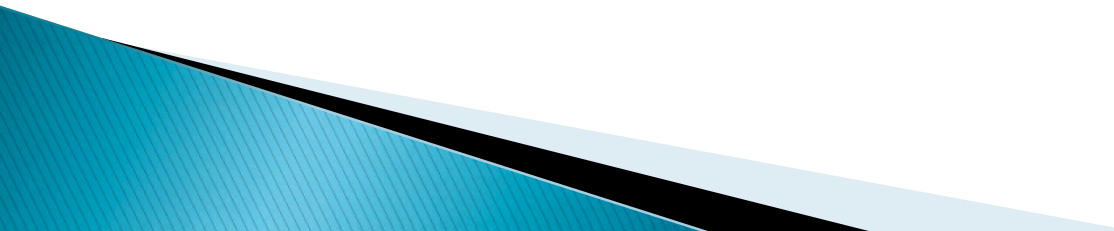


# Sensory Storytime

A Way to Make Storytime More  
Enjoyable for Everyone

# Inclusion

- ▶ A term used in education and special education, but what does it mean?
  - ▶ All children, with or without disabilities, are educated together
  - ▶ According to the National Inclusion Project, inclusion means all participate and all belong
  - ▶ Accommodations and adaptations help the child with disabilities participate in the same activities as their typically developing peers
- 

File Edit View Favorites Tools Help

★ Favorites Suggested Sites Free Hotmail Web Slice Gallery

Benefits of Inclusive Edu... Create and Insert a Screen ...

Assistive Technology

Augmentative Communication

Autism

Challenging Behavior

Family Rights

Fostering Friendships

Growing Up Happy and Independent

**Inclusive Education**

**Benefits of Inclusive Education**

What it Means to Be Inclusive

Common Misconceptions

Making Inclusion a Reality

Additional Resources

Journey Toward Independence

Learning Disabilities

Let's Practice Yoga

Respecting Differences

Special Education Evaluation

Resources

About This Site

198

Here are key findings about the benefits of inclusion for children and families:

- **Families' visions of a typical life for their children can come true.**  
All parents want their children to be accepted by their peers, have friends and lead "regular" lives. Inclusive settings can make this vision a reality for many children with disabilities.
- **Children develop a positive understanding of themselves and others.**  
When children attend classes that reflect the similarities and differences of people in the real world, they learn to appreciate diversity. Respect and understanding grow when children of differing abilities and cultures play and learn together.
- **Friendships develop.**  
Schools are important places for children to develop friendships and learn social skills. Children with and without disabilities learn with and from each other in inclusive classes.
- **Children learn important academic skills.**  
In inclusive classrooms, children with and without disabilities are expected to learn to read, write and do math. With higher expectations and good instruction children with disabilities learn academic skills.
- **All children learn by being together.**  
Because the philosophy of inclusive education is aimed at helping all children learn, everyone in the class benefits. Children learn at their own pace and style within a nurturing learning environment.

▶ NEXT: What it Means to Be Inclusive

**Sponsored Links**

[K12 - Learn From Home](#)  
Learn More About a K12 Education & 100% Tuition-Free Curriculum!  
[www.k12.com/Arizona](http://www.k12.com/Arizona)

[Watch Full Episodes](#)  
Turn Your Computer into a TV! Watch Full TV Episodes Online.  
[www.TelevisionFanatic.com](http://www.TelevisionFanatic.com)

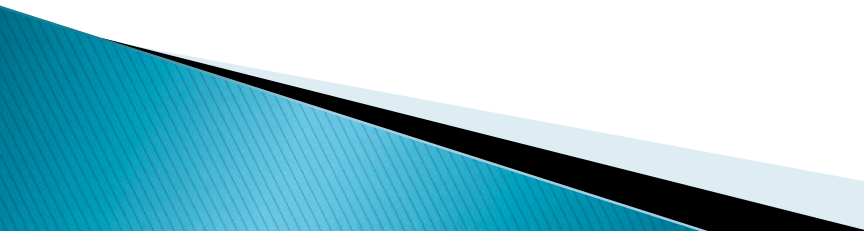
[Kennedy Krieger Institute](#)  
Helping find answers for children with Cerebral Palsy  
[KennedyKrieger.org](http://KennedyKrieger.org)

