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## Charlie's Angels found at Cue Camp



*Rescuing Christine Hartman of Ohio at Cue Camp Friendship are Liz Laptewicz of Maine, and Tiasha Bera, Autumn Johnson and Brett Buran of Maryland, ready in their Charlie's Angels pose. The camp was held in Maryland in July. Read more on pages 6-7.*

## Deaf Children's Literacy Project Selects Instructor Interns for 2006

The National Cued Speech Association's Deaf Children's Literacy Project (DCLP) received a federal earmark grant for fiscal year 2005 from the Department of Education. Two-thirds of the funds are being applied to cueing camps and workshops, tentatively scheduled for California, Illinois, Georgia, Idaho, Texas, and Pennsylvania during the spring and summer of 2006. To increase the number of deaf cueing instructors and to help staff these camps and workshops, four deaf interns are in training to become instructors of Cued Speech. The NCSA is committed to helping our deaf cuers become qualified instructors

of Cued Speech.

Esther Rimer (South Carolina), Danielle Paquin (Texas), Grace Consacro (Maryland) and Amy Crumrine (Maryland) have been selected as interns. All of these women are fluent cuers, but not all of them have had formal training in teaching others how to cue. Knowing how to cue does not give you all the tools required to teach the system correctly to others. Just as native English users may have difficulty teaching English to someone from another country, native cu-

**Continued on page 4**

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# President's Message

*Sarina Roffé*

*There is magic fighting for a dream that no one else can see.*

— Morgan Freeman

I have often felt that my obsessive quest in spreading the message about Cued Speech and the magic it performs for deaf children has been a dream the average person could not see. Within the Cued Speech community, we know the doors that Cued Speech opens for children who are deaf or hard of hearing. Despite all of our efforts, spreading the word and enabling others to understand its magic, has eluded many of us.

Yet we plow on, hoping to touch one more life, one more child, one more family. In this issue of *On Cue*, you will see evidence of the NCSA's work fighting for the dream few outside of our circles can see - that deaf children can acquire excellent language, communicate effectively, and obtain the literacy skills needed to go after their dreams if they have Cued Speech in their lives.

From the Deaf Children's Literacy Project to our camps and workshops, the training of deaf Cued Speech instructors, the NCSA has been there for 23 years, fighting for the dream. In this issue you will read the stories of families who began using Cued Speech and experienced the magic, of high school and college students who talk about how Cued Speech allowed them to follow their dreams. In our hopes to spread the word, we have a number of initiatives in the works.

This summer, there will be more Cue Camps and workshops than ever before. Federal funding has allowed us to sponsor

NEW Cue camps/workshops, as well as train several deaf cue adults to be certified NCSA instructors. Under the expert hands of the NCSA's new Director of Programs, Amy Ruberl, the new workshops and/or camps will be scattered across the United States.

In addition, we are working furiously to launch the R. Orin Cornett Virtual Library, a project of the NCSA and Gallaudet University. On the web site, Dr. Cornett's papers, old newsletters from the Gallaudet Cued Speech office and research material will be available to the public. Audra Eckes is NCSA Conference and Library Coordinator.

Forty years after Dr. Cornett's invention of Cued Speech, we are actively planning the first major conference – ***Cued Speech: Celebrating Language, Literacy and Excellence from July 20-23, 2006, in Towson, MD.*** Look for updates on [www.cuedspeech.org](http://www.cuedspeech.org) and please plan to attend.

Our dreams are many. I thank those of you who have written letters and sent faxes to Congress supporting the NCSA Deaf Children's Literacy Project and our list of dreams for the coming year. As of this writing, Congress had not yet voted on the Labor HHS-Education appropriations package, but we are still hopeful.

*Please remember Morgan Freeman's words, and help the NCSA fight for the dream.*

# Association News

## Board Members Change for 2005-2008

The 2005-2008 Board of Directors met in Phoenix, Arizona, in October for orientation, strategic planning, and the NCSA business.

With the change in Board of Directors comes a welcome for the new Board members and a Goodbye to those leaving the Board after giving much to the Association.

Goodbye to Sarah Druley (Midwest), Paul Swadley (past president), Joan Rupert (West), Jan DeLay (Rocky Mountain), Josh Libby (New England), Darla Rance (Gulf Coast), Amy Crumrine (Capitol), and Meg Smiher (Camps).

Welcome to Susan Cofer (vice-president), Nicole Dobson and Anne Banger (New England), Tracy Kozil (Capitol), Alice Himel (Gulf Coast), Lawrence Zoochi (Great Lakes), Ben Lachman (Adult Deaf Cuers), Tom Dean (Deaf Consumer Rights), Betsy Kipila (Family Support), Isabelle Payonk (Camps).

Changing positions are Carolyn Ostrander (from vice-president to co-director of the Northeast Region), Marianne Flanagan (from Canada director to International Liaison), and Deanna Jordan (from Great Lakes to Exhibits and Conferences).

The Board set the following four general objectives for the next three years. Goals and specific strategies were also developed.

- Spread knowledge and understanding about Cued Speech, working to assure that it is offered to all families as an option and that it is available and implemented.

- Promote and support the talents of cuers who are deaf in educating policy

makers at every level, national to local, in governmental, public and private sectors.

- Encourage the use of Cued Speech in educating all children — preschool and elementary levels — whether typically-developing or with other special needs.

- Provide direct contact and support for families and work with other agencies, so that they provide support also.

In other action, the Board increased the membership fees by ten dollars per year.

This will take effect January 1, 2006.

AG Bell Montessori School in Illinois was accepted as an affiliate.



*Above, from top to bottom:  
Anne Banger, Nicole Dobson*

*Right column, top to bottom:  
Susan Cofer, Ben Lachman,  
Alice Himel, Betsy Kipila*

## Interns from page 1

ers need to learn the jargon and standards relating to the system of Cued Speech to teach accurately. Director of Programs Amy Ruberl will lead the interns in three weekend training sessions focused on teaching Cued Speech to adults. Each intern will be able to teach an introduction to Cued Speech as well as a "beyond the basics" class at camps and workshops.

Esther Rimer is a junior studying anthropology at Wellesley College in Massachusetts. She grew up as a native cuer in Greenville, South Carolina, mainstreamed through public school using transliterators. Esther brings a student's perspective to the group of interns. She looks forward to meeting other cueing folks all over the country. Because Cued Speech has been a major source of her success, she wishes to do her part in advocating for Cued Speech and learning better skills for teaching the system to others.

Danielle Paquin teaches Pre-Kindergarten at Sunshine Cottage, an oral school in San Antonio, Texas. Danielle learned to cue in college from long-time cuer Tara Owens. Upon learning to cue, she saw its potential in the educational setting and began seeking transliterators for her college coursework. After cueing for several years, Ms. Paquin decided to receive a cochlear implant. She firmly believes her cueing background enabled her to make the transition with ease from a hearing aid to the cochlear implant. She is excited about the opportunity to further her knowledge within deaf education, and hopes to bring her perspective as an educator with a hearing loss to those she teaches. Knowing firsthand the benefits cueing brings to deaf adults as well as children, she hopes to build bridges within deaf education.

