

English Grade 2 Braille Literacy Programme



Designed by

Mr. Kuenga Chhoegyel,

Teacher,

National Institute for the Visually Impaired,

Khaling, Bhutan.

Copyright © 2010 National Institute for the Visually Impaired (NIVI), Khaling,

Ministry of Education, Bhutan

All rights reserved. No part of this book may be reproduced or utilized in any form or by any means, graphic, electronic or mechanical including photocopying, recording by any information storage and retrieval system without the prior permission in writing from the National Institute for the Visually Impaired.

Table of Contents

ACKNOWLEDGEMENT	3
Introduction.....	3
Purpose of organizing Braille Literacy Programme:	4
Aims and Objectives:	5
Types of Braille courses:	5
Criteria for enrollment	6
<u>Future</u>	<u>Scope 6</u>
Accreditation.....	6
Course content	7
Course Duration	7
Syllabus.....	8
Equipments and materials.	9
Course requirement.	10
<u>Strategies of Teaching.....</u>	<u>9</u>
Registration.	10
Guide on working techniques.	11
Registration form:	14
Terms and conditions:.....	16

Sources:..... 17

ACKNOWLEDGEMENT

The National Institute for the Visually Impaired (NIVI), Khaling would like to acknowledge the principal, teachers and staff for providing relevant and most valueable recommendations and feedback and also for the technical assistance.

Introduction

After the completion of Class VI in the institute, the visually impaired children are integrated as day scholar in the Khaling Lower Secondary school for two years till the completion of class VIII and are fully integrated to JSHSS from class IX and above. Through integration, we believe, that ample opportunities for interaction, socialization, competition and active participation in all the regular activities of mainstream school are provided for better preparation likely to face in their lives. However, the three schools face quite a number of problems:

- a) Ink-printing of class work, project work and homework.

As the teachers do not have the Braille skills, the class work, homework and project work of the visually impaired children studying in the mainstream schools have to be sent to the NIVI for ink-printing. Writing with pen on the Braille dots is not only time consuming but also confusing, if either the writer or the reader do not have adequate Braille skills. The SENCO of the mainstream schools collect the Braille works of the children from the respective class subject teachers, pack and send for ink-printing to NIVI through a staff member, This package is then redistributed to the assigned teachers of concern subject for ink-printing. Depending on the number of

papers required to be ink-printed, the papers are recollected after couple of days and packed for the dispatch to the SENCO of the mainstream schools. This is a continuous and day to day job amongst the three schools. With the increment of students studying in the mainstream schools, this system is getting more and more complicated and seems to prolong more and more. As the teachers of the NIVI and the integrated children rarely meet, Braille writing /ink-printing errors are often left unresolved.

b) Braille Symposium

NIVI conducts Braille symposiums twice a year; once in the beginning of the new academic session and another after the mid-term. This forum is used to discuss and clarify the doubts, errors on Braille Grade II for ink-printing and writing. Despite of conducting this sort of forum twice a year for the last thirteen years, there has not been much achievement. Recently, with the computer literacy programme, students are able to type and submit their works directly to the respective subject teachers excluding Dzongkha, Science and Math. The shortage of computers and the limited time for writing on the computer in the respective schools is yet another setback.

Purpose of organizing Braille Literacy Programme:

For the last 37 years of the NIVI's establishment, the means of narrowing the gap between the sighted teachers and visually impaired students seem to be further widening due to the increment of annual admission.

Many of the teachers of mainstream schools wish to evaluate their V.I. student's work instead of sending to NIVI for ink-printing. Both the parties have realized that the present system followed is not only time consuming but also inconvenient for the concern subject teachers.

Aims and Objectives:

At the end of the course, candidate will be able to:

*read and write Braille efficiently.

Who should take this course?

- If you are recently blinded, this course is for you.
- If you are a spouse and wish to assist your husband or wife, this course is for you.
- If you are a parent and wish to support your blind child, this is for you to learn.
- If you are a rehab or a teacher or someone who wish to help a blind child to learn efficiently, this course is for you.
- If you are either a teaching or non-teaching staff of a mainstream school and wish to support VI students integrated in your school, this course is for you.
- If you are a newly appointed staff of NIVI, this is the course you must take.

