

INF 2173: Information Professional Practicum

Final Report

Project Title

Developing booklists to support the
IBBY Collection of Books for Young People with Disabilities;
Executing a book-making workshop

Organization

North York Central Library (NYCL)
Toronto Public Library (TPL)

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Project Summary: I worked with the **North York Central Library's IBBY Collection for Young People with Disabilities**. I created booklists to highlight resources for and about children and teens with disabilities, and ran a book-making workshop for children.

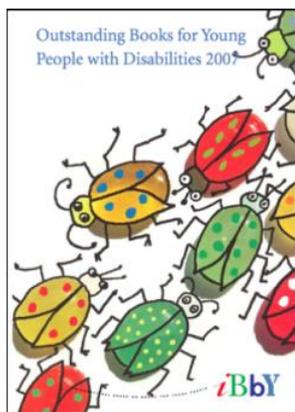
INTERNATIONAL BOARD ON BOOKS FOR YOUNG PEOPLE



The Collection

The **IBBY Collection for Young People with Disabilities** is a community resource that joined the North York Central Library's children's department in February 2014. It is a unique reference collection of books for and about children and teens with disabilities. It includes:

- Children's and teen fiction and non-fiction
- Information for caregivers and educators
- Items in over 40 languages
- One-of-a-kind, handmade books; tactile books
- Braille, ASL, Blissymbolics, and more



The IBBY Collection is intended for children, youth, parents, caregivers, teachers, support workers, librarians, and online researchers. Through the collection's diversity and its emphasis on positive portrayals of people with disabilities, NYCL aims to promote inclusivity and advocate for accessible services throughout the TPL system. My projects – creating **themed booklists** and running a **book-making workshop** – were both designed to encourage the use of IBBY items, as well as connect to resources and programming in the wider TPL community.

The Booklists

I created **four themed booklists** that highlighted a selection of the varied and inclusive resources available in the IBBY and general TPL collections (**Appendix A**). In preparation for the task, I researched early literacy for children with various disabilities. I **compiled a report** on how disability is taught in Ontario elementary and secondary curriculum (**Appendix B**).

There is a long version of each list, to be posted online, and a short version to be available as paper pamphlets in branches.

Booklist Themes

Deafness and Hearing Loss

Resources and reading suggestions for and about children and teens who are deaf or have hearing loss.

Print Disability

Resources and reading suggestions for children with physical, developmental, or learning disabilities that make reading and accessing print challenging.

Books to build empathy: Teens

Young adult books that emphasize understanding and diversity.

Books to build empathy: Ages 7-12

Books for middle childhood that emphasize understanding and diversity.

Booklists: What worked

As outlined in the work plan, I completed one booklist on **print disability** by June 19. As predicted, the first list required the most time and effort. Getting **feedback** halfway through the placement significantly speeded up the process for the remaining three booklists.

Using **research** to inform and inspire booklist creation was extremely helpful and rewarding. Curriculum research allowed me to tailor booklists to grades that are likely to discuss disability and inclusivity in the classroom. My research on early literacy and disabilities led to including tips for reading with children on my **deafness and hearing loss** and **print disability** book lists. I was also able to select books that would be appropriate for reading to and with children with these disabilities. I also provided links to external resources helpful to parents and teachers. Though my colleague, **Eva Athanasiu**, and I worked largely independently, we were able to share the research work. The exchange of ideas and knowledge saved time and enriched both our learning experiences.

One of the major challenges predicted in the work plan was **evaluating books**, particularly for age appropriateness. Curriculum research aided in this task, as did an orientation session with an NYCL librarian, who shared advice on the features to examine when determining age appropriateness, as well as literary merit. As someone who does not have much experience working with children, it was great to hear from an expert about what appeals to parents and children.

Booklists: What didn't work

Originally, I had planned to create booklists on the following topics: **Vision loss or print disability**; **Developmentally delayed teens/adults**; and **Books to build empathy for teens**. I soon discovered that print disabilities and developmental delays covered a vast spectrum of conditions and situations. As a result, **Eva** took on vision loss and blindness, while I created a **print disability** list to cover mobility and cognitive disabilities that make print resources difficult to access. This switching of tracks required more research than initially expected, and so I was not able to spend as much time writing annotations. The planned developmental delay booklist was not completed. Hopefully, TPL staff with time to carefully consider the great variety of conditions and needs of teens and adults with developmental disabilities will be able to create booklists to support such patrons in the future.

In general, I should have allocated more time to **writing annotations** and spent less time second-guessing and re-reading the books I had selected. I believed writing would be the simplest phase, but instead was challenged by writing concisely for a broad audience. I finished writing in the last day of the project, but would have felt better about the final product with more time to craft articulate and informative annotations. As a result, **Leigh** and **Sharon** will continue to edit after the practicum's end.

