

Cued Speech Association UK Newsletter

Autumn 2006
Issue 30



Complete spoken language
through vision

40th Anniversary of Cued Speech

June Dixon-Millar, Founder of the Cued Speech Association UK, and her husband Chris paid their way to represent this Association in America at the 40th Anniversary National Cued Speech Association Conference entitled 'Language, Literacy and Excellence'. It was held at Towson University, Maryland from 20th-23rd July 2006.



Honorary Lifetime Membership Award recipients

This is the 30th anniversary of the foundation in the UK of The National Centre for Cued Speech and June gave an illustrated talk on 'Pioneering Cued Speech in the United Kingdom from 1970-2006', emphasising the close interaction between England and the USA and highlighting the personal involvement of Dr Orin Cornett,

the deviser of Cued Speech.

June was presented with two awards by the National Cued Speech Association of America at the special Gala honouring Dr Cornett. The first was the Honorary Lifetime Membership Award which she received together with Dr Walter Beaupré (posthumously), Dr Charles Berlin and



Sarina Roffé, President of NCSA, and June with her Cueing Pioneer Award

Joan Rupert. June also received, as a result of being nominated by our Management Committee, a Cueing Pioneer Award given to parents and professionals, who recognised the potential of Cued Speech in the early years, began to use it and stayed with it.

Very many congratulations to June on her awards and grateful thanks for her tireless work and dedication to Cued Speech. June's comprehensive illustrated talk is available from this Association priced £2.50 including p&p.

Cued Speech Transliterator Training Development

Qualifications for the role of Cued Speech Transliterator (CST) moved a little closer in September with the visit to the Cued Speech office of CST trainer Tom Shull from America. Tom, together with Executive Director Anne Worsfold and part-time staff member Cate Calder, spent a week together looking in detail at the organisation and documentation of CST training in America. They investigated how this could be used as the basis for CST training courses in the UK, thus saving us many months of work.

The group also assessed how UK CST training might fit with the modular route to accredited qualifications for other Language Service Professionals, such as Lipspeakers, Notetakers and Verbatim Speech to Text Reporters. The qualifications are being developed by the Council for the Advancement of Communication with Deaf People (CACDP). CACDP is a UK awarding body offering qualifications in communication methods commonly used by deaf and hearing impaired people and in deaf awareness. Miranda Pickersgill, Chief

Executive of CACDP, joined the group for one day during the CST Training Development Week. Both she and Tom Shull gave invaluable help and advice to enable us to formulate training for CSTs in the UK and we are extremely grateful to both of them.



Tom Shull, Anne Worsfold, Cate Calder and Miranda Pickersgill taking a break during CST Training Development Week

Cued Speech Association UK
Making available information about and training in Cued Speech



Developing the use of Cued Speech in South Africa

As America and the UK celebrate the use of Cued Speech over many years, we look now at how Lynette Diederichs, a teacher who has been deaf from the age of 9, is using Cued Speech in her classroom with deaf children in South Africa. She is hoping to develop its use within the school and the country and tells us here of how helpful she has found Cued Speech for both herself and her pupils.



Lynette on Foundation Course in Canterbury

"Though Cued Speech made inroads into South Africa as early as 1977 and a meeting was held with Dr Cornett in 1980 to adapt Cued Speech into Afrikaans and South African English, it was felt that it was not possible to develop CS in the country due to the residential nature of most of the Schools for the Deaf then (as they are still now). I suspect there was also some resistance as the push for Sign Language in schools was at its height at that time. As far as I can ascertain, I am the only one

currently using it in the classroom in South Africa.

My use of Cued Speech came about as an awareness of my own experience as a deaf person. Despite my good lip reading and language skills, I still find I miss the odd word and rely on conceptual clues to make sense of what is being said.

The children of Kwa Thintwa School for the Deaf (which means 'place of touching' in Zulu) come to school with minimal if any language, yet are expected to talk (if they can) and to read and write in English as soon as possible! They are immersed in a Sign environment in the playgrounds and in the hostel where they live.

