



# Considerations when Making and Adapting Books

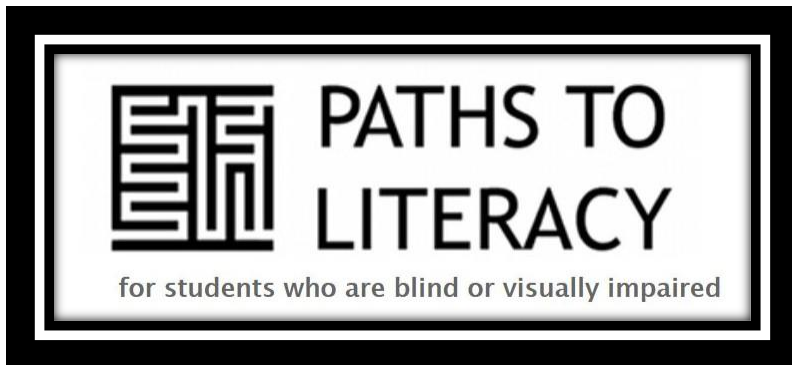


for students with vision loss and other needs

Shelly Voelker, M.Ed., Ed.S., Ed.D.  
Florida & Virgin Islands Deaf-Blind Collaborative

[shellyv@ufl.edu](mailto:shellyv@ufl.edu)

# My student has vision loss. What else do I need to consider?



[Overview of Multiple Disabilities and Deaf-Blindness](#)

[Multiple Disabilities](#)

[Deaf-Blindness](#)

## Multiple Disabilities and Deafblindness

Literacy includes recognizing objects, pictures, or other symbols, and using them to communicate. Making choices, anticipating events, following simple recipes, creating or "reading" lists, and other forms of self-expression are all part of functional literacy.



# My student has vision loss. What else do I need to consider?

## English Language Learners (ELL)

Students with limited English proficiency may need additional support to develop English language literacy. Instructional strategies depend on whether the student is already proficient in another language.



## Struggling Readers

Struggling readers may have learning disabilities, such as dyslexia. Emotional and behavioral challenges, such as anxiety or ADHD, may affect also literacy skills.



# Where to begin?

<http://literacy.nationaldb.org/>



Literacy for Children with  
Combined Vision and Hearing Loss



Are you the parent or teacher of a child with deaf-blindness or multiple disabilities?

Are you looking for a community of families and teachers such as yours?

Are you a professor or student at a university interested in connecting with others to share resources and strategies around literacy for learners with complex challenges?

Are you an administrator looking for ways to improve literacy in your school systems?  
Then you are in the right place.

If you are looking for information for  
an individual child, start with the  
Literacy Skills Checklist.

Literacy Skills Checklist

en Español



## All Children Can Read: Literacy Skills Checklist



Think about the child/student and place mark the box that best describes if/how often each of the following literacy-related behaviors are observed at home, school or in the community. The box at the end of each section provides information about where to locate strategies and resources on the literacy website to assist in developing and improving literacy skills.

	YES	NO	SOME-TIMES	DONT KNOW
Uses behavior as communication				
Demonstrates behaviors that are difficult to interpret (e.g. cries for unknown reason)				
Demonstrates little or no interest in people around him/her				
Disengages when invited to participate in a learning activity				
Demonstrates passive behavior throughout the day				
Seems reluctant to engage in the environment				
Engages in self-stimulating behavior for a significant part of the day				
Has little or no experience with rhythm activities				
Has little or no experience with books or stories				
Has little or no experience with writing materials				
Has little or no experience with literacy learning activities				

**\*If you answer Yes, Sometimes, or Don't Know to most of these items, you will begin with [Building a Foundation](#)**



## All Children Can Read: Literacy Skills Checklist



Think about the child/student and place mark the box that best describes if/how often each of the following literacy-related behaviors are observed at home, school or in the community. The box at the end of each section provides information about where to locate strategies and resources on the literacy website to assist in developing and improving literacy skills.

