

# Coo, Babble, and Words

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1

## Agenda

- Introductions
- The Case for Cueing
  - Our Noisy and Ambiguous World
  - Visual Access to the Language of the Home
- Breaking the Code
- Resources
  - Padlet
  - Learn to Cue

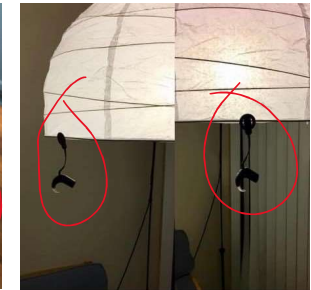
2

## Our Noisy & Ambiguous World



3

## Ambiguous Amplification



4

# Ambiguous Amplification

Stuck on the metal track of a log plume ride. Miraculously found two days later by park staff. Miraculously still worked.

In the rocks near a roller coaster ride after forgetting to secure them and flew off the head, miraculously found by park staff three days later. Miraculously still worked.

7w Like Reply 3 🙄

The most unusual place found a student CI one time was on a toilet lever...! Middle schooler 😊

7w Like Reply 4 😊

Had a little scare. Decided to take a nap at the same time as my kid, in the same room so he could get me if he woke up before I did. Took my cochlear implants and set them next to my bed. Woke up to him playing in the room. Found one cochlear implant...

Like Comment Share

but couldn't find the other. Spent about 45 minutes looking in that ONE room for the implant everywhere. It was in KB's overalls.....Note to self, keep cochlear implants out of child's reach at all times.

5



## Retention Devices

(NOT FOOL PROOF)

6

## Our Noisy & Ambiguous World

Listening bubble/signal to noise ratio

Listening Fatigue

Bottom line. Listening can be EXHAUSTING. Listening Fatigue is real, with or without devices.



7

## Importance of the Language of the Home



8

## Visual Access to Language of the Home

Over 90% of parents have a spoken language

Many families are bilingual/multilingual

Cueing can provide access to many languages.

Phonology

Morphology

Syntax

Semantics

Pragmatics

Breaking the Code of Language

9

10

## Consonants of American English

/b/ /ch/ /d/ /f/ /g/ /h/ /j/ /k/ /l/

/m/ /n/ /ng/ /p/ /r/ /s/ /sh/ /t/

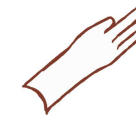
/th/ /TH/ /v/ /w/ /wh/ /y/ /z/ /zh/



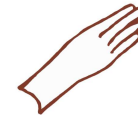
/d, p, zh/



/k, TH, v, z/



/h, r, s/



/b, n wh/



/f, m, t/



/l, sh, w/



/g, j, th/



/ch, ng, y/

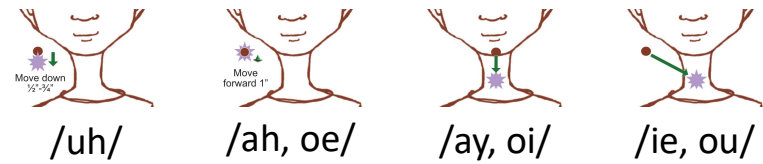
11

12

## Vowels of American English

/a/   /ah/   /aw/   /ay/   /e/   /ee/  
 /i/   /ie/   /oe/   /oi/   /oo/   /ow/  
 /uh/   /ue/   /ur/

