An Annotated Bibliography on Deaf-Blind Interpreting

Fourth Edition

Deaf Blind Interpreting National Training and Resource Center

Acknowledgements

Overview

The Annotated Bibliography first began as a project of the National Task Force on DeafBlind Interpreting to help support infusing the current Interpreter Education Training Program format with DeafBlind related content (i.e. tactile communication, guiding, and describing the environment). Because there is no standard across IEPs to offer stand-alone DeafBlind interpreting courses, content experts culled what materials had been produced over time in the field and synthesized the most salient findings into this document. Some materials may be more challenging to locate and reproduce but by-in-large, these materials remain in existence and can be located or tracked via the DBI online repository, NCRTM or NCDB's digital archives.
As the DeafBlind community continues to mobilize, there will be more need for updating content to reflect the growing linguistic and cultural demands of this minority group and new materials will need to address this. To that end, DBI is committed to supporting dissemination efforts of any new publications, content and research.

A digital version of this document and most of the resources it describes can also be found listed in the DBI digital repository online at http://digitalcommons.wou.edu/dbi and are available from the NCDB Library.

This document is also available in electronic format on the DBI website at www.dbintepreting.org.

For additional information, access the DBI website at www.dbintepreting.org or contact DBI at dbi@wou.edu. If you have comments or recommendations for resources you think should be included in a future edition, please send them to DBI either via email or by mail to:

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Table of Contents

Resources
In alphabetical order.

'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.

"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.

"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

A BRIDGE TO THE OUTSIDE WORLD
Pedersen, Bettina Kastrup. 2014. DBI REVIEW, No. 52, pp. 25-26.
This article explores the use of haptic communication with congenitally deafblind people. It may contribute to giving a better understanding of the outside world. This relatively new way of communicating actually has a social dimension which other tactile forms of communication may have difficulty in conveying.
http://www.deafblindinternational.org/PDF/DbI%20Review%2052.pdf

A CASE STUDY OF TACTILE LANGUAGE AND ITS POSSIBLE STRUCTURE: A Tentative Outline to Study Tactile Language Systems among Children with Congenital Deafblindness
Dammeyer, Jesper; Nielsen, Anja; Strøm, Emilie. 2015. Journal Of Communication Disorders, Deaf Studies & Hearing Aids, Vol. 3, No. 2.
This article theorizes that tactile languages may exist as unique languages (rather than just modifications of visual sign language). Through the analysis of a 1 ½ minute video of a congenitally deaf-blind boy communicating with his mother about a playground experience, the authors explored tactile linguistic features of phonology, morphology, semantics, and syntax. The linguistic features of tactile language were found to involve a potential unique and complex structure based on direction, speed, and acceleration of movements; pressure; and body position. http://dx.doi.org/10.4172/2375-4427.1000133

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.

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.

A GLIMPSE OF OUR WORLD: Inspirational Stories by Young Deafblind People
Deafblind International Youth Network. 2016.
This booklet includes 15 one-page stories of young people with deaf-blindness from around the world. Most are accompanied by a photo.
http://dbiyn.deafblindinternational.org/Documents/A%20Glimpse%20of%20Our%20World.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.

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

A GUIDEBOOK FOR EDUCATIONAL SIGN LANGUAGE INTERPRETERS: Making Accommodations for Students with Combined Vision and Hearing Loss (Deaf-Blind)
Nebraska Deaf-Blind Project. 2016.
This document provides a basic overview of educational interpreting for students with combined vision and hearing loss, including environmental accommodations, low vision interpreting, reduced peripheral fields interpreting, tactile sign language (one- and two-handed methods), tactile fingerspelling, and other communication modes.
http://documents.nationaldb.org/products/interpreter2.pdf

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

A THIRD WAY: Communication Project for Adults and Elderly People with Acquired Deafblindness
Bruun, Jenna W.; Ottesen, Henrik H. 2003. 13th DbI 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 DbI 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.

