NCSA Awards 2007 Cornett Memorial Scholarship and Carol Shuler Memorial Scholarship

The NCSA is pleased to announce that John Veazey (Louisiana) and Elizabeth Tolleson (Hawai‘i) are this year’s recipients of the R. Orin Cornett Memorial Scholarship and the Carol Shuler Memorial Scholarship, respectively.

The scholarship fund honors Dr. Cornett’s dedication to improving access to communication, language and literacy for children who are deaf and hard of hearing. Dr. Cornett developed Cued Speech in 1966, during his first year as Vice President of Long-Range Planning at Gallaudet University. His goal was to develop a way for deaf children to access clearly and visually the properties of spoken language.

R. Orin Cornett Memorial Scholarship ($1000)
This scholarship honors Dr. Cornett’s memory and lifelong commitment to Cued Speech, as well as his personal interest in the academic successes of cuers around the nation.

Awarded to John Veazey
John Gideon Veazey was born in Brunswick, GA, in 1988 and his first home was on St. Simons Island. After being diagnosed with congenital Cytomegalovirus infection at six months, his parents began using Signing Exact English (SEE). John used this method of communication until he switched to

Memorial Scholarship, continued on page 12

A Time to Discover
by Marcia Beveridge

Our family would like to share our experience at CueCamp Friendship 2007 to let families know what a worthwhile experience it can be and to let West Coast cueing families know about a very special scholarship fund that can help you achieve your goal of getting to camp.

Our family consists of two hearing parents and our six children age 18 months to 11 years. Our three year old son and sixteen month old son were born with a profound and severe hearing loss respectively. We have been cueing since the older child was 8 months old. Both boys now use bilateral cochlear implants. We live in the “cuing desert” of southern California, where most professional reactions to our choice to cue have not been encouraging to say the least. Incorporating cueing into our daily lives has been a challenge also, between frequent business travel for Dad and frequently overwhelming household responsibilities for Mom. Nevertheless, we consider the effort well worth it, as each family member benefits from our use of Cued Speech in some way. All of which is to say we long for opportunities to put aside daily life and focus on cueing while connecting with other families on the same path.

Cue Camp California 2006 whetted our family’s appetite for a longer camp with more participants, so in late spring we contacted the director of Cue Camp Friendship and said that we wanted to come. We knew this would be a logistical and financial challenge, but we were willing to make the necessary sacrifices. Imagine our astonishment and gratitude when we were informed that not only does the Maryland Cued Speech Association have scholarships available for the camp, but also that the National Cued Speech Association has the Kris Wilson Scholarship available to help West
Executive Director’s Message

by Amy Ruberl

I’m so pleased to be writing to you as the new executive director of the National Cued Speech Association. I came to cueing as a convenience to my boss. Learning to cue made it possible for her to be more flexible with how she placed me in a classroom each year. I continued cueing as it became a passion for me. I wanted to help others understand how Cued Speech can make a difference in the lives of children, families, and classrooms. As my commitment to this mode of communication grew, I became the first president of the Maryland Cued Speech Association working on a local level to bring CS into the lives of families and professionals. I took my volunteer commitment to a new level as a Regional Director for the NCSA; followed by a year as the first Director of Programs, reaching out nationally with workshops and camps. Now as the first executive director of the National Cued Speech Association, I have the opportunity to work with families and professionals on a new level.

One of my goals is to have cueing included as an option and consideration when professionals discuss deaf education. In the media today, we often read sentences that include the phrase “oral or signing students” or “children are either oral or use American Sign Language”. I want these sentences to include cueing: “cuing, oral, and/or signing students” and “deaf children communicate using spoken language, cued language, and/or signed language.” One way to accomplish this is to continue to join and work with advocacy groups such as the Deaf and Hard of Hearing Alliance and the Coalition of Organizations for Accessible Technology (COAT). Participating in these groups brings our cause to the national forum for discussion and inclusion.

To show that we have support around the country, I would like to increase our membership. The more members we have the stronger our voice within coalitions. Help us help you by having a friend join today. Give the gift of membership to a friend for a birthday or upcoming holiday.

As Director of Programs for the NCSA, I developed eight information papers discussing the benefits of cueing, dispelling common misconceptions about CS, and demonstrating how CS can make a difference in the lives of many. In this case, eight is NOT enough. More papers need to be developed to highlight information on cueing with children who have communication disorders (such as Autism or Apraxia) or developmental disabilities (such as Down Syndrome). I welcome suggestions for topics and am looking for authors willing to develop one to two page papers on a given subject.

I am available by phone (800-459-3529) or email (info@cuedspeech.org) to work with, listen to, and support you. Please contact me with questions, comments, concerns, and suggestions. I look forward to working with you.

Editor’s Note

by Aaron Rose

Recently, I took up the responsibility as the editor of On Cue in an effort to lessen the burden on our executive director, Amy Ruberl. We also have another individual on the On Cue staff, Zainab Alkebsi, who will serve as assistant editor. Between the two of us, we have 8 years of experience in journalism. With our knowledge and experience, we aim to continue the tradition of excellence and produce first-rate newsletters informing NCSA members of news and events in the Cued Speech community. We are currently looking for people to serve as correspondents and photographers. If you would like to contribute to On Cue, please contact me at aaroneues@gmail.com. In the next issue, be on the lookout for a new redesign.
Championing effective communication, language acquisition and literacy through the use of Cued Speech.

