About this document

This document is published by the Round Table on Information Access for People with Print Disabilities Inc. (Round Table). The Round Table is a standards setting body in Australia and New Zealand, acting as an umbrella organisation for producers, distributors and consumers of information in accessible formats. Its members include blindness agencies, educational institutions, government departments, equipment suppliers and consumer organisations.

The Australian Braille Authority (ABA) is a subcommittee of the Round Table. ABA oversees the development and maintenance of braille codes and specifications used in Australia; acts as a braille accreditation body; and promotes braille as the primary literacy medium for people who are blind, deafblind or have a severe vision impairment.

This document should be considered the primary reference for braille formatting in Australia.

Acknowledgements and thanks

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Introduction

This document aims to provide much-needed clarity and assistance for the formatting of braille produced in Australia. Good braille formatting is an essential element of braille transcription and is considered in marking of the Trans-Tasman Certificate of Proficiency in Unified English Braille. There are no agreed international standards for braille formatting. These new Rules and Guidelines for braille formatting in Australia are based on the advice of many experienced Australian producers and readers of braille for educational, leisure and vocational purposes.

Principles of braille formatting

Braille is a tactile medium with constant font size and density. It has far fewer variants than print. Consistent layout is therefore essential in conveying the structure of a braille document and the importance of text elements. The rules and guidelines presented in this document aim to ensure the most common and important elements of text formatting are represented in the same manner in all materials produced in Australia, so the reader can locate and identify them with ease and speed. Nevertheless, it must be acknowledged that braille readers will and should be exposed to some of the variety that print readers encounter.

While a range of formatting options is available, it is particularly important for a whole book or series to be formatted consistently throughout. The structure and content of a book should be carefully examined before braille transcription begins, so appropriate braille layout decisions can be made.

Rules versus guidelines

Rules for formatting are shown in bold font. A braille document must adhere to these rules to be compliant with the ABA standards for braille formatting.

All other advice given in this document takes the form of guidelines. A variety of options is sometimes provided. The guidelines should be followed in the majority of cases, however, some guidelines may be deemed unnecessary for very short or ephemeral braille materials.

The needs of the braille reader should be the foremost consideration when making a braille formatting decision.
Understanding the presentation of this document
This document utilises a number of unique presentation conventions to assist in identifying its content.

- **blue background** denotes introductory material at the beginning of a new section
- **bold font** denotes rules and references to other sections within this document
- **italics font** denotes references to other documents
- **courier font** denotes an example of print text entered in the Duxbury Braille Translator
- **courier font with yellow background** denotes codes and styles in the Duxbury Braille Translator
- **SimBrk font with a grey background** is used for braille examples formatted on a page with 28 cells per line
- **curly braces {}** enclose explanations about the layout or context of an example

Some additional conventions are used and explained in the braille version.

Unified English Braille
Unified English Braille (UEB) has been the official braille code in Australia since 2005. The rules of UEB state that print ornamentation may be ignored if its purpose is only to enhance the visual appearance of the publication and if it does not impart any useful information (*The Rules of Unified English Braille 2.3.2)*.

Duxbury braille translation software
Examples of appropriate formatting are given throughout this publication. Instructions are also given on how to achieve this formatting using the Duxbury Braille Translator (DBT) software, which currently is the most widely used translation software among Australian braille producers.

All DBT styles referenced in this document are taken from the English (UEB) – Australian Formatting template (ABA template) within DBT 11 and above. It can also be obtained by emailing aba@printdisability.org. At the time of publishing this manual, DBT 11.3 SR1 is the most current DBT release.

More detailed information on how to use DBT to produce braille according to the Australian standards can be found in the Round Table’s *DBT Producer’s Manual* (2011).
The same principles of formatting apply to all braille, regardless of the software or equipment used to produce it. If not using DBT, alternative methods should be used to achieve the same layout results. For example, indents and centring must be counted manually when producing braille on a Perkins brailler.

**Resources**

**Organisations**

- Australian Braille Authority website: [brailleaustralia.org](http://brailleaustralia.org)
- ozbrl email list: To subscribe, send a blank email to [ozbrl-subscribe@yahoogroups.com](mailto:ozbrl-subscribe@yahoogroups.com)
- Round Table website: [printdisability.org](http://printdisability.org)
- Round Table listserv: Subscribe at [www.freelists.org/list/roundtable](http://www.freelists.org/list/roundtable)

**Braille**

- Round Table guidelines [printdisability.org/guidelines/](http://printdisability.org/guidelines/):
  - *Guidelines for Accessible Assessment: Assessing Students with Vision Impairment*


**Software**

- Duxbury Systems website [www.duxburysystems.com/](http://www.duxburysystems.com/)
Getting started
These Guidelines are structured by topic for easy reference. The points below may assist transcribers with the process of producing a braille document using Word and DBT.

- Ensure the Word source file is well formatted with appropriate styles (Appendix 4). Caution: It is not sufficient for a heading to be in large bold font; it must be coded as a heading style to import correctly to DBT. Use the Apply Styles dialogue box (Ctrl-Shift-S) in Word to check the text style at the cursor position.
- A default page size (7.1) will be set in your chosen DBT template. Adjust the page size if necessary, giving consideration to the needs of the reader, the content of the document and its likely use.
- The top line of each braille page is reserved for the Navigation Line (1.1), which can include the print page reference (1.4), the running title (1.2) and the braille page number (1.3). A navigation line is not required for small informal documents.
- The first line of braille is always the title of the document, centred and preceded by a blank line. This may be part of a title page (5.2) or the first braille line of a smaller document.
- Larger documents may contain a number of preliminary pages, such as a title page (5.2), contents page (5.3) and transcriber notes page (5.4). Larger documents may also need to be divided into volumes (7.1).
- Headings (2.3) are important to the reader to convey structure and allow easy navigation. The ABA heading styles are mandatory for use in Australia.
- Paragraph (2.4) and list (2.8) formatting are most commonly used for body text. Other layouts are also available.
- All braille documents should be checked for formatting consistency and page breaks before completion.
1 Navigation

The navigation line contains information enabling the reader to navigate a document easily.

1.1 Navigation line

The navigation line forms the same function as a Header in print by providing the reader with information about the current position within a document.

1.1.1 Line 1 is reserved for the navigation line on every page in a braille document except a title page (refer to 5.2 Title Page). Short informal documents may not require a navigation line.

1.1.2 The navigation line typically includes a print page reference (on the left), a running title (in the centre) and a braille page number (on the right).

If the print page or running title are not given on a particular page or throughout the document, the space still needs to be reserved and must not be used for document text. For example, the running title should be blank on the first page of a new section.

Refer to 1.2 Running title, 1.3 Braille page number, 1.4 Print page reference and 5 Front matter for more information.

DBT:

The ABA template is recommended for correct positioning of elements on the navigation line.

A running title must be created, even if it is blank, to prevent document text from appearing on the navigation line.

Example 1:

Example 2:
1.1.3 **There must be at least one blank cell separating the running title from the print and braille page numbers.**

Check the navigation line throughout the document, with particular attention to the space between the print page number and the running title. Shorten the running title if necessary (refer to 1.2.5 and 1.2.6).

**DBT:**

The distance between the running title and the margins can be altered by inserting the `[svrhsM:N]` code at the beginning of the document.

### 1.2 Running title

The running title is short text created by the transcriber to provide information about the current section.

#### 1.2.1 The running title occupies the centre of the navigation line.

Refer to 1.2.8, 1.2.9, 2.2.5 and 5 Front matter for exceptions where a running title is not required.

**DBT:**

To create a running title in DBT, use the `<RunningTitle,>` style from the ABA template or insert the `[tls]` and `[tle]` codes to indicate the start and end of the running title text. These codes can be accessed from the Layout Menu > Header.

For a running title to take effect on the current page, it must be placed at the very beginning of the page, immediately after a `[pg]` code. If placed anywhere else on the page, the new running title will not take effect until the next page.

**Word:**

Text in the Header section of a Word file is imported to DBT in the `[tls]` and `[tle]` tags. Adjustment may be needed to ensure it fits on a single braille line (refer to 1.2.5 and 1.2.6).

Text in header style in the body of a Word document will be imported to DBT as normal paragraph text.
1.2.2 **A running title must never exceed one braille line.**

Check the running title throughout the document to ensure it does not exceed one line and shorten it if necessary (refer to 1.2.5 and 1.2.6).

1.2.3 The running title should give information enabling the reader to find sections quickly.

1.2.4 The running title is formed from:

A. the name of the publication (if space permits); and

B. the chapter or section identification for long books divided into sections. This may include:

- the chapter or section number (preceded with a descriptor or its abbreviation, such as “section”, “chapter” or “ch”, only if this term has been used in the print)
- the chapter or section title or the author’s name (in a text with more than one contributor, such as a University reading pack consisting of extracts from a range of sources)

**Examples:**

```
<RunningTitle.>Jane Eyre ch4</RunningTitle.>
<RunningTitle.>Pinnochio 3</RunningTitle.>
[tls]Pawned: Aladdin's Lamp[tle]
<RunningTitle.>USA History index</RunningTitle.>
[tls]ch4 Perspective[tle]
[tls]Introduction[tle]
[tls]Psych 1A–Scott[tle]
[tls] [tle] (refer to 1.2.8 and 1.2.9 for information on blank running titles)
```
1.2.5 If a running title exceeds one line, one or more of these strategies may be employed:

- use abbreviations
- omit less important words such as "the"
- replace part of a long title with an ellipsis
- write numbers as digits
- omit capitals

**Examples:**

<table>
<thead>
<tr>
<th>Book title</th>
<th>Braille running title</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States of America History</td>
<td>USA History</td>
</tr>
<tr>
<td>A Moon for the Misbegotten</td>
<td>A Moon …</td>
</tr>
<tr>
<td>The Rabbit and the Hare</td>
<td>rabbit and hare</td>
</tr>
<tr>
<td>Nineteen Eighty Four</td>
<td>1984</td>
</tr>
</tbody>
</table>

1.2.6 Although the content of a running title may change throughout a document, its structure should remain consistent.

1.2.7 Do not use emphasis (bold, italics or underline) in a running title.

1.2.8 The running title may be suppressed to signify new sections of a document. Refer to 2.2.5.

1.2.9 A running title may not be needed in certain reading materials. For example:

- short ephemeral documents of only a few braille sheets
- documents embossed on very small pages with limited space
- documents likely to be read only on a refreshable braille display

Transcriber discretion should be used to determine whether the navigation line should be preserved, or whether line 1 is to be used for the body text.

**DBT:**

To prevent text from appearing on the navigation line, create a blank running title by inserting a single space between the [tls] [tle] codes or inside the `<RunningTitle>` style from the ABA template.

To allow braille text to appear on line 1 of the braille page, do not use running title codes or styles in the braille document.
Word:

To import a blank running title into DBT, a hard space (Ctrl-Shift-Space) must be the only character in a Header section of a .docx file.

1.3 Braille page number

1.3.1 The braille page number must be placed in the top right corner of each braille page.

DBT:

The top right corner is the default position for the braille page number in DBT using the ABA template.

If using a different template, the page number positions may need to be set with the \[svpnp2:2:1:1\] code or through the Document Menu > Page Numbering.

1.3.2 A braille page number is not required on the title page of a braille document.

DBT:

The title page number is blank by default using the ABA template.

If using a different template, it may be necessary to insert the \[svpfd2\] code at the top of the document.

1.3.3 Roman numerals are used as braille page numbers for front matter, beginning with braille page ii. Refer to 5 Front Matter for the definition of front matter.

DBT:

Insert the \[pnr\] code or the <PageRoman> style from the ABA template at the top of the document to initiate roman page numbering.

1.3.4 It is common practice for braille page 1 to begin on the first page of body matter. This number should be visible. Page 1 should begin on the right leaf of an interpoint volume.
DBT:

Insert the `<PageArabic>` style from the ABA template at the top of the first body matter page to change the page numbering to Arabic, with the page number displayed on the first page.

For interpoint volumes, an `[sd1]` code is required immediately after the `[pg]` to ensure the body matter begins on an odd (right leaf) page.

1.3.5 Braille page numbering of body matter usually starts at 1 for each volume. It is permissible (but not recommended) to use continuing braille page numbers for body matter after the first volume. For example, if Volume 1 ends on braille page 125 or 126, the body matter of Volume 2 may begin on braille page 127.

Note that braille page numbering of body matter must always begin with an odd number on a right leaf page.

DBT:

Insert the `[pvN]` code at the top of the document to specify the first page number, N, if it differs from 1.

1.3.6 If a braille volume contains several unrelated documents, it may be appropriate to begin each document on braille page 1, so sections can be separated or additional sections can be inserted later. Examples may include a collection of extracts or a meeting agenda with reports and attachments.

DBT:

Insert the `[pg1][sd1]` codes to create a page break and restart braille page numbering at 1 on an odd (right leaf) page.
1.4 Print page reference

The print page reference is the current print page number, shown at the left end of the navigation line. Refer to 1.5 Print page turnover for information regarding the print page indicator within the text.

1.4.1 Print page numbers must be included in braille if they are given in print.

However, they may be omitted in certain circumstances, such as:

- if there is numbering embedded in the text that provides the reader with sufficient navigational information
- if the print page numbers in an electronic file differ from the print copy or if this cannot be determined

1.4.2 The print page reference reflects the print page number at the top of the page. It must be placed in the top left corner of each braille page.

A change in print page partway down a braille page is indicated with a print page turnover (1.5). The print page reference does not change until the next braille page.

**DBT:**

The top left corner is the default position for the print page number in DBT using the ABA template.

If using a different template, the braille page number position may need to be set with the \[svpnp2:2:1:1\] code or through the Document Menu > Page Numbering.

The print page number is derived from the same \[lea\] code used to generate the print page turnover, as described in 1.5 Print page turnover.
Example:

1.4.3 Prefixes before the print page reference indicate continuation of the print page over more than one braille page.

If a new print page coincides with a new braille page, the print page reference is shown with no prefix.

Every subsequent braille page relating to the same print page has a prefix before the print page reference, beginning with the letter “a” and proceeding through the alphabet, as shown in the example above.

DBT:

Print page references are treated correctly by default using the ABA template.

If using a different template, it may be necessary to insert the [svles0:0] code at the top of the document.

1.4.4 Retain roman numerals (i, ii, iii, et cetera) where they are used for print page numbers.

1.4.5 Where print material is laid out across facing pages as if it were on a single print page, the print reference may be displayed as a range.

DBT:

Insert the [lea] code at the point of the first print page turnover to display the hyphenated page range as the print page reference.
Example:

| 16 | Flow | 17 | Chart |

[lea]16-17[1]

<H1.>Flow Chart</H1.>

1.5 Print page turnover

The print page turnover displays the new print page number where it occurs in the text. For information regarding the print page indicator shown in the navigation line, refer to 1.4 Print page reference.

1.5.1 Print page turnovers must be placed in the exact position where a new print page occurs in the text.

This rule applies even where a word is hyphenated at the bottom of a print page.

DBT:

To indicate a print page turnover, insert the [lea] code (Alt-Enter) followed unspaced by the new print page number.

Example 1:

his Beetle liked him and was helping him. When Snugglepot pushed

{turnover to print page 63}

against the Red Nut, the Beetle rose up on his six legs and pushed too.

his Beetle liked him and was helping him. When Snugglepot pushed [lea]63 against the Red Nut, the Beetle rose up on his six legs and pushed too.
Example 2:

sorrow at leaving Ragged Blossom and joy of going back to Cuddle-
{turnover to print page 140}pie, poor Snugglepot felt strange and weak, and would have fallen back

sorrow at leaving Ragged Blossom and joy of going back to Cuddle-
\[lea\]140 pie, poor Snugglepot felt strange and weak, and would have fallen back

1.5.2 Use a row of hyphens \[\ldots\] to indicate a print page turnover. The hyphens must begin in cell 1 and extend to the new print page number, aligned to the right margin. There is no space between the last hyphen and the new print page number.

DBT:

The print page turnover is formatted correctly by default using the ABA template.

If using a different template, it may be necessary to insert the \[svles0:0:1:1\] code at the top of the document.

Example:

The other girl, Daisy, \[lea\]3 made an attempt to rise ...

\[svles0:0:1:1\]

1.5.3 Text should continue on the next braille line after the print page turnover, maintaining the same formatting and starting in the run-over position.

DBT:

Insert a single space rather than a line \[1\] code after the print page number within a block of text to ensure the runover continues in the appropriate cell.
Example 1:

[p]Harry looked up into the fierce, wild, shadowy face and [lea]12 saw that the beetle eyes were crinkled in a smile.

Example 2:

c) Produce a boxplot of the monthly expenditure of the [lea]131 students on entertainment.

1.5.4 A print page turnover is not required where the top of a new braille page coincides with a new print page, as the new page number will appear on the navigation line without a prefix.

1.5.5 A print page turnover is not required where the bottom of a braille page coincides with a new print page.

DBT:

The [lea] code must always be inserted at the point of the print page turnover, even where it coincides with the bottom of a braille page. By default, a print page turnover will not be shown using the ABA template if there are no braille lines following on the same page.

1.5.6 A print page turnover is not required for blank print pages, such as a blank page at the end of a chapter or a full print page that has been omitted in the braille translation.
Example:

[lea]47 that he had all his first teeth. When he saw she was a grown-up, he gnashed the little pearls at her.

[pg][lea]49


1.5.7 Where print page numbers are combined, the range of print pages is given in the print page turnover with an intervening hyphen, for example, 27-28.

Refer to 1.4.5 for advice on how combined print pages are shown on the navigation line.

Example:

[lea]38-39

<H1.>Comparisons Table</H1.>

1.6 Footer

The footer displays text repeated on the bottom line of every page.

1.6.1 Use of a footer in braille is permissible but rarely recommended.

DBT:

Use the [rfs] and [rfe] codes to indicate the start and end of the running footer text. These codes can be accessed from the Layout Menu > Footer. The [rfs] and [rfe] codes work in a very similar way to the [tls] and [tle] codes discussed in 1.2.1.

Example:

[rfs]draft[rfe]
Word:

A footer in Word will automatically be imported to DBT as a braille footer. It should usually be removed from the braille.

1.6.2 A braille footer must not exceed one braille line.

DBT:

Text in the \[rfs\] and \[rfe\] codes is automatically truncated to one line.

1.6.3 A braille footer must not duplicate information included in the running title.
2 Text formatting

2.1 Line spacing
2.1.1 Braille is usually single-line spaced. Double-line spacing may sometimes be appropriate for new braille readers.

DBT:

Text will be single-spaced by default. Use the [svsbll] code (Shift-F2) to change to double-line spacing and [svsbl0] (Shift-F1) to return to single-line spacing.

2.2 Chapters
2.2.1 The first chapter of a book should start on a new braille page. Subsequent chapters should normally begin on a new braille page.

DBT:

To create a new braille page, insert the [pg] code (Ctrl-Enter) or [top]. The latter is preferable because it will only force a new page if the chapter does not already begin on one.

Word:

A hard page break (Ctrl-Enter) or next page section break in Word will be imported to DBT as a [pg] code if "Preserve hard page breaks" is checked in the Global > Word Importer settings of DBT.

2.2.2 Chapter headings must be formatted as level 1 headings, as described in 2.3 Headings.

2.2.3 The end of a braille chapter or section must be clearly indicated by a row of centred characters, no more than 12 cells in width. The same character sequence should not be used elsewhere in the document for another purpose.

The centred characters should be placed on the line immediately below the last line of text, without an intervening blank line. This centred line may be omitted where it occurs at the top of a braille page.
ABA Guidelines for Formatting – 2 Text Formatting

**DBT:**

Use the `<CentredAsterisks>` style from the ABA template to insert three centred asterisks with spacing.

Use the `<CentredLine>` style from the ABA template to insert a centred horizontal line.

Use the `<CentredText>` style from the ABA template or the `[hds]` and `[hde]` codes to centre other characters (occupying a maximum of 12 cells).

**Examples:**

```
<CentredAsterisks/>
```

```
*** *** ***
```

```
<CentredLine/>
```

```
```

```
<CentredText>..........<\CentredText>
```

```
```

```
[hds]***[hde]
```

```
*: : : : : : :
```

2.2.4 The running title should change with each new chapter or main section, as described in **1.2 Running title**. The new running title begins on the second page of the new section, as described in **2.2.5**.

