

National Task Force on Deaf-Blind Interpreting

**An
Annotated
Bibliography
on
Deaf-Blind
Interpreting**

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Overview

The materials presented here on interpreting with deaf-blind people are intended for interpreters and interpreter educators as well as for deaf-blind people seeking resources on advocacy and working with interpreters. The categories below separate the selection of articles, books and media into topics that inform discussions regarding interpreting, communicating and working with deaf-blind people. Most of what is included here is available from the DB-LINK Library at NCDB.

This document is also available in electronic format from the NCDB website, <http://www.nationaldb.org>. Under DB-LINK Info Services, click on Selected Topics, then click on Interpreting for Deaf-Blind Individuals - Education Resources. Direct link - <http://www.nationaldb.org/ISSelectedTopics.php?topicCatID=767>

For additional information related to deaf-blindness, please see the Selected Topics section of the website or contact DB-LINK at (800) 438-9376 (v), (800) 854-7013 (tty) or at info@nationaldb.org. If you have comments or other resources you think should be included, please send them to either the National Task Force on Deaf-Blind Interpreting – NTFDBI@gmail.com or

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Recommended Resources

The resources in this section are for those who are new to working with deaf-blind people and/or want a general overview or a selection of 'if you only have time to look at two or three resources, these would be good picks.'

DEAF-BLIND COMMUNICATION AND COMMUNITY: GETTING INVOLVED - A CONVERSATION

Smith, Theresa. 1993,

This ninety-minute tape offers two presentations of a forty-five minute conversation with Pat Cave and Janice Adams, two Deaf-Blind individuals. Moderated by Theresa Smith, this tape presents a discussion of topics such as general perceptions and experiences of deaf-blind adults and their communication frustration and needs. In addition, the two interpreters, one who is deaf and the other who is hearing, share some of their experiences and perceptions. The first portion of this tape is a full-screen, edited version of the conversation. The second portion uses special digital effects to present all five individuals on screen at the same time. Available from Sign Media Inc. for \$59.95 (\$98.95 when purchased as part of a set of 2 tapes). Phone: (800) 475-4756. Publisher's web site: <http://www.signmedia.com/>

DEAF-BLIND COMMUNICATION AND COMMUNITY: OVERVIEW AND INTRODUCTION

Smith, Theresa. 1993,

This is a forty-minute open-captioned tape that features Theresa Smith discussing a number of topics that provide a glimpse into the multi-faceted Deaf-Blind community. Among topics discussed are a definition and description of the community, individual communicative differences and preferences, becoming involved in the community, and setting limits. This tape also makes use of video footage to illustrate guiding and communication preferences. Available from Sign Media Inc. for \$49.95 (\$98.95 when purchased as part of a set of 2 tapes). Phone: (800) 475-4756. Publisher's web site: <http://www.signmedia.com/>

DEAF-BLIND INTERPRETING: Many Paths on the Road

National Task Force on Deaf-Blind Interpreting. 2008, 3.

This article presents a list of some of the opportunities for interpreters to expand their skills around interpreting for deaf-blind people. The task force is seeking to gather and compile lists of all available training, volunteer and educational resources and opportunities.

RID VIEWS, vol. 25, #2, February 2008, pp. 11-13.

Recommended Resources

GUIDELINES: Practical Tips for Working and Socializing with Deaf-Blind People

Smith, Theresa B. -- Sign Media, Inc: 2002, 288.

This second edition of Guidelines includes expanded chapters on topics such as tactile sign language, interpreting, conversation and physical environment. New information and more examples are included. Three new chapters include: Support Service Providers; Authority, Power and Control; and Meetings. The book is intended for people who know Sign Language, who are already experienced in "deafness" and in interacting with Deaf people, and who want to know more about "deaf-blindness" and interpreting for Deaf-Blind people. Professional interpreters, student interpreters, and anyone who wants to communicate and/or work more effectively with Deaf-Blind people will benefit from reading this book. May be ordered from Sign Media, Inc., 4020 Blackburn Lane, Burtonsville, MD 20866. Phone: (800) 475-4756. Cost: \$24.95 Publisher's web site: <http://www.signmedia.com>

INTERPRETING STRATEGIES FOR DEAF-BLIND STUDENTS: An Interactive Training Tool for Educational Interpreters [DVD & Manual]

Morgan, Susanne, MA, CI, CT. -- Ohio Center for Deafblind Education, University of Dayton: no date, 104 pages [DVD 60 minutes]

This curriculum is designed to train interpreters to work with students who are deaf-blind.

It consists of a 60-minute DVD and a print manual. There are 8 modules covering legal issues related to interpreting and deaf-blind education, interpreting methods (sign language, voicing using an FM system, typing, braille), environmental and sign language modifications, and strategies to help interpreters work effectively with teachers and students to make sure that deaf-blind students have access to educational content and the classroom environment. It describes how various types of visual impairments (low vision, blurred vision, central field loss, reduced peripheral vision, fluctuating vision) affect the interpreting process and describes sign language modifications such as tracking, tactile sign language (one-handed and two-handed), and print on palm. Each module is followed by a self-check quiz. The narrated DVD provides numerous examples of the content covered by the manual and additional opportunities for self-testing. Cost: \$15.00. Copies may be ordered from the Ohio Center for Deafblind Education (OCDBE), 4795 Evanswood Drive, Suite 300, Columbus, OH 43229. Phone: 614-785-1163. E-mail: ocdbe@ssco.org.

Recommended Resources

INTERPRETING FOR INDIVIDUALS WHO ARE DEAF-BLIND : Standard Practice Paper

Registry of Interpreters for the Deaf, Inc. 2007, 3.

The amount and type of vision and hearing a person has determines the type of interpreting that will be most effective. This document provides an overview of interpreting for individuals who are deaf-blind including communication modes, environmental considerations, professional standards for interpreters, and a brief description of support service providers (an additional service that an individual who is deaf-blind may request). This document is available on the web at: [http://www.rid.org/UserFiles/File/pdfs/Standard Practice Papers/Drafts June 2006/Deaf-Blind SPP\(1\).pdf](http://www.rid.org/UserFiles/File/pdfs/Standard%20Practice%20Papers/Drafts%20June%202006/Deaf-Blind%20SPP(1).pdf)

THE MIND TRAVELLER : The Ragin' Cajun

Sacks, Oliver. -- BBC Worldwide Americas, Inc. 1998, 50 min.

This video takes a look at Usher Syndrome through the experiences of Danny Delcambre, a deaf-blind restaurant owner in Seattle, Washington. Neurologist/author Oliver Sacks explores the nature of deaf-blind culture, American Sign Language, and tactile signing with several deaf-blind adults in both Louisiana and Washington.

Interpreting with Deaf-Blind People - General

BEING IN TOUCH : Communication and Other Issues in the Lives of People Who Are Deaf-Blind

Atwood, Alan A.; Clarkson, John Dennis; Laba, Charlene R. -- Gallaudet University:
1994, vii, 80.

This book is aimed at interpreters, teachers, and other professionals who work with deaf-blind people. It provides basic information about deaf-blindness and devotes a large section to interpreting. The appendices cover organizations, agencies, and schools serving deaf-blind people; training for teachers and interpreters; manual and Braille alphabets; and characteristics of vision loss; recommendations for those looking for more information.

COMMUNICATION FACILITATORS (CFs)

granda, aj 2007,

This brief article describes Communication Facilitators (CFs). CFs relay visual information from video phone calls to deaf-blind individuals using tactile or close vision sign. The Deaf-Blind Service Center (DBSC) in Seattle offers deaf-blind people the opportunity to use DBSC's video phone to make Video Relay Service (VRS) calls or a direct call using one of DBSC's CFs. Publisher's web site: <http://www.aadb.org/>

THE DEAF-BLIND AMERICAN, April-June 2007, vol. 46, # 2, pp. 27-28

DEAF-BLIND INTERPRETING

American Association of the Deaf-Blind. 2007,

This special issue focuses on interpreting for individuals who are deaf-blind.
Publisher's web site: <http://www.aadb.org/>

THE DEAF-BLIND AMERICAN, April-June 2007, vol. 46, #2

Interpreting with Deaf-Blind People - General

DEAF-BLIND INTERPRETING: Interpreters' Use of Negation in Tactile American Sign Language

Frankel, Mindy A. 2002, 11.

This article describes a study performed to document prevalent signs used during the interpreting process, specifically relating to negation in tactile sign language. The project focused on American Sign Language (ASL) to tactile ASL only. The author intended to document specific signs that pertain to the way deaf interpreters express negation in deaf-blind interpreting. The results of this research are intended to help achieve greater understanding of what seasoned interpreters are doing in the deaf-blind field today.

SIGN LANGUAGE STUDIES, vol. 2, #2, Winter 2002, pp. 169-180.

DEAF-BLIND INTERPRETING: Many Paths on the Road

National Task Force on Deaf-Blind Interpreting. 2008, 3.

This article presents a list of some of the opportunities for interpreters to expand their skills around interpreting for deaf-blind people. The task force is seeking to gather and compile lists of all available training, volunteer and educational resources and opportunities.

RID VIEWS, vol. 25, #2, February 2008, pp. 11-13.

DEAF-BLIND INTERPRETING: The structure of ASL and the interpreting process

Collins, S. (1993). In E. Winston (Coordinator), School of Communication Studies Student Forum, 19-36. [Not currently at DB-LINK].

DEAF-BLIND INTERPRETING 101

Jacobs, Rhonda, CI and CT. 1997, 2.

Provides basic guidelines and points to keep in mind when interpreting with a deaf-blind person. Includes information about: vision and use of space; clothing; background; lighting; pacing; identifying; visual environment; language use and fatigue.

VIEWS, vol.14, #11, December 1997, p.8

Interpreting with Deaf-Blind People - General

DEAF-BLIND INTERPRETING WORKBOOK : Student Readings and Worksheets, 2nd Edition

Washington State Deaf-Blind Citizens Inc. -- Washington State Deaf-Blind Citizens: 2005, 101.

This workbook is an updated version of the original 2000 book. It includes information designed to help more people become prepared and have confidence in their ability to work with deaf-blind individuals. The workbook is divided into 12 units focused on communication techniques, interpreting environments, considerations for types of vision loss, hearing loss or limited language capacities, tactile interpreting, code of ethics, deaf-blind culture, and adaptive equipment. It is intended as a supplement to classroom and community discovery. To order contact: Washington State Deaf-Blind Citizens. Publisher's web site: <http://www.wsdbc.org> This document is available on the web at: http://www.wsdbc.org/interp_workbook/interp_workbook.htm

DEPRIVATION OF INFORMATION

O'Malley, Drena. -- Deafblind International: no date, 4.

Describes the causes of deprivation of information for deaf-blind people and provides suggestions for interpreters and communication partners. Causes include an inability to assimilate incidental information (information gained by looking around a room or by listening while uninvolved in a situation), censorship (e.g., when interpreters or family members consciously or subconsciously censor information due to lack of skills or because they think the information will be unpalatable or politically incorrect), inconsistency in the use of communication forms. All of these things may lead to relationship difficulties, learning stagnation, and withdrawal. Solutions include improved training for sign language interpreters, development of paraphrasing skills, more recognition of the separate and unique needs of deaf-blind people, and recognition of deaf-blind culture.

DEVELOPMENT OF TRAINING FOR DEAF INTERPRETERS TO WORK WITH DEAF VISUALLY IMPAIRED PEOPLE

Reed, Sarah. -- Canadian Deafblind and Rubella Association: 2003, 7.

This is the text of a workshop presentation given at the 13th Dbl World Conference on Deaf-Blindness. The paper describes the use of Deaf interpreters to work with Deaf visually impaired people.

13th Dbl World Conference on Deafblindness Conference Proceedings, August 5-10, 2003, Mississauga, Ontario, Canada

Interpreting with Deaf-Blind People - General

DRESSED TO DISTRESS?

Potterveld, Tara, M.A., IC/TC, CI and CT; Lambert, Marylouise, B.A., OTC. 2001, 2.

This article discusses the need for interpreters to be more aware of the possibility that the deaf client may also have low vision needs. Discusses the need for interpreters to wear clothing that contrasts with their skin color. Good lighting and the interpreter's utilization of smaller signing space may also be of assistance to the limited vision client. The article includes additional guidelines for interpreting for deaf-blind people. Available in Spanish. This document is available on the web at: <http://www.tsbvi.edu/Outreach/seehear/winter01/dressed.htm>

SEE/HEAR, vol. 6, #1, Winter 2001, pp. 9-10.

EFFECTIVE USE OF INTERPRETERS IN GENERAL PHYSICAL EDUCATION

Best, Carah; Lieberman, Lauren; Arndt, Katrina. 2002, 5.

This article discusses the use of interpreters in physical education classes. It provides teachers with ways to maximize their collaboration with educational interpreters and, as a result, improve communication with, and understanding for, their deaf and deaf-blind students. Discusses the psychomotor abilities of deaf children, communication responsibilities, and qualities of a good interpreter.

JOPERD, vol. 73, #8, October 2002, pp. 45-50.

A GUIDEBOOK FOR INTERPRETERS : Making Accommodations for Individuals with Dual Sensory Impairments

Morgan, Susanne. -- Nebraska Deaf-Blind Project: 2004, 13.

Provides a basic overview of the various modes of sign language interpreting used by students who are deaf-blind. Includes information about environmental accommodations to enhance visual reception, and techniques and strategies for close or low vision interpreting, reduced peripheral fields interpreting, and for tactile sign language and fingerspelling. Written explanations are accompanied by photos showing the right way (thumbs up icon) and wrong way (thumbs down icon) to do things. This same content is also available in Word format on a CD. This document is available on the web at: <http://www.dblink.org/pdf/interpreter.pdf>

Interpreting with Deaf-Blind People - General

GUIDELINES: Practical Tips for Working and Socializing with Deaf-Blind People

Smith, Theresa B. -- Sign Media, Inc: 2002, 288.

