Amy Ruberl has been appointed the first Executive Director of the Association, beginning her duties in mid-February.

Amy has been involved with Cued Speech at both the regional and national level since the mid-1990s. Most recently, Amy served as the NCSA Director of Programs, initiating workshops and camps across the United States. Amy previously served on the NCSA Board as the Director for the Capital Region (MD, DC, VA, WV). She is also a trainer for NCSA’s instructor certification (InsCert) program. Amy is the director of Cue Camp Friendship in Maryland, to be held this summer June 24-29.

Amy has a Master of Education of the Deaf degree from Smith College. She worked as a communication specialist and teacher for Montgomery County Public Schools’ Programs for students who are Deaf and Hard of Hearing.

“I hope to continue my efforts in advocating for the use of Cued Speech in a variety of settings,” says Amy. “I also hope to get the NCSA involved in more coalitions relating to deafness and disabilities. Currently, NCSA is a member of the Deaf and Hard of Hearing Alliance (DHHA), a coalition of consumer and professional organizations, where I have served as our representative for four years. Deaf adult cuers need support with assuring quality captions, hearing aid compatible telephones, accessibility on the web, and many other areas. Other organizations, such as the National Association for the Deaf (NAD) and Telecommunications for the Deaf and Hard of Hearing, Inc., already work together to help achieve these goals. The NCSA needs to join the process to ensure the rights of cuers of all ages.

“In addition, I would like to facilitate the process of increasing the information and support materials available on our web site. New fact sheets are on view now at www.cuedspeech.org/sub/cued/myths_facts.asp.

“If you have a topic you would like to see addressed in an information paper, please let me know. I will appreciate suggestions and contact information of who might draft the document!”

“I look forward to serving as your executive director. Let me know how I can be of assistance to you.”

With Amy’s appointment, the NCSA office moved in mid-February from Cleveland, Ohio, to Bethesda, Maryland. You can contact the new NCSA office with the same toll-free number: 800-459-3529 v/tty and email address: info@cuedspeech.org as previously. The local number in Bethesda is 301-915-8009.

Cued Speech Discovery, NCSA’s store, continues to be located in Cleveland. Manager Pam Beck is expanding and upgrading the products available, publishing new authors, and adding customer services. The new toll-free number is 877-283-2030 (877-CUE-2030) v/tty; other contact information is info@cuedspeech.com; 216-292-6213.
**President’s Message**

**Sarina Roffé**

Theodor Herzl had a vision for a Jewish State and his vision was realized in 1948, long after his death, when the State of Israel was born.

In 1961, President John F. Kennedy set a dream of landing a man on the moon. His vision was realized in 1969 and now space travel is a common occurrence.

Dr. R. Orin Cornett, inventor of Cued Speech, had a vision that children who are deaf and hard of hearing, should have the same window on the world of literature that he did. His vision has led the effort to rewrite the NCSA position papers on numerous topics – the use of CS and cochlear implants, early intervention, literacy, and adult deaf cuers have succeeded in ways we must respect.

And just as these adult deaf cuers have grown, so too has the NCSA. This is YOUR organization. We are your advocates at the local, state and national level, assuring that you have what you need as users of Cued Speech. During the past five years, our organization has demonstrated an increased level of professionalism and fiscal integrity.

As an example, board member Hilary Franklin has led the effort to rewrite the NC Sa position papers on numerous topics – the use of CS and cochlear implants, early intervention, literacy, the deaf child in the family, bilingualism, transliteration, and auditory verbal therapy. These were passed at our last board meeting in Braintree, MA and can be found on our website at cuedspeech.org/sub/about/position.asp.

In addition, under the leadership of Amy Ruberl, the NCSA has written information papers on numerous topics, all properly footnoted and referenced. I encourage you to download these at cuedspeech.org/sub/cued/myths_facts.asp.

In this newsletter, you will also read about a new booklet of parent stories we published entitled Reflections from Cueing Parents, edited by Amy Ruberl. This booklet, underwritten by the estate of Carol Shuler, a speech language pathologist from California, includes eight stories written by parents about their experiences with Cued Speech. The booklet is available for free to parents new or interested in Cued Speech, or by purchase from www.cuedspeech.com for a small fee.

In terms of fiscal integrity, our organization has achieved the Best of the Combined Federal Campaign Seal, an achievement seen by only a handful of non-profit organizations. We have set in place investment policies, established an Audit Committee (as required by the Sarbanes-Oxley Act), and have soundly invested restricted assets into conservative investments, as overseen by an Investment Committee chaired by a cueing parent in the investment field.

With your help, Cued Speech is now more widely available than ever. We sponsor workshops and camps, help with family scholarships, train instructors of Cued Speech, work to increase awareness of Cued Speech and so much more.

As you read through these pages, please consider the important work and mission of the NCSA – to champion effective communication, language and literacy through the use of Cued Speech – the ways you can support our mission. Please use the donation envelope enclosed to support the NCSA and future generations of Cued Speech users. As Herzl said, “If you will it, it is no dream.”
New NCSA Board Members

Shannon Garlitz, Western Regional Co-Director, lives with her family in Eagle, Idaho. She is mother of two-year-old Audrey. Within the past nine months, Audrey’s deafness was diagnosed, the family began learning both sign language and Cued Speech, and Audrey received simultaneous bilateral implants. The family repeats messages three times, with speech, sign and cue, in that order.

