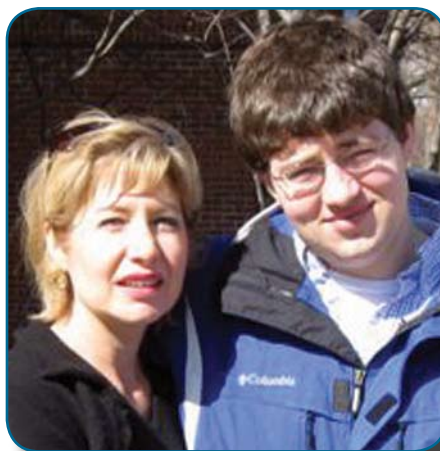


Meet Our New VP of Fundraising—Maria Gildea

It is with great pleasure and enthusiasm that I accept the position of VP of Fundraising! For those who don't know me, please allow me to introduce myself.

I have been a long-time supporter and ardent advocate of Cued Speech ever since my family attended Cue Camp Cheerio (NC) back in 1989. My son, Patrick (now 21), had been diagnosed a few months earlier. Like so many parents before us, we were searching for answers to the many questions we were facing, particularly the issue of educational opportunity. It did not take long for the dark cloud of confusion to



NCSA Vice President of Fundraising Maria Gildea with son Patrick Gildea (courtesy of Maria Gildea)

turn to a blue sky of hope in the idyllic mountains of Camp Cheerio. We knew Cued Speech would be the path for us.

I am thrilled to report that Patrick is currently a highly competitive third-year chemical engineering and computer science major at the University of Virginia. As is true for many native cuers before him (and many to follow), he has shattered countless educational barriers placed by others. Cued Speech has played a lead role in his success, along with hard work and superlative cognitive abilities.

As for me, I bring to this new position

Meet Maria Gildea, continued on page 15

Catching Up With the Cornetts

by Sarah Segal

Envisioning a world devoid of sound, Dr. R. Orin Cornett applied his skills in physics, mathematics and acoustics with ostensibly insatiable curiosity in his studies of deafness to develop a phonetically based methodology that would allow deaf individuals visual access to the hearing world. Yet, Dr. Cornett left behind more than just his own legacy.

While Orin's career as Vice President at Gallaudet was taking flight and an

endless trail of people from all over the U.S. and the world lined up at his door to learn Cued Speech, his children were out on their own, making their mark and taking charge of their own careers. Today, all of three of his children are accomplished and educated experts in disciplines ranging from literature to music and astrophysics.

Orin's children warmly recall the memories of "Pop-the-mad-scientist," enumerating his unique characteristics that made their father such a prominent figure in their lives in their hometown of Nashville, Tennessee, where they spent most of their childhood. They

recall their "Pop" as a lively family man who frequently attended family gatherings and was very involved in their academic lives, an atypical father and eternal student who liked to conduct experiments in the home as means of educating his children and himself, and who had a bona fide fondness for singing.

The youngest of Orin's three children, Dr. Stanley Cornett, is a professor at the Peabody Conservatory of Music in Baltimore, Maryland, where he works with his wife, Eileen, also a professor. Involved in classical music, opera,

Catching Up With the Cornetts, continued on page 10

Inside this Issue

THRASS Phoneme Machine	4
Adaptations of CS to Other Languages ...	6
First Generation of CS Advocates Part 2 ..	8
LA Tech Conference Highlights CS.....	14

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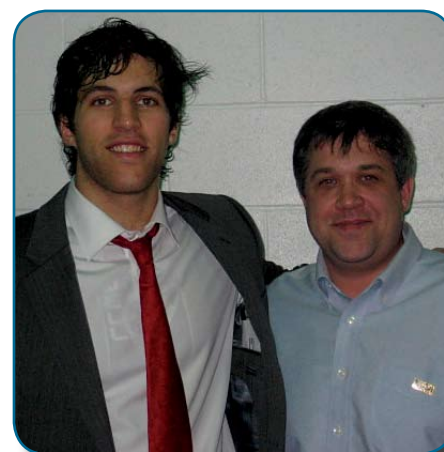
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Bookstore: www.cuedspeech.com

President's Message

by Josh Libby

2009 is only a few months old, but there have already been many changes of note. We have seen a new federal administration settle into Washington, and despite the economic downturn, we have observed the American spirit continuing to burn bright. In fact, it is indeed a very exciting time for the NCSA, as we are entering into a fledgling collaboration with a young individual with whom we share a common ground.



NCSA Spokesperson Paul Rabil & NCSA President Josh Libby (Michael Libby)

I am pleased to announce that the NCSA has formalized an agreement of representation with Paul Rabil, making him our first spokesperson. Rabil is one of the premier professional lacrosse players in the country and is hard of hearing. Thus, he understands all too well the challenges associated with hearing loss.

Though he only learned about Cued Speech and the NCSA recently through John Brubaker, a cueing parent from Maine, Rabil understands well the benefits of CS. He has agreed to make the NCSA one of the primary causes that he champions, and we have already worked with him to develop his first Public Service Announcement about

Cued Speech. It will be posted on his web site (www.rabilslacrosse.com). In the coming months, we will continue to work with Paul Rabil to inform his fans about Cued Speech and why it is so important to him and to us. We will also follow Rabil as his lacrosse career takes off.

We have also begun the process of trying to secure federal appropriations for the NCSA. The "Capitol Hill Stomp," as I like to call it, started at the end of February. Our goal is to secure federal education funding to help us establish a test of certification for teachers of the deaf, speech therapists, occupational therapists, and other professionals who use Cued Speech with either clients or as part of an educational curriculum. As educational institutions tend to favor standards of certification as evidence of knowledge or skill mastery, this is a way to ensure that **all** children receive quality education and instruction in cued English. This will also help educational institutions recognize Cued Speech as not only a mode of communication, but also as a vessel for providing language input.

