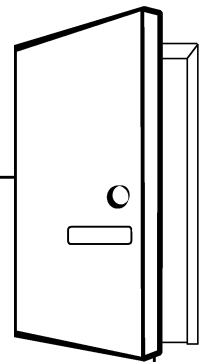


Word Associations

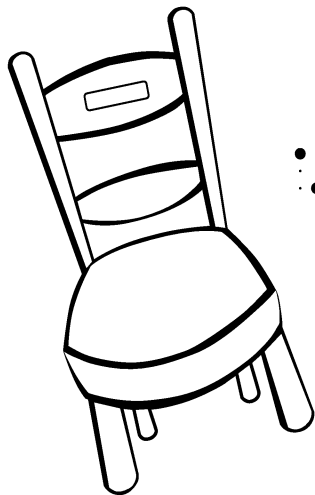
Print/Braille Labels



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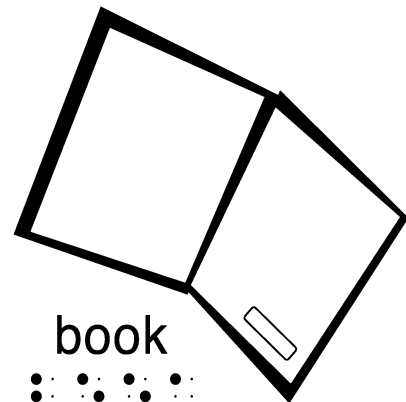
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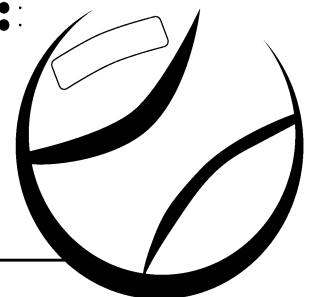
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by Lois J. Harrell

Word Associations

Print/Braille Labels

Lois Harrell, *Author*

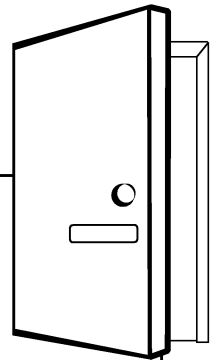
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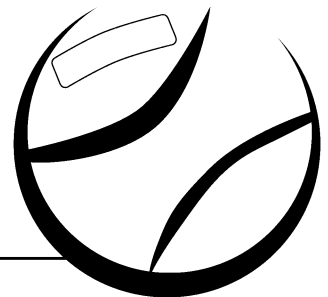


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It is amazing to see how early most sighted children effortlessly become sparked by reading, and how they demonstrate open joy at acquiring and applying basic reading concepts. This message, in turn, reinforces awareness of the challenges presented to blind children who have that same hunger for comparative thinking yet may miss out on the random incidental introduction to and reinforcement of such associations.

The surroundings of future braille readers can be equally rich with input to set the foundation for associative processing. However, without benefit of sight, the primary integrating and organizing sense, blind children will benefit greatly by active guidance to acquire the tools for discovering the world beyond their reach.

Some educators have the misconception that addressing braille reading readiness early is too progressive because it calls for what is defined as “teaching” and may even be considered to be “work.” However, presenting directed opportunities for active learning can be as natural and nourishing for the blind child’s mind as random environmental stimulus is to that of the sighted child. This is especially true when there is not the success-failure component of having to perform. When braille and reading readiness is introduced from the child’s perspective, with the fun of learning as the main ingredient, the question is “**Why not** introduce it early?”

The concept becomes even more compelling when the complexities of reading are considered and the question

is reversed: “**Why** present braille before the child is ready to read?” The answers must respect the blind child’s start. For example, formal exposure to reading readiness activities for sighted children may not occur until preschool. However, the visual introduction to recognition and comparison of lines, patterns, angles, letter configurations, words and segmented clusters has already been provided to these children incidentally. Interacting with the world, sharing books, seeing signs, looking at television, and observing others read in various situations all contribute to the foundation and purposefulness of reading.

Blind children can and must have similar input through “hands on” experience in order to give their minds a commensurate start. Just as sighted peers are motivated to learn to look for details with their eyes, braille users

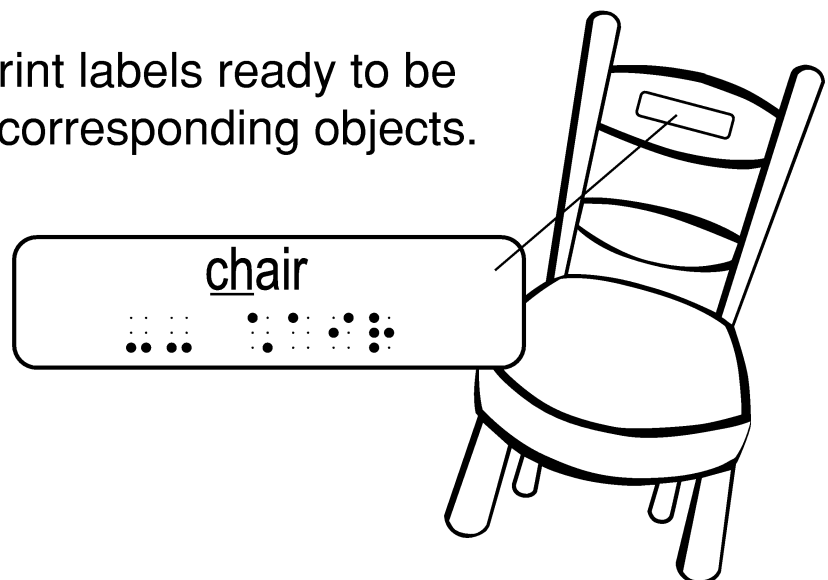
can be motivated to refine their tactual scanning skills with a joy of doing.

Reading is more than the act of recognizing the configurations of letters and words, whether in print or braille. It is a way of thinking that includes awareness of the symbolic presentation in addition to exercising abstract, or conceptual processing. The key is applicable and associated exposure and having a solid foundation of real experiences, combined with opportunities for reinforcement.

