$1.2 Million Grant Includes Cued Speech Training

Catherine Quenin, Ph.D., a past-president of the National Cued Speech Association and a professor in the Speech-Language Department of Nazareth College of Rochester NY, announces that Nazareth College has received a $1.2 million grant from the U.S. Office of Special Education and Rehabilitation Services to implement a joint training program with the National Technical Institute for the Deaf (NTID). Co-Director of the project with Cathy is Paula Brown, the chair of the Speech-Language Department at NTID.

Nazareth College graduate students in Speech-Language Pathology will receive significant financial assistance to complete specialized training in working with individuals who are deaf and hard-of-hearing. Cohorts of ten students per year will be selected to participate in the grant program. Courses will be conducted at Nazareth and at NTID, and special clinical practicum experiences will be provided to develop students' expertise in this area.

A special feature of this program is its emphasis on developing competence in a broad range of communication skills and in working with individuals from diverse backgrounds and implant users. ASL and Cued Speech instruction will be required.

Continued on page 15

Deaf Children’s Literacy Project for workplace contributions to NCSA

Please pass along the Deaf Children’s Literacy Project / Combined Federal Campaign Code #1529 to federal employees, such as postal workers, military, federal judges, and Gallaudet employees, and share with others the hope and success that NCSA provides for families and individuals.

For workplaces with United Way: If Deaf Children’s Literacy Project is not listed, contact the local United Way office to learn if and how one may designate funds to National Cued Speech Association / Deaf Children’s Literacy Project.

NCSA’s tax-exempt ID number is 52-1263121. If you need our assistance, please call or email the NCSA office!
Association news...

NCSA thanks bookkeeper Jan van Duyn of Rochester NY for her six years of careful service and wishes her well. We welcome Renee Wengrofsky of West Hempstead NY as the Association's new bookkeeper.

NCSA also thanks retiring NCSA Board members Cathy Quenin, Linda Balderson, Amy Schmidt, and Suzanne Laptewicz, and hopes they enjoy their additional free time!

The newly-elected NCSA Board of Directors met for the first time October 4-6 in Bethesda MD for three days of professionally-facilitated strategic planning and board orientation. A document summarizing the outcomes of the process is being developed and will be the guide for the next three years.

Polly Earl presents suggested priorities for NCSA services to families during the strategic planning weekend.

The board meets next in Atlanta GA, November 23-24. Board members will join other cuers in hosting the NCSA exhibit booth during the convention of the American Speech-Language-Hearing Association (ASHA).

NCSA members are encouraged to attend any board meeting; the November meeting is also NCSA's Annual Meeting. If you have comments, questions, or concerns, contact your regional director as listed in the left column of this page!

Left - right seated: Barbara LeBlanc, Tony Wright, Carolyn Ostrander, Deanna Jordan; Standing: Marianne Flanagan, Sam Cappiello, Sarina Roffé  (More pictures under “CUE ADULTS”)

On Cue
Vol. 15, No. 4

On Cue, the newsletter of the National Cued Speech Association, is published quarterly; email updates are more frequent. News, calendar items, letters, classified ads, & photos are needed! Letters to the Editor must include contact information of the author. The Editor reserves the right to select those letters to be published and to edit for length and language. Electronic transmission is preferred; send to NCSA office (see page 1).

NCSA Board of Directors
Sarina Roffé, President
NYCuedSpC@aol.com
Carolyn Ostrander, Vice President
clostran@cuedspeech.org
Barbara LeBlanc, Secretary
kenbarlebeateel.net
Joan Christenson, Treasurer
MinnCuer@aol.com
Paul Swadley, Past President
DeafCuer@aol.com
Josh Libby, New England RD
jlibby@mit.edu
Sam Cappiello, Northeast RD
Qdspeech@aol.com
Amy Ruberl, Capital Co-RD
AmyCues@aol.com
Amy Crumrine, Capital Co-RD
EuySign@aol.com
Barbara Lee, Mid-Atlantic RD
tablenc@earthlink.net
Darla Rance, Gulf Coast RD
rancegang@juno.com
Deanna Jordan, Great Lakes RD
danajordan@attbi.com
Tori Erickson, Midwest RD
TJ3736@aol.com
Jan Marie DeLay, Rocky Mtn RD
knjdeelay@aol.com
Tony Wright, Southwest RD
CueSA@aol.com
Joan Rupert, West RD
LRupert601@aol.com
Tammy Lamb, West Co-RD
tammylamb@hotmail.com
Marianne Flanagan, Canada RD
msfincal@shaw.ca
Polly Earl, Affiliate Director
mainecues@aionep.com
Meg Smither, Camps Director
Lsmither@nc.rr.com
Memorial gifts

A generous donation to NCSA was made by Barbara Lee in memory of Vesteleen Robinson, mother of Janice Brite, Barbara's sister-in-law. Vesteleen died four days short of her 100th birthday. Janice is the mother of Barbara's deaf niece and nephew, who use sign language.

A generous donation was made by Joan Rupert in memory of Lucy Case. Lucy was an outstanding supporter of all people with hearing loss. She founded the North Bay chapter of SHHH in Napa, California, in 1986. She also organized a Cued Speech lip reading class at the Napa Valley Community College. Lucy's husband, Bill, and daughter, Kit, were regular participants in the Cued Speech class. She and her family found value in supplementing lip reading with Cued Speech.

Lucy and her classmates all gave valuable input into the development of practice materials authored by Joan Rupert and available through the Cued Speech Discovery Bookstore. Lucy made a difference in many lives and is greatly missed.

Out & About: Cue Adults

Graduates of the Ascension Parish, Louisiana, Public Schools are making their mark in the world: Law Olivier is studying at Louisiana State University, Aaron Cyrex is at Southern Louisiana University, Tate Tullier is president of the senior class at Gallaudet University, Billy River in has a degree in Radiology and will soon return for a Masters Degree, Nicole Reynard has completed computer management training, Miquel Gautreau has attended college and she is now adding vocational training.

Danielle Paquin, who has given her insights on deafness, communication and Cued Speech in previous issues of On Cue, is in the teacher training program at Clarke School for the Deaf.

Three very talented individuals who are deaf Cue Adults are active members of the NCSA Board of Directors: Paul Swadley, Amy Crumrine and Josh Libby. Stacie Jones, April Maman, and Simon Roff, all of whom live in the Washington DC area, joined the group for dinner. Stacie is teaching English at Kendall School on Gallaudet's campus.
Earl Fleetwood & Melanie Metzger

On behalf of the NCSA Board at an open TECUnit meeting in Virginia September 21st, Amy Ruberl presented Earl Fleetwood and Melanie Metzger with a framed calligraphy rendition of a quote by Dr. Cornett:

If one is to be included in the company of those who give their very best, he must be able to create within himself a vision of success and have the courage to follow that vision. Two kinds of men follow visions: those who are fools and those who do great things. The man who sees a vision and has the impulse to follow it is not permitted to know in advance which he will turn out to be.

