

YAACING

SPRING - FALL 2020





YAACing is the quarterly newsletter of the Young Adults And Children's Services section of the British Columbia Library Association. We publish articles by librarians and library paraprofessionals serving children and teens. Topics range from library programs and events, to book reviews, storytime ideas, literacy tips and more! If you would like to submit something for consideration, please email yaacing@gmail.com

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Editor: Kate Wood

Art Director: Afton Schindel

Next Deadline: **November 15, 2020**

Message from the Outgoing Chair

Hello everyone! I am writing this message in the middle of the COVID-19 pandemic that has hit our library community so hard. I hope you are all safe and doing as well as can be under these strange circumstances. Some of us are working from home, immersed in a world of digital story times and Zoom programs. Many, many of us have been temporarily laid off and are returning to a workplace that looks quite different. This is a challenging time for libraries and library staff, to say the least.

As I write this, so many emotions bubble to the surface. Like many of you, I missed my colleagues terribly during the pandemic closure and longed for us to all be back at work together, collaborating and serving the communities we care so deeply for. I worried about patrons and how they were managing. During this new period of gradual reopening, we wonder when we will get to do in-person programming again and when patrons will be able use the library as a cherished third space.

At the same time, libraries are stepping up to the challenge of serving families digitally in many innovative ways: live-streamed story times and digital escape rooms, daily online programs and social media presence. A big shout out to West Vancouver Memorial Library for jumping straight into the deep end of digital programming and sharing tips and best practices with other library systems who are navigating a steep learning curve. Kudos to everyone sharing with colleagues and beta-testing each others' online programs. I truly believe that this experience will bring library workers serving families and youth closer together, fostering a more collaborative spirit across BC Libraries. It's already happening in the YAACS meetings, on the email Listserv yaacs-list@lists.bclibrary.ca, and bi-weekly zoom meet-ups! Wondering how to run Reading Buddies online? Reach out to your colleagues!

While it was necessary to cancel YSI 2020, we are extremely excited to announce that our wonderful keynote speaker J. Elizabeth Mills is available for 2021! We will proceed with a virtual YSI this year; it is basically all planned and ready to go. This presents an opportunity for YAACS to focus more throughout the coming year on supporting the professional development of library staff through workshops, panels, and mentorship; to foster a vital community of practice between library systems across BC. The landscape will have changed for libraries when we come through this pandemic and we will all have new skills to develop and share; new hurdles to collaboratively tackle.

Finally, this is an outgoing Chair message. Patricia Lesku will move into the role of YAACS Chair for 2020/2021 and I am thrilled to continue on the YAACS executive team as Past Chair. Working with Patricia has been a highlight of chairing YAACS. As a Digital Access Librarian at WVML she develops and delivers innovative digital programming for patrons of all ages and is a wealth of knowledge and experience in tech services for youth. A heartfelt thank you to Kate Longley who bravely chaired YAACS through her maternity leave last year and then provided wonderful guidance and mentorship to me this past year while returning to work as a new mom.

Many thanks for your patience, support, and sunny disposition, Kate! A big thank you also to Sarah Harrison who after serving as vice chair, chair, and outgoing chair then stayed on as secretary this past year.

I want to recognise the excellent work of our YAACS team this past year: professional development coordinators Sarah Bagshaw and Jenny Zhang, Stephanie Hong and Christina Freire in the lower mainland, Nikky McCarvill and Kate Wood on Vancouver Island. After many wonderful workshops, Nikky McCarvill is moving on and Nariel Davis will take up the mantle - thank you Nikky and welcome, Nariel! Avi Silberstein coordinated the 2nd CATS conference in the Kootenays (also cancelled due to COVID but hopefully back next year!) and our outgoing iSchool student liaison Rhiannon Wallace has moved into the Secretary position. Welcome Maiya LeTourneau; new iSchool student liaison. Tess Predergast returns as iSchool staff liaison and we are thrilled to have her. Last but not least, thank you to YAACING co-editors Leah Pearse and Kate Wood for their work bridging colleagues across the province through this wonderful newsletter in which we get to see BC library staff shine. Leah Pearse is also moving on and we are in the process of filling the co-editor vacancy. We are very gratified that there is so much interest in this position and thank you all for your patience!

We hope that by the next issue of YAACING, things will be back to a semblance of normalcy - but better and more just! COVID-19 has made inequalities in our social systems and institutions more acute and more visible. How will libraries respond? I look forward to putting our collective heads together to address adapting our services to the virtual landscape as well as addressing increasingly pronounced access and equity issues and improving service for all.

Sincerely,

Julia McKnight
YAACS Outgoing Chair

Message from the Chair

Here we go again. Summer is behind us and many youth are settling back to school in the new normal. However, despite the passing of seasons, this is a fall like no other as we all explore what is possible in the new normal.

In the past few months I have seen incredible commitment and resiliency from my peers and colleagues as we rethink the delivery of our programs and services. YAACS has been doing monthly meet ups on Zoom to give people a chance to share questions, tips, and tricks. Watch for an upcoming meet up on working with teens.

The listserv has also been an active resource – a place where we can share resources and ask questions. Please consider subscribing if you don't already. And a reminder – anyone can post!

Moving forward, YAACS is planning several events to support your professional development this year. We have seen several positions on the executive change hands since our last issue. We welcome:

- Julia McKnight – Past Chair
- Kate Wood – Vice Chair
- Rhiannon Wallace – Secretary
- Andrea Lukic - Continuing Education Coordinator
- Nariel Davis - Continuing Education Coordinator – Vancouver Island
- Alyse Hebert - Continuing Education Coordinators – Teen – Lower Mainland
- Katherine Parker - YAACS Award
- Nicole Beaudry - Website and Social Media Administrator

On November 5 at 7:00pm I'll be running another Meet Up focusing on working with schools and community partners, stay tuned for further details on the YAACS listserv.

All the best,

Patricia Lesku

YAACS Chair, Digital Access Librarian, West Vancouver Memorial Library

Message from the Editor

This year is one I am eagerly looking forward to putting behind me. Beginning with the unexpected death of my mum to the world shutting down a mere five days later due to Covid, it has been a year that has brought tragedy, challenges and extraordinary circumstances to many. However, in the wise words of my British mum who loved John Cleese and the entire Monty Python gang “*always look on the bright side of life!*”

This year has made me appreciate the incredible field in which I work and the exceptional colleagues and peers who have risen to the challenges we have faced and done so with professionalism and grace. I have enjoyed witnessing the brilliant ideas that our library community has developed to connect with our patrons and families in alternative spaces and unique ways at a time when libraries have become an integral resource to so many who are stuck at home.

This issue highlights some fantastic resources submitted by terrific people in our library community. I’ve started my TBR list from the Red Cedar Award nominees. I’ve committed to dusting off my ukulele to learn the SRC song. And I’m looking forward to trying some sensory storytime activities with the littles at my library (once in person programming resumes). I also look forward to perusing the resources on the hot-topic of social-emotional learning that Lindsey shared with us.

