

Contra Costa Raising a Reader Book Adaptation Resource Guide



This guide is a result of the wisdom and collaboration between Jeannie Peirce, Raising a Reader Consultant, First 5 Contra Costa and Ange Burnett, Inclusion Project Coordinator, Contra Costa Child Care Council.

Special Needs Book Adaptation Resource Guide compiled by Debra Silverman, PhD, ECE Program Officer, First 5 Contra Costa

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Introduction



We wish to thank the following preschool directors and their families for their time, feedback, dedication and enthusiasm that made this guide possible:

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Introduction

This resource guide was created as a result of a grant-funded pilot project focused on making books accessible to young children with delay, disability or learning differences.

Through the pilot, staff from First 5 Contra Costa and the Contra Costa Child Care Council created a variety of materials to support providers in their knowledge and ability to adapt books for children with observed delays and diagnosed special needs. This resource guide contains the most promising ideas from the pilot activities, and additional suggestions from the 7 providers who participated.

This guide contains:

- criteria for choosing books appropriate for children with special needs (begins on page 6)
- information about four specific categories of Disability: Speech and Language, Vision, and Hearing and Motor (begins on page 17), and
- “recipes” for commonly used book adaptations (begins on page 29)

Adaptations were implemented using the Raising a Reader theory of change; parents of children with special needs were sought out to discuss the adaptation and ways to use it at home before including the adapted books in the red Raising a Reader bags. Finally, all children were able to try the adapted books in school and at home and parents provided feedback about their experience reading the adapted books with their children. More information about implementation with children and families begins on page 10.

Warning Signs that Signal Need for Adaptation

Preschoolers with special needs often have developmental delays or impairments that inhibit them from independently accessing materials and hinder them from engaging in developmentally appropriate experiences. The adaptation of existing materials is called for when the materials are judged to be appropriate, but need some simple modifications to make them more accessible. Existing materials are physically altered to make them more sensitive to learning needs. Book adaptations make it easier for children with special needs to be able to participate in early literacy activities at home and at school.

Adaptations of materials are important for any child who exhibits a delay, even if they have not been diagnosed with any specific condition or disability.

[Adaptations of children's books should be made based the behaviors you observe in children, not just by disability category.](#)

Look for warning signs, such as a child who is having trouble turning a page when reading, holding the book too close to their eyes, or having difficulty sitting still to listen to a story or instructions. In general, children with disabilities and observed delays need more visual cues to help them learn. Children with special needs must be given multiple opportunities to practice what they learn in different settings.

Be sure to discuss what you observe with the family to see if these behaviors are also exhibited at home. If you and family members suspect a child has a special need based on observations of the child's behaviors, and you have not done so already, it is important to conduct a developmental screening.

Importance of Developmental Screening

Developmental screening can tell you if a child's development is on track or alert you to potential problems in a child's development. It can validate warning signals you may receive as well. Early detection can ensure a child gets the help they need as early as possible. Without developmental screening, many children's needs go undetected until kindergarten. If a screening indicates concerns in a child's development, a complete evaluation is warranted and can be obtained through a local early intervention program.

Contra Costa professionals are promoting Universal screening of all children to ensure they may receive early intervention services as soon as indicated. Contra Costa Child Care Council offers free training for child care providers on the Ages and Stages (ASQ-3/ASQ-SE)) screener. The ASQ is a validated, quick, easy, and parent friendly screening tool. For more information or assistance, call 925-676-5442.

The ASQ is not the only tool that can be used for this purpose. However, any tool used should be evidence based, cultural competent, and be available in multiple languages. Other things to consider are how long a screener takes to complete, the literacy level (especially as you consider how you will involve families) and the training and technical assistance available to help you.

For downloadable information about basic information about child development and best practices in developmental screening including tip sheets, early childhood educator resources, and bilingual parent materials go to: <http://www.first5ecmh.org/>. This site is a product of the First 5 Association and the California Statewide Screening Collaborative.

How to Select a Book for Adaptation

All children, with and without special needs, need the opportunity to enjoy books and all the benefits this brings. Remember, not all books are appropriate for all children and all ages, and not all books are appropriate for adaptation. A book can be adapted and enjoyed many ways depending on your preference or goal at the time. Many books have more than one characteristic that makes them ideal for adaptation. Select the book based on the child's observed need.

Use these tips to select books for children with diagnosed or observed delays or disability:

Read books again and again. One of the best ways to support the literacy development of children with special needs or concerns based on observed behavior, is to read favorite books over and over. This gives the child the opportunity to hear books read slowly several times, to notice repeated sound patterns and time to process information.

Consider attention span. 4 year olds have an attention span of about 12 minutes, and a 5 year old for about 18 minutes. A child with delay or disability usually takes longer to learn and has a shorter attention span than typically developing children.

Select books carefully. Not every book is appropriate for adaptation. As you look through your Raising a Reader library of books, look at the color, content, story theme, story sequence, pictures, print size, book size, and textures.

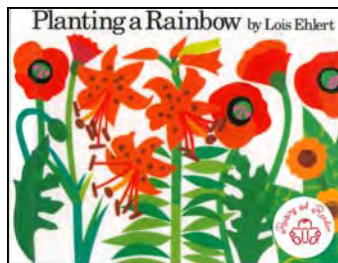
On the next few pages are descriptions and examples of book adaptation criteria, applied to Raising a Reader books

How to Select a Book for Adaptation

In general, books that lend themselves for adaptation have one or more of these characteristics:

- text is repetitive and predictable
- story is about relationships, family, friends, community, and social/self help skills
- focuses on counting, alphabet, or animals
- type is large and/or bold
- writing uses phonological devices such as alliteration (repeated words beginning with the same consonant) or onomatopoeia (words that imitate sounds, such as "moo", "quack" "beep")
- pictures are of real objects and people
- illustrations use soft colors
- pages are uncluttered, few (or no) words

Example of soft colors versus vivid pictures:



VIVID PICTURES



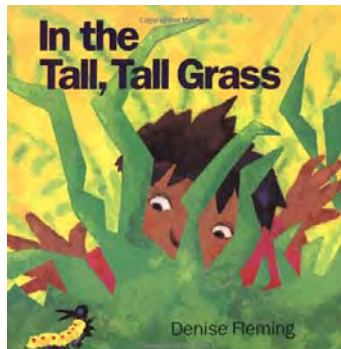
SOFT COLORS

Example of large print (few words, fill up most of the page) and uncluttered



How to Select a Book for Adaptation

Here are some examples from the 0 to 6 English Foundation Set:

