Choosing Cued Speech: A Parent’s Story

by Polly Earl and Pam Beck

The first time Salena Ashton heard about Cued Speech was from an educator of the deaf in Texas. Her then newborn daughter, Rachel, was born with Treacher-Collins syndrome and bilateral microtia and atresia. Since she had essentially no outer ears and no openings to her ear canals, she had no access to sound for learning language. Rachel underwent extensive surgeries related to her medical conditions during her first 7 years of life. She’s a very determined girl, and “smart as a whip” as they say in Maine, who thrives as a 4th grader being home-schooled with her brother.

Salena decided not to use Cued Speech because she “had never heard of it” [and therefore] “wasn’t interested in it.” Her daughter was fitted with a bone-anchored hearing aid when very young and the family began to use spoken language and sign language for communication.

Years later, when Rachel was in first grade in Maine, there were clear indications that she was falling behind her classmates in reading, writing, and vocabulary development. One example of Rachel’s difficulty was when she couldn’t hear the difference between the numbers, “18” and “80.” Even though they looked different to her on her mother’s mouth, they sounded the same to her.

Her consulting teacher of the deaf suggested Salena revisit Cued Speech to visually and auditorily clarify words for Rachel. Salena welcomed the challenge as she realized Cued Speech could meet her daughter’s language and learning needs. Once Rachel became familiar with Cued Speech and observed her mother cueing these two numbers, she could see they were two different words with

Cued Speech is Turning 50!

Save the Date
July 8-10, 2016

Cued Speech 50th Anniversary Conference and Gala Awards Dinner
Westin in Tysons Corner, VA

Friday, July 8 will be dedicated to an International Cueing Symposium. The regular conference begins Saturday, July 9 and Sunday, July 10, 2016. There will be a Gala Awards Dinner on Saturday night, July 9, 2016, celebrating a half century of Cued Speech accomplishments.

The two-track conference will have a native cuers and family atmosphere track, as well as a track for Professional and research-based presentations. A Call for Papers will go out in August 2015.

The NCSA will launch a Cue the Youth Program for Teen Cuers to develop socialization, self-advocacy, and leadership skills. Children will be treated to a Cue – themed Children’s Program, NCSA style.

Please stay tuned to our Facebook page, Twitter and Website for more updates and information on the conference to share with your friends and colleagues.

For questions, contact Rob McIntosh: robmc@cuedspeech.org or Jeff Maslin at jmaslin@cuedspeech.org.
President’s Message

It’s my distinct pleasure to be serving on the NCSA Board with a dedicated group of Educators, Parents, and Siblings who all bring their passion for the advancement of Cued Speech and first-hand witness of the advantages to our Board table. But most notably, we are lucky to have many Native Cuers in key positions on the Board who bring their life experiences, talents and skills to our team in areas of Finance, Fundraising, Media, Planning, etc. and show how growing up with clear communication, language and the courage to be pioneers can lead to a fulfilling and balanced life.

When I wasn’t looking, the original little Cue Kids became adults with grown kids of their own and now there are new generations of Cuers being born. Going from being in a family where we were the only Cuers in the world to a world with many Cuers is amazing to see, but it’s not enough.

There are still too many places where we have to fight for educational services, still too many Cuers who aren’t given equal employment opportunities, and too many areas of the country where there is no regional support.

During our administration we have the honor, privilege and daunting responsibility of planning, organizing and celebrating the 50th Anniversary of Dr. Cornett’s great invention. As much as we will be looking back to cherish the legacy, we must also use the occasion to launch us into an explosion of publicity and awareness for the next generations.

A dear friend of mine, who was one of Leah’s early CS teachers, was recently in a position to introduce herself in a meeting and when she gave her background, she described CS and for the next minutes, cued everything she said. The overwhelming response from the group was “Why have we never heard about that? It makes so much sense!” We must make it the top priority of our administration to change that.

At our first Board meeting in Pittsburgh we got acquainted, launched a fundraising campaign known as 50 for 50, heard about progress on publishing more and more iBooks, and began our strategic planning. Our next meeting is fast approaching in Minneapolis and we welcome all to our open forum.

We must continue the advocacy, give back with our donations of time, money and ideas, and keep working on the bridges built by the last administration to prove that we can work with other organizations for the promotion of literacy and greater awareness of Cued Speech in the world.

Anne Huffman
President

On Cue, the newsletter of the National Cued Speech Association™, is published twice a year; e-mail updates to members are more frequent. News and calendar items, stories, anecdotes and photos are needed! Electronic transmission of all materials is preferred. Electronic photos must be high-resolution at 300 dpi. Submit materials to info@cuedspeech.org.

On Cue
1300 Pennsylvania Avenue NW, Suite 190-713
Washington DC 20004
By Sarina Roffe

The most important advice I received as the parent of a deaf baby was that to build language I had to talk talk talk for months and months before my child would show signs of understanding language and it would be even more time before he would express language. The basic concept is language in yields language out.