The purpose of **Word Associations** is to promote understanding of the young blind child’s needs related to reading readiness, to give suggestions for introducing exposure to braille, and to provide braille labels that can be a meaningful part of the child’s interactive world.

The intent of **Word Associations** is to encourage reading awareness for visually impaired preschoolers. It consists of five aspects:

1. Introduction to the basis for early exposure to tactile words and preparation for reading.
2. Suggested activities to promote awareness of basic concepts and descriptive terminology for a good reading-readiness foundation.
3. Suggestions for providing braille/print labels in the immediate environment related to common objects familiar to children.
4. A list of common label words with a print copy of the simulated braille code for easy reproduction of new labels.
5. Actual braille/print labels ready to be affixed to their corresponding objects.



The Basic Foundation

Reading involves more than identifying and piecing together the symbols in words and sentences whether in print or braille. The ability to think in the abstract (to imagine what the words mean) is based on personal experiences that give the mind a foundation for such thinking.

From a child's perspective, learning experiences must be fun and have a purpose and an application for them to be exercised and applied in everyday life. Children delight in discovering the "Laws of the Universe," as they perceive them through testing the consistencies of their physical and psychosocial environment. It is understandable that when a child encounters the world with random (unpredictable)

or fragmented (incomplete) input, trying to process information can result in frustration rather than fascination.

The world of blind and low vision children, without vision to integrate, or tie together simultaneous messages from the other senses, is frequently referred to as "fragmented." Lack of clear visual input, even if only incidental, limits natural curiosity, visual "closure," and instant processing.

Blind children are no different from other children in their need to activate that initial curiosity. However, until interpretive skills are developed, the world in which they live and the feedback that they get, provides a different perspective for learning and self-initiation.

Learning goes from concrete (real) to manipulative (replicas) to abstract (images). Without vision to effortlessly present the essential nature of “concrete,” deliberate and directed effort is required to introduce the world to the blind child. Active attention must be given to experiences that will provide the “motor knowledge” for a concrete foundation.

Continuous introduction and reinforcement, with participation in purposeful activities and with **real** objects, are vital for visually impaired children to develop the tools to process and apply information independently and in new situations.

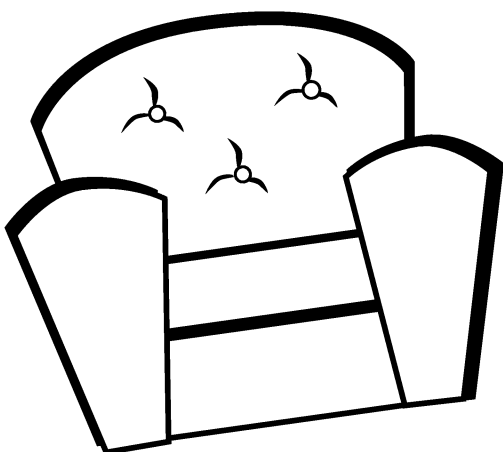
In effect, the special needs of visually impaired infants and

children are more differentiated than for any other population. Blind children are surrounded by sounds, smells and sensations that need direct attention to **real** (tangible) associations. They are initially dependent on others for interpretation, guidance, input, and motivation. Others must promote awareness of consistencies and patterns that trigger the mind to sift, sort and piece together the separate input from the child’s other senses. Only when there is familiarity through active participation and repetition will the processing become meaningful.

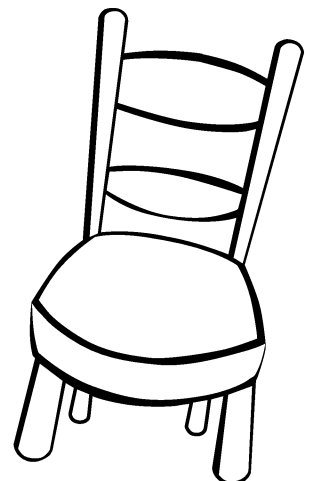
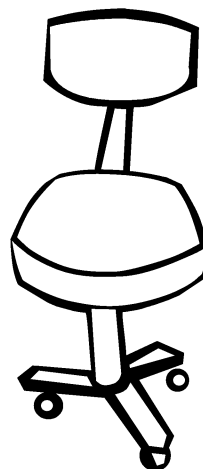
A primary skill forming the core for abstract thinking and making associations is the ability to process things with “closure” or completeness. Random exposure uses energy to piece things together. Organized processing, based on going

from beginning to end and noting “landmarks” (or identifiers)—segments, patterns and relationships—is vital to starting a young mind thinking in comparative terms. For the blind child this means waking up the mind and the sense of touch to gather much of the abundant available information. The goal is to develop the tools to process and internalize the definers that contribute to the mind’s ability to grasp and piece together information that contributes to the “ness” of labeled objects (spoonness, chairness, appleness, wordness).

Categorizing, however, must go beyond the “ness.”
Language is based upon



foundation, features and function. Being aware of the function (the why and how of objects and activities) requires another dimension of learning. For example, purposeful acquisition of communication skills can be a challenge because there is a parallel between language and imitation play since both exercise abstract thinking. Yet, many blind children do not have the foundation through active involvement to imitate purposeful actions of others. Understanding written representation of words (reading) involves even more abstract thinking related to the symbolism.



Descriptive Terminology

Though it is true that sighted children are constantly exposed to subtle introduction and reinforcement of basic concepts and comparisons through visual observation, blind children have the same need to understand the descriptive terminology that is part of their everyday life. The learning must take place through direct experiences with active “hands on” involvement that can be internalized. Verbal descriptions alone may not be enough because the associative vocabulary must be developed. (Be sure that the child’s observation and association of the experience are what you intend. For example, some textures that look the same may not feel the same.)

Being part of all sorts of daily activities provides input from which the child can form associations with words that represent labels, descriptions, feelings, directions, actions and which provide a rich experiential bank of memories. Active participation and interaction with other individuals and with the environment, gives the mind the vocabulary for language. Later the words can have meaning when represented and recognized in a written code.

Deliberate attention to the meanings and application of descriptive terminology will help the child to learn to compare, categorize, comprehend and hopefully communicate. When possible, use personal objects and items familiar to the child. Use **real** things rather than

replicas. Introduction in pairs for comparative evaluation is good. Also, providing opportunities for active involvement promotes associations.