Thank you to Leah Pearse who helped me produce the last issue of YAACING. I appreciate your hard work and dedication and wish you all the best moving forward.

For our winter issue, I would love to see some submissions on what *your* library or library system has been doing during Covid. Tell us what you have learned or tried -- successes or even failures!

In the words of the incomparable Dr. Bonnie Henry:

Be kind,

Be calm,

Be safe

And I’ll add, *happy reading!*

On behalf of your YAACING editor,

Kate Wood, Library Assistant, Greater Victoria Public Library

The Young Adult and Children's Services Award (YAACS Award) Winner: West Vancouver Memorial Library Youth Department

The YAACS Award recognizes exceptional service by librarians, library technicians, teacher-librarians, and others who have, as individuals or teams, demonstrated exceptional dedication in children's and youth library services.

The WVML Youth Department established a unique partnership with West Vancouver Schools to create a seamless learning environment where students can move from school to library and back again with support for their learning in either environment. The WVML Youth Department collaborates across departments to create innovative tech-related projects. Staff go beyond basic skill building programs and work to integrate philosophical considerations about why something is important in a participant's life, and what value it really brings.

Just one great program among several is "Tell Your Story," an ebook publishing program for students in Grades 5 – 8 to create, edit, design and publish their original work as circulating ebooks. A school pilot is now underway with a local elementary school and a Tell Your COVID-19 Story provides a platform for children to share their experience of the pandemic.

At the onset of COVID-19, the WVML Youth Department pivoted at lightning speed, to offer exciting and innovative virtual programming for youth facing social isolation. During this busy and stressful period, this team took the time to support other library systems in the lower mainland, through information sharing and a train-the-

trainer approach, to navigate the steep learning curve in delivering virtual library programs from home such as livestream storytimes on social media and virtual escape rooms on Zoom.

YAACS recognises the WVML Youth Department's commitment to high quality service for the West Vancouver community and for their leadership and professional development support to colleagues in neighbouring library systems before and during the COVID-19 Pandemic.



YAACS Award Winners, WVML Staff. Clockwise from left: Shannon Ozirny, Head of Youth Services; Patricia Lesku, Digital Access Librarian; Lise Nielsen, Youth Librarian; Roseanne Hinmueller, Youth Librarian

2020 BC SRC Community Story Award Winner

We are delighted to announce that Kate Inman of the Squamish Public Library is the 2020 BC SRC Community Story Award Winner!

This year's winning story is all about the power of the BC SRC to transform a child's relationship with reading! Our judges chose Kate's story because they were touched by "Sammi's progression from being uncomfortable with the library to *choosing* to be engaged with the Reading Link Challenge." We think you'll agree!

BCLA, introduced the SRC Community Story Award at the 2013 BCLA Conference. Each year, the BC Summer Reading Club presents this award to an individual whose story best demonstrates the impact of the SRC within their community.

We look forward to hearing your SRC stories! You may submit them anytime, directly to bcsrc@bclibrary.ca with the subject line: BC SRC Community Story Award.

About Kate

Kate Inman has been the Children's Librarian at the Squamish Public Library for the last 15 years. She loves working with all ages of children and really enjoys seeing the youngest library patrons grow and change over their years of visiting the library. Many of her storytime attendees have gone on to be involved in the Summer Reading Club as well as other programs like Reading Link Challenge or Reading Buddies. Kate loves her teen volunteer group too and has had the true pleasure of getting to know many wonderful young people over the years in her job.

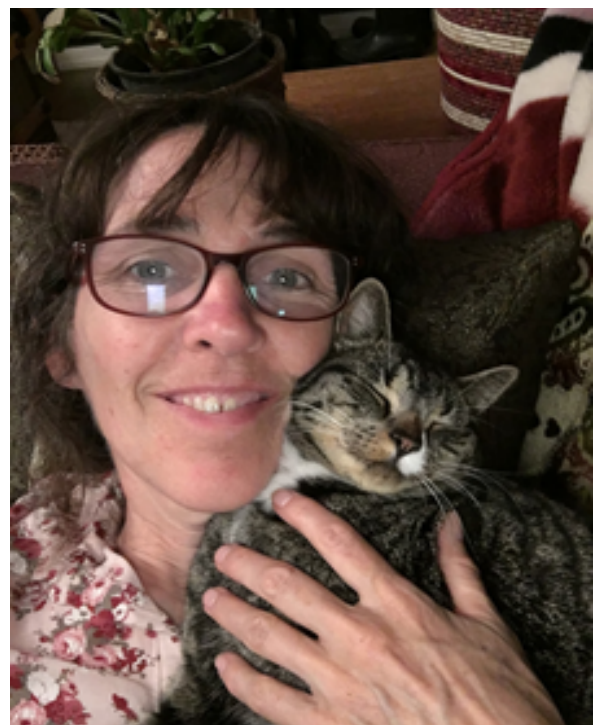
Kate has lived in Squamish for over 20 years and really enjoys the outdoors. Mountain biking and

hiking are two of her passions. She also loves yoga and dance. And her cat!

Kate's Story: "Another Young Reader Emerges Thanks to BC SRC!"

We have a number of Syrian families living in Squamish now. One family lives in a suite in my good friend's house and she has taken it on to make sure they enjoy life here to the fullest – especially the children. She talked to me about the Summer Reading Club and decided she would bring the two children to the library to sign up.

Sammi is ten and his sister is eight. Both are doing well with their English but Sammi would definitely have fallen into the category of reluctant reader. He was quite uncomfortable in the library at the beginning of the summer and I could tell he would have preferred to be somewhere else but he is a sweet boy and never once looked sullen or



annoyed. Over the weeks in the Club he started smiling more and clearly was starting to enjoy himself. I'm not personally in the programs so I'm only guessing when I say he enjoyed them but he definitely looked happy whenever I saw him.

And he filled in his reading record every week. My friend (the one who brought them to the library each week) made sure they had filled in exactly one page per week but who really knows how much Sammi was actually reading each day. But he definitely was reading something and enjoying it. Here in Squamish we try to focus on whatever they have filled in, not how much or for how long they have read so whatever the children write down, they get a sticker.

Whenever I think of Sammi, I think of his big smile. And here's the best part of the story: last week I was visiting his school to talk about Reading Link Challenge which is a program where all the children read up to 6 chapter books and then compete in a quiz-like challenge. It's a lot of reading! At Sammi's school, it is run as an extra-curricular event and the students can choose if they want to join. And guess who I saw, smiling his big smile at me and waiting with the others, excited to hear the titles? That's right -- Sammi chose on his own to join. Sammi had become a reader!

To read more about the 2020 winners for the BCLA 2020 Awards, you can check their media release here: <https://bclaconnect.ca/wp-uploads/2020/07/Media-Release-BCLA-Awards-2020.pdf>

2020 BC SRC SRC Content Creators

Each fall a team of Content Creators from all over the province set about building the BC SRC Manual. Under the direction of Co-Chairs, Laura Zaytsoff (Castlegar & District Public Library) and Alicia Dobbs (New Westminster Public Library), each Content Creator takes responsibility for a section of the [BC SRC Manual](#). During the dark days of autumn, these creative folks dream up sunny programs, activities, and booklists for libraries to use during the BC Summer Reading Club.