[Ads by Google](#)

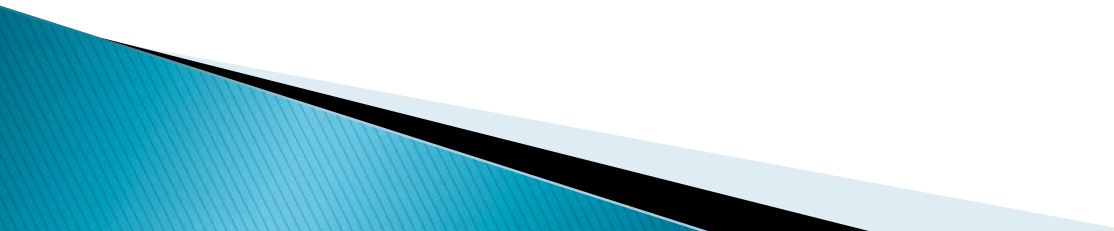
Benefits of Inclusive Education »»

Reflective of communities

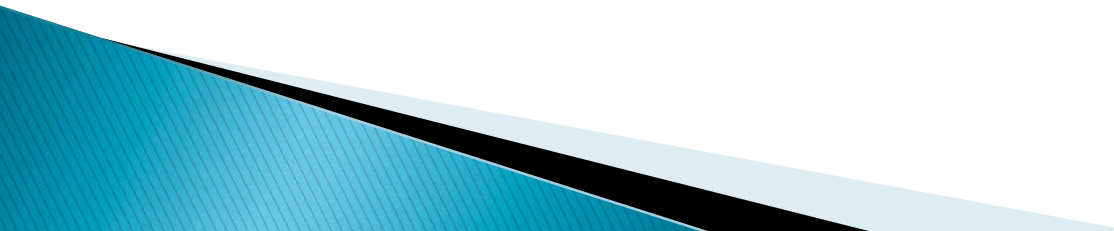
# Storytimes at the library

- ▶ Your libraries already offer storytimes
  - ▶ Give children and their parents an opportunity to participate in an everyday activity
  - ▶ Can easily be adapted for students with or without disabilities
  - ▶ Adaptations require little money and skill
  - ▶ Librarians are already competent
- 

# A little effort goes a long way!

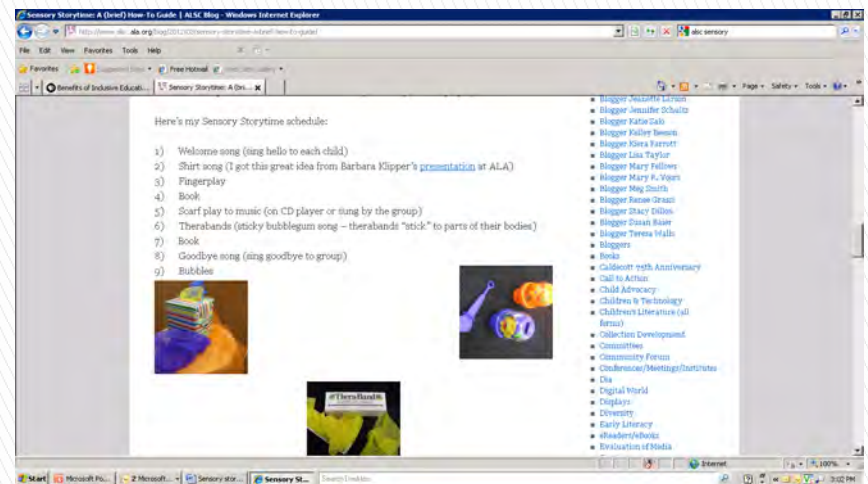
- ▶ Your staff are making story time an even more enjoyable experience for the entire family
  - ▶ Your proactive approach will be appreciated
  - ▶ You may be able to reach out to an entirely new audience/create new partnerships
  - ▶ In most instances, staff can modify an existing program
- 

