Supporting Literacy & Learning with Alternative Formats

Mandy Gonnsen
Youth Services Librarian
Washington Talking Book & Braille Library
mandy.gonnsen@sos.wa.gov
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!)
2. Previous experience working with audio, braille, or large print books?

A = Yes
B = No
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
Children’s & Young Adult Collection
Orrico Children’s Room
Summer Reading Program

WTBBL Book Club
Events & Online activities

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
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
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 PRESENTMENT OF STATE.
JUNE 1, 1840.
PUBLISHED BY AUTHORITY OF AN ACT OF CONGRESS, UNDER THE DIRECTION OF THE SECRETARY OF STATE.
PRINTED BY BLAIR AND RIVES,
WASHINGTON,
1841.
Definitions of Literacy

- **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
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
- 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

Common Core State Standards

Acquisition and Use
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
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!
• 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

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

References & Works Consulted


   [http://www.ala.org/alsc/ecrr/sneakpeekwebinar](http://www.ala.org/alsc/ecrr/sneakpeekwebinar)


   [http://www.k12.wa.us/CoreStandards/ELAstandards/pubdocs/CCSSI_ELA_Standards.pdf#3](http://www.k12.wa.us/CoreStandards/ELAstandards/pubdocs/CCSSI_ELA_Standards.pdf#3)


