# Duxbury

[Configuring Duxbury 3](#_Toc503102084)

[Starting Duxbury 4](#_Toc503102085)

[Basic Writing 5](#_Toc503102086)

[Heading Styles & Para Styles 7](#_Toc503102087)

[Poetry Format 8](#_Toc503102088)

[Heading Set-up 9](#_Toc503102089)

[Outlines 11](#_Toc503102090)

[Outline Style 12](#_Toc503102092)

[Simple Table 13](#_Toc503102094)

[Using Microsoft Word with Duxbury 14](#_Toc503102096)

[Using Microsoft Word & Duxbury with JAWS 15](#_Toc503102097)

[Copying Information from Wikipedia.org into Duxbury 16](#_Toc503102098)

[Beginning Math Codes 17](#_Toc503102102)

[Spanish Language Translation 19](#_Toc503102103)

[Helpful Tips 20](#_Toc503102105)

[Sample Letter 1 22](#_Toc503102106)

[Sample Letter 2 23](#_Toc503102107)

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Colleen Lines has written the “Helpful Tips” section.

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**Duxbury Windows version 12.6 sr2**

Duxbury is available in Windows and Macintosh versions.

# Class Objectives

1. \_\_\_\_ Able to configure Duxbury for use with an inkprint printer and a Braille embosser.
2. \_\_\_\_ Able to write basic data in Duxbury.
3. \_\_\_\_ Understand that Duxbury is not a “round trip” translation program.
4. \_\_\_\_ Able to apply heading and sub-heading styles.
5. \_\_\_\_ Able to apply paragraph, poetry, and outline styles.
6. \_\_\_\_ Able to use the spelling checker.
7. \_\_\_\_ Able to format documents in Microsoft Word correctly for importing into Duxbury.
8. \_\_\_\_ Able to import/export data from Duxbury into Windows.
9. \_\_\_\_ Demonstrate a basic understanding of basic math codes in Duxbury.
10. \_\_\_\_ Able to select a specific contraction level.
11. \_\_\_\_ Able to use interline print.
12. \_\_\_\_ Use Math Type or Scientific Notebook to produce correctly formatted Nemeth Code

# Configuring Duxbury

## Overview

Duxbury is a braille translation and word processing program. We will be working in “Reveal Codes” very frequently in this manual. Alt+F3 is the keystroke for “Reveal Codes.”

***Note:*** *As we go through this manual you will find that it is required to move out of a style before creating a new style. For example, when you move from the Heading style to the Para style it is necessary to use the Right Arrow key to leave the current style. Do not use the Enter key, selecting a new style automatically forces a new line.*

### Printing

Every blind student requires access to a system with a Braille embosser and inkprint printer. Embossing directly from the BrailleNote Touch + requires a very recent Braille embosser on a school network or a Bluetooth connection.

*Configuration*

1. Braille embosser on the USB port, parallel port if the embosser does not have a USB port

2. Sometimes the embosser will be on the school network, this can be very useful for upgrades for embossers such as the Index Basic D V5 or the current Juliet and Romeo embossers.

3. Inkprint printer on school network.

4. It may be necessary to purchase a USB to parallel convertor. Often embossers last for many years. Many very old embossers produce excellent Braille quality.

### Embosser Setup

1. Select the name of the braille embosser connected to the computer.

2. Select the output option, in most cases it will be “Send to Printer.”

1. Check “Treat as Interpoint Embosser” if this is an interpoint embosser.

###### Inkprint Printer Setup

The inkprint printer is configured through Windows. Select the Windows key, Settings, Printers.

###### Visually Impaired Users

Visually impaired users will use screen enlargement or screen readers to access Duxbury. Duxbury installs current JAWS scripts.

# Starting Duxbury

Enter Control+N to start a new file. **Always name the file before you start writing!**

Select English (UEB) – basic, Print Document Type.

