

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



2006 President's Report

by Katherine Burns-Christenson

In preparation for our upcoming annual meeting, I wanted to thank all of you for supporting the Cued Speech Association of Minnesota. Your membership, feedback, event attendance, and/or willingness to share our newsletter with others is very appreciated.

Our annual meeting is scheduled for Saturday, March 3, 2007, from 10 am—noon at Diamond Lake Lutheran Church in Minneapolis, 5760 Portland Ave South. All members are invited to attend. In addition to reviewing 2006 goals, we will set 2007 goals and elect board members. The open Executive Board positions include; President and Treasurer. The Executive positions are two-year terms. Additionally, there are also one and two-year term At-Large open positions. Please contact myself or any other board member if you have interest or questions regarding the board positions.

It has been another busy social year for CSAM. We just ended the 2006 calendar year with a fabulous "Cueing Santa" event. This event continues to grow, with 55 people attending, some for the first time! Our other social events included: "Cue Game Night", where friends met and gathered for good cue gaming fun; "Cue at the Zoo", where we enjoyed a transliterated performance of the Sparky the Sea Lion show, the Como Zoo grounds, and neighboring park; "Play and Cue", where children and families met at various playgrounds to practice cueing, connect, and play; and finally "Cue Camping and S'Mores" at an Inver Grove Heights campground where families

chose to camp together or just come up for an evening of campfire chat and s'mores.

"Coffee Cue Clutch" practice sessions have been the cornerstone of our educational offerings this year. Individuals meet at the Java Jacks in south Minneapolis to practice their cueing skills. All skill levels attend and it is a small and supportive environment. If you've never attended, I'd encourage you to check us out!

We have also put significant effort and energy into our newsletter. Since the CSAM membership is nearly evenly split between professionals and families, we strive to represent and address the needs of both groups. I would love to hear how you think we're doing! If you have a topic you'd like

addressed in the newsletter, please let us know that too. We are also always looking for articles written by members that address specific interests. Remember, we are here to support and encourage each other, and no one is better able to do that than the members themselves! Feel free to contact me or any other board member if you are interested in writing an article for the newsletter. Finally, our web site is nearly finished, so you can look for that soon too. Our address is www.cuedspeechminnesota.org. It's been a privilege to meet many of you throughout this last year. I'm proud of the work done by our community and the entire CSAM board.



CSAM Cueing Santa and Gingerbread House event was a huge hit!
See more pictures on page 3.

* 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, February 20th
Tuesday, March 20th
Tuesday, April 17th
Tuesday, May 15th

Location:

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

Do you have Cueing articles or event ideas?

Contact:

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

Standing Ovation!

Once again, CSAM wants to give a big shout out to Carol Feeser for all of her help with Cueing Santa. The homemade ginger bread houses, homemade frosting, and, one more time, homemade candies (note the plural) were delicious and exquisite! Thank you from the bottom of our hearts!

CORNETT'S CORNER

By Joan Boddicker

We have all heard the statistic that the reading ability of deaf children tends to plateau at the third or fourth grade level. In *The Cued Speech Resource Book* (CSRB), author Dr. R. Orrin Cornett, notes that he invented Cued Speech "specifically because of concern over the fact that deaf children do not typically learn to read well." (CSRB p.256) Through the use of Cued Speech, a deaf child can develop a basis in the English language that will allow him/her to learn to read in the same way a hearing child does, and progress to reading at or above grade level.

A hearing child typically learns to read by first recognizing words that have been identified to him/her through pictures or spoken words. After a few such exposures to the written word, the child can recognize it and associate it with the proper spoken word each time s/he sees it. Upon learning letters and their sounds, a child begins to "sound out" and then recognize the written representation of many of the thousands of words s/he already knows in spoken form. (CSRB p.246) From that point the child's recognition of sight words grows, so that fewer and fewer words must be sounded out, making the reading process more and more autonomous. Because of his/her knowledge of the spoken language, a hearing child is able to easily understand the "function" words whose use and meaning cannot be easily explained. Words such as the, of, a, on, in, out, by, with, and others are used so commonly in spoken language that the early reader has already "internalized" their different uses. Thus, the different meanings of the word on in such phrases as: on call, on duty, on a trip, on notice, on Monday, and on trial are already known to the hearing

child contributing to reading comprehension and the ability to become an autonomous reader.