Cueing builds language and an internal understanding of a spoken language. So when we cue to our children, we are providing the building blocks for language, communication and ultimately literacy.

Building language in babies and toddlers who are deaf and hard of hearing is as simple as just cueing, the same way a parent would develop language in a hearing child. Still, there are some guidelines that provide an outline for parents in need of more specifics.

It’s very important that parents don’t ‘dumb down’ their language. Consistently talking and cueing to your child will build language. The more language a child acquires, the stronger the foundation for literacy.

The following suggestions are designed to assist parents build language in their children who are deaf and hard of hearing.

- Talk about how things are the same or different
- Talk about emotions and how things feel. If your child is angry or sad or happy, give him or her words to say it.
- Listen to hearing children talk among themselves. Listen for phrases you wouldn’t normally say and work them into the vocabulary you use with your child.
- Use and expect language and you will get language. Cue all the time and be consistent in your expectations.
- Avoid baby language. A pacifier is a pacifier, not a ba-ba or a bo-bo or a pachi.
- Think of your home as a laboratory of learning and use it.
- Cue sounds in the environment, especially with children with cochlear implants because it validates what they hear. As language builds, expect expressive speech, especially with questions. For example:
  - Talk and cue about what you are doing – washing dishes, loading the dishwasher, cooking, brushing your teeth, taking a bath, etc.
  - Cue babble or whatever your child says – cueing it back reinforces what they are saying and tells them that you understood them.
- Remember to cue colors – not just red, blue and yellow, but magenta, purple, lavender and turquoise.
- Say and Cue body parts, farm animals and zoo animals.
- Count objects and use numbers
- Use the names of the shapes of objects – triangles, squares, polygons, ovals
- Sing and cue the alphabet.
- Use prepositions and opposites – on, off, under, over, near, far, next to, in, out, etc.
- Use adjectives – the dog’s tail is bushy, thin, thick, long, short. A pattern is plaid, or striped or solid colored. He is wearing a flowery shirt.
- Talk about how things smell and their texture – soft, hard, sandy, rough, smooth.
- Use brand names – Nike sneakers, OshKosh.
- Use names of toys and characters, like Dora the Explorer, Jake and the Neverland Pirates
- Sing and cue nursery rhymes with your child.
- Identify items in the room and cue their names to your child. Describe them. For example, “we have a blue sofa.” Or “the picture on the wall has flowers.”
- Take field trips and use experiences to build language. For example, say and cue the names of animals and their habitats during a visit to the zoo.

**LANGUAGE IN = LANGUAGE OUT!**

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**Creighton University Must Provide CART to Michael Argenyi**

Michael Argenyi, a Cued Speech medical student from Seattle, WA recently won a lawsuit against Creighton University Medical School under the Americans with Disabilities Act, because they would not allow him to use a Cued Speech Transliterator, CART, or any support during medical school - even if he paid for it himself.

A federal judge ruled that Creighton University’s medical school must provide Michael Argenyi with computer-assisted realtime transcription (CART) to allow him to complete his last two years of school.

However, the judge also ruled that the university does not have to reimburse Argenyi for the more than $100,000 of his own money spent to obtain this accommodation.
Championing effective communication, language acquisition and literacy through the use of Cued Speech.

by Tammy Lamb
NCSA Scholarship Committee Chair

The NCSA’s Scholarship Committee was pleased to announce Nicole Dugan as the 2014 R. Orin Cornett Memorial Scholarship Winner. Cornett, the inventor of Cued Speech dedicated his life to increasing communication, language and literacy skills among deaf and hard of hearing children. While this award honors his memory, it is also intended to provide assistance to accomplished deaf cuers pursuing higher education. Nicole is a testament to the Cornett legacy as she exemplifies how the use of Cued Speech throughout her lifetime has played an important role in her academic and personal successes.

Nicole has left somewhat of a legacy of her own on the campus of RIT. In 2003, while pursuing her undergraduate degree, Nicole filed a formal complaint with the U.S. Department of Education’s Office for Civil Rights against Rochester Institute of Technology after RIT failed to provide her with cued language transliterating services for two years of her education. When asked what that was like, Nicole responded, “It was hard adjusting to RIT my first two years. It took me a long time to become very fluent in ASL so I felt “boxed” in with glass walls for a long time with not being able to have full access in the classroom as well as outside of the classroom. Just about every person I shared my story with was very sympathetic and understanding, but in the end it was really my fight to fight alone. I had heard about prior attempts to get CST services at RIT but all had failed pretty much because they knew sign language well enough to receive ASL interpreting in the classroom. That tidbit alone deterred me from becoming fluent in ASL for two years so that I could have real chance of winning my case and opening up more doors for others like me.”

In 2004, RIT modified its policies and granted Dugan CLT and C-Print services. Nicole reflects, “I was finally able to request Cued Speech transliterators and … once again be on par with classmates in courses where spoken English was used.”

