

Autism Is Welcome Here

The ACCESS Approach to Inclusion

Presented by Suzi Tonini

 tonini_s@cde.state.co.us



Learner Goals



Learn about the unique needs of the autism community.

Learn strategies for creating an autism-friendly library climate.

Learn strategies for sourcing books with authentic and affirming representation of autism.

Learn ideas for designing programming to engage neurodivergent children and teens.

Learn strategies and ideas for serving autistic youth from session participants.

What is autism?

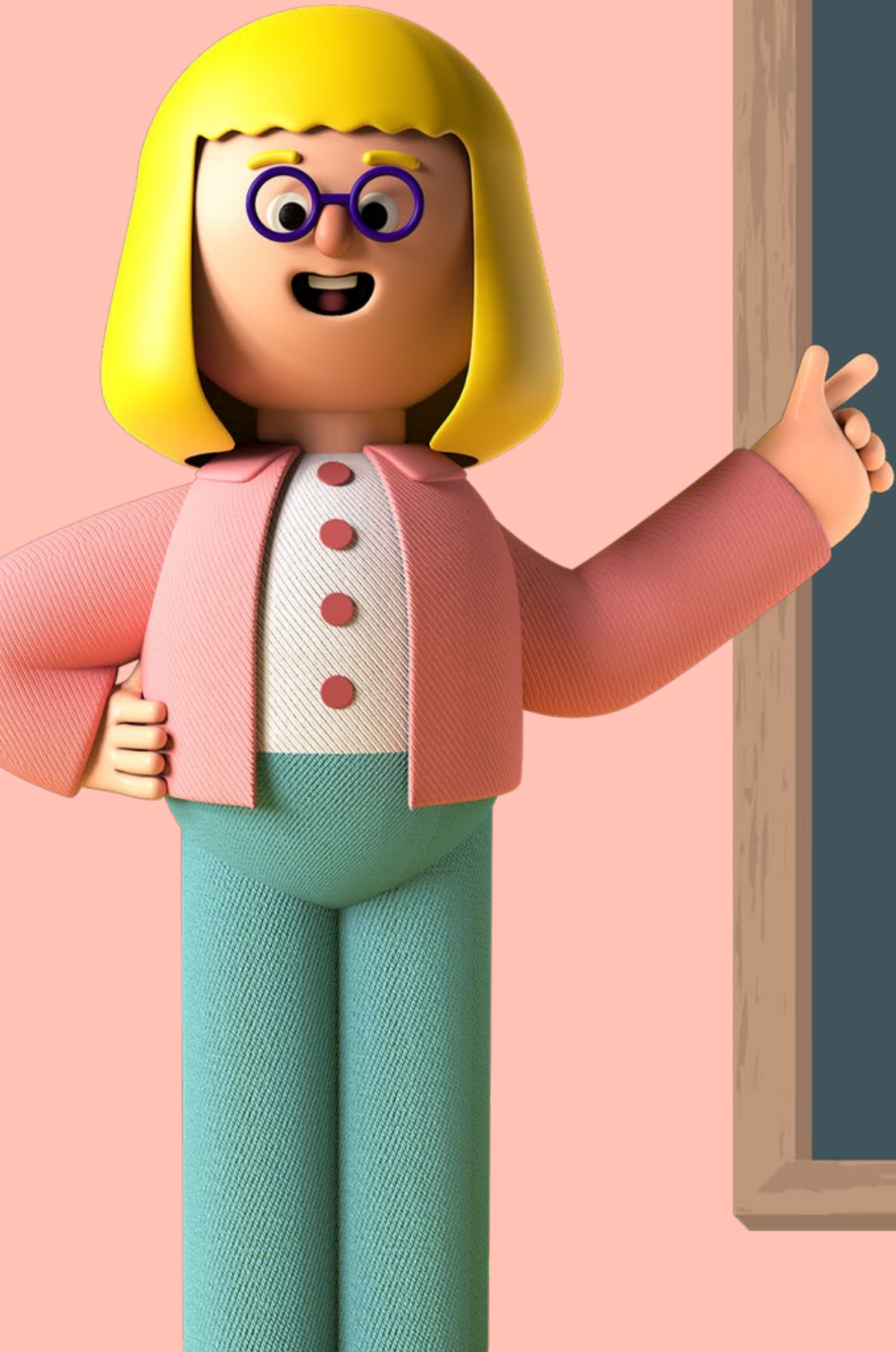


Adriana White, autistic librarian and writer ([Adriana's website](#))

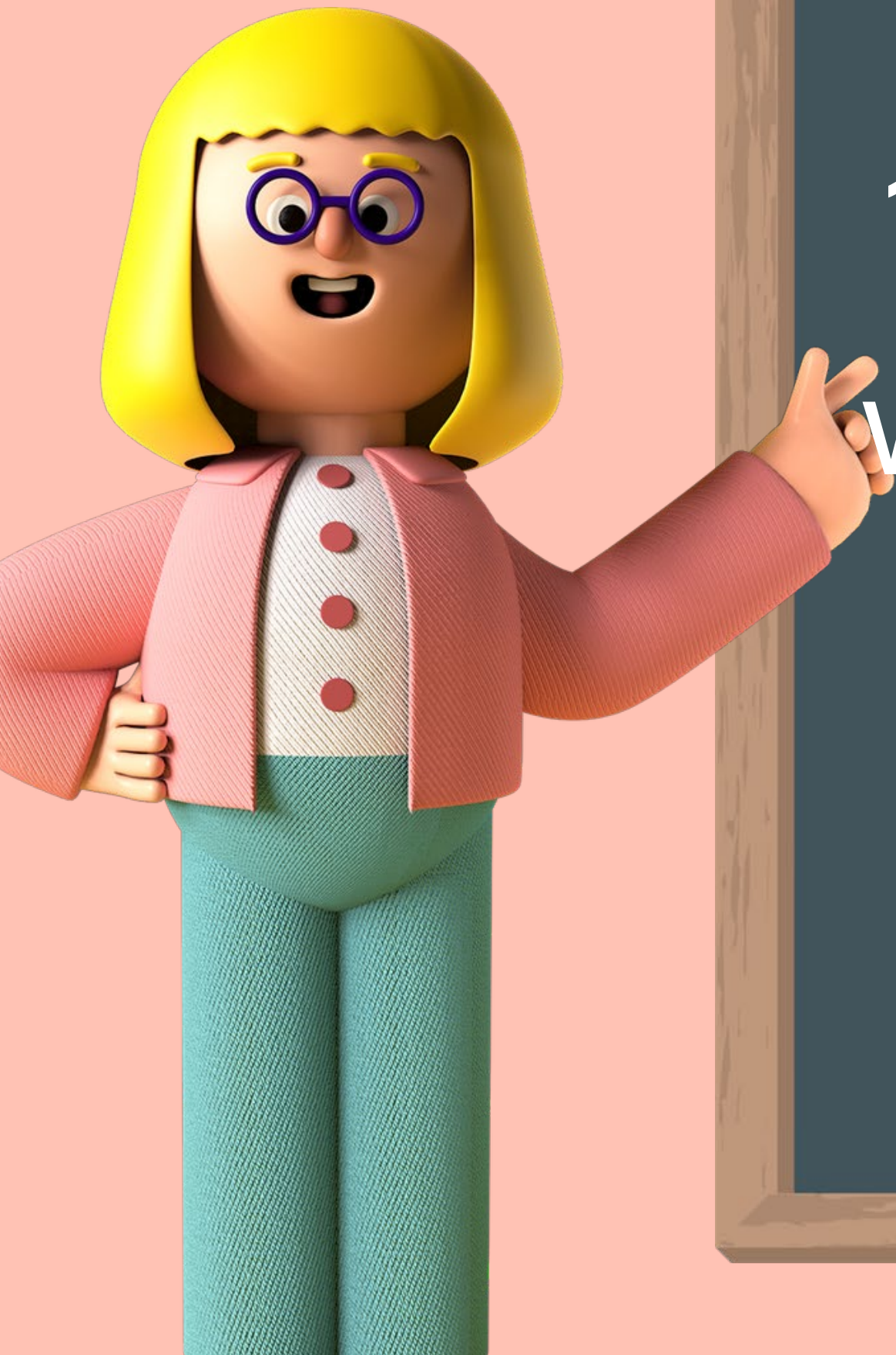
Autism and Neurodiversity: Different Does Not Mean Broken, | TEDxPaloAltoCollege

**What percentage of today's participants
self-identify as autistic,
or have a family member, friend, or
coworker who is autistic?**



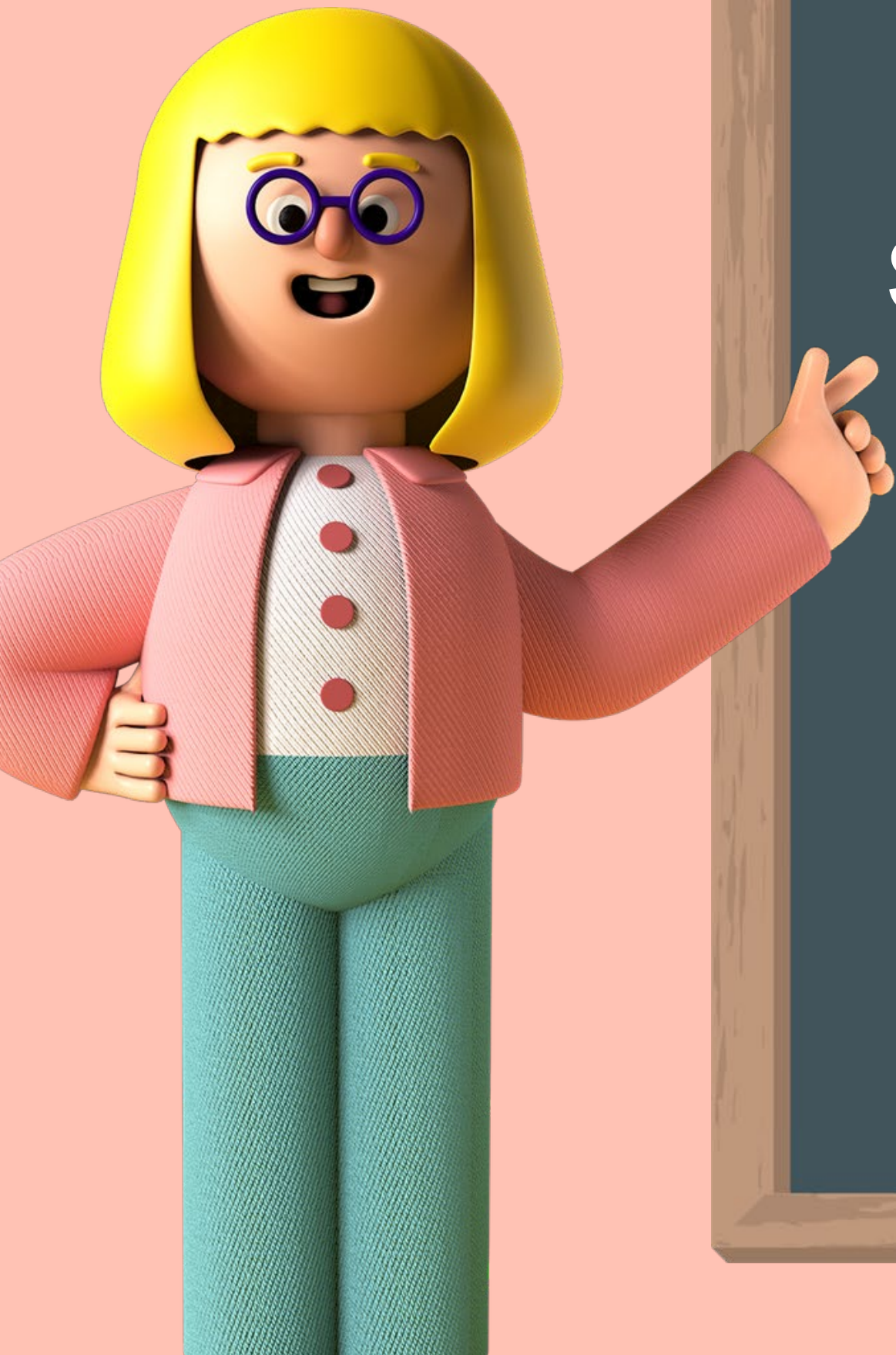


Autism 101 for Librarians



1 in 36 children are diagnosed
with autism (approximately 4%
of boys and 1% of girls).

