# Guiding Principles for the Presentation of Braille

# Guiding Principles for the Presentation of Braille

## Contents

# 1. Introduction

The UK Association for Accessible Formats (UKAAF) has developed these guiding principles for formatting braille, following feedback from producers, users, software developers and braille experts in the field. They relate to producing braille on paper (rather than a refreshable braille display). Examples have been included to illustrate the principles but the examples themselves are not definitive.

Braille producers in the UK must (at the very least) conform to the guiding principles to ensure that the braille they produce can be easily read by end users (the examples are suggestions as to how this might be done). Braille producers are free to develop their own more detailed house styles, providing they still conform to these guiding principles. The house style used by RNIB is available to purchase (RNIB Braillists' Manual) should producers wish to research this area further.

Note: These guiding principles are not intended to cover the formatting of materials such as mathematics, science, graphics, music, complex tables or graphs – all of which require specialist transcription knowledge.

# 2. Objectives of the guiding principles

- To provide a minimum quality threshold in braille formatting for braille produced on paper
- To explain how to meaningfully convey the structure of a document to the reader rather than simply reproduce the layout and typeforms used in print (italics, bold, etc.)
- To ensure consistency of braille formatting throughout a document
- To enable an increase in levels of automation leading to cheaper, faster braille transcription so that more braille can be made available to those who need it

## 3. Getting started

- Understand your audience – braille should be easy to read and manage
- Have a good understanding of braille or access to someone who does
- Invest time and effort in getting the best quality source text file
- Be confident in using templates, styles and formatting for generating and editing documents
- Understand all of the functionality your braille translation software provides (e.g. know how to create a table of contents automatically, know how to prevent the software from automatically adding a braille symbol every time text is in bold or italics or underlined)
- Keep your braille translation software up-to-date
- Look after your braille embosser – know how to use it, maintain it properly and be confident in its output
- Ensure the braille is appropriately labelled, bound and packaged (see the UKAAF braille guidelines for further information)

## 4. Identification

**Guiding principles**: Every document must have some form of identification and longer documents need guidance on the structure. This could include any or all of the following, dependent on length and complexity; what it is, who it is from, what is included in the document and/or how many volumes.

### Good practice example for short document

- Title
- Main text

### Good practice example for a book

- Title page
- Extraneous text (information on the book cover etc.)
- Contents page (as in the print version)
- Braille contents (of each of the braille volumes)

- Introductory material
- Main text

Further information is contained in the Appendix (H. Tables of contents).

## 5. Headings

**Guiding principles**: Headings must be easily found with the fingers (when tracking the left-hand margin of a page), but at the same time maximise the use of space. Headings must not appear on the bottom line of a braille page.

### Good practice example of a heading hierarchy

- Title: centred on a new page (only used once in the document)
- Heading 1: centred and preceded by a suitable indicator line
- Heading 2: cell 1, runovers cell 5 and preceded by a blank line
- Heading 3: cell 3, runovers cell 5 and preceded by a blank line

Note: It is not expected that most documents would have more than a title and 3 levels of heading. However for further examples of the use of headings within books see the Appendix (A. Headings).

In print, headings will often be emphasised using special fonts or type such as bold, underline and italics. Generally speaking it is NOT good practice to slavishly represent all of these in a braille heading. They can be irritating and superfluous for the reader and better use can be made of the space available. The layout will generally be sufficient indication of the heading.

## 6. Running headers (Page information line)

**Guiding principles**: Each braille page should generally carry a page information line (PIL) indicating the braille page number, the print page number (optional), and title or current section name. It should be easily located by the reader.

## Good practice example

The header appears as the first line on the page. The print page number is left justified. The title/section name is centred. These two items should relate to the material appearing on the last line of the braille page. The braille page number is right justified. The PIL should not extend over more than one line and the title should be summarised (rather than truncated) in order to facilitate this. Capitals may be omitted to maximise the use of space.

N.B. Please note that most braille translation software can automatically generate this header (though not shorten titles).

Example:

25                              Common Native Trees                              48

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## 7. Page numbering

**Guiding principles**: Page numbers (braille and print) must be easy to find and not intrusive to the text. Braille page numbering must always start at 1 (for each volume).