Colleen Galletta, former CST/Para-professional from Glassboro, NJ testifies, “Nicole is very gifted and talented. She was involved in every activity that school offered to her. She was a good athlete, an actor, an artist and a musician. She played in the marching band, pep band, and jazz band. She was in so many activities, that if it weren’t for her friends that cued for her, I would have never seen my own family. She excelled in all that she did. That earned her the respect of her peers and pretty much anyone that got to know her. She has worked at Cue Camps over the years as well. In the next five years I see Nicole achieving any goals that she sets for herself.”

Nicole has already earned a Bachelor’s degree in Psychology and a Master’s degree in Human Resource Development. One CLT on the RIT campus, Jill Burress, testified that; “This past year, (Nicole) has served as the President of the Cued Speech Club, in which I serve as the advisor. She has taken a very proactive role in that she has organized weekly lunches to encourage cuers to gather together along with promoting the club at every chance possible. She has been a role model for those who attend RIT and are less assertive about their communication needs.”

Nicole is pursuing a second Master’s in Business Administration at RIT. The NCSA is proud to support her by way of the R. Orin Cornett Memorial Scholarship. For more information on 2015 Scholarships, please visit http://www.cuedspeech.org/cued-speech-scholarships

Past Cornett Scholarship Award Winners

- 2014: Nicole Dugan
- 2013: Ann Mochinski
- 2012: Caitlin Cunningham
- 2011: Jason Gorny
- 2010: Michael McAllister
- 2009: Hannah Mann

- 2008: Jennifer Godsey
- 2007: John Veazey and Liz Tolleson (Shuler Scholarship)
- 2006: Esther Rimer and Patrick Gildea (Shuler Scholarship)
Established in 1997, the R. Orin Cornett Scholarship Fund was created to aid qualified deaf or hard of hearing students to continue their education past high school.

There are two scholarships available under the R. Orin Cornett Scholarship Fund:

**R. Orin Cornett Memorial Scholarship** ($1,000) - Honors the memory of the inventor of Cued Speech, Dr. R. Orin Cornett, who dedicated his life to increasing language, communication and literacy among deaf and hard of hearing children.

**Recipients of this award must:**
- have used Cued Speech as their primary mode of communication during their language learning years OR for five or more years during their education, and
- be entering or attending vocational school, undergraduate school or graduate school.

**Carol Shuler Memorial Scholarship** ($500) - Carol Shuler was a speech pathologist and a teacher of the deaf who embraced Cued Speech for its English access. In addition to the two required items above, award recipients must reside in Arizona, Alaska, California, Hawaii, Idaho, Nevada, Oregon, Utah or Washington.

Scholarships from the R. Orin Cornett Scholarship Fund are NOT awarded based on financial need, degree of hearing loss or use of a cochlear implant.

**Scholarships ARE awarded based:**
1. The candidate has used/uses Cued Speech as primary mode of communication.
2. The candidate is an individual member or is included in a family membership of the NCSA.
3. NCSA’s mission, vision and goals have been and will continue to be represented by the candidate.
4. The candidate will be an advocate for the use of Cued Speech for language, learning and literacy.
5. Every application will be considered on the basis of academic achievements, and other accomplishments including how s/he has represented the mission of NCSA and the use of Cued Speech. All candidates are encouraged to apply.

For information on how to apply, scholarship application and deadlines, please visit cuedspeech.org.

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**CALENDAR OF EVENTS**

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<th>Date</th>
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<tr>
<td>May 1-2, 2015</td>
<td>Intro to Cued Speech Class – FREE (Minneapolis, MN)</td>
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<td>May 3, 2015</td>
<td>InsCert Exam (Minneapolis, MN)</td>
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<td>May 15 - 17, 2015</td>
<td>Spring Camp Cheerio (Roaring Gap, North Carolina)</td>
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<td>June 22-25, 2015</td>
<td>Boot Camp for New Cued Language Transliterator (Winston-Salem, NC)</td>
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<td>Includes courses EID, CLT Skills Development I and CLT Skills Development II, and much more!</td>
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*Contact Lauren Pruett at admin@language-matters.com*

*For Course Descriptions go to www.language-matters.com*

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Get Ready for Cue Camp Season!

Learn Cued Speech in the relaxed atmosphere of camp. These week-end long family style learning vacations teach Cued Speech in a retreat-like atmosphere. There are exciting class formats for cuers of all ages. Adults and children are placed in age appropriate classes. Adult classes are taught by NCSA Certified Instructors of Cued Speech. The focus is on expressive fluency for the younger campers. There will be several concurrent workshops each day to meet individual needs. These workshops are co-sponsored by the NCSA.

For registration information, visit cuedspeech.org.

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Championing effective communication, language acquisition and literacy through the use of Cued Speech.

National Cued Speech Association
Volume 27 • Issue 1 • Spring 2015

Become A Cued Speech Instructor!

As part of its mission, the NCSA advocates for standards of cueing ability and knowledge by those teaching Cued American English. InsCert – instructor certification – is a workshop that teaches the basics.