# Before You Begin Your Program Planning

- ▶ Keep in mind that all disabilities are not obvious
  - ▶ Don't focus too much on one segment of the population
  - ▶ Not all children with disabilities are the same
  - ▶ Research what other library systems offer
- 

# Inclusive/Sensory Storytimes

- ▶ This is a story time especially designed to provide support for children with special needs and is also suitable for all children to attend. At an inclusive story time you will find the same great stories, songs, rhymes and activities that you love at all our story times. The addition of supports like carpet squares, a story time schedule and big books make the story time more enjoyable for kids with autism and other special needs.



San Jose

Reading Public, MA

- ▶ 1) **Make it active!**: Activities that make use of props, visuals, and movement work well with typically developing children too, of course, but for children with special needs, these elements may be even more necessary to catch and hold attention and foster understanding.
- ▶ 2) **Use your resources**: Ask the child's parent or caregiver what kinds of activities may work best. Don't be afraid to establish a dialogue; just make sure you are always broaching to topic from the standpoint of wanting to provide the best possible storytime experience for the child.
- ▶ 3) **Think about placement**: Location is particularly important for deaf and hard-of-hearing students, who should be seated near the front of the room for best sightlines. If you are working with an interpreter, he or she should be as close as possible to the speaker, so that the child can follow both. For children with mobility issues, find a place that is easy to get to and will allow for maximum participation on the part of the child.
- ▶ 4) **Use consistent visual or signals for transitions**: Some students with special needs may find it difficult to transition from one activity to another—that is, to transfer their attention from one task to another. Getting students' attention may be as simple as using a visual signal, such as raising two fingers in a letter V, flickering the lights, singing a certain song, or repeating a special verse. These sorts of "rituals" help children make sense of their world.
- ▶ 5) **Wait 10 seconds**: When you ask a question or ask for volunteers, wait 10 seconds before calling on someone. This gives everyone time to process the request (and, if you are working with an interpreter, gives him or her time to interpret it!), providing a fair chance for everyone to answer. Due to differences in learning styles, allowing an extra moment before calling on someone to answer can level the playing field for typically developing children as well. Some children naturally take more time to process than others.
- ▶ 6) **Use movement response**: When you ask a question, have all the children respond simultaneously via a gesture. For example, you might say, "If you think the fox will try to eat the grapes, touch your nose. If you think the fox will run away, touch your bellybutton."
- ▶ 7) **Manage turn-taking**: Many special needs students respond well to visual or tactile prompts, and so a "talking stick," stuffed animal, or other special object that denotes whose turn it is to speak will help keep storytime orderly.
- ▶ 8) **Keep it uncluttered**: You may need to keep program materials out of reach or even out of sight until needed. Children on the autism spectrum may become easily overstimulated or distracted. Keep your program area uncluttered to maximize their focus.

## 8 Tips for Making Storytimes Accessible

Storytime Stuff E-Newsletter Winter  
2012



# Mother Goose on the Loose

About Mother Goose - Mother Goose on the Loose - Windows Internet Explorer

http://mothergooseonthe-loose.com/about/

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About Mother Goose - Mother Goose on the Loose

## About Mother Goose

MGOL is a program, a method and a formula.

Mother Goose on the Loose is a method for helping children develop early literacy and school readiness skills that combines music, movement, art, picture books and puppets with nursery rhymes in a fun way.



A typical session of Mother Goose on the Loose lasts 30 minutes but can be formatted to fit the needs of individual groups; it is designed to encourage participants to listen, to like, and to learn.

