AMERICAN PRINTING HOUSE

American Printing House for the Blind Braille Transcription Specifications

Updated: Oct. 2022

APH Braille Transcription Specifications

The official release of *Braille Formats: Principles of Print-to-Braille Transcription, 2016* is available on the BANA website in three accessible electronic versions: BRF, enhanced PDF, and online HTML, downloadable at the Braille Authority of North America's Formats download page.

This revision of *Braille Formats* aligns BANA's braille formatting guidelines with *Unified English Braille* (UEB). Print copies are available for purchase by the American Printing House for the Blind (APH) at their website link. Braille copies are also available at this link.

To accord to *Braille Formats 2016* and address other issues, we have updated our **Braille Textbook Specifications**. Please contact your editor via email or phone if you have any questions or suggestions about the APH Textbook Specifications. It is our goal to provide quality materials and references to braille transcribers. Editor contact information is at the end of this document

When transcribing a braille textbook for APH, we require you to read and follow these specifications. Attachments and samples are available for clarification. The specifications comprise three goals towards creating a high quality product utilizing the most useful methods for braille-reading students:

- Follow the *Rules of Unified English Braille (UEB)* and *Braille Formats: Principles of Print-to Braille Transcription, 2016*
- Introduce APH agency decisions
- Support transcribers in the preparation of braille texts and tactile graphics toward a seamless transition from transcriber to production

When a work is submitted, the transcriber should consider it their best work and feel it is "production-ready." That level of diligence is what the student deserves—a truly accessible textbook equal in comprehensibility, readability, and with as few errors as the textbook of the print reader. These criteria require conscientious proofing of both layouts and all symbol formation—a true line-by-line, cell-by-cell proofreading, not just a scanning of materials and verification of page numbering.

Failure to comply with these specifications will result in the work being rejected and resubmission requested.

1. Volume Size:

- Volumes are not to exceed 160 INTERPOINT pages (80 sheets of paper)
- Single-side volumes are not to exceed 80 pages (80 sheets of paper)
- Volumes of 100 interpoint pages or fewer (50 sheets of paper) need to be combined with another volume unless prior approval from the editor is given.
- CONSUMABLE/EXPENDABLE books are not to exceed 80 single-sided braille pages
    - **NOTE**: For grades K-3, please limit to 50 single-sided braille pages

2. Labeling Files, DVDs, or other Media:

- Label as follows:
    - Title:

    - Catalog #: A-B0000-00
    - ISBN:
    - Volume(s):
    - One-side, Consumable, Interpoint, Double-spaced
    - Transcriber/Agency Name:
- Save and label all files using the Catalog number first, changing the end with each new volume or supplement:
    - A-B (A hyphen B), then catalog number:
    - **P**reliminary volume(s) (P0#): A-B0555-**P**01
    - **V**olume(s) (V0#): A-B0555-**V**01, A-B0555**V**02
    - **S**upplement(s) (S0#): A-B0555-**S**01

3. Software:

Deliver files in the following format:

- BRAILLE FILES: Braille Ready files .brf
    - Braille2000: .abt, .b2k
    - Duxbury: .dxb (Duxbury print files [dxp] are welcomed, provided they match the included .brf/.dxb).

- GRAPHIC FILES: Adobe .pdf, CorelDraw .cdr
- PRINT FILES: Word .doc, .docx; WordPerfect. .wpd
- Set files for interpoint or single-sided braille per your contract
- Save each volume in a file of its own

Keep a copy of all files on record until the end of the textbook in case there are delivery issues.

4. Formatting:

Apply the rules set forth in all BANA Publications, including:

- *The Rules of Unified English Braille, Second Edition 2013,* with 2014 Updates
- *Braille Formats: Principles of Print-to-Braille Transcription, 2016*
- *Guidelines and Standards for Tactile Graphics, 2010*

Read the Agency Decisions section. See Appendix A: APH Agency Decisions.

OMIT:

- Periodic Table of Elements in each book. It will be substituted with an APH product
- Atlas sections
- Consultants and Reviewers
- Photography/Illustration Credits

4a. Transcriber-Generated Pages may include:

- Title page (t1) (Left margin, 1-3)
- Transcriber's Identification page & Printing History Statement (t2)
- Special Symbols page (t3)
- Transcriber's Notes page (t4)

Number INTERPOINT transcriber-generated pages in the lower right hand corner of each odd page. (t1, t3, t5)

There should be no blank pages within the transcriber-generated pages unless it is the blank back of the last transcriber-generated page.

4b. Title Page and t2

Follow the left margin, 1-3 Title Page Sample format. See Appendix B: Sample Pages for samples in both print and braille.

Insert on each Title page:

- To accord with the Marrakesh Treaty, a required reproduction notice should be placed on the next line after the copyright notice. It should read as:

  Any further reproduction or distribution other than in an accessible format is an infringement.

- As transcriber identification is placed on page t2 (see below), for the transcription segment on page t1, please use:

  Produced 2021 in Unified English Braille by
  American Printing House for the Blind
  Louisville, KY 40206

  - If the UEB material is technical in nature, please use:

Produced 2021 in UEB Math/Science by
American Printing House for the Blind
Louisville, KY 40206

- If a Nemeth within UEB transcription is requested (phrase exactly):

  Produced 2021 in UEB with Nemeth by
  American Printing House for the Blind
  Louisville, KY 40206

- In _ Preliminary Volumes, _ Volumes and _ Supplements

  This information will be filled in when the total volume count is known

- Name a preliminary volume (front/back matter) if it includes: transcriber-generated pages, the entire table of contents, other front matter, and is 90/100 or more pages (45/50 sheets)
- Name end matter as Supplements. Include Identifier: Glossary, Index, Gazetteer, etc.

Examples: Supplement 3: Glossary A-M
Supplement 4: Glossary N-Z

- Count only the braille pages with text on them when inserting the numbers on the title page. **Do NOT include** the blank page inserted at the end of the transcriber-generated pages, the end of the preliminary pages, or at the end of the volume
- Indicate the print lettered page number (example: *BF,* 2-13, page 2—11) on the title page when a braille volume either begins and/or ends with a lettered continuation page. [*BF*, 2.3.8(d)]
- Place a **running head** on all pages–EXCEPTION: title page and the first page of text in each volume. (*BF, §*1.8.2)
- Transcriber identification paragraph goes on the back of the title page (t2), **followed by the print history statement after two blank lines and the accessible format notice.** APH has made an agency decision to continue to use the print history statement. Follow TRANSCRIBER IDENTIFICATION template provided here.

This book was transcribed by _ for the American Printing House for the Blind through the Accessible Textbook Department.

Some publishers may revise books at the time of a new printing, accounting for differences between print and braille with identical ISBNs. Compare the printing history number on the braille title page against a hardcopy textbook when differences in text are noted and identify if the braille is an older or newer printing than the classroom hardcopy.

4c. SPECIAL SYMBOLS USED IN THIS VOLUME

The first symbol listed is always the Dot locator for “mention,” ⠨⠨, followed by the next symbol in braille order. The dot locator must precede every symbol.

- See Appendix G in *Braille Formats 2016*, page G-1, or Appendix C within this document for the symbols required
- See Appendix 3 in RUEB, pages 275-319, for a list of symbols arranged according to braille order

Include on the SPECIAL SYMBOLS page:

- Transcriber-defined symbols with their purpose clearly defined
- Non-UEB symbols

> **Exclusion:** Do not include on the SPECIAL SYMBOLS page any *Nemeth* Mathematical symbols. (*The Nemeth Braille Code for Mathematics and Science Notation,* 1972 Revision)

4d. TRANSCRIBER'S NOTES Page

Double cap "TRANSCRIBER'S NOTES"

Insert the following on the Transcriber's Notes page(s) of all NEMETH with UEB translations:

- Mathematical content is transcribed according to *The Nemeth Braille Code for Mathematics and Science Notation, 1972 Revision,* 2007-2016 updates and the *Guidance for Transcription Using the Nemeth Code within UEB Contexts*.

