Dot Power

A braille immersion program for 4-8 year olds SPEVI Conference 2020: Creating a Clear Vision for the Future

Lea Nagel
Statewide Vision Resource Centre

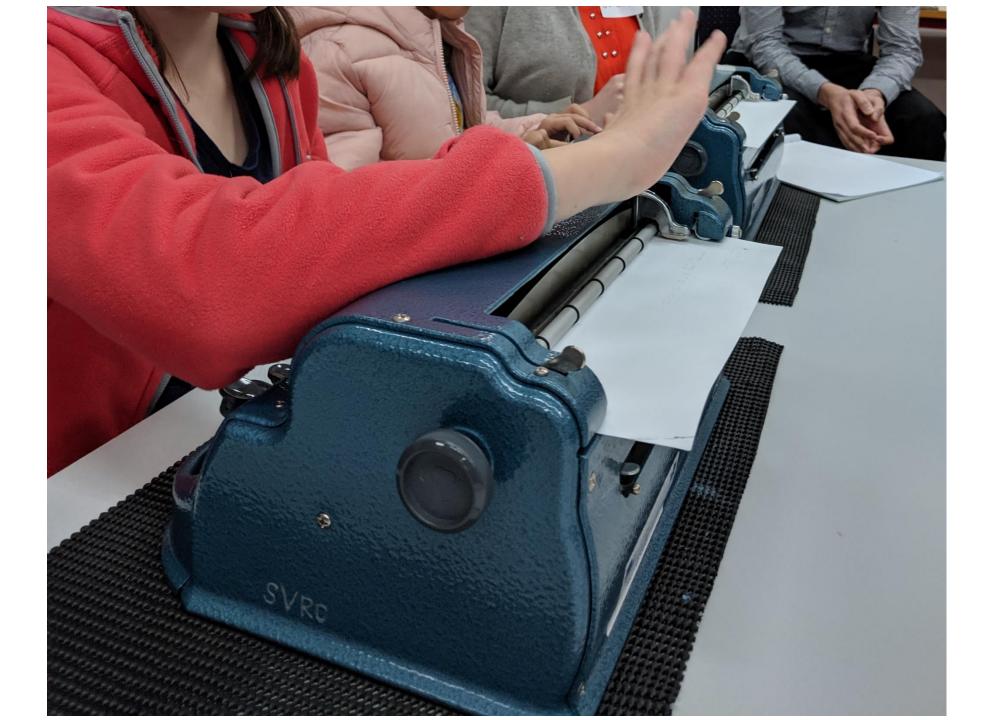


Acknowledgement of land

Dot Power Program is held on the lands of the Wurundjeri people and I wish to acknowledge them as Traditional Owners.

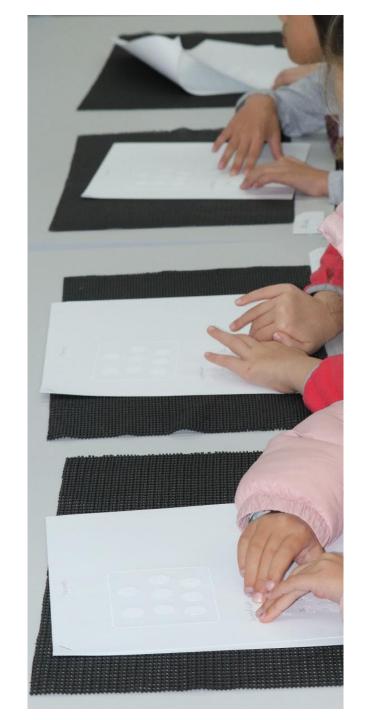
I would like to acknowledge that we are meeting today on the traditional Country of the Kaurna people of the Adelaide Plains.

I would like to pay my respects to their Elders, past and present and future.



Objective:

To share the Dot Power Program with SPEVI, possibly inciting and exciting educators to consider some of our methodology for their programs.



Dot Power Program

- Where: Statewide Vision Resource Centre in Victoria, Australia.
- Who: Children from pre-school to grade 3, learning braille.
- When: Once per term, 2 groups.
- What: Multi-layered workshop for children, families and school staff.
- 2006: 4 students ... 13 years ... 2019: 17 students

Dot Power Aims

- To give children a positive and successful experience of braille.
- To enable children to work alongside other children who use braille.
- To give families an understanding of educational and life possibilities and opportunities.
- To offer families and children a support and social network.
- To demonstrate to school staff how to present curriculum to children who use braille.

Areas of focus: Expanded Core Curriculum

- Braille reading and writing
- Tactual Graphicacy
- Concrete to abstract: Hands-on experiences: items, images and braille words
- Concept development, Careers, Braille Music, Musical Instrument Discovery, Paralympics, Orientation and Mobility, Echolocation, Cooking and Organisation

Music

- Engages the children with the stories and materials.
- Predictability, rehearsal, rhythm, confidence, flow.
- Re-reading!
- Instructional.

