

Don't miss our workshop on behavior: Saturday, Nov. 5 from 9:30 a.m. to noon at Lifetrack Resources in St. Paul. See the flyer included with *FOCUS*.

Parents get help dealing with kids' difficult behaviors

We asked Dr. Howard Dickman, a clinical psychologist, for his advice on handling our readers' concerns about their kids' difficult behaviors. Dr. Dickman has a PhD in Clinical Psychology from Kent State University. He practiced at Regions Hospital in St. Paul for more than 20 years, heading the hospital's Health and Wellness Program for a time. He's now in private practice with offices in Maplewood and Golden Valley. He will share his insights on behavioral health at our workshop Nov. 5 at Lifetrack Resources.

I'm dealing with way more temper tantrums with my 2-year-old who is deaf than I ever had from my older son. Is this "normal?"

Temper tantrums at an early age are often the result of a child's inability to directly express his/her needs. We all have experienced the cry of an infant which may mean "I'm hungry," "I'm wet," "I'm tired" or may reflect some general malaise. A two-year-old deaf child typically does not have the vocabulary of a hearing child of the same age. Therefore, there may be an increase in expressing one's displeasure in an acting-out manner in the form of temper tantrums. This reflects the child's desire to express an emotion, need or desire for which he/she does not have words. This reinforces the need for early language development in an effort to help all children more effectively express themselves.

My 4-year-old is easily frustrated when I don't understand what she's trying to tell me. She can go in seconds from having a happy discussion to screaming on the floor. How can I help her?

We know that most 4-year-olds with a hearing loss have a vocabulary that is not commensurate with their age. Therefore, her ability to express her needs is at a level of a younger child. Her frustration is understandable in that she cannot always communicate what she is thinking.

So on the one hand, patience about

her communication issue is important. On the other hand, it is imperative that she begin to learn more appropriate ways to handle her frustrations.

In most instances, temper tantrums should be ignored unless there is the possibility of physical harm to your child or others. The less attention she gains from this behavior, the greater the likelihood that it will stop over time. Once the tantrum has finished, she should be reinforced and given attention for calming down and resuming the discussion. When she is calm, you can help her talk about other ways to express her anger or frustration. Use this as a learning time for her to talk about other ways to express her feelings. Help her develop a feeling vocabulary by giving her labels for how she may have felt.

So the key elements are withholding attention for the tantrum, positive reinforcement for calming down, and using the opportunity to build a feeling vocabulary for the future.

"Time outs" aren't working with my toddler. He just gets up and runs away. We end up in a real battle. What should I do?

Time outs are designed to remove the child from a reinforcing situation and to minimize any attention for a specified period of time. Some children resist remaining in time outs and, therefore, need training regarding the necessity for remaining in time out. For

young children, time outs should be for a minimal amount of time. There is no need for time outs to last more minutes than the child's age. So a 3-year-old should be in time out for three minutes. For some children it can be helpful to use a timer, a visual cue, to let them see how long they need to remain in a designated area. If the child leaves the space, then the timer is reset. Over time, he will learn that he needs to remain seated for three minutes consecutively prior to finishing the time out period. At first, there will be the usual resistance; however, with time, your child will learn the time out will terminate quicker if he remains seated rather than fighting it. The use of visual cues with deaf or hard of hearing children should always be considered.

People are suggesting my son has ADHD. I think he's not paying attention because he can't hear what they're saying. How can I tell if his behavior problems are due to hearing loss or ADHD?

The diagnosis of ADHD should always be done by a qualified mental health professional. Depending on the age of the child, an effective ADHD workup includes an extensive history, observation of the child's behavior, gathering of collateral information, completion of rating scales by teachers and parents, and direct evaluation of the child using standardized tests. For children under the age of 7, most of the data is gathered from others, rather than direct testing. For children 8 and older, there are standardized tests (for example: Test of Variable of Intelligence and Integrated Visual and Auditory Continuous Performance Test) that are used to directly assess attention abilities and hyperactivity/impulsivity.

Behavior... continued on Page 4

What's Happening Around Town

Friday,
Oct. 7 & Nov. 4

Swim Night for the Deaf and Hard of Hearing Community runs from 7:30 to 9:30 p.m. at Oxford Pool, 1079 Iglehart, St. Paul. \$3 kids/\$4 adults. For more information, contact Mary Livingston at St. Paul Parks and Recreation, 651-266-6366 (v) or 651-266-6378 (tty).

