

Minnesota Cues Flash

A quarterly newsletter by the Cued Speech Association of Minnesota

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Minnesota Cues Flash
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Your CSAM Membership Status

Have you checked your mailing label recently? Your membership status is listed in the upper right hand corner. The date indicates when your CSAM membership expires. CSAM hopes you will consider renewing your membership, and supporting this wonderful organization. CSAM's primary funding source is membership dues and donations. We do not have fundraisers or membership drives. Membership dues are minimal but the benefits are significant. We are grateful for your financial support.

Did you know that several CSAM board members sit on state-wide deaf and hard-of-hearing committees? Cued

Speech is a fundamental component of these committees. CSAM helps to ensure that Cued Speech is represented in legislation, education, and informational materials. The need for additional Cued Language Transliterators, qualified training, and support needs of CLTs are also represented.

CSAM membership dues make it possible to provide reminders regarding events, classes, and workshops. We consistently seek unique ways to connect people through shared experiences, support, and information. CSAM members also enjoy the camaraderie and support during the many social

and education events held throughout the year. Do you enjoy our newsletter? Have you shared any of the information with others? We want to share our news and broaden the knowledge and understanding of Cued Speech.

Our mission statement is foremost in all that we do: CSAM is an organization of families and professionals who support the awareness and use of Cued Speech through educational and social events. We appreciate and value our members. If your membership has expired or is near expiration, please consider renewing for one year or several years. Thank you!

CLT Network Success!

by Sarah Druley

We had a great first year to the Minnesota CLT Network! Originally, we started meeting in Apple Valley, but have since moved our location to Panera Bread in Edina. During our meetings we served as a network of support to one another, as well as a resource to develop skills and grow in our professional knowledge. We had discussions about ethical decision making. We encouraged provisionally



Pictured back row left to right: Megan Merricks, Kristy Dedon, Janet Figueroa, Karen Greenwald, Liz Paulson Front row: Cassie Williams, Sherry Somrock, Sarah Druley

licensed transliterators onward in their pursuit of national certification. We silently played entertaining games to focus on our receptive skills. Our March meeting was a

special delight when a few CLTs from Duluth made the drive to join us! Watch the newsletters for future network meeting dates during the 2008-09 school year!

* Events Details

Practice cue clutch

Schedule:

Join us for the Tuesday,
May 20th Cue Clutch
before summer break!!

NO Cue Clutch in June, July and August

Location:

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

Cued American English Classes

Sponsored by CSAM

What:

Beginning Cue Class
Intermediate Skills Class

Where:

Black Hawk Middle School
1540 Deerwood Drive
Eagan, MN 55122

When:

Sat. & Sun., June 7 & 8
9 am-Noon, 1-4pm
lunch break: Noon-1 pm

Cost:

\$45 for CSAM Members
\$50 for Non Members

**Find a Registration Form
on page 4 of this
CSAM newsletter!**

NEW!!!

Cued Speech Beach Day

Join other families who
cue for a beach day!

FREE!

Schulze Lake Trailhead
832 Cliff Road
Eagan, MN 55123

Weather permitting.

Saturday, July 26th at noon.

Name: Luanne

Current Job: I am a
Nationally Certified Cued
Language Transliterator for
a metro area school district.

**How long have you
been a CLT?:** 8 years

**How did you learn about
Cued Speech?** When I
finished college I worked
for Horace Mann School for
the Deaf, in Boston MA,
where I learned and used
sign Language. When I
moved to Minnesota I
worked as a Program
Assistant in a Special Needs
classroom. At that time the
district was searching for
someone to fill a Cued
Language Transliterator
position. Knowing that I
had a Deaf and Hard of
Hearing background they
approached me. I decided
to attend a Language Matters
Inc. class called "Educational
Interpreting Defined" to learn
more about Cued Speech.
After attending that class
I was hooked.

**What do you find most
rewarding about your job?**

The most rewarding part of
my job is witnessing the
shared experience of my
consumers with their hearing
peers. To see their eyes light
up when they are the first to
get a joke or be the first to
acknowledge a sneeze with
a "God Bless you" is just a
wonderful experience.

**What do you wish people
knew or understood about
transliterating?** I wish all
hearing individuals would
understand that we as CLTs
will ALWAYS try our best to
provide "Complete and
Equal Access" and we have
no right to filter the sounds



that the hearing world is
privy to. Our Deaf or Hard
of Hearing consumers must
be able to trust that we will
not edit these sounds or
conversations.

