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Eager to teach, Amy Crumrine, Grace Consacro, Danielle Paquin and Esther Rimer pause during a training weekend.

Deaf Children’s Literacy Project Workshops and Camps to be held around the country

Amy Ruberl, NCSA Director of Programs, has been busy setting up three workshops and three camps (learning vacations) to take place this spring and summer around the country. The two-day workshops will provide adults (parents and professionals) with instruction in cued American English at the introductory and Beyond the Basics levels. Camps will provide instruction and fellowship for cuers of all ability levels and ages over a three day period. Each camp begins on Thursday evening with registration and fun, with class instruction occurring all day Friday and Saturday and Sunday morning. Scholarship money is available for all of the camps and workshops. Contact Amy Ruberl, amycues@aol.com, to receive more information about each of these exciting events. Hope to see you at one of them!

Workshops: Parents and professionals can learn the Basics of cued American English or expand their skills with instruction by certified instructors of Cued Speech and a DCLP intern in an Introduction to Cued American English or Beyond the Basics workshops. Lunch is included in the cost. Scholarship money available.

April 1—2 The University of Texas Health

Sciences Center at San Antonio, Texas

April 21—22 St. Luke’s Meridian Medical Center, Boise, Idaho

June 17—18 Bloomsburg University, Pennsylvania (Introduction to cued American English for hearing or deaf adults)

Learning Vacations/Camps in 2006: Adult and children’s classes will be offered at each of these camps. Families and professionals will find all the training and support they have been looking for at these events. Scholarship money available.

June 29—July 2 Camp ChiCueGo at Conference Point Center Williams Bay, Wisconsin (just north of Chicago along the banks of gorgeous Lake Geneva)

August 3—6 Cue Camp California at Episcopal Conference Center, Oakhurst, California (45 minutes north of Fresno in the foothills of Yosemite)

August 17—20 Georgia Cue Camp at Forrest Hills Mountain Resort and Conference Center Dahlonega, Georgia (1.5 hours north of Atlanta in the peaceful mountains of north Georgia)



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President's Message

Sarina Roffé

One of the greatest philosophers of all time was 12th century Spanish physician Moses Maimonides. Maimonides wrote that there are eight levels of charity, but the highest form was to give a person an education such that the person could earn a living and live independently.

In Cued Speech circles, we speak of how using CS enables a deaf child to learn language, communicate and ultimately be literate. Literacy enables the deaf child to grow up and compete in a country where English fluency is needed to obtain a college education. In turn, a college education is needed in today's society to earn a living. So in a sense, we are achieving the highest level of charity, because by giving our deaf children language and the foundation for literacy, we enable each of them with the skills needed to seek and achieve their dreams and ultimately, the ability to live independently.

With your help, Cued Speech is now more widely available than ever. During the summer of 2006, the NCSA will hold a record number of workshops and cue camps, through the federally funded Deaf Children's Literacy Project. New camps and/or workshops this year include Texas, Georgia, Wisconsin, Idaho, and California. In addition, cue camps are being held in Maine, Virginia, North Carolina, New York, the District of Columbia and Louisiana. From coast to coast, we hope you will encourage folks to come out and learn to cue!

And for the first time in more than

a decade, the NCSA is holding a conference dedicated to advances in Cued Speech over the past 40 years. As we prepare for our summer conference —*Cued Speech: Celebrating Language, Literacy and Diversity*— we are collecting names of cue adults from around the country and as the names roll in, I am thrilled at how far they have gone in life and what they have accomplished. This year we have students at Syracuse, MIT, Boston University, Wellesley and Baylor College of Dentistry, to name just a few. And the list is growing daily.

The conference is shaping up to be an exciting experience you won't want to miss. We will have a children's program, a pre-teen/teen program, professional presentations from all over the United

States and Europe, as well as special events for special interest groups —affiliates, parents, fathers, and deaf cue adults. A special Gala Awards Dinner is being planned to honor the best in Cued Speech —the pioneers who faced adversity in the early years, the researchers

who have contributed significantly, and the leaders who have undertaken the challenge. At the conference, we will also unveil a specially commissioned portrait of Dr. R. Orin Cornett, the inventor of Cued Speech, as well as award the first ever R. Orin Cornett Scholarship. The conference is an event that you won't want to miss! So join us July 20-23 in Towson, Maryland for —*Cued Speech: Celebrating Language, Literacy and Diversity*—when we celebrate the 40th anniversary of the invention of Cued Speech.

*The highest form of charity
is to give a person the
skills to earn a living.*

—Moses Maimonides

Call for Counselors for Cue Camps

Are you between the ages of 15 and 18? Can you cue at least a little?

The Deaf Children's Literacy Project is seeking qualified counselors for three camps this summer. Cue camps provide a wonderful opportunity to learn more about cueing, meet cuers from around the country, and have a great time. Counselors serve as assistants in children's classes and for the camp director as needed throughout the two-and-a-half day camp. Come share in the fun times at one of the many camps happening this summer: Camp ChiCueGo (June 29-July 2), Cue Camp California (August 3-6) and Cue Camp Georgia (August 17-20). Looking forward to seeing you around the campfire!

Requirements: Counselors must:

1. be at least 15 years old
2. have some expressive cueing skills
3. be interested in working with children (experience preferred but not required)
4. assist in children's classes Friday and Saturday (8:45 am-4:15 pm) and Sunday (8:45am-12:15pm) and with general camp activities Thursday-Saturday (approx. 6:30-9pm) and at select other times as requested by the director, and
5. be able to pay their way to and from camp (no money is available to support traveling to camp)
6. submit an application by May 1, 2006

Benefits: 1) Counselors will receive free room and board, 2) supervision in the dorm by an adult, 3) free time to socialize, and 4) community services hours (counselors are required to submit appropriate paperwork to the director for completion).

