Making Connections and Looking Forward: Cue Camp Virginia 2007
by Aaron Rose

What happens when you have more than 30 adult deaf cuers plus a large number of cueing families come together for one weekend? A lot of hands flying! Cue Camp Virginia (CCVA) at Jamestown had more than 250 campers in 2007. It was one of the largest, if not the largest, camp attendance in history.

As I arrived at camp with Brad Gonsoulin that Thursday night, camp co-director Rosemary Salvi exclaimed, “This is unbelievable!” She expressed delight and surprise at how many people had registered to attend the camp. With Rosemary’s statement, my expectations of a good turnout were shattered. Certainly previous events such as the Lighthouse Gathering in Newport News, VA, and the three other camps that took place last summer motivated a large number of people to attend. Yet, I was surprised to see the large number of adult deaf cuers show up.

The Gonsoulin, McKendree, and Schuler families of the Tidewater Cued Speech Association established Cue Camp Virginia in the early 1990s. The camp has grown to large proportions as its legacy continues under the current direction of Maureen Bellamy and Rosemary Salvi, both of Northern Virginia Cued Speech Association. During the direction of these two individuals, camp events have included a carnival on Friday night and the appearance of a National Guard UH-Huey Medivac helicopter. The camp continued the tradition of having a Friday night bonfire with s’mores and sweet treats, the camp slideshow, and the Saturday night dance, where everyone got down with some funky music.

Making Connections, continued on page 5

Hunter Flower: Bulldozing through Language with Cued Speech
by Terry Flower

In March of 2003, at the age of two and a half, Hunter was found to be profoundly deaf. We had our suspicions for quite some time that something was wrong, but not until we had his hearing tested did we learn that our lives would be forever changed. When Hunter was 2, we had his hearing tested by a so-called “professional”. He said that there was nothing wrong with Hunter’s hearing and that he just needed a speech therapist to get him to talk.

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Several doctor visits, specialist visits, and clinics later, we started to realize that the problem was much worse then we had even imagined. After a sedated CAT scan, it was determined that both of Hunter’s cochleas were deformed (common cavity disorder) and underdeveloped and the hearing nerve on his right side did not exist at all. After doing much research and talking to several people, Shelly and I decided to set Hunter up for a cochlear implant. The surgeon estimated that Hunter would have an 80% chance to get 80% of his normal hearing back on his left.

Hunter Flower, continued on page 14
Editor’s Note
by Aaron Rose

Change will become a theme that resonates within the National Cued Speech Association and the country itself as we go through 2008. As the political process counts down towards November’s general election for the next president of the United States of America, the NCSA will experience a transition of leadership as Sarina Roffé steps down from her position as President. At the same time, members will see a change in the structure of the NCSA board itself. As chair of the by-laws committee, I have taken on the task of creating amendments to the by-laws, listening to feedback and thoughts on the changes the NCSA should make. As of September 2008, members of the NCSA will see significant changes in the roles within the board to reflect the current needs and mission of the organization today.

The NCSA began as an organization created by parents in the Maryland-Virginia region in 1982 to promote and support the use of Cued Speech. Today we have parents, professionals, and native adult deaf cuers serving on the board in various roles working together to carry out the mission of championing communication, language development, and literacy through Cued Speech. Originally the NCSA’s focus centered on improving literacy levels in deaf and hard of hearing children. Now professionals and parents are utilizing Cued Speech with different communication disorders such as Autism or Apraxia or developmental disabilities such as Down Syndrome. With that in mind, the NCSA has expanded its vision to encompass the different applications of Cued Speech, still following its original mission.

Forty-two years ago Cued Speech began with one child, Leah Henegar Lewis. Now Cued Speech has impacted the lives of many children in different countries around the world. The first generation of deaf cuers has grown up and now have their own children. We have the Scher-Consacro family, the first family in the world made up solely of native deaf cuers. Currently we have more adult deaf cuers becoming more involved in the NCSA than before, promoting Cued Speech and educating peers and professionals alike and taking on leadership roles. We also have more parents and professionals sharing their personal experiences with Cued Speech, highlighting the successes they have found.

Thanks to the advancements in Internet technology, more people are able to find information on Cued Speech quickly via our Web site and outside sources such as YouTube. As the first person to post a video testimonial on YouTube, I understand the power of the Internet in reaching out to the masses when it comes to promoting Cued Speech. I encourage you all to share your stories in whatever way you can, through blogs on www.deafread.com or video testimonials within YouTube. The more people who share their voices, the more people will hear about how Cued Speech allows for easy access to spoken language, the precursor to language development and literacy. With your combined efforts, we can bring upon positive change in the field of deafness along with communication disorders and developmental disabilities.

We are currently looking for people to serve as correspondents and photographers. If you would like to contribute to On Cue, please contact me at aaroncues@gmail.com. We look forward to your contributions.
Executive Director’s Message
by Amy Ruberl

As I look back on my first year working for the NCSA as the executive director, I am excited to see all that has been accomplished. In this newsletter you will read about several of these achievements:

• a second appropriation from Congress in the form of a $175,000 grant
• legislative initiatives supported by the NCSA as affiliate members of the Coalition of Organizations for Accessible Technology (COAT)
• a new DVD for professionals available from the NCSA office and through Cued Speech Discovery
• updating of our Web site: www.cuedspeech.org

Other accomplishments not highlighted in this newsletter but that are important to share include:

• improving our relationship with other organizations, including AG Bell, ASHA and the National Association of the Deaf, through our participation in the Deaf and Hard of Hearing Alliance and COAT
• the inclusion of Cued Speech materials in every training packet handed out for trainings done by the National Association of State Directors of Special Education (NASDE)
• acceptance into the Combined Federal Campaign for 2008. Find us under “Deaf Children’s Literacy Project.”

