The privately-held Nuby™ baby products company recently announced that its new corporate responsibility program will benefit the Deaf Children’s Literacy Project (DCLP) of the National Cued Speech Association.

Nuby has placed the DCLP logo on most of its baby products. The products include bottles, toys, teethers, breast pumps, medical items and a variety of other items. A percentage of sales from these products will benefit the DCLP.

The Nuby brand covers feeding, weaning, soothing, play, bath and nursery and boasts patented innovation in all of its categories. Nuby is distributed in over 155 countries around the world since 1970.

Although the company is deeply philanthropic, the Deaf Children’s Literacy Project is close to the hearts of company president Edward Hakim and his wife Penny. The parents of four children, their eldest son Abraham became deaf as an infant from bacterial meningitis.

Devastated, the Hakim family found comfort and support from the National Cued Speech Association, which champions effective communication, language development and literacy through the use of Cued Speech.

Understanding that using Cued Speech would allow the Hakim family to easily communicate with their deaf son in English, and that it would provide phonemic information needed for literacy, the family began cueing with Abraham.

Today, Abraham Hakim is a shining example of how Cued Speech can allow a deaf child to excel. An avid reader, he graduated from Tulane University with a BA and an MA in Architecture.

“With Cued Speech, Abraham was mainstreamed into regular schools, attended college and was able to compete with his hearing peers,” said Edward Hakim. “Now he is a college graduate and I couldn’t be more proud.”

“Our company has grown and we are extremely fortunate that our products are so globally popular. It’s time for us to give back to the community and what better cause than the Deaf Children’s Literacy Project? This organization was there for us when we went through an emotionally turbulent period. Our son Abraham would not be where he is now if it were not for Cued Speech.”

“The Deaf Children’s Literacy Project is very excited to have the Hakim Family and Nuby as a Corporate Sponsor. This family and Nuby have been touching the lives of newborns around the world with their wonderful products, and now have chosen to continue that through their dedication to the literacy of many deaf children; we’re definitely honored,” said National Cued Speech Association President, Shannon Howell.

Nuby strives to make the lives of parents and children easy, simple and fun so they can enjoy the most wonderful experiences of growing up, safe in the knowledge that our Nuby products have been developed, researched and manufactured to the highest standards.

AEHI Seminar Sets Off Explosive Growth in Facebook Group

By Charlie Musser

Ben Lachman, a native cueing who has had former tenure on the NCSA board, found Cued Speech groups to be “an unorganized and ragtag bunch on Facebook” until early this year with the Alternatives in the Education of the Hearing Impaired (AEHI) professional development seminar in Chicago. There, he and fellow cueing attendees “experienced a surge of energy and will make more of an effort to communicate [with the Cued Speech community].”

Beginning this past January, a Facebook group named “Cued Speech” saw a sudden growth in membership, which, after six years of inactivity, increased tenfold from 50 to 500 members in the span of four months. Created in 2006 by group founder
President’s Message

As I look back over the past year and the short strides made for Cued Speech, I’m dwarfed by the tasks ahead of us that never seem to grow smaller, only more difficult and with new challenges. As a Board, we have all grown, faced hardships, been frustrated at times, and through it all are still very positive about Cued Speech continuing to be a blessing to many in the future.

Now more than ever, I am in awe of the parents and professionals of the “first generation” of cuers. It was through your hard work and dedication that many are able to so actively participate today in the hearing world that we all enjoy. For those of you whom haven’t volunteered your time to this organization or some other organization to advance Cued Speech, I assure you that these pioneering parents and professionals had a daunting task which they so diligently concurred.

For the future, whether you are a cuer, a parent, or a professional, you have many challenges ahead of you in 2013 and beyond. As our economy gets tougher and Cued Speech becomes more of a minority in some cases, the NCSA can only exist and continue towards its goals with the support of its members and other sponsors. In 2012, Penny and Eddie Hakim (parents to cuer Abraham Hakim) launched a Corporate Responsibility program to benefit the Deaf Children’s Literacy Project. Still in its infant stages, the program is gearing up to place the DCLP logo on many of the NUBY product labels sold around the world. Other generous supporters continue to be the Prescott Foundation, the David Swinehart family, our generous Board of Directors, and currently our largest financial supporter, the Federal Employee Combined Federal Campaign.