Applications: To receive an application, contact Amy Ruberl at AmyCues@aol.com or 301-718-8717 (provide your name, address (email or US mail), and phone number). Applicants are asked to have at least one letter of recommendation submitted on their behalf by a non-family member.

Cornett's Corner

When beginning the use of Cued Speech with a child, play little games in which a few words are repeated many times. These games provide practice for the entire family. If all members of the family participate, there are emotional and practical benefits for all.

Simple games that you devise include:

"Come and Go" — one person cues and says a command ("Come, Mary") and the other person follows the direction. The child takes his turn last, having grasped the pattern of language and activity. Advance variations add more complexity; e.g. "Come to Daddy, John."

"Favorite Things" — The key words in this game are the names of favorite things, followed by the language and concept of "where?" Begin by holding an item near your face, then cue and say its name. Repeat this a number of times throughout the day. Later, combine cueing, facial expression and body language to ask "Where is _____?"

"People and Things" — You can match people and things by having the child help you in many routine activities; e.g., setting the table "Give Daddy a plate." Or match laundry items or toys with their owners "That's Jerry's sock." "This is Susie's doll." An album of photos of family members and friends

is fun for everyone to look at and name the persons, then move into questions "who?" "where?" "when?" "why?"

"This is Me" — Looking in a mirror leads to talking about body parts, teaching the names and sometimes asking questions "What's that? That's your nose!"

"Talking Back" — Repeat back to the child his own utterances, adding cues. Take advantage of situations for which hearing persons have typical responses, such as "Ow!"

"The Animal Says" — Animal sounds are a great source of fun for children. Use toys, pictures, or the real thing. Try to imitate the true sounds of animals; e.g., dogs say a variety of things "arf-arf", "grrr", "ruff", "woof".

"Peek-a-boo" — The all time favorite, be sure to cue "pee-kuh-bue!" (1 mouth-2 side drop-4 chin).

Cornett & Daisey, *The Cued Speech Resource Book*, pages 71-73.

The *Resource Book* offers many other suggestions. Other resources in the Cued Speech Discovery Bookstore include *The New Language of Toys* (3rd edition, 2004), *Kids Discovering Cued Speech*, and a variety of family games and activities. Contact the bookstore for personal suggestions for your situation.

Captioning of TV Programs Increases

Federal regulations that took effect on January 1, 2006, are expanding the captioning of television programs. One hundred percent of new English language programs must be captioned, but there are many exceptions to the general rule, such as locally-produced programs with no repeat value, commercials of 5 minutes or less, instructional programs for students produced locally by public

TV stations, and most programs shown from 2 am to 6 am.

For details on the regulations and how you can respond if you have a complaint, go to the guide created by the Deaf and Hard of Hearing Consumer Advocacy Network, available at the following website: <http://www.hearinglossweb.com/Issues/Access/Captioning/Television/dhhcan.htm>

Cue Adults

Sarah Moreman Eiland

I changed my name from Sarah Moreman to Sarah Eiland due to my having married December 31, 2004. Then I moved from Auburn, Alabama, to Gadsden (my husband's hometown). Chris and I celebrated our first anniversary on New Year's Eve. Right before I got married, I earned my masters in Higher Education Administration from Auburn University on December 17, 2004. For the first eight months of being married, I was settling into my new life as a married woman before I started working at Disability Support Services of Jacksonville State University (Alabama) at the end of August 2005. My title is Disability Specialist, Generalist—a newly structured position to take care of the paperwork, administrative, and managerial duties within department, conduct ADA/504 compliance surveys, PR/marketing for the department, oversight on SOPs, etc. I enjoy my job as I get to utilize my education, experience, and creativity.



Sarah Moreman Eiland

Zainab Alkebsi

I was diagnosed with severe hearing loss when I was two and a half years old. My parents had never even encountered a deaf person so this was quite new for them. However, they promised themselves they would pave the best path possible for me...and they did.

I started out with American Sign Language (ASL); the goal was to teach me the concept of language itself and ASL certainly did that. However, though I remain fluent in ASL still today, it was not sufficient for the path my parents envisioned. They were worried that ASL would not fulfill the task of ensuring that my English skills remained up to par. Enter Cued Speech. It changed my life.

Learning Cued Speech allowed me to understand verbal language. It broke every word into consonants and vowels and therefore, I was able to comprehend what was necessary to verbally form certain words. Cued Speech allowed me to learn how to speak in a way that ASL never could, although I remain indebted to ASL for teaching me that language existed in the world. I truly believe that I am the outgoing, social person I am today because of Cued Speech.

Not only socially, but Cued Speech also allowed me to achieve as much as possible academically. Ever since kindergarten, I have had a Cued Speech transliterator and that has made all the difference. Nothing is lost in translation as might happen in ASL. Therefore, I was able to fully understand

Marijo Bogue

I'm doing great. I am working as a wildlife biologist at Blackwater National Wildlife Refuge in Cambridge, MD. I am just now completing my prescribed burn research project on plant biomass. I will move on to other refuge projects such as the impoundment (wetland) study, GIS burn area maps, waterfowl surveys, and more.



Zainab Alkebsi

the teacher's meaning and what was required of myself.

I graduated last year from high school with top honors, with a 4.53 GPA, a full academic scholarship to University of Maryland, Baltimore County (UMBC), and enough AP credit to qualify as a sophomore. My parents cried at my graduation. I accomplished far more than my parents ever pictured sixteen years ago, looking at my two-year-old self and still digesting the fact that I was deaf. Even now, in college, I am maintaining a 4.0 GPA.

I love my parents dearly and we have been through a lot together. There have been numerous important decisions made in my life but the most important one, by far, was when my parents decided Cued Speech was the tool to take me down that better life path.

