



The voice of blind and partially sighted people in Europe

Braille Fluency in Individuals with Visual Impairments: An Integrated Analysis of Cognitive Processes, Educational Strategies, and Technological Interventions

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(Study of the European Blind Union Working Group on "Braille Reading Speed and Braille Fluency")

Abstract

Braille fluency is essential for literacy among individuals with visual impairments, directly impacting their academic achievement, employment opportunities and quality of life. This paper synthesizes existing research on the cognitive processes involved in Braille reading, the factors influencing fluency, and the educational strategies and technologies designed to enhance Braille literacy. By reviewing and integrating findings from various studies, this paper aims to provide a comprehensive understanding of how Braille fluency can be optimized for diverse learners. The analysis concludes with recommendations for future research and educational practices to support Braille readers.

The implications of these findings for educators, policymakers, and researchers highlight the need for continued investment in Braille literacy to ensure equitable access to information and education.

If you're primarily seeking practical advice to improve your Braille reading speed, Section 6 consolidates key strategies tailored for readers at all skill levels

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1. Introduction

Two hundred years after its invention, Braille remains an important medium for literacy even in the age of advanced technology. This article explores the multifaceted aspects of Braille fluency, including sensory

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and cognitive factors, instructional quality, and the role of technology in supporting literacy development.

Why is quick and fluent reading important?

Fluent Braille reading presents challenges, but even slow readers can benefit significantly in daily life by using Braille for tasks such as reading elevator buttons, organizing household items, or editing text with a Braille display. Slow Braille readers should feel encouraged to keep using Braille because it offers so many benefits regardless of one's pace.

Faster reading, however, offers additional advantages:

Enhanced Comprehension: Just like with print reading, faster Braille reading allows individuals to process and understand text more efficiently. When reading speed is improved, readers can focus more on comprehension rather than on the mechanics of decoding each word, resulting in better comprehension.

Academic Success: For students who rely on Braille, a fast reading speed is crucial for keeping up with the pace of learning in school. Faster reading speeds enable them to complete assignments, tests, and reading tasks within the same timeframes as their sighted peers, supporting academic achievement.

Independence: Improved Braille reading speed enhances independence, allowing individuals to read instructions, labels, and correspondence. This self-sufficiency is essential for managing personal tasks without relying on others.

Increased Access to Information: In today's information-rich world, being able to access and process content quickly is crucial. Faster Braille reading allows individuals with visual impairments to absorb more material in less time, whether for learning, work, or personal interest.

Confidence and Motivation: As reading speed increases, so does confidence in one's abilities. This boost in confidence can increase motivation to read more, further enhancing fluency and literacy skills.

Fluent reading is particularly valuable in group settings – for example in a meeting – where using synthetic speech might not be an option. It is also essential for reading or presenting material to others.

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Furthermore, reading and writing Braille fluently can be more discreet than relying on synthetic speech or dictating text.

Fluent Braille readers often report improved quality of life, greater self-confidence, and more enjoyment from reading books or newspapers.

To highlight why Braille reading speed is important beyond the technical points mentioned above, here are some personal perspectives from the European Blind Union's Braille Working Group:

Erich Schmid, veteran Braille teacher and member of the EBU's Braille working group:

“My motivation for reading Braille quickly has always been driven by my ambition. At the age of six, I started attending a special school in Vienna, where I learned Braille. Before Christmas, I was allowed to visit my hometown and spend one school hour with my old kindergarten friends. I brought my Braille textbook with me and read from it. The whole class was fascinated and excited because I could read at about the same speed as the other children.

When I was ten, my blind friend and I became captivated by the books of Karl May. We often discussed the stories, acted them out, and decided to read a new book every week. Sometimes, it was a race against time, and I found myself reading late into the evening to finish before the new borrowing date.

As a teacher of Braille shorthand, I frequently had to dictate texts at a consistent pace, sometimes at a fast speaking tempo. Naturally, I did not want to come across to my students as someone who often misreads or who constantly changes the tempo while dictating.

In addition to teaching, I have always enjoyed acting in plays, a passion that began during my school years. Lately, I have taken pleasure in hosting readings in the dark or participating in performances where the focus is on reading rather than acting. At such events, it's crucial to react quickly, adjust the speaking tempo, and convey emotional expression through reading.

My ability to read Braille quickly did not come from constant, methodical practice. Instead, it developed from a desire to adapt to various

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situations, whether it was for personal enjoyment, teaching, or performing.

