

Inside this Issue

1. Cued Speech at RIT
2. President's Message
3. Nominations for the 2005-2008 NCSA Board
5. Around the USA and Canada



Louisiana Communication Students..... story on page 8

9. Cue Adults
12. Teen Cues
14. Thank You, Donors!
15. Carol Shuler Bequest
16. International News
17. Cue Camp Cheerio
18. Classes & Camps New Book
19. Transliterators Needed



National Cued Speech Association
23970 Hermitage Road
Cleveland, OH 44122-4008
V/TTY: 800-459-3529
info@cuedspeech.org
www.cuedspeech.org
Bookstore: www.cuedspeech.com

Cued Speech Becomes More Available at RIT

A number of students who use Cued Speech have attended or are attending Rochester Institute of Technology (RIT) in Rochester, New York. They are attracted by the dual opportunities of studying in the mainstream colleges of RIT and socializing with a large number of students who are deaf or hard of hearing, most of whom are enrolled in the special college of the National Technical Institute for the Deaf (NTID).

Historically, students who requested Cued Speech transliteration and demonstrated sign language competency were not provided Cued Speech, but were provided sign language transliteration, note-takers, and sometimes C-Print.

Students who requested Cued Speech transliteration and did not demonstrate sign language competency were provided with access accommodations other than sign language transliteration for approximately a year. Those accommodations included note-takers, C-Print (typed speech-to-text), and sometimes Cued Speech transliteration. During that year, they were asked to participate in a transition program to acquire sign language competency.

In 2003, *On Cue* published a letter from RIT student Nicole Dugan, who was seeking help as she was in her second year of studies and not receiving Cued Speech services. Nicole also filed a formal complaint with the U.S. Department of Education's Office for Civil Rights against RIT. She alleged RIT discriminated by failing to provide her with the auxiliary aids and services she needs to participate in RIT's academic program. *Read more about Nicole on page 11.*

During the 2004-05 academic year, Rochester Institute of Technology (RIT) reached an agreement with the Office for Civil Rights and modified its policy regarding access accommodations services.

Students who enter RIT not knowing sign language can expect to be provided appropriate alternative services throughout their studies.

The transition program has been removed. Director of Access Services Stephen A. Nelson explains, "Students who enter RIT not knowing sign language can expect to be provided appropriate alternative services throughout their studies."

Generally, the alternative service provided is C-Print. Nelson adds, "If a certain setting or

Continued on page 4 ... RIT

NCSA Board of Directors

Sarina Roffé, President
NYCuedSpC@aol.com
Carolyn Ostrander, Vice President
carolyn.ostrander@gmail.com
Barbara LeBlanc, Secretary
kenbarleb@eatel.net
Joan Christenson, Treasurer
MinnCuer@aol.com
Josh Libby, New England RD
libcues@comcast.net
Sam Cappiello, Northeast RD
Qdspeech@aol.com
Amy Ruberl, Capital Co-RD
AmyCues@aol.com
Amy Crumrine, Capital Co-RD
CueSign@aol.com
Barbara Lee, Mid-Atlantic RD
barbleenc@earthlink.net
Darla Rance, Gulf Coast RD
ranceteam@yahoo.com
Deanna Jordan, Great Lakes RD
deanna.jordan@comcast.net
Sarah Druley, Midwest RD
sarahdruley@yahoo.com
Jan Marie DeLay, Rocky Mtn RD
knjdelay@aol.com
Tony Wright, Southwest RD
tony.a.wright@gmail.com
Joan Rupert, West RD
LRupert601@aol.com
Tammy Lamb, West Co-RD
ammylamb@hotmail.com
Marianne Flanagan, Canada RD
msfincal@shaw.ca
Polly Earl, Affiliate Director
mainecues@ainop.com

On Cue Vol. 18, 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 and 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).

President's Message

Sarina Roffé

In many ways, the work of the NCSA on behalf of the Cued Speech community is reflected in Thoreau's statement "*If you have built castles in the air, your work need not be lost; that is where they should be. Now put the foundations under them.*"

For many years, we have spent so much time advocating for Cued Speech that we have forgotten to build a house with a firm foundation. The Cued Speech community, with its families, its accomplishments, and its countless examples of outstanding achievement, are castles in the air. Next year, Cued Speech celebrates its 40th anniversary and it is time to put a foundation, a solid rock that will never be blown away, under us.

Working toward that goal, the NCSA is sponsoring *Cued Speech: Celebrating Literacy, Excellence and Diversity*, our first major national conference. Chaired by cue adult and Regional Director Amy Crumrine (Olney, MD), the conference will be a family friendly weekend. Not only will papers be presented, but there will be a children's program, and special events for Cue Dads, Cue Siblings, Cue Moms, Deaf Cue Adults, as well as teachers of the deaf, audiologists, speech language pathologists and anyone interested in Cued Speech. Special events being planned include an Awards Gala Dinner with a special guest speaker, the unfolding of the Dr. R. Orin Cornett Portrait, awarding the first R. Orin Cornett Memorial Scholarship, an exhibit hall, silent auction and more. We are actively soliciting sponsors for the conference, so if you have a corporation, or know of someone who has a company that can help sponsor this event, please contact Amy Crumrine at cuesign@aol.com. Also, Please Plan to Attend and Save the Date on Your Calendar – July 20-23, 2006 in Towson, MD.

*If you have built castles in the air,
your work need not be lost;
that is where they should be.
Now put the foundations under them.*

There will be something for everyone, whether you are a young cuer or you are one of the special group of parents who was a Cue Pioneer. Please keep visiting our web site to keep informed and as additional details unfold.

In the past few months the NCSA has been involved in several collaborative efforts to advocate for the cueing community. Barbara Lee, regional director from North Carolina, and I have been working with the Alexander Graham Bell Association to rewrite the *Beginnings* Manual, written to guide parents of newly identified deaf and hard of hearing children. With our input, this new manual will have a very nice cueing component. In addition, Susan Cofer (Annapolis, MD) has been working on NCSA's behalf with NASDE (National Association of State Directors of Special Education) on a manual for state directors of deaf education programs. Our objective was to ensure that cueing is included, and make recommendations about educational services for children who use Cued Speech as their mode of communication and the use of CS transliterators. Finally, Midwest Regional Director Deanna Jordan (Chicago, IL) has been working with new initiatives. These include establishing a CS specialist category for teachers who use CS, develop-

Continued on Page 4...President's

Nominations for the 2005-2008 NCSA Board

The following are the nominees for the 2005-2008 NCSA Board of Directors, to take office September 1, 2005. If there are additional nominees, those individuals need to contact the NCSA office.

