Understanding Coactive and Tactile Signing

by Gloria Rodriguez-Gil, CDBS Educational Specialist and Maurice Belote, CDBS Project Coordinator

Coactive signing and tactile signing are two different types of adapted sign language used to communicate with children who are deaf-blind. It is sometimes easy to confuse these two modes of signed communication. Coactive and tactile signing are equally important, yet both serve different functions. It is a good idea to discuss, as a team, when staff members will use coactive signed communication with students and when tactile signed communication should be used instead. The purpose of this article is to describe the two systems and to clarify the appropriate use of each.

What are coactive and tactile signing?

Project SALUTE (Successful Adaptations for Learning to Use Touch Effectively) defines coactive signing as the physical guidance of the child's hand(s) to facilitate production of a standard manual sign for expressive communication (Project SALUTE, 2002).

Coactive signing involves taking the child's hands and, in a respectful way, molding the child's hands through the signs, so that you are helping the child make the signs. The purpose of coactive signing is to teach the child a new sign or one that he or she is in the process of learning, or to help the child refine a sign to be closer to a standard, recognizable sign. Coactive signing is also used to help the child express his or her wants and needs through signed communication. The child's hands are molded to make the sign as accurately as possible so that the child learns and experiences how to make the sign accurately. If the child later makes the sign spontaneously but not exactly perfectly, we of course accept the approximation but continue to model the correct sign so that over time the child will become more precise with the sign. The person takes the child's hand or hands and moves them to shape the sign from the perspective of the child. In other words, the movement of the hands should be the same as if the child would be signing independently.

Project SALUTE defines tactile signing as a communication method based on a standard manual sign system in which the receiver's hand(s) is placed lightly upon the hand(s) of the signer to perceive the signs (Project SALUTE, 2002).

Tactile signing is used when the person places his or her hands under the child's hands to express something *to the* child. It is used when the child has no functional vision or a significant visual impairment. The other person needs to sign underneath the child's hands so the child can feel the signs and interpret them tactually. If the child had vision the person would sign in front of his visual field.

In This Issue

Avoiding confusion between coactive and tactile signing

Sometimes an adult mistakenly uses coactive signing instead of tactile signing when expressing something to a child. Two common situations in which this occurs are:

❖ when the adult takes the child's hand or hands to tell the child something, instead of placing their hands beneath the child's hands.

❖ when the adult takes the child's hand or hands and signs coactively something that the child would not have wanted to sign independently.

Two examples that illustrate these common mistakes are:

Example #1

Scenario: The intervener (one-to-one aide) takes the child's hands and coactively signs SCHOOL FINISHED YOU GO HOME.

Comment: While it is appropriate for the intervener to inform the student that the school day is finished and he or she will be going home, the intervener incorrectly uses coactive signing (takes child's hands) instead of tactile signing (places her hands under the child's) when she is the one telling the child what is happening next in the child's schedule.

Example #2

Scenario: The teacher and the student are gluing some textures together for an art project. The teacher observes that the student is getting restless, so she takes the student's hands and coactively signs MORE because she wants the student to continue with the activity. This happens despite the fact that the student is starting to show clear signs of wanting the activity to be finished.

Comment: The issue here is that the teacher should have used tactile signing when signing MORE because it is the teacher—not the child—who wants the activity to continue. The student would never have signed MORE independently because he or she was already expressing feelings of boredom, restlessness, etc. through behavior.

Avoiding confusion between right-handed and left-handed signing when coactively signing

It is important to remember that signed communication always involves a dominant and non-dominant hand. (For people who are right handed, for example, the right hand would be the dominant hand.) Therefore it is often said that there are right-handed and left-handed signs. This is generally only an issue for the child when she or he is signing expressively, such as during coactive signing.

Signs are sometimes reversed when signing coactively with a child because, when sitting or standing across from a child, we inadvertently use our dominant hand to mold the child's non-dominant hand. For example, consider the following scenario:

Scenario: You are right-handed so you sign "TOILET" by making a "T" hand shape with your right hand and shaking it in front of your right shoulder. You then want the child to sign "TOILET" so you reach across with your right hand, take the child's left hand and the child signs "TOILET" with his or her left hand.