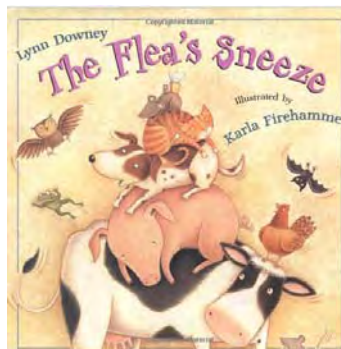


Pictures:

- Vivid pictures

Text:

- Repetitive word or phrases
- Onomatopoeia
- Limited words
- Large or bold type



Pictures:

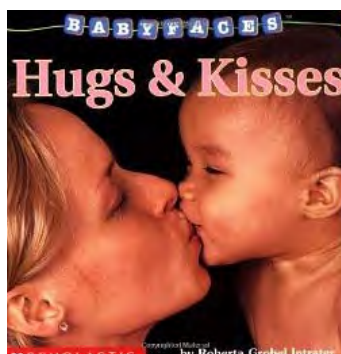
- Soft colors

Text:

- Repetitive word /phrases
- Alliteration

Content:

- Counting or alphabet



Pictures:

- Photos

Text:

- Limited words
- Large or bold type

Content:

- Social: family

Board book (sturdy, small)

How to Select a Book for Adaptation

Use this checklist when you are looking through books. The more preferred selection criteria, the better it will be for use with a range of disabilities and adaptations.



Selection Checklist

Pictures:

- Vivid pictures
- Soft colors
- Photographs of real objects or people

Text:

- Repetitive word or phrases
- Alliteration or Onomatopoeia
- Limited words per page (or wordless)
- Large or bold type

Content:

- Counting or alphabet
- Self help skills
- Social skills, friends, family, etc.

Read to Me...



Introducing Adaptations to Families

When you begin adapting books for children in your classroom, it is important to share the changes with families. Here are some do's and don'ts to consider:

Don't just put the adapted book in the red bag and hope the family will use it. Instead...

DO introduce in a parent meeting. Invite parents to a special get-together to share the newly adapted books, explain to parents why you have begun this practice, and model how to use the adapted books. Let families try using the books with you.

Don't tell parents that the adaptations are for their child because they have special needs; parents may become defensive. Instead...

DO share adaptations by focusing on observed behaviors. Discuss with parents the behaviors that they observe in their child. Adapted books promote interactive reading with children of all abilities. For example, page turners are designed for children with motor delays, but these adaptations make page turning fun and easier for all children!

Don't introduce adaptations in isolation. Instead...

DO make the connection between the adaptation and literacy skills (see 6 literacy skills). Keep the ideas alive by using bookmarks with literacy skills and adaptive techniques (see next page).

Don't try to make all the adaptations at once, and don't try to do them all alone! Instead...

DO ask for help. Encourage parents and co-teachers to help you make the adaptations to books. This will take the pressure off of you and give you support in carrying out the project. One idea is to have a "make and take" night at your program. This will give you a chance to introduce or reinforce key themes and allow parents to discuss what they are seeing at home.

Introducing Adaptations to Families

Don't assume that just because you've sent the adapted book home (after introducing it), the parent has used it.

DO get feedback. Follow up with families who receive adapted books and ask for feedback about their experience. Some children may connect with different adaptations differently.

Remember: adaptations can improve all 6 literacy skills!

Any adaptation you make increases children's **print motivation**. The more a child has positive experiences with books the more motivated they will be to seek out additional reading experiences.

Adaptations help with other literacy skills too — narrative skills, letter knowledge, phonological awareness vocabulary and print awareness.

Narrative Skills help children understand and tell stories. When children understand story structure (that there is a beginning middle an end and story components (who the characters are, what they do and why) they are better able to understand and predict what will happen next.

Children who know their letters (**letter knowledge**) and understand that letters represent sounds, are better prepared to learn to read.

When children understanding that words are made up of smaller sounds, called **phonological awareness**, **they** are better able to "break the code" between spoken and written language.

Books are a source of rich **vocabulary** that we seldom use in everyday conversation. When children hear books, read aloud, they are building vocabulary that will help later when they are sounding out words themselves.

Print Awareness is about understanding how the book or a piece of writing works.

Introducing Adaptations to Families

The bookmark is one way to share early literacy messages with families. Having the child's picture on this bookmark, will encourage the parent to use the book mark and read the literacy messages!

Here's how to make bookmarks with adaptation tips

You will need:

- Tip card messages
- Adapting books messages
- Photo of child
- Cardstock
- Crayons, scissors
- Laminate or clear packing tape
- Hole punch
- 6 inch piece of yarn or ribbon

1. Choose one of the RAR messages provided for one side of the book mark and an appropriate book adaptation message for the reverse, if desired.
2. Glue a photo of the child above the RAR message to personalize each book mark for each family. You may wish to have the child decorate their bookmark with crayons or markers.
3. Laminate or cover with clear plastic tape to make durable
4. Punch a hole in the top of the book mark and tie a ribbon or piece of yarn

Through out the year, you can make other book marks for the parent using the other messages and other pictures of the child.

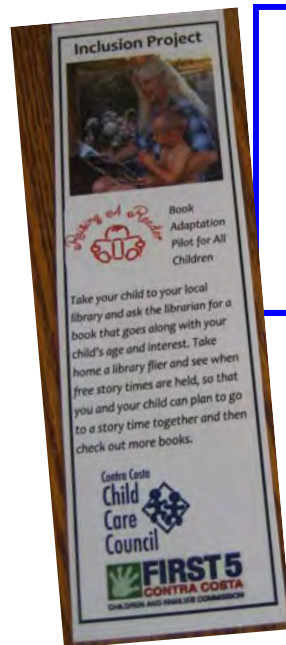
Introducing Adaptations to Families

Tip Card #1

Share a book with your child a few minutes most days. It is fun and easy! Notice when you share books with your child. Find what times work best for you and your child. You can read at bedtime, while dinner is cooking, and while you are waiting anywhere you go. Bring books for your child to look at while you are both in the car or on the bus. You can ask questions about the book your child chose.

Share books anywhere and any time.

Do you have another favorite time to share books?



Tip Card #2

Experience the joy of sharing books with your child as you get your child ready for Kindergarten.