Cue-nitions

Kudos /kyue-doez/: a person who cues while napping, or naps while cueing

Mis-cue /mis-kyue/: a young lady who cues

Excuser /ek-skyue-zer/: a person who hasn't cued for a long time

Cue Adults

Q&A

Jamie Gonsoulin, cueing sibling in Virginia, recently sent some questions to NCSA, requesting that they be answered by a deaf adult cuer who has also learned sign language.

Hi, my name is Jamie and I have a brother and sister who are both hearing impaired. We used Cued Speech occasionally, and my parents help run Cue Camp Virginia, so I know all about the system. I am currently doing a research study, and am wondering:

- 1) If and why you feel Cued Speech did or did not help your reading, speaking, or social abilities?
- 2) Do you tend to use Cued Speech or Sign Language more while communicating with others?
- 3) Whenever I look for criticisms of Cued Speech, I cannot seem to find any bad ones! If you feel that there are ANY that I should be aware of or address in my research, please share!

Below are some answers that were shared with On Cue.

Kent Trader

Hello Jamie Gonsoulin! I am not certain if you remember me from Cue Camp VA this year, but I'll reintroduce myself. My name is Kent C. Trader, and I hail from Raleigh, NC. I have used Cued Speech since I was at age 4, but I also learned a little sign language. I can only recall a moment that my mom would sign "no" to my face, and that's about it.

I picked up a few signs from deaf friends in high school, but I actually learned how to sign when I took several ASL courses at East Carolina University in 1993. I can't really say that I am fluent in ASL or PSE; however, my signing

skill is adequate enough for conversing with the signers. Many would disagree with me and say that I sign well. The point is that I am not confident enough to truly understand the concepts. There are many ways to interpret from one signing language to the spoken language; therefore, the concepts vary. I admit that I am still learning how to interpret after 13 years, and I know that I have a lot to learn at this point.

I am aware that your research topic focuses on how Cued Speech may or may not help with the reading, speaking, or social abilities. From my experience, Cued Speech has a great influence on how I think, read, communicate, and socialize with other people. Depending on the situation, Cued Speech sometimes helps and sometimes doesn't help.

It is important to note that I recently got the cochlear implant (Cochlear's Freedom in August 2005), and having the implant changes how I perceive the spoken language. In other words, it makes me aware of how much Cued Speech influences my thinking and speaking processes. There are many great differences in these processes before and after the implant. I am not attempting to discount the importance of the hearing aids because they helped me for about 27 years.

There are some sounds that are not appropriately "cued" that may result in a strange pronunciation or so-called "deaf accent." A common example is the ending of "s." We, the cuers, have already established one or two rules about this ending. If it the consonant is voiced, then the s should be voiced as "z." Otherwise, it's voiceless. There are few exceptions with some words. For an example, the word is standards. Should it ends with "z" or "s" at the end? Many cuers would say "z" because the ending of s is after the voiced consonant. I used to think this way until I got the implant. I was confused for a while.

Another interesting issue is that the cues should convey exactly how the person speaks. It's common sense that

if someone talks funny, then the cues should be funny. When someone talks funny and a transliterator or someone else cues accurately, it confuses me because they are two different styles. This sometimes leads me and other cuers to assume that the spoken language is "all black and white!" After being implanted, I tried to cue exactly what I heard or said to another deaf cuer, and I was asked to use the "standardized" cues.

There are some cueing styles that I think are not accurate. One good example is how some cuers convey a person holding a note while singing. I don't know if music is important to deaf people with hearing aids. I also do not know if it's still important to deaf people with the cochlear implants. The point is I hear through the implant that a person holds a note as long as possible, but the cuer--especially the transliterators--would repeat the cue at least two times. It is very awkward to see this repeated motion of a cue to portray that prolonged note because this movement indicates harsh, interruptive changes in note rather than subtle, softer changes.

I have many issues that I am trying to resolve with my knowledge with Cued Speech as well as my use of the implant. I am also trying to improve my comprehension and communication skills. I still use Cued Speech in the classrooms; however, I have to remind myself to use the "standardized" cues. If you have any questions, then please do not hesitate to ask. I'll be glad to answer them to my best ability.

Marijo Bogue

Hi Jamie! I feel that Cued Speech has helped me tremendously with my English and lip reading skills. I use signs when I hang out with deaf friends who only know signs and sometimes Cued Speech. I will use Cued Speech if I'm alone or with a group of other Cued Speech users.

For deaf persons who may have unintelligible speech, they may find that it's hard to respond back to hearing

Cue Adults Q&A, continued on page 12

Cochlear Implantation and Cued Speech internationally

Thank you to Anne Worsfold and the Cued Speech Association UK for giving us permission to reprint this article. This article was first published in 2005 by the British Association of Teachers of the Deaf.

How can we ensure that implanted children reach their potential? Research and case studies from continental Europe and America suggest that the early and constant use of Cued Speech by family members and professionals can significantly improve the children's ability to benefit from the implant.

Cued Speech and Cochlear Implantation are frequently described as 'perfect partners' because Cued Speech gives sound-by-sound access to spoken language by visual means, perfect for optimising language development prior to implantation and for supporting the child in the early years post implantation.

A French study¹ shows that children who had full and consistent exposure to Cued Speech prior to implantation performed considerably better in a number of tests than children brought up aurally or with French Sign Language. Tests showed that both three and five years after implantation Cued Speech children had significantly better:

- perception of words in open lists
- speech intelligibility (measured on the Nottingham scales).