Comment: The problem is when the child is right-handed and accustomed to signing "TOILET" with the right hand, he or she may not understand that a left hand shaking a "T" hand shape has the same meaning as it does when signed with the right hand. One strategy to eliminate this reversal is to put your arms around a child from behind when signing coactively.

Obviously it is important to initially identify whether a child is right- or left-handed. If it isn't immediately clear, pay close attention to which hand the child uses for eating or playing with her or his favorite toy. The most important factor to remember regarding right- and left-handed signs is consistency. If signs are going to be done right-handed for a particular child, it is imperative to always use right-handed signs with her or him.

In brief

❖ Coactive signing involves taking the child's hand or hands to sign with him.

❖ Use coactive signing only to help the child express what he wants or needs, or to teach him a new sign or a sign that he is in the process of learning.

❖ Sign from the child's perspective when using coactive signing, with the same spatial orientation the child would use if he or she was signing independently.

❖ When coactively signing one-handed signs, e.g., toilet, eat, candy, etc., remember to sign with the child's dominant hand.

❖ Tactile signing involves placing your hands underneath the child's hands when signing.

❖ Use tactile signing when you are telling something to the child.

❖ Sign from your own perspective when using tactile signing, with the same spatial orientation as if you were signing to the child with no physical contact.

❖ Coactive signing is important because it teaches the student how to make the signs; tactile signing teaches the student how to read other people's signs, and also serves to demonstrate conversations between other people—so the student learns that communication is going on all the time, even if she or he isn't always a direct participant.

Related links

on coactive signing:

http://www.projectsalute.net/Learned/Learnedhtml/Coactive.html. Project SALUTE (Successful Adaptations for Learning to Use Touch Effectively), Northridge, CA: California State University.

on tactile signing:

http://www.projectsalute.net/Learned/Learnedhtml/Tactilesigning.html. Project SALUTE (Successful Adaptations for Learning to Use Touch Effectively), Northridge, CA: California State University.

Name Cues

by Maurice Belote, CDBS Project Coordinator and Gloria Rodriguez-Gil, CDBS Educational Specialist

A name cue is a physical touch cue that an individual who is deaf-blind uses to identify the importnat people in his or her life. Name cues are used with children who have little or no usable vision and hearing.

Name cues are very important for children who are deaf-blind for two reasons. First, they teach the child that touch has meaning, and this serves to reinforce other tactile communication systems such as touch cues and object cues. Second, we want to make sure that people are not constantly coming in and out of a child's world throughout the day without identification. For a child with limited vision and hearing, people come and go so quickly that, over time, the child may cease to show interest in those around him because he's not sure who they are or what they want.

Here are some examples of name cues: a distinctive ring or bracelet, a distinctive wristwatch, keys worn around the neck, a piece of clothing that is always worn.

Points to remember when choosing a name cue

❖ A specific name cue must be consistent over time, so it must be based on something that you always have or always wear. For example, if your name cue is a specific wristwatch, you must always wear that watch on days that you will interact with individuals who know the name cue. If the watch breaks, it would have to be replaced with a similar watch. If you choose a distinctive bodily feature such as a beard, you are making a commitment to keeping that beard for a long time.

❖ Think about one or more individuials touching your name cue many times throughout the day. Do you really want your mustache touched by unwashed hands throughout the day, especially during cold and flu season? If your name cue is a pager on your belt, consider a specific child having to feel around your waist area to find the pager. This may not be desirable or even appropriate.

❖ Consider how manageable a name cue is if it is to be used many times throughout the day. If you have chosen the buzz-cut of your hair with its distinctive feel, do you want to have to bend over many times throughout the day to allow a young child to touch your head?

❖ A name cue can be something artificially created as long as it is consistent (e.g., an adapted physical education teacher may choose to wear a terry cloth tennis-style wristband).

