

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

Dot Power song

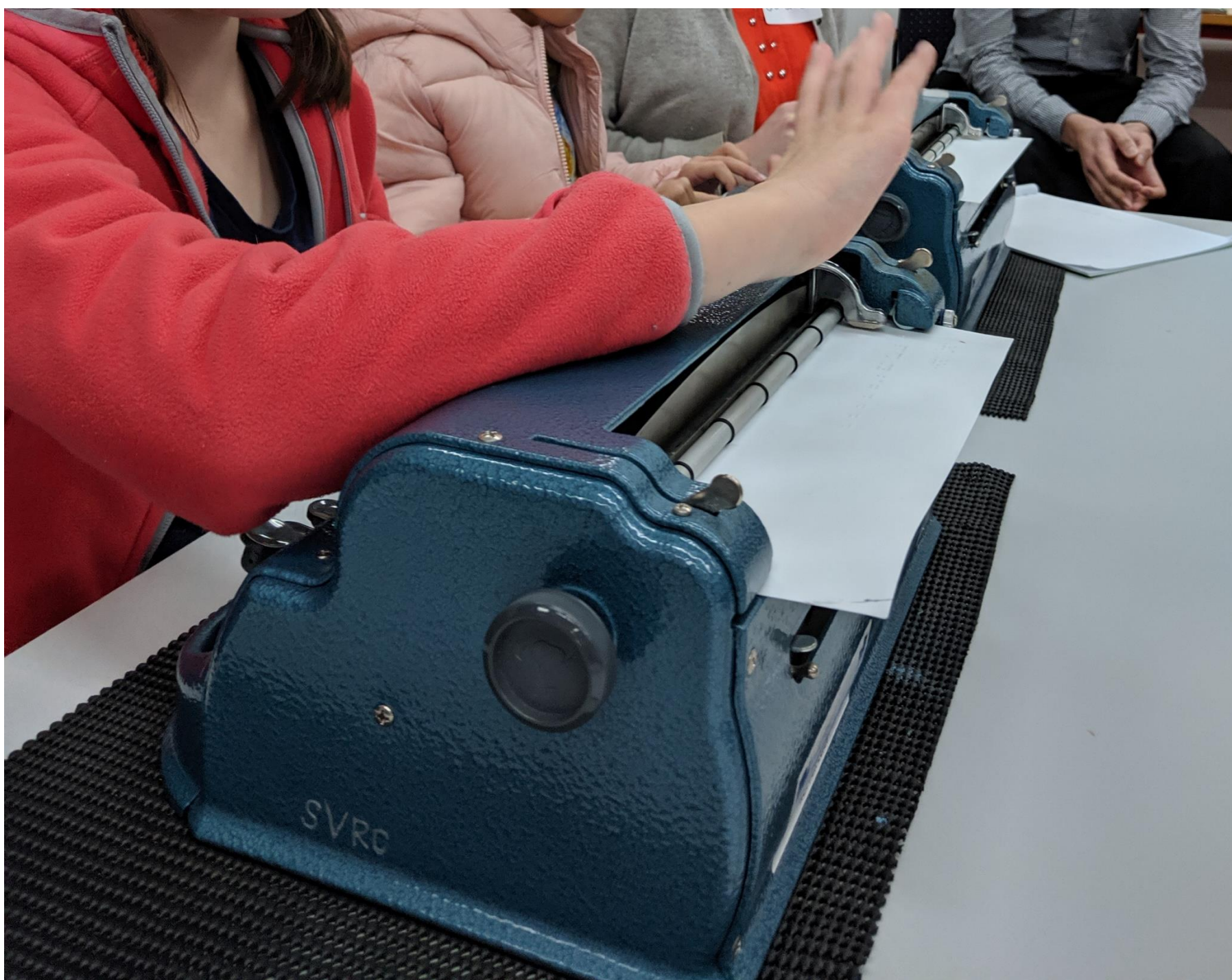


Acknowledgement of land

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

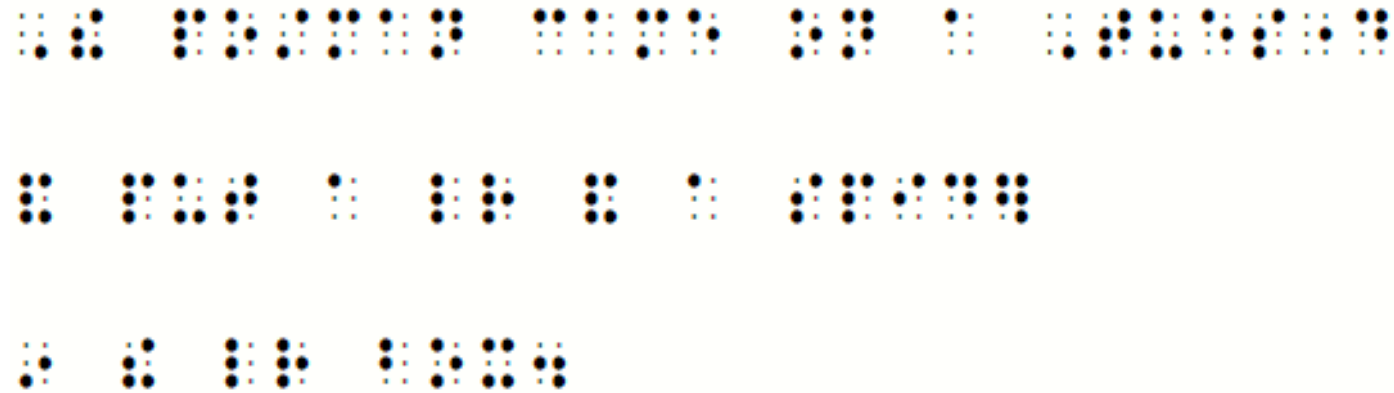


the a a the a the
and in and in in and
letter a letter letter a a