## Good practice example

Braille page number top right
Print page number top left

N.B. If a braille page carries material from print pages 61 and 62, then the print page number shown is 62. Showing print page numbers is optional.

## 8. Print page turn indicators

**Guiding principles**: If original print page numbers are included on page information lines, in the braille version, an indication of where the print page turn has occurred must also be shown. Note, the indicator can generally be automatically created by braille translation software.

### Good practice example

On a new braille line, the following information is centred: dot 5, dots 25, followed immediately by new print page number (no space). The text from the preceding line is resumed in cell 1 on the following line unless there is a new paragraph.

Example:

Once they had solved that problem, the next part was easy: the clues they had been given began
_____74
slotting into place and they began making more rapid progress.

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## 9. Paragraphs

**Guiding principles**: Paragraphs must be easily identifiable and easily found with the fingers (when tracking the left-hand margin of a page). Producers may employ additional features to enable identification of

paragraphs for young children and those learning braille. For further information on paragraphs please see Appendix (B. Paragraphs).

## Good practice examples

Example 1: Paragraphs will commence in cell 3 with runovers starting in cell 1.

Example 2 (for young children and learners): paragraphs can be preceded by a blank line and then commence in cell 3 with runovers starting in cell 1.

# 10. Lists

**Guiding principles**: Lists specifically set out in print must, in braille, be easily distinguishable from the surrounding text, be easy to follow and must be clear to the braille reader when they have ended.

## Good practice examples of a list

Example 1: Place a blank line before the list and blank line at the end of the list. List items start in cell 1 with runovers in cell 3, and with any list item bullet, number or letter starting the entry in cell 1.

Example 2: Start list items in cell 5 with runovers in cell 1, ignoring print bullet marks. Blank lines are usually not needed.

N.B. Where bullets or other marks are used in print it is generally good practice to reproduce them in braille, although if the bullet symbol is obscure it can be substituted.

Alternatively, print bullets may be ignored as long as the guiding principle is achieved, e.g. by using distinctive layout. This can produce a less cluttered appearance, as in the case where e.g. print places a bullet on each word in a vocabulary list purely for visual effect.

Further information on lists can be found in the Appendix (C. Lists).

# 11. Notes and footnotes

**Guiding principles**: Notes and footnotes must be easily identifiable from the surrounding text, consistently applied throughout the document, and not intrusive to the text.

## Good practice examples of notes and footnotes

Example 1: (footnotes placed inline)
They travelled to Hastings [where the famous 1066 battle took place]. Many visitors enjoy eating fish and chips from the Blue Dolphin restaurant [other restaurants are available!]

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Example 2: (footnotes placed on a separate page)
They travelled to Hastings[1]. Many visitors enjoy eating fish and chips from the Blue Dolphin restaurant[2].

1  where the famous 1066 battle took place.
2  other restaurants are available!

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Further information on notes and footnotes can be found in the Appendix (D. Footnotes and endnotes).

## 12. Basic tables

**Guiding principles:** Information presented as a table in print, such as a table of figures, a bank statement, or textual information set out in columns, must be easily identified from the surrounding text. The two main methods used in braille are:

a. Tabular form, where the information is aligned in columns as in the print. Tabular form is particularly useful where the information needs to be scanned by the reader down the columns, as with columns of figures.

b. Paragraph form, where the information in each row of the table is converted to a paragraph in braille, with items separated by punctuation rather than being aligned. Paragraph form is particularly useful for wide tables (since there is no limit to row length), or where the table entries consist of longer items of text. On narrow width braille paper, such as A4, tabular format can become problematic because of the restrictive width.

Graphic lines in print separating columns and rows are generally ignored in braille.

When using tabular form, guide dots are used to bridge the gap between columns, leaving a space at each end. Two cells is the minimum length. Column entries (including any column headings) are normally aligned on the left. However, if figures are to be worked on or summed etc. down a column, the figures may be aligned on the right (or their decimal points aligned).

