

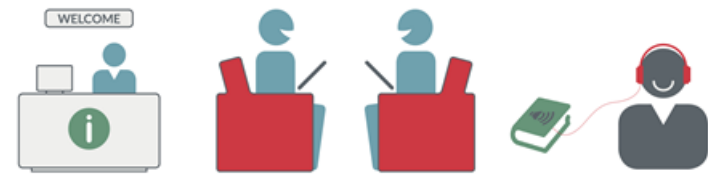
Discover the Renewed and Enlarged Guidelines for Library Services to Persons with Dyslexia



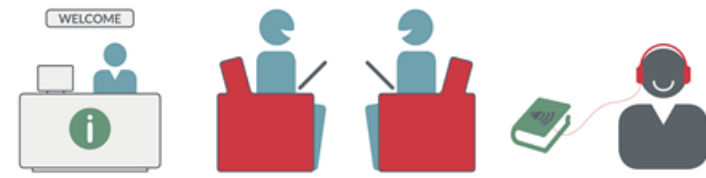
Saskia Boets, Helle Mortensen, Koen Krikhaar, Misako Nomura, Mieke Urff

A Joint Project of the IFLA Sections:
Library Services to People with Special Needs (LSN) and
Libraries Serving Persons with Print Disabilities (LPD)
IFLA, 2014

Agenda



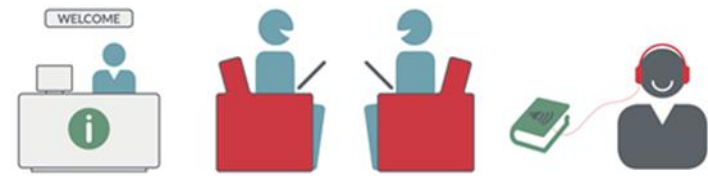
- Purpose of the new edition
- Presentation of the Guidelines
 - Collection & devices
 - Space & presentation
 - Library staff & partnerships
 - Marketing
 - Integrated approach – checklist
 - Good practices & knowledge base



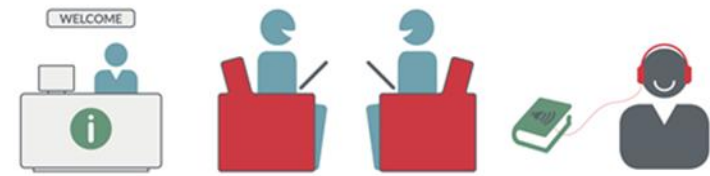
Why new guidelines?

- Background
 - New understanding of Dyslexia
 - Alternative ways of reading and writing
 - Broadening of copyright exceptions

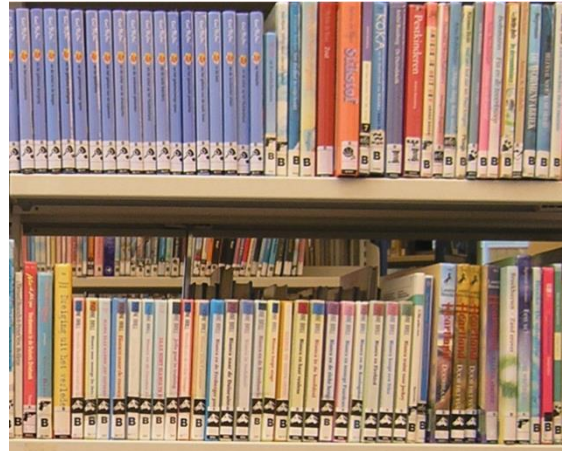
Purpose



- Assist libraries in providing services to persons with dyslexia
- Create a tool for both trained and less experienced library staff members
- Describe new solutions and alternative ways of reading and writing
- Create a knowledge base
- Give examples of "best practises"



