

Supporting Parents New to Cued American English



**EHDI Annual Conference
March 15, 2022**

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Objectives

1. Name four components of the DCLP Parent Kit and Children's Kits that were demonstrated.
2. Identify three ways that language and literacy could be enhanced by using items in the DCLP Parent and Children's Kits.
3. Describe two ways parents' cueing skills would continue to develop as they receive boxes throughout their cued language "learning journey."

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Agenda

- Introduction
- Why Were These Kits Developed?
- DCLP Parent Kit
- *Cue with Me!* Children's Kits
- Summary
- Other Resources
- Q&A

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NCHAM EI Snapshot 2019

CHART 5. FAMILY REPORT OF CHILD'S PRIMARY COMMUNICATION MODALITY

Communication Modality	Percentage of Families
Listening and Spoken Language only	49%
Sign Language only	3%
Mostly Listening and Spoken Language (supplemented by sign language, cued speech, or other)	17%
Mostly Sign Language (supplemented by listening and spoken language, cued speech, or other)	3%
Mostly Cued Speech (supplemented by listening and spoken language, or other)	12%
Equal Parts Sign Language and Listening and Spoken Language (including total communication)	14%
Other	1%

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Why Some Families Choose Cued American English:

- Builds linguistic base with or without access to sound
 - To establish phonemic knowledge pre-implantation or amplification
- Assists children with language development regardless of cognitive abilities
- Supports bilingualism
 - American English (or other language)
 - American Sign Language
- Clarifies inconsistent signal issues related to Auditory Neuropathy and Auditory Processing Disorder

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NCHAM EI Snapshot 2019

CHART 4. FAMILY REPORT OF QUALITY OF INFORMATION PROVIDED ABOUT COMMUNICATION CHOICES UPON DIAGNOSIS

Communication Modality	PERCENTAGE OF FAMILIES REPORTING QUALITY OF INFORMATION			
	Excellent	Good	Fair	Poor
Listening and Spoken Language	46%	30%	10%	14%
Sign Language	38%	29%	17%	17%
Total Communication	36%	28%	15%	21%
Cued Speech	22%	21%	25%	32%

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Meeting Needs with DCLP Parent Kits

- Parents of newly identified children are often overwhelmed with information.
- Parent feedback:

"I wish someone had told me about cueing."

"In my area, I feel alone and unsupported if I show an interest in cueing."

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Meeting Needs with DCLP Parent Kits

"I wish I had been exposed to cueing more times over the first few years of my journey—it didn't click the first (or second!) time I heard about it."

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Meeting Needs with DCLP Parent Kits

- Professional feedback:

"I don't know how to explain cueing."

*"I don't know where to send families
if they're interested in cueing."*

"I don't have cueing resources to give to my families."

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Rachel's Story

- Son identified at newborn screening.
- Referred - mild, unilateral hearing loss.
- Received information from state EHDI coordinator.
- Received Early Intervention Services for one year.

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Rachel's Story



INTRODUCING - DCLP PARENT KITS

By Rachel McAnallen

NCSA is thrilled to announce the launch of its DCLP (Deaf Children's Literacy Project) Parent Kits, available as a series of four boxes distributed over a one-year period to any family of a child who is deaf/hard of hearing. NCSA's 2nd Vice President (Fundraising), Rachel McAnallen, shares the story behind this new resource for families.

After two suspect Auditory Brainstem Response tests, my infant son was referred to our state Early Hearing Detection and Intervention (EHDI) system. As someone who was born deaf and raised with Cued Speech, I didn't panic when I was told my son could be hard of hearing or have progressive hearing loss. However, I was overwhelmed quickly. My son needed to have his heart and eyes checked. Hearing loss sometimes presented with other health issues affecting the heart and eyes, they explained to me.

Further complicating matters, weeks later I got a fat, heavy envelope in the mail. Inside was a stack of fliers, brochures, booklets, trifold, checklists, and articles. My well-meaning state EHDI (Early Hearing Detection Intervention) system had "thrown the book" at me. I skinned through everything as best as I could -- being post-partum, working full-time,



cleaning, cooking and raising my other two children. Mention of Cued Speech appeared briefly among the materials, but if I had not been looking for it, Cued Speech was easy to miss - or to dismiss.

