Illinois School for the Deaf Pilots Use of Cued Speech

by Charlie Musser

Against longstanding tradition held among schools for the deaf, which typically advocate ASL-only or ASL/written English bilingual education, the Illinois School for the Deaf (ISD) began using Cued Speech in selected high school classrooms for reading and language instruction in 2010. After observing increases in reading levels, they expanded its use into selected elementary school classrooms.

ISD, a state-supported public school for deaf and hard of hearing students between three to 21 years old, was founded in 1839 and is located in Jacksonville, Illinois. ISD Superintendent Dr. Janice Smith-Warshaw and pre-K–8 Principal Angela Kuhn estimate that ISD currently serves approximately 230 deaf and hard of hearing students in early intervention and pre-K-12th grade school programs. Its philosophy is to be “an accessible ASL/English bilingual community in which people who are deaf, hard-of-hearing and hearing learn and work together without language and communication barriers” (Full policy: http://morgan.k12.il.us/isd/communicationpolicy.html).

To ensure ISD students are receiving a truly bilingual education, Kuhn said that “the separation of ASL and English is emphasized in the ASL and English Bilingual Professional Development (AEBPD) program. When both languages are used together (i.e., Simultaneous Communication [SimCom]), one language suffers. Separating the languages allows the user to present a clearer message for educational purposes. For example, a teacher may present a lecture to students using only ASL. Then, follow up questions from the lesson may be achieved in only printed English.

The goal is to preserve the integrity of both languages, while also increasing students’ knowledge and use of each one.”

In January 2006, several administrators from ISD attended a meeting of the Illinois Supervisors of the Deaf and Hard of Hearing Individuals group, during which Dr. Beverly Trezek, a researcher and associate professor of Literacy and Specialized Instruction at DePaul University, presented about literacy. Dr. Trezek’s research focuses on the reading achievement among students who are deaf and hard of hearing. “She emphasized the importance of a phonological approach to teaching reading to deaf students through the Direct Instruction curriculum using Visual Phonics,” Kuhn said.

Visual Phonics is a system of 46 hand signs and written symbols used in phonics

Cornett Scholarship Winner Pursues Degree at RIT, New York

by Tammy Lamb, NCSA Scholarship Committee Chair

The NCSA’s Scholarship Committee is pleased to announce Ann Mochinski of Fairfax, VA, as the 2013 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 monetary assistance to accomplished deaf cuers pursuing higher education. Mochinski is a testament to the Cornett legacy because she exemplifies how the use of Cued Speech has played an important role in her academic and personal successes thus far.

One of Mochinski’s high school cued

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President’s Message

As the summer 2013 cue camp season comes to a close, with Cue Camp Virginia scheduled for September 27–29, 2013, I would like to take the opportunity to thank the many volunteers who have contributed their time and services to make each NCSA-sponsored camp successful: Spring Camp Cheerio in North Carolina, Camp ChiCueGo in Illinois, and Cue Camp New England in Maine. These camps have allowed participants to learn Cued Speech as well as improve their cueing skills.

The NCSA Board held its Spring/Summer meeting in Monroe, Louisiana in April, and was sponsored by Nûby, which is owned by Penny and Eddie Hakim, parents of Abraham, a deaf adult cuer. We are grateful to the Hakim family for their hospitality and continued advocacy on behalf of Cued Speech and the NCSA. We also congratulate them on the marriage of Abraham last May in Israel.

During the Board Meeting, Marah Ranko, a representative from the Hands and Voices organization presented about the organization’s activities and ways the NCSA can provide information about Cuedspeech to newly parents of newly identified children. The NCSA looks forward to developing a partnership with Hands and Voices in the future, as this organization is a nationwide parent and professional support group and has much to offer.

Earlier this summer, I had the opportunity to meet with Lauren Pruett of Language Matters, Inc. (LMI) and Shellie Burrow of the Training, Evaluation, and Certification Unit (TECUnit). During our productive meeting, we reaffirmed our intentions to work together more closely in the future. The NCSA will partner with LMI and the TECUnit to further the support of Cued Speech and the need for providing qualified and certified Cued Language Transliterators.

In the coming months, the NCSA will begin planning for the 50th Anniversary of the invention of Cued Speech in 2016. I encourage volunteers to step forward to help us with the planning. We will also be expanding our board to include Regional Directors, who in turn will identify state directors. These individuals will work locally to represent and conduct Cued speech outreach.