In Spain Cued Speech is the norm in some cochlear implant centres with several specifically recommending its use. In addition the Complemented Oral Model (Modelo Oral Complementada, MOC) project in southern Spain uses Cued Speech within an oral programme and many of the children in the programme are implanted (at present they have 20 children between 11 and 18 months). The aim is not just to provide first class support for the children but also to publish research. The programme has now been running for over twelve years and early results

are outstanding, with some areas of linguistic development better than age appropriate.²

From America Jane Smith writes: *'For nearly 20 years, I have been a communication specialist with deaf children who have cochlear implants (CIs). The vast majority of these deaf children use Cued Speech.*

Although CIs have been an amazing breakthrough for the deaf, outcomes differ from child to child. I would not take the chance of denying a child a visual representation of spoken language until I was sure that they were learning everything through listening. Cued Speech helps clarify and verify what is heard; it actually accelerates the learning of language and listening.

Many deaf children who receive CIs perceive environmental sounds, but progress in the perception of speech is much slower. Deaf children who use Cued Speech perceive speech more quickly.

Until recently, most of my students were receiving CIs after age three — after they had acquired language. I observed that children who used Cued Speech had a "phonological grid" already internalized when they began to listen with their CIs. They were able to learn auditorily what they had internalized visually already. Progress in learning to listen came quickly because they already had this internal grid of phonemes. Cued Speech helps children interpret the sounds they are hearing via electrical stimulation as the same sounds they are seeing through Cued Speech.

For children three and under who learn Cued Speech at the same time as they get their implant, Cued Speech is also a huge benefit. Cued Speech develops an internal phonological model of speech and language that facilitates reading later. The child not only hears but sees syllables and stress patterns. A child can see morphological structures that are

difficult to hear - plurals, possessives, and tenses for example.

After a certain amount of time - which varies for all kids, Cued Speech children learn vocabulary and academic information through listening alone. Many parents drop the use of Cued Speech at home (except at bath time or at the pool), but continue to have their child use it in school in the mainstream via a Cued Speech transliterator. This is because Cochlear Implants have not conquered the obstacles of noise, distance, and the speed and amount of information delivered in an academic classroom.

Most of my CI/Cued Speech kids have advanced language, vocabulary and listening abilities. Examples include: a second grader who received the highest score in her grade on a standardized state test in a high-performing elementary school last spring and a first grader who is the best reader in her class.

These examples are outstanding, but unusual for deaf children (or any child for that matter). Their success can be attributed to their innate talent and possibly more importantly to the use of Cued Speech with their cochlear implant.³

In England successful case studies include Alexandra who had very delayed language until her parents started to cue. Over the next 2 years she quickly caught up and prior to the implant her mother wrote that 'professionals recognised that her receptive language with Cued Speech appeared to be age appropriate and questions were raised as to whether Alexandra might have become so dependent on this form of communication that she might experience difficulty in adjusting. In fact, the transition from cueing to fully oral communication happened completely smoothly. After as little as three months, the clarity of her speech improved significantly and other people started to

Cochlear Implantation, continued to page 7

Association News—ASHA exhibit



Marcia Beveridge, mother from California, and Laurie Russell, speech pathologist

A corps of Cued Speech users greeted visitors to the National Cued Speech Association booth at the American Speech-Hearing-Language Association convention in late November 2005. This convention of speech pathologists and audiologists was held in Los Angeles. Exhibiting at the meetings of national and state organizations is one of NCSA's many educational projects to encourage people to use Cued Speech.



Dr. Catherine Quenin of Nazareth College, Rochester NY and Barbara LeBlanc of Ascension Parish LA

Cochlear Implantation, continued from page 6

understand her. Cued Speech continued to be valuable in language acquisition for some months to come, reinforcing the links between the language she knew visually and the new sounds she was hearing. Even now it is still invaluable in noisy situations, when the implant is not in use, and in breaking down the sounds in words which hearing children also find difficult!

'It is now 4 1/2 years since we learned how to Cue and 2 1/2 years since Alexandra received her Cochlear Implant. Her progress has been everything we could have hoped for. Her reading age and vocabulary are both above her chronological age and her personality has become more settled. Deafness has ceased to be an insurmountable problem. The only regrets we have are that she didn't receive the benefits of Cued Speech and her Cochlear Implant much earlier.'

At Alexandra's 12 month post implant assessment her Teacher of the Deaf wrote: *'In my 30 years experience of working with profoundly deaf children, I have never witnessed the remarkable progress that Alexandra and her parents have made throughout this year, following implant. In my opinion, Alexandra is a little girl who is now totally oral/aural, in her ability to develop speech and language, and shows listening levels which one would*

not normally anticipate until at least two or three years of wearing her processor'.

Why is Cued Speech so successful? Hearing people use their knowledge of the sounds of English when they learn to cue. Deaf children brought up with Cued Speech work in the opposite way. They acquire an internal model of sound-based English through Cued Speech—even if they can't hear it. Once the implant gives them access to speech sounds these can be plotted onto the model of sound-based English they have already internalised. Belgian research—and many case studies—demonstrates that children brought up with Cued Speech can think in sound-based language.⁴

It is this visual access to sound-based language that enables a deaf child to acquire an understanding of spoken language without delay pre-implant and also uniquely primes the child for the acquisition of spoken language when it becomes available post implant. As Jane Smith, with her 20 years experience, said: *'Cued Speech helps clarify and verify what is heard; it actually accelerates the learning of language and listening'.*

By Anne Worsfold with grateful thanks to Maureen Brenton and Pat Cove for their translations of source documents.

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1 Study produced by Nadine Cochard, Marie-Noelle Calmels, Geraldine Pavia, Christine Landron, Helene Husson, Anne Honegger, Bernard Fraysse. Text by Nadine Cochard (Paediatric Unit of cochlea implants - CHU/CESDA Toulouse)

2 MOC website www.uma.es/moc or Email Prof. Santiago Torres monreal@uma.es.

3 First published in the magazine of the National Cued Speech Association (USA).

4 Various research including: Leybaert, J. & Charlier, B. (1996), 'Visual Speech in the Head: The Effect of Cued Speech on Rhyming, Remembering, and Spelling,' *Journal of Deaf Studies and Deaf Education*, Vol. 1, pp. 234-248.

