I met him, and in working with him for 12 years learned about cueing and its powerful potential for deaf children. With all those who have reaped the rewards of knowing / using cueing, I can only add my voice in another big THANK YOU, DR. CORNETT for developing Cued Speech.

Daniel Ling Passes

Daniel Ling, Ph.D., died August 9th at his home in British Columbia. He emigrated to Canada from England in 1963 to serve as Principal of the Montreal Oral School for the Deaf. After 20 years of research and teaching at McGill University, he served as a dean at the University of Western Ontario. Dr. Ling's writings and presentations focused on helping deaf children acquire speech and listening skills.

Dr. Ling was extremely helpful to many cueing families, their children and professionals.

Notes of condolence can be sent to the Ling family at philip@lingnotes.com

GREAT BRITAIN Continued from page 14

captioned and interpreted in British Sign Language. The people featured are parents of deaf children and young people who have had Cued Speech in the home.

Coming up!

Share your good news, ideas and questions. Send photos, either print or electronic!

Colleges and Cued Speech services: if you have been a college student in the last two years, tell us the good and the bad about services and courses. Did you have a foreign language requirement to graduate and how did you fulfill it? If you transferred schools, how was that?

Kids On Cue — a page for children. Let us publish your pictures, artwork, poetry, stories, jokes, activity ideas and news!

Donors

Thank you to our donors! NCSA and the Deaf Children's Literacy Project depend on your contributions. Every gift is gratefully acknowledged and every penny is used productively and matched by many volunteer hours.

Donations may be sent to: National Cued Speech Association, 23970 Hermitage Road, Cleveland OH 44122-4008. If you wish to contribute on-line, go to www.cuedspeech.org/Contributing.html and click on the Click & Pledge icon.

As well as the R. Orin Cornett Scholarship Fund, the Deaf Children's Literacy Project and General Fund, other special funds are:

- The Karen McIntosh Fund (Cue Camp Friendship scholarships)
- The Isabelle Payonk fund (Cue Camp Cheerio scholarships)
- The Mary Diesel memorial Fund for support of services to late-deafened adults
- The Laird Foundation Endowment Fund

In honor of Ruby & Virginia Hopkins: Barbara Lee

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Classes

Nov. 13-14, Philadelphia, PA
NCSA Basic Instructor Certification
Workshop 9am- 4 pm. Info:
www.cuedspeech.org/Instructor

November 16, Philadelphia PA
NCSA National Instructor
Certification Exam 1-4 pm

November 15, Duluth, MN
Cued Speech Mentoring. Contact:
Tori Erickson, 218-590-7885

December 13, Natick, MA
Monthly Cueing session held at the
Morse Institute Library. 10 am - 12
noon. Contact: Josh Libby,
jlibby@mit.edu

January 10, Mt. Prospect, IL
READ'S Cued Speech Workshop 9
am - 3:30 pm. Contact READ, 2020
E. Camp McDonald Road; Mount
Prospect; IL; 60056; (847) 297-3206
(voice and TDD; (847) 297-4704
(FAX)

January 10, Natick, MA
Monthly Cueing session held at the
Morse Institute Library. 10 am -12
noon Contact: Josh Libby,
jlibby@mit.edu

January 10, Pittsburgh, PA
Introduction to Cued Language. A
ten-week course at Community
College of Allegheny College, North
Campus. Contact: Catherine Lynch,
Cst4asl@aol.com

January 17-18, Cambridge, MA
Cued Speech Winter Workshop.
Classes are offered at four levels.
Beginning, Intermediate Hearing
Adult; Beginning Deaf Adult and
Family Class. MIT Campus, 9 am-4
pm .ASHA & RID CEUs and/or
ACET credits available. Contact Josh
Libby, jlibby@mit.edu

January 23-24, 2004 Vacaville, CA
Intermediate Cued Speech Instruction
and Mechanics Evaluation. Contact
Joan Rupert, 707-448-4060.

National Essay Contest for Deaf and Hard of Hearing Students

Gallaudet University sponsors an annual essay contest for deaf and hard of hearing students in the United States. All the winning essays are published in the spring edition of the Laurent Clerc National Deaf Education Center's World Around You magazine, plus some scholarship prizes are also awarded. All winners will also receive a copy of the book, *Douglas Tilden: The Man and His Legacy*, a picture biography by Eric Albronda of the deaf sculptor's life and works.

The topic for 2004 is *Random Acts of Kindness*. "For this essay, we're encouraging teens to write about random acts of kindness in their lives—whether they were the giver or the receiver, — or to write about a time when they were both," said *World Around You* editor Cathryn Carroll.