	YES	NO	SOME-TIMES	DONT KNOW
<b>Actively participates in turn-taking activities</b>				
<b>Attends to a communication partner</b>				
<b>Demonstrates beginning understanding that people and objects have names/labels/signs</b>				
<b>Attends to objects and/or pictures in a familiar routine or activity</b>				
<b>Enjoys and/or actively participates in music and rhythm activities</b>				
<b>Shows interest in books, stories and/or others engaged in literacy activities</b>				
<b>Handles or explores books, even in non-traditional ways (e.g. mouthing, tapping, or smelling)</b>				
<b>Attends to pictures (or objects) in traditional or adapted books</b>				
<b>Is beginning to use familiar objects/symbols/signs for communication</b>				
<b>Shows interest in or actively engages with writing materials</b>				

**\*If you answer No, Sometimes, or Don't Know to most of these items, you will begin with [Early Emergent Literacy](#)**



# All Children Can Read: Literacy Skills Checklist



	YES	NO	SOME-TIMES	DON'T KNOW
Lets someone know he/she wants to look at a book/be read to				
Participates in story reading using child's preferred communication method(s)				
Repeats familiar parts of stories using his/her preferred communication method(s)				
Labels objects (points to and/or names (or signs)				
Searches for favorite pictures/objects when reading familiar books or environmental print				
Begins to prefer certain stories				
Shows interest in print, braille and/or tactile representations				
Notices and/or protests when adult leaves out or changes part of the story				
Holds, carries and/or turns pages of a book (adaptations or assistance allowed)				
Scribbles, stamps, finger-paints, places images or tangible representations, or uses alternative pencils				
Begins to express/assign meaning through scribbles, stamps, finger-paints, places images or tangible representations, uses alternative pencils, or other writing tools				
Understands that text (e.g. printed words/braille/images/tangible representations) convey meaning				
Makes the connection between signed or spoken language and print, braille, picture/symbol, or tangible representations				
Recognizes and begins to read familiar logos and signs in the environment (e.g. McDonald's, restroom, cafeteria, hospital)				
Begins to recognize and read familiar words (name on cubby, personal information, lunch menu)				
"Reads" to self				

**\*If you answer No, Sometimes, or Don't Know to most of these items, you will begin with Emergent Literacy**

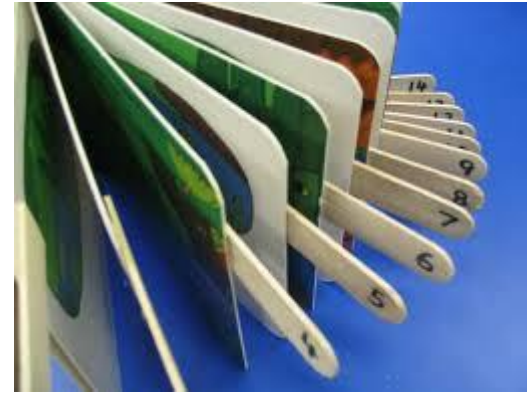
**\*If you answer Yes to most items, use the NCDB checklist and literacy website to identify strategies from Writing, Vocabulary, Comprehension, Increasing Fluency, and Expanding Literacy.**

# Other Considerations: How will the book be held and/or positioned?





# Other Considerations: How will pages be turned?



# Should text be adapted?

- Should Braille need be added?
- Should the style and size of font be changed?
- Should the amount of text per page need be reduced?
- How much spacing is needed between words and lines?
- What colors and contrast ?  
    Dark text on light background? Light text on dark?
- Is the page too cluttered?
- Does the text need to be simplified?  
    Too many unfamiliar [concepts](#)? [Vocabulary](#)?  
([Books](#) about: emotions, money, measurement, colors, food . . .)  
    [Tips](#) for reading aloud from National Braille Press

# What style and size font are needed?

18 font Times New Roman?

20 font ABCPrint?

**BOLD** or NOT BOLD?

24 font Century Gothic?

**28 font Arial Rounded MT Bold?**

**Download Braille + ASL fonts**



# What colors and contrast are needed?



# Concept Development

[Paths to Literacy: Teaching Basic Concepts and Pre-Braille Skills](#)

[Paths to Literacy: Book about the concept of big and small](#)

[Paths to Literacy: Concept Cards](#)

[Concept Cards: Rain](#)

[Paths to Literacy: 10 Hands-On Activities to Teach Concept Development](#)

[Paths to Literacy: Practical Ideas to Support Concept Development](#)

[National Center on Deaf-Blindness \(NCDB\): Concept Development](#)

[NCDB: Developing Concepts with Children Who Are Deaf-Blind](#)

[NCDB: Communication & Concept Development  
in Children with Deaf-Blindness](#)

[Open Hands Open Access \(OHOA\) Module:](#)

[Concept Development and Responsive Environments](#)

[Texas School for the Blind & Visually Impaired \(TSBVI\):](#)

[Understanding Concept Development and Related Challenges for  
Academic Students with DeafBlindness](#)

# Should pictures be adapted?

- What size and type of images is the reader able to recognize and understand?

Simplified illustrations? Familiar images?

Photos? Line drawings? [Picture symbols](#)?