ABOUT COMMUNICATION WITH PEOPLE WITH ACQUIRED DEAFBLINDNESS
Information Center for Acquired Deafblindness.
This translation of the Danish booklet "Om Kommunikation Med Dovblinblevne" 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.

ADVERBIAL MORPHEMES IN TACTILE SIGN LANGUAGE: Deaf-Blind Interpreting
Collins, Steven D. 2014. In Robert Adam, Christopher Stone, Steven D. Collins, & Melanie Metzger (Eds.), Deaf Interpreters at Work: International Insights (pp. 117-139). Gallaudet University Press.
This chapter investigates adverbial use in tactile American Sign Language (TASL) using a linguistic case study of a conversation between two adults with Usher syndrome Type I. The participants were videotaped during a 50-minute dialogue. The study found that the signers used tactile components (such as holds, tenseness in hands, and added signs) to make up for visual nonmanual signals that convey meaning in ASL. Specific ways in which they expressed adverbials of various types are presented in tables. The author concludes that there is grammatical variation between visual and tactile ASL.

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.

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.
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.

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.

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

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.

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 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.

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.
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.

BLINDNESS AND OCCUPATION: Personal Observations and Reflections
Chaplin, Rikki. 2016. In Pamela Block, Devva Kasnitz, Akemi Nishida, & Nick Pollard (Eds.), Occupying Disability: Critical Approaches to Community, Justice, and Decolonizing Disability (pp. 319-329). Springer.
Chaplin, who is deaf-blind due to Norrie disease, discusses his perspective on occupation, dividing it into three layers: adaptive learning, contributing and providing, and advocacy and education. He describes his own experiences in these areas, focusing particularly on his advocacy work with Blind Citizens Australia and his adjustment to hearing loss. He also touches on emotional stress and its effect on people's ability to engage in their occupations.

BRIDGING THE GAP BETWEEN DEAFBLIND MINDS: Interactional and Social Foundations of Intention Attribution in the Seattle DeafBlind Community
Edwards, Terra. 2015. FRONTIERS IN PSYCHOLOGY, Vol. 6, Article 1497.
This article is concerned with the linguistics of Tactile American Sign Language (TASL). It analyzes some of the social and interactional mechanisms that constrain pragmatic acts of intention attribution among DeafBlind people in Seattle, Washington. Drawing on analyses of video-recorded interactions, notes from fieldwork, and more than 15 years of involvement in the Seattle DeafBlind community, the author argues that under the influence of the recent "pro-tactile" movement, DeafBlind people are generating new and reciprocal modes of access to their environment, and this process is aligning language with context in novel ways. She discusses two mechanisms that can account for this process: embedding in the social field and deictic integration. http://dx.doi.org/10.3389/fpsyg.2015.01497

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.

CAN I REALLY DO IT?
Girma, Haben. 2014. TALKING SENSE, Vol. 59, No. 1, pp. 34-35.
This article is by Haben Girma, lawyer and disability rights advocate, a graduate of Harvard Law School, and the first deafblind student ever to do so. She describes it as a triumph of self-confidence over doubt. https://habengirma.com/

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.

CO-FORMING REAL SPACE BLENDS IN TACTILE SIGNED LANGUAGE DIALOGUES

Mesch, Johanna; Raanes, Eli; Ferrara, Lindsay. 2015. COGNITIVE LINGUISTICS, Vol. 26, No. 2, pp. 261-287.

This article reports on a linguistic study examining the use of real space blending in the tactile signed languages of Norwegian and Swedish signers who are both deaf and blind. Tactile signed languages are typically produced by interactants in contact with each other's hands while signing. Of particular interest to this study are utterances which not only consist of the signer producing signs with his or her own hands (or other body parts), but which also recruit the other interactant's hands (or another body part). These utterances, although perhaps less frequent, are co-constructed, in a very real sense, and they illustrate meaning construction during emerging, embodied discourse. Here, we analyze several examples of these types of utterances from a cognitive linguistic and cognitive semiotic perspective to explore how interactants prompt meaning construction through touch and the involvement of each other's bodies during a particular type of co-regulation.