An Instructor of Cued Speech certificate is a credential that certifies the holder’s ability to present information about CS and to teach beginning level CS courses. In order to be certified as an Instructor of Cued Speech, an individual must be at least 18 years of age and meet the following five requirements: NCSA paid membership, maintain proficiency skills (currently, as evidenced by Expressive Cued Speech Skills: Word-level Assessment), maintain 15 hours over three years of continuing education, completed the Basic Instructor Workshop), and pass ICS-National Certification exam, written test, and Assessment of Cue Errors (ACE) test.

The requirements can be completed in any order, but all five must be met within a time period of no more than 3 years for certification to take effect. Certification is permanent, as long as the first three requirements are maintained. However, certification can be revoked from any certified Instructor whose maintenance requirements lapse for more than a year.

The Basic Instructor Workshop is a 2-day intensive workshop is given at least twice a year, usually simultaneously with NCSA Board meetings. The BIWS, or Basic Instructor Workshop, is a 2-day intensive workshop taught by 2 qualified instructor trainers. The BIWS was designed to ensure that all instructors are exposed to the NCSA’s current policy on cueing and cueing mechanics standards. However, the workshop alone is not meant to be complete preparation for the national certification exam.

More information is available at cuedspeech.org.

Upcoming Basic Instructor Workshops and Exams

- May 1-2, 2015  InsCert Class, Minneapolis, MN
- May 3, 2015    InsCert Exam, Minneapolis, MN
- Nov 5-6, 2015  InsCert Class, Greenville, SC
- Nov 7, 2015    InsCert Exam, Greenville, SC

NCSA Weekends and Board Meetings

Have you heard the expression “If you build it, they will come?” That is the new mantra of the NCSA board, which meets face to face around the country twice a year.

To meet the increasing demand for face to face cueing instruction and training of professionals, the NCSA has been offering free CS beginner classes at its board meetings. These classes have been meeting a need to provide direct CS instruction in places that normally would not have a class.

Classes are now being planned in conjunction with the NCSA Board meeting in Minneapolis, MN on May 1-2, 2015 and Greenville, South Carolina on Nov 6-7, 2015.

In Minneapolis, in addition to beginner Cued American English classes, the TEC Unit has scheduled the National Certification Exam.

The NCSA fields frequent requests for CS instruction. Providing these classes to local families meets the NCSA mission. At the same time, the families and professionals who take the classes, have the opportunity to interact with the board, which includes parents and native cuers.

Upcoming Basic Instructor Workshops and Exams
NCSA and Hands & Voices Join Hands

By Jeffrey Maslin, NCSA Hands & Voices Liaison

The Hands & Voices phenomenon began in the early 1990’s when it quickly became apparent that information about the diversity of the “deaf experience” was getting lost in translation between advocates for one particular mode of communication and families who were just beginning their journey. The opinions of advocates overwhelmed parents.

Hands & Voices (handsandvoices.org) was formed as a parent advocacy organization that sought to mediate this issue. They based their mission on inclusivity and providing unbiased information. There are no right answers; only determinations of value systems and what strategies match those value systems. A successful effort from Hands & Voices means a confident parent who is excited to work towards an optimistic future.

Today, chapters across the nation diligently work to provide accurate and unbiased information about educational and communication options available to families for their children who are deaf and hard of hearing, including information about Cued Speech. Families of newly identified children are matched with a specially trained Guide by Your Side, who helps guide parents in their journey.

The NCSA Hands & Voices Liaison is working to match NCSA regional representatives with Hands & Voices state chapters to provide information and be a resource on cueing. The power of telling our own stories is something that can make a difference in somebody’s life because what we do is we offer the reassurance that “your child will be ok.” We use our stories to shed light on a possible path through an uncertain future.

The NCSA counts Hands & Voices as a valuable partner in providing parents with information about all of their communication options. We encourage our members to reach out to their local H&V chapter and be involved in helping parents through their journey.
By Tom Shull

In February, Ben Lachman and I had the pleasure of traveling to Addis Ababa to teach cued Amharic at the VICKtory School for the Deaf. Otolaryngologist Dr. Miriam Redleaf (IL) saw the potential for this newest Cued Speech adaptation. Her vision and guidance brought cued Amharic to life. Her daughter, Zenebesh accompanied us to Ethiopia. The class would not have been possible without Zenebesh’s constant support throughout the entire process.

Our class of 30 or more participants had a wide range of ages (about age 6 to adult) and roles (teachers, parents, students, and members of the community). Participants were deaf, hard-of-hearing, and hearing. Most were fluent in Ethiopian Sign Language and several knew some English.

Classes were held all day for seven days. By the end of the first day, several children had finished the workbook and could cue any word in Amharic. They became our co-teachers. By day four, everyone had finished the system. However, the system could easily be taught in less time.

Participants did very well. In one activity, they cued children’s books. By the end of the week, most were able to cue accurately and comfortably at the sentence level. Only a few remained at the word or short phrase level. Others could cue slowly, but comfortably, at a conversational level.

