

Coo, Babble, and Words

EMILIE MULHOLLAND, M.Ed.

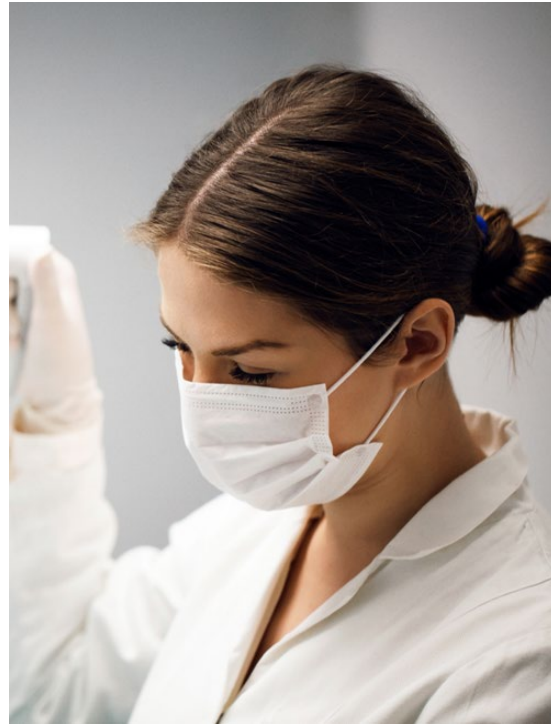
AMY RUBERL, M.E.D.

Agenda

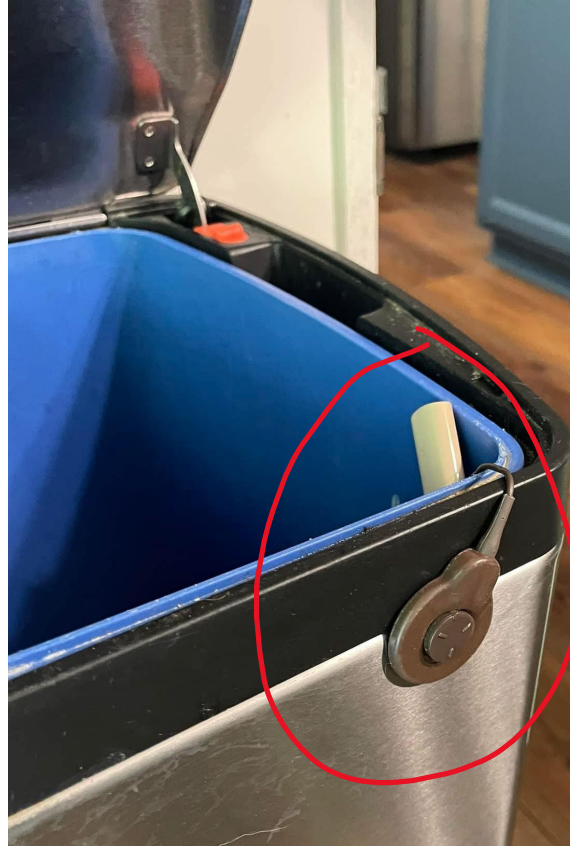
- Introductions
- The Case for Cueing
 - Our Noisy and Ambiguous World
 - Visual Access to the Language of the Home
- Breaking the Code
- Resources
 - Padlet
 - Learn to Cue



Our Noisy & Ambiguous World



Ambiguous Amplification



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.



Retention Devices

(NOT FOOL PROOF)

Our Noisy & Ambiguous World

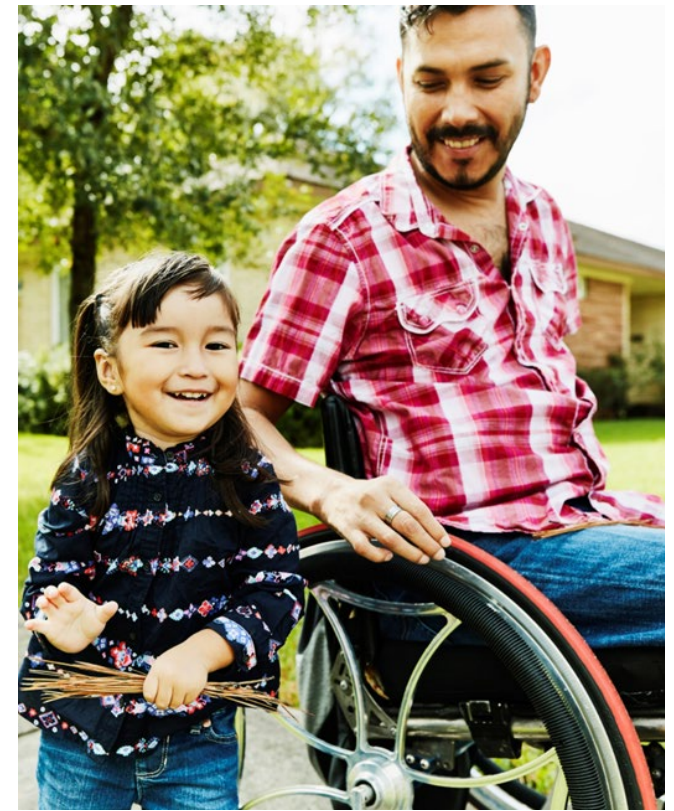
Listening bubble/signal to noise ratio

Listening Fatigue

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



Importance of the Language of the Home



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.

