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Where there's water, there's Cued Speech!

Some environments —
water, noise, distance —
are just not compatible
with technology.
Cued Speech comes to
the rescue, making
spoken language visible!



Why We Cue: Seeing helps children understand sound!

Kennedy, Tubbs-Jones lead Congress effort

The effort to achieve a Congressional appropriation for NCSA's Deaf Children's Literacy Project continues. Two aides who have worked closely with NCSA are Jay McCarthy of Senator Ted Kennedy's staff and Tannaz Haddadi of Representative Stephanie Tubbs-Jones' staff.

The request is for \$650,000 to assist in three endeavors: (1) expanding training opportunities for families and professionals via Cue Camps and distance learning; (2) creating the R. Orin Cornett on-line library of research and other papers; (3) completing adaptation of the Educational Interpreter Proficiency Assessment for cueing transliterators.



NCSA member Pamela Beck met with Tannaz Haddadi, aide to Congresswoman Stephanie Tubbs-Jones (OH)



Jay McCarthy of Senator Kennedy's staff.

Your help is needed; **call, fax, or email**

your Senators and Congressional Representative to support NCSA's request. **Be sure to tell a bit about your personal experience with Cued Speech!** Turn to page 3 for letters others have written and information about contacting YOUR Representative and Senators.

On Cue

Vol. 17, No. 2

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 —

Summer season is upon us and with that comes the Cue Camp season. Years ago the only way for people to learn Cued Speech was to attend a week-long learning vacation at Gallaudet. Those years are long behind us and today people have the option of attending any one of a number of summer Cue Camps. The season started in North Carolina in May, followed by New York, Minnesota, Maine and Virginia ending the season in September. Nearly 25 percent of the NCSA budget goes to support cue camps and scholarships, as well as to provide insurance coverage.

In my role as parent of a deaf cue adult, I always feel it is incumbent on me to reach out to new parents. I hope you will do the same. Those first weeks after learning CS at a cue camp can be very overwhelming. Parents don't know where to start and are overwhelmed by whether or not they are cueing correctly or fast enough. This is the time when we are apt to lose parents who just can't quite cope, much less begin to cue. Those of us who have been cueing remember what it was like those first few days and weeks, the struggle to get a word out, much less a sentence. Please reach out to new cuers in your area and help them through that tough transition period after they have just learned to cue, but aren't 'doing it' yet.

On another note, the NCSA has long struggled to move from a small all volunteer non-profit to an organization that can stand proud among other deaf advocacy organizations and move forward to accomplish its agenda. Toward that end, our Board has worked to set an agenda that will raise the NCSA to another level. But all of our agenda items required us to look at funding issues and develop new ways to accomplish these tasks.

As many of you already know, our main financial support comes from the Combined Federal Campaign under the name Deaf Children's Literacy Project. This workplace giving campaign enables federal employees to donate a part of their wages for the important work that we do. This year, the NCSA will also be part of the California State Employee workplace giving campaign as the Deaf Children's Literacy Project.

The board recently voted to hire a fundraising counsel, Rita Fuerst Adams of Charitable and Philanthropic Management Counsel in Boston. Rita has been working directly with the Board and Fundraising Committee and has helped us adapt our mission and vision statement, develop goals, and to adapt our budget model to meet the criteria of fundraisers. In addition, Rita has provided some training and guided us through the process of preparing a prospectus so that we can work on direct solicitation and raise money for the incredible number of good and worthy projects that need to be accomplished.

On another front, the NCSA has aggressively sought a federal appropriation to do a number of things, from funding cue camps and increasing CS instructional opportunities to developing a virtual library in memory of Dr. Cornett, the inventor of Cued Speech. A letter from Senator Edward Kennedy and 15 other senators was sent to Senator Arlen Specter, Chair of the Senate Appropriations Committee, supporting the NCSA Deaf Children's Literacy Project. In addition, dozens of congressional representatives signed a letter supporting our quest for an appropriation on the House side. The House letter

Continued on page 5

Explaining the need to Congress

Kennedy and Tubbs-Jones

circulate letters of support

The following are portions of the letters of support which Senator Ted Kennedy and Representative Stephanie Tubbs-Jones prepared and circulated among their colleagues for signatures before forwarding them to the Committees on Appropriations of the House and Senate Subcommittees on Labor, Health and Human Services, and Education. Chairman of the Senate committee is Senator Arlen Specter (R-PA); Ranking Member is Senator Tom Harkin (D-IA). Chairman of the House committee is Representative Ralph Regula (R-OH); Ranking Member is Representative David Obey (D-WI).

“...As you begin to prepare the Fiscal Year 2004 Labor, Health & Human Services (HHS), and Education Appropriations bill, we write to request that you consider a proposal submitted by the National Cued Speech Association (NCSA) for \$650,000 in funding to support the Deaf Children’s Literacy Project.

...Since its invention in 1966, Cued Speech has proven to be an extremely valuable method of combating illiteracy among the deaf population, who have historically endured significantly higher rates of illiteracy than the general population. Cued Speech works by providing deaf students with a visual means of experiencing spoken English and by helping to develop their phonetic awareness skills.

Thousands of deaf children across the country have benefited educationally from their exposure to Cued Speech programs, which have narrowed the achievement gap between them and their hearing peers. With the establishment of the accountability requirements of the *No Child Left Behind Act*, removing barriers to academic achievement, such as the elevated rates of illiteracy among deaf students, has become all the more urgent.

... the funding request submitted by NCSA will enable the Association to significantly increase Cued Speech training opportunities by establishing scholarships for families, workshops, a distance-program, web-based lessons for educators across the country, and a virtual library.”

Supporters email and fax letters

Are you wondering what to say to your Congresspersons? The letters of support presented by Senator Kennedy and Representative Tubbs-Jones are good models along with the addition of your personal experiences. Below are excerpts of some of the letters that were sent earlier this year. Please note the importance of arranging for letters from school districts, state departments of education and other agencies in your area and state.

Tami Robichaux of Louisiana wrote in her letter of support: I am the mother of a deaf child who began using Manually Coded English at the age of 2 years old. Around the time she entered junior high school, it was increasingly difficult for us to provide her with an accurate and complete model of English due to the limitations of sign language. We chose Cued Speech as a tool to provide her the English skills she would need to succeed academically and to move on to college. I am happy to say that through the use of Cued Speech she graduated from high school with honors and today is still succeeding in college. [Tami tells us that her daughter was valedictorian of her high school class with a 4.0 average, is now a junior majoring in accounting at Nichols State University and holds a 3.5 grade average.)

Donna Segura of Louisiana wrote:

As a deaf educator with 28 years of teaching experience, I wholeheartedly support this project! I have worked in programs which utilized fingerspelling, pidgin sign language ,

Continued on page 4

How can you find your Congresspersons’ telephone, fax, and email information? Here are several options:

Websites:

www.senate.gov
www.house.gov
www.senate.com
www.house.com
www.visi.com/juan/congress

Your telephone book:

In the blue government section, you may find local and Washington, D.C. contact numbers as well as websites. When you call, ask for the legislative aide in Washington who handles appropriations for education and disabilities.

Letters to Congress continued from page 3

manually-coded English, and finally Cued Speech. It is evident that Cued Speech is a system which offers the gift of literacy to deaf children. We must get the word out and, also, have a means of providing training for families of deaf children and for deaf educators!

Susan Russell, Supervisor of Hearing and Vision Services, Montgomery County, Maryland, Public Schools wrote:

I am writing this letter to express my support of a Congressional Appropriation for a very special proposal for the fiscal year 2005.