Grace Consacro teaches cueing students at Flower Valley Elementary School in Montgomery County, Maryland. She is a native cuer and mother to twin girls who are deaf. She and her husband, Steve

## Ruberl and Eckes Lead Programs

Two part-time appointments have been made to carry out the federal project goals of the Deaf Children's Literacy Project. Those hired are Amy Ruberl of Maryland as Director of Programs and Audra Eckes of New York as Coordinator of Library and Conference Programs.

Amy Ruberl is creating a Cued Speech educational program with three weekend workshops and three two-and-a-half-day camps in various locations around the United States. She is training a group of deaf adults to teach at these events and increase the number of Cued Speech

Scher, also a deaf adult cuer, have been cueing to the girls since they were born. She is extremely excited about participating in the DCLP and conveying her commitment to and belief in Cued Speech to others.

Amy Crumrine is a native cuer from Montgomery County, Maryland. Amy is serving as the Chairperson for the 40<sup>th</sup> Anniversary celebration, **Cued Speech: Celebrating Language, Literacy and Excellence** at Towson State University, July 20 – 23, 2006. She is director of Cue-Sign Camp in the same location immediately before the 40<sup>th</sup> anniversary celebration. Ms. Crumrine is a strong supporter of bilingualism through the use of cued American English and American Sign Language. She has backgrounds in Deaf Education and School counseling; she is currently the Deaf Services Liaison for the Howard County Disabilities Office. She and her husband, Roy, have two children, Rosemary (7) and Paul (4).

These deaf adults will serve not only as instructors of Cued Speech, but as testaments to the benefits of using cued American English. Each brings a different experience and perspective to the work at hand. Look for information on upcoming camps and workshops, so you can meet

instructors. Some of these events will be held in locations with only a few cueing families, so Ruberl encourages everyone to consider volunteering to help with at least one of the camps.

Amy is a teacher of the deaf who taught in Montgomery County, MD. She was president of the Maryland Cued Speech Association and is director of Cue Camp Friendship in Maryland. She has been an NCSA Board member as co-director of the Capitol Region. Amy is also a principal in Cuemunication Resources LLC(CueRS) with Linda Balderson.

Audra Eckes is the NCSA liaison with Gallaudet University in the creation of the R. Orin Cornett Virtual Research Library. Audra also is facilitating NCSA's professional level 40<sup>th</sup> Anniversary conference next summer, *Cued Speech: Celebrating Excellence, Literacy and Diversity* to be held July 20-23, 2006. Audra is working with national conference chair Amy Crumrine, a public relations firm and the volunteer committees to assure that the conference runs smoothly.

Audra is a teacher of the deaf who worked in Montgomery County, MD, until returning recently to Long Beach, NY.



*Audra Eckes is coordinating Library and Conference Programs*

## Here and There

### California



*Joan Rupert of West Coast Cued Speech Programs presents a copy of The Cued Speech Resource Book to Sarah Buhr. Sarah is a parent mentor in the Contra Costa County Early Start Program.*

### Illinois

The Alexander Graham Bell Montessori School in Mount Prospect is now an affiliate of the National Cued Speech Association. The school educates children who are hearing and who are deaf or hard of hearing together with all communication via Cued Speech. The school recently shared a successful fundraising luncheon with the outreach and support organization AEHI, also an NCSA affiliate. The school is working toward purchasing land to build a new school.

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David Rowland is an electrician and entrepreneur with a special interest in Cued Speech. He learned Cued Speech several years ago when wanting to try something different and considered becoming a sign language interpreter. He worked at the A.G. Bell Montessori School in Mount Prospect IL for two years. "I really enjoyed it, and learned a lot about being a Cued Speech Transliterator."

He has returned to being an independent electrical contractor with an internet store

and a business in selling air and water purification systems. He continues his support of Cued Speech by being the moderator of the Cued Speech forum at [www.deafbase.com/forums](http://www.deafbase.com/forums). The owner/operator of Deafbase is adult deaf cuer/signer Frank Mounts of Oregon.

David says, "I try to make sure and post upcoming classes, and camps when I find new information. I have posted several testimonials there also, and I work to help the deaf community understand the advantages of Cued Speech usage."

"Cued Speech is a wonderful communication tool. It is not a replacement for ASL, but rather an enhancement in ways to effectively communicate that has helped, and will continue to help untold numbers of people. It is a very easy system to learn and use, and very well worth the time to do so. I enjoy cueing, and would love to meet other cuers in my area to practice

### Nevada



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 in March. There was an incorrect picture published in the last issue of *On Cue*.

### Wyoming

Elmer McDonnell wrote to NCSA to request materials for cueing German: My family lives on a small ranch on the outskirts of town. My brother is now 27 years old and deaf. We enjoy the small town life here raising cattle and sheep. My family was one of the first to learn how to cue. [Ed.: The McDonnell's stories are in the Cued Speech Resource Book and Letters from Cue Adults.] We use it with my brother every single day, and I should mention not just with my brother... We use it on the ranch to communicate between family members when a tractor engine is interrupting acoustic communication, or when we are across the valley and equipped with binoculars, also when communicating without disrupting a beautiful grazing moose in the front lawn. My brother is able to read lips, cue, and use ASL. He is an amazing bro!

Cueing has made our lives much, much easier! We couldn't get by without it. Because my mother is a German citizen and we are fluent in German, I would like to be able to cue in multiple languages.

### Pennsylvania



*Eileen Noble, cueing parent and sign language interpreter, assisted with the NCSA display at the conference of the American Society for Deaf Children held in July in Pittsburgh.*

## Michigan



Hunter was finished eating supper last night and I cued to him, "More?" He looked right at me and cued back, "No more please." Just as plain as anything! So he is making some headway. Hunter loves school. It is by far the highlight of his day. From the first day of school, he smiles and is quite proud of what he is accomplishing. He shows us everything he has done that day and just glimmers with his accomplishments. "Look what I did, dad!" Makes me feel good!

— Terry Flower, proud dad in Escanaba, Michigan

*Hunter Flower on the first day of school.*

## Ohio



*Sean Connelley, nestled between brother Ryan and sister Sara, is surrounded by his support staff.*

On behalf of little Sean, the Connelley family of Rocky River hosted a two-day Cued Speech camp in their home. Participating were parents Beth and Andy, siblings Ryan and Sara, grandparents Ann and Bart, aunt Beth, and supportive professionals Kim Gaebel and Dina McCrone. They divided into small groups and rotated every 45 minutes among a variety of learning activities and four instructors, Donna Ulmenstine, Gail Hartman, Christine Hartman, and Pam Beck.

## Cue Camp Friendship 2005 Sowing the Seeds of Literacy!



*by Amy Ruberl, Director of CueCamp Friendship 2005*

CueCamp Friendship 2005 brought together about 100 participants from around the country. In the evenings we enjoyed the beautiful setting, caught fireflies, ate watermelon, and tossed water balloons!

Transliterators had a week of instruction by Brent Burrow and Lauren Pruett. Beginner adults were taught by Tasha Lais and Hilary Franklin. The adults who were refining their skills attended classes taught by Anne Marie Dziekonski, Theresa Koenig, and Tony Wright, with assistance from Hilary Franklin. Linda Balderson and Julie Walkup provided transliteration and sign language support for our deaf campers and staff.