New Board Members

Kristin Bergholtz, Northeast Regional Director, lives in Rochester, NY and is employed by Clinical Associates of the Finger Lakes (CAFL) in Victor, NY where she is a speech-language pathologist. She earned her B.S. and M.S. at Nazareth College of Rochester.

In conjunction with her graduate degree, she also earned a Deafness Specialty Certificate through a joint program offered by Nazareth College and the National Technical Institute for the Deaf at Rochester Institute of Technology. This specialty program prepares speech-language pathologists to work with individuals who are deaf or hard of hearing from birth through young adulthood, their families, teachers, and service providers.

At CAFL, Kristin services children in early intervention, preschool, and school age programs with speech and language needs, including those who are deaf/hard of hearing. She has also started a program for deaf and hard of hearing children. This program provides speech, language, and auditory assessment and therapy using a variety of communication methods including Cued Speech, sign and oral communication. The deafness program at CAFL also includes a playgroup to promote success with speech, language, literacy, and audition skills as well as a parent support and education group.

Kristin is very excited to be part of the NCSA board and looks forward to promoting advocacy of Cued Speech especially with in University and speech-language pathology training programs. She is also interested in promoting increased awareness and use of Cued Speech through new and innovative marketing venues.

Mary-Beth Robie, Great Lakes Regional Director, lives in Oakbrook Terrace, Illinois and serves as the Lead Photo Image Coordinator for RR Donnelley. After being diagnosed as profoundly deaf at the age of nine months as a result of meningitis, Mary-Beth’s parents decided to pursue Cued Speech.

In the early 1980s, very little information was known about how effective Cued Speech was. After listening to tapes of Dr. Cornett, Mary-Beth’s parents took on the challenge and learned Cued Speech on their own and taught it to her. She formed receptive and expressive cueing skills by the age of 16 months. At the age of 8, Mary-Beth was one of the first 500 recipients of the Nucleus 22. She used Cued Speech Translators from kindergarten to the 12th grade.

Mary-Beth describes her isolation from other deaf people. “After being an exile from the deaf community for all of my elementary, middle, and high school years, I chose to try to fit in the deaf community when I attended Rochester Institute of Technology. At the time I didn’t know anyone who cued, so I learned sign language and formed many new deaf friends,” she says.

After attending the Maryland Cue Conference in 2006, Mary-Beth discovered what was missing from her life. After being absent from the Cued Speech Community for years, she describes how she aims to achieve a personal goal of hers, “I want to become actively involved in the Cued Speech Community by learning how to advocate for the future of Cued Speech. I have started the process to become certified to teach Cued Speech and am also a member of the Adult Deaf Cuers Committee.”

Aaron Rose, Adult Deaf Cuers, lives in Chicago, Illinois. He was born with a bilateral profound hearing loss. Once he was diagnosed at 18 months, his parents chose to go with Cued Speech a month later. He thus became an expressive cuer at 2 years old. A year later, he was tested to be 18 months delayed. At the age of six, he was tested again to read at the 4th grade level, which was an increase of seven years in a matter of three years. A year later, at seven years old, he was activated with the Nucleus 22 implant.

He grew up in Wilmington, NC within a small community of about 3 to 5 deaf cuers. He used transliterators until his freshman year of high school. Explains Aaron, “I rejected the notion of being deaf as I grew up, especially as I went into high school. That all changed in the past few years as I met more deaf people.” He graduated from North Carolina State
Cue Camp Round Up

Barbara Lee taught the Beginners Class with Judy DeLong and Andy Payonk assisting. Approximately fifteen people participated in the twelve hour class. Students consisted of students from the University of North Carolina at Greensboro, Barton College, along with parents and family members of deaf children. Two deaf or hard of hearing students also were in the class.

Highlights of the weekend included the slip-n-slide, consisting of a long plastic sheet on the hillside by the gym and powered by dish soap, a water hose, and gravity. The children were not the only ones who took to the slide, as many of the college students and some parents braved the slightly-chilly afternoon to get wet. Later that evening, the children’s entertainment was a show put on by the Grey Seal Puppets, a production company out of Charlotte, NC.

The next night, Danya Lang, the camp photographer, put together a slide show, which was viewed during the ice cream social. Campers also enjoyed a hayride around camp. Mark Miles, a neighbor next to the camp, provided the tractor and trailer with hay. A raffle also took place with Michael Poore of Independent Living Technologies donating a $100 visa gift card as the prize. Michael, a deaf cuer, presented the prize to the winner, Ben Cash.

CueCamp Friendship

Set against the backdrop of a cornfield at the New Windsor Conference Center, Friendship lasted a week from Sunday to Friday during the last week of June. This year’s theme for camp was “ResCUEing Literacy” and the children in the DELTA (Deaf Excellence in Leadership Training Adventure) were anointed as the DELTA Force to reflect this theme. Five deaf cuers, ages 11 to 16 were in the group.