At the same time, I was stepping into my new role as 2nd Vice President at the National Cued Speech Association. My recent experience had made me realize that in order to reach families of children who are newly identified as deaf hard of hearing, we needed to be more nurturing. Instead of telling families about Cued Speech and then expecting it to "click" the first time hearing about it, families should feel more supported and confident about trying Cued Speech as part of a guided journey.

continued on p. 16

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DCLP Parent Kits - Benefits

- Free Parent Kit every three months for a year
 - Family is not overwhelmed all at once.
 - Family is exposed to cueing concepts and opportunities consistently.
 - Family is encouraged to keep cueing – and building language – at home.
- Support from NCSA's network/the "Cuemmmunity"
 - Families don't feel alone in their cueing journey.

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DCLP Parent Kits - Benefits

- Cueing resources and information
 - Families get the most up to date and accurate information about cueing.
- Fun, colorful boxes, folders and toys
 - Families experience the joy of having a deaf/hard of hearing child.

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Free DCLP Parent Kits for Families New to Cueing

THE QUARTERLY
SUBSCRIPTION
BOX INCLUDES:

- NCSA membership
- FREE access to an on-line Cued American English course
- A personalized letter
- CAE articles, NCSA newsletter, cue charts and research
- Language-building ideas
- An invitation for optional one-on-one family support
- A fun toy or activity for your child!



TO REQUEST A FREE DCLP PARENT KIT,
COMPLETE THE FORM:
<https://cuedspeech.org/advocacy-services/dclp>

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DCLP Parent Kit Unboxing



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Sample Contents

- Supportive Letters from our President



Dear Rachel,

The National Cued Speech Association (NCSA) extends a warm WELCOME to you into the community of parents of children who are deaf/hard of hearing. We know that the information presented by local agencies, medical professionals, and school systems may overwhelm you during a time when you are processing what it means to have a child with hearing loss. Our community of parents, families, younger and older individuals who are deaf/hard of hearing, and professionals is here to support you.

We know that an important goal of all parents is to have their children acquire the language and skills needed to read. For this reason, the NCSA launched the Deaf Children's Literacy Project (DCLP) to make literacy for children who are deaf/hard of hearing more accessible. This is the first of four packages of the DCLP Parent Kit you will receive every three months during this next year.

This first package includes:

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Contact information for NCSA Regional Representative

The NCSA Regional Representative for your region is Maureen Bellamy and can be reached at mbellamy@cuedspeech.org. Sarina Roffé, NCSA Executive Director, can be reached at sroffe@cuedspeech.org or by calling 1-800-459-3529. Sarina has personal experience she can share about her journey as the parent of a native cuer. Please feel free to reach out to Sarina or your Regional Representative at any time. We look forward to supporting you and sharing in your journey!

Sincerely,

Esther Rimer, President

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Free One-Year NCSA Membership & Free Online Class

LEARN TO CUE ONLINE

CS100: Introduction to Cued American English

- Cued Speech: An Overview
- 14 Comprehensive Lessons
- Over 900 Practice Videos
- Quiz Checkpoints

/r/

Ray

cookie

/koo, kee/

Cue College is a program of AEHI: Alternatives in Education for Deaf and Hard-of-Hearing Individuals.
www.cuecollege.org | info@cuecollege.org | 9300 Capitol Drive, Wheeling, IL, 60090