As the children had lost too much time already I knew that an oral approach alone would not be enough since they did not yet have the language skills to make sense of what I was saying. Though I taught them letter-sound association and could write words on the blackboard for them, both lexically and phonetically, I wanted the freedom of speech with them the same way hearing children have.

It was with great relief that I discovered Cued Speech! I have been cueing with them for half a year now and wish I had known of it when I first started with my class

two years ago. I have one more year with them. The little knowledge I gleaned from an article on Cued Speech tucked in a 1977 journal on the teaching of the Deaf, led me to surf the "net" and link up with Pam Beck at the NCSA in America, then with Anne Worsfold in the UK and finally with June Dixon-Millar. I am grateful to all three wonderful ladies for their inexhaustible well of patience in dealing with my endless e-mails!

My desire to gain more knowledge and to make sure I was not developing bad habits after teaching myself using the tape sent by Pam (and kindly translated onto paper by my sister and niece!) led me to go over to the UK to do the Foundation Course with June in April this year. My time spent in Canterbury, apart from being a stretching experience in travelling alone to another country, was worth every moment.

I returned to South Africa inspired, motivated and surer than ever that I was doing the right thing for my charges. My principal has verbalized her support, I am to work with the reading committee and introduce Cued Speech as a reading tool alongside the THRASS programme from the UK. I hope that the staff too will see the merits of Cued Speech for internalizing language. On our last outing the Foundation phase staff saw me use it ("that is a dinosaur" compared to the signed 'big animal from long ago!') and asked me to start teaching them in the bus on the way home!



The children of Lynette's class learning the cues

The change in my class has been nothing short of remarkable and though they do not have the same support after school and at home, I am confident that I am giving them a surer foundation to build on. I have found one of the best things about CS is the clarity it affords. For example, I was asking about the "last" picture in a row, and Thabiso, who wears glasses, said "glasses?" - which he had got through listening alone. When he saw me cue the word again he said "oh, last!". He also clearly showed his

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progression in uttering a common (too common!) request over a two week period: From a simple "Please toilet?" to (when I immediately asked him to try again) "I ...go toilet!" This developed early the following week to "Please I go to the toilet?"

I am not sure why - most likely because they have already had two and a bit years of oral input, they don't really cue and speak, but speak nonetheless. This may well change soon! Because they are speaking more - and hey, I'm deaf too! - they're beginning to grasp the fact that much as my cueing gives them clarity - now it's my turn! They have seen my teacher aide step in to help with transliterating - in her halting way (and with lots of cheering from the kids). So I suspect they will apply themselves a little more now to ensure accurate communication between us all.



The children of Lynette's class at Kwa Thintwa School in South Africa

The other powerful tool is the clarity in pronunciation. They can say what "NB" stands for, have learnt words like 'correct', 'choose' 'picture' after one exposure, and - this is really fun, we are learning songs and rhymes with no written words to aide the children - just like a young hearing child does. So when they are exposed to the written form of the song or poem, it's easier!

I did a little experiment.... we learnt Baa, Baa Black Sheep with CS (which they did not want to do prior to my use of CS). We really sang with gusto the first day we did it - probably not on key but so what! Then a few more days of it every day for a few minutes before doing other work. One day I didn't cue with them.... and could see the difference straight away. Their lip patterns were not as clear, they were suddenly uncertain of their production and some stopped singing altogether. When I started cueing again, all resumed singing - they really do "hear" the cues the same as a hearing child hears the words as teacher sings them. It will be interesting to note if their ability to learn songs, as well as the time it takes to learn and retain them, improves over time.

Time and time again I can now see the children make use of their residual hearing to repeat a word which

sounds very similar to the one I had cued. This shows that they don't always cue read properly but do correct themselves when I cue it again as they silently mouth what I am cueing. They use their hearing to match words they have already received and so are showing that these words are being retained and are retrievable. It also shows that there is still much language work ahead so that they can start using skills which are automatically used by hearing people sitting in noisy environments - putting things in context of the sentence.