Originally created for children from birth to age two with their parent or caregiver, this adaptable program can be used in childcare circle times, in playgroups, as an after school enrichment program for kindergarten children, or at home.

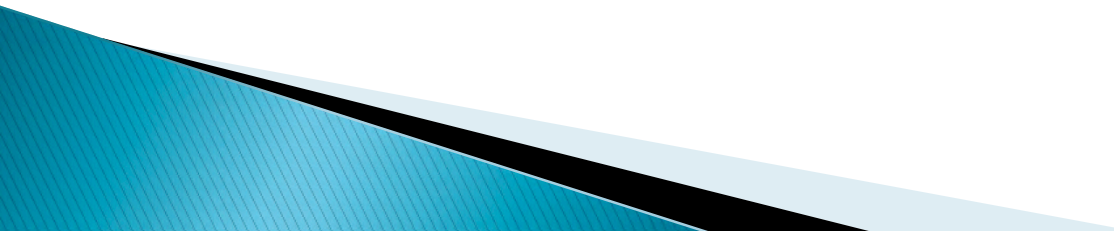
**Children under the age of three LOVE Mother Goose on the Loose** because it is age appropriate and playful, includes experiences that build self-confidence, takes place in a safe and nurturing environment, activates many senses, ignites imagination, provides opportunities for play with other children, allows experimentation with musical instruments, and makes use of colored

Done

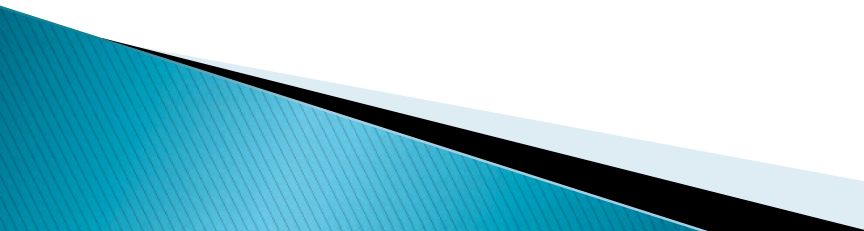
Start | Microsoft Po... | Inbox - Micro... | Sensory stor... | About Moth... | Search Desktop

