



APH Transcriber Training Using NIMAS Files & Duxbury/NimPro

Session 6: Formatting Tables/Q&A

Objectives:

- Learn how to format Long Tables
- Questions and Answers



Formatting Tables: Stairstep/Lists



Formatting Wide Tables

- Table Features within NimPro/Duxbury.
- Open your Wide Table using Nimpro

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Chemistry

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Caption
The 1-18 group designation has been recommended by the International Union of Pure and Applied Chemistry (IUPAC) (and 1B-8B). In 2011 IUPAC revised the atomic masses of some elements. The changes are minor.

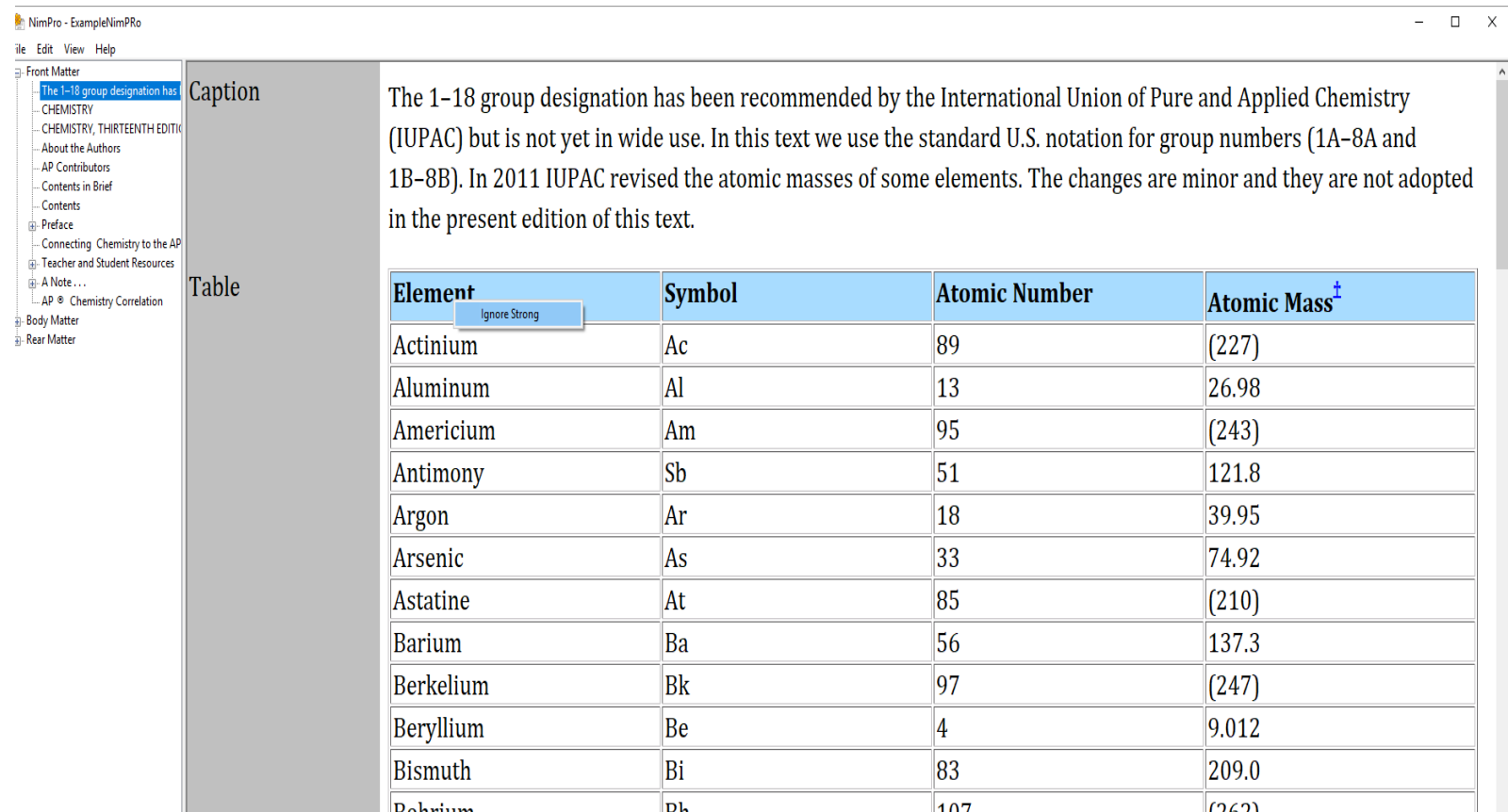
Table

Element	Symbol	Atomic Weight
Actinium	Ac	89
Aluminum	Al	13
Americium	Am	95
Antimony	Sb	51
Argon	Ar	18
Arsenic	As	33
Astatine	At	85
Barium	Ba	56
Berkelium	Bk	97
Beryllium	Be	4
Bismuth	Bi	83
Bohrium	Bh	107
Boron	B	5
Bromine	Br	79.904



Formatting Wide Tables (cont.)

- Here you would want to take the bold out of the column headings.
- To do that, right click within the word and then “Ignore Strong” will remove the bold.