I want to remind those of you who are municipal, state and federal employees to think of the Deaf Children’s Literacy Project when making your annual workplace giving pledge through the Combined Federal Campaign. We count on these gifts to continue our important work.

The NCSA's Fall/Winter Board meeting will be held October 18–19, 2013, in Portland, Oregon. All Board meetings are open to the public and we encourage members to attend. If you would like to address the Board but are unable to make the trip, we can work with you to arrange a Skype video session. The Board is committed to ensuring that the needs of its members are met. As always, you are welcome to contact us with questions or concerns. If you would like to volunteer your time, we would love to talk to you.

Contact us at http://www.cuedspeechnew.org/contact.

Regards,

Shannon Howell
President

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From ABC Family’s Switched at Birth season finale in August, which features a teenaged deaf character to CNN Correspondent Sanjay Gupta’s recent report on the first child in the country to receive an auditory brainstem implant (ABI), “deafness” is a trending topic in the mainstream media these days. But there’s so much more to know.

For instance, you may not have known that Grayson Clamp, the first American child to receive the ABI, uses Cued Speech to communicate with his family. Fortunately, we had the opportunity to connect with Grayson’s mother and father, Len and Nicole Clamp, and one of the two neurosurgeons who performed the ABI, for a more in-depth story.

The theme of this issue is Auditory Neuropathy Spectrum Disorder (ANSD), which, according to the National Institutes of Health (NIH) “is a hearing disorder in which sound enters the inner ear normally but the transmission of signals from the inner ear to the brain is impaired.” In other words, individuals diagnosed with ANSD experience difficulty perceiving speech. NIH lists ANSD as a rare disease that affects fewer than 200,000 people in the United States.

Despite its rarity, many families with children diagnosed with ANSD find Cued Speech to be an important key to communication. Lisa Weiss, the mother of a child with ANSD, wrote about the Grafe family which has two children who have ANSD. You’ll also discover that one of the most renowned experts on ANSD, Dr. Charles Berlin, supports Cued Speech “as a way of supplementing lip-reading and teaching the phonology of the home language.”

On another note, we are proud to inform you that On Cue is going mobile with the support of the NCSA’s Web and Marketing Director, Rob McIntosh. Check out the electronic version of On Cue at www.on-cue.org, which includes multimedia and additional articles not included in this print version.

As always, feel free to pitch a story to us by contacting us at ssegal@cuedspeech.org. We accept article submissions on a rolling basis, provided that they are written according to AP style guidelines. Our staff writers and editors are happy to work with you on your submissions.

Happy reading!

CUE-WITH-A-FRIEND CONTEST & SPECIAL OFFERS 2013!

Cue-with-a-Friend Video Contest:

Submit a video of yourself and a second person using Cued Speech to CuedSpeech.com to win a $100 gift certificate each! Multiple entries accepted and all ages welcome. Cue a song, poem, story or original creative script. You may add props, costumes, music and/or movement to enhance your video.

Submit video file or YouTube link by e-mail OR mail a CD containing the video submission by November 7, 2013, midnight, EST, to the following addresses:

E-mail: info@cuedspeech.com

Address: CuedSpeech.com
23970 Hermitage Rd,
Cleveland OH 44122-4008

Monetary awards are available for two winning videos. The first video will be judged on the basis of cueing accuracy, clarity and showmanship, while the second will be drawn at random from the submissions pile.

The awards will be delivered to the lucky winners on November 14, 2013, the 100th birthday of R. Orin Cornett, the creator of Cued Speech.

Visit CuedSpeech.com for special Cue-with-a-Friend and Dr. Cornett 100th Birthday offers!
Spring Cue Camp Cheerio 2013

by Courtney Branscome, Camp Co-Director

We proudly celebrated Spring Cue Camp Cheerio’s 29th year in May. Camp Cheerio is located in the northwestern corner of the North Carolina mountains in a small town called Roaring Gap, and has breathtaking views of the valley. It’s a place to escape modern technology, as cell phone service is very limited; to escape the hamster wheel of working life; meet other individuals, including families and professionals interested in learning strategies for spoken language; and share experiences as they relate to hearing impairment.

“It is a place where I feel like I belong,” says Emily Addison, 17, a native cuer who is starting her junior year of high school at Weddington High School in North Carolina. “I love how I can easily switch between Cued Speech and sign language in order to be able to communicate with everyone.”

