

National Task Force on Deaf-Blind Interpreting

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

Third Edition

Acknowledgments

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Overview

The materials presented here are intended for interpreters and interpreter educators as well as for deaf-blind people seeking resources on advocacy and working with interpreters. There is also information that would be useful to researchers, interpreter coordinators and others seeking to increase their knowledge in this area. The articles, books and media are separated into topics that inform discussions regarding interpreting, communicating and working with deaf-blind people. Most of what is included here is available from the NCDB Library.

This document is also available in electronic format from the NCDB website, <http://www.nationaldb.org>. Under Library, click on Selected Topics, then click on Personnel, then Interpreting for Deaf-Blind Individuals - Annotated Bibliography. Direct link <https://nationaldb.org/library/list/20>

For additional information, see the Selected Topics section of the NCDB Library on the website or contact NCDB at (503) 838.8754 or by e-mail 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 at info@deafblindinterpreting.org 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. These would be good picks if you only have time to look at two or three resources.

DEAFBLIND INTERPRETING GUIDELINES

Gaus, Jill; Florence, Isabell. 2014. National Task Force on Deaf-Blind Interpreting (NTFDBI).

These revised guidelines provide interpreters and interpreting agencies with an awareness of the unique needs of DeafBlind people and their individual interpreting needs. It is important to remember that support needs vary greatly among DeafBlind people. 7 pages. Available at: <http://deafblindinterpreting.org/wp-content/uploads/2014/08/NTFDBI-DeafBlind-Interpreting-Guidelines.docx>

DEAF-BLIND COMMUNICATION AND COMMUNITY Getting Involved: A Conversation

Smith, Theresa. 1993.

This 90-minute video offers two presentations of a 45-minute conversation with Pat Cave and Janice Adams, two Deaf-Blind individuals. Moderated by Theresa Smith, this video 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 video 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 \$69.95 (\$115.95 when purchased with Overview and Introduction). Phone: 800-475-4756. Publisher's web site: <http://www.signmedia.com/>

DEAF-BLIND COMMUNICATION AND COMMUNITY Overview and Introduction

Smith, Theresa. 1993.

This 40-minute open-captioned video 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 resource also makes use of video footage to illustrate guiding and communication preferences. Available from Sign Media Inc. for \$59.95 (\$115.95 when purchased with Getting Involved: A Conversation). Phone: 800-475-4756. Publisher's web site: <http://www.signmedia.com/>

Recommended Resources

DEAF-BLIND INTERPRETING: Many Paths on the Road

National Task Force on Deaf-Blind Interpreting. 2008, February. VIEWS, Vol. 25, No. 2, pp. 11-13.

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. Standard print <http://deafblindinterpreting.org/docs/ManyPathsOnTheRoad.pdf>, large print <http://deafblindinterpreting.org/docs/ManyPathsOnTheRoad-LargePrint.pdf> and Word doc available on <http://deafblindinterpreting.org/documents/>.

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

Smith, Theresa B. 2002. Sign Media, Inc.

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. 288 pages. Available 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. No date. Ohio Center for Deafblind Education, University of Dayton.

This curriculum is designed to train interpreters to work with students who are deaf-blind. It consists of a 60-minute DVD and a 104-page print manual. There are eight 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

Recommended Resources

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.

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

Registry of Interpreters for the Deaf, Inc. 2007.

The amount and type of vision and hearing a person has determines the type of interpreting that will be most effective. This three-page 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). Available 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)

THE MIND TRAVELLER: The Ragin' Cajun

Sacks, Oliver. 1998. BBC Worldwide Americas, Inc.

This 50-minute 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. This is available for loan or videostreaming via the Described and Captioned Media Program (DCMP, www.dcmp.org). Requires membership in DCMP, which is free to qualified applicants.

Interpreting with Deaf-Blind People —General

ACHIEVING CULTURAL COMPETENCE: An Interview on Interpreters Working With Deaf-Blind People

Jacobs, Rhonda. 2009.

This seven-page document from the Registry of Interpreters for the Deaf Deaf-Blind Member Section Web page is the text of an interview that Rhonda Jacobs conducted with Jamie Pope, Executive Director of the American Association of the Deaf-Blind, and Aimee Chappelow Bader, who has Usher syndrome and is an adjunct assistant professor and ASL tutor with the Interpreter Training Program at Johnson County Community College in Kansas. Rhonda talked with Jamie and Aimee about deaf-blind culture, interactions with deaf-blind people, and how interpreters can integrate knowledge of deaf-blindness into their work. Available at: [http://www.rid.org/UserFiles/File/pdfs/Member_Sections/Deaf-Blind/Deaf-BlindConnections\(1\).pdf](http://www.rid.org/UserFiles/File/pdfs/Member_Sections/Deaf-Blind/Deaf-BlindConnections(1).pdf)

ANATOMY OF AN INTERPRETATION

Jacobs, Rhonda. 2013, May 23. National Task Force on Deaf-Blind Interpreting and the CATIE and MARIE Centers.

This 91-minute webinar, geared toward interpreter educators and working interpreters, with or without experience working with people who are deaf-blind, will build upon the previous webinar, A Process Model for Deaf-Blind Interpreting, and examine an interpretation done by a Deaf interpreter working with a Deaf-Blind individual, looking at how various aspects of an interpretation are done, particularly the incorporation of visual information. For participants who did not participate in the previous webinar, there will be a brief review of the process model of interpreting previously presented. Available at: <http://www.youtube.com/watch?v=Ps5j78E33yU>

ASLEEP, LAST ROW, ON THE LEFT

Jacobs, Rhonda. 2011. VIEWS, Vol. 28, No. 3, pp. 20-22.

This article is about interpreting for deaf-blind individuals. It defines back-channeling (how we let the person who is talking to us know that we are listening, we are following and what our reactions are to what they are saying while they are saying it). Examples of back-channeling, equal access and the primacy of touch for deaf-blind individuals are described.

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. 1994. Gallaudet University.

Interpreting with Deaf-Blind People —General

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; characteristics of vision loss; and recommendations for those looking for more information. 80 pages.

CASE OF THE MISSING NECKLINE

Jacobs, Rhonda. 2011. VIEWS, Vol. 28, Issue 1, p. 19

This one page fictional narrative illustrates the effect of an interpreter's neckline on a deaf-blind person's comprehension of an interpreted question. It is written from the perspective of a deaf-blind person with tunnel vision.

COMMUNICATION FACILITATORS (CFs)

granda, aj. 2007, April-June. THE DEAF-BLIND AMERICAN, Vol. 46, No. 2, pp. 27-28.

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/>

DEAFBLIND INTERPRETING GUIDELINES

Gaus, Jill; Florence, Isabell. 2014. National Task Force on Deaf-Blind Interpreting (NTFDBI).

These revised guidelines provide interpreters and interpreting agencies with an awareness of the unique needs of DeafBlind people and their individual interpreting needs. It is important to remember that support needs vary greatly among DeafBlind people. 7 pages. Available at: <http://deafblindinterpreting.org/wp-content/uploads/2014/08/NTFDBI-DeafBlind-Interpreting-Guidelines.docx>

DEAF-BLIND CONNECTIONS

Jacobs, Rhonda. 2008, July. VIEWS, Vol. 25, No. 7, pp. 44-45.

This inaugural column of "Deaf-Blind Connections" about deaf-blind interpreting and the deaf-blind community explains why such a column is important for interpreters by using the concept of contact in improvisational dance as a metaphor. Contact is a much larger and all-encompassing concept than touch because it implies communication—a give and take with another person—at a given moment in time. Information about resources for interpreters and news from the National Task Force on Deaf-Blind Interpreting is also included.

Interpreting with Deaf-Blind People —General

DEAF-BLIND CONNECTIONS: Interpreting as Möbius Strip

Jacobs, Rhonda. 2008. VIEWS, Vol. 25, No. 8, pp. 44-45.

A Möbius strip is a continuous loop of ribbon such that if you follow your finger along one side, you will end up on the other side and then back again to where you originally started. In this edition of the column "Deaf-Blind Connections," the author uses a Möbius strip as a metaphor to explore the interplay of factors that make up deaf-blind interpreting. These factors include the skills needed to do deaf-blind interpreting, but also factors related to human dynamics such as interpersonal demands (the interactions of individuals present in the interpreting situation) and intrapersonal demands (psychological and physiological factors within the interpreter that have an effect on the interpreting event).

DEAF-BLIND INTERPRETING

American Association of the Deaf-Blind. 2007, April-June. THE DEAF-BLIND AMERICAN, Vol. 46, No. 2.

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

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

Frankel, Mindy A. 2002. SIGN LANGUAGE STUDIES, Vol. 2, No. 2, pp. 169-180.

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.

DEAF-BLIND INTERPRETING: Many Paths on the Road

National Task Force on Deaf-Blind Interpreting. 2008, February. VIEWS, Vol. 25, No. 2, pp. 11-13.

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. Standard print <http://deafblindinterpreting.org/docs/ManyPathsOnTheRoad.pdf>, large print <http://deafblindinterpreting.org/docs/ManyPathsOnTheRoad-LargePrint.pdf> and Word doc available on <http://deafblindinterpreting.org/documents/>.

Interpreting with Deaf-Blind People —General

DEAF-BLIND INTERPRETING 101

Jacobs, Rhonda. 1997, December. VIEWS, Vol. 14, No. 11, p. 8.

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.

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

Washington State Deaf-Blind Citizens, Inc. 2005.

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. 101 pages. Available from Washington State Deaf-Blind Citizens. Publisher's web site: <http://www.wsdabc.org>

DEPRIVATION OF INFORMATION

O'Malley, Drena. No date. Deafblind International.

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), and 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. 4 pages.

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

Reed, Sarah. 2003. In 13th Dbl World Conference on Deafblindness Conference Proceedings, August 5-10, 2003, Mississauga, Ontario, Canada. Canadian Deafblind and Rubella Association.

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.

Interpreting with Deaf-Blind People —General

DISCOURSE GENRE AND LINGUISTIC MODE: Interpreter Influences in Visual and Tactile Interpreted Interaction

Metzger, Melanie; Fleetwood, Earl; Collins, Steven D. 2004, Winter. *Sign Language Studies*, Vol. 4, No. 3, pp. 118-136.

In this article, the authors investigate visual and tactile ASL-English interpreters' influences on interactive discourse through an interactional sociolinguistic analysis of videotaped, interpreted interactions. They examine the participation framework of each of the interactions to determine whether the interpreters' utterances influence the interaction. For example, how do interpreters' code choices align them with the Deaf-sighted, Deaf-Blind, or hearing participants? How do interpreters create footings within their renditions and self-generated nonrenditions? Based on a growing body of research on tactile signed languages and on signed language interpretation of dyadic interaction such as student-teacher meetings, medical interviews, and multiparty genres such as classroom discourse, they examine ways in which discourse genre and linguistic mode contribute to those interpreter-generated influences. Publisher's web site: <http://gupress.gallaudet.edu/SLS.html>

DOING IT ON A PLATFORM

Jacobs, Rhonda. 2012. *VIEWS*, Vol. 29, No. 3, pp. 19-20.

Describes strategies for interpreting platform presentations and events for people who are deaf-blind. Revised version available at: <http://files.rid.org/articles/DeafBlindSummer2012.pdf>

DRESSED TO DISTRESS?

Potterveld, Tara; Lambert, Marylouise. 2001. *SEE/HEAR*, Vol. 6, No. 1, pp. 9-10.

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. Available at: <http://www.tsbvi.edu/seehear/winter01/dressed.htm>

EFFECTIVE USE OF INTERPRETERS IN GENERAL PHYSICAL EDUCATION

Best, Carah; Lieberman, Lauren; Arndt, Katrina. 2002, October. *JOPERD*, Vol. 73, No. 8, pp. 45-50.

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.

Interpreting with Deaf-Blind People —General

FROM IGNORANCE TO UNDERSTANDING: Adventures in Deaf-Blind Interpreting

Van Dusen, Robin. 2009. DEAF-BLIND PERSPECTIVES, Vol. 16, No. 2, pp. 8-10.

This article is about how the experiences the author had at the Seabeck camp changed her as a person and pointed her professional life in a new direction. Available at: <http://documents.nationaldb.org/dbp/apr2009.htm#robin>

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

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

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. 13 pages. This same content is also available in Word format on a CD. Available at: <http://www.dblink.org/pdf/interpreter.pdf>

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

Smith, Theresa B. 2002. Sign Media, Inc.

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. 288 pages. Available 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>

HANDS DOWN, AN IDEA WHOSE TIME HAS COME

Jacobs, Rhonda. 2012. VIEWS, Vol. 29, No. 4, p. 18.

This article explores the possibility of creating a "Hands Down Rule": every 10-15 minutes of interpreting with an individual who is deaf-blind at conferences, meetings and other situations, everyone puts their hands down for two minutes (interpreters, the presenters and the deaf-blind participants). Available at: <http://www.rid.org/userfiles/File/pdfs/Committees/DeafBlindConnections.pdf>

Interpreting with Deaf-Blind People —General

IMPLICATIONS OF DEAFBLINDNESS ON VISUAL ASSESSMENT PROCEDURES: Considerations for Audiologists, Ophthalmologists, and Interpreters

Hyvarinen, Lea. 2007.

This article describes strategies that ophthalmologists and audiologists can use when assessing the vision or hearing of individuals who are deaf-blind. It also describes how these professionals can work with interpreters during the assessment process.

IMPLICATIONS OF VISION LOSS ON THE INTERPRETING PROCESS

Foxman, Leslie; Lampiris, Angela. 1999. In Proceedings of the 16th National Convention of the Registry of Interpreters for the Deaf.

This 14-page 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 observation 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.

INTERPRETING AND TRANSLITERATING FOR PERSONS WHO ARE DEAF-BLIND

Raistrick, Kathryn L. 1988. Illinois Department of Rehabilitation Services.

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. 13 pages.

Interpreting with Deaf-Blind People —General

INTERPRETING AND WORKING WITH DEAFBLIND PEOPLE

Bar-Tzur, David. 2000, July 26. www.theinterpretersfriend.org.

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. 9 pages. Publisher's web site: <http://www.theinterpretersfriend.org> Available at: <http://www.theinterpretersfriend.org/pd/ws/db/text.html>

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

Registry of Interpreters for the Deaf, Inc. 2007.

The amount and type of vision and hearing a person has determines the type of interpreting that will be most effective. This three-page 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). Available 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 FOR DEAF-BLIND STUDENTS: Factors to Consider

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

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.

INTERPRETING FOR THE STUDENT WITH A COCHLEAR IMPLANT

Young, Barbara. 2009. VIEWS, Vol. 26, No. 3, pp. 20-22

This article addresses advances in cochlear implant technology and how the increase in the number of young cochlear implant users has created a need for educational interpreters to become more knowledgeable about effectively working with this population of students. The article details some of the issues inherent in working with students who use cochlear implants and offers recommendations for interpreters.

INTERPRETING FOR THE DEAF-BLIND

Smithdas, Robert J. 1979, October. NAT-CENT NEWS, pp. 1-4.

Interpreting with Deaf-Blind People —General

This editorial describes the many variables that affect direct, person-to-person communication with deaf-blind individuals and a movement by interpreters to define their rights while interpreting for deaf or deaf-blind people during meetings and conferences. Since interpreting involves sending and receiving information, it is logical that deaf-blind people should have rights relative to interpreting. He provides a list of suggestions for a definitive code of rights relative to interpreting.

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

Morgan, Susanne. No date. Ohio Center for Deafblind Education, University of Dayton.

This curriculum is designed to train interpreters to work with students who are deaf-blind. It consists of a 60-minute DVD and a 104-page 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.

