

Project SLATE /Framework for Braille  
Professional Consensus on Instructional Considerations for Students in  
Braille Literacy Programs

Skill Areas	Consistency	Total Time per Day	Time Span	Duration
Emergent Braille Literacy Skills	1 to 5 days/week	½ to 1 hour	Infancy to preschool	Throughout at least one school year
Early Formal Literacy Skills ("prebraille")	Daily contact	½ to 1 hour	Preschool-kindergarten	Throughout at least one school year
Beginning Braille Literacy Skills	Daily contact	1-2 hours per day	Kindergarten-grade 3	Throughout at least one school year
Beginning Literacy Skills in Dual Media (Print and Braille)	Daily contact	1 to 2 hours per day	Kindergarten - grade 3	Throughout at least one school year
Intermediate Braille Literacy Skills	1 to 3 days/week up to daily contact	2 hours per day to 1/2 hour per day	Grades 4-8	Throughout at least one school year
Advanced Braille Literacy Skills	1 to 3 days per week to semimonthly or monthly contact	1-2 hours per day to 1/2-1 hours per day	Grade 9-12	Throughout at least one school year

Skill Areas	Consistency	Total Time per Day	Time Span	Duration
Braille Literacy Skills for Students with Print Literacy Skills	Daily contact	1 to 2 hours per day	Introduced at an appropriate time as determined by the educational team	Throughout at least one school year
Listening, Aural Reading, and Live Reader Skills	1 to 3 days/week to Periodic	1/2-1 hour per day to less than 1/2 hour per day	Throughout the school years	Throughout at least one school year overall; concentrated for specific applications
Technology Skills	1 to 3 days/week to daily	1/2-1 hour per day	Throughout the school years	Throughout at least one school year overall; short or concentrated for specific devices
Keyboarding and Word Processing Skills	Daily contact to 1-3 days/week	less than 1 hour per session to 1/2 to 1 hour per session	Begin in grade 1, 2, or 3	Throughout at least one school year
Slate and Stylus Skills	Daily contact to 1-3 days/week	1/2-1 hour per day to less than 1/2 hour per day	Begin in grade 3 or 4	Throughout one quarter or semester or Throughout at least one school year
Signature Writing Skills	1-3 days/week	1/2-1 hour/day to less than 1/2 hour/day	Begin in grades 5-7, grade 3, or grade 4	Throughout one quarter or semester or Throughout at least one school year

Project SLATE /Framework for Braille/1  
Emergent Braille Literacy Skills

Skill Area Description	
Supporting early literacy development in early childhood settings, such as the home, daycare, and preschool; teaching early literacy skills and modeling techniques for fostering development of those skills in the home and preschool, such as reading aloud to the child, developing book concepts, encouraging early reading and writing skills (e.g., pretend reading, scribbling); working with parents and others to expand student’s experiential base and general concepts; developing hand/finger skills; helping parents and others acquire books, labels, and other materials in accessible media; helping parents acquire knowledge of braille and resources for learning the braille code; assuring models of proficient braille readers; bridging emergent literacy to early formal braille literacy.	
Recommended Levels of Service	
Consistency	Moderate-Moderate/High (one to five days per week) Moderate (67%) High (28 %)
Total Time per Day	Moderate-Moderate/Short (1 hour to less than one-half hour per day) Moderate (79%) Short (18%)
Time Span	Infancy to preschool
Duration	Long (throughout at least one school year) (100%)

Project SLATE /Framework for Braille/2  
Early Formal Literacy Skills ("Prebraille")

Skill Area Description

Teaching hand/finger skills, tactile discrimination and perception skills, and hand movements; fostering early letter and simple word recognition skills; increasing conceptual knowledge and vocabulary skills; increasing listening skills; expanding the student's experiential base; fostering early reading and writing skills; fostering motivation for, and enjoyment of, reading; applying braille in authentic contexts; bridging early literacy and beginning braille literacy.

