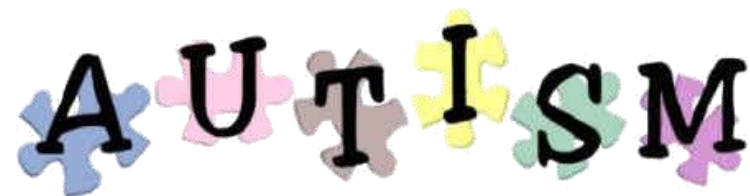


Library Programming for Children on the Autism Spectrum

Presented by:

Ashley Thiem-Menning, Preschool Specialist, Appleton Public Library

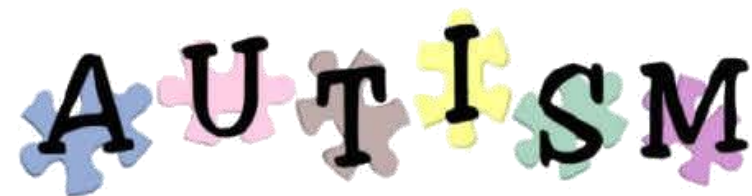


Part I: Exclusive Programming



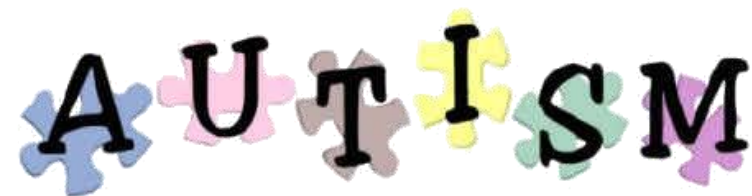
AUTISM

“If you meet one
child with Autism
you met one child
with Autism.”



Shining Star Storytime

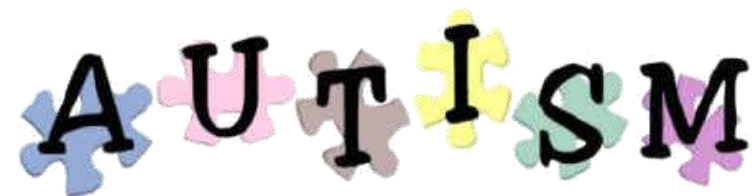
- An exclusive program for children on the spectrum in partnership with the ASFV
- Developmentally designed for ages four to eight
- Runs from 6:30-7:15 p.m. the third Thursday of every month
- Shining Star has been running since Nov. 2010



Getting Started

Establish a need

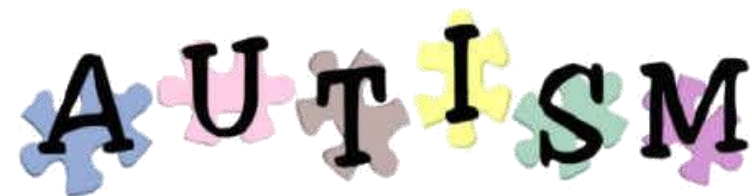
- Talk to the local experts about the need
- Keep track of the number of children in programs that may need a special adaptation for at least a month



Getting Started

Research & training

- Read the books that teachers use
- Get trained by experts
- Find an expert to help and partner with; CESA, schools & support agencies are a good place to start



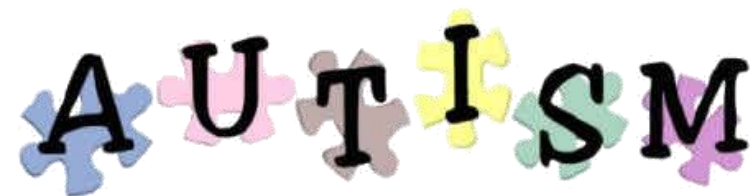
Designing the Program

Selecting an audience

- Children on the spectrum
- Developmental age versus chronological age

Factors for your decision

- What age group needs the program the most?
 - Who do you ask?
- What other programs are available to children in the community?
 - This helps when choosing dates & time.



Designing the Program

Literacy rich or activity based

- Appleton has a need for literacy rich programming for young children on the spectrum
- Appleton also has a need for programming for older teens and young adults on the spectrum
 - This is a national need

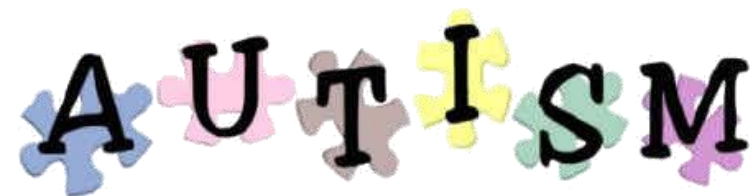
Designing the Program

Activities

- What activities will you choose?
- How long will the activities be?
 - Recommend that most are 3 min or less

Length of program

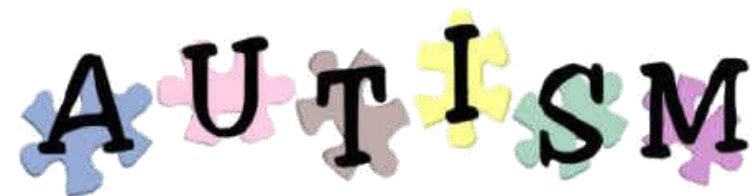
- How long will the program be?
 - Recommend 30-60 min programs



Designing the Program

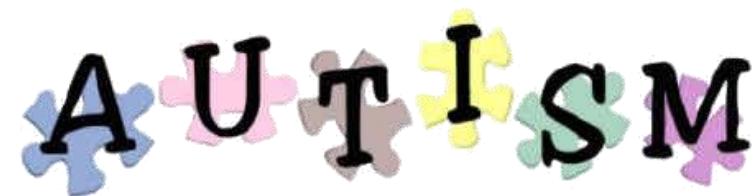
Frequency of program

- What is the need?
- What other programs are being offered?
- How much staff time can you dedicate?