Cane song



Music

Group reading



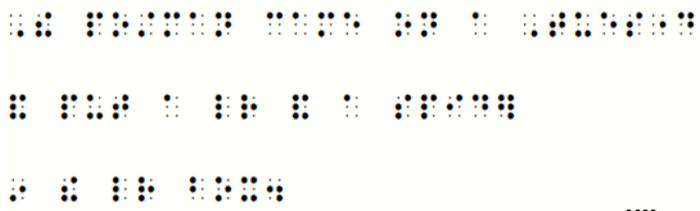
Do-braille



the a a the a the and in and in in and letter a letter letter a a box box letter box letter box postman the the postman the postman the a letter in and a put a letter in the box



The Postman



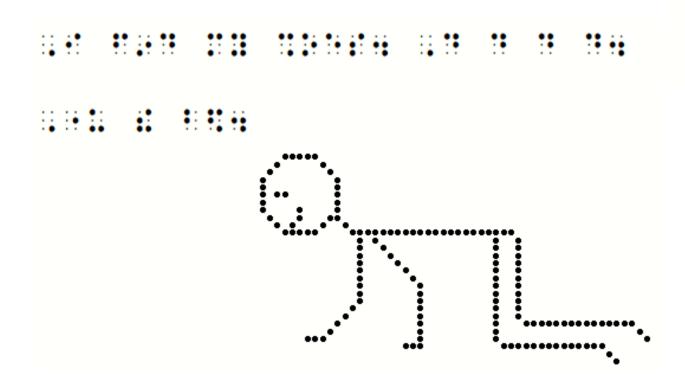
The postman came on a Tuesday and put a letter and a spider in the letter box.

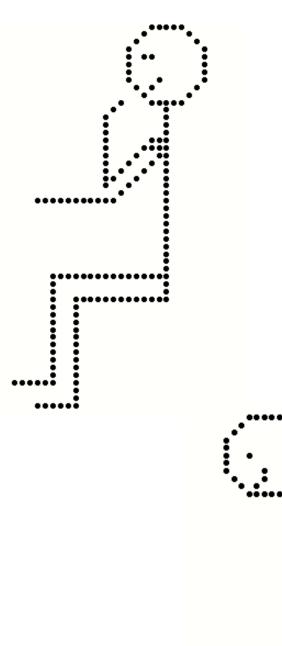


I go to school



Bodies in space Tactual Graphicacy





Flexikid

Bodies in space Tactual Graphicacy









0 60 0 5 65 5 peck my bag do do do do I brush my haire put on my shoes, dress my new immper 6 6 6 6 6 6 6 6 6 6 6 6 66 6 6

Modelling teaching conventions

- Independence! Step back!
- Braille contracted
- Positional language to describe braille cells
- Tactual graphics
- Roll call
- Non-slip mats (tables), Non-slip boards (floor)
- Name child, verbalising
- Re-reading
- Writing, Illustration and sharing

Feedback Questions: Student, Family, School, Visiting Teachers

- How has the Dot Power Program made a difference to your child's engagement with braille?
- What has your **family** learned by attending Dot Power Programs? Has this brought any change to your engagement with braille, daily living, recreation, orientation and mobility, or other?
- Has Dot Power made a difference to school expectations or presentation of curriculum? How?

Child

- she sees her peers learning braille together and that pushes her to learn and also to have fun learning braille.
- Braille is the norm at Dot Power.
- Initially [she] was resistant to learning braille as she wanted to be just like her peers, well at Dot Power she can be just like her peers.
- Braille being used in different exciting mediums/formats such as recipes, bingo, braille music etc... increases her enthusiasm.
- students do not have to filter out the print/visual version of a message or wait for a differentiated version.

Child

The involvement of adult braille-using role models is especially powerful.



Family

- ... learn how the experts do it as any parent is constantly learning the ropes in raising a blind kid.
- ... to see what I need to do next or what should I do more.
- It's a great opportunity to interact with the other parents and share ideas and knowledge. Just nice not to feel you are alone!
- We have learnt about lots of things, i.e. braille music, different sporting activities, how to access technology etc.