Also, invite others to share books with your child. You can include grandparents, older siblings, other relatives.... Who else?

Tip Card #3

Ask questions while you share books with your child, such as: Who, What, When, Where, Why or How Come? Give your child time to respond, and then add a little more. Children learn more when they are actively involved and it is fun.

Tip Card #4

Take your child to your local library and ask the librarian for a book that goes along with your child's age and interest. Take home a library flier and see when free story times are held, so that you and your child can plan to go to a story time together and then check out more books.

Introducing Adaptations to Families

Sample of a bookmark tips used in the special needs adaptation pilot:

Hearing Adaptations

There are various types of hearing loss. The degree to hearing loss is used to define the severity of the loss. Losses are categorized as mild, moderate, severe and profound. *The severity is determined by the softest level at which the child can hear a sound.*

- ◆ Choose books with simple uncluttered pictures, clear contrast and bright bold colors. Large format books help children see characters in the story if they have visual impairment
- ◆ Use board maker symbols to create sign language icons
- ◆ Add sounds, use a recordable chip
- ◆ Provide concrete objects or props for the child to hold while reading the story

It is good to read favorite books over and over. This gives the child the opportunity to hear books read slowly several times, to notice repeated sound patterns and time to process information.

Vision Adaptations

Children with visual impairments pick up information best through combination of hearing and other senses and will learn faster when something is presented with touch or sound.

- ◆ Select books that have large prints enough for the child to see
- ◆ Choose books with simple uncluttered pictures, clear contrast, and bright bold colors. Large format books help children see characters in the story if they have visual impairment. Use "Border Frame" to help focus on certain areas
- ◆ Look for ways to change the environment such as lighting, book light and low vision devices such as a magnifier. Use magnifiers to make items appear larger
- ◆ Enhance by adding texture to make interactive, other senses stronger to make up for vision

Introducing Adaptations to Families

Fine Motor Adaptations

Adaptations make it easier for children to be able to participate in early literacy activities both at home and at school. All children, with and without special needs, need the opportunity to enjoy books and all the benefits this brings.

The following adaptations to help with fine motor skills can be done easily with little or no money. Page Turners – make it easier to turn the page. Examples:

- ◆ Popsicle sticks glued to each page at varying intervals. This works best on board books. A glue gun can be used for a sturdy hold.
- ◆ Pom Poms glued to each page makes it easier to grasp, to make it easier to turn the pages.
- ◆ Self-Stick Velcro Dots, you could put a Velcro dot on each page to make a book open like a fan, so it is easier to turn the pages.

You could let a child hold and touch examples of some of objects in the story

For more ideas, or help with special needs inclusion, contact special-needs@cocokids.org or visit www.cocokids.org

Speech and Language Adaptations

Adaptations make it easier for children with special needs to develop receptive language (understanding words) and expressive language (saying words). All children, with and without special needs, should have the opportunity to enjoy books and all the benefits this brings.

The following adaptations help with enhancement of communication skills and can be done easily with little or no cost:

- ◆ Attach or have an eco-phone available to use during reading to encourage language and modulation volume and tone. The child can hold the phone to hear his or her voice and learn to discriminate soft or loud voices.
- ◆ Use pictures or real items from the book that represent the story. Also icons can be printed from Board Maker® (Icons can be requested from Jeannie or Ange).

Introducing Book Adaptations to Children

Use the same procedure you used when introducing Raising a Reader materials when you introduce adapted books.

Introduce the adapted book during **Circle Time**

Let the children know that you have something new that is available to help all children be able to enjoy books.

Talk about what is required to enjoy books (seeing the pictures, using hands to turn pages).

Talk about how some children need help with seeing, hearing or holding something. Ask children if they know anyone who might need help hearing words, seeing pictures, or turning pages. If a specific child comes to mind, discuss how that child can be supported with this adaptation, for example, a child who wears glasses: the glasses are a magnifier.

Describe and show the adaptations, and talk about how these will help ALL children enjoy books.

Start with easy adaptations in each category, for example:

- Speech and language adaptation – use an echo-phone
- Vision adaptation – add a magnifier and enlarge print or pictures
- Hearing adaptation – add sign language icons
- Motor adaptation – use page turners

Demonstrate how these adaptations are used with books.

Let each child try reading a book that has an adaptation.

Explain that these adapted books will be available for any of the children that need them or want to use them.

Some children may enjoy helping you adapt books!

Delays Disabilities and Warning Signs

On the next few pages are descriptions of disabilities that teachers may encounter in their classroom, along with warning signs of an undiagnosed disability in that category. If you see the listed “warning signs”, it means it is time for you to think about adapting books for this child.

The four disability categories in the pilot were:

- Speech and Language Delay (page 18)
- Visual Impairment (page 20)
- Hearing Impairment (page 22)
- Motor Delay (page 24)

In addition to these four categories, this section provides information about other disabilities, warning signs and recommended adaptations.

Speech and Language Delay

Description	Children in preschool settings often have difficulty with articulation, using language in social settings, or using correct verb tense, plurals, and pronouns. A child with this delay may have trouble rhyming or playing sound or word games.
Warning Signs	<ul style="list-style-type: none">• Poor eye contact• Poor speech imitation skills, difficulty learning new words• Short listening skills, attention span• Aggressive behaviors/tantrums; delayed social skills• Difficulty understanding speech or conversation• Difficulty expressing ideas, thoughts, wants and desires• Difficulty following simple directions, understanding questions• Lack of interest in story telling
Choosing books	<ul style="list-style-type: none">• Choose books with limited text or wordless books• Choose books with vivid pictures, pictures of real items• Select books with repetition, rhyme, or use onomatopoeia (animal sounds or other sounds that represent the actions in the story. For example, cat says "meow, meow." Or "splish splash") which encourage children to make the sound and talk• Use books that have simple words

Speech and Language Delay

Suggested adaptation	<ul style="list-style-type: none">• Use an echo-phone to help children learn to discriminate soft and loud tone• Add icons/pictures or sign language symbols to pages• Copy and laminate pictures from the book to encourage interaction, for example matching, sequencing, or make stick puppets of the book's characters• Laminate a paper book• While reading to a child, let him/her hold and touch examples of some objects in the story• Use sign language or other visuals for words, such as stop and go, or names of community helpers
Other things to consider	<ul style="list-style-type: none">• Use as few directions as possible• While playing, talk about what you and the child are doing• Ask specific questions to encourage talk• Repeat what the child says and add missing words• Praise the child's efforts• Increase the child's interest in himself and his environment, which will increase desire to communicate• Map language, which means out loud, give a play-by-play description of you are doing and what the child is doing to allow children to hear as much speech as possible.