- Is the picture too cluttered? Need an [occluder](#)?
- Does the background need to be changed/[removed](#)?
- Are outlines helpful? [Bubble words](#)? [Colors](#) helpful?
- Should [tactile](#) features be added? A [story box](#) of items?
- How are images best [described](#)?
- Does the reader's [CVI phase](#) need to be considered?
- Other [CVI](#) considerations?

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## Should photos accompany the text?

**This is  
a cow.**

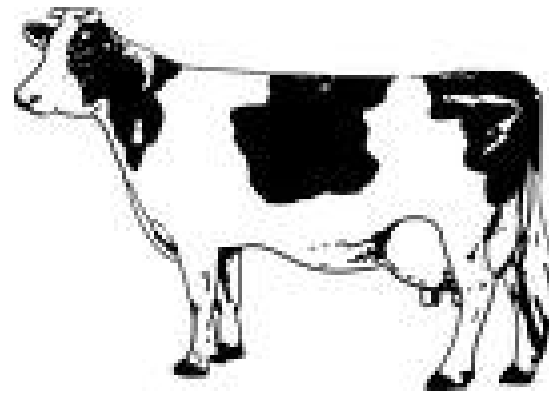


**COW**

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# Should simplified pictures accompany the text?

**This is  
a cow.**



**COW**



**Should words and pictures appear on same page?**

**The cow jumped over**



**the moon.**

**Should words and pictures appear on opposite pages?**

**The cow  
jumped  
over  
the moon.**



# What readability level is appropriate? (sentence length, word length)

- Microsoft Word

1. Go to **File > Options**.
2. Select **Proofing**.
3. Under **When correcting spelling and grammar in Word**, make sure the **Check grammar with spelling** check box is selected.
4. Select **Show readability statistics**.

**How much vocabulary is involved?**

# How will the reader engage with the story?

## Paths to Literacy: Story Boxes

- [What is a Story Box](#)
- [Making a Story Box](#)
- [Easy to Create Story Boxes](#)
- [Suggested List of Story Boxes for Young Children](#)
- [Bringing Literacy to Life through Storyboxes](#)
- [Story Boxes: Literacy Adaptations for Students Who Are Deafblind](#)
- [Story Boxes and Story Boards for Students with Multiple Disabilities](#)
- [Story Box Ideas for Holiday Stories](#)
- [Creating Literacy Skills Kits to Target the Expanded Core Curriculum](#)

[Texas School for the Blind & Visually Impaired \(TSBVI\):](#)

[What is a Story Box?](#)

# Story Box Example [by JBrown](#)

*Storage Tip: In my experience, it is easier to use boxes or baskets to keep the book and items in the box. That way you aren't scrambling at the last minute to find all of the necessary items.*



# Perkins Webinar: Accessible Books & Literacy

[www.perkinselearning.org/videos/webinar/accessible-books-and-literacy-supporting-and-encouraging-love-literacy](http://www.perkinselearning.org/videos/webinar/accessible-books-and-literacy-supporting-and-encouraging-love-literacy)

## *Accessible Books and Literacy: Supporting and Encouraging a Love for Literacy*

Presented by Sandy Kenrick

She is the mother of two boys. Her oldest, age 6, is Deaf-Blind. His first language is American Sign Language. Her youngest, age 3, has typical

# Experience Books

[Paths to Literacy: Experience Books](#)

[Experience Books: A Tool for Conversation](#)

[Creating Experience Books with Children Who Are Blind](#)

[Language Experience Books](#)

[Tactile Experience Books](#)

[Play-Based Experience Stories](#)

[Creating and Using Tactile Experience Books for Young Children with Visual Impairments \(by Dr. Sandra Lewis\)](#)



## What is an "experience book?"

- Experience books are similar to traditional books in that they:
- tell a story;
- are tied to specific language/communication;
- allow a child to share, re-create, and review the same story over and over again with many different people, whether at home or at school; and
- are the basis for conversation.
- Experience books differ from traditional books in that:
- Experience books are created with a specific reader in mind.
- The story is based on an experience or interest of the target reader.
- The objects included in the experience book are particular to the experience or interest of the student for whom the book is made.
- The words written (and, when appropriate, brailled) on the pages are chosen for a particular student.



Project

# SALUTE



## **Successful Adaptations for Learning to Use Touch Effectively**

A child's trip to an amusement park is recreated tactilely using items from the trip (e.g., part of the popcorn box, the wristband to get him on rides, a straw for the drink that was purchased, a small souvenir). The child's grandparent discusses the event while encouraging the child to manipulate each object in the "story or memory" box. Each item is labeled in braille and print.