Children were taught by Audra Eckes, Suzanne Laptewicz, Debbie West, Julie Pera, and Amanda Townley. They were assisted by Tiffany Balderson, Sherri Infranco, Elizabeth Richardson, Lauren Unflat, and Stacey Spivey-Witt. Our counselors were awesome this year; we thank them for all their hard work: Brett Buran (brother to

Brad Buran), Christine Hartman (Ohio), Elizabeth Laptewicz (Massachusetts), Ben Osborne (Maryland), Sarah Schier (Virginia), and Tiasa Bera (Maryland)! Amy Crumrine lead the DELTA Group — deaf fluent cuers who met each morning to do fun activities and explore issues relating to being deaf.

A special treat for our staff was a group of students from Nazareth College in New York. Their professor, Cathy Quenin, helped arrange for their participation. During the day these women were in class working on their cueing skills. Before and after class, they helped staff by babysitting or picking up and dropping off kids as needed. We hope they return in 2007!

For fun, the Carroll County Cloggers gave a demonstration and workshop, getting us out of our seats dancing with each other. There was movie night with popcorn, game night inside and outside, and a BBQ, swim, and skit night at the Tropics at Cascade Lake. Duke

**Continued on page 7**

# Teens at Camp

By Christine Hartman

This was the first time I went to Cue Camp Friendship since I was a little girl. I was a little nervous about meeting new people at the beginning. At the end of the week, I was so happy that I went because I met so many nice people there. I made very close friends and I am still in touch with many of them today. This was an amazing experience for me and I loved everything about it. I am already looking forward to Camp in 2007!

I emailed my friends and asked what they liked about camp. Tiasha Bera said the reason why she loved Cue Camp 05 was that, "I had so much fun! It was like a mini-reunion with people who I haven't seen for awhile."

Brett Buran said he liked it because of the environment (the people).

Elizabeth Laptewicz said she liked it because of the people. She got to meet new people and see that there are people in the same situation as she is.

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## Continued from page 6

Osborne again slaved over hot coals so everyone had plenty to eat.

Thank you to the following people and organizations for tremendous financial support for operating expenses and family scholarships: The National Cued Speech Association, Linda Polk & John Hennessey, Kirk & Marti Franklin, and Trader Joe's.

One camper summed up for many the experiences: "This was a week that really changed our lives for the better in a lot of ways. The instructors were terrific about working with us, but, more importantly, [my child] set out and succeeded in making friends. Thanks to you and your donors for making it possible."

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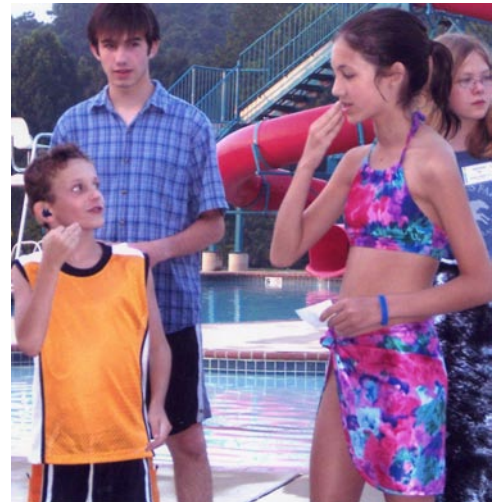
## Camp Friends

By Gail Hartman

My husband, Rick, and my daughters, Annie and Christine, attended Cue Camp Friendship in Maryland when Christine was three years old and again when she was five. Last summer Christine and I left Dad and Annie at home to attend Cue Camp Friendship 2005. Christine is sixteen years old.

I have mental images of Christine happily joining her little group of campers when she was three years old, of her falling asleep with her head on the dinner table after a busy day of camp activities, and of her singing and cueing "Old McDonald" on camp skit night. Leaving camp and new friends, I had a nice warm feeling.

I left Cue Camp Friendship 2005 with another set of mental images that are just as precious and that familiar old warm feeling. Christine was a little nervous about meeting new people the first night of camp. She was beaming at breakfast the very next morning, happily conversing with a new group of friends. I watched Christine in her new role at camp as a counselor, playing with little kids on the lawn and lugging watermelons around for the watermelon seed-spitting contest. At night I passed her and her friends playing cards in the hall.



Christine and I watched the camp skits together on the last night of camp. The little kids sang "Old McDonald", keeping with the camp farm theme. The beginner adult class performed "Old McDonald" also, slowly singing about the animals on the farm – and racing through ee-ie-ee-ie-oe to the delight of the audience.

It was wonderful to see familiar faces at Cue Camp Friendship. Amy Hurowitz Crumrine was a teen counselor when we first attended camp. She was there last summer with her husband and two children. Julie Walkup was an interpreter at the first camp – she was there with her two boys and her adopted daughter from Russia who is deaf.

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## Emily Fatherree is an active teen in school and the community



Hi, my name is Emily Fatherree. I'm 19 years old and a senior at East Ascension High School, in Gonzales, Louisiana!

I began using Cued Speech immediately after my parents were told I was deaf, at the age of 2 1/2. My mom has told me that my aunt taught hearing impaired children, using Cued Speech, when I was born.

She would often tell my parents stories of how wonderful Cued Speech was and how it was affecting her student's lives. When I was diagnosed as being deaf, my parent's knew immediately they wanted to use Cued Speech as my mode of communication.

We were lucky enough to live in a small town with an excellent hearing-impaired program that uses Cued Speech. Cued Speech has affected my life tremendously. It has allowed me to fully understand the English language, which in turn allows me to communicate with the hearing world and be independent.

I received a cochlear implant ten years ago, and the implant, along with Cued Speech, enables me to be more involved in my school and community. I'm in the symphonic band at EA, where I play the clarinet. I'm in several clubs at school; I'm active in the youth program at my church; I volunteer often in my community at the hospital; and I'm a member of Who's Who Among American High School Students.

Cued Speech enables me to be surrounded by the world around me, and do the things I love to do! After high school graduation, I plan on furthering my education by attending college. I'm not sure what I'd like to major in yet, but it will be something where I'm able to help people. Cued Speech has given me the language to follow my dreams, wherever they may lead me! I would like to thank Dr. Cornett for inventing Cued Speech; it has changed my life, for sure!!

## International Conferences

### Portugal

A conference "Jornadas sobre Desenvolvimento da Linguagem e Aquisição da Leitura" (Journeys in Language Development and the Acquisition of Reading) was held at The University of Lisbon, Portugal, October 21-22, 2005. The conference was organized by David Lucio, educator of the deaf in France and Portugal, and sponsored by the Sociedade Portuguesa de Psicologia (Portuguese Psychological Society).

The purpose of the conference was to introduce attendees from Portugal to the purpose, structure, and application of Cued Speech/cued language as an intervention for language acquisition, speech reading, and promotion of literacy.

Presenters represented seven countries (England, France, Portugal, Belgium, Poland, Spain, and the United States).

Dr. Kelly Crain and Thomas Shull represented the National Cued Speech Association as well as other Cued Speech organizations by presenting on the status of cueing in the United States. Other notable attendees included researchers from the Universite Libre de Bruxelles Jacqueline Leybaert, Catherine Hage, and Jesus Alegria, and Ignacio Moreno-Torres Sánchez, a linguist from the University of Malaga in Spain.