It is with great optimism that I look through the grey clouds of uncertainty to the rainbow beyond. It is with great humbleness that I thank you all for your support of CS and the NCSA, and it is with great concern that I ask you to continue.

We are delighted to announce that Sarina Roffé has accepted the position of Executive Director of the NCSA. As a parent of a deaf cuer, Sarina has been cueing since 1979 and has an integral knowledge of the Cued Speech community.

As the President of the National Cued Speech Association from 2002-2008, Sarina helped the organization grow. During her tenure, policies were implemented to create accountability and lay a foundation for philanthropic giving and an annual campaign. Various outreach programs were implemented, relationships with key stakeholders and elected officials were developed and the organization was including language into federal law to protect parental rights. In addition, an Academic Advisory Council of university professionals was developed to attest to the validity of the NCSA mission. She wrote grant applications and successfully lobbied for two major federal U.S. Department of Education grants. Several videos were produced, a parent stories booklet was published, and the NCSA received national recognition with an international conference held in 2006. Sarina’s strengths include strategic planning, creating buy-in, budget management and administration, global planning and the implementation of action plans to achieve desired goals as they fit into the overall objectives needed for organizational growth.

I’m excited to have Sarina in this position. She has long been an advocate of Cued Speech and has a great understanding of the needs of the organization and how to accomplish these goals.

Shannon Howell, President
National Cued Speech Association

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•Executive Director: Sarina Roffé
  (New York)
Cochlear implants are sort of a mixed blessing—it has both produced opportunities for deaf children and impeded them in their overreliance on them. It isn’t a cure-all and it certainly isn’t for everybody, either, for better or worse. In this issue, we will show how Cued Speech—and even, at times, American Sign Language—continues to provide powerful opportunities for students that technology is still limited in doing.

In “Cued Speech and the “New Deaf” Student,” by Alison Candela, an interpreter in Montgomery County Public Schools, we are offered a fresh take on the issues of working with students with cochlear implants. She calls the students who have impressive listening devices “the new deaf” students, who have “very different needs from most deaf students in the recent past,” and asks us whether listening technology has “made Cued Speech obsolete in their education.” Over the course of the article, she then refutes this argument, using personal and empirical experience as support.

I, too, have written an article, “Lauren’s Road,” recounting an experience working with an eighteen year old who is deaf and languageless to acquire language as a volunteer with the International Rescue Committee. “Lauren” had no physical or intellectual condition that hindered her from acquiring a language, save for the passing of the critical period—she was simply born deaf in a country where she was not afforded the opportunities that our children receive. You will learn how working with “Lauren” to acquire American Sign Language gave me insight into capacity for young people to—even so late in the game—acquire language.

In the face of these opportunities for our children, it’s time to refocus our goals. It’s time to recognize what our children are capable of and what we can do to make it easier for them to perform at their absolute best. Assistive technology will always be around, but Cued Speech may not, and it’s high time we realize that what we do now will impact our children in the future. What we do to keep Cued Speech alive for future generations will be felt for years to come.

If you have any advice you would like to share with other members of our community, please let us know at ssegal@cuedspeech.org. Consider contributing an article if you would like. We’re all eyes!

Sarah Segal is a deaf adult cuer and Special Education Paraeducator in the Cued Speech program at Flower Valley Elementary School in Rockville, MD. She is currently trying (failing) to read all the books on her bookshelf before buying more and pursuing a master’s degree in creative writing (poetry) at American University in Washington, D.C. She lives in Fairfax, VA, with her lovely boyfriend, Jonathan.

