

Cueing in the Middle East: Cued Persian Developed in Iran

by Sarah Segal

In one of the largest cities in Western Asia, Cued Speech is slowly but surely garnering the attention of scholars, deaf education professionals, and parents of deaf children. Guita Movallali (/gi' ta mo vael læ' li/) of Tehran, the capital of Iran, says that she developed Persian Cued Speech to help deaf Iranians "learn better and have full access to language in order to live a more meaningful life." Movallali first discovered Cued Speech as a Ph.D. student studying Psychology and Education of Exceptional Children at Tehran University. She immediately



Guita Movallali

became curious and under the guidance of her Psychology of Deaf Individuals professor, Dr. Saeed Hassan-Zadeh, researched Cued Speech for her Ph.D. dissertation.

Her discoveries about the benefits of using Cued Speech with deaf children motivated her to adapt Cued Speech to the Persian language. "As a Ph.D. student, I was very interested [in] deaf education and I starved to do something to help deaf children of my country," she said. "One of my professors... encouraged me to work on Cued Speech. I searched a lot and [became] convinced that Cued Speech can be a great communication system in Iran [as] help for deaf children."

Persian is the lingua franca in

Cueing in the Middle East, continued on page 10

New Cueing Assessments Offer Something for Everyone

by Charlie Musser

Over the past few years, three new assessments of cueing skills have been developed and are now available. The Word-level Assessment, Sentence-level Assessment, and Conversational-level Assessment were designed to evaluate expressive cueing skills and are targeted toward parents, transliterators, and other professionals who may have to cue for themselves on the job. These assessments also support NCSA's desire to expand its instructor certification program to include specialist certifications.

Amy Ruberl, former Executive

Inside this Issue

New Editor-In-Chief	2
Mitsuyoshi	3
Cued Speech of Colorado	8
Mary Ann Lachman	9

Director of the NCSA, and current chair of the NCSA's InsCert committee, said, "When the NCSA sought funding from the US Department of Education, it was with the intent to create specialist certifications. When the requested money was less than anticipated, Sarina Roffé, then NCSA president, decided that creating new assessments would be the best first step to one day having specialist certifications for teachers of the deaf, speech pathologists, audiologists, etc., who cue with their students and/or clients."

These assessments were designed to be incorporated into instructor and professional certifications, and can also be used to evaluate the cueing skills

of anyone who use Cued Speech on the job or in daily life. In professional settings, the assessments may be used to determine minimal competence or to set professional development goals.

Aaron Rose, a native deaf cuer and teacher of the deaf, said that these new assessments "allow people to receive feedback on their cue fluency to improve cued articulation and mechanics. [These] could be a tool for educators and professionals to measure their ability to cue fluently with accuracy and clarity."

Cuers who do not work in the education or transliterating fields can also benefit from the personalized and meaningful feedback received from

New Assessments, continued on page 6

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2012 NCSA Calendar of Events

April

NCSA Board Meeting (4/20 - 4/22)

May

Cue Camp Cheerio (5/18 - 5/20)

June

Cue Camp New York (6/29 - 6/30)

October

Cue Camp Virginia (10/4 - 10/8)

NCSA Board Meeting (10/26 - 10/28)

For more information, go to
<http://www.cuedspeech.org>

Editor's Note

by Sarah Segal

It is with great expectations that I accept my new role as Editor-in-Chief of *On Cue*. I have always enjoyed receiving the newsletter in the mail, fondling the pages and ravenously reading articles about goings on in our community. It is one much larger than people sometimes realize—an international network of teachers, transliterators, parents and deaf and hard of hearing individuals in the Dominican Republic, England, Japan, Iran, Norway, and so on.

But even as Cued Speech permeates other parts of the world, it is on somewhat of a decline in our country. With the improvement of assistive technologies like digital hearing aids and cochlear implants, we are seeing more parents opt for the oral-aural method. What's more, there is a correlative diminishing awareness of the significance of Cued Speech in the United States in early intervention language development. Advocating for Cued Speech has therefore never been more important than it is now.

Fortunately, advocacy efforts still abound. As you'll read in this issue, Aaron Rose and his wife, Mary-Beth, have created an NCSA affiliate in Colorado. Further, a new Cued Speech association is burgeoning in Iran, initiated by Guita Movallali. And finally, there are new members on our board who are keen to bring new life to our organization. Let the great world spin.

