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## Deaf Children's Literacy Project: NCSA's Purposeful Other Name

The young people in the above picture, shown in a happy moment at a Cue Camp, represent the focus of NCSA's efforts: enabling children who are deaf or hard of hearing to learn the language of their home and society and become literate, independent, self-sufficient adults.

The Deaf Children's Literacy Project is the name you will find for NCSA in some workplace donor guides, especially the Combined Federal Campaign, which solicits donations from all federal employees, such as postal workers, military, federal judges, Gallaudet employees, etc.

If you, a family member, friend, or community associate are a federal employee, please share with others the hope and success that NCSA extends nationally and internationally — and the name:

**Deaf Children's Literacy Project /  
Combined Federal Campaign Code 1529.**



NCSA partners with **Children's Charities of America.**

If you would like a postcard with this information to post on a bulletin board or forward to another potential donor, please contact NCSA at 800-459-3529 v/tty or [cuedspdisc@aol.com](mailto:cuedspdisc@aol.com).

**If your work place is served by United Way:** Contact your local United Way office to learn if and how you may designate funds to Deaf Children's Literacy Project. NCSA's tax-exempt ID number is 52-1263121. If you need our help, please call or email us!

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## On Cue

Vol. 17, No. 2

*On Cue*, the newsletter of the National Cued Speech Association, is published quarterly; email updates are more frequent. News, calendar items, letters, classified ads, & 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*

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## President's Message

Sarina Roffé  
NYCuedSpC@aol.com

The Cue Camp season is over and hundreds of new people are struggling to remember their vowel placements and consonants handshapes. It's very exciting to see so many new families discovering how to cue a particular word and realizing that pizza is cued 'pee t sa' (1m5s3sd) and not 'pee za' (1m 2sd). I remember how those discoveries — understanding the sounds of words and not cueing their spelling — amazed me. I also remember that new feeling of freedom, of being able to express myself so freely, knowing I would be understood. It was that freedom with language that enabled language to grow exponentially for my son Simon. I am proud to be part of the NCSA, sharing those successes.

To bring those successes to more families, the National Cued Speech Association has been very busy. As noted previously, our main focus is fundraising and we have a multi-pronged approach. Our federal appropriations request is sitting in Congress waiting for action on the Labor-HHS portion of the federal budget to be approved, but we have not stopped there.

We have hired a fundraising counselor to help us understand the process, what needs to happen administratively and how we need to present ourselves. We have prepared a prospectus making the case for Cued Speech and included over \$1 million of wish list items. These include a deaf leadership program, a deaf intern program, development of videos and DVDs for instruction and information, and more workshops and scholarships for families.

The third part of our strategy is to improve our website. I am happy to say that we have a beautiful new design; we hope to have the new site launched by the end of the year. The site will have more content and include the ability to join the NCSA, sign up for electronic newsletters, and make donations. Also, I am working with a marketing professional to develop materials the NCSA can use to promote the use of Cued Speech and educate the public.

Our main financial support comes from the Combined Federal Campaign, under the name Deaf Children's Literacy Project. This workplace giving campaign enables federal employees to donate a part of their wages for the important work that we do. This year, the NCSA will also be part of the California State Employee workplace giving campaign as the Deaf Children's Literacy Project, as well as campaigns in Ohio, Maryland and New York.

The NCSA is proud to be partnering again with Oticon to update "Open Doors", a booklet for new parents of deaf children. Deanna Jordan, director of the Midwest Region, and Sandy Mosestick, a former board member who led the original project, are overseeing the project.

It has been over two years since I was honored by being elected president of the NCSA. All board members have three-year terms that begin and end at the same time; the terms of the entire current board expire at the end of June 2005. Board members can serve only two terms in the same position. Deanna Jordan is chairing the Nominations Committee and we are actively looking for new people to join our board. Contact her at [deanna.jordan@comcast.net](mailto:deanna.jordan@comcast.net) if you are interested in a board position, a committee position, or if you have someone to recommend for a position.

# Association News .....

## Cued Speech Presentations at the A. G. Bell Convention in Anaheim

Cued Speech was represented in three sessions during the A. G. Bell Convention in Anaheim in June.

A team made up of **Jane Smith, Barbara Lee, Gregory Hubert, and Barbara LeBlanc** presented “Cued Speech, Cued Hearing: Your View of Language and Learning”. The major theme of the session was the benefits of using Cued Speech as a mode of communication to facilitate language learning and literacy.

The session began with a showing of a short portion of the video *An Adventure in Cued Speech*. This was followed by “Cued Speech Can Fill in the Pieces for Cochlear Implant Kids” by **Jane Smith**, a communication specialist in the Montgomery County Maryland Public Schools. Jane explained how Cued Speech fills in the missing auditory information for hearing impaired students who wear cochlear implants and gave individual student examples that illustrated this point dramatically.

**Barbara Lee** presented “Cued Speech: Bridging the Language Development Delay Gap”. Barbara is an audiologist and a support teacher for Wake County Public Schools, North Carolina. She presented a single case study demonstrating how Cued Speech was instrumental in closing the language development gap for a student who began using Cued Speech at an older age.

**Gregory Hubert** presented “A Visual-Oral Alternative for Limited Audition and Late Intervention Children”. Greg is a cueing parent and president of the board of the READ Educational Center in Mt. Prospect, Illinois. He described the experiences of his multi-generational deaf family, highly successful Auditory Verbal family, and their use of Cued Speech for a six-year old foster daughter from a Spanish-speaking family in Honduras, South America. The child began with no language and is now learning English and Spanish and will be able to successfully rejoin her family.

**Barbara LeBlanc** presented “Using Cued Speech with the Deaf Student Having Special Learning Needs”. Barbara LeBlanc is a speech-language pathologist and special education coordinator for Ascension Parish Public Schools in Louisiana. She presented five different

## NCSA exhibits at AG Bell Association Convention



*Grace Consacro, Barbara LeBlanc and Jane Smith at the NCSA booth*

NCSA was represented at the A. G. Bell Association Convention in Anaheim, California in June. Manning the NCSA booth were **Barbara LeBlanc, Jane Smith, Shelley and Greg Hubert, Steve Scher and Grace Consacro, Barbara Lee and Polly Earl**. Cuers visiting the booth were given stickers that said “I Cue” to wear on their convention badge.