Visual Impairment

Description

A child with visual impairment can be classified—partially sighted, low vision legally blind, or totally blind. You are most likely to have a child with mild or correctible visual impairments, however, it may not yet have been diagnosed. Some children with visual impairments resulting from optic nerve damage, which is not correctible. Whether correctible or not, children with visual impairments learn best through other senses, and especially rely on touch and hearing.

Warning Signs

- Poor eye-hand coordination
- A change in the usual appearance of one or both eyes
- Squints or closes one eye
- Blinks or rubs eyes frequently
- One eye drifts in a different direction
- Eyes move involuntarily

Choosing books

- Select books with simple uncluttered pictures, and pictures with clear contrast, and bright bold colors
- Choose books with large print, or large format books ("big books")

Since children with visual impairment have heightened sensory awareness in other areas, choose books with a variety of textures or books that lend themselves to having objects go along with the story (dolls, seashells, etc)

Visual Impairment

Suggested adaptation

- Enlarge select picture and text on a copy machine and tape to book
- Add textures
- Use a book light and include a magnifier to make items appear larger
- Use a border frame to help focus on certain area
- Use colored overlays Color words that the child is familiar with (maximum of 3-5 words) and those that are repeated often
- Add sounds, use a voice recorder or "personal talker" voice chip
- Outline text or pictures with thick markers
- Provide concrete objects or props to hold while reading the story

Other things to consider

- Adjust lighting and minimize glare. If the child has usable vision, make sure he or she is not seated where other lighting or glare from the window can affect vision.
- Use a lot of communication, self and parallel talk, to help orient the child
 - Give specific directions and use descriptive language
 - Encourage hands-on and sensory experiences

Hearing Impairment

Description	<p>The degree of hearing loss is used to define the severity of the loss. Losses are categorized as mild, moderate, severe, and profound. The severity is determined by the softest level at which the child can hear a sound. Closely monitor children that are having difficulty hearing faint sounds, difficulty understanding speech and hearing sounds clearly. These children tend to highly depend on vision.</p>
Warning Signs	<ul style="list-style-type: none">• Doesn't react to sudden loud sounds• Difficulty understanding speech• Doesn't turn his head toward you when you speak• Is slow to develop language
Choosing books	<ul style="list-style-type: none">• Choose books with vivid pictures or photos of real items• Use wordless books and encourage making up their own story by looking at the pictures.• Use sign language icons or other visuals for words.

Remember: It is good to read favorite books over and over for all children, but especially for children with diagnosed or suspected disability. This gives the child the opportunity to hear books read slowly several times, to notice repeated sound patterns and time to process information

Hearing Impairment

Suggested adaptation

- Use body language and gestures
- Use BoardMaker™ to create sign language symbols
- Vary pitch and tone of voice
- Color words that the child is familiar with (maximum of 3-5 words) and words that are repeated often
- Provide concrete objects or props to hold while reading the story
- You can sometimes use headphones with stories on tape — the child can turn the page when they hear the beep on tape.
- Let the child hold and/or touch examples of some objects in the story. For example if the story is about a bear, let the child hold a stuffed bear. This strategy also helps with children that are fidgety.

Other things to consider

- Be sure you have the child's attention before giving instructions; face the child. Don't obscure your lips when reading; be sure the child can see your mouth
- Speak in full sentences, at normal speed, using eye contact
- Give child opportunities to talk
- Use visual cues such as pictures or gestures when you talk

Motor Delay

Description

You may notice a child with weak small and or large muscles, poor pincer grasp, or hypo- or hyper-tone. A child may also have a more noticeable physical disability.

Warning Signs

Gross motor:

- Poor balance; poor coordination
- Limbs seem stiff, or they seem floppy or too loose
- Awkward running, jumping or climbing
- Walks on toes

Fine motor:

- Difficulty grabbing and manipulating small objects
- Difficulty holding a pencil or cutting
- Trouble learning to tie shoes, button shirt, or perform other self-help skills
- Avoids drawing or tracing
- Drools while eating

Choosing books

- Use a board- or laminated book that is sturdier so it is easier to turn pages
- For poor motor coordination, select books with large print and pictures so the child has a large target to point at
- Choose books with letters, alphabet, etc
- Choose books that are small enough for the child to handle and to interactively participate in the story
- Select books that emphasize daily living skills, grooming, dressing, toileting etc. or books that promote fine motor activities such as matching or sequencing icons or pictures

Motor Delay

Suggested adaptation

- Laminate the pages and use page turners to make it easier for a child to turn pages.
- If using Velcro, make a Velcro wristband for the child — the child can touch the wristband to the Velcro on the pages to turn pages.
- If the book has pop-ups, glue pony tail holders to the flaps so the child can pull them more easily.
- Add small pictures for the child to match items or sequence familiar sections in the book while you read.
- Make a book stand using plastic piping — the book can be held in place and elevated to eye level. Then the child can turn the pages independently.
- Use Velcro to hold the book down on a carpet square to keep it from moving as the child tries to turn pages

Other things to consider

A child with delayed gross motor development may need proper positioning to be physically comfortable and may fatigue easily because it takes more effort to perform a motor task. A child with poor motor skills may not be able to handle the book or turn the pages.

Warning Signs of Other Disabilities and Delays

Cognitive Disabilities include difficulties or deficits involving problem-solving, attention, memory, math comprehension, visual comprehension, reading, linguistic, and verbal comprehension. Genetic disabilities such as Down's Syndrome, Autism, and Dementia, affect people individually. Some persons with these disabilities are able to function at higher levels than others. ADHD is another disability which affects children's ability to focus, sit still, and pay attention.

General signs of cognitive delay are:

- Trouble memorizing the alphabet or days of the week
- Poor memory for what should be routine (everyday) procedures
- Difficulty with cause and effect, sequencing, and counting
- Difficulty with basic concepts such as size, shape, and color

Focus on choosing books with these characteristics:

- Book is about functional skills and survival and "life skills" (washing hands, getting dressed...)
- Has few pictures, non-stimulating colors, and includes pictures of real objects
- Focuses on concrete ideas and simple actions
- Has few words, or is wordless

Adapt books by using tabs to cover text line by line or soft colored overlays. Also, all of the recommended adaptations listed for vision, hearing and speech are also good for cognitive or intellectual disabilities.