The presentation honored Earl and Melanie for their leadership for more than a decade in developing the field of educational transliteration with Cued Speech.

The TECUnit is based now in Utah under the direction of Shellie Burrow. Earl is currently working full time for Sign Language Associates as a sign interpreter. Melanie is on sabbatical from Gallaudet University, writing a book on interpreting.

Continued from previous column...

on the East Coast. The camp has focused on both educational and social issues related to deafness and on teaching young deaf people to effectively advocate for themselves.

Several Virginia families have offered to assume leadership, so that Cue Camp Virginia will be a gathering spot for many years to come.

The Gonsoulinis, McKendrees, and Schulers

On September 28, the National Cued Speech Association presented awards to three couples who have been the driving force behind Cue Camp Virginia since its inception in 1990.

Receiving the awards were: Roddy and Susanna McKendree, the parents of Will and Julie. Will, 19, is a freshman at East Carolina University in Greenville, North Carolina, where Julie also attends classes and transliterates for one of his classes.

Joan and Bob Gonsoulin, parents of twins Brad and Becky and Carrie and Jamie. Brad, 23, who has a hearing loss, is a senior at Christopher Newport University in Newport News VA. Brad was recently offered a NASA scholarship if he chooses to pursue a master's degree in computer engineering. Carrie, who also has a hearing loss, is a senior in high school whose college choice is to be determined.

Doug and Barbara Schuler, the parents of Adam. Adam, 21, graduated from high school in Hampton VA, attended Christopher Newport University, completed advanced Microsoft course work, and is currently living and working in Youngsville, Louisiana.

The awards were presented by Barbara Lee, NCSA regional director for the Mid Atlantic region. Barbara also was a featured presenter at the camp, leading a workshop Intensive Language Intervention with a Remedial Deaf Child.

The awards highlighted the families' priorities, their teamwork and their service. For twelve years, the three families have been the leaders in maintaining Cue Camp Virginia, which has established itself as a return camp and a social highlight for many deaf teenagers and young deaf adults.

Continued next column

Left-right: Barbara Lee presents awards to Bob and Joan Gonsoulin, Susanna and Roddy McKendree, and Barbara and Doug Schuler for 12 years of leading Cue Camp Virginia.
**News around the United States...**

**READ Educational Center** is the new name for the former AEHI (Alternatives in Education for the Hearing Impaired) organization. The new name focuses on the mission of the organization, which is to help children who are challenged by hearing loss to read at their full potential.

The name of the demonstration school sponsored by READ Educational Center, Alexander Graham Bell Montessori School, remains the same. In this school, located in Mount Prospect, Illinois, children ages three to twelve who are deaf or hard of hearing are educated in a Montessori environment in a mainstream population with their hearing peers. The school uses an oral approach to deaf education facilitated by Cued Speech.

READ Educational Center also offers Early Intervention services for infants who are deaf or hard of hearing and their families. The Center trains teachers and transliterators to use Cued Speech in the public schools. The Center also advocates for parents’ rights to make informed choices about their child’s mode of communication and educational setting.

Literacy reading is our core mission. It is equally as important for our Montessori students who hear as for our students who are deaf or hard of hearing. Reading Empowers children to Accomplish their Dreams, creating the acronym READ, said Holly Trueblood, executive director. The logo incorporates our star-speaker in a beautiful new design package in teal and gray created by our corporate identify expert and Board President, Jan Muller. During the transition the website www.aehi.org remains the same.

The new identity was unveiled in an unfurling of gigantic banners at the October 13th Fun(d) Raising Gala, Destination: Literacy, held in North American Jet corporate hangar. The featured speaker was Congressman Mark Kirk. The honoree was Michael Novak, a deaf adult who has served on the Board of AEHI (now READ) for ten years and has held the financial reins as Treasurer of the Board since 2000. Honorary chairs of the event were the mayors of Mount Prospect and Wheeling. The event raised over $40,000 to promote literacy for children who are deaf or hard of hearing.

---

**Maine**

Elizabeth Laptewicz, 14, was featured in a major article in the sports pages of the Central Maine newspaper this summer. The article detailed her prowess as a key pitcher on the Kents Hill School softball team (with two pictures of her in action), her outstanding academic achievements, her long-term goals to be a pediatrician or veterinarian, her use of Cued Speech, and her initiative in creating solutions to meet her needs, such as taking her own notes in class by using a laptop to type without looking at the keyboard or screen.

From January through March, Elizabeth will attend school in Great Britain on an exchange program. A letter Elizabeth wrote to the Cued Speech Association UK has been published in their newsletter. Elizabeth hopes to meet deaf and hard of hearing cuers there.

The Portland Press Herald published an extensive article Communication Camp about Cue Camp Mechuwana in August. The reporter, Tess Nacelewicz, quoted numerous camp attendees in describing Cued Speech and its uses and benefits. Among those quoted are Nicole Dugan of New Jersey, Arlene Hardman of Illinois, and Brett Fasold, Suzanne Laptewicz and Polly Earl of Maine. Kerri Walchi of Maine is pictured demonstrating cueing. The article was posted on the web at www.pressheald.com/news/state/ 020818speech.shtml

**Ohio**

Christine Hartman, 13, and her mother Gail were featured in a large picture and extensive article about the use of Cued Speech at home and school. The article appeared in the West Life newspaper.
Kaleidoscope is an outdoor puppet program sponsored by the Duluth MN Public Library and Friends. Held outside every Thursday for seven weeks, it is free and well attended. The library routinely provides an ASL interpreter for the afternoon shows. In 2001, the library honored the request for a Cued Speech transliterator for the morning programs and in 2002, hired a CST without waiting for a request. Tori Erickson, CST and NCSA Midwest Regional Director, reports that Cue Kids love the program.

Tori publicized the library’s initiative via her email mailing list. As a result, one of the employees of the state Deaf and Hard of Hearing services was given time off to attend transliterator training and is now able to provide services to the Cued Speech users in the area.

Utah
Free copies of Touch the Future, a video produced by the Cued Language Network of America (CLNA), are now available. The video reenacts the start of Cued Speech; Dr. Cornett, the inventor of Cued Speech, is interviewed briefly. Parents, children and youth are shown cueing comfortably, with an explanation of the system and how cueing can provide effective communication and build literacy skills for deaf children. To receive your copy of Touch the Future, send a check for $2.50 (to cover shipping) to CLNA at PO Box 1142, Draper UT 84020. For more information, call 888-523-0964 or go to www.cuenow.com. The video was made possible by a grant from the I.A. O Shaughnessy Foundation and is closed-captioned.

Cued Speech chats
Friends, teachers, parents, professionals, and others who may be interested are welcome at a variety of chat rooms on the website Hearing Exchange at http://www.hearingexchange.com. Included are chat rooms on Cued Speech, Auditory Neuropathy, Cochlear Implants, Parents, Deaf/HOH and more. They are available unmoderated at all times; at specific times there are simultaneous moderated chats with knowledgeable hosts.