Types of Braille courses:

1. English Grade 2 Braille Literacy programme.
2. Advance Mathematics and Science Braille course.
3. Dzongkha Braille course.
4. Use of Duxbury Translating Software.

If a candidate wishes to take course 2 and 4, he/she must complete the first course. However, Dzongkha as a different language and has different settings whereby, it is not necessary for a candidate to take English course, if he/she wish to learn Dzongkha Braille only.

Criteria for enrollment

For the effective teaching/learning, the enrollment for the course shall be not more than 6 candidates in each course.

----- _____ ---

Terms and conditions:

A candidate once enrolled for the course must not miss any session. He/she must not leave from the half of the session or the course.

----- _____ ---

Future Scope.

With the rapid growth of SEN programme it would enable him/her to reflect in his/her PE annual rating. In the current situation, it shall be pride and honour to be able to help a blind child's education.

--- _____ ---

Accreditation

The Course leads to the award of certificate of attendance for undergoing the Grade 2 English Braille literacy programme. It shall be an evidence of competence in supporting the communication needs of an individual with sight loss by reading, writing and transcribing Braille.

To achieve the award of attendance certificate, candidates are required to demonstrate their skills through appearing test which is to be taken at the end of the course. All the candidates must move with same pace. To obtain this, the slow learners would require to work and maximize the time to complete the given task.

-----_____--

Course content

The course includes:

a) All aspects of standard English literary Braille Grade II.

- Basic number, money, time fractions and decimals.

It does not cover the following:

- Skills for teaching Braille to Blind individuals.
- Advance notation in specialist subject areas (mathematics, Science or Music)
- Use of Duxbury Software.

Mathematics, Dzongkha, Science Braille and the use of Duxbury course may be designed by the concern subject tutorss of the institute.

-----_____---

Course Duration

The Course is for a three months of duration, (12 weeks) with two periods in a week of 1 hour in each period. The candidate is to cover 22 exercises within three months of duration.

There are two start dates for the course each year - March and August. The two annual dates for taking tests shall be in the beginning of June and November.

Syllabus

Introductory: The candidates shall be briefed on the proper use and care of writing on a Perkins Braille,

1. Show understanding of a range of key points related to the use of Braille as a medium of reading and writing.
2. English alphabet, basic punctuations, numerals, capital signs and simple upper wordsigns.
3. Letters of the alphabet consisting of three groupings:
 - a. A to J.
 - b. K to T.
 - c. U to Z.
 - d. Use of full stop, comma and semicolon.
4. Simple wordsigns: e.g. do, every, have, not, people, quite, will, the, this, which, (single sequencing) and, for, of, the, with,
5. Lower Group signs: (written at the beginning of a word) con, com, dis (middle) ea, bb, cc, dd, ff, gg
6. Lower contraction: that may be used in any part of a word en, in,
 - a. Lower wordsigns that can be spaced from all other signs, words and punctuations.
 - b. Lower wordsigns: to, into, into and, into the, by, by the,
7. Short forms used for abbreviations of common words: e.g. because, behind, below, before, beneath, beside, between, beyond, about, above, again, today, tomorrow.
8. Initial wordsigns and further short forms
 - a. Initial wordsigns used to express a whole word also used as group signs
 - b. Initial wordsigns with dot 5 e.g. day, ever, father, here etc.
 - c. Article wordsigns with dot 4 and 5. E.g. upon, words, these, those etc.
 - d. Initial wordsigns with dot 4, 5 and 6. E.g. cannot, had, many etc.
9. Short forms: e.g. conceive, deceive, receive, first, itself, rejoice, together.