# Good practice examples of simple tables

Example 1: (brailled in tabular form)

| No. | Square | Cube |
|-----|--------|------|
| 1 | 1 | 1 |
| 2 | 4 | 8 |
| 3 | 9 | 27 |
| 4 | 16 | 64 |
| 5 | 25 | 125 |
| 6 | 36 | 216 |
| 7 | 49 | 343 |
| 8 | 64 | 512 |
| 9 | 81 | 729 |
| 10 | 100 | 1000 |

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(braille table follows)

Example 2: (brailled in paragraph form):

| Date | Description | Money out | Money In | Balance |
|---|---|---|---|---|
| 03/09/14 | Direct debit to Orange | 22.35 | | 822.26 |
| 08/09/14 | Payment by cheque 10031 | 321.84 | | 500.42 |
| 09/09/14 | Received from Tomms RG | | 250.00 | 750.42 |
| 12/09/14 | Paypal payment | 75.22 | | 675.20 |

The information given in the table above would be brailled as follows;

[The following table is brailled in paragraph form. Each entry gives: Date; Description; Money out; Money in; Balance.]

03/09/14; Direct Debit to Orange; 22.35; –; 822.26.
08/09/14; Payment by cheque 10031; 321.84; –; 500.42.
09/09/14; Received from Tomms RG; –; 250.00; 750.42.
12/09/14; Paypal payment; 75.22; –; 675.20.

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Further information on Tables can be found in the Appendix (E. Tables).

# Appendix – Supplementary guidelines

This appendix expands on areas of formatting already covered in the main part of the document. It also introduces some new topics. For more detailed information on how one publisher presents books and documents in braille please refer to the RNIB Braillists' Manual.

## A. Headings

There may be occasions where more complicated and lengthy texts need more than three heading levels. In this case any format of braille heading may be assigned more than once provided that they are distinguished by some other means such as terminology (e.g. Unit, Part, Chapter, Section) or typeface.

### Good practice example of six heading levels

- Level 1: Centred and starting on a new page on the third line. This could be used for parts of a book.
- Level 2: Centred, preceded by an indicator line. This could be used for chapters.
- Level 3: Centred, but with no indicator line.
- Level 4: Cell 1 heading with runovers in cell 5, preceded by a blank line. Use a typeform indicator, such as bold.
- Level 5: Same as level 4, but without typeform indicators.
- Level 6: Starting in cell 3 with runovers in cell 5. Use a typeform indicator such as bold.

## B. Paragraphs

Print may use different styles of paragraph layout such as blocked, indented or hanging. Normally braille will follow a standard style independent of the print. If however the print layout for paragraphs is deemed particularly relevant, this can be highlighted in a transcriber's note.

**Good practice example of paragraph layout**

- For ordinary text, each paragraph starts in cell 3, with runover lines starting in cell 1.
- For quoted material, such as an extract, new paragraphs start in cell 7 with runover lines in cell 5.
- If two extracts follow each other, insert a blank line between them, otherwise, no blank lines are used.
- An alternative for quoted material is to use the entire width of the page as usual but precede the quotation by a blank line and follow it with a dot 2s indicator line.

# C. Lists

There may be occasions where there are lists within lists, otherwise known as nested lists. List items of different levels should be distinguishable (e.g. by different indentation), so that their rank is clear to the reader. The scheme used for indentation should be designed so that entry starts of different levels will not be confused with runovers.

**Good practice examples of a nested list**

Example 1:
- Each main entry begins in cell 1 with runovers in cell 5.
- Each sub-entry begins in cell 3 with runovers in cell 7.
- Each subsequent sub-entry is indented an additional 2 cells with the runovers indented an additional 4 cells [1/5, 3/7, 5/9, 7/11, etc.].

Example 2:
- Each main entry (often a numbered or lettered sub paragraph) starts in cell 5, with runovers in cell 1.
- Further indents can be in cell 7 and 9 [5/1, 7/1, 9/1, 11/1 etc.].

## D. Footnotes and endnotes

There are many different ways of ensuring that the guiding principle for notes (they must be easily identifiable and not intrusive to the text) is adhered to. The method adopted depends very much on the number of footnotes and the layout in the original print. All notes (footnotes, end notes, numbered and unnumbered notes) need referencing, except where directly inserted in braille at the point of reference.