Points to remember when using a name cue

❖ Begin by getting the child's attention by gently rubbing the back of the child's hand. This is usually the least intrusive place to initially touch the child. (This is not true for every child. Ask family members or people

who know the child well for specific information about touch.)

❖ Use the name cue consistently throughout the day.

❖ Pair the name cue with speech. For example, have the child touch the name cue while you say, "Hello Jane, this is Blanche". Always assume that the child may benefit from the auditory input, especially when you speak close to the child's ears.

❖ The child may not want to, or be able to, touch the name cue with her or his palm. There may be another part of the body where the child prefers to receive tactile information.

Examples of name cues, sometimes paired with name signs

Combination of a name-sign with personal objects that the adult always wears: Juan is a ten-year-old boy who is completely blind and has very little hearing. Vanessa, Juan's intervener, starts off by identifying herself with her name sign that was given to her by a deaf friend many years ago. Juan then feels a ring that Vanessa always has on her right ring finger; the ring is very unique so it is easily distinguishable from other rings. Juan also identifies her by a bracelet that she also always wears on her left wrist that is kind of chunky and has a large star hanging down which is also very easy to find and feel. Juan checks for both of these cues, and Vanessa always starts off interactions with Juan by giving him her name sign.

Combination of a name-sign with a physical characteristic: Gloria combines her name-sign which is the letter "G" in the sign language alphabet moving on her right eyebrow. She introduces herself by bringing her hand with the "G" hand shape under the child's hand, and then she brings both hands to her right eyebrow and moves her hand on her eyebrow. The person who is deaf-blind feels the hand shape, the movement following the eyebrow line, and the eyebrow itself.

Combination of a personal object with an affectionate gesture: Nichole is a five-year-old girl who has only light perception in one eye and has little hearing. Debbie, Nichole's teacher, introduces herself to Nichole by presenting her bracelet and then her ring under Nichole's hand; afterward Debbie kisses Nichole twice on her head.

Object that a teacher wears only when working with young children who are deaf-blind: Cathe is an early intervention teacher. Every time she works with her students she wears a jingle bell hanging from her neck.

Object cue that identifies a time when the child is going to work with a specific person: Michael is a five-year-old boy who has some good functional vision in one eye, and has a moderate to severe hearing loss in his right ear with a profound hearing loss in his left ear. A pair of glasses is used to identify the time Michael spends with his teacher of the visually impaired. Michael's classroom staff puts the glasses in his calendar box on days when he sees his VI teacher. At the end of his session with this teacher, Michael places the glasses in his "finished bin".

Combination of a personal object and a physical characteristic: Andy, who is an orientation and mobility instructor, has been using a very specific type of sports watch that he always buys for his name cue. It is very distinctive, especially when paired with his hairy arm. He has used it for several years with at least seven different children who are deaf-blind as well as students with visual impairments and additional disabilities.

Physical characteristic of a sibling: A child who is deaf-blind recognizes his brother by touching his brother's bangs. The moment he recognizes him, his brother does his name-sign.

Physical characteristics of classmates: Sam is in a preschool setting and recognizes his classmates in different ways. Sam identifies his best friend by touching his friend's little ears that stick out, and Sam identifies the tallest classmate in the classroom by touching the top of his head. His own name sign is the letter "S" of the Sign Language Alphabet tapped under his chin.

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Getting Started with Object Communication

by Maurice Belote, CDBS Project Coordinator

Many children who are deaf-blind use objects to communicate expressively and receptively, and for some children the use of objects provides them their first opportunities to effectively communicate about the past and future. Objects can represent activities, places, and people. They can be used alone, or together in a calendar or schedule system. If your child or a child you serve currently communicates primarily through behavior, e.g., pulling you towards things, pushing away things, having tantrums, etc., then introducing an object communication system might allow the child to communicate more effectively and thereby be more empowered throughout her or his day. For additional information about objects, see the CDBS website at www.sfsu.edu/~cadbs or visit the Project SALUTE website at www.projectsalute.net.

Make sure the object is meaningful.