Examples of basic concepts are as follows:

1. **Likes - differences:** Matching spoons and forks, clothing, body parts, chairs, door, plants.
2. **Small - medium - large:** Nesting toys (cans), pots and pans, dishes, clothing (shoes), commercial toys.
3. **Big - little:** People, clothing, chairs, rooms, quantities, such as with food.
4. **In - out:** Boxes, nesting toys, a spoon in a pot, climbing in a wagon, in a car, out of the house, in a yard, foot in a shoe.
5. **Up - down:** Stairs, reaching exercises, up on a shelf, down on the floor.
6. **Top - bottom:** Of clothing, of body, of drawers, shelves, doors.
7. **Over - under:** Over puddles, under trees (branches), total involvement exercises.
8. **On top - underneath:** Putting objects places, on top of a blanket, underneath cover.
9. **Wide - narrow:** Hallways, sidewalks, sleeve holes and necks of clothing, cars.
10. **Sound matching:** Different bells (doorbells), spoons banging pots, cans, noisemakers, instruments.
11. **Depth:** Glasses, steps (stairs), cups, water in the tub.

12. **Thick - thin:** Materials with clothing, carpets, pillows, food, batters (cake vs. cookie).
13. **Texture matching:** Sweaters, coats, other clothing, drapes, towels, upholstery.
14. **Hard - soft:** Pillows, floor, rugs, toys.
15. **Rough - smooth:** Walls, floor, table tops, counters, skin.
16. **Front - back:** Of body, of clothing, of house, of lines in school, for bus stop, at the store.
17. **Left - right:** Of arms, legs, parts of clothing, directions, of books, of shelves.
18. **Number sequences:** First, second, third, (for waiting turns), of activities such as meals, of days, of months.
19. **Shapes:** The primary shapes. For low vision children, the primary shapes provide a basis for recognition of shape configurations of letters. For blind children, shape recognition provides descriptive qualities.
- a. **Circle:** Glasses, cups, dishes, some doorknobs.
 - b. **Square:** Some windows, some pillows, bottoms of milk cartons.
 - c. **Triangles:** Top side of milk carton, some angles with hinges.
 - d. **Rectangles:** Doors, some windows, couch cushions and pillows.
20. **Empty - full:** Cups, bathtub, waste basket, boxes, cars, chairs, rooms.

21. **Open - closed:** Doors, stores, containers (boxes, bottles, cans, bags) fasteners.

22. **Heavy - light:** Containers, books, doors, furniture, people.

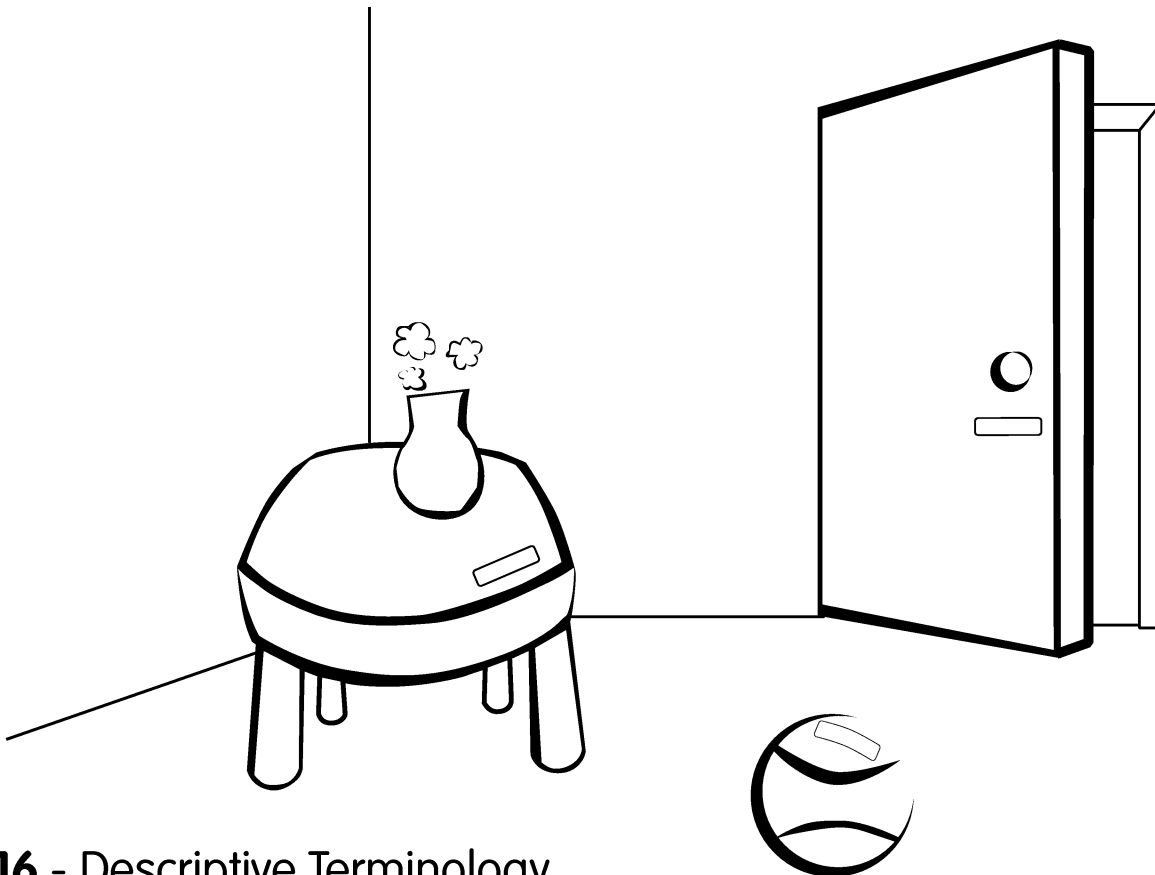
23. **Before - after:** People in lines, time of day, events, activities, sequences within tasks.

24. **Near - far:** In relation to within reach, distance of places, proximity of people and objects.