They learned how to write cue notation and used it to make posters for classrooms. We discussed strategies for implementation, but that remains somewhat of an obstacle (i.e., how will cued Amharic fit into the established curriculum?) Only a fraction of the students at VICKtory attended our course.

I recommend follow-up to include higher-level training for previous students, more introductory classes (for the VICKtory and the Mekanisa Schools for the Deaf), and instructor mentoring for participants who stood out in their ability to acquire cued Amharic.

We developed a chart for Amharic CS and a student workbook that was provided to participants. The workbook was written with pronunciation written in the International Phonetic Alphabet and with English translations so that other American instructors could assist in teaching the system without having to learn to read written Amharic.

I’m grateful to the NCSA, the Lachman Foundation, and Dr. Redleaf for providing funding to make this course possible. And to Dr. Telahun Gebrehiwot, professor of the Amharic language at Boston University, for generously sharing his time and expertise. He provided a great deal of assistance both with background on the language and its pronunciation. After thorough discussion with Dr. Gebrehiwot, the name /ämärĭnyä iyṭä/ (Visual Amharic) was chosen. A great many other people supported with their unique skills, expertise, and resources. Great thanks to Hilary Franklin, Suhad Keblawi, Polly Earl, Brad Buran, Gregg Lof, Daryush Mehta, Ahera and Hossana Nega.

There is no doubt that our community is enhanced by the addition of these charming, eager, loving, and brilliant new cuers. It is my hope that we can continue to foster Cued Speech in Ethiopia.
Choosing Cued Speech: A Parent’s Story

In an extensive survey of cueing parents conducted by Reynolds (2007), one parent shared her poignant realization: “When my child was three years old, we were using Signing Exact English with pretty good communication. One morning we stepped outside, and there was dew on the grass. My child asked, “What is that?” I said, “It’s dew.” He said, “Why?” I wanted to say, “Because the moisture precipitated on the grass,” but I did not have the signs. He was mentally ready, but I did not have the tools. At that point, we decided to do better, and we chose Cued Speech.”

Reynolds quoted other parents:
• “We started to see him speak and write in ASL rather than English. Cued Speech has made his written and oral language more closely match age appropriate language.”
• “My husband and I are both hearing and found it very difficult to learn sign language and then turn around and use it fluently. It was truly like learning a foreign language.”
• “We were using an auditory verbal approach but felt it was important for her to develop her lipreading skills also.”
• One father explained his son “has Auditory Neuropathy and was diagnosed late. He was not getting benefit from his hearing aids and we wanted him to be fluent in English.”

For infants and children with Auditory Neuropathy Spectrum Disorder, Cued Speech fills in the incomplete and inconsistent signal they are hearing. One parent who began cueing when her child was 8 months old observed that by 18 months her child could “cue-read” her without voice and respond to a 5-word question in cued Dutch (Earl, 2006). Cued Speech is a highly effective option in providing children with full access to spoken languages. Thanks to its brilliant design by Dr. R. Orin Cornett in 1967, children who are profoundly deaf can find great success with language and literacy when cues are used accurately and consistently (Cornett, 2001).

Families will continue to choose Cued Speech as a communication option and others will revisit Cued Speech after choosing other approaches. As one cueing parent stated, “get the advice from deaf people who use it” and “don’t knock it ‘til you try it!”

The National Cued Speech Association is here to help you. For families who chose a different path for communication and access to language and literacy, it’s never too late to learn Cued Speech. Start cueing early with your child for the best benefits.

Check out our website, www.cuedspeech.org.
• Instruction options include classes, self-study and distance learning, and family cue camps.
• Join the National Cued Speech Association.
• Join the Cued Speech page on Facebook. Wonderful resources are available to open up a whole new world of learning for you and your child with Cued Speech.

References:
Polly Earl is a Consulting Teacher of the Deaf in Caribou, ME. mainecues@gmail.com.
Pam Beck is a Teacher of the Deaf in Shaker Heights, OH. pbeck@cuedspeech.com.
On the World Scene: Cueing in Poland

by Polly Earl

Did you know that Cued Speech (CS) is being used by hundreds of people all across Poland? The NCSA recently received an update on some of the studies that have been completed on Cued Polish in the past few years.

But first a little history. CS was brought to Poland in the early 1980s by Dr. Orin Cornett thanks to the collaboration of Tadeusz Galkowski, Olivier Periér, and Jean-Marie Capouillez. Their first attempts at adapting CS to spoken Polish were not immediately used in practice as they did not take into account the specificity of the Polish phonological system.

In 1984, the Polish version of CS, known as “fonogesty,” was refined by Marcin Bialas to more exactly match the Polish language. One of difficult aspects of this task included how to show the details of its grammar, a challenging aspect of spoken Polish for children who are deaf and hard of hearing.

