



Minnesota Hands & Voices FOCUS

—supporting families with kids who have hearing loss—

FEBRUARY 2009

Personalized transition plans help guide students toward future success

State law requires transition planning to be part of a student's IEP (Individualized Education Plan) at age 14. (Federal law requires it at age 16.) It might seem early to focus on our kids' lives beyond high school when they've just entered its doors, but really, it's not. Having transition plans on the IEP when kids turn 14 gives them time to take advantage of special classes and other services that help prepare them for a successful future.

In short, a transition plan defines what a student wants to do after high school and maps out the steps to get him or her to that point. This requires a student and his IEP team to explore the student's dreams for the future, identify his skills and interests, and then write down measurable goals along with the actions needed to meet them. At 14, most kids don't know what they want to be "when they grow up." But, a four- (or more) year transition plan gives them a good compass to lead them in the right direction.

A transition plan doesn't just focus on a student's future career. It's supposed to be holistic, addressing employment, postsecondary education and training, community participation, recreation and leisure, and home living skills. The goal is to help kids with special needs be better prepared for life when they no longer have the support of an IEP. That's what Congress had in mind when it updated the nation's special education law, the Individuals with Disabilities Education Act (IDEA 2004), which requires public high schools to include transition plans as a component of an IEP for students ages 16 and older.

All of the high schools in the area that provide programs for students who are deaf or hard of hearing offer transition services, which now include classes specifically focused on transition goals. Humboldt High School, Southwest High School and Minnesota North Star Academy are all using a new

tool in these classes called iTransition. This is a free online curriculum from PEPNet, a federally funded resource for students who are deaf or hard of hearing and the schools, colleges and vocational programs that serve them. PEPNet launched iTransition last April on its website, www.pepnet.org.

iTransition helps students learn about themselves, their career goals, and the skills they need to be successful in the future. In "It's My Plan!" students do self-assessment activities to identify their interests and skills and match those characteristics to career options. The program generates a personalized summary students can use for their own transition plans. In "Be the One!" students have the chance to learn about college life by taking a four-day orientation at a fictional college. They learn the skills, such as time management, that are necessary to succeed at college in "It's My Life!" The iTransition program also includes an online eFolio where students can keep track of goals, accomplishments, and build their resume.

"Students are enthusiastic about iTransition because it allows them to design their own eFolio web page," said Chris Thiers, the transition teacher at North Star. "For staff and students, it is very beneficial because all important transition documents are located in one place making it easily assessable for employment and/or postsecondary education/training," she added.

PEPNet Transition Specialist Greta Palmberg said students don't need to be enrolled in a class to use iTransition.

"One of the benefits of the iTransition online training is that it can be accessed on the Internet, and doesn't necessarily need to be teacher-led," she said. "Mainstream students and parents can access the training and learn about preparing for postsecondary education."

The PEPNet website has other transition resources, including a new College and

Career Guide, which should be posted by the end of this month, Greta added.

Another resource available to help students create meaningful transition plans is the Minnesota Department of Special Education's booklet, *Planning Guide for Minnesota Students (with disabilities) Entering Post-Secondary Education Program*. It is online at www.education.state.mn.us/mdeprod/groups/SpecialEd/documents/Publication/009336.pdf. Pages 13-19 of this 20-page guide list what students should be doing in each year of high school to get ready to transition to a postsecondary school. One thing stressed in this guide is that students should participate in their own IEP meetings. The benefits of having students involved in their own IEP planning are many. Students learn to define their strengths and weaknesses and understand why they need specific services. As they help shape their IEP, they learn how to be better self-advocates. Involving students in IEP meetings at a younger age ensures that they feel comfortable with the process by the time they reach high school. Then, they'll have the skills needed to help craft not only their IEP goals, but also their transition plan.

Transition plans don't just chart a path to college or vocational school. For some students, plans focus more on independent living skills. The idea is to create personalized plans that address each student's needs, skills, and goals for the future—so each student gets the most out of high school and can make a smooth transition to the next phase of life.

