STUDY OF BRAILLE FLUENCY, AUST & NZ

Resources created since research. T. d'Apice



Student Results

Of the 73 students assessed ...

... all but one student

Could not read at an equal rate, or faster than, their sighted peers



Variables considered

- Eye Condition
- One handed or two handed reader
- Curriculum reading media: Braille, Print, Audio
- Length of time learning Braille
- Braille only or Dual Media
- Reading for leisure?
- Reading Braille for leisure?



More Questions than Answers

 It is generally thought that reading fluency is directly related to comprehension ...

– BUT our students are doing well in school!!

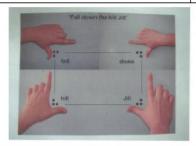
– Is this statement the case with Braille reading students?



2. Vision Support Teachers Questionnaire N = 40

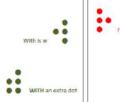


Mainstream Reading Materials	Braille Reading Materials	Teaching Strategies	Mnemonics
☐ Class readers	□ Ozzie Dots	☐ Paired reading	☐ Braille Rap Song
☐ Readers not used by the class	□ Pattems	☐ Repeated Reading	☐ See below
	☐ Experience Books		
	☐ Mangold		
	☐ UEB Training Manual		Apps
	☐ FEELIX Library		
	☐ I do like it		





Samples of Braille mnemonics







Do you know some more mnemonics that may help other vision support teachers?

If so, could you draw them here or on the back of this page? A compilation of these will be dispersed to participants and their schools at the end of the study.



Experience materials

- The survey of vision support teachers empahasised the importance of personalised handmade experience books and materials, to assist the students to gain meaningful information through literacy.
- Content of books is based on the child's rich life experiences.





Photo of Routines and My Summer books.

Perkins



Fun and games

- Interesting topics relating to the child were found on the internet, and then converted to Braille, including; Word searches, interesting facts, games, jokes, recipes. Other activities include:
- Go Fish
- Old man
- Flip books
- Language Master
- Posting boxes
- Fishing game
- Memory
- Board games
- Matching
- Book Bags / Sacks



Braille Specific resources used by vision support teachers.

- Ozzie Dots
- I do like it
- Patterns
- Mangold Braille Reading Program
- Spot the Dot
- Braille in Easy Steps
- Abi Books
- UEB Practice Sentences, Roberta Becker
- Ann and Friends, beginning Braille Readers
- Ready to read, PM (NZ curriculum)
- Braille for Infants (RNIB)
- Take Off Braille Reading Series 1,2,3, & 4,
- Ladybird Graduated Braille Readers
- Alphabet book with tactile pictures



What has happened since this research?

Anecdotal observations

- 1. The majority of reading accuracy errors were Braille reversals
- 2. Parents invest a great deal of time and money in their sighted children's literacy ...
- ... they may not have the resources or knowledge to be able to do the same with their blind children



Resources have been developed

for parents and teachers.



1. Reversals

Magic Square

(f,d,h,j)

3D file

Slippery dip

(e, i)

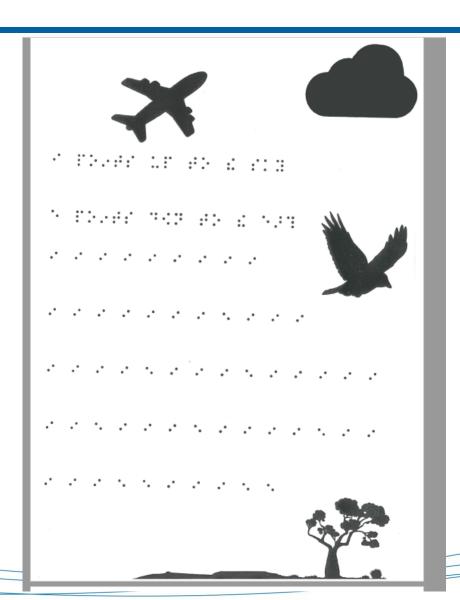
Christmas Tree

(st, ch)