As of the end of February, we are hopeful to have two co-champions in the Senate, one Democrat, one Republican, which shows that we have bipartisan support. Our work is by no means done, and we have a long road ahead. Any support from you will be extremely helpful. We would appreciate your contacting your district representative and/or Senator, as well as Secretary of Education Arne Duncan and any other political figures. Please do not be shy about contacting us if you need help reaching out to your representatives. Your help is essential to promoting Cued Speech and only helps us secure federal funding that will allow the NCSA to become stronger and secure a truly legitimate place in American education.

Editor's Note

by Aaron Rose

Summer is arriving soon, and with summer comes the season of cue camps! This year, we have three cue camps for families and professionals to attend. The importance of these camps in the lives of cuers cannot be emphasized enough. I should know as I've attended cue camps nearly all my life.

These camps offer a variety of cue classes from beginner to advanced levels along with presentations on myriad topics related to Cued Speech and deafness. In addition to recreational

activities, children have the opportunity to learn to cue or improve their cueing. Adult native cuers volunteer as camp counselors, serving as role models for young cuers. Parents share their experiences while professionals provide educational support. The most crucial aspect of cue camps is the networking itself, as cuers may only have a few opportunities to bond with those who have similar experiences.

However, it is critical that our cueing community and friends continue to make donations to the National Cued Speech

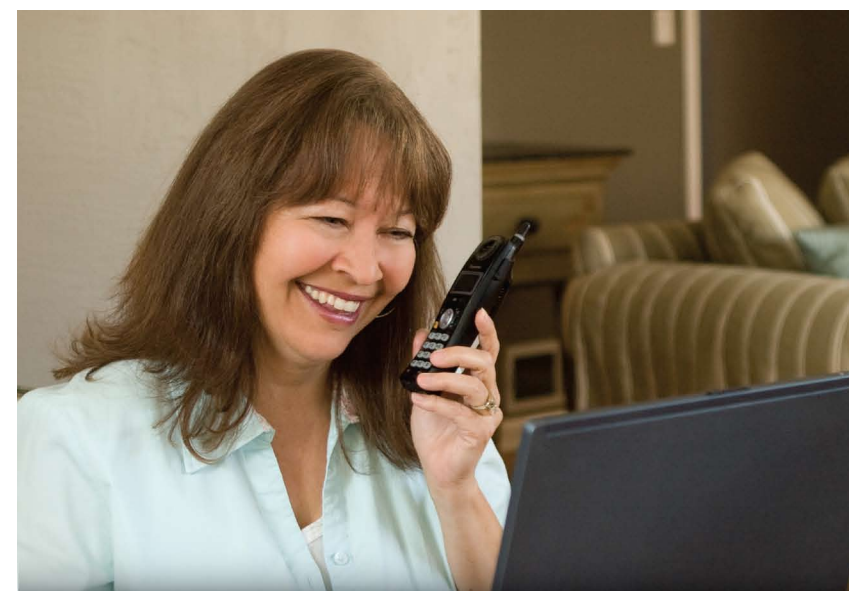
Association so that we can follow through on our mission in supporting and advocating the use of Cued Speech through these camps. Currently the NCSA provides grants to cue camps each year and supports families' attendance through scholarships such as the Kris Wilson Cue Camp Scholarship.

If you have not been to a cue camp before, take this opportunity to enjoy the wonderful experience of immersion in a cueing environment. For more information on the cue camps taking place this summer, check page 5.

On Cue Staff

Editor-in-Chief: Aaron Rose**Layout Editor:** Mary-Beth Robie**Assistant Editor:** Hilary Franklin**Reporters:** Zainab Alkebsi & Sarah Segal

We are currently looking for people to serve as correspondents and photographers. If you would like to contribute to On Cue, please contact us at oncue@cuedspeech.org.



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12:05 pm Change doctor appointment

5:45 pm Call a friend

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THRASS Phoneme Machine 6.0 Showcases at BETT

by Sinead Evans

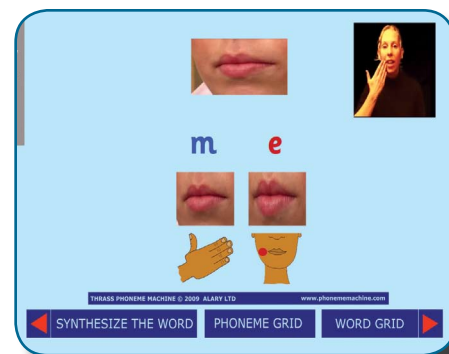
Editor's Note: Native deaf cuer Sinead (Clements) Evans recently attended the British Education and Training Technology (BETT) show in London, England, in mid-January. Following is a brief recap of her experience, as well as information about the new Phoneme Machine software used by deaf children.

The British Education and Training Technology (BETT) show is one of the premier technology shows in the United Kingdom, where people from all walks of technology life attend to gather information about new and groundbreaking technologies. At this year's show, THRASS (Teaching Handwriting Reading And Spelling Skills) showcased their Phoneme Machine 6.0, a synthetic phonics computer program that includes a Cued Speech option.

The Phoneme Machine software was created by Alan Davies and his colleagues in Cardiff, Wales, with the purpose of helping deaf children attain literacy. It "uses moving human lips to pronounce the sounds (phonemes) in hundreds of frequently used English words" (<http://www.phonememachine.com/>). It also shows how each one is cued (in cued British English).