Ana González Areán, Braille technician for ONCE and member of the European Braille Working Group:

“I am a true believer in the relevance of speedreading in order to obtain an acceptable level of reading fluency in Braille. I believe that the faster you can decode, the clearer information can get into your brain, stimulating the cognitive function of processing this new input coming from the text.

Besides trying to read as fast as possible, what I do is attempting to decode meaning by the word, and never by the syllable. I try not to fragment meaningful units when reading them. I also do my best to anticipate or predict the upcoming words. I also use scanning and skimming throughout the text. Moreover, I do believe in contracted Braille as a means of approaching the text in a faster, more economical way, which accelerates knowledge acquisition.

It has been proven that neuronal connections invade the visual cortex when a blind person reads in Braille. And I believe that, similarly, fast reading mechanisms act the same way they do for sighted people, where quick eye movements are substituted by a multi-finger control of the text.

I used to teach fast reading techniques to my sighted students at university, in my English courses. So what I do is, I try to extrapolate those techniques into my reading in Braille.”

Reiner Delgado, Head of the Social Affairs Department in DBSV and leader of the European Braille Working Group: “I use Braille in different situations: In the job, I manage the computer and edit text via my Braille display. I have a calendar in Braille and label things in my environment with Braille. I also read newspapers embossed in Braille and sometimes on my smartphone with Braille display.

I am not a very fluent reader, but my reading speed is sufficient to understand well, to have fun and even to read to other people. Of course I listen to synthetic voices and audio-books. But reading on my own gives me the good feeling of getting information independently.”

Testimony from a 16-Year-Old Girl on Reading Braille

From the study "Knowledge at Your Fingertips" conducted in Autumn 2022, a 16-year-old girl who now really loves to read books in Braille, shares her experience with reading Braille:

"I started learning when I went to kindergarten, 4-5 years old. In kindergarten, it was my assistant who started teaching me. We practiced a lot in elementary school, not great fun but glad we did it in retrospect.

But that wasn't what made me start reading, it was an aha experience when I found a book that I really wanted to read. It happened at home."

Now that we've explored the importance of Braille reading fluency, let's delve into the key factors that influence the process of learning to read faster and examine effective techniques for improving speed and comprehension.

2. Cognitive and Sensory Processes relevant to Braille Fluency

2.1 Tactile Perception and Braille Literacy

Braille reading requires the ability to perceive and discriminate patterns of raised dots. Proficient Braille readers generally exhibit higher tactile sensitivity, which enables them to distinguish characters quickly (Martiniello & Wittich, 2022). Tactile sensitivity, especially in the fingertips, is vital for achieving fluency in Braille reading.

2.2 Memory and Language Processing

Braille reading involves significant cognitive processing, including working memory, phonological awareness, and language comprehension. Efficient memory and language processing skills are necessary for the rapid recognition of Braille characters, facilitating smoother reading (Stanfa & Johnson, 2019).

3. Factors Influencing Braille Reading Fluency

3.1 Early Exposure

Early exposure to Braille is critical in developing fluency. Individuals who begin learning Braille at a young age generally achieve higher reading

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speeds and better comprehension. This early exposure fosters greater familiarity with the Braille code (Bailey, 2017).

3.2 Instructional Methods and Quality

The quality of Braille instruction significantly impacts reading fluency. Effective instructional methods, including repeated exposure to Braille texts and multisensory approaches, enhance fluency. Additionally, the integration of technology in Braille education can provide learners with more opportunities for practice and independent learning (Papadimitriou, 2018).

3.3 Motivation

The motivation and attitudes of learners towards Braille reading greatly influence their fluency development. A positive attitude towards Braille and strong motivation to become proficient readers are linked to higher engagement and persistence in learning (Martiniello, Barlow & Wittich, 2020).

4. Assessment of Braille Reading Fluency

Assessing Braille fluency involves understanding its sensory, motor, and cognitive components, as well as measuring reading speed, accuracy, and comprehension. A combination of standardized tools and research-backed methodologies is essential for capturing the nuances of Braille proficiency.

4.1 Measurement Tools

Braille reading fluency is typically assessed using standardized tests such as the Braille Reading Rate Test (BRRT) and the Assessment of Braille Literacy Skills (ABLS) (Whittle, 2019). These tools measure reading speed, accuracy, and comprehension, providing benchmarks for evaluating fluency.