13



14

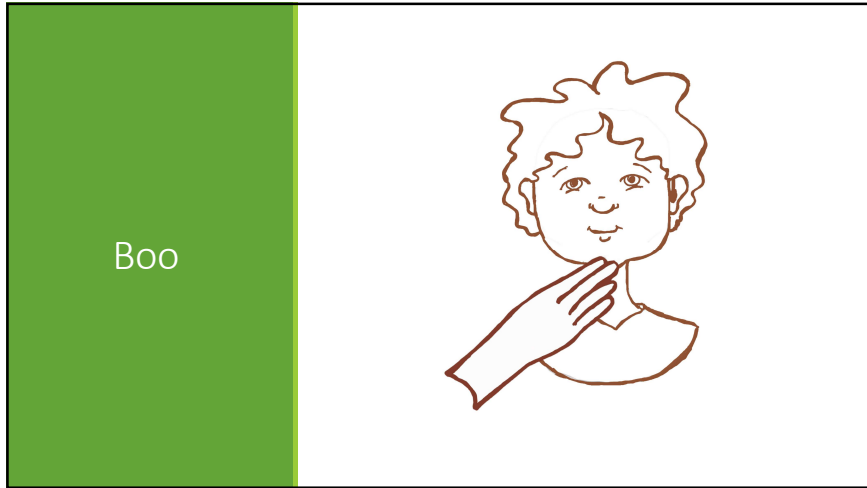
Cue =  
 Consonant-  
 Vowel Pair

15

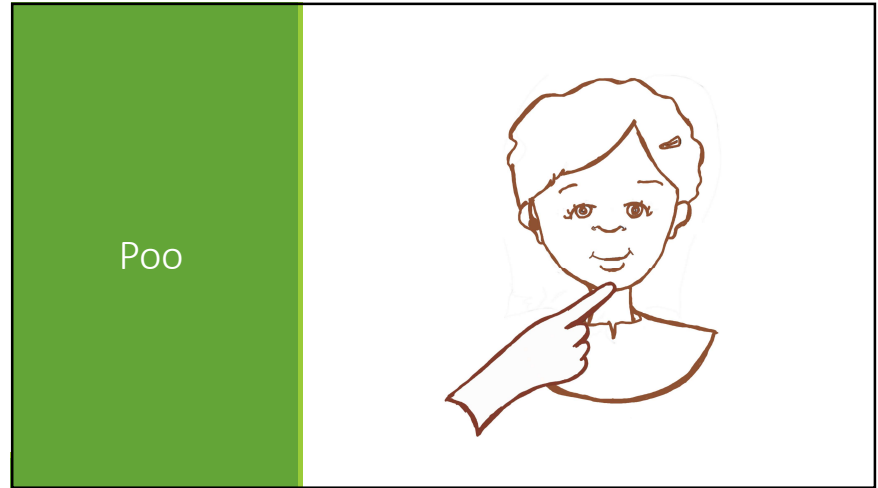
Moo



16



17



18

What do you notice about the consonants in these three syllables?

How do the cues differ?

	/p/
	/b/
	/m/

19

mumu  
boo boo  
poo poo

Tap in between cues at the same placement.

	Lift hand slightly and return to chin	

20

Isolated vowels are cued with an open hand.

Ooo! Eeee

21

me  
bee  
pee

22

Poopy.

23

Isolated consonants are cued at the side, level with the chin.

/m/ /b/

/p/

24

poop

25

peep  
meme

/p/

/ee/

/m/

no vowel

26

boop  
boom  
beam  
meep

/p/

/ue/

/b/

/ee/

/m/

no vowel

27

/b/   /p/   /m/    $\emptyset$  consonant

/ue/   /ee/    $\emptyset$  vowel

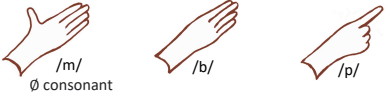
CUER A		CUER B	
1. Me	Moo	1. Bee	Pee
2. E	Pee	2. Boo	Moo
3. Peepee	Mimi	3. Poo	Boo
4. Beep	Peep	4. Mumu	Boo-boo
5. Boom	Beam	5. Poopy	Peepee
6. BB	Boo-boo	6. Boop	Poop

28

Let's be pragmatic.

29

Is that a question?



/m/  
∅ consonant

/b/

/p/

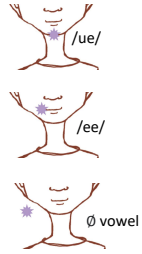
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CUER 1

- Moo? Moo.
- Me? Me.
- Beep? Beep.
- Boo? Boo.
- Poopy? Poopy.
- Boo-boo? Boo-boo.