That said, I cannot stress enough to you how important it is that we keep connected with one another as a community. With the advent of information-sharing networks in the form of Facebook, Twitter, LinkedIn, and so on and so forth, we cannot afford to fall back on age-old methods of communicating.

In the midst of the quiet National



Cued Speech Association (NCSA) members have experienced as of late, *On Cue* members and NCSA board members have been deliberating on our next move. We have a lot of ideas circulating here, and we would love to hear from you on how to be a more present force and resource in your lives. Please contact me here at ssegal@cuedspeech.org with your thoughts.

Happy reading!

Sarah Segal is a deaf adult cuer and Special Education Paraeducator in the Cued Speech program at Flower Valley Elementary School in Rockville, MD. She loves traveling, a good book, and is fairly obsessed with her pets.

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President's Message

by Shannon Howell

It continues to be a pleasure serving on the Board of Directors for NCSA.

The new Board reviewed the NCSA's history and its current status at a fall Board meeting in Denver, Colorado, this past October. While I would like to say that the NCSA is excelling and growing, the truth is simply that both membership and revenues have been on a decline for the past four years.

There could be multiple reasons for this, including simply that the public increasingly views cueing as unnecessary due to the increase of cochlear implant recipients and other assistive technologies working rather well for the majority of recipients who are deaf or hard of hearing. It could also be due to the economy, the failure of many school districts to recognize its benefit, or failure to admit it due to the costs of training and hiring cued language transliterators (CLTs). Maybe it is a combination of factors, including the need for the NCSA to be more prominent in its role to educate the public and work closely with other deaf advocacy agencies to support legislation.

Whatever the reasons for decline, we strongly urge your support of the NCSA with your membership, your gift support, and your advocacy of Cued Speech in 2012.

As we look ahead, we see many opportunities to continue the outstanding service that past Boards and volunteers have provided, while broadening our scope and engaging in new activities,

including:

A. In an effort to decrease the load on a few members, the current Regional Representatives will be asked to consolidate their workload to a smaller area, primarily their state of residence or within close proximity, and we are asking for other members to please volunteer to take on the role of "mentor" in your area. This will cut down on travel expenses for each person and allow each to focus more in the area he or she is most familiar with.

B. Fundraising will be a focus in 2012 so that we may continue our support of camps and other programs, as well as expand opportunities. If you have an idea for fundraising, or have experience in grant writing, we would like to talk to you.

C. We see a need to work closely with other advocacy organizations such as A.G. Bell, Hands and Voices, NAD, and others. We will identify "Directors at Large" to focus on each organization that we engage. Lisa Weiss, for example, was recently elected Director at Large for Hands and Voices, and we look forward to future projects with her.

I know that many of you have made huge contributions to Cued Speech and the NCSA in the past, and we thank you. But we also still need you. Please consider becoming involved in the aforementioned ways and let us hear from you. Also, if you know people whose membership has lapsed, please



encourage them to re-join the NCSA, so that their voices can be heard as well.

Last but not least, our previous Executive Director, Sam Cappiello, has accepted a career position that will take him away from NCSA. Sam has done a great job for the NCSA and we thank him for his service. In a move to provide better administrative support to the Board as it becomes more engaged in the NCSA operations, the Executive Director position will be rendered inactive and an administrative assistant position created.

Thank you for your support of the NCSA so the we can better help you: our cuers and families.

Respectfully,
Shannon Howell, President
showell@cuedspeech.org

Meeting Mitsuyoshi Yabe, a Japanese Cuer

by Sarina Roffé

When Mitsuyoshi Yabe came to me for tutoring several months ago, the idea that Cued Speech was in use in Japan floored me. For years, I have advocated on behalf of some global

avenue for Cued Speech users from other countries to communicate with each other. In 2006, the NCSA brought together cuers from 12 countries, many of them European, during its 40th

anniversary conference in Towson, MD, and since then I have learned of cuers in Brazil, Malaysia, the Dominican Republic, Poland, Norway and South Africa, to name a few.

Mitsuyoshi, continued on page 5

CLT Certification a Top Priority for Recent Scholarship Winner

by Zainab Alkebsi

The 2011 winner of the Cornett Scholarship stood out from the other applicants as a zealous and forward-looking Cued Speech advocate. As Jason Gorny explicates in his winning application, “Cued Speech has been a lifeline for me to literacy, so I will advocate, network, and educate others about the benefits of using Cued Speech. I believe that I can use my experience with Cued Speech to help others believe in it as a means of teaching language and communication, not only to the deaf and hard of hearing (D/HOH), but in a larger world where new language learning skills are really needed.”