## Could tactile features enhance the text?

<http://tsbvi.edu/deaf-blind-project/2627-creating-and-using-tactile-experience-books-for-young-children-with-visual-impairments>

By Sandra Lewis, Associate Professor and Coordinator, Program in Visual Impairment, College of Education, Florida State University, and Joan Tolla, Orientation and Mobility Specialist, Tift and Irwin County Schools, Georgia.

Reprinted from *Teaching Exceptional Children*, vol. 35, No. 3, pp. 22-28

### "My Garden Walk" by Mary

- Title cover: "My Garden Walk" by Mary: *Glued to the center of the cover page were several pebbles from the path on which Mary had walked.*
- Page 1: Brailled sentence at the bottom of the page read. "I went for a walk in the school garden. I found 1 piece of tree bark." *Glued to the center of the page was a large piece of tree bark.*
- Page 2: Brailled sentence "On the ground were 3 stones. Count them with me." *3 stones, one small, medium, and large, were glued onto this page.*
- Page 3: Braille sentence, "I have 4 limbs from a tree." *Arranged in increasing size were 4 limbs from various trees.*
- Page 4: Brailled sentence, "I picked 3 leaves, one large, one medium, and one small." *In descending size, three different leaves were glued onto the center of the page.*
- Page 5: Brailled sentence, "I petted one bunny rabbit." *In a plastic Zip-lock bag glued to the center of the page was bunny fur found on the ground near the bunny's cage.*
- Page 6: Brailled sentence, "I picked a flower." *One flower from a bush was attached to the center of the page.*
- Page 7: Brailled sentence, "I had fun walking with Ms. Joan." *Stapled to this page was the elastic from the handle of a discarded cane like the one used by Mary.*

## Could tactile features enhance the text?

<http://tsbvi.edu/deaf-blind-project/2627-creating-and-using-tactile-experience-books-for-young-children-with-visual-impairments>

### “Things for My Hair”

- Title Cover: "Things for My Hair" *A hairbrush was attached to cover with Velcro.*
- Page 1: "Shampoo to clean my hair. Conditioner to make it soft." *Small travel-size containers filled with a little shampoo/conditioner attached at the center of the page with Velcro.*
- Page 2: "A brush and combs for my hair." *Two combs and one small brush were attached to the page with Velcro. A large brush was attached to a string and hung outside of the book.*
- Page 3: "Hair rollers to help curl my hair." *Various sizes and makes of rollers were placed into a small plastic bag. The bag was fastened at the top of the page with Velcro.*
- Page 4: "Large and small barrettes hold my hair in place." *Various sizes and types of barrettes were placed in a bag, and the bag was fastened at the top of the page with Velcro.*
- Page 5: "Bobby pins hold my hair in place." *Large, small, and medium-size bobby pins were placed in a bag that was attached to the page.*
- Page 6: "Ponytail holders keep my hair in a ponytail." *Same as pages 4 and 5.*
- Page 7: "Clincher combs keep my hair back." *Same as pages 4 and 5.*
- Page 8: "Headbands keep my hair out of my face." *Same as pages 4 and 5.*



In order to foster literacy learning for students who are blind or who are deaf-blind, they need to have access to a changing assortment of accessible books. The books described below have been brailled and adapted with tactuals and are currently being used by students with deaf-blindness in North Carolina model classrooms. All directions contain a materials shopping list and page-by-page directions that includes photographs. The books themselves need to be purchased separately.

The below books are appropriate for all students but have been specifically adapted for students with the most significant disabilities, including deaf-blindness.

We have been making the *Start-to-Finish Literacy Series* ([Don Johnston, Inc.](#)) paperback books accessible to the students with significant visual impairments in the deafblind model demonstration project by adding tactual features. Below are directions on how to tactualize the books for your own use.

#### Plants-Science & Surroundings Kit

##### [Let's Do Plants](#)

A Person or a Plant?

Shop Til You Drop

#### Recycling-Cash in the Trash Kit

Snowballs in the Desert

Down in the Dumps

Can It!

#### Life Cycles-Birth & Beyond Kit

The Life Cycle of a Butterfly

I Made a Frog

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# Could tactile features enhance the text?