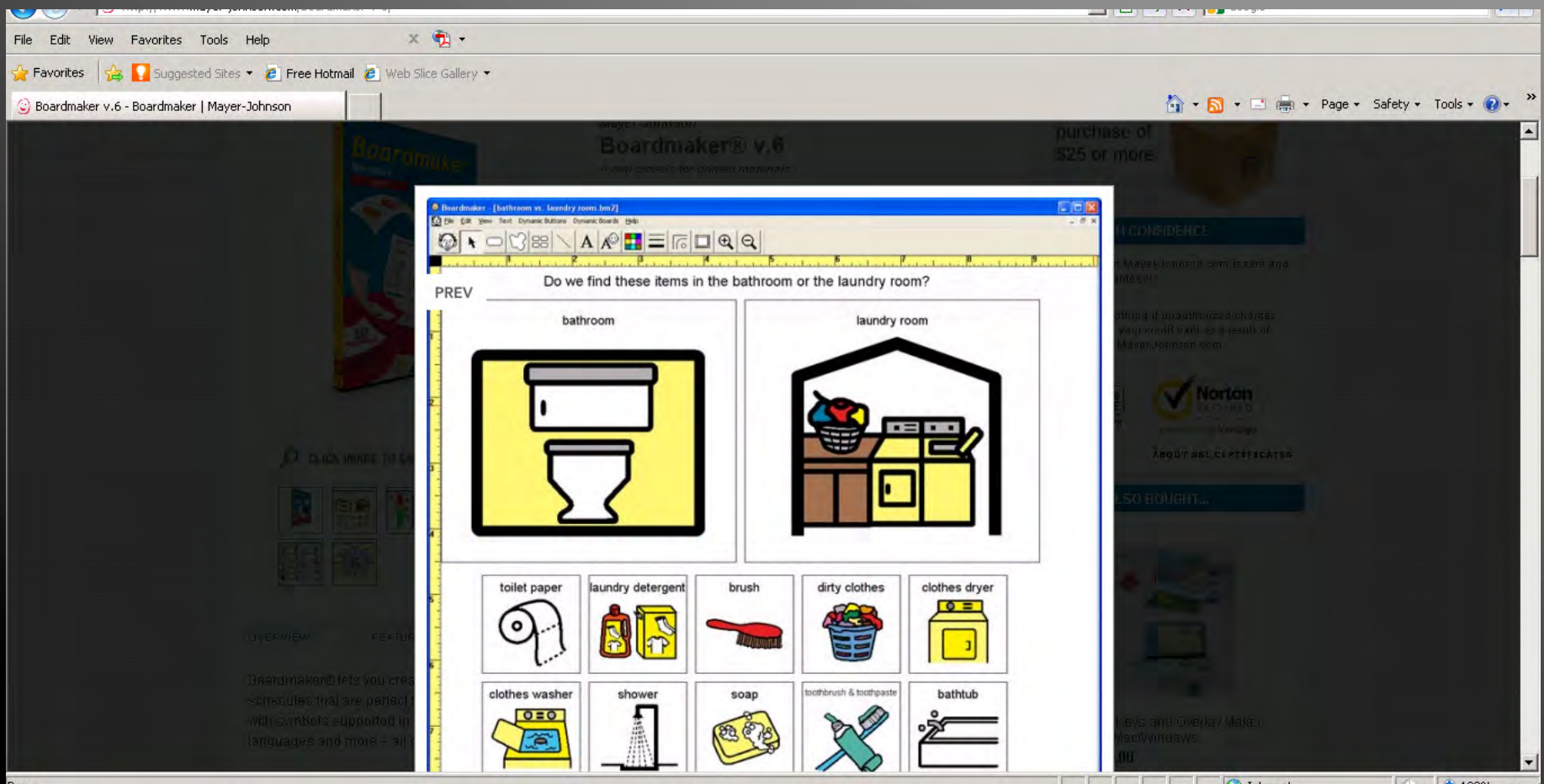
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# Why a Storytime Like MGOL Works

- ▶ Repetitive and interactive
    - Incorporates musical instruments and scarves
  - ▶ Uses multiple books, but only one is read from cover to cover
  - ▶ Follows a sequence
    - Can be depicted visually or spoken
  - ▶ Gives the child freedom to explore
- 

# Adaptations to MGOL

- ▶ More description
  - ▶ Big books, print/Braille books, pop-up books
  - ▶ Silky scarves instead of nylon scarves
  - ▶ Sheep finger puppets
  - ▶ Bells with grips
  - ▶ Use real or life-like objects
  - ▶ Other options include:
    - ▶ Carpet squares
    - ▶ American Sign Language
    - ▶ Picture Communication Symbols
- 



Picture Communication Symbols (PCS) »  
Mayer-Johnson's Boardmaker Software  
starts at \$329

# Adapted Books – Free

**Adapted Books**

These are adapted books and materials created with Boardmaker, Writing with Symbols, and PowerPoint software. They have been converted to Adobe Acrobat (.pdf) format as well.

[Additional Resources](#)

