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## Inclusive Early Literacy in Public Library Programming

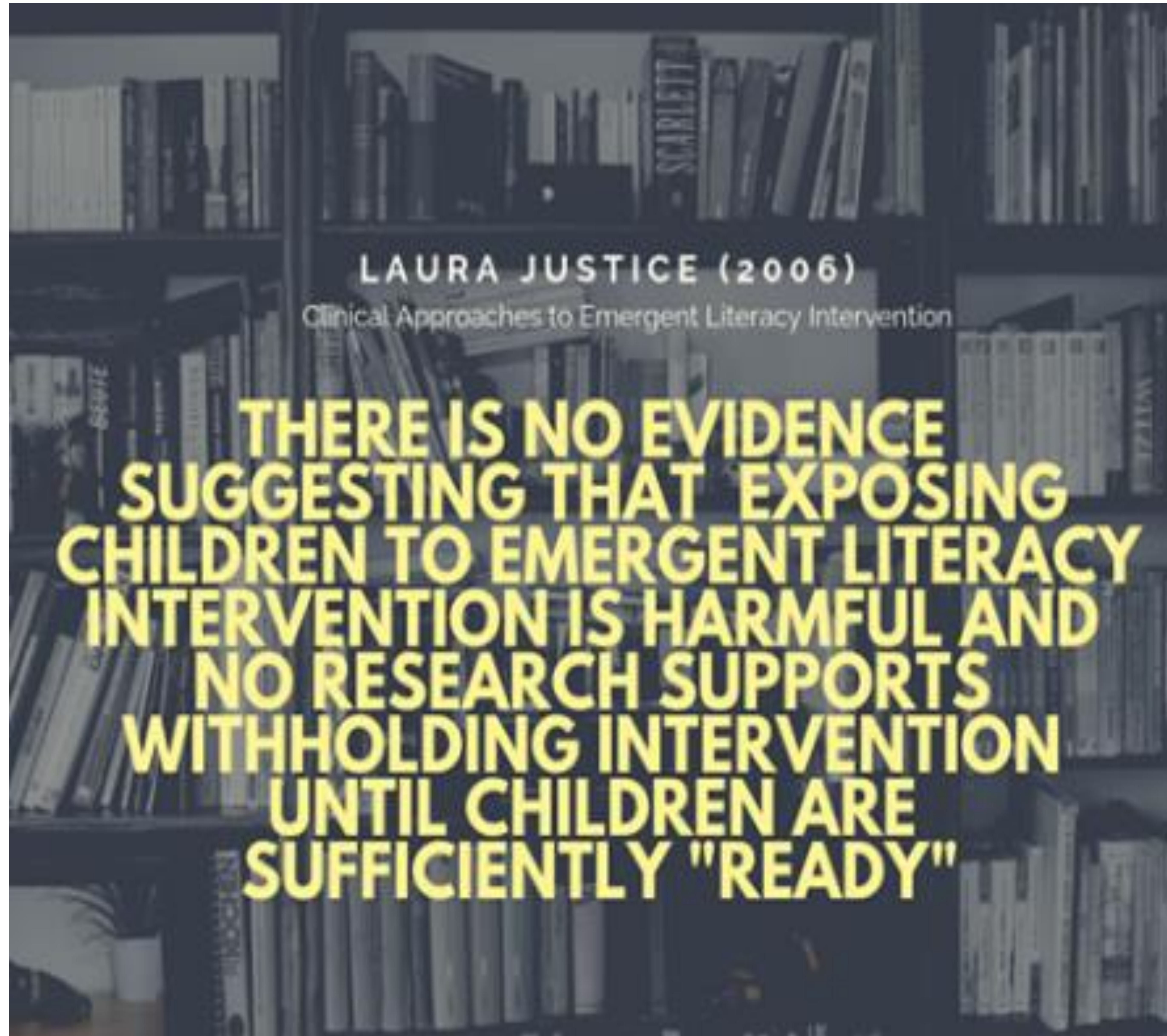


Inclusive Storytime Team,  
Portland State University Partnership between College of  
Education and Washington County Cooperative Library Services  
March 22, 2024





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## Our objectives for today

- To become familiar with the principles of Universal Design for Learning (UDL)
- To become familiar with how to embed the principles of UDL into shared reading opportunities in community literacy programs







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## Every Child Ready to Read: Our Changing Libraries

- Children's librarians can play a key role in modeling research-based practices for parents
- Support social skill readiness
- Serve as a resource to families on supporting early literacy