When choosing objects for a specific child, it is imperative that the objects have meaning to that child. Objects that are understood by one child may not be understood by another. Quite often, objects that are meaningful to people with hearing and sight are meaningless to people with vision and hearing impairments. While a miniature swing set (to signify swinging) would make sense to someone with visual experience and visual memory, it probably would not have meaning to a child who is deaf-blind. It may be difficult to think of objects that are appropriate to each specific activity. One way to do this is to blindfold yourself and physically put yourself in the space that the child would be in to perform that activity (i.e., when a child is swinging she feels the rope or chain that she holds onto; a child who uses a special chair will feel the fabric of that chair; to signify toileting, think of something the child will do every time such as touch the toilet handle or arm rests on a potty chair). When you are blindfolded and are reliant solely on your sense of touch, you will have a much clearer idea of how activities "feel" to your student and therefore will find it easier to choose meaningful objects.

Give the object before the transition.

Just as important as choosing an accurate object is the need to give the object to the child before transitioning to the next activity. One of the purposes of using object communication is to take some of the surprise and chaos out of the lives of children who are deaf-blind. When we give the person the object before moving him (or having him move) to the next activity, we have provided him with information about what is going to happen next. If we give the object during or after moving to the activity, we have given him no warning that a change is going to take place and this is just as confusing as if no object was offered.

Allow time for processing.

You've chosen a meaningful object and you've given it to your student before transitioning to the next activity. Now you must allow the student processing time. Many children with deaf-blindness need extra time (up to 30 seconds, sometimes 60 seconds, maybe even a little longer) to process information they have been given. One or two minutes sounds like a relatively short period of time, but when you are waiting for a child to act on a request, it can seem like an eternity. As you work with individuals using object communication, you will develop a sense of how much processing time each specific person requires. However, this does not mean this time period will remain constant. During times of illness, stress, etc., it is possible that the time required for processing will increase.

Make sure objects are easily replaceable.

The objects you choose for your student should be easily replaceable. Objects tends to get lost, broken, etc., and may need to be replaced regularly. A good rule of thumb is if it takes longer than a day to replace an object, it probably was not a good choice. When objects are broken or lost, it's important that they be replaced immediately so the child is not confused about the absence of an object. If possible, it is a good idea to get two of each object for the child's system so that one is available as a back-up if the first is lost or broken.

Allow the individual access to the objects.

In addition to being a system for you to communicate with the student, the student must also have access to her object system at all times because it is also her means of communicating expressively. Objects (and calendar boxes) should not be put up on the shelf and taken down only when the staff person wants to communicate with

the student. To make this a successful system for the student, it is imperative that she have access to it at all times. This may be difficult to do as other students may want to play with the objects. If this presents a problem for your classroom, it will be helpful to have the child's educational team brainstorm ideas to create a situation that will benefit the student and will work within the classroom structure. You may want to put the student's objects in a fanny pack that the student wears, as a way to avoid other students taking the objects.

Remember that some children are tactually defensive.

Many children who are deaf-blind are tactually defensive; they interpret sensations differently than we do. What may be a pleasurable touch or texture to us may be quite aversive and unbearable to a child who is tactually defensive. It may be less invasive to the child to have objects presented to the bony parts of the body (e.g., elbows, knees, back of the hands) rather than the fleshy/fatty parts (e.g., palms of hands). For example, a particular child may need to touch an object with his foot and elbow before he is willing to touch it with his hands. Some children will allow objects to touch their face before they will allow the object in their hand. The team's challenge is to consider the least invasive place on the child's body to receive tactile input.

Make communication a positive experience.

Objects are often the first mode of communication that a student will use—both receptively and expressively. It's important that the use of objects be an enjoyable and rewarding activity and that it not be perceived as something aversive. If the child is using a calendar box and the child does not like to walk (or if getting to the box is tiring), consider bringing the calendar system to the child. If she is resistant to touching an object you have chosen, consider using a different (but just as meaningful) object for that activity.

Be patient.