Crediting this very “lifeline,” Gorny’s own life experiences have been the catalyst for such passion for Cued Speech advocacy. Born in what Gorny loyally describes as “one of the greatest cities in the world,” he grew up in a dorm at the University of Chicago where his parents were Resident Heads. He identifies as a vegetarian and explains that he “believes that being healthy is an important part of successful living.” He considers himself to be an open-minded person who enjoys meeting various types of people. Having a wide range of interests from sports to creative writing, Gorny also participates in Bible Club and Habitat for Humanity.

Gorny’s hearing loss was discovered at the tender age of one year old. At first, he was fitted with hearing aids and began learning American Sign Language (ASL); however, things took an interesting turn when he was introduced to Cued Speech at the age of three years old in an early intervention program. Gorny explains, “A very good family friend, Nancy Burke, introduced us to Cued Speech and my parents [favored] this mode of communication because they believed that it would help me learn the English language more easily and efficiently than ASL.”

However, Gorny faced challenges in learning Cued Speech at school. He and his family fought misperceptions that teachers in the D/HOH programs had about Cued Speech. Gorny felt that most of his teachers expressed no interest in learning the system and consequently gave his parents a difficult time during that period of his life. “My school was not interested in providing Cued Speech for me, despite the efforts to educate the teachers by advocates for Cued Speech. So we began at home. Our family attended workshops and camps to learn Cued Speech and meet other families using cueing. My mom had been frustrated with ASL and that she had to carry a dictionary around with her in order to teach me new words. Once she learned to cue to me, though, that was all we used at home,” Gorny said.

However, it was still an uphill battle from there. Over the next eight years, Gorny moved to six different schools within the Chicago Public School system. Despite the challenges at each school with receiving services, Gorny’s family used Cued Speech at home consistently and taught it to their family members and friends. Some of these family members and friends attended Cue Camps, to Gorny’s benefit. “Cueing worked really well for my family when I was learning language skills and especially when I didn’t have my hearing aids on. We continue to use Cued Speech today, so even when I’m not wearing my cochlear implant, there is never a time when communication can’t take place,” Gorny said.

Gorny received his first cochlear implant on his right side when he was eight, and then received his left-side implant when he was 15. He enjoys many of its benefits, explaining that he listens to many different types of music, but is “especially partial to country music.”



Gorny still struggled at school, though. He stood alone as the sole user of Cued Speech in his area. “The school I went to when I was younger didn’t really [expend] much effort to accommodate me, but my mother changed that. My mom advocated for me successfully because I was able to receive a Cued Language Transliterator (CLT) in grammar school, get a notetaker, and an FM system,” explained Gorny. It made all the difference for him; Gorny maintains that Cued Speech helped him learn the English language, thus improving his reading and grammar skills.

The hard work certainly paid off, for he is now a freshman at Saint Louis University, where he was admitted to their six-year Physical Therapy program. Upon completion in 2017, he will have a Ph.D. in Physical Therapy. “Normally, it would take three to four years after graduating with a M.S. in exercise physiology to get a Ph.D. in Physical

Scholarship Winner, continued on page 7

Mitsuyoshi, continued from page 3

When Cued Speech was first developed, Dr. R. Orin Cornett was approached or sought out by deaf educators from around the world. Cued Speech was adapted from its American form to 57 languages and major dialects. Some took off—as in France, Belgium and Switzerland—and others did not. We know of cuers on Native American reservations. The Cued Speech Association UK tells us of its use in many African countries, although we do not have information for them. Recently, Italian deaf educators contacted the NCSA to tell us of its use in their country. We know now that Cued Speech use around the world is alive and well, although we have no formal way of bringing together our efforts.

According to past NCSA President Barbara Caldwell, who worked directly with Dr. Cornett in the early phases of Cued Speech development, D. Robert Frisina took a trip to Japan in 1964 or 1965 and while he was there, he developed a phonemic communication system in Japanese. Educators there were using it before CS was invented. Cued Speech was brought to Japan in the late 1960s from America and was modified to fit and support visualization of spoken Japanese syllables. It was first used in a Japanese school for the deaf.