This second edition of Guidelines includes expanded chapters on topics such as tactile sign language, interpreting, conversation and physical environment. New information and more examples are included. Three new chapters include: Support Service Providers; Authority, Power and Control; and Meetings. The book is intended for people who know Sign Language, who are already experienced in "deafness" and in interacting with Deaf people, and who want to know more about "deaf-blindness" and interpreting for Deaf-Blind people. Professional interpreters, student interpreters, and anyone who wants to communicate and/or work more effectively with Deaf-Blind people will benefit from reading this book. May be ordered from Sign Media, Inc., 4020 Blackburn Lane, Burtonsville, MD 20866. Phone: (800) 475-4756. Cost: \$24.95 Publisher's web site: <http://www.signmedia.com>

IMPLICATIONS OF VISION LOSS ON THE INTERPRETING PROCESS

Leslie Foxman; Angela Lampiris. -- Registry of Interpreters for the Deaf, Inc. 1999, p. 63 - 77.

This article provides in-depth information regarding sign language interpreting for individuals who are Deaf-Blind. It discusses the multi-dimensional nature of the interpreting role and that teamwork is an essential part. The interpreter is responsible for the transmission of substantial amounts of visual and auditory information and must consider a variety of factors prior to and during their assignment. The authors draw on 10 years combined experience in the field of deaf-blindness, as well as personal observance and informal discussions with consumers and professionals in the field. There is a comprehensive look at the accommodations that must be made prior to and during an interpreting assignment, especially when working with individuals who require tactile or restricted space interpreting. Five categories of vision loss are referenced and their impact on the interpreting process. The authors include topics to consider prior to an assignment, such as personal hygiene, responsibilities, and clothing choices. Recommendations are also listed upon arrival to the assignment, including expectations during the meeting.

Proceedings of the 16th National Convention of the Registry of Interpreters for the Deaf

Interpreting with Deaf-Blind People

- General

INTERPRETING AND TRANSLITERATING FOR PERSONS WHO ARE DEAF-BLIND

Raistrick, Kathryn L., (Ed.)

This brochure is an aid for those who are interpreting for persons who are deaf-blind. Interpreting for this population requires specialized competence and responsibilities. This is an effort to delineate these skills, as well as to discuss considerations for the interpreter both before and at the assignment. Modes of communication for persons who are deaf-blind vary widely due to the etiology of the deaf-blindness, the severity of the vision and hearing loss, as well as the age of onset. A comprehensive listing is included of most of the modes of communication used in the United States with persons who are deaf-blind. This list is not exhaustive, however, it will give the interpreter an overview of some of the varieties of communication options available. The information would also be of value to persons hiring interpreters as well as consumers. Few individuals know how demanding interpreting for persons who are deaf-blind can be. Appropriate preparation by all parties before an interpreting situation could make the interpreting situation much more effective.

INTERPRETING AND WORKING WITH DEAFBLIND PEOPLE

Bar-Tzur, David. / theinterpretersfriend.com. 2000, 9.

Offers advice to interpreters working with persons who are deafblind. Covers four areas: meeting and negotiating needs, communication, guiding, and interpreting. Online version has links to additional information. Publisher's web site: <http://www.theinterpretersfriend.com> This document is available on the web at: <http://www.theinterpretersfriend.com/db/lg4db.html>

theinterpretersfriend.com, 7/26/2000, 1-9

INTERPRETING FOR INDIVIDUALS WHO ARE DEAF-BLIND: Standard Practice Paper

Registry of Interpreters for the Deaf, Inc. 2007, 3.

The amount and type of vision and hearing a person has determines the type of interpreting that will be most effective. This document provides an overview of interpreting for individuals who are deaf-blind including communication modes, environmental considerations, professional standards for interpreters, and a brief description of support service providers (an additional service that an individual who is deaf-blind may request). This document is available on the web at: [http://www.rid.org/UserFiles/File/pdfs/Standard Practice Papers/Drafts June 2006/Deaf-Blind SPP\(1\).pdf](http://www.rid.org/UserFiles/File/pdfs/Standard Practice Papers/Drafts June 2006/Deaf-Blind SPP(1).pdf)

Interpreting with Deaf-Blind People - General

INTERPRETING FOR DEAF-BLIND STUDENTS: FACTORS TO CONSIDER

Petronio, Karen. 1988,

Ten deaf-blind college students were interviewed to find out what they need and want from sign language interpreters. This information was combined with findings from observations of many deaf-blind interpreting situations. The focus of this article includes the following four areas: 1) types of signing; 2) modifications to the signing; 3) visual information that needs to be conveyed; 4) other factors that will influence deaf-blind interpreting situations. ERIC number EJ 377 543.

AMERICAN ANNALS OF THE DEAF, July 1988, pp. 226-229

INTERPRETING FOR THE DEAF-BLIND

Smithdas, Robert J. (Deaf-Blind) 1979,

NAT-CENT NEWS, October 1979, pp. 1-4

INTERPRETING STRATEGIES FOR DEAF-BLIND STUDENTS: An Interactive Training Tool for Educational Interpreters [DVD & Manual]

Morgan, Susanne, MA, CI, CT. -- Ohio Center for Deafblind Education, University of Dayton: no date, 104 pages [DVD 60 minutes]

This curriculum is designed to train interpreters to work with students who are deaf-blind. It consists of a 60-minute DVD and a print manual. There are 8 modules covering legal issues related to interpreting and deaf-blind education, interpreting methods (sign language, voicing using an FM system, typing, Braille), environmental and sign language modifications, and strategies to help interpreters work effectively with teachers and students to make sure that deaf-blind students have access to educational content and the classroom environment. It describes how various types of visual impairments (low vision, blurred vision, central field loss, reduced peripheral vision, fluctuating vision) affect the interpreting process and describes sign language modifications such as tracking, tactile sign language (one-handed and two-handed), and print on palm. Each module is followed by a self-check quiz. The narrated DVD provides numerous examples of the content covered by the manual and additional opportunities for self-testing. There is no date listed on either the DVD or the manual, but the curriculum was released in 2005. Cost: \$15.00. Copies may be ordered from the Ohio Center for Deafblind Education (OCD BE), 4795 Evanswood Drive, Suite 300, Columbus, OH 43229. Phone: 614-785-1163. E-mail: ocdbe@ssco.org.

Interpreting with Deaf-Blind People - General

AN INTERVIEW ON DEAF-BLIND INTERPRETING WITH CHAD METCALF

Jacobs, Rhonda, CI and CT. 2008, 3.

This article is an interview of a deaf-blind person and his use of interpreters.

RID VIEWS, vol. 25, #2, February 2008, pp. 1,15,16.

MANUAL AND SPOKEN COMMUNICATION

Prickett, Jeanne Glidden. -- AFB Press: 1995, pp. 261-286.

This chapter examines language-based communication as a mode of interaction for students who are deaf-blind. There are 3 main sections. The first section covers sign language and includes information about tactile sign language, modifications of sign language for visually impaired persons, visual and tactile tracking, sign language instruction guidelines, considerations for choosing ASL or Signed English for a child, and fingerspelling. The section on fingerspelling includes details about reception modes for tactile fingerspelling (palm-over-palm, palm-in-palm, birdcage). The second section very briefly addresses spoken communication including speech training, auditory training, and Tadoma. The third section covers interpreting for deaf-blind people, working with interpreters, and finding interpreters.

Hand in Hand: Essentials of Communication and Orientation and Mobility for Your Students Who Are Deaf-Blind, Vol I. Kathleen Mary Huebner, Jeanne Glidden Prickett, Therese Rafalowski Welch, & Elga Joffee (Eds)

PROCEEDINGS OF AN INTERNATIONAL SYMPOSIUM ON DEVELOPMENTS AND INNOVATIONS IN INTERPRETING FOR DEAFBLIND PEOPLE

Peckford, Bob (Ed.) 1999, 83.

The third annual conference of its kind aimed at identifying what was happening in interpreting for deafblind people in Europe and to share ideas, information and materials on this subject. Three key issues were examined in a comparative study during the conference; the role and function of the interpreters, models of interpreter training, and the rights of deafblind people to interpreters. Three overview papers are presented addressing the interim results from that study in the areas listed above. Additional technical papers review recent research, developments and models of training are included in the proceedings as well.

Held at Leeuwenhorst, The Netherlands, June 1999

Interpreting with Deaf-Blind People - General

A PROCESS MODEL FOR DEAF-BLIND INTERPRETING

Jacobs, Rhonda. -- Registry of Interpreters for the Deaf: 2005, 23.

This paper addresses the need for a theoretical model of interpreting for people who are both deaf and blind, lays out a version of a process model based on the works of Colonos, Cokely and Seleskovitch, and then expands this model, viewing it through the lens of Deaf-Blind interpreting. A checklist is included as an appendix for use in interpreter training.

Journal of Interpretation

QUALITY AND ETHICS IN INTERPRETING : A Three-Year Project with Swedish Consumers

Edenas-Battison, Christina S., M.A. -- Canadian Deafblind and Rubella Association: 2003, 10.

This is the text of a workshop presentation given at the 13th DbI World Conference on Deaf-Blindness. The paper describes a three-year project with consumers of interpreting services in Sweden. The project aims to improve the quality of interpreting, especially from an ethical perspective.

13th DbI World Conference on Deafblindness Conference Proceedings, August 5-10, 2003, Mississauga, Ontario, Canada

SIGN LANGUAGE WITH PEOPLE WHO ARE DEAF-BLIND: Suggestions for Tactile and Visual Modifications

Morgan, Susie. 1998, 5.

This article provides helpful hints about techniques that enhance comfort and ease other concerns when signing with deaf-blind people. Topics discussed include: appearance and attire, distance and seating, signing space, hand positioning, conveying the message, tactile adaptations, describing the full environment, environmental factors and concerns, consumer feedback, and team interpreting. This document is available on the web at: <http://www.tr.wou.edu/tr/dbp/pdf/sept98.pdf>

DEAF-BLIND PERSPECTIVES, vol.6, #1, Fall 1998, pp.3-7

Interpreting with Deaf-Blind People - General

TIPS FOR INTERPRETERS WORKING WITH DEAF-BLIND CONSUMERS

Reis, Rossana. 2007,

This article suggests tips (Do's and Don'ts) for interpreters who work with deaf-blind consumers. Publisher's web site: <http://www.aadb.org/>

THE DEAF-BLIND AMERICAN, April-June 2007, vol. 46, # 2, pp. 15-17

TIPS FOR STUDENTS WITH USHER SYNDROME: Information Sheet

Baumgarner, Juli. 1.

Lists accommodations and adaptations that can be made in a classroom for students with Usher Syndrome. Includes suggestions for lighting, seating, classroom environment, materials, sign language techniques, orientation and mobility, and self-advocacy.

TOUCH OF COMMUNICATION

Morgan, Susanne. 2002, 2.

This article provides information on deaf-blind interpreting. Describes common requests by deaf-blind people for their interpreting needs. Describes the need to show-up early to ascertain individual preferences, such as seating arrangements, the need for tactile sign, and the type of hearing/vision loss experienced by the individual.

NADMAG, vol. 2, #3, August/September 2002, pp. 26, 28.

VIDEO RELAY SERVICES FOR PEOPLE WHO ARE DEAF-BLIND

Gasaway, Mark A. 2007,

This article discusses the results of a survey sent to the AADB-L listserv and other major listsevs for deaf-blind people. It asked 5 questions pertaining to the use of the video relay service interpreting. Publisher's web site: <http://www.aadb.org/>

THE DEAF-BLIND AMERICAN, April-June 2007, vol. 46, # 2, pp. 22-26

Interpreting with Deaf-Blind People - General

WHAT IS VISUAL INFORMATION?

Jacobs, Rhonda. 2007,

There are many aspects and levels of visual information: places and things; mood, tone and affect; social and interactional processes; printed material; and what stands out as unusual. This article focuses on mood, tone and affect, as these factors often provide the unsaid 'sense' of a speaker and are often left out of an interpretation. Publisher's web site: <http://www.aadb.org/>

THE DEAF-BLIND AMERICAN, April-June 2007, vol. 46, #2, pp. 7-11

"WHAT'S MY ROLE?": A Comparison of the Responsibilities of Interpreters, Intervenors, and Support Service Providers

Morgan, Susanne, M.A., C.I., C.T. -- Teaching Research Division: 2001, 3.

This article compares and contrasts the various roles and responsibilities of interpreters, intervenors, and support service providers. It compares each in table form in a variety of categories. Categories range from age of clients, ethics, certifications required, confidentiality issues, and professional training. Publisher's web site: <http://www.tr.wou.edu/tr/dbp/pdf/sept01.PDF>

DEAF-BLIND PERSPECTIVES, vol. 9, #1, Fall 2001, pp. 1-3.

WORKING WITH THE DEAF-BLIND COMMUNITY

Weiss, Diane Goldberg. 1993,

Weiss discusses the diversity of needs interpreters meet in working with the deaf-blind community. The article notes the differing amounts of residual hearing or sight people who are deaf-blind have. It also explains the different modalities used by deaf-blind communicators and the different methods of communicating depending on the deaf-blind person's preferences. The importance of setting and logistics of any interaction is also pointed out.

NAT-CENT NEWS, vol. 24, no. 1, September 1993, pp. 29-39.

Interpreting with Deaf-Blind People

- Theatrical Settings

BRINGING THEATER TO LIFE FOR THE DEAF, BLIND: College Program Uses Tactile Interpreters

De Jong, Lynda. 1999,

An article describing a college program that uses tactile interpreters for deaf-blind theatergoers in the Boston area. In addition to the interpreting, deaf-blind members of the audience get the opportunity to touch the stage props and physically feel a singer's notes as she sings, prior to the play starting.