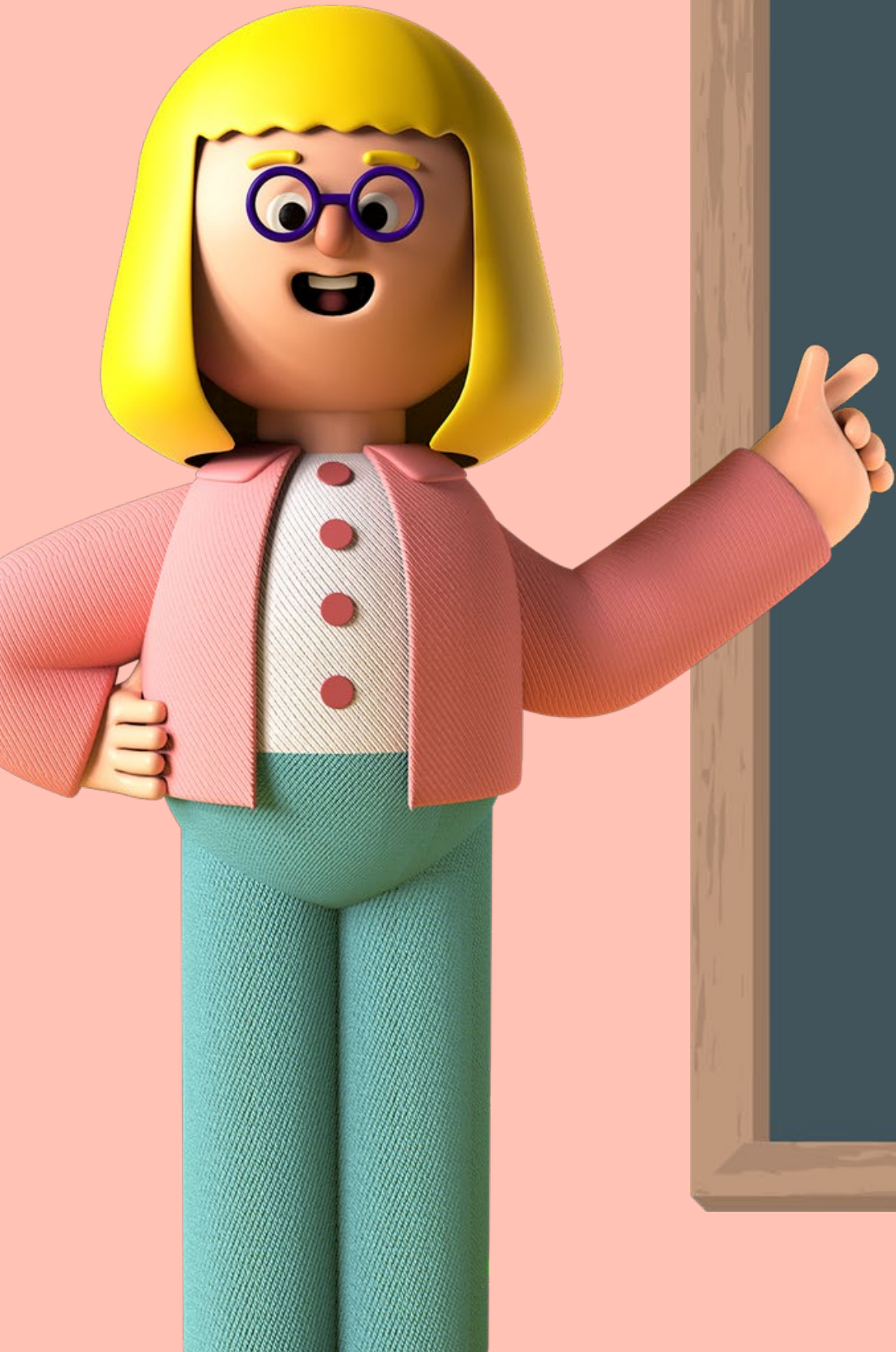
Centers for Disease Control and Prevention



There is a research gap in studies on autism in adulthood.

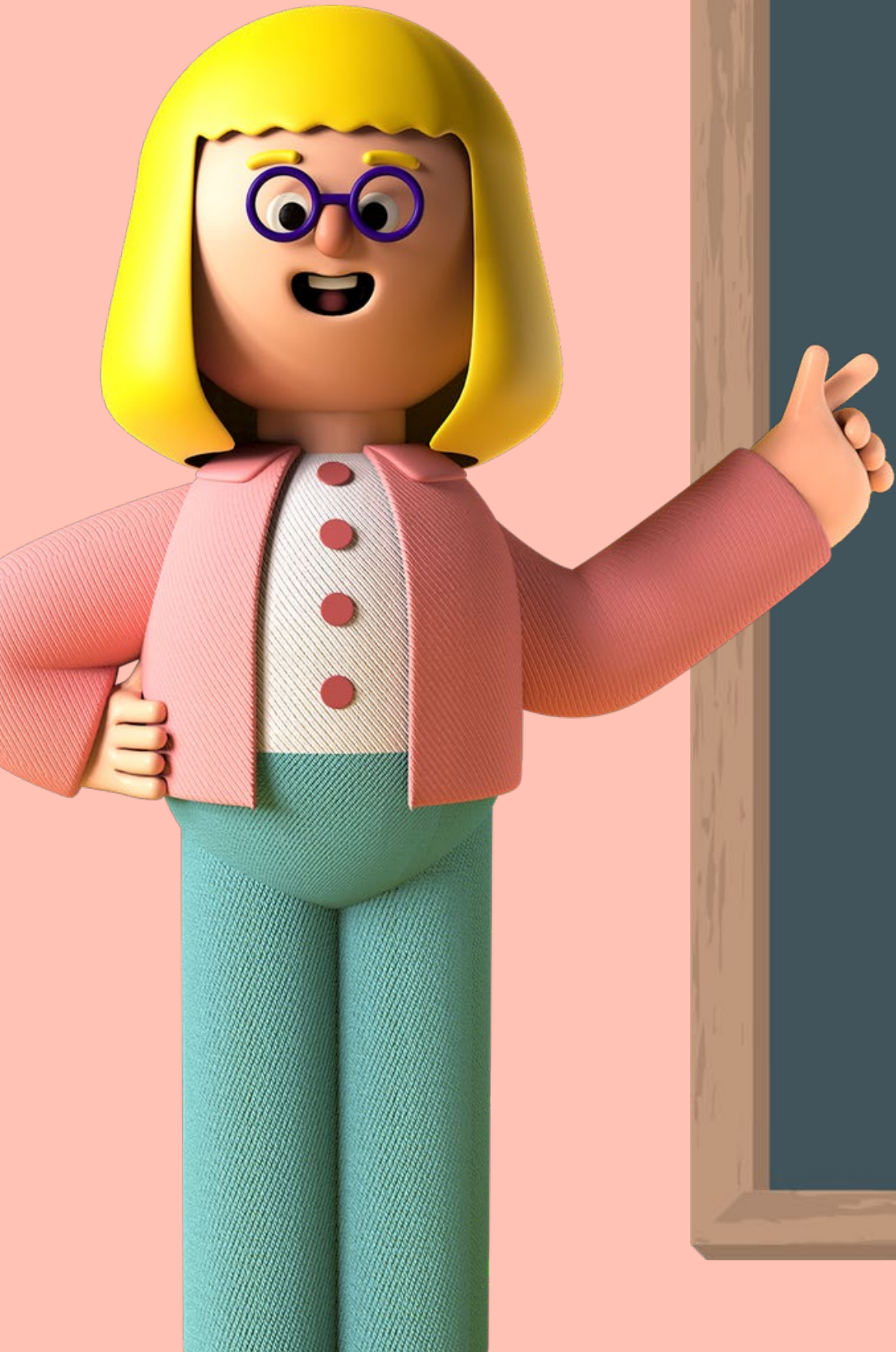
It is common to miss an ASD diagnosis until later in life.

Autism Society of Oregon



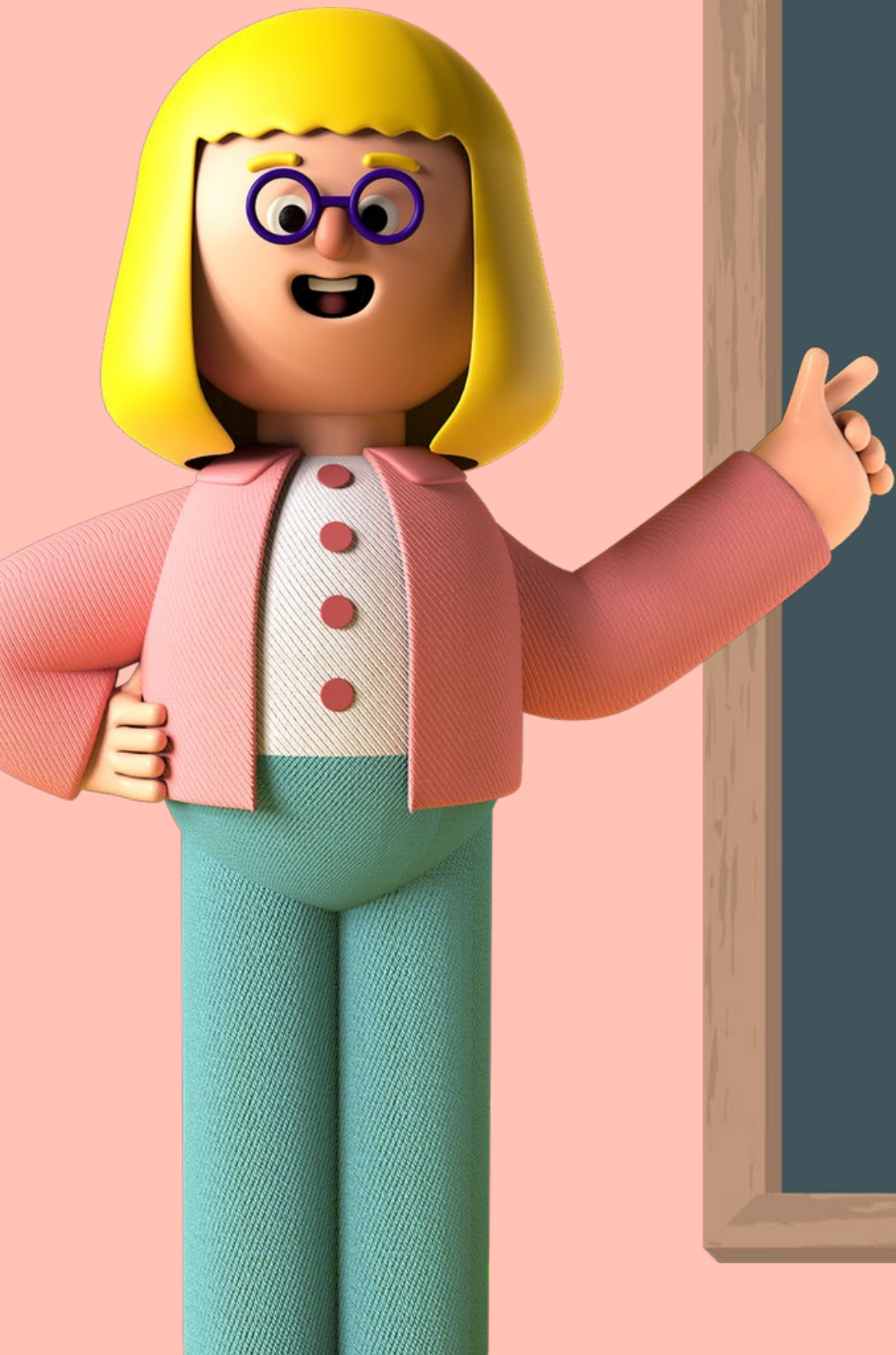
Approximately 1/3 of children with ASD also have an intellectual disability.

