

64TH CONFERENCE ON EXCEPTIONAL CHILDREN

**WORKING TOGETHER
TO ACHIEVE STUDENT SUCCESS**

NC Library for the Blind and
Physically Handicapped

STATE LIBRARY OF NORTH CAROLINA **N · C · L · B · P · H ·**

PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

NOVEMBER 3-5, 2014

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In the beginning...



There Were 30 Pound Record Players...

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**Today, Patrons can read
library books
on their hand held
iOS devices!**




Get your FREE app, and download books from
NCLBPH BARD Mobile for iPhone, iPad and iPod Touch
at the iTunes App Store.

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About NCLBPH

- Public library for North Carolinians who are blind, low vision, physically disabled and learning disabled
- Serve anyone who cannot use standard print materials due to visual or physical disability
- Serves institutions (NC public schools, libraries, assisted living facilities)



NCLBPH Open Door

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Institutional Patrons of the NCLBPH

- Organizations (VI, Braille, O&M Instructor; Social Workers, Rehab Counselors, NC public schools, schools and assisted living facilities)
- *Get an application at this conference!*
- Printable application is on website
- Call the library for an application
- Complete and mail application
- Need signature of competent authority



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Individual Patrons of the NCLBPH



- *Get an application at this conference!*
- Printable application is on website
- Call the library for an application
- Complete and mail application
- Need signature of competent authority

Library Director Carl Keehn presenting a new digital player to our patron.

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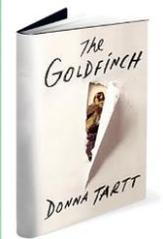
Our Patrons

- 10,564 Individual Patrons
- 2,436 Individuals in NC Institutions
- 333 Institutions Patrons

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Collection: Books and Movies

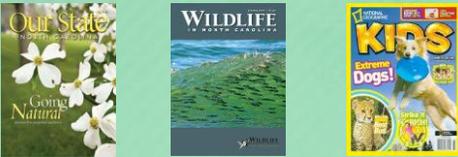
- 14,505 Digital Book Titles
- 53,329 Digital Books Available for Download
- 45,647 Cassette Titles
- 22,466 Large Print Titles
- 6049 Braille Titles
- Over 12,000 Braille Titles Available for Download
- Over 90,000 Total Titles
- 750 Descriptive Video & DVD Titles



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Collection: Magazines

- 100 Magazines Available from NLS
- 6 NC Magazines Recorded by NC Volunteers
- 2 Tar Heel Talk Library Newsletters per year



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Circulation

- 512,620 Items Circulated in 2013
- Over 2,000 Items Sent and Received Each Day
- So Much Mail ... We Have Our Own Zip Code!

27635

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Descriptive Video Service

- Describes action and settings when there is no dialogue
- One-time Fee of \$20
- 750 Titles available
- Movie Discs and VHS





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Book Selection



Carol Swanson

- Reader's Advisors help patrons:
 - select books
 - resolve problems with book players
 - answer other questions and provide reference and referrals
- Online catalog for browsing and selecting in all formats
- Download books from BARD & NOBLE!

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Book Players



Digital Talking Book Players provided by NLS

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Programs for Patrons

- Summer Reading Programs for Kids
- General Interest Programs



2013 Kids Summer Reading

Courtesy of the NC Museum for Natural Sciences

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Kids Summer Reading 2014



Courtesy of the Winston-Salem Bomb Squad

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Instrument Petting Zoo



Courtesy of the NC Symphony

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Programs for Patrons



Reader Advisor & Author Clay Griffith Reads from his Trilogy, "Vampire Empire."

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Public Access Computer

- Screen Reader
- Magnification Software
- Print Magnification Devices
- Sara Scanner/Reader

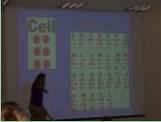


ZoomText
10

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Outreach Services

- Presentations to kids and/or adults about Braille and Library Services
- Information displays at public library events (Senior Day, etc.)
- Information/training sessions on how to use NCLBPH equipment and services
- Information sessions on programming for people with disabilities
- NCLBPH materials for loan

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Social Media

What's New @ NC LBPH
The latest happenings, technology and resources to make life better



<http://www.facebook.com/nctalkingbooks>



<http://twitter.com/#!/nclbph>



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Equipment Provided by NCLBPH



- Digital Talking Book Players
- Special 4-track cassette players
- Loaned for as long as patron uses services
- Special accessories: headphones, pillow speakers, etc
- Free repair and/or replacement

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Third Party Players



Victor Reader Stream Daisy MP3 player
Handheld DAISY, MP3, and NISO player

- Removable SD card for storing books, e-text files, music, podcasts, and voice recordings
- Ability to play NLS download books and cartridges (for eligible members)
- Built-in human sounding text-to-speech

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BARD Mobile

Patrons can read library books on their IOS devices!

Get your FREE app, and download books from NCLBPH BARD Mobile for iPhone, iPad and iPod touch at the iTunes App Store.





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BARD Mobile



Available on the App Store

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Download Services

Download Digital Books from Our Website!