Research by Martiniello and Wittich (2022) underscores the intricate relationship between various capacities and Braille reading performance. Tactile sensitivity plays a pivotal role, with proficient readers demonstrating higher levels of sensitivity in their fingertips. Passive tactile acuity tests, such as the Two-Point Discrimination and Grating Orientation tests, have been widely used, but their results are often

inconsistent due to issues like poor reliability and variability in methods. Active tactile assessments, like the Roughness Discrimination Test and the Legge Dot Chart, are considered more reflective of real-life Braille reading conditions. However, even these fail to fully capture the interactive and fluid processes involved.

Motor capacities also influence reading speed significantly. Effective hand movements, such as two-handed or multi-finger reading, are correlated with higher fluency. Techniques like the scissor method, where one hand begins the next line as the other finishes the current one, exemplify how well-coordinated motor skills can enhance efficiency. Cognitive capacities, including working memory and processing speed, further contribute to fluency, although their effects vary widely among individuals. These factors highlight the need for assessment methods that address the interplay of tactile, motor, and cognitive elements.

4.2 Challenges in Assessment

Braille fluency assessment faces numerous challenges. Unlike visual reading assessments, Braille lacks a direct equivalent to tools like eye-tracking, making it difficult to evaluate the nuanced aspects of tactile engagement (Gonzalez-Garcia, 2017). Many existing studies also suffer from inconsistent methodologies and insufficient demographic data, leading to unreliable findings. For instance, passive tactile acuity tests, such as the Two-Point Discrimination Test, show variable correlations with Braille reading performance. Some studies suggest a significant relationship, while others fail to establish a consistent connection, further highlighting the challenges of using these methods (Martiniello & Wittich, 2022).

Active tactile assessments have shown promise but remain under-researched, particularly in their relationship to Braille fluency. These tests, such as the Roughness Discrimination Test, better reflect the dynamic nature of reading but require more robust studies to validate their effectiveness. Future research should aim to combine passive and active measures while also considering factors like Braille experience, age of onset, and individual differences in tactile acuity. An integrated approach is essential for addressing the variability in reading

performance and ensuring that assessments align more closely with real-world Braille usage (Martiniello & Wittich, 2022).

5. Educational Strategies and Technological Interventions

Improving Braille fluency requires an integrative approach that combines tactile training, cognitive strategies, and the use of technology. These interventions must be tailored to the needs of individual learners while promoting consistent practice and engagement.

5.1 Tactile Training

Tactile training is fundamental to enhancing Braille reading fluency. Exercises that improve finger strength and tactile discrimination are particularly effective in developing sensitivity and coordination. Active tactile engagement, which mimics real reading conditions, has been shown to be more beneficial than passive measures like the Two-Point Discrimination Test. By focusing on dynamic interactions with Braille text, learners can build the skills needed for smoother and faster reading (Ford & Walhof, 2018).

The findings presented by Luis Gonzalez-Garcia at the Tactile Reading 2017 Conference provide valuable insights into the reading speeds and comprehension levels of Braille readers compared to their sighted counterparts: The average reading speed for Braille readers is approximately 67 words per minute, while sighted readers can average about 154 words per minute. This indicates that Braille reading is typically 2-3 times slower than print reading (Gonzalez-Garcia, 2017).

Several factors significantly impact Braille reading speed, including the reader's experience with Braille and their hand movement patterns. Familiarity with the Braille system and the efficiency of hand movements are critical in enhancing reading speed.

Interestingly, both blind and sighted readers achieve similar comprehension scores, averaging around 12 out of 20 points. This suggests that slower Braille reading speeds do not negatively affect overall comprehension levels.

The findings indicate that blind students may initially lag behind their sighted peers in comprehension during early adolescence. However, this

gap tends to close by the age of 16, indicating that with appropriate educational interventions, blind students can reach comparable levels of comprehension.

There is a need to encourage Braille use and to teach advanced reading patterns to help improve reading speed among Braille readers. Familiarity with effective reading strategies can significantly enhance fluency.

Comprehension is influenced more by the educational level and reading experience rather than the reading system itself. Therefore, educational practices should focus on building these aspects for Braille readers.

Special attention must be given during adolescence to address any comprehension delays that might occur without negatively impacting academic evaluations. This stage is critical for developing strong reading skills.

Investing in developing working memory can further support better Braille reading performance. Enhancing cognitive skills can lead to improved fluency and comprehension.