As the supervisor of one of the largest and most diverse public school programs for deaf and hard of hearing children, who began my 20-plus year career as a teacher of deaf students, I feel very strongly about this proposal. I have taught deaf children using Cued Speech, I supervise programs where Cued Speech is effectively utilized, and I currently have a staff member who is deaf and used Cued Speech.

The major battle in the education of deaf students, that is debated year in and year out, is the battle of literacy. Literacy impacts many areas of education; most obvious is the attainment of reading skills. But often overlooked is the development of critical thinking skills, writing skills, higher-level math skills, and access to the subject matter typical in schools today. The demands of current legislation, No Child Left Behind, raise an already high bar even higher for deaf children. Available education and communication tools need to be expanded and strengthened.

Cued Speech is a proven tool for deaf students to increase their language and literacy skills. **Training and education** for parents, family members, teachers and paraeducators, and others in a child's community are essential for building meaningful and sophisticated communication. **Training and assessment** for Cued Speech Transliterators (interpreters) will help ensure that high quality professionals are in deaf students' classrooms, providing clear access to general education instruction with their non-disabled peers. **Resources** to achieve these goals are critical to success, and creating a **virtual library** will make information and research accessible.

The National Cued Speech Association holds these goals as primary in their work with individuals who use Cued

Speech, and it is my pleasure to write this letter of support on their behalf.

Jim Wice, director of Disability Services at Wellesley College, wrote:

Wellesley College currently has a student that benefits from the use of NCSA, Cued Speech and a Cued Speech Transliterator. Because of the strong language foundation that Cued Speech has provided the student, she is able to uphold Wellesley College's high standards of education. The student has also performed well in foreign language classes. ASL and other communication methods for deaf people are unable to demonstrate the phonemic differences between languages, including accent and pronunciation.

I have appreciated the NCSA's assistance in providing technical support for our staff Cued Speech Transliterator and me. I believe there is a need to expand the work that the NCSA does and help them support the families, transliterators, and educators of children who are deaf or hard of hearing. Cued Speech is a wonderful communication and educational tool. It is important that people are more aware of the benefits of Cued speech and know that it is an excellent communication option along with signed and oral methods.

New!!

Order from Cued Speech Discovery!



Hands On Cue

Eight colorful stuffed cueing hands for tossing and passing!

Includes booklet of 6 entertaining games for children and adults to speed learning!

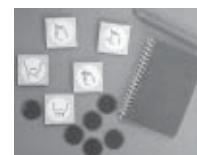
MO1 Introductory Price!

Member: \$37.95

\$27.95

Regular: \$39.95

\$29.95



/kris-kraws-kyueZ/

A pocket-size game for 2 – 4 players for receptive and expressive cueing challenges! Place hand and face tiles to cue a word; other players guess what word it might be. Play continues in cross-word style. 56 tiles, 25 chips, scorepad and pencil.

RB9 Member: \$19.00

Regular: \$20.00



No Words to Tell You

The poignant story of a 6-year-old boy who is deaf, told from the point of view of his teacher, his adoptive mother, and himself.

Includes consideration of Cued Speech. Murray, 2004. Fiction, 93

PP- MU1

Member: \$9.49

Regular: \$9.99

..... Association News

President's Message continued from page 2

was spearheaded by Representative Stephanie Tubbs-Jones of Ohio. Congressman Van Hollen of Maryland has also placed our request on his list for an earmark and a number of Appropriations Committee members have been approached and given support to our request.

We have a long way to go to obtaining approval for our request, which would be attached to the Labor HHS Education funding bill, which is the last bill to be passed each year. In the process of lobbying for our request, we sent out numerous emails that rallied cuers around the nation and brought the cueing community together. These emails allowed me, as the NCSA president, to let the elected officials know that a supporter from their district called them and that I was following up to request their support.

NCSA supporters should continue to obtain letters of support from teachers, boards of education and deaf organizations as well as write their congressional representatives and senators in support of the Deaf Children's Literacy Project of the NCSA. This funding will give a huge lift to the NCSA and allow us the liberty to do much of the work that has been put off due to funding shortages. I am optimistic that our requests for a federal appropriation and our work with fundraising counsel will allow us – if successful – to greatly increase the scope and quality of the work we do.

Finally, I am very excited to report that the NCSA is planning a 3-day conference to celebrate the 40th Anniversary of the invention of Cued Speech. We have tentatively chosen the second week of July 2006 in Washington, DC, as the time and place for this conference. Please save the week on your calendar! We plan to have a Gala Dinner honoring the superstars who have contributed to Cued Speech education, a children's program, professional papers, an exhibit hall and much more. An incredible number of volunteer opportunities are available in planning this event; at the current time, we need several committee chairs to handle marketing, soliciting sponsorships, the exhibit hall, etc. Please contact me if you can handle a small project for the NCSA. We are starting early with lots of time to plan!

Our next NCSA board meeting is in Seattle on October 15-17 at the Roosevelt Hotel. We invite you to attend or contact us to become more involved.

NCSA Board Meetings

NCSA Board meetings welcome NCSA members. The following meetings are scheduled:

Oct. 16-17, 2004 – Seattle, WA – Contact: Joan Rupert
March 19-20, 2005 – Wilmington, NC – Contact: Barbara Lee
October 29-30, 2005 – Phoenix, AZ – Contact: Tammy Lamb



*Sarah Druley,
new Midwest Regional Director*

Midwest Regional Director Changes

The NCSA Board thanks Tori Erickson for her 5 years of service as the Midwest Regional Director. Tori resigned her position recently for personal reasons.

Sarah Druley of Minnesota has accepted the appointment to complete Tori's term. Sarah writes: "I have worked in education for 5 years, both as a transliterator and sign language interpreter. I teach siblings of deaf and hard-of-hearing cueing students how to cue, using a variety of games and activities. This summer I will be an assistant teacher at Cue Camp MN for the 5-6 year old children. I enjoy working with students as they gain access to English through Cued Speech."

NCSA's Midwest Region is comprised of the states of Iowa, Kansas, Minnesota, and Missouri. Sarah can be contacted at sarahdruley@yahoo.com.

Thank You to our Donors!

NCSA and the Deaf Children's Literacy Project thank the following donors for their generosity. Every gift is gratefully acknowledged and every penny is used productively and matched by many volunteer hours. Contributions can be made payable to the National Cued Speech Association and sent to the Cleveland office. You can give on-line by going to www.cuedspeech.org/contributing.html and click on "Click and Pledge".

Charlinda P. Cain
Costco-Concord #66
Anonymous
Jaime Karlamaida
Ronald Rubio

Matthew W. Walker
Linda Warshoff
United Way Capital Area (TX)
Synnove Trier & Ralph Engelman
Michael L. Adams

Anonymous
Hewlett-Packard Company
Pamela Beck in honor of Gail Hartman
Jay Fellows
David & Beth Sharp

NCSA Board adopts new mission, vision, and goals statements

The NCSA Board meeting in March in Fort Myer, FL, was an occasion of intensive work, offset by a relaxing evening at the home of Barbara Caldwell, past-president of NCSA and administrative assistant for Dr. Cornett at the time he created Cued Speech. Among many other issues, Board members developed and adopted new mission and vision statements, and the goals statement was completed by conference call in April. The vision statement specifies the outcomes toward which NCSA is working, and for which it seeks financial support.

NCSA MISSION STATEMENT

The NCSA champions effective communication, language acquisition and literacy through the use of Cued Speech.