BARD
(Braille Audio & Reading Download)

and NOBLE
(North Carolina BARD Local)

<https://nlsbard.loc.gov/login/NC1A>

<http://statelibrary.ncdcr.gov/lbph/noble.html>

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THANK YOU FOR ATTENDING!

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NC Library for the Blind & Physically Handicapped
888-388-2460
<http://statelibrary.ncdcr.gov/lbph/index.html>
1841 Capital Blvd.
Raleigh, NC 27635



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BARD Mobile

Getting Started

Not sure how to use BARD Mobile? Here's how to get started downloading with BARD Mobile, the iPhone and iPad app for using BARD.

1. Open BARD Mobile
2. Read the BARD service agreement
3. Select the Agree button. BARD Mobile won't work unless you agree with the terms of service
4. Login to BARD Mobile using your BARD username and password
5. Choose the Get Books tab
6. Download a book (or magazine) in several ways:
 - o Wish List
 - o Recently Added Titles
 - o Browse BARD
7. Download Pausing, Resuming and Settings

Wish List

To download a book (or magazine) from your Wish List:

1. Display your Wish List by a double-tap. Your Wish List will display in reverse chronological order
2. Double-tap the title of the item you wish to download

Recently Added Titles

There are four different types of things you can download from Recently Added Titles:



1. Audio Books
2. Audio Magazines
3. Braille Books
4. Braille Magazines

To download from Recently Added Titles:

1. Double-tap one of the four different types of item to see a list of recently added titles in that category
2. Each item on this screen includes the title and a More Info button
3. Double-tap the title of the item you want to download, or double-tap More Info to see a synopsis or other information
4. Double-tap the Download button on the More Info screen to download the item

Browse BARD

Use Browse BARD to go to the BARD website and browse available titles. You won't be able to directly download titles but you can add them to your wish list to download later.

1. Double-tap Browse BARD to open the BARD main page
2. Use Search to find books as you normally would
3. Use the Add to Wish List button following each book title to add books or magazines you find to your Wish List. Then you can download them afterwards from your Wish List

Navigating BARD

You have several navigation options while browsing BARD.

- In the top center of the screen is a heading called BARD
- To its right are Back and Forward buttons. These work like the standard Back and Forward buttons in a web browser
 - The Back button takes you to the page you last visited

Forward button returns you to a page if you have used the Back button to go to a previous page

- To the left of the BARD heading is another Back button.
 - It takes you out of the BARD site and back to BARD Mobile
 - Double-tap this button after you have added books to your Wish List to download them

Downloading from BARD

1. Find the books and/or magazines you want to download, and add them to your wish list
2. Double-tap the Back button to the left of the BARD heading to return to BARD Mobile
3. Double-tap the Wish List option
4. Double-tap the title you want to download. A confirmation message will appear
5. Select OK

Download Pausing, Resuming and Settings

- While the title is downloading, you can double-tap it to pause. Double-tap it again to resume the download
- Selected items will download one after another in the order they were selected. If you double-tap an item already queued for download, it will be moved to the top of the queue
- If you leave BARD Mobile while items are being downloaded or the screen locks, downloading will stop. Downloading should resume the next time you open the app. If it doesn't, select the bookshelf tab. All items you are trying to download are listed there and labeled "Queued for download." Double-tap the item or items you want to download.
- BARD Mobile will always download via wi-fi if it is available. If you're not in wi-fi range, BARD will download via the cellular network if you have turned on "Download over mobile network" in the User Account

section of Settings. If this option is off, BARD Mobile will stop downloading until it has access to wi-fi again.



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“But they don't look like they have a disability.” Serving People with Dyslexia - Best Practices from the United States

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Abstract

Dyslexia is the “hidden disability.” Unlike other disabilities, it cannot be identified easily after minimal interaction. Many children do not know that they are dyslexic; just that they can't succeed in school. It takes a teacher or a parent noticing the problem and asking for testing that can make the diagnosis. Most adults learn ways to adapt to their disability with varying degrees of success. You may know an adult for years and not realize the person has dyslexia unless he/she self-discloses.

This paper focuses on library services to people with dyslexia in the United States. It will cover three topics.

- Issues in serving people with dyslexia
- National programs in the United States that focus on serving people with dyslexia
- Examples of some local libraries that intentionally serve people with dyslexia

Key Words

Dyslexia, National Library Service, Learning Ally, Bookshare, ASCLA

Introduction

My son did not learn to read until he was 9 years old. He had the misfortune to enter public school when the “whole language” method was used to teach reading. It might as well have been Chinese for my son. When he was finally diagnosed with dyslexia, we discovered a teaching method that focused on phonics and phonemes. Jonathan's dyslexia is compounded by hyperactivity, reflecting his mental struggles with physical twisting and turning.

Jonathan rarely reads for enjoyment. Once, while we were driving, he asked me why I liked reading so much. I told him because I could see the pictures in my head while I read the story. Jonathan asked “What pictures?” I believe the only fiction books he ever willingly read are *A Hitchhiker's Guide to the Universe* and the *Harry Potter* series (thank you J.K. Rowling.)