25. **Early - late - on time:** In relation to time of day, arrival and departure, time of event.

26. **Seasons, months, and days:** Having purposeful associations for observing calendar items.

After experiencing “hands on” associations with the key related words, then discussions centering around such descriptors (i.e., while in the car) may initiate a mental review for added reinforcement.



Refining the Finger Focus

Touch sensitivity and finger individuation are vital assets for children who are to become efficient braille users. Visual discrimination of the sighted child is activated by merely looking which sets the foundation for eventual associative processing of reading. The blind child's introduction to the refined tactual focus, necessary to become a competent braille student, does not have the same kind of incidental input. Each activity must be actively co-acted and worked through step-by-step, with emphasis on key points so that the child will gain the tools for independent recognition and application of the information.

Organized gathering of information through the sense of touch requires:

- Initial “hands on” introduction to the fine motor maneuvers of specific activities.
- Guidance to promote comprehension and application of processing techniques that enhance piecing together the tactual input without benefit of visual integration.
- Development of the purposeful finger scanning techniques for determining sequences, patterns, similarities and differences and the location of beginning and end points, for forming an image with “closure.”

- Awareness of how the information can be extended to numerous activities.
- Time and opportunity to practice for reinforcement.
- Belief in the expectation of being a contributing “part of the action” through exercise of such skills.

Fine motor skills become refined through practice and participating in the myriad of purposeful activities that require attention to manipulation of hands and fingers.

Squeezing: Toothpaste, washcloths, sponges, spray bottles to water plants.

Rubbing: Lotion, or cleaning the table, washing dishes.

Picking: Removing price tags, tape, or stickers from the grocery list.

Peeling: Eggs, fruit, and wrapping on some containers.

Stringing: Belts in loops and shoelaces.

Stroking: Small animals, hair.

Scanning for details: On-off position of switches, sorting laundry and coins.

Twisting: Lids, tops and windup knobs.

Poking: A finger in frosting or pins in material.

Pulling: Kleenex® from the box, a hose, box tops off.

Pinching: Zipper grips, flowers to pick, or separating sealed bags.

Tearing: Paper and tape.

Gripping: Grocery bag loops or suitcase handles and backpack straps.

Lifting: Heavy boxes and filled trays.

Pushing: Heavy doors, furniture, or grocery carts.

Maneuvering: Keys in holes, or fastening clothing—buttons, snaps, buckles.

Passive learning of actions cannot take place through the observations of others or mere descriptions. The visually impaired child must be consistently and actively exposed to such experiences regularly for them to be part of daily activities and expectations.

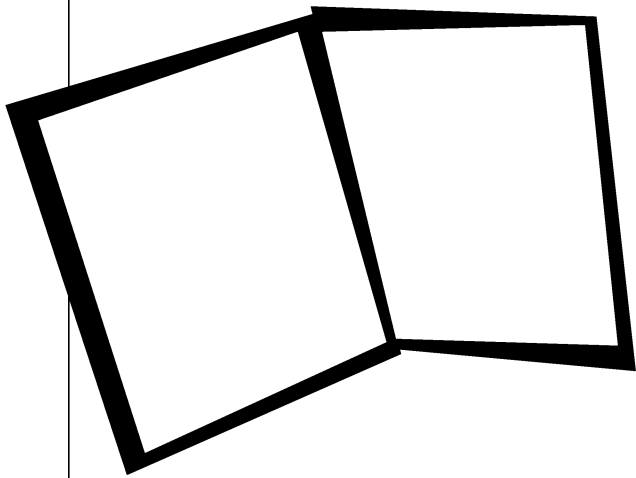
In addition to having opportunities for reinforcement of fine motor skills within a meaningful context, there is also benefit from structured focus on finger

awareness. When a child's mind can tune in to processing simple input with individual fingers, it is easier to extend the learning to deciphering the braille and using the braillewriter. Two-dimensional formats and exercise pages can help children learn to scan, trace, track and discriminate tactile details with their fingers.

Games that bring attention to individual fingers (related to the numbering of braille keys) can be fun and of value. For example, tie buttons on the end of threads and put varying numbers of knots on the thread so that the child can grip the button, and pull the thread between the thumb and pointer, index, or ring finger and sort according to the knot patterns. This brings focus to the fingers.

Thinking Like a Reader

It is commonly accepted that reading enhances success, and that children who enjoy being read to are more motivated to learn to read. Story time can be a sharing time for all children. Many children have a story read to them at nap time or before going to bed at night. It allows the child to unwind and feel the comfort of the togetherness. It also



provides the mind with things that the imagination can play with and review during the quieting before sleep.

Often children love to have one story read over and over, and can be seen “reading” it to themselves because they have processed the sequences and love to test their ability to anticipate the next part. In effect, it is not just understanding the content of the story, but enjoying the whole experience.

A child who is read to benefits by learning to listen with a purpose beyond hearing the rhythm of the reader’s voice. This, in turn, helps the child to appreciate words whether in written format or on tape. Many future braille readers, however, do not get early exposure to books and reading in the same degree as their sighted peers. This can be due to many factors, such as the following:

- Lack of access to books specifically for very young blind children.
- Parent's frustrations that most preschool materials depend on the child's attraction to visual pictures rather than word content.
- Concern that the words alone are generally meaningless at this age.
- Lack of awareness of the value a shared "story time" even before language has emerged.

Sighted children develop an awareness of written words long before they can read them. Their world is full of letters, words and phrases on clothing, food, household appliances, signs, and in books that provide the exposure and incentive for learning to read. Blind children deserve that same type of early introduction to reading. By making braille a normal experience, they too, will have the opportunity to develop a familiarity of written word representation before being able to decipher the dot configurations.

Learning to exercise the thought processes that develop listening skills is also important.

The Story Can: “The Story Can” activities centered around something that the child finds in a container, such as a coffee can or a shoe box, may be more beneficial for the very young child who is truly not ready for stories from books. With focus on the item in an enjoyable, active way it can enhance listening, participating and developing a vocabulary based on real objects and actions.