This year’s camp accommodated more than 200 attendees from Friday morning to Sunday afternoon. All weekend, adults attended workshops and various presentations while the children participated in age-appropriate classes led by deaf adult cuers. Evening festivities included a dance, ice cream social, water slide, and social outings.

Betsy Kipila, a certified instructor of Cued Speech and past Coordinator of the former Cued Speech Office at Gallaudet University, taught the adult beginner Cued Speech class. Of her experience, Kipila said, “I had an awesome time [and was] glad to be back after a few years away. Had the best beginner class one could ever hope for,” Kipila said. “[The students] rocked!”

Beverly Elwell, co-director of Spring Camp Cheerio, also gave a glowing review of the quality of workshops offered and is delighted to see the same families come back year after year. “The biggest thrill is watching the kids grow up. It thrills me when I happen to see some kids during the year and they tell me that they can’t wait for Spring Camp Cheerio. Even their brothers and sisters say that! Spring Camp Cheerio is truly a wonderful experience for everyone.”

Nicole Frye, a teacher of the deaf, attended Spring Camp Cheerio for the first time this year. She said that “the best part was meeting such a warm, inclusive, open-minded group!”

Robert and Kristy Burke’s family of four has attended Spring Camp Cheerio for a number of years, and attended this year after having skipped it the last two years. They had begun to believe that their son, Alex, 13, outgrew the need for attending a camp with other deaf peers. This year, they felt differently.

“We realized just before the 2013 Spring Camp [Cheerio] event that you never really outgrow the need for the time spent with friends and family, both enjoying and learning, so we signed up at the last minute,” Robert said. “It was well worth it.”

Next year marks the 30-year anniversary of Spring “Cue” Camp Cheerio and the Spring Camp Committee is planning special events to celebrate.

Note: The Spring Camp Committee is looking for photos from past Spring Camp Cheerio events for our anniversary slideshow and presentation. If you have any photos, please submit them to Courtney Branscome at courtney.branscome@gmail.com.
Mochinski since she was a young child, also expounded on the ways that Mochinski has shown supreme work ethic and determination. Levine reports that “upon entering school, [Mochinski] was a typical deaf child struggling to learn language and access information from her world. Fortunately, Ann’s immediate and extended family all committed to learn Cued Speech. Ann was surrounded by cuers both at school and at home, and through Cued Speech, her language started to develop. As she grew, Ann was a student who put forth her best effort every day, and never gave up.”

Levine adds, “Ann is a talented artist, a good student, and a very social young woman who will one day make great contributions to society. She is aware of what Cued Speech has done for her, and I believe she will continue to be active in the Cued Speech community and inspire other deaf children through her successes.”

In her scholarship essay, Mochinski recalls how Cued Speech entered her life. “I heard my first sound at four and a half years old and my life was changed from that moment on. I heard my parents’ voices for the first time. I could hear car horns honking, dogs barking, and birds chirping. My parents taught me how to listen carefully and learn what sounds meant. They wanted me to learn how to speak. At first, they considered learning American Sign Language (ASL), but realized that ASL would not teach me English. That was when they heard about Cued Speech. It was exactly what they were looking for, a means of visually teaching me language.”

“As well as discovering the benefits of Cued Speech, my parents also found that there was an entire community of deaf students that cued in my very own school system. They did not hesitate to enroll me in the Cued Speech program right from kindergarten. I was too young to understand why everyone was cueing to me at first. Even my uncles, aunts and cousins learned to cue, but as time went by, the cues began to mean words and I was able to connect Cued Speech to [spoken] English. I was finally on my way to being able to speak, read and write. As an added bonus, the friends that I made in that kindergarten class have remained my best friends through all twelve years of school.”

“I was very shy when I was young because I could not always understand what people were saying to me and I was not sure how to handle conversation. When I got to middle school I had to learn how to communicate with other people, I had no choice but to learn how to ask people to repeat themselves so that I could understand what they were saying. In high school, I joined the team in volleyball. As a freshman, I played J.V. volleyball. Then sophomore through senior year, I played varsity volleyball. I became close friends with my teammates, especially with the girls on the volleyball team because we played four seasons together. It was difficult at first to open up and be myself on a team of all hearing girls, but I stepped out of my comfort zone and learned more about each girl than I ever thought I would just by talking with them.

When the gym was very noisy, I looked at the Cued Speech Transliterator right away because I [needed] to know what was going on. Everything was completely different from what I was accustomed to, and I wouldn’t trade the experience for anything.”

