Cue Camp New England
by Polly Earl

Cue Camp New England was endless fun! The first night’s ice cream social got the ball rolling, so to speak, as cuers young and old, novice and expert, gathered in a big circle with donated LL Bean ice cream balls. Rolling these around the floor to each other was a perfect way for campers from Vermont, Massachusetts, Maine, New Hampshire, and Maryland to meet and become acquainted. The next morning everyone hit the trail cueing. Beginner adults learned the fundamentals of cueing from long-time instructor Angela Laptewicz. Next door, intermediates had instructor/audiologist Barbara Lee’s expertise to help them improve their cueing accuracy and fluency.

Cue Camp New England, continued on page 14

Cue Camp Virginia
by Monica Bocaner

I remember several years ago mentioning to my husband that I wished they had camps for adults. I had such fond memories of camps growing up, and longed to once again sleep in a cabin, resurrect my archery skills, and go for a swim in a lake. I didn’t even know such places existed, much less that I would soon be at the camp of my dreams, deaf toddler in arms.

When my daughter Marielle was less than a day old, she failed her hearing test in the hospital. The next day, she failed again. Five weeks later, another failed test and more excuses. No one wanted to be the one to tell me there might be something wrong with my daughter. Finally at six weeks, we got

Cue Camp Virginia, continued on page 14

Scholarship Applications for 2009 Now Available

The National Cued Speech Association is pleased to announce the scholarship application for the Dr. R. Orin Cornett and Carol Shuler Memorial Scholarships is now available. Both scholarships are made possible through the R. Orin Cornett Scholarship Fund, which was established in 1997 to provide financial assistance to qualified deaf/hard of hearing students pursuing post-secondary education.

The 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 (see below). Please view the scholarship application on our Web site at www.cuedspeech.org or email scholarship@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 permanently reside in one of the following states: Alaska, Arizona, California, Hawai’i, Idaho, Nevada, Oregon, Utah, or Washington.

Scholarship, continued on page 11

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President’s Message

by Josh Libby

This past September saw a changing of the guard of our Association, and while we have many new faces in our leadership and on our Board, as well as fresh new ideas and goals, our mandate remains the same:

To champion the effective communication, language acquisition and literacy through Cued Speech.

Our goals are to:

• Educate by advising parents and families, educators and the general public, and by spreading research findings on Cued Speech;

• Advocate by supporting and promoting equal access to communication through Cued Speech for all individuals, and by implementing the use of Cued Speech and cued languages throughout the country and abroad; and to

• Serve by providing support networks for cued families and professionals, while promoting the high quality of Cued Speech services and by encouraging additional research of Cued Speech.

We have a lot of work to accomplish, including implementing and maintaining the highest possible standards for quality Cued Speech-related services, educating congressional appropriations, continuing our successful fundraising campaign, and stewarding the World Cuing Alliance.

We are also charged with recognizing and addressing new goals. We have already formed a committee to address the issue of deaf education reforms that already formed a committee to address the issue of deaf education reforms that remain the same:

• Serve by providing support networks for cued families and professionals, while promoting the high quality of Cued Speech services and by encouraging additional research of Cued Speech.

We will also be dedicating time and effort to working with the new presidential and congressional administration in Washington, as well as starting a new business relationship with a new bookkeeping organization, Arrow Bookkeeping.

Our Association is stronger than it has ever been, our foundation has been rebuilt and we have a solid base that we will continue to build upon. We are forever grateful and indebted to the tireless conviction of our Past President, Sarina Roffé. Through her leadership, the Board has completed an internal reorganization, and is now a more comprehensive and streamlined Board dedicated to working for you.

As we roll up our sleeves and get to work, I need to remind you that we need your support in order to realize our dreams. Please remember to renew your membership if you have not done so, and please consider us when you make your year-end, tax-free donations. Every little bit helps!

This country has witnessed a historical event in the election of Barack Obama as 44th president of the United States of America. Throughout his campaign, President-Elect Obama has inspired people in joining the ranks of volunteers. The current leadership of the NCSA hopes to leave the same kind of impact on the Cued Speech community in bringing about change.

Make a donation to the NCSA’s deaf children’s literacy project through the combined federal campaign today!