Step across the threshold

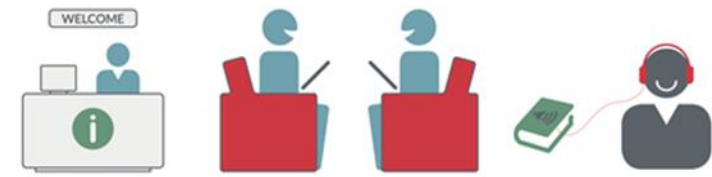


- Lots of books
- Book spines
- Difficult to find your way around

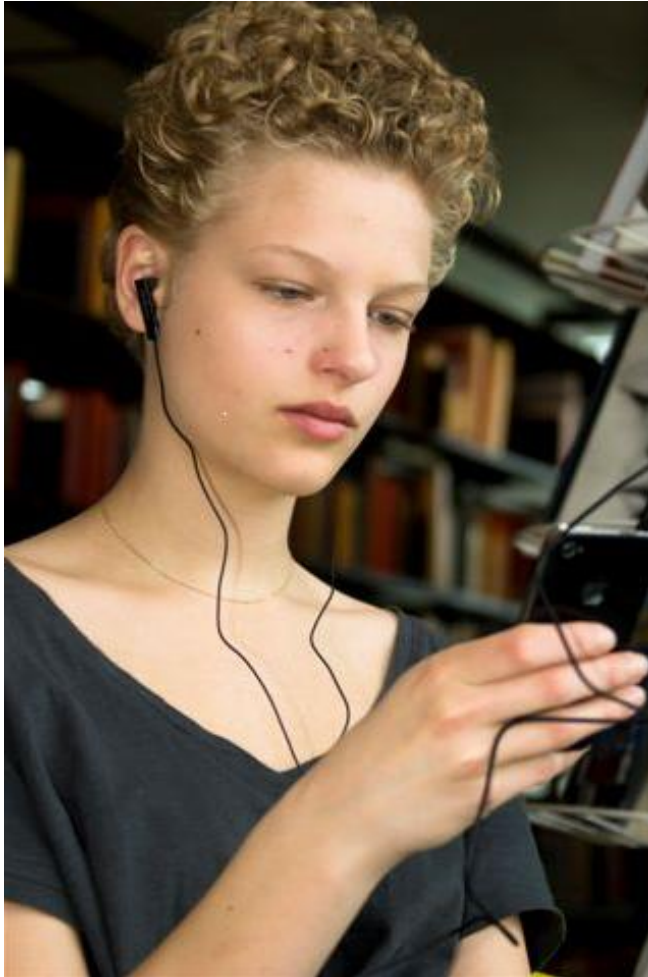


Collection and reading tools

- Audio books and DAISY books
- Easy to read books
- Digital resources
- eBooks and eReaders
- Reading tools: software, apps, DAISY players, ipads, etc.
- Programs for reading and writing on library computers
- Focus on fun: films, music, games, ...



Read with your ears



You can benefit from the library even if you have reading difficulties

You can access printed books by using assistive technology



“Waar wil je het dan over hebben, Matilda?”
“Ik wil het hebben over het glas water met dat bont
min,” zei Matilda. “Zag u hoe het over juffrouw Bultnek
was pleiside?”
“Jateker!”
“Nou, ja. Ik ben er niet geen vinge aan geweest. Ik
er niet eens bij in de buurt geweest.”
“U weet ik wel,” zei juffrouw Engel. “Je konde toch
lepen juffrouw Bultnek en, dat is het met
aan hebben.”
“Ik heb het wel gedaan, ja,” zei Matilda. “Dat
is met nou precies met u over hebben.”
“Juffrouw Engel wachte even en bestudeerde het
e.” “Ik geloof niet dat ik het helemaal begrijp,” zei ze.
“Weet u kwad dat ik wat iets werd leidschijf
ik niet had gedaan, dat ik het niet gebram.”
“Wat liet je gebeuren, Matilda?”
“Ik liet het glas overvallen.”
“Ik begrijp nog steeds niet wat je bedoelt,” zei juffrouw
verstandig.
“Ik deed het met mijn ogen,” zei Matilda. “Ik stuurde
het glas en wezide dat het om een vallen. En toen
mijn ogen helemaal leet en van en schreef en an.
stact’ alit en viel het glas om.”
“Juffrouw Engel” leek Matilda strak aan door haar sta-
lette en Matilda leek strak terug.”
“Grijp het nog steeds niet goed,” zei juffrouw
lede’ je dat je door je wil het glas liet overvallen?”
Matilda. “Met mijn ogen.”
“Juffrouw Engel bleef even zwijgen. Ze dacht niet dat
ze konde en lepen overvallen. Waarschijnlijk was
levendige fantasie met haar op het graslepen. “Behoel
je dat waar je nu ste en tegen het glas en dat het om
vallen en dat het om gebeuren?”