Centers for Disease Control and Prevention



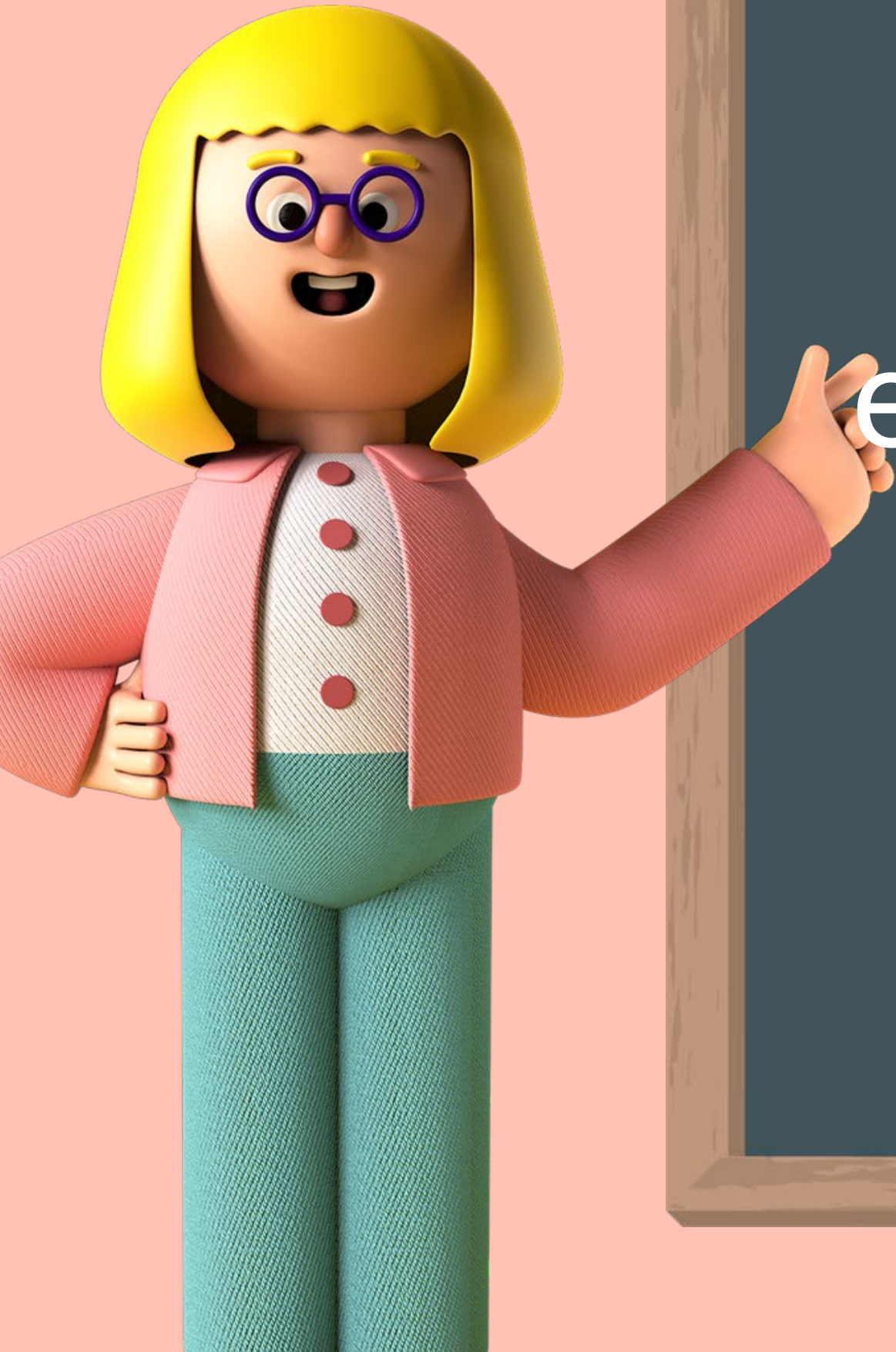
Autism affects all ethnic and socioeconomic groups.

Centers for Disease Control and Prevention



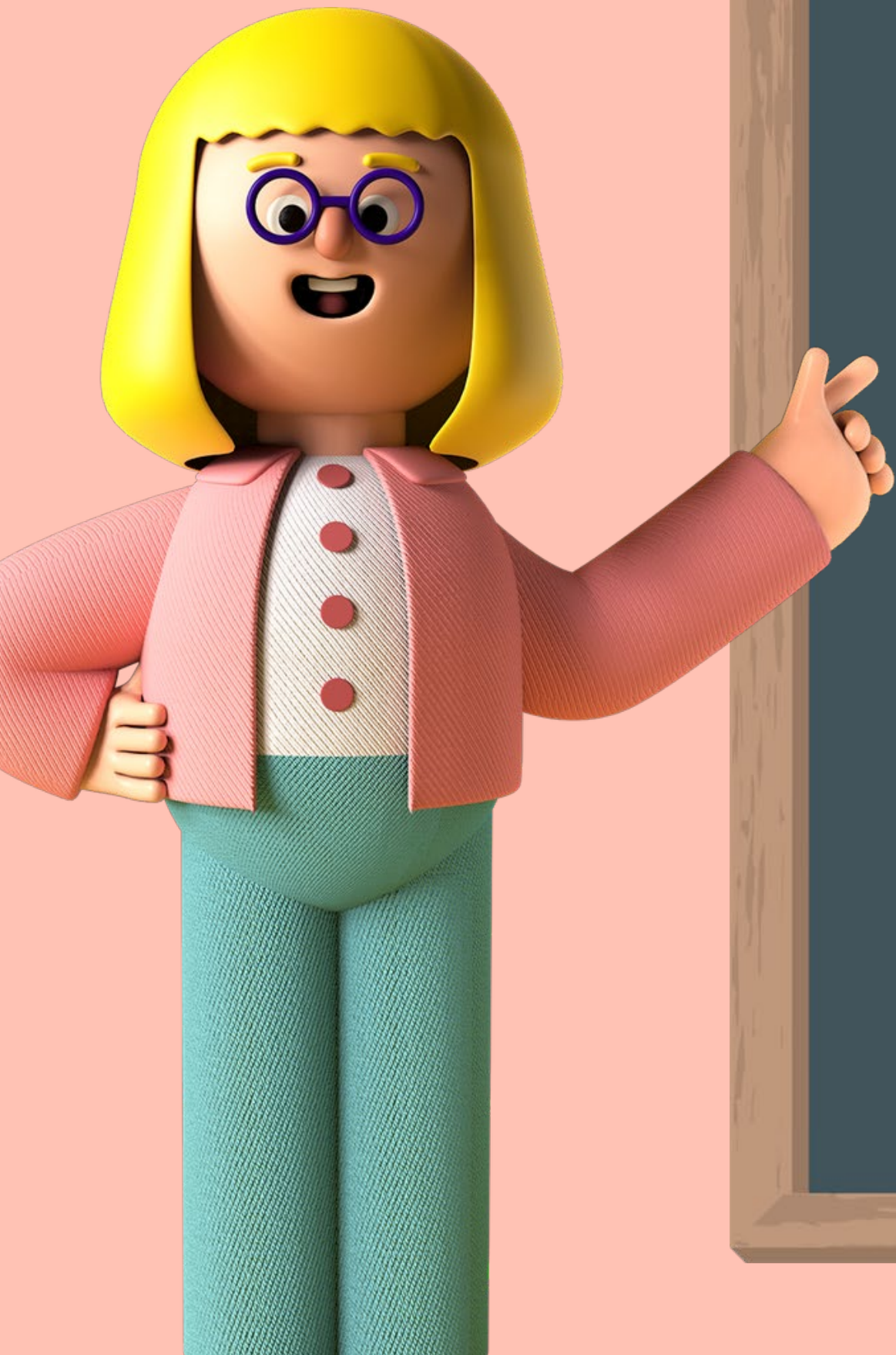
Early intervention affords the best opportunity to support healthy development and deliver benefits across the lifespan.

National Early Childhood Technical Assistance Center



Autistic individuals often
experience sensory sensitivity.

Autism Society

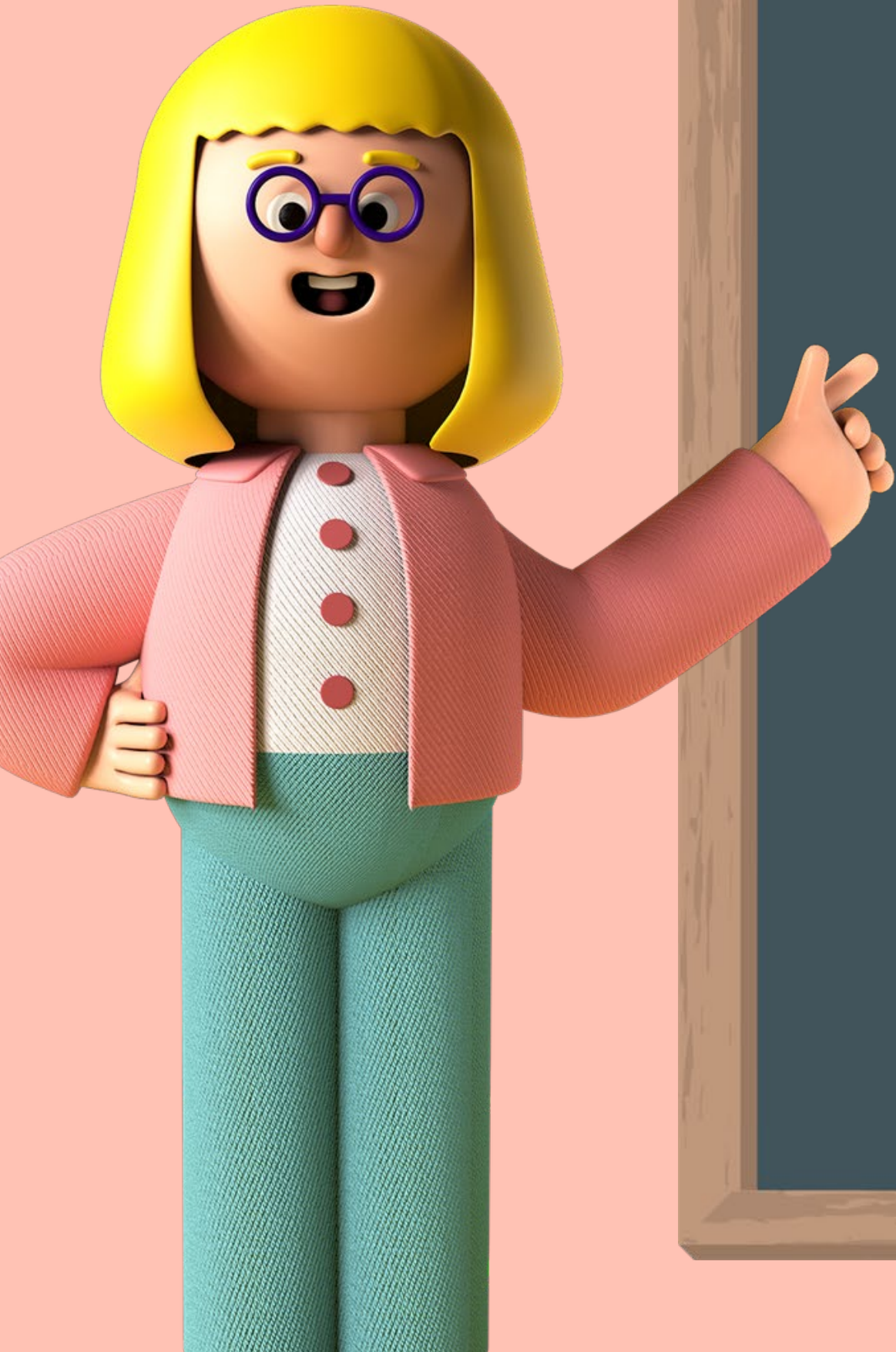


Autistic individuals may have greater difficulty shifting attention from one task to another or adapting to changes in routine.