The Auditory Neuropathy chat is led by Elaine Blackford, cueing parent of one of the first children diagnosed with this disorder and also one of the first with AN to receive a cochlear implant. Elaine, a registered nurse, also hosts an email list for information and support and publishes a comprehensive site, Auditory Neuropathy Information.

The Cued Speech message board and chat room are new this fall. Cathleen Moses, cueing parent in California, is the moderator. The next monthly chat is Monday, November 18, 6 p.m. PT / 9 pm ET. Cathleen says, "Our privacy is secured...share your experiences with Cued Speech. This is a beautiful opportunity to promote the benefits of cueing!"

Award nominations
Nominations for awards are accepted at any time by the NCSA Awards Committee. A form that will enable you to provide all the information which the committee needs is available from the NCSA office.
Malaysia
Dr. Dora Tan and Mr. Tan Chin Guan of Malaysia met Dr. Cornett at the 1990 Rochester NY International Conference on Education of the Deaf. This month they have sent a letter to Dr. Cornett reviewing the progress Cued Speech has made in Malaysia over the past decade:

The Cued Speech Centre in Kuala Lumpur set up in 1988 by the National Society for the Deaf, Malaysia, (NSDM) has since had to be expanded to include a primary (grade) school. This is because children from its preschool were either being enrolled into TC programs (which use signing and fingerspelling), or are mainstreamed into national primary schools without any special support services.

In 1997, the NSDM published an instruction manual on Cued Speech in Bahasa Malaysia (the national language) entitled Speaking with Deaf Children. This was followed by an instructional video that was fully funded by UNICEF. A public launch of these manuals and videos was conducted by the head of our Education Ministry's department of special education.

The Ministry itself, however, has yet to initiate even a small pilot Cued Speech project of its own. At a conservative estimate, we have more than 10,000 hearing impaired children below the age of 5 years in this small developing country with a population of only 20 million.

The couple hope to have Cued Speech adopted for use as an integral part of our Ministry of Health's early management program for all hearing impaired children. Cued Speech [is] the only currently available bi-modal form of verbal language that is not only absolutely isomorphic in its acoustic and visual perceptual forms, but is also completely practicable for home use by all caregivers of deaf and hard-of-hearing children.

Italy
Deaf or hearing American graduate students studying deafness-related fields are eligible to apply for three Fulbright grants in Deafness for going to Italy to live, work, and study for a semester.

Since 1998, eight Americans have gone to Italy to contribute in their areas of interest, which included deafness research, linguistics research, deaf-blind services, sign language research, and teacher training. There has been an interest in having specialists in Cued Speech go to Italy to teach Cued Speech as it is adapted to Italian.

More information is at www.iie.org (search for Fulbright programs) or contact Terry Giansanti, External Relations Director for the Mason Perkins Deafness Fund in Rome at giansanti@mpdf.it or www.mpdf.it.

France
The LALPC (Cued Speech Association) of France has published a glossy 12x20 inch handout for distribution to professionals. The text answers 14 basic questions about Langue Francaise Parle Complete (French Spoken Language Completed) for deaf children and youth who live and communicate in French. The LALPC website is at www.alpc.asso.fr. LALPC was formed in 1980, two years before NCSA, and has offices in Paris, not far from the Eiffel Tower.

Switzerland
LALPC of Switzerland is having a weekend of instruction and fun for families, deaf and hard-of-hearing curers and professionals. The event is November 16-17 in Villars, Switzerland. The formal activities begin Saturday at 11:30 a.m. and continue until 4:30 p.m. Sunday. Saturday night's activity is a conference/discussion with a psychologist on the theme When the sky falls on your head. Sunday afternoon includes presentations by all the classes.

The Association is also sponsoring classes for codeurs (translitters) on Thursday, November 21. The website of the Swiss ALPC is www.alpc.ch.
Auditory Discrimination

CS is a useful training strategy in phonetics courses.


CS can help foreign dialect students to improve their abilities to discriminate English vowels auditorily.


CS improved the use of audition and did not divert the auditory attention of deaf children.


Visual Speech Reception

CS users have nearly-perfect reception of everyday connected speech materials. Audio-visual integration models suggest that CS users may be able to receive up to 80% of consonant-vowel syllables with automatic cues from current speech recognition computer programs.


CS is clearly and accurately readable, without sound, by deaf students with several years of CS experience.


Speechreading

CS instruction improved the speechreading ability of hearing subjects.


CS significantly improved speechreading abilities of prelingually deaf persons. This study analyzed the process.


Receptive Language

CS helps hearing impaired children to comprehend discourse.


CS enables deaf children to understand spoken language better than with lipreading alone. With parents cueing, the gain is greater than with cueing only at school. Greatest gain is with cueing both at home and at school.


CS learners with severe to profound losses averaged better than 92% of hearing impaired children on the Rhode Island Test of Language Structure (RITLS) for receptive language.

Expressive Language

CS learners with severe to profound hearing losses scored as well as hearing children using the Developmental Sentence Score (DSS) for expressive language. Children introduced to CS before age 2 scored significantly better than those who began later.


CS enables oral expressive language to develop well in a five-year-old prelingually profoundly deaf child even though his speech was unintelligible.


CS profoundly deaf children surpass the majority of signing and oral children in verbal language skills.


Lipreading and Written Language

CS improves lipreading and written language production of profoundly deaf students.


CS / Bilingualism

CS improves spoken language acquisition when combined with manual communication of young deaf children.


CS with signed French triggers speech.


A review of language acquisition, reading and communication systems used with deaf children shows the empirical base for using the parents language, conveyed via CS, as the deaf child's first language.


CS helps hearing and deaf college students learn Spanish and French.


Reading

CS enabled profoundly deaf students to read as well as their hearing peers and better than similarly impaired children educated without cueing in oral or in total communication programs.


CS develops, in a deaf child, an internal phonological model of the spoken language that can prime the whole process of reading acquisition.


CS improves reading and this paper analyzes how and why it does.


Defeated children exposed to CS at home at an early age rely on inner speech for rhyming, remembering, and spelling similarly to hearing children but differently from deaf children not exposed early to CS.

Action from research

What can one person do with research information?

Mary Ann Lachman, like other cuers, responds to websites and other media to share information about Cued Speech. Below is a letter she wrote to the Chicago Tribune newspaper:

Sad. The article in the Business/Technology section of the Tribune today, Monday, September 9, 2002, entitled Signs of progress grow made me very sad. While what Jon Van wrote is fairly accurate and while it is a good thing for people to know about the software being created [for people who are deaf], it is incredibly sad, bordering on criminal, that while many people who are born deaf understand sign language, they cannot read or write English.