This has been a year of learning, achievements and growth for me and for the NCSA. The support of all the donors and volunteers have made it possible to do so much. I look forward to another year of new and exciting challenges as I continue to serve the NCSA and cuers around the country.

NCSA Announces Revised Board Structure

The National Cued Speech Association has revised its bylaws to reflect changes in the structure of the Board of Directors, creating new positions while merging others.

We have made these changes in an effort to ensure that we carry out our mission and provide outreach in the best way possible. If you have a desire to serve on the board in any position, contact Deanna Jordan, chair of the nominating committee at deanna.jordan@yahoo.com.

Following are the sections of the bylaws that have been changed. You may refer to the entire document on our Web site at http://www.cuedspeech.org/sub/about/bylaws.asp. You must have Adobe Reader to be able to view the PDF file.

Article VII

Section 6.5 - First Vice President
The First Vice President shall assume the duties of the President if the President is absent or unable to carry out his or her duties. The First Vice President shall chair and serve on committees as appointed by the President. The First Vice President shall serve as the International liaison and Academic Advisory Committee liaison.

Section 6.8 - Vice President of Fundraising
The Vice President of Fundraising shall direct the annual fundraising campaign; and create and implement strategies to raise funds to meet the budget, program and personnel needs of the organization in cooperation with the Executive Director and Board of Directors. The Vice President of Fundraising shall report to the President.

Article XVII – Position Descriptions

Director of Marketing and Public Relations
The Director of Marketing and Public Relations shall oversee a robust national marketing and public relations program that sends the message about the NCSA mission. This includes, but is not limited to, advertising, marketing, Web site design and maintenance, and press releases. The Director of Marketing and Public Relations shall report to the President.

Director of Outreach
The Director of Outreach oversees a robust outreach campaign to promote Cued Speech. This includes, but is not limited to, encouraging presentations and papers to be given at national conferences and conventions; coordinating communication among regions and affiliates; advocacy and working with university training programs. The Director of Outreach shall report to the First Vice President.

Director of Representatives
The Director of Representatives shall oversee the Regional Representatives and the Representative of Affiliates and Camps. The Director shall also work with the Executive Director to promote an active member recruitment campaign, including member retention and renewals. The Director shall report to the First Vice President.

Director of Risk Management
The Director of Risk Management shall create and implement a risk control program that includes board member orientation, risk assessment, and strategies to reduce liabilities. The Director of Risk Management shall report to the President.

Regional Representatives
Regional Representatives shall be the organization’s local representation conducting outreach to school districts, universities, audiology clinics, medical centers and other service providers, as well as working to advocate on behalf of parents of deaf and hard-of-hearing children regarding the use of Cued Speech.
A Deaf Signer Learns Cued Speech

by Silvia Lopez

Cued Speech? Easy? Sure! As a native deaf signer, I had no idea there was practice involved. I thought Cued Speech would be as easy as ASL – just hands flying in the air. After all, I have been signing using a total communication approach since I was a child in the Deaf Education Program in Neptune, of Monmouth County in NJ.

As I sat in the beginner class taught by Barbara Lee at Spring Camp Cheerio, I soon realized that Cued Speech is based on phonemic principles. I haven’t had good formal phonetics training since grade school. Being the only deaf native signer, I sat in the front of the classroom. I was anxious because I don’t cue and had no sign language interpreter. I had forgotten to request one. I quickly learned the hand shapes and placements. I began to relax a little bit because my classmates struggled, too and they are hearing. I finally can see how I can utilize Cued Speech with my hearing family, friends and work colleagues and it has been successful.

Spring Camp Cheerio also gave me my first experience camping in the mountaintop near the Appalachian Trail in Glade Valley, North Carolina in the Blue Ridge Mountains. I found comfort at the round table during breakfast, lunch and dinnertime where everyone can see and communicate easily just like in the ASL community. Much to my relief I had a sign language interpreter in the cafeteria. Spring Camp Camp Cheerio was quick and understanding to accommodate for me.

With ASL as my third language, Cued Speech increases my ability to lip-read better while using my residual hearing from my hearing aids or even without. For the first time, in my professional point of view, I witnessed that language development was the essential key to Cued Speech. It is truly a wonderful link in communication and literacy for the deaf and hard of hearing community. The successes of the native deaf kids and adult cuers spoke for themselves and blew me away. I have made friends (Barbara Lee and Aaron Rose to list a couple) who share my passion for literacy acquisition. It’s my hope that with support, a dual approach of Cued Speech and ASL will enable our children to have the language skills and well rounded talents to succeed in this competitive world.

Camps are a wonderful introduction to acquire and maintain fluency. By the end of the three-day weekend among the rolling hills, fresh air and new colleagues, my eyes and brain were so tired. As a native signer since age four, I had thought absorbing another visual mode would be a piece of cake – not! Nevertheless, the learning experience left me with a desire to go to Cue Camp Virginia and try to cue without using my plastic card of the system for spoken English. I attended, indeed, but my personal testimony from there will be continued next time, so stay tuned!

Silvia Lopez cues handshape 5 to Nancy Musser at Cue Camp Virginia (NVCSA)

On November 13, 2007, Anne Banger and Polly Earl had the pleasure of representing the NCSA at the National Mission Northeast Region Stakeholders’ Meeting in Massachusetts. Held at the Northern Essex Community College in Haverhill, this one-day event sponsored by Gallaudet University provided an opportunity for Northeast parents and providers of children with hearing loss to meet and brainstorm ideas for change. Powerful testimonials from parents provided the professionals and administrators attending with the groundwork for addressing areas of need regarding early intervention and literacy development. Attendees agreed that this was a very productive beginning to what we see as an ongoing discussion and information gathering process to better serve children from birth to age 5 who have hearing loss. Some of the questions asked were:

- How do early intervention programs in your area serve young children who are deaf or hard of hearing? What challenges do administrators, service providers, and families face? What is working well in early intervention in the Northeast? We are awaiting the completion of a Web site with the summary documents from the event. Check out the next issue of On Cue for more information about this very productive meeting.

