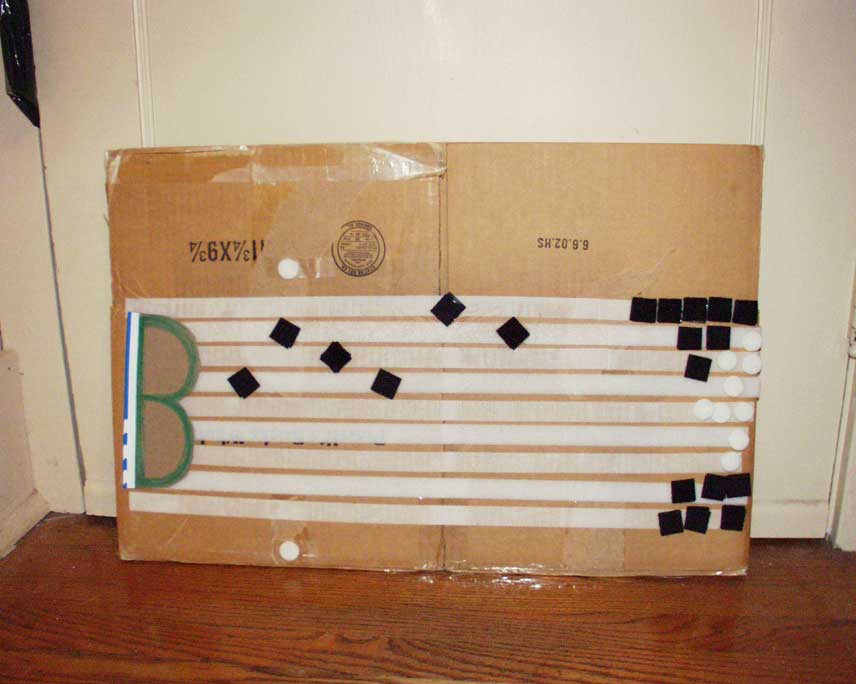
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| MTO banner  **MTO 15.3 Examples: Pacun, Recommendations for Visually Impaired Students**  (Note: audio, video, and other interactive examples are only available online) <http://www.mtosmt.org/issues/mto.09.15.3/mto.09.15.3.pacun.php> |

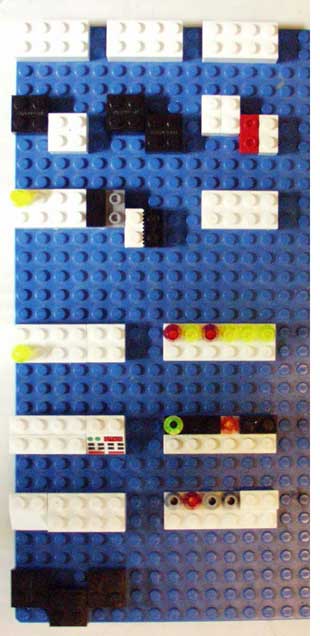
**Figure 1.** Some Things to Put in Place

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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” |

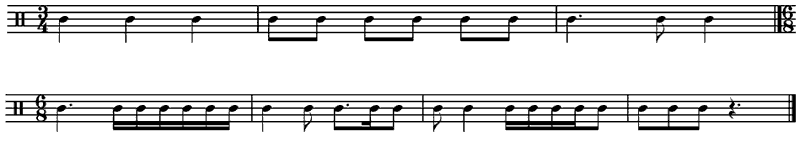
**Photo 1.**



**Photo 2.**



**Example 1.** Transcription of Lego rhythms



**Figure 2.** Super Quick Braille Primer

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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)**:   |  | | --- | | 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**:   |  | | --- | | 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**:   |  | | --- | | 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**:   |  | | --- | | 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. | |