Recommended Levels of Service

Consistency	High (daily contact) (89%)
Total Time per Day	Moderate (1/2 to 1 hour per day) (89%)
Time Span	Preschool through kindergarten (97%)
Duration	Long (throughout at least 1 school year) (100%)

Project SLATE /Framework for Braille  
Beginning Braille Literacy Skills

Skill Area Description

Teaching formal reading skills in braille, including decoding and word analysis skills, vocabulary development, comprehension skills, and reading for specific purposes; teaching formal writing skills with the braillewriter; providing ongoing assessment of braille literacy skills and literacy media needs; continuing to develop mechanical skills in braille reading; building reading fluency; building motivation for, and enjoyment of, reading; encouraging leisure reading; applying literacy skills throughout the day and in authentic contexts; bridging beginning braille literacy skills and intermediate braille literacy skills.

Recommended Levels of Service

Consistency	High (daily contact) (100%)
Total Time per Day	Long (1-2 hours per day) (89%)
Time Span	Kindergarten through Grade 3 (94%)
Duration	Long (throughout at least 1 school year) (100%)

Project SLATE /Framework for Braille/19  
Beginning Literacy Skills in Dual Media (Print and Braille)

Skill Area Description

For students for whom the educational team has decided that instruction in both print and braille is appropriate: Teaching formal reading skills concurrently in both print and braille, including decoding and word analysis skills, vocabulary development, comprehension skills, and reading for specific purposes; teaching formal writing skills in both print and braille; providing ongoing assessment of literacy skills and literacy media needs; continuing to develop mechanical skills in braille reading; building reading fluency in both media; building motivation for, and enjoyment of, reading; encouraging leisure reading; applying literacy skills in print and braille throughout the day and in authentic contexts; bridging beginning literacy skills and intermediate literacy skills.

Recommended Levels of Service

Consistency	High (daily contact) (100%)
Total Time per Day	Long (1 to 2 hours per day) (92%)
Time Span	Kindergarten through grade 3 (89%)
Duration	Long (throughout at least 1 school year) (100%)

Project SLATE /Framework for Braille/5  
Intermediate Braille Literacy Skills

Skill Area Description

Teaching the use of reading as a tool for learning; teaching flexibility skills (e.g., studying, skimming); teaching and applying reading skills in content areas; teaching use of reference books (e.g., dictionaries, encyclopedias, library materials); continued teaching of editing marks in refining writing drafts; continued work on fluency, and continued work (as needed) on accurate recognition of contractions in the braille code; continued work on interpreting and reading various formats; teaching strategies for using a variety of literacy tools; incorporating technology into literacy tasks; applying literacy tasks in authentic contexts; bridging intermediate literacy skills and advanced literacy skills.

Recommended Levels of Service

Consistency	Moderate to Moderate/High (one to three days per week up to daily contact) Moderate (69%) High (16 %)
Total Time per Day	Long to Long/Moderate to Moderate (2 hours per day to 1/2 hour per day) Moderate (69%) Long (16%)
Time Span	Grades 4 through 8 (85%)
Duration	Long (throughout at least 1 school year) (100%)

Project SLATE /Framework for Braille/6  
Advanced Braille Literacy Skills

Skill Area Description

Teaching specialized codes, such as computer braille and foreign languages braille; continuing the use of Nemeth Code in more advanced science and mathematical contexts; continuing to expand experience with textbook format; offering Grade 3 braille as an option for college-bound students; teaching strategies for balancing emphasis among literacy tools (e.g, braille, recorded material); continuing to incorporate the use of technology into literacy tasks; continuing to apply literacy tasks in authentic contexts.

Recommended Levels of Service

Consistency	Moderate to Moderate/Low (1 to 3 days per week to semimonthly or monthly contact) Moderate (51%) Low (49%)
Total Time per Day	Long to Long/Moderate (1-2 hours per day to 1/2-1 hours per day) Long (68%) Moderate (18%)
Time Span	Grades 9 through 12 (91%)
Duration	Long (throughout at least 1 school year) (97%)



Project SLATE /Framework for Braille/7  
Braille Literacy Skills for Students with Print Literacy Skills

Skill Area Description

Teaching tactile perception, hand movements, and letter/symbol recognition skills in braille; introducing braille contractions and rules in meaningful contexts; teaching braille writing skills; integrating use of braille in practical activities; providing instruction in contracted and uncontracted braille to address the present and future needs of the individual student; providing ongoing assessment; applying literacy skills throughout the day and in authentic contexts; bridging beginning literacy skills and intermediate literacy skills.