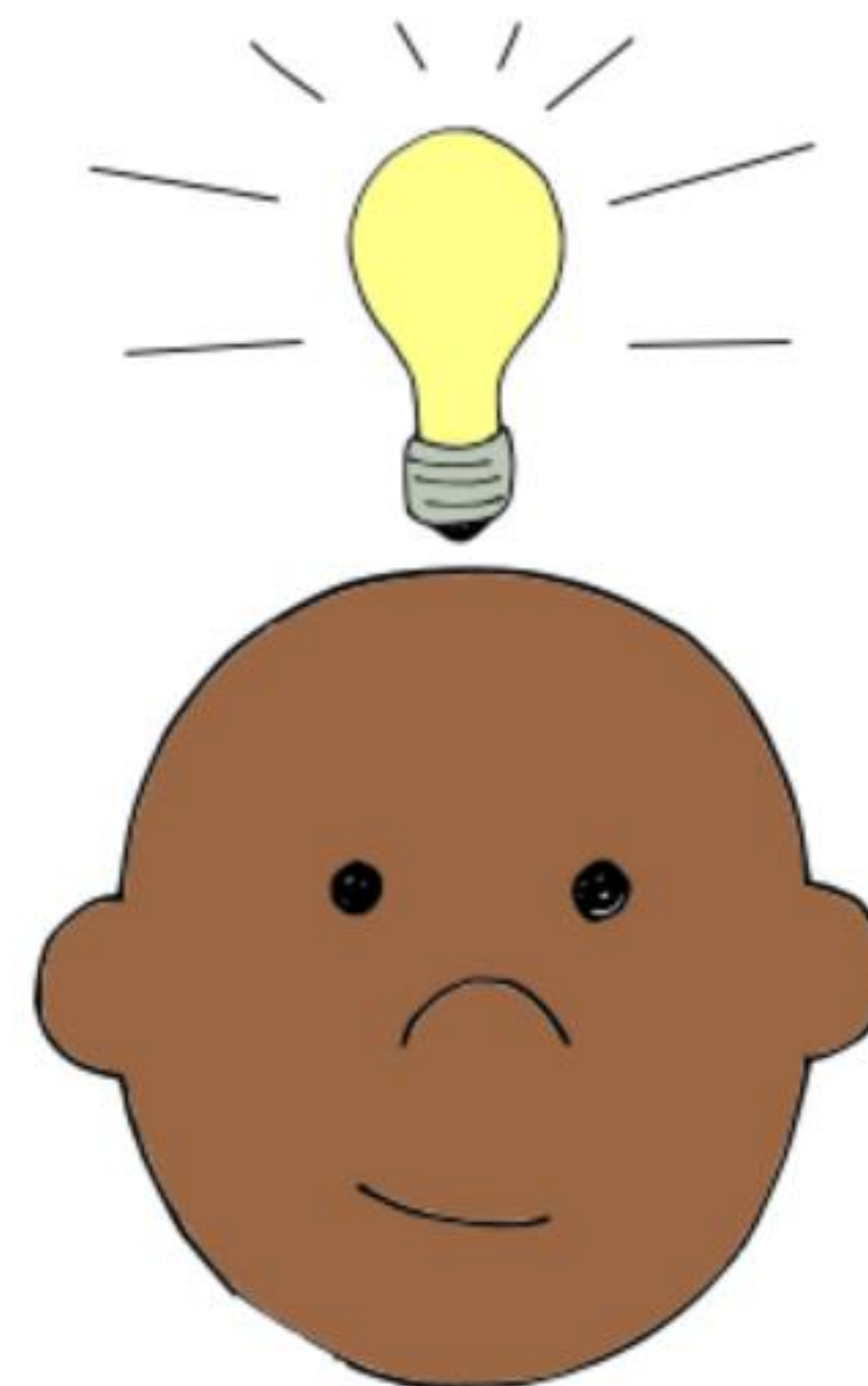






## Big ideas from VIEWS2

- Be intentional about early literacy in your programming
- Engagement signals that learning is a shared, enjoyable experience
- Collaboration within the library community and outside can improve your library practice







# What is shared reading?

- A practice that focuses on the interaction between an adult and a child to build skills in communication, language and early literacy skills
- Evidence-based practice to support communication and model important concepts about print
- Research consistently suggests this practice supports the same language and literacy skills developed in children without disabilities (e.g., Swanson et al., 2012)