Marcin Biaras and Justyna Leszka, cued language transliterators from Poland presented on Fonogesty (cued Polish) and graciously provided a live demonstration of the system with its 9 primary handshape cues and 8 modified handshapes. Also in attendance were two deaf native cuers from France, Ophélie Loric and Maxime Louineau, who provided insights into cueing and the use of LPC in their own upbringing and education in France. The audience was very receptive to and appreciative of the opportunity to hear from deaf cuers directly.

Tom brought many visual aids for the audience (from various sources, including the NCSA) and those materials were very helpful for the audience to understand the opportunities and challenges we face in the United States regarding the promotion of Cued Speech and cued language.

### Finland

A Cued Speech seminar is being held in Helsinki, January 13, 2006. Speakers are Leena Hasselman, cueing parent from Finland and seminar organizer; Anne Worsfold of Great Britain, Chantal Descourieux of France, and Pamela Beck of the United States. More information is available at [www.lapci.fi](http://www.lapci.fi)

Call for Presentations  
**2006 National Cued Speech Association Conference**  
“Cued Speech – Celebrating Literacy | Excellence | Diversity”  
**40<sup>th</sup> Anniversary Celebration July 20-23, 2006**  
**Towson State University Conference Center**  
Towson (Baltimore), Maryland

**Please type all information:**

Session Title:

\_\_\_\_\_  
(60-character limit)

**First Author**

Name \_\_\_\_\_  
Title/Affiliation \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
Telephone (day) \_\_\_\_\_ (night) \_\_\_\_\_ FAX \_\_\_\_\_  
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**Second Author**

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Telephone (day) \_\_\_\_\_ (night) \_\_\_\_\_ FAX \_\_\_\_\_  
Email Address \_\_\_\_\_

**Note: Attach any additional authors**

**Author Biography**

Please attach a biographical sketch of 50 words or less on each author. All authors should include years using Cued Speech. For professionals, also include: educational credentials, current employment setting, and recent publications.

**Abstract**

Please attach abstract of proposal (not to exceed 50 words). This description will be used in the program to describe your session.

**Summary**

Please attach a summary of your proposal (not to exceed 250 words).

**Content Area** (Check one)

Which topic area about Cued Speech best describes your presentation?

- |  |  |
|--|--|
| <input type="checkbox"/> History/Benefits of Cued Speech   | <input type="checkbox"/> Research Findings/Initiatives                     |
| <input type="checkbox"/> Applications of Cued Speech   | <input type="checkbox"/> Family Communication with Cueing                  |
| <input type="checkbox"/> Cued Speech and Children with other Special Needs                       | <input type="checkbox"/> Learning/Teaching CS to Different Populations     |
| <input type="checkbox"/> Cued Languages  | <input type="checkbox"/> Home-Based Cueing                                 |
| <input type="checkbox"/> Using Cued Speech and Sign Language                                     | <input type="checkbox"/> Cued Speech in the Educational Setting/Models     |
| <input type="checkbox"/> Cueing Success Stories  | <input type="checkbox"/> Workshops for Moms/Dads/Siblings/and Grandparents |
| <input type="checkbox"/> Cued Speech and the Extended Family including Siblings and Grandparents | <input type="checkbox"/> Cued Speech and the University Setting            |
| <input type="checkbox"/> Cued Speech Transliteration   | <input type="checkbox"/> Other: _____                                      |
| <input type="checkbox"/> Cued Speech and Early Intervention                                      |  |

**Instructional Level:** ☐ Introductory ☐ Intermediate ☐ Advanced

Would you be willing to present your proposed presentation in both the morning and afternoon sessions? ☐ Yes ☐ No

**Time required:** ☐ 30 minutes ☐ 1.0 hour ☐ 3.0 hour-Short Course (Sunday morning only)

**Type of Presentation:** ☐ Poster Presentation ☐ Lecture ☐ Panel

Continuing Education Unit Requirements: **(Please fill out the section below)**

Learner Outcome (Educational Objectives) – Learner outcome will also be included in the conference program booklet. NCSA will submit these objectives to ASHA for CEU approval.

*After the course is completed, participants will be able to:*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Audio Visual Needs:

1. Indicate equipment that will be needed for this presentation. Please check all that apply.

- ☐ Overhead projector ☐ DVD player ☐ Videotape player/TV  
☐ LCD/PowerPoint projector (Presenters needing LCD should bring their own laptop computer)

**2. How do you need to display your poster presentation?** ☐ Table ☐ Corkboard

If your proposal is accepted, presenters should be available to present at the NCSA Conference, July 20-23, 2006 in Towson, Maryland. Presenters are **expected to register** if they attend any part of the conference other than their own presentation. The NCSA will not provide an honorarium nor pay expenses for any presenter.

Submit your proposal electronically no later than February 28, 2006

Notification of acceptance by March 30, 2006

**Email: [ncsa40th@eatel.net](mailto:ncsa40th@eatel.net) for questions and submissions**

Barbara M. LeBlanc, Call for Presentations Chairperson

# NCSA 40<sup>th</sup> ANNIVERSARY AWARDS

The NCSA will be honoring people who have made *exceptional contributions* to the advancement of Cued Speech use in families, schools or communities, or to the National Association over the last forty years. You are invited to nominate people in the following categories with the information requested below. Forms are available at [www.cuedspeech.org](http://www.cuedspeech.org).

- **Cueing Leadership Award** - for excellence and innovative leadership promoting the use of Cued Speech in the education of children who are deaf or hard of hearing.
- **Cueing Service Award** - for research and/or support above and beyond the call of duty, to families and youth that are deaf or hard of hearing and use Cued Speech. This can include parenting, CS Transliteration and Instruction of CS, as well as other fields.
- **Cueing Pioneers** - parents and professionals - who recognized the potential of Cued Speech and began to use the system in its first 25 years. Cueing Pioneers may have had to 'buck the system' to advocate for and receive cueing services in their school district.

## **Honorary Lifetime Membership in the NCSA will be awarded to**

- Individuals who have committed a minimum of 20 years to ongoing and valuable service to the NCSA, research and/or publication about Cued Speech, and/or advocacy for Cued Speech.
- Individuals whose influence and advocacy have been invaluable in raising the profile and awareness about Cued Speech in the education of the deaf or literacy in general.

Submissions must arrive by mail, email, or fax by February 15, 2006

Marianne Flanagan, Chair Awards Committee,

8307 Hawkview Manor Rd. N.W.

Calgary, AB

Canada T3G 2Z6

PH: 403-239-6988 FAX: 403-374-2227 Email: [msfincal@shaw.ca](mailto:msfincal@shaw.ca)

Nominee:.....

Category:.....

Description of the nominee's involvement with Cued Speech:

Your name, address, phone number, email:

Other people who support this nomination, their names, address, phone numbers, emails:

# 40th Anniversary Conference

Registration begins February 1, 2006

Watch [www.cuedspeech.org](http://www.cuedspeech.org) for information to be posted.

Save Money with Early Bird specials!! Register before March 1, 2006!!

Registration Type	Price
Non-Members (Registration Includes Membership)	\$225.00
Early Bird for Non-Member Adults (Registration Includes Membership)	\$200.00
Early Bird for Member Adults	\$150.00
Member Adult	\$175.00
Age 0 – 10	\$125.00
College Student	\$80.00

These prices cover the cost of the registration reception and all programming. Food is not included but meal tickets can be purchased online, separate from the registration fee.