Welcome New Executive Director Sarina Roffé

I’m honored to have been chosen as the Executive Director of the NCSA. My positive experiences with Cued Speech and the CS community have changed my life both personally and professionally. From the day I met Dr. Cornett in 1979 and learned CS, to the awesome change CS made in our lives and the life of my son, CS is a part of me. When I was president of the NCSA (2002-2008), I was able to use that energy to help the NCSA. Being Executive Director is a natural extension of my commitment to the organization, CS and families with children who are deaf and hard of hearing everywhere. There is a good deal of work to be done and I look forward to hearing from you and understanding your ideas and how we can turn them into action items for the NCSA.”
AEHI Seminar continued from page 1

Sheledy Steiner, the group’s membership had been, until this year, relatively small with sparse postings.

The inaugural AEHI/Alexander Graham Bell Montessori School (AGBMS) seminar on Cued Speech was held in Chicago on January 27th through the 29th and was named “The Cutting Edge: Implants, Auditory Neuropathy, Literacy, Visual Phonics, and Cued Speech.” Speakers included Cued Speech advocates and researchers’ Carol LaSasso Ph.D., Professor at Gallaudet University; Kelly Crain, Ph.D., Assistant Professor at University of South Florida; Jacqueline Leybaert, Ph.D., Professor at Universite de Bruxelles; Charles Berlin, Ph.D., Research Professor at University of South Florida; and Beverly Trezek, Ph.D., Assistant Professor at DePaul University.

Seminar attendees Angela Laptewicz, a certified CS instructor and full-time Cued Language Transliterator (CLT), and Brian Kelly, a certified Cued Speech instructor from Southern California, also agree with Lachman that the Facebook group was galvanized by the collaboration of cueing attendees. When asked about the increase in membership, Kelly said “I really think that the AEHI conference was the catalyst for the whole Cued Speech community to get together and make things happen.”

Following the event, many seminar attendees invited cuers they knew and friends interested in Cued Speech to the Cued Speech group. Then, like falling dominos, those who were invited then invited others, and so forth. “I think it is a great way to bring small, isolated communities together,” Laptewicz said. “Hopefully, members can take that shared knowledge and feel empowered to share it in their local communities.”

As of this writing, the group consists of 612 members and is an open group, which means that anyone can join the group, view its members and their wall postings. Members are diverse and have varied backgrounds grounded in Cued Speech, both professionally and personally. Professionals include teachers of the deaf, sign language professionals, Cued Language Translitters, and Cued Speech
Instructors, and the group is also host to deaf cuers, family members, and those who are new to cueing.

Members can make announcements, start discussions through the group’s page and comment on others’ threads. Discussions consist of topics such as how Cued Speech benefits special populations, cue reading, deaf adult cuer profiles, and upcoming cue camps or workshops, to name a few.

Lachman said that parents and professionals benefit from the multitude of perspectives offered by members: “If you’re a parent or professional, I can’t think of anywhere else that you can reach the eyes of over 500 people who have experienced Cued Speech in some context.”

Salena Ashton, for example, a mother of an adopted hard-of-hearing daughter, joined the group around the first of June to learn more about Cued Speech. Ashton first learned about Cued Speech after she adopted her daughter, Rachel, in 2004 but somewhat dismissed it due to its relative obscurity. She took greater interest in Cued Speech this past spring when she discovered “phonetic gaps” within Rachel’s written language.

Ashton was still deciding whether to adopt Cued Speech when she joined the group. Among her reasons for joining the Facebook group, Ashton explained, “I joined the group because reputable online groups are great ways to learn about [a] subject, but also because online groups are more non-committal. I was not ready to learn Cued Speech, but I had read all about it and wanted to continue learning about it from a distance.”

As a member, she sought answers and advice from fellow members and found the group to be helpful for soliciting advice. “It is hard for me to anticipate my daughter’s struggles, especially since I have better than average hearing.”

Ashton and her family recently started cueing with Rachel, and they “are already seeing the difference in Rachel’s reception to the world. I cannot imagine how much better Rachel’s life and learning experiences will be when she becomes fluent.”

