

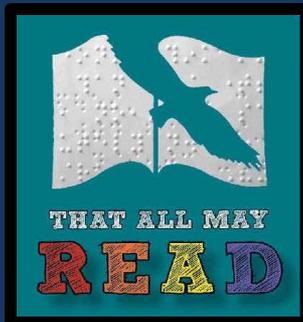
A GREAT NEW  
SERVICE *for*  
DODGE-PLYMOUTH

*Owners*

You Are Invited to  
Our Open House Party



# Supporting Literacy & Learning with Alternative Formats



Mandy Gonnsen  
Youth Services Librarian  
Washington Talking Book & Braille Library  
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# 1. How do you describe yourself?

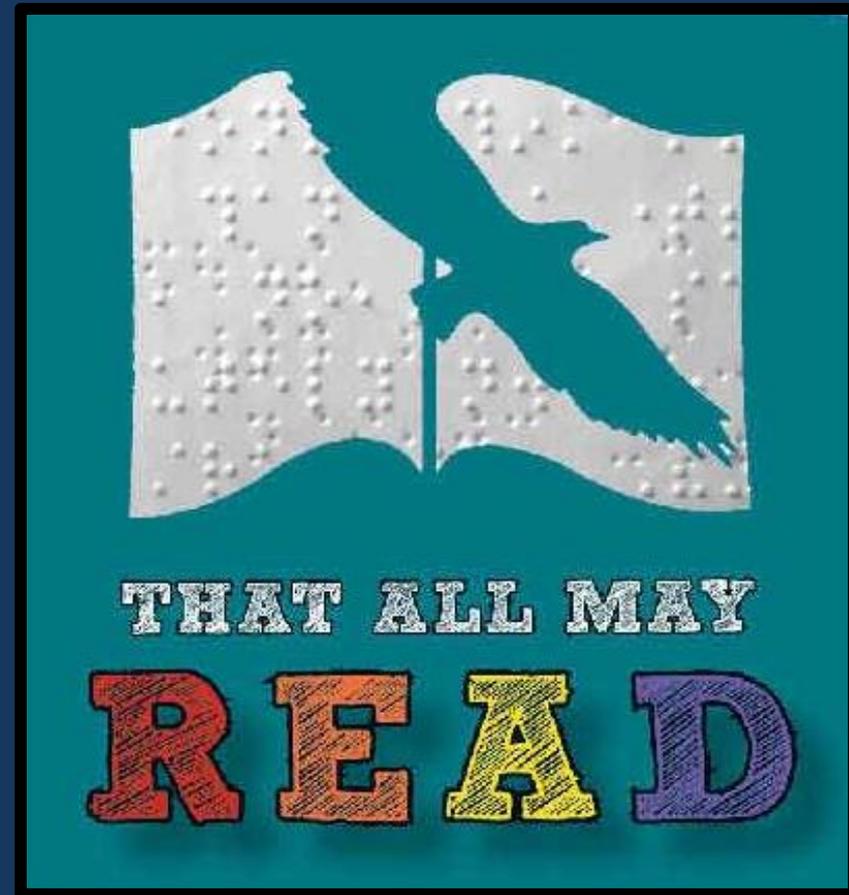
**A** = School Librarian

**B** = Public Librarian

**C** = Academic Librarian

**D** = Library Aide or Para-professional

**E** = Other (please list!)

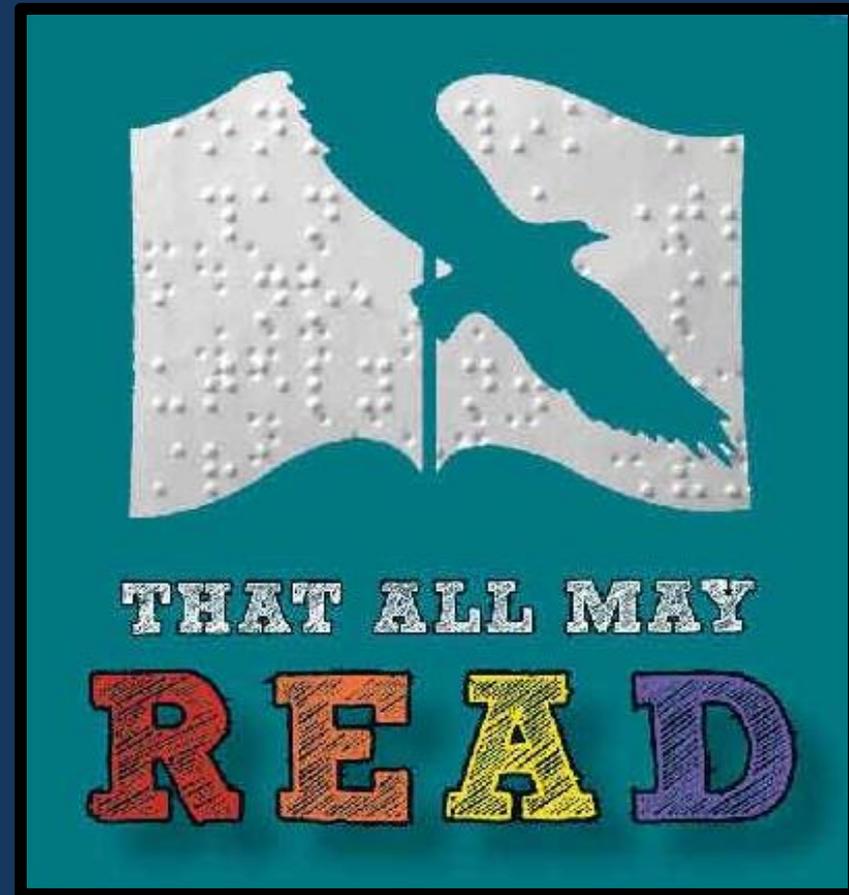


**WASHINGTON STATE LIBRARY**

2. Previous experience working with audio, braille, or large print books?

A = Yes

B = No



WASHINGTON STATE LIBRARY

One of the original regional libraries providing service as part of the **National Library Service** for the Blind and Physically Handicapped established by Congress in 1931.

In 2011:

- 416,626 items (braille, talking books on cassette & digital cartridge, large print)
- Over 97,000 titles available
- More than 32,000 hours of volunteer work with over 300 volunteers

**Washington Talking Book & Braille Library**

<http://www.wtbbl.org>

**Overview**



Children's & Young Adult Collection

WTBBL Book Club

Orrico Children's Room

Events & Online activities

