

Cue Camp – Home Edition

July 19 - August 8, 2020

Intro to Cued American English

Learn the 8 handshapes & 4 hand placements for making spoken English visually accessible (RID CEUs pending)

***Taught in English or ASL**

Three Class Time Options

- Mondays & Wednesdays 10:00am-12:00pm EDT
- Mondays & Wednesdays 7:00pm-9:00pm EDT*
- Saturdays 10:00am-3:00pm EDT (with 1-hr break for lunch)



Cued Speech Skills

Nine skill-building workshops for intermediate & advanced cuers

Attend one or all (RID CEUs pending)

Class Time Options

- Mondays, Wednesdays, & Fridays 3:00-4:00pm EDT
 - Tuesdays & Thursdays 6:30-7:30 pm EDT and Saturdays 3:30-4:30 pm EDT

CLT Mentor Program

(RID CEUs & TECUnit CEHs pending)

Children's Program

Cue Class, Games, Crafts, & Story Time

with cueing instructors, and CLTs

Mondays, Wednesdays, & Fridays
8:45-9:30am and 12:30-1:00pm EDT



Contact:

CuedSpeechNewEngland@gmail.com

Register:

Bit.ly/CueCamp-Online

Presentations, Panels, & Socials

For professionals & parents to learn from experts, native cuers, and each other about the use of Cued Speech in education, at home & work, & as a mode of communication



Cue Camp Class Details

Intro to Cued American English

(1.2 RID CEUs in the area of Professional Studies at the introductory content knowledge level)

This 12-hr class will teach the 8 handshapes & 4 hand placements for making spoken English visually accessible. Students will leave class understanding how Cued Speech works and know how to cue anything that can be spoken in English. Three sections will be offered either once or twice a week for three weeks. Students should plan to attend all classes in their chosen session

Session I: Mondays & Wednesdays 10:00 am-12:00 pm EDT for 3 weeks beginning July 20

Session II: Mondays & Wednesdays 7:00 pm-9:00 pm EDT for 3 weeks beginning July 20

Session III: Saturdays 10:00 am-3:00 pm EDT (with 1-hr lunch break) for 3 weeks beginning July 25

Instructors: Suzanne Flint and Polly Earl

Suzanne Flint has been nationally certified as an Instructor of Cued Speech for over 20 years., She is currently working as a Cued Language Transliterator at an elementary school in Virginia. Suzanne began cueing in 1989 and has worked as an educational transliterator for 29 years in preschools, elementary schools, middle schools, high schools, and colleges. In addition to teaching many Cued Speech classes, she is the former president of Cued Speech Association of Maine, a former board member of the National Cued Speech Association, and current vice-president of the Cued Speech Association of New England. She is also the mother of a deaf, bilingual (Cued English and ASL) daughter and has four grandchildren who are deaf.

Polly Earl has worked with children who are deaf and hard of hearing for 37 years, including work as a teacher of the deaf and special education consultant. Polly received her Doctorate in Special Education from the University of Cincinnati in 2006. She first saw Dr. Cornett speak about Cued Speech in 1978 at the University of Maine. Since then Polly has supported the use of Cued Speech with children and adults to provide clear and consistent access to spoken languages. She has been nationally certified as an Instructor of Cued Speech for over 20 years. Polly currently works as an Outreach Consultant for the Maine Educational Center for the Deaf and Hard of Hearing in Fort Fairfield and is Adjunct Faculty at the University of Maine in Presque Isle.

Cued Speech Skill-building Workshops

(1.2 RID CEUs in the area of Professional Studies at the intermediate content knowledge level)

This series of nine one-hour skill-building workshops for intermediate & advanced cuers will offer those who already know how to cue an opportunity to improve their cueing mechanics, fluency, and/or cue-reading skills. It is not necessary to attend all nine. Two sessions of this workshop series will be offered during the three weeks of camp.