It's a delight to introduce you to the team behind the 2020 SRC manual!

Laura Zaytsoff, BC SRC Co-Chair

Children, Youth, and Outreach Librarian in Castlegar

The Castlegar and District Public Library is a single branch library and is a part of the wider Kootenay Library Federation. Our library currently services around 10,307 people. In 2019 we had 84,792 patrons walk through our doors!

I love the process of collaborating with others all over the province. One of my favourite parts of being a co-chair this past year was attending BCLA in Surrey and getting to meet Content Creators and many others involved in BC SRC in person – so cool! It is really fascinating to watch the theme go through the process of beginning as just one word, like “space”, to the beautiful and stunning artwork we have for this year's SRC. Bambi has done a truly amazing job and I can't wait for everyone else to see the finished products!

Living in a rural area, it is really great to meet all of the Content Creators from around the province through the magic of the internet. I love seeing what everyone creates and think it is so great how we can all contribute to the greater whole of the BC SRC together. It has been so fun and magical to watch everything unfold over the past few years as BC SRC Co-Chair. I can't wait to see what comes out of this year!



Alicia Dobbs, BC SRC Co-Chair

Librarian I (Children's & Teen Department), New Westminster Public Library

NWPL serves the City of New Westminster, with a population of about 77,000. We have one main library and one small branch in the Queensborough neighbourhood.

My favourite things about working on the Summer Reading Club have been seeing the (amazing!) artwork take shape, from first drafts all the way to a beautiful finished poster and reading log. I am so excited



to finally see the materials in print! I've also been blown away by the creativity and hard work of the Content Creators, who come up with such a wide variety of material for the manual every year and help bring the SRC's themes to life.

BC SRC Content Creators

The BC SRC is incredibly lucky to have this fantastic team of Content Creators! We thought you'd like to get to know this amazing group of people a little better.

Mehjabeen Ali and Surrey Libraries

Position: Librarian

Area of content creation: Activity Sheets

Tell us something about your library: Serving people across 9 branches, Summer Reading Club at Surrey Libraries is full of programs, special events and more for children of all ages!

How many people are on your content creation team? 3 wonderful members!

How do you coordinate your efforts? Through a call out for contributors and then brainstorming ideas together.

What do you most enjoy about being Content Creators? The creativity and excitement that goes into making the activity sheets and children enjoying them in the summer!



Corene Maret Brown and Port Moody Public Library

Position: Programs and Youth Services Coordinator

Area of content creation: Family Storytimes

Tell us something about your library: We are a one branch library – small but mighty! Our average storytime attendance in the summer is about 120 people.

How many people are on your content creation team? One

How do you coordinate your efforts? Google Docs

What do you most enjoy about being a Content Creator? Making a felt Baby Yoda

Anything else you'd like to say? Looking forward to the school visits and sharing great reads with all the students.

Julie Carter and Vancouver Island Regional Library

Position: Customer Services Librarian – Children and Youth Services, Nanaimo North branch

Area of content creation: Web quizzes

Tell us something about your library: Vancouver Island Regional Library (VIRL) is the fifth largest library system in British Columbia. We serve over 430,000 people on Vancouver Island, Haida Gwaii and the Central Coast (Bella Coola) through 39 branch libraries, our eLibrary and a Books by Mail service.

How many people are on your content creation team? Just little old me in terms of creating the web quizzes for BC SRC. We do have a wonderful Children’s Services Committee, though, that plans out SRC for all 39 of our branches.

What do you most enjoy about being a Content Creator? I like having the opportunity to work on a project that kids all over the province will have a chance to participate in!

Anything else you’d like to say? I have been a children’s librarian at VIRL for ten years. One of my fav aspects of children’s librarianship at VIRL is that we serve customers in very remote areas. We have a Books by Mail service for people living faraway from any of our branches. Each month, I get to select books to send to specific children through this Books by Mail Service and, in the summertime, I also send them SRC packages so that they can participate too. It’s wonderful that SRC can be enjoyed by all!



Gina Gaudet and Vancouver Public Library

Position: Assistant Manager, Children’s Library

Area of Content Creation: Programs (Ages 5-8)

Tell us something about your library: Vancouver Public Library is a large urban public library that serves many diverse communities across the city

How many people are on your content creation team? 14-18, that I know of.

How do you coordinate your efforts? Each of the four neighbourhood teams takes on one theme to spearhead and staff at the Children’s Library downtown take on the remaining three. These small teams submit their programs to myself for edits and uploading.

What do you most enjoy about being Content Creators? Contributing to the manual gets our diverse team working together early on in the season and helps us get ready for Summer Reading Club.

Anything else you’d like to say? Our work on Summer Reading Club is contributed to by so many fabulous and creative minds it is a joy to be a part of this productive team.

Wiena Groenewold, Fraser Valley Regional Library

Position: Librarian 1 and Summer Reading Club Coordinator

Area of content creation: Programs (Ages 9-12)

Tell us something about your library: The Fraser Valley Regional Library (FVRL) is the largest public library system in BC with 25 branches and serving over 700,000 customers in its service area, which encompasses the Fraser Valley plus the Deltas and Port Coquitlam. FVRL began serving customers from Ladner to Hope in July 1930 with the Fraser Valley Book Van, stopping at grocery stores, schoolhouses and gas stations with books displayed along its outside shelves.

How many people are on your content creation team? Ideas are input from various staff.

How do you coordinate your efforts? By emailing SRC staff contacts to see who is interested in contributing creative content.

What you most enjoy about being Content Creators? Sharing ideas that might be used throughout the province.



Jamie McCarthy and Burnaby Public Library

Position: Children's Librarian at the Tommy Douglas Library

Area of content creation: Booklists (English and French)

Tell us something about your library: Burnaby Public Library's dream is to empower the community to engage with and share stories, ideas and information. In 2018, we welcomed 1,825,621 visitors to the library!

How many people are on your content creation team: We had a fantastic team of seven librarians working hard on the booklists (Jamie McCarthy, Myles Wolfe, Allison Jones, Sarah Hotson, Hana Kim, Jennifer Zilm, and Susan Gow).

How do you coordinate your efforts: Each librarian worked on a booklist (we provided eight lists in total). Two librarians then edited and cross-checked the lists.

What they most enjoy about being Content Creators? It's always such a fun challenge to curate booklists for children, caregivers, educators, and library staff to enjoy. We really hope that children will be excited about all the fabulous books they will read this summer. As someone who has always been fascinated with NASA and space, it was an added bonus to get to read all about space and the wonders of our universe.

Anything else you'd like to say? Summer Reading Club is probably my favourite time of the year. I can still remember getting my first SRC medal as a youngster!