<a href="#">A Pet, Please!</a>	<a href="#">Holiday Images</a>	<a href="#">P233Q Penny Harvest</a>
<a href="#">A-Rod Rocks!</a>	<a href="#">Horses</a>	<a href="#">The Park</a>
<a href="#">Animals at the Zoo</a>	<a href="#">How Many People?</a>	<a href="#">Party Time</a>
<a href="#">Artist</a>	<a href="#">I Spy: Animals</a>	<a href="#">Pet Store</a>
<a href="#">BINGO: Family</a>	<a href="#">I Spy: Jobs</a>	<a href="#">Pizza</a>
<a href="#">BINGO: Friends</a>	<a href="#">I Spy: My Neighborhood</a>	<a href="#">Places to Work</a>
<a href="#">BINGO: School Jobs</a>	<a href="#">I Spy: Professionals</a>	<a href="#">Potato Chip Rap!</a>
<a href="#">Caps for Sale</a>	<a href="#">I Spy: Transportation</a>	<a href="#">Puerto Rico</a>
<a href="#">Checking out the Hood</a>	<a href="#">IndTech Catalog Books</a>	<a href="#">Reading Center Materials</a>
<a href="#">Chinese New Year</a>	<a href="#">Italy and America</a>	<a href="#">Rice</a>
<a href="#">Christmas</a>	<a href="#">Jobs Around Us</a>	<a href="#">Shopping with Verbs</a>

**Contacts**

**Raizel Blau**, Director  
400 First Avenue  
4th Floor  
New York, NY 10010  
212-802-1818 (T) 212-802-1687 (F)  
[rblau@schools.nyc.gov](mailto:rblau@schools.nyc.gov)

Coaches  
Susan Abrahams  
Jodi Ader  
Ilone Levy  
Robert Stefani  
Leah Vasquez



## Other visuals >>

Head Start Center for Inclusion:  
<http://depts.washington.edu/hscenter/teacher-tools#circle>

# Adapted Books – Boardmaker

**BALTIMORE CITY PUBLIC SCHOOLS**

CONTACT US CAREERS FAMILY MENU CALENDAR

Thursday, April 26, 2012

Home | About Us | Newsroom | Schools | School Board | Departments | **Assistive T...** | Family & Community | Employees

## Assistive Technology

- Overview
- Adapted Library
- Teacher and Parent Resources

### Assistive Technology

To reduce download time, the Board Maker files have been compressed and will require an unzip utility to install. Winzip is available for evaluation or purchase.

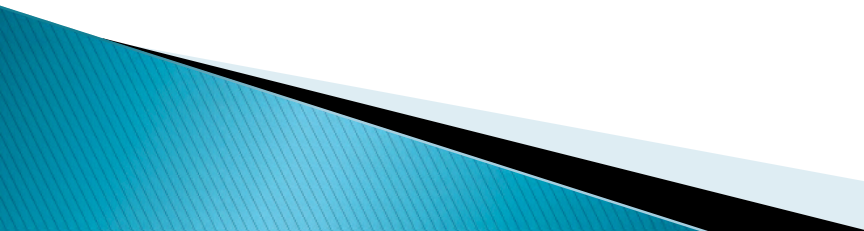
Each Zip file in this elementary library collection has a folder. Within each folder are a series of files that are coded to indicate the purpose of the file. Suggested questions have been developed that connect to a 9-location, 20-location, or 56-location communication topic board.

Found 756 Matches page 1 of 76

No.	Book Title	Author	Link to File	Size	Call #
1	10 step Guide to Living with a Monster	Numeroff, Laura	<a href="#">NL_stp_gd_lvng.zip</a>	2083 KB	E NUM
2	123 Thanksgiving	Nikola, Lisa	<a href="#">NL_123thank.zip</a>	72 KB	513.5 NIK
3	26 Letters and 99 Cents	Hoban, Tana	<a href="#">HT_ltr_cnt.zip</a>	1941 KB	E HOB

