

Minnesota Cues Flash

A quarterly newsletter by the Cued Speech Association of Minnesota

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Covered up Communication

By Katherine Burns-Christenson

I want to share with you my comedic view and internal musings of a frosty morning at the bus stop. Hats, mittens, scarves, oh my!

Yep, here we are standing at the bus stop, all bundled up. Took a while to get us all dressed, but here we are! My fingers can't move in these gloves. One needs limber and visible cueing fingers. Okay, my gloves are off and my fingers can move. "Paige, are you warm enough?" Wait! Was that a fuzzy scarf my frozen fingers just touched? Right, right, she can't see my mouth. Great I look like darting eyes and flailing arms. Not quite a picture of unambiguous access!

Okay, okay, now the scarf is loose. Yep, it's loose for sure. I can feel that cold wind on my cheeks. Maybe I'll put this glove back on and leave the other one off. Keep one hand warm at least. Whew.

"Are you warm enough? Paige! Paige!" Tap, tap, tap. "Are you warm enough?" Wow, your face can really get tight when it's frozen. Did my mouth even move? It is so cold this morning. "Oh, your headpiece and hearing aide are covered up. Everything sounds muffled? Sure. Sure. Here, I'll just take your hat off for a minute, but I want you to wear it for recess, okay." Sigh. Nice eye roll, sweetie. "Wait a minute. I need to switch my gloves again. My hand is getting cold." Switching gloves, switching gloves, frozen fingers. "Oh, look the bus is here. Bye! Have a good day. Stay warm!" Yikes!

Most parents I talk to share similar stories, experiences, and frustrations. My family typically spends every October searching

for the "perfect" hat; the one that keeps ears warm but still allows your child to hear. Not to tight, not to loose, just right. It's our own version of "The Three Little Bears."

So as I mused about the upcoming cold and snowfall, I asked several adults about their experiences and suggestions for increasing communication success. Like me, there was a mixture of laughter and frustration as they recalled childhood playground days and frosty bus stops. A few suggestions:

1. Wear solid colored gloves. Those patterns are cute but can be distracting.
2. Teach self advocacy. Support their efforts. Encourage their attempts. At times it takes a lot of courage to ask for clarification when you're a kid.
3. Perhaps enlist a good friend to be a "hearing buddy." We all know how quickly game rules get changed just as kids are running the opposite direction of your child. A scarf concealing the mouth makes it doubly hard to follow along.
4. Teach equipment care. A day of frolicking in the snow is going to cause sweat, snow everywhere, memories, and lots and lots of fun. Know what to do or who to call when equipment is wet or isn't working properly. Respect your equipment, but don't be afraid to let a kid be a kid!
5. Find humor. Be inventive. Someone out there must be developing transparent, warm, flexible, and fashionable gloves. One can always dream...



Katherine and Paige at the bus stop.

* 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!

Fall/Winter Schedule:

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

2005

Tuesday, November 15th
NO December Cue Clutch

2006

Tuesday, January 17th
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.)

February 1, 2006

Registration begins for
July 20-23, 2006
National Cued Speech
Association's 40th
Anniversary Conference
in Towson, MD.

Cued Speech— Celebrating Literacy, Excellence & Diversity

For more information
Contact NCSA at
(800) 459-3529 or at
www.cuedspeech.org.

CORNETT'S CORNER

By Karen Stene Doenges

The following selection from Cornett's book talks about the learning of abstract information. Consider abstract information those things that you cannot show clearly through a picture. It is a given that children's language learning contains many labels for things that CAN be pictured: food, toys, animals, etc. These labels would be considered "concrete" language. Sometimes we forget how many abstract concepts are also being learned at a young age such as discussing future or past events, understanding cause and effect, describing emotions and their cause, making comparisons, and answering Why? questions.

The Learning of Abstract Language

A common impression among educators of hearing-impaired children is that it is very difficult for a deaf child to

learn abstract language. Nothing is further from the truth. Verbal abstractions are difficult for a deaf child to understand if 1) he/she is weak in verbal language, or 2) if the verbal abstraction is visually ambiguous, as in unsupported oral/aural communication. Signs for abstract concepts are learned readily by a deaf child through communication in signs, if the child already has a good foundation in some form of sign communication. Similarly, verbal abstractions are picked up readily by a deaf child growing up with Cued Speech, just as by a hearing child.