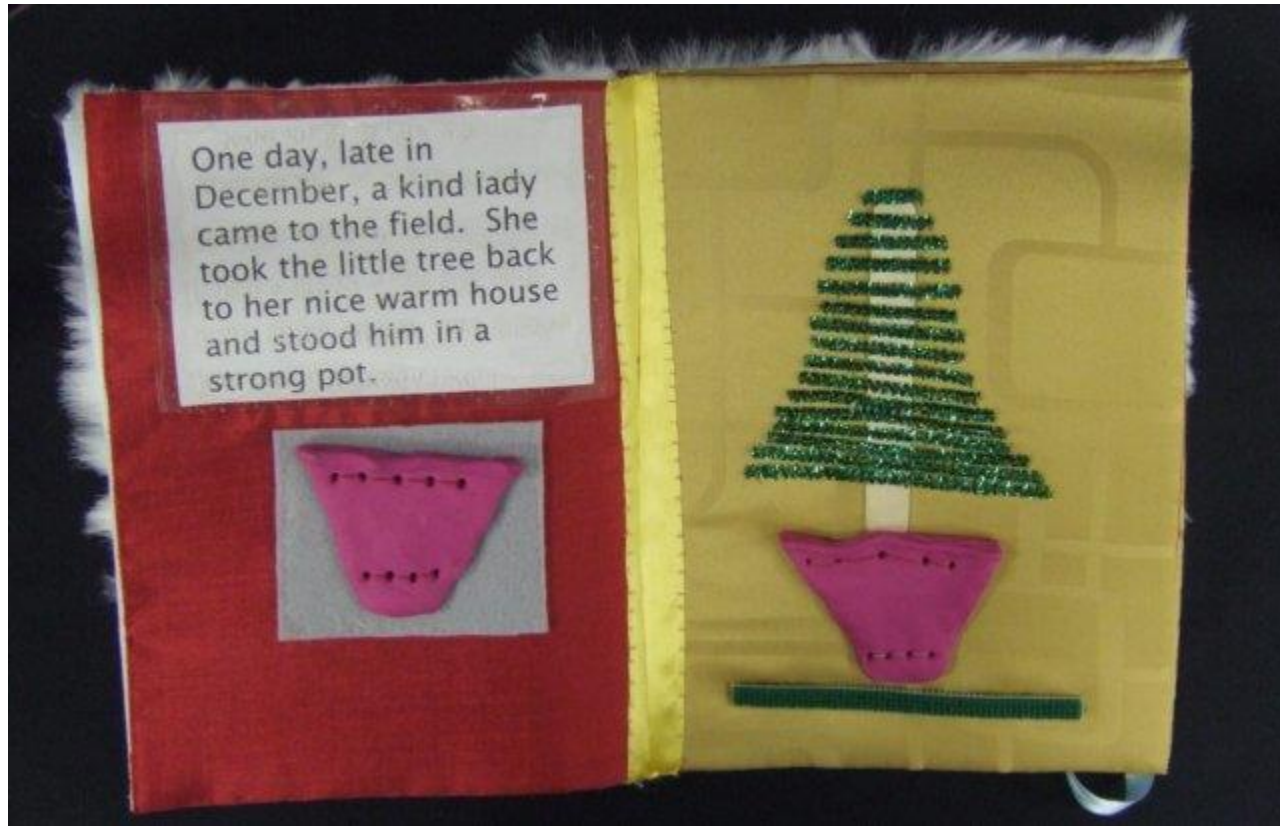
<http://www.tactilebooks.org/making/index.html>

# Prize-winning tactile book (ages 3-6)

<http://www.tactilebooks.org/competition/index.html>



# Prize-winning tactile book: *The Little Fir Tree*



<http://www.tactilebooks.org/making-fir-tree.pdf>

# Prize-winning tactile book: *The Little Fir Tree*



<http://www.tactilebooks.org/making-fir-tree.pdf>



# Prize-winning tactile book: *The Little Fir Tree*



<http://www.tactilebooks.org/making-fir-tree.pdf>

# Using Technology: PowerPoint Books

## [Florida Instructional Materials Center](#)



### [Resources](#)

FIMC-VI serves students with visual impairments enrolled in Florida's public and private schools and teachers in those schools, both exceptional student educators and regular educators, who work with visually impaired students.

There is no charge for any services offered by FIMC-VI. Materials are produced by the Center staff, prepared by certified volunteer transcribers, and/or purchased by the Center. These materials are then loaned to schools within Florida. Consultation and training are also provided to instructional personnel throughout the State at no charge.

FIMC-VI  
4210 West Bay Villa Avenue  
Tampa, Florida 33611-1206  
813-837-7826 voice  
813-837-7979 fax



<http://www.fimcvi.org/resources/powerpoint-books>

# Matthieu's Music Book



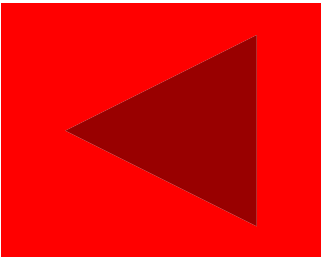
Created as part of a workshop on Early Literacy Experiences, these books provide ideas for other teachers using PowerPoint to create books for their own students. If you would like to share your creations, please send them to [kratzlaff@fimcvi.org](mailto:kratzlaff@fimcvi.org).