**Example:**

```
{running titles for consecutive chapters}

<RunningTitle.>Coraline ch2</RunningTitle.>
<RunningTitle.>Coraline ch3</RunningTitle.>
```
2.2.5 The first page of a chapter or main section should not have a running title. The chapter or section should begin on the second line with the level 1 heading text.

DBT:

Insert the [tld] code to suppress the previous running title before a level 1 heading.

Example:

[tld][pg]

<H1>Chapter Four</H1>

[tls]dark horizons ch4[tle]

2.3 Headings

2.3.1 There are many ways to indicate headings in print. The particular appearance of the print heading may be disregarded and used only to determine the hierarchical level of the braille heading.

2.3.2 Braille heading styles must be based on the overall hierarchy established by the print text.

Use level 1 for the main section headings of the text, progressing through to level 4 for the most minor subsection headings.

2.3.3 Always adhere to ABA heading styles.

The ABA heading styles are:

Heading 1: Heading text is preceded by a blank line and centred. Leave a minimum of 6 blank cells on each side of the heading.

Heading 2: Heading text is preceded by a blank line and blocked in cell 5.

Heading 3: Heading text is preceded by a blank line and blocked in cell 3.
Heading 4: Heading text is preceded by a blank line and blocked in cell 1.

Note that the blank line preceding a heading is not always required, as described in 2.3.4.

Text following a heading should begin on the next line.

**DBT:**

Use the `<H1.>`, `<H2.>`, `<H3.>` or `<H4.>` heading styles from the ABA template.

**Word:**

Heading styles applied in Word are imported directly to DBT. The first three heading styles can be applied using the shortcuts Alt-1, 2 or 3.

All Word headings of level 4 or greater are converted to level 3 headings in DBT. These will need to be manually adjusted in DBT.

**Example:**

```
<H1.>Heading 1</H1.>

<Para.>Paragraph text, with runover to the margin.</Para.>


<Para.>Paragraph text.</Para.>


<Para.>Paragraph text.</Para.>


<Para.>Paragraph text.</Para.>
```
2.3.4 Blank lines are not required between sequential headings.

**DBT:**

Use the heading styles `<H2lessline.>`, `<H3lessline.>` or `<H4lessline.>` from the ABA template to create a heading without a preceding blank line.

Alternatively, insert the `[skn]` code immediately after an opening heading style tag to remove its blank line.

**Example 1:**

```html
<H1.>Heading 1</H1.>

<H2lessline.>Heading 2</H2lessline.>
```
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Example 2:

```html
<H1>Exercises</H1>
<H1>[skn]Module 3</H1>

{blank line}

Exercises
Module 3

2.3.5 Some documents may require more than four heading levels in braille. To create additional heading levels, use a combination of indentation and capitalisation or typeface.

Example:

```html
<H3><Italics>Heading 3 in italics</Italics></H3>
<Para>Text</Para>
<H3>Heading 3</H3>
<Para>Text</Para>
<H4>Heading 4</H4>

{blank line}

Heading 3 in italics
Text
Heading 3
Text
Heading 4

2.3.6 Braille heading levels do not need to appear sequentially in a document. For example, a level 3 heading may follow a level 1 heading, provided a level 2 heading appears elsewhere in the document.

However, be aware that any document also being produced in DAISY or ePub format will need to be forward nested. In these formats, it is not
permissible to skip forward more than one level (for example, from level 1 to level 3).

2.3.7 It is good practice to remove italics, bold and underline from headings, unless the typeface is used to emphasise part of the heading or to distinguish one heading from another indented to the same level, as described in 2.3.5.

Example 1:

{bold in print heading is omitted in braille}

Chapter One

Example 2:

Déjà vous for two

Example 1:

{block capitals in print heading are converted to title case in braille}

CHAPTER NINE

2.3.8 Heading case may be changed for the braille version, but this should be done consistently throughout the document and with care.

Example 1:

{block capitals in print heading are converted to title case in braille}

CHAPTER NINE

2.3.9 Headings must not be placed at the bottom of a braille page, unless followed by at least one line of text.

DBT:

The heading styles from the ABA template automatically move the heading to the top of a new braille page where required.
2.4 Paragraphs
A paragraph is a subdivision of text consisting of one or more sentences. In print, it always begins on a new line that may be indented or preceded by a blank line.

2.4.1 A braille paragraph is shown as a block of text, with the first line indented two cells. Blank lines must not be left between paragraphs.

DBT:
To create a new paragraph, apply the <Para.> style from the ABA template or insert a [p] code (Ctrl-m).

Word:
Any text appearing as Normal, Block or Body Text style in Word will be imported to DBT as a paragraph.

Example:
"There," I said, pointing toward it, "doesn't that suggest something to you?"

She made a motion with her head—half negative, half contemptuous.

2.5 Right-aligned text
2.5.1 Text is rarely right-aligned in braille. Transcriber discretion should be used to select a suitable layout for text that is right-aligned in print. Only use right-alignment where the layout has a clear purpose and the right-aligned braille is not likely to be overlooked by the touch-reader.
DBT:

Use the `<RightFlush.>` style from the ABA template or the flush right `[fr]` code (Shift-F7) to right align text.

Note that the `[fr]` code aligns only a single word. Use a hard space `[*]` (Alt-F2) between each word or the `[:]` and `[:;]` codes at the beginning and end of a group of words (not exceeding one braille line) to enable right alignment with the `[fr]` code.

Word:

DBT ignores right alignment of text imported from Word.

Example 1:

{A dash has been added in the place of right alignment to improve readability.}

If she be not, then nobody has told who she is.

Judge Ballard

Example 2:

Joe Bloggs
7 Australia Ave
Gundagai 2722

Fred Normal
82 Pond Grove
Bakers Swamp 2820
Example 3:

O Captain! my Captain! our fearful trip is done!

The ship has weathered every wreck,

the prize we sought is won.

<List.> O Captain! my Captain! our fearful trip is done![1]

The ship has weathered every wreck,[1]

<RigthFlush.> the prize we sought is won. </RightFlush.>[1]

2.6 Centred text

2.6.1 It is permissible to centre text in braille where centring has been used in the print to convey a particular meaning.

Refer to 2.3 Headings for guidance on centring in headings.

DBT:

Use the <CentredText> style from the ABA template or insert the [hds] and [hde] codes to centre text.

Example:

<CentredText>This certificate [1]
is awarded to [1].

Mary Contrary</CentredText>
2.7 Indented text

Indented text is inset from the far left margin, compared with other text on the page. Indentation is often used for material from another source, such as a poem or quote within a novel.

2.7.1 Blocks of text indented in print should generally be indented in braille. Use increments of two braille cells, regardless of the indentation distance in the print.

DBT:

Use the [hlX] code to indent a hierarchical style such as <Para.> or <List.> from the ABA template. The indentation will be increased by one level for each successive value of X.

Alternatively, use the [ind3] code to indent the left margin to cell 3 and [ind] to return to the original margin at the end of the extract.

Word:

Use styles (never tabs) to ensure that text indented in Word will be imported to DBT with corresponding indentation. For example, the List Bullet 2 style in Word gives an indented list with bullets. Refer to Appendix 4 for further appropriate styles.

Example:

... And to this enquiry we now invite you.

"In its Essence, the All is unknowable" – The Kybalion

... And to this inquiry we now invite you. </Para.>

[ind3]"In its Essence, the All is unknowable" – The Kybalion </Italics> [ind]
2.7.2 Indentation may be ignored if used for purely decorative purposes or applied to an entire section.

2.7.3 Where the print consistently applies indentation in conjunction with another print convention to indicate special text (for example, italics, block capitals or a box), it may be acceptable to use only one of these formatting conventions in braille.

Example:

{Italics in print are ignored in braille.}

Make a rhythm for the following couplet, setting it out on the staves with the words beneath their notes.

*Down in the city the fountains are playing,*

*Waterdrops sparkling likes gems in the sun.*

[p] Make a rhythm for the following couplet, setting it out on the staves with the words beneath their notes.[l]

[ind3] Down in the city the fountains are playing,[l]

Waterdrops sparkling like gems in the sun.[ptye]

[ptys]

2.7.4 If it is difficult to distinguish an indented passage from the following text, a blank line may be inserted between them.

DBT:

Use the [cp2:1] code to insert one blank line or go to a new braille page if fewer than two lines remain on the current braille page.
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Example:

During the plague, London was full of advertisements such as

SOVEREIGN Cordials against the Corruption of the Air.

These did not exactly succeed, ...

[p] During the plague, London was full of advertisements such as

[ind3] SOVEREIGN Cordials against the Corruption of the Air.[ind]

[cp2:1][p] These did not exactly succeed, ...

| ! Kurz revenue London | Full of advertisements such as | SOVEREIGN Cordials against the Corruption of the Air | Did not exactly succeed |

2.8 Lists

Lists are presented in a variety of ways in print. For example, they may be numbered, bulleted and/or with indented overflow. They may have different levels.

2.8.1 The runover of a list item must be indented in braille. Refer to 2.8.6 to 2.8.8 for options.

2.8.2 The hierarchy of list items is distinguished by indentation, that is, by the braille cell in which the item begins (including attention marks or counters).

Example:

<table>
<thead>
<tr>
<th>Level 1 List Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2 List Item</td>
</tr>
<tr>
<td>Sub-item</td>
</tr>
</tbody>
</table>
2.8.3 Avoid starting a list on the last line of a braille page.

DBT:

Check the braille (.dxb) document and add a \[cp1\] code before any entry that needs to be moved to the next page. This code will have no effect if further adjustments move the line to a different position on the braille page.

2.8.4 A list is not followed by a blank line, unless it cannot easily be distinguished from subsequent text.

Example 1:

• The Penultimate Peril[1]

• The End</List.>

All these titles can be found easily enough in your nearest library but they will bring you only misery, despair and unpleasantness.

Example 2:

3. Recycle. Place your bin on the kerbside of your property on your suburb's pick-up day.</List.>

Well done! The world is greener.
2.8.5 Numbered items presented as paragraphs in print are often better presented in list format in braille.

Example:

12. The average rate of change of the function with rule \( f(x) = x^3 - e^x \) between \( x = 0 \) and \( x = 1 \) is

A. 0

B. 2

List formatting methods

Lists are generally formatted in braille with each new item beginning on a new line and the runover indented. The level of indentation varies according to the list formatting method, as described in 2.8.6 to 2.8.9 below. In selecting a list formatting method, consideration should be given to the intended reader, the braille page width and the number of levels in the list. In general, it is best to avoid deep indentation that would create very short lines of braille.

2.8.6 Method 1: Present lists with runover indented by two cells. Indent subitems within the list by a further two cells.
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DBT:

Use the `<List.>` style from the ABA template for list items beginning on the margin with a run-over indentation of two cells. This is a hierarchical style, with the margin indented a further two cells for each successive level. Use the `[hlX]` code to adjust to level X.

Word:

The `<List.>` style and appropriate level will automatically be applied to any text defined as List, List Number or List Bullet style in Word. For example, List Bullet 2 in Word will import to DBT as `<List.>[hl2]`. Refer to Appendix 2 for more details.

Example:

10. Consider to what extent a common property is being ascribed when one talks about:

   i. a red frock, a red cricket ball, a red herring;

   ii. a real table, a real artist, a real advantage.

   `<List.>10. Consider to what extent a common property is being ascribed when one talks about:[1]

   [hl2]i. a red frock, a red cricket ball, a red herring;[1]

   ii. a real table, a real artist, a real advantage.</List>`
2.8.7 Method 2: Present lists with the run-over point determined by the length of the counter or indicator. Block the text, with only the counter or indicator in the left margin.

This method gives greater clarity for developing readers and examination materials. Note that this method may become less practical if using narrow paper or the indicator is lengthy.

DBT:

To create lists with customised runovers, insert the \[hil:V\] code, where:

- L is the left margin and V is the run-over margin
- the difference between V and L should be equal to the maximum number of cells required by the indicator plus one space
- L should be set at 1 for the main list, or the previous value of V for sub-lists

Example:

\[hil:6\]10. What is chiefly responsible for the increased average lifespan over the last 50 years?\[1\]

\[hi6:9\]i. the safety movement, which reduced the number of deaths from accidents\[1\]

\[hi6:10\]ii. the reduced death rate in infants and young children\[hi\]
2.8.8 Method 3: Present lists with runover indented by four cells.

This format is only recommended where additional clarity is required.

**DBT:**

Apply the `<ListDeep.>` style from the ABA template to indent runover by four cells. This is a hierarchical style, with the margin indented a further two cells for each successive level.

**Example 1:**

{A deep runover is used for a combined item (in this case, 5a) so it aligns with sub-items below.}

<ListDeep.>5a. According to the folktale, why does the sky become angry with the villagers?[1]

[>]b. What lesson does the sky want the villagers to learn?

Example 2:

{A deep runover is used where items on the margin are block capitalised and therefore cannot be distinguished by the first two cells.}

<ListDeep.>MRI: magnetic resonance imaging scan[1]

PET: positron emission tomography[1]
2.8.9 Where an entire print document is presented as a list or in outline form and the numbering system clearly identifies the different levels, ordinary heading and paragraph format may be used in the braille. Examples may include Acts of Parliament, Constitutions and other legal documents.

**Attention marks and counters**

Attention marks and counters are the symbols preceding list items. Attention marks include bullets, asterisks, hollow dots and dashes. Counters are usually numbers or letters.

2.8.10 **Attention marks and counters used in print must be retained in braille.**

An attention mark with no UEB equivalent for the print symbol may be replaced by a bullet or similar symbol. If the type of attention mark is important to the meaning, a transcriber note is required or a transcriber-defined symbol may be used (refer to *The Rules of Unified English Braille* 3.25).

**Word:**

Most attention marks and counters import automatically from Word.

**Example 1:**

* Biology
  ° By the age of sixty, most people have lost half of their taste buds
  ° An ostrich's eye is larger than its brain

```
* BIOLOGY
  ° By the age of sixty, most people have lost half of their taste buds
  ° An ostrich's eye is larger than its brain
```
Example 2:

♥ Historically, sweat was a common active ingredient in perfumes and love potions.

♥ Choosing an exciting place for a first date increases the chances of the other person falling for you.

[[[*tns*]]] Bullets are shown as heart shapes in the print. [[[*tne*]]]

2.8.11 Punctuation adjoining counters in the print should generally be followed in the braille.

Examples:

(a) 5x + 6 = y

(b) How many red balloons?

(c) Add two teaspoons of sugar.

4) Knitted tissue cosies
2.8.12 If there is no punctuation between a counter and the subsequent text, a full stop or colon must be added to ensure clarity.

Example:

A sheep can make great pets

B wool is a natural fibre

2.8.13 The use of bold, italics or font colour to distinguish counters in print should be ignored in braille, unless the appearance imparts meaning.

Example:

{bold for numbering is ignored in braille}

12. Draw a map of your house.

2.9 Poetry

2.9.1 The presentation of the print should be used for guidance in determining the braille layout for poetry.

Example:

See, the pretty Planet!

    Floating sphere!

Faintest breeze will fan it

    Far or near;

World as light as a feather,
2.9.2 **Use list formatting for lines of poetry** (refer to 2.8 Lists). Begin each line of verse on the margin on a new braille line. If poetry lines run over to a second braille line, indent this run-over line.

**DBT:**

Use the `<List.>` or `<ListDeep.>` style from the ABA template to begin text on the margin with runover to cell 3 or 5, respectively (refer to 2.8.6 and 2.8.8).

**Word:**

The built-in List style in Word will import to DBT as `<List.>` with the appropriate level. For example, List 2 will import as `<List.>[hl2].`

**Example 1:**

```xml
<List>
  It was told me by a bushman, bald and bent,
  and very old,[1]

  Upon the road to Poolyerleg; and here's the tale he told.[1]

  'Twould seem absurd to doubt his word, so honest he appeared[1]

  And, as he spoke, the sou'-west wind toyed gently with his beard.</List>
```
Example 2:

"You are old, Father William," the young man said,

"And your hair has become very white;

And yet you incessantly stand on your head--

Do you think, at your age, it is right?"

<ListDeep.>"You are old, Father William," the young man said,[1]

[>]and your hair has become very white;[1]

And yet you incessantly stand on your head--[1]

Do you think, at your age, it is right?"</ListDeep.>
2.9.3 **A blank line must be inserted between stanzas or verses in braille.**

Where a stanza begins on a new page, show the blank line after the navigation line.

For double-line spaced braille, the blank line between stanzas may be accompanied by an additional indicator such as indentation for greater clarity.

**DBT:**

Insert the \[sk1\] code between each stanza to create a blank line.

2.9.4 **The first line of a stanza should not be isolated at the bottom of a braille page.**

**DBT:**

Insert the \[cpX\] code between each stanza, where X indicates the number of lines that must remain at the bottom of the braille page, otherwise a conditional page break will be inserted.

**Example:**

```plaintext
<List.> I often wish I were a King, [1]
And then I could do anything. [1]

[cp2][sk1]
If only I were King of Spain, [<]
I'd take my hat off in the rain. [<]

[cp2][sk1]
If only I were King of France, [<]
I wouldn't brush my hair for aunts.
```
2.9.5 Large blank spaces and right alignment in poems should only be reproduced with caution. Reduce any gaps that may otherwise cause the reader to move prematurely to the next line.

**Example:**

I'll play a lot tomorrow …

I'll think a lot tomorrow …

I'll laugh …

a lot …

tomorrow …

*(heigh-ho)*

Good-night.
Shaped poems

2.9.6 Poems are sometimes arranged to form a meaningful shape in print. The shape of the poem should be indicated to the braille reader.

Always use a transcriber note to describe the shape, in addition to any other method.

2.9.7 A braille poem is best shaped similarly to the print poem. It is not necessary to reproduce the exact shape.

Example:

```text
I am a snake
I slide I slide
I hiss I sun
I crawl all day
My victims
try to hide
I am no quiet
I am I am
At some I ate
You will nil
```
2.9.8 A poem that is shaped in braille is best kept on a single braille page.

**DBT:**
Use the [kps] and [kpe] codes to ensure the start and end of a passage are kept on the same braille page.

2.9.9 If it is not possible to reproduce the shape of a poem in braille, set it out in a simple fashion. If appropriate, accompany it with a tactile graphic to represent the shape.

**Example:**

<TNote>The following poem is handwritten in print, following the outline of a left hand, as reproduced in the tactile graphic on the opposite page.</TNote>

<List>
- my hand reaches for you[1]
- my hand takes your hand[1]
- my hand holds you tightly[1]
- my hand helps you climb the hill[1]
- my hand pulls you to the top[1]

---

44
my hand waves to the people below

my hand waves goodbye

Annotation

2.9.10 Transcribe all poetry annotations, including stanza numbers, poetry line numbers and notes.

2.9.11 Stanza numbers and line numbers shown in print should be placed on the left margin in braille. They may be placed on the same lines as the text, with deeper indentation of the poem so the numbers can be located easily. Alternatively, long line numbers may be placed on lines of their own.

DBT:

Use the [hil:L] code to customise the formatting, where L is the left margin and V is the run-over margin.

Example 1:

Autumn is over the long leaves that love us,  1
And over the mice in the barley sheaves;
Yellow the leaves of the rowan above us,
And yellow the wet wild-strawberry leaves.

The hour of the waning of love has beset us,  5

[hi1:6] Autumn is over the long leaves that love us, [1]  
[hi4:6] And over the mice in the barley sheaves; [1]  
Yellow the leaves of the rowan above us, [1]  
And yellow the wet wild-strawberry leaves. [1]  
[hi1:6] The hour of the waning of love has beset us, [1]
Example 2:

Beowulf got ready, donned his war-gear, indifferent to death; his mighty, hand-forged, fine-webbed mail would soon meet with the menace underwater. 1445 It would keep the bone-cage of his body safe:

<p><TNote>Throughout the following poem, line numbers are given above the line to which they refer.</TNote></p>

<List>...<br>[h12]Beowulf got ready,[1]<br>donned his war-gear, indifferent to death;[1]<br>his mighty, hand-forged, fine-webbed mail[1]<br>1445[1]<br>[h12]would soon meet with the menace underwater.[1]<br>It would keep the bone-cage of his body safe:[1]
2.10 Drama

Acts and scenes

2.10.1 Use heading styles for the titles of Acts and Scenes.

**DBT:**

Refer to 2.3 Headings.

