Power of Believing: An oath for professionals who work with students with severe and/or multiple disabilities - http://www.creativecommunicating.com/pdf/powerofbelieving.pdf

A: Adapt!

Students of all ability levels should have the opportunity to experience literacy designed to help them learn new skills or review current abilities. Adapting literacy activities is one method used to make books accessible. The following resources discuss why and how to adapt literacy activities for the development of literacy skills:

Experiencing Literacy: A Parents' Guide for Fostering Early Literacy Development of Children with Visual Impairments
http://www.educ.ttu.edu/slate/ParentBook/BookHome.htm

Ideas on how to use Adapted Books:
http://www.aten.scps.k12.fl.us/pdfs/Adapted%20Books.pdf

Accessible Books, What are they?
http://setbc.org/setbc/accessiblebooks/default.html

http://coefaculty.valdosta.edu/dsmith/ATRB/Video_Tips.htm   check out the GPAT video on Adaptive Books

B: Books, Books, Books

Expose students to books in every format – print, electronic books, gel bags, baggie books, tactual books, talking book machines, and/or object books. The following are links to instructions for making the various types of adapted books:

Making Activities/Books Interactive
http://www.paec.org/effectivetech/reading/lynnjan/textbook.pdf

PowerPoint Books:
http://setbc.org/download/LearningCentre/Access/making_accessible_books_powerpoint_2007.pdf - Includes templates of the REACH computers (folders)

Texture Books:
http://www.paec.org/effectivetech/reading/lynnjan/textbook.pdf

Baggie Books
http://www.aacinstitute.org/Resources/ParentsCorner/SharingAndIdeaAlbum/Reading/070101AdaptingBooks.pdf

Tactual Books
http://www.med.unc.edu/ahs/clds/resources/tactual-book-kit-directions

Object Books
http://www.unr.edu/educ/ndsip/tipsheets/makingobjectbooks.pdf

Paper Bag Books and Gel Bags
http://www.paec.org/effectivetech/reading/lynnjan/textbook.pdf

Book Bags
http://www.educ.ttu.edu/slate/ParentBook/Adapting.htm

Story Boxes
http://tsbvi.edu/component/content/article/64-mivi-general/1737-what-is-a-story-box

Baggy "Squishy" Books
http://www.med.unc.edu/ahs/clds/files/early-childhood-resources/therm.funbooksfo.pdf

Hanser, G. (2010). Making simple books - read all about it!. *OT Practice*, *15*(17)

How to Use a Talking Book
http://www.educ.ttu.edu/slate/ParentBook/TalkingBook.htm

C: Consult for Ideas

In the school environment, there are several different specialists that can help you with adapting books. Consult with reading specialists, teachers, OT/PT and/or Speech Therapists, AT Specialists, and Technology Resource teachers for ideas on adapting books. Many times, one simple change can make all the difference.

Utilize Reading Specialists for ideas – ours recommended using books for students who are English language learners (ELL or ESL). These books have few words and lots of pictures. We also collaborated with the Art teacher to make Tactile Books during art class (for more details see the heading Sensory Stories.)

Lease, S. (2007, September 04). Teaming Up for Literacy in the Schools. *The ASHA Leader.*
http://www.asha.org/Publications/leader/2007/070904/070904h.htm

D: The Dept for the Blind and Visually Impaired

By collaborating with the DBVI we have received staff development workshops on visual impairments and teaching strategies. By enrolling students in their census we have received educational and developmental materials.

http://www.vdbvi.org/dbvibrochure.htm

E: Electronic Books

 Audio-assisted reading allows students who have difficulty accessing traditional literacy activities to benefit from the experience of reading. This type of reading can include computerized stories (pre-made or make your own using authoring software), electronic websites, or MP3. Well-chosen assistive technology devices can help any individual with special needs be able to listen to their favorite story independently.

Websites that offer the advance navigation button in a consistent location, such as "One More Story," work well to give individuals who use single switch access a means to advance the story independently.

Try www.onemorestory.com. Go to www.guest.portaportal.com/otr4access to find more.

