2021-11-20 Early Literacy Transcription

Note: Guideline numbers and powerpoint slide numbers have been inserted into the headers on this transcript.

# Natalie

Hello, everyone. Thanks for joining us for our November Braille literacy Canada workshop. Before I get started and introduce the presentation and our speaker today, I'm just going to ask everyone to mute. So, if you're using an iPhone, you'll see that there's a mute button on the bottom of your screen. And if you're on a PC, you can use the keystroke, Alt A to mute and unmute. And on a Mac, it's option A to mute and unmute. I'll just ask you all to mute and then when we get to the question period, you'll have the chance to, to share your question or to write in the chat or raise your hand. During the presentation, if you do have a question you can you can raise your hand or write in the chat. We are going to leave some time for questions at the end.

Alright, so for those who don't know, I'm Natalie Martiniello. I'm the president of Braille Literacy Canada. We hold workshops every two months on different Braille related topics. And today, we are very happy to have Bonnie Read with us who will be talking about the Early Braille Literacy Guidelines. In late 2020, the Braille Authority of North America released new guidelines for the transcription of early educational materials from print to braille. We're very happy to have Bonnie with us today because she's one of the lead authors for these guidelines. Bonnie has been providing braille services for Saskatchewan students since 1984. She holds certification as a braille transcriber in literary and technical materials. She also holds Nemeth certification, and an instructor certification for literary and technical transcription. Although she is no longer transcribing for the Saskatchewan alternate format material library, she continues to provide transcription services for the network at the National Network of Equitable Library Services, (NNELS). She has presented many workshops on braille transcription for the CNIB conferences, among many others, as well.

We are very happy to have you here with us, Bonnie, I know there are many other things we can say about you. Bonnie is also a longtime supporter, and member and friend of Braille Literacy Canada. And so with that, I will turn it over to you, Bonnie, and thank you again, everyone for attending. For those who just trickled in, I'll just ask for you to stay muted during the presentation and we'll have time for questions. So again, Alt A if you're on the computer, or the mute unmute button on your iPhone. And if you're calling in by phone, it's star six to mute and unmute. Thank you, Bonnie.

# Bonnie Read

Okay. Thank you for having me. It's a privilege to be here and join you this afternoon. And thank you for attending this workshop. I have it in a PowerPoint format, which I'll bring up shortly. And what I've got is, I'm doing a brief summary of each of the guidelines with hopefully lots of examples that will be helpful and useful. But of course, when transcribing early literacy material, always be sure to refer to the complete guidelines, as well as the Braille formats. References to the braille formats are included in the early literacy guidelines in different places, and so you'll have those throughout. Now, we may not get through all the examples, my document is quite long, but they're there for your reference. So even if we don't get a chance to look at them all today, they're easy to look at and understand what's going on. Basically, the examples that I'll be presenting are done on 11 by 11½ paper with a 40 cell 25 line. So you can also remember then, that if you're working with the smaller sheets of paper for younger students, you may have to of course adjust how you position things, whether you're doing 8½ by 11, portrait or landscape or something else. So, there's flexibility in there depending on what size of paper and we'll touch on that. So now, let's see if I can bring up my PowerPoint.

# Anthony Tibbs

You could open the PowerPoint first, start your show, and then share that screen.

# Bonnie Read

Okay, just a minute. Here we go. That looks better each time I open up my computer and sit to it, things are different.

# Natalie

Yeah, and they recently updated.

# Bonnie Read

It updates in the night when I'm not when I'm unaware. Thank you for waiting. Alright, so I'm going to launch right into this with guideline number one, and then we're just going to zoom through it. I would recommend if you have a question, as we go along, maybe just jot down what frame or what the title is that's on the page so that I can refer back to it when you ask the question. If there's some way you can identify the page that you have a question about.

# Natalie

And also, just to add for anyone who would like the PowerPoint. You'll be able to follow along. If you're not able to see the slides, Bonnie will describe as she's going along. But I will also send the PowerPoint to all the participants after the session as well.

# Bonnie Read

Yes. Alright, then let’s see if we can get going.

Slide 1

**BANA Guidelines for the Transcription of Early Educational Materials  
from Print to Braille BANA Guidelines  
for the Transcription of  
Early Educational Materials  
from Print to Braille**

## Guideline 1

Slide 2

Our guideline number one talks about the physical page attributes. Now some of these things most of you will know. And so what we'll notice as we go through things that there's mostly what it is, is following Braille formats. But for early literacy, for young students, there's a few things we do a little bit differently than what format says. So, these are the differences that will show up as we go, but a lot of it will be the same as what is in. As I said before, the standard size is 11 by 11 ½, and you all know that. Kindergarten to first grade can use 8 ½ by 11, landscape or vertical. And smaller sheets of any kind can be used to accommodate small hands. Now that's more for in-house work, of course, rather than work that would be circulated. Work that circulated, would be restricted more to the eight ½ by 11, or the 11 by 11.

The volume size we recommend for kindergarten through third grade is 50 pages. And the text is broken at a logical spot; preferably at a chapter, unit, or section, sort of thing. Workbook and activity sheets; we would break and start a new activity on a new page.

Okay, I think most of that is probably familiar to you.

Slide 2

Spacing is a little bit different with early literacy, kindergarten to first grade. Now see, I've got that as first grade instead of grade one (that's American). I've been doing workshops in both Canada and the United States. The terminology is mixed up.

We double spaced kindergarten and grade one work. Except for specific areas that wouldn't be.

Slide 3

And that would be the preliminary pages; for example, your title pages, your transcriber’s note and special symbols. Certain puzzles can't be double spaced, spatial problems in math, of course, and we'll see an example of all these things as we go through the document today. Titles and tactile graphics, charts and tables, between column heading and separation line, alphabetic page numbers, after top box line or before the bottom box line that's inside the box. So, we'll see examples of all those things as we go along. And basically, that's what guideline one just sets out, that style of how you do things.

## Guideline 2

Slide 4

Guideline two talks about transcriber-generated pages, and these aren't as difficult as they seem. They include the title page, subsequent title pages, special symbols pages and transcriber’s note pages. And they're provided in each braille volume. Now, this title here we've got “teachers reference materials” that doesn’t go in the braille edition, but it can go at the top of the print pages, for the teachers’ benefit. Okay, if you don't use it, it's not the end of the world. And it's not necessarily wrong, but it can be included, just as a clarification for the teacher on the print pages only.

Slide 5

The first one is the special symbols that are used in a volume. And I've just listed a few here as an example of the types of things that you would list, we don't need to go through them all. I've just listed a few examples of what would be on the special symbols page. And in early literacy there wouldn't be that many because there's a lot of symbols we just don't use in early literacy, as we'll see as we go along.

Slide 6

Here's a sample of a transcriber’s note page. Paragraph includes all the code books and guidelines that you would use for your document as you transcribe it. It would have The Rules of Unified English Braille, Guidelines for Transcription of Early Educational Material, Braille Formats, Guidelines for Tactile Graphics. And then, if you use Guidelines for Technical Materials, that would be listed as well.