AN INTERVIEW ON DEAF-BLIND INTERPRETING WITH CHAD METCALF

Jacobs, Rhonda. 2008, February. *IEWS*, Vol. 25, No. 2, pp. 1, 15-16.

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

KNOWLEDGE MEETS SKILL: A Primer on Vocabulary

Jacobs, Rhonda. 2013, Winter. *IEWS*, Vol. 30, No. 1, pp. 16-17, 38.

This article is a basic primer on vocabulary for interpreters that may be used in deaf-blind contexts and some signs that are commonly used by deaf-blind people. It is not all-inclusive and some vocabulary, especially related to technology, is constantly evolving.

Interpreting with Deaf-Blind People —General

MANUAL AND SPOKEN COMMUNICATION

Prickett, Jeanne Glidden. 1995. In Kathleen Mary Huebner, Jeanne Glidden Prickett, Therese Rafalowski Welch, & Elga Joffe (Eds.), *Hand in Hand: Essentials of Communication and Orientation and Mobility for Your Students Who Are Deaf-Blind*, Vol I. (pp. 261-286). AFB Press.

This chapter examines language-based communication as a mode of interaction for students who are deaf-blind. There are three 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.

OBSERVATIONS AND REFLECTIONS AFTER ATTENDING "INTERPRETING STRATEGIES FOR INDIVIDUALS WHO ARE DEAF- BLIND" AT THE HELEN KELLER NATIONAL CENTER

Nyquist, Karen Sue. 2012, Fall. *RESOURCES*, Vol. 17, No. 2, pp. 1-5.

Available at: <http://files.cadbs.org/200002100-8c6588d5f3/reSourcesFall2012Nyquist.pdf>

PATIENCE OR PRESENCE: A Reflection on Qualities

Jacobs, Rhonda. 2010, Spring. *VIEWS*, Vol. 27, No. 2, pp. 20-21.

The author reflects on the qualities an interpreter should have in order to work with people who are deaf-blind. She writes that often the perspective interpreters assume or have been taught is that patience is an essential quality. Instead of patience, which can have a negative connotation, she suggests another way to look at an interpreter's way of being and doing is to have a quality of presence, to be with what is happening, to be with people where they are and how they are.

PROCEEDINGS OF AN INTERNATIONAL SYMPOSIUM ON DEVELOPMENTS AND INNOVATIONS IN INTERPRETING FOR DEAFBLIND PEOPLE Held at Leeuwenhorst, The Netherlands, June 1999

Hawcroft, Lynne; Peckford, Bob (Ed.) 1999. CACDP.

Proceedings of the third annual conference 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 interpreter services. Three overview

Interpreting with Deaf-Blind People —General

papers are presented addressing the interim results from that study in the areas listed above. Additional technical papers that review recent research, developments and models of training are included in the proceedings as well.

A PROCESS MODEL FOR DEAF-BLIND INTERPRETING

Jacobs, Rhonda. 2005. Journal of Interpretation, Registry of Interpreters for the Deaf.

This 23-page 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.

A PROCESS MODEL FOR DEAF-BLIND INTERPRETING

Jacobs, Rhonda. 2013, February 21. National Task Force on Deaf-Blind Interpreting and the CATIE and MARIE Centers.

This 90-minute webinar, geared toward interpreter educators and working interpreters, with or without experience working with people who are deaf-blind, presents A Process Model for Deaf-Blind Interpreting as published in the 2005 Journal of Interpretation, updated to include work published since 2005. Participants examine a process model of interpreting as it relates to deaf-blind interpreting, considering such elements as visual information, message analysis, contextual analysis, linguistic modifications and back-channeling. Available at: <http://www.youtube.com/watch?v=JkpykTKzwAc>

PRO-TACTILE: The DeafBlind Way (VLOG #1)

Nuccio, Jelica; granda, aj. 2013.

This online vlog is one in a series of online vlogs describing what Pro-Tactile means within the DeafBlind community. "Pro-Tactile" in this context means the value of touch for purposes of communication. During this conversation, Jelica and aj give each other tactile feedback the whole time, tapping on each other's legs, hands, shoulders, and arms with one hand and simultaneously signing with their other hand. 9 minutes, 44 seconds. Available at: <http://www.protactile.org/pt-vlog---1.html>

PRO-TACTILE: The DeafBlind Way (VLOG #2)

Nuccio, Jelica; granda, aj. 2013.

This online vlog is the second in a series of online vlogs describing what Pro-Tactile means within the DeafBlind community. "Pro-Tactile" in this context means the value of touch for purposes of communication. During this brief presentation, Jelica and aj identify back-channeling as the most important Pro-Tactile (PT) practice. 5 minutes. Available at: <http://www.protactile.org/pt-vlog---2.html>

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PRO-TACTILE: The DeafBlind Way (VLOG #3)

Nuccio, Jelica; granda, aj. 2013.

This online vlog is the third in a series of online vlogs describing what Pro-Tactile means within the DeafBlind community. "Pro-Tactile" in this context means the value of touch for purposes of communication. During this brief presentation, Jelica and aj talk about the difference between haptics and Pro-Tactile. 5 minutes, 35 seconds. Available at: <http://www.protactile.org/pt-vlog---3.html>

PRO-TACTILE: The DeafBlind Way (VLOG #4)

Nuccio, Jelica; granda, aj. 2013. This online vlog is the fourth in a series of online vlogs describing what Pro-Tactile means within the DeafBlind community. "Pro-Tactile" in this context means the value of touch for purposes of communication. During this brief conversation, Jelica and aj continue the conversation regarding back-channeling begun on a previous vlog in order to respond to questions they received about the practice. 5 minutes, 17 seconds. Available at: <http://www.protactile.org/pt-vlog---4.html>

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

Edenas-Battison, Christina S. 2003. In 13th Dbl World Conference on Deafblindness Conference Proceedings, August 5-10, 2003, Mississauga, Ontario, Canada. Canadian Deafblind and Rubella Association.

This is the text of a workshop presentation given at the 13th Dbl World Conference on Deaf-Blindness. The 10-page 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.

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

Morgan, Susie. 1998. DEAF-BLIND PERSPECTIVES, Vol. 6, No. 1, pp. 3-7.

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. Available at: <http://documents.nationaldb.org/dbp/pdf/sept98.pdf>

TIPS FOR INTERPRETERS WORKING WITH DEAF-BLIND CONSUMERS

Reis, Rossana. 2007, April-June. THE DEAF-BLIND AMERICAN, Vol. 46, No. 2, pp. 15

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-17.

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

TIPS FOR STUDENTS WITH USHER SYNDROME: Information Sheet

Baumgarner, Juli.

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. Available at: <http://www.unr.edu/ndsip/tipsheets/usher.pdf>

TOUCH OF COMMUNICATION

Morgan, Susanne. 2002, August/September. NADMAG, Vol. 2, No. 3, pp. 26, 28.

This two-page 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.

VIDEO EXAMPLES OF DEAF-BLIND INTERPRETING

National Task Force on Deaf-Blind Interpreting and the CATIE and MARIE Centers. 2013.

The following links are examples of Deaf-Blind Interpreting created by the National Task Force on Deaf-Blind Interpreting and the CATIE and MARIE Centers.

<http://vimeo.com/65788899>

<http://vimeo.com/65866418>

<http://vimeo.com/65971191>

<http://vimeo.com/66567175>

<http://vimeo.com/66571702>

<http://www.youtube.com/watch?v=3Ur3WnhDj9E>

VIDEO RELAY SERVICES FOR PEOPLE WHO ARE DEAF-BLIND

Gasaway, Mark A. 2007, April-June. THE DEAF-BLIND AMERICAN, Vol. 46, No. 2, pp. 22-26.

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

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WHAT IS VISUAL INFORMATION?

Jacobs, Rhonda. 2007, April-June. THE DEAF-BLIND AMERICAN, Vol. 46, No. 2, pp. 7-11.

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 five-page 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/>

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

Morgan, Susanne. 2001. DEAF-BLIND PERSPECTIVES, Vol. 9, No. 1, pp. 1-3.

This three-page 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. Available at: <http://documents.nationaldb.org/dbp/pdf/sept01.pdf>

WORKING WITH THE DEAF-BLIND COMMUNITY

Weiss, Diane Goldberg. 1993, September. NAT-CENT NEWS, Vol. 24, No. 1, pp. 29-39.

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.

Interpreting with Deaf-Blind People —Theatrical Settings

ACCESSIBILITY TO THEATER FOR DEAF AND DEAF-BLIND PEOPLE: LEGAL, LANGUAGE AND ARTISTIC CONSIDERATIONS

Kilpatrick, Brian R.; Andrews, Jean. 2009. INTERNATIONAL JOURNAL OF INTERPRETER EDUCATION, Vol. 1, pp. 126-127.

Without accessibility, theater can be meaningless to deaf, hard of hearing, and deaf-blind consumers. This article discusses theatrical interpreting options ranging from English text-based accessibility (the closest to the English language), to shadow interpreting (provides accessibility in American Sign Language). Using historical research methods, semi-structured and structured interviews, open-ended questions, archival materials, and published documents on theatrical interpreting, the authors provide a descriptive commentary about accessibility options based on legal, language, and artistic considerations. Following these descriptions, the authors recommend that interpreter training programs include theatrical interpretation techniques. One brief section is devoted to interpreting for people who are deaf-blind.

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

De Jong, Lynda. 1999. DEAF-BLIND AMERICAN, Vol. 37, No. 3, pp. 15-17.

An article describing a college program that uses tactile interpreters for deaf-blind theater-goers 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.

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

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

This nine-page "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

2004. <http://www.projectsalute.net/Learned/Learnedhtml/SpanishEnglish.html>

This website describes issues related to working with Spanish-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.

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, April-June. THE DEAF-BLIND AMERICAN, Vol. 46, No. 2, pp. 12-14.

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/>

TIPS FOR STUDENTS WITH USHER SYNDROME: Information Sheet

Baumgarner, Juli. No date.

This one-page information sheet 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. Available at: <http://www.unr.edu/ndsip/tipsheets/usher.pdf>

TIPS ON MINIMIZING FATIGUE OR PAIN DURING TACTILE COMMUNICATION

Damato, Nadia. 2014. VIEWS, Vol. 31, No. 1, p. 36.

The author of this article is a tactile ASL user. She provides tips to minimize pain for DeafBlind people during Tactile ASL (TASL). Tips on receiving tactile communication as well as tips on providing tactile communication are listed.

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

The following articles are written by deaf-blind people.

DEAF-BLIND INTERPRETING

McNamara, Jamie. 1997, December. *VIEWS*, Vol. 14, No. 11, p. 10.

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.

A DEAF-BLIND PERSPECTIVE

McGann, Richard. 2005, December. *VIEWS*, Vol. 22, No. 11, pp. 1, 54.

This article about interpreting for consumers who are deaf-blind is written by an adult who is deaf-blind. Briefly touches on the difference between interpreting for deaf and deaf-blind consumers, and the difference between tracking and tactile interpreting.

INTERPRETING FOR THE DEAF-BLIND

Smithdas, Robert J. 1979, October. *NAT-CENT NEWS*, pp. 1-4.

This editorial describes the many variables that affect direct, person-to-person communication with deaf-blind individuals and a movement by interpreters to define their rights while interpreting for deaf or deaf-blind people during meetings and conferences. Since interpreting involves sending and receiving information, it is logical that deaf-blind people should have rights relative to interpreting. He provides a list of suggestions for a definitive code of rights relative to interpreting.

Research and Theory in Deaf-Blind Interpreting

The articles in this section contain some of the results of research on 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 D. 2004. Doctoral dissertation, Union Institute and University. UMI Dissertation Services.

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 slight modifications from these "invisible" non-manual morphemes to tactile morphemes. Accrued data concentrates on six fundamental features of adverbial morphemes intrinsic to TASL: manner/degree, time, duration, purpose, frequency, and place/position/direction. 126 pages.

ANATOMY OF AN INTERPRETATION

Jacobs, Rhonda. 2013, May 23. National Task Force on Deaf-Blind Interpreting and the CATIE and MARIE Centers.

This 90-minute webinar, geared toward interpreter educators and working interpreters, with or without experience working with people who are deaf-blind, will build upon the previous webinar, A Process Model for Deaf-Blind Interpreting, and examine an interpretation done by a Deaf interpreter working with a Deaf-Blind individual, looking at how various aspects of an interpretation are done, particularly the incorporation of visual information. For participants who did not participate in the previous webinar, there will be a brief review of the process model of interpreting previously presented. Available at: <http://www.youtube.com/watch?v=Ps5j78E33yU>

AUTONOMY AND LINGUISTIC STATUS OF NONSPEECH LANGUAGE FORMS

Teodorsson, S. T. 1980, March. Journal of Psycholinguistic Research, Vol. 9, No. 2, pp. 121-145.

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

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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.

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

Osaki, Yasuhiro, et al. 2004. NEUROREPORT, Vol. 15, No. 2, pp. 287-291.

This scientific article reports the results of a small study comparing neural processes activated in tactile communication. The subjects of the study were one individual who was Deaf-Blind, and six individuals who had no hearing or vision loss. The authors of this study identify the specific areas of the brain activated through tactile communication, and report that these areas differ from the areas activated by auditory reception of language.

CYBERSIGN AND NEW PROXIMITIES: Impacts of New Communication Technologies on Space and Language

Keating, Elizabeth; Edwards, Terra; Mirus, Gene. 2008. JOURNAL OF PRAGMATICS, Vol. 40, pp. 1067-1081.

This article addresses ways that new digital communication technologies that transmit video images (e.g., via the Internet or videophone) are influencing social interaction and language use among the Deaf community in the U.S. It shows examples of ways signers are inventing or adapting communication behaviors as a result of technological mediation of their visual space. Although the article does not directly address these issues for individuals who are deaf-blind, it includes a couple of examples of how some adaptations are similar to adaptations used by deaf-blind people.

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

Frankel, Mindy A. 2002. SIGN LANGUAGE STUDIES, Vol. 2, No. 2, pp. 169-180.

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.

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

Quinto-Pozos, David. 2002. In Richard P. Meier, Kearsy Cormier, & David Quinto-Pozos (Eds.), Modality and Structure in Signed and Spoken Languages (pp. 442-467).

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Cambridge University Press.

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. Non-manual 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 non-manual 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.

DISCOURSE GENRE AND LINGUISTIC MODE: Interpreter Influences in Visual and Tactile Interpreted Interaction

Metzger, Melanie; Fleetwood, Earl; Collins, Steven D. 2004. Sign Language Studies, Vol. 4, No. 3, pp. 118-136.

In this article, the authors investigate visual and tactile ASL-English interpreters' influences on interactive discourse through an interactional sociolinguistic analysis of videotaped, interpreted interactions. They examine the participation framework of each of the interactions to determine whether the interpreters' utterances influence the interaction. For example, how do interpreters' code choices align them with the Deaf-sighted, Deaf-Blind, or hearing participants? How do interpreters create footings within their renditions and self-generated nonrenditions? Based on a growing body of research on tactile signed languages and on signed language interpretation of dyadic interaction such as student-teacher meetings, medical interviews, and multiparty genres such as classroom discourse, they examine ways in which discourse genre and linguistic mode contribute to those interpreter-generated influences. Publisher's web site: <http://gupress.gallaudet.edu/SLS.html>

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

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

A plenary presentation at the International Symposium on Development and Innovations in Interpreting for Deafblind People, Netherlands, June 1999 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. Text available at: <http://web.media.mit.edu/~anjchang/COMTOUCH/compres.htm>

Research and Theory in Deaf-Blind Interpreting

FROM COMPENSATION TO INTEGRATION: Effects of the Pro-Tactile Movement on the Sublexical Structure of Tactile American Sign Language

Edwards, Terra. 2014, June. JOURNAL OF PRAGMATICS,
<http://dx.doi.org/10.1016/j.pragma.2014.05.005>

This article examines a divergence in the sublexical structure of Visual American Sign Language (VASL) and Tactile American Sign Language (TASL). The author's claim is that TASL is a language, not just a relay for VASL. In order to make that case, she shows how changes in the structure of interaction, driven by the aims of the "pro-tactile" social movement, contributed to a redistribution of complexity across grammatical sub-systems. She argues that these changes constitute a departure from the structure of VASL and the emergence of a new, tactile language. In doing so, she apprehends language emergence not as a "liberation" from context, but as a process of contextual integration.