The launch of the Phoneme Machine was held to demonstrate the software and show how it could improve the literacy of deaf children by giving them a visual representation of how Cued Speech can be broken down into component parts. Alan's wife, Hilary Davies, presented the software at the show, and mentioned that the Exeter Royal Academy for Deaf Education already has the software. The Academy primarily uses British Sign Language

for communication, but is using the software as a way to teach literacy and Cued Speech to their students. Hilary



Phoneme Machine 6.0 (THRASS)

Davies noted that when the students were using the software in the school, not only did the their understanding of Cued Speech improve, so did their

THRASS, continued on page 14

Cue Camps 2009

This summer we have three Cue Camps on the East Coast. Each camp includes Cued Speech workshops and plenty of activities for the children. Please feel free to e-mail each contact for more information.



Cue Camp Friendship

June 18 to June 21

Bishop Claggett Conference Center
Buckeystown, MD

Steve Scher

mdcsaprez@gmail.com

www.mdcsa.org



Cue Camp New England

July 29 to August 2

Governor Baxter School for the Deaf
Mackworth Island, Falmouth, ME

Nicole Dobson

info@cuedspeechmaine.org

www.cuedspeechmaine.org



Cue Camp Virginia

August 27 to August 30

Northern Virginia 4-H Center
Front Royal, VA (*new location*)

Monica Bocaner

info@nvcsa.org

www.nvcsa.org

2009 On Cue Calendar of Events

April

Cued Speech Workshop (4/11)
Alexander Graham Bell Montessori School
Wheeling, Illinois

May

Cued Speech Workshop (5/15 - 5/17)
Spring Camp Cheerio
Roaring Gap, North Carolina

June

Cue Camp Friendship (6/18 - 6/21)
Buckeystown, Maryland
Cued Speech Training Session (6/26)
CNI Cochlear Implant Kids Camp
Estes Park, Colorado

July

Cue Camp New England (7/29 - 8/2)
Falmouth, Maine

Cued Speech Training Session (7/31)
CNI Cochlear Implant Kids Camp
Estes Park, Colorado

August

Cue Camp Virginia (8/27 - 8/30)
Front Royal, Virginia

October

Basic Instructor Workshop (10/23 - 10/24)
NCSA Board Meeting (10/23 - 10/25)
Instructor Certification Exam (10/25)
Portland, Maine



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Adaptations of Cued Speech to Other Languages

by Zainab Alkebsi

When Dr. Cornett first invented Cued Speech, he set out to create a system based on English phonemes. Ever since then, various people have worked to adapt Cued Speech (CS) to approximately 60 other languages and dialects, which illustrates how useful Cued Speech is.

Betsy Kipila, a certified Cued Speech Transliterator (CST) and Instructor who worked closely with Dr. Cornett for 12 years, provides some insight into Dr. Cornett's ideas.

"One of the first areas of the world that used cueing was Australia and then England, which necessitated 'adaptations' with vowel cues due to the difference in pronunciation from general American English; this led him to surmising that cues could be used in any spoken language with adaptations."

An obvious question is how all of this was possible. Dr. Cornett had two basic rules for cueing to work in any language: Firstly, "phonemes that look the same on the mouth (shape) must look different on the hand (shape) and secondly, phonemes that look the same on the hand (shape) must look different on the mouth (shape)." As long as those rules were applied and the necessary vowel or consonant changes were made, CS can theoretically be adapted to any traditionally spoken language.

Hebrew is one notable example. American cuers, including Ben Lachman and Rachel Mosetick, have used cued Hebrew locally as well as with other cuers in Israel and abroad. It has been useful not only for Jewish-American families, but Israeli families as well. Sarina Roffé, who worked with an Israeli in further developing the cued Hebrew chart, explains, "Basically, all of the charts are adaptations of English. There are two sounds in Hebrew that are not in English."

Mary Ann Lachman found cued Hebrew to be useful for her son. Says

Lachman, "When our son, Benjamin, was about 7, we took our teacher, Ann Bleuer, on a cueing tour of Israel. We met with a woman who had developed a Hebrew Cued Speech chart and we adopted it for use with Ben in Hebrew classes."

Subsequently, the Lachman family delved into the world of cued Hebrew, and they still use it on Jewish holidays, as well as Friday Shabbat dinners. Lachman, explaining the differences, says "When we cue in Hebrew, we start with the American Cued Speech chart. For any sound that exists in both languages, we use the American English cue. For example we cue /oe/ (toe) and /ah/ (father) side-forward. Since Hebrew doesn't have an /uh/ (nut) sound, we don't use side down."

British Cued Speech is an example of Cued Speech being adapted to a language dialect and has also developed into a full-fledged cue camp. Tom Shull, a certified CST and Instructor, has attended the UK Cue Camp twice now. He explains, "They call it Summer School instead of cue camp. It usually takes place in late July or early August. Both were held at the recently renamed Exeter Royal Academy for Deaf Education (ERADE) in Exeter which is in the south-west of England."

More specifically, Shull explicates, "Classes at the 2008 Cued Speech Summer School in Exeter were: Foundation (which is our Introductory class), Intermediate, Advanced, English for French users, Welsh-English and several Children's classes." These cue camps also include events called "Speaker's Corner" where people present informally on various topics relating to CS use around the world, "research, transliteration, use of CS for second-language acquisition among teenage BSL users, and personal testimonies from parents." Notably, the camps also include French and Swiss

cuers and others, all looking to brush up on their English cueing. In return, many of the English attendees learn French cueing, et cetera. Shull says, "The systems for Cued Speech for English in America and [in] England are a little different, [because of] obvious differences in pronunciation."

