[‘Inside and Outside: Services and Access for DeafBlind People’ is a community-based production, proudly created - almost exclusively, with the support and talents of many volunteers. The goal of the video is to raise general awareness in the broader public

of our life experiences as DeafBlind persons, without viewing us with either pity, or as heroic. All the contributors (except the narrator) featured in the video identify as DeafBlind. We name each one of them (all Caucasian) as they appear. Everyone in the video is using American Sign Language, except Richard, who speaks English.

The video opens with the Alberta Society of the DeafBlind logo. The logo is a circle divided into four sections, each one a different colour: blue, red, gold and green. In the centre is a black circle with a small white circular section on the upper right side. The outer circle with the black centre represent an ‘eye’ and the colours represent diversity. To the right of the logo are lowercase letters asdb in large font. Below the asdb acronym the name of the organization is printed in full: Alberta Society of the DeafBlind.

The video title – ‘Inside and Outside: Services and Access for DeafBlind People’ is superimposed on the cover of an image of a brown leather book. In the centre of the book is a video window. A woman, Nancy Lynn Dillon, the host of the video, is in this window. She has shoulder-length brown wavy hair, has glasses and is wearing a three-quarter length sleeved black top.

The book graphic fades away and Nancy Lynn becomes centred on the full screen, the background behind her is black. She uses American Sign Language throughout the presentation. She identifies as DeafBlind.] She says:

“Hello! My name is Nancy Lynn Dillon (indicates her name sign). I am the President of the Alberta Society of the DeafBlind. ASDB is a consumer-led organization. Our membership is comprised of DeafBlind, Hard-of-Hearing-Blind, Low-Vision-Deaf, Low-Vision-Hard-of-Hearing, and DeafBlind-Plus other disabilities, for example, cognitive or developmental delays.

Members also include allies: family members, friends, interpreters, SSPs. Our members also speak American Sign Language or English.

Throughout the presentation we will use the word “DeafBlind” as a generic term for people with a combination of different levels of vision and hearing. It is intended to include *everyone* who might benefit from Support Service Provider (SSP) services.

In Canada, the term ‘intervenor’ has been used to encompass multiple service roles.

ASDB defines the four fundamental accessibility service roles separately. We have adopted the definitions used by our colleagues in the USA: Interpreters, Support Service Providers, Communication Facilitators, and Intervenors.

By clarifying the definitions for these unique roles, we are hopeful that adequate services will be provided for all the needs of DeafBlind people, whatever they may be, as they seek to access their communities and engage autonomously in the tasks of daily life.

We have created this video as a tool to educate the community at large –with a particular emphasis on the role of the SSP and the valuable service they provide to the DeafBlind community. We hope you enjoy the presentation.”

[Nancy Lynn fades off screen and a graphic: “Services used by DeafBlind People” appears briefly, then fades out to the narrator centred on the screen. The narrator is a man. He is wearing a short-sleeved gray golf shirt, and has glasses. He has short brown hair. He is using American Sign Language throughout the presentation. He identifies as Deaf.] He says:

“Hello, I am Kevin Colp (indicates his name sign), and I will be your narrator for this presentation. As Nancy Lynn said, four of the fundamental services that support autonomous and equitable access to the mainstream community for DeafBlind persons are: SSPs, interpreters, CFs and intervenors. The emphasis of this presentation will be on Support Service Providers – SSPs, but we will start by defining the other roles first.”

[The narrator fades off of the screen and a graphic: “Interpreters” appears briefly, then fades out to the narrator centred on the screen]

“We’ll begin with interpreters. Interpreters have graduated from college or university interpreter education programs where students study interpreting and translation theory, ethical foundations, and cross-cultural awareness, among other important topics.

Interpreters augment these skills by studying specialty areas such as legal, medical, and mental health, and include the specialty area of working with DeafBlind individuals.”

[Narrator is moved to the right side of the screen. In the left top corner a video appears of a woman with short, light-brown hair, wearing a white top with a black blazer and black pants. She is standing at the front of a room beside a white projection screen. She is using American Sign Language, interpreting for an unseen presenter speaking at a conference.] The narrator says: “Here you can see interpreting in a conference setting.”

[The interpreter fades out of the left top corner, and the narrator is again centred on the screen.] He says:

“Interpreters working with DeafBlind persons provide the following principle functions at an assigned event or appointment:

* Interpretation of spoken or signed information using the DeafBlind individual’s preferred language and communication technique, for example small frame, or hand over hand.
* Describing the physical environment and the ‘atmosphere’ of the assignment.
* Physically guiding during the assigned event or appointment.