Breaking the
Code of
Language

Phonology

Morphology

Syntax

Semantics

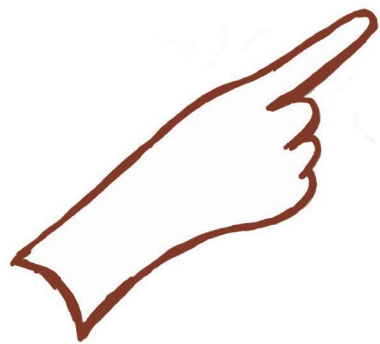
Pragmatics

Consonants of American English

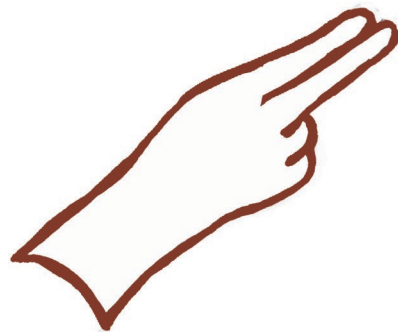
/b/ /ch/ /d/ /f/ /g/ /h/ /j/ /k/ /l/

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

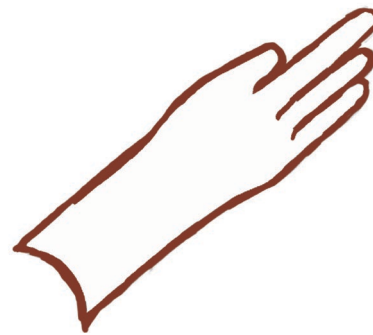
/th/ /TH/ /v/ /w/ /wh/ /y/ /z/ /zh/



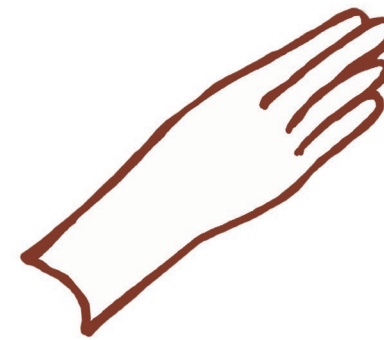
/d, p, zh/



/k, TH, v, z/



/h, r, s/



/b, n wh/



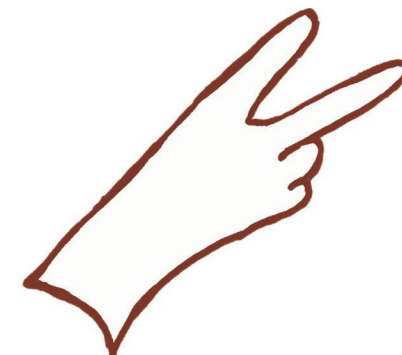
/f, m, t/



/l, sh, w/



/g, j, th/



/ch, ng, y/

Vowels of American English

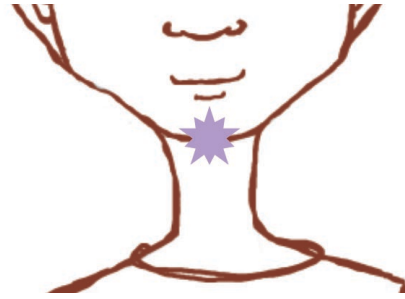
/a/ /ah/ /aw/ /ay/ /e/ /ee/

/i/ /ie/ /oe/ /oi/ /oo/ /ow/

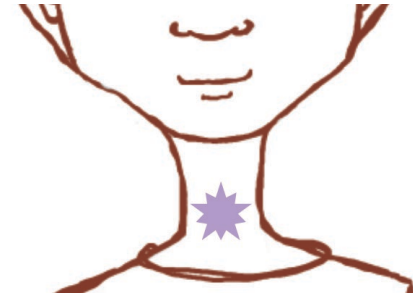
/uh/ /ue/ /ur/



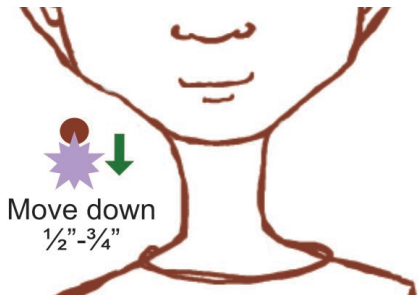
/ee, ur/



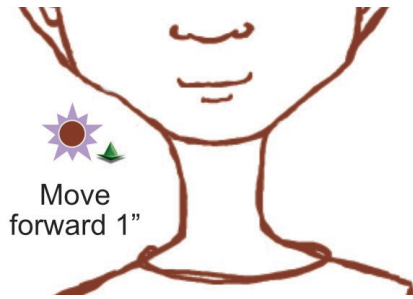
/aw, e, ue/



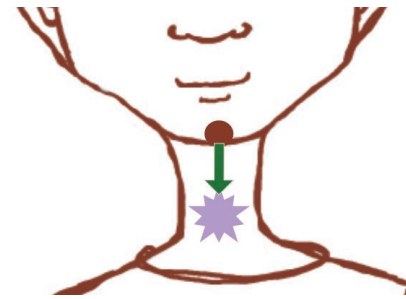
/a, i, oo/



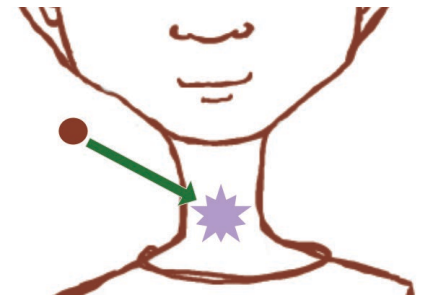
/uh/



/ah, oe/



/ay, oi/



/ie, ou/

Cue =
Consonant-
Vowel Pair

Moo



Boo

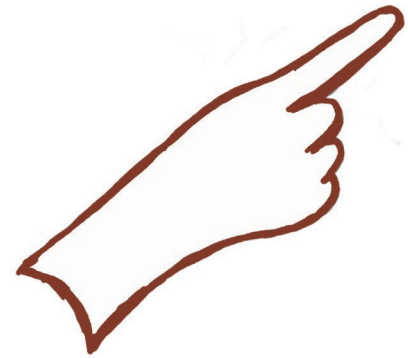


Poo

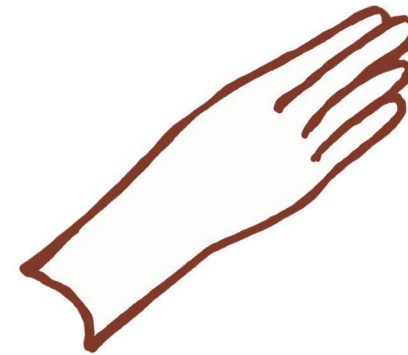


What do you notice about the consonants in these three syllables?

How do the cues differ?



/p/



/b/



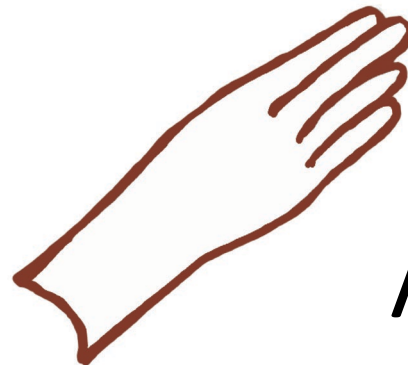
/m/

mumu
boo boo
poo poo

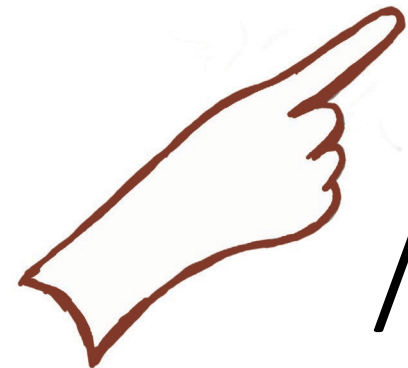
Tap in between
cues at the
same placement.



Lift hand
slightly and
return to
chin



/b/



/p/

Isolated
vowels
are cued
with an
open hand.



Ooo!



Eeee

me

bee

pee



Poopy.



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

/m/



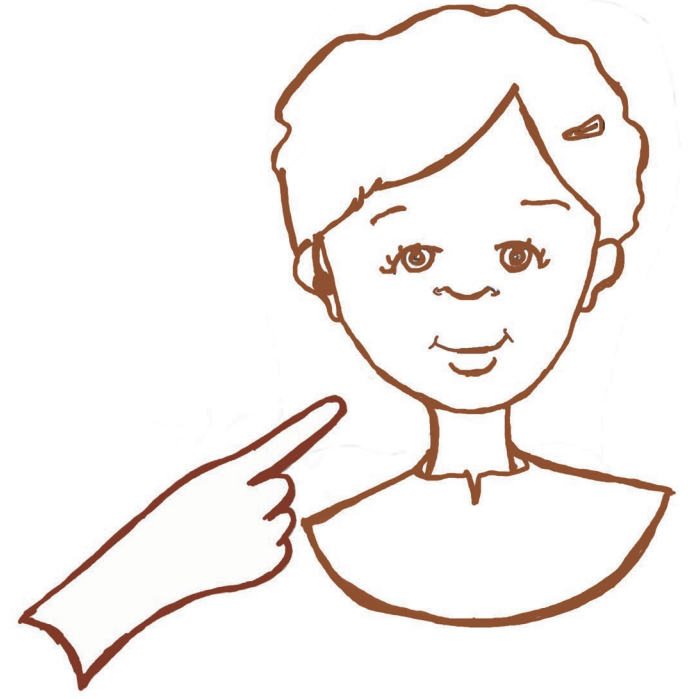
/b/



/p/



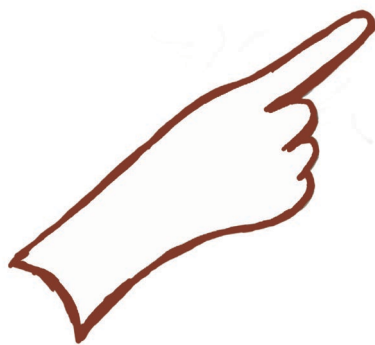
poop



peep

meme

/p/



/ee/

/m/



no
vowel

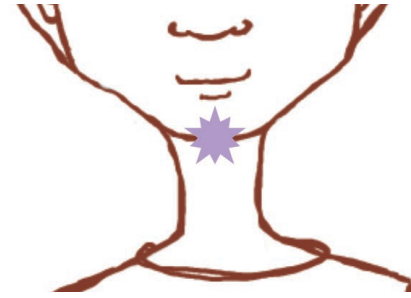
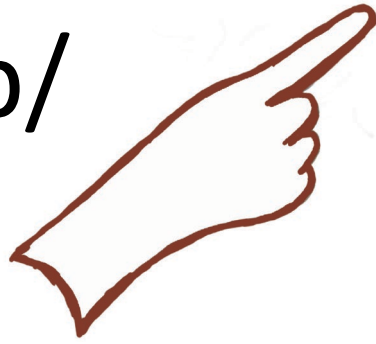
boop

boom

beam

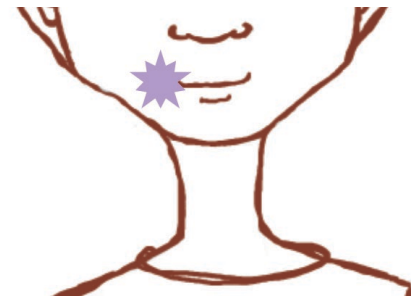
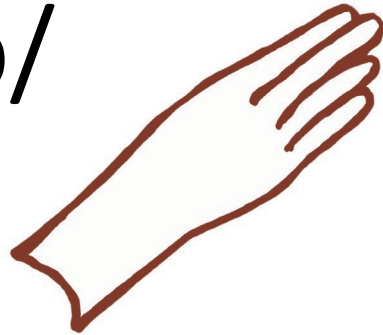
meep