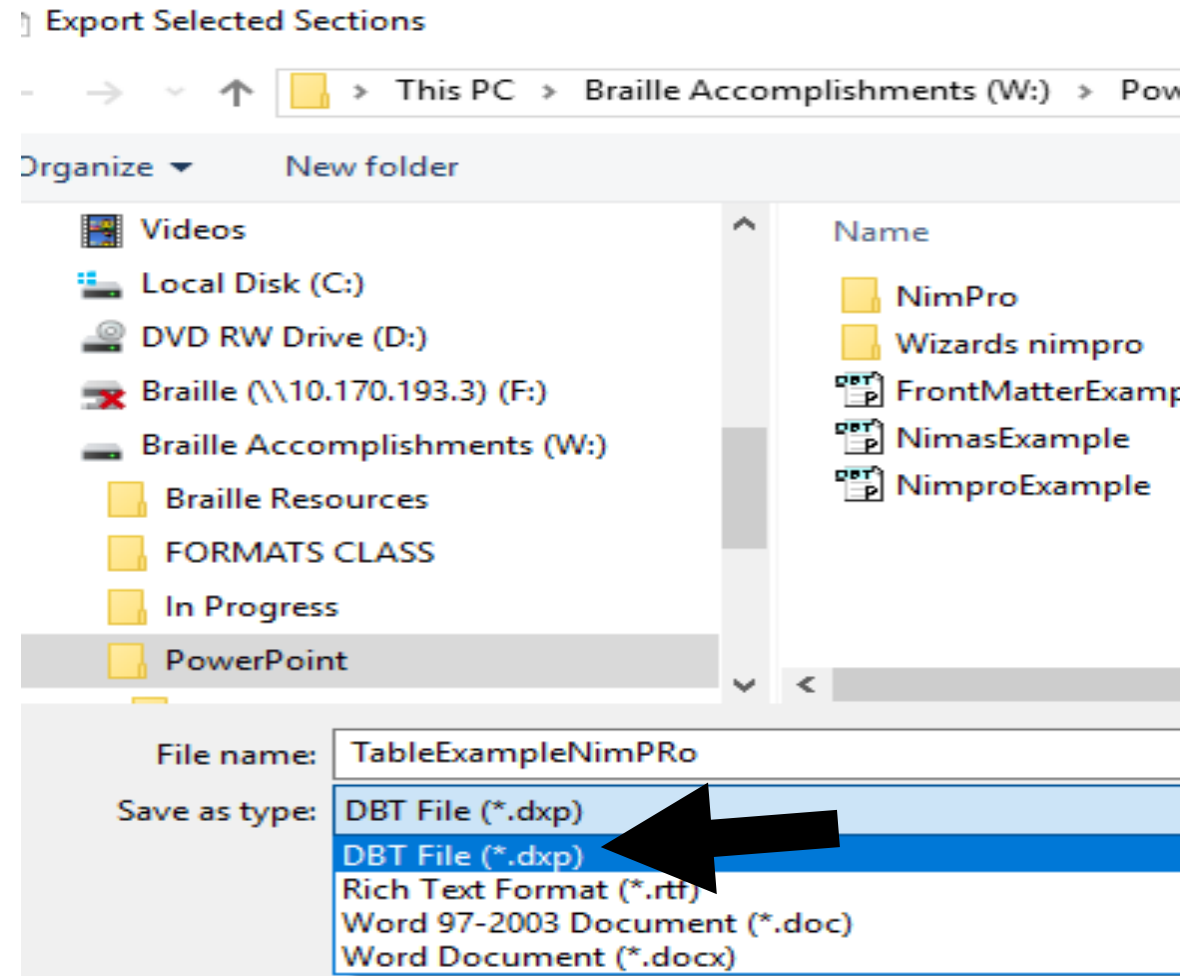


The 1-18 group designation has been recommended by the International Union of Pure and Applied Chemistry (IUPAC) but is not yet in wide use. In this text we use the standard U.S. notation for group numbers (1A-8A and 1B-8B). In 2011 IUPAC revised the atomic masses of some elements. The changes are minor and they are not adopted in the present edition of this text.

Element	Symbol	Atomic Number	Atomic Mass[†]
Actinium	Ac	89	(227)
Aluminum	Al	13	26.98
Americium	Am	95	(243)
Antimony	Sb	51	121.8
Argon	Ar	18	39.95
Arsenic	As	33	74.92
Astatine	At	85	(210)
Barium	Ba	56	137.3
Berkelium	Bk	97	(247)
Beryllium	Be	4	9.012
Bismuth	Bi	83	209.0
Bohrium	Bh	107	(262)

