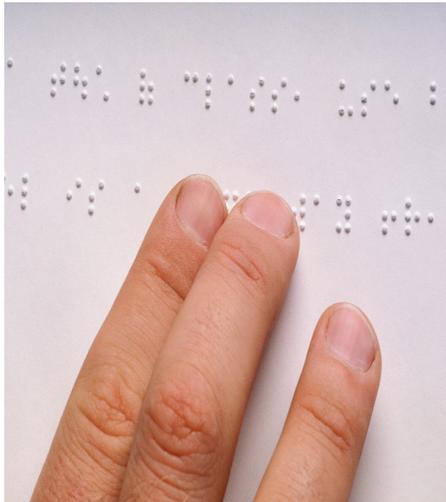


Slate-and-stylus skills

Modeling the appropriate and effective use of the slate and stylus, teaching the 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 the use of the slate and stylus, applying the use of slate-and-stylus skills in practical literacy activities.



Braille Readers are Leaders

All Braille students participate in the Braille Readers Are Leaders Contest during the months of November through January. The Braille Readers Are Leaders Contest encourages students to read Braille materials. Students receive rewards, certificates and other recognition for the number of Braille pages that they have read, enhancing their self-esteem. Students are able to attend after-school activities during which they can interact with their fellow students while being encouraged to read Braille as a recreational and leisure activity.

At Missouri School for the Blind we believe student success is our first and foremost responsibility. We further believe, that every student learns in an individual way and at an individual rate, therefore, Missouri School for the Blind differentiates instruction to meet the needs of each learner. For student's whose educational program centers on the Show-Me-Standards, as defined in the Grade-Level-Expectations (GLE), curriculum-based and on-going assessment, determine instructional methods, remediation, enrichment, and pacing through the curriculum. The GLE's are designed to meet a wide range of students needs; however, each course may be further differentiated through the IEP process to meet individual student needs. To identify the objectives associated with a specific course, please contact the assigned instructor or the curriculum supervisor.



For more information visit our website at:

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Braille

Instruction

Expanded Core Curriculum for the Blind and Visually Impaired



Rationale

Braille is taught to elementary, middle and high school students. The focus is to meet the individual needs of the student to ensure high-quality instruction and promote life-long learning skills. An assessment of current skill needs and evaluations of levels of progress is on going.

Early formal literacy skills ("prebraille")

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

Beginning braille literacy skills

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 an ongoing assessment of braille literacy skills and literacy media needs; continuing to develop mechanical skills in braille reading; building reading fluency; building the motivation for, and enjoyment of, reading; encouraging leisure reading.

Intermediate Braille literacy Skills

Teaching the use of reading as a tool for learning; teaching flexibility skills (such as studying and skimming); teaching and applying reading skills in content areas; teaching the use of reference books (like dictionaries and encyclopedias); continued teaching of editing marks in refining writing drafts; continued work on fluency and, 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.

Advanced braille literacy skills

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



Braille literacy skills for students with print literacy skills

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 the use of braille in practical activities; providing instruction in contracted and uncontracted braille to address an individual student's present and future needs; providing an ongoing assessment; applying literacy skills throughout the day and in authentic contexts; bridging beginning literacy skills and intermediate literacy skills.

Listening, aural-reading, and life-reader skills

Fostering the development of auditory skills (such as auditory awareness and attention, sound localization, auditory memory, and auditory closure); 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 life-reader skills in authentic contexts.



Technology skills

Teaching technology skills to facilitate literacy tasks and to gain access to print information, including the use of braille note-taking devices, refreshable braille displays, synthesized speech, accessible software, scanners (to convert print to an accessible medium), and braille and ink print printers; gaining access to, and information from, the Internet; applying technology skills throughout the day and in authentic contexts.