Friday,
Oct. 7

"Mystery of the Nile" opens at the Science Museum's Omnitheater. The theater offers rear-window captioning on request. The film chronicles the 2004 expedition of the Nile from its source to the sea.

Friday,
Oct. 14 & 28

ASL Conversation Group meets in the Cafe at Barnes & Noble, 828 West County Road 42 in Burnsville from 7 to 9 p.m. Open to signers of all proficiencies.

Saturday,
Oct. 15

ASL Storytelling Hour at the Barnes & Noble in Mankato begins at 10 a.m.

Community of Hope hosts Deaf Family Day with a hayride, horseback riding, outdoor games and a hot dog roast at the McCutcheon Farm in Baldwin, Wis. from 2 to 8:30 p.m. For details, see tcdeaf.com or contact 651-455-0093 (v/tty) or COHDeafOutreach@aol.com.

Sunday,
Oct. 16

AG Bell's Kids (girls ages 8-12) share a captioned movie from 1 to 4 p.m. at Ellen Thibodo's, 14106 Dane Ave. in Rosemount. RSVP to 763-780-8270 or tav58@sprynet.com.

Tuesday,
Oct. 18

"Cue Clutch" meets at Java Jacks, 46th & Bryant in Minneapolis from 6:30 to 8 p.m. for anyone who wants cueing practice. For more information, e-mail kbc29@aol.com.

Thursday,
Oct. 20

"Learning to Look: A Family Tour" (Visual Thinking Strategies) is the ASL-interpreted tour at The Minneapolis Institute of Arts. The tour begins in the lobby at 3 p.m. For more information, call Visitor and Member Services at 612-870-3131 (v) or 612-870-3132 (tty).

Saturday,
Oct. 22

Nightmare at Pinehaven Farm in Wyoming, Minn., offers spine-tingling Halloween fun for the deaf and hard of hearing community beginning at 7 p.m. For more information, see www.nightmarehalloween.com.

Saturday,
Nov. 5

Dr. Howard Dickman discusses "Behavioral health of our children who are deaf and hard of hearing" at the Family Support Connection's workshop from 9:30 a.m. to noon at Lifetrack Resources. Child care provided, but reservations needed. ASL interpreter and cued speech transliterator provided, but confirmation needed no later than Nov. 2. Call 651-265-2435 (v), 651-265-2379 (tty), or Toll-Free: 1-866-DHOHKID (346-4543), Toll-free TTY: 1-866-857-2379 or e-mail fsc@lifetrackresources.org.

Saturday,
Nov. 5

The St. Paul Public Library presents **Deaf Storytime** with stories in ASL and voice interpretation at 10:30 a.m. at the Merriam Park Branch Library, 1831 Marshall Ave. Assistive listening devices are available. For details, call 651-642-0385 (v) or 651-298-4184 (tty).



ASL-Interpreted Performances

The Legend of Sleepy Hollow

Sunday, Oct. 23, 2 p.m.
Tickets: \$15, \$12 senior/student.
Bloomington Center for the Arts Schneider Theater, 1800 W. Old Shakopee Road; 952-563-8587; www.bloomingtonartcenter.com.

Sleeping Beauty

Wednesday, Oct. 26, 10:30 a.m.
Friday, Oct. 28, 7:30 p.m.
Reduced tickets: 612-874-0400
Children's Theatre Co., 2400 3rd Ave. S., Mpls.; www.childrenstheatre.org.

Measure for Measure

by William Shakespeare
Saturday, Nov. 5, 1 p.m.
Guthrie Theater, 725 Vineland, Minneapolis; 612-377-2224(v), 612-377-6626(tty); www.guthrietheater.org.

A Midsummer Night's Dream

Saturday, Nov. 5, 7:30 p.m.
Tickets: \$6-12; Phone: 320-363-5777;
Benedicta Arts Center, College of Saint Benedict, St. Joseph; www.csbsju.

A Single Shard

Sunday, Nov. 6, 2 p.m.
Wednesday, Nov. 9, 10 a.m.
Tickets: \$14, \$11 children (age 2-17) & seniors (age 60+)
Hopkins Center for the Arts, 1111 Mainstreet, Hopkins; 952-979-1111; www.stagestheatre.org.