2.10.2 Acts and Scenes should generally be treated like chapters and start on a new braille page.

**Example:**

```
<pg>
<H1>Act Two</H1>
<H2>Scene One</H2>
```
2.10.3 Material at the beginning of an Act or Scene to describe the overall setting may be presented as a normal paragraph.

Example:

THIRD ACT

SCENE

*The Picture Gallery at Hunstanton. Door at back leading on to terrace.*

2.10.4 To clearly separate the introductory material at the beginning of an Act or Scene from the following dialogue, insert a blank line between them.

**DBT:**

Use the \[cp2:1\] code to insert one blank line or go to a new braille page if fewer than two lines remain on the current braille page.

**Example:**

SCENE 1

*We see scavengers scurrying about in the half-light.*

*Clayton enters. They disappear like rats to their holes.*

*ANNETTE (to audience): What are you looking at?*
<h1>Scene 1</h1>

We see scavengers scurrying about in the half-light.

Clayton enters. They disappear like rats to their holes.

Annette (to audience): What are you looking at?

Dialogue

2.10.5 The name of each speaker must begin in the margin with any runover text indented.

The runover should generally be indented by two cells.

For plays in verse, the runover should generally be indented by four cells. A new line within a speaker’s dialogue should be indented by two cells from the margin.

DBT:

For dialogue, use the <List> style from the ABA template.

For plays in verse, use the <ListDeep> style from the ABA template. Use the tab [>] character to begin a new line in cell 3 for the same speaker.
Example 1:

_Lady Caroline:_ You have no country houses, I am told, in America?

_Hester:_ We have not many.

Example 2:

_Juliet_

Farewell! God knows when we shall meet again.

I have a faint cold fear thrills though my veins,

That almost freezes up the heat of life:
2.10.6 Removal of font emphasis from the speaker's name (such as block capitals, bold or italics) is advisable so the name can be located more quickly.

Example:

JOHANNES: I don't see why we would need to do that.

2.10.7 Distinction must be made between the end of the speaker's name and the dialogue. Use the same punctuation as the print. If none exists, insert a colon.

Example 1:

Lin: I was built backwards.

Example 2:

Hui – What do you mean?

Example 3:

Lin My nose runs, and my feet smell!

Stage directions

2.10.8 The print should be used as guidance in selecting a presentation style for stage directions embedded within dialogue.

Example 1:

OLD WOMAN (continues): Oohh, how I want an apple dumpling!
Example 2:

**Mr. CROCODILE:** [eating] Yum! Thank you! [more eating]

2.10.9 Stage directions are sometimes shown on their own line in print. Indent the stage directions in braille, as the left margin should be reserved for the speakers’ names. Format the stage directions as an indented paragraph, for example, in cells 7-5.

**Example 1:**

**FATHER:** It's just a little further.

*(Hansel stops, turns back, drops a white pebble.)*

**GRETTEL:** (Picking a flower.) Another yellow one.

Father: It's just a little further. </List.>

<Para.>[hl3][fts-i](Hansel stops, turns back, drops a white pebble.)[fte-i]</Para.>

<List.>Gretel: (Picking a flower.) Another yellow one.[1]
Example 2:

{dialogue and stage directions are formatted similarly in print but differentiated in the braille}

BAKER

George? Are you here? Where are you?

George is behind a tree. He is in shadow and can hardly be seen.

Simultaneous speech

2.10.10 Where two characters speak together, use the print to guide selection of the braille layout.

Example 1:

BORIS (at the same time as Victor): When will you ever …

VICTOR (at the same time as Boris): You never listen …
Example 2:

Frank and Enid [singing together]: Oh I do like to be beside the seaside,

```
Frank: Oh I do like to be beside the seaside,
Enid: Oh I do like to be beside the sea!
```

2.10.11 A transcriber note explaining the layout for simultaneous speech may be required.

2.10.12 If multi-line brackets are used to group two speakers' names in print, the large brace may be used in braille. Positioning of the brace should follow the print. The multi-line bracket symbols should be aligned vertically with text beginning after the last speaker's name.

**DBT:**

The multi-line bracket symbols are the same as the round, curly and square bracket symbols but preceded by a dot 6 . Enter the dot 6 in a .dxp file using [q~,) or [cz], [tx].

Use hard spaces ["] (Alt-F2) to align brackets.

Example 1:

```
Frank: Oh I do like to be beside the seaside,
Enid: Oh I do like to be beside the sea!

<ListDeep.>Frank[q~,]Enid[q~,
]>Oh I do like to be beside the sea!
```
Example 2:

*Foreman:* OK. Let's get down to business. Who wants to start it off?

There is a pause, then the 4th and 6th Jurors start to speak at the same time.

6th *Juror:* Well, I'd like to make a point. (To the 4th Juror) Pardon me.

4th *Juror:* Maybe it would be profitable if we ... (To the 6th Juror) I'm sorry, go ahead.

Foreman: OK. Let's get down to business. Who wants to start it off?</List.> 

<Note.>There is a pause, then the 4th and 6th Jurors start to speak at the same time.</Note.>

[cp2:1]

<List.>[q~,][6th Juror: Well, I'd like to make a point. (To the 4th Juror) Pardon me.][l]

[q~,][4th Juror: Maybe it would be profitable if we ... (To the 6th Juror) I'm sorry, go ahead.

---
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**Line numbers**
2.10.13 Line numbers should be positioned on the left margin. They may be placed on the same line as the play text or on a line of their own.

**Example 1:**

SAVITRI: *(softly, to the teacher)* Who is that young man?

TEACHER: *(smiling)* That is Prince Satyavan.

He guides his father, a king whose realm was conquered

---

**Example 2:**

**First Murderer**

How now! what mean'st thou, that thou help'st me not?

By heavens, the duke shall know how slack thou art!

**Second Murderer**

I would he knew that I had saved his brother!

Take thou the fee, and tell him what I say;

For I repent me that the duke is slain.

---

---
Drama/play notes
Refer to 2.11 Footnotes and Endnotes for advice on the formatting of notes within drama.

2.10.14 Notes on facing pages (or columns) in print are best placed on facing pages in hard-copy braille. Refer to 3.7 Facing pages.

**DBT:**

To produce an interpoint volume with interfacing notes:

A. Prepare and format the play text and the note text in two separate DBT files, including the print page turnover in the play text file. Translate to braille.
B. Compare the two braille files and determine the point in the play where the first page break occurs. Copy the matching text from the notes file to an even braille page (left leaf) and the play text to the facing odd page (right leaf). Insert manual page breaks `[pg]` where necessary.
C. Repeat this process for the whole text. If there are any pages of play text with no corresponding notes text, leave the facing page (left leaf) blank.

2.10.15 For braille e-books designed to be read with a refreshable braille display, notes on facing pages (or columns) in the print should be given at the end of the section and in a separate file. This will allow readers to access the notes in their preferred manner.
Refer to Appendix 3 for further guidance on the presentation of braille e-books.

2.11 Footnotes and endnotes
Notes can be presented in print as footnotes or endnotes. A reference mark is given within the text and the note text appears at the end of the page, section or book.

For notes shown in the margin with a graphic connection to the text, refer to 3.1 Annotated text.
For notes shown in the margin without an explicit relationship to the text, refer to 2.12 Margin Notes.

2.11.1 Notes form part of the document and should be included in braille.

Print reference marks
Print reference marks are the counters or symbols within the text that refer to associated note text located elsewhere.

2.11.2 Print reference marks should be represented by their equivalent UEB symbols. If an equivalent UEB symbol does not exist, another may be substituted and an explanation given in a transcriber note.

Word:
Print reference marks are automatically imported from Word.

Example:
mainly in forest regions*

\[ \text{mainly in forest regions}\]

2.11.3 Positioning of print superscripts should be retained in braille for numbers but not graphical print reference marks.

DBT:
Use the \[ps\] and \[pe\] codes (available through the Layout menu under “Math Codes”) to begin and end superscripting. These codes are automatically imported from Word for endnotes but must be added for footnotes.
Example 1:

until the twentieth century.³

Example 2:
in most cases,†

Placement of notes in the braille

2.11.4 Notes should be placed in the braille in the same or a similar position to the print. Choose one approach for the placement of notes (from 2.11.5 to 2.11.9 below) and use it consistently throughout the book. Consider the length and importance of the notes text and select an approach to enable notes to be found easily without overly interrupting the flow of the main text.

2.11.5 Short notes shown on the same page in print may be inserted within the text at the point of reference. Such notes may either be placed in a distinct bracket (as explained in a transcriber note at the start of the book) or begin in cell 7 with runover to cell 5. The reference mark need not be restated.

DBT:

Use the <Note.> style or <Para.>[hl3] from the ABA template to position note text as a paragraph beginning in cell 7 with runover to cell 5.

Example 1:

... not just one voter makes this decision but millions.³ Thus to determine the value of voting, ...

³. 132,618,580 people voted in the US in 2008

... not just one voter makes this decision but millions.[ps]³[pe] {132,618,580 people voted in the US in 2008} Thus to determine the value of voting, ...
Example 2:

... not just one voter makes this decision but millions.3 Thus to determine the value of voting, ...

3 132,618,580 people voted

... not just one voter makes this decision but millions.[ps]3[pe]\</Para.>

<Note.>132,618,580 people voted in the U[S] in 2008</Note.>

Thus to determine the value of voting, ...

2.11.6 Short notes shown on the same page in print are usually best placed at the end of the braille paragraph. These notes should begin in cell 7 with runover to cell 5.

**DBT:**

Use the <Note.> style or <Para.>[h13] from the ABA template for note text.
Word:

Footnotes and endnotes in Word are automatically imported to DBT at the end of the paragraph and surrounded by the <Note.> style from the ABA template.

Example:

<Para.>Collette Dowling proposes “the dad factor” [ps]2[pe]: When dads encourage their daughters in sports, girls excel.</Para.>

<Note.>2. See the Women’s Sports Foundation website.</Note.>

<Para.>Young girls are twice as likely to be sedentary as boys.</Para.

2.11.7 Lengthy notes shown on the same page in print may be given on a facing page in braille (refer to 3.7 Facing pages).

2.11.8 Endnotes in print may be placed at the end of the relevant volume in braille. Notes at the end of a print book may need to be divided so each braille volume includes its own associated notes. These notes should be clearly indicated in the Contents of the volume (refer to 5.3 Contents page).

2.11.9 Note text may be given at the end of the section and in a separate file for braille e-books (Appendix 3). This will allow readers to access the notes in their preferred manner.
Footnote and endnote text

2.11.10 All notes should begin with the relevant reference mark.

Examples:

{footnote}

† This was illustrated ...

{endnote}

Page 12: Consider, ...

2.11.11 Where notes are listed together at the end of a section in braille, each should begin on a new line with list formatting.

Example:

<List>[1] To sit for the painter. Goethe: "And if he has no backside, how can the nobleman sit?"[1]

[2] Something like the smoked salmon in the dream of the deferred supper.[1]
2.12 Margin notes

Margin notes contain material that is supplementary to the main text and are placed in the margin or alongside the main text in print.

For notes shown in the margin with a graphic connection to the text, refer to 3.1 Annotated Text.

For notes shown at the end of the paragraph, page or section, refer to 2.11 Footnotes and Endnotes.

2.12.1 Place margin notes as close as possible to the most relevant text, without interrupting its flow.

2.12.2 Margin notes should be consistent in their presentation and easily identifiable.

Some options include:

- treat margin notes like numbered footnotes, as described in 2.11 Notes
- place margin notes in boxes, as described in 3.4 Boxed material
- place margin notes in square brackets
- present margin notes with regular headings as normal text
- indent margin notes, preceded by an arrow

Example 1:

... such line graphs may not be easy to understand in table form. <Para.>

<H3>Scifacts</H3>

<Para>The word “graph” means something drawn or written and is widely used in many different subject areas. </Para>
DBT:

Use the `<MarginNote.>` style from the ABA template to format margin notes as an indented paragraph with a preceding arrow.

**Example 2:**

*Method*

Melt chocolate in a pan or bowl over simmering water.

Stir until chocolate is melted.

Add vanilla and stir.

`<H4>Method</H4>`

`<List>Melt chocolate in a pan or bowl over simmering water.[1]</List>`

`<MarginNote>Tip! Never allow any water to come in contact with the melting chocolate.</MarginNote>`

`<List>Stir until chocolate is melted.[1]`

Add vanilla and stir.[1]
2.12.3 It may be necessary to explain the chosen presentation of margin notes in a transcriber note, as described in 2.16 Transcriber notes.

2.13 Blank lines

Print often makes excessive use of blank lines. Many of them should be ignored in transcription to braille. Blank lines are used more sparingly in braille to signal important navigation information.

2.13.1 Blank lines are not used between paragraphs in braille (refer to 2.4.1).

2.13.2 There should be no blank lines after headings.

**DBT:**

To remove a blank line that would otherwise occur below a heading, insert the `[skn]` code at the position where the blank line is to be removed.

Alternatively, use the heading styles `<H2lessline.>`, `<H3lessline.>` or `<H4lessline.>` from the ABA template to prevent a blank line from appearing between sequential headings (refer to 2.3.4).
Example:

```html
<H2>Kansai region</H2>

<K3>[skn]Kyoto</K3>
```

2.13.3 A blank line may be inserted between two elements that require separation.

**DBT:**

Use the `[cp2:1]` code or `[sk1]` (Ctrl-k) to create a blank line. Note that `[sk1]` will create a blank line at the top of a new braille page whereas `[cp2:1]` will not.

**Example 1:**

12. Sew a button on to the outside of the case, allowing room for the contents when fastened.

You’re done! Now all you have to do is start using your new travel case.

**Example 2:**

… advertised in the local paper:

Wally Smith of Kooringa Hotel has installed a bottling plant.
Price of 3s. per gal. plus 1s. for flagon.

He continued this business until 1945 when …
2.13.4 **Blank lines are used to separate stanzas or verses of a poem**, as described in 2.9.3.

2.13.5 Extra blank lines are largely ineffective for formatting purposes in double-line-spaced braille.

2.13.6 Where print uses several blank lines to indicate a break in text, insert only a single blank line in the braille (refer to 3.3 Breaks in text).

**Example:**

...felt like a house asleep, everything dull and dusty and dim. An old house biding its time.

It is impossible to recount everything that was said and seen that day at Milderhurst, ...  

... felt like a house asleep, everything dull and dusty and dim. An old house biding its time.</Para>

<Para>It is impossible to recount everything that was said and seen that day at Milderhurst, ...</Para>
2.14 Hyphenation

2.14.1 Hyphens added to fit the print line should be removed from the braille unless they occur immediately before a print page turnover, in which case they must be retained (refer to 1.5.1).

Note that hyphens must always be retained in compound words.

Example 1:

The Schooner Lillias will sail for Hobart Town on Wednesday evening next, the 20th instant.

[p]The Schooner Lillias will sail for Hobart Town on Wednesday evening next, the 20th instant.[l]

Example 2:

{hyphen is always retained in a compound word}

“You are such a dilly-dallier. But no more! Please don’t dilly-dally on the way to grandma’s house.”

<Para>"You are such a dilly-dallier. But no more! Please don’t dilly-dally on the way to grandma’s house."</Para>

2.14.2 A braille hyphen may be inserted at a natural break in an extremely long word to obtain a better fit on the braille page.
ABA Guidelines for Formatting – 2 Text Formatting

DBT:

Insert the assisted hyphenation [-] code to divide a long word across two lines in braille. More than one assisted hyphen may be inserted in a single word, as the code will only take effect where needed.

Example:

suffers from pseudopseudohypopara[-]thyroidism

2.14.3 Use a continuation indicator (dot 5) :: instead of a hyphen to divide non-literary material across braille lines, such as an electronic address, a mathematical equation or an extremely long number. Refer to 2.15 Hyperlinks, 4.2 Computer Notation and 4.3 Mathematics for more information.

DBT:

Use the <Continuation> style from the ABA template to insert a continuation indicator and ensure correct runover. Alternatively, insert the [q~"] [l] [run] codes.

Example:

www.onyx-productions.com/<Continuation>
</Continuation>loop-the-loop/

2.14.4 The use of a hyphen or continuation indicator does not affect the runover position. The continuing text should be placed in the usual position, for example, on the margin for paragraph text or indented two cells from the margin in a simple list (refer to 2.8.6).

Example:

2.15 Hyperlinks

A hyperlink is an element in an electronic document providing direct access to another location, known as the target. Typically, hyperlink text is highlighted in print and the target is a website address.

2.15.1 Hyperlinks and all other electronic addresses should generally be contracted following the UEB rules, being mindful that:

- contractions should not be used to bridge unspaced words
- shortforms should not be used within a longer address
- if a numeric indicator is used, the remainder of the address must be uncontracted

**DBT:**

Insert the [/] code to prevent a contraction between unspaced words.

**Example 1:** http://printdisability.org

http://[http://printdisability]/org

**Example 2:**

hugedinosaurs.com

huge[/]dinosaurs.com

huged[http://hugedinosaurs.com]
Example 3:

www.beyondblind.org

Example 4:

Blink182/songlist

2.15.2 Print often uses visual enhancements such as colour, underline or angle brackets to indicate a hyperlink. These enhancements are usually ignored in braille.

Example 1:

http://iceb.org/

http://iceb.org/

Example 2:


2.15.3 Where a hyperlink's target differs from the visible text in an electronic document, it is helpful to show the target or web address in round brackets.

DBT:

In DBT 11, navigate to Hyperlinks Settings under the Global menu and ensure "Both" is selected with "remove duplicates" checked. The web address will then be automatically added in brackets if it differs from the text.

Earlier versions of DBT do not support this feature so the target address must be added by the transcriber.

Word:

Use the Alt-F9 shortcut to view all underlying hyperlink addresses in Word.
ABA Guidelines for Formatting – 2 Text Formatting

Example:

The Australian Braille Authority is ...

2.15.4 Long hyperlinks should only be split if they require more than one braille line. Insert a continuation indicator (dot 5) at the logical point of division.

DBT:

Use the `<Continuation>` style from the ABA template to insert a continuation indicator and ensure correct runover. Alternatively, insert the `[q~"][l][run] codes.

Example:

http://cakewrecks.<Continuation></Continuation>blogspot.com/

2.16 Transcriber notes

2.16.1 Transcriber notes should be added by the transcriber to explain anything of significance that is unique to the braille, such as uncommon or transcriber-defined braille symbols, order of presentation, formatting conventions or omissions from the print.

2.16.2 The vocabulary of all transcriber notes should be appropriate for the text and the intended audience.

2.16.3 Minor or obvious alterations to the text, such as a tactile diagram key, may not require a transcriber note.

Example 1:

print: in the table opposite

.dxp: in the table below
Example 2:

print: refer to page 63
.dxp: refer to print page 63

2.16.4 If a note is relevant to material throughout a book, it is best placed at the front of each volume, as described in 5.4 Transcriber Notes page.

2.16.5 If a transcriber note is only relevant to a small section of the braille transcription, it is best inserted at the relevant point within the text.

2.16.6 Transcriber notes within the text must be enclosed within transcriber note indicators but need not start on a new line.

DBT:

Use the <TNote> style from the ABA template or the [tns] and [tne] codes to insert transcriber note indicators.

Example 1:

as illustrated in figure 6.8 <TNote>on braille page 47</TNote></Para>.

Example 2:

[p][tns]Figures in the following table refer to millions of dollars.[tne]

2.17 Captions

A caption is explanatory text shown in print above or below a table, diagram, photograph, cartoon, et cetera.

2.17.1 A caption should be transcribed before the item to which it relates, regardless of its position in print.
2.17.2 The caption and related material should be clearly distinguished from the surrounding text. This may be achieved using a variety of methods, as illustrated in the following examples.

Choose one method and be consistent throughout a book or document.

**Example 1:**

{The caption and related material are placed in a box. The caption is presented as a paragraph within the box.}

![Figure 1.19](source: ABS 1999, Children Australia: A Social Report, Cat. no. 4119.0, Australian Bureau of Statistics, Canberra, p. 100)

{transcriber note with diagram description or referral to opposite page}

**[p] Recent illnesses in Australia for 12-14-year-olds and 15-17-year-olds, 1995.**

{transcriber note with diagram description or referral to opposite page}

Example 2:

{The caption is indented from the left margin.}
... For the first time in history, adolescents had their own music, clothes, movies and fads.</Para.>

<Note>Figure 1.3[1]

What could be the advantages for Bertie growing up in an era where ‘adolescence’ was recognised as a separate and unique stage of human development for the first time?[1]

<TNote>Black and white photograph of a toddler in old-fashioned clothing.</TNote></Note>

<Para>Today, the term ‘adolescence’ is used in a much wider sense ...
Example 3:

{A blank line is inserted before and after the caption.}

closed down, unemployment rose, lower wages were paid, families could not afford to pay rent, debts rose and farms were abandoned.
Families often depended on their children for money. Children and adolescents could sometimes get work where adults could not because employers did not have to pay minors full wages. Those children and adolescents who were not working often looked after the house and family while their parents searched for work.