Session I: Mondays, Wednesdays, & Fridays 3:00-4:00 pm EDT for 3 weeks beginning July 20

Session II: Tuesdays & Thursdays 7:00-8:00 pm EDT and Saturdays 3:00-4:00 pm EDT for 3 weeks beginning July 21

Instructor: Angela Laptewicz

Angela is a nationally certified Instructor of Cued Speech and a nationally certified Cued Language Transliterator. She has been transliterating in educational and adult community settings for 18 years. She is the sister of a native deaf cuer and has been cueing since she was seven. Angela has served on the NCSA board and is currently on the executive board of the Cued Speech Association of New England.

Cued Language Transliterater Mentor Program

(TECUnit CEHs pending) (1.85 RID CEUs in the area of Professional Studies at the intermediate/advanced content knowledge level)

This program is for CLTs and CLTs in training, who want to take their skills further by practicing techniques for transliterating on remote platforms. You will get hands-on practice with feedback from a qualified mentor and observe a variety of CLTs “on the job”. You are expected to participate in opening welcome & meeting, 6 morning classes, 6 afternoon story times, 1 presentation, and either a second presentation or 1 evening program as listed below. Although you are required to attend one afternoon presentation and one evening program, you are welcome to attend all of the afternoon presentations as well as the evening panels, discussions, and socials.

Instructors: Lauren Pruett and Jane Dolan

Mentor Program Required Times:

Camp Welcome & Mentor/Mentee Meeting- Sunday, July 19, 6:30-8:00 pm EDT

Children’s Class & Mentor/Mentee Meeting - Mondays, Wednesdays, & Fridays 8:45-10:00 am EDT for 3 weeks beginning July 20
(must commit to 6 of the 9 classes)

Children’s Storytime & Mentor/Mentee Meeting - Mondays, Wednesdays, & Fridays 12:30-1:45 pm EDT for 3 weeks beginning July 20
(must commit to 6 of the 9 story times)

Presentations - Tuesdays & Thursdays 3:00-4:00 pm EDT for 3 weeks beginning July 21
(You must attend 2 of the 7 OR 1 presentation & 1 evening panel or discussion , but you are welcome to attend all presentations– see detailed descriptions in the Presentation section)

Evening Programs: Panels & Discussion– Tuesdays, Thursdays, 8:00-9:00 pm EDT for 3 weeks beginning July 21
(You must attend 1 of the 3 panels or the evening discussion, OR attend a second presentation, but you are welcome to attend all evening programs – see detailed descriptions in the Evening Programs section)

Children’s Program

This program offers children, ages 3-12, an opportunity to participate in fun activities using Cued Speech. All instructors will cue, and a CLT will be provided for all activity times. Children will be grouped into three sections based on age (3-5, 6-8, and 9-12). All three age groups will meet at the same times, so children in different age groups will need separate devices. Classes will be 3 days/week for 3 weeks and will take place for 45 minutes in the morning and 30 minutes in the afternoon. Morning activities will include crafts, games, and activities that will introduce Cued American English to non-cuers and invite cuers at all fluency levels to improve their expressive and receptive cueing skills. The afternoon class will offer a story read by a cueing guest reader followed by a discussion and related activity. Game and activity ideas will also be shared for children and parents who wish to continue with family cueing fun after class.

Program Times:

Mondays, Wednesdays, & Fridays 8:45-9:30am AND 12:30-1:00pm EDT for 3 weeks beginning July 20

Cued Speech Association of New England Cue Camp Presentations

(Each presentation offers .1 RID CEUs in the area of Professional Studies at the content knowledge level noted)

What is Cued Speech? * (introductory level)

By Polly Earl, Suzanne Flint, and Angela Laptewicz
Sunday, July 19, 7:00-8:00 pm EDT

Research Based Language and Literacy Support through Cued American English (and why this also supports American Sign Language) *Δ

(Introductory/intermediate/advanced level)

By Donna Morere, Ph.D.
Tuesday, July 21, 3:00-4:00pm EDT [view details](#)

Cueing with Babies*Δ (introductory level)