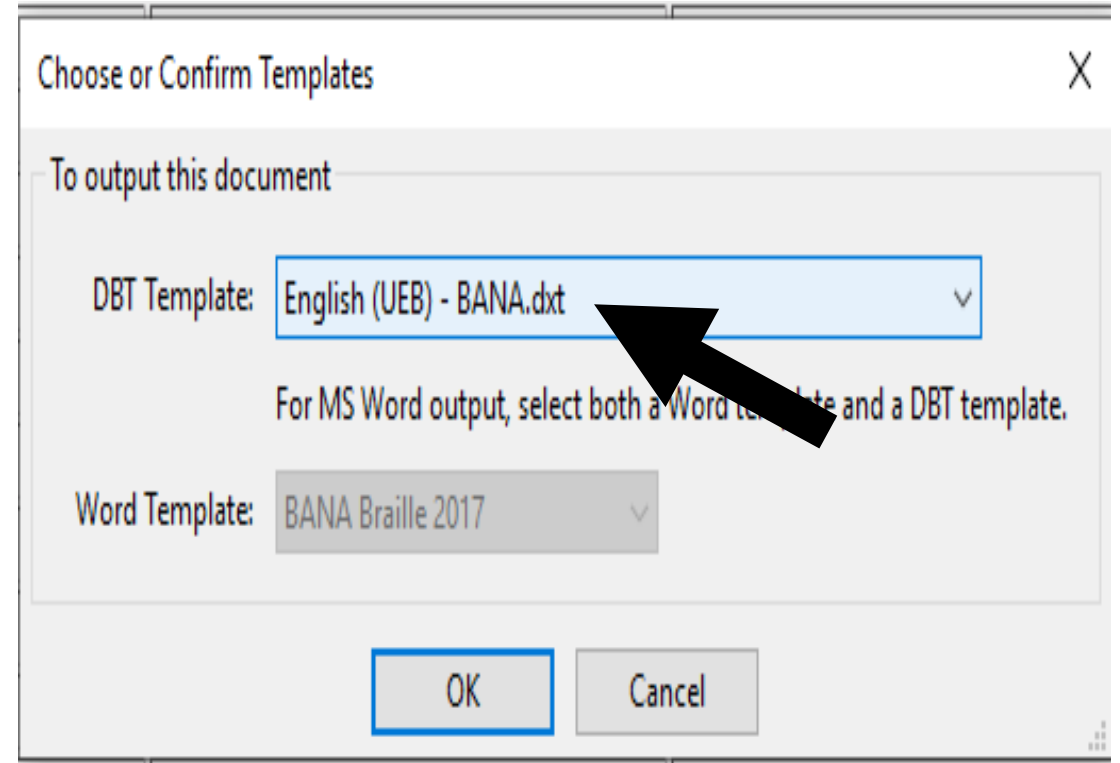
Setting up a Wide Table

- Then, export your “Table” file to DBT File.



Setting up a Wide Table (continued)

- Select BANA (UEB) template



Opening Your Table File

- Open table file in Duxbury

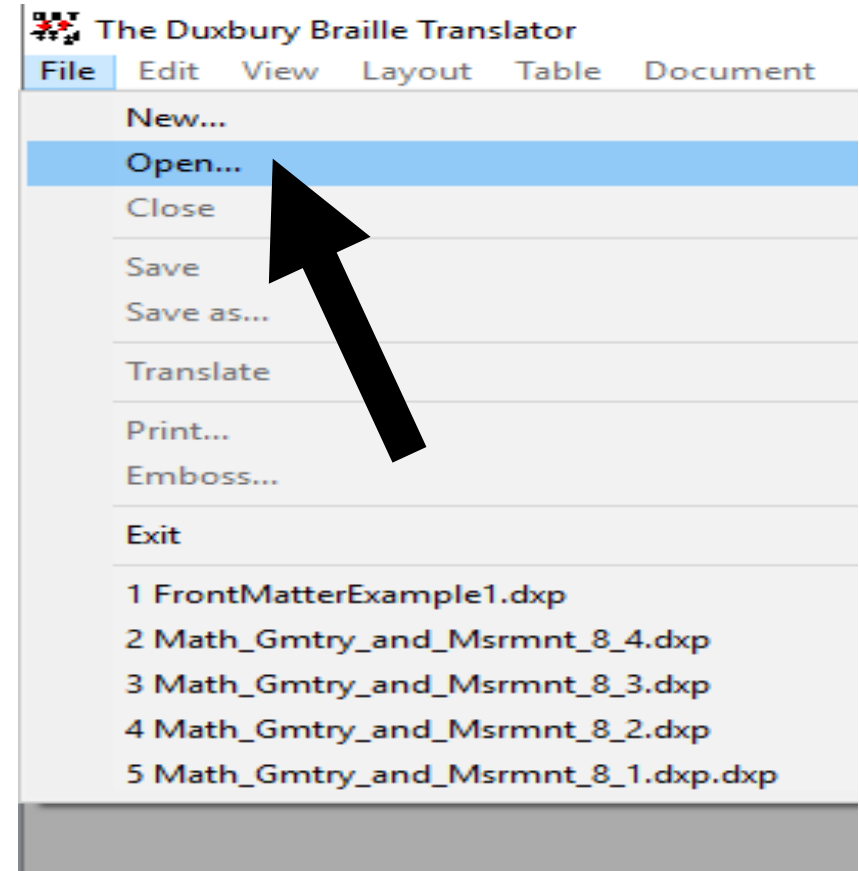
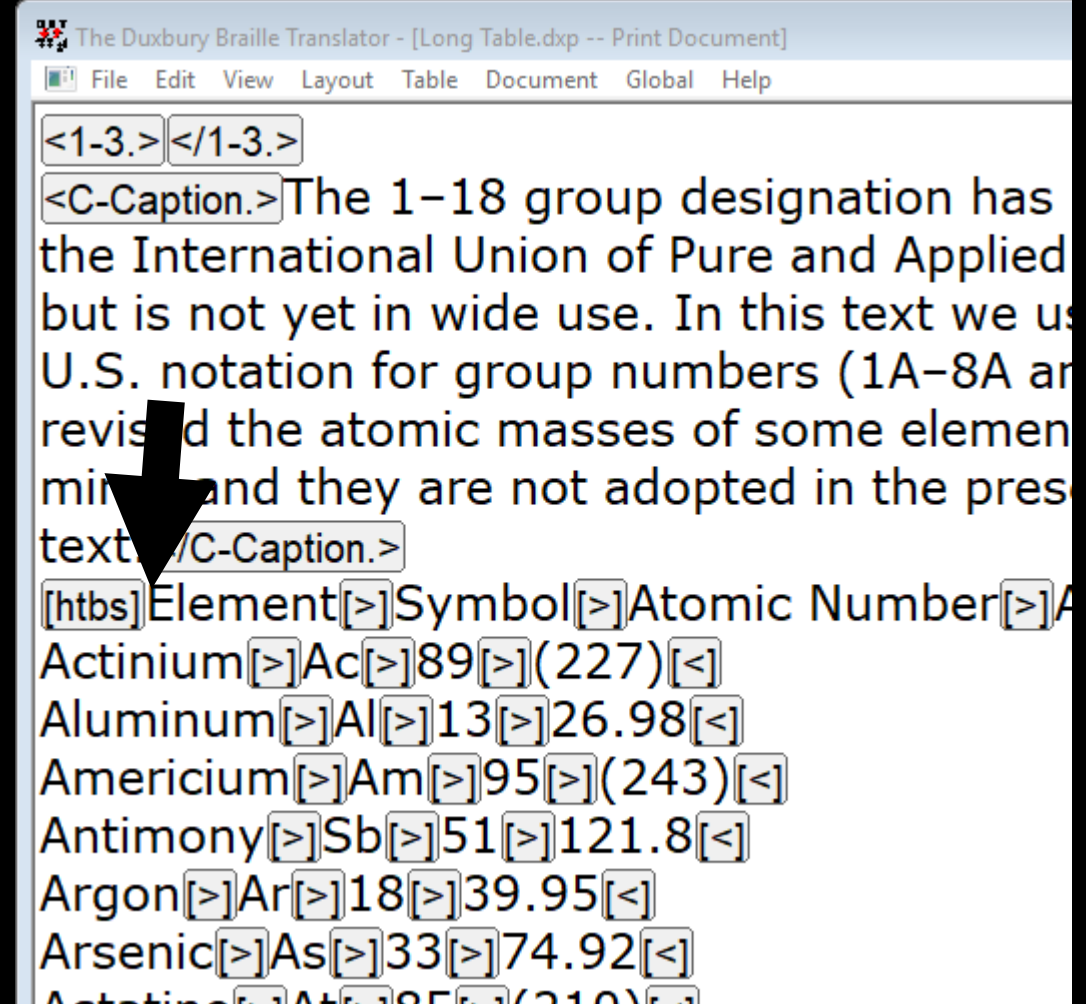