Consider the concept of time in the future, which can be learned naturally and easily through experience associated with clear language input. Mother answers the telephone and, after a brief conversation says, "That was Daddy. He's coming in a few minutes." A three-year-old deaf child, if he

knows what his mother said, will know (the first time) only that the conversation was with Daddy. If Daddy arrives a few minutes later, the first seed of the idea of the future is sown. If the sequence happens repeatedly, the child soon knows that when Mother answers the phone and then says something like "Daddy's coming," they can expect Daddy soon. Appropriate use of statements such as , "We'll go in a little while," and "We'll go to the lake tomorrow," can lead quickly to understanding of the concept of the future. In summary, the learning of abstract language is no easier and no harder for a deaf child than for a hearing child. In either case the child must have adequate language input and communication must be in a clear form.

The Cued Speech Resource Book,
pp.154-155

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

Fall Festival!



Thank Cue Ingrid Hofmann!

A special thanks to Ingrid for clowning around with the kids at our Fall Festival in September. Ingrid donated materials and made balloon animals and hats for the children. Her beautiful working dog, Bright, joined her as well. Ingrid was even sport enough to try on a new 'do with her cueing friends.



Cue & Aye

I really am confused by the technology out there. Where can I go for help/support?

No wonder you're confused—there are so many choices when purchasing assistive technology! Let's see if I can clarify some of the terms you may encounter when looking at assistive technology for people who have a hearing loss.

When talking about assistive technology for people with a hearing loss, we tend to divide it into three basic categories: 1) alerting devices, 2) telecommunication devices, and 3) assistive listening devices.

Alerting devices help people with a hearing loss know when something significant is happening within his/her environment. A person can be alerted to such sounds as the carbon monoxide detector, doorbell, smoke alarm, telephone, alarm clock, weather radio, or baby crying. Alerting devices use flashing lights, vibrations or a very loud sound to alert the person that there is something major happening in the immediate environment.

Some alerting devices are designed to respond to one thing such as the doorbell ringing. Other alerting devices are "systems" and notify the person to a variety of sounds. It's a matter of deciding what device or system is best for the individual.

Now I can hear some of you out there asking, "When should we start using alerting devices with our child?" There is no "magic" age to begin using assistive technology with your child. It's important to remember that awareness of environmental sounds is important. Your child may not be old enough to answer the phone or doorbell or escape a burning building without assistance from an adult, but exposure to alerting devices teaches him/her the importance

of environmental sounds and how to respond to the different "warnings." Deaf and Hard of Hearing Services has developed a Home Modification Checklist that you can request be sent to you or if you prefer, you can download it from our website: www.dhhsd.org (click on "Publications" and scroll down until you see Home Modification Checklist).

Telecommunication devices have multiplied in the past few years. You've got TTYs, amplified phones, voice-carry-over (VCO) phones, the CapTel phone, cell phones, pagers, sidekicks, blackberries, and the list keeps growing! The Telephone Equipment Distribution (TED) Program provides phones for those who qualify for the program. The equipment is loaned out at no cost as a long-term loan. Available equipment include TTYs, CapTel phones, VCO phones, light flashing ring signalers, amplified telephones, loud ringers, and more. For more information about the TED Program go to their website at www.tedprogram.org or call 800-657-3663 (Voice) or 800-657-3513 (TTY) or send them an e-mail at tedprogram@state.mn.us.

Cell phones can be a challenge when shopping for one that has the right features for hearing aid and cochlear implant users. To help people when shopping for a cell phone, Deaf and Hard of Hearing Services (DHHS) has developed a fact sheet about cell phones. Call your local DHHS office for a copy of this fact sheet—they will gladly send you one in the mail.

An **assistive listening device** (ALD) also called an **assistive listening system** (ALS) can be used with person's hearing aid and/or cochlear implant. By using a neckloop, silhouette or patchcord, you are able to "bridge" the person's hearing aid or cochlear implant to an ALD (note: the hearing aid or cochlear implant has to have a t-coil or have direct

audio input capability in order for it to work with an ALD).

So under what circumstances is it good to use an ALD with a hearing aid or cochlear implant? An ALD can be very useful whenever there is a lot of background noise or sound has to travel quite a distance (e.g., theatres, places of worship, the great outdoors, vehicle, restaurant, family reunion, on the swing set, etc.).

There are different kinds of ALDs—each one has its strengths and weakness. There are personal amplifiers—good for one-on-one conversations and in small spaces (such as the car). FM systems are quite popular in educational settings and places of worship. The infrared system is often used at home with the television or in movie theatres or at concert halls.

Again, I can hear parents and teachers asking, "When should we start using ALDs?" With assistive listening devices, consider the child's comfort level with hearing aids or the cochlear implant before you start "adding on" an ALD. You may want to wait until your child develops good communication skills so he/she is able to report if there are problems. However, some people are using ALDs with very young children with great success. It's a matter of monitoring the hearing aid or cochlear implant to make sure the t-coil or audio input jack are in working order and that the volume is not too loud (all ALDs have a volume control and you want to make sure you do not over-amplify the sound).