HAPTICES AND HAPTEMES: A Case Study of Developmental Process in Social-Haptic Communication of Acquired Deafblind People

Lahtinen, Riitta M. 2008.

This dissertation describes a qualitative study of communication between a deaf-blind individual and his hearing-sighted partner and how their communication experiences changed as his hearing and vision deteriorated. It focuses on social-haptic communication, a form of touch communication that augments verbal or signed language. Two different elements of social-haptic communication are classified. (1) Haptices—messages shared by touch on the body. These messages make it possible to share such things as emotional experiences, social atmospheres, hobbies, and games. (2) Haptemes—the small components of touch messages that make up each haptice. A hapteme is received through a body channel, in which the whole body is transmitting touch information. 196 pages.

INTERVIEW WITH TERRA EDWARDS

Salas, Daniel. 2011, November 21. THE WENNER-GREN BLOG. Published online at:
<http://blog.wennergren.org/2011/11/interview-with-terra-edwards/>

Terra Edwards discusses what led her to her dissertation research, "Language, Embodiment, and Sociality in a Tactile Life-world: Communication Practices in Everyday Life among Deaf-Blind People in Seattle, Washington," the relationships between anthropology, communications and the Deaf-Blind community, and some of the findings of her research that she found surprising.

LANGUAGE EMERGENCE IN THE SEATTLE DEAFBLIND COMMUNITY

Edwards, Terra. 2014. University of California.

This dissertation examines the social and interactional foundations of a grammatical

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divergence between Tactile American Sign Language (TASL) and Visual American Sign Language (VASL). The author's central claim is that TASL is breaking away from the scaffolding of VASL and is emerging as a distinct linguistic system. In order to make that case, she examines the effects of a recent social movement, known as the Pro-Tactile movement, on communication practices in the Seattle DeafBlind community, and shows how those practices are giving rise to new grammatical subsystems in TASL. 268 pages. Available at: <https://dl.dropboxusercontent.com/u/3711257/Edwards%20Dissertation.pdf> This document is available as an rtf on request.

MISUNDERSTANDING AND REPAIR IN TACTILE AUSLAN

Willoughby, L.; Manns, H.; Iwasaki, S; Bartlett, M. 2014. SIGN LANGUAGE STUDIES, Vol. 14, No. 4, pp. 419-443.

This paper reports the results of a study of tactile Auslan conversations, paying particular attention to how experienced tactile signers resolve misunderstandings, often caused by the absence of non-manual signals in tactile sign. The authors provide examples of conversations analyzed to highlight important features of their findings.

PROCEEDINGS OF AN INTERNATIONAL SYMPOSIUM ON DEVELOPMENTS AND INNOVATIONS IN INTERPRETING FOR DEAFBLIND PEOPLE Held at Leeuwenhorst, The Netherlands, June 1999

Hawcroft, Lynne; Peckford, Bob (Ed.) 1999. CACDP.

The third annual conference 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 interpreter services. Three overview papers are presented addressing the interim results from that study in the areas listed above. Additional technical papers that review recent research, developments and models of training are included in the proceedings as well. 83 pages.

A PROCESS MODEL FOR DEAF-BLIND INTERPRETING

Jacobs, Rhonda. 2005. Journal of Interpretation. Registry of Interpreters for the Deaf.

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. 23 pages.

A PROCESS MODEL FOR DEAF-BLIND INTERPRETING

Jacobs, Rhonda. 2013, February 21. National Task Force on Deaf-Blind Interpreting and

Research and Theory in Deaf-Blind Interpreting

the CATIE and MARIE Centers.

This 90-minute webinar, geared toward interpreter educators and working interpreters, with or without experience working with people who are deaf-blind, will present A Process Model for Deaf-Blind Interpreting as published in the 2005 Journal of Interpretation, updated to include work published since 2005. Participants examine a process model of interpreting as it relates to deaf-blind interpreting, considering such elements as visual information, message analysis, contextual analysis, linguistic modifications and back-channeling. Available at: <http://www.youtube.com/watch?v=JkpykTKzwAc>

SENSING THE RHYTHMS OF EVERYDAY LIFE: Temporal Integration and Tactile Translation in the Seattle Deaf-Blind Community

Edwards, Terra. 2012. LANGUAGE IN SOCIETY, Vol. 41, No. 1, pp. 29-71.

This article is concerned with how social actors establish relations between language, the body, and the physical and social environment. The empirical focus is a series of interactions between Deaf-Blind people and tactile signed language interpreters in Seattle, Washington. Many members of the Seattle Deaf-Blind community were born deaf and, due to a genetic condition, lose their vision slowly over the course of many years. Drawing on recent work in language and practice theory, the author argues that these relations are established by Deaf-Blind people through processes of INTEGRATION whereby continuity between linguistic, embodied, and social elements of a fading visual order are made continuous with corresponding elements in an emerging tactile order. In doing so, she contributes to current attempts in linguistic anthropology to model the means by which embodied, linguistic, and social phenomena crystallize in relational patterns to yield worlds that take on the appearance of concreteness and naturalness.

SIGNED CONVERSATIONS OF DEAF-BLIND PEOPLE

Mesch, Johanna. 2003. 13th Dbl World Conference on Deafblindness Conference Proceedings, August 5-10, 2003, Mississauga, Ontario, Canada. Canadian Deafblind and Rubella Association.

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.

SIGNING FOR VIEWING: Some Relations Between the Production and Comprehension of Sign Language

Emmorey, Karen. 2005. In Anne Cutler (Ed.), Twenty-First Century Psycholinguistics: Four Cornerstones. Lawrence Erlbaum Associates.

This book chapter explores how visual perception and manual production interact at the level of phonology in sign language. Speculations regarding the development of visual-motor integration for sign language, implications of the direct perception of the sign articulators, and some unique problems that sign language raises for the perceptual loop hypothesis of language monitoring are presented. Includes a discussion of visual

Research and Theory in Deaf-Blind Interpreting

monitoring of sign output for signers with Usher syndrome. 17 pages.

THE SOCIOLINGUISTICS OF SIGN LANGUAGE

Lucas, Ceil; Bayley, Robert; Blumenthal Kelly, Arlene. 2005. In Martin J. Ball (Ed.), *Clinical Sociolinguistics* (pp. 250-264). Blackwell Publishing.

This chapter on sociolinguistic variation in American Sign Language (ASL) contains a 2-page section on variations in tactile ASL (primarily a summary of a study by Collins and Petronio that was published in "Pinky Extension and Eye Gaze: Language Use in Deaf Communities," Gallaudet University Press, 1998).

STUDY OF THE TACTUAL AND VISUAL RECEPTION OF FINGERSPELLING

Reed, Charlotte M.; Delhorne, Lorraine A.; Durlach, Nathaniel I.; Fischer, Susan D. 1990. *JOURNAL OF SPEECH AND HEARING RESEARCH*, Vol. 33, No. 4, pp. 786-797.

The purpose of this study 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.

STUDY OF THE TACTUAL RECEPTION OF SIGN LANGUAGE

Reed, Charlotte M.; Delhorne, Lorraine A.; Durlach, Nathaniel I.; Fischer, Susan D. 1995. *JOURNAL OF SPEECH AND HEARING RESEARCH*, Vol. 38, April 1995, pp. 477-489.

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.

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

Mesch, Johanna. 1998. *International Studies on Sign Language and Communication of the Deaf*, Vol. 38.

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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. 250 pages. Publisher's web site: <http://www.signum-verlag.de>

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

Mesch, Johanna. 2000. In Melanie Metzger (Ed.), *Bilingualism and Identity in Deaf Communities* (pp. 187-203). Gallaudet University Press.

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.

THE USE OF VISUAL FEEDBACK DURING SIGNING: Evidence from Signers with Impaired Vision

Emmorey, Karen; Korpics, Franco; Petronio, Karen. 2009. *JOURNAL OF DEAF STUDIES AND DEAF EDUCATION*, Vol. 14, No. 1, pp. 99-104.

The role of visual feedback during the production of American Sign Language was investigated by comparing the size of signing space during conversations and narrative monologues for normally sighted signers, signers with tunnel vision due to Usher syndrome, and functionally blind signers. The interlocutor for all groups was a normally sighted deaf person. Signers with tunnel vision produced a greater proportion of signs near the face than blind and normally sighted signers, who did not differ from each other. Both groups of visually impaired signers produced signs within a smaller signing space for conversations than for monologues. Signers with tunnel vision may align their signing space with that of their interlocutor. In contrast, blind signers may enhance proprioceptive feedback by producing signs within an enlarged signing space for monologues, which do not require switching between tactile and visual signing. The authors hypothesize that signers use visual feedback to phonetically calibrate the dimensions of signing space, rather than to monitor language output.

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WHAT HAPPENS IN TACTILE ASL?

Collins, Steven; Petronio, Karen. 1998. In Ceil Lucas (Ed.), *Pinky Extension and Eye Gaze: Language Use in Deaf Communities*. Gallaudet University Press.

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. 20 pages.

YES, #NO, VISIBILITY, AND VARIATION IN ASL AND TACTILE ASL

Petronio, Karen; Dively, Valerie. 2006. *SIGN LANGUAGE STUDIES*, Vol. 7, No. 1, pp. 57-98.

When using tactile ASL, the deaf-blind receiver receives language by placing a hand on top of the signer's hand. This article describes a study that compared the functions and frequency of the signs YES and NO in tactile ASL and visual ASL. It found that YES and/or NO were used for twelve functions in both. There was, however, some variation. With regard to frequency, the two signs occurred far more often in tactile ASL. Unexpectedly, significant variation was also found within visual ASL, depending on the number of interviewees in a session. YES and NO were used more frequently with two or more interviewees and less often when only one interviewee was present. The data also reveal variation in tactile ASL that correlates with role and gender, as well as the age at which a participant started using tactile ASL.

Preparing for an Interpreting Assignment

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

CASE OF THE MISSING NECKLINE

Jacobs, Rhonda. 2011. VIEWS, Vol. 28, No. 1, p. 19.

This one page fictional narrative illustrates the effect of an interpreter's neckline on a deaf-blind person's comprehension of an interpreted question. It is written from the perspective of a deaf-blind person with tunnel vision.

DEAF-BLIND CONNECTIONS: Deaf-Blind Interpreting in Court

Jacobs, Rhonda. 2009. VIEWS, Vol. 26, No. 1, pp. 46-47, 49.

Outlines what interpreters need to know when interpreting in court for deaf-blind persons. Topics include a discussion of the types of expertise that interpreters need (deaf-blind vs. legal), how to prepare for interpreting in court, how to prepare the court (e.g., materials that should be sent in advance to an attorney or court clerk), how to request and select interpreters who meet the needs of a specific deaf-blind individual, meeting in advance with court personnel, and preparing the deaf-blind consumer.

DEAFBLIND INTERPRETING GUIDELINES

Gaus, Jill; Florence, Isabell. 2014. National Task Force on Deaf-Blind Interpreting (NTFDBI).

These revised guidelines provide interpreters and interpreting agencies with an awareness of the unique needs of DeafBlind people and their individual interpreting needs. It is important to remember that support needs vary greatly among DeafBlind people. 7 pages. Available at: <http://deafblindinterpreting.org/wp-content/uploads/2014/08/NTFDBI-DeafBlind-Interpreting-Guidelines.docx>

DRESSED TO DISTRESS?

Potterveld, Tara; Lambert, Marylouise. 2001. SEE/HEAR, Vol. 6, No. 1, pp. 9-10.

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. Available at: <http://www.tsbvi.edu/seehear/winter01/dressed.htm>

Preparing for an Interpreting Assignment

A GUIDE FOR PRESENTERS AT INTERPRETED CONFERENCES

Jacobs, Rhonda; Hammett, Richelle. 1994. DEAF-BLIND PERSPECTIVES, Vol. 1, No. 3, pp. 4-5.

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. Available at: <http://documents.nationaldb.org/dbp/pdf/may94.pdf>

INTERPRETING AND TRANSLITERATING FOR PERSONS WHO ARE DEAF-BLIND

Raistrick, Kathryn L. 1988. Illinois Department of Rehabilitation Services.

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. 13 pages.

INTERPRETING AND WORKING WITH DEAFBLIND PEOPLE

Bar-Tzur, David. 2000, July 26. www.theinterpretersfriend.org.

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. 9 pages. Publisher's web site: <http://www.theinterpretersfriend.org> Available at: <http://www.theinterpretersfriend.org/pd/ws/db/text.html>

INTERPRETING THE PHYSICAL ENVIRONMENT FOR DEAFBLIND PEOPLE

Kirk, Tony. 2005. Deafblind International Publications.

This brief article outlines six environmental adaptations that can be made to support a person who is deafblind in their independence and self-sufficiency. The adaptations are primarily intended for the home environment, but the concepts can be generalized to an awareness of environmental factors that can pose barriers. Available at: http://www.deafblindinternational.org/publications_interpreting.html

Preparing for an Interpreting Assignment

TIPS ON MINIMIZING FATIGUE OR PAIN DURING TACTILE COMMUNICATION

Damato, Nadia. 2014. VIEWS, Vol. 31, No. 1, p. 36.

The author of this article is a tactile ASL user. She provides tips to minimize pain for DeafBlind people during Tactile ASL (TASL). Tips on receiving tactile communication as well as tips on providing tactile communication are listed.

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. 2002. Sign Media, Inc.

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. 288 pages. Available 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, Eugene. 2005, December. VIEWS, Vol. 22, No. 11, pp. 17-19.

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.

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

Sauerburger, Dona. 1993. American Foundation for the Blind.

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. 194 pages. 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.

Support Service Providers (SSP)

INTERDEPENDENCE WITH OUR VALUABLE SSPS

McNamara, Jamie. 2000, July-September. DEAF-BLIND AMERICAN, Vol. 38, No. 4, pp. 31-36.

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.

INTERPRETING AND WORKING WITH DEAFBLIND PEOPLE

Bar-Tzur, David. 2000, July 26. www.theinterpretersfriend.org.

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. 9 pages. Publisher's web site: <http://www.theinterpretersfriend.org> Available at: <http://www.theinterpretersfriend.org/pd/ws/db/text.html>

INTRODUCTION TO THE SEATTLE DEAF-BLIND COMMUNITY AND THE ROLE OF THE SUPPORT SERVICE PROVIDER

Deaf-Blind Service Center. 2010, 7 minutes, 5 seconds.