Mochinski has successfully completed a year of classes at Northern Virginia Community College and we wish her the best of luck as she now pursues her bachelor’s degree at Rochester Institute of Technology (RIT), NY.

For more information about the R. Orin Cornett Memorial Scholarship and the Carol Shuler Memorial Scholarship, visit the NCSA website at http://www.cuedspeech.org/cued-speech-scholarships.

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**CALENDAR OF EVENTS**

**Cued Speech Course Workshop** – Tampa Bay, FL | October 2-3, 2013 & October 16, 2013

**Cued Speech Course Workshop** – Portland, Oregon | October 18-19, 2013

**USF Cued Speech Workshop** – University of South Florida | November 2-3 & November 16, 2013

**NCSA Board Meeting, InCert Workshop & Exam, Cues on Tap** - Portland, Oregon | October 18-20, 2013

**51st Alexander Graham Bell Convention** - Lake Buena Vista, FL | June 26-30, 2014

**Cue Winter Carnival & Ski Weekend** – Steamboat Springs, Colorado | February 6-9, 2014
ILLINOIS SCHOOL  
continued from P. 1

instruction to foster the connection between written and spoken language. It is an educational tool employed to help any student, deaf or hearing, who has difficulty internalizing English phonemes, learn to read.

After the presentation, Dr. Trezek was invited by ISD administrators to serve as a reading consultant, a position she still holds today. “Dr. Beverly Trezek, our literacy consultant, was consistently identifying a need to intensely address English vocabulary and syntax,” Kuhn said. The decision to look into Cued Speech was made when limitations within Visual Phonics became clear to Dr. Beverly Trezek as well as ISD administrators and educators.

Dr. Trezek said, “Within a sign bilingual setting, we found that students were making gains in their phonological skills as a result of receiving instruction from the Direct Instruction curricula supplemented by Visual Phonics. However, we were not seeing comparable increases in reading comprehension due to the demands of English syntax and grammar.”

“Since Visual Phonics provides sub-lexical (phoneme) and lexical (word) representations only, a spoken or signed form of English would need to be used to attend to the syntactical features of English. This prompted educators to explore Cued Speech since it was more closely aligned with a sign bilingual philosophy.”

Aaron Rose, a native cued and educator for the deaf and hard of hearing in Aurora, Colorado, agrees that Visual Phonics has limitations. “I recognized the benefits for direct instruction in the area of phonemic awareness, decoding, and articulation. However, I struggled to see how it would support overall language acquisition since, based on my training, there was no way to convey spoken language fluently in real time,” said Rose.

“I couldn’t match the same rate of spoken language expression with Visual Phonics that I could through Cued Speech…. Because Visual Phonics is not a consonant-vowel system, it is not able to convey spoken language syllabically. As a result, Visual Phonics doesn’t show co-articulation in running speech, while Cued Speech has the ability to convey spoken language at a natural rate.”

Kuhn also noted that, for teachers, Visual Phonics “was difficult to use in demonstrating multisyllabic words… It was also not conducive to use when monitoring students’ decoding abilities beyond single words or simple sentences.”

According to Kuhn, educators at ISD “saw [in Cued Speech] the potential to intensely address English vocabulary and syntax, implement the phonics-based reading curricula with fidelity, and maintain the integrity of our school’s bilingual framework calling for separation of English and ASL.”

After two teachers learned Cued Speech, ISD ran a pilot study using Cued Speech in one high school reading class in the 2010–2011 academic year. When the pilot study showed potential with Cued Speech, ISD administrators expanded the pilot during the 2012–2013 school year by adding Cued Speech into its pre-K–8th grade program as part of its phonics programs and reading curricula. “We asked all teachers in the [pre-K–8th grade] program last year to introduce the students to Cued Speech using direct, systematic phonics programs that are part of our greater reading curricula,” said Kuhn.

During the recent school year, ISD administrators collected the majority of their data from one elementary class that used Cued Speech during reading and language instruction. Over the course of the school year, its three deaf and hard of hearing students “saw an average of two years’ gain on the reading subtest of the Northwest Evaluation Association Measure of Academic Progress (NWEA).” These gains were similar on the Renaissance STAR Reading assessment. On the Developing Writer’s Assessment (DWA), these students improved four levels in one school year,” Kuhn said.

