

Literary Braille Codes and Technology
SPED 5441/6441
(USU SPED 6130)
4 Credit Hours
Fall 2014

Wednesday 4:30-8:00
MBH 212

Syllabus

Chris Bischke, Ph.D., Assistant Professor
Department of Special Education
University of Utah
1705 E Campus Center Drive - Rm 221
Salt Lake City, Utah 84112-9253
Telephone: 585-3925
e-mail: chris.bischke@utah.edu
FAX: 585-6476
Office Hours: by appointment MBH 217A

Multi-University Consortium Teacher Training Program
Sensory Impairments

Course Content and Student Objectives:

Literary Braille Codes and Technologies is the first of two courses that teaches preservice teachers reading, writing and teaching of the braille code. Upon completion of this course students will demonstrate the following competencies in the skill of reading, producing, and *teaching braille*:

1. Ability to apply the rules of usage of the Literary Braille Code (uncontracted and contracted).
2. Ability to read Literary Braille (uncontracted and contracted) by sight.
3. Ability to write Literary Braille (uncontracted and contracted) using a slate and stylus and a Perkins Braillewriter.
4. Ability to transcribe extensive print passages into literary braille, using correct formatting techniques for a variety of print features (e.g., poetry, tables, textbooks, worksheets, etc.)
5. Ability to produce Literary Braille using technology.
6. An awareness of other braille codes: computer, music, foreign language.
7. *Ability to assess students for Literary Braille usage.*
8. *Ability to develop and implement appropriate IEP goals and objectives for students using braille, including lesson plan development in the following areas: (a) development of tactile perception, (b) beginning reading and writing, (c) intermediate reading and writing, (d) use of basic braille technologies, and (e) modification of instructional methods and materials for students who read in center based and inclusive settings.*
9. Ability to identify international, national, state, and local organizations and agencies serving individuals who use braille.

Required Textbooks and materials:

English Braille, American Edition, 1994, Revised 2002: Braille Codebook from the Braille Authority of North America (BANA). Louisville, KY: American Printing House for the Blind. **Catalog Number: 7-35932-00**

Holbrook, K., D'Andrea, F. M. & Sanford, L.D. (2011). Ashcroft's Programmed instruction in braille: Fourth edition. Germantown, TN: Scalars Publishing. (APIB) **ISBN 0-9712139-4-1**

Holbrook, K., D' Andrea, & Sanford, L.D. (2011). APIB companion reader: Fourth edition. Germantown, TN: Scalars Publishing.

Wormsley, D.P., & D'Andrea, F.M. (1997). Instructional strategies for braille literacy. NY: American Foundation for the Blind. ISBN 0-89128-936-4

Koenig, A.J., & Farrenkopf, C. (1994-1995). Assessment of Braille Literacy Skills (ABLS). Houston, TX: Region IV Education Service Center, 7145 West Tidwell.

American Printing House for the Blind (APH) Student Starter Pack:

Braille paper 11.5 x 11 and 8.5 x 11 (If you would prefer purchasing the items individually, you may purchase a ream of cardstock paper instead of braille paper. Homework will NOT be accepted on fluorescent or dark colors of paper.)

Pocket Slate and stylus

Note: This kit also includes an **Abacus** which will be required for the Nemeth Braille Codes course.

Perkins brailers will be loaned to students through the Utah Schools for the Deaf and the Blind (USDB) for the duration of the course. You may pick up your braillewriter at USDB beginning the middle of August. At the end of the course, the braillewriter must be returned to USDB in good working condition. Course grades will not be submitted until the braillewriter belonging to USDB has been returned in good working condition.

Additional required readings will be e-mailed to students as needed.

Recommended:

Add: Braille Enthusiasts Dictionary from Scalars.

Minnesota Braille Skills Inventory: A. Goodwin, K. Grafsgaard, N. Hanson, P. Hooey, J. Martin, D. McNear, C. Rieber, E. Tillmanns, (1995). Minnesota Educational Services at Capitol View Center, 70 West Co. Rd. B2, Little Canada, MN 55117-1402. 77 pp.

Risjord, C. (2009). Instruction manual for braille transcribing (5th ed.). National Library Services for the Blind and Visually Impaired.

Risjord, C. (2009). Instruction manual for braille transcribing (5th ed.): Drills reproduced in braille. National Library Services for the Blind and Visually Impaired.