THE READING STUDIO at Kungälv Public Library

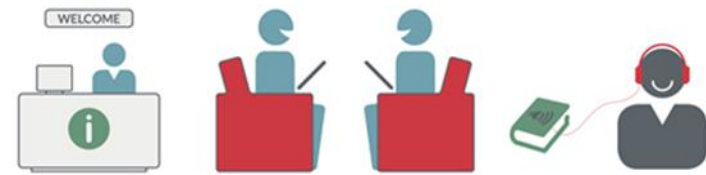
Computers

In the Reading Studio are two computers with:

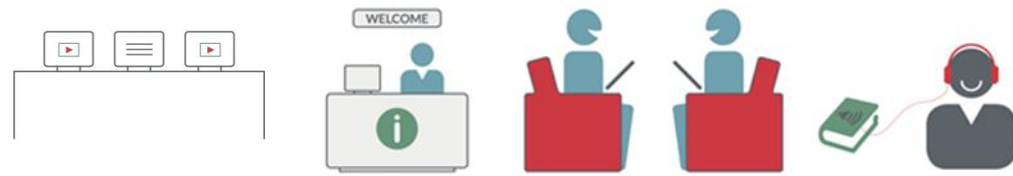
- screen reading programs; Jaws and Zoom text
- scanner and OCR-program
- speech synthesiser
- wordbooks and dictionaries
- access to the library catalogue
- Braille display
- Braille- and laser printer
- pedagogic games where spelling and reading etc can be improved

Is open to all people with reading / writing difficulties

The purpose of the service is to make the users as independent as possible while visiting and using the library, and to make all material in the library accessible to everyone.