Portals are a great way to bookmark links on your computer for resources or websites that students or you can access from home, school, anywhere. Here are two portal websites (some accounts can be obtained for free):

www.portaportal.com
http://delicious.com/

F: Funding Sources

Try to get grants, www.donorschoose.org

http://www.dell.com/downloads/global/casestudies/K12_Grants_Calendar.pdf

Ask parents or PTA/PTSA to purchase a classroom subscription (most of the subscriptions noted here are less than $125.00)

Do a fundraiser

<u>Support free websites – give donations when possible</u>
- National Braille Press - http://www.nbp.org/
- Oakmont Visual Aids Workshop - http://www.teachersaidsforblindchildren.org/
- Storyline Online - http://www.storylineonline.net/
- Ziggity Zoom - http://www.ziggityzoom.com/

G: Giveaways

Free sources for books or other ways to adapt books:
1. Baltimore City Public Schools – Assistive Technology
   http://www.baltimorecityschools.org/21712046124757343/blank/browse.asp?a=383&BMDRN=2000&BCOB=0&c=56392&21712046124757343Nav=|&NodeID=553
   Over 750 books already adapted with PCS symbols with Boardmaker. Can use as a board or cut up to make individual symbols to place in books.

2. Adapted Books from the NYC Dept. of Education
   http://schools.nyc.gov/Offices/District75/Departments/Literacy/AdaptedBooks/default
   These are adapted books and materials created with Boardmaker, Writing with Symbols, and PowerPoint software.

3. Oakmont Visual Aids Workshop - http://www.teachersaidsforblindchildren.org/
   Provides teachers of children with special needs with free tactile learning materials.

4. Starfall.com - www.starfall.com/n/level-a/index/play.htm?f free books for reading instruction

5. There are several free to use websites for reading activities and more. Try www.ziggityzoom.com, a Virginia based website full of activities for children.

6. National Braille Press – Receive free books for children ages birth to 7 years.

   http://www.nbp.org/ic/nbp/programs/readbooks/readbooks.html

H: Helpful Handouts

The Center for Literacy and Disability Studies at the University of North Carolina Chapel Hill has several handouts and templates to help teaching staff improve their understanding and use of literacy learning strategies with their students.   Activities discussed in this presentation are from the Deaf-Blind Model Classroom Resources.

http://www.med.unc.edu/ahs/clds/resources

Reading, Writing, and Literacy for Children and Adults With Severe Disabilities:
http://www.asha.org/NJC/faqs-literacy.htm#44

I: Instruction

Teach all students how to read:

 Reading instruction sources

- **Edmark Reading Program-** teaches beginning reading and language development to nonreaders and those who have been unsuccessful using other programs, is switch accessible. In print or in a software version from www.donjohnston.com
- **Intellitools Reading: Balanced Literacy** - (K-2) provides sequential instruction and adapted access, http://www.intellitools.com/
- **ALL Curriculum** - http://www.mayer-johnson.com/products/all-curriculum/ Evidence-based reading instruction
- Route 66: http://www.route66literacy.org/ A literacy instruction program

Tips for teaching literacy skills to learners with special needs, especially learners with complex communication needs:

1. Literacy Instruction for Individuals with Autism, Cerebral Palsy, Down Syndrome and Other Disabilities from Janice Light & David McNaughton
The Pennsylvania State University http://aacliteracy.psu.edu/

2. Supported Reading http://www.creativecommunicating.com/tips-sr.cfm Be sure to review "What is supported readings? And Scaffolding and the Reading Process"

J: Just Have Fun

Show how reading can be fun, laugh with your students; help them to write funny poems or stories. Show that reading has a purpose. Let your students help you make lists and/or make classroom books about favorite activities or events. Enjoy reading and laughing with your student/child

Enjoy SillyBooks - http://www.sillybooks.net/ or MightyBook – www.mightybook.com

K: Keep It Age Appropriate

To find equipment and resources appropriate for your students' grade level
http://www.humanware.com/mydreamclassroom.com/

L: Literacy Levels & Lexile Framework:

When looking for a book at the literacy level of the individual, the Lexile Framework can lead you in the right direction. The Lexile Framework for Reading matches readers to text. It measures both reader ability and text difficulty on the same scale, called the Lexile scale. When used to select books, it helps in the process of choosing text that is not too hard and not too easy. The reader encounters some level of difficulty but not enough to get frustrated. **Use the Lexile website to help you find books that match reading ability with interests.**

http://www.doe.virginia.gov/testing/scoring/lexile/educators/index.shtml

http://www.lexile.com/findabook/

M: Making the Most of Your Motor Skills

Some students with disabilities may have difficulty using their hands for functional and academic activities. With fine motor limitations, they may not be able to turn pages of a regular book or actively engage in academic subject matter.   Therefore, it is important to make the most of their active motor skills. If a student is able to move some part of his body, head, eyes, or cheek, then it becomes a primary motor access point that can be used for adaptive switches. Using appropriate switches, software programs, and switch interface, students with disabilities can actively be engaged in a variety of literacy lessons.