The amount of time it will take students to understand and use this system will vary with each child. It may take a longer period of time for some students to begin understanding what the objects signify, and even longer for them to begin to use the system expressively. It is important to be patient and not become frustrated if your student does not seem to comprehend your intentions at first. You will have the most success when the system is used consistently throughout the child's day—at school and at home.

Don't stop using objects if the student is not yet using objects or another formal communication system expressively.

When your student understands what each of his objects represents, this does not mean that it is time to stop using object communication. Objects must be continued until the student is able to use them effectively for expressive communication. Remember that the goal is to create a system that is successful for both receptive and expressive communication. Generally, objects are not the only mode of communication being offered; typically he is being given additional input with sign language, the spoken word, line drawings, photos, etc. Until your student has an efficient and effective communication system (receptive and expressive), don't stop using any components of the system.

It's easy to get started.

Once an educational team decides to use objects, getting started should not be complicated. You can begin immediately using one or two objects that you already use every day (e.g., a diaper, a drinking cup, a spoon, a backpack, etc.). These are objects that may be meaningful for changing time, drinking, eating, and going to and from school on the bus. You can begin with these few objects while the child's team plans the remainder of the objects that will be used. The team may decide later to begin using a calendar box system, but it is not necessary to have a calendar box in place in order to get started with objects.

Involve the student's entire educational team from the beginning.

Consistency is an extremely important component in the success of any communication system. In order to choose objects, signs, spoken words, and pictures/symbols that everyone involved in the child's life will use consistently, a transdisciplinary team approach is recommended. This team must always include the child's family. The child's team can meet and choose the first few activities that are most important to him. The team may want to use the matrix process that is outlined at the end of this article.

Include objects for the child's favorite activities.

Remember that the child's first spontaneous expressive communication using objects will probably be related to a very enjoyable and motivating activity. For example, a

child who loves to swing may hand you the object that represents swinging, or may choose this object when presented with a pair of objects from which to choose an activity. Because of this, it is important that the object system includes activities that are most motivating to the child.

The Object Communication Matrix Process

This is an example of an object communication system developed by a child's transdisciplinary team during a two-hour meeting. The information was recorded on chart paper, and then copied and distributed so all team members and others in the child's life had a copy. The team agreed to all use the same objects, signs, words, and pictures to provide the child with consistency throughout environments. Most teams find it easiest to list all activities, then do all the objects, then all the signs, and so on. This is only an example. Each student's matrix will look different because it applies specifically to her or him.

Sophie's Object Communication Matrix

ACTIVITY	OBJECT	SIGN	SPOKEN WORD	PICTURE
eat	spoon	ASL "EAT"	eat	Mayer-Johnson
drink	blue cup	ASL "DRINK"	drink	Mayer-Johnson
toileting	toilet handle	SEE "TOILET"	toilet	Mayer-Johnson
computer	mouse pad	ASL "COMPUTER"	computer	photograph of computer the child uses
recess	piece of rubber ground surface	SEE "PLAY"	play time	photograph of play structure
home to school	fanny pack	ASL "SCHOOL"	school	photograph of entrance the child uses
school to home	fanny pack	ASL "HOME"	home	photograph of house
drive in family car	backpack	SEE "CAR"	car	photograph of family car
Raging Waters water slide park	wrist band from park	SEE "SLIDE" with an "R" hand shape	Raging Waters	copy of park's logo

Tips for Improving the Accuracy of Signed Communication

by Maurice Belote, CDBS Project Coordinator

Every sign in signed communication—whether the sign comes from American Sign Language, Signing Exact English (SEE), or another sign language/system—is made up of four parameters. By understanding these parameters and being aware of them when signing, accuracy of signing can be increased dramatically. The four parameters of signs are:

Hand shape   the shape of the hand or hands when signing a word/concept

Palm orientation   the direction that the palm or palms face when signing a word/concept

Location   the location of the hand or hands when signing a word/concept

Movement   the movement the hand or hands make when signing a word/concept

For example, consider the most commonly used sign for "TOILET": the letter "T" shaken in front of the shoulder. The parameters of this sign are as follows: 1) Hand shape: the hand shape is the fingerspelled letter "T"; 2) Palm orientation: the palm faces away from the body, towards the person you are signing; 3) Location: the location is front of the shoulder on the same side of the body as the hand that is signing, i.e., if your right hand is making the "T" shape, the hand is in front of the right shoulder; and 4) Movement: the "T" hand shape shakes gently side-to-side.