Reversal Work book



Reversal work book

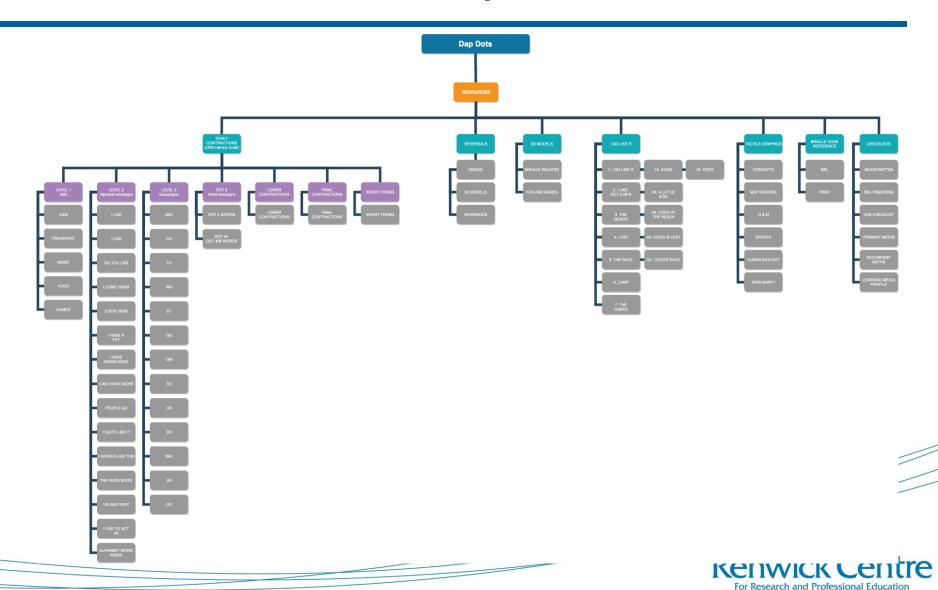


Other pages

- 2. fdhj
- 3. and, y
- 4. n, ed
- 5. the, z
- 6. p, th
- 7. st, ch
- 8. m, sh
- 9. with, of

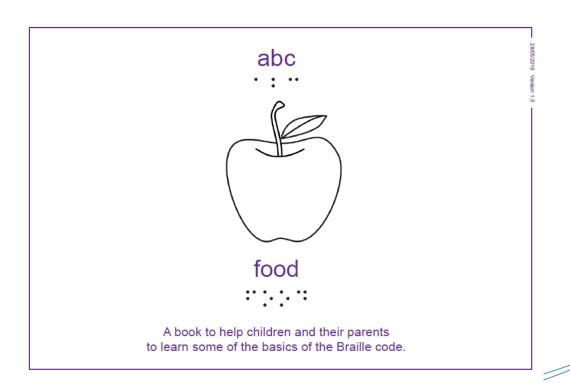


2. Resources for parents



Alphabet books

- ABC for Kids
- ABC Transport
- ABC Music
- ABC Food
- ABC Games





Standalone Wordsigns:

Parent pages

```
About this book
                        Underline indicates a braille contraction
 Print:
Print:
Grade 2 Braille:
(Parent information, not included on tactile pages)
                                                      Tactile graphic label: milk
Grade 2 Braille correctly spaced:
```



The Stand Alone Alphabet Wordsigns

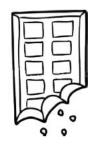
<u>as</u>

abc sing with me 🎵

•	а	:	b	••	С	•:	d	٠.	е
			<u>but</u>		<u>can</u>		<u>do</u>		<u>every</u>
:•	f	::	g	:.	h	.•	i	.:	j
	<u>from</u>		<u>go</u>		<u>have</u>				<u>just</u>
•	k	:	I	••	m	::	n	:	0
	knowledge	J	<u>like</u>	Š	<u>more</u>	Ū	<u>not</u>	J	
:•	р	::	q	:-	r	:	s	::	t
	<u>people</u>	Ĭ	<u>quite</u>	Ĭ	<u>rather</u>	Ĭ	<u>so</u>	J	that
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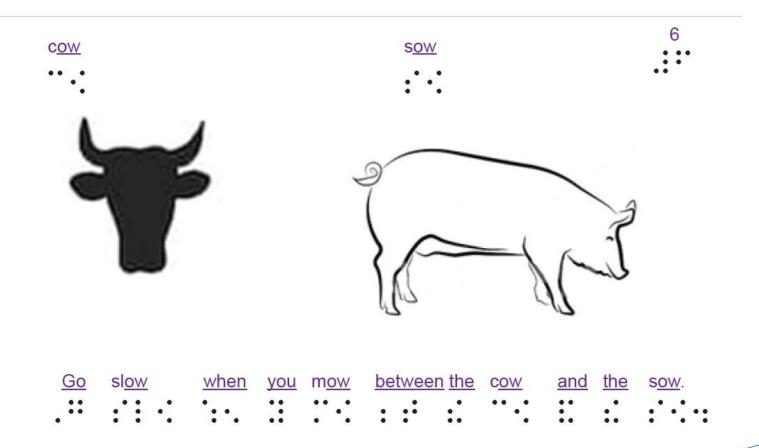
do you like chocolate 6



do you like chocolate chocolate



Group Signs

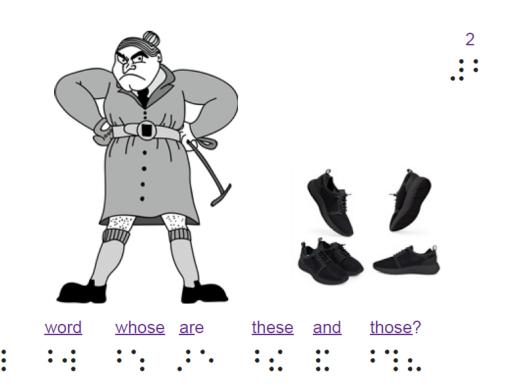




Initial wordsigns

<u>Upon</u>

my



Unified English Braille: Australian Training Manual, 2016 Pg 95.