“In the Japanese educational system, it was believed that deaf pupils should be educated orally in their early age in order to encourage them to communicate more effectively and learn proper Japanese,” Mitsuyoshi said. As in many countries, Cued Speech was the supplement to oralism. “It was popularly used in most kindergartens in the 1980s through the 1990s, which was the peak period. However, its style was not united and was obviously different from each of the institutes for the deaf.”

Mitsuyoshi was raised using Japanese Cued Speech. According to him, more than a dozen deaf schools in Japan used Cued Speech, but they did not use the

same system throughout the country.

He says “Most of the young students were required to learn cues and used them until they entered elementary school, but they would gradually forget them after junior high school when sign language was permitted.”

When Mitsuyoshi entered kindergarten, he spent 5-8 hours a day improving his oral skills. “When I was in school, it was easier to communicate with each other using Cued Speech in the same school, but the method was not communicable for outside the school. Cued Speech was very helpful to me when sign language was forbidden. My family learned it and still uses it now if I don’t understand what they are saying. It is definite that cues helped me to be articulate in Japanese and to deeply understand the language,” he said.

Japanese Cued Speech use is declining. It is believed that Cued Speech use significantly decreased in the early 2000s when sign language started being more widely accepted. There is no national Japanese association such as the National Cued Speech Association and only a limited number of institutes continue using it.

When I met Mitsuyoshi, it was after he had learned American cues from Jennifer Bien of the New York Cued Speech Center and had attended Cue Camp Friendship in Maryland. Mitsuyoshi, who lives in White Plains, NY, is in a certificate program to pursue scientific illustration at the New York Botanical Gardens.

His experience in America is significant, having visited 22 states. Mitsuyoshi lived in Atlanta for 2 years while his father earned his Ph.D. there in agricultural economics. During that time, Mitsuyoshi attended Seigakuin Atlanta International School as the only deaf student. He later attended Gallaudet and later got his MFA from RIT where he studied medical illustration. Mitsuyoshi’s artistic talent comes from

his parents, both artists. He knows sign language as well. Mitsuyoshi wanted experience using CS receptively and so he travels to our home in Brooklyn about twice a month. There we began by working on basic English phrases, eventually graduating to conversational Cued Speech. I learned to understand when he was confused – either by an expression or my Brooklyn accent.

Mitsuyoshi is an amazing artist, very skilled, and his motivation for learning Cued Speech and understanding our culture is impressive. His sister, Manko is also deaf. She got her BA at California State University at Northridge and attends grad school for social work at UCLA. During our time, we have had many conversations about Mitsuyoshi’s experience using Cued Speech in Japan.

“I was the only deaf student in my junior high and they provided no deaf support. Still, I usually ranked around 15th out of 160 students. I have not talked with Japanese deaf people using Cued Speech for a decade. It is gradually declining. I recently met a student at Gallaudet University who attended the same kindergarten program that I did in Japan and he totally forgot the conventional cues and was really surprised that I was still using it.”

Mitsuyoshi wants to improve his understanding of American Cued Speech as well as conduct research on it. “I believe it is valuable to educate the world about using Cued Speech to deaf people to improve their own language skills. They would acquire perceptive ability to think in language formats in their minds.”

Mitsuyoshi has become a permanent fixture in the Roffé home. It took him a long time to accept our hospitality—to drink our water, eat our food and just feel at home here. We learn from each other.

New Assessments, continued from page 1

taking these assessments. Cueing parents concerned about their accuracy would receive feedback, as would deaf/hard-of-hearing teens and adults, on the technical aspects of their cueing as well as on overall intelligibility.

Developing the Assessments

These assessments were developed by Jean Krause, Ph.D., and Morgan Curro, CCC-SLP, of the University of South Florida, with support from a grant from the US Department of Education. For the Conversational-level Assessment, Krause and Curro were assisted by a group of expert cuers, including deaf and hard-of-hearing consumers and certified instructors of Cued Speech. They served as consultants and contributed to the development of the final evaluation rubrics. Since many of these individuals are also raters, names are withheld to maintain rater anonymity.

The pilot versions of the assessments were given to individuals in 2010, with development completed in early 2011. The assessments became available to the public at Cue Camp Friendship in June 2011.

Overview of the Assessments

Several key similarities exist among the assessments, especially in purpose and evaluation. The purpose of the assessments is to provide feedback on expressive cueing. Test results are scored in two domains and each score is divided into several subscores. The summary feedback includes descriptions of scores and subscores, as well as detailed and personalized evaluator comments designed to guide improvement and acknowledge areas of strength. None of the assessments have prerequisites, so cuers can start with whichever assessment they deem most appropriate. The descriptions of each assessment follow.

