Sample Paper in APA Style

The sample paper in this appendix uses the APA (American Psychological Association) style, which is the one used and explained in this textbook. If your teacher or course requires you to use the APA style, please feel free to use this sample paper as a guide in writing your own. A sample paper can be very useful in helping to organize a paper, format a paper, use citations, or make a correct bibliography. It always helps to look at an example.

One of the main features of APA style is that the paper is divided into numbered sections with section headings.

This is what the paper looks like:

- **Title**
  - Tells us the Topic and Main Idea
- **Introduction**
  - Tells us the Narrowed Topic and tells us what the writer will do with the Topic.
- **Body**
  - Tells us the Main Points and gives us information about each Main Point.
- **Conclusion**
  - Reminds us of what we have learned in the paper.
- **Bibliography**
  - Tells us the sources of the information we have learned in the paper.

In the following research paper, lettered notes indicate format features, and numbered notes indicate content or organization features.
The Deaf-Blind in Japan: Problems and Social Support

1 Introduction

"I wonder where 19,400 of the deaf-blind are. Do they not feel alone now? Are they not afraid that it must be only me and Helen Keller who have both blindness and deafness?" (Sawami, 2003, p.123). Mitsunari Sawami comments that judging from some information, there are about twenty thousand of the deaf-blind in Japan. The Japan Deaf Blind Association, a social welfare corporation, has made connections with over six hundred of them all over the country by 2003, but the situation of the other 19,400 of them has not been clear (p. 122).

There are several different categories of the deaf-blind. According to the JDBA, the Japan Deaf Blind Association (Zenkoku Morosha Kyokai, 2005), the deaf-blind people are those who have dual disability in sight and hearing. They use different communication methods according to the condition of their impairment and the time when they get the impairment. The JDBA categorizes the deaf-blind into the following four types. People who are completely deaf-blind cannot hear or see at all. People who are blind with some disability in hearing cannot see at all but can hear a little. People who are deaf with some disability in seeing cannot hear at all but can see a little. People who have some disability in both hearing and seeing can hear and see a little. People with congenital blindness and adventitious (acquired) deafness are called blind base and the reverse case is called deaf base (Zenkoku Morosha Kyokai, 2005).
The deaf-blind in Japan face many difficulties related to communication, information access, mobility, and education; therefore, social support and financial resources are important to provide interpreters and buy equipment, and this support needs to be developed more. This paper describes the types of the deaf-blind and their problems, then examines the present condition of social support for them.

2 Problems of the Deaf-Blind

The deaf-blind experience many difficulties in their daily life. Satoshi Fukushima comments that there are three major barriers for the deaf-blind: barriers in communication, information access, and mobility (1997, p. 53). In addition, there are problems with education.

2.1 Communication Problems

On JDBA’s homepage (Zenkoku Moroasha Kyokai, 2005), it is explained that blind based people who have studied at a school for the blind basically use Braille as their communication method, while deaf based people who have studied at a school for the deaf use sign language as their communication method. People who have studied at neither school basically communicate by print-on palm, asking people to spell words on their palm. There is a communication method which matches each condition. A problem is that very few people who are not deaf or blind know Braille or sign language. Very few people who are deaf know Braille and people who are blind have no need to learn sign language. This means that deaf-blind people have fewer people to communicate with. “Not being able to communicate means that [deaf-blind] cannot have good conversations with others, which increases their stress. To put it in an extreme way, it is like they are living in the darkness alone, never knowing the present time or weather” (Kadokawa, 2004).
The deaf-blind will feel alone or stressful without understanding their surroundings. Therefore, it is important to talk to them and explain their surroundings using their preferred communication method.

2.2 Information Access Problems

According to Fukushima (1997), deaf-blind had problems accessing information, but Braille and personal computers now enable the deaf-blind to get the latest information, the same as from the TV news or newspaper.