Warning Signs of Other Disabilities and Delays

Attention

Attention disorders are common behavioral disorder that affects an estimated 8% to 10% of school-age children. Boys are about three times more likely than girls to be diagnosed with it, though it's not yet understood why.

Kids with attention disorders tend to act without thinking, are hyperactive, and have trouble focusing. They may understand what's expected of them but have trouble following through because they can't sit still, pay attention, or attend to details. You may also see:

- High distractibility
- Impulsive behavior
- Unusual restlessness (hyperactivity)
- Difficulty staying on task
- Difficulty changing activities

Choose books with relaxing theme, and books about social skills or relationships. Use real objects and add page turners for focus and engagement. Read in a quiet place, without distraction.

Autism

Autism is a developmental disorder that appears in the first 3 years of life, and affects the brain's normal development of social and communication skills. Here are some behaviors that may suggest a second look:

- Arches back to avoid touch
- Fails to look when others point out an object
- Can't maintain good eye contact
- Makes little attempt to communicate

Use a voice recorder for audio feedback. Make adaptations to the book by adding page turners, and adding weight to the pages. Read stories about concrete ideas (cars, wheels). Reduce sensory overload by choosing books with soft colors.

Warning Signs of Other Disabilities and Delays

Social-Emotional

Recognizing developmentally appropriate social and emotional capability in very young children can be difficult. Accuracy of the child's behavior often depends upon certain variables including the age of the child, when the behavior occurs, the setting where it occurs, and which adults are present at the time.

Developmental and cultural variability, differences in adult and child temperament, and changing behavioral expectations are some factors that make social and emotional assessment challenging. Some warning signs that a social-emotional disability may be present are:

- Trouble interacting with others, playing alone
- Prone to sudden and extreme mood changes
- Easily frustrated
- Temper tantrums

To reduce frustration or stress, consider calm themes, books with repetitive words or movements, books that emphasize social skills (such as sharing a toy), relationships, following directions or conflict resolution.

Sensory

A sensory processing disorder refers to the way that the nervous system receives messages from the senses and translates them into appropriate or inappropriate behavioral response. Some signs of a sensory disorder are:

- Weak muscles, lack of motor coordination
- Over or under-response to sensory stimulation

Increase muscle-joint stimulation by adding weight to book or pages, add a magnet on each page back & front for resistance. Try stories with a sequence of events, or books that introduce directions or positions such as up/ down, out/in, etc.



Recipes for Common Adaptations



Book Adaptation Recipe



COLORED OVERLAYS

When placed over text, colored overlays can make reading easier. Different individuals may need specific color overlays.

Ingredients

Transparent colored overlays (can be purchased at business supply store or art supply store)

OR

Colored, removable reusable highlighting tape

How to make it

1. Try different colors to see the child's preference. Some children have a visual condition that is usually undiagnosed that makes the words "move around" on the page.
2. You can also use colored highlighter tape to highlight certain words or phrases only.

When to use it

Diagnosed Special Need (s)

Vision impairment
Dyslexia

Observed Behaviors

Poor vision
Poor visual coordination
Poor comprehension, forgetful
Lack of ability to focus
Easily distractible, impulsive

Promotes These Literacy Skills

Narrative Skills

Print Motivation

Vocabulary Development

Print Awareness

Letter Knowledge

Sound Awareness

Use background papers for contrast. Colors such as black or dark colors generally work best for background colors. Other colors like medium blues, purples and greens can be used as overlays. It is also good practice to use red and yellow to cover and minimize text.



You can purchase color glasses or use cellophane sheets of different sizes



Cover words or pictures with colored cellophane



Book Adaptation Recipe



BORDER FRAME

Use a border frame to limit the viewing area on a page and focus the child's attention to a specific picture or section of text. It can also provide a cue for the edge of the paper.

Ingredients

- Construction paper (black is best)
- Scissors
- Laminating materials

Optional:
colored clear
cellophane
envelope
glue or tape
clothespin or
popsicle stick

How to make it

1. Cut a rectangle out of construction paper about 1 inch larger than the picture or text you want to frame.
2. Cut a rectangle out of the inside of the larger rectangle, to make an open space, like a frame, leaving approximately ½" to 1" all around.
3. Laminate the frame.

Optional:

- Soften text or colors with cellophane
- Keep the book and border frame together —add a pocket (envelope) to the front or back cover of the book.
- Make a border frame holder by gluing a clothespin or popsicle stick to the frame

When to use it

Diagnosed Special Need (s)

Vision impairment
Dislexia

Observed Behaviors

Poor vision
Poor visual coordination
Poor comprehension
Lack of ability to focus

Promotes These Literacy Skills

Narrative Skills

Print Motivation

Vocabulary Development

Print Awareness

Letter Knowledge

Sound Awareness



Sample uses of the border frame



Border frame holder makes positioning the frame easier.



Book Adaptation Recipe



LAMINATE THE BOOK

Increases the durability of books and creates a foundation for other adaptations, especially those involving glue.

Ingredients

Laminate or contact paper (or clear packing tape)
Exacto knife (to cut pages apart)
Hole punch
3 ring binder, binder rings, or binding combs

How to make it

First, cut the book apart so that each page and the cover can be laminated or slid into a page protector. Laminating the pages will make it easier to do adaptations as needed. All of the Raising A Reader book covers are already laminated.

After laminating each page, put the pages into a 3-ring binder or photo album.