This video describes the Seattle Deaf-Blind Community and the Role of the Support Service Provider. Seattle has had a Support Service Provider (SSP) program for the past 20 years and the community wishes to share their knowledge and experience so that other individuals who are deaf-blind in other parts of the country can begin to receive Support Service Provider assistance. The video briefly describes the variations in how a person who is deaf-blind communicates depending on their level of vision and/or hearing. Available at: <https://vimeo.com/84484829>

NATIONAL SUPPORT SERVICE PROVIDER PILOT PROJECT ROLLS OUT NEW CURRICULUM

Jacobs, Rhonda. 2010. VIEWS, Vol. 27, No. 3, pp. 18-19

This article highlights the importance of support service providers (SSPs) for individuals who are deaf-blind and the establishment of the National Support Service Provider Pilot Project. In 2008, there was a federal appropriation that allowed the Deaf-Blind Service Center (DBSC) of Seattle, WA to begin Phase I with the development of a curriculum for training SSPs as well as training people who are deaf-blind to learn more about how to work with SSPs. A copy of the curriculum is available for free download from the DBSC website in regular print, large print, and Braille 1 and 2. A tactile publication was also produced and presented to approximately 40 individuals who are deaf-blind. Phase II will include multi-media tools such as PowerPoint presentations to go with each section of the curriculum, DVDs and other instructional materials. The funding received was enough to

Support Service Providers (SSP)

cover the technology tools, but not enough to cover training trainers, so more funding may be needed to make this happen.

PROVIDING AND RECEIVING SUPPORT SERVICES: Comprehensive Training for Deaf-Blind Persons and Their Support Service Providers

Nuccio, Jelica; Smith, Theresa B. 2010. Seattle Deaf-blind Service Center.

This curriculum is designed to be used to train support service providers (SSPs) and to train deaf-blind people to work with SSPs. It defines an SSP as an individual who is trained in communication (typically ASL) and sighted-guide skills, who accompanies a deaf-blind person, providing visual information and casual interpreting in the performance of personal responsibilities, in social situations, and during travel. The curriculum consists of three modules containing lessons for SSPs and two modules containing lessons for deaf-blind persons. 293 pages. The curriculum is available for a free download from the Seattle Deaf-Blind Service Center at: <http://seattledbsc.org/dbssp-curriculum/>

SSPs: What Are They and Why Are They Necessary?

Chambers, Diane Lane. 2011. Ellexa Press LLC.

This DVD documentary shows SSPs in action, as people who are Deaf-Blind experience various travel adventures and activities, with support of Support Service Providers (SSPs). Donna Ragland, who is Deaf-Blind, and others discuss how SSPs contribute to their independence, and connect them to a variety of people, places, interactions, and experiences. Available from the publisher's website: <http://www.ellexapress.com>

UNDERSTANDING SSP SITUATIONS: Workshop Proceedings

Thomas, Laura J. 1998. DEAF-BLIND AMERICAN, Vol. 37, No. 1, pp. 6-7.

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.

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

Gasaway, Mark; Lascek, Susan. 2003, April-June. THE DEAF-BLIND AMERICAN, Vol. 42, No. 2, pp. 23-28.

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

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each attribute as well as information on how the lists were developed.

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

Morgan, Susanne. 2001. DEAF-BLIND PERSPECTIVES, Vol. 9, No. 1, pp. 1-3.

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://documents.nationaldb.org/dbp/pdf/sept01.pdf>

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

ACHIEVING CULTURAL COMPETENCE: An Interview on Interpreters Working With Deaf-Blind People

Jacobs, Rhonda. 2009, 7.

This document from the Registry of Interpreters for the Deaf Deaf-Blind Member Section Web page is the text of an interview that Rhonda Jacobs conducted with Jamie Pope, Executive Director of the American Association of the Deaf-Blind, and Aimee Chappelow Bader, who has Usher syndrome and is an adjunct assistant professor and ASL tutor with the Interpreter Training Program at Johnson County Community College in Kansas. Rhonda talked with Jamie and Aimee about deaf-blind culture, interactions with deaf-blind people, and how interpreters can integrate knowledge of deaf-blindness into their work. Available at: [http://www.rid.org/UserFiles/File/pdfs/Member_Sections/Deaf-Blind/Deaf-BlindConnections\(1\).pdf](http://www.rid.org/UserFiles/File/pdfs/Member_Sections/Deaf-Blind/Deaf-BlindConnections(1).pdf)

AT THEIR FINGERTIPS

TV Sea.

An 18-minute video portraying the views of people who live with Usher syndrome. 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.

COMMUNICATION: Reaction

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

CROSSING THE DIVIDE: Helen Keller and Yvonne Pitrois Dialogue on Diversity

Hartig, Rachel M. 2007. Sign Language Studies, Vol. 7, No. 2, pp. 177-185.

How do those who are living with a difference most effectively cross the cultural divide and

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explain themselves to mainstream society? This is a central question raised by Yvonne Pitrois in her biography of Helen Keller, titled "Une nuit rayonnante: Helen Keller" [A Shining Night: Helen Keller]. Helen Keller responded to Pitrois' book in a fascinating letter. Although this article focuses primarily on these two texts, it goes beyond these works and the conflict they reveal to indicate, albeit somewhat briefly, Keller's and Pitrois' respective views on living with disability and the personality and cultural differences that influenced their divergent opinions.

DEAF AMERICAN POETRY: An Anthology

Clark, John Lee (Ed.). 2009. Gallaudet University Press.

This collection presents 95 poems by 35 Deaf American poets from the signing community over the past two centuries. It includes 4 poems by John Lee Clark, a deaf-blind poet and the editor of this collection. Brief biographies of each poet are included. 294 pages.

THE DEAFBLIND AND AMERICAN SIGN LANGUAGE

Tabak, John. 2006. In *Significant Gestures: A History of American Sign Language*. Praeger.

This book chapter begins with an overview of deaf-blindness and its impact on the acquisition of language. Following the introduction are brief biographies of Laura Bridgman and Helen Keller and descriptions of the Tadoma Method and tactile American Sign Language (ASL). The latter addresses difficulties encountered when ASL is expressed tactilely including distinguishing between questions and statements, providing feedback to the signer as information is conveyed ("back-channel feedback"), and comprehending signs made near the face. The chapter concludes with a brief biography of Harry C. Anderson. 24 pages.

DEAF-BLIND COMMUNICATION AND COMMUNITY Getting Involved: A Conversation

Smith, Theresa. 1993.

This 90-minute video offers two presentations of a 45-minute conversation with Pat Cave and Janice Adams, two Deaf-Blind individuals. Moderated by Theresa Smith, this video 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 video 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 \$69.95 (\$115.95 when purchased with Overview and Introduction). Phone: 800-475-4756. Publisher's web site: <http://www.signmedia.com/>

DEAF-BLIND COMMUNICATION AND COMMUNITY Overview and Introduction

Smith, Theresa. 1993.

This 40-minute open-captioned video 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 resource also makes use of video footage to illustrate guiding and communication preferences. Available from Sign Media Inc. for \$59.95 (\$115.95 when purchased with Getting Involved: A Conversation). Phone: 800-475-4756. Publisher's web site: <http://www.signmedia.com/>

DEAF-BLIND COMMUNITY: In Touch

Neidermaier, Jan (Trans.) 1993, September. NAT-CENT NEWS, Vol. 24, No. 1, pp. 20-29.

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.

DEAF-BLIND POWER NOW

Pellerin, Joan. 2011. VIEWS, Vol. 28, No. 2, p. 22.

This one page article advocates for individuals who are deaf-blind to be included and not isolated. The model of support service providers (SSPs) needs to expand. In addition, hearing interpreters and deaf interpreters must work together in the furthering of deaf-blind individuals access to the varied offerings of daily life.

DEAF-BLINDNESS: An Emerging Culture?

Macdonald, Roderick 1989. The Deaf Way, paper presented July 11, 1989.

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. 17 pages.

DOES DISABILITY REALLY NEED TO BE FIXED?

Clark, John Lee. 2009. VIEWS, Vol. 26, No. 4, p. 20.

This one-page article is written by a deaf-blind adult. He discusses medical advances and

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the desire by some in the medical profession to eradicate deafness. The author celebrates his deafness as well as blindness and believes it is an important fabric of human life.

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

Smith, Theresa B. 2002. Sign Media, Inc.

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. 288 pages. Available 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>

INTERVIEW WITH TERRA EDWARDS

Salas, Daniel. 2011, November 21. THE WENNER-GREN BLOG. Published online at: <http://blog.wennergren.org/2011/11/interview-with-terra-edwards/>

Terra Edwards discusses what led her to her dissertation research, "Language, Embodiment, and Sociality in a Tactile Life-world: Communication Practices in Everyday Life among Deaf-Blind People in Seattle, Washington," the relationships between anthropology, communications and the Deaf-Blind community, and some of the findings of her research that she found surprising.

INTRODUCTION TO THE SEATTLE DEAF-BLIND COMMUNITY AND THE ROLE OF THE SUPPORT SERVICE PROVIDER

Deaf-Blind Service Center. 2010.

This 7-minute video describes the Seattle Deaf-Blind Community and the Role of the Support Service Provider. Seattle has had a Support Service Provider (SSP) program for the past 20 years and the community wishes to share their knowledge and experience so that other individuals who are deaf-blind in other parts of the country can begin to receive Support Service Provider assistance. The video briefly describes the variations in how a person who is deaf-blind communicates depending on their level of vision and/or hearing. Available at: <https://vimeo.com/84484829>

IT'S HOW YOU SEE IT... OR FEEL IT

Jacobs, Rhonda. 2012. VIEWS, Vol. 29, No. 2, pp. 21-22.

This two page article discusses how framing gives us our perspective and "how we interpret the world." Bio-cultural diversity is explained and the recent creation of Pro-Tactile in the deaf-blind community is highlighted.

THE MIND TRAVELLER: The Ragin' Cajun

Sacks, Oliver. 1998. BBC Worldwide Americas, Inc.

This 50-minute 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. This is available for loan or videostreaming via the Described and Captioned Media Program (DCMP, www.dcmp.org). Requires membership in DCMP, which is free to qualified applicants.

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. 1994, September 1. USHER FAMILY SUPPORT.

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 ensure 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, depression (sometimes leading to suicidal thoughts), and stress. They emphasize 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. 3 pages.

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. USHER FAMILY SUPPORT, Vol. 1, No. 4, pp. 4, 9-11.

Culture and Community

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.

PRO-TACTILE: The DeafBlind Way (VLOG #1)

Nuccio, Jelica; granda, aj. 2013.

This online vlog is one in a series of online vlogs describing what Pro-Tactile means within the DeafBlind community. "Pro-Tactile" in this context means the value of touch for purposes of communication. During this conversation, Jelica and aj give each other tactile feedback the whole time, tapping on each other's legs, hands, shoulders, and arms with one hand and simultaneously signing with their other hand. 9 minutes, 44 seconds. Available at: <http://www.protactile.org/pt-vlog---1.html>

PRO-TACTILE: The DeafBlind Way (VLOG #2)

Nuccio, Jelica; granda, aj. 2013.

This online vlog is the second in a series of online vlogs describing what Pro-Tactile means within the DeafBlind community. "Pro-Tactile" in this context means the value of touch for purposes of communication. During this brief presentation, Jelica and aj identify back-channeling as the most important Pro-Tactile (PT) practice. 5 minutes. Available at: <http://www.protactile.org/pt-vlog---2.html>

PRO-TACTILE: The DeafBlind Way (VLOG #3)

Nuccio, Jelica; granda, aj. 2013.

This online vlog is the third in a series of online vlogs describing what Pro-Tactile means within the DeafBlind community. "Pro-Tactile" in this context means the value of touch for purposes of communication. During this brief presentation, Jelica and aj talk about the difference between haptics and Pro-Tactile. 5 minutes, 35 seconds. Available at: <http://www.protactile.org/pt-vlog---3.html>

PRO-TACTILE: The DeafBlind Way (VLOG #4)

Nuccio, Jelica; granda, aj. 2013. This online vlog is the fourth in a series of online vlogs describing what Pro-Tactile means within the DeafBlind community. "Pro-Tactile" in this context means the value of touch for purposes of communication. During this brief conversation, Jelica and aj continue the conversation regarding back-channeling begun on a previous vlog in order to respond to questions they received about the practice. 5 minutes, 17 seconds. Available at: <http://www.protactile.org/pt-vlog---4.html>

SENSING THE RHYTHMS OF EVERYDAY LIFE: Temporal Integration and Tactile Translation in the Seattle Deaf-Blind Community

Edwards, Terra. 2012. LANGUAGE IN SOCIETY, Vol. 41, No. 1, pp. 29-71.

This article is concerned with how social actors establish relations between language, the body, and the physical and social environment. The empirical focus is a series of interactions between Deaf-Blind people and tactile signed language interpreters in Seattle, Washington. Many members of the Seattle Deaf-Blind community were born deaf and, due to a genetic condition, lose their vision slowly over the course of many years. Drawing on recent work in language and practice theory, the author argues that these relations are established by Deaf-Blind people through processes of INTEGRATION whereby continuity between linguistic, embodied, and social elements of a fading visual order are made continuous with corresponding elements in an emerging tactile order. In doing so, she contributes to current attempts in linguistic anthropology to model the means by which embodied, linguistic, and social phenomena crystallize in relational patterns to yield worlds that take on the appearance of concreteness and naturalness.

UNDERSTANDING DIVERSITY IN THE DEAF COMMUNITY: Liz Halperin

Simon, Julie H. 2001. Region X Interpreter Education Center at Western Oregon University.

A 48-minute video intended for interpreters, students, educators, parents, and members of the deaf community. It is designed to provide viewers with a better understanding of multiculturalism and diversity within the American deaf community. In this video, Liz Halperin, who is deaf-blind, shares her experiences and perspectives. ASL with English voice-over.

UNDERSTANDING DIVERSITY IN THE DEAF COMMUNITY: Mark Landreneau

Simon, Julie H. 2001. Region X Interpreter Education Center at Western Oregon University.

A 39-minute video intended for interpreters, students, educators, parents, and members of the deaf community. It is designed to provide viewers with a better understanding of multiculturalism and diversity within the American deaf community. In this video, Mark Landreneau, who is deaf-blind due to Usher syndrome, shares his experiences and perspectives. ASL with English voice-over.

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 learn more about how these communication methods are incorporated into the interpreting process, please see the previous category "Interpreting with Deaf-Blind People."

103 HAPTIC SIGNALS - A REFERENCE BOOK

Danish Association of the Deafblind. 2012.

This book is produced by The Danish Association of the Deafblind in collaboration with the Centre for Sign Language—The Interpreter Training Program and the Information Centre for Acquired Deafblindness. The illustrations show Anette Rosenqvist making haptic (touch) signals on the back of Dorte Eriksen who is deafblind. Anette Rosenqvist and Dorte Eriksen are some of the Danish pioneers in the development of haptic communication. 123 pages. Available at: <http://wasli.org/special-interest/deafblind-interpreting>

ABOUT COMMUNICATION WITH PEOPLE WITH ACQUIRED DEAFBLINDNESS

Information Center for Acquired Deafblindness.

This translation of the Danish booklet "Om Kommunikation Med Dovblindblevne" 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. 11 pages.

THE ACQUISITION OF TACTILE SIGN LANGUAGE BY DEAF-BLIND ADULTS

Steffen, Candace. 1997, December. VIEWS, Vol. 14, No. 11, p. 18.

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.

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ASLEEP, LAST ROW, ON THE LEFT

Jacobs, Rhonda. 2011. VIEWS, Vol. 28, No. 3, pp. 20-22.

This article is about interpreting for deaf-blind individuals. It defines back-channeling (how we let the person who is talking to us know that we are listening, we are following and what our reactions are to what they are saying while they are saying it). Examples of back-channeling, equal access and the primacy of touch for deaf-blind individuals are described.

ASSESSMENT OF DEAFBLIND ACCESS TO MANUAL LANGUAGE SYSTEMS (ADAMLS)

Blaha, Robbie; Carlson, Brad. 2007. DBLINK: The National Information Clearinghouse On Children Who Are Deaf-Blind.