**Critical**: Duxbury will create an inkprint file and the user will create a Braille file when the information is translated. Do not save the second file that is created unless you modified this file, perhaps with six key entry. Do not back translate the Braille file to inkprint.

DXP is the file extension for print. DXB is the file extension for Braille.

**Activity 1: Using Help F1**

The Help topics can be accessed at any time by pressing Help. All of the Help Topics can easily be reviewed with keyboard commands. Duxbury has the complete User’s Guide installed. It can be accessed at any time by entering Alt+H and then using the down arrow (or D) to go to the DBT User’s Manual.

## Using Your Word Processor

Duxbury file importation works best when your word processor is used correctly! Always use styles in your word processor to format text. The correct codes will then be placed into the Microsoft Word document that you are importing and there will be less work to do.

## Work in Reveal Codes: Alt+F3

It is very easy to delete a code. Until experience has been gained on deleting and inserting information in Duxbury it may be best to work with the codes visible on the screen. Note: It is always necessary to move out of a style before creating another style. **Use the Right Arrow key to do this**!

## Important Beginning Keys in Duxbury

F1 = Help

F2 = View, six key entry

F3 = File, Save As

F4 – Layout, Left Margin set at 3

F5 = Layout, Code List

F6 = Edit, Replace

F8 = Layout, Styles

F10 = Menu Bar

F11= Edit, Find Misspelling

Ctrl+ Z: Undo

Ctrl+Y: Redo

Tap the shift key to display the current cursor location.

# Basic Writing

**Activity 2**

Duxbury will either be in the Start Button, or in All Programs, or you can place a shortcut to Duxbury on the desktop.

This first lesson involves transcribing information into Braille on the Japanese Gardens.

1. Enter Control+N to start a new file. **Always name the file before you start writing.**
2. Select Print Document Type and Standard Format. Call the file “Japanese Gardens.”
3. Enter the following text. The text will automatically word wrap. Press **Control+M** once at the end of the paragraph. Duxbury will indent the Braille to cell three and place a blank line in the inkprint document.
4. Press the tab key once before starting the document.

The Japanese Gardens are in Portland’s west hills near the Zoo. As a matter of fact, a train from the Zoo can take you directly to the Japanese Gardens. There are five traditional gardens, an authentic Japanese Tea House, and a Pavilion. The Pavilion overlooks the Flat Garden on its west and has a beautiful view of Portland and Mt. Hood to the east.

The gardens are over five- and one-half acres and consist of the following: The Flat Garden, Strolling Pond Garden, Tea Garden, Natural Garden, Sand and Stone Garden.

The cost for adult admission is $4.50. The phone number for the Japanese Garden is (503) 223-4070.

## First Basic Letter and the Spell Checker

Open a new file and call it Letter 1. The letter is near the end of this document. Please make numerous keyboarding errors as you write Letter 1. This letter will be used with the spelling checker later.

### Spelling Checker: Activity 3

1. Mouse: go to Edit and select Spell Check.
2. Keyboard: F11 will move through the document a suspected word at a time. Shift+F11 will suggest corrections.
3. When it is necessary to replace a word, select the Replace button and then either enter a word or accept one of the suggested replacements.

**Exporting the Letter**

Letter 1 has been saved, but only as a Duxbury file. Files frequently need to be exported to other applications.

1. Go to the File Menu and select Save As.

2. Microsoft Word will be the typical option; other options available are HTML, formatted text, and LaTex.

## Line Codes

Paragraph

**Control+M** is a very useful command. This command will leave a blank line in inkprint text and will start Braille on the next line on cell 3.

Double Spacing

Go to Layout, Line Codes, and select Double Spacing.

Keyboard command: Shift+F2

## Left Margin

The left margin can be set under Layout, and then select Left Margin. One example would be selecting a left margin of 5 if the Directions format were desired.

## Selecting Contractions

The contraction level to be used in a specific document can be selected. Go to Document and then Translation Tables. Choose Select Contractions and then select a Contraction Level. The contraction levels are geared to the textbook “Instruction Manual for Braille Transcribing.”