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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.

Newsletter Editor: Audrey Alwell

Information in this newsletter about events, services, or other organizations does not imply endorsement by the Family Support Connection or Lifetrack Resources.

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In Your Corner

By Candace Lindow-Davies, Family Support Coordinator

September has ended, and Fall weather has truly arrived at last. Seems hard to believe that Halloween will be here before you know it, and the Holidays not far behind. Fall routines are slowly falling into place... homework, after-school activities, lunch boxes almost forgotten...there is something almost comforting about this familiar pattern. And, you have to relish this time of year with the brilliant colors in the trees, and the air so crisp and fresh.

I was able to enjoy really spectacular autumn colors last week while visiting Lake George near Bemidji. I was invited to attend that area's "Fall Fun Day 2005." What a gorgeous setting and what glorious weather. The parents and professionals gathered enjoyed a day of fellowship, socialization and educational workshops. But the children...you really could see on their faces what that day meant to them. A day with friends...just like themselves. Some had traveled long distances to be there, but it was so worth it. Seeing those kids and talking with the parents are one of the highlights of my job.

Our job at the Family Support Connection continues to change and grow larger. I mentioned last month that our program is planning to become a chapter of the national parent organization, Hands & Voices. Those plans are becoming more defined, and we are developing a higher-level advisory board, consisting of parents and professionals. This is an exciting opportunity for us. We are also very pleased to announce that Lifetrack Resources has secured grant money to create out-state parent mentor positions for the Family Support Connection. We plan to collaborate with many different organizations in order to provide parent-to-parent connections, while not duplicating existing services. In the next few months, you will hear more about the role of those out-state mentors as we recruit and hire. Anyone interested in learning more can contact me at Candaced@lifetrackresources.org.

Have a great Fall season!

Grant aims at mental health services for kids

Children in Minnesota who are deaf, deafblind or hard of hearing will soon have access to mental health services tailored to their unique needs.

The Minnesota Department of Human Services has awarded Volunteers of America, Minnesota a \$276,300 grant to serve this population. For now, services will be provided to students in districts 287 and 917 and Metro Deaf School, North Star Academy and a satellite clinic at Minnesota State Academy for the Deaf.

According to Bruce Hodek, director of the DHS Deaf and Hard of Hearing Services Division, a higher incidence of mental health problems is experienced among young people with a hearing loss compared to the hearing population. Effective communication, such as the use of American Sign Language, and an understanding of deaf culture and the unique problems associated with various levels of hearing loss are critical to providing effective mental health services, he said.

Volunteers of America, Minnesota will support collaborative mental health care efforts by working with the child's family, local school district and community support system. Most services will take place within the school setting. However, home-based and outpatient services will also be available. In addition, Volunteers of America, Minnesota will pilot a telemedicine project in an effort to provide outreach support to children living in out-state Minnesota.

Program provides psychological evaluations

Minnesota residents who live outside the seven-county metro area can obtain a psychological assessment of a child (through age 21) who is deaf, deafblind, or hard of hearing by contacting the Greater Minnesota Assessment Service (GMAS).

GMAS is operated by Lifetrack Resources with funding from the Minnesota Department of Human Services, Deaf and Hard of Hearing Services Division. GMAS' consulting psychologists are familiar with the issues facing deaf, deafblind and hard of hearing children and youth and can communicate in the child's preferred language.

A typical assessment includes interviews, comprehensive testing, observations, immediate feedback the day of testing, a written report and follow-up provided by the assessment service team. GMAS' website, www.lifetrackresources.org/GMAS, describes specific services.

For more information, contact Kim Opat, Program Director at 866-840-0749 (v) or 866-857-2379 (tty).

State seeks parents for advisory committee

Deaf and Hard of Hearing Services – Metro office (DHHS), has a vacancy on the advisory committee for a parent of a deaf, hard of hearing or deafblind child.

This committee includes adults with a hearing loss, service providers and parents. They meet four times a year to identify the needs of the community, provide feedback on materials for public distribution, and to promote awareness of DHHS programs and activities.

For more information, contact Marie Koehler, Regional Manager at: Marie.Koehler@state.mn.us, 651-297-3640 (v) or 651-297-1313 (tty).