The Assessment of Deafblind Access to Manual Language Systems (ADAMLS) is a resource for educational teams responsible for developing appropriate adaptations and strategies for children who are deaf-blind and who are candidates for learning manual language systems. Part 1 describes the assessment process including assembling a team, compiling information and conducting observations, documenting findings, and updating a student's IEP. Part 2 addresses assessment questions and possible adaptations and includes the following: placement and distance related to visual fields; type, distance, and rate related to visual acuity; non-manual signals; lighting; visual background; group settings; coactive signing; hand tracking; tactual signing; environmental information; English language acquisition and Braille; interpreting modifications; and self-advocacy. Part 3 provides a checklist to support the assessment process. 49 pages. Available at: <http://www.nationaldb.org/documents/products/ADAMLS.pdf>

ASSUME NOTHING: Deafblindness - An Introduction

West Australian Deafblind Association. 1999. All Round Vision. 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. 1994. Gallaudet University.

Communication and Communication Methods

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; characteristics of vision loss; and recommendations for those looking for more information. 80 pages.

COMMUNICATIVE STRATEGY: Including Transfer to Tactile Mode

Fuglesang, Live; Mortensen, Ole E. 1997. Plenary presentation at the 4th European Conference on Deafblindness, Madrid, Spain, July 1997.

This paper reviews methods of tactile communication, touch manuals and Tadoma, and discusses additional information on transferring to tactile communication as one acquires deafblindness. As part of their research, the authors developed a questionnaire on tactile communication which was distributed to people who are deafblind; the results of this survey are presented here as well. 18 pages. Available at: <http://socialstyrelsen.dk/handicap/erhvervet-dovblindhed/udgivelser/foredrag/communicative-strategy>

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

Kendrick, Deborah. 2000, November. ACCESSWORLD, Vol. 1, No. 6, pp. 22-26.

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 that were used in order to effectively communicate with all participants at the conference.

CUEMMUNICATION: Beginning Communication with People Who are Deafblind

Barrey Grassick, Sharon. 1998. DBL REVIEW, January-June 1998, p. 8.

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.

CYBERSIGN AND NEW PROXIMITIES: Impacts of New Communication Technologies on Space and Language

Keating, Elizabeth; Edwards, Terra; Mirus, Gene. 2008. JOURNAL OF PRAGMATICS, Vol. 40, pp. 1067-1081.

Communication and Communication Methods

This article addresses ways that new digital communication technologies that transmit video images (e.g., via the Internet or videophone) are influencing social interaction and language use among the Deaf community in the U.S. It shows examples of ways signers are inventing or adapting communication behaviors as a result of technological mediation of their visual space. Although the article does not directly address these issues for individuals who are deaf-blind, it includes a couple of examples of how some adaptations are similar to adaptations used by deaf-blind people.

'DACTYLS' METHOD OF COMMUNICATION

Reyes, Daniel Alvarez. 2001. DBI REVIEW, No. 27, January-June 2001, pp. 4-6.

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.

THE DEAFBLIND AND AMERICAN SIGN LANGUAGE

Tabak, John. 2006. In *Significant Gestures: A History of American Sign Language*. Praeger.

This book chapter begins with an overview of deaf-blindness and its impact on the acquisition of language. Following the introduction are brief biographies of Laura Bridgman and Helen Keller and descriptions of the Tadoma Method and tactile American Sign Language (ASL). The latter addresses difficulties encountered when ASL is expressed tactilely including distinguishing between questions and statements, providing feedback to the signer as information is conveyed ("back-channel feedback"), and comprehending signs made near the face. The chapter concludes with a brief biography of Harry C. Anderson. 24 pages.

DEFINITIONS OF ALTERNATIVE COMMUNICATION STYLES WITH DEAF-BLIND PEOPLE

Devich, Julie. 1997, December. VIEWS, Vol. 14, No. 11, p. 15.

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.

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DEPRIVATION OF INFORMATION

O'Malley, Drena. No date. Deafblind International.

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. 4 pages.

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

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

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. Text available at: <http://web.media.mit.edu/~anjchang/COMTOUCH/compres.htm>

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

Cooper, Sheryl B. 1997, December. VIEWS, Vol. 14, No. 11, p. 6.

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.

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

Smith, Theresa B. 2002. Sign Media, Inc.

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

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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. 288 pages. Available 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>

HAPTICES AND HAPTEMES: A Case Study of Developmental Process in Social-Haptic Communication of Acquired Deafblind People

Lahtinen, Riitta M. 2008.

This dissertation describes a qualitative study of communication between a deaf-blind individual and his hearing-sighted partner and how their communication experiences changed as his hearing and vision deteriorated. It focuses on social-haptic communication, a form of touch communication that augments verbal or signed language. Two different elements of social-haptic communication are classified. (1) Haptices—messages shared by touch on the body. These messages make it possible to share such things as emotional experiences, social atmospheres, hobbies, and games. (2) Haptemes—the small components of touch messages that make up each haptice. A hapteme is received through a body channel, in which the whole body is transmitting touch information. 196 pages.

HOLISTIC AND INTERACTIVE COMMUNICATION WITH ACQUIRED DEAFBLIND PEOPLE

Lahtinen, Riitta. 1999. NUD NEWS BULLETIN, No. 1.

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. 2 pages.

INTERPRETING AND WORKING WITH DEAFBLIND PEOPLE

Bar-Tzur, David. 2000, July 26. www.theinterpretersfriend.org.

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. 9 pages. Publisher's web site: <http://www.theinterpretersfriend.org> Available at: <http://www.theinterpretersfriend.org/pd/ws/db/text.html>

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LOSING TOUCH: A Survey of Sign Language Reception and Modification for Deaf People Who are Losing Their Sight

Woodford, Doreen E. 1987. SENSE/CACDP.

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. 16 pages.

MANUAL AND SPOKEN COMMUNICATION

Prickett, Jeanne Glidden. 1995. In Kathleen Mary Huebner, Jeanne Glidden Prickett, Therese Rafalowski Welch, & Elga Joffe (Eds.), *Hand in Hand: Essentials of Communication and Orientation and Mobility for Your Students Who Are Deaf-Blind*, Vol I. AFB Press.

This chapter examines language-based communication as a mode of interaction for students who are deaf-blind. There are three 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. 25 pages.

METHODS OF COMMUNICATION, AIDS, AND DEVICES

Couslin, Dooley. 1995. *AMERICAN REHABILITATION*, Vol. 21, No. 2, pp. 44-47.

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.

MODIFIED SIGN LANGUAGE FOR CONGENITALLY DEAFBLIND PEOPLE

Thestrup, Ann; Anderson, Ove Vedel. 1994. *DEAFBLIND EDUCATION*, January-June 1994, pp. 16-17.

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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.

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.

PRO-TACTILE: The DeafBlind Way (VLOG #1)

Nuccio, Jelica; granda, aj. 2013.

This online vlog is one in a series of online vlogs describing what Pro-Tactile means within the DeafBlind community. "Pro-Tactile" in this context means the value of touch for purposes of communication. During this conversation, Jelica and aj give each other tactile feedback the whole time, tapping on each other's legs, hands, shoulders, and arms with one hand and simultaneously signing with their other hand. 9 minutes, 44 seconds. Available at: <http://www.protactile.org/pt-vlog---1.html>

PRO-TACTILE: The DeafBlind Way (VLOG #2)

Nuccio, Jelica; granda, aj. 2013.

This online vlog is the second in a series of online vlogs describing what Pro-Tactile means within the DeafBlind community. "Pro-Tactile" in this context means the value of touch for purposes of communication. During this brief presentation, Jelica and aj identify back-channeling as the most important Pro-Tactile (PT) practice. 5 minutes. Available at: <http://www.protactile.org/pt-vlog--2.html>

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PRO-TACTILE: The DeafBlind Way (VLOG #3)

Nuccio, Jelica; granda, aj. 2013.

This online vlog is the third in a series of online vlogs describing what Pro-Tactile means within the DeafBlind community. "Pro-Tactile" in this context means the value of touch for purposes of communication. During this brief presentation, Jelica and aj talk about the difference between haptics and Pro-Tactile. 5 minutes, 35 seconds. Available at: <http://www.protactile.org/pt-vlog---3.html>

PRO-TACTILE: The DeafBlind Way (VLOG #4)

Nuccio, Jelica; granda, aj. 2013. This online vlog is the fourth in a series of online vlogs describing what Pro-Tactile means within the DeafBlind community. "Pro-Tactile" in this context means the value of touch for purposes of communication. During this brief conversation, Jelica and aj continue the conversation regarding back-channeling begun on a previous vlog in order to respond to questions they received about the practice. 5 minutes, 17 seconds. Available at: <http://www.protactile.org/pt-vlog---4.html>

SCRIPTED SUPPORT: ENHANCING THE COMMUNICATION AND PARTICIPATION OF ADULTS WITH CONGENITAL DEAFBLINDNESS USING SIGNING SCRIPTS

Pram, Meredith. 2007. 14th Dbl World Conference on Deafblindness Conference Proceedings, September 25-30, 2007, Perth, Australia.

This is text of a workshop presentation given at the 14th Dbl World Conference on Deaf-Blindness. This presentation outlines some of the communication issues faced by adults with congenital deafblindness, describes what a signing script is and who may benefit from the use of signing scripts. It will highlight the benefits and limitations of this approach and finally will conclude with some suggestions for further work required in the area of communication with adults with congenital deafblindness. 8 pages.

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

Morgan, Susie. 1998. DEAF-BLIND PERSPECTIVES, Vol. 6, No. 1, pp. 3-7.

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. Available at: <http://documents.nationaldb.org/dbp/pdf/sept98.pdf>

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SIGNED CONVERSATIONS OF DEAF-BLIND PEOPLE

Mesch, Johanna. 2003. 13th Dbl World Conference on Deafblindness Conference Proceedings, August 5-10, 2003, Mississauga, Ontario, Canada. Canadian Deafblind and Rubella Association.

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.

THE SOCIOLINGUISTICS OF SIGN LANGUAGE

Lucas, Ceil; Bayley, Robert; Blumenthal Kelly, Arlene. 2005. In Martin J. Ball (Ed.), *Clinical Sociolinguistics* (pp. 250-264). Blackwell Publishing.

This chapter on sociolinguistic variation in American Sign Language (ASL) contains a two-page section on variations in tactile ASL (primarily a summary of a study by Collins and Petronio that was published in "Pinky Extension and eye Gaze: Language Use in Deaf Communities," Gallaudet University Press, 1998).

TACTILE INTERPRETING - ARE YOU READY?

Downey, Jodene. 1997, December. *IEWS*, Vol. 14, No. 11, p. 12.

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.

TACTILE SIGN LANGUAGE

Harlin, Deborah. 1996. *HKNC-TAC NEWS*, Vol. 8, No. 2, p. 8-11.

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.

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

Mesch, Johanna. 1998. *International Studies on Sign Language and Communication of the Deaf*, Vol. 38.

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

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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. 250 pages. Publisher's web site: <http://www.signum-verlag.de>

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

Mesch, Johanna. 2000. In Melanie Metzger (Ed.), *Bilingualism and Identity in Deaf Communities* (pp. 187-203). Gallaudet University Press.

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.

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

Bruun, Jenna W.; Ottesen, Henrik H. 2003. 13th Dbl World Conference on Deafblindness Conference Proceedings, August 5-10, 2003, Mississauga, Ontario, Canada. Canadian Deafblind and Rubella Association.

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.

THE USE OF VISUAL FEEDBACK DURING SIGNING: Evidence from Signers with Impaired Vision

Emmorey, Karen; Korpics, Franco; Petronio, Karen. 2009. *JOURNAL OF DEAF STUDIES AND DEAF EDUCATION*, Vol. 14, No. 1, pp. 99-104.

The role of visual feedback during the production of American Sign Language was investigated by comparing the size of signing space during conversations and narrative monologues for normally sighted signers, signers with tunnel vision due to Usher syndrome, and functionally blind signers. The interlocutor for all groups was a normally sighted deaf person. Signers with tunnel vision produced a greater proportion of signs near the face than blind and normally sighted signers, who did not differ from each other.

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Both groups of visually impaired signers produced signs within a smaller signing space for conversations than for monologues. Signers with tunnel vision may align their signing space with that of their interlocutor. In contrast, blind signers may enhance proprioceptive feedback by producing signs within an enlarged signing space for monologues, which do not require switching between tactile and visual signing. The authors hypothesize that signers use visual feedback to phonetically calibrate the dimensions of signing space, rather than to monitor language output.

WHAT HAPPENS IN TACTILE ASL?

Collins, Steven; Petronio, Karen. 1998. In Ceil Lucas (Ed.), *Pinky Extension and Eye Gaze: Language Use in Deaf Communities*. Gallaudet University Press.

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. 20 pages.

YES, #NO, VISIBILITY, AND VARIATION IN ASL AND TACTILE ASL

Petronio, Karen; Dively, Valerie. 2006. *SIGN LANGUAGE STUDIES*, Vol. 7, No. 1, pp. 57-98.

When using tactile ASL, the deaf-blind receiver receives language by placing a hand on top of the signer's hand. This article describes a study that compared the functions and frequency of the signs YES and NO in tactile ASL and visual ASL. It found that YES and/or NO were used for twelve functions in both. There was, however, some variation. With regard to frequency, the two signs occurred far more often in tactile ASL. Unexpectedly, significant variation was also found within visual ASL, depending on the number of interviewees in a session. YES and NO were used more frequently with two or more interviewees and less often when only one interviewee was present. The data also reveal variation in tactile ASL that correlates with role and gender, as well as the age at which a participant started using tactile ASL.

Curricula/Resources for Interpreter Education

ANATOMY OF AN INTERPRETATION

Jacobs, Rhonda. 2013, May 23. National Task Force on Deaf-Blind Interpreting and the CATIE and MARIE Centers.

This 90-minute webinar, geared toward interpreter educators and working interpreters, with or without experience working with people who are deaf-blind, will build upon the previous webinar, A Process Model for Deaf-Blind Interpreting, and examine an interpretation done by a Deaf interpreter working with a Deaf-Blind individual, looking at how various aspects of an interpretation are done, particularly the incorporation of visual information. For participants who did not participate in the previous webinar, there will be a brief review of the process model of interpreting previously presented. Available at: <http://www.youtube.com/watch?v=Ps5j78E33yU>

ASSESSMENT OF SERVICE-LEARNING IN THE DEAF-BLIND COMMUNITY

Shaw, Sherry; Jolley, Carolyn S. 2007. JOURNAL OF EXPERIENTIAL EDUCATION, Vol. 30, No. 2, pp. 134-152.

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.

CURRICULUM GUIDE FOR INFUSING DEAF-BLIND INTERPRETING INTO AN INTERPRETER EDUCATION PROGRAM

Hecker-Cain, Jane; Morgan Morrow, Susanne; Frantz, Richelle. 2008.

This resource was compiled by members of the National Task Force on Deaf-Blind Interpreting to help interpreter educators readily access instructional materials related to teaching deaf-blind interpreting skills that can be incorporated into any curriculum. The materials are organized by generic course titles that reflect the types of courses typically included in interpreter education programs. The last pages of the document outline where to obtain the materials. This publication was first presented at the 2008 Conference of Interpreter Trainers conference. 9 pages. This document is available as a Word document

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(<http://www.nationaldb.org/documents/products/CurriculumGuideNTFDBI.doc>) or pdf document (<http://www.nationaldb.org/documents/products/CurriculumGuideNTFDBI.pdf>).

DEAFBLIND INTERPRETER EDUCATION GUIDELINES

World Association of Sign Language Interpreters. 2013.