Shannon reports, “The “speak/sign/cue” approach was, and continues to be, a very natural learning process for our entire family. Because Audrey’s hearing loss as well as her recent access to sound with implants is still very new, I am by no means fluent in either Cued Speech or sign language. However, I am learning daily. I am astonished that a child her age can distinguish between the two forms of communication. She cues the words she can vocalize and signs the words she can’t.

“Witnessing Audrey’s progress has motivated me now more than ever to become fluent in Cued Speech and promote the benefits of it. More specifically, I am actively recruiting and trying to gauge enough interest in bringing another workshop to the Boise area early next year. I’d also like to form an official Cued Speech Club in Idaho with the intent of partnering with Boise State University’s Hand Talk Club. And lastly, I was recently introduced to the Sorenson VP-100 Videophone and have contacted them in regards to adding Cued Speech transliterators to their technology.

I am excited at the chance to work with the other members of the NCSA board.”

Shannon has an extensive background in corporate marketing and management.

Allison Kaftan, Capitol (DC, MD, VA) Regional Director, was born Deaf and has been cueing with her mother, Linda Polk, since she was three years of age. She attended Montgomery County Public Schools (MCPS) in mainstreamed classrooms with a transliterator until her senior year of high school, when she transferred to the Maryland School for the Deaf. While at MSD, she learned American Sign Language and continued to be an advocate for cueing.

She received her bachelor’s degree in English from Gallaudet University and is currently pursuing a Ph.D. in English literature from the George Washington University. She is also a Presidential Fellow at Gallaudet University and hopes to pursue a teaching and research career there. She has received a number of writing and academic awards. She is a regular blogger for DeafDC.com. Her academic interests include deaf studies, feminist theory, earth-based religions.

Kaftan has a Deaf husband, Chris, and a Deaf daughter, Leah, who is currently a pre-K student in the cueing program in MCPS.

Scott Van Nice, Deaf Consumer Rights, lives in Cincinnati, Ohio and is employed by Procter & Gamble (P&G) where he provides project management support to the company’s Legal division. Scott graduated from Rochester Institute of Technology with a Bachelor of Science degree in Information Technology and a minor in literature. He is pursuing a Juris Doctorate in law at Chase College of Law of Northern Kentucky University.

As an NCSA Board member, Scott wants to:
- Explore opportunities for increasing Cued Speech recognition at either the federal or state legislation level
- Maintain or establish networking efforts between other non-profit organizations that are focused on providing accessibility rights for deaf people.
- Encourage non-profit organizations that are involved with the education needs of deaf people to include Cued Speech as part of their awareness.

Hilary Franklin, Marketing and Public Relations, is a native cuer in Rockville, Maryland, who has contributed to the field of Cued Speech advocacy in a variety of ways. She has appeared in front of the Maryland House of Delegates’ Ways and Means committee to advocate for a task force to study the three-track program in Montgomery County, worked for Language Matters Inc., and has volunteered, worked for, and taught at numerous camps and workshops since 1991. She has been a certified instructor of Cued Speech since 2005, and is also a member of the Instructor Certification committee. Hilary has also assisted in mentoring deaf interns who want to become certified instructors.

While a master’s student at Teachers College, Columbia University, Hilary worked with Jennifer Bien, a fellow student, to propose a new course for the Deaf Education program that would focus on the academic and communication applications of Cued Speech. The proposal was successful, and they now co-teach the required course, “Introduction to Cued Speech.”

Hilary graduated in May 2006 with a master of arts in Teaching American Sign Language as a Foreign Language. Hilary is committed to the philosophy of bilingual-bicultural education for deaf children and hopes that, as a deaf native cuer who is also a fluent signer, she will be able to bring knowledge about the Cued Speech system and its applications to more deafness-related college programs across the country.

Related to her new position on the NCSA Board, Hilary says, “It is vitally important that the NCSA make the appropriate efforts to reach out to both the signing and oral communities. The people we need to reach out to specifically are the well-known and well-respected deaf professionals in deaf education. For so many years, professionals in deaf education have been hearing, and the advocacy work for Cued Speech has been done by hearing parents and education professionals. With deaf adults now having larger roles in the field of deaf education, New NCSA Board Members continue on page 15
NCSA Promotes Cued Speech at National Conferences

NCSA, as part of its information and advocacy work, continues to encourage exhibits and presentations about Cued Speech at the conferences of other meetings. In February, four NCSA members traveled to Pittsburgh, Pennsylvania, to collaborate on two presentations at the annual meeting of the Association of College Educators-DHH who train future teachers of the deaf. Presenters were Jane Smith, Hilary Franklin, Amy Ruberl, and Grace Consacro. Highlights of the presentations were personal appearances by twins Lola and Lena Consacro.

Joan and Stan Rupert represented NCSA at the annual convention of the American Academy of Audiologists in Denver, Colorado. They premiered the new exhibit banners designed for NCSA. The four vertical banners highlight research, cueing and literacy, quotes from cuers, and “why cue?”

The Association is looking forward to this summer’s Cue Camps, presentations at the national meetings of the Council of American Instructors of the Deaf, the American Society for Deaf Children, and an exhibit at the American Speech & Hearing Association Schools Conference.

New Publications from NCSA

Order yours from NCSA’s store: Cued Speech Discovery at www.cuedspeech.com or 877-283-2030.

Reflections of Cueing Parents

This 58-page book includes eight unique family stories plus information and suggestions for building language with cueing. Sample stories:

“We are the first deaf native cuers with deaf children using only Cued Speech…”

“We came to cueing late. Dan was 10 years old…Cued Speech saved Dan’s life. I wish we had figured it out earlier.”