Cynthia Ford is the Provincial Coordinator, BC SRC and can be reached at bcsrc@bclibrary.ca. Follow BC SRC on Twitter [@BC_SRC](https://twitter.com/BC_SRC) [#BCSRC](https://twitter.com/BCSRC)



We'll Link to That!

By Lindsey Krabbenhoft

Have you heard of social emotional learning (SEL)? After the [Fall 2019 Library Services for Children Journal Club](#) meeting where we discussed two recent research articles on the topic, I've been keen on learning more about this topic. Here are some resources to investigate if you'd like to learn more too.

1. Heart-Mind Online: I attended the Heart Mind Conference last fall and learned so much about helping children and caregivers flourish socially and emotionally. Check out this website for a [breakdown of SEL qualities](#) and [resources to support learning](#).

2. Social Emotional Resource Finder: UBC put together a searchable collection of online and print resources that fall into the following three categories: Learn, Apply, Assess.

3. Mood Meter App: This app comes from the work done by Marc Brackett, Yale professor and founding director of the Yale Center for Emotional Intelligence. This evidence-based app helps adults and kids "build the skills of recognizing, labeling, and regulating emotions to live a healthier, more productive, and fulfilling life."

4. B.C. New School Curriculum Standards: Many of the concepts being taught in schools have their roots in SEL. Take a look at the [Personal and Social core competencies](#) to see how teachers are expected to weave it into the education of school-age children in our province.

5. CASEL Resource Library: The Collaborative for Academic, Social, and Emotional Learning (CASEL) is one of the leading organizations providing evidence-based support for educators, caregivers, and policy makers. This resource library provides articles, books, guides, infographics, newsletters, reports, and websites to support further education.

6. Harvard University's Explore SEL: There have been so many frameworks developed to implement SEL curriculum that this tool helps you make sense of them all and compare

and contrast in meaningful ways.

7. 2019 Picture Books about Feelings and Emotions: Give your collection an SEL kickstart with these 2019 picture books about feelings and emotions. I can't wait to see what comes out this year!

In the midst of all these resources, I also found an article in the [January edition](#) of The Cardigan Newsletter which warns of SEL becoming a "diluted fad." They pointed to [an article](#) which calls on educators to make sure they are using reliable metrics to measure SEL. A noteworthy point for sure!

How do you support social emotional learning in the library? I'd love to hear your ideas! Shoot me an email anytime at jbrary@gmail.com

Heart-Mind Well-Being



Image Source: <https://heartmindonline.org/resources/heart-mind-well-being-a-powerful-tool-for-educators>

Lindsey Krabbenhoft is a Children's Librarian in Vancouver, British Columbia and one half of Jbrary, the online children's librarian treasure trove. She is also the co-founder of the [Library Services for Children Journal Club](#) and encourages any other research nerds to join. You can find Jbrary in its own little corner of the internet at <https://jbrary.com>

2019 C.A.T.S! CONFERENCE: A STUDENT PERSPECTIVE

By Rhiannon Wallace

In October of 2019, I had the opportunity to attend the Children and Teen Services (C.A.T.S!) Conference at the Downtown Kelowna branch of the Okanagan Regional Library. The conference was well-attended, with presence from various regions in BC including the Okanagan, the Kootenays, and the Lower Mainland. Some participants even came from beyond BC: two library staff from Lethbridge, Alberta led one of the sessions.

Most attendees were library staff in a variety of different roles; I was one of few students in attendance. Reasons for the low number of students may have included distance from places of study, cost and time associated with travel, and the fact that the event was held on a Monday, which is a school day for many students. I would encourage other students who are interested in youth and children's services to consider attending the C.A.T.S! Conference in future years if they are able. Although time and travel expenses are factors to consider, the conference itself is free of charge and offers the opportunity to learn about library work throughout the province.

The sessions I attended had a largely practical focus and I appreciated the chance to learn strategies and techniques for meeting community needs and offering inclusive children's programming. I felt that the practical "tips and tricks" in my chosen sessions complemented some of the more academic work I have been doing in my Master's program, and allowed me to see how my school-based knowledge can be applied in a real-world setting. I also appreciated that the conference presenters shared resources from the sessions both in paper form and digitally; I hope that these resources will help me to incorporate ideas and strategies from the sessions into my work, long after the conference itself. I have shared the links to some of these resources below.

In addition to opportunities to attend sessions, the conference's format offered plenty of time for conversations with fellow attendees. We were seated at tables with library workers from different systems and in different roles, and had the chance to share perspectives and observations during group "breakout" sessions. I was able to talk with children's librarians, library directors, managers, and other library staff about the work that they do. As a current library student and a new library worker, I loved being able to talk to more experienced library staff, and to learn how the themes and theories I study in library school are currently being applied in practice.

Avi Silberstein and the C.A.T.S! Conference team planned the day so that it was full of opportunities for education, discussion, and inspiration, without feeling rushed. I think that a two-day conference with even more sessions would be wonderful, and I hope that this may be possible as the conference grows in coming years. As a Vancouver-based library student hoping to continue to work in BC, I believe that it is incredibly important for my education to include perspectives from areas of BC other than the Lower Mainland. Events such as the C.A.T.S!

Conference have given me an opportunity to think about the ways in which library communities might differ throughout the province, as well as the challenges and goals they share. I think that these opportunities to broaden my perspective will greatly help me to work effectively and collaboratively with colleagues throughout the province in my future career as a BC librarian. As I complete my studies and begin to pursue a career, I hope to continue attending the conference yearly.

PHYSICAL LITERACY (MITZI FORTIN, OKANAGAN REGIONAL LIBRARY):

About incorporating movement and physical literacy skills into library programming for young children. <https://librarytoolshed.ca/content/physical-literacy>

GENERATING PROGRAM DESIGN FROM YOUR COMMUNITY'S SOCIAL DEVELOPMENT GOALS (LUCIE BERGERON, OKANAGAN REGIONAL

LIBRARY): About the unique needs and situations that specific communities face (such as families experiencing homelessness, among others), and how libraries can respond to these. <https://librarytoolshed.ca/content/%E2%80%9Cgenerating-program-design-your-community%E2%80%99s-social-development-goals%E2%80%9D>

SENSORY STORYTIME: HOW WE CAN HELP YOU ADAPT LIBRARY SERVICES TO MEET COMMUNITY NEEDS (LAURIE DARVEAU-WILLMS AND JENNY COFELL. LETHBRIDGE PUBLIC LIBRARY):

About resources and programs that libraries can make available to support children with Autism Spectrum Disorder and/or PDD and their families. <https://librarytoolshed.ca/content/sensory-storytime-how-we-can-help-you-adapt-library-services-meet-community-needs>

Links with resources from other sessions are also available from <https://librarytoolshed.ca/>

Rhiannon Wallace is in her final year of the Dual Master of Library and Information Studies and Master of Archival Studies program at UBC's School of Information. She is currently the Chair of UBC's BC Library Association Student Chapter.