Also, those in the British cueing community are striving to increase awareness of Cued Speech. Much like here, British Sign Language is more established. British CS is not as well known, unfortunately. However, they are taking steps to remedy this. According to Kim Fricker from Cued Speech Association UK, "Following our recent 3 year campaign to increase awareness, many more professionals in the field have now heard of CS, and usually have some understanding of what it is and how it can help. It's not widely used, but we get more interest each year, and we hope our new e-learning web site will allow CS to become more easily accessible to people, both for learning and for practise work."

Moreover, other people in the cueing community worldwide have also expressed interest in developing CS for other languages. For example, Marieke Bruin is looking to adapt CS for Norwegian. "While I am waiting to get into the PhD-programme [for special education], I am trying to get professionals working with hearing-impaired children interested in cooperating with me regarding adapting CS to Norwegian. I am still waiting for their reply. The people I have presented my ideas to are unanimously interested in starting a project. The question now is whether this is going to materialize," as she cites money matters. However, she remains optimistic.

"The promising thing is that there isn't one single professional I have been in contact with that is not thrilled by the

Adaptations of Cued Speech, continued on page 7

Adaptations of Cued Speech, continued from page 6

idea! And I'm not talking only hearing-impaired children, but also kids with, for instance, Down Syndrome or Specific Language Disorder. Inclusive education is a core element of Norwegian educational policy, and CS can be regarded as a tool that can facilitate participation in community. As such, it fits Norwegian educational values very well, in many different ways."

Dr. Polly Earl, a speech/language pathologist, teacher of the deaf for 18 years, and a special education consultant for children who are D/HOH for the last 13, and who learned to cue from Dr. Orin Cornett, has adapted CS to other languages, including Czech and Igbo (Nigerian). Says Earl, "I love foreign languages and especially love that we now have the cues for many of them. Dr. Cornett and parents and professionals from all over the world worked diligently for many years to set up the best hand shapes and placements for various languages and dialects. Most of these were recorded by hand on paper and are fascinating to explore."

Nonetheless, there remains ground yet to be covered. "There are many languages with no cues set up for them yet. I am personally interested in working on DVDs for cued Czech and cued Igbo as I have people who live near me who speak those languages. It's a long process but lots of fun!" exclaims Earl.

The National Cued Speech Association's web site includes charts that show the adaptations of cues to other languages. Available charts include Arabic, British-English, Finnish, Hausa, Idoma, Marathi, Modern Hebrew, Punjabi, Somali, Spanish, Urdu, and Yoroba.

Check out some of our cue charts for different languages:

<http://www.cuedspeech.org/sub/cued/cuecharts.asp>

Fund\$ for Cueing

by Maria Gildea

Welcome to "Fund\$ for Cueing," the new fundraising section of *On Cue!* This section will inform you about our fundraising plans, upcoming events, and other important information and tips.

As you know, fundraising plays an important role in the ability of a nonprofit organization to carry out its mission and goals successfully. We are very grateful for our membership's financial support over the years. We are currently looking at developing creative ways to raise money without necessarily asking for a check or credit card, and I'd like to share one of those ideas with you now.

Hearing Aid Recycling Program

The NCSA has established a **Hearing-Aid Recycling Program** in partnership with the Starkey Foundation. It works like this:

We are asking you, our membership, to gather any unused hearing aids and send them to us for recycling. After taking inventory, we will send the used hearing aids to the Starkey Foundations's **Hear Now Salvage Credit** program. They have established an account on our behalf and will give us "salvage value" for the hearing aids they receive. Starkey accepts all types, makes and models of used hearing aids, and refurbishes them for gifting purposes. They are able to donate tens of thousands of hearing aids to needy individuals throughout the world every year.

We hope you will help us take part in this program. Please take a look around your home, check closets and cabinets, check with friends and audiologists, and help us earn some extra cash from your goodwill! Please send hearing aids in a padded envelope to: **NCSA Hearing-Aid Recycling Program, P.O. Box 62, Oakton, VA 22124.**

We will also work to develop

partnerships with other organizations to receive their members' used hearing aids. So, be on the lookout for more information on this new and exciting fundraising program!

A Friendly Reminder on Other Ways to Give

Endowing Your Gift Makes it Last Longer!

Endowment funds ensure that the NCSA will be able to continue to bring literacy to children who are deaf or have other pervasive communication and language disorders. Funds may be earmarked for certain uses at the donors' request, while general funds are applied where they are needed most. Those who offer endowments ensure that their honored names will forever endure with the NCSA as testament to their commitment to bringing literacy to deaf children.

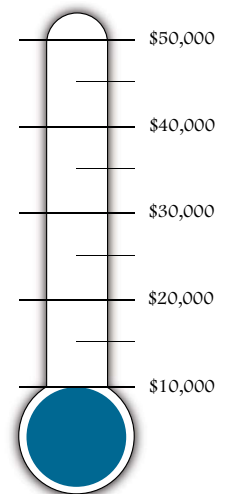
Planned Giving

Planned giving is a wonderful way you, our supporters, can take an active role in creating a legacy that lives in perpetuity. There are a variety of methods of planned giving including wills and bequests. Planned gifts make a significant impact in maintaining the longevity of the NCSA and in helping "Cue Kids" for generations to come.

A Giving Quote

We make a living by what we get, but we make a life by what we give. (Winston Churchill)

2009



First Generation of Cued Speech Advocates: Part 2

by Aaron Rose & Hilary Franklin

Marianne Flanagan

Hailing from Canada, Marianne Flanagan learned to cue in 1976, while on sabbatical from Gallaudet College (now University), where she was studying American Sign Language. A speech language pathologist, Flanagan worked with children in deaf programs in Calgary, Alberta. Flanagan says, "I was struggling with the fact that even though we were using signs in a Seeing Exact English format, the student's English language reading, writing and speaking skills remained unimproved. "While communicating through SEE Signs, I had been using a program I designed to get the students to pay attention to the spelling of words as a guide to how to say them, while we also worked on phonics. I thought that maybe there was something we were doing wrong with the signing, so wanted to study that. As Dr. Cornett later pointed out, the students would get better at English only when we were using English with them."

