

**Q. What should I do if I think my child has dyslexia or another learning disability?**

- A. Parents should inform their child's teacher or School Building Level Committee (SBLC) Chairperson of concerns that the child may have dyslexia or another learning disability. Teachers and other school staff may make a dyslexia referral; however, it is recommended that parents request, preferably in writing, a dyslexia assessment as soon as they suspect a disability.

**Q. Is my child entitled to dyslexia services if I believe he/she has dyslexia?**

- A. Bulletin 1903 outlines specific referral and assessment procedures to assist teams in determining if students should receive special services. Parental input and involvement are highly encouraged in this team-based decision making process.

**Q. Is my child required to have a dyslexia evaluation from an outside agency to get educational services?**

- A. No. Parents are not required to obtain a dyslexia evaluation from an outside agency. School districts are equipped to conduct assessments that determine whether a child exhibits *characteristics of dyslexia*. Bulletin 1903 describes a school-level process in which multiple sources of information, including outside reports provided by a parent, should be considered when making eligibility decisions about dyslexia services. However, outside reports are not the sole determinant of services. A student may receive dyslexia services if a school team determines that the student meets eligibility criteria described in the bulletin.

**Q. Will my child with dyslexia be placed in a special education program?**

- A. Students with dyslexia may or may not be eligible to receive special education services. The team-based referral and screening process, which involves the parents, determines whether a child is evaluated for possible special education programming. Not all students with dyslexia qualify for special education. Some students are referred for Dyslexic specific and/or Section 504 services. These supports are primarily provided in the general education setting.

**Q. What services could my child receive if the school determines he/she has characteristics of dyslexia?**

- A. Three service options are available to eligible students with dyslexia. On a case-by-case basis, a committee of knowledgeable persons determines which of the following services is most appropriate.
1. Special remediation is provided to students who meet Bulletin 1903 criteria as a child with *characteristics of dyslexia*. Specialized instruction in a Multisensory Structured Language (MSL) Program should be provided to these students for a minimum of 150 minutes per week.
  2. Students identified with *characteristics of dyslexia* are often eligible for Section 504 accommodations, auxiliary aids, and supports in addition to instruction in an MSL program. Services for these students are documented on an Individual Accommodation Plan (IAP).
  3. Students with dyslexia who qualify for special education services are typically identified as a student with a *specific learning disability*. These students receive special instructional programming and related services which may or may not include remediation in an MSL program. Services for these students are outlined in an Individualized Education Program (IEP).

## Louisiana UEB Transition Frequently Asked Questions

This guide answers frequently asked questions related to the UEB Transition, including:

- [Why did the braille code change?](#)
- [What will change?](#)
- [What will not change?](#)
- [What does this mean for instruction?](#)
- [What does this mean for assessment?](#)
- [UEB Tutorials and Resources](#)

### Why did the braille code change?

In November 2012, the Braille Authority of North America (BANA) voted to adopt Unified English Braille (UEB) for the United States. UEB is a revision and extension of English Braille American Edition (EBAE) which is the literary code that is currently used. The Nemeth Braille Code for Mathematics will still be used for mathematical and scientific notation.

Making changes to the literary braille codes will help braille readers, braille transcribers and producers, and teachers of students who read braille in a number of ways. For example:

- UEB eliminates having multiple symbols for the same meaning and brings consistency internationally.
- UEB allows more symbols to be shown in braille, which will give the braille reader better access to the same information that is available to print readers.
- Computer translation and backtranslation can be produced more quickly and with less human intervention than currently required.

### What will change?

- Nine contractions deleted: ally, ation, ble, by, com, dd, into, o'clock, to
- New terminology to identify indicators (special-purpose characters), such as "wordsign" for 'whole word'
- Strong wordsigns will be separated: and, the, of, with, for
- Additional punctuation signs: period, capital, questions, exclamation, comma, apostrophe, colon, hyphen, and double open and closed quotation marks
- Particular characters for what to bold, italicize, and underline have been added
- Designation for when a letter is to be read as a letter only has been added
- Some of the special symbols have changed, such as ellipsis (was: dots 2-5, three times) which is now three of dots 2-5-6
- Operational signs for use within the literary code have changed (e.g., +, -, x, =)
- No special signage for reading and writing web and email addresses is now needed
- LDOE will provide statewide assessments in UEB (literary portion) and Nemeth (science and math portions)

