

Minnesota Cues Flash

A quarterly newsletter by the Cued Speech Association of Minnesota

In This Issue...

- Amy Ruberl NCSA1
- The CSAM Web Site1
- Membership and Newsletter1
- Events Details2
- Cornett's Corner2
- Cue It! Puzzler2
- Cue & Aye3
- Gallaudet Research Project3
- Calender of Events4

Contact Us...

Katherine Burns-Christenson

Co-President
(952) 929-3965
kbc29@aol.com

Sarah Druley

Co-President
(763) 502-6737
sarahdruley@yahoo.com

Joan Boddicker

Secretary
(612) 442-8674
JoanMBoddicker@mchsi.com

Stephen Stadelman

Treasurer
(952) 894-0469
mstadelman@earthlink.net

Kristi Blaiser

At Large
612-273-0927
kblaise1@fairview.org

Kitri Larson Kylo

At Large
(952) 707-3090
kitri.kylo@isd917.k12.mn.us

Beth Des Marais

At Large
(612) 729-6424
bethmarv@msn.com

Janet Figueroa

At Large
janvalfig@yahoo.com

Minnesota Cues Flash
Edited by Kristine Burns and
Katherine Burns-Christenson,
designed/produced by Mary Stadelman



Amy Ruberl Appointed NCSA Executive Director

On February 12, 2007, the National Cued Speech Association announced the appointment of Amy Ruberl as the first Executive Director of the Association. The National Cued Speech Association office is now located in Bethesda, Maryland. You can still contact the new office with the same tollfree number 800-459-3529 v/tty, email address info@cuedspeech.org, and website, www.cuedspeech.org

Amy Ruberl has been involved with Cued Speech at both the regional and national level since the mid-1990s. Most recently, Amy served as the NCSA Director of Programs. Amy previously served on the NCSA Board as the Director for the Capital Region (MD, DC, VA, WV). She is also currently a trainer for the instructor certification (InsCert) program. She is the director of Cue Camp Friendship in Maryland, which will be held again this summer from June 24-29.

Amy has a Bachelor of Science in Education from Bucknell University and a Master of Education of the Deaf from Smith College. She previously worked as a communication specialist and teacher for Montgomery County Public Schools' Programs for students who are Deaf and Hard of Hearing.

Membership

Did you know that membership dues are the financial foundation for CSAM? Most of our events are free. So, please take a moment to check your address label and membership status. The date in the upper right hand corner indicates when your membership expires. Membership forms can be found on our web site.

Newsletter

CSAM would like your input regarding how you receive your quarterly newsletter. Currently members may receive two copies of our newsletter; mailed and emailed. Would you prefer to receive your newsletter in one format only or do you enjoy both? Drop us an email and we'll make changes to reflect your preference, kbc29@aol.com.

The CSAM Web Site

Here ye! Here ye! The CSAM web site is up and running. Take a tour at www.cuedspeechminnesota.org and let us know what you think.

- ★ Misplaced your newsletter or calendar of events? Do you want to read previous newsletters? They are all on the site!
- ★ Do you have a Cued Language Transliterator need? Does a community organization need a CLT referral? CLT's interested in freelance opportunities are on the site!
- ★ Do you want to contact a board member? Have a suggestion or comment? CSAM contact info is on the site!
- ★ Interested in local and national resources? They are on the site!
- ★ Time to renew your membership? I know you can find a membership form on the site! Download the form and mail it in.
- ★ Wanting to enhance your Cued Speech skills? Do you need an instructor referral? Instructors who are interested in freelance opportunities are, you guessed it, on the site!

There is a lot of good stuff on the site!
I bet you knew that!

* Events Details

Practice cue clutch

Meet with CSAM board members and other cuers for directed activities designed to practice cueing. All ability levels are invited. Come one and all as we encourage and motivate one another!