... looked after the house and family while their parents searched for work.</Para>

[cp2:1]

Figure 1.4[1]

[p]How might the happy, carefree lives of these adolescents be affected by the coming worldwide Depression?[1]

{transcriber note with diagram description}

[cp2:1]
3 Graphic elements

3.1 Annotated text

Annotated text consists of a primary text interwoven with accompanying notes. The notes and text may be visually linked by a variety of graphic methods, many of which cannot be replicated easily in braille. A flexible approach is required, with consideration to the print method, the level of annotation, the context and the purpose of the print presentation.

3.1.1 Use transcriber notes to explain the presentation method for annotated text.

3.1.2 Avoid interrupting the primary text in braille.

3.1.3 The annotated section of the primary text can be marked in print using a variety of methods. Suitable methods in braille include typeface indicators, brackets or multi-line brackets. If introducing brackets in the braille, choose a type not already used elsewhere in the text.

Example 1:

- alliteration

While I odded, early tapping,
suddenly there came a tapping

<Text that is highlighted in the print is shown in bold in the braille. Print side-notes are shown in square brackets.>

... 

While I odded, early tapping,
[alliteration][1]

suddenly there came a tapping[1]
Example 2:

A glimmer of recognition: “Oh that’s great news.”
The tone of her voice didn’t change much, but attributed that to exhaustion. “What time is it?”


Notes

<List.>
1. cliché
2. replace smart quotes
3. show don’t tell
4. <TNote>text is crossed out</TNote>
5. awkward


3.1.4 Print often uses lines, arrows or proximity to link annotations to the primary text. Braille may use formatting similar to that of footnotes, as described in 2.11 Footnotes and Endnotes, with the annotations placed within the text, at the end of the paragraph, or on a facing page.

Footnote numbers or indicators only need to be added if the annotation is moved away from the related text or if several items are given the same annotation.

**Example 1:**

Here a pretty baby lies
Sung asleep with lullabies
Pray be silent and not stir
Th’ easy earth that covers her

the reader understands the speaker to be describing a sleeping baby

the initial understanding is shaken – the baby is dead
In the following poem, notes that appeared in the margin in print have been indented and placed under the section to which they refer.

In the following poem, notes that appeared in the margin in print have been indented and placed under the section to which they refer.

[cp2:1]

Here a pretty baby lies
Sung asleep with lullabies
Pray be silent and not stir

the reader understands the speaker to be describing a sleeping baby

Th’ easy earth that covers her

the initial understanding is shaken – the baby is dead
Example 2:

In the following extract, comments shown in the margin have been presented as numbered notes before the relevant item.

Notes

1. over-use of “so” to begin sentences
2. lack of capitals to begin sentences

Box.

1. So she took the egg of the table. so she got a spoon and started to eat it. the Next day there was another egg, but this egg was even bigger. So I got the spoon out an ate it. the next day he
Example 3:

What happens to a dream deferred?
Does it dry up
like a raisin in the sun?
Or fester like a sore
And then run?
Does it stink like rotten meat?
Or crust and sugar over
like a syrpy sweet?

In the following poem, comments shown in the margin have been presented as numbered notes before the relevant item.

Notes
1. alliteration[1]
2. similes[1]
3. deflation[1]
What happens to a (1) dream (1) deferred? [1]

(1) Does it (1) dry up [1]

(2) like a raisin in the sun? [1]

(2 3) Or fester like a sore [1]

(3) And then run? [1]

(2) Does it stink of rotten meat? [1]

(2) Or crust and sugar over [1]

(2) like a syrupy sweet? [1]

3.1.5 Where annotations interrupt the flow of the text, consider presenting the text first without notes and then repeated with notes.

Example:

With a ragged diamond

of shattered plate glass

With a ragged diamond [1]

of shattered plate glass [1]

...
3.2 Blank spaces for responses
Print may use blank space to show where the reader is expected to add information.
Refer also to 2.13 Blank lines for information about other types of blank spaces.

3.2.1 It is not always necessary to indicate blank spaces if the required response is clear.

Example:
The spelling mistake in this sentence has been underlined.
Write the correct spelling for the word.
A. We went to school.
[p]The spelling mistake in this sentence has been underlined. Write the correct spelling for the word.[l]
<List>A. We went to <Underline>school.</Underline></List>

3.2.2 Use an indicator in braille to show that an item requires completion, such as in the middle of a sentence. A low line in print should be represented by a single underscore \_\_\_\_ in braille. Other print devices may be represented in braille using symbols such as a long dash \_\_\_\-, an ellipsis \_\_\_\_\_\_ or a series of hyphens \_\_\_\_\_\_\_\_.
Punctuation is unspaced from the omission marker.

DBT:
A long dash can be entered in DBT as a horizontal bar (Ctrl-] EC45) or by using the direct code [q~",,-].
A series of hyphens entered in a .dxp file will not translate directly as the same number of hyphens in braille. Use direct braille for a series of hyphens, for example, [q~-----].
ABA Guidelines for Formatting – 3 Graphic Elements

**Example:**

Visit Mr. ________.

Visit Mr. [q","-].

3.2.3 If print indicates the number of characters to be filled in, use the corresponding number of braille symbols. It is not necessary to use the same character as the print. Braille characters that are easy to count are preferred, such as a short dash ···, an underscore ··· or a hyphen ··.

Alternatively, the number of spaces may be described in a transcriber note.

**DBT:**

Short dashes can be entered as em dashes in Duxbury (Ctrl-] EC44).

A series of hyphens entered in a .dxp file will not translate directly as the same number of hyphens in braille. Use direct braille for a series of hyphens, for example, [q----].

**Word:**

Short dashes can be entered as en or em dashes in Word (Unicode 2013 or 2014).

**Example 1:**

ID #: ๐๐๐๐/๐๐

ID #: ----/--

**Example 2:**

ID #: ____/_

Word: [q~"",-].
ABA Guidelines for Formatting – 3 Graphic Elements

Example 3:

ID #: [q———]/[q———]

Example 4:

M ________

M... <TNote>6 letters missing</TNote>

3.2.4 Indicate the amount of space left blank where room for extended answers has been given in the print. Express the answer space as the number of blank lines or approximate number of words. In general, allow for seven words per line, rounding up to the nearest multiple of five.

A transcriber note should be given at the start of the section or document to explain that the number of lines or words left blank has been inserted by the transcriber at the end of each question.

Example:

<TNote>6 lines</TNote>

OR

<TNote>45 words</TNote>

3.2.5 A braille reader may be asked to complete a braille form or ballot paper. Make it clear where and how the reader needs to complete the form and leave adequate space for answers.

3.2.6 Use tactile tick boxes if the reader is expected to complete a braille form by making a selection.

Example:

[ ] [ ] [ ] [ ] [ ] [ ] [ ]
3.2.7 Where the reader is not expected to respond directly on the braille page, multiple tick boxes should be changed to numbers or letters for easy identification.

Example:

12. Which one of these is least like the others?

- dog  - mouse  - elephant  - snake  - lion

12. Which of these is least like the others?

[hl2]a. dog

b. mouse

...

3.3 Breaks in text

A break in text is often used in print to show a separation between two blocks of text without the use of a heading. It is usually indicated in print with a blank line or centred icons, such as a short line, asterisks or dots.

3.3.1 A break in text must always be shown in braille.

The usual convention is a centred line or characters, often chosen to be similar to the print.

Centred lines or characters should be no longer than 12 cells in length.

DBT:

Use the `<CentredAsterisks>` style from the ABA template to insert three centred asterisks.

Use the `<CentredLine>` style from the ABA template to insert a short centred line.

Use the `<CentredText>` style from the ABA template to insert any other centred symbols.

Use the `[cp2:1]` code as one way to insert a blank line.
Example:

```xml
<CentredText>• • •</CentredText>
```

3.3.2 Breaks in text should be shown the same way throughout a braille document. This may differ from the approach used in print, as some print documents use blank lines for most breaks in text but a visible marker where the break occurs at the top or bottom of the print page.

If print uses a variety of break indicators for a reason other than the position on the print page, the braille should similarly use a variety of break indicators.

3.3.3 Do not use the same indicator for a break in text and the end of a chapter or section (refer to 2.2.3).

3.4 Boxed material

There is a wide variety of methods for displaying boxed material in print.

For advice on boxed material shown in the print margin, refer to 2.12 Margin notes.

For advice on the presentation of tick boxes or empty boxes for responses, refer to 3.2 Blank spaces for responses.

3.4.1 Material that is boxed in print may be represented in braille either inside a braille box or as normal text under a heading. If using a heading without box lines, ensure the box end point is clear.

Box types

A number of methods is available to represent boxes in braille, as described in sections 3.4.2 to 3.4.6. Select the most appropriate box(es) for your need(s) and be consistent throughout the document.

Braille box lines should be created using UEB line mode, as prescribed in The Rules of Unified English Braille Section 16: Line Mode.
3.4.2 Boxes may be represented by a single horizontal line at the top and bottom, extending across the full width of the page, with corners on the right margin.

**DBT:**

The `<Box.>` style from the ABA template inserts single horizontal box lines. Enclosed text is formatted as paragraphs by default but can be changed using codes or character styles, that is, styles with no full stop in their name.

Use the `<BoxWithin>` or the `<BoxBegin>` and `<BoxEnd>` styles from the ABA template to create single-line boxes containing paragraph styles, that is, styles with a full stop in their name.

**Example 1:**

```
<Box.> No cats were harmed in the making of this book. [<]
All cat hair was collected by gentle brushing. </Box.>
```

**Example 2:**

```
<BoxBegin></BoxBegin>
<CentredText.> Hint! </CentredText.>
<Para.> Don't prune Western Australian wildflowers before they are due to flower. </Para.>
<BoxEnd></BoxEnd>
```
Example 3:

```xml
<BoxWithin>
<List>
  • The early bird gets the worm, but the second mouse gets the cheese[1]
  • Never test the depth of a river with both feet</List>
</BoxWithin>
```

3.4.3 Where more than one type of box is required, secondary boxes may be represented using other UEB line types, such as the double line or triple line segment.

**DBT:**

Use the `<BoxDouble>` or `<BoxTriple>` styles from the ABA template to create a box with double or triple horizontal line segments.

**Example 1:**

```xml
<BoxDouble>[p]If we are irritated by every rub, how will we ever be polished? </BoxDouble>
```
Example 2:

```html
<BoxTriple>[p]Why shouldn't our kids walk to school?</BoxTriple>
```

3.4.4 A label may be added to the top box line if the appearance of the box is important or if it includes a consistent heading.

**DBT:**

Use the `<BoxLabelBegin>` and `<BoxLabelEnd>` styles from the ABA template to create a box with a text label. The label should be typed between the `<BoxLabelBegin>` and `<BoxLabelEnd>` tags.

**Example 1:**

```
Investigation

Simulating an election
At Democratic High, all 100 Year 10 students have the opportunity to vote for the

<BoxLabelBegin>Investigation</BoxLabelBegin>

<Bold>Simulating an election</Bold>

<Para>At Democratic High, all 100 Year 10 students have the opportunity to vote for the ...</Para>

<BoxLabelEnd></BoxLabelEnd>
```
Example 2:

**How much is that car?**

To buy a car, Isabel borrows $6,300 at 5.9% simple interest. How much will the car cost if it takes 5 years to repay the loan?

3.4.5 An enclosure box has four sides. It may be used for small amounts of braille and is particularly helpful for less experienced braille readers. It may be positioned anywhere on the page to suit the context. Text should be separated from the side lines by at least one blank cell.

**DBT:**

Enclosure boxes are most easily produced as direct braille using 6-key entry.
Example:

![HAPPY POVERTY]

*wafted into my room, the scent of the flowers of the plum-tree*

*changes my broken window into a source of delight.*

3.4.6 Boxes may also be created using tactile graphics rather than braille lines.

**Using boxes**

3.4.7 More than one type of box may be used in braille to signal that the contents differ, for example, if the print uses one type of box for homework questions and another for activities.

3.4.8 It may sometimes be appropriate in braille to add boxes that do not exist in the print. This will enable the reader to find important material quickly or skip over material that is additional to the core text.

Example:

**Key Questions**

- what do we want?
- what do we have?
3.4.9 Where the position of a box on a print page interrupts the flow of text, move the box to a more appropriate point in the braille text.

3.4.10 Avoid splitting boxes across braille pages but, if it is necessary, ensure the split occurs at an appropriate position in the text.

3.4.11 Blank lines are usually not required before or after boxes, unless needed for another purpose such as a heading.

Example 1:

Mass and energy are different manifestations of the same thing.

\[ E = mc^2 \]

Einstein's famous equation explains the huge amount of energy from a nuclear explosion.
Example 2:

CAUTION
Snakes are dangerous on escalators

On the streets
The urban environment offers many opportunities …

3.4.12 A heading immediately following an opening box line does not require a preceding blank line.

DBT:
To create a heading without a preceding blank line, apply the styles <CentredText>, <H2lessline>, <H3lessline> or <H4lessline> from the ABA template.

Alternatively, insert an [skn] code directly before the heading text to remove its blank line.

Example:

<BoxBegin.></BoxBegin.>

<CentredText>Activity 3.1</CentredText>
3.5 Diagrams

Two excellent sources of advice on how to describe diagrams and represent tactile graphics are:


Line mode may be used for simple diagrams, as described in *The Rules of Unified English Braille* Section 16: Line Mode.

3.5.1 All information conveyed through the use of diagrams in print should be made available to the braille reader. Decorative images without captions may be ignored.

3.5.2 Diagram information should be distinguished from the main text and easy to locate. Transcribers should use their judgment in choosing the best formatting to achieve these goals.

3.5.3 Information about a diagram, such as the number, title and caption, should be kept together and given before the tactile graphic or diagram description, as explained in 2.17 Captions.

3.5.4 If a diagram requires a key, the key should be presented before the diagram (refer to 3.8 Keys).

3.5.5 Diagrams and associated materials should not interrupt the flow of text. Move them to a more appropriate point in the braille text if necessary.

3.5.6 Insert transcriber note indicators around material added by the transcriber, as described in 2.16 Transcriber notes. This may include:

- a description of the image
- directions to the location of a tactile diagram
- notification that a diagram has been omitted

**DBT:**

Use the `<TNote>` style from the ABA template or [tns] and [tne] codes to insert transcriber note indicators.
ABA Guidelines for Formatting – 3 Graphic Elements

Example 1:

... as shown in figure 3.4 <TNote>braille pages 98a and 98b</TNote>

Example 2:

<H4>Figure 12</H4>

Man on the Moon</H4>

<Para>[tns]Grainy black and white photograph of an astronaut, wearing a NASA spacesuit, walking on the moon.[tne]</Para>

3.5.7 Ideally, the braille reader should be able to access all information relating to a diagram without the need to flip pages. Some strategies to achieve this may include:

- using facing pages (refer to 3.7 Facing pages)
- using fold-out pages
- repeating the key so it is facing both pages of a split-page diagram (or vice versa)
3.5.8 Where a diagram and key are spread over more than two pages, blank pages may be required to ensure the reader does not need to read the front and back of a single braille sheet simultaneously.

3.6 Examination and test materials

A clear layout is particularly important for examination materials so the reader is able to focus on the content and navigate the document efficiently.

Refer to the Round Table Guidelines for Accessible Assessment for detailed advice on the production of braille examination materials.

3.7 Facing pages

Facing pages are two or more pages of braille bound so they can be accessed face-up at the same time. They are intended to be read as one, rather than sequentially. They may include fold-out pages, attached to the edge of a page to extend its width.

3.7.1 Facing braille pages may be appropriate for wide or cross-referenced material such as:

- wide tables (refer to 3.10.18-3.10.20)
- diagrams and their keys (refer to 3.5 Diagrams and 3.8 Keys)
- flow charts
• footnotes or endnotes (refer to 2.11 Footnotes and endnotes)
• lengthy and important notes shown on opposite pages or columns in print, such as in a Shakespearean play textbook (refer to 2.10.14)

DBT:

For interpoint embossing, use the [top][sd0] codes to ensure an even numbered (left leaf) page and [top][sd1] to begin an odd-numbered (right leaf) page.

3.7.2 It may be helpful to give a clear indication where facing pages commence, for example, through use of a transcriber note.

Example:

{in a single-sided volume}

<TNote>Facing pages follow overleaf.</TNote>

3.7.3 Braille page numbering should be used to make the position of facing pages clear.

DBT:

Use the [pgN~X] code to begin a new page with number N and prefix X (refer to the DBT Producers Manual section 3.4.1).

Example:

```
| a34 ● | b34 ● |
| ● | ● |
```

3.7.4 Facing pages are not appropriate for braille that is intended to be read electronically (refer to Appendix 3).
3.8 Keys

A key lists the meanings of symbols or abbreviations used in a diagram, chart or table. It may exist in the original print copy or be added by the braille transcriber.

3.8.1 A key should have a heading, usually created by the transcriber.

**Example:**

Key to fig. 1.9

---

3.8.2 The key should be distinct from main text, for example, through use of a box or heading structure (refer to 3.4 Boxed Material and 2.3 Headings).

**Example:**

---

3.8.3 A key should be presented before the associated diagram or table, preferably on the same or a facing page. Refer to 3.5.7 and 3.5.8 for strategies to achieve this.

3.8.4 A key should be formatted as a list, with symbols or abbreviations on the margin and run-over text indented.
3.8.5 The symbol or abbreviation chosen for a key should be suggestive of the item it represents and/or be logically related to the diagram.

Avoid abbreviations that require a grade 1 indicator (such as \[\text{:::}\] or \[:\], as the additional cell would be better occupied by a pertinent letter or contraction.

A two-cell symbol with dots in the upper and lower is ideal for diagrams.

3.8.6 Diagram key items should be listed in a logical order, for example, in a clockwise direction, beginning at 12 o'clock. Items positioned randomly across the tactile graphic may best be listed in alphabetic or numeric order. It may be helpful to state the key order in a transcriber's note.

**Example 1:**

{key items listed in a clockwise direction, beginning at the top of the diagram}
<Para.>[hl2]<TNote>Items listed clockwise from the top.</TNote></Para.>

<List>
  ep: Epidermis[1]
  me: Mesogloea[1]
  gst: Gastrodermis[1]
  gy: Gastric Cavity
</List>

{blank line}

{tactile diagram}
Example 2:

{key items listed in alphabetical order}

<H2>Key</H2>

<List>
  <li>la: Left atrium[1]</li>
  ...
</List>
Example 3:

{key items listed in numeric order}

1. Should I go for a coffee?
2. Is it more than 30 minutes since my last coffee?
3. Caffeine overload. Don't do it!
4. Are my hands shaking?
5. Do I deserve it?
6. Go and do some more productive work!
7. Mmmm, time for a coffee break!
3.8.7 Table key items should be listed in the order in which they appear in the table.

<table>
<thead>
<tr>
<th>Organism</th>
<th>Estimated size (base pairs)</th>
<th>Chromosome number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human</td>
<td>3 billion</td>
<td>46</td>
</tr>
<tr>
<td>Fruit fly</td>
<td>165 million</td>
<td>8</td>
</tr>
<tr>
<td>Roundworm</td>
<td>97 million</td>
<td>12</td>
</tr>
</tbody>
</table>

Example:

```xml
<H2>Key</H2>

<List>
  <size>Estimated size (base pairs)</size>
  <TNote>measured in billions (b) or millions (m)</TNote>
</List>

number: Chromosome number</List>
```
3.9 Puzzles

3.9.1 When transcribing a puzzle into braille, it may not be necessary or possible to use the same layout as the print. Instead, consider the information and process required to complete the puzzle and how the touch reader may best be able to navigate the page.