Insert the following on the Transcriber's Notes page(s) of all UEB Math/Science translations:

- This volume has been transcribed according to the *Unified English Braille Guidelines for Technical Material, 2008,* 2014 Update and the *Provisional Guidance on Transcribing Mathematics in UEB, 2019*.

Insert the following on the Transcriber's Notes page(s) of all FOREIGN LANGUAGE transcriptions:

- This volume has been transcribed according to the *Guidelines for Braille Transcription of Languages Other Than English, 2022*.

Insert the following on the Transcriber's Notes page(s) of all NEMETH CHEMISTRY transcriptions:

- Technical content is transcribed according to *The Nemeth Braille Code for Mathematics and Science Notation, 1972 Revision,* 2007-2016 updates, the *Guidance for Transcription Using the Nemeth Code within UEB Context*, the *Braille Code for Chemical Notation, 1997*, and the *Provisional Guidance for Chemistry Notation Using Nemeth in UEB Contexts, 2017*.

Insert the following on the Transcriber's Notes page(s) of all MUSIC transcriptions:

- This volume has been transcribed in accordance with the provisions of the *Music Braille Code, 2015.*

Insert the following note for all consumable books (See guidelines for Consumable books in Appendix G):

- Consumable pages are for one-time use only. The student can braille on them by removing a page and inserting it into their braille writer.

Insert the following note for all early educational materials (grades K-3) [Our specs for early educational materials can be found in Appendix G, here]:

- This volume has been transcribed according to the APH Agency Guidelines for Early Education (K-3) and the *BANA Guidelines for the Transcription of Early Education Materials from Print to Braille, 2020.*

4e. Front Matter/Preliminary Pages:

- Number INTERPOINT text pages with the print page number (when used) at the end of line 1 on odd and even pages; and the preliminary braille number [p1, etc. *BF*, §2.7.1(b)] on odd pages only, at the end of line 25.
- Follow print for page order in all volumes [*BF*, §2.7.1(d)]
- Book jacket information is inserted as the first front matter material [*BF*, §2.8.1(a)]

- Do not include book jacket/cover information that is repeated elsewhere in the text, advertising materials, etc. [*BF*, §2.8.1(b-c)]
- Leave NO BLANK PAGES within the preliminary pages unless it is the last (even) page or the back of a tactile graphic. Force a BLANK PAGE if necessary, at the end of the preliminary pages and at the end of the volume, to ensure these sections end on an EVEN page. Interpoint books need this last page blank to start the first page of text on an odd page for a continuous run on the embosser.

4f. Body Matter:

- Number INTERPOINT text pages with the print page number at the end of line 1 on odd and even pages; and the braille number on odd pages only, at the end of line 25
- Body matter pages begin with braille page 1 in each volume. (*BF*, §2.12.1b)
- Insert the complete title of the book on the first line(s) of the first Arabic numbered page. (*BF*, 1.8.1)

- End volumes at the end of a Unit, Part, Chapter, Lesson, Section, Article, or at a logical break in thought
- Set up any "test material" as actual "tests."
- Answer Sections go at the end of each volume, NOT as a separate volume unless requested by the editor
- End each volume with the words: End of Volume #. *(Center with a blank line above, enclose within transcriber's notes indicators.)*
- End the final volume of each book with the words: The End. *(Center with a blank line above, enclose within transcriber's notes indicators.)*
- End the final supplement of each book with the words: End of Supplement #. *(Center with a blank line above, enclose within transcriber's notes indicators.)*
- A Supplement must be at least 50 sheets (which is 50 single-sided braille pages or 100 interpoint braille pages), or it will have to be added to the last volume
- Volume numbering must be given consecutive Arabic numbering. (*BF*, 1.6.2)

- For books with only one Supplement, write "Supplement 1" (without quote marks) on the title page (with a blank line above)
- All alphabetic reference sections (glossaries, indexes, etc.) must have guide words.

5. Graphics:

APH has created a Tactile Graphic Image Library (TGIL) for transcribers' use. It can be found here: TGIL website. You can register to use this website free at: imagelibrary@aph.org. For additional information on the TGIL, e-mail: tgfeedback@aph.org

Select graphics that provide necessary and meaningful information to be included in tactile preparation. Beware the distinction between "repeat of the facts in the text" and "illustration of the object or subject being discussed." Include all circle graphs (pie charts), Venn diagrams, line graphs, bar graphs, and graphic organizers as tactile graphics.

Follow BANA *Guidelines and Standards for Tactile Graphics, 2010*, except for a few agency decisions specified in this document. Preserve the original intent and purpose. Create graphics that are tactually clear and readable. Provide equivalent information to the tactile reader. Do not interpret the graphics for the reader.

Unless specifically request, collage graphics are no longer accepted. Create graphics in one of the following ways:

- Electronic drawings created by CorelDRAW, Adobe Illustrator, etc.
- *If specifically requested,* collage (including combination of collage and spur wheel tooling, and Tiger graphics embellished with collage elements)
- Other methods must be approved by the Tactile Graphics Designers (see contact info below)

Collage graphics are used as masters to create thermoform copies for APH textbook production. Consider the heat of thermoforming when choosing materials for collage graphics.

Do not use materials that may melt or change shape under heat. See Recommended Materials for Collage Graphics in Appendix D.

Electronic tactile drawings are going to be produced by Tactile Vision process (commonly referred to as the “Green Machine” at APH) or Roland VersaUV Printer, each of which has its own specific drawing specs. Choice of the production method will be made individually for each project. Please contact the Tactile Graphics Designers for more information.

Keep the graphic within the boundaries of 40 cells wide and 25 lines down. See sample template for tactile graphics in Tactile Graphics Template in Appendix D

Consider all blank pages as a numbered braille page, but not a continuation of print page numbering. All odd pages containing a graphic include a print and braille page number. All even pages containing a graphic include a print page number only. DO NOT PUT CONTINUATION NUMBERS ON THE BLANK PAGES

SURROUNDING A GRAPHIC. See Graphics Pagination Sample in Appendix D.

Retain the graphic pages within the braille file for removal and replacement with the actual tactile graphic. Retain the braille content of the graphic page within the braille file for easy modification if necessary. All braille which appears around a tactile graphic must be included in the file, including all keys, directions, surrounding text, etc. Should a change/correction/revision have to be made, this will greatly expedite the process. Moreover, the braille must appear on the page and side (left or right) in which it will appear on the tactile.

Consider replacing or accommodating graphics with description, identification, or explanation as transcriber's notes if it will make it more understandable for the reader. Use transcriber's notes to explain changes made to the print graphics.

If keying technique is needed, assign 2 braille cell symbols in the key that are logically related to the represented information. Use ISO standard for abbreviations of country names and USPS Postal Codes for US state names. Do not use letter combinations that conform to shortforms.

Insert a key as a transcriber's note below the title. Place key prior to the graphic on the same page when possible, or on the immediately preceding page. See Placement Of Graphic Keys in Appendix D.

Complex diagrams can be simplified by elimination, consolidation, distortion, or separation for clarity without compromising the original intent and purpose.

Maintain consistency with choice of symbols, key assignments, and layout and format throughout a transcription.

Include a completed Graphic Tally Sheet with each shipment. See Graphic Tally Sheet Sample in Appendix D.

For collage graphics, label each graphic master with the catalog and volume numbers on the back. Submit graphic masters to APH when you submit transcription.