It is essential to use standardized tests adapted for Braille to effectively evaluate reading comprehension. These tests should be designed to assess the unique skills of Braille readers accurately.

While Braille reading speed is generally slower than print reading, the levels of comprehension achieved by Braille readers are comparable to those of sighted readers. Improving Braille reading skills involves focusing on experience, education, and the application of advanced reading techniques (Gonzalez-Garcia, 2017). Through targeted educational strategies and support systems, Braille readers can achieve both fluency and comprehension, leading to greater academic success.

As an example for such an educational strategy, the text, "Developing Decoding Skills and Fluency in Braille Reading" by Anders Rönnbäck and Kia Johansson, outlines methods for improving Braille reading skills.

This method focuses on improving reading through short, high-intensity sessions. The material includes single letters, letter combinations, and whole words, aiming for rapid letter recognition. The method is adapted

from a program originally designed for sighted students with reading difficulties, known as the Rydaholm Method (Petterson 2006).

Sessions involve reading six different sheets containing letters and words in increasing difficulty. Students read aloud for one minute, with the teacher documenting accuracy and timing. This fosters a competitive, goal-oriented approach to learning.

The recommended training frequency is 3-4 sessions per week, for a period of four weeks, with breaks of three weeks between periods to avoid performance loss.

In order to evaluate the efficacy of this method, before starting, students take a Word Recognition Test (WRT) to establish a baseline. After the training period, they take the same test, with goals set collaboratively by the student and teacher.

The authors recommend combining this decoding method with guided oral repeated reading of prose, which enhances fluency and comprehension (Savaiano & Hatton 2013).

5.2 Cognitive and Linguistic Strategies

Strategies that enhance cognitive processing, such as working memory training and vocabulary building, can support Braille fluency. Additionally, phonological awareness activities are crucial for reinforcing the connections between Braille symbols and their corresponding sounds.

An article by Kathleen Stanfa and Nicole Johnson highlights the critical role of Braille fluency in enhancing comprehension for individuals who are blind. Fluency in Braille, defined by the combination of reading speed, accuracy, and expression, is fundamental for effective understanding of text. When readers achieve fluency, they can focus on grasping the meaning of the content rather than getting caught up in the mechanics of decoding each word. This shift allows fluent Braille readers to engage with the material on a deeper level, making their reading experience more efficient and enjoyable (Stanfa & Johnson, 2019).

Several strategies have been identified to support the development of Braille fluency. Guided oral reading, where a teacher leads reading sessions and provides constructive feedback, helps learners improve

their fluency through repeated practice and rhythm-building exercises. Re-reading short texts is another effective approach, as it allows learners to build speed and accuracy over time by becoming familiar with the material. Early intervention is also crucial; consistent and well-structured instruction in Braille from a young age lays a strong foundation for fluency.

Despite these methods, challenges persist. One significant barrier is the shortage of qualified teachers for visually impaired students. Schools must ensure access to trained professionals who can implement effective instructional practices and provide tailored support to learners. The role of family support is equally important. Families can encourage regular practice, engage in activities like echo reading—where a learner reads alongside another person—and offer enjoyable reading materials that motivate learners to practice.

The importance of Braille fluency extends beyond academic success. Fluency enables individuals to access information with ease, fosters independence, and contributes to overall quality of life. To achieve these outcomes, more research is needed to identify and refine best practices for Braille instruction, ensuring that all learners receive the support they need to become confident and capable readers (Stanfa & Johnson, 2019).

A study by Natalina Martiniello, Meaghan Barlow, and Walter Wittich explores the factors influencing Braille reading performance among adults with visual impairments. Conducted with 46 participants aged between 23 and 88, the research provides insights into how individuals who learned Braille at different stages of life develop their reading skills. The participants included lifelong blind individuals who never learned Braille, adults who lost their sight later in life, and elderly individuals whose learning was influenced by age-related factors. This categorization allowed the researchers to examine the diverse challenges and opportunities faced by these groups.

One significant observation was a decline in tactile sensitivity with increasing age. However, this decline did not directly affect Braille reading speed. This finding highlights the importance of other variables, such as active tactile acuity, frequency of reading, and the age at which

Braille was first learned. These factors were found to correlate strongly with reading performance. Notably, the study found no significant difference between reading on paper and using electronic Braille displays. Silent reading, however, proved faster than reading aloud, suggesting that proficiency improves with silent practice (Martiniello, Barlow & Wittich, 2020).