During a lecture given by Dr. Cornett in a Gallaudet class, Flanagan heard about how Cued Speech works. She describes her moment of revelation, "That's what I've been trying to do!" Flanagan met with Dr. Cornett afterwards and went over the system, eventually learning from other first generation advocates Betsy Kipila, Mary Elsie Daisey and Jay Diamant.

In describing her choice to become an advocate for Cued Speech, Flanagan says, "I didn't feel like I could go back to what I had been doing with such poor success in improving English usage when cueing would give great success without the number of stumbling blocks other methods contained for both the students and me. It would have been

unprofessional of me not to support Cued Speech after what I knew."

A former editor of the *On Cue* newsletter for ten years, Flanagan also served on the NCSA board of directors for 18 years. She has given lectures to speech-pathology students at the University of Alberta and presented at various professional and parent events. A certified instructor, Flanagan still teaches Cued Speech workshops in Western Canada.

Deanna Jordan

While working on her Masters in Education of the Deaf and Hard of Hearing at the University of Illinois, Chicago, in 1980, Deanna Jordan had the opportunity to hear Dr. Cornett speak. At the time she was working daily in a public school that housed a large program for deaf children who were using sign language in their educational programs.

Describing Dr. Cornett, Jordan says, "I found Dr. Cornett to be very fascinating, exciting and enthusiastic." Jordan explained that she saw "a real discrepancy between what Dr. Cornett's students had achieved and what the Chicago students were doing."

A few years later Jordan saw in a local newspaper that deaf pre-schoolers were being educated at the Alexander Graham Bell Montessori School using Cued Speech. She visited the school and met Ann Bleuer, a teacher at the school. Bleuer and Jordan took a few Cued Speech classes together. After a few years serving on the Alternatives in Education for the Hearing Impaired Board of Directors, Jordan became its first Executive Director in 1991. Jordan went on to serve on the NCSA board from 1999 to 2008. She currently

provides developmental therapist hearing services for families in the state of Illinois.

Describing her motivations for becoming an advocate of Cued Speech, Jordan states "I felt [Cued Speech] was the most viable way for deaf children to learn a spoken language, be included in the family, and compete academically with their hearing peers. "Even now in the age where very young children are receiving cochlear implants, I believe that CS can be used early on to accelerate learning a spoken language since it is multi-sensory."

Cathy Quenin

Originally a law student in North Carolina, Dr. Cathy Quenin had ambitions of becoming a lawyer for the deaf. After she discovered Cued Speech in 1980, she decided "it would be more interesting to work with deaf kids." Quenin took a beginner's class long with Barbara Williams-Scott in Maryland and eventually chose a path in speech-language pathology.

While working on her master's, Quenin took a graduate course in Cued Speech at Gallaudet University with Betsy Kipila and interned in the Office of Cued Speech Programs under Dr. Cornett. She also participated in the AutoCuer project as a research associate after completing her doctoral coursework.

For most of her career, Quenin has served as a professor in the Speech Pathology program at Nazareth College in Rochester, New York, her hometown. She teaches undergraduate students Cued Speech in their phonetics course. Quenin says, "It's lots of fun to be Dr. Cue and to get to help new generations of SLPs discover Cued Speech."

First Generation, continued from page 8

Quenin teaches all her undergraduate students to cue in their phonetics course, and hears from many of them that they continue to cue after graduation, even if they are working only with hearing children. Says Quenin, "At Nazareth, we are especially proud of our Deafness Specialty Preparation program, which trains graduate students in speech pathology to work with children who are deaf or hard of hearing. One of the best parts of the program is that students study both ASL and Cued Speech, and learn about the research that supports the use of cueing for the development of literacy."

Throughout grad school and beyond, Quenin served on the NCSA board, including a term as President between 1996 and 1999. She is also a member of the Instructor Certification committee.

Betsy Kipila

Betsy Kipila's introduction to Cued Speech can be traced back to her origins in the office of the Vice President for Planning and Public Service at Gallaudet College in 1972. As an employee of Gallaudet College, Kipila was required to learn sign language.

At the same time Mary Elsie Daisey and Dr. Cornett were actively promoting Cued Speech. Kipila became friendly with the Daisey/Henegar family and started teaching Mary Elsie's daughter to play piano. She also met Leah, who is the first deaf cuer, and wanted to learn how to communicate with her.

"I immediately realized that with cueing I could use my language, English, with all its idiosyncracies and colloquialisms! Signing was "easy" to learn at first, those few 100+ signs, but when [I] wanted to have a "real" conversation, I was stuck!"

Learning Cued Speech perked

her interest in linguistics and, as a result, Kipila received her Masters in American Sign Language Linguistics and became a BiBi proponent for (cued) American English and (signed) ASL. She also worked in the Cued Speech office, and developed instruction materials, along with Barbara Williams-Scott (who was profiled in the last newsletter). In addition, she participated in the development of Cued Speech transliteration certification, volunteering to take the first certification exam.

Kipila also played an important role in developing Cued Speech proficiency assessments with Dr. Walter J. Beaupre and Dr. Cornett. She remains an Instructor Certification Trainer to date for NCSA certification, and also evaluates transliterators and instructors. In addition, Kipila has taught many Cued Speech classes across the country, including Gallaudet, where she served as Adjunct Faculty until 2005, and at numerous cue camps.

Kipila served a total of 13 years on the NCSA board, and has retired to Pennsylvania.

