**The following is a transcript of the “The Versatility of Cued Language; Can it Benefit Your Family?” that took place on December 1, 2020 in Virginia. The transcript was provided to Virginia Hands & Voices by Virginia Relay. Call moderator was Terese Urban and co-facilitator was Dessie Berry, board members of Virginia Hands & Voices. Presenters were Suhad Keblawi, Executive Director of the Testing, Evaluation, and Certification Unit (TECUnit) and Lead Transliterator for Woodson High School in Fairfax County**; **Angela Laptewicz, Nationally Certified Cued Language Transliterator; and** **Maureen Bellamy, Vice President of Strategic Planning at the Northern Virginia Cued Speech Association.**

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| >> If everyone wants to turnoff their videos. It looks like everyone muted their mics. >> He asked if the interpreter is here? >> We didn't get an interher. When did you e-mail for the meeting? I'm sorry. I didn't see your name on 9 list. I don't know when you e-mailed. Angela, could you help me out interpreting? I'm kind of spotty. Sorry, everyone. >> INTERPRETER: I just registered last minute. I was just informed my coworker. >> We had to cancel the ASL interpreter because no one requested one. We try to give them 24 to 48 hours notice. No one requested an interpreter for this meeting. >> STUDENT: No problem. I'll use the captioning. >> Sorry. We always try to accommodate everyone. We will get started. I'm going to hit the record button. I'm going to spot light myself. Hello, everyone. Thank you for joining us. To our presentation this evening entitled the versatility of cued language. Can that benefit your family? We appreciate everyone joining us. We all have our videos and microphones off. I'm the chair of Virginia hands and voices. I'm also the parent of a deaf child who is ten-years old. We live outside of the Richmond area. My cohost is Dacy. They is joining us, but she is having computer issues. She is our board secretary up in Northern Virginia and a parent of a hard of hearing daughter. We have our three presenters with us tonight who I will present to you in just a minute. So I know Zoom has been our go to for meetings lately because it seems like we are living in a virtual world. If you are not familiar with Zoom, you'll see there is a chat feature at the end of your screen. We welcome you to enter any questions or comments during the presentation. We will monitor that and allow time at the end. We have our remote conference captioning up. I will try to talk slowly. We will try to pin the correct presenters when it's their turn to present. So that is our Zoom. For those not familiar, I do recognize many names on the screen today. Those not familiar with Virginia hands and voices we are a non-profit parent organization dedicated to support deaf and hard of hearing children. What really makes us unique is we are unbiased about communication choices we believe that what choice a family makes is the right choiz. Whether a family uses their voice or hands or a combination of both we are accepting of all. It makes our membership and supporters rich and diverse. We have been talking about working with the ladies at the national cued speech association for years. We are excited we are presenting this teubt to you. Let me take a moment and introduce the presenters. They provided us with their bio's ahead of time which we listed in the event bright. They are so remarkable I want to read this. First I would like to intree do you say you to Suhad. She is the mother of an adult native deaf cuer. She is among the first nationally certified cued transliterators in the country and is currently the executive director of the testing, evaluation and certification unit that establishes and maintains national standards for the profession of cued language transliteration. Suhad is the lead translate rater for a school and administrator of grant funds. She is a certified instruct owr of cued speech and trainer of instructor candidates for instructor certification section of the national cued speech association. She teaches seferlt levels of cued speech at the Northern Virginia community college. Also on the executive board of the NSCA serving her second term as treasurer. Our second presenter is Angela. She is the sister of adult nay tir cuer and signer and the aunt of four bilingual deaf and hard of hearing children. I had the pleasure to get to know her mom at the last lunchon which is where we gathered in person. She is nationally certified cued language translittor and teacher of cued speech. She (reading) Angela works as a CLT and has trasmed around the United States and several other countries to provide access to cued language services. She completed srve on td board of directors of the national cued speech association. On the executive board of the cued speech association of new England and trector of cued camp and virtual cued is camp home edition. We have Maureen. She is the adult of a deaf native deaf cuer. She is active in the cued speech association for 25 years serving as past president and current vp as planning. She has been a codirector of the annual cue camp Virginia. She has recently been awrving classes in cued z speech under the you as pisses. She is serving her second term as capital region rent ifn on the board of directors. After retiring from federal and national guard service Maureen works part time and volunteers as an advocate for cued speech. I apologize I read all of that. I know it was scripty and not flowy. It was