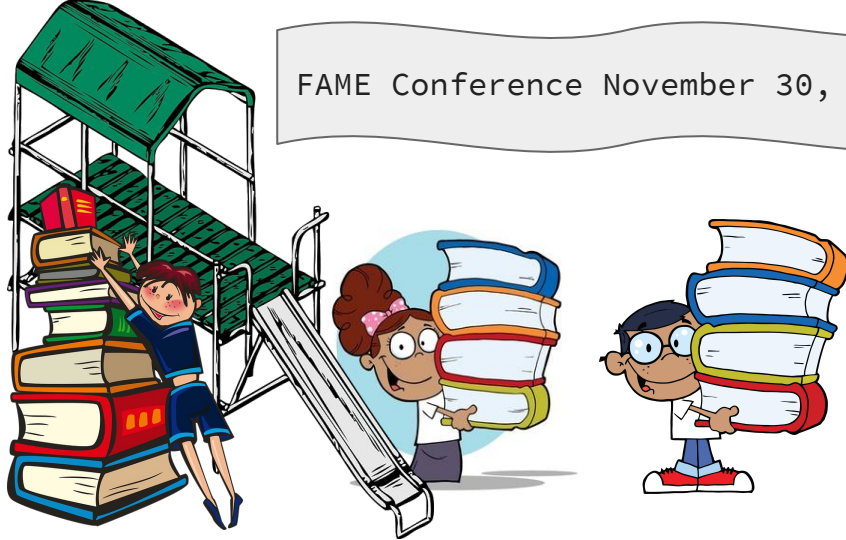
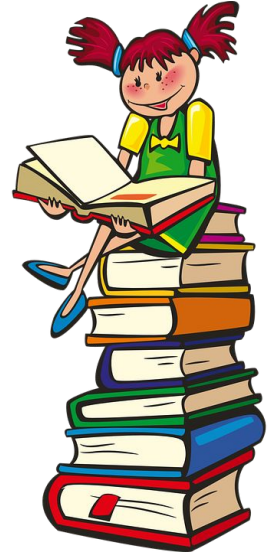


FAME Conference November 30, 2018



LIBRARIES ARE FOR EVERYONE:

POPULATIONS  
SPECIAL  
SERVING



Sometimes it is as easy as an invitation and a friendly greeting. Sometimes you have to really search for the right selections to meet patrons' special needs. Most of the time it is really about making connections and communicating with with people to make them feel welcome and comfortable in the library. Join me in a conversation about the special populations you serve and the obstacles you feel you have to overcome.

Ramona Rhae earned her B.S. in Education, Behavior Disorders in 1993 and a M.A. in Varying Exceptionalities in 1994 from the University of South Florida. She worked in special education classrooms as a teacher and behavior specialist for students with severe disabilities until 2005. Ramona earned her M.L.I.S from the USF in 2004 and has worked as a librarian in a special school setting for two years and in a high school for 12 years. Her passion is to show how design theory and invention literacy can promote critical thinking for everyone.

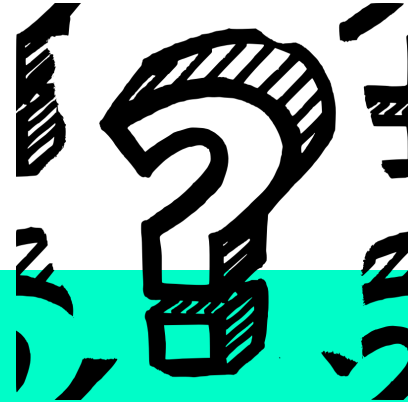


## Introductions




UNIVERSITY OF SOUTH FLORIDA  
6:00pm Spring Commencement  
May 1, 2004

# AGE APPROPRIATE VS. COGNITIVE ABILITY



# Let's talk about a tough topic.



Where the  
magic happens

← Your  
comfort  
zone

- **Greet the student verbally even if nonverbal and especially if blind.**
- **Talk to the student even when the aide answers for or prompts student, greet aide separately.**
- **If the student has been given a pass or is escorted, they are generally practicing being in general population. Just treat him/her like anyone else.**
- **It is ok to consult a teacher to ask if a student has a special plan or to ask how you can help accommodate. The teacher will probably be thrilled.**
- **Please remember to invite special needs classes to events. Their classes are often overlooked and part of their curriculum is to learn to interact in society and communicate.**

**Serving All Patrons**



How do we  
differentiate in  
the library and  
how do we  
approach students  
with disabilities  
without being  
offensive and  
still provide  
equal services?