Lachman strongly believes that the group “has only reached a fraction of its potential.” He praises the group for what it has allowed to become possible: “There are thousands of us, along with our friends and family members, all over the world just waiting to be connected and part of the conversation”. Transliterators have asked for and received tips and tricks from other transliterators. Information has been shared, videos have been uploaded, contacts have been made, and friends have been reconnected all through this group. How cool is that?”

### 2013 NCSA Calendar of Events

**12th Annual Early Hearing Detection & Intervention Meeting** -
Glendale, AZ | April 14, 2013 - April 16, 2013

**InsCert Instructor Workshop & Certification Exam** -
Monroe, LA | April 19 - 21, 2013

**A.G. Bell 2013 Listening and Spoken Language Symposium** -
Los Angeles, CA | July 18, 2013 - July 20, 2013

**NCSA Board Meeting** -
Seattle, WA | October 18, 2013- October 19, 2013

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

For more information, go to [http://www.cuedspeech.org/sub/general/events.asp](http://www.cuedspeech.org/sub/general/events.asp)
Thank You, Suite Escape Travel

Dear Friends of National Cued Speech Association,

On behalf of NCSA, I would like to express our gratitude to Suite Escape Travel for generously sponsoring our commitment to effective communication, language development and literacy by joining our fundraising efforts. Suite Escape will donate $100 to the NCSA for every trip booked through their agency using our code in 2013! Let me take this opportunity to introduce you to our newest fundraising partner!

Suite Escape Travel of Parsippany, NJ, is a highly unique travel agency committed to “giving back” to their community, participating in fundraising partnerships with the American Heart Association, the Kessler Foundation, and the Mayo Performing Arts Center, to name a few; focusing their efforts on personalized service as your “travel advocate”; and being at your side from your initial plans and until you arrive back home, putting the needs of their client first, finding you the lowest price.

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Most of us are already taking vacations on a regular basis, and so now, every time you travel, without any sacrifice on your part, you can support the efforts of NCSA. Suite Escape will give $100 back to NCSA! Simply contact Suite Escape today with the information to the left, give them the code SUPPORTNCISA, and begin making your next vacation dream come true!

Thank you for allowing me to make this introduction and for valuing the support of NCSA. I would like to give special thanks to Suite Escape Travel for their vision in supporting our fundraising efforts!

Sincerely,
John Brubaker, V.P. Fundraising
National Cued Speech Association

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Brian Kelly on Starting a Business and Empowering Other Cuers
by: Zainab Alkebsi

Brian Kelly is a 29-year old Cuer and cochlear implant user; he currently lives in Southern California.

OnCue: How did you begin using Cued Speech?
BK: My parents first discovered Cued Speech when they attended a Cued Speech workshop at the AG Bell convention in 1996. They decided that Cued Speech would best enable me to make progress with my spoken language skills. After 16 years of being exposed to Cued Speech, I am able to make sense of the pattern [of spoken] English language when people [communicate to one another].

These benefits are the reasons why I love Cued Speech so much. It has made a big difference in my ability to communicate with hearing people or any other spoken language users. I am so grateful [to] Dr. Orin Cornett for
Cued Speech Top Ten

1. Dr. R. Orin Cornett launched the first Cued Speech program in 1973 at National Child Research Center in Washington, DC with a 7-year grant from Gallaudet. Children in the program included early cuers – Rob McIntosh, Tiffany Balderson, Steven Scher, Tommy Wells, Paul Swadley and Tiri Fellows. Teachers in the classroom cued to all the children in the mainstream class.


3. The first Cue Camps were 5-day Family Learning Vacations at Gallaudet College.

4. Dr. Walter J. Beaupre developed the Basic Cued Speech Proficiency Rating in 1983 at University of Rhode Island. This was the first test of cuing accuracy.

5. The National Cued Speech Association was founded by Joseph Weiss, Andrew Balderson and Barry Scher in 1982. First board members included Charles McIntosh and Betsy Kipila.

6. Dr. Jean Wandel conducted the groundbreaking doctoral study (Columbia University) in 1990 that proved that Cued speech users have the same reading levels as hearing children.