President Sarina Roffé	Midwest IA, KS, MN, MO Open
Vice-president Susan Cofer	Rocky Mountain CO, MD, ND, NE, SD, WY Open
Secretary Barbara LeBlanc	
Treasurer Joan Christenson	Southwest AR, NM, OK, TX Tony Wright
<i>Regional Directors:</i>	
New England ME, NH, VT, MA, RI, CT	West AK, AZ, CA, HI, ID, NV, OR, UT, WA Tammy Lamb
Nicole Dobson & Anne Banger	International Marianne Flanagan
Northeast NY, PA, NJ, DE Samuel Cappiello	<i>At-Large Directors:</i>
Capitol DC, MD, VA, WV Tracy Kozil	Adult Cuers Ben Lachman
Mid-Atlantic KY, NC, SC, TN Barbara Lee	Affiliates Polly Earl
Gulf Coast AL, FL, GA, LA, MS, VI	Camps Isabelle Payonk
Alice Himel	Deaf Consumer Rights Amy Crumrine
Great Lakes IL, IN, MI, OH, WI Lawrence Zoochi	Conventions/Exhibits Deanna Jordan
	Parent Support Betsy Kipila

Susan Cofer (Annapolis, Maryland) learned Cued Speech from Dr. Cornett in 1978 in an attempt to combat obvious literacy problems of her students who were deaf. Since that time, she has remained a Cued Speech advocate in her roles as a college instructor, a private tutor and an expert witness in court. She taught Cued Speech to families and professionals in Maryland, Texas, and Michigan. She worked at and attended summer camps in D.C., New York, Maine and Virginia. Currently she is interested in encouraging Cued English and ASL in bilingual school environments. Additionally, she wants to serve with others interested in promoting Cued Speech instruction at universities. Further, her interests include creative teaching approaches. Personally, she wants to explore group dynamics and conflicting egos.

Nicole M. Dobson (Cape Neddick, Maine) is a Speech and Language Pathologist. She earned her B.S. at the University of Maine at Farmington and her M.S. at the University of New Hampshire. She has worked in various educational settings, including public schools, an Auditory-Oral preschool and kindergarten, a Total Communication program integrated into the mainstream, and a Bi-Bi School for the Deaf. She currently works with children exhibiting various speech and language needs, including those who are Deaf and hard-of-hearing. She presents the benefits of Cued Speech to a graduate class annually, and has co-created "Visual-Tactile-Motor Prompts for Speech: The Piper-Dobson Approach" and co-wrote a book describing the system.

I believe we would benefit by promoting Cued Speech as a tool that can assist in the development of reading, language, and speech skills in various populations. I would like to see it viewed as a more "mainstream" tool, rather than a "highly specialized option" for deaf and hard-of-hearing populations. It is also important to promote the benefits of bilingualism for our Deaf and hard-of-hearing children using Cued Speech, both at home and at school.

Alice Himel (Thibodaux, Louisiana) received her BA from Nicholls State University and M.Ed. from Louisiana State University in Elementary Education. She also holds credentials as a teacher of the deaf and hard of hearing from the Louisiana Department of Education. Presently she is employed by the Lafourche Parish public school system as an itinerant teacher of the deaf and hard of hearing. She is a NCSA certified instructor of Cued Speech. She has taught night Cued Speech classes at the Louisiana Technical College-Ascension Campus; this was a distance-learning program in which lessons were transmitted to sites throughout Louisiana. She also teaches non-credit Cued Speech classes at Nicholls State University.

Isabelle Payonk (Wilmington, North Carolina) I appreciate the opportunity to serve on the National Cued Speech Association's board as member-at-large for camps. I look forward to working with the

Continued on page 4

RIT... Continued from Front Page

instructional format is not well served by [C-Print], alternatives are available, including Cued Speech transliteration with notetaking. In academic year 04-05, several courses were supported with Cued Speech transliteration, based upon reasons unique to the instructional setting and demonstrated student need.”

On the NTID/RIT web page at www.ntid.rit.edu/AccessServices/CSQ/ is a questionnaire for incoming students. The NTID/RIT Access Services office uses these responses to plan access services for those attending the mainstream RIT classes. (Classes at the college of NTID are taught using sign language.)

If a student requests a change in services, the student’s ability to comprehend sign language transliteration of lectures may be assessed, says Nelson, “as part of the process of determining which alternatives work in specific educational contexts for specific students. The process concentrates on providing effective communication, not on satisfying personal preferences.”

NTID/RIT is significantly expanding C-print resources and adding more interpreters. Dr. T. Alan Hurwitz, RIT vice president and CEO/Dean of NTID, announced that NTID/RIT will be conducting research on the effectiveness of various access services. In the past year, over 100,000 hours of access services were provided.

NTID/RIT encourages all students to learn sign language for social purposes.

On Cue invites current and past students of NTID/RIT to email info@cuedspeech.org with any comments on this article.

President’s Message...Continued from Page 2

ing more teaching modules for Instructors of Cued Speech, establishing a Distance Learning program, to name a few. We are also heavily in need of marketing materials, a new exhibit for conventions and new ideas to promote the use of CS.

As the new Board of Directors comes into office September 1, we have a multitude of tasks to explore and no shortage of work to do. With your help, we are improving the lives of deaf children and making a long-term difference in their education and their lives. We see the results when we can proudly say deaf cuers attend or have graduated from prestigious institutions like New York University, MIT, Brown University, Yale, Stanford, Boston University and Syracuse. As advocates of Cued Speech, the NCSA champions effective education.

Our members, friends, supporters and I look forward to building that firm foundation, so that Cued Speech is no longer a castle in the air and has a place to forever call home.

Sarina Roffé

NYCuedSpC@aol.com

Nominations...Continued from page 3

new staff member on Cued Speech camp matters. Looking into new monies for the camps such as state’s United Way and cochlear implant companies along with state legislatures will broaden the base of support we need.

Working with families and professionals to increase the knowledge of how Cued Speech works in literacy is so important. It is an integral part of President Bush’s “no child left behind”. We must be aware and a part of the “current climate” of how professionals and families think toward “making a difference” for all of our children, especially our deaf and hard of hearing children.

Additional biographies in the next issue of “On Cue”!



NCSA Receives Seal of Excellence

The National Cued Speech Association is proud to be awarded the Independent Charities Seal of Excellence.

This seal is awarded to the members of Independent Charities of America and Local Independent Charities of America that have, upon rigorous independent review, been able to certify, document, and demonstrate on an annual basis that they meet the highest standards of public accountability, program effectiveness, and cost effectiveness. These standards include those required by the US Government for inclusion in the Combined Federal Campaign, probably the most exclusive fund drive in the world.

Of the 1,000,000 charities operating in the United States today, it is estimated that fewer than 50,000, or 5 percent, meet or exceed these standards, and, of those, fewer than 2,000 have been awarded this Seal.

Around the USA and Canada

Dr. Carol LaSasso Speaks to Northern Virginia Cued Speech Association *by Maureen Bellamy*

The Northern Virginia Cued Speech Association hosted its spring meeting featuring a lasagna dinner and guest speaker, Carol LaSasso, Ph.D. Dr. LaSasso is a professor in the Department of Hearing, Speech and Language at Gallaudet University. Some of her recent publications in the *Journal of Deaf Studies and Deaf Education* include an article providing theoretical support for the cueing of English versus the signing of English and an article reporting results of a rhyming study comparing deaf students from Cued Speech and non-Cued Speech backgrounds. She is currently collaborating with Dr. Jacqueline Leybaert at the Free University of Brussels, and Dr. Kelly Crain, also of Gallaudet University, on a text on *Applications of Cued Speech for Reading Instruction* to be published by Oxford University Press.