Consider how different this sign is if you just change one of the four parameters. Try signing "TOILET" with one parameter wrong, e.g., shake the "T" hand shape in front of the forehead instead of in front of the shoulder or change the hand shape to the letter "L" instead of the letter "T", and it will be clear to see how difficult it would be for others to understand the sign with just one of the four parameters incorrect.

When using tactile or visual signed communication, pay close attention to each of these four parameters as you make each sign. If the sign dictionary you use doesn't clearly indicate each of these parameters through a written description and/or drawing, ask someone who might be able to help. Deaf/hard of hearing itinerant teachers are a great resource for improving sign language accuracy. Sign language instructional videotapes/ DVDs and websites with moving graphics might also be helpful.

There are other features of signed communication that are also important, such as facial expressions and intensity of signs. But if you remember these four parameters and make sure that each of the four parameters are accurate when using a sign with a child who is deaf-blind, your signed communication will be much more accurate, the child's level of confusion will decrease, and his or her comprehension is likely to increase.

Fact sheets from California Deaf-Blind Services are to be used by both families and professionals serving individuals with dual sensory impairments. The information applies to students 0–22 years of age. The purpose of the fact sheet is to give general information on a specific topic. More specific information for an individual student can be provided through individualized technical assistance available from CDBS. The fact sheet is a starting point for further information.

S e r v i c i o s
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(800) 822-7884 VOZ/TTY
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Hoja de Datos

Consejos para Mejorar la Exactitud
de la Comunicación con Señas

por Maurice Belote, Coordinador de Proyecto de CDBS

Cada seña en comunicación con señas -sea que venga del Lenguaje de Señas Americano, Señas del Inglés Exacto (SEE), o algún otro sistema/lenguaje de señas –está compuesto de cuatro parámetros. Entender estos parámetros y estar consciente de ellos cuando se está haciendo las señas, la exactitud con que se hacen las señas aumentará dramáticamente. Los cuatro parámetros para hacer señas son:

La forma de la mano	la forma de la mano o manos cuando se hace la seña de una palabra o concepto
Orientación de la palma de la mano	la dirección de la palma o palmas de la mano cuando se hace la seña de una palabra o concepto
Lugar	el lugar de la mano o manos cuando se está haciendo la seña de una palabra o concepto
Movimiento	el movimiento de la mano o manos cuando se está haciendo la seña de una palabra o concepto

Por ejemplo, considere la seña usada comunmente para "BAÑO"; moviendo la letra "T" enfrente del hombro. Los parámetros de esta seña son los siguientes: 1) La forma de la mano: la forma de la mano es la letra "T" deletreada, 2) La orientación de la palma de la mano: la palma de la mano hacia el frente, hacia la persona a quien se le está haciendo la seña; 3) Lugar: el lugar es frente al hombro del mismo lado del cuerpo y de la mano que está haciendo la seña, por ejemplo, si su mano derecha está haciendo la forma de la letra "T", la mano está frente al hombro derecho; y 4) Movimiento: la figura "T" de la mano se mueve gentilmente de lado a lado.

Considere qué tan diferente sería si usted solo cambiara uno de los cuatro parámetros. Trate de hacer la seña de "BAÑO" con uno de los parámetros equivocados, por ejemplo, mueva la mano en forma de "T" en dirección de la frente en lugar de enfrente a su hombro, o cambie la forma de la mano a la letra "L" en lugar de la "T" y esto le hará ver claramente lo difícil que sería para otros entender la seña con solo uno de los parámetros incorrectos.