When asked how using Cued Speech helps cover the gap between providing sublexical and lexical information to providing syntactical information, Dr. Trezek said, “Cued Speech provides a visual representation of both the phonology and syntax English, which allows educators in a sign bilingual setting to present the Direct Instruction reading, writing, and language lessons with greater fidelity. In other words, the lessons can be presented in English as intended, rather than interpreted in American Sign Language (ASL). This maintains the integrity of literacy instruction and avoids reading and writing becoming a task of translating from English to ASL and vice versa.”

While the initial results of the pilot are promising, Dr. Smith-Warshaw and Kuhn recognize that the use of Cued Speech at the school varies and thus refrained from making broad conclusions at this time.

“Use of Cued Speech is determined by multiple factors, including linguistic accommodations documented in student IEPs, subject, and teacher proficiency. In one class, a majority of reading and language instruction is provided through Cued Speech. In other classrooms, Cued Speech is used to support vocabulary and phonics instruction,” Kuhn said.

Following the introduction of Cued Speech at ISD, parental responses to its use have been varied and Smith-Warshaw and Kuhn are sensitive to parents’ preferences for their child’s development: “[S]everal parents have expressed support and requested their child be given an opportunity to learn and use [Cued Speech],” Kuhn said. “On the other hand, we’ve had parents request their child not use [Cued Speech], and we respect their choice.”

“For the most part, the students have been receptive to the Cued Speech implementation. Students who [have] learned the system have asked teachers to cue new words and challenged themselves to use Cued Speech in new contexts. This isn’t to say it hasn’t been challenging for them to learn a new mode of communicating English in reading and language class. Some students have been uncomfortable using [Cued Speech] expressively, and we’ve respected their feelings.”

To assist with improving literacy levels at the school, Kuhn said the ISD administration strives to provide most students in the pre-K–8th grade program with a Cued Speech-trained teacher for reading classes. Kuhn asserts that administrators will continue to observe, record and analyze data on its use before making further changes.

ILLINOIS SCHOOL, continued on P. 11
What is Auditory Neuropathy?

By Aaron Rose

Auditory neuropathy, also referred to as auditory dysynchrony or Auditory Neuropathy Spectrum Disorder (ANSD), is considered to be a hearing disorder in which the quality of sound is distorted, much like listening to a radio station with a bad antenna. There is still some uncertainty about what causes ANSD, but the outer and inner hair cells of the cochlea are cited as the source of the distortion in sound perception.

The effect of ANSD varies widely and the level of hearing can range from normal to severe. However, poor speech perception is a feature of ANSD and may not be correlated with the degree of hearing loss.

ANSD is typically diagnosed using a series of three audiological tests. Otoacoustic emissions (OAE) tests determine the functional level of the outer hair cells. Auditory brainstem response (ABR) tests use electrodes on the heads to detect how the brain or, more specifically, the hearing nerve, is responding to sound. The third test includes testing the middle ear muscle reflex. In the case of ANSD, loud sounds typically do not trigger the reflex.

In summary, ANSD is a complex diagnosis with a significant impact on speech perception, which impacts language acquisition and development. As Cued Speech provides clear, visual access to the language being spoken, it resolves the ambiguity of speech that occurs in the presence of ANSD.

Sources:
Cued Speech Trivia

1. When was Cued Speech first accepted in a dictionary?

2. What school in Australia was the first to use Cued Speech?

3. Who pioneered the use of Cued Speech in the United Kingdom?

4. Who was the first deaf child to use Cued Speech in the United Kingdom?

5. The first Masters Thesis on Cued Speech was completed by ________________, under the supervision of ________________ at McGill University.

6. What was the first school for the deaf in the United States to use Cued Speech?

7. Who was Dr. Cornett’s assistant when he was developing Cued Speech?

8. Name the first NCSA President.


10. The first book on Cued speech Transliteration was written by ________________.

Answers:


2. St Gabriel’s School for Hearing-Impaired Children was a boys’ school in Sydney, Australia. Under Brother G. J. McGrath, the oral school began a hugely successful experimental program in the 1967 using Cued Speech with failing students.

3. June Dixon-Millar began the Cued Speech Centre in the London after meeting Dr. R. Orin Cornett. June later adapted Cued Speech to many languages.


5. Gaye H. Nicholls; Dr. Daniel Ling. Gaye Nicholls wrote “Cued Speech and the Reception of Spoken Language” (Gallaudet University, 1979) based on a study of 18 children at St. Gabriel’s School in Sydney, Australia. She received a grant to go to Australia from Dr. Cornett.