Autism Society

**The Māori word for autism is Takiwātanga.
It means "in your own time and space."**





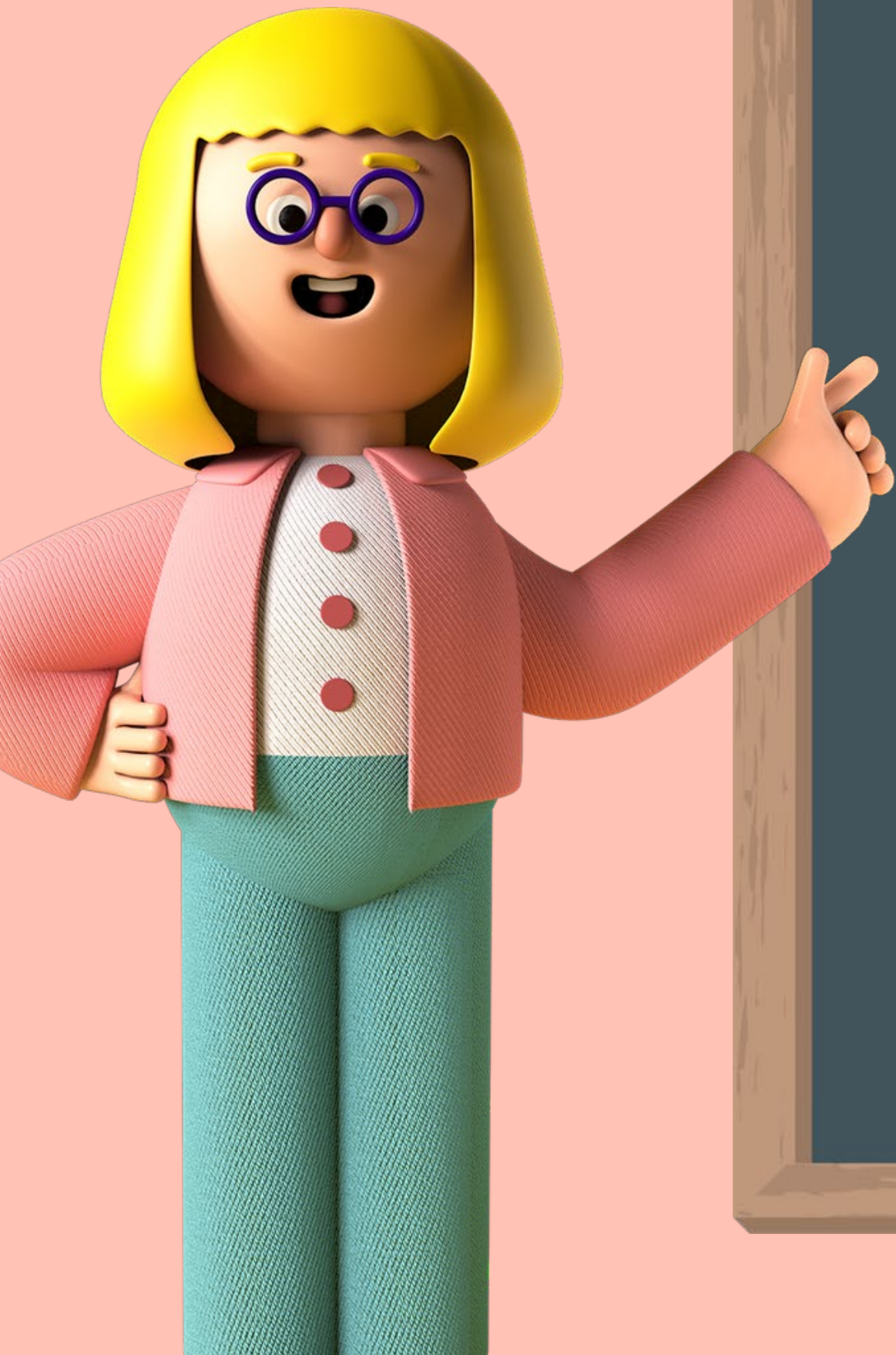
Autism affects
communication and social
behavior.

Autism Society



"If you've met one person with autism,
you've met one person with autism."
- Dr. Stephen Shore

Michael McCreary, autistic comedian and author
[Autism Ontario -- See the Potential with Michael McCreary](#)

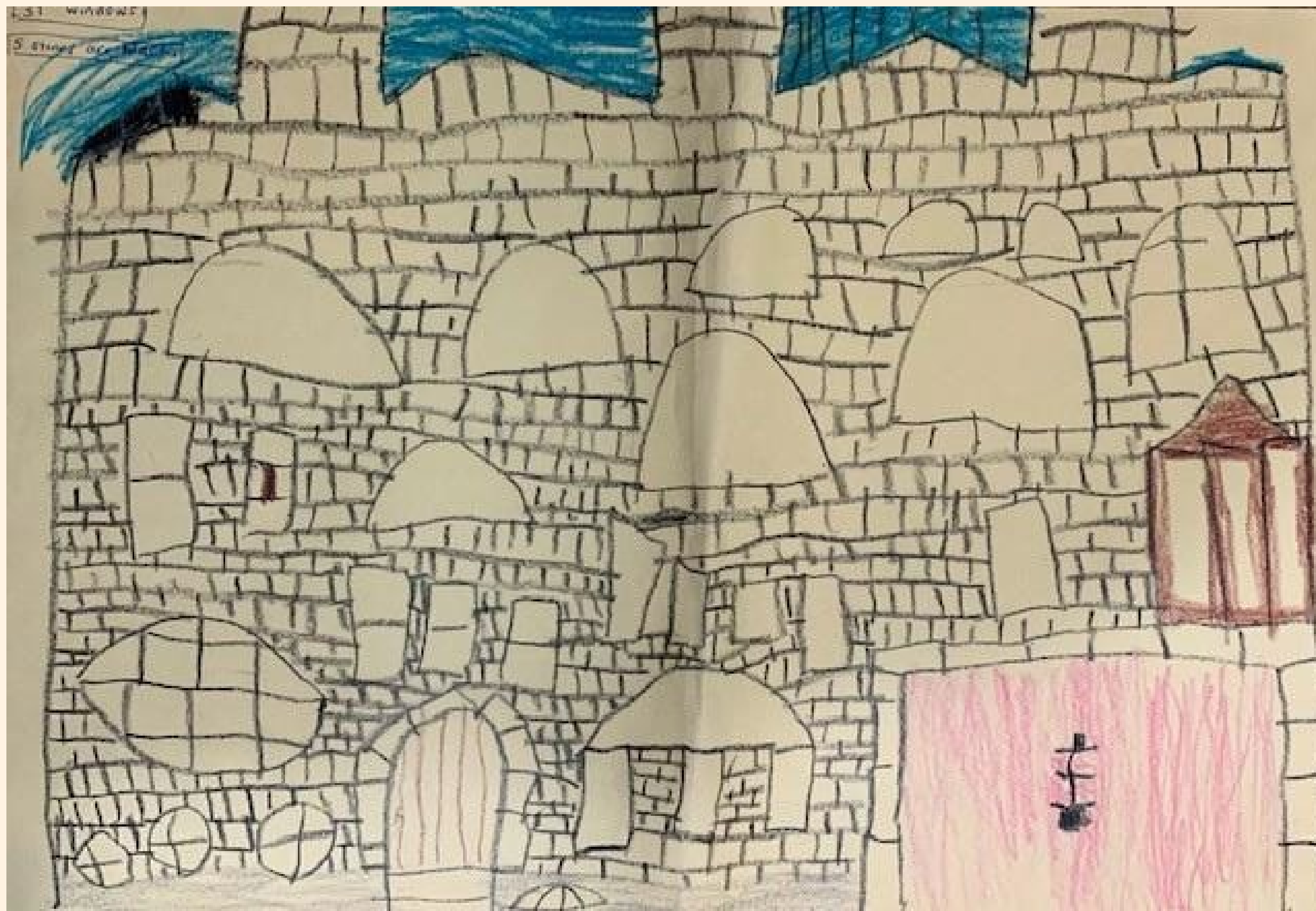


Autistic children and teens
often have very specific, deep
interests.

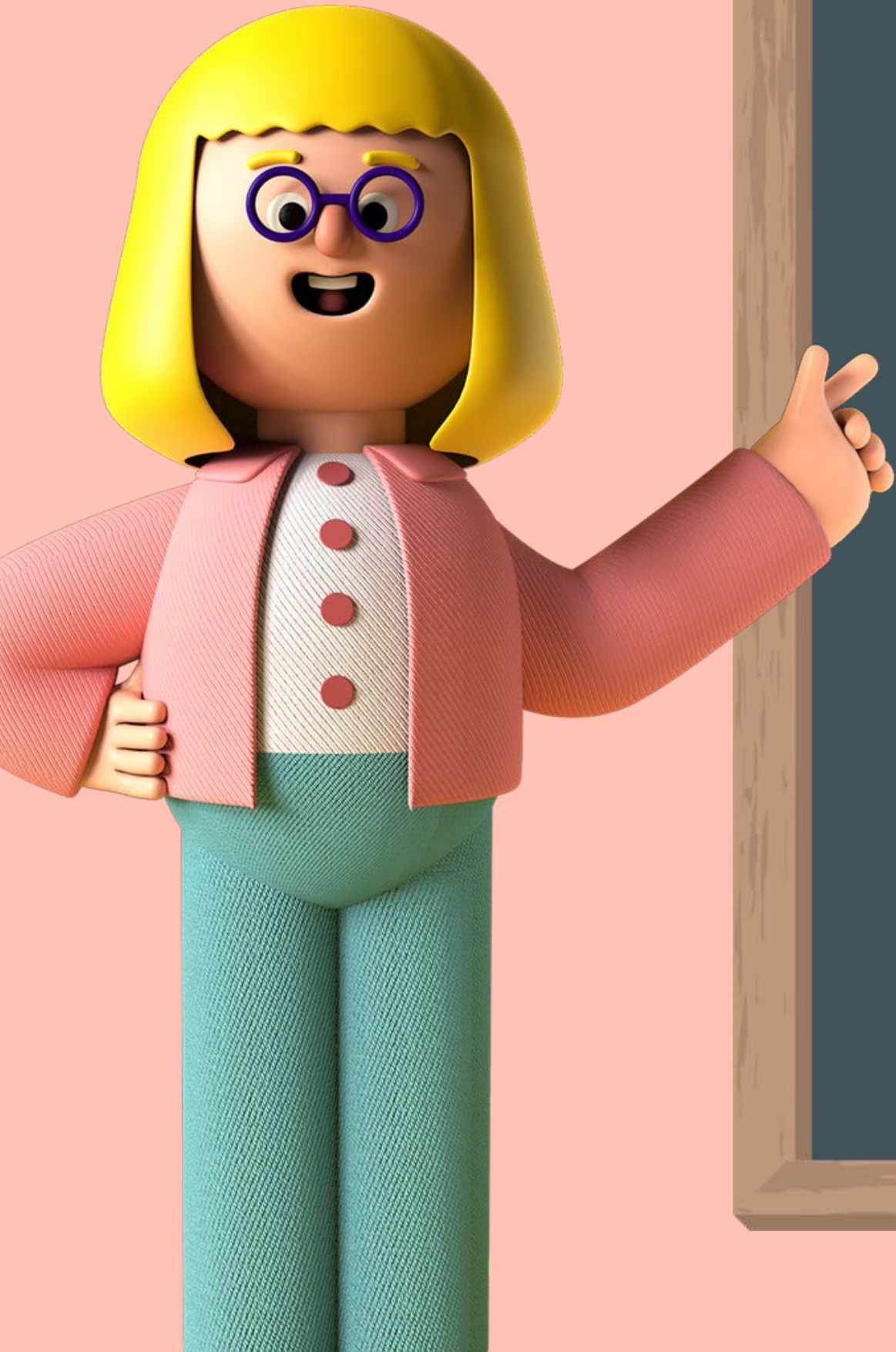
Autism Society



Doors Open Denver Architectural Tour, Age 4



"There are three turrets and the middle turret is the highest one. The highest turret has a square-based pyramid roof and a balcony."