By Polly Earl, Ed.D.
Thursday, July 23, 3:00-4:00 pm EDT [view details](#)

Becoming a Committed Cued: Why it's important to cue at home

(introductory/intermediate level)

By Donna Morere, Ph.D.
Saturday, July 25, 7:00-8:00 pm EDT [view details](#)

Bilingual ASL-CAE Public School D/HH Programming: Experiences of a Regional D/HH Program and a Residential School for the Deaf *Δ

(introductory/intermediate/advanced level)

By Kitri Kylo and Angie Kuhn
Tuesday, July 28, 3:00-4:30 pm EDT [view details](#)

How Cued Speech is Changing the Game Today *Δ

(introductory/intermediate/advanced level)

By Carolyn Ostrander, Ph.D.
Thursday, July 30, 3:00-4:00 pm EDT [view detail](#)

Meaningful Participation: How Parents and Their Support Systems Can Advocate to Achieve the IEP Their Child Needs *Δ

(introductory/intermediate/advanced level)

By Lisa Weiss, Esq. and Ben Lachman
Tuesday, August 4, 3:00-4:00pm EDT [view details](#)

Becoming a Cued Language Transliterators (introductory/intermediate level)

By Lauren Pruett
Wednesday, August 5, 1:30-2:30 pm EDT [view details](#)

The Neurodevelopment Consequences of Early Exposure to Cued Speech

*Δ (introductory/intermediate/advanced level)

By Jacqueline Leybaert, Ph.D. and Stephanie Colin, Ph.D.
Thursday, August 6, 3:00-4:00 pm EDT [view details](#)

*CLTs, ASL Interpreters, and captioning will be provided
Additional accommodations will be provided upon request.

ΔMeets Requirements for CLT Mentor Program

Cued Speech Association of New England

Cue Camp Evening Programs

Cue Camp New England – Home Edition is excited to be offering the following evening programs to allow professionals, native cuers, and families an opportunity to learn and support each other by listening to native and experienced cuers, asking questions, sharing stories and experiences, and interacting with a diverse cue-mmunity. All registered campers and staff are invited and encouraged to join.

Panel of Deaf Cuers^{+Δ}

Tuesday, July 21, 8:00-9:00 pm EDT

Panel of Early Intervention/Preschool Professionals^{+Δ}

Thursday, July 23, 8:00-9:00 pm EDT

Evening Social (Campfire Chat)

Saturday, July 25, 8:00-9:00 pm EDT

Panel of Professionals Working with School-Aged Children^{+Δ}

Tuesday, July 28, 8:00-9:00 pm EDT

Parent Chat

Thursday, July 30, 8:00-9:00 pm EDT

Evening Social (Campfire Chat)

Saturday, August 1, 8:00-9:00 pm EDT

IEPs and Advocacy Discussion^{+Δ}

Tuesday, August 4, 8:00-9:00 pm EDT

Cueing Game Night

Thursday, August 6, 8:00-9:00 pm EDT

Evening Social (Campfire Chat)

Saturday, July 25, 8:00-9:00 pm EDT

⁺CLTs and ASL interpreters will be provided for this event.

^Δ Meets requirements for Mentor Program

Additional accommodations will be provided upon request.

Cued Speech Association of New England Cue Camp Prices

	Residents of New England (CT, RI, MA, ME, NH, and VT)	All Others
Intro to Cued American English (12 hr class) AND All Presentations, Panels, Discussions, and Socials	\$75	\$100
Cued Speech Skill-building Workshops for intermediate/advanced cuers AND All Presentations, Panels, Discussions, and Socials	\$75	\$100
CLT Mentor Program AND All Presentations, Panels, Discussions, and Socials	\$75	\$100
Children's Program	\$25	\$40
Single Presentation (no class or workshop)	\$10 each	\$15 each
All Presentations (no class or workshop) AND All Panels, Discussion, and Socials	\$40	\$60

For financial assistance, please apply at bit.ly//CSNEScholarship



Register online at

bit.ly/CueCamp-Online

For questions, contact

Cued Speech Association of New England at
CuedSpeechNewEngland@gmail.com

Registration changes or cancellations may be made by emailing
CuedSpeechNewEngland@gmail.com

Cancellations for a full refund may be requested through July 19.