## Six Key Entry

Six key entry is active when a Braille document is on the screen. Some transcribers prefer to work in the Braille mode. Some keyboards will not work with six key entry; it really is trial and error locating a keyboard that will work. Keep trying keyboards and eventually you will find one that supports six key entry.

## Emboss

After a file has been translated into Braille, it needs to be embossed, not printed.

# Heading Styles & Para Styles

## Includes Search and Replace

**Activity 4: Monday Market** *(The Current Style is listed in the lower left corner of the screen.)*

**<F8, Select H1 style>** Monday Market <**Right Arrow>**

**<F8, select Para style>** Rain or shine, this eclectic outdoor market comes to life every Monday and Tuesday from March through Christmas. Vendors sell unique gifts, exotic cuisines, and fresh fruits and vegetables. **<Control+M>**

The Portland Monday Market is in the shelter of the west end of the Burnside Bridge in Portland's Historic Old Town. **<Control+M>**

Getting There! Southbound from I-5, take the City Center/Morrison Bridge exit. **<Control+M>**

You may have noticed by now that the Portland Monday Market is really on Saturday and Sunday. Use F6 to begin Search and Replace. Case sensitive and backward search can be selected.

1. Enter Control+Home to go to the top of the document.

2. Enter F6 to begin Search and Replace.

3. The mouse can also be used; Edit Menu, then Replace.

1. Enter the word Monday to find and Saturday to replace. Notice that this search can be case sensitive, and a backward search can also be selected.
2. Enter Control+Home to go to the top of the document.
3. Enter F6 to begin Search and Replace.
4. Enter Tuesday to find and Sunday to replace.
5. Find can be accessed at any time with Control+F. Control+I is the keystroke for Find Again.

## Navigation Command

Duxbury has a Goto command. It can be accessed with Control+G.

# Poetry Format

**Activity 5: Mount St. Helens**

1. Enter **F8** and keyboard "Mount St. Helens.” Enter twice.
2. Keyboard "by Judi Sorter" and press right arrow.
3. Enter **F8, P** and down arrow to Poem format. Remember to let the long lines wrap.
4. Press enter twice at the end of each new stanza.

**<F8, enter H1>**

Mount St. Helens **<enter> <enter>**

By Judi Sorter **<Right Arrow>**

**<F8, P, down arrow to Poem>**

Cool green sunshine flowing like crystal waters through the forest **<enter>**

Birdsong twining through the undergrowth **<enter>**

Motion, Serenity, Life. **<enter> <enter>**

Thunderous, crashing, roaring, smashing, destruction **<enter>**

Gone the forests, the crystal waters, the flowing life. **<enter>**

Gone. Finished. Death. **<enter> <enter>**

The faintest splash of green spreads through the gray; **<enter>**

The tiny creatures come forth from their holes; **<enter>**

Slowly the waters clear and life comes **<enter>**

Slowly, walking, flying, growing. **<enter>**

Life was never truly gone, but lay hidden, **<enter>**

Waiting for its time to return. **<enter>**

## Second Basic Letter and the Spell Checker

**Activity 6**

Open a new file and call it Letter 2. The letter is near the end of this document. Please make numerous keyboarding errors as you write Letter 2. This letter will be used with the spelling checker. Review the information on italics later in this document.

*Use the spelling checker: F11 to move through words and then Shift+F11 for suggestions.   
Practice using Reveal Codes: Alt+F3.*

# Heading Set-up

For Braille there are really only major and minor headings. A major heading is h1, which is centered with a blank line above and below. h2 is blocked in cell 5 with a blank line above.

**Activity 7: MARYHILL Museum of Art**

Enter the following article. Let Duxbury do the formatting! Use h1 for the major heading. Use h2 for all the minor headings. Note that if the sub-headings in this document had more than one paragraph we would be pressing Control+M instead of enter!