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Cue Charts

CUED SPEECH FOR AMERICAN ENGLISH

 Handshape 1 (d, p, zh) pirates dig treasure	 Handshape 2 (k, v, TH, z) kids visit the zoo	 Handshape 3 (r, h, s) red hot sun	 Handshape 4 (wh, b, n) which note book
 Handshape 5 (t, m, f) & vowel alone too many fish	 Handshape 6 (sh, l, w) sheep lose wool	 Handshape 7 (j, th, g) just think green	 Handshape 8 (y, ng, ch) young children
 Mouth (ur, ee) fir tree	 Chin (ue, aw, e) too tall Ted	 Throat (i, a, oo) big bad wolf	 Side consonant alone
 move 1" forward Side Forward (oe, ah) oh Ma	 move 1/2" - 3/4" down Side Down (uh) umm!	 Chin to 5 Throat (oi, ay) oy vey	 Side to 5 Throat (ie, ou) time out

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Information About Cued American English



Cued American English
A Visual Counterpart to Spoken English



Constant Vowel Phonology

Using hand shapes and hand placements relative to the mouth, a person cues in consonant-vowel pairs to convey phonemes.



Easy to Learn & Practice

Parents and professionals can learn the Cued Speech system in about 15 hours and can teach fluently in less than a year.



Efficient & Effective Communication

Cued Speech conveys all the elements of spoken language accurately in real time, making it possible to cue and speak at the same time.

Since 1982, the National Cued Speech Association has served to lead, educate, advocate, and develop resources for the community.



www.cuedspeech.org
info@cuedspeech.org
Call - 800-459-3529





Myth: Phoneme + Sound

Fact: Hearing individuals interpret a phoneme as a sound. However, a deaf user interprets a phoneme as a visual representation of a building block of language.

Myth: Cued Speech was developed to replace ASL.

Fact: Cued Speech was developed to increase literacy levels of deaf individuals. The inventor of Cued Speech, Dr. R. Chris Cornett, always envisioned that sign language would be part of the Deaf community. However, by cueing children who are deaf, he has a way to really acquire the native home language, read and write proficiently, and more easily communicate and bond with hearing family members.

Myth: Cueing only works for children who have a lot of residual hearing.

Fact: Cued Speech was originally intended for use with children who are profoundly deaf and are unable to use their residual hearing. These children thrive on the visual aspect to language that cueing provides. Cueing is also effective for children who are hard of hearing, helping them to carry quality information to their Braille/Braille/Hearing children with speech, language and/or auditory processing problems and also gain tremendous benefit from cueing.

Myth: SEE/sign systems provide complete access to English.

Fact: Signed English, Signing Essential English (SEE II), Signing Exact English (SEE II), Conversationally Accurate English (CAAE), and Linguistics of Visual English (LLOVE) are all types of non-manual coded English systems designed to show English through signs. None of them are languages as they do not show English at the phonemic level and do not provide enough information for native acquisition of English and the development of reading and writing skills.



National Cued Speech Association
800.459.3529
www.cuedspeech.org

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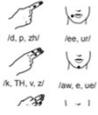
Informational Handouts



Cueing with Babies:
Answers to Frequently Asked Questions

Cued Speech for American English

Visually providing the building blocks needed for communication, language development, and literacy.



/s, p, z/ */ee, ur/*



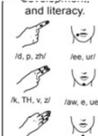
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Many people question whether Cued Speech can be used with infants and toddlers. It can! Cued Speech can provide an avenue for parents to convey the language of their home to their child who is deaf or hard-of-hearing as soon as a hearing loss has been identified. How and when should they introduce cued English to their very young child?

The short answer is **immediately**. Once a hearing loss has been identified, you can learn how to cue and begin cueing just as you would speak to a hearing baby. As a baby is cooed over and cuddled, parents can begin the process of teaching language to their child simply by cueing all they say. Parents who are deaf and already know how to cue are at an advantage as they will naturally begin cueing immediately on the birth of their child, whether the baby is hearing or deaf. Any child can acquire the language of the home from the parents using Cued Speech. The sooner and more consistently your child is cued to, the more likely she will begin imitating cues and start cueing and communicating with you and others.

Why should I cue with my baby?

For many parents, the natural language of the home is spoken. Cueing is a way... and literacy.