Angela Laptewicz taught the Introduction to Cued American English class, consisting of thirteen participants. The Beyond the Basics class was taught by Betsy Kipila, Ester Rimer, and Lauren Pruitt, with twelve people enhancing their cue skills. A deaf panel consisting of Esther, Aaron Rose, Sarah Segal, Amy Prachi Kochar, Autumn Johnson, Lena Portolano, Sarah Segal, Dylan Kowertz, Dakota Meyer, and Aaron Rose of the DELTA Force pose for a picture during Cue Camp Friendship. (Aaron Rose)
Crumrine, and Christine Hartman took place, with Amy Ruberl as the facilitator. Speakers included Allison Kaftan and Dr. Ignacio Moreno-Torres.

A pool party and cookout took place Wednesday night at Cascade Lake, with many local cuers attending. Campers were able to enjoy the water slide and pool, despite interruptions due to threat of lightning. The Segals provided ice cream for everyone while Duke Osborne and Aaron took on the task of grilling hamburgers and hot dogs.

The DELTA group produced a short film, aptly named “DELTA Force to the Rescue,” which was shown during Skit Night on the last night of camp. The oldest group of children, 11 years old and above, also put together American Cuer, a twist on the television show American Idol, also a hit. After the skits, a slideshow created by Danya Lang took place.

At camp, Amy Ruberl announced that she is stepping down from directing the camp to be able to focus on other pursuits. Steve Scher and Grace Consacaro, both native cuers, have agreed to take over leadership of the camp. The next camp will take place in 2009.

everyday with the exception of one day of rain. Nicole Dobson, president of the Maine Cued Speech Association, directed camp this year.

Each day in the morning, Polly Earl and Susan Cofer taught the basics of Cued Speech to the fourteen campers in the children’s program. They made the connections between speech sounds and written words with various activities. Literacy Time also took place before lunch, with the children going to the library to participate in reading activities.

The first day during Literacy Time, which took place in the library, Kate and Laurent the READ dog made an appearance. Kate read a book to the children about Laurent’s life as a READ dog. At the end, children had a chance to pet the dog and read more books. Each day during Literacy Time, the children had the chance to pull selections from the school’s library and read for an hour.

In the afternoons, the children played games and hiked around the island. Ian Fournier and Angela Laptewicz taught the children about web design and how websites worked. The campers had a chance to submit their own designs for the title of the Cue Camp New England website. Andy Payonk and Nicole Dugan led hikes around Mackworth Island. The afternoon was topped off with games of whiffle ball and kickball outside on the field.

On Tuesday, campers embarked on a field trip to Fort Williams Park where children explored the old fort and swam in the chilly waters of the Atlantic Ocean. After dinner, the children watched movies while the deaf camp counselors participated in a chat with parents and professionals, fielding questions from the audience.

The camp ended on a high note with everyone receiving a certificate of participation and recognition for their contributions to camp. A slideshow also took place, displaying pictures of camp activities. Next year’s camp is planned to take place again at the Governor Baxter School of the Deaf in July.

Cue Camp New England

This year’s camp took place at the Governor Baxter School of the Deaf in Falmouth, just a stone’s throw away from Portland in Maine. Taking place from Saturday to Wednesday during the second week of July, Cue Camp New England enjoyed beautiful weather with sunshine
Cued English Featured on PBS’s Special “A Chance to Read”

Students from the Deaf and Hard of Hearing program at 917 and native cuer, Daniel Koo, PhD are featured in a PBS Reading Rockets special, “A Chance to Read.”

Go to: http://www.readingrockets.org/shows/launching/chance and click on “Watch online.”

The entire show is excellent, so start with the “Opening and Intro” and then watch each segment. Cued English and ASL are highlighted in the segment called, “Signs of literacy.”

The TV broadcast will be captioned; unfortunately, the on-line version is not.

You can access a transcript online at: <http://www.readingrockets.org/shows/launching/chance#transcript>

You can also check online for when the show will be shown in your area.

Literacy Through Cued Speech

Your gift can solve the literacy problem for most deaf children by making Cued Speech available throughout the United States.

Here’s How:

Leadership Development Camps for Deaf Teens
A week long camp for deaf high school students who use Cued Speech as their primary mode of communication. The weeklong camp would focus on leadership and team building skills, mentoring, organization, advocacy and creative problem solving.

Instructor Training and Certification
The NCSA currently has a training and certification process in place for instructors at the beginning level. With your help, the lessons and evaluation criteria for intermediate and advanced level training and certification can be developed as well as the implementation of the program.

Web Services
Redesign and upgrade the National Cued Speech Association website to be fully interactive and to include more information about Cued Speech and its applications for use with deaf and hard of hearing children and other populations.

Workshops/Learning Vacations
Increase the number and types of Cued Speech workshops and training programs offered, including summer camps and programs for children.