Recommended Levels of Service

Consistency	High (daily contact) (97%)
Total Time per Day	Long (1 to 2 hours per day) (95%)
Time Span	Introduced at an appropriate time as determined by the educational team (95%)
Duration	Long (throughout at least 1 school year) (100%)

Project SLATE /Framework for Braille/8  
 Listening, Aural Reading, and Live Reader Skills

Skill Area Description

Fostering development of auditory skills (e.g., auditory awareness and attention, sound localization, auditory memory, auditory clozure); teaching and reinforcing the use of listening to gather information; teaching the mechanics of using recorded textbooks; teaching strategies for gathering information from recorded textbooks; teaching strategies for obtaining and purposefully directing the activities of, and gathering information from, live readers; applying listening, aural reader, and live reader skills in authentic contexts.

Recommended Levels of Service

Consistency	Moderate to Periodic (87%)
Total Time per Day	Moderate to Short (1/2-1 hour per day to less than 1/2 hour per day) (97%)
Time Span	Throughout the school year (100%)
Duration	Long overall (throughout at least one school year); concentrated for specific applications (one to a few days with high/moderate intensity) (100%)

Project SLATE /Framework for Braille/9  
Technology Skills

Skill Area Description

Teaching technology skills to facilitate literacy tasks and to access print information, such as use of braille note taking devices, refreshable braille displays, synthesized speech, accessible software (e.g., database and telecommunications programs), scanners (to convert print to an accessible medium), and braille and inkjet printers; gaining access to, and information from, the Internet; applying technology skills throughout the day and in authentic contexts.

Recommended Levels of Service

Consistency	Moderate to High (87%)
Total Time per Day	Moderate (1/2-1 hour per day) (95%)
Time Span	Throughout the school years (97%)
Duration	Long overall (throughout at least one school year); short (throughout one quarter or semester) or concentrated for specific applications (one to a few days with high/moderate intensity) (100%)

Project SLATE /Framework for Braille/10  
Keyboarding and Word Processing Skills

Skill Area Description	
Teaching touch-typing techniques via a computer with speech synthesis or a typewriter with verbal feedback from the teacher; teaching strategies for using word processing, including creating, editing, saving, and printing text files; building fluency and accuracy in keyboarding skills; applying keyboarding and word-processing skills in daily activities.	
Recommended Levels of Service	
Consistency	High to Moderate (daily contact to 1-3 days per week) (100%)
Total Time per Day	Moderate/Short to Moderate (less than 1 hour per session to 1/2 to 1 hour per session) Moderate (71%) Short (29%)
Time Span	Begin in grade 1, 2, or 3 (97%)
Duration	Long - at least one school year (87%)

Project SLATE /Framework for Braille/11  
Slate and Stylus Skills

Skill Area Description

Modeling the appropriate and effective use of the slate and stylus; teaching use of the slate and stylus; exposing students to the various types of slates and styli and the purposes for which each may be used; building fluency in use of the slate and stylus; applying the use of slate and stylus skills in practical literacy activities.

Recommended Levels of Service

Consistency	High/Moderate to Moderate (daily contact to 1-3 days per week) High (76%) Moderate (21%)
Total Time per Day	Moderate to Short (1/2-1 hour per day to less than 1/2 hour per day) (87%)
Time Span	Begin in Grades 3 or 4 (93%)
Duration	Long (throughout at least one school year) or short (throughout one quarter or semester) (97%)

Project SLATE /Framework for Braille/12  
Signature Writing Skills

Skill Area Description

Teaching skills in signature writing for legal purposes; exposing students to a variety of writing implements and writing guides; developing fluency and consistency in signature writing; teaching strategies for knowing when and why one's signature is required; assessing student's need for further handwriting instruction (beyond one's signature); applying the use of signature writing skills in authentic contexts.

Recommended Levels of Service

Consistency	Moderate (1-3 days per week) (89%)
Total Time per Day	Moderate to Short (1/2-1 hour per day to less than 1/2 hour per day) (87%)
Time Span	Begin in grades 5-7, grade 3, or grade 4 (90%)
Duration	Long (throughout at least one school year) or short (throughout one quarter or semester) (97%)