The Workshop

Using the IBBY Collection's handmade books as inspiration, I developed a **book-making workshop for children ages 6-9**. The goal was to expose children to the IBBY Collection to teach about tactile books and disabilities. It was also intended to engage young patrons

in creative making to tie into the TD Summer Reading Club theme of invention. 21 children attended with 10 caregivers. Every participant made a tactile book based on the itsy bitsy spider (**Figure 1**).

Leigh and **Sharon** will reflect and report on the workshop as part of their session about IBBY at the OLA SuperConference 2015. I prepared a **draft report** with suggestions for similar programming for use at the conference (**Appendix C**). This aspect of the project is still in progress.



Figure 1: Example itsy bitsy spider book made by a participant

Workshop: What worked

Leigh began the workshop by introducing the IBBY Collection and **asking questions about disabilities**. Participants discussed different kinds of disabilities, and what kinds of tools people might use to read with physical, cognitive, or visual limitations. We passed around example tactile books to use as inspiration. Judging by the questions and ideas shared by participants, the IBBY books sparked their curiosity and creativity. Discussing the collection in the context of disability promoted inclusion and acceptance of differences. Involving caregivers in the activities at this stage made both kids and adults more comfortable.

Using basic craft supplies made the craft accessible and easy to reproduce. Showing how to bring together simple pieces to invent something original emphasizes creativity and ingenuity over expense or expertise and shows the participants how to make books at home.

Workshop: What didn't work

Though all participants finished and seemed proud of their creations, a **less complex craft** might have granted more time to individualize the books in creative ways. I would also design a book that allows participants to select more of their own materials and explore different textures and shapes. To further **promote innovation**, I would have passed around more of the craft materials in advance of instructions, and have participants guess what each piece might represent. This would have made a stronger connection to the form and function of tactile books.

I had a basic outline of the workshop schedule ahead of time. In retrospect, it would have been better to have a firm idea of when and where each phase would occur. I sent participants to their seats a step early, creating some confusion when it was time for the next step. **Better communication** in advance would have prevented this.

The Work Plan

The work plan was ambitious, with a maximum plan of creating 3-4 booklists, executing a workshop, and taking on optional extra tasks. Though I did not participate in all the optional extra tasks, I was able to attend a couple **class visits**, design **IBBY promotional material (Appendix D)**, as well as complete **four booklists** and the **workshop**.

How the plan prepared me

Before writing the work plan, **Leigh, Sharon, Eva**, and I discussed the end goals of the project, and the steps needed to accomplish them. Input based on **Leigh** and **Sharon's** experience in children's librarianship helped to establish expectations and combat challenges from the get-go. Knowing what research was needed in advance prevented me from barrelling head-first into developing the booklists and the workshop without a firm foundation of knowledge. I was able to perform targeted research in my first couple weeks, leading to useful final products without many false starts.

The work plan was also critical to time management. The workshop and booklists required unique sets of skills, and had me working with different groups of people. Without firm deadlines established ahead of time, it may have been more challenging to balance both tasks.

How the plan changed

BEFORE	AFTER
Workshop planning and materials purchasing and preparation: 20 hours	Workshop planning and materials purchasing and preparation: 7 hours
Reading and assessing books: 30 hours	Reading and assessing books: 43 hours
Set up displays in IBBY display cases: 5 hours	Set up displays in IBBY display cases: 0 hours
Optional extra tasks: 5 hours*	Flyer creation: 2 hours
*Revise IBBY presentation; write book reviews for blog; produce flyer; attend conferences and community events; library programming and class visits	Junefest, class visits, library programming: 8 hours

Reading and assessing books was extremely time consuming, and the original work plan did not allocate enough hours to the task. Fortunately, I was too generous with hours dedicated to workshop planning and was able to add extra hours to reading. I did not end up helping with IBBY displays, instead attending class visits and other library programming, giving me valuable experience working directly with children.

How the plan changed (continued)

Planned booklists	Final booklists
Vision loss or print disability	Print disability
Developmentally delayed teens/adults	Deafness and hearing loss
Books to build empathy: Teens	Books to build empathy: Teens
	Books to build empathy: Ages 7-12

Challenges

As predicted, **understanding disabilities and book assessment** proved the biggest challenges. I learned a great deal during my practicum by performing thorough research from a variety of valid sources. I also liaised frequently with **Leigh**, who, as the **IBBY Collection Librarian** has a wealth of knowledge to share. Compiling research reports encouraged me to think critically about what information was relevant to the project, and relay it in clear, concise terms.