**Differentiation and Equality Service is a Balance**

- Giving the student an opportunity to learn a real job they could actually get hired for some day.
- Allows for generalization to other real jobs.
- Gives students a safe space to learn.
- Some students will have aides or occupational therapists helping them.

[Library Jobs Task Analysis](#)

[Library Jobs TA Checklist](#)

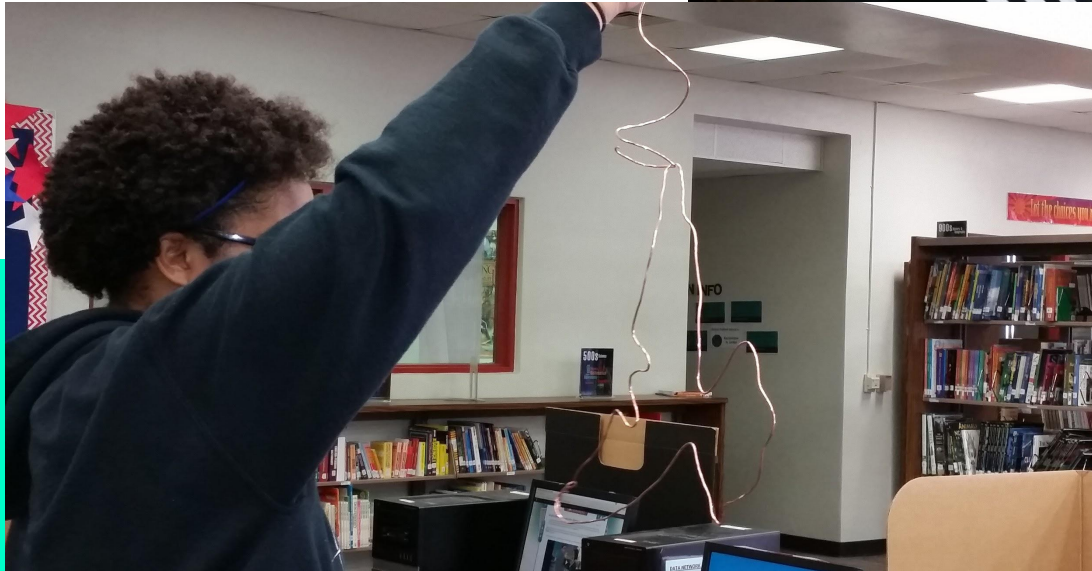
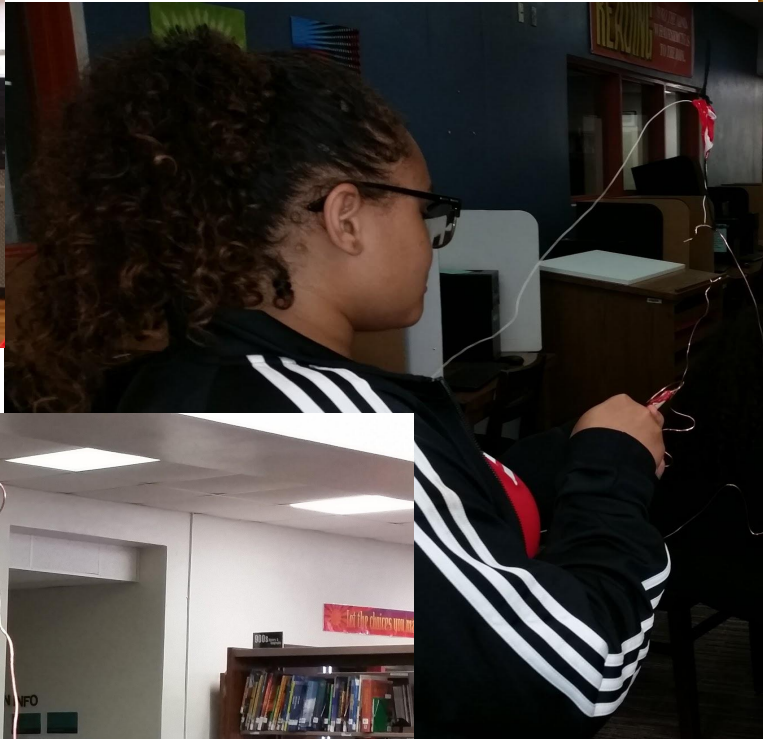
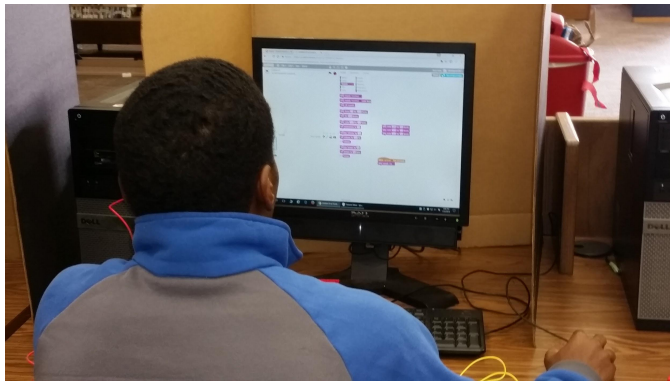
## **Library Assistants Task Analysis**