Mangold, P. (1993) Teaching the braille slate and stylus: A manual for mastery. Exceptional Teaching Aids.

Web sites that support course activities:

<http://www.brailleauthority.org/>

<http://www.afb.org>

http://www.tsbvi.edu/bib/comp-read.htm#A_Toc403268083

<http://www.tsbvi.edu/Education/brl-resources.htm>

<http://images.google.com/images?q=braille&hl=en&um=1&sa=X&oi=images&ct=title>

<http://www.afb.org/braillebug/>

<http://www.brailleinstitute.org/>

<http://www.duxburysystems.com/default.asp>

<http://www.nationalbraille.org/>

<http://www.seedlings.org/>

**All text in blue/italics indicates activities related to teaching braille to students with visual impairments.*

Expectations:

It is expected that assignments and readings will be completed outside of the scheduled class meeting times and that students and instructor will arrive prepared for each class session to participate in discussions and activities.

Class attendance is critical. **In-class quizzes and graded in-class activities cannot be made up if a student is absent from class.** Students are responsible for obtaining class notes, handouts, and announcements from other students in the event of

an absence.

All assignments are to be typed, computer generated or brailled (except interlined assignments) and submitted by deadlines noted in this syllabus. Criteria for grading all written assignments will include content, writing style (grammar, sentence structure, capitalization, punctuation, and professional vocabulary), and spelling (refer to APA 5th edition). Students are responsible to adhere to all professional and ethical practices as outlined in the Department of Special Education Student Manual, and as defined by the professional organizations of CEC and AER for teachers of students with disabilities.

It is expected that students will maintain a respectful and civil atmosphere during class meetings. Thus, expectations are that students:

- **Prevent disruptions by turning off and refraining from use of cell phones and beepers, and by putting away extraneous reading materials. Use of laptop computers in class is not allowed without the instructor's permission.**
- **Adhere to the University of Utah code for student conduct.**

“the mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the University community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship.”

Following the Student Code, I adopt a zero-tolerance policy for academic misconduct in this course. **“Academic misconduct,” according to the University of Utah Student Code, “includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.”** Again, utilizing the ideas, expressions, or words of others without citing the source constitutes plagiarism. Therefore, you must cite sources in ALL your work. Please also note that you may not submit an assignment for this class that has been previously submitted for another course. You will be held accountable to high standards for academic integrity and should read and understand the policy on academic integrity as printed in the University of Utah's Student Handbook. Please read the Student Code of Academic Conduct available at: <http://www.admin.utah.edu/ppmanual/8/8-10.html>.

Department of Special Education is committed to policies of equal opportunity and affirmative action and prohibits discrimination on the basis of race, color, national origin, religion, sex, sexual orientation, age or status as a Vietnam veteran, disabled veteran or

person with a disability. The department of Special Education seeks to provide equal access to its programs, services and activities for people with disabilities. Reasonable prior notice is needed to arrange accommodations. Evidence of practice not consistent with these policies should be reported to the Office of Equal Opportunity and Affirmative Action, 581-8365.

<p>Wednesday 8/24 – Week 1 Syllabus review Introduction to Slate and Stylus <i>Historical perspectives</i> <i>Professional ethics, educational foundations</i> APIB Chapter 1 Self-assessment of braille skills</p> <p>Assignment #1: Slate – Homework: (a) Slate a set of Alphabet cards (using 3x5 cards); and (b) Slate and interline the following words (3 times each): <i>ax, am, mama, much, cam, luck, flax, bulb, lamb, bluff, back, flu, calf, lab, ask, bump, cuff, flax, kiss, black, mix, lava, gold, quiet, wild, zoom notes, toy, yes.</i></p> <p>Reading – Practice: Interline Braille Homework Packet p. 1.</p>	<p>Readings/Activities</p> <p><i>Readings: Teaching the Braille Slate and Stylus A Manual for Mastery by Philip N. Mangold</i></p> <p><i>War of the Dots by Robert B. Irwin</i> http://www.afb.org/warofthedots/book.asp</p>
<p>Wednesday 8/31 – Week 2 Fun with slate and stylus Introduction to Perkins Braillewriter Using <i>Ashcroft’s Programmed Instruction in Braille</i> (APIB) manual</p> <p>Assignment #2: Slate – Practice: Slate, interline and self-correct a favorite quote of 10 to 20 words.</p> <p>Braillewriter – Practice: Braille, interline and self-correct APIB Chapter 1 p. 10 “Self-Test.” Homework: Braille Homework Packet p. 2 (Braille Homework 1).</p> <p>Reading – Practice: Interline NPIB Extra Practice #1.</p>	<p>Readings/Activities Reading Skills Braille Quiz #1</p> <p><i>Readings: Instructional Strategies Chapter 2</i></p>