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## In memory of Rocky Stone

The National Cued Speech Association sent condolences to the family of Rocky Stone and Self-Help for Hard of Hearing People (SHHH) after Rocky’s death this summer.

Rocky was a true visionary. He developed SHHH to share information and inspiration and focus on advocacy. His work changed the lives and future of people with hearing loss.

Rocky was a friend of Cued Speech and of Dr. Cornett. Rocky was a gracious host to members of the NCSA Board when they visited the SHHH offices. He inspired a number of our members to join SHHH and volunteer in the SHHH office and chapters across the United States. His spirit and legacy will always be honored as people remember him and continue his work.

Continued on page 13

# Around the USA & Canada

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## Louisiana



*Workshop leaders were (L-R) Barbara LeBlanc, Ascension Parish Special Education coordinator and NCSA secretary; Jean Krause, researcher and NCSA Instructor Certification Committee chairperson; Alice Himel, Lafourche Parish deaf education teacher and NCSA certified instructor; Donna Segura, St. Mary Parish deaf education teacher and NCSA certified instructor; Shellie Burrow, speech pathologist and TEC Unit instructor; June Street, State of Louisiana program director for hearing-impaired programs; Tom Shull, transliterator and LMI staff instructor; and Iva Tullier, Ascension Parish cueing parent and coordinator for the continuing education project and Cue Camp Orleans.*

The Louisiana State Department of Education sponsored a weeklong continuing education symposium for educational Cued Speech Transliterators and Adult Cuers. **Iva Tullier**, an NCSA Cued Speech instructor and parent of an adult cuer assisted **June Street**, state program coordinator for the hearing impaired, in organizing the weeklong symposium. **Barbara LeBlanc**, Low incidence Disabilities Coordinator for Ascension Parish School Board, helped to host the event at LeBlanc Special Services Center.

The instructors for the Cued Speech classes (from beginning to advanced level) were: **Donna Segura**, **Alice Himel** and **Shellie Burrow**. The instructors for the Cued Speech transliterator classes (beginning and advanced) were **Jean Krause**, **Ph. D.**, and **Tom Shull**.

Participants received 30 clock hours of instruction and left with new experiences and knowledge. Louisiana is in the process of finding funds to have their Cue Camp Orleans in the summer of 2005.

## Maryland

The Maryland Cued Speech Association announces its new board members: **Robin Kittleman**, president; **Grace Consacro and Steve Scher**, co-vice-presidents, **Stacey Spivey-Witt**, secretary; **Preeti Kochar**, Treasurer; **Margaret Broe**, at-large director; and **Amy Ruberl**, cue camp coordinator. Pictures of each of these individuals and much more is on the association's website, [www.mdcsa.org](http://www.mdcsa.org).

## Michigan

**Terry Flower**, cueing parent, reports that a Cued Speech users group has started for the Upper Peninsula of Michigan. "We have about 12 members and growing. It is a lot of fun."

## Minnesota

The Cued Speech Association of Minnesota (CSAM), an affiliate chapter of NCSA, announces its 2004-2005 Board members: **Katherine Burns-Christenson and Amy Voorhees**, co-presidents; **Tom Johnston**, Secretary; **Stephen Stadelman**, Treasurer, and **Brent Burrow**, **Claudia Hawley**, and **Sarah Sutliff**, at-large directors. Look under "Classes and Events" on page 16 and on our websites for up-coming classes and special events, such as the Cueing Santa.

## North Carolina

**Tammy Kimball** writes: **Amber** is in the 9th grade at River Mill Academy in Graham, NC. She is involved in cheerleading and basketball. Amber informed me the other day that she does not like weekends, because she misses her friends at school. I am so happy that she enjoys school and is participating in extracurricular activities.

When Amber was initially diagnosed with her hearing loss at 18 months, she had only a mod to severe loss and was able to function with hearing aids alone. When she was approximately 3 1/2 years of age, she had a sudden change in hearing and we realized that the oral method alone was no longer successful with her. I began to research options and contacted Beth Walker at the Cued Speech Center. Beth was wonderful and we talked for hours about Amber and our options.

I flew to Raleigh, NC from Kansas to learn Cued Speech in the summer of '92. I recall calling my husband the first night of class and saying that if it was not for Amber, I

## Continued from page 4

would not be doing this! After the 3rd day of class, cueing came easier; my head stopped pounding and my fingers stopped feeling like appendages with a mind of their own. When I began to cue with Amber, she was exasperated at the turtle pace of her mom's cueing and would often walk away before I was finished. We stuck together and she was quickly reading my cues. I recall the day when I realized we had made an awesome choice. We were in a store and Amber saw a poster of Alladin. I was able to cue the name of the movie and poster to her and realized that without Cued Speech, I would be unable to communicate to my own child the name of the movie! With sign language, she would've missed out, because she was too young to read fingerspelling. I went home and called my mom, husband and sister to share the event!



*Grandmother Joyce, Amber Kimball & mother Tammy Kimball*

When I approached my local school district about wanting to incorporate Cued Speech into Amber's education program, I was looked at like I was crazy! Fortunately, a teacher of the hearing impaired knew Cued Speech and felt Amber was ideal for its use. I was thrilled and we moved forward with training teachers and Amber's father. However, we quickly realized that we were losing ground with Amber's language development and something had to happen. I kept in contact with Beth Walker and will never forget the phone call when I knew I had to relocate to Raleigh, NC to place Amber in the language intense preschool program. We moved to Raleigh in January 1993 and never regretted it! Amber continued to suffer a decline in hearing, until she was not functional with hearing aids. We pursued the cochlear implant and she was activated on June 18, 1994. She has been a super cochlear implant user ever since. I never thought I would complain to my 15 year-old hearing impaired child to please turn down the rap music!!

The journey was sometimes difficult for us, but I have found Cued Speech professionals, audiologists and families to be the most dedicated and supportive people I have ever met! Thanks to the many people who have supported us and at times carried us, Amber is doing more than I ever imagined. Amber has worked so hard over her

childhood and I am grateful to have a child with such drive, perseverance and love of life!

Her teachers of the hearing impaired were **Beth Walker Wooten** and **Kim Johndrow Panciera**. Her audiologists were **Carolyn Brown** and **Debbie McDowell Wetzel**.