Designing the Program: Activities

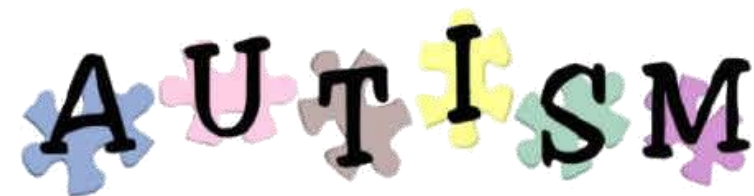
- Tag readers
- Audio books
- Play-doh or moon sand
- Crafts
- Sensory station
- Toys
- Music
- Books
- Finger paints
- “Simon says”
- Puppets
- Bubbles
- Play with flashlights
- Free play
- Video games



Designing the Program

Schedule

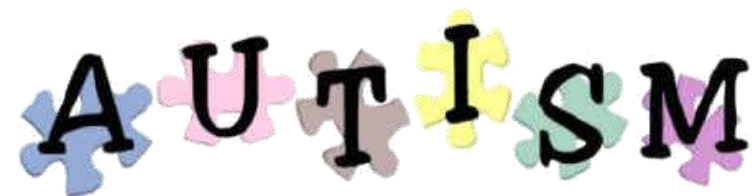
- A schedule must be determined and maintained for each program
- What types of schedule will you use? Wall or individual, or both?
- Will you use a schedule to get ready for the program?



Designing the Program

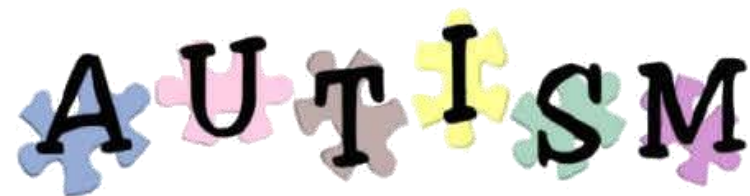
Tools

- Visual schedule
- Fidget/sensory Toys
- Musical instruments
- Seating



Tools: The Visual Schedule

- Should be large and easy to see
- Movable (to move activities from one side to the other)
- Should contain both an easy to decipher picture and short text
- Children should also get their own checklist to hold and use during storytime



Done



Welcome Song



Name Song



Alphabet Song



Clap Nursery
Rhyme







Welcome!

Done

1. Take off your jacket  ☐
2. Hang up your jacket ☐
3. Make a nametag  ☐
4. Put on your nametag ☐
5. Get your storytime mat  ☐
6. Get your storytime list  ☐
7. Find a place to sit down  ☐



Welcome!




Done

1. Take off your jacket  ☐
2. Hang up your jacket ☐
3. Make a nametag  ☐
4. Put on your nametag ☐
5. Get your storytime mat  ☐
6. Get your storytime list  ☐
7. Find a place to sit down  ☐



Welcome!



Done

1. Take off your jacket  ☐
2. Hang up your jacket ☐
3. Make a nametag  ☐
4. Put on your nametag ☐
5. Get your storytime mat  ☐
6. Get your storytime list  ☐
7. Find a place to sit down  ☐



Welcome!












Done

1. Take off your jacket  ☐
2. Hang up your jacket ☐
3. Make a nametag  ☐
4. Put on your nametag ☐
5. Get your storytime mat  ☐
6. Get your storytime list  ☐
7. Find a place to sit down  ☐

Name: _____

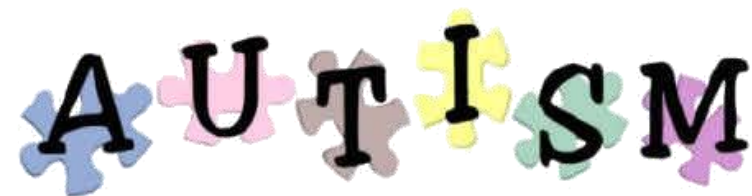
Storytime List

DONE

- Welcome song.  ☐
- Second, you will sing a name song.  ☐
- Third, you will sing the alphabet song.  ☐
- Fourth, you will clap a nursery rhyme.  ☐
- Fifth, you will listen to a story.  ☐
- Sixth, you will sing a song.  ☐
- Seventh, you will practice a fingerplay.  ☐
- Eighth, you will listen to another story.  ☐
- Ninth, you will participate in a musical movement activity.  ☐
- Tenth, you may choose to play or work on a craft activity.  ☐
- Last you will help clean-up.  ☐