<p>Wednesday 9/7 – Week 3 <i>Introduction to Braille Programs</i> APIB manual Chapter 2 Alphabet whole-word signs</p> <p>Assignment #3: Slate – Practice: Slate, interline and self-correct APIB Chapter 2 p. 27 “Self-Test” sentences 1-3.</p> <p>Braillewriter – Practice: Braille, interline, and self-correct APIB Chapter 2 p. 24 Exercise 2.4.7 “Additional Practice.” Homework: Braille Homework Packet p. 3 (Braille Homework 2).</p> <p>Reading - Interline NPIB Extra Practice #2 and More Practice #2.</p>	<p>Readings/Activities Reading Skills Braille Quiz #2</p> <p><i>Braille Assessments & Reading Programs</i> - <i>reading alphabet braille</i> - <i>timed readings</i></p> <p><i>Readings: Instructional Strategies Chapter 3</i></p>
<p>Wednesday 9/14 – Week 4 Rod Price Technology 4:30-5:30 <i>Braille Assessments</i> APIB manual Chapter 3</p> <p>Assignment #4: Slate – Practice: Slate, interline and self-correct APIB Chapter 3 p. 48 Exercise 3.5.5 sentences 1-4.</p> <p>Braillewriter – Practice: Braille, interline and self-correct APIB Chapter 3 p. 48 Exercise 3.5.5 sentences 5-10. Homework: Braille and interline Braille Homework Packet p. 4 (Braille Homework 3).</p> <p>Reading - Interline NPIB Extra Practice #3 and More Practice #3.</p>	<p>Readings/Activities Reading Skills Braille Quiz #3</p> <p><i>Braille Resources</i> <i>(search the internet and download 10. Bring to class and be prepared to share the resources found with your peers; include in your portfolio)</i></p> <p><i>Readings: Instructional Strategies Chapter 7</i></p>
<p>Wednesday 9/21 – Week 5 APIB manual Chapter 4</p> <p>Assignment #5: Slate – Practice: Slate, interline and self-</p>	<p>Readings/Activities Reading Skills Braille Quiz #4</p> <p><i>Braille Labels (Be prepared to</i></p>

<p>correct APIB Chapter 4 p. 86 “Self-Test” 20 words.</p> <p>Braillewriter – Practice: Braille, interline and self-correct APIB Chapter 4 p. 86 sentences 1-8. Homework: Braille and interline Braille Homework Packet p. 5 (Braille Homework 4).</p> <p>Reading - Interline Extra Practice #4 and More Practice #4.</p>	<p><i>share what items you labeled with your peers and why you labeled those items.)</i></p> <p><i>Braille Assessments & Reading Programs (Search the internet and identify 5 or more braille curriculums. Bring to class and be prepared to share with your peers.)</i></p> <p><i>Readings: Instructional Strategies Chapter 8</i></p>
<p>Wednesday 9/28 – Week 6 Rod Price Technology 4:30-5:30</p> <p><i>Braille Assessments IFSP & IEP Issues & Braille APIB manual Chapter 5</i></p> <p>Assignment #6: Slate – Practice: Slate, interline and self-correct APIB Chapter 5 p. 110 “Self-Test” 20 words (from severing to sofa).</p> <p>Braille writer – Practice: Braille, interline and self-correct APIB Chapter 5 p. 110 sentences 1-5. Homework: Braille and interline Braille Homework Packet p. 6 (Braille Homework 5).</p> <p>Reading – Interline Extra Practice #5 and More Practice #5.</p>	<p>Readings/Activities Reading Skills Braille Quiz #5</p> <p><i>IFSP & IEP Issues & Braille</i></p> <p><i>Braille Birthday Card (Bring a print birthday card to class to braille during class.)</i></p>
<p>Wednesday 10/5 - Week 7 (Class to be held at Granite School District Offices Tuesday or Thursday [TBD]. No class on Campus.)</p> <p><i>Meet with Charlotte Ovard at Granite School Dist. 2589 South Main Street, Salt Lake City, 2nd Floor, #223, work 801-646-4633, or home 801-467-3349.</i></p>	<p>Readings/Activities</p> <p>Complete an activity with Charlotte by 10/19. Bring to class to share with peers.</p>
<p>Wednesday 10/12 Fall Break</p>	<p>Readings/Activities Fall Break</p>

