

Minnesota Cues Flash

A quarterly newsletter by the Cued Speech Association of Minnesota

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Sweet Santa Success

By Katherine Burns-Christenson

Cueing Santa was super! The turnout was tremendous, with fifty plus people attending. Children played and families connected. My heart swelled then and it continues to swell as I recall the entire event.

Santa cued and greeted each child personally. Anticipation was certainly in the air. Energy levels were high! I loved watching Santa connect with each child. It is with fondness, that I remember a young boy and Santa sitting on the floor, reviewing the entire Toys R Us catalog, which the boy had brought. Talk about preparation. Talk about wishes coming true for that entire family.

However, let's not forget the gingerbread houses. Oh, the creations children and families made. Individual houses which we frosted and decorated thanks to the baking genius and kindness of CSAM member Carol Feeser. Let me stress, homemade gingerbread houses, homemade frosting, and homemade candies.... Wow! Additionally, we embellished, glued, and created snowman and other holiday ornaments. We giggled. We played games. We connected and made new friends. I can't wait for next year!!!



Annual Meeting

Please join the CSAM board and members on **Saturday, March 11, 2006 at 10 am** for our annual meeting. The meeting will be at Diamond Lake Lutheran Church, 5760 Diamond Lake Rd. in Minneapolis. You will have the opportunity to meet the current board members, elect new board members, and help set 2006 goals. If you are unable to attend, please complete the enclosed survey and return by March 4, 2006.



Equipment Considerations in the Winter Months

By Kristi Blaiser

Winter months bring their own unique set of considerations for maintaining equipment; snow melt and moisture, sweat from warm winter hats, and temperature extremes to name a few. In talking to the audiologists at the University of Minnesota Medical Center, Fairview, there are some key things to keep in mind for your child's equipment during the winter months.

1. Keep equipment away from drastic temperatures. Typically this is solved by keeping the cochlear implant in a pack next to your child's body.
2. Keep equipment dry. Moisture from temperature extremes, humidity, sweat, and snow melt can be managed through daily use of a dry aid kit. While equipment is sure to stay dry if it stays inside while your child is playing outdoors, your child may be missing important (and fun!) language opportunities.
3. Static. Although some manufacturers claim that they have decreased cochlear implants' vulnerability to static, it remains a concern, especially in the winter months. Furnace heat reduces humidity and therefore increases static in our homes, schools, and workplaces. Decreasing static can be accomplished by spraying a mixture of water and a small amount of fabric softener into the air with a spray bottle. Also fabric softener sheets placed directly inside winter hats may decrease static to the head from the hat. Most importantly, be sure to touch or have your child touch something besides the cochlear implant when they may be discharging static electricity.
4. Storage. As with all electrical equipment, it is important to avoid extreme temperatures and moisture changes. Develop a consistent storage place for home and school, so equipment isn't inadvertently left outside or in a car, where

■ ■ ■ CORNETT'S CORNER ■ ■ ■

By Karen Stene Doenges

Here are some questions and answers straight from the Cued Speech Resource Book. Maybe they are questions you've asked, heard others ask, or maybe they are brand new to you. Whatever the case, Cornett and Daisey offer insightful responses worth sharing.

Q. Must students be very bright to learn this system of sounds and hand movements?

A. The young deaf child does not learn Cued Speech as a system. He/she learns it naturally, in the process of communication. The process is analogous to the experience of hearing children, who do not learn to understand spoken language by consciously analyzing the different phonetic characteristics of the sounds and the ways they are put together. Both simply acquire an understanding of which words and phrases relate to specific ideas and things. *P. 376*

Q. Do hard-of-hearing children need Cued Speech?

A. This question cannot be answered categorically. Many hard-of-hearing children need Cued Speech to help them acquire language and speech faster. Some can do without it after they have a good foundation in the spoken language and can maintain language growth through reading. Then, it may be used primarily to demonstrate or

clarify pronunciation of specific words or introduce new words. But, the criterion for use of Cued Speech with such a child in the first place is whether his/her acquisition of language is progressing rapidly enough. A hard-of-hearing child who is auditorily oriented but who needs Cued Speech to learn language fast enough may be difficult to train to watch carefully. Patient effort may be required to secure the advantages of Cued Speech and auditory orientation in combination. *P. 373*

