



Iowa's information and referral service on disability services, assistive technology (AT), AT funding resources, and AT legal advocacy.

Disability Information & Referral
Connecting People to Programs

A PROGRAM OF THE CENTER FOR DISABILITIES AND DEVELOPMENT

Iowa COMPASS News

The A-Z of Adapting Books for Students with Disabilities

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North Carolina Assistive Technology Program
Edited to delete or correct non-working webpage links.

A: ADAPT! Great overall resources for literacy and adapting:

1. www.inclusive.net/resources/units/unit1/unit1_contents.shtml
2. <http://aacintervention.com/litboards.htm> by Lori Tufte/Julie Maro.
3. <http://boston.k12.ma.us> 15 pages of book ideas.
4. www2.edc.org/NCIP/tour/r-lit_EmergentLit.html#anchor988614 Extensive NCIP emergent literacy.
5. <http://aac.unl.edu/csl/pre.html> Literacy research, extensive AAC information.
6. www.callier.utdallas.edu Callier Center AAC Literacy Project .
7. <http://aac.unl.edu/csl/litdev.html> Research studies for literacy and AAC.

B: Bookworm- The AbleNet BookWorm provides a simple way for students with disabilities to "read" their favorite books www.ablenetinc.com. Enabling Devices is now making their own version and it sells for at <http://enablingdevices.com>.

C: Classic Book Adaptations- Free books on audiotape/CDs are available from state libraries (Iowa Library for the Blind/ Physically Handicapped <http://www.blind.state.ia.us/Library/index.htm>). Textbooks are sometimes available on CD upon request from the publisher for older students or you can receive the book in a spiral version vs. a bound version at times. Also consider use of OCR (optical character recognition) for older students with reading difficulties as text can be placed on a scanner and read out loud to the student or text can be edited on the screen with such programs as Kurzweil 3000 www.kurzweil.com or WYNN www.freedomscientific.com.

D: Don Johnston (DJ), Edmark (E), Intellitools (I) (electronic book, reading instruction software sources) : Don Johnston has Start to Finish, Storytime Tales, and UNKANDU Reading series of books, see them at www.donjohnston.com . Edmark Reading Program- teaches beginning reading and language development to nonreaders and those who have been unsuccessful using other programs. It is switch accessible. It is available in print or in a software version from www.enablemart.com. Intellitools Reading: Balanced Literacy (K-2) provides sequen-

tial instruction and adapted access.

E: Engineering the Classroom– Structure the classroom for language and literacy success based upon the books by Goosens, Elder and Crain (see Mayer Johnson reference below). For some of the following sources, you will need Boardmaker. Here are some websites with ideas/free aided language simulation boards:

1. <http://speech.jpss.k12.la.us> The Jefferson Parish Public Schools.
2. <http://www.hummingbirded.com> Ideas for popular books.
3. www.bcps.k12.md.us/boardmaker/adapted_library.asp Over 500 books already adapted with PCS symbols with Boardmaker. Can use as a board or cut up and place in books.

Excellent resource books are available from Mayer Johnson www.mayer-johnson.com, such as Communication Displays for Engineered Preschool Environments Books I and II, and Engineering Training Environments for Interactive, Augmentative Communication, or Units, Quick Tech Readable Repeatable Stories and Activities.

F: Fluffers– Ways to make book pages easier to turn such as: gluing Popsicle sticks to pages at varying intervals (slender or broad sticks or "spoon" shaped); using clips (binder, banker, butterfly, barrettes, large paper clips or plastic colored ones); gluing on foam pieces; cutting and applying pieces of adhesive backed weather stripping; hot gluing blobs of glue on pages to build up; using carpet furniture protector felt circles, Velcro circles, Velcro circles with use of child-proof door knob protector to attach to pages and turn. Some sources for adapting are:

1. <http://www2.edc.org/NCIP/tour/r-lit-books-access.html>
2. <http://atto.buffalo.edu/registered/ATBasics/Populations/LowTech/WATIRReadingBooks.pdf>

G: Give Aways– Free sources for books, PECS, or suggested ways to adapt books:

1. <http://www.creativecommunicating.com> Great free listing of stuff!
2. www.bcps.k12.md.us/boardmaker/adapted_library.asp Over 500 adapted books!
3. www.sbcss.k12.ca.us Free software for units.
4. www.billybear4kids.com/story/books.htm Personalize to print out or read at computer.
5. www.starfall.com/n/level-a/index/play.htm?f Free books for reading instruction.
6. <http://www.niteowl.org/kids/index.html> Free nursery rhyme graphics can import.

H: Hard of Hearing or Deaf- Students Literacy suggestions: adequate lighting so that teacher's face/lips can be seen, use body language and natural gestures, check hearing aids, keep interpreter beside teacher, sign key words, introduce book in 1:1 before group activity, vary pitch and intonation of voice, use Sign Language Boardmaker symbols to add text to books. <http://www.ec-link.org>.