so prow found I didn't want to look over it. I had the pleasure of getting to get to know these ladies over the past few years. We are so excited to bring their expertise to you tonight. I will turn it over to you Suhad. Give me just a minute to make sure I spot lighted you. I look forward to this. Thank you. This is terry. I can see you. >> I'm trying to share. >> Wonderful. While she is doing that, everyone should see her pulling up her screen. Once she does, if you are not familiar -- well, I'll wait until it pops backup >> I'm trying to find my desktop. Give me a moment. Am I still there? >> Try minimizing your Zoom and open the PowerPoint on your desktop. Then open the Zoom and you should see it when go to share. >> This is Teri. We had someone offer who is attending tonight to interpret tonight for Derrik. I'm sorry. Sus had can you stop sharing your screen for just a moment? So I can find Kristin here. >> I'm clicking on the three dots by his name but nothing is happening. >> TERRI URBAN: If you go into the participants name at the bottom of the screen and go to his name and click on more. On the bottom of the list at least on my screen. Do you have the option to allow him to multipin? >> He may not have the updated Zoom. I think it's on his end. It should be fine if he does gallery view because most people have their videos turned off. >> TERRI URBAN: Perfect. So if you could make sure your switch your view to gallery. Derick, are you good? Perfect. Okay we are good. Thank you. I'm going to spot light Suhad. We should be good. Thank you everyone. >> Thank you everyone. Thank you to hands and voices to allow me to do my presentation. This is one of our cued kids attempting to cue the word red. Starting on the first part of his chin. Suhad we don't see your screen anymore. >> You can't see the screen? >> No, can you share again? >> I might be able to do it on my end, would that be easier? >> Sure, let's try that. Can you see that? >> Do you have my presentation? >> I believe this is yours. Did did I exit? You should be able to see it, yes? >> No. I'm not there yet. Can you see me? Can you all see me? >> Yes, we can see you and your presentation. >> Moving on. So we are here to talk about cued speech. We are giving a great deal of information in a short time so bear with us. I'm going to give you time to read the slides before we talk about them. Sometimes we will have that time and sometimes we will just move on. So the reason we are here is that the national center for hearing management and assessment has a multidisciplinary center in at Utah State University, their main goal is to ensure that all infants and toddlers with hearing loss are identified as early as possible and their families are provided with opportunities for interventions as well as information for education and communication choices in a timely manner. And NCHAM did a study in 2018 and found cued speech sues on the rise across the country. However, one of the results is that tanned says in chart four, the second bullet is the family report on the quality of information provided about communication choices upon diagnosis was very poor for cued speech. It was the lowest. It was rated as the lowest, meaning that parents and professionals are not getting enough information to learn about cued speech to recognize it as a communication choice for their families and in the school system. So about cued speech, Dr. Cornett designed the cued speech system. He was an engineer, a physicist and mathematician. He happened to work at a Gallaudet in the early 60s as the vice president of long-range planning. At that time, and even today, the average deaf adult has a fourth grade reading level. Around fourth grade reading level is when we switch from learning to read to reading to learn. And Dr. Cornett was trying to solve that problem. So this is a quote from what he was trying to do. As hearing parents of deaf children and our language is English or whatever other language, spoken language, he wanted to find a way to accurately convey that language through vision in realtime. Realtime as we are speaking naturally, what we call natural discourse. So cued speech is a visual communication system that allows access to the phoneme of a spoken language. Cued speech is recognized under the American disabilities act as well as individual with disabilities act and also in the video guidelines for working with deaf children in Virginia public schools. Cued speech has three components. There are 8 hand shapes that represent the Connecticut sant phonemes. So we are talking about cued American English. So 8 hand shapes represent consonant phonemes. Four locations represent vowel phonemes. Novemberments and sounds provide cues. English is a consonant vowel language. Many spoken languages are consonant vowel languages. It has a consonant, vowel consonant. Cueing, to say cat would be cat. Hat. The word kitty has two syllables and it's kitty. For example, if I say m, ba -- so if I say three words with no voice can you tell what I'm saying? So I said mat, pat, bat. They all look the same on the mouth with no voice. So a definite person cannot lip read because they all look the same. With cueing, it would be mat, bat, pat. You can see the difference in the consonants there. Phonemes that look different on the mouth will share the same hand shapes. Phonemes that look the same on the mouth will share different hand shapes. I'm going to say words that have different consonants but the vowel is different. So I can say being. Boy, been, bun. All