Twenty years ago we discovered that our son, then one year old, was profoundly deaf. The prediction that he would, like most deaf adults, be unable to understand, read or write English beyond the third grade level was unacceptable to us. We found a tool called Cued Speech that permitted us to communicate with him in our native language, English, and therefore permitted him to learn to read and write. Cued Speech is an easy to learn visual phonemic system that allows deaf people to see the language sounds that hearing people hear, giving them access to a visualization of spoken language. Our son is now in his third year of study at California Polytechnic University. His English skills far surpass my own.

Our road has not been an easy one. We had to provide this tool to our son privately. For almost twenty years we have been struggling with mixed success to get public educators to provide this educational tool to all deaf children so that they, like our son, would be able to learn English and therefore would have brighter futures. Some fear that if deaf people learn English they will not need sign language and will therefore lose their culture.

Others believe that the tools they are using now are adequate to the task of teaching deaf people to read and write. Your article points out that this latter claim is not correct. Many, if not most, deaf people don’t know English well enough to read and write. My sadness is that this is so, even though tools exist to eliminate this problem.

Information about Cued Speech is available nationally from NCSA, the National Cued Speech Association (Cuedspeech.org) and local contact.

CS/ Cochlear Implants

Children’s use of CS prior to cochlear implantation has a significant positive effect on ability to benefit from the implant.


Visual phonological comprehension of language with CS aids auditory comprehension after implantation.


Implanted children educated with CS have better speech intelligibility with correct syntax than children habilitated with oral or gestural means only.


General

CS issues covered in detail with references and case studies.

3RD EUROPEAN CONGRESS OF LE LANGAGE PARLE COMPLETE (LPC) IN BELGIUM, 2ND & 3RD FEBRUARY 2002

A Summary of the Congress

This summary is a combination of the personal views of the Congress by Anne Worsfold of the Cued Speech Association UK, and Polly Earl who, with Pat Slater, represented the National Cued Speech Association (USA). Thanks also go to Pat Coves of Britain for her translation of the French presentation texts.

LPC is the name for the French-language version of Cued Speech; the terms Cued Speech and LPC are interchangeable in the context of this summary.

The four themes of the Congress were:

- The role of LPC in language learning and reading and its impact on phonological representations
- Cochlear implantation with children in Belgium and France and the importance of using Cued Speech
- Effects of linguistic experience on the learning process and the left hemispheric specialization of the brain.
- Bilingualism (Cued French and French sign language) as addressed by personal experiences, observations, and testimonials.

This international Cued Speech (LPC) conference in Brussels was attended by 180 people, with Cued Speech users from France, Switzerland, Spain, USA, Canada and the UK (Britain).

After 30 years of use, there is a substantial body of research which demonstrates the effectiveness of Cued Speech. Much of this research comes from Belgium. Secure in the knowledge that Cued Speech use allows easy and complete access to the sounds of spoken language, and that children exposed to consistent Cued Speech at home develop age appropriate language and literacy levels, the researchers were free to look at how Cued Speech is effective, at ways in which its effectiveness can be maximized, and at how it can be best used in different circumstances.

EARLY LANGUAGE

The importance of access to full, early language ran through the whole Congress. Cued Speech gives almost instant visual access to sound-based languages, invaluable in a hearing home. Professor Marc Monfort, Director of the Centre Entender y Hablar [Understand and Speak] in Madrid, Spain, gave a very animated presentation about his work. He stated: The child must also have easy access to the external shape of speech, at the age where he is most capable of understanding the phonological structure of oral language without effort: that is the role of LPC.

The vital importance of early access to language when the brain is at its most receptive was echoed in the discussion sessions by both professionals and parents and was dramatically underlined by Murielle D' Hondt's research into hemispheric specialization. This topic is important because it demonstrates that deaf children who have access to early language (before age 3) develop language in the left hemisphere of the brain, like those of hearing children, but differently than deaf children who access language later.

Brigitte Charlier, Director of the Centre Comprendre et Parler (Understand and Speak), shared results of her studies on memory, explaining that short term memory plays a critical role in deaf children's ability to construct language. She believes that the child using LPC has a very efficient short term memory thanks to the exact and precise representation of words which he can perceive. This helps explain why children using LPC have higher levels of vocabulary, syntax, reading and writing. Brigitte emphasized that a crucial factor in the efficiency of a deaf child's memorization mechanisms is that there must be high quality and preciseness of the representations of spoken language he receives; LPC offers this guarantee.

She said that whatever language is used (spoken or signed), a number of different systems of memory are
needed and that, while most deaf people memorize faces, journeys and lists of instructions correctly, those who do not use LPC have difficulty in memorizing a new 5-syllable word, even if they are capable of repeating it immediately.

She has concluded that words imprecisely perceived through lipreading are imprecisely or incorrectly stored in the short-term memory, leading to short-term memory problems and future problems with language. A good short-term memory is essential for the growth of vocabulary, knowledge of syntax and full literacy. We should not deprive ourselves of LPC when it offers a child the guarantee of receiving the accurate, precise representations of spoken language which seem essential for efficient memory development.

LITERACY

One of the most important presentations of the Congress was given by Professor Jesus Alegría of the Laboratory of Experimental Psychology at Université Libre in Brussels who looked at LPC and the deaf child's acquisition of reading.

Research on children who had been exposed to LPC (Leybaert [2000] and Leybaert & Lechat [2001]) have shown that deaf children with early exposure to LPC in a family environment attain similar levels of reading to those of hearing children of the same age.

He looked at the deaf child's need to understand oral language before learning to read and at the importance of phonology to successful reading. He demonstrated that all written languages, including Chinese, have a phonological element and that people who have problems with phonology (e.g. dyslexics) are weak readers. He also looked at research which demonstrated that young hearing babies link lipread words with spoken language.

Professor Alegría summarized six other pieces of research specific to Cued Speech which demonstrated that:

- the use of Cued Speech effectively provides phonological information which is used to advantage by all the deaf children studied within the research program;
- deaf children who have had the benefit of Cued Speech early and at home have a much better understanding of grammar than children who were brought up orally;
- deaf children brought up with Cued Speech early can accurately identify rhyming words;
- deaf children brought up with Cued Speech at home were much better at reading words they encountered for the first time than were children who only had the benefit of Cued Speech at school or who were brought up orally.

He concluded that all the above indicate a high level of phonological awareness among deaf children who were exposed to Cued Speech within their family and that this explains the exceptionally high performances in reading and writing.

Stephanie Colin, who is currently in her 2nd year of a Doctorate in Cognitive Psychology, presented her new research into the effect of LPC on deaf children who are learning to read.

Her study aims to investigate the link between early phonological skills and later reading performances of severe and profoundly deaf children exposed or not exposed to Cued Speech.

Two tests were administered:
1. rhyme judgement and rhyme generation tasks in Nursery School
2. written word recognition tasks (using Ealle tests) in first grade.

Early results show that the performances of Cued Speech users in both of the two tests are significantly better than deaf children educated orally. It seems that Cued Speech, which provides visually all the phonological contrasts of speech, may allow the development of early phonological representations and consequently, the use of accurate phonological de-coding to recognise written words at an early stage in learning to read.