Cued Speech Association of New England
is an affiliate of the
National Cued Speech Association



MERID is an approved RID CMP sponsor for Continuing Education Activities.

Presentation Details

Research Based Language and Literacy Support through Cued American English (and why this also supports American Sign Language) * Δ

By Donna Morere, Ph.D.

Tuesday, July 21, 3:00-4:00pm EDT

Early, consistent, accessible language exposure is critical for both literacy development and academic success. Language and literacy go hand in hand. Word decoding/identification, while necessary for reading success, is not sufficient to provide access to reading comprehension. During this session, research will be presented which supports the contention that early access to a true first language is required for advanced literacy outcomes. The complexities of reading comprehension and the key components required for reading success will be discussed. The ways that early, consistent access to an accurately modeled language supports reading skill development will be presented. While this presentation will focus on Cued Speech and its support of spoken American English, multiple routes deaf children may use to access single word decoding will be explained, as will language practices that support each route. The use of and Cued American English, as well as American Sign Language, as means of accessing language and literacy will be reviewed, as will ways that both families (D/deaf and hearing) and educational programs can work together to support language and literacy development.

Donna Morere, Ph.D. has been involved in research and services with deaf and hard of hearing individuals for over three decades. She has been a faculty member in the Clinical Psychology Program at Gallaudet since August, 1990. In addition to her teaching and research activities, Dr. Morere offers Clinical Neuropsychology services to individuals who are deaf or hard of hearing using signs, Cued Speech, and oral communication. Her focus is on children with complex special needs, primarily those affecting language development. These include deaf children with primary language disorders, nonverbal learning disabilities, and/or ADHD. She also serves deaf children with learning disabilities and other complex sets of needs, such as those with multiple sensory, physical, and/or cognitive challenges. Dr. Morere provides consultation to schools, families, and professionals from a range of fields on the above topics. She has presented workshops at professional meetings, outreach conferences, and schools on Cued Speech, neuropsychological assessment of deaf individuals, reading skill development of deaf children, and the assessment and management of deaf children with additional disabilities. [back](#)

Cueing with Babies* Δ

By Polly Earl, Ed.D.

Thursday, July 23, 3:00-4:00 pm EDT

Dr. Earl will review the visual, non-verbal, auditory, and vocal behaviors of infants and how they all relate to the use of Cued Speech for language acquisition. Charts will be used to show typical development in each area. Dr. Earl will offer ideas on how to recognize, acknowledge, imitate, expand language and cue to babies who are deaf and hard of hearing to promote visual access, reception, and acquisition of spoken languages and literacy.

Polly Earl has taught children with special needs for the past 42 years. She is a teacher of the deaf, special education consultant, adjunct instructor at the University of Maine-Presque Isle, and Certified Instructor of Cued Speech. Her doctoral research was an ethnography studying a baby with Auditory Neuropathy Spectrum Disorder whose parents cued in Dutch and Spanish

with her starting at eight months. This was the first known study to examine the simultaneous acquisition of two cued languages in a young deaf child. [back](#)

Becoming a Committed Cuer: Why it's important to cue at home

By Donna Morere, Ph.D.

Saturday, July 25, 7:00-8:00 pm EDT

This talk will present research on the importance of early, consistent language access for literacy development and how Cued Speech addresses this need. The presentation will cover the key language skills needed for advanced literacy development and the ways that Cued Speech supports their acquisition.

It will also address the additional challenges deaf children face when accessing language through the auditory channel and the ways that Cued Speech can reduce or eliminate these challenges.