NCSA36
Member: $4.70
Regular: $4.95

Breaking the Code, unlocking the CUrriculum


NCSA34
Member: $1.00
Regular: $1.00

Wipe-Clean Cue Chart

A large 19” x 25” version of the current NCSA cue chart, with hands and locations of Cued Speech printed in black and red on a flexible, non-tearing white fabric. Metal grommets in each corner facilitate hanging it in various locations without pinholes! It may last you a lifetime!

NCSA 35 Member: $23.70 Regular: $24.95
Cool Cue Kids

By Dina King and Carol Hempfling,
CLTs Charlotte Mecklenburg Schools,
North Carolina

Remember your old school days? Gossiping across the desk to your Best Friend Forever? Talking about the cutest boy or girl in the class? Conversing about the latest hit TV show or fashion? Being a part of the next delicious prank the class would pull on the substitute teacher? Now, imagine if you were hearing impaired and had to discuss these topics through a Cued Language Transliterator! Would you be open to saying anything and everything? I think not. But, what if your friends shared the same mode of communication as you did — now that would change everything!

Thanks to 30 wonderful children at Eastover Elementary, all these topics and more are open for discussion without a Transliterator because the students have all taken the time to learn to cue.

The Eastover Cued Speech Club started during the 2005-2006 school year with 9 children who dedicated their after-school time to learn the cued language system. After about three months these kids were able to communicate with the hearing impaired students at a fairly rapid speed. Now, after another school year has passed, more children have joined! Their ages range from 2nd grade up to 5th grade and most are proficient and are working towards fluency.

Each day the children were taught in small groups depending on their level. They were first given one vowel placement and one consonant hand shape to memorize. We used the Language Matters Inc. materials “Becoming A Proficient Cuer” to practice the drills. We also used the Daily Cues website (www.daily cues.com) for further instruction. This site offers step-by-step lessons along with tons of games and activities to make learning fun. Of course candy was involved for rewards!

After the children had the system memorized we then moved on to cueing words and then phrases. Once this was accomplished they were able to cue question and answer activities i.e.: “What did you do this weekend?” “Tell about your favorite animal, vacation spot, color, school subject, etc.” Anything to get the kids to cue! We also adapted most board games to become cueing games. The children were monitored by the instructors to correct any cueing errors or bad habits. The “seasoned” cuers would also help with the “newbies”.

To reward club members, every few months we would have everyone come together to just hang out and enjoy a pizza party or ice cream sundae party. A “dance off” always prevailed on the school stage which was a blast for all! For our end of the year graduation, each member will be presented with a certificate as well as a Cued Speech T-shirt. Our school has graciously offered to purchase these shirts to acknowledge the students’ hard work and success. Each shirt will have the Cueing System on the front, ordered from the Cued Speech Discovery Book store. The shirts are great memorabilia for them to enjoy. They deserve it!

We are so proud of these awesome kids! Most of the children joined the club because of their friendship with the hearing impaired children. Some joined because of peer involvement and some joined just because of the FREE CANDY! But no matter the reason, they all have made a huge difference in a child’s life. Now in class, a hearing impaired child has at least 4 friends they can “cue-communicate” with and at least one at their group table.

Our Cue Club kids have definitely altered the lives of our hearing impaired children, but whether they realize it or not their life has changed as well. We have witnessed many children’s self esteem and confidence improving greatly. They are part of something special — a group of children who have shown strong character traits that we all strive to achieve as caring citizens. Giving of oneself, thinking of others, dedication of time and always striving to do one’s best are refreshing traits to see revealed in our youth today. We are very proud of our special group and can’t wait till the next school year!
Cue Adults continued on page 7
International News

India
Hema Navkal writes that an opening presentation on cued Marathi, funded by the local Rotary Club and educational agency AYJNIHH, was a great success. Many people were interested in joining a workshop and they were invited to present at a college to future teachers for the deaf. Marathi is a major language of India, spoken by about 100 million people.

The workshop began in mid-December, with two-hour sessions on Saturday afternoons. The instructors are Hema, her husband Anand, and educator Rani Parasnis. They introduced all the vowels during the first session; the consonants were introduced, one group at a time, in future sessions. Marathi has many more consonants than English, so there is a ninth group. Whenever three groups had been introduced, they held one session for practice, which they have found worked well.

Some of the teachers in the workshop have become proficient and are using Cued Speech in the classroom with their deaf students and teaching the parents. The parents are seeing progress in their children’s reading abilities. Some parents had begun participating in the Saturday workshops, but because of their economic poverty had other demands on their time and could not continue.

Hema and her colleagues have found it necessary to make additional modifications to the Marathi charts. The new chart, which comprises four pages, are available in pdf format at www.cuedspeech.org/sub/cued/cuecharts.

Future goals are a celebration and awards ceremony and a booklet on Marathi Cued Speech.

France
Marie-Anne Personnic of Aix in Provence, France, is a speech therapist and graduate in child psychology. She has worked with deaf children since 1970. About that time, Marie-Anne learned about Cued Speech from Rebecca Jones (mother of Anastasia “Stasie”), and her American family living in France.

Marie-Anne found the method to be extraordinary because the deaf children could communicate like hearing children. With Rebecca’s help, a Cued Speech association was created in France. Now that Cued Speech is in France and elsewhere in Europe, many parents are convinced it is a great method. However, in the beginning it was difficult. Marie-Anne says much effort is still needed to make Cued Speech accepted by physicians and speech therapists, but she has great expectations for the future.