CUER 2

- Bee? Bee.
- Pee? Pee.
- Meme? Meme.
- Peep? Peep.
- Boom? Boom.
- Mimi? Mimi.



/ue/

/ee/

∅ vowel

30



Phonemic Awareness

Vocabulary


Complex Sentences

Story Telling

Foundations for Success in School

31

/k/



32



key  
coo

key                  coo

33

peek  
meek  
beak

/p/                  /ee/  
/m/                  Ø vowel  
/b/                  /k/

34

uh

35

up  
cup  
pup  
bump

/k/                  /p/  
/m/                  /b/  
/uh/                  Ø vowel

36

puppy  
bumpy

Diagram illustrating sign language cues for the words "puppy" and "bumpy".

- Hand sign for /p/ (pointing finger up).
- Hand sign for /b/ (flat hand).
- Hand sign for /m/ (flat hand).
- Facial expression for /uh/ (mouth open, with a note "Move down 1/2\" - 3/4\"").
- Facial expression for Ø vowel (neutral).
- Facial expression for /ee/ (mouth open, with a note "Move down 1/2\" - 3/4\"").

37

Peek a

Diagram illustrating sign language cues for the words "Peek a".

- Hand sign for /p/ (pointing finger up).
- Hand sign for /a/ (flat hand, with a note "Move down 1/2\" - 3/4\"").

38

Peek-a-boo

Diagram illustrating sign language cues for the words "Peek-a-boo".

- Hand sign for /p/ (pointing finger up).
- Hand sign for /a/ (flat hand, with a note "Move down 1/2\" - 3/4\"").
- Hand sign for /b/ (flat hand).
- Hand sign for /o/ (flat hand).

39

What Words Can You Cue?

Diagram illustrating sign language cues for various words.

- Hand sign for /m/ (flat hand, with a note "Ø consonant").
- Hand sign for /b/ (flat hand).
- Facial expression for /ue/ (mouth open, with a note "Move down 1/2\" - 3/4\"").
- Facial expression for /ee/ (mouth open).
- Hand sign for /p/ (pointing finger up).
- Hand sign for /k/ (pointing finger up).
- Facial expression for /uh/ (mouth open, with a note "Move down 1/2\" - 3/4\"").
- Facial expression for Ø vowel (neutral).

40

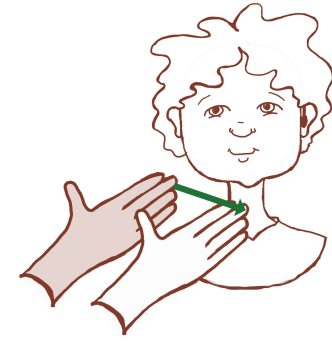
You can cue  
all these words  
and more!

a (/uh/)	come	moo	Pooky
beak	coo	muck	poop
beam	coop	pea	poopy
bee	E	pee	puck
beep	keep	peak	pump
boo	key	peek	puppy
boom	me	peek-a-boo	
boop	Meme	peep	
Buck	mime	peepee	
bump	Mimi	poo	

41

Long Vowel I  
as in ice

(always ends  
with open hand  
at throat)