the vowels are different and they make the words different. So, the queues along with the mouth shape has to be synchronized to allow better access to speech reading. This is a cued speech chart. You can see the different hand shapes and groups of phonemes under each hand shape. Same thing with vowel placement and each vowel placement has two or three vowels to go along with it. So cueing is based on pronunciation or sound, not on spelling. So deaf cuers learn to do spelling just like kids do in school. If you look at the first example. Two, grew, through, moo, and glue. They have the same vowel sound. They cue partially the same. So two, grew, through, moo, glue. You can see they all end in the same placement which is the vowel sound because they all share that same vowel. However, the words next could you have, bough, through, rough and though they are spelled it's same way at the end but pronounced differently. They are cued differently. Language acquisition and development. This happens when everyday experiences natural family interaction and clear consistent exposure to cueing. This doesn't happen -- family interaction happens consistently. It has to be done with parents have to be involved. Parent involvement is vital for the transparency of language use. Children acquire language when they see and hear the language that is layered with activity. Meaning, playing games, showing things, talking about it. That is when meaning becomes transparent. So cueing can provide access to spoken language by conveying all the necessary building blocks of language. This is going to be linguistically and it's going to cover an explanation of what these are. So cueing, we talked about phonemes. Cueing provides access to the phoneme. Phonemes are the smallest units of language that have no meaning. So mm. Sk, they don't mean anything on their own. More feems are the most meaningful use of language. Cat is a morpheme. It has meaning. When I say cats I added another morpheme. The suffix S is added at the end and that changes the meaning from a singular cat to plural. And deaf children often miss the S sound at the end of word endings and however, cue something a good visual that keeps the final S in tact. Then we can look at the morphemes again in the past tense. The words with ed endings. Ed endings, verbs -- all verbs end with ed. That is the convention of writing that morpheme. However, verbs can be pronounced differently even though they are written at the end the same way. For example, the verb moved. Fainted and laughed are pronounced differently. They would be cued differently. Moved, faded, laughed. So, deaf kids, again, have access with cueing to the morpheme oic level. I'm going to the store. The order of the words in the sentence make it correctly grammatical. Stormy go doesn't. Semantics relates to meaning in human language. Semantics is where the richness of vocabulary also happens. We can say glow, shine, glisten, sparkle. There are nuances. Same meaning, but different nuances for these words. They enrich the vocabulary and language of the speaker. Deaf kids have access to that language as well. We have semantics. Semantics relates to meaning in human language. That is what we talked about actually. Then we have pragmatics. It's language used for different audiences, different situations, what we say, how we say it and to whom we say it. It's all culturally bound. Keying helps develop that pragmatic use of language. We can say, oh, he is such a ham. You can say that to somebody who speaks French and they may not understand what you mean. But in culture, we would know that somebody was being silly or funny or that sort of thing. Then, we can say how are you or, what is up? It depends on the environment you are in whether it's informal where you get to speak informal with close friends or formal with people that were presenting with or working with. That is part of pragmatics. Can you open the door? Can you open the door? Is that asking because it's physically hard to open the door? Is the door heavy to swing open or can you please open the door? Evidence of language is provided through cueing. Reading and literacy. We always hear in research and in studies about how deaf children can learn language reading and writing and how they can do that is to have phonemic awareness. It's a prerequisite for reading. It doesn't matter whether they have access through visual access or whether we can hear it as long as it is transparent and complete access. So, phonemic awareness, what that means is the ability to identify the phonemes in segmented words. For example, the word cat. Cat has ka and a and at in it. The ability to understand the words can be presented in print. Language is in the mind. So, you know, I know cat is my pet or my neighbor's pet. I see it on TV. When when it comes time to read and I look at the word and I start to sound it out like, oh, that is cat. This is the cat -- that is that image in my head or my pet. So you start connecting what you know in your mind to the print. Then the ability to manipulate the phoneme segments, meaning that if you change the order of the phonemes like the word pat. If you swap the T and P positions it becomes tap. You can play with the phonemes and change meanings. They can rhyme. Cat, pat, sat. They rhyme. And cueing shows rhyming. And rhyming is a huge part of reading development and reading acquisition. This one is talking about reading and literacy is saying -- the fact we are cueing everything we say and we are providing the cueing