Gallaudet University's Department of Enrollment Services and the Clerc Center sponsor the Gallaudet National Essay Contest to encourage deaf and hard of hearing high school students, 15-19 years old, to aspire to higher literary achievements. Winners will receive certificates and scholarship money for the college or postsecondary school of their choice—\$1,000 for first place; \$500 for second place; \$300 for third place; and \$100 for each of two honorable mentions. All scholarship awards will be doubled for winners who choose to attend Gallaudet University. Contest entries must be postmarked by February 11, 2004.

For contest guidelines and entry information, visit <http://clerccenter.gallaudet.edu/WorldAroundYou/essay.html> or e-mail questions to essaycontest@gallaudet.edu.

AOL Announces Online Closed Captioning

America Online announces closed captions online, available to AOL members through AOL 9.0 Optimized. The captioning is currently available for the Kids On Line (KOL) cartoon "Princess Natasha" and for AOL Member Education Tutorials. "Princess Natasha" covers the heroic escapades of Natasha, a 14-year-old princess and secret agent from the tiny European kingdom of Zoravia who has moved to Illinois disguised as a foreign exchange student. The Tutorials are step-by-step picture guides for online tasks such as sending email and setting up Parental Controls.

Closed captions will be available later this fall for subscribers to AOL for Broadband for three daily feeds of QuickCast, a three-minute streaming video. Produced by CNN, QuickCast encapsulates the day's headlines and news stories.

AOL and WGBH Media Access Group are engaged in a two-year research and development project to develop technical strategies for closed captioning for a variety of digital media formats. Larry Goldberg, Director of the WGBH Media Access Group, says, "While it may seem an easy thing to bring captions to the online world, this was no piece of cake. AOL has resolved many of the operational and technical barriers so that broadband media can be more accessible."

AOL captions are displayed directly beneath the video clip and correspond to the audio content. To activate the captions, members click on the CC button that appears near the video. More information on AOL's accessibility efforts is available at <http://www.aol.com/accessibility>.

Transliterator Jobs •••••

NJ Boonton

Cued Speech Transliterator needed for experienced kindergarten client. 13-14 hours per week. Mon.-Fri. 8:00a.m.- 10:45 a.m. Contact: Lisa Stephen or James DeWorken; 330 Lathrop Ave.; Boonton NJ; (973) 316-9230; (973) 402-9437 Fax

VA Dunn Loring (Fairfax County)

Cued Speech Transliterator needed for experienced clients at the high school level (currently freshmen). \$27,406 if certified at Level III. Will consider candidates with less than 3 years experience and Level I or Level II certification. Required to pass the Virginia QAS (Quality Assurance Screening) to be considered for hire. Contact: Suhad Keblawi; 703-503-4739; Suhad.Keblawi@fcps.edu

VA Norfolk

Cued Speech Transliterator needed for experienced client in the 5th grade. Daily, 8:30 am - 3:00 pm Contact: Kay Egan; Sr. Coordinator of Special & Gifted Education, 800 E City Hall Ave.; PO Box 1357; Norfolk VA 23501; (757) 628-3948; (757) 628-3460 (Fax); Kegan@nps.k12.va.us



Now...Online Shopping! and more...

@ www.cuedspeech.com

"Can I purchase it online?" has been a frequently-heard question at the Discovery bookstore office in the past year.

We are grateful to **Josh Banks**, uncle of **Lexi** and **Isaiah Grafe** and the original creator of www.cuedspeech.com, for giving Cued Speech Discovery a recognized home base on the internet and accepting a redesign of the site.

We were in agreement about the importance of maintaining the **topical forums**, which have provided information and support for so many people around the world.

In addition:
Basic Cued Speech **information** is included in "What is Cued Speech?"

Cuers are welcome to submit **classes** and other **cueing events** for posting.

Links lead to the NCSA website and to any websites of NCSA Affiliate Centers or Chapters. A link also provides easy access to the online text of Dr. Walter Beaupre's *Gaining Cued Speech Proficiency*, a wealth of information and exercises for moving beyond beginning cueing.

NCSA's Information Services will keep the **Job Listings** up to date.

We look forward to your visit and comments!

Pamela H. Beck, manager



Pay your NCSA membership online too!
Select search category "Membership"!

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Join the National Cued Speech Association — receive the newsletter ON CUE, the Cued Speech Journal, members-only email news (optional), a world view, & discounts at the Cued Speech Discovery bookstore.

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| <input type="checkbox"/> Deaf or hard-of-hearing person or other language need | <input type="checkbox"/> Interpreter / transliterator |
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