Overview

A raised marker is anything that can be placed on a specific item to easily identify it by touch. Markers differentiate objects that feel alike, indicate particular settings on dials, and allow you to categorize objects according to color or use. A variety of raised markers are included with your course materials. But other common household items are also useful as tactile markers. These items, including rubber bands, self-adhesive strips, magnets, and buttons, come in many shapes and sizes. Raised markers can promote independence, increase activity, and develop the sense of touch—an important skill needed for learning braille.

Although this course addresses the learner as “you,” it was written with three audiences in mind: “You” might be a student who has lost vision, a sighted individual whose family member has lost vision, or a rehabilitation practitioner whose client has lost vision.

No matter who you are, the goal of this course is to devise a labeling system with raised markers for items you use regularly. In the following lessons, you will use raised markers to label appliances, personal items,
toiletries, cosmetics, medications, clothing, accessories, and food items. As you work through the course, apply the information to either your own situation or to that of your family member or client.

After completing this course, you will be able to use raised markers to
a. adapt controls on familiar appliances
b. distinguish between similarly shaped objects
c. categorize items according to use

No prerequisites are required to complete this course. However, you will need the materials that you received from the Hadley School. Among these course materials, you should find the following:

a. six audiocassettes
b. the printed script of these audiocassettes
c. an envelope with different kinds of raised markers
d. marked hanger labels
e. a marked medicine bottle
f. 3- by 5-inch (7.5- by 12.5-cm) prepunched cards

You will also need a tape recorder. Adapted tape recorders are available from the Library of Congress.
These tape recorders are available free of charge through your regional library for the visually impaired.

These machines have some unique features. For instance, raised symbols are located on the top of each key. If your tape recorder is not adapted, you may find it helpful to place raised markers on the different keys.

In addition, the pause key on these machines stops the tape immediately and eliminates the slippage that can result in lost syllables. If you plan to leave your tape recorder for more than 5 minutes, however, change the setting from pause to stop.

Adapted tape recorders also allow you to locate the beginning of each assignment, which is indicated by a single tone. This tone can only be heard when the recorder is in fast-forward or rewind mode, however. To use tone indexing, press the fast-forward or rewind button. You will hear a high-pitched squawking sound as the tape moves across the playing head at high speed. When you hear a single tone, stop the tape recorder and then press play. The next words you hear will be at the beginning of an assignment. If you are not using an adapted tape recorder, you will not hear the tones at all.
Keeping your materials organized can be a challenge. You probably noticed that the first track of each cassette has a print label. Find this label; then place the cassette in the recorder with the label side up to hear the first side of the cassette. Some people find it useful to put a small piece of tape on the next cassette that they’ll use so they can quickly identify it.

To complete this course, you are required to complete five assignments, one for each lesson. You may send each assignment as you complete it or send a few at one time. When you’re ready to do so, submit them to your Hadley instructor. If you mail your assignments, use the mailing labels enclosed for your convenience. The contact information recorded on Track 2 indicates your instructor’s fax number and email address in case you prefer to send your assignments electronically.

Now, if you’d like to discover ways to label routinely used items, begin Lesson 1: Appliances.
Lesson 4: Clothing Identifiers

Lesson 1 explained how to use raised markers to adapt the operating controls on appliances. Lesson 2 suggested ways to identify one personal item from another. Lesson 3 described how to differentiate toiletries, cosmetics, and medications. This lesson presents several ways of using raised markers to identify the colors of clothing and accessories. Familiarizing yourself with these suggestions will enable you to devise your own marking system for these items.

Objectives

After completing this lesson, you will be able to devise a marking system for identifying clothing and accessories.

Clothing Identifiers

Using clothing identifiers are an easy way to group a wardrobe by color tone. Consult the Resource List or your instructor for further information about obtaining these items from commercial sources. Alternatively, you can use raised markers to create your own clothing
identifiers like hanger labels and garment identification labels.