So helping Jonathan succeed or just complete high school was a challenge. Reading textbooks was agony for him. What helped was the US Library of Congress National Library Service, a special program for the blind and reading handicapped.

This paper will cover three topics:

- Issues in serving people with dyslexia
- National programs in the United States that focus on serving people with dyslexia
- Examples of some local libraries that intentionally serve people with dyslexia

Issues in serving people with dyslexia

Identifying people with dyslexia

Dyslexia is the “hidden disability.” Unlike other disabilities, it cannot be identified easily after minimal interaction. Many children do not know that they are dyslexic; just that they can’t succeed in school. It takes a teacher or a parent noticing the problem and asking for testing that can make the diagnosis. Most adults learn ways to adapt to their disability with varying degrees of success. You may know an adult for years and not realize the person has dyslexia unless he/she self-discloses.

It is difficult to estimate the number of people with dyslexia in the United States. Learning Ally, a national non-profit organization, estimates that 20 percent of American elementary school children have significant, continuing difficulties with learning to read, reading fluency and/or reading comprehension, which includes dyslexia. They also estimate that only 5 percent are referred for special help in reading. Most are boys between 65 percent and 75 percent.

The Dyslexia Research Institute (DRI) estimates 10 to 15 percent of the US population has dyslexia and agrees with Learning Ally that only about 5 percent are recognized and receive assistance. DRI also estimates that 60 percent of those diagnosed with attention deficit disorder are also dyslexic but this is masked by the behavioral issues of the hyperactivity.

Passive vs. active library services

Because of this invisibility, most specific library services to people with dyslexia are aimed at children because their disability has often been identified in the educational system. Specific services for adults with dyslexia are rare.

In seeking examples of library services for people with dyslexia, I found many libraries that offer “passive” library services. What we now call adaptive technology can be used by people with dyslexia, whether they disclose their disability or not. Audio books and magazines, large print books, dual format (print and audio) all serve people with dyslexia as well those with visual impairment. Children’s story hours are basically dual format presentations –visual and audio. Maker-spaces and crafts encourage children and teens with dyslexia to be successful using skills other than reading.

Fewer libraries recognize dyslexia or learning disabilities specifically and offer specific services for this population. Four examples are described below.

Libraries that offer passive services do not attempt to identify people with learning disabilities or dyslexia in their community and make no attempt to reach this audience through publicity. When I contacted one library who I knew subscribed to special accessible collection, no one on the staff could

answer any questions about it, said it had never been used, and did no publicity. Two other libraries said they thought they had accessible collections. One directed me to a web like that was broken; the other referred me to multiple people, trying to find someone who could answer a simple question: how do I use this collection if I want to.

Access to Resources - legal barriers

The Library of Congress National Library Service and Learning Ally (described in more detail below) both provide extensive resources, both hardware and software, for people with visual impairment, including people with dyslexia. However, US copyright law requires that these resources only be provided to people who have been certified as needing them. For people with dyslexia, this means a medical doctor or osteopath. Public libraries that offer these services, usually do this through a special service program that allows them to segregate the resources from the general library collection that is open to all. Learning Ally works mainly with school districts and their resources are acquired and managed by special education programs, although the school library can be involved.

Public libraries most often acquire media for the general population that can be used for people with dyslexia along with adaptive technology for people who wish to access them.

Publicizing library services for people with dyslexia

It can be difficult to publicize services to people with dyslexia. The Dyslexia Research Institute suggests that without proper diagnosis, many dyslexics are functionally illiterate limiting their ability to find jobs and function. This population is unlikely to be aware of the library as a source of assistance. The move to multi-media in libraries makes it easier. There is no stigma to checking out media; everybody does it. Specific resources that fit the needs of people with dyslexia (page color, certain fonts and font sizes, spacing on the page) can be purchased or put on specific shelves with directional signs or posted on a website. For example, a search of the internet came up with several lists of “dyslexia-friendly books.” Barrington-Stoke publishers describes the books on their list as:

Our books can help dyslexics get to grips with reading. Our cream paper reduces glare, which is a factor in visual stress and may make words seem to ‘jump around’. Dyslexia can make it hard to remember the shape of words and letters on the page, so our font and spacing are carefully designed to make everything as clear as possible. We use very thick paper so that words and illustration don’t show through from other pages and confuse the eye. Our edit process is also very special and has been developed by dyslexia and speech and language experts in response to research and feedback from thousands of readers on hundreds of Barrington Stoke manuscripts over the years.

Most importantly of all, we pitch our stories at the ‘real’ age of the reader and not their reading age. People who experience difficulties with reading can experience low self-esteem and even depression as a result. We believe that no child or adult who struggles with reading should have to read books written for children many years younger than themselves.

<http://www.barringtonstoke.co.uk/dyslexia-friendly.html>

National organizations in the United States that assist libraries to serve people with dyslexia

There are many organizations in the United States that serve people with dyslexia. A national Center of Learning Disabilities, state associations for people with dyslexia and new media publishers all attempt to

provide services and resources for children with dyslexia and their caregivers and for adults with dyslexia. Three national organizations work specifically with libraries in some way.