Autistic people are more likely
to identify as **LGBTQ+**.

University of Cambridge



“A top-notch blend of contemporary fiction and mystery with a satisfying conclusion [. . .] A thrilling debut.”

–Kirkus Reviews, starred review

“Readers will leave this poetic book feeling that Sam and the people surrounding them are completely real, along with the ghosts of Astoria.”

–Booklist

“Exhilarating [...] Equal parts delicate and devastating.”

–Publishers Weekly, starred review

“A spine-tingling and romantic, character-driven story.”

–School Library Journal, starred review

Author Maya MacGregor's [website](#)



Young adults on the autism spectrum are more likely to be diagnosed with anxiety and depression and are at higher risk for suicide.

Spark for Autism



Mental Health FIRST AID
from NATIONAL COUNCIL FOR MENTAL WELLBEING

teen MENTAL HEALTH FIRST AID



When we first started the tMHFA training, I didn't think it would help me at all. However, I was surprised by how much I learned about taking care of my own mental health, being kind to those around me, supporting my friends through rough patches and how to potentially save a life."

—Ava Sapolski
Amherst Steele High School,
Amherst, OH

WHY MENTAL HEALTH FIRST AID?

Build a powerful community of teens ages 15-18 by teaching them how to support a friend or classmate with the evidence-based teen Mental Health First Aid (tMHFA) course. Adolescence is a time of critical change and development. It's when mental health challenges may first emerge and may be the cause for falling grades, problems with close relationships and substance use. Young people will be prepared to provide support for their peers as well as better cope with mental health challenges themselves.

tMHFA was brought to the United States by the **National Council for Mental Wellbeing** in partnership with **Born This Way Foundation**, and is tailored to the unique experiences and needs of young people. Its plain language ensures learners at all reading levels can easily follow along.

1 IN 5*

teens in the United States will experience a mental health challenge by the time they are 18.

64%*

of teens in the United States who experience mental health challenges don't seek help.

Suicide is the **THIRD-LEADING CAUSE OF DEATH*** for youth ages 15-19.

*the original research for the displayed statistic is linked

WHAT IT COVERS

- How to open the conversation about mental health and substance use challenges.
- Common signs and symptoms of mental health and substance use challenges.
- The impact of school violence and bullying on mental wellbeing.
- How to seek the help of a responsible and trusted adult.

WHO SHOULD TAKE IT

- Teens in grades 10-12 or ages 15-18.

WHO SHOULD TEACH IT

- High schools, organizations partnering with a high school, youth-serving organizations.

Bring teen MENTAL HEALTH FIRST AID to your community

Visit MHFA.org/Teens for more information

To find a course or contact an Instructor in your area, visit MHFA.org/Teens or email teenMHFA@TheNationalCouncil.org

BORN THIS WAY FOUNDATION

**Tu comunidad.
Tu escuela.
Tus amigos.
Tu llamado.**

safe²tell Colorado 1-877-542-7233 safe2tellco.org

¡Reporta tus inquietudes de manera anónima, las 24 horas, 7 días de la semana!

Available on the App Store | ANDROID APP ON Google play

See it.
Save it.
Send it to

safe²tellTM

If you see something concerning online, send it in an anonymous web or mobile app report to Safe2Tell Colorado.

1-877-542-7233 safe2tellco.org

Apple Store | Google Play

Search for courses

safe2tell marketing resources



What can WE do as librarians to better serve autistic youth and their caregivers?

Access a PDF copy of the ACCESS poster [here](#).



ac·ces·si·bil·i·ty | the quality of being easily reached, entered, and used.
/əkˌsɛsəˈbɪlədē/

How to increase ACCESS and inclusion for people with autism and neurodiversities

A **Acceptance**
Neurodiversity is the concept that people with Autism Spectrum Disorder, ADHD, Sensory Processing Disorder - and many others - may process information differently, but also have unique strengths. Work to create an inclusive culture that strives to welcome and serve people of all abilities. Embrace the idea that neurodivergent individuals may process information differently but also have unique strengths.

C **Competence**
Doing something for the first time can be intimidating for everyone, and people with autism and other neurodiversities may be particularly anxious about going new places and trying new things. Online information like social narratives and video tours can reduce anxiety and help people feel more confident accessing new places or activities before they go. Once there, visual signs, maps, schedules, and communication aids help people feel confident and safe because they know what to expect, where to go, what to do, and how long it will last.

C **Comfort**
Neurodiverse individuals are often sensitive to sounds, light, and smells others may not notice, and may need certain types of movement to stay regulated. Is it loud or crowded? Too bright? Too hot or cold? It's important to be mindful of sensory challenges and to make modifications where needed. Simple changes like throw rugs, dynamic seating and turning off fluorescent lights can make a big difference. If significant challenges remain, create a peaceful sensory break area and designate areas where movement is allowed.

E **Engagement**
People on the autism spectrum and others with neurodiversities may have communication and executive function challenges that can be barriers to full participation. Lay the groundwork for engagement by helping everyone feel safe, comfortable, and competent. Make it possible for each person to participate as fully as possible using visual communication and multi-sensory strategies to help them understand and interact meaningfully with programming.

S **Sensory Supports**
If someone with sensory differences is having trouble tolerating a certain location or activity, sensory supports like noise reducing headphones, sunglasses, fidgets, and weighted lap pads can help mitigate the environmental challenges. Knowing these tools are available reduces anxiety, promotes participation, and communicates to neurodiverse people that they are welcome.

THE WORLD NEEDS ALL KINDS OF MINDS.
- TEMPLE GRANDIN



Autism Community Store

14095 E. Exposition Ave. Aurora, CO 80012 | 303-309-3647 | ITeam@AutismCommunityStore.com | AutismCommunityStore.com

SENSORY ACCESSIBILITY CHECKLIST



PROGRAMMING

NOTES

ENVIRONMENT

Pre-Arrival

- Yes No OK
- Tickets can be purchased in advance online.
 - A Social Story is available online.
 - A Video tour can be watched online.
 - Parking & transportation information is available online.
 - Other visit preparation materials are available.

Arrival

- Yes No OK
- Parking is easy.
 - Handicap spaces are adequate & located near entrance.
 - Public transportation is nearby.
 - Entrance is clearly marked.

Entry

- | | |
|--|---|
| <p>Yes No OK N/A</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> A person welcomes me when I come in. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> It is clear where to go first (enter, line up, purchase tickets, etc.). <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> It is clear where to go if you have questions or need help. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Lines are not long or you do not have to wait. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Tickets can be purchased through a machine. | <p>Yes No</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> There is a sign welcoming people with different abilities. <input type="checkbox"/> <input type="checkbox"/> There is a kiosk or accessibility window. <input type="checkbox"/> <input type="checkbox"/> There is a special line for people who have trouble waiting. |
|--|---|

Navigation

- | | |
|--|---|
| <p>Yes No OK N/A</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> There is a map providing an overview of the space. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> You can see where paths lead. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> There aren't too many choices about where to go. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> There are signs at decision points. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Signs are clear and understandable. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Signs include pictures or symbols. | <p>Yes No</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> There is a visual map of the space. <input type="checkbox"/> <input type="checkbox"/> A visual schedule is available. <input type="checkbox"/> <input type="checkbox"/> Other augmentative communication tools are available. |
|--|---|

Safety

- | | |
|---|---|
| <p>Yes No OK N/A</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> It is comfortable to have a stroller or wheelchair. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> The space is enclosed to prevent elopement. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> There are clear sight lines, especially to exits. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> There are comfortable nooks. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> The space is not crowded. | <p>Yes No</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Strollers are available, including for older children/adults. |
|---|---|

View the entire Sensory Accessibility Checklist [here](#).

1

Librarians can model acceptance.

- Autism is a neurological difference.
- "How can I help?"
"How can I support your child?"
- Library workers' interactions with autistic patrons and their caregivers have the power to model inclusivity for patrons.





1 Librarians can model acceptance.

"All of the employees have been super understanding of [my son] not being able to sit for story time and needing constant movement to stay regulated...he prefers to explore the space and it's one of the few places that we feel good about letting him."

"They are nice but lack kindness, they have sensory items for the children but they hover over the children to make sure we don't steal the equipment."

"The staff have been wonderful with our son. They're never taken aback by any of his sounds that can sometimes include screeching. They speak kindly to him and often get down on his level. Again, knowing that he's in a safe and welcoming space takes a lot of the pressure off for him to just be a kid and learn at his own time and pace."



1 Librarians can model acceptance.

"She wasn't feeling well and had a lot of anxiety, so she couldn't attend a Teen center back to school activity and staff put aside a crafting kit for me to pick up for her to do at home. They even went looking for her favorite color."

"Many of the staff remember my child, ask about special interests, offer recommendations of books and games, show a lot of respect and trust of my child, and more. We are so so grateful for the staff who really honor the dignity in all."

"He loves talking to library staff about his interests.

He also loves when the library staff remember him and point out new books that interest him."

2

Librarians can promote competence by sharing what to expect from the library experience.

- Social narratives (sample)
- Video modeling (sample)
- Clear signage
- Visual schedules (sample and Visual Schedules: A Practical Guide for Families, University of Utah)



Menomonee Falls Public Library, WI

This is My Library

A Social Story about visiting the library



Secaucus Public Library, NJ

Welcome to the Secaucus Public Library!

Finger Lakes Library System, NY

Sensory Storytime Visual Schedule



3

Librarians can create a comfortable library environment.