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

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/

COMMUNICATION GUIDE SUPPORT FOR WESTERN AUSTRAILIANS WITH DEAFBLINDNESS: A PILOT PROJECT [Thesis]
Wittorff, Matthew G. 2014.
This study measured the effects on ten people who are deaf-blind and received support over a six month period from a 'communication guide' who received training in deaf-blind issues, sighted guide and deaf-blind communication. Participants completed pre-post quantitative measures and a semi-structured interview at the end of the intervention. The qualitative and quantitative data indicated improvement in quality of life of participants.
https://espace.curtin.edu.au/handle/20.500.11937/1896

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.

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.

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.

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.

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.

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.

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

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.

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 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.wsdbc.org

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.

DEAFBLIND BUSHWALKERS IN WESTERN AUSTRALIA

Willis, Angela. 2015. DBI REVIEW, No. 54, pp. 13-17.

This article talks about six bushwalkers with Usher syndrome in Australia who embarked on hiking trips with sighted guide volunteers. Questionnaires and interviews afterwards assessed their physical, mental, and emotional health.

http://www.deafblindinternational.org/PDF/DbI%20Review%2054.pdf

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.

DEAF-BLIND CONNECTIONS: Interpreting as Mobius Strip
Jacobs, Rhonda. 2008. VIEWS, Vol. 25, No. 8, pp. 44-45.
A Mobius 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 Mobius 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.

DEAFBLIND SELF-ADVOCACY: Reach Out and Touch Someone
Pellerin, René. 2014. VIEWS, Vol. 31, No. 2, p. 13.
This brief article emphasizes the importance of self-advocacy in the DeafBlind community and mentions several examples in different parts of the country.
https://drive.google.com/file/d/0B3DKvZMflFLdNGNrX3ZVYmVDYmc/view

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.

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). 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.

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.

DEVELOPMENT OF TRAINING FOR DEAF INTERPRETERS TO WORK WITH DEAF VISUALLY IMPAIRED PEOPLE
Reed, Sarah. 2003. In 13th DbI 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 DbI World Conference on Deaf-Blindness. The paper describes the use of Deaf interpreters to work with Deaf visually impaired people.

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.

EMPOWERING PEOPLE EXPERIENCING USHER SYNDROME AS PARTICIPANTS IN RESEARCH
Evans, Michelle. 2017. BRITISH JOURNAL OF SOCIAL WORK.
Engaging people from marginalized groups such as the deafblind and Usher communities to participate in research has historically proved challenging, mainly due to communication differences between participants and researcher. This British article discusses the use of an approach called "Multiple Sensory Communication and Interview Methods" (MSCIM) during a qualitative research study involving 20 adults with Usher syndrome. Communication and interview methods were participant-led. Communication methods included clear speech, visual frame British Sign Language (BSL), hands-on BSL, deafblind manual, and written communication. Participants were given the choice to be interviewed face to face, over the telephone, via Skype (video or no video), or via email. The approach led to a measure of unexpected equalizing between the researched and the researcher and explored how empowering individuals from marginalized groups as active participants contributes to inclusivity and promotes trustworthiness in research.

FACTORS ASSOCIATED WITH THE SUCCESSFUL VOCATIONAL REHABILITATION OF INDIVIDUALS WITH USHER SYNDROME: A Qualitative Study [Dissertation]
Watters-Miles, Constance. 2014.
This dissertation investigates the remembered lived experiences of six individuals who were diagnosed with Usher syndrome, the effect that the progressive condition had upon their lives, and their experiences with vocational rehabilitation. The participants recalled details of their own reaction to the diagnoses as well as the reactions of their parents. Themes were identified in their responses that included independent dependence, Usher support, parental reaction, lowered expectations, hope, and ongoing change. The participants, three men and three women, reported periods of adjustment and sadness as well as hopes for their future, career accomplishments, and social interactions. http://hdl.handle.net/10150/338960

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

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.

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 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

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.

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.

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.