When to use it

Diagnosed Special Need (s)

Vision impairment
ADHD
Autism Spectrum Disorder

Observed Behaviors

Poor vision
Poor visual coordination
Impulsivity
Lack of ability to focus
Easily distractible

Promotes These Literacy Skills

Narrative Skills

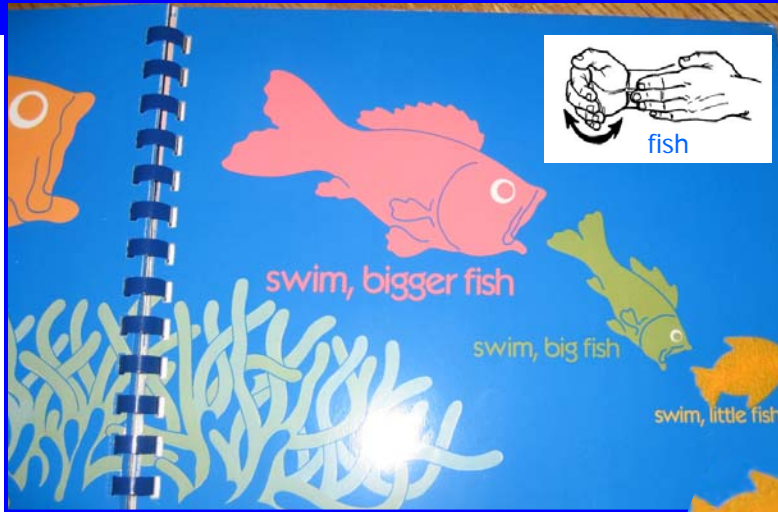
Print Motivation

Vocabulary Development

Print Awareness

Letter Knowledge

Sound Awareness



Now that the book is sturdier, you can:

- Add page turners
- Add velcro dots for attaching removable pictures, numbers shapes, letters, or other interactive pieces. For example, photocopy pictures from the book, laminate them, and match picture to page.
- Glue in felt or foam letters, numbers, shapes or objects, as called for in the book for tactile experience.
- Find icons (from BoardMaker™, clip art, or other websites such as www.setbc.org/pictureset or www.do2learn.com or purchase a book with sign language and copy each sign that you need (see page 46)



Book Adaptation Recipe



PAGE TURNERS

Page turners make it easier to turn the page and make reading more interactive. This works best on a board book, or a book which has been laminated.

Ingredients

Any lightweight material that can be glued to the pages, to separate them for easier turning, may be used such as:

- Foam pieces,
- Velcro dots,
- Ice cream spoons
- Large paperclip



How to make it

1. Glue popsicle sticks to each page in varying levels. A glue gun can be used for a sturdy hold.
2. You can also use pom-poms glued to each page to make it easier to grasp.
3. You can put a self-stick Velcro dot on each page to make a book open like a fan, so it is easier to grasp. This works well for a child with limited movement (motor development).

Be sure to laminate the pages first to make the adaptation last.

When to use it

Diagnosed Special Need (s)

Vision impairment
Fine and gross motor

Observed Behaviors

Poor vision
Poor coordination
Sensitivity to touch
Difficulty with focusing
Impulsivity, poor self control

Promotes These Literacy Skills

Narrative Skills

Print Motivation

Vocabulary Development

Print Awareness

Letter Knowledge

Sound Awareness



Use a board book, or laminate pages of books with paper pages before adding any page turners (see "Laminate the Book")



Be careful of small pieces that may cause a choking hazard for young children.



Book Adaptation Recipe



VOICE RECORDER

A voice recorder, or voice chip, is a recordable device to provide feedback and language reinforcement to help children to develop their speaking and listening skills.

Ingredients

Voice chips may be purchased from electronics stores or stores that specialize in "talking" greeting cards.

Get a voice chip that records 10 or 20 seconds.

Use a board book or laminate the pages because you will be adhering the chip to the book.

How to make it

1. Remove clear plastic key under the metal latch to begin
2. Press and hold down the red button to record. The light will stay lit for the duration of recording time
3. Speak into micro- speaker to record

For example:

Use a book that has repeating words such as *Brown Bear*. Have the child push the recorder every time the word Brown Bear comes up.

When to use it

Diagnosed Special Need (s)

Hearing impairment
Speech and Language Delay

Observed Behaviors

Sensitivity to sound
Poor comprehension
Delayed language

Promotes These Literacy Skills

Narrative Skills

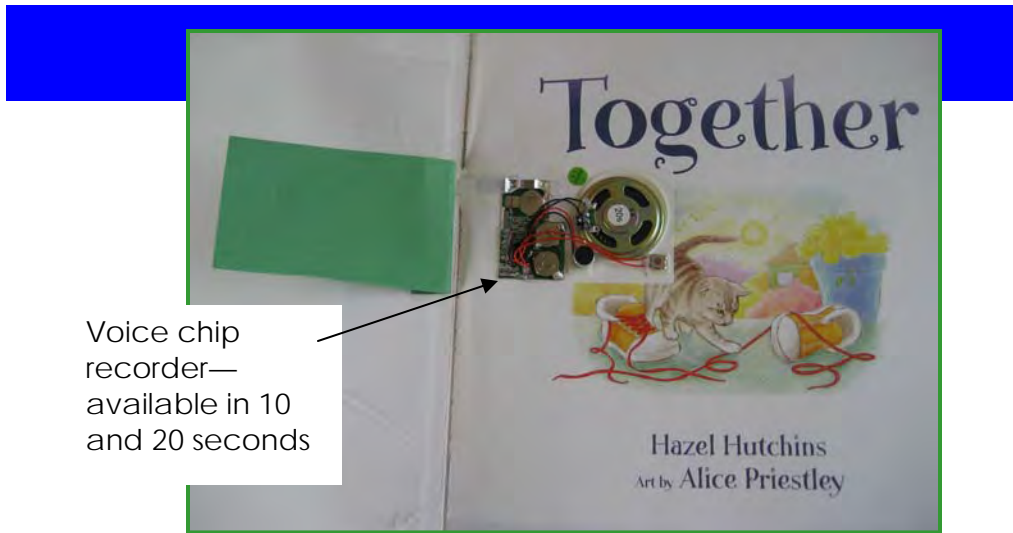
Print Motivation

Vocabulary Development

Print Awareness

Letter Knowledge

Sound Awareness



Voice chip recorder—
available in 10
and 20 seconds

Some children's books already come with a sound chip built in. At this time, none of the Raising a Reader books has this feature.



If you do not have a voice chip recorder you can make your own voice recorder by using a small tape recorder.



Book Adaptation Recipe



ECHO-PHONE

The Echo-phone is an acoustic device that can help children focus and hear the individual sounds of words more clearly as they learn to read and process language aloud.

Ingredients

- One PVC pipe = 1-1/4 inch diameter X 4 inches long, open on both ends
- Two short 90-degree elbow end caps, open on both ends, (should fit snugly over the PVC pipe end)
- Non-toxic glue

Optional:

string or ribbon, or plastic bag & tape

How to make it

1. Fit each elbow end cap over each end of the 4 inch pipe.
2. Angle the pipe's curves so that the child is able to hold the section to the ear and hear the sound when it comes through.
3. Once the pipe is fitted properly (try it first), use a small amount of non-toxic glue to secure the pipe parts in place.