This research was carried out under the supervision of Madame Annie Magnon, Professor at the Université Lumière in Lyon, and Madame Jacqueline Leybaert, Lecturer at the Université Libre in Brussels.

COCHLEAR IMPLANTS AND CUED SPEECH

Parents stories of the excellent progress made by their children when supported by Cued Speech prior to and after a cochlear implant were echoed by Speech-Language Therapist, Alina Mills presentation of two American case studies. Alina, who at the time was working at Bridgend Cochlear Implant Programme in Wales but is now based in Vermont, shared test results from two children pre and post implant. These children were diagnosed around age two, began using Cued Speech, then received implants around age 3 to 4 years. Both children achieved age-level receptive and expressive vocabulary skills, internalized the rules of English grammar, were mainstreamed with hearing peers, and read at grade level.
Dr. Denise Busquet, an ENT from the Cochlear Implant Team at Armand Trousseau Children's Hospital in Paris, looked at the two different routes for deaf children to use and understand the French language—the visual (LPC) and the auditory (the implant). She said that each route has both strengths and limitations. She felt the association between LPC and an implant is obvious; the visual and hearing routes should come together naturally.

She listed the benefits of the use of LPC pre-implant and concluded that LPC and implants are necessary to each other in optimising oral language development in all its dimensions for the deaf child, but it is essential to adapt plans for each child and re-adjust them as he progresses. When using LPC with an implanted child, three things are simultaneously essential:

- Speaking to the child, thus developing hearing competence;
- Code (cueing) to the child, thus specifying visually what is perceived in hearing;
- Enriching his language by not simplifying messages when speaking to him.

She also asserts that these factors do not guarantee success because we never know how the child will deal with the information they receive. She also discussed the differences seen in children who receive implants late versus early in life.

The presenters from continental Europe recognize LPC as the route to understanding spoken language. They assert that implantation should be seen as complementary to LPC, not an alternative. Professor Marc Monfort said: The cochlear implant must not make us step backwards; it does not mean that we should abandon our work tools. The young deaf child with an implant hears very well, but is not a hearing person.

There is still significant work involved in acquiring the first stages of communication and language, and these are the most important. The deaf implanted child becomes once again deaf many times a day at the swimming pool, on the beach, at football, when the aid is being repaired, etc.

**SIGNING & CUEING: ACCEPTING BOTH**

During the Congress, respect for and acceptance of the value of sign language was evident in the continual presence of sign language interpreters side by side with Cued Speech transliterators and in the repeated references to the use of sign language. There was an underlying acceptance of the compatibility of Cued Speech and sign and the Congress looked at ways in which they best complemented each other.

Anne-Marie Germain of the Centre d'Education Spécialisée pour Déficients Auditifs in Montpellier, France, reported that her center serves children ages birth to six years, 75% of whom have deaf parents. They use a bilingual teaching approach because they found the deaf children demonstrated limited sign language skills when communicating with their deaf parents. The staff provides access to the French language using FCSC (complete signed and coded French), a combination of French sign language and LPC, or French Cued Speech, often mixed in the same sentence. Determining when to sign or cue varies. The staff introduces vocabulary with signs, then once the child demonstrates a clear understanding of the signed concept, cues are added for that word, phrase, or expression. Some of the deaf parents choose to cue proper names or new vocabulary to their children as part of their signed communication. For those deaf parents who could not/

The roles of Cued Speech and sign were addressed in talks given by some parents of deaf children, including looking at the use by some people in Belgium and France of Complete Signed and Cued French (FCSC). Some criticized the approach while others are comfortable with the use of two languages together. The rationale is that children can benefit from being able to access spoken language, with all the attendant advantages, but can also benefit from being able to communicate in sign. In education it is normal to move from the mixture of cued French and signs towards full use of LPC in order to encourage literacy and allow full access to the French-based curriculum.

There was discussion from the floor as to which language to use first: French, clarified by LPC, or sign, with the consensus being that in a hearing home it was preferable to use French first, thus giving the child full access to the family language and paving the way for literacy.

The most touching and emotional moment came when Françoise Chambon, director of the Paris Codali and mother of Quentin, came up on stage to ask us all to take a moment to thank the man that brought us all together, Dr. Orin Cornett. All immediately shot to their feet and offered a huge round of applause for Dr. Cornett. What a feeling to think that all this work and sharing was a result of Dr. Cornett's brilliance and foresight for the future of children who are deaf.
One Family's Story: Cueing & Cochlear Implants
by Carol and Tim Feeser

Our son, Justin, was diagnosed with a severe-profound bilateral hearing loss at approximately a year and a half of age. After reviewing different modes of communication, we decided that we would give cueing a try.

Carol: At first, it was slow going and we even wondered if this really was going to work. I remember one evening when I was trying to cue a bedtime story to all of my children. I could tell that my daughter (six at the time) was getting SO bored with my slow and choppy pace that she blurted out, Don't cue it! Just read it! As time went on, my cueing skills increased. My son even started to cue words like bye-bye, eat and banana.

When our son turned four, he was diagnosed with Mondini Displasia (bilateral deformed cochlea). Children with this abnormality experience progressive sensory neural hearing loss. Justin was losing what little hearing he had in his left ear. It was a difficult decision, but we decided to try a cochlear implant. It turned out to be one of the best decisions we had ever made.

When we brought our son in for his three-month post-op check up, the surgeon couldn't believe how well our son was speaking. The doctor wanted to know what school Justin attended. It was quite obvious our son was progressing.

Cueing helps us add clarity and fills in whatever our son is not able to understand using his implant. We honestly cannot say what our son truly hears with his cochlear implant at this time. He will point out to us quite often that he needs things cued to him, like the music from the car stereo or a movie at the theater. Justin has even told us that when people speak too fast he doesn't understand them.

Cueing also plays a tremendous role in our son's speech therapy. Here the therapist can show our son the sounds that he leaves out of a word. We have also noticed with our son, that we can cue to him from great distances. There have been times when he is across the street playing with other children and instead of yelling, we just cue and he understands completely. Cueing also comes in handy during our son's swimming lessons. We can even be up in the bleachers cueing (or should we say pleading) to our son to put your face in the water. Of course, he just smiles and shakes his head no!

Justin will be six years old this year and will be mainstreamed in kindergarten this fall. Test scores have placed Justin in the average range when compared with his hearing peers. We believe that both cueing and the implant played a big part in Justin's progress.

Tim: From my perspective, I watched Justin steadily improve his ability to communicate through cueing. Though, according to the audiologists, Justin could do even better with a cochlear implant. Once Justin received his implant, his progress continued even more though he still relies heavily on cueing. I admit this is a little frustrating for me since my cueing skills are not at the level of my wife and the transliterators. I'm glad that we chose to use cueing with our son; my only concern is that I also want Justin to utilize his implant (listening skills) to the fullest, and not always resort to cueing.