<p>Wednesday 10/19 – Week 8 Duxbury/Perky Duck/MegaDots APIB manual Chapter 6</p> <p>Assignment #7: Slate – Practice: Slate, interline and self-correct APIB Chapter 6 p. 130 “Self-Test” 24 words.</p> <p>Braillewriter – Practice: Braille, interline and self-correct APIB Chapter 6 p. 130 sentences 1-6. Homework: Braille and interline Braille Homework Packet p. 7 (Braille Homework 6).</p> <p>Reading - Interline Extra Practice #6 and More Practice #6.</p>	<p>Readings/Activities Reading Skills Braille Quiz #6</p>
<p>Wednesday 10/26 – Week 9 Rod Price Technology 4:30-5:30</p> <p>APIB manual Chapter 7</p> <p>Assignment #8: Slate – Practice: (a) Slate, interline and self-correct only those words in which it is permissible to use the initial-letter contraction or short-form word from APIB Chapter 7 p. 158 “Self-Test” part II.</p> <p>Braille writer – Practice: Braille, interline and self-correct APIB Chapter 7 p. 158 “Self-Test” sentences 1-5. Homework: Braille and interline Braille Homework Packet p. 8 (Braille Homework 7).</p> <p>Reading - Interline Extra Practice #7 and More Practice #7.</p>	<p>Readings/Activities Reading Skills Braille Quiz #7</p> <p><i>Braille Assessment Due</i></p>
<p>Wednesday 11/2 – Week 10 Rod Price Technology 4:30-5:30</p>	<p>Reading/Activities Reading Skills Braille Quiz #8</p>

<p>APIB manual Chapter 8</p> <p>Assignment #9: Slate – Practice: (a) Identify (using yes or no) whether the short-form word may be used in the words; and (b) Slate, interline and self-correct APIB Chapter 8 p. 181 “Self-Test” 10 words.</p> <p>Braille writer – Practice: Braille, interline and self-correct APIB Chapter 8 p. 180 “Self-Test” sentences 1-5. Homework: Braille and interline Braille Homework Packet p. 9 (Braille Homework 8).</p> <p>Reading - Interline Extra Practice #8 and More Practice #8.</p>	<p><i>IEP Due</i></p>
<p>Wednesday 11/9 – Week 11 APIB manual Chapter 9 (Lower Part-Word Signs)</p> <p>Assignment #10: Slate – No assignment.</p> <p>Braillewriter – Practice: Braille, interline and self-correct Chapter 9 p. 206 Exercise 9.9.2 (Letter). Homework: Braille and interline Braille Homework Packet p. 10 (Braille Homework 9).</p> <p>Reading - Interline Extra Practice #9 and More Practice #9.</p>	<p>Readings/Activities Reading Skills Braille Quiz #9</p> <p><i>Chapter Powerpoint and Reading Logs Due!</i></p>
<p>Wednesday 11/16 – Week 12 APIB manual Chapter 10 (Final-Letter Contractions)</p> <p>Assignment #11: Slate – Practice: Slate, interline and self-correct Chapter 10 p. 233 - 234 “Self-Test” words in column 3.</p>	<p>Readings/Activities Reading Skills Braille Quiz #10</p> <p><i>Literacy activity/braille book (Bring your book to class for peer feedback)</i></p>