DEAF-BLIND AMERICAN, vol. 37, #3, April-June 1999, pp. 15-17.

OPENING DOORS TO THE THEATRE: Creating Access for the Deaf-Blind Community

Berk, Judy; Cogen, Cathy. -- Deaf-Blind Theatre Access Project: 1999, 9.

This "how-to" manual is intended to support theater companies and venues in serving deaf-blind patrons. It was developed by the Northeastern University Interpreter Education Project of New England, Wheelock Family Theatre, Deaf-Blind Contact Center and D.E.A.F. Inc. Creating access requires the coordinated efforts of a variety of people. Roles and responsibilities of the following staff are described: theatre staff, access coordinator, production department, box office, managerial and marketing. The role of interpreters is discussed at length. Topics include payment issues, preparation time, seating options and the use of an American Sign Language consultant. Pre-show tours, monetary considerations and a performance timetable are also included. Sidebars include comments by a deaf-blind patron, a theatrical producer and an interpreter.

Interpreting with Deaf-Blind People - Trilingual Interpreting

SUCCESSFUL ADAPTATIONS FOR LEARNING TO USE TOUCH EFFECTIVELY: Working with Spanish-English Interpreters and Translators

7.

This article describes issues related to working with Spanish and English interpreters and translators. It focuses on the importance of accurate translation for effective services. It includes how to work with interpreters, such as preparing for the meeting, interacting at the meeting, and discussion after the meeting. It also describes English-Spanish translation issues and problem phrases with a chart that gives words in English with correct and incorrect translations. Designed for parents and teachers working with deaf and deafblind children whose families speak Spanish. Publisher's web site: <http://www.projectsalute.net> This document is available on the web at: <http://www.projectsalute.net/Learned/Learnedhtml/SpanishEnglish.html>

Interpreting with Deaf-Blind People

- Information for the Deaf-Blind Consumer

The articles in this section may be useful for deaf-blind consumers when selecting or working with interpreters, or making the necessary accommodations to the setting.

TIPS FOR DEAF-BLIND CONSUMERS WORKING WITH INTERPRETERS

Reis, Rossana. 2007,

This article gives a list of suggested tips for deaf-blind individuals when working with interpreters. It recommends screening interpreters and advocating for communication and logistic needs. Publisher's web site: <http://www.aadb.org/>

THE DEAF-BLIND AMERICAN, April-June 2007, vol. 46, #2, pp. 12-14

TIPS FOR STUDENTS WITH USHER SYNDROME: Information Sheet

Baumgarner, Juli. 1.

Lists accommodations and adaptations that can be made in a classroom for students with Usher Syndrome. Includes suggestions for lighting, seating, classroom environment, materials, sign language techniques, orientation and mobility, and self-advocacy.

Interpreting with Deaf-Blind People - The Deaf-Blind Perspective

The following articles are written by deaf-blind people.

DEAF-BLIND INTERPRETING

McNamara, Jamie. 1997, 2.

The growth of the number of Deaf-Blind people and the thriving Deaf-Blind community feeds the demand for interpreters who are skilled with a variety of communication preferences, sensitive to cultural issues, and open to adapt to diverse needs. Interpreters are encouraged to get involved with the local/state Deaf-Blind organization to gain valuable skills and knowledge. Specific information about volunteering at the national convention of American Association of the Deaf-Blind is given.

IEWS, vol.14, #11, December 1997, p.10

A DEAF-BLIND PERSPECTIVE

McGann, Richard. 2005,

Article about interpreting for consumers who are deaf-blind written by adult who is deaf-blind. Briefly touches on the difference between interpreting for deaf and deaf-blind consumers; the difference between tracking and tactile interpreting; invites volunteers to assist at 2006 AADB conference as SSPs, interpreters and guides.

IEWS, Vol. 22, #11, December 2005, pp. 1, 54

INTERPRETING FOR THE DEAF-BLIND

Smithdas, Robert J. (Deaf-Blind) 1979,

NAT-CENT NEWS, October 1979, pp. 1-4

Research and Theory in Deaf-Blind Interpreting

The articles in this section contain some of the results of various research endeavors relating to tactile signed languages, linguistics, neurolinguistics, communication methods, the interpreting process, interpreter roles and the rights of deaf-blind people.

ADVERBIAL MORPHEMES IN TACTILE AMERICAN SIGN LANGUAGE

Collins, Steven Douglas. -- UMI Dissertation Services: 2004, 126.

Discusses an aspect of linguistic use of adverbial morphemes as applied to a single case study of Tactile American Sign Language (TASL) as used by some American Deaf-Blind signers. TASL, a variation of the visual language recognized as American Sign Language (ASL), is not visually based. In ASL adverbial morphemes occur on the face and are non-manual signals that the Deaf-Blind signer does not see. This requires the ASL signer to make a slight modification, from these "invisible" non-manual morphemes to a tactile morpheme. Accrued data concentrates on six fundamental features of adverbial morphemes intrinsic to TASL: manner/degree, time, duration, purpose, frequency, and place/position/direction.

A doctoral dissertation submitted to the Graduate College of Union Institute and University, May 2004.

AUTONOMY AND LINGUISTIC STATUS OF NONSPEECH LANGUAGE FORMS

Teodorsson, S.T. 1980,

Nonspeech language forms, above all sign language and writing, are discussed with respect to phylogenesis, ontogenesis, and acquisition as well as with respect to neurophysiological and psycholinguistic processes. Speech has not been demonstrated to be phylogenetically or ontogenetically prior to gestural expression. Especially the evidence of the linguistic ability of deaf and deaf-blind people demonstrates that the various expression forms (delological forms) of language are neurophysiologically and psycholinguistically parallel. A terminology is proposed for the linguistic description of these forms.

Journal of Psycholinguistic Research 1980 Mar;9(2):121-45

Research and Theory in Deaf-Blind Interpreting

BILINGUALISM AND IDENTITY IN DEAF COMMUNITIES

Metzger, Melanie (Ed.) -- Gallaudet University Press: 2002, xii, 317.

The goal for this book was to include empirically-based work that is international in scope and extends knowledge of the sociolinguistic issues in deaf communities by building on previous research or breaking new ground with preliminary studies. This collection of data-based studies follows a variety of research methodologies with two recurring themes. First, the perception of deaf people and deaf communities and second, bilingualism. Specifically related to deaf-blindness, in part six, there is the study Tactile Swedish Sign Language: Turn Taking in Signed Conversations of People Who Are Deaf and Blind by Johanna Mesch.

Sociolinguistics In Deaf Communities Series, Volume 6

CORTICAL PROCESSING OF TACTILE LANGUAGE IN A POSTLINGUALLY DEAF-BLIND SUBJECT

Osaki, Yasuhiro, et al. 2004,

Neural networks of the brain have been reported to have a certain plasticity, an ability to be remodeled and transformed when one sensory function (e.g., hearing or vision) is absent. However, it is unclear which neural networks are involved in language processing when hearing and vision are lost simultaneously in adulthood. Using magnetoencephalography (MEG) and positron emission tomography (PET), this study analyzed the neural activations in a post-lingually deaf-blind person reading tactile language as compared to 6 normal volunteers. The study found that tactile language activated the brain's language systems as well as higher order systems in the deaf-blind person. Some of these same regions were activated in the 6 normal volunteers but none of them had the same activity distribution as the deaf-blind person, suggesting that enhanced cortical activation of cognitive and semantic processing is involved in the interpretation of tactile sign language.

NEUROREPORT, vol. 15, #2, pp.287-291

DEAF-BLIND INTERPRETING: Interpreters' Use of Negation in Tactile American Sign Language

Frankel, Mindy A. 2002, 11.

This article describes a study performed to document prevalent signs used during the interpreting process, specifically relating to negation in tactile sign language. The project focused on American Sign Language (ASL) to tactile ASL only. The author intended to document specific signs that pertain to the way deaf interpreters express negation in deaf-blind interpreting. The results of this research are intended to help achieve greater understanding of what seasoned interpreters are doing in the deaf-blind field today.

SIGN LANGUAGE STUDIES, vol. 2, #2, Winter 2002, pp. 169-180.

Research and Theory in Deaf-Blind Interpreting

DEICTIC POINTS IN THE VISUAL-GESTURAL AND TACTILE-GESTURAL MODALITIES

Quinto-Pozos, David. -- Cambridge University Press: 2002,

This book chapter begins by reviewing the similarities and differences in signed language between blind and sighted signers and then describes a study that examined the use of deictic points in narratives produced by two deaf-blind adults as compared to their use in two deaf-sighted adults. Nonmanual signals (e.g., eyebrow shifts, head and torso movement, and eye gaze) are integral to sign language as it is used by deaf-sighted signers. This study found that sign language production by deaf-blind individuals differs from that of sighted deaf individuals in that deaf-blind signers do not use nonmanual signs extensively. Additionally, sighted-deaf signers utilize deictic points for referential purposes while deaf-blind signers use other strategies to accomplish the same task. The ability to perceive eye gaze appears to be a crucial component in the realization of deictic points for referential purposes.

Modality and Structure in Signed and Spoken Languages. Richard P. Meier, Kearsy Cormier, & David Quinto-Pozos (Eds.), pp. 442-467

FASTEN SEATBELTS: A Guided Tour of the Research on Deafblind Communication in 45 Minutes.

Mortensen, Ole E. 1999, 15.

A presentation giving an overview of the research that has taken place regarding communication and the deafblind population. Reviews communication methods such as ASL, tactile ASL, fingerspelling, computer recognition, Tadoma, and communication speed and accuracy of each.

Plenary presentation at the International Symposium on Development and Innovations in Interpreting for Deafblind People, Netherlands, June 1999.

PROCEEDINGS OF AN INTERNATIONAL SYMPOSIUM ON DEVELOPMENTS AND INNOVATIONS IN INTERPRETING FOR DEAFBLIND PEOPLE

Peckford, Bob (Ed.) 1999, 83.

The third annual conference of its kind aimed at identifying what was happening in interpreting for deafblind people in Europe and to share ideas, information and materials on this subject. Three key issues were examined in a comparative study during the conference; the role and function of the interpreters, models of interpreter training, and the rights of deafblind people to interpreters. Three overview papers are presented addressing the interim results from that study in the areas listed above. Additional technical papers review recent research, developments and models of training are included in the proceedings as well.

Held at Leeuwenhorst, The Netherlands, June 1999

Research and Theory in Deaf-Blind Interpreting

A PROCESS MODEL FOR DEAF-BLIND INTERPRETING

Jacobs, Rhonda. -- Registry of Interpreters for the Deaf: 2005, 23.

This paper addresses the need for a theoretical model of interpreting for people who are both deaf and blind, lays out a version of a process model based on the works of Colonomos, Cokely and Seleskovitch, and then expands this model, viewing it through the lens of Deaf-Blind interpreting. A checklist is included as an appendix for use in interpreter training.

Journal of Interpretation

SIGNED CONVERSATIONS OF DEAF-BLIND PEOPLE

Mesch, Johanna, PhD. -- Canadian Deafblind and Rubella Association: 2003, 5.

This is the text of a workshop presentation given at the 13th Dbl World Conference on Deaf-Blindness. The study focuses on turn taking and questions in conversations among deaf-blind people using tactile sign language.

13th Dbl World Conference on Deafblindness Conference Proceedings, August 5-10, 2003, Mississauga, Ontario, Canada

STUDY OF THE TACTUAL AND VISUAL RECEPTION OF FINGERSPELLING

Reed, Charlotte M.; Delhorne, Lorraine A.; Durlach, Nathaniel I.; Fischer, Susan D. 1990,

The purpose of the study reported here was to examine the ability of experienced deaf-blind subjects to receive fingerspelled materials, including sentences and connected text, through the tactual sense. A parallel study of the reception of fingerspelling through the visual sense was also conducted using sighted deaf subjects. The study concluded that tactual spelling is sent and received with excellent accuracy at 2-6 letters per second. Visual reception, on the other hand, with the use of variable speed videotape playback, could be shown to be much faster than the sender can form the letters.

JOURNAL OF SPEECH AND HEARING RESEARCH, vol. 33, no. 4, December 1990, pp. 786-797.

Research and Theory in Deaf-Blind Interpreting

STUDY OF THE TACTUAL RECEPTION OF SIGN LANGUAGE

Reed, Charlotte M.; Delhorne, Lorraine A.; Durlach, Nathaniel I.; Fischer, Susan D. 1995,

In the study reported here, 10 experienced deaf-blind users of either American Sign Language or Pidgin Sign English participated in experiments to determine their ability to receive signed materials including isolated signs and sentences. Experimental results are discussed in terms of differences in performance for isolated signs and sentences, differences in error patterns for the ASL and PSE groups, and communication rates relative to visual reception of sign language and other natural methods of tactual communication.

JOURNAL OF SPEECH AND HEARING RESEARCH, vol. 38, April 1995, pp. 477-489.

TACTILE SIGN LANGUAGE : Turn Taking and Questions In Signed Conversations of Deaf-Blind People

Mesch, Johanna. -- Signum: 1998, 250.

This dissertation is primarily about turn-taking and questions as they are carried out in tactile conversation. Beginning with the concept of deaf-blind people and different methods of communication, it then presents the material used in the authors' analysis and then an overview of the concept of "conversation" which consists of sequences, turns, adjacency pairs and feedback. It then looks more specifically at form and function regarding questions with an overview of interrogative clauses in sign language and shows what partial signals are used in questions. The author also analyzes yes/no questions, alternative questions and wh-questions. Finally the book examines support questions and how conversational participants support one another by requesting feedback and clarification. This dissertation was originally written in Swedish and then translated into English. Publisher's web site: <http://www.signum-verlag.de>

International Studies on Sign Language and Communication of the Deaf, Volume 38

TACTILE SWEDISH SIGN LANGUAGE: Turn Taking in Signed Conversations of People Who Are Deaf and Blind

Mesch, Johanna. -- Gallaudet University Press: 16.