as phoneme and sin at that timic and morphemic level, the deaf kids are able to internalize the American ng lish. That allows them to become -- prepare them for reading because read something a decoding task. And reading development will happen naturally as they do with a hearing child. Read something not a natural process. It has to be taught and learned. Meaning doesn't come just from reading text. Mean something in the mind of the reader. Like we talked about cat. You have that experience in your mind and you find the words for it in the text. Books have a code and reader must be able to decode and imagine. Comprehension is key. If you didn't understand it, you didn't really read it. Cueing. Deaf children learn language before they learn to read just like hearing kids do. We are often asked what is the difference between cued language and cued speech. We will talk about that in this slide and the next slide. However, if cued speech is applied to a language traditionally spoken t becomes the modality of that cued language. In VA schools we used cued American English. English is a language. It includes spoken, written and cued. The cued speech systems have been adapted for close to 70 languages and dialects. There is cued Farsi, cued german and so many more. Cued speech is a mode of communication as is speaking and signing. Signing and speaking are a mode of communication. Write something a mode of communication. English Arabic, ASL, BSL, which is British sign language are languages. Cued speech referred to a system created. Cued language is a descriptive term for what we are doing. Cued American English is a specific language that is being cued. It's a non-traditional way of conveying that language. The same as tactile ASL. It is a non conventional or traditional way of conveying ASL through touch. And this chart kind of basically is the same things I just said. How long does it take to learn cued speech? We typically say 15 to 20 hours you can learn the cued speech system that is on the chart. It can be taught either usually with when we have the cue cams it can be learned in a weekend. Two days and a half. It can be learned in a classroom setting like Maureen is doing now through NVCSA. I teach it at Nova. It's usually 12 to 14 classroom sessions. Fluency comes with practice. The cool thing with cueing is for hearing parents who speak English in this country, you are not learning a new language. You are using a finite system that helps make that language visual for your deaf child. So it is just fluency comes with practice. And we kind of compare it to learning how to type. You have to put your fingers on the appropriate letters and you have to be able to connect to make a word. Same thing with cueing. You have to remember what the phonemes are in each hand shape and the placement for each hand placement and putting them together. It does take time and it does take practice to become fluent. Benefits of cued speech. It provides access to the language of the home. Whether you are a native Spanish or English speaker you can use that language cueing in your home. Can he talked about decoding skills and allows you to be able to read. Getting complete language acquisition. Deaf kid can have the same literacy levels as hearing peers. They can be very compatible and cueing allows kids to achieve up to their potential in school in education and at the workplace. Those were a couple research done talking about spelling and rhyming task. Deaf cuers were able to make the same mistakes as hearing kids and a different way of making mistakes than those who are non-cuers. Then the rhyming as well, the kids were able to produce rhymes and know rhymes. Even if you look at the example it says blue and few. Even though they are spelled differently they know they rhyme. Deaf cuers were able do it as well as hearing kids. Cued speech we are able to provide accents and dialects. I can say park the car just like they talk about Boston. Jeet. That is one friend of mine from Pittsburgh says did you eat and they say Jeet? Rhymes, we talked about how important rhyming is for development of reading. And you saw a lot of the rhyming things we have done. Environmental sounds are really important. As cued sound transliterators we provide them. We are able to cue sneezes because it provides interaction. How hearing people act with sounds in the environment. When someone sneezes and I hear achou, someone may say good bless you, Kuzuntite or do you have a cold? You see how hearing people are interacting based on the sounds of the environment. Then nonsense words. Nonsense words like in Dr. Sues books. They are tons of nonsense words. Before I taught my son cued speech I could not read Dr. Seuss books to him. After we taught him cued speech we went back and caught up on something that we said. Soup you can cue words and access to phonemes and we can do that. Foreign languages, we said there are multiple moreen languages that cued speeches a dapted to. And also in the classroom, foreign language learn something attainable. We are able as transliterators to cue in a Spanish or French or latin class. I will turn it now to Angela. Thank you Angela. >> Just switching from one laptop to another. Okay. I think Suhad covered a lot of stuff in my section so I'll go through it as quickly as possible. So the primary advantage of cue dz speech is that it allows early access to the language of the home for those who spoken language is the primary language of the home, which is a large majority of deaf children. whe. When