Some of the settings include: medical, financial, employment, legal, mental health, social services, conferences, training, and emergencies, etc. Deaf interpreters may also work in these settings as part of the interpreting team.

Interpreters also work with hard-of-hearing-blind non-signing persons to facilitate communication in the aforementioned settings.

The key to the interpreter’s effectiveness is their fluency in the DeafBlind or hard-of-hearing-blind person’s preferred language. For example Sign Language or English. And the communication method such as tactile method, limited frame, or Pro-Tactile.”

[The narrator fades off of the screen and a graphic: “Communication Facilitators - CF” appears briefly, then fades out to the narrator who is on the right side of the screen. In the top left of the screen two women, are featured. They are at a banquet with many other people in attendance. They are sitting very close together facing each other. The woman on the right, Linda, is Deaf and is intently watching activities taking place off screen – where the keynote is presenting his remarks in ASL. The woman on the left, Rita, is DeafBlind. Rita has her hands on Linda’s hands. Linda signs and repeats the presentation of the (Deaf) speaker on stage, and with her hands on Linda’s, Rita is ‘listening’ to the presentation. In the background, there are other pairs of DeafBlind persons participating in the banquet through Communication Facilitator services.] The narrator explains:

“Now that we have defined interpreting, we will now turn to the work of communication facilitators - CFs.

A CF is a fully fluent signer, often a Deaf person, who “repeats” or “relays” the sign language source message of someone else directly to a DeafBlind person. Again, the term intervenor – IV is used in some parts of Canada to refer to people who do this work.

[Top left corner video changes angle, showing the keynote presenter on a low riser (stage) beside a projection screen. He is wearing a black t-shirt that says “I Heart ASL”, and he has a paper mask over his face. In this scene, Rita is now working with a different CF, Jennifer, their hands are in constant contact. In the background we can see the other DeafBlind women, Arlene and Celine, working with communication facilitators.] The narrator says:

“The services of a CF are used when the DeafBlind person is attending a meeting, event, or is engaged in a video call where the other speakers or participants are communicating in American Sign Language.

Or they may be attending a meeting or event where the presenter’s spoken English is being interpreted into ASL.

[Top left corner video shows a person handing a formal letter in a large frame being passed to a CF, Pipa, and Celine. Celine holds the framed letter with her right hand and uses her left and to explore the item by feeling the glass and frame, before moving her left hand to the top of Pipa’s right hand. Pipa signs to Celine what is in the frame.] The narrator says, while gesturing to the top left corner:

“This is an example of a banquet of a Deaf organization where CF services are being provided. In this setting, no one is speaking English.”

[Top left video returns to a view of the CF services in action with the three DeafBlind banquet participants: Rita, Arlene and Celine.] The narration continues:

“In addition to facilitating the communication happening in the event, the CF provides additional information about what is happening in the environment, for example who is present, the dynamics, and the atmosphere of the setting.”

[Top left video features Celine actively working with CF Pipa. Pipa misses some of the information of the keynote speaker and prompts her CF teammate, Brenda, to provide support, by tapping Brenda on the knee. Brenda, who is sitting slightly behind and to the side of Pipa, leans forward, reaching her hand into the peripheral vision of Pipa to sign the information needed. This is an example of CF team work. In the background we can see dozens of other banquet attendees sitting at tables arranged in long rows.] The narrator says:

“When the DeafBlind person wishes to contribute or respond, they will sign for themselves.

The CF role also includes assisting the DeafBlind person with physical navigation of the environment.”

[Top left corner video shows banquet participants in the background slapping their hands on the tables to show their pleasure and gratitude for the keynote speaker’s presentation. They are all smiling and nodding their heads. In the foreground we can see Celine and Pipa doing the same thing, as well as stamping their feet to create visual and vibration signals of appreciation.] The narrator concludes this section by saying: “Some SSPs also work as CFs. But the primary skills for each role are quite different.”

[The narrator fades off of the screen and a graphic: “Intervenors - IV” appears briefly, then fades out to the narrator centred on the screen.] He continues:

“Briefly, we will touch on the role of the intervenor - IV. As mentioned earlier, in many parts of Canada, the role of the “intervenor” is defined very broadly. For this presentation we are using its more limited definition focusing on the educational setting.