Editor: For an effective auditory training model, see pp. 204-208 in the Cued Speech Resource Book.

Future research...

Rachel Walters, audiologist and sign-language interpreter, learned Cued Speech at age 15 as a student in Montgomery County MD and close friend of cuer Hilary Franklin. Rachel has entered the Ph.D. program at the University of Texas, Austin, focusing on language acquisition in toddlers with the cochlear implant. Rachel writes: I hope to do some additional research on the application of Cued Speech in conjunction with the cochlear implant in order to determine if the children's phonemic awareness is positively affected by the use of phonetic visual input such as Cued Speech. I have seen huge differences in the achievement levels in English between the Cued Speech users, the signers, and the severe to profound oral deaf children and adults. I would like to see Cued Speech used as a main component in enhancing literacy in deaf education. I also want to help Cued Speech to be used with a broader population, including English-as-a-second-language students and students with auditory and visual processing disorders such as Central Auditory Processing Disorder and dyslexia.
NCSA Instructor Training / Certification

There is more to being a Cued Speech instructor than being a cuer. Be up-to-date on mechanics, research, what’s happening in NCSA and other organizations, how to talk to various constituencies and have fun at the same time sharing activities and information with other instructors from near and far!

Details about the Instructor Workshops, the Instructor Certification process, and currently-certified instructors can be found at www.cuedspeech.org/Instructor/ or through the mail by the Committee Chair, Jean Krause, 10300 Jollyville Rd., #820; Austin, TX 78759; jeanie@mit.edu.

FUTURE INSTRUCTOR CERTIFICATION EVENTS  *Asterisks denote confirmed events
*Atlanta, GA
  *BIWS: November 21-22, 2002 (Th/Fri)
  *ICS-NCE: November 24, 2002 (Sun, 1-4pm)
*San Antonio, TX
  *BIWS: April 3-4, 2003 (Th/Fri 9am-4pm)
  *ICS-NCE: April 6, 2003 (Sun, 1-4pm)
*Philadelphia, PA
  *BIWS: November 13-14, 2003 (Th/Fri)
  *ICS-NCE: November 16, 2003 (Sun, 1-4pm)

Grant...
Continued from page 1

Nine students are in the first-year cohort. Many of them attended or worked at Cue Camp New York. Graduate assistant Anne Marie Dziekonski is already leading cueing practice groups for students and the community as one aspect of her assistantship.

Members of the Advisory Board for the collaborative program include cueing parents Mary Karol Matchett and Elissa Speach, as well as cueing speech-language pathologist Tina Jones.

Speech-language pathology students nationally are encouraged to apply. Interested individuals may contact Cathy directly at ncsa@naz.edu. Graduate catalogs, applications and special certificate program applications are available from the Nazareth College Graduate Studies Office, 800-860-6942, gradstudies@naz.edu. Application forms are also available online at www.naz.edu.

CUE-Tips
by Preeti Gokal Kocher

COFFEE OR TEA? ee vs i sounds Revisited

Six years ago, when I first learned to cue, I used to listen to Dr. Orin Cornett’s audio-cassette frequently. In it, he explained that the word city is spoken as citi and not as citei. My reaction was No way! I say citee. Most beginners except experienced speech therapists I’ve met share the same sentiment as I did. In fact most people feel pretty strongly about this issue so I thought it was time to revisit it.

Try the following say the word peanut in front of a mirror. Watch how your mouth widens into a smile as you say pea. No question about it that s an ee sound, cued at the mouth. At the beginning and middle of words the ee sound is used in words such as peanut, indeed, etc. However, in many words, which end in the ee sound we shorten the sound to i, cued at the throat.

To continue the exercise, say we. See the same wide smile as before? Next say coffee. Do you see the same wide smile or is it a smaller half-smile? Say coffee or tea? You will notice that the mouth at the end of coffee is a half-smile while for tea it’s a wide smile. Coffee should be cued at the throat and tea at the mouth otherwise your hand and mouth will be out of sync. It’s all in the mouth shape! While people may intend to say a long ee sound at the end of the word coffee, actually they do not. The same is true for words such as brownie, tiny, etc.

The same word may be cued differently depending on the stress. When I say my daughter’s name, Prachi, I cue it at the throat. However, when I call her Prachee, I cue it at the mouth. Try saying a Bobby or Suzy while watching your mouth in the mirror. Now pretend to call Bobby or Suzy. Do you see the difference in your mouth shape?

Note:
The above analysis is my own. The National Cued Speech Association accepts both i and ee in words such as city and coffee.
Upcoming Classes

November 16, Cleveland, OH
Cueing Instruction & Practice,
9am - noon Cuyahoga Special
Education Service Center,
Parma Call 800-459-3529 v/tty

November 21-22, Atlanta, GA
NCSA Basic Instructor
Workshop, Hampton Inn. 9am -
4pm. Contact: Jean Krause
(617) 821-2589/vtty or e-mail
jeanie@mit.edu

December 14, Boston, MA
Monthly Cueing Session held at
MIT Campus, 10am-12 noon.
Contact: Jean Krause (617) 821-
2589/vtty or jeanie@mit.edu

January 11, Mt. Prospect, IL
AEHI S Cued Speech
Workshop 9am - 3:30pm.
Contact AEHI, 2020 E. Camp
McDonald Road; Mount
Prospect; IL; 60056; 847-297-
3206 (v / TDD; 847-297-4704
(FAX)

January 18-19, Cambridge MA
Cued Speech Workshop:
Beginning Deaf Adults,
Beginning Hearing Adults,
Intermediate Hearing Adults.
MIT Campus, 9 am - 4 pm.
Late fee after December 27,
2002. ASHA and RID CE s;
PDPs. Contact: Joe Frisbie;
workshop @mit.edu;
617-323-0105 voice
617-258-5976 tty answering machine

Cue Camps for 2003

Information as of press time; NCSA
members will be kept up-to-date via
the member e-mail list and the
newsletter. Also, check NCSA s

May 15-18, Roaring Gap, North
Carolina
Cue Camp Cheerio at YMCA Camp
Cheerio, near the Appalachian Trail.
Thursday evening - Sunday

June 1-5 Louisiana, Location TBA
Cue Camp Orleans

June 22-27, New Windsor, Maryland
Cue Camp Friendship; New
Windsor Conference Center.
Sponsored by the Maryland Cued
Speech Association. Contact: Amy
Ruberl, 301-718-8717 or
CueCamp2003@aol.com

CueTah, Utah
Date and location TBA

July 6-11, Washington DC
CueSign Camp; Gallaudet
University
www.cuesigncamp.com

August 9-14 or 16-21(TBD), Maine
Cue Camp Mechuwana

Do you have a new
e-mail address?
Let us know by sending an email to
cuedspdisc@aol.com, to let the
NCSA office send you out monthly
timely announcements. Also, if you
do not want to receive email updates,
your request will be honored.