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On Cue

a year
New Board Members

Catherine McNally grew up in North Carolina and received her B.A. from Wake Forest University in 2006 with a focus in art history. She moved to the Washington, DC, area shortly after graduation to pursue career aspirations in the arts and accessibility. She interned at VSA Arts, worked at the Smithsonian Institution Freer + Sackler galleries, and the John F. Kennedy Center for the Performing Arts before she started her own company, Keen Guides (see Keen Guides article on page 10.) As a cue user since she was two years old, Catharine gives great credit to Cued Speech for giving her the language opportunities that she now offers to others through her work. She is currently a Board member and serves on the Alexander Graham Bell Association’s Deaf and Hard of Hearing section board as a member-at-large, as well as an advisor to AG Bell’s College Leadership committee. She currently also serves on the board of the Texas Chapter of AG Bell.

Danielle Paquin is entering her sixth year as a Teacher of the Deaf at Sunshine Cottage School for Deaf Children in San Antonio, TX. After graduating from Roger Williams University with a degree in Elementary Education and Psychology and a minor in Biology, she went to Smith College for a Masters in Education of the Deaf and Hard of Hearing. Danielle is bilaterally implanted, receiving her first cochlear implant in 2001 and her second in 2007. In 1999, Danielle learned Cued Speech and since has worked at several Cue Camps and participated in the NCSA’s deaf instructor mentorship project in 2006. Danielle has also served on the Alexander Graham Bell Association’s Deaf and Hard of Hearing section board as a member-at-large, as well as an advisor to AG Bell’s College Leadership committee. She currently also serves on the board of the Texas Chapter of AG Bell.

Emily Dudas is an Illinois native who recently moved to Colorado not only to further her career, but also to fulfill a lifelong dream of living near the mountains. In Illinois, she was the teacher of the deaf/hard-of-hearing at the Alexander Graham Bell Montessori School, where all teachers utilized Cued Speech during instruction. During her time there, she taught workshops through the organization Alternatives in Education for the Hearing Impaired (AEHI) and provided outreach to parents and professionals interested in learning about Cued Speech. She is currently teaching at an elementary school in a suburb outside of Denver. She is also certified as a Beginner Cued Speech Instructor and is looking forward to educating others in the Rocky Mountain Region about Cued Speech.

Calendar

2009

January

Basic Instructor Workshop (1/3 - 1/4)
Instructor Certification Exam (1/3)
University of South Florida, Tampa, FL

LMI Workshop: Preparing for Transliterator Testing III: Self-Assessment (1/31 - 2/1)
Fairfax, VA

February

LMI Workshop: Mechanics I (2/6 - 2/7)
Fairfax, VA

March

Basic Instructor Workshop (3/27 - 3/28)
NCSA Board Meeting (3/27 - 3/29)
Instructor Certification Exam (3/29)
Baton Rouge, LA

May

Spring Camp Cheerio (5/15 - 5/17)
Roaring Gap, NC

June

Cue Camp Friendship (6/18 - 6/21)
Frederick, MD

July

Cue Camp New England (7/29 - 8/2)
Falmouth, ME

October

Basic Instructor Workshop (10/23 - 10/24)
NCSA Board Meeting (10/23 - 10/25)
Instructor Certification Exam (10/25)
Portland, ME

NCSA Endorses EIPA-CS for Cued Language Transliterators

Several years ago, the National Cued Speech Association helped fund the development of a pilot version of an evaluation and assessment tool for cued language transliterators working in K-12 educational settings. The Educational Interpreter Performance Assessment (EIPA) is already available for sign language interpreters and in active use in more than 30 states around the country.

With the funding, Dr. Jean Krause of the University of South Florida developed an EIPA that focuses on evaluating the specific skills that cued language transliterators need, including mechanics, fluency, accuracy of the delivered message, voicing for the client, etc. Dr. Krause, along with consultants and longtime consumers, were exceptional in developing and evaluating the EIPA-CS for validity and reliability.

Boys Town National Research Hospital is interested in making the EIPA-CS available for use around the country and has asked for the NCSA’s endorsement. The NCSA agreed to endorse EIPA-CS and supports Boys Town in their endeavor to make this assessment available.

