K Braille Routine

<table>
<thead>
<tr>
<th>Goals/Learning Targets</th>
<th>Iowa Core Essential Elements/Iowa’s Alternate Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept of self</td>
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<tr>
<td>Concept development of the Braille writer</td>
<td><strong>ELA.EE.L.7.2.b</strong> Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns</td>
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<tr>
<td>Name</td>
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<tr>
<td>Braille awareness</td>
<td>- DLM- Tested on Initial Precursor: Can recognize the sound of the letter of their first name in words they hear and see, and can correctly represent this letter when spelling words that start with the same letter</td>
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<td></td>
<td>o Feeling letters or Finger Spell</td>
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<td></td>
<td>- ELAA- W/GS expresses interest during print or braille based interactions.</td>
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<td>- Letter Identification within</td>
<td></td>
</tr>
<tr>
<td>Comprehensive Literacy Instruction - Reading Foundation</td>
<td></td>
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</tbody>
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Materials

Perkins light touch brailler
Braille label paper

Comments in red are what K Does
Comments in blue note decisions based on Assessment and Diagnose for instruction

Concept Development

- Adult and K will go get the Braille writer from its storage spot and take it to the work area. *(Encourage K to carry the Braille writer- offer assistance)*
  Communication Matrix- requesting a new action and making choices

- Adult and K will go get a piece of Braille paper and bring it to the work area.
  Building concepts of writing materials
  ECC building concept development
  o Feeling letters or Finger Spelling

- K will sit at the work area in a comfortable sitting position with adult next to her.
  Functional vision assessment- working at near with adult on the side. CHARGE syndrome- positioning that is comfortable and supportive.
  o W/GS expresses interest during print or braille based interactions.

- Adult will move behind K. *(Let K see the adult sitting behind her, if needed give K a chance to “warm up” to the idea of an adult sitting behind her.)*
  SLK assessment and communication plan (Tactile signing)
• W/GS expresses interest during print or braille based interactions.

- Using hand under hand- explore the Braille writer together. Feel the keys, knobs, latches, etc. (Do one part at a time, giving pauses between to allow K to explore how the part moves and feels. She will follow the adults lead.)
  SLK assessment- response time
  - W/GS expresses interest during print or braille based interactions
  - Feeling letters or Finger Spelling

- Adult and K will place the paper in the Braille writer. (K will follow hand under hand. She can independently roll in the paper.)
  - W/GS expresses interest during print or braille based interactions.
  - Feeling letters or Finger Spelling

- Adult will Braille with K. Hand under hand with K’s hands on top of the Adult’s hands. (Adult will finger spell before each letter. Give K time to tactually feel the sign and visually see it before writing).
  - W/GS expresses interest during print or braille based interactions.
  - Feeling letters or Finger Spelling

- After Brailling a letter, use hand under hand to reach up to the paper and have K feel the Braille.
  ECC- concept development
  Literacy instruction
  - W/GS expresses interest during print or braille based interactions.
  - Feeling letters or Finger Spelling

- When finished with her name, roll the paper out of the Braille writer. (K can help roll the paper out.)
  - W/GS expresses interest during print or braille based interactions.
  - Feeling letters or Finger Spelling

- Adult will help K peel the Braille label of. (Encourage K with a touch cue or hand under hand to peel the label off herself).
  Communication matrix- direction attention
  - W/GS expresses interest during print or braille based interactions.
  - Feeling letters or Finger Spelling

- The label will be placed next to or on one of the many K name labels in the classroom. (When at the print label, the Adult will sign K and finger spell K with K as they place the Braille Label)
  ECC- Concept development
  Self-concept
  Name
  Literacy
  - W/GS expresses interest during print or braille based interactions.
  - Feeling letters or Finger Spelling

- The adult and K will put the Braille writer away. (Encourage K to carry the Braille writer- offer assistance)