Despite all the new knowledge gained, I still feel as though there is a lot left to learn. Consequently, it was difficult to know when to move on from the research phase. This is another challenge forecasted by the work plan. I was able to mostly adhere to the firm deadlines outlined in the work plan, give or take a day. Forcing myself to move forward according to the schedule prevented me from getting weighed down and distracted by infinite amounts of information.

Despite ranking it as a challenge of “low” probability in the work plan, I did end up needing unexpected time off for medical reasons. Thankfully, I was able to work from home for a couple days.

Decisions

Age appropriateness: It was difficult to gauge age appropriateness for books, particularly with some of the controversial material used on the teen booklist. Using my own judgement alongside conferring with colleagues and consulting curriculum, online book reviews, and publishers’ information, I was able to determine appropriate age ranges for each item. This was doubly challenging for the print disability book list, as some print disabilities may cause an individual’s reading level to be below the average. My supervisors and I determined it would be best to forgo assigning specific age suggestions in favour of broad descriptors (i.e. “picture book” or “easy reader”).

As I do not have a great deal of experience working with children, it was also difficult to predict what kind of craft would be age appropriate. I worked with **Lucy**, an experienced and crafty library assistant, who was extremely helpful in guiding me through planning my first program. I also did research on tactile books and similar library programs to help inform my decisions.

Design of booklists: I had expected a standardized format used throughout TPL. While there were examples to work from, the design had to be adaptable to the specific needs of IBBY users. This decision was made in consultation with **Leigh** and **Sharon**, and led to the creation of a long and short list for each topic.

Design of workshop: I was largely responsible for determining the design of the craft, the materials used, and the sequence of the workshop. With little experience in planning programs, I found this task fairly overwhelming. The input of **Leigh** and **Lucy** was invaluable to overcoming my self-doubt and inexperience. Feedback from **Leigh** and **Sharon** helped me develop recommendations for the final workshop report.

The Experience

The practicum placement was an extremely rewarding experience that built on my academic work at the iSchool, as well as my previous professional experiences. After working in a public library for two years, I made the decision to pursue the Master of Information degree with the intention of becoming a public librarian, ideally in children's and youth services. Though I interacted with children and parents in my day-to-day work at the public library, I did not have specialized experience in children's librarianship or programming. This practicum presented an excellent opportunity to test my strengths in the area, as well as apply concepts learned at the iSchool in a real-life work setting.

The core courses of the **Library and Information Sciences** stream informed decisions made throughout the project. The **Introduction to Reference** course introduced me to key reader's advisory tools, such as NoveList, that were invaluable in finding and evaluating books for use on booklists. One unexpected challenge that arose was confronting my own personal politics. Seeking out books with diversity and sensitive portrayals of disabilities was difficult enough, but I also found I sometimes clashed with an author's perspective on appropriate teenaged behaviour or how to deal with bullying. Keeping in mind the ethics and aims of librarianship as discussed in the **Foundations of Library Science** course, as well as in the philosophical underpinnings of the **Critical Information Studies** stream, I attempted to advocate for inclusive books without censoring controversial materials.

Stephen Abram's Winter 2014 **Library as Conversation** workshop greatly influence the craft program. The theoretical foundation of Abram's course was David Lankes' notion that "**the mission of librarians is to improve society through facilitating knowledge creation in their communities**".* With stated goals of promoting IBBY's inclusive resources and encouraging creative making, engaging participants in conversations about disability, creativity, and alternative concepts of books and reading was central to the program. This aspect was highlighted through Leigh's discussion of the IBBY Collection and the participants' interaction with inspiring tactile books. I circulated amongst participants as they made their crafts, asking questions about the different textures and their creative choices. I emphasized the educational element of the programming by encouraging participants to solve their own problems. For example, a few participants had trouble tying a knot. Instead of tying it for them, I guided them through the steps with helpful prompts. I believe my ability and desire to perceive and create moments for education and skill-building is a strength that will be vital to a future in public librarianship. I am motivated to create conversations with participants, and judging by my supervisor's claim that I belong in children's librarianship, this is a skill highly valued by the organization.

*Lankes, R.D. (2011). *The Atlas of New Librarianship*. Cambridge, MA: MIT Press

I enjoyed compiling the booklists. It was fun reading the spectacular variety of children’s literature, and the wealth of information on disabilities and literacy will make me a better, more inclusive librarian and citizen. It was satisfying to hear that my teen booklist has been sent to an educator in Los Angeles. I thrive both personally and professionally when I feel my work has an impact outside the walls of an organization, a characteristic that caused me to choose librarianship in the first place.