The NCSA board did not take this decision lightly. Academic advisors familiar with psychometric evaluations and test development were asked to review the EIPA-CS and make a recommendation as to whether it is a viable assessment. Those who reviewed the data reported confidence in the validity and reliability of the assessment and the pilot study. (For more information about the rigorous process used to develop the EIPA-CS, you may read an article that was recently published in the Journal of Deaf Studies and Deaf Education: http://jdsde.oxfordjournals.org/cgi/content/full/13/3/432?etoc).

With more than 30 states requiring their sign language interpreters working in elementary and secondary school settings to take the EIPA, the NCSA feels that cued language transliterators should have equal access to this type of evaluation assessment. Many states and school systems are outsourcing all aspects of assessment and looking for avenues in which to cut spending and eliminate administrative hassle. The EIPA-CS will allow these and others states access to a reliable tool for assessing their cued language transliterators, just as they do their sign language interpreters.

The NCSA’s endorsement of the EIPA-CS does not preclude supporting other assessments and certifications for cued language transliterators. The NCSA is committed to supporting any evaluation or certification that can effectively assess the skills of CLTs and cuers alike.
Alexander Graham Bell Montessori School

by Sarah Segal

Alexander Graham Bell Montessori School, a home for exceptional children, offers a unique educational environment tailored to each student's needs. The school, located in Wheeling, Illinois, offers a Montessori-based curriculum that emphasizes self-instruction from the teacher. It also adds an element of inclusiveness and self-efficacy to engage all types of students. AGBMS has also distinguished itself from other Montessori schools by being described as having a homey feel to it, according to Martorano, who worked at other Montessori schools in the past. AGBMS is different because the staff works very well together. We are almost like a family. We collaborate on what is best [for] not only the deaf and hard-of-hearing students, but all of the children.

Debra Blackburn, also one of the founders, came to AGBMS with a Montessori background of teaching for eight years. She now holds positions as the business administrator, special education administrator and reading teacher for 27 five-to-twelve year olds. When asked about the qualifications for acceptance, AGBMS Blackburn responded: "There is really no difference in qualifications for a child into our school...whether deaf or not. We look to see if a child is someone we think can help...Children with some disabilities—behavioral or emotional—we do not feel we are qualified to take on. We do not have the expertise in this area."

Lachman believes that her eldest son, Ben, who is now 27 years old, was one of the first children in Illinois exposed to spoken language with Cued Speech. After Mary Ann and her husband learned the system, they taught Ben and his sister, Julia. "Ben was only three when she was born and we were with both of them and cueing all the time. Henry (who is 10 years younger than Ben) did not learn Cued Speech and talks with his brother orally." Lachman’s two other hearing children also attended AGBMS.

Montessori children are given the resources to be able to apply themselves independently and their success is gratifying to watch. Martorano narrates one moment that especially struck a chord for her during her career: “Seeing a child whose parents were told that he would never talk like a normal child have the lead in the school play.”

National Cued Speech Association
Volume 22 • Issue 3 • Winter 2008

Harper’s Corner

by Josh Libby

Welcome to the inaugural entry of Harper’s Corner, a brand-new segment of On Cue. The focus of this section will be devoted to the development and use of Cued Speech with the exceptional child.

There is no doubt about the many possibilities and promise that Cued Speech affords the deaf child: from language development to attaining literacy levels at least equal to their hearing peers. It should not surprise anyone that Cued Speech is a multifaceted tool that can be used with other children outside of the realm of hearing loss. For children with identified auditory- or language-related disorders, children who cue are more likely to attain their maximum potential in language, speech and literacy.

As a second-generation cue, I feel privileged to have been in the right place, at the right time, and with enlightened parents who believed the basic tenets of literacy and language development were instrumental to my education. This approach, when combined with a supportive and pioneering school system and academic environment, made for a harmonious bond of relative ease in my development and upbringing. Life would soon take a turn that would only beehive the need for Cued Speech, albeit for a slightly different purpose than what it was originally developed for.