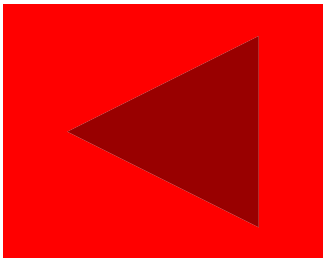
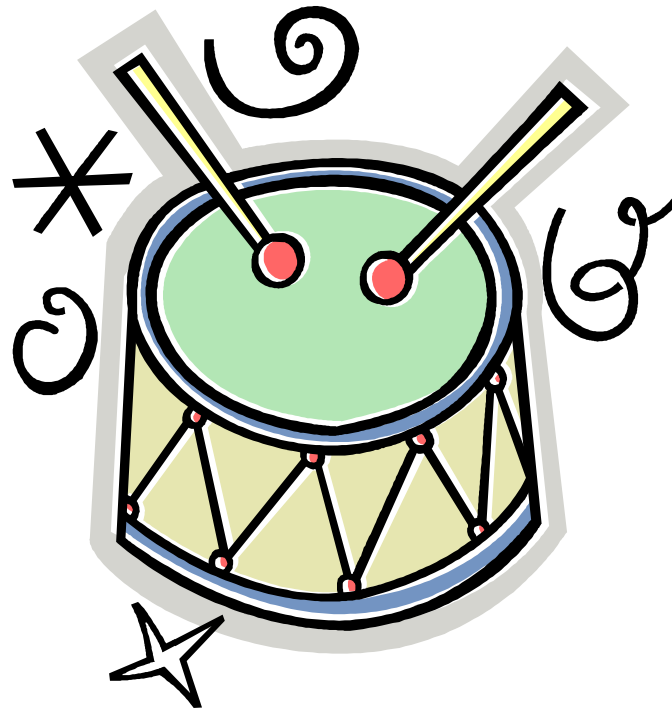
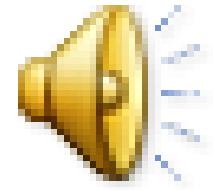
# I like music.



These books provide ideas for other teachers using PowerPoint to create books for their own students. If you would like to share your creations, please send them to [kratzlaff@fimcvi.org](mailto:kratzlaff@fimcvi.org).



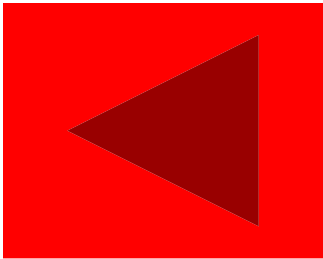
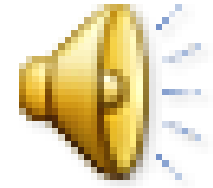
# Hear the drums.



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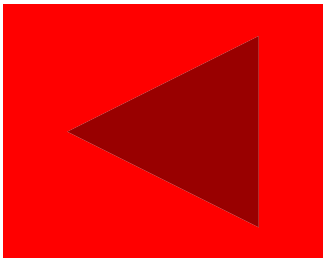
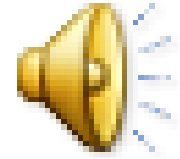
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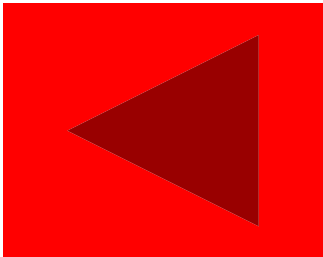
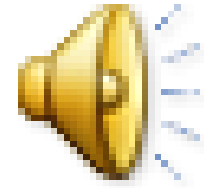
# Hear the piano.



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# I like music.

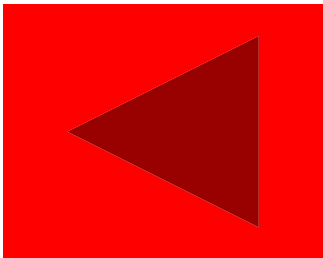


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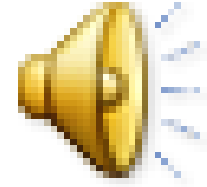
# Hear the guitar.