The National Library Service for the Blind and Physically Handicapped

The mission of the NLS, as it is known, is: *Through a national network of cooperating libraries, NLS administers a free library program of braille and audio materials circulated to eligible borrowers in the United States by postage-free mail.*

Founded in 1931, NLS is sponsored by the Library of Congress. The service is authorized and funded in part by the US government and allows NLS to record copyrighted material for use by people who qualify for the service. NLS provides several services:

- Records books and magazines for eligible users
- Pays the cost of the recorded materials
- Provides digital players, both standard and advanced, which includes navigation options
- A searchable catalog of all their holdings
- Access to the Braille and Audio Reading Download (BARD) service which allows users to download material (braille and audio) onto their own digital talking book cartridge, an authorized commercial digital talking book player, or an iOS device. Braille books may be downloaded and played on a device with a refreshable braille display
- A braille transcription certification course through a contract with the National Federation of the Blind
- NLS has a network of state libraries that administer the service on a local level
- Cooperates with other national organizations to serve this audience

In addition, states add services that meet the needs of their own users. For example, some provide braille services, summer reading programs for children and special equipment for local libraries.

In addition to visually impaired, NLS provides services to “other physical handicapped persons” including “Persons certified by competent authority as having a reading disability resulting from organic dysfunction and of sufficient severity to prevent their reading printed material in a normal manner.”

All people must be qualified for NLS services by a “competent authority.” In the case of blindness, visual impairment, or physical limitations this is defined to include multiple types of doctors, nurses, therapists, institutional staff, and even librarians. In the case of a reading disability, however, a competent authority is defined as “doctors of medicine and doctors of osteopathy who may consult with colleagues in associated disciplines.” This is a point of contention for some people with dyslexia who feel they are not treated equally or fairly.

A special “kid’s zone” offers material specifically for young children including

- A Kids’ Catalog with books for children pre-school through 8th grade
- Good reads – major award winning books
- Bibliographies
- Series books
- Children’s magazines

- Library of Congress sites for children
- State programs with special programs for children

NLS works with the states to publicize its programs widely. School and public libraries know that their users with special needs, including dyslexia, can get assistance and the libraries facilitate the eligibility application.

Karen Kenninger, Director of NLS, in an email, said that NLS “does not track dyslexia as a separate eligibility criterion. However, it does fall under reading disability.” As of the end of FY 2013, 6.0 percent of registered NLS patrons nationwide have a reading disability.

Learning Ally

Established in 1947 as Recording for the Blind, Learning Ally is a national non-profit that supports students with print and learning disabilities and their families. It is a membership organization so there is a charge to receive its services. Working primarily with students through schools and colleges, Learning Ally serves more than 10,000 institutions. Specializing in core curriculum material, Learning Ally’s collection is comprised of 65% textbooks and 35% literature and supplemental material. The National Library Service, which does not provide textbooks, refers people to Learning Ally who want textbooks. Learning Ally uses the DAISY format which allows more dynamic navigation of resource content.

Learning Ally provides a variety of services to its members. For parents it provides:

- One-on-one consultations with parent support specialists, each of whom has a child with dyslexia and can help you with the information, insights and options you need
- Exclusive webinars from learning disability experts
- Guidance on the special education process in US public schools
- For the student, Learning Ally provides access to 80,000 audiobooks including fiction, nonfiction, literature, and textbooks as well as original source documents used for Common Core and more practical print materials like drivers manuals.
- More than 2,000 VOICEtext titles feature the full printed text that’s highlighted as it’s being read

Similar to the National Library Service, recipients of Learning Ally services must follow eligibility requirements. Students must be diagnosed by a competent authority as having an organic print disability which would generally allow them to fit into one of three categories including; blind/low vision, learning disability, or other physical disability. Most of the members of Learning Ally are school districts or higher education. Because of the openness of public library collections, public libraries are not likely to be members.

Learning Ally does not work with libraries directly. In an email, Paul Edelblut Vice President of Education Solutions, described this relationship with libraries:

We hear anecdotes like this quite often but don’t typically focus on reaching out to librarians because, while they are extremely supportive, often cannot make the diagnosis or share the necessary paperwork that authorizes a user to access the catalog. We often end up with librarians but our conversations begin with a reading specialist, assistive technology expert, instructor of the vision impaired or special educator.

Bookshare

Bookshare® describes itself as providing “the world’s largest online library of accessible reading materials for people with print disabilities. Individuals can sign up for membership and access the library on their own. Organizations that serve individuals with print disabilities (schools, libraries, community centers, etc.) can sign up and provide access to their students or clients.”

Bookshare offers access to books, textbooks, newspapers, magazines, and technology. Like NLS and Learning Ally, Bookshare offers its services to people with reading disabilities who must qualify for the service. Students with qualifying disabilities and schools and colleges receive the services free through a grant from the U. S. Department of Education. All other organizations, including libraries, must pay a membership subscription fee.

People can download materials on their own computer or get free software for reading DAISY digital books. There is also software for other hardware options such as Book Wizard or eClipse Reader and downloadable software to transfer the books in embossed braille.