Tools: Safe Space

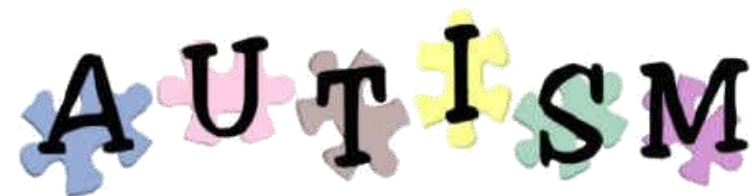
- It is important to have a safe space that a child and caregiver can go to in case a meltdown occurs or is nearing
- Options can include: another program room or closet (easily accessible) or purchasing or making a small child tent located in a corner
- Items that can be included in this space: books, music, fidget toys & crayons





Tools: For Class

- A book for each child or use big book (consider novelty books)
- Copies of songs, fingerplays & rhymes
- Time Timer
(good for measuring play & craft time)
- Helping hand
- Stop light
- Fidget toys
- Mat/carpet squares/chairs



Welcome Song

Welcome, welcome everyone,
Now you're here let's have some fun.



First we'll clap our hands just so!



Then we'll bend and touch our toes.



Welcome, welcome everyone,
Now you're here let's have some fun!

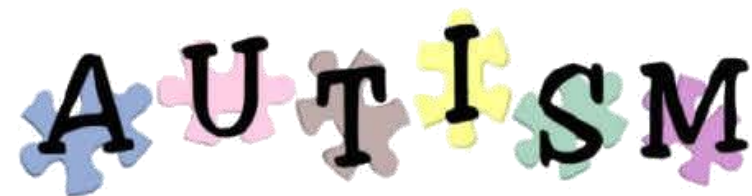




Hosting the Program

Language

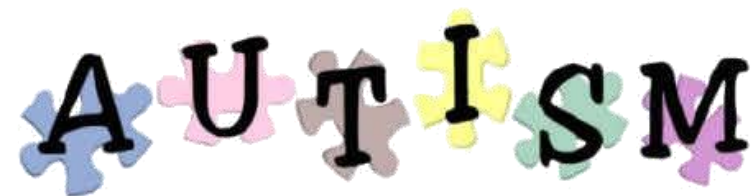
- Greet at their level
- Less talk is more
- Be slow and meaningful
- Wait for responses; try to give them an option between two things if you are going to feed them language



Hosting the Program

Language

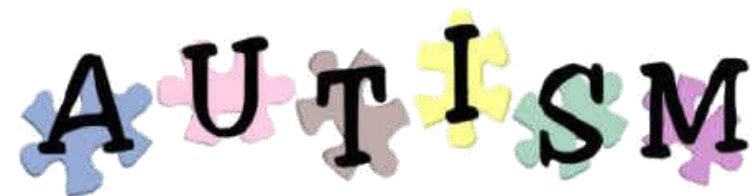
- Give warnings when activities are going to change
- Preview the schedule before and after; ask them to check mark their schedule
- Praise a job well done
- Don't use if and then; use first and second



Hosting the Program

Language

- Give choices rather than imperatives; “Would you like to...”
- Watch for trigger words; caregivers will let you know
- Use countdowns when necessary to begin activities
- Literal & concise



Hosting the Program

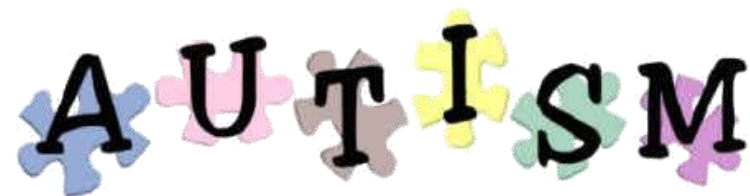
Starting storytime

- Welcome everyone
- Talk about where the “break” room is
- Mention the bowl of fidget/sensory toys and that everyone will self-manage and take one if they feel they need to
- Talk about the storytime list and how they will check mark activities off

Budget

***I don't have one for the
program and you might not either!***

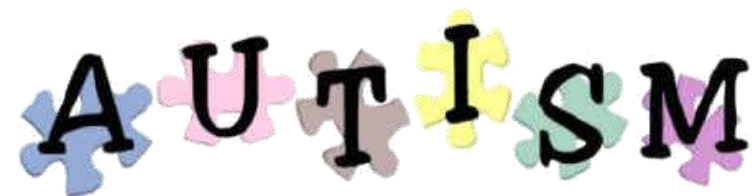
*Luckily, most accommodations can
be made using what you already have
or what you can get for free!*



Budget

Using what you've got

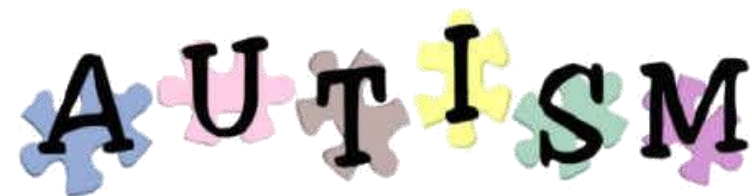
- Paper, clip art & Google image
 - Covers schedules and words to activities
- Existing toys in the area or for storytime
 - covers free play
- Existing carpet squares or child-size chairs
 - covers seating



Budget

How to get what you need for free

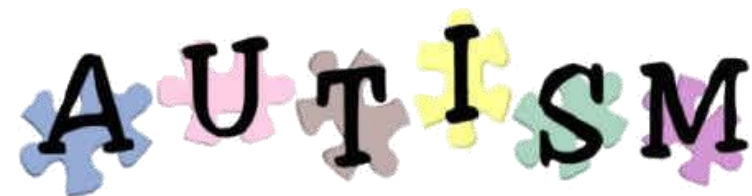
- Write grants
- Talk to your local society
- Make a sign, put out a box. Patrons will donate things to you!