Family

... I have seen how to integrate braille into daily life activities

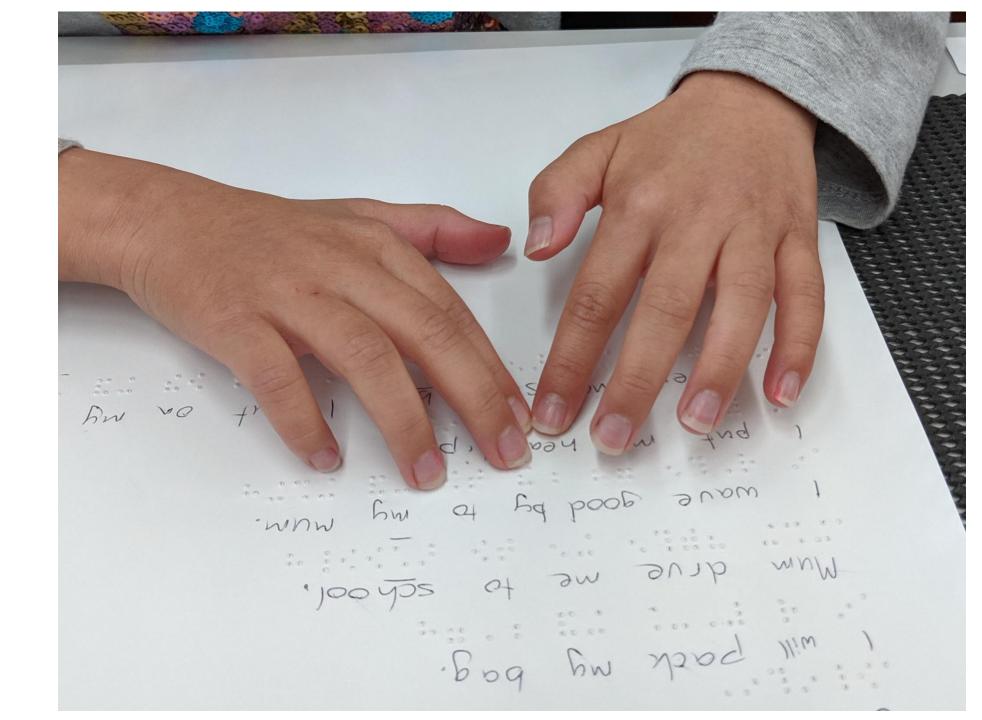


School

- Teachers ... get to see how verbal they need to be.
- Roll call is a good example as sometimes [teachers] forget a blind kid may not know who is in the classroom.
- to ensure that maths/music is being taught in the right way to blind kids.
- The professional education and consistent modelling of practice, language and approach gives so much to educators.

School

... it encourages [teachers] to think more creatively in ways that they can modify the curriculum.



Topic examples

- Paralympics
- Bodies in Space: I go to school + Flexikid
- Illustrations of animals, how many legs? Slob the Dog
- Braille music + Orchestra, Rock Band, Brass Band
- Echolocation
- Plant Life Cycle: the little seed
- Hand positions: 5 little ducks
- Cooking: Scones, Pasties, Pizza (procedural text, maths)

Topic examples:

Paralympics:

Javelin

Paralympics song





Paralympics:

Tandem bike



Paralympics:

Shot put



Daily
Living
Skills:

Cooking



Daily Living Skills:

Cooking



Daily
Living
Skills:

Cooking



Maths:

Concept of half



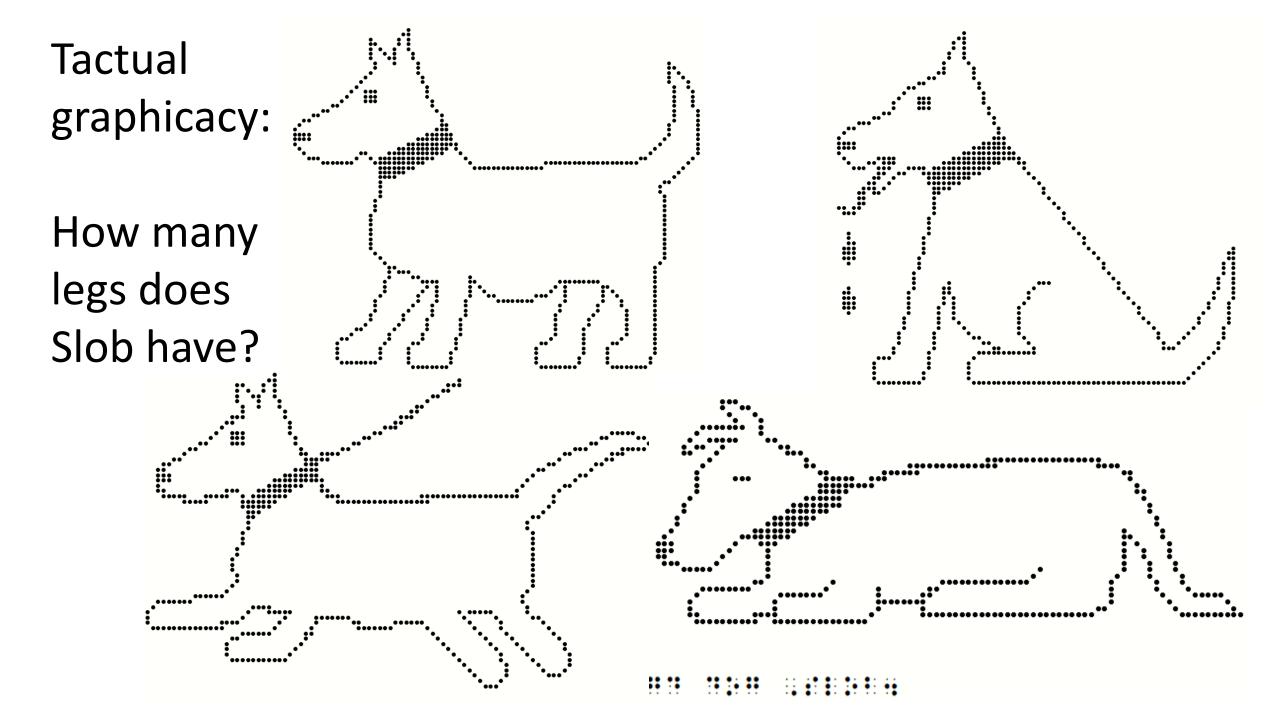
Maths:

Concept of half









Slob jointed model

with thanks to Claire Garrett



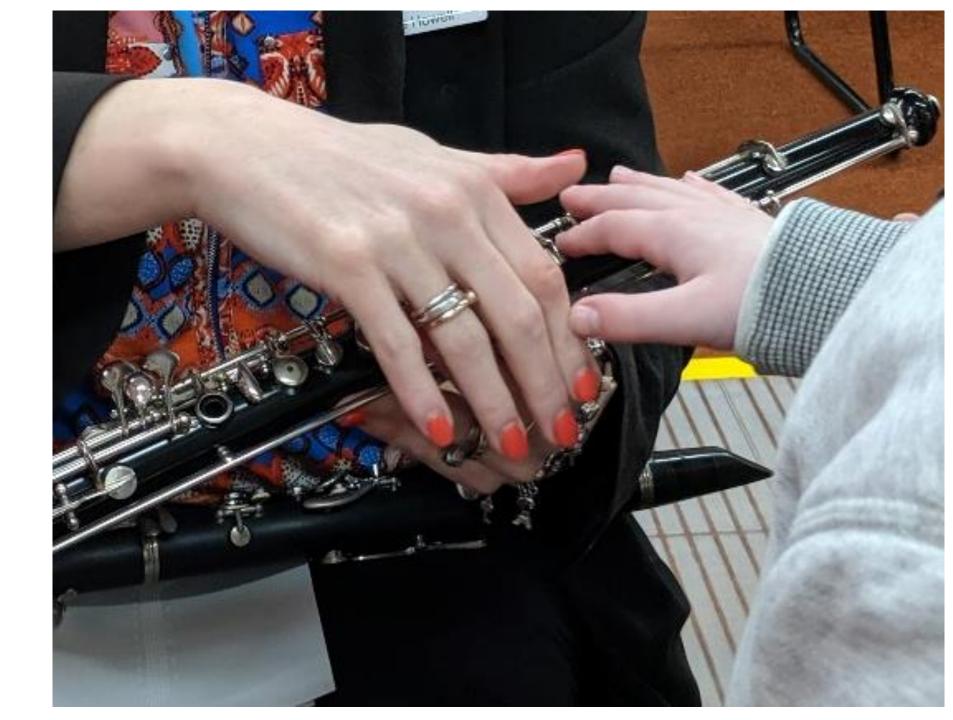
Slob jointed model

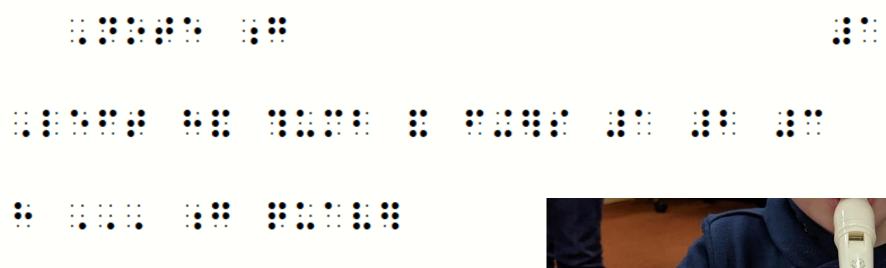
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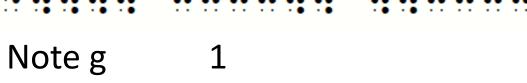


Music

Instrument discovery







Left hand thumb and fingers 1 2 3

* g quaver

* g crotchet



PE:

Swish Mini

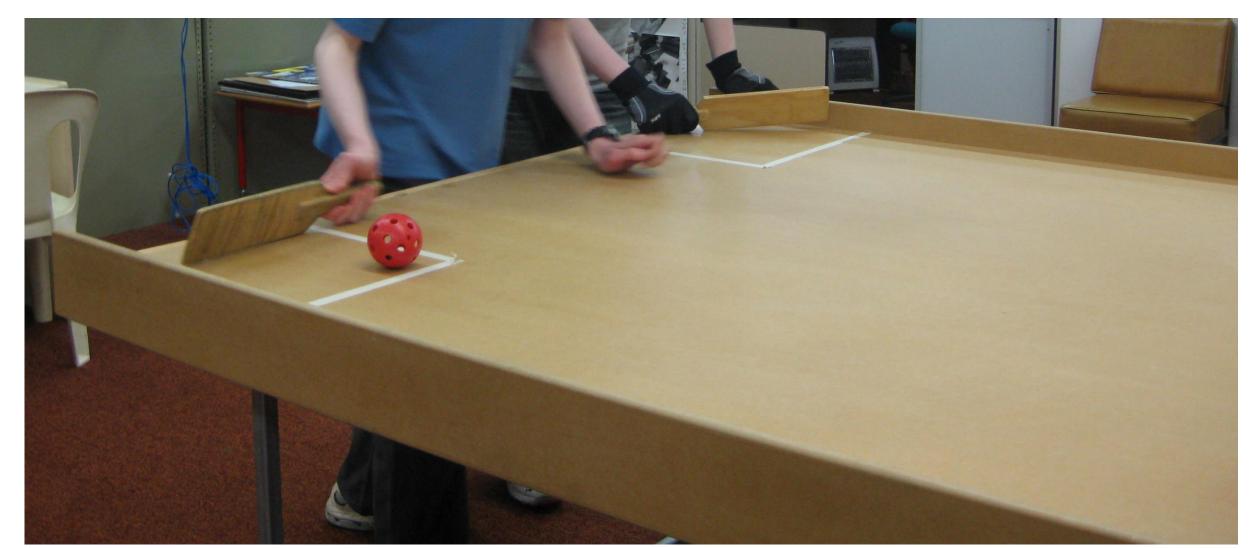


PE:

Standard table



PE: Swish (blind table tennis) standard sized table



PE:

Goal Ball Skills



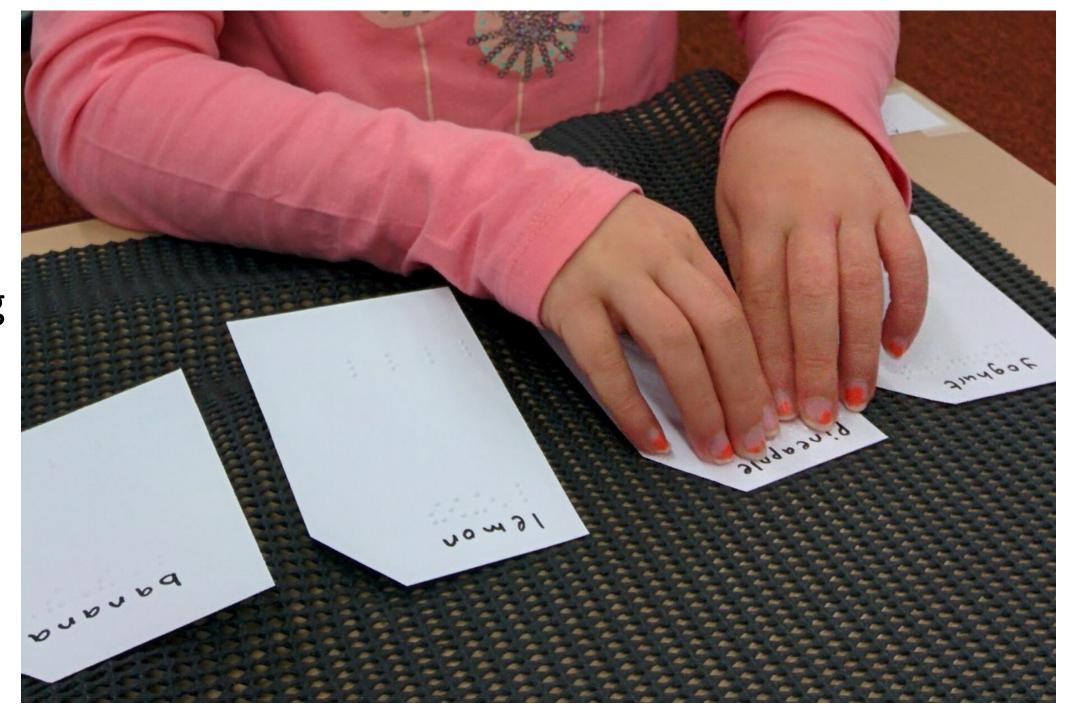
Daily Living Skills:

Cooking



Daily Living Skills:

Cooking



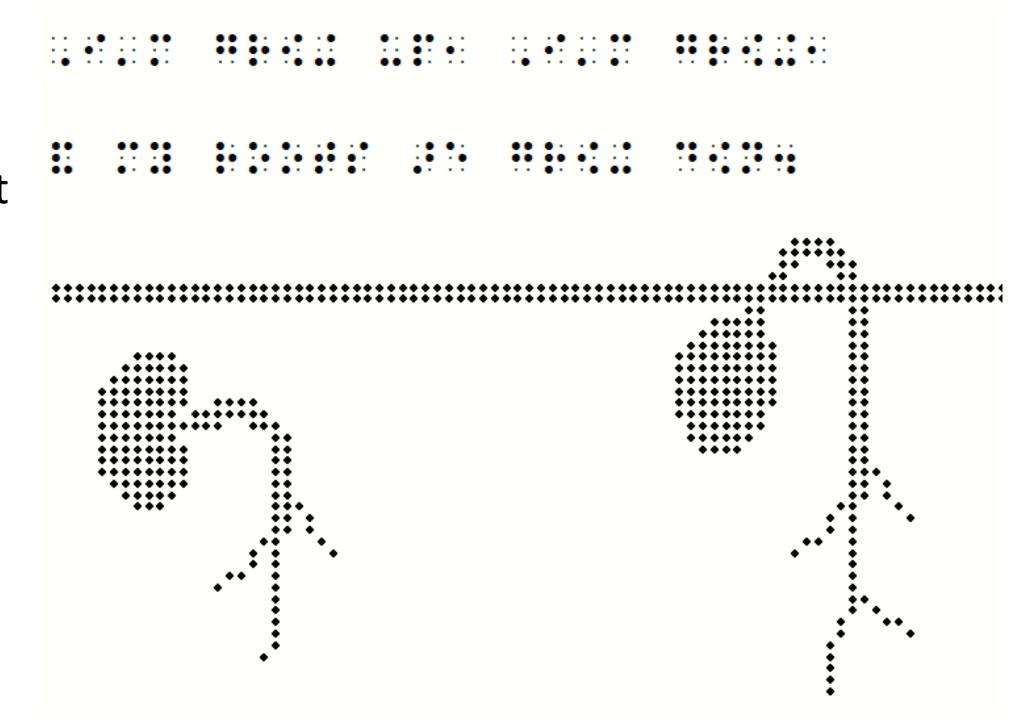
Science:

Bean plant life cycle



Science:

Bean plant life cycle



Planning

- Ideas from Visiting Teachers, families, students
- Often a response to a problem or concept, need or request
- Write and illustrate a focus book
- Often put the book to a melody
- Generate a Do-braille sheet with main words from the book
- Collect concrete objects
- Select or write songs
- Write program

Planning 2

- Contact families, schools, VTs and volunteers, request replies
- Email program and extra information to teachers
- Email .mp3 of new songs to volunteer singers
- Collect items concrete objects
- Generate e-text and braille copies of program, song words
- Setup list
- Furniture, Perkins, drawing kits, locker list

Dot Power Day PROGRAM Tuesday 11th September 2018

Students:

A, A, C, I, M, M, O = 8

Staff:

SVRC x 8, VT x 4, School x 6, visitors x 3

SVRC x 8, VT x 4, School x 6, visitors x 3					
TIME	ACTIVITY	MATERIALS	AIMS		
9.30	Arrival & orientation	Touch table	Introductions		
Adult Free	Free play – children encouraged to introduce themselves to each	Locker numbers list	O&M – locate locker,		
if poss	other, bags in lockers, toilet, meet and greet	Instruments cards	friends		
9.50	Morning talk and songs	Guitar	Orientation to the		
Floor	Introductions – students, teachers, others	 Non-slip boards 	space, people		
	Sing songs	 do-braille Andy 	Braille reading		
20 min	Find out about each other!!	 Sound recording equipment 	Turn taking		
20 min	Do-braille Andy "you can have one wish but just for one day"		Music		
10:10	Reading	 Place names 	Page navigation		
Tables	Read and sing: The magic hat.	 Book: The Magic Hat 	Braille as a		
	THE BAND!!! plays	 Non-slip mats 	communication tool		
30 min		The Band!!	Rock bands! Fun!		
10:40	Musical instrument discovery	Rock band instruments	Tactual exploration		
The stage	 What instruments would you find in a rock band? 	 Bass guitar, electric guitar, 	skills		
1:2	 Explore drums, guitars – different kinds of guitar, keyboard, 	keyboard, amps, drum kit,	Musical instrument		
	different synthesisers, percussion	tambourine, microphone	discovery		
00:-	 Use cards to match – instruments and braille names 	 Cards – braille and tactual 	Concrete to abstract:		
20 min		images of instruments	real instruments to		
44.00	BEAEAA D	Rock musicians	images to braille words		
11:00	RECESS – Big space	BUM BAG, phone, staff	Exploration of space		
20:	Yard duty: SVRC x 3, Schools + VTs x 5	mobile phones	(O&M)		
20 min			Social interaction		