- Sensory break area
- Sensory equipment to self-regulate (headphones, manipulatives)
- Low lighting
- Quiet areas (quiet study zone)

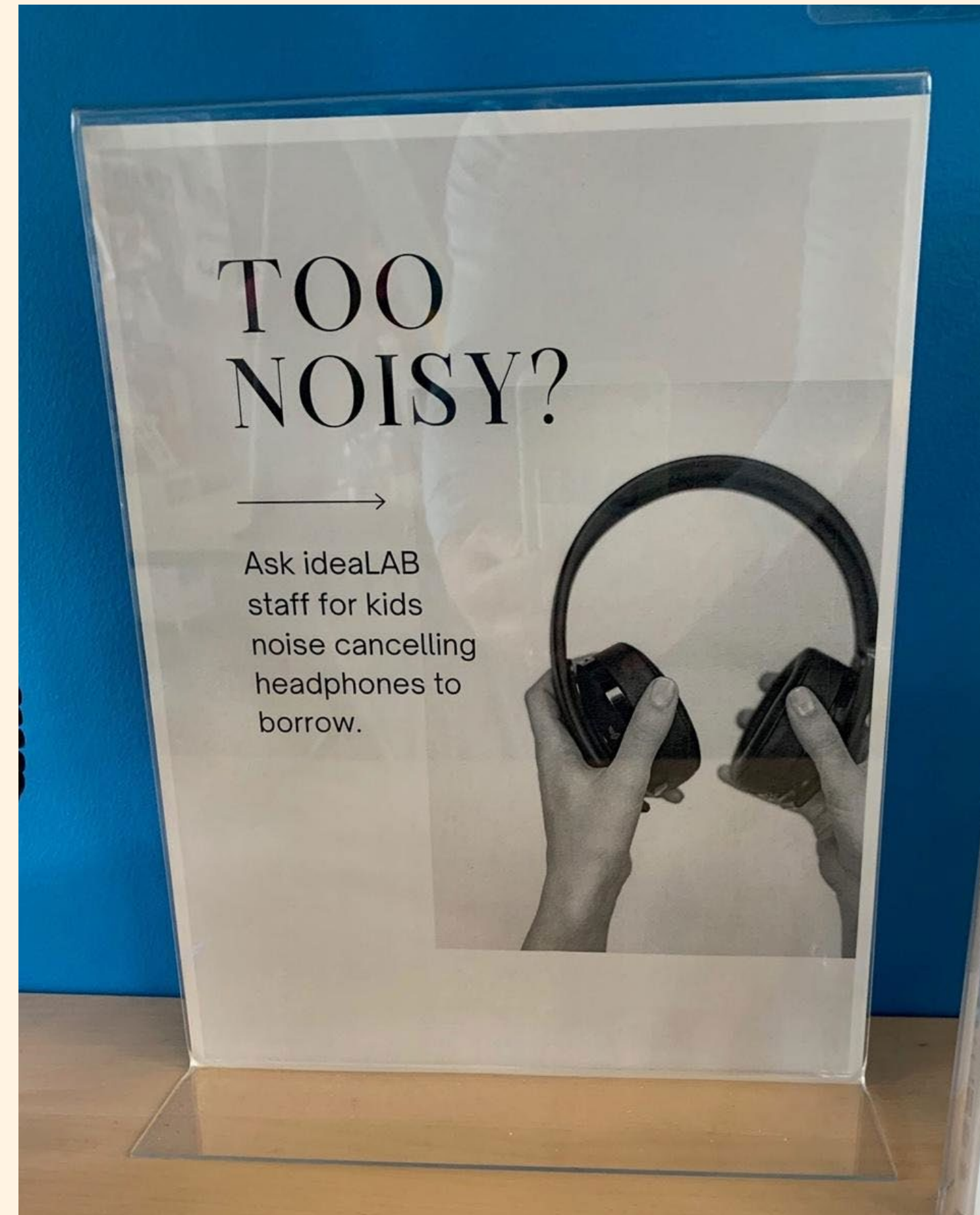


Louisville Public Library, OH



"The Discovery Center is designed for the special needs community, but all our patrons benefit." -- Jason Buydos, director of the Louisville (Ohio) Public Library

Denver Public Library, CO



QUIET ZONES

On the second floor, there are 3 zones of differing levels of "quiet".

QUIET COLLABORATION

Intended for group study/collaboration with an emphasis on low-pitched and reserved audible noises.

ALLOWED

- Low-pitched discussions and soft conversation
- Group collaboration is allowed, though individuals simultaneously talking is discouraged

NOT ALLOWED

- Loud, sustained conversations that can be heard outside the room or in neighboring rooms

WHISPER

Intended for small group work on projects requiring minimal discussion. Discussions or activities should not be audible to nearby groups, but complete silence is not expected.

ALLOWED

- Brief, quiet discussions in small groups
- Viewing a lecture or listening to music on headphones

NOT ALLOWED

- Loud, sustained conversation
- Phone conversations or video conference of any length

SILENT

Intended for silent study. Conversation is strictly prohibited. The nap pod room in the Study Zone (2406K) is also silent for napping.

ALLOWED

- Being super-quiet and studying in a manner contributing to total silence as best as you can!

NOT ALLOWED

- Conversations
- Talking over any communication device, including cell phones, Skype or Zoom, etc.
- Music or video that are audible to other patrons
- Food or drinks that are noisy
- Any other disruptive behavior creating noise



If you feel another group is in violation of these guidelines, we encourage you to work with them directly to regulate the 2nd Floor Quiet Zones. If the problem persists, please contact the service desk at 303-724-2152. Groups or individuals found to be in repeated violation may be asked to relocate.

Create zones for patrons to take sensory breaks.

This does NOT mean your entire library has to be a whisper-only environment!

4

Librarians can offer inclusive programming to engage autistic children and teens.

- Sensory-friendly makerspace hours
- Sensory-friendly craft and STEAM events
- Sensory-friendly storytime
- Chess Club
- Magik tournaments
- Dungeons & Dragons meet-ups
(virtual and in-person)

SENSORY ACCOMMODATIONS AT PPLD
The library is for everyone!

SENSORY STORYTIME
Library 21c, 1175 Chapel Hills Dr.
First Tuesday of the month at 2 p.m.
Join us for an interactive storytime that is especially welcoming for children on the autism spectrum and families who are looking for a smaller, more adaptive library experience.
Call (719) 531-6333 x1527 if you have any questions.

TRADITIONAL STORYTIMES
We know there are all kinds of kids with all kinds of needs when it comes to our traditional storytimes, so if your child might benefit from some sensory accommodations like fidget items or noise-reducing headphones, ask for our sensory accommodations kits at your Library's desk.
Check ppld.org/kids for upcoming storytimes.

SENSORY PLAY KITS
East Library • Library 21c
Penrose Library • Rockrimmon Library
Sometimes the library environment can be overwhelming, so ask at the desk for a Sensory Play Kit.

PIKES PEAK LIBRARY DISTRICT
ppld

4

Librarians can offer inclusive programming to engage autistic children and teens.

"Make sensory play a bigger thing in the children's area.

My kid is sensory seeking so playing with textures and smells is really exciting for him."

"More hands-on stuff is incredible.

I think the maker spaces and training in those things are great!"

"Have autism times or days celebrating autistic people."

"Offer programs specifically geared towards AAC communication.

We do lots of reading with the assistance of his device.

It would be nice to see that normalized in public."

Neurodiversity Celebration Week: March 18-22, 2024

www.neurodiversityweek.com

Neurodiversity Celebration Week 2024 Events

Monday 18	Tuesday 19	Wednesday 20	Thursday 21	Friday 22
<p>09:30 - 10:30</p> <p>An Introduction to Neurodiversity</p>	<p>08:00 - 08:45</p> <p>Neurodiversity at Work Q&A: Ask the Experts</p>	<p>08:00 - 08:45</p> <p>Neurodiversity at Work Q&A: Ask the Experts</p>	<p>08:00 - 08:45</p> <p>Neurodiversity at Work Q&A: Ask the Experts</p>	<p>08:00 - 08:45</p> <p>Neurodiversity at Work Q&A: Ask the Experts</p>
<p>11:30 - 13:00</p> <p>Neuro-inclusive Language & Communications</p>	<p>09:30 - 11:00</p> <p>Culture, Community and Class in Neurodiversity: Who Gets Left Behind?</p>	<p>9:30 - 11:00</p> <p>Neurodivergent & LGBTQIA+: The 'Double Rainbow' Intersection</p>	<p>9:30 - 11:00</p> <p>Neurodiversity for HR Professionals</p>	<p>9:30 - 11:00</p> <p>Neurodiversity: Understanding Alternative Education Provision</p>
<p>13:30 - 15:00</p> <p>Neurodiversity: We Don't All Fit into One Box!</p>	<p>12:00 - 13:30</p> <p>The Benefits of Neurodiversity in the Workplace</p>	<p>12:00 - 13:30</p> <p>Connecting Classrooms to Careers: Neuro-inclusive Tech for Future Leaders</p>	<p>12:00 - 13:30</p> <p>Late Discovered Autism & Menopause</p>	<p>12:00 - 13:30</p> <p>The Experiences of Neurodivergent Women & Girls</p>
<p>15:30 - 17:00</p> <p>Neurodiversity in Higher & Further Education</p>	<p>14:30 - 16:00</p> <p>Creating a Neuro-inclusive Classroom</p>	<p>14:30 - 16:00</p> <p>Neurodivergence isn't a Mental Health Problem</p>	<p>14:30 - 16:00</p> <p>Empowering Yourself as a Neurodivergent Woman in the Workplace</p>	<p>14:30 - 16:00</p> <p>Global Perspectives: Neurodiversity around the World</p>
 <p>Neurodiversity Celebration Week 18 - 24 March, 2024</p>	<p>16:30 - 18:00</p> <p>Neurodiversity: Fuelling Creative Minds</p>	<p>16:30 - 18:00</p> <p>Understanding Neurodiversity as a Family</p>	<p>18:30 - 20:00</p> <p>Neurodiversity for Parents & Carers</p>	<p>16:30 - 18:00</p> <p>Good Practice for Neurodiversity Professionals</p>



Storytime with AAC

Saturdays, 10:30am-11:30am
June 3, June 24
July 15, July 22
August 5, August 26
Sept 9, Sept 23

Union City Library
34007 Alvarado-Niles Road,
CA 94587

AAC stands for Augmentative and Alternative Communication

Build your child’s communication skills through Shared Reading!

“Storytime with AAC” aims to support families/caregivers of AAC users in demonstrating language on their child’s AAC device, along with developing a love for reading and building language through shared interaction and connection. This program is conducted by graduate students in the Speech-Language Pathology program at Cal State East Bay.*

Who Can Attend? This program is designed for emergent communicators four years old and up (emergent communicators are new/existing AAC users who typically communicate with single words). Open to children of all abilities! Please note that communicating with an AAC device is usually very slow, and we will pace storytime with this in mind.

A parent/caregiver must accompany the child for all the sessions. Due to limited seating, we request only **1 caregiver per child**. For questions or additional accommodations, please contact Polina at prubanova@aclibrary.org or 510-745-1464, ext 6.

Please register online at <https://bit.ly/storytime-with-AAC>



*Funded in part by Department of Education training grant “LISTEN with AAC.” Contents do not necessarily represent the views of the Department of Education.

“Serving Neurodiverse Needs in the Library,” *Publisher’s Weekly*



Photo credit: Marilyn Biu



The library is wheelchair accessible. An ASL interpreter will be provided for this program if requested at least 7 days in advance. Please contact your local AC Library or accessibility@aclibrary.org.



aclibrary.org



5

Librarians can help autistic youth and their caregivers connect with one another.

- After-hours events for families and teens
- Support group for caregivers of autistic youth
- Support group for autistic teens and young adults



Library Welcomes Kids on the Autism Spectrum to an After-hours Evening of Valentine's Day Fun

LONGMONT, Colo. – The Longmont Public Library continues its series of programs for children on the autism spectrum and their families with a fun after-hours evening on Friday, February 9, from 5:30 to 7:30 pm.

Longmont Observer

Jan 25, 2018 10:00 AM



Kids on the Spectrum - After-hours Event Valentine's Day Fun!

Sweet treats, crafts, LEGOs, yoga storytime, animated films
Friday, February 9, 5:30 to 7:30 pm; Register online



Image provided by the Longmont Public Library.

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LONGMONT, Colo. – The Longmont Public Library continues its series of programs for children on the autism spectrum and their families with a fun after-hours evening on Friday, February 9, from 5:30 to 7:30 pm. After the Library closes to the public at 5 pm, children and teens on the autism spectrum and their siblings will enjoy sweet treats, crafts, LEGO building, yoga storytime, and animated short films. Meanwhile, parents will be able to talk to resources providers for families with children and teens on the spectrum, and a pizza dinner will be provided to all. This is an accompanied event; parents should plan to stay with their children for the duration of the event. The event is free, but registration is required. Register online at <http://bit.ly/LibKids>. No internet or email address? Call [303-651-8477](tel:303-651-8477) to register. Join us for a night of Valentine's Day fun!

SUMMER LOW SENSORY MORNINGS AT DENVER BOTANIC GARDENS



Experience Denver Botanic Gardens without the crowds. York Street gardens will open at 8 a.m. on select Saturday mornings for those who wish to connect with plants in a safe, restful location. This therapeutic horticulture program is intended to give individuals and families who prefer a quiet, less-crowded environment a chance to experience the Gardens with limited attendance. On these mornings you are invited to explore on your own and learn more about other sensory-based programming the Gardens offers that will inspire curiosity and awaken your senses.