Libraries can participate in Bookshare by becoming a member if they serve qualifying individuals who have a print disability. As with other national organizations, the qualification must be certified. However, the list of professionals who can provide this certification is broader than medical doctors. Libraries can install Bookshare’s free reading software applications or use compatible reading tools.

Read: Outloud Bookshare and Victor Reader Soft are free reader software for Bookshare members that is specifically designed for people with learning disabilities. They are PC and Mac compatible and there are a variety of text to speech voice options. There are different e-book style options, background color, and font size and color. There are also study tools, including outlining, text notes, and a bibliographer function. And there are some research tools, including a dictionary lookup and the option to browse the web.

Examples of libraries serving people with dyslexia

The Brooklyn Public Library, Brooklyn, New York

The Brooklyn Public Library created *The Child’s Place for Children (and Teens) with Special Needs* in five branches specifically to serve children and teens with disabilities. Carrie Banks is the Director of the Center. The program began in one BPL Branch and has expanded to five branches 11 years after Banks became director of the program.

The information in this description came from a lengthy interview with Ms Banks.

The Child’s Place for Children (and Teens) with Special Needs serves all children, however, the Center design, resources, and services are designed to specifically meet the needs of children with disabilities. They do not keep statistics on the number of children served by disability but Banks knows that many of their users are children with dyslexia.

The Child’s Place uses what they call Universal Design which uses seven principles in designing services for people with disabilities:

1. Equitable Use: The design is useful and marketable to people with diverse abilities.
2. Flexibility in Use: The design accommodates a wide range of individual preferences and abilities
3. Simple and Intuitive Use: Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.

4. **Perceptible Information:** The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.
5. **Tolerance for Error:** The design minimizes hazards and the adverse consequences of accidental or unintended actions.
6. **Low Physical Effort:** The design can be used efficiently and comfortably and with a minimum of fatigue.
7. **Size and Space for Approach and Use:** Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.

The Child's Place implements these principles in this way:

- All facilities are barrier free to accommodate children who use wheelchairs, walkers, etc. Seating is arranged accordingly and positioning cushions and mats are available
- Staff members have backgrounds in special education and years of experience working with children with disabilities
- Three branches have fully accessible sensory gardens
- Multisensory programs include books, movement, music, and hands-on activities
- Adaptive toys are available at all locations
- Puppets, toys, and other items are used to illustrate stories and books in a hands-on fashion
- Twin vision and braille books, and audio books are available
- Craft projects include visual and textural appeal
- Adaptive scissor, paintbrushes, and other tools are available at all craft programs
- Interpreters are available at libraries upon request
- Staff is adept at using communication boards
- Weekday after-school programs begin at 4:30 pm to accommodate children with varied commutes and schedules

Some of these are more relevant to people with dyslexia than others, however, this list demonstrates that the library considers the total library presentation to make the Center friendly and welcoming to all children and teens.

The mission of the Center is two-fold: 1) assist children and teens in getting resources that will help them develop reading skills and 2) to build their self-esteem to help them recognize skills they have independent of reading.

The Center has an enhanced collection of audio books and dual format sets. They particularly like the dual format because it meets multiple needs of children. It includes resources for both young children and teens. In addition to providing services for their users, they also make referrals to other resources such as Learning Ally and Book Share. They also observe the children who use the service and refer them for testing and diagnosis when appropriate.

Bookflix is an online literacy program that pairs classic Weston Woods storybook films with related nonfiction e-books from Scholastic. Users of all ages can read along with the narrator, play educational games, read author biographies, or check related web links.

In serving children with dyslexia, this library tries to meet their needs in two ways. Children with dyslexia often do not do well on school tests. Part of the service is to help them develop skills that allow them to improve. The Center also wants to provide an opportunity for the children to learn they have skills and abilities beyond their reading difficulties. They believe in a multiple intelligence approach to

their services and to give the children opportunities to improve their self-esteem. Thus, in addition to reading resources, the library offers story hours, a garden, maker-space, and other programs to capture the interest of the children and give them opportunities for success in areas not valued by the schools. Even in these seemingly non-reading activities, Banks says there is always a literary component.

With teenagers, The Children's Place encourages use of the maker-space area so that kids struggling with reading can experience creative success by making a t-shirt, or graphic novel, or experiment with photography, etc. They also choose games that would be attractive to youth with dyslexia. They also adapt games to make them more user-friendly, for example, building in cues for directions that aren't just left/right, as this can be a problem for some teens with dyslexia.

Parents and caregivers are welcome to come to the Center and can get access to resources for learning disabilities if they need them. The Center does not offer literacy classes, however, some of the libraries are used by literacy tutors to teach language skills.

The Children's Center publicizes "any which way we can." They have a database of associations, organizations, institutions and teachers that serve youth with disabilities and they ask these groups to share information about the library. They also have contact information for their users. They send a newsletter once or twice a month and have a website and Facebook page. However, Banks says that most successful publicity is word-of-mouth – people and organizations telling other people about their successful and pleasant experience at the library.

The Children's Place doesn't track individual users. They know that about 22,000 people used the Center in 2013.