Were you one of the 199 members of the Hands & Voices community that took part in our Roller Skating event last month? Check out the photos on Page 3.

Here's What's Happening Around Town

**Tuesday,
Feb. 17**

Practice Cue Clutch meets from 6:30 to 8 p.m. at Java Jacks, 818 W. 46th St. in Minneapolis. Contact Katherine Burns-Christenson at 952-929-3965 or e-mail kbc29@aol.com.

**Sunday,
Feb. 22**

Join us for "Trees" at Kroenig Interpretive Center's Free Family Funday from 1 to 3 p.m. at North Mississippi Regional Park, 4900 Mississippi Court in Minneapolis. Branch out and get to know other members of the MN Hands & Voices community while you learn fun facts about trees. If you need an interpreter, contact the Nature Center to request one by Feb. 11 at 763-694-7693.

Feb. 26 - March 15

Nic Zapko performs *A Look in the Mirror, The Memoir of a Deaf Performer* in ASL with voice interpretation. It's the story of Nic's childhood and how she became a performer. It's a hard-hitting true story of loss and redemption recommended for ages 13+. Shows run Thursdays through Saturdays at 7:30 p.m. and Sundays at 3 p.m. at Dreamland Arts, 677 N. Hamline Ave. in St. Paul. Tickets are \$13; \$10 for students. Call 651-645-5506 or see www.dreamlandarts.com.

**Thursday,
Feb. 26**

Confidence Learning Center in East Gull Lake offers the cure for cabin fever: a **FREE overnight at camp for students** who are deaf or hard of hearing and their teachers (Regions 5 & 7). For a brochure with all the details, contact Cheryl Husman at 218-894-5462 or cheryl.husman@njpacoop.org. Registration is due by Feb. 13.

**Sunday,
March 1**

An ASL-interpreted tour "**Highlights of the Target Wing**" begins at 1 p.m. in the lobby of the Minneapolis Institute of Arts. For details, call 612-870-3131 (v); -3132 (tty) or e-mail dhegstro@artsmia.org.

**Tuesday,
March 3**

Meet and greet other service providers who work with Deaf, DeafBlind, and hard of hearing and learn about new resources at an event from 2 to 3:30 p.m. sponsored by Deaf and Hard of Hearing Services. See www.dhs.state.mn.us/main/groups/disabilities/documents/pub/dhs16_144026.pdf for full details.

**Wednesday,
March 4**

Take part in Legislative Day 2009 at the state Capitol. The day starts at 9 a.m. with training at Kelly Inn near the Capitol for youth and adults. Rally at the Capitol at noon: meet with legislators, tour the building, and support programs for deaf and hard of hearing. For more information, contact Mary.Kay.Chiara@state.mn.us or 651-297-1394 (v) or 888-206-2001 (tty).

March 6 - April 12

Rear projection captioning is available for the Science Museum of Minnesota's Omnifest with showings of five giant screen films: "Lewis & Clark," "Wild California," "Super Speedway," "Great Lakes," and the current film, "Grand Canyon Adventure: River At Risk." For showtimes and ticket information, see www.smm.org/omnifest.

**Tuesday,
March 10**

DHH high school students can learn about the Power of Song at a free workshop with Sweet Honey in the Rock's interpreter from 9:30 a.m. to 1 p.m. at Minnesota North Star Academy, 1669 N. Arcade in St. Paul. Contact Terri Ricci at 763-438-3692 or terriricci@gmail.com. Sweet Honey in the Rock performs at 8 p.m. Saturday, Mar. 7 at O'Shaughnessy Auditorium. See www.stkate.edu/oshoughnessy.