VISION STATEMENT

The National Cued Speech Association envisions that

1. Individuals communicate effectively in the language(s) of their family and society.
2. Families are informed about Cued Speech along with other communication options. Their rights are respected and instruction is provided to facilitate the use of cued languages.
3. Students achieve literacy through full access to language and education.
4. Educators and institutions respect and implement cueing as a mode of communication.
5. Professionally trained and certified cueing transliterators are available.

Approved 3/14/2004

NCSA GOALS STATEMENT

EDUCATE

1. Be a source for information regarding the use of Cued Speech as a mode of communication.
2. Disseminate the results of research through peer-reviewed journals and available media.
3. Advise parents and professionals about the use of Cued Speech for communication, language, and learning needs.

ADVOCATE

1. Support and promote equal access to communication through Cued Speech for individuals with communication needs.
2. Champion the increased use of Cued Speech and cued languages by schools and programs for children.
3. Promote education policy among local, state and federal authorities that support early identification of children who are deaf or hard of hearing including education of the parents as to modes of communication available, including Cued Speech.
4. Promote the inclusion of Cued Speech in the curricula of university and professional training programs.

SERVE

1. Provide a support network for families and professionals who choose to cue.
 2. Support and promote the delivery of quality Cued Speech services for all users.
 3. Facilitate research regarding the use of Cued Speech.
 4. Promote and support professional standards for instructors, transliterators, educators and speech-language pathologists regarding the use of Cued Speech.
- 4/24/2004

.....Cue Adults: Out & About

David Sharp and family share their thanks, hopes, and legacy

David Sharp and his wife Beth live in Buford, Georgia. They graciously gave *On Cue* permission to reprint the following letter:

Dear Ms. Roffé and Friends at NCSA:

As you may or may not know, I was selected to the U.S. Deaf National Soccer team earlier this year, and I have since been working hard to maintain my position with the team. My family and I put our efforts into fundraising to defray the costs of training, competing and trying out for the team. I had been attending training sessions around the country to compete for my spot on the team until a few weeks ago when the final roster for the 2005 Deaflympics was announced. Unfortunately, I was not picked for the final roster. However, I am pleased to say that the players who will represent the U.S. in Australia are comprised of many very young and talented athletes who will make us proud. While I will not be one of the athletes going to actually compete in Australia, I am honored that I have played such a big role in the team's progress and development, and I continue to feel like a valued member of the U.S. Deaf National Team.

Because my time with the Deaf National Soccer team was cut short, I have money remaining from the fundraising efforts put forth. My family and I have decided to divide the remaining money among a few organizations that have impacted our lives, and organizations that we feel will help other families with deaf children, and hopefully lead many deaf youths to successful and fulfilling lives. Many of the people who supported us in our fundraising efforts are avid proponents of cued speech. Because of their commitment to us and to your organization, and because of the way you have touched my family, we would like to make a contribution to the National Cued Speech Association.

Without the National Cued Speech Association, I would not be where I am today. My parents chose cued speech as the mode of communication that suited my family and my educational needs. They supported me in every way, using cued speech to open lines of communication within my family, provide me with a solid education, and to open doors for me that might never have been opened otherwise. While subscribing to cued speech, my parents encouraged me to be an individual, allowing me to explore my interest in sign language, and achieve a happy



Beth, Joseph, Mickey Mouse, Matthew and David Sharp enjoy DisneyWorld together.

balance between family, education and social life. Because I have such wonderful and loving parents who chose an approach that met my needs as well as the needs of my family, I have grown to be a happy, successful adult. I am now able to enjoy my own children, and appreciate even more the challenges that my parents overcame in order to help me be successful, simply because they loved me. With hopes of helping families with deaf children avoid some of the challenges that were faced by my parents and me when I was growing up, my family and I would like to donate \$850.00 to the National Cued Speech Association. We hope our contribution to the National Cued Speech Association will allow you to continue reaching out to families the way you have reached out to mine.

Thank you for the guidance and support you have given my family over the years, and thank you for all you do to help deaf children accept themselves and grow into happy and healthy adults. We are pleased to be part of such a wonderful organization that is so instrumental in leading deaf children and adults to success.

Sincerely,
David and Beth Sharp

Adults continued from page 7

JoAnna Waldhour of Hardeeville, SC, was one of four winners of the second annual Graeme Clark Cochlear Scholarship. JoAnna is a senior at East Carolina University, majoring in English with a concentration in writing. The scholarship pays \$3,000 per year for four years. The award is based on academic achievement and a demonstrated commitment to leadership and humanity. The four winners received their awards with their families at Disney World. JoAnna is one of the cueing models on the web-based Cued Speech lessons at <http://web7.mit.edu/cuedspeech/Art> and in software available through the Discovery bookstore: *Cue That Word Deluxe* and *First Color Words*.

Mattieu Goodall of Virginia has been accepted into two culinary institutes, in Portland OR and Providence RI. He has ardently requested, and both schools are seeking, full-time Cued Speech transliteration for him. Mattieu notes that "both programs involve heavy use of French terminology, all of which I understand; I took 2 years of college-level French." Mattieu has posted more information on the forum page at www.cuedspeech.com.

Kelly Halacka, whose family used Cued Speech with her when she was younger, graduated in May from Case-Western Reserve University (CWRU) with a B.S. in Biomedical Engineering. She is working at NASA Glenn Research Center in Cleveland. She is engaged and planning their 2005 wedding. She expects to be at the A.G. Bell convention this summer. Her mother, **Shon**, is helping NCSA share information about Cued Speech in Michigan.

Simon Roffé is living in the Washington, D.C. area and working in real estate development. "I buy old apartment buildings, fix them up and rent or sell them."

Simon is very involved in activities for the deaf. "I play on two deaf softball teams which will be going to the national championship in Reno this August. I also work for a deaf stockbroker part-time with a large deaf clientele." A recent quote by Scott Hamilton is attached to his email: "The only disability in life is a bad attitude."

Jennifer Dietz went to Jamaica for spring break and had a blast. Jennifer is a senior at RIT majoring in social work and is on the Dean's List. Twice, the School of Social Work has awarded her the Eloise Thornberry Scholarship.

Lukasz Krakowiak is 22 years old. He lives in Lublin, Poland, and uses Polish Cued Speech. His family has a second home in the village of Bychawa, which is surrounded by a nature park.

Lukasz finished private secondary school "of artistic profile" and a course of computer graphics and photography. Now he is studying the History of Art at the Catholic University of Lublin.

His parents are hearing; his father Lucjan is retired. His mother, Kazimiera, is a professor of pedagogy of the deaf at Catholic University of Lublin. He has two brothers, one who is hearing and one who is deaf and only uses sign language.

Lukasz says, "My hobbies are taking photos, walking with my dog, riding my bicycle, creating photographs and watching films on computer. I would like to have pen-friends who are deaf students using Cued Speech." Lukasz and other cuers have posted to the forums at www.cuedspeech.com

A Voice on the Telephone

By: Harriet Roffé, cueing sister



Simon, Abe, and Harriet Roffé

Imagine growing up, in a typical household with brothers, sisters - a big family. Typical right?

Now imagine never being able to speak to your older brother on the telephone or for him to hear your voice and understand what you are saying. Why not? Because my brother Simon is deaf.

He cannot hear a voice and understand it. He cannot hear the telephone ringing to answer it, let alone hear if someone is talking on the other end. Living with a deaf older brother was something I had to live with everyday that others did not. Although my mother always insisted that he was like any other child, and proceeded to treat him as such, there were certain things I understood at an early age that alienated him from his peers.