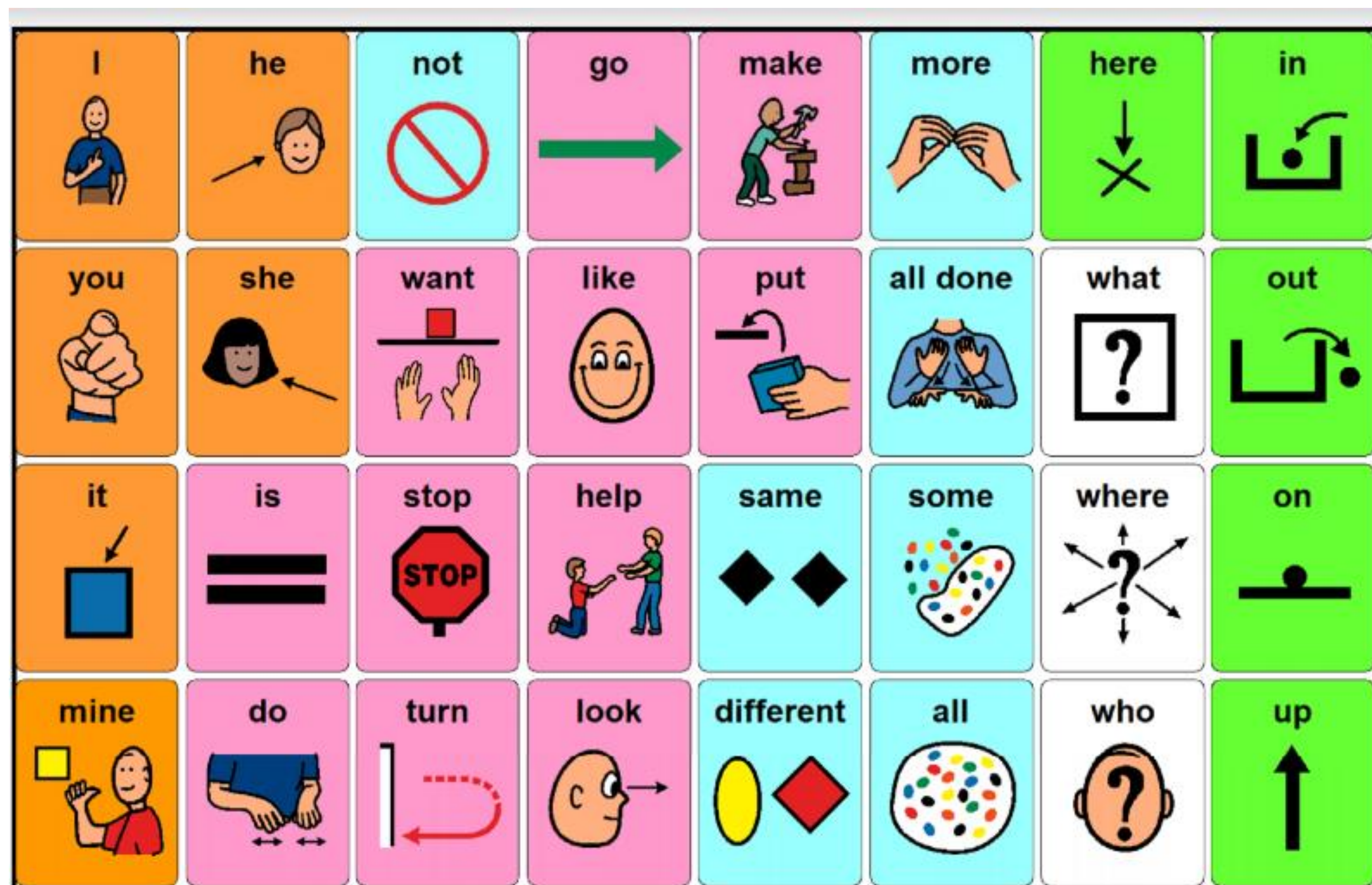






# Shared reading

- The purpose is to encourage students to communicate about their interests, connections, knowledge about the book
- Students must have access to needed communication supports





## Early literacy content in library programming: The Big Five (+1)

- Phonemic Awareness
  - Phonics
  - Vocabulary
  - Fluency
  - Comprehension
- + 1 Early Writing





# The Big Five

**Phonemic awareness** The ability to hear and manipulate the sounds in spoken words, and the understanding that spoken words and syllables are made up of sequences of speech sounds