- When stories in books are too complex for the young child, a “story can” provides a similar shared attention, while giving concrete information.
- Each night (or every night for a week) the can has a specific object (bar of soap, spoon, sock, button, toothbrush, Kleenex, etc.).
- The child gets the container, opens it, and takes the object out. When possible, the child’s hands are co-acted or guided in processing the object with “closure” or organized scanning with a beginning, end and cued “landmarks” or identifiers.
- Descriptions of the object, its properties and uses and where it is bought or found, etc. are talked about.
- The child may be instructed to play a game of touching body parts with it for a body awareness game.

- The child might take the object to various places in the room or house for the foundation for orientation and mobility thinking. At first, it may require walking the child through the motion.

A **tape recorder** contributes to the foundation for reading. It can be used to personally enhance a child's listening skills. Materials recorded during a shared experience, can be unedited, and the related comments and sound input will personalize listening with anticipation.

All of this should be with attention to the joy of sharing, and not for performing or success on the part of the child. The tape will give the child a way of firsthand review, so that the sequences of the activities can be anticipated. It may also provide a way for the child to repeat the activities independently.

The thought is that children also listen more intently to familiar voices.

Captured Shared Experiences Sometimes record "story can" activities, so that the child can review the experience both on the tape and through actions.

Make your own books on tape. When you sit down to read a story to your child turn the recorder on. Even if there is related dialogue of the children, it will provide information on the tape that will call forth related thinking when the tape is replayed for the experience.

- If a story is recorded that has related raised illustrations that might be experienced at the same time, provide the book with the tape for review time.
- Have relatives provide similar "books on tape."

- Help the child learn to work the recorder independently. Your hands need to be followed by the child's hands as you insert a tape and push buttons.
- Guide the child's hands in exploring the tapes - cueing (gently pressing the child's pointer) as key points are processed.
- Give the child time to process and the opportunity to practice for success.

Start a Library: Help the child to organize the tapes so that they can be retrieved with a minimum of frustration. A drawer, box or tape container is a good start. It may help to index the tapes. Even small children quickly learn to process for identifying indicators. Thus, labels and numbering of the tapes will provide a purposeful interest in, and introduction to scanning

braille. Number each tape and then have a page or notebook with the full name of the tape indexed.

Individualized Tapes:

Photo albums capture moments in a way that triggers visual recall and association for sighted viewers. Audio memories of voices, songs, sounds related to events and specific dialogues can provide a similar recall. An occasional tape of outings and family get-togethers is like an album that will give hours of fun review.

Help the Child Create

Story Tapes: Use the recorder to capture and activate the child's imaginative potential while introducing the sequencing, order and organization of stories. You may even provide corresponding double spaced braille copies of these stories. Creating personal stories on tape will also be a way to

introduce individuality of thinking. Many blind children need practice in constructing new thoughts and ideas because they initially rely heavily on others to instruct them about what to do and how to do it.

The main thing to keep in mind is that basic readiness and exposure to braille and reading can feed a hunger for a young mind to exercise curiosity and search for consistencies that are

applicable in the real world. When the focus is provided as a natural part of daily activities there is no success/fail ratio to the experience. It is just a part of life's learning experiences which spark most children. The purpose is not to identify and read words. It is merely providing the opportunity to have a similar exposure to a reading foundation that sighted children get in a world that surrounds them with words.

Having Fun with Braille

A major challenge with children who will be braille readers, is that their introduction to words and letters is not the same as that of their sighted peers in establishing the foundation for learning to read. Many blind children may have a few braille books or braille labels around the house. There is, however, generally less exposure to applicable use of braille in a personal way that might provide motivation to learn and imitate. Opportunities to play the kinds of “mind games” that children love, as they start to recognize consistencies in the letter configurations, are far more random and evasive when vision does not provide incidental input, reinforcement and ready sharing.

It is fair to recognize some of the reasons why exposure to braille may be limited.

- Many families don't know if their child will use braille or print.
- Some believe that anything with braille should only be done by an expert.
- Initially families don't have a braillewriter, or the skills to use one.
- Many families don't have access to transcribers who can respond to spontaneous requests related to the child's interests and readiness.
- Some believe that early exposure to braille is not meaningful until other reading readiness skills are acquired.

The fact is, any child who has an early preschool introduction to braille in a way that makes it an integral part of daily living, will benefit. Initial exposure to the braille patterns is not to recognize the symbols. When the child does not have purposeful involvement with

braille before “decoding the patterns” is expected, the joy of learning it may be dampened by the need to succeed. This is especially true if it is put off until school age when it is combined with the many other challenges of starting school.

Awareness of Written Words

Sighted children develop an awareness of written words long before they can read them. Their world is full of letters, words and phrases on clothing, food, household appliances, signs, and in books, that provide the exposure and incentive for learning to read. Blind children deserve that same type of early introduction to reading. By making braille a normal experience, they, too, will have the opportunity to develop a foundation of written word associations before they can actually decipher the dot configurations.

There are numerous ways in which to provide a natural, unstructured exposure to braille. The following outline describes some.

I. Label Objects.

A. Make simple braille labels:

1. Indicate the beginning of a word to avoid having it read upside-down. For example, precede the word with two cells of dots 3-6.
2. Use Grade 2 Braille since that is what the child will learn in school.
3. Provide corresponding print above the braille, to promote sharing and comprehension of the experience. Print should have contractions underlined to facilitate association of the two approaches.

- a. When a braille label maker is used, tape corresponding print above.
 - b. When a clear label is used, have a corresponding print strip underneath.
 - c. When braille paper or brailion is used, print directly on the strip above the word.
- B. Select objects and label with words familiar to the child at his level. For example, if a toy rocking horse has been fondly named "Charlie," the label should say the name given rather than the name of the object (horse) which has not been used.
- 1. Start with simple everyday objects that the child is aware of and in contact with every day: e.g. - bed, chairs, table, door, drawers, shelves, toys, books.
 - 2. Personalize the child's belongings and work areas with his own name, marking his coat hook, cup, chair, storage box, tooth-brush holder, etc.
 - 3. Raised shapes and same textures are often easier sources for identification of these things if more than one child in a classroom has brailled labels and word differentiation has not yet been developed adequately for independent recognition.