/p/



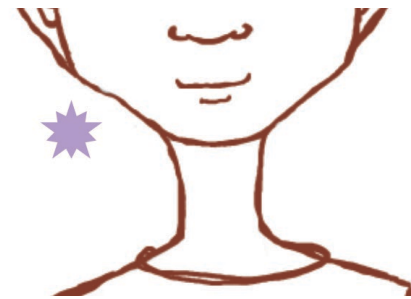
/ue/

/b/

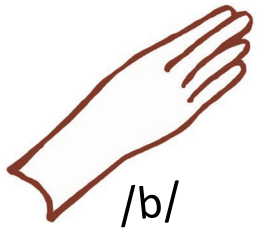


/ee/

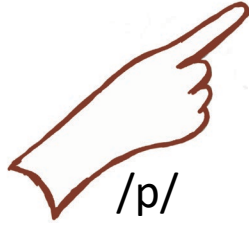
/m/



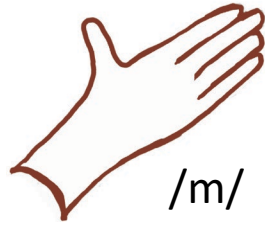
no
vowel



/b/

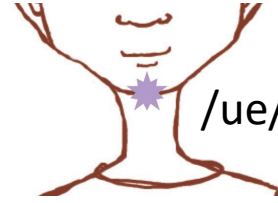


/p/



/m/

∅ consonant



/ue/



/ee/



∅ vowel

CUER A

- | | |
|-----------|---------|
| 1. Me | Moo |
| 2. E | Pee |
| 3. Peepee | Mimi |
| 4. Beep | Peep |
| 5. Boom | Beam |
| 6. BB | Boo-boo |

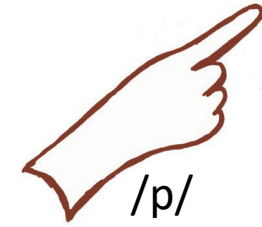
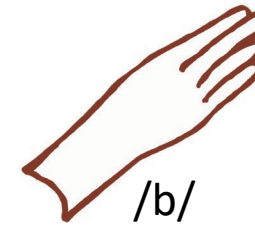
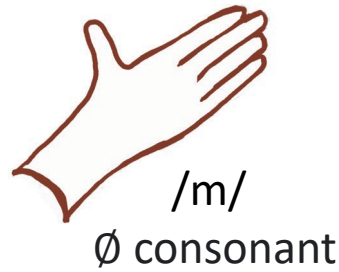
CUER B

- | | |
|----------|---------|
| 1. Bee | Pee |
| 2. Boo | Moo |
| 3. Poo | Boo |
| 4. Mumu | Boo-boo |
| 5. Poopy | Peepee |
| 6. Boop | Poop |

A solid green vertical bar is positioned on the left side of the slide, extending from the top to the bottom.

Let's be
pragmatic.

Is that a question?

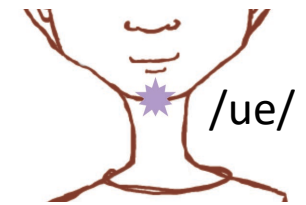


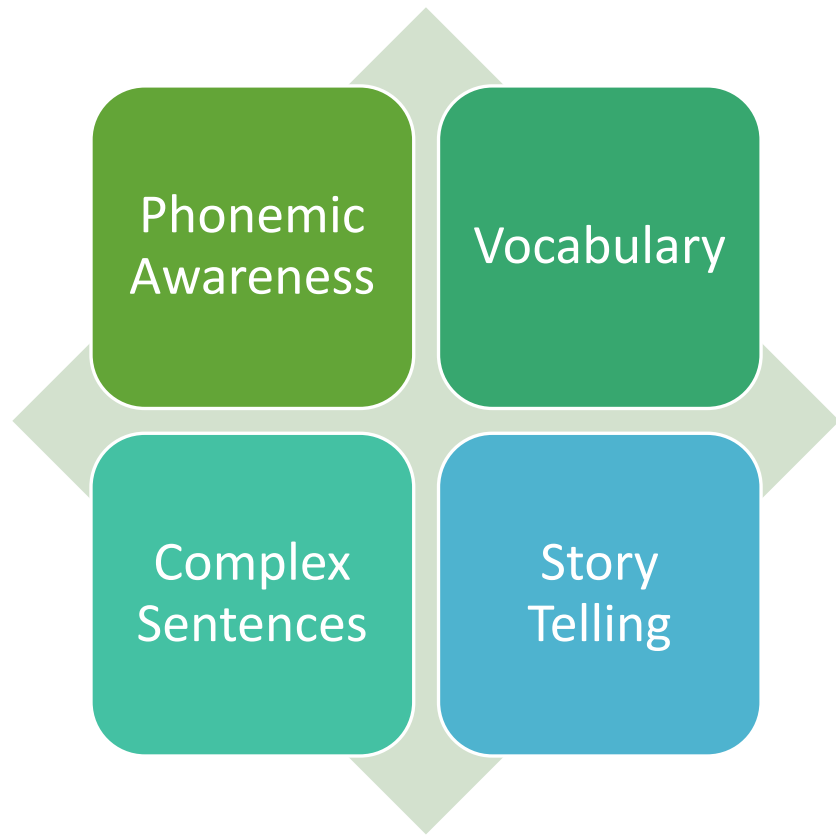
CUER 1

1. Moo? Moo.
2. Me? Me.
3. Beep? Beep.
4. Boo? Boo.
5. Poopy? Poopy.
6. Boo-boo? Boo-boo.

CUER 2

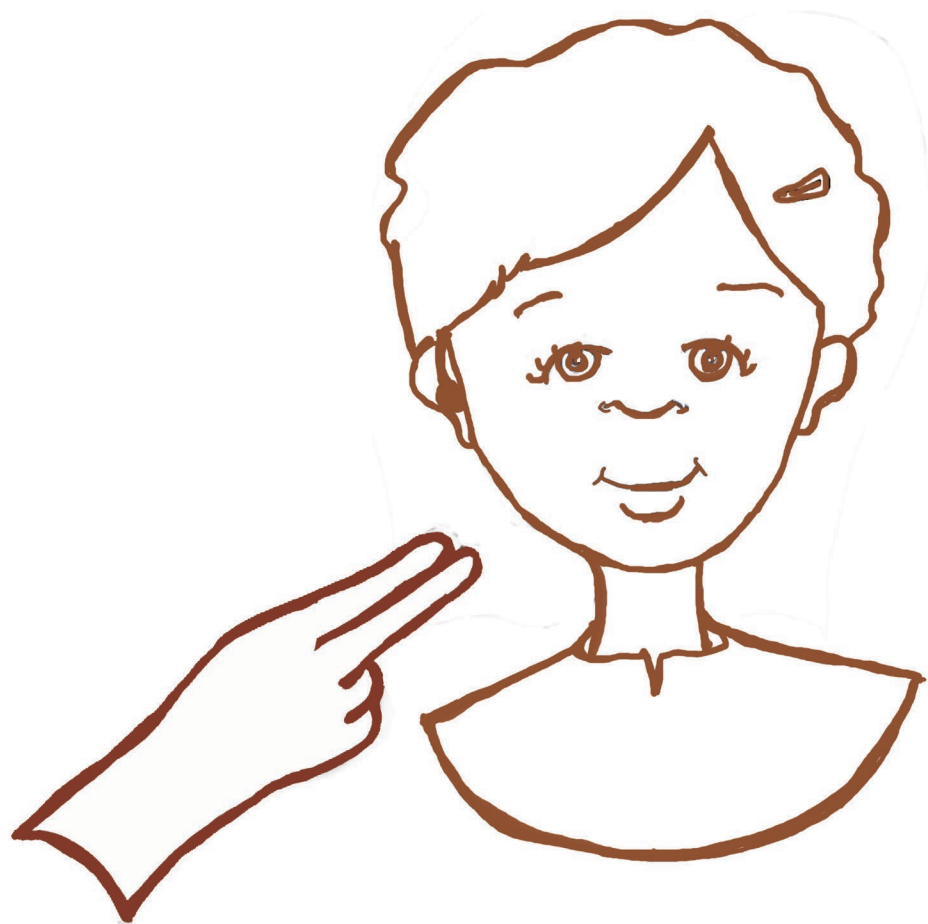
1. Bee? Bee.
2. Pee? Pee.
3. Meme? Meme.
4. Peep? Peep.
5. Boom? Boom.
6. Mimi? Mimi.