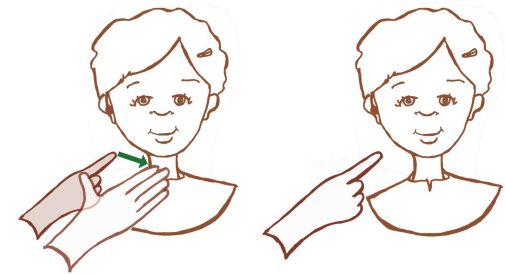
42

bye  
pie

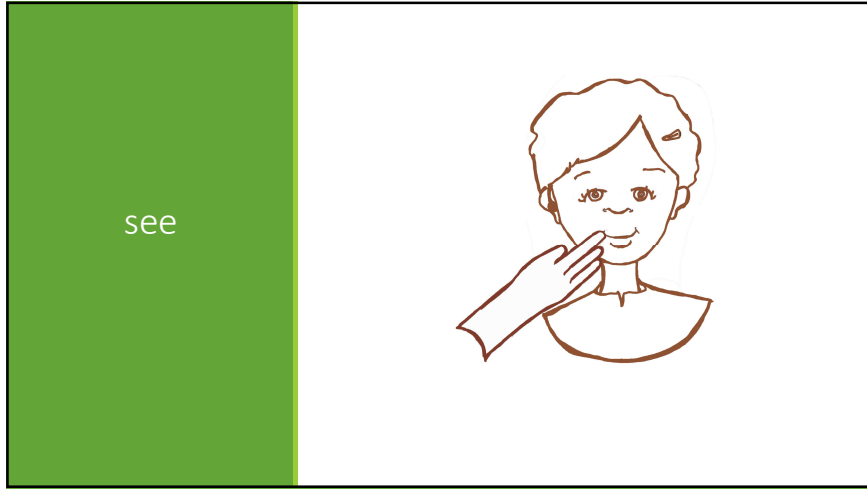


43

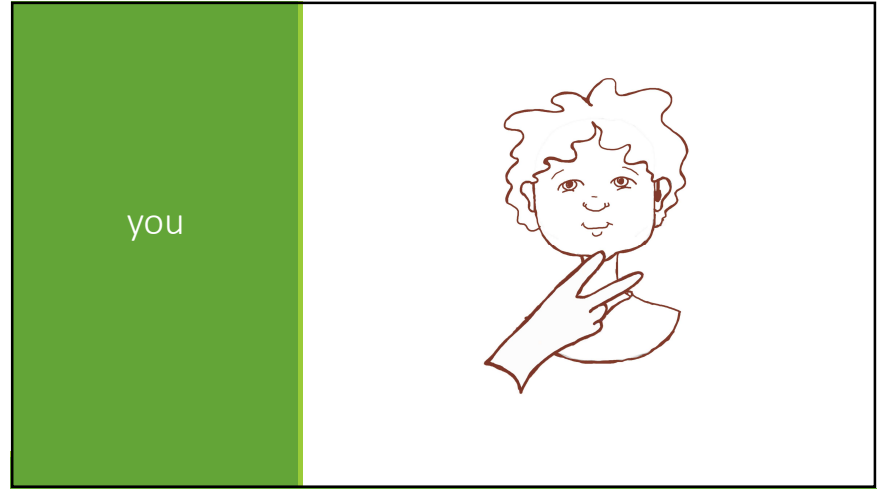
pipe



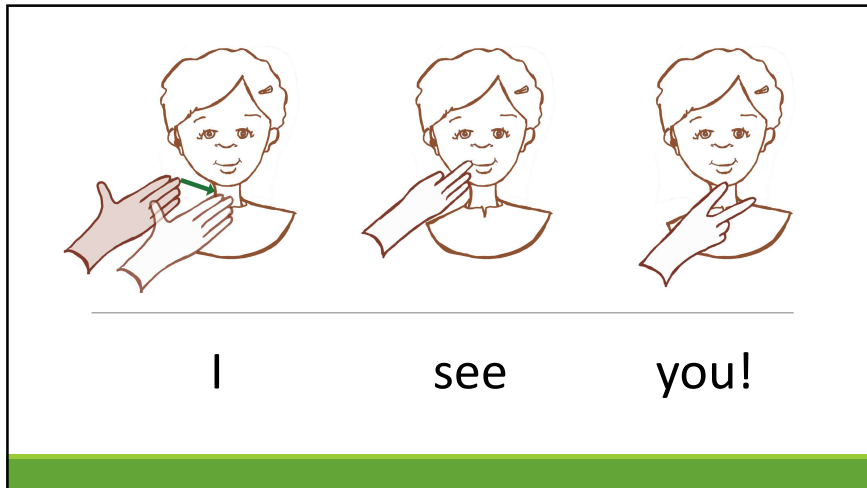
44



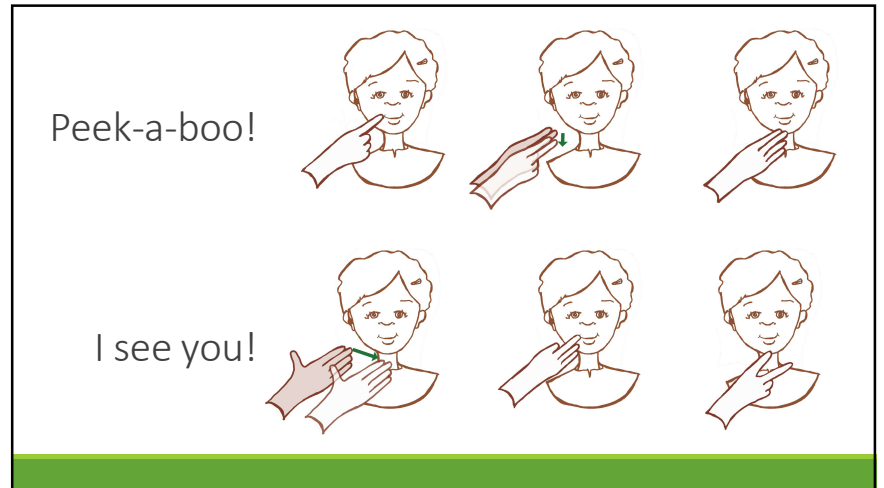
45




46



47



48



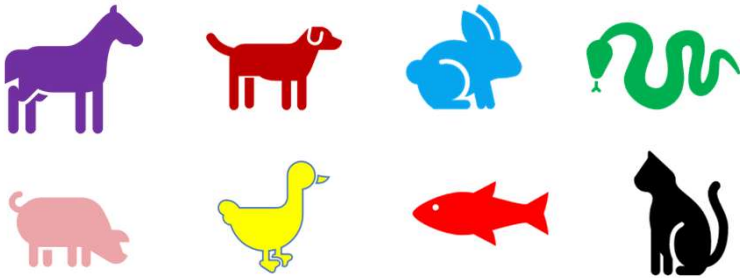
I see...	I see...	I see some...
you	/uh/ bee	poop
me	/uh/ pup	cups
cups	/uh/ cup	pups
bikes	/uh/ bus	bikes

49

## Spelling Doesn't Always Help

ENDS WITH /S/	ENDS WITH /Z/
<ul style="list-style-type: none"> <li>• Pipes</li> <li>• Bikes</li> <li>• Pups</li> </ul>	<ul style="list-style-type: none"> <li>• Bees</li> <li>• Bombs</li> <li>• Memes</li> </ul>


50





Rhyme Time

51




What might you call this woman?



52

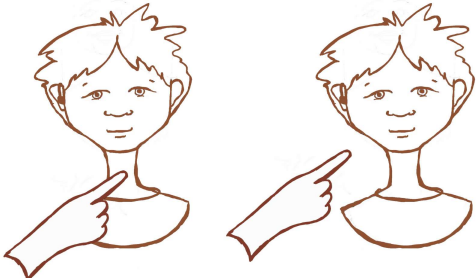
<p><b>/ah/ as in cot</b></p> 	<p>cot tot not don cod stock</p>	<p><b>/aw/ as in caught</b></p> 	<p>caught taught naught dawn cawed stalk</p>
--	--	---	--

53


 <p><b>/ah/ as in hot</b></p>	 <p><b>/aw/ as in caw</b></p>	 <p><b>/a/ as in Dad</b></p>
--	--	---

How do you cue Mom?