The lack of qualified interpreters working with Deafblind people is widespread throughout the world. The identified global need for opportunities for students of signed language interpreting to be exposed to, learn about, and become skilled in Deafblind interpreting led to the development of guidelines in 2012. This article was developed to describe an overall approach, both philosophical and practical, to incorporating and enhancing Deafblind interpreter training in existing signed language interpreting programs around the world. 11 pages. Available at: http://wasli.org/wp-content/uploads/2013/06/279_wasli-db-interpreter-education-guidelines-1.pdf

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

Washington State Deaf-Blind Citizens, Inc. 2005.

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. 101 pages. Available from Washington State Deaf-Blind Citizens. Publisher's web site: <http://www.wsdbc.org>

ENHANCING THE SELF-ADVOCACY EXPERIENCE FOR DEAFBLIND TRAINERS

National Consortium of Interpreter Education Centers. 2013.

In 2013, the NCIEC adapted the Deaf Self-Advocacy Training (DSAT) curriculum for DeafBlind audiences. This enhancement provides DeafBlind Self-Advocacy (DBSAT) trainers and DeafBlind participants with greater access to the DSAT Curriculum Toolkit, Second Edition (2012). It offers suggested training approaches for DeafBlind audiences, summaries of the numerous video vignettes used throughout the curriculum, tips for training, and additional resources. Located on its own disk in the DSAT Curriculum Toolkit, the materials are available in large print and electronic Braille. Hard copy Braille is available upon request at: deafselfadvocacy@gmail.com. Learn more about the Curriculum at: <http://www.interpretereducation.org/deaf-self-advocacy/curriculum-overview/>

Curricula/Resources for Interpreter Education

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

Morgan, Susanne. No date. Ohio Center for Deafblind Education, University of Dayton.

This curriculum is designed to train interpreters to work with students who are deaf-blind. It consists of a 60-minute DVD and a 104-page print manual. There are eight 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]

Northwestern Connecticut Community College, National Interpreter Education Project. 2001.

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 available in regular print and large print, and includes a DVD. 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. 208 pages, regular print (384 large print), plus 122-minute DVD. Available from DawnSignPress, www.dawnsign.com/store

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

Myers, Mark. 2001. National Interpreter Education Project at Northwestern Connecticut Community College.

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This curriculum provides materials for nine in-service training modules and a four-credit college course. 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 curriculum includes two videos that offer five informative, easy-to-understand programs: The Deaf-Blind Community Experience, Understanding Technology Used by People who are Deaf-Blind, Sighted Guide Techniques with People who are Deaf-Blind, Tactile Communication Methods and Techniques, and Interpreting Adjustments. 369 pages. Available from the National Clearinghouse of Rehabilitation Training Materials. Choose NCRTM Library and follow the search instructions. Publisher's website: <http://nctrm.org/>

NATIONAL SUPPORT SERVICE PROVIDER PILOT PROJECT ROLLS OUT NEW CURRICULUM

Jacobs, Rhonda. 2010. *VIEWS*, Vol. 27, No. 3, pp. 18-19.

This article highlights the importance of support service providers (SSPs) for individuals who are deaf-blind and the establishment of the National Support Service Provider Pilot Project. In 2008, there was a federal appropriation that allowed the Deaf-Blind Service Center (DBSC) of Seattle, WA to begin Phase I with the development of a curriculum for training SSPs as well as training people who are deaf-blind to learn more about how to work with SSPs. A copy of the curriculum is available for free download from the DBSC website in regular print, large print, and Braille 1 and 2. A tactile publication was also produced and presented to approximately 40 individuals who are deaf-blind. Phase II will include multi-media tools such as PowerPoint presentations to go with each section of the curriculum, DVDs and other instructional materials. The funding received was enough to cover the technology tools, but not enough to cover training trainers, so more funding may be needed to make this happen.

NEWS FROM THE INTERNATIONAL FRONT

Jacobs, Rhonda. 2013. *VIEWS*, Vol. 30, No. 2, pp. 24-25.

In 2011, the World Association of Sign Language Interpreters (WASLI) established the Deafblind Interpreting Committee to address the global lack of qualified interpreters to work with Deafblind people. The committee completed a document titled, "Deafblind Interpreter Education Guidelines" and the content is described in this article. The guidelines are available at http://wasli.org/wp-content/uploads/2013/06/279_wasli-db-interpreter-education-guidelines-1.pdf. A few additional updates on international news are provided.

NIEC TEACHING MODULE FOR THE CLASSROOM: Introduction to Deaf-Blind Interpreting

National Interpreter Education Center. 2013, May 15.

This presentation highlights the content of a 6-hour module on the topic of Deaf-Blind

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Interpreting for students. The module includes information on environmental and ergonomic considerations, interpreting mode modifications, and additional responsibilities. It includes activities, readings, videos and assessments. The National Interpreter Education Center (NIEC), as part of the Consortium of Interpreter Education Centers, has developed this and other infusion modules for use in interpreter education classrooms.

This presentation is available at: <https://ncrtm.org/moodle/mod/page/view.php?id=4255>

A PROCESS MODEL FOR DEAF-BLIND INTERPRETING

Jacobs, Rhonda. 2013, February 21. National Task Force on Deaf-Blind Interpreting and the CATIE and MARIE Centers.

This 90-minute webinar, geared toward interpreter educators and working interpreters, with or without experience working with people who are deaf-blind, will present A Process Model for Deaf-Blind Interpreting as published in the 2005 Journal of Interpretation, updated to include work published since 2005. Participants examine a process model of interpreting as it relates to deaf-blind interpreting, considering such elements as visual information, message analysis, contextual analysis, linguistic modifications and back-channeling. Available at: <http://www.youtube.com/watch?v=JkpykTKzwAc>

SERVICE-LEARNING: Recentering the Deaf Community in Interpreter Education

Shaw, Sherry; Roberson, Len. 2009. AMERICAN ANNALS OF DEAF, Vol. 154, No. 3, pp. 277-283.

This article discusses enhancing relationships between the Deaf community and interpreter education programs by engaging students in a form of civic engagement known as service-learning. Interpreter education has evolved from cultural, social, experiential, and linguistic immersion in the Deaf community to a classroom experience that is often far removed from the community. The "accidental evolution" away from community and into higher education has resulted in the Deaf community's displacement from its former central role in preparing interpreters, and the "mitigation from community to academy comes at some cost." The authors describe how the University of North Florida, in the initial stages of developing a B.S. degree and M.Ed. concentration in ASL/English Interpreting, responded by developing stand-alone courses in service-learning, with hopes of prioritizing the needs of the Deaf community in curriculum development.

STRATEGIES FOR INFUSING DEAF-BLIND RELATED CONTENT INTO THE INTERPRETER EDUCATION PROGRAM (IEP) CURRICULUM: A Sharesop Amongst Instructors

Morgan Morrow, Susanne. 2014. Deaf-Blind Teaching, Interpreting and Professional Development and the CATIE and MARIE Centers.

It is the intention of Interpreter Education Programs (IEPs) to prepare well-rounded, knowledgeable and skilled practitioners. Yet we are doing them a disservice by not

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providing adequate exposure and experiences specific to deaf-blind interpreting strategies. A survey conducted by the National Task Force on Deaf-Blind Interpreting & the National Consortium of Interpreter Education Centers validated this concern as many instructors reported a lack of the requisite content knowledge and skills that are needed to teach deaf-blind content. This online webinar provides a platform for the sharing of resources amongst IEP instructors on content, activities and materials that are available. Content is shared from the national survey of interpreter educators, examples of content that should be incorporated and activities for inclusion in the IEP are suggested. 90 minutes. Available at: <http://www.youtube.com/watch?v=iJwAV2rV5x0>

VIDEO EXAMPLES OF DEAF-BLIND INTERPRETING

National Task Force on Deaf-Blind Interpreting and the CATIE and MARIE Centers. 2013.

The following links are examples of Deaf-Blind Interpreting created by the National Task Force on Deaf-Blind Interpreting and the CATIE and MARIE Centers.

<http://vimeo.com/65788899>

<http://vimeo.com/65866418>

<http://vimeo.com/65971191>

<http://vimeo.com/66567175>

<http://vimeo.com/66571702>

<http://www.youtube.com/watch?v=3Ur3WnhDj9E>

Coordination of Interpreting Services

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

Guest, Mary. 1995. TALKING SENSE, Vol. 41, No.1, pp. 16-17.

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.

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

Hecker-Cain, Jane; Rubinberg, Ilissa. 2005, December. VIEWS, Vol. 22, No. 11, pp. 35-36.

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.

HIRING INTERPRETERS FOR INDIVIDUALS WHO ARE DEAF-BLIND

Raistrick, Kathryn. 1995. AMERICAN REHABILITATION, Vol. 21, No. 2, pp. 19-22.

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.

IMPROVING ACCESS FOR DEAF-BLIND PEOPLE

Deaf-Blind Service Center. 1995. Northlight Productions.

Coordination of Interpreting Services

This 17-minute 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. 1988. Illinois Department of Rehabilitation Services.

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. 13 pages.

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

Registry of Interpreters for the Deaf, Inc. 2007.

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). 3 pages. Available 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)

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COMMUNICATION: Reaction

Collins, Steven. 1992. In J. Reiman and P. Johnson (Eds.), Proceedings of the National Symposium on Children and Youth who are Deaf-Blind. Tysons Corner, VA, December 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. 1 page.

DEAF-BLIND POWER NOW

Pellerin, Joan. 2011. VIEWS, Vol. 28, No. 2, p. 22.

This one-page article advocates for individuals who are deaf-blind to be included and not isolated. The model of support service providers (SSPs) needs to expand. In addition, hearing interpreters and deaf interpreters must work together in the furthering of deaf-blind individuals access to the varied offerings of daily life.

ENHANCING THE SELF-ADVOCACY EXPERIENCE FOR DEAFBLIND TRAINERS

National Consortium of Interpreter Education Centers. 2013.

In 2013, the NCIEC adapted the Deaf Self-Advocacy Training (DSAT) curriculum for DeafBlind audiences. This enhancement provides DeafBlind Self-Advocacy (DBSAT) trainers and DeafBlind participants with greater access to the DSAT Curriculum Toolkit, Second Edition (2012). It offers suggested training approaches for DeafBlind audiences, summaries of the numerous video vignettes used throughout the curriculum, tips for training, and additional resources. Located on its own disk in the DSAT Curriculum Toolkit, the materials are available in large print and electronic Braille. Hard copy Braille is available upon request at: deafselfadvocacy@gmail.com. Learn more about the Curriculum at: <http://www.interpretereducation.org/deaf-self-advocacy/curriculum-overview/>

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

Talbot-Williams, Sarah; Hancock, Emma. 1996. TALKING SENSE, Vol. 42, No. 3, pp. 24-26.

The author interviews a young woman, Emma Hancock, who has Usher syndrome type I and who is a college student in London. The student discusses her difficulties in

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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. 3 pages. Available at: <http://www.sense.org.uk/publications/allpubs/magazine/tsarticles/1996/usherfured.htm>

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

Smith, Theresa B. 2002. Sign Media, Inc.

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. 288 pages. Available 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>

IMPROVING ACCESS FOR DEAF-BLIND PEOPLE

Deaf-Blind Service Center. 1995. Northlight Productions.

This 17-minute 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.

THE INTERPRETER, OUR BEST AND MOST IMPORTANT AID FOR COMMUNICATION

Johansson, Katarina. 1991, Spring. THE INTERNATIONAL NEWSLETTER FOR THE DEAF-BLIND, 1, pp. 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.

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

Jakes, Jan. 2003, July-December. DBI REVIEW, No. 32, pp. 26-27.

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.

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. 1994, September 1. USHER FAMILY SUPPORT.

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 ensure 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, depression (sometimes leading to suicidal thoughts), and stress. They emphasize 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. 3 pages.

PRO-TACTILE: The DeafBlind Way (VLOG #1)

Nuccio, Jelica; granda, aj. 2013.

This online vlog is one in a series of online vlogs describing what Pro-Tactile means within the DeafBlind community. "Pro-Tactile" in this context means the value of touch for purposes of communication. During this conversation, Jelica and aj give each other tactile feedback the whole time, tapping on each other's legs, hands, shoulders, and arms with one hand and simultaneously signing with their other hand. 9 minutes, 44 seconds. Available at: <http://www.protactile.org/pt-vlog---1.html>

PRO-TACTILE: The DeafBlind Way (VLOG #2)

Nuccio, Jelica; granda, aj. 2013.

This online vlog is the second in a series of online vlogs describing what Pro-Tactile means within the DeafBlind community. "Pro-Tactile" in this context means the value of

touch for purposes of communication. During this brief presentation, Jelica and aj identify back-channeling as the most important Pro-Tactile (PT) practice. 5 minutes. Available at: <http://www.protactile.org/pt-vlog---2.html>

PRO-TACTILE: The DeafBlind Way (VLOG #3)

Nuccio, Jelica; granda, aj. 2013.

This online vlog is the third in a series of online vlogs describing what Pro-Tactile means within the DeafBlind community. "Pro-Tactile" in this context means the value of touch for purposes of communication. During this brief presentation, Jelica and aj talk about the difference between haptics and Pro-Tactile. 5 minutes, 35 seconds. Available at: <http://www.protactile.org/pt-vlog---3.html>

PRO-TACTILE: The DeafBlind Way (VLOG #4)

Nuccio, Jelica; granda, aj. 2013. This online vlog is the fourth in a series of online vlogs describing what Pro-Tactile means within the DeafBlind community. "Pro-Tactile" in this context means the value of touch for purposes of communication. During this brief conversation, Jelica and aj continue the conversation regarding back-channeling begun on a previous vlog in order to respond to questions they received about the practice. 5 minutes, 17 seconds. Available at: <http://www.protactile.org/pt-vlog---4.html>

TEAM STRUCTURE FOR A DEAF-BLIND STUDENT

Dunn, Betsy J. 2000, March. VIEWS, Vol. 17, No. 3, pp. 16-17.

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.

TIPS FOR STUDENTS WITH USHER SYNDROME: Information Sheet

Baumgarner, Juli.

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. Available at: <http://www.unr.edu/ndsip/tipsheets/usher.pdf>

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USING INTERPRETERS WITH DEAF-BLIND CLIENTS: What Professional Service Providers Should Know

Bourquin, Eugene A. 1996. RE:VIEW, Vol. XXVII, No. 4, pp. 149-154.

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.

General Information on Deaf-Blindness

AT THEIR FINGERTIPS

TV Sea.

An 18-minute video portraying the views of people who live with Usher syndrome. 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.

COMMUNICATING WITH YOUR DEAFBLIND CUSTOMERS

Sense. <http://www.sense.org.uk>

This three-page 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. Available at: <http://www.sense.org.uk/content/communicating-your-deafblind-customers>

DEAF-BLIND COMMUNICATION AND COMMUNITY Getting Involved: A Conversation

Smith, Theresa. 1993.

This 90-minute video offers two presentations of a 45-minute conversation with Pat Cave and Janice Adams, two Deaf-Blind individuals. Moderated by Theresa Smith, this video presents a discussion of topics such as general perceptions and experiences of deaf-blind adults and their communication frustrations 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 video 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 \$69.95 (\$115.95 when purchased with Overview and Introduction). Phone: 800-475-4756. Publisher's web site: <http://www.signmedia.com/>

DEAF-BLIND COMMUNICATION AND COMMUNITY Overview and Introduction

Smith, Theresa. 1993.