Educator Job Available

NC, Winston-Salem
Cued Speech Educator needed for
experienced client at the preschool level.
Salary negotiable. 15-20 hours per week.
Contact: Deedee Ungetheim, 1290
Abingdon Way, Winston-Salem, NC
27106, (336) 768-0678 Fax: (336) 896-
0710 or email: warrendstacks@cs.com

Certified Instructors
of Cued Speech

The National Cued Speech Association
certifies Cued Speech instructors to
ensure consistent training across the
country. Certified Instructors of Cued
Speech are not only proficient in Cued
Speech production but also maintain up-
to-date knowledge of cueing standards,
as specified by the NCSA.

Linda Balderson
Laytonsville, MD
301-774-4946
LindaCue@yahoo.com

Pamela Beck
Shaker Heights, OH
216-292-6213 v/tty
cuedspdisc@aol.com

Linda Brattner
Manalapan, NJ
732-972-2632 (V/tty)
Lbrattner@aol.com

Beth Brown
Mt. Gilead, NC
910-439-9019
BethBrownInc@aol.com

Amy Bruder
Arlington Heights, IL
847-297-4660 (O)
847-394-2858 (H)
aehi@hotmail.com
Nancy Burke
Chicago, IL
773-549-6019
773-534-5150
AEHINancyB@aol.com

Samuel Cappiello
Rochester, NY
585-305-1075
QdSpeech@aol.com

Brian Cerney
Wexford, PA
Bcerney@ccac.edu

Aine Clements
Providence, RI
401-273-1139
Aine_Clements@brown.edu

Leah Crowell
Wallkill, NY
845- 895-9179
lbickfo@nazar.edu

Polly J. Earl
Maine Cued Speech Services
Fort Fairfield, ME
207- 472-3455 (V/TTY)
mainecues@ainop.com

Audra Eckes
Long Beach NY
Silver Spring MD
516-897-2891
301-920-0581
LIEskie@aol.com

Tori Erickson
Hermantown, MN
(218) 590-7885
TJ3736@aol.com

Marianne Flanagan,
Calgary, Alberta, Canada
Ottowa, Ontario
403 239-6988
mfsincal@shaw.ca

Joe Frisbie
Roslindale, MA
617 253-2538
617 322-0105
jf@stan.mit.edu

Lori Hicks
Paso Robles, CA
805 238-3262
hixhowse@aol.com?

Terry Kelly
Hilton, NY
585 392-1612
tkelly04@rochester.rr.com

Betsy Kipila
Crofton, MD
410-721-2924

Jean Krause
Cambridge, MA
617 821-2589
jeanie@mit.edu

Tammy Lamb
Gilbert AZ 85296
480-633-5770
tammylamb@hotmail.com

Suzanne Laptewicz
Chelsea, ME
207 622-2564
CuedSpeechMaine@cs.com

Barbara LeBlanc
St. Amant, LA
(225) 621-2521 Ext. 224 (W)
(225) 675-5459 (H)
kenbarleb@eatel.net,
leblanc@apsb.org

Barbara Lee
Four Oaks, NC
919-934-5103
bbleeng@earthlink.net

Catherine Lynch
Bridgeville, PA
412-491-9761
Cst4asl@aol.com

Sandy Mosetick
Riverwoods, IL
847-607-8004
SandyMCues@aol.com

Carolyn Ostrander
Syracuse, NY
(315) 423-3948
clostran@cuedspeech.org
web.syr.edu/~clostran/
index.html

Julie Pera
Gardner, MA
978 632-4369
juliepera@usa.net

Cathy Quenin
Rochester, NY
(716) 389-2776
(716) 586-2452 (Fax)
necs@nau.edu

Darla Rance
Fayetteville, GA
770-719-2954
rancelang@juno.com

Sarina Roffe’
Brooklyn, NY
(718) 434-7406
NYCuedSpC@aol.com

Amy Ruberl
Bethesda, MD
(301) 718-3739
AmyRuberl@aol.com

Joan Rupert
West Coast CS Programs
Vacaville, CA
707 448-4060
707 447-0488
HilCue@aol.com

Erika Schutte
Somerville, MA
(617) 761-7136 (W)
(617) 629-7825 (H)
eks@alum.mit.edu

Donna Naquin Segura.
Berwick, LA
985 384-6433
seguras3@atvci.net

Patricia Slater
Fairfield, ME
207 453-6524
pslatofd@gwi.net

Iva Tullier
St. Amant, LA
225-675-8367
tatet@eatel.net

Marcia Van Vreede
Maple Grove, MN
(763) 425-0383 (H)
(612) 599-0902 (cell)
vantfamily@twincitizens.net

Gela Wax
Medford, MA
781 396-0949
waxg@msn.com

Tony Wright
San Antonio TX
210-854-1684
CueSA@aol.com

**Siblings of Deaf Cuers**

Honey Roffè is expanding her Cue Camp presentation on the needs of siblings as typical children and as children dealing with a sibling who has a disability. Honey’s program provides guidelines and advice based on her personal experience and that of other siblings. Key topics include promoting communication, creativity and individuality. The program includes handouts for participants. Any sibling or parent who would like to provide input to Honey, or any group that would like her to speak, may contact her at WinnieP466@aol.com.
**Transliteration**

**Jobs Available**

**MA, Natick**
Seeking a Cued Speech translocator for school year 2002-2003. Willing to train. The hours are 12:30 to 3:15 M - F in an integrated preschool classroom. I am willing to break up the week if one person cannot do the five days. Translocator should be able and willing to assist in communication breakdowns and in clarifying information. The client is a very bright four year old, fluent in ASL and Cued Language. She uses hearing aids and many may start using a FM system. Salary is based on experience. I will continue to help train interpreters (or other) who would like to learn. Carol Schneider-Sereda, Natick MA, 508-655-1833, cssereda@aol.com

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

**PA Chester County**
Cued Speech transliterater needed for 10 year-old girl in Chester County, PA just 30 miles west of Philadelphia. Probably full-time or near full-time. Contact Vince McVeigh, Intermediate Unit, 610-524-5013; 800-220-5181

**VA, Dunn Loring**
(Fairfax County)
Cued Speech Translocator needed for experienced clients at the high school level (currently freshmen). $27,406 if certified at Level III. Will consider candidates with less than 3 years experience and Level I or Level II certification. Required to pass the Virginia QAS (Quality Assurance Screening) to be considered for hire. Please contact Suhad Keblawi at 703-503-4739 or e-mail Suhad.Keblawi@fcps.edu

**VA, Norfolk**
Cued Speech Translocator needed for experienced client in the 5th grade. Daily, 8:30 am - 3:00 pm Contact Kay Egan, Sr. Coordinator of Special & Gifted Education, 800 E City Hall Ave., PO Box 1357, Norfolk, VA 23501 (757) 628-3948 Kegan@nps.k12.va.us

**Transliterator Skill Development CD's**

Tori Erickson, Cued Speech transliterator, is featured in two CD's of the Interpreter Skill Development Resource series created by the Minnesota Region III Low Incidence Project. Here's Your Cue: Texts in Cued Language for Receptive Practice has a series of introductory, intermediate and advanced texts in Cue, both with and without spoken English. It allows cuers to practice cuereading and then to be able to check what was actually cued.