Then after that, you list other things that appear in the book that you're transcribing and how you handle them. For example, I've listed here pictures to be identified by name are omitted. That transcriber’s note appears somewhere in the document. And writing activities are omitted that appear somewhere in the document. And we'll see a little bit more of that in just a minute here as I turn the next page.

Slide 7

This is just a continuation to show you the types of transcriber’s notes that could be included. Now all of these, you would customize it to your particular book. I've got one here that talks about words that are with crossed-out letters that are uncontracted, then repeated with a hyphen and substituted with a crossed-out letter. So, it's an explanation, is what it is, of what you're doing in the text for the student. There's another one that talks about transcriber’s notes that appear in this volume are listed below. Okay, so all the transcriber’s notes in a particular student book that we're creating are listed on the transcriber’s note page, in braille and in print. And that's just to assist the teacher as much as the student; in knowing, because remember, our early literacy students can't read that much. And perhaps, don't know what those transcriber’s notes are or what they're about. So, this is just to help you know, and we list them by page number that they appear in the book. And then what it actual is; we'll see all these, these ones that are listed here by page number. We'll see those in action as we go through the text. So now we've seen what a transcriber’s note and a special symbols note page looks like.

## Guideline 3

Slide 8

So then, guideline three just tells you how to put a transcriber’s note in, and I'm guessing that most of you know this. Of course, the transcriber’s note is used to indicate and explain omissions, changes in format or additional additions to what's in the print, indicate an interruption of text, or describe pictures or diagrams, to list keys, or to indicate uncommon use of braille symbols and things like that.

Slide 9

The format for the transcriber’s note is the same as braille formats. It's in cell 7 with run overs in cell 5, preceded and followed by the transcriber’s note indicator. And for kindergarten-first grade, limit the note to as few words as possible, and then write the notes in the language that reflects the grade level.

I think you're probably all familiar with that; that's fairly standard.

Slide 10

Here are some examples of kindergarten to first grade, we've got a transcriber’s note that just says ‘picture’, that may be all you need to alert the student that something is there that hasn't been reproduced, or that is going to be talked about or something like that. So, you can keep it as simple as, just the word picture. Or you could say ‘picture omitted’. If you want to let the student know that the picture is not being dealt within a braille format. In second and third grades, it could say pictures are described. Or it could say pictures to be identified by name are described. That's a little bit longer, but still try to keep them as brief as possible, understanding the reading level and ability of the student whenever you can. So those are just two examples of what could be.

## Guideline 4

Slide 11

Okay, so then we look at the ink print pages, this guideline four, and I've mentioned this already. And this is a reminder that the ink print pages would be included in each volume. This is optional, but they're there to assist the teacher or the EA that's working with the student that may not be 100% fluent in braille, but needs to know.

Okay, a print copy of the title pages is always included. And then the other recommended ones, for print pages could be what we call the Teacher’s Reference Material, in other words, the special symbols pages and the transcriber’s note pages. And I pretty sure that you're all familiar with that. But not all agencies, and not all braille productions include the special symbols and the transcriber’s notes in a print version. In early literacy, especially, it's a good idea just to assist and make it a little bit easier. So, we recommend that those could be included in print as well. Alright, so now let's look at putting some things together in our documents.

## Guideline 5

Slide 12

Guideline five talks about type form indicators. And as I mentioned before, be sure to go look at the full guideline document for each one of these things, too, because there's more in it than what I've included here.

Now in kindergarten, we recommend that all font attributes be omitted. The student isn't reading fluently, of course, at that stage and extra dots can cause things to change the way they look. Even something as simple as italics, changes the shape of the braille word and can sometimes present difficulties for the student, when they're just learning their alphabet or their contractions, or whatever it is.

List this omission on the transcriber’s note page, so that the teacher or the EA that's working with the student knows that all font attributes have been omitted, and then they won't be looking for them.

At first grade, you can evaluate and use the fonts if possible. But still use as few font changes as possible, and only use them when necessary. In one case, for example, where there might be two fonts, italics and bold, you could use the italics to indicate both of them if it's not necessary to distinguish the bold separately. So, there might be times when, you know, they're just emphasizing a word. And it doesn't matter if it's bold or italics, it's just wanting it to stand out. So, you would have to assess the entire book beforehand and make sure that you could do that, without causing any identification problems in the words in the book itself.

Okay, so now starting with this guideline five with type form, let's look at a few examples. Now what I've done with the examples is I've repeated the print copy on each braille page just so we don't have to flip back and forth between slides. So that's why you see the print page appearing several times in the document.

Slide 13

Now this one is a kindergarten-grade one level and it's learning the letter sounds. So, we're looking at long vowel sounds A E I O and U. Okay, now the A E I O and U are in blue type. And then the words ‘long vowel sounds’ are in blue type in the sentence, ‘long vowel sound say their own name’, as ‘long a’ shows up in blue and the ‘A’ in the word ‘snake’, as the example shows up in blue. So. all those things are in blue.

In kindergarten-grade one, we eliminate those (things that are in blue), as the sentence is very self-explanatory. It says the letters a, e, i, o and u are vowels; so, there's really no need to have the color shown. The sentence is very clear. The second sentence ‘long vowel sounds say their own name’; that's a very clear statement of what's happening. So, there's no need to add the blue color.

Then later on, it has a e i o u, down the side of the page and it's got pictures in which you circle or put an X on the picture as that long vowel sound. So, what we've done in the braille, is we put the A at the margin. Then we have spelt the words ‘cake’ ‘state’ ‘frog’ and ‘rake’, following that letter A. And then, the student would be asked to either underline or circle or something like that. You see that it's all double spaced, because it's kindergarten-grade one level. And so that's what we have done there. Brailling the words in place of the pictures did not create a problem with answering as far as the student was concerned; we were able to easily use words for the pictures.

Slide 14

This one shows letters and sounds that they want the student to print the capital S and the lowercase s, and they show how to make the s and then they've got lines for you to copy that. Normally writing, things like that, would be omitted. But what we did here is we took out the ‘s’ as the first two s's are in red. And then there's the other ones that are in bold and gray. So, there's lots of color being used again; we overlooked all that color, and just simply brailled it as capital S and a small s, and then the sentence print S and s. So, it's a capital S and a small s, then I included, now this is a little tricky for grade one but I did include this grade one word indicator with the use symbol in front of it, and closed it at the end, so that I could put those capital S and small S's inside there. And the student would see exactly how they would look if they were to braille them. I removed all the extra symbols that you normally wouldn't use because a student, if they're brailling work, just need to learn the letter itself, the capital S and the lowercase s; I removed the grade one indicators, so that students could just see the letter.