Level	Description	Customer Service Skills
4 A+	Excelling	Makes a point to address patron needs, offers help and suggestions, recommendations
3 B+-A	Demonstrating	Greets patrons in a friendly manner and provides help in timely manner
2 C-B	Learning	Directs patrons as they enter, completes check out
1 D+-C-	Beginning	Looks up, but does not engage patrons, needs prompting to complete check out
0 F-D	Not Demonstrating	Does not engage patrons or is rude

Level	Description	Responsibility	Level	Description	Task completion
4 A+	Excelling	Excellent attendance, Can supervise others using Destiny, Is an example to others	+	Excelling	Organizes tasks and maintains an efficient timeline, Seeks additional tasks without prompting , checks for accuracy
3 B+-A	Demonstrating	Maintains Destiny security, arrives on time, uses time wisely, maintains professional behavior , good attendance	+-A	Demonstrating	Completes assigned tasks in a timely manner, transitions to new tasks as needed
2 C-B	Learning	Maintains Destiny Security, needs some prompting to stay on task	-B	Learning	Needs some prompting to complete and/or transition to new tasks
1 D+-C-	Beginning	Needs supervision to use Destiny, requires frequent prompting to stay on task, frequent absences, pass misuse	+-C-	Beginning	Needs frequent prompting to complete and/or transition to new tasks
0 F-D	Not Demonstrating	Requires supervision at all times	-D	Not Demonstrating	Does not complete tasks as assigned, off task frequently





## Flying Frustration Game

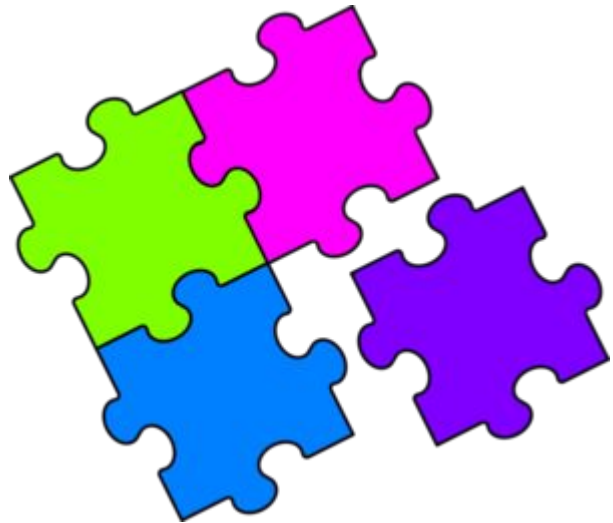


**Video Game Controller**





**Floor Piano**



## USE JIGSAW

1. Group heterogeneously and give breakout group numbers to students by homogeneous ability level.
2. Give differentiated materials to each subgroup based on ability, but same topic.
3. After subgroups complete the activities, go back to heterogeneous groups and share.