7. Cueing is now available in use in 67 languages and major dialects.

8. Joan and Stan Rupert in Vacaville, CA were among Dr. Cornett’s first students in Idaho.

9. The first Cue kid to get a cochlear implant was Louis Weiss from Rockville, MD. He got his implant at age 2 from the House Ear Institute in Los Angeles.

10. Montgomery County, Maryland had the first three-track program for deaf students in the country in 1979 when they began a Cued Speech program.

Submitted by Sarina Roffé
Past President of the NCSA

taking the leap of faith [by] creating the Cued Speech system. Thank you, Dr. Cornett!

OC: As I understand it, you just started an up-and-coming business. Can you tell me about your business, vision, and goals?

BK: My vision is [to empower] individuals with hearing loss to enjoy an excellent quality of life. My business has 3 different ventures to achieve that vision. I am here to help people with hearing loss to…

1) Hear crystal clear sound - I am currently working with my colleague at House Research Institute in Los Angeles to create, design, and test various signal processing algorithms for cochlear implants. One of our biggest advantages that sets us apart from others is we are both cochlear implant users. We can design and experiment on our own cochlear implants to see which produces the best results before we test with other cochlear implant users.

2) Communicate well - In my experience, I have found that Cued Speech is the best communication mode to achieve the most basic foundation for communicating well in spoken language. This is the reason why I have been putting my time and energy to teach Cued Speech and spread the word about Cued Speech. I achieved the first step by attending the Cuers for Literacy, Education, and Advocacy Retreat (CLEAR) last year in Maryland and recently becoming a
Brian Kelly on Starting a Business and Empowering Other Cuers continued from page 7

certified Instructor of Cued Speech.

I am currently in the process of setting up an NCSA-affiliated organization based here in southern California called “Southern California Cued Speech Association” (SCCSA). I have been creating a series of YouTube videos to help others improve their cueing receptive skills. I am currently working on creating a web-based home study course on Cued Speech so people can learn how to cue at their own pace from anywhere in the world. I am also planning to set up Cued Speech workshops and fun cueing events around here in Southern California in the near future.

Finally, I was recently elected to be on the National Cued Speech Association (NCSA) Board of Directors as a Director of Marketing/Public Relations. I am doing all I can do to make NCSA a successful and well-respected organization. The reason why I am on the NCSA Board is lack of awareness. We at NCSA are committed to work with other national organizations to make Cued Speech known and available for other people to learn.

3) Transform their lives - I am planning to offer my therapy and coaching services starting this fall. I am also planning to host workshops to teach others how to use mind tools to apply to themselves and their own lives in the near future.

OC: Do you have any advice for other deaf Cuers?

BK: Your deafness makes you unique and different from others. Don’t let other people or external influence pull you down with their preconceived notions, their deep-seated fears and “negative” programming. Dare to be bold and different! Be proud of it!

My journey has been a huge roller coaster. In the end, I am very happy where I am right now. I am doing the work that I love while enjoying all of the perks of living on the coast of Southern California!
Lauren’s Road to Language
by Sarah Segal

I didn’t realize until recently that before I even met Lauren, I had already begun imagining her.

You see, I like to write stories sometimes, and exactly one year ago, I was writing character profile notes for a short story about a young girl who suddenly loses her command of the English language. My character wakes up one day to discover that she can no longer speak or understand language, and must confront the challenge of communicating via other means. At the time, it was my convoluted way of coping with my own writer’s block (hah), but the idea of total language attrition also sincerely fascinated me.

A month after I scribbled these notes and cast the story idea aside, I met Lauren, a nineteen-year-old deaf refugee from the Democratic Republic of the Congo, for the first time. I entered a cramped office at the International Rescue Committee’s headquarters (IRC), an international organization that provides aid to victims of humanitarian disaster, Lauren was sitting on a raggedy couch between her older brother and mother. I smiled at her as I informed her family through a Swahili-speaking interpreter that I would voluntarily help Lauren develop her language skills. Lauren, unlike her sisters and brothers, never had formal schooling prior to her arrival to the U.S., and was totally language-less. She relied solely on gestures and grunts to communicate.