Braille Music Read book: I can do braille music! Angel chimes available Clap rhythms, Angel chimes available Teach Ed to play the rhythms on the drum kit Rock band Book: The Magic Hat Per-reading / reading	Ð			
Clap rhythms, Angel chimes available Teach Ed to play the rhythms on the drum kit Come up with rhythms and write them on Perkins (extension) Tables Tables Til Writing: Write your name on your page Write some more rhythms, ask a friend to play them Illustrating: Ullustrate your page using either drawing kit or wire boards Lunch - outside if not too cold Yard duty: SVRC x 3, Schools + VTs x 5 Swish Mini Tables Tables Tables Tables Til Swish Mini Tables Table	11:20	Braille Music	Book: I can do braille music!	Braille music notation
Teach Ed to play the rhythms on the drum kit Come up with rhythms and write them on Perkins (extension) Writing: Tables Think about what you would wish to have for just one day 1. Write your name on your page Write a story Write some more rhythms, ask a friend to play them Illustrating: Illustrate your page using either drawing kit or wire boards Lunch – outside if not too cold! Yard duty: SVRC x 3, Schools + VTs x 5 Swish Mini Tables Play Swish Mini Swish Mini Tables/floor Card game (continued from last session) with Glabes/floor 1:2 / 1:3 So min Revision of rhythms and concepts through music **Book: The Magic Hat** **Perkins & paper **Drawing items – wire boards **Crayons, Draftsman kits **STAFF to collect a copy of pages either photograph or scan to make a book later **Writing, spelling **Writing, spelling **Writing conventions **Writing conventions **Exploration of space (O&M) **Social interaction **Staff mobile phones, remote phone **Soport + Recreation **Bell Ball** **Sport + Recreation **Fitness* **Ball skills, turn taking **Braille card decks* **Non slip mats / boards **Non slip mats / boards **Re-reading braille **Following game rules **Organising cards **Remembering cards **Remembering cards **Leisure + Recreation **Staff mobile phones, remote phone **Staff mobile phones, remote phone **Staff mobile phones, remote phone **Sport + Recreation **Staff mobile phones, remote phone **Staff mobile p	Tables	Read book: I can do braille music!	Angel chimes	introduction
Come up with rhythms and write them on Perkins (extension) 12:10 Writing: Tables Think about what you would wish to have for just one day 1. Write your name on your page Write a story Write some more rhythms, ask a friend to play them Illustrating: Illustrate your page using either drawing kit or wire boards 12:40 Lunch - outside if not too cold! Yard duty: SVRC x 3, Schools + VTs x 5 Bull Ball Social interaction Swish Mini Tables Play Swish Mini Use score cards Play Swish Mini Use score cards Play Swish Mini Use score cards Play Swish Mini Play Swise Play Swish Mini Use score cards Play Swise Play Swish Mini Play Swish Mini Play Swise Play Swish Mini Play Swish Mini Play Swise Play Swish Mini Play Swise Play Swish Mini Play Swise Play Swish Mini		Clap rhythms, Angel chimes available	Rock band	Pre-reading / reading
12:10 Tables Tables 1:11 Tables 1:12 Tables 1:12 Tables 1:13 Tables 1:14 Tables 30 min 12:40 Lunch – outside if not too cold! Yard duty: SVRC x 3, Schools + VTs x 5 12:40 Swish Mini Tables 20 min Tables 1:30 Tables/floor Tables/floor Tables/floor Tables/floor Tables/floor Tables Tabl		Teach Ed to play the rhythms on the drum kit	Book: The Magic Hat	Modelling reading
Tables 1:1 Tables 2 Write a story Write own more rhythms, ask a friend to play them Illustrating: Illustrating: Illustrate your page using either drawing kit or wire boards 12:40 Lunch — outside if not too coldl Yard duty: SVRC x 3, Schools + VTs x 5 30 min 1:10 Swish Mini Tables 20 min Tables/130 Tables/16lor Tables/170 Tables/16lor Tables/16lor Tables/16lor Sound make a book later Think about what you would wish to have for just one day 1. Write a story Pages either photograph or scan to make a book later Tables/16lor Tables/170 Tables/170 Tables/16lor Tables/16lor Tables/16lor Tables or card handling techniques Tables or card hand	50 min	 Come up with rhythms and write them on Perkins (extension) 		
## Note your name on your page Write your name on your page Write a story Write some more rhythms, ask a friend to play them Writing some more rhythms, ask a friend to play them Illustrating: Illustrating: Illustrate your page using either drawing kit or wire boards 12:40	12:10	Writing:	Perkins & paper	Braille as a
Write a story Write some more rhythms, ask a friend to play them lllustrating: Illustrate your page using either drawing kit or wire boards 12:40 Lunch – outside if not too cold! Yard duty: SVRC x 3, Schools + VTs x 5 30 min 1:10 Swish Mini Tables 20 min 1:30 Tables/floor 1:2 / 1:3 30 min Somin Somin Swish Mini Tables 20 min Somin Card game (continued from last session) with Glate of the play in the p		 Think about what you would wish to have for just one day 1. 	 Drawing items – wire boards 	communication tool
 Write some more rhythms, ask a friend to play them Illustrating: Illustrate your page using either drawing kit or wire boards 12:40 	1:1	Write your name on your page	& crayons, Draftsman kits	Illustration tools
Illustrating: Illustrate your page using either drawing kit or wire boards		Write a story	 STAFF to collect a copy of 	Illustration conventions
12:40 Lunch - outside if not too cold! Yard duty: SVRC x 3, Schools + VTs x 5 Play Swish Mini Tables Play Swish Mini Use score cards Card game (continued from last session) with G Tables/floor 1:2 / 1:3 Standard playing card layout and braille Songs, what did you like? Revision of rhythms and concepts through music Sulfat fine to cold! Willing conventions Exploration of space (O&M) Scocial interaction Sport + Recreation Sport + Rec		Write some more rhythms, ask a friend to play them		Writing, spelling