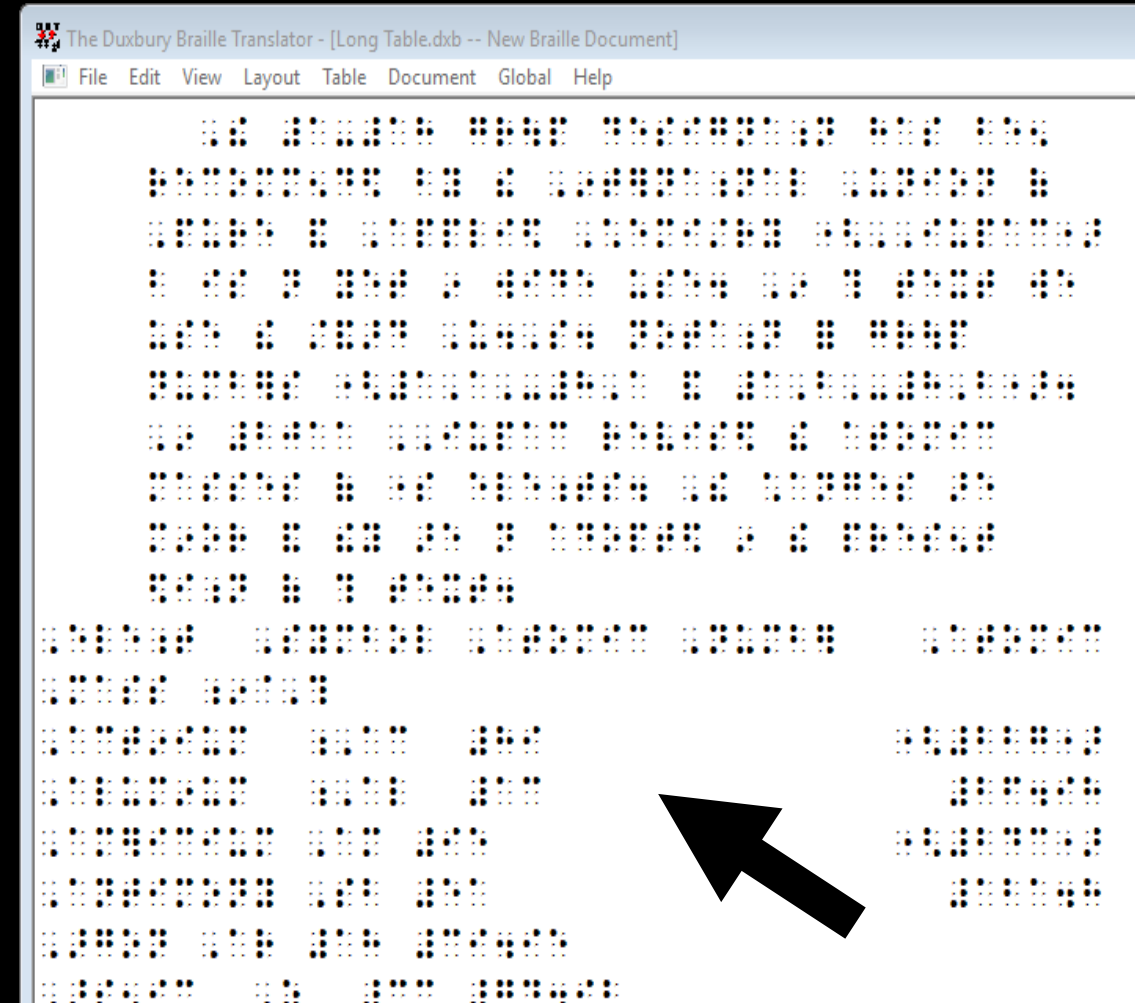
Table File in Duxbury

- Your file will open in Duxbury.
- Put your cursor behind the selected Table Code [htbs].