In 2005, my wife, Maisie, and I welcomed our daughter, Harper Maxine, into this world. Soon after birth, Harper was diagnosed with Down Syndrome. While this news had its unforeseen implications, we realized that we were ready to accept this news immediately. I took into consideration my own adversarial approach to life, and remembered that my parents had to deal with the shock of my becoming profoundly deaf in my toddler years. The initial question of "Why us?" quickly morphed into "Why not us?"

I knew right then and there that I would be doing the same for Harper as my parents had done for me, implementing Cued Speech into her development to aid her cognitive well-being. Today, Harper is almost four years old, and she speaks and expresses herself sufficiently and is ever the studious bookworm. She adores books, and would rather carry and read books or any printed material than play with the usual toys. It is almost as if she jumped right into the mold that Dr. Cornell envisioned for the consumer of his invention, that the Cued Speech consumer be a bookworm.

Harper has had constant and frequent exposure to Cued Speech in observing Maisie cueing to me, and we cueing to Harper to help her articulate her words. Cueing aids Harper in her pronunciation of sounds and her language development, and she has seemingly progressed to the point where we sometimes wonder what the “delay” is. It is our hope that the NCSA will continue to further the progression and expansion of Cued Speech into areas other than deafness, in order to aid the exceptional child reach their goals and solidify their language development at their own natural pace.
The first generation of Cued Speech advocates

After Dr. R. Orin Cornett developed Cued Speech in the mid-1960s, he traveled across the country, educating people about a new system called 'Cued Speech and how it could support the process of literacy development. Many viewed Dr. Cornett, who studied physics and acoustics, as an outsider. Yet, a few took his message of hope and possibilities to heart. Those professionals are among the first generation of Cued Speech advocates. They are our leaders, the ones who paved the way. As our cueing community has grown, new leaps and bounds in the last 40 years, we felt it was important to remember these leaders, and provide them the heartfelt appreciation.

Five of the earliest advocates are highlighted in this issue. They dedicated their lives not only to Cued Speech, but to maximizing the language and educational potential of their students. They worked with parents and school systems, taught workshops, developed learning materials, and much more.

Barbara Caldwell

Barbara Caldwell participated in the development, early research, and implementation of Cued Speech with Dr. Cornett at Gallaudet College for a year before he left to work on other projects. She worked with him as he developed the system, including in the time he rearranged the vowel and consonant groups and syllable boundaries. The new groups had to be learned by students and teachers, and they experimented with the results.

When Barbara met Dr. Cornett for the first time at Gallaudet, he told her about his intention to develop a speech-based system that would allow deaf people to attain literacy. Says Caldwell, "It seemed clear to me that native command of written English was the key to empowering educated deaf adults who were marginalized by their dependence on hearing or deafened colleagues to write or edit for them." As an advocate for Cued Speech, Barbara has worked with undergraduates and graduate students at Gallaudet, conducted workshops at various schools and programs for the deaf, provided trainings for parent advisors for SKI HI and the Florida School for the Deaf, and taught parents of deaf children, as well as deaf adults. Caldwell served on the National Cued Speech Association Board of Directors for ten years, serving as President from 1993 to 1996. She is now retired, and lives in Maryland.

Mary Elsie Daisey

Another of our first advocates, Joan learned to cue in 1967 at the first Cued Speech Summer Institute. Dr. Cornett had brought ten people for the first week of instruction. He brought in 100 more for the second week and assigned ten new students to each of the ten he had just trained. Joan’s husband, Stan, was in the first wave; she followed in the second session. Prior to the summer institute, Joan had read an article in the American Annals of the Deaf written by Dr. Cornett on Cued Speech and its possibilities of raising the literacy levels. Gallaudet also sent out flyers asking for applications for Cued Speech training. At the time, Joan and Stan were working at the Idaho School for the Deaf; she as an educator and he as the elementary school principal. After learning how to cue, Joan Rupert went back to Idaho and began using it with several of her students.

Barbara LeBlanc

Barbara LeBlanc has been cued since 1979, when she met Barbara Lee, who wanted to try implementing Cued Speech in the oral program at the Ascension Parish school system in Louisiana, where they were working.