Big Budget Items

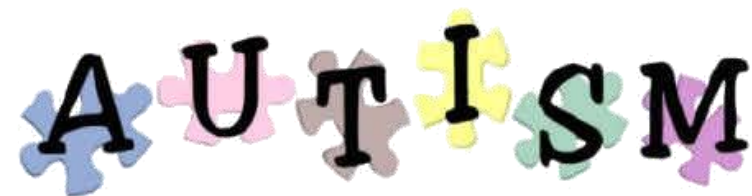
What could you use that's \$\$\$?

- Board Maker Software (\$399 Mayer-Johnson)
- Time Timer 8" (\$32 Integrations)
- Leap Frog Tag Reader System (\$40-\$100 each)
- Specialized toys (\$20+ Our Creative Minds)
- Tent (\$50 Integrations)



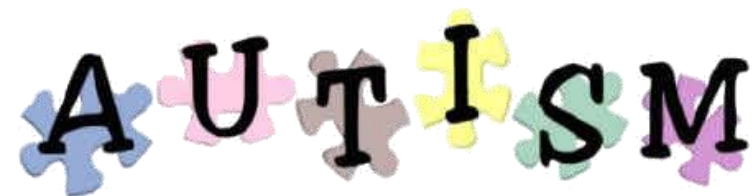
Marketing the Program

- How will you market the program?
 - Flyers, online, through therapy agencies and support groups, & local government



Marketing: Explaining the Program

- There need to be clear expectations of what the program is and what librarians expect
- Take into consideration:
 - Siblings (regarding adult to child ratios)
 - Registration
 - Accommodations available (informational booklet, fidget toys, break room, seating cushions)





Shining Star Storytime

What: A storytime for children on the Autism Spectrum

Where: Appleton Public Library, Children's Program Room

Age: Developmentally appropriate for ages four through eight

Time: 6:30- 7:15 p.m.

Dates: 8/18/11, 9/15/11, 10/20/11, 11/17/11, 12/15/11

A parent or therapist must accompany each child.

Siblings are welcome to attend but must also be supervised by a family member or other adult. This program will use visual supports and high interest activities to engage the children. A "break" room will be provided for children having difficulty participating with the group. Fidget sensory toys and seating cushions will be available as well.

Stop by the Family Readers' Advisory Desk ahead of your visit to pick up an introductory booklet to familiarize your child with a trip to the library and the program before you come to Shining Star Storytime.

Meet Miss Ashley!

Miss Ashley will always be hosting this monthly program. Miss Ashley is a professional librarian who has completed training on Autism Spectrum Disorder through CESA 6. The library is also working with the Autism Society of the Fox Valley on this program.



What we will do at each storytime program:

Sing our Welcome Song

Sing our Name Song

Sing the Alphabet Song

Clap a Nursery Rhyme

Read a Book

Sing a Song

Practice a Fingerplay

Read a Book

Participate in a Musical Movement Activity

Work on a Craft or Play with Toys

Clean Up



Fall/Winter Dates

Thursday, August 18th

Thursday, September 15th

Thursday, October 20th

Thursday, November 17th

Thursday, December 15th



For more information please feel free to contact Miss Ashley at athiem-manning@apl.org or (920) 832-6189



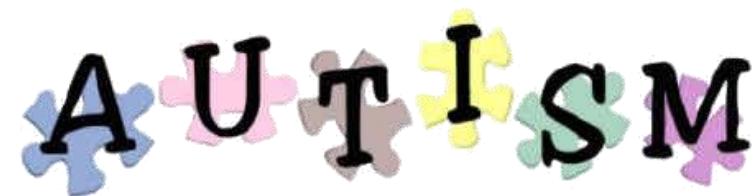
Appleton Public Library
225 N. Oneida St.
(920) 832-6187

Children's Services
Appleton, WI 54911
<http://kids.apl.org>



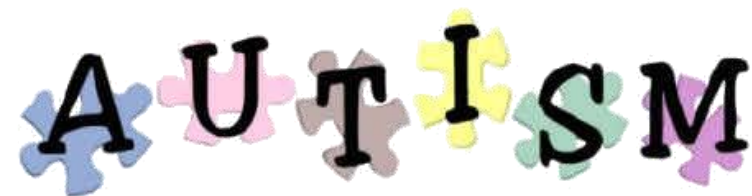
Other Considerations

- Library Flow
 - What time is the program? How busy is the library at that time?
- Space
 - How “busy” is your programming space? What distractions are on the path to your program room?
- Toilets
 - Automatic flush? Consider taping the sensor.