Q. Why is it good to learn to cue with either hand?

A. An important reason for being able to use either hand is that when you cue extensively for long periods of time, as for transliteration, reading aloud, or extended conversation, one hand gets tired, and it is good to be able to shift. Even more important is the convenience of not having to shift something from one hand to the other. If you are writing, it is convenient for you to cue with the other hand instead of having to put down the pen. Also, the relative positions of the cue and the deaf person often make it desirable to cue with the nearer hand. If while learning to cue you make a point of practicing now and then with both hands at once, and also separately with the non-dominant hand, you will soon become able to cue with either hand at will. *P. 370*

Q. Is it possible to cue too fast for a child to understand?

A. Any fluent cuer can cue faster than is best for a young deaf child, even one who understands Cued Speech very well. Parents should never try to cue fast. The wisdom of a very experienced teacher of hearing preschool children caused her to admonish parents to speak calmly and slowly to their children. Research has shown that children learn language faster when it is spoken at a deliberate pace. The reason, of course, is that discourse that contains some new language has to be analyzed a bit extra to pick up new meanings of words and patterns. Slow is beautiful! *P. 371*

Q. Should we use and cue slang with our deaf child?

A. Absolutely. You should use both formal and informal language, including slang, to the same extent you would with a hearing child. Bill and Dian Robers sent us (this) example: Gina (15) has even picked up on the word "um." This used to confuse her, because she tried to put a word in that spot when speechreading. She now understands and uses 'um' as a "hesitation" syllable. She uses many colloquialisms also, such as Ha!Ha!, Boo!, Nya!Nya!, Sh-h-h, etc. *p. 377*

The Cued Speech Resource Book, pp. 370-377

By R. Orin Cornett, Ph.D. and Mary Elsie Daisey, M. Ed.

temperature extremes and humidity are to variable.

5. If there are further questions, contacting the manufacturers may be helpful. Advanced Bionics: 1-800-678-2575 or Cochlear Corporation: 1-800-458-4999

Thank Cue Carol Feeser!

A special thanks to Carol for her time and talent in preparing the home-made gingerbread houses, frosting and decorations for our Cueing Santa Event! This event is uniquely special because of her commitment to the cueing children in our community!



Cue Guilt?

By Beth Des Marais

"I hate this hearing aid. It doesn't work!"

For four months Maya has been shouting these words as she angrily rips out one or both hearing aids. We've dealt with ear wax, three remakes on ear molds, and a hearing aid sent off for repairs when there was actually nothing wrong with it. Right now, as I write this, she can wear only one hearing aid until a yeast infection clears up. And that one hearing aid squeals with feedback on and off all day long.

These are the times when cue is especially helpful. These are also the times when I feel really guilty for not being able to cue better.

It's been almost four years since Maya was diagnosed with a severe to profound hearing loss and I took my first cue class. I studied hard. I spent time each day trying to cue children's books. I succeeded in getting Maya a cued speech transliterator at school. I went to

cue camp. I joined the CSAM board. Pat me on the back, will you, please? I am clearly committed to cue.

But then there's reality. I slacked off on practicing as Maya's language and lip-reading skills developed, as she "heard" more. Oh, sure, maybe she wasn't picking up everything, and she's still behind in vocabulary, but by golly she has developed such good language skills that most people don't realize she has a hearing loss.

But I know. I am aware of how she struggles sometimes. And still, I quit practicing.

Yeah, when she says, "Huh?" I can clarify with cue. But maybe she wouldn't have to say "Huh?" so often if I cued more.

I have lots of excuses. Another child to raise that has special needs. I'm "older" so it's harder to learn. She's doing just fine and doesn't need full-time cueing. I have to walk the dog. But we all know that you find time for the things in life that you prioritize. Cueing fast and furious fell from the top of my priority list to

number twenty-seven or so.

Most of the time my guilt is buried under piles of dirty clothes. But when something goes wrong I wrestle with guilt. I practice for a day or a week and recommit to cueing practice. I cue more at the dinner table. And then I stop when both hearing aids are working again.

But you know what? I'm beginning to think that's okay. Maya is doing great. She is surrounded by language at school, at home, at her friend's houses. Cueing has helped her make huge strides in language development. We use it to clarify and introduce new words. And she doesn't need it all the time. For instance, her brother, without the benefit of cue, has been able to teach her idioms and swear words. Life is good. And besides, I have other guilt issues to wrestle with right now.

I don't walk the dog enough. We don't get enough fruits and vegetables in our diet. My husband feels unappreciated. And there really, truly are those piles of dirty clothes and unwashed sheets.