However, the tasks I found most energizing were the ones that brought me in contact with children. Seeing creativity flourish in the book-making workshop, and interacting with young patrons during class visits were inspiring moments. I learned from my **Enneagram Personality** results that I am an **Investigator**, and can be prone to isolation and nihilism. Working with children in an innovative atmosphere counters my pessimism and encourages me to use the positive aspects of the Investigator – vision, inspiration, and a desire to solve problems – to better my community. In reality, an individual cannot be boiled down to a specific “type,” and my test results reflect this. I found elements of the **Individualist**, the **Achiever**, and the **Reformer** all emerged during the project. The Investigator-Individualist in me needed time away from the hubbub of the public and co-workers to reflect on my work, while the Achiever and the Reformer were reinvigorated by brainstorming sessions and the joyful chaos of working with young people.

I look forward to continuing my education toward children’s librarianship. This term I will be taking **Advocacy and Library Issues**, motivated by IBBY’s mandate of accessibility and inclusivity. Inspired by the book-making workshop, **Critical Making** will enhance my knowledge of maker culture and information literacy. Next term, I hope to take **Children’s and YA Services** and **The Public Library in the Community** to further prepare me for a career in public libraries. These courses will be essential to learning more about the professional world. Having spent a long time working and studying in academia, my ability to communicate with children and the general public has suffered. It was difficult to write annotations for a broad audience, and I was visibly nervous when leading the workshop. The practical projects and presentations included in these courses will help develop these weaknesses into strengths. More knowledge of public librarianship will also aid in the self-doubt I experienced in evaluating books for relevance to readers. Learning about the library’s role as a service to and advocate for its community will improve my confidence in making decisions on behalf of patrons.

Skills Learned

Creating bibliographies

- Evaluating children’s and teen literature
- Writing annotations for parents and young audiences

Planning and running a library program

- Creating a middle childhood craft on a budget
- Planning a workshop schedule

Research and writing for the workplace

- Distilling complex information into clear and accessible language
- Writing a report for use at a professional conference

Preparing and carrying out a set of deliverables

- Communicating with supervisors and colleagues to ensure timely production of booklists and reports

Appendices

Alien

Tony Bradman, 2012
Easy Reader

From Barrington Stoke, a publisher focusing on dyslexic readers. Teens are tasked with protecting Earth from an alien invasion at the risk of their lives. Includes mature themes of corruption, war, and death. Ends with a plot twist and cliffhanger!

Here Comes Science

They Might Be Giants, 2009
Music CD with DVD

Popular with children and adults alike. Tackles concepts from the scientific method to mitosis through joyful, poppy rock music. The DVD features stylish music younger kids will enjoy too.

Here's Hank: Bookmarks Are People Too! [e]

Henry Winkler and Lin Oliver; illustrated by Scott Garrett, 2014
Easy Reader

Prequel to the *Hank Zipzer* chapter books. Uses a font designed to help differentiate letters. Hank blows the second grade play audition, but manages to save the day using his quick wit. The bully's portrayal is unsympathetic, but can spark discussions about empathy.

Lily and the Mixed-Up Letters [e] zBbY

Deborah Hodge; illustrated by France Brassard, 2007
Advanced Picture Book

Lily is an excellent painter, but hates reading because the letters get all jumbled up. Ideal for reading together to help children learn about reading disabilities, friendship, and accepting others.

For more, view the longer online version of this list at www.torontopubliclibrary.ca/ibby

Chicken and Cat

Sara Varon, 2006
Wordless Picture Book

A twist on the classic City Mouse/Country Mouse. Chicken and cat find beauty and fun in a bustling city. A book without words that children can return to again and again to tell their own stories. Admire the quirky details of Varon's illustrations.

Eats [e] zBbY

Marthe Jocelyn; illustrated by Tom Slaughter, 2007
Picture Book

High contrast images in primary colours show what different species eat. Large text labels food and animals. The end invites readers to complete the story by answering: who eats ice cream? Good for children learning English.

Fuzzy Yellow Ducklings zBbY

Matthew Van Fleet, 1995
Tactile Book

A small book with big impact! Includes guessing games, poems, cut outs, flaps, and textures. Cheerful illustrations introduce shapes, colours, and animals. The simple text is easy to read and fun to say aloud. Thick pages are easy to turn.

Go!

Daniel Kirk, 2001
Book with CD

Whimsical poems and illustrations about the hustle, bustle, whizzing and zooming of forms of transportation. Comes with music CD for singing along. May encourage giggling, dancing, and reading!

Green zBbY

Laura Vaccaro Seeger, 2012
Picture Book

A vivid ode to green, from peas to wacky zebras. Simple text, bold pictures, and subtle cut outs encourage readers to explore the pages with their fingers. A Caldecott Honor Book.

Reader's Guide

Print Disability Booklist: A selection

This booklist contains resources and reading suggestions for children with physical, developmental, cognitive, or learning disabilities that make reading and accessing print books challenging.