54

<p>Let's cue Dad</p> <p>How about Dada Daddy</p>	
--	---

55

<p>Long Vowel A as in May</p> <p>(always ends with open hand at throat)</p>	
---	--

56

Long a

aim  
pay  
say  
yay  
make  
aches  
baby  
maybe

/m/  $\emptyset$  consonant /b/ /p/ /k/ /s/ /y/ /ay/ /ee/

57

Interferences with Communication

- Speechreading
- Frequency confusion
- Changes in mapping or programming
- Physical impacts
- Magnets and Static

58

Background Noise Affects Signal-to-Noise Ratio

59

/d, p, zh/ /k, TH, v, z/ /h, r, s/ /b, n wh/

/f, m, t/ /l, sh, w/ /g, j, th/ /ch, ng, y/

No consonant before vowel

60

/ee, ur/      /aw, e, ue/      /a, i, oo/      No vowel after consonant  
 /uh/      /ah, oe/      /ay, oi/      /ie, ou/

61

### Cues of American English with Phonemic Spelling

**Handshapes**

Handshape 1 /d/ dad /p/ peep /zh/ azure	Handshape 2 /k/ cook /th/ that /v/ vee /z/ zoo	Handshape 3 /h/ ha /r/ row /s/ say	Handshape 4 /b/ bob /n/ new /wh/ why	Handshape 5 /f/ fife /m/ moo /t/ tot no consonant before vowel	Handshape 6 /l/ lull /sh/ shoe /w/ wee	Handshape 7 /g/ gag /j/ judge /th/ thumb	Handshape 8 /ch/ church /ng/ ring /y/ you

**Placements & Movements**

Mouth (m) /ee/ eat /ur/ earth	Chin (c) /aw/ awe /ej/ ebb /ue/ blue	Throat (t) /a/ apple /i/ if /oo/ cook	Side-Down (sd) /uh/ um	Side-Forward (sf) /ah/ hat /oe/ oh	Chin-Throat (cst) /ay/ aim /oi/ oil	Side-Throat (stt) /ie/ eye /ou/ how	Side (s) no vowel after consonant

62

I see you!

See ya!

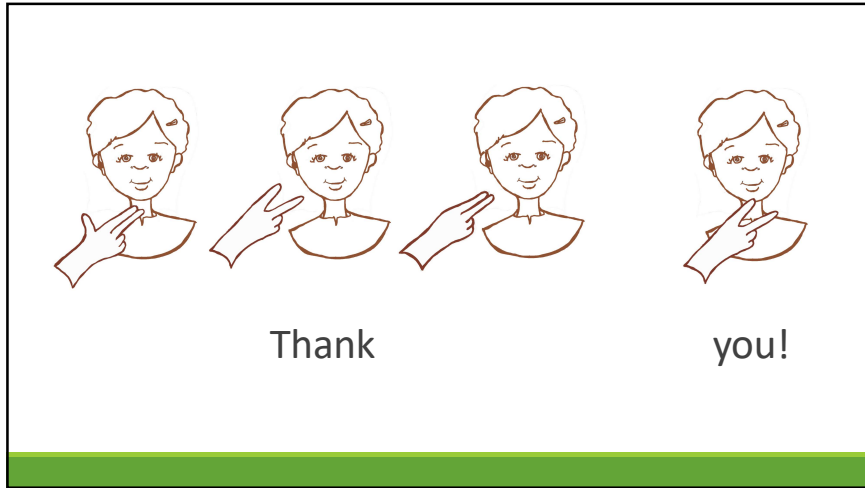
63

I love you!

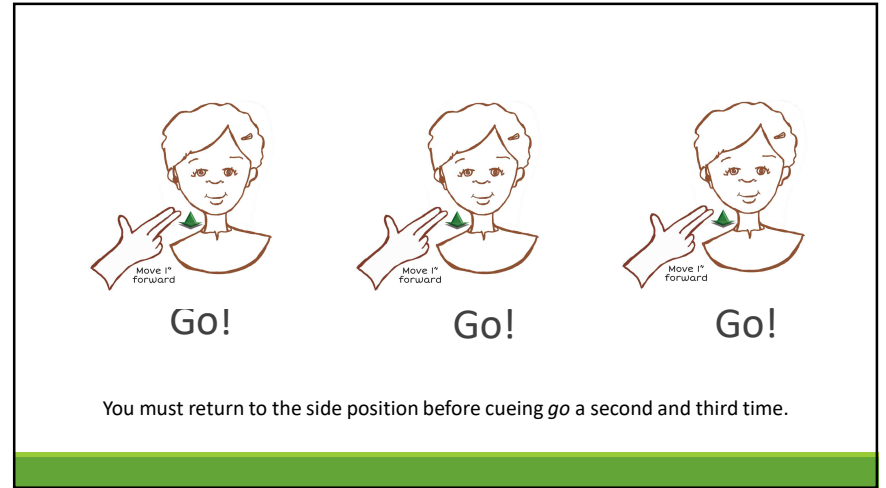
Luv ya!