box box letter box letter box
postman the the postman
the postman
the a letter in and a
put a letter in the box

the 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.



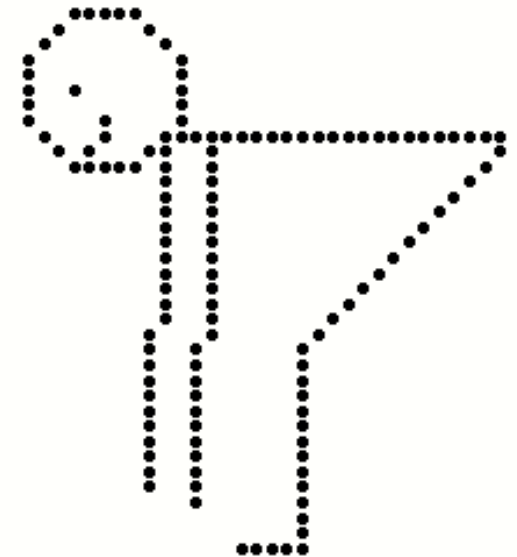
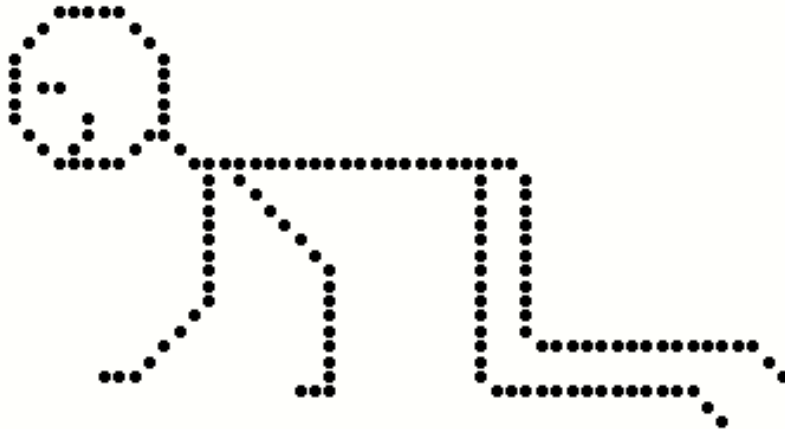
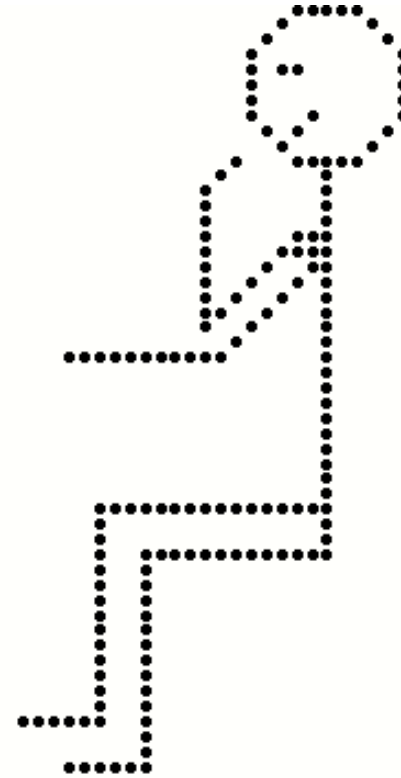
I go to school