There are a number of stories I can tell about being a sibling, but the following anecdote is indicative of the kinds of experiences we had. A few years ago, we had a number of experiences where Simon was home alone but did not hear the doorbell

Continued on page 9

Voice continued from page 8

ring. He did not want a flashing light to signal the doorbell. So my mother, brothers and I went to an electrical store to get a new doorbell for the house that my deaf brother would be able to hear. We listened to every bell the store had samples of, and he of course did not pick the one with the loudest pitch or highest tone, but the one with the most annoying screeching sound ever conceived by man. This was my first hands-on lesson about the variety of sounds that Simon could hear with his hearing aids.

Another example is the simple high school act of talking on the phone. Simon could not simply call up his friends to go see a movie, “hang out” at the mall, go to a ball game, or invite friends over the house. If he wanted to engage in any of these activities, he had to use a TDD, or keyboard system based on typing words, coded into beeps, and transmitted over airwaves to someone with the same device on the other end of the line.

Now imagine my surprise when, for my 21st birthday, the most special for any American kid, I get a phone call on my cellular phone. It is from a number I did not recognize, so I answered it and heard a distant “Hi Honey” on the other end. It was my deaf brother’s voice wishing me a happy birthday. I was immediately in tears at listening to my brother’s perfectly poised effort to wish me luck and best wishes. It amazed me that I no longer needed to see his emotion or watch his lips for voice, but could hear both over the telephone.

Over time, our use of the TDD decreased as email became more popular. But Simon always wanted to talk on the phone. He just did not have enough hearing to do so. My

brother is a gadget freak so naturally he had to try this newly invented device when it came on the market. Simon was calling using this voice recognition device, which was connected to a regular phone jack in his apartment. He looks on a monitor that deciphers my words as clearly as I speak them. He can then read what I say, and respond back into the speaker, as if talking on the telephone directly.

Simon has since called me a couple other times, to tell me something important that has happened in his life, or to ask advice. Every time he calls I tear at the sound of his voice. Each time I immediately drop what I am doing to catch my composure, listen attentively to what my brother is telling me, and offer any information he might be asking of me. I feel like whatever he called me for is of the utmost priority to him, and thus should be important to me as well. I do not know if this “phone” shows him my emotions, my wet eyes so enthused at the wondrous world that allows my big brother to communicate with me without using e-mail or waiting to see each other in person “to catch up on old times.”

Other things have happened to make me understand the ramifications of deafness. As a hearing sister, I learned that there were certain things Simon would never be able to hear, including hearing a voice well enough to understand the message without lip-reading. Although Simon has always worn hearing aids and he does well with them, Simon does not hear voice well enough to understand speech.

Thursday night, Christmas Day 2003, I was sitting in the Boston airport with Simon and his deaf friend Scott, waiting to fly to Iceland for the weekend. The three of us were talking about “Pirates of the Caribbean,” a movie we had all seen. We were talking about the character

Johnny Depp played, his mannerisms, his sarcasm, and his humorous presentation as an outcast pirate, when Scott asked me “What does his voice sound like?”

Caught off guard, I had to think of words I could use to describe a person’s voice, without using words like high or low, deep, or even sarcastic. He did not know what any of these words “sounded like.” This made it hard for me to express myself to him. I realized that he had no intention of making me ponder such an intriguing question, but I could not answer his question because I did not know how. Words describing pitch, tone, rhythm, quality of sound, timbre, and attitude were quickly eliminated from my vocabulary. Then I tried to answer his question by using Depp’s facial expressions to explain what his voice sounded like. All this in only a minute or so, in order to keep his interest and appetite for knowledge.

I wanted to share a piece of what I went through growing up, the sister of a deaf person, something that will never change, and something I am now beginning to understand more than ever. It is amazing that after 21 years of living with Simon, he still teaches me every day about living without something many people take for granted.

This does not offer a conclusion, not an answer to the question, and not a solution. It offers a thought into the life of a small group of people struggling to be accepted every day. I respect Simon’s amazing ability to accept his deafness as a part of who he is, and to live his life proud of his education and accomplishments.

Cue Adults! Please email your news and photos to *On Cue* at cuedspdisc@aol.com!

News from the U.S. & Canada...

Massachusetts



Carol Sereda, Brad Buran, Sinead Clements, and Maisie Hocella Libby.

Carol and Mark Sereda, cueing parents, hosted a Cueing Potluck party in February at their home in Natick, and a great time had by all. The food was delicious and everyone had a great time cueing, eating and cueing some more! It was a rare opportunity to bring together deaf cue adults attending Boston area colleges - **Esther Rimer** of

Wellesley College, **Brad Buran** of MIT, **Sinead Clements** of Boston University, **Josh Libby** of Suffolk University, as well as cue-kids **Nikolya & Anastasia Sereda** and **Noah & Lily Blankenship**. Some had fun cueing and singing with the karaoke machine!



Intense cueing to karaoke!

South Carolina

Karen Chamness and **Donna Jackson** of Greenville have achieved National Board Certification by the National Board for Professional Teaching Standards (NBPTS). Both women have been using Cued Speech in their teaching for more than a decade, and both are featured instructors in the instructional video/DVD, *Discovering Cued Speech*.

Karen teaches preschool children at Sara Collins Elementary. She has been a teacher for 22 years and holds degrees in Speech/Audiology and Deaf Education. Donna teaches at Beck Middle School. She has been teaching 24 years and holds degrees in Deaf Education and Learning Disabilities.

Founded 16 years ago, NBPTS is an independent, nonprofit, nonpartisan and non-governmental organization dedicated to advancing the quality of teaching and learning. National Board Certification, the highest credential in the teaching profession, is a voluntary process. Certification is achieved through a performance-based assessment that measures what accomplished teachers should know and be able to do. The process takes between one and three years to complete. For more information, go to <http://www.nbpts.org>.

Georgia

Pam Gregg, speech-language pathologist, finds Cued Speech beneficial with a student who has apraxia and a student whose first language is Spanish and whose speech has severe vowel distortions.

Canada

Regional Director **Marianne Flanagan** has been writing and speaking about Cued Speech. She wrote an article for a provincial parents' association newsletter as well as a description of Cued Speech for their parent manual and for a book being produced by an Alberta parents' group. She spoke to the parents group of the Calgary children's hospital and the local chapter of the Canadian Educators of the Deaf and Hard of Hearing.

California

The West Coast Cued Speech Programs Center currently serves ten to fifteen clients in a parent-participation language and literacy program. The students have speech and language delays due to hearing loss, auditory neuropathy, autistic spectrum disorder, central auditory processing disability and developmental apraxia. **Joan Rupert** is the director.

Illinois

Gregory Hubert of READ Educational Center, **Dr. Michele Wilkins** of Childs Voice School, and **Dr. Michael Novak** of Carle Foundation Hospital wrote a "Report on Education Options for Deaf and Hard of Hearing Children" for presentation to Illinois legislators.

The purpose of the report is to provide details and recommendations on education options for the deaf and hard of hearing in the State of Illinois, and is a follow-up

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to a February meeting with legislators and their representatives at Childs Voice School. The summary of the report states:

“We believe that current medical, scientific and academic evidence clearly demonstrates that communication skills in listening, speaking and English language literacy provide our deaf and hard of hearing children with the best opportunity to:

- (a) Achieve a high quality of life and maximum contribution to society with a corresponding reduction in total cost to society,
- (b) Participate in the spoken language communication of their families, their schools, their communities and society at large,
- (c) Participate in the mainstream classroom setting, and
- (d) Progress in the general education curriculum with a minimum of support.