My heart aches for them - not only did they have very late intervention, they are unlikely to ever get the full support they deserve at home and in their play and later work environments because of their family, cultural and social circumstances. They desperately need as much as they can get before they move away from a CS environment - I hope and pray that what is happening in my classroom will become so noticeable that it will spill over and affect the policy of the school. They are delightful kids; like kids everywhere they deserve all they can get."

We would like to thank Lynette for contributing to our newsletter. She is hoping to set up a Cued Speech Association in South Africa and would be grateful for any help that cuers in the UK can give her. We will certainly give what help we can and wish her every success in developing the use of Cued Speech in South Africa.

More new cuers in Leigh-on-Sea



New cuers enjoying Julie Carter's Cued Speech Foundation Course in July were Tom, Paul, Nicola, Bev, Anne, Susan, Alex, Christine, Ros and Angela. Well done to all of you! See you on the Improvers' Course!

French cuers in London

We have a French parent and teacher visiting London at the end of October with her daughter who would like to meet another cueing family.

Sophie Verani has used LPC (the French equivalent of Cued Speech) for 15 years with her daughter and in her job. They will be in London for 5 days - if you can help, contact her direct on sophie.verani@wanadoo.fr.

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Forthcoming courses in 2006/7

Get in touch if you would like to join any of the courses listed:

Dates	Location	Level
2 Nov for 5 wks	Lamerton	Improvers
4/5 & 18/19 Nov	Lincoln	Foundation
7 Nov for 6 weeks	Salcombe	Foundation
13/14 & 27/28 Nov	Thurrock	Foundation
11 & 12 Nov	Leigh-on-Sea	Improvers
Nov/Dec (dates tbc)	Oldham	Improvers
12-15 February 07	London	Foundation
12-15 February 07	Luton	Foundation
16 - 20 April 07	Exeter	Foundation
16 - 20 April 07	Exeter	Improvers
23 - 27 July 07	Exeter - residential	Summer School - all levels

We also plan to run Foundation courses in other areas including Nottingham and Blackpool, and an Improvers course in London.

Do you want to learn to cue?

Non-residential courses are continually being arranged nationally to meet demand, sometimes at short notice.

Additional courses can be arranged in any area if there are 6 or more people wishing to learn. If you are interested in a course in any of the above locations or in us arranging a course in another area - **GET IN TOUCH**.

Every effort will be made to run all courses as advertised, but please note the Association cannot guarantee that no changes will be made.

For all course information and bookings please contact Kim, details opposite.

Presentations & Exhibitions included:

Attended:

City Lit Deaf Day, London, 22 April
Deaf Awareness All Party Conference, London, 3 May
Sound-Site Exhibition, Glasgow, 3 - 5 May
Salcombe School Staff Presentation, Devon, 18 May
NDCS Annual Conference, Birmingham, 16 June
The Ear Foundation, Nottingham, 26 June
RNID Staff Training, London, 27 June
NDCS Family Fun Day, Birmingham, 1 July
Plymouth Guild Hearing and Sight Centre, Devon, 5 October

Forthcoming:

BAToD Scotland, Edinburgh, 4 November
Deafness Conference & Exhibition, London, 7 November
Heads of Services, Nottingham, 15 - 17 November.

Cued Speech - complete spoken language through vision

Cued Speech is a simple sound-based system which uses eight handshapes in four positions near the mouth, together with the lip patterns of normal speech so as to make all the sounds of spoken language fully comprehensible to deaf babies, children and adults.

Cued Speech Association UK

is a charity which was established in 1979 to provide information about and training in Cued Speech. This is achieved by:

- providing tuition
- creating and making available teaching materials
- maintaining standards by examining
- collecting & disseminating information about international research and good practice
- creating and disseminating information
- working with other organisations and statutory bodies.

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This Newsletter is produced quarterly. We welcome comments, articles and news of your events. Please send copy to arrive by the beginning of the month of publication. Copy for the next edition should arrive by 15th December.

Cued Speech was devised by the late Professor R Orin Cornett in 1966 and has been adapted into over 65 different languages and dialects.