Armed with only a chart of the handshapes and placements and some rules about cueing, Williams-Scott utilized her phonetic training to learn how to cue on her own. The timing would prove to be fruitful; in 1979, the Montgomery County Public School system in Maryland was just starting the new Cued Speech program. Barbara was one of the two teachers of the deaf hired to work in this program. Williams-Scott left the program in 1984 to work as a Materials Specialist and Instructor for the Cued Speech Office in the Department of Speech-Language Pathology and Audiology at Gallaudet University. She focused on developing training materials for workshops and individuals desiring to become cued language transliterators. The amount of work completed during her tenure at Gallaudet, along with colleague Betsy Kipling, would prove to become the foundation for determining best standards and practices of signing and cued language transliterating.

When we contacted Barbara about her experiences in MCPS, she said, “It was exciting to be a pioneer in deaf education, although I didn’t realize it at the time. The other thing I didn’t appreciate was the wonderful set of parents, and of course, the support and encouragement of a student with a significant hearing loss.

Says LeBlanc, “My IEPs indicated that the students were improving and their communication skills were not as level below as other children like them with a significant hearing loss. The usual barriers like amplification and cognitive skills were not such an issue any longer. Instead these students could be compared to their hearing peers.”

With a recent master’s degree in education, Barbara is now working as a substitute teacher in northern Virginia.
When I asked why the museum didn’t have a similar service, they said "we would, but no one offers it." I immediately thought to myself, "Well, I think I’ll offer it!" That’s how Keen Guides was formed—out of a personal experience and into a company that allows everyone, regardless of ability, to experience tours in museums just like everyone else. With that, my founding partners and I created a product that is a video tour of a cultural institution’s collection that is available on a personal media player, such as an iPod.

At the core of our product, we create adaptations of each tour for those with sensory and mental disabilities (such as deafness, blindness, and dementia). For example, we have tours available in Cued Speech [cued English], American Sign Language, and [with spoken English and captions]. The result is an experience that is mainstream, inclusive, and engaging for everyone. All in all, we’re having a great time getting this company off the ground, and I love being able to speak to people about Cued Speech and why it’s a valuable component of our product.

On Cue: For more information about Keen Guides, please visit the web site at www.keenguides.org. You may also contact Catharine McNally for more information at info@keenguides.org.
Deaf Cuer Profile: Sarah E. Duran
by Zainab Alkebsi

Editor’s note: We provide profiles of deaf cuers to highlight their experience with Cued Speech. Cuers are contacted via e-mail with interview questions, and responses are edited for formatting and style purposes only. The content and grammar are not edited, except for purposes of length or clarity.

What is your background in Cued Speech?
I grew up using Cued Speech until 10th grade. All the while, I did know some sign language, but I wasn’t very good at it! In 10th grade, I went to Maryland School for the Deaf, and learned to be very fluent in ASL. I ceased using Cued Speech, as ASL was all around me. I moved to California upon graduating from high school. I lived there for almost 10 years and never used Cued Speech in California. I simply knew no one in California who knew Cued Speech, so naturally, it faded from my life. Now that I am back in Maryland, it’s cool because I’ve been using Cued Speech again, with some old friends. It made me realize how much I missed it. Actually, it made me realize how much I no longer use big words. My speech deteriorated from being away from Cued Speech so long. I’m slowly incorporating [it] back into my life after a long hiatus, and it’s great!

How and at what age did your parents find out you were deaf?
My mom found out for sure I was deaf at about 5 months old. She always thought there was a problem because all the books she read said that a baby should cry from crying when the mom walks into the room. But I never stopped crying until my mom picked me up. She just knew. So, one time I was sitting in my high chair while my grandfather banged pots and pans behind me. My mom was supposed to watch if I blinked or cried...but nothing happened. So they took me for testing and it was confirmed I was deaf.

Do they know what caused your deafness?
I’m deaf either because my mom had [the] rubella virus or it could be from when I was very sick at [a] few months old.

Upon discovery, what steps were taken?
After the diagnosis, I went to Maryland School for the Deaf for preschool, then Gallaudet/Kendall. At Kendall, my mom met Linda Polk, my classmate’s mom, and learned about Cued Speech. From there, my mom put me into Montgomery County Schools for the Cued Speech program.

What were the main challenges/obstacles you faced? How did you overcome them?
Like many other deaf children, my main challenge was communication and getting the most information in a classroom. I overcame them by switching to Cued Speech. With Cued Speech, almost every word was demonstrated, including fancy vocabulary.