Donna Morere, Ph.D. has been involved in research and services with deaf and hard of hearing individuals for over three decades. She has been a faculty member in the Clinical Psychology Program at Gallaudet since August, 1990. In addition to her teaching and research activities, Dr. Morere offers Clinical Neuropsychology services to individuals who are deaf or hard of hearing using signs, Cued Speech, and oral communication. Her focus is on children with complex special needs, primarily those affecting language development. These include deaf children with primary language disorders, nonverbal learning disabilities, and/or ADHD. She also serves deaf children with learning disabilities and other complex sets of needs, such as those with multiple sensory, physical, and/or cognitive challenges. Dr. Morere provides consultation to schools, families, and professionals from a range of fields on the above topics. She has presented workshops at professional meetings, outreach conferences, and schools on Cued Speech, neuropsychological assessment of deaf individuals, reading skill development of deaf children, and the assessment and management of deaf children with additional disabilities. [back](#)

Bilingual ASL-CAE Public School D/HH Programming: Experiences of a Regional D/HH Program and a Residential School for the Deaf*^Δ

By Kitri Kyлло and Angie Kuhn

Tuesday, July 28, 3:00-4:30 pm EDT

Angela Kuhn, Principal, Illinois School for the Deaf, and Kitri Kyлло, former administrator of the Intermediate School District 917 Regional D/HH Program in Minnesota, will each share about the bilingual American Sign Language (ASL)-Cued American English (CAE) language-of-instruction models implemented in their respective settings. The presentation will address the language/literacy premise for using Cued Speech/CAE to provide complete visual access to English for D/HH children to provide internalization of the language foundation needed for reading and writing development, how ASL-CAE bilingual programming and instruction is delivered in each setting, debunking myths surrounding the use of Cued Speech, student language, reading and writing results, and teacher and parent testimonials.

Angela Kuhn is the principal of the PK-8 program at the Illinois School for the Deaf. She currently finished her 14th year as a principal at the school and her 22nd year in the field of deaf education. Mrs. Kuhn has also worked as an Early Intervention Developmental Therapist for families of deaf children, a high school reading and health teacher, and as an educator for deaf students in a mainstream setting. In addition, Mrs. Kuhn serves as the director of ISD's annual week-long *Institute for Parents of Preschool Children Who are Deaf or Hard of Hearing*. She graduated from MacMurray College with a bachelor's degree in Deaf Education in 1998. She then earned her master's degree from Lewis University in Educational Administration in 2005. Mrs. Kuhn has consistently supported ISD's movement to incorporate Cued American

English into its bilingual program for deaf students from across the state of Illinois over the past eight years. She believes that the use of both ASL and Cued Speech in bilingual programs for deaf/hard of hearing students provides those students with complete visual access to acquire both languages naturally. In addition, the use of ASL and Cued Speech helps promote the separation of the two languages, as prescribed in bilingual educational programming. Mrs. Kuhn serves as the Vice President for *CueSign, Inc.*

Kitri Kylo currently serves as the Upper Plains Regional Representative on the board of the National Cued Speech Association and is also on the board of the Cued Speech Association of Minnesota. She retired in 2017 after 40 years in deaf/hard of hearing education, the last 27 years as Assistant Director of the Deaf/Hard of Hearing Program in Intermediate School District 917, Minnesota. Prior to becoming an administrator, she worked at the Minnesota State Academy for the Deaf, was a certified Sign Language Interpreter, Teacher of Deaf/Hard of Hearing and worked at Västanviks Folkhögskola for D/HH adults in Sweden. As administrator, Ms. Kylo led a team of professionals who demonstrated for over 20 years that a public school program can provide a bilingual-access program for learners who are deaf/hard of hearing to acquire skills in both American Sign Language (ASL) and English/literacy via Cued American English (CAE). This team of professionals contributed to the language (ASL and English), reading, writing, academic, listening, and spoken language skill development of numerous learners in all levels — preschool, elementary, and secondary. Ms. Kylo considers it a gratifying privilege to have been a part of contributing to the ‘gift’ of literacy and bilingual access for so many wonderful children, many of whom are now adults. The bilingual ASL/CAE language-of-instruction model was featured in an article Ms. Kylo wrote in the Fall 2003 Odyssey magazine and the chapter, A Bilingual (ASL and Cued American English) Program for Deaf and Hard of Hearing Students: Theory to Practice in the textbook, Cued Speech and Cued Language for Deaf and Hard of Hearing Children, edited by LaSasso, Crain, and Leybaert, March, 2010, Plural Publishing. The ISD 917 D/HH Program was also featured in a 2007 PBS Reading Rockets episode on literacy called Signs of Literacy. In conjunction with professionals in the program, Ms. Kylo has delivered countless presentations on the profound benefits of using Cued Speech at the local, state and national level to educational professionals and speech/language pathologists, and at deaf/hard of hearing teacher training programs, interpreter training programs, MN Hands and Voices, parent groups and cue camps. [back](#)