Cued Speech is a method of clarifying all the sounds of spoken language visually in real-time, using simple handshapes in different positions near the mouth to clarify ambiguous or invisible lip patterns. It can be used with different spoken languages (in Spain and in French-speaking countries Cued Speech is known as LPC or PC) and within a range of different educational models from sign bilingual to its more common role supporting oral/aural practices. understand her. Cued Speech continued to be valuable in language acquisition for some months to come, reinforcing the links between the language she knew visually and the new sounds she was hearing. Even now it is still invaluable in noisy situations, when the implant is not in use, and in breaking down the sounds in words which hearing children also find difficult!

Workshops, Camps and Events 2006

March

March 23-24 Deerfield IL

Basic Instructor Certification Workshop

The National Cued Speech Association certifies beginning Cued Speech instructors to ensure consistent introductory training across the country. Certification as an Instructor of Cued Speech certifies the holder's ability to present information about CS and to teach beginning level CS courses. For information on the certification process and other certification services.

9:00 am to 4:00 pm at Catbird Networks. Contact Jean Krause, 813-974-9798, jkrause@cas.usf.edu

March 26 DesPlaines IL

National Instructor Certification Exam

CEU's will be awarded to participants who pass. Preparation for the exam in addition to BIWS attendance is recommend.

(see webpage). 1:00 pm to 4:00 pm, Courtyard by Marriott Chicago O'Hare. Contact Jean Krause, 813-974-9798, jkrause@cas.usf.edu

April

April 1-2 San Antonio TX

Introduction to cued American English

Learn the basics of Cued Speech in this two-day workshop. Lunch is included in the cost of the workshop. This workshop is part of the Deaf Children's Literacy Project, funded through US Department of Education Grant H324E050024. 9:00 am to 4:00 pm supported by University of Texas Health Science Center at San Antonio. Amy Ruberl, 301-718-8717, AmyCues@aol.com

April 1-2 San Antonio TX

Beyond the Basics of cued American English

Come to one or both of these interactive, fun workshops. Discuss common problems, work on fluency development, ask questions, and practice your cueing skills. All levels of cuers will be accommodated each day. Funded through US Department of Education Grant H324E050024; 9:00 am to 4:00 pm, University of Texas Health Science Center at San Antonio. Amy Ruberl, 301-718-8717, AmyCues@aol.com

April 21-22 Boise ID

Introduction to Cued American English

This Deaf Children's Literacy Project intensive workshop will teach Cued Speech applied to American English. Participants will leave able to cue a Dr. Seuss book at a slow rate. Lunch included in cost. Funded through a US Department of Education Grant H324E050024. 9:00 am to 4:00 pm, St. Luke's Meridian Medical Center, Amy Ruberl, 301-718-8717, AmyCues@aol.com

April 21-22 Boise ID

Beyond the Basics of cued American English

Come to one or both of these interactive, fun workshops. Discuss common problems, work on fluency development,

ask questions, and practice your cueing skills. All levels of cuers will be accommodated each day. Funded through US Department of Education Grant H324E050024 From 9:00 am to 4:00 pm, St. Luke's Meridian Medical Center, Amy Ruberl, 301-718-8717, AmyCues@aol.com

May

May 19-21 Roaring Gap NC

Cheerio Cue Camp

Camp includes lunch on Friday, May 19 through Sunday May 21. Additional information later. Time: TBD, Contacts: Reid Lancaster, 803-548-8009, mail4reid@aol.com; Sharon Addison, 704-708-9966, sharon.w.addison@bankofamerica.com

June

June 12-15 Thibodaux LA

Cue Camp Gumbeaux

Meet other deaf cuers, families and professionals, improve cued speech and transliterating skills. Have a good time!! Registration: June 11, 2:00 pm to 10:00 pm. Contact: Barbara Leblanc, 225-675-5459, kenbarleb@eatel.net

June 17-18 Bloomsburg, PA

Introduction to Cued American English

Two two-day, intensive workshops introducing the system of Cued Speech applied to American English will be presented, one in cued and spoken English, one in American Sign Language. These Deaf Children's Literacy Projects are funded through US Department of Education Grant H324E050024. Bloomsburg University, from 9:00 am to 4:00 pm, Amy Ruberl, 301-718-8717, AmyCues@aol.com

Workshops, Camps and Events 2006

June 28-July 2 Rochester NY

Cue Camp New York

Classes and fun activities for all ages and all cueing levels! Nazareth College, Contact: Catherine Quenin, Ph.D., CCC-SLP, ncsa@naz.edu

**June 29 – July 2 William Bay WI
Camp ChiCueGo**

This learning vacation offers opportunities for learning or improving cueing skills. Children will be exposed to cued American English throughout the day, while enjoying a myriad of activities, including swimming in beautiful Lake Geneva. Adults will receive instruction at various levels and have ample time to seek support and guidance from other campers. Join us for a wonderfully relaxing time by the lake! Funded in part by US Department of Education Grant H324E050024
Conference Point Center, Contact: Amy Ruberl, 301-718-8717, AmyCues@aol.com

July

**July 15-20 Towson, MD
CueSign Camp**

A family camp designed to foster understanding and acceptance of ASL and English and their accompanying cultures. Towson State University. Contact: www.cuesigncamp.com