Intervenors- IVs, work in the K – 12 educational system, and possibly pre-school, early childhood intervention programs. The intervenor mediates the visual, intellectual, educational, and social environments as well as the auditory environment for DeafBlind children and students. The IV also acts as a guide, assisting the student with physical navigation of the environment.

Key to the intervenor’s effectiveness when working with young DeafBlind children is being able to fluently model language and use various communication methods that are accessible or perceivable to the child. This stimulation and teaching is to support the child’s individual developmental milestones of language emergence and acquisition, leading to effective two-way communication, and successful educational outcomes.”

[The narrator fades off of the screen and a graphic: “Support Service Providers - SSPs” appears briefly, then the narrator fades in, centred on the screen.] He says: “Now that we have described the roles of the interpreter, the CF and the IV we can now move onto the main focus of our presentation . . . the role of the Support Service Provider – SSP. We’ll begin by asking some of our ASDB members to describe what an SSP does . . .”

[The narrator fades off of the screen and a graphic: “What is the role of the SSP?” appears briefly, then Cheing fades in. He has black hair and is wearing a black golf short sleeved shirt.] Cheing says: “SSP . . . it means Support Service Provider. So it’s a person who guides the DeafBlind person wherever it is they need to go. The SSP keeps the DeafBlind person informed of what’s going around in the environment. This will make sure the DeafBlind person knows what’s going on around them.”

[Cheing fades off of the screen, and Ryan fades in. Ryan is has short brown hair and is wearing a blue crew-neck long sleeved sweater.] Ryan says: “They empower ME to do the things I want to do, while at the same time remaining neutral and non-judgmental. That’s their role . . . to remain neutral, and empowering. They do not make decisions on my behalf. They just support me.”

[Ryan fades off of the screen, and Celine fades in. She has short brown hair, and is wearing a black golf shirt.] She says: “SSPs guide us when we go out. They keep us safe, they prevent us from getting lost or from anything else bad happening. They help us NOT to be helpless.”

[Celine fades off of the screen, and Ryan fades in.] He says: “With a communication facilitator I can use the phone, or video technology to talk to my friends, or anyone else I want to contact.”

[Ryan fades off of the screen, and Celine fades in.] She says: “The SSP guides the DeafBlind person, provides information about what’s going on. They read to us. They really do function as our eyes. So we really need ongoing services. It’s important!”

[Celine fades off of the screen, and Rita fades in. Rita has short gray hair, and is wearing a short sleeved collarless shirt.] She says: “SSPs help us make lists. They help us read papers and books because we’re not able to read print. Also Support Service Providers will help us to read forms, because we’re not able to read that information, they can help explain it to us, and fill out the form. Umm, SSPs also help guide us to the bus, and make sure that we’re getting on the right bus.”

[Rita fades off of the screen, and Cheing fades in.] He says: “I think SSP are super important. Just because they help me get around in the community and I feel less isolated because of it. You know, I am able to get information so that I know what’s going on . . . ahh, in the world around me.”

[Cheing fades off of the screen, and Ryan fades in.] He says: “The SSP will tell me who’s around, what’s going on in the environment. They read us the news, so we don’t fall behind on what’s happening.”

[Ryan fades off of the screen, and Cheing fades in.] He says: “SSPs allow me to be involved in different activities to keep me busy. So, for example, like going swimming, or going shopping . . . going to the bank . . . even things like eating out . . . that kind of thing. I’m also able to get news through them. Because I can’t see 100%, and so I don’t really always know what’s going on out there. So SSP really just keeps me updated with current events and what’s happening. That’s why it’s so important to me.”

[Cheing fades off of the screen, and Ryan fades in.] He says: “They assist with grocery shopping, going to the bank, to doctor appointments, the gym, hockey games. SSP services are exactly what we need to get out and around and to do everything we need to do. It’s awesome!”

[Ryan fades off of the screen, and Richard fades in. Richard is speaking English – the only person in this video presentation who does. He identifies as DeafBlind. Richard is bald, older, wearing a black long sleeve v-neck sweater. In the video he is positioned to the left side of the screen, in the top right corner a Deaf interpreter (male) is signing in ASL what Richard is saying.] Richard says: “One of the ways an SSP has helped me is that she or he allow me to make phone calls . . . to banks - credit cards for example. Phone calls to Access Calgary, phone calls to almost any place that has to be made - - and yet I can’t do it by myself. She helps me grocery shopping. She reads me the price on the shelf. She takes me to the proper shelf to find what I need. She helps me at the cashier. She voices over what the machine tells me is the total.”