IMAGINE: TO BE A PART OF THIS

Grandia, Lex. 2014. In Maya Sabatello and Marianne Schulze (Eds.), Human Rights and Disability Advocacy (pp. 146-156). University of Pennsylvania Press.
The author, who is deaf-blind, describes his experience serving on the first committee to draft a text for the United Nations' Convention on the Rights of Persons with Disabilities.

IMPLICATIONS OF DEAFBLINDNESS: The Physical and Mental Health and Social Trust of Persons with Usher Syndrome Type 3

Wahlqvist, Moa; Möller, Claes; Möller, Kerstin. 2016. JOURNAL OF VISUAL IMPAIRMENT & BLINDNESS, Vol. 110, No. 4, pp. 245-256.
In this Swedish study, 15 adults with Usher syndrome type 3 filled out two questionnaires which covered a wide range of domains related to health and social trust. Results showed poor physical and mental health and severe problems with social trust among participants. Three participants had cochlear implants, and they reported fewer problems in these areas than the others. The authors conclude that interdisciplinary strategies are required to facilitate the rehabilitation of persons with USH3 throughout their lives.

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.

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.

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.

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 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 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 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

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.

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 (OCDBE), 4795 Evanswood Drive, Suite 300, Columbus, OH 43229. Phone: 614-785-1163. E-mail: ocdbe@ssco.org

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

ISOLATION: A Diary of Subtle Discrimination

Conway, Megan. 2014. REVIEW OF DISABILITY STUDIES, Vol. 10, #1-2, pp. 3-5.

The author describes the isolation caused by subtle discrimination against people with disabilities and provides concrete examples from her own life as well as examples of a broad range of subtle behaviors and events that perpetuate inequities for people with disabilities in post-secondary education. The author describes herself as both legally blind and severely hard of hearing (aka deaf-blind). http://rdsjournal.org/index.php/journal/article/view/27/102

LANGUAGE AND COMMUNICATION IN PEOPLE WHO ARE DEAFBLIND

Vervloed, Mathijs P. J; Damen, Saskia. 2016. In Marc Marschark and Patricia Elizabeth Spencer (Eds.), The Oxford Handbook of Deaf Studies in Language (pp. 325-343). Oxford University Press.

This chapter provides an overview of communication in people with deafblindness, covering levels of communication, modes and functions, using touch, communication challenges, early versus late deafblindness, consequences of limited perception of distant stimuli, social-emotional and behavioral challenges, assessment approaches and tools, augmented and alternative communication (AAC), and building an environment conducive to communication.

LEADERS WHO ARE DEAFBLIND: A Phenomenological Study of Educational Experiences [Dissertation]
Shariff, Risa Amacker. 2014.
This dissertation examines the educational experiences of five leaders from the DeafBlind community. Data collection consisted of two in-depth face-to-face interviews, two participant journals, and document reviews. Critical DeafBlind Theory (CDBT) served as the theoretical framework to determine how the educational experiences of leaders who are DeafBlind were interwoven with the norms and values of the DeafBlind community. Themes that were identified included "not experiencing complete access," "direct and full access," direct "hands on experience" education, extracurricular experiences, "missed a great deal of information," "advocating for myself," "many kids teased us," "discussions with my classmates," self-educating, the importance of role models who are DeafBlind and d/Deaf, and "most of my learning came through reading." Includes some discussion of interpreters and SSPs.

LESSER-KNOWN THINGS ABOUT BEING DEAFBLIND
Ball, Liz. September 11, 2014. BBC News Ouch Blog.
The author educates the public on some of the varied ways in which she and other individuals who are deaf-blind communicate. She is employed by Sense in the UK as a Campaigns Involvement Officer. http://www.bbc.com/news/blogs-ouch-29107899

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 Joffee (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.

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.

MODIFIED SIGN LANGUAGE FOR CONGENITALLY DEAFBLIND PEOPLE
Thestrup, Ann; Anderson, Ove Vedel. 1994. DEAFBLIND EDUCATION, January-June 1994, pp. 16-17.
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.

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.