10. Final group words

- a. First group: ance, ence, sion, tion, less, ness.
- b. Second Group: ound, ount, ong, ment.
- c. Third group: ful, ity, ation, ally,

11. Compound quote signs: opening and closing quote,

- a. Square brackets: Opening and closing.
- b. Dash: single and double.
- c. Rules for writing at the end of the line, or the beginning of the next line representing a whole or a part of a word.
- d. The Ellipsis: rule used.
- e. Letter sign: rule used.
- f. Initial sign: rule used.

12. Number signs,

13. Unit abbreviations.

14. Print abbreviations.

15. Capital signs: single, double and all.

--- _____ -----

Equipments and materials.

Requirement: The following equipments and materials shall be arranged from NIVI:

- A. Perkins Brailers (must be borrowed from NIVI till the end of the Course.
Must ensure that the equipment shall not be damaged)
- B. Braille paper.

The concern organization/individual learner is to arrange the following materials:

1. writing/notepads
2. pens and pencils

----- _____ ---

Course requirement.

It is very essential to complete all the exercises prescribed in the Braille Primer. However, the candidate must neither rush without gaining full skills nor should it be skipped. Therefore, it is important to write again and again till the exercise is written with not more than 1 to two Braille errors.

-----_____-----

Strategy of teaching:

Candidates must submit their work in the beginning of the lesson. The tutors shall assess and based on the recommendation, shall move to the next lesson.

Candidates shall be explained the rules of Braille Grade II per lesson. The marked exercise must be ink-printed to develop the ink-printing skills.

Both the candidates and the tutors must maintain a chart of progress rate/checklist to up-date the progress of the candidate. The attendance of the candidates and the tutors must be noted.

There shall be two hours of classes in a week. E.g. one hour on Tuesday,
(3:30 to 4:30 pm)
Saturday: (2 to 3 pm)

Team Teaching

The course is designed to be taught with not less than two tutors. There shall be a blind tutor who may be able to share the day to day experience as Braille user and a sighted tutor who would be able to cross check the ink-printed materials.

--_____---

Registration.

Candidate wishing to undergo the NIVI English Grade II Braille Literacy Programme must register. Not more than 6 participants would be absorbed in a course. This is for the effective teaching/learning purpose.

The candidate must not miss any session, in case of unavoidable inconveniences, the tutors and the candidate shall make an appointment to make up for the lost session.

---- _____ ---

Guide on working techniques.

Introduction

For the newcomer, here are a few words on the “Basic”:

Braille is a system of dots enabling a non-sighted person to read by touch, using the finger pads. Simple letter for letter substitution of Braille for print is known as Grade 1 Braille. Grade 2 Braille is a more complicated “Shorthand” codes that enables Braille to be read and written faster than Grade I.

If you are a complete beginner, please read the pages 1-3 of the Braille primer. If you are experiencing difficulties with the basic embossing of dots correctly or unable to remember the dots of letters, it is recommended not to go for Grade 2.

Work Schedule

The candidate shall ensure to rewrite the exercise again and again till one has developed the skill of using Braille on a assigned task. You can choose the time to work at your own pace, but within the time frame. For instance, a fast learner may use not more than one hour to learn while a slow learner may use five hours.

Submitting work

The candidate is expected to submit two exercises per week. Before submitting the work, please ensure that the candidate's name is Brailled at the top of every sheet of Braille paper produced followed by the exercise number.

Study skills

Learning Braille is like learning a new language or a musical instrument. Short, but frequent study sessions are recommended and most beneficial. You are recommended to avoid working for long hours, or long gap between the exercises. It is important to feel comfortable when reading and writing Braille, and not to continue till you are exhausted. Start learning new exercises early in the morning or any hour when you are fresh and energetic.

Beware of false confidence! Even those who have considerable experience of using Braille may be surprised in working through the Braille course to find rules that they are unaware of, or that have changed in the recent years. Therefore, it is important to note that the standard set for passing the test are internally demanding, to ensure that the candidate really are competent for the completion of course.