### Good practice examples of notes

- Notes occurring near the relevant text (e.g. in the margin, at the bottom of the page, or on facing pages), can be placed close to the text in braille if few in number, or else collected into a section at the end of the braille volume.
- Notes which appear at the end of the book may appear at the end of the relevant braille volume or may be put in a separate volume if there are a lot.
- Notes which appear at the end of a chapter or article in print, can be placed at the end of the braille volume (so they are easy to locate whilst reading).
- Write endnotes in list format, i.e. starting in cell 1 (with reference number or mark), and runovers in cell 3. An entry for a section of such notes is included in the table of contents for that braille volume.
- Notes on facing pages in print (e.g. for plays) can, if practicable, be placed on facing pages in braille.
- Ensure that notes containing more than one paragraph are treated as such (software can automatically separate the paragraphs into two separate notes).

## E. Tables

Tables primarily aim to present information in a systematic way (usually in columns) in order to facilitate navigation and understanding of the facts. They can take many forms and it would be too complicated to be too

prescriptive about layout. Instead what follows are some additional good practice examples which cover most areas of presentation.

## Good practice example of a transposed table

To fit the braille page, the table has been transposed, capitals and bold are omitted and the pound sign moved to the column headings. Guide dots are used, but are left short of the aligned column of figures.

### Household Expenditure

| | Mortgage | Life Insurance | Buildings and Contents Insurance | Council Tax | Water Rates | Gas and Electricity | Total |
|---|---|---|---|---|---|---|---|
| Year 1 | £7,504.28 | £372.12 | £249.12 | £1,134.76 | £363.00 | £1,130.00 | £11,256.62 |
| Year 2 | £7,504.28 | £372.12 | £318.54 | £1,186.50 | £370.99 | £1,396.00 | £11,669.97 |

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## Good practice example of a table over two pages

The table is too wide for the braille page, and in this case has been split to be read across two facing pages. The rows on the facing pages must line up; the guidelines on the first page extend to the right-hand side to aid tracking across to the facing page. Days of the week are abbreviated.

**Table 3: Weather Forecast for Somewhere City**

|  | Summary | Maximum temperature | Humidity | Visibility | Pressure | Wind direction | Wind speed |
|---|---|---|---|---|---|---|---|
| **Monday** | Light rain | 5°C | 87% | Good | 1011mb | SE | 16mph |
| **Tuesday** | Light cloud | 6°C | 87% | Good | 1014mb | ENE | 8mph |
| **Wednesday** | Partly cloudy | 8°C | 90% | Good | 1016mb | E | 9mph |
| **Thursday** | Heavy rain | 10°C | 92% | Moderate | 1014mb | SSE | 14mph |
| **Friday** | Light rain shower | 11°C | 88% | Good | 1012mb | SW | 17mph |

(Weather or Not Forecasts Ltd.)

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⠠⠠⠠⠠⠠ ⠄⠄  ⠠⠠⠠⠠⠶⠒ ⠄⠄ ⠠⠠⠠⠂ ⠄⠄

⠠⠠⠠⠠  ⠠⠠⠠⠠

⠠⠠⠶ ⠄⠄⠄  ⠠⠠⠠⠠⠠⠶⠒ ⠄⠄ ⠠⠠⠠⠂ ⠄⠄

⠠⠠⠠⠠  ⠠⠠⠠⠠

⠠⠠⠶ ⠠⠠⠶  ⠠⠠⠠⠠⠠⠶⠒ ⠄⠄ ⠠⠠⠠⠂ ⠄⠄

# F. Forms

**Guiding principles:** The print information included in a form should be transcribed into braille but it is not necessary to replicate the (very often) complex layout of forms.