Example:

{Grid numbers are added to assist in navigation when the reader copies the Sudoku puzzle to a board for completion. Grid lines are removed to reduce clutter.}
ABA Guidelines for Formatting – 3 Graphic Elements

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>9</th>
<th>8</th>
<th>4</th>
<th>7</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td>7</td>
<td>5</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>5</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>8</td>
<td>3</td>
<td>9</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>6</td>
<td>5</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>9</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>9</td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>9</td>
<td>8</td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>5</td>
<td>3</td>
<td>7</td>
<td>2</td>
<td>9</td>
<td>6</td>
</tr>
</tbody>
</table>

3.9.2 Grade 1 or numeric passage indicators may be used to avoid unnecessary repetition. It may also be helpful to omit capitals.
Example:

Fun Valentine Word Search

T R A E H F
S E F U R Y
S Q E I S D
I E E W Q N
K N Y J S A
D I P U C C

3.9.3 A transcriber note may be necessary to explain the layout of a puzzle.

Example:

Unscramble the Jumbles, one letter to each square, then arrange the circled letters to form a surprise answer.
Unscramble these four Jumbles, one letter to each square, then arrange the circled letters to form a well-known saying. Squares and circles not shown in the braille. The numbers after the Jumble indicate circled letter positions in the answer word.

Example:
3.10 Tables
A table is an arrangement of data in columns and rows.

Space restrictions often make it difficult to replicate the spatial layout of a table in braille. When selecting a suitable layout, consider the table size and the anticipated reading order.

There are four main methods for representing tables, as described in sections 3.10.5 to 3.10.26: tabular, paragraph, stairstep and list formats. The tabular format is preferred where space permits.

Note that automated formatting and import of tables is a new function, introduced in DBT 11.1. It is still under development and may not always be suitable. For advice on creating tables manually or using the DBT table function, refer to the DBT Producer's Manual section 3.4.4.

3.10.1 Where the position of a table on a page interrupts the flow of text, it may need to be moved to a more appropriate place in the braille text.

3.10.2 Table captions, notes, keys and other important information should appear before the body of the table. Refer to 2.11 Footnotes and Endnotes and 2.17 Captions for advice on their formatting.

3.10.3 Source information and other extraneous material may follow a table and should be clearly distinguished from the text that follows.

Example:

Table 1.3 Methods of suicide, 12–24-year-olds, 1997 (per cent)

<table>
<thead>
<tr>
<th>Method of suicide</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poisoning by solids/liquids</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Gases and vapours</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>Hanging</td>
<td>51</td>
<td>47</td>
</tr>
<tr>
<td>Drowning</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Firearms</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Cutting/Piercing</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Jumping from height</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Other/unspecified</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: AIHW Mortality Database

Compare the methods of suicide that were most likely to be used by males and females aged 12–24 years (see Table 1.3).
Other/ unspecified [>] 9 [>] 5 [<]

Total [>] 100 [>] 100 [htbe]

Source: AIHW Mortality Database

1. Compare the methods of suicide that were most likely to be used ...

### Table: Source: AIHW Mortality Database

<table>
<thead>
<tr>
<th>Methods of Suicide</th>
<th>Most Likely to Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suicide methods</td>
<td></td>
</tr>
</tbody>
</table>

3.10.4 Blanks or omissions within a table should be shown explicitly in the braille. Acceptable indicators include a dash :: ::, a long dash :: :: :: or an ellipses :: :: ::. Ensure the chosen indicator is not used elsewhere in the table and try to be consistent throughout the document.

**DBT:**

The empty cell indicator must be inserted manually, even when using automated table formatting.

A long dash can be entered in DBT as a horizontal bar (Ctrl-] EC45) or by using the direct code [q","-].
Tabular/columnar format

The tabular or columnar format for tables mimics the appearance of print, with items placed in distinct rows and columns. It is usually the preferred method for displaying tables where space allows. The use of tabular format is particularly important when the reader is required to read up or down the columns.

**DBT:**

Choose “columnar” in automated Table Properties to ensure tabular formatting in DBT 11. Make abbreviations as necessary to fit each row across a braille line (refer to 3.10.6).

3.10.5 If a tabular/columnar table will not fit on a single braille page, divide it at a logical break and repeat the column headings at the top of subsequent pages.

3.10.6 Consider the following methods to enable use of the tabular/columnar format for tables that would otherwise be too wide for the braille page. A transcriber note may be required.

- pivot the table, swapping the rows and columns
- abbreviate headings
- use a key for headings (refer to 3.8 Keys)
- describe units of measurement in a transcriber note before the table and remove them from within the table
- omit capitals
- use numeric passage indicators for a table containing only figures
- divide wide tables into vertical sections, each on a new page (refer to 3.10 Dividing a table)

**Excel:**

Excel can be used to swap the rows and columns of any table from Word. Copy the table into Excel then under “Paste Special”, select “Transpose”.

**DBT:**

Rows and columns can easily be swapped in DBT 11 by selecting “Force Swap” or “Swap If More Compact” under “Table Properties”.

Numeric passages are most easily created as direct braille using 6-key entry.
3.10.7 Box lines are useful to make a table more tactually distinct. Consider the age and abilities of the intended readers and whether they will be required to find or skip over the tables.

**DBT:**

Refer to **3.4 Boxed material** for guidance on how to create box lines in DBT.

**Example 1:**

<table>
<thead>
<tr>
<th>Box lines are useful to make a table more tactually distinct. Consider the age and abilities of the intended readers and whether they will be required to find or skip over the tables.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAPE</td>
</tr>
<tr>
<td>TRIANGLE</td>
</tr>
<tr>
<td>SQUARE</td>
</tr>
<tr>
<td>RECTANGLE</td>
</tr>
<tr>
<td>HEXAGON</td>
</tr>
</tbody>
</table>

**Example 2:**

<table>
<thead>
<tr>
<th>Model</th>
<th>Age</th>
<th>Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAN</td>
<td>30</td>
<td>GRAY</td>
</tr>
<tr>
<td>SPORTS</td>
<td>40</td>
<td>YELLOW</td>
</tr>
<tr>
<td>PICKUP TRUCKS</td>
<td>12</td>
<td>BLUE</td>
</tr>
</tbody>
</table>

3.10.8 Column headings should be left-aligned over the columns (and sub-columns) to which they apply.

Refer to **3.10.16** for advice on alignment of text within the body of a table.

**Example:**

<table>
<thead>
<tr>
<th>Restaurant</th>
<th>Stars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perky Pizza Pit</td>
<td>3.5</td>
</tr>
<tr>
<td>The Pig and Whistle</td>
<td>2</td>
</tr>
</tbody>
</table>
3.10.9 Column headings should begin on the top line of a braille table. Long headings which cannot be truncated may run over to a second line.

Refer to 3.10.17 for advice on runover of text within the body of a table.

**DBT:**

Insert a line [l] code in the appropriate place to allow runover of column headings using automatic tables in DBT 11.

**Example:**

<table>
<thead>
<tr>
<th>age group</th>
<th>common cold</th>
<th>asthma</th>
<th>cough</th>
</tr>
</thead>
<tbody>
<tr>
<td>30s</td>
<td>42</td>
<td>75</td>
<td>23</td>
</tr>
</tbody>
</table>

Example:

```html
<BoxBegin></BoxBegin>
age[l]group[>]common[l]cold[>]asthma[>]cough[<]
30s[>]44[>]75[>]23[<]
```

Example:

```
<table>
<thead>
<tr>
<th>age</th>
<th>common</th>
<th>asthma</th>
<th>cough</th>
</tr>
</thead>
<tbody>
<tr>
<td>30s</td>
<td>42</td>
<td>75</td>
<td>23</td>
</tr>
</tbody>
</table>
```
3.10.10 A separation line below each column heading or sub-column heading is helpful to the reader.

**DBT:**

DBT automatically inserts a single horizontal line below each column heading for the width of the column, for example, ipsis eps ep ep ep ep ep.

3.10.11 A variety of line types, such as single, double or dashed, may be used to distinguish lines of different types within the same table. Refer to *The Rules of Unified English Braille* Section 16: Line Mode.

**DBT:**

If a variety of line types is required within the body of the table, the table must be created manually in DBT. Refer to the *DBT Producer’s Manual* 3.4.4 for guidance.

**Example:**

<table>
<thead>
<tr>
<th>income</th>
<th>134.56</th>
</tr>
</thead>
<tbody>
<tr>
<td>expenditure</td>
<td>78.20</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
</tr>
<tr>
<td>balance</td>
<td>56.36</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
</tr>
</tbody>
</table>

3.10.12 Horizontal, vertical and blank lines should only be used to indicate major divisions in a table.

**DBT:**

If lines are required within the body of the table, the table must be created manually in DBT. Refer to the *DBT Producer’s Manual* 3.4.4 for guidance.
ABA Guidelines for Formatting – 3 Graphic Elements

Example:

<table>
<thead>
<tr>
<th></th>
<th>Meals</th>
<th>Hotel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25 Aug</td>
<td>37.74</td>
<td>112.00</td>
</tr>
<tr>
<td>26 Aug</td>
<td>27.28</td>
<td>112.00</td>
</tr>
<tr>
<td>subtotal</td>
<td>65.02</td>
<td>224.00</td>
</tr>
<tr>
<td>Darwin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27 Aug</td>
<td>96.25</td>
<td>108.00</td>
</tr>
<tr>
<td>28 Aug</td>
<td>35.00</td>
<td>109.00</td>
</tr>
<tr>
<td>subtotal</td>
<td>131.25</td>
<td>218.00</td>
</tr>
<tr>
<td>Total</td>
<td>196.27</td>
<td>442.00</td>
</tr>
</tbody>
</table>

3.10.13 Row headings should be formatted in a similar manner to lists, with indentation of sub-headings and line runovers.

**DBT:**

Automated tables require a line command [l] to break a row heading. Insert two hard spaces [''] at the beginning of a line that is to be indented.
Example 1:

<table>
<thead>
<tr>
<th>Animal</th>
<th>Detected</th>
<th>Estimated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feral cats</td>
<td>23</td>
<td>230</td>
</tr>
<tr>
<td>Unregistered dogs</td>
<td>134</td>
<td>532</td>
</tr>
</tbody>
</table>

Example 2:

<table>
<thead>
<tr>
<th>Region</th>
<th>Population (mill)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caribbean</td>
<td>41</td>
</tr>
<tr>
<td>Antigua and Barbuda</td>
<td>0.1</td>
</tr>
<tr>
<td>Bahamas</td>
<td>0.3</td>
</tr>
<tr>
<td>South America</td>
<td>98</td>
</tr>
</tbody>
</table>

...
Caribbean: 41

Antigua and Barbuda: 0.1

Bahamas: 0.3

South America: 98

3.10.14 A minimum of two braille cells should ideally be left between columns so they are tactually well-defined.

If it is necessary to leave only one braille cell between some columns, do so only around columns of a predictable width, for example, numbers or y/n. A column may not be separated by a single space if there are spaces within the column text.

**DBT:**

Two spaces are given between columns using automated tables in DBT 11. To leave only a single space between columns, the table must be created manually. Refer to the *DBT Producer’s Manual* 3.4.4 for guidance.
3.10.15 Gaps of four or more blank cells between columns in the body of a table should be filled with guide dots (dot 5) \( \bullet \), with a single space before and after.

**DBT:**

Guide dots are added in gaps of four or more blank cells between columns in automated tables in DBT 11.

3.10.16 Text within the body of a table should usually be left-aligned. This includes numbers, except those to be used for computation or comparison. These should be aligned by place value. Refer to 3.10.8 for alignment of column headings.

**DBT:**

All items are left-aligned by default using automated tables in DBT 11. Insert the required number of hard spaces \([ ]\) to align shorter numbers by place value.

**Example:**

<table>
<thead>
<tr>
<th>ID</th>
<th>Country</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Australia</td>
<td>22,328,800</td>
</tr>
<tr>
<td>11</td>
<td>New Zealand</td>
<td>4,367,800</td>
</tr>
</tbody>
</table>

```
<BoxBegin></BoxBegin>
[htbs;r:l:b:n:c]id[>|]Country[>|]Population[|]
9[>|]Australia[>|]22,328,800[|]
11[>|]New Zealand[>|]''4,367,800[htbe]
<BoxEnd></BoxEnd>
```
3.10.17 Runovers may hinder the ease of reading within the body of a table. Consider avoiding them by dividing the table to a double-page spread or reducing lengthy text using some of the techniques suggested in 3.10.6. Note that runovers are appropriate in row headings (refer to 3.10.13).

**Dividing a table**

3.10.18 Wide tables that do not fit across a single braille page may be divided into sections and presented across two or more facing braille pages or as separate tables (refer to 3.7 Facing pages).

A transcriber note is required before a divided table to explain its layout.

Note that facing pages are not appropriate for braille that is intended to be read electronically on a refreshable braille display (refer to Appendix 3).

**DBT:**

To create a double-page table with tabular formatting in DBT 11, choose “two-page” in Table Properties. Make abbreviations as necessary to fit each row across the double page.

**Example:**

<table>
<thead>
<tr>
<th>share</th>
<th>closing NAV</th>
<th>NAV change</th>
<th>NAV change %</th>
<th>Offer Price</th>
<th>10:00</th>
<th>11:00</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIX</td>
<td>27.13</td>
<td>+0.05</td>
<td>+0.18</td>
<td>27.97</td>
<td>27.05</td>
<td>27.06</td>
</tr>
<tr>
<td>AVX</td>
<td>25.90</td>
<td>+0.61</td>
<td>+2.41</td>
<td>26.70</td>
<td>25.62</td>
<td>25.65</td>
</tr>
<tr>
<td>RBX</td>
<td>34.63</td>
<td>+0.27</td>
<td>+0.79</td>
<td>35.70</td>
<td>34.51</td>
<td>34.44</td>
</tr>
</tbody>
</table>
It may be helpful to repeat row headings on the second page of a divided table.

**DBT:**

Row headings are repeated on the second page of a double-page table by default using automated tables in DBT 11.
3.10.20 Tracking of rows across two facing pages can be aided by insertion of guide dots (dot 5) after the last column on the left page.

**DBT:**

Guide dots cannot be placed at the end of the last column using automated tables in DBT 11. If they are required, the table must be created manually.

**Example:**

```
{key to table headings}

<table>
<thead>
<tr>
<th>ABC</th>
<th>DEF</th>
<th>GHI</th>
<th>JKL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
</tbody>
</table>
{page break and blank lines to ensure horizontal alignment}
{second page of double-page table}
```

**List format**

The list format for tables presents the contents as a list, with each item beginning on a new braille line, preceded by its column heading. It is suitable for large tables that cannot be easily formatted in a columnar layout, especially where the data is similar and repetition of column headings is helpful.

3.10.21 Each item in a list format table begins on a new line with the column heading. Runover is indented.

3.10.22 It may be useful to abbreviate the headings (with a key if necessary) to allow quicker access to the content of the table (refer to **3.8 Keys**).

3.10.23 The structure of a list format table should indicate where each new row begins. Preferably, row headings will be placed on the margin with all other text indented. Alternatively, a blank line may be inserted between rows.

**DBT:**

Use the `<List.>` style from the ABA template to place row headings on the margin with `<hl2>` to begin all other table text in cell 3.
Alternatively, select “list” in Table Properties in DBT 11 to create an automated table with row headings formatted as headings and all other table text beginning on the margin.

**Example 1:**

{extract from a wider table}

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Switzerland</td>
<td>1</td>
<td>5.60</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>United States</td>
<td>2</td>
<td>5.59</td>
<td>1</td>
<td>-1</td>
</tr>
<tr>
<td>Singapore</td>
<td>3</td>
<td>5.55</td>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>

-Country/economy: Switzerland

- GCI 2009 rank: 1
- GCI 2009 score: 5.60
- GCI 2008 rank: 2
- Change 2008–2009: 1

-Country/economy: United States

- GCI 2009 rank: 2
- GCI 2009 score: 5.59
- GCI 2008 rank: 1
- Change 2008–2009: -1

-Country/economy: Singapore

- GCI 2009 rank: 3
- GCI 2009 score: 5.55
- GCI 2008 rank: 5
- Change 2008–2009: 2
Example 2:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Switzerland</td>
<td>1</td>
<td>5.60</td>
<td>2</td>
<td>+1</td>
</tr>
<tr>
<td>United States</td>
<td>2</td>
<td>5.59</td>
<td>1</td>
<td>-1</td>
</tr>
<tr>
<td>Singapore</td>
<td>3</td>
<td>5.55</td>
<td>5</td>
<td>+2</td>
</tr>
</tbody>
</table>
### Stairstep format

The stairstep format for tables is named for its physical appearance, with each table cell within a row beginning on a new line, indented further than the previous cell. It is lengthy in braille but allows the reader to easily skim down the table. Use stairstep format for tables containing a lot of text (making columnar format impractical) but a small number of columns with headings that can easily be remembered by the reader.

3.10.24 Each column in a stairstep format table begins on a new line, indented from the line above. Column 1 items should be blocked in cell 1, column 2 items in cell 3, column 3 items in cell 5, et cetera.
**DBT:**

Select "stairstep" in Table Properties for automated stairstep formatting in DBT 11. The runover will be indented by two cells.

Alternatively, use the `<Outline.>` style from the ABA template to ensure blocking of text with `[hlX]` to indent new column items.

**Example 1:**

```

Switzerland[>]1[>]5.60[>]2[>]1[<]
United States[>]2[>]5.59[>]1[<]-1[<]
Singapore[>]3[>]5.55[>]5[>]2[<]
```

**OR**

```

```
Linear format

The linear format for tables presents each row as a new list item, with a separator between items across the row. Linear formatting does not allow for easy navigation up and down columns and is not suitable for tables where such comparisons may be required.

3.10.25 Treat each row as a new list item in linear format, indenting the runover.

3.10.26 Separate each column using a distinct punctuation mark that has not been used in the text of the original table. The same separator should be used throughout.
DBT:

The Linear formatting option for tables does not work consistently in DBT 11.1. Text should instead be marked up manually as list items.

Example:

```xml
<List>
  <run>Country/economy;</run>
  <run>GCI 2009 rank;</run>
  <run>GCI 2009 score;</run>
  <run>GCI 2008 rank;</run>
  <run>Change 2008-2009;</run>

Switzerland; 1; 5.60; 2; 1
United States; 2; 5.59; 1; -1
Singapore; 3; 5.55; 5; 2
</List>
```

Tables treated as text

3.10.27 It is acceptable to ignore the print layout where the data items in a table are not spatially related. Such material may instead be presented as a list, paragraph or column.
DBT:
To retain columnar formatting of unrelated material without headings or dividers, choose “unrelated columns” in the Table menu of DBT 11.

Example 1:
level 2 vocabulary words

<table>
<thead>
<tr>
<th>mouse</th>
<th>outside</th>
<th>ground</th>
</tr>
</thead>
<tbody>
<tr>
<td>house</td>
<td>downtown</td>
<td>hounds</td>
</tr>
<tr>
<td>towel</td>
<td>crown</td>
<td>crowded</td>
</tr>
</tbody>
</table>

Example 2:

```html
<H3>level 2 vocabulary words</H3>
mouse['']['] outside['']['] ground['']['] house['']['] downtown['']['] hounds['']['] towel['']['] crown['']['] crowded
```
ABA Guidelines for Formatting – 3 Graphic Elements

Example 3:

```
[htbs;u]mouse[>]outside[>]ground[
house[>]downtown[>]hounds[<]
towel[>]crown[>]crowded[htbe]
```

3.10.28 Where a table has been converted to a different format, explain the change in a transcriber note.

3.11 Typeforms

Braille typeform indicators are available to show important changes in the print typeface, such as italics, bold, underline and fonts (refer to The Rules of Unified English Braille Section 9).

3.11.1 It is not always necessary to indicate changes in typeface in braille. It should be kept in mind that excessive use of braille typeforms can be disruptive to the reader. Indicate the change if it cannot be determined whether it is significant. Refer also to The Rules of Unified English Braille 9.1 for guidance on when to use a typeform indicator.

**DBT:**

Use the following ABA template styles or codes to apply typeforms in DBT:

```
<Bold> </Bold> or [fts-b] [fte-b]
<Italics> </Italics> or [fts-i] [fte-i]
<Underline> </Underline> or [fts-u] [fte-u]
<Script> </Script> or [fts-s] [fte-s]
```

For single words, include punctuation in the style or codes to prevent a typeform terminator from being inserted (refer to The Rules of Unified English Braille 9.7).
Example:

My favourite is <Italics>Cats</Italics>.