Family Learning Scholarships Fund
Provide scholarship assistance for families who wish to learn Cued Speech to use with their children. Families may attend Cued Speech Camps, workshops or home instruction nationwide.

Internship Programs
Offer work experience and job training for young cueing adults. Intern with the National Cued Speech Association to gain experience in advocacy and develop greater knowledge about theory, history, and use of Cued Speech as well as issues on deafness and other disability areas.

Certification Process for Teachers Who Cue
Teachers of the deaf, speech-language pathologists and other professionals who cue fluently need to prove their skills have been evaluated by a national organization. The NCSA seeks to develop a cueing proficiency exam and certification process to certify the skills of professionals who cue and work with deaf and hard of hearing children.

Cued Speech Legal Assistance
Establish an Educational Legal Rights Hotline to assist parents when faced with challenges or questions about their legal rights established under state and federal laws, such as IDEA, ADA and the Vocational Rehabilitation Acts.

For more information contact Amy Ruberl at info@cuedspeech or mail National Cued Speech Association 5619 McLean Drive Bethesda, MD 20814-1021

CFC Campaign

The NCSA’s Deaf Children’s Literacy Project is once again part of the Combined Federal Campaign for federal employees, military personnel and postal workers.

If you are eligible to participate in this campaign, please enter CFC # 12036 on your form to designate the Deaf Children’s Literacy Project as your choice for your charitable contribution. Let your friends, family, and co-workers know they can help raise funds for the NCSA by supporting the Deaf Children’s Literacy Project. Thanks in advance for your generous support.
A Legacy of Literacy

Since Cued Speech was invented over 40 years ago, many generations of deaf adult cuers remind us daily that Dr. R. Orin Cornett’s vision that deaf people could become literate has been realized.

Leave a legacy in your name or that of a loved one that ensures the literacy of future generations of deaf and hard of hearing children by remembering the NCSA in your estate plans. Leaving a gift can be as easy as adding a codicil to your will. You can give a specific amount, a percentage of your estate, or remain the residue of your estate. You can even name the NCSA as a contingent beneficiary.

To expedite your good intentions, here’s a recommended clause for making an outright, unrestricted bequest to the NCSA:

“I hereby give, devise and bequeath to the National Cued Speech Association, Inc., a not-for-profit corporation, having its principal offices at 5619 McLean Drive, Bethesda, MD 20814, or its surviving organizations, (Insert description of gift) to be used for its general, charitable and educational purposes.”

A charitable bequest allows individuals to retain use of and control over their assets during their lifetime, and remains fully revocable. Bequests are also the final expression of a life of caring and concern.

Express yourself now by making a gift for the future.

National Cued Speech Association

Illinois State University Receives $100,000 Grant to Establish a Cued Speech Program

The National Cued Speech Association applauds the Ron and Mary Ann Lachman Foundation in Chicago, Illinois, for providing a $100,000 five-year grant to Illinois State University’s Department of Special Education to establish a Cued Speech program.

Illinois State University is the only public university or college in Illinois that has a teacher certification program in deaf education. The grant will provide funding for instructional opportunities in and about Cued Speech to students in the university’s deaf education program. Students will become more aware of Cued Speech, see cueing in instructional settings by visiting the Alexander Graham Bell Montessori School and take beginner-level Cued Speech classes. Scholarships and paid internships will support students striving to achieve advanced skills and training in Cued Speech.

Laurie Sexton, an ISU professor, will work with Benjamin Lachman of the Lachman Foundation to develop the Cued Speech program. Ben is the son of Ronald and Mary Ann Lachman and a native deaf cuer. He is a 2005 graduate of California Polytechnic State University in San Luis Obispo. In addition to working as a real estate developer, Ben is on the board of directors of the National Cued Speech Association serving the Rocky Mountain region, which comprises Colorado, Montana, Nebraska, North Dakota, South Dakota, and Wyoming.

NCSA Board of Directors Revises Position Statements

The National Cued Speech Association is pleased to announce that its new position statements are now available online. Former position statements have been revised and a new position statement about incorporating Cued Speech into an auditory-verbal environment has been added.

“The NCSA understands the need to keep up with current trends, terminology, and ongoing discussions occurring within the fields of deaf education, special education, audiology, speech and language pathology, and deaf studies,” said Sarina Roffé, President. “We feel that when an individual is informed, he or she is able to make the appropriate choice(s) for his or her child or student.”

Several new board members - many of whom are deaf cuers - have joined the NCSA Board of Directors. As a result, the NCSA is expanding its reach to meet the needs of an adult generation of deaf cuers who have used Cued Speech as their primary mode of communication. These newly issued position statements reflect the input of parents, deaf adult cuers and professionals in the field of deaf education.

The NCSA’s mission is to promote communication, language, and literacy through the use of Cued Speech. We do not advocate for or against the use of cochlear implants, American Sign Language, or other communication modes and tools that are used in educating individuals who are deaf and hard of hearing. Rather, we advocate for Cued Speech to be used appropriately, whether singly or in combination with other communication modes, assistive listening devices and any number of educational options, tools, and approaches.