2.3 Mobility Problems

It is a matter of course that the deaf-blind have problems in mobility, that is, moving around in daily life. The problems may be internal physical problems such as body and health problem that limit their mobility (Miles, 2005), and some are external physical problems, such as barriers, lack of Braille signs, and other obstructions. In addition, there are psychological problems. According to Miles (2005), “Without vision, or with reduced vision, . . . [deaf-blind people] will not only have difficulty navigating, but may also lack the motivation to move outward in the first place.” The internal and external physical problems and psychological problems can limit the movement of deaf-blind people in society.

2.4 Educational Problems

Megue Nakazawa explains that there are no special schools, departments, or classes for deaf-blind children, and interpreter service is not available in the school system (1999). In Japan, the education system does not provide enough support for deaf-blind children, and there are not enough specialists. “Teachers are left to cope with deaf-blind children alone, often unable to realize the potential of the deaf-blind child” (Nakazawa, 1999).
According to Fukushima (1997), education for the deaf-blind is studied by the NISE, the National Institution for Special Education, as well as a few universities and organizations. He explains that the NISE arranges training for teachers and a camp for deaf-blind children; however, the lack of funds prevents them from providing them with proper programs. Although some researchers make efforts to develop education for the deaf-blind, there are many difficulties.

3 Social Support
The government and some associations offer financial support and equipment for the deaf-blind. Financial support enables them to buy equipment. Interpreter-guides help the deaf-blind with communication and socialization.

3.1 Interpreter-Guides
Interpreter-guides are required to act as guides and help the deaf-blind communicate and access information. On the homepage of JDBA (Zenkoku Morosha Kyokai, 2005), it is explained that interpreter-guides need to not only interpret the conversations but also explain the surrounding situations such as speakers’ facial expressions and people’s entrances and exits. Interpreter-guides sometimes need to help when the deaf-blind call someone or go to a hospital so they have to be careful in regards to the deaf-blinds’ private information.

According to Nakazawa (1999), workshops to train interpreter-guides are arranged by the JDBA and the past few years have seen the quick development of similar workshops held by the staff of local deaf-blind clubs. “It is hoped this service will be incorporated into the formal welfare system throughout Japan, as with guide helpers for the blind and home helpers for the disabled” (Nakazawa, 1999). There are no clubs for the deaf-blind in about ten prefectures.
In addition, services for the deaf-blind are not developed enough in some areas. Therefore, it will be important to establish the formal welfare system to solve the problem of regional differences.

3.2 Equipment

Personal computers are helpful for the deaf-blind. Kadokawa comments, “They can get many different kinds of information through communicating by electric mail or using the Internet” (2004). He explains that the government has provided partial financial assistance for the deaf-blind to buy software to enlarge the screen or obtain Braille display to provide output in Braille.

It will be convenient and helpful for the deaf-blind to receive financial support from the government and use a computer in daily life. However, the way to master it is very hard for the deaf-blind. Kadokawa (2004) lists three main reasons. Firstly, in personal computers (PCs), many images and figures are used, which are generally operated by using a mouse, so it is difficult for deaf-blind users who read information on screen by Braille output to operate a mouse or to understand images. Secondly, there are not enough PC instructors who have a good understanding of deaf-blind people. Even though they have knowledge of the PC, they still have to understand the communication needs of deaf-blind people to support them as instructors. Thirdly, there is no support center to provide after care service. Since the deaf-blind use enlarged screens or Braille displays, ordinary shops sometimes cannot repair them at all. Only providing equipment does not help the deaf-blind perfectly. It is necessary to train instructors who have knowledge about special equipment for the deaf-blind and understand their communication methods.
4 Conclusion

The deaf-blind use various communication methods according to the condition of their impairment and the time when they became deaf and blind. They have difficulties in communication, information access, mobility and education. The government and some associations provide them financial support and equipments but their support is not helpful enough to satisfy the needs of the deaf-blind. Therefore, social support needs to be developed more in some fields. In the daily life of the deaf-blind, many problems remain. [Society needs to better understand their situation and needs to live together more cooperatively, so that the deaf-blind can overcome barriers.]