Bodies in space
Tactual Graphicacy

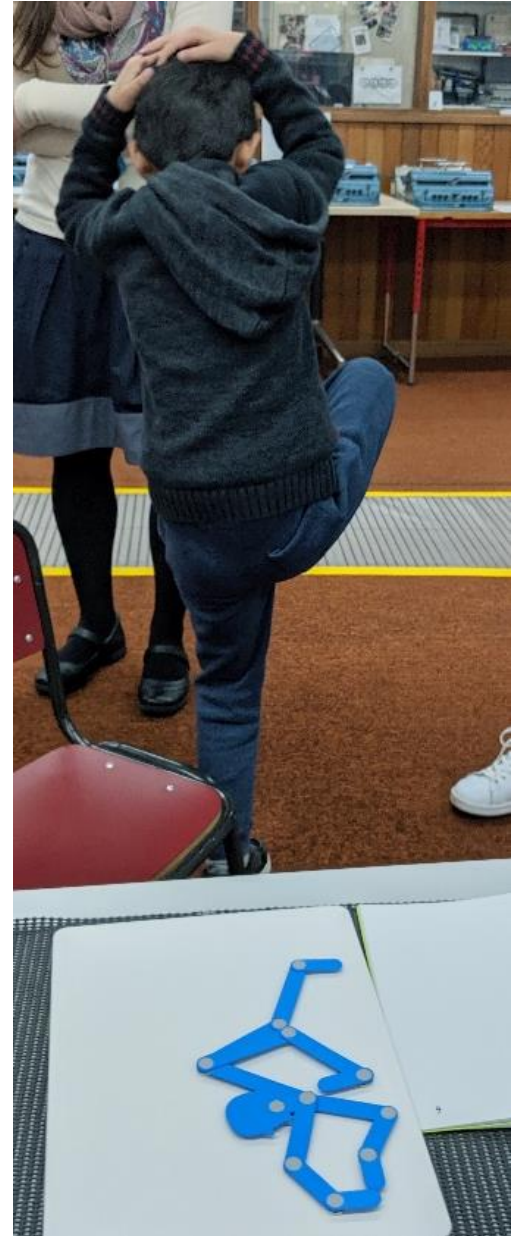
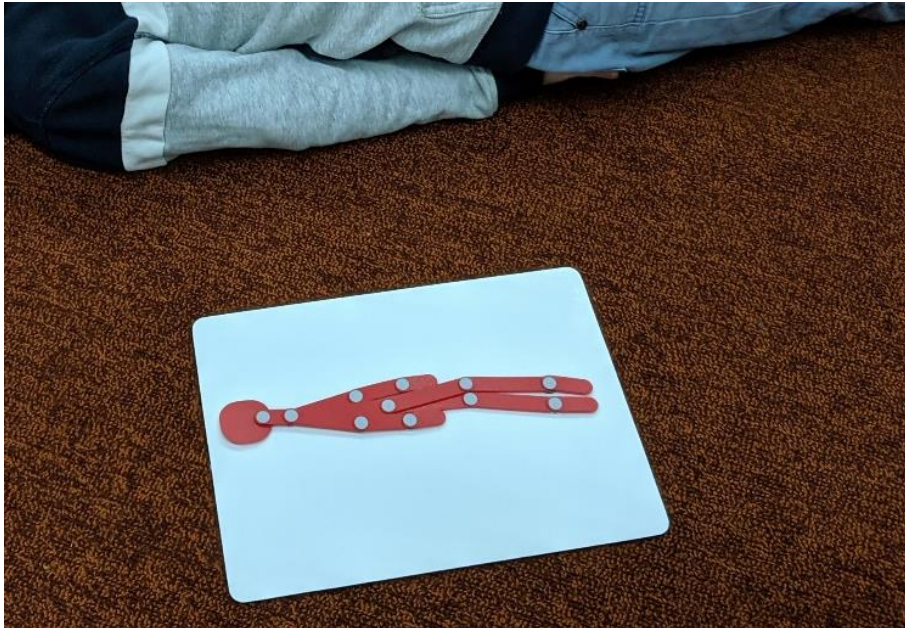
I go to school