* 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!

Winter/Spring Schedule:

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

Tuesday, February 21st
Tuesday, March 21st
Tuesday, April 18th
Tuesday, May 16th

Location:

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

Cue & Aye

What are the differences between an American Sign Language (ASL) interpreter and Cued Language Transliterator (CLT)?

There are fourteen main differences between Interpreters and Transliterators.

What was spoken:

Transliterator—conveys an exact copy word for word of what was spoken

Interpreter—conveys the meaning of what was spoken

Voicing:

Transliterator—uses both voice and cues when conveying the deaf consumer's message

Interpreter—uses voice only

Language:

Transliterator—cue using cued speech, which itself is not a language

Interpreter—here in the U.S., sign using American Sign Language, which is a language.

Foreign Language:

Transliterator—can cue the phonemes of the foreign language

Interpreter—cannot convey the foreign language itself, but they do tell the consumer another language is being spoken

Accents:

Transliterator—can cue the accents people speak

Interpreter—cannot sign the accents, but can say that the person speaking does have an accent and what type (i.e. French accent), or try to convey the difference in speaking by using facial expression and body language

Sounds:

Transliterator—Provides information through onomatopoeia and phonemic representation

Interpreter—uses a sign for what the sound is (i.e. "airplane", "bell", "car")

Distance from Consumer:

Transliterator—should be within

8-12 feet of the consumer

Interpreter—can be more than 12 feet away from the consumer and still be seen clearly

Ethics:

Transliterator—Follow the Code of Conduct, which includes the Code of Ethics

Interpreter—Follow the Code of Ethics (now called Code of Professional Conduct)

Closed Captioned Videos:

Transliterator—may still transliterate the sounds in the video

Interpreter—typically does not interpret the sounds in the video

Methods of Role shifting to identify speakers:

Transliterator—can rotate shoulders, use eye contact, or alternate hands

Interpreter—can rotate shoulders and use eye contact

Idioms and Jokes:

Transliterator—cues the idiom word for word as it was spoken

Interpreter—often explains the meaning of the idiom or joke in

the interpretation

Common Knowledge:

Transliterator—when asked, "What's your job?" typically, people do not know about cued speech

Interpreter—people typically have some knowledge about sign language

Job Title:

Transliterator—called a Transliterator

Interpreter—called an Interpreter when using ASL in its grammar structure, and called a Transliterator when interpreting by signing in English word order

Education:

Transliterator—Language Matters, Inc. offers college accredited courses

Interpreter—may enroll in either a 2 or 4 year degree program

Answered by Sarah Druley, Certified Cued Language Transliterator and Certified ASL Interpreter

Please email your "Cue & Aye" questions in to KBC29@aol.com. Answers to your cueing questions will come from fellow cuers and/or Cued Speech Professionals.



Events Calendar

February	March	April	May
<p>Sat. and Sun., Feb. 4 and 5 CLT Skills Development II</p> <p>Sun., Feb. 5, 12, 19 and 26 Cued Worship, DLLC 11 a.m.</p> <p>Tues., Feb. 21 Practice cue clutch* Java Jacks, 6:30 p.m.</p>	<p>Sat. and Sun., Mar. 4 and 5 Ethical Decision Making I</p> <p>Sun., Mar. 5, 12, 19 and 26 Cued Worship, DLLC 11 a.m.</p> <p>Sat., Mar. 11 CSAM Annual Meeting & Elections, 10 a.m.—Noon</p> <p>Tues., Mar. 21 Practice cue clutch* Java Jacks, 6:30 p.m.</p>	<p>Sat., April 1 (Fool's Day!) Cueing Game Night**</p> <p>Sat. and Sun., April 1 and 2 CLT Skills Development IV: Receptive/Transphonation</p> <p>Sun., April 2, 9, 23 and 30 Cued Worship, DLLC, 11 a.m. (No CLT on April 16, Easter)</p> <p>Tues., April 18th Practice cue clutch* Java Jacks, 6:30 p.m.</p>	<p>Sun., May 7, 14, 21, 28 Cued Worship, DLLC, 11 a.m.</p> <p>Tues., May 16 Practice cue clutch* Java Jacks, 6:30 p.m.</p> <p>June Planning Ahead</p> <p>Sat. and Sun., June 3 and 4 CLT Skills Development V: Silent/Transphonation</p> <p>June 19th through 23rd Vacation Bible School, DLLC More information to come!</p>