## Good practice example of a form

### Print version of a form

**MEMBERSHIP APPLICATION FORM**

| SURNAME:<br>Mr/Mrs/Ms* | FORENAME(S): |
|---|---|
| ADDRESS:<br><br>_____<br><br>_____<br><br>_____ Postcode _____ | |

Telephone (day) ------------------------- (Eve) ------------------------------------

Email[1] ----------------------------------------------------------------------------

How did you hear about us?  Friend/Search Engine/Previous visit/Other*

Payment (*tick as appropriate*):

Please charge £20 to my  ☐ Mastercard  ☐ Visa  ☐ Switch  ☐ Delta

Card Number  ☐☐☐☐  ☐☐☐☐  ☐☐☐☐  ☐☐☐☐

CVC code[2]  ☐☐☐

Start Date ☐ / / ☐  Expiry Date ☐ / / ☐

Cardholders Signature ☐

* Delete as appropriate

[1] We would like to keep you up to date with events and offers
[2] We cannot process your application without this security code

**Braille version of the form**

# G. Quoted material

**Guiding principles**: Quoted material must be easily identifiable from the surrounding text and the format must be consistently applied throughout the document.

## Good practice examples of quoted material

Example 1: A quotation printed in special type within ordinary text lines can be identified by using the corresponding typeform indicators in braille, or else by inserting quotation marks instead.

Example 2: A set-out quoted passage can be indented by 4 cells, so that new paragraphs within the quote start in cell 7, and runovers begin in cell 5. (Overall typeform indicators are not necessary.)

# H. Tables of contents

**Guiding principles:** The contents pages should be simple to locate and navigate. They should enable easy navigation of the book or document. If no contents page is present in the print document, a contents page should still be considered for the braille document if it would help significantly with navigation.

## Good practice example of the contents page for a single volume book or document

- The contents page from the print document is reproduced (the different level headings being indented as appropriate).
- On the right hand side of the page there are two columns headed print/page and braille/page respectively. They are separated by a gap of 2 cells.
- Lead lines between entries and page numbers consist of hyphens.

- If print page numbers are NOT shown, then there is no need to show print page numbers in the contents. Instead, only braille page numbers should be shown.

**Print:**

Contents

. . .

**Braille:**

⠠⠉⠕⠝⠞�

⠠⠏⠗⠊⠝⠞ ⠠⠃⠗⠇

⠨⠉⠂ ⠠⠊⠝⠞⠗⠕⠙⠥⠉⠞⠝ ................ ⠼⠋ ⠼⠁

   ⠨⠉⠄⠂ ⠠⠙⠕⠉⠥⠍⠞ ⠠⠉⠕⠝⠧⠝⠎ ⠄⠄⠄ ⠼⠊ ⠼⠁⠉

⠨⠃⠂ ⠠⠮ ⠠⠃⠁⠎⠊⠉⠎ ................ ⠼⠁⠚ ⠼⠁⠙

   ⠨⠃⠄⠂ ⠠⠍⠁⠊⠝ ⠠⠋⠑⠁⠞⠥⠗⠎ ..... ⠼⠁⠃ ⠼⠁⠓

   ⠨⠃⠄⠃ ⠠⠛⠑⠞⠞⠛ ⠠⠎⠞⠁⠗⠞⠙ ...... ⠼⠁⠉ ⠼⠁⠊

   ⠨⠃⠄⠉ ⠠⠛⠑⠞⠞⠛ ⠠⠓⠑⠇⠏ ......... ⠼⠁⠙ ⠼⠃⠁

⠨⠉⠂ ⠠⠊⠝ ⠠⠍⠕⠗⠑ ⠠⠙⠑⠞⠁⠊⠇ ....... ⠼⠁⠑ ⠼⠃⠉

⠄⠄⠄

⠒⠒⠒⠒⠒⠒⠒⠒⠒⠒⠒⠒⠒⠒⠒⠒

## Good practice example of the contents pages for a multi-volume book

- For the first volume, provide a summary of the print page coverage for each braille volume.
- For the first volume, provide a contents table for the whole book stating the print page numbers.

- In all the volumes, provide a table of contents of the material in that volume, stating the braille page numbers (noting that it contains entries for the volume only).

## I. Index to books

**Guiding principle:** Index pages should be simple to locate and navigate. Entries should facilitate the location of specific items in the text.

### Good practice example of an index

- For multi-volume books repeat the summary of the print page coverage for each volume.
- Runovers are indented two cells further than the deepest entry (i.e. all entries have the same runover start).
- Page numbers directly follow the index entry (retaining punctuation if present).