The position statements that have been updated are:

• Cued Speech and Literacy
• Early Intervention and Cued Speech
• Cued Speech and the Deaf Child in the Hearing Family
• Cued Language Transliterators and Direct Instruction at Schools and Other Educational Institutions
• Cued Speech and Cochlear Implants
• Bilingualism - American Sign Language and cued English

The new position statement is:

• The Inclusion of Cued Speech in an Auditory-Verbal Environment

All position statements can be accessed online at: http://www.cuedspeech.org/sub/about/position.asp

Championing effective communication, language acquisition and literacy through the use of Cued Speech.
A Summer With Boeing

by Johnson Hu

This summer, I worked for The Boeing Company in El Segundo, California. For my internship, I did a variety of system engineering tasks that included interaction with many other co-workers and management and participation in many meetings to keep up with their progresses. Also, I went through a lot of readings and wrote documents outlining requirements for my project group’s customers. Since my major at the University of Virginia is in electrical engineering, this experience was a major learning process.

I lived in a furnished apartment in Marina del Rey, which was only 15 minutes away from my workplace by car. My apartment was only two blocks away from Venice Beach where there was a large heterogeneous culture atmosphere. There were many things to do and see such as outdoor weight-lifting gyms, outdoor tennis courts, skateboard parks, street performers, booths with arts and crafts, street basketball, etc. Just after a few weeks of the exposure to Venice Beach’s environment, I picked up a longboard (a skateboard that has a fish-shaped board and is longer) and cruised down the boardwalk almost every afternoon after work.

Besides going to many local restaurants and beaches in Los Angeles I went to Yosemite National Park to hike and camp for three days. I was in awe of the beautiful landscapes that this park offered. There were many waterfalls, rock arrangements, lakes, and rivers. I climbed up Half Dome, which is a granite dome with its crest rising up to more than 1,400 meters above the valley floor. It may sound scary, but it was a great experience and very rewarding. Besides getting in touch with nature, I went to Disneyland, Six Flags: Magic Mountain, Getty Museum, and Hollywood.

After going back to school, I started to miss the lifestyle of Southern California and hope I will have a chance to come back to work for Boeing and live in the same area in the future.

Johnson Hu attended Canterbury Woods Elementary School in Fairfax County, VA. A regular of Cue Camp Virginia, Johnson is in his fourth year at the University of Virginia.

The Middle Ground Lighthouse

by Aaron Rose

Just off the Monitor-Merrimac Bridge-Tunnel of Interstate 664 at the entrance to the James River lies the Middle Ground Lighthouse, the oldest caisson lighthouse still standing in Virginia. In 2005, Robert Gonsoulin of Williamsburg, Virginia had the winning bid at $31,000 in an eBay auction put on by the United States Coast Guard, the previous owners of the lighthouse.

For the next two years, the Gonsoulin family poured money and effort into renovating the lighthouse, installing an electrical system, Coast-Guard approved toilets, and a large flat screen TV. The lighthouse had effectively become an unorthodox vacation home for the family and their friends.

Brad Gonsoulin, a native cuer and Robert’s son, had desires to host a party for adult cuers at the lighthouse, but plans had to be set in motion. In late May, I contacted Brad and suggested a date, which was June 23, 2007. After clearing it with his family, the party was given the green light. I proceeded to organize the invitation list, utilizing Facebook and email to send out the word.

The logistics of getting everyone to the lighthouse was complicated; after all, it stood in the middle of Chesapeake Bay with the nearest shoreline at least a mile away. Brad and Will McKendree, another local native cuer, covered the food, drinks, and transportation, while I took care of the communication and guest list.

Finally, the day had come and everyone was set to arrive in Newport News, either by car, train, or airplane that afternoon of the event. Juli McKendree, Will’s sister and a Cued Speech Transliterator, commandeered the Chevrolet Envoy as she brought people to the staging point, which was a public dock fifteen to twenty minutes away from the lighthouse. Carrie Gonsoulin, Brad’s younger sister, served as the boat captain ferrying people from the shore.

As the sun set, the lighthouse began to fill up with people, most of whom had never met each other. By dark, the festivities were under way and Will began preparing dinner, consisting of hotdogs and hamburgers. There were a lot of hands flying, as the majority of people onboard consisted of native cuers or siblings. It was a diverse crowd, consisting of over thirty people from New York to North Carolina, and even a CODA from Gallaudet University.

Before the event, Ben Lachman and I flew into Charlotte from Chicago and scurried across the border to Carowinds Boulevard in South Carolina where Ben purchased a very large amount of fireworks, 81 kg of powder to be exact. We placed all the fireworks on the very top deck, where Ben, Daniel Goodman, and I set off fireworks well into the wee hours of the night. What a sight people must have seen as they...
drove across the I-664 Bridge into the tunnel!

It was the typical college atmosphere, as some people stayed up late while others dozed off on a couch or in their sleeping bags on the floor or outside on the deck. An early riser myself, I woke up to prepare breakfast, which consisted of bacon, sausage, eggs, and hash browns. Midway through the morning, Brad’s parents arrived with the boat to assist with the clean-up process and make sure their lighthouse was still in good condition. The first boatload left at approximately 10:30 am with people heading home.