Slide 15

And then the bottom part of this page shows four pictures. And it says look at the pictures and print the beginning letter on each word; and they show that the star is done. There's a little space there, lines for the letter s in star to be printed. And there's our first transcriber’s note, after the star. I brailled the star uncontracted followed by the contracted format. And after that, I said picture. Oh, no, I'm sorry, I've got that. My mistake, that's not that's not the transcriber’s know what I was thinking of, there's a different one coming up later. So I brailled the word star uncontracted and then contracted it to show both formats because it was filled in in print. Now the second picture is a spider and it leaves the first letter missing, so that you can add the s and in that spot. I put picture ‘spider’. And again, I brailled it uncontracted and then contracted inside the transcriber’s note and then I put the underscore indicator in front of the ‘pider’ so they would know that there was something missing they had to fill in. Okay, and then the next picture just says spoon and that's brailled the same way, with the underscore for the omission and then the ‘poon’ and then the picture ‘swing’ and again I did it uncontracted and contracted in the same way. Okay.

Slide 16

All right, so that was kindergarten-grade one with font attributes. Now in second and third grades, font attributes can be used, but still evaluate and use as few as possible keep the document as uncluttered as you can possibly keep it. So, keep it to a minimum, print colors and highlighting, evaluate and eliminate if possible, and cut back again to a minimum; if necessary to reflect, then follow the UEB guidelines for the appropriate symbols. And that's very tricky, because I know I've seen a lot of Early Literacy activity books and textbooks that are just loaded with colors. And it's attractive in a way, but not always necessary or useful. So, it's a tough call as to what to what to ignore and what to leave in.

Slide 17

Here's the first example, it's a grade two level. And you see that there's bold in it. Then the first thing we see is, Sue and Luke are playing flutes. And so, they're going to work with the long U sound. Now this, there's a yellow box here that has a paragraph in it talking about the syllables, and the long U sound, I did not put that in a box, but you could and it would be alright. It's debatable whether at the early grades, that box is confusing and causing clutter, or whether it's useful. So sometimes it's just not necessary. It was a paragraph, with a line before and after, and made it a paragraph. If you put a box in, you wouldn't be doing it wrong.

If you can know your student, and if you don't know your student and you're doing it for circulation purposes, you just have to make a call. And what you would do in a case like that is look through the entire book and be consistent if you're going to use the box use it throughout in all the similar situations. This book that I took this sample from, has repeated pages with the same format with a yellow box and a blue box, and then the questions; so as long as you pick a format, then you stay with it throughout the text.

So, then we have inside that yellow box, we have the letter U is bold, and the words ‘Sue, Luke and flutes’ are bold. I did not reflect those bolds, I didn't think that it was necessary because the sentences explained everything clearly again. After that, I brailled ‘Here's what to do’, and that's actually in a blue box. And again, in that box, it says ‘circle the answer yes or no.’ For each sentence, yes and no is bold, I didn't think it was necessary because the sentence was very self-explanatory. And the capital U is bold. And I did not reflect that because it already has to have a grade one indicator, and then the capital U when it's standing alone, so we didn't want to add another symbol to it, and clutter it up. So, we didn't reflect any of the bold in this particular situation.

Then the sentence that’s underneath where it says ‘a red vase is blue’. And you're to answer yes or no. We started at the margin, with the sentence ‘red vase is blue’ and then leave a blank line, we're still in double spacing, because they have to do a circle or an underline or something around the yes or no. So, we put it in cell 3, we put two blank cells between the two words, and then we double spaced the assignment to give the student room to underline or circle or do it what the teacher asks them to do. You're to print the answer on the line in the print. But in this case, the student would just be able to underline it, or maybe the student would or the teacher would have him braille the word after the yes or no. And there's room for that as well. So, we left the options for what the teacher might want them to do in that case. Okay. So that's just dealing with a little bit of bold, we'll see a lot more color coming up as we go.

## Guideline 6

Slide 18

So on to guideline six, then this is line spacing relevant to headings, poetry, block text and tactile graphics. And even though we're double spacing, at certain times, there are certain times we have to single space. Now, if you're in a double spaced work, which would be kindergarten-grade one, you use two blank lines between blocked paragraphs, between stanzas of poetry, in place before and after centered heading, before and after a list, before a cell-5 heading, before and after box lines, before and after tactile graphic, and before exercise directions.

So basically, what we've done here, it's pretty obvious by looking at the list, wherever there's one blank line in single spaced material we have to add two because the regular text is single spaced, or is double spaced, sorry. So, I've obviously then we have to put an extra blank line anywhere that there would be normally a blank line in single spaced work.

Slide 19

So let's take a peek at that; here we have in this particular example, it's a grade one page and it's called Reading Comprehension. We've got Reading Comprehension as a center heading at the top on line one, we left two blank lines because the next one we've got is a heading called Poetry. And it was like we had three sets of headings here, so the third one down, it says Reading Poetry and that is a cell-5 heading. So, we have two blank lines in between the first two headings, two blank lines in between the center heading and the cell-5 heading, and then a blank line before the instructions, because it is double spaced.

And then we have ‘Read. Look at the pictures and answer the questions. Okay, as our instructions. Then we have two blank lines, because after the instructions, we start a little poem. And we've got the poem done; and it's got two lines in each stanza. And there's three stanzas. So, ‘In the winter, we wait for the snow, Then it's off to the hill we go.’ So that's the first stanza. And it's got two blank lines before it, two blank lines after it and then the next stanza.

Slide 20

Okay, I'm going to continue on the next page with the last stanza of that poem. And then there's two blank lines between it and the next set of instructions that says underline the right answer. Now in print, the word underline is underlined, not necessary to underline it, it's clear by stating underlying the right answer. So that extra set of type form indicators is not necessary. And then it has the question. ‘What form of writing is this?’ And then the answer options are ‘poem’ and ‘story’ which you are to write it on the line. But again, we did it similar to what we did previously. We started the sentence at the margin, and then indented the answers beginning in cell 3, ‘poem’ then 2 blank cells and ‘story’ beside that, and we left a blank line. We double space this, partly because it was grade one and partly because the student needed room to be able to put in an answer. And if you're using 11 by 11 paper, there is room that the student could braille their answer or the correct answer, following the choices if they wanted to, and that sort of thing. So that's how that goes.

Slide 21

Here's an example of just spacing more than anything, where you see that the first line has got ‘Story Elements’, this is grade one again, and it's a centered heading, then we've got two blank lines. The next centered heading is ‘Personal Connection’, and two blank lines. And then again, a cell 5 heading that says ‘Making a connection to the story’. So, we've got three sets of headings there again, and then we've got a set of instructions. And that set of instructions is then followed by a little paragraph story that's in a purple box. It says ‘At the park’, I didn't include the box, but I included the two blank lines before the center's heading ‘At the Park’ and two blank lines after it, before I started the little story. I didn't feel that the blank lines were necessary.