The study offers practical recommendations for older adults learning Braille, emphasizing the importance of continuous training and regular practice. Age should not be considered a barrier to learning; instead, adjustments in policy and practice can help older learners overcome challenges. Creating a supportive learning environment is crucial to fostering consistent practice, which, in turn, leads to improved literacy outcomes.

The research underscores the need for tailored interventions to address the unique experiences of working-age and older adults. In addition, strategies for enhancing reading speed include methods such as using two hands to track text, adopting diagonal hand movements for intermediate readers, and employing the scissor technique, where hands move independently to cover the text more efficiently. Readers can also benefit from predicting words based on their initial letters and using Braille contractions, though these are not universally preferred. These findings and strategies highlight how targeted efforts can help individuals improve their reading performance and experience the benefits of enhanced fluency.

Overcoming Speed Plateaus

John Bailey offers practical tips for overcoming the common Braille reading speed plateau in his article titled "Breaking the Braille Reading Speed Plateau: Tips and Techniques." Many Braille readers experience a speed barrier around sixty words per minute. However, with dedication and specific techniques, this plateau can be surpassed.

Key Techniques:

- **Use Two Hands:** Skilled Braille readers utilize both index fingers, allowing one hand to start the next line while the other completes the current one, thereby reducing delays.

- **Automate Hand Movements:** Practicing smooth and quick hand movements across the page helps build muscle memory and streamline reading.
- **Push Your Speed Limits:** Practice reading slightly faster than usual, even if it results in occasionally missing words. This can improve both speed and comprehension over time.
- **Integrate Braille into Daily Life:** Regularly use Braille in various contexts—such as labeling objects, taking notes, and reading Braille materials during downtime—reinforces skills and enhances fluency.

By consistently practicing these techniques, readers can break through speed plateaus and improve their Braille reading proficiency (Bailey, 2017).

Additional Insights from Braille Experts

Susan Ford and Ramona Walhof, both Braille experts, outline several strategies to enhance Braille reading speed:

1. **Challenge Slow Habits:** Many Braille readers are not encouraged to improve their reading speed; however, with dedicated practice, speeds of 200-400 words per minute are achievable.
2. **Avoid Plastic Braille:** Use paper Braille rather than plastic, as the latter can hinder the reading process.
3. **Use a Light Touch:** A gentle touch enhances the reader's ability to feel Braille dots accurately.
4. **Proper Hand Position:** Maintain a proper hand position, with slightly curved fingers and wrists above the Braille, to facilitate better reading.
5. **Use Both Hands:** Reading with three fingers on each hand promotes smoother and faster reading.
6. **Synchronize Hands:** Start the left hand at the beginning and the right hand at the end of each line to allow for continuous reading without interruption.
7. **Learn to Skim:** Focus on key phrases to grasp main ideas quickly.
8. **Build Sight Vocabulary:** Practicing to recognize common words quickly improves reading speed.

9. Set Goals and Practice Daily: Establish small goals and gradually increase reading time to build consistency.
10. Make Braille Accessible: Keep Braille materials readily available to encourage regular practice.
11. Read Along: Match reading speed with recordings or read with others to improve fluency.
12. Avoid Bad Habits: Maintain steady hand movement and minimize unnecessary checks to enhance reading speed.

Improving Braille speed requires dedication, but implementing these techniques can lead to significant improvements in reading skills and fluency (Ford & Walhof, 2018).

Optimizing Braille Reading Techniques by Dave Williams from the EBU Braille working group

Maximize Tactile Reading Skills: Improving Braille reading can be challenging, but with the right techniques, it becomes an enjoyable and efficient experience. Here are some tips:

- Practice Regularly: Join a Braille reading group or practice with others to stay motivated.
- Combine Braille with Other Formats: Use Braille alongside audio or large print to enhance understanding.
- Warm Up Your Hands: Wash and dry your hands before reading for better tactile sensitivity.
- Maintain Good Posture: Sit with your back and wrists supported; use the sensitive parts of your fingers to read.
- Use Both Hands: Lightly glide both hands across the Braille to increase reading speed.
- Mix Hardcopy and Digital Braille: Reading both formats helps reinforce spatial awareness and hand scanning skills.
- Diversify Your Reading Material: Occasionally challenge yourself with new content to build stronger reading skills.
- Choose the Right Braille Display: Balance portability and reading efficiency when selecting a Braille display.
- Minimize Distractions: Focus better by turning off notifications and using reliable reading apps.