You can find many more resources in our collection:

- Browse [Board Books](#) for sturdy, easy-to-turn pages
- [Kits](#) include picture books with audio CDs to encourage print recognition and phonological awareness
- Many books are available as [Audiobooks](#) or in [Large Print](#)
- Search the IBBY Collection with the subject headings [Tactile Books](#) and [Toys and Moveable Books](#)
- Find wordless picture books with the subject heading [Stories without words](#)
- For more reviews of books for early or reluctant readers, view TPL's [Growing a Reader](#) blog

For more library materials for children with blindness or vision loss, such as large print, tactile, and Braille books, please view our [Blindness and Low Vision](#) booklist.



North York Central Library, Floor 1
IBBY Collection for Young People
with Disabilities
5120 Yonge Street
Toronto, Ontario
M2N 1M1
www.torontopubliclibrary.ca/ibby

Look Book

Tana Hoban, 1997
Wordless Picture Book

Photographs of nature are hidden behind black pages with peek-a-boo cut-outs, creating wordless riddles for children to interact with and solve. A crowd pleaser for all!

Sight Words Levels I-III

Rock N Learn, 2011
DVD Series

Rock N Learn uses repetition, games, music, and colourful animations to teach word recognition and reading comprehension. Ideal for music lovers and those who like dancing while learning! Look for Rock N Learn phonics series and math raps DVDs.

Spot's Big Book of Words/Blissymbols zBbY

Eric Hill, 1991
Picture Dictionary

An energetic picture dictionary to introduce basic vocabulary. Features fun flaps, simple text, and a loveable puppy. The IBBY collection contains Blissymbol and multilingual versions, and many *Spot* books in Braille, ASL, and large print.

Truck

Donald Crews, 1980
Wordless Picture Book

Primary colours and clean lines depict a day in the life of a truck. The story is wordless and can be developed by the reader. A Caldecott Honor Book. Also try *Flying* and *School Bus*.

zBbY = IBBY title (available for in-library use at NYCL)

[e] = Canadian Author

[e] = eBook

Books to Build Empathy: Teens

The Absolutely True Diary of a Part-Time Indian [e] [eA]

Sherman Alexie; illustrated by Ellen Forney, 2007

Fiction; 15-18

Arnold lives on the Spokane Indian Reservation and has hydrocephalus (water on the brain). He discovers himself while facing poverty, racism, homophobia, alcoholism, and loss. A witty book tackling heavy issues. A National Book Award winner.

Accidents of Nature

Harriet McBryde Johnson, 2006

Fiction; Ages 12-17

Jean has cerebral palsy and uses a wheelchair, but otherwise she is what she calls "normal." When she attends a cross-disability summer camp, she learns about disability rights and culture. Johnson, a lawyer and activist, writes about disability, activism, and belonging.

A Time to Dance

Padma Venkatraman, 2014

Novel in Verse; Ages 13-17

After her leg is amputated, Veda relearns her beloved Bharatanatyam dance with a prosthetic leg. Through verse as fluid as dance, Veda explores her new body. Deals with issues of love, grief and spirituality and classic teenage trials of self-consciousness and acceptance.

The Bite of the Mango [e] iBbY

Mariatu Kamara and Susan McClelland, 2008

Memoir; Ages 14-18

Mariatu was 12 when civil war ravaged Sierra Leone. Her village was raided, and rebels cut off her hands, but she miraculously survived. This intense memoir raises awareness of the violence she and thousands suffered. Hope, forgiveness, courage, and pride in oneself shine through.

Catch and Release

Blythe Woolston, 2012

Fiction; Ages 15-18

Polly and Odd survived a vicious flesh-eating disease. After losing friends, an eye, and a foot, these unlikely friends take a trip that helps them grieve. Realistic characters and scientific insights add dimension to this honest and subtle tale.

Earth Girl [e]

Janet Edwards, 2012

Science Fiction; Ages 12-16

800 years in the future humanity lives on planetary colonies. Jarra, deemed a Handicapped throwback, remains on Earth with the 0.1% whose immune systems fail in space. Jarra proves her worth at a non-Earth university. Explores concepts of discrimination and how society defines ability. The first in a series.

Fade to Black

Alex Flinn, 2005

Fiction; Ages 14-18

Alex, an HIV-positive teen, is victim to a violent hate crime. Daria, a student with Down's syndrome, accuses Clinton, the resident bully, of the attack. Cycles through the three unique perspectives as Alex confronts ethical dilemmas, Daria doubts herself, and Clinton faces his demons.

The Fault in Our Stars [e] [A]

John Green, 2012

Fiction; Ages 14-17

Hazel and Gus meet in a cancer support group and quickly fall in love despite Hazel's hesitance to commit. Green evokes large issues of mortality, death, and oblivion while writing a sweet teenage romance. Sentimental, tragic, and humorous.

