

Youth Services Advisory Council

January 9, 2015

Upper Hudson Library System

Small Library Concerns Discussion 9:00 am - 10:00 am

Meeting 10:00 am - 12:00 noon

Large Library Concerns Discussion 12:00 pm – 1:00 pm

Attendees: Mary Fellows UHLS, Diane Riganti UHLS, Gail Brown VOOR, Carol Gaillard HOOF, Bethany Koehn GUIL, Terry Volpe MEND, Chrissie Morrison EGRN, Dave Cole COLN, Barbara Goetschius RCSC, Carol Roberts TROY, Mary Beth Earley APLM, Lee Ricci APLB, Kristine Schultz APLD, Jane Chirgwin RENS, Chris McGinty BETH.

AGENDA

Welcome and introductions

UHLS Updates

- February 7th is Take Your Child to the Library Day. There is information on the NYLA website under the Advocacy tab.
- The April 10, 2015 YSAC meeting will be held at Guilderland Public Library.
- After group discussion, it was decided to disband the Comic Connect Kits and give the books to the member libraries.
- The Task Force is making recommendations for Sierra.
- The Summer Reading program is on February 12, 2015 at Schenectady County Public Library. Snow date is 2-13-15. Flyer has been distributed.

Library Services to people with disabilities

- Hidden disabilities- Beyond Labels: Erasing the stigma of invisible disability (YouTube video)
- Font for dyslexia- <http://opendyslexic.org/>; also Dyslexie - available on KOBO e-reader; downloadable to tablets
- Sources for Braille Books- Handout
- ADA amendments - Handout
- Assistive technology-TRAID, <http://www.sail-center.org/> & <http://www.getatstuff.com/> - places families can buy or borrow AT
- Serving youth on the autism spectrum - handout
- 20 Minute webinar presentation from a librarian who does sensory storytimes and explains. Excerpt from <http://www.cde.state.co.us/cdelib/librarydevelopment/youthservices/asdstorytimes>
- Discussion followed: What changes are you seeing relating to disabilities in your customers? What does this mean for our services, our staffing, our staff training? How do we balance the need for specialized services with the demand for more broadly-target services?

Great Reads:

(Summaries/synopses from Barnes & Noble and Horizon summaries)

Raindrops Roll by April Pulley Sayre

ISBN: 9781481420648

This first-rate book highlights the beauty and wonder of rain—a seemingly commonplace occurrence—and shows its effects upon the rest of the natural world. In general but lyrical terms, the work explains what raindrops do ("Raindrops settle. They slip. They dot."). The text is accompanied by scenes from a forest rainforest (drops clinging to flowers or spider webs, insects and birds dealing with the downpour). Sayre has created a poetic atmosphere, using rhyming words

Rain Reign by Ann Martin

ISBN: 9780312643003

Struggling with Asperger's, Rose shares a bond with her beloved dog, but when the dog goes missing during a storm, Rose is forced to confront the limits of her comfort levels, even if it means leaving her routines in order to search for her pet.

Loki's Wolves by K.L. Armstrong

ISBN: 9780316204972

Matt Thorsen is a direct descendent of the order-keeping god Thor, and his classmates Fen and Laurie Brekke are descendents of the trickster god Loki. When Ragnarok--the apocalypse--threatens, the human descendents of the gods must fight monsters to stop the end of the world.

Odin's Ravens by K.L. Armstrong

ISBN: 9780316204989

When Ragnarok--the apocalypse--threatens, the human descendants of the gods band together to fight monsters, and Matt Thorsen and his friends must journey to the underworld to save a descendant.

Nuts to You by Lynne Rae Perkins

ISBN: 9780060092757

The adventure begins when Jed the squirrel is captured by a hawk. Managing to escape from the in-flight hawk's talons, Jed fears that he will never see home again. Little does he know, that his friends are setting out to rescue him.

Girls Like Us by Gail Giles

ISBN: 9780763662677

Graduating from their school's special education program, Quincy and Bidy are placed together in their first independent apartment and discover unexpected things they have in common in the face of past challenges and a harrowing trauma.