When multiple diagrams are placed on one page, the page is considered as one graphic page and is compensated for as one billable graphic page.

6. Proofreading:

Proofreading MUST be done for all transcriptions, *including graphics.*

Contact the Braille Textbook Coordinator (see contact info below) or e-mail atic@aph.org if a proofreader is not available.

Proofreading by the transcriber of the text is NOT acceptable.

Two people are used when proofreading, a copyholder and a proofreader. The proofreader reads the braille text and graphics, and the copyholder follows along reading the print text and graphics. Transcriber of text may be the print copyholder with prior approval.

Use the enclosed ERROR SHEET to record any transcription errors found during proofreading. Submit ERROR SHEET with transcription. See Appendix E: Error Sheet.

7. Ink Print Pages:

Send Word document in the same shipment with the .brf (and graphics if applicable).

Submit each volume's ink print pages as a separate word-document file or text file. *Do not send all Word documents together in one file.*

Each Volume should have between two (2) or eight (8) files:

- 2 Files = Braille .brf, and print .pdf (or .doc)
- 4 Files = .brf, .pdf, and Graphics .cdr
- Additional files: braille .dxb, print .dxp, print/braille .abt, and print .pdf/.doc
- ALL files for each volume shipment can/should be placed on one CD or email attachment

Use the TITLE PAGE template provided

Use Arial font and 18-point type. See Title Page in Appendix B.

Ink Print File Pages contain:

- Title page
- Transcriber's Identification page and accessible edition notice
- SPECIAL SYMBOLS page(s)
- TRANSCRIBER'S NOTES page(s)
- TRANSCRIBER'S NOTES USED WITHIN THIS VOLUME page(s), listing all transcriber's notes throughout the volume, by page number. Exception: Do not repeat Keys for graphics
- A note regarding the running head: The ink print running head should be on all pages except the first title page. The running head can be longer than the compressed running head in the braille document to better match the print title. Running head should be added using the header tool in Word, should be centered, and should likewise use Arial 18pt font.

This ink print page will contain the same information that appears on the braille TN page, PLUS a listing, by page number, of all the transcriber's notes throughout the volume. See Sample Transcriber's Notes Page in Appendix B.

8. Workflow:

Send 3 to 5 volumes at a time, starting in this order:

- Volume(s) of text 1-3 (V1-V3)
- Supplement(s) 1-3 (S1-S3)
- Volumes of text 4-6 (V4-V6)
- Supplement(s) (if any additional) (S4-S6)

Send **no less than three volumes** at a time, unless it completes the book or you have been given special instructions by the Accessible Textbook Department Editor or APH Staff. Send **no more than five volumes** unless prior approval has been given by the Editor.

Submit corrected/updated work within 5 business days. This includes work that has been returned due to not meeting

Accessible Textbook Dept. standards, not following *Braille Formats*, incorrect page numbering, problems with graphics, proofreading, etc.

Ship complete volumes:

- Braille text
- Graphics
- Graphic Tally Sheet
- Ink Print pages
- Error Sheet
- Volume Summary Sheet (See Appendix F)
- Packing Slip (if shipped)
- Invoice

E-mail to your editor, upload to a shared folder on Dropbox.com, or ship materials to the Accessible Textbook Dept. Email is preferred for all electronic files. Electronic files for collage graphics may be emailed prior to shipment/delivery of the collage graphics masters and should be included with the electronic shipment.

Save your UPS receipt and the Accessible Textbook Department will reimburse 100% of the cost.

Dispose of textbook and/or other materials (when finished with project), unless requested otherwise by the Accessible Textbook Dept.

9. Payment:

Submit a numbered **invoice** with each shipment or at the end of the project. Please note, APH is a 30 Day Net company; we have 30 days in which to pay any and all invoices.

Email invoices to: accountspayable@aph.org.

Or mail to:

American Printing House for the Blind
Attn: Gwynn Stewart, Accounts Payable
1839 Frankfort Avenue
Louisville, KY 40206-0085

Insert project status on each invoice:

- This DOES NOT COMPLETE the book
- This DOES COMPLETE the book

Remember: Blank pages are not counted as pages of text on an invoice.

All invoices must have the following in order to be processed:

- Your Name or Company Name, Address, Phone Number, Fax Number
- Date of Invoice
- Invoice Number
- Title of Book
- APH Catalog Number (A-B0???-00)
- Which volumes the invoice is for (1-3, Supp. 1-5)
- List the Volume Number and the amount of Braille pages in each volume, and the rate charged per page (should match your Cost Per Page on the ATIC Bid Request)
- List the amount of graphics pages in the volume, and the rate charged per graphic page, even if there are zero (0) graphics

- List the shipping costs, and include receipts, if applicable
- List the Total Amount Due
- State on each invoice "THIS DOES” or “THIS DOES NOT COMPLETE THE BOOK"
    - We have no way of knowing if the book is complete without this notification

10. Summary of Shipment to Accessible Textbook Department:

Email or ship materials to the Accessible Textbook Department.

Email materials to your assigned editor, upload to a shared folder on Dropbox.com (or similar), or

Ship materials to:

American Printing House for the Blind
Attn: Accessible Textbook Department
1839 Frankfort Ave.
Louisville, KY 40206-0085

Include in shipment:

- CDs or other media (ink print and braille files)
- Tactile Graphic Masters and/or CDs
- Graphic Tally Sheet(s) per volume
- Error Sheet(s) per volume
- Volume Summary Sheet (See Appendix F)
- Invoice with project status
- Packing slip–list contents of shipment

These specifications were created as a result of a focus group of VI teachers, editors, transcribers, and those responsible for the ordering of braille textbooks. We gratefully acknowledge their contributions.

Contact Information

Accessible Media Editors: (Telephone: 1-800-223-1839 + ext. #)

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For additional information about the Accessible Textbook Department, e-mail: ATIC@aph.org or visit www.aph.org.

Additional Resources, Appendix G:

- Order of Preliminary Pages
- Transcriber Checklist
- Consumable Books
- Double-Spaced Books
- Early Education Agency Specs
- Volumes Out of Sequence
- Essential Reference Books for Braille Transcribing

Appendix A:
APH Agency Decisions for Textbooks

Section 1 Basic Principles and General Formats

- **Braille Formats: §1.7.1, Page 1—8.**

  Page size, line length, and line spacing. An agency may specify the page size and braille line length to be used in transcriptions that it sponsors.

  - **Agency Decision:** K-12: 11 X 11-1/2" paper, 40 cells and 25 lines, single line spacing.

- **Braille Formats: §1.6.1-1.6.3, Page 1—6.**

  Volume size, numbering, and ending indication. An agency may specify maximum braille volume size for the transcriptions that it sponsors. The decision may be based on the reading level, especially for lower grades. Volume size is dependent also on output as either single-sided or interpoint. Indicate the end of each volume on the last page.

  - **Agency Decision:** Volume size for INTERPOINT pages should not exceed 160 braille pages, which is 80

sheets of paper. SINGLE-SIDED volumes are 80 braille pages. CONSUMABLE/EXPENDABLE volumes are not to exceed 50 single-sided braille pages.

- **Agency Decision:** End each volume with the words: End of Volume # (Center with a blank line above.) End the final volume of each book with the words: The End (Center with a blank line above.). End the final supplement of each book with the words: End of Supplement # (Center with a blank line above.). Enclose within transcriber's notes indicators.

- **Braille Formats: §1.8.2, Page 1—10.**

  Titles and running heads. The headers and/or footers shown printed on all text pages must be ignored in braille. If a braille running head is used, it appears on the first line of every page, except the title page and the first page of text in each volume where the full title is indicated.