# Print awareness in our storytime





# Phonics in our storytime



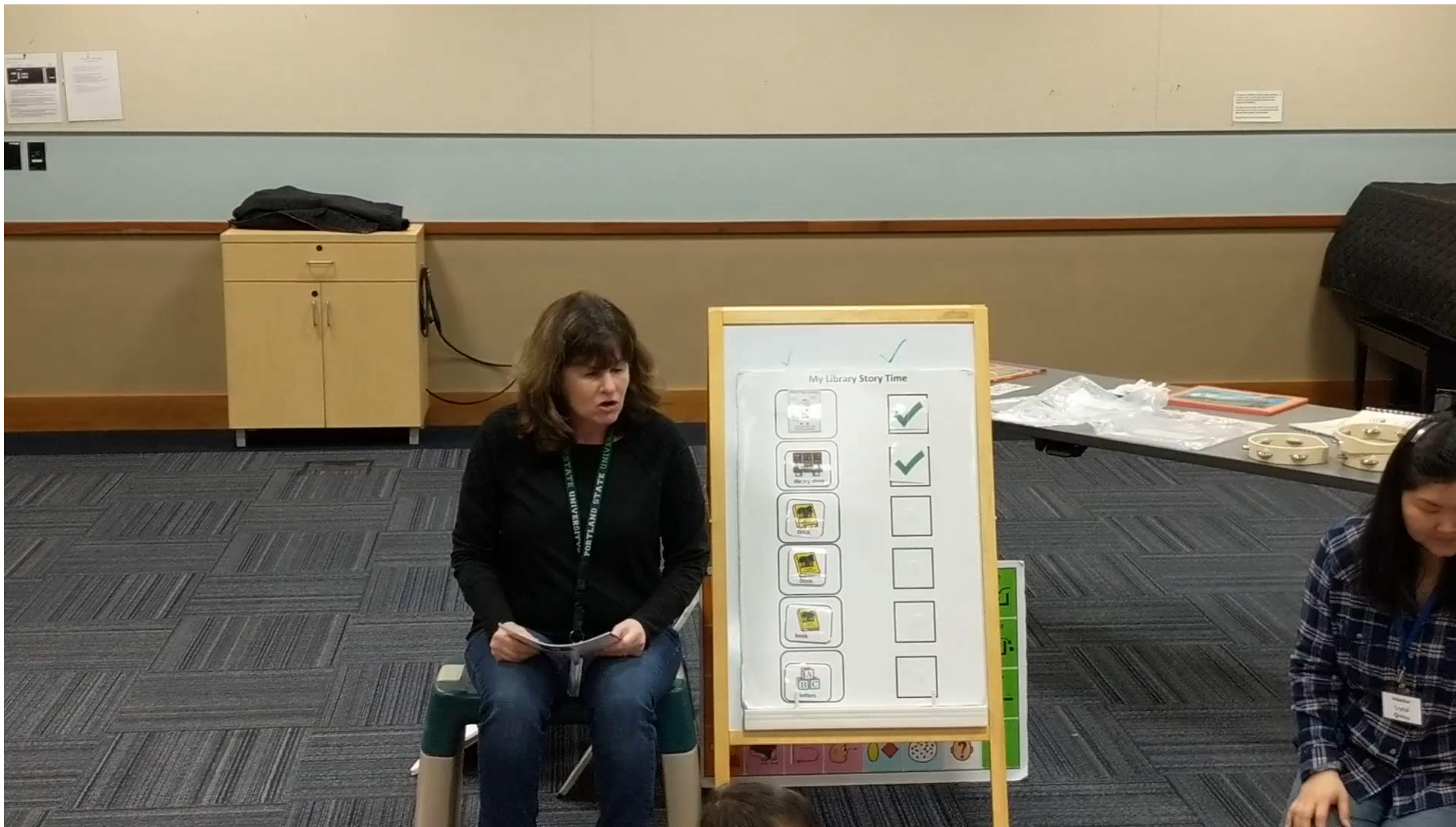


# Comprehension in our storytime





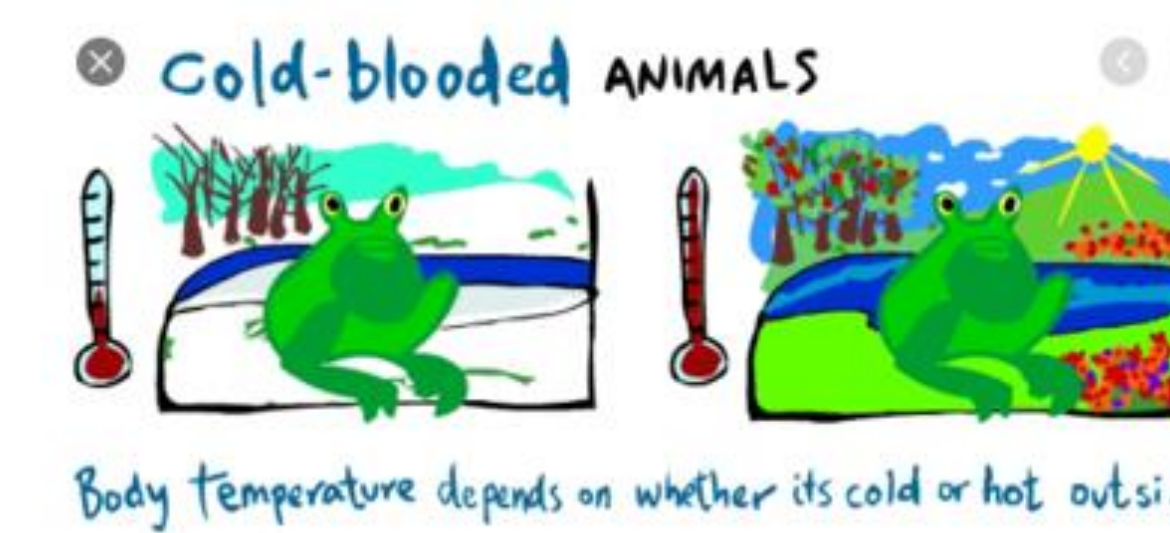
# Vocabulary in our storytime



Four legs

Some review

reptile



Scaly skin



Earth



I predict \_\_\_\_\_ because \_\_\_\_\_



I predict \_\_\_\_\_ because \_\_\_\_\_

**pre-dict**

To say what you think will happen





# What is Universal Design for Learning?

- A framework in which teachers (and storytime leaders, related service providers, etc.) are *intentional* in planning learning environments that are accessible for all learners







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# UDL Guidelines identified by CAST

(Center for Applied Special Technology)

- Multiple means of *engagement*
- Multiple means of *representation*
- Multiple means of *expression*







## Thinking about engagement in shared reading

- Recruiting interest through the selection of good children's books AND remembering what the research tells us about the early home experiences of children with disabilities
- Varying the demands (e.g., first-then supports, supported seating)
- Offering hands-on activities to promote interactive engagement