Summer Reading Program

**Youth Services**

1. Anyone living in Washington State who can't easily read standard print
2. People who are blind or visually impaired
3. People who have a physical disability that makes holding a book or turning pages difficult
4. People with an organic reading disability

## **Eligibility for Services**

A photograph of a library aisle. The shelves are filled with blue audiobook cartridges. In the foreground, a yellow cart is filled with stacks of these cartridges. The text is overlaid on the image in a white serif font.

Audiobooks in digital  
cartridge & digital  
download

**What we offer**

- Playback equipment & accessories
- Reader's Advisory & support



**What we offer**



- Print-braille picture books & board books
- Braille books & downloadable web-braille
- Large-print books

**What we offer**

10,000

450

20,860

28.845

49,270

9,853

By the Numbers

STATISTICS  
 OF THE  
 UNITED STATES OF AMERICA,  
 COLLECTED AND PUBLISHED BY THE MARSHALS OF THE SEVERAL JUDICIAL DISTRICTS  
 UNDER  
 THE THIRTEENTH SECTION OF THE ACT FOR TAKING  
 THE  
 SIXTH CENSUS;  
 CORRECTED TO THE PRESENT STATE.  
 JUNE 1, 1840.  
 PUBLISHED BY AUTHORITY OF AN ACT OF CONGRESS, UNDER THE DIRECTION OF THE SECRETARY OF STATE.  
 WASHINGTON:  
 PRINTED BY BLAIR AND RIVES.  
 1841.