How Cued Speech is Changing the Game Today *Δ

By Carolyn Ostrander, Ph.D.

Thursday, July 30, 3:00-4:00 pm EDT

This presentation will describe Cued Speech from a linguistic perspective and discuss what cueing potentially reveals about visual and spoken language learning and use. Recent studies have begun to address important questions about how cueing works and how bilingual/bimodal uses by adults and children are integrated with other languages and forms of communication.

Carolyn Ostrander, a former Cued Speech transliterator and instructor, has been cueing for over 30 years. She holds an MA in Linguistics and a PhD in Composition and Cultural Rhetoric from Syracuse University. [back](#)

Meaningful Participation: How Parents and Their Support Systems Can Advocate to Achieve the IEP Their Child Needs *Δ

By Lisa Weiss, Esq. and Ben Lachman

Tuesday, August 4, 3:00-4:00pm EDT

In this session educational advocates will explain the importance of meaningful participation under the IDEA and provide insight based on experience. The goal of this session is to assist parents and their support system to effectively advocate for their child’s IEP needs.

Benjamin Lachman, MBA, is the Vice President of the National Cued Speech Association and has served on the NCSA's board for over a decade. Benjamin's family took the Illinois State Board of Education to court in 1986 over the provision of Cued Speech services and that case, *Lachman v. ISBE*, formed the foundation for Benjamin's advocacy for Cued Speech, Cued American English, and the provision thereof. Benjamin's mission is to continue to build infrastructure for Cued American English, to ensure that families are able to secure the services they choose for their child, to advocate for cueing representation in relevant legislation, and to ensure that deaf cuers have access to their preferred mode of communication through their life-cycles. In addition to working for the NCSA, Benjamin serves as a Trustee for the Ronald & Mary Ann Lachman Foundation, evaluates deal flow for Lachman Goldman Ventures, LLC, and works as a Digital Marketer for Fresh Content Society. Benjamin lives in Metro Detroit with his wife, daughter, and dog.

Lisa Weiss has been a cueing mother since 2005. She is also lawyer, mediator, facilitator, advisor, activist, and mentor who has spent the last 20 years advocating for and protecting the rights of children and people with disabilities while working in the public education system. She left the Colorado Department of Education in July 2019 where her time was spent providing policy guidance, creating programs and training people in conflict resolution, advocacy, and meeting facilitation, and investigating formal state complaints filed under the IDEA resulting in dozens of published legal decisions. Lisa lives in Denver where she is working as an advocacy and education consultant. [back](#)

Becoming a Cued Language Transliterater

By Lauren Pruett

Wednesday, August 5, 1:30-2:30 pm EDT

What does the role of the Cued Language Transliterater entail? Learn how the role is guided by a Code of Conduct and credentialed at the national level. Want to know more? Such as, "How does it differ from other roles in the educational system, ie: aid/assistant, interpreter, language facilitator, etc.?" What resources are available to school systems, transliterators in training, and parents regarding the profession of cued language transliteration? These questions and more will be discussed as an overview for those interested in creating a position in their schools, learning the skills involved, or deciding if this is a job to investigate further.