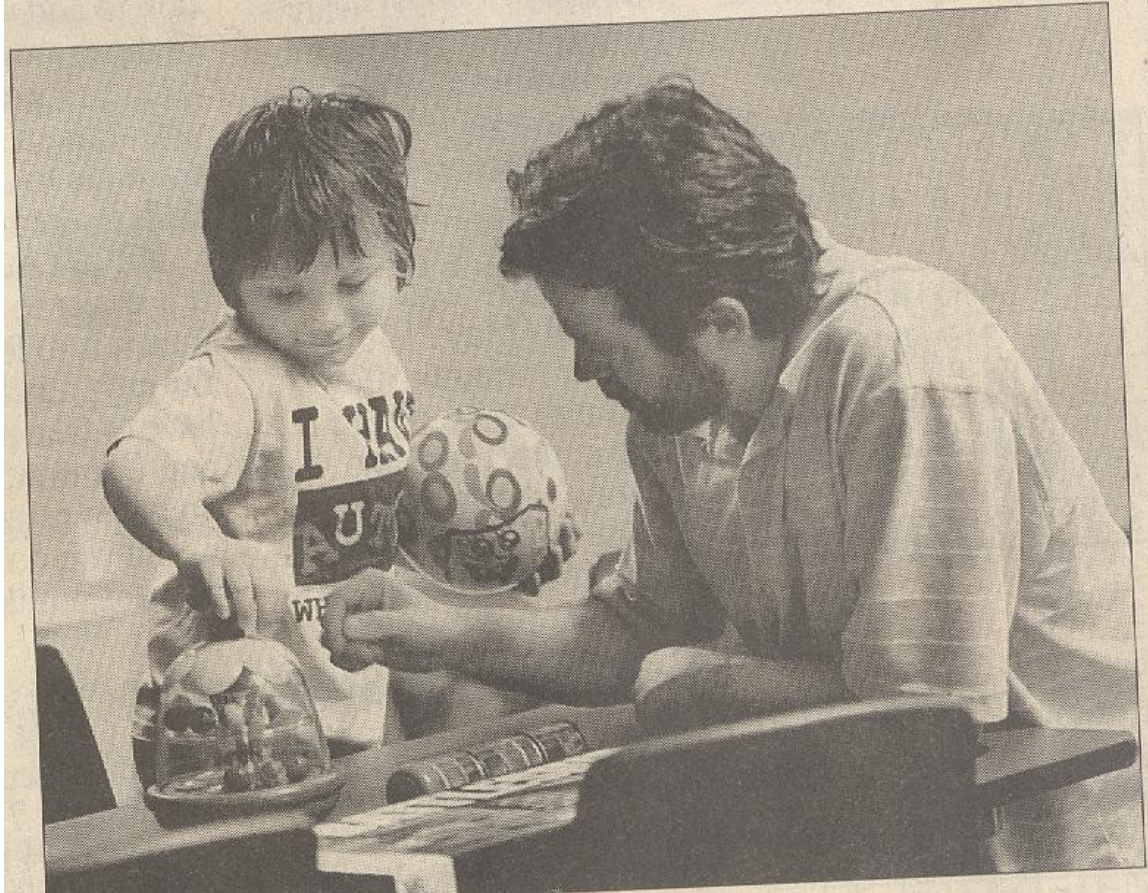


Other Considerations

- Lighting
- Dependability
 - Can you be at every program?
- Multiple Copies of Books
 - Can you provide one copy of each book you share to each child present?

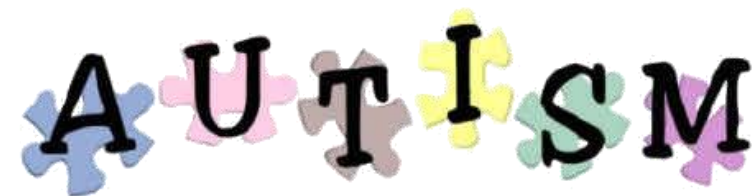


Part II: Inclusion



AUTISM

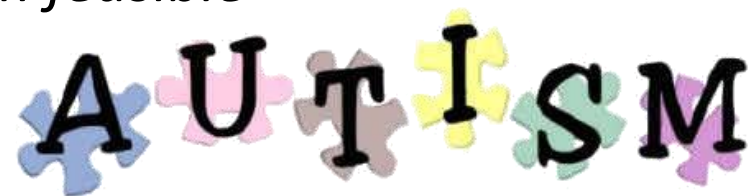
“I have Autism,
what’s your
excuse?”



Inclusive

- Children with and without disabilities participate in the same routines and play experiences
- You can choose the level of inclusion of your program
 - The program can always be inclusive and is marketed that way
 - Staff can be aware of inclusive adaptations and can implement them when necessary (often unplanned)

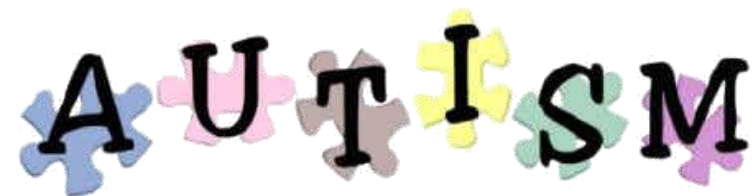
Remember: All library programs make accommodations when feasible