/s, p, z/ */ee, ur/*

/k, th, v, z/ */aw, e, u/*

Using Cued Speech to Maximize the Benefits of Cochlear Implants

The widespread use of cochlear implants (CIs) with children who are deaf and hard-of-hearing is changing how we teach these children. Cochlear implants are not a cure for deafness. Nor are they guaranteed to work. As parents and educators embrace this new technology and strive to provide the maximum benefit possible to each child, Cued Speech can safeguard the language development of children who are deaf or hard-of-hearing.

- ❖ **What benefit do cochlear implants provide?** Cochlear Implants have changed the way children who are deaf receive auditory information. *An implant may provide...*
 - improved access to sounds.
 - more incidental learning.
 - more opportunity to learn through listening.
- ❖ **So why is an implant not enough?** Outcomes for children with cochlear implants vary widely. *Not all children benefit greatly from cochlear implants because...*
 - nearly 40% of children who are deaf or hard-of-hearing have secondary disabilities
 - cochlear implants have not solved the problems of distance and background noise.



Reference Cards



REMEMBER: LANGUAGE IN = LANGUAGE OUT

FOR BABIES

- Think of your home as a laboratory of learning and use it!
- Model baby language. A pacifier is a pacifier, not a booby or a boob or a boob.
- Cue babies or whatever your child says - cueing is black markers; what they are saying and tells them that you acknowledge them.
- Talk about how things are the same or different.
- Talk about emotions and how things feel. If your child is angry or sad or happy, give her or her adjectives to describe those feelings.
- Sing and cue the alphabet.

FRESCHOOL

- Say and Cue body parts, farm animals and zoo animals.
- Count objects and use numbers.
- Use and cue language and you will get language. Cue all the time and be consistent in your expectations.
- Cue sounds in the environment, especially with cochlear implant children because it allows what they hear. As language builds, repeat essential words especially with questions. Remember to cue colors not just red, blue and yellow, but magenta, purple, lavender and turquoise.
- Use the names of the shapes of objects - triangles, squares, polygons, rods.



QUICK IDEAS TO BUILD LANGUAGE

Language in = Language Out

Cueing builds language and an internal understanding of a spoken language. So when we cue to our children, we are providing the building blocks for language, communication and literacy.

Building language in babies and toddlers who are deaf and hard of hearing is as simple as just cueing the same way a parent would develop language in a hearing child. Still, there are some guidelines that provide an outline for parents in need of more specifics.

It's very important that parents don't stumbe down their language. Consistently talking and cueing to your child will build language. The more language a child acquires, the stronger the foundation for literacy development.

- Use prepositions & opposites - in, up, under, over, near, far, next to, in, out, etc.
- Talk and cue about what you are doing - washing dishes, loading the dishwasher, cooking, brushing your teeth, taking a bath, etc.
- Use adjectives - the dog's tail is bushy, thin, thick, long, short. A pattern is plain, or striped or solid colored. He is wearing a flowery shirt.

MORE IDEAS

- Talk about new things (smell and their texture - left, hard, sandy, tough, smooth).
- Use brand names - Cheerios, Tangent, or Quaker oatmeal.
- Use names of toys and characters. Use Dora the Explorer, Jake and the Noodlebar Friends.
- Sing and cue nursery rhymes with your child.
- Identify items in the room and cue their names to your child. Describe them. For example, "We have a tiny blue sofa" or "The picture on the wall has golden flowers".
- Listen to hearing children talk among themselves. Listen for phrases you wouldn't normally use and work them into the vocabulary you use with your child.
- Take field trips and use experiences to build language. For example, say animals and their habitats during a visit to the zoo. (Adapted by Donna Buha, 2008)

800-459-3529
www.cuedspeech.org



Parent/Sibling/Native Cued Stories



The Winding Path By Kathy Loo

Our family decided to adopt in 2012 and brought home our son Asen in 2014. To our knowledge he has had some degree of hearing loss since birth. By the time we had access to his file, there was no question that he was profoundly deaf. We genuinely didn't know what to expect. We knew he wasn't learning to sign as his main source of language and we were told that he was being taught speech, but we didn't know what that consisted of as a whole picture.

