

# Minnesota Cues Flash

A quarterly newsletter by the Cued Speech Association of Minnesota

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### Minnesota Cues Flash

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



## PBS Reading Rockets comes to Minnesota

by Kitri Larson Kylo

A PBS Reading Rockets special, "A Chance to Read," featuring a segment called "Signs of Literacy" about the use of cued language as an avenue to literacy for learners who are deaf or hard hearing, has now been produced and is currently being aired on public television stations around the nation this fall. The special is about teaching reading to young children with disabilities. The segment about cueing includes an interview with Dr. Daniel Koo, a cognitive scientist who is deaf and grew up with cued English and now also uses American Sign Language for communication. The segment also focuses on the Intermediate District 917 Program for learners who are deaf or hard of hearing at Gideon Pond Elementary in Burnsville, Minnesota and its bilingual model utilizing both cued/spoken English and American Sign Language. While the segment features some brief interviews and clips of staff and students, the real "stars" and focus of the segment is a student named Jedidiah Figueroa, and his mother, Janet Figueroa.

The creators of the PBS special were looking for a learner in the program who was in a primary grade, who learned to read through the benefit of access to language and literacy via cueing, and whose parents embraced both access to cued English and to American Sign Language for their child. Jedidiah and his mother, Janet, met the criteria

perfectly, and Janet does an outstanding job during the special articulating the gifts of language, literacy, access to learning, and most importantly of all, communication between parent and child, afforded her, her family, and her son through cueing.

A crew from station WETA, a public TV station in Washington, D.C., filmed for two full days at Gideon Pond Elementary last January 2007, for the PBS TV special. It was a very busy two days with lots of filming of staff and students in classrooms, filming interviews with staff during the day, and filming Jedidiah and Janet in their home in the evening. The segment was originally to be 6½ minutes of the 30 minute special, but was later pared down to 4-5 minutes once the introduction by Molly Ringwald, the narrator, was added. It is unfortunate that many individuals who were filmed at length, and did an excellent job and contributed so very much to the effort, were not included in the final editing. Apparently "That's show business!" and had to be done to pare down two full days to 4-5 minutes, but many well-deserved thanks go to Gideon Pond and 917 staff for their time and efforts, even if they didn't make it into the final production.

WETA TV is the home to shows like "Sesame Street", "Eyes on the Prize", and "The News Hour with Jim Lehrer". It also produces the national multimedia project called

Reading Rockets ([www.ReadingRockets.org](http://www.ReadingRockets.org)), for parents and teachers of struggling readers, and a bilingual website called Colorín Colorado ([www.ColorinColorado.org](http://www.ColorinColorado.org)), for parents and teachers of English language learners.

"A Chance to Read" can be viewed on-line by going to: <http://www.readingrockets.org/shows/launching/chance>

Go to "Watch online." It is recommended to first view the "Opening and Intro" before viewing the segment called, "Signs of literacy." The on-line version will not show the captioning (although the scripts are also available at the website), but the TV and the DVD versions of the special do have captioning.

Unfortunately, the local Twin Cities TPT public TV station already aired the special on September 3 prior to any notification being provided to participants of the special that the finished production had been distributed to public broadcasting stations around the country. Information learned after September 3 that the production could be viewed on-line prompted a query to TPT, who said they had already aired the program. The Reading Rockets website above updates weekly the dates and locations the special is being aired on public broadcasting stations in the different states. Our local TPT station has responded there may be a possibility the segment will be aired again in the future.

## Do you have Cueing articles or event ideas?

### Contact:

Katherine Burns-Christenson  
(952) 929-3965  
kbc29@aol.com

### \* Events Details

#### Transliterator Networking

Fellow transliterators! Luanne Frantz and Sarah Druley are starting up a transliterator group to provide us with time to network with one another as well as work on skills and discuss ethical situations we face while performing our jobs. We plan to meet one Tuesday every month, from 7:00-8:30pm

We will be meeting at:  
Falcon Ridge Middle School  
12900 Johnny Cake Ridge Rd.  
Apple Valley, MN  
Hope to see you there!

For further information or if you have any questions, contact us at:

Sarah Druley:  
sarahdruley@yahoo.com  
Phone: 763-502-6737  
Luanne Frantz:  
lfrantz7023@charter.net  
Phone: 651-322-7023

## Practice cue clutch

Meet with other cuers, of all to ability levels, to practice and motivate one another!

### Winter Schedule:

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

### Location:

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

# ■ ■ ■ CORNETT'S CORNER ■ ■ ■

By Joan Boddicker

## ■ ■ ■ Mainstreaming the Deaf Child

Many parents begin using Cued Speech with a long-range goal of having their deaf/hearing-impaired child use English (or other native language) at a level that is commensurate with his/her hearing peers. Often, however, the progress toward that goal seems slow or nonexistent. In Chapter 7 of the "Cued Speech Resource Book," (CSRB) Dr. Cornett gives parents an idea of what to expect in the development of expressive language when a family first begins cueing with their deaf child.