\*\*\*

For your convenience, NCSA has reserved blocks of rooms at Towson University Dormitories, the Burkshire Marriott and Sheraton Baltimore North

## Towson University Dormitories

Double Occupancy (two guests per room/four guests per suite, shared bathroom): \$23.50 per night per person

Single Occupancy (one guest per room/two guests per suite, shared bathroom): \$47.00 per night per person

Complementary Basic Linen Package including pillow & case, sheets, blanket, washcloth, towel, cups & soap with both rooms

Meals available at approximately \$23.00 per person per day (includes breakfast, lunch, and dinner)

Parking available @ \$4.00/day or \$16.00/week; free between 3pm on Fridays and 6am on Mondays

To reserve rooms please e-mail [registration@cuedspeech.org](mailto:registration@cuedspeech.org)

## Burkshire Marriott

Availability: Ten 1-Bedroom Suites and Fifteen 2-Bedroom Suites

Room Rates: \$149.00 per night for either room

To reserve online go to [www.burkshiremarriott.com](http://www.burkshiremarriott.com) and press reservations. Select the days you are staying and where it asks for corporate code input the following:

NCSNCSA: One Bedroom Suite

NCSNCSB: Two Bedroom Suite

To reserve by phone call 800-435-5986 or 410-324-8101. All registrations must be received by **June 13, 2006**.

Check in time is 4:00pm, check out time is 11:00am. Late check out may result in additional charges. Hotel suite rates are subject to applicable state and local taxes in effect at the time of check-in. Hotel suite rates are subject to applicable state and local taxes (currently 13%) in effect at the time of check-in.

## Sheraton Baltimore North

Availability: 20 Rooms

Room Rates: \$119.00 per night (for single, double, triple or quad)

To reserve by phone call 410-321-7400. For individuals to receive the established Group Rate, they must identify themselves as members of the group when making the reservation. All registrations must be received by **June 13, 2006**.

Check in time is 3:00pm, check out time is 12pm. Sleeping room rates are subject to all applicable taxes (currently 13%). There will be an additional \$15.00 fee for a rollaway bed.

### Career Services for Deaf/HOH

**The Deaf Professional Network** ([www.DeafProfessional.net](http://www.DeafProfessional.net)) has launched an e-newsletter focusing on news, trends, technologies, laws, policy, education, lifestyles, and issues related to the education and empowerment of Deaf professionals and business owners. Register for a free subscription on their website.

**The Institute for Persons Who Are Hard of Hearing or Deaf (IHHD)** is a nonprofit Congressionally-funded agency facilitating workplace and career advancement for professionals who are hard of hearing or deaf. IHHD provides online opportunities to share experiences, access top professionals, and develop communication and business skills. Programs cover all aspects of career growth: starting a business, leadership, advocacy development. Month-long courses are online, using National University's interactive learning system to provide optimal accessibility. Visit: <http://cha.nu.edu/ec/formi-hhd-careerdev.html?ypd002>

### Free High-Tech Masters Degree

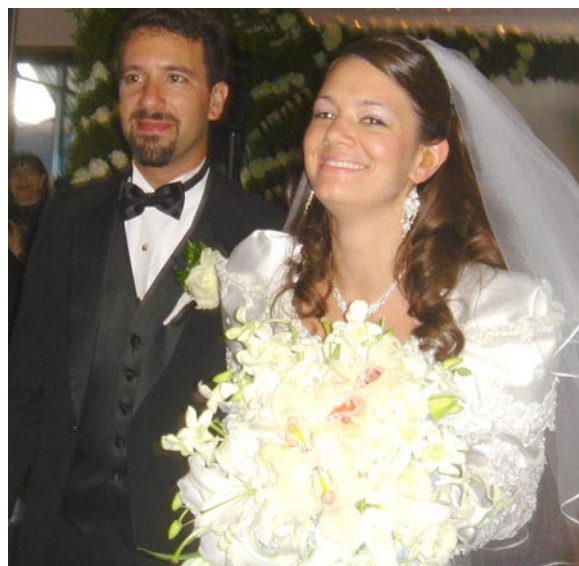
If you are deaf or hard of hearing, have a bachelor's degree, and are a U.S. citizen, you may apply to the Professional Fellowship Program at NTID/RIT. The program offers a master's degree in professional and technical fields with full tuition waiver, free dormitory housing, and a part-time career-related job with a \$15,000 annual stipend. Deadline for submitting an application and other required materials is February 15, 2006 for admission Fall 2006. For information, contact NTID Office of Outreach and Technical Assistance, 585-475-6433 v/tty or [dkbnca@rit.edu](mailto:dkbnca@rit.edu).

### Simon Roffé and Nicole Welzer Wed

Simon Roffé and Nicole Houck Welzer were married July 10, 2005, in New York City. The setting included a view overlooking the Brooklyn Bridge. More than 60 friends who are deaf were among the hundreds of people attending the wedding. To enable everyone to see the ceremony under the "chupah" (canopy), video cameras transmitted the scene to a viewing screen. Also, there were Cued Speech transliterators and sign language interpreters who could be easily seen from screens around the room.

Keeping with their event theme of romance movies, following the service Simon and Nicole made their entrance to the reception with Simon dressed as the King of Siam. They danced the "Shall We Dance?" waltz from "The King and I." At the end of the evening, Nicole signed a song to Simon.

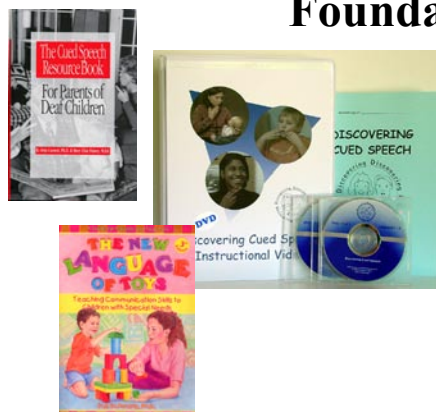
Simon works as a financial planner at Schwarz Financial Services LLC, located in Bethesda, Maryland. It is the



only deaf-owned, independent registered investment advisory firm; its president, Louis Schwarz is the first deaf man to have gained the credentials as Certified Financial Planner (CFP). The firm's mandate is to help deaf people achieve financial security.

Nicole is from East Windsor, New Jersey, and graduated from Rochester Institute of Technology with a degree in graphic design. Simon and Nicole met through a mutual friend online.

### Foundations of Literacy



All at Cued Speech Discovery  
[www.cuedspeech.com](http://www.cuedspeech.com)

**THE NEW LANGUAGE OF TOYS:**  
Teaching Communication Skills to Children with Special Needs  
CSD 16 Memb: \$18.00 Reg: \$18.95

**CUED SPEECH RESOURCE BOOK**  
for Parents of Deaf Children  
NCSARB2 Memb: \$25.00 Reg: \$39.50

**DISCOVERING CUED SPEECH DVD/WORKBOOK SET**  
BECVD Memb: \$75.00 Reg: \$88.00

# Cued Speech — The Second Time Around — Roxanne Hayes

## Roxanne Crosley Hayes: Returning to Cued Speech 30 Years Later

*By Pamela Beck*

In October 1972, Roxanne Crosley was introduced to Cued Speech. She was seven years old and a student in the deaf-blind department of the California School for the Blind. She qualified for the deaf-blind program with profound hearing loss, reduced eyesight in one eye and almost no sight in the other. She had minimal to no language, speech, or vocabulary. She had a lively set of behaviors that included poking other children.