As a result of the physiology of a young child’s brain and auditory system, the development of these communication skills needs to begin in very early childhood to capture the optimal window of opportunity for success. Early identification of hearing loss via Universal Newborn Hearing Screening and appropriate services of the early intervention system are critical to this process. It is also essential that the efforts are continued when the public education system assumes responsibility for the child’s education at age 3 years.

Sign language programs do not generally provide our deaf and hard of hearing children the opportunity to succeed in their listening, speaking and English language skills. The average reading level for a deaf high school graduate is a fifth-grade level or lower. Many deaf adults are unemployed or seriously underemployed due to the additional and unnecessary handicap of deficiencies in their English language performance and spoken language communication skills.

We believe that both the early intervention system and public education system should provide a choice of communication options to our deaf and hard of hearing children. In addition to sign language options, these options should include auditory options (auditory-oral and auditory-verbal) and the Cued Speech option. Both the early intervention system and the public education system should be non-biased and well-informed when sharing information with children and their families on the available options.”

The Radio Health Journal, a syndicated show by Media Tracks Communications airing on 414 stations and covering 84% of the United States, featured a 12-minute segment on Cued Speech and literacy. Interviewed during the program were **Sarina Roffé** of New York, **Greg Hubert** and **Nancy Burke** of Illinois, and **Kitri Kylo** of Minnesota. The NCSA office has a list of stations which carried the program for cuers who would like to contact a station in their area and suggest a follow-up interview with local cuers. The program will be available on the web at some time in the future.

READ, the AG Bell Montessori School of Chicago, and Cued Speech are featured in two television public service advertisements. **Lynn Sanders** of Park Avenue Productions developed the advertisements along with other media resources, such as the radio interviews mentioned above.

Pennsylvania

Melody Brouse and **Elizabeth Masser**, audiology and speech-language pathology students at Bloomsburg University (Pennsylvania), presented “A Basic Understanding of Cued Speech” at a poster session for the annual Pennsylvania Speech-Language-Hearing Association convention in April.

As members of Bloomsburg’s National Student Speech Language Hearing Association, they were given the opportunity to submit a poster to the convention.



Elizabeth

wrote: “We chose Cued Speech mainly because it was one communication mode we have heard of, but really knew nothing about. We chose three objectives: (1) who uses Cued Speech, (2) the benefits and (3) description.” They also created a handout with lists of websites.

“The poster went over extremely well,” said Elizabeth. One attendee asked if she could have the poster for her classroom; Melody and Elizabeth were glad to give it to her. “We figure the kids will put it to good use.”

The young women also were part of a group who wrote a

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paper about Cued Speech for their aural rehabilitation class. Other group members were **Sarah Gallen, Kara Kline, Maria Mazzillo** and **Cindy McMillin**. The group received an A+ on the paper.

The **Haberern family** sent the following tribute in sympathy with the passing of Eleanor Sharp's father: "Our transliterator, **Eleanor Sharp** is a dear woman to us. She has stood by us in years of struggle with using Cued Speech. She has taught hundreds, and encouraged more, I'm sure."

Eleanor and her husband, **Richard**, used Cued Speech in its early days, with their son **David**. She has been a transliterator for over 20 years. Her son David is now in his mid 20's with a young family, and lives a successful life in Georgia."

Herman Diesel of West Chester PA passed away in March at the age of 81. Herman was an electrical engineer and the cueing spouse of **Mary**, in whose memory he and the family created the Mary Diesel Memorial Fund to support NCSA services to late-deafened adults. Herman's family wrote: "Dad had a passion for learning...He was fluent in German and English. He learned his third and most important language, Cued Speech, to help Mom live in the hearing world. Even after she passed, he continued to cue to us out of habit...His parting words to his grandchildren were "study hard and always do your best." ...we know that if we follow his example of strength, courage and faith, we can go and live our lives with *passion*."

North Carolina



Audrey Scurfield, hearing impaired specialist, holds the Cued Speech Resource Book presented to the Cabarrus County Schools by Barbara Lee. The picture was taken at the conclusion of a language development workshop led by Lee. Seated left to right are Crystal Johnston, Sharon Furlano, Erin Elizabeth Scapes, and Erin Leventhal. Standing with Scurfield are Betty Hughey and Rachael Gowan. Johnston, Scapes, and Gowan are teachers of the deaf; Furlano and Leventhal are speech-language pathologists, and Hughey is an interpreter.

Maryland

Brian Cerney, parent, interpreter and instructor, has developed five fonts for Macintosh computers: CueFont, CueFontLetters, Fingerspell, OldCueFont and OldCueFontLetters.

CueFont Letters provides faces with appropriate vowel mouthshapes and handshapes in each of the four locations, with the letter of the phoneme being cued. The font package also includes larger handshapes alone and cuescript.

Brian has transferred ownership of the fonts to NCSA; for information, contact the NCSA office.

NCSA Educational Outreach



Mary Elsie Daisey, first mother to use Cued Speech in 1966, presents a copy of the Cued Speech Resource Book, of which she is co-author, to Perry C. Hanavan, professor at Augustana College in Sioux Falls, South Dakota. Mary Elsie assisted Stan and Joan Rupert at the NCSA booth at the American Academy of Audiology conventions in Salt Lake City. There were many inquiries for information on the use of Cued Speech with children who are deaf, have cochlear implants, or have auditory dysynchrony. Professors were interested in further information for training speech-language pathologists, audiologists, and teachers.

Your Association supports exhibits and presentations at important conferences. Contact the NCSA office or the persons listed below if you would like to help:

- American Speech-Hearing-Language Association; November 2004; Philadelphia – Josh Libby (exhibit)
- American Academy of Audiology; April 2005; Washington D.C.

Teens' Cues

Teens' Cues is for teens who cue! It's about YOU — what you like and what you like to do!

Send us your opinions, letters, jokes, artwork and photos to
Teens'Cues, NCSA, 23970 Hermitage Road, Cleveland OH 44122-4008
or email us at cuedspdisc@aol.com.



John "Buddy" Veazey is the first-prize winner of a \$1,000 scholarship in Gallaudet University's national essay contest. This year's contest theme was "Random Acts of Kindness". Buddy's essay, printed here, explores people's motivation: "Do people perform random acts of kindness...as some kind of self-gratification?"

Buddy is a ninth-grader at Dutchtown High School in Geismar, Louisiana. He also won first prize in the science fair at the parish (county) level and third prize at the state level, and first prize in the local newspaper's "Current Events Rally". His eighth-grade classmates voted him "most talented". He also has read Homer's "Odyssey".

"Kindness Is Good For The Soul"

By: Buddy Veazey

My name is John "Buddy" Veazey and I am a fifteen-year-old deaf student at Dutchtown High School. For this essay, I have been asked to write about acts of kindness or more precisely, *random* acts of kindness. I started thinking about what to write about and I thought over all my fifteen years of life and the countless selfless things many people have done for me. As I continued thinking, I started to wonder why people do kindnesses to others especially others that they do not know well. Do people perform random acts of kindness simply because they see a need for it or are they motivated by a kind of "self gratification" to make them feel better about themselves? For the answer to these questions, I again called upon my memory to relive some of these random acts of kindness.

It all starts at my birth. I was born deaf, a Cytomegalovirus (CMV) baby, with jaundice. Frankly, I did not look good at all. In fact, I have even joked that I looked like a purple spotted yellow Martian baby. When I was born, my parents tell me that countless people saw or heard about the little sick baby under the UV lights and prayed for him. Later on, many people, many of whom my parents did not know at all, sent us cards and letters, and made phone calls of encouragement. It did not stop there however. Some very nice people even took the initiative to cook us meals and bring them to us! In addition, people were always offering their prayers for me.