We need support to help us provide interpreters, transliterators and captionists at our workshops to meet the diverse needs of our audience. If you'd like to make a tax-deductible donation, contact us at fsc@lifetrackresources.org.

Behavior... *continued from Page 1*

In the case of a child with hearing loss, the problem of accurate diagnosis becomes more acute due to the inexperience of most clinicians in working with this population. Therefore, consulting with a professional who has worked with deaf/hard of hearing children or school personnel in a Deaf/Hard of Hearing program would be useful. Most tests do not have specific norms for this population; therefore, someone who has the background and knows something about the impact of hearing loss on children's behavior would be helpful.

One must be sensitive to the educational environment of your son. A deaf child utilizes significant energy to attend visually during the school day. If the problem primarily occurs towards the end of the school day, fatigue may be a factor. If the attention problem is pervasive throughout the school day, then there is a greater likelihood that ADHD could be a factor. In that case, a thorough evaluation should be undertaken before a definitive diagnosis is made.

If I'm signing to my teenaged daughter and she doesn't like what I'm telling her, she shuts her eyes and refuses to open them when I tap her. This drives me crazy! I've tried punishing her for this behavior or holding her responsible for the information she's missing. She did this when she was little, but I never thought it would start up again in her teenage years.

It is not uncommon for some child-like behaviors to reemerge during adolescence. Therefore, it is not totally surprising to see your daughter revert to actions that seem inappropriate for her age. Teenage years are a time of change and challenge for children, and even more so for a child with a hearing loss. It is a time when there is a push for independence and trying out new roles.

For deaf and hard of hearing children, it is a time when the reality of their hearing loss and its impact on their future becomes more real. So, it is not unexpected that a degree of acting

out may occur. Punishing this behavior would probably be an exercise in futility and just strain the parent-child bond. However, your daughter should be held responsible for the communication that does occur. It should be understood that she will need to complete the communication when she is ready prior to engaging in any pleasurable activity. In that way, the onus is on her to return to complete the discussion, and there is no need for power struggles between the two of you.

My son who is deaf uses a high-pitched screech to get attention or to express frustration. It jars our nerves. What can we do to help him stop this behavior?

Many deaf or hard of hearing children are not aware of the impact of their verbal output on others around them. When the noises or sounds he makes are difficult to deal with, it is appropriate to leave the area. Later, it would be helpful to discuss the situation that caused his distress and other ways to resolve any conflict. The focus should be on helping him to problem-solve rather than the noise itself. Many children have a difficult time identifying their emotions; helping him to develop an affective (feeling) vocabulary, discussing the precursors of specific feelings, and exploring ways to deal with them would be of benefit in learning more appropriate ways to deal with his frustrations.

We're having so much trouble getting our young son to wear his hearing aids. Any suggestions?

—and—

Now that our daughter is a teen, she's refusing to wear her speech processor at home. She wears it all day at school, so I let her have a break when she first comes home. But, unless I remind her to put it back on before dinner, she doesn't wear it. We both feel like all I ever say is "put it on." Help!

Getting your child to wear an assistive device is often a daunting challenge. At an early age, the child is receiving new input which may be uncomfortable and confusing. So there is an initial adjustment period that most children go through. At an older age, many

children see the device as a stigma, something that sets them apart from their peers. Most children want to fit in, and they may get looks or comments regarding the device. Therefore, there is a need to be sensitive to what they may be going through emotionally in wearing the aid or any assistive device.

In the home, there is room for negotiation. Engage your child in a discussion of the pros and cons of wearing the device. There may be an agreement to wear it for a specified amount of time during the evening, perhaps over supper so that he/she can engage in the family discussion. Let your child know that the consequence of not wearing the aid could be missing information that is shared by family members. There may be other parts of the evening when wearing the device is of less importance, and he/she can choose to wear or not wear the device during those times.

How do I help my child who is mainstreamed feel more confident at school? He has a few friends and does well on assignments, but he doesn't join anything or participate in class.

A typical problem for mainstreamed children is lack of school involvement, particularly at the high school level. Often participation occurs in the context of groups and involves discussions that are difficult for a child with hearing loss to follow. Therefore, there is a gradual withdrawal from school activities.