This 40-minute open-captioned video 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

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communicative differences and preferences, becoming involved in the community, and setting limits. This resource also makes use of video footage to illustrate guiding and communication preferences. Available from Sign Media Inc. for \$59.95 (\$115.95 when purchased with Getting Involved: A Conversation). Phone: 800-475-4756. Publisher's web site: <http://www.signmedia.com/>

DEAF/BLINDNESS: Essential Information for Families, Professionals & Students

Florence, Isabell. 1993. Robbie Dean Press.

This book provides a practical introduction to deaf-blindness. It describes the conditions affecting vision and hearing with examples that can help the reader gain perspective on what a person with that condition might see or hear. It goes on to explain communication methods used by people who are deaf-blind, and adaptations to the home and work environments. It also offers a section on appropriate etiquette. The author herself is Deaf-Blind and holds a bachelor's degree in social work, and a master's degree in rehabilitation training. 96 pages. Publisher's website: <http://www.robbiedeanpress.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. 2002. Sign Media, Inc.

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. 288 pages. Available 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>

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

Sauerburger, Dona. 1993. American Foundation for the Blind.

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. 194 pages. 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. No date. Helen Keller National Center.

Roberta Fanicelli interviews Winnie Tunnison about what it is like to be a 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. 28 minutes. Open captioned. Available from HKNC, 111 Middle Neck Road, Sands Point, NY 11050-1299. Phone: 516-944-8900.

THE MIND TRAVELLER: The Ragin' Cajun

Sacks, Oliver. 1998. BBC Worldwide Americas, Inc.

This 50-minute 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. This is available for loan or videostreaming via the Described and Captioned Media Program (DCMP, www.dcmp.org). Requires membership in DCMP, which is free to qualified applicants.

THE ONLY WAY SIGNING CAN KILL US

Clark, John Lee. 2006. FUTURE REFLECTIONS, Vol. 25, No. 2, p. 11.

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

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TOUCHING LIVES: Portraits of Deaf-Blind People

Gordon, Myles; Hajjar, Susan. 2002. Navada Productions.

This 56-minute video is a documentary by an 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 the Deaf-Blind (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. RE:VIEW, Vol. XXVII, No. 4, pp.149-154.

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.

VICTORY, MEASURED BY THE HEART

Hane, John. 1999, April-June. DEAF-BLIND AMERICAN, Vol. 37, No. 3, pp. 11-14.

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.

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

Chambers, Diane. 2004. Ellexa Press LLC.

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. 263 pages. Cost \$15.95. Publisher's

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website: www.ellexapress.com.

Registry of Interpreters for the Deaf (RID) VIEWS Articles

ASLEEP, LAST ROW, ON THE LEFT

Jacobs, Rhonda. 2011. VIEWS, Vol. 28, No. 3, p. 3.

This article is about interpreting for deaf-blind individuals. It defines back-channeling (how we let the person who is talking to us know that we are listening, we are following and what our reactions are to what they are saying while they are saying it). Examples of back-channeling, equal access and the primacy of touch for deaf-blind individuals are described.

CASE OF THE MISSING NECKLINE

Jacobs, Rhonda. 2011. VIEWS, Vol. 28, No. 1, p. 19.

This one-page fictional narrative illustrates the effect of an interpreter's neckline on a deaf-blind person's comprehension of an interpreted question. It is written from the perspective of a deaf-blind person with tunnel vision.

CHALLENGES IN DEAF-BLIND INTERPRETING: Then and Now

Jolley, Carolyn. 1997, December. VIEWS, Vol. 14, No. 11, p. 16.

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.

COMMUNITY COMMITMENT TO NURTURING DEAF-BLIND INTERPRETERS

Galeota, Marthalee. 1997, December. VIEWS, Vol. 14, No. 11, p. 22.

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.

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

Hecker-Cain, Jane; Rubinberg, Ilissa. 2005, December. VIEWS, Vol. 22, No. 11, pp. 35-36.

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 as specific adaptive equipment and techniques for facilitating individual styles and preferences.

DEAFBLIND DAY AND OTHER UPDATES

Jacobs, Rhonda. 2013. VIEWS, Vol. 31, No. 1, p. 21.

This article describes the first-ever DeafBlind Day held on August 8, 2013, a pre-conference event leading up to the Registry of Interpreters for the Deaf (RID) conference in Indianapolis, Indiana. It was a day to bring together DeafBlind people, interpreters and those who work with both groups to learn together in a shared series of workshops. Other updates are included.

DEAF-BLIND CONNECTIONS

Jacobs, Rhonda. 2008, July. VIEWS, Vol. 25, No. 7, pp. 44-45.

This inaugural column of "Deaf-Blind Connections" about deaf-blind interpreting and the deaf-blind community explains why such a column is important for interpreters by using the concept of contact in improvisational dance as a metaphor. Contact is a much larger and all-encompassing concept than touch because it implies communication—a give and take with another person—at a given moment in time. Information about resources for interpreters and news from the National Task Force on Deaf-Blind Interpreting is also included.

DEAF-BLIND CONNECTIONS: Deaf-Blind Interpreting in Court

Jacobs, Rhonda. 2009. VIEWS, Vol. 26, No. 1, pp. 46-47, 49.

Outlines what interpreters need to know when interpreting in court for deaf-blind persons. Topics include a discussion of the types of expertise that interpreters need (deaf-blind vs. legal), how to prepare for interpreting in court, how to prepare the court (e.g., materials that should be sent in advance to an attorney or court clerk), how to request and select interpreters who meet the needs of a specific deaf-blind individual, meeting in advance with court personnel, and preparing the deaf-blind consumer.

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DEAF-BLIND CONNECTIONS: Interpreting as Möbius Strip

Jacobs, Rhonda. 2008. VIEWS, Vol. 25, No. 8, pp. 44-45.

A Möbius strip is a continuous loop of ribbon such that if you follow your finger along one side, you will end up on the other side and then back again to where you originally started. In this edition of the column "Deaf-Blind Connections," the author uses a Möbius strip as a metaphor to explore the interplay of factors that make up deaf-blind interpreting. These factors include the skills needed to do deaf-blind interpreting, but also factors related to human dynamics such as interpersonal demands (the interactions of individuals present in the interpreting situation) and intrapersonal demands (psychological and physiological factors within the interpreter that have an effect on the interpreting event).

DEAF-BLIND CONNECTIONS: "May I Pet the Dog?"

Jacobs, Rhonda. 2009. VIEWS, Vol. 26, No. 2, pp. 45-46.

This edition of the column "Deaf-Blind Connections" lists 20 tips for interpreters to use when working with deaf-blind people who have guide dogs. They are points of etiquette and protocol that, when known and observed, can allow the deaf-blind person, the interpreter, and the guide dog to each do their job as part of a team.

DEAF-BLIND CONNECTIONS: Report from the National Task Force on Deaf-Blind Interpreting Face-to-Face Meeting

Jacobs, Rhonda. 2009. VIEWS, Vol. 26, No. 4, pp. 44-45.

This is a report of a meeting of the National Task Force on Deaf-Blind Interpreting, held July 31-August 1, 2009 in Philadelphia. The purpose was to identify goals and activities for the current year. A facilitated discussion resulted in identifying the following items as most salient and suitable to the mission and work scope of the task force: (1) infusion (having deaf-blind people included as part of the spectrum of consumers) versus specialized training; (2) faculty not having expertise; (3) outdated resources; (4) how current interpreters who work with deaf-blind people are being trained; (5) viewing the paradigm of deaf-blind interpreting as a setting rather than a special topic; and (6) further training of faculty, staff, and instructors.

DEAF-BLIND INTERPRETING

McNamara, Jamie. 1997, December. VIEWS, Vol. 14, No. 11, p. 10.

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.

DEAF-BLIND INTERPRETING: Many Paths on the Road

National Task Force on Deaf-Blind Interpreting. 2008, February. VIEWS, Vol. 25, No. 2, pp. 11-13.

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.

DEAF-BLIND INTERPRETING 101

Jacobs, Rhonda. 1997, December. VIEWS, Vol. 14, No. 11, p. 8.

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.

DEAF-BLIND INTERPRETING - INTERNATIONAL STYLE

Gregg, Carol. 1997, December. VIEWS, Vol. 14, No. 11, p. 13.

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

DEAF-BLIND INTERPRETING: Settings, Spectrums and Such

Morgan, Susanne; Olsen, Debbie. 2006, February. VIEWS, Vol. 23, No. 2, pp. 30-31.

In this two-page article, the authors suggest 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.

A DEAF-BLIND PERSPECTIVE

McGann, Richard. 2005, December. VIEWS, Vol. 22, No. 11, pp. 1, 54.

Two-page 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, and the difference between tracking and tactile interpreting.

DEAF-BLIND POWER NOW

Pellerin, Joan. 2011. VIEWS, Vol. 28, No. 2, p. 22.

This one-page article advocates for individuals who are deaf-blind to be included and not isolated. The model of support service providers (SSPs) needs to expand. In addition,

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hearing interpreters and deaf interpreters must work together in the furthering of deaf-blind individuals access to the varied offerings of daily life.

DEFINITIONS OF ALTERNATIVE COMMUNICATION STYLES WITH DEAF-BLIND PEOPLE

Devich, Julie. 1997, December. VIEWS, Vol. 14, No. 11, p. 15.

This one-page article examines several styles of communication used by Deaf-Blind people. 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.

THE DILEMMA OF DEAF-BLIND INTERPRETING

Sandefur, Ruth. 1997, December. VIEWS, Vol. 14, No. 11, p. 20.

This two-page 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.

DOES DISABILITY REALLY NEED TO BE FIXED?

Clark, John Lee. 2009. VIEWS, Vol. 26, No. 4, p. 20.

This one-page article is written by a deaf-blind adult. He discusses medical advances and the desire by some in the medical profession to eradicate deafness. The author celebrates his deafness as well as blindness and believes it is an important fabric of human life.

DOING IT ON A PLATFORM

Jacobs, Rhonda. 2012. VIEWS, Vol. 29, No. 3, pp. 19-20.

Describes strategies for interpreting platform presentations and events for people who are deaf-blind. Revised version available at: <http://files.rid.org/articles/DeafBlindSummer2012.pdf>

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

Cooper, Sheryl B. 1997, December. VIEWS, Vol. 14, No. 11, p. 6.

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.

HANDS DOWN, AN IDEA WHOSE TIME HAS COME

Jacobs, Rhonda. 2012. VIEWS, Vol. 29, No. 4, p. 18.

This one-page article explores the possibility of creating a "Hands Down Rule": every 10-15 minutes of interpreting with an individual who is deaf-blind at conferences, meetings and other situations, everyone puts their hands down for two minutes (interpreters, the presenters and the deaf-blind participants). Available at: <http://www.rid.org/userfiles/File/pdfs/Committees/DeafBlindConnections.pdf>

"I DON'T DO DEAF-BLIND"

Jacobs, Rhonda. 1997, December. VIEWS, Vol. 14, No. 11, p. 1.

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.

INTERPRETING FOR THE STUDENT WITH A COCHLEAR IMPLANT

Young, Barbara. 2009. VIEWS, Vol. 26, No. 3, pp. 20-22.

This article addresses advances in cochlear implant technology and how the increase in the number of young cochlear implant users has created a need for educational interpreters to become more knowledgeable about effectively working with this population of students. The article details some of the issues inherent in working with students who use cochlear implants and offers recommendations for interpreters.

AN INTERVIEW ON DEAF-BLIND INTERPRETING WITH CHAD METCALF

Jacobs, Rhonda. 2008, February. VIEWS, Vol. 25, No. 2, pp. 1, 15, 16.

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

IT'S HOW YOU SEE IT... OR FEEL IT

Jacobs, Rhonda. 2012, 2. VIEWS, Vol. 29, No. 2, Spring 2012, pp. 21-22.

This two-page article discusses how framing gives us our perspective and "how we

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interpret the world." Bio-cultural diversity is explained and the recent creation of Pro-Tactile in the deaf-blind community is highlighted.

KNOWLEDGE MEETS SKILL: A Primer on Vocabulary

Jacobs, Rhonda. 2013. VIEWS, Vol. 30, No. 1, pp. 16-17, 38.

This article is a basic primer on vocabulary for interpreters that may be used in deaf-blind contexts and some signs that are commonly used by deaf-blind people. It is not all-inclusive and some vocabulary, especially related to technology, is constantly evolving.

NATIONAL SUPPORT SERVICE PROVIDER PILOT PROJECT ROLLS OUT NEW CURRICULUM

Jacobs, Rhonda. 2010. VIEWS, Vol. 27, No. 3, pp. 18-19.

This article highlights the importance of support service providers (SSPs) for individuals who are deaf-blind and the establishment of the National Support Service Provider Pilot Project. In 2008, there was a federal appropriation that allowed the Deaf-Blind Service Center (DBSC) of Seattle, WA to begin Phase I with the development of a curriculum for training SSPs as well as training people who are deaf-blind to learn more about how to work with SSPs. A copy of the curriculum is available for free download from the DBSC website in regular print, large print, and Braille 1 and 2. A tactile publication was also produced and presented to approximately 40 individuals who are deaf-blind. Phase II will include multi-media tools such as PowerPoint presentations to go with each section of the curriculum, DVDs and other instructional materials. The funding received was enough to cover the technology tools, but not enough to cover training trainers, so more funding may be needed to make this happen.

NCIEC CENTERS COLLABORATE ON DEAF-BLIND INTERPRETING MENTOR PROGRAM

National Consortium of Interpreter Education Centers. 2011. VIEWS, Vol. 28, No. 4, p. 44.

This one page article describes a mentoring program developed to enhance the knowledge and skills of working interpreters in the area of interpreting for deaf-blind people. It includes feedback and gratitude expressed by the participants.

NEWS FROM THE INTERNATIONAL FRONT

Jacobs, Rhonda. 2013. VIEWS, Vol. 30, No. 2, pp. 24-25.

In 2011, the World Association of Sign Language Interpreters (WASLI) established the Deafblind Interpreting Committee to address the global lack of qualified interpreters to work with Deafblind people. The committee completed a document titled, "Deafblind Interpreter Education Guidelines" and the content is described in this article. The guidelines are available at http://wasli.org/wp-content/uploads/2013/06/279_wasli-db-

interpreter-education-guidelines-1.pdf. A few additional updates on international news are provided.

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

Galasso, Patrick 2. VIEWS, Vol. 23, No. 2, February 2006, pp. 20-21.

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.

PATIENCE OR PRESENCE: A Reflection on Qualities

Jacobs, Rhonda. 2010. VIEWS, Vol. 27, No. 2, pp. 20-21.

The author reflects on the qualities an interpreter should have in order to work with people who are deaf-blind. She writes that often the perspective interpreters assume or have been taught is that patience is an essential quality. Instead of patience, which can have a negative connotation, she suggests another way to look at an interpreter's way of being and doing is to have a quality of presence, to be with what is happening, to be with people where they are and how they are.

QUEST FOR SELF-IMPROVEMENT LEADS TO DEAF-BLIND SYMPHONY

Chambers, Diane L. 2006, February. VIEWS, Vol. 23, No. 2, pp. 6-7.

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.

TACTILE INTERPRETING - ARE YOU READY?

Downey, Jodene. 1997, December. VIEWS, Vol. 14, No. 11, p. 12.

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.

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TAKE THE HANDS-ON APPROACH

Bull, Elizabeth J. 2008, February. VIEWS, Vol. 25, No. 2, p. 8.

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

TEAM STRUCTURE FOR A DEAF-BLIND STUDENT

Dunn, Betsy J. 2000, March. VIEWS, Vol. 17, No. 3, pp. 16-17.

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.

TIPS ON MINIMIZING FATIGUE OR PAIN DURING TACTILE COMMUNICATION

Damato, Nadia. 2014. VIEWS, Vol. 31, No. 1, p. 36.