Use **F8** to select a style from the list.

**<*h1*> MARYHILL Museum of Art** **<Right Arrow>**

**<para>** The MARYHILL Museum of Art is a two-hour drive east of Portland. To get there take I-84 east to state highway 97 at Biggs. MARYHILL is just across the Columbia River on the Washington side. **<Right Arrow>**

**<h2> History** **<Right Arrow>**

**<para>** In 1907, Sam Hill bought 7,000 acres of land overlooking the Columbia River with the intention of establishing a Quaker agricultural community. Construction for his mansion started in 1914. When his venture failed to attract followers his own interest in living at MARYHILL declined. **<Right Arrow>**

**<h2> The Permanent Collections <Right Arrow>**

**<para>** Auguste Rodin sculpture and drawings are an internationally recognized collection of work by the great French master. **<Right Arrow>**

**<h2> Native American Collection <Right Arrow>**

**<para>** The extensive Native American Collection comprises rare prehistoric rock carvings, baskets, beadwork, and other objects which are both art and artifact. **<Right Arrow>**

**<h2> Queen Marie Gallery <Right Arrow>**

**<para>** This exhibit recalls the Rumanian queen's celebrated association with MARYHILL Museum. The exhibits include Queen Marie's gilt furniture, jewelry and memorabilia, and the gown she wore to the coronation of Tsar Nicholas II. The collection of Russian Icons contains gifts from Queen Marie.  **<Right Arrow>**

**<h2> Chess Set <Right Arrow>**

**<para>** The Chess Set Collection is a popular favorite which features over 100 antique and unusual sets from around the world.

(*This article explains the phrase, “What in the Sam Hill are you doing!”)*

Save this file on your disk and spell check it. Use Shift+F11 to start the Spell Checker.

**Reviewing Find and Replace**

1. Go to the top of the document with **Control+Home**
2. Press **F6,** or go the Edit Menu and select Replace
3. Type *MaryHill* for Find
4. Type in *Sam Hill* for Replace
5. Select OK

**Selecting Information**

1. Selecting by Words: Control+Shift+Left or Right Arrows
2. Cursor to the end of the line: Shift+End
3. Cursor to the beginning of the line: Shift+Home
4. Down or up a line at a time: Shift+Up or Down Arrow keys
5. Select all: Control+A

**Cut, Copy, and Paste**

1. Select several paragraphs in the MaryHill article.
2. Practice the Cut command, **Control+X**.
3. Practice the Copy command, **Control+C**.
4. Practice the Paste command, **Control+V.**

**Inserting Information into a New Document**

1. Open a new document with Control+N. Call this new document Hill.

2. Press Control+V to copy the selected information into the new document.

# Outlines

**Activity 8**

Select the Outline Style; F8, then O for Outline. Enter the following information.

Alt+right arrow - move down one level

Alt+left arrow - move up one level

(F8 – h1)CENTERED TITLE <enter> <enter>

by Your Name <Right Arrow>

(F8 - Outline)

I. Level One

A. Level Two

1. Level Three

a. Level Four

(1) Level Five

(a) Level Six

i) Level Seven

a) Level Eight

II. *And so on...*

# Spelling Words

**Activity 9**

The user can select Alt+1 to go to Grade 1 and Alt+2 to go to Grade 2. Or they can use the mouse or keyboard, move to Layout, Translation Codes and select either Grade 1 or Grade 2. The final way is to enter F5 and select the codes for Grade 1 or Grade 2. Use one of the methods to complete the spelling words assignment below. Enter the text in Outline Style. Use Alt+Right Arrow for the second line. This is a good place to have the codes visible!

1. better better

The Union had better cannons in the Civil War.

2. war war

The South had better cavalry through much of the war.

3. repeating repeating

The Union was the only side that had repeating rifles in significant numbers.

4. generals generals

A significant number of the Confederate generals were educated at West Point.