The *Word-level Assessment* is designed to evaluate an individual's

knowledge of the fundamental principles of the Cued Speech system and ability to cue accurately and clearly at the word level. Thus, this assessment is appropriate for new cuers, long-time cuers without formal instruction, and other cuers who want diagnostic feedback regarding form and accuracy. This assessment comes with the most critical feedback on cueing fundamentals such as handshapes, placements, and movements. At this level, test-takers may cue slowly and repeat items without deductions from their score. This assessment does not evaluate fluency.

The *Sentence-level Assessment* measures an individual's form and accuracy when cueing single sentences. Scoring for this assessment focuses on cue production and prosody. Cue production comprises accuracy, liaisons, form, and mechanics. Prosody involves facial grammar, rhythm, and indication of tone through facial gestures. To communicate effectively at this level requires not only clear and accurate cues, but also 1) appropriate use of the face and body to convey sentence meaning and 2) a steady cueing rhythm to minimize repetitions and other extraneous cueing movements. Clinical or educational professionals who cue at the sentence level, individuals who plan to teach intermediate cueing classes, and those who desire diagnostic feedback on their prosody may benefit from this assessment.

The *Conversational-level Assessment* measures an individual's expressive cueing skills in extended communication situations that require prepared and/or spontaneous presentation of information (e.g. classroom teaching, in-depth conversations, etc.). The assessment evaluates accuracy, clarity, fluency, and prosody, as well as cueing speed. Clarity comprises the following criteria: accuracy, form, and prosody. Fluency is the ability to cue easily and accurately, without jerkiness or extraneous

movements. Classroom teachers, parents, deaf/hard-of-hearing cuers, and other individuals who cue frequently and seek improvement are likely to benefit from this assessment.

Benefits of the Assessments

Ruberl, who is enthusiastic about the new assessments, said, "The feedback provided by each of them will be invaluable for those just learning to cue and those who have been cueing for a long time." She sees great promise in the *Conversational-level Assessment* as "the first formal assessment of its kind to evaluate the expressive cueing of individuals as they convey their own thoughts and ideas as teachers and parents do on a daily basis." Ruberl also added that the *Conversational-level Assessment* "will be helpful for school systems to evaluate the cueing levels of their cueing staff and for parents to receive feedback on their expressive cueing skills."

Rose also agreed that parents can benefit from receiving feedback, and said that "parents can benefit from taking the assessments in their efforts to improve their cue fluency. Accuracy is more important than speed when exposing children to cued language, especially at younger ages."

Some cuers have already reported benefiting from personalized and meaningful feedback received after taking these assessments. Alex McLin, a native cuer with little formal training, took the pilot versions of the *Word-level Assessment* and *Sentence-level Assessment*, and found the feedback instrumental to improving his cueing skills. Based on the feedback, McLin discovered that he had cultivated some bad habits over the years. He said, "I learned that some of my placements and movements weren't accurate and that I had internalized misunderstandings about relationships between cues and phonemes. The feedback allowed me

New Assessments, continued on page 9

Cue Camp Virginia: Reflections of a First Timer

by Diana Khoury

I honestly had no idea what to expect when I went to Cue Camp Virginia last August. It was only three weeks earlier that I began working as a Cued Language Transliterator (CLT) with Fairfax County Public Schools (FCPS). I had previously thought cue camps were only for people who were already fluent in cued American English, such as CLTs or deaf adults. I was terrified at the prospect of complete silence and at having to potentially rely on my subpar cue-reading skills for the whole weekend!

Luckily, my worries dissipated when I saw many people I had already met or heard of. People cued, spoke, and signed, and the camp was well organized. I didn't have any problems

trying to figure out when and where I was supposed to be.

Even at first glance, I could tell the camp had a great sense of inclusion. As a newcomer, the community seemed like an old family. I thought most people knew each other or had longstanding friendships; however, I discovered that the majority of participants were new cuers. Consequently, everyone there was very accepting and excited for people to come together to learn a new way to communicate and, of course, have a fun time at camp!

The best part of the experience was meeting new people: people from all over the country with a variety of



amazing life stories. There were people from every walk of life, from deaf adult cuers or hearing parents whose children were born deaf, to young kids whose classmates and friends are deaf.