# Some engagement in our preschool storytime

Supporting  
self-regulation

Zipper Bracelets



Visually supported  
routines  
Flexible seating  
options

First



Then







# Thinking about representation in shared reading

Provide options for representing language

Support need for background information  
and comprehension



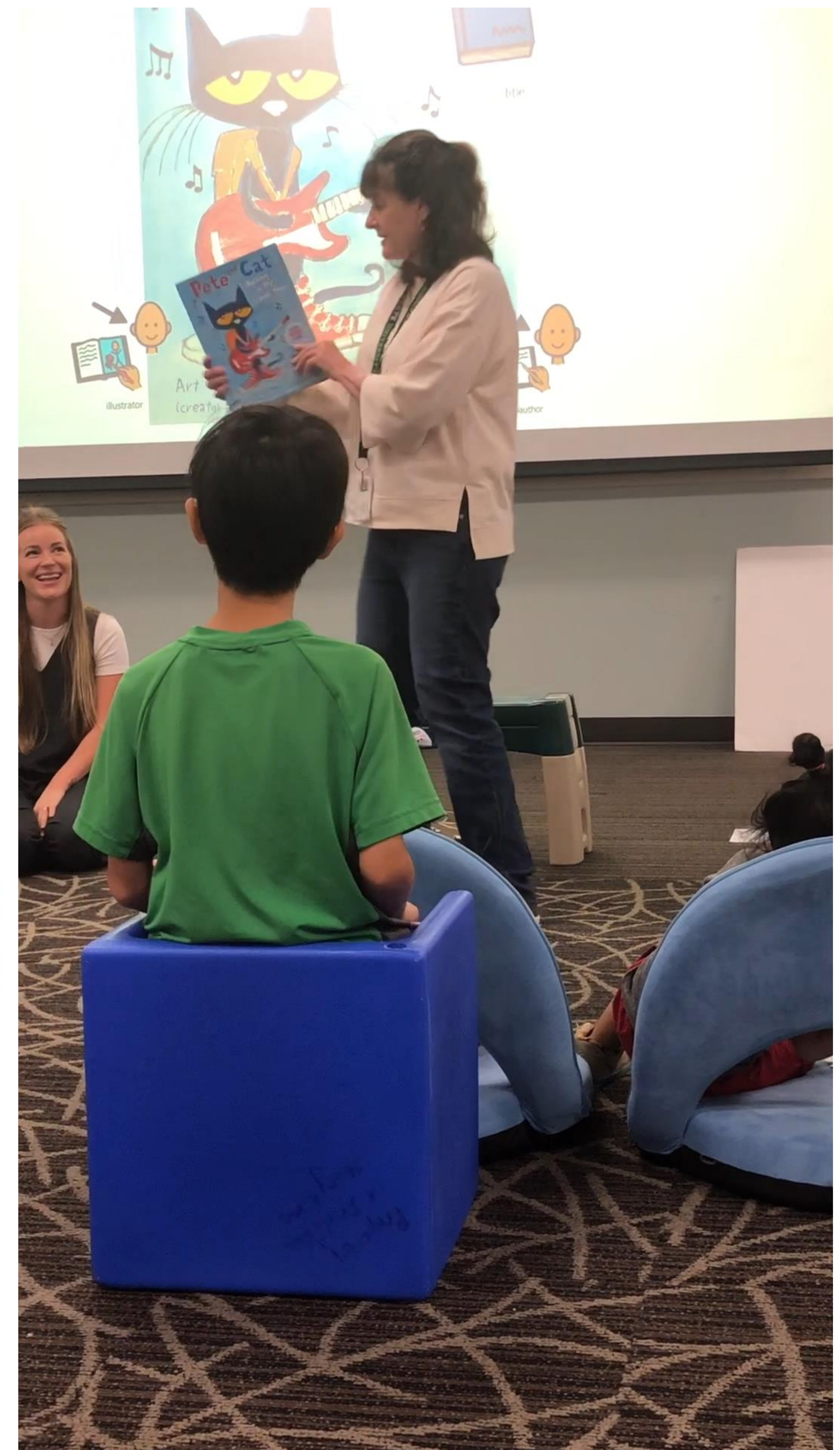