Silvia Lopez is a 2004 graduate of Rochester Institute of Technology in Rochester, New York. In addition to working as a Rehabilitation Counselor for the Deaf and Hard of Hearing in Fayetteville, NC, she enjoys reading, dancing, and promoting Cued Speech in her spare time.
Motivated by the recent activity among the deaf cuers this past summer, I organized an impromptu meeting for the deaf adults at camp. Hilary Franklin, a certified Cued Speech instructor and native deaf cuer, and I led a discussion on issues including how to advocate for Cued Speech and explain the system to other people. One point we made was to ask if they knew some basic language properties. For example, we asked if they knew what a phoneme was. Not everyone knew the answer to that question, so Hilary and I explained that, then discussed the need to learn Cued Speech formally. Many native deaf cuers learned to cue through exposure, rather than through direct instruction like their parents or teachers. One goal we set was to create a fundamentals workshop tailored to deaf cuers’ needs that will also emphasize the importance of advocacy and leadership. Hopefully we will see this happen by the end of 2009.

The passing of Roddy “Buffalo” McKendree left an impact on Cue Camp Virginia. Roddy was one of the co-founders of the camp, along with his wife, Susanna. His death marked the second time in one year that one of the camp co-founding families lost a member of their own. Adam Schuler, a native deaf cuer, passed away in August of 2006, one month before he was set to return to camp with his two best friends, Will McKendree and Brad Gonsoulin, both native deaf cuers. Saturday night before the dance, the camp held a memorial service for Roddy, with a slideshow of pictures that included his family and cue camp experiences. Afterward, a memorial bench was placed alongside the grassy field by the James River.

Sunday morning after nearly everyone had left camp, the only people remaining were Rosemary, Maureen, Brad, Will, John Farley (Dr. Cornett’s nephew and a deaf cuer) and me. We reflected on the wonderful two days of Cue Camp 2007, marveling at how many people had shown up and renewed old connections while making new ones.

When discussing the next camp in 2008, Rosemary said that her son, Tommy, a deaf cuer, had told her he would take over when Rosemary was ready to turn the reins over to someone else. Not even fresh out of middle school, Tommy’s comment made us all laugh. Yet that sparked Will to wonder when he might be ready to take over the camp. Brad also expressed interest in taking over one day too. I’m sure the founding families of Cue Camp Virginia would be happy to their own children take on the roles they started and fulfilled for so many years.
Cueing for Beginners in Rochester, New York
by Kristin Bergholtz, MS, CCC-SLP

Do you remember when you first learned how to cue? Did you feel like it might take you a lifetime to learn all the right handshapes and placements? Well, beginning on January 15, 2008, for eight weeks, we started our Cued Speech for Beginners class. We had 15 people enthusiastically sign up to learn how to cue. Our “students” are teachers of the deaf, speech pathologists, interpreters, transliterators, and graduate students in both speech pathology and audiology.

During our eight week course, everyone will be able to describe Cued Speech and its history as well as learn the components of the Cued Speech system. Our students will also understand and describe the purpose of Cued Speech, identify different applications for it in the home and school environments, and identify populations for which Cued Speech can be used. Most importantly, everyone will learn how to cue! Our class is held at Nazareth College of Rochester in Rochester, NY and is taught by Kristin Bergholtz, MS, CCC-SLP and Sarah Moragne, MS, CCC-SLP. We look forward to encouraging the education and development of each person participating in this class as well as making the community more aware of the uses and benefits of Cued Speech. It is our hopes that we will be able to continue offering Cued Speech classes both for beginners as well as advanced classes in Cued Speech.

Cued Speech and the Hearing, Speech & Deafness Center in Seattle

Approximately four out of every 1000 children are born with some degree of hearing loss. The prevalence of speech sound disorders in young children is 8-9 percent, and language delays affect 7 percent of all children. When children are diagnosed with a hearing loss or speech-language delay, their families face many challenges. At the Hearing, Speech & Deafness Center (HSDC), our goal is to provide every family in the Seattle area with effective tools to reach their full communication potential.

The HSDC has served the communication needs of Seattle residents for 70 years. Since 1952, our Parent-Infant Program (PIP) has taught American Sign Language to deaf and hard of hearing children and their families through home visits, and facilitated communication playgroups with siblings. Many of the children also try their first hearing aids through HSDC’s Audiology Services. Two years ago, as part of our Early Learning Initiative, HSDC opened a Family Preschool. Its goal is to continue educating and supporting PIP graduates and their families until kindergarten.

This spring, we are proud to announce the opening of a second preschool: the Ned Behnke Speech Language Preschool. This innovative program will serve children with hearing loss and/or speech-language delays, along with typically developing peer models. Ours will be the first Cued Speech preschool in the region.

Typically, families must choose between either a visual (i.e., American Sign Language) or an auditory-only system of instruction for their children with hearing loss. Cued Speech is a method that utilizes a series of visual cues to help children learn oral language. It takes advantage of children’s natural attention to visual stimuli to help them differentiate between the sounds of spoken language. We are excited about this approach, because research has shown that it results in significant gains in oral language and reading skills for children with hearing loss. Many educators have found Cued Speech to be an effective tool for children with developmental and speech delays. We believe this approach will improve the phonemic awareness of all of the children in our classroom and provide a multi-modal method for children with speech delays to make themselves more easily understood.

