

UHLS Youth Services Advisory Council

October 12, 2021

VIRTUAL

12:45 – 1:00 Casual chat

1:00 – 2:30 Meeting

Attendance: Mary Fellows (UHLS), Amy DuBrey (UHLS), Sara Hopkins (BRUN), Suzanne Cardinal (NASS), Amy Relyea (TROY), Kathy Stempel (BERN), Jenn Lubbers (EGRN), Debbie Sternklar (VOOR), Jane Chirgwin (RENS), Amy Caccia (VAFL), Chris (?), Lee Ackerman-Sawyer (WSTR), Lexi (APL), Lisa Fesmile (VOOR), Elisabeth Smith (GUIL)

Slide deck is [here](#).

UHLS updates

- **Storywalks continue!**
- **Storywalks ready to lend:** please contact Mary (mary.fellows@uhls.org) or Amy (amy.dubrey@uhls.org) if you are interested in borrowing previously made storywalks.

ATF Update

- Transitioned to the Racial Equity Committee
- Youth services position currently filled, as Amy McCarthy has opted to continue on the committee.
- Will be looking for a person with tech services, or civil service or HR background to join.
- But – plan to involve more subcommittees – people outside the committee to work on specific projects. Stay tuned.
- Hired an experienced trainer to offer training to boards and staff. More information coming soon on the details.

Emergence of bias in young children

- [New research from OISE's Dr. Kang Lee: Racial bias begins in infancy](#)

- What have you seen at the library with young children demonstrating bias?
- Be aware that children—possibly at an earlier age than expected—may demonstrate bias and preference in their interactions: Preschoolers are not immune to bias and may treat each other differently based on race, ethnicity, or gender.
- What's our takeaway as librarians to help kids see a variety of faces from a diversity of races?
 - more books to expose children to diverse people
 - more staff that is diverse

Be aware of and understand your own preferences and biases

Serving patrons with print disabilities *A person who has a print disability is unable to gain information from printed materials at an anticipated level for their age or grade, and needs alternative access or an accessible format.*

Whenever we think about service to people with disabilities or any other special needs, we think of the big picture. What accommodations are needed? What do patrons expect or want and what do they own and bring with them? What accommodations can our library reasonably make while keeping in mind the needs of people with other needs that require resources?

This alternative access might be Braille, Large Print, Audio, or Digital text.

Print disabilities commonly affect people with blindness, visual impairments, learning disabilities (which might include dyslexia) or other physical conditions that make it difficult to hold or manipulate educational materials.

Group discussion:

- **What type of print disabilities are you aware of in your young patrons?**
 - dyslexia (told by patron, parent or caregiver) or learning disability, gravitate towards graphic novels and audiobooks
 - filters
 - readers and scribes
 - parents who are unable to read at the level the children needs

- **What do you have and do already to help them use library resources, services, and programs?**
 - index cards to isolate a line, filters, non-fiction books with a lot of pictures(only one on a page) books that have been brailled, Wholephonics (decodable readers),

- **Is there any area where you think your library, or public libraries, aren't doing enough, or could do more?**

Ideas to help people with dyslexia

Download a browser extension, such as OpenDyslexic You can [download the packages](#) for free for use on phones, tablets, and internet browsers. In addition, their website includes additional resources like keyboards and compatible websites.

Use dyslexia-friendly fonts and colors with econtent. EBook providers like OverDrive the Libby app, Sora, Hoopla, and Kindle offer features to assist readers. In your own work, look to [this guide](#) on colors and fonts for people with dyslexia. The bottom line: dark colored text and

a light but not white background. For people with color blindness, avoiding green and red or pink is best. For people with low vision, high contrast colors – colors directly opposite one another on the color wheel – have the highest contrast possible. What color combination hits all of these goals? Blue text on a light orange background; purple text on a yellow background.

Look for physical books in dyslexia-friendly fonts. While you likely can't find every popular title in dyslexia-friendly fonts, there are titles available. The series [Here's Hank](#) by Henry Winkler is one example. [Royal Fireworks Press](#) and the UK-based [Barrington Stoke](#) are two examples of publishers with dedicated dyslexia-friendly titles. If publisher selections are limited, vendors like AbeBooks, Amazon, and eBay may also provide opportunities to expand your collection. Or, if print books aren't an option, consider collections like audiobooks, large print, or graphic novels that may be more accessible. [Bob Books](#) can help younger readers.

Offer overlays or reading guides. Overlays and reading guides can help children with print disabilities read standard print materials. They help with reading along the lines, or offer color contrast to make it easier for the reader to distinguish letters. [reading strips](#) help guide individual lines of text and are available reasonably from Amazon. [full page overlays](#) come in different colors. You might work with readers in your community to find what options they prefer. Have these resources available in the library, or as part of a kit that circulates. You might also include these resources occasionally in a program to demonstrate how some people use less familiar tools to help them read.