March 27-28

The statewide Minnesota Hard of Hearing Conference takes place at the Holiday Inn in St. Cloud. Kristen Swan, Regions Hospital, presents on how hearing loss affects you, your family and friends; Mary Bauer, Deaf and Hard of Hearing Services, on coping strategies for everyday living; and, Dr. Rebecca Crowell, St. Cloud State University, on how common diseases of the ear can affect your hearing. Tickets are \$40 each/\$70 per couple/\$100 per family. To register, email dhhs.stcloud@state.mn.us.



ASL-Interpreted Performances

Request the VSA discount.

Godspell

Friday, Feb. 27, 7:30 p.m.
Crosswinds United Methodist Church, 15051 Weaver Lake Road, Maple Grove; 763-391-2787; www.crossplayers.org

The Shadow Thieves

Sunday, Mar. 1, 2 p.m., Wed., Mar. 4, 10 a.m.
How Can You Run with a Shell on Your Back
Sunday, Mar. 15, 2 p.m., Wed., Mar. 18, 10 a.m.
Hopkins Center for the Arts, 1111 Main-street; 952-979-1111 www.stagestheatre.org

Fiddler on the Roof

Sunday, Mar. 1, 1 p.m.
Historic Orpheum Theatre, 910 Hennepin Ave. S., Minneapolis; 612-373-5639; www.hennepintheatredistrict.org

Romeo & Juliet

Friday, Mar. 6, 8 p.m.
Children's Theatre, 2400 3rd Ave. S., Mpls; 612-874-0400; www.childrenstheatre.org

The Adventures of Pinocchio

February 28 – March 8
The Minnesota Opera (English with captions)
Ordway Center for Performing Arts, 345 Washington St., St Paul; 612-333-6669; 651-282-3099 (tty); www.mnopera.org

Seven Brides for Seven Brothers

Wednesday, Mar. 11, 8 p.m., dinner 6 p.m.
Chanhassen Dinner Theatres, 501 W. 78th St.; 952-934-1525; 800-362-3515; www.Chanhassendt.com

Sweet 15 (Quinceañera)

Thursday, Mar. 19, 7:30 p.m. (captioned, too)
History Theatre, 30 E. 10th St., St. Paul; 651-292-4323; www.historytheatre.com

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Our mission is to build better lives for children who are deaf or hard of hearing by providing parent-to-parent support.

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In Your Corner

By Candace Lindow-Davies,
Minnesota Hands & Voices Coordinator

With all the depressing news these days, I have taken to listening to humorous audio books in the car. Running errands or driving to work accompanied by humorists Garrison Keillor or Dave Barry has really helped my mood. It's also warmed my heart to hear my son (who is deaf and wears a cochlear implant) burst into laughter, obviously picking up what was said, too.

One of my favorite lines from Keillor's Lake Wobegon radio shows is "your kids grow up while you were meaning to be a good parent." He explains, when your child was born, you had every intention of being the best parent you could be—certainly far better than your parents were. And then life goes by so quickly, and you realize your kids are all grown up. It hit me. I'm starting to feel that way as my son inches closer to his 14th birthday, and I have so many things I had planned to do by now.

But, then I've also made several New Year's resolutions to lighten up! Let the kid be a kid and live a little. After all, isn't the point to let him have access to all of life's experiences—just like other kids? Take advantage of every possible technology and service to level the playing field? And, this is harder for me and my husband, given that our son is not only deaf, but also has mild cerebral palsy. What may be accessible for someone with hearing loss may not be fun for someone with physical concerns. Yet this smart young man desperately wants to do everything everyone else does. Thus, I do see one of my major roles is to ensure that he can.

So last week, I decided to take him indoor go-karting as a special treat. This is a huge leap for me. This is the same woman who literally destroyed any amount of fun he possibly could have had doing the "Alpine Slide" in the Black Hills. I had put such fear into my son's head that he would crash to his death if he didn't pull hard on the brake to slow down his sled. So, he dutifully did as his mother told him and proceeded to crawl down the hill at such a snail's pace, the line was backed up seemingly forever while impatient riders watched him inch his way to the bottom. Needless to say, my husband was horrified.