A mother from Idaho shares her family’s experience with Cued Speech:

“Our family chose Cued Speech as a mode of communication for Audrey because of its proven results with literacy. She has made HUGE gains with her cochlear implants and does not always need to rely on visual communication. However, there are times she doesn’t get everything. With Cued Speech, we can visually show her the difference between what “Elmo” and “elbow,” “Daddy” and “doggie,” and “bunk bed” and “bump head” sound like. “ – Shannon Garlitz

During the pilot program, which runs from February to June of this year, five children with communication delays and one typically developing peer will participate free of charge in the two day per week program. Cathy Mace, a licensed speech pathologist with extensive background in working with children who have hearing loss, will teach the class with assistance from Nicole Paolone, a speech pathology assistant. The language-rich classroom lessons will address all areas found in a typical preschool class, but with added support. Students will also benefit from weekly speech-language therapy delivered within the classroom. The classroom is outfitted with an FM system and computers with educational software.

For more information about the Ned Behnke Speech-Language Preschool, please contact Noreen Bucknum, M.A., CCC-SLP, Director of Speech, Language & Learning at the Hearing, Speech & Deafness Center. You can reach her via e-mail at nbucknum@hsdc.org or by phone at 208.388.1288.
The X Factor
by John Veazey

According to Chinese zodiac signs, 2007 was the year of the Pig, but I beg to differ. In this Louisiana State University student’s opinion, 2007 was the Year of the Tiger and it has been one wild ride. I entered LSU as a freshman this fall, and was promptly immersed into the life of this vibrant campus set in the heart of Louisiana, Baton Rouge.

Far from being an uneventful beginning to another academic year, the fall semester of 2007 was a flurry of activity as I started school and adjusted to the rigors of college education, avidly following campus controversies that erupted from the front page of our school paper seemingly every week, and watched the LSU Tigers go through quite possibly the most topsy-turvy football season this fan has ever seen.

Finally, all of this came to a head as I tried my best to do well on exams all while supporting our team as they went on a roller coaster of meteoric highs to painful lows and then back up. Somehow, it all came together and ended with a tremendous bang as I came away from an intense semester with a 3.4 GPA and the Fighting Tigers of LSU won their second BCS National Championship.

Now as I kick off my second semester at LSU full of pride and joy, I cannot help but reflect on just how it happened that I ended up where I am. Of course, there are all the usual factors like the love and support of a wonderful family and friends, a healthy work ethic, a decent dose of intelligence, a helping of common sense, and a certain amount of luck. But as any successful person can attest, there was an X factor as well that assisted in my success. For me, that factor was Cued Speech.

As anybody who has had experience with Cued Speech can attest, it’s a wonderful and marvelous tool. As previous English teachers have taught me, I realize that I may be overusing certain adjectives to describe Cued Speech. But, to me, it is the only proper description for Dr. R. Orin Cornett’s invention. He may have left this Earth in 2002, but I am monumentally in debt to him because he gave me the Keys to life. When I use the term ‘Keys’, I mean that he unlocked the world, its inhabitants, and its knowledge for me.

The earliest and most significant thing that Cued Speech did for me was to assist me in learning to read. Using Cued Speech, my mother taught me to read phonetically when I was four years old and from that point on, as the saying goes, “the world was my oyster.” I read obsessively, sponging up every bit of knowledge that I could. Later on, Cued Speech progressively aided my communication skills so that I could proficiently speak to others. At the same time, it enabled me to do well in school through the use of a transliterator so that I could keep up with the class and learn just as my peers did.

It’s been a long road; with its own bumps and bruises. But thanks to Cued Speech, I came to where I am now as a successful well-adjusted young adult who enjoys learning and is at ease with others. I do not claim to know how I would have turned out without Cued Speech, but I would not change it for anything in the world. Nothing more or less can be said, except to say “Thank you” to Dr. Cornett.
21st Century Communications and Video Accessibility Act

The Coalition of Organizations for Accessible Technology (COAT) is pleased to report the introduction of a draft legislative measure that would amend the “Twenty-first Century Communications and Video Accessibility Act,” to ensure accessibility as technology advances occur in telephones and television programming.

COAT, of which the National Cued Speech Association is a member, formed in March 2007 to advocate for legislative and regulatory safeguards ensuring full accessibility to communication and video technologies for people with disabilities. Currently COAT includes more than 160 national, regional, and community-based affiliates that strive for full access to communication through web-based technology.

Part of the COAT effort impacts the deaf and hard-of-hearing in the United States. While closed captions are required by law for television shows, very few shows that are also webcast (available online) are shown with captions. COAT’s draft law proposes to include requirements that webcast programs have captions and to extend such requirements to future electronic equipment that displays video programming.

For more information about COAT and their ongoing efforts, please view their Web site at http://www.coataccess.org.

High School Senior Raises Money for the NCSA

by Julie Ann Lanz

Amanda Whittemore, a high school senior, wanted to have a charity dinner to help raise money for a local charity or non-profit as part of a school project. Her goal was to contribute to helping deaf children learn to read and write. She researched nonprofits and charities in Florida that could benefit from the dinner’s proceeds, but had no luck.

As part of her search, she looked for someone who was deaf who might be able to guide her. She contacted me to ask if she knew of a local charity that helped deaf children learn to read and write. I told her about the National Cued Speech Association and its goal to provide deaf children with access to literacy through the use of Cued Speech.

Amanda asked me to speak at her charity dinner, and I was more than happy to help with her efforts to raise money. She also mentioned that she will go to college next year and study to become a teacher for the deaf.

I went to the charity dinner at the Oviedo Woman’s Club on February 9. Amanda thanked her family and friends for their support in her endeavor. Her father commented that the donations would go towards helping local deaf children accomplish their dreams.