Foundations for Success in School

/k/



key
coo

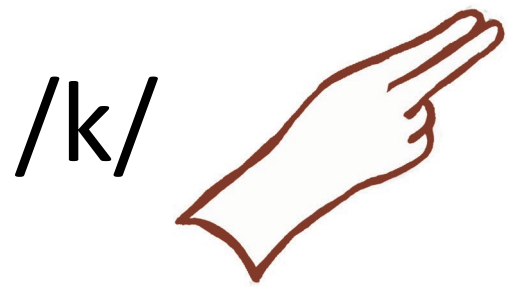


key



coo

peek
meek
beak

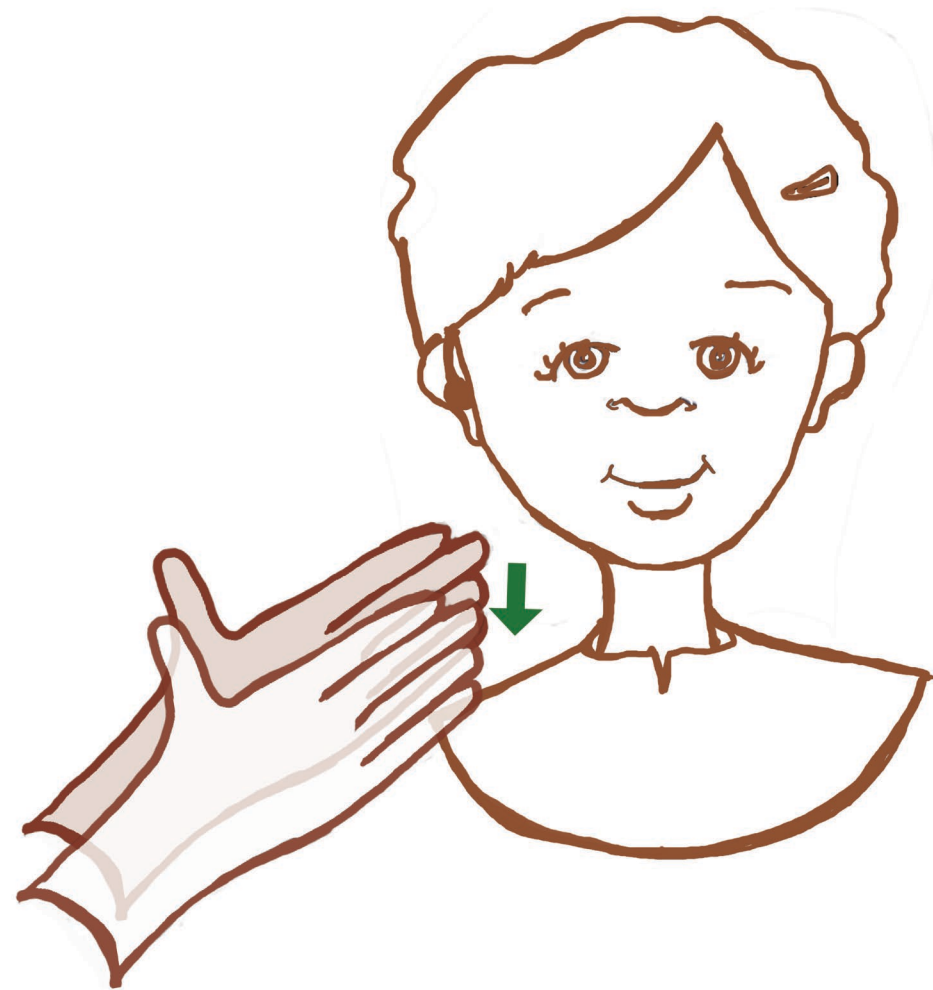


/ee/

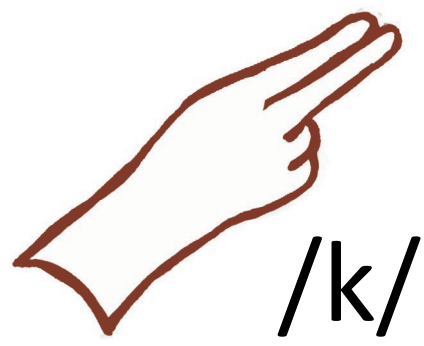


ø vowel

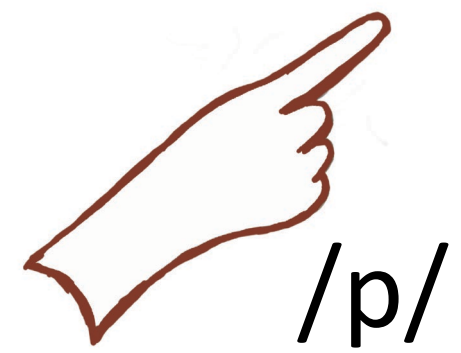
uh



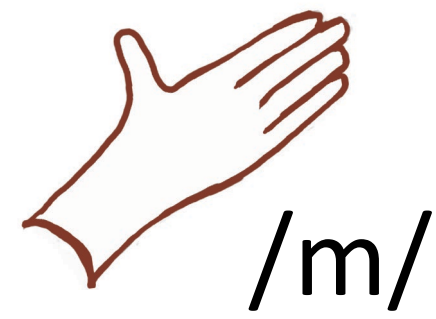
up
cup
pup
bump



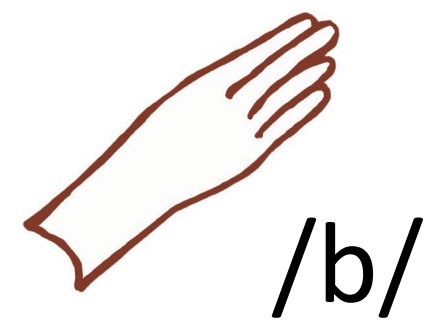
/k/



/p/



/m/



/b/

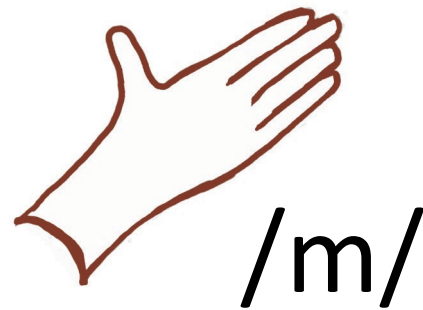
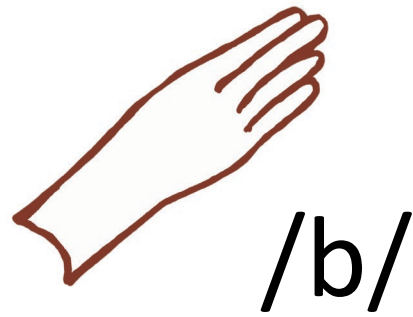
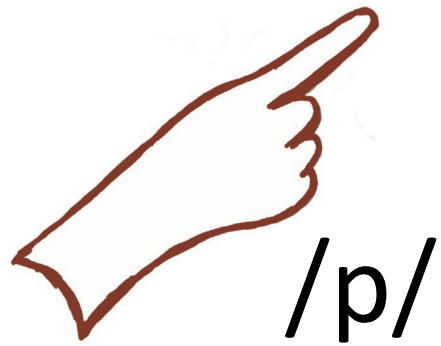


/uh/

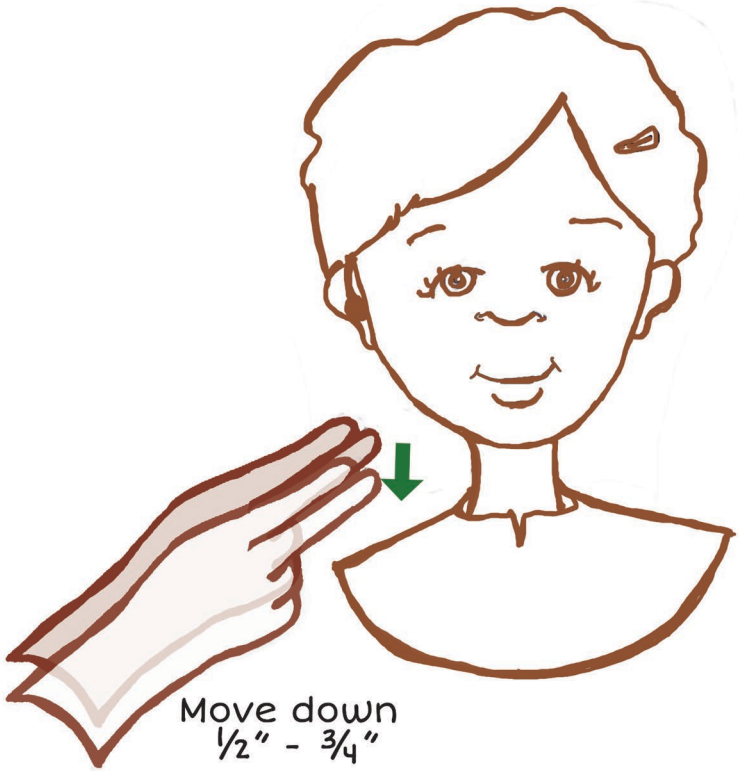
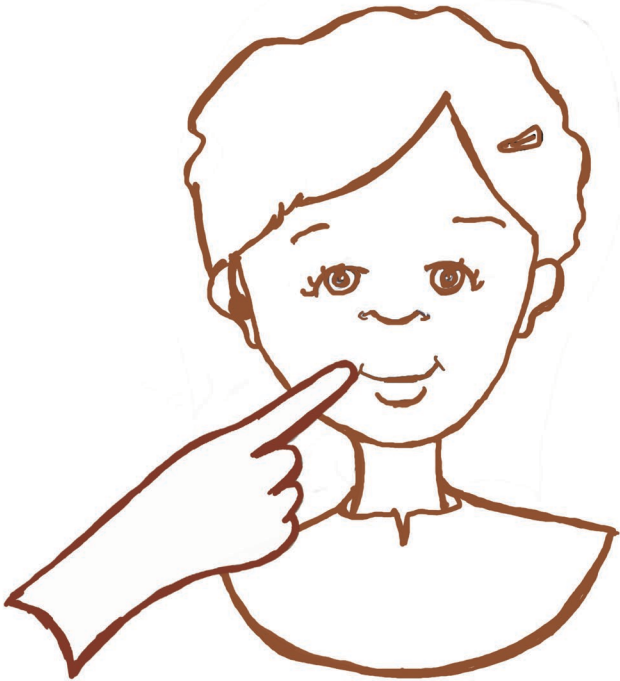