Dr. LaSasso's presentation addressed "Factors Converging to Encourage the Exploration or Re-exploration of Cued Speech for Natural Language Development, Reading, and Academic Achievement of Deaf Students." She identified eight factors that are converging to make the academic and political environment receptive to Cued Speech:

1. Research results show that children are biologically predisposed to acquire traditionally spoken languages naturally when they have early, continuous, clear, complete exposure to the "continuous phoneme stream" of the language and consistent opportunities to interact with fluent users of the language. Only Cued Speech clearly and completely conveys phonological information about English.
2. There is a significant increase in published and ongoing studies showing that deaf children from Cued Speech backgrounds can and do develop phonological abilities. Cued Speech allows deaf children access to the "continuous phoneme stream," enabling natural acquisition of the spoken home language.
3. There is recognition at the national level of the importance of phonological abilities to reading. Cued Speech allows deaf children to acquire and demonstrate phonemic awareness and phonics abilities, even without intelligible speech.
4. New federal legislation (No Child Left Behind) requires grade level reading performance. Schools

(Below) At the Northern Virginia Cued Speech Association meeting are Maureen Bellamy, President of NVCSA; Dr. Carol LaSasso of Gallaudet University, and Rosemary Salvi, Vice-President of Programming for NVCSA.



seeking grants must demonstrate progress in helping children develop the phonemic awareness, fluency, vocabulary and comprehension essential for reading.

5. State-mandated minimum competency tests require language and general knowledge not accessed by many deaf children. Cued Speech allows access to this language.
6. Technological advances now allow earlier identification and provide ever-improving assistive devices. New evidence shows that Cued Speech enhances communication with children who have cochlear implants.
7. There is a growing dissatisfaction with Manually Coded English systems that have not raised reading levels. The average reading level of deaf 18 year olds has not changed from the 3rd - 4th grade levels originally identified in the 1960s.
8. There is weak theoretical support for "Bi-Bi" programs because of inadequate phonemic information available for development of English fluency. Use of Cued Speech to teach English could greatly increase the achievement of literacy in these programs.

Dr. LaSasso's presentation was fascinating and very encouraging. Many of us look forward to recognition of the merits of Cued Speech at the levels necessary to change the face of deaf education.

Around the USA and Canada

Jan DeLay Lectures in Colorado

Jan DeLay was a guest lecturer at the University of Northern Colorado for a class of future teachers of the deaf. The students and their professor were very enthusiastic about the role Cued Speech can play in improved literacy. She believes that Colorado professionals are now aware that they need to tell parents about Cued Speech. The next step is to provide training.

NCSA Call for Papers

Share your knowledge, ideas, research, and materials at the Cued Speech 40th Anniversary Conference and Celebration, July 20-23, 2005! The theme, "Cued Speech – Celebrating Literacy, Excellence and Diversity" provides the basis for a wide variety of topics.

The Call for Papers, which includes a list of suggested topics, is posted on the NCSA website, www.cuedspeech.org. Submissions are being accepted for lectures, panels, posters and short-courses. The application can be downloaded as a Word or pdf file. Proposals must be submitted electronically by December 31, 2005.

Whether you are a presenter or a member of the audience, be sure to attend the program and celebration at the Towson State University Conference Center, in Towson, Maryland, near Baltimore! Registration information will be on the NCSA website closer to the event.

Oregon

Twenty people attended a weekend workshop by Joan Rupert in Coos Bay, Oregon. A follow-up workshop will be held in October.

New York Cued Speech Center Partners with Columbia University

by Jennifer Bien

The New York Cued Speech Center provides ongoing classes and workshops to individuals, groups, and schools in the New York area.

We will be partnering with Columbia University, Teachers College to offer a permanent Cued Speech course as part of the d/Deaf Education curriculum. Future goals include expanding into a comprehensive Special Education Center that provides early intervention services, therapy including Speech-Language, ABA, OT, PT, AVT, Cued Speech, and counseling, consultations, adaptive technology, legal services, workshops/ classes, community outreach and events. The Center will expand as we learn more about what services are needed in the community of children with differing needs. Immediate goals include fundraising to support an educational documentary examining Cued Speech in children's daily lives.

I learned Cued Speech during high school as a volunteer for the Montgomery County Public Schools Program for the d/Deaf and Hard-of-Hearing. I worked as a Cued Language Transliterater during college and then as an itinerant Parent Resource Specialist/Early Childhood Developmental Therapist for Chicago Public Schools where I taught Cued Speech and provided support to our cueing students. I am now in graduate school at Teachers College, Columbia University pursuing a dual degree in d/Deaf Education and Early Childhood Education. I plan on continuing into the doctoral program for special education administration.

Texas

Southwest Regional Director Tony Wright has begun a doctoral program at the University of Texas in linguistics.

In the past year, Tony attended the 2004 conference of the Texas Speech Language Hearing Association in San Antonio, where he manned a booth for NCSA and distributed literature. He has followed up on his numerous conversations.

Tony has also corresponded with parents throughout the region of Oklahoma, Texas, Arkansas and New Mexico. He is assisted by adult deaf cuer, Danielle Paquin in San Antonio. Danielle teaches at Sunshine Cottage School for the Deaf, which is an oral school, although she signs, speechreads, cues, etc. Danielle is very enthusiastic about cueing.

Wilmington, NC

Cued Speech Weekend



Andy Payonk and Barbara LeBlanc fill their plates with North Carolina barbecue.



North Carolina transliterators from left to right, Carol Hempfling, Cina King and Diane Herran.

Dianne Greene and Kathy Goodman chat with NCSA regional director Barbara Lee. Dianne and Kathy are transliterators for the Wake County, North Carolina school system. Kathy is also a cueing mother!



The Cued Speech Associations of North Carolina and Wilmington, North Carolina, hosted the Spring meeting of the NCSA Board in Wilmington. Simultaneously, the two Carolina associations were hosting a weekend of classes and social events for new and experienced cuers. Isabelle Payonk, president of the NC Cued Speech Association, led the organizing committee.

Special events included a reception at the home of Fred and Janet Nelson. Saturday night found everyone enjoying a traditional North Carolina barbecue buffet, along with lively conversation.

Illinois

Ann Bleuer celebrated her 80th birthday this spring with misty eyes of joy, opening the presents that she had requested. Ann had sent a letter to cueing friends from the past several decades, asking them to support the A.G. Bell Montessori School with a birthday check to her. All donations would be matched by A.G. Bell Montessori School president Sandy Mosetick. The flood of cards and checks totaled approximately \$10,000, providing a grand total of \$20,000. The funds are being used to equip a self-contained classroom for children who are not ready for the mainstream program at the school. A.G. Bell Montessori's mainstream program is unique in that all staff cue, providing direct communication with and among the students, deaf and hearing. Ann, who was the first director of the school, has returned to teach and mentor.

A.G. Bell Montessori School and Alternatives in Education for the Hearing Impaired (AEHI) are now separate entities. Mary Ann Lachman and Ann Bleuer are co-presidents of AEHI.

**NCSA Board Meeting
Phoenix AZ
October 27-28-29, 2005**

Louisiana Communication Students Learn About Cued Speech



Communication disorders undergraduate and graduate students at Louisiana State University -- Baton Rouge Campus, and Southeastern Louisiana University in Hammond learned how Cued Speech can be a key therapeutic benefit for their hearing-impaired students. The students learned the very basic rules for cueing and enjoyed cueing new words of their own. In addition, they learned about the possible benefits of Cued Speech's use for other language disorders such as autism, central auditory processing disorders, severe language disordered students, etc.

Barbara LeBlanc, NCSA vice-president, speech pathologist and user of Cued Speech in speech-language therapy since 1979, was the guest speaker for the universities' aural rehabilitation classes this spring semester.