### What will not change?

- The rest of the 180 signs of the literary braille code will remain as is.
- Rules for formatting of headings, paragraphs, content pages, and other items involving spacing or placement on the page will not be affected.
- Nemeth will still be used for mathematics and scientific notation.
- LIMC will continue to produce all math and science instructional materials in Nemeth.
- The music code and International Phonetic Alphabet code will not be affected.
- Texts, materials, and library books of the former literary code will still be available to readers.
- Ordering Braille formats will continue to include district online centralized ordering through the [book depository](#) or directly from the [LIMC](#).

**What does this mean for instruction?**

- **2015-2016** Districts will ensure all teachers of students who read braille learn the new code.  
Actions include:
  - Teachers will attend UEB Training to understand the transition (e.g., <http://uebonline.org/>).
  - Teachers obtain learning materials, textbooks, and supplemental materials to teach students the changes in the literary code (e.g., Ashcroft’s Programmed Instruction).
  - Teachers will learn to access UEB on various devices, apps, and software programs (e.g., Duxbury, etc.).
- **2015-2017** All teachers will need to teach the new literary code to students who read braille.  
Actions include:
  - Obtain UEB instructional materials for students already skilled in the use of the current braille code.
  - Obtain UEB instructional materials for students learning braille for the first time through UEB (e.g., Building on Patterns).

**What does this mean for assessment?**

- Statewide assessments will shift from EBAE/Nemeth to UEB/Nemeth in a gradual progression to allow students time to learn UEB:

Year	UEB	Nemeth
2015-2016	✓	
2016-2017	✓	✓
2017-2018		✓

**UEB Tutorials and Resources**

**Braille Authority of North America (BANA)**

BANA’s website provides information on UEB implementation and resources.  
<http://www.brailleauthority.org/ueb.html>

**Hadley School for the Blind Course**

Transitioning to Unified English Braille (Available free in 2015, \$99.00 thereafter)  
A certificate is awarded for successful completion of the course, which notes the CEUs, grade, date completed. It is not based on a semester enrollment, but is an open enrollment. <http://hadley.edu/>

**UEB Online Braille Training for Sighted Learners**

UEB Online is a new training program for sighted people to learn UEB from RIDBC in Sydney. This program is appropriate for teachers, paraprofessionals, and other professionals supporting children and adults with vision impairment. UEB Online consists of 30 lessons that are sub-divided into two modules. For those wishing a Certificate of Completion, RIDBC Renwick Centre offers certificates for each of the two modules, with a processing fee of \$50.  
<http://uebonline.org/>

**Introduction to UEB – Wisconsin Center for the Blind and Visually Impaired**

Wisconsin developed a six-part series that explains many of the changes with UEB.  
<http://www.wcbvi.k12.wi.us/outreach/ueb-introduction>

**Scalar’s Publishing**

*Ashcroft’s Programmed Instruction: Unified English Braille* (ISBN 978-0-9960353-0-9, \$98.50)  
*Ashcroft’s Programmed Instruction Companion Reader: Unified English Braille* (ISBN 978-0-9960353-2-3, \$38.50)  
<http://www.scalarpublishing.com/>

**App for iPad**

For additional options for learning UEB, there is an app for the iPad called the Braille Tutor. It is a free app through the alphabet (Lesson 19); to go further into contractions and short forms, the app costs \$1.99 more.

More information is available at: <http://ienabletechnology.com/braille-tutor/> and can be found in iTunes at: <https://itunes.apple.com/us/app/braille-tutor/id878463116?mt=8&ign-mpt=uo%3D4>

**Completing IEPs for Students Transitioning from EBAE to UEB Code**

This document may be used as a guide in documenting the skills and transition needs of a student in learning the new Unified English Code (UEB).

<http://www.louisianabelieves.com/docs/default-source/academics/completing-ieps-for-students-transitioning-from-ebae-to-ueb-code.pdf?sfvrsn=2>

**Louisiana VI-UEB Technology Survey**

This survey may be used to assist in determining if any technology devices will need to be upgraded to support the new UEB code.

<http://www.louisianabelieves.com/docs/default-source/academics/louisiana-vi-ueb-technology-survey.pdf?sfvrsn=2>