

# Unit 1

## Criteria for Including a Tactile Graphic

1.1 Tactile graphics, in combination with 3-dimensional models, need to be introduced early in the process of learning braille. The ability to read graphics will be required for the understanding of concepts such as diagrams, graphs, and maps, and to be able to participate in standardized testing.

1.2 The transcription of a text is not considered complete until the required graphics have been included.

1.3 No diagram should be routinely omitted if a viable method can be found to render it tactually comprehensible. On the other hand, diagrams that do not add additional, necessary information than what is stated in the surrounding text may be omitted. Sometimes the information in a caption is sufficient without including the graphic.

1.4 A decision must be made about which would be more clearly understood by the reader—a well-stated transcriber's note, a tactile graphic, a simplified tactile graphic with a transcriber's note, or a 3-dimensional model. Some complex diagrams will never provide meaningful tactile information.

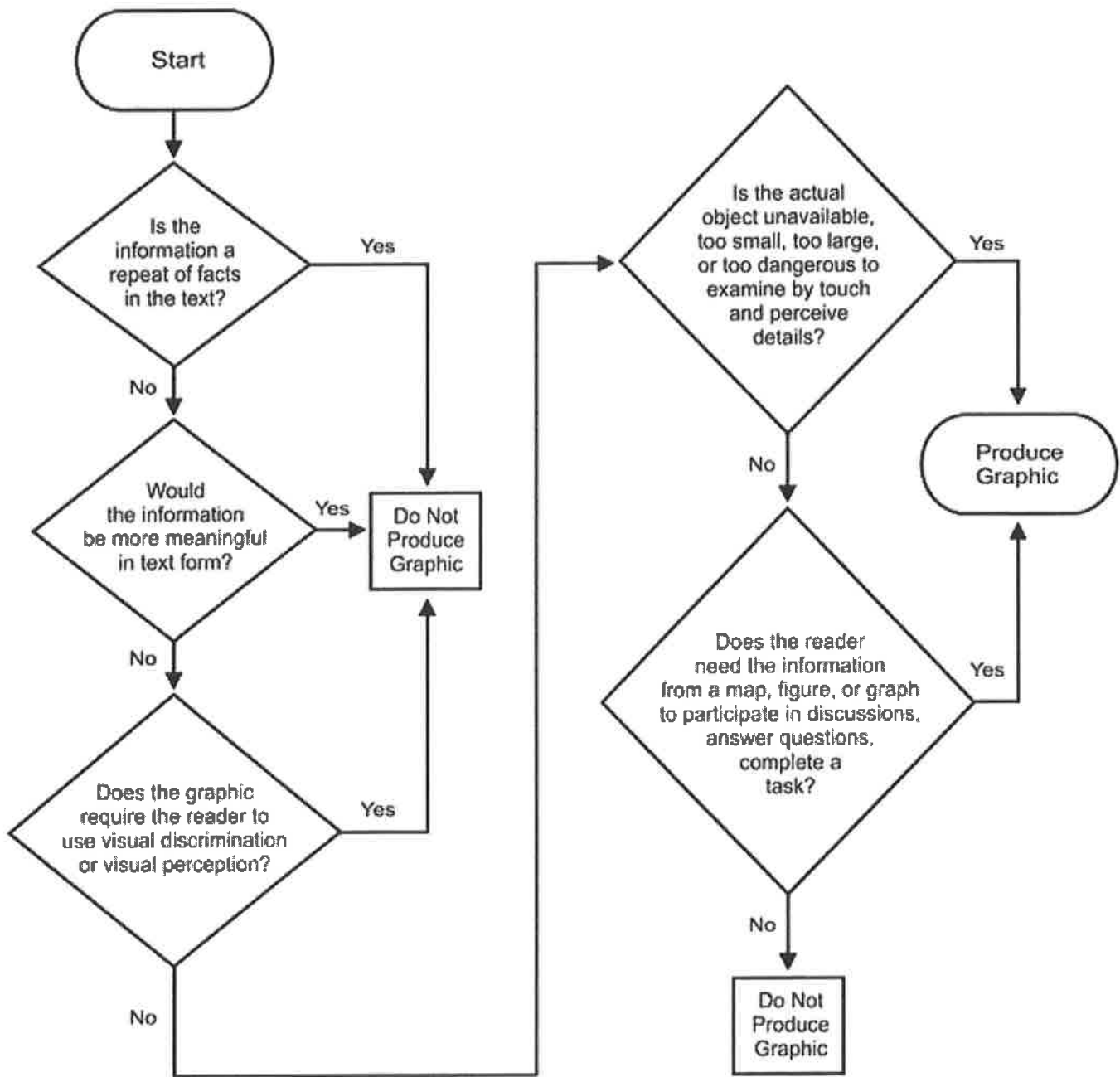
1.5 A Teacher's Guide or other course material may provide additional information on the purpose of the graphic and could be a factor in determining what can be eliminated from the graphic or if the graphic needs to be included at all.

1.6 If there are questions asked about an image that cannot be described without giving away the answer, a tactile graphic should be included.

1.7 Graphs should be presented as a tactile graphic rather than presenting the data as a list. Tactile representations provide a clearer comparison of information, as in a pie chart or a plotted line graph, rather than comparing only numbers.

On the following page, the Decision Tree illustrates the process for determining if a graphic should be produced.

### 1.8 Decision Tree



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