<p>Braillewriter – Practice: Braille, interline and self-correct Chapter 10 p. 234 sentences 1-5. Homework: Braille and interline Braille Homework Packet p. 11 (Braille Homework 10).</p> <p>Reading - Interline Extra Practice #10 and More Practice #10.</p>	
<p>Wednesday 11/23 – Week 13 No Class on campus Complete Chapters 11 & 12 on your own APIB manual Chapters 11 & 12 (Composition Signs: Punctuation; Electronic Addresses; Abbreviations)</p> <p>Assignment #12: Slate – No assignment.</p> <p>Braillewriter - Practice: Braille, interline, interline and self-correct Chapter 11 p. 266 “Self-Test” sentences 1-5 and Chapter 12 p. 304 “The Planets: Chapter Test.” Homework: Braille and interline Braille Homework Packet p. 12 (Braille Homework 11).</p> <p>Reading – Interline Extra Practice #11 and More Practice #11.</p> <p>*(You may drop your lowest Chapter assignment score)</p>	<p>Readings/Activities Happy Thanksgiving!</p>
<p>Wednesday 11/30 – Week 14 Rod Price Technology 4:30-5:30 Final Class- Student Presentations of Lesson Plans.</p>	<p>Readings/Activities Braille Final review</p> <p><i>Lesson Plans Due</i></p>
<p>Wednesday 12/7 – Week 15</p> <p>All remaining assignments are due today.</p>	<p>Readings/Activities <i>Braille Final—First Section</i></p>

Wednesday 12/14 – Finals Week <i>Braille Final – second section</i>	
-------------------------------------------------------------------------------	--

 **IMPORTANT Announcements:**

Prior to student teaching all students must:

1. Take and pass the Praxis II 0353 (for details contact Patty Davis, Department of Special Education, University of Utah, Pdavis@ed.utah.edu, 801-581-4764).
2. Be fingerprinted and pass a background check (for details contact either Patty Davis at the Department of Special Education, University of Utah, Pdavis@ed.utah.edu, 801-581-4764; or Connie Panter, Department of Special Education, Utah State University, Connie@cpd2.usu.edu, 435-797-1993).
2. Help with literature review etc. at the Marriott Library, Robert J. Nelson, 581-5228, rmelson@library.utah.edu

Assignments

Professional Practice Points

		Due
40 Points (20 for undergrads)	Braille Observations (4 for graduates / 2 for undergrads)	9/28
5 Points	Self braille assessment	12/07
10 Points	Braille assessment and one page assessment report	10/26
10 Points	IEP	11/02
10 Points	2 Lesson plans	11/30

Points Possible	Braille and Wednesday Activities	Due
240 Points	Braille Assignments: APIB and packet (5 points for practice; 15 points for homework) (2 on technology – BrailleNote, Duxbury, MegaDots or Perky Duck)	Each Wednesday
20 Points	Braille Reading: Extra Practice and More Practice (entire book interlined except pages with both sides brailled) (Instructor check each week)	Each Wednesday (submit entire book to instructor by 12/7)
30 Points	Weekly In-Class Reading/Activities	Most Wednesdays
20 Points	Quizzes	Most Wednesdays
5 Points	Braille Resources	09/14
5 Points	Braille curriculums	09/21
5 Points	Braille Labels	09/21
5 Points	Braille Birthday Card	09/28
5 Points	Braille production	10/19
5 Points	Literacy Activity – Children's Book	11/16

Readings/APA Paper

Points		Due
5 Points	Reading logs (undergrads only)	11/09
5 Points	Grads Chapter readings and Literature review-powerpoint	11/09

Braille Final Points

Points		Date
100 Points	Part I: Writing Skills using the Braillewriter	12/7

100 Points	Part II: Writing Skills using the Slate and Stylus	12/14
100 Points	Part III: Reading Skills	12/7
100 Points	Part IV: Application of Braille Rules	12/14
<p>Information about the final:</p> <p>2. <u>Scoring of the Exam:</u> Each Part is worth 100 points, for a total of 400 points possible. A minimum score of 80 out of 100 in each part of the exam is required to pass that section.</p> <p>In <u>Parts I and II (Writing Skills):</u> One point will be deducted for every braille, slate, and interlining error.</p> <p>In <u>Part III (Reading Skills):</u> One point will be deducted for each error missed. One point will also be deducted for each time a figure is incorrectly identified as an error.</p> <p>In <u>Part IV (Application of Braille rules):</u> This part of the exam is a multiple choice format. There are 25 questions. Each correct answer is worth 4 points.</p> <p>3. You may use the following references for this exam:</p> <p><i>English Braille American Edition 1994 Code Book</i></p> <p>A print dictionary or word speller/divider</p> <p>4. You will need a Braillewriter, Slate and Stylus, and appropriate braille and slate paper.</p>		

Format Requirements for Braille Assignments:

BRILLE YOUR NAME ON EVERYTHING!