## J. Poetry

**Guiding principle:** Poetry should generally be presented in a way that best conveys the essence of the print layout. The "line by line" method is normally used, but the "line Indicator" method may be employed where space-saving is desirable, e.g. in magazines or hymn books.

# Good practice example of poetry – line by line method

Each new stanza or paragraph (except the first) may be preceded by a blank line, with its first line beginning in cell 1; alternatively, each stanza or paragraph may start in cell 3 of a new line. Subsequent lines of poetry begin on a new braille line in cell 1. If a line is too long for one braille line, the runover should begin in cell 5.

Example:
The Owl and the Pussycat went to sea
In a beautiful pea-green boat.
They took some honey, and plenty of money,
Wrapped up in a five pound note.

The Owl looked up to the stars above
And sang to a small guitar,
"O lovely Pussy! O Pussy, my love,
What a beautiful Pussy you are,
You are,
You are!
What a beautiful Pussy you are!"

Or:

⠀⠀⠠⠰⠃ ⠠⠹⠃ ⠃ ⠰⠉ ⠠⠏⠥⠇⠵�� 992 023 0292
⠠⠃⠀⠁ ⠃⠢⠡�⠲ ⠏⠘⠃⠬⠺⠺⠂ ⠃⠺⠃⠲
⠠⠘⠃⠌ 9223 ⠴2 ⠺⠴⠮⠂ ⠠⠉ ⠏⠃⠌⠂⠺ ⠯ ⠝⠺⠃⠲⠂
⠠⠻⠺⠿⠿⠂ ⠘⠺ ⠂ ⠠ ⠺⠁⠇ ⠺⠡⠝ ⠝⠲⠅⠲⠂

⠀⠀⠠⠰⠃ ⠠⠹⠃ ⠃⠫⠫⠃⠝ ⠘⠺ 92 ⠵ ⠌⠝⠌ ⠹⠹⠣
⠠⠃ ⠱⠡⠝⠣ 92 ⠁ ⠱⠍⠺⠇⠇ ⠩⠣⠲⠣⠝⠂
⠼⠃⠲ ⠃⠢⠣⠃⠝⠣ ⠠⠏⠥⠇⠵⠕⠝ ⠵⠂ ⠠⠏⠥⠇⠵⠕⠝⠂ ⠴2
⠀⠀⠀⠀⠃⠲⠣⠇⠣⠂
⠠⠸⠃⠻ ⠁ ⠃⠢⠡⠝⠣⠂⠣ ⠠⠏⠥⠇⠵⠣ ⠠ 922⠲
⠠⠃ 922⠲
⠠⠃ 9220
⠠⠸⠃⠻ ⠁ ⠃⠢⠡⠝⠣⠂⠣ ⠠⠏⠥⠇⠵⠣ ⠠ 920⠢

## Good practice example of poetry – line indicator method

Poetry may be written continuously with the line indicator placed at the end of each verse line. Each stanza begins in cell 3 of a new line. The line indicator occurs at the end of each stanza except the last. It doesn't appear at the end of a poem or verse extract.

Example:

⠀⠀⠠⠰⠃ ⠠⠹⠃ ⠃ ⠰⠉ ⠠⠏⠥⠇⠵⠕⠝⠞⠹ 994 92 0292 ⠠2
⠁ ⠃⠢⠡⠝⠣⠂⠣ ⠏⠘⠃⠬⠺⠺⠂ ⠃⠺⠃⠲⠅⠂ ⠠⠘⠃⠌ 9222 ⠴2
⠺⠴⠮⠂ ⠠⠉ ⠏⠃⠌⠂⠺ ⠯ ⠝⠺⠃⠲⠂ ⠠⠻⠺⠿⠿⠂ ⠘⠺ ⠂ ⠠
⠺⠁⠇ ⠺⠡⠝ ⠝⠲⠅⠲⠅