I: Intellipics or other Authoring Tools such as PowerPoint or Build Ability (Don Johnston)- Develop your own stories that can be adapted to work with a simple mouse click or switch activation or "talking books" and personalized books for class field trips, etc. Some sources are:

1. http://www.everhart.leon.k12.fl.us/assist_tech_resources.htm#talking_books : Free talking book template.
2. <http://atto.buffalo.edu/registered/Tutorials/talkingBooks/tbookppoint.pdf> Very nice 34-page reference.
3. www.intellitools.com/ Go to Activity Exchange for 248 activities for use with their various software.
4. www.donjohnston.com/ Information on BuildAbility, sample stories are on the website as well.

J: Just Grandma and Me– Found at www.amazon.com and through other software companies such as Broderbund's line of Living Books. Instant Access to Living Books are set-ups for children with disabilities who need switch access from www.intellitools.com. Of course, a well-positioned mouse placed on the turn page cursor in these stories will work like a switch to turn the pages..

K: Kits- Compile your own “book bags” or book boxes with actual or representative objects from the stories. Check out dollar stores, garage sales, the Goodwill, your children's old toys, etc. to put these together.

The **Iowa Program for Assistive Technology** supports the Disability Resource Library (**DRL**) at the Center for Disabilities and Development which loans out adapted books. It also has short-term loans of various low and high tech AAC devices you may like to try with your literacy groups <http://www.healthcare.uiowa.edu/cdd/multiple/drl/drl.asp>.

L: Language and Literacy Levels- Adapting a book for the literacy level of the child or adult is important. The use of VOCAs as noted below and mini communication boards are important for children at the beginning stages of literacy for interaction, modeling, and independence. These mini communication or “Aided Language Simulation Boards” can be provided as a generic storytelling board or more story specific. This is described in the Engineering the Preschool Classroom book noted previously from Mayer Johnson. Icons can be placed on a page of text to simplify the text. Icons can be made with **Boardmaker** (www.mayer-johnson.com) or **Minspeak Symbols** <http://www.prentrom.com/>. For students who are visually impaired there is a method using a tactile objects system <http://www.tsbvi.edu/Education/>. Many sources note the need to color-code the symbols using what is known as the Fitzgerald Key when formulating and completing these boards. This grammatical, categorical guide goes from left to right and highlights miscellaneous words, verbs, descriptors, prepositions, and nouns. The color guide using transparent highlighters includes: pink verbs, blue descriptors, green prepositions, yellow nouns, and orange for miscellaneous words. There are addendums available from Mayer Johnson that can color code them prior to printing your own boards. Bottom Line: Having black and white communication icons is better than no icons at all!

1. <http://aac.unl.edu/yaack/d2c.html#d2c0> GREAT website for AAC topics in general.
2. www.donjohnston.com/ Beginning literacy framework PDF, 15 pages

M. Motor- Angle books on book holders or on top of 3-ring binders for better viewing (use non-slip mat to secure to the binder). You can also 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 (one around each cover of the book, front and back) to prevent the book from getting away from a student with severe motor problems. You can also use a C-clamp to hold the book (or other activities) stable. Head/Chin Pointers and mouthsticks can be used to turn pages of books when stabilized or placed in book holders for those with motor disabilities such as spinal cord injuries or cerebral palsy. There are electronic page turners, yet they are often too expensive and difficult to store and operate).

N: Novelty or Keepsake- Books can be written by the staff and children to include digital pictures scanned into the computer from field trips and the classroom, or scan pictures of items needed for projects such as a shopping trip for a cooking activity, etc. More current topics and subjects could be adapted this way as well, such as books about favorite entertainers, holidays, or weather events. Children of all ages love 'reading' personal books or those about novel subjects. Some teachers ask parents to take a small photo album and place items or pictures from weekend trips or special events in the pages to prompt conversation for news or a “My Family” book. These are great for the parents as they can quickly insert receipts, small items, and pictures, into the album. These can be low tech with an album or higher tech with an electronic version using Microsoft PowerPoint, Intellipics, or other authoring programs.

O: Output or VOCA- Vocal output communication aids allow the repeated lines or short stories to be “read” aloud by the student. These messages range from one message to many or sequenced messages. Some examples of such aids are BigMack, One Step Communicator, or Step by Step Communicator from www.ablenetinc.com, sequencers from www.adaptivation.com, Cheaptalk and others from www.enablingdevices.com, Tech Talks from <http://www.amdi.net/>, Listen to Me <http://www.listentome.biz/>, and Hug Me (10-second one message recording device.) at www.silverliningmm.com/recorder.htm.