Let me be clear: Lauren didn’t arrive to this country language-less because of any mental deficiencies or acquired injuries; she’s simply deaf. She wasn’t given the opportunity to learn a language where she previously lived, whether because of limited resources or ignorance, and consequently is decades behind in language development.

But you’d be surprised how much Lauren understands. When I worked with her last summer, my primary role was to help her learn American Sign Language. I took her out on walks and signed to her. I practiced signs with her using flashcards. I even brought a book that allowed her to “see” words and identify the pictures that went with them.

My first revelation with Lauren was on a sundrenched Sunday afternoon, at her family’s dining room table. I held up an I SPY… flashcard that depicted images of bees in them, and pointing to a fat, furry bee in the photograph, asked Lauren to identify the image for me. A flash of recognition shone in Lauren’s eyes as she gestured with her right index finger a bee diving into the heart of a flower, signaled with her left hand. In that moment, I could see and feel the bee buzzing. I felt I could almost sense what may have flashed through her mind, which, to me, was a heartfelt appreciation of nature.

Lauren surprised me many meetings after that. I remember walking around her neighborhood alongside Lauren and her little sister, who I’ll call Lisa, and seeing the look in her eyes when I asked her if she wanted to see my car. She didn’t just recognize what I asked her—she was excited. As we headed toward it, she frolicked ahead of me with Lisa’s hand in hers, in delight.

To say the least, I’m astonished by Lauren’s gift for expression. Lauren was—is—reflexive and introspective even without language. She has a voice, but just doesn’t have the means to express it yet.

That Lauren and I have crossed paths is sort of a miracle. I’m extremely fortunate to have grown up in the wealthiest state in the country, and in one of the wealthiest counties, as a Montgomery County, MD, native. I wore hearing aids from the time my hearing loss was discovered at six months old, was never without a Cued Speech transliterator throughout my education here, and had an entire family who learned the system to communicate with me. With the aid of Cued Speech and an outstanding education, I surpassed many of my hearing peers in the language arts. I’m now in my early twenties and entering a master’s program at American University to study creative writing this fall.

Lauren’s story means something to me because it led to a personal discovery of what really matters if you’re deaf and struggle with it: it isn’t about how much you hear, but what you’re capable of. Lauren has a long road ahead of her, but even with almost two decades without language, her expressive skills and tenacity to learn has her on the cusp of joining the rest of us.
Cued Speech and the “New Deaf” Student in the Mainstream: 

One Transliterator’s Thoughts

by Alison Candela

I. The “New Deaf” Student

“Watch Ms. Candela.”

Jenny hears that a lot. I, Ms. Candela, am the Cued Speech Transliterator (CST) in her first grade class. Jenny is deaf and I am there to provide her with equal access to the mainstream environment by rendering speech and other sounds into Cued Speech.

“Were you watching Ms. Candela?”

“No, but I heard the teacher with my CI,” Jenny says, one day early in the school year. Jenny’s teacher wears a microphone that transmits her voice via FM signal into Jenny’s cochlear implant.

Indeed, many deaf and hard of hearing children who use cochlear implants, powerful hearing aids and FM systems have impressive listening abilities. There are children with hearing loss who do not use such devices for various reasons; this editorial is about the children like Jenny who do: the “new deaf” children.

The “new deaf” students have very different needs from most deaf students in the recent past. Has listening technology made Cued Speech obsolete in their education? I think the litmus test we should use to answer that question (now and in the future) is whether the technology is allowing deaf students equal access to spoken language at school.

II. My observations

From what I observed this past year, I have concluded that even the students with impressive listening abilities via technology do not have equal access to the spoken language in the classroom. They certainly do access a lot of speech and sound at school, but since there are still disparities in their access, Cued Speech is still a useful tool.

The most marked access disparity between deaf and hearing students includes access to peer speech. Although an FM system can greatly increase a deaf student’s understanding of the teacher’s speech, the students often cannot hear their peers at all during class discussion.