**How to differentiate when you have multiple ability levels and you want to group, but also be inclusive.**

Tell me about your favorite character.	Evaluation
What do you think will happen next?	Prediction
Describe where the book takes place.	Setting
How would you feel in that situation?	Empathy
Draw what happened in this chapter.	Visualization
How are those characters alike?	Comparison
How are those places different?	Contrast
What would you do in that situation?	Decision-making
What do you think that word means?	Context
How can you tell when the story takes place?	Details
Why do you think the author wrote about that?	Purpose

You don't have to be reading the same book to have a book discussion!

?



## WHAT TO LOOK FOR

- Age appropriate, no pictures or mention of younger students unless historical value
- Inclusive of many ages, can easily be used with multiple levels
- Different formats for diverse needs and preferences
- Ability to interact with text: highlighting, taking notes
- Ability to customize: enlarging text, changing font, changing backgrounds, setting voice speed
- Translation features

## VENDORS I USE

- Rainbow Book Company: ABDO eBooks, Andrew will sit with teachers and help search for specific needs.
- Gale Cengage: Databases and eBooks are excellent and have many ways to accommodate for needs.
- Mackin: awesome eBook platform, excellent customer service, maker division
- Junior Library Guild: Newly published books each month on specific levels you choose.
- WT Cox: print and digital magazines

**Ordering to meet special needs populations.  
What to Look For...**



JUST  
ONE!



**A child only needs to fall in love  
with one book to become an  
avid reader for life.**

ReaderEcards.com



## **Ramona Rhae, M.A., M.L.I.S.**

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Makey Makey Global Ambassador  
FAME Membership Chair, 2017-18  
FAME Professional Development Committee  
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## Golden Retrievers

Golden **retrievers** are playful.

They are also kind and **gentle**.

4



5



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- Dinopass- Password Generator
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- FactHound

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- Minnesota Digital Library
- Pics4Learning
- Teacher Tap

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- Caldecott
- Maud Hart Lovelace (Schoolology code is 4SS8B-PXVNW)
- Newbery
- Star of the North

## Andrew Herbert

Sales Director, Florida

Rainbow Book Company

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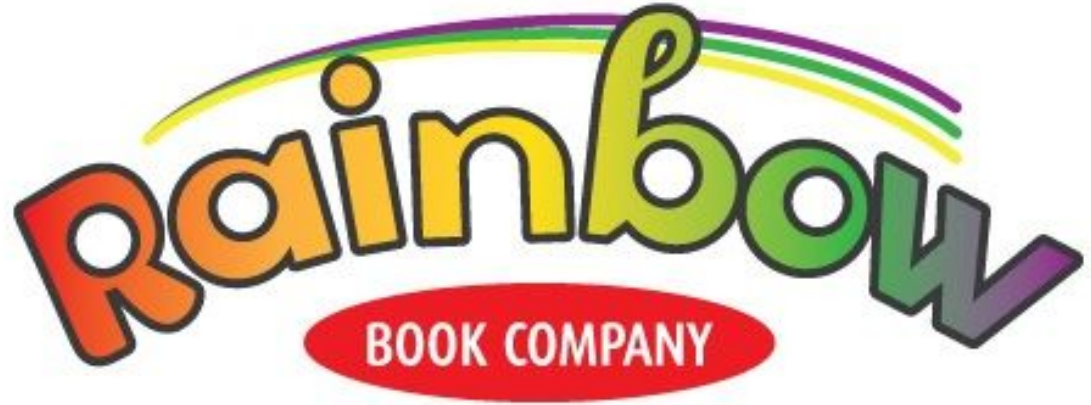
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