As Dr. Cornett notes, hearing children "listen to us for many months before expressing themselves in a simple language based on our own." (CSRB p.78) Therefore, if a child did not receive recognizable sound for the first months or years of his/her life, the first several months of using Cued Speech will be a time for the child to learn that sounds (and then words) relate to the things and happenings around him/her. As is true with hearing children, in order to be sure the language used can be associated with its meaning in the mind of the child, the speaker must supplement talking with gestures and objects. For a hearing child, this 'association' can take up to 18 months before expressive language begins to flow. For the deaf child, the period must be extended. (CSRB p.79)

Even when expressive language starts, the progress will be uneven. Children

experience plateaus followed by spurts of progress. There are often phases in language development where a child is simply assimilating what has been learned and increasing his/her receptive understanding. (CSRB p.79) During these times the child is learning language, but the results will not be seen until later when the child's expressive language emerges more fully.

As a child's expressive language increases, experimentation with words can be expected. Just as hearing children do, the deaf child will mix-up word order (daddy go me you), regularize irregular verbs (I rided my bike), and use pronouns incorrectly (me want go outside). This is a natural phase in language development and should not cause great concern. What parents should know, however, is that most deaf children, even those who use Cued Speech, exhibit language deficits in the areas of vocabulary and general knowledge of the world. As Dr. Cornett explains, "both are due to the fact that there is no way, even with Cued Speech, to match the quantity of language that a hearing child receives. This is why the time devoted to exposing your child to language must be quality time." (emphasis

original) (CSRB p.84) Once a child becomes a skilled and avid reader, these deficits can usually be overcome completely.

Finally, in considering the development of expressive language, parents should be aware that development of good speech production usually takes much time and effort. Therefore, auditory training and associated speech training should begin as soon as a hearing loss is diagnosed. (CSRB p.85-86) Differences in the rate of improvement in speech production among children may be due to variances in the level of motivation. Speech improvement requires a lot of work by the child. Consequently, parents may need to experiment with different forms of positive reinforcement to keep a child motivated until internal motivation sets in.

Through using Cued Speech consistently, parents can help their deaf/hearing-impaired child internalize language, which can then be used by the child in developing expressive communication. By encouraging reading, writing, and speaking skills, parents can provide their child with the means to express himself/herself in a manner that is consistent with the child's peers.

☞☞☞☞ CUE IT! ☞☞☞☞

2sf 3s 4sd 2sf 1m 5sd

ANSWER: Cornucopia

## Cue & Eye

By Sarah Druley

**I am new to Cued Speech and new to having a CLT with my student. I have heard that there is a code of conduct for transliterators. Can you explain to me what is included in that?**

The Code of Conduct was developed by the TECunit (Testing, Evaluating, and Certification unit). It was drafted by Earl Fleetwood and Melanie Metzger. It establishes these guidelines for the transliterator profession:

Cued Language Transliterator Code of Conduct (©1989 Fleetwood, Metzger)

### **A cued language transliterator shall:**

Facilitate communication between deaf/hard-of-hearing cued language consumers and hearing consumers.

Provide sound-based environmental information to deaf/hard-of-hearing

consumers of cued language.

Provide appropriate training to deaf/hard-of-hearing consumers to allow for proper transliterator utilization.

Provide hearing consumers with appropriate demonstration/explanation of the transliterator role.

Demonstrate and implement ongoing reverence for the preservation and promotion of complete and equal access.

Promote the progression of events as if circumstances do not necessitate transliterator presence.

Adhere to the ethical standards of transliterating for deaf/hard-of-hearing consumers.

Support the profession of cued language transliteration by striving to improve related skills and knowledge and the application thereof.



## Fall Festival!

## CUE VIEW



**Name:** Kaity

**Age:** 11

**Hearing Loss:**

Moderate to Severe with Bilateral Auditory Neuropathy

**Communication Method:**

Cueing and Oral Language.

**What is your favorite subject in school?** That is going to be

a hard decision that I'll have to make. I'll have to say spelling and Vocabulary, but I really like math also. I like writing though we don't do a lot of that at school right now. We do language instead.

**What do you like about Cued Speech?** It allows me to

understand what others are saying when I'm unable to hear. It's fun because other people can learn how to cue, like my friends, and they can communicate with me easier, especially when we are swimming or in a noisy place.

**What are your hobbies or interests?** I love soccer and I

love trying new foods. I like new clubs and activities like games and sports. I love going on fun adventures.

**What do you want to be when you grow up?** Anything

with activities—like a soccer coach or a teacher.