I am happy to support Cued Speech, as it has made a huge difference in my kiddo's life. I had the honor of meeting **Dr. Orin Cornett** twice, and found him to be so humble and fascinating. I am grateful every night I go to sleep that we found Cued Speech. Amber, my daughter, is fifteen now with a cochlear implant and doing great. Thanks to Cued Speech and the implant, she is set for life.

## Nebraska

Cueing grandfather **John Mordeson** noted an article in the New York Times. Recent research suggests (but is being disputed) a difference in the way the left ear and the right ear work. It is thought that the right ear may respond more to speech while the left ear is more attuned to music. If verified, these suggestions may have implications for cochlear implantation.

John says that grandson **Josh** is making good use of his implant and developing speech and language. John continues to cue to him.

## Texas

**Jane Knight** reports that her presentations at the convention of the Texas Educators of the Deaf were attended by a wide range of parents and professionals. Among them was a woman originally from Germany wanting her deaf son to learn German. **Virginia Andrade**, a cueing mother, is available as a transliterator— she began cueing with her daughter when she was three years old; her daughter is now in college. One person sought information about using Cued Speech with individuals who are deaf-blind. (*Ed.: The ETC: Effective Therapies through Cueing* packet available at [www.cuedspeech.com](http://www.cuedspeech.com) includes three items about the use of Cued Speech with individuals who are deaf-blind).

## Illinois

The AG Bell Montessori School of Mt. Prospect is featured within the *Reading Rockets* "Launching Young Readers" public television series for its use of Cued Speech. The school appears in Episode 2, entitled "Sounds and Symbols". A description of the series is on the web at [www.readingrockets.org/tv/lyr.php](http://www.readingrockets.org/tv/lyr.php). The 5-part series, or just the individual "Sounds and Symbols" episode are available for purchase at <http://readingrockets.learningstore.org/products>.

# 20<sup>th</sup> Annual Spring Camp (Cue Camp Cheerio)

by Arthur Tastet, Co-Chair of Camp Committee & Linda Hagan, coordinator of the children's program



Two decades ago, Cue Camp Cheerio was created through the initiative of parent Isabelle Payonk. The camp has been held annually. This year's camp had an attendance of 150 people, up 50% from the previous year. The children's program had 62 children in attendance. We awarded five full family scholarships and two partial family scholarships. We also paid for a Spanish Interpreter to assist a Spanish family in a Cue Class.

Feedback was very positive about all classes and professional presentations. The following were offered:

- 1) Beginner Cue Class
- 2) Intermediate Cue Class
- 3) Language Facilitator Training
- 4) Overview of Auditory-Verbal Therapy
- 5) Governor's Advocacy Council for Persons with Disabilities
- 6) AG Bell Parent Advocacy Training (PAT) program
- 7) Parent sharing time
- 8) A picture show from the past three years of camp.

More than 20 volunteers helped with the children's program. The children enjoyed activities such as the Moon Walk, kick ball, hiking, canoeing, art, baseball, and rolling down the hill.



Each night there is a special event; this year a magician was a hit. But the greatest event of all is the Great Water Slide. The camp provides a huge length of plastic, soap and water — and down the hill we go! Whether the weather is hot or cold, this seems to be the best.



Families come from throughout the eastern seaboard. The mountains seem to be the perfect place for us to get together and know that we are making a difference for children who

are deaf or hard of hearing and their families.

We appreciate the donations of the National Cued Speech Association for our insurance and family scholarships; the North Carolina AG Bell Association chapter, Phonak for funds towards the children's program



and family scholarships, Moses Cone Health System for copying, and a Greensboro bakery and grocery stores throughout the state for donating snacks for the children's program.

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## Language Facilitation

In the article "Overcoming the Start in English" in the 2004-1 issue of *On Cue*, the role of "language facilitator" was mentioned. For more details on this concept, go to the following website: <http://www.ncpublicschools.org/ec/exceptionality/deaf/issues/languagefacilitator.shtml>

# Cue Camp New York 2004

by Cathy Quenin, camp director

“Cued Speech makes language bloom!” was the theme of Cue Camp New York 2004 which ran from Wednesday evening through Sunday morning, May 19-23, on the Nazareth College campus in Rochester, NY. Classes were held in the Carroll Building that houses the Speech & Hearing Clinic and in the Shults Student Center. An older dorm complex housed on-campus campers.

Our youngest camper was six months old, and several grandparents were in attendance. The majority of campers were from the Rochester area, but five other states were represented (OH, VT, VA, PA, FL).



Part of the preschool class (ages 3-4) at CCNY: L to R, front row (kids): Christopher Brookes, Jonathan Mikus, Sierra Watson. Teachers holding kids (L-R): Courtney Britcher, Jillian Tyson. Back row teachers, (L-R): Lisa Drewski, Julie Provenzano, Kristin Coleman. The teachers are all graduate students in the Deafness Specialty Preparation Program, part of the Nazareth College Speech-Language Pathology graduate program.

We followed a fairly traditional camp schedule, with adult and children's classes during the day and presentations in the evenings. A planned field trip to the Lilac Festival on Saturday afternoon was moved on account of threat of severe thunderstorms to the Strong Museum, though some hardy souls went to the Lilac Festival anyway. After-class activities included a scavenger hunt and



Teachers Stacy Barry and Lauren Unflat.  
Students L-R: Kyle Smith, Aaron Stolt, Lizzy Sadler, Hannah Speach, Sophia Rutti

swimming. A highlight of CCNY was the Saturday evening show where all classes presented a skit or a song.



The Naz Girls + One rocked the house with Shania Twain's "Man, I Feel Like a Woman". Pictured L-R are Anne Marie Dziekonski, Courtney Britcher, Lauren Unflat, and Hillary Franklin. Not pictured are Liz Kelly, Tasha Lais, and Cathy Quenin.

One especially important aspect of camp was the opportunity for isolated cueing children to be with others who cue. As cueing is still in its infancy in the Rochester area, a number of suburbs have only one child who cues. Many parents expressed appreciation and were hoping that events could be arranged that would allow the children to be together more often.