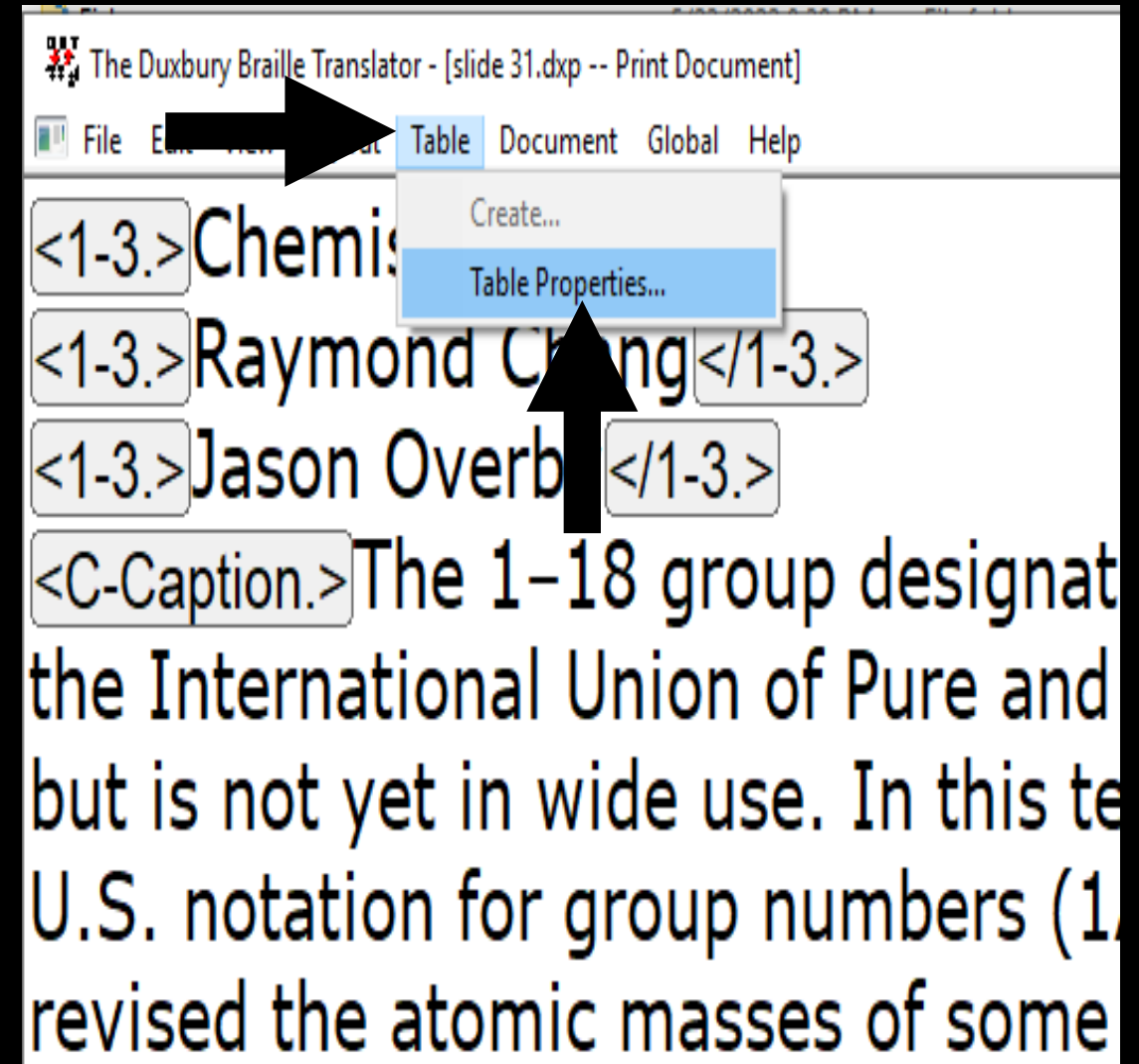
Simbraille Table Example

- Without the correct applied feature, the translated text will be formatted incorrectly, like the example shown here.



Formatting the Table

- Return to your Print Document within Duxbury.
- Select Table
- Select Table Properties



Formatting the Table (cont.)

- Select the “Table Type”
- For this Wide Table exercise, select “Table: Stairstep.”

Table Properties

Table type:

- Unrelated Columns
- Matrix
- Table: [Automatic]
- Table: Columnar
- Table: Stairstep**
- Table: Listed
- Table: Linear