⠀⠀⠠⠰⠃ ⠠⠹⠃ ⠃⠫⠫⠃⠝ ⠘⠺ 92 ⠵ ⠌⠝⠌ ⠹⠹⠣⠅ ⠠⠃
⠱⠡⠝⠣ 92 ⠁ ⠱⠍⠺⠇⠇ ⠩⠣⠲⠣⠝⠅ ⠼⠃⠲ ⠃⠢⠣⠃⠝⠣
⠠⠏⠥⠇⠵⠕⠝ ⠵⠂ ⠠⠏⠥⠇⠵⠕⠝⠂ ⠴2 ⠃⠲⠣⠇⠣⠅ ⠠⠸⠃⠻ ⠁
⠃⠢⠡⠝⠣⠂⠣ ⠠⠏⠥⠇⠵⠣ ⠠ 922⠅ ⠠⠃ 922⠅ ⠠⠃ 9220⠅
⠠⠸⠃⠻ ⠁ ⠃⠢⠡⠝⠣⠂⠣ ⠠⠏⠥⠇⠵⠣ ⠠ 920⠢

# K. Plays

**Guiding principles:** It should be easy for readers to distinguish the names of the speaker or speakers from the dialogue and from the stage directions.

## Good practice example of a play

- The speaker's name at the beginning of a speech can generally follow print's method. If the speaker's name is not distinguished in the print then it can be italicised.
- Enclose stage directions (and descriptions at the beginning or end of a scene) in square brackets; it is not necessary to use typeform indicators.
- A change from prose to verse, or vice versa, within a speech in a play is normally marked by a new paragraph.
- Where a direction such as "sings" ends the first line of a song it should be written within square brackets immediately before the words to be sung.
- If two or more speakers share a verse line, this should be indicated by leaving 3 blank cells after the name of the second or subsequent speaker.

# Glossary

## Braille translation software

This software converts electronic documents (in HTML, Microsoft word, text files etc.) into braille code. From these files, a refreshable braille display can represent tactile braille or a braille embosser can produce traditional braille – raised dots on paper.

## Braille cell

A braille cell or braille space is the space occupied by the basic 6 dot braille pattern.

## Braille embosser

An embosser is an impact printer that takes braille files from a computer and produces raised dots on paper which can then be read by braille users.

## End marker

See indicator line

## Guide dots

Guide dots are used to enable a reader to track across a gap in the braille, as in a table of contents or columned material. They are formed by a line of dot 5's with at least one blank cell before and after the sequence. (A different sign may be used in a contents table to help distinguish different types – see example in Appendix.)

## Headings and headers

Whereas a heading is generally the title of a new section of text, a header, or running header, is more commonly referred to as a Page Information Line (see below).

## Indicator line

An indicator line (or end marker) is a line which can be placed after a section is complete. It can be:

- A blank line
- A colons end marker: a centred line consisting of the line indicator, dot 5 dots 25, followed by a row of 10 colons
- A dot 2s end marker: a centred line consisting of the line indicator, dot 5 dots 25, followed by a row of 10 dot 2 signs
- 3 spaced centred asterisks (dots 5, 35) – usually a break in text

## Leader line

See Guide dots

## Page information line (PIL)

A page information line is placed on the first or last line of a braille page. It does not extend over one line and contains the print page number, the title or current section name and the braille page number.

## Print page indicator

Print page indicators are placed in braille documents to show where a new page started in the original print document.

## Refreshable braille display

This is an electro-mechanical device for displaying braille characters, usually by means of round-tipped pins raised through holes in a flat surface.

## Runover

Where an item of text (e.g. heading, list item, paragraph etc) is too long to fit on one braille line, the extra text is referred to as a runover.

## Styles

A style is a set of formatting characteristics, such as font name, size, paragraph alignment and spacing. Using styles is an easy and consistent way of formatting an electronic document. When creating a document the author will identify the different structural elements within it e.g. title, heading levels, lists etc. Applying styles means that all the different structural elements appear in the same way whether the document is produced in print or braille.

## Typeform indicator

A typeform indicator is used in braille to signify the print is in
- Italics
- Bold
- Underlined
- Handwritten script
- Any other kind of print typeform changes e.g. different sized type, coloured type, crossed out type, double/coloured/wavy underlining

# Disclaimer

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