  - **Agency Decision:** Place a running head on all pages– EXCEPTION: title page and the first page of text in each volume.

- **Braille Formats: §1.11.1, Page 1—11.**

  Placement of print page numbers. All print page numbers, including front matter pages, are included in braille. The print page number is located at the end of line 1.

  - **Agency Decision:** Number INTERPOINT text pages with the PRINT page number at the end of line 1 on odd and even pages. **Print continuation page numbers are not counted on blank pages.** For example, if print page 1 is followed by a blank page, that page shows no print page number. The next page, if it is not blank, would be a1, etc.

- **Braille Formats: §1.15.1(f.), Page 1—18.**

  Braille page numbers. Some agencies suppress the even braille page number in interpoint braille.

  - **Agency Decision:** Number INTERPOINT text pages with the BRAILLE page number on odd pages only, at the end of line 25.

Section 2 Transcriber-Generated Pages and Front Matter

- **Braille Formats: §2.3.3(a), Page 2—2.**

  Title pages. Items to be included. All volumes include a transcriber-generated title page with five segments of information. Information is grouped into the following order:

  Title Segment

  Author Segment

  Publisher and Copyright Segment

  Transcriber/Transcription Segment

  Volume Information Segment

  - **Agency Decision:** Insert on each Title page: In _ Volumes and _ Supplements. This information will be filled in when the total volume count is known.

- **Braille Formats: §2.3.3(f), Page 2—2**

  An agency may have its own requirements for title pages.

  - **Agency Decision:** Follow the left flush, 1-3 Title Page Sample format. However, use our agency

identification statement on t1 in lieu of the transcriber identification statement, which will be placed on t2. (See our Title Page Template.)

- **Braille Formats: §2.4.2(a), Page 2—12.**

  Information about authors, editors, consultants, and reviewers. Consultants and Reviewers. Inclusion of lists of consultants in braille editions is an agency decision.

  - **Agency Decision:** Omissions: Consultants and Reviewers.

- **Braille Formats: §2.3.7, Page 2—9.**

  An agency may specify the placement of the transcriber's name and the notice of sponsorship.

  - **Agency Decision:** The name of the Transcriber or Agency is placed on t2, on the Transcriber's Identification page. See Title Page Sample.

- **Braille Formats: §2.3.8(a), Page 2—9.**

  Braille volume information. An agency may require the total number of volumes of the transcription.

- **Agency Decision:** Insert on each Title page: In _ Volumes and _ Supplements. This information will be filled in when the total volume count is known.

- **Braille Formats: §2.4, Page 2—11.**

  Second and Subsequent Title Pages.

  - **Agency Decision:** Transcriber identification paragraph goes on the back of the title page, followed by the print history statement after two blank lines and the accessible formats notice.

Sections 3 through 22

- **Braille Formats: §10.1.7(d), Page 10—2.**

  Facing pages and exercise material: As our books are bound, if a question and its answer choices are divided on interpoint pages, they should be placed on facing pages.

Sections with Agency Decisions: 5, 6, 8, 10, 11, 13, 14, 16, 21

Sections without Agency Decisions: 3, 4, 7, 9, 12, 15, 17, 18, 19, 20, 22

Additional Agency Decisions

OMIT Atlases

OMIT Periodic Table of Elements

OMIT Reviewers/Consultants

OMIT Credits of Photography/Illustrations

Return to Text

Appendix B:
Sample Pages

On the print and braille **Title** page of each volume, we require that the **total number of volumes and supplements** be given preceding the individual volume number. **Section 2.3.8 (3)**

We understand the volume count is unknown until towards the end of the book, so we would like an underscore placed where the Volume and Supplement numbers will be inserted. At a later date, these numbers will be filled in.

> **Example**: In 1 Preliminary Volume, 18 Volumes, and 2 Supplemental Volumes

Title Page:

Title (include subtitle, series or edition name, and grade level when available)

Author

Published by _

City and State

Website

Copyright

Any further reproduction or distribution other than in an accessible format is an infringement.

Transcription of ISBN _

Printing History:

Produced 2021 in UEB with Nemeth by

American Printing House for the Blind

Louisville, KY 40206

In _ Volumes

Volume _

Braille pages t1-_, p1-_, and 1-_

Print pages i-v and 1-_

Running Head:

This book was transcribed by _ for the American Printing House for the Blind through the Accessible Textbook Department.

Some publishers may revise books at the time of a new printing, accounting for differences between print and braille with identical ISBNs. Compare the printing history number on the braille title page against a hardcopy textbook when differences in text are noted and identify if the braille is an older or newer printing than the classroom hardcopy.

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Transcriber's Notes Page and Transcriber's Notes Used Within this Volume Page:

TRANSCRIBER'S NOTES

All pictures have been omitted unless otherwise indicated.

This volume has been transcribed according to the *Unified English Braille Guidelines for Technical Material,* 2008, 2014 Update.

TRANSCRIBER'S NOTES USED WITHIN THIS VOLUME

Page 410

Timeline is across pages 410-411.

Page 413

Picture: Philip is shown standing, a hand on a sword.

Page c424

Text continues on page 426.

Page 425

Picture: Restoration: Charles II in Triumph shows a crowd surrounding Charles, all heads bowed.

Page 426

Cont. from page d424

Page 436

Key to table headings:

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Appendix C:
Required Special Symbols

Dot locator(s)

Arrow symbols (UEB §11.6)

Line mode indicators (UEB §16.2, §16.3)

Shapes (UEB §11.7)

Grouping indicators [braille grouping indicators, parentheses, braces, brackets, angle brackets] (UEB §7)

Typeform indicators (UEB §9)

Foreign language symbols (UEB §13)

Music symbols (UEB §3.18)

Modified letter indicators (UEB §4)

Shape indicators (UEB §11.7)

Math symbols (UEB §3.17, §3.24, §6, §11)

Currency symbols (UEB §3.10)

Ratio (UEB §3.17)

Proportion (UEB §3.17)

Prime (UEB §3.11, §3.15)

Double prime (UEB §3.11, §3.15)

Minutes (UEB §3.11)

Feet (UEB §3.15)

At sign (UEB §3.7)

Tilde (UEB §3.25)

Trademark and Registered Trademark (UEB §3.8)

Code switch indicators (UEB §14)

The following symbols are new with the approval of UEB. These symbols may be included on the Special Symbols list.

Ellipsis

Opening transcriber's note indicator

Closing transcriber's note indicator

Percent sign

Low line (underscore)

Grade 1 symbol indicator (new terminology, same symbol)

Single closing quotation mark (include the opening single quote mark for consistency)

Capitalized passage indicator

Capitals mode terminator

Dash

Period, dot, or decimal (UEB §6) [Only when used as a dot or decimal]

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Appendix D:
Tactile Graphics Resources

Recommended Materials for Collage Graphics to be Thermoformed for Mass Production

While APH is transitioning from collage graphics, the collage method is considered a useful and effective method for conveying information when created properly with appropriate textured materials. Please note that collage graphics should only be created when specifically requested by your tactile graphics editor. Otherwise, electronic graphics are required. Most items are available at arts and crafts stores and office supplies stores.