BEGINNER PIANO AT THE LIBRARY

By Larissa Clotildes

The Prince George Public Library ran a free six-week Beginner Piano program for ages 7-9 in fall 2019. The goal was to provide families an opportunity to access musical education for their children without the prohibitive cost and time commitment of formal studio lessons. The program was a notable success, with registration filling up quickly, consistent attendance from participants, and measurable outcomes of improved participant knowledge, confidence, and desire to pursue music.

PREPARATION

I rented five 61-key electric keyboards from P.S. Pianos, a local piano shop. These are smaller than a standard-sized keyboard, which has 88 keys, but the compact size made them easier to store between lessons. The shop also supplied us with rented benches. By having the participants share keyboards and benches, I was able to register 10 children.

I researched various teaching methods for this program, and drew much inspiration from Tim Topham's *No Book Beginners*. I hoped the emphasis on keyboard exploration, composition, and self-direction would lend itself well to group lessons. Taking this philosophical standpoint as my baseline, I wrote five weekly lessons orientated around basic piano concepts: posture, finger numbers and note names, dynamics, rhythm, and treble/bass clefs with associated hands. The main project for each student, however, was writing a composition of their own using their favourite animal as inspiration. We had seahorses, cougars, and lizards, among others!

LESSON FORMAT

Lessons were scheduled in one hour blocks on

Friday afternoons. After the first week, each lesson began with a cumulative review of the previous weeks' topics. After this review, I introduced the new weekly topic and we did some group activities around it. That usually took us to about 4:25, when we took a short break. Reconvening at 4:30, I would divide the group into a keyboard group and a worksheet group, then switch the groups at 4:45.

The keyboard group would work on their compositions, and part of the challenge was to devise their own way of writing the composition on paper. I hoped this project would encourage the students to think about music as a creative process with different parts (notes, rhythm, dynamics), so that if they went on to learn to read music or play other instruments they would be able to recognize these features. I encouraged each student to work at their own pace and if they appeared bored I suggested new features they could add to their piece.

Worksheets were simple, with low text to account for students' varying literacy levels. However, they did not keep students occupied as long as I had hoped, which resulted in disorder as this group found itself at loose ends. The addition of a teen volunteer to support this group did not make a noticeable difference, as the problem was not supervision but lack of sufficient work to keep busy. In a future iteration of this program, I would structure this group around rhythm games or other group activities in hopes of keeping them more fully engaged.

RECITAL

The lessons culminated in a recital held in the children's area of the library. This recital was open to friends, family, and the public. I also invited the staff of P.S. Pianos, who sent two representatives. I

did a group lesson with the performers, describing how to introduce themselves and their piece, then checked in with each performer individually to make a plan for their performance. Of the eight students who attended the final lesson, four performed the pieces they'd been writing, one performed a piece she'd written at home, and three elected to show off technical skills such as posture, finding keys, and identifying dynamics markings. Not only was this an excellent opportunity for the students to display their new skills, it also gave them experience performing as would be expected with any other piano teacher. After the recital I gave each student a participation certificate and a letter describing the program's content to any future piano teachers they may have. The staff of P.S. Pianos provided the performers with a pencil and a coupon to the store.

RESPONSE

In the fifth and sixth lessons I asked parents to fill out a survey to provide feedback about the lessons. All were very positive in their praise, one stating that she was more likely to register her child in professional lessons after seeing her daughter's interest in this program. Another parent commented on her daughter's improved confidence in the recital. Some parents reported that they'd faced barriers enrolling their children in music lessons, citing cost, the difficulty of finding teachers taking students, and the uncertainty of whether their child would enjoy it as major factors.

CRITIQUE

This was the first time the PGPL ran a music education program in this style, and it did present a number of challenges. First, it was very cumbersome to set-up and take down, as keyboards had to be assembled and disassembled for storage after every lesson. Second, two participants ceased attending after the third lesson, leading to unfillable vacancies. Third, worksheets proved an ineffective way of keeping participants

engaged. Finally, the program had very specific spatial and electrical needs, which made difficult to work around other library events, notably the book sale.

In conclusion, the Beginner Piano program filled a need in our community for families who wished to register their children in musical education, but who were reluctant to do so without knowing what to expect. Participants and parents were enthusiastic in their praise, and voiced a desire for more such programs. However, the program was challenging to run and maintain. I intend to work out some of the difficulties before I run the program again.

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Larissa Clotildes is a Library Assistant in Children's Services at the Prince George Public Library. She can be contacted at lclotildes@pgpl.ca if you would like more information about this program, have questions or would like to request copies of lesson plans or worksheets.

SUMMER READING CLUB UKULELE JAM SONG

Editors' Note: You probably already saw the email on the BC SRC listserv linking to a video Erin Cockriell from Telkwa Reading Centre strumming her heart out to her original "SRC ukulele welcome song."

Your YAACING editor wanted to make sure no one missed out on the fun, so I am re-sharing the chords and lyrics below along with a few comments from Erin so all of us can get strumming too.

Forgot the tune? Have a re-listen here. https://www.youtube.com/watch?time_continue=4&v=-tOwmLKd1p4&feature=emb_logo

This song grew from our 2019 Summer Reading Club get togethers at the Telkwa Reading Centre. The children really engaged with it. I still catch my six year old daughter humming the tune to herself in her quiet winter moments.



*****Repeated Chord Pattern: C, F, Am, G/G7 *****

C F Am G/G7
 Summer Reading Club, this is how we do it.

C F Am G/G7
 Summer Reading Club, just put your brain into it.

C F
 Reading isn't lazy,

Am G/G7
 It won't drive your parents crazy

C F Am G/G7
 Don't you know that stories take you where your feet can't go

}
 }
 } Single Strum

C F Am G/G7
 To the Summer Reading Club, this is how we do it.

C F Am G/G7
 Summer Reading Club, just put your brain into it.

Continuing the chord pattern while speaking...

You are all the awesome kids of the SRC. Together we make a great team. On the count of 4 please say your name quiet or loud... 1-2-3-4 (tremolo on final chord)

EVERY CHILD DESERVES TO READ: SUPPORTING YOUNG READERS WITH DISABILITIES

By Ginny Dunnill

CREATING A SPACE FOR ALL CHILDREN

Recent examination of library programming for children with disabilities and their families has considered the library space in terms of inclusion and accessibility (Prendergast, 2017; Peibly, 2019). Children with disabilities face varied barriers to accessing early literacy programs and development (Prendergast, 2018; Kaeding, Velasquez & Price, 2017); however, such access is of immense importance as it foretells success in school. While libraries can play a large role in supporting children with disabilities and their families, many librarians report not feeling capable of properly doing so (Prendergast, 2016; Prendergast, 2018). It is important to consider how librarians can apply early literacy strategies to identify resources that are usable for families if programming is inaccessible: namely, through collections.