After eating dinner, I talked about Cued Speech. I explained that while research shows many deaf children may have low literacy levels, it is not about being unable to learn. Rather, it is about having access to English via a visual mode. I provided various examples, including the word “cup.” When signed, CUP refers to “glass, jar, cup, bottle and drink,” but with Cued Speech, you can cue each English word individually to a child, which allows him or her to develop word discrimination skills. Dr. Kelly Crain from the University of South Florida was also present. He spoke about the common misconceptions of Cued Speech and gave a brief demonstration of the system.

Prior to meeting Amanda, I had been thinking about starting a local non-profit organization. Her efforts to find a non-profit in the state made me realize there is a large need for a non-profit organization that supports the mission of helping deaf children gain literacy skills. I started the process and have created the Sunshine State Cue and Sign Association, a statewide nonprofit association.

During the charity dinner, Amanda surprised me by presenting me a mock check made out in the sum of $640.00. I told her that the money would go a long way towards supporting the National Cued Speech Association, as well as the new local organization.

Certainly, the money will be a big help, but the biggest factor is people like Amanda who are willing to go the extra mile to make a difference. I wish her well in her future success in deaf education and thank her from the bottom of my heart.

The National Cued Speech Association’s Web site has received a facelift after several months of work. Please visit us at www.cuedspeech.org, sign up for e-News, and see what else we have to offer!
Scholarship Fund in Honor of Linda Greco

The Linda Greco Scholarship Fund is established through the New York Cued Speech Center by the support of Linda’s colleagues whose lives she touched. It is their hope that this fund will honor Linda who was so devoted to Cued Speech and benefit students who are Deaf/HH. This scholarship will enable more people in New York state to learn Cued Speech and Cued Speech transliteration through classes, workshops, and cue camps offered anywhere in the country.

Upon Linda Greco’s graduation from the NTID/RIT interpreter training program, Linda applied at Monroe #1 BOCES Deaf/ASL Education Department in the spring of 2000. With no open interpreting positions at that time, Linda’s resourcefulness led her instead to accept an alternate position as a Signing Skills Coach to “get her foot in the door.” Her positive energy, resourcefulness, devotion to her students, and strong work ethic were immediately evident. Her plan came to fruition and the following year Linda proudly joined the interpreting staff. She worked tirelessly researching and creating strategies to optimize her student’s academic achievements. Ever impassioned by the interpreting profession, she worked continuously on her skill development and was a positive and motivating inspiration to all with whom she worked.

In time, Linda discovered Cued Speech as another “tool” to add to the repertoire of skills she could provide her students. She took part in training, attended cue camps and then became one of the first Cued Speech Transliteraters (CST) in the Monroe #1 BOCES, Deaf/ASL Education department. Cued Speech, not an actual language like the American Sign Language to which most of her peers were so invested, was a “hard sell” yet she never missed an opportunity to recruit and encourage her colleagues to learn cue or at least consider learning about its potential benefits for students. Linda Greco was a stand-out interpreter and Cued Speech Transliterater who was known for being warm, friendly, devoted, hard working, productive, and innovative, ever striving to leave her environment better than she found it. Linda passed away in August 2007 from breast cancer and is survived by her husband Jim and two college-aged sons Vinny and Terry.

To support the Linda Greco Scholarship Fund, donations in the form of a check or money order made out to NYCSC should be sent to the NY Cued Speech Center, 825 East 18th Street, Brooklyn, NY 11230. Memo: “Linda Greco Scholarship.”

To apply for the scholarship, applicants should submit a request for support for a specific camp or workshop along with a one-page personal statement about their interest in learning Cued Speech or improving their skills. Anyone interested in taking a Cued Speech class, workshop, or certification at any skill level is welcome to apply for a scholarship. Requests for consideration should be submitted at least one month prior to the event via email to Jennifer Bien at jenniferbien@hotmail.com and Sarina Roffe at NYCuedSpC@aol.com. For more information about supporting or applying for the Linda Greco Scholarship, please contact Jennifer Bien at (301) 325-0746 or jenniferbien@hotmail.com.

Calendar

April 2008

Cued Speech Whirlwind
Cleveland, OH
- NCSA Board Meeting (4/4 - 4/6)
- Basic Instructor Workshop (4/4 - 4/5)
- National Certification Exam (4/6)
Contact: Pam Beck at info@cuedspeech.com

Cued Speech Workshop
Mount Prospect, Illinois
- Beginners (4/12 - 9 am to 3:30 pm)
- Intermediate (4/12 - 9 am to 12:30 pm)
Contact: AEHI at info@aehi.org

May 2008

Spring Camp Cheerio (5/16 - 5/18)
Roaring Gap, NC
Contact: Holly Scheppergrell at cscheppergrell@carolina.rr.com

June 2008

Cue Camp New York (6/12 - 6/15)
Nazareth College, Rochester, NY
Contact: Kristin Bergholtz at kkcolema@naz.edu

July 2008

Cue Camp New England (7/30 - 8/3)
Governor Baxter School of the Deaf, Mackworth Island, Falmouth, ME
Contact: Nicole Dobson at ncdobson@yahoo.com

September 2008

Cue Camp Virginia (9/26 - 9/28)
Jamestown 4-H Center, Williamsburg, VA
Contact: Rosemary Salvi and Maureen Bellamy at nvcsa@yahoo.com
Welcome, New Instructors!

The National Cued Speech Association certifies beginning Cued Speech instructors to ensure consistent introductory training across the country. Certification as an Instructor of Cued Speech certifies the holder’s ability to present information about CS and to teach beginning level CS courses.

To become a certified instructor, one must take a Basic Instruction Workshop, pass the National Certification Exam, provide evidence of expressive Cued Speech proficiency, and be a current member of the NCSA.