**July 20-23, Towson, MD
Cued Speech—Celebrating Literacy, Excellence, Diversity Conference**

Latest Research, Emerging Practices, 40th Anniversary Gala, Deaf Perspectives, and Children's Program, Contact: www.cuedspeech.org, 516-897-3174, registration@cuedspeech.org

August

**August 1-4 Ogden, UT
CampCuetah 2006**

Join us at the Utah School for the Deaf and Blind. Contact: Deanne DeGraw, 801-274-8249, or director@cuetah.com

**August 3 – 6 ECCO, Oakhurst, CA
Cue Camp California**

(45 minutes north of Fresno). Join us for a two-and-a-half-day exciting learning vacation in the foothills of Yosemite. This serene setting is perfect for cuers of all abilities and ages to come together for knowledge and skill development. A professional/conference day on August 5 will allow interested persons to join us for the day to learn how cueing to children helps develop language, literacy, speech, and auditory skills at home and in school. This Deaf Children's Literacy Project camp is funded in part through US Department of Education Grant H324E050024 Contact: Amy Ruberl, 301-718-8717, AmyCues@aol.com

August 12-17 Winthrop, ME

Cue Camp New England offers great instruction for cuers of all ages, speakers and panels plus campfire chats. New families welcomed! Contact: Nicole Dobson, ncldobson@yahoo.com

August 17-20 Dahlonega, GA

Cue Camp Georgia at Forrest Hills Mountain Conference Center. This gorgeous mountain retreat just 1.5 hours north of Atlanta is the perfect setting for children and adults to learn, relax, and enjoy themselves. This camp is funded in part by US Department of Education Grant H324E050024. Time: TBD, Contact: Amy Ruberl, 301-718-8717, AmyCues@aol.com

September

September 28 – October 1

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. Contact: Maureen Bellamy, 703-560-1035, NVCSA@yahoo.com

*Mark your
calendars!*

Does Cued Speech Help Students with Autism?

The National Cued Speech Association receives frequent inquiries about incorporating Cued Speech into a therapy model for Autistic Spectrum Disorder (ASD) students. Joan Rupert, who has extensive experience with children with special learning needs, was asked to give a brief overview of the needs of children with autism and how Cued Speech can be effective with these children.

Understanding the student

Joan says that the first step with any student identified with a speech or language delay or disability is to examine the student carefully and note any difficulties in the following areas:

- 1) Visual Attention: Does the student make eye contact with the speaker?
- 2) Auditory:
 - Attention: Does the student notice environmental sounds and voices?
 - Discrimination: Does the student distinguish between two or more environmental sounds or voiced sounds?
 - Association: Does the student associate the environmental sounds and words with objects, actions and events?
- 3) Imitation and Motor Planning:
 - Gross motor and vestibular system balance: Does the child move in a stable, typical manner?
 - Fine motor: How well can the child draw, write, and manipulate his fingers?
 - Oral motor: How much control does the child have of lips, tongue, jaw and other facial muscles?

The above are important factors for laying foundations in developing linguistic skills receptively as well as expressively. The hierarchy for literacy skills, beginning at the most simple level, includes:

- Sounds (phonemes)
- Words (syntax)
- Phrases & sentences (semantics)
- Conversational exchanges (pragmatics)
- Retelling past events/stories (long term memory)



Isaiah's mother, Angelica, guides him in learning with the help of Cued Speech.

Within that language construct, the teachers and therapists need to incorporate the following metalinguistic skills to developing literacy skills.

- Phonologic Awareness
- Segmenting/Synthesis
- Synonymy/Ambiguity
- Homophones
- Antonyms
- Rhyme, Rap, Alliteration
- Jokes/Play on words/Idioms

Attributes of Cued Speech

The addition of Cued Speech can address all the speech, language, and literacy objectives mentioned above. How is this so?

- 1) Cued Speech is a visual, multi-sensory/multi-modal tool. We have used Cued Speech effectively with students who have autism, Central Auditory Processing Disability, Auditory Neuropathy, PDD/ADHD/ADD and other learning disabilities that affect auditory processing, articulation or oral motor planning.
- 2) The Cued Speech system is visual and, when you use your voice at the same time, auditory-visual.
- 3) Cued Speech is tactile; there are touch points for vowels.



Isaiah Singleton, who has autistic spectrum disorder, responds to therapist Joan Rupert.

Cued Speech and Autism, continued to page 14

India

Hema Navkal, who has contributed news to past issues of *On Cue*, sent us the following update on introducing Cued Speech adapted to Marathi.

We have recently contacted the Ali Yawar Jung National Institute for the Hearing Handicapped. This is a nationally recognized Institute, run by the Government of India. We gave a presentation there, and the Director was sufficiently interested to ask us to make a proposal for conducting a Workshop in Pune, where we would be teaching Cued Speech for three months (3 hours a week) to teachers in integrated schools, and a few selected parents.

As our (my husband and I) knowledge of Cued Speech is very limited, it would not have been possible to hold such a workshop by ourselves. But luckily, we met a teacher (who is the Principal of the Red Cross school in Pune), who has done a special course in Cued Speech at Gallaudet University. She has caught the bug from us, and has now joined our team. She, my husband and I will practice Cued Speech with each other, before the start of the workshop [once the proposal is approved by the



Shown here is the vowel cue chart for the Marathi language of India.

Institute].

We have developed Cued Speech charts in Marathi, after a lot of thought. They are only starting points, and we would improve on them as we use them. Frankly, I think we are on to something useful. Certainly, we are quite worked up about all this!