Areal symbols:

- Textured or corrugated paperboard, cardstock, and paper stock
- Different fabrics, corduroy, cross stitch, handiwipes, etc.
- Leather or wood pieces

- Textured paper towels
- Sandpaper in different grits
- Tiger embossed textures

Note:

- Sandpaper can be very harsh on fingers. Only use fine (high grit) sandpaper if the tactile is for direct use
- Sandpaper textures are very likely to lose tactual distinction on the thermoform copy. Make sure you are familiar with the thermoform result of the sandpaper of your choice
- The Tiger embosser is capable of creating a variety of textures in different patterns, densities, and heights. Textures can be embossed directly on the final graphic or used as textured collage materials to be cut & pasted on the graphic page.
- Glitter is not recommended as a material because it is very difficult to create consistent textures with it and it tends to fall off of paper over time

Linear symbols:

- Glue-treated cotton strings, candlewicks, carpet threads, etc., in different widths
- Strips of cardboard
- Paper or cloth-covered floral wires
- Spur wheel tooling
- Edge of a solid areal piece (a natural linear symbol created by solid areal symbol piece)

Note:

- Strings or threads are often too loose and flimsy and likely to fray at the ends. Pretreat them with a small amount of glue and let dry to be more rigid and easy to work with, resulting in much crisper lines on the tactile page
- Knotted strings or threads create very aggressive and prominent linear symbols. Use only when necessary and appropriate

- Cardboard strips can be used as linear symbol. Make sure to only use paperboard that is not easy to peel into layers. Loose paperboard like cereal boxes or other packaging materials are not dense enough and are very likely to peel
- Cardboard strips don’t bend well. Use them as straight or slightly curved lines
- Precut sticky-backed plastic strips can be used as prominent lines. They are not easy to modify once glued to the paper

Point symbols:

- Precut or punch out cardboard pieces

Note:

- Choose only paperboard that is not easy to peel into layers to be used as point symbols
- Plastic or glass beads, foam and metal pieces, etc. tend to deform or fall off during thermoforming process

- APH Point Symbols tools in the Tactile Graphics Kit can be used to create embossed point shapes directly on the tactile page. They work better on cardboard than braille paper

Glues:

- Tombow Mono Aqua liquid glue
- Elmer’s Glue-All and Carpenter’s Glue

Note:

- Mono Aqua by Tombow is a good choice for paper or cotton materials. The bottle has a broad tip for large areas and a pen tip for small areas, lines, and point symbols
- Mono Aqua dries clear on the page and leaves almost no detectable residue
- Elmer’s Glue-All and Carpenter’s Glue also work well with paper, cotton, and wood materials, but they tend to be too watery and will cause wobble and wrinkle on paper if applied too much

- The tip of the original Elmer's bottle is usually too big for tactile use. It is recommended to fill the glue into a squeeze bottle with a fine tip
- Tacky glue tends to leave a detectable residue along the edges and makes the symbol "muddy"
- The adhesive back created by Xyron Sticker Maker with permanent adhesive cartridge works better for large pieces, e.g. areal symbols, but is usually not strong enough for small pieces or linear symbols (e.g. cardboard strips) to hold on to the page under the heat of thermoform

Tools:

- Sharp scissors (e.g. surgery scissors)
- X-Acto knife
- Hole punches of different sizes
- Light box (APH or craft stores)
- Semi-transparent, self-healing cutting board (Office Supply stores)

- Laser engraver

Note:

- Laser engraver is like a large X-Acto knife on a gradiant scale, especially useful for irregular shapes, e.g., an outline of a country. It can also be used to cut materials into uniform shapes, e.g., arrows, strips, point symbols, etc.

Other Helpful Tips:

Collage masters are used as the mold to create thermoform copies for APH textbook production. Choose materials that are heat resistant, e.g., paper or cotton-based materials. Avoid materials that are sensitive to heat and which may deform or fall off during the thermoforming process, e.g., rubber or plastic-based materials, sticky-backed foam, plastic beads, Wikki Stix, puff paint, etc.

Thermoform graphics often lose tactile distinctions from collage masters. Avoid choosing materials in contrasts that are distinctive on the master but tactually similar on the

thermoform copy. It is recommended to keep a thermoform copy of all available collage materials for your own reference.

When using denser materials, especially over a large area, air holes are usually necessary to be pricked close to the edge of the material (from front of graphic to back), to allow free flow of air during the thermoforming process to ensure quality thermoform copies.

Excess glue should be removed from graphic because it will be slightly detectable by the braille reader, causing the edges to be "muddy" or unclear.

Except when embedded within textures, braille labels should be brailled directly on the page, not cut and pasted on the braille paper, because the edges of the cutout piece become a tactile “box” around the label and may cause more clutter.

Collage, tooling, and embossed braille may be combined to form a tactile graphic master to achieve better distinction and readability.

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Tactile Graphics Template

For APH production purposes keep graphic within the boundary of the template

- For best results keep the margins the same as shown on the template:
  - Top margin: 1/2 inch (13 mm)
  - Bottom margin: 1/2 inch (13mm)
  - Left margin: 1 (25mm)
  - Right margin: 3/4 inch (19mm)
- ATT recommends using Manila Braille Transcribing Paper (APH Catalog #1-04540-00). This paper is more durable for mass production of tactile graphics.

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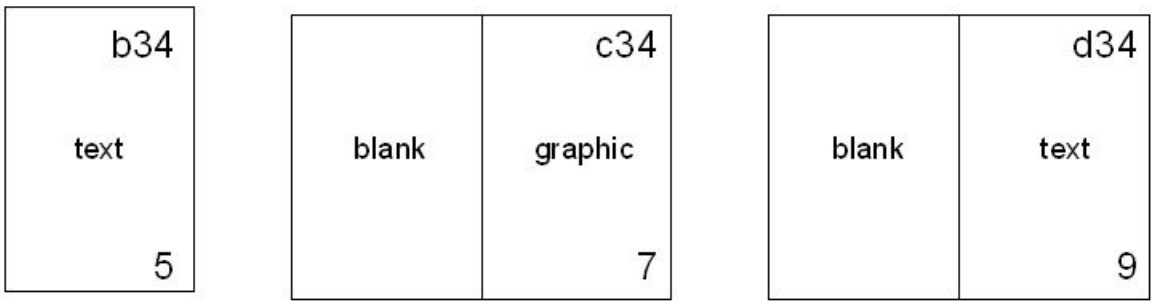
Graphics Pagination

The Accessible Textbook Department agency decision on tactile graphic pagination is that we request page numbers on the front side of tactile graphics only, no implied numbers for blank pages.

Clarification: Print page numbers should be assigned and embossed on odd- and even-numbered pages when containing textbook content. All print page numbering should be accounted for. Braille page numbers should be assigned to all pages but only embossed on odd-numbered pages. If a page is left blank due to a graphic on its reverse, that blank page will not get print page numbers, nor should they be implied.

Example: Text for print page b34 appears on braille page 5. We have to leave the even-numbered page blank (left side of opened book) to insert a graphic, but we do not assign an ink print page number to this blank braille page as it contains no ink print text. The upcoming graphics page number is print page c34 (graphic is considered ink print text) and braille page 7. The

back of this graphics page contains no page numbers (print or braille). The next odd numbered braille page with text or another graphic braille page would be braille page 9, with the print page number d34. (See also Placement Of Graphic Keys).



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Placement of Graphic Keys

The Accessible Textbook Department agency decision on the placement of keys for tactile graphics is that we require all keys to precede the tactile graphic page.

We realize this is not in strict adherence to the BANA Tactile Graphic Guidelines, but our textbooks are products that span over subjects such as the new Core Curriculum materials (which will be used for the next several years) and are transcribed by

numerous groups and individuals, so in order to maintain consistency and continuity, we require all keys including multiple page keys to be placed before tactile graphics.

Repeat the key with each graphic when one print item requires multiple graphics.