Indeed, my mother told me about one time when I was two and we were in a doctor's waiting room for a checkup. Across the room was a lady with her little girl and Mom struck up a conversation with her. As they talked, they found out that the lady's little girl and I had been born on the same day and in the same hospital! My mom asked her if she had seen the little sick baby in the nursery. The woman replied that yes, she had and that she prayed for him. Mom then told her that I was that little boy and when she did, it was all the lady could do to keep from crying.

Later, when I was about to enter first grade, my mother told me that I was going to go to Prairieville Elementary School. Honestly, I was quite nervous. I did not know any other kids besides the ones in my Deaf Ed classes and my Kindergarten. I remember the cold feeling in my stomach as I got out of the van and walked to my class, but after about the first week, I felt totally and completely happy. The others had reached out to me and showed me friendship despite my being new and being a deaf child. I am not quite sure whether that would be considered random, but it was an act of kindness just the same. It was the best thing that could have been done for a nervous, small child like me. Afterwards, throughout my school career, I have had that same kindness extended countless times including at my high school. In fact, one of the acts of

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kindness that sticks out most in my mind was at Dutchtown High. A senior girl handed me a note in the hall, which was really surprising because I'm just a lowly freshman! In the note, it said that she wanted to be friends with me. Later on, I found out that she knew I was deaf and was intrigued by that.

Recently, I also got the chance to perform a random act of kindness for someone. My mom, sister, and I were at a gas station filling up our car when we saw an American soldier pull up alongside to fill up. I truly have a genuine appreciation of what these soldiers do to preserve my life and country. So, I worked up the courage to go to that soldier and pay for his gas. I know it seems small, but I just wanted to thank him for his service to our country. He at first refused to accept my offer, but I was persistent and he finally agreed to allow me to do this for him. As we shook hands and looked into each other's eyes, I thanked him for his service. I knew that he understood the depth of my gratitude and was grateful for that. That one experience made me feel better than probably anything else I have ever done.

Now that I have gone on a trip down memory lane from the past to the present, I return to my questions. Do people perform random acts of kindness to satisfy someone else's need or do they do it to make themselves feel good? I would have to say it is a little bit of both. One thing is for sure, it is fun being kind.

Woops!

We neglected to add the byline on the article in the previous issue for "Calendars are Perfect for Home Learning." The author is **Joan Rupert**, who is always full of clever ideas.

Kids' Cues

Kids' Cues is for kids who cue! It's about YOU — what you like and what you like to do!

Send us your opinions, letters, jokes, artwork and photos to
Kids' Cues, NCSA, 23970 Hermitage Road, Cleveland OH 44122-4008
or email us at cuedspdisc@aol.com.

Greetings Card Contest!!!

If you are 18 years old or younger, use Cued Speech (for yourself, or a sibling or a friend), you can enter Cued Speech Discovery's greeting card design contest!

You may enter as many illustrations as you wish in each of two categories: general purpose note cards and Christmas / Season's greetings. You may use any media (e.g., crayon, marker, pen, collage, etc.); maximum size is 8 1/2 x 11 inches.

Entries must be postmarked no later than Saturday, July 31, 2004. Mail to Cued Speech Discovery Card Contest, 23970 Hermitage Road, Cleveland OH 44122-4008. Be sure to include a page with your name, address, phone/tty number, e-mail address, age, and a bit of information about your use of Cued Speech. If you want your artwork returned, enclose a stamped, self-addressed envelope; Cued Speech Discovery is not responsible for loss or damage of any submissions.

Winners will receive cash prizes and their designs will be published with the artist's name. Winners will be notified by August 15, 2004. Sales of the cards will benefit the Deaf Children's Literacy Project of the National Cued Speech Association.



Thank you, Portolano family! Lena and Lana Portolano of Maryland posed wet in the middle of winter so that dad/husband Joe Portolano could take the above picture for NCSA!

Getting Started

By Preeti Gokal Kochar, Ph.D.

Taken from "The Cued Speech Resource Book",
R.O. Cornett and M.E. Daisey, Chapter 5, p. 62-63.

"Our suggestion that in the beginning it is acceptable to cue a word here and there, as you can, applies only to the very early stages of using Cued Speech. Within two months you should decide to cue every word you say to your child. Parents who yield to the temptation to continue cueing a word here and there will never cue well, and their children will not be exposed to (or learn) full, complete language.

Practice cueing as often as possible. But, don't worry about lack of sufficient time for extended periods of practice. A few minutes here and there will be just as valuable as longer periods if you can work in enough practice periods. Many parents manage to do a little practice whenever they have even a minute—when waiting, when taking a break from a tiring task, or when shifting from one task to another. Sustained motivation is the key to making progress.

Sarina Roffé offers these suggestions:
'Commit to cueing at all meals, anywhere. Make short lists of phrases you use, no more than six-to-ten per list, and make 20 copies. Put them everywhere. Start with mealtime phrases, bedtime phrases and sentences, discipline (the six things you forbid or discourage most frequently), bathing, getting dressed.'

In all kinds of learning there tend to be plateaus—periods when progress seems to be almost at a standstill. A plateau is a temporary phase, and the best antidotes are patience and perseverance. Almost always after a plateau, there is a sudden apparent burst of improvement. A typical experience is to cue something and suddenly realize:

I cued that without even thinking! "

Do Children Birth – 3 Cue Expressively?

The NCSA instructor listserve had a lively discussion recently regarding expressive cueing by young children. The participants were all experienced cuers, including parents, speech pathologists, transliterators and educators. The following are key points brought out in the discussion:

Cueing should begin very early.

Parent: My advice to parents is definitely to start cueing very early and cue back all the cooing sounds an infant makes—dada, ooooo, etc. Not only will it reinforce the speech, the cueing adds a visual element that the average baby will pay attention to. (My hearing son loved it when I cued to him as an infant.)

If parents cue consistently, young children will imitate the cues and language, approximating at first. As parents cue more, the babies will imitate more.

Educator: The youngest infant I have worked with is 10 months old. After 6 weeks of cueing during therapy and with the family cueing rote phrases consistently (mama, dada, baba (bottle), time to eat, no-no, yes, uh-oh, up up, hi/hello, bye-bye, family names), he has started to "cue". He will repeatedly tap his open hand to his throat chest area and then clap. We do this conversationally. I'll talk to him and then pause and wait for him to respond. At first he cooed/babbled, but he has started 'cueing' in response in addition to vocalizing. He vocalizes more each week and focuses intently on the cues.

Introduce language with cueing with objects the baby can see and hold. Encourage expressive cueing by expecting, requesting, and modeling it.

Educator: Offer choices to the child which allow approximate cues, such as the vowel placements for responding "milk" or "juice". Encourage the child to pick up his hand when talking, to place his hand appropriately, etc.

Adults who will be cueing to children need to practice cuereading when learning to cue, so they can cueread their child's early attempts.

Expressive cueing reinforces phonological awareness, supporting speech therapy and resulting in better speech production.

Deaf cuer: For me, cueing and speaking simultaneously

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Expressive cueing continued from page 15

allowed me to self-reinforce how to produce the sounds correctly. And for those of you who know me well, you also know that when I do actually cue, my rate of speech slows down.

Educator/linguist: Cueing will provide kinetic feedback for awareness in the brain; remember that cues have to match the mouth - the drumbeat of language is carried by cueing in rhythm with the mouth.

Educator: Cueing may slow the cuer down a bit initially but if a baby learns to cue as s/he develops, the rate and rhythm of speech should be normal.