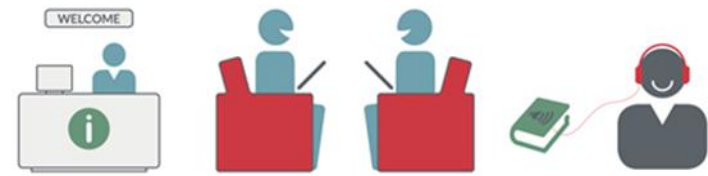


Programs for
reading and
writing on
library
computers



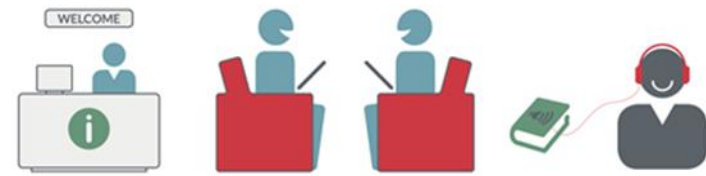
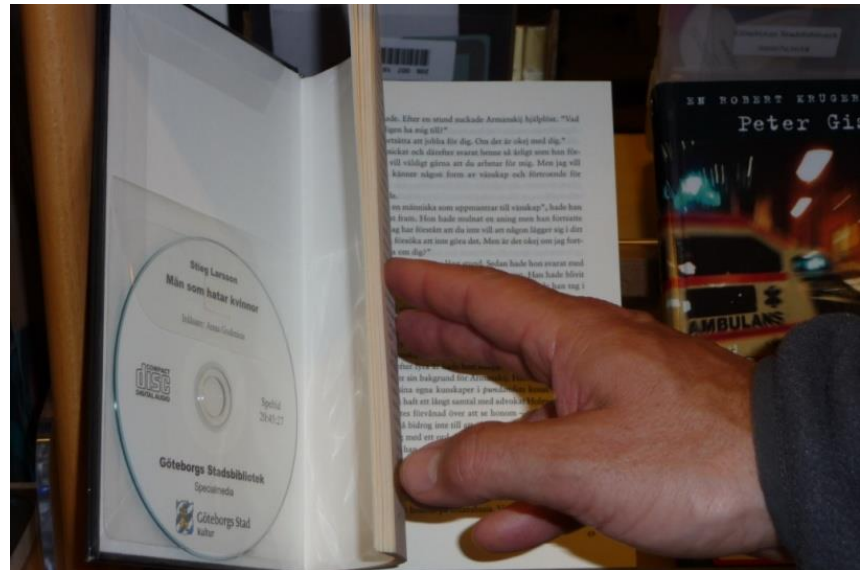
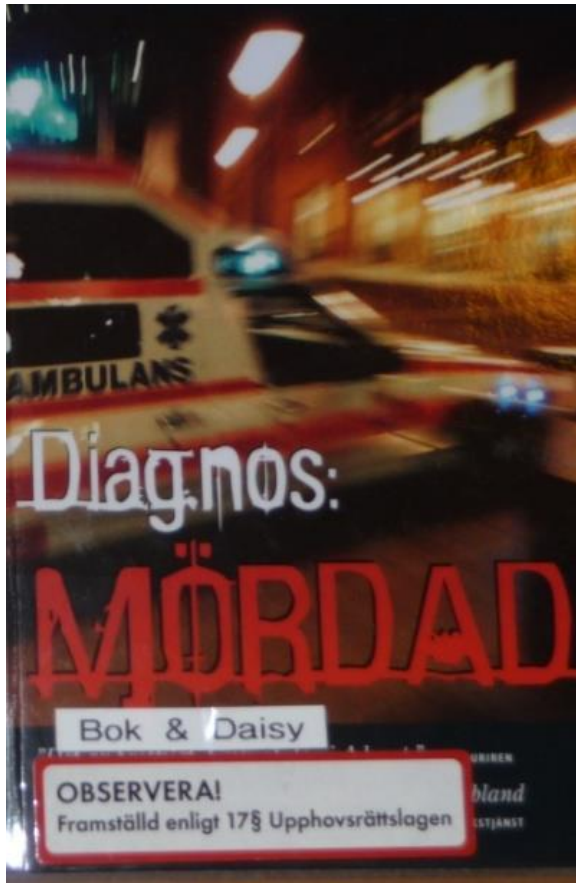
Space and presentation

- Adapted materials and IT tools
- Central location near the information desk
- Clear signs and pictograms
- Reading and writing programs
- An inspiring easy-to-read area
- Show the front of the materials
- Combine books and their audio versions



Easy-to-read areas,
the Netherlands





Public library, Sweden

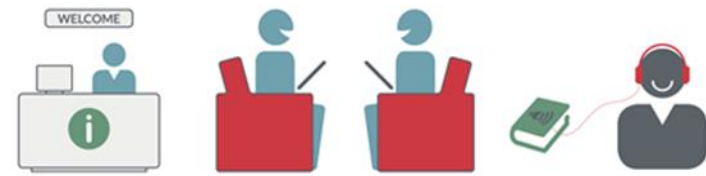


Library staff

- Awareness
- Be discrete
- "Your personal librarian"
- Train employees
- Share knowledge and work together
- Involve users with dyslexia
- Provide sufficient resources

Library staff





How would you like the staff to be when you meet them in the library?

That they are just helpfull

That they are really positive and are like Yeah! You can read this!

That they help with the right things and don't try to insist on, well loads of other stuff

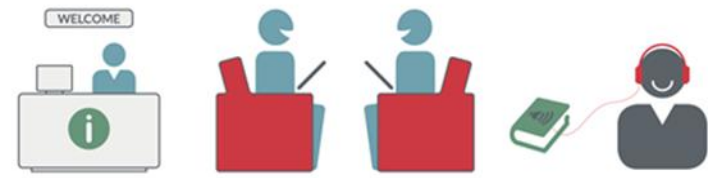


Partnerships - there is a world outside the library

- Work together and create partnership models
- Teachers
- Parents
- Reading consultants
- Educational institutes
- Dyslexia associations
- Employment centres & labour unions