Maine

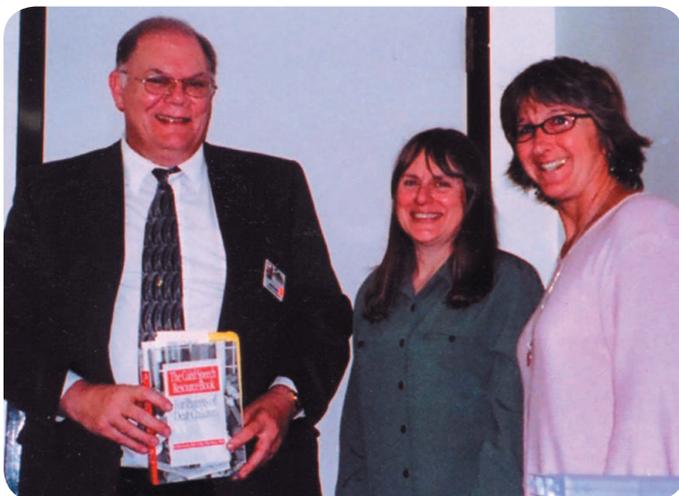
The *Cued Speech Association of Maine* has a new Board of Directors!

New officers were elected at a meeting held on January 21, 2006 in Portland.

President: Nicole Dobson,
Vice-President: Patricia Slater,
Treasurer: Anne Banger, and Secretary: Polly Earl, Past President: Suzanne Flint. Our Board also appreciates the expertise of Brett Fasold and Ian Fournier, two members who are deaf. We have a diverse group of consumers, parents, and professionals we are contacting to represent our Advisory Board. Those names will be confirmed soon and shared in the next *On Cue*.

Cue Camp New England:

Come to Maine for a fun filled week in August! Camp will be held this summer from August 12-17th at Camp Mechuwana in Winthrop, Maine. We are very excited about camp this year as we not only have a new name but we have new committees set up to handle all the details. We look forward to having a big crowd from all over New England and hope that campers and their families from outside the east can also attend. In addition to being a high point of the summer for many children who cue, our camp in Maine allows many former campers and Cue Adults to come "home" to see their friends and make new ones. For more information check out our website at www.cuedspeechmaine.org



Idaho

In Hailey, Idaho, three educators beam for the camera: Blake Walsh, Special Services Coordinator; Sandy Schroeder, speech-language pathologist; and Dana Denny, transliterator. They can be looking forward to the April 21-22 Cued Speech workshops in Boise, part of the Deaf Children's Literacy Project initiative.



Artist Donates Serigraph

Popular artist Romero Britto has donated a charming, intriguing and buoyant serigraph, framed and autographed, to the National Cued Speech Association for the silent auction at the 40th anniversary celebration conference and gala! Titled “Deep Down”, the colorful print is similar to “Deeply in Love” which can be viewed on Britto’s website, www.britto.com. The picture

itself measures 20 x 25 inches and is one of a limited edition of only 300 copies. Be sure to be there to win the final bid on this delightful work!

Your help in securing additional items for the auction is encouraged and appreciated. For details, contact Auction chairman Amy McGlone, bulldoglovers@comcast.net.

Cue Adults Q&A, continued from page 5

people if the hearing person cannot understand the deaf person clearly based on speech alone. Many hearing people [ed.: who cue] cannot perceive Cued Speech from a deaf cuer without speech.

Cued Speech transliterators can be pretty limited in number, so it can be frustrating to locate one for educational or work purposes.

Sarah Moreman Eiland

Born profoundly deaf, I was taught how to communicate through Cued Speech from when I was ten months old. My parents felt strongly about me being able to communicate within their hearing world and knew that Sign Language would not help achieve that goal. They did research and met with Dr. Orin Cornett before introducing Cued Speech to me.

I do feel Cued Speech has greatly benefitted me in many areas in my life growing up, including with reading, speaking, and social abilities. Cued Speech helped me understand the complexities of the language and speaking it, along with the cultural and social ties to language. Even though I was exposed to the language with the help of Cued Speech, I did not and still do not cue myself. I love to read, and Cued Speech has given me another medium to read--not only the words printed on paper and captioned on screen, but also words formed on the lips.

Like learning a foreign language, Cued Speech put me through steps of mastering the English language regarding vocabulary and pronunciation. Then later in high school when I took two semesters of German, it was good to have a Cued Speech interpreter to help me understand another foreign language. Then when I went on to college, I took more German and then Latin (according to my instructor, this is a dead language and is spoken like English) without the help of an interpreter thanks to Cued Speech having prepared me. If there’s ever a time I get to learn other foreign languages like Italian and Spanish, I would of course request services for a Cued Speech interpreter.

Thanks to Cued Speech having taught me how to correctly pronounce words and use inflection in my voice, I’m able to give presentations for classes and for my job, along with having successful interviews. Cued Speech trained me become an oral hearing impaired individual with a fulfilling professional and personal life. Even though nobody uses Cued Speech with me since high school, Cued Speech is a strong foundation for my communication skills.

As for criticism on Cued Speech, I could only say that ignorance is the huge factor. I would like to recommend more marketing and PR on Cued Speech. Integrate a Cued Speech user into mediums like movies, television shows, newspapers, etc. to expose more people to Cued Speech.

My position is Disability Specialist, Generalist at Jacksonville State University in Alabama, where I do PR/Marketing, ADA/504 compliance surveys, and managerial/administrative duties around the office like updating SOPs. We have double-digit numbers of hearing impaired students, with the majority using ASL. When I first started working last August, I asked if we could offer services of Cued Speech interpreting in case we have a student who uses Cued Speech. Due to Alabama being big on ASL and not giving enough consideration to Cued Speech, it is hard to sway people away from their ASL-preferred mentality and get them understand the benefits of having Cued Speech. However, people could see how Cued Speech benefited me, because they often forget that I have a hearing impairment due to the appearance I give by not using ASL or Cued Speech or even pen & paper.