Slide 22

And then we have the story. And then on the next page, there's the two questions that are you to answer from the story; ‘What has scared you?’, and ‘What made you feel better?’. So, the story is about a little girl that got frightened. What I did here was because I had the room; I left lots of room for the student to write an answer, I left five lines blank between each question for the student to braille in an answer. And that way, there's lots of room for them to orientate their paper if they're using a Perkins Brailler or something of that nature. Okay. But one thing to know with grade one, kindergarten-grade one, even grade 2 material is, if they to answer on the sheet that they're given, be generous enough with the lines whenever possible so that they have lots of room to get the paper in the machine; it's difficult sometimes to get it lined up.

Slide 23

Okay, now we have an example of a grade two. And this is a glossary item; it shows a bit of spacing and spatial arrangements and things like that. So, we've got a centered heading that says ‘Glossary Words’. Because this glossary has keywords, and diagrams as well as words, We treat the entry word or the keyword as a cell five heading. And that comes right out of the Braille Formats Guidelines. So, we have “regrouping to add”, then we have a diagram. And that's done as a tactile diagram, showing the 10s and the 1s columns with the bars and the dots. And part of it is circled, and it's showing that it goes into the other box. Then underneath that we put in the part that is in a little speech bubble. The total is 3 10s (tens) and 11 ones. And if I trade 10 ones for a 10, it's easier to see that the total is 41. So, they're just showing that in the diagram.

Then below that they've shown the spatial arrangement 25 plus 16, with the line and 41. I've shown you two examples of that; one with a separation line just going under the numbers, one with a separation line going under the plus sign as well as the numbers. The Guidelines for Technical Material, show it the first way with just the guidelines under the numbers, that's the standard way. The second way, with it going underneath the plus sign as well, is not wrong, it can be done that way. Be sure if you're doing any work at all, at a certain grade level, be consistent throughout the book. Okay. The reason this one gets a little bit tricky is if you just have single digit numbers, then your separation line is very short. And it might be difficult for them to read in which case, then you could use the longer one, but be consistent within a textbook that you're doing or a set of activities that you're doing.

Slide 24

And then finally, the last entry with this adding or regrouping to add shows another 10s and 1s diagram and it's empty, it wants the student to fill it in. And it said draw a picture to show how to add 34 plus 28. And then write the number sentence, so then it's an activity for them to do and that was done as a tactile drawing as well. So that it reflected the same as the one above it.

Slide 25

Grade Three level, this is another math example now, and it's a busy one. We have Math Makes Sense 3 Practice. So, this is the book I took it out of and I use that as a running head. In this case, rather than this isn't a centered heading this as a running head, by center heading is Unit Three, Lesson 10. And using Mental Math to Subtract is my centered heading group, centered heading.

Now we're in grade three level so we're single spaced. So, we just have the one blank line before and after the centered heading that says Quick Review. And then we have a set of sentences under the Quick Review. And then we have some bulleted material that says Use a ‘friendly’ number. So we put that bullet at the margin. Underneath that is a speech bubble or a cloud that says ‘Think’ and we just brailled that indented in cell 3 as the run over spot. We didn't include the cloud or anything. And then we have ‘40 is close to 36’. A simple sentence ‘73 minus 40 equals 33. Another equation. ‘So, 73 minus 36 is 37’. And that's all just individual sentences underneath that bullet. And it works out very nicely.

Okay, so we have two bullets that work in the same, they're just examples and we treated them the same.

Slide 26

Then we get to the section where it says ‘Try These’ that's a centered heading, we used to have a standard heading.

And then it says ‘Use mental math’. We have a number one that says Subtract, and we have an A, B, C, D, E, F, and those are horizontal equations. 72 minus 29 equals, for example, they have a blank after the equal sign in print. We do not need to include that in Braille. After the equal sign, we just leave a space. We just leave it empty. This is double spaced deliberately, so that the students could work and put their answer out after the equal sign on the actual worksheet, if you're not using it as consumable material, you could close that in and just make it a single space to list.

Okay, so that's the choice, you have to decide, depending on how the material is being used.

Slide 27

And then number 2 says Subtract, and they show four spatial arrangements there, 51 minus 36, underneath that with the separation line. And you can do these across the page, as you see with three blank lines between the questions and then carry on down into the next level, two blank lines between the first row of spatial arrangements and the second row of spatial arrangements, so that student could insert an answer. Again, if it's a textbook and it's not being consumed, then just one blank line would be left.

## Guideline 7

Slide 28

Okay. All right, let's move along to guideline seven talks about workbooks and spellers. So, we get a little bit more, and we'll see some of the things that we've already done. And a horizontal word list, we use 2 blank cells between words, that's an ELMP guideline, braille formats will tell you that use one blank, 1 cell between words. So, this is one of the differences that we've created. And we've done that deliberately, so that it just separates the words a little bit more for the early reader. And hopefully, it's clear and a little easier for them to read.

So, in early literacy material, if you have horizontal lists, you would separate them with two blank cells in between, okay, that's one change from the regular guidelines.

Slide 29

A mathematical or non-alphabetical signs. So, in this case, we have an example here of the word ‘make’, and the e is crossed out, because they want them to drop the ‘e’ and add ing. So, a transcriber’s note would be placed on the transcriber’s note page of the reference material at the front of the volume and it might say something like this, ‘words with crossed out letters are uncontracted, then repeated with a hyphen substituted for each crossed out letter. The contracted word is brailled after the uncontracted word.’ Make wasn't a contraction, protected word. So, it wasn't a problem in this case.

Now, you can use your own wording there. Of course, this transcriber’s note is not in the student’s work, this is on the transcriber’s note page for the teacher to understand what's happening in Braille; the student would never read a great big transcriber’s note of that nature. But what we have is we have the word ‘make’, 2 blank cells, ‘mak and a hyphen’ to replace that crossed out e. And then 2 blank cells and the word ‘making’ uncontracted and then 2 blank cells and the word ‘making’ with the ing contraction. Okay, so that it's clear for the students to see what's happening.

Slide 30

One more quick example. We have ‘hope + ful = hopeful’, and that's the type of example that is often used in early literacy writing books. So, we just brailled what they showed, but in this case, we did use the mathematical symbols as shown in print the plus sign and the equal sign, we just have a blank space around the signs. Okay. So, there's a space before the plus sign and after the plus sign, so we've got hope, plus ful, and then a blank cell equals blank cell ‘hopeful’, brailled out in grade one or uncontracted braille, and then two blank cells and the ‘hopeful’ with the contraction. Okay, so the contracted form is separated from the actual equation that is shown in print. Okay.

And again, you would possibly include a transcriber’s note to explain how that was treated; uncontracted braille is used for a word in a word equation, and the contracted form of brailled following the equation. So that again, would appear only on your transcriber’s note made for the teacher’s reference, not for the student.

## **Guideline 8**

Slide 31

All right, I'm looking at my time here and we have a ways to go yet. Guideline for Activities to Omit. I will go through quite quickly, because I've given some good examples. And these might create some discussions later, but don't omit an activity unless it's necessary. First of all, I mean, we're not here to just throw out what we might have trouble doing, we have to struggle through and see if we can create it for the student in a meaningful way. But there are some activities that may have to be omitted and I emphasize the word ‘may’. If you can find an alternative way of doing it and make it meaningful, then it should be done.