1. Braille your first and last name at the lower left corner of the last page of each assignment. Use capital letters, where appropriate, and contractions that appear in your name as you learn them.
2. Complete practice and homework assignments on separate pages and staple each assignment.
 - a. Center the chapter (e.g., Chapter 1) on the first line of the assignment.
 - b. Center the assignment name/number on the second line of

the assignment.

- c. Leave a space before and after centered headings (the top and bottom of the page equal a space).
3. The first three chapter assignments should be double spaced and begin on line 1. All assignments from Chapter 4 on should be single spaced and begin on line 1.
4. Number all pages of the assignment (when you learn the number sign). All print page numbers are to be placed in the upper right corner flush with the right margin, leaving a minimum of least 3 spaces between text and the page number. (The exception is a page break where no spaces are used). (Refer to handout). The braille page number should be brailled on the last line of the page in the lower right hand corner flush with the right margin, again leaving at least 3 spaces between the text and the page number.
5. Leave only one space between words, and after a period.
6. Indenting: In braille, the first line of a paragraph begins in the third cell of the line, e.g., two spaces are blank and in the third cell (space) you begin to braille. The body of the paragraph begins at the left margin.
7. Interlining (or transcribing) your braille into print is required for all assignments. Write the print equivalent above the braille on each line as close to the actual braille configuration as possible. This will assist you in learning to read braille. Additionally, as a teacher you will be interlining you student's work so his general education teachers may grade it. Interline very carefully and legibly as your errors can impact your students' grades.
8. If you make a mistake and realize it while brailleing a work, you may back up the "foot" (or embossing head lever) until it is over the mistake and block out the error using full braille cells (all 6 dots). By using at least two full cells together, you are indicating an error. Leave a space after the error and begin again, such a method of starting over is termed "blocking out." **You may not have more than one corrected/identified error on a page of braille you submit for a score. If the correction is not complete it will count as an error. You may not redo any assignments, proofread your assignments carefully.**

Weekly/Chapter Assignments: (25% of course grade)*

Practice assignments grading guidelines:

Brailled or slated, interlined and self-corrected - 5 points each

Missing any of the above items – 0 points

Homework assignment grading guidelines (does not include the allowed corrected error (one) per page):

0-2 errors - 13 to 15 points (A)

3-4 errors - 11 to 12 points (B)

5-6 errors - 9 to 10 points (C)

More than 6 errors - No points awarded. An assignment with more than 6 errors

is not acceptable for braille usage by braille readers.

In-Class Braille Reading/Activities

3 points – Student comes to class on time with all required materials, interacts collegially with all members of the class, demonstrates thorough knowledge/skills, contributes insightful ideas to the discussion/activity, and asks thought-provoking questions.

2 points – Student comes to class on time with necessary materials, interacts collegially with only a few members of the class, demonstrates basic knowledge/skills, contributes insightful ideas to the discussion/activity only when prompted, and asks clarifying questions.

1 point - Student comes to class late, does not bring necessary materials, does not demonstrate basic knowledge/skills, does not participate meaningfully in the discussion/activity, and does not ask questions.

0 point – Student is absent.

Professional Practice Activities: – Rubric for Braille Literacy (15% of course grade)

1. Observe 4 Braille lessons (**at least 2 must be in an itinerant location**) and complete observation forms (undergraduate student's complete 2 observations).

2. Assessments:

(a) Ongoing assessment of self braille skills --**Assessments and notes due last Wednesday of each Month.**

(b) Administer a Braille Assessment on an elementary grade school student and produce a 1 to 2 page **professional assessment report** meeting the assessment rubric criteria.

3. Write an IFSP/IEP - (a) Develop and write a plan for an IFSP outcome for a child 0-2 years of age. It should be infused into at least three routines and be functional with at least three team members and/or (b) Develop and write a plan for an IEP objective for a child pre-k to 6th grade. This plan must match your assessment data and include: present level of educational performance, goals and benchmarks or short-term objectives, include considerations for using braille in an inclusive classroom setting, and must meet the criteria specified by the IEP Rubric.