Vendors:
AbleNet - http://www.ablenetinc.com/
Enabling Devices - http://enablingdevices.com/catalog
Don Johnston - http://www.donjohnston.com/products/low_incidence/index.html

N: Use Novelty to Keep it Fresh

Each book tells a new tale. Use consistency in your layout but provide new and interesting electronic books. Reading a new book in a format that they are comfortable with will help students master control of their Assistive Technology devices. Consider using Application Clicker with websites that offer interesting books but run like a movie. If the website has the navigation button in a consistent location, the cursor can be placed over the advance navigation button. Application Clicker will pause the story to allow the individual to control it.

Application Clicker - http://www.rjcooper.com/application-clicker/index.html

These websites have interesting, educational, and fun e-books:

www.raz-kids.com   &   http://kids.learnoutloud.com/

O: Opportunities to Read to Others

Let students experience reading out loud. Have students select the phrase that will be put on a voice output communication aide (VOCA). Even non-verbal students can choose the phrase they will use. Be creative in the options you give them.   Have peer helpers read aloud to your students. Some schools are having students read to therapy dogs.

VOCAs allow the repeated lines or short stories to be"read" aloud by the student. These devices can allow one, several or sequenced messages.

Examples:
BigMack, One Step Communicator, or Step by Step Communicator from
www.ablenetinc.com
Rocking Say It Play It and Cheaptalks from www.enablingdevices.com
Tech Talks, etc. from http://www.amdi.net/
Listen to Me (12 message, inexpensive!) http://www.listentome.biz/

Repetitive line books: These websites list repetitive line books

http://aacintervention.com/litboards.htm
http://www.aacintervention.com/repeatl.htm
www.monroe.lib.in.us/childrens/predict.html

P: Public Libraries

Public libraries frequently offer free subscriptions and/or audio book downloads to their customers. Go to the library website to see what they offer.

1. Directory of websites for Virginia Public Libraries:
   http://lists.webjunction.org/libweb/Public_VA.html
   > Check to see if your local library subscribes to TumbleBooks

2. National Library Service for the Blind and Physically Handicapped (NLS)
The Library of Congress - A free library program of braille and audio materials available to citizens of the United States who are blind or physically disabled.

   http://www.loc.gov/nls/index.html - That All May Read...

3. State Libraries for Persons with Print Disabilities:

   http://www.afb.org/section.asp?Documentid=787

4. Military One Source – www.militaryonesource.com

Q: Quick, But Not Free (Commercial sources of adapted books)

Several companies offer switch adapted electronic books:

AIMEE Solutions - Click to Read: Life Skills -
http://www.marblesoft.com/products.php?title=65

American Printing House for the Blind, Inc – Products in Emergent Literacy
https://shop.aph.org/webapp/wcs/stores/servlet/Category_412A2B2C_10001_11051_20721_-1_20716

Creative Communicating - www.adaptedstories.com

Don Johnston, Inc. Start-to-Finish Literacy Starters – Reading Products
http://www.donjohnston.com/products/reading/index.html

Subscription based Websites:
Easy Learning Books: www.easylearningbooks.com
Mighty Books: http://www.mightybook.com/
One More Story: http://www.onemorestory.com/
TumbleBooks: http://www.tumblebooks.com/

R: Rational for Reading

"A consistent mistake … is the assumption that a child's listening level is the same as his or her reading level. Until about eighth grade, that is far from true; early primary grade students listen many grades above their reading level. This means that early primary grade students are capable of hearing and understanding stories that are far more complicated than those they can read themselves."   Jim Trelease

www.trelease-on-reading.com/hey.html

S: Sensory Stories

 Adapting books with various sensory based materials may assist students with disabilities to benefit from literacy activities.   Sensory stories include components from various sensory systems thus helping the narrative become more enriched and engaging. The book moves from black and white print and becomes alive to the reader.

Consider adapting books with tactual features. Refer to The Center for Literacy and Disability Studies at the University of North Carolina Chapel Hill for directions:
http://www.med.unc.edu/ahs/clds/resources/tactual-book-kit-directions

T: Teach, Teach, Teach, then Test

Remember to teach the individual how to use the adapted book or switch before having them use it independently. Incorporate time in your daily schedule for teaching how to use their device and/or book. Independent activity time can be a great time for practice. As it takes our students longer to learn an academic topic, it may also take them a long time to learn how to use their switch.

U: Thematic Units

Use books to reinforce whatever unit the class is working on, be it animals, occupations, etc. The student can read these stories during independent activity times.