On the other hand, a deaf child that does not use Cued Speech is typically frustrated in reading by not having a firm basis in the spoken language. When s/he "sounds out" a word there is little spoken vocabulary to which to match the word. (CSRB p.248). Far from becoming an autonomous reader, the child must frequently ask for help or give up. (CSRB p.248) Moreover, even when words can be sounded out and recognized, many sentences are likely to contain the function words in some idiomatic expression (i.e., in a way which cannot be understood by the words themselves). In fact, Dr. Cornett identifies this lack of familiarity with such idioms as one of the major contributing factors to deaf children reaching a plateau at the third to fourth grade reading level. (CSRB p.247) Consequently, he advises that parents who cue make a special effort to systematically introduce the function words and their common uses (idioms) to their deaf child. (CSRB p.247)

Fortunately, because Cued Speech provides the deaf child with the same understanding of the spoken language a hearing child receives, a deaf child raised with Cued Speech learns to read in the same way as a hearing child and can read at the same level as his/her hearing peers. In a 1989 study, Jean E. Wandel compared the reading comprehension levels of groups of hearing, Cued Speech, Oral, and Total Communication students. Only the profoundly deaf Cued Speech students matched the hearing students in average level of reading comprehension. (CSRB p.256) Interestingly, the Cued Speech students with only severe hearing loss scored lower than the profoundly deaf

Cued Speech students. Cornett attributed this difference to the tendency of many parents of Cued Speech children with more hearing to cue "only what is necessary." (CSRB p.256)

In the *Cued Speech Resource Book*, Cornett gives several tips for helping a deaf child become a good reader. These tips, on pages 258-59 and 262 of the book include the following advice:

- 1) Learn Cued Speech and use it consistently for all communication with the child except special auditory training;
- 2) Make "experience books" recording experiences of your child in pictures and text;
- 3) Read books to your child;
- 4) After your child begins to want to read for himself/herself, mix periods of reading to him/her with periods when s/he reads to you or reads alone silently.
- 5) Set up family reading times when all members of the family read material of their choice.

In summary, the information from the *Cued Speech Resource Book* encourages parents of deaf children to utilize Cued Speech to optimize their child's reading ability. When Cued Speech is used consistently it enhances a child's reading ability and further allows them to understand the varied meanings of common words used in the English language. This knowledge should help encourage the consistent utilization of Cued Speech in everyday communication as well as in those moments when clarification is necessary. If you would like to gain additional knowledge on this subject, please refer to the *Cued Speech Resource Book*.

Cueing Santa & Gingerbread House event 2006!



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. _____	_____	_____

Cue & Aye

Is there a referral agency I can contact to hire a Cued Language Transliterator?

Cued Language Transliterators provide spoken language access through Cued Speech in educational, vocational, private, and community settings. Nationally certified instructors (**) have passed a written, expressive, and receptive test for proficiency and professional standards. There is not a single referral agency for Cued Language Transliterators in Minnesota. CSAM maintains a list of CLTs who have given CSAM permission to share their contact information for free-lance opportunities. Check back with us often, either by email, kbc29@aol.com or our website www.cuedspeechminnesot.a.org for current listings.

Metro Area:

Sarah Druley**
sarahdruley@yahoo.com
 (763) 502-6737
 Sarah is also a certified ASL interpreter

Luanne Frantz**
LFrantz7023@charter.net
 (651) 322-7023

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 Jenee is also a certified ASL interpreter.