[The next section of this educational video features the narrator on the right side of the screen and various video clips on the top left corner of the screen. We will describe all of the changing video clips now, and present the entire narration next. The opening shot is of Celine walking beside SSP Marie. Celine is holding Marie’s arm above the elbow, as Marie navigates Celine toward the shopping carts located outside her local supermarket. Celine is wearing a visor and large wrap-around sunglasses to protect her eyes from the sun, as this is sunny summer day. Celine is carrying her purse over her shoulder. Marie leads Celine to a row of locked up grocery carts, Celine inserts the coin to unlock the cart, Marie helps guide the cart (from the front) into the store, as Celine pushes it. Once in the store Marie and Celine work together to locate the items on Celine’s grocery list. We see Marie helping Celine locate cans on a shelf, berries in the cooler, tomatoes in the produce section. Celine has her hand on Marie’s as they communicate using ASL. Celine asks Marie how much things costs. After the shopping is done, Eventually, Celine heads to the cashier to pay, Marie guides the cart to the conveyor belt. Celine takes the items from the cart and places them on the belt. Once the groceries are rung through, Celine has her hands on Marie’s to get the information in ASL about how much is owed. Then Celine goes to her purse, and gets the money from her wallet. This process takes a little more time, as Celine reads the Braille on the bills, and confirms with Marie, that she has pulled out $30. Celine hands the money to the cashier, and receives her change.] The following is the narration that occurs during these scenes:

“In the corner of the screen you will see SSP services in action with Celine doing her grocery shopping and Ryan doing paperwork.

To expand on what was said by our members about what SSPs do . . . the SSP works with or for DeafBlind persons as they do their personal errands, tasks, appointments or activities. This is done in a manner that leads and enables the DeafBlind person to be as independent as possible. The SSP at all times empowers the DeafBlind person to make their own decisions, keeping in mind the safety of everyone. The SSP must maintain a courteous and respectful relationship with the DeafBlind person, and behave in a professional manner.

When using the services of the SSP, the DeafBlind person will determine the priorities of what they wish to focus on. The SSP takes their direction from the DeafBlind person.

The two overarching responsibilities of the SSP are to provide safe navigation and guiding while travelling, and to continuously provide information about the environment.

Therefore, the SSP must be fluent in the language and communication preferences of the DeafBlind person and the SSP must understand how to guide DeafBlind people in various environments - while walking, using escalators or elevators, in busy areas, malls, on busses or transit or on busy sidewalks. While also considering weather and seasonal factors like snow, ice, puddles, and wind, etc.

More specifically, the responsibilities of the SSP include making transportation available, for example: a car, public transit, a taxi, or an airplane. Serving as a personal navigation guide while walking or travelling. Describing the physical environment constantly, the activities taking place in the environment, the people present, the people arriving or leaving, as well as what is happening.

Working with or for the DeafBlind person to do daily communication tasks:

reading, writing mail; reading or writing e-mail, texts; navigating web sites. Accessing information on the TV, Internet, newspaper, or magazines, etc. And facilitating short interactions with others, for example a store clerk.

[Top left corner video now changes to Ryan sitting at a dining room table with SSP Brenda. There is paper and a pen on the table. Ryan wishes to complete a membership form, and the SSP is assisting him to fill out the form.] The narration continues: “Because the service inherently has the SSP and DeafBlind person in contact on a very personal level, SSP training should cover topics such as interpersonal dynamics, conflict resolution, teamwork, and concepts of oppression and empowerment.”

[Top left corner videos have faded out and the narrator is now centred in the screen] He says: “As you can see the necessary skills of the SSP are complex. Let’s find out what our members have encountered when trying to work with unskilled SSPs.”

[The narrator fades off of the screen and a graphic: “What happens when SSPs are unqualified?” appears briefly, then Celine fades in.] She says: “One time the SSP led me right into a puddle of water. She was apologetic, we both laughed, but *my foot was soaked*!”

[Celine fades off of the screen and Ryan fades in.] He says: “I’ve had unqualified SSPs. One person was hearing, and not fluent in American Sign Language. Incompetent! We couldn’t understand one another, which isn’t fair to either one of us. That was a terrible day!”

[Ryan fades off of the screen and Cheing fades in.] He says: “Working with SSPs who aren’t properly trained just leads to confusion, frustration. No access because they can’t communicate properly.”