Cue Camp Virginia had classes for all different skill levels. Since the camp

Cue Camp Virginia, continued on page 8

Scholarship Winner, continued from page 4

Therapy, but because I am in the program, I do not have to worry about applying to graduate school and taking the GRE and can get my doctorate faster," Gorny explained.

Gorny's luck with receiving accommodations has improved. "So far, there have been no obstacles, which is awesome. All of my teachers are very accommodating and Saint Louis University has a very good disabilities service program," Gorny said. Upon being asked whether he still uses CLTs in his classes, Gorny said, "Right now, I don't need CLTs because I am taking several large classes which are more appropriate for Computer-Assisted Real-time Transcription (CART). Some of my professors talk really fast and I think it would've been hard for the CLT to cue that fast in addition to cueing [a vast amount] of information. Actually, there are no CLTs around St. Louis as far as I know. I prefer CART now. It's a lot easier for me to know what is going on."

Gorny has considered what the future

holds post-graduation. He said, "Once I get my Ph.D. in PT, I will most likely move back to Chicago to get a job because the Health Science job field in Chicago [looks promising]. It has been an interesting journey for me as I faced obstacles and achieved many things, but without those I would be a very different person. I think my life became easier once I started Cued Speech because that allowed me to take advantage of opportunities."

Gorny won the scholarship because of his advocacy efforts, he said. "I won the scholarship because I have been a good advocate for Cued Speech, promoting it as an alternative form of communication over ASL [via panels, demonstrations, education, et cetera]. It helped me achieve academic success in school."

Gorny advises other deaf cuers, "... to never lose focus on their goals in life and no matter what the obstacles are, find a way to overcome them." He is well aware of the powerful impact of his battles. "It has always been hard, and

sometimes isolating, to have a hearing loss and then to use a communication system that is not well known or practiced," he said. "But I have learned many lessons and I believe that I am an example of using Cued Speech successfully and doing well in school. Even though most of my teachers never understood or agreed with the Cued Speech system, at least they gained an awareness and respect for the results that they could see."

It is that very awareness that Gorny continues to pursue. He said, "It's really important to educate parents of young children, just like my family did, so they have the opportunity to begin cueing at a young age and be on their way to literacy. I hope to have workshops to educate parents. The biggest need, however, is for trained certified CLTs in the school system. I will use my experience with Cued Speech to push educators to include CLT training in their curricular plans."

The Founding of Cued Speech of Colorado

by Aaron Rose, M.S.D.E., CED

On September 28, 2010, Cued Speech of Colorado was founded by a group of parents and professionals led by two deaf cuers. We formed CSCO for the express purpose of carrying out the same vision and mission as the NCSA. With an emphasis on grass-roots advocacy, CSCO focuses on regional- and state-level conferences and building relationships with educational agencies and professional organizations.

In considering how CSCO could carry out its mission to educate people about Cued Speech, we realized the importance of maintaining relations with various populations, including interpreters through the Colorado Registry of Interpreters for the Deaf (CRID), parents through Hands and Voices, and early intervention providers through Children's Hospital of Colorado. Members of CSCO have also given workshops or presentations to a variety of groups within the deaf and hard of hearing community.

For example, CSCO organized a workshop with service providers from the Children's Hospital of Colorado in Aurora, CO, where participants learned the system. It was relatively easy to set up the workshop as the hospital provided the facilities and coordinated communication with the participants. By building relationships with deaf and hard of hearing programs within hospitals, service providers are in a

better position to inform parents about Cued Speech as an option.

In actively making connections on Facebook and Twitter, we have increased our exposure to the mainstream population and more people are finding out through word of mouth that CSCO sponsors social events for cuers of all levels. A feature of our website includes a blog, which is picked up by my aggregators such as www.deafread.com or www.deafvillage.com. (These aggregators are websites that "re-post" blogs pertaining to hearing loss.

Goals for the Future

A high priority we have for the organization is to create a camp that would serve the needs of the western part of the United States. While still in the planning stages, we envision this camp rotating through the different parts of the region in order to service the needs of the individual communities growing across this area.

Another focus of CSCO is to increase the pool of available transliterators within the state, historically a common problem across the country. By targeting sign language interpreter programs and offering workshops within



school districts, we are increasing the awareness of cued language transliterating as a career track.