Optional:

Keep the echo-phone with a specific book with string or ribbon or make a holder using the plastic bag and tape.

When to use it

Diagnosed Special Need (s)

Vision impairment
ADHD
Autism Spectrum Disorder

Observed Behaviors

Poor vision
Poor visual coordination
Impulsivity
Lack of ability to focus
Easily distractible

Promotes These Literacy Skills

Narrative Skills

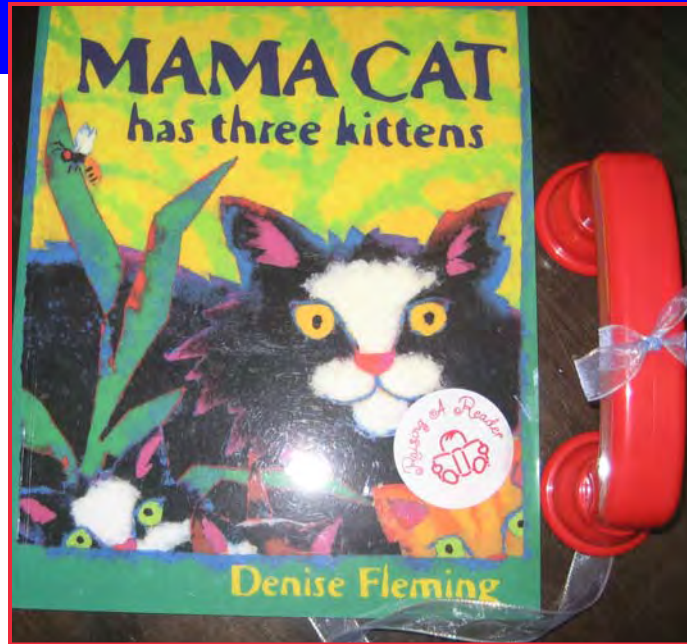
Print Motivation

Vocabulary Development

Print Awareness

Letter Knowledge

Sound Awareness



Use a string to attach the echo-phone to the book. This one is purchased from Lakeshore, called a "Hear Myself Sound Phone". You can also make one using PVC pipe (directions, left; picture below).



Book Adaptation Recipe



PICTURES, SIGNS & ICONS

When adding pictures, signs or icons to the story, you make the book interactive for all children. Choose which to use based on the disability.

Ingredients

Use sign language symbols or download icons from the web or print from BoardMaker™ and laminate or clear tape

*Optional:
Velcro dots or glue
Plastic baggie and tape*

How to make it

1. Print icons or symbols from the source you have available or make copies of pictures from the book.
2. Laminate each picture or icon after cutting out.

You can either keep them loose or make them permanent by taping or hot-gluing them into the book.

*Optional
If pieces are loose, keep them with the book by attaching a Ziplock baggie to the back of the book.*

When to use it

Diagnosed Special Need (s)

Speech and Language Delay
Hearing Impairment
Cognitive/Intellectual Disability
Autism Spectrum Disorder

Observed Behaviors

Does not follow instructions
Poor comprehension
Frequently tugs on ear(s)
Turns preferred ear (unilateral) to others or sit too close to teacher

Promotes These Literacy Skills

Narrative Skills

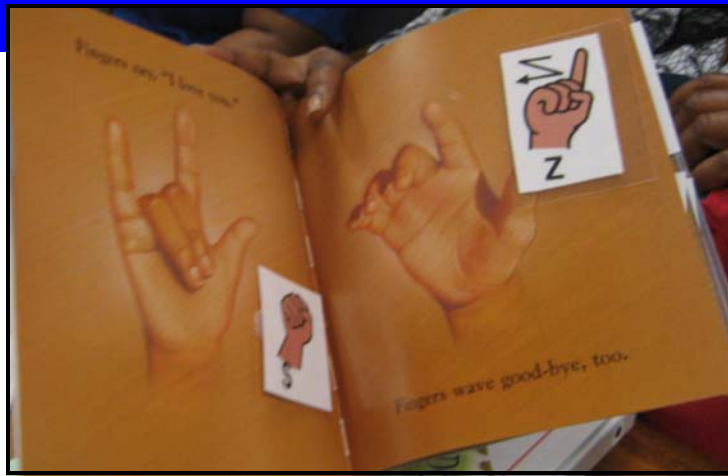
Print Motivation

Vocabulary Development

Print Awareness

Letter Knowledge

Sound Awareness



Keep your laminated signs and icons with the book by adding a laminated flip out page to the back cover.



Other Adaptation Ideas

- ★ **Enlarge the pages** by purchasing a “big book” format or using a copy machine to enlarge certain pages. Or use a magnifier.
- ★ **Simplify pictures** by blocking out sections of the page with pieces of paper to help children focus on words or pictures.
- ★ **Simplify the text** by neatly writing (or typing) the shorter version of the story on another piece of paper. Either glue the new text over the existing text or add the strip at the bottom of the page.
- ★ **Angle the book.** Use a book stand to create a steadier placement and to allow children to read hands free. Propping the book upright can also help children to focus. If you don't have a book holder, angle books on top of 3 ring binders for better viewing (use non-slip mat to secure to binder).
- ★ **Avoid slipping.** Attach books to carpet squares using a strip of Velcro or two pieces of ribbon attached with strong tape to the back of the square. Slip one around each cover of the book, front and back, to prevent the book from sliding or being pushed away from a student with severe motor problems. You can also use a small C-clamp to stabilize the book (or other activities).
- ★ **Add a handle** to books for easier carrying.



Other Adaptation Ideas

- ★ **Add texture** and separate pages by adding glued objects (such as foam pieces or Velcro dots), or simply add glue from the glue gun or puffy paint.
- ★ **Make puppets** by copying pictures from the book and gluing them to a popsicle stick.
- ★ **Use real objects** such as dolls, animals, or other object that go along with the story can make the story interactive and help focus attention
- ★ Make a **matching activity** by putting Velcro on the back of the icon and a dot in the book.



Be careful of small pieces that may cause a choking hazard for young children.



This is the **American Sign Language alphabet**, used when finger-spelling in sign language. You can add these letters to adapt alphabet books.



You may also want to look into **Signing Exact English**, a sign system with hand signs that represents literal English words and phrases. A recommended resource is a book called [Signing Exact English](#), which has over 4400 sign descriptions with illustrations. You can use this to help represent whole words and phrases in adapted books.