[Cheing fades off of the screen and the narrator fades in.] He says: “The SSP is also responsible to adhere to a code of ethics. A more comprehensive description of the SSP’s role and responsibilities is available on our web site in English and ASL. We invite you to review it for a better understanding of the scope of the work of an SSP.

Currently, SSP services are available on an extremely limited basis in Alberta, and this is true across Canada. Let’s find out from members what can happen when SSP services are not available when they are needed . . .”

[The narrator fades off of the screen and a graphic: “What happens when services are not available?” appears briefly, then Richard fades in. The Deaf interpreter appears in the top right corner to interpret Richard’s comments.] He says: “The helplessness one feels when one is invited to a wedding reception . . . and yet one knows . . . if I go . . . I just sit there like a bump on a log! And the result is I don’t go. The cut off from a social gathering . . . I just have that gut feeling that it’s not going to go anywhere, so I don’t go. I’ve lost deadlines . . . deadlines. Thirty days notice there’s an error on my credit card. I can’t find somebody in *THIRTY* days to help me with a phone call! It’s (money) lost.”

[Richard fades off of the screen and Cheing fades in.] He says: “It can be a dangerous life for DeafBlind people without proper services. We can be seriously injured or even killed if we try to go out on our own. We can be killed by a car for simply just crossing the road. Or even hitting a pole while walking means a serious trip to the hospital.”

[Cheing fades off of the screen and Celine fades in.] She says: “I have walked into poles, which is really scarey . . . and annoying!”

[Celine fades off of the screen and Ryan fades in.] He says: “I have had a number of bad experiences, because no SSP services were available. When I have no food left . .. I’m STARVING, I have to go for groceries. I know it’s risky . . . but I have to go out on my own. As a result I’ve been injured a number of times. Some of the cuts and bruises are healed, but others, the scars remain – you can probably see them on my face. Look – look here! In one close call I was almost hit by a car. Going out alone we risk our lives - - even if it’s just to go to the store for . . . plain old bread and milk. It’s crazy!”

[Ryan fades off of the screen and Celine fades in.] She says: “Well, sometimes I can see well enough to get around, but I cannot make out what’s happening in traffic on a busy road. I never know if it’s safe to cross. It’s so dangerous! I am scared something will happen, so I don’t even try.”

[Celine fades off of the screen and the narrator fades in.] He says: “For most of us, going to the neighbourhood store is practically the safest thing we can do in a given day.

But as we can see from these stories, the consequences for DeafBlind people to take that same ordinary trip can be dangerous, in fact life-threatening! Shouldn’t such a task as going to the store be as safe for us all? ASDB believes such accessibility to our communities can be, and must be, made available through SSP services. Finally, let’s ask our members how they would feel about the prospect of no SSP services . . .”

[[The narrator fades off of the screen and a graphic: “What if you had no access to SSPs?” appears briefly, then Cheing fades in.] He says: “Without an SSP, I feel so isolated. I wouldn’t be able to go anywhere. You know, I’d have no help, no support. I’d feel stuck. You know, I’d get no information from anybody.”

[Cheing fades off of the screen and Richard fades in.] He says: “No phone calls would be able to be made. No trips to . . . sigh . . . any place where there’s counter service. Even if, for example . . . ordering a hamburger, I wouldn’t be able to communicate with that person on the other side of the counter. At banks – counters. Government offices – counters. I just *wouldn’t* be able to cope with them, I just ***wouldn’t!***”

[Richard fades off of the screen and Celine fades in.] She says: “Without SSP services, we’d be absolutely isolated - no communication, no outside information. We would lose our minds! No way to go out on our own, because we’d get hurt or totally lost, unable to get help. We’d be forced to stay at home. We’d be glued to one place - - without communication stimulation. We have GOT TO HAVE SSPs!”

[Celine fades off of the screen and Cheing fades in.] He says: “Without SSP services it would mean psychological breakdowns for us. Things like depression that would then lead to different mental illnesses like anxiety, bipolar. . . different mood swings, or even eating disorders.

[Cheing fades off of the screen and Ryan fades in.] He says: “When you’re not able to get out and do things, you feel really depressed. There are too many barriers to navigate. Right now, things are only getting worse. Improved SSP services would reduce the barriers, so we could enjoy life.”

[Ryan fades off of the screen and Nancy Lynn fades in.] She says:

“DeafBlind people don’t ask for your pity. We don’t want it. We’re able to do things on our own, independently, just like you. We have hobbies, pets, people we love and take care of.