At the time, my husband Ben and I were what you might call "campers," meaning to us, our language modality choice was the only right choice. We had a strong belief in American Sign Language (ASL) only. We didn't believe in cochlear implants either. What



Asen reading with his mom, Kathy



INTRODUCING Cue With Me! - CHILDREN'S KITS

By Amy Ruberl

The NCSA is happy to announce the launch of its Cue With Me! children's kits. Cue With Me in the Fall! and Cue with Me in the Winter! were released and are available in the Cue Store at cucollege.org. Designed by Amy Ruberl, these are the first of many children-related materials being developed by the NCSA. Spring and summer kits will be available soon!

The Impetus

In the winter of 2020, cueing parent, Liz Sipe-Card, reached out to the National Cued Speech Association elated to have learned about the DCLP Parent Kit subscription, hoping it would include materials to use to engage with her child's hearing peers.

Liz says, "I envisioned Auggie being able to cue with his classmates, and for him to either teach them how to cue or have me assist him in getting them to cue. I really wanted Auggie to feel more at ease with his ability to cue as a superpower to override his disability."



Auggie and Liz Sipe-Card using Cue With Me! She was dismayed to discover that the DCLP Parent Kit was just that, specifically a kit to support parents new to cueing. She was also disappointed to discover very few materials were available for encouraging and supporting older *continued on p. 13*

WHAT'S INSIDE

Introducing Cue With Me! - Children's Kits	1	NCSA Exhibits at 2021 ASHA Conference	9
Making Spoken Language Clear for Learning	9	NCSA Launches Monthly Webinar	9



Free Cueing iBooks

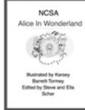
Free Children's iBooks with cued video narratives!

Each iBook features a video of someone cueing on each page next to the illustration and text.

NCSA iBooks are available for free and are viewable on iPads or Apple computers.



**Children's iBook Titles
(with Cued Video Narratives)**

Download all eight titles today!
www.cuedspeech.org/ibooks



www.cuedspeech.org
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Fun Toy for Infants or Toddlers





*Provided courtesy of Nuby,
a sponsor of the DCLP Parent Kits.*

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Why Children's Kits?

- Historically a dearth of materials for children
- Parent Kit recipients often have older children (over 3) and were introduced to cueing later/post-EI
 - Infant toys and support materials were age-inappropriate
- Requests from:
 - Parents
 - Teachers of the Deaf
 - Speech/Language Pathologists
 - Cue Tutors