Banks described one young child young man who came to the library with his grandmother. He was 8 years old. Banks brought him to the Child's Place and showed him how to use bookflix. He was captivated and said to his grandmother "I've been wanting to read this one forever and now I can."

New Jersey State Library Talking Book and Braille Center

The New Jersey State Library Talking Book and Brail Center (TBBC) is a Regional Library of the Library of Congress' National Library Service for the Blind and Physically Handicapped. Adam Szczepaniak, Director to TBBC, described their services in a personal interview. In addition to the services offered by all Regional Libraries, TBBC received a grant from the Comcast Foundation to purchase software upgrades for 40 computers that the State Library has placed in local public libraries across the state. This cooperative program between the State Library and public libraries allows patrons to view the FREE services available to the state's "Print Disabled" population. These computers will be upgraded to the latest Microsoft operating system and will feature the accessible software called Zoom Text. Zoom Text is a product from AI Squared.

Zoom Text comes in two versions, a magnifier that enlarges and enhances everything on a computer screen and Zoom Text Magnifier/Reader that also reads aloud anything on a computer screen, including email documents and email messages. They call these computers Outspoken Libraries. Zoom Text also allows the user to change the colors on the screen to make them easier to read. TBBC publicizes the Outspoken Libraries in partnership with local libraries. TBBC maintains a mailing list of all of the clients and encourages them to use these enhanced computers in their local libraries. TBBC staff also make presentations to organizations that serve people with disabilities. They teach people how to download books on to their own devices so they are not limited to using the library's computer. In addition, they train local librarians to use the system and teach their users.

Woodlynde School, Strafford, Pennsylvania

This is an article posted on the Learning Ally website about how Woodlynde School is implementing the connection between Learning Ally and the physical library. The article was written by the school librarian, Gretchen Schroeder.

When I came to the Woodlynde School as the new librarian in 2006, one of the jobs that was handed to me was to promote and coordinate the use of Recording for the Blind and Dyslexic (now Learning Ally) for our students. As a parent of a student in the school who was a candidate, I immediately saw some of the challenges with getting the students to take on the program. One of those included getting the books that students wanted to read into their hands. I knew that while the books they *needed* for schoolwork were important, if I really wanted them to buy into the technology, I needed to make it as easy as possible to access the books they might *want* to read.

One of my first moves was to start shelving my fiction by genre, making it easier for student to find the type of stories they liked, and the second was to begin to label books in our library that were available in Learning Ally. This would allow students to easily identify the books that were available for download from Learning Ally without having to ask for assistance. This was especially important with new users who were self-conscious about using Learning Ally.

With permission, I incorporated the Learning Ally logo into a simple spine label with space for the Learning Ally shelf number for the book. To further assist me with identifying and locating the books, I added catalog records for the books as well.

This was a big job at first, so I started with the most widely circulated books in the school, and searched for them in the Learning Ally catalog, then I moved to award winners and popular authors. Labeling books was a first priority, so I kept a barcode list of all labeled books and would follow up as time permitted with cataloging. When I catalog the books, I add the information into two fields. I add a simple note with Learning Ally and the shelf number. I also add a listing into the 530 tag in MARC records (additional formats available), listing Learning Ally as the source, restricted by membership and indicating the shelf number.

Now that the system is in place, I search all new books [in the Learning Ally database] as they come in for cataloging and add the fields as part of my standard cataloging procedure. If a student user selects a book that is not listed, we do a quick search for that book. If it is in the Learning Ally catalog, I immediately label the book, scan it to the cataloging list, and send the book out with the student.

The result is that Learning Ally compatible books are more visible, students are more likely to select Learning Ally books for their outside reading, and as a result are more comfortable using the technology when they need it.

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References

Learning Ally. <https://www.learningally.org/>

Dyslexia Research Institute, <https://www.learningally.org/>

Barrington-Stoke publishers, dyslexia friendly books, <http://www.barringtonstoke.co.uk/dyslexia-friendly.html>

National Library Service for the Blind and Physically Handicapped, <http://www.loc.gov/nls/>

Bookshare, <https://www.bookshare.org/>

Brooklyn Public Library, The Child's Place for Children (and Teens) with Special Needs,

The Child's Place: <http://www.bklynlibrary.org/only-bpl/childs-place>

Biblioflix; <http://www.bklynlibrary.org/eresources#Children>

Center for Universal Design http://www.ncsu.edu/ncsu/design/cud/about_ud/udprinciples.htm

New Jersey State Library Talking Book and Braille Center:
http://www.njstatelib.org/talking_books_and-braille/

Woodlynde School, www.woodlynde.org



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64TH CONFERENCE ON EXCEPTIONAL CHILDREN

INTERNET INFORMATION

NC Library for the Blind and Physically Handicapped

<http://statelibrary.ncdcr.gov/lbph/index.html>

Online Public Access Catalog Site for NCLBPH

<http://webopac.klas.com/ncbph>

State Library of North Carolina

<http://statelibrary.ncdcr.gov/>

National Library Service f/t Blind and Physically Handicapped

<http://www.loc.gov/nls/>

Friends of the NC Library f/t Blind and Physically Handicapped

<http://www.friendsnclbph.org/>

E Mail Address for NCLBPH

nclbph@ncdcr.gov

E Mail Address for Friends of NCLBPH

www.friendsnclbph.org



**Department of Cultural Resources
State Library of North Carolina
Library for the Blind and Physically
Handicapped
1841 Capital Boulevard
Raleigh, NC 27635**

