Strategies in teaching Braille
Part 4

Fundamentals in braille instruction

- Do's and Dont's Reading:
  - book should be located on elbow-level
  - sensitization of hand and fingers
  - monitor hand and finger movements
  - fluency and accuracy
  - emphasis placed on reading not on skills only
  - avoid interferences: Optical point of view represent rotated images of each other; vertical rotation
  - read the letter by naming the assigned number of each dot

Fundamentals in braille instruction

- Do's and Dont's Reading:
  - The number of rotation errors is less in the case of naming the assigned number of each dot. (Mirror-image-effect)
  - train reading with both hands right from the beginning
  - train the continuous flow of reading
  - train the reading speed
  - avoid top to bottom/bottom-top finger movements

Fundamentals in braille instruction

- Do's and Dont's Reading:
  - train the finding of the next line (left hand finds next line before right hand finishes reading previous)
  - train "light touch", avoid hard pressure with the finger tips (others want to have some dots, too!)
  - use a non-slip pad tor reading

Fundamentals in braille instruction

- Miscellaneous:
  - monitor body position; inclined upright
  - do not start with the analysis of the braille cell if you teach braille to congenitally blind students (elementary school) they do not connect sense with the dots, yet. You can do it later on-different with newly blinded people who already know literacy.
  - do not enlarge Braille – increases up and down finger movements
  - create new words with letters they have learned already-increases motivation

Fundamentals in braille instruction

- Miscellaneous:
  - use colored braille material but avoid dot-contrast – visual impaired can use residential vision without reading with it
  - do not train or introduce rivers letters like e/i (e i) at the same time
  - it is important to encourage students not to "peek" at the dots. Many will try to read the Braille text visually. This contributes to much slower reading
  - using blindfolds discourages peeking but need a sensitive introduction that leads to little or no resistance

Strategies in teaching Braille
Part 4