we are talking about it it's cued American English in this country, but it could be cued Spanish and they get access to cued English at school. It can be taught fairly quickly. It's a finite system as opposed to American sign language or any foreign language. Those take time to develop fluency and if learned later in life will never be a native language. As cued languages can be mapped onto the language that you already know. You may be slow after your first introduction class, but you can cue almost anything in the language you want grammatically correct but maybe a little slowly. That enables parents to begin modeling their own native language right away within the first few months which is a crucial language window for their child. They can copy the babbling sounds or point out body parts. As they get faster, the child is picking it up more, but they will be using the language they are comfortable with right from the beginning. And by having that access to the language of the home, not only do they have the natural family interaction, which is how children learn language. It needs to be natural interaction from fluent users. And cued language allows that possibility. They are also able to be part of a culture of the home. Whether it's a specific prayerer or food dish that has a specific name. A pet name for the family. All of that is part of the culture of the family and the deaf child can be a part of that. Just a few traditionally -- cued speech, you had to have the choice. You had the oral, the ASL or the cued speech. You had to pick one. It doesn't necessarily have to be that strict and simple. There are lots of different options. I want to talk about some of the benefits of cued speech with various options. The first one here is cochlear implants. Cued speech can support cochlear implant use contrary to some popular thought. Cochlear implants are not always enough. I know the technology is getting so much better and I have seen peopling about very successful with them, but there are still gaps occasionally. They malfunction. Child is getting a bath. That is a great place to give that language naming the body parts and being silly and having a conversation. Your child is probably not wearing a cochlear implant in the bathtub and batteries die. It happens. Cued speech can give a phone logical foundation before implementation. Parents can learn to cue right from the beginning and it takes a while to get the CI implanted and go back and tune it and if they had the phoneme they realize what they are hearing and seeing and they can map those together and validate what they are hearing. It can be used during AV therapy. There was a time when many audiologist and speech therapists were saying you couldn't. More and more they are realizing it does work. Just to give that validation and feedback. So similarly, it can support LSL outcomes because mostly they are the same language, same target language. You can cue and speak at the same time without degradating the language. There are many times I had someone introduce themselves with a name that was less than common. I really wish that person could cue so I can get that feedback of what it mm or umm? Because sometimes they sound the same. I had students in biology class who grew up cueing and as they got older had a better foundation in biology class the teacher is wearing an FM. Everybody is quiet. They are up front and everything is on the board. When the teacher says the scientific name for this is they looked right at me because they wanted to see how that was cued and pronounced knowing it was going to be a strange word. It can help fill in sounds in noisy environments. At a restaurant or party. In a classroom. That one biology high school class is quiet, but that is not usually the case, especially in an elementary school. These are the primary goals cued speech was invented, but it can help with speech production. I have seen speech pathologists use it to give that feedback. Cued speech users tend to be better speech readers. With ASL. For many years people thought these were opposite, but they pair well together to be bilingual. They are completely 100% visual languages. They are two distinct languages. So cued American English. ASL. You are not trying to adapt signs to use with English. You are not changing the syntax of the English language. You are not changing the signs. You are leaving the two languages completely in tact. And SimCom doesn't always work. It leaves out many of the grammatical features of both languages. Of someone who has the foundation of both English and ASL and they see someone SimComing, they can figure out the meaning of that. But it's not an ideal way to learn the language when they don't have that foundation yet. And, there are many ways -- many different ways to do this. Whether ASL is the language of the home and access to English through cued American English at school, whether cued Spanish is the language of the home and they are getting cued English and ASL at school. There are many different ways of combining the two. There isn't just one way. I'm going to go through these fairly quickly. I think we covered most of these. But, voice is not required for cued speech. You do not need to have any hearing at all. My sister is profoundly deaf. She took AP English in high school. She has better English skills than I do. I ask her for help when I'm writing something. It is 100% visually accessible. Suhad talked a little about the cued speech. The system is not a language, but cued American English