How has Cued Speech helped you thus far?
Cued Speech had helped me pronounce very big words easily and quickly, and I became better at lip-reading. My grandparents said I used to pronounce things out of my grandfather’s medical dictionary really easily by cueing. It always amazed them because I was so little. My reading became above average.

Where did you go to college and what major did you pick? What do you do now?
I went to Saint Mary’s College of California. My major was business with a concentration in finance. I’m working at [name withheld for confidentiality reasons]. So far, the only obstacle I have is not being able to understand the conversations that float around in the office.

Do any memorable moments stick out in your head? What have been some of the best and worst moments of your journey thus far?
I can’t think of anything memorable really (haha). However, one time while my family and I were dining, a deaf man came up and told my mom that she was killing me with Cued Speech. We were shocked! He was an ASL user and my mom was too embarrassed and upset, so she ignored him. Other than that, we don’t have any bad experiences with Cued Speech at all. It was a pleasant ride.

Looking back on your journey, is there anything you would change?
No, I wouldn’t have changed my communication modes growing up, because I got the best of both Cued Speech and the ASL world. I grew up with Cued Speech in public school until high school. The only thing I would have changed was have a Cued Speech interpreter in college, but there weren’t many Cued Speech interpreters in California that I knew of. So I just stuck with sign language.

Finally, any advice to give to other deaf cuers?
Embrace Cued Speech as it has so much to offer. It will ground you in many new roots and give you much more in English communication.

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.

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THANK YOU!
Championing effective communication, language acquisition and literacy through the use of Cued Speech.

CCNE continued from page 1

The youngest group of cuers was eight girls ages 2-5. What fun they had with Pat Slater and Stephanie Butner making crowns and noisemakers, enjoying storybooks, playing with blocks and dolls and bubbles and just generally having a blast! In the meantime, children ages 6-12 were busy learning to cue with teacher Polly Earl. These ten cuers hit it off immediately and new friendships were formed as partners cued and cue-read during games and hands-on activities. Teens had the pleasure of working with veteran instructor Suzanne Flint with fluency coming quickly as they interacted and chatted while cueing. Counselors led by Aaron Rose included Sara Sizemore, Liz Laptewicz, Dan Goodman, and Andy Payson. Each afternoon they challenged cuers with games and adventures all around the island.

Barbara Lee’s many years of teaching and linguistic expertise came shining through in her evening presentation on language acquisition entitled “Bridge Connecting Early and Complex Language.” As always, parents got an earful of insight and life stories from our adult deaf cuers panel.

One of the highlights of camp was the parent meeting facilitated by parent Ann-Marie Arizmer. Parents new to cueing and deafness had a chance to share and meet other parents who, amidst plenty of laughter and Kleenex, shared their experiences, wisdom, and lessons learned over the years.

Many families who had never been around other cueing families were finally able to attend camp. CCNE had the special pleasure of meeting Stanley and Eileen Corten and their young daughters, Lydia and Emily, who were attending their first cue camp ever! In addition to being the son of Dr. R. Orin Corten, Stanley is an accomplished tenor at The Peabody Institute and Eileen is an orchestral pianist. We hope they will join us again so we can add a musical production to our camp experience! We all felt humbled to have them with us and felt the ever-present spirit of Dr. Cornett and his dreams of hope they will join us again so we can add a musical production to our camp experience! We all felt humbled to have them with us and felt the ever-present spirit of Dr. Cornett and his dreams of CCVA, continued on page 15

National Cued Speech Association

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Cues on Tap: DC

The National Cued Speech Association had the honor of hosting Cues on Tap: DC at Union Jack’s British Pub in Bethesda, Maryland, the same weekend as the fall meeting of the NCSA Board of Directors. Members of the local Cued Speech community joined board members in watching the Penn State-Ohio State football game, catching up with old friends, and making new ones.

Cues on Tap is an event that typically takes place every month at various establishments in different cities, such as Washington, DC, Boston, and Rochester. If there are no Cues on Tap functions in your area, you can start your own. These events are a great way for parents, professionals, and adult deaf cuers to get to know each other better outside of cue camps and workshops.