This chapter describes how deaf-blind people regulate turn-taking in conversations when using tactile sign language. Describes the two different conversation positions, monologue and dialogue, used by deaf-blind signers. Provides line drawings to illustrate how the different positions affect the conversation, and the manual sign structure. Describes turn zones, back channeling and support turns, all of which direct the flow of the conversation.

From Bilingualism and Identity in Deaf Communities, Metzger, Melanie (Ed.).

Research and Theory in Deaf-Blind Interpreting

WHAT HAPPENS IN TACTILE ASL?

Collins, Steven; Petronio, Karen. -- Gallaudet University Press: 1998, pp. 18-37.

This study focused on tactile ASL as it was used by fluent Deaf-Blind ASL users when they communicated tactilely with other fluent Deaf-Blind ASL users. Selected linguistic features from four subfields of linguistics (phonology, morphology, syntax and discourse) were studied. Comparing visual ASL with tactile ASL provided a unique opportunity to observe the variation and change that occurred when a community of fluent Deaf-Blind ASL signers used a visual language in a tactile mode.

Pinky Extension and Eye Gaze: Language Use in Deaf Communities. Lucas, Ceil (Ed.)

Preparing for the Interpreting Assignment

The resources in this section cover information for both presenters and interpreters working with deaf-blind people.

DRESSED TO DISTRESS?

Potterveld, Tara, M.A., IC/TC, CI and CT; Lambert, Marylouise, B.A., OTC. 2001, 2.

This article discusses the need for interpreters to be more aware of the possibility that the deaf client may also have low vision needs. Discusses the need for interpreters to wear clothing that contrasts with their skin color. Good lighting, the interpreters utilization of smaller signing space may also be of assistance to the limited vision client. The article includes additional guidelines for interpreting for deaf-blind people. Available in Spanish. This document is available on the web at: <http://www.tsbvi.edu/Outreach/seehear/winter01/dressed.htm>

SEE/HEAR, vol. 6, #1, Winter 2001, pp. 9-10.

A GUIDE FOR PRESENTERS AT INTERPRETED CONFERENCES

Jacobs, Rhonda; Hammett, Richelle. 1994,

Article discusses the difficulties an interpreter faces when trying to interpret for speakers at conferences. Suggestions are offered as to how the speaker can make the sign language interpreter's task easier. This document is available on the web at: <http://www.tr.wou.edu/tr/dbp/pdf/may94.pdf>

DEAF-BLIND PERSPECTIVES, vol. 1, no. 3, Spring 1994, pp. 4-5.

Preparing for the Interpreting Assignment

INTERPRETING AND TRANSLITERATING FOR PERSONS WHO ARE DEAF-BLIND

Raistrick, Kathryn L., (Ed.)

This brochure is an aid for those who are interpreting for persons who are deaf-blind. Interpreting for this population requires specialized competence and responsibilities. This is an effort to delineate these skills, as well as to discuss considerations for the interpreter both before and at the assignment. Modes of communication for persons who are deaf-blind vary widely due to the etiology of the deaf-blindness, the severity of the vision and hearing loss, as well as the age of onset. A comprehensive listing is included of most of the modes of communication used in the United States with persons who are deaf-blind. This list is not exhaustive, however, it will give the interpreter an overview of some of the varieties of communication options available. The information would also be of value to persons hiring interpreters as well as consumers. Few individuals know how demanding interpreting for persons who are deaf-blind can be. Appropriate preparation by all parties before an interpreting situation could make the interpreting situation much more effective.

INTERPRETING AND WORKING WITH DEAFBLIND PEOPLE

Bar-Tzur, David. / theinterpretersfriend.com. 2000, 9.

Offers advice to interpreters working with persons who are deafblind. Covers four areas: meeting and negotiating needs, communication, guiding, and interpreting. Online version has links to additional information. Publisher's web site: <http://www.theinterpretersfriend.com> This document is available on the web at: <http://www.theinterpretersfriend.com/db/lg4db.html>

theinterpretersfriend.com, 7/26/2000, 1-9

INTERPRETING THE PHYSICAL ENVIRONMENT FOR DEAFBLIND PEOPLE

Kirk, Tony. -- Deafblind International Publications: 2005, 4.

The role of the 'interpreter' in any situation is critical. They will be the eyes and ears of the deafblind person and will need to transfer vast amounts of information to that person. In this presentation the author has focused on the adaptations to the environment which will enable the deafblind person to function more effectively. This will enable the person to be more self sufficient, with the environment being supportive, rather than (as usually happens) providing barriers. The author believes that how well a person is able to cope in any given situation, or environment is determined largely by the amount of information they are able to gain from it. Article identifies and describes key considerations in designing any environment. This document is available on the web at: http://www.deafblindinternational.org/standard/publications_interpreting.html

Support Service Providers (SSP)

Support Service Providers (SSPs) are individuals who provide services not necessarily included with interpreting, such as guiding, providing visual information when interpreting is not occurring, and sometimes light interpreting (such as at a bank or store). The following resources provide a more in depth look at the role and functions of SSPs.

GUIDELINES: Practical Tips for Working and Socializing with Deaf-Blind People

Smith, Theresa B. -- Sign Media, Inc: 2002, 288.

This second edition of Guidelines includes expanded chapters on topics such as tactile sign language, interpreting, conversation and physical environment. New information and more examples are included. Three new chapters include: Support Service Providers; Authority, Power and Control; and Meetings. The book is intended for people who know Sign Language, who are already experienced in "deafness" and in interacting with Deaf people, and who want to know more about "deaf-blindness" and interpreting for Deaf-Blind people. Professional interpreters, student interpreters, and anyone who wants to communicate and/or work more effectively with Deaf-Blind people will benefit from reading this book. May be ordered from Sign Media, Inc., 4020 Blackburn Lane, Burtonsville, MD 20866. Phone: (800) 475-4756. Cost: \$24.95 Publisher's web site: <http://www.signmedia.com>

GUIDING TASKS FOR INTERPRETERS WORKING WITH DEAF-BLIND TRAVELERS

Bourquin, Eug. 2005,

Article includes specific techniques and guidelines for human guides working with travelers who are deaf-blind. The author is certified in O&M, interpreting and low vision.

VIEWS, Vol. 22, #11, December 2005, pp. 17-13

Support Service Providers (SSP)

INDEPENDENCE WITHOUT SIGHT OR SOUND: Suggestions for Practitioners Working with Deaf-Blind Adults

Sauerburger, Dona. -- American Foundation for the Blind: 1993, 194.

This book was written to help service providers in working with persons who are deaf-blind. There are numerous examples from actual experience and discussions of practical applications. Sections on service needs, communication, orientation and mobility, sensory deprivation and a survey of dog guide schools. Available from: AFB Press, Customer Service, P.O. Box 1020, Sewickley, PA 15143. Phone: 800-232-3044. Fax: 412-741-0609. Cost: \$39.95. Specify print or braille.

INTERDEPENDENCE WITH OUR VALUABLE SSPS

McNamara, Jamie. 2000, 5.

This article is excerpted from a speech given by Jamie McNamara at the Missouri Deaf-Blind Association's 7th Anniversary Dinner, April 15, 2000. Presents the concept of interdependence versus independence and the role of support service providers (SSPs). Discusses SSP issues and how to identify problems and brainstorm solutions. Identifies a few ideas to get started on how to find SSPs, and keep them.

DEAF-BLIND AMERICAN, vol. 38, #4, July-September 2000, pp. 31-36.

INTERPRETING AND WORKING WITH DEAFBLIND PEOPLE

Bar-Tzur, David. / theinterpretersfriend.com. 2000, 9.

Offers advice to interpreters working with persons who are deafblind. Covers four areas: meeting and negotiating needs, communication, guiding, and interpreting. Online version has links to additional information. Publisher's web site: <http://www.theinterpretersfriend.com> This document is available on the web at: <http://www.theinterpretersfriend.com/db/lg4db.html>

theinterpretersfriend.com, 7/26/2000, 1-9

UNDERSTANDING SSP SITUATIONS: Workshop Proceedings

Thomas, Laura J. (moderator) 1998,

An outline of workshop discussing improving relationships between SSPs (Support Service Providers) and deaf-blind consumers in working and playing; learning how to express wants and needs to each other; and developing skills in respecting one another's opinions and suggestions.

DEAF-BLIND AMERICAN, vol. 37, #1, 1998, pp. 6-7.

Support Service Providers (SSP)

WHAT MAKES A GOOD SSP AND A GOOD DEAF-BLIND CONSUMER

Gasaway, Mark; Lascek, Susan. 2003, 5.

The information in the article was compiled from deaf-blind consumers and Support Service Providers (SSP) at Georgia's Deaf-Blind Access of the South camp. It includes lists developed by participants on what makes a good SSP and what makes a good deaf-blind consumer. The section on a good SSP includes attributes such as attitude, time, skills, transportation, and other issues. The section on a good consumer includes attitude, skills and knowledge, and speaking up. The article gives specifics on each attribute as well as information on how the lists were developed.

THE DEAF-BLIND AMERICAN, vol. 42, #2, April-June 2003, pp. 23-28.

"WHAT'S MY ROLE?": A Comparison of the Responsibilities of Interpreters, Intervenors, and Support Service Providers

Morgan, Susanne, M.A., C.I., C.T. -- Teaching Research Division: 2001, 3.

This article compares and contrasts the various roles and responsibilities of interpreters, intervenors, and support service providers. It compares each in table form in a variety of categories. Categories range from age of clients, ethics, certifications required, confidentiality issues, and professional training. Publisher's web site: <http://www.tr.wou.edu/tr/dbp/pdf/sept01.PDF>

DEAF-BLIND PERSPECTIVES, vol. 9, #1, Fall 2001, pp. 1-3.

Culture and Community

This section includes both print and video materials that look at the lives and experiences of deaf-blind people.

AT THEIR FINGERTIPS

TV Sea: 18 minutes.

A video portraying the views of people who live with Usher Syndrome and are deaf-blind. It describes the difficulties and adjustment associated with becoming blind while deaf. Four people are interviewed and tell (with the assistance of interpreters) what life is like for them, their struggles, and how they have come to accept their disability.

COMMUNICATION: REACTION

Collins, Steven. 1992,

Discusses the need for deaf-blind people to be exposed to their natural language, American Sign Language. Also talks about his belief that parents and family members of people who are deaf-blind must build a rapport with, and interact with, members of the deaf-blind community.

Proceedings of the National Symposium on Children and Youth who are Deaf-Blind, Tysons Corner, VA, December 1992. J. Reiman and P. Johnson (Eds.)

DEAF-BLIND COMMUNICATION AND COMMUNITY: GETTING INVOLVED - A CONVERSATION

Smith, Theresa. 1993,

This ninety-minute tape offers two presentations of a forty-five minute conversation with Pat Cave and Janice Adams, two Deaf-Blind individuals. Moderated by Theresa Smith, this tape presents a discussion of topics such as general perceptions and experiences of deaf-blind adults and their communication frustration and needs. In addition, the two interpreters, one who is deaf and the other who is hearing, share some of their experiences and perceptions. The first portion of this tape is a full-screen, edited version of the conversation. The second portion uses special digital effects to present all five individuals on screen at the same time. Available from Sign Media Inc. for \$59.95 (\$98.95 when purchased as part of a set of 2 tapes). Phone: (800) 475-4756. Publisher's web site: <http://www.signmedia.com/>

Culture and Community

DEAF-BLIND COMMUNICATION AND COMMUNITY: OVERVIEW AND INTRODUCTION

Smith, Theresa. 1993,

This is a forty-minute open-captioned tape that features Theresa Smith discussing a number of topics that provide a glimpse into the multi-faceted Deaf-Blind community. Among topics discussed are a definition and description of the community, individual communicative differences and preferences, becoming involved in the community, and setting limits. This tape also makes use of video footage to illustrate guiding and communication preferences. Available from Sign Media Inc. for \$49.95 (\$98.95 when purchased as part of a set of 2 tapes). Phone: (800) 475-4756. Publisher's web site: <http://www.signmedia.com/>

DEAF-BLIND COMMUNITY: In Touch

Neidermaier, Jan (Trans.) 1993,

This is an interview with two members of the deaf-blind community in which they share their perceptions of their lives and experiences working with interpreters.

NAT-CENT NEWS, vol. 24, no. 1, September 1993, pp. 20-29.

DEAF-BLINDNESS: AN EMERGING CULTURE?

Macdonald, Roderick (deaf-blind) 1989, 17.

This paper traces the emergence of deaf-blind people through education, employment and social union into a modern community and culture. It takes note of individual accomplishments as well as the achievements of organizations for the deaf-blind. The article notes several characteristics unique to the deaf-blind culture: touch, group communication, dependence on interpreters, social mores imposed by deaf-blindness, games, class barriers, reduced general knowledge, economics, and language.

The Deaf Way. Paper presented by Roderick Macdonald, president American Association of the Deaf-Blind, July 11, 1989

Culture and Community

GUIDELINES: Practical Tips for Working and Socializing with Deaf-Blind People

Smith, Theresa B. -- Sign Media, Inc: 2002, 288.