- C. Place labels in strategic locations for the child's observation. For example, if he will be facing the object, like a door, have it upright where it will be comfortable for him to trace. If he will be feeling it by reaching down, as with the back of his own chair, place the label so that it is "right-side-up" for his touch.
- D. With introduction of each new label, guide the child's fingers across the word in the proper direction, from left to right. Then do not force the issue but continue each initial experience from the "start indicator" (dash) to subtly reinforce this concept without frustration of the variable of "right and wrong" at this time.
- E. Provide more labels as environmental awareness develops. For example: desk, washer, dryer, refrigerator, tub, faucet (hot, cold), radio, TV (or television), stereo, CD player, clock, food products (bread, milk, juice, salt, pepper, cereals—by name). Labels can be reused by having string or single thread elastic at each end. Also, label items associated with various household chores: wastebasket, laundry basket, mailbox, dog bowl, etc.
- F. As awareness of brailled word association develops, custom make labels according to the child's interest.

G. If the child likes the “game” with labels, and is ready for details, start introducing simple meaningful and descriptive word combinations: Charlie the rocking horse; daddy’s chair; high chair; top-middle-bottom drawers and shelves; front door; table leg; itemized shelves (towels, sheets, cereals).

1. Encourage and guide the child in tracing the braille of shared stories.
2. Provide short brailled poems, double spaced with print above the braille, that would be fun and easy to commit to memory. The child may then “pretend” to read and then actually

do it. Mark the top of the page and starting areas.

3. Provide cards with short sayings in braille and double spaced. For example: Feed the dog! Get your coat! I love you!
4. A Grocery List is a constructive example of how to apply braille meaningfully:
 - a. Provide a braille “list” of one or two things on a recipe card that you want the child to help you to remember to get.
 - b. Grade 2 Braille (using contractions) from the start.

- c. Print, with contraction underlined, above the braille, so that sighted readers can simultaneously see what the child's fingers are tracing.
 - d. Two dashes precede the single words of the list so that the child can locate the starting point. Reading braille is in relation to the flow from left to right.
 - e. Tape along the aligned dashes so that "fuzzy stickers" can be reapplied to make things to get. When the item is home the sticker is removed. Next time, before going to the store, apply the stickers next to specific items and remind the child to "help" you remember. Occasionally review the marked words.
 - f. Provide braille labels that the child can put on some of the groceries before helping to put them away.
- II. Locate a certified braille transcriber to help.

Using the Labels

The labels, packaged separately, provide words that can be affixed to objects.

The print word is above the braille so that shared recognition may take place simultaneously.

Grade 2 Braille is used because it is what the child will be introduced to in school.

The contracted letter combinations of the braille have been underlined in their print counterpart to eliminate possible confusion when comparing the two media.

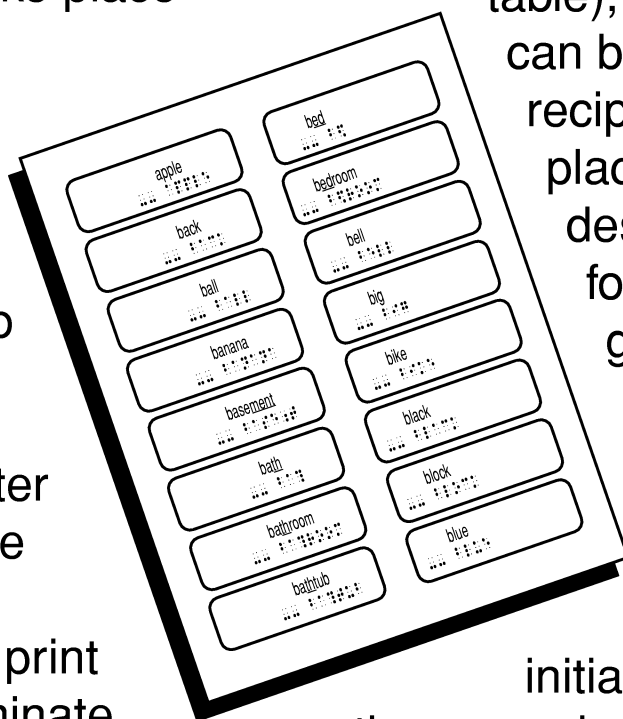
A double dash precedes the braille to identify the beginning of the word and promote left-to-right progression.

The labels may be adhered to various objects where the child can scan them easily. If it is not desirable to adhere the label directly to an object (e.g., Grandma's antique

table), the labels can be applied to recipe cards and placed as desired or used for association games.

It is important to note that the

initial purpose of these words is not to enable the child to identify the object by "reading" the braille. In effect the reverse is true because the object must be familiar first so that the child can learn to associate the label with the object.



The Label Reference List

This last section is a handy word list to use for making labels of your own. It contains all of the words in print and ink-print simulated braille just as they are shown on the labels that are included in the kit. This list is meant to be used as a reference.

With it, you can see if a certain word is included in the labels, or you can see how to reproduce a label that has been used or lost.

If you are making your own labels from the list, you can make them out of a variety of materials. Experiment, but keep in mind that braille labels made on thin paper will not hold up very well.

Braille on index cards, braille paper, or other heavier materials will last longer, but will be harder to produce.

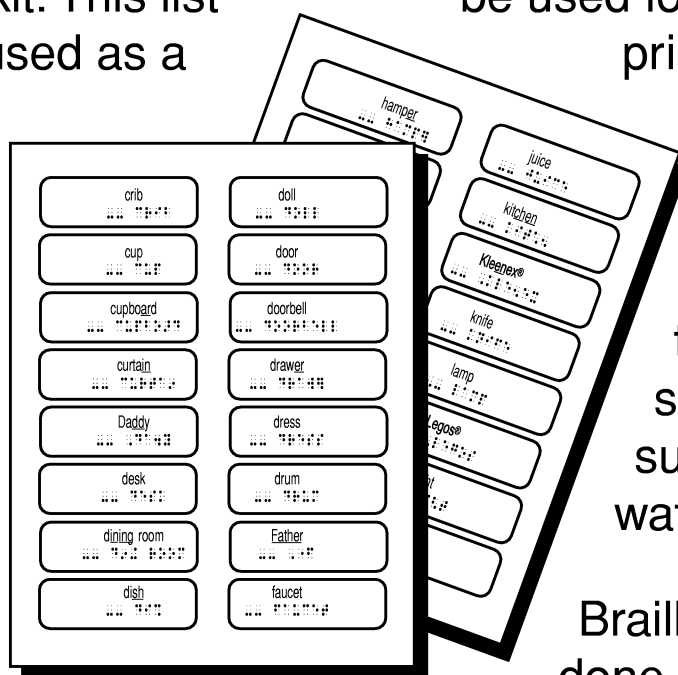
Some thin plastics and acetates produce good results. A good marker can

be used for adding the print to the

labels, but with some materials it will bleed through or smear. Make sure it is waterproof.