Dominican Republic
By Peggy Blevins
Centro Cristiano de Educacion para Sordos
(Christian Educational Center for the Deaf)

My students are learning Sign, to write and recognize both written and fingerspelled ABC’s, and Cued Speech all at the same time, so it is quite interesting.

The book that hearing children here use to learn to read (Nacho) has turned out to be an excellent resource for learning cued Spanish, as it begins first with vowels, then words with simple syllables, introducing a consonant at a time. I’ve been following this model with the children’s Cued Speech lessons. They know how to cue their vowel phonemes (which in Spanish, excluding diphthongs, only have one sound each.) They can cue and understand simple words like mama, papa, peso, and so forth. If I cue to them, some are able to write out the word I cue, while others have not managed to learn this yet.

None of us has achieved anything close to being able to cue in sentences, but we can do words. Today one girl, annoyed by a boy, cued to me “mala!” — “hadl.” Although she incorrectly chose the feminine form, I considered it a victory, because she was using Cued Speech to communicate. Bravo!

When I pull out my Cued Speech materials — magnetic letters on a little metal board — the kids get excited. They love these lessons, and are on the edge of their seats the whole time! Nearly every hand goes up when I ask for a volunteer to cue a word I’ve spelled or spell the word I’ve cued. It is one of their favorite activities of the school day.

Some deaf adults have come in and seen our Cued Speech lessons, and find them a novelty. They go and bring others to see. So I have a built-in public relations program going on, explaining to the deaf community just what Cued Speech is, and its purpose. I am confident they will go out and spread the word even more. So far it has been very well received.

CueAdults
continued from page 6

Esther Rimer

“Been truckin’ along” this year, and despite being incredibly busy, I’m enjoying my last semester at Wellesley College. Every semester I have one class that I look forward to more than any other; this spring that honor falls to my Book Arts class where I am learning how to set up a letterpress printer as well as the art of making a book. I’ve found it’s an incredibly complex process and I appreciate going into used book stores and seeing all the pretty (and pretty unaffordable) antiquarian tomes and manuscripts even more than I did before. On the Cued Speech front, I can report that last fall, I completed and passed the NCAs InsCert workshop and exam in October, and am now working on getting the CAECS (Cued American English Competency Screening) prerequisite for my quest to become a certified instructor of beginner classes.
Questions from a high school student and her guidance counselor: What kind of transcription service or services work best in college?

Zainab Alkebsi: I’m a cueing student at University of Maryland, Baltimore County. For lecture classes, I’ve found CART and Typewell to be very useful and helpful. I mainly use Cued Speech for smaller, more intimate classes—the classes that tend to be more of the discussion type. It facilitates interaction.

For the bigger, lecture hall classes, CART and Typewell have been very helpful—it’s everything the professor says and I’m able to keep the notes without worrying about taking down my own; I just sit and digest the information. I like both transcription services equally. I really do think transcription is more appropriate for lectures and transliteration is more appropriate for discussion.

The University of Maryland was very helpful; they gave me no trouble at all. I simply informed Student Support Services that I would be in need of transliterating and transcribing services. I told them which classes I wanted to be transcribed and which classes I wanted to be transliterated.

They honored my request. Each semester turned out exactly the way I asked for. It’s been a good experience in that I’ve had no hassles or anything like that. I don’t have to go out of my way to make sure my requests are followed through. I hope it goes the same for you! Hope this helps!

Michael Argenyi: I have used notetaking, real-time captioning (CART), and a Cued Speech interpreter in college courses. I do have a cochlear implant, but it is only two years old. It does allow me to participate in some things without assistance, but not classes.

I am both a Bachelor’s of Arts history candidate and Bachelor’s of Science Nursing candidate, who has taken several languages, so my experience does cover quite a range of situations. Every situation is different so I’d like to know what kind of environment and plans this young woman has:

1. Is it a large school with large lecture halls or a smaller school with high-school sized classes? Does it require that you take a year of a foreign language? Have you already completed that requirement?
2. What do you plan to study? Majors, minors, certifications?
3. Do you plan to perform any extracurricular activities? What kinds? Language clubs, sports, newspaper?
4. Do you currently have a cochlear implant, hearing aids? How would you describe what hearing technology (in-ears) you use and the assistance they really offer you?

Bright Ideas!

Minnesota

Liz Paulson encourages a student to consider a career as a Transliterator.

Four transliterators in Duluth, Minnesota, showcased Cued Speech Transliterating as a career with a booth at the annual Career Fair at Nettleton Elementary School. The fair hosts many exhibitors so that students and their families may explore a wide range of careers.

The Cued Speech transliterators of School District 709 service five students. The team consists of four Nationally Certified Cued Speech Transliterators: Tami Abramson, Liz Paulson, Sherry Somrock and Cassie Williams. They are supervised by Carla Langdon-Larson, the Deaf and Hard of Hearing Teacher for the district.

The transliterators, who are about the same age, fear that when they start to retire, there will be no one to replace them. Though their retirements are many years away, they felt promoting Cued Speech and transliterating as a career was very beneficial.

The students in the school are exposed to transliterating in several grade levels throughout the building. “Helping the students to think about this as a career may bring forward future generations of CLT’s,” explains Sherry Somrock.

Michigan

The Yooper Cue Club of Escanaba, Michigan, meets around the picnic table for al fresco cueing.
Communication Behaviors of a Young Child with Auditory Dys-synchrony: Seeing Cued Dutch and Cued Spanish

The following is based on the abstract of the doctoral dissertation of Polly Earl, Ed.D., University of Cincinnati, 2006.