6. NYS School for the Deaf in White Plains, NY was the first to use Cued Speech in a residential setting in 1966. The school began using Cued speech with preschoolers.

7. Barbara Caldwell was Dr. Cornett’s assistant during the development of Cued Speech. She became NCSA’s president and was president of the Sunshine States Cued Speech Services in Florida.

8. Joseph Weiss was the first NCSA president when the organization formed in 1982. He and his wife Judy moved to Montgomery County, Maryland to enroll their son Louis in the Cued Speech program their after he became deaf from meningitis as an infant. Louis was the first baby to receive a cochlear implant from Dr. House in California.


10. Earl Fleetwood and Melanie Metzger.
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Can you spare $10 each month for the NCSA? How about $15 or $20? Donate monthly using your Visa/Mastercard via GiveDirect and every penny is given to the NCSA. There are no processing fees for this service.

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Please include the NCSA Deaf Children’s Literacy Project for your annual pledge to the Combined Federal Campaign

**CFC Number: 12036**

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Championing effective communication, language acquisition and literacy through the use of Cued Speech.
The Aftermath of Grayson Clamp’s Breakthrough Surgery

by Sarah Segal

In mid-June, a CNN video of the first child in the country to receive an auditory brainstem implant (ABI) went viral. While social media networks exploded with chatter about three-year-old Grayson Clamp of Charlotte, North Carolina and his new implant activation, there was no mention of the communication modality Grayson uses in his everyday life, which is Cued Speech.

Look closely at Grayson’s stunned response to hearing his father’s voice, and you might notice him cueing. While it was initially unclear to some what he was cueing precisely—which sparked some discussion on the Cued Speech group page on Facebook—Len Clamp, Grayson’s father, put the debate to rest: “He cued ‘TV.’ Then he cued a TV off,” Len said.

“Up to that point, Holly, his main audiologist, was pinging his device electronically, then turning on the TV to get him acknowledging that he heard or felt the impulse. When I spoke to him, he turned to the TV and cued ‘TV’ because he expected the TV to be on [and] because he heard the sound.”

Len and his wife, Nicole Clamp, who work as a banking executive and nurse practitioner, respectively, had been fostering Grayson for a year before they adopted him in July 2011. In the same month as the adoption, Grayson received a cochlear implant, but it was ineffective. Determined to find another way for Grayson to have auditory access, Len and Nicole decided to try the ABI, which they learned about through their otolaryngologist at University of North Carolina at Chapel Hill (UNC) Hospital, Dr. Craig Buchman, who performed both surgeries.

The cochlear implant did not work due to the nature of Grayson’s hearing loss. Unlike most children who are candidates for a cochlear implant, Grayson has auditory neuropathy spectrum disorder (ANSD), which is characterized by either a nonfunctioning cochlea or auditory nerve. Grayson was born without cochlear nerves, which qualified him for an auditory brainstem implant. But prior to Grayson receiving a cochlear implant, it was not evident to Grayson’s doctors, Dr. Buchman and Dr. Matt Ewend, a neurosurgeon at UNC Hospital, whether or not Grayson had cochlear nerves.

“We couldn’t be 100 percent certain that he [didn’t] have cochlear nerves,” Dr. Ewend explained. “Maybe he had small nerves that we could not see on the MRI. So we wanted to do a more traditional approach with the CI first.”

The aftermath of Grayson’s ABI was shaky. Following the eight-hour surgery, he underwent two follow-up surgeries to repair a major complication—a cranial spinal fluid leak. Afterward, Grayson laid flat in the pediatric ICU for fourteen days with a spinal tap in his back.

Optimistic for future ABI’s in other children, Len said that “now [doctors] have the perfect blueprint for all future surgeries.” But because of the complications that followed Grayson’s surgery and the relative newness of the procedure as applied to children, Dr. Ewend says that the ABI still requires further study. “I’m excited for the family, but nobody knows how the ABI will work out because there’s been so few done. That’s why it’s being done on a clinical study. It should be done on clinical trials.”

In addition to ANSD, Grayson was born with a host of other medical issues, including a condition called CHARGE, which caused in Grayson a severe heart defect, blindness in his left eye, and profound bilateral deafness. Grayson underwent open-heart surgery at a month old. “So far everything looks great on the cardiology front,” Len said.