But there are some pictures to be identified by name that would reveal the answer to the activity of the questions, we would often have to omit, we'd have to omit handwriting activities. Unless you do it, like the one I showed you with the letter S, where the student could braille the letters just for practice, that would be your choice. Lines or boxes depicting the shape of words, we generally don't try and reproduce it - puzzles that cannot be successfully reproduced. And there are there are a few omitted activities are listed on the transcriber’s note page.

Slide 32

Let's take a quick look. Now this picture is at the beginning of every unit in a math book at grade one level. It is very busy, it shows a lot of things, I would suggest it be omitted. And perhaps another student could describe what's happening in the picture. Because it's talking about patterns. And you can see all the patterns there. There are dozens of different types of things that they're showing with patterns. So, it might be nice to have a cooperative activity where the students could work together and do that. But I certainly wouldn't try and braille it, it's way too busy, it would take page after page. And if you want it to, I guess you could, but it would be a tremendous amount of work.

Slide 33

Here's a dot to dot; it's a little bee who's trying to get to his beehive. And there is a sort of the flying pattern that he would do, done with letters of the alphabet. You can do some dot to dots, and I'll show you that coming up. But this one was quite complicated. And something like that could be just omitted.

Slide 34

This example shows where you have to trace the number 2, and then write it again on the line. So those are printing and writing numbers and letters. Again, the only way you could do this, if you didn't get it would be just to have the student practice writing the number 2, if that's what he's learning. The top of the page shows two balloons and he's simply to count the number of balloons and write the number 2. You could include that by drawing tactually two balloons, or I wouldn't even recommend at kindergarten-grade one level, you wouldn't use the words because they wouldn't be able to read them. But it could be done with a diagram. And the student could write the number 2.

Slide 35

This page shows printing, the tracing over the dotted words for Sunday, and the days of the week. And I would say that, this wouldn't be an activity that would not appropriate for a student. But you could simply have the student braille the words, and learn the spelling of the days of the week if that was appropriate instead. The bottom half of the picture shows a collection of several balloons with different colors printed inside them; black, orange, yellow, green, difficult to do, but not impossible. You could do a tactile drawing of those balloons with the color inside. And then sometimes I know some students have smelly markers for colors or colors with braille labels on them, then they maybe could do that activity. Again, depending on how the book is being done, and whether you have the tools to do that.

Slide 36

And the last, I think the last one I'm showing you here is the one that shows the shape boxes for the words, and we wouldn't try and reproduce that in braille. Now what you could do with this activity instead is you could maybe describe the picture very briefly, maybe just one or two words like ‘making a snowman’, ‘the tree without leaves’, ‘a girl swimming’. And they could write in the word of the season that associates with that picture. If you felt that that was something that you could do, otherwise it would be it would have to be omitted. But be creative and try and find ways that you can make the activity meaningful for the grade level and reading level of the students.

## Guideline 9

Slide 37

Alright, so guideline nine talks about puzzles. Configuration boxes are presented as spaced hyphens for each letter. Shape of the configuration box is ignored. And we'll see some of that. Word searches are single spaced with blank cells between the letters. Use grade one mode, use the dot locator for use and the grade one passage indicator, of course, on either side before and after the puzzle. Dot to dots sometimes have to be omitted but can be created using tactile drawings.

In Braille, the dots shown can be shown using dots 2356, for each dot. Retain the numeric indicator, and place the numbers where they best fit without interfering with the movement from dot to dot. Your number would be either to the left or to the right, depending on how that student can join the dots. Capitalized letters do not need the grade one indicator but lowercase letters do if it's done as a tactile drawing.

Slide 38

Alright, so let's look at one quick here. Here's a car. Now this is interesting because it's grade one, so it's double spaced. We have two centered headings which have the two blank lines before and after each one. We have 1-2-3-4-5-6-7-8-9-10 in different colors in digits and the words underneath. So, what we've done is we brailled number 1 followed by the word one, put in two blanks, number 2 followed by the word two, and then two blank spaces and so on, we did not reflect the color, it wasn't necessary, okay.

Then they say connect the dots from one to ten. And they have an outline of a car with the words one to ten and dots beside them. And so, we've got the dots in the same place on the tactile drawing. And we've placed the words in such a way that they should be able to find their way from one to another without running into the words themselves. And they can read them beside them.

Slide 39

This one is very similar. In this case, it shows a name at the top of the activity sheet. And that's a school teacher or transcription agency decision whether you include the name at the top, it's optional, and that's in the guidelines itself. But it's optional to include or delete that name line there. Then we have an activity. And we have sentences that tell what to do. ‘Some stars form pictures in the sky. Connect the stars. Draw lines in number order. And Use a blue crayon.’ Okay, so we have that as the instructions. And then there's a heading ‘Make the Little Dipper.’ And it shows the dots with the numbers outside in such a way that they can get from number 1 to number 7, without running into, the numbers themselves. So that's somewhat doable. Again, it was done as a tactile drawing.

This one is similar attempt, and it's 1 to 10. And it just shows the outline. So that's just another example.

Slide 41

This example shows a word search. So, what we did is it says ‘Find these words’, and we listed the words first. And we listed them in two ways. If you look carefully at that, the first group, the first grouping fit nicely in vertical columns. So, you'll see there's a difference between where some of the words appear. But we used the minimum of two blank cells between each list, each column. And it did happen to fit. So, you could do that. The other way to list it is a horizontal list where you just fit cells between each word and follow the rows as they're shown. It's in uncontracted Braille because they have to find the words in the puzzle. And so, we want the letters to match the letters. Okay. So, you could choose either method, you can only use the vertical list method, if it fits the same as it does in print. Otherwise, you would use the horizontal method.

Slide 42

And this shows you the grid. The grid is single spaced, with a blank cell between each letter and the grade one indicators were before the puzzle and after the puzzle, so that we didn't have to have any capital signs or grade one indicators or anything within the puzzle itself. We just put them before and after the entire puzzle. Right.

Slide 43

This last one I think it got is a crossword puzzle and they're always a challenge. But the guidelines in the Braille Formats are very helpful. So be sure to refer to those. In this case, we list the words first that they'll be using to fill in their puzzle with. So we have just a word list and we listed it in contracted and followed by the uncontracted version, so that they can find the words to spell them out them in the boxes of the puzzle. Okay, so then we listed the clues after the word list, we listed the clues. And we double spaced, we put two blank lines between each clue so that they could actually braille the word in there if they needed to or wanted to depending on the teacher’s instructions. And then the last section of that we showed the grid and this grid is from the Braille Formats Guidelines, 19.5, I think. And it's there for you to look up and it's very well explained.