Inclusive Program

Evaluate existing programs for inclusion

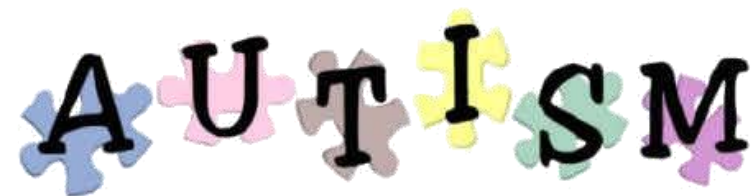
- Good candidates for inclusion include programs where:
 - a structured schedule is maintained and can be followed visually
 - rules are clear & enforced
 - children are registered (for control of environment)
 - a certain age is required



Adding Adaptations

Tools

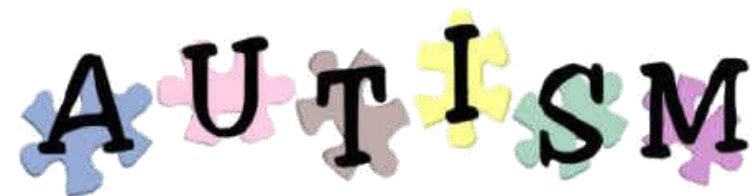
- Visual schedule is necessary
- Seating options the same for all
- Fidget/sensory toys
- “Break” area
- Book accommodations (one for each, use of Big Book, use of document camera, audio books)



Adding Adaptations

Hosting

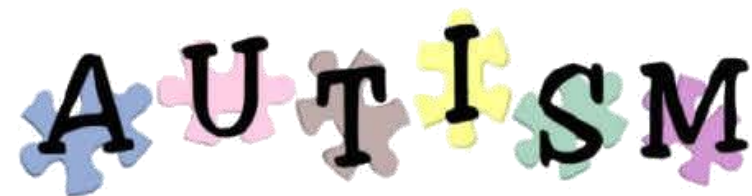
- Make note of the adaptations
- Tailor language
- Check program environment
- Use activities under 3 min.



Adding Adaptations

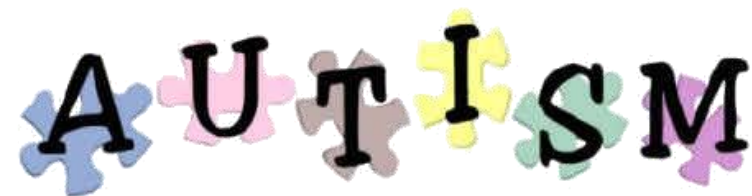
Other considerations

- Library environment
 - Lighting
 - Door open or shut
 - Flow of library traffic
 - Toilets



Inclusion on the Fly

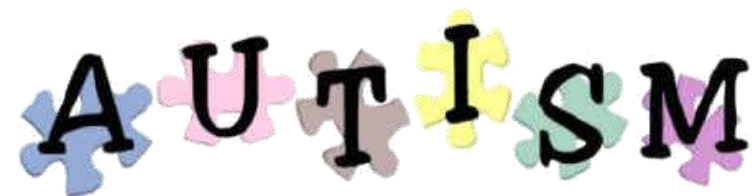
- What should staff look for?
- How should staff handle it?
- Should staff approach caregivers after?



Inclusion on the Fly

What should staff look for?

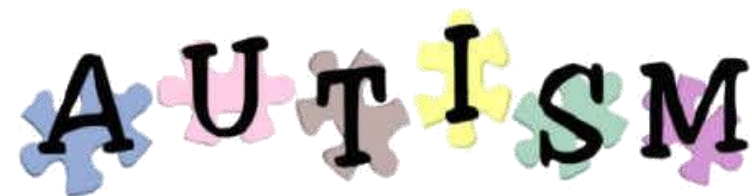
- Meltdowns (not a “tantrum”)
- Stimming
- Nonverbals (don’t return smiles or look at your eyes)
- Don’t/can’t follow verbal instructions
- Runners/sensory seekers or avoiders



Inclusion on the Fly

When identified, what can staff do?

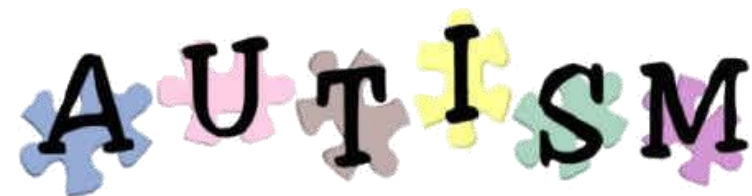
- Immediately change language
 - Introduce all activities and acknowledge when activities are done
 - Use first and second terminology
 - Less is more
- Watch the child
 - Watch for triggers
 - Watch for agitations



Inclusion on the Fly

Getting through to the patron

- Make an announcement at the beginning and end of the program about accommodations
 - Talk about the benefits of knowing what the diagnosis is to help the child in class
- Have clear rules & expectations and begin each program with them

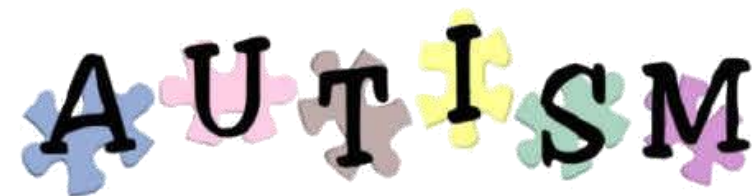


Part III: Inclusive vs. Exclusive



AUTISM

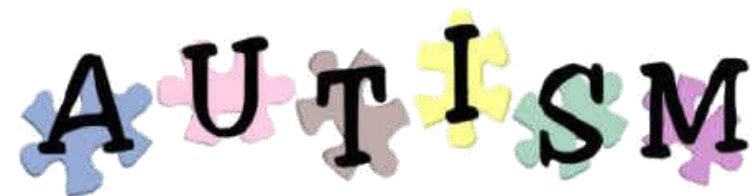
“Hey, keep staring at me and you just might cure my autism. Then we can work on YOUR social skills.”