4. Write 1 Lesson Plan- Include how to modify for a "pull out" lesson and for an inclusion lesson. Include details such as specific team members who will support the lesson and how they will do this, including any training or materials, modification, and evaluation components. All lesson plans must have a detailed evaluation component – include tiered supports for student learning needs. Lesson plans will be presented to the class.

5. Braille Production assignment (see Activities and Field Studies Syllabus).

Additional Assignments and Reading/Activities: (5% of course grade)

Reading Chapters-- Extra Practice and More Practice

Chapter Quizzes

Braille resources (download 10 and include in your portfolio)

Braille Programs (Patterns etc. download information for at least 5)

Braille Labels

Braille Birthday Card

Activity with Braille Specialist Braille Production assignment (see Field Studies Syllabus)

Braille Technology- BrailleNote & Duxbury Activity Braille Production assignment (see Field Studies Syllabus)

Literacy Activity— Produce a braille book (May use Duxbury, BrailleNote and embosser; be prepared to present the book to the class and discuss issues for early literacy for children who would not benefit from the pictures in the book/ evaluate the children's book for children with visual impairments.

Readings/Interview/APA Literature Review Paper: (5% of course grade)

Undergraduate:

Complete a one page reading log on each chapter.

Graduate (choose one of the following):

1. APA literature review paper - Please use the assigned readings as part of your references. This APA paper should include a review of 2 articles on teaching braille as well as include at minimum 2 **references** from your readings. Your final product should be a power point that highlights the key information of the two articles and is supported or refuted by your chapter readings. Provide a reference page with all references in APA format. All articles must be approved by instructor.
2. Present a powerpoint presentation-schedule this at the beginning of the semester. Select one of the Chapter readings and one additional article on braille reading- must be approved by instructor.

Assignments Due Date: A 10% penalty will be assessed for all assignments submitted after the due date. **No assignments will be accepted after December 7^h. The professor reserves the right to change assignments and assignment points during the semester.**

Braille Final (50% of course grade):

The final must be passed with a score of 80% or better to receive a passing grade in this class. This exam is scored in the following manner: There are 4 sections worth 100 points, for a total of 400 points possible. A minimum score of 80 out of 100 in each part of the exam is required to pass that section. You must pass all four sections with a score of 80 or more to pass the exam. If you fail to pass a section(s) you may retake an equivalent exam within a six week period. If you again fail to get a score of 80 or above on all four sections (a minimum total score of 320) your score for the exam will be zero on all sections. **(On this exam you either get a B or better or you fail with zero points towards your grade for this class.)** (This is a 3-6 hour final. You may bring your BANA rules and a Webster's Dictionary as your reference sources. Distance students are responsible for identifying an appropriate test proctor who is approved by the class instructor, at least three weeks prior to the final, or come to the U of U on Dec. 7 & 14th for the final.)

Grades will be based on total points of: 90% > A; 80% > B; 70% > C; If students receive below 70% of the possible points they will receive a failing grade in this class.

Course Content/Readings:

(Note: The instructor reserves the right to alter the speed or sequence with which we go through these topics and chapters during the course.)

Critical Issues**Professional Mandatory Teaching Practices --**

- **Teach Braille AT LEAST 4 DAYS A WEEK (Print readers are taught to read every day during kindergarten, first, and second grades)**
- **Comply with the Utah Braille Law**
 - You must have:
 - A braille IEP goal for every child with a visual impairment on your caseload
 - OR
 - A written statement on the IEP stating why you are not teaching braille (Best Practice: You should have an up-to-date braille assessment supporting your IEP decision and/or braille goal.)
- **Teach braille tactually: Braille is only taught visually to university students. Tactual sensitivity and discrimination skills require training and are complex**
 - Tactual training should be taught from infancy
 - There are many resources from APH and Exceptional Teaching Aids such as The Mangold Developmental Program of Tactile Perception and Braille Letter Recognition, www.exceptionalteaching.com.

Professional Best Practice Teaching Practices—

- **Contact families weekly**
- **Teach braille to others (at minimum teach alphabet/uncontracted braille to parents, siblings, classroom teachers, peers)**
- **Teach braille across a variety of subjects (academic, social, recreational)**
- **Require at least one academic subject be completed in braille exclusively for students who are both braille and print readers**
- **Contact general education teacher each time you are in the school**
- **Teach “survival braille words” to students who have multiple disabilities**

Reading Fluency Chart

Student Name _____

Grade _____