Students who use Polish sign language have faced great difficulty learning Polish because of the vast differences in grammatical structure in each language. In Polish, syntactic functions are created by the use of inflectional suffixes. Nouns and adjectives have rich inflection; some words can have 14 different forms and there can be 157 suffixes used to inflect nouns! Gender and case must also be considered. Finally, in order to create the correct form of a word, you must follow an unpredictable but strongly fixed convention. The correctness and purity of the Polish language is held in high regard by its people as they consider it a sign of the love of their country and a sign of someone’s culture and education. That was one reason researchers and educators sought out a communication method that would help people who are deaf and hard of hearing acquire Polish.

So the task began. In refining Cued Polish, many of the consonant handshapes from Cued American English were used. However, they soon realized that because Polish has ten more consonants than English, they would need additional considerations for the palatal and palatalized Polish phonemes. They modified existing consonant handshapes to have an additional one with the extended fingers bent slightly forward, toward the inside part of the palm. This symbolized the touching of the tongue to the palate. This was reportedly the same modification that Dr. Cornett used when creating Cued Spanish and saved them from creating new handshapes.

Krakowiak (1995) wrote up the results of testing out the accuracy of these new Polish cues for the first time. Elementary students and teachers were taught the cues and then asked to lipread meaningless syllables, words, and sentences. Results from both groups were “satisfying” and “encouraging.”

Applying Cued Polish to educational programs was not easy since funding did not exist for this scientific research. Dedicated teachers and volunteers made it possible to prepare handouts and videotape the children’s progress. Fonogesty was first used in two deaf education centers in Lublin and Radom between 1987-1994 with about 60 students participating in the experiment. After 16 years of using fonogesty in schools and home settings, all the participants agree that when used consistently and properly, Cued Speech enables acquisition of spoken and written language.

Additional studies have found remarkable results. One of the most notable studies involved three groups, each with 11 students who were severely hard of hearing. They were asked to lipread and write down Polish sentences. The approaches they used were either auditory-oral, Polish CS (fonogesty) or Polish sign language.

Results showed the CS users excelled at this task (95.94% accuracy) compared to the oral group (33.83% accuracy) and the sign language group (0% accuracy) (Krakowiak & Leszka, 2000). Another experiment asked these same students to lipread and write down nonsense words and again, the students who used Cued Speech (88.6% accuracy) performed far better than the oral group (10% accuracy) and the signing group (20.6% accuracy) (Krakowiak & Leszka, 2000).

Researchers stated that one unique advantage they observed was that CS users can communicate effectively with people who do not use CS, such as in public places, meetings, and social events. Granted, it takes more effort, but does provide access to their world.

In summarizing these studies, Bialas urged his fellow researchers and educators in Poland to consider the many linguistic and psychological benefits CS provides to language learners. He proposed, “if CS became widespread it would create the possibility to break the language barrier and thus it would help to equalize the educational chances of the deaf.”

Fortunately, the Catholic University in Lublin is graduating increasing numbers of teachers who can competently cue. In 1999, the Polish Cued Speech Centre was founded in Kalisz and provides CS classes for teachers, parents, and children of all ages all over Poland.

Let’s hope that their support of CS spreads to other countries with the same enthusiasm and results!


The reader is encouraged to check out the complete article by Marcin Bialas and other studies on fonogesty completed by Dr. Kazimiera Krakowiak on our website: http://www.cuedspeech.org/cued-speech-research.php
Meet Kathleen Bull, CS Advocate in Quebec

By Pamela Beck

Meet Kathleen Bull of Montreal, Quebec, Canada. I spent eight fascinating hours interviewing her; this article covers only part of our conversation.

Kathleen is the coordinator of the speech-language department (12 speech-language pathologists for 9 full-time positions) at École St-Jude and a person who has been promoting Cued Speech in Québec for more than 20 years, both in the native French (Québecois) and, more recently, in English (American) for English as a second language.

Kathleen is bilingual, the product of an English father and French mother. After becoming a speech-language pathologist, she began searching for something beyond the typical specialties in the field. A colleague suggested she look into the work being done with Cued Speech in Belgium; Kathleen learned to cue during a six-week visit there and continued her training in Québec with the help of a group of people from various parts of Québec promoting Cued French. She participated in the development of the French Canadian adaptation of CS and various promotional and learning tools.

At the École St-Jude where Kathleen started to work in 1989, Cued Speech was introduced after another SLP thought Cued Speech would be good for one student. As they began, Kathleen worked to be sure that all staff members were well-informed about Cued Speech. By June of 1992, Cued Speech was accepted as an official communication option.

The first student was mainstreamed in fourth grade with an interpreter/transliter-ator who learned cueing a few months after starting the school year. The experience with this student prompted a review of the use of Cued Speech. The students’ exposure to cued language was limited because teachers and staff could cue if they wanted to, but were not required to do so. A change began when a principal said, “If you want to work in this school, you have to cue.” Yet, it meant taking a CS course but not necessarily achieving fluency. Kathleen says, “The process of implementation of CS in an educational environment is a long one but is worth the effort for the sake of the children.”

Currently, students who are deaf or hard of hearing start school at age four with the goal of being mainstreamed. The school is working toward having the entire staff cue, and teachers are given more support in developing their cueing.