So in an effort to do better, I agreed to take him go-karting last week. I talked to the go-kart staff and explained my son was deaf and I'd need to sign or cue any directions to him, and with his physical issues, I would appreciate any extra attention. They turned the throttle down to half speed, explained how everything worked, and off he went at what appeared to me to be lightening speed. The ride lasted three seconds—he was unable to make the first turn, and slammed into the rubber barrier. It was a parent's nightmare. I ran to him and pulled off the helmet so he could hear me with his implant because he had screwed his eyes shut and was screaming. I knew it wasn't good. A trip to Urgent Care confirmed it. He fractured his leg. Crumpled it like a pop can. As we sat in the Radiology waiting room, I asked him how he thought our special day together had gone. With his ability to always see the silver lining, he patted his cell phone in his pocket and said, "At least my Sidekick didn't break."

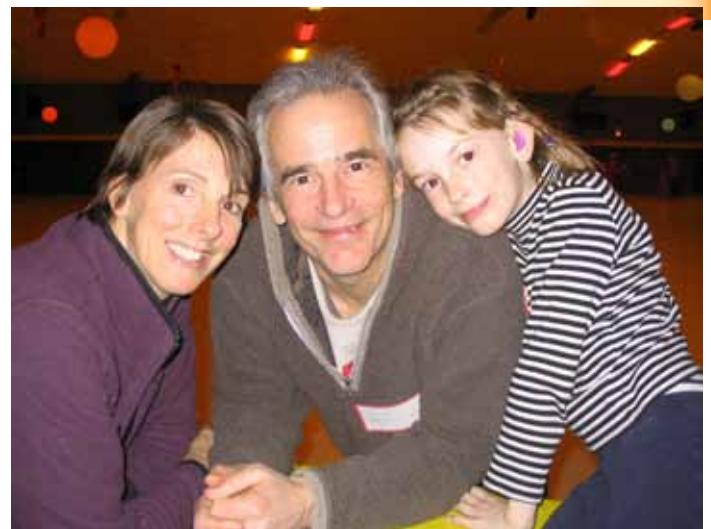
Here's hoping your New Year's resolutions are working out better. May your days be light and, most importantly, safe.

Our annual skating party was a huge success! Here are some of the skaters who enjoyed a fun time with family and friends in the Minnesota Hands & Voices community —

Right: Katherine and Jadelynn

Middle: Maya and Rynne

Bottom: Monica, Judd and Maya





I am MINNESOTA HANDS & VOICES

**Valerie,
daughter, actress,
band member**

Yes, she can!

By Becky Huls

I am always amazed with my daughter Valerie. She is an 8th grader mainstreamed with an interpreter at Olson Middle School in Bloomington. In 7th grade, she tried out and earned a spot in the school musical *Seven Brides for Seven Brothers*. There was singing and dancing—she even had a speaking part! This year she joined the Jefferson High School Football Marching Band! It was a lot of hard work, but she enjoyed it very much. She marched in a parade at the State Fair; she performed at every home football game and also the indoor marching concert. I am so very proud of her! She is proof that if you want to do something, there is no stopping you.



The View from Here

Upper Northwest:

Parent Guide Magen Russillo leads the parent networking session at Winter Connect 2, Feb. 19-20 at the Best Western in Thief River Falls. The event also includes the Disney on Ice show. For more information, contact Magen at 1-866-578-4189 or magenr@lifetrackresources.org. Register by Feb. 13.

Northeast:

Learn about video relay at a workshop with Sorenson Communications Thursday, Feb. 12 from 5 to 7 p.m. at Brewed Awakenings Coffee House in Grand Rapids. RSVP at Nancy.Crane@state.mn.us or 218-748-2253.

East/West Central:

Parent Guide Brenda Hommerding presents to the Parent Empowerment & Networking Support (PENS) group Feb. 9 at Hutchinson West Elementary School. The meeting includes supper at 5:30 p.m., kids' activities and Brenda's presentation. Contact Jill Rohman at 320-796-0270 or jill.rohman@swsc.org.