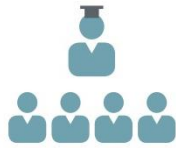
Partnerships



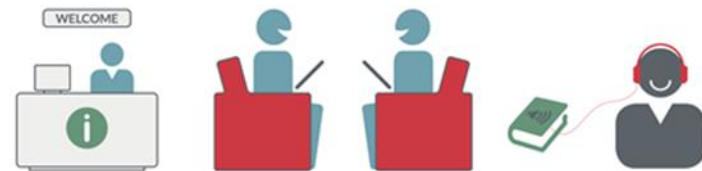
Start with the children



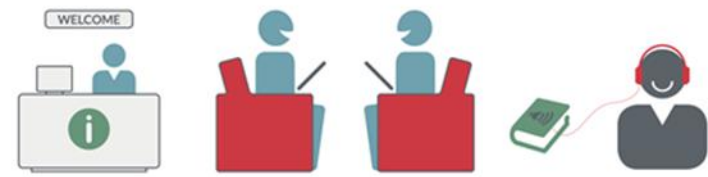
Marketing



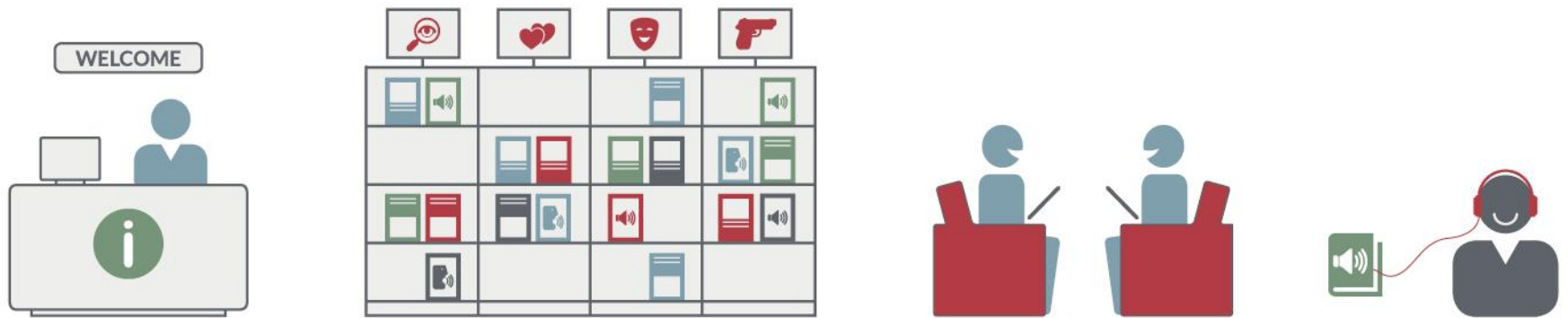
- Tell the good stories
- Accessible website and catalogue
- Welcome leaflet
- Events, focus on activities (e.g. drop-in-café)
- Training courses, reading clubs, events
- Use social media
- Join events outside the library



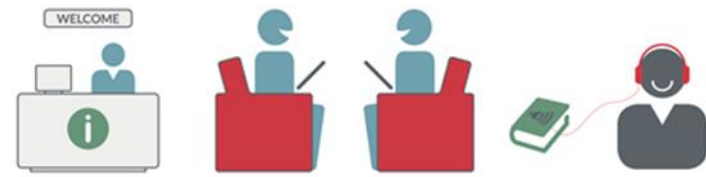
DAISY Drop-in
on Tuesdays
between 1 and
2 pm -
Public library
Sweden



Integrated approach + long-term strategy building, website, catalogue, collection, presentation, IT, staff, marketing, resources



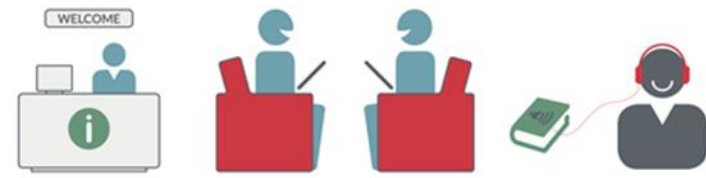
Use the checklist and the guidelines, discover best practices and a knowledge base



Isabella

”It was a fantastic book and the first book I ever read right from the beginning to the end”





Questions?

Pick up the checklist!

www.ifla.org/lsn links to:

- Guidelines & checklist in pdf
- Knowledge base & best practices
- Contact project group

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