DENVER BOTANIC
GARDENS

1007 York Street
botanicgardens.org

Sign up online through [Summer Low Sensory Mornings](#) or call 720-865-3500 with any questions.

DATE AVAILABILITY:

- Saturday, April 29, 2023
- Saturday, May 27, 2023
- Saturday, June 24, 2023
- Saturday, July 29, 2023
- Saturday, August 19, 2023
- Saturday, September 2, 2023

MAÑANAS DE BAJO ESTÍMULO SENSORIAL DURANTE EL VERANO EN LOS JARDINES BOTÁNICOS DE DENVER



Disfrute de los Jardines Botánicos de Denver sin las multitudes. Los Jardines en York Street abrirán a las 8:00 de la mañana algunos sábados para personas que deseen conectarse con las plantas en un lugar seguro y tranquilo. Este programa terapéutico de horticultura tiene el propósito de proporcionarle a individuos y familias que prefieran un ambiente tranquilo la oportunidad de disfrutar los Jardines con pocos asistentes. Durante estas mañanas lo invitamos a explorar por su cuenta y a aprender más acerca de los programas sensoriales que ofrecen los Jardines, los cuales le inspirarán curiosidad y despertarán sus sentidos.

DENVER BOTANIC
GARDENS

1007 York Street
botanicgardens.org

Puede inscribirse en línea en [mañanas de bajo estímulo sensorial](#) o llame al 720-865-3500 si tiene alguna pregunta.

FECHAS DISPONIBLES:

- sábado 29 de abril del 2023
- sábado 27 de mayo del 2023
- sábado 24 de junio del 2023
- sábado 29 de julio del 2023
- sábado 19 de agosto del 2023
- sábado 2 de septiembre del 2023

5

Librarians can help autistic youth and their caregivers connect with one another.

"I have connected with other families going through similar family situations and changes.

It is amazing knowing others and not feeling so isolated when it comes to learning how to raise our children, especially neurodiverse children!"

6

Librarians can connect caregivers with information and community resources.

- Autistic Self-Advocacy Network
- Organization for Autism Research
- Autism Society (national org and local affiliates)
- Neurodiversity Celebration Week

Autism Community Store 

Autism Resource Fair 2024

Save the Date for the largest
Autism Resource Fair in Colorado!

Sunday

MAY

19th



6

Librarians can connect caregivers with information and community resources.

"When my son hit puberty, I wanted some books to help me explain it to him, so I reached out to the children's librarian. She put me in touch with a regional library autism specialist, who then did some research and came up with 3 book recommendations.

The books weren't available through the library, but the library purchased them, which amazed me. All 3 books were good and one was ideal. I ended up buying a copy for myself.

My son and I read it a few pages at a time over several months and it made the various puberty changes much more comfortable for him."

7 Librarians can curate a collection of books with authentic, affirming representation of neurodiversity.

AVOID

- The Emotionless and Robotic Savant
- The Annoying Sibling or Sidekick
- The Unrealistic Inspiration
- The Walking Diagnosis

LOOK FOR:

- Autistic Main Characters
- Multiple Autistic Characters
- An Internal View of Autism



"Autism Representation in Books" by Adriana White

**What percentage of today's participants
have read a book
with authentic, affirming
representation of autism?**



developed.com

A NOVEL MIND

ABOUT



BLOG



DATABASE



RESOURCES

6 hidden fields

Filter

Group

Sort



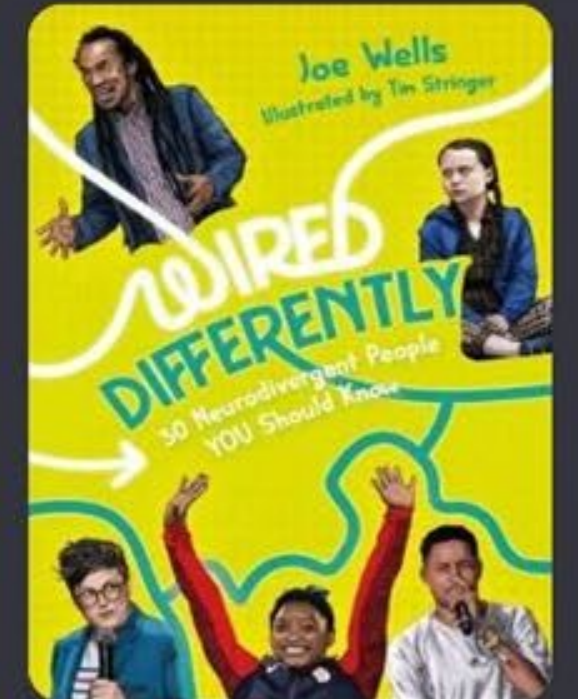
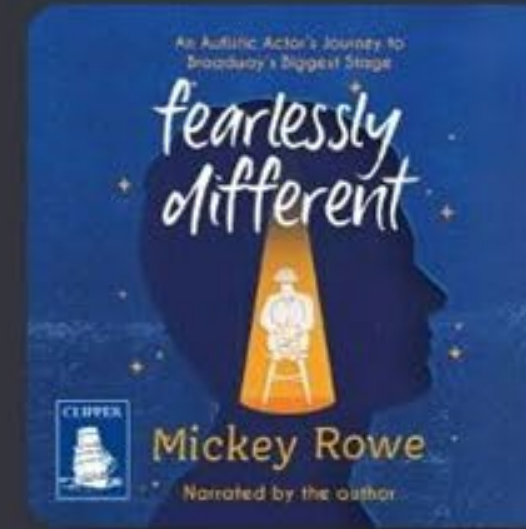
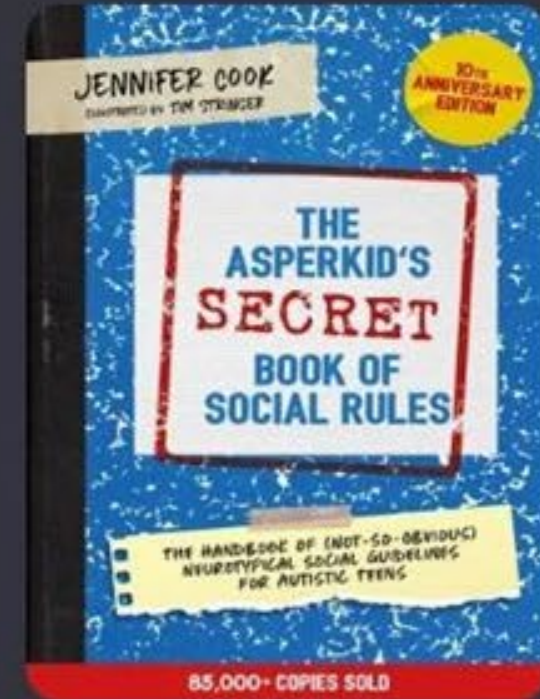
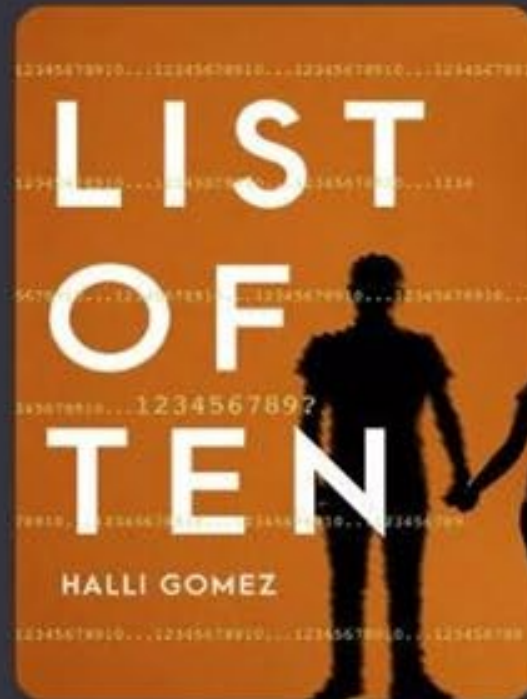
<input type="checkbox"/>	Book Title	Topic(s)	Author	Summary	Occur
1	10 Things I Can See From Here	Anxiety	Carrie Mac	Think positive. Don't worry; be happy. Keep ...	Child
2	A Box of Butterflies	Social-Emotional Learning	Jo Rooks	When Ruby asks Robot if he loved the story ...	Child
3	A Boy And A Jaguar	Speech Disorder	Alan Rabinowitz	Alan loves animals, but the great cat house ...	Child
4	A Boy Called Bat	Autism Spectrum	Elana K. Arnold	The first book in a funny, heartfelt, and irresi...	Child
5	A Church for All	Social-Emotional Learning	Gayle Pitman	This simple, lyrical story celebrates a Sunday...	Child

Denver Public Schools' eBook and audiobook Neurodiverse Reads Collection

131 eBooks, 16 audiobooks

Neurodiverse Reads

A collection of fiction stories featuring authentic representation of neurodiverse characters and nonfiction books about ADHD, autism, dyslexia, and other neurological and learning differences.



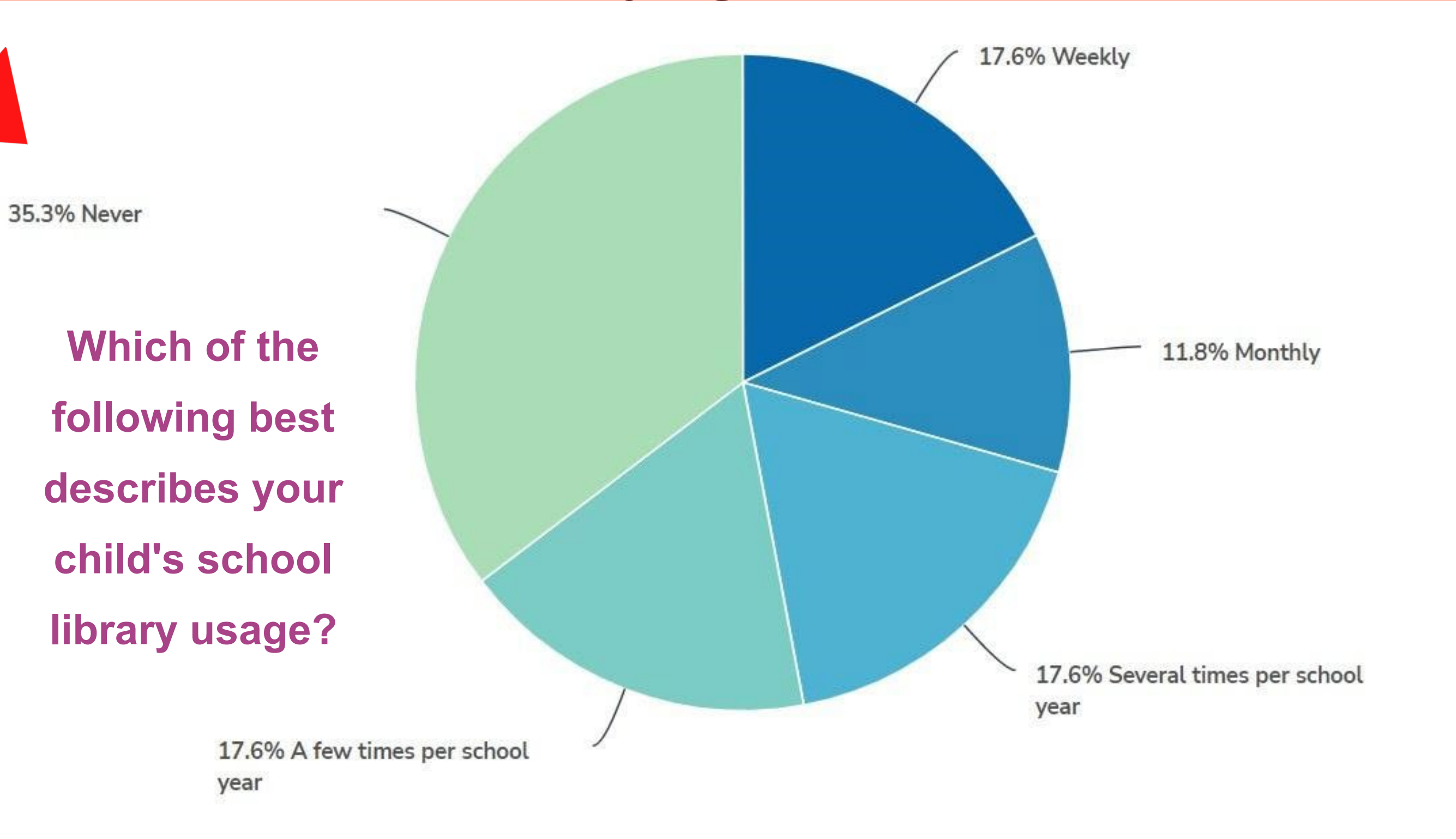
8

Librarians can advocate for school libraries as safe havens for autistic children and teens to take sensory breaks and avoid bullying.