Recommended Materials

Essentials for use with most adaptations

Clear laminating paper, clear contact paper, or clear packing tape

Scissors

Glue gun with low temperature hot glue



Other useful materials:

baggies (to hold objects and keep them with the book)

buttons

colored cellophane sheets

construction paper

copy machine (for making enlargements or copies)

echo-phone

exacto knife

feathers

felt

foam sheets

hole punch

laces

magnifier

paper clips

pipe cleaners

pom poms

popsicle sticks, wood clothespins or other "holders" that can be glued or attached.

ribbon

rings or binder or comb binding

sheet protectors

shells

small props (dolls, puppets, animals...that go along with the storyline)

snaps

variety of fabric textures

velcro dots



Notes



Bay Area Resources

Contra Costa's Raising a Reader Consultant can help you think of ways to adapt your books for children with specific observed behaviors. Go to www.firstfivecc.org for ideas and resources or call 925-771-7340.

The Contra Costa Child Care Council Inclusion Program offers technical assistance to providers serving children with and without diagnoses, who exhibit warning signs for developmental delay. Go to www.cocokids.org for more information or call 925-676-5442.

Santa Clara County Office of Education has an onsite resource room for educators to "make and take" their own adapted books. They are open to the public, charge a nominal fee and are located at 1290 Ridder Park Drive MC 227, San Jose, CA 95131. Go to www.inclusioncollaborative.org or call (408) 453-6756.

For project ideas and inexpensive materials for your early care setting and your adaptations, visit:

RAFT (Resource Area for Teaching) provides creative ideas, affordable project materials, one-on-one mentoring and professional development. They are located at 1355 Ridder Park Drive in San Jose, CA 95131. Go to www.raft.net/ or call (408) 451-1420.

The East Bay Depot for Creative Reuse is a treasure trove of art & craft materials, educational supplies, furniture, home décor, paper goods, fabric, and much more. It is located at 4695 Telegraph Avenue, Oakland, CA 94608. Go to www.creativereuse.org or call (510) 547-6470.

SCRAP (Scrounger's Center for Reusable Art Parts) collects donations of quality re-usable materials such as textiles, buttons, paper, craft and office supplies, plastics, and wood. Items are low-cost to teachers. SCRAP is located at 801 Toland Street, San Francisco, CA 94124. Go to www.scrap-sf.org or call (415) 647-1746.

Web-Based Resources

The following websites offer more information about various disabilities and other ideas of adaptations you can use with children in your program.

www.disabilityisnatural.com. A website created by a parent, author, and trainer who challenges conventional wisdom and promotes new attitudes, new actions and common sense in the disability arena.

www.cdc.gov/ncbddd/actearly. A website for the Center for Disease control and prevention, offers milestone checklists, disability facts, and other free resources and materials specifically designed for families, health care providers, and child care professionals working with children with diagnosed or suspected disability or delay.

<http://www.tactilebooks.org/making/telling-touch.pdf>. The site provides a 13 page comprehensive guide for how to make tactile books and what to consider when doing so.

<http://www.aph.org/edresearch/illustrations/index.html>. Another resource that offers tips and ideas on how to make tactile books and offers suggestions of ways to use them with children with visual impairments and other disabilities.

http://issuu.com/jennifer_mitchell/docs/a-z_adapting_books?mode=window&pageNumber=8 or www.ncatp.org/.../a-z%20of%20adapting%20books.doc are links to a resource called, "The A-Z of Adapting Books for Students with Disabilities".

www.mayerjohnson.com/main/index.html. The site for BoardMaker™ symbols. The disc/subscription costs approximately \$299. But the website also provides free download of many BoardMaker™ symbols.

Notes

A series of 20 horizontal blue lines for taking notes.



Selection & Adaptation At A Glance

By Identified Special Need

	Visual	Hearing	Speech & Language	Cognitive	Autism	Fine/ Gross Motor	Sensory	Dislexia/ LD	Social Emotional
BOOK SELECTION CRITERIA									
Large print books	x								
Variety of textures	x			x		x			
Has vivid pictures		x	x	x					
Has limited text	x	x	x	x	x		x	x	x
Repetitive text		x	x	x					x
Soft colors					x				x
Relaxing/calm stories					x				x
About social skills		x	x	x	x	x			x
About self help skills		x	x	x	x				x
RECOMMENDED BOOK ADAPTATIONS									
Bring in real objects	x	x		x	x		x		
Add page turners	x					x			
Use voice recorder	x				x	x			
Add sign language		x	x	x		x			
Use icons	x	x	x	x	x		x	x	x
Use microphone or eco-phone	x	x	x		x	x			
Use book holder						x			
Add handles						x			
Add weight to pages						x	x		
Put magnet on pages						x	x		
Cover text line(s)	x							x	
Add soft color overlays	x							x	
OTHER									
Read in quiet, uncluttered space	x	x		x	x		x	x	x
Use low lighting, reduce glare	x								
Sit face-face with child	x	x	x						

Selection & Adaptation At A Glance

By Observed Behavior

	Language delay, stutters, bites, talks selectively	Poor Comprehension, forgets easily	H/ho sensitivity to sounds, tugs ears	Rubs eyes, squints, blinks often, bumps into things	Falls/ loses balance, poor eye-hand coordination	Impulsivity, high activity level, hits others, poor self-control,	Sensitivity to touch	Poor self help skills, poor social skills, parallel play
BOOK SELECTION CRITERIA	Large print books		x		x			
	Variety of textures	x	x		x		x	
	Has vivid pictures	x	x	x	x			
	Has limited text	x	x	x	x	x		
	Books with repetitive text	x	x	x				x
	Soft colors				x		x	
	Relaxing/calm stories	x	x				x	x
	About social skills	x	x	x			x	x
	About self help skills		x					x
	Bring in real objects	x	x	x		x	x	x
RECOMMENDED BOOK ADAPTATIONS	Add page turners			x	x	x	x	
	Use voice recorder			x	x			
	Add sign language	x	x	x				x
	Use icons	x	x	x		x	x	x
	Use microphone or eco-phone	x		x				
	Use book holder					x		
	Add handles					x		
	Add weight to pages					x	x	x
	Put magnet on pages					x	x	x
	Cover text line(s)		x		x	x		
OTHER	Add soft color overlays		x		x	x		
	Read in quiet, uncluttered space	x	x	x	x	x	x	x
	Use low lighting, reduce glare				x		x	
	Sit face-face with child		x	x	x			