**What advice would you
give to someone interested
in becoming a CLT?**

I would recommend anyone
interested in becoming a CLT
to be patient with becoming
fluent. Like typing on a type
writer, you can learn the
system rather quickly but it
takes time for your brain and
fine motor skills to become
fluent in Cued Speech. I also
would recommend finding
the date for the next
Language Matters Inc. class
of "Educational Interpreting
Defined" and taking it. This
class is valuable to all in the
DHOH field.

**Can you share a memorable
transliterating experience?**

My favorite personal
moment as a CLT was when
I was a CLT for a high school
student. I was transliterating
for a mock car crash. The
mock car crash was done

once a year before prom
to show students the dangers
of drunk driving. The
students were all gathered
in the bleachers outside of
the school and were silenced
by the reality of the drama
unfolding; a very horrific
mock car crash. As they
intensely watched, a Life
Flight helicopter was coming
far off in the distance and
I began to cue the muffled
sounds of "ch ch ch ch" of
it approaching. Suddenly my
consumer jumped up and
tapped the students around
him yelling "There is a
helicopter coming!" At that
moment I was also cueing
the sounds of sirens far off
but on their way to the scene
so my consumer, with great
excitement, announced that
there were fire trucks coming
as well. I remember the look
on his face as he felt so
proud that he told the
hearing kids of something
that was coming before they
knew it or saw it. I will never
forget how I felt that day,
feeling so proud that I was a
part of this wonderful system
called "Cued Speech".



On Becoming A Cued Language Transliterater

Recently we asked several Certified Cued Language Transliteraters to tell us a little bit about their career path and perspectives on transliterating. Most mentioned how they stumbled upon transliterating as a profession, the challenges of gaining proficiency and the internal rewards of creating access for deaf and hard-of-hearing students. The field continues to grow and we hope others will “stumble” into this wonderful and rewarding career too!

**Debbie Therrien,
TSC Certified Cued
Language Transliterater**

When adults ask children what they want to be when they grow up, it's a pretty sure thing that no one will answer, "A Cued Language Transliterater!" And yet, that's exactly what I am!

I started out as a certified secondary English teacher. I did this for about ten years, teaching every age from pre-school through adult. I really enjoyed doing this, but I was working at this during years when there were more than enough teachers in my area. As a result, I would be laid off each year, and then I would have to reapply and re-interview for positions each summer for the next school year. Therefore, I was never able to teach the same grade level or the same curriculum two years in a row. In essence, I was a first year teacher each year I

taught, and that's a real burn-out situation!

In the meantime, my brother was learning to sign with a Deaf co-worker of his, and thinking of becoming an ASL interpreter. I started to look into American Sign Language interpreting as well.

One day soon after, as I was again cruising the Education Want Ads, I came across an ad for a "Cued Language Transliterater." It appealed to me because it described a way of communicating with students who are Deaf or Hard of Hearing, and because this particular ad said, "We will train."

I called Kitri Larson Kylo at District 917, started taking LMI classes, and the rest is history! I've been transliterating now for about five years, and I've—blessedly!—obtained national certification.

My background in teaching English has meshed perfectly with transliterating. I utilize my linguistic background to help me break down words into phonemes to cue, as well as my teaching experience to help me understand whether or not my student is getting the information I'm trying to convey with my hands and facial expressions.

The most challenging part of the job for me, other than learning to cue proficiently, is trying to continuously help other members of the educational team understand

what it is that we do, and why we do what we do. It's difficult for a busy classroom teacher to understand why there is another adult in their classroom who appears to be doing so little, and who sometimes seems to invade their space. Because Transliteraters are the ones who are on the "front line", so to speak, our professionalism is critical in creating good relationships within our student's educational team. Transliteraters need to be able to explain their role and how their skills are essential to the D/HOH student's complete access to education.

I am very happy to have found this career. It is so under the radar, that it is a surprise that I found it! For me it is the perfect fit.

**Liz Paulson, TSC Certified
Cued Language
Transliterater**

I've been cueing for 6 years, and have been Nationally Certified for the past two years. I fell into this career by accident. While working as a Para in a Head Start program, we had a student who was starting to use Cued Speech. They needed someone to learn the basics and start working with the student in a week. I was intrigued and offered to try. Spending a week with my head in the books, watching videos, and practicing on my family, I showed up for work on Monday morning eager to try. It was a good thing my student was new

to cueing too, as we seemed to learn together. My cueing skills were slow and deliberate; his receptive skills seemed to match. After one especially long and challenging day, I asked the teacher in the classroom, who had an especially hard name to cue, if we could change their name to "Bob". They just laughed, but I wasn't kidding!