In addition, peer groups tend to develop. Again the interaction occurs in groups which are difficult to follow as many children speak at once. Smaller groups that are task-focused would be easier for any child with a hearing loss. Getting involved in hands-on activities would be less stressful. In addition, it is helpful to network your child with other children who have a hearing loss. For some children in a mainstream setting, there is a sense of "I am alone. There is no one like me." Providing a peer group helps build self esteem. Introducing your child to successful adults with hearing losses is also important in building a positive self image.

The Family Support Connection needs volunteers to help with childcare at the Nov. 5 workshop. Please contact us: 651-265-2435 (v) or 651-265-2379 (tty).

CSD turns 30

CSD (Communication Service for the Deaf) celebrates its 30th anniversary this month, commemorating its journey from a one-person operation to the largest deaf-run organization in the world, employing over 3,200 employees in 42 offices. The company hosts an anniversary banquet Oct. 28 at the Sioux Falls Convention Center.

CSD, based in Sioux Falls, South Dakota, was started in 1975 by Ben Soukup in a tiny office (actually a closet) at South Dakota School for the Deaf. The company is a private, nonprofit telecommunications and human services organization. In its 30-year history, CSD has expanded its communication services and currently manages over 20 call centers in the U.S. and a new call center in England. CSD offers telecommunications relay services, video relay services, equipment distribution programs and sign language interpreting services, in addition to providing human services at 15 locations in eight states. Among the human services provided are educational programs, housing, employment services, transportation assistance, and substance abuse programs. CSD coordinates community and video interpreting services, interpreter training, and mentoring. They also publish a monthly newspaper called SIGNews.

See www.c-s-d.org for more information about CSD and the 30th anniversary celebration.

Brush up on signs for Fall and Halloween by visiting a "dictionary" website. The Internet has the advantage over a book because it shows someone making the sign. One of the best websites is the ASL Browser (commtechlab.msu.edu/sites/aslweb/) created by Michigan State University.



A Little Grin

By Desi Strate

My father wanted to know if my daughter was going to be able to read English or if we'd have to learn how to draw all of the hand shapes for the signs!!!

I have also had a number of people comment: "Wow, she can laugh?!" Well, yeah!! Duh.

Website clarifies FCC's rules

The Federal Communications Commission (FCC) has a new web page focused on the 15th anniversary of the Americans with Disabilities Act (ADA) and the FCC's rulings for telecommunications, including 711 Relay, Internet-Protocol (IP) Relay and Video Relay Service (VRS).

The page also has a link to information about Closed Captioning services. All new programming must be captioned by Jan. 1, 2006. The website lists exceptions to this rule, including programs aired between 2 and 6 a.m. and locally produced one-time programs such as coverage of parades or high school sports.

The FCC's web page is www.fcc.gov/cgb/dro/ada.html.

Free counseling offered in

A doctoral student at the University of North Dakota who is deaf and fluent in ASL is offering free counseling services to deaf individuals and their families in communities surrounding Grand Forks and Fargo.

The counselor has a background in oralism, total communication, and signed English. Counseling services are available through Dec. 9 and again from January through May. To make an appointment call 701-777-3739 (v) or e-mail denisethew@hotmail.com.

Gallaudet president to retire

Gallaudet University President, Dr. I. King Jordan, whose selection as the nation's first deaf university president in 1988 made him an international role model for people who are deaf or hard of hearing, has announced that he will retire Dec. 31, 2006. Gallaudet's Board of Trustees will conduct a national search to select his successor.

Gallaudet University is the only liberal arts university in the world designed for deaf and hard of hearing students. The campus is located in Washington, D.C.

I. King Jordan made history in 1988 when he became the first deaf president of Gallaudet University. That year, Gallaudet students, many alumni, faculty, and staff protested the Board of Trustees' appointment of a hearing person to the presidency. "Deaf President Now," the week-long protest, led to the Board's reversal of its decision and the naming of I. King Jordan, one of the three finalists for the position, as the eighth president of Gallaudet and the first deaf president since the institution was established in 1864.

During his tenure, Dr. Jordan increased the university's endowment from \$5 million to \$150 million, improved the university's facilities and strengthened its academic programs. He also assisted with the passage of the Americans with Disabilities Act (ADA) in 1990. He was a lead witness in support of the ADA during a joint session of Congress and delivered significant testimony in Congress and across the country during the deliberations of this bill.

The Washington Examiner has an in-depth profile of Dr. Jordan at dexaminer.com/features/profiles/ written last month.