Voice

**(919) 733-4376 Local
888 388-2460 Toll Free**

FAX

(919) 733-6910

TDD

(919) 733-1462

Face Book

<http://www.facebook.com/nctalkingbooks>



WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS

64TH CONFERENCE ON EXCEPTIONAL CHILDREN



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Direct Phone: 919-715-6667 Toll Free: 1-888-388-2460

E-mail: Gina.Powell@ncdcr.gov

Dear VI Professional,

The NCLBPH is the public library for persons who cannot read regular print due to a visual or physical disability. We serve over 13,000 individuals and institutions across North Carolina. The NCLBPH offers books, magazines, and descriptive videos to its patrons, with materials mailed at no cost to patrons. All library materials are in large print, braille or digital formats. With the exception of a one-time fee of \$20 for descriptive videos, there is no cost for core library services, including book players.

In addition to serving individuals, NCLBPH offers professionals like you an opportunity to become institutional patrons of the library, so that you will have your own digital book player and the ability to check out and download books. With a download password and a FREE app, you will be able to download both braille and audio books to iPads, iPods and iPhones. This access to library materials will afford you a great opportunity to demonstrate our free services to your students and clients.

We encourage you to take this free opportunity to enhance the services that are available to your students. Pick up an Institutional Library Application today! To complete this application, enter in the name of your organization on the "Institution Name" blank and your name on the "To Attention of" blank. For institutional applications, the



director or other designee will be the certifying authority who will sign your application.

Best regards,

Gina Powell, Outreach & Volunteer Services Librarian

So, they fill in the name of their institution, and then put their own name in the To ATTENTION OF blank, right? Yes

Do they use their own address, or put in the institutional address? Their institutional Address

How many people can be part of an institutional patronship? In other words, if Gov. Morehead School is an institutional patron, how many of their teachers can receive their own machines, etc.? How are they counted in our stats? If 25 employees of Institution X have signed up and have machines, are they considered 25 institutional patrons, or just one? I'm not aware of a limitation. We actually have three Governor Morehead accounts set up at the present time. Each is counted as an individual. We also have multiple NC Assistive Technology and NC DSB accounts. If 25 signed up, they would be regarded as 25 accounts.

Is it still the case that institutional patrons can have a machine, a BARD password and can check out and download a very limited number of books? Are they also allowed to use the Apple app? These accounts would be set up as demonstration accounts. They would get one player and one or two books to use to demonstrate. They could sign up for a BARD demonstration account which would restrict them to downloading from a limited

selection of public domain materials. They should be able to register an iOS device, however they would be limited to the same few selections.

Eligibility of Blind and Other Physically Handicapped Persons for Loan of Library Materials

- A. The following persons are eligible for loan service:
1. Blind persons whose visual acuity, as determined by competent authority, is 20/200 or less in the better eye with correcting lenses, or whose widest diameter of visual field subtends an angular distance no greater than 20 degrees.
 2. Other physically handicapped persons as follows:
 - (a) Persons whose visual disability, with correction and regardless of optical measurement, is certified by competent authority as preventing the reading of standard printed material.
 - (b) Persons certified by competent authority as unable to read or unable to use standard printed material as a result of physical limitations.
 - (c) Persons certified by competent authority as having a reading disability resulting from organic dysfunction and of sufficient severity to prevent their reading printed material in a normal manner.
- B. In cases of blindness, visual disability, or physical limitations, “competent authority” is defined to include doctors of medicine; doctors of osteopathy; ophthalmologists; optometrists; registered nurses; therapists; professional staff of hospitals, institutions, and public or welfare agencies (e.g., social workers, case workers, counselors, rehabilitation teachers, and superintendents). In the absence of any of these, certification may be made by professional librarians or any person whose competence under specific circumstances is acceptable to the Library of Congress. Certifying authorities must not be relatives of the applicant, even if otherwise qualified. Institutional applications must be signed by the director or designee of the institution.
- C. In the case of reading disability from organic dysfunction, competent authority is defined as doctors of medicine who may consult with colleagues in associated disciplines.
- D. Qualified readers must be residents of the United States, including the several states, territories, insular possessions, and the District of Columbia, or American citizens domiciled abroad.

Lending of Materials and Classes of Borrowers

- A. **Veterans**—In the lending of books, recordings, reproducers, musical scores, instructional texts, and other specialized materials, preference shall be given at all times to the needs of blind and other physically handicapped persons who have been honorably discharged from the armed forces of the United States.
- B. **Institutions**—The reading materials and sound reproducers for the use of blind and physically handicapped persons may be loaned to individuals who qualify, to institutions such as nursing homes and hospitals, and to schools for the blind or physically handicapped for the use of such persons only. The reading materials and sound reproducers may also be used in public or private schools where handicapped students are enrolled; however, the students in public or private schools must be certified as eligible on an individual basis and must be the direct and only recipient of the materials and equipment.