Beginning at the age of ten months, the development of communication behaviors was studied in a girl with auditory dys-synchrony and who was exposed to three spoken languages. The spoken languages of the home were cued to the child in Dutch by her mother and Spanish by her father. Exposure to language also included Cued English by one speech/language pathologist and spoken and signed English in an early intervention program. Parents were the primary communicators in natural interactions during play and reading with their daughter.

The study continued for eight months. The key finding was that the child demonstrated age appropriate receptive language in both languages of the home with and without the auditory signal.

Expressive language and vocabulary was approximately 6 months delayed in both Spanish and Dutch. No cues or approximations of cueing were observed being used by the child. There was no evidence of any English words being assimilated by the child. There were only two spontaneous sign approximations observed: for MORE and FINISH.

At 18 months, speech production included approximately ten words in Spanish and two in Dutch. Additional studies are encouraged using similar qualitative techniques to observe communication behaviors, especially to establish the developmental stages of cued language reception and expression of children younger than two years of age who are deaf or hard of hearing. This is the first known study to examine a child this young being cued to simultaneously in two languages.

Audiovisual Text-to-Cued Speech Synthesis

Work continues in France on developing an audiovisual synthesis system, popularly known as “automatic cuer.” A paper by Guillaume Gibert, Gerard Bailly, Frederic Elisei, Denis Beaufemps, Remi Brun was published in the proceedings of the 2004 European Signal Processing Conference (EUSIPCO 04). The team is doing detailed 3-D analysis of handshapes, hand movements, and visible articulation of consonants and vowels coordinated with acoustics for the development of statistical models and algorithms. They look toward a time when a “multimodal text-to-FMCS [French Manual Cued Speech] speech system...will supplement or replace on-demand subtitling for TV broadcasting or home entertainment.”

Reading, Spelling and Deafness

A full-day symposium “Reading, Spelling & Deafness” was held in November 2006, in honor of Professor Jesus Alegría. The symposium was organized by Professor Alegría’s colleagues in the Laboratory of Experimental Psychology at the Université Libre de Bruxelles, in Belgium.

Speakers and discussants were from Belgium, Britain, France, and Spain, with such topics as “Diary of Convivial Disagreement”, “Following literacy development: Spanish orthography”, “Sub-types of developmental dyslexia in a shallow orthography?”, “Deaf students use of morphology in spelling?”, “A less simple view of reading”, “Reading strategies in deaf children with cochlear implant: some preliminary findings”, “The influence of oral-language competence on school learning in Spanish in bilingual Spanish-Arab children from immigrant origins”, and “Is there life after phonology?”.

Cued Speech & Fuzzy Math

The following is based on an article “Personal Equation” by Brian Kokensparger in the Fall 2006 Creighton University alumni magazine.

John Mordeson, Ph.D., is the grandfather of Josh (see On Cue volume 17 issue 3 and volume 18 issue 1) and a professor of mathematics and director of the Center for the Mathematics of Uncertainty at Creighton University. John is interested in expanding his mathematics research into deaf manual communication systems and how they are used. He is mainly interested in American Sign Language, Signed Exact English, and Cued Speech. John seeks to use the mathematics of uncertainty (or “fuzzy mathematics”), to reduce the inherent uncertainty in communication in real-life situations. At this point, how this will apply to deaf communication is uncertain.

John is excited about the numerous possibilities for mathematical discovery with the help of physiological research in the field. He became aware of the possibilities after reading a paper that used fuzzy mathematics in the study of the VIII-th cranial nerve, which is the sound processing nerve in the ear.

John has had meetings with Boys Town National Research Hospital and the Omaha Hearing School to see how clinical and educational researchers could benefit from someone using fuzzy mathematics. One possibility is that fuzzy mathematics may be able to help automatically adjust the settings in a cochlear implant as a deaf child grows. His ultimate goal is to help researchers and teachers of deaf or hard-of-hearing children by using mathematics.
Death and Life: A Father / Daughter Perspective

Jay D. Hair, executive director of the National Wildlife Federation, June 27, 1992.

Father
Jay, father of Whitney, was chief executive of national and international environmental organizations.

The title I actually had chosen for my remarks this morning is “Cued Speech — Understanding Death and the Essence of Life.” Why in the world would I ever choose a topic like that? Well, along the way—from 1974, when she was born, to 1992—we had that kind of experience.

In 1984, right at the beginning of the school year, her fifth year of school, Whitney became very ill. We had come back from the beach one weekend and she just wasn’t feeling well, she had a swollen gland in her groin. We just thought it was some kind of an infection. We took her to the doctor and he said not to worry, we’ll give her some antibiotics, she’ll be just fine.

Well, three or four days went by and she just got sicker and sicker, and high temperatures were not abated by anything. So they put her in a hospital in Raleigh, and they thought she had some kind of an internal infection that was causing this lymph node to swell and for these fevers to remain. So they opened her up and removed the lymph node and found nothing.

Everyday she kept getting sicker. They moved her at that point to the Duke University Hospital in Durham to a ward for critically ill children. They put a team of eight of their top diagnosticians to work on my daughter and after about 20 days of increasingly difficult illness, they said, “We think we know what’s wrong with your daughter, she has something called Milliari tuberculosis; she had little spots all over her lungs.” So they started treating her for tuberculosis and she kept getting sicker. So finally they said that “what we have to do is open your daughter’s chest and take some lung tissue out.” They did that. It was not tuberculosis.