I go to school



Flexikid

Bodies in space Tactual Graphicacy



I peck my bag do do do do

I brush my hair Do -

I put on my shoes, dress my new jumper

I like going to school I do

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

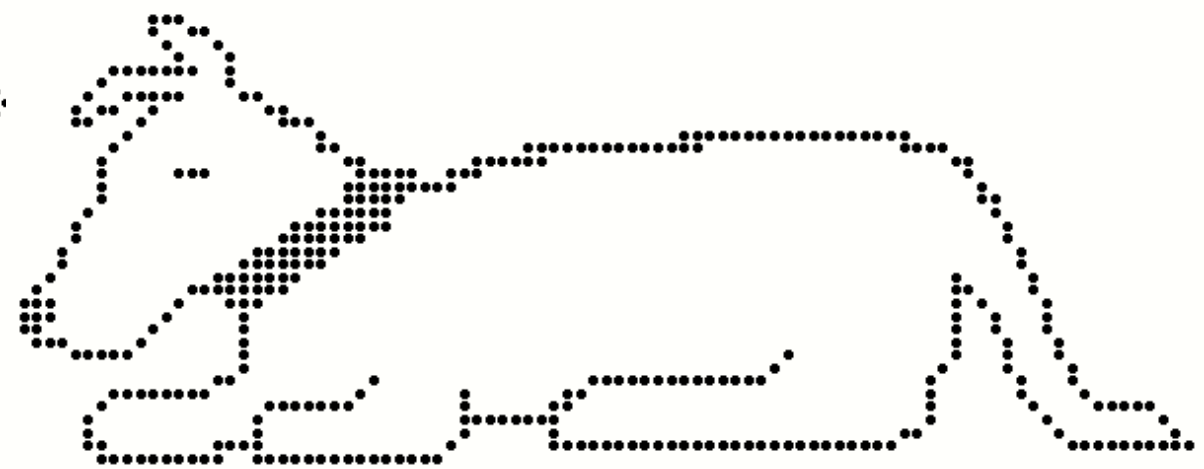
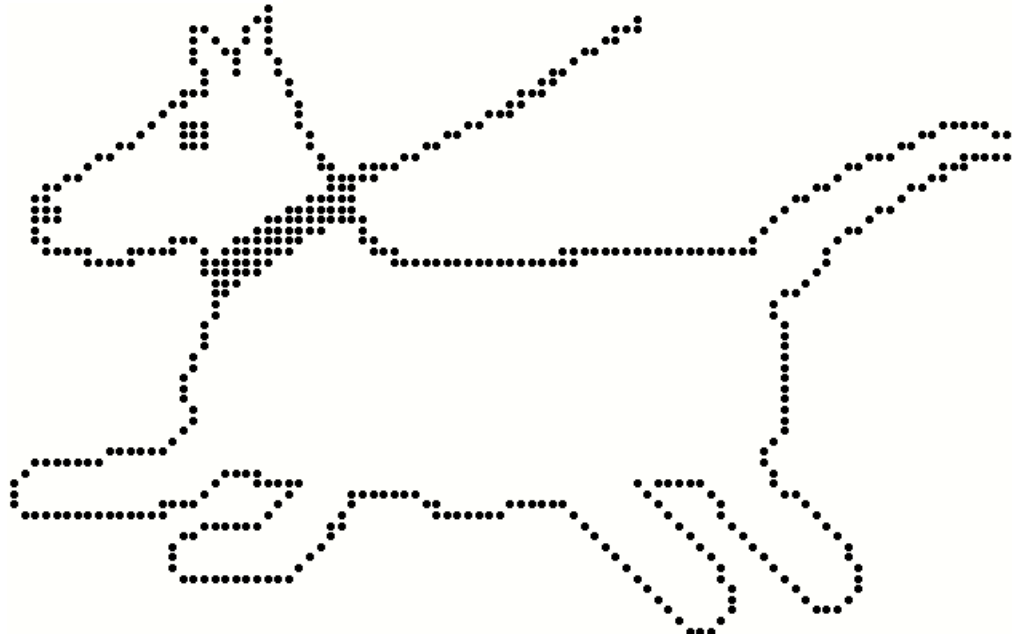
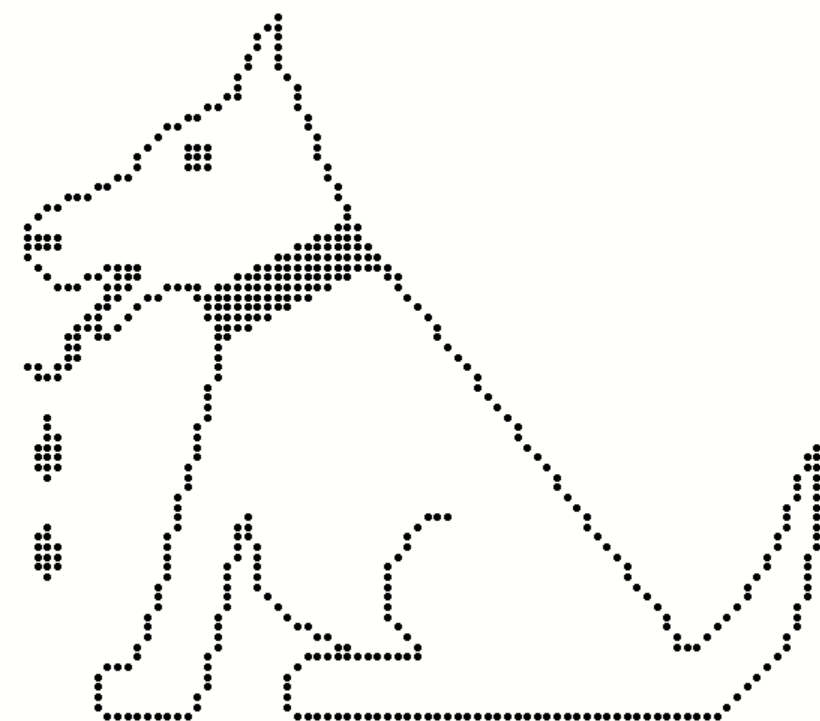
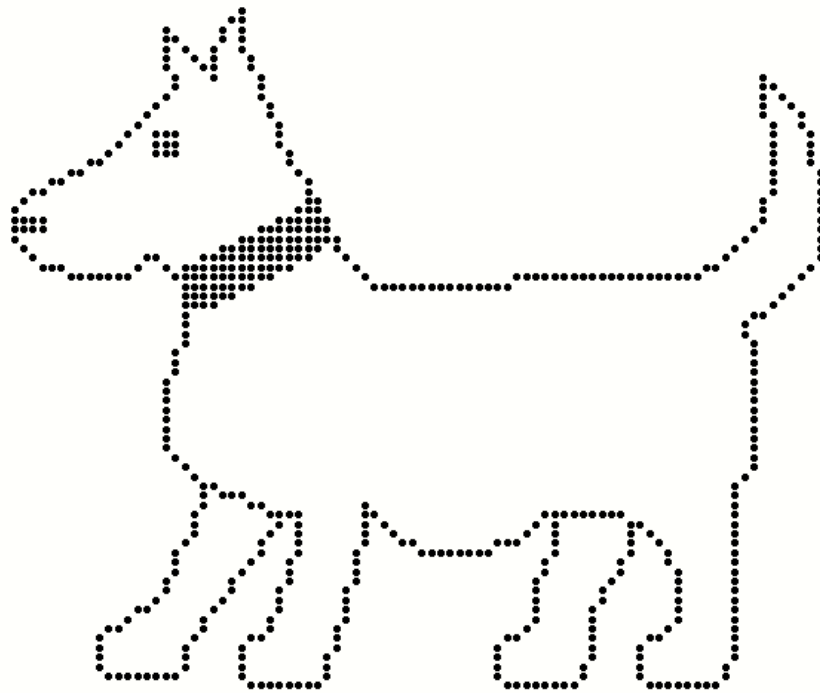