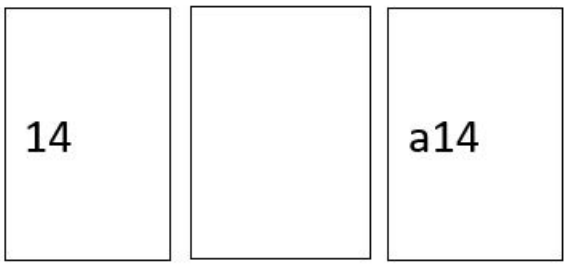
Follow the *Guidelines and Standards for Tactile Graphics, 2010:* 5.7-5.10, for key content, techniques, and labeling.

Examples depict <u>interpoint</u> embossing

Print page number in upper right corner on odd and even pages.

Braille page number in lower right corner on odd pages only.

Ex. A: Key and Graphic on same page



Ex. B: Key on page before graphic

14	

a14	b14

	c14

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Graphic Tally Sheet

Name of Transcriber/Agency: _	**Type of Graphic:** **Computer File: _** Green Machine: _ Roland UV Printer: _ **Collage: _**	
Book Title: _	**Date: _** **Catalog #: _**	
Volume #: _ **Supplement #: _**	**Total # of Graphics: _**	
ISBN #: _	**Copyright: _**	
Description of graphic (map, pie chart, etc.)	**Lettered print page number**	**Braille page number**

End Vol. #

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Appendix E:
Error Sheet

AMERICAN PRINTING HOUSE
FOR THE BLIND, INC.

Accessible Textbooks Error Sheet

Title:					Date:
Proofreader/Qc:				Volume/Supplement:	Print Pg(s):
Catalog #: A-B				ISBN #:	
Print Page	Braille Page	Line	Mistake	Correct	Notes

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Appendix F:
Volume Summary Sheet

Volume Summary

In accordance with new federal and companywide auditing procedures, it is necessary for us to collect the following information. Please complete the entire form below for each invoice sent to APH for payment. Completed forms will help expedite your invoices through the Accounts Payable process. We appreciate your cooperation.

APH Catalog # (A-BXXXX):

Title of Textbook:

Braille Code Used:

Method of Shipment for Tactile Graphics (If applicable):

Date Tactile Graphics Shipped:

Tracking Number (if applicable):

Notes/Special Instructions:

Braille Volume Number	This # of Braille Pages in Electronic File	minus this # of Tactile Graphic Pages	minus this # of Blank Pages	equals this Total # of Billable Braille Pages	Total # of Billable Tactile Graphic Pages
Volume # **Sample**	168	15	19	134	15
Volume #					
Volume #					
Volume #					
Volume #					
Volume #					
Totals:					

Amount per Braille page: _____ Amount per Tactile page: _____

Send Completed Forms to:

American Printing House f/t Blind
ATTN: Jean Moore, Accessible Textbooks
1839 Frankfort Ave
Louisville, KY 40206
Toll Free: 1.800.223.1839, ext 371
Phone: 502.899.2371
Fax: 502.899.2219
atic@aph.org

Summary

Subtotal for Braille Pages:

Subtotal for Tactile Pages

Shipping Costs: _____

Total for Invoice:

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Appendix G:
Additional Resources

ORDER OF TRANSCRIBER-GENERATED and PRELIMINARY PAGES for Accessible Textbook Transcriptions

Transcriber-Generated pages (t-pages)

Title Page (t1) (*BF*, §2.3)

Printing History statement (t2)

Accessible Textbooks Department transcriber identification statement and accessible format notice (t2)

Supplemental title page(s) for complete author/editor, transcriber overflow, printing history if it will not fit on t1, etc. (t2) (*BF*, §2.4)

Special Symbols list (*BF*, §2.55)

Transcriber's Notes page(s) (*BF*, §2.6)

Preliminary pages (p-pages)

Follow print for page order of front matter (*BF,* 2.7.1d)

Front matter may include a table of contents, material printed on or inside the book cover, dedications, etc. (*BF*, §2.7)

The cover/jacket material is inserted as the first front matter page p1, and no print page number is used. (*BF*, §2.8.1a)

Repeated cast of characters and/or table of pronunciation (*BF*, §2.7.1d)

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Transcriber's Checklist

This checklist is to aid the transcriber in making sure that the volume is complete, correct, and ready for production. *Quality control is essential in maintaining the high standards of our products*.

- All page numbering should be checked upon the completion of transcription of a volume
  - Check that each page is numbered
  - Recheck to be sure the page numbering is in sequential order
  - Transcriber-generated and Preliminary pages (t1, p1)
  - Text pages (Both print and braille page numbers)
  - All graphics pages fit into the text print/braille page numbering
  - Count the number of pages in each volume to make sure you have the required number of pages per volume (make certain you do not have too many or too few braille pages). See Accessible Textbooks Specs for acceptable volume size

    - Verify that the title page numbers match the number of pages in the volume
- All diagrams should be checked
    - Check the page numbers: print and braille
    - Confirm that all keys come before the diagram and either face the diagram page or are on the same page above the diagram
    - Recheck any numbers, letters, or words on the graphic
    - Make sure items on collage graphics are glued securely
    - All lines are easily detected BY TOUCH on spurred or hand-tooled graphics.
    - Keep a tally of all the graphics pages needed for the volume so you will know if any are missing, or are damaged and need to be replaced
- Title and preliminary pages should be rechecked

    - Recheck the information on the title page for the correct information, especially if you are used to copying and pasting from volume to volume
    - The preliminary pages are all in the correct order, and they are all there: Supplemental title, Dedication, Special Symbols, Transcriber’s Notes, Contents, etc
    - Determine if you have all the "special symbols" listed for each particular volume
        - The list in one volume may be different than the list in the next volume of the same book
- Other items to check:
    - Use the correct file name for the volume
    - Inspect each print page with each braille page to ensure no pages, or portions of the text are missing. Also, check for any "repeats"
    - Be sure you have included any "Special Instructions" wanted by the Agency

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CONSUMABLE BOOKS

Read the Consumable/Expendable sections in *Braille Formats* (*BF*): §1.1.9 (page 1—2) and §10.1.3 and §10.1.4 (page 10—1).

Front Matter in Consumable books:

Text is written with normal spacing on all t-pages and p-pages.

The pages are single-sided, and print and braille page numbers are written on every page except for t-pages, which only have braille page numbers.

Format the Front Matter pages according to *Braille Formats: Principles of Print-to-Braille Transcription, 2016*.

Body Matter in Consumable books:

Consumable means the student can insert braille answers directly onto the braille textbook page. The pages are for one-time use; the student writes on the page. These pages are turned into the teacher for class work or homework. Students use a slate and stylus or a braillewriter to braille directly onto the removable page. Around line 20 and below, braillewriters do not hold the paper securely, making brailling on a

consumable page a problem. See below for our guidelines on this problem. APH braille consumable book pages are inserted into 3-Ring binders for easy removal.

Currently, *Braille Formats: Principles of Print-to-Braille Transcription, 2016*, does not give much guidance for transcribing Consumable books; therefore, APH has made some Agency Decisions to guide transcriber's working on Consumable books.

- Consumable books are Single-Sided.
- Each new Activity/Lesson starts a new braille page.
- Text is written with normal spacing, **except for** exercises and materials that require the student to braille answers on the page, which should be double spaced.
- Ample space for student's answers takes priority in consumable books.
    - Students need extra space to line up their braillewriter to insert their answers. Therefore, for **each blank answer line in print**, leave **2 blank answer lines in braille**.