The author of this article is a tactile ASL user. She provides tips to minimize pain for DeafBlind people during Tactile ASL (TASL). Tips on receiving tactile communication as well as tips on providing tactile communication are listed.

UPDATES FROM THE NATIONAL TASK FORCE ON DEAF-BLIND INTERPRETING

Jacobs, Rhonda. 2011. VIEWS, Vol. 28, No. 4, pp. 18-19.

This brief update covers the development and implementation of a Deaf-Blind Interpreting Mentorship Program as well as a workshop presentation at the 2011 RID National Conference on behalf of the Task Force on "Establishing Rapport with Deaf-Blind Community Members."

UPDATES FROM THE NATIONAL TASK FORCE ON DEAF-BLIND INTERPRETING, THE RID DEAF-BLIND MEMBER SECTION AND THE AMERICAN ASSOCIATION OF THE DEAF-BLIND

Jacobs, Rhonda. 2010. VIEWS, Vol. 27, No. 4, pp. 18-19.

This two page article covers updates from several agencies supporting individuals who are deaf-blind including interpreters who work with deaf-blind people as well as a consumer agency.

INTRODUCTION TO THE SEATTLE DEAF-BLIND COMMUNITY AND THE ROLE OF THE SUPPORT SERVICE PROVIDER

Deaf-Blind Service Center. 2010.

This 7-minute video describes the Seattle Deaf-Blind Community and the Role of the Support Service Provider. Seattle has had a Support Service Provider (SSP) program for the past 20 years and the community wishes to share their knowledge and experience so that other individuals who are deaf-blind in other parts of the country can begin to receive Support Service Provider assistance. The video briefly describes the variations in how a person who is deaf-blind communicates depending on their level of vision and/or hearing. Available at: <https://vimeo.com/84484829>

PRO-TACTILE: The DeafBlind Way (VLOG #1)

Nuccio, Jelica; granda, aj. 2013.

This online vlog is one in a series of online vlogs describing what Pro-Tactile means within the DeafBlind community. "Pro-Tactile" in this context means the value of touch for purposes of communication. During this conversation, Jelica and aj give each other tactile feedback the whole time, tapping on each other's legs, and hands, shoulders, and arms with one hand and simultaneously signing with their other hand. 9 minutes, 44 seconds. Available at: <http://www.protactile.org/pt-vlog---1.html>

PRO-TACTILE: The DeafBlind Way (VLOG #2)

Nuccio, Jelica; granda, aj. 2013.

This online vlog is the second in a series of online vlogs describing what Pro-Tactile means within the DeafBlind community. "Pro-Tactile" in this context means the value of touch for purposes of communication. During this brief presentation, Jelica and aj identify back-channeling as the most important Pro-Tactile (PT) practice. 5 minutes. Available at: <http://www.protactile.org/pt-vlog---2.html>

PRO-TACTILE: The DeafBlind Way (VLOG #3)

Nuccio, Jelica; granda, aj. 2013.

This online vlog is the third in a series of online vlogs describing what Pro-Tactile means within the DeafBlind community. "Pro-Tactile" in this context means the value of touch for purposes of communication. During this brief presentation, Jelica and aj talk about the difference between haptics and Pro-Tactile. 5 minutes, 35 seconds. Available at: <http://www.protactile.org/pt-vlog---3.html>

Videos and Vlogs

PRO-TACTILE: The DeafBlind Way (VLOG #4)

Nuccio, Jelica; granda, aj. 2013. This online vlog is the fourth in a series of online vlogs describing what Pro-Tactile means within the DeafBlind community. "Pro-Tactile" in this context means the value of touch for purposes of communication. During this brief conversation, Jelica and aj continue the conversation regarding back-channeling begun on a previous vlog in order to respond to questions they received about the practice. 5 minutes, 17 seconds. Available at: <http://www.protactile.org/pt-vlog---4.html>

VIDEO EXAMPLES OF DEAF-BLIND INTERPRETING

National Task Force on Deaf-Blind Interpreting and the CATIE and MARIE Centers. 2013.

The following links are examples of Deaf-Blind Interpreting created by the National Task Force on Deaf-Blind Interpreting and the CATIE and MARIE Centers.

<http://vimeo.com/65788899>

<http://vimeo.com/65866418>

<http://vimeo.com/65971191>

<http://vimeo.com/66567175>

<http://vimeo.com/66571702>

<http://www.youtube.com/watch?v=3Ur3WnhDj9E>

ANATOMY OF AN INTERPRETATION

Jacobs, Rhonda. 2013, May 23. National Task Force on Deaf-Blind Interpreting and the CATIE and MARIE Centers.

This 90-minute webinar, geared toward interpreter educators and working interpreters, with or without experience working with people who are deaf-blind, will build upon the previous webinar, A Process Model for Deaf-Blind Interpreting, and examine an interpretation done by a Deaf interpreter working with a Deaf-Blind individual, looking at how various aspects of an interpretation are done, particularly the incorporation of visual information. For participants who did not participate in the previous webinar, there will be a brief review of the process model of interpreting previously presented. Available at: <http://www.youtube.com/watch?v=Ps5j78E33yU>

NIEC TEACHING MODULE FOR THE CLASSROOM: Introduction to Deaf-Blind Interpreting

National Interpreter Education Center. 2013, May 15.

This presentation highlights the content of a 6-hour module on the topic of Deaf-Blind Interpreting for students. The module includes information on environmental and ergonomic considerations, interpreting mode modifications, and additional responsibilities. It includes activities, readings, videos and assessments. The National Interpreter Education Center (NIEC), as part of the Consortium of Interpreter Education Centers, has developed this and other infusion modules for use in interpreter education classrooms.

This presentation is available at: <https://ncrtm.org/moodle/mod/page/view.php?id=4255>

A PROCESS MODEL FOR DEAF-BLIND INTERPRETING

Jacobs, Rhonda. 2013, February 21. National Task Force on Deaf-Blind Interpreting and the CATIE and MARIE Centers.

This 90-minute webinar, geared toward interpreter educators and working interpreters, with or without experience working with people who are deaf-blind, presented A Process Model for Deaf-Blind Interpreting as published in the 2005 Journal of Interpretation, updated to include work published since 2005. Participants examine a process model of interpreting as it relates to deaf-blind interpreting, considering such elements as visual information, message analysis, contextual analysis, linguistic modifications and back-channeling. Webinar available at: <http://www.youtube.com/watch?v=JkpykTKzwAc>

Webinars

STRATEGIES FOR INFUSING DEAF-BLIND RELATED CONTENT INTO THE INTERPRETER EDUCATION PROGRAM (IEP) CURRICULUM: A Shareshop Amongst Instructors

Morgan Morrow, Susanne. 2014. Deaf-Blind Teaching, Interpreting and Professional Development and the CATIE and MARIE Centers.

It is the intention of Interpreter Education Programs (IEPs) to prepare well-rounded, knowledgeable and skilled practitioners. Yet we are doing them a disservice by not providing adequate exposure and experiences specific to deaf-blind interpreting strategies. A survey conducted by the National Task Force on Deaf-Blind Interpreting & the National Consortium of Interpreter Education Centers validated this concern as many instructors reported a lack of the requisite content knowledge and skills that are needed to teach deaf-blind content. This online webinar provides a platform for the sharing of resources amongst IEP instructors on content, activities and materials that are available. Content is shared from the national survey of interpreter educators, examples of content that should be incorporated and activities for inclusion in the IEP are suggested. 90 minutes. Available at: <http://www.youtube.com/watch?v=iJwAV2rV5x0>

103 HAPTIC SIGNALS - A REFERENCE BOOK

Danish Association of the Deafblind. 2012.

This book is produced by the Danish Association of the Deafblind in collaboration with the Centre for Sign Language—The Interpreter Training Program and the Information Centre for Acquired Deafblindness. The illustrations show Anette Rosenqvist making haptic (touch) signals on the back of Dorte Eriksen, who is deafblind. Anette Rosenqvist and Dorte Eriksen are some of the Danish pioneers in the development of haptic communication. 123 pages. Available at: <http://wasli.org/special-interest/deafblind-interpreting>

AND THE JOURNEY BEGINS

Axelrod, Cyril. 2005. Douglas McLean.

This is the autobiography of a man who was born deaf and later lost his vision due to retinitis pigmentosa. He was raised Jewish, but became a Catholic priest. This story chronicles his life and work. 228 pages.

BRAVO! MISS BROWN: A World Without Sight and Sound

Mactavish, Joan. 2000. Cavu, Inc.

This is a non-fiction book about a deaf-blind Canadian woman, Mae Brown. She was the first deaf-blind person to graduate from the University of Toronto. The book tells of her journey and accomplishments. 392 pages.

CONSUMERS SPEAK OUT

Carr, Theresa S. 1995. In Jane M. Everson (Ed.), *Supporting Young Adults Who Are Deaf-Blind in Their Communities* (pp.71-85). Paul H. Brookes Publishing Co.

This book chapter summarizes responses obtained through interviews with seven individuals who received services from the Helen Keller National Center in the spring of 1993. The goal of this book chapter is to introduce novice service providers to the population of individuals who are deaf-blind and remind more experienced service providers of the diverse experiences, needs, and dreams of this low-incidence population. The results of these interviews reinforce four themes: 1) the importance of employment and community living, 2) the importance of effective communication, 3) the need for friendships and other relationships, and 4) the importance of engaging in satisfying recreation and leisure activities.

Additional Resources

DEAF-BLIND REALITY: Living the Life

Stoffel, Scott M. (Ed.) 2012. Gallaudet University Press.

From the book jacket: "explores what life is really like for persons with a combination of vision and hearing loss, and in a few cases, other disabilities as well." Includes extensive interviews with 12 deaf-blind individuals, including the author, who live in different areas of the world. Topics include family reactions to hearing and vision loss, school experiences, transition-to-adulthood experiences, relationships, careers, communication, and coping with a variety of challenges. 275 pages. Available from Amazon.com.

INVISIBLE: My Journey Through Vision and Hearing Loss

Silver, Ruth. 2012. iUniversities.

The memoir of a woman who is deaf-blind. She shares her life experiences and her struggles to accept blindness, and later, hearing loss. 278 pages. Available from Amazon.com.

LIVING WITH DEAF-BLINDNESS: Nine Profiles

Yoken, Carol. 1979. Gallaudet College.

This book introduces students and professional workers to nine deaf-blind people including four born with severe or profound hearing loss who gradually lost most or all of their vision due to retinitis pigmentosa, two who suffered sudden, concurrent loss of hearing and vision, two with severely impaired vision as young children who later developed hearing loss, and one person who lost his vision in his early 20s and his hearing 20 years later. 175 pages.

MISS(ED) COMMUNICATION

Kozlik, Lisa. 2000. DEAF-BLIND PERSPECTIVES, Vol. 8, No. 1, p. 5.

This is a poem written by a 29-year-old college student who is deafblind. It describes her experiences and missed communication as a result of being a deafblind adult. Available at: <http://documents.nationaldb.org/dbp/pdf/sept00.pdf>

MY MAGGIE

King, Richard. 2007. HPH Publishing.

Maggie King was diagnosed with hearing loss at age 4, experienced progressive vision loss, and was diagnosed with Usher syndrome type II as an adult. This book details her marriage and friendships, her education and career as a registered nurse, her adjustment to vision loss, and career change. Maggie also had three types of cancer and eventually

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died of ovarian cancer. In this book, her husband tells the story of her adult life and their relationship. From the book jacket: "King shares one of the most powerful, complex, and memorable love stories ever written . . . Maggie was a woman who understood how to lead a happy life and led it, in spite of the challenges placed in front of her." 304 pages. Available from Amazon.com.

NOT FADE AWAY: A Memoir of Senses Lost and Found

Alexander, Rebecca; Alper, Sascha. 2014. Gotham.

This book is the memoir of a young woman born with Usher syndrome type III. She is a psychotherapist, spin instructor, volunteer, and an extreme endurance athlete who is almost completely deaf and blind. 309 pages. It is available from Amazon.com in several formats (Kindle edition, hardcover, audio).

ORCHID OF THE BAYOU: A Deaf Woman Faces Blindness

Carroll, Cathryn; Fischer, Catherine Hoffpauir. 2001. Gallaudet University Press.

The story of Catherine (Kitty) Fischer who discovered as an adult that she had Usher syndrome. Addresses her upbringing and Louisiana Cajun heritage, early adult life, and how she coped with her diagnosis. 253 pages.

SILENCE WITH A TOUCH: Living with Usher Syndrome

National Technical Institute for the Deaf. 2006.

This 26-minute DVD introduces several individuals, from early adolescence to adulthood, who are living with Usher syndrome, a genetic condition that causes both hearing loss and progressive vision loss. The individuals profiled are shown in a variety of settings including at school, at home, and in places of employment. All speak about how Usher syndrome has changed their lives and about the adjustments and challenges they face. It was produced by the National Technical Institute for the Deaf in cooperation with the New York State Technical Assistance Project Serving Children and Youth Who Are Deafblind. To order, send a check or money order payable to Teachers College for \$20.00 (U.S.) or \$25.00 (International). The cost includes postage and handling fees. Mail to New York State Technical Assistance Project, Teachers College Columbia University, 525 West 120th Street, Box 223, New York, NY 10027. For further information, call 212-678-8188, e-mail nystap@tc.edu.

SUDDENLY SLOW: Poems

Clark, John Lee. 2008. Handtype Press.

"Suddenly Slow: Poems," is a limited edition chapbook that showcases sixteen poems by the award-winning deaf-blind poet, John Lee Clark. Clark was born deaf and became

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progressively blind beginning in early adolescence. Through his poems, "Clark is making sense of a world that comes to him differently," says Morgan Grayce Willow, the author of two books of poetry. "All we need do is place our trust in the crook of the arm of this DeafBlind poet; he then leads us into a world where 'there is no answer in sight.' This is a world of broadened vision emerging from narrower sight, of heightened passion blossoming from experience at a slower pace. Each lyric along the journey into this poet's 'kind of light' rewards our trust." 32 pages. Cost: \$8.00. Publisher's web site: <http://www.handtype.com>

VICTORY, MEASURED BY THE HEART

Hane, John. 1999, April-June. DEAF-BLIND AMERICAN, Vol. 37, No. 3, pp. 11-14.

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.

WHAT IS VISIBLE

Elkins, Kimberly. 2014. Hachette Book Group.

This engaging novel dramatizes the real events in the life of Laura Bridgman, made famous in the nineteenth century as the first deaf and blind student to receive an education at the Perkins Institute. The author conducted extensive research on Laura's life, and distinguishes fact from fiction in the afterword. 300 pages. Available from Amazon.com.

WHERE I STAND: On the Signing Community and My DeafBlind Experience

Clark, John Lee. 2014. Handtype Press.

This collection of essays from one of the country's leading voices on issues facing the signing community appears at a time of troubling trends and exciting new developments. Through his lucid and accessible prose, John Lee Clark delves into questions ranging from why hearing parents of Deaf children don't sign to how written American Sign Language will change the course of Deaf literature. As a second-generation DeafBlind man, Clark also takes us on a tour of his experiences as a student, father, husband, and "client" of special services. Filled with startling observations and unapologetic assertions, **Where I Stand** challenges and broadens our understanding of an important but often overlooked community. 126 pages. Publisher's web site: <http://www.handtype.com/> Available at: <http://www.handtype.com/books/whereistand/>

Additional Resources

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

Chambers, Diane. 2004. Ellexa Press LLC.

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. 263 pages. Cost \$15.95. Publisher’s website: www.ellexapress.com.