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 (952) 997-2707

Duluth Area:
 Cassie Williams**
tedwil@cpinternet.com
 (218) 729-9708

Sherry Somrock**
Sherry.Somrock@duluth.k12.mn.us

Good News Report

by Kitri Larson Kylo

The Intermediate District 917 Program for Learners Who are Deaf or Hard of Hearing at Gideon Pond Elementary in Burnsville, Minnesota has been chosen as a program to be filmed for part of a nationally-televised PBS special about teaching reading to young children with disabilities. The District 917 Program utilizes a unique bilingual model utilizing both American Sign Language and cued/spoken English. This unique program, with the results in literacy of its students, has caught the attention of this national network, and the program is honored by this opportunity and recognition.

On January 23 and 24, 2007, a crew from WETA station was at Gideon Pond Elementary filming for the PBS TV special. The segment of the special depicting the 917 program will be one-fifth, or about six minutes, of the half-hour special. The special is scheduled to be sometime fall, 2007.

WETA is the PBS station in Washington, D.C., home to shows like "Sesame Street," "Eyes on the Prize," and "The News Hour with Jim Lehrer." It also produces a national multimedia project called Reading Rockets (www.ReadingRockets.org), for parents and teachers of struggling readers, and a bilingual website called Colorín Colorado (www.ColorinColorado.org), for parents and teachers of English language learners. WETA is currently producing a national half-hour television program for Reading Rockets tentatively entitled "A Chance to Read," about teaching reading to young children with disabilities. The filming of students, staff and parents from the 917 Program for Learners Who are Deaf or Hard of Hearing will be a segment of that television special. The network believes these stories—including frustrations and successes—will help parents and teachers across the country who are struggling with how best to help their children learn to read.

Video Resources to Check out

PBS.org offers advice for parents in their section called Launching Young Readers. You can also find children's stories told in American Sign Language and cued English (as presented by Daniel Koo):

"Click, Clack Moo
<http://pbskids.org/lions/cornstones/click/story/> and
 "Joseph Had a Little Overcoat"
<http://pbskids.org/lions/cornstones/joseph/story/>

Additionally, "Breaking the Code: Unlocking the Curriculum" can be viewed on YouTube (www.youtube.com). The film was created by Jennifer Bien and Alina Mills as a commemorative to Dr. Cornett and as an educational documentary. You can find the film by either searching "Cued Speech" or the film title.



5t, 4s, 8c, 5sd, 6s

ANSWER: annual



Events Calendar

February	March	April	May
<p>Saturday, Sunday, February 3, 4 CLT Skills Development II</p> <p>Sunday, February 4, 11, 18, 25 Cued Sunday School 9:45 am Cued Worship, DLLC 11:00 am</p> <p>Tuesday, February 20 Practice cue clutch* Java Jacks, 6:30 pm</p>	<p>Saturday, March 3 CSAM Annual Meeting DLLC, 10:00 am to noon</p> <p>Sunday, March 4, 11, 18, 25 Cued Sunday School 9:45 am Cued Worship, DLLC 11:00 am</p> <p>Tuesday, March 20 Practice cue clutch* Java Jacks, 6:30 pm</p>	<p>Sunday, April 1, 15, 22, 29 Cued Sunday School 9:45 am Cued Worship, DLLC 11:00 am</p> <p>Saturday, Sunday, April 14, 15 Ethical Decision Making I</p> <p>Tuesday, April 17 Practice cue clutch* Java Jacks, 6:30 pm</p>	<p>Sunday, May 6, 13, 20, 27 Cued Sunday School 9:45 am Cued Worship, DLLC 11:00 am</p> <p>Saturday, Sunday, May 3, 4 CLT Skills Development III</p> <p>Tuesday, May 15 Practice cue clutch* Java Jacks, 6:30 pm</p>
<p>Mark your calendars!</p>		<p>LOOKING AHEAD</p> <p>June 18-22: Transliterated Vacation Bible School @ DLLC Check their web site for more details-www.dllc.org</p> <p>June 25-28: CLT Skills Development IV: Receptive/Transphonation CLT Skills Development V: Silent/Transphonation</p>	

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