Thirty-plus years later, she is Roxanne Hayes, stay-at-home wife of George and mom of their three lovely children: Kevin, 13 years old and grade 9; Faye, 12 and grade 7, and Kammilah, 8 and grade 3. Two years ago, Roxanne found me, her former teacher, via the internet. She wanted to re-learn Cued Speech.

### Some Background

Roxanne was placed in my classroom by the principal of the deaf-blind department, Evelyn Greenleaf. Evelyn felt the Roxanne had potential for language and speech, and she wanted to see what I could do via Cued Speech.

I began language, speech and academic instruction with Roxanne and her two classmates with a multi-faceted approach. Throughout the day, (1) I cued everything I said, (2) encouraged the children to copy my use of Cued Speech whenever possible, and (3) formally taught spoken and written phonemes and the cues using the Ling sequence. Roxanne, writing a memoir in 2004, remembered “I came in Pam Beck’s class at first time. I looked at posters of Cued Speech. She taught me Cued Speech. I learned from her...I cued “apple” at first time. [My journal noted her first spontaneous use of Cued Speech was to tell a classmate “no”.]



Roxanne was my student for three years, progressing to speaking, cueing, reading and writing connected language. She was eager to learn. Overcoming the communication frustration, she metamorphosized into being an elegant young lady.

At the end of the three years, I moved from California. In the ensuing years, Roxanne’s exposure to language through Cued Speech became more sporadic at school. Her mother continued to cue with her somewhat. Later, she enrolled in another school where she was taught through American Sign Language. “It was frustrating,” she wrote recently.

### The Quest

Roxanne’s emails in 2002 indicated her determination to improve her language and speech so she could get a job. Her English was non-standard, ASL based.

She asked how she could learn Cued Speech again. I sent her the Discovering Cued Speech instructional video/work-book set and referred her to Joan Rupert at West Coast Cued Speech Services, which is also in northern California.

Over the past three years, Roxanne has purchased a variety of materials from NCSA’s Cued Speech Discovery bookstore to assist her in learning and teaching her family to cue with her. Approximately once a month, she has traveled by buses from her home in Richmond, California, to Joan’s office in Vacaville, for speech, language and Cued Speech instruction.

Over the past two years, Roxanne’s emails and written stories have demonstrated the resurrection of her English language development and expanding vocabulary. Late in 2004, Roxanne wrote, “On August 18, 2003, I met Joan Rupert in Vacaville, CA. She was very nice. Joan gave me [a] Cued Speech practice manual (blue). It helped me...I still practice. I love to cue more...I read the stories from “The Cued Speech Resource Book for Parents of Deaf Children”. It is so great [a] book.”

She received a cochlear implant in the summer of 2004, and wrote about her delight at being able to hear sounds and voices. Recently, Roxanne wrote about her activities and dreams. She loves to make scrapbooks, and likes to read books and watch old movies. She is writing a book. “I want be an author for children. I would like to tell my old friends from high school and others about using Cued Speech. I like to make new friends using cueing.”

# Cued Speech — The Second Time Around — The Dazé Family

*By Shandie Gauthé Dazé*

**This story started out as a heart-breaking announcement in the hospital to a set of very young parents who thought they had the perfect baby. The ending to this story, however, has a very happy and successful ending that has been repeated many times by other parents with a deaf child and is being repeated a second time for this family.**

— Barbara M. LeBlanc, Educ. Spec., M. A. CCC-SLP – Speech-Language Pathologist

On October 5, 1997 at the age of twenty, I gave birth to our first baby. The doctor said, “You have a healthy baby girl and she weighs 7 pounds and 13 ounces.” We named our daughter Courtney Jane. She was just perfect, we thought. However, 48 hours later while waiting to be discharged from the hospital, a nurse came in to go over our paperwork and let us know that our perfect baby had failed her hearing test in both ears. “Don’t be alarmed,” we were told, “this is common. Many babies fail this test in the hospital due to fluid in their ears.” We were instructed to see an audiologist and have the test repeated in four weeks.

Like most parents we tried all the tricks: clapping loudly next to her ear, slamming doors, and turning on the vacuum while she was asleep. Being so young and hoping for the best we swore there were certain times she *was* hearing. Four weeks later we went back and repeated the same testing and once again she failed in both ears. Still they told us it could be fluid.

At three months we went to see Dr. Charles Berlin, audiologist, at LSU Medical Center in New Orleans. At this time we did an ABR and bone conduction testing. This would tell us if there was a definite hearing loss and to what severity. The results came back with a profound hearing loss in both ears.

What next, we thought? We were given several options that we could choose from to approach the hearing loss with Courtney. We had a friend of the family who was using Cued Speech with her daughter. The only experience I had had with deaf children before this was

in high school with the children that were in special education. These children only made noises and were unable to speak. So when we saw our friend’s child, Jessica and saw how well she understood language using Cued Speech and was talking, it wasn’t a hard choice for us to make. I knew immediately that’s what I wanted for my daughter.

Our goal was to have her learn as normal as possible so she could function in a hearing world. Dr. Berlin supported our decision to use Cued Speech and to receive a cochlear implant.

We immediately started contacting people to start the process of learning Cued Speech and getting a cochlear implant. In January 1998, Courtney was fitted with a pair of Personic 425 hearing aids.

We were put in contact with Barbara LeBlanc at LeBlanc Special Services Center in Gonzales, Louisiana for Cued Speech instruction and for early intervention services for speech and language development and auditory training for the hearing aids.

We had a private Cued Speech weekend class done for our family and friends who wanted to learn to cue. After this, in April of 1998 we did a three-hour class once a week for six weeks at the Louisiana Technical College in Sorrento, Louisiana for more practice. Learning how to cue didn’t take much time. We dove right in and practiced daily. The



*Karleigh Shaye Dazé watches as big sister Courtney cues to her.*

daily practice made it easy to learn and use Cued Speech.

We were young parents, with a lot to learn about hearing loss, Cued Speech and different therapies, so it was very overwhelming at first. However, in the long run Cued Speech would turn out to be a very important mode of communication for our family. Fortunately for us, we had plenty of family and school support. Courtney got Cued Speech not only at school, but also in all of her therapies and at home.

By the time Courtney was eight months old, I feel that we had very good handle on a communication system with our profoundly deaf daughter. There were certain things you could cue to her and without actually talking; Courtney could use facial expressions to let you know she knew exactly what you were telling her. People were amazed to see that with no hearing at all, she had such wonderful communication abilities.

**Continued on page 16**

## **Dazé continued from page 15**

In June of 1998 we went to the Houston Ear Research Foundation to have her surgically implanted with the cochlear implant. Six weeks later she was stimulated for the first time. From the very beginning, her very first reactions to hearing were happy ones. Even hearing to us what was only a “whisper” made her all smiles. It was pretty miraculous to watch our 19-month-old baby hear for the first time.