Literacy Lessons: Storytelling in ASL and Cued Language features Tori and Tracy Bell Koster. Using three Beginning Reader stories by P.D. Eastman, Tori provides cued transliteration and Tracy provides ASL translations. The CD seeks to show the use of American Sign Language and Cued Speech to promote literacy, and can be used to provide practice in cuing, transliterating, and cuereading.

Each CD costs $10.00 including shipping and handling. You can order by sending a check made out to NESC to Attn: Tasha Honkola, Northeast Service Cooperative 5525 Emerald Avenue, Mt. Iron MN 55768. Descriptions of additional CDs in the series are at www.digiterp.com/NESC.html; the page includes an order form. Funding for the series was provided by the Minnesota Department of Children, Families, and Learning.

---

**Cornett's Corner**

How can I get my child to look at me?

To communicate fully, you and the child must have eye contact with each other and his full attention. Once a child realizes there is meaningful communication, he WILL watch — even for the slowest of cuers! But how do you get to that point?

1. Seize every opportunity to communicate. Whenever the child glances at you, cue and say something short but relevant; e.g., “That’s a ball.” If the child looks away, cue the entire thought — or pause patiently until he looks at you and then continue.

2. Take advantage of things the child is interested in...when the child wants something out of reach (you may have put it there to create a conversational opportunity)...things that happen every day, such as eating, bathing, dressing...whatever can arouse the child’s interest. Make it a game, and praise the child!

3. The situation must convey meaning. You must use association (show point, use a picture, gestures, act it out.) and repetition (say and cue the language several times in the same and different ways: “Jumping.” “Billy is jumping.” “See, I am jumping.” “Come, jump!” “You are jumping!”

NEW ITEMS

CueRS BEGINNER CUED SPEECH CURRICULUM FILE SET
Everything an instructor needs for a 12-30 hour workshop introducing Cued Speech to adults. The curriculum material is organized in four Unikeeps (a binder within a box). Three binders contain clear, easy-to-read overhead transparencies, instructor notes, word lists, and suggested activities. One binder holds master copies of the handouts, including practice pages, Cue Notation practice booklet, participant notes, Cued Speech Phoneme Families chart, and a Phoneme Cheat Sheet. Included are possible formats for classes of varying lengths and teaching tips to keep your adult learners enthusiastic. Take only the binder needed for a particular day of instruction. The binders make it easy to add/subtract/rearrange transparencies and notes to meet your individual style of teaching and hold miscellaneous necessities — overhead markers, booklets, flash cards, etc. The teaching order for the handshapes and placements is: 5, mouth, side placement, 3, chin, throat, side-down, side-forward, diphthongs, 2, 4, 1, 6, 7, 8. Balderson & Rubert, 2002.
RB8 Member: $166.25 Regular: $175.00

MATCH PIX CD
Beginning readers have fun learning over 150 important words by matching pictures to words in 3 games: Match a Picture, Tic Tac Toe (1 - 2 players), and Bingo (1—2 players). Built-in help leads to success and confidence. The players can choose to view each word in signed or fingerspelled videos, or in variable-speed animation for Cued Speech and fingerspelling. Word sets can be selected from 14 groups (e.g., colors, numbers, animals, etc.). This program was created with the assistance of deaf children and their teachers. CDROM runs on both Windows '95/98 & Macintosh. Grimm 2002.
GR7-CD Member: $33.20 Regular: $34.95

FIRST COLOR WORDS DELUXE CD
Beginning readers learn to read and spell the 10 basic color words. Video clips of high-school students and adults can be selected to view each word in Cued English with or without voice, speech alone, fingerspelling, or ASL signs. Two games focus on reading the words and two focus on spelling. Players can select which of two 5-color sets to practice. Built-in help leads to success and confidence. CDROM runs on both Windows '95/98 & Macintosh. Grimm 2002.
GR5-CD Member $30.90 Regular: $32.50

NOW ON DVD!!! DISCOVERING CUED SPEECH INSTRUCTIONAL VIDEO / DVD & WORKBOOK SET
Learn Cued Speech and more — an introduction to phonemes, language, speechreading, listening, & speech production. Four instructors teach you with multi-sensory activities. Parents, teachers and children give short demonstrations of how to get started. Great for teens and adults who are deaf, hard-of-hearing, or hearing. Two-video/DVD set comes in an album with a 78-page workbook; additional workbooks and teacher's manual can be ordered. Beck, South Carolina Educational Television, 2000 (DVD:2002). Open-captioned. VHS total 2 hrs 52 mins. Video set: BECV Member: $90.25 Regular: $95.00 DVD set: BECV-D Member: $90.25 Regular: $95.00

ORDERING INFORMATION BY MAIL OR JUST CALL US!
1. List the products you wish to purchase, including quantity, product code, and price. Pay for your NCSA membership now ($25) and take the member discount price! (OH residents add 7% sales tax to products.)
2. Add shipping (see catalog or contact Cued Speech Discovery)
3. Mail with check or money order in U.S. funds made out to: Cued Speech Discovery; include name, address, phone, email. MasterCard and Visa charges are accepted with card number and expiration date.
FORWARDING SERVICE REQUESTED

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

Name(s): ____________________________________________________________
Assn./Business: ______________________________________________________
Address: _____________________________________________________________
City: ___________________________ State: _______ ZIP: _______________ Nation: ____________
Phone (day): _______________ (evening): ___________________ e-mail: ________________

Join the National Cued Speech Association — receive the newsletter ON CUE, the Cued Speech Journal, members-only email news (optional), a world view, & discounts at the Cued Speech Discovery bookstore.

Check the categories applicable to you:
[ ] Parent / family of person with communication / language need
[ ] Deaf or hard-of-hearing person or other language need
[ ] Speech-language pathologist
[ ] Other: ____________________________________________________________

[ ] Educator
[ ] Interpreter / transliterator
[ ] Audiologist
[ ] School / program administrator

Membership Category (check those applicable): Save time and energy, pay for 5 years & get a 6th year FREE!
[ ] Individual / family memberships: $25 / year
[ ] Indiv / family: 6 years for the price of 5: $125
[ ] Member affiliated chapter: $20 / year
[ ] LIFE MEMBERSHIP (Indiv / family): $500
[ ] Association / Business rate: $35 / year
[ ] Assn / Business: 6 years for the price of 5: $175

For all memberships outside the USA, add $5 / year and remit membership in U.S. funds:
[ ] International individual / family: $30 / year
[ ] International indiv. / family 6 yrs for 5: $150
[ ] International association / business: $40 / year
[ ] International assn. / business 6 yrs for 5: $200

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