P: Page Protectors and Lamination- Cut bound books and place in top-loading page protectors or laminate pages using a laminator, lamination sheets, or contact paper. The cost is high for many to use the laminating pouches, but the thick-

ness of the .5 mil paper is much sturdier than that available in schools on the roll machines. Small laminators can be found cheaply on the Internet and buying lamination pouches in bulk the pouches are not nearly as expensive. When in doubt, just break out the old standard **contact paper!** A point to remember before cutting books for lamination is to number the pages in case you forget the order. Once protected by lamination or contact paper, re-bind the books by stapling (heavy duty), punching holes, and attaching a metal ring or ribbon (not necessarily for children with motor issues) or cut holes and place the pages in a 3-ring binder.

Q: Quick Commercial Sources of Adapted Books-

1. www.adaptedstories.com Creative Communicating for a yearly subscription.
2. www.mayer-johnson.com Set of 12 Interactive stories by Beth Breakstone.

R: Repetitive Line Books- Use repetitive phrase stories during reading time for a quick and efficient way to engage students with limited verbal skills in the literature process. Some sources are:

1. www.monroe.lib.in.us/childrens/predict.html
2. <http://aacintervention.com/repeatl.htm>.
3. www.wcoserrc.org/webpages/pdf/booklist.pdf

S: Sensory- Add textures to books for students with visual or attention deficits with puffy paint, miniature objects, sewing items, etc., www.connsensebulletin.com/cormierv4n5.html.

T: Transparencies- Some teachers with very low functioning children have taken pictures of the pages of books, had the picture made into slides and then had the class "read the story" using a projector, the Powerlink www.ablenet.com, and a switch.

U: Units- Use books to reinforce whatever unit the class is working on, be it animals or colors, etc.

1. <http://callcentre.education.ed.ac.uk/downloads/quickguides/boardmaker/boardmakerresources.pdf> website is funded by a Christa McAuliffe Fellowship grant and provides 12 units. They include Boardmaker files, extensive activities, songs, cooking ideas, etc.
2. www.sbcss.k12.ca.us/ San Bernardino Schools has 11 units.
3. <http://schou.sd41.bc.ca/district/boardmaker.htm> Burnaby School offers 8 units.

V: Vision Impairment Literacy Suggestions- To adapt books for visually impaired or blind students place a small object on the front cover to represent the book (a bear for The Three Bears, etc.). Provide cues on the orientation of book by cutting off upper right angle of pages. Outline graphics with dark marker or puffy paint. Add textures or smells to books or add Braille along with print (commercially available with a Braille labeler). Enlarge pictures and text as needed, consider room lighting, avoid clutter, and provide concrete objects or props in to the "book bag" for students to hold while reading stories. If using Boardmaker symbols, consider coloring the background black and leaving the figure fluorescent yellow.

1. <http://www.tsbvi.edu/Education/vmi/objectbook.htm> Provides information on Object Books and a wealth of other ideas from the fantastic resource, Texas School for the Blind and Visually Impaired.
2. <http://www.tsbvi.edu/Education/vmi/box.htm> Story box ideas.
3. http://www.tsbvi.edu/Education/vmi/tactile_symbols.htm Tactile symbols directory.
4. www.educ.ttu.edu/slate/ParentBook/Adapting.htm

W: Writing with Communication Symbols- Adapt books, make AAC boards, label parts of the room and objects easily.

1. Writing with Symbols (Windows only) or Boardmaker from www.mayer-johnson.com.
2. Picture It www.slatersoftware.com/pit.html.

X: X-tra copy- With some book adaptations you must buy a second copy of the book to cut it out, place tag or card board behind the pages to increase the "firmness" of the page, place the page in sheet protectors, and then place in a 3-ring binder. You can also scan and print a copy of the book page as well, yet this can be expensive with printer ink costs.

Y: Young- No child is ever too developmentally young to be read to and with some of these modifications even the youngest developmentally involved student can interact and experience the love of books. Sources to support this concept:

1. <http://www.creativecommunicating.com/>
2. <http://www.air.org>, Synthesis on the Use of AT with Infants and Toddlers by the Department of Education, 150 pages.

Z: Zipper Pull- Ponytail holders can be used on books with hidden objects under flaps.

Bottom Line- Books should be adapted for motor, language, vocal output, vision, and hearing supports to allow equal opportunities for literacy development. Who should do this? Teachers, therapists, parents or other family members, friends, volunteers, service clubs or youth groups with guidance and materials provided. Start small and try to adapt 2 books for each class and build from there. Low tech may be faster and more readily available than higher tech solutions requiring knowledge of authoring software development. Money? Use current classroom books, recycle your own children's old books, find books at garage sales, flea markets, and dollar stores. Get used books through www.Amazon.com and Barnes and Noble www.bn.com.

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