For a full listing of certified instructors, please visit the professionals section of our website at http://www.cuedspeech.org/sub/professionals/instructors.asp

The NCSA extends our congratulations to the following newly certified individuals:

June 2007: Ms. Katherine Pelley, Tampa, FL
June 2007: Ms. R. Ann Siapno, Lithia, FL
August 2007: Mr. Thomas Shull, Boston, MA
August 2007: Ms. Sarah Druley, Fridley, MN
November 2007: Ms. Jane Smart, Palm Harbor, FL

Use GoodSearch.com and GoodShop.com!

What if the National Cued Speech Association earned a penny every time you searched the Internet? Or how about if a percentage of every purchase you made online went to support our cause? Well, now it can! GoodSearch.com is a new Yahoo-powered search engine that donates half its advertising revenue to the charities its users designate. Use it just as you would any search engine and watch the donations add up! Go to www.goodsearch.com and enter National Cued Speech Association as the charity you want to support when searching online.

GoodShop.com is a new online shopping mall which donates up to 37 percent of each purchase to your favorite cause! Hundreds of great stores including Target, Gap, Best Buy, eBay, Macy’s, and Barnes & Noble have teamed up with GoodShop and every time you place an order, you’ll be supporting your favorite cause.

SPRING CAMP CHEERIO
BLUE RIDGE MOUNTAINS • ROARING GAP, NC
Literacy for all Hearing Impaired Children
Cueing, Listening and Speaking

May 16-18, 2008

Come join us on our “mountain top experience”!

All are welcome regardless of communication mode.

Cabin and lodge accommodations which include meals - An All Inclusive Weekend!

Contact Holly Scheppegrell at cscheppegrell@carolina.rr.com
R. Orin Cornett Legacy Society

You spent a lifetime building your assets to benefit the people and causes you care about. Smart estate planning can ensure that your intentions are fulfilled so that you leave a legacy you are proud of!

Established in the name of R. Orin Cornett, the inventor of Cued Speech, the National Cued Speech Association Cornett Legacy Society enables you to declare your commitment to language, communication and literacy for deaf and hard of hearing individuals during your lifetime.

A bequest to the National Cued Speech Association allows you to extend the impact that Cued Speech has had on the lives of your family or friends. While many are able to give generously during their lifetimes, others find satisfaction in knowing that the legacy they leave in their estate will allow the NCSA to give the gift of language, communication and literacy to cuers and their families in the future.

Make the dream of language, communication and literacy part of your legacy by remembering the National Cued Speech Association in your estate plans. Leaving a gift for future generations of cuers can be as easy as adding a codicil to your will. You can give a specific amount, a percentage or the residue of your estate. You can even name the National Cued Speech Association as a contingent beneficiary.

A charitable bequest allows individuals to retain use of and control over their assets during their lifetime, and remains fully revocable. To expedite your good intentions, here’s a recommended clause for making an outright, unrestricted bequest to the National Cued Speech Association:

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

A note on IRAs
If you leave your retirement plan assets (such as an IRA) to your heirs, they may be taxed twice. After the assets are diminished by inheritance taxes, they may be further reduced by the income tax your heirs will have to pay on what they receive! You can stop the “Incredible Shrinking IRA” by naming the National Cued Speech Association as the beneficiary and leaving other assets to your heirs.

When you make this charitable gift, the death benefit qualifies for a charitable deduction from your estate and 100% of the assets pass to the National Cued Speech Association without being taxed. Your heirs may benefit from this arrangement because they can receive other assets, which are not as heavily taxed.

Members of the Cornett Legacy Society are profiled in On Cue, receive recognition on cuedspeech.org, and will receive a personalized Cornett Legacy Society Certificate as well as a distinctive pin as a token of our appreciation.

Bequests are also the final expression of a life of caring and concern.

Express yourself now by making a gift for the future.

If you have included the National Cued Speech Association in your will or have left us a bequest in the past, then you are already a member of the R. Orin Cornett Legacy Society. Please let us know, so we can include your name as a member. Just contact the NCSA at 5619 McLean Drive, Bethesda, MD 20814 or by email at info@cuedspeech.org.

Boise Sees Large Turnout for Cued Speech Workshop

On November 16 and 17th, two Cued Speech workshops took place at the Idaho Elks Rehab Hospital in Boise, Idaho. Thirty-five participants took the Beginner class while four attended the Intermediate class.

The Boise School District provided funding for the Intermediate class while the Idaho Infant Toddler Program covered the Beginner Instructor fees. The Idaho School for the Deaf and Blind kindly offered lunch for the participants while the Elks Rehab Hospital generously allowed for the use of their facilities for the workshop. A large number of people had shown interest to the point that a waiting list had to be formed. As a result practice sessions are regularly scheduled twice a month.

Shannon Garlitz, co-director of the West Coast region, coordinated the workshops and must be commended for her efforts in generating such a turnout.
NCSA Announces Application for 2008 College Scholarships

February 4, 2008 – Bethesda, MD

The National Cued Speech Association is pleased to announce the scholarship applications for the Dr. R. Orin Cornett and Carol Shuler Memorial Scholarships are now available. Both scholarships are possible through the R. Orin Cornett Scholarship Fund, which was established to provide financial assistance to qualified deaf/hard of hearing students pursuing education beyond high school.

The R. Cornett Memorial Scholarship awards $1,000 to a student who is beginning or continuing his or her higher education studies. The Shuler Memorial Scholarship awards $500 to a student from the West region. Please view the Scholarship application on our Web site at www.cuedspeech.org for more details.

Recipients of the R. Orin Cornett Memorial Scholarship award must:
• have used Cued Speech as their primary mode of communication during their language learning years OR for five or more years during their education, and
• be entering or attending vocational school, undergraduate school or graduate school.