Free as a Bird [e]  BBY

Gina McMurchy-Barber, 2010

Fiction; Ages 13-17

Ruby Jean, a child with Down's syndrome, lives a lonely life in a school for the developmentally disabled. A sympathetic portrayal that shows a hopeful spirit struggling against mistreatment. Inspired by a real B.C. institution.

Hurt Go Happy

Ginny Rorby, 2006

Fiction; Ages 12-17

13-year-old Joey has been deaf since six, but her mother does not want her to learn sign language. When Joey meets an old doctor who is teaching a chimpanzee to sign, Joey's world opens up. Deals with issues of animal experimentation, child abuse, and social isolation.

The Invisible Hero BBY

Elizabeth Fensham, 2011

Fiction; Ages 12-15

Follow a diverse class of bullies, geeks, and loners as they work on assignments about heroes and villains. Confronts themes of courage and friendship and offers a nuanced view of morality. Will provide excellent discussion for classrooms or families.

The Language Inside [e]

Holly Thompson, 2013

Novel in Verse; Ages 14-18

Emma was raised in Japan, but in the wake of the 2011 tsunami she moves back to America. Emma's severe migraines begin as she copes with guilt about leaving her friends. Deals with mental illness, political strife, and the bonds of friendship, family and romance.

Marcelo in the Real World [e] [A]

Francisco X. Stork, 2009

Fiction; Ages 14-17

A tale of friendship, religion, and personal growth through the eyes of Marcelo, a 17-year-old boy on the autism spectrum. When Marcelo takes a job in his father's law firm he is challenged by new relationships and responsibilities and forced to ponder ethical questions.

My Thirteenth Winter

Samantha Abeel, 2003

Memoir; Ages 13-17

Abeel is a gifted writer with dyscalculia, a learning disability that affects understanding of sequential processing. She writes an account of her struggles with anxiety and depression as she finishes high school and college. A unique insight into a little-understood disability.

The Orange Houses

Paul Griffin, 2009

Fiction; Ages 14-18

Three friends from the Bronx face personal challenges and the cycles of poverty and crime many urban teens face. Gives considered attention to issues of racism, immigration, and education in America. A small book with a big impact.

Otherbound

Corinne Duyvis, 2014

Science Fiction; Ages 14-17

Plays with the idea of seeing through another's eyes. Nolan is transported into the mind of Amara, a servant girl living in a brutal world. Portrays the bond between Nolan and Amara, endowing both with rich personalities. Diverse characters, relationships, abilities, and classes are triggers for thoughtful discussion.

Rose Under Fire [A] [e]

Elizabeth Wein, 2013

Historical Fiction; Ages 14-28

Rose, an American pilot in WWII, recalls her time at Ravensbrück concentration camp. She encounters victims of horrific medical experiments. A saga that affirms human resilience and upholds the duty to defend the marginalized and overlooked. An award-winning sequel to *Code Verity* that stands on its own.

Stoner & Spaz [e]

Ronald Koertge, 2002

Fiction; Ages 15-18

A witty odd-couple tale about teen life. Ben, a movie-loving loner with cerebral palsy, befriends Colleen, a tough slacker with a drug problem. While Ben helps Colleen kick her habit, Colleen encourages Ben to pursue his passion. They film a documentary about high schoolers and their complex lives.

Whisper 

Christine Keighery, 2011

Teen Fiction; Ages 12-17

A coming-of-age tale. A teen leaves her mainstream school for a college for the deaf and learns about community, discrimination, and acceptance. Demi, a relatable and intelligent protagonist, experiences familiar teenage struggles to understand and be understood.

 = IBBY title (available for in-library use at NYCL)

 = Canadian Author

[e] = eBook

[eA] = eAudiobook

[A] = Audiobook

PLEASE ASK STAFF FOR MORE INFORMATION

2014 CED

Disability in Ontario Curriculum

Compiled by Carolyn Dineen



Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation

<http://www.edu.gov.on.ca/eng/policyfunding/inclusiveguide.pdf>

- In 2009, the Government of Ontario released an action plan to promote equity and inclusivity in provincial school boards and classrooms through curriculum, professional development, and teaching practices
- The concept of inclusivity in the document is based on the prohibited grounds of discrimination under the Ontario Human Rights Code, which perceive three main intersecting areas that warrant protection against discrimination in schools: Disability, Race, and Religion
- Implemented province wide in September 2010

Equity and Inclusion in School Curriculum

Recently revised elementary and secondary subject curriculum most often include a section on how the subject area can promote inclusivity and equity both in teaching practices (i.e. accessible lesson plans and educational spaces) and in content (i.e. books/media that promote empathy and understanding).