Inclusive vs. Exclusive

Determining inclusive or exclusive programming

- Does your library have the staff and resources to have an exclusive program?
- What type of program do you have a need for in the community?
- What existing programs can you make inclusive?



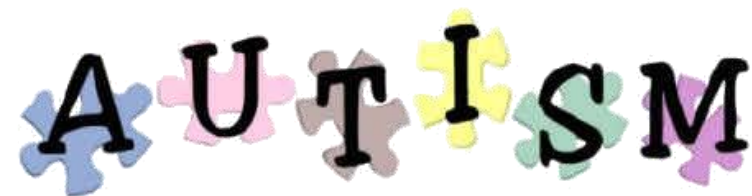
Exclusive + & -

Positives

- The program is the most comforting (sameness each session, less crowded, structured)
- Safety (there are often therapists with the child)
- Caregivers meet other families on the spectrum
- Judgment free zone
- It represents the importance of special programming

Negatives

- Children on the spectrum should interact with neurologically typical children
- Staff must be trained and available
- Budget for supplies



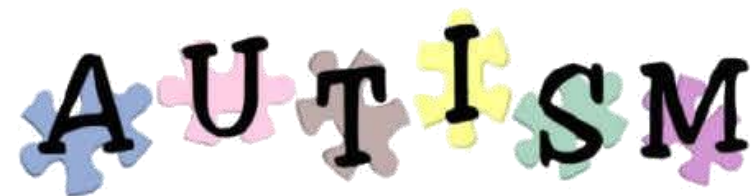
Inclusive + & -

Positives

- Children are mainstreamed
- Children learn to self manage in a stressful situation
- Exposure for neurologically typical children
- More staff can participate in making accommodations
- More options for families

Negatives

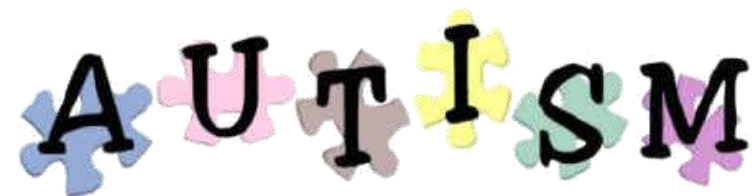
- It will lead to more meltdowns (more environmental factors)
- It can be difficult for staff to “stay on schedule” in storytime
- Judgment (ex. Runners)
- Not all children can be mainstreamed



Inclusive vs. Exclusive

Need

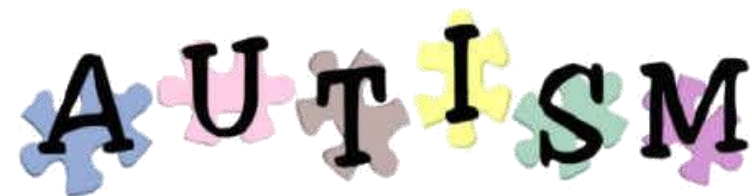
- Talk to the local experts about the need
- Keep track of the number of children in particular programs that may need a special inclusive accommodation for one month
 - Is one particular program drawing a lot of children on the spectrum?
 - What ages are the children attending?



Inclusive vs. Exclusive

Staffing

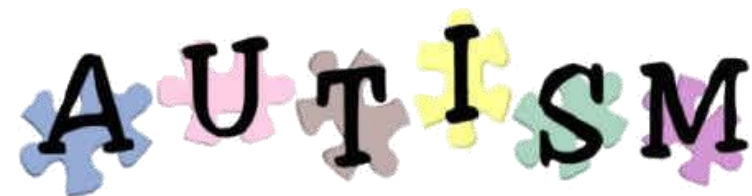
- Does your library have the means to get all staff trained for inclusive programming?
- Can your staff realistically make their existing programs inclusive?
- Does your library have the staff and funds for an exclusive program?
- Can you have a back-up trained?



Inclusive v. Exclusive

Existing Programs

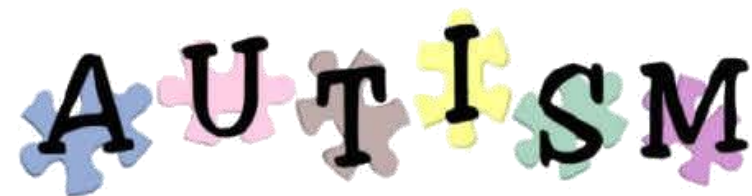
- Can you realistically make changes in your program?
- What programs have the best environment for inclusion?
 - Ideally-low attendance, very structured, where staff can accommodate following a strict schedule



Inclusive vs. Exclusive

Other considerations

- Parents often don't tell you when they need accommodations (inclusive)
- Parents don't use the tools presented (exclusive)