In addition to fulfilling the above requirements for the Cornett award, the recipient of the Carol Shuler Memorial Scholarship award must reside in Arizona, Alaska, California, Hawaii, Idaho, Nevada, Oregon, Utah, or Washington.

Scholarships are awarded based on the following criteria:
• The recipient has used/uses Cued Speech as primary mode of communication.
• NCSA’s mission, vision and goals have been and will continue to be represented by the recipient.
• The recipient will be an advocate for the use of Cued Speech for language, learning and literacy.
• Two letters of reference (from non-family members) that validate that the use of Cued Speech has increased the applicant’s ability to communicate.

The deadline for submitting the application for each scholarship is April 1, 2008.

Cue Camps 2008

This summer we have three Cue Camps on the East Coast. Each camp includes Cued Speech workshops and plenty of activities for the children. We are looking for volunteers, so please feel free to email each contact for more information.

Cue Camp New York
June 12 to June 15
Nazareth College
Rochester, NY

Kristin Bergholtz
kkcolema@naz.edu

Cue Camp New England
July 30 to August 3
Governor Baxter School for the Deaf
Mackworth Island, Falmouth, ME

Nicole Dobson
ncldobson@yahoo.com
207-752-0417 (voice)
www.cuedspeechmaine.org

Cue Camp Virginia
September 26 to September 28
Jamestown 4-H Center
Williamsburg, VA

Rosemary Salvi & Maureen Bellamy
nvcsa@yahoo.com
www.nvcsa.scid.net/camp.html
Marketing and Public Relations
by Hilary Franklin

As director of PR and Marketing, my responsibilities include, but are not limited to:

• Ensuring that news communications are timely, accurate and reflect the NCSA’s mission and goals
• Making sure the Web site is up-to-date
• Developing advertisements

As a still small, but rapidly growing organization, it is becoming more important to send press and news releases to local organizations. I need your help learning where to send information not only about Cued Speech, but what activities and events are happening, and where.

After researching e-communications providers, Amy Ruberl and I began sending e-News updates last summer. These allow us to provide more real-time information about our activities as well as current issues in deaf and special education.

If you would like to receive e-News updates or know someone who would, please visit our Web site and click “Sign Up Now!” under the “News Updates” section on the home page. Enter your name and e-mail address and you will be automatically added to future e-News updates. The NCSA will never, at any time, release personal or contact information to third parties.

If you know of an organization that could benefit from receiving information, please let us know. I hope to develop a database of national and local organizations that serve children and adults with language, auditory and other special needs.

Also, if you have public relations or marketing background and would like to help with a project, please do not hesitate to contact us.

Hilary Franklin - pr@cuedspeech.org
Amy Ruberl - info@cuedspeech.org

In my first semester in Hawaii, I had one Korean teacher who also had a heavy accent, and two teachers who had grown up in Hawaii and often slipped into the local ‘pidgin,’ which I rarely if ever, understand but I can tell when they’re using it. Every class I’ve taken has had a fair mix of international students, who all have different accents and use different vocabulary, and my Cued Speech transliterator had to work over time to transcribe the words for me!

But I noticed, after spending some time with a few of the students who grew up speaking foreign languages, I could understand them about as well as the English speaking students next to me. What a wonderful thing that is -- to be on equal footing with other hearing students when it came to understanding an Italian speaker’s accent. I feel that if it weren’t for Cued Speech and its ‘miracle’ (as my father describes it) way of showing the different languages’ different sounds, I’d be absolutely, completely totally unable to even maintain a conversation past “hi” with my classmates and friends.

As I mentioned earlier, my neighbors grew up outside of Hawaii in China and Japan, and sometimes walking down the street, they will offer me a ride and then talk to me in the car and I felt so bad not to be able to understand everything they were saying. I told my housemates and one of them looked at me and said, “Are you sure you’re deaf? I have that same problem too.”

A Strange Sort of Familiarity, continued from page 7

Board Structure, continued from page 3

Speech. Regional representatives shall attend NCSA board meetings as listed in Article 5.3, serve on committees, and report to the Director of Representatives. Regional representatives must live in the region they represent.

Representative of Camps and Affiliates
The Representatives of Camps and Affiliates shall represent the affiliated centers at board meetings. The Representative shall be responsible for informing the NCSA board when a center dissolves and shall assist the dissolving center in appropriately disposing of its inventory in accord with not-for-profit legislation and the bylaws of the center. The Representative shall pursue and facilitate the development of new affiliate centers and cue camps. The Representative shall also provide support for all affiliates and cue camps. The Representative shall report to the Director of Representatives.

Government Liaison
The Government Liaison shall monitor state and federal legislation as it affects deaf/hard-of-hearing issues, especially as they relate to education, interpreter/transliterator qualifications and pay, and the qualifications of service providers for deaf/ hard-of-hearing clients. The Government Liaison shall coordinate communication between the Board of Directors and government agencies and oversee lobbying efforts in support of Cued Speech and the goals of the NCSA. The Government Liaison shall report to the President.
Hunter Flower, continued from page 1

side. The surgery was in November of 2003 at Mott Children’s Hospital in Ann Arbor, Michigan, 500 miles from home.

A month later we went back down to Ann Arbor and had him fitted with the external device that will allow him to hear over time. After he had the device activated in December of 2003, I took Hunter to Ann Arbor 21 times until Christmas of 2004. Hunter was a very determined little boy. Strong as a bull moose and pushing 35 pounds, he was by no means easy to control. His nickname at daycare was “bulldozer,” but we all managed quite well.