12:40 Lunch – outside if not too cold! Yard duty: SVRC x 3, Schools + VTs x 5 Swish Mini Tables 20 min 1:30 Tables/floor 1:2 / 1:3 Tables/floor 1:2 / 1:3 Songs, what did you like? Floor Lunch – outside if not too cold! Yard duty: SVRC x 3, Schools + VTs x 5 BUM BAG, staff mobile phone (O&M) Social interaction Bell Ball Mini bats Mini bats Table, edges + clamps Ball skills, turn taking Braille score card Braille card decks Non slip mats / boards Revise: Guitar, musical instruments Sound recording equipment Buy BAG, staff mobile phone (O&M) Social interaction Fitness Ball skills, turn taking Re-reading braille Following game rules Organising cards Exploration of space (O&M) Social interaction Fitness Ball skills, turn taking Fitness Ball skills, turn taking Floor Revise: Following game rules Organising cards Exploration of space (O&M) Social interaction Fitness Ball skills, turn taking Floor Floor Guitar, musical instruments Social skills	30 min	,	scan to make a book later	Writing conventions
Yard duty: SVRC x 3, Schools + VTs x 5 30 min 1:10 Swish Mini Tables 20 min 1:30 Tables/floor 1:2 / 1:3 30 min Yard duty: SVRC x 3, Schools + VTs x 5 phones, remote phone (O&M) Social interaction Bell Ball Mini bats Table, edges + clamps Braille score card Braille score card Braille card decks Non slip mats / boards Rewise: Standard playing card layout and braille Tules of Go Fish County Golden (County County Coun		Illustrate your page using either drawing kit or wire boards		
30 minSocial interaction1:10Swish Mini• Bell Ball• Sport + RecreationSwish Mini• Learn how to play• Mini bats• Fitness20 min• Use score cards• Table, edges + clamps• Ball skills, turn taking1:30Card game (continued from last session) with G• Braille score card• Re-reading brailleTables/floorRevise:• Non slip mats / boards• Following game rules1:2 / 1:3• card handling techniques• Organising cards• standard playing card layout and braille• Remembering cards• rules of Go Fish• Guitar, musical instruments• Music2:00Songs, what did you like?• Guitar, musical instruments• MusicFloor• Revision of rhythms and concepts through music• Sound recording equipment• Social skills	12:40	Lunch – outside if not too cold!	BUM BAG, staff mobile	Exploration of space
1:10 Swish Mini Swish Mini Tables 20 min 1:30 Card game (continued from last session) with G Tables/11:3		Yard duty: SVRC x 3, Schools + VTs x 5	phones, remote phone	(O&M)
Swish Mini Tables 20 min 1:30 Tables/floor 1:2 / 1:3 30 min 2:00 Songs, what did you like? Fitness • Mini bats • Table, edges + clamps • Braille score card • Braille card decks • Re-reading braille • Remembering cards • Remembering cards • Revision of rhythms and concepts through music • Guitar, musical instruments • Sound recording equipment • Social skills	30 min			Social interaction
Tables 20 min Play Swish Mini Use score cards Card game (continued from last session) with G Tables/floor 1:2 / 1:3 Tables/floor 2:00 Floor Play Swish Mini Table, edges + clamps Braille score card Non slip mats / boards Following game rules Organising cards Remembering cards Eleisure + Recreation Guitar, musical instruments Revision of rhythms and concepts through music Sound recording equipment Social skills		Swish Mini	Bell Ball	Sport + Recreation
O min		Learn how to play	Mini bats	Fitness
1:30 Card game (continued from last session) with G Tables/floor 1:2 / 1:3 30 min Card game (continued from last session) with G Revise: • card handling techniques • standard playing card layout and braille • rules of Go Fish Card game (continued from last session) with G • Re-reading braille • Re-reading braille • Re-reading braille • Remembering cards • Leisure + Recreation • Guitar, musical instruments • Revision of rhythms and concepts through music • Social skills		Play Swish Mini	 Table, edges + clamps 	Ball skills, turn taking
Tables/floor 1:2 / 1:3 Revise:	20 min	Use score cards	Braille score card	
1:2 / 1:3 • card handling techniques • standard playing card layout and braille • rules of Go Fish 2:00 Floor • Card handling techniques • standard playing card layout and braille • Remembering cards • Leisure + Recreation • Guitar, musical instruments • Social skills	1:30	Card game (continued from last session) with G	Braille card decks	Re-reading braille
• standard playing card layout and braille • rules of Go Fish 2:00 Floor Songs, what did you like? • Revision of rhythms and concepts through music • standard playing card layout and braille • Remembering cards • Leisure + Recreation • Guitar, musical instruments • Sound recording equipment • Social skills		Revise:	 Non slip mats / boards 	Following game rules
30 min • rules of Go Fish • Leisure + Recreation 2:00 Songs, what did you like? • Guitar, musical instruments • Music Floor • Revision of rhythms and concepts through music • Sound recording equipment • Social skills	1:2 / 1:3	card handling techniques		 Organising cards
2:00 Songs, what did you like? Floor Revision of rhythms and concepts through music Sound recording equipment Social skills				Remembering cards
Floor • Revision of rhythms and concepts through music • Sound recording equipment • Social skills	30 min	rules of Go Fish		Leisure + Recreation
to the first of the same and of the same agreement of the same agr	2:00	Songs, what did you like?	 Guitar, musical instruments 	Music
30 min		Revision of rhythms and concepts through music	 Sound recording equipment 	Social skills
	30 min			

Resources

- SVRC building, large space, smaller spaces, outdoor play area
- Transcription department, embossers, binders, slicers
- Computers, Audacity, Microsoft, Duxbury, Picturebraille
- Musical instruments, Items
- Staff SVRC, Visiting Teachers, School Staff, Volunteers
- EVAC Education Vision Assessment Clinic
- Supportive management and education team

Thank you

To the students and families for their enthusiastic participation and encouragement

To SVRC management for their support

To SVRC staff for embossing, binding, purchasing, tidying kitchen, moving furniture, hands-on help during the day

To EVAC staff for encouraging families' involvement

To Volunteers, Teachers, Visiting Teachers and School Staff who help out on the day and give valuable feedback

Thank you for listening!