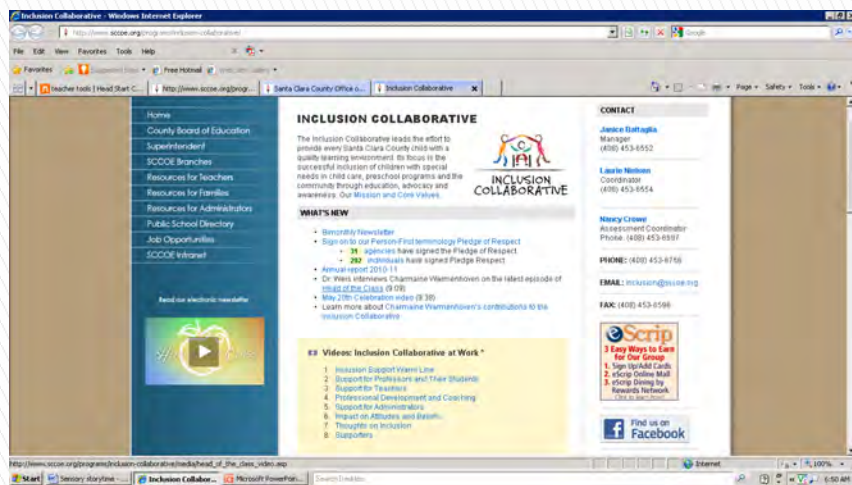
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# More about pictures

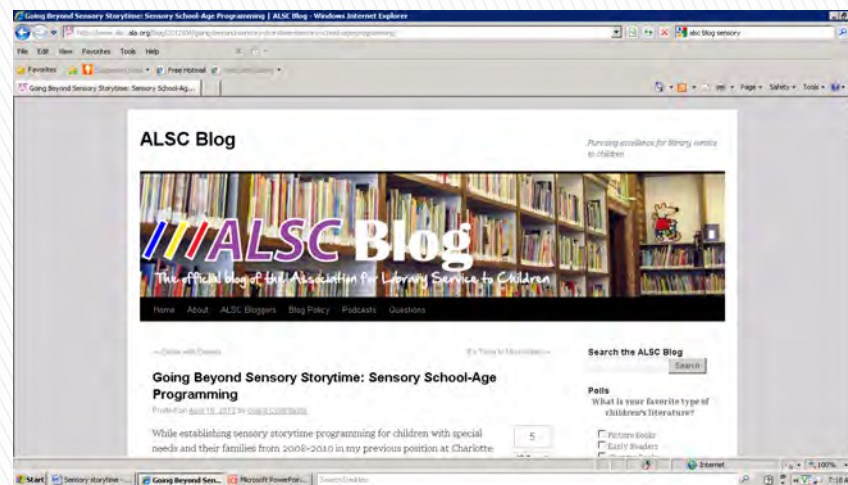
- ▶ All children benefit from the use of pictures and visual supports paired with your verbal directions.
  - ▶ There are other types of visuals besides PCS, including flannel board pieces
  - ▶ Consider adding texture to flannel board pieces by gluing on bits of fabric
  - ▶ Adaptations in Action, created by Inclusion Collaborative, has other useful tips
- 



# Excellent Resources



Inclusion Collaborative



ALSC Blog

# Where to Buy

- ▶ Silk scarves: Fairy Cove Silks – 20 inch square  
<http://www.fairycove.com/>
- ▶ Easy Grip Bells: Lakeshore  
[http://www.lakeshorelearning.com/product/productDet.jsp?ASSORTMENT%3C%3East\\_id=1408474395181113&bmUID=1331522449992&productItemID=845524441768697](http://www.lakeshorelearning.com/product/productDet.jsp?ASSORTMENT%3C%3East_id=1408474395181113&bmUID=1331522449992&productItemID=845524441768697)
- ▶ Finger puppets: Folkmanis  
[http://www.folkmanis.com/cat-66-1-3/Finger\\_Puppets.htm](http://www.folkmanis.com/cat-66-1-3/Finger_Puppets.htm)
- ▶ Cardboard blocks: Melissa & Doug  
<http://www.melissaanddoug.com/jumbo-cardboard-building-blocks>

# Contact Information

- ▶ Lori Guenthner, Youth Services Coordinator
  - ▶ Maryland State Library for the Blind & Physically Handicapped
  - ▶ [lguenth@lbph.lib.md.us](mailto:lguenth@lbph.lib.md.us)
  - ▶ 410-230-2457
- 