Barbara Lee

Barbara Lee first became intrigued by Cued Speech when she read the 1978 *Parade* magazine article that included Mary Elsie Daisey's story. However, that was not the first time she had heard of it. She says she remembered it being "mentioned and dismissed" in one of her graduate school courses.

Lee, who has dual master's degrees in audiology and deaf education, next heard Dr. Cornett speak in Baton Rouge in 1979. Says Lee, "I was very skeptical, but I went to the Family Learning Vacation at Gallaudet for the first time in the summer of 1979 and during that time I was convinced that

CS could do what Dr. Cornett, Barbara Williams-Scott, and Betsy Kipila were all telling me it could do."

"I was well aware that my profoundly deaf students, who had very dedicated parents, were just not getting enough information through lipreading and audition to learn English at a rapid enough rate. I knew that the major problem in deaf education was—and still is—learning English, so I was more than willing to seek out and try anything that would help my students learn English."

Lee engaged in several long conferences with parents and the director of special education in Ascension Parish, Louisiana, in 1979, about having parents learn to cue and to support a Cued Speech program. That program started in the fall of 1980, and Lee taught all levels of students—elementary, middle, and high school, as well as supervised other teachers. She continued to do this until 1994, when she moved to North Carolina.

In NC, Lee worked for the Cued Speech Center in Raleigh, and then worked from Wake County public schools from 2000–2005, as a language specialist with students who needed remedial language instruction.

Says Lee, "it was absolutely marvelous to see students that just about everyone had given up on, begin to respond to intensive language intervention. This was the beginning of my desire to facilitate the language learning of these students, and with the introduction of CS, it was certainly possible. (Other major changes were also necessary)."

After two years as an early intervention specialist with North Carolina's Office of Education Services, Barbara Lee retired in August 2008. Her current goal is to write educational materials for deaf education teachers who have remedial students.

Catching Up With the Cornetts, continued from page 1

work, the pair and their two children, Emily and Lydia (ages 12 and 14), who play the cello and violin, rarely go a day without music.

Stanley recalls his father insisting that he and his siblings learn to sing through lessons and church choir during his childhood. Stanley says that later on, “we sort of took it upon ourselves into high school choral things and musicals.” He says that his father gave “all of us kids our first voice lessons” and was very involved in their music. When Stanley got the lead in his school play as “Tony” in *West Side Story* while at McLean High School, Orin commented on the way that Stanley could better portray his character. “He decided to tell me that I was kissing Maria the wrong way...[and] strongly opined that I was ‘wiggling my head far too much’ for a first romantic kiss!”

Stanley also added that though his father was passionately immersed in his work, he intimately bonded with his children. “He used to spend many hours with me in the backyard working on my baseball skills as a pitcher,” he says. “He, of course, had devised the “best” method for throwing a curveball for a young Little League pitcher—a way that would not injure my young arm but still had the “correct” physics for a good breaking ball.”

Dr. Robert Cornett, the middle child, is an astrophysicist working at Goddard Space Flight Center in Maryland. He enjoys singing and has performed professionally for many years. He is married to his wife of nearly 32 years, Ellen Gottschalk, who is an artist and freelance graphic designer, as well as a drawing and painting teacher. Their daughter Jane, now 22 years old, attended Colgate University, where she majored in physics, and is currently in the Material Science Engineering PhD program at the University of Maryland.

Robert says, “I have fond memories of some of my dad’s relatively rare vacations when we would all pile

into the family Studebaker and drive a long ways to visit grandparents, cousins and other relatives. We drove from Tennessee to Oklahoma to visit my dad’s parents a few times, and to Missouri to visit my mom’s family, at least once. These trips usually involved a pre-dawn start, lots of long hot days crossing Kansas or some such state and frequent Dairy Queen stops—one of the family favorites.”



L to R, top row: Orin Cornett, Bill Badley, Ellen Cornett, Linda Badley, Eileen Cornett
L to R, front row: Bob, Lydia, Jane, and Stanley
(courtesy of Stanley Cornett)

Robert says that his daughter Jane remembers her grandfather well. “She was the first grandchild of the family and he showered her with gifts and attention.”

Of her musical talents, Robert says “Jane became a very good clarinetist in junior high school and high school bands and orchestras, but didn’t carry that interest past high school.”

The eldest sibling of the three, Dr. Linda Badley, is a professor of English at Middle Tennessee State University in Murfreesboro. She is married to William John Badley, Assistant Vice Provost of Academic Affairs and Director of General Education at Middle Tennessee State University. Linda has published extensively on topics within contemporary literature, television and film. She took piano lessons for thirteen years from the age of eight, sang in the church youth choir and was involved in the McLean High School Chorus,

the Madrigal Singers, and high school musical theater. “At the age of thirteen or fourteen, I was the first to take voice lessons from Pop with Mom at the piano and learn what I considered “old” musical numbers like “The Girl that I Marry” from “Annie Get Your Gun,” Linda says.

Stanley says of his mother and Orin’s wife of 59 years, Lorene, that she was a saint. Having been a second and fourth grade teacher for many years and active in church organizations, she is remembered by Stanley as a “gentle, supportive, and loving person with a wonderful, ironic sense of humor... strong traditional values and work ethic.”

In her description of “Pop’s” eccentricity, Linda recalls when he “wore long black socks with tennis shoes and shorts to baseball practice, something that Stan will never forgive him for” and that “Pop informed us at the outset that Santa Claus was a myth: he and Mom (and Grandma and Grandpa) gave us our presents. Our atheism regarding Santa made us unpopular around the neighborhood and at school. After reading Freud, Pop thought we needed to know the ‘facts of life’ sooner rather than later, as repression of that sort of information could only be harmful.”