INSTRUCTION EVALUATION: As we have done in the past, two beginning classes were offered, a class for parents taught by **Terry Kelly** and one for professional beginners taught by **Jeanie Krause**. An Advanced Beginner group (**Anne Marie Dziekonski** and **Tasha Lais**) and an Intermediate/Advanced class (**Sarina Roffe**) were also available. A deaf adult received instruction from a certified CS instructor who is also a sign language interpreter. Adult classes uniformly received

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*Intermediate/Advanced Class performing a skit on the role of the CST. Teacher: Sarina Roffe.*



*Hannah Speech, Lauren Mikus, Claire Speech*

**Continued from page 7**

outstanding ratings. Typical responses:

*What did you most enjoy or appreciate about your class?*

“The comfort level, the friendliness of the group, the variety of types of activities, the helpfulness of the teachers, and their patience and encouragement.”

“The style of teaching was great. I was able to grasp the method easily. It was great to divide the groups by parents and professionals.”

“I feel like I could really use this with my students to make communication easier.”

“I liked that we were able to use

many different techniques for learning; it made this much more enjoyable.”

“I entered not knowing if I could learn how to cue, but I found with practice, I probably can.”

“The energy and creativity of the participants. For homophones, creating paragraphs and stories to demonstrate use in context (as part of a cuereading exercise.) Very relaxed/supportive atmosphere. Role of the transliterator.”

*What did you least enjoy or appreciate about your class?*

“I’m sure there were things I didn’t enjoy because of my lack of knowledge of the subject – but it’s like childbirth pain – once it’s over, you don’t remember the pain!!”

“Nothing. It was great.”

“Not really anything. It was mentally exhausting by the end, but I definitely had fun!”

Just over 100 persons participated in CCNY: 50 commuter campers, 25 commuter staff (most volunteer), 20 on-campus campers, 6 on-campus staff. Scholarship aid was provided to five families.

Many volunteers were Nazareth College speech-language pathology students. Graduate students from the Deafness Specialty Preparation program taught or assisted in children’s classes.

**Hillary Franklin** led the teen class, which was well received. All participants except one were deaf cuers.



*Lauren Samar, Sophia Rutti at Cue Camp New York*



*Hannah and Joe Speech at Cue Camp New York*

# Cue Camp Minnesota 2004

by Joan Christenson, camp director

A very successful Cue Camp Minnesota 2004 was held on the campus of St. John's University, Collegeville, Minnesota, Thursday, June 24 through Sunday, June 27. "Literacy: A Great Catch," was the theme. Participants caught the fervor for learning and left feeling energized with enthusiasm and determination to use Cued Speech. Their dream is a camp again next year.

One hundred fifty-four people, who came from as far away as California but with most from Minnesota, Iowa, and Wisconsin, gathered to learn more about Cued Speech and to perfect their skills. Professionals outnumbered families, yet a third of the campers were children who loved their immersion in Cued Speech and the camaraderie of their peers.

Thursday evening, keynote speaker, **Tom Shull**, discussed Cued Speech and how it became a passion for him, setting the tone for the entire camp. Tom's tribute to Dr. Cornett included a DVD of interviews with Dr. Cornett concerning his development of Cued Speech, his family, his students and his concern for other people. It was very heart warming.

An open house at the children's classrooms permitted parents to meet the teachers and to acquaint themselves with the campus. Later as people gathered in the courtyard patio for socializing, there was an air of excitement as old friendships were renewed and new relationships were formed. Unfortunately, the pesky mosquitoes broke up the gathering much too soon.

Five classes were offered - Introduction, Beginning, Intermediate, Advanced and



Beginning ASL/Cued Speech. Everyone enjoyed the new format of classes that offered the basics in the morning and elective classes in the afternoon. One of the most popular electives was "Advocacy for Cued Speech". Children in their classes, where cueing was the mode of communication, were so busy learning that they didn't want to leave. They learned cue notation and improved their fluency. In the toddler's room, a deaf child said her first word. The adult classes ended with a cue spelling bee and the children's classes performed skits in their classrooms.

A pajama party the first evening featured the video "Finding Nemo" to carry out the theme of the children's classes. Kids and parents alike had fun. Game night the second evening included Cue Freeze tag, elephant, and other participation games. A parent remarked that it was awesome

watching the kids playing together so well because they understood the rules.

Parents were touched by the Parent Panel, who told why they chose Cued Speech and their struggles and triumphs. Young adults shared their stories and how they use Cued Speech in their lives. Transliterators enjoyed their roundtable discussions.

**Kitri Larson Kylo's** and **Ann Mayes'** presentation "Providing Educational Programs in Cued English for Learners Who are Deaf or Hard of Hearing: Applications, Results, and Service delivery Considerations," was well attended. It sparked discussion on the role of transliterators in young children's non-academic activities, such as recess and lunch. The question "How are deaf and hard of hearing children helped to build social skills?" presented food for thought.



# Cue Adults: Out & About

**Andy Payonk** graduated from East Carolina University with a degree in Construction Management in May 2004. He now has a job in Virginia Beach, VA with Brawley Construction Co.

## **Kent Trader**

is currently a graduate student at East Carolina University,



pursuing a Masters in Social Work. He already holds three degrees — Psychology (BA), Sociology (BA), and Information Technology (BS). He is self-employed and contracts through Omni Visions, a private organization, for one to one counseling with the Deaf community.

(www.omnivisions.com)

**Jeff Majors** is living in Henderson, Nevada. He is working for a company as a web developer and teaching a friend to cue.

**Sarah Sizemore** is a freshman at Wake Forest University. Sarah received two scholarships available to individuals who are deaf or hard of hearing: AG Bell Association and Sertoma International. See information about Sertoma scholarships on pages 12 & 17.

## Accounts of Amy McGlone

*By Cynthia McCormick  
Reprinted from Cape Cod Times,  
July 19, 2004*

**SANDWICH** - With her broad smile and tireless work ethic, **Amy McGlone** is a favorite with customers and co-workers alike.

McGlone, 28, is the beloved teller at Citizens Bank who is known to bring biscuits for customers' dogs and volunteers to represent the company at community events.

So it's no surprise her boss would be sad to see her go. "I'd hate to lose her," said bank supervisor Ann DiCarlo. "She's been excellent to work with, and she's fun to be with." But McGlone soon could be leaving the Sandwich bank branch to take a computer-related job at Citizens' Rhode Island headquarters. It is a promotion being hailed by disability advocates: McGlone, who is profoundly deaf, is a workplace success story.