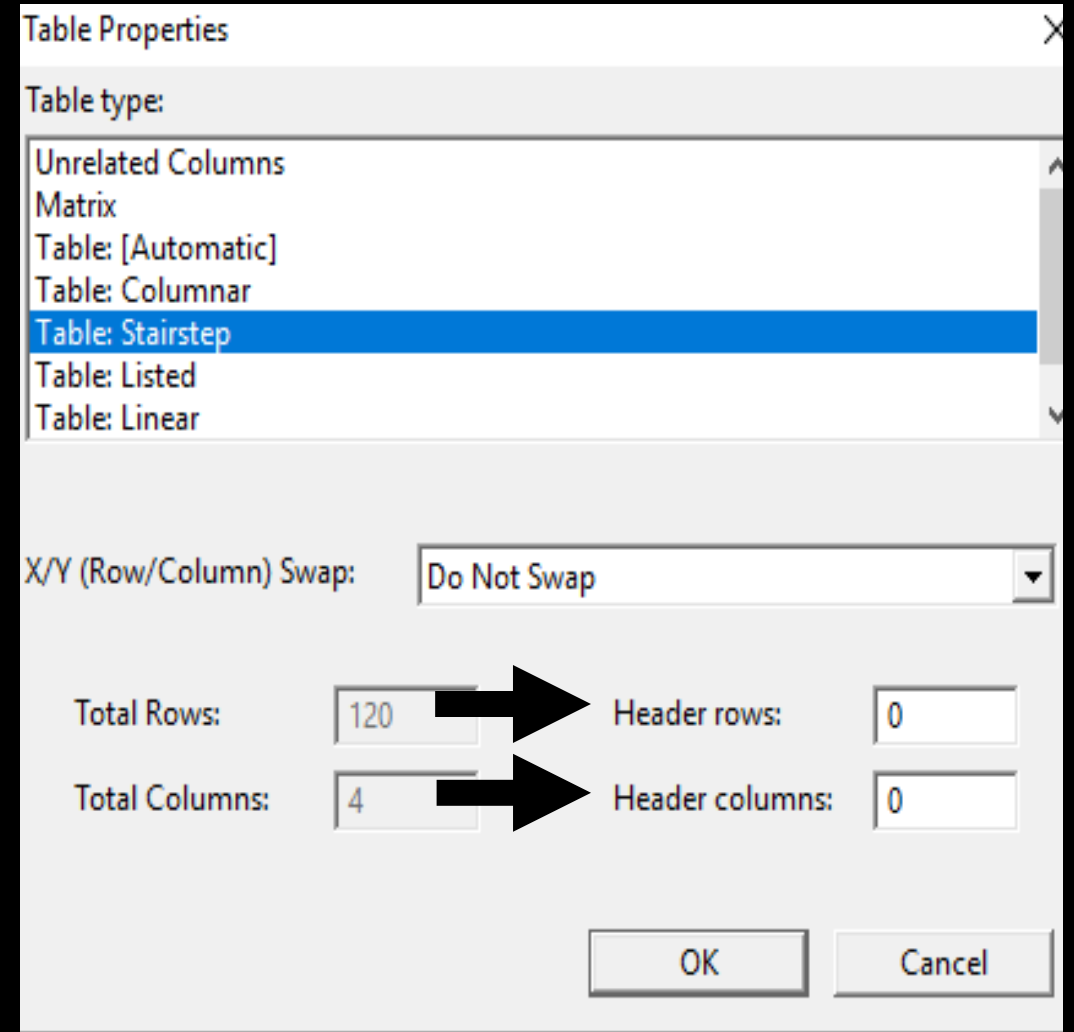
X/Y (Row/Column) Swap:

Total Rows: Header rows:

Total Columns: Header columns:

Header Rows and Columns

- Select the Header rows and Header columns.
- This table has none due to Stairstep format.
- Select “0” for both



