

TACTILE GRAPHIC PLANNING SHEET

Incubation

As you begin planning your tactile graphic, this sheet may help you plan. Jot down some notes, then compare this tactile graphic to other planning sheets done for graphics for the same text or series, for the same subject or for the same student. Consistency in style gives the student a head start in sorting out the graphic information.

Teaching Purpose of the Graphic

Read the text surrounding the illustration, and the activities or questions related to the graphic. Try to determine the concept being taught. Make a note to yourself (below) about the teaching purpose. A teacher's edition of the text is always helpful in this situation, and saves you a great deal of time.

Tactual Significance

In the first column, list the information in the graphic that you will need to include, in the order of importance or priority.

In the second column, list the textures and/or materials you will use, matching the information priority with tactual significance.

Tracking Your Work

When your graphic is done, you may want to make a photocopy of it, and add notes about the materials you used. When a similar graphic needs to be done, your "incubation" will be already done for you. If you are able to get feedback from the student, you might add additional notes about how easily the graphic and/or materials we read.

Keeping track of the time it took to produce (including planning time) will help you project how quickly you will be able to complete the next assignment.

TACTILE GRAPHIC PLANNING SHEET

AREAS

Information	Texture/Material

LINES

Information	Texture/Material

POINT SYMBOLS

Information	Texture/Material

LABELS AND KEY

Title of Graphic: _____ Page: _____

Text or subject: _____ Student/Agency: _____

Date Assigned: _____ Date Needed: _____ Production time: _____

Source: *American Foundation for the Blind, Techniques for Creating and Instructing with Tactile Graphics*, 2005. Lucia Hasty and Ike Presley

ADDING LABELS

When possible, labels should be brailled directly on the master rather than applied by the “cut and paste” method. When labels are glued on top of an area, the reader must interpret the additional lines created by the edges of the label.

Labels should be applied horizontally, allowing the reader to look at them in a natural reading position. The exception is orientation and mobility maps.

When there is not enough room for the whole word or phrase, an abbreviation system must be devised.

- Two-cell abbreviations should be used. This provides the reader with information to assist in identifying the word.
- Contractions should be used when they assist in sounding out the word.
- No capitals, periods or letter signs are used. Two-cell postal abbreviations are used for states (US), provinces (Canada) and countries. For a list of those abbreviations, go to www.usps.com.

Example: Abbreviations on a map including major cities

in the US	ok	Oakland
la		Los Angeles
al		Albuquerque
ft		Fort Worth
at		Atlanta
i(ow)		Iowa City
(ch)i		Chicago
(in)d		Indianapolis
ny		New York
r(ch)		Richmond

The system you use should be logical. As the reader scans the graphic, he should be able to decode the abbreviations to make the fewest trips possible back to the key for verification.

Source: American Foundation for the Blind, *Techniques for Creating and Instructing with Tactile Graphics*, 2005. Lucia Hasty and Ike Presley