"I love it here," said McGlone, who speaks fluently and is an expert lip reader. But, she added, "I would like to move up the ladder and do something in the computer field."

McGlone is where advocates for people with disabilities want more of their employees to be: employed full time, with a future in front of them. A survey released late last month by the National Organization on Disability in Washington, D.C., found that the rate of progress in helping people with disabilities participate fully in American life is slow and modest. The 2004 survey by NOD, in conjunction with the Harris Poll, shows that only 35 percent of



people with disabilities reported being

employed full or part time, compared with 78 percent of those without disabilities. It's a situation that Elmer Bartels, the head of the Massachusetts Rehabilitation Commission, wants to change.

Bartels stopped by Citizens Bank last week to meet McGlone and her supervisor. He said his commission has helped almost 3,000 people go to work this year. "We're constantly doing outreach with employers," he said.

McGlone, a Marion resident, said she wouldn't have the bank job were it not for the efforts of MRC vocational rehabilitation counselor Diane Pocknett, who runs a Job Club that coaches people with disabilities on writing resumes, preparing for interviews and "selling themselves" to employers. "It's not too hard for Amy - she's so enthusiastic," said Pocknett, who also attended the meeting at the bank last week.

McGlone was born deaf to a hearing family that includes five other children. She was "mainstreamed," which means she went to regular schools with hearing children. She wears a hearing aid in one ear that registers some sound and has learned to read lips and speak. Although she never took American Sign Language classes - McGlone said a bank customer who is also deaf is teaching her some signs, including, she joked, some bad

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# Lipreading, Cuereading, and other insights from Cue Adults

This query was raised in an email:

Individuals who use Oral Transliterators say they always expect to miss information — a word here or there — and have to figure it out later from context.

If deaf cuers put a percentage on how much they expect to understand from a Cueing Transliterator rather than an Oral Transliterator, what would that be? Could this be a research project?



**Paul Swadley responded:**

I estimate that I — roughly — can obtain about 95 percent of the message,

allowing for possible miscues, if I am observing the CST at any given moment. Of course, you lose the message when you look away or close your eyes. Depending on the duration of the “pause” you can pick up the train of thought fairly quickly... in my opinion. Others may think differently. With an oral transliterator — I have no experience. The only experience I have is in speaking on a daily basis with my co-workers, and using that experience, I find that I can understand them maybe 70 percent of the time, with some repeats. I have a co-worker who is originally from Russia, and it is taking me quite a while to pick up on her speaking pattern in order for me to understand her better. It took me nearly two years for me to understand yet another coworker to the point where we no longer need notes.

I had an encounter with a French citizen while I was in Florida, and she barely moved her lips. I had to really focus and think about what I thought she was saying. Suffice it to say, Cued Speech makes it a lot easier.

**Hilary Franklin responded:** I’m not sure such a study is such a feasible idea. It’s been my experience that lipreading ability varies greatly from person to person and that the ability seems to be at least, in part, innate. So if a trial were to be conducted, you’d have to look at what percentage of information is understood via the oral process alone (by deaf people who are oral, signers and cuers) and then with the cueing population, determine how much they understand with cues with various people and then look at the percentage difference and variability.

However, this doesn’t allow for a true means of control and a way of identifying which deaf cuers have a better innate ability for lipreading.

As for the accents (Russian, Italian, etc., that Paul brought up)... even with cues, it would be more difficult to clearly understand what is being said because of the dramatic differences in dialects. Also, to be true to the dialects, Russian cues and Italian cues would have to be utilized in order to provide phonemic matching and awareness.

That reminds me of something that happened a few years ago. I went to Paris for a few days and prior to my visit, I contacted a cueing family and through them, met a deaf girl my age who cued. My French was/is lousy and her English was pretty good, so it made more sense for us

to converse in English. Now, with both of us cuers, it made sense for us to cue to each other. Therein lay the dilemma: The vowel placements differ between the French and American English cueing systems.

We kept getting confused and had to keep clarifying what we meant because our concepts of vowels were different and the cues only reinforced that. She could pronounce the English accurately, but her cues conflicted with my understanding and vice versa. At one point, we looked at each other and essentially said this was ridiculous. We DROPPED the cues and conversed orally from there on out. And our mutual comprehension increased to the point where we were understanding each other almost 100% of the time—the only glitches dealt with vocabulary, which is understandable.

I related this story to some people in the cueing community when I returned to the US and they found it extremely fascinating—it’s a great example of two deaf cuers being able to “drop the accent” and converse easily. That can’t be done in the hearing community. Kinda interesting, isn’t it?

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Cue Adults: Your news and perspectives are always welcome!  
Email items up to 1000 words to [cuedspdisc@aol.com](mailto:cuedspdisc@aol.com).

## Continued from page 10

language - she sometimes uses "cued speech" that relies on a few hand shapes and natural mouth gestures to get the conversational ball rolling.

Bank customer Leslie Baker of Sandwich says she's had no trouble dealing with McGlone. "I find Amy very easy to communicate with and pleasant, fabulous," Baker said. "She's always got the biggest smile." The only accommodation the bank has needed to make for McGlone is a sign at her teller window explaining that since she is hearing impaired, customers should look directly at her when they talk.

Sometimes businesses just need to think a little "outside the box" to employ a person with a disability, said Brewster Thackeray, spokesman for the National Organization on Disability in Washington, D.C. "People with disabilities are eager to work," he said. "Disabilities can happen to anybody, at any time."

Bartels said his meeting with McGlone convinced him that his commission needs to broaden its employment-empowerment message, so that it reaches beyond the traditional scope of special education classes and workshops. McGlone told the commissioner she had come upon MRC almost by chance.

For many people who are disabled, the price of less than full employment is poverty. The NOD/Harris poll shows that people with disabilities are three times more likely to live in poverty, with annual incomes below \$15,000. The Harris poll, which also did surveys in 1986, 1994, 1998 and 2000, found some good news, too. The percentage of employed people with disabilities encountering job discrimination dropped to 22 percent from 36 percent four years ago. And assisted technology has made a

difference in the lives of people with disabilities - one-third said they would lose their independence without this technology.

Betty Lynch, a deaf counselor with Mass Rehab who has worked with McGlone, said people with disabilities sometimes have heightened capacities in other areas. "Amy uses her eyes a lot as well as her ears," Lynch said. "That's an asset."