Afterworlds by Scott Westerfeld

ISBN: 9781481438513

In alternating chapters, eighteen-year-old Darcy Patel navigates the New York City publishing world and Lizzie, the heroine of Darcy's novel, slips into the "Afterworld" to survive a terrorist attack and becomes a spirit guide, as both face many challenges and both fall in love.

Iron Trial by Holly Black & Cassandra Clare

ISBN: 9780545522250

Warned away from magic all of his life, Callum endeavors to fail the trials that would admit him to the Magisterium only to be drawn into its ranks against his will and forced to confront dark elements from his past.

Reminder: request Advance Reader Copies from UHLS (to keep!) at

<http://horizon.uhls.lib.ny.us/cgi-bin/reports/arc.pl>

Next meetings: February 12 (SRP workshop; snow date February 13) March 13, April 10, May 8, June 12.

Upper Hudson Youth Services – Mary Fellows - 437-9880 X 228

mary@uhls.lib.ny.us

HANDOUTS FOLLOW . . .

Hidden Disabilities

Hidden disabilities, also sometimes called “invisible disabilities,” are disorders that cause people to struggle with daily life but are not immediately apparent to others.

From the Invisible Disabilities Association website, “What Is An Invisible Disability?” accessed 1.8.15 5:24 pm,
<http://invisibledisabilities.org/what-is-an-invisible-disability/>

“According to the Americans with Disabilities Act of 1990 (ADA) an individual with a disability is a person who: Has a physical or mental impairment that substantially limits one or more major life activities; has a record of such an impairment; or is regarded as having such an impairment (*Disability Discrimination*).

Furthermore, “A person is considered to have a disability if he or she has difficulty performing certain functions (seeing, hearing, talking, walking, climbing stairs and lifting and carrying), or has difficulty performing activities of daily living, or has difficulty with certain social roles (doing school work for children, working at a job and around the house for adults)” (*Disabilities Affect One-Fifth of All Americans*).

...

The term *invisible disabilities* refers to symptoms such as debilitating pain, fatigue, dizziness, cognitive dysfunctions, brain injuries, learning differences and mental health disorders, as well as hearing and vision impairments. These are not always obvious to the onlooker, but can sometimes or always limit daily activities, range from mild challenges to severe limitations and vary from person to person.

Also, someone who has a *visible* impairment or uses an assistive device such as a wheelchair, walker or cane can also have *invisible disabilities*. For example, whether or not a person utilizes an assistive device, if they are debilitated by such symptoms as described above, they live with *invisible disabilities*.”

Common Denominators: What do Hidden Disabilities have in common?

- One is unable to “see” the disability.
- There are no “visible” supports to indicate a disability such as canes, wheelchairs, use or sign language used.
- It is a permanent disability that they cope with on a daily basis.
- The disability may be managed through medication or behavior such as in the case of diabetes, asthma, epilepsy or psychiatric disorders.
- It needs to be a documented disability in order to receive reasonable accommodations under the ADA.
- The person is in some kind of physical or emotional pain.

What Are Some Common Hidden Disabilities?

- Psychiatric Disabilities—Examples include major depression, bipolar disorder, schizophrenia and anxiety disorders, post-traumatic stress disorder, etc.
- Traumatic Brain Injury
- Epilepsy
- HIV/AIDS
- Diabetes
- Chronic Fatigue Syndrome
- Cystic Fibrosis
- Attention Deficit-Disorder or Attention-Deficit/Hyperactivity Disorder(ADD/ADHD)
- Learning Disabilities (LD)
- Medical conditions associated with hidden disabilities. Examples include short or long term, stable or progress, constant or unpredictable and fluctuating, controlled by medication and untreatable.

Challenges for a person with a hidden disability:

- They may not know they have a disability or regard themselves as such.
- They may not have been diagnosed.
- They may not know what they need.
- They may know what they need, but are unable to articulate it.
- They may often feel misunderstood or may feel ignored or feel invalidated.
- They may suspect something is wrong, but not know what it is or how to fix it.