Free 7-week evening classes in Cued Speech are offered twice a year for families and caregivers. The school also offers day classes (4 days per workshop) in Cued French as well as in Cued English. These are free of charge for those of the same school district as École St-Jude or the rehabilitation center that works closely with the school.

Students need to cue and cue-read. Kathleen wants the children to realize that cueing is helpful. Evaluating and developing the cue-reading abilities of the students is a priority, as students need to both receive the information and process it. Beginning in the 2013-14 school year, students now have a cue-reading evaluation score on their report cards. Kathleen and a colleague have developed a cue-reading program for students with goals and activities.

To be mainstreamed, Kathleen believes, students with a hearing loss need the same quality, quantity and speed of receiving information as the students who hear. The special-needs students “need to understand everything that is said and understand it fast.” Understanding cannot be just a global understanding; it has to be precise: “cueing gives precision”. “We need to define what we expect the child to do.” Kathleen asserts that an assessment of cue-reading for the mainstream “needs to go beyond the test, bringing in the classroom aspects of sound, speed and distractions…To succeed in high school, ‘functional’ [cue-reading and language] is not enough.”

Children Learning Cued Speech and Literacy; Special Cued Speech Books

More formal presentation of the Cued Speech system to children begins at age four with a unique program of specially-created colorful illustrated story books (one for each phoneme). The story is re-read to the class each day for two weeks. The repetition allows children to participate and learn to cue-and-say certain recurring uses of the target phoneme. Each story is accompanied by a unique song and a teacher’s manual with instructions and additional ideas for engaging the children in learning.

These stories and others as well as other material are used also to develop more sophisticated literacy skills — macro and micro understanding of narrative at six levels. The class reads a story three times and become active in considering a story. They are encouraged to develop hypotheses and suggest consequences. Sample receptive questions could be

- “Was the statement by a girl or a boy?”
- “Was the sentence about one or some?”

(In French, this can be determined by word endings.)
- “The stars were shining…” Is that day or night?”

As an example of assessing mental processing, Kathleen will give a verbal de-
Kathleen asks them “How is it for you? How are you communicating? How is the student doing?” The discussion is not about the signing, but about the goal of succeeding beyond “functional” to be successful.

How do you motivate parents to learn and use Cued Speech?

The parents are advised: “You may have difficulty learning Cued Speech, but you don’t know how difficult it is for your child to understand what you are communicating without cueing.” Parents are asked to come to their child’s speech-language lesson once a week for most of the school year.

Deserving special attention are the instructional materials and techniques developed by Kathleen Bull, Melanie Gauthier, and Sophie St-Jacques. Their learner’s manual Le langage parlé complété: Cahier de formation de base (basic training) uses color and graphics, especially tables and unique charts, as well as text. Their sequence of instruction introduces all the vowels, then handshape 5, handshape 3, and so on (starting with the most frequent consonants).

Building fluency and speed in cueing starts immediately in the Quebec model, using a measured-beat approach. Kathleen and her team prepare beginning cuers for thinking in beats by graphically separating each handshape + location cue into equal boxes (diphthongs occupy only one box because they are not relevant in French). The cue notation is stacked below each box. Note how easy it is to discern the correct pronunciation and cueing of the French word for “4” spelled quatre: FYI: the “c” = cote, i.e. side location.

Learners are introduced to planning how to cue every part of a word or phrase. They then cue at a consistent pace, starting with 40 beats a minute. To set this pace, they use a virtual metronome, such as www.metronomeonline.com.

As novice cuers progress, they gradually increase the beats per minute, with a goal of at least 120 beats per minute or more. Various contexts of practice are introduced, adding to the cognitive stress. The easiest context is related to automatism (frequently occurring words and phrases); the hardest is the unpredictable context of communication (unprepared text). In between, there are structured and semi-structured situations. The cuers learn to increase speed gradually while maintaining fluency and minimal errors. Use of the metronome and the various contexts allow easy monitoring of the progress.

Kathleen is articulate, dynamic and blessed with a team of professionals with a wide range of talents and skills. This team has produced attractive and effective materials for teaching Cued Speech (Langage Parlé Complete) to children and adults. Some are available through the NCSA bookstore at www.CuedSpeech.com.

Have An Old Car? Donate It to the Deaf Children’s Literacy Project

It’s a harmless hands-off process. Go to http://www.v-dac.com/org/?id=521263121 or call 877.999.8322.

Vehicle Donations handles the donation and sends us a check!
In Memoriam

**Dr. Carolyn Jones Ross**

Dr. M. Carolyn Jones Ross died March 18, 2014 in Oxford, Mississippi. She was a retired speech-language pathologist who was an early pioneer in the use of Cued Speech. A tireless advocate for Cued Speech; she developed a written code incorporating Cued Speech which she found helpful for children and adults having a variety of problems encoding spoken and/or written language in addition to the deaf for whom Cornett developed the system originally. Many persons have benefited from the written Self-Monitoring Cue Card Format, described as “ingenious” by Dr. Cornett. Dr. Ross was a founding board member of the National Cued Speech Association.