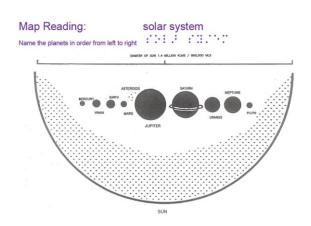
All the UEB literary code

- Lower Contractions
- Final Contractions
- Shortforms
- Link to video footage of reversal mnemonics
- 3D printing files of reversals

Other useful resources (all free)

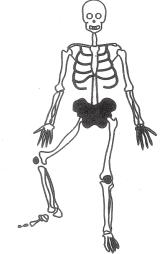


Tactile graphics kits



- Map reading
- **Human Biology**
- Concept development
- **Sports**
- Orientation and Mobility
- How Many?

Human Biology: skeleton





Refer to script: file attached

Braille Reference Books

Final Contractions

Final

Dots	4-6	Do	ts 5-6
:::	ound		
::-	ance	: '-	ence
		;::	ong
		::	ful
:::	sion	::	tion
::	less	::'	ness
:::	ount	:::	ment
		:::	ity

Lower Contractions

Lower

	Wordsign	Start of word	Middle of word	
•			ea	,
:	be	be	bb	;
••		con	cc	:
••		dis		
			-	
•:	enough	en	en	en
::			ff	!
::	were		gg	
:.	his	"		?
.:	was			"
<u>:</u>	in	in	in	in

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🗱 The Duxbury Braille Translator - [Code Reference table form.dxb -- Braille Document]
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  alone 5 45 456
Current Style: None
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Checklists

JEB Braille Che	ecklist									Nai	me:				
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)	but														
C	can						cannot								
d	do	day	- 1							ound			ence		
8	every	9985								ance					
f	from	father	100												
9	90												ong		
h	have	here					had						. 9		
	just														
k	knowledge	know									ш				
	like	lord											ful		
m	more	mother	_				many		_					ш	
n	not	name								sion			tion		
0	0	one	_	_				\rightarrow	_		\perp	_		-	_
p	people	part													-
q	quite	question					-							-	-
r	rather	right					- 11			4				-	+
s	so that	some	_	_			spirit		_	less		_	ness	-	-
	us					-	_			OUNT			ment		-
u v	very	under			upon		_		_	_			_		-
w	will	work		_	word		world								-
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X V	you	young					_						ity		+
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with															
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gh								Word		Start of w	ord	Mids		End	of wor
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Test details:		Test details:		Test d	etails:
Additional Disab	ilities, healt	h conditions,	other		
Literacy aspiration	ons of the s	tudent and par	rents?		
Visual	Stable	Fluctuating	g□ F	ragile 🗆	Degenerative □
diagnosis					\longrightarrow
Preferred near	30cm □	20cm □	10cm □	5cm □	Nose touches text □
viewing					
distance Preferred font	Normal	D	ifficult	Exhausting	Serious .
size	N12 N	18 N 2	24 N	36	>N40
Reading	All day □	2 hours 🗆	1 hour 🗆	Fluctuate	es 🗆 🔍 s 5mins 🗆
Reading stamina	All day □	2 hours 🗆	1 hour 🗆	Fluctuate	es 🗆 💉 5mins 🗆
stamina Sensory	All day □	2 hours □ Tactual □	1 hour Auditory		es
stamina					
stamina Sensory channel/s used	Visual □	Tactual 🗆	Auditory Audio	Other (ple	
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Sensory channel/s used Literacy media priorities (1=high) Can the student 1. Tactually dis 2. Point, look o	Visual Braille Keep brail scriminate sh	Tactual Print le on the agend hapes? Yes ar target or iter	Auditory Audio Audio Yes No n upon reques	Other (ple	ase list) □
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Sensory channel/s used Literacy media priorities (1=high) Can the student 1. Tactually dis 2. Point, look o	Visual Braille Keep brail scriminate sh	Tactual Print Print Ie on the agend napes? Yes ar target or item	Auditory Audio Audio Yes No n upon request	Other (ple	ase list) □ ⊠No □No
Sensory channel/s used Literacy media priorities (1=high) Can the student 1. Tactually dis 2. Point, look o 3. Point or look Reading Profile	Visual Braille Keep brail coriminate shir touch a nea at a distant	Tactual Print Print Ie on the agend napes? Yes ar target or item	Auditory Audio Audio Yes No n upon reques	Other (ple	ase list) □ ⊠No □No
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Thank you

Resources file can be found at:

dApdots.ridbc.org.au

\$10 for Full Bundle of files (make them yourself)