Gallaudet alumni show off

Gallaudet University graduates are showing the country that "deaf people can do anything except hear" in a public service announcement running this month in New York City's Times Square.

The 30-second spot features Gallaudet alumni showing the diverse career paths available to deaf and hard of hearing people. The video shows every hour on the Panasonic Company's huge Times Square Astro Vision screen.



Off the Shelf

By Robin Coninx, FSC Specialist

A couple of interesting books have crossed my path as I've been cleaning up odds and ends in our library.

'You and Your Deaf Child' written by John W. Adams has material on different feelings you may have when first learning about your child's hearing loss and suggestions on how to cope with those feelings. Further into the book, he writes about dealing with your child's behavior through limit-setting. Last but not least there is a section that has a list of resources and suggested readings to expand on your particular interest concerning your child with hearing loss.

'I Didn't Hear the Dragon Roar' by Frances M. Parsons describes her travels through China on an adventure to take in all the sights and culture that this country has to offer. The author, who is deaf, met with people across the education spectrum in China, from the Special Education Department to visiting schools where she picked up signs that were commonly used with the children in Beijing.

Please visit our library online at www.familysupportconnection.org where you can find these and other resources. If you don't have Internet access, call 651-265-2435 and we'll help you find what you're looking for.

Please remember library materials will be unavailable Nov. 7-12 when we are conducting an inventory. All library items checked out will be due back into the Family Support Connection by Nov. 4.

Students plan trip to Sweden

Students at Minnesota North Star Academy, the charter high school for deaf, deafblind and hard of hearing students, are planning a trip in March to Stockholm School for the Deaf in Sweden.

To get ready, students are learning about Swedish sign language, culture, history and economics. The Swedish students plan to stay with North Star students and families during the 2006-2007 school year.

Fund-raising is being coordinated by Barb Boelter, 651-688-0013 v/tty.

The Laurent Clerc National Deaf Education Center publishes a description of helpful books and resources for parents of children who are deaf or hard of hearing on the website clerccenter.gallaudet.edu/InfoToGo/563.html.

Art contest offers money to schools serving deaf, hard of hearing

Students can win money for their schools by entering an art contest sponsored by Sorenson Video Relay Service.

A first place prize of \$750, second place of \$500 and third place of \$250 will be awarded to one entry in each category: elementary, middle and high school. The winning artists will each receive a \$50 Target gift card. Schools may enter either individual or group artwork submissions for any of the categories. The student-artists must be deaf or hard of hearing.

The theme for the contest is Hand Art: Communicating with Sign Language. Judges will evaluate entries based on originality, content, creativity, style, perception, and artistic interpretation of Deaf culture. All two-dimensional artwork in any medium will be accepted, including paintings, photographs, drawings and graphic art. Entries will be displayed permanently at Sorenson Communications corporate offices in Salt Lake City, Utah.

Entries must be postmarked no later than Tuesday, Nov. 1. Winners will be announced Dec. 5 on the Sorenson website: www.sorenson.com. See the website for additional rules and submission information.

Organizations gather donations for deaf victims of hurricane

A number of organizations are looking for donations to help Hurricane Katrina survivors who are deaf:

National Association of the Deaf Hurricane Katrina Relief Fund, 814 Thayer Ave., Silver Spring, MD 20910, www.nad.org/katrinarelieffund. The fund is going to assist organizations and schools who are sheltering displaced deaf and hard-of-hearing survivors and their families and to enable communication access to needed programs and services

TDI Hurricane Katrina Relief Fund, 8630 Fenton St., Suite 604, Silver Spring, MD 20910, 301-589-3797 (fax). TDI is funding telecommunication needs including amplified phones, TTYs, captioned telephones, NOAA weather radios, portable TVs with captioning, web cams, videophones, telephone alerting devices and pager equipment needs.

Gallaudet University/Hurricane Relief Fund, Office of Development, 800 Florida Ave. NE, Washington, DC 20002.

The Louisiana School for the Deaf Hurricane Relief, c/o Bill Prickett, Louisiana School for the Deaf, 2888 Brightside Lane, Baton Rouge, LA 70820. The school is housing displaced survivors who need money for clothing, toiletries, linens, school supplies and other items.

There also is an interesting blog (<http://deafsurvivors.blogspot.com/>) that has been created to offer access to information about the hurricane survivors.