Word:

Typeform styles will automatically be applied to all text that was highlighted in bold, italics or underline in Word. It will not be applied if the typeform was part of the Word style, as for headings.

3.11.2 Typeforms should not be used in headings, except to emphasise particular words (2.3.7) or distinguish between two levels of headings (2.3.5).

3.11.3 Ignore changes to font size, typeface or capitalisation where used to embellish the beginning of a paragraph or chapter.

Example 1:

ALL HAPPY FAMILIES are alike; each unhappy family is unhappy in its own way.

[p]All happy families are alike; each unhappy family is unhappy in its own way.

Example 2:

T he sun shone, having no alternative, on the nothing new.

[p]The sun shone, having no alternative, on the nothing new.

Change of typeface should, however, be indicated for text at the beginning of a paragraph where it is distinguished from the following material for a reason other than ornamentation, such as identifying the subject.

Example 3:

<Para>SPRINGTIME The new season was announcing itself, with the sounds of busy insects and birds ...</Para>
3.11.4 A consistent change of typeface for entry words in glossaries, dictionaries, indexes and similar materials need not be indicated in braille where the distinction is conveyed by some other method, such as formatting or punctuation.

If use of the typeface for entry words is variable in print, typeform indicators should be used in braille.

**Example 1:**

**Dublin Core:** Dublin Core Metadata initiative

**NS:** Name Spaces

**XML:** extensible markup language

```xml
<ListDeep.Dublin Core: Dublin Core Metadata initiative[l]

NS: Name Spaces[l]

XML: extensible markup language</ListDeep.>
```

**Example 2:**

**heat transfer:** the exchange of thermal energy from one physical system to another

**helicobacter pylory:** a bacterium found in the stomach

```xml
<Bold.>heat transfer:</Bold.> the exchange of thermal energy from one physical system to another[l]

<Italics.>helicobacter pylory:</Italics.> a bacterium found in the stomach[l]
```
3.11.5 Typeface for algebraic letters in technical materials should generally be ignored. Refer also to 4.3.2 and the Guidelines for Technical Material section 1.5.

Example:

\[2x + y\]

3.11.6 Underline indicating hyperlinks is usually ignored in braille. For more information on formatting of electronic addresses, refer to 2.15 Hyperlinks.

Example:

http://www.ansi.org

http://www.ansi.org

3.11.7 A change in typeface may be ignored for a passage that is distinct from surrounding text owing to its layout in braille. For example, whole passages of poetry, lists, and dialogue do not require special typeform unless used for emphasis.

Example:

Love

Love's gift cannot be given,
it waits to be accepted.

Rabindranath Tagore

The week continued with little improvement in our heroine’s mood ...
<h1>Love</h1>

List: Love’s gift cannot be given, it waits to be accepted. —Rabindranath Tagore

Para: The week continued with little improvement in our heroine’s mood ...

3.11.8 Where the print uses more than one typeface to highlight a section of text, transcriber discretion should be used to determine whether all have meaning and should be included in the braille. Braille typeform indicators should be nested, as described in The Rules of Unified English Braille section 9.8.

Example 1:

his personal motto: <strong>amantes sunt amentes</strong> – lovers are lunatics

Example 2:

I studied <em>Sense and Sensibility</em> at school.

I studied <italics>Sense and Sensibility</italics> at school.
3.11.9 Where a change of typeface occurs in combination with punctuation to highlight a section of text, it is appropriate to use both the typeform indicator and the punctuation in braille.

Example:

the phrase “at the end of the day” can be terribly over-used

the phrase “<Italics.>at the end of the day</Italics.>” can be terribly over-used

3.11.10 Where a change of typeface extends over more than one text element (for example, several paragraphs), each text element must start with the typeform indicator. The typeform terminator must only be given at the end of the last text element.

DBT:

To prevent the italics from closing at the end of each successive passage, apply the <Italics.> style in the ABA template only once to the whole block of text. Manually insert the [fts~i] code at the beginning of each passage, except the first.

Example:

The letter read:

Dear Sr. Garcia,

I am writing to congratulate you on your recent award. Keep up the good work!

With warm regards,

Esteban
The letter read:

Dear Sr. Garcia,

I am writing to congratulate you on your recent award. Keep up the good work!

With warm regards,

Esteban
4 Technical materials

Refer to the Guidelines for Technical Material for detailed information on the transcription of technical materials.

4.1 Accounting

4.1.1 It is important to retain the layout of accounting tables where the columns need to be read vertically. Use tabular/columnar tables, across facing pages if necessary, as described in 3.10 Tables. All figures should be aligned according to place value.

4.1.2 The linear format may be used for accounting tables if the braille reader is experienced and unlikely to perform calculations on the content, for example, in an annual report. Increase the space between columns and ensure each column begins in a consistent position. For example, always begin column 3 on the second line. Refer to 3.10 Tables for details on the linear format.

4.1.3 Where colours or brackets are used to indicate negative numbers in the print, a negative sign may be used in the braille.

Example:

<table>
<thead>
<tr>
<th>Item</th>
<th>Income</th>
<th>Expense</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rent</td>
<td>12500</td>
<td>(12500)</td>
<td></td>
</tr>
<tr>
<td>Insurance</td>
<td>3020</td>
<td>(3020)</td>
<td></td>
</tr>
</tbody>
</table>

<TNote>Negative balance amounts are shown in red and in brackets in the print. </TNote>
4.2 Computer notation

Computer notation is text written in a formal syntax that is designed for direct input and processing by a computer. Computer notation is usually represented in print using a fixed-width font such as Courier.

Note that internet and email addresses are not considered to be computer notation and should be treated as normal text (refer to 2.15 Hyperlinks).

Refer to The Rules of Unified English Braille 11.10 and Guidelines for Technical Material section 17 for further information.

4.2.1 Computer notation should normally be transcribed in uncontracted (grade 1) braille.

**DBT:**

A variety of methods can be used to switch between uncontracted and contracted braille.

Where grade 1 indicators are not required:

- insert the `[i]` code to translate only the following word in grade 1 OR
- use the `<Uncontract>` style from the ABA template to translate any length of text in grade 1 braille OR
- insert the `[g1]` code to start grade 1 mode and `[g2]` to revert to grade 2 mode. This can be achieved with the Alt-1 and Alt-2 shortcuts.

Where grade 1 indicators are required:

- insert the `[ii]` code or apply the `<G1Word>` style from the ABA template to translate the only following word in grade 1 and add the grade 1 word indicator :: OR
- use the `<G1Passage>` style from the ABA template to insert grade 1 passage indicators and enforce grade 1 translation for three or more words of computer notation embedded in text OR
- use the `<G1TextBegin>` style from the ABA template to insert the grade 1 passage indicator on a line of its own before offset computer notation. All following text will be translated in grade 1. Use the `<G1TextEnd>` style from the ABA template to insert the grade 1 terminator on a line of its own and revert back to grade 2 translation.
4.2.2 Script indicators or grade 1 indicators may be added where a different font is used to distinguish computer notation within regular text. Be consistent throughout the transcription and, if necessary, explain the approach used in a transcriber note.

DBT:

Apply the `<Script>` style from the ABA template to insert script indicators around any length of text.

Refer to 4.2.1 for guidance on inserting grade 1 indicators.

**Example 1:**

The program overall consists of one statement, env.out.

The program overall consists of one statement, `<Script>[i]env.out</Script>`.

OR

The program overall consists of one statement, `[ii]env.out`.

**Example 2:**

Every program must have a function `int main() {...}` where the curly braces enclose a block.

Every program must have a function

```plaintext```
<int><Uncontract>int main()

{"..."}</Uncontract></int>`
```

where the curly braces enclose a block.
Every program must have a function `<G1Passage>int main() {...}</G1Passage>` where the curly braces enclose a block.

4.2.3 Grade 1 indicators for a passage of computer notation should be placed on a line of their own. A dot locator for usage `::` should be used for clarity.

**DBT:**

To insert grade 1 passage indicators with dot locators for usage, use the `<G1BeginText>` and `<G1EndText>` styles from the ABA template.

**Example:**

```
EXECUTE stmt6
USING :name, :city, :occup
INTO GLOBAL Desc_11;

<G1BeginText></G1BeginText>
EXECUTE stmt6[
USING :name, :city, [q~"""][<]:occup
INTO GLOBAL Desc_11;

<G1EndText></G1EndText>
```
4.2.4 Computer notation offset from other text in the print should similarly be offset in the braille.

**DBT:**

Use the `[hlX]` code to indent a hierarchical style such as `<Block.>`, `<Para.>` or `<List.>` from the ABA template. The indentation will be increased by one level for each successive value of X.

**Example:**

The following statement will cause all constraints to be checked immediately. If any are violated, the transaction will be rolled back.

```
SET CONSTRAINTS MODE ALL IMMEDIATE;
```

4.2.5 **Levels of indentation used for computer notation must be reflected in braille.** The number of characters/cells indented is not important, except where representing the HAML computing language.

**DBT:**

Use the `[hlX]` code to indent a hierarchical style such as `<Block.>`, `<Para.>` or `<List.>` from the ABA template. The indentation will be increased by one level for each successive value of X.
Example:

ELSE

    mov CL,4
    shr BX,CL

ENDIF

4.2.6 Some programming languages are highly sensitive to new lines. It is advisable to insert a braille continuation indicator or continuation with space where a single line of computer code is run over to a new line in braille. It is preferable to divide a line at a space in the original line. If this is not possible, choose a logical break.

DBT:

Use the <Continuation> style from the ABA template to insert a braille continuation indicator and a carriage return in a line that does not contain spaces.

The continuation with space must be inserted manually where a line can be divided at a space, using [q~"] or <Brlinline>""</Brlinline> from the ABA template.

Example:

MakeSignal function(yy, waveform=waveform, ...)

Sonify(y,x,ticks=seq(-4,4,1),pulse_len=0)
4.3 Mathematics

Refer to the Guidelines for Technical Material for further guidance on the layout of mathematics.

4.3.1 Use the layout of mathematics in the print as guidance for the braille. For example:

- questions and multiple choice options should be presented with indented runover, following the principles given in 2.8 Lists
- mathematical expressions may be embedded in the text or set apart, usually by means of indentation (refer to 2.7 Indented text)

4.3.2 Use list formatting (refer to 2.8 Lists) for offset lines of mathematical calculations and worked examples. If a single print line runs over to a second braille line, the runover should be indented.

4.3.3 Where it is necessary to divide a mathematical expression over more than one braille line, insert a continuation indicator : at a logical break, such as before a comparison sign, before an operation sign, or before a mathematical unit.
DBT:

Use the `<Continuation>` style from the ABA template to insert a continuation indicator and continue the text at the run-over point.

Example:

A. \[ 1 + 2 + 3 + 4 + 5 + 6 + 7 + 8 + 9 \]

\[ \text{List.} \]

A. \[ 1+2+3+4 \]

\[ \text{Continuation} \]

\[ 5+6 \]

\[ \text{Continuation} \]

\[ 7+8 +9 \]

4.3.4 Signs of comparison, such as equals signs, are best vertically aligned.

Example:

\[ \begin{align*}
1 &= \frac{1}{2} \times 2 \\
2 &= \frac{1}{2} \times 4 \\
3 &= \frac{1}{2} \times 6 \\
\end{align*} \]

4.3.5 Complex or lengthy passages of mathematics may be best enclosed in grade 1 passage indicators. The indicators can be placed on a line of their own, with a dot locator for usage preceding the grade 1 indicators.

DBT:

Use the `<G1BeginText>` and `<G1EndText>` styles from the ABA template to insert grade 1 passage indicators with dot locators for usage.

Example 1:

1. \( y = x + 1 \)

2. \( y = x^2 \)

3. ...
Example 2:

\[
\begin{align*}
12 \\
+ 16 \\
= 28
\end{align*}
\]

4.3.6 Treat graphics calculator text as computer notation (refer to 4.2 Computer Notation).

Example:

Solve for \( x \): \( 2x + 4 = 5x - 2 \)
4.4 Music

5 Front matter

Front matter appears at the beginning of a braille book or volume and does not form part of the main text. It may include:

- title page(s)
- copyright and publication information
- contents page(s)
- preliminary material inserted by the transcriber, such as transcriber notes or a list of braille symbols
- text appearing on the book cover or flaps
- sections appearing prior to print page 1, such as an editor's note or dedication

Transcribers must use their discretion in determining the point at which the front matter ends and braille page 1 begins. The purpose of this division is to enable the braille reader to quickly locate the first page of main text.

5.1 Identification of front matter

5.1.1 Roman braille page numbers should be used on pages containing front matter, as described in 1.3.3.

DBT:

Insert the <PageRoman> style from the ABA template or [pntr] at the top of the document to initiate roman page numbers.

Insert the <PageArabic> from the ABA template or [pnta] at the end of the preliminary matter to initiate Arabic page numbers.

5.1.2 The running title in the front matter need not follow the same structure as the running title in the remainder of the braille document. A blank running title is appropriate for a series of short preliminary sections. Longer sections may have a running title with only the section name, not the book title. Refer to 1.2 Running title.

DBT:

To create a running title in DBT, insert the required text or a blank space inside the <RunningTitle.> style tags from the ABA template or the [tls] and [tle] codes.
Examples:

[tls] [tle]

<RunningTitle.>book cover</RunningTitle.>

5.1.3 Care should be taken to ensure that each new section within the front matter can be found easily. Divisions may be indicated using heading structure, blank lines, division lines or page breaks.

5.2 Title page

5.2.1 The first page of each volume should normally be the title page.

5.2.2 The title page may include (if the information is available and space permits):

- book title
- author(s)
- total number of volumes
- current volume number
- brief indication of the range included in the volume, for example, sections, chapters or print pages
- date of the first publication
- current date and publisher
- print ISBN
- name and contact details of the producing organisation
- date of transcription

Example:

[sk1][hds]Alice’s[l]

Adventures in Wonderland[l]

by Lewis Carroll[sk1]

<CentredLine></CentredLine>

[hds]In 4 volumes[l]

Volume 1[l]

Chapters 1-3[l]

Print pages 1-25[l]
First published 1865

Published by SoHo Books[1]

New York 1992[sk1]

ISBN 978[']'1441412058[sk1]

Transcribed August 2010[1]

by Organisation Name[1]

e-mail: company@domain.org[hde][pg]
5.2.3 Title page information should ideally fit on one braille page. Further publication information that does not fit may be placed on the next braille page. This may include information about the print edition, braille transcription and copyright permissions.

5.2.4 A braille page number and running title need not appear on the title page.

**DBT:**

A braille page number will not appear on the first page by default if using the ABA template. If using a different template, it may be necessary to insert the `[svpfd2]` code at the top of the document.

5.2.5 The layout of the title page is open to organisational preference.

### 5.3 Contents page

The Contents page is an important tool to assist braille readers to navigate the braille volume.

A braille Contents page lists major items with guide dots (dot 5) :: leading to the page or volume numbers on the right margin.

5.3.1 A braille document with a series of meaningful headings should be given a Contents page, even if there is no Contents page in the print.

5.3.2 The Contents page should be easy to locate. It should appear close to the beginning of a volume on a right leaf (an odd page of an interpoint volume).

**DBT:**

Insert an `[sd1]` code immediately after the `[pg]` to ensure the Contents page begins on an odd page.

5.3.3 The Contents should include all major headings. All items in the print Contents should be included, with the addition of further headings considered helpful to the braille reader.

5.3.4 Items in the print Contents that have not been transcribed to braille should be retained in the Contents page, with a note to say they have been omitted from the braille document. This is not necessary if the braille consists only of extracts.
Example:

3B The Royal wedding invitation

3C Portraits of the Queen [not transcribed]

5.3.5 **Use list formatting for Contents items.** Major items must begin on the left margin with indented runover. The hierarchy of Contents list items is distinguished by indentation.

**DBT:**

Use either the `<ListRm6.>` or the `<Contents.>` style from the ABA template to enforce list formatting with no text in the right margin.

Increase the level of a subheading (Alt-right arrow) to indent a subheading.

**Example:**

`<Contents.>`

[hl1]Chapter 6 The Human Body

[hl2]6.1 The Skeletal and Muscular Systems

---

5.3.6 **In formatting the braille Contents, use a row of guide dots (dot 5) with a space on each side between the end of a listing and its corresponding print or volume number in the right column.**

**DBT:**

Insert `[fr;p~".](Alt-F7)` to create guide dots (dot 5) before an item on the right margin.
Example:

Withering Heights \text{[fr;p~".]}36[1]

5.3.7 The six rightmost cells within the Contents list must be reserved for page or volume numbers.

DBT:

Use the \texttt{<ListRm6.>} or \texttt{<Contents.>} style from the ABA template around all Contents listings to ensure six cells are reserved on the right margin.

5.3.8 Key words are helpful at the top of the right column, for example, “braille page”, “print page” or “volume”.

DBT:

Use the \texttt{<RightFlush.>} style from the ABA template to align text against the right margin. The flush right \texttt{[fr]} code (Shift-F7) can also be used to align a single item.

Example:

\texttt{<RightFlush.>}braille page\texttt{</RightFlush.>}

5.3.9 A clear division should be made between the end of the Contents and any following text.

Overall contents of the book

A listing of overall contents of the book is useful for multi-volume braille books. This Contents of the Book lists the major sections contained in each volume.

5.3.10 The Contents of the Book should appear in the first volume. Ideally, this listing will also be included in all subsequent volumes.
5.3.11 It is not necessary to list each item in the book separately in the Contents of the Book. It is sufficient to give a brief description of the range contained in each volume, such as chapter numbers and/or print page numbers.

**Example:**

```
[pg][sd1]<RunningTitle> </RunningTitle>
<H1>[skn]Contents of the Book</H1>
<RightFlush>Volume</RightFlush>
<ListRm6>Chapters 1-3[fr;p~".1]
Chapters 4-7[fr;p~".2]
Chapters 8-10[fr;p~".3]
</ListRm6>
<CentredLine></CentredLine>
```

**Contents of each volume**

5.3.12 Each braille volume should contain its own specific Contents page, listing only those items contained within that volume.

5.3.13 The volume Contents should consist of headings and corresponding print or braille page numbers. At a minimum, the Contents of the volume should include the detail given in the print Contents. Items added or moved by the transcriber, such as transcriber notes, endnotes and answers, should also be included.
Example:

\[\text{[pg][sd1]}\]
\[\text{[tls] [tle]}\]
\[\text{<CentredText>Contents of Volume 3</CentredText>}\]
\[\text{[fr]braille['']page}\]
\[\text{<Contents.>Chapter 8: Navel gazing[fr;p~"]1[<]}\]
\[\text{Chapter 9: Star gazing[fr;p~"]47[<]}\]
\[\text{Chapter 10: Return to Earth[fr;p~"]95</Contents.>}\]
\[\text{<CentredAsterisks></CentredAsterisks>}\]
\[\text{[pg]}\]
5.4 Transcriber Notes page

Transcriber Notes pages may be required to explain conventions used throughout the braille volume. Items may include:

- a list of unusual or transcriber-defined symbols
- an explanation of box types where several boxes have been used for different purposes
- a description of formatting used for notes, margin notes or simultaneous speech

For advice on the use of transcriber notes contained within the text, refer to 2.16 Transcriber notes.

5.4.1 Transcriber notes that refer to the whole volume should be placed after the Contents under the heading "Transcriber Notes". This section should be included as an item in the Contents of the Volume.

5.4.2 The language of transcriber notes should be appropriate for the intended audience.

5.4.3 Items in a list of symbols may be preceded by the dot locator for mention. If so, the dot locator must be used for all symbols and the first symbol in the list should be the dot locator, itself.

DBT:

Use [q~.=] to insert the dot locator.

Example:

```
<H1>Transcriber Notes</H1>

<H2>Symbols used in this volume</H2>

<List>[q~.=] dot locator for mention[1]
[q~.=][q~5] Spanish question mark[1]
```

```
TRANSCRIBER NOTES
SYMBOLS USED IN VOLUME
DOT LOCATOR AS MENTION
SPANISH QUESTION MARK
```
5.4.4 Transcriber note indicators should not be used on the Transcriber Notes page.

5.5 Information about the print book

Information about the print book may be found on the back cover, inside the jacket at the front or back, or in the first few pages of the print edition.

5.5.1 All information about the book should be transcribed from print to braille. Repeated text, for example material appearing on the back cover and the inside front cover, need be given only once in braille.