Set aside April 16 to attend a workshop in St. Cloud on hearing loss topics. The day will include a group just for teens led by Allison Albrecht, a mental health therapist. To request details as they become available, email BrendaH@lifetrackresources.org.

The state's Deaf and Hard of Hearing Services seeks a Deaf Mentor to work with families that have a child who has hearing loss. For details, contact Diane Leonard, 1-866-274-5884 (tty) or 320-255-3502 (v).

The fourth Minnesota Hard of Hearing Conference takes place March 27-28 in St. Cloud. Workshops will provide information on how hearing loss affects people and how to help them and those around them cope. The conference is open to anyone. For details, see the note on Page 2.

Have fun with ASL at SLAM from noon to 2 p.m. Saturday, Feb. 28 at Crossroads Mall in St. Cloud.

Southwest:

Parent Guide Kris Hemstock presents to the Parent Empowerment & Networking Support (PENS) group Feb. 12 at Slayton Elementary School. The meeting includes supper at 5:30 p.m., kids' activities and Kris' presentation from 6:20 to 7:30 p.m. RSVP by Feb. 2 to Jill Rohman at 320-796-0270 or jill.rohman@swsc.org.

Storytelling is interpreted in ASL Saturday, Feb. 7 from 10 to 11 a.m. at the Service Coop center, 2075 Lookout Drive, North Mankato. The next story time is Saturday, March 7.

Southeast:

Arc Southeastern Minnesota presents a Sibshop Saturday, Feb. 21 from 9 to 11:15 a.m. at Bear Creek Services, 3108 Hwy 52 North (on the east service road), Rochester. Sisters and brothers (ages 6+) of children who have special needs can attend to do crafts, play games and share a common bond. For registration or more details, call JoAnn at 507-287-2032 or toll free at 888-732-8520.

A workshop on SETT & Assistive Technology takes place Wednesday, March 11 from 8:15 a.m. to 4 p.m. at Rochester Public Utilities, 4000 E. River Road NE in Rochester. Get hands-on experience and receive a flash drive with various tools. Cost is \$10. For details, call 507-535-7101.

ASL interpreting offered for *Miracle Worker* play

All Friday and Saturday night performances this month of *The Miracle Worker*, the story of Annie Sullivan's work with Helen Keller, will be ASL-interpreted at the History Theatre in downtown St. Paul. Three matinees also will be interpreted.

This is a production of the Torch Theater, whose mission is to illuminate, enlighten and guide audiences to a greater understanding of the human condition through inclusive, accessible productions. VSA arts of Minnesota is offering reduced-price tickets for \$15 (the regular price is \$25-30, but only \$10 for students). To get the reduced rate for adults, call the History Theatre Box Office at 651-292-4323 and ask for the VSA discount ticket price.

Shows are at 7:30 p.m. Feb. 6, 7, 13, 14, and 20. Matinees are at 2 p.m. Feb. 8, 15 and Feb. 21. For more information, see www.HistoryTheatre.com.

Parents' opinions needed for short, online survey

The Educational Resource Center on Deafness is conducting a short survey of parents of children who have hearing loss.


The results will be used to develop recommendations for professionals who work with parents regarding their child's hearing loss, communication options and educational choices. The survey information will be summarized and presented at the National EHDI (Early Hearing Detection and Intervention) conference in March.

The survey is being conducted by Lisa Crawford, Parent Liaison at the Educational Resource Center on Deafness, and the Co-Director of the Texas Hands & Voices chapter. The survey is available in both English and Spanish. Deadline is March 1.

To participate in the survey or request the results, contact Lisa at 512-462-5447 or lisa.crawford@tsd.state.tx.us.

Sign classes offered

Sign language classes at Gideon Pond Elementary in Burnsville have been opened to the general public. Classes began this week and run Monday evenings through April 13. Cost is \$60 for participants who do not have children currently served by District 917 or District 196. For more information or to register, contact Lori Bohnert at 952-707-3090 or loreen.bohnert@isd917.k12.mn.us.