Sources for Braille Books

Two good vendors:

<http://www.braillebookstore.com/Braille-Bookstore>

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

Also:

Early Learning- American Printing House for the Blind has some great tactile/haptic books for little people. They do run on the expensive side, and there is some assembly required. They are called On the Way to Literacy. You can order them individually or in sets sold by www.aph.org.

The Braille Institute- <http://www.brailleinstitute.org/> They have free books. The website states for teachers and students, but if braille literacy is the goal then you can still order them and have them sent to your library for free. The books come out three times a year. Summer, Fall/Winter, and Spring. You may order up to four basic braille books for each season. Basic braille books means under two volumes, and not the ones that come with tactiles. This group also has ebooks for teens.

There are many rules to ordering the books, but they are easy rules to follow. For example, if the book is over two volumes, you may order two of those books instead of four. If you order a book that comes with tactiles, you may order one tactiles book and one braille only book. You will also notice these abbreviations CON and UCON. Con is contracted braille (it is safe to say if you are ordering for around fourth grade and up, order contracted. UCON is uncontracted braille, mostly used for little people especially in kindergarten and first grade. (This is when they start learning the contractions.)

If this is too confusing or you just want to order one or the other, ALWAYS ORDER CONTRACTED. These books usually come with the print packet to go along with them, so parents can read to their child.

Lastly, they have Apps. Look for braille institute when you are in the app store. They have an app that has the most updated apps in the field; it's an app for apps. You can also follow them on Facebook.

The Action Fund - <https://actionfund.org/braille-books-program> If you sign up as an individual person you could get the books for your library. They are a very good program and they have some wonderful books.

National Braille Press - www.nbp.org has a book store that is more focused on picture books with braille for their collection. These books you have to buy; they aren't overly expensive and they are generally very nice. Be careful ordering from here though as many braille books are now coming in ebraille/ebook meaning downloadable to a specific device and used with a braille display.

<http://www.aph.org/development/magazines/> Spider magazine, and Muse magazine also come in braille.

<http://www.afb.org/info/living-with-vision-loss/braille/where-to-get-braille/125-> This is another good website with a list of resources for books and magazines. AFB has many good resources including the braille bug (a kids' site that teaches sighted children grades 3 through 6 about braille).

- From Tamera Tillman, special ed teacher friend

ADA Amendments: More Protections Against Disability Discrimination

Changes to the Americans with Disabilities Act (ADA) protect more workers from disability discrimination.

In 2008, the ADA Amendments Act (ADAAA) was passed. This law strengthens protections provided in the Americans with Disabilities Act (ADA) for people with disabilities. The law overturns several Supreme Court decisions and makes clear Congress's intent that the term "disability" should be interpreted more broadly by employers and courts.

The likely result of the law is that more employees will be found to have disabilities and, therefore, be protected from disability [discrimination](#) and entitled to reasonable accommodations. (To learn more about the ADA, read Nolo's articles [Reasonable Accommodations for People With Disabilities: The ADA](#) and [Disability Discrimination in the Workplace: An Overview of the ADA](#).)

Here are some key provisions of the ADAAA:

"Major Life Activities" Expanded

The ADA defines a disability as an impairment that substantially limits a major life activity. The ADAAA clarifies that major bodily functions, such as cell growth and the proper functioning of the immune, brain, and respiratory systems, also count as major life activities.

This focus on the body's internal functions expands the law to cover serious conditions which have not yet appeared as outward symptoms. For example, many types of cancer wreak havoc on the body in early stages without substantially limiting the patient's ability to breathe, walk, or work. Impairments like these will now be covered without question; in the past, some courts had found that they were not disabilities.

Impairments Don't Have to Be Active

The ADAAA makes clear that episodic impairments (such as asthma) and diseases in remission (as might be true of cancer) are disabilities if they substantially limit a major life activity when they are active. Many serious, even life-threatening diseases wax and wane in intensity or go into periods of remission. This provision ensures that employees with these types of ailments are protected by the ADA.