## Guideline 10

Slide 46

Okay, two more, I think Expendable Consumable Material involves single sided, beginning each activity on a new braille page. The name and the date may be omitted or retained, depending on the teacher's decision or the agency. Double-space for underlining and circling answers. Leave plenty of space, if the student is answering on an activity page. Omit print lines, dashes, indicating required answers before and after a question. But use the underscore to represent a print blank within a question.

Slide 47

So the sample I've got shows us all of this stuff, I couldn't believe I found, oh, no, it's the second one. Whoops, I'm getting ahead of myself. Okay, so this is similar to previous boxes, talking about the long Y, or the long I, and stands for the long E as in the word cherry. Okay, so that little yellow box then is the same as before, and I treated it the same. I didn't include the box. And I didn't include the bold on the E, the I, the Y or the word cherry, which it is in print. The blue box has a centered heading before it. And it's really just the instructions. So of course, no box is necessary for that. The capital Y and the capital E and the instructions are bold, and I did not retain those. And then we have a word list. And I did it in a vertical word list because it fit, otherwise, I would have used horizontal. And then the second part it says ‘Now try these’, they are to circle the word in the sentence in which the Y has a long e sound. Again, those letters were bold, and I didn't retain that. And I double spaced this even though it's grade 2, so that they could have room to actually circle or underline the word, that when they came to it, to answer the question, okay.

Slide 49

This one is similar. This is similar, It's a grade two-three, in the way that shows words and letters in blue, and I did not retain the blue color. So that was mainly why I showed you this. I also showed it, so that I could show you the transcriber’s note, the first sentence is done for them.

They are just circle the answer yes or no to answer each question. Can a bird fly? And so, they show that yes is circled. So, what I did in braille is, that I put ‘Can a Bird Fly’, I put yes or no underneath it starting in cell three, and leaving two blank cells between the yes or no answers. And then just directly below that I put in a transcriber’s note, ‘yes, is circled.’ Okay, and I kept it just as simple as I could. And then I went on as before, to the next question and then the answer choices, yes or no, are down below in cell three.

Slide 50

Now here's an interesting one. This is the one I wanted to get to. This is a grade two level its ‘Subjects and Predicates’. I'm sorry that the black showed up on the page there. But in this assignment, in this lesson, they've got a box at the top with a bullet in it. And it's saying that ‘Every sentence has two parts’. They've got the word ‘subject’ in bold in the sentence, and then the next sentence the word ‘predicate’ is in bold. Then underneath that they show an example and it says; ‘The marching band won the championship.’ Now ‘the marching band’ is a single underline for the subject. And ‘won the championship’ is a double underline for the predicate. And then below that they've got subject in bold and saying that it's ‘the marching band’, and predicate is in bold ‘won the championship.’

So in a case like this, we've got bold, we've got single line, and we've got double underline all for teaching and identifying purposes. So, we had to reflect or at least I felt that we needed to retain those. So, there's where it gets a little bit tricky. We did retain the bold on the words subject and predicate. We did the single underlying indicator for the passage, it’s a passage because there's three words, so it'd be underlined passage indicator before ‘the marching band’, and then an indicator, which is a transcriber-defined indicator, for the double underscore for the ‘won the championship.’ Now that double underscore, a very similar example to this is found in your Braille Format in Section 18. So, it's there for you, and it's very well laid out as to exactly how to present that in braille. And I was pleased that was in the Braille formats.

Now we see three, four different formats here of a blank line; in section A it has four questions, and it wants you to add the subject. Okay. So we included the underscore for the blank, because it's within the sentence, because if you're adding a subject, you're adding a subject to each one of these, it's part of the sentence. So we put the underscore in there to indicate that it was part of the sentence. Okay, that's in the A part.

Slide 51

In the B part, it says, ‘Add a predicate to each subject.’ Now, if you look closely at the print, and there's four starts to sentences. The first word for example ‘Players’, and then blank, and then the period. Because that period is there, that blank is included in the sentence, it is part of the sentence. So again, we use the underscore because it is inside the sentence. Section C says write subject or predicate to tell which part of speech is underlined. So there again, we would have to retain the underlying, otherwise they wouldn't know what's what. And we did not have to include the blank, because it was outside the sentence, and we just left room underneath, we double spaced it, so that there would be room underneath for them to write subject or predicate. If you felt you needed to put an extra blank line after each sentence to give the student more room, that would be perfectly fine.

Slide 53

And then in D and that's the last section. The fourth section is to draw a line under each subject and each predicate’, two lines under each predicate as they did in the example. And so, you would leave in that case, I would suggest leaving two blank lines between each sentence to give the student more work, or more space to work.

## Guideline 11

Slide 53

Alright, this is the last one; Storybooks or Trade books. And these are always fun, because they often appear at the end of math books.

And that's a little story, just got ahead of myself. Again, these are not those. They are smaller size books with only one line on each page, or that sort of thing. And they're often done is twin vision. Okay, and I'm sure most all of you are familiar with print-braille or twin vision books, and how they're done. It's a regular book that have been added by using clear adhesive labels, or have added braille by inserting clear plastic pages in a print and can be read by both the print and the braille reader.

Slide 54

And here's a little sample of just how I used a label and put it inside a book. It's a picture book with one line on each page. And the little birds are bathng in the in the water and it talks about them. I think you're probably all familiar with that.

## Guideline 12

Slide 55

The Mini-Book is the other one that I was thinking of, that is included often in workbooks. They have their own page numbers. And they're intended to be taken out of the book and folded and made into a book of their own. So I'm going to run through these examples I've shown you the entire pull out this is the mini book.

Slide 56

And it's the print sample; it is sideways to show you that it has two pages. So this is page one and page eight. So that's the front page and the back page, because they're going to take them and put them in the format of a book. This one is a grade one. This one just happens to be in uncontracted braille because that's the way I did it. But it would be in contracted braille if your student was, if that's the format you're using. This one just happens, no specific reason, except it was requested in uncontracted braille and that's why it's that way. We have the headings and we have three centered headings. So look at all the blank lines that we needed between each centered heading, then we get to the little four line poem that's shown on the front of that page. And that's all there is there.

Slide 57

The second page is the one that talks about shopping. And again, we have this is a running head at the very top on line one Math Makes Sense 1, that's a running head and then we have a center heading Shopping. We have a paragraph and then a centered heading toy stories and another paragraph. Very, very basic. And the rest of this page is a third paragraph under there, the third and fourth paragraph that just carried over. Okay, so that just shows how the entire page two was done. Okay? This example just shows you page three, and I think it's six or something. And it just, I just put it in there as a placeholder to show you that those two pages existed.

Slide 60

But I wanted to show you page five, because it contains a tactile graphic. It says ‘Match the shapes you will need.’ And then it's got a bullet and says, ‘Cut-outs on heavy paper of each shape.’ Okay. Each of these shapes, I think it says, yeah, so then the shapes are done as a tactile graphic. You'll notice that there's two blank lines between the words you will need colon and the first bullet, because it's technically a bullet. It's a list. It's only got one item, but it's still formatted as a list. And so there's two blank lines before and after that, because of the guidelines for double spaced material.