Dr. Jane Collins at LSU and Rebecca Davis at SLU are the instructors for these classes. These university instructors present all of the communication options in their aural rehabilitation courses and encourage their speech-language pathology and audiology students to learn about Cued Speech and its benefits as a mode of communication for speech and language training first hand. Both universities have invited Barbara to speak in their classes annually. Barbara includes these university students in the area beginning level Cued Speech classes and has taught the classes on campus, also.

Maine

Schools, libraries, and hospitals across Maine are enjoying the use of Polycom videoconferencing systems to support distance learning. Polly Earl, Ed.D., Education Consultant for the Maine Center for the Deaf and Hard of Hearing/Gov. Baxter School, is developing a plan to use this technology with parents, Cued Speech Transliterators, and other professionals to meet regularly to learn and practice Cued Speech. All you need with this system is a Polycom unit and a TV/monitor; some wiring is involved as with all technology but once that is set up, you are off and cueing! Rather than driving long distances to attend meetings or workshops, people can stay put and meet from their programs and schools around the state. Polly is collaborating with Barbara

Keefe who is a liaison for the University of Maine system and a consultant for the Northeast Technical Assistance Center (NETAC) at RIT.

If you are interested in designing a similar project to provide Cued Speech learning opportunities to children and adults in your state who are deaf or hard of hearing, contact Polly at polly.earl@gsd.org or Barbara at barbara.keefe@gsd.org. Go to www.polycom.com for more information on how your state can begin to benefit from this easy, effective, real-time technology for all levels of Cued Speech learning.

Ohio

We say thank you to Marilyn Bilsky, who was the information assistant in the NCSA office for the past five years. Marilyn is always cheery and has a passion for the work of the National Cued Speech Association and those who use it, but felt the need to have more time to pursue her other myriad responsibilities and interests. Best wishes, Marilyn, in all you do!

Coming to Towson, Maryland in 2006:

July 15-20

CueSign Camp 2006: A family camp fostering knowledge of cued English and American Sign Language equally. www.cuesigncamp.org

July 20-23, 2006

Join us in Celebrating 40 Years of Cued Speech: Literacy, Excellence, Diversity

Conference: Latest research, Emerging Practices, Deaf Perspectives

Children's Program, 40th Anniversary Gala!

Cue Adults



Michael Argenyi

By Mary Kate Hageman

Michael Argenyi is a second-year history major at Seattle University. Introduced to Cued Speech when he was four years old by his mother, "There is no way to understand how much using Cued

Speech helped my horizons. Cued Speech and long years of speech therapy have brought me past a level most of my hearing peers are on."

While Michael believes the success he's experienced using Cued Speech may be one as defined by hearing people, he says it's "the widest arena of potential success possible not just academically, but including vocational

fields, religious choices, and other lifestyle choices, and fundamentally, the freedoms of independency and choice."

Michael participates in a wide range of activities, including volunteering with the Washington Alaskan Malamute Adoption League, the German Shepherd Rescue, Students for Peace and Justice in Palestine and Israel, and Campus Ministry (Jewish Student Union and Interfaith) activities. Active in sports, Michael is a tae kwon do student, and kayaks and snowboards as well. Michael also spends time "studying languages obsessively," he says.

Michael would like to find an interpreter to accompany him in Turkey to study abroad next spring. "I'd like to travel as much as possible before I'm financially responsible for it," he jokes.

Just like anyone else in college, Michael says he "ultimately does too much homework to have much time to do anything else but sneak home occasionally to visit my dog."

Jennifer Dietz

Cued Speech at National Institute of Environmental Health Studies (NIEHS)

By Blondell Peterson

June 2005 e-factor online newsletter

The Office of Equal Opportunity and Diversity Management sponsored a cultural education program on Cued Speech this spring. Barbara Dietz and her daughter, Jennifer, were featured in an article in the agency's online newsletter. Barbara uses Cued Speech with Jennifer, who lost her hearing at age 3. The phonemically-based system uses eight hand shapes in four locations near the face to supplement the information available on the lips during speech.

"With Cued Speech, you say everything as if you are talking like a hearing person," Barbara Dietz, Program Specialist, said. "With sign language, you have signs for words that can be said out of context. You don't get all the verbs and tenses that you do with cued speech."

Barbara's daughter Jennifer recently graduated from college, and has been "cueing" since she was five years old. Jennifer lost her hearing at the age of three because of congenital progressive deafness.



"I see Cued Speech as a tool for English, while I see ASL as a visual language that helps better visualize words to those who cannot hear," Jennifer said. "For example, with cued speech, I can see the actual language itself. I can see the flow of English and how it should be said in order," she said. "With ASL, you

Dietz...Continued on page 10

have to guess the sign because one word can have so many signs and meanings to it. I tend to get confused and the flow of English is not right. But that is my opinion. It may differ with others who grew up with ASL, but still have good English.”

Barbara said that prior to Jennifer, she had never heard of a hearing child going deaf it was a lot to deal with having no experience. There was no history of deafness in either hers or her husband’s families.

Living in southern Florida, Barbara said Jennifer participated in a program for deaf children that was of little help. Her hearing loss was so severe that the hearing aids, at that time, were not adequate. After a year and a half, the family moved to Virginia where an audiologist said Jennifer needed more than just oral classes. She suggested either sign language or cued speech. So we went looking for a Cued Speech program,” said Barbara.

According to Barbara, in a matter of four or five weeks Jennifer was starting to talk again and understanding what they cued. “It took us [adults] about six weeks to learn the basics of Cued Speech,” she said. “It takes a bit longer to then put it all together so you can talk with it, but Jennifer was young and smart and she picked up on it quickly.”

Jennifer has said, for example, if you want to say, “I need to go to the store to get milk” with ASL you might actually say, “milk store go” therefore you have to figure out the context. With cueing, you can say, “I need to go to the store to get milk.” “It’s like when you have a new baby and you’re trying to teach it to talk, you have to put those pieces in there,” Barbara said.

Barbara said another phenomenal thing about this system is that you can cue more than 55 languages, dialects and accents such as New York or a southern drawl. “It’s just applicable to however you speak,” she said. “The thing is, words have to be said and cued simultaneously. The words *meet* and *Pete* look the look the same on the lips. When you add the consonant hand signs for the “M” or the “P” sound, you have two different words. I’m not saying this happens overnight. It’s just like teaching a child to walk or a different language. It takes a lot of years of input and repetition.”

“With Cued Speech, I can see the actual language itself. I can see the flow of English and how it should be said in order.”

--Jennifer Dietz, Cuer

Cue Adults



Cue Adults and transliterators/language facilitators got together at the Wilmington Cued Speech Association dinner in March.

Front: Sarah Pierce, Jenny Moseley, Bojana Karac, Abbey Nelson.

Back: Chris Trader, Andy Payonk, Scott Clayton, Michael Poore

Frankie Lange

By Mary Kate Hageman

Frankie Lange is a longtime Hearing Impaired Adult Cuer (HIAC) (late-deafened), now retired and living in Maryland. She called the NCSA office by CapTel relay service to say how much she enjoys receiving the Cued Speech newsletter. “I sure want to keep getting the articles—I like to read what they say,” she said. “I thought Hilary Franklin’s article was excellent. We do need to learn everything.” Frankie added, “Sarina Roffé did a great job getting the Congressional funds.”

Frankie recalled her first Cue Camp experience, which was held in North Carolina. “The little children followed me around like a Pied Piper. They finally met an adult who was deaf like them,” she said.