I predict \_\_\_\_ because \_\_\_\_



I predict \_\_\_\_ because \_\_\_\_

**pre-dict**

To say what you think  
will happen

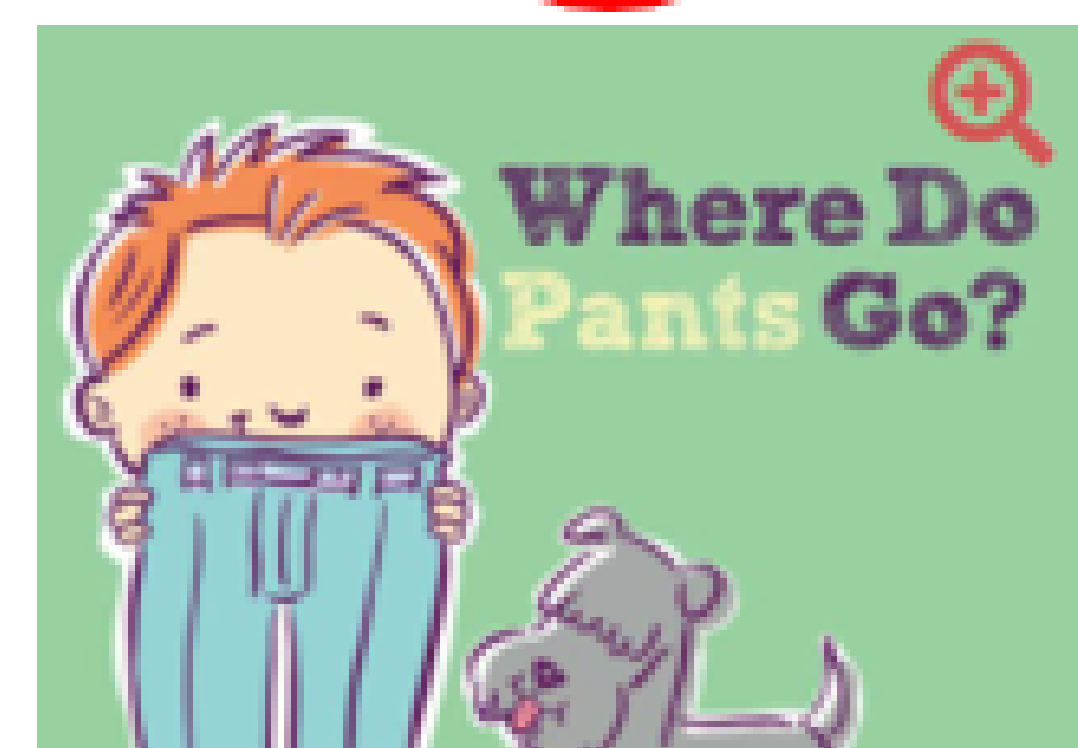
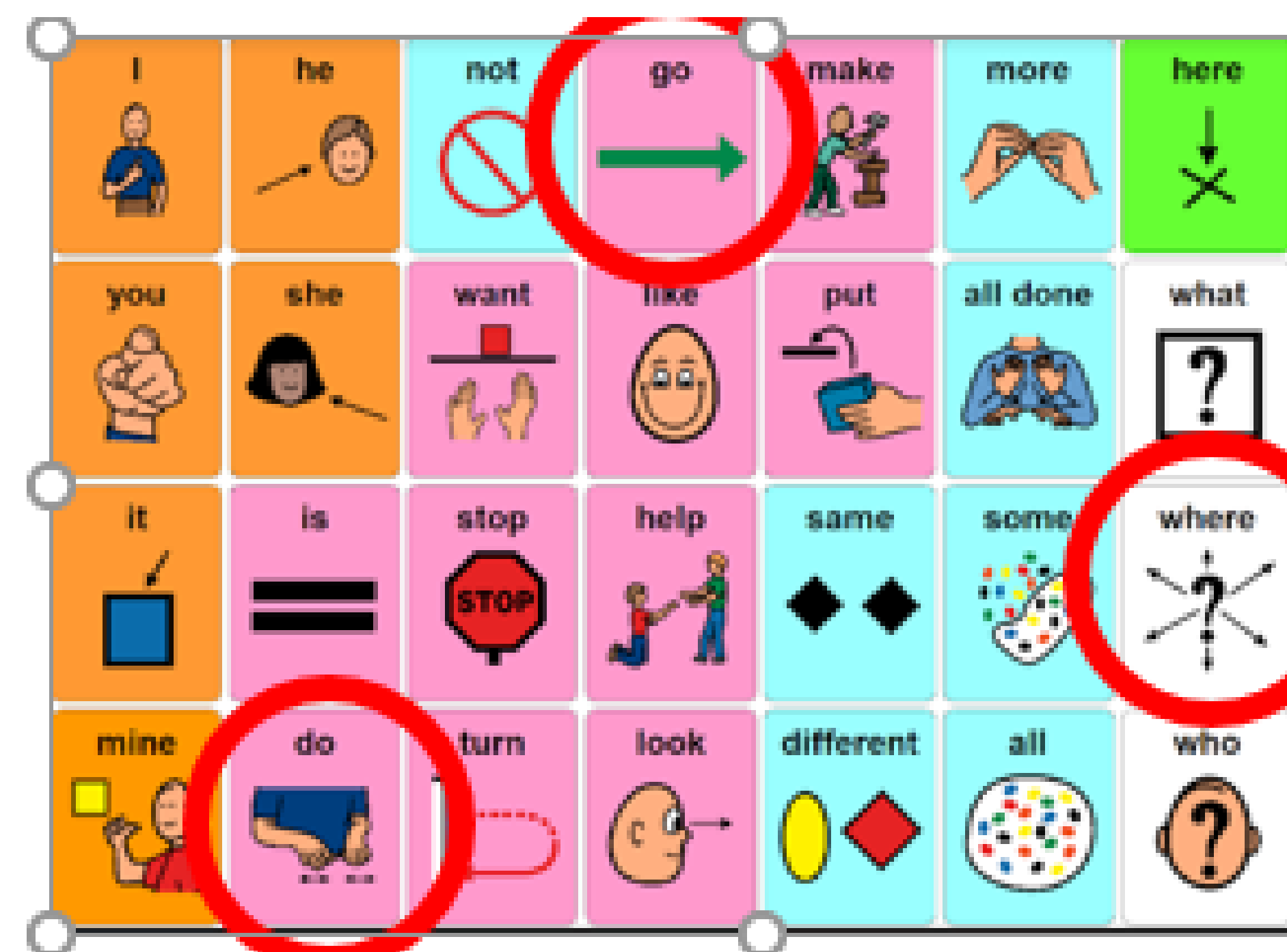






## Some representation in our preschool storytime

- Where do **shirts** go?
- Where do **shoes** go?
- Where do **socks** go?
- Where do **shirts** go?
- Where do **jackets** go?