Slide 61

The second half of this page, then it says Time to play, colon, and then it's got three bulleted lists. So those are just done in one in three at the margin, like a normal list with two blank lines before and two blank lines after and then following that there's three questions that the students can answer that are just brailled at the page.

Slide 62

This one is interesting. And I wanted to show you this, this is a 100-chart board game. And I'm sure you've all seen 100 chart and going, ‘oh my goodness’, now how do I do that?

So, there's three ways to do the hundreds chart. And you can, you can resolve which way you want to do it.

Slide 62

The first one is a tactile drawing. So what I've got here is I've got my running head on the page, two blank lines, hundreds chart game board is centered heading. But there is not room because of my heading in my running head there is not enough room to do the 100 chart because it takes the entire 25 cells and 40 or 25 lines and 40 cells to do a tactile 100 chart. So, I put in a transcribers note that says ‘chart is on the next page’.

Slide 63

And there it is.

That's the only way you could do it with tactile because of the size needed to squeeze in that 100. At the very bottom corner, you had to make the squares a certain size, and that takes the entire tactile page, but it's doable.

Slide 64

Okay, so here's two other ways you can do it. On the left, it's done with the two headings and there's room to braille the numbers in, its double spaced, and using the 40 cells, it fits just nicely double spaced. The example on the right is the same thing only it's single space. So, it still takes the 40 cells just nicely and neatly, we are happy for that. And it's single space. So, for older groups, say grade two or three, you could do them this way just in the braille format without the tactile.

Slide 65

Okay, my last example here shows another type of small book that is included. And this is how it appeared in print, it's got four of the little pages, and they want the students to cut them apart horizontally and fold them vertically. And the page numbers are there so that they can make them into a page, a little booklet from one to seven or eight, I think it is seven. And it's titled ‘My, You've Grown.’ So, it's a story about you and how things grow, how animals grow, it shows different pictures of animals, and then it shows pictures of a young boy and then, it wants you to paste a picture of you. But first you got to put the book together.

Slide 66

Now in Braille, because the pages have just words, and I'll give you an idea. The first one is ‘This book belongs to’ and there's a blank. So on the first page, you would braille your name, then the second page just says, ‘You've grown a lot from head to toe since you were born.’ All animals grow and change as they get older.’ And I'm looking for that page in print. There it is. So it's got a picture of a boy standing measuring his height and then it's talking about animals. And then the next page shows an adult animal and a young animal and how they've grown and different things like that. The idea is that I've just included page one, two and three on one page, and four, five and six on another page and then seven one to eight on another page, so that the student could just staple or bind the book in some way. And it would be three pages long.

I used a line separator page indicator in between where the pages change, if you can see. I use the separation line, and the number two separation line, the number three, to show the difference in the pages, because they just contain sentences that were to be read by the student till you get to the last page.

Slide 67

The last page, where they're to paste a picture of themselves. And there, I used the UEB box, line, vertical and horizontal symbols to create a box just to indicate that they were to put a picture in there. So that's a simpler way that you can create that.

**Natalie**

That's it. That's amazing. I'll give you a minute to just wrap up. But yeah, just letting everyone know, it's just before 2:15. So will soon open up for questions.

**Bonnie Read**

Yeah, so that's, that's basically it, I hope that the examples are useful. Be sure to keep your nose close to the Braille format when doing early literacy, as well as the guidelines that we've created. These guidelines just show where there will be differences between the Braille formats and what we've chosen because the students are younger, and need a little bit of help in different ways. So that's why these guidelines are there. You still rely a lot on the Braille formats for the basic formatting. And then these just help with a little bit of the younger students. So that's all I have, we can do questions now. Natalie.

**Natalie**

Perfect. Thank you so much, Bonnie, that was such an interesting presentation. I know I learned a lot. I'm sure others here did too. And it just really highlights what we already know, right? That you don't just know; a student doesn't just get a braille book that's been embossed and put into binding. There's a lot of skill and, and thought that goes into it. And, you know, we need to keep the supporting braille transcribers and ensuring that students have access to all of these qualified people who knows exactly how to make these materials accessible to the students who use them.

So. thank you so much for sharing that. We are going to now open it up for questions. We have Anthony Tibbs, who's our treasurer who will look at the raised hands in the chat room and call you each in order. And I’ll turn it over to Anthony.

**Anthony Tibbs**

Yeah, just one moment, I have to sign out and sign back in because for some reason, my participant list is blank. Apparently, there is a Zoom bug. So I'll be back in one moment.

**Natalie**

No problem. I will start, because I know that Debbie, earlier on in the presentation had a raised hand that I noticed. So, Debbie, would you like to start with your question?

**Debbie Gillespie**

Thanks, Natalie. And Bonnie, it was a great presentation. I wish I had the Braille examples to look at while you're doing it, but it's okay. My first question for you, is maybe you want to bring up the spider with the transcriber’s note on screen? Because then, it's back near the beginning of the presentation, my question is these transcriber’s notes, you've actually brailled the word spider with the s, these transcriber’s notes are only for the teacher, right? Because if you braille that for the student, they would know the answer.

**Bonnie Read**

Yes, you're right to a point, Debbie, except that they will, well, they kind of already know the answer, because the S is the letter that they're putting in front of each one. So yes, it is a bit tricky in a case like that these transcriber’s notes are actually there in the Braille for the student. Because they wouldn't, well, they might be able to guess from the ‘p-i-d-e-r’ whether they're the put the s in front without the picture. That's a good point. If you felt when you're transcribing that the picture stating the picture wasn't necessary, then definitely leave them off. And, yes, that's a good point that they kind of do give the answer away. And that's the tricky part of brailling early literacy. Teachers are involved. So you might be wise to maybe when make the participants here could make a note that that might not be the best way to do it, that it might be better not to put in the transcriber’s note saying what the picture is, because it gives the answer away and just braille, as a list with double spaces or something, the four entries that have the partial word without the s in front.

**Debbie Gillespie**

Yeah, that's what I do only because you're giving a braille reader something that the print reader doesn't have. It's, you know, so I guess that's why they have the picture. But yeah, I probably wouldn't. Thanks for your clarification. My second question is, while I said this, my third question is regarding the hundreds chart. Could you explain the example on the left hand side a little more clearly? I am not sure understand the layout of the examples.

**Bonnie Read**

Okay, what I've done is I've given three different ways that are acceptable to do that hundreds chart. The first one, of course, was the tactile drawing. And then just on my slide presentation, there's two, and the one on the left is double spaced, and the one on the right is single spaced, this was just showing two different ways that you can do it without using a tactile drawing. And I just, it's on one slide. It's all it is. And so, there's two samples on one slide; one

with double spacing, and one with single spacing.