After the boat come back and was moored to the lighthouse, all safety conditions were met for jumping off the lighthouse and swimming. People could now don life vests and walk out onto the top of the main deck awning. Thirty feet up, people showed their fear of hitting the water at such a high velocity, but Will and Daniel showed their gung-ho nature and led the way as others followed suit. There is video footage on YouTube of Daniel, a.k.a. “Dangerman,” pulling off a double backflip into a back-smacking splash. At the end of the clip, someone can be heard exclaiming, “OUCH!”

Faulty launches from some of the fireworks left their mark on the top dock, while water and spilled beverages stained the floors. By the end of the afternoon, the entire lighthouse had been cleaned from top to bottom, with everyone who had remained behind putting in a hand. After four boatloads, everyone was off the lighthouse and on dry land.

After a dinner at a local restaurant, the post-event gathering took place at the McKendree household in nearby Hampton, where about fifteen people stayed overnight. Suzanna, Will’s mother, was nice enough to provide breakfast for everyone before we all departed and went on back to our normal lives. It was truly an extraordinary weekend for adult deaf cuers and one to remember for a lifetime.

**Brad Gonsoulin**

Brad Gonsoulin is a Systems Engineer for Lockheed Martin in Newport News, Virginia. He is part of a design team for the new stealth destroyer DDG 1000. In his free time he works on the Middle Ground Lighthouse, owned by his family. He also likes to go to the beach or spend time on the boat. He carries out advocacy on behalf of Cued Speech by volunteering at Cue Camp Virginia and Spring Camp Cheerio. A native cuer his entire life, Brad attributes his accomplishments to Cued Speech. He states, “I have to thank my parents for making the right choice and getting me to where I am today.”

As for his latest accomplishment, Brad hosted a deaf/hard of hearing Cue Party at the Middle Ground Lighthouse. He explains how it took place, “We all got together, about 30 people total, and spent the night on the lighthouse. This allowed people to socialize with each other and meet others that are involved in the deaf community. Cueing was a big part of communicating out there and we all worked together to make this party a success. I plan on hosting a party like this every summer.”

In College?  
Member of the NCSA?

If not, sign up now and receive a free year of membership. For more information email info@cuedspeech.org
AG Bell Summer Conference 2007

by Pam Beck


I want to share with you some of the things we learned, both explicitly and implicitly.

The conference had three excellent keynote speakers, two of whom (Janet Werker of the University of British Columbia and Maria Mody of Harvard) are from outside the field of deafness, focusing on how the brain works in learning and processing language. Anu Sharma of the University of Colorado and the University of Texas focused on auditory perception by children with cochlear implants. The power-point slides of the three speakers are on the AGBell website: here is the link: http://www.agbell.org/DesktopDefault.aspx?p=Talk_for_a_Lifetime_Conference

I don’t presume to articulate the details of their presentations and work. Overall, both Drs. Werker and Mody emphasized the importance of multi-sensory, multi-modal input of information, because that is how the senses work together for learning. Maria Mody would say “It is important to know that the senses work together for learning.” That would be ignored.

Most audience members were NOT auditory-verbal therapists. The issues they raised in the discussion groups—and sometimes in questions to the panels—and that the AVT really did not address with answers, related to spoken language bilingualism (home and school use different languages), children with multiple disabilities, and older children not making sufficient progress. These are additional key areas to address in Cued Speech presentations to AGBell groups and next summer’s conference.

The three of us also attended an after-conference meeting called to establish a special interest group—“Auditory Verbal Group”—within AGBell’s International Professional Section. Information on how to form a special interest group within AGBell is available on their website.

A steering committee had drawn up the basics of bylaws for the Auditory Verbal Group. Officers were nominated and elected during the meeting. During the nominations process, there was some hinting at “issues”. The only issue that was eventually discussed—heatedly—was the new designation of a certifying criteria for teachers who use auditory techniques in the classroom, as opposed to AV therapists who only do individual therapy with a child and parent(s).

For the official statement on this certification, here is the link: http://www.agbellacademy.org/LSLS_announcement.htm

Some therapists in the audience were outraged that someone could have the designation “Auditory Verbal Educator” without all the hours of monitored practice that they had to become certified Auditory Verbal Therapists. To counter the anger, some facts were explained by Kathy Sussman. Kathy was the AGBell president when Auditory-Verbal International (AVI) began to merge with AGBell a few years ago.

Among those parameters is that the auditory-verbal group (presented as the “Academy” within AGBell) does not get any money from AGBell; that the only income AV has is from its conferences and its testing and certification fees. There are fewer than 400 certified AVTs in the world, and those fees are not enough.

One other interesting point: AV Therapists consider the focus of their work to be with children up to age 8, though they state the designation now as “young children”. I was never aware of this cut-off before, and found it interesting that it coincides with the age that most deaf children start falling behind in school because of the tremendous vocabulary jump that takes place.