is. Cued speech conveys complete language. I think Suhad covered most of this. Auditory training and listening to spoken language. We talked about that. And, just -- again, I talked about the student who in biology was not using cued speech as much later in life, but had that foundation. Parents cued at home from a young age. Went to a cueing pre-school. Had CLTs all through school which they used. There is a question. What is SimCom. Simultaneous communication so signing and talking at the same time which is still common in many programs that use signing. Total communication is often becomes SimComing. Signing and talking at the same time. You can't do grammatically correct ASL will in English word order. So many deaf adults do not necessarily use a transliterator on the job. After college they may find they don't need it everyday, but maybe once or twice a year when they have a big conference or big training where they are learning new information, they may request a transliterator for a few days. When they go back to their office and normal work, they can communicate with their boss and small environment of coworkers without the CLT. Everyone varies in their use. And, not at all intended to replace ASL. As I said, they both can absolutely be used at the same time for bilingual access. And, cued speech is on the rise. I'll show a chart in a moment here. But it is definitely growing and continues even since 2018. I feel like these numbers are already gone up. It's not everywhere yet. Certainly, it's much more popular in the DC, Maryland, Virginia area than other pockets, particularly out west. But it being actively used in many other countries as well. This is the chart that has gone from 3% up to 12% now mostly cued speech. If you include LSL or sign language and cued speech, close to a quarter people in this reported they are using cued speech to some degree. Even though, as Suhad mentioned at the beginning, they are into the actually getting this information. As you can see, cued speech had the largest percentage of poor information and the lowest percentage of excellent. There is a couple cuers there. So with that, I will turn it over to Maureen to talk a little more about NBCSA and some resources. >> Okay. It says that screen sharing is disabled? >> TERRI URBAN: Hold on one second. It's not allowing me -- >> I think Angela has to leave. Maybe if I could have hers? >> TERRI URBAN: Yeah. That would work.. >> With that, I'm going to leave. Thank you so much for having us. I know Maureen will wrap up us with any questions. >> TERRI URBAN: Thank you so much, have a good night. I'm not able to make you a cohost. Suhad, can you do it? That's right. Can you go in under Maureen's name and click on the participant list and click on more? Thank you. I'm just going to move right in. I know we are getting a little short on time. The cued speech community which includes the national cued speech association as well as our local chapter in Northern Virginia cued speech association. We are working to improve the cued speech statistics, particularly about the one about letting parents know about cued speech. The EHDI requires that new families receive accurate and adequate information about all the modes of communication. The cued speech is a mode of communication that is recognized under ADA, IDEA and the Virginia guidelines for teachers who are deaf and hard of hearing. So, again, we thank Teri and Virginia hands and voices for giving us the opportunity to share some accurate information with you all tonight. The mission of the Northern Virginia cued speech association is to provide education, advocacy and support for families, professionals and deaf adults who choose cued speech. We offer free or low cost cued speech classes for many years. We are offering three levels of cued speech classes online via Zoom. We conduct educational presentations such as this one for organizations, schools, professional groups or people who request them. We also provide information sheets and rack cards that are produced by the national cued speech association for distribution to families and professionals such as doctor's offices and school IEP teams. For advocacy, we exhibit at conferences such as the Virginia State conference for teachers of the deaf, the opening doors, unlocking potential conference. Also a national organization when they hold conferences in the area we try to exhibit there as well. We have displays at events where there will be attendees who are parents, educators and other professionals and such as the NVRC celebration communication fair and the hearing loss association of America walk for hearing. We also help students and families advocate to get cued speech on their individualed cued speech plan if they are in a location that doesn't already offer it. Under support, we host a variety of informational and social events for our families. Most of which are family friendly and include child care and children's activities. You can see a few of them listed here. Obviously, some of the in-person events other than the golf had had to be changed fo virtual formats. The last event cue camp Virginia falls under all three categories of our mission. Here is a picture of our camp in 2019. The kid camp Virginia is a workshop for families and professionals that is held every year over the Columbus Day long weekend at the Jamestown educational center in Williamsburg. This is an adult class on the porch. This is 4h leaders working with one of our children's groups. So one of the things offered at camp