In the spring of 2005, Hunter and I made our second to final trip down to the University of Michigan Cochlear Implant Facility. After one and half years of trying everything the hospital could do and some $100,000 later, his cochlear implant did not work. He could hear very high pitch sounds and very low pitch sounds with the aid of the implant, but nothing in the normal speech range of hearing. The only thing that could have been wrong was that his hearing nerve was far more damaged or underdeveloped than the surgical team was able to originally determine. This was, to say the least, a tremendous blow to my wife and me.

Following our final visit to Ann Arbor in the spring of 2005, the Cochlear implant team told us that there was nothing further that anyone could do. At this point, the team turned up Hunter’s implant as much as possible and adjusted everything they could. We were going to try it for some time and see what it could do. The very next day after we got home, I put Hunter’s implant on him and turned it on. Hunter instantly dropped to the floor and screamed in pain. The look on his face at that moment was just heart breaking to me. We tried the implant on him two other times within a month and each time the same effect took place. I have now put the implant away so that it can no longer be used.

Hunter “tried” American Sign Language (ASL) for about six months and we had several wonderful people try and train Hunter and ourselves in the use of ASL. They were professional speech therapists and so on. We saw no benefit at all from him when using ASL alone. Please do not misunderstand me when I say that ASL is not bad or anything, it just did not work for us and it was much harder to use and learn. Then, after talking to the cochlear implant team in Ann Arbor, they suggested using Cued Speech. We looked it over and read everything we could find on the Internet. My wife and I immediately switched to Cued Speech full time and quit using ASL completely. Within three months, we saw great progress as far as his willingness to learn, his frustration level dropped, and his communication level improved by a huge amount.

Hunter’s transliterator’s name is Paula and she is just fantastic with Hunter. Paula is a down-to-earth wonderful lady in all respects that has a huge heart. We could not have asked for a better person to be with Hunter and help him along with us. Paula has been training and practicing for almost three years now in every single aspect of Cued Speech and how to utilize it with Hunter. Paula will hopefully be with Hunter for quite some time to come.

Last year in mainstream kindergarten, he was the only student in his class that could read and write his full name. At this point in Hunter’s young life, we would be lost if it were not for Cued Speech. He now knows over 300 words using Cued Speech and his speech is now up to about twenty words. He says apple and pepper as plain as day. One of the first things that I continually tell people when they ask me about Cued Speech is just how easy it was to learn and just how easy it is to use. School is the highlight of Hunter’s day, except for maybe eating and sleeping. He rides a bus to and from school each and every day and loves being involved with things that the other kids are doing.

Hunter is starting to settle down and understand why he is in school and why he needs to communicate while using Cued Speech. His Cued Speech training is going quite well and he understands much more then he is letting on. Hunter will cue to us when he needs to cue to us and has, for the most part, quit signing all together. Hunter continues to receive speech therapy, utilizing cued speech, on a weekly basis. He will continue to need speech therapy for many years, even after he starts to talk. We have noticed that he is mumbling and being much more vocal then he even has since beginning utilizing Cued Speech.

One day Hunter and I were sitting quietly sharing a snowy day at our secluded camp by ourselves when Hunter stopped what he had been doing, looked up at me and gently cued, “more hot apple juice please.” This, being basically his first full sentence that I knew of, set me right back in my seat. I cued back to him, “What did you say?” And again he cued, “more hot apple juice please, Daddy.” I gave him a big hug and cued “Yes” back to him. I smiled thinking about that moment for the rest of the day.

After utilizing Cued Speech for more than three years now and seeing what Cued Speech is capable of, this is the only form of communication that we could expect Hunter to use except for normal hearing and speech. Hunter has a long way to go in his life, as do the rest of his family, but someday he will make us all proud of all of his accomplishments.
Thank you to our donors!

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

Make A Donation Online Today!

Click on “Help a Deaf Child” at www.cuedspeech.org

Donations may also be sent to:
National Cued Speech Association
5619 McLean Drive
Bethesda, MD 20814-1021

Programs you can donate to include:
- Deaf Children’s Literacy Project
- Isabella Payonk Scholarship Fund
- Karen McIntosh Scholarship Fund
- Laird Endowment Fund
- Mary M. Diesel Fund
- R. Orin Cornett Scholarship Fund
- Kris Wilson/Western Region Camp Fund
- Cornett Scholarship Fund
  - Isabella Payonk
- General Fund
  - Frank & Kathleen Adams
  - Cynthia Altman
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  - Donald Bear
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  - Freda Berger
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- Peggy Wright

A Special Thanks To
- Joan Christenson
- Penny Hakim
January, 3, 2008 – Bethesda, MD

Thanks to the efforts of Rep. Chris Van Hollen (D-MD), the National Cued Speech Association (NCSA) has been approved for a $175,000 grant under the FY 08 Labor HHS Education Appropriations Act. The grant allows the NCSA to develop an assessment battery and certification process for teachers, speech language pathologists and other professionals who use Cued Speech, especially with deaf/hard-of-hearing children.

The grant will be administered by the US Department of Education Fund for the Improvement of Education. “As standards for educational professionals have increased over the past few years, the NCSA has been bombarded with requests from district, local and state educational departments for a way to assess the cueing skills of their employees,” said NCSA President Sarina Roffé. “Teachers of the deaf, speech-language pathologists and other professionals who cue fluently need to prove their skills have been evaluated by a national organization. We need to fill that gap.” The NCSA expects to work to complete the project over a two-year period with a major university.

The grant award is the culmination of a 10-month process, during which members of the NCSA called and lobbied their local U.S. House representatives and senators in support of the appropriations request. “Rep. Van Hollen, as our representative, stewarded the project through all of the congressional levels to get it approved,” said NCSA Executive Director Amy Ruberl.

“Our membership was very active in this process of telling their Congressman and Senators personal stories about their use of Cued Speech and how it improved the quality of their lives by providing improved language, communication and literacy.”