Easy Learning Books - http://www.easylearningbooks.com/ 40 Themed Lesson Units
Hiyah.net - http://www.hiyah.net/

V: Opportunities to Volunteer

If you know how to make accessible books in PowerPoint, Boardmaker Plus! v6, Clicker 5, and/or Classroom Suite, consider sharing your books to help other students learn.

- The ABC Project is an initiative from the Accessible Book Collection to increase the number of books that students with disabilities can read and enjoy. Go to their wiki for directions on how to participate and share your projects: http://www.accessiblebookcollection.org/NewEasyReader%20formats.html

  http://www.accessiblebookcollection.org/Default.htm

- In Virginia, T-TAC ODU is using a Moodle (a web-based software site) to provide teachers with an opportunity to share and download ASOL based activities. http://ttac.selfip.org/moodle/

W: Write to Read

"All individuals, regardless of their abilities or disabilities, have the right to an opportunity to learn to read and write in order to increase and enhance their educational opportunities, vocational success, communicative competence, self-empowerment capabilities, and independence."   http://www.med.unc.edu/ahs/clds/

Alternative Pencils can help students with Intellectual Disabilities learn the developmental process of writing which can lead to improved communication skills.

http://www.med.unc.edu/ahs/clds/available-for-purchase-1/available-for-purchase

Writing with Communication Symbols-
Adapt books, make AAC boards, label room and objects easily:

- Boardmaker - Picture Communication Symbols

Original concept: Molly Shannon, OTR/L, ATP; North Carolina Assistive Technology Program, 2006
Revised 2010: Ynez Peterson, OTR/L; AT Specialist, REACH Program, peterson.ynez@secep.net
and S. Grimstead, OTR/L; School based OT, SECEP REACH Program, grimstead.sharon@secep.net

http://www.mayer-johnson.com/education/symbols/pcs/

- Picture It - www.slatersoftware.com/pit.html

- Patrick Ecker (free to use symbols) - http://www.patrickecker.org/quickpics.htm

X: Extra, Extra, Read All About Me

Remnant or Keepsake Books can be written by the staff and children to include digital pictures scanned into the computer from field trips, pictures of the class, items needed for a shopping trip for a cooking activity, etc. More current topics and subjects could be adapted this way as well, such as books about favorite entertainers, holidays or weather events. Children of all ages love 'reading' personal books or those about novel subjects. Ask parents to take a small photo album and place items or pictures from weekend trips or special events in the pages to prompt conversation for news or a "My Family" book. These are great for the parents as they can quickly insert receipts, small items, pictures, etc. in the album. Can be low tech with album or make an electronic version with Powerpoint, Boardmaker Plus or other authoring programs.

http://www.med.unc.edu/ahs/clds/resources/deaf-blind-model-classroom-resources/creating-using-remnant-books-for-face-to-face-communication-self-selected-writing/

Y: Never too Young

No child is ever too developmentally young to be read to and with some of these modifications; even the youngest developmentally involved student can interact and experience the love of books. Sources to support this concept:

Emergent Literacy: Early Reading and Writing Development
http://www.asha.org/public/speech/emergent-literacy.htm

Early Literacy (Reviews early literacy behaviors) -
http://www.zerotothree.org/site/DocServer/earlyliteracy2pagehandout.pdf?docID=2681&AddInterest=1145

Effective Use of Computers with Young Children, Linda J. Burkhart
http://www.lburkhart.com/handcomp.html

Z: Zipping It All Up: Fluffers, Pulls, and other adaptations

Use page fluffers to make it easier to turn pages. Try zipper pulls or ponytail holders for books with hidden objects under flaps

- Storytime Strategies: http://www.creativecommunicating.com/tips-ss.cfm

- Perkins School for the Blind: Video summary on adapting books
http://support.perkins.org/site/PageServer?pagename=Webcasts_Early_Literacy_Deirdr e_Leech

- National Center to Improve Practice (NCIP), Emergent Literacy
    - Great Strategies to Try - MAKING BOOKS ACCESSIBLE
      http://www2.edc.org/NCIP/tour/r-lit_EmergentLit.html#anchor988614

In conclusion:

"Books should be adapted with motor, language, vocal output, vision, and hearing supports to allow equal opportunities for literacy development.

Who should do this? Anyone can. Teachers, therapists, parents or other family members, friends, volunteers, service clubs or youth groups with guidance and materials provided. Better yet, get your students to help you make a book that has the supports they need.

Cost? Can use current classroom books, recycle your own children's old books, garage sales, flea markets, $1 stores, write a mini-grant, use free online computer-assisted options, etc." Molly Shannon, OTR/L, ATP

Note: As of October 27, 2010, all Internet link connections were functioning properly.