Application for Free Library Service--Institutions

All applications for service must be submitted with a certifying signature from a competent authority.

Department of Cultural Resources

State Library of North Carolina

Library for the Blind and Physically Handicapped

1841 Capital Boulevard, Raleigh, North Carolina 27635

Phone: 919-733-4376 TDD: 919-733-1462 Toll Free: 1-888-388-2460

All patron records are **confidential** for use by library personnel only. GS 125-18, GS 125-19.

Please read and complete all parts of this form.

Institution Name: _____

To Attention of: _____

Email Address: _____

Address: _____

(Street or P. O. Box)

(City)

(State)

(Zip Code)

County: _____ Telephone: (____) _____

Approximate Number of Eligible Persons: _____

Age Range: _____ Grade Level(s) (if applicable): _____

The Eligible Library Users Will Be: _____

Indicate below the disability preventing them from reading standard printed materials. Check only as many as are applicable. At least one must be checked and the application must be signed by competent authority later in this form. Additional description of eligibility information appears later in this form.

Blindness

Reading Disability

Visual Handicap

Deaf and Blind

Physical Handicap

Please give a brief description of the disability checked above: _____

Books and Equipment

Playback equipment and special attachments are supplied to eligible persons on extended loan. If this equipment is not being used in conjunction with recorded reading materials provided by the Library of Congress and its cooperating libraries, it must be returned to this library.

You may borrow any of the following items: (Check those you wish to receive)

- Talking Books on Cassettes and a Cassette Player:** plays 1 7/8 ips, 15/16 ips, 2-track and 4-track cassettes
- Talking Books on Digital Cartridges and a Digital Player**
- Braille Books:** contracted braille only
- Large Print Books:** Print will be the size of this sample (14 pt)
- Music:** not music to be listened to but instructional texts and scores, primarily in braille and large type.

Special attachments for cassette or digital players: (check any you need)

- Headphones:** For private listening, may also assist readers with impaired hearing.
- Pillowphone:** Solely for readers confined to bed.
- Amplifier:** Special booster for use by severely hearing impaired persons **only**.
- Remote Control Unit (for talking-book cassette player):** Turns player on or off from a remote location. Solely for readers confined to bed or those with limited use of hands.
- Extension Levers (for cassette player only):** For persons with impaired use of hands.
- BARD:** download site for digital books to flash cartridges.

Language Preference

Check this box if users read English only.

OR

List the languages in which users are fluent, beginning with their native language.

Reading Preferences

Check the types of books listed below which the Institution would prefer to receive. List any special interests in the space provided.

Prefer: Fiction

Non-fiction

- | | | | |
|---|---|--|---|
| <input type="checkbox"/> Adventure | <input type="checkbox"/> Disabilities | <input type="checkbox"/> Mysteries | <input type="checkbox"/> Science |
| <input type="checkbox"/> Aging/Retirement | <input type="checkbox"/> Family Stories | <input type="checkbox"/> Nature | <input type="checkbox"/> Science Fiction |
| <input type="checkbox"/> Animal Stories | <input type="checkbox"/> Fantasy | <input type="checkbox"/> North Carolina | <input type="checkbox"/> Sea Stories |
| <input type="checkbox"/> The Arts | <input type="checkbox"/> Folklore and Fairy Tales | <input type="checkbox"/> Occult/Horror | <input type="checkbox"/> Short Stories |
| <input type="checkbox"/> Best Sellers | <input type="checkbox"/> General Fiction | <input type="checkbox"/> Plays | <input type="checkbox"/> Sports |
| <input type="checkbox"/> Biography | <input type="checkbox"/> Health/Medicine | <input type="checkbox"/> Poetry | <input type="checkbox"/> Spy Stories |
| <input type="checkbox"/> Black Literature | <input type="checkbox"/> Historical Fiction | <input type="checkbox"/> Politics and Government | <input type="checkbox"/> Travel |
| <input type="checkbox"/> Business | <input type="checkbox"/> History | <input type="checkbox"/> Psychology | <input type="checkbox"/> Technology and Computers |
| <input type="checkbox"/> Classics | <input type="checkbox"/> Humor | <input type="checkbox"/> Religion | <input type="checkbox"/> War Stories |
| <input type="checkbox"/> Cooking/Homemaking | <input type="checkbox"/> Marriage/Family | <input type="checkbox"/> Romance | <input type="checkbox"/> Westerns |
| <input type="checkbox"/> Current Events | Other reading interests: _____ | | |

We do **not** wish to receive books that contain

- strong language violence explicit descriptions of sex
-

To Be Completed by Certifying Authority: Qualifications are given later in this form.

I certify that the institution named serves individuals unable to read or to use standard printed material for the reason(s) indicated earlier in this form.

Please read the eligibility criteria listed later in this form before signing.

Typed or printed name of certifying authority _____

Email Address _____

Signature _____

Title and occupation _____

Address _____

City _____ State _____ Zip code _____

Telephone number & Area Code (____) _____ Date _____