- **Track Your Progress:** Monitor your reading speed over time, but remember that comprehension is key.

Improving Braille reading takes time, but with patience and consistent practice, you can enhance your skills and enjoy reading more.

Additional Strategies for Increasing Braille Reading Speed by Jerry Whittle

- **Start Simple:** Begin with a basic story or short novel. Read aloud while a Braille reader follows, and gradually increase your daily page count.
- **Move Your Hands Faster:** Re-read the same page to train your hands to move more quickly, recognizing entire words at a time.
- **Use Both Hands:** Practice with your non-dominant hand to boost overall speed, but use both hands for efficient reading.
- **Transition to Silent Reading:** After reaching 40-60 words per minute, switch from reading aloud to silent reading for faster comprehension.
- **Push Past Plateaus:** Dedicate time to practice, especially when stuck at 60 words per minute, to continue improving.

Whittle emphasizes that consistent practice, proper technique, and persistence are essential to mastering Braille reading.

The complexities of Braille learning suggest that tactile and cognitive strategies are essential for success, with different approaches yielding varying outcomes for learners (Millar, 1997). In *Reading by Touch*, Susanna Millar offers a comprehensive analysis of how individuals learn to read Braille, focusing on the cognitive and tactile strategies involved. She highlights the importance of experience, instructional methods, and individual differences in shaping proficiency. This work is a valuable resource for educators, psychologists, and anyone interested in understanding the intricacies of tactile reading (Millar, 1997).

Braille Reading Techniques:

- **Two-handed reading:** Millar emphasizes the importance of using both hands for fluent Braille reading. One hand typically guides the scanning process while the other decodes the text. This division of labor allows for smoother reading and better comprehension.

- Movement and scanning patterns: Proficient Braille readers develop systematic scanning methods, including lateral or zigzag motions. This is particularly seen in individuals who previously read print and adapted these patterns for Braille reading (Millar, 1997).

Braille Letter Recognition:

- Active vs. passive touch: Active scanning is crucial because Braille characters do not have easily distinguishable features for passive recognition. Readers must actively explore the text to identify letters. This skill involves mastering both spatial organization and phonological processing.
- Dot density vs. global shapes: Millar argues that Braille readers rely more on perceiving dot density and patterns rather than recognizing letters as whole, global shapes. This contrasts with visual reading, where characters are often perceived holistically.

Experience-Driven Proficiency:

- Proficiency and task variation: Millar highlights that experienced Braille readers develop different information processing strategies depending on the task. Proficiency in phonological, lexical, and spatial information improves with time and practice.
- Individual differences: Factors such as age, cognitive skills, and whether the reader learned Braille from the beginning or transitioned from print reading affect reading style and proficiency. These differences underscore the variability in how individuals approach Braille reading (Millar, 1997).

Learning and Instruction:

Teaching strategies: Millar discusses various instructional methods for teaching Braille, with debates over whether to prioritize letter-by-letter recognition or holistic word reading from the start. Effective teaching strategies often focus on linking Braille patterns with phonemic awareness.

5.3 Integration of Technology

The integration of technology into Braille education has opened new avenues for enhancing fluency. Tools like refreshable Braille displays

and learning apps offer interactive and personalized experiences, making practice more accessible. Studies by Papadimitriou (2020), a Greek educator, demonstrate that auditory tools, such as Supernova screenreading software, enable significantly faster reading speeds compared to tactile Braille. While auditory methods are efficient, tactile Braille remains indispensable for fostering a deeper connection with text and promoting comprehensive literacy.

Balancing tactile and auditory approaches ensures a holistic learning experience, particularly for students transitioning from foundational skills to advanced academic or professional contexts. The use of technology not only improves accessibility but also provides learners with immediate feedback and a broader range of reading materials.

The research supports the notion that using both hands with separate functions for each hand is the most effective model for reading Braille. This approach has been shown to significantly increase reading speed, reinforcing the importance of technique in Braille literacy.

Interestingly, the study found that reading speed was not significantly correlated with factors such as age, onset of blindness, or the number of years a student had been using Braille. This suggests that other elements, such as instructional methods and practice frequency, may play a more crucial role in developing reading proficiency.

6. Practical Tips for Improving Your Braille Reading Speed

Whether you're a slow but steady reader or someone looking to refine already strong skills, improving fluency is both possible and rewarding. By combining consistent practice, effective techniques, and support from your community, you can make tangible progress in your reading speed and enjoyment of reading.