Lauren Tribby Pruett is a nationally certified cued language transliterater (TSC) and a qualified transliterater trainer. She has a bachelor's degree in Psychology and English from Kenyon College, and participated in the Gallaudet summer training program designed specifically for cued language transliteraters. Lauren is the President of Language Matters Inc. and the Coordinator of Professional Development for Education Matters, a division of Language Matters, Inc. Lauren is the one to call when you need more information about LMI's Cued Language Transliterater Professional Education Series™ (CLTPESTM) and Effective Interpreting Professional Education Series™ (EIPESTM), including how to bring LMI coursework to you. In addition to working as a transliterater, Lauren is a consultant for various school systems and provides training across the country. [back](#)

The Neurodevelopment Consequences of Early Exposure to Cued Speech*^Δ

By Jacqueline Leybaert, Ph.D. and Stephanie Colin, Ph.D.

Thursday, August 6, 3:00-4:00 pm EDT

For hearing people, during speech perception, auditory and lipread information are merged into a unified percept. Nowadays, many deaf children are fitted with cochlear implants (CI). In this population, speech perception also involves an audio-visual integration; however, auditory information

provided by the CI is degraded. Therefore, children with a CI are more greatly influenced by lipread information in audio-visual speech integration than hearing people.

To overcome present limitations of CIs regarding the audio signal, people who are deaf can use the manual gestures of Cued Speech (CS). Recently, Bayard et al showed that the addition of manual gestures of CS modulates the response pattern given to McGurk stimuli in a different way for hearing and deaf CS-users. These findings raise several interesting issues which will be discussed in our presentation. CS offers the possibility to study the relationship and interaction between manual, auditory and labial information in speech perception.

Exposure to CS in infancy may result in a "shift" of early attention from the eye area to the area of the mouth and hand resulting in better lip reading and phonological representations. Better lip-reading abilities have been found in CS-users than in other deaf youngsters. Better phonological representations have been demonstrated in rhyme judgement in early CS-users. Better knowledge of oral language in the phonological, lexical and morpho-syntactical domains may result in better achievement of reading and writing skills. Data also shows better reading, spelling, and short-term memory abilities in early CS-users, including in those with CIs. Finally, the question of how the manual information is merged with labial (and auditory in the case of children with CI) information and where does this merging process occur in the brain.

Jacqueline LEYBAERT – Professor in cognitive and developmental psychology at the Universite libre de Bruxelles (ULB), attached to the Centre for Research in Cognitive Neurosciences (CRCN) and the UNI (ULB Neuroscience Institute). Dr. Leybaert's main research is related to how linguistic and cognitive development of deaf children is related to early exposure to a complete and structured linguistic system, such as Cued Speech (CS). Dr. Leybaert has published studies on the impact of CS on speech perception, emergence of phonological representations, development of reading, spelling, and memorizing. The complementary relationship between Cochlear Implants and Cued Speech has also been researched.

Stéphanie COLIN - Lecturer in cognitive and developmental psychology at the Institute of Sciences and Practices of Education and Training (ISPEF, University of Lyon 2) attached to the team "Disability Situations, Education and Societies" (Laboratory "Education, Cultures and Politics, ECP- Lyon 2) and associated with the "Learning, Development, Language Disorders" team (Laboratory "Study of Cognitive Mechanisms" (EA 3082) –Lyon 2). Dr. Colin is a Professional Coder and is co-responsible for the vocational Bachelor's degree in Cued Speech in Lyon when it opened in 2006, then lecturer at ISPEF. She is co-responsible for the Masters in Teaching, Education and Training (Option: school teachers) at the University of Lyon 2, and is the coordinator of the "Deafness" working group of the scientific council of the Ministry of National Education. For the past twenty years, Dr. Colin has led research on the mechanisms of learning and automation of reading in students who are deaf and hard of hearing. The cochlear implant as well as cued speech, as assistive systems for speech perception, are among the main factors that she studies. **[back](#)**