From curriculum for *Grades 9 and 10: The Arts (2010)*:

<http://www.edu.gov.on.ca/eng/curriculum/secondary/arts.html>

“Teachers can give students a variety of opportunities to learn about diversity and diverse perspectives. By drawing attention to the contributions of women, the perspectives of various ethnocultural, religious, and racial communities, and the beliefs and practices of First Nation, Métis, and Inuit peoples, they enable students from a wide range of backgrounds to see themselves reflected in the curriculum. It is essential that learning activities and materials used to support the curriculum reflect the diversity of Ontario society. In addition, teachers should differentiate instruction and assessment strategies to take into account the background and experiences, as well as the interests, aptitudes, and learning needs of all students.” (p.37)

Most Ontario curricula documents include the same or a similar statement.

Anti-bullying lessons also accompany lessons on equity and inclusion, and the Government often suggests the sharing of stories or the reading of books that include the impacts of bullying on individuals and schools.

Elementary Curriculum

<http://www.edu.gov.on.ca/eng/curriculum/elementary/>

Junior/Senior Kindergarten – Early Years

- **Social Development:** Including the ability to empathize with others and an understanding of the concepts of diversity, including in physical/cognitive abilities
- **Big Idea:** Children are connected to others and contribute to their world; many different kinds of people contribute to the world
- **Overall Expectations:** Understand diversity, respect alternate points of view

Books and storytelling are central to the Government's advice to teachers on how to achieve these goals and expectations. Reading books including diverse characters in groups and with the teacher are a large part of early years education. The Government suggests students reflect on their relationship to the stories, and retell them using props and multimedia.

The role of public spaces and alternate education settings is also emphasized in the curriculum, with the connection between the class room and both school and public libraries being critical to engaging early learners in their communities and exposing them to the diversity of the wider world.

Grades 1-8

As with all curriculum, teaching inclusivity and accessible learning are emphasized. However, references to disability and diversity come up more strongly in a number of places:

- **Grade 5 – Social Sciences: People and Environments**
 - Includes creating a plan to address a social issue; example: "What are the most important issues facing people with disabilities?"
- **Grade 5 – Languages: Media Literacy**
 - Identify whose point of view is presented or reflected in a media text, and identify missing points of view
- **Grade 6 – Social Sciences: Heritage and Identity**
 - Explain how various groups have contributed to the goal of inclusiveness in Canada and evaluate the extent to which this goal has been achieved; example: L'Arche, Ontarians with Disabilities Act
- **Grade 7 – Languages: Media Literacy**
 - Explain why different audiences might have different responses to a variety of media texts

Secondary Curriculum

<http://www.edu.gov.on.ca/eng/curriculum/secondary/index.html>

Higher concept critical theory is introduced. There is a strong focus on using a variety of materials for learning and literacy, from fictional novels to short, informational text, to visual and dramatic media, etc.

The Arts

- **Grades 9-10 – The Arts**
 - Use a variety of learning resources
 - Mostly focused on diversity of cultures and traditions, less so on disability, etc.
- **Grade 11 – Media Arts**
 - Identify and explain the way in which media art works can influence community or societal values
 - Explain, using a variety of formats, how creating a presenting media art works has affected the student's personal values and understanding of their culture and community

- **Grade 11-12 – The Arts**
 - Analyze the impact of a range of factors on the development of artists; example: the impact of physical disability on Chuck Close or Evelyn Glennie
- **Grade 12 – Drama**
 - Identify and follow safe and ethical practices in all drama activities; example: challenge assumptions about disability in assigning performance and group roles
- **Grade 12 – Media Studies**
 - Explain how media texts, including increasingly complex or difficult texts, are created to suit particular purposes and audiences; example: How might college websites encourage a diverse range of students, including students with disabilities and Aboriginal students, to apply to the college?

Social Studies and Humanities

- **Grade 11 – Gender Issues**
 - What changes have resulted from the debates within the women’s movement relating to marginalization of women of colour, women with disabilities, and lesbians?
 - describe the accomplishments of Canadian individuals and organizations in promoting gender equity and changing gender expectations; example: DisAbled Women’s Network
- **Grade 11 – The Social Construction of Identity**
 - Explain how stereotypes are transmitted through media and their impact on societies and individuals
 - Describe the effects of discrimination and oppression on individuals and groups
- **Grade 11 – Equity and Social Justice**
 - Describe the progress Canada has made in the areas of human rights, equity, and social justice; example: Ontarians with Disabilities Act
 - Explain how to apply specific skills and strategies necessary to interact effectively in diverse school, workplace, and community settings; example: How might you and your peers support a peer with a physical disability to enable you all to work successfully together?
- **Grade 12 – Understanding Social Construction**
 - Demonstrate an understanding of theoretical and research approaches associated with the study of equity and social justice issues; example: What are some of the key issues relating to people with disabilities that are being identified within the field of disability studies?
 - Analyze factors that affect political participation, including standing for elected office, at the local, provincial, and/or federal level in Canada
 - Assess the impact of marginalization; example: How does the marginalization of people with disabilities leave them at higher risk for exploitation and victimization?