Spring Schedule:

6:30-8:00 pm,
third Tuesday of the month

Tuesday, May 15
Tuesday, June 19
Tuesday, July 17
Tuesday, August 21

Location:

Java Jacks
612-825-2183
818 W. 46th Street, Mpls.
(46th St. & Bryant Ave.)

CSAM Camp Cueing

August 3-5

Three campsites have been reserved for the weekend already for the **CSAM Cue S'More Event!**

We'd love to have more join us! People interested in camping for the weekend can make arrangements with the park office directly.

Lebanon Hills Campground
12100 Johnny Cake Ridge
Road in Apple Valley Park
phone: 651-688-1376

CORNETT'S CORNER

By Joan Boddicker

What About ASL?

Many parents who choose English through Cued Speech (CS) as their primary means of communication with their deaf or hard of hearing child wonder where sign and American Sign Language fit into the picture. Below are some questions and answers from Chapter 19 of "The Cued Speech Resource Book", (CSRB) where authors R. Orrin Cornett and Mary Elsie Daisy address the issue of learning signs and American Sign Language.

Will Cued Speech isolate my hearing-impaired child from other deaf children who sign?

Not if you follow our advice to provide opportunities for your child to learn to sign. We think deaf children should eventually be bilingual, able to communicate in both hearing and deaf environments. A problem is that time should not be taken from learning verbal language too early or in too large amounts. Thus, much depends on the child's progress.

How can my Cued Speech child communicate with the many deaf people who only know signs? By 1) learning 400 to 500 signs and communicating with them in

Pidgin Sign English, (signs in English word order) or 2) going all the way and learning American Sign Language well enough to communicate with them on their own terms. Most children who grow up with Cued Speech in the home will feel a need for some interaction with deaf persons and deaf culture.

At what age should a Cued Speech child learn signs or American Sign Language in order to communicate with signing deaf people?

No categorical answer can be given to this question. If the child starts CS early and is at a normal language level at age 6, learning some signs will benefit the child. Unless circumstances produce a specific need for development of competence in signing, the amount of time devoted to acquiring sign language should be no more than a few hours a week until the child is safely growing in reading skills, probably at age 8 or 9. A distinction should be made between learning sign language and learning signs. A CS child can easily learn a few hundred signs and be able to communicate reasonably well in Pidgin Sign English with deaf children who know both signs and some English. This will do no harm at an early age. To learn American Sign Language, with its own

grammar and idioms is a different matter. Learning sign language does not itself do harm – in fact it has many potentially beneficial effects. However, the young deaf child can spare enough time to become truly bilingual only if it is relatively certain that he/she can still meet the deadline of adequate English by the time they begin learning to read. Learning two languages concurrently reduces the time that can be devoted to each.

A safe generalization is that the majority of deaf children should have an opportunity to become proficient in Pidgin Sign English before the age of puberty. If they can afford the time to learn a good bit of American Sign Language as well, so much the better. Will I as a hearing parent ever need to learn sign language? It is likely that your deaf child will want to learn at least some ASL in order to have access to social interaction with deaf people. You should probably learn a few hundred signs so you can use Pidgin Sign English with your child's deaf friends. The time it would take you to learn ASL, on the other hand, would deprive your child of much-needed input of English.

👉👉👉👉 CUE IT! 👈👈👈👈

5sd, 3sf, 6m, 5c 5t, 6sd, 4s

ANSWER: association

Cue & Aye Answered by Sarah Druley, CLT & ASL Interpreter

Why does a transliterator cue music in a mainstream educational setting?

I recently watched a play where the deaf attendees did not have equal access to the music being played during the prelude of this event. I wondered if they had sufficient hearing to know the music had begun. After all, the music was an indication that the play was about to begin. Did they know this transition was occurring, or did they suddenly have to scramble to sit down as the lights quickly dimmed?

Music may contain meaning. To not convey the music while transliterating is to also not convey the meaning it is providing nor the access it deserves.