As Jane Smith says, “Many leaders in deaf education heard the speakers when they spoke of multi-sensory/ multi modal input. It will be interesting to see where this goes.”
In memoriam: Roddy “Buffalo” McKendree

Roddy McKendree of Hampton, Virginia, passed away January 3, 2007, at the age of 55. He is survived by his wife Suzanna and his children, Juli and William. As a result of William’s hearing loss, Roddy made the commitment to learn Cued Speech. Due to his dedication and involvement, he was able to witness his son become an Eagle Scout. Roddy co-founded Cue Camp Virginia with his wife, the Gonsoulins, and the Schulers, overseeing recreational activities since its inception in 1990. Roddy worked at Yorktown Naval Weapons Station in Yorktown, VA as a pipe fitter and plumber for many years. He received a promotion and spent the last few years as a supervisor “outside the hole.” Donations in Roddy’s memory may be made to the Northern Virginia Cued Speech Association for Cue Camp Virginia; NVCSA, P.O. Box 2733, Fairfax VA 22031-2733. Roddy’s nickname “Buffalo” was given by his co-workers due to his having long hair and a beard, and it stuck with him ever since then. At his memorial service, the number of attendees was so great that it was standing-room only, which is truly a mark of Roddy’s impact on the Hampton and Cued Speech communities.

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Suzanna and Roddy McKendree in 2006 (Juli McKendree)
Cued Speech at age three upon moving to Prairieville, LA. Since then, John attended his neighborhood schools from first grade through twelfth, utilizing the services of a cued language transliterator with the exception of his senior year.

Since John began using Cued Speech, he has achieved a high degree of academic success. Remarkably, he was reading at an adult level in third grade and he attributes his success to the way in which Cued Speech allows use of the association between the sounds of the English language and the written word.

Most recently, he attended Dutchtown High School and achieved a number of academic honors in his career there. He was a member of the National Honor Society and won several scholarships, including the Tuition Opportunity Program for Students (TOPS) Honors Award, the LSU Centennial Award, the LSU Chancellor’s Student Aide Award, and a scholarship awarded for placing first in the 2004 Gallaudet University National Essay Contest.

John plans to attend Louisiana State University and major in History. Afterwards, he plans to attend law school at the well-regarded Paul M. Herbert Law Center at Louisiana State University. He hopes to practice in the area of Constitutional law and eventually become a judge.

John says “because Cued Speech has allowed me to learn to communicate effectively, I maintain good relationships with my teachers and others in the educational system and I am my own advocate when it comes to decisions regarding various educational issues. Without Cued Speech, it is certain that my life would not be the same and it is also my sincere belief that my quality of life would not approach the level that it is currently.

“In the context of academics, Cued Speech was a great factor in my success because it fostered my reading skills, which are essential, as well as my communication skills, so that I was able to promote myself before others and gain assistance directly if needed.”

Carol Shuler Memorial Scholarship ($500)
Carol Shuler was a devoted teacher, speech pathologist, and advocate of Cued Speech from California. In 2005, she provided a generous bequest to the National Cued Speech Association, and a scholarship was created in her honor by The NCSA Board of Directors.

Awarded to Elizabeth Tolleson
Elizabeth Tolleson was born in 1986 and from birth had various medical conditions that resulted in her losing hearing at eight or nine months old. She met Joan Rupert of West Coast Cued Speech at age three. Joan Rupert trained her in Cued Speech and auditory speech.

Elizabeth was mainstreamed into a hearing school at five years old and has been mainstreamed since then. She now attends Kapiolani Community College in Honolulu, Hawai’i. Her goal is to learn web design and become a comic book illustrator.

Elizabeth says, “As a deaf person who uses Cued Speech, I have had to rely on reading to get my information and my entertainment. As any deaf person knows, it is hard to live in a hearing world where everything is governed by sound: phones, conversations, education, and friendships. Reading gave me a step up, made me equal among the hearing.

“I learn not from listening to lectures or from hands-on experiments, nor do I really learn all that well from being told something. I learn best from reading, a skill that would not be possible without Cued Speech…. being able to read has done a lot more for me than anything else, and it wouldn’t be possible without Cued Speech.

Cue Camp New England Participants Show Their Cueing Skills

(Aaron Rose)
Coast families afford the cost of travel to camp. With the financial burden greatly lightened we began to tackle the logistical challenges with enthusiasm.

The week held breakthroughs in cueing for all of us. This was my husband’s third time through the beginner course and this time, thanks to his instructor’s patience and the slower pace that a whole week of camp affords, he put the vowels/locations together with the handshapes. After two years of struggle, he is exultant that he can cue anything, slowly, and be understood.

I found in the Beyond the Basics class the practice and feedback I need to smooth out and speed up my cueing. The instructors and my classmates also shared many invaluable practical tips about cueing, especially in a challenging family setting. Their encouragement bolstered my confidence greatly. They were a group of extraordinary people whose warmth, wit and wisdom I will never forget.