Braille can be done with either a

braillewriter or a slate and stylus. Be sure to include the dash in braille to give the child the customary starting point to aid orientation and reading from left to right. By copying the simulated braille, you will be able to reproduce



the label of your choice.
Since words are reproduced
in this section just as they
are shown on the labels,
checking your braille
reproduction will be easy.

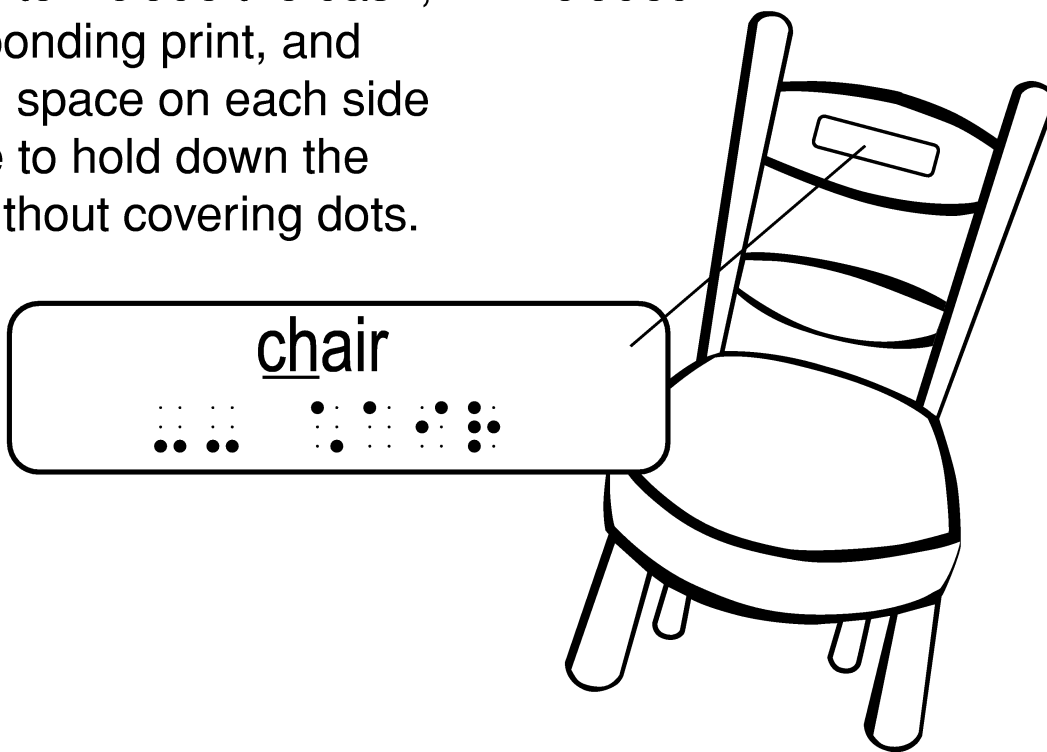
For more information on how braille is produced or how to make words not included in the list, contact a teacher of the visually impaired, a certified braille transcriber, or the American Printing House for the Blind for further assistance.

When cutting out labels, be sure to include the dash, corresponding print, and enough space on each side for tape to hold down the label without covering dots.

The labels may be adhered with tape on each end, double-sided tape underneath (carpet tape is good), glue, tacks, or staples as appropriate.

It is important for you to try making some braille labels of your own. By doing so, you will be personalizing the use of the labels for your child. In addition, it is good for your child to see how braille is written and that you can write it.

Here is the list of labels included:



apple
⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

bed
⠠⠠⠠ ⠠⠠

back
⠠⠠⠠ ⠠⠠⠠⠠⠠

bedroom
⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠

ball
⠠⠠⠠ ⠠⠠⠠⠠

bell
⠠⠠⠠ ⠠⠠⠠⠠

banana
⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

big
⠠⠠⠠ ⠠⠠⠠

basement
⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠

bike
⠠⠠⠠ ⠠⠠⠠⠠

bath
⠠⠠⠠ ⠠⠠⠠

black
⠠⠠⠠ ⠠⠠⠠⠠⠠

bathroom
⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠

block
⠠⠠⠠ ⠠⠠⠠⠠⠠

bathtub
⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

blue
⠠⠠⠠ ⠠⠠⠠⠠

boat
⠠⠠⠠ ⠠⠠⠠⠠⠠

bread
⠠⠠⠠ ⠠⠠⠠⠠⠠

book
⠠⠠⠠ ⠠⠠⠠⠠⠠

brother
⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

boots
⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

brown
⠠⠠⠠ ⠠⠠⠠⠠⠠

bottle
⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠

brush
⠠⠠⠠ ⠠⠠⠠⠠⠠

bottom
⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠

bus
⠠⠠⠠ ⠠⠠⠠⠠

bowl
⠠⠠⠠ ⠠⠠⠠⠠

can
⠠⠠⠠ ⠠⠠

box
⠠⠠⠠ ⠠⠠⠠⠠

car
⠠⠠⠠ ⠠⠠⠠

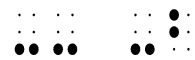
braille
⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