∅ vowel

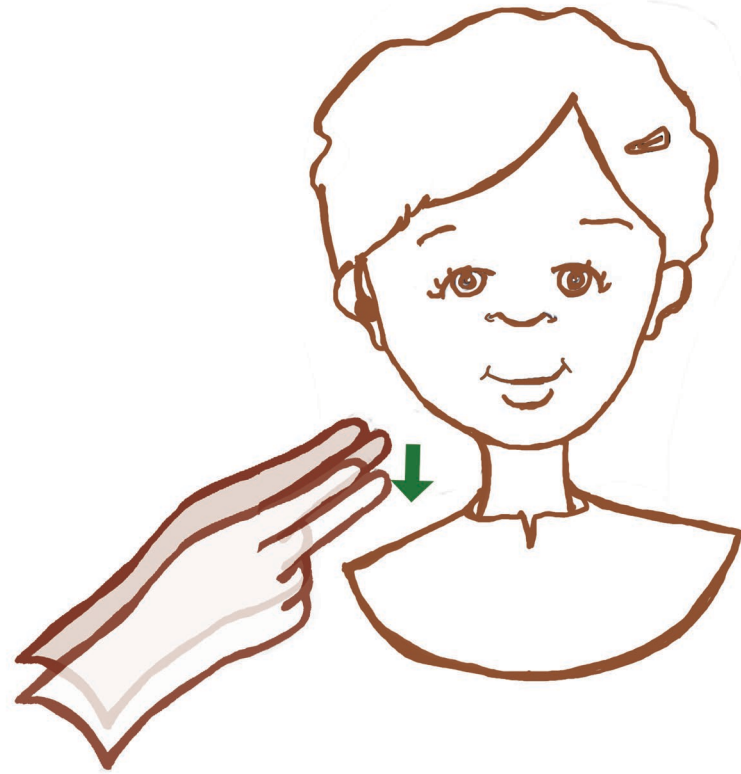
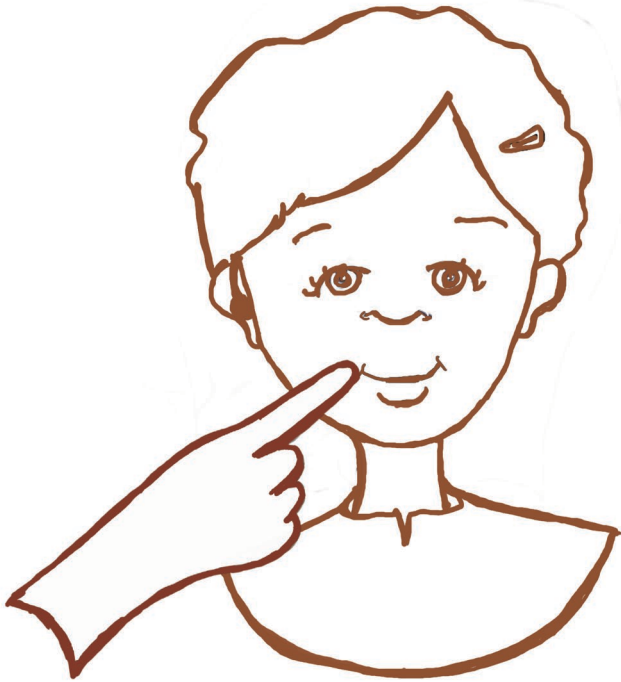
puppy
bumpy



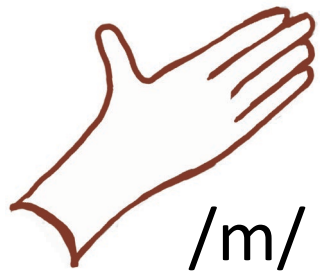
Peek a



Peek-a-boo

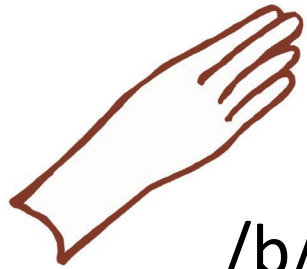


What Words Can You Cue?