By now we were well into October, and I can tell you that as a parent I spent 109 nights in a row in the hospital with her because somebody needed to be there to communicate with her. And Cued speech was the gift that we shared that allowed that communication to occur. I’ll never forget that Monday morning when the team of doctors came to her room and said, “We need to tell you that we don’t know what’s wrong with your daughter. What we DO know though, is that physiologically she’s so ill, that she’s going to die in five days.” You cannot imagine, unless you’ve been there, how that focuses your attention.

On Wednesday, her grandfather died. She asked me, “Daddy, am I going to die?” She knew that she was really sick. It’s a time when you need to communicate clearly. Cued Speech allowed us to talk about death. It allowed me to assure her that yes she might die, and that there was nothing in that that she should be afraid of.

Well that Friday came, and this rash at that point had broken out on her chest, and out of desperation, they biopsied the rash, sent it to their top pathologist. He came back and said, “I’ve never diagnosed this disease before but it has all of the symptoms of being an extremely rare form of blood cancer, a type of T-Cell Lymphoma.” He said, “Who is the patient?” and they said it was a 9-year old girl and he said it was impossible, it’s never been reported in a child.

Well, they got into their computer network of other pediatric oncology units around the world and found in fact that there had been two children in Sloan Kettering, New York, who had T-Cell Lymphoma. When TCL occurs in adults, it’s 100% fatal, it’s always terminal. The children they were treating: one had died and one was near death.

What they told us at that point is that “your daughter will die within 24 hours she is so ill. We have a drug though, that we can treat her with, but we have to tell you right up front, this drug is so toxic that under normal circumstances, it could kill your daughter. She’s so ill, that we’re almost certain that giving her the drug will.”

The reason I tell you this painful story is for a couple of reasons. One is to be able to illustrate to you that, had we not had the gift of Cued Speech, we could never have talked about the most intimate kinds of things you talk about. And in living you also talk about death. So we made a decision to give her the treatment.

There are two points that I want to make to you, and go back to what I said earlier: abut the environment the drug they gave her the drug that saved my daughter’s life, was derived from a plant called Rosy Periwinkle, from Madagascar. And rough blind ignorance, 100% of all the native habitat of the Periwinkle has been destroyed; 90% of all the forest area in Madagascar is gone. The great cures for AIDS or cancers, for a whole host of medical disorders, are being destroyed each and every day. And we’re so ignorant in our understanding of life on earth that we do that, and we don’t even seem to care.

Well the good news of this story as you know, is that Whitney did not die. She was an incredibly sick kid for an incredibly long period of time. She lost all her hair, she had to totally learn to walk again, but out of that experience I think, came this incredible determination that she was going to get well and well she got!

Today they don’t even talk about her being in remission, she’s totally cured. As I mentioned, she went back to the public schools, and it takes a lot of courage, I think, for a kid who’s lost all of her hair to go back and proceed with things as though nothing had happened. It took a lot of courage, I think, on her part to be the first deaf student that had ever gone to St Mary’s College High School Division.

And all of what we try to do for our children, I think comes together in two ways. It’s one, the love we give them, and the other is the education we provide them. And for my daughter, and for every Cued Speech kid I’ve ever known all of those come together and are best expressed by clarity, and understanding of language, and understanding how to communicate your feeling totally uninhibited.

Death and Life continue on page 11
Death and Life continued from page 10

Last Christmas at the St. Mary’s chapel service, Whitney was one of those students asked to read Scriptures. And you can imagine, as a parent, the pride I had sitting there. Knowing where she came to where she was. When she graduated a few weeks ago, she was the recipient of the President’s Award, which is the highest award given to a student at St. Mary’s College. Not solely for academic achievement, but for that person who’s had a profound and lasting impact on the students. And the reason she did that was because CUED SPEECH allowed her to be a totally integrated person within the context of that campus. And I mentioned earlier this concept of the freedom to be free. For a profoundly deaf person, I think the basis of all freedom is built on language and literacy. CUED SPEECH to me is that basis.

And so with that let me wind up because as a parent, I want to encourage you, I want to congratulate you, and I encourage you to be more aggressive advocates for the implementation of Cued Speech. There are far too many hearing-impaired children around the world today who do not have its benefits, children who are locked into living in the old paradigm of the way we educate deaf children. And if those of use who’ve experienced don’t stand up and do our duty, then another generation of hearing-impaired children will be denied the opportunity of the freedom to be free.

Daughter

My name is Catherine Debellis. I got married the summer of 2005. I was known as Whitney Hair/Catherine Hair growing up. I live in Apex, North Carolina. I was born December 4, 1974.

I learned Cued Speech as a little girl in the 1970’s when my parents found out I was deaf. They chose to go to Gallaudet University and have Dr. Cornett teach them Cued Speech rather than learning sign language.

Learning Cued Speech has made a huge impact on my life. It helped me have good English and I was able to skip a grade in elementary school because of my strong English skills.

It also gave me the opportunity to do stuff that I wanted to do that may not have been possible for me to do alone. For example, I went to summer camp for the entire summer while I was in middle school. I would not be able to understand what was going if it was not for my friends who went to camp with me and cued to me.

Also, when I was in high school, I took French and to think back, I don’t know how I could sign in French. I also took several years of Latin in high school and college, thanks to my interpreter who chose to go to private school with me than stay in the public school systems. My parents felt that I would get more attention and help in a small class environment so I was lucky that my interpreter from middle school chose to go to the private school with me. She ended up being my interpreter for seven years and most recently, she interpreted for me in Cued Speech at my wedding last year.