**Debbie Gillespie**

All right, and my last is strictly a comment. You can park it, guys, if you like, do you? I'm not an educator. But my question is, what about, is this designed for kids using a Perkins or hardcopy? Do you guys have kids that are using refreshable Braille devices? And these guidelines would work either way, except where you have to, in one, even though they would insert the answers. So my concern is all the extra spacing. If you're using a Braille device, it takes up precious real estate. But you can park that comment somewhere, if you don't want to address it now. I'm fine with that.

**Bonnie Read**

Yeah. Again, one has to remember that with all these guidelines, if you know the student, and you know what system of work they're working with, like what devices they're working with, things can be adapted to suit that.

Okay, so fewer lines; fewer blank lines, and more blank lines can be added or subtracted, depending on; if you know the student’s process, then you can adapt it to the student.

The only ones that you have to be a little more rigid with are the ones that are actually being produced, bound, catalogued and put into circulation as a textbook for example. But certainly, for any in-house work with a student, you can certainly adapt things to suit their technology or their skill level or whatever.

**Debbie Gillespie**

Do they have technology? I mean, I'm not an educator. So I can just ask the general educators, are our kids using technology at this time, at that age, or are they getting that later on in schools, in your experience?

**Bonnie Read**

Maybe have somebody else, one of the participants answer that I've not? I never I haven't worked in this classroom for 30 years.

**Debbie Gillespie**

All right. Well, we won’t take it now. If someone wants to answer it later. That's great. I'm finished. Thank you very much for your presentation, and Natalie for allowing me to ask my questions.

**Anthony Tibbs**

Thanks, Debbie. I think next we have Peg, I see your hand.

**Peg Mercer**

Thank you very much for this great presentation, Bonnie, it's been really good. Just a very basic question. And this may be reflected in the examples of course, but early on, when you talked about the vowels, A-E-I-O-U; and that normally you wouldn't have a grade one indicator before the vowels A and O, and I. I'm just wondering for consistency, how is that represented? Do you have a Braille indicator? Grade one indicator, a word indicator before that series of vowels? How are they represented?

**Bonnie Read**

We indicated them each individually. So, there would be no indicator before the a i or o. And then we have a grade one indicator before the E and the U.

**Peg Mercer**

Okay, so now the vowels, ‘a’, so the word ‘a’ doesn't stand out in the sentence, I guess the context is clear enough?

**Bonnie Read**

Well, the context will, because the teacher would be introducing it such a way that they would be looking for them, the vowels. We have to realize that the teacher will have given a prelude to what they see on the page, or understanding as well. Interesting that you brought that up Peg, the letter A without the grade one indicator has always bothered me. Ever since UEB said don't put the grade one indicator when it stands for the letter A, that has bothered me all the way through.

**Peg Mercer**

I guess because it's so, it's such a small word and it's and like a little word and sentence right does.

**Bonnie Read**

And I've quandered over that many times because there's a lot of places where that A does appear as a letter, right in the middle of a fluid sentence. And I wish the grade one indicator was there. Because it how many times when I was proofreading it, I even read it as the word A instead of a, but that's just my little beef.

**Natalie**

That’s a really good point.

**Bonnie Read**

That’s why I think those letters need the grade one indicator when they're being used as letters, standing alone. Yeah, but that's just me.

**Peg Mercer**

And that's why I wondered in this situation, whether you'd use a passage indicator before those.

**Bonnie Read**

A passage indicator could be used, if the transcriber chose to do it that way, that would not be wrong. The only trouble is, they would have to close it after the O, and turn it back on for the U anyway, because of the word ‘and.’ or they

would have to uncontracted ‘and’. So, it was easier to just use the two symbols on the E U, as opposed to having to open and close, and then you got to put it on the U anyway to get it, you know, contracted. So, it seemed to me to be a simpler solution to just do them individually. Since only two out of the five needed it.

Our rule of thumb as transcribers, with the symbols, we've kind of agreed, sort of generally, that if you hit three symbols, then you use the opening and closing indicators. So, if you just have one or two in grade one indicators use them. Soon as you get to three, then it maybe makes more sense to use the opening and closing indicators instead of the individual ones. That's just something we've kind of chatted about and kind of agreed that that was how we handled things.

**Peg Mercer**

So yeah, that's right, because with the letters, A E I O U, which I guess in print or in bold, or something. I think I at one time, I think in braille, you would put the bold face indicators before those letters. But that makes it probably confusing.

**Bonnie Read**

Yes, that’s right. And that's why we've chosen not to do it is because in early literacy, especially this is only in grade one, they haven't learned to read fluently enough; If we put the bold indicator in front, we've changed the shape and the look of the letter. And maybe if they are solid in what that is, it becomes confusing for them. That's why we're trying, in Early Literacy, this was the biggest decision we had to make was to eliminate as many type form changes as possible just to keep the word or the letter looking the way it's supposed to look when they're learning to read.

**Peg Mercer**

Yeah.

**Bonnie Read**

So that was a tough call. But that's what we chose to do. Thank you.

**Anthony Tibbs**

Any other hands? I don't see any hands up. But any anybody else with a question?

**Natalie**

Any other questions? See there's something in the Chat.

**Anthony Tibbs**

So that was response to the question about when are people starting to use technology. So, somebody said, we have a grade two student who has just been introduced to the BrailleNote Touch this year, not yet doing workbooks in it. And we also have a high school student who is using a Braillant to access textbooks. And I think I, from what I remember from what we've heard in, in British Columbia in particular, there isn't a lot of hardcopy Braille, a lot of things are being provided electronically now. So my guess is that in BC, more students are perhaps using technology, particularly in high school then then in the younger grades.

**Natalie**

And in post-secondary?

**Bonnie Read**

Yeah, it sounds like there might be a good topic for another workshop is on some of the technology that students are using out there.

**Natalie**

Yeah, and when, and how. And because of spatial information, that you lose when you have a single line braille display; until we finally have that multi line display that we're all waiting for. So that's great. Okay, so I don't see any other questions or hands being raised. So, I'll just take the last few minutes to thank you again, Bonnie, for taking some time out of your Saturday to speak with us and everyone for attending for all the great questions. For those of you who haven't attended one of our workshops before, we do offer these, every two months through different committees that organize these; teaching and learning, Braille promotions. So we try to vary the topics to meet the interests of our different members, braille users, transcribers, teachers, parents, if ever you have topics that you feel would be of interest to you, you can always write to us at info@blc-lbc.ca. You can learn more about Braille Literacy Canada by visiting our website, which is brailleliteracycanada.ca. And you can also follow us on Facebook and Twitter. Our Twitter handle is @brllitcan. And you can find out about our future workshops, they're all free of charge to members. Our membership year starts on January 1. So, it's getting to be around that time to renew or to become a member. And you can learn more about our other membership benefits by looking at our website or by just reaching out to us if you have any questions at all. So, thank you again, Bonnie. And with that, we will close off the talk for today.

**Bonnie Read**

Thank you all.

**Natalie**

Thank you, everyone.