One of the most effective ways to improve is through consistent practice. Setting aside time each day to read Braille—whether it's books, newspapers, or everyday items like labels—can build your skills and confidence over time. Reading varied materials is particularly beneficial, as it helps develop flexibility and fluency. Revisiting familiar texts can also ease the learning process, allowing you to focus on speed and accuracy without being distracted by unfamiliar content.

Developing efficient tactile skills is essential for improving fluency. Using both hands effectively, such as starting the next line with one hand while finishing the current line with the other, can streamline your reading and reduce pauses. Some readers find that incorporating multiple fingers, such as their middle fingers in addition to their index fingers, allows for faster processing of text. While it may take practice to adapt to these techniques, many readers find that it pays off with noticeable improvements in speed. Additionally, maintaining a light touch while reading enhances sensitivity to the Braille dots, reducing physical strain and improving accuracy. Simple preparations, such as warming up your hands or ensuring they are clean and dry, can also improve tactile engagement.

Cognitive strategies can further enhance reading efficiency. Anticipating upcoming words or phrases based on context, a skill known as skimming, helps readers process information more quickly by grouping text into meaningful chunks. Guided oral reading, where another person provides feedback as you read aloud, can also be highly effective in identifying areas for improvement and building rhythm. Echo reading—reading in sync with another person or a recording—can train you to match a faster pace, helping you develop confidence and fluency.

Support from others is an invaluable part of the learning process. Joining Braille reading groups or seeking mentorship from experienced readers can provide both encouragement and practical tips. Shared reading experiences, whether through group sessions or family support, make the process more enjoyable and foster accountability. Families, for example, can support younger readers by practicing regularly with them or helping to set achievable goals that celebrate progress.

Technology offers additional tools to enhance Braille reading skills. Refreshable Braille displays and learning apps provide interactive ways to practice and access a wide range of materials. While auditory aids like screen readers are useful for efficiency, integrating tactile reading into your daily routine is essential for developing and maintaining true fluency.

Improving your Braille reading speed is not just about numbers. It's about gaining independence, confidence, and the ability to access

information more quickly and with greater ease. If you keep practicing and being open to experimenting with new techniques, you can achieve meaningful improvements and rediscover the joy of reading.

7. Discussion

Braille fluency is shaped by a complex interplay of sensory, cognitive, instructional, and motivational factors. While advancements in technology and education have expanded access to Braille instruction, further refinement is needed in assessment tools and teaching methodologies to address diverse learner needs effectively.

Educators must receive targeted training to deliver high-quality, individualized Braille instruction. Schools and rehabilitation centers should prioritize recruiting qualified teachers for visually impaired students while fostering collaboration with families to support consistent practice at home. In parallel, policymakers should allocate resources to ensure widespread access to Braille materials and assistive technologies, particularly in underserved regions.

For researchers, the challenge lies in developing more reliable tools to assess tactile and cognitive aspects of Braille reading. A multidisciplinary approach combining passive and active measures could offer a more accurate picture of proficiency. Further studies are also needed to explore how age, practice frequency, and instructional quality interact to shape fluency. By addressing these gaps, future research can lay the foundation for more inclusive and effective Braille education systems.

8. Conclusions and directions for further research

Braille fluency is essential for the academic and social success of individuals with visual impairments. This paper has reviewed the factors that influence Braille fluency and the strategies that can enhance it. Continued research, investment in educational resources, and the integration of technology are critical to advancing Braille literacy.

The article by Natalina Martiniello, Meaghan Barlow, and Walter Wittich titled "Enablers and Barriers Encountered by Working-Age and Older Adults with Vision Impairment Who Pursue Braille Training" examines

the various challenges and supports that adults with acquired vision impairment face when learning Braille.

Personal Motivation:

Many adults pursue Braille training primarily to regain independence and reconnect with their identity as readers. However, misconceptions surrounding Braille—such as the belief that it is exclusively for those who are totally blind—can hinder the learning process and delay engagement with Braille education (Martiniello, Barlow & Wittich, 2020).

Social Influence:

The support of family, friends, and other Braille users is critical for individuals learning Braille. Yet, societal misconceptions and a general lack of awareness about Braille can often obstruct the learning journey, making it essential to foster a supportive environment.

Institutional Barriers:

Access to Braille training can be limited due to factors such as availability, cost, and regional disparities. Additionally, some rehabilitation professionals may discourage older adults from learning Braille, further complicating their ability to acquire this valuable skill.