Overall, CSCO continues to carry out the mission of the NCSA through its grass-roots efforts and strives to serve as an example of the impact that NCSA affiliates can have on the inclusion of Cued Speech as an option for language and literacy development in the early intervention and educational setting.

CSCO Board Members

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- Lisa Weiss, Vice President
- Mary-Beth Rose, Secretary/Treasurer
- Emily Dudas, At-Large
- Anna Liljestrand, At-Large
- Sabrina West, At-Large

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Cue Camp Virginia, continued from page 7

was well organized, it was easy to be placed in the appropriate class. The children were put into classes by age group, and the adult classes ranged from introductory (basic) to advanced, allowing people of all levels to work on their cueing fluency.

During the down times, there was always something fun to do. In one weekend, I relived my childhood days

with a moon bounce, kayaks, and a bonfire (complete with s'mores and tie-dyed t-shirts)! I highly recommend going to the after-hours activities and parties. While the classes are great, being able to cue with others in a social and relaxed atmosphere takes the stress out of focusing on improving fluency.

The Jamestown 4-H Educational Center, where CCVA was held was

beautiful. The sky seemed to stretch out indefinitely over the James River. While most of the food was typical camp food, we were treated to an outdoor barbecue one evening. Being from Georgia, I have high standards for barbecue, and CCVA's far surpassed my expectations!

The weekend turned out to be exciting and educational. I can't wait to go back next year to see some old and new faces!

New Assessments, continued from page 6

to improve my cues and to pay careful attention to what my hand was doing.”

Another native cuer, Elizabeth Henry, also took the *Word-level Assessment* and *Sentence-level Assessment* “without any prior knowledge of what the expectations were.” Henry was surprised by her poor results on the assessments, and thought that “native cuers are supposed to be good cuers.” After she reviewed her scores with a friend, “the scores made much more sense,” and she attributed her poor performance to rarely cueing when she was growing up. Henry said, “If I did cue, I never got any feedback. The only type of feedback I ever received was how to properly pronounce a word.” Henry added that she now tries to be more aware of her placements, liaisons, and form.

Assessments and Certification

InsCert, NCSA’s certification program for Cued Speech instructors is currently a “Basic Instructor” certification, aimed only at instructors who teach beginning level Cued Speech Classes. While no certification exists for intermediate- and advanced-level instruction, the InsCert committee plans to develop the higher levels of certification now that the appropriate skill assessments are available.

The committee plans to incorporate the *Sentence-level Assessment* into an intermediate-level certification that will be developed within the next one to two years; later, the *Conversational-level Assessment* will be incorporated into an advanced-level certification. The *Word-level Assessment* will be utilized immediately as an option for satisfying the proficiency requirement for the beginning-level (i.e., Basic Instructor) certification.

While development of certifications for professionals who use Cued Speech on the job is still several years away, the new assessments may soon act as one of the requirements for certification. For example, audiologists may be required to pass the *Word-level Assessment*, speech-language pathologists may have to pass the *Word-level Assessment* and/or the *Sentence-level Assessment*, and teachers of the deaf who cue in the classroom may need to take the *Conversational-level Assessment*.

Requesting an Assessment

The assessments cost \$100.00 each (\$85.00 for NCSA members) plus \$10.50 for shipping. Multiple tests can be taken in a single sitting at a discount: a \$10.00 discount for two tests or a \$25.00 discount for three

tests. For more information or to request an assessment, contact inscert@cuedspeech.org. You can download the request form from the NCSA web site (http://www.cuedspeech.org/pdfs/assessments_test_request_form.pdf).

Taking an assessment is simple. Everything needed for the test is enclosed in the package that arrives in the mail: the test, a portable video camera, a tripod, batteries, and a free return shipment mailer. The test can be taken at home without a proctor, since the test-taker sets up the video camera and tripod to record footage of his/her cueing. When finished, the test-taker ships the test and corresponding equipment in the free return shipment mailer. Test results and diagnostic feedback are returned in six to eight weeks.

To prepare for an assessment, you may access the new Dictionary of Cued Speech for American English, also available on the NCSA web site (http://www.cuedspeech.org/pdfs/cued_speech_dictionary.pdf). This dictionary provides the phonemes and cue notation for frequently used words.

Note: The three assessments were funded by U.S. Department of Education Grant No. U215 K080147.