From then on, the road would still be a pretty long journey to follow. We started with therapies several hours for several days a week, continuing to use Cued Speech to teach her to develop her speech and language skills and to use her cochlear implant to it's fullest.

She continued to attend the public preschool deaf education program at Gonzales Primary School in the cueing program until she was four years old; then she started a private prekindergarten program in our hometown of Donaldsonville. She continued to receive several hours of speech therapy at a nearby public school and privately.

At this time, we felt that Courtney was doing well enough to mainstream her with her hearing peers. We then stopped cueing and she continued to develop her communication skills in the mainstream. In the fall 2005, she will be going to second grade. We are pleased with her progress and her achievements and we could not ask for her to be doing any better. She has maintained straight A's in all of her classes.

When we first met Dr. Charles Berlin, he told us, “I know it's hard to believe now, but there will be a day when you will be telling this little girl, ‘Will you please stop talking for just a little while?’” Well,

that day has definitely gotten here.

In August of 2004 she was finally released from her last speech therapy session. In April 2005 she participated in her school's Spelling Bee and won second place out of all the first graders. It was a long road but today as I am looking back, it was all worth it. To see how far our seven-year-old profoundly, deaf daughter has come is amazing!

Then on January 27, 2005 we had another daughter, and she, too, was born deaf with a severe to profoundly hearing loss. And this time, the decision to choose Cued Speech seemed so logical. So my husband and I and my family are doing it all over again. We are doing almost exactly the same with very few differences.

Our second daughter, Karleigh Shaye, is now nine months old and we have already started cueing, getting the needed therapies, and having had her fitted for her hearing aids. Now, however, with the amazing technology of the cochlear implant for infants, Karleigh will receive her implant at twelve months instead of at eighteen months of age. We are confident that with the implant along with Cued Speech, she will advance much further and that much faster.

When Courtney was three years old, we kind of started to slack off with Cued Speech and began insisting that she use her implant for hearing information, so Courtney did not ever really learn to cue expressively, even though she could comprehend any cues you cued to her.

When we found out that Karleigh was deaf and wanted to use Cued Speech with her, Courtney showed an interest in learning Cued Speech, too. Courtney has been learning to cue expressively so she can

also communicate with her baby sister. Courtney is still too young to understand *all* of the phonic rules and to understand why certain things are cued certain ways. This does not stop Courtney in the least. She will ask how to cue something and once you have shown her how to cue it properly, she can do it time and time again.

Between the births of my two daughters, I had a friend who had a son that lost his hearing. He was also implanted and uses Cued Speech. The success rate for children with a significant hearing impairment using Cued Speech has gotten several people in our community interested in learning more about Cued Speech, too. There are several speech therapists, teachers, neighbors, friends, and relatives who have become very determined to learn to cue. We have been so lucky to have so much family support. This is very important because the more people who are able to communicate with these children at an early age, the better off they will be in the long run.

It has been a long hard journey but we are doing it all over again because the outcome will be so wonderful. As a parent of two deaf daughters, I feel very strongly that Cued Speech is the way to go not only with children with hearing impairments but also with anyone who lacks in communication skills and needs to learn English and speech skills. It has given our daughters a wonderful way to communicate both with and without their cochlear implants.

---

*Send your story, letters, art and photos to the NCSA office, [info@cuedspeech.org](mailto:info@cuedspeech.org) or mail hard copy to On Cue, 23970 Hermitage Road, Cleveland OH 44122-4008.*

# Cornett's Corner

## The Importance of Thinking Words

Summary by Preeti Gokal Kochar of the paper  
Dr. Cornett wrote in October 1993

In this paper, Dr. Cornett offers insights into the working of the brain in acquisition of words and language. The capacity of the brain to remember and its ability to forget are both essential in the process of learning. The ability to forget is essential to learning language by preventing overload. The ability of the brain to forget *trivial* information makes it superior to a computer. However, this means that once taught, new words are quickly forgotten unless recalled with context till they become fixed into the long-term memory. The process is like applying several thin coats of paint to get a durable long-lasting effect.

In other words, learning English needs clear, consistent exposure modeled repeatedly. With this in mind, Dr. Cornett compares total communication, aural/oral programs and Cued Speech as modes for learning English in deaf children. His observations are based on visiting the programs and through direct communication with deaf children and educators.

In total communication, new English words are typically taught by writing or fingerspelling while signing. Subsequent signing does NOT bring the English words to the child's mind and also the interruption slows down the process of learning. The hope is that as the teacher signs and speaks the word (e.g. notebook) that the word notebook is seen or heard in the mind of the child. *Actual observation shows that it does not.* "This is not a weakness of signs. Languages

such as Spanish and French, likewise, do not bring English words to a skilled user of those languages".

Children with prelingual deafness (i.e. those born deaf or deafened prior to acquisition of language) have ambiguous and incomplete language acquisition in oral and aural programs. Dr. Cornett quotes A.G. Bell "...if a pupil is taught to rely upon the mouth for communication, before the language is acquired, it interferes with the acquisition of language..." In some cases, the language acquisition takes place with a tremendous amount of "pressure on child and parents so as to either damage the child...or rob the child of the important things in life".

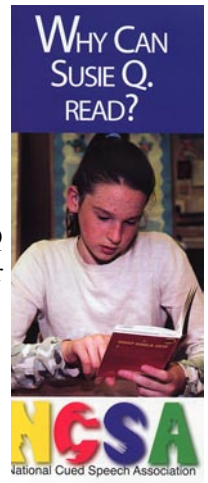
Cued Speech, in contrast, allows children to think in words. When asked what happens in their minds when they think, children raised with Cued Speech replied, "I hear myself talking" or "I feel myself talking" or "I see words". Consistent exposure to Cued Speech allows a child to internalize the English language to the point where they are thinking words. For this reason, Dr. Cornett recommends Cued Speech as a supplementary tool for both total communication and oral programs.

Dr. Cornett realized the "importance of thinking words" to be a successful reader. The ability to read well is essential for attaining literacy for all persons, hearing and deaf.

(Dr. Cornett wrote this paper after the publication of *The Cued Speech Resource Book for Parents of Deaf Students*.)

## "Why Can Susie Q. Read?" is Available

The National Cued Speech Association's new brochure, "Why Can Susie Q. Read?" follows a mythical family, Mr. and Mrs. Q and their deaf daughter Susie, to explain the effective use of Cued Speech for access to language and communication, literacy, listening, speech, speechreading and the learning of foreign languages.



A Cued Speech chart and a list of the activities of the National Cued Speech Association are included. Copies are available for free by contacting NCSA.

## Word Pictures

By Prachi Kochar at age 8 (now 11)



### Impossible

It is *impossible* for a pig to fly!

### Mother's Fantasy

"We will never fight!"



## Instruction and Employment

### NCSA Instructor Certification Events

BIWS = Basic Instructor Workshop  
ICS-NCE = ICS National  
Certification Exam  
[www.cuedspeech.org/sub/professionals](http://www.cuedspeech.org/sub/professionals)

Winter, 2006: dates/location TBD

\*Spring, 2006: Chicago, IL

\*BIWS: March 23-24, 2006  
(Th/Fri 9am-4pm)

\*ICS-NCE: March 26, 2006  
(Sun after Bd mtg, 1-4pm)

Summer, 2006: dates/location TBD

\*Fall, 2006: Sacramento, CA

\*BIWS: October 26-27, 2006  
(Th/Fri 9am-4pm)

\*ICS-NCE: October 29, 2006  
(Sun after Bd mtg, 1-4pm)

\*All NCSA-sponsored and other confirmed events are indicated by an asterisk. Travel arrangements can be made with confidence for all asterisked 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 or can be sent to you through the mail by the Committee Chair.