About Cued Speech, Frankie said “I’m glad I learned it. Cued Speech is really close to my heart. Lipreading is really rough. And with printed words, you don’t know how to pronounce ‘Shiites’ or ‘Sunni.’”

Cue Adults

Nicole Dugan

Nicole Dugan answered some questions from On Cue while spending the summer as a camp counselor in Minnesota.



Tell us about your work/school/volunteer activities & courses, major interests, responsibilities, etc.

I'm a 5th year RIT student so I have no permanent job high-paying enough to get me out of college. I usually spend my summers working at camps and beachin' it down the jersey shore, where my hometown is. I'm a member of a local deaf sorority, Alpha Sigma Theta, in which we're involved in a lot of community events especially around the holidays.

My current major is New Media Design and Imaging. We're highly trained to really, really impress you with our artsy stuff. The major content in my courses consists of designing logos, business cards, envelopes, letterheads, websites, typography, flash & animation, 3d modeling, digital photography, digital film. In other words, it's any kind of media that's on screen.

I played some rugby with the RIT Women's Rugby Club, and received many bruises with pride. I held several different positions (chairperson, coach, and player) with the Deaf Basketball Association, an organization held among the RIT community.

What are your favorite fun things to do?

I enjoy the outdoors and the sun (when I have adequate sunscreen on) and anything that has to do with water. I play regularly in local/national basketball and softball leagues. Sometimes I can be a pack rat and collect random stuff. If you lost an earring 3 months ago, I've probably got it in a little glass box somewhere. Now if I could only find that box... I also enjoy playing fetch with my cat who thinks she's a dog. She has a vertical leap of around 48 inches so She could actually be in the NBA.

What you are passionate about?

I'm really passionate about learning and trying new things, especially in athletics and in crafts. That's how I got in to rugby, cause I had no idea how to play, but learning how to was sure a lot of fun.

Your future?

I thought I knew what I wanted to be "when I grew up," but I'm still mainly going with the flow. Hopefully, I'll land in grad school somewhere in the mid-west/mid-south. I have

interests in the sociology, psychology, and business fields, but for now I'm concentrating on a little freelance design on the side while finishing up my Bachelor of Fine Arts (B.F.A.).

What would you like to tell others about your use of Cued Speech?

In 6th grade, it was around Thanksgiving time and we were cutting out oddly-mishapen turkeys and writing down what we were thankful for. Many of my classmates wrote about their families, teachers, coaches, and such.

I decided to put down Dr. Orin Cornett's name because I know I would have not been able to go as far and succeed without the use of Cued Speech in my classroom, schools, at home, and in sports. I've met many deaf/hard-of-hearing peers and heard their background stories. Each individual had different needs and levels that they were comfortable at. Some excelled with the use of ASL, some with Total Communication, and for those like me, with Cued Speech.

I barely learned enough sign language to carry on a thoughtful conversation two years ago. I was living with a roommate in the summer and she couldn't lipread very well so I practically finger-spelled out everything for her, and she gave me the sign for every word. However, to this day, I still struggle some with the use of sign language. I always felt natural when I used English and Cued Speech to communicate my thoughts and feelings as deeply as I wanted to.

I would like to tell others that I'm not just slapping together a "miracle story", but that this is the story of my life and I felt that I adjusted very well in mainstream schools (as the only deaf student from K to 12). I still worked very hard to be at the same level as the top peers in my school, as I always liked a challenge. I graduated in the top 10 in my class with about 10 ribbons around my neck as I was in just about every club in high school.

I fought to get Cued Speech services at RIT, and once I finally received them I finally felt at ease in my classes. I didn't have to work so hard at lip-reading and double-checking with my teachers to make sure I didn't miss anything.

Teen Cues

DJ Crosby

By Mary Kate Hageman



Dorothy Jane (DJ) Crosby is a student at Park City High School in Utah. She is on the school's nine-member Academic Decathlon team. The Decathlon competitions tests knowledge through multiple choice questions in math, science, social studies, language and literature, economics, art, and music. Also, "there is a Speech, Essay, and Interview event, and a "super quiz" — written and oral," DJ adds.

The decathlon team prepares for the event by studying for long hours. "But it pays off—we made it to the Nationals this year! We ended up 10th place overall, 3rd place in our school size division (middle-sized).

Though DJ did not earn any medals at the National level, she won nine at the State competition. "A medal in everything except math," said DJ. "I even got a medal in Speech, Interview, and Music. I was really proud of myself for overcoming considerable obstacles to get those awards."

In order to accommodate DJ's needs, the Decathlon allowed her to speak for a longer time during the speech event, "because Deaf people tend to speak slower. For the interview event, I was provided with a CLT transliterator," she said. For the music event, instead of answering questions based on listening, she was allowed to complete an equal amount of written

Continued on page 16

Robbie Bell

Robbie Bell is 14 years old and an eighth grader at Cedar Creek Middle School in Youngsville, North Carolina. Robbie recently qualified to attend a Talent Identification Program (TIP) Scholar Weekend at Duke University. To qualify, he had to score higher than 95% on the End-of-Grade standardized achievement tests.

TIP classes are for academically talented students and introduce topics not typically available in local schools. Robbie selected a class in fuel cell engineering because he is considering an engineering degree and a

career in automotive design.

East Carolina University honored Robbie in May 2004. He received an award for academic excellence because his score on the SAT, which he took in the 7th grade, was exceptionally high.

Robbie is the son of Reggie and Renee Bell. They started cueing to him when he was three years old. He got a cochlear implant when he was 13 and now uses Cued Speech selectively.

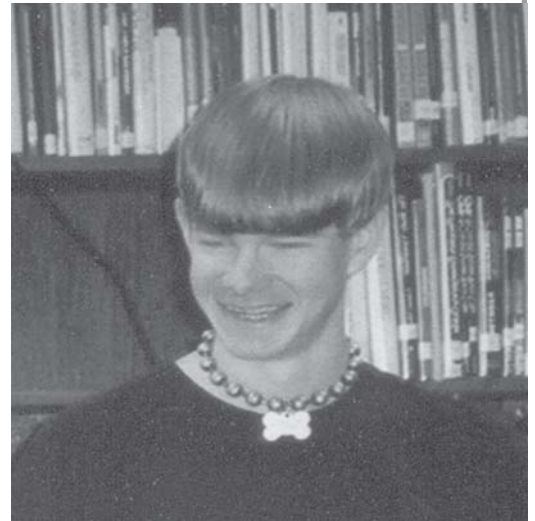


“Don’t Underestimate Me!” --Brandyn Britt

Brandyn Britt, son of Harlan and Sheri Britt, has been cued since his preschool years. He entered kindergarten in Raleigh, North Carolina in the fall of 1995. He was always in regular education classes with some, usually minimal, resource support. His grades were always well above average. In the fall of 2004, Brandyn entered Broughton International Baccalaureate Magnet High School as a freshman on the college/university track.

At Broughton, the deaf education staff has a beginning-of-school in-service for the regular education teachers who will have deaf students. Barbara Lee, who was to talk about Cued Speech, asked Brandyn to assist her in demonstrating how Cued Speech works in the classroom. Most of Brandyn’s teachers were present. At the close Mrs. Lee asked Brandyn if there was anything special he wanted to tell them about Cued Speech, about what was particularly helpful, or about himself. After a moment to reflect, Brandyn’s emphatic, succinct reply was, “Don’t underestimate me!” Applause and warm smiles followed.