**Dr. Carol Boggs**

Carol Cone Boggs, Ph.D., a long-time supporter of Cued Speech and active participant in Cued Speech circles passed away on March 8, 2015, at age 81 in Charlotte, North Carolina, after a short battle with pancreatic cancer.

Her involvement with Cued Speech began in 1970 at Gallaudet University where she was employed as a planning analyst and assistant to Dr. R. Orin Cornett, the inventor of Cued Speech. Dr. Cornett encouraged her to pursue graduate studies, which she did, earning a master’s in education in 1974 and a doctorate in sociology in 1977, both from the University of Maryland. She did post doctoral work at Johns Hopkins University in 1978 and the University of South Carolina from 1984-89.

After moving to North Carolina, most of Dr. Boggs’ work life was spent as a sociology professor at several universities including the University of North Carolina Charlotte, Queens College Charlotte, and the University of South Carolina. During this time period, Dr. Boggs maintained her involvement with Cued Speech by serving as the editor of the NCSA Cued Speech Journal from 1987 through 1998. She was on the Cued Speech Center Board in Raleigh, NC, from 1985—89 and was responsible for developing a five-year plan for agency’s operation and expansion. In 1997 she became the executive director and also served on the NCSA Board as the southeast regional representative. She retired from the Cued Speech Center in 1999 when she was diagnosed with Parkinson’s Disease.

According to her obituary, “She was particularly committed to education for the deaf and hard of hearing and was fluent in both American Sign Language and Cued Speech, along with Spanish. Dr. Boggs was a gifted teacher and educational administrator. She was raised in the Salvation Army and, following her graduation from Asbury College and the Army’s Training College, served in Little Rock, AR, and Santiago, Chile.”

Carol made extensive contributions to Cued Speech through her work and dedication to Cued Speech. The NCSA family extends its condolences for Carol’s family. She was a true friend.

NCSA National Office – Behind the Scenes

To NCSA members, the national office is an invisible presence behind the advocacy and member services offered. In fact, the national office handles many items and is a busy place.

The office handles emails and phone calls from families and professionals, and graduate students wanting to learn CS. We receive requests for transliterators, post jobs to our web site, and generate new content.

The NCSA has an exhibit booth that goes to national conferences where volunteers man the booth and answer questions about CS. The national office manages the schedule, shipping and sees to it that materials and handouts are available for the booth.

When donations and membership dues come in, they have to be logged in and receipts sent to the donors. We handle the finances, manage an annual certified independent audit, and manage the NCSA records. In addition, we handle a myriad of logistical details – board meetings, materials, classes, and renting venues.

The NCSA is a clearinghouse of information from the international cueing community, as well as our 10 affiliate organizations in the states. Our office also handles relationships with other national organizations, such as Hands and Voices, and is a resource for information for our members.

In late summer, the office is busy with the annual application to the Combined Federal Campaign. This federal workplace giving campaign is a major source of NCSA funding. It also provides the NCSA with entrée into state campaigns and the United Way and allows us to accept vehicle donations.

Currently the office is managing the iBook Project. Thankfully, volunteers take on many tasks for the NCSA and the main office is their “go to” place for information and guidance.
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Championing effective communication, language acquisition and literacy through the use of Cued Speech.
NCSA Launches iBook Project

Technology has revolutionized the way we can present stories to children. Using Apple technology, the NCSA is producing 10 children’s iBooks to be read on an iPad. The books are primarily adaptations of classic children’s books.

Each story will have a video of someone cueing on each page next to the illustration and text. Deaf children will be able to read these stories and have a person cue the text in real time. iBooks allows the reader to expand the video narration to full screen.

Pioneer Cuers may remember that Dr. R. Orin Cornett, the inventor of Cued Speech, had a project in the 1980s whereby stories were cued on video tape and these tapes along with the book would be sent to cueing children to promote literacy. Dr. Cornett wanted to make the stories accessible to deaf cueing children! The iBook Project is the 21st Century version of Dr. Cornett’s vision.

The first three iBooks will be released in April through the Apple store as free download. They are The Three Little Pigs, Snow White and Red Riding Hood.

During the next six months, the following books will be produced and released: Rumpelstiltskin, Peter Pan, I Have a Special Grandma, My Brother is Special, Alice in Wonderland, Hansel and Gretel and a book of Nursery Rhymes. I Have a Special Grandma and My Brother is Special were written by Peggy McGlone, mom of native cuer Amy McGlone.

A print version of each book will be sold on Amazon. Each book will be printed with key cue word lists. Printed versions will not have the video component.

The project was completed under the supervision of native cuer Simon D. Roffé. Board member Claire Klossner supervised the cuers who cued the stories. A variety of illustrators captured images for the iBooks. Each book is sponsored by a donor, or combination of donors, who are recognized on the cover page of the book. To sponsor a book, contact the NCSA at info@cuedspeech.org.