### Classes and Camps

**February 15 – April 26, 2006 Thibodaux, LA**

Basic Cued Speech instruction. 985-448-4444 or [www.nichols.edu/cnc](http://www.nichols.edu/cnc)

**February 18-19, 2006 Cambridge, MA**

Intensive Cued Speech Workshop for all levels, hearing and deaf. CEU's. Joe Frisbie, 857-719-9013 or [symphony.red@gmail.com](mailto:symphony.red@gmail.com)

**May 19-21, 2006 Roaring Gap, NC**

Cheerio Cue Camp. Camp includes lunch on Friday, May 19 through Sunday May 21. Additional information later. Arthur Tastet, 336-664-6380, [ataset@triad.rr.com](mailto:ataset@triad.rr.com)

**June 28 – July 2, 2006 Rochester, NY**

Cue Camp New York, Nazareth College, Rochester NY. Classes and fun activities for all ages and all cueing levels! Catherine Quenin, Ph.D., CCC-SLP; [ncsa@naz.edu](mailto:ncsa@naz.edu)

**July 15-20, 2006 Towson (Baltimore) MD**

CueSign Camp, Towson State University; A family camp designed to foster understanding and acceptance of ASL and English and their accompanying cultures. [www.cuesign-camp.com](http://www.cuesign-camp.com)

**July 20 – 23, 2006 Towson (Baltimore) MD**

Cued Speech - Celebrating Literacy|Excellence|Diversity  
Towson State University Conference Center. Latest Research, Emerging Practices, 40th Anniversary Gala, Deaf Perspectives, Children's Program. [www.cuedspeech.org](http://www.cuedspeech.org), 516-897-3174, [registration@cuedspeech.org](mailto:registration@cuedspeech.org)

**September 28 – October 1, 2006 Williamsburg, VA**

Cue Camp Virginia. For skills, information and fun! To get a sense of the facilities and the activities of last year's camp, visit [www.NVCSA.org](http://www.NVCSA.org). Maureen Bellamy. 703-560-1035, [NVCSA@yahoo.com](mailto:NVCSA@yahoo.com)

### Transliterators Positions

For details, go to [www.cuedspeech.org](http://www.cuedspeech.org) or [www.cuedspeech.com](http://www.cuedspeech.com)

**Baltimore, MD**

Transliterators for Baltimore County Public Schools, 32.5 hours per week.

**Dunn Loring, VA, (Fairfax County)**

Transliterators for Fairfax County Public Schools at all levels.

**New Haven, CT**

Transliterators for Yale University graduate school.

**Norfolk, VA**

Transliterators for Norfolk Public Schools, ninth grade.

**Panama City, FL**

Transliterators for Bay District Schools, ninth grade.

**Rosemount, MN**

Transliterators for public schools, elementary level.

**Seattle, WA**

Transliterators for University of Washington graduate school.

**Sewell, NJ**

Transliterators for group counseling sessions. 30 hours per week.

## Thank you to our donors!

The National Cued Speech Association 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. Please note that our Congressional appropriation funds cannot be used for the important daily operations 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](http://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 Friendship scholarships)

Isabelle Payonk Fund (Cue Camp Cheerio scholarships)

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

Laird Foundation Endowment Fund

Gifts are unrestricted unless otherwise noted.

### \$1,000 or more

Giant Food

For R. Orin Cornett Portrait Fund

### \$500 - \$999

David and Helene Emsellem

Jay Fellows

Paul & Susan Van Nice

### \$100 - \$499

Renee and Ezra Dabah

Ralph Engleman and Synnove Trier

Ronald & Mary Ann Lachman

For R. Orin Cornett Portrait Fund

Ronald & Mary Ann Lachman

Ronald Tawil

### Up to \$100

Michael Adams

Andy and Beth Connelley

Diane Gregory

Shon and Michael Halacka

Flora Inger

Barbara Lee

In memoriam: Louise Painter

Tullier

Carolyn and Vance Ostrander

For R. Orin Cornett Portrait Fund

Daniel & Marylynn Segal

Allison Turner

Matthew Walker

## Gifts for the Kids (and the Adults)



### ANIMALS FROM A TO Z

More than 70 animals and five games: Petting Zoo; ABC See Me!; Who Am I?; Who Lives Here?; Animals at Home. In Cue Index, pick a phoneme to see animal pictures using that phoneme. Change the cueing speed to suit yourself and to view cueing or fingerspelling. GR9-CD Member: \$30.89 Regular: \$32.50



### JUST CUE IT!

The game is cleverly designed so the whole family can play together, each person at his/her level, whether individual phonemes or raucous songs! A great activity at any time! K1 Memb: \$28.50 Reg: \$29.95



**RICH BLUE HIGH-QUALITY WRISTBAND** made from 100% silicone is stronger and longer lasting and more attractive than rubber bracelets. Reminds you and those near you to "just cue it!" Consistent cueing can make a significant difference in your life and the lives of others. Get it today and wear it proudly! Each bracelet comes individually sealed to assure that it is a very personal gift. CSD 17 Memb: \$3.55 Reg: \$3.75



ORDER on-line at [www.cuedspeech.com](http://www.cuedspeech.com) or call 800-459-3592 v/tty or mail order to 23970 Hermitage Road, Cleveland OH 44122-4008. Shipping charges apply.

THERE'S MORE ON-LINE!!!!

On Cue 2005 Issue 3

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## On Cue, Vol. 18, No. 3

*On Cue*, the newsletter of the National Cued Speech Association, is published three times a year; e-mail updates to members are more frequent. 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. News, calendar items, letters, classified ads, & photos are needed! Electronic transmission of all materials is preferred, Electronic photos must be high-resolution at 300 dpi. Send to NCSA office, [info@cuedspeech.org](mailto:info@cuedspeech.org) or mail hard copy to *On Cue*, 23970 Hermitage Road, Cleveland OH 44122-4008.



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FORWARDING SERVICE REQUESTED



Deaf Children's  
Literacy Project

**NCSA 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, 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: \$35 / year | <input type="checkbox"/> Indiv / family: 6 years for the price of 5:  | \$175 |
| <input type="checkbox"/> Member affiliated chapter                    |   |       |
| _____ : \$30 / year   | <input type="checkbox"/> LIFE MEMBERSHIP (Indiv / family):            | \$500 |
| <input type="checkbox"/> Association / Business rate: \$45 / year     | <input type="checkbox"/> Assn / Business: 6 years for the price of 5: | \$225 |

**For all memberships outside the USA, remit membership in U.S. funds:**

- |  |  |       |
|--|--|-------|
| <input type="checkbox"/> International individual / family: \$40 / year    | <input type="checkbox"/> International indiv. / family 6 yrs for 5:  | \$200 |
| <input type="checkbox"/> International association / business: \$50 / year | <input type="checkbox"/> International assn. / business 6 yrs for 5: | \$250 |

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**