Since August, Brandyn has been on the honor roll every quarter. You can be sure that no one underestimates him!



Brandyn during the inservice in August 2004 at Broughton High School, Raleigh, NC.

Marja Poulsen, Minnesota Grad & Springboard Diver

Marja Poulsen graduated from Minnetonka High School, just west of Minneapolis, MN, along with nearly 600 other students. During her last semester of senior year, she participated in a post-secondary option to attend Normandale Community College for a freshman composition class. On placement tests, Marja scored at college level in writing and reading.

Marja has worked at a Target store since last October, where she has a signing supervisor and two deaf colleagues. She is

both a sales associate and a cashier. As she starts college this fall at Rochester Institute of Technology (RIT) in Rochester, New York, Marja hopes to get a job at a Target store there.

Marja was the top spring-board diver her last two years of high school. She plans to dive at RIT, also. She has visited RIT twice and met the diving coach, the other divers, and dozens of new friends. During high school, Marja also participated in gymnastics, cheer-leading and track (pole-vault and triple-jump).

She volunteered to assist the ASL teacher and tutored many hearing ASL students. She has been a very popular panel member for various organizations and has worked at several cue camps around the country. This summer, she joined the staff at Camp Sertoma in Minnesota as a counselor and life-guard.

She really wishes there could be a big teen-adult cueing reunion somewhere, as she does not have the opportunity to cue with deaf friends very often.

Thank You, Donors!

Recent Gifts

Michael R. Adams

HP Employee Charitable Giving Program

Jay Fellows

American Sign Language Club

of San Luis Obispo High School

Barbara Lee

in memory of Dick Gosich

Simon Roffé

Linda Brattner

for the Dr. Cornett Portrait Fund

NCSA Honor Roll

Sandy Mosetick by Deanna M. Jordan

Joshua Libby by David and Deborah Libby

All Cuers by Pamela Beck

Early Philadelphia Cuers by Katheryn Nice

Richard Sharp

Eleanor Sharp

David Sharp

Carol Milligan

Carriann Milligan

Melissa Milligan Litchford

John Nice, Sr.

John Nice, Jr.

Shannon O'Mara

Teresa O'Mara



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. It is important to note that our Congressional appropriation funds cannot be used for the important daily operation and infrastructure of NCSA. We depend on your contributions.

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.

Designations include:

General Fund

R. Orin Cornett Scholarship Fund

R. Orin Cornett Portrait Fund

Deaf Children's Literacy Project

Karen McIntosh Fund (Cue Camp Friends)

Isabelle Payonk Fund (Cue Camp Cheerio)

Mary Diesel Memorial Fund for support of services to late-deafened adults

Laird Foundation Endowment Fund



Giving at Your Workplace!

The National Cued Speech Association is a partner in Children's Charities of America, and is listed as "**Deaf Children's Literacy Project.**"

Please pass along "**Deaf Children's Literacy Project / Combined Federal Campaign Code #1529**" to federal employees, such as postal workers, military, federal courts, 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!

NCSA Receives Bequest from Carol Shuler Estate

When it came to Carol Shuler's students, nothing could stand in the way of getting the services they needed. For Carol, Cued Speech was the tool needed for a newly identified two year old deaf student. Over the years, Carol saw the many uses for Cued Speech and became a lifetime advocate. The National Cued Speech Association is honored to have received a bequest from the estate of Carol Shuler.

Carol Shuler's determination was probably developed when she completed her degree in Speech Therapy and then acquired a Teacher of the Deaf Credential while raising five young children. First serving students in Toulomne County, California, she moved to rural Plumas County in 1976 after her marriage to Al Shuler. Now helping guide four additional stepchildren into adulthood and eventually becoming Gramma to 15, Carol started her work in this Sierra Nevada area by driving Al's truck and camper to each school. Eventually, a classroom was developed in Greenville, California (though the first one was big enough for two student desks and one table).

Carol was charged with the task of serving Elementary School children with communication challenges. This included anything from children with cerebral palsy or autism to language and speech delays. Carol kept her Deaf Education credential current, though, just in case. At the ASHA conference in Orlando, Carol discovered Cued Speech at a presentation by Dr. Cornett himself. This meeting was fortuitous; soon after it, Carol was notified that a two-year-old in

Greenville was discovered to have a profound hearing loss.

Once Carol was notified, nothing slowed her down in her quest to set up a program for Katy. She called Joan Rupert, who came to Greenville and trained Carol; Katy's mother, Pam; and Jeanna Nelson, who would become Katy's transliterator until her graduation from high school in 1998. Katy spent part of her elementary school day in the regular classroom with Jeanna. Judy Broselle, Katy's classroom teacher for three years, decided that she should learn to Cue, too. Judy then developed a Friday afternoon class for Katy's classmates to learn Cued Speech. By the time Carol retired when Katy was entering 5th grade, she was surrounded by cueing adults and peers, and Carol's determination that she would help the CS organization grow was set.

Carol continued to consult with Katy's new teacher, and worked part time for the district for a few years following her retirement. Her husband, Al, says that she took on post-retirement work because she wanted to be sure Katy's program continued in the face of dwindling education funding. Katy Bryant has since been mentioned in national Cued Speech articles about students in high school. A few years after graduation, she e-mailed Al and Carol to tell them she had a job at a bank in the East Bay area.

Carol dedicated her retirement years to her children and their children, becoming an avid (and award-winning) quilter and taking time to ride bicycles with Al in Europe, the New England States, and the upper Midwest. Her early parenting summers had been spent in the remote Kennedy Meadows area outside of Sonora, where her ashes were spread by loved ones following her sudden and unexpected death in February 2001. Many



Al and Carol Shuler

of her grandchildren remember her for the week-long "camps" she and Al held at their mountain home, and she also occasionally had Katy join family members in her pool or on the ski slopes. Her oldest grandchildren, John and Trenna Wilson, recall raucous card games and water polo duels, trips to the pizza parlor, and fun overnights with Katy, as they lived nearby.

Carol made it clear to her family that a portion of her estate be passed to the National Cued Speech Association, and that final settlement of her estate recently occurred when her daughter and son-in-law, Sheryl and Rolando Hermoso, met with NCSA President Sarina Roffé in New York.

Though her very busy life lasted only a brief 66 years, her legacy of work with children will continue with this generous gift.

Note: The NCSA board has voted to use a majority of the funds from the Carol Shuler estate for the Dr. R. Orin Cornett Memorial Scholarship Fund. A scholarship will be named for Carol Shuler. A committee is being formed to create guidelines and procedures for the scholarships. If you would like to serve on or chair the committee, please contact NCSA President Sarina Roffé.

Teen Cues

DJ Crosby...Continued from page 12

questions.

Of Cued Speech, DJ said, "It has helped me greatly with English. ASL is a beautiful language, but there isn't a lot of support in our country's school system for people who grow up with ASL. On the other hand, Cued Speech is a presentation of English, so there is no language barrier for users of Cued Speech."

DJ is enrolled in advanced placement courses, including one Saturday class. "I am involved in the Social Justice club, which is devoted to promoting diversity. I am interested in English, and I want to become a writer when I grow up," she added. "Also, I am considering teaching at the high school or college level."