McGlone went to high school in Virginia and moved to Massachusetts eight years ago after spending the summer with her sister, who lives in Marion. She fell in love with the man across the street - "I fell in love with his dog first," she joked - and stayed on. "I need to start talking like a Cape Codder, to say 'cah' instead of 'car,'" McGlone said.

After going to Cape Cod Community College, McGlone learned about the Massachusetts Rehabilitation Commission and its job-search counseling services. She got hired at the bank where she now works and also volunteers to represent the bank at community events such as the Barnstable County Fair. Bartels said he wants to know if McGlone gets promoted and moves on to Rhode Island headquarters. Mass Rehab job counselors would like to know when another bank position opens up.

## Early Childhood

### Research Opportunity

The Early Development of Children with Hearing Loss (EDCHL) research project at Utah State University is seeking a significant number of Cued Speech families to participate in the 5-year study.

The study, funded by the National Institutes of Health, seeks to determine the best ways to help infants and toddlers who have hearing loss. The focus will be on how age of identification and communication mode affect spoken language, cognitive and psychosocial development in children under 5 years of age.

The study needs at least 150 children with moderate-severe hearing loss born between late 2002 through early 2004. The study also will follow 50 children with normal hearing.

Participants are expected to perform a 3-hour test every six months and will be paid \$50 for each session. Testing sites include 20 cities throughout the United States; transportation reimbursement can be provided for those living at a distance.

For more information, visit [www.speechdevelopment.org/edchl.html](http://www.speechdevelopment.org/edchl.html), or call toll-free 866-236-9164 or [edchl@cpd2.usu.edu](mailto:edchl@cpd2.usu.edu).

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## Scholarships

Sertoma International offers a number of scholarships for college students who are deaf or hard-of-hearing. For students pursuing a bachelor's degree in any discipline who have a clinically significant bilateral hearing loss. \$1,000, Application deadline May 1st.

All scholarship applications are available on the Sertoma web site

[www.sertoma.org](http://www.sertoma.org) or you may send a self addressed, stamped envelope to: Scholarships, Sertoma International, 1912 East Meyer Blvd, Kansas City, MO 64132.

**For more scholarship and loan opportunities, do a Google search for "deaf scholarships" and follow the links!**

# International News.....

## A Virtual / Automatic Cuer in France

NCSA continues to be contacted by people asking about the “automatic cuer” which Dr. Cornett envisioned. Various prototypes have been developed, with none reaching production because of the need for technology to catch up with the concept. The most publicized version was the glasses with flashing cues, modeled by actress Whoopi Goldberg. That evolved into the ASCOT project at MIT, using a face and hand on a video screen.



Now an association in France, DATHA, is working on a virtual cuer with the assistance of the French National Institute of Computer Science. They are using an animated head and hand on a computer screen (with a goal of also being able to use the video display on cell phones). In addition to the goal of the virtual cuer providing transliteration automatically, DATHA also sees the product as being a teaching aid for speech, language, and lipreading. All communication will also be captioned, as they do not see the virtual cuer as a complete substitute for a transliterator.



For more information and a demonstration (all in French), go to <http://datha.free.fr>.

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## International Cued Speech Conference

**David Lucio**, educator in France, is organizing an International Cued Speech Conference/Congress to be held in Lisbon, Portugal, March 4 - 5, 2005. For more information, contact David at [yoab7@yahoo.fr](mailto:yoab7@yahoo.fr).

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### Presentation continued from page 3

case studies. All five of the deaf students had been identified as having other learning needs and all five students used Cued Speech. Language assessment and progress in language development were illustrated, discussed and compared to their high stakes testing results. All students developed language skills at a slower pace than other hearing impaired peers who used Cued Speech. Four of the five students were able to develop language to a level that assisted them to pass the high stakes testing successfully.

**Barbara LeBlanc** presented some of the same material as a member of a panel organized by **Christina Perigoe**, “Multiple Challenges – Multiple Solutions: Children with Special Needs”. Barbara’s title was “Cued Speech with the Deaf Child Having Special Learning Needs”. She emphasized the reasons for adding Cued Speech to a student’s accommodations and the beneficial results. She described the specific components enhanced in the language-training program by the use of Cued Speech.

**Polly Earl** presented the poster session, “Factors Contributing to Success with Cued Speech”. Polly is a speech-language pathologist and deaf education teacher and Executive Director for Maine Cued Speech Services. The poster session gave suggestions for parents and professionals to follow when considering the use of Cued Speech as an option for language acquisition and communication, stressing that Cued Speech can assist with phonemic awareness, reading acquisition, and foreign language learning.

## Low Tech meets High Tech

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Cued Speech benefits auditory training and cochlear implant users

From R.O. Cornett and M.E. Daisey, *The Cued Speech Resource Book*, Chapter 14, pages 195 -244  
by Preeti Gokal Kochar, Ph.D.

As more deaf children are being implanted, I have heard many parents and professionals observe that Cued Speech and cochlear implant go hand in hand and together really help the child develop all aspects of spoken language. The mantra is “the sooner the better” with respect to the implant and I think it is even more true for the introduction of Cued Speech because language comprehension begins very early and there is no time to lose. When Prachi (my daughter) was diagnosed at age 18 months I remember the sense of urgency we felt to “feed” her language. We introduced CS (low tech) immediately and waited five years for the implant (high tech).

Auditory training for a cuer is the subject of this “Cornett’s Corner”.

*“For children accustomed to Cued Speech auditory training is both crucially needed and highly advantageous. Their knowledge of spoken language, gained through Cued Speech, helps them respond efficiently to auditory training. But if they learn language through vision (with cues) and are not given adequate auditory training, the result may be poor speech quality”*

When started early and used consistently with a child with “plain vanilla” deafness, Cued Speech provides access to English. *“The internalized phonological patterns are there in the mind of the child, ready for pairing with the incoming stimuli. Cued Speech provides a clear representation of what is going to be said and many of the machination performed*

*unnecessary. The result is substantial saving of time and effort”* In other words, easier for both child and therapist. *“We do not recommend that parents get a cochlear implant for their deaf child nor do we recommend against it”*

The current 22-electrode cochlear implant had only recently been introduced at the time the authors wrote this paragraph. In 1988, Dr. Cornett and Beth Dowling developed the “Auditory/Visual Model Method” for auditory training for CS users.