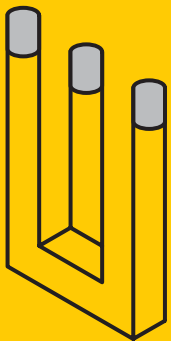
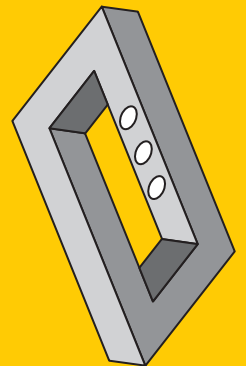
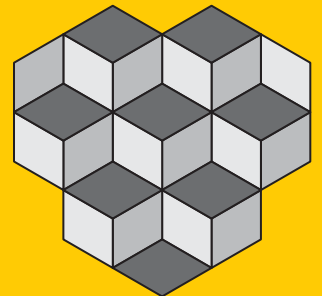
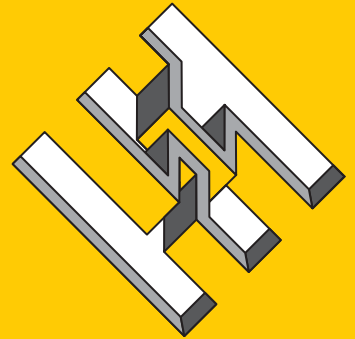
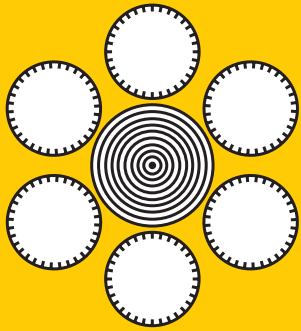
Mark your calendars!

* See page 3 for details. ** See attached event flyer for details. **DLLC** = Diamond Lake Lutheran Church, 5760 Portland Ave. So., Mpls.

CSAM sponsored event



Cueing Game Night



Bring the whole family for an evening of cueing, games and dinner! Cuers of all levels are welcomed!

Saturday, April 1st, 4:00 p.m.

at the Stadelman's

3307 W. 134th St.

Burnsville, MN 55337

Bring a dish to share and games if you want.
We'll have burgers, brats, hotdogs, soft drinks
and many games to play!

R.S.V.P. Mary or Steve

952.894.0469

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!

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Location:

Java Jacks

(612) 825-2183

818 W. 46th Street, Minneapolis

(46th Street and Bryant Avenue)



Cued Speech Association of Minnesota Membership Application



Send form and check made out to CSAM to:
 Cued Speech Association of Minnesota
 6017 Kellogg Ave.
 Edina, MN 55424

Membership in CSAM includes quarterly newsletter, and discounted admission to CSAM sponsored events excluding Cue Camp Minnesota.

Date: _____

Name: _____

Address: _____

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

Membership Category: _____ New Member _____ Renewal

_____ Individual \$20.00 _____ Family \$25.00 (_____ *first time families can sign up for one year free membership*)
 _____ University Student \$10.00 _____ School/Organization \$25.00

Please list family members to be included on this membership.

Name	Deaf or Hard of Hearing	Age (children only)
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____

CSAM 2006 Member Survey

Name (Optional): _____

1) What are your needs as a cuer in the state of Minnesota? Please choose three.

Social Activities Networking/Mentoring (Family Professional)

Practice Sessions Support Group Cue Camp

Informational Materials Guest Speakers Cue Classes/Instruction

Other: _____

2) Can you help CSAM meet those and/or other needs?

Program/Event Chairperson Committee Volunteer Web Design/Maintenance

Fundraising Grant Writing Computer Skills/Graphics

Write a newsletter article Mentor (Family Professional)

Other: _____

3) What sections of the CSAM newsletter are most valuable to you?

Cornett's Corner Calendar of Events Personal Stories/Articles

Professional Stories/Articles Cue & Aye Cue Puzzler

4) Suggestions for future newsletter articles or improvements:

5) Do you have any fundraising ideas or suggestions for CSAM:

6) Additional comments:

7) Would you like to join the CSAM board or recommend someone to join the board?

1 year term 2 year term I need more information.

Name & Contact Info: _____

I would like to recommend the following individual for a board position.

Name & Contact Info: _____

Please return by March 4, 2006

Mail completed survey to: CSAM, 6017 Kellogg Ave, Edina, MN 55424
Email comments to Kbc29@aol.com with the subject line "Member Survey"

Thank you!