Cued Speech Transliterator Positions

For more information on these positions, go to www.cuedspeech.com/employment or www.cuedspeech.org/sub/professionals/job

Rochester, New York

Transliterator for Churchville Central School District, full-time, elementary level.

Baltimore, MD

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

Dunn Loring, VA, (Fairfax County)

Transliterator for Fairfax County Public Schools at all levels.

New Haven, CT

Transliterator for Yale University graduate school.

Norfolk, VA

Transliterator for Norfolk Public Schools, ninth grade.

Panama City, FL

Transliterator for Bay District Schools, ninth grade.

Rosemount, MN

Transliterator for public schools, elementary level.

Seattle, WA

Transliterator for University of Washington graduate school.

Cue Tips, Lip Tips

By Pamela Beck

Let's pucker up—and un-pucker—to warm up our lips and make sure we are providing clear visible articulation along with clear, accurate handshapes and locations. Our lip shapes and movements provide half of the information in Cued Speech!

When words are cued alike, it is our lips that must make them look different! When we learn and practice Cued Speech, equal attention needs to be applied to the cues and the visible speech movements.

The late professor Dr. Walter Beaupré created a self-inventory for checking our visible speech articulation and exercises to improve the same. His manual, *Gaining Cued Speech Proficiency*, is on-line at www.uri.edu/comm_service/cued_speech/; several websites, including www.cuedspeech.com, provide a direct link from a "Links" page.

Here is a sample of the test items, (online, add: [pg4efa.html](#) at the end of the above URL):

1. "I lost a sheet. I lost a shirt."
2. "That's my lawn. That's my Len. That's my loon."

3. "Joy was with us. Jay was with us."
4. "Won't you come dine with us? Won't you come down with us?"
5. "Lee will do it. She will do it. We will do it."
6. "Your bag is ready. Your bath is ready. Your badge is ready."
7. "I played yesterday." I played chess today.
8. I'm not a ring salesman. I'm not a rich salesman."

To get an honest view of your articulation, videotape your saying the above sentences and review it without sound—do the key words look different when you say them?

Dr. Beaupré cautioned not to exaggerate jaw movements, but to focus on feeling what your lips and tongue tip are doing. Make sure round vowels (/oe/, /oo/, /ue/, /er/) are made with rounded lips, and the vowels /ee/, /i/, /ae/ and /e/ are stretched towards a smile! Visible teeth are important for /f/, /v/, /th/ and /TH/! All of the most visible consonants should be made with energy and vigor: /p/, /b/, /m/, /w/, /wh/, /f/, /v/, /sh/, /zh/, /t/, /d/, /n/, and /l/.

Do this for the cued-speechreaders, and also because it improves your diction in any situation!

In memoriam: Miriam Gilbert

Miriam Gilbert of Laurel, Maryland, passed away January 21, 2006, at the age of 84. Miriam was an active member of the National Cued Speech Association's Hearing Impaired Adult Cuers (HIACs) group. This group is comprised of older adults who learned Cued Speech to alleviate the effects of their progressive or sudden losses

of hearing. Miriam enjoyed attending numerous cue camps, NCSA Board meetings, and local cueing gatherings.

Miriam had a career as a teacher, including music, elementary school, general education in the prison system, and general education and English as a second language to servicemen at Fort Meade, Maryland. She was an energetic

organizer and volunteer, teaching workshops in self-help for persons with hearing loss, and with a variety of other interests including music appreciation, singing, hospice, and history. Miriam is survived by a brother, two sisters-in-law, and numerous nieces and nephews. The NCSA office can provide contact information.

Cueing Santa Success

Cueing Santa again visited the Cued Speech Association of Minnesota in early December. On a Saturday afternoon, parents and children chatted and worked together, enthusiastically creating and decorating individual gingerbread houses, made with freshly-baked gingerbread house parts, home-made frosting, and home-made candies (all thanks to parent Carol Feeser)!

The party attendees also created holiday ornaments, played games, and made new friends. And Santa...oh, not only did he listen to and discuss each child's wishes, he sat right down on the floor and went through an entire ToysRU's catalog with the boy who brought it! Everyone is looking forward to next December and being with Cueing Santa again!

The Cued Speech Association of Minnesota (CSAM) keeps an active calendar of meetings, special family events, and adult practice sessions (called a "Cue Clutch"). For more information, contact president Katherine Burns-Christenson at kbc29@aol.com.



Cued Speech and Autism, continued from page 10

4) Cued Speech is kinetic, as the hand forms different hand shapes to distinguish consonants and moves to the locations distinguishing the vowels. Cued Speech use by the student requires fine motor planning skills through imitation.

Adding Cued Speech to a therapy model

Many teachers and therapists recognize the effectiveness of using Cued Speech in addressing auditory sequencing for specific populations or for motor sequencing for quite another population. By adding Cued Speech to the different therapy models, it appears to expedite the entire learning process!

When adding Cued Speech to a therapy model, we recommend using it as a supplement within a researched program, e.g. Hanen, Lindamood, "Do-Watch-Listen-Say" (by Quil), and music-based therapies, to facilitate the objectives written in the IEP. Teachers and therapists need to complete a course in Cued Speech, either at a college or from certified instructors, and participate in follow-up skill reviews.

Pretests and post-tests can evaluate Cued Speech benefits. Such tests may be available within established language and articulation programs. Doing a comparative study could be complicated in terms of finding equivalent populations. However a "rate of growth" per individual student based on a pretest can demonstrate achievement at intervals after Cued Speech is introduced.

Data, test scores, and video diaries can be valuable in sharing therapy ideas and knowledge within the profession. Joan recommends working with a university for research purposes.

Joan Rupert is director of West Coast Cued Speech Programs in Vacaville, California.

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National Cued Speech Association

On Cue

On Cue, Vol. 19, No. 1

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 or mail hard copy to:

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