CD
⠠⠠⠠ ⠠⠠⠠⠠⠠

cereal



comb



Cheerios®



computer



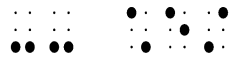
chair



cookies



chest



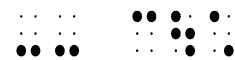
cold



clock



couch



closet



cover



coat



crackers



coat hanger



crayon



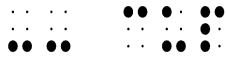
crib



doll



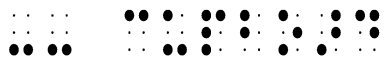
cup



door



cupboard



doorbell



curtain



drawer



Daddy



dress



desk



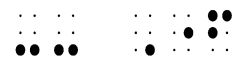
drum



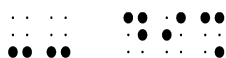
dining room



Father



dish



faucet



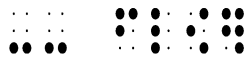
fence



garden



flower



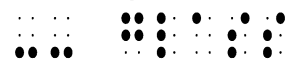
gate



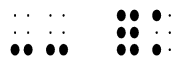
food



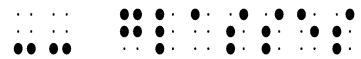
glass



fork



glasses



front



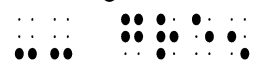
grape



fruit



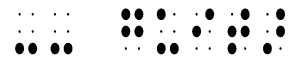
green



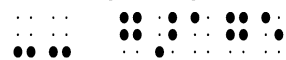
game



guitar



garage



hall



hamper
⠠⠏⠁⠍⠑⠗

juice
⠠⠵⠢⠢⠠⠙⠠⠙

harmonica
⠠⠏⠁⠗⠏⠏⠠⠢⠠⠢⠠⠢⠠⠢⠠⠢⠠⠢

kitchen
⠠⠕⠢⠢⠠⠢⠠⠢⠠⠢⠠⠢

hat
⠠⠏⠁⠢

Kleenex®
⠠⠕⠢⠠⠢⠠⠢⠠⠢⠠⠢⠠⠢⠠⠢⠠⠢

horn
⠠⠏⠠⠢⠠⠢⠠⠢

knife
⠠⠢⠠⠢⠠⠢⠠⠢⠠⠢

horse
⠠⠏⠠⠢⠠⠢⠠⠢⠠⠢⠠⠢

lamp
⠠⠕⠢⠠⠢⠠⠢⠠⠢

hot
⠠⠏⠠⠢⠠⠢

Legos®
⠠⠕⠢⠠⠢⠠⠢⠠⠢⠠⠢⠠⠢⠠⠢

in
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light
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jar
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living room
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my
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napkin
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newspaper
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Mama
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orange
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middle
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out
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microwave
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oven
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milk
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pajamas
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Mother
⠠⠠⠠ ⠠⠠⠠⠠

pan
⠠⠠⠠ ⠠⠠⠠⠠

pants
⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

plant
⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

paper
⠠⠠⠠ ⠠⠠⠠⠠

plate
⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

path
⠠⠠⠠ ⠠⠠⠠

porch
⠠⠠⠠ ⠠⠠⠠⠠⠠

pepper
⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

pot
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pet
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powder
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piano
⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

purple
⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠

picture
⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠

radio
⠠⠠⠠ ⠠⠠⠠⠠

pink
⠠⠠⠠ ⠠⠠⠠

recorder
⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠

red
⠠⠗⠑⠇

sheet
⠠⠎⠑⠑⠞

refrigerator
⠠⠗⠑⠋⠗⠊⠎⠊⠗⠊⠗⠊⠗⠊⠗⠊⠗⠊⠗⠊⠗⠊

shelf
⠠⠎⠑⠕⠋

remote
⠠⠗⠑⠞⠕⠞⠑

shirt
⠠⠎⠊⠗⠞

rug
⠠⠗⠘

shoes
⠠⠎⠓⠑⠎

salt
⠠⠎⠁⠞

shower
⠠⠎⠓⠕⠞⠑⠗

screen
⠠⠎⠋⠗⠑⠑⠗⠎

side
⠠⠎⠊⠇⠑

shampoo
⠠⠎⠓⠁⠞⠑⠕

silverware
⠠⠎⠊⠕⠞⠞⠑⠗⠑

shapes
⠠⠎⠓⠁⠑⠎

sink
⠠⠎⠊⠕⠞

sister
⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

stove
⠠⠠⠠ ⠠⠠⠠⠠⠠

slide
⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

sugar
⠠⠠⠠ ⠠⠠⠠⠠⠠

soap
⠠⠠⠠ ⠠⠠⠠⠠

sun glasses
⠠⠠⠠ ⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠

socks
⠠⠠⠠ ⠠⠠⠠⠠⠠

swing
⠠⠠⠠ ⠠⠠⠠

sofa
⠠⠠⠠ ⠠⠠⠠

switch
⠠⠠⠠ ⠠⠠⠠⠠⠠

spice
⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

table
⠠⠠⠠ ⠠⠠⠠⠠

spoon
⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

tape
⠠⠠⠠ ⠠⠠⠠⠠

stairs
⠠⠠⠠ ⠠⠠⠠⠠⠠

Teddy bear
⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠

telephone



train



toilet



trash



toothbrush



tricycle



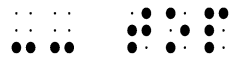
toothpaste



truck



top



VCR



toy



video



towel



wagon



TV



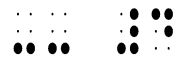
wall



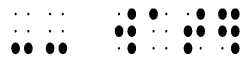
wash cloth



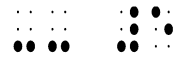
4



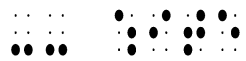
water



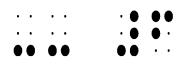
5



white



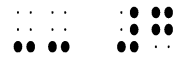
6



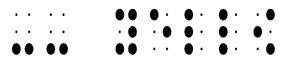
window



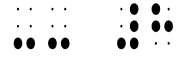
7



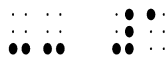
yellow



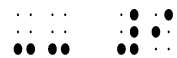
8



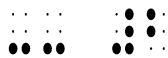
1



9



2



10



3





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