Using and recommending books for kids with low vision

High Contrast: These titles allow the reader to more easily distinguish between the shapes, letters, and numbers in the illustrations.

Large Print: Look for books that utilize a consistent font throughout the story, and have extra spacing between the letters, the lines, and the margins. This will improve the readability of the text, and will help the child track more easily.

Texture: Children who have low vision rely on their other senses to experience the world. Added textural elements are more accessible and effective for low vision readers. If you're looking for books specifically for braille readers, the non-for-profit organization [Seedlings](#) makes Print-Braille-and-Picture Books available for libraries to purchase.

Pop-up Elements: Question: Do you loan your pop-up books? (Most do not.)

Other resources:

- [40 Adapting Books for Children Who Are Blind or Visually Impaired ideas | multiple disabilities, visually impaired, literacy](#)

- [VSS Serving Diverse Families and Children](#) p. 27
- [Assistive Technology: What You Need to Know Library](#)

Program ideas: late fall/early winter

December

Write a friend Month- pen pals, cards for seniors and housebound people, episalary books, letter writing lessons

National Chocolate Covered Anything Day (Dec 16)

Candy or dessert-making Take and Make

[Chocolate Storytime](#)

National Flashlight Day

shadow animals, outdoor scavenger hunt, STEM programs, Light Trail Photography, Flash and find books, Virtual blanket fort storytime

January

National Hobby Month: showcase patron hobbies/collections, erector set program

National Cuckoo Dancing Week (Jan 11)

Cuckoo dance: To find out what it is: [Laurel and Hardy: 'Dance of the Cuckoos' 1932](#)

Impromptu dance in storytime or have a dance instructor come, dance party (do other dances)

Cuckoo Bird- what is it? Cuckoo hats Take and Make, record and send us your cuckoo dance, Cuckoo clock collections were other ideas this week sparked.

National Popcorn Day (Jan 19)

popcorn songs(parachute) and flannel board and popcorn books, popcorn catapult STEM kits, have a movie night, popcorn sculptures, make popcorn balls

[Tomie dePaola Popcorn Book](#) (40th anniversary), [ear of corn popcorn](#)

[Lets Pop, Pop, Pop, Popcorn by Cynthia Shumerth](#)

February

National Bird Feeding Month

bird identification, make bird feeders, [Project Feeder Watch](#),

National Ukulele Day

Ukulele Class, ALTM has a group ukulele meetup at their gazebo, listen to [Jake Shimabukuro](#) recordings

National Get a Different Name Day

celebrate our adopted and trans kids, book displays, book character name quiz, ethnicity and different names, meaning of names, what would you change your name to if you could?

Something to celebrate anytime

[Friluftsliv](#) (free-loofts-liv) is the Norwegian concept “living in the free air”, anytime of the year. That includes wintertime!

- Celebrate by: making Frozen Water Balloons, frozen suncatchers, biodegradable confetti (out of leaves), a snowy obstacle course, enjoying [37 Snow Games and Activities: Outdoor Winter Fun](#)

Book challenge idea brainstorm

Mary introduced the idea of a book challenge, inspired by: [Try a Reading Challenge!](#) Thgroup gave ideas and input. Also discussed was a Goodreads group, and a weekl or monthly prompt for what you are reading on Facebook [UHLS Youth Services, Staying Connected](#) page (ask for an invite if you are on Facebook and haven't joined!). The FB group hasn't been regularly posted to for a while; Mary will revisit FB page and explore the idea of a Goodreads page.

Mary will develop ideas for a Reading Challenge and bring them back to group.

Great reads, listens, views

[Steeped in Stories: Timeless Children's Novels to Refresh Our Tired Souls](#)
[Charming As A Verb by Ben Philippe](#)
[Cemetery Boys by Aiden Thomas](#)

You name it

Question about how to involve teens in the Library- hot chocolate social, strong connections to the school, forming connections when they are younger during storytimes, hook up with the honor society

Question about book character costumes contact Lisa at VOOR if you have any good ideas for [Take Your Child to the Library Day!](#) (first Sat. in February) Especially if you have an adult sized book character costume!

Some suggested ideas: Ms. Frizzle, Amelia Bedelia, Captain Underpants, Hobbit (glue fur to your flip flops), Lunch Lady

Upper Hudson Youth Services

Mary Fellows - 437-9880 X228 – mary.fellows@uhls.org

Amy DuBrey – 437-9880 X231 – amy.dubrey@uhls.org