# Outline Style

**Activity 10**

<F8, select Outline>

Directions: Press enter at the end of each line, instead of Control+M.

1. Some of my business trips have ---- me to strange places.

2. Because of the heavy snow, the train ---- a long time to get there.

3. I ---- a picture of her after she had been bandaged.

**Activity 11**

Duxbury uses hierarchy levels in some of the styles, including Outline. Use the Alt+right arrow to move down a level and Alt+left arrow to move up a level.

Complete each sentence below:

<F8, select Outline>

Directions: Press enter at the end of each line, instead of Control+M.

Press Alt+Right Arrow on Line 4, letter a.

1. A sentence expresses a complete ----.

2. Use an before a word beginning with a ----.

3. To form the plural of a word ending in

<alt right arrow> (a) ch, sh, s, x or z, add ----. <enter>

(b) f, change the f to ---- and add ----. <enter>

(c) fe, change the fe to ---- and add ----.

# Moving Data from a Braille Notetaker to Duxbury

Create a new file in the Braille Notetaker and save this file to removable media. This file should contain several paragraphs. The default format in current Braille Notetakers, Android based, is text files.

Open this file in Duxbury.

# Simple Table

**Activity 12**

Create a New Document. Select Table, then Select Create. Accept Table (Automatic.) Select 6 rows, 3 columns, 1 header row and 1 header column. Enter the following information.

Food Type Lowfat

Tacos Mexican No

Lasagna Italian No

Sushi Japanese Yes

Hamburgers American No

Pizza Italian No

Select Table (Stairstep) if you want to explore another table format.

The following information lists what the “automatic” Table does “behind the scenes” using Codes.

1. Enter F5, then press the letter C. Press the down arrow key until you are on CTB. Enter.
2. Enter F5, then press the letter S. Press the down arrow key until you are on STB. Tab to code parameters and enter the following settings: 1:L:13 (First tab stop, left, cell 13) Enter.
3. Enter F5, then press the letter S. Press the down arrow key until you are on STB. Tab to code parameters and enter the following settings: 2:L:24 (Second tab stop, left, cell 24) Enter.
4. Translate the information into Braille and start using the Braille keyboard mode. Use the keys fds and jkl to input Braille. It is necessary to add a Braille line beneath the column headings. The Braille line needs extend one cell past each column heading. The first cell will be dot 5, the rest of the cells will be dots 2-5.

# Adding a Style

**Activity 13**

Create a style for directions, which are blocked at cell 5.

1. Go to Document and select Add Style, use the word Directions for the Style Name.
2. Enter F5 to bring up the list of codes, down arrow until you are on ind.
3. Press tab to go to code parameters and enter 5. Press enter.
4. Press tab to go to ending codes and enter F5 to bring up a list of codes.
5. Enter i and then the down arrow key until you are on ind.
6. Press tab to go to code parameters and enter 1. Press enter.

# Using Microsoft Word with Duxbury

**Activity 14: Microsoft Word Letter 1**

Duxbury will read Microsoft Word files. Create the following document in Microsoft Word. After this document has been completed open it in Duxbury and review the format. Use the styles listed below. The following steps will make all of the styles available. **This option remains active after a restart.**

1. Create a template in Microsoft Word with the basic styles that you will be using.
2. Enter Control+Shift+S to open the Styles.
3. Press the Alt+Down Arrow key

Sighted users can use keystrokes, or they could use an option on the Formatting Toolbar to select styles. The next page has specific information on how a blind user would format a document using Styles. Discussion.

## <Heading Level I> Wikipedia.org

## <Heading Level II> Accessibility

<Normal> Wikipedia.org is very accessible for blind students. The user should have a good understanding of how to use JAWS.

## <Heading Level II> Using Wikipedia.org

<Normal> Wikipedia supports Headings. Use the Insert+F6 command often with this encyclopedia.