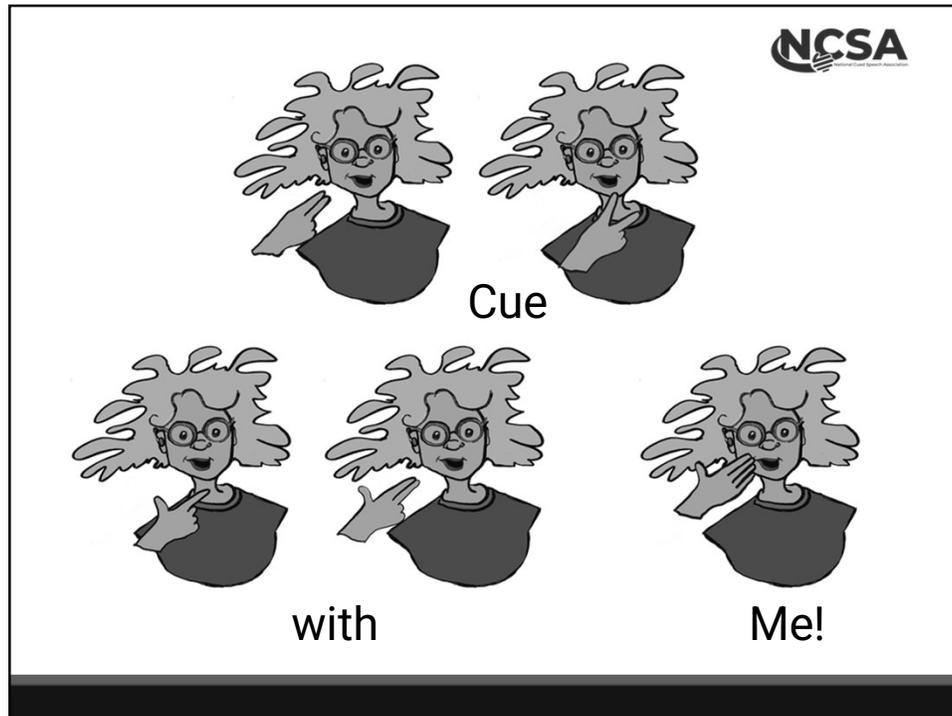
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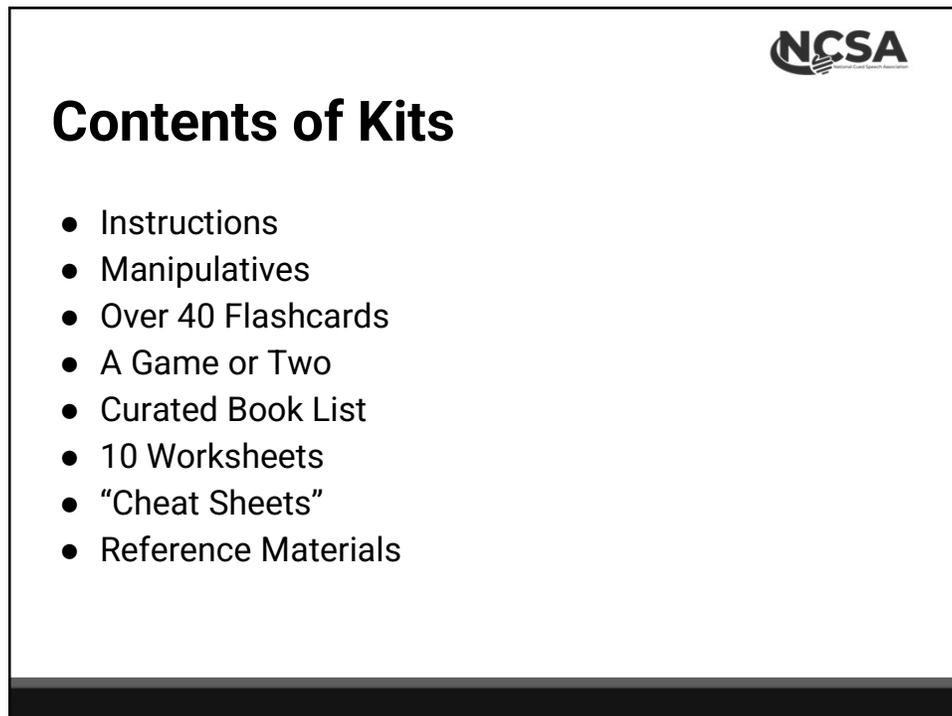
Making learning to cue fun!

- Design of Children's Kits
 - New, colorful graphics
 - Fun vocabulary-focused games and activities
- Themes relate to seasons and the language used at different times of the year
- Contents:
 - Durable and easy for children ages 4 and over to use
 - Hands on manipulatives and activities

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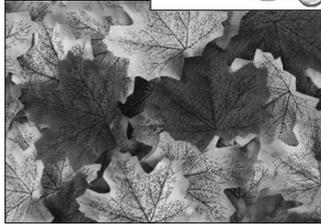


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Fall Manipulatives

- Beads
 - Sort
 - Following Directions
 - Pattern Play
 - Barrier Game
- Artificial Leaves
 - Sort
 - Describe
 - Create



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Playing with Beads



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Over 40 Flashcards



splash



splash
/s p la sh/
3s 1s 6t 6s

33



Flashcards



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Cue Moo!



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Book List

Books to Cue in the Winter

The following books are appropriate for a wide range of young children. They all contain rhyme and/or repetition, which is perfect for beginning cuers to gain confidence and fluency.