NEEDS AND CHALLENGES OF SENIORS WITH COMBINED HEARING AND VISION LOSS
McDonnall, Michele C.; Crudden, Adele; LeJeune, B. J. 2016. JOURNAL OF VISUAL IMPAIRMENT & BLINDNESS, Vol. 110, No. 6, pp. 399-411.
This study surveyed 131 individuals with dual sensory loss between the ages of 55 and 99 years about their most important needs, the challenges associated with their sensory losses, and the training needs of the people who interact with them. The most commonly identified needs were transportation, technology training, assistance with errands, and improved communication. Medical providers were identified as the service providers who most need training about dual sensory loss. A majority of respondents thought their local community members, friends, and family also need education. Some differences were noted based on age of onset of sensory losses.

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.

ONE OF SOCIETY'S MOST VULNERABLE GROUPS?: A Systematically Conducted Literature Review Exploring the Vulnerability of Deafblind People
Simcock, Peter. 2016. HEALTH & SOCIAL CARE IN THE COMMUNITY, Vol. 25, No. 3, pp. 813–839.
This literature review of 28 articles focuses on the experience of vulnerability in people with deafblindness. While no empirical studies specifically examining this topic were found, deafblind people described feelings of vulnerability in studies exploring their experiences more generally and in personal accounts. This population is identified as "at risk" of various adverse outcomes, particularly when compared to the non-deafblind majority. The literature largely relates to negative outcomes and includes significantly less exploration of positive risk taking, coping capacity and resilience. Deafblind people do not appear to describe themselves as being vulnerable as a permanent state, suggesting a need for greater exploration of the experience among all sections of this heterogeneous population, with consideration of resilience and coping. http://onlinelibrary.wiley.com/doi/10.1111/hsc.12317/full

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.

OVERVIEW OF TOUCH SIGNALS
Benton, Ashley. 2016. Helen Keller National Center.
This 10-minute video discusses touch signals, Haptics, and Pro-Tactile.
https://www.helenkeller.org/hks/touch-signals-%E2%80%93-personal-perspective

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.

PERCEPTIONS OF SOCIAL NETWORKS BY ADULTS WHO ARE DEAFBLIND
Arndt, Katrina; Parker, Amy. 2016. AMERICAN ANNALS OF THE DEAF, Vol. 161, No. 3, pp. 369-383.
In this study, 10 adults who are deafblind were interviewed about their social lives. Additional data was collected from a discussion board and emails from the study participants. Three findings emerged from the data: (a) Navigating adaptations was a significant part of socialization. (b) Gaps existed in work, family, and formal support networks. (c) The participants drew upon resiliency and advocacy to manage these gaps. The article includes a discussion of the Pro-Tactile movement.

PHYSICAL AND PSYCHOLOGICAL HEALTH, SOCIAL TRUST, AND FINANCIAL SITUATION FOR PERSONS WITH USHER SYNDROME TYPE 1

Wahlqvist, Moa; Möller, Kerstin; Möller, Claes. 2016. BRITISH JOURNAL OF VISUAL IMPAIRMENT, Vol. 34, No.1, pp. 15-25.

Through a questionnaire, this study compared 60 persons with deaf-blindness due to Usher syndrome type 1 with a cross-section of the Swedish population. The psychological health, social trust, and financial situation of persons with USH1 were found to be significantly poorer than those of the reference group, although this was not the case for physical health (persons with USH1 only expressed significantly more problems with headache). The USH1 group reported fatigue, loss of confidence, suicide thoughts and attempts, not wanting to go out alone, not receiving help, and having no one to confide in.

POSSIBILITIES: Recreational Experiences of Individuals Who Are Deafblind

Lieberman, Lauren J.; Haegele, Justin A.; Marquez, Maricar. n.d. American Printing House for the Blind.

This web-based publication consists of 18 stories by Deafblind people about their experiences with sports and recreational activities—from triathlon to mountain climbing to speed skating. http://www.aph.org/physical-education/stories/

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

PRO-TACTILE: The DeafBlind Way (VLOG #5)
Nuccio, Jelica; granda, aj. 2016.
This online vlog is the fifth 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. Available at: http://www.protactile.org/2016/03/pro-tactile-vlog-5_14.html

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 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.