Len and Nicole Clamp, who were high school sweethearts where they grew up in South Carolina, are enthusiastic about Grayson’s future. “God knew Grayson needed a unique couple to care for Grayson’s special needs,” Len said. “He had been preparing us for that job, probably since we first started dating in high school.”

Grayson’s parents believe that his expressive and receptive language has improved considerably with the aid of his ABI and Cued Speech, and that he has started to “make sounds and cue at the same time,” according to Nicole. “He loves his ABI,” she said. “We never have to make him wear it, and he will ask us for it sometimes. Since the activation on May 21, we have seen a lot of progress. He has started to...
babbles consistently and now sometimes will cue the sound he is making. He was not moving his mouth at all with his cues [before], and still does not a lot. But he has started to."

Len and Nicole initially learned about Cued Speech from Sharon Addison of Charlotte, North Carolina, who, like Len, is employed at Bank of America and also has a deaf daughter. "They encouraged us to use and educated us about how Cued Speech helped their daughter. They also put us in touch with one of Grayson’s current transliterators, who taught us to cue at our house."

Grayson currently receives auditory verbal therapy from UNC and instruction from specialists in deaf education from Charlotte Mecklenburg Schools. His favorite activities are going to the Discovery Place Kids Zone; playing with his parents’ iPad; and watching to his father cue books to him. Grayson has developed a strong bond with his brother Ethan and even seems to appreciate the sounds of his brother’s voice, Nicole said. “The first sound Grayson ever identified by audition alone was the sound of Ethan’s cry. When he hears it, he will look for Ethan. Yesterday, he was cueing “Ethan” over and over and pointing to his ear to tell me he heard him,” she added. “Smiling and laughing the whole time.”

“Everyone involved is so happy about how well he is doing with [the ABI],” she added.

**ILLINOIS SCHOOL**

*continued from P. 6*

“As we continue to monitor student growth and gather teacher feedback, we will be prepared to make further decisions regarding the use of [Cued Speech]. It is our hope the [Cued Speech] implementation helps us improve our student literacy levels on the path toward accomplishing ISD’s vision ‘to educate responsible, self-supporting citizens.’”

The Illinois School for the Deaf is accredited by the Illinois State Board of Education, the North Central Association, and the Conference of Educational Administrators of Schools and Programs for the Deaf.

*Note from the Editor:* Teachers and staff at ISD are generally not permitted to speak with journalists or media outlets unless approved by the Department of Human Services (DHS). On Cue was able to obtain permission to correspond with Superintendent Dr. Janice Smith-Warshaw and pre-K–8 principal Angela Kuhn. We thank them for their support of this article and willingness to interview with us.

*Note from the Associate Editor:* I was fortunate to have the opportunity to visit ISD in the summer of 2012. I have no doubt that the majority of educators at the school are committed to providing their students with a solid ASL and English bilingual education. They are keenly aware that the use of Cued Speech in a school for the deaf is rare, and are very sensitive to not only the needs of each student, but their families’ needs and desires as well. I applaud them for the work that they are doing.
Our Chosen Path - Cued Speech and ASL: A Collection of Parent and Adult Deaf Stories

Our Chosen Path is a collection of stories written by parents and their now adult deaf children. Each pair of stories, woven through time, take the reader on a family’s personal journey. One perspective reveals the parent’s viewpoint, while the other considers the unique reflections of the now adult, child. Together they tell of each family’s life-changing decision to embrace Cued Speech.

In the end, though the families and stories differ, the reader learns the extraordinary role Cued Speech plays in their lives. The benefits of more enhanced interpersonal communication, higher levels of education, greater success in employment and increased involvement in society become evident as the tales unfold. Taken together, these gains contribute to personal happiness and create a more level playing field in the game of life.

Are you ready to tell your story?

Requirements:
1) Both parents and child must be willing to write the story from their own perspective.
2) Photographs and a copy of the child’s audiogram must be included.
3) Stories must include age of diagnosis, why Cued Speech was chosen, decisions regarding cochlear implant, educational experience before cued speech, family dynamics, who in the family cues, and whether or not there other deaf children in the family.
4) Adult deaf stories must discuss the part that Cued Speech plays in your daily life, experiences in the deaf community, path to ASL, employment, photographs, as well as your views and/or experience with cochlear implant.
5) Suggested length is 1000 words for each individual’s story.

Please contact Sarina Roffe at info@cuedspeech.org or Linda at Lindamoniz@gmail.com by December 1, 2013 if you have questions and to be considered for inclusion in the book.