This second edition of Guidelines includes expanded chapters on topics such as tactile sign language, interpreting, conversation and physical environment. New information and more examples are included. Three new chapters include: Support Service Providers; Authority, Power and Control; and Meetings. The book is intended for people who know Sign Language, who are already experienced in "deafness" and in interacting with Deaf people, and who want to know more about "deaf-blindness" and interpreting for Deaf-Blind people. Professional interpreters, student interpreters, and anyone who wants to communicate and/or work more effectively with Deaf-Blind people will benefit from reading this book. May be ordered from Sign Media, Inc., 4020 Blackburn Lane, Burtonsville, MD 20866. Phone: (800) 475-4756. Cost: \$24.95 Publisher's web site: <http://www.signmedia.com>

THE MIND TRAVELLER: The Ragin' Cajun

Sacks, Oliver. -- BBC Worldwide Americas, Inc. 1998, 50 min.

This video takes a look at Usher Syndrome through the experiences of Danny Delcambre, a deaf-blind restaurant owner in Seattle, Washington. Neurologist/author Oliver Sacks explores the nature of deaf culture, American Sign Language, and tactile signing with several deaf-blind adults in both Louisiana and Washington.

Culture and Community

AN OPEN LETTER TO OUR PARENTS: What We Wish You Had Known

Collins, Myra; Delgadillo, David; Frawley, Matt; Kinney, Ginger; Lugo, Joey; Lundgren, Jean; Price, Kathy; Rybarski, Shirley. September 1, 1994, 3pp.

This letter, composed by a group of people with Usher Syndrome who meet weekly at the Helen Keller National Center, advises parents to inform their children with Usher Syndrome about their disability, what it is called, that it is genetic, and that it can get progressively worse. The stress and embarrassment produced by symptoms of their condition in the teenage years (night blindness, clumsiness, difficulty in poor lighting) and the insensitivity of teachers unknowledgeable about the condition is discussed. None of the contributors received special services before age 17 and they feel that orientation and mobility training should start earlier with parents' support. They advise parents of deafblind children to learn and use sign language and to insure that their children learn tactual sign, sign tracking techniques, and Braille while they are still in school and before they actually need it. They also discuss the emotional ramifications of diagnosis and worsening vision: anger, frustration, and depression, sometimes suicidal, and stress that it is important that parents learn how their children feel and earn their trust by being honest with them about their condition. Available in Spanish.

USHER FAMILY SUPPORT

AN OPEN LETTER TO THE DEAF COMMUNITY: WE HAVE USHER SYNDROME

Chiocciola, Theona; Harrison, Syble; Kesner, Beverly; Lejeune, Janice; Stender, Andrew; Tunison, Winifred; Herrada, Rosenda; Levine, Frank; Lugo, Joey. 1994,

A group of people with Usher Syndrome describe their feelings concerning the Deaf community's lack of understanding about the loss of sight experienced by those with Usher. They suggest ways that members of the Deaf community could interact with people who have Usher Syndrome.

USHER FAMILY SUPPORT, vol. 1, no. 4, Winter 1993-94, pp. 4, 9-11.

Communication and Communication Methods

Knowing various communication methods is different from knowing how to interpret with deaf-blind people while using these methods. The articles in this section focus on various communication methods that deaf-blind people use; to know how these communication methods are incorporated into the interpreting process, please see the previous category "Interpreting with Deaf-Blind People."

ABOUT COMMUNICATION WITH PEOPLE WITH ACQUIRED DEAFBLINDNESS

Information Center for Acquired Deafblindness: 11.

This translation of the Danish booklet "Om Kommunikation Med Dovblindlevne" provides practical techniques for effective communication with people who have become deafblind in their youth or adulthood. The term deafblind is defined and the ramifications of having dual sensory impairment is discussed. Topics include: person-to-person communication, sign language and manual alphabet techniques, communication through a contact person or interpreter, conducting meetings, and deafblind telephone equipment. The section on conducting meetings covers several aspects and details such as: interpreter accommodations, the formats of the agenda and other meeting materials, breaks, lighting and indoor arrangements, and technical aids. A meeting checklist is provided.

Om Kommunikation Med Dovblindlevne

THE ACQUISITION OF TACTILE SIGN LANGUAGE BY DEAF-BLIND ADULTS

Steffen, Candace, CI. 1997, 2.

In this article the question of whether Deaf American Sign Language (ASL) users who become blind and become tactile ASL users, go through the same process of language acquisition as any other second language learner. Typical learner strategies for second language acquisition are compared to the acquisition of tactile sign language.

VIEWS, vol.14, #11, December 1997, p.18

Communication and Communication Methods

ASSUME NOTHING: Deafblindness - An Introduction

West Australian Deafblind Association. -- All Round Vision: 1999, 22 min.

Demonstrates and describes a variety of methods and techniques for communicating and interacting with people who are deafblind. Introduces six clients of the WA Deafblind Association ranging from the very young to adults. Presents issues in the daily lives of these individuals, including use of touch cues and signs, technology, tactile interpreting, and career choices. Open captioned. Available from Senses Foundation, Inc., 6th Avenue and Whatley Crescent, PO Box 14, Maylands, Western Australia 6931. Phone: (61) 08 9272 1122. Fax: (61) 08 9272 6600. E-mail: db@senses.asn.au.

BEING IN TOUCH: Communication and Other Issues in the Lives of People Who Are Deaf-Blind

Atwood, Alan A.; Clarkson, John Dennis; Laba, Charlene R. -- Gallaudet University: 1994, vii, 80.

This book is aimed at interpreters, teachers, and other professionals who work with deaf-blind people. It provides basic information about deaf-blindness and devotes a large section to interpreting. The appendices cover organizations, agencies, and schools serving deaf-blind people; training for teachers and interpreters; manual and braille alphabets; and characteristics of vision loss; recommendations for those looking for more information.

COMMUNICATIVE STRATEGY: Including Transfer to Tactile Mode

Fuglesang, Live; Mortensen, Ole E. 1997, 18.

This paper presents the main points of the research in the field of tactile communication. It also presents the results of a survey looking at deafblind persons own experiences with tactile communication. Reviews methods of tactile communication, touch manuals and Tadoma. Additional information on transferring to tactile communication as one acquires deafblindness. This document is available on the web at: <http://www.dbcent.dk/uk text/strategytxt.htm>

Plenary presentation at the 4th European Conference on Deafblindness, Madrid, Spain, July 1997.

Communication and Communication Methods

CONFERENCE REPORTS: How Do We Communicate (with Assistive Technology)? Let Me Count the Ways

Kendrick, Deborah. 2000, 5.

This article describes the adaptive technology, interpreters, and other communication techniques that were used at the national conference of the American Association of Deaf-Blind. Describes the various methods of communication modes that were used in order to effectively communicate to all participants of the conference.

ACCESSWORLD, vol. 1, #6, November 2000, pp. 22-26.

CUEMMUNICATION: Beginning communication with people who are deafblind

Barrey Grassick, Sharon. 1998, 1.

This article presents CUEmmunication or Touch-Cue Communication, a system for communicating with individuals who are deaf-blind. These guidelines are especially designed for people who are starting work on communication for the first time. The technique provides meaningful information through a combination of approach, tangible object cues, touch cues, and touch signs/gestures. It is explained in a 10 step approach and can be adapted to use with individuals of all ages.

DBL REVIEW, January-June 1998, p.8

'DACTYLS' METHOD OF COMMUNICATION

Reyes, Daniel Alvarez. 2001, 3.

This article describes a new type of sign language developed by a deafblind man in Spain. His sign language combines both the Spanish manual alphabet finger signing and Spanish Sign Language (LSE), adapted for use in the palm of the hand, i.e. it uses both letters and signs in the hand. This method produces a faster speed of communication than traditional sign or manual spelling. Keys to using the signs, developing the system as well as advantages and disadvantages of the system are included.

DBI REVIEW, #27, January-June 2001, pp. 4-6.

Communication and Communication Methods

DEFINITIONS OF ALTERNATIVE COMMUNICATION STYLES WITH DEAF-BLIND PEOPLE

Devich, Julie. 1997, 1.

In this article several styles of communication used by Deaf-Blind people are examined. When interpreting for a Deaf-Blind person it is necessary to match their unique communication style with an accurate form of interpreting. Some issues to consider are knowing the field of available vision, knowing if the consumer is right or left-handed, and being able to use devices such as microphones or a TTY.

VIEWS, vol.14, #11, December 1997, p.15

DEPRIVATION OF INFORMATION

O'Malley, Drena. -- Deafblind International: no date, 4.

Describes the causes of deprivation of information for deaf-blind people and provides suggestions for interpreters and communication partners. Causes include an inability to assimilate incidental information (information gained by looking around a room or by listening while uninvolved in a situation), censorship (e.g., when interpreters or family members consciously or subconsciously censor information due to lack of skills or because they think the information will be unpalatable or politically incorrect), inconsistency in the use of communication forms. All of these things may lead to relationship difficulties, learning stagnation, and withdrawal. Solutions include improved training for sign language interpreters, development of paraphrasing skills, more recognition of the separate and unique needs of deaf-blind people, and recognition of deaf-blind culture.

FASTEN SEATBELTS: A Guided Tour of the Research on Deafblind Communication in 45 Minutes.

Mortensen, Ole E. 1999, 15.

A presentation giving an overview of the research that has taken place regarding communication and the deafblind population. Reviews communication methods such as ASL, tactile ASL, finger spelling, computer recognition, Tadoma, and communication speed and accuracy of each.

Plenary presentation at the International Symposium on Development and Innovations in Interpreting for Deafblind People, Netherlands, June 1999.

Communication and Communication Methods

A GLOSSARY OF SOME COMMUNICATION METHODS USED WITH DEAF-BLIND PEOPLE

Cooper, Sheryl B. 1997, 2.

Contains descriptions of 13 methods of communication used by Deaf-Blind People. Includes: Print on Palm; Tadoma; Small Sign Language; Tactile Sign Language; Tactile Fingerspelling; FingerBraille; Alphabet Glove; Alphabet Card; Braille Alphabet Card; Tellatouch; TeleBraille and Braille Tape. Includes illustrations.

VIEWS, vol.14, #11, December 1997, p.6

GUIDELINES: Practical Tips for Working and Socializing with Deaf-Blind People

Smith, Theresa B. -- Sign Media, Inc: 2002, 288.

This second edition of Guidelines includes expanded chapters on topics such as tactile sign language, interpreting, conversation and physical environment. New information and more examples are included. Three new chapters include: Support Service Providers; Authority, Power and Control; and Meetings. The book is intended for people who know Sign Language, who are already experienced in "deafness" and in interacting with Deaf people, and who want to know more about "deaf-blindness" and interpreting for Deaf-Blind people. Professional interpreters, student interpreters, and anyone who wants to communicate and/or work more effectively with Deaf-Blind people will benefit from reading this book. May be ordered from Sign Media, Inc., 4020 Blackburn Lane, Burtonsville, MD 20866. Phone: (800) 475-4756. Cost: \$24.95 Publisher's web site: <http://www.signmedia.com>

HOLISTIC AND INTERACTIVE COMMUNICATION WITH ACQUIRED DEAFBLIND PEOPLE

Lahtinen, Riitta. 1999,

An article outlining an upcoming research grant focusing on holistic communication strategies in the area of acquired deafblindness. The aims of the research are: to examine the strategies and theoretical models of the function of language for improving communication for acquired deafblind people, their family members and interpreters, to analyze and identify how these different methods and techniques can be applied to improve the quality of communication, to identify internationally the most common methods of how a person is able to describe their own emotional feelings, to interpret environmental information and non-verbal signals to deafblind persons through touch, and to produce articles, videos and teaching materials during the research project.

NUD NEWS BULLETIN, #1, 1999, pp. 20-21.

Communication and Communication Methods

INTERPRETING AND WORKING WITH DEAFBLIND PEOPLE

Bar-Tzur, David. / theinterpretersfriend.com. 2000, 9.

Offers advice to interpreters working with persons who are deafblind. Covers four areas: meeting and negotiating needs, communication, guiding, and interpreting. Online version has links to additional information. Publisher's web site: <http://www.theinterpretersfriend.com> This document is available on the web at: <http://www.theinterpretersfriend.com/db/lg4db.html>

theinterpretersfriend.com, 7/26/2000, 1-9

LOSING TOUCH: A SURVEY OF SIGN LANGUAGE RECEPTION AND MODIFICATION FOR DEAF PEOPLE WHO ARE LOSING THEIR SIGHT

Woodford, Doreen E. / SENSE/C.A.C.D.P. 1987, 16pp.

This is the report of an investigation conducted in England commissioned and funded by SENSE and the Council for the Advancement of Communication with All Deaf People - CACDP. It was designed to explore the communication needs brought about by the addition of adventitious visual impairment to an existing hearing loss in which sign language was the chief form of communication; to explore some of the situations imposed by visual impairment; and to offer possible insights and suggestions to professionals and other interested persons. Data was collected through interviews with 30 subjects, 10 of whom had Usher Syndrome. Communication methods used by the subjects are discussed. Spoken language, use of residual sight, and sign language must eventually be supplemented by deafblind manual communication. Subjects' views on help needed by and best approaches from professionals are included.

MANUAL AND SPOKEN COMMUNICATION

Prickett, Jeanne Glidden. -- AFB Press: 1995, pp. 261-286.

This chapter examines language-based communication as a mode of interaction for students who are deaf-blind. There are 3 main sections. The first section covers sign language and includes information about tactile sign language, modifications of sign language for visually impaired persons, visual and tactile tracking, sign language instruction guidelines, considerations for choosing ASL or Signed English for a child, and fingerspelling. The section on fingerspelling includes details about reception modes for tactile fingerspelling (palm-over-palm, palm-in-palm, birdcage). The second section very briefly addresses spoken communication including speech training, auditory training, and Tadoma). The third section covers interpreting for deaf-blind people, working with interpreters, and finding interpreters.