Parent: With cued English, all the phonemes (but not sounds) are internalized from an early age. For instance, when my 8 year old (pre-implant) asked me one night: "What does it sound like when the people in Beijing talk?" she cued the /zh/ but did not articulate it. In speech she said "Bay - ing" or "Bay - ying". But she KNEW where the /zh/ went and cued it there. She couldn't access that sound auditorily. After about 8 more months of speech therapy, she was able to mechanically reproduce the /zh/ sound in speech, and it showed up in ALL words at the same time: beige, Beijing, azure, etc. The phonological map of all those words was in place and she used those words in running conversation. She did it first with the /zh/ cued only, later cued and/or spoken.

Cued Speech and auditory-verbal listening exercises work well in tandem.

Parent: Our daughter found cueing to be very helpful with her AV therapy after being implanted at age 8 Cueing was used to explain the task or to make corrections, then traditional AV was used for listening skills exercises.

Speech pathologist: One of my students has an implant and misses many word endings (plurals, possessives, -ing) and auxiliary verbs (is, are) that I'm sure she'd pick up quickly if she could see them. Yes, her speech is highly intelligible, but last year at age 7 she was still producing many strings of words that I could understand word-by-word but could not easily comprehend the meaning of the whole message. Words she said might be out of order, omitted, or in the wrong tense. I would like to cue with her, but visual language is not part of her parents' philosophy.

Phonological awareness, with or without sound, is important in developing the neural pathways leading to literacy.

Parent: After our daughter's implant, the auditory-verbal

therapist was amazed that she didn't have to work on language at all.

Educator: This Article popped up in Yahoo Science news last week and I thought would be of interest to the Cueing community:

Reading Is Fundamental Wed Feb 25, 11:47 PM ET (HealthDayNews) — According to the European Journal of Neurology, reading not only changes the way we see the world, it even changes us. In a careful neurological exam of 41 women, matched for every trait except the ability to read, there was a distinct area of the corpus callosum, one of the structures that joins the left and right halves of the brain, that is thick in those who could read and thin in those who couldn't. It appears that this learned ability has a direct effect on the structure of the brain itself, and even helps to bring the two hemispheres together.

International Newborn Presentation

Polly Earl of Maine Cued Speech Services represented NCSA and cueing at the International Newborn Hearing Screening, Diagnosis and Intervention conference in Como, Italy, in May. Polly's presentation, "Cued Speech: Providing Early Access to Spoken Languages", included a video of a mother cueing to her 5 month old daughter in Dutch. Polly also visited a cueing family and a cueing program in France on the way to Italy.

CD-ROMs for Skill Development

HERE'S YOUR CUE: Texts in Cued Language for Receptive Practice

Introductory, intermediate and advanced scripts cued by certified transliterator. Presented without voice to practice cuereading; with voice to check cuereading and cueing. Minnesota Region III Low Incidence Project, 2002. CSD13 Member: \$9.50 Regular: \$10.00

LITERACY LESSONS: Storytelling in ASL and Cued English

Three early-reader stories by P.D. Eastman: *Go Dog Go!*, *Sam the Firefly*, and *Are You My Mother?* Cued transliteration and ASL translation. Cued Speech portion focuses on (1) expressing multiple characters and (2) practicing receptive cue-reading. Suggested strategies for expressing stories with Cued Speech is included. CSD14 Member: \$9.50 Regular: \$10.00

Order from Cued Speech Discovery, www.cuedspeech.com

Transliterators Jobs

IA, Webster City

Transliterators for elementary students going into first grade in 2004-2005. Full-time position with benefits. Experienced transliterators or will train a new candidate. Client interaction starts asap. Information: Chuck Bonjour 515-832-9245; Application: 515-832-9200. Send letter of application, resume and credentials to: Chuck Bonjour, Admin. Building, 825 Beach Street., Webster City, IA 50595 or email to: cbonjour@webster-city.k12.ia.us

IL, Waukegan

Transliterators for students in regular education classes at Abbott Middle School. 35+ hours per week (7am-2pm), full school year. Salary: \$15,480 with health ... dental benefits. Contact Charlene Johnson, Special Ed. Coordinator, 1011 Washington St., Waukegan, IL 60085; (847)360-5511; chjohnson@waukegan.k12.il.us; fax: (847)263-4731

MI, Rochester Hills

Transliterators for a wedding ceremony on August 7, 2004 in the Detroit area. Contact Joseph L. Taylor 248-375-1718; josephltaylor@prodigy.net

MD, Baltimore County

Transliterators for experienced clients in elementary school. 35 hours/week; \$22,000-30,000 range with benefits. School calendar: www.bcps.org. Contact: Bridget Bushman, Personnel Analyst, Baltimore County Public Schools, Dept of Human Resources, 9600 Pulaski Park Dr, Ste 101; Baltimore MD 21220; 410-887-0388; fax 410-887-0386; bbushman@bcps.org

MN, Rosemount

Transliterators for elementary ... high school, 15 - 25 hrs / week, mornings or afternoons, working with experienced clients ... two other transliterators. Salary: \$19.34 / hour with certification. Contact Paula Krippner, 14445 Diamond Path Rosemount, MN 55068; 651-4232-7624; fax: 651-423-7627; paula.krippner@district196.org

NJ, Boonton

Half-time Cued Speech transliterators ASAP for experienced clients in kindergarten in elementary school. Daily, 8:00 a.m. - 10:45 a.m. Contact Lisa Stephen or James DeWorken, LDT-C; 330 Lathrop Ave., Boonton NJ 07005; 973-316-9230; FAX: 973-402-9437

New England Cued Speech Annual January Workshop



Front, left to right: Adrian KC Lee, Danielle Barnes, Grace Kim & Anthony Peng. Back, left to right: Mark Sereda, Marcia Podlisny, Rodney DellaFelice, Terri Charles, Daryush Mehta, Glory Hom, Rachel Eberhart, Caroline Lebedoff & Anne Dreyer

New England Cued Speech had its eighth annual Winter Cued Speech Workshop in January 2004. The Workshop was very well received by its 67 participants. **Amy Ruberl** taught the beginners class, **Thomas Shull** the intermediate class, and **Polly Earl** the family class. A Deaf Cued Speech Panel featured **Amy McGlone, Brad Buran, Wesley Ireland and Josh Libby**.

NECS would like to thank its volunteers and sponsors that helped to make this Workshop both possible and successful, especially the three transliterators who kindly donated their time; **Suzanne Laptewicz, Maisie Hochella Libby and Angela Laptewicz**. Photos by Brad Buran.



Leslie Chappell and Mark Sereda practice.

RI, Providence

Transliterators at Johnson & Wales University for college students beginning 6/21/04 through 8/27/2004. Hours: 7 am-11 am Monday through Friday. Fall 16-24 hours per week depending on student's schedule. Contact: Gerri August, 401-598-4754; gaugust@jwu.edu

VA, Dunn Loring (Fairfax County)

Qualified Cued Language transliterators to work with deaf or hard of hearing students in Fairfax County Public Schools. Flexibility to move between elementary, middle school and high school is desirable. Transliterators must meet Virginia Quality Assurance Screening (VQAS) requirements of level III; a VQAS level I must be

obtained upon hire. Contact: Suhad Keblawi at 703-503-4739; Suhad.Keblawi@fcps.edu

VA, Norfolk

Cued Speech Transliterator for experienced clients, 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 Fax: (757) 628-3460; Kegan@nps.k12.va.us

Instruction and Certification

Certification

The NCSA Instructor Certification (InsCert) Committee announces the following schedule of instructor certification workshops and exams:

BIWS = Basic Instructor Workshop
ICS-NCE = ICS National Certification Exam

*Fall, 2004: Seattle, WA

*BIWS: October 14-15, 2004 (Th/
Fri 9am-4pm)

*ICS-NCE: October 17, 2004
(Sun after Board meeting, 1-4pm)

Winter, 2005: dates/location TBD

*Spring, 2005: Wilmington, NC

*BIWS: March 17-18, 2005 (Th/
Fri 9am-4pm)

*ICS-NCE: March 20, 2005 (Sun
after Board meeting, 1-4pm)

Summer, 2005: dates/location TBD

*Fall, 2005: Phoenix, AZ

*BIWS: October 27-28, 2005 (Th/
Fri 9am-4pm)

*ICS-NCE: October 30, 2005
(Sun after Board meeting, 1-4pm)

All confirmed events are indicated by an asterisk and travel arrangements can be made at this time for those events.

