



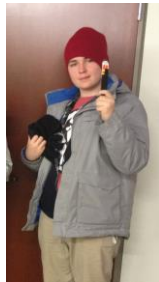
Fusion Through Inclusion: Library Service for Teens with Developmental Disabilities

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Outline

- Definitions
- Barriers to Library Services
- Community Findings
- Communication Tips & More
- Robert Bateman High School: Community Pathways Program
- Fusion Program





What is a developmental disability?

According to Developmental Services Ontario, a developmental disability (DD) is

- present at birth or develops before 18 years of age;
- limits a person's ability to learn;
- is permanent;
- can be mild or severe.



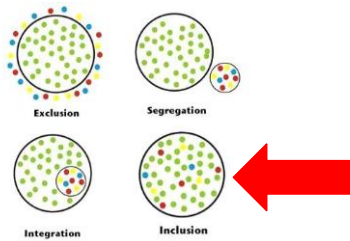


Barriers

- Lack of transportation
- Cost of services
- Communication difficulties
- Medical appointments/therapy sessions
- Need for support people
- Attitudes of staff or other customers
- Policies or procedures
- Limited staff training
- Discomfort of families in participating with neurotypical peers



Goal: Inclusive Library Service





Community Findings

- Schools have difficulty finding venues for field trips when students have high physical and cognitive needs
- Students with disabilities have difficulty finding opportunities to interact with peers outside of school
- We rarely see teens with developmental disabilities in our programs
- It is difficult to find free programs to attend



Communication Tips

- Smile and greet the teen. If the teen is with a caregiver, smile and greet both people
- If the teen with the disability has a request, speak to that person rather than the caregiver
- Speak clearly and concisely
- Avoid words that are not necessary to express your main message
- Avoid two-part instructions or questions



Communication Tips

- Use visuals, body language, and/or gestures to express your message
- After you speak, WAIT for the answer. It takes time for people to process your message and form an answer
- If you have difficulty understanding, offer a pen or ask how the person says "yes" or "no"
- A person may use signs or have a communication device



Communication Device

PECS: Picture Exchange Communication System





Additional Suggestions...

- Choose activities that appeal to a variety of senses
- Be aware of sensory concerns (loud sounds, strange textures, etc.)
- Plan activities for variation in gross motor and fine motor skills
- Support participants in activities, but try to encourage their independence

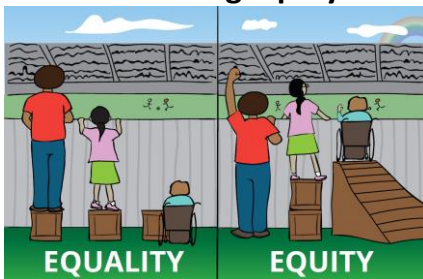


Robert Bateman High School: Community Pathways Program





Creating Equity



<http://interactioninstitute.org/illustrating-equality-vs-equity/>

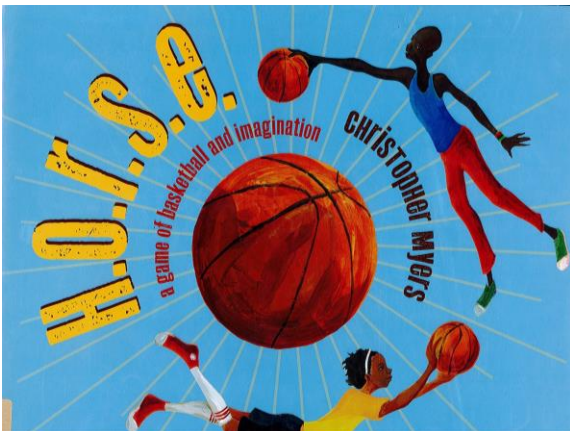


Past Program Example



Pan Am Games

- Tactile: Students touch different sports equipment and try to match the equipment to its sport (on a sheet)
- Auditory: play music from 5 different countries and match the music to the country name/flag (on a sheet)
- Visual & Auditory: *Horse* by Christopher Myers
- Kinesthetic: Sports charades





Booklist

- *Horse* by Christopher Myers
- *Vulture View* by April Pulley Sayre
- *Stick and Stone* by Beth Ferry
- *The Legend of the Windigo* by Gayle Ross
- *Flotsam* by David Wiesner
- *The Giving Tree* by Shel Silverstein
- *The Mitten* by Jan Brett
- *They All Saw a Cat* by Brendan Wenzel



Biggest Hits



Cubelets





Zoom In Games









Science Experiments





Sensory Bins





Green Screen





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Fusion

Process or result of bringing two or more things together to form a single entity.





Inclusivity





Program Development





Setbacks





Moving Forward





Successes





Questions?



Thank you!

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