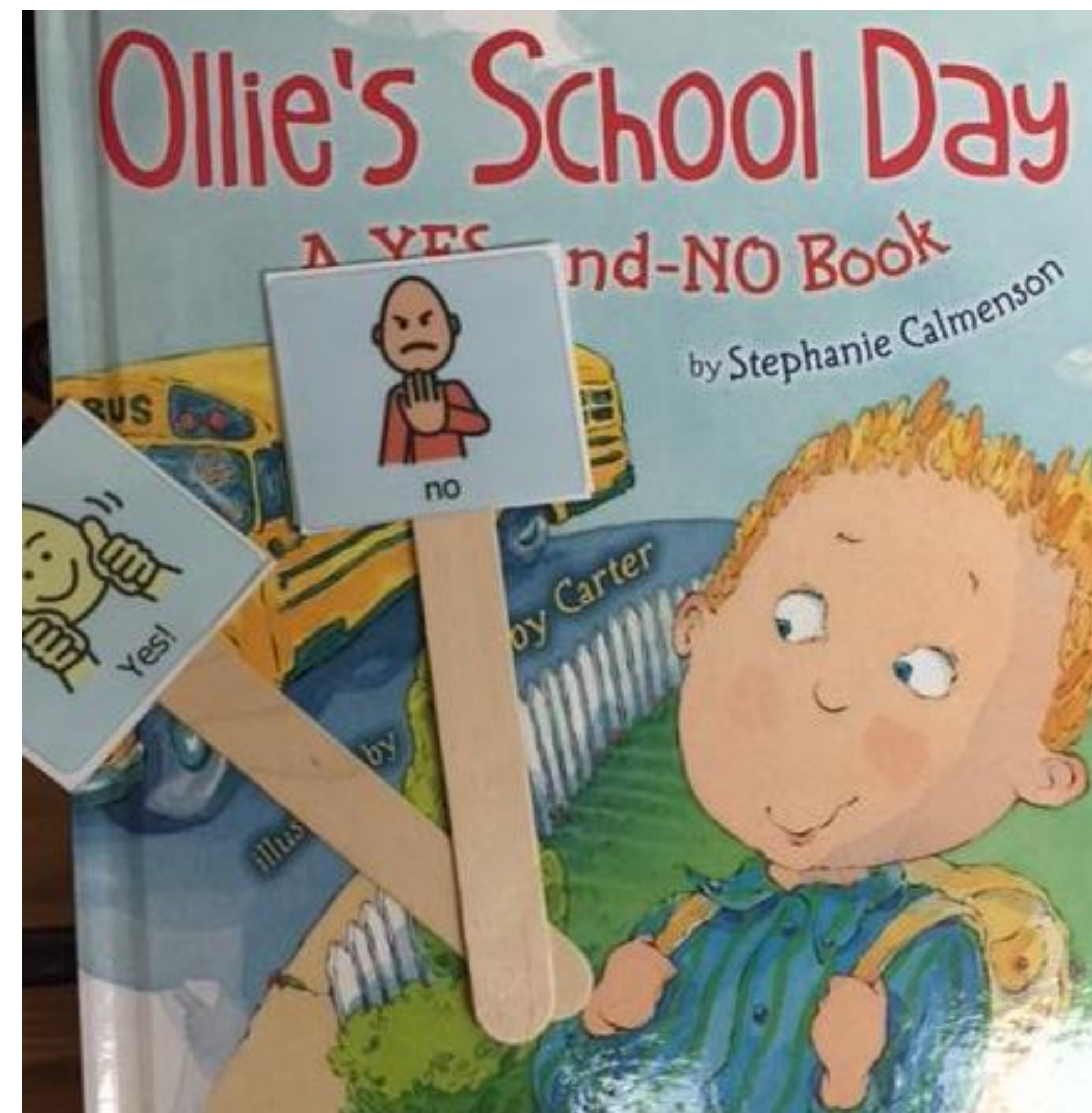




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## Thinking about expression in shared reading

Provide multiple ways to demonstrate understanding  
Incorporate assistive technology





## Some representation in our preschool storytime



Include simple and low-tech support for communication



Provide options for action







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## Welcome to our model Inclusive Storytime



Use your UDL  
checklist to  
guide your  
observation of  
our session





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Questions?





## Your questions

- The length of the storytime varies according to the participants, but we typically have the attention of the children for almost an hour. This includes two songs, a social story, two books with targeted engagement strategies, a “writing” activity and a craft.
- Feedback from libraries I have worked with have indicated low attendance at sensory storytimes. All of the tools and strategies can be included to make your existing programs more accessible.
- Language for talking to parents of a diverse group can be focused on “support needs” of the child. “If your child has additional support needs related to loud noises, seating, etc., feel free to ask!”
- Behavior is a common question. The truth is the more tools you have to engage, the fewer the challenges. There are some things that can help (e.g., first-then visuals, familiar attention getting strategy (ours is our listening song), flexible seating is a game-changer.
- Storytime space more welcoming question: add visual supports, social stories, core boards for communication, fidgets, flexible seating



For more information, visit our [website](#), [Facebook page](#) or contact

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