Hand in Hand: Essentials of Communication and Orientation and Mobility for Your Students Who Are Deaf-Blind, Vol I. Kathleen Mary Huebner, Jeanne Glidden Prickett, Therese Rafalowski Welch, & Elga Joffee (Eds)

Communication and Communication Methods

METHODS OF COMMUNICATION, AIDS, AND DEVICES

Couslin; Dooley. 1995, 3.

This article lists several methods of communication, aids, and devices for deaf-blind individuals. Includes alert/signal vibrating system, alphabet plates, visual fingerspelling, loop system, label machine, and tactual sign language.

AMERICAN REHABILITATION, vol. 21, #2, Summer 1995, pp. 44-47.

MODIFIED SIGN LANGUAGE FOR CONGENITALLY DEAFBLIND PEOPLE

Thestrup, Ann; Anderson, Ove Vedel. 1994,

This article outlines the work being done in Denmark to modify sign language for use by deafblind people. The rationale for the modification, the principles for modifying the signs, and the procedure for standardizing are all listed, as are the future goals in this field.

DEAFBLIND EDUCATION, January-June 1994, pp. 16-17.

PARTNERS IN LANGUAGE

Helen Keller National Center for Deaf-Blind Youths and Adults.

This 28-minute videotape demonstrates the teaching methods and strategies employed at the Helen Keller National Center to increase communication skills among adults with deaf-blindness and limited language skills. Using a case study approach, communication training is seen as it is provided during functional adult activities (i.e., work, meal preparation, leisure time). Interaction between staff and students are presented. Techniques to encourage non-symbolic and symbolic communications are demonstrated. Specific communication methods such as the use of tangible or object symbols are explained. Interactions between staff and students demonstrate the techniques used to introduce tactual sign language vocabulary. Emphasis is placed on the importance of the environment, turn-taking strategies and role models for language acquisition. A review of all methods and strategies demonstrated at the end of the tape. Available from HKNC, 111 Middleneck Road, Sands Point, NY, 11050, (516) 944-8900.

Communication and Communication Methods

SIGN LANGUAGE WITH PEOPLE WHO ARE DEAF-BLIND: Suggestions for Tactile and Visual Modifications

Morgan, Susie. 1998, 5.

This article provides helpful hints about techniques that enhance comfort and ease other concerns when signing with deaf-blind people. Topics discussed include: appearance and attire, distance and seating, signing space, hand positioning, conveying the message, tactile adaptations, describing the full environment, environmental factors and concerns, consumer feedback, and team interpreting. This document is available on the web at: <http://www.tr.wou.edu/tr/dbp/pdf/sept98.pdf>

DEAF-BLIND PERSPECTIVES, vol.6, #1, Fall 1998, pp.3-7

SIGNED CONVERSATIONS OF DEAF-BLIND PEOPLE

Mesch, Johanna, PhD. -- Canadian Deafblind and Rubella Association: 2003, 5.

This is the text of a workshop presentation given at the 13th Dbl World Conference on Deaf-Blindness. The study focuses on turn taking and questions in conversations among deaf-blind people using tactile sign language.

13th Dbl World Conference on Deafblindness Conference Proceedings, August 5-10, 2003, Mississauga, Ontario, Canada

TACTILE INTERPRETING - ARE YOU READY?

Downey, Jodene. 1997, 1.

In this article various types of tactile interpreting are depicted illustrating possible work assignments an interpreter might encounter. Typing skills may be required if clients use laptop computers that have Braille output devices. Issues such as transportation needs and regulations; multiple roles; and team support for longer interpreting assignments, all need to be considered and planned for in advance so the Deaf-Blind person's needs will be met. Opportunities for obtaining more experience in these areas are listed.

VIEWS, vol.14, #11, December 1997, p.12

TACTILE SIGN LANGUAGE

Harlin, Deborah. 1996,

Tactile sign language is one of the most prevalent communication systems used by deaf-blind individuals and is used in a variety of forms. Tips for tactile sign instruction are offered.

HKNC-TAC NEWS, vol. 8, no. 2, Winter 1996, p. 8-11.

Communication and Communication Methods

TACTILE SIGN LANGUAGE: Turn Taking and Questions In Signed Conversations of Deaf-Blind People

Mesch, Johanna. -- Signum: 1998, 250.

This dissertation is primarily about turn-taking and questions as they are carried out in tactile conversation. Beginning with the concept of deaf-blind people and different methods of communication, it then presents the material used in the author's analysis and then an overview of the concept of "conversation" which consists of sequences, turns, adjacency pairs and feedback. It then looks more specifically at form and function regarding questions with an overview of interrogative clauses in sign language and shows what partial signals are used in questions. The author also analyzes yes/no questions, alternative questions and wh-questions. Finally the book examines support questions and how conversational participants support one another by requesting feedback and clarification. This dissertation was originally written in Swedish and then translated into English. Publisher's web site: <http://www.signum-verlag.de>

International Studies on Sign Language and Communication of the Deaf, Volume 38

TACTILE SWEDISH SIGN LANGUAGE: Turn Taking in Signed Conversations of People Who Are Deaf and Blind

Mesch, Johanna. -- Gallaudet University Press: 16.

This chapter describes how deaf-blind people regulate turn-taking in conversations when using tactile sign language. Describes the two different conversation positions, monologue and dialogue, used by deaf-blind signers. Provides line drawings to illustrate how the different positions affect the conversation, and the manual sign structure. Describes turn zones, back channeling and support turns, all of which direct the flow of the conversation.

From Bilingualism and Identity in Deaf Communities, Metzger, Melanie (Ed.).

A THIRD WAY: Communication Project for Adults and Elderly People with Acquired Deafblindness

Bruun, Jenna W.; Ottesen, Henrik H. -- Canadian Deafblind and Rubella Association: 2003, 7.

This is the text of a workshop presentation given at the 13th Dbl World Conference on Deaf-Blindness. The paper describes the creation of a third way to communicate, a tool for communication based on linguistic components from sign language, tactile sign language and tactile signs.

13th Dbl World Conference on Deafblindness Conference Proceedings, August 5-10, 2003, Mississauga, Ontario, Canada

Communication and Communication Methods

WHAT HAPPENS IN TACTILE ASL?

Collins, Steven; Petronio, Karen. -- Gallaudet University Press: 1998, pp. 18-37.

This study focused on tactile ASL as it was used by fluent Deaf-Blind ASL users when they communicated tactilely with other fluent Deaf-Blind ASL users. Selected linguistic features from four subfields of linguistics (phonology, morphology, syntax and discourse) were studied. Comparing visual ASL with tactile ASL provided a unique opportunity to observe the variation and change that occurred when a community of fluent Deaf-Blind ASL signers used a visual language in a tactile mode.

Pinky Extension and Eye Gaze: Language Use in Deaf Communities. Lucas, Ceil (Ed.)

Curricula/Resources for Interpreter Education

ASSESSMENT OF SERVICE-LEARNING IN THE DEAF-BLIND COMMUNITY

Shaw, Sherry; Jolley, Carolyn S. 2007, 18.

The concurrent conditions of deafness and blindness present a set of unique needs within a community that highly values independence and autonomy. This project assesses the service-learning initiative in a post-secondary Interpreter Education Program (IEP) in which students learn via civic engagement with the Deaf-Blind community to employ concepts and skills acquired from coursework. In 2005, several years after implementing service-learning in the Interpreting for Individuals Who Are Deaf-Blind course, the program assessed project efficacy through reflective journal analysis and stakeholder interviews. Results indicated dominant themes around Deaf-Blind consumer empowerment, personal attitudes, coping strategies, and application of experiences to specific topics addressed in class. Outcomes of this assessment are being used to revise the course so as to align objectives more closely with needs of students and community entities that serve persons who are Deaf-Blind.

JOURNAL OF EXPERIENTIAL EDUCATION, 2007, Vol. 30, No. 2, pp. 134-152.

DEAF-BLIND INTERPRETING WORKBOOK: Student Readings and Worksheets, 2nd Edition

Washington State Deaf-Blind Citizens Inc. -- Washington State Deaf-Blind Citizens: 2005, 101.

This workbook is an updated version of the original 2000 book. It includes information designed to help more people become prepared and have confidence in their ability to work with deaf-blind individuals. The workbook is divided into 12 units focused on communication techniques, interpreting environments, considerations for types of vision loss, hearing loss or limited language capacities, tactile interpreting, code of ethics, deaf-blind culture, and adaptive equipment. It is intended as a supplement to classroom and community discovery. To order contact: Washington State Deaf-Blind Citizens. Publisher's web site: <http://www.wsdbc.org> This document is available on the web at: [http://www.wsdbc.org/interp workbook/interp workbook.htm](http://www.wsdbc.org/interp%20workbook/interp%20workbook.htm)

Curricula/Resources for Interpreter Education

INTERPRETING STRATEGIES FOR DEAF-BLIND STUDENTS: An Interactive Training Tool for Educational Interpreters [DVD & Manual]

Morgan, Susanne, MA, CI, CT. -- Ohio Center for Deafblind Education, University of Dayton: no date, 104 pages [DVD 60 minutes]

This curriculum is designed to train interpreters to work with students who are deaf-blind. It consists of a 60-minute DVD and a print manual. There are 8 modules covering legal issues related to interpreting and deaf-blind education, interpreting methods (sign language, voicing using an FM system, typing, Braille), environmental and sign language modifications, and strategies to help interpreters work effectively with teachers and students to make sure that deaf-blind students have access to educational content and the classroom environment. It describes how various types of visual impairments (low vision, blurred vision, central field loss, reduced peripheral vision, fluctuating vision) affect the interpreting process and describes sign language modifications such as tracking, tactile sign language (one-handed and two-handed), and print on palm. Each module is followed by a self-check quiz. The narrated DVD provides numerous examples of the content covered by the manual and additional opportunities for self-testing. There is no date listed on either the DVD or the manual, but the curriculum was released in 2005. Cost: \$15.00. Copies may be ordered from the Ohio Center for Deafblind Education (OCDBE), 4795 Evanswood Drive, Suite 300, Columbus, OH 43229. Phone: 614-785-1163. E-mail: ocdbe@ssco.org.

NATIONAL CURRICULUM: AN INTRODUCTION TO WORKING AND SOCIALIZING WITH PEOPLE WHO ARE DEAF-BLIND [Includes videos]

National Interpreter Education Project: Northwestern Connecticut Community College. -- Dawn Sign Press: 2001, 349.

This is an abridged version of the National Curriculum For Training Interpreters Working with People Who Are Deaf-Blind. This is a three module program (total of 48 hours) that provides materials, sessions and activities to be used for in-service training and workshops where people want to learn more about communicating with and understanding people who are Deaf-Blind. It also includes the syllabus for a four credit college course. The curriculum is presented in several alternate formats including regular print, large print, videotapes, and on diskette in ASCII. This curriculum is at the introductory level and is designed for beginners who have intermediate to advanced sign language skills and are interested in learning about communicating with persons who are Deaf-Blind. It enhances participants' familiarity with the basics, such as various etiologies represented in the deaf-blind community, tactile communication, interpreting visual information, comfort with touch, and sighted guide techniques. The full National Curriculum is available from the National Clearinghouse of Rehabilitation Training Materials and can be downloaded as a complete .pdf file. Choose Digital Library option from the website. Publisher's website: <http://ncrtm.org/>

Curricula/Resources for Interpreter Education

NATIONAL CURRICULUM FOR TRAINING INTERPRETERS WORKING WITH PEOPLE WHO ARE DEAF-BLIND [Includes videos]

National Interpreter Education Project: Northwestern Connecticut Community College. -- Dawn Sign Press: 2001, 354.

This is a collaborative effort created by professionals in the field of program services and interpreter education. It provides materials for nine in-service training modules and a four credit college course. The curriculum is presented in several alternate formats including regular print, large print, videotapes, and on diskette in ASCII. The curriculum addresses the beginning, intermediate and advanced levels of training needed. It enhances participants' familiarity with the basics, such as various etiologies represented in the deaf-blind community, tactile communication, interpreting visual information, comfort with touch, and sighted guide techniques. A limited run of this curriculum was originally published by Dawn Sign Press for distribution by the project, and the full National Curriculum is available from the National Clearinghouse of Rehabilitation Training Materials and can be downloaded as a complete .pdf file. Choose Digital Library option from the website. Publisher's website: <http://ncrtm.org/>

NATIONAL CURRICULUM FOR TRAINING INTERPRETERS WORKING WITH PEOPLE WHO ARE DEAF-BLIND [Includes videos]

Myers, Mark J. , M.A. (Ed.) / National Interpreter Education Project: Northwestern Connecticut Community College. -- Dawn Sign Press: 2001,

These videos are to be used in conjunction with the curricular products of the same name. Video 1 contains three programs: Program 1, The Deaf-Blind Community Experience, depicts Deaf-Blind people's life experiences in several community situations (22 minutes); Program 2, Understanding Technology Used by People Who Are Deaf-Blind demonstrates various technological equipment and assistive devices used by individuals who are Deaf-Blind (30 minutes); Program 3, Sighted Guide Techniques with People Who Are Deaf-Blind demonstrates techniques used in guiding individuals who are Deaf-Blind from one location to another (20 minutes). Video 2 contains two programs: Program 1, Tactile Communication Methods and Techniques depicts individuals who are Deaf-Blind using particular communication styles (20 minutes); Program 2, Interpreting Adjustments, illustrates adjustments that may be required while interpreting depending on the communication method used (30 minutes). The full National Curriculum is available from the National Clearinghouse of Rehabilitation Training Materials and can be downloaded as a complete .pdf file. Choose Digital Library option from the website. Publisher's website: <http://ncrtm.org/>

Coordination of Interpreting Services

COMMUNICATION SERVICES WITH DEAFBLIND PEOPLE IN MIND: Some Perspectives from the USA

Guest, Mary. 1995,

Guest briefly presents the main points of a talk given by interpreters Susan Brooks and Rita Jo Scarcella at HKNC. She notes the increase in the need for and the availability of training of interpreters for people who are deaf or deafblind. The article includes a list of suggested criteria for any service agency setting up a communications and interpreting service.