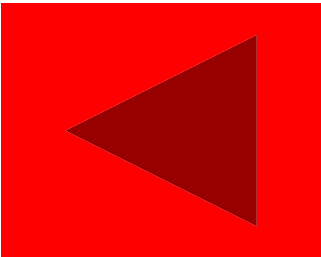
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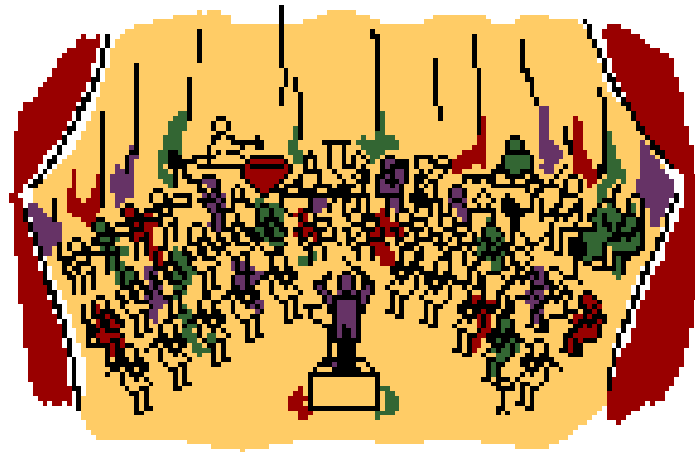
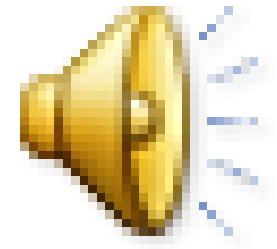
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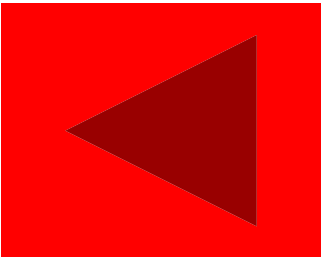
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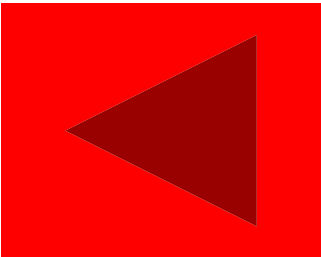
# Hear the band.



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# THE END

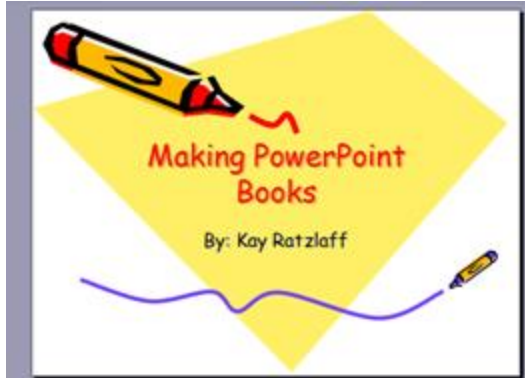


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# Creating PowerPoint Books

[www.fimcvi.org/resources/powerpoint-books](http://www.fimcvi.org/resources/powerpoint-books)



## [A Step-By-Step Method to Create PowerPoint Books](#)

Step-by-step directions for creating PowerPoint books. Includes instructions for inserting pictures, sounds, music, and reading text.

## [Power Point Book Template](#)

This PowerPoint presentation introduces teachers of the visually impaired and blind to the software and hardware used to enhance the student's educational experience. An extra section has been added to introduce the Federal Regulations related to Assistive Technology.

# Universal Design for Learning

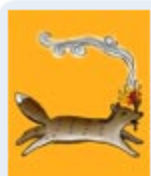
<http://udleditions.cast.org/>



UDL Editions by CAST

## About UDL Editions by CAST

UDL Editions take advantage of the flexibility of digital media to reach and engage all learners. Leveled supports and the Texthelp Toolbar balance challenge and support for each learner, ages 10 and up. Select your book to get started!



How Coyote Stole Fire



About Coyotes



Call of the Wild

<http://www.youtube.com/watch?v=5FRJRBmmiSc&feature=related>

# Using Technology: <http://bookbuilder.cast.org/>



**CAST UDL BOOK BUILDER**



Welcome to the **new** CAST Universal Design for Learning (UDL) Book Builder! Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills.