Best in Snow

By April Pulley Sayre, Beach Lane Books, 2016

Summary: This nonfiction picture book with gorgeous photo illustrations celebrates snowfall and the amazing science behind it.

First Day of Winter

By Denise Fleming, Henry Holt and Company, 2005

Summary: A snowman comes alive as the child building it adds pieces during the first 10 days of winter.

Hanukkah Lights: Holiday Poetry

Collected by Lee Bennett Hopkins, Illustrated by Melanie Hall, Harper Collins, 2004

Summary: The traditions and spirit of the Festival of Lights are brought to life in these poems for beginning readers.

Kwanzaa

By Rachel Grack, Bellwether Media, 2017

Summary: Learn some Swahili as you read about the seven days of

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Worksheets

- Phonemic Skills
- Rhyming
- Vowel identification
- Initial and Final Phonemes
- Sequencing Cues

Phonemic Awareness
Find the words with /ay/ as in *say*?

holly	sled	cane	bells
day	skate	wave	igloo
candle	tea	lane	mail

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Phonemic Awareness



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Rhyme Time

Find the words that rhyme with *lox*.

 fox	 apple	 leaf	 frog
 wheat	 box	 rocks	 wall
 clocks	 books	 socks	 doll

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NCSA

rose

/roe/

/z/

Bloomin' Cues

move 1" forward

daisy

/day/

/zee/

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Which Handshape?

When cueing the words below, which handshape is used at the *beginning* of the word?

 swimming				 splash			
 shower				 watermelon			
 kayak				 popsicle			
 bikini				 canoe			

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Reference Materials

- Supporting Parents & Older Cuers
- Helpful Clues
 - Phonemic Spelling
 - IPA
- Notes for New Cuers
- New Charts

Cues of American English
with Phonemic Spelling

Consonant Handshapes

						
/d/ di: /d/ do: /d/ di: 2s: /d/ do:	/t/ ti: /t/ to: /t/ ti: 2s: /t/ to:	/n/ ni: /n/ no: /n/ ni: 2s: /n/ no:	/b/ bi: /b/ bo: /b/ bi: 2s: /b/ bo:	/m/ mi: /m/ mo: /m/ mi: 2s: /m/ mo:	/p/ pi: /p/ po: /p/ pi: 2s: /p/ po:	/k/ ki: /k/ ko: /k/ ki: 2s: /k/ ko:

Vowel Placements & Movements

						
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Coupon in DCLP Parent Kit

- First Kit Free
- Additional Kits Half-price



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Cueing at Home: Learning in a Natural Setting

- Language In = Language Out
- Child forms a mental model of their home language
- Cues *visually show* crucial spoken linguistic components such as verb endings, plurals, adverbs, and function words (of, in, at, on, but, and, etc.,)
- Social uses and rules of language: pragmatics

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Kits Support Cueing at Home:

- Parents who have learned the system now need practice using it with their children.
- Children can access their family's vocabulary, expressions, home values, and culture.
- Children can see names of family and friends.
- They can achieve at or above language and literacy levels for their age.

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Children who cue expressively benefit in many ways:

- Are more engaged and show comprehension
- Have the opportunity to interact and play with other deaf, cueing peers
- Add a sensory/motor experience to their language development
- May be more likely to receive cueing services

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Cueing and Language-Building

- Phonological awareness
- Language development
- Including all/correct phonemes while learning to produce speech and play with sounds/words
- Literacy - connection to stories and books