Off the Shelf

If you are preparing for college life, check out this resource from our library:

"How Students with Hearing Loss Can Succeed in College: A Handbook for Students, Family & Professionals" discusses the resources available to college students with hearing loss so they can succeed in a mainstream postsecondary program.

To request this title, email us at mnhv@lifetrackresources.org.

Our free lending library is open to everyone in the Hands & Voices community. To see what's available, go to www.mnhandsandvoices.org and click on "Lending Library."

Blog gives insights on cueing

A woman who is deaf and uses Cued Speech has written an online blog explaining the system and offering her insights on how it has helped her. To see her blog, go to www.deafdc.com/blog/guest-blogger/2007-05-14/cued-speech-your-unasked-questions-answered.

Camp retreat open to hard of hearing kids, families

Confidence Learning Center, also known as Camp Confidence, has partnered with Dreams and Inspirations to create inspiring retreats throughout the year for specific groups in the deaf and hard of hearing community. The camp is located on East Gull Lake near Brainerd.

This month, a retreat for families with children who are hard of hearing takes place Feb. 27 to March 1. There will be presentations plus time for kids' activities separate from parents. Activities may include snow tubing, snow shoeing, ice fishing, games and more. Cost is \$50 for adults, \$25 for children. For a registration packet, call Emily Smith-Lundberg at 866-948-9063 (video- phone/relay) or email emily@dreamsandinspirations.com.

Online research discussion topic: Language

The research topic on the Hands & Voices online forum Feb. 2 - 22 is "Theory of Mind & Language." Feb. 23 to Mar. 8, the topic is "Word-Learning Abilities."

National Hands & Voices and a coalition of research universities plus the Journal of Deaf Studies and Deaf Education maintain the online forum at www.wiki.educ.msu.edu. Parents and professionals can register at the site to review the current topic and post comments. Researchers use these comments to guide current projects.

Scholarships offered to children of disabled parents

High school seniors and college students who have parents with a disability can apply now for scholarships offered by Through the Looking Glass.

Five \$1,000 scholarships are available to high school seniors attending college in Fall 2009. Another five \$1,000 scholarships will be given to current college students.

Selection criteria include academic performance, community activities and service, letters of recommendation and an essay describing the experience of growing up with a parent with a disability. These scholarships are part of a research study on young adult children of parents how have disabilities.

Applications are due by March 16. For more information or an application packet, see www.lookingglass.org/scholarships.

Scholarship available

College-bound students who are deaf or hard of hearing can apply between Feb. 15 and May 1 for the DawnSignPress College Scholarship. The \$2,000 scholarship is given annually to a student studying for a B.A. degree in one of the following fields of study: communications, creative writing, deaf education, deaf studies, English, film-making, history, linguistics, literature, or multimedia.

For more information, see www.dawnsign.com/about/dpscholarship.html.

Search for more scholarships for students who are deaf or hard of hearing by going to our website:

www.mnhandsandvoices.org/html/scholarships.htm



Dad's Viewpoint

By Curt Leitz, NE Parent Guide

From the ABCs to the SATs (with numerous MCAs in between), there are so many pressures on families to develop kids' reading abilities that many parents can feel intimidated or overwhelmed. After all, many of us disliked learning to read. Since

I'm not an expert in literacy, I'm not going to try to tell you how you should teach your kids to read. Besides, kids develop literacy skills in numerous ways, at numerous paces, and in numerous modalities. What you can do best as a parent is to make story time a simple, fun, and cherished tradition between you and your child. What matters is sharing and celebrating stories—signed or spoken, visual or oral, pictorial or written. A passion for stories will translate from one type of literacy to another, and your child will be much more likely to enjoy success at reading. Here are four tips that I've found helpful as I've taught my kids to read:

Make reading a ritual. If possible, set aside a single time each day for reading. Many parents make books part of bedtime, but you can just as well read together upon waking, after a meal, or after you get home from work. What's important is that it's a time that can be protected so that distractions or other activities don't get in the way—for you or your child. Once you establish a routine, your child will look forward to this time with you.