Linda exemplifies another memory of her father’s unconventional ways of educating his children. To educate his children about reproduction in mammals, Linda says, “He got us a female Persian cat...and when the cat turned out to be male, he named him ‘Jip’ and bought a bargain basement female Chihuahua. ‘Bitsy,’ as we called her, performed her job from point A to point Z, which we all witnessed, and produced four or five chubby mongrel puppies. As a result of these adventures and misadventures, we knew more about the birds and the bees than most kids our age—and it was actually a lot of fun.”

Catching Up With the Cornetts, continued on page 11

Catching Up With the Cornetts, continued from page 10

Recalling a favorite homily of her father’s, which included a “cure” for shyness, Linda says, “I remember being touched and impressed one time when he told me that he often felt a bit like a ‘clown’ and believed that in order to accomplish anything you have to risk making a fool of yourself. This is something I have taken with me.”

At the urging of Eileen, Stanley and his family attended Cue Camp New England last summer to learn Cued Speech for the very first time. They took it as an opportunity to not only learn the system, but also as a way to connect their children with the family’s heritage, since Orin passed when their children were quite young. “[Eileen] very much pursued the idea that it was important for our children to fully understand their grandfather’s legacy...Of course, Eileen and I had always wanted to learn

it—we would talk about [it] when we would get the newsletter and read the articles—but prioritizing and putting the time aside to do it never quite happened until we thought about the implications for the kids.

“I know that may seem strange considering how important Cued Speech has become in your lives,” Stanley says. “But at the time it was all evolving in 1966-1967, we were either already away in college, or, in my case, increasingly involved in the career choice of music and moving toward college at a music conservatory...our dad was always inventing things and overseeing projects, and this was just



Lorene & R. Orin Cornett

“Pop’s work”—certainly interesting, but not fully evolved to its potential until we were out on our own in our own careers.”

Lydia and Emily continue to use Cued Speech within the family and are “at least twice as fast as Mom and Dad. They proudly show off to their friends their ‘secret’ communication system that Grandpa invented,” Stanley says.

Of the family’s experience at Cue Camp New England, Stanley says, “Our experience at Cue Camp New England was especially meaningful for our family. So many of the discussions we had with each of you went deep into our hearts and souls on so many levels: from personal, to nostalgic, to historical, to what Cued Speech means to all of you, to implications for the future. We are all grateful to everyone at the camp for taking us on that journey.”

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Deaf Cuer Profile: Anna Smither

by Zainab Alkebsi

Editor's Note: This interview was conducted via an e-mailed questionnaire. Responses were edited for length, formatting and clarification.

On Cue: Let's start from the beginning. How and at what age did your parents find out you were deaf?

Anna Smither: My parents discovered I was deaf around 6 months old. My Mom thought I was deaf or that something was wrong. When she discovered she took me to an audiologist and had it confirmed. Then they did an ABR and found out I was profoundly deaf in both ears. She then did research and found Cued Speech.

OC: Do they know what caused it or not?

AS: My Mom thinks that she may have had RSV when she was pregnant with me. It is an upper respiratory virus that affects the ears as well as all kinds of problems, one of which is Auditory Neuro Deafness. But we also have some deafness in the distant family.

OC: What were the main challenges/obstacles you faced?

AS: One of my challenges was getting a new implant and trying to adjust to the new sounds especially my mom's voice. Her voice was the first sound I ever heard.

OC: How did you overcome them?

AS: My family and my friends were by my side the whole way. Every time I would hear a sound that I never heard of, I would ask my family or friends and they would tell me.

OC: How has Cued Speech helped you thus far?

AS: It has helped me so much because without Cued Speech, I would have not been able to talk like a hearing person.

OC: Where do you go to school?

AS: I am still in high school. I am a Junior at Saint Mary's School. It is a private school in Raleigh, NC.

OC: How do you view your journey up until now?

AS: I am loving the path I am on now. I made the USA National Deaf Women soccer team. I have great friends! I love my school. I cannot wait for college. My family are always by my side no matter what.

OC: Do any memorable moments stick out in your head? What have been the best and worst moments?

AS: The best moment, so far, was with the USA National Deaf Women soccer team. I went to Pensacola, Florida, to train with the team. I got to see how my teammates communicate with each other. Some of the players use sign language and I do not know sign language that well, but I am learning from the team. I want to take a sign language class in college. Anyways, I love the team!! They are so much fun to hang out with. The worst moment I had so far was when I was in middle school. I went to the beach with my family and some of their friends. All of the sudden, my implant just dies on me. So basically, that whole week I was deaf and honestly I did not like it because I could not hear what everybody was saying and also it was too quiet for me.

OC: How did the Taiwan plans come about?

AS: A friend, Julian Moiwai, who is also deaf, saw my name online as one of the top deaf athletes in North Carolina. He Facebooked me and we started talking. He told me about the US National Deaf Team. He was on the Men's Team. My mom looked into it, had my coach contact them and then they contacted me. With my coaches' recommendations



Anna Smither (Left) (Mary Virginia)

they asked me to come and try out in California last June 2008. There were six who tried out and I was one of the six players that was asked to come back. I just returned from a camp in Florida which is where the Base camp for the Deaf Teams (Men and Women's) is located.

OC: How long have you been an athlete?

AS: I started playing soccer when I was 3 years old. My whole life is all about sports, I am on three soccer teams: my high school soccer team, my club soccer team and the USA National Deaf Women's soccer team. I am also on the varsity basketball high school team.

OC: What are your interests and hobbies?

AS: My hobbies are playing soccer and basketball, reading, and hanging out with my friends when I have the time.

OC: Looking back on your journey, is there anything you would change?