International News

India

Hema Navkal, whose news as appeared previously in *On Cue*, is a former teacher of the deaf. She is a member of the governing council of an institution which has two schools for children with hearing impairments in very poor neighborhoods in Bombay. After learning Cued Speech in the United States last summer, Hema has begun a pilot project introducing Cued Speech in her institution. As part of the project, she meets with staff and parents three times a week to practice Cued Speech. She also is acting as NCSA's Cued Speech contact in India, corresponding with another teacher in India who had contacted NCSA through the internet and is interested in using Cued Speech to teach English as a second language.

France

A *Licence Professionnelle de Codeur LPC* (Professional License for Cued Speech Coders [Translitterators]) and training program have been established in collaboration with L'Université Pierre et Marie Curie in Paris. Coursework includes:

- Theory (183 hours): Development of the child; Communication and learning; Education and teaching; French Cued Speech.
- Technique and practice: 150 hours
- Research Project (solo or 2-3 trainees together): 160 hours
- Practicum: 360 hours; six weeks in a specialized situation and ten weeks in a mainstream school with students who use transliteration

General Cue News

Cued Speech for the Young And Not-So-Young

Hearing Health Magazine, a publication of Deafness Research Foundation, published the article "Cued Speech for Young and Not So Young" in the Spring 2005 issue. Co-authors Pam Beck and Amy Ruberl focused on the uses of Cued Speech at various stages of life, from childhood to late in life. Cuers who contributed quotes to the article were Jane Knight from Texas (pictured with her hearing ear dog, Pugsy), Michelle Ayers of Virginia, Christine Hartman of Ohio, and the late Mary and Herman Diesel and their family. Included in the pictures were students from Fairfax County, Virginia, and from the AG Bell Montessori School in Mount Prospect, Illinois.

A Parent's Guide to Hearing Loss

A CD-ROM called "A Parent's Guide to Hearing Loss: Choices Available for Families of Children with Hearing Loss," was released by the Centers for Disease Control and Prevention (CDC). The product has disappointed many Cued Speech users due to its minimal mention of Cued Speech in comparison to other communication systems.

A is for Access

A new DVD called "A is for Access" provides an overview of communication methods and parents' rights. NCSA Rocky Mountain Regional Director Jan DeLay explains Cued Speech and Colorado parent, Erin Belmont, using Cued Speech with her son, Taylor. The video is designed for people parenting or working with children who are deaf or hard of hearing. It aims to help them understand and work through communication barriers they may encounter. The DVD was developed with funding from the Colorado Department of Education, Marion Downs Hearing Center, and the National Deaf Education Project. To order the "A is for Access" video on DVD or VHS, contact Hands & Voices at www.handsandvoices.org, or call Toll Free 1-866-422-0422 V/TTY. Cost is \$34.95 plus \$6.95 shipping/handling.



Presenting the Cued Speech Resource Book to Rachel Ragin, the North Carolina state consultant for deaf education who spent the weekend at Camp Cheerio. (L to R) Isabelle Payonk, Rachael Ragin, Barbara Lee

Cheerio Cue Camp - 2005 21st Annual Spring Camp for the Deaf and H/H

by Isabelle Payonk

May 13-15 was again a super time in the Blue Ridge Mountains of North Carolina. The beautiful "mountain top experience" continues! This year we had 162 participants. It's wonderful to see all pulling together and making it a great success. Lisa Jolly and Stephanie Smith, co-chairs of the event, did a superb job. They both have children who are hearing impaired and understand how much it means to encourage each family.

Classes were divided into age appropriate activities for the children. Time in the gym was super and included a moonwalk, besides basketball and frisbees. Canoeing on the lake was another fun activity. Cue kids assisted with the classes.

Jennifer Bien taught the beginner Cued Speech class and Barbara Lee and Lauren Triby-Pruitt taught the intermediate class. Our new North families and bowling in Sparta for the teens and young adults. Saturday before dinner a big event happened for all - the trademark water slide. Sliding down the hollow on a gigantic piece of plastic with lots of water and dish detergent is a tradition at Cheerio.

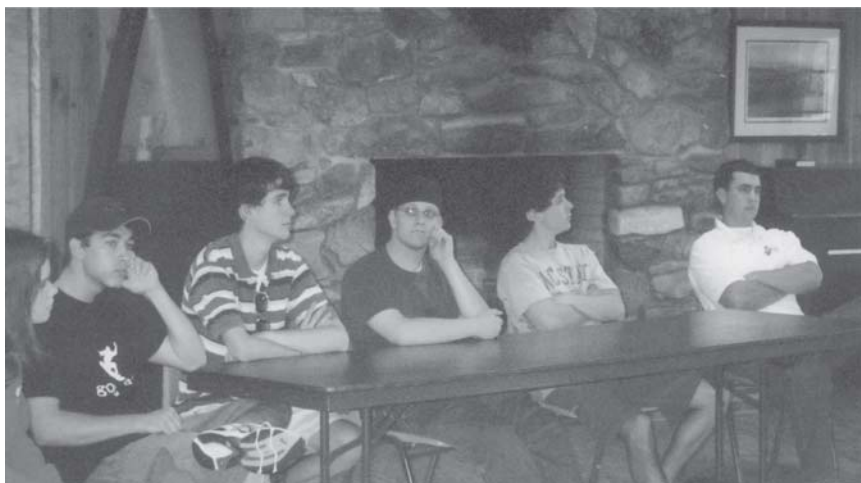
Saturday night all the younger kids were "worn slam out" and stayed at the camp, while the teens and professionals took off

to the Burgiss' Dance Barn for some real "Mountain Music." The kids stayed to the end and "closed the place down". Listening to a live blue grass band and participating in the Texas Two- Step and broom dance along with the Virginia Reel and line dancing. All the folks - young and old, hearing and deaf, enjoyed every minute! We've been going to the Dance Barn since 1992 and will continue!!

In every sense of the words, a good time was had by all!

A Teen Panel at Camp Cheerio.

Left to Right: Sara Sizemore, Dan Clark, Dan Goodman, Forest Ripley, Aaron Rose, and Andy Payonk.



Classes and Cue Camps

September 3, New York, NY

Monthly Cued Speech workshop presented by the NY Cued Speech Center. Held at Columbia University, Teachers College 9am – 11 am. Contact Jennifer Bien 301-325-0746; jenniferbien@hotmail.com

September 17-18

Edmonton, AB, Canada

A Beginners cued Speech workshop will be held from 9 am - 4:30 pm at the University of Alberta for parents, transliterators and interpreters. Contact Marianne Flanagan at 403-239-6988; msfincal@shaw.ca

September 18, New York, NY

An Educational Interpreters Cued Language Workshop will be held at Teachers College, Columbia University 9am – 5 pm. Contact Jennifer Bien ; 301-325-0746; jenniferbien@hotmail.com

September 24-25

Red Deer, AB, Canada

A Beginners Cued Speech workshop will be held from 9 am - 4:30 pm for parents, transliterators and interpreters. Contact Marianne Flanagan at 403-239-6988; msfincal@shaw.ca

September 29- October 2

Jamestown, VA

Cue Camp Virginia for skills, information and fun for all, including infants and transliterators. Guest speaker at Saturday Professional Day: Dr. Charles Berlin. Details and registration: www.NVCSA.org; NVCSA@yahoo.com

September 30 - October 1

Vacaville, CA

Basic Cued Speech Instruction for Professionals at the Vacaville Cued Speech Programs/NCSA Resource Center. 8:30 am - 5 pm. 15 PDP hours

through the California SL-A Board (#158). For application: 707-448-4060; hiicue@aol.com. (Closing date September 23)

October 1, New York, NY

Monthly Cued Speech workshop presented by the NY Cued Speech Center. Held at Columbia University, Teachers College 9am – 11 am. Contact Jennifer Bien 301-325-0746; jenniferbien@hotmail.com

October 8, Cambridge, MA

Monthly practice session held at MIT from 10am-12 noon. Contact Julie Pera at 978-632-4369 or pera.j@verizon.net

October 21-22, Manzanita, OR

Cued Speech Retreat in a beach house steps from the Pacific Ocean. Prerequisite: Basic Cued Speech instruction. Cued Speech mechanics review, activity lab with videos, computer programs, games, fun! Friday reception and review, 7 pm - 9 pm. Saturday, 9 am - 5 pm. Information / application: 707-448-4060; hiicue@aol.com.