Cuando se usa comunicación con señas tanto visual como táctil, ponga mucha atención a cada uno de estos cuatro parámetros cuando esté haciendo cada una de las señas. Si el diccionario de señas que usted usa no

indica claramente cada uno de estos parámetros mediante una descripción escrita y/o dibujos, pregúntele a alguien que lo pueda ayudar. Los maestros itinerantes de sordos y duros de oído son un gran recurso para mejorar la exactitud del lenguaje de señas. Los videos intructivos de lenguaje de señas/DVDs y sitios en la Internet con gráficas que se mueven también pudieran ser de mucha ayuda.

Hay algunas otras características de la comunicación con señas que son también importantes, tales como la expresión facial o la intensidad de las señas. Pero si usted recuerda estos cuatro parámetros y se asegura que cada uno de ellos es exacto cuando se usan señas con un niño que es sordo-ciego; su comunicación con señas será mucho más exacta; el nivel de confusión del niño disminuirá y su comprensión es muy probable que umente.

News and Events

CDBS Moves to New Offices

The month of May 2005 was a time of upheaval and change for CDBS staff in San Francisco. Due to the termination of an office lease for the space we shared with our friends and colleagues at the Blind Babies Foundation (www.blindbabies.org), we were fortunate enough to relocate into beautiful new offices provided by San Francisco State University. Located a short mile from the university campus, "Pacific Plaza" is our new home.

While the hard work of packing and moving the office is now behind us (not to mention all the trashing/donating/recycling that was necessary), we are enjoying the benefits of working in a building with all the modern amenities (including a gym and free parking!), as well as having the resources of SFSU at our disposal. It is truly a pleasure to receive such support from our sponsoring agency San Francisco State, the folks in the Office of Research and Sponsored Programs, Academic Resources, the Department of Special Education, and a heartfelt thank you must go to Barbara Keville of Space Management who coordinated our move so professionally and helped to acclimate us to the new environment.

Please note our new mailing address! It is important to use the *nine-digit zip code* for mail to properly reach us:

> **California Deaf-Blind Services**
> **San Francisco State University**
> **1600 Holloway Avenue**
> **San Francisco, CA 94132-4201**

Email and phone contact info (with the exception of our 800 number) has changed as well:

> **toll-free from within CA: (800) 822-7884**
> **from outside CA: (415) 405-7560**
> **facsimile line: (415) 405-7562**

For individual phone extensions and email addresses—don't forget to update your address books!—check the Staff Directory pages at our website (www.sfsu.edu/~cadbs).

Mark Your Calendar!

Spanish Workshop:

"Collaboration ~ The Key For Success"

Saturday, September 17, 2005

Westside Family Resource Center
5901 Green Valley Circle, Suite 320
Culver City, CA 90230

Contact Gloria Rodriguez-Gil or Myrna Medina for details.

Four-day

Intervener Training
and Training of Trainers

SUMMER INSTITUTE

August 1 – 4, 2006

Specifics about the location for the Summer Institute will be announced in subsequent issues of *reSources*, but we're on the look-out for a nice place that offers evening activities, as well as full service hotel accommodations for participants.

COPE-DB (Coalition of Parents & Educators Deaf-Blind)

Summary 2005 Family Picnics

Northern California Family Picnic
Saturday, June 11, 2005
Benicia City Park
Benicia, CA

Los Angeles Family Picnic
Saturday, August 27, 2005
Foundation for the Junior Blind
5300 Angeles Vista Blvd.
Los Angeles, CA 90043

Bakersfield Family Picnic
Saturday, September 10, 2005
(specific location to be announced)

Fifty-two people attended the recent COPE-DB picnic in Benicia. Families, educators, and CDBS staff had a chance to share ideas, enjoy a beautiful day, and get to know each other better. The games were a blast and the food (especially ice cream sundaes) hit the spot. The quaint town of Benicia was a charming location for the picnic. We hope to see even more of you next year!

For information on upcoming picnics to be held in Los Angeles and Bakersfield, or to R.S.V.P. for either event, please contact Myrna Medina or Jackie Kenley at CDBS.