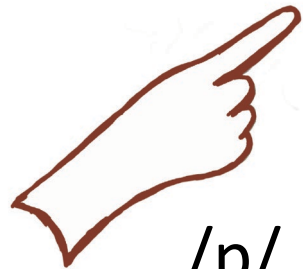


/m/

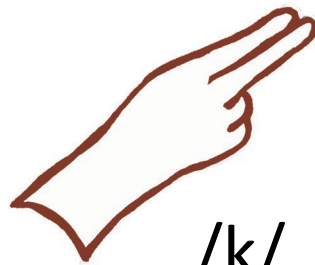
∅ consonant



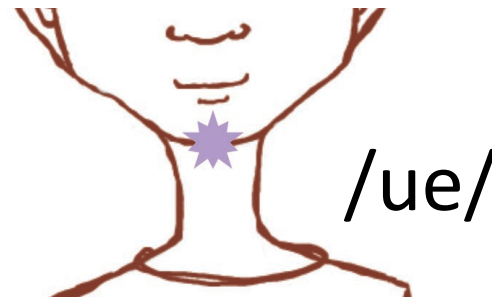
/b/



/p/



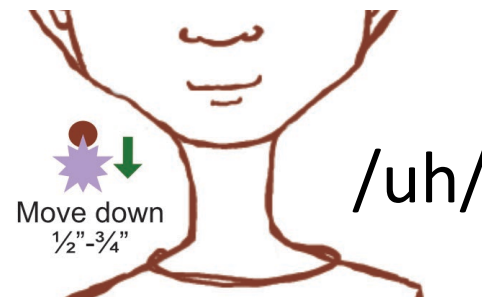
/k/



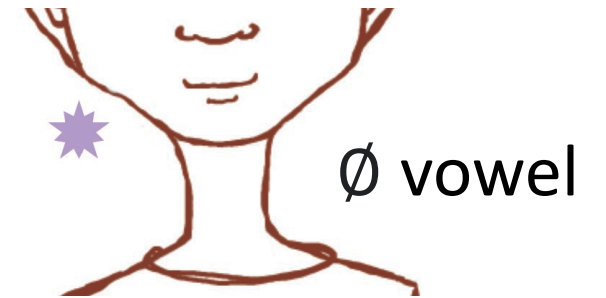
/ue/



/ee/



/uh/



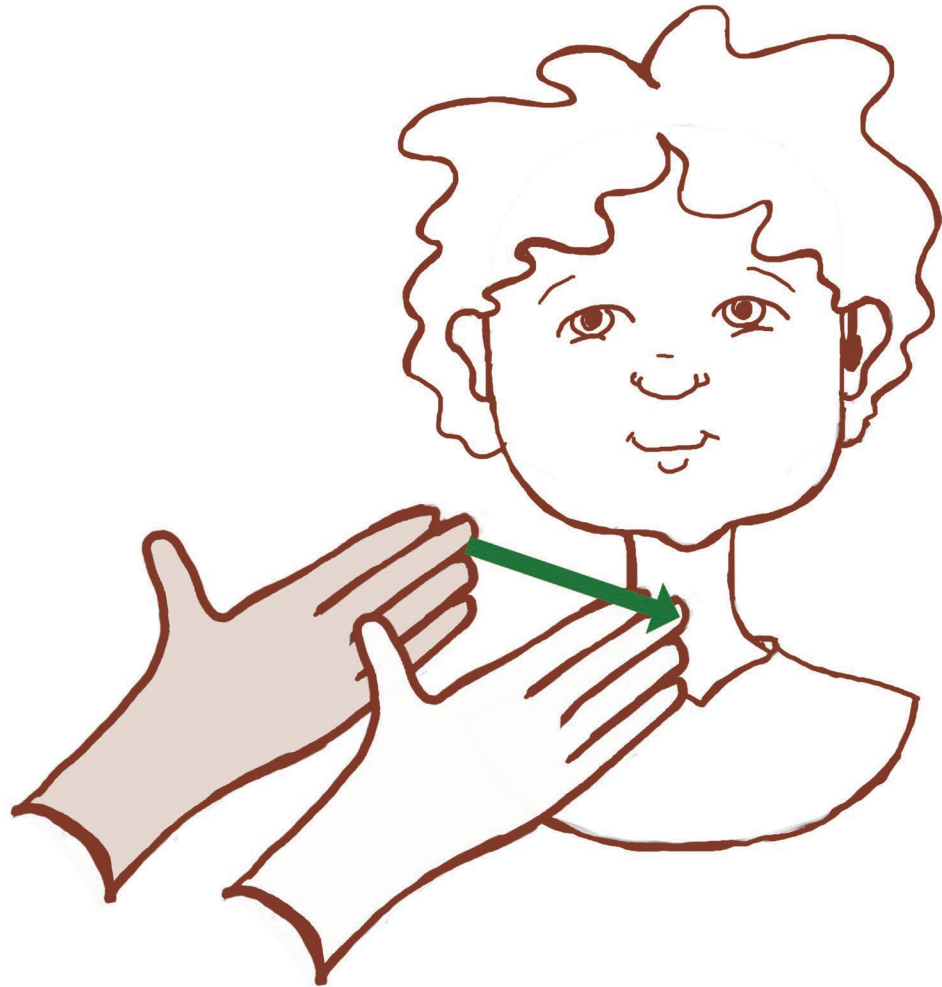
∅ vowel

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	

Long Vowel I
as in ice

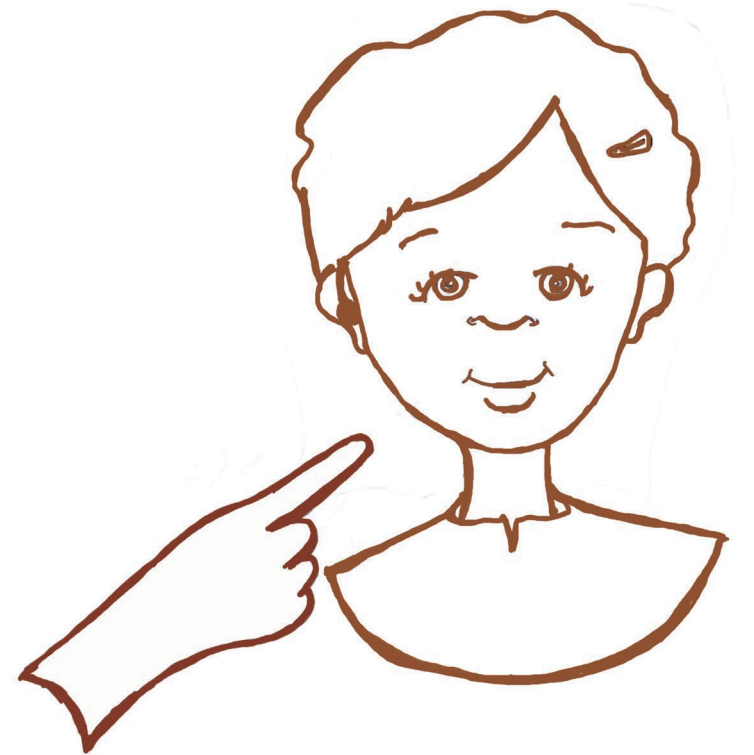
(always ends
with open hand
at throat)



bye
pie



pipe



see



you

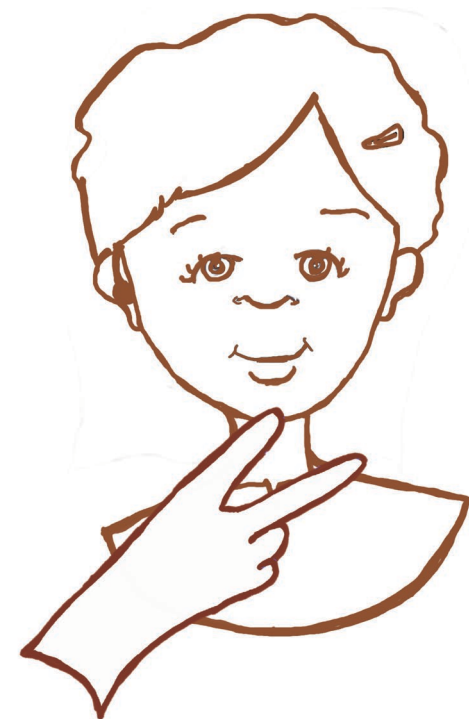




I

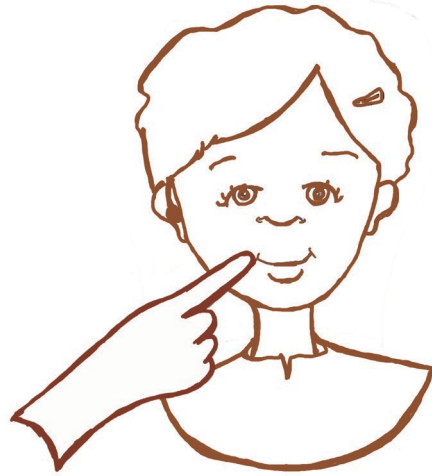


see



you!

Peek-a-boo!



I see you!





I see...

you

me

cups

bikes

I see...

/uh/ bee

/uh/ pup

/uh/ cup

/uh/ bus

I see some...

poop

cups

pups

bikes

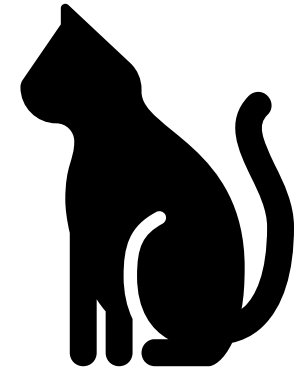
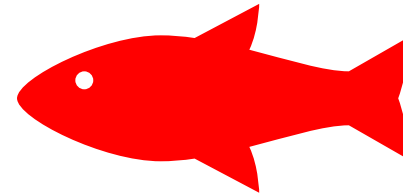
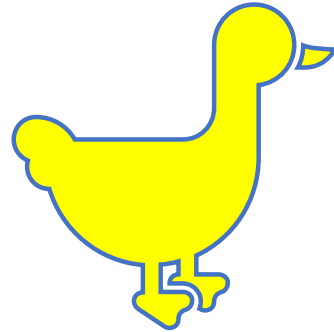
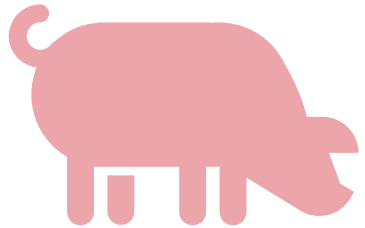
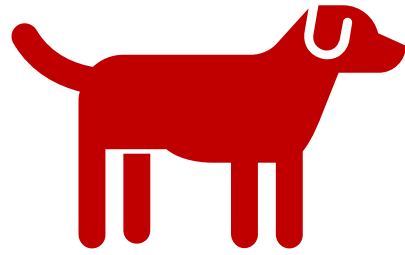
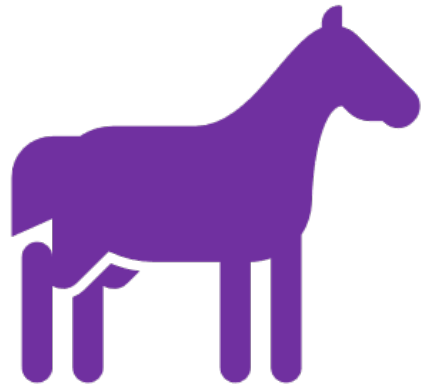
Spelling Doesn't Always Help

ENDS WITH /S/

- Pipes
- Bikes
- Pups

ENDS WITH /Z/

- Bees
- Bombs
- Memes



Rhyme Time

What might
you call this
woman?



/ah/ as in **cot**



cot
tot
not
don
cod
stock

/aw/ as in **caught**



caught
taught
naught
dawn
cawed
stalk



/ah/ as in hot



/aw/ as in caw



/a/ as in Dad

How do you cue Mom?

Let's cue
Dad

How about
Dada
Daddy



Long Vowel A
as in May

(always
ends with
open hand
at throat)