So is your interest piqued? Want to learn more? All you have to do is contact your local Deaf and Hard of Hearing Services office (we're located throughout the state of Minnesota). Deaf and Hard of Hearing Services (DHHS) is part of the Minnesota Department of Human services and we are here to serve all Minnesotans about issues related to hearing loss. While we don't sell assistive technology at our offices, several DHHS offices offer "hands-on" demonstration labs featuring assistive technology and we can provide you with a list of vendors who sell assistive technology for people with a hearing loss. Give us a call or

Membership

Please take a few moments to review your address label!

Your label will indicate your current membership status. A membership form is included in this newsletter for you. Updates and corrections can always be sent to Katherine Burns-Christenson kbc29@aol.com.

We don't want you to miss any of our news!

Gifts to CSAM

Are you aware that CSAM is a 501c3 organization? Financial gifts to CSAM are tax-deductible. We hope you'll consider CSAM in your charitable giving.

Checks can be made out to CSAM and sent to:

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

If you have any questions contact Stephen at: mstadelman@earthlink.net.

come and visit us!

For the phone number of a DHHS office in your area, go to www.dhhsd.org or call me (Mary Bauer) at 651/297-1393 and I'll make sure you get hooked-up with your nearest DHHS office!

Mary Bauer works at Deaf and Hard of Hearing Services ~ Metro Office. She provides consultation, information and referral, technical assistance, and training on issues related to hearing loss. Mary is able to bring her experience of being hard of hearing when working with individuals, families, and agencies. She has worked with deaf and hard of hearing persons and their families since 1980.

👉👉👉 CUE IT! 👈👈👈

7t, 8s, 2s, 3s, 7t, 2t, 8s

ANSWER: Thanksgiving



Events Calendar

November	December	January 06	February 06
<p>Sunday, November 6th Cued Worship, DLLC 11 a.m.</p> <p>Monday, November 7th Cue at the U** 6:00 to 8:00 p.m.</p> <p>Sunday, November 13th Cued Worship, DLLC 9:30 a.m.</p> <p>Tuesday, November 15th Practice cue clutch* Java Jacks, 6:30 p.m.</p> <p>November 19th & 20th MSAD, Faribault 8:30 a.m.-5:00 p.m. Self Assessment II (SA II), Prerequisite: Mock Evaluation Self Assessment I (MESA I)</p> <p>Sunday, November 20th Cued Worship, DLLC, 11 a.m.</p>	<p>Saturday, December 3rd MSAD, Faribault 8:30 a.m.-5:00 p.m. Educational Interpreting Defined (EID) by teleconference—this is the first class in the series so we are starting over.</p> <p>Sunday, December 4th MSAD, Faribault 8:30 a.m.-5:00 p.m. CLT Skills Development I, prerequisite: EID</p> <p>Sunday Dec. 4th, 11th & 18th Cued Worship, DLLC 11 a.m. Christmas Program on the 18th</p> <p>Saturday, Dec 10th Cueing Santa** DLLC, 1:00 to 3:00 p.m.</p>	<p>Sunday, January 7th, 15th, 22nd & 29th Cued Worship, DLLC, 11 a.m.</p> <p>Tuesday, January 17th Practice cue clutch* Java Jacks, 6:30 p.m.</p>	<p>Tuesday, February 1, 2006 Registration begins for the July 20-23, NCSA Conference*</p> <p>February 4th & 5th, 2006 MSAD, Faribault 8:30 a.m.-5:00 p.m. CLT Skills Development II, prerequisite: CLT Skills Development I.</p> <p>Sunday, February 5th, 12th, 19th & 26th Cued Worship, DLLC, 11 a.m.</p> <p>Tuesday, February 21st Practice cue clutch* Java Jacks, 6:30 p.m.</p>

**Mark your
calendars!**

* See page 2 for details. ** See attached event flyer for details. 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 your own home-made ginger bread house! Bring the whole family for free light refreshments, crafts and family fun!



When:

Saturday, December 10,
1:00-3:00 p.m.

RSVP:

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



*A few examples of
Gingerbread Houses
from 2004!*

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.



CUE **at the** **U**

Increase your familiarity with Cued Speech by getting to know some families and professionals that use it.

Join us November 7th
6:00 to 8:00 pm
for snacks and
an informational meeting.

What is Cued Speech?

Cued Speech is a visual communication system which uses eight handshapes in four different positions in combination with the natural mouth movements of speech, to make all the sounds of spoken language look different.

University of MN
Medical Center Audiology/AR Clinic
Phillips Wangensteen Building
420 Delaware Street SE
8th Floor

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. _____	_____	_____