I love my job and even though it can be taxing and some days are very long, it can also be very rewarding. When you know you've helped your student understand new vocabulary or helped to get an unfamiliar idea through, you feel so good. Small building blocks to the language acquisition they need. Small smiles inside my mind, no one else can see.

**Do you
have Cueing
articles or
event ideas?**

Contact Katherine
Burns-Christenson
(952) 929-3965
Kbc29@aol.com

Cued American English Classes

Sponsored by the Cued Speech Association of Minnesota · www.cuedspeechminnesota.org



What: Introductory Cue Class
Beginning Skills Class

Where: Deerwood Elementary School
1480 Deerwood Drive
Eagan, MN 55122
(Follow signs for room assignment)

When: Saturday & Sunday, June 7 & 8, 2008
9 AM – Noon and 1 PM – 4PM: Instruction
12 PM – 1 PM: lunch on your own

Cost: \$45 – CSAM Members
\$50 – Non Members

Description of Classes:

The **introductory cue class** will introduce the handshapes and vowel placements of Cued American English. Participants will leave this class with an introduction to cueing single words, short phrases, and sentences.

The **beginning skills class** will sharpen your skills for cueing words, phrases, and sentences as you continue to work towards developing your fluency.

Teachers:

Sarah Druley; Certified Cued Language Transliterater, Certified ASL Interpreter, LMI Instructor, and Co-President of the Cued Speech Association of Minnesota

Luanne Frantz; Certified Cued Language Transliterater

Questions: Katherine Burns-Christenson: KBC29@aol.com or 952-929-3965

Sarah Druley: sarahdruley@yahoo.com or (763) 502-6737

REGISTRATION FORM • CUED AMERICAN ENGLISH CLASS SUMMER 2008

Name: _____

Address: _____

Phone Number (v/tty): _____ E-mail: _____

I am registering for: _____ Beginning Skills Class _____ Introductory Cue Class

_____ \$45 – CSAM Members _____ \$50 – Non Members

Send registration form & checks payable to:

CSAM, attn: Stephen Stadelman, 3307 West 134th Street, Burnsville, MN 55337

Cue & Aye

By Sarah Durley

Why do Transliterators maintain such high standards for classroom confidentiality?

The role of a transliterator may seem complicated at times where confidentiality is concerned.

In the book *Cued Speech Transliteration: Theory and Application*², Fleetwood and Metzger write:

“The degree of privacy most mainstreamed individuals enjoy is a product of personal finesse, discretion, and luck as well as other variables not determined by or associated with communication facilitation through a third party. These individuals need not choose between communicative access and confidentiality because, for them, one is not exclusive of nor dependent upon the other. If the fundamental premises of mainstreaming are to endure, the same must be true for deaf/hard-of-hearing individuals and hearing consumers who utilize interpreting/transliterating services to communicate. In order for both parties to enjoy communicative access and personal privacy as independent entities, the fate of their confidentiality must not be determined by the discretions/indiscretions of those whose job it is to facilitate communication.” (Fleetwood and Metzger, 26)³

One of the tenets of the Code

of Conduct transliterators adhere to is to “Promote the progression of events as if circumstances do not necessitate transliterator presence.”¹ Consider the mainstream experience: If the classroom were filled with hearing students there would not be a transliterator in the room, and this would not be a mainstream environment. There would not be an additional adult present witnessing an event such as cheating on a test, and therefore there would not be an adult to report it. Likewise, transliterators strive to maintain a mainstream environment with the least amount of intrusion as possible as affected by their presence. This has great benefits within the relationships between the deaf student, the transliterator, and the hearing students as they function day to day. Metzger and Fleetwood write: “Thus, in order for the deaf/hard-of-hearing consumer to participate in and develop as a product of the mainstream condition, the cued language transliterator must be sure to neither intentionally nor inadvertently alter that condition through the effects of his/her presence.” (Fleetwood, and Metzger, 20)³

Another tenet of the Code of Conduct for transliterators that goes hand-in-hand with this is “Demonstrate and implement ongoing reverence for the

preservation and promotion of complete and equal access.”¹ Maintaining confidentiality as a transliterator leads to the deaf/hard-of-hearing and hearing students being able to function as they would without feeling threatened by the presence of the transliterator. For example, for a transliterator to not report an incident they witnessed to the classroom teacher, such as the cheating on a test, it allows for the students to interact with one another about this event. It allows for natural consequences to take place when the teacher discovers what occurred. It allows for teachers to maintain their authority in the classroom. It may allow for a student in the classroom to report it to the teacher. It may allow the student who cheated to get away with it for a time, until they are caught by a fellow student next time. It allows the CLT to continue to provide the transliterating services that do promote complete and equal access to the mainstream environment.