- On pages requiring braille answers, we recommend that no exercise material be written on or below line 20, due to page slippage.
- Regular text can be written to line 25.
- If name and date are printed at the top of the print page, follow copy, with enough space for the student to write their name and the date in braille. Insert extra blank lines if needed above and below the words, “Name” and “Date.”
- Where students are asked to underline, circle, mark a word, mark words, or mark an area of a sentence, double-space those lines to leave enough space for the student to mark the item on the page.
- When considering how much space to leave students to insert their answers on a page, imagine how many blank lines it might take for you to answer the question in braille. Is one blank line enough? Will five blank lines, half a page, or an entire blank page be sufficient? Sometimes you may need to leave almost a whole page blank,

especially if the print page is left blank specifically for the student to use for notes or computations. On these pages, after the running head, insert a Transcriber's Note on line 2 explaining why the page is blank.

- Sentences containing multiple blanks can be ably transcribed by leaving enough space below the sentence for the student to insert answers for each blank.

End Matter in Consumable books:

Supplement Materials in Consumable books are usually written in interpoint, double-sided braille.

Insert **Supplement Material** into volumes of NO LESS than 30 braille pages. If the Supplement is less than 30 pages, insert it at the end of the last volume.

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Double-Spaced Lines/Books

Double-spacing lines is often requested when a reader is learning braille, as it supports tracking skills.

When double-spacing:

a. Use two blank lines wherever there is normally one blank line.

b. Insert a blank line before and after a page change indicator.

Exceptions:

c. Single-space Title pages and Supplementary Title pages.

d. Single-space Puzzles, such as crosswords and word searches.

e. Single-space Tables.

f. Single-space Spatial equations.

g. Leave NO blank lines after a top box line.

h. Leave NO blank lines before a bottom box line.

i. Leave NO blank lines between column headings and the separation line.

Double-Space Front Matter pages:

1. Title page, t1: Single-space the title page.

2. Transcriber Identification page t2: Double-space this page. In volume 1, it might make two pages.
3. Page t3: Double-space the SPECIAL SYMBOLS page(s).
4. Page t4: Double-space the TRANSCRIBER'S NOTES page(s).
5. Page p1: Double-space the preliminary p-pages, including any Book Jacket information, Dedications, Tables of Contents, and all other related front matter.

Double-Space Body Matter pages:

1. Braille page 1: Double-space the First page of text. If a braille running head is used, it appears on the first line of every page, except the title page and the first page of text in each volume where the full title is indicated.
2. Braille pages 1, 2, 3, and so on: Double-space the pages, but not the first two lines, if using **alphabetic numbers**. With the rare exception of alphabetic numbers, no braille should appear on line 2 of a double-spaced transcription with a running head.

Without a running head:

Line 1: Alphabetic number

Line 2: Title on first page of text

Line 3: Blank line

Line 4: Text

With a running head:

Line 1: Running head

Line 2: Alphabetic number

Line 3: Blank line

Line 4: Title or Text

3. Page Change Indicator: Insert the alphabetic page number directly below the page change indicator, then double-space the text.
4. Tactile Graphic pages: Double-space diagrams with text.
5. Tables and Puzzles: Single-space tables and puzzles. Double-space before and after tables and puzzles.
6. End of Volume Statement: Insert two blank lines before the End of Volume Statement: End of Volume 3

Line 8: Text

Line 9: Blank

Line 10: Blank

Line 11: End of Volume 3

Double-Space End Matter pages:

7. Double-space end matter material, such as: Glossary, Index, Practice Exercises, etc.

Double-Space Consumable pages if requested by Customer:

8. Pages in **Consumable** books. Format pages like this:

    Line 1: Running head

    Line 2: Alphabetic number

    Line 3: Blank

    Line 4: Name (follow copy)

    Line 5: Blank

    Line 6: Date (follow copy)

    Line 7: Blank

    Line 8: Heading or text

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APH Agency Guidelines for Early Education (K-3)

The following should appear on the Transcriber's Note Page in each braille volume:

> **This volume has been transcribed according to the APH Agency Guidelines for Early Education (K-3) and the *BANA Guidelines for the Transcription of Early Education Materials from Print to Braille, 2020.***

Page layout:

- Size
  - **Kindergarten, First and Second Grades**: 11" x 11 ½" (40 cells across, 25 lines down) No more than 50 pieces of braille paper
  - **Third Grade**: 11" x 11 ½" (40 cells across, 25 lines down) 70 pieces of braille paper
- Embossing
  - Textbook may be single-sided or interpoint dependent upon the teacher's request. Your editor can assist you if needed.

- Spacing
    - **Kindergarten and First Grade**:
        - Double-spaced (results in 10 braille lines per page). Follow Braille Formats §1.7.2 (use 2 blank cells whenever there is normally one blank line, blank line before and after a page change indicator, etc.). For example, this means a centered heading should have 2 blank lines before it and 2 blank lines after it.
        - Exceptions:
            - Single space Title page and supplementary title page
            - Single-space puzzles
            - Single-space tables
            - Single-space spatial problems in math textbooks
            - Single-space all Keys
            - Do not insert a blank line after an opening box line or before a closing box line.

        - Do not insert a blank line between a column heading and its separation line
- **Second and Third Grades**:
    - Single-space, unless specifically directed otherwise.

Transcriber's Notes

Transcriber's notes may be included in all grade levels and should follow *Braille Formats* (7-5, inclusion of transcriber's notes indicators). Notes should be written to the grade level of the student. The open/close transcriber's notes indicators should be listed on the Special Symbols page. For kindergarten to first grade, notes are limited to 2-3 words when needed to indicate an omission, addition, or digression from print. The simple "Ask" transcriber's note for K-1 grades is no longer supported.

Teacher's Reference Materials (Transcriber's Notes Used in This Volume)

The Teacher's Reference Materials should follow APH basic agency guidelines for the print pages included with every

transcription with one exception. While the notes added within the braille textbook should be kept brief, the print pages may expand upon the reason for the transcriber's note to better assist the instructor. On a new line below each page's listed TN, the reason for that note may be given (e.g., Graphic omitted. Requires visual discrimination. It is suggested the object be described or the real item or a model introduced to the learner; or Graphic included: Assistance may be needed.) Please see our general Agency Specifications for examples and layouts of these pages.

Likewise, addition transcriber's notes may be included on the print Transcriber's Notes page to better assist the instructor. Some examples are listed below:

Note for Tactile Graphics

Some diagrams, maps, and/or graphs are presented as tactile graphics. Students in grades K-3 are developing skills to read tactile graphics and may need assistance in interpreting the information being presented. Images that require visual discernment are omitted.

Note for Omitted Pictures to be Named.

Throughout the volume there are several pages containing pictures for the student to identify by name. Most braille readers at this grade level are not able to identify two-dimensional drawings as objects. These pictures are omitted. It is suggested the actual item, model, or a verbal description be given to the student.

Note for Workbook/Activity Book Not Being Brailled as Consumable

Most of the directions within this workbook are not applicable for the braille reader, as this workbook is not consumable and thus will not be filled in. The directions are brailled as they appear in print. In most instances, the braille reader will need adapted directions and additional materials for braille input (brailling paper, blank grids, etc.).

Sample Page
TRANSCRIBER'S NOTES and TRANSCRIBER'S NOTES USED IN THIS VOLUME/Teacher Reference Materials:

TRANSCRIBER'S NOTES

This book is transcribed following The Rules of Unified English Braille, Second Edition 2013.

This book is transcribed according to Braille Formats: Principles of Print-to-Braille Transcription, 2016.

This volume is transcribed according to the APH Agency Guidelines for Early Education (K-3).

All print emphasis is omitted in braille.

All pictures are omitted unless otherwise indicated. Captions are included if they add information not otherwise found in the text.

All picture credits are omitted.

To the Teacher

Some diagrams, maps, and/or graphs are presented as tactile graphics. Students in grades K-3 are developing skills to

read tactile graphics and may need assistance in interpreting the information being presented. Images that require visual discernment are omitted and replaced with an “Ask” transcriber’s note.