In our family, turning on the processor did not immediately provide Prachi with the ability to understand speech. This process takes a long time and expert help. Having a skilled speech clinician who cues along with her repertoire of speech therapy skills is a great asset for an implanted cueing child.

However adept an implanted child may eventually become at using the implant, CS fills in a lot of missed words or parts of words. Then there are situations where CS is indispensable; noisy environments and multiple speakers (as in most classrooms and social events) and when the processor is not on, e.g. swimming, dead batteries and unforeseen problems (we recently had a very tight skating helmet which did not allow enough room for the processor!).

To sum up, CS is great at providing all aspects of language (except sound) and the cochlear implant provides the sound component. Together, the simple elegance of Cued Speech and the complex science and advanced technology of the cochlear implant give a complete picture of the spoken language to the cuer.

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# Instruction and Certification .....

## Certification

The NCSA Instructor Certification (InsCert) Committee announces the following schedule of instructor certification workshops and exams:

BIWS = Basic Instructor Workshop  
ICS-NCE = ICS National Certification Exam

- \*Fall, 2004: Seattle, WA
  - \*BIWS: October 14-15, 2004 (Th/Fri 9am-4pm)
  - \*ICS-NCE: October 17, 2004 (Sun after Board meeting, 1-4pm)
- Winter 2005: Montgomery County MD
  - ICS-NCE: January 16, 2005
- \*Spring, 2005: Wilmington, NC
  - \*BIWS: March 17-18, 2005 (Th/Fri 9am-4pm)
  - \*ICS-NCE: March 20, 2005 (Sun after Board meeting, 1-4pm)
- Summer, 2005: dates/location TBD
- \*Fall, 2005: Phoenix, AZ
  - \*BIWS: October 27-28, 2005 (Th/Fri 9am-4pm)
  - \*ICS-NCE: October 30, 2005 (Sun after Board meeting, 1-4pm)

All confirmed events are indicated by an asterisk and travel arrangements can be made at this time for those events. Details (including printable flyers and registration forms) on these events as well as the other requirements for instructor certification (NCSA membership, BCSPR, and Continuing Education) can be found at our website <http://www.cuedspeech.org/Instructor/> or can be sent to you through the mail by the Committee Chair, Jean Krause, 813-974-9798, [jkrause@cas.usf.edu](mailto:jkrause@cas.usf.edu)

## NCSA Certified Instructors

Contact information is at [www.cuedspeech.org](http://www.cuedspeech.org)

Arizona	Maine
Tammy Lamb	Patricia Slater
California	Minnesota
Lori Hicks	Theresa Koenig
Joan Rupert	Tori Erickson
	Marcia Van Vreede
Florida	North Carolina
Jean Krause	Barbara Lee
Illinois	Beth Carrington Brown
Amy Bruder	
Nancy Burke	New York
Sandy Mosectick	Jennifer Bien
	Sarina Roffe
Louisiana	Terry Kelly
Donna Naquin Segura	Cathy Quenin
Penny Hakim	Carolyn Ostrander
Barbara LeBlanc	Leah Crowell
Iva Tullier	
Alice Himel	Ohio
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Julie Pera	Catherine Lynch
Gela Wax	Brian Cerney
Angela Laptewicz	
Joe Frisbie	Rhode Island
Erika Schutte	Aine Clements
Maryland	
Linda Balderson	Texas
Amy Ruberl	Tony Wright
Betsy Kipila	
	Canada — Alberta
	Marianne Flanagan

## Instructors' Q & A

Question: I taught an intermediate class to some parents and professionals who were slow yet very accurate cuers but had no confidence that they could really cue! They became self-conscious with hands shaking and avoiding eye contact with whomever they were cueing to.

Answer: One explanation may be that it is helpful to new cuers look to one of their ears to better hear the sound they are trying to cue. This is an example of neurolinguistic programming, activating the auditory center of the brain. The downside is that until the cuer develops some level of cueing automaticity, this can prevent him/her from making eye contact with others.

*Thanks to Judy Curtin for the response.*

# Transliterators Positions

## IL, Waukegan

Transliterators needed for hearing impaired students in regular education classes at Abbott Middle School. Thirty five hours per week (7am-2pm) throughout the school year. Salary: \$15,480 with health and dental benefits. Contact Charlene Johnson, Special Ed. Coordinator, 1011 Washington St., Waukegan, IL 60085; (847)360-5511; chjohnson@waukeganschools.org; fax:(847)263-4731

## MN, Rosemount

Transliterators for elementary, high school, 15-25 hrs./week, mornings or afternoons, working with experienced clients... two other transliterators. Salary: \$19.34/ hour with certification. Contact Paula Krippner, 14445 Diamond Path, Rosemount, MN 55068; 651-423-7624; fax: 651-423-7627; paula.krippner@district196.org

## VA, Dunn Loring (Fairfax County)

Qualified Cued Language transliterator needed to work with deaf or hard of hearing students in Fairfax County Public Schools. Flexibility to move between elementary, middle school and high school is desirable. Transliterators must meet the Virginia Quality Assurance Screening (VQAS) requirements of level III. However, a VQAS level I must be obtained upon hire. For additional details, please contact Suhad Keblawi at 703-503-4739 or e-mail Suhad.Keblawi@fcps.edu

## VA, Norfolk

Cued Speech Transliterators needed for experienced clients 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 Fax: (757) 628-3460 Kegan@nps.k12.va.us

## Classes & Cue Camps

September 20-November 8,  
Minneapolis MN

Beginning & Intermediate Cued  
English Class 6:30pm- 8:00pm

Contact: Katherine Burns-  
Christenson KBC29@aol.com  
or 952-929-3965

Cue Camp Virginia, September  
30-October 3, 2004  
Jamestown, VA

Offers Beginning, Intermediate  
and Advanced classes for adults,  
age-appropriate classes and  
entertainment for children.