5.5.2 Information about the print book should be collected near the front of the first braille volume.

5.5.3 It should be made clear in braille where the information about the book appeared in the print, if necessary by adding headings.

Example:

```html
<H1>Back Cover</H1>
```
6 End matter

End matter appears at the end of a print book and does not form part of the main text.

6.1 General principles

6.1.1 Material from the end of the print book that needs to be accessed easily should be placed in the relevant braille volume. Such material may include endnotes, answers, the glossary or a list of abbreviations.

6.1.2 End matter placed at the back of the braille book should be in the same order as the print.

6.1.3 For braille that will be read as an electronic document, end matter may be placed both at the end of the main file and in a separate file. This will allow readers to access the material in their preferred manner.

6.1.4 All end matter should be listed as separate items in the braille Contents.

6.2 Answers

6.2.1 Wherever possible, answers should be placed in the same volume as the questions to which they apply.

6.3 Glossary and Index

6.3.1 The Glossary should ideally be repeated in every volume or placed in a volume of its own to enable easy access from any point in the text.

6.3.2 The Index should be located in the last braille volume.

6.3.3 Use list formatting for glossaries, indexes and similar materials, following the guidelines given in 2.8 Lists.

6.3.4 Ensure key terms are easily distinguished from their definitions but avoid excessive use of typeform indicators. For example, bold and italics may be replaced by a colon in the braille. Occasional bold or italics for technical terms or titles should be retained.
Example:

**evidence**  The facts relied on in a court to prove a case.

**ex parte**  In the absence of a party.

**executor**  The person appointed to administer the estate of a deceased person under their will.

6.3.5 Use page numbers in the Index as they are given in the original text. There is no need to convert the references to braille page numbers.

6.3.6 Preserve any conventions used in the print to divide sections, such as headings or blank lines.

Example:

**Average stream flow**  The rate at which water passes a given point in a stream over a set period of time.

**B**

**Backup power**  Electric energy to replace power and energy lost during an unscheduled equipment outage.
6.3.7 Sub-entries should be formatted as they are in the print, for example, starting on a new line or separated with semicolons. Where sub-entries are shown on a new line, each level should be further indented.

**Example:**

Coffin, Richard 46, 47 (illus)

Connock family

Joan 102-103

Richard

marriage 102

Steward of Manor of Calstock 106-110

*Cry of the Oppressed* (Moses Pitt) 52, 55
ABA Guidelines for Formatting – 6 End Matter

<List> Coffin, Richard 46, 47 (illus)[l]
Connock family[l]
[hl2]Joan 102-103[l]
Richard[l]
[hl3]marriage 102[l]

Steward of Manor of Calstock 106-110[l]

[hl1][fts-i]Cry of the Oppressed[fte-i] (Moses Pitt) 52, 55[l]

6.4 Bibliography

6.4.1 The Bibliography should be located in the last braille volume.

6.4.2 Format the Bibliography as a list, following the guidelines given in 2.8 Lists.

6.4.3 Use braille typeform indicators where particular words in a bibliography are distinguished by changes in print typeface, such as bold and italics.
6.5 Appendices
6.5.1 Appendices should be located in the last braille volume.
6.5.2 In books with more than one appendix, each appendix should be treated like a new chapter or section, as described in 2.2 Chapters.

6.6 End of volume or book
6.6.1 Clearly indicate the end of a volume or book.

The indication may be omitted if it would otherwise appear on a braille sheet of its own.

DBT:

Use the <CentredLine> style from the ABA template to insert a centred line.

6.6.2 Brief text may be centred on the last line of multiple braille volumes to indicate what is ending, such as “End of Volume 4” or “End of Book”.

DBT:

Use the <CentredText> style from the ABA template or the [hds] and [hde] codes to centre text.

Example:

... home in time for tea.</Para.>

<CentredLine></CentredLine>

<CentredText>End of Volume 2</CentredText>

... home in time for tea.
7 Physical presentation of the braille volume

As braille requires much more space than print, pages are usually larger and books often need to be divided into more than one volume. In choosing a presentation format, consideration should be given to how the book will be used.

7.1 Page size and volume division

7.1.1 In determining the size of a volume, consideration should be given to the needs of the reader, the content of the book and its intended use.

Books for very young readers should generally be small, with fewer pages to a volume. Each print page may be presented on a new braille page.

Music books that may be placed on a music stand should be no more than 100 pages (50 double-sided sheets) in length.

A4 size braille pages are more suitable for a classroom or business setting, where books must be easily transported and read in restricted spaces. Standard braille paper (11 x 11.5 inches) is more acceptable for home use and may be necessary for technical material requiring a wider page.

7.1.2 A book should ideally be transcribed into braille before the volume division is determined.

Volume divisions should be made at a logical break in the text, such as the start of a new section or chapter.

7.1.3 Additional material relating to a volume, such as endnotes or answers, is best included in that volume (refer to 6.1.1).

7.1.4 Braille e-books intended to be read using a refreshable braille display are best kept as a single file with a maximum of 30 cells per line.

Refer to Appendix 3 for further guidance on formatting of braille e-books.
7.2 Embossing and binding

7.2.1 Most braille is produced on 150gsm paper, which is reasonably robust. Do not produce braille on paper thinner than 100gsm.

7.2.2 Braille may be embossed single-sided or interpoint.

7.2.3 A braille book should be able to lie flat when open. Thermal binding is not recommended as it does not allow the book to lie flat and it is not robust.

7.2.4 Adhesive book-binding cloth may be helpful to protect spiral or comb-bound books that will be heavily used, such as library books.

7.3 Labelling

7.3.1 All volumes should be labelled in braille and print.

Labels should only be omitted for a specific reason, for example, exam booklets that the student must not open until reading time begins.

7.3.2 A braille label running parallel to the spine, reading from top to bottom, will assist with quick identification of books likely to be stored on a bookshelf.

7.3.3 The braille label should, as a minimum, give the name of the book and the volume number. Additional information may also be given, such as the author, total number of volumes, chapter number, chapter name or print page numbers.

Information on the braille label may be abbreviated.

Examples:

Anne of Avonlea v2/4

Economics by Brandt ch4 Demand pp45-67

7.3.4 Braille books should carry appropriate print identification. A colour image of the print book cover is ideal, especially for integrated educational settings.

7.3.5 A print label on the spine may be helpful for library materials.
7.3.6 A print copy of the publication details on the inside cover of the braille may be helpful, particularly for books where several editions exist.

Example:
Appendix 1: ABA formatting rules

This appendix lists all formatting rules given within this document. A braille document must adhere to these rules to comply with the Australian Braille Authority’s standards for braille formatting.

This appendix is intended to be used as a quick reference tool. Refer to the rule in the body of this document for explanation and examples.

1 Navigation

1.1 Navigation line

1.1.1 Line 1 is reserved for the navigation line on every page in a braille document except a title page.

1.1.2 The navigation line typically includes the print page reference (on the left), the running title (in the centre) and the braille page number (on the right).

1.1.3 There must be at least one blank cell separating the running title from the print and braille page numbers.

1.2 Running title

1.2.1 The running title occupies the centre of the navigation line.

1.2.2 A running title must never exceed one braille line.

1.3 Braille page number

1.3.1 The braille page number must be placed in the top right corner of each braille page.

1.4 Print page reference

1.4.1 Print page numbers must be included in braille if they are given in print.

1.4.2 The print page reference reflects the print page number at the top of the page. It must be placed in the top left corner of each braille page.

1.4.3 Prefixes before the print page reference indicate continuation of the print page over more than one braille page.

1.4.4 Retain roman numerals where they are used for print page numbers.
1.5 Print page turnover
1.5.1 Print page turnovers must be placed in the exact position where a new print page occurs in the text.
1.5.2 Use a row of hyphens to indicate a print page turnover. The hyphens must begin in cell 1 and extend to the new print page number, aligned to the right margin.

1.6 Footer
1.6.2 A braille footer must not exceed one braille line.
1.6.3 A braille footer must not duplicate information included in the running title.

2 Text formatting
2.2 Chapters
2.2.2 Chapter headings must be formatted as level 1 headings.
2.2.3 The end of a braille chapter or section must be clearly indicated.

2.3 Headings
2.3.2 Braille heading styles must be based on the overall hierarchy established by the print text.
2.3.3 Always adhere to ABA heading styles.
2.3.9 Headings must not be placed at the bottom of a braille page, unless followed by at least one line of text.

2.4 Paragraphs
2.4.1 A braille paragraph is shown as a block of text, with the first line indented two cells. Blank lines must not be left between paragraphs.

2.8 Lists
2.8.1 The runover of a list item must be indented in braille.
2.8.2 The hierarchy of list items is distinguished by indentation.
2.8.10 Attention marks and counters used in print must be retained in braille.
2.8.12 If there is no punctuation between a counter and the subsequent text, a full stop or colon must be added.

2.9 Poetry
2.9.2 Use list formatting for lines of poetry.
2.9.3 A blank line must be inserted between stanzas or verses in braille.
2.10 Drama

2.10.5 The name of each speaker must begin in the margin with any runover text indented.

2.10.7 Distinction must be made between the end of the speaker's name and the dialogue.

2.13 Blank lines

2.13.1 Blank lines are not used between paragraphs in braille.

2.13.4 Blank lines are used to separate stanzas or verses of a poem.

2.14 Hyphenation

2.14.3 Use a continuation indicator (dot 5) instead of a hyphen to divide non-literary material across braille lines.

2.16 Transcriber notes

2.16.6 Transcriber notes within the text must be enclosed within transcriber note indicators @.<@.>

3 Graphic elements

3.3 Breaks in text

3.3.1 A break in text must always be shown in braille.

3.3.3 Do not use the same indicator for a break in text and the end of a chapter or section.

3.11 Typeforms

3.11.10 Where a change of typeface extends over more than one text element (for example, several paragraphs), each text element must start with the typeform indicator. The typeform terminator must only be given at the end of the last element.

4 Technical materials

4.2 Computer notation

4.2.5 Levels of indentation used for computer notation must be reflected in braille.

5 Front matter

5.3 Contents

5.3.5 Use list formatting for Contents items. Major items must begin on the left margin with indented runover. The hierarchy of Contents list items is distinguished by indentation.
5.3.6 In formatting the braille Contents, use a row of guide dots (dot 5) with a space on each side between the end of a listing and its corresponding print or volume number in the right column.

5.3.7 The six rightmost cells within the Contents list must be reserved for page or volume numbers.

6 End matter

6.4 Bibliography

6.4.3 Use braille typeform indicators where particular words in a bibliography are distinguished by changes in print typeface.
Appendix 2: Glossary of terms and abbreviations

6-key entry: a way of entering braille directly into a computer using a regular (QWERTY) keyboard. It emulates Perkins-style entry using the spacebar and six keys, usually s, d, f, j, k, l.

ABA: Australian Braille Authority

ABA template: the English (UEB) - Australian Formatting template supplied with DBT 11.3

annotated text: a primary text with accompanying notes interwoven throughout the text

annotations: critical or explanatory notes added to text or diagrams, usually written over or beside the relevant elements in print

attention mark: a symbol preceding an item in a list, such as a bullet, asterisk, hollow dot or dash

break in text: a visual break in the flow of the text, often used in novels to coincide with an elapse in time or a change of location. It may be indicated using a variety of conventions in print and braille, such as a blank line or centred asterisks.

body matter: the main text of a book, excluding any front or end matter

boxed material: text or graphics displayed in print inside a box, set off by horizontal and/or vertical lines, or printed on graphic blocks of colour

braille e-book: a braille document formatted specifically to be read as electronic braille, using a refreshable braille display

caption: explanatory text shown in print above or below a table, diagram, photograph or cartoon

computer notation: text written in a formal syntax designed for direct input and processing by a computer

counter: an Arabic or Roman number, including its surrounding punctuation, preceding an item in a list

DBT: the Duxbury Braille Translator computer

direct braille: braille created using 6-key entry or ASCII braille characters. Each character represents a single braille cell.

electronic braille: braille read using a refreshable braille display

enclosure box: a braille box with sides, a top and a bottom which fully enclose the text
end matter: material at the end of a book not forming part of the main text
endnotes: notes collected under a separate heading at the end of a chapter, volume or document
facing pages: two or more pages of braille bound so they can be accessed face-up at the same time. They are intended to be read as one, rather than sequentially.
fold-out page: an extra page attached to the edge of a braille page to extend its width
footer: text that appears on the bottom line of every page
footnote: a note that appears at the foot of the print page on which the reference to the note is made
form: a document with blank spaces to be filled in by the respondent
front matter: material at the beginning of a braille book or volume not forming part of the body matter
hyperlink: an element in an electronic document providing direct access to another location, known as the target
indented text: text that does not begin on the far left margin of the page
interpoint: braille embossed on both sides of the paper and spaced in such a way that no dots counteract each other
key: a list of symbols or abbreviations used in a diagram, chart or table
margin note: material shown in the margin of the print without any explicit relationship to the text
navigation line: the top line of the braille page, which is reserved for the print page number, braille page number and running title
notes: footnotes and endnotes. A reference mark is given in the text and the note text appears at the end of the page, section or book.
print page reference: the current print page number, shown in braille at the left end of the navigation line
print page turnover: the indicator giving the new print page number where it occurs within the text
print reference mark: a symbol within the text referring to an associated note located elsewhere
runover: overflow of continuing text that does not fit on one braille line
running title: text that occupies the centre of the navigation line and gives information about the current section

target: the location of a section, linked document, website or email address specified by a hyperlink

transcriber note: text added by the transcriber to explain anything of significance that is unique to the braille, such as uncommon or transcriber-defined braille symbols, order of presentation, formatting conventions or omissions from the print

typeface: variation in the appearance of print font, such as font face, size, italics, bold and underline

typeform indicator: braille symbol used to signal a change in font, such as italics, bold or underline

Round Table: the Round Table on Information Access for People with Print Disabilities Inc.

UEB: Unified English Braille, the official braille code endorsed for use in Australia
Appendix 3: Guidelines for formatting braille e-books

A braille e-book is a Braille Ready Format (.brf) file, or similar, intended to be read using a refreshable braille display. Braille e-books are not designed to be embossed as hard-copy braille. A second set of files may be required for embossing purposes.

These guidelines describe the ideal formatting for braille e-books. For practical reasons, pre-existing braille files that were originally created for distribution as hard-copy embossed braille may be made available as electronic braille, even if they do not conform exactly to these guidelines.

Formatting of braille e-books should differ from hard-copy embossed braille because:

- electronic braille can only be accessed one line at a time
- navigation of electronic braille can be achieved using a search function rather than scanning an embossed page
- electronic braille documents can be of any length, without the need for page or volume breaks

Navigation line and page numbers

Retain print page turnovers (1.5). These will be shown in the right margin, preceded by a row of hyphens, even at the bottom of a braille page.

**DBT:**

To indicate a print page turnover, insert the `[lea]` code (Alt-Enter) followed unspaced by the new print page number.

The navigation line (1.1) can be omitted in braille e-books, as the running title (1.2), braille page numbers (1.3) and print page references (1.4) may interrupt the flow of the text and are not needed.

However, if the document does not have print page numbers, the navigation line should be retained with a blank running title and braille page numbers on the right margin.

**DBT:**

To suppress all page numbering, insert the `[svpnp0:0:0:0]` code or set all page numbering as "None" through the Document Menu > Page Numbering.
If converting from a file prepared for embossing, remove all running title text and \texttt{[tls]} \texttt{[tle]} codes or \texttt{<RunningTitle,>} style tags from the ABA template in addition adding to the \texttt{[svnpn0:0:0:0]} code.

A Contents page (5.3) should be provided in electronic braille files. Page references should reflect the print page number.

Braille page breaks are irrelevant in electronic braille and blank lines should not be added at the bottom of a braille page in a braille e-book.

**DBT:**

Avoid or remove \texttt{[pg]} and \texttt{[cp]} codes which may introduce unwanted blank lines at the bottom of a braille page.

**Page size and volumes**

It is recommended that braille e-books be formatted with a maximum of 30 cells per line (7.1.4) and 25 lines per page.

An braille e-book need not be divided into volumes (7.1.4). It should generally be placed in a single file.

If a document includes reference material that the reader may wish to access while reading the text, such as a glossary (2.10.15) or notes (2.11.9), this material should be placed both at the end of the document and in a separate file so readers can access it in their preferred manner.

**Complex material**

Electronic braille can only be accessed one line at a time, in a linear fashion. For this reason:

- facing pages should not be used (3.6.4)
- complex spatial layout should be avoided. Tables, flowcharts and similar material should instead be rendered in a linear format or described.
Appendix 4: Word to DBT styles

This appendix assumes the use of Duxbury 11 or higher with the ABA template. However, the advice applies to earlier versions using equivalent styles from other templates.

Word styles are designed to make Word processing quicker and result in a more accessible print document. Systematic use of appropriate styles in Word will save more time if the document is translated to braille using DBT, which recognises and utilises the standard Word styles listed below. It is advisable to check all documents in Word prior to translation, as it is often more efficient to apply styles in Word than in DBT.

To apply a Word style that does not have its own shortcut, use Ctrl+Shift-S to access the Apply Styles dialogue box and then scroll to select the style. If the desired style does not appear in the styles list, it can be added using the Style Manager.

<table>
<thead>
<tr>
<th>Word style (and shortcut)</th>
<th>DBT treatment</th>
<th>explanation</th>
<th>reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>headers and footers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Header</td>
<td>[tls] ... [tle]</td>
<td>Text is truncated to two braille lines and presented as a running title, centred at the top of every braille page. ABA formatting standards require that it be restricted to one braille line.</td>
<td>1.2</td>
</tr>
<tr>
<td>Footer</td>
<td>[rfs] ... [rfe]</td>
<td>Text is truncated to a single braille line and presented as a running footer, centred on the bottom line of every braille page. Footers should usually be removed in braille.</td>
<td>1.6</td>
</tr>
<tr>
<td>heading styles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heading 1 (Ctrl-Alt-1)</td>
<td>&lt;H1.&gt;</td>
<td>Braille level 1 heading is applied: Blank line then braille centred, with at least six blank cells on each side.</td>
<td>2.3</td>
</tr>
<tr>
<td>Word style</td>
<td>DBT treatment</td>
<td>explanation</td>
<td>reference</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Heading 2</td>
<td>&lt;H2.&gt;</td>
<td>Braille level 2 heading is applied: Blank line then block braille in cell 5.</td>
<td>2.3</td>
</tr>
<tr>
<td>(Ctrl-Alt-2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heading 3</td>
<td>&lt;H3.&gt;</td>
<td>Braille level 3 heading is applied: Blank line then block braille in cell 3.</td>
<td>2.3</td>
</tr>
<tr>
<td>(Ctrl-Alt-3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>paragraph styles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Normal</td>
<td>&lt;Para.&gt;</td>
<td>Braille begins in cell 3, with runover beginning in cell 1.</td>
<td>2.4</td>
</tr>
<tr>
<td>(Ctrl-Shift-n)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body Text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>List</td>
<td>&lt;List.&gt;</td>
<td>Braille begins in cell 1 with runover to cell 3.</td>
<td>2.8</td>
</tr>
<tr>
<td>List 2</td>
<td>&lt;List.&gt;[hl2]</td>
<td>Braille begins in cell 3 with runover to cell 5.</td>
<td>2.8</td>
</tr>
<tr>
<td>List 3</td>
<td>&lt;List.&gt;[hl3]</td>
<td>Braille begins in cell 5 with runover to cell 7.</td>
<td>2.8</td>
</tr>
<tr>
<td>List Bullet</td>
<td>&lt;List.&gt;</td>
<td>Braille begins in cell 1 with runover to cell 3. Text is preceded by the symbol defined in Word (usually a bullet).</td>
<td>2.8</td>
</tr>
<tr>
<td>(Ctrl-Shift-l)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>List Bullet</td>
<td>&lt;List.&gt;[hl2]</td>
<td>Braille begins in cell 3 with runover to cell 5. Text is preceded by the symbol defined in Word (usually a bullet).</td>
<td>2.8</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>List Bullet</td>
<td>&lt;List.&gt;[hl3]</td>
<td>Braille begins in cell 5 with runover to cell 7. Text is preceded by the symbol defined in Word (usually a bullet).</td>
<td>2.8</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word style</td>
<td>DBT treatment</td>
<td>explanation</td>
<td>reference</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>List Number</td>
<td>&lt;List.&gt;</td>
<td>Braille begins in cell 1 with runover to cell 3. Text is preceded by the counter that appeared in Word.</td>
<td>2.8</td>
</tr>
<tr>
<td>List Number 2</td>
<td>&lt;List.&gt;[hl2]</td>
<td>Braille begins in cell 3 with runover to cell 5. Text is preceded by the counter that appeared in Word.</td>
<td>2.8</td>
</tr>
<tr>
<td>List Number 3</td>
<td>&lt;List.&gt;[hl3]</td>
<td>Braille begins in cell 5 with runover to cell 7. Text is preceded by the counter that appeared in Word.</td>
<td>2.8</td>
</tr>
<tr>
<td>Index 1</td>
<td>&lt;Outline.&gt;</td>
<td>Text begins in cell 1 with runover in cell 1. This style may be useful for paragraph text continuing after a print page turnover or similar interruption.</td>
<td></td>
</tr>
<tr>
<td>Index 2</td>
<td>&lt;Outline.&gt;[hl2]</td>
<td>Text begins in cell 3 with runover in cell 3. This style may be useful for text blocked under a list item.</td>
<td></td>
</tr>
<tr>
<td>Index 3</td>
<td>&lt;Outline.&gt;[hl3]</td>
<td>Text begins in cell 5 with runover in cell 5. This style may be useful for text blocked under a list item.</td>
<td></td>
</tr>
<tr>
<td>Word style</td>
<td>DBT treatment</td>
<td>explanation</td>
<td>reference</td>
</tr>
<tr>
<td>------------</td>
<td>---------------</td>
<td>-------------</td>
<td>-----------</td>
</tr>
<tr>
<td>TOC 1</td>
<td>&lt;List.&gt;</td>
<td>List styles, as described above, are automatically applied to Contents items from Word. It is generally advised to create a new table of contents of the braille volume rather than use the print Contents. Alternatively, it may be useful to replace the &lt;List.&gt; styles with &lt;ListRm6.&gt; so that text does not interfere with numbering on the right margin.</td>
<td>5.3</td>
</tr>
<tr>
<td>TOC 2</td>
<td>&lt;List.&gt;[hl2]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOC 3</td>
<td>&lt;List.&gt;[hl3]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