All of the children participated in well-organized groups whose instructors are our heroes. They not only gave us the break we needed to concentrate on cueing, they patiently challenged each child to move forward with their cueing skills. The groups also afforded our hearing children the opportunity to socialize with D/deaf and hard-of-hearing peers. At last our hearing children had the opportunity to see children their age cueing fluently, to know that it really makes a difference, and to realize that there are other families overcoming communication challenges.

Our two youngest children were blessed with four dedicated teachers and helpers who had creative activities planned for every waking moment. The camp theme for the week, resCUE, seemed to have been chosen for them as their favorite toys are fire trucks and police cars. The highlights of their week were the opportunities to get up close to the sheriff’s patrol car and the fire engine. Our three-year-old was so happy and relaxed, surrounded by people who could communicate clearly to him. The first evening at supper he sat, chin in hand, gazing at the family at the table next to ours, able to follow others’ conversation for the first time in his life. He is a language-hungry child, and he was in an all-you-can-eat language buffet the entire week.

Equally as rewarding as our progress in cueing were the connections we made with the people we were privileged to spend the week with. Cuers in general are people who think outside the box, and who care passionately about unlocking that box for the special person(s) in their life. After two years of near-total isolation from other cueing families it felt like coming home to see so many people cueing everything they said (even cell phone conversations). We feel so validated in our struggle to reach fluency as a family. We treasured the opportunities to talk with parents who have faced the same difficulties, to meet their children for whom doors have been opened up by their sacrifices, and to seek advice from educators and transliterators. At mealtimes, the table full of young deaf/hard-of-hearing adults buzzing with animated conversations was a sign of hope for us. We were privileged to make the acquaintance of some of these young people during the week and they are inspiring human beings: gracious, spunky, bright and determined to hold a hand out for those starting the climb.

It is hard to put into words our gratitude to Dr. Cornett for the communication he made possible through Cued Speech. One morning, I brought our three-year-old, clingy and tired, to class with me. His processors had been left in the room to dry out. He seemed not to be paying much attention, but suddenly a little voice spontaneously repeated the word I had just cued a single time: accusation. What are the odds, without Cued Speech, that a profoundly deaf three-year-old, without any amplification, could effortlessly “see-hear” that word? But that’s the real gift of Cued Speech—that what looks like an amazing feat to us, is, from our child’s standpoint, no feat at all. His internal phonological model is the same as it is for a hearing child, the language cued to him is clear and complete, whether his processors are on or off, so he overhears words just as a hearing child would.

As brilliant as the Cued Speech system is, without people willing to teach it and support the families who use it, it wouldn’t be available as a tool. We thank the NCSA for helping Dr. Cornett’s vision come to life for our family though their support. We thank the family and friends of Kris Wilson for honoring her life’s work, and for understanding the special challenges West Coast cueing families face, by establishing a scholarship in her memory. Those gifts were the seed for our priceless experience of healing and hope at Cue Camp Friendship 2007. It was truly a gift that will endure, not only for us but also for all whose lives are changed by our children.

Somehow, some way we will be back for more, and we hope to see you there.
Thank you to our donors!

NCSA and the Deaf Children’s Literacy Project depend on your contributions. Every gift is gratefully acknowledged and every penny is used productively and matched by many volunteer hours. It is important to note that our Congressional appropriation funds cannot be used for the important daily operations and infrastructure of NCSA. We depend on your contributions.

Donations may be sent to: National Cued Speech Association 5619 McLean Drive Bethesda, MD 20814-1021 If you wish to contribute on-line, go to www.cuedspeech.org/Contributing.html and click on the Click & Pledge icon.

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2008 AWARDS NOMINATIONS

Guide NCSA in honouring deserving people! You are encouraged to nominate people in the following categories with the information requested below. Forms are available also at www.cuedspeech.org.

Service Awards Criteria

**Cueing Service Awards** will be given to those providing invaluable support to Cued Speech, to families, or to young people who are deaf or hard of hearing and use Cued Speech. These will be given to people who have given service above and beyond the call of duty on a local or regional level.

- Instructors and transliterators and other cueing professionals may be nominated for giving exceptional help beyond what would be expected in their working role.

- Deaf cuers may be nominated for exceptional work done to support fellow cuers or cueing families, or to further the understanding and acceptance of Cued Speech.

- Awards may be suggested for SLPs, audiologists, teachers, administrators, and others not in the cueing community who have gone above and beyond what was required of them at critical times in the lives of deaf cueing children and their families.

**The Cueing Family Award** is for dedicated parenting or support of a child or children who are deaf or hard of hearing and use Cued Speech. Family members or close friends whose support has been invaluable to a cueing child can be nominated for this award.

Submissions must arrive by mail, email, or fax by January 31, 2008

Marianne Flanagan, Chair Awards Committee,
8307 Hawkview Manor Rd. N.W.
Calgary, AB
Canada T3G 2Z6

PH: 403-239-6988  FAX: 403-374-2227  Email: msfincal@shaw.ca

**This is the information we need:**

Nominee’s name, address, phone number, email:

Select Category:  ____Cueing Family Award        ____ Cueing Service Award

Description of the nominee’s involvement with Cued Speech (250 words maximum):

Your name, address, phone number, email:

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