



EDITOR'S PAGE

We are proud to present the second issue of the *Journal of Deafblind Studies on Communication*. It contains five interesting papers – three articles, one practice report and one research report – as well as features and commentaries.

The first article is about joint attention in tactile language development. Children with cdb need competent partners, who need knowledge about features in the early processes to support the development. The results of this case study describe ten steps within a period of 16 months where bodily experiences led to a shared meaningful sign.

The second paper investigates challenging behaviour (CB) with persons who are deafblind. In this study, 63 staff members of institutions that work with persons with deafblindness in eight countries were asked about their experiences with CB, in which situations CB occurs, and how they react in such situations. Furthermore, the relationship between staff members' attributions to CB, i.e. the underlying reasons staff members ascribe to CB, and their emotional reactions are investigated. The main finding showed that those persons who endorsed communicative difficulties as underlying reason of CB were more likely to experience fear and anxiety than persons who endorsed other causal attributions.

The third contribution is a practice report on three practice-based projects that use focus groups as a model for structured video-analysis sessions. The aim of the projects was to improve the quality of services for adults with congenital deafblindness by supporting partner competence. Results from semi-structured interviews and questionnaires indicated that focus group members experienced greater partner competence. Positive long-term effects could be achieved through systematic, ongoing implementation by qualified consultant-moderators.

The fourth paper is a research report on the different practices and challenges of assessing congenital deafblindness. The aim of this study was to provide an overview of both medical and functional assessment practices in a Danish sample of 95 adults with congenital deafblindness. Variability in assessment frequency was found, ranging from several times per year to less than once per year. Gender, age, ADL abilities, deafblind severity and counselling services were also found to be associated with differences in assessment practice.

The fifth contribution presents findings from part of a larger international collaborative research study about communication and literacy in children who are congenitally deafblind in the United States and the Netherlands. This study focuses on how teachers and speech-language pathologists discussed individualizing and personalizing communication and literacy instruction. It also identified the strategies they applied in videotaped lessons.

The Features and Commentaries section includes a reflection on the second paper about the use of focus groups in services for adults with congenital deafblindness from a management perspective. There is also a review of the book *Communicative Relations* by Anne Nafstad and Inger Rodbroe, and a report on deafblindness developments in France, from the perspective of CRESAM, the French national resource centre for deafblindness.

We are delighted to have published this issue and we would like to thank all the authors for their interesting contributions. We are also pleased to be able to include contributions from outside Europe. We wish you happy reading and all the best for the festive season.

Marleen J. Janssen
Editor-in-Chief