TALKING SENSE, vol. 41, no.1, Spring 1995, pp. 16-17.

A DAY IN THE LIFE OF THE STAFF INTERPRETERS AT THE HELEN KELLER NATIONAL CENTER

Hecker-Cain, Jane; Rubinberg, Ilissa. 2005,

Describes the challenges of coordinating interpreting services at a center-based program that includes consumers and staff who are deaf-blind, Deaf, blind and hearing. Includes the logistics of interpreting in a variety of individual and group settings as well specific adaptive equipment and techniques for facilitating individual styles and preferences.

VIEWS, Vol. 22, #11, December 2005, pp. 35-36

HIRING INTERPRETERS FOR INDIVIDUALS WHO ARE DEAF-BLIND

Raistrick, Kathryn. 1995, 4pp.

The effectiveness of qualified interpreters for communication between rehabilitation professionals and deaf-blind clients is discussed. Provision for an interpreter is required under the American Disabilities Act - ADA. Option for use of a paid interpreter instead of a friend or family member should be extended to the consumer, guaranteeing the consumer confidentiality. A qualified interpreter for the deaf-blind needs additional training and experience over the certification requirements of the National Registry of Interpreters of the Deaf (RID). The interpreter must be able to communicate using the mode of the consumer's choice, include visual information as well as auditory, express the emotional tone of the message tactually, use lighting and/or distance to best advantage, and use sighted guide technique and emergency procedures to transport the client from place to place. Strategies for finding, paying, and working with interpreters is included.

AMERICAN REHABILITATION, vol. 21, #2, Summer 1995, pp. 19-22.

Coordination of Interpreting Services

IMPROVING ACCESS FOR DEAF-BLIND PEOPLE

Deaf-Blind Service Center. -- Northlight Productions: 1995, 17.30 mins.

This video is intended for hearing and sighted people who work in recreational facilities, such as zoos and museums. It explains how to provide service and improve access to facilities for deaf-blind consumers. Communication methods, use of a tty, how to tell when a deaf-blind person needs help and how to provide it, and deaf-blind culture are discussed. Ways of improving access, such as how to get printed materials made into Braille or large print, provision of good lighting, easy-to-read signage, interpreters and guides, are offered.

INTERPRETING AND TRANSLITERATING FOR PERSONS WHO ARE DEAF-BLIND

Raistrick, Kathryn L., (Ed.)

This brochure is an aid for those who are interpreting for persons who are deaf-blind. Interpreting for this population requires specialized competence and responsibilities. This is an effort to delineate these skills, as well as to discuss considerations for the interpreter both before and at the assignment. Modes of communication for persons who are deaf-blind vary widely due to the etiology of the deaf-blindness, the severity of the vision and hearing loss, as well as the age of onset. A comprehensive listing is included of most of the modes of communication used in the United States with persons who are deaf-blind. This list is not exhaustive, however, it will give the interpreter an overview of some of the varieties of communication options available. The information would also be of value to persons hiring interpreters as well as consumers. Few individuals know how demanding interpreting for persons who are deaf-blind can be. Appropriate preparation by all parties before an interpreting situation could make the interpreting situation much more effective.

INTERPRETING FOR INDIVIDUALS WHO ARE DEAF-BLIND: Standard Practice Paper

Registry of Interpreters for the Deaf, Inc. 2007, 3.

The amount and type of vision and hearing a person has determines the type of interpreting that will be most effective. This document provides an overview of interpreting for individuals who are deaf-blind including communication modes, environmental considerations, professional standards for interpreters, and a brief description of support service providers (an additional service that an individual who is deaf-blind may request). This document is available on the web at: [http://www.rid.org/UserFiles/File/pdfs/Standard Practice Papers/Drafts June 2006/Deaf-Blind SPP\(1\).pdf](http://www.rid.org/UserFiles/File/pdfs/Standard%20Practice%20Papers/Drafts%20June%202006/Deaf-Blind%20SPP(1).pdf)

Advocacy and Rights

COMMUNICATION: REACTION

Collins, Steven. 1992,

Discusses the need for deaf-blind people to be exposed to their natural language, American Sign Language. Also talks about his belief that parents and family members of people who are deaf-blind must build a rapport with, and interact with, members of the deaf-blind community.

Proceedings of the National Symposium on Children and Youth who are Deaf-Blind, Tysons Corner, VA, December 1992. J. Reiman and P. Johnson (Eds.)

FURTHER AND HIGHER EDUCATION FOR PEOPLE WITH USHER SYNDROME: Interview with Emma Hancock

Talbot-Williams, Sarah; Hancock, Emma. 3.

The author interviews a young woman, Emma Hancock, who has Usher Type 1 and who is a college student in London. The student discusses her difficulties in choosing the right school for her needs and finding financial support for the special services she requires, such as tutoring, interpreting, and note taking. Her difficulties in dealing with the attitudes of her fellow students and instructors and in coping with communication issues are included. The article ends with 11 tips that Ms. Hancock offers others in her situation. This document is available on the web at: <http://www.sense.org.uk/publications/allpubs/magazine/tsarticles/1996/usherfured.htm>

TALKING SENSE, vol. 42, #3, Autumn 1996, pp.24-26

GUIDELINES: Practical Tips for Working and Socializing with Deaf-Blind People

Smith, Theresa B. -- Sign Media, Inc: 2002, 288.

This second edition of Guidelines includes expanded chapters on topics such as tactile sign language, interpreting, conversation and physical environment. New information and more examples are included. Three new chapters include: Support Service Providers; Authority, Power and Control; and Meetings. The book is intended for people who know Sign Language, who are already experienced in "deafness" and in interacting with Deaf people, and who want to know more about "deaf-blindness" and interpreting for Deaf-Blind people. Professional interpreters, student interpreters, and anyone who wants to communicate and/or work more effectively with Deaf-Blind people will benefit from reading this book. May be ordered from Sign Media, Inc., 4020 Blackburn Lane, Burtonsville, MD 20866. Phone: (800) 475-4756. Cost: \$24.95 Publisher's web site: <http://www.signmedia.com>

Advocacy and Rights

IMPROVING ACCESS FOR DEAF-BLIND PEOPLE

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THE INTERPRETER, OUR BEST AND MOST IMPORTANT AID FOR COMMUNICATION

Johansson, Katarina. (Spring 1991) 15-17.

Author is Swedish. She describes the need for adequate interpreters internationally. Then she goes on to describe the way interpreters are used in Sweden to help the deaf-blind. The article concludes with the idea that there are still not enough interpreters for all those deaf-blind who could use them.

THE INTERNATIONAL NEWSLETTER FOR THE DEAF-BLIND, 1

NATURAL MORAL LAW AND THE RIGHT OF DEAFBLIND PEOPLE TO THE SERVICE OF GUIDE-INTERPRETERS

Jakes, Jan. 2003, 2.

In this article the author answers the question, "why do deafblind people need the services of guide-interpreters?". The author gives information on guide-interpreters, discusses a person's environment, and addresses the rights of people who are deafblind. Also outlines how legislation should address the issues of deaf-blind people.

DBI REVIEW, #32, July-December 2003, pp. 26-27.

Advocacy and Rights

AN OPEN LETTER TO OUR PARENTS: What We Wish You Had Known

Collins, Myra; Delgadillo, David; Frawley, Matt; Kinney, Ginger; Lugo, Joey; Lundgren, Jean; Price, Kathy; Rybarski, Shirley. September 1, 1994, 3pp.

This letter, composed by a group of people with Usher Syndrome who meet weekly at the Helen Keller National Center, advises parents to inform their children with Usher Syndrome about their disability, what it is called, that it is genetic, and that it can get progressively worse. The stress and embarrassment produced by symptoms of their condition in the teenage years (night blindness, clumsiness, difficulty in poor lighting) and the insensitivity of teachers unknowledgeable about the condition is discussed. None of the contributors received special services before age 17 and they feel that orientation and mobility training should start earlier with parents' support. They advise parents of deafblind children to learn and use sign language and to insure that their children learn tactual sign, sign tracking techniques, and Braille while they are still in school and before they actually need it. They also discuss the emotional ramifications of diagnosis and worsening vision: anger, frustration, and depression, sometimes suicidal, and stress that it is important that parents learn how their children feel and earn their trust by being honest with them about their condition. Available in Spanish.

USHER FAMILY SUPPORT

TEAM STRUCTURE FOR A DEAF-BLIND STUDENT

Dunn, Betsy J., CSC. 2000, 2.

This article provides examples and role definitions for support team members for a deafblind student. Roles of the student, parent, administrator/case manager, primary support teacher, interpreters, vision teacher, and mobility instructor are defined in detail. Various methods to define, establish and communicate the role of each team member to general educators are provided. Sample topics to address in a guidebook for inclusion of a deafblind student are included.

VIEWS, vol. 17, #3, March 2000, pp. 16-17.

TIPS FOR STUDENTS WITH USHER SYNDROME: Information Sheet

Baumgarner, Juli. 1.

Lists accommodations and adaptations that can be made in a classroom for students with Usher Syndrome. Includes suggestions for lighting, seating, classroom environment, materials, sign language techniques, orientation and mobility, and self advocacy.

USING INTERPRETERS WITH DEAF-BLIND CLIENTS: WHAT PROFESSIONAL SERVICE PROVIDERS SHOULD KNOW

Bourquin, Eugene A. 1996,

This article provides recommendations for using interpreters with deaf-blind clients. It describes the importance of using professional interpreters and not accepting an unqualified "signer" with good intentions. The communication process suffers without professional interpreters.

RE:VIEW, Vol. XXVII, #4, Winter 1996, pp.149-154

General Information on Deaf-Blindness

AT THEIR FINGERTIPS

TV Sea: 18 minutes.

A video portraying the views of people who live with Usher Syndrome and are deaf-blind. It describes the difficulties and adjustment associated with becoming blind while deaf. Four people are interviewed and tell (with the assistance of interpreters) what life is like for them, their struggles, and how they have come to accept their disability.

COMMUNICATING WITH YOUR DEAFBLIND PATIENTS

Sense: 3.

This article describes who deafblind people are, how to tell if someone is deafblind, and how to communicate with someone who is deafblind. Describes various methods of communication including fingerspelling and using the phone. Provides information on how to assist someone who is deafblind to get around in the community and how to ensure they are safe and healthy. Publisher's web site: <http://www.sense.org.uk> This document is available on the web at: <http://www.sense.org.uk/pdfs/10point.pdf>

DEAF-BLIND COMMUNICATION AND COMMUNITY: GETTING INVOLVED - A CONVERSATION

Smith, Theresa. 1993,

This ninety-minute tape offers two presentations of a forty-five minute conversation with Pat Cave and Janice Adams, two Deaf-Blind individuals. Moderated by Theresa Smith, this tape presents a discussion of topics such as general perceptions and experiences of deaf-blind adults and their communication frustration and needs. In addition, the two interpreters, one who is deaf and the other who is hearing, share some of their experiences and perceptions. The first portion of this tape is a full-screen, edited version of the conversation. The second portion uses special digital effects to present all five individuals on screen at the same time. Available from Sign Media Inc. for \$59.95 (\$98.95 when purchased as part of a set of 2 tapes). Phone: (800) 475-4756. Publisher's web site: <http://www.signmedia.com/>

General Information on Deaf-Blindness

DEAF-BLIND COMMUNICATION AND COMMUNITY: OVERVIEW AND INTRODUCTION

Smith, Theresa. 1993,

This is a forty-minute open-captioned tape that features Theresa Smith discussing a number of topics that provide a glimpse into the multi-faceted Deaf-Blind community. Among topics discussed are a definition and description of the community, individual communicative differences and preferences, becoming involved in the community, and setting limits. This tape also makes use of video footage to illustrate guiding and communication preferences. Available from Sign Media Inc. for \$49.95 (\$98.95 when purchased as part of a set of 2 tapes). Phone: (800) 475-4756. Publisher's web site: <http://www.signmedia.com/>

FUNCTIONAL IMPLICATIONS & ENVIRONMENTAL MODIFICATIONS WITH STUDENTS WHO HAVE USHER SYNDROME

Jordan, Beth. 2000, 6.

This is a list of tips for teachers, interpreters, students with deafblindness, family members, classmates, and members of the community to take into consideration in their relationships with deafblind people. Environmental tips for the classroom, lighting, and reading are included as well. Also available in electronic format.

GUIDELINES: Practical Tips for Working and Socializing with Deaf-Blind People

Smith, Theresa B. -- Sign Media, Inc: 2002, 288.

This second edition of Guidelines includes expanded chapters on topics such as tactile sign language, interpreting, conversation and physical environment. New information and more examples are included. Three new chapters include: Support Service Providers; Authority, Power and Control; and Meetings. The book is intended for people who know Sign Language, who are already experienced in "deafness" and in interacting with Deaf people, and who want to know more about "deaf-blindness" and interpreting for Deaf-Blind people. Professional interpreters, student interpreters, and anyone who wants to communicate and/or work more effectively with Deaf-Blind people will benefit from reading this book. May be ordered from Sign Media, Inc., 4020 Blackburn Lane, Burtonsville, MD 20866. Phone: (800) 475-4756. Cost: \$24.95 Publisher's web site: <http://www.signmedia.com>

General Information on Deaf-Blindness

INDEPENDENCE WITHOUT SIGHT OR SOUND: Suggestions for Practitioners Working with Deaf-Blind Adults

Sauerburger, Dona. -- American Foundation for the Blind: 1993, 194.