To create your own hanger labels, begin by locating the sample hanger label that was included with your course materials. It is a 3- by 5-inch (7.5- by 12.5-cm) card with a raised marker on it. Notice that a hole has been punched near a corner. One gummed raised marker has been placed near the hole. Hang this label over the crook of a hanger. Decide which number of markers correspond with which color—for instance, one with blue, two with black, three with brown, and so on. All clothing items in a particular color would have the same kind of label on their hangers. Neutral items that coordinate easily with all colors need not be labeled. Prepunched 3- by 5-inch (7.5 by 12.5 cm) cards made of clear plastic are commercially available for the same purpose.

To read the hanger label, hold the label with one hand and sweep down the card from top to bottom with the fingers of the other hand. After removing the clothing item, put the hanger in a designated place so you can return the clothing to the same hanger. Some people set aside clothing that has been worn so a sighted
person can check it for stains before it is returned to the closet.

A variety of garment identification labels are also commercially available for sorting a wardrobe by color tone. These labels are pinned or sewn into garments and need not be removed before washing and drying. Some of the most popular pins are molded plastic with a safety pin backing. They are 1/4 inch wide and 3/4 inch long (0.6 cm wide and 1.9 cm long). A typical set contains four bags of pins. The pins in each bag all have the same number of raised dots (i.e., one, two, three, or four). To use pins effectively, designate them with the same number of dots to represent a specific color.

Packages of differently shaped buttons (e.g., squares, circles, diamonds) are also available. A distinctly shaped button can be sewn inside a garment to designate a particular color group. Some people write the first letter of the garment’s color on its label with puff paint. Others sew French knots on the labels of their clothing. Those who know braille even sew these knots to form braille letters.
Belts and Shoes

Items coordinate well when you use the same coding system for all the color tones in a wardrobe. For example, put the marker that stands for a certain color inside a belt to distinguish it from one of another color. Similarly, to identify a white from a red shoe, place a marker that designates its color on its sole, close to the heel. Or place markers at the end of the shoe box to determine the color of the shoes inside.

Socks

You can buy socks of different lengths to designate certain colors (e.g., brown is ankle length, black is mid-calf). Nevertheless, if two pairs of socks in a drawer have the same texture and length but are colored differently, why not tie those of one color together and leave those of another color untied? Simply knotting one to the other will keep the pair together. For more than two colors, arrange shoe boxes in the drawers. Put raised markers inside the front edge of each box to determine which color is inside.
**Shoe Polish**

Put one raised marker on black polish, two on brown, and so on.

**Neckties**

Ties of the same color can be placed over the hanger bar. Use a separate hanger for each color. Slip a hanger label over each crook to indicate the color group.

Or use a matchmaker safety pin on the label of each tie to identify its color when coordinating ties with shirts and jackets. Safety pins can also indicate where to start tying ties, which is often a matter of trial and error. For example, measure from the bottom (i.e., the wider end of a standard long tie). Place a small safety pin on the inside seam to spot it. Marking the ties in a wardrobe in this way can avoid guesswork in the future.

**Scarves and Jewelry**

Store these items in plastic bags on which you’ve placed raised markers to identify them.
Summary
This lesson described ways to use raised markers to identify the colors of various articles of clothing. Remember, these are only suggestions that you’re encouraged to adapt to meet your own needs. In fact, why not try these suggestions with additional items that were not described in this lesson?

Assignment 4
Complete this assignment in the medium of your choice. Begin by giving your full name, address, and phone number. Also indicate the course title, Assignment 4, your instructor’s name, and the date. Then provide your answers. Be sure to indicate the question number along with each answer. Instructions for sending assignments can be found in the Overview to the course.

Identify a favorite article of clothing. Use the raised markers provided to identify the item’s color according to the instructions in this lesson. If the raised marker you initially select does not work well, choose another with a different shape or texture. Continue trying different approaches until you are satisfied. Then select another article of clothing not included in this lesson.
Devise a labeling system to identify the color of this item.

Describe your experience by responding to the following:

1. Identify the two articles of clothing or accessories that you labeled, and describe the system you devised to indicate their colors.
2. Describe the degree to which the raised markers enabled you to identify their colors.
3. Identify other clothing or accessories that you have marked or intend to mark.
4. Include any comments or questions you have about these activities.

When you’re ready to do so, mail, fax, or email your assignment to your instructor. Then proceed to Lesson 5: Food Items.