(Closing date October 10)

October 27-28, Phoenix, AZ

Basic Instructor Workshop 9-4pm
Contact Jean Krause 813-974-9798(v)
jkrause@cas.usf.edu

October 29 and November 5 New York, NY

Introduction to Cued Speech will be held from 9 am – 5 pm at Teachers College, Columbia University. Graduate coursework 1-2 credits. Contact Jenifer Bien 301-325-0746; jenniferbien@hotmail.com

October 30, Phoenix, AZ

National Certification Exam 9 am-12 noon. Contact Jean Krause 813-974-9798(v), jkrause@cas.usf.edu, <http://www.cuedspeech.org/Instructor/>

November 12, Cambridge, MA

Monthly practice session held at MIT from 10am-12 noon. Contact Julie Pera at 978-632-4369 or pera.j@verizon.net



www.cuedspeech.com

1-800-459-3529 v/tty

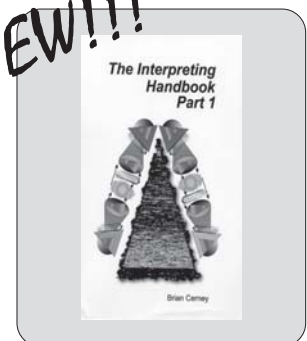
The Interpreting Handbook

By Brian Cerney, Ph.D.

This book is a friendly tour of how languages work and how we can improve our work with languages. The book examines the complex process of interpreting, the components of successful interpreting, and the tools needed for self-analysis toward professional development. Cued Speech is discussed in detail in the chapter "Language Encoding Systems". Cuers may also find interesting the descriptions of the numerous models of interpreting. Unique charts and diagrams illustrate the concepts presented. Cerney, 2005. 303 pages.

CE2 Member price: \$22.80 Regular: \$24.00

NEW!!!



Transliterators Needed

Kilea Karlinsey, speech-language therapist, and Beatrice Juvera, interpreter, traveled to North Carolina from Ely, Nevada, to attend the beginning Cued Speech class in Wilmington.



CT, New Haven

Certified CLT needed for a deaf native cuer entering graduate study in the fall of 2005 at Yale University. Uncertified transliterators may apply, but must pursue certification and pass the TECUnit CAEC qualifying tests(expressive and receptive cueing) for the certification exam , prior to the fall. Contact Jennifer Bien at 301-325-0746 or jenniferbien@hotmail.com

FL, Panama City

Cued Speech Transliterator needed for experienced client in the 9th grade beginning August 4, 2005. Daily, 7:15 am - 2:45 pm. Contact Patrick Martin, Supervisor, Exceptional Student Education, Bay District Schools, 1311 Balboa Avenue, Panama City, FL 32401. 850-872-4333 or martinp@bay.k12.fl.us

MA, Wellesley

Cued Speech transliterator needed to provide Cued Speech transliteration of classes, related meetings and other campus activities. Assist the Director of disability services in recruiting and scheduling freelance CST's among other responsibilities. Full time, academic year (9 months) schedule. Two year position. Must be able to transliterate college level language. Contact: Jim

Wice, Director of Disability Services, Wellesley College, 106 Central Street, Room 316, Clapp Library, Wellesley, MA 02481; jwice@wellesley.edu, 781-283-2434.

MN, Rosemount

Immediate opening for full-time cued language transliterator. Work in an elementary school setting. National CLT certification preferred. Excellent benefits. For information and to notify of intent to apply, contact Kitri Larson Kylo at kitri.kylo@isd917.k12.mn.us or 952-707-3091. To apply download application form at www.isd917.k12.mn.us or call 651-423-8206.

VA, Dunn Loring (Fairfax County)

Qualified Cued Language transliterator needed 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. Transliterator must meet the Virginia Quality Assurance Screening (VQAS) requirements of level III, However, a VQAS level I must be obtained upon hire. For additional details, please contact Suhad Keblawi at 703-503-4739 or e-mail Suhad.Keblawi@fcps.edu

VA, Norfolk

Cued Speech Transliterator needed for experienced client in the 9th grade. Daily, 7:30 am - 2:30 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

WA, Seattle

Cued Speech Transliterator needed for experienced client in graduate level courses at the University of Washington beginning autumn quarter 2005. Schedule will vary depending on student's needs. Contact Jackie Matthews, Interpreter Coordinator, Disability Services Office, University of Washington, 4045 Brooklyn Ave. NE, Seattle, WA 98105. 206-543-1415; Fax: 206-685-7264; jackiegm@u.washington.edu



Deaf Children's Literacy Project
23970 Hermitage Road
Cleveland OH 44122-4008

Forwarding Service Requested

NONPROFIT
U S POSTAGE
PAID
CLEVELAND OH
PERMIT NO. 944



Deaf Children's
Literacy Project

CSA Membership New / Renewal (check your mailing label!)

Name(s): _____
Assn./Business: _____
Address: _____
City: _____ State: _____ ZIP: _____ Nation: _____
Phone (day): _____ (evening): _____ e-mail: _____

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:

- | | |
|---|---|
| <input type="checkbox"/> Parent / family of person with communication / language need | <input type="checkbox"/> Educator |
| <input type="checkbox"/> Deaf or hard-of-hearing person or other language need | <input type="checkbox"/> Interpreter / transliterator |
| <input type="checkbox"/> Speech-language pathologist | <input type="checkbox"/> Audiologist |
| <input type="checkbox"/> Other: _____ | <input type="checkbox"/> School / program administrator |

Membership Category (check those applicable): Save time and energy, pay for 5 years & get a 6th year FREE!

- | | |
|---|---|
| <input type="checkbox"/> Individual / family memberships: \$25 / year | <input type="checkbox"/> Indiv / family: 6 years for the price of 5: \$125 |
| <input type="checkbox"/> Member affiliated chapter | |
| _____ : \$20 / year | <input type="checkbox"/> LIFE MEMBERSHIP (Indiv / family): \$500 |
| <input type="checkbox"/> Association / Business rate: \$35 / year | <input type="checkbox"/> Assn / Business: 6 years for the price of 5: \$175 |

For all memberships outside the USA, add \$5 / year and remit membership in U.S. funds:

- | | |
|--|--|
| <input type="checkbox"/> International individual / family: \$30 / year | <input type="checkbox"/> International indiv. / family 6 yrs for 5: \$150 |
| <input type="checkbox"/> International association / business: \$40 / year | <input type="checkbox"/> International assn. / business 6 yrs for 5: \$200 |

Send this form with your check or money order in U.S. funds, or Mastercard / Visa number with expiration date to:
National Cued Speech Association • 23970 Hermitage Rd. • Cleveland, OH 44122-4008