Part IV: Resources

- *1001 Great Ideas for Teaching and Raising Children with Autism or Asperger's* by Ellen Notbohm
- *Staying in the Game: Providing Social Opportunities for Children and Adolescents with Autism Spectrum Disorders and other Developmental Disabilities* by James Loomis
- *A Land We Can Share: Teaching Literacy to Students with Autism* by Paula Kluth
- *The Autism Checklist: A Practical Reference for Parents and Teachers* by Paula Kluth
- *Right from the Start: Behavioral Intervention for Young Children with Autism* by Sandra Harris
- *Climbing Art Obstacles in Autism: Teaching Visual-Motor Skills through Visually Structured Art Activities* by Karen Talmage
- *Playing it Right! Social Skills Activities for Parents and Teachers of Young Children with Autism Spectrum Disorders, Including Asperger Syndrome and Autism* by Rachael Bareket
- *It's Time for School! Building Quality ABA Educational Programs for Students with Autism Spectrum Disorders* by Ronald Leaf
- *How to Set Up a Classroom for Students with Autism* by S.B. Linton
- *Practical Solutions for Educating Young Children with High-Functioning Autism and Asperger Syndrome* by Mary Weiss

Resources

Autism Society of Wisconsin Chapters

[ASSEW](#) (South East)

[ASNEW](#) (North East)

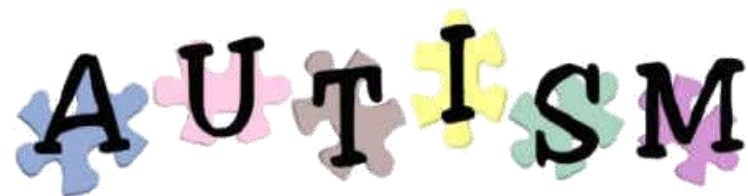
[ASGM](#) (Madison)

[ASFV](#) (Fox Valley area)

[CVAS](#) (Chippewa Valley area)

[ASCW](#) (Central Wisconsin area)

[ASL](#) (Autism Society of the Lakeshore)

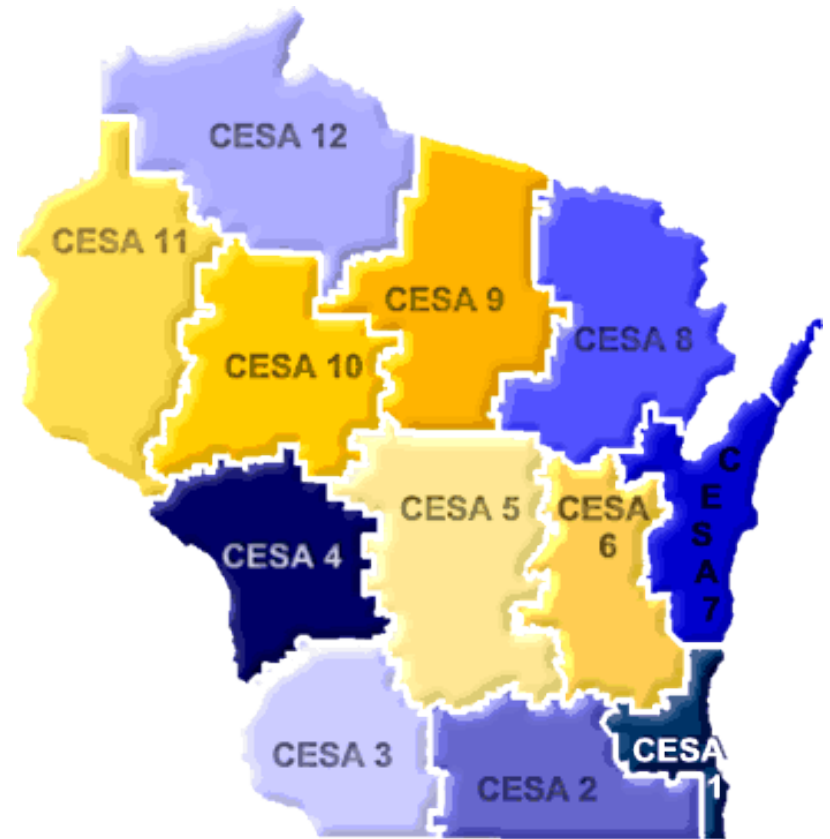


CESAS

CESA Pages

CESA #1 <http://www.cesa1.k12.wi.us>
CESA #2 <http://www.cesa2.k12.wi.us>
CESA #3 <http://www.cesa3.k12.wi.us>
CESA #4 <http://www.cesa4.k12.wi.us>
CESA #5 <http://www.cesa5.k12.wi.us>
CESA #6 <http://www.cesa6.k12.wi.us>
CESA #7 <http://www.cesa7.k12.wi.us>
CESA #8 <http://www.cesa8.k12.wi.us>
CESA #9 <http://www.cesa9.k12.wi.us>
CESA #10 <http://www.cesa10.k12.wi.us>
CESA #11 <http://www.cesa11.k12.wi.us>
CESA #12 <http://www.cesa12.k12.wi.us>

- <http://www.specialed.us/autism/index1.htm>
- http://www.reachoutandread.org/FileRepository/CVSROR_Autism_FINAL_WEB.pdf



Questions?

