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| MTO banner**MTO 15.3 Examples: Pacun, Recommendations for Visually Impaired Students**(Note: audio, video, and other interactive examples are only available online)<http://www.mtosmt.org/issues/mto.09.15.3/mto.09.15.3.pacun.php> |

**Figure 1.** Some Things to Put in Place

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| Basics: 1. Allow time for special:
	1. Handouts and examples in alternative formats
	2. Individual instruction
	3. Classroom management
2. Find readers and/or transcribers (possibly work-study students)
3. Visit Academic Support Services for help with scores & texts in Braille or alternative formats
4. Request support from Dean or Chair

Physical Plant and Scheduling (daily needs): 1. Desks: flat, and large enough for a laptop and educational aids
2. Student’s Schedule: “what’s easiest” (especially for first year students)
3. Pre-enroll student to give instructor additional preparation time

Classroom issues: 1. Student volunteers
2. Textbooks: locate alternative format(s); or an alternative textbook if the assigned text is not available
3. Envision in advance:
	1. Testing: time, format
	2. Notation-based skills/activities such as dictation
	3. What happens when x isn’t available?
4. Envision how challenges may lead to changes in instruction & curriculum
5. Be sure to say what you are doing as you are doing it

Technology: 1. Compatibility between Academic support, professor, and student software
2. Test runs: does it really work the way you need it to?
3. Worst-case scenarios: old-school tech—“Slate and Stylus”
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**Photo 1.**



**Photo 2.**



**Example 1.** Transcription of Lego rhythms



**Figure 2.** Super Quick Braille Primer

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| **Basics**: Six-dot cells: top four for pitch, bottom two for rhythm. Key signature and meter are shown at top of score.             Note equivalencies for rhythms: 1=1/16; 1/2=32nd, 1/4=64th, 1/8=128th. Gap=barline. http://www.mtosmt.org/retrofit/mto.09.15.3/pacun_braille2.gif**Additional cells necessary for (# of cells in parentheses)**:

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| Accidentals (2), Ties (2), Dynamics (2-4), Articulation (1–3), Slurs (2–3), Ornaments (1–2+) Repeat signs (cells) used whenever possible (measure level); signs also available for diatonic transposition of motives and measures. |

**Multiple-part formats**:

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| Two or more separate lines: in rough alignment, or unaligned. Keyboard-style chords: shown by diatonic intervals **above** the bass (i.e. piano left hand), but **below** the melody (i.e piano right hand)—all from given pitch. “In-accord” format for soprano/alto and tenor/bass format (SA/TB): here the A follows the S; the student must assemble the measure in their head or at the keyboard. Specialized symbols available for all manner of keyboard (stemming) and string formats.  |

**Large-scale format**:

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| Music is best parsed into small segments (8–16 measures for single lines, 4–8 measures for multiple parts—all depending upon the skill and ability of the reader/musician).  |

**Caveats**:

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| Braille notation is distinct from Braille writing: “A[4]” ≠ “A” [tree ...]. Older scores may contain different cells and use unconventional formats. A linear and additive system Braille Literacy: owing to recent computer technology, as few as 20% of young blind music students now read Braille notation with any degree of fluency. |

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