Reading back the work

Please ensure to check all work for errors before submitting it for marking. Checking and proofreading will enhance reading ability and speed, as well as reinforcing your current knowledge of the Braille code. Do not send your practice exercise work for the teacher to comment, but the final exercise. Reading and writing the exercise again and again will lead you to develop skills appropriately and efficiently.

Correction of Braille Errors

Candidates work for marking should contain less than 5 incorrect Braille errors per exercise. If the candidate feels that there are more than 5 errors, it is recommended to Braille the whole exercise again before submitting it for marking. Ideally, you should aim to present work containing as few errors as possible. There are two ways in which you may correct your errors in your work.

- (A) Immediate correction of errors.

If you make an error and wish to correct it immediately, you can do so by pressing all the six dots covering the whole of the area where the errors are identified. This is called “Block Out” You should always leave a space on either side of the block out, since this enable the touch reader to skim over your errors and get on with the next thing, secure in the knowledge that no information has been missed.

(B) Later correction of errors.

If the candidate spots an error whilst checking the work, cut a small piece of paper to cover the errors and carefully paste it on the errors.

Please note. You should not attempt to correct errors by rubbing dots out, since these rubbed-out dots can often still be felt by a touch reader and the worst is to those who read Braille using sight. Thus, causing unnecessary confusion and loss of reading speed. Remember, Braille materials are not to be designed and lay out beautifully but to use the minimum space. While writing a piece of work, one must remember the touch reader is the ultimate person focused for and therefore, the Braille dots must be neat and clear or in other words easy to read.

Braille Primer Exercises

The source for teaching/learning shall take place based on the exercises of the Braille Primer. Every Braille primer lesson has two exercises to compliment the material learned in it; the first exercise is title with the number and the other is called the supplementary exercise. All the exercises numbered from 1 to 22 are designed so that every line, if correctly Brailled without using the capital signs, will occupy exactly 36 Braille cells. In this way, if a transcribed line of print from the primer does not fit must be understood as an error. The tricky bit is to find out the error. The secret is, use the small round metal lever on the rear of the Brailier, to set the right margin top to allow exactly 36 Braille cells per line so that it is known immediately if it has gone over the required number.

The second “Supplementary exercise” will not be necessary to exactly fill a Braille line of 36 cells or characters. Therefore, there is no easy way to check whether a Braille error has been made.

NB: The areas to be tested and the test guidelines shall be distributed on completion of the syllabus.

Registration form:

Mr./Ms.Mrssi:

First Name:

Middle Name:

Last name:

Date of birth:

Designation:

Disability: (yes/no, if, type of disability)

I wish to undergo the course because:

Permanent address:

Work Address:

Telephone:

Fax:

Mobile:

e-mail:

I will complete the course and will not miss any session. If in-convenience occurs, I shall inform well in advance. I shall use extra time to cover the lost session.

Signature:

Recommendation by immediate Head

Signature of Head.

Perkins Issue form:

National Institute for the Visually Impaired,

Khaling, Bhutan.

Sub: Issue of Perkins Brailier.

Sir,

Kindly issue me a Perkins Brailier for 3 months till the completion of the course. I shall be fully responsible for the equipment and shall also sign the terms and conditions.

Name:

Designation:

Address:

Telephone:

Fax:

Mobile:

e-mail:

----- _____ -----

Terms and conditions:

I am going to use the Perkins Brailier only for my learning purposes.

I agree to take good care of the equipment while it is in my possession.

1. I assure to return the Perkins Brailier in same condition as received.
2. I undertake to report immediately if damaged or lost.
3. I understand that the Brailier is on issued to me for a period of three months.

4. I understand that I am on no account take the Perkins Brailier out of Khaling.
5. I understand that this is issue to me and shall not be given to a third party nor should it be used by my children/friends to play.
6. I assure to be present for returning the Brailier upon completion of my course.

Date of issue:

Signature:

----- _____ --

Sources:

1. Brille Primer, RNIB, 2005 edition.
2. Distance Education Programme, RNIB, 2009.
3. Braille Transcriber's Manual, APH, USA.

Wishing you a happy and successful learning.

----- _____ ---