character styles

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bold</td>
<td>[fts~b]</td>
<td>Symbol, word or passage indicators are applied as required.</td>
<td>3.11</td>
</tr>
<tr>
<td></td>
<td>[fte-b]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Italics</td>
<td>[fts~i]</td>
<td>For single words, include punctuation in the style or codes to prevent a typeform terminator from being inserted.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[fte-i]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Underline</td>
<td>[fts~u]</td>
<td>The codes are not applied where the bold, italics or underline is part of the paragraph style, for example, in headings.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[fte-u]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superscript</td>
<td>[ps]</td>
<td>Superscript, grade 1 and grouping signs are applied as required.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[pe]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subscript</td>
<td>[bs]</td>
<td>Subscript, grade 1 and grouping signs are applied as required.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[be]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word style</td>
<td>DBT treatment</td>
<td>explanation</td>
<td>reference</td>
</tr>
<tr>
<td>------------</td>
<td>---------------</td>
<td>-------------</td>
<td>-----------</td>
</tr>
<tr>
<td>others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Footnotes</td>
<td><code>&lt;Note.&gt;</code></td>
<td>Footnotes are positioned after the paragraph in which they occur, beginning in cell 7 with runover to cell 5. The reference mark is given but its superscript position is ignored.</td>
<td>2.11</td>
</tr>
<tr>
<td>Endnotes</td>
<td><code>&lt;Note.&gt;</code></td>
<td>Imported as per footnotes. Endnote text should usually be moved to the end of the chapter or volume and reformatted as a list.</td>
<td>2.11</td>
</tr>
</tbody>
</table>
Appendix 5: DBT styles in the ABA template

This appendix lists the styles in the English (UEB) - Australian Formatting template supplied with DBT 11.3.

Note that a style with a full stop at the end of its name is a paragraph style (also known as a "linear style") that will apply to the whole paragraph and cannot be nested.

Hierarchical styles have more than one level. To change the level of any hierarchical style, use Layout: Style Level+ (Alt-right arrow) or Layout: Style Level− (Alt-left arrow) as appropriate.

For more information on formatting with DBT, refer to the *Duxbury Braille Translator Producer’s Manual* (2011).

<table>
<thead>
<tr>
<th>ABA template style</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;Block.&gt;</td>
<td>Braille begins in cell 1 with runover to cell 1. A hierarchical style with increments of two for the left margin and runover. Equivalent to &lt;Outline.&gt;.</td>
</tr>
<tr>
<td>&lt;Bold&gt;</td>
<td>Applies bold indicators (character, word or passage) to the enclosed text. Refer to 3.11 Typeforms.</td>
</tr>
<tr>
<td>&lt;Box.&gt;</td>
<td>Inserts a box with solid single horizontal line segments and corners (3.4.2) and formats enclosed text as a normal paragraph. DBT 11.2 and earlier automatically apply this style when importing a text box from Word.</td>
</tr>
<tr>
<td>&lt;BoxBegin&gt;</td>
<td>Inserts top line of a box with a solid single horizontal line segment and downward corner (3.4.2). Use in conjunction with &lt;BoxEnd&gt;.</td>
</tr>
<tr>
<td>&lt;BoxDouble&gt;</td>
<td>Inserts a box with double horizontal line segments and corners (3.4.3). Use only if more than one type of box is needed within a document.</td>
</tr>
<tr>
<td>ABA template style</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------</td>
</tr>
<tr>
<td><code>&lt;BoxEnd&gt;</code></td>
<td>Inserts bottom line of a box with a solid single horizontal line segment and upward corner. Use in conjunction with <code>&lt;BoxBegin&gt;</code>.</td>
</tr>
<tr>
<td><code>&lt;BoxLabelBegin&gt;</code></td>
<td>Inserts top line of a box in which a label can be written <em>(3.4.4)</em>. Starts on the margin with four full cells, followed by the label text, a solid single horizontal line and downward corner. Add the required label between the beginning and end codes. Use in conjunction with <code>&lt;BoxLabelEnd&gt;</code>.</td>
</tr>
<tr>
<td><code>&lt;BoxLabelEnd&gt;</code></td>
<td>Inserts bottom line of a labelled box <em>(3.4.4)</em> with a solid single horizontal line segment and four full cells. Use in conjunction with <code>&lt;BoxLabelBegin&gt;</code>.</td>
</tr>
<tr>
<td><code>&lt;BoxTriple&gt;</code></td>
<td>Inserts a box with triple horizontal line segment and corners <em>(3.4.3)</em>. Use only if more than one type of box is needed within a document.</td>
</tr>
<tr>
<td><code>&lt;BoxWithin&gt;</code></td>
<td>Inserts a box with solid single horizontal line segments and corners <em>(3.4.2)</em>. Use when combining a box with other paragraph styles.</td>
</tr>
<tr>
<td><code>&lt;BrlDisplay&gt;</code></td>
<td>Treats all enclosed text as direct braille. Automatically applied when importing paragraphs in SimBraille or Braille font when imported from Word using DBT 11.2 or earlier.</td>
</tr>
<tr>
<td>ABA template style</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------</td>
</tr>
<tr>
<td><code>&lt;Brinline&gt;</code></td>
<td>Treats all enclosed text as direct braille. Automatically applied to all text in SimBraille or Braille font when imported from Word using DBT 11.3 if set in Global &gt; Word Importer.</td>
</tr>
<tr>
<td><code>&lt;CapitalsBreak&gt;</code></td>
<td>Indicates a break between two items that should be capitalised separately.</td>
</tr>
<tr>
<td><code>&lt;CapitalsTogether&gt;</code></td>
<td>Ensures all enclosed text is treated as a single unit for capitalisation, even over more than one line. Use for block capital passages which contain paragraph or line codes, for example, in headings (2.3) or poem stanzas (2.9).</td>
</tr>
<tr>
<td><code>&lt;CentredAsterisks&gt;</code></td>
<td>Inserts three centred asterisks. Use to indicate a break in text (3.3) or the end of a chapter or section (2.2.3).</td>
</tr>
<tr>
<td><code>&lt;CentredLine&gt;</code></td>
<td>A centred solid single horizontal line, 12 cells in length. Use to indicate a division, such as a break in text (3.3) or the end of a section (2.2.3) or volume (6.6).</td>
</tr>
<tr>
<td><code>&lt;CentredText&gt;</code></td>
<td>Centres enclosed text. Use for centred text (2.6) or customised breaks in text (3.3).</td>
</tr>
<tr>
<td><code>&lt;Contents&gt;</code></td>
<td>List style with runover indented two spaces and the last six spaces reserved for leader dots and reference numbers. A hierarchical style with increments of two for the left margin and runover. Use for material such as Contents (5.3), menus or price lists. Equivalent to the <code>&lt;ListRm6&gt;</code> style.</td>
</tr>
<tr>
<td>ABA template style</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>&lt;Continuation&gt;</td>
<td>Inserts a continuation indicator (dot 5) and breaks to a new line at the current run-over position. Use for long hyperlinks (2.15), computer notation (4.2) and mathematical expressions (4.3).</td>
</tr>
<tr>
<td>&lt;EnglishResume&gt;</td>
<td>Reverts to English language (UEB) after passages in a foreign language code.</td>
</tr>
<tr>
<td>&lt;French&gt;</td>
<td>Switches to French language code - uncontracted with French accents. Use around a short string of words in French code.</td>
</tr>
<tr>
<td>&lt;FrenchBegin&gt;</td>
<td>Switches to French language code - uncontracted with French accents. Use at the start of a series of passages in French code. Use in conjunction with &lt;EnglishResume&gt;.</td>
</tr>
<tr>
<td>&lt;G1Passage&gt;</td>
<td>Inserts grade 1 passage indicators and translates enclosed text in grade 1 mode. Use for an extended passage of material in grade 1 mode, for example, when presenting mathematics (4.3) or computer notation (4.2).</td>
</tr>
<tr>
<td>&lt;G1TextBegin&gt;</td>
<td>Inserts a grade 1 passage indicator on a line of its own and translates all following text into grade 1 braille. Use to introduce an extended passage of material in grade 1 mode, for example, when presenting mathematics (4.3) or computer notation (4.2). Use in conjunction with &lt;G1TextEnd&gt;.</td>
</tr>
<tr>
<td>&lt;G1TextEnd&gt;</td>
<td>Terminates translation into grade 1 braille and inserts a grade 1 terminator indicator on a line of its own. Use in conjunction with &lt;G1TextBegin&gt;.</td>
</tr>
<tr>
<td>ABA template style</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------</td>
</tr>
<tr>
<td><code>&lt;G1Word&gt;</code></td>
<td>Inserts a grade 1 word indicator and translates the enclosed word into grade 1 mode.</td>
</tr>
<tr>
<td><code>&lt;German&gt;</code></td>
<td>Switches to German language code - uncontracted with German accents. Use around a short string of words in German code.</td>
</tr>
<tr>
<td><code>&lt;GermanBegin&gt;</code></td>
<td>Switches to German language code - uncontracted with German accents. Use at the start of a series of passages in German code. Use in conjunction with <code>&lt;EnglishResume&gt;</code>.</td>
</tr>
<tr>
<td><code>&lt;H1.&gt;</code></td>
<td>Applies a level 1 heading style. Text is preceded by a blank line and centred (2.3.3). The heading is used by DBT when generating an automatic table of contents. Applied automatically to material in heading 1 style imported from Word.</td>
</tr>
<tr>
<td><code>&lt;H2.&gt;</code></td>
<td>Applies a level 2 heading style. Text is preceded by a blank line and blocked in cell 5 (2.3.3). The heading is used by DBT when generating an automatic table of contents. Applied automatically to material in heading 2 style imported from Word.</td>
</tr>
<tr>
<td><code>&lt;H2lessline.&gt;</code></td>
<td>Applies a level 2 heading style with no blank line. Text is blocked in cell 5. Use only for headings that immediately follow another heading (2.3.4). The heading is used by DBT when generating an automatic table of contents.</td>
</tr>
<tr>
<td>ABA template style</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>&lt;H3.&gt;</td>
<td>Applies a level 3 heading style. Text is preceded by a blank line and blocked in cell 3 (2.3.3). The heading is used by DBT when generating an automatic table of contents. Applied automatically to material in heading 3 style imported from Word.</td>
</tr>
<tr>
<td>&lt;H3lessline.&gt;</td>
<td>Applies a level 3 heading style with no blank line. Text is blocked in cell 3. Use only for headings that immediately follow another heading (2.3.4). The heading is used by DBT when generating an automatic table of contents.</td>
</tr>
<tr>
<td>&lt;H4.&gt;</td>
<td>Applies a level 4 heading style. Text is preceded by a blank line and blocked in cell 1 (2.3.3). The heading is ignored by DBT when generating an automatic table of contents.</td>
</tr>
<tr>
<td>&lt;H4lessline.&gt;</td>
<td>Applies a level 4 heading style with no blank line. Text is blocked in cell 1. Use only for headings that immediately follow another heading (2.3.4). The heading is ignored by DBT when generating an automatic table of contents.</td>
</tr>
<tr>
<td>&lt;HorizontalLine&gt;</td>
<td>Creates a solid single horizontal line across the width of the braille page.</td>
</tr>
<tr>
<td>&lt;Initial&gt;</td>
<td>A hidden style that sets default parameters. There is no need to insert the Initial style into a document for it to take effect.</td>
</tr>
<tr>
<td>&lt;Italian&gt;</td>
<td>Switches to Italian language code - uncontracted with Italian accents. Use around a short string of words in Italian code.</td>
</tr>
<tr>
<td>ABA template style</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| `<ItalianBegin>`      | Switches to Italian language code - uncontracted with Italian accents. Use at the start of a series of passages in Italian code. Use in conjunction with `<EnglishResume>`.
<p>| <code>&lt;Italics&gt;</code>           | Applies italics indicators (character, word or passage) to the enclosed text. Refer to <strong>3.11 Typeforms</strong>.                                     |
| <code>&lt;KeepTogether&gt;</code>      | Keeps all enclosed text on the same braille page. Useful for tables (<strong>3.10</strong>), poetry stanzas (<strong>2.9</strong>), mathematical expressions (<strong>4.3</strong>) and similar materials. |
| <code>&lt;Lea&gt;</code>               | Inserts a print page turnover (<strong>1.5</strong>) and sets the print page reference (<strong>1.4</strong>) on the navigation line (<strong>1.1</strong>).                           |
| <code>&lt;List.</code>             | Braille begins in cell 1 with runover to cell 3. A hierarchical style with increments of two for the left margin and runover. Applied automatically to material in List or TOC style imported from Word. Use for lists (<strong>2.8</strong>), poetry (<strong>2.9</strong>) and similar materials. |
| <code>&lt;ListBegin&gt;</code>         | Begin list formatting with text beginning in cell 1 with runover to cell 3. Use for lists (<strong>2.8</strong>), poetry (<strong>2.9</strong>) and similar materials. Use in conjunction with the <code>&lt;ListEnd&gt;</code> style. |
| <code>&lt;ListBullet.</code>        | Braille begins in cell 1 with runover to cell 4. A hierarchical style with increments of three for the left margin and runover.               |</p>
<table>
<thead>
<tr>
<th>ABA template style</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><code>&lt;ListDeep.&gt;</code></td>
<td>Text begins in cell 1 with runover to cell 5. A hierarchical style with increments of two for the left margin and runover. Use for lists when additional clarity is required (2.8.8).</td>
</tr>
<tr>
<td><code>&lt;ListEnd&gt;</code></td>
<td>Ends list formatting. Use in conjunction with the <code>&lt;ListBegin&gt;</code> style.</td>
</tr>
<tr>
<td><code>&lt;ListRm6&gt;</code></td>
<td>List style with runover indented two spaces and the last six spaces reserved for leader dots and reference numbers. A hierarchical style with increments of two for the left margin and runover. Use for material such as Contents (5.3), menus or price lists. Equivalent to the <code>&lt;Contents.&gt;</code> style.</td>
</tr>
<tr>
<td><code>&lt;MarginNote.&gt;</code></td>
<td>Inserts a left arrow, beginning in cell 1. Run-over text begins in cell 5. Use for small amounts of text (no more than one paragraph) appearing within the margin of a print book (2.12.2).</td>
</tr>
<tr>
<td><code>&lt;math&gt;</code></td>
<td>Begins technical notation. Grade 1 passage indicators are automatically applied as necessary. Automatically applied when importing MathType expressions from Word.</td>
</tr>
</tbody>
</table>
| `<math-TextInMath>`| Use to contract a small amount of text within a passage of maths notation (4.3). Use in conjunction with `<math>`.
<table>
<thead>
<tr>
<th>ABA template style</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;Note.&gt;</td>
<td>Starts paragraph in cell 7 with runover to cell 5. Use for short footnote text (2.11.5) and stage directions (2.10.9). Automatically applied to footnote and endnote text imported from Word.</td>
</tr>
<tr>
<td>&lt;Outline.&gt;</td>
<td>Braille begins in cell 1 with runover to cell 1. A hierarchical style with increments of two for the left margin and runover. Automatically applied when importing Index text from Word. Equivalent to the &lt;Block.&gt; style.</td>
</tr>
<tr>
<td>&lt;PageArabic&gt;</td>
<td>Sets braille page numbering to Arabic (1, 2, 3, 4 etc), beginning at page 1. Use where the main body of a document commences (1.3.4).</td>
</tr>
<tr>
<td>&lt;PageNonums&gt;</td>
<td>Hides print and braille page numbering. Use &lt;PageArabic&gt; or &lt;PageRoman&gt; to reinstate page numbering.</td>
</tr>
<tr>
<td>&lt;PageRoman&gt;</td>
<td>Sets braille page numbers to Roman numerals (i, ii, iii etc), beginning at i. Use at the beginning of a document with preliminary pages (1.3.3).</td>
</tr>
<tr>
<td>&lt;Para.&gt;</td>
<td>Applies paragraph formatting with text beginning in cell 3 with runover to cell 1. Use for paragraph text (2.4). A hierarchical style with increments of two for both left margin and runover. Applied automatically to text imported from Word with Normal or Body Text style applied.</td>
</tr>
<tr>
<td>ABA template style</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>&lt;RightFlush.&gt;</td>
<td>Enclosed text is aligned on the right margin. Refer to <strong>2.5 Right-aligned text.</strong></td>
</tr>
<tr>
<td>&lt;RunningTitle.&gt;</td>
<td>Enclosed text is shown as a running title (<strong>2.4</strong>). Must be placed as the first command on a braille page to take effect on that page; otherwise the new running title will begin on the next braille page.</td>
</tr>
<tr>
<td>&lt;Script&gt;</td>
<td>Applies script indicators (character, word or passage) to the enclosed text. Use for special script such as handwriting. Refer to <strong>3.11 Typeforms.</strong></td>
</tr>
<tr>
<td>&lt;SoftReturn&gt;</td>
<td>Begins a new braille line at the current run-over position.</td>
</tr>
<tr>
<td>&lt;Spanish&gt;</td>
<td>Switches to Spanish language code - uncontracted with Spanish accents. Use to surround a short string of words in Spanish code.</td>
</tr>
<tr>
<td>&lt;SpanishBegin&gt;</td>
<td>Switches to Spanish language code - uncontracted with Spanish accents. Use at the start of a series of passages in Spanish code. Use in conjunction with <code>&lt;EnglishResume&gt;</code>.</td>
</tr>
<tr>
<td>&lt;StopWordbreak&gt;</td>
<td>Prevents line breaks at hyphens or dashes.</td>
</tr>
<tr>
<td>&lt;TNote&gt;</td>
<td>Inserts transcriber's note brackets (<strong>2.16.6</strong>) around enclosed text.</td>
</tr>
<tr>
<td>ABA template style</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------</td>
</tr>
<tr>
<td><code>&lt;Uncontract&gt;</code></td>
<td>Translates the enclosed text into uncontracted braille (grade 1 mode) without adding any grade 1 indicators. Use for text that is to be uncontracted, such as computer notation (4.2.1).</td>
</tr>
<tr>
<td><code>&lt;Underline&gt;</code></td>
<td>Applies underline indicators (character, word or passage) to the enclosed text. Refer to 3.11 Typeforms.</td>
</tr>
</tbody>
</table>