PSYCHOLOGICAL STRESS IN PEOPLE WITH DUAL SENSORY IMPAIRMENT THROUGH USHER SYNDROME TYPE II
Högner, Nadja. 2015. JOURNAL OF VISUAL IMPAIRMENT & BLINDNESS, Vol. 109, No. 3, pp. 185-197.
This study measured stress in people with Usher syndrome type II (USH2) and the influence of personal variables such as age, gender, and employment. Two questionnaires were filled out by 262 people with USH2. Results indicated that people with USH2 have a higher risk of experiencing stress, particularly in regard to orientation and mobility, chronic worry, and social isolation. The authors note the need for rehabilitation services to reduce stress in people with USH2, especially older, female, and unemployed people.

PSYCHOSOCIAL ASPECTS IN USHER SYNDROME
Högner, Nadja. 2016. DBI REVIEW, #56, pp. 22-25.
This article summarizes the recent international research studies on the psychosocial situation of people with Usher syndrome. It covers diagnosis, stress in different areas of life, mental health issues, social stress, self-image and self-esteem, sense of humor, and coping strategies and programs. http://www.deafblindinternational.org/PDF/DbI%20Review%2056.pdf

PSYCHOSOCIAL WELL-BEING AND HEALTH-RELATED QUALITY OF LIFE IN A UK POPULATION WITH USHER SYNDROME
Dean, Gavin; Orford, Amy; Staines, Roy. 2017. BMJ OPEN, Vol. 7, No. 1.
This study surveyed 90 adults with Usher syndrome in the United Kingdom, measuring depressive symptoms, loneliness, and social support and how these related to physical and mental health-related quality of life (HRQOL). Psychosocial well-being was shown to predict physical and mental HRQOL. Increasing depressive symptoms were predictive of poorer physical and mental HRQOL. Higher levels of loneliness predicted poorer mental HRQOL. Finally, increasing levels of social support predicted better mental HRQOL.
http://bmjopen.bmj.com/content/7/1/e013261

QUALITY AND ETHICS IN INTERPRETING: A Three-Year Project with Swedish Consumers
Edenas-Battison, Christina S. 2003. In 13th DbI 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 DbI 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.

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.

SHARING THE SECRETS OF DEAFBLIND INTERPRETING
Hackett, Alix. April 11, 2017. Perkins School for the Blind.
This brief article describes how Perkins spokesperson Jaimi Lard, who is deafblind, helped educate interpreters in training at Framingham State University.
http://www.perkins.org/stories/sharing-the-secrets-of-deafblind-interpreting

SHE'S THE EYES, EARS AND VOICE FOR PEOPLE WITH DEAFBLINDNESS
Dwyer, Christine. June 4, 2015. Perkins School for the Blind.
This brief article describes Dwyer's job at Perkins, where she interprets for people who are deafblind. http://www.perkins.org/stories/shes-the-eyes-ears-and-voice-for-people-with-deafblindness

SIGN LANGUAGE INTERPRETERS' USE OF HAPTIC SIGNS IN INTERPRETED MEETINGS WITH DEAFBLIND PERSONS
Raanes, Eli; Berge, Sigrid Slettebakk. 2017. JOURNAL OF PRAGMATICS, Vol. 107, pp. 91-104.
This study investigated interpreters' use of haptic signs through analysis of video recordings of a meeting involving five deafblind board members of a Norwegian association for the deafblind and seven interpreters. The article describes the spatial organization of the meeting and focuses on how the interpreters used haptic signs to convey information about the environment as well as other participants' nonverbal expressions, including turn-taking behaviors, minimal-response signals, and emotional expressions. Haptic signs provide information that the deafblind can use to frame their interactions as well as to regulate their own self-presentation.

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

SIGNED CONVERSATIONS OF DEAF-BLIND PEOPLE
Mesch, Johanna. 2003. 13th DbI 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 DbI World Conference on Deaf-Blindness. The study focuses on turn taking and questions in conversations among deaf-blind people using tactile sign language.