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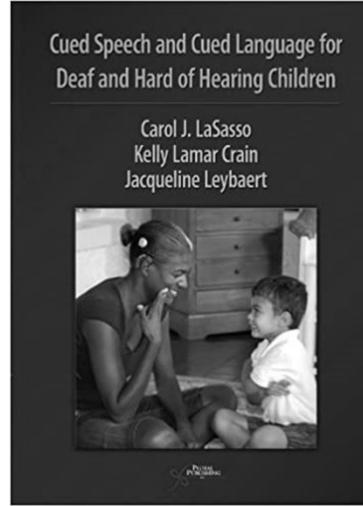
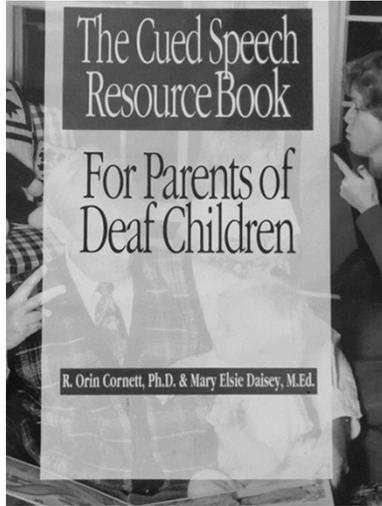
Support for Families and Professionals

- NCSA Regional Representative
- Facebook Pages
 - National Cued Speech Association
 - Cued Speech Association of Minnesota
 - United We Stand for Cued Speech
 - Cued Speech Association of New England
 - Cued Speech Association of Maine
 - Numerous cueing groups
- Follow us on Twitter and Instagram

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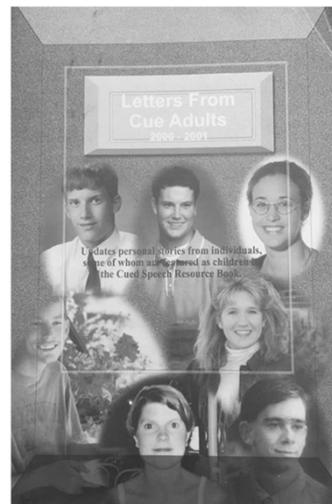
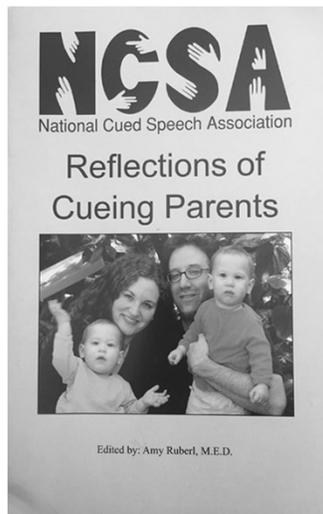
Publications



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Publications



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Videos to check out:

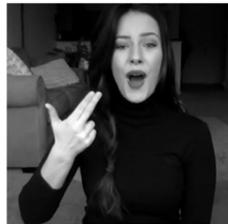


*50 Years of Cued Speech -
A Video Retrospective*



A CueSign Family

Let it Go!



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For more information:

- National Cued Speech Association
 - www.cuedspeech.org
 - info@cuedspeech.org
- Cue College
 - www.cuecollege.com
 - www.cuecollege.com/shop
 - info@cuecollege.com
- Language Matters, Inc.
 - www.languagemattersinc.com

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Other Resources

- CueSign
 - www.cuesign.org
- AISAC
 - www.cuedlanguages.com
- TECUnit
 - www.tecunit.org

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Q&A

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Contact Us

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Rachel McAnallen: rmcanallen@cuedspeech.org

Amy Ruberl: aruberl@cuedspeech.org



Supporting Parents New to Cued American English Video Links



- Cue with Me! Videos
 - [Playing with Beads](#)
 - [Flashcards](#)
 - [Cue Moo!](#)
 - [Phonemic Awareness](#)

- [NCSA Resource Center](#)
 - [On Cue Spring 2021 Issue](#)

- A Family's Story
 - [A CueSign Family](#)

- Fun Transliterated Songs
 - [What Does the Fox Say?](#)

- Historical Information about Cued Speech
 - [50 Years of Cued Speech Retrospective](#)

- Organizations
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 - info@cuecollege.com
 - Language Matters, Inc.
 - www.languagemattersinc.com
 - CueSign
 - www.cuesign.org
 - AISAC
 - www.cuedlanguages.com
 - TECUnit
 - www.tecunit.org
 - Cue College
 - <https://cuecollege.org/>

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