**What do you like about having a hearing loss?** I can

decide not to listen to frightening sounds by turning off my processor. I used to turn my processor off every time I went upstairs or when I flushed the toilet. Now I usually just turn it off when there is something scary on TV or on the radio.

**What do you wish hearing people knew about hearing loss?** I wish people could be deaf for one day and try to

experience it them selves. Just so they know what it's like in case it ever happens to them in the future. It doesn't matter how you are made, you can still make friends with someone, though they may not be the same as you.

Sometimes being deaf can be fun. I don't mind when people ask me questions that I normally might not want to answer, because I want other people to know about me. Being teased about being deaf makes me sad, but I'm okay with answering questions that people might be curious about. Sometime in the future we may eventually be friends once we start to know each other. To me being deaf is a big responsibility.

My recipe for making friends:

1 cup of love  
3 cups of friendship powder  
1/2 cup of warm smiles  
1/4 cup of happiness

Mix all the ingredients together, you'll magically be friends.





November	December	January	February
<p><b>November 4, 11, 18</b> Cued Worship, DLLC <b>11 am</b></p> <p><b>Thursday, November 8</b> IDEA: Understanding the I.E.P offered by PACER Center, Bloomington, 6–9 pm.**</p> <p><b>Tuesday, November 13</b> Transliterator Networking* 7–8:30 pm</p> <p><b>Sunday, November 18</b> PACER’s 3rd Annual Family Fun Day, noon–2:30.**</p> <p><b>Tuesday, November 20</b> <b>Practice cue clutch*</b> Java Jacks, 6:30 pm</p> <p><b>Tuesday, November 27</b> Using the Special Education Process for Resolving Disagreements with Schools offered by PACER Center, Bloomington, 6–9 pm.**</p>	<p><b>December 1-2</b> LMI Series begins in Faribault. Educational Interpreting Defined and CLT Skills Development. Info at <a href="http://www.language-matters.com">www.language-matters.com</a></p> <p><b>December 2, 9, 16</b> Cued Worship, DLLC <b>11 am</b></p> <p><b>Saturday, December 8</b> <b>CSAM</b> <b>Cueing Santa &amp; Gingerbread Houses</b></p> <p><b>Tuesday, December 11</b> Transliterator Networking* 7–8:30 pm</p> <p><b>Tuesday, December 18</b> <b>Practice cue clutch*</b> Java Jacks, 6:30 pm</p>	<p><b>January 6, 13, 20, 27</b> Cued Worship, DLLC <b>11 am</b></p> <p><b>Tuesday, January 8</b> Transliterator Networking* 7–8:30 pm</p> <p><b>Tuesday, January 15</b> <b>Practice cue clutch*</b> Java Jacks, 6:30 pm</p> <p><b>Sunday, January 27</b> 4:30–6:30pm Minnesota Hands &amp; Voices Annual Rollerskating Event, <a href="http://www.mnhandsandvoices.org">www.mnhandsandvoices.org</a> (651) 265-2435 for more info.</p> <div data-bbox="824 1680 1149 1864" style="background-color: #4a4a8a; color: white; padding: 10px; border-radius: 15px; text-align: center; font-weight: bold; font-size: 1.2em;">       Mark your calendars!     </div>	<p><b>February 2-3</b> CLT Skills Development II, Faribault. Info at <a href="http://www.language-matters.com">www.language-matters.com</a></p> <p><b>February 3, 10, 17, 24</b> Cued Worship, DLLC <b>11 am</b></p> <p><b>Tuesday, February 5</b> Transliterator Networking* 7–8:30 pm</p> <p><b>Tuesday, February 5</b> Using the Special Education Process for Resolving Disagreements with Schools offered by PACER Center, Bloomington, 6–9 pm.**</p> <p><b>Tuesday, February 19</b> <b>Practice cue clutch*</b> Java Jacks, 6:30 pm</p>

\* See pg. 2 for details. \*\*Register @ [www.pacer.org](http://www.pacer.org) DLLC=Diamond Lake Lutheran Church, 5760 Portland Ave. So., Mpls.

Cued Speech Association of Minnesota Presents:

# Cueing Santa & Gingerbread Houses!

Visit with Cueing Santa and build a home-made ginger bread house! Bring the whole family for free light refreshments, crafts and family fun!

**When:**

Saturday, December 8,  
1:00-3:00 p.m.

**RSVP:**

Before November 30th!!  
(A limited number of ginger bread houses are available.)

Katherine Burns-Christenson  
(952) 929-3965 or  
kbc29@aol.com

**Where:**

Diamond Lake Lutheran Church  
5760 Portland Avenue, Mpls.

**Directions:**

35W to Diamond Lake Road Exit,  
go east on Diamond Lake Road,  
south on Portland, proceed to  
first building on right after the lake.