Also, while I was in college at UNC-Chapel Hill, I was an exchange student at the University of Cambridge in Cambridge, England and I brought a friend with me who knew Cued Speech. Living in England and going to different countries where the languages were different, it was surreal to be a part of that experience.

I do not mean to put down Sign Language but for me personally, I’m glad I became a cuer because it enabled me to experience far beyond my usual environment. I even married a deaf guy who knew Signed Language. He did not know Cued Speech. He has deaf friends who uses ASL, and to be honest, I cannot follow ASL because I am so used to cueing/signing word by word. I have friends who are deaf who use Cued Speech or Signed English. I try to understand ASL, but with my background in Cued Speech and the English language, it’s hard for me.

My parents were very active with Cued Speech. My father, Dr. Jay Hair, was a founding member of the Board of Directors of the Cued Speech Center in Raleigh.

My father continued to cue until the day he died of cancer in 2002. Even when he was hooked up with morphine, he still made the effort to cue his last words to me. His last words that he cued were how much he liked my fiancé, who became my husband. He had only met him once but knowing that his life was limited, my fiancé gave me a letter to give it to my dad. I did not know what it was until he opened it and it was asking his permission to marry me. That was the last time my dad cued and said that we have his blessings. He died a few days after that.

My beloved interpreter of the seven years in school flew from Idaho to cue for me at my father’s funeral though I had not seen her for years.

I owe Cued Speech so many wonderful memories of my life and it continues to do so.

I cannot begin on how much I thank Dr. Cornett for founding Cued Speech. To thank him as much as the entire world on Earth is not enough... But for eternity. With all of our support and determination, we can make Cued Speech a wonderful experience for deaf children and deaf adults.

Thanks.
Cue Teen

Brandyn Britt
by Sherri Britt

Our son Brandyn lost his hearing at the age of 15 months. He received hearing aids at 18 months. We started learning sign language, then learned that most deaf students graduate with a 3rd grade reading level; that scared us. A teacher explained that if we used Cued Speech, Brandyn would be able to read at his grade level or better. We wanted him to read well so he could develop his own opinions and interests.

Brandyn began Cued Speech preschool when he was 2. He has been mainstreamed since kindergarten with some speech therapy and 30 minutes a day with a special teacher. He received a cochlear implant at the age of 8. Because of Cued Speech, Dylan’s family moved to Ascension Parish from Baton Rouge over thirteen years ago after they met former Deaf Education Coordinator Barbara Lee and saw the results of a strong language program for students who are deaf or hard of hearing. The family embraced the Cued Speech system of communication and is very grateful for the gift of language it has given Dylan.

Being able to communicate orally and with Cued Speech, as well as utilizing a cochlear implant, continues to open doors for Dylan and his family. Dylan’s mother, Gail, pursued certification in Deaf Education and has been teaching hearing impaired students in Ascension Parish for nine years. His father, Doug, and older brother Evan continue to support and educate other families in the areas of Cued Speech and cochlear implants.

The highlight of the convention for Dylan was meeting Miss America 1995, Heather Whitestone McCallum, who is deaf and a bilateral cochlear implant recipient.

Dylan also met Dr. Graeme Clark, the surgeon who developed the multi-channel cochlear implant in Australia in the late 1970’s. Dr. Clark’s passion was to invent a device that would help his deaf father communicate better; his life’s work has impacted thousands of people. The convention will meet again in 2009 in Anaheim, CA.

Carina Crosby

Carina Crosby is a sophomore in high school. She was in the Winter Deaflympics this year (February), an international event with participants from 24 countries. Six thousand people attended the opening ceremonies. Salt Lake City was the host city this year, and the ski events were held in Carina’s hometown of Park City, Utah.

Carina, at age 15, was the youngest member in the history of the U.S. Deaf Alpine Team. She competed in downhill, slalom, giant slalom, and combined downhill and slalom. About downhill, which is the fastest event at 50 miles per hour, Carina writes, “With no protection other than a helmet, [it] is a pretty scary feeling, but is an adrenaline rush.”
Events in Summer 2007

June

June 4-8, Gonzales, Louisiana
Cued Speech Seminar for Transliterators and Adults – The seminar is translators and for others, aged 16 and over (not children), who want to improve their cueing skills. It is divided into three sections for those who are. A four day beginning cued speech class will be taught by Donna Segura. A four day class called Beyond Basics will be taught by Betsy Kipilia. Transliterators will have a three day class taught by Tom Shull which will begin on Tuesday. All three sections will meet on Friday for a one-day training on the topic “The Role of the Cued Speech Transliterator in the Educational Setting.” Held at LeBlanc Special Services Center. Register online at http://www.solutionwhere.com/ldoe/cw/main.asp

June 24-29, New Windsor, Maryland
CueCamp Friendship –in New Windsor, MD. Classes for children and adults, including a DELTA (Deaf Excellence in Leadership Training Adventure) group for deaf, fluent cuers ages 10 and above. The DELTA group, taught by a deaf instructor, will provide fun activities for the children’s classes and perform a skit. Activities outside of class include a BBQ at a nearby lake, Cues On Tap, skit night, movie night, and a whole lot of fun. Classes and accommodations at at the New Windsor Conference Center, Sunday evening to Friday lunch. Contact: Amy Ruberl, 301-718-8717, cuecamp2007@aol.com