[Using Book Builder's new features.](#)

[See what people are saying about Book Builder!](#)

Learn About Universal Design for Learning (UDL)

Model Books

Create and Edit Books

Shared Books

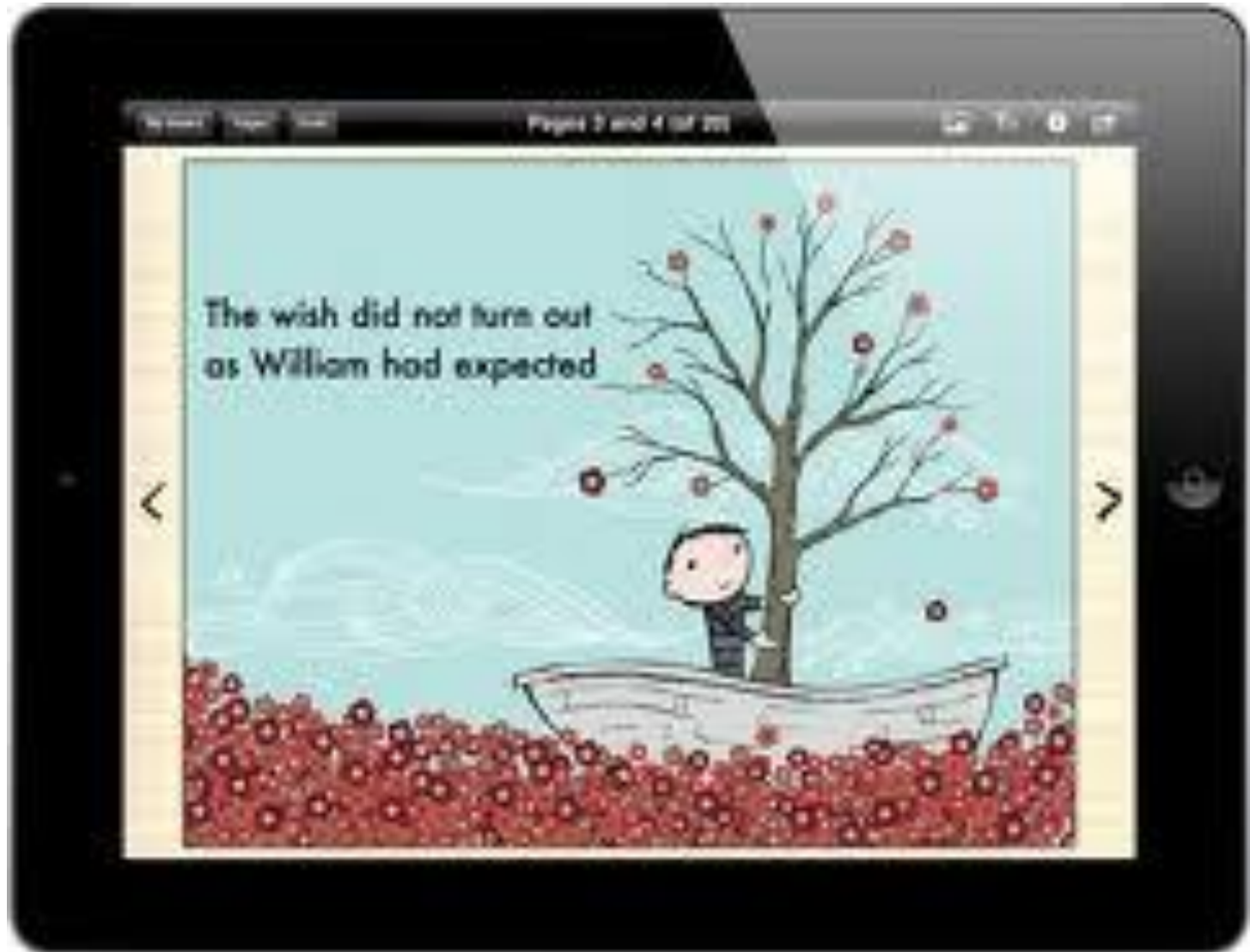
Public Library Books

Tips and Resources

GIVE US  
FEEDBACK!



# There's an App for That! [Book Creator](#)







Read2Go is simple, fast, easy... access all of your favorite Bookshare books and more on the iPad, iPhone and iPod touch!

<http://read2go.org>

# Literacy for Augmentative & Alternative Communication Users

Janice Light & David  
McNaughton,  
Pennsylvania State  
University

<http://aacliteracy.psu.edu/>

## Ellie

- Ellie has cerebral palsy. She is included in a regular grade 1 class.
- Ellie is always smiling and loves to laugh. She has a magnetic personality and loves to interact with others.
- Like many of her peers, Ellie likes Hannah Montana. And she loves to go to the mall and shop!
- Ellie uses speech and a computer with speech output to communicate (an MT4 from DynaVox).
- We started to work with Ellie when she was 6 years old, the summer before she started grade 1. At that time, she knew some of her letters and sounds but she was not yet reading words.
- In this video, Ellie is 8 years old. She is reading a book about Minnie Mouse independently and is answering written multiple choice questions about the story.
- She is so proud to be a successful reader.
- Visit the rest of the website to learn more about how Ellie learned to read.