This book was written to help service providers in working with persons who are deaf-blind. There are numerous examples from actual experience and discussions of practical applications. Sections on service needs, communication, orientation and mobility, sensory deprivation and a survey of dog guide schools. Available from: AFB Press, Customer Service, P.O. Box 1020, Sewickley, PA 15143. Phone: 800-232-3044. Fax: 412-741-0609. Cost: \$39.95. Specify print or Braille.

MIND OVER MATTER: Coping with Disability

Ulrich, Nancy. / Helen Keller National Center. -- Helen Keller National Center: nd, ? 28 min.

Roberta Fanicelli interviews Winnie Tunnison about what it is like to be deaf adult who then loses her sight. Patricia Capone acts as interpreter for Winnie who signs her responses to Fanicelli's questions. Winnie discusses her emotional and intellectual responses to the realization that she was indeed going blind, including her hospitalization and treatment for depression. Ilene Miner represents the Helen Keller National Center and talks about what the program offers adults who are deaf-blind and the emotional impact often felt by those adults who find they are losing both sight and hearing. Open captioned. HKNC, 111 Middle Neck Road, Sands Point, NY 11050-1299, (516) 944-8900.

THE MIND TRAVELLER: The Ragin' Cajun

Sacks, Oliver. -- BBC Worldwide Americas, Inc. 1998, 50 min.

This video takes a look at Usher Syndrome through the experiences of Danny Delcambre, a deaf-blind restaurant owner in Seattle, Washington. Neurologist/author Oliver Sacks explores the nature of deaf culture, American Sign Language, and tactile signing with several deaf-blind adults in both Louisiana and Washington.

THE ONLY WAY SIGNING CAN KILL US

Clark, John Lee. 2006,

This article is a poem written by a person who is deafblind reflecting on sign language. This document is available on the web at: <http://www.nfb.org/Images/nfb/Publications/fr/fr22/fr06sum03.htm>

FUTURE REFLECTIONS, Summer 2006, Vol. 25, #2, p. 11.

General Information on Deaf-Blindness

TOUCHING LIVES: Portraits of Deaf-Blind People

Gordon, Myles; Hajjar, Susan. -- Navada Productions: 2002, 56:30.

This video is a documentary by a deaf-blind interpreter. Susan Hajjar, grew up with three siblings who are deaf-blind and tells the story of how their influence affected her life. The video features Jamie Lard, a deaf-blind woman who advocates on behalf of deafblind people. Jamie describes her upbringing including her time as a student at Perkins School for the Blind, and now as an adult living independently. It also features Harry Anderson, president of the American Association of Deafblind (AADB), and Ona Stewart, a deaf-blind woman with Usher syndrome who lives and works independently in a large city. Barbara Wagreich, who is orally trained and uses fingerspelling, is a software engineer who is unemployed at the time of the taping. She describes the difficulties she faces in gaining employment especially in a declining labor market of information technology. Describes how many people with deafblindness face isolation and loneliness. Other profiles include Chuck Ferraro, and the Tracy family. A transcript of the video is also available.

USING INTERPRETERS WITH DEAF-BLIND CLIENTS: WHAT PROFESSIONAL SERVICE PROVIDERS SHOULD KNOW

Bourquin, Eugene A. 1996,

This article provides recommendations for using interpreters with deaf-blind clients. It describes the importance of using professional interpreters and not accepting an unqualified "signer" with good intentions. The communication process suffers without professional interpreters.

RE:VIEW, Vol. XXVII, #4, Winter 1996, pp.149-154

VICTORY, MEASURED BY THE HEART

Hane, John. 1999,

An article highlighting the successful efforts of a woman with Usher Syndrome completing a triathlon with the assistance of a support team of interpreters and guides. Describes Maricar Marquez's experiences as a woman who is deaf-blind and her will to do many things including rock climbing, exploring caves, skydiving, and triathlon.

DEAF-BLIND AMERICAN, vol. 37, #3, April-June 1999, pp. 11- 14.

General Information on Deaf-Blindness

WORDS IN MY HANDS: A Teacher, a Deaf-Blind Man, an Unforgettable Journey

Chambers, Diane. -- Ellexa Press LLC: 2004, 263.

After his wife died when he was 86, Bert Reidel, a man with Usher Syndrome, moved to Colorado to live with his son and daughter-in-law. Although Bert was an expert Braille reader, he had never learned sign language and his wife had been his "eyes and ears" to the world. This book tells the story of Bert's life and how he learned sign language beginning at age 86. It illustrates that it is never too late to learn as it describes how sign language transformed not only Bert's life, but the lives of his family, friends, and the interpreter who was his sign language teacher. Cost \$15.95. Available from Ellexa Press LLC, 32262 Steven Way, Conifer, CO 80433. Fax: 303-838-7010. E-mail: dlc@ellexapress.CityMax.com. This document is available on the web at: <http://www.ellexapress.citymax.com>

RID VIEWS Articles

CHALLENGES IN DEAF-BLIND INTERPRETING: Then and Now

Jolley, Carolyn, CI. 1997, 2.

This article describes the growth in the field of interpreting services for deaf-blind people. Increased demands in an increasing array of settings have created the need to use new skills. Flexibility is necessary to provide a broad range of services to meet the unique and diverse communication needs of individuals who are deaf-blind.

IEWS, vol.14, #11, December 1997, p.16

COMMUNITY COMMITMENT TO NURTURING DEAF-BLIND INTERPRETERS

Galeota, Marthalee. 1997, 1.

This article outlines three programs available in the Seattle area for Deaf-Blind people and interpreters. The first is a mentoring program offered through the Deaf-Blind Service Center in Seattle. The second is a five-credit course on Deaf-Blind Interpreting that has been added as a required course for all interpreting students. This class is now offered each year during the fall quarter and is co-taught by a Deaf-Blind person and an interpreter. The third offering is the week-long retreat hosted by Seattle Lighthouse for Deaf-Blind people. It is planned, lead and directed by Deaf-Blind people.

IEWS, vol.14, #11, December 1997, p.22

A DAY IN THE LIFE OF THE STAFF INTERPRETERS AT THE HELEN KELLER NATIONAL CENTER

Hecker-Cain, Jane; Rubinberg, Ilissa. 2005,

Describes the challenges of coordinating interpreting services at a center-based program that includes consumers and staff who are deaf-blind, Deaf, blind and hearing. Includes the logistics of interpreting in a variety of individual and group settings as well specific adaptive equipment and techniques for facilitating individual styles and preferences.

IEWS, Vol. 22, #11, December 2005, pp. 35-36

RID VIEWS Articles

DEAF-BLIND INTERPRETING

McNamara, Jamie. 1997, 2.

The growth of the number of Deaf-Blind people and the thriving Deaf-Blind community feeds the demand for interpreters who are skilled with a variety of communication preferences, sensitive to cultural issues, and open to adapt to diverse needs. Interpreters are encouraged to get involved with the local/state Deaf-Blind organization to gain valuable skills and knowledge. Specific information about volunteering at the national convention of American Association of the Deaf-Blind is given.

IEWS, vol.14, #11, December 1997, p.10

DEAF-BLIND INTERPRETING: Many Paths on the Road

National Task Force on Deaf-Blind Interpreting. 2008, 3.

This article presents a list of some of the opportunities for interpreters to expand their skills around interpreting for deaf-blind people. The task force is seeking to gather and compile lists of all available training, volunteer and educational resources and opportunities.

RID VIEWS, vol. 25, #2, February 2008, pp. 11-13.

DEAF-BLIND INTERPRETING 101

Jacobs, Rhonda, CI and CT. 1997, 2.

Provides basic guidelines and points to keep in mind when interpreting with a deaf-blind person. Includes information about: vision and use of space; clothing; background; lighting; pacing; identifying; visual environment; language use and fatigue.

IEWS, vol.14, #11, December 1997, p.8

DEAF-BLIND INTERPRETING-INTERNATIONAL STYLE

Gregg, Carol, CT. 1997, 2.

Describes the experiences of an American interpreter during an international conference for people who are Deaf-Blind held in Columbia, South America.

IEWS, vol.14, #11, December 1997, p.13

DEAF-BLIND INTERPRETING: SETTINGS, SPECTRUMS AND SUCH

Morgan, Susanne, CI and CT; Olsen, Debbie, CI and CT. 2006, 2.

The authors are suggesting that the field of interpreting broaden their view to the full spectrum of users who wish to access their services which includes deaf-blind interpreting.

RID VIEWS, vol.23, #2, February 2006, pp. 30-31.

A DEAF-BLIND PERSPECTIVE

McGann, Richard. 2005,

Article about interpreting for consumers who are deaf-blind written by an adult who is deaf-blind. Briefly touches on the difference between interpreting for deaf and deaf-blind consumers; the difference between tracking and tactile interpreting; invites volunteers to assist at 2006 AADB conference as SSPs, interpreters and guides.

VIEWS, Vol. 22, #11, December 2005, pp. 1, 54

DEFINITIONS OF ALTERNATIVE COMMUNICATION STYLES WITH DEAF-BLIND PEOPLE

Devich, Julie. 1997, 1.

In this article several styles of communication used by Deaf-Blind people are examined. When interpreting for a Deaf-Blind person it is necessary to match their unique communication style with an accurate form of interpreting. Some issues to consider are knowing the field of available vision, knowing if the consumer is right or left-handed, and being able to use devices such as microphones or a TTY.

VIEWS, vol.14, #11, December 1997, p.15

THE DILEMMA OF DEAF-BLIND INTERPRETING

Sandefur, Ruth, RSC, OIC:V/S. 1997, 2.

This article highlights some of the differences between the services offered by special support providers (SSP) and Deaf-Blind Interpreters. The author coordinated interpreting services for meetings during the 1996 National Association of the Deaf Biennial Convention in Portland, Oregon, and uses situations from the convention to illustrate the different tasks of SSP and Deaf-Blind interpreters.

VIEWS, vol.14, #11, December 1997, p.20

RID VIEWS Articles

A GLOSSARY OF SOME COMMUNICATION METHODS USED WITH DEAF-BLIND PEOPLE

Cooper, Sheryl B. 1997, 2.

Contains descriptions of 13 methods of communication used by Deaf-Blind People. Includes: Print on Palm; Tadoma; Small Sign Language; Tactile Sign Language; Tactile Fingerspelling; FingerBraille; Alphabet Glove; Alphabet Card; Braille Alphabet Card; Tellatouch; TeleBraille and Braille Tape. Includes illustrations.

IEWS, vol.14, #11, December 1997, p.6

"I DON'T DO DEAF-BLIND"

Jacobs, Rhonda, CI and CT. 1997, 2.

The purpose of this article is to recruit interpreters to become skilled in working with Deaf-Blind people. The shortage of Deaf-Blind interpreters is discussed. The author encourages interpreters to attend an American Association of the Deaf-Blind convention or attend a Deaf-Blind workshop or training opportunity to experience this type of interpreting. Also listed are eight additional ways to get started in the field.

IEWS, vol.14, #11, December 1997, p.1

AN INTERVIEW ON DEAF-BLIND INTERPRETING WITH CHAD METCALF

Jacobs, Rhonda, CI and CT. 2008, 3.

This article is an interview of a deaf-blind person and his use of interpreters.

RID VIEWS, vol. 25, #2, February 2008, pp. 1,15,16.

ON BELAY....BELAY ON: Close Encounters In Deaf-Blind Interpreting

Galasso, Patrick, CI and CT. 2006, 2.

The author describes his experience interpreting on a cruise of the Western Caribbean with a group of people who are deaf and blind. He emphasizes throughout the article that people who are deaf-blind can enjoy life fully.

RID VIEWS, vol.23, #2, February 2006, pp. 20-21.

QUEST FOR SELF-IMPROVEMENT LEADS TO DEAF-BLIND SYMPHONY

Chambers, Diane L., BS, IC/TC. 2006, 2.

The author describes her ongoing desire to improve her interpreting skills with deaf-blind individuals. She states besides proficiency in expressive and receptive skills, deaf-blind interpreting calls for insightful thinking and discerning judgment. It requires action that is outside the realm of "regular" interpreting tasks, for it requires being the "ears" and "eyes". She describes her role over the past several years and finishes the article explaining her volunteering experience at Seabeck Conference Center in Seattle, WA for a week as an interpreter/SSP.

RID VIEWS, vol.23, #2, February 2006, pp. 6-7.

TACTILE INTERPRETING - ARE YOU READY?

Downey, Jodene. 1997, 1.

In this article various types of tactile interpreting are depicted illustrating possible work assignments an interpreter might encounter. Typing skills may be required if clients use laptop computers that have Braille output devices. Issues such as transportation needs and regulations; multiple roles; and team support for longer interpreting assignments, all need to be considered and planned for in advance so the Deaf-Blind person's needs will be met. Opportunities for obtaining more experience in these areas are listed.

IEWS, vol.14, #11, December 1997, p.12

TAKE THE HANDS-ON APPROACH

Bull, Elizabeth J., CT. 2008, 1.

This brief article encourages interpreters to take on assignments with deaf-blind individuals. .

RID VIEWS, vol. 25, #2, February 2008, p. 8.

TEAM STRUCTURE FOR A DEAF-BLIND STUDENT

Dunn, Betsy J., CSC. 2000, 2.

This article provides examples and role definitions for support team members for a deafblind student. Roles of the student, parent, administrator/case manager, primary support teacher, interpreters, vision teacher, and mobility instructor are defined in detail. Various methods to define, establish and communicate the role of each team member to general educators are provided. Sample topics to address in a guidebook for inclusion of a deafblind student are included.

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