July

July 12-15, Rochester, New York
CueSign Conference 2007 With a focus on the dual-lingual Deaf child, this conference offers educational workshops and the exchange of information, discovering available resources, and networking! More information at www.cuesigncamp.com. Held at National Technical Institute for the Deaf (NTID). Contact: Amy Crumrine, cuesign@aol.com

July 14-18, Falmouth, Maine
Cue Camp New England.
New location: beautiful Mackworth Island, home of the Maine Educational Center for the Deaf and Hard of Hearing. Certified teachers will instruct children with any degree of hearing loss, plus their families, friends and service providers. Children receive daily speech/language therapy sessions with licensed SLPs. A variety of classes are provided for adults, including a beginning cueing class taught in ASL. Tremendous recreational facilities. This camp is noted for having national and international attendees. Details at www.cuedspeechmaine.org or contact Nicole Dobson: ncldobson@yahoo.com, (207) 752-0417

September 28-30, Virginia
Cue Camp Virginia. Held at the Jamestown 4-H Camp on the James River. Contact NVCSA@yahoo.com. Check out the information at www.nvcsa.org

News from Cued Speech Discovery

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Get in touch at Cued Speech Discovery! Do you have an idea you would like to see published? Contact us! info@cuedspeech.com; 877-283-2030

Professional Advertisements:

Faribault, MN
Seeking transliterator for experienced students, middle school. Salary based on certification and experience. Minimum two hours per day. Contact donna.reuvers@msad.state.mn.us.

Fairfax County, VA
Seeking Lead Cued Language Transliterator with experience in Cued Speech transliteration. Supervise, evaluate and mentor educational transliterators in elementary schools. Act as liaison and commute between sites. 194, 8 hour days. Additional extra work available. Salary negotiable; benefits included. Contact Marala.Pollack@fcps.edu.

Fairfax County, VA
Seeking Transliterator for K-12 students in academic and extracurricular activities. VQAS Level 1 or higher. Salary negotiable; benefits included. 183 days, 7 hours per day, 35 hours per week. Opportunity for extra work after school, in summer, etc. Contact Marala.Pollack@fcps.edu.

Colima, Manzanillo, MEXICO
 Experienced client seeks a cueing transliterator who also knows Spanish and can translate as well as transliterate. I will be supervising a construction development in Manzanillo. Experience in real estate helpful. Duties negotiated. One-year contract; possibly as long as two years. Approximate start date, summer 2007. Salary & Benefits: To be negotiated, commensurate with experience. Variable schedule; approximately 30 hours per week. Contact simon@roffe.com.
Thank you to our donors!

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In memory of Shirley Wilson:
Raymond & Cherry Wilson
Cueing with Babies

Visit www.cuedspeech.org to obtain the complete version of this paper and others. The author of “Cueing with Babies” is Grace Consacro, teacher and deaf mother of twins who are deaf.

How and when should parents introduce cued English to their very young child?
Immediately! When a hearing loss has been identified, you can learn how to cue and begin cueing just as you would speak to a hearing baby. As a baby is cooed over and cuddled, parents begin the process of teaching language to their child simply by cueing all they say. Parents who are deaf and already know how to cue are at an advantage; they will naturally begin cueing immediately on the birth of their child, whether the baby is hearing or deaf. Any child can acquire the language of the home from parents using Cued Speech. The sooner and more consistently your child is cued to, the more likely she will begin imitating cues and start cueing and communicating with you and others.

What/when should I cue to my baby?
Ideally, you would cue everything that you say. Great times to cue to your baby are the “routine” parts of your day — mealtimes, diaper-changing or toilet training, running errands, bath time, bedtime, and at the grocery store, as well as during playtime or other special family occasions and outings. Whenever you talk, cue. Don’t worry if your baby is not looking directly at you at first; she will eventually realize that what you’re doing is communicating and start paying attention. Research in language development shows that babies learn words used in isolation first. This is good news for parents new to cueing. Cueing one word (such as ball) and building upon it (red ball or little red ball) is helpful and a natural process for language development in young children.

Can the baby cue back to me? When?
Yes, your baby will approximate some cues back to you after a while. The time frame of when a baby might begin to cue has not been definitively established. Research in progress suggests that a baby may develop some cue approximations or baby cues at the same time that hearing babies begin to speak or deaf babies begin to sign back to their parents, which is typically between 9 and 18 months of age. Cueing, just like signing, requires some manual dexterity and fine motor skills, which may impact your baby’s ability to perfectly convey the entire system. Children who are hearing often have approximations or mispronunciations in their speech for difficult-to-produce sounds through the age of six or seven.

Cueing children will experience the same need to offer an approximation for a cue and develop expressive skills over time as you encourage them to cue. Parents should encourage expressive cueing in their young children by looking for approximations and reinforcing the use of them. For example, a child might tap her throat or chest area with her pointer finger to indicate daddy and use an open hand at the throat to indicate mommy. All babies offer approximations of speech; observant parents will be able to identify cue babbling and attempts and can encourage their use as the baby’s skills develop. Anecdotal evidence shows that babies will likely cue words with the easiest handshapes (5, 1, 6) and/or use one or two primary locations before correctly moving from one location to another.

Read about other new NCSA Board members in the next issue of On Cue!
Among those featured will be Aaron Rose as director-at-large for Adult Deaf Cuers, Penny Hakim as co-director of the Gulf Coast region, and Kristin Bergholtz as director of the Northeast region.
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