WHY READING MATTERS

We know that early literacy skills are critical predictors of children's later success in school: children learn to recognize different units of sound, understand that units of sound together create meaning and form words, and when combined with text, allow the opportunity to read (Every Child Ready to Read, 2008; NELP, 2010). Reading aloud to children is one of the strongest predictors of a child's later literacy success (Neuman & Roskos, 2007) and consistently, a strong early literacy foundation is a powerful predictor for children to do well in school.

For children with disabilities and developmental delays, beginning school is an especially challenging stressor (Rous et. al, 2007). A report from the Canadian Human Rights Commission (2017) indicates that people with disabilities face significant barriers when accessing education, including, though not limited to, lack of necessary support (CHRC, 2017). Ensuring that children with such disabilities are adequately prepared for school can make the transition less stressful; however, when it is time to

start school, many children are simply not ready. As just one example, an inquiry into the performance of students who had been identified as "not school ready" upon entry in kindergarten were performing below grade-level expectation in grade four (Lloyd, Irwin & Hertzman, 2009). Not being school-ready, consequently, impacts students' success not only in beginning school, but also throughout their educational career.

Such implications query how libraries support necessary literacy development. Some of this work is already being done: pre-kindergarten literacy intervention has proven successful (Pears et al., 2016), as have supplementary phonemic awareness programs (Goldstein et al., 2017). Furthermore, families themselves can support their children in preparing for entry into school. From a social and emotional perspective, reading aloud is a way for families to connect in a way they might not normally be able to (Robinson, Moore & Harris, 2019). In accessing the physical library space, however, barriers such as feeling judged by other users or having experienced prior discomfort in the library may prevent families from wanting to return (Kaeding, Velasquez & Price, 2017). Obviously, the best solution would be to improve the library space so that families are able to return without such barriers. Knowing that this is not always the case, it is critical that libraries develop ways to help families feel supported by the library, even if they cannot be physically present.

THE IMPACT OF LIBRARIES

While interactions between librarians and families of children with disabilities are not always commonplace, the impact of such relationships is powerful. Librarians, however, do not always feel prepared to provide support. In an evaluation of early literacy support for families of children with disabilities, Prendergast (2016) found that disability-specific education both in library school

programs and in ongoing professional development could provide necessary training for librarians to feel more comfortable in offering guidance. Noting that such opportunities are not yet fully established (Prendergast, 2016) it is important for librarians to consider that they may already possess necessary skills, even without disability-specific training.

One way librarians can engage these skills is through curation of collections supporting specific audiences in both representation and format (Wentz, Bertot & Jaeger, 2015). While there are online resources dedicated to this work (see *Disability in Kid Lit*, 2019; *We Need Diverse Books*, 2019), the library's unique position as a recognized community space providing equitable access to information for all patrons is opportune for creating a space of belonging (Scott, 2011). Currently, inclusion is a key focus: libraries create spaces that are usable by design for patrons from a variety of backgrounds. In following this, some libraries are creating collections and programs specifically for patrons with disabilities (see the IBBY collection at Toronto Public Library, the Learning Differences collection at San Francisco Public Library and Language Fun Storytime at Vancouver Public Library). While such exemplar are excellent cases of accessible and inclusive collections and programs, their development requires time and significant funding. A consideration, then, can be the role of librarians in identifying useful materials already existing in the collection.

CHILD-FRIENDLY PRINT RESOURCES: COMPONENTS FOR FOCUS

When suggesting print resources, a primary consideration should be its appropriateness as an early literacy tool. As reading is a way that families of children with disabilities can connect with their children in ways different from what they have done before, librarians should take note of resources that children might enjoy and that provide an opportunity for caregivers and children to connect while introducing foundational concepts associated with early literacy learning.

Materials should exemplify the function of the book through clearly indicating the sequence of the story and the function of the text on the page. Books should

have a sequential storyline starting from the front of the book, continuing to the back, and with a clear beginning, middle and end. Books should contain simple, minimal text to support print awareness (Reading Rockets, 2019) and might also draw upon tools used to aid in phonemic awareness. Rhyming is a useful tactic here, demonstrating similar units of sound in sequence with one another. Similarly, resources including repetition can support with the understanding of different sound units, in addition to comprehension and vocabulary acquisition and retention.

It is also important to consider differences in teaching and learning reading. The components above support a reading approach that breaks words into manageable parts; however, it is important to consider resources incorporating methods beyond breaking up units of sound to help children read. Librarians might consider selecting picture books with clear, denotative illustrations (as opposed to abstract representations of text) to act as visual literacy support for new readers, with illustrations scaffolding unfamiliar words.

A final consideration is the illustrative construction of the book. Megan Dowd Lambert's whole book approach (2015) considers picture books beyond textual storytelling ability, using the picture book as a launching point for children and adults to discuss what is happening on the page and throughout the physical construction of the book. Selecting books with the potential to create imagery-specific discussion can support child-caregiver connections, acting as a catalyst for caregivers to have meaningful discussions with their children while actively engaging in skills supporting future academic success.

CONCLUDING THOUGHTS: TRULY, NOT SO DIFFERENT

While recent research has indicated the importance of early literacy skill strength for children with disabilities, it is worth highlighting that early literacy supports for these children resemble those of children without disabilities. While families of children with disabilities certainly face other barriers in accessing the library space, from a collection standpoint the resources recommended need not be that different. An outlook to adopt and consider, then, can be the

curation of resources to support the library as a place of belonging for children of all abilities. For children and families for whom the physical library space may be challenging to access, careful curation of resources, and concurrent emphasis on skills examined in such resources, can create accessibility to what the library has to offer for families who may be concerned about spending time within the space itself.

The reference and readers' advisory conversation can also play a part, focusing on how early literacy skills can help children to succeed in school – disability or not. Librarians can frame suggested resources as useful for the same reasons they are for a child without a disability. This is not to trivialize the experience of families of children with disabilities nor of the children themselves; for the purposes of supporting with collection selection, this is simply emphasizing that children with disabilities can access the same resources and skills as a child without a disability. Librarians may choose to discuss the books differently (for example, selecting books with more illustrations and encouraging conversations around the illustrations to help identify clues that can help decode text) but the books themselves do not need to be different. This can position the library as an accessible and inclusive environment not by setting these families apart, but by engaging them in early literacy conversations as we do for all families. Librarians need not feel discomfort in providing this support: we are simply extending the work that we already do.

Ginny Dunnill is an Auxiliary Librarian at the Richmond Public Library. For a full list of resources and works cited, please contact Ginny directly at gpdunnill@gmail.com.

RED CEDAR AWARD: GETTING KIDS EXCITED, ENGAGED, AND EDUCATED ABOUT CANADIAN KIDLIT

By Marilyn MacPherson

1998. That was the year that a group of amazing individuals banded together to form the YRCA Society of British Columbia so that they could bring the Red Cedar Award to students in grades 4-7 across the province.