SOCIAL AND PRIVATE SPEECH IN AN INTERPRETED MEETING OF DEAFBLIND PERSONS
Berge, Sigrid Slettebakk. 2014. INTERPRETING, Vol. 16, No. 1, pp. 81-105.
The article explores how the distinction between egocentric and social speech affected the dynamics of interpreter-mediated interaction during a meeting among five deafblind board members in Norway. Extracts from a videotape of the meeting were analysed, with a specific focus on two sequences of exchanges involving a board member (Inger), her interpreter and the rest of the group. Inger uses Norwegian Tactile Sign Language with her interpreter, who in turn uses spoken Norwegian and Norwegian Sign Language with the rest of the group. The analysis shows that, while most of Inger's utterances were social and oriented to the other board members, some were of a private nature and directed only to herself. The interpreter evaluated Inger's communicative project constantly and acted accordingly, interpreting the socially oriented utterances but not the private utterances. Based on these findings, the interpreter's performance is discussed in relation not only to professional ethics but also to monological and dialogical perspectives on language and interpreting.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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

THE POWER OF CONNECTION
Maier, Julie. 2015. RESOURCES, Vol. 20, No. 1, pp. 14-16.
The author describes a picnic she attended with members of the advocacy group DeafBind Citizens in Action (DBCA) and a few students from the San Francisco State University Specialization in Deaf-Blindness teacher training program. She focuses on an interaction between a DBCA member and a boy with CHARGE syndrome.
http://www.cadbs.org/newsletter/resources-summer-20152/

THE RELATIONSHIP BETWEEN WORK AND HEALTH IN PERSONS WITH USHER SYNDROME TYPE 2

Ehn, Mattias; Möller, Kerstin; Danermark, Berth. 2016. JOURNAL OF VISUAL IMPAIRMENT & BLINDNESS, Vol. 110, No. 4, pp. 233-244.

This Swedish study investigated physical and psychological health in persons with Usher syndrome type 2, comparing those who worked with those receiving disability pensions. 67 adults with USH2 filled out a questionnaire. Results showed a high level of physical health problems in both the working and disability pension groups. Participants receiving a disability pension had significantly poorer psychological health than those who were employed. The study highlights the need for early rehabilitation, vocational training, and opportunities to access the labor market for people with USH2.

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 INTERPRETERS WORKING WITH DEAF-BLIND CONSUMERS

Reis, Rossana. 2007, April-June.THE DEAF-BLIND AMERICAN, Vol. 46, No. 2, pp. 15-17.

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. 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.

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.

TOUCH SIGNALS: Using Touch to Convey Visual and Environmental Information to People who are Deaf-Blind [Online course]
Helen Keller National Center.
https://hkonlinecourses.org/

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.

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.

USING HAPTICES IN HEALTH CARE SETTINGS
Lahtinen, Riitta; Palmerand, Russ; Tuomaala, Sanna. 2016. DBI REVIEW, #56, pp. 18-19.
Two individuals with Usher syndrome describe their experiences using haptics in a hospital setting. Illustrations of several medical-related haptic signals are included.
http://www.deafblindinternational.org/PDF/DbI%20Review%2056.pdf

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.

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/

WALK IN MY SHOES: An Anthology on Usher Syndrome
DeWitt, Charlotte J. (Ed.). 2016. Merrimack Media.
This book is a collection of 27 personal accounts written by people with Usher syndrome and their family members. The authors are from all walks of life and the stories encompass a wide range of experiences. They are organized into five sections: "Diagnosis: Learning, Accepting, Living with Usher Syndrome," "Life in an Usher Family," "Independent Living," "Professional Life as an Usher Person," and "Inspiring Tales: Who Says I Can't?"

WHAT ARE TOUCH SIGNALS? [Listserv message]
Helen Keller National Center. 2016.
A brief overview of touch signals, including Haptic Communication and Back-Back Channeling, that was sent out to the Professionals Serving Deaf-Blind Consumers Listserv.
https://nationaldb.org/library/page/2588

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.

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

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

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.

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