[Top left corner video shows Rita, checking her very large, tactile wall clock by putting her hands on it to feel the numbers and the hands of the clock – she concludes correctly that it is 3:15. Then we see Rita wearing an apron in her kitchen, she is at the counter chopping celery on a cutting board, she moves to the stove, turns on the burner, and pours a small amount of oil in the pan, and rubs it around the bottom with her fingers.

Next she is putting the celery, ground meat, and a spoonful of spices into the pan. Next she goes to the sink to wash her hands. Though she cannot see anything, or hear anything, she is perfectly capable to live in her home independently.] While these clips are running, Nancy Lynn says:

“See Rita making supper, independently, in her own home.

Like everyone else in the community, DeafBlind people are defined by multiple identities, we are: students in the K-12 system, we go to college and university. We work, indeed, we could be your boss! We are artists, scientists, academics, teachers. We are volunteers and we take on leadership roles.

Many of us are parents, and we provide for, and we take care of our families.

We too have LGBTQ members in our community.

So you can see we reflect the same identities and diversity that exists in mainstream society. But in order to live independently and to access the broader community we need SSP services.

[Top left corner video of Rita fades off of the screen and Nancy Lynn is centered on the screen.] She says: “Now, let’s go back to Cheing . . .”

[Nancy Lynn fades off of the screen and Cheing fades in.] He says: “Imagine a life with no information, no communication, no interaction whatsoever with the environment. Absolutely no means to get out of the house. It means DeafBlind people would be trapped in a very dark world. And that’s not good for them, and it’s not fair. DeafBlind people deserve the same quality of life as everybody else. DeafBlind and SSPs together . . . “unite” . . . as a team to provide greater accessibility, a better quality of life for DeafBlind people. . . that is safe, secure, and satisfying. And equal to others.”

[Cheing fades off of the screen and Nancy Lynn fades in. In the top left corner we return to the banquet scene, but now the DeafBlind partcipants are talking to one another and other banquet participants. They are standing face to face, and communicating in ASL and over hand. We see Arlene, Rita and Marie talking to each other in a circle, with one hand touching one hand of each of the three of them. Celine talking to Wendy. Jarek, on of the CFs is also involved in the social circle. Other Deaf people are in the background having their own social conversations in ASL.] Nancy Lynn continues:

“So we hope we have illustrated that SSP services support our independent living, our safety, and our physical, emotional and mental wellbeing. SSP services prevent isolation and facilitate integral human needs such as: autonomy, self–determination, communication, intellectual stimulation, social inclusion and community contact. We believe connection to community in these ways is a ***human right.***

ASDB believes the services described in this presentation should be adequately funded through appropriate government sources, NOT through charity. It is important that SSP services be funded and administered at a level that meets the daily needs of individuals with any degree of DeafBlindness.

[Top left corner video of banquet socializing fades off of the screen and Nancy Lynn is centered on the screen.] She says: “So you see, we don’t require pity. We don’t want your pity. We are all stronger together! Thank You.”

[The Nancy Lynn fades off of the screen and a graphic: “Resources” appears briefly, then Nancy Lynn fades back in.] She says: “If you wish more information, our web site is a valuable resource for additional supporting documents and citations for the various sources used to create our materials. We invite you to go there. [The graphic [www.albertadeafblind.ca](http://www.albertadeafblind.ca) appears at the bottom of the screen.The Nancy Lynn fades off of the screen and the ASDB logo appears. Then the following credits appear:

***Inside and Outside:***

***Services and Access for DeafBlind People***

is a community-based production

Proudly created

Almost exclusively

With the support and talents of many volunteers

Thanks to . . .

**Host**

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**Contributors**

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Cheing Lo

Ryan McNary

Celine Turgeon

Rita Turgeon

**Narrator**

Kevin Colp

**DeafBlind Members at Banquet**

Arlene Mack

Celine Turgeon

Rita Turgeon

**Communication Facilitators at Banquet**

Marie Anderson

Linda Cundy

Brenda Hillcox

Jarek Otto

Jennifer Waterfield

Pipa White

**Support Service Provider in Grocery Store**

Marie Anderson

**Deaf Interpreter**

Randy Dziwenka

**Hearing Interpreter**

Tracy Hetman

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Celine Turgeon – Diane DeAndrade

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Wes Hawkins

**Script**

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**Directors**

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Casino proceeds

For more resources and references for our content

 Go to our web site

<http://www.albertadeafblind.ca/>

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***Services and Access for DeafBlind People***

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ASDB Logo**]**