include classes for adults and children, presentations, workshops, exciting activities for the kids and families and a whole lot of fun. We weren't able to hold the camp this year, but we hope we will be able to be back in 2021. In the interim, we have been busy on Zoom with classes and social events. We had two classes starting in January. Beginning cued speech and then the follow on level beyond the basics. You can learn more and register on our website at NVCSA.org. The classes are free or very low cost. The Northern Virginia, DC, Maryland area is the largest cued speech area in the country. Now it's used in all the major public school systems in Northern Virginia. Those of you who live outside that area, the national cued speech association has regional representatives throughout the country who can provide information and put you in touch with cueing resources. We are part of the capitol region which includes DC, Maryland, Virginia and Delaware and our regional representatives are listed here. The national cued speech association can be fowpped online at cued speech.org and offers information about cued speech and upcoming classes, workshops and events around the country. We have a newsletter, research, add sow kasy and also board member contact information and regional rep identification as well. Here are some resources for learning cued speech, including fluency, becoming part of the cueing community or becoming a cued speech transliterator which is a cued speech equivalent of a sign language interpreter. All of these resources and links that we have showed and e-mail addresses are going to be available to you on a handout that Teri has that she can send out with contact information and links. We also included some fun links here that show cued speech in use in various applications including a child reading, music and family life. And that concludes our presentation. Teri, I don't know if we have time for questions, but if we do, we can come back and answer quickly anything we want to share. >> TERRI URBAN: Hi, this is Teri. Thank you so much. We have been monitoring the chat box. I don't see anything. Does anybody have any questions? If you do, please feel free to go ahead and put them in the chat box. We thank everyone for sticking around. We know it's a little after 8:00 but we had some technical difficulties in the beginning there. I do have a question while we were waiting to see if anybody does have anything to enter in the chat. Are there classes for people to become a CLT if they are interested. I know you said there are classes for people who want to learn to cue, but what if someone wants to be a CLT? I think we have a fair amount of professionals joining us tonight. >> I was on mute. >> To become a transliterator there is the courses provided by language matters. If you are working in Virginia and you are wanting to be a CLT. Like you are already working in the school and on the way to being an CLT, you can contact me for -- I provide training. We get funding from the state of Virginia for all educational interpreters and cued speech interpreters fall under that. I do provide training and usually people attend it and it's paid for. Most of the courses are provided through language matters because they have a series of prerequisite courses that people have to take to become qualified CLTs. >> TERRI URBAN: We have a question. Do teachers in public schools learn this? >> Yes. They do. Actual three, in the class that I taught in August right before school started, we had a number of school professionals from our local school system. We had a new assistant principal. We had a reading teacher, a classroom teacher, an art teacher and a music teacher. So a number of the -- well, obviously the teachers of the deaf and hard of hearing learn it. But we have a number of mainstream teachers as well who want to be able to communicate with the kids in the classes. >> TERRI URBAN: You said I know Maureen you sent me that contact information sheet and I will send that out to everybody. Would that be the best resource? I'm sure there are some parents and professionals tonight who maybe live in areas that don't have access to supports like this whether they want it for their child or perhaps the school system want it is or they just don't have -- does that contact sheet have information of where people can go? >> It does. They can definitely contact any of the three of us. I am the regional representative for the capitol region. If you are outside that region, you can go to the national cued speech association website and find your rep or you can reach out to me and I'll put you in touch with the right person. And now, with the classes being virtual, we can provide classes to people anywhere. You know, to be able to learn the families and the school professionals. >> >> TERRI URBAN: We have another question. I don't know if you see it pop up. Is the CLT certification the course that you spoke about that would be 20 hours? This is all very new to me. This is so excited. That is why we wanted to do this is to give this opportunity for people to learn. >> The 20 hours -- the 15, 20 hours was learning the cued speech system as in the chart. But to become a cued language transliterators there are multiple -- typically it's usually -- before Covid it used to be like an all day Saturday training and like training six months in the school year on Saturdays. With Covid we are trying to be more creative and trying to provide some trainings on Zoom as well. But it's not just 20 hours. It's