## <Heading Level II> Copying Text

<Normal> Select the text with the Shift+Down Arrow key. Enter Control+C when you have selected the text that you want. Note that the selection of text will not be visible on the screen. Open a Duxbury document, and then enter Control+V to paste the text into this document.

Save this document in Microsoft Word format. Open the document in Duxbury and review how the Braille format is mostly correct since styles were used.

# Using Microsoft Word & Duxbury with JAWS

**Activity 15: Microsoft Word Letter 2**

Create this document in Microsoft Word. Have JAWS running. After this document has been created, open it in Duxbury and review the format.

**Word Keystrokes**

1. Use the template that you created in Microsoft Word with the basic styles.
2. Enter Control+Shift+S to open the Styles.
3. Press the Alt+Down Arrow key

**Formatting**

1. Enter twice after Heading Levels. The inkprint will format correctly and the extra blank lines will be removed in the Braille copy.
2. Enter once after the Body or List style.

## <Heading Level I> Mount St. Helens

<Enter Twice>

## <Heading Level II> Location

<Enter Twice> <Normal> Mount St. Helens is in Southwest Washington. On a clear day it is visible from Vancouver, WA.

## <Heading Level II> Eruption

<Enter Twice> <Normal> The eruption took place on May 18, 1980. An earthquake registered at 5.1 triggered the eruption. The north face of the mountain fell away.

## <Heading Level II> Eruption Effects

<Enter Twice> <List> 1. Fifty-seven individuals were killed.

2. The volcanic cone was entirely blasted away. There is a crater in place of the cone, with a small dome now building.

3. Over ten million trees were blown down by the blast.

## <Heading Level II> New Life

<Enter Twice> <Normal> Nature has been busy colonizing the blast area. Some species survived underneath snow and in ice-protected lakes. This has been a great opportunity for study.

# Copying Information from Wikipedia.org into Duxbury

**Activity 16**

1. Have both Wikipedia.org and Duxbury open.
2. Select an article of your choice and highlight portions of this article.
3. Enter Control+C to copy this information.
4. Alt+Tab to Duxbury.
5. Open a New Document in Duxbury with Control+N.
6. Enter Control+V to paste the information from Wikipedia.org into Duxbury.
7. You may wish to significantly edit this information. Enter Alt+F3 to go into Reveal Codes.

*Select another article of your choice and repeat the above steps.*

# Interline Print

1. Translate the information into Braille.
2. Check Interline Print to print the Braille dots and the inkprint information.
3. Print the Braille information to an inkprint printer.

# Italics

1. Review Sample Letter 2; note that the words “*very accessible”* are in italics*.*
2. Italics in Braille for two words are dot 4 – 6, then next cell dot 2.
3. Press F8, then the letter “i," then down arrow once to the Italics Style.
4. After the words have been placed in italics, press the right arrow key once to move past the italics style and continue writing the rest of the letter.
5. Use the Alt+F3 command for confirmation.

# Embosser Setups

1. Review the manual that came with your embosser.
2. In most cases your embosser should be set to default to work best with Duxbury.

# Beginning Math Codes

## Activity 17: General

1. Basic spatial math is best done in a Braille Document, using six-key entry.
2. Open a new document and select the Braille Document Type. Six-key entry.
3. Enter Alt+L to go to Layout. Enter M to select Math Codes. Choose Technical Context.
4. The math information must stay between the two codes. Use Alt+F3 often to check.
5. There cannot be a space between the numbers and the addition, subtraction, multiplication, and division signs.
6. There must be a space before and after the equals sign.
7. Enter the following addition and subtraction problems:

25+5 =

32+7 =

28-7 =

25-20 =

1. Control+T will translate the information.

## Multiplication

1. Enter Alt+L to go to Layout. Then Select Math Codes and choose Technical Context.
2. Obtain the multiplication symbol. Go to Help on the Duxbury Menu and then open the Character List file. Do a Control+End and then move up slightly to find the multiplication symbol. Copy this symbol and then paste it into the following multiplication problems:
3. 31x3 =

25x7 =

9x9 =

1. Enter Control+T to translate the information.

## Division

1. Go to Layout and Select Math Codes.
2. Obtain the division symbol. Then enter and translate the following division problems:
3. 45÷5 =

81÷9 =

1. Concept, copying math symbols from the Character List file.

## MathType

Duxbury will read MathType files. MathType can be purchased from several companies.Review the YouTube tutorials that can be located on MathType, it is beyond the scope of this manual to teach MathType.