8

Librarians can advocate for school libraries as safe havens for autistic children and teens to take sensory breaks and avoid bullying.



Colorado State Library: School Libraries Communication Toolkit

What Is a Highly Effective School Librarian?



COLORADO
Department of Education
Colorado State Library



What Is A Highly Effective School Librarian?

A highly effective school librarian is a certified teacher who leads information, media and digital literacy instruction, manages the school library print collection and digital resources, and promotes a school culture of independent reading and lifelong learning.

A school librarian benefits every learner in the school community through five key responsibilities: **planning, instruction, environment management and leadership.**



Partners with school administrators to align instruction with school goals to positively impact student achievement.

Designs instruction and programming that builds community, promotes students' wellbeing, and empowers students to learn independently.



Collaborates with classroom teachers to teach the Colorado Academic Standards, meet learners' diverse needs, and prepare students for the future.

Creates and facilitates learning experiences that teach information, media, and digital literacies, including digital citizenship.



Creates an inclusive and culturally responsive library environment that welcomes all students and supports their social and emotional needs.

Collaborates with school leaders and the school community to ensure the library space is safe, accessible, appealing, and flexibly accommodates different learning opportunities.



Manages all aspects of the physical and digital library collections, including selection, purchasing, processing, organization and circulation of resources.

Curates and provides equitable access to current, accurate, and inclusive library resources that complement the curriculum and motivate students to learn.

Ensures policies are in place to manage materials selection, challenged materials, weeded materials, gifts and donations, and student privacy.



Supports educators by curating learning resources, leading professional development, and promoting responsible, ethical use of information and technology.

Builds relationships with students, families, school staff, and community organizations and serves in positions of responsibility.



SLIDE Project District and State Profiles

SCHOOL LIBRARY DISTRICT PROFILE

BOULDER VALLEY SCHOOL DISTRICT NO. RE2, CO



AT A GLANCE 2021-22 SCHOOL DISTRICT STATISTICS

- 56 Schools
- 29,008 Students
- 42 Librarians in Full-Time Equivalents (FTEs)
- 0.75 Librarian FTE Per School
- 687 Students Per Librarian FTE
- 41 Teachers FTE Per Librarian FTE

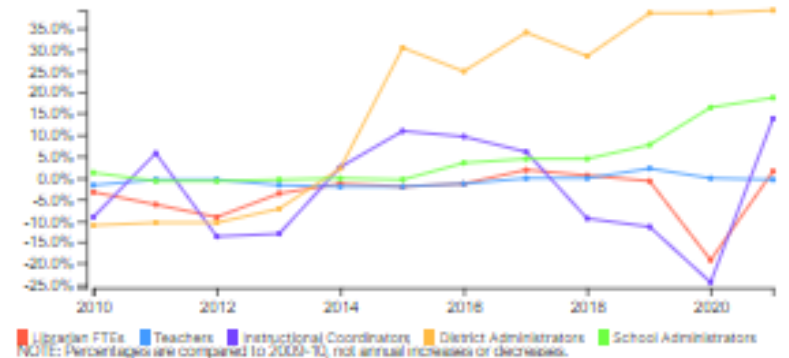
National Center for Education Statistics (NCES) data accessed from <https://libslide.org/data-tools/>

SCHOOL LIBRARIAN FTES, 2017-18 TO 2021-22 BOULDER VALLEY SCHOOL DISTRICT NO. RE2, CO



NOTE: Percentages are compared to 2009-10, not annual increases or decreases.

EMPLOYMENT TRENDS BY EDUCATOR TYPE, PERCENT CHANGE FROM 2017-18 BOULDER VALLEY SCHOOL DISTRICT NO. RE2, CO



NOTE: Percentages are compared to 2009-10, not annual increases or decreases.

Today, the role of school librarian includes teaching students media literacy, internet safety, and digital citizenship, assisting teachers in designing and delivering lessons and selecting resources and integrating technology into the curriculum, in addition to managing collections and encouraging reading.

How school librarian losses are impacting those students who likely need their services the most should be of major concern to education policy makers.

The School Librarian Investigation—Decline or Evolution?
Kachel & Lance, 2022

SCHOOL LIBRARY IMPACT RESEARCH

Multiple studies have found that test scores tend to be higher in schools where librarians spend more time:

- Instructing students, both with classroom teachers and independently;
- Planning collaboratively with classroom teachers;
- Providing professional development to teachers;
- Meeting regularly with the principal;
- Serving on key school leadership committees;
- Facilitating the use of technology by students and teachers;
- Providing technology support to teachers, and
- Providing reading incentive programs.

Several library impact studies suggest test scores tend to be higher where administrators, teachers, and librarians themselves think of the school librarian as a school leader; as a teacher, co-teacher, and in-service professional development provider; as a curriculum designer, instructional resources manager, and reading motivator; and as a technology teacher, troubleshooter, and source of instructional support. (Lance & Kachel, 2018)

SLIDE REPORTS, WEBSITE & DATA TOOLS

K.C. Lance, D.E. Kachel, L. Breevoort, C. Gerrity, & D. Ellis. (2023, August). Voices of decision-makers: how district & school leaders decide about school librarian employment. SLIDE: The School Librarian Investigation—Decline or Evolution? <https://libslide.org/publications/voices>

K.C. Lance & D.E. Kachel (August 2022). The COVID-19 Pandemic & Inequities in Access to School Librarians: A SLIDE Special Report. <https://libslide.org/pubs/Pre-Post-COVID-Analysis-Special-Report.pdf>.

K.C. Lance & D.E. Kachel (July 2021). Perspectives on School Librarian Employment in the United States, 2009-10 to 2018-19. <https://libslide.org/publications/perspectives/>.

K.C. Lance & D.E. Kachel (March 2018). Why school librarians matter: what years of research tell us. Phi Delta Kappan. <https://kappanonline.org/lance-kachel-school-librarians-matter-years-research/>.

The School Librarian Investigation—Decline or Evolution? (SLIDE) website. <https://libslide.org>.

Data Tools: <https://libslide.org/data-tools/>.

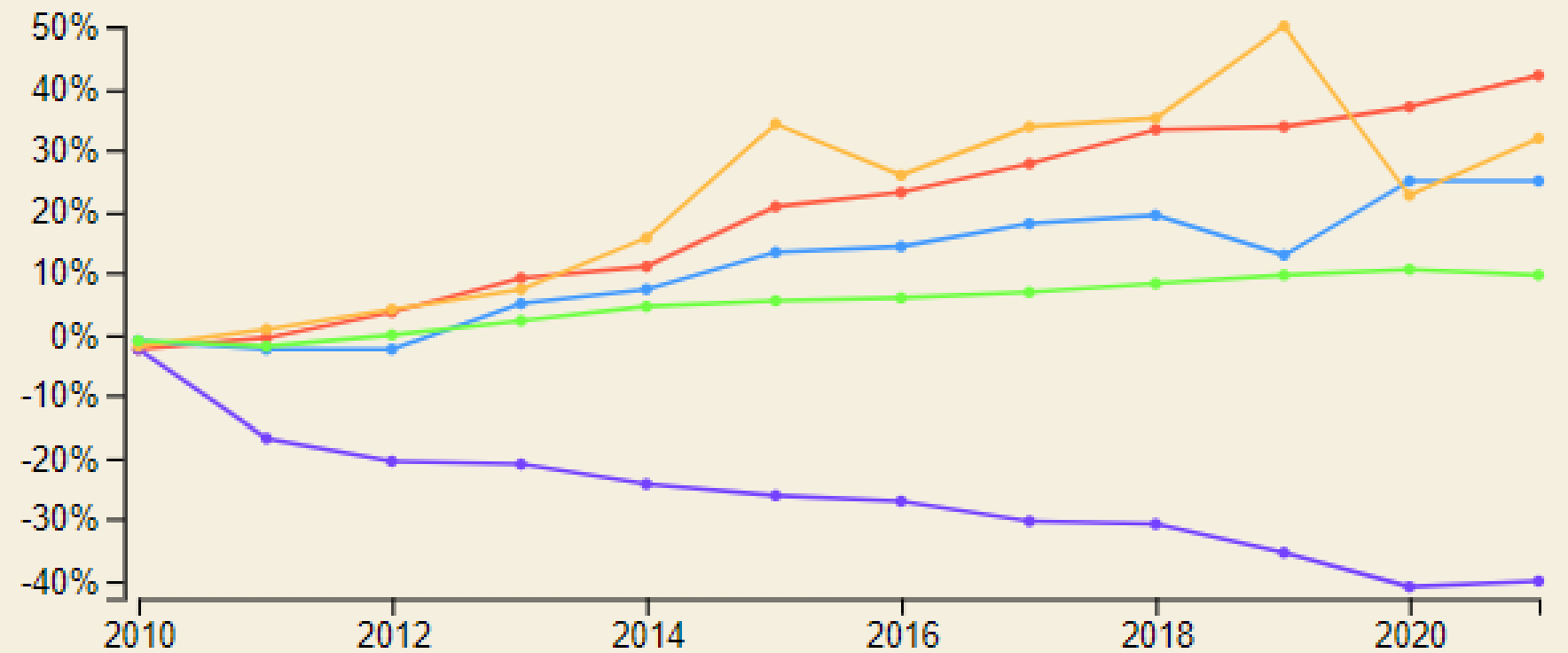
SLIDE is a 2020-23 project of Antioch University Seattle and was funded by a Laura Bush 21st Century Librarian grant from the U.S. Institute of Museum and Library Services.



State Profile

Profile for Colorado

Change Since 2009-10 in Selected Educator FTEs



	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
School Administrators	-2.2%	-0.4%	3.5%	9.1%	11.3%	20.9%	23.2%	27.8%	33.1%	33.7%	37.2%	42.1%
District Administrators	-1.2%	-2.7%	-2.8%	4.8%	7.3%	13.5%	14.4%	17.8%	19.4%	12.7%	25.0%	24.9%
Librarian FTEs	-2.3%	-16.7%	-20.4%	-21.0%	-24.0%	-28.3%	-26.8%	-30.3%	-30.9%	-35.3%	-40.8%	-40.0%
Instructional Coordinators	-1.0%	0.9%	3.9%	7.4%	15.5%	34.4%	26.0%	34.0%	35.3%	50.0%	22.7%	31.8%
Teachers	-1.1%	-2.0%	-0.3%	2.2%	4.7%	5.8%	6.0%	6.8%	8.3%	9.9%	10.7%	9.9%



Just as a rainforest with biodiversity is equipped to adapt and respond to threats, humanity needs neurodiversity.

We all benefit when we have different kinds of minds solving the world's problems, creating our works of art, and enriching our communities.

~ Adriana White