AS: Honestly I would not change anything because everything I do on my journey is part of life. If you make a mistake, you learn from it. If you have a happy moment, enjoy it.

OC: Any advice to give to other deaf cuers?

AS: My advice to all deaf cuers is when you cue, make sure you use your voice because people need to understand your voice quality. Make sure you practice using your voice as you cue so it can improve your voice quality.

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Louisiana Tech Winter Conference Highlights Cued Speech

by Barbara LeBlanc

Barbara LeBlanc, speech-language pathologist and educational consultant, and Penny Hakim, NCSA Gulf States Director, were guest speakers for the second day of the Louisiana Tech University's Winter Conference. The topic was "Using Cued Speech to Maximize the Benefits of Cochlear Implants."

LA Tech's Communication Disorders department organized the conference. The department trains undergraduate and graduate students to become speech-language pathologists and audiologists. Cheryl Leachman, an instructor, felt that Cued Speech was a timely topic and asked LeBlanc and Hakim to present.

Barbara LeBlanc presented three sessions that included the following: *The What, Why, and How of Cued Speech*, *How to Use Cued Speech in Speech, Language & Auditory Training Sessions* and *How to Teach Cued Speech to the Child with a Hearing Loss*. Many participants commended that since they had a chance to learn some of the Cued Speech system, it was very clear and

easy to comprehend how beneficial CS is for educating the child with a hearing loss even when one has the benefit of a cochlear implant.



From L to R: Penny Hakim, NCSA board member; Cheryl Leachman, M.A., CCC-SLP; Barbara LeBlanc, C. S. Instructor; Lori King, M.A., CCC-SLP and Donna Garner, M.C.D., CCC-SLP (courtesy of Barbara LeBlanc)

Many practicing professionals questioned why Cued Speech is not offered as an option more often and not used more frequently in the educational setting. Education teams at

the conference inquired how they might have CS as an option at their school for the small number of children they have on their caseload with a hearing loss.

Penny Hakim presented the journey that she and her family took with her son Abraham, who is now a senior in the architect program at Tulane University in New Orleans. Hakim showed home videos and a well-organized and emotional timeline that spanned from Abraham's first speech-language therapy sessions to a recent video done at Tulane University. He is very articulate and enjoys explaining how Cued Speech helped him to be educated in an inclusion setting from the first grade to the present even though he wore a cochlear implant.

The Louisiana Tech University staff and students were very warm and open to Cued Speech and made the conference a pleasure for all present. LeBlanc and Hakim plan to continue providing information and referrals for the northern sector in the near future while there is an avid interest.

THRASS, continued from page 4

English skills.

I was quite impressed with the caliber of the software and despite the din and hubbub surrounding the booth, the demonstration was well received and well presented. I learned that you can view a map of phonemes to create a word. Once a word has been selected or created, you can look at how each part of the word is said by viewing a short clip of a mouth showing the selected phonemes. You can then choose an option to see the word cued. There were a couple of instances that I really noticed the differences between the British and American systems of Cued Speech, especially with cueing different diphthongs and accents.

In addition to viewing the software demonstration, I also had the opportunity to meet Ann Worsfold and June Dixon-Miller, who represented the UK Cued Speech Association, students from the Exeter Royal Academy for Deaf Education, and the Honorable Malcolm Bruce, MP, who championed this software for deaf children as his daughter is deaf. There were a variety of interested people who stopped to see what the software was about.

For more information about the THRASS Phoneme Machine, please go to their web site at <http://www.phonememachine.com/>. To learn more about THRASS, please visit <http://www.thrass.co.uk/>.



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to also ask for your generous support as we look towards fulfilling NCSA's goal to bring the gift of literacy to more children in need. These are trying economic times, indeed, but it's better to give a little than not at all. Giving what you are able to is always better than not giving at all.

John Brubaker, a cueing parent from Maine, is joining my team! John has many years of experience in sports journalism and marketing. With his help, we will develop projects and programs that will raise money to support our lofty goals. I invite you all to get involved in the NCSA cause, and share with us your ideas for raising funds. Your involvement is paramount to our success! My email address is mgildea@cuedspeech.org, and John's is johnbrubaker@earthlink.net. We look forward to hearing from you!

Meet Maria Gildea, continued from page 1

many years as a devoted and passionate Cued Speech mother. I also bring two decades of professional experience and knowledge as an accountant and business executive in nonprofit management. With your help, I know we can increase the financial resources of our beloved NCSA!

Please allow me this opportunity not only to introduce myself to you, but

On Cue

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, and photos are needed! Electronic transmission of all materials is preferred. Electronic photos must be high-resolution at 300 dpi.

Send to Aaron Rose, Editor, at oncue@cuedspeech.org or mail hard copy to:

On Cue

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International Cued Speech Alliance

by Sarina Roffé

An international group was conceived to bring together representatives of the Cued Speech community from countries where a cueing population exists. An initial meeting was held during the NCSA Conference in August 2006 with representatives from United Kingdom, Canada, France, Belgium, Spain, Switzerland, Finland, South Africa, and the Dominican Republic.

Surveys were emailed by Interim chair Bruno Zimmerman (a Swiss cueing parent) in both French and English in 2006 and 2007 and subsequent messages were exchanged. The ICSA is now considering adopting the following mission statement.

Proposed Mission Statement

The International Cued Speech Alliance (ICSA) champions effective communication, language development and literacy for deaf and hard of hearing babies, children and adults, as well as others with communications disorders through the use of Cued Speech and envisions that Cued Speech will enable individuals to communicate effectively in the language(s) of their family and society.

The ICSA members comprise individuals, centers or associations that promote Cued Speech in their respective countries.



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