Realistically, we know it makes a difference to the environment that the presence of a transliterator is indeed there, but it is the role of the transliterator to make that intrusion as minimal as possible while providing equal access to the mainstream environment for the deaf/hard-of-hearing consumers as well as the

hearing consumers. Metzger and Fleetwood write: “anything the transliterator witnesses is not acted upon, passed on, discussed, nor otherwise revealed by the transliterator at some future time (unless its content reveals a real and imminent risk to life and/or limb).” (Fleetwood and Metzger, 15)³ Also, as an employee of the school district and an adult of the state, transliterators do report legal issues that are mandated by the school district, the state, and federal laws.

Suppose the CLT did report every stealing or cheating event that took place. The deaf student would not have equal access to the learning environment. The hearing peers may not become a friend of the deaf student because they know the CLT will tattle on them. However, if the CLT does maintain a confidential relationship throughout these situations, it opens up the environment to allow for equal access to occur as the students learn through the natural course of events that take place.

Resources :

¹Fleetwood, E. and Metzger, M., [Cued Language Transliterator Code of Conduct](#). 1989.

www.tecunit.org/codeofconduct.htm.

²Fleetwood, E. and Metzger, M., [Cued Speech Transliteration: Theory and Application](#). Calliope Press. Silver Spring, MD. 1990.

³Fleetwood, E. and Metzger, M., [Guide to the Proper Practice of Cued Language Transliteration](#). Calliope Press, Silver Spring, MD. 2000.

☞☞☞☞ CUE IT! ☞☞☞☞

5sf 4m 5s

6m 5c 5t 2sf 4s

1t 1s 7c 8s

6s*6sf

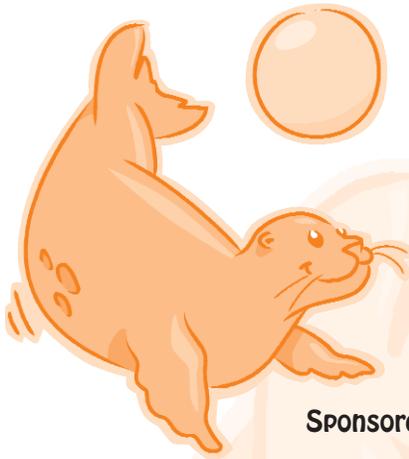
ANSWER: Phoneme, Latson, diphthong, schwa



May	June	July	August
<p>May 18 Transliterated Worship, 11 am Diamond Lake Lutheran Church 5760 Portland Ave. So. Minneapolis</p> <p>Tuesday, May 20 Practice cue clutch* Java Jacks, 6:30 pm</p> <p>May 25 Transliterated Worship, 9:30 am Diamond Lake Lutheran Church 5760 Portland Ave. So. Minneapolis</p>	<p>June 1, 8, 15, 23 and 29 Transliterated Worship, 9:30 am Diamond Lake Lutheran Church 5760 Portland Ave. So. Minneapolis</p> <p>June 7 and 8 Cued Speech Classes*</p> <p>June 16 thru 20 Transliterated Vacation Bible School, 9 am—noon www.dllc.org</p> <p>June 16 thru 19 Language Matters, Inc. Professional Training Series Faribault, MN</p> <p>Saturday, June 21 Cue @ the Zoo**</p>	<p>July 13, 20 and 27 Transliterated Worship, 9:30 am Diamond Lake Lutheran Church 5760 Portland Ave. So. Minneapolis</p> <p>NEW!!! Cued Speech Beach Day*</p> <p>Saturday, July 26th at noon Schulze Lake Trailhead in Eagan</p>	<p>August 3, 10, 17, 24 and 31 Transliterated Worship, 9:30 am Diamond Lake Lutheran Church 5760 Portland Ave. So. Minneapolis</p> <p>Saturday, August ?? CUE S'MORE NIGHT**</p> <div data-bbox="1182 1696 1511 1877" style="background-color: #4a4a9a; color: white; padding: 10px; border-radius: 15px; text-align: center;"> <p>Mark your calendars!</p> </div>

* See page 2 for details. **See flyer for details.

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, June 21, 2008, 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/como_park/directions.shtml
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 2th 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!**