Long a

aim

pay

say

yay

make

aches

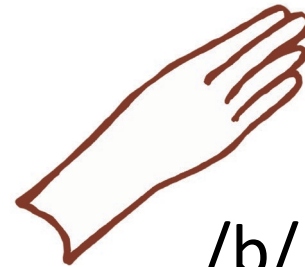
baby

maybe

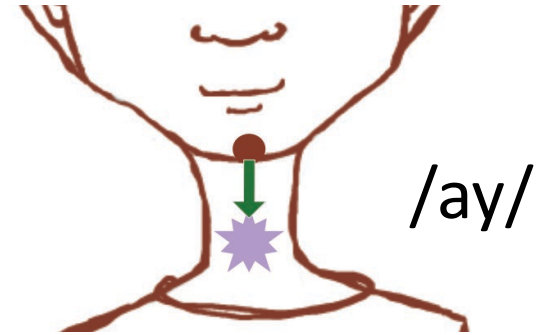


/m/

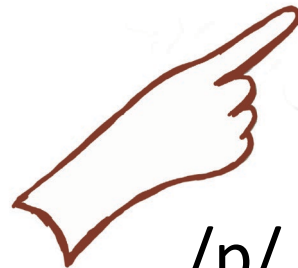
∅ consonant



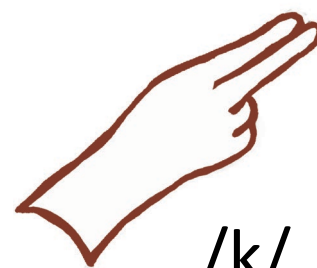
/b/



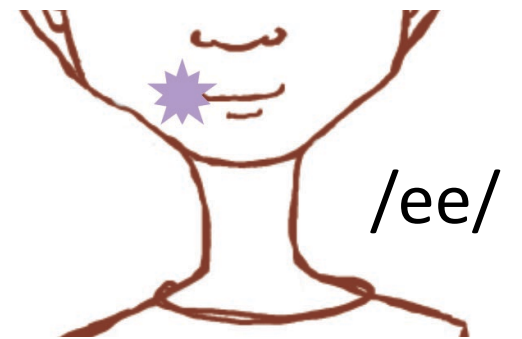
/ay/



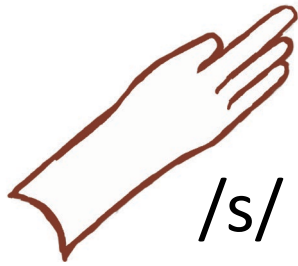
/p/



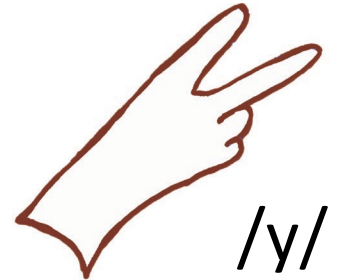
/k/



/ee/



/s/



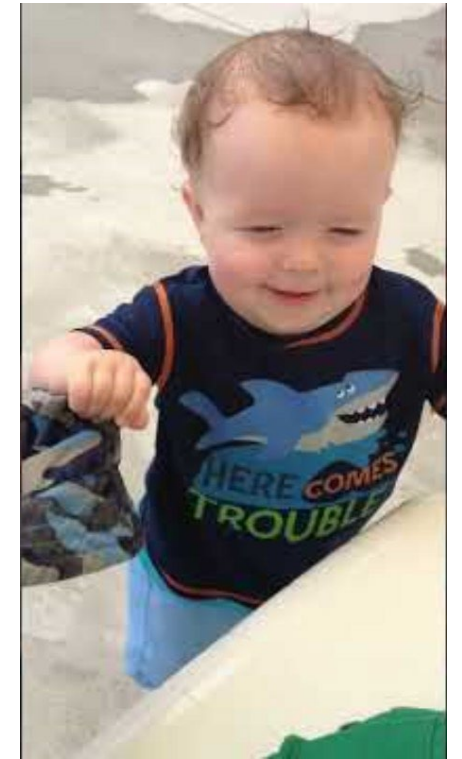
/y/

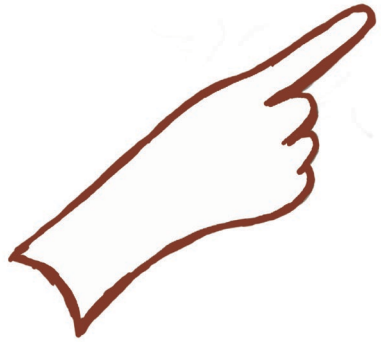
Interferences with Communication

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

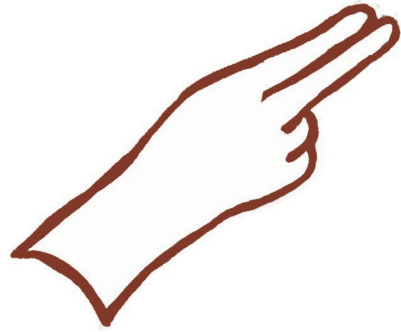


Background Noise Affects Signal-to-Noise Ratio

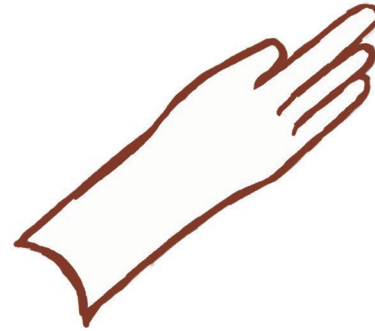




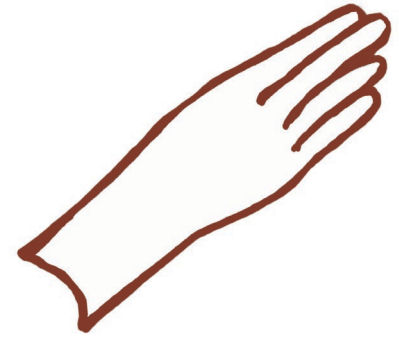
/d, p, zh/



/k, TH, v, z/



/h, r, s/



/b, n wh/

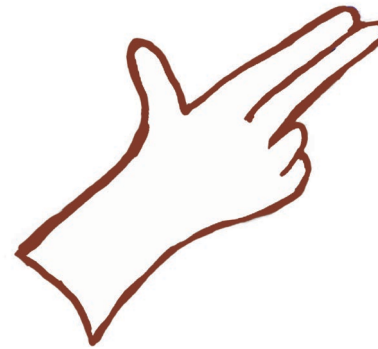


/f, m, t/

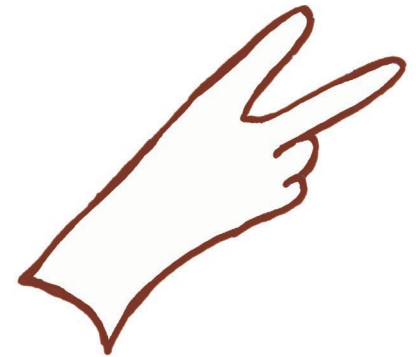
No consonant
before vowel



/l, sh, w/



/g, j, th/



/ch, ng, y/



/ee, ur/



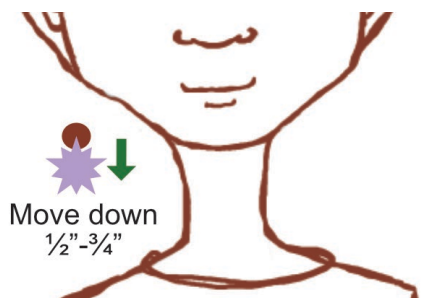
/aw, e, ue/



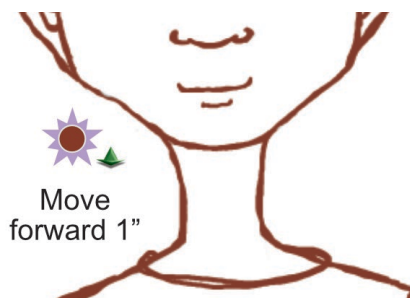
/a, i, oo/



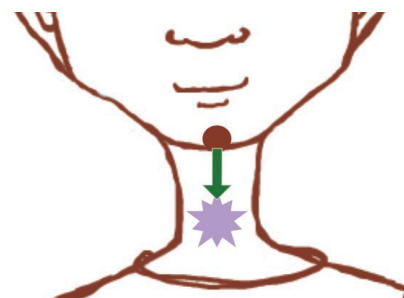
No vowel after
consonant



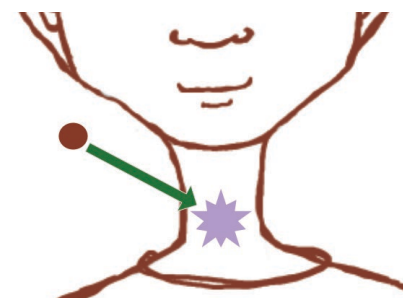
/uh/



/ah, oe/



/ay, oi/



/ie, ou/

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



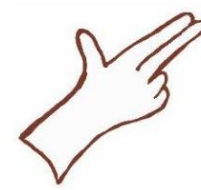
Handshape 5

/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



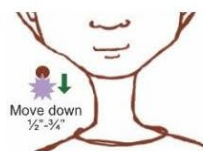
Chin (c)

/aw/ awe
/e/ ebb
/ue/ blue



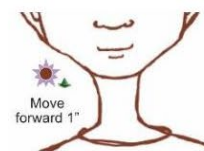
Throat (t)

/a/ apple
/i/ if
/oo/ cook



Side-Down (sd)

/uh/ um



Side-Forward (sf)

/ah/ hot
/oe/ oh



Chin-Throat (c5t)

/ay/ aim
/oi/ oil



Side-Throat (s5t)