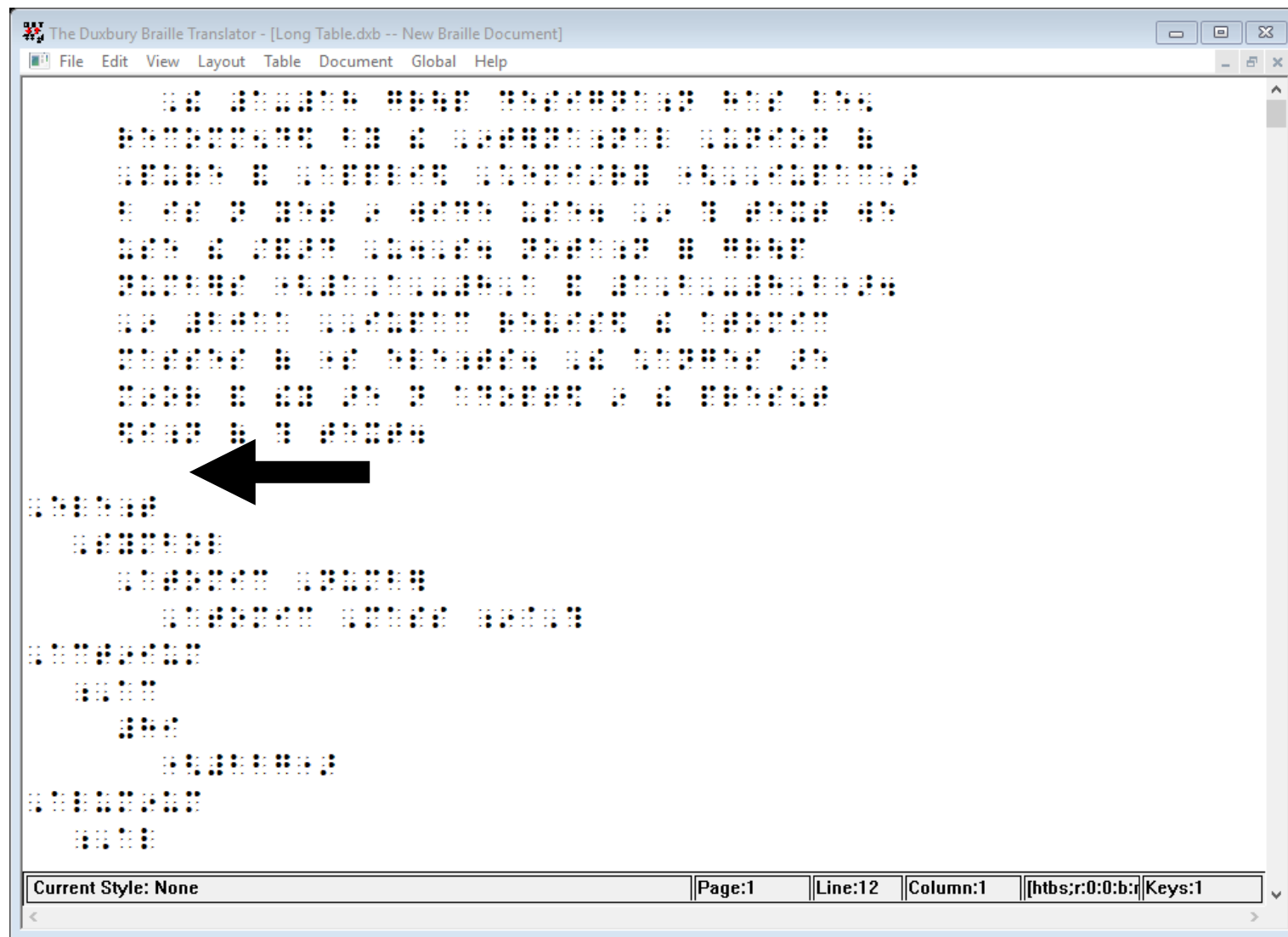
Stairstep Table

- This will apply the Stairstep code to your table.

```
<1-3.> </1-3.>
<C-Caption.> The 1-18 group designation has
the International Union of Pure and Applied
but is not yet in wide use. In this text we u
U.S. notation for group numbers (1A-8A a
revised the atomic masses of some elemen
ming and they are not adopted in the pres
text. </C-Caption.>
[htbs] Element[>] Symbol[>] Atomic Number[>] A
Actinium[>] Ac[>] 89[>] (227)[<]
Aluminum[>] Al[>] 13[>] 26.98[<]
Americium[>] Am[>] 95[>] (243)[<]
Antimony[>] Sb[>] 51[>] 121.8[<]
Argon[>] Ar[>] 18[>] 39.95[<]
Arsenic[>] As[>] 33[>] 74.92[<]
```

Wide Table to Stairstep Table

- “CTRL T” translates the Wide Table to a Stairstep table.
- You’ll need to make adjustments as needed for blank lines, TN notes, etc.
- Here, I’ve added a blank line between the caption and the list.



Transcription Questions



Workflow for Quick Braille Work

- Workflow Question: Do you recommend using Duxbury for quick braille work (work sheets and teacher created materials that need to be produced on-demand), or do you recommend a different workflow/software for that?



Workflow Example 1

- In this example of a handout, I would simply type it out, because of the simplistic layout of the material.

G3 > M1 > Handout 4B- WIT & WISDOM™

Name: _____

Handout 4B: Analyze a Sentence

Directions: Read the sentence below and then complete steps 1-4.

The mouse explored the ocean.

1. Circle the noun(s) in the sentence.
2. Underline the verb(s) in the sentence.
3. Draw a line between the subject and the predicate.
4. Which statement below is true?
 - a. Explored is a noun that explains what Amos did.
 - b. Explored is a noun that explains what the sentence is about.
 - c. Explored is a verb that explains what Amos did.
 - d. Explored is a verb that explains what the sentence is about.

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Workflow Example 2

- If I didn't have a NIMAS file for this workbook, I would use Abbyy FindReader to convert the worksheet to a Word file. From there, I would make the necessary code changes and then move the file to Duxbury.

Name _____

Practice Video Tools Games

Additional Practice 3-5
Multiply 3-Digit by 2-Digit Numbers

Another Look!
 Last year, 23 students in fifth grade were assigned a kindergarten student as a reading buddy. Each student read for 1 hour during each reading session and for a total of 128 sessions. How many hours in all did the fifth-grade students read?

Estimate: 130 times 20 is 2,600

Step 1	Step 2	Step 3
Multiply by the ones. Regroup as needed.	Multiply by the tens. Regroup as needed.	Add to get the final product.
$\begin{array}{r} 128 \\ \times 23 \\ \hline 384 \\ + 2,560 \\ \hline 2,944 \end{array}$	$\begin{array}{r} 128 \\ \times 3 \\ \hline 384 \end{array}$	$\begin{array}{r} 128 \\ \times 20 \\ \hline 2,560 \end{array}$

The fifth-grade students read for 2,944 hours in all. The answer is reasonable because it is close to the estimate.

In 1–10, find each product. Estimate to check that your answer is reasonable.