Scientific Notebook is another option with Duxbury for producing math.

Open Microsoft Word and use MathType to produce the following simple formulas. Save this file and open it is Duxbury. Translate.

MathType has created 4 YouTube tutorials on how to use the product. Google YouTube MathType Tutorial 1 – 4.

There are also several excellent YouTube videos on how to use MathType with Duxbury.



## Open this file in Duxbury, select the Template UEB Bana with Nemeth. The math will look unusual in print but will be correct in Braille.

## Converting Hard-Copy Text into Braille

One option when dealing with hard copy print is to use the school copier to scan this material and then email it to yourself. This will be much faster than using a dedicated scanner.

Then use a program such as ABBYY to OCR this material. <https://www.abbyy.com/en-us/finereader/>

Save this material in Word format in ABBYY and then open it in Duxbury.

# Spanish Language Translation

## Use the Code List: F5

All of the symbols are available in the Code List, enter F5 to access it. But we just want the symbols for Spanish Translation so uncheck all of the Code Categories except Miscellaneous. This is an easy way to do symbols such as the Inverted Question Mark and the Inverted Exclamation Point.

### Or Insert Special Characters in Microsoft Word or Duxbury

1. á acute character, Control+apostrophe, then characters a, e, i, o, u

2. ü diaeresis, Shift+quote, then character u

1. ñ tilde, Shift+grave accent, then character n

**Or Use a Special Keyboard**

1. Go into the Control Panel to load a keyboard to input the special characters.

2. Go to Regional and Language options

3. Go to Languages and then Details

4. Select the U.S. International Keyboard in Windows XP.

5. A keyboard icon will be in the System Tray, use this icon to switch between the keyboards.

### Spanish Text & English Text

1. Open Duxbury

2. Go to Layout and then Translation Codes

3. Select Spanish Text

4. Insert the text containing special characters created in Microsoft Word

5. The Alt Key and the Numeric Keyboard is another method to enter Spanish characters. Make sure that the NumLock key is on.

á Alt+160

é Alt+130

í Alt+161

ó Alt+162

ú Alt+163

ü Alt+0252

ñ Alt+164

Ñ Alt+165

¿ Alt+168

¡ Alt+173

7. It is necessary to switch to Grade 2 for the English instructions.

# Helpful Tips

**Headings**

A main title can be all caps and should be centered. Minor titles are best when right justified with a blank line above and below. Third level headings should have a blank line above, but none below. In Braille we only have three levels of headings, so if you add more it is of no significance. Do not use bullets, lines, or asterisks for visual effect.

**Dates**

June 10, 2018 or 6-10-18 not 6/10/18 or 6.10.18

**Telephone Numbers**

1-800-232-4357 not 1-800-ADA-HELP (I always have to look at my phone to remember what letter is which number. What if you couldn’t see those numbers and letters?)

**Street Address**

2446 S. State St. or 2446 South State Street not 2446 S State St

E. W. N. S. not E W N S

246 E Street not 246-E Street

**City, State, Zip**

Olympia, WA 98504-7402 not OLYMPIA, WA 98504-7402

**Body Text**

Fonts and point size are of no importance to the Braille reader. DO NOT USE CAPS LOCK FOR YOUR DOCUMENT. Use italics if something needs special emphasis.