multiple, multiple trainings that you would have to take to become -- There is the state qualified. Virginia has a state qualification. It's called the Virginia state qualified screening. There is one more ASL interpreters and cued speech. You have to pass the written test and performance test to become state qualified. There are levels. There is a national certification that is a whole different ball game as well which requires a lot of training as well. >> We did have a little bit of a discrepancy on the slides. We had one slide that said 12 hours and one slide that said 16 to 20 hours. You'll see in many places, maybe the cued speech website, it takes about 20 hours to go through the entire system. But we added a little bit of padding in there later on because we really do need some practice and implementation in order to be able to use the system independently. I wanted to point out that Suhad is teaching several classes at NOVA that are elected as part of the interpreting program. In those classes, she goes over a lot of the skills that would lead to transliterator certification. >> TERRI URBAN: Then another question. Which is a free training that is offered through the school system? >> You have to be an educational interpreter to qualify for the free trainings. >> TERRI URBAN: I think it's always surprising. It's hard to learn anything that is new, especially if it's a new language. I think people are always surprised when they hear that people can learn how to cue if a weekend. I was really shocked when you told me that. And, you know, I think that is great. Do you want to -- before we wrap up, cue camp -- I never had the opportunity to attend. I always wanted to. It's always conflicted. I know there are discounts for people that do attend. Do you want to touch on that. I know parents may be put off by the cost of what a camp can be. >> Yes. Actually, we deal with fundraising throughout the year so we can offer families with children who have not reached school age -- in other words, kindergarten and below, they can come to camp -- a family of up to eight family members for $75. It's the registration fee and it includes three to four nights of lodging and about seven meals. Plus all the instruction and all the children's activities and all the evening entertainment. And for families who -- or any family, not just those families. Families who can't afford that, we also offer financial assistance. We tried to make the camp accessible for everybody who wants or needs to attend. >> TERRI URBAN: That is great. We have two more questions. If Derik asks if I get the cueing certification will I be able to teach cue anywhere? >> Yes. First, you have to learn to cue. And then you have to go through a course for instructors. It's a two-day course. Then, you have to take the certification exam which consists of finding errors. So when you are teaching, you are able to tell when people are making errors, you can correct them and then the exam which is 150 questions general knowledge about cueing, about speech, about etiology, about the history of deafness and that sort of thing. It's 150 questions that would you have to pass as well. >> TERRI URBAN: Is that a national certification or -- >> Yes. >> TERRI URBAN: Last question. Carla says I'm a Spanish language interpreter, would that qualify? I'm assuming she is referring back to the free training because you said someone has to be a interpreter? >> You need to learn how to cue first. The funding -- Virginia department of education doesn't allow me to provide funding for learning how to cue. So you have to already know how to cue before you start training to be a transliterator. >> I would point out that the classes that NBSA teaches online, the beginning classes are free of charge for people who are inspiring transliterators. >> TERRI URBAN: Great. Well, thank you again. This is Terri. I know we are way past 8:00. Thank you for those of you who stayed on. There are pros and cons of living in a virtual world. The conis we were delayed a bit because of technical difficulties. The pro we are able to gather together and by names we represent different regions in Virginia and some folks who don't live in Virginia. I want to thank you again for presenting. We are happy we were able to finally pull he this be together. I want to apologize to Derick for not having an interpreter. Thank you Kristen for offering to step in and interpret. I have your thank you conversation -- Derick is saying thank you. Kristin we would like to pay you back for your time. We know you were going to be just a guest tonight and you want to watch the recorded presentation afterwards. So thank you so much. We will be getting a hold of you. Of course, we want to thanker the Virginia department for deaf and hard of hearing through the contract for Virginia relay and providing the remote conference captioning. We can find all of our information on your website and Facebook page. We have started our open enrollment for 2021. We welcome parents, professionals, deaf and hard of hearing adults, grandparents. Anyone to be a member of our chapter. You'll receive a monthly newsletter. I believe that is it. This is our last event for the year. We hope everyone has a safe and joy us holiday season, however that may look. We definitely have some things planned for 2021. So we look forward to seeing everyone soon whether that may be in person or virtual. Thank you so much and -- >> Thank you for having us. >> Thank you so much. Good night. >> Meeting concluded at 8:19 p.m. ET)  |  |