Details (including printable flyers and registration forms) on these events as well as the other requirements for instructor certification (NCSA membership, BCSPR, and Continuing Education) can be found at our website <http://www.cuedspeech.org/Instructor/> or can be sent to you through the mail by the Committee Chair, Jean Krause, 813-974-9798, jkrause@cas.usf.edu

Classes & Cue Camps

July 10, Fort Myers FL

Cue/sign practice. 2pm - 4 pm in
Whiskey Creek. Contact Barbara
Caldwell at 239-454-7848;
Cueflorida@aol.com

July 11-17, Leysin, Switzerland

6th Summer Cueing (LPC) Swiss
Workshop. Designed for parents,
educators, SLPs, Translitterators at all
cueing levels. Takes place at a lovely new
hotel in Leysin, Ecole Hoteliere Glion de
Leysin. Contact Edith Ghirlanda, ALPC
secretary, at secretariat@alpc.ch

July 12-16, Gonzales LA

Cued Speech Educational Symposium.
Cue classes for beginner, intermediate
and advanced cuers and beginner and
advanced Cued Speech translitterators.
8:30 am - 3:30pm. Contact June Street,
June.Street@LA.GOV, 225-342-3640.
[https://www.solutionwhere.com/Idoe/cw/
main.asp](https://www.solutionwhere.com/Idoe/cw/main.asp)

August 3-6, Ogden UT

Camp Cuetah Learn how to cue in the
relaxed atmosphere of camp! Contact
Melanie Reed 801-377-1841;
cuetha@yahoo.com

August 14, Fort Myers FL

Cue/sign practice. 2pm - 4 pm in
Whiskey Creek. Contact Barbara
Caldwell at 239-454-7848;
Cueflorida@aol.com

August 14-19, Winthrop ME

Cue Camp Mechuwana Beginner and
advanced instruction in Cued Speech for
adults, teen and child panels, skill
development for CST's. Many
activities. Contact Suzanne Laptewicz
207-622-2564; Cam

September 11, Fort Myers FL

Cue/sign practice. 2pm - 4 pm in
Whiskey Creek. Contact Barbara
Caldwell at 239-454-7848;
Cueflorida@aol.com

September 17-18, Vacaville CA

Cued Speech Basic Training 8:30am -
4:30 pm. Contact: Joan Rupert 707-448-
4060; LRupert601@aol.com

September 30-October 3, Jamestown VA

Cue Camp Virginia Offers Beginning,
Intermediate and Advanced classes for
adults, age-appropriate classes and
entertainment for children.

www.nvcsa.org Contact Maureen
Bellamy, 703-560-1035,
NVCSA@yahoo.com

October 9, Fort Myers FL

Cue/sign practice. 2pm - 4 pm in
Whiskey Creek. Contact Barbara
Caldwell at 239-454-7848;
Cueflorida@aol.com

October 22-23, Wheeler OR

Cued Speech Intermediate/Advanced
Retreat Contact: Joan Rupert 707-448-
4060; LRupert601@aol.com

Nazareth College graduates SLPs with Cued Speech skills

Nazareth College in Rochester NY is graduating 35 undergraduates a year from its Communication Sciences and Disorders program where Cued Speech is a normal part of the curriculum. Some of them are now working and introducing Cued Speech to parents and their school districts.

In May, Nazareth graduated its first class of 10 deafness-specialty masters-level speech-language pathologists who cue, sign, and are well-acquainted with auditory-

verbal techniques and cochlear implants. Several of them are close to becoming certified Cued Speech instructors, and another has established a cueing program in a neighboring county. One bachelor's-degree alumna has been asked by her master's program in New Hampshire to offer a Cued Speech course. Several are considering enrolling in doctorate programs and have Cued Speech dissertation topics in mind. Dr. Cathy Quenin spearheads the program at Nazareth with the support of federal funding for students.



Cued Speech Discovery Bookstore! Information, Catalog & Orders

Online: www.cuedspeech.com

Call: 1-800-459-3529 v/tty (U.S.A. & Canada)

Mail: 23970 Hermitage Road, Cleveland OH 44122-4008

Interactive Software — Colorful, Engaging!

For Learning and Practicing—CD-ROM for Windows and MacIntosh

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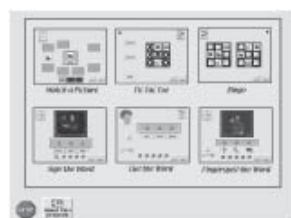
WHO DO-WHAT WHERE

Build and analyze simple sentences, one phrase at a time, with pictures. Eight progressive activities and lots of contextual clues.

GR8-CD

Member: \$30.89

Regular: \$32.50



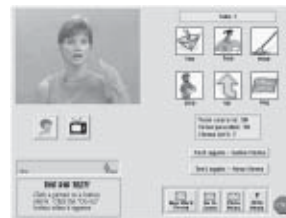
MATCH PIX CD

150 important words with pictures to words; 3 games. Viewing choices are signed or fingerspelled videos or variable-speed animated Cued Speech and fingerspelling.

GR7-CD

Member: \$33.20

Regular: \$34.95



CUE THAT WORD! DELUXE

Video clips of three cuers plus animated cuer; 150 words. Includes interactive help charts.

GR8-CD

Member: \$30.89

Regular: \$32.50



FIRST COLOR WORDS DELUXE

Viewing choices are video clips of Cued English with or without voice, speech only, fingerspelling, or ASL signs; 10 color words and four games.

GR5-CD

Member \$30.90

Regular: \$32.50



2-IN-1 CD:

CUE READING 1 & CUE THOSE PHRASES

CUE READING 1 Progress from single vowels to simple words and phrases. 74 lessons.

CUE THOSE PHRASES! Consonant clusters, liaisons, contrasts (e.g., s/z), common phrases, flicks and location touches. Practice and games!

GR 3-4 CD Member: \$42.70 Regular: \$44.95



COMPUTER FINGERS

Learn and practice vocabulary, reading, keyboarding, fingerspelling and spelling as well as cueing, phonics and letter names.

GR1-CD

Member: \$30.89

Regular: \$32.50

I CAN SPELL!

Spelling, vocabulary, and phonics. More than 475 words with pictures or create your own lists. Animated cuer can be turned off.

GR6-CD

Member: \$37.95

Regular: \$39.95

*Shipping charges and sales taxes will be applied per requirements.
Call or go to www.cuedspeech.com to purchase on-line or download text catalog.*



National Cued Speech Association
Deaf Children's Literacy Project
23970 Hermitage Road
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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.

Check the categories applicable to you:

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| <input type="checkbox"/> Parent / family of person with communication / language need | <input type="checkbox"/> Educator |
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| <input type="checkbox"/> Other: _____ | <input type="checkbox"/> School / program administrator |

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