English

From curriculum for Grades 9 and 10: English (2007):

“The English curriculum takes into account that students in Ontario come from a wide variety of backgrounds and that every student has a unique set of perspectives, strengths, and needs. Instructional strategies and resources that recognize and reflect the diversity in the classroom and that suit individual strengths and needs are therefore critical to student success. Reading activities should expose students to materials that reflect the diversity of Canadian and world cultures, including those of Aboriginal peoples. Students also need to become familiar with the works of recognized writers from their own and earlier eras. By reading a wide range of materials and being challenged by what they read, students become receptive to new and widely varying ideas and perspectives, and develop their ability to think independently and critically.” (p. 5)

Bookmania! Workshop Report

Compiled by Carolyn Dineen



Workshop Description

From program flyer:

Have you ever made a book? Learn how to create an accordion book from scratch to take home and keep. You'll use pom poms, straws, colourful paper, and other fun stuff to tell a story through pictures!

Purpose

For children's ages 6 to 9 to make a tactile and moveable book. The goal was to connect the program with the IBBY Collection to teach about tactile books and disabilities, as well as engage young patrons in creative making.

Results

21 children attended with 10 caregivers and each completed a multimedia tactile book based on the itsy bitsy spider.

Workshop Plan

1. Physical warm-up exercises, followed by an interactive storytime
2. Introduce the IBBY Collection and discuss in the context of disability
 - a. What is a disability? Examples?
 - b. How might someone with a disability (e.g. blindness) read and use book? Why do tactile books help?
 - c. Pass out IBBY books for participants to examine while staff circulates, asking questions and gathering thoughts
 - d. Pass around the "spouts," made from coffee sleeves cut into an L-shape. Participants guess what part of the book it might be for, what it feels like, and what it was made of
3. Sing itsy bitsy spider with the group while demonstrating how the book they will make can be used to tell a story
4. Explain how to make the spider (see attached instructions)
5. Each place has minimum required materials already set out
6. Provide written instructions at each table, as well as printed lyrics of the itsy bitsy spider song
7. Staff members circulate to help answer questions and perform difficult tasks

Insights

What we would do differently

The craft was complicated and had many steps. This was a good learning experience and participants appeared proud of their hard work. However, without the many caregivers, staff would not have had time to help everyone. A book with fewer components would also allow more time for participants to individualize and expand on their crafts.

Have participants interact with the book materials in advance of instructions. Though we passed around the “spouts,” having participants examine more materials in advance would have made a stronger connection to the IBBY books. It would have also helped them visualize the final product.

Have more opportunities for participants to choose their own materials. Exploring different textures and materials would encourage a deeper understanding of the form and function of tactile books.

What we would do the same

Introducing the IBBY Collection. Participants had a lot of fun playing with the IBBY books. Afterwards, many looked at the books to draw inspiration for their craft. Discussing the collection in the context of disability promotes inclusion and acceptance of differences.

Involving caregivers. We included them from the start, having them distribute IBBY books to participants. This encouraged them to take an active part in craft-making. It was a great help.

Using basic craft supplies. We used construction paper, Styrofoam balls, tissue paper, pipe cleaners, foam stickers, markers, crayons, cotton balls, and ribbon. We explained the spout was simply cut out of coffee cup sleeves. This emphasizes creativity over expense or expertise and shows participants they can make books at home.

Appendix D: IBBY Flyer

To give to parents, schools, and organizations that work with people with disabilities



INTERNATIONAL BOARD ON BOOKS FOR YOUNG PEOPLE



Visit North York Central Library to see the **IBBY Collection for Young People with Disabilities** for picture books and novels for and about children and teens with disabilities



www.torontopubliclibrary.ca/ibby
ibby@torontopubliclibrary.ca

North York Central Library
Children's Department
5120 Yonge St., Toronto, ON, M2M 5N9
416-395-5630
Nearest subway: North York Centre

AIR CONDITIONED • CALL FOR ACCESS INFORMATION • 416-395-5630



Braille books

Sign language

Tactile books

In over 40 languages
Picture Communication
Symbols (PCS)

More!



The IBBY Collection contains handmade and one-of-a-kind books that stay in the library so they can be enjoyed by all. Explore the many books available to borrow from the large circulating collection at North York Central Library. Ask library staff for help finding titles in our catalogue!

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Sincerest gratitude to **IBBY** for their continued dedication to improving the lives of young people around the world through books, to the **authors** who advocate for diversity in children's literature, and to the children and teens who inspire them.