Make reading fun. Story time has to be fun for both of you. If it feels like boot camp with books, few children will engage. What many parents forget, though, is that they need to make it fun for themselves; if you're bored, your kids will know it. Try finding children's authors or illustrators that you particularly like. Children's librarians can be extremely helpful, particularly in suggesting books similar to titles you've liked in the past. Sure, your kids will request certain books until you go crazy, but I've found it surprisingly easy to negotiate with my kids over what to read. ("Ok, we can read *Elmo Licks Stamps* for the sixty-third consecutive day, but then I get to choose.")

Make reading flexible. You're developing a love for literacy and books, not running a curriculum. Don't feel compelled to read books cover-to-cover. In fact, don't even feel compelled to read the words. Some books invite you to tell the story simply by referring to the pictures, and many kids in the early stages of developing literacy love "reading" this way.

Make reading interactive. This can help keep story time fresh and interesting, as well as helping develop literacy skills such as comprehension and interpretation. In addition to telling the story through pictures, have fun making up alternate endings. Stop and talk about how a particular phrase, picture, or turn of events makes you or your child feel. Try guessing what will happen next. Point to key words or pictures as you sign them or say them; the next time through the book, stop at that word or picture and ask your child to sign it or say it.

These four steps should keep story time simple, fun, and fresh. Next month, I'll share tips on making reading useful, practical, and powerful. Happy reading!

Curt has undergraduate and graduate degrees in English, but maintains that neither was important in guiding his own children to a love of books.

Website helps students explore careers

If you're a high school student involved in transition planning, check out a new website created by staff at the National Technical Institute for the Deaf (NTID) at Rochester Institute of Technology (RIT). The site, www.graphcomm4deaf.org, provides information about graphic communications careers for students who are deaf or hard of hearing.

The captioned website features ASL insets and offers interactive presentations about jobs in the graphic communications industry. It includes video profiles of four successful professionals who are deaf who are currently employed in the field. Students can ask these professionals their own questions through email. They also can contact trained high school guidance counselors. The site has links to postsecondary programs in graphic communications, including the programs at RIT.

Cued Speech added to phonics system

A phonics system that's being used to teach hearing children to read and spell with astounding success now has a Cued Speech version.

Developed in England by Educational Psychologist Alan Davies, the system is called THRASS (Teaching Handwriting Reading And Spelling Skills). It is helping parents and teachers teach the fundamental building blocks of English in an entertaining, fun way that is proving to more than double students' rate of progress. One component, the THRASS Phoneme Machine, uses moving human lips to pronounce English phonemes (sounds) in hundreds of frequently used words. The latest version of the Phoneme Machine, version V6-CS, has a Cued Speech option showing cues for each of the 500 basewords.

Cued Speech clarifies spoken language by using eight hand-shapes in four different positions near the mouth to represent the 44 sounds of English. The combination of the hand shape, the hand position and the lip shape makes every sound of spoken language clear. Children who are deaf and are brought up with Cued Speech use phonics strategies when they learn to read just as hearing children do, "sounding out" unfamiliar words.

THRASS is available as a free download from the website www.phonememachine.com. For details about the Cued Speech option, see www.thrass.co.uk/cuedspeech.htm.

"The Amazing Race" reality series on CBS will have its first-ever deaf contestant, Luke Adams, when the show resumes Feb. 15. Adams, a 22-year-old recent college graduate who signs, is paired with his mother Margie.

If you like attending captioned performances at the Guthrie Theater, now you can plan ahead—the website www.c2net.org/list.htm has the schedule for captioned plays through August at theaters around the country, including the Guthrie.

Missed President Obama's inaugural speech? You can read the text at the website deafetimes.net by searching for "inaugural text."