The study emphasizes the necessity for improved public education and awareness regarding Braille, alongside the development of better support systems and more accessible resources. These enhancements are crucial for facilitating Braille training among adults with vision impairment. Understanding the enablers and barriers they face is vital for creating effective rehabilitation practices that cater to their needs (Martiniello, Barlow & Wittich, 2020).

Recommendations for Future Research:

The authors recommend that future research should focus on several key areas:

Longitudinal Studies:

Conducting studies that track the impact of early Braille exposure on fluency outcomes will provide insights into how foundational learning affects later proficiency.

Development of Interventions:

Research should aim at developing specific interventions designed to improve tactile sensitivity and cognitive processing among Braille readers, enhancing their overall reading experience.

Efficacy of Multisensory Instructional Approaches:

Investigating the effectiveness of multisensory instructional approaches in Braille literacy could lead to more engaging and effective teaching methods.

Role of Technology:

Exploring how technology can support advanced Braille literacy skills—particularly in areas such as mathematics and music notation—can open new avenues for learning and skill development among Braille readers (Martiniello, Barlow & Wittich, 2020).

For the following example, a more in-depth academic study could potentially be conducted to determine whether the use of more fingers in Braille reading improves reading speed.

Report on Reiner Delgado's Self-Experiment: Can Reading Braille with Four Fingers Improve Speed?

Reiner Delgado, leader of the Braille working group of the European Blind Union (EBU), conducted a self-experiment to explore whether using four fingers instead of the traditional two can increase reading speed in Braille. His initiative comes in light of the group's ongoing efforts to enhance fluency in Braille reading.

Background

Most blind individuals are taught to read Braille with the index fingers of both hands, often employing the "scissor technique." In this method, the right index finger reads the last third of the line while the left index finger moves to the start of the next line. Delgado, intrigued by the idea that a fellow proficient Braille reader used three fingers, questioned whether reading with four fingers—the index and middle fingers of both hands—might increase reading speed.

Initial Experiment

To test his hypothesis, Delgado devised a small training program and recorded his initial reading speeds on 4 September 2024. He read two

pages from a random German newspaper article, written in contracted Braille with 28 characters per line and 28 lines per page, equating to roughly 370 words. Using only his index fingers, it took him 5 minutes and 1 second to complete the two pages, which corresponded to 74 words per minute. When he attempted to read with four fingers (both index and middle fingers), the time increased to 5 minutes and 35 seconds, equating to 67 words per minute.

The results were initially disappointing for Delgado. Having read that sighted individuals typically read 230 words per minute and Braille readers around 130 words per minute, his speed appeared significantly lower. However, he noted that longer words in the German language could play a role in these slower speeds.

Training Period

For the following 12 days, Delgado read Braille using four fingers for 30 minutes each day. On 18 September 2024, he measured his reading speed again.

With two index fingers, he read two pages in 4 minutes and 53 seconds, corresponding to 76 words per minute (a slight increase).

With four fingers, the time dropped to 5 minutes and 8 seconds, corresponding to 72 words per minute (a notable improvement from the initial 67).

He also measured his reading speed using three fingers (left index finger, right index finger, and right middle finger). This time, he completed two pages in 4 minutes and 47 seconds, translating to 78 words per minute.

Delgado observed that while his right middle finger became increasingly helpful during reading, the information gathered by his left middle finger remained overwhelming. This led him to experiment further with a three-finger method, which produced the best results in his trial.

Delgado's self-experiment yielded some promising results:

Regular practice improves reading speed – Daily reading over 12 days increased his speed by 2 words per minute when using two fingers.

Using more fingers can enhance reading speed – Incorporating more fingers, especially three fingers, led to a faster improvement (4 words per minute) than reading with only two.

Although this was a personal, subjective test, Delgado's findings suggest that expanding beyond the traditional two-finger Braille reading technique could be beneficial for some readers. He plans to continue practicing with three or four fingers and encourages other Braille readers to do the same to test whether this method can lead to more widespread improvements in Braille reading speed.

Delgado concludes that this area merits further exploration, and a collective effort could help validate or refute the benefits of multi-finger reading in Braille

These research directions could significantly contribute to enhancing Braille education and ultimately improve the quality of life for individuals with vision impairments.

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About EBU

EBU is one of the six regional bodies of the World Blind Union, and it promotes the interests of blind and partially sighted people in Europe. EBU currently has 42 national member organisations in Europe

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