/ie/ eye
/ou/ how



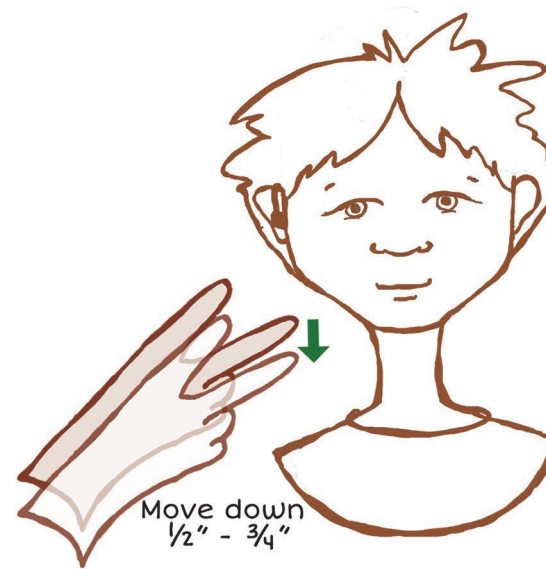
Side (s)

no vowel
after
consonant

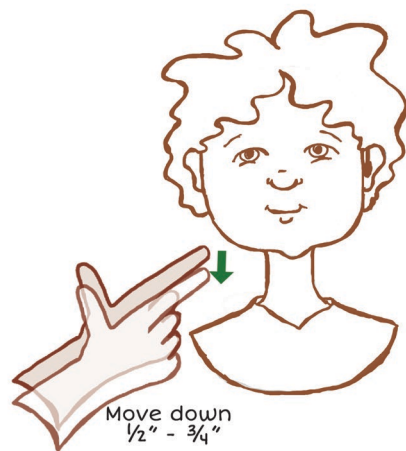
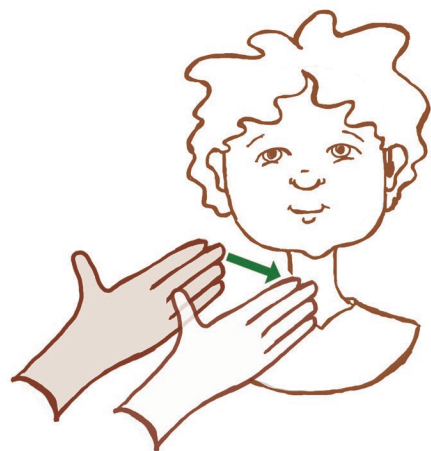
I see you!



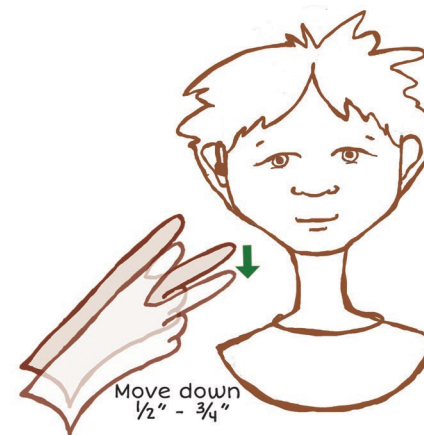
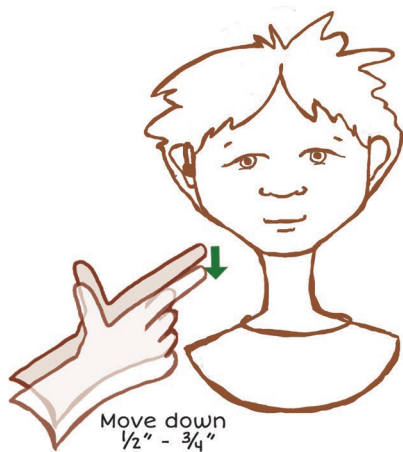
See ya!

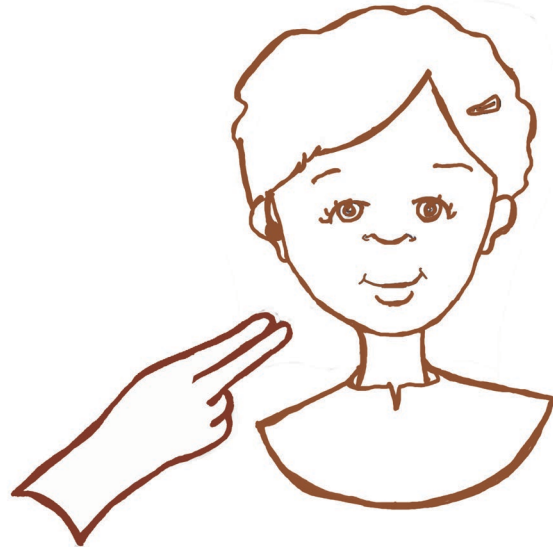


I love you!



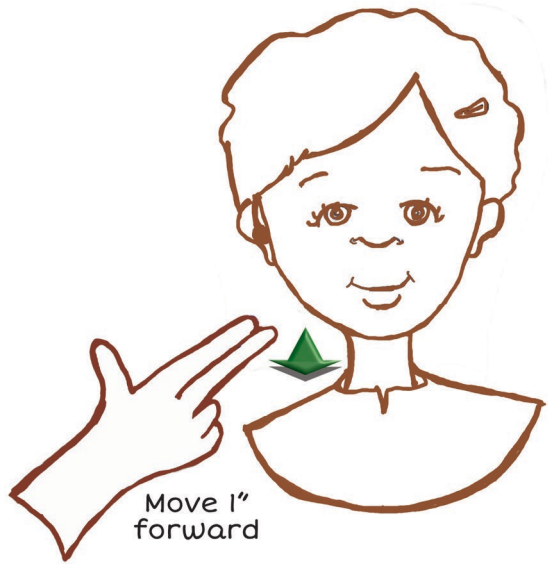
Luv ya!



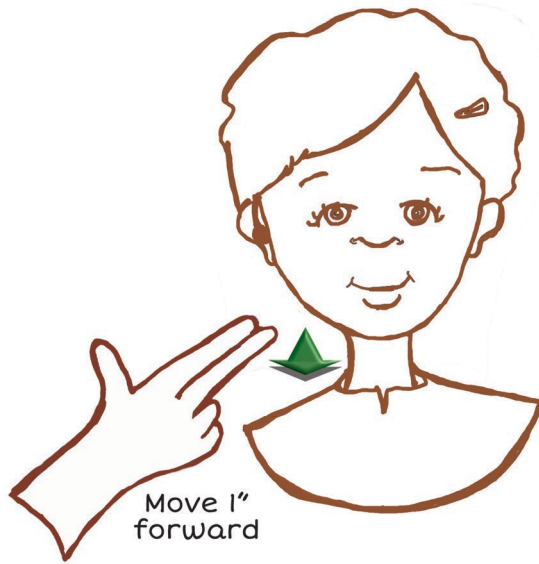


Thank

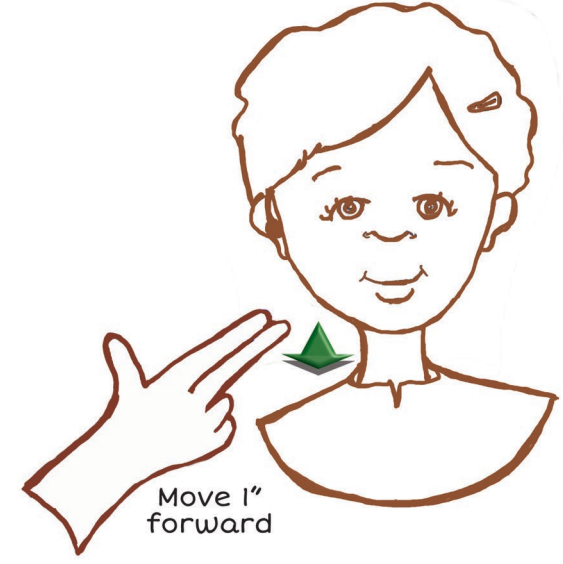
you!



Go!



Go!



Go!

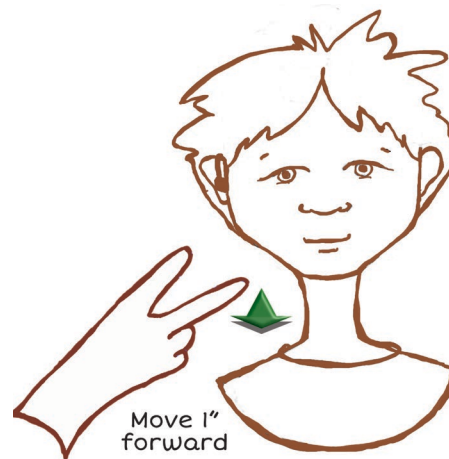
You must return to the side position before cueing *go* a second and third time.

Yer

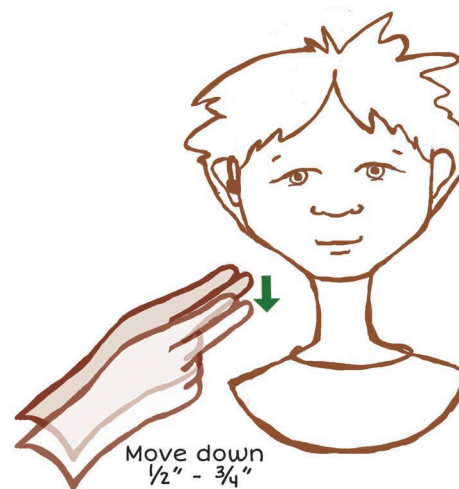


OR

You're



welcome!





no



nope



naw



nah



na



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](#)

Q&A

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