Based on the Texas Blue Bonnet Award, the Red Cedar Award was one of the first of its kind in Canada serving as an inspiration to teachers and librarians in other provinces to start similar programs. Since its start, thousands of students have read, talked about, debated, and voted on their favourite fiction and information titles across BC. An award that promotes literacy or a literacy program that delivers an award? The Red Cedar Award is both! During the school year, teachers and librarians form groups in their schools and read from the shortlists. Then, in late Spring, the kids vote for the books that captured their hearts. In Prince George, the schools celebrate the Red Cedar Award with the hotly contested Battle of the Books. Yes, free literacy program and an award, the Red Cedar Award is all about getting kids excited, engaged, and educated about Canadian kidlit and Canadian publishing.

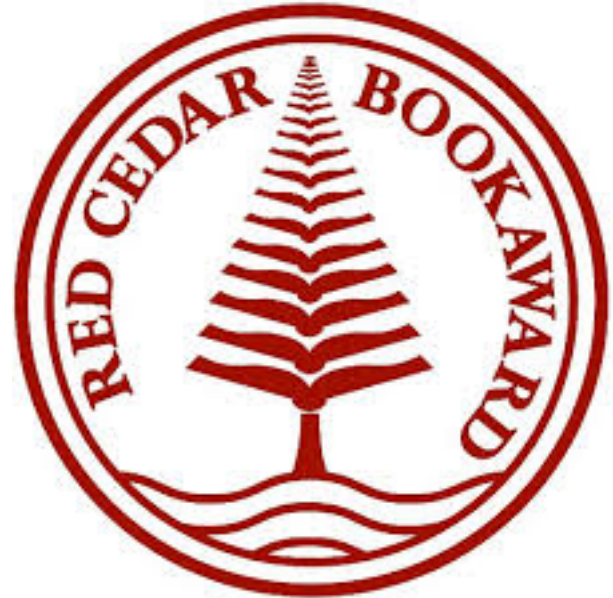
This year, the YRCA Society of BC and the Red Cedar Award are under renovation. And like any renovation, there are a few surprises and opportunities for change and to even stay the same. The Red Cedar Award, for example, is, and will remain, one of the few free readers' choice awards in Canada. We value barrier-free accessible literacy so that all kids in this province can read Red Cedar either on their own or by starting or joining a group. The Red Cedar Award is about supporting kids' intellectual freedom and having opportunities for diverse reading experiences. The Award values inclusion and this is supported by the Red Cedar readers who consistently vote for books that have challenging, and sometimes challenged, content.

Another enduring feature of the Red Cedar Award is that it is run completely by, and is always in need of, volunteers! We are looking for someone like you, passionate about literacy and connecting kids with

reading who can help with creating resources, selecting the titles for the nomination shortlists, and running the Society. Time commitments vary and meetings are online. This is a great opportunity for you to shape the future of the Red Cedar Book Awards while getting hands-on professional development in social media, privacy, finance, and non-profit management.

Have any comments, suggestions, or reading activities you would like to share? Would you like to be part of the Society so that it can continue offering the Red Cedar Book Awards? All you have to do is email redcedaraward@gmail.com For more information about the Red Cedar

Book Awards and the Society, please visit our website <https://www.redcedaraward.ca>



Marilyn MacPherson is a librarian and the Chair of the Young Readers' Choice Society of British Columbia - The Red Cedar Award



Attendees at the Beyond the Basics Workshop - March 3, 2020

BEYOND THE BASICS: STORYTIME WORKSHOP

By Sarah Bagshaw and Jenny Zhang

In the meeting room,
There was a big long table,
And library people whom,
Had a discussion of...
Story time songs and rhymes
And what to do when children cry,
And how to plan,
And what to do,
And who could use those sticks of doom.
Hello people,
Hello shakers
Hello songs, books, and fun-time makers.
Welcome babies,
Welcome toddlers,

Welcome to all those late dawdlers.
Library staff love to share,
Will sing and dance,
Even in their chairs.
Goodnight stars
Goodnight air
Goodnight noises everywhere.
(Bad rip off of famous children's book by Sarah Bagshaw)

The evening of March 3, library staff from around the Lower Mainland gathered together at the Metrotown branch of the Burnaby Public Library. This gathering was to share storytime ideas

with each other, learn new songs and rhymes, and gain inspiration on using props. Attendees came from various library systems across the Lower Mainland – Vancouver, Fraser Valley, Port Moody, Surrey, Jewish Community Centre, and the SLAIS department @ UBC.

This workshop started with a lively discussion around storytimes and babytimes. We talked about planning, resources, what works and what doesn't with our various groups and if you "pull the rip cord" when something is going off the rails! This discussion could easily have gone on for the whole hour and a half with everyone sharing stories around the table. We had to shift to sharing songs and rhymes when we realized we only had a half hour left! Our focus was twists on known rhymes and songs. It turns out that many of the ones that we thought were well known were actually not, especially between systems. We also managed to squeeze in some shaker and scarf songs, and even learned tips on using parachutes. No one had used rhythm sticks before so we will have to find an "expert" to teach us at a future workshop. We had a number of new picture books to share but we were all out of time (we even went over). Clearly we need to watch the clock more.

Feedback from the attendees was in a nutshell: *"We had a great time" and "Please more of these!"*

So we are going to plan a series of sharing Beyond the Basics Storytime workshops of more narrowly focused topics for the fall. These workshops will be an opportunity to meet with children's library staff from around the Lower Mainland and share your favourite songs, rhymes, books and prop ideas.

Please keep an eye on YAACS social media and your inbox for information on the next *Beyond the Basics workshop* – hopefully sometime in October or November.

Sarah Bagshaw and Jenny Zhang are children's librarians at the Vancouver Public Library and love sharing storytime ideas!

SENSORY STORYTIME PROGRAM

By Nina Mosallaei

For this article, I have created a children's storytime program, with the targeted group being children ages 3-5 with sensory disabilities like autism. This includes the storytime outline, along with a breakdown of each aspect of the outline and how it will benefit children with sensory disabilities.

Although all story times should aim to be inclusive of all abilities, I believe having a safe and welcoming starting ground for these children can prepare them to feel confident joining other storytime sessions. This storytime can be a "jumping off" point for children with sensory disabilities. This is also a safe and welcoming space for their caregivers to get a feel for how their children may behave and experience storytime, as well as become familiar with storytime, and get tips for assisting their children and facilitating their own storytime at home.

STORYTIME PLAN

WELCOME

Introduction of librarian (librarian will wear name tag)

Sing "If You're Happy and You Know It"

If you're happy and you know it, clap your hands (clap clap)

If you're happy and you know it, clap your hands (clap clap)

If you're happy and you know it, then your face will surely show it

If you're happy and you know it, clap your hands. (clap clap)

**You can change the actions and body parts to suit to your child's liking and ability*

VISUAL SCHEDULE: Have a large visual schedule to show the children what to expect during storytime

Story 1: *Dog's Colorful Day* by Emma Dodd (Use felt board)

Activity 1: "Old MacDonald" song (Use shakers as prop)

Old MACDONALD had a farm

E-I-E-I-O

And on his farm he had a cow

E-I-E-I-O

With a moo moo here

And a moo moo there

Here a moo, there a moo

Everywhere a moo moo

Old MacDonald had a farm

E-I-E-I-O

Story 2: *I Like Myself* by Karen Beaumont (Use self as prop)

Activity 2: My Toothbrush activity (Use toothbrushes as props)

I have a little toothbrush

I hold it very tight

I brush my teeth each morning

And then again at night

*[*Can use this rhyme when getting your child to brush their teeth]*

Story 3: *Finn Throws a Fit* by David Elliot

Activity 3: Washing activity/song (Use scarves as prop)

This is the way we wash our hands,

wash our hands, wash our hands,

This is the way we wash our hands,

so early in the morning.