Corrective Measures Cannot be Considered

Previously, the Supreme Court and many lower courts ruled that corrective measures (such as drug treatments or assistive devices) could be considered when determining whether an employee's condition limited his or her life activities. As a result, employees who controlled their diseases with medication and other treatments were found not to have a disability.

The ADAAA clarifies that, except for ordinary prescription glasses and contact lenses, the corrective measures an employee uses may not be considered in determining whether the employee has a disability.

Clarification of Protections For Those "Regarded As" Having a Disability

The ADA protects not only those who have a disability, but also those who have a history of disability and those whose employers perceive them as having a disability. This last category was intended to protect employees from discrimination based on stereotypes or negative assumptions about their disabilities (for example, that everyone with a mental illness is dangerous, or that someone with a limp won't be able to do a job that requires walking).

In the past, courts have applied different standards to employees seeking to prove these claims. The ADAAA clarifies that an employee needs to show only that the employer regarded him or her as having a physical or mental impairment, not that the employer further believed that impairment substantially limited a major life activity. The law also clarifies that an employee who is making only a "regarded as" claim is not entitled to a reasonable accommodation.

Serving Youth on the Autism Spectrum

Resources for serving special populations:

<http://www.alsc.ala.org/blog/2014/12/resources-for-serving-special-populations/>

Sensory storytimes in libraries tips:

<http://www.alsc.ala.org/blog/2014/11/sensory-storytime-tips/>

<http://www.alsc.ala.org/blog/2014/11/no-one-came-to-your-sensory-storytime-now-what/>

Children with Autism Spectrum Disorders and the Library presentation:

<http://vimeo.com/65867481>

Storytimes and Children on the Autism Spectrum Disorder:

<http://www.cde.state.co.us/cdelib/librarydevelopment/youthservices/asdstorytimes>

IMLS library project:

<http://blog.imls.gov/?p=5285>

Serving the Underserved: Children with Disabilities at Your Library (resources):

<http://www.webjunction.org/events/webjunction/serving-the-underserved-children.html>

Inclusive Library Programs for People with Intellectual Disabilities (webinar):

<https://infopeople.org/civicrm/event/info?reset=1&id=55>

Contra Cost Raising A Reader Book Adaptation Resource Guide:

https://infopeople.org/sites/default/files/webinar/2013/08-20-2013/Adaptation_Final.pdf

Other:

Life skills in the library: <http://www.alsc.ala.org/blog/2014/10/mind-your-manners-teaching-life-skills-in-the-library/>

Family program with yoga as a major feature:
<http://www.alsc.ala.org/blog/2014/10/yoga-as-a-bridge-for-serving-a-cross-section-of-your-library-population/>

Resource for families:
<http://teacherswithapps.com/19-toys-apps-autism/>

Storytimes for Children on the Autism Spectrum: Additional Resources

Online:

- Libraries and Autism: We're Connected: <http://www.librariesandautism.org/>
- Beyond Barriers : Creating Storytimes for Families of Children with ASD:
<http://goo.gl/UJZMV>
- ASLC five part blog series by Tricia Bohanon Twarogowski: <http://goo.gl/k9hCB>
- ALSC Webinar-Sensory Storytime: Preschool Programming That Makes Sense for Kids with Autism: <http://goo.gl/XsKnA>
- Ohio Center for Autism and Low Incidence Disabilities (OCALI): <http://www.ocali.org/>
- All Star Storytime for Children with ASD: <http://nova.campusguides.com/asd>
- Temple Grandin's website: <http://templegrandin.com/>

Books:

- *The Out of Sync Child Has Fun: Activities for Kids with Sensory Processing Disorder* by Carol Stock Kranowitz
- *The Elephant In the Playroom: Ordinary Parents Write Intimately and Honestly About the Extraordinary Highs and Heartbreaking Lows Of Raising Kids With Special Needs* by Denise Brodey
- *Ten Things Every Child with Autism Wish You Knew* by Ellen Notbohm

Other:

- CD: *Bean Bag Activities & Coordination Skills* by Georgiana Stewart
- Time Timer: Available from <http://timetimer.com/>