## Preliteracy

- Prelanguage and Early Nonverbal Communication

## Emergent Literacy

- Language Onset and Vocabulary Development
- Language Growth and Emergent Literacy Development

## Early Literacy

- Early Literacy Development and Metalanguage Awareness
- Literacy Skill (Reading, Writing, etc.) Development

# Definitions of Literacy

*Feedback:*

*Activities or experiences of children who are developing literacy skills*



**Definitions of Literacy**

- Early nonverbal and verbal interactions with others
- Explores environment to build awareness
- Builds understanding of the functions of symbols and language
- Experiences with books
- Experiments with writing

*Child is an active learner*



**Literacy**

- Hands-on experiences in environment
- Increasing movement and explorations at an early age
- Developing hand and tactile skills
- Active experiences & interactions for language development



- 
1. Vocabulary  
2. Print Motivation  
3. Print Awareness  
4. Letter Knowledge  
5. Narrative Skills  
6. Phonological  
Awareness

1. Talking  
2. Singing  
3. Reading  
4. Writing  
5. Playing

**Every Child Ready to Read**

“At the same time, all students must have the **opportunity to learn** and meet the same high standards if they are to access the knowledge and skills necessary in their post-high school lives...

...The Standards should also be read as allowing for the widest possible range of students to participate fully from the outset and as **permitting appropriate accommodations** to ensure **maximum participation of students** with special education needs. For example, for students with disabilities **reading** should allow for the use of Braille, screen-reader technology, or other assistive devices, while **writing** should include the use of a scribe, computer, or speech-to-text technology. In a similar vein, **speaking and listening** should be interpreted broadly to include sign language.”

## **Common Core State Standards**

## Anchor Standards: Reading

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

## Foundational Skills:

- Phonics and Word Recognition
- Fluency

## Anchor Standards:

### Language

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

# Common Core State Standards

## Anchor Standards: Writing

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

## Anchor Standards:

- Speaking and Listening
- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

**Common Core  
State Standards**



# Braille proficiency = Literacy

- Turning Pages
- Orienting books
- Exploring objects
- Using the hand movements associated with Braille
- Experiencing independent pleasure reading
- Developing fluency & comprehension skills

**Why Braille?**

1. Maintaining motivation and focusing on meaning
2. Integrating listening, speaking, reading, and writing,
3. Active strategies to construct meaning from print
4. Modeling literacy behaviors
5. Encouraging students' participation
6. Immersion



Improve fluency, vocabulary,  
understanding of language construction,  
expand general knowledge, activate  
prior knowledge, develop  
comprehension, and increase motivation  
to interact with books.  
Learn that reading can be fun!

Key is Descriptive Narration

**Why Audio?**

- 
1. Vocabulary
  2. Print Motivation
  3. Print Awareness
  4. Letter Knowledge
  5. Narrative Skills
  6. Phonological Awareness

1. Talking
2. Singing
3. Reading
4. Writing
5. Playing

**Every Child Ready to Read**

## Anchor Standards: Reading

- Key Ideas and Details
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- Phonics and Word Recognition
- Fluency

## Anchor Standards:

### Language

- Conventions of Standard English

- Knowledge of Language

- Vocabulary

### Acquisition and Use

# Common Core State Standards

## Anchor Standards: Writing

- Text Types and Purposes
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- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

**Common Core  
State Standards**



- Encourage access to books from birth
- Allow opportunities for movement and exploration
- Provide meaningful descriptions of illustrations, vocabulary, movements, and activities
- Use music, chants, rhymes, and sing-alongs
- Encourage social interaction between children

**What can libraries do?**



- Provide a variety of accessible books
- Provide adaptive materials during craft or coloring time
- Promote access for all children (special events, storytimes,, displays,, room arrangement)
- Encourage parent involvement with child's literacy development
- Refer child and family to NLS library in your community!

**What can libraries do?**

- Take turns reading and re-reading a favorite story with a child
- Adapt favorite print books by adding braille and simple tactile pictures
- Encourage child to turn the pages and "retell" the story in their own words
- Talk about "book bags" and create or share example
- Incorporate tactile or audio elements into story time
- Invite disabled individual to present/read with you



Cultivate an inclusive collection:

- Books with tactile elements
- Puzzles and toys with tactile or audible elements
- Books in alternative formats
- Books about disabilities
  - Booklists available from WTBBL
  - Normalize it for kids

**What can libraries do?**

# Questions?

Mandy Gonnsen

Youth Services Librarian

Washington Talking Book & Braille  
Library

[mandy.gonnsen@sos.wa.gov](mailto:mandy.gonnsen@sos.wa.gov)

Applications for Service:

Washington Talking Book & Braille Library

<http://www.wtbbl.org>

National Library Service

<http://nls.loc.gov>

## Photo references

Unless otherwise cited, all photos are from the Washington Talking Book Book & Braille Library Image collection

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