If you ask a child, what does the puppy say, they will often answer you with a roof roof, woof woof, arf arf, or a mimic of a dog panting. We have learned these as children growing up. These are "easy" to cue because we already have it set in our head what we "hear" the animal say. Adults do not typically ask children "What does the

flute say? What does the harmonica say? What does the saxophone say?"

However, a transliterator's job includes conveying these sounds as well.

Transl iterators do have parameters to represent music and rhythm. It is important to provide consumers with the opportunity to have access to this musical as well as the spoken information from peers and teachers. Where do children hear music?

Videos, music class, announcements, field trips, books on tape, games, free time, indoor recess, school assemblies, passing by a classroom, P.E.; a wide variety of circumstances hearing people take for granted.

What might they hear?

Flutes, pianos, drums, guitars, trumpets, tubas, xylophones, harmonicas, bells, whistles, humming, singing, slow tempos, upbeat tempos, female voices, male voices, adult voices, children voices. Everyday sounds hearing people rely on to understand meaning and

context in our daily lives.

What types of information might music provide?

When the teacher stops the music it may mean recess is over. When the music is turned down it may mean the class has become too loud during free time. When the music gets louder from the book on tape it may mean something dramatic is about to happen. When the children follow the teacher pass by a classroom singing happy birthday it may mean the kids in line know just whose birthday it is. When the music starts it may mean it is time to find your seats and the play is about to begin.

How do transl iterators convey these things?

As transl iterators we often want someone to tell us the one correct way to do it, but since none of us are exactly alike, we may represent a musical sound in varying ways. We aren't taught what the xylophone says or what sound the oboe makes. As a transl iterator, we have to use our best knowledge of the cueing system to pair up with our best knowledge

of what that sound says in our own head. By doing this, a cued representation from one transl iterator to the next may vary. In addition to providing a cued representation of the sound, a transl iterator may also provide access to the rhythm of the sound through their body movements. If the musical object is in the room, a transl iterator may simply point at it. If it is not visible, a transl iterator may point to themselves and say "sounds like a [flute]". A transl iterator may also choose to use gestures to show what the instrument is, such as playing a piano. Variations will occur yet the message and object may still be clearly represented.

By utilizing transl iteration to the fullest extent we allow equal access to those who are deaf/hard of hearing to experience the total experience instead of limiting them to words alone. It is a crucial component that many hearing people hear and understand, but never "listen" to, but utilize to comprehend the entire picture.

Gallaudet University Research Project Call for Subjects

Gallaudet University is starting an exciting research project involving Cued Speech. The project will study the language acquisition and development of deaf children who have cochlear implants; specifically looking at children who use Cued Speech AND cochlear implants for their language and communication needs.

Preliminary findings in Spain showed that the combination of Cued Speech and cochlear implants provided better access to grammar and vocabulary for deaf children than cochlear implants alone. Now Gallaudet will work on replicating this exciting study here in the US in English. Come be a part of this important work.

Subjects we are looking for:

1. children aged 7-11
2. who are prelingually deaf
3. who have a severe profound hearing loss
4. Began using Cued Speech at a young age, preferably before 2
5. received a cochlear implant at a young age, preferably before 2

Please contact Claire Klossner if you're interested:

Claire Klossner
 claire.klossner@gallaudet.edu
 240-353-8840



Events Calendar

May	June	July	August
<p>Sunday, May 6, 13, 20 Cued Sunday School 9:45 am Cued Worship, DLLC 11:00 am</p> <p>Tuesday, May 15 Practice cue clutch* Java Jacks, 6:30 pm</p> <p>Sunday, May 27 Cued Worship, DLLC 9:30 am</p>	<p>Sunday, June 3, 10, 17, 24 Cued Worship, DLLC 9:30 am</p> <p>Tuesday, June 19 Practice cue clutch* Java Jacks, 6:30 pm</p> <p>Week of June 18-22 Transliterated Vacation Bible School, mornings DLLC for kids ages 3-4th Grade</p> <p>Friday, June 29 Play & Cue**</p>	<p>Sunday, July 1, 8, 15, 22, 29 Cued Worship, DLLC 9:30 am</p> <p>Tuesday, July 17 Practice cue clutch* Java Jacks, 6:30 pm</p> <p>Saturday, July 21 Cue at the Zoo**</p> <p>Friday, July 27 Play & Cue**</p>	<p>August 3-5 CSAM Camp Cueing*</p> <p>Saturday, August 4 CUE S'MORE**</p> <p>Sunday, August 5, 12, 19, 26 Cued Worship, DLLC 9:30 am</p> <p>Thursday, August 16 Family Picnic, 5-8:30 pm, Como Park Midway Pavilion South, hosted by Minnesota Hands & Voices @ Lifetrack Resoures</p> <p>Tuesday, August 21 Practice cue clutch* Java Jacks, 6:30 pm</p> <p>Friday, August 24 Play & Cue**</p>
<p>Mark your calendars!</p>		<p>LOOKING AHEAD Saturday, October 27: NCSA Regular Board Meeting in Duluth. Details forthcoming about an evening social event and opportunity to meet with the board.</p>	

* See page 2 for details. ** See attached event flyer for details. DLLC = Diamond Lake Lutheran Church, 5760 Portland Ave. So., Mpls.



Cue at the Zoo

Sponsored by Cued Speech Association of Minnesota

What: A family social event with none other than “Sparky the Sea Lion”

When: Saturday, July 21, 2006, 10:00 am
Please meet at the Visitor Center.

Where: Como Park Zoo, St. Paul, MN

Why: For CUE fun, of course!

A transliterator will be provided
for the 11:30 A.M Sparky show!

Please bring a picnic lunch to enjoy after the show!

**Questions? Contact:
Katherine Burns-Christenson
at KBC29@aol.com, (952) 929-3965**

**Directions and/or a map of the zoo:
<http://www.comozooconservatory.org/education/groundsmap.html>
Como Zoo Customer Service Office at 651-487-8201**

In case of rain, we will enjoy the Conservatory gardens.



CUE S'MORE NIGHT

**Join CSAM for build-your-own
S'mores by the campfire
and have some cueing fun!**



Saturday, August 4th at 7:00 pm

**Lebanon Hills Campground
12100 Johnny Cake Ridge Road in Apple Valley
Park phone: 651-688-1376**

(People interested in camping for the weekend can make arrangements with the park office directly.
Three campsites have been reserved for the weekend already and we'd love to have more join us!)

**Register(FREE) at the park office then join us!
S'more fixings provided!**





Play & Cue

Sponsored by CSAM

Kids get to play and meet new friends, adults get to visit, and everyone gets to practice their cueing. This informal event is a great opportunity for you to learn more about using cued speech with your deaf/hard-of-hearing child. All cueing abilities are welcomed and encouraged to come join in the fun!

If you're interested in hosting a **Play & Cue** event in your neighborhood, please contact Katherine Burns-Christenson, at (952) 929-3965 or by email at kbc29@aol.com.

June	July	August
Friday, June 29th 10 a.m. to noon	Friday, July 27th 10 a.m. to noon	Friday, August 28th 10 a.m. to noon
Your Host: Beth DesMarais	Your Host: Katherine Burns-Christenson	Your Host: Mary Stadelman
Location: Pearl Park 414 E. Diamond Lake Rd. Minneapolis, MN 55419 (612) 370-4906	Location: Wooddale Park 4500 W. 50th Street Edina, MN	Location: Cliff Fen Park Cliff Road just east of Nicollet Ave. Burnsville, MN
Alternate Location (in case of rain): Burger King 96 W. 66 Street Richfield, MN 55423 (952) 866-5292	Alternate Location (in case of rain): Katherine's Home 6017 Kellogg Avenue Edina, MN 55424 (952) 929-3965	Alternate Location (in case of rain): Mary's Home 3307 W. 134th Street Burnsville, MN 55337 (952) 894-0469

**Mark Your
Calendars!**