64

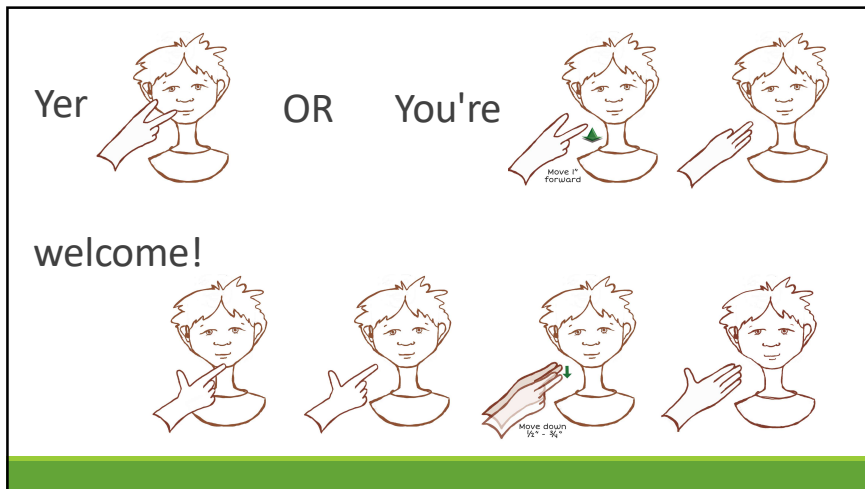




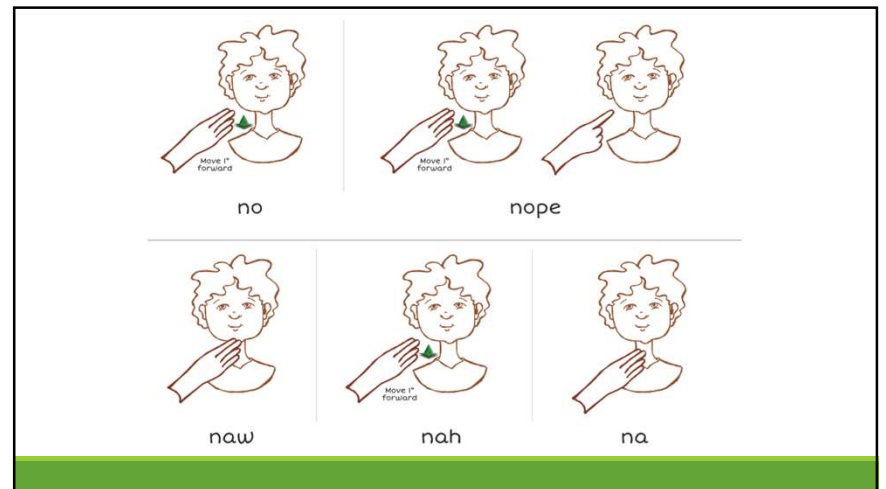
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66



67



68



## Now what?

- ❖ Resources
  - ❖ [Padlet](#)
  - ❖ [Daily Cues](#)
  - ❖ [Deaf Children's Literacy Project](#)
- ❖ Where to learn
  - ❖ [Language Matters Academy](#)
  - ❖ [Cued Speech Association of New England](#)
  - ❖ [Northern Virginia Cued Speech Association](#)
  - ❖ [Cue College](#)

69

## Q&A

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70