1. $\begin{array}{r} 282 \\ \times 19 \\ \hline \end{array}$ ← Multiply by the ones. ← Multiply by the tens. ← Add the partial products.	2. $\begin{array}{r} 538 \\ \times 46 \\ \hline \end{array}$ ← Multiply by the ones. ← Multiply by the tens. ← Add the partial products.
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3. $\begin{array}{r} 395 \\ \times 76 \\ \hline \end{array}$	4. $\begin{array}{r} 83 \\ \times 57 \\ \hline \end{array}$	5. $\begin{array}{r} 628 \\ \times 33 \\ \hline \end{array}$	6. $\begin{array}{r} 154 \\ \times 35 \\ \hline \end{array}$
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7. 682×25	8. 324×71	9. 158×6	10. 16×29
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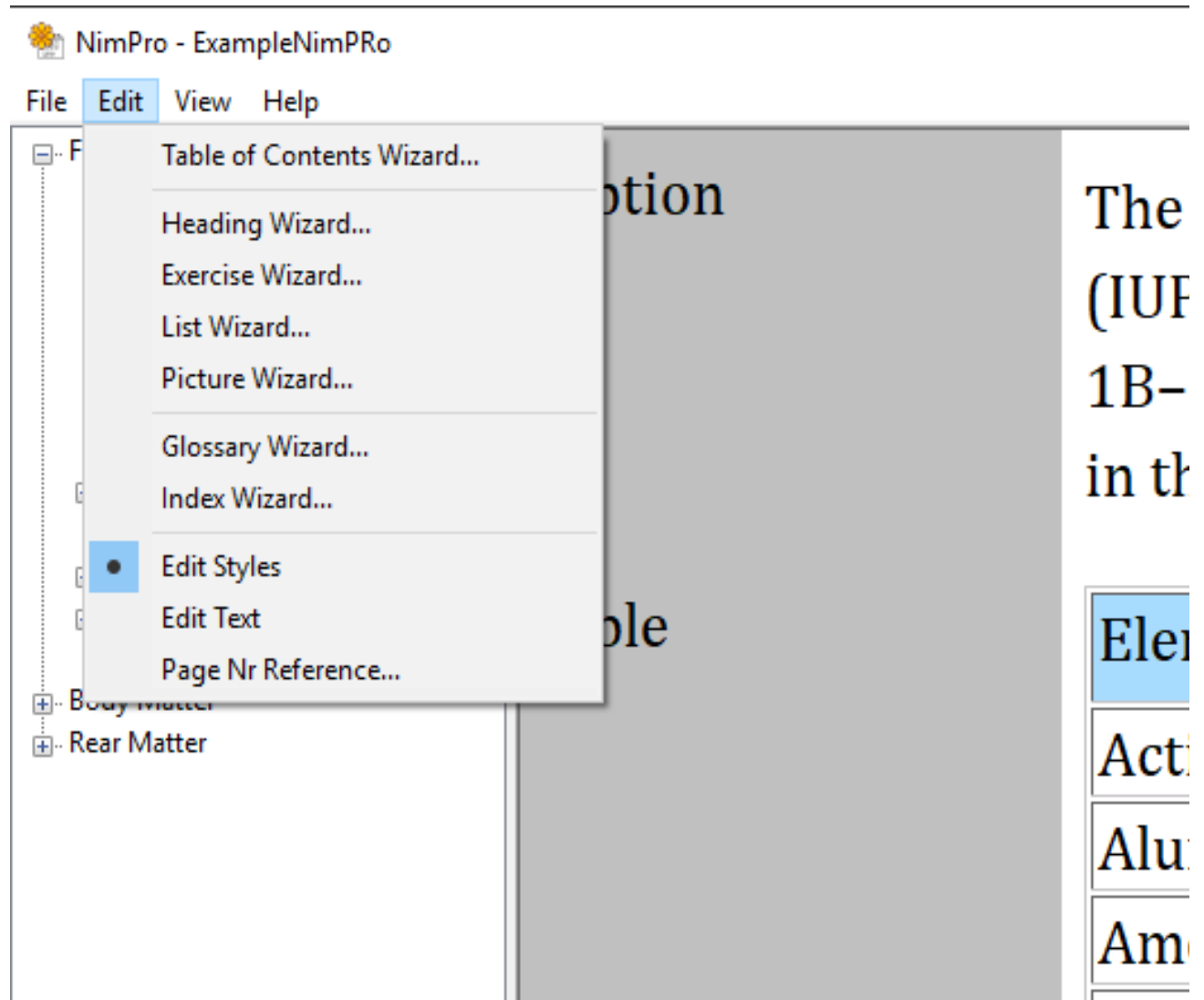
Formatting in NimPro vs. Duxbury

- Which items is it better to format in NimPro before moving the file into Duxbury?



NimPro vs. Duxbury

- Answer: As for formatting, I recommend starting with the NimPro wizards. Using the wizards will save a lot of time. After using the wizards, I would edit in Word or Duxbury.



Keyboard Commands



Changing Styles

- In the following slide is a list of keyboard commands.
- This list can be found under the help topics of NimPro. Type “changing styles,” then click on the entry in the list.



Changing Styles (Cont.)

Changing Styles

You can make global style changes in a document using the [Wizards](#), which automate typical style changes needed for braille. However, you may want to revise other styles interactively. Using NimPro in the "Edit Styles" mode, this can be done very quickly.

A toggle in the [Edit Menu](#) lets you choose between Edit Styles and Edit Text. In the Edit Styles mode, you use one or two keystrokes to change the style at the current cursor location to the style you need. As each style edit is done, NimPro automatically jumps to the next paragraph, heading, etc.

To jump ahead without changing the current text item, you press the space key.

Keystroke	Style/Effect
B	Body text (i.e., make this an ordinary text paragraph.)
D	Directions
E	Exercise (a specialized list style)
H1	Heading level 1
H2	Heading level 2
H3	Heading level 3
H4	Heading level 4
H5	Heading level 5
H6	Heading level 6
L	List Item (an entry in a list, see Notes below.)
T	Transcriber's Note (a.k.a, Production Note)
Space	Move the cursor to the next paragraph.

Notes

1. Like Headings, List Items have a level. You can use the number keys 1 to 6 to change the level of a list item.
2. You can change the level of a Heading or a List Item without changing its style by pressing only the 1, 2, 3, 4, 5, or 6 key without pressing H or L.
3. If you inadvertently change a List Item to a specialized style like a table of contents item, you can use the "L" key to change it to a List Item again. (This can be helpful to clean-up minor overreach by a wizard.)
4. Though the table above displays upper case letters for clarity, you can Edit Styles using either upper or lower case keystrokes.

Limited Reach of Style Edits

NIMAS documents occasionally nest one paragraph style inside another. For example, a List Item is a specialized paragraph style, but some NIMAS document authors still think it necessary to insert a P (paragraph) style inside List Items (as if a list item could not hold text on its own). In many cases, including this example, NimPro eliminates the unnecessary extra nesting when the document is read, retaining the more important format (list item) in preference to the generic one (p).

In any remaining cases where one paragraph style is nested inside another, e.g., if *footnotes* are nested inside list items, NimPro retains both styles, but NimPro style editing applies to the innermost style only. If the Style Map displays "List 1" and "Foot/End Note" on the same block of text, any attempt to change the "List 1" style will change only the Foot/End Note, which is the inner style.



Formatting Keystroke Commands

Keystroke	Style/Effect
B	Body text (i.e., make this an ordinary text paragraph.)
D	Directions
E	Exercise (a specialized list style)
H1	Heading level 1
H2	Heading level 2
H3	Heading level 3
H4	Heading level 4
H5	Heading level 5
H6	Heading level 6
L	List Item (an entry in a list, see Notes below.)
T	Transcriber's Note (aka Production Note)
Space	Move the cursor to the next paragraph

Q&A