Remembering a Supporter: Mary Ann Lachman

by Hilary Franklin

In January, the Cued Speech community lost one of its most ardent supporters when Mary Ann Lachman, mother to native deaf cuer Ben Lachman, died after having battled cancer for nine years. Mary Ann and her husband founded the Ronald and Mary Ann Lachman Foundation in 1989, which has supported projects that directly impact the advocacy of Cued Speech, including projects and camps for the NCSA, videos, and the Cuers for Leadership, Education, and Advocacy

Retreat (CLEAR).

Mary Ann’s vision and desire for her son to have the best access to education through Cued Speech led to the founding of Alternatives in Education for the Hearing Impaired (AEHI) in 1986. AEHI, a not-for-profit organization, provides a model Montessori Cued Speech program for educating deaf children alongside their hearing peers. The following tribute is posted on the Alexander Graham Bell Montessori School (AGBMS) website.

“Mary Ann Lachman, an angel whose passion and vision led to the founding of AEHI and AGBMS 25 years ago, passed away on January 11, 2012, after a [nine]-year valiant battle against cancer. Her family requests that donations in her memory be made to AEHI to support the Cued Speech programs that miraculously changed the life of Mary Ann’s and Ron’s son, Ben, and continue to change the lives of an exponentially growing

Mary Ann Lachman, continued on page 12

Cueing in the Middle East, continued from page 1

multiple countries in Western Asia, and motivated to have a broad reach in the Middle East, Movallali developed Persian Cued Speech. Movallali's journey as a Cued Speech advocate officially began with her launch of the first Persian Cued Speech Foundation in 2011, a nonprofit organization that promotes literacy in deaf children. Of its importance, she said, "I think we need a center to promote the effective use of Persian Cued Speech for Persian-speaking deaf individuals—a center [that] can be in touch with other Cued Speech foundations all over the world. [With] such a center, we can encourage audiologists, speech language pathologists, parents, and teachers of the deaf to use this system."

Movallali says that the mission of the Persian Cued Speech Foundation

is to "promote the use of Persian Cued Speech for communication, language development and literacy [and] between deaf/hard of hearing populations. We try to raise awareness of Cued Speech and its applications and provide information about it for all who are interested to help Persian-language speaking deaf individuals."

With the aid of an enormous amount of teaching resources from NCSA, Movallali teaches large workshops around the country to train teachers and administrators Cued Speech. Her primary focus is on the impoverished population of deaf children who lack resources for cochlear implants and other assistive technologies. Because the poor represent the majority of the deaf population, she has begun to facilitate an extremely advantageous

educational boost in communication, language and literacy for deaf people. Movallali has high hopes that her efforts will go far and that others will support her in her mission to spread the word about Cued Speech throughout Iran and the world. "I hope Persian Cued Speech help[s] deaf children [greatly]. I have founded this association but cannot go on without other's generosity and aids. I hope they would lend me a hand so that together we could improve the lives of our deaf children."

Learn more about her organization by visiting her Web site at www.cuedspeech.ir.

To contact Guita Movallali directly, e-mail her at dr.gmovallali@gmail.com.

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

On Cue
1300 Pennsylvania Ave NW
Suite 190-713
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Mary Ann Lachman, continued from page 9

number of deaf children and their families throughout Illinois and beyond." - <http://www.agbms.org/TributeToMaryAnn.html>

Sandy Mosetick, a parent of a deaf cuer and President Emeritus and board member of AGBMS, worked closely with the Lachman family. *On Cue* editors reached out to her to better understand what Lachman meant to the cueing community in Chicago.

"If you knew Mary Ann, you know that her intellect and her capacity for creative problem-solving were unbelievably well-developed—and her compassion and generosity were immeasurable.

Most recently, the Ronald and Mary Ann Lachman Foundation funded an NCSA project to make a video, "Cued Speech for Professionals," which we at AEHI use often in various CS training events—and distribute free of charge to

various professionals and organizations that serve deaf children.

She was a mother who cared so passionately for the welfare of the deaf children of other mothers.... She was there for us and changed the life of my child and my entire family. She did this for others, as well. We are now, together, carrying on her great work, as we fondly remember her always."

From the *On Cue* staff: while Mary Ann is no longer with us, her spirit lives on. In the spirit of giving, we encourage you to volunteer your time to connect with other parents, become involved in your area, or make a donation in her name to either the NCSA or to AEHI, or both.

To read more about her battle with cancer or to leave a personal tribute, visit Mary Ann's Caring Bridge web site: <http://www.caringbridge.org/visit/marl>.