Throughout the volume there are several pages containing pictures for the student to identify by name. Most braille readers at this grade level are not able to identify two-dimensional drawings as objects. These pictures are omitted. It is suggested the actual item, model, or a verbal description be given to the student. A transcriber’s note precedes each of these items that reads: “Words are used for pictures.”

TRANSCRIBER’S NOTES USED IN THIS VOLUME

Page 14

Words are used for pictures.

The pictures are omitted. A verbal description or model is needed.

Page 15

Box omitted.

Drawing activity omitted. An alternative activity may be needed.

Page 16

Ask.

The writing activity is omitted. An alternate activity is needed.

Page 18

Picture omitted.

The pictures are omitted. A verbal description is needed.

Page 22

Word shape omitted.

The lines depicting the word shape are omitted.

Page 25

Picture omitted.

The pictures are omitted. A verbal description or model of the object is needed.

Page 26

Shapes omitted.

The shapes are omitted. The words are listed.

Other Considerations and Omissions

Emphasis and Typeforms

Kindergarten: All emphasis should be omitted from kindergarten materials. Omission should be stated on the Transcriber's Notes page.

First Grade: Emphasis may be used when absolutely necessary. It is also acceptable to use a single typeform indicator throughout a textbook, regardless of whether the word is italicized or bolded, when any further distinction is not necessary.

Second and Third Grade: Font attributes may be shown whenever necessary for comprehension of a given section.

First-Third Grade: Part-word emphasis should be omitted unless immediately needed for a teaching exercise. This omission should be noted on the Transcriber's Notes page. When part-word emphasis is necessary, uncontract the word part being emphasized.

These criteria reflect the consensus that a gradual introduction of these symbols by grade level reflects the best path forward for introduction of these symbols as additional but separate elements of the word "shape."

Name and Date

For consumable/expendable textbook, Name and Date should always be included and listed vertically at the margin in cell 1.

For non-consumable transcriptions, Name and Date should be omitted unless specifically directed otherwise.

Activities to Omit

All omissions are to be stated on the ***print*** TRANSCRIBER'S NOTES page.

- Kindergarten-Third Grade:
    - Activities requiring visual discrimination *(see Example 1)*
    - Handwriting activities *(see Example 2)*
    - Letter recognition activities
    - Modifications of the standard alphabet (no braille equivalents)
    - Stories told exclusively with pictures *(may be described in a TN)*
    - Activities requiring matching pictures to words or sentences *(see Example 6)*
    - Dot-to-Dot puzzles

Photographs with captions

- K-Third Grade:

Follow *Braille Formats 6.2*. If there is a caption, braille the caption as needed.

Exercises

- If an exercise or activity will fit on one page, it should be kept together. Do not split an exercise or activity across braille pages unless it absolutely will not fit on one page. This applies to both numbered and unnumbered exercises and activities.
- Do not combine directions or steps into one paragraph if each sentence starts a new line in print. Treat each new line as a new paragraph, step, etc. Young learners can be overwhelmed when provided multiple directions in unbroken paragraphs, and the braille should reflect print's pedagogical approach.
- Answer choices should always be listed vertically. (This does not apply to word banks.)
- Activities should be listed vertically. Do not combine more than 1 activity on a braille line.

Counting Exercises

- When coins are shown for calculation, abbreviate them and precede each use with a transcriber's note. Example: dm means 1 dime, nk means 1 nickel, and pn means 1 penny.
- When coins are shown as shapes for simple counting exercises, however, use simple tactile shapes (circles, squares, etc.). Include a transcriber's note. Example: Solid dots are pennies.

Tactile Graphics

- In K-3, all shapes should be shown as tactile graphics. The shape indicator should not be used.
- For counting exercises in K-3, most images, items, etc. should be simplified to their basic shape or a similar shape. Use any of the three basic shapes (square, circle, triangle) as much as possible for easy comprehension and shape recognition. For shape differentiation exercises, use the three basic shapes.

- Keep in mind the smaller hands of early education students. Tactiles should not be too large that a young learner will get “lost” in them. For example, clockfaces should have no larger than a 2 ½ inch diameter.
- In K-3, number lines should always be presented as tactile graphics.
- Refer to Unit 11 in the Guidelines and Standards for Tactile Graphics for further considerations.

Words for Images

- When needed, words may be substituted for pictures when object identification is a secondary concern. For example, when a student must recognize that a picture begins with a specific letter (i.e., a picture of a monkey for the letter “m”), the word “monkey” may be substituted for the image. No transcriber’s note indicators are needed around the word. A transcriber’s note should precede each of these exercises/activities that reads, “Words are used for pictures.”

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Out of Sequence Volumes

Teachers sometimes order textbooks needing Chapters, Units, etc., out of order/sequence. When a book starts out of sequence, alphabetize the volumes: Volume A, Volume B, Volume C, Volume D, Volume E, and so on until the end of the book. If volumes go past the letter Z, start with AA, BB, etc.

After the requested “out-of-sequence” volumes are finished, start from print page 1, volume 1, and number each volume in sequential numeric order.

When alphabetized volumes are small in page count, number them as is, then go to the next volume. In other words, don’t go back and re-size the volume to fit the Accessible Textbook Specifications required volume size.

Please contact your Editor if you have any questions regarding Alphabetized Volumes.

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Essential Reference Books and Resources for Braille Transcribing

Braille Authority of North America (BANA) Resources:

Website at www.brailleauthority.org.

- *Braille Formats: Principles of Print to Braille Transcription*, 2016: Site Page Link
- *Guidance for Transcription Using the Nemeth Code within UEB Contexts*: Direct PDF Link
- *Guidelines* and *Standards for Tactile Graphics,* 2010 American Printing House for the Blind #7-35935-00: Site Page Link
- *Provisional Guidance for Transcribing Foreign Language Material in UEB*: Site Page Link
- *World Braille Usage*, Third Edition (for Foreign Language) Direct PDF Link.
- IPA Braille (International Phonetic Alphabet, used in the study of linguistics) Site Page Link

Miscellaneous Site Reference Resources

- *Instruction Manual for Braille Transcribing – UEB Edition,* 2015: Site Page Link
- Guidelines for Nemeth in UEB transcriptions, including *AN INTRODUCTION TO* BRAILLE MATHEMATICS: *Using UEB and the Nemeth Code*: Site Page Link
- *The Rules of Unified English Braille, Second Edition,* 2013: Direct PDF Link
- *Unified English Braille Guidelines for Technical Material,* 2008 version updated August 2014: Direct PDF Link

Print Reference Resources

- *An Introduction to Braille Mathematics*, 1972
  American Printing House for the Blind #7-60050
  Site Page Link
- *Learning the Nemeth Braille Code*, 1987
  American Printing House for the Blind #7-68653-00
  Site Page Link

- *The Nemeth Braille Code for Mathematics and Science Notation*, 1972 Revision

  American Printing House for the Blind #7-87430

  Site Page Link
- *Braille Code for Chemical Notation*, 1997

  American Printing House for the Blind # 7-16900-00

  Site Page Link
- *The Braille Enthusiast's Dictionary: Unified English Braille*
- SCALARS Publishing

  Site Page Link
- Tactile Graphic Image Library (TGIL) from APH

  Site Page Link

Bulletins, Journals, Periodicals

- The National Braille Association Quarterly *Bulletin*

  Note: Member's Only Benefit

  Site Page Link
- Visual Aid Volunteers of Florida, Inc., *VAVF Newsletter*

  Site Page Link.

- *CTEBVI Journal* from the California Transcribers and Educators for the Blind and Visually Impaired
  Note: Archived issues available online; new issues a member's only benefit
  Site Page Link.

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