PROMOTING LITERACY AND INCLUSIVITY FOR ALL

Book Clubs for College Students with Intellectual Disabilities

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How it all began!

- Library’s collaboration with ACI
- What is ACI?
- What is ID?
- What is DD?
Definition of ID

- IQ 75 and below
- Originates before age 18
- Limitations in adaptive behavior
  - Conceptual skills – reading and writing, money concepts etc.
  - Social skills
  - Practical skills – day to day activities, routines
Academy for Community Inclusion

- Curriculum
- Work experience/Library internship

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<th>Supported Employment (36 Credits)</th>
<th>Supported Community Access (36 Credits)</th>
<th>Supported Community Living (36 Credits)</th>
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<td>SLS 1201: Personal Development</td>
<td>SLS 1571: Learning with Technology 2</td>
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<td>SLS 1350: Employability Skills</td>
<td>SLS 1205: Being Safe, Staying Safe</td>
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<td>SLS 2226: Life Planning</td>
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Electives (2 classes, 1 must be outside the Academy)
- FFP 1520: Emergency Preparation
- SLS 1102: College Experience
- SLS 1167: Service Learning
- SLS 1321: World of Work
- SLS 1504: Critical Thinking
Can academic libraries provide support to the ID?

- How do we best serve our patrons with ID?
- How do we recognize their diversity?
- ALA and inclusivity
All library resources should be available in formats accessible by persons of all ages with different abilities. **These materials must not be restricted by any presuppositions about information needs, interests, or capacity for understanding.** The library should offer different, necessary modes of access to the same content using equipment, electronics, or software. All information resources provided directly or indirectly by the library, regardless of technology, format, or method of delivery, should be readily, equally and equitably accessible to all library users. **Libraries should make every effort to support the needs of their users with disabilities and when necessary, should seek financial or other assistance to do so.**
Social Problem for the ID

- After public education, little intellectual or social support
- Library Book Club provides opportunities for intellectual and social engagement
- This is a different way of interacting with the ID.
Case Study

- Book club runs for three years
- Weekly meetings – up to 8 students
- Mix of reading and social activities
Formats

- YA Chapter Books
- Short Stories/Excerpts
- Picture Books
- Biographies
- Poems
Poems vs. Biographies (yes, really!)

- Poems – unpopular
- Too abstract
- Difficult to grasp the meaning

- Biographies – especially that of J.K. Rowling – huge hit!
- Interesting life story
- Teachable moment
Hoot

- Comic opera of adolescent competition and friendships embedded within a quest to save an endangered species.
Strider

- A young boy adjusts to issues of growing up that include developing friendships, accepting his parents’ divorce, and developing an attraction for the opposite sex.
Reading List (what worked, what didn’t)

- Successful (Hoot)
  - Hoot's storyline was comical and a movie was made based on the book.
  - Hoot had a strong female character and a male protagonist.

- Unsuccessful (Strider)
  - Strider's content involved more serious family issues such as financial hardship, divorce, and loneliness.
  - The main characters in Strider were both male. Many of our book club members are female.
Instructional Activities

- Word Searches
- Bingo
- Hangman
- One Word
- Crossword Puzzles
Icebreaking Activities

- ‘Get to know you’ games
- Sentence starters
Games! (Popular vs. Unpopular – why?)

- Pictionary – could play ALL DAY!
- Bingo – take it or leave it
Games vs. Reading
Book Club Evolves

- Focus on fun and socialization
- Introduce reading as a fun activity
- Incorporate games and group activities
- Move from rote drills to more interactive/kinetic style learning
New Model

- NCBC Affiliate
- Training
- Requirements
  - 24 meetings in a calendar year
  - Minimum 4 attendees/Maximum 8 attendees
  - Club coordinator and 2 facilitators
Assessment

- Field is in a preliminary state
  1. General difficulty of assessing learning compounded by the difficulties of communication of the IDD
  2. Assessment procedures interfere with the informal atmosphere of the book club

- Attendance: Who shows up

- Retention: Who finishes

- Renewal: Who returns

- Goal is development of combined reading and socialization skills
~Socializing that advances the goals of library book club (3 pts.)
~Socializing that does not advance the goals of library book club (2 pts.)
~Attendance (1 pt.)
~Isolated Behavior unrelated to goals of library book club (0 pts.)
Behavioral Cues
Behavioral Cues
Behavioral Cues
Conclusions

- Libraries have low cost ways of providing services to the IDD as an extension of standard services
  1. Employment
  2. Other cooperation with post-secondary programs
  3. Traditional library book club, employing current pedagogies
Feel free to follow up with me with questions or suggestions!

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