**Time Listing**

1. 8:00 a.m. not AM A.M or am

2. 4:00 p.m. not PM P.M. or pm

## Numbers

1. Apt. No. 205 not Apt #205

2. 1/4 or 2-1/4 not the special symbols you use from a character set

3. Most mathematical formulas take special formatting. Only the transcriber can really do it

right. You can get away with writing a simple formula like 2x2 = 4 by writing it out

2 times 2 equals 4

4. An x and a times sign are two different things in Braille!

5. $240.56 not $ 240.56 Make sure the dollar symbol is touching!

6. 56% or 56 per cent not 56 % The symbol needs to touch the number.

7. Roman numerals may be used as in any print document. Sometimes the transcriber may have to add a sign here and there, but at this point there is nothing to change in the print.

**Numbering Lists**

1. This is the preferred way

2) Because this way looks really funky in Braille unless it is part of an outline!

**Hyphens or Dashes**

Remember hyphens are to join; dashes are to separate!

1. The bill passed 403-13 not 403 - 13.

2. 6:15-7:45 a.m. - Continental Breakfast or

6:15 a.m. to 7:45 a.m. - Continental Breakfast not

6:15 - 7:45 AM - Continental Breakfast

**Punctuation**

1. “I hope this isn’t boring you too much.” not

“ I hope this isn’t boring you too much .” Punctuation should touch the word it precedes or follows!

2. “... for they shall inherit ...” Ellipsis should only be used to indicate the omission of words. Do not use more than three periods unless it really is the omission of words and then the end of a sentence. Do not use the ellipsis just to be cute!

# Sample Letter 1

<outline>WSSB <enter>

2214 E. 13th Street <enter>

Vancouver, WA 98661 <enter>

Date <enter> <enter>

Pat Smith <enter>

1234 Every Street <enter>

Main, IL 60231 <enter> <enter>

Dear Pat:<Right Arrow>

<para> I read with interest your story about Iowa. You said that it is too cold in the winter, too hot in the summer and only has nice weather for two weeks in the April and September. I can’t say that I disagree. <Control+M>

But I certainly miss the food at the Amana Colonies. And I miss the Drake Relays in May. <enter> <Right Arrow>

<outline> Sincerely,<enter> <enter>

Your Name

# Sample Letter 2

*(Use F8 to select the following styles)*

<Outline> Washington State School for the Blind

2214 E. 13th Street

Vancouver, WA 98661

Date

Pat Smith

1234 Every Street

Main, IL 60231

Dear Pat, <Right Arrow>

<para> It appears from your last letter that you are considering using wikipedia.org with blind students. Wikipedia.org is *very accessible* for blind students. <Right Arrow>

<Outline> a. Schools frequently purchase access to online encyclopedias. Check to see if the online encyclopedia that your school has purchased is accessible. Frequently classroom teacher do not want their students to use Wikipedia. I sometimes demonstrate how accessible Wikipedia is for totally blind students compared to the other options. <enter>

b. Another option is to use ResearchIt with JAWS. This option is awesome. <Right Arrow>

<para> Hope this information is helpful for you. <Right Arrow>

<Outline>Sincerely,

Your Name

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Session\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Activity 1 \_\_\_\_\_\_\_

Activity 2 \_\_\_\_\_\_\_

Activity 3 \_\_\_\_\_\_\_

Activity 4 \_\_\_\_\_\_\_

Activity 5 \_\_\_\_\_\_\_

Activity 6 \_\_\_\_\_\_\_

Activity 7 \_\_\_\_\_\_\_

Activity 8 \_\_\_\_\_\_\_

Activity 9 \_\_\_\_\_\_\_

Activity 10 \_\_\_\_\_\_\_

Activity 11 \_\_\_\_\_\_\_

Activity 12 \_\_\_\_\_\_\_

Activity 13 \_\_\_\_\_\_\_

Activity 14 \_\_\_\_\_\_\_

Activity 15 \_\_\_\_\_\_\_

Activity 16 \_\_\_\_\_\_\_

Activity 17 \_\_\_\_\_\_\_