Outside of formal lessons, a key part of the mainstream experience is informal conversation. Some of that conversation is on-topic and some is not; both types of interaction contribute to a student’s intellectual and social development.

Further, even with the benefit of the FM system, deaf students’ access to the teacher’s speech may not be equal to that of hearing students. I have observed that deaf students who learn to use a CST “part-time” during lessons understand more than when they use listening alone. (Of course, I can’t prove that statement other than anecdotal; this would be a good question to investigate in a formal research study.)

III. The “New CST”

How should I, as a CST for “new deaf” students, adapt to the students’ new needs and abilities? My answer to that question is still a work-in-progress. In this piece, I hope to kindle a dialogue on that topic in the Cued Speech community.

A large part of my job as an educational transliterator with young children is to educate them about how to benefit from my services. The task of guiding a student to maximal benefit from a CST differs depending on the student’s hearing status.

CST-use training works best for students with little or no access to sound. It teaches students to fix their gaze on the CST as much as possible during lessons. As a student increases how much he watches the CST, the amount of information he accesses increases markedly. Further, if the student had limited receptive Cued Speech skills, that student could pick up Cued Speech by “osmosis” out of necessity.

Contrast that student’s experience with that of the “new deaf” generation who uses technology that enhances his or her aural access. It is not obvious to the “new deaf” student that her access is unequal. She can hear the teacher a lot of the time and when she can’t, she doesn’t know that she’s missed anything. She can and does learn from auditory input.

Further, and most critically, since the “new deaf” student does not depend upon Cued Speech for access to auditory information, she should not be counted on to learn Cued Speech by “osmosis.”

Many students who are in Cued Speech programs at school primarily use spoken language to communicate at home. Further, students who are fully or mostly mainstreamed spend very little time with people at school who cue directly to them while speaking. These students’ main exposure to Cued Speech is the CST.

My observations indicate that CST-exposure is not enough to develop effective receptive Cued Speech skills in students who have good auditory skills. And naturally, a student who does not understand Cued Speech cannot benefit at all from the presence of a CST.

My proposed method of showing the new generation of deaf students how to benefit from a CST has two goals. The first goal is to increase the student’s familiarity with Cued Speech if his receptive skills need improvement. The second goal is to show the student which situations watching the CST is most crucial. I observed that students benefited most by learning to look at me in the following circumstances:

- informal peer discussion
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**2012 College Scholarship Winner**
**Caitlin Cunningham**

Congratulations to Caitlin Cunningham of Olney, Maryland, the winner of this year’s 2012 R. Orin Cornett Memorial Scholarship! Caitlin uses Cued Speech in her everyday life and attends Rochester Institute of Technology, where she is studying to be an Accountant.

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**Make A Donation Online Today!**

Click on “Help a Deaf Child Today”

[www.cuedspeech.org](http://www.cuedspeech.org)
One Transliterator’s Thoughts

On Cue, the newsletter of the National Cued Speech Association, is published three times a year; e-mail updates to members are more frequent. Letters to the Editor must include contact information of the author. The Editor reserves the right to select those letters to be published and to edit for length and language. News, calendar items, letters, classified ads, and photos are needed! Electronic transmission of all materials is preferred. Electronic photos must be high-resolution at 300 dpi.

Send to Sarah Segal, Editor, at oncue@cuedspeech.org or mail hard copy to:

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Since its invention, Cued Speech has been a tool of empowerment. Cued Speech has allowed deaf people, regardless of hearing status, to access spoken language in unprecedented ways. I think that the new generation of deaf children can still find empowerment in Cued Speech as long as we, the adults in their lives, show them just how powerful it can be.

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This past school year I incorporated informal Cued Speech lessons into my role as CST. During moments before school starts or moments right after recess when Jenny and I could work on cueing, we practiced One Fish, Two Fish, Red Fish, Blue Fish. Many of Jenny’s classmates became interested in learning to cue too—Cued Speech became a popular interest in the class. Jenny and a few hearing first-graders became enthusiastic, proficient cuers. (They got the hang of “supercalifragilisticexpialidocious” by the end of the year!)

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