Tactual
graphicacy:

How many
legs does
Slob have?



1111 1111 1111 1111

Slob
jointed
model

with
thanks to
Claire
Garrett



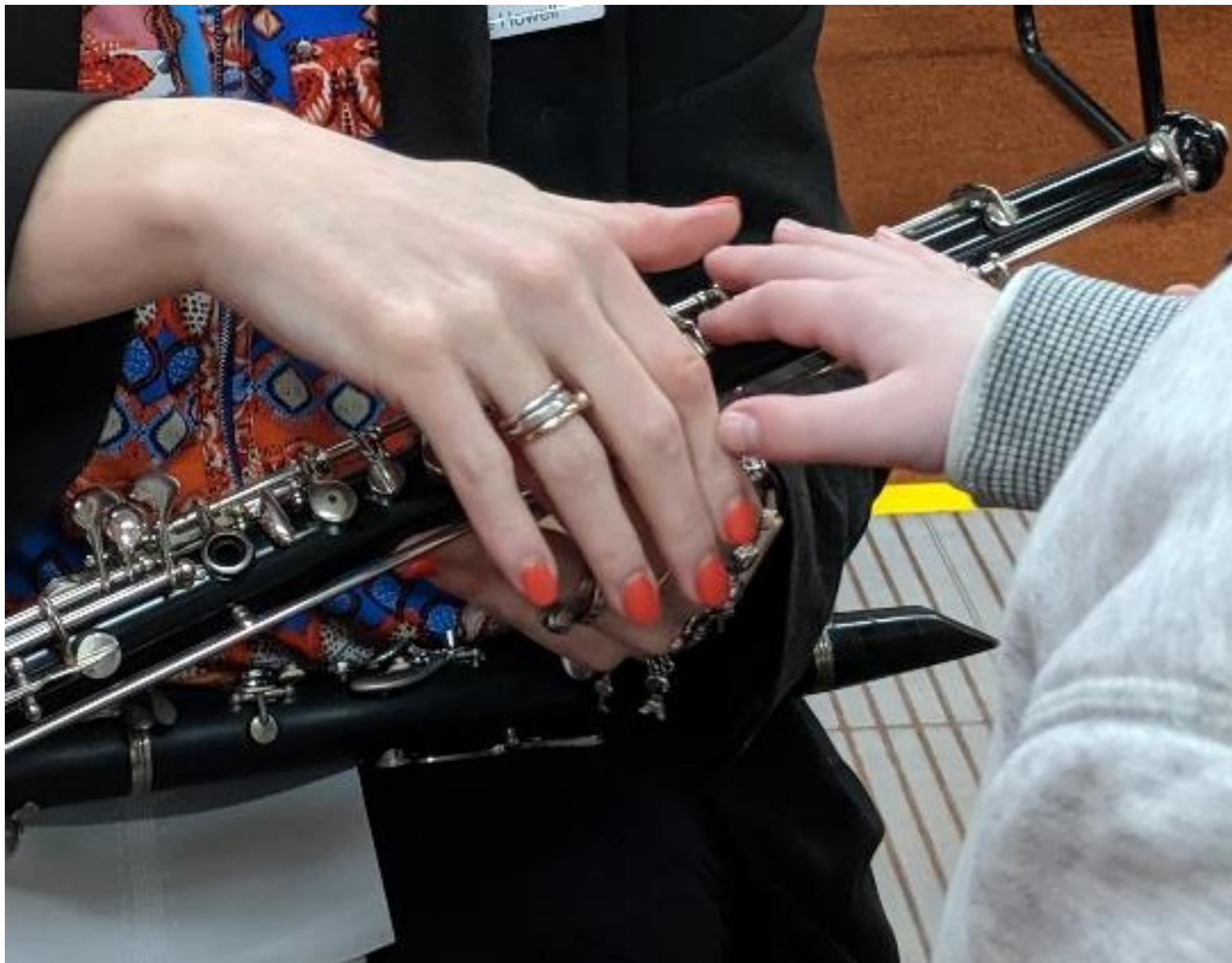
Slob
jointed
model

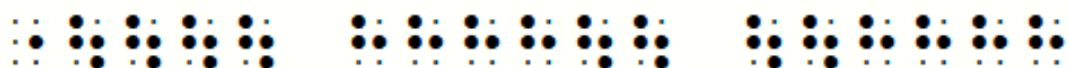
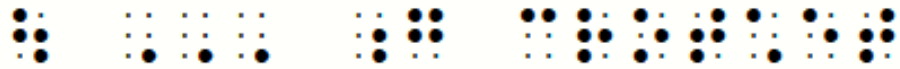
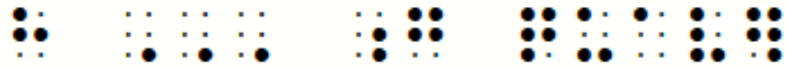
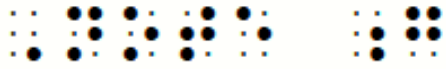
with
thanks to
Claire
Garrett



Music

Instrument
discovery





Note g 1
 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

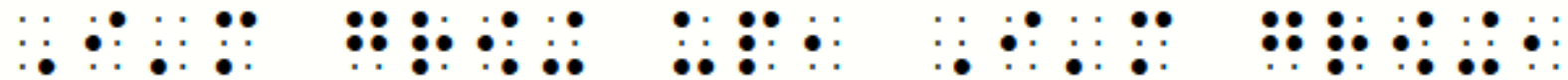


Science:

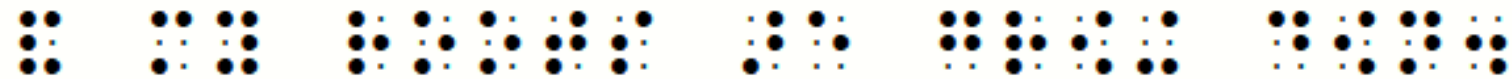
Bean plant
life cycle



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

TIME	ACTIVITY	MATERIALS	AIMS
9.30 Adult Free if poss	Arrival & orientation Free play – children encouraged to introduce themselves to each other, bags in lockers, toilet, meet and greet	<ul style="list-style-type: none"> • Touch table • Locker numbers list • Instruments cards 	<ul style="list-style-type: none"> • Introductions • O&M – locate locker, friends
9.50 Floor 20 min	Morning talk and songs <ul style="list-style-type: none"> • Introductions – students, teachers, others • Sing songs • Find out about each other!! • Do-braille Andy “you can have one wish but just for one day” 	<ul style="list-style-type: none"> • Guitar • Non-slip boards • do-braille Andy • Sound recording equipment 	<ul style="list-style-type: none"> • Orientation to the space, people • Braille reading • Turn taking • Music
10.10 Tables 30 min	Reading <ul style="list-style-type: none"> • Read and sing: The magic hat. • THE BAND!!! plays 	<ul style="list-style-type: none"> • Place names • Book: The Magic Hat • Non-slip mats • The Band!! 	<ul style="list-style-type: none"> • Page navigation • Braille as a communication tool • Rock bands! Fun!
10.40 The stage 1:2 20 min	Musical instrument discovery <ul style="list-style-type: none"> • What instruments would you find in a rock band? • Explore drums, guitars – different kinds of guitar, keyboard, different synthesisers, percussion • Use cards to match – instruments and braille names 	Rock band instruments <ul style="list-style-type: none"> • Bass guitar, electric guitar, keyboard, amps, drum kit, tambourine, microphone • Cards – braille and tactual images of instruments • Rock musicians 	<ul style="list-style-type: none"> • Tactual exploration skills • Musical instrument discovery • Concrete to abstract: real instruments to images to braille words
11.00 20 min	RECESS – Big space Yard duty: SVRC x 3, Schools + VTs x 5	<ul style="list-style-type: none"> • BUM BAG, phone, staff mobile phones 	<ul style="list-style-type: none"> • Exploration of space (O&M) • Social interaction

11:20 Tables 50 min	Braille Music <ul style="list-style-type: none"> • Read book: I can do braille music! • 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) 	<ul style="list-style-type: none"> • Book: I can do braille music! • Angel chimes • Rock band • Book: The Magic Hat 	<ul style="list-style-type: none"> • Braille music notation introduction • Pre-reading / reading • Modelling reading
12:10 Tables 1:1 30 min	Writing: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Illustrate your page using either drawing kit or wire boards 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Braille as a communication tool • Illustration tools • Illustration conventions • Writing, spelling • Writing conventions
12:40 30 min	Lunch – outside if not too cold! Yard duty: SVRC x 3, Schools + VTs x 5	<ul style="list-style-type: none"> • BUM BAG, staff mobile phones, remote phone 	<ul style="list-style-type: none"> • Exploration of space (O&M) • Social interaction
1:10 Swish Mini Tables 20 min	Swish Mini <ul style="list-style-type: none"> • Learn how to play • Play Swish Mini • Use score cards 	<ul style="list-style-type: none"> • Bell Ball • Mini bats • Table, edges + clamps • Braille score card 	<ul style="list-style-type: none"> • Sport + Recreation • Fitness • Ball skills, turn taking
1:30 Tables/floor 1:2 / 1:3 30 min	Card game (continued from last session) with G Revise: <ul style="list-style-type: none"> • card handling techniques • standard playing card layout and braille • rules of Go Fish 	<ul style="list-style-type: none"> • Braille card decks • Non slip mats / boards 	<ul style="list-style-type: none"> • Re-reading braille • Following game rules • Organising cards • Remembering cards • Leisure + Recreation
2:00 Floor 30 min	Songs, what did you like? <ul style="list-style-type: none"> • Revision of rhythms and concepts through music 	<ul style="list-style-type: none"> • Guitar, musical instruments • Sound recording equipment 	<ul style="list-style-type: none"> • Music • Social skills

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!