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

September 30-December 9  
Thibodaux, LA

Beginner Cued Speech classes.  
6pm-8pm at Nicholls State  
University. Contact: Office of  
Continuing Education, 985-448-  
4444

October 9, Fort Myers, FL  
Cue/sign practice. 2pm - 4 pm in  
Whiskey Creek. Contact Barbara  
Caldwell at 239-454-7848;  
Cueflorida@aol.com

October 16, Mt. Prospect, IL  
READ'S Cued Speech Workshop  
9am - 3:30pm. Contact READ,

2020 E. Camp McDonald Road;  
Mount Prospect; IL; 60056;  
(847) 297-3206 (voice and TDD);  
(847) 297-4704 (FAX)

October 22-23, Wheeler, OR  
Cued Speech Intermediate/  
Advanced Retreat Contact: Joan  
Rupert 707-448-4060;  
LRupert601@aol.com

November 13, Fort Myers, FL  
Cue/sign practice. 2pm - 4 pm in  
Whiskey Creek. Contact Barbara  
Caldwell at 239-454-7848  
Cueflorida@aol.com

November 13, Mt. Prospect, IL  
READ'S Cued Speech Workshop  
9am - 3:30pm. Contact READ,  
2020 E. Camp McDonald Road;  
Mount Prospect; IL; 60056;  
(847) 297-3206 (voice and TDD);  
(847) 297-4704 (FAX)

December 4, Minneapolis, MN  
Cueing Santa. 1pm-3pm Contact:  
Katherine Burns-Christenson at  
952-929-3965; KBC29@aol.com

December 11, Fort Myers, FL  
Cue/sign practice. 2pm - 4 pm in  
Whiskey Creek. Contact Barbara  
Caldwell at 239-454-7848;  
Cueflorida@aol.com

## Cueing, Reading & Writing

Teachers who cue are combining the use of Cued Speech with a variety of phonics, language, reading, and writing programs.

In *On Cue* 2004 Issue 1, the article "Overcoming the Late Start in English" noted that **Julie Russell** of North Carolina used *Explode the Code* with Cued Speech to teach her students to cue-and-say the sounds of the phonemes. Later she added the *Rigby and Wright Reading Series*.

**Dorothee Baker** of New Mexico is using the *Wilson Reading System*, a very structured phonemic awareness and phonics program especially designed for special education, including dyslexia and learning disabilities. Imelda Goedycke of Massachusetts is incorporating Cued Speech into *The Writing Road to Reading*.

**Jennifer Bien**, now a graduate student in New York, has put together some Cued Speech lessons that

follow the *Lindamood* phoneme sequences for students in K-3.

Educators and parents interested in sharing experiences and questions with others are encouraged to become a part of the NCSA instructor listserve, post their comments on the forum page of [www.cuedspeech.com](http://www.cuedspeech.com), or send their thoughts to the NCSA office ([cuedspdisc@aol.com](mailto:cuedspdisc@aol.com)) for *On Cue*. Articles of any length up to 1,000 words will be considered, and photos are requested.

# Cue-Tips

by Preeti Gokal Kochar

## Practice Time:

### Sing a song of sixpence

So you can cue now! You know all the handshapes and the vowel placements and can slowly cue anything! What now?

At this stage, most people get impatient and want to be able to cue at the speed of speech. Compromising your accuracy to gain speed is not a good idea. For you, and for those going back to school after a summer of not cueing everyday, here's a practice tip.

One of my favorite ways to both cue better and have some fun is to cue a song. Here's how I do it:

**First**, pay attention to your handshape and placement; go slow:

“Thi s la n d i s you r la n d, thi s la n d i s m-y la n d”

If there's a mistake, repeat.

Once I have the accuracy, I speed up.

**Faster:** “Thi s la n di s you r lan d, thi s lan di s m-y la n d”

Notice the two liaisons in the faster version; they help with the speeding-up!

Try it with YOUR favorite song!

I sometimes use the song to practice the rhythm. I keep the cues going in time and pay less attention to the actual handshape. This helps in getting the cueing to a normal rhythm instead of the distorted rhythm one can have when cueing; e.g., “DO Y..OU WA...N T A COO..KIE” (which definitely doesn't sound like a question !)

I find that once I cue something well, I cross over into better overall cueing for sometime to follow.

While cueing a song is good warm-up practice, cueing the news on the radio is not good — probably because it is fast, scripted and does not have the normal pauses and hesitations of speech.

## Thank you to our donors!

NCSA is grateful for the donations from the following individuals and groups:

The United Way Capital Area of Austin TX  
Michael L. Adams, HP Employee Charitable Giving Program

United Way of the Bay Area

Ronald Rubio

Olivia Flores of the Wells Fargo Community Support / United Way Campaign

Several gifts were designated in memory of **Ben Remar**, father of **Linda Brattner** and grandfather of **Allison Brattner**.

Of her father, Linda said: “My father was very much involved in Allison's life. From the very beginning of my involvement with Cued Speech, he attended the Cued Speech classes that I taught to the family. He was also at a summer workshop at Gallaudet many years ago. I can't say he ever really cued well, but he was very supportive.”

Ben Remar memorial gifts were received from:

Mr. & Mrs. Hyman Brattner

Dr. & Mrs. James Spitalny & “all of your dear Marlboro/Manalapan friends”

Chancellor Avenue Annex Staff

Susan Wodin

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## Graduate scholarship

Sertoma International offers a \$2500 Communicative Disorders scholarship for graduate students in audiology and speech language pathology. The application deadline is March 30.

All scholarship applications are available on the Sertoma web site [www.sertoma.org](http://www.sertoma.org) or you may send a self addressed, stamped envelope to: Scholarships, Sertoma International, 1912 East Meyer Blvd, Kansas City, MO 64132.

# Thank You to our Donors!

The following persons gave generous donations to NCSA's Deaf Children's Literacy Project through last fall's Combined Federal Campaign, the workplace giving fund of federal government employees. If you know them personally, please tell them "Thank You!" We will be notified of additional donors. Others have donated also through this fund, but did not release their names for publication.

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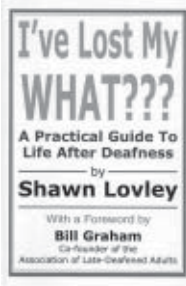
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**Call: 1-800-459-3529 v/tty (U.S.A. & Canada)**

**Mail: 23970 Hermitage Road, Cleveland OH 44122-4008**

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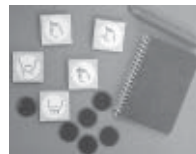
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**/kris-kraws-kyuez/**

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