*[*You can make this song as long as you want, and include/change any body parts you would like. This can also be used during bath time, or for washing your children's hands.]*

CLOSING RITUAL: “Skinnamarink” song

Skinnamarinky dinky dink
 Skinnamarinky do,
 I love you!
 Goodbye!

STORYTIME RATIONALE**Welcome**

In the beginning, the librarian would introduce themselves and wear a name tag, as well as sing an opening song, “If You’re Happy and You Know It” to engage the children. This song will also allow the children to exercise their gross motor abilities when using and moving their body in relation to the song, as well as practice postural control, since many children with sensory disabilities struggle to keep their body still or controlled (Brooks et al., 2014). This would also be the time in which the librarian would explain to the caregivers what to expect, as well as information on interaction with their children during storytime.

Visual Schedule

As many children with sensory disabilities feel more comfortable when they know what to expect, it would be prudent to clearly display and explain the schedule for storytime in order for there to be less of a chance for the children to act out and feel uncomfortable (Toronto Public Library, 2011). The librarian can have something like a large board, which would then have visual displays of the day’s activities (like the cover of each book that will be read, or a picture of a music note for songs, etc.). The librarian can then point out each activity on the board, and also refer back to the board when moving onto the next activity, to provide a clear transition for the children.

Story 1 - *Dog’s Colorful Day* by Emma Dodd

Dodd’s book, along with a felt board, felt dog, and spots, would be a great interactive storytime. The librarian can either put the dots on the dog herself, or get the children to put the dots on the dog as the story goes along. After the story is over, the children can count the number of dots, as well as name the

colours of each dot, as well as try to recall where each dot came from. This form of repetition can allow the children to more fully understand and enjoy this story (Hetrick and Diamant-Cohen, 2014). Also, allowing the children to problem solve by guessing where each dot came from, as well as name the colours and numbers encourages cognitive development (Brooks et al., 2014).

Activity 1 - “Old MacDonald” song

For this activity, the librarian and children will sing “Old MacDonald,” and use shakers as a prop to go along with the rhythm of the song. By identifying different animal sounds, the children will be practicing sensory discrimination, as well as assigning meaning to each animal (Brooks et al., 2014). Also, using shakers will further engage the children, as well as allow them to do more than one thing at once, which is often a good thing for children with sensory disabilities, as they can often have trouble focusing on just one thing at a time (Frick, 2018).

Story 2 - *I Like Myself* by Karen Beaumont

Beaumont’s book is a great book to encourage self love, as well as identifying different body parts. By using their own bodies as props, children will be able to (yet again) develop postural control by becoming more aware of their body, as well as develop gross motor skills through pointing and body movements (Brooks et al., 2014). This would also be a great opportunity for the librarian to ask children about their favorite part of themselves, which children can answer verbally, physically, or any other creative way, encouraging interaction and social skills.

Activity 2 - My Toothbrush Activity

For this activity, the children will be given a disposable toothbrush and recite the toothbrush rhyme with the librarian. During this rhyme, the child will use their body and the toothbrushes as props. They will hug themselves tightly, cup their hands, and mimic brushing their teeth with the toothbrush. Using the toothbrushes during this activity will allow these children to practice and strengthen their fine motor skills (Brooks et al., 2014), as well as go over one of their bedtime activities, which can be beneficial as many children with sensory disabilities can have trouble

completing necessary self-care tasks (Autism Speaks, 2018).

Book 3 - *Finn Throws a Fit* by David Elliot

While reading *Finn Throws a Fit*, the librarian can ask the children to show their “mad” face, as well as have them mimic “fit” noises. Also, the librarian can further ask and show different ways to alleviate angry emotions. Elliot’s book is an exemplary way to showcase emotions, as well as have the children practice their emotional expressions, further encouraging and improving emotional development. This book is also a great way for children to engage in social participation, as many children with sensory disabilities often have a difficult time socializing with others. Having an activity in which the children can show their emotions to each other, and allow them the space and time to do so can encourage socialization. (Brooks et al., 2014).

Activity 3 - Washing Activity/Song

During this activity, the librarian and children will sing a song about washing themselves, and mimic washing certain body parts, while using a scarf as their “scrubber”. Just as with brushing one’s teeth, children with sensory disabilities can have trouble with self-care activities, such as washing or assisting with washing themselves (Autism Support, 2017). Providing a forward chain activity (Autism Support, 2017), like this washing activity and song, as well as having a prop to practice with can further encourage this self-care skill at home. This activity will also promote fine motor skills, as the children must use their arms and hands strategically to “wash” themselves.

Closing Ritual - “Skinnamarink” song and Goodbye

Having a repetitive song like, “Skinnamarink ” is a great way to end a storytime session, as chants are very popular among children, and they may enjoy the repetition and rhythm (Toronto Public Library, 2011). It is also a positive and affectionate song to finish off with, in which parents can use at home as well. Oftentimes imperative pointing is delayed with children with sensory disabilities, and so this song is also a great way to practice pointing (during pointing of “I love you” part of song) (Barbera, 2019).

When saying goodbye, the librarian would point at the visual schedule which indicates “*goodbye*”, and indicate how fun it was to have the children here for storytime. The librarian would also iterate the next time the children would come for storytime.

Nina Mosallaei is a MLIS student at UBC and a Behavioural Interventionist for children with autism. For a full list of resources and works cited for this article, please contact Nina directly at ninamosall@gmail.com

Call for Submissions

YAACING is published quarterly and is always looking for submissions of interest to children's and teen specialists in BC libraries. We accept articles, program descriptions and ideas, conference reports, reviews, felt stories and more. If you would like to write a regular column, send us a brief pitch. Submissions should be no more than 1500 words, sent in an editable format (not PDF). Please include a byline with your job title and workplace; for students, please include a byline with your school/program. YAACING invites your contributions to our Reviews and Felt Story sections.

Reviews: Please send us reviews of books, blogs, websites, or other resources. Submissions should be no more than 300 words. Longer reviews may be considered for publication as featured articles.

Felt Stories: Share your creativity! YAACING is looking for felt story patterns. Submissions should include a printable pattern, photograph of the finished product, and related rhyme or note about the origin of the story.

The deadline for the next issue of YAACING is November 15, 2020. Please email your submissions to the editors at YAACING@gmail.com.

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