

# Beginning Braille Competencies

The following competencies do not have to be accomplished before kindergarten. Each child is unique in his development and readiness level. Literacy skills will progress according to a child's language development, concept formation, interest-motivation, and fine motor discrimination abilities. The braille reading/writing skills that he or she learns will provide the added exposure that many sighted children possess upon entering kindergarten. More specifically, the young student will have the opportunity to use braille-producing tools and begin processing the complexities of the braille code prior to kindergarten.

The following competencies are not in sequential order. A certified teacher of students with visual impairments will determine the sequence and combination of instructional skills necessary for each student's optimal progress.

1. Tracks smoothly across three to eight lines of double spaced braille.
2. Finds beginning and end of a braille line.
3. Locates long and short horizontal and vertical braille lines.
4. Locates braille symbol that is different in a line of braille.
5. Locates braille symbol that is the same in a line of braille.
6. Discriminates two braille symbols to determine if they are the same or different.
7. Matches and sorts braille symbols (letters, numbers, whole word contractions).
8. Demonstrates organization of braille cell using a variety of materials (golf balls, marbles, pegs.)
  - a. Copying six piece configuration
  - b. Copying by demonstrating "dot" system
9. Transfers skill #8 to the six keys on the braille writer.
10. Pushes each key separately and in combination with other keys.
11. Reads and writes numbers 0 – 10 in braille using number sign.
12. Reads and writes some letters of the alphabet in braille.
13. Reads and writes simple whole word contractions (go, like).
14. Reads and writes first and last name.
15. Discriminates own name from other dissimilar names in braille.
16. Attempts to "read" or follow along when an adult reads a print/braille book.
17. Inserts and removes paper in braille writer.
18. Locates all parts of the braille writer when named.
19. Demonstrates use of all parts of braille writer when asked.
20. Locates, removes and replaces push pin in cork board to complete teacher directed task.
  - a. Uses pencil/crayon to mark correct response.
21. Moves beads on abacus for counting purposes.
22. Dictates and co-actively writes simple language experience phrases for developing a book or weekly news notes.

23. Rhymes words for building simple word families.
24. Sorts tactual objects according to their beginning sounds.
25. Begins *Patterns* pre-primer.
26. Begins *Mangold* program.
27. "Scribble writes" using a slate and stylus.
28. Exposed to technology.

Newbold, S. (2000). *Emergent literacy for young blind children*.  
Phoenix